

2019-2020 BOARD ADOPTED BUDGET



The mission of the Wappingers Central School District is to empower all of our students with the competencies and confidence to challenge themselves, to pursue their passions and to realize their potential while growing as responsible members of their community.

BOARD OF EDUCATION TRUSTEES

TERM OF OFFICE

Peggy Kelland, President	7/1/2017 - 6/30/2020
John Lumia, Vice President	7/1/2017 - 6/30/2020
Paul Galletta	7/1/2016 - 6/30/2019
Barbara Goodman	7/1/2016 - 6/30/2019
Keith Odums	7/1/2017 - 6/30/2020
Linda Rappaport	7/1/2018 - 6/30/2021
Robert Rubin	7/1/2018 - 6/30/2021
Eddy Sloshower	7/1/2016 - 6/30/2019
James Spencer	5/17/2018 - 6/30/2021

José Carrión	Superintendent of Schools
Dwight Bonk, Ed.D	Deputy Superintendent for Human Resources & Labor Relations
Michelle Cardwell, Ed.D	Assistant Superintendent for K-12 Curriculum & Instruction
Daren Lolkema	Assistant Superintendent for Compliance & Information Systems
Kristen Crandall	Assistant Superintendent for Finance & Business Development
Richard Zipp	Assistant Superintendent for Special Education & Student Services
Ronald Broas	Director of School Facilities & Operations
Thomas, Drohan, Waxman, Petigrow & Mayle	School District Attorney
Sharon Oliva	District Treasurer
Alberta Pedro	District Clerk

BUDGET SUMMARY

Wappingers Central School District
Total Budget Summary

Budget Code	Description	2019-20 Proposed Budget	2018-19 Budget	Dollar Increase / (Decrease)	Percent increase / (Decrease)
1010	BOARD OF EDUCATION	41,860	44,144	(2,284)	(5.17)
1040	DISTRICT CLERK	14,979	13,963	1,016	7.28
1060	DISTRICT MEETING	74,230	53,697	20,533	38.24
1240	CHIEF ADMINISTRATOR	315,345	304,077	11,268	3.71
1310	BUSINESS ADMINISTRATION	811,661	773,470	38,191	4.94
1320	AUDITING	87,251	96,472	(9,221)	(9.56)
1325	TREASURER	15,233	14,934	299	2.00
1330	TAX COLLECTOR	29,887	38,765	(8,878)	(22.90)
1345	PURCHASING	176,228	166,722	9,506	5.70
1380	FISCAL AGENT FEES	122,000	122,100	(100)	(0.08)
1420/1421	LEGAL SERVICES	344,000	348,500	(4,500)	(1.29)
1430	PERSONNEL	724,623	677,205	47,418	7.00
1460	RECORD MANAGEMENT	10,070	5,600	4,470	79.82
1480	PUBLIC INFORMATION	25,175	87,395	(62,220)	(71.19)
1620	OPERATION OF PLANT	7,771,971	7,643,422	128,549	1.68
1621	MAINTENANCE OF PLANT	3,842,401	3,969,351	(126,950)	(3.20)
1630	SECURITY AND SAFETY	713,299	740,938	(27,639)	(3.73)
1670	PRINT AND MAIL	301,549	324,926	(23,377)	(7.19)
1680	TECHNICAL SUPPORT SERVICES	960,178	1,024,330	(64,152)	(6.26)
19XX	UNALLOCATED INSURANCE & CHARGES	1,193,055	1,172,875	20,180	1.72
198X	BOCES ADMIN & CAPITAL	1,624,390	1,576,656	47,734	3.03
2010	OFFICE OF INSTRUCTION	2,323,636	2,249,316	74,320	3.30
2011	OFFICE OF ADMINISTRATION	724,323	673,294	51,029	7.58
2020	SUPERVISION REGULAR SCHOOL	5,441,276	5,296,332	144,944	2.74
2060	RESEARCH PLANNING & EVALUATION	67,912	95,541	(27,629)	(28.92)
2070	IN-SERVICE TRAINING	233,340	249,926	(16,586)	(6.64)
2110	REGULAR SCHOOL TEACHING	66,218,097	65,063,025	1,155,072	1.78
2194	TEXTBOOKS	624,056	664,861	(40,805)	(6.14)

2250	SPECIAL EDUCATION	34,025,144	30,884,616	3,140,528	10.17
2280	OCCUPATIONAL EDUCATION	1,070,000	1,155,000	(85,000)	(7.36)
233X	DRIVERS ED/EMPLOYEE PREP/CONT ED	122,737	121,695	1,042	0.86
2333	SUMMER SCHOOL	83,850	91,107	(7,257)	(7.97)
2335	ALTERNATIVE EDUCATION	1,116,580	547,049	569,531	104.11
2610	LIBRARY A/V	1,897,014	1,839,773	57,241	3.11
2630	COMPUTER ASSISTED INSTRUCTION	1,465,063	1,672,129	(207,066)	(12.38)
2810	GUIDANCE	2,660,863	2,409,788	251,075	10.42
2815	HEALTH SERVICES	1,666,623	1,704,366	(37,743)	(2.21)
2816	HEALTH EDUCATION	798,005	755,575	42,430	5.62
2817	SPEECH/LANGUAGE	1,890,466	1,787,073	103,393	5.79
2820	PSYCHOLOGIST	1,715,784	1,659,534	56,250	3.39
2825	SOCIAL WORKER	1,056,468	1,054,378	2,090	0.20
2830	CHARTER SCHOOL TUITION	12,663	19,000	(6,337)	1.00
2850	CO-CURRICULAR	465,509	430,696	34,813	8.08
2855	INTERSCHOLASTIC	1,172,753	1,078,147	94,606	8.77
5510	TRANSPORTATION	12,085,192	12,240,586	(155,394)	(1.27)
5530	TRANSPORTATION GARAGE	103,787	106,604	(2,817)	(2.64)
5550	PUBLIC TRANSPORTATION	97,850	102,600	(4,750)	(4.63)
5581	BOCES TRANSPORTATION SERVICES	611,634	337,092	274,542	81.44
9012	EMPLOYEES RETIREMENT SYSTEM	3,665,478	3,917,328	(251,850)	(6.43)
9022	TEACHERS RETIREMENT SERVICES	8,892,727	9,518,313	(625,586)	(6.57)
9033	SOCIAL SECURITY	9,598,868	9,259,053	339,815	3.67
9040	WORKERS'COMPENSATION	2,231,360	2,335,637	(104,277)	(4.46)
9050	UNEMPLOYMENT INSURANCE	96,900	105,000	(8,100)	(7.71)
9060	HLTH INS SHARED SAVINGS	203,000	200,000	3,000	1.50
9061	HEALTH INSURANCE	39,929,635	40,769,200	(839,565)	(2.06)
9070	WELFARE TRUST	2,394,470	2,349,803	44,667	1.90
9089	OTHER BENEFITS	638,390	724,816	(86,426)	(11.92)
9732	BUS BAN PRINCIPLE PAYMENT	1,933,196	1,895,615	37,581	1.98
9760	BOND ANTICIPATION NOTES	28,500	31,000	(2,500)	(8.06)
9901	TRANSFERS TO OTHER FUNDS	6,388,454	6,408,221	(19,767)	(0.31)
9950	TRANSFER TO CAPITAL FUND	-	310,000	(310,000)	(100.00)
Grand Total		234,950,988	231,312,631	3,638,357	1.57

REVENUES

Summary of All Revenues

	2018-2019 Budget	2019-2020 Budget	Change	% Change
State Aid	\$ 57,966,798	\$ 58,043,010	\$ 76,212	0.13%
PILOTS	\$ 1,578,964	\$ 1,597,685	\$ 18,721	1.19%
Interest	\$ 45,000	\$ 45,000	\$ -	0.00%
Continuing Education	\$ 150,000	\$ 150,000	\$ -	0.00%
Tuition	\$ 299,000	\$ 299,000	\$ -	0.00%
Health Services	\$ 100,000	\$ 100,000	\$ -	0.00%
Insurance Recoveries	\$ 150,000	\$ 150,000	\$ -	0.00%
Refunds Prior Year	\$ 700,000	\$ 700,000	\$ -	0.00%
Gifts & Donations	\$ 200,000	\$ 200,000	\$ -	0.00%
Medicaid	\$ 450,000	\$ 450,000	\$ -	0.00%
Miscellaneous	\$ 295,000	\$ 295,000	\$ -	0.00%
Total	\$ 61,934,762	\$ 62,029,695	\$ 94,933	0.15%

BUDGET

Wappingers CSD

Account	Description	2019 - 20 Proposed		2018 - 19 Projected		Component Budget Presentation		
		Budget	2018 - 19 Budget	Expenditures	2017 - 18 Actual	Administrative	Capital	Program
A 1010.400-A	BOARD OF EDUCATION - CONTRACTUAL SERVICE	20,995	22,100	18,739	28,343	20,995		
A 1010.400-A-0083	BOARD OF EDUCATION - MEMBERSHIPS	14,725	15,500	14,100	13,143	14,725		
A 1010.486-A	BOARD OF EDUCATION - CONFERENCES	4,050	3,999	3,998	4,526	4,050		
A 1010.500-A	BOARD OF EDUCATION - SUPPLIES	2,090	2,500	1,850	204	2,090		
	A1010	41,860	44,099	38,687	46,215			
A 1040.160-A	DISTRICT CLERK - SALARY CLASSIFIED	12,841	12,859	13,116	12,607	12,841		
A 1040.406-A	DISTRICT CLERK - ADS/LEGAL NOTICES	380	450	375	160	380		
A 1040.486-A	DISTRICT CLERK - CONFERENCES	428	450	225	193	428		
A 1040.500-A	DISTRICT CLERK - SUPPLIES	1,330	250	125	-	1,330		
	A1040	14,979	14,009	13,841	12,960			
A 1060.400-A	DISTRICT MEETING - CONTRACTUAL SERVICES	4,655	4,900	4,725	3,726	4,655		
A 1060.406-A	DISTRICT MEETING - ADS/LEGAL NOTICES	2,375	2,500	2,500	2,056	2,375		
A 1060.439-A	DISTRICT MEETING - POLLING CLERKS/INSPEC	17,500	17,500	17,400	15,247	17,500		
A 1060.490-A	DISTRICT MEETING - BOCES (BUDGET VOTE SOFTW	44,000	22,797	44,000	42,457	44,000		
A 1060.500-A	DISTRICT MEETING - SUPPLIES	5,700	6,000	5,650	4,090	5,700		
	A1060	74,230	53,697	74,275	67,577			
A 1240.150-A-0054	CHIEF ADMINISTRATOR -SALARY SUPERINTEND	225,981	215,361	221,550	218,739	225,981		
A 1240.160-A	CHIEF ADMINISTRATOR -SALARY CLASSIFIED	59,533	58,366	58,366	58,640	59,533		
A 1240.400-A	CHIEF ADMINISTRATOR -CONTRACTUAL SVCS	2,898	3,000	3,050	3,362	2,898		
A 1240.400-A-0083	CHIEF ADMINISTRATOR -MEMBERSHIPS	14,250	14,000	14,600	13,862	14,250		
A 1240.486-A	CHIEF ADMINISTRATOR -CONFERENCES	12,113	12,750	11,500	6,694	12,113		
A 1240.500-A	CHIEF ADMINISTRATOR -SUPPLIES	570	600	600	420	570		
	A1240	315,345	304,077	309,666	301,716			
A 1310.150-A	BUSINESS ADMIN - CERTIFIED BUSINESS OFFICIAL	165,220	156,558	160,989	155,125	165,220		
A 1310.160-A	BUSINESS ADMIN - SALARY CLASSIFIED	536,352	503,267	524,267	506,421	536,352		
A 1310.160-A-0022	BUSINESS ADMIN - SALARY CLASSIFIED OVERTIME	900	2,500	985	229	900		
A 1310.165-A	BUSINESS ADMIN - SALARY CLERICAL	47,409	46,479	46,479	45,578	47,409		
A 1310.400-A	BUSINESS ADMIN - CONTRACTUAL SERVICES	54,650	59,150	52,500	49,572	54,650		
A 1310.490-A	BUSINESS ADMIN - BOCES SERVICES	3,330	3,316	3,343	3,220	3,330		
A 1310.500-A	BUSINESS ADMIN - SUPPLIES	2,850	2,200	2,800	3,312	2,850		
A 1310.553-A	BUSINESS ADMIN - PRINTING & REPORTING SUPPL	950	-	125	-	950		
	A1310	811,661	773,470	791,488	763,457			
A 1320.160-A	AUDITING - SALARY CLASSIFIED	39,751	38,972	32,476	33,212	39,751		
A 1320.442-A	AUDITING SERVICES	47,500	57,500	47,500	55,000	47,500		
	A1320	87,251	96,472	79,976	88,212			
A 1325.160-A	TREASURER - SALARY CLASSIFIED	15,233	14,934	14,934	10,386	15,233		
	A1325	15,233	14,934	14,934	10,386			

Account	Description	2019 - 20 Proposed				2018 - 19 Projected			Component Budget Presentation		
		Budget	2018 - 19 Budget	Expenditures	2017 - 18 Actual	Administrative	Capital	Program			
A 1330.400-A	TAX COLLECTOR - CONTRACTUAL SERVICES	29,127	37,900	29,800	27,319	29,127					
A 1330.406-A	TAX COLLECTOR - ADS/LEGAL NOTICES	760	865	475	389	760					
	A1330	29,887	38,765	30,275	27,709						
A 1345.160-A	PURCHASING - SALARY CLASSIFIED	170,665	160,471	165,471	159,536	170,665					
A 1345.400-A	PURCHASING - CONTRACTUAL SERVICES	100	200	100	100	100					
A 1345.406-A	PURCHASING - ADS/LEGAL NOTICES	1,710	2,000	1,350	1,282	1,710					
A 1345.486-A	PURCHASING - CONFERENCES	950	1,100	716	-	950					
A 1345.490-A	PURCHASING - BOCES SERVICES	2,803	2,951	2,951	2,866	2,803					
	A1345	176,228	166,722	170,588	163,784						
A 1380.415-A	FISCAL AGENT FEES	122,000	122,100	119,500	143,986	122,000					
	A1380	122,000	122,100	119,500	143,986						
A 1420.400-A	LEGAL ADMIN - CONTRACTUAL SERVICES	-	1,000	-	-						
A 1420.413-A	LEGAL ADMIN - OUTSIDE LEGAL SERVICES	102,000	102,000	98,500	92,298	102,000					
A 1421.400-A	LEGAL PROGRAM - CONTRACTUAL SERVICES	-	3,500	-	97,500						
A 1421.413-A	LEGAL PROGRAM - OUTSIDE LEGAL SERVICES	242,000	242,000	238,000	222,603			242,000			
	A142X	344,000	348,500	336,500	412,401						
A 1430.150-A	PERSONNEL - ASSIST SUPERINTENDENT	186,090	168,263	182,500	164,964	186,090					
A 1430.160-A	PERSONNEL - SALARY CLASSIFIED	330,145	323,671	323,671	309,675	330,145					
A 1430.160-A-0006	PERSONNEL - SALARY CLASSIFIED SUBSTIT	45,124	34,200	44,035	62,292	45,124					
A 1430.165-A	PERSONNEL - SALARY CLERICAL	15,618	14,869	14,827	15,595	15,618					
A 1430.400-A	PERSONNEL - CONTRACTUAL SERVICES	14,100	15,500	12,370	10,422	14,100					
A 1430.400-A-0083	PERSONNEL - MEMBERSHIPS	570	900	500	330	570					
A 1430.444-A	PERSONNEL - RECRUITMENT COSTS	2,803	1,615	2,950	3,571	2,803					
A 1430.468-A	PERSONNEL - EMPLOYEE MED SERVICES	16,895	15,000	16,891	15,095	16,895					
A 1430.485-A	PERSONNEL - MILEAGE REIMBURSEMENT	21,500	20,000	19,500	18,819	21,500					
A 1430.486-A	PERSONNEL - CONFERENCES	1,615	1,700	1,689	2,011	1,615					
A 1430.490-A	PERSONNEL - BOCES SERVICES	79,904	70,887	78,587	69,245	79,904					
A 1430.497-A	PERSONNEL - ADMINISTRATIVE FEE - 125	4,845	5,100	4,798	8,967	4,845					
A 1430.500-A	SUPPLIES	4,275	4,500	8,000	2,947	4,275					
A 1430.500-A-0030	SUPPLIES - HR SECTION 504	1,140	1,000	1,150	217	1,140					
	A1430	724,624	677,205	711,468	684,149						
A 1460.400-A	RECORD MANAGEMENT - CONTRACTUAL SERVICE	2,755	2,700	4,143	-	2,755					
A 1460.450-A	RECORD MANAGEMENT - CONTRACTUAL SHREDC	2,755	2,900	1,875	1,075	2,755					
A 1460.490-A	RECORD MANAGEMENT - BOCES SERVICES	4,560	-	4,800	-	4,560					
	A1460	10,070	5,600	10,818	1,075						
A 1480.400-A	PUBLIC INFO - CONTRACTUAL SERVICES	7,125	7,500	7,500	8,988	7,125					
A 1480.404-A	PUBLIC INFORMATION - POSTAGE	6,650	7,000	7,000	5,198	6,650					

Account	Description					Component Budget Presentation		
		2019 - 20 Proposed Budget	2018 - 19 Budget	2018 - 19 Projected Expenditures	2017 - 18 Actual	Administrative	Capital	Program
A 1480.490-A	PUBLIC INFORMATION - BOCES SERVICES	-	60,895	35,000	35,000	-		
A 1480.500-A	PUBLIC INFORMATION - SUPPLIES	11,400	12,000	12,000	8,224	11,400		
	A1480	25,175	87,395	61,500	57,410			
A 1620.160-A-0093	OPER PLANT - SALARY CLASSIFIED-SUMMER	177,961	164,668	167,200	160,995		177,961	
A 1620.160-Z	OPER PLANT - SALARY CLASSIFIED	503,660	512,744	512,744	456,013		503,660	
A 1620.164-A-0008	OPER PLANT - SAL CLASSIED OT ELEMENTAR	78,000	74,000	92,500	113,189		78,000	
A 1620.164-A-0009	OPER PLANT - SAL CLASSIFIED OT SECONDA	182,000	177,000	171,378	231,655		182,000	
A 1620.164-Z	OPER PLANT - SALARY CLASSIFIED OVERTIM	24,000	22,000	29,500	35,288		24,000	
A 1620.167-A	OPER PLANT - SALARY CUSTODIAN DRIVERS	570,209	529,121	506,120	529,625		570,209	
A 1620.167-B	OPER PLANT - SALARY CUSTODIAN-EVANS	147,355	147,355	147,355	146,112		147,355	
A 1620.167-C	OPER PLANT - SALARY CUSTODIAN-FISHKILL	153,187	153,187	153,187	153,587		153,187	
A 1620.167-D	OPER PLANT - SALARY CUST-FISHKILL PLAINS	140,215	131,266	130,200	119,287		140,215	
A 1620.167-E	OPER PLANT - SALARY CUSTODIAN-VASSAR R	165,617	141,885	141,885	127,212		165,617	
A 1620.167-F	OPER PLANT - SALARY CUSTODIAN-RCK	521,099	510,688	525,770	514,767		521,099	
A 1620.167-G	OPER PLANT - SALARY CUSTODIAN-BRINCKER	144,048	151,243	141,250	158,069		144,048	
A 1620.167-H	OPER PLANT - SALARY CUSTODIAN-OAK GROV	129,494	136,689	117,887	120,167		129,494	
A 1620.167-I	OPER PLANT - SALARY CUSTODIAN-SHEAFE R	130,944	138,969	121,169	125,690		130,944	
A 1620.167-J	OPER PLANT - SALARY CUSTODIAN-VAN WYCK	396,136	393,259	338,259	381,545		396,136	
A 1620.167-K	OPER PLANT - SALARY CUSTODIAN-GAYHEAD	213,130	227,425	193,330	202,919		213,130	
A 1620.167-L	OPER PLANT - SALARY CUSTODIAN-WJHS	433,825	402,157	379,152	365,040		433,825	
A 1620.167-M	OPER PLANT - SALARY CUSTODIAN-JOHN JAY	460,836	457,920	460,513	442,083		460,836	
A 1620.167-N	OPER PLANT - SALARY CUSTODIAN-MYERS CO	277,725	292,977	255,889	243,770		277,725	
A 1620.167-O	OPER PLANT - SALARY CUSTODIAN-KINRY RO	104,202	133,860	101,250	125,498		104,202	
A 1620.400-A	OPER PLANT - CONTRACTUAL SERVICES	32,000	32,000	35,970	28,210		32,000	
A 1620.402-A	OPER PLANT - REPAIRS	19,000	19,000	11,000	8,305		19,000	
A 1620.421-A	OPER PLANT - FUEL OIL SERVICE	48,000	48,000	42,500	35,874		48,000	
A 1620.422-A	OPER PLANT - NATURAL GAS/HEAT	655,000	710,000	725,000	516,480		655,000	
A 1620.425-A	OPER PLANT - ELECTRICITY	824,879	805,000	805,400	771,578		824,879	
A 1620.426-A	OPER PLANT - WATER USAGE CHARGES	205,000	205,000	99,500	61,886		205,000	
A 1620.427-A	OPER PLANT - TELEPHONE SERVICE	21,000	7,000	16,775	8,201		21,000	
A 1620.427-A-70	OPER PLANT - TELEPHONE LEASE	-	-	-	315		-	
A 1620.431-A	OPER PLANT - SEWER USAGE	283,000	245,000	281,200	209,120		283,000	
A 1620.440-A	OPER PLANT - CUSTODIAL LEASE	55,000	48,000	47,800	47,111		55,000	
A 1620.484-A	OPER PLANT - STAFF DEVELOPMENT	6,000	5,301	5,250	3,345		6,000	
A 1620.490-A	OPER PLANT - BOCES SERVICES	324,670	275,931	299,301	246,873		324,670	
A 1620.500-Z	OPER PLANT - SUPPLIES	308,500	308,500	352,900	255,654		308,500	
A 1620.502-A	OPER PLANT - HAND TOOLS	1,500	1,500	1,000	-		1,500	
A 1620.506-A	OPER PLANT - UNIFORMS	24,780	24,780	21,380	18,479		24,780	
A 1620.566-A	OPER PLANT - PAINT	10,000	10,000	1,805	1,303		10,000	
	A1620	7,771,971	7,643,422	7,433,319	6,965,247			

							Component Budget Presentation		
Account	Description	2019 - 20 Proposed	2018 - 19 Projected		2017 - 18 Actual				
		Budget	2018 - 19 Budget	Expenditures		Administrative	Capital	Program	
A 1621.160-A	MAINT PLANT - SALARY CLASSIFIED	56,032	56,032	56,214	57,128		56,032		
A 1621.160-A-0018	MAINT PLANT - SALARY SUPERVISOR	140,080	137,333	137,333	140,854		140,080		
A 1621.160-A-0019	MAINT PLANT - SALARY ASST SUPERVISOR/FO	186,710	186,710	186,710	186,356		186,710		
A 1621.160-A-0022	MAINT PLANT - SALARY CLASSIFIED OVERTIM	120,000	122,000	117,223	130,426		120,000		
A 1621.160-A-0027	MAINT PLANT - SALARY AUTO-MECHANIC	60,928	60,928	60,928	60,928		60,928		
A 1621.160-A-0057	MAINT PLANT - SALARY GROUNDS WORKER	393,452	409,858	389,048	389,168		393,452		
A 1621.160-A-0086	MAINT PLANT - SALARY MAINTENANCE WORKER	941,076	1,061,390	893,422	851,712		941,076		
A 1621.165-A	MAINT PLANT - SALARY CLERICAL	105,100	96,557	100,212	96,582		105,100		
A 1621.201-A	MAINT PLANT - REPLACEMENT EQUIPMENT	-	-	-	42,508		-		
A 1621.400-A	MAINT PLANT - CONTRACTUAL SERVICES	185,000	185,000	192,550	105,506		185,000		
A 1621.400-A-0083	MAINT PLANT - MEMBERSHIPS	-	-	-	-		-		
A 1621.402-A	MAINT PLANT - REPAIRS	10,000	10,000	8,365	8,654		10,000		
A 1621.405-A	MAINT PLANT - ARCHITECT/ENGINEER FEES	20,000	45,000	47,000	26,600		20,000		
A 1621.420-A	MAINT PLANT - TOOL ALLOWANCE	800	800	800	800		800		
A 1621.427-A-70	MAINT PLANT - TELEPHONE REPAIRS	15,250	15,250	15,000	16,467		15,250		
A 1621.440-A	MAINT PLANT - VEHICLE LEASE	190,300	190,300	189,500	174,986		190,300		
A 1621.452-A	MAINT PLANT - HVAC CONTRACTOR	100,000	85,500	93,700	87,750		100,000		
A 1621.460-A	MAINT PLANT - SOFTWARE	1,700	1,700	1,455	1,410		1,700		
A 1621.463-A	MAINT PLANT - ELECTRICAL CONTRACTOR	18,000	18,000	17,900	18,000		18,000		
A 1621.464-A	MAINT PLANT - GENERAL CONSTRUCTION CONT	88,773	88,773	68,775	62,281		88,773		
A 1621.465-A	MAINT PLANT - SNOW REMOVAL	35,000	29,000	33,500	62,741		35,000		
A 1621.466-A	MAINT PLANT - TRASH/RECYCLING REMOVAL	170,000	165,000	168,650	168,649		170,000		
A 1621.467-A	MAINT PLANT - SEPTIC TANK TREATMENT	12,000	12,000	18,200	33,026		12,000		
A 1621.472-A	MAINT PLANT - SERVICE CONTRACTS	70,500	70,500	64,236	65,775		70,500		
A 1621.479-A	MAINT PLANT - SPECIAL PROJECTS NYS	100,000	100,000	100,000	86,044		100,000		
A 1621.484-A	MAINT PLANT - STAFF DEVELOPMENT	5,500	5,500	4,200	4,164		5,500		
A 1621.500-A	MAINT PLANT - SUPPLIES	210,000	210,000	198,500	68,068		210,000		
A 1621.502-A	MAINT PLANT - HAND TOOLS	3,500	3,500	3,500	1,089		3,500		
A 1621.503-A	MAINT PLANT - OFFICE SUPPLIES	700	700	610	642		700		
A 1621.504-A	MAINT PLANT - SEWER TREATMENT	-	2,200	-	51		-		
A 1621.506-A	MAINT PLANT - UNIFORMS	8,000	8,000	8,000	7,633		8,000		
A 1621.559-A	MAINT PLANT - HVAC SUPPLIES	100,000	95,000	109,461	108,361		100,000		
A 1621.560-A	MAINT PLANT - PLUMBING SUPPLIES	90,000	90,000	82,387	70,387		90,000		
A 1621.561-A	MAINT PLANT - ELECTRICAL SUPPLIES	55,000	69,000	39,525	27,782		55,000		
A 1621.565-A	MAINT PLANT - ATHLETIC FIELD SUPPLIES	17,000	17,000	17,500	24,897		17,000		
A 1621.568-A	MAINT PLANT - GENERAL CONSTRUCTION SUPP	200,000	213,820	201,768	154,216		200,000		
A 1621.569-A	MAINT PLANT - VEHICLE REPAIR PARTS	90,000	60,000	78,615	87,418		90,000		
A 1621.571-A	MAINT PLANT - GASOLINE	30,000	35,000	28,500	28,393		30,000		
A 1621.576-A	MAINT PLANT - DIESEL FUEL	12,000	12,000	11,350	10,351		12,000		
	A1621	3,842,401	3,969,351	3,744,637	3,467,802				
A 1630.160-A	SECURITY AND SAFETY - SALARY CLASSIFIED	261,134	256,488	258,316	327,197		261,134		
A 1630.400-A	SEC AND SAFETY - CONTRACTUAL SERVICES	35,000	35,000	33,700	31,944		35,000		
A 1630.401-A-10	SEC AND SAFETY- SCHOOL RESOURCE OFFICER	195,520	180,000	178,000	176,000		195,520		

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A 1630.407-A	SECURITY SERVICE	8,000	10,000	1,000	-		8,000	
A 1630.410-A	SEC AND SAFETY- FACILITY INSPECTIONS	23,000	42,000	18,677	14,963		23,000	
A 1630.411-A	SEC AND SAFETY- WATER/SEWER TESTING	18,500	18,500	18,718	17,355		18,500	
A 1630.436-A	SEC AND SAFETY-TRAFFIC SIGNAL MAINTENANC	7,000	7,000	5,242	4,102		7,000	
A 1630.437-A	SEC AND SAFETY-HAZARDOUS WASTE DISPOSAL	8,000	8,000	5,310	6,520		8,000	
A 1630.438-A	SEC AND SAFETY- ENVIRONMENTAL TESTING	24,000	24,000	12,000	11,885		24,000	
A 1630.439-A	SEC AND SAFETY- MANDATED LEAD TESTING	8,000	15,000	1,000	497		8,000	
A 1630.447-A	SEC AND SAFETY-FIRE EXTINGUISHER MAINTEN	10,000	10,000	5,000	2,981		10,000	
A 1630.457-A	SEC AND SAFETY-FIRE ALARM SYSTEM MAINTEN	48,000	48,000	47,193	48,250		48,000	
A 1630.458-A	SEC AND SAFETY-SECURITY ALARM MAINTENANC	10,000	10,000	1,000	888		10,000	
A 1630.459-A	SEC AND SAFETY-ALARM SYSTEM MONITORING	6,000	6,000	-	-		6,000	
A 1630.468-A	SEC AND SAFETY-EMPLOYEE MED SVCS	2,252	2,000	2,252	2,000		2,252	
A 1630.500-A	SECURITY AND SAFETY - SUPPLIES	46,993	67,000	39,511	14,486		46,993	
A 1630.506-A	SECURITY AND SAFETY - UNIFORMS	1,900	1,950	1,676	1,813		1,900	
	A1630	713,299	740,938	628,595	660,880			
A 1670.160-A-0024	PRINT AND MAIL - SALARY COURIER	148,954	149,926	147,800	160,841	148,954		
A 1670.164-A-0022	PRINT AND MAIL - SALARY CLASSIFIED OT	1,710	2,000	260	226	1,710		
A 1670.400-A	PRINT AND MAIL - CONTRACTUAL SERVICES	190	600	189	-	190		
A 1670.403-A	PRINT AND MAIL - SHIPPING	3,230	3,400	3,105	2,909	3,230		
A 1670.404-A	PRINT AND MAIL - POSTAGE	68,400	85,000	68,250	54,989	68,400		
A 1670.450-A	PRINT AND MAIL - RENTAL SERVICES	9,000	9,000	9,000	7,985	9,000		
A 1670.490-A	PRINT AND MAIL - BOCES SERVICES	64,600	67,500	67,500	67,500	64,600		
A 1670.500-A	PRINT AND MAIL - SUPPLIES	1,425	1,500	1,384	2,130	1,425		
A 1670.506-A	PRINT AND MAIL - UNIFORMS	1,000	1,000	380	316	1,000		
A 1670.571-A	PRINT AND MAIL - GASOLINE	3,040	5,000	2,718	2,164	3,040		
	A1670	301,549	324,926	300,586	299,060			
A 1680.160-A	TSS - SALARY CLASSIFIED	451,127	450,259	449,739	449,154	451,127		
A 1680.164-A-0022	TSS - SALARY CLASSIFIED OVERTIM	4,750	7,000	2,200	2,281	4,750		
A 1680.165-A	TSS - SALARY CLERICAL	38,643	34,820	36,138	34,194	38,643		
A 1680.400-A	TSS - CONTRACTUAL SERVICES	28,000	75,000	90,274	45,644	28,000		
A 1680.432-A	TSS - PROGRAM/VENDOR SUPPORT	14,250	16,000	12,078	12,124	14,250		
A 1680.434-A	TSS - HARDWARE MAINTENANCE	47,500	60,000	35,180	39,412	47,500		
A 1680.435-A	TSS - SOFTWARE MAINTENANCE	80,750	75,000	78,380	82,450	80,750		
A 1680.490-A	TSS - BOCES SERVICES	253,833	252,751	252,735	254,773	253,833		
A 1680.500-A	TSS - SUPPLIES	19,000	25,000	36,959	33,812	19,000		
A 1680.512-A	TSS - COMPUTER SUPPLIES	14,250	20,000	18,863	18,000	14,250		
A 1680.570-A	TSS - SPARE PARTS	8,075	8,500	5,009	8,000	8,075		
	A1680	960,178	1,024,330	1,017,555	979,844			
A 1910.489-A-0071	UNALLOCATE INS - BUS & VEHICLE INSURANCE	81,875	84,723	76,519	81,858	81,875		
A 1910.493-A	UNALLOCATE INS - PROPERTY & CASUALTY INS	554,281	521,677	509,980	504,078	554,281		
A 1910.495-A	UNALLOCATE INS - CATASTROPHIC INSURANCE	30,169	28,439	28,195	27,477	30,169		

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A 1910.496-A	UNALLOCATE INS - BOILER INSURANCE	18,234	17,264	17,041	16,680	18,234		
A 1910.499-A	UNALLOCATE INS - FIDELITY INSURANCE	66,896	62,772	62,520	60,649	66,896		
	A1910	751,455	714,875	694,255	690,742			
A 1930.400-A	UNALLOCATE INS - JUDGMENTS & CLAIMS	261,250	275,000	426,000	128,851		261,250	
A 1930.401-A	UNALLOCATE INS - JUDGE&CLAIMS WORKERS CO	38,000	40,000	29,200	32,095	38,000		
A 1930.402-A	UNALLOCATE INS - JUDGE&CLAIMS WC MINOR MI	12,350	13,000	6,500	13,199	12,350		
A 1950.428-A	ASSESSMENT - WATER/SEWER IMPROVEMENTS	130,000	130,000	121,000	104,609		130,000	
	A19XX	441,600	458,000	582,700	278,753			
A 1981.490-A	BOCES ADMIN SERVICES - ADMIN CH	1,230,097	1,170,859	1,170,859	1,151,526	1,230,097		
A 1983.490-A	BOCES CAPITAL SERVICES - CAPITAL	394,293	405,797	405,797	402,518		394,293	
	A198X	1,624,390	1,576,656	1,576,656	1,554,044			
	TOTAL GENERAL SUPPORT	19,199,384	19,199,542	18,741,819	17,677,408			
A 2010.150-A-0013	OFFICE INSTRUCTION - ASSIST SUPT	176,077	165,005	171,922	165,140	176,077		
A 2010.150-A-0084	OFFICE INSTRUCTION - SALARY ASST DIR	478,920	488,991	488,991	460,529	478,920		
A 2010.150-A-0092	OFFICE INSTRU - ASST SUPT	164,220	156,558	160,445	154,743	164,220		
A 2010.157-A	OFFICE INSTRU - SALARY PROF DEV DW	181,323	87,241	68,531	3,439	181,323		
A 2010.159-A	OFFICE INSTRU - SALARY DIRECTORS	884,887	922,926	-	917,672	884,887		
A 2010.160-A	OFFICE INSTRUCTION - SALARY CLASSIFIED	57,017	55,900	55,900	70,442	57,017		
A 2010.165-A-0071	OFFICE INSTRU - SALARY CLERICAL-ADMIN	287,092	261,195	-	264,759	287,092		
A 2010.400-A	OFFICE INSTRU - CONTRACTUAL SERVICES	50,000	73,000	73,000	26,245	50,000		
A 2010.409-A	OFFICE INSTRUCTION - IN-SERVICE COURSES	475	500	500	-	475		
A 2010.423-Z	OFFICE INSTRUCTION - WAA CONFERENCES	8,000	8,000	8,000	6,044	8,000		
A 2010.485-Z	OFFICE INSTRU - MILEAGE REIMBURSEMENT	28,500	22,500	30,000	29,398	28,500		
A 2010.500-A	OFFICE INSTRUCTION - SUPPLIES	7,125	7,500	7,500	2,573	7,125		
	A2010	2,323,636	2,249,316	1,064,789	2,100,984			
A 2011.150-A-0017	OFFICE OF ADMIN - SALARY ASST SUPERINTEN	170,850	162,883	167,346	159,689	170,850		
A 2011.160-A	OFFICE OF ADMIN - SALARY CLASSIFIED	58,752	64,273	57,600	73,801	58,752		
A 2011.165-A	OFFICE OF ADMIN - SALARY CLERICAL	53,000	48,845	52,281	48,914	53,000		
A 2011.400-A	OFFICE OF ADMIN - CONTRACTUAL SERVICES	103,000	42,500	48,950	47,916	103,000		
A 2011.400-A-0083	OFFICE OF ADMIN - MEMBERSHIPS	950	4,000	505	3,385	950		
A 2011.401-A	OFFICE OF ADMIN - GRADUATION CONTRACTUAL	15,920	19,900	13,500	12,819	15,920		
A 2011.476-A	OFFICE OF ADMIN - HEARING OFFICER	11,400	12,500	10,500	8,550	11,400		
A 2011.490-A	OFFICE OF ADMIN - BOCES SERVICES	246,313	259,368	280,418	356,031	246,313		
A 2011.500-A	OFFICE OF ADMIN - SUPPLIES	2,850	3,025	750	1,537	2,850		
A 2011.500-A-0083	OFFICE OF ADMIN - BUILDING PREPAREDNESS SUP	2,850	-	2,924	-	2,850		
A 2011.508-A	OFFICE OF ADMIN - SCHOOL FURNITURE	51,000	50,000	55,224	56,994	51,000		
A 2011.509-A	OFFICE OF ADMIN - TEACHER FURNITURE	7,438	6,000	5,842	6,247	7,438		
	A2011	724,323	673,294	695,840	775,881			

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A 2020.150-A-0011	SUP RG SCH - SALARY ELEMENTARY PRINCIPAL	1,359,094	1,345,746	1,369,904	1,359,337	1,359,094		
A 2020.150-A-0012	SUP RG SCH - SALARY ELEM ASST PRINCIPAL	179,620	176,098	154,786	153,644	179,620		
A 2020.150-A-0055	SUP RG SCH - SALARY SECONDARY PRINCIPAL	588,333	565,356	265,075	560,169	588,333		
A 2020.150-A-0056	SUP RG SCH - SALARY SECONDARY ASST PRIN	1,179,252	1,245,239	1,201,817	1,226,238	1,179,252		
A 2020.160-A-0006	SUP RG SCH - SALARY SUBSTITUTE	14,250	15,000	15,000	16,200	14,250		
A 2020.165-A-0008	SUP RG SCH - SALARY CLERICAL-ELEMENTAR	1,117,445	873,158	954,748	957,668	1,117,445		
A 2020.165-A-0009	SUP RG SCH - SALARY CLERICAL-SECONDARY	917,888	983,786	971,736	945,623	917,888		
A 2020.165-A-0093	SUP RG SCH - SALARY CLERICAL-SUMMER	13,000	11,477	13,094	11,314	13,000		
A 2020.166-A-0009	SUP RG SCH - SALARY CLASSIFIED PT-SECON	12,690	11,701	12,144	11,997	12,690		
A 2020.400-B	SUP RG SCH - CONTRACTUAL SERVICES - EV	950	500	150	144	950		
A 2020.400-F	SUP RG SCH - CONTRACTUAL SERVICES - RC	504	531	1,055	-	504		
A 2020.400-J	SUP RG SCH - CONTRACTUAL SERVICES - VAN	1,430	1,508	1,416	1,503	1,430		
A 2020.400-L	SUP RG SCH - CONTRACTUAL SERVICES - WH	95	100	-	-	95		
A 2020.400-M	SUP RG SCH - CONTRACTUAL SERVICES- JOH	2,185	2,300	530	524	2,185		
A 2020.400-O	SUP RG SCH - CONTRACTUAL SERVICES KINR	285	300	-	-	285		
A 2020.500-B	SUP RG SCH - SUPPLIES-EVANS	946	996	975	997	946		
A 2020.500-C	SUP RG SCH - SUPPLIES-FISHKILL	1,503	1,582	1,582	1,293	1,503		
A 2020.500-D	SUP RG SCH - SUPPLIES-FISH PLN	855	900	900	80	855		
A 2020.500-E	SUP RG SCH - SUPPLIES-VASSAR RD	665	700	263	427	665		
A 2020.500-F	SUP RG SCH - SUPPLIES-RCK	2,185	2,300	2,213	2,394	2,185		
A 2020.500-G	SUP RG SCH - SUPPLIES-BRINCK	1,425	1,500	1,350	812	1,425		
A 2020.500-H	SUP RG SCH - SUPPLIES-OAK GROVE	713	700	699	699	713		
A 2020.500-I	SUP RG SCH - SUPPLIES-SHEAFE	475	200	200	62	475		
A 2020.500-J	SUP RG SCH - SUPPLIES-VW	3,900	4,113	4,484	2,350	3,900		
A 2020.500-K	SUP RG SCH - SUPPLIES-GAYHEAD	238	250	250	469	238		
A 2020.500-L	SUP RG SCH - SUPPLIES-WJHS	950	1,000	863	1,050	950		
A 2020.500-M	SUP RG SCH - SUPPLIES-JOHN JAY	1,750	1,842	1,918	2,420	1,750		
A 2020.500-N	SUP RG SCH - SUPPLIES-MYERS	1,275	1,200	1,500	1,196	1,275		
A 2020.500-O	SUP RG SCH - SUPPLIES-KINRY	420	450	435	263	420		
A 2020.503-Z	SUP RG SCH - OFFICE SUPPLIES	3,325	3,500	3,500	3,041	3,325		
A 2020.553-Z	SUP RG SCH - COMPUTER SUPPLIES	2,850	5,000	125	139	2,850		
A 2020.554-Z	SUP RG SCH - XEROGRAPHIC PAPER	30,400	35,000	17,500	16,874	30,400		
A 2020.555-Z	ADMINISTRATION - COPIER SUPPLIES	-	2,000	-	-	-		
A 2020.596-B	SUP RG SCH - REFERENCE BOOKS-EVANS	380	300	24	148	380		
	A2020	5,441,276	5,296,332	5,000,236	5,279,074			
A 2060.151-A-0093	PLANNING/EVALUATION - CURRICULUM WRITING	50,000	75,000	75,000	61,590	50,000		
A 2060.490-A-0085	PLANNING/EVALUATION - BOCES SERVICES	17,912	20,541	17,561	20,313	17,912		
	A2060	67,912	95,541	92,561	81,903			
A 2070.150-A	IN-SERVICE TRAINING - SALARY IN SERVICE	2,500	2,500	1,725	3,622	2,500		
A 2070.400-A	IN-SERVICE TRAINING - CONTRACTUAL SERVICES	2,500	2,500	2,500	-	2,500		
A 2070.490-A	IN-SERVICE TRAINING INSTR BOCES SERVICES	228,340	244,926	235,054	182,506	228,340		
	A2070	233,340	249,926	239,279	186,128			

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A 2110.109-Z	INSTRUCTION TEACH-IN-SERVICE/GRADING	9,975	9,000	10,508	13,784			9,975			
A 2110.110-A	INSTRUCTION TEACHING - SALARY KINDERGAR	3,439,313	2,939,976	2,896,370	2,865,074			3,439,313			
A 2110.120-A	INSTRUCTION TEACHING - SALARY 1-3	9,282,162	9,368,566	9,514,721	9,114,107			9,282,162			
A 2110.120-A-0025	INSTRUCTION TEACHING - SAL K-12 - MENTORS	13,500	13,500	12,700	13,095			13,500			
A 2110.121-A	INSTRUCTION TEACHING - CREDIT HOUR ADJUST	120,000	120,000	-	-			120,000			
A 2110.122-A-0006	INSTRUCTION TEACHING - SUBSTITUTE TEACHER	475,000	475,000	472,892	483,191			475,000			
A 2110.122-A-0007	INSTRUCTION TEACHING - HOME TEACHING/PROX	281,600	350,000	289,692	288,407			281,600			
A 2110.122-A-0088	INSTRUCTION TEACHING - SALARY NEW TEACH	-	110,814	-	-			-			
A 2110.122-A-0093	INSTRUCTION TEACHING - TEACHING-SUMMER	40,000	37,091	52,578	50,914			40,000			
A 2110.123-A	INSTRUCTION TEACHING - SALARY 4-6	9,681,350	9,229,389	9,061,794	8,988,222			9,681,350			
A 2110.130-A-0010	INSTRUCTION TEACH - SALARY INHOUSE SUSPEN	409,877	396,964	400,320	393,499			409,877			
A 2110.131-Z	INSTRUCTION TEACH - SALARY TEACHING ASST	996,963	701,114	694,069	737,697			996,963			
A 2110.160-A-0029	INSTRUCTION TEACHING - SALARY MONITOR	1,206,709	1,179,381	1,119,270	1,027,157			1,206,709			
A 2110.160-A-0031	INSTRUCTION TEACHING- MONITOR SUBSTITUTE	54,492	50,000	49,500	48,025			54,492			
A 2110.200-Z	INSTRUCTION TEACH - NEW EQUIPMENT	-	-	-	13,888			-			
A 2110.400-A-0030	INSTRUCTION TEACH- CONTRACTUAL SVCS-504	2,375	2,500	250	-			2,375			
A 2110.400-A-0008	INSTRUCTION TEACH- CONTRACTUAL SVCS-	91,400	-	-	-			91,400			
A 2110.400-B	INSTRUCTION TEACH- CONTRACTUAL SVCS- EVAN	-	-	792	1,508			-			
A 2110.400-C	INSTRUCTION TEACH- CONTRACTUAL SVCS- FISH	-	-	2,640	1,589			-			
A 2110.400-D	INSTRUCTION TEACH- CONTRACTUAL SVCS- FISH	1,799	1,894	1,894	(3,299)			1,799			
A 2110.400-F	INSTRUCTION TEACH- CONTRACTUAL SVCS- RCK	1,425	1,500	8,466	10,516			1,425			
A 2110.400-G	INSTRUCTION TEACH- CONTRACTUAL SVCS- BRIN	-	-	-	2,100			-			
A 2110.400-H	INSTRUCTION TEACH- CONTRACTUAL SVCS- OAK	-	-	2,650	2,915			-			
A 2110.400-I	INSTRUCTION TEACH- CONTRACTUAL SVCS- Sheaf	2,851	3,001	3,900	8,679			2,851			
A 2110.400-J	INSTRUCTION TEACH- CONTRACTUAL SVCS - VAN	-	-	-	10,652			-			
A 2110.400-K	INSTRUCTION TEACH- CONTRACTUAL SVCS - GAY	4,655	4,900	4,900	-			4,655			
A 2110.400-L	INSTRUCTION TEACH- CONTRACTUAL SVCS- WJHE	475	500	-	1,928			475			
A 2110.400-M	INSTRUCTION TEACH- CONTRACTUAL SVCS- JJ	1,425	1,500	3,300	1,407			1,425			
A 2110.400-N	INSTRUCTION TEACH- CONTRACTUAL SVCS- Myer	-	-	300	7,397			-			
A 2110.400-O	INSTRUCTION TEACH- CONTRACTUAL SVCS- KINR	-	-	-	6,197			-			
A 2110.400-Z	INSTRUCTION TEACH- CONTRACTUAL SERVICES	23,230	5,000	7,000	-			23,230			
A 2110.424-A	INSTRUCTION TEACH- WCT CONFERENCES	5,000	5,000	5,000	3,174			5,000			
A 2110.470-A-0034	INSTRUCTION TEACH- TUITION-FOSTER CHILD	47,500	50,000	23,001	53,084			47,500			
A 2110.470-A-0035	INSTRUCTION TEACH- HOSPITAL TEACHING	58,900	65,000	57,000	53,676			58,900			
A 2110.485-A	INSTRUCTION TEACH-MILEAGE REIMBURSEMENT	45,000	45,000	45,000	36,991			45,000			
A 2110.490-A	INSTRUCTION TEACH- BOCES SERVICES	1,997,486	1,837,550	2,119,570	2,159,407			1,997,486			
A 2110.500-A	INSTRUCTION TEACH- SUPPLIES-MAKER SPACES	11,400	12,000	-	38,004			11,400			
A 2110.500-A-0030	INSTRUCTION TEACH-SUPPLIES SECTION 504	4,750	5,000	1,976	54			4,750			
A 2110.500-B	INSTRUCTION TEACH- SUPPLIES-EVANS	1,170	1,200	988	1,299			1,170			
A 2110.500-C	INSTRUCTION TEACH- SUPPLIES-FISHKILL	2,375	2,500	2,500	2,123			2,375			
A 2110.500-D	INSTRUCTION TEACH- SUPPLIES-FISH PLN	2,715	2,858	2,858	1,350			2,715			
A 2110.500-E	INSTRUCTION TEACH- SUPPLIES-VASSAR RD	1,995	2,123	-	-			1,995			
A 2110.500-F	INSTRUCTION TEACH- SUPPLIES-RCK	2,803	2,950	2,960	2,621			2,803			

Account	Description	2019 - 20 Proposed		2018 - 19 Projected		Component Budget Presentation		
		Budget	2018 - 19 Budget	Expenditures	2017 - 18 Actual	Administrative	Capital	Program
A 2110.500-G	INSTRUCTION TEACH- SUPPLIES-BRINCK	3,325	3,500	3,351	3,268			3,325
A 2110.500-H	INSTRUCTION TEACH- SUPPLIES-OAK GROVE	2,850	2,500	2,500	2,249			2,850
A 2110.500-I	INSTRUCTION TEACH- SUPPLIES-SHEAFE	4,608	2,828	2,828	4,608			4,608
A 2110.500-J	INSTRUCTION TEACH- SUPPLIES-VAN WYCK	2,928	3,000	135	41			2,928
A 2110.500-K	INSTRUCTION TEACH- SUPPLIES-GAYHEAD	2,836	2,985	2,985	8,114			2,836
A 2110.500-L	INSTRUCTION TEACH- SUPPLIES-WJHS	9,308	9,798	9,835	9,234			9,308
A 2110.500-M	INSTRUCTION TEACH- SUPPLIES-JOHN JAY	2,850	3,000	1,486	2,288			2,850
A 2110.500-N	INSTRUCTION TEACH- SUPPLIES-MYERS	7,200	7,600	8,000	8,971			7,200
A 2110.500-O	INSTRUCTION TEACH- SUPPLIES-KINRY ROAD	1,499	1,785	406	483			1,499
A 2110.501-A-0008	INSTRUCTION TEACH-LEARNING MATERIALS K-6	69,293	138,674	138,674	110,445			69,293
A 2110.501-B	INSTRUCTION TEACH- SPECIAL PROJECTS - EVANS	1,351	1,167	1,167	2,079			1,351
A 2110.501-C	INSTRUCTION TEACH- SPECIAL PROJECTS - FISHKII	1,803	1,495	1,435	890			1,803
A 2110.501-D	INSTRUCTION TEACH- SPECIAL PROJECTS - FISHKII	2,260	2,011	2,011	200			2,260
A 2110.501-E	INSTRUCTION TEACH- SPECIAL PROJECTS - VASSAI	1,184	1,071	2,427	4,642			1,184
A 2110.501-F	INSTRUCTION TEACH- SPECIAL PROJECTS - RCK	7,066	5,698	3,244	4,841			7,066
A 2110.501-G	INSTRUCTION TEACH- SPECIAL PROJECTS - BRINCK	2,611	2,700	3,349	2,535			2,611
A 2110.501-H	INSTRUCTION TEACH- SPECIAL PROJECTS - OAK GI	1,854	1,479	1,478	1,465			1,854
A 2110.501-I	INSTRUCTION TEACH- SPECIAL PROJECTS - SHEAFI	2,530	2,062	2,062	2,545			2,530
A 2110.501-J	INSTRUCTION TEACH- SPECIAL PROJECTS -VAN W	3,880	3,200	510	1,620			3,880
A 2110.501-K	INSTRUCTION TEACH- SPECIAL PROJECTS - GAYHE	3,842	2,879	2,879	2,906			3,842
A 2110.501-L	INSTRUCTION TEACH- SPECIAL PROJECTS - WJHS	3,326	2,000	1,931	1,855			3,326
A 2110.501-M	INSTRUCTION TEACH- SPECIAL PROJECTS - JJ	8,339	6,608	2,759	2,997			8,339
A 2110.501-N	INSTRUCTION TEACH- SPECIAL PROJECTS - MYERS	3,385	3,400	3,400	3,340			3,385
A 2110.501-O	INSTRUCTION TEACH- SPECIAL PROJECTS - KINRY	1,519	871	40	1,749			1,519
A 2110.509-A-0008	INSTRUCTION TEACH-SUPPLIES STUDENT SUPPOR	-	-	23,000	7,383			-
A 2110.509-A-0009	INSTRUCTION TEACH-SUPPLIES STUDENT SUPPOR	-	-	4,831	14,593			-
A 2110.510-Z	INSTRUCTION TEACH- TEACHING SUPPLIES	46,750	57,581	49,010	46,533			46,750
A 2110.513-F	INSTRUCTION TEACH-GUIDANCE SUPPLIES-RCK	-	200	200	200			-
A 2110.513-J	INSTRUCTION TEACH-GUIDANCE SUPPLIES- VW	500	300	299	147			500
A 2110.513-L	INSTRUCTION TEACH-GUIDANCE SUPPLIES-WJHS	-	150	94	-			-
A 2110.513-M	INSTRUCTION TEACH-GUIDANCE SUPPLIES- JJ	-	200	189	200			-
A 2110.554-Z	INSTRUCTION TEACH- XEROGRAPHIC PAPER	95,000	100,000	99,800	94,111			95,000
A 2110.555-Z	INSTRUCTIONAL - COPIER SUPPLIES	-	15,000	-	10,578			-
A 2112.120-A	INSTRUCTION TEACH(ART)- SALARY TCH K-6	1,165,354	1,279,387	-	1,260,111			1,165,354
A 2112.130-A	INSTRUCTION TEACH(ART)- SALARY TCH 7-12	1,543,716	1,397,993	-	1,360,864			1,543,716
A 2112.201-Z	INSTRUCTION TEACH(ART) - REPLACEMENT EQUIF	-	10,090	10,090	-			-
A 2112.400-Z	INSTRUCTION TEACH(ART)-CONTRACTUAL SRVCS	1,710	1,600	1,600	111			1,710
A 2112.402-Z	INSTRUCTION TEACH(ART)-REPAIRS	3,800	3,600	3,600	1,754			3,800
A 2112.500-Z	INSTRUCTION TEACH(ART)-SUPPLIES	6,840	6,900	6,900	7,476			6,840
A 2112.505-Z	INSTRUCTION TEACH(ART)-A/V SUPPLIES	523	550	550	298			523
A 2112.510-Z	INSTRUCTION TEACH(ART)-TEACHING SUPPLIES	76,625	75,000	75,000	70,887			76,625
A 2112.570-Z	INSTRUCTION TEACH(ART)-SPARE PARTS	713	500	500	231			713
A 2112.596-Z	INSTRUCTION TEACH(ART)-REFERENCE BOOKS	950	200	200	119			950
A 2113.130-A	INSTRUCTION TEACH(BUS ED)-SAL TEACH 7-12	896,564	890,583	-	866,808			896,564

Account	Description	2019 - 20 Proposed				2018 - 19 Projected			Component Budget Presentation		
		Budget	2018 - 19 Budget	Expenditures	2017 - 18 Actual	Administrative	Capital	Program			
A 2113.400-A-0009	INSTRUCTION TEACH(BUS ED)-CONTRACTL 7-12	24,130	18,911	18,911	22,843			24,130			
A 2113.510-A-0009	INSTRUCTION TEACH(BUS ED)-SUPPLIES 7-12	10,096	9,480	9,480	2,630			10,096			
A 2115.130-A	INSTRUCT TEACH(ENGLISH)- SAL TEACH 7-12	4,695,983	4,614,020	-	4,529,814			4,695,983			
A 2115.400-Z	INSTRUCTION TEACH(ENGLISH)-CONTRACTUAL	3,800	4,000	4,000	-			3,800			
A 2115.500-A-0008	INSTRUCTION TEACH(ENGLISH)-SUPPLIES K-6	69,293	41,985	41,985	29,477			69,293			
A 2115.500-A-0009	INSTRUCTION TEACH(ENGLISH)-SUPPLIES 7-12	6,965	6,900	6,900	4,847			6,965			
A 2116.130-A	INSTRUCT TEACH(LANGUAGES)-SAL TEACH 7-12	2,986,573	2,759,535	2,900,491	2,849,910			2,986,573			
A 2116.500-Z	INSTRUCT TEACH(LANGUAGES)- SUPPLIES	2,565	2,500	2,500	2,792			2,565			
A 2116.505-Z	INSTRUCT TEACH(LANGUAGES)-A/V SUPPLIES	1,425	-	1,081	869			1,425			
A 2116.510-Z	INSTRUCT TEACH(LANGUAGES)-TEACH SUPPLIES	400	300	1,415	721			400			
A 2117.120-A	INSTRUCT TEACH(ENL)-SALARY TEACHERS K-6	371,056	362,929	363,002	334,143			371,056			
A 2117.122-A-0093	INSTRUCT TEACH(ENL)-SALARY TEACH-SUMMER	-	-	-	148			-			
A 2117.130-A	INSTRUCT TEACH(ENL)-SALARY TEACHERS 7-12	405,539	323,563	382,319	369,246			405,539			
A 2117.131-A	INSTRUCT TEACH(ENL)- TEACHING ASSISTANT	-	-	-	212			-			
A 2117.510-Z	INSTRUCT TEACH(ENL)-TEACHING SUPPLIES	2,470	-	2,600	718			2,470			
A 2118.120-A	INSTRUCT TEACH(PHYS ED)-SALARY TEACH K-6	1,662,055	1,646,404	1,663,640	1,606,225			1,662,055			
A 2118.130-A	INSTRUCT TEACH(PHYS ED)-SALARY TEACH 7-12	2,055,524	1,861,291	1,935,498	1,861,305			2,055,524			
A 2118.201-A	INSTRUCT PHYS ED - REPLACEMENT EQUIP	-	8,525	8,525	7,145			-			
A 2118.400-Z	INSTRUCT TEACH(PHYS ED)-CONTRACTUAL	9,583	10,000	6,500	7,366			9,583			
A 2118.418-Z	INSTRUCT TEACH(PHYS ED)-EQUIP RECONDITNG	9,500	10,000	9,502	1,108			9,500			
A 2118.419-Z	INSTRUCT TEACH(PHYS ED)- AWARDS	665	700	450	450			665			
A 2118.500-Z	INSTRUCT TEACH(PHYS ED)- SUPPLIES	608	640	518	819			608			
A 2118.510-A-0008	INSTRUCT TEACH(PHYS ED)-TEACH SUP-K-6	13,300	13,000	12,680	12,740			13,300			
A 2118.510-A-0009	INSTRUCT TEACH(PHYS ED)-TEACH SUP-7-12	15,270	16,074	16,165	16,862			15,270			
A 2119.130-A	INSTRUCT TEACH(FACS)-SALARY TEACH 7-12	652,001	716,370	690,432	674,517			652,001			
A 2119.400-A-0009	INSTRUCT TEACH(FACS)-CONTRACTUAL 7-12	950	1,000	1,000	994			950			
A 2119.500-Z	INSTRUCT TEACH(FACS)-SUPPLIES	5,049	5,315	4,793	3,229			5,049			
A 2119.510-A-0009	INSTRUCT TEACH(FACS)-TEACH SUP- 7-12	27,902	30,000	27,760	13,431			27,902			
A 2120.130-A	INSTRUCT TEACH(TECHNOLO)-SAL TEACH 7-12	1,253,116	1,198,449	1,219,736	1,174,902			1,253,116			
A 2120.400-Z	INSTRUCT TEACH(TECHNOLOGY)CONTRACTUAL	3,800	3,150	1,865	1,709			3,800			
A 2120.510-A-0009	INSTRUCT TEACH(TECHNOLOGY)TEACH SUP 7-12	66,025	67,500	69,971	60,049			66,025			
A 2121.130-A	INSTRUCT TEACH(MATH)-SALARY TEACH 7-12	4,519,178	4,425,600	4,393,293	4,365,741			4,519,178			
A 2121.400-A-0009	INSTRUCT TEACH(MATH)-CONTRACTUAL 7-12	3,040	2,700	2,700	2,221			3,040			
A 2121.510-A-0009	INSTRUCT TEACH(MATH)TEACH SUP 7-12	29,058	29,755	29,755	35,676			29,058			
A 2122.120-A	INSTRUCT TEACH(MUSIC)-SALARY TEACH K-6	1,565,454	1,485,086	1,633,080	1,441,971			1,565,454			
A 2122.122-A-0094	INSTRUCT TEACH(MUSIC)-SAL TRAVELNG TEACH	-	-	-	3,160			-			
A 2122.130-A	INSTRUCT TEACH(MUSIC)-SALARY TEACH 7-12	1,474,924	1,442,003	1,351,135	1,392,515			1,474,924			
A 2122.400-A-0008	INSTRUCT TEACH(MUSIC)-CONTRACTUAL K-6	2,280	2,400	2,400	1,942			2,280			
A 2122.400-A-0009	INSTRUCT TEACH(MUSIC)-CONTRACTUAL 7-12	1,900	800	1,090	623			1,900			
A 2122.400-Z	INSTRUCT TEACH(MUSIC)- CONTRACTUAL	5,700	5,000	5,000	4,349			5,700			
A 2122.402-Z	INSTRUCT TEACH(MUSIC)- REPAIRS	8,075	8,500	8,500	7,235			8,075			
A 2122.418-Z	INSTRUCT TEACH(MUSIC)- EQUIP RECONDITION	2,375	2,500	2,500	2,470			2,375			
A 2122.419-Z	INSTRUCT TEACH(MUSIC)- AWARDS	1,140	950	950	884			1,140			

Account	Description	2019 - 20 Proposed Budget	2018 - 19 Budget	2018 - 19 Projected Expenditures	2017 - 18 Actual	Component Budget Presentation		
						Administrative	Capital	Program
A 2122.500-Z	INSTRUCT TEACH(MUSIC)- SUPPLIES	28,500	28,989	28,989	52,407			28,500
A 2122.505-Z	INSTRUCT TEACH(MUSIC)- A/V SUPPLIES	1,283	1,350	1,350	719			1,283
A 2122.510-Z	INSTRUCT TEACH(MUSIC)- TEACHING SUPPLIES	12,025	7,000	7,000	4,555			12,025
A 2122.512-Z	INSTRUCT TEACH(MUSIC)-MUSICALINSTRUMENTS	7,125	7,500	7,500	6,114			7,125
A 2122.570-Z	INSTRUCT TEACH(MUSIC)- SPARE PARTS	3,800	2,500	2,500	2,395			3,800
A 2122.596-Z	INSTRUCT TEACH(MUSIC)- REFERENCE BOOKS	845	850	850	1,529			845
A 2123.130-A	INSTRUCT TEACH(SCIENCE)-SAL TEACH 7-12	5,721,549	5,494,313	5,523,731	5,372,508			5,721,549
A 2123.400-Z	INSTRUCT TEACH(SCIENCE)- CONTRACTUAL	47,500	50,000	50,000	14,720			47,500
A 2123.510-A-0009	INSTRUCT TEACH(SCIENCE)-TEACH SUP 7-12	73,299	75,000	75,000	63,015			73,299
A 2125.130-A	INSTRUCT TEACH(SS)-SALARY TEACHERS 7-12	4,691,708	4,474,732	4,534,465	4,369,137			4,691,708
A 2125.400-Z	INSTRUCT TEACH(SS)-CONTRACTUAL SERVICES	3,250	1,000	1,000	612			3,250
A 2125.500-Z	INSTRUCT TEACH(SS)-SUPPLIES	1,140	1,200	507	517			1,140
A 2125.507-Z	INSTRUCT TEACH(SS)-MAPS & GLOBES	3,657	-	-	-			3,657
A 2125.510-Z	INSTRUCT TEACH(SS)-TEACHING SUPPLIES	7,600	8,900	4,948	7,301			7,600
A 2132.122-A	INSTRUCT TEACH(READING)-SALARY TEACHING	1,284,706	2,616,957	2,636,305	2,534,043			1,284,706
A 2132.500-A-0008	INSTRUCT TEACH(READING)-SUPPLIES	44,052	66,348	66,348	103,515			44,052
A 2132.519-A-0008	INSTRUCT TEACH(READING)-ASSESSMENT SUPPL	4,929	3,636	3,636	5,321			4,929
	A21XX	66,218,097	65,063,025	57,124,365	63,752,771			
A 2194.480-A-0003	TEXTBOOKS MUSIC	-	-	5,500	5,018			-
A 2194.480-A-0059	TEXTBOOKS - ELA - READING	-	-	-	267,680			-
A 2194.480-A-0062	TEXTBOOKS - BUSINESS EDUCATION	-	-	-	1,408			-
A 2194.480-A-0064	TEXTBOOKS - SOCIAL STUDIES	-	-	-	2,188			-
A 2194.480-A-0065	TEXTBOOKS - SCIENCE	-	-	-	14,620			-
A 2194.480-A-0066	TEXTBOOKS - K-6 MATH	-	-	-	165,601			-
A 2194.480-A-0067	TEXTBOOKS - FOREIGN LANGUAGE	-	-	4,714	1,882			-
A 2194.480-A-0068	TEXTBOOKS - ELA - 9-12	-	-	-	14,643			-
A 2194.480-A-0069	TEXTBOOKS - TSS - SFTWRE LIC	33,800	33,800	33,800	33,800			33,800
A 2194.480-A-0070	TEXTBOOKS - 7-12 MATH	-	-	-	160,265			-
A 2194.480-A-0072	TEXTBOOKS - ENGLISH AS A SECOND LANGUAGE	-	-	-	448			-
A 2194.480-A-0075	TEXTBOOKS K-6 OFFICE OF INSTRUCTION	250,000	281,061	336,000	-			250,000
A 2194.481-A-0075	TEXTBOOKS 7-12 OFFICE OF INSTRUCTION	250,000	250,000	320,000	-			250,000
A 2194.487-A-0071	TEXTBOOKS NON-PUBLIC	90,256	100,000	90,019	84,036			90,256
	A2194	624,056	664,861	790,033	751,590			
A 2250.120-A	SPECIAL ED - SALARY TEACHERS K-6	6,910,530	5,252,966	5,123,360	5,132,090			6,910,530
A 2250.122-A-0093	SPECIAL ED - SALARY TEACHING-SUMMER	8,500	8,808	7,006	3,870			8,500
A 2250.122-A-0094	SPECIAL ED - SALARY TRAVELING TEACHERS	252,000	245,994	245,994	237,795			252,000
A 2250.130-A	SPECIAL ED - SALARY TEACHERS 7-12	7,036,851	6,822,074	7,089,630	6,777,847			7,036,851
A 2250.131-A	SPECIAL ED - SALARY TEACHING ASSISTANT	4,381,210	4,557,826	4,352,780	4,290,591			4,381,210
A 2250.131-A-0006	SPECIAL ED - TEACHING ASSISTANT SUBSTIT	200,000	200,000	211,730	185,904			200,000
A 2250.131-A-0093	SPECIAL ED - SALARY TEACHING ASST-SUMM	520	520	2,447	505			520
A 2250.158-A	SPECIAL ED - SALARY TEACHING OT/PT	1,099,200	976,395	970,299	949,857			1,099,200
A 2250.158-A-0093	SPECIAL ED - SALARY TEACHING OT/PT SUM	2,167	2,167	38	2,104			2,167

Account	Description	Component Budget Presentation				2017 - 18 Actual	Administrative	Capital	Program
		2019 - 20 Proposed Budget	2018 - 19 Budget	2018 - 19 Projected Expenditures	2018 - 19 Budget				
A 2250.160-A	SPECIAL ED - SALARY CLASSIFIED	66,703	56,336	58,100	55,798			66,703	
A 2250.165-A	SPECIAL ED - SALARY CLERICAL	51,557	180,736	161,371	168,748			51,557	
A 2250.165-A-0021	SPECIAL ED - PART-TIME CLERICAL	54,557	11,458	-	194			54,557	
A 2250.400-A	SPECIAL ED - CONTRACTUAL SERVICES	61,750	60,000	129,176	89,757			61,750	
A 2250.416-Z	SPECIAL ED - DIRECT STUDENT SERVICES	315,000	365,000	436,558	368,242			315,000	
A 2250.430-A	SPECIAL ED - 3602C PLACEMENTS	61,750	65,000	83,965	111,303			61,750	
A 2250.445-Z	SPECIAL ED - NON-DIRECT STUDENT SERVICE	23,750	25,000	-	-			23,750	
A 2250.470-A-0032	SPECIAL ED - TUITION NON-PUBLIC	4,966,700	5,700,000	4,831,549	5,312,293			4,966,700	
A 2250.470-A-0033	SPECIAL ED - TUITION-PUBLIC	228,000	240,000	65,000	68,515			228,000	
A 2250.478-Z	SPECIAL ED - EVALUATIONS	75,000	65,000	72,902	91,858			75,000	
A 2250.490-A	SPECIAL ED - BOCES SERVICES	8,209,924	6,028,837	7,720,463	6,134,944			8,209,924	
A 2250.500-A-0007	SPECIAL ED - SUPPLIES Preschool Office	760	800	510	207			760	
A 2250.500-A-0008	SPECIAL ED - SUPPLIES K-6	2,660	2,800	2,741	6,849			2,660	
A 2250.500-A-0009	SPECIAL ED - SUPPLIES 7-12	7,125	7,500	7,920	13,460			7,125	
A 2250.500-Z	SUPPLIES	950	1,000	1,520	5,229			950	
A 2250.501-A-0008	SPECIAL ED - LEARNING MATERIALS K-6	950	1,000	880	-			950	
A 2250.501-A-0009	SPECIAL ED - LEARNING MATERIALS 7-12	3,040	3,200	2,805	-			3,040	
A 2250.510-A-0008	SPECIAL ED - TEACHING SUPPLIES K-6	2,850	3,000	2,109	20			2,850	
A 2250.510-A-0009	SPECIAL ED - TEACHING SUPPLIES 7-12	1,140	1,200	880	-			1,140	
	A2250	34,025,144	30,884,616	31,581,733	30,007,979				
A 2280.490-A	OCCUPATIONAL EDUCATION - BOCES SERVICES	1,070,000	1,155,000	1,155,000	1,184,500			1,070,000	
	A2280	1,070,000	1,155,000	1,155,000	1,184,500				
A 2330.122-Z	DRIVERS ED - SALARY TEACHING	-	-	10,224	8,136			-	
A 2330.400-Z	DRIVERS ED - CONTRACTUAL	400	-	134,880	110,651			400	
A 2331.122-A	EMPLOYEE PREPARATION - SALARY TEACHING	21,275	21,275	18,750	18,750			21,275	
A 2331.500-A	EMPLOYEE PREPARATION - SUPPLIES	750	750	1,752	724			750	
A 2332.122-A	CONTINUING ED - SALARY TEACHING	52,000	52,000	77,414	83,563			52,000	
A 2332.160-A-0021	CONTINUING ED - SALARY CLASSIFIED PT	9,730	9,263	10,190	9,720			9,730	
A 2332.160-A-0093	CONTINUING ED - SAL CLASS PT SUMMER	1,407	1,407	-	-			1,407	
A 2332.400-A	CONTINUING ED - CONTRACTUAL SERVICES	35,175	35,000	110,082	97,886			35,175	
A 2332.500-A	CONTINUING ED - SUPPLIES	2,000	2,000	9,689	7,935			2,000	
	A233X	122,737	121,695	362,757	329,229				
A 2333.130-A	SUMMER SCHOOL - SALARY CLASSROOM 7-12	70,500	70,500	29,915	52,579			70,500	
A 2333.131-A	SUMMER SCHOOL - TEACHING ASSISTANTS	625	625	-	120			625	
A 2333.150-A	SUMMER SCHOOL - SALARY ADMINISTRATOR	-	7,257	-	-			-	
A 2333.160-A	SUMMER SCHOOL - SALARY SUMMER SCHOOL MO	8,750	8,750	8,584	8,645			8,750	
A 2333.165-A	SUMMER SCHOOL - SALARY CLERICAL	3,475	3,475	289	596			3,475	
A 2333.500-A	SUMMER SCHOOL - SUMMER SCHOOL SUPPLIES	500	500	-	-			500	
	A2333	83,850	91,107	38,788	61,940				

Account	Description	2019 - 20 Proposed		2018 - 19 Projected		Component Budget Presentation		
		Budget	2018 - 19 Budget	Expenditures	2017 - 18 Actual	Administrative	Capital	Program
A 2335.130-A-0028	ALTERNATIVE EDUC - SALARY CLASSROOM 7-12	827,838	349,538	393,286	334,315			827,838
A 2335.131-A-0028	ALTERNATIVE EDUC - SALARY TEACHING ASST	33,026	-	-	-			33,026
A 2335.150-A-0028	ALTERNATIVE EDUC - SALARY ADMINISTRATOR	106,348	104,263	104,263	102,219			106,348
A 2335.153-A-0028	ALTERNATIVE EDUC - SALARY GUIDANCE COUN	74,935	36,015	36,015	34,629			74,935
A 2335.160-A	ALTERNATIVE EDUC - SALARY CLERICAL	54,652	50,923	52,818	51,799			54,652
A 2335.160-A-0028	INSTRUCTION TEACHING - SALARY MON OV	13,761	-	-	-			13,761
A 2335.400-A-0028	ALTERNATIVE EDUC - CONTRACTUAL	4,275	4,500	1,645	6,270			4,275
A 2335.500-A-0028	ALTERNATIVE EDUC - SUPPLIES	1,245	1,310	337	1,897			1,245
A 2335.501-A	INSTRUCTION TEACH- SPECIAL PROJECTS - ORCHA	500	500	736	2,525			500
	A2333	1,116,580	547,049	589,100	533,655			
A 2610.151-A-0008	LIBRARY A/V - SALARY LIBRARIAN K-6	1,006,194	971,992	986,885	957,324			1,006,194
A 2610.151-A-0009	LIBRARY A/V - SALARY LIBRARIAN 7-12	383,776	360,086	370,437	339,567			383,776
A 2610.165-A-0008	LIBRARY A/V - SALARY CLERICAL K-6	195,218	182,037	188,766	183,259			195,218
A 2610.165-A-0009	LIBRARY A/V - SALARY CLERICAL 7-12	183,679	186,113	178,407	188,862			183,679
A 2610.400-Z	LIBRARY A/V - CONTRACTUAL SERVICES	11,970	13,000	10,269	11,881			11,970
A 2610.461-A-0036	LIBRARY MATL-STATE AID PUBLIC	73,800	82,000	65,593	80,275			73,800
A 2610.461-A-0037	LIBRARY MATL-STATE AID NONPUBLIC	7,200	8,000	968	2,218			7,200
A 2610.500-B	SUPPLIES EVANS	180	200	247	242			180
A 2610.500-C	SUPPLIES FISHKILL	180	200	-	57			180
A 2610.500-D	SUPPLIES F PLAINS	180	200	200	200			180
A 2610.500-E	SUPPLIES VASSAR RD	180	200	200	200			180
A 2610.500-F	SUPPLIES RCK	225	250	235	250			225
A 2610.500-G	SUPPLIES BRINCKERHOFF	180	200	184	186			180
A 2610.500-H	SUPPLIES OAK GROVE	180	200	200	200			180
A 2610.500-I	SUPPLIES SHEAFE ROAD	180	200	200	200			180
A 2610.500-J	SUPPLIES VAN WYCK	225	250	212	234			225
A 2610.500-K	SUPPLIES GAYHEAD	225	250	249	250			225
A 2610.500-L	SUPPLIES WJHS	225	250	119	250			225
A 2610.500-M	SUPPLIES JOHN JAY	225	250	247	250			225
A 2610.500-N	SUPPLIES MYERS CORNERS	225	250	199	200			225
A 2610.500-O	SUPPLIES KINRY ROAD	180	200	200	193			180
A 2610.500-Z	SUPPLIES	5,106	5,220	4,889	5,102			5,106
A 2610.505-B	AUDIO VISUAL SUPPLIES EVA	180	200	200	196			180
A 2610.505-C	AUDIO VISUAL SUPPLIES FIS	180	200	-	-			180
A 2610.505-D	AUDIO VISUAL SUPPLIES F P	180	200	-	200			180
A 2610.505-E	AUDIO VISUAL SUPPLIES VAS	180	200	180	198			180
A 2610.505-F	AUDIO VISUAL SUPPLIES RCK	180	200	184	101			180
A 2610.505-G	AUDIO VISUAL SUPPLIES BRI	180	200	197	197			180
A 2610.505-H	AUDIO VISUAL SUPPLIES OAK	180	200	-	200			180
A 2610.505-I	AUDIO VISUAL SUPPLIES SHE	180	200	200	196			180
A 2610.505-J	AUDIO VISUAL SUPPLIES VAN	225	250	165	246			225
A 2610.505-K	AUDIO VISUAL SUPPLIES GAY	225	250	-	246			225

Account	Description	2019 - 20 Proposed		2018 - 19 Projected		2017 - 18 Actual		Component Budget Presentation		
		Budget	2018 - 19 Budget	Expenditures		Administrative	Capital	Program		
A 2610.505-L	AUDIO VISUAL SUPPLIES WJH	225	250	18		250				225
A 2610.505-M	AUDIO VISUAL SUPPLIES JOH	225	250	20		250				225
A 2610.505-N	AUDIO VISUAL SUPPLIES MYE	225	250	159		250				225
A 2610.505-O	AUDIO VISUAL SUPPLIES KIN	180	200	186		199				180
A 2610.505-Z	AUDIO VISUAL SUPPLIES	5,320	5,500	4,800		5,331				5,320
A 2610.552-Z	MAGAZINE SUBSCRIPTIONS	4,275	4,500	2,840		3,232				4,275
A 2610.571-A	GASOLINE	-	-	-		105				-
A 2610.594-Z	OTHER PRINT MATERIAL	1,425	1,500	425		1,458				1,425
A 2610.596-Z	REFERENCE BOOKS	428	450	-		-				428
A 2610.597-B	LIBRARY BOOKS EVANS	428	450	450		381				428
A 2610.597-C	LIBRARY BOOKS FISHKILL	546	575	-		411				546
A 2610.597-D	LIBRARY BOOKS F PLAINS	713	750	749		505				713
A 2610.597-E	LIBRARY BOOKS VASSAR ROAD	380	400	400		365				380
A 2610.597-F	LIBRARY BOOKS RCK	2,375	2,150	2,098		2,024				2,375
A 2610.597-G	LIBRARY BOOKS BRINCKERHOF	760	800	800		846				760
A 2610.597-H	LIBRARY BOOKS OAK GROVE	523	550	-		491				523
A 2610.597-I	LIBRARY BOOKS SHEAFE ROAD	689	725	721		553				689
A 2610.597-J	LIBRARY BOOKS VAN WYCK	1,116	1,175	1,200		1,061				1,116
A 2610.597-K	LIBRARY BOOKS GAYHEAD	1,045	1,100	1,207		836				1,045
A 2610.597-L	LIBRARY BOOKS WJHS	974	1,025	1,025		1,023				974
A 2610.597-M	LIBRARY BOOKS JOHN JAY	2,280	2,400	2,352		2,267				2,280
A 2610.597-N	LIBRARY BOOKS MYERS CORNE	903	950	905		1,250				903
A 2610.597-O	LIBRARY BOOKS KINRY ROAD	356	375	349		315				356
	A2610	1,897,014	1,839,973	1,830,736		1,796,579				
A 2630.127-A	COMPUTER ASSIST INS - RESOURCE TEACHER	-	306,676	290,660		307,818				-
A 2630.129-A	COMPUTER ASSIST INS - INTEGRATION TEACH	173,837	155,047	160,480		150,487				173,837
A 2630.131-A-0008	COMPUTER ASSIST INS- SAL TEACH ASST K-6	299,047	215,238	124,892		209,916				299,047
A 2630.131-A-0009	COMPUTER ASSIST INS-SAL TEACH ASST 7-12	227,519	124,318	125,771		123,139				227,519
A 2630.203-A-0036	COMPUTER EQUIP - ST AID PUBLIC	135,850	143,000	125,771		142,648				135,850
A 2630.203-A-0037	COMPUTER EQUIP - ST AID NONPUBLIC	15,157	15,955	2,665		3,064				15,157
A 2630.460-A	COMPUTER EQUIP - SOFTWARE - NAVIANCE DW	-	42,000	39,970		40,976				-
A 2630.460-A-0036	SOFTWARE - STATE AID PUBLIC	199,500	220,000	230,411		190,051				199,500
A 2630.460-A-0037	SOFTWARE - STATE AID NON PUBLIC	32,585	34,300	5,179		6,258				32,585
A 2630.490-A	COMPUTER ASSIST INS - BOCES SERVICES	362,568	390,595	376,946		349,672				362,568
A 2630.500-A	COMPUTER ASSIST INS - SUPPLIES	19,000	25,000	5,938		19,677				19,000
		1,465,063	1,672,129	1,488,683		1,543,706				
A 2810.153-A	GUIDANCE - SALARY GUIDANCE COUNSELOR	2,376,105	2,142,968	2,205,798		2,303,065				2,376,105
A 2810.153-A-0093	GUIDANCE - SALARY COUNSELOR -SUMMER	114,891	114,891	124,452		111,544				114,891
A 2810.165-A	GUIDANCE - SALARY CLERICAL	166,867	151,929	159,424		152,012				166,867
A 2810.400-A	GUIDANCE - SALARY CONTRACTUAL	3,000	-	-		-				3,000
	A2810	2,660,863	2,409,788	2,489,674		2,566,622				

Account	Description	2019 - 20 Proposed		2018 - 19 Projected		Component Budget Presentation		
		Budget	2018 - 19 Budget	Expenditures	2017 - 18 Actual	Administrative	Capital	Program
A 2815.157-A-0095	HEALTH SERVICES- SAL PROF NURSE-NON-PUB	129,051	143,255	144,409	141,586			129,051
A 2815.165-A	HEALTH SERVICES- SALARY CLERICAL	71,504	65,610	68,066	65,496			71,504
A 2815.166-A	HEALTH SERVICES- SALARY CLERICAL PT	47,808	47,124	45,959	48,068			47,808
A 2815.169-A-0006	HEALTH SERVICES- NURSE	-	65,633	70,536	86,253			-
A 2815.169-A-0008	HEALTH SERVICES- SALARY NURSE K-6	400,573	457,370	541,451	611,024			400,573
A 2815.169-A-0009	HEALTH SERVICES- SALARY NURSE 7-12	361,866	270,041	280,830	279,969			361,866
A 2815.169-A-0093	HEALTH SERVICES- SALARY NURSE SUMMER	12,933	12,933	1,008	688			12,933
A 2815.400-A-0081	HEALTH SERVICES- CONTRACTUAL -CAPE	85,000	93,000	74,982	81,591			85,000
A 2815.401-A	HEALTH SERVICES CONTRACTS	450,000	450,000	450,000	475,658			450,000
A 2815.446-A	HEALTH SERVICES- PHYSICAN FEES	85,333	76,000	83,333	74,000			85,333
A 2815.486-A	HEALTH SERVICES- NURSES CONFERENCES	6,500	6,500	269	365			6,500
A 2815.500-A	HEALTH SERVICES- SUPPLIES	16,055	16,900	16,950	20,505			16,055
	A2815	1,666,623	1,704,366	1,777,793	1,885,201			
A 2816.130-A	HEALTH EDUCATION - SALARY TEACHER 7-12	791,830	749,075	763,802	728,716			791,830
A 2816.500-A	HEALTH EDUCATION - SUPPLIES	1,425	1,500	930	862			1,425
A 2816.510-A	HEALTH EDUCATION - TEACHING SUPPLIES	4,750	5,000	4,618	4,191			4,750
	A2816	798,005	755,575	769,350	733,769			
A 2817.122-A-0005	SPEECH/LANGUAGE -SALARY SPEECH THERAPIST	1,885,852	1,782,458	1,820,268	1,764,946			1,885,852
A 2817.122-A-0093	SPEECH/LANGUAGE -SALARY TEACHING SUMMER	4,615	4,615	4,023	4,481			4,615
	A2816	1,890,467	1,787,073	1,824,291	1,769,427			
A 2820.154-A	PSYCHOLOGIST - SALARY PSYCHOLOGIST	1,678,451	1,622,201	1,627,783	1,621,097			1,678,451
A 2820.154-A-0093	PSYCHOLOGIST - SALARY PSYCHOLOGIST-SUMME	37,333	37,333	38,846	36,246			37,333
	A2820	1,715,784	1,659,534	1,666,629	1,657,343			
A 2825.156-A	SALARY SOCIAL WORKER	1,049,357	1,047,266	1,062,235	1,049,948			1,049,357
A 2825.156-A-0093	SALARY SOCIAL WORKER SUMMER	7,111	7,111	6,546	6,903			7,111
	A2825	1,056,468	1,054,377	1,068,781	1,056,852			
A 2830.473-A	PUPIL SERVICES - CHARTER SCHOOLS	12,663	19,000	12,269	11,637			12,663
	A2830	12,663	19,000	12,269	11,637			
A 2850.123-A-0008	CO-CURRICULAR- SALARY CO-CURRICULAR K-6	78,000	61,800	72,921	67,979			78,000
A 2850.123-A-0009	CO-CURRICULAR- SALARY CO-CURRICULAR 7-12	194,789	179,377	190,789	178,092			194,789
A 2850.124-A-0008	CO-CURRICULAR- SALARY CHAPERONE K-6	12,000	12,000	15,200	15,462			12,000
A 2850.124-A-0009	CO-CURRICULAR- SALARY CHAPERONE 7-12	124,720	123,430	118,000	117,831			124,720
A 2850.125-A-0008	CO-CURRICULAR- SALARY INTRAMURAL - ELEM	56,000	54,089	54,102	54,685			56,000
	A2850	465,509	430,696	451,012	434,049			
A 2855.126-A	INTERSCHOLASTIC ATH- SALARY COACHING	441,424	436,305	433,102	431,250			441,424
A 2855.201-A	INTERSCHOLASTIC ATH-REPLACEMENT EQUIP	-	38,000	38,000	22,797			-
A 2855.400-A	INTERSCHOLASTIC ATH- CONTRACTUAL	50,500	45,000	21,504	25,478			50,500

							Component Budget Presentation		
Account	Description	2019 - 20 Proposed	2018 - 19 Projected		2017 - 18 Actual	Administrative	Capital	Program	
		Budget	2018 - 19 Budget	Expenditures					
A 2855.400-A-0078	INTERSCHOLASTIC ATH- CONTRACTUAL-TRAINER	100,000	50,000	50,000	50,000			100,000	
A 2855.400-A-0083	INTERSCHOLASTIC ATH- DISTRICT MEMBERSHIP	28,500	18,225	10,700	17,173			28,500	
A 2855.418-A	INTERSCHOLASTIC ATH-EQUIPMENT RECON	20,000	20,000	10,500	10,574			20,000	
A 2855.419-A	INTERSCHOLASTIC ATH-AWARDS	6,253	6,253	1,079	2,434			6,253	
A 2855.450-A	INTERSCHOLASTIC ATH-RENTAL SERVICES	46,800	45,500	45,800	26,217			46,800	
A 2855.490-A	INTERSCHOLASTIC ATH-BOCES SERVICES	251,900	203,988	247,677	198,047			251,900	
A 2855.492-A	INTERSCHOLASTIC ATH-STUDENT ACCIDENT INS	89,000	89,000	78,950	58,898			89,000	
A 2855.500-A-0009	INTERSCHOLASTIC ATH-SUPPLIES 7-12	84,576	84,576	65,373	68,267			84,576	
A 2855.500-Z	INTERSCHOLASTIC ATH-SUPPLIES MEDICAL	11,000	10,500	9,911	7,650			11,000	
A 2855.558-A-0009	INTERSCHOLASTIC ATH-UNIFORMS 7-12	42,000	30,000	23,859	20,642			42,000	
A 2855.596-A-0097	INTERSCHOLASTIC ATH-REFERENCE BOOKS	800	800	450	608			800	
	A2850	1,172,753	1,078,147	1,036,905	940,034				
	TOTAL INSTRUCTION	126,852,163	121,502,421	113,150,603	119,440,853				
A 5510.160-A-0018	TRANSPORTATION - SALARY SUPERVISOR	103,836	101,800	101,800	99,804			103,836	
A 5510.160-A-0019	TRANSPORTATION - SALARY ASST SUPERVISOR/FO	470,490	469,068	469,068	452,844			470,490	
A 5510.160-A-0022	TRANSPORTATION - SALARY CLASSIFIED OVERTIM	35,000	35,000	122,000	126,562			35,000	
A 5510.160-A-0027	TRANSPORTATION - SALARY MAINTENANCE MECI	917,111	956,630	912,105	914,847			917,111	
A 5510.160-A-0029	TRANSPORTATION - SALARY MONITOR	576,875	545,756	497,798	443,830			576,875	
A 5510.160-A-0031	TRANSPORTATION - SALARY MONITOR AID SUBST	62,000	60,083	60,856	50,813			62,000	
A 5510.161-A-0022	TRANSPORTATION - OVERTIME MECHANICS	166,250	173,000	222,092	233,047			166,250	
A 5510.162-A	TRANSPORTATION - SALARY 10 MONTH BUS DRIV	1,065,321	1,076,743	1,062,775	1,065,473			1,065,321	
A 5510.162-A-0006	TRANSPORTATION - SALARY BUS DRIVER SUBSTITU	25,000	25,000	39,205	36,511			25,000	
A 5510.162-A-0020	TRANSPORTATION - SALARY BUS DRIVER-25HR/WE	3,795,209	3,983,594	3,982,769	3,821,971			3,795,209	
A 5510.162-A-0022	TRANSPORTATION - SALARY BUS DRIVER OVERTIM	313,500	330,000	332,100	691,180			313,500	
A 5510.163-A	TRANSPORATION - SALARY 12 MONTH BUS DRIVEI	2,286,169	2,257,045	2,253,619	2,093,614			2,286,169	
A 5510.164-A	TRANSPORTATION - SALARY FIELD TRIPS	100,000	100,000	-	(637)			100,000	
A 5510.165-A	TRANSPORTATION - SALARY CLERICAL	195,512	181,958	187,982	181,618			195,512	
A 5510.167-A	TRANSPORTATION - SALARY CUSTODIAN	47,465	50,294	45,545	40,397			47,465	
A 5510.171-A	TRANSPORTATION - BUS DRIVER MEAL REIMBURS	-	-	-	3,910			-	
A 5510.200-A	TRANSPORTATION - NEW EQUIPMENT	-	-	109,045	55,503			-	
A 5510.400-A	TRANSPORTATION - CONTRACTUAL SERVICES	182,495	191,626	221,743	122,999			182,495	
A 5510.409-A	TRANSPORTATION - IN-SERVICE COURSES	475	1,000	405	657			475	
A 5510.420-A	TRANSPORTATION - TOOL ALLOWANCE	10,450	10,450	10,450	6,606			10,450	
A 5510.437-A	TRANSPORTATION - HAZARDOUS WASTE DISPOS	3,500	3,500	3,250	-			3,500	
A 5510.440-A	TRANSPORTATION - VEHICLE LEASE	16,668	16,668	16,668	17,515			16,668	
A 5510.447-A	TRANSPORTATION - FIRE EXTINGUISHER MAINTEN	-	1,000	-	-			-	
A 5510.460-A	TRANSPORTATION - SOFTWARE	1,520	1,600	3,409	1,552			1,520	
A 5510.468-A	TRANSPORTATION - LAB TESTING	21,398	20,000	22,524	19,400			21,398	
A 5510.471-A	TRANSPORTATION - TOLLS & MEAL ALLOWANCE	6,460	6,800	6,650	5,843			6,460	
A 5510.489-A	TRANSPORTATION - INSURANCE BUS & VEHICLE	133,826	136,696	125,071	126,048			133,826	
A 5510.490-A	TRANSPORTATION - BOCES TRAINING SERVICE	1,954	176	1,776	3,408			1,954	
A 5510.495-A	TRANSPORTATION - INSURANCE CATASTROPHIC	40,612	38,304	37,955	35,899			40,612	

Account	Description	2019 - 20 Proposed		2018 - 19 Projected		Component Budget Presentation		
		Budget	2018 - 19 Budget	Expenditures	2017 - 18 Actual	Administrative	Capital	Program
A 5510.500-A	TRANSPORTATION - SUPPLIES	87,400	95,000	86,058	65,442			87,400
A 5510.506-A	TRANSPORTATION - UNIFORMS	4,975	4,975	4,975	4,155			4,975
A 5510.554-A	TRANSPORTATION - XEROGRAPHIC PAPER	475	575	475	-			475
A 5510.570-A	TRANSPORTATION - SPARE PARTS	485,000	485,000	499,200	507,617			485,000
A 5510.571-A	TRANSPORTATION - GASOLINE	167,000	166,500	162,500	226,270			167,000
A 5510.572-A	TRANSPORTATION - LUBE & OIL	23,275	24,500	24,142	10,587			23,275
A 5510.573-A	TRANSPORTATION - NEW TIRES & TUBES	77,610	81,695	81,602	60,908			77,610
A 5510.574-A	TRANSPORTATION - RECAP TIRES	37,098	39,050	39,000	26,681			37,098
A 5510.575-A	TRANSPORTATION - GASOLINE - FIELD TRIPS	32,300	34,000	-	-			32,300
A 5510.576-A	TRANSPORTATION - DIESEL FUEL	590,964	535,500	522,100	544,160			590,964
	A5510	12,085,192	12,240,586	12,268,712	12,097,032			
A 5530.422-A	TRANSPORTATION GARAGE - NATURAL GAS/HEAT	16,150	18,800	12,555	11,756			16,150
A 5530.425-A	TRANSPORTATION GARAGE - ELECTRICITY	47,025	49,500	42,750	35,401			47,025
A 5530.488-A	TRANSPORTATION GARAGE - FIRE INSURANCE	40,612	38,304	37,955	35,899			40,612
	A5530	103,787	106,604	93,260	83,056			
A 5550.400-A	PUBLIC TRANSPORTATION CONTRACTUAL SERVICE	97,850	102,600	102,850	76,174			97,850
	A5550	97,850	102,600	102,850	76,174			
A 5581.490-A	BOCES TRANSPORTATION SERVICES	611,634	337,092	434,127	607,980			611,634
	A5581	611,634	337,092	434,127	607,980			
	TOTAL TRANSPORTATION	12,898,463	12,786,882	12,898,949	12,864,242			
A 9012.801-A-0058	EMPLOYEES' RETIREMENT CAPITAL	1,075,860	1,093,531	996,763	606,400		1,075,860	
A 9012.802-A-0071	EMPLOYEES' RETIREMENT ADMIN	628,267	604,761	605,554	902,315	628,267		
A 9012.803-A-0085	EMPLOYEES' RETIREMENT PROGRAM	1,961,351	2,219,036	2,158,873	1,778,719			1,961,351
		3,665,478	3,917,328	3,761,190	3,287,435			
A 9022.802-A-0071	TEACHERS' RETIREMENT ADMIN	515,776	630,306	630,310	551,453	515,776		
A 9022.803-A-0085	TEACHERS' RETIREMENT PROGRAM	8,376,951	8,888,007	8,850,000	8,425,216			8,376,951
		8,892,727	9,518,313	9,480,310	8,976,669			
A 9033.801-A-0058	FICA CAPITAL	563,721	561,444	591,400	487,773		563,721	
A 9033.802-A-0071	FICA ADMIN	774,532	764,105	772,400	738,557	774,532		
A 9033.803-A-0085	FICA PROGRAM	8,260,615	7,933,504	7,932,200	7,516,417			8,260,615
		9,598,868	9,259,053	9,296,000	8,742,748			
A 9040.801-A-0058	WORKERS' COMPENSATION CAPITAL	809,400	845,357	786,117	761,572		809,400	
A 9040.802-A-0071	WORKERS' COMPENSATION ADMIN	451,440	470,636	452,207	435,184	451,440		
A 9040.803-A-0085	WORKERS' COMPENSATION PROGRAM	970,520	1,019,644	997,575	929,270			970,520
		2,231,360	2,335,637	2,235,899	2,126,026			

Account	Description					Component Budget Presentation		
		2019 - 20 Proposed Budget	2018 - 19 Budget	2018 - 19 Projected Expenditures	2017 - 18 Actual	Administrative	Capital	Program
A 9050.801-A-0058	UNEMPLOYMENT INSURANCE CAPITAL	9,500	11,000	2,500	1,180		9,500	
A 9050.802-A-0071	UNEMPLOYMENT INSURANCE ADMIN	11,400	12,000	3,750	2,194	11,400		
A 9050.803-A-0085	UNEMPLOYMENT INSURANCE PROGRAM	76,000	82,000	29,340	11,712			76,000
		96,900	105,000	35,590	15,086			
A 9060.801-A-0058	HLTH INS SHARED SAVING CAPITAL	10,000	10,000	7,200	6,500		10,000	
A 9060.802-A-0071	HLTH INS SHARED SAVING ADMIN	25,000	25,000	15,200	13,550	25,000		
A 9060.803-A-0085	HLTH INS SHARED SAVING PROGRAM	168,000	165,000	164,800	163,458			168,000
		203,000	200,000	187,200	183,508			
A 9061.801-A-0058	HEALTH INSURANCE CAPITAL	2,866,164	2,778,997	3,419,921	2,737,176		2,866,164	
A 9061.802-A-0071	HEALTH INSURANCE ADMIN	4,541,099	4,556,380	5,140,134	4,399,240	4,541,099		
A 9061.803-A-0085	HEALTH INSURANCE PROGRAM	32,522,372	33,433,623	31,059,471	31,217,461			32,522,372
		39,929,635	40,769,000	39,619,526	38,353,878			
A 9070.802-A-0039	WELFARE TRUST WAA ADMIN	79,650	77,343	71,242	70,907	79,650		
A 9070.802-A-0046	INSURANCES COS ADMIN	30,625	30,625	30,500	29,064	30,625		
A 9070.802-A-0071	WELFARE BENEFITS CONFID ADMIN	17,500	17,500	17,500	18,501	17,500		
A 9070.803-A-0085	WELFARE TRUST WCT PROGRAM	1,533,600	1,515,060	1,493,173	1,434,758			1,533,600
A 9070.804-A-0085	WELFARE TRUST - RPN	28,600	29,900	28,600	31,200			28,600
A 9070.805-A-0046	WELFARE TRUST COS	8,750	-	8,750	-	8,750		
A 9070.805-A-0058	WELFARE TRUST CSEA CAPITA	3,250	2,950	3,150	2,950		3,250	
A 9070.805-A-0071	WELFARE TRUST CSEA ADMIN	102,375	89,975	99,225	92,925	102,375		
A 9070.805-A-0085	WELFARE TRUST CSEA PROGRA	53,625	51,625	51,975	48,675			53,625
A 9070.806-A-0058	WELFARE TRUST STEPS CAPIT	5,400	5,400	5,400	-		5,400	
A 9070.806-A-0071	WELFARE TRUST STEPS ADMIN	13,500	14,850	13,500	14,850	13,500		
A 9070.806-A-0085	WELFARE TRUST STEPS PROGR	10,800	10,800	10,800	10,800			10,800
A 9070.807-A-0058	WELFARE TRUST WFW CAPITAL	146,450	146,450	137,750	146,050		146,450	
A 9070.807-A-0071	WELFARE TRUST WFW ADMIN	3,625	3,625	3,625	3,625	3,625		
A 9070.807-A-0085	WELFARE TRUST WFW PROGRAM	352,350	349,450	330,600	340,750			352,350
A 9070.809-A-0058	WLF BENEFIT NON-INST CAPI	1,425	1,000	1,500	1,500		1,425	
A 9070.809-A-0071	WLF BENEFIT NON-I ADMN AD	1,520	1,550	-	-	1,520		
A 9070.809-A-0085	WLF BENEFIT NON-I ADMN PR	1,425	1,700	-	1,550			1,425
		2,394,470	2,349,803	2,307,290	2,248,104			
A 9089.802-A-0045	RETIRE LONGEVITY WAA ADMIN	-	45,885	-	-			
A 9089.803-A-0044	RETIRE LONGEVITY WCT PROG	55,000	100,000	52,000	49,360			55,000
A 9089.803-A-0047	SHOE ALLOWANCE MONITOR PRGRAM	1,050	1,105	-	-			1,050
A 9089.803-A-0050	INSTRUCT SICK LV CONV PROGRAM	-	-	-	-			-
A 9089.803-A-0058	SHOE ALLOWANCE CAPITAL	4,450	4,450	3,750	2,588		4,450	
A 9089.803-A-0085	SHOE ALLOWANCE PROGRAM	6,000	2,550	-	-			6,000
A 9089.810-A-0071	TUITION REFUND ADMINISTRATION	14,250	10,000	7,839		14,250		
A 9089.810-A-0085	TUITION REFUND PROGRAM	1,900	2,000	1,990	650			1,900

Account	Description	2019 - 20 Proposed Budget	2018 - 19 Budget	2018 - 19 Projected Expenditures	2017 - 18 Actual	Component Budget Presentation		
						Administrative	Capital	Program
A 9089.812-A-0058	LAUNDRY ALLOWANCE CAPITAL	8,800	8,800	8,675	8,200		8,800	
A 9089.812-A-0071	LAUNDRY ALLOWANCE ADMIN	320	320	-	-	320		
A 9089.812-A-0085	LAUNDRY ALLOWANCE PROGRAM	680	80	640	720			680
A 9089.813-A-0058	NON-INSTR SICK LV CONV CAPITAL	9,500	10,000	50,000	-		9,500	
A 9089.813-A-0071	NON-INSTR SICK LV CONV ADMIN	19,000	20,000	20,000	-	19,000		
A 9089.813-A-0085	NON-INSTR SICK LV CONV PROGRAM	19,000	20,000	20,000	-			19,000
A 9089.814-A-0085	EMPLOYEE ASSISTANCE PROGRAM	32,500	30,660	32,130	30,660			32,500
A 9089.817-A-0085	WCT SICK LEAVE BUY BACK	340,000	340,000	332,800	318,779			340,000
A 9089.818-A-0071	WAA EMPLOYER SPONSORED TSA	29,800	23,966	27,200	32,027	29,800		
A 9089.819-A-0058	NON INSTRUCTIONAL VACATION - CAPITAL	28,500	35,000	1,500	160		28,500	
A 9089.819-A-0071	NON INSTRUCTIONAL VACATION - ADMIN	39,140	40,000	3,500	-	39,140		
A 9089.819-A-0085	NON INSTRUCTIONAL VACATION - PROGRAM	28,500	30,000	3,000	-			28,500
		638,390	724,816	565,024	443,144			
A 9732.600-A	BUS BAN PRINCIPLE	1,933,196	1,895,615	1,895,615	1,886,139		1,933,196	
		1,933,196	1,895,615	1,895,615	1,886,139			
A 9760.760-A	TAX ANTICIPATION NOTE INTEREST	28,500	31,000	26,667	31,417		28,500	
		28,500	31,000	26,667	31,417			
A 9901.950-A-0085	TRANSFER TO SPECIAL AID FUND	355,000	335,000	354,000	354,988	-		355,000
A 9901.960-A-0058	TRANSFER TO DEBT SERVICE	6,033,454	6,073,221	6,073,221	8,686,956		6,033,454	
		6,388,454	6,408,221	6,427,221	9,041,944			
A 9950.951-A	TRANS TO CAPITAL FUND	-	310,000	310,000	-		-	
		-	310,000	310,000	-			
	TOTAL UNDSITRIBUTED	76,000,978	77,823,786	76,147,532	75,336,098			
	TOTAL 2019-2020 GENERAL FUND BUDGET	234,950,988	231,312,631	220,938,903	225,318,602	21,942,227	26,650,784	186,357,978

ADDITIONAL DOCUMENTS

1. School District Report Card, Enrollment, Assessment Data, Graduation Pathways Data
2. Tax Report Card
3. Compensation Disclosure Statement
4. Assessor's Report



The New York State School Report Card Fiscal Accountability Supplement for WAPPINGERS CSD

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	\$114,149,037	\$54,807,947
	Pupils	10,945	1,683
	Expenditures Per Pupil	\$10,429	\$32,566
Similar District Group	Instructional Expenditures	\$8,563,600,218	\$3,606,900,434
	Pupils	741,547	112,197
	Expenditures Per Pupil	\$11,548	\$32,148
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: Average Need/Resource Capacity			

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	\$20,149	\$22,738	\$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 WAPPINGERS CSD

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
	Count of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities
80% or more	1016	65.80%	57.27%	58.68%
40% to 79%	180	11.66%	18.92%	11.47%
Less than 40%	236	15.28%	16.60%	19.09%
Separate Settings	73	4.73%	4.57%	5.34%
Other Settings	39	2.53%	2.64%	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	13.87%	13.55%	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: Average Need/Resource Capacity

REPORT CARD GLOSSARY & GUIDE

Last updated: March 13, 2019

ESSA ACCOUNTABILITY DATA

ACCOUNTABILITY STATUSES

District in Good Standing: Districts that do not have any schools identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) and have not been identified for the low performance of an accountability group.

Target District: Districts that have at least one school identified for Comprehensive Support and Improvement or Targeted Support and Improvement or have been identified for the low performance of one or more accountability groups.

Recognition School: A school in Good Standing that has been recognized by the Commissioner for high performance.

School in Good Standing: Schools that are not identified as CSI or TSI schools.

Comprehensive Support and Improvement (CSI) School: Schools that meet one of the following three conditions and were not removed by the Commissioner from identification because of extenuating or extraordinary circumstances:

- 1) High schools that have graduation rates for the "All Students" group for the 4-year graduation-rate total cohort that are less than 67% and do not have graduation rates for the 5- or 6-year graduation-rate total cohorts that are at or above 67%.
- 2) Schools whose level of performance for the "All Students" group on an accountability indicator matches one of the scenarios in the tables below.
- 3) TSI schools that are still identified as TSI for an accountability group three years after the school was identified for additional Targeted Support and Improvement for that group.
- 4) Schools that are identified as CSI at one level (elementary/middle or secondary) and TSI at another level.

Targeted Support and Improvement (TSI) School: A school whose level of performance for two consecutive years matches one of the scenarios in the tables below *for one or more accountability groups EXCEPT the All Students group* and was not removed by the Commissioner from identification because of extenuating or extraordinary circumstances. A School that is currently a Priority or Focus School may be identified as TSI based on 2017-18 school year data only.

Elementary/Middle-Level CSI/TSI Identification Criteria

Scenario	Indicators					
	Composite Performance	Growth	Combined Composite Performance & Growth	ELP	Progress	Chronic Absenteeism
1	Both Level 1		Level 1	Any Level		Any Level
2	Either Level 1		Level 1	None		Any One of the Two is Level 1
3	Either Level 1		Level 1	Level 1		Any Level
4	Either Level 1		Level 1	Level 2		Any Level 1
5	Either Level 1		Level 1	Level 3 or 4		Both Level 1

"None" means the school does not have enough ELLs (30) to make a determination.

Secondary-Level CSI/TSI Identification Criteria

Scenario	Indicators						
	Composite Performance	Grad Rate	Combined Composite Performance & Grad Rate	ELP	Progress	Chronic Absenteeism	CCCR
1	Both Level 1		Level 1	Any Level		Any Level	
2	Either Level 1		Level 1	None		Any One of the Three is Level 1	
3	Either Level 1		Level 1	Level 1		Any Level	
4	Either Level 1		Level 1	Level 2		Any Level 1	
5	Either Level 1		Level 1	Level 3 or 4		Any Two Level 1	

“None” means the school does not have enough ELLs (30) to make a determination.

Rules for exiting TSI, CSI, and Target statuses as well as more detailed descriptions of the accountability system and interventions for schools and districts based on their identifications are available at <http://www.p12.nysed.gov/accountability/essa.html>.

ELEMENTARY/MIDDLE-LEVEL ACCOUNTABILITY INDICATORS

Elementary/Middle-Level (EM) Composite Performance: The performance of students in grades 3-8 in English language arts (ELA) and mathematics and in grades 4 and 8 in science in the current reporting year.

A **Weighted Average Index (WAI)** and a **Core Subject Index (CORE)** are calculated. Schools are sorted from lowest to highest based on these indices.

Schools are assigned a “**Composite Performance Level**” based on where they fall in the sort order using the table below.

The “**Cohort**” used to calculate the WAI is the greater of continuously enrolled tested students or 95% of continuously enrolled (tested + not tested, except for medically excused) students. The “**Enrollment**” used to calculate the CSI is continuously enrolled tested students. Continuously enrolled students are those who were enrolled on BEDS day (typically the first Wednesday in October) and any day during the test administration and make up period. The “**Enrollment**” is the number used as the denominator when calculating the “**Index.**”

The “**Index**” is calculated using the following formula: $100 * (((\text{number of students scoring Level 2}) + 2(\text{number of students scoring Level 3}) + 2.5(\text{number of students scoring Level 4})) \div \text{number of students in the Cohort})$. Schools are sorted based on their WAI and are assigned a WAI Level based on where they fall in the sort order using the table below. Schools are sorted based on their CORE Index and are assigned a CORE Level based on where they fall in the sort order using the table below.

The WAI and CORE Levels are then combined, and schools are sorted based on their combined level. If multiple schools have the same combined level, schools within that combined level are sorted using the higher of the WAI sort placement or the CORE Index sort placement. The resulting placement in the sort is the Final Sort Order. The overall Composite Performance Level is based on the Final Sort Order and the table below.

Final Sort Order	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Elementary/Middle-Level (EM) Growth: Three years of student-level growth in ELA and mathematics combined.

Student Growth Percentiles (SGPs) are determined for each continuously enrolled student in ELA and in mathematics in grades 4-8. An SGP is computed only if the student has a valid test score in the current year and a valid test score in the prior year in the preceding grade for that subject. (For example, to compute an SGP in mathematics for a student in fourth grade, the student must have a valid score in the current year on the Grade 4 mathematics assessment and a valid score in the prior year on the Grade 3 mathematics

assessment. These SGPs are summed and reported as the "**Sum of SGPs.**" The Growth Level is based on the average of SGPs for which the school is accountable in the current school year and the prior two school years.

The number of students who had valid test results in ELA and mathematics for all three years is summed and reported as "**# of SGPs.**"

The sum of SGPs is divided by the # of SGPs, and that result is multiplied by 100 to determine the Growth "**Index.**"

A Growth "**Level**" is then determined using that Index and the table below.

Index	Level
45% or less	1
45.1 to 50%	2
50.1 to 54%	3
Greater than 54%	4

Elementary/Middle-Level (EM) Composite Performance & Growth Combined: Combined Composite Performance and Growth.

Schools are sorted from lowest to highest based on their Growth Index. The Composite Performance sort order and the Growth sort order are combined to create the Composite Performance & Growth order. Schools are then sorted by the Composite Performance & Growth order and assigned a "**Level**" using the table below.

Sort Order	Level
10% or less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

If a school does not have a Composite Performance Level, the school must undergo a "self assessment" procedure to determine its accountability status. For more information, see <http://www.p12.nysed.gov/accountability/essa.html>. If a school has a Composite Performance Level but not a Growth Level, the Composite Level is assigned to the Composite Performance & Growth Combined Level.

Elementary/Middle-Level English Language Proficiency (EM ELP): The percentage of continuously enrolled English Language Learners (ELLs) in grades K-8 making a designated amount of progress toward English proficiency as measured by the New York State English as a Second Language Proficiency Test (NYSESLAT) compared to the percentage of students who would be expected to have made progress given a student's initial score on the NYSESLAT and the number of the years the student has been identified as ELL.

The probabilities of continuously enrolled ELL students making progress on the NYSESLAT is summed and divided by the number of continuously enrolled students tested on the NYSESLAT. The result is multiplied by 100 to determine a "**Benchmark**" from which to determine progress.

The number of continuously enrolled students who made sufficient progress is divided by the number expected to make sufficient progress. The result is multiplied by 100 to determine a "**Progress Rate.**"

The Progress Rate is divided by the Benchmark to determine a "**Success Ratio.**"

An ELP "Level" is determined using the Success Ratio and the table below:

Success Ratio	Level
0.49 or less	1
0.50 to 0.99	2
1.0 to 1.24	3
Greater than 1.24	4

Elementary/Middle-Level (EM) Progress: The performance of students on the grades 3-8 New York State Testing Program (NYSTP) assessments in ELA and mathematics as compared to an "End Goal," "Long-Term Goals," and "Measures of Interim Progress (MIPs)."

Weighted Average Indices (WAIs) (see Composite Performance above) are determined separately for grades 3-8 NYSTP ELA and grades 3-8 NYSTP mathematics. The ELA and mathematics WAIs are averaged to determine a Progress "Index."

The Progress Index calculated using data from the year prior to the reporting year is called the "Baseline."

The number of students used to determine the WAI is called the "Cohort."

The Progress Index calculated using data from the current reporting year is called the "Index."

The "End Goal" is 200, the Index that would indicate that on average all students are proficient. An Index of 200 could also occur if some students were advanced while others were less than proficient.

The "Long-Term Goal" is the amount of progress that is expected to be made, based on the state's Baseline, over the next five years towards achieving the End Goal. The Long-Term Goal is determined by subtracting the state's Baseline from the End Goal, multiplying the result by 0.20, and adding that result to the state's Baseline.

To "Exceed Long-Term Goal" a school must have an Index that is greater than or equal to the "Exceed Long-Term Goal" number. This number is calculated by subtracting the Long-Term Goal from the End Goal, dividing the result by 2, and then adding that result to the Long-Term Goal.

To "Meet Long-Term Goal" a school must have an Index that is greater than or equal to the Long-Term Goal but less than the Exceed Long-Term Goal number.

To "Not Meet Long-Term Goal" a school must have an Index that is less than the Long-Term Goal.

Measures of Interim Progress (MIPs) are determined by subtracting the Baseline from the End Goal, multiplying the result by 0.20, dividing that result by 5, and then adding that result to the Baseline. A school's or district's "School/District MIP" is determined using the school's or district's Baseline. The "State MIP" is determined using the state's Baseline. The "Higher" MIP is the greater of the State MIP and the School/District MIP. The "Lower" MIP is the smaller of the State MIP and the School/District MIP.

The Progress "Level" is determined separately for ELA and for math using the MIPs and Long-Term Goals and the table below. Then the Levels are averaged and rounded down to determine the overall Progress Level.

	Not Meet Long-Term Goal	Meet Long-Term Goal	Exceed Long-Term Goal
Did not meet MIP	Level 1	N/A	N/A
Met lower MIP	Level 2	Level 3	Level 4
Met higher MIP	Level 3	Level 4	Level 4

Elementary/Middle-Level (EM) Chronic Absenteeism: Percentage of grades 1-8 students enrolled for a minimum of ten instructional days and in attendance at least one of those days who were absent (excused or unexcused) for at least 10% of enrolled instructional days (chronic absenteeism rate). This rate is compared to an "End Goal," "Long-Term Goals," and "Measures of Interim Progress (MIPs)."

The previous year's chronic absenteeism rate is called the "**Baseline.**"

The number of instructional days students were expected to be in attendance in the current reporting year is called "**Expected Attendance Days.**"

The number of students who were absent for at least 10% of enrolled instructional days is called "**Students Chronically Absent.**"

The current year's chronic absenteeism rate is called the "**Chronic Absenteeism Rate.**"

The "**End Goal**" is 5%, the chronic absenteeism rate schools should aim to be no higher than.

The "**Long-Term Goal**" is the amount of progress that is expected to be made, based on the state's Baseline, over the next five years towards achieving the End Goal. The Long-Term Goal is determined by subtracting the state's Baseline from the End Goal, multiplying the result by 0.20, and adding that result to the state's Baseline.

To "**Exceed Long-Term Goal**" a school must have a Chronic Absenteeism Rate that is less than or equal to the "Exceed Long-Term Goal" number. This number is calculated by subtracting the Long-Term Goal from the End Goal, dividing the result by 2, and then add that result to the Long-Term Goal.

To "**Meet Long-Term Goal**" a school must have a Chronic Absenteeism Rate that is greater than or equal to the Exceed Long-Term Goal but less than or equal to the Long-Term Goal.

To "**Not Meet Long-Term Goal**" a school must have a Chronic Absenteeism Rate that is greater than the Long-Term Goal.

Measures of Interim Progress (MIPs) are determined by subtracting the Baseline from the End Goal, multiplying the result by 0.20, dividing that result by 5, and then adding that result to the Baseline. A school's or district's "**School/District MIP**" is determined using the school's or district's Baseline. The "**State MIP**" is determined using the state's Baseline. The "Higher" (less rigorous) MIP is the greater of the State MIP and the School/District MIP. The "Lower" (more rigorous) MIP is the smaller of the State MIP and the School/District MIP.

The Chronic Absenteeism "**Level**" is determined using the MIPs and Long-Term Goals and the table below.

	Not Meet Long-Term Goal	Meet Long-Term Goal	Exceed Long-Term Goal
Did not meet MIP	Level 1	N/A	N/A
Met higher MIP	Level 2	Level 3	Level 4
Met lower MIP	Level 3	Level 4	Level 4

SECONDARY-LEVEL ACCOUNTABILITY INDICATORS

Secondary-Level (HS) Composite Performance: The performance of students in the 4-year accountability cohort as of June 30th ("Cohort") of the reporting year in ELA, mathematics, science, and social studies.

An "Index" for each subject is determined using the following formula: $100 * (((\text{number of students scoring Level 2}) + 2 * (\text{number of students scoring Level 3}) + 2.5 * (\text{number of students scoring Level 4})) \div \text{Cohort Members})$.

A "Combined Index" is determined by multiplying the indices by the weight given to each subject: 3 for ELA and mathematics, 2 for science, and 1 for social studies. The results are summed and divided by the sum of the weightings used (e.g., if all subjects are reported, the sum of the weightings is $3+3+2+1$ or 9).

Schools are sorted using their Combined Index, and a Composite Performance "Level" is determined using that sort order and the table below.

Sort Order	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Secondary-Level (HS) Graduation Rate: Percentage of students in the 4-, 5-, and 6-year graduation-rate total cohort ("Cohort") as of June 30th of the year preceding the reporting year who earned a Regents or local diploma as of August 31st of the year preceding reporting year ("4-Year," "5-Year," and "6-Year" "Grad Rate"). These rates are compared to "End Goals," "Long-Term Goals," and "Measures of Interim Progress (MIPs)."

The 4-, 5-, and 6-year graduation rates for the cohorts as of June 30th of two years prior to the current reporting year are the "Baseline" rates.

The number of students in the current reporting year's 4-, 5-, and 6-year graduation rate cohorts are the "# in Cohort."

The 4-, 5-, and 6-year graduation rates for the cohorts as of June 30th of one year prior to the current reporting year are the "Grad Rate."

The "End Goal" for the 4-year cohort is 95%, the 5-year cohort is 96%, and the 6-year cohort is 97%.

The "Long-Term Goal" is the amount of progress that is expected to be made, based on the state's Baseline, over the next five years towards achieving the End Goal. The Long-Term Goal is determined by subtracting the state's Baseline from the End Goal, multiplying the result by 0.20, and adding that result to the state's Baseline.

To "Exceed Long-Term Goal" a school must have a Grad Rate that is greater than or equal to the "Exceed Long-Term Goal" number. This number is calculated by subtracting the Long-Term Goal from the End Goal, dividing the result by 2, and then add that result to the Long-Term Goal.

To "Meet Long-Term Goal" a school must have a Grad Rate that is greater than or equal to the Long-Term Goal but less than the Exceed Long-Term Goal number.

To "Not Meet Long-Term Goal" a school must have a Grad Rate that is less than the Long-Term Goal.

Measures of Interim Progress (MIPs) are determined by subtracting the Baseline from the End Goal, multiplying the result by 0.20, dividing that result by 5, and then adding that result to the Baseline. A school's or district's "School/District MIP" is determined using the school's or district's Baseline. The "State MIP" is determined using the state's Baseline. The "Higher" MIP is the greater of the State MIP and the School/District MIP. The "Lower" MIP is the smaller of the State MIP and the School/District MIP.

Graduation Rate **"Levels by Cohort"** are determined separately by subgroup for the 4-year, the 5-year, and the 6-year graduation-rate total cohort using the MIPs and Long-Term Goals and the table below.

	Not Meet Long-Term Goal	Meet Long-Term Goal	Exceed Long-Term Goal
Did not meet MIP	Level 1	N/A	N/A
Met lower MIP	Level 2	Level 3	Level 4
Met higher MIP	Level 3	Level 4	Level 4

Graduation Rate Levels for the 4-, 5-, and 6-year graduation-rate total cohorts by subgroup are averaged (**"Average Grad Rate"**) and rounded to the nearest whole tenth to determine a **"Level by Subgroup."**

Secondary-Level (HS) Composite Performance & Graduation Rate Combined: Combined Composite Performance and Graduation Rate.

Schools are sorted from highest to lowest based on their unweighted "Average Grad Rate." The Composite Performance sort order and the Graduation Rate sort order are combined to create the Composite Performance & Graduation Rate sort order. Schools are then sorted by the combined Composite Performance & Graduation Rate sort order and assigned a **"Level"** using that sort order and the table below.

Sort Order	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

If a school does not have a Composite Performance Level, the school must undergo a "self-assessment" procedure to determine its accountability status. For more information, see <http://www.p12.nysed.gov/accountability/essa.html>. If a school has a Composite Performance Level but not a Graduation Rate Level, the Composite Level is assigned to the Composite Performance & Graduation Rate Combined Level.

Secondary-Level (HS) English Language Proficiency (ELP): The percentage of continuously enrolled English Language Learners (ELLs) in grades 9-12 making a designated amount of progress toward English proficiency as measured by the New York State English as a Second Language Proficiency Test (NYSESLAT) compared to the percentage of students who would be expected to have made progress given a student's initial score on the NYSESLAT and the number of the years the student has been identified as ELL.

The probabilities of continuously enrolled ELL students making progress on the NYSESLAT is summed and divided by the number of continuously enrolled students tested on the NYSESLAT. The result is multiplied by 100 to determine a **"Benchmark"** from which to determine progress.

The number of continuously enrolled students who made sufficient progress is divided by the number expected to make sufficient progress. The result is multiplied by 100 to determine a **"Progress Rate."**

The Progress Rate is divided by the Benchmark to determine a **"Success Ratio."**

An ELP “**Level**” is determined using the Success Ratio and the table below:

Success Ratio	Level
0.49 or less	1
0.50 to 0.99	2
1.0 to 1.24	3
Greater than 1.24	4

Secondary-Level (HS) Progress: The performance of students in the 4-year accountability cohort as of June 30th of the reporting year in ELA and mathematics compared to an “**End Goal**,” “**Long-Term Goals**,” and “**Measures of Interim Progress (MIPs)**.”

The Composite Performance Index calculated using data from the year prior to the reporting year is called the “**Baseline**.”

The 4-year accountability cohort as of June 30th of the reporting year is called the “**Cohort**.”

The Composite Performance Index calculated using data from the current reporting year is called the “**Index**.”

The “**End Goal**” is 215 for ELA and 200 for mathematics. These are the Indices that would indicate that on average all students are proficient and, for ELA, at least some students are advanced. An Index of 215 or 200 could also occur if some students were advanced while others were less than proficient.

The “**Long-Term Goal**” is the amount of progress that is expected to be made, based on the state’s Baseline, over the next five years towards achieving the End Goal. The Long-Term Goal is determined by subtracting the state’s Baseline from the End Goal, multiplying the result by 0.20, and adding that result to the state’s Baseline.

To “**Exceed Long-Term Goal**” a school must have an Index that is greater than or equal to the “Exceed Long-Term Goal” number. This number is calculated by subtracting the Long-Term Goal from the End Goal, dividing the result by 2, and then adding that result to the Long-Term Goal.

To “**Meet Long-Term Goal**” a school must have an Index that is greater than or equal to the Long-Term Goal but less than the Exceed Long-Term Goal number.

To “**Not Meet Long-Term Goal**” a school must have an Index that is less than the Long-Term Goal.

Measures of Interim Progress (MIPs) are determined by subtracting the Baseline from the End Goal, multiplying the result by 0.20, dividing that result by 5, and then adding that result to the Baseline. A school’s or district’s “**School/District MIP**” is determined using the school’s or district’s Baseline. The “**State MIP**” is determined using the state’s Baseline. The “**Higher**” MIP is the greater of the State MIP and the School/District MIP. The “**Lower**” MIP is the smaller of the State MIP and the School/District MIP.

The Progress “**Level**” is determined separately for ELA and for math using the MIPs and Long-Term Goals and the table below. Then the Levels are averaged and rounded down to determine the overall Progress Level.

	Not Meet Long-Term Goal	Meet Long-Term Goal	Exceed Long-Term Goal
Did not meet MIP	Level 1	N/A	N/A
Met lower MIP	Level 2	Level 3	Level 4
Met higher MIP	Level 3	Level 4	Level 4

Note: For 2017-18 school year results in mathematics for Secondary-Level Progress, the Commissioner will assign Level 2 to an accountability group that has not met a MIP but has a Performance Index (rounded to the nearest whole number) that meets or exceeds the following:

Accountability Group	Performance Index Threshold for Level 2 in Math
All Students	100
American Indian/Alaska Native	86
Asian or Native Hawaiian/Other Pacific Islander	128
Black or African American	76
Hispanic or Latino	81
Multiracial	101
White	111
English Language Learner	63
Students with Disabilities	58
Economically Disadvantaged	86

Secondary-Level (HS) Chronic Absenteeism: Percentage of grades 9-12 students enrolled for a minimum of ten instructional days and in attendance at least one of those days who were absent (excused or unexcused) for at least 10% of enrolled instructional days (chronic absenteeism rate). This rate is compared to an **“End Goal,” “Long-Term Goals,”** and **“Measures of Interim Progress (MIPs).”**

The previous year’s chronic absenteeism rate is called the **“Baseline.”**

The number of instructional days students were expected to be in attendance in the current reporting year is called **“Expected Attendance Days.”**

The number of students who were absent for at least 10% of enrolled instructional days is called **“Students Chronically Absent.”**

The current year’s chronic absenteeism rate is called the **“Chronic Absenteeism Rate.”**

The **“End Goal”** is 5%, the chronic absenteeism rate schools should aim to be no higher than.

The **“Long-Term Goal”** is the amount of progress that is expected to be made, based on the state’s Baseline, over the next five years towards achieving the End Goal. The Long-Term Goal is determined by subtracting the state’s Baseline from the End Goal, multiplying the result by 0.20, and adding that result to the state’s Baseline.

To **“Exceed Long-Term Goal”** a school must have a Chronic Absenteeism Rate that is less than or equal to the “Exceed Long-Term Goal” number. This number is calculated by subtracting the Long-Term Goal from the End Goal, dividing the result by 2, and then add that result to the Long-Term Goal.

To **“Meet Long-Term Goal”** a school must have a Chronic Absenteeism Rate that is greater than or equal to the Exceed Long-Term Goal but less than or equal to the Long-Term Goal.

To **“Not Meet Long-Term Goal”** a school must have a Chronic Absenteeism Rate that is greater than the Long-Term Goal.

Measures of Interim Progress (MIPs) are determined by subtracting the Baseline from the End Goal, multiplying the result by 0.20, dividing that result by 5, and then adding that result to the Baseline. A school’s or district’s **“School/District MIP”** is determined using the school’s or district’s Baseline. The **“State MIP”** is determined using the state’s Baseline. The “Higher” MIP (less rigorous) is the greater of the State MIP and the School/District MIP. The “Lower” MIP (more rigorous) is the smaller of the State MIP and the School/District MIP.

The Chronic Absenteeism **“Level”** is determined using the MIPs and Long-Term Goals and the table below.

	Not Meet Long-Term Goal	Meet Long-Term Goal	Exceed Long-Term Goal
Did not meet MIP	Level 1	N/A	N/A
Met higher MIP	Level 2	Level 3	Level 4
Met lower MIP	Level 3	Level 4	Level 4

Secondary-Level (HS) College, Career, and Civic Readiness (CCCR): Rate of preparedness of 1) students in the 4-year graduation-rate total cohort as of June 30th of the reporting year who demonstrated certain achievements in preparation for college, a career, and civic engagement; 2) ELL students not in the cohort but who earned a Regents diploma with a Seal of biliteracy; and 3) students who in the current year earned a High School Equivalency (HSE) diploma.

The **denominator** used to calculate the CCCR Index includes students in the 4-year graduation-rate total cohort as of June 30th of the reporting year (**Cohort Count**) and ELL students not in the cohort but who earned a Regents diploma with a Seal of Biliteracy as of June 30th of the reporting year (**Annual Biliteracy**).

Students are included in the **numerator** and multiplied by a weight (0.5 to 2.0), depending on the type of achievement earned.

Students in the cohort who earned a Regents diploma with Advanced Designation, Seal of Biliteracy, 3 or greater on an AP exam or 4 or greater on an IB exam, or high school credit for a dual enrollment course; students who earned a Regents or local diploma with CTE endorsement or passed a nationally certified CTE exam; students with disabilities who earned a Skills & Achievement Credential and average of Level 4 on the New York State Alternate Assessments (NYSAA); and students not in the cohort but who in the current reporting were ELL and earned a Regents diploma with a Seal of Biliteracy are included in the numerator and given "**2.0 Weight**" in the numerator (multiplied by 2.0).

Students in the cohort who earned a Regents diploma with a Career Development and Occupational Studies (CDOS) Credential or high school credit for an AP or IB course, and students with disabilities who earned a Skills & Achievement Credential and average of Level 3 on the NYSAA are included in the numerator and given "**1.5 Weight**" in the numerator (multiplied by 1.5).

Students in the cohort who earned a Regents or local diploma only and students with disabilities who earned a Skills & Achievement Credential and average of Level 2 on the NYSAA are included in the numerator and given "**1.0 Weight**" in the numerator (multiplied by 1.0).

Students in the cohort who earned a CDOS as a stand alone and students not in the cohort but who exited the high school in the prior two years and in the current reporting year earned a High School Equivalency (HSE) diploma are included in the numerator and given "**0.5 Weight**" in the numerator (multiplied by 0.5).

The **CCCR Index** is calculated by dividing the numerator by the denominator and multiplying the result by 100.

The CCCR Index calculated using data from the year prior to the reporting year is called the "**Baseline**."

The CCCR Index calculated using data from the current reporting year is called the "**Index**."

The "**End Goal**" is 175.

The "**Long-Term Goal**" is the amount of progress that is expected to be made, based on the state's Baseline, over the next five years towards achieving the End Goal. The Long-Term Goal is determined by subtracting the state's Baseline from the End Goal, multiplying the result by 0.20, and adding that result to the state's Baseline.

To "**Exceed Long-Term Goal**" a school must have an Index that is greater than or equal to the "Exceed Long-Term Goal" number. This number is calculated by subtracting the Long-Term Goal from the End Goal, dividing the result by 2, and then add that result to the Long-Term Goal.

To "**Meet Long-Term Goal**" a school must have an Index that is greater than or equal to the Long-Term Goal but less than the Exceed Long-Term Goal number.

To "**Not Meet Long-Term Goal**" a school must have an Index that is less than the Long-Term Goal.

Measures of Interim Progress (MIPs) are determined by subtracting the Baseline from the End Goal, multiplying the result by 0.20, dividing that result by 5, and then adding that result to the Baseline. A school's or district's "**School/District MIP**" is determined using the school's or district's Baseline. The "**State MIP**" is determined using the state's Baseline. The "Higher" MIP is the greater of the State MIP and the School/District MIP. The "Lower" MIP is the smaller of the State MIP and the School/District MIP.

The CCCR "**Level**" is determined using the MIPs and Long-Term Goals and the table below.

	Not Meet Long-Term Goal	Meet Long-Term Goal	Exceed Long-Term Goal
Did not meet MIP	Level 1	N/A	N/A
Met lower MIP	Level 2	Level 3	Level 4
Met higher MIP	Level 3	Level 4	Level 4

EM PARTICIPATION RATES

Participation rates are calculated for students in grades 3-8 and ungraded age equivalent students in ELA and mathematics separately.

Students included in the denominator when participation rates are calculated ("**Enrollment**") are students enrolled during the test administration and/or make up period for the test used (NYSTP, NYSESLAT, NYSAA, Regents mathematics).

Students must have a valid score on the NYSTP for the grade in which they are enrolled or a valid score on the NYSESLAT if they are ELL and have been in U.S. schools for less than 12 months or a valid score on the NYSAA or a valid score on a Regents mathematics exam taken in the 7th or 8th grade if taken in lieu of the NYSTP to be counted as tested in the numerator.

The "**Participation Rate**" is the numerator divided by the denominator and the result multiplied by 100. If the result rounded to the nearest whole number is greater than or equal to 95, a green ✓ is shown in the "**Tested 95%**" column. If the result rounded to the nearest whole number is less than 95, a red x is shown in the "**Tested 95%**" column. If the group does not test 95% of students in the current year, current and previous year results are combined to determine the participation rate.

Recently Arrived ELLs Taking NYSESLAT in Lieu of NYSTP ELA

"**# Taking NYSESLAT**" is the number of students reported as English Language Learners and as having been in U.S. schools for less than 12 months (recently arrived). These students are counted as tested when participation rates for EM ELA are determined if the students have a valid score on the NYSESLAT and do NOT have a valid score on the NYSTP.

HS PARTICIPATION RATES

Participation rates are calculated for students in grade 12 in ELA and mathematics separately.

Students included in the denominator when participation rates are calculated for HS ELA and mathematics are students whose last enrollment record for the reporting year showed them as being grade 12 ("**12th Grade Enrollment**").

Students must have a valid score on a Regents ELA or mathematics exam, approved Regents alternative in English or mathematics, or NYSAA in ELA or mathematics to be counted as tested in the numerator.

The "**Participation Rate**" is the numerator divided by the denominator and the result multiplied by 100. If the result is greater than or equal to 95, a green ✓ is shown in the "**Tested 95%**" column. If the result is less than 95, a red x is shown in the "**Tested 95%**" column. If the group does not test 95% of students in the current year, current and previous year results are combined determine the participation rate.

ACCOUNTABILITY SUBGROUPS

All Students: All students, regardless of ethnicity, ELL status, disability status, or economic status.

American Indian/Alaska Native: Student reported as having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

Asian or Native Hawaiian/Other Pacific Islander: Student reported as having origins in any of the original peoples of the Far East, Southeast Asia, Hawaii, Guam, Samoa, or other Pacific Islands, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American: Student reported as having origins in any of the black racial groups of Africa.

Hispanic or Latino: Student reported as belonging to, identifying with, or regarded in the community as Hispanic or Latino, regardless of whether the student also considers themselves to belong to, identify with, or is regarded in the community as belonging to an American Indian/Alaska Native, Asian or Native Hawaiian/Other Pacific Islander, Black or African American, or White races.

Multiracial: Student reported as belonging to more than one racial/ethnic group.

White: Student reported as having origins in any of the original peoples of Europe, North Africa, or the Middle East.

English Language Learner: Student who, by reason of foreign birth or ancestry, speaks or understands a language other than English and speaks or understands little or no English, and requires support in order to become proficient in English and is identified pursuant to Section 154.3 of New York State's Commissioner's Regulations. Students who are not ELL in the current year but were ELL in one or more of the previous four years are called "former ELLs" and are included in the ELL accountability calculations.

Students with Disabilities: Student classified by the Committee on Special Education as having one or more disabilities. Students who are not students with disabilities in the current year but were students with disabilities in one or more of the previous two years are called "former students with disabilities" and are included in the Students with Disabilities accountability calculations.

Economically Disadvantaged: Student who participates in, or whose family participates in, economic assistance programs, such as the Free or Reduced-Price Lunch Programs; Social Security Insurance (SSI); Food Stamps; Foster Care; Refugee Assistance (cash or medical assistance); Earned Income Tax Credit (EITC); Home Energy Assistance Program (HEAP); Safety Net Assistance (SNA); Bureau of Indian Affairs (BIA); or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

ACCOUNTABILITY SUPPRESSION RULES

Accountability Indicators: Accountability indicator levels are calculated for subgroups with 30 or more students. The only exceptions are:

- 1) A CORE will be calculated when a WAI level has been assigned to a subgroup, there are at least 15 students in the denominator for calculating the CORE, and the number of students in the CORE denominator is at least 50% of the number of students in the WAI denominator.
- 2) A graduation rate will be computed for a cohort subgroup when a Composite Performance Level has been assigned to the subgroup and there are at least 15 students in the graduation rate cohort.

Participation Rates: Participation rates are only calculated for subgroups with 40 or more students.

ANNUAL ESSA DATA

STAFF QUALIFICATIONS

Inexperienced Teachers: Teachers with fewer than 4 years of experience as a teacher. To be counted as a Teacher, the person must be reported in the Student Information Repository System as the teacher of at least one course.

Inexperienced Principals: Principals with fewer than 4 years of experience as a principal. To be counted as a Principal, the person must be reported in the Student Information Repository System as a Principal.

Teachers Teaching Out of their Subject/Field of Certification: Teachers teaching classes in subjects or fields for which they do not hold certifications. To be included in these calculations, the person must be reported in the NYSED Teacher Access and Authorization (TAA) application.

High-Poverty Schools: Schools in the 4th quartile based on their percentages of economically disadvantaged students.

Low-Poverty Schools: Schools in the 1st quartile based on their percentages of economically disadvantaged students.

ANNUAL ESSA DATA

GRADES 3-8 ENGLISH LANGUAGE ARTS (ELA)

Summary Table: Students not tested (**Not Tested**), tested (**Tested**), performing at each of the four performance levels (**Level 1, Level 2, Level 3, Level 4**), and scoring **Proficient (Levels 3 & 4)** on the New York State Testing Program (NYSTP) assessment in English Language Arts (ELA) by **Grade** and **Grades 3-8** combined. School data are compared to data for the school's district and statewide results in the bar chart. District data contain data for all schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

Subgroup Table: Data in the subgroup table are the same as those in the summary table but disaggregated by **Subgroup**. **Mean Score for All Students** is also shown.

GRADES 3-8 MATHEMATICS

Summary Table: Students not tested (**Not Tested**), tested (**Tested**), performing at each of the performance levels (**Level 1, Level 2, Level 3, Level 4 & Above**), and scoring **Proficient (Levels 3 & Above)** on the NYSTP assessment in mathematics and Regents examinations in mathematics taken in lieu of the NYSTP in mathematics in Grade 7 (**Regents 7**) and Grade 8 (**Regents 8**) by **Grade** and **Grades 3-8** combined. NYSTP and Regents results taken by Grade 7 students are combined in the **Combined 7** row. NYSTP and Regents results taken by Grade 8 students are combined in the **Combined 8** row. School data are compared to data for the school's district and statewide results in the bar chart. District data contain data for

all schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

Subgroup Table: Data in the subgroup table are the same as those in the summary table but for the NYSTP mathematics assessment only and disaggregated by **Subgroup**. **Mean Score** for **All Students** is also shown.

GRADES 4 & 8 SCIENCE

Summary Table: Students not tested (**Not Tested**), tested (**Tested**), performing at each of the performance levels (**Level 1, Level 2, Level 3, & Level 4**), and scoring proficient (**Levels 3 & 4**) on the New York State Grades 4 and 8 Science Tests and Regents examinations in science taken in lieu of the NYS Grade 8 Science Test in Grade 8 (**Regents 8**) by **Grade** and **Grades 4&8** combined. NYS Grade 8 Science Test and Regents science results taken by Grade 8 students are combined in the **Combined 8** row. School data are compared to data for the school's district and statewide results in the bar chart. District data contain data for all schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

Subgroup Table: Data in the subgroup table are the same as those in the summary table but for the NYS Grades 4 and 8 Science Tests only and disaggregated by **Subgroup**. **Mean Score** for **All Students** is also shown.

ANNUAL REGENTS EXAMS

Students in the current year, regardless of grade, tested (**Tested**) on Regents examinations, performing at each of the performance levels (**Level 1, Level 2, Level 3, Level 4, & Level 5**), and scoring **Proficient (Level 3 & Above for ELA & mathematics, Levels 3 & 4) for Science & Social Studies** disaggregated by **Subgroup**. Regents English and mathematics assessments have five performance levels. Regents science and social studies assessments have four performance levels. School data are compared to data for the school's district and statewide results in the bar chart. District data contain data for all schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

TOTAL COHORT REGENTS RESULTS

Students in the 4-year cohort as of June 30th of the current reporting year (**Cohort**) not tested (**Not Tested**) and tested (**Tested**) on Regents examinations, performing at each of the performance levels (**Level 1, Level 2, Level 3, Level 4, & Level 4&Above**), and scoring **Proficient (Level 3 & Above for ELA & mathematics, Levels 3 & 4 for science & social studies)** disaggregated by **Subgroup**. Regents English and mathematics assessments have five performance levels. Regents science and social studies assessments have four performance levels. School data are compared to data for the school's district and statewide results in the bar chart. District data contain data for all schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT)

Number of students not tested (**Not Tested**) and tested (**Tested**), and percent performing at each of the five performance levels (**Entering, Emerging, Transitioning, Expanding, & Commanding**) on the New York State English as a Second Language Achievement Test (NYSESLAT) for English Language Learners (ELLs) by **Grade**.

NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA)

Number of students not tested (**Not Tested**), tested (**Tested**), and performing at each of the four performance levels (**Level 1, Level 2, Level 3, & Level 4**) on the New York State Alternate Assessment (NYSAA) for students with cognitive disabilities by **Grade/Subject**.

ANNUAL SUBGROUPS

All Students: All students, regardless of ethnicity, ELL status, disability status, or economic status.

General Education: Students not identified as Students with Disabilities.

Students with Disabilities: Student classified by the Committee on Special Education as having one or more disabilities.

American Indian or Alaska Native: Student reported as having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

Asian or Native Hawaiian/Other Pacific Islander: Student reported as having origins in any of the original peoples of the Far East, Southeast Asia, Hawaii, Guam, Samoa, or other Pacific Islands, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American: Student reported as having origins in any of the black racial groups of Africa.

Hispanic or Latino: Student reported as belonging to, identifying with, or regarded in the community as Hispanic or Latino, regardless of whether the student also considers themselves to belong to, identify with, or is regarded in the community as belonging to an American Indian/Alaska Native, Asian or Native Hawaiian/Other Pacific Islander, Black or African American, or White races.

White: Student reported as having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Multiracial: Student reported as belonging to more than one racial/ethnic group.

Small Group Total: Results for the sum of the suppressed data for racial/ethnic fields for which data are suppressed, if applicable.

Female: Student reported to the Department as female, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

Male: Student reported to the Department as male, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

English Language Learner: Student who, by reason of foreign birth or ancestry, speaks or understands a language other than English and speaks or understands little or no English, and requires support in order to become proficient in English and is identified pursuant to Section 154.3 of New York State's Commissioner's Regulations.

Non-English Learners: Students not identified as English Language Learners.

Economically Disadvantaged: Student who participates in, or whose family participates in, economic assistance programs, such as the Free or Reduced-Price Lunch Programs; Social Security Insurance (SSI); Food Stamps; Foster Care; Refugee Assistance (cash or medical assistance); Earned Income Tax Credit (EITC); Home Energy Assistance Program (HEAP); Safety Net Assistance (SNA); Bureau of Indian Affairs (BIA); or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

Not Economically Disadvantaged: Students not identified as Economically Disadvantaged.

Migrant: Student who is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

Not Migrant: Students not identified is Migrant.

Homeless: Student who lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship, or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; or a migratory child, as defined in subsection 2 of section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless under any of the above provisions; or has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placements or who are receiving educational services pursuant to subdivision four, five, six, six-a, or seven of Education Law section 3202 or pursuant to article 81, 85, 87, or 88 of Education Law.

Not Homeless: Students not identified as Homeless.

In Foster Care: Student who is in 24-hour substitute care for children placed away from their parents and for whom the agency under title IV-E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether or not the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.

Not in Foster Care: Students not identified as Foster.

Parent in Armed Forces: Student with one or more parent or guardian who is a member of the Armed Forces and on Active Duty. The Armed Forces are the Army, Navy, Air Force, Marine Corps, the Coast Guard, or full-time National Guard. Active duty means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.

Parent Not in Armed Forces: Students not identified as Parent in Armed Forces.

ANNUAL SUPPRESSION RULES

To ensure student confidentiality, the Department does *not* publish results for subgroups with fewer than five students or data that would allow readers to easily determine the performance of a subgroup with fewer than five students. When fewer than five students in a subgroup (e.g., Hispanic) were tested, percentages of tested students scoring at various levels are suppressed for that group and the next smallest group. Suppressed data are indicated with a dash.

WAPPINGERS CSD - 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.

2018-19 ACCOUNTABILITY STATUS BASED ON 2017-18 DATA**GOOD STANDING***

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

EM INDICATOR LEVELS

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

EM COMPOSITE PERFORMANCE

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

EM CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	3,179	131.6	3
	Math	3,173	136	3
	Science	1,134	203.7	3
	Combined	7,486	144.4	3
American Indian or Alaska Native	ELA	—	—	—
	Math	—	—	—
	Science	—	—	—
	Combined	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	180	179.7	4
	Math	182	198.6	4
	Science	66	229.5	4
	Combined	428	195.4	4
Black or African American	ELA	228	106.6	2
	Math	225	97.8	2
	Science	68	162.5	2
	Combined	521	110.1	2
Hispanic or Latino	ELA	602	108.3	2
	Math	598	106.4	2
	Science	195	186.9	2
	Combined	1,395	118.5	2
Multiracial	ELA	78	125	2
	Math	73	122.6	2
	Science	35	207.1	2
	Combined	186	139.5	2
White	ELA	2,091	137.1	3
	Math	2,095	143.5	3
	Science	770	209.3	3
	Combined	4,956	151	3
English Language Learners	ELA	48	60.4	2
	Math	51	79.4	2
	Science	17	91.2	2
	Combined	116	73.3	2
Students with Disabilities	ELA	460	59.6	2
	Math	440	65	2
	Science	153	148	2
	Combined	1,053	74.7	2
Economically Disadvantaged	ELA	905	101.1	2

Subgroup	Subject	Cohort	Index	Level
	Math	883	105.3	2
	Science	309	184.1	2
	Combined	2,097	115.1	2

EM WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	4,592	91.1	2
	Math	4,587	94.1	2
	Science	1,525	151.5	2
	Combined	4,587	101	2
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	—
	Science	1	—	—
	Combined	1	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	191	169.4	4
	Math	191	189.3	4
	Science	67	226.1	4
	Combined	191	186.3	4
Black or African American	ELA	279	87.1	2
	Math	278	79.1	2
	Science	89	124.2	2
	Combined	278	88.8	2
Hispanic or Latino	ELA	788	82.7	2
	Math	788	80.8	2
	Science	254	143.5	2
	Combined	788	90.3	2
Multiracial	ELA	99	98.5	2
	Math	98	91.3	2
	Science	41	176.8	2
	Combined	98	109	2
White	ELA	3,236	88.6	2
	Math	3,232	93	2
	Science	1,074	150	2
	Combined	3,232	99.2	2
English Language Learners	ELA	66	43.9	2
	Math	66	61.4	2
	Science	28	55.4	2
	Combined	66	53.1	2
Students with Disabilities	ELA	806	34	2
	Math	802	35.7	2
	Science	250	90.6	2
	Combined	802	42.3	2
Economically Disadvantaged	ELA	1,337	68.4	2

Subgroup	Subject	Cohort	Index	Level
	Math	1,336	69.6	2
	Science	442	128.7	2
	Combined	1,336	77.5	2

EM GROWTH (2015-16, 2016-17, AND 2017-18)

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	545,687	11,683	46.7	2
American Indian or Alaska Native	—	1	—	—
Asian or Native Hawaiian/Other Pacific Islander	46,242	894	51.7	3
Black or African American	38,317	838	45.7	2
Hispanic or Latino	103,917	2,215	46.9	2
Multiracial	7,786	183	42.5	1
White	349,371	7,552	46.3	2
English Language Learners	6,010	114	52.7	3
Students with Disabilities	67,993	1,413	48.1	2
Economically Disadvantaged	149,146	3,169	47.1	2

EM COMPOSITE PERFORMANCE AND GROWTH COMBINED

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

EM ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	79	43%	39%	0.9	2
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	—
Black or African American	3	—	—	—	—
Hispanic or Latino	60	43%	35%	0.8	2
Multiracial	0	—	—	—	—
White	10	—	—	—	—
English Language Learners	79	43%	39%	0.9	2
Students with Disabilities	19	—	—	—	—
Economically Disadvantaged	62	43%	41%	1.0	2

EM PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level	Average Of Levels
All Students	ELA	76.7	4,592	91.1	81.6%	100.7%	117.3	158.7	200	2	2
	Math	81.8	4,587	94.1	86.5%	103.3%	119.4	159.7	200	2	2
American Indian or Alaska Native	ELA	—	1	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	162.1	191	169.4	163.6%	155.1%	162.6	181.3	200	4	4
	Math	175.9	191	189.3	176.9%	173%	177.5	188.8	200	4	4
Black or African American	ELA	67.7	279	87.1	73%	93.9%	111.6	155.8	200	2	2
	Math	62.8	278	79.1	68.3%	83.1%	102.6	151.3	200	2	2
Hispanic or Latino	ELA	67.5	788	82.7	72.8%	90.8%	109	154.5	200	2	2
	Math	71.7	788	80.8	76.8%	87%	105.8	152.9	200	2	2
Multiracial	ELA	83.1	99	98.5	87.8%	97.6%	114.6	157.3	200	3	2
	Math	64	98	91.3	69.4%	99.3%	116.1	158.1	200	2	2
White	ELA	74	3,236	88.6	79%	98%	115	157.5	200	2	2
	Math	80.3	3,232	93	85.1%	106.3%	121.9	161	200	2	2
English Language Learners	ELA	21.4	66	43.9	28.5%	60.8%	84	142	200	2	2
	Math	45.7	66	61.4	51.9%	77.9%	98.2	149.1	200	2	2
Students with Disabilities	ELA	29.4	806	34	36.2%	54.4%	78.6	139.3	200	1	1
	Math	32.9	802	35.7	39.6%	54.4%	78.6	139.3	200	1	1
Economically Disadvantaged	ELA	57.1	1,337	68.4	62.8%	90.7%	108.9	154.5	200	2	2
	Math	57.5	1,336	69.6	63.2%	89.4%	107.8	153.9	200	2	2

EM CHRONIC ABSENTEEISM

Subgroup	Baseline	Expected Attendance Days	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	13.5	6,435	841	13.1%	13.2%	15%	13.3%	9.2%	5%	4
American Indian or Alaska Native	—	2	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8	265	18	6.8%	7.9%	8.3%	7.7%	6.4%	5%	4
Black or African American	16	417	60	14.4%	15.6%	20.8%	18.2%	11.6%	5%	4
Hispanic or Latino	15.9	1,151	205	17.8%	15.5%	20.4%	17.8%	11.4%	5%	3
Multiracial	21.4	157	28	17.8%	20.7%	17%	15%	10%	5%	2
White	12.9	4,444	530	11.9%	12.6%	10.7%	9.7%	7.4%	5%	2
English Language Learners	18.1	104	22	21.2%	17.6%	18.1%	15.9%	10.5%	5%	1
Students with Disabilities	22.2	922	194	21%	21.5%	22.2%	19.3%	12.2%	5%	3
Economically Disadvantaged	21.5	1,976	409	20.7%	20.8%	20.5%	17.9%	11.5%	5%	2

EM ELA PARTICIPATION RATE

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	X	9,962	62.1%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	X	436	89.9%
Black or African American	X	615	73.5%
Hispanic or Latino	X	1,674	69.9%
Multiracial	X	207	69.6%
White	X	7,029	57.3%
English Language Learners	X	104	62.5%
Students with Disabilities	X	1,649	50.5%
Economically Disadvantaged	X	2,849	60.9%

EM MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	X	9,974	62.6%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	X	437	90.2%
Black or African American	X	618	74%
Hispanic or Latino	X	1,682	70.5%
Multiracial	X	206	64.6%
White	X	7,030	58%
English Language Learners	X	107	78.5%
Students with Disabilities	X	1,649	49.2%
Economically Disadvantaged	X	2,847	59.5%

HS INDICATOR LEVELS

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

HS COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	959	204.4	185.8	3
	Math	959	135.5	185.8	3
	Science	959	214.1	185.8	3
	Social Studies	959	224.5	185.8	3
American Indian or Alaska Native	ELA	1	—	—	—
	Math	1	—	—	—
	Science	1	—	—	—
	Social Studies	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	57	240.4	224.8	4
	Math	57	195.6	224.8	4
	Science	57	236.8	224.8	4
	Social Studies	57	241.2	224.8	4
Black or African American	ELA	63	174.6	161.9	2
	Math	63	109.5	161.9	2
	Science	63	195.2	161.9	2
	Social Studies	63	214.3	161.9	2
Hispanic or Latino	ELA	124	174.6	161.6	2
	Math	124	113.3	161.6	2
	Science	124	193.1	161.6	2
	Social Studies	124	204.8	161.6	2
Multiracial	ELA	11	177.3	168.2	2
	Math	11	131.8	168.2	2
	Science	11	190.9	168.2	2
	Social Studies	11	204.5	168.2	2
White	ELA	707	209.8	189.4	3
	Math	707	137.1	189.4	3
	Science	707	218	189.4	3
	Social Studies	707	227.9	189.4	3
English Language Learners	ELA	15	20	38.5	1
	Math	15	33.3	38.5	1
	Science	15	46.7	38.5	1
	Social Studies	15	93.3	38.5	1
Students with Disabilities	ELA	148	131.8	128.3	3
	Math	148	80.4	128.3	3
	Science	148	169.3	128.3	3
	Social Studies	148	179.4	128.3	3
Economically Disadvantaged	ELA	208	168.3	157.2	2

Subgroup	Subject	Cohort	Index	Combined Index	Level
	Math	208	109.9	157.2	2
	Science	208	188.9	157.2	2
	Social Studies	208	202.6	157.2	2

HS GRADUATION RATE

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level By Cohort	Level By Subgroup
All Students	4-Year	89.9%	986	90.1%	90.1%	82.3%	84.4%	89.7%	95%	4	4
	5-Year	88.6%	1,022	92%	88.9%	84.5%	86.4%	91.2%	96%	4	4
	6-Year	90.4%	1,080	89.5%	90.7%	84.6%	86.7%	91.9%	97%	3	4
American Indian or Alaska Native	4-Year	—	1	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—
	6-Year	—	5	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	96.6%	55	96.4%	95%	88%	89.2%	92.1%	95%	4	4
	5-Year	92.1%	59	98.3%	92.3%	89.9%	90.9%	93.5%	96%	4	4
	6-Year	94%	63	92.1%	94.1%	89.4%	90.7%	93.9%	97%	3	4
Black or African American	4-Year	93.3%	76	78.9%	93.4%	72.4%	76.2%	85.6%	95%	3	3
	5-Year	86.9%	60	96.7%	87.3%	75.9%	79.3%	87.7%	96%	4	3
	6-Year	90.3%	61	86.9%	90.6%	76%	79.5%	88.3%	97%	3	3
Hispanic or Latino	4-Year	86.1%	131	86.3%	86.5%	72.2%	76%	85.5%	95%	4	4
	5-Year	82.6%	138	89.1%	83.1%	74.8%	78.3%	87.2%	96%	4	4
	6-Year	82.4%	110	82.7%	83%	75.2%	78.8%	87.9%	97%	3	4
Multiracial	4-Year	—	7	—	—	—	—	—	—	—	—
	5-Year	—	5	—	—	—	—	—	—	—	—
	6-Year	—	2	—	—	—	—	—	—	—	—
White	4-Year	89.9%	720	91.7%	90.1%	90%	90.8%	92.9%	95%	4	3
	5-Year	89.3%	761	91.7%	89.6%	91.3%	92.1%	94.1%	96%	3	3
	6-Year	91.2%	840	90.5%	91.4%	91%	92%	94.5%	97%	1	3
English Language Learners	4-Year	—	11	—	—	—	—	—	—	—	—
	5-Year	—	7	—	—	—	—	—	—	—	—
	6-Year	—	10	—	—	—	—	—	—	—	—
Students with Disabilities	4-Year	74.5%	145	75.2%	75.3%	58.2%	64.4%	79.7%	95%	3	4
	5-Year	67.3%	146	78.1%	68.4%	61.6%	67.4%	81.7%	96%	4	4
	6-Year	63.4%	157	70.7%	64.7%	59.9%	66.1%	81.6%	97%	4	4
Economically Disadvantaged	4-Year	79.9%	223	79.8%	80.5%	76.1%	79.2%	87.1%	95%	3	3
	5-Year	78%	207	83.1%	78.7%	79.7%	82.4%	89.2%	96%	4	3
	6-Year	83.2%	214	80.8%	83.8%	80%	82.8%	89.9%	97%	2	3

HS COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

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

HS ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	42	51%	48%	0.9	2
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	34	51%	48%	0.9	2
Multiracial	0	—	—	—	—
White	1	—	—	—	—
English Language Learners	42	51%	48%	0.9	2
Students with Disabilities	3	—	—	—	—
Economically Disadvantaged	31	52%	52%	1	3

HS PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level	Average Of Levels
All Students	ELA	207.5	959	204.4	207.8%	189.4%	193.6	204.3	215	4	3
	Math	148.5	959	135.5	150.6%	149.1%	157.6	178.8	200	2*	3*
American Indian or Alaska Native	ELA	—	1	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	230.9	57	240.4	215%	208.7%	209.7	212.4	215	4	3
	Math	204.5	57	195.6	200%	191%	192.5	196.3	200	3	3
Black or African American	ELA	178.4	63	174.6	179.9%	160.4%	169.5	192.3	215	3	2
	Math	125	63	109.5	128%	112.9%	127.4	163.7	200	2*	2
Hispanic or Latino	ELA	193.4	124	174.6	194.3%	163.4%	172	193.5	215	3	2
	Math	126.4	124	113.3	129.3%	120.7%	133.9	167	200	2*	2
Multiracial	ELA	—	11	—	—	—	—	—	—	—	—
	Math	—	11	—	—	—	—	—	—	—	—
White	ELA	211.2	707	209.8	211.4%	207.8%	209	212	215	3	2
	Math	150.2	707	137.1	152.2%	166.4%	172	186	200	2*	2
English Language Learners	ELA	—	15	—	—	—	—	—	—	—	—
	Math	—	15	—	—	—	—	—	—	—	—
Students with Disabilities	ELA	136.7	148	131.8	139.8%	116.3%	132.8	173.9	215	2	2
	Math	81.5	148	80.4	86.2%	86%	105	152.5	200	2*	2*
Economically Disadvantaged	ELA	174.2	208	168.3	175.8%	168.8%	176.5	195.8	215	1	1
	Math	114.5	208	109.9	117.9%	127.9%	139.9	170	200	2*	1

*Although this subgroup did not meet a MIP in Math, it has been assigned a Level 2 for math because the subgroup met or exceeded a minimum Index established by the Commissioner.

HS CHRONIC ABSENTEEISM

Subgroup	Baseline	Expected Attendance Days	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	18.2	3,911	651	16.6%	17.7%	23.4%	20.4%	12.7%	5%	4
American Indian or Alaska Native	—	8	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	9.8	210	23	11%	9.6%	14.4%	12.8%	8.9%	5%	3
Black or African American	19	303	67	22.1%	18.4%	32.7%	28.1%	16.6%	5%	3
Hispanic or Latino	22	602	133	22.1%	21.3%	32.8%	28.2%	16.6%	5%	3
Multiracial	—	35	—	—	—	—	—	—	—	—
White	17.8	2,757	418	15.2%	17.3%	16.1%	14.3%	9.7%	5%	3
English Language Learners	42.6	71	37	52.1%	41.1%	35.1%	30.1%	17.6%	5%	1
Students with Disabilities	31.3	580	163	28.1%	30.2%	34%	29.2%	17.1%	5%	4
Economically Disadvantaged	31.9	1,025	305	29.8%	30.8%	31.3%	26.9%	16%	5%	3

CCCR LEVELS

Subgroup	Baseline	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	134.1	140.3	135.7	128.2	136	155.5	175	4
Asian or Native Hawaiian/Other Pacific Islander	171.8	180.5	171.9	153.2	156.8	165.9	175	4
Black or African American	103.3	121.7	106.2	98	110.8	142.9	175	4
Hispanic or Latino	113	110.4	115.5	101.4	113.6	144.3	175	2
Multiracial	—	—	—	—	—	—	—	—
White	138.7	144.7	140.2	148.6	153	164	175	2
English Language Learners	—	—	—	—	—	—	—	—
Students with Disabilities	76.2	80.9	80.2	72.2	89.3	132.2	175	3
Economically Disadvantaged	97.5	112.5	100.6	110.2	121	148	175	3

CCCR COUNTS

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight
All Students	996	0	470	55	373	4
Asian or Native Hawaiian/Other Pacific Islander	59	0	49	3	4	0
Black or African American	69	0	22	4	34	0
Hispanic or Latino	135	0	42	6	56	0
Multiracial	11	0	—	—	—	—
White	725	0	355	41	276	3
English Language Learners	19	0	—	—	—	—
Students with Disabilities	136	0	12	0	84	4
Economically Disadvantaged	220	0	61	10	109	3

HS ELA PARTICIPATION RATE

Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	996	98.6%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	58	100%
Black or African American	✓	78	98.7%
Hispanic or Latino	✓	126	96.8%
Multiracial	—	7	—
White	✓	727	98.8%
English Language Learners	—	10	—
Students with Disabilities	X	244	92.6%
Economically Disadvantaged	✓	221	97.7%

HS MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	996	98.9%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	58	100%
Black or African American	✓	78	98.7%
Hispanic or Latino	✓	126	97.6%
Multiracial	—	7	—
White	✓	727	99%
English Language Learners	—	10	—
Students with Disabilities	X	244	93.9%
Economically Disadvantaged	✓	221	98.6%

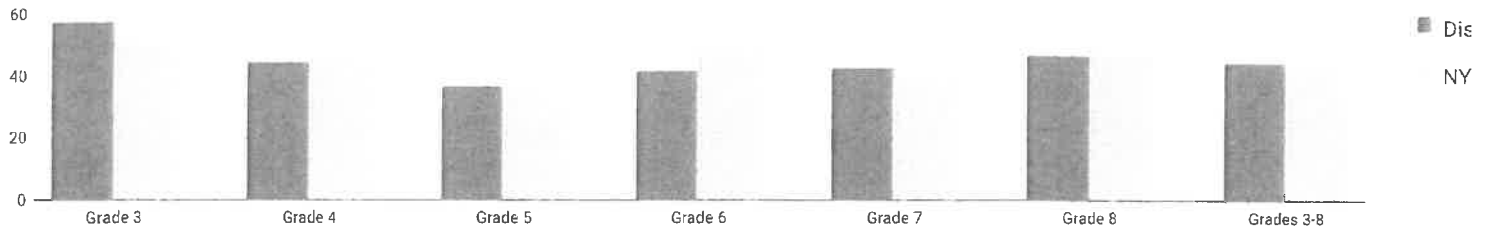
STAFF QUALIFICATIONS (2017-18)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS DISTRICT	52	7%	3	21%	1	0%
STATEWIDE	31,234	16%	1,840	37%	15,807	7%
STATEWIDE HIGH-POVERTY SCHOOLS	11,148	26%	480	43%	7,407	16%
STATEWIDE LOW-POVERTY SCHOOLS	5,845	9%	281	23%	803	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)

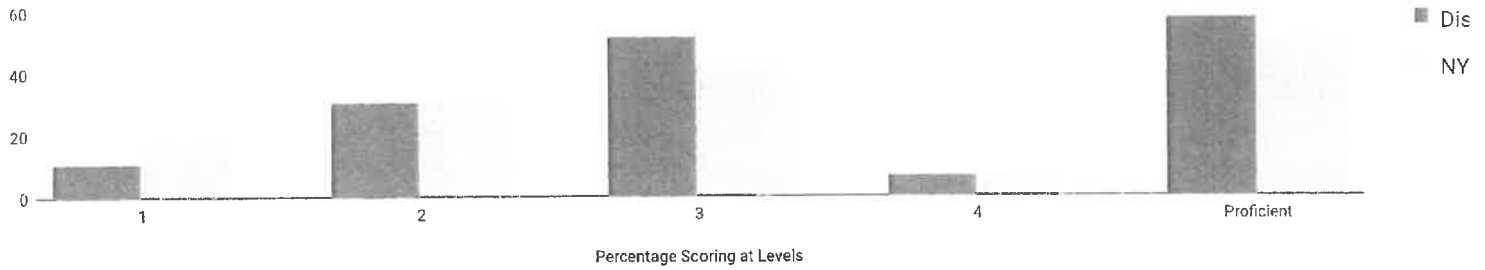
Percent Proficient



Grades

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	170	613	67	11%	190	31%	316	52%	40	7%	356	58%
Grade 4	205	575	114	20%	204	35%	176	31%	81	14%	257	45%
Grade 5	263	572	193	34%	169	30%	132	23%	78	14%	210	37%
Grade 6	279	551	145	26%	177	32%	119	22%	110	20%	229	42%
Grade 7	377	491	110	22%	168	34%	157	32%	56	11%	213	43%
Grade 8	447	424	85	20%	138	33%	119	28%	82	19%	201	47%
Grades 3-8	1,741	3,226	714	22%	1,046	32%	1,019	32%	447	14%	1,466	45%

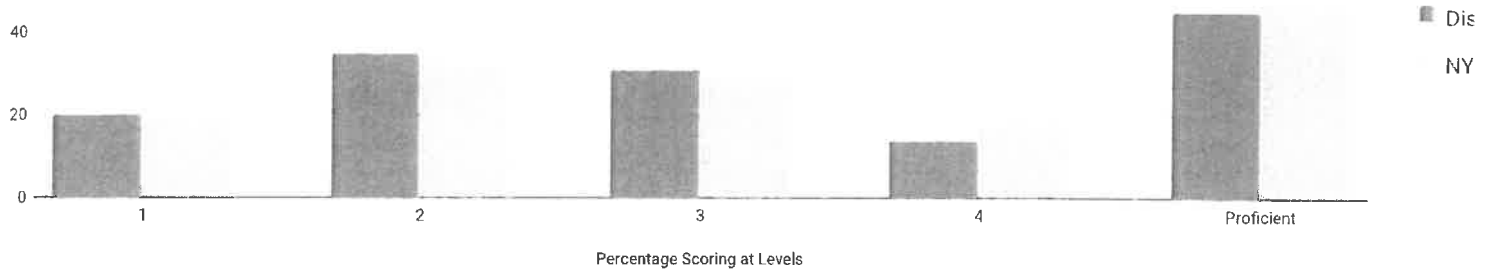
GRADE 3 ELA RESULTS



MEAN SCORE: 603

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	170	613	67	11%	190	31%	316	52%	40	7%	356	58%
General Education	122	543	39	7%	159	29%	305	56%	40	7%	345	64%
Students with Disabilities	48	70	28	40%	31	44%	11	16%	0	0%	11	16%
Asian or Native Hawaiian/Other Pacific Islander	3	26	4	15%	4	15%	13	50%	5	19%	18	69%
Black or African American	5	56	16	29%	14	25%	23	41%	3	5%	26	46%
Hispanic or Latino	25	109	18	17%	43	39%	46	42%	2	2%	48	44%
White	136	403	27	7%	125	31%	223	55%	28	7%	251	62%
Multiracial	1	19	2	11%	4	21%	11	58%	2	11%	13	68%
Female	85	302	23	8%	77	25%	179	59%	23	8%	202	67%
Male	85	311	44	14%	113	36%	137	44%	17	5%	154	50%
English Language Learners	5	12	6	50%	4	33%	2	17%	0	0%	2	17%
Non-English Language Learners	165	601	61	10%	186	31%	314	52%	40	7%	354	59%
Economically Disadvantaged	47	205	39	19%	74	36%	88	43%	4	2%	92	45%
Not Economically Disadvantaged	123	408	28	7%	116	28%	228	56%	36	9%	264	65%
Not Migrant	170	613	67	11%	190	31%	316	52%	40	7%	356	58%
Homeless	4	7	1	14%	2	29%	4	57%	0	0%	4	57%
Not Homeless	166	606	66	11%	188	31%	312	51%	40	7%	352	58%
In Foster Care	—	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	612	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	170	613	67	11%	190	31%	316	52%	40	7%	356	58%

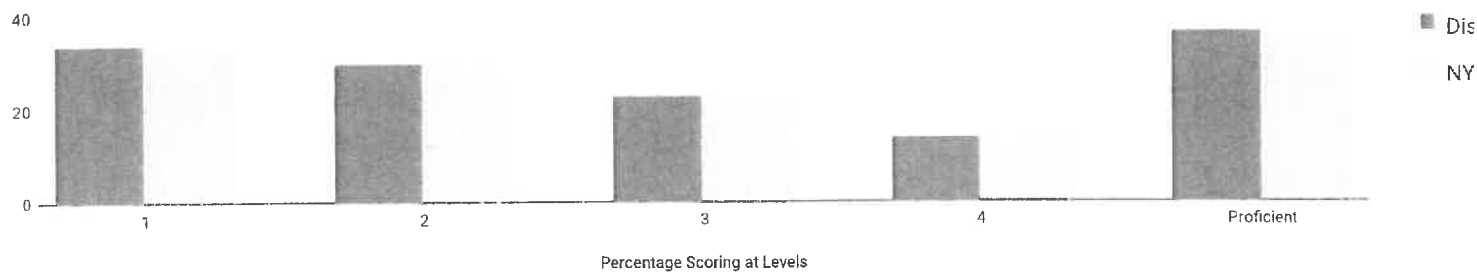
GRADE 4 ELA RESULTS



MEAN SCORE: 598

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
			All Students	205	575	114	20%	204	35%	176	31%	81
General Education	161	513	71	14%	186	36%	175	34%	81	16%	256	50%
Students with Disabilities	44	62	43	69%	18	29%	1	2%	0	0%	1	2%
Asian or Native Hawaiian/Other Pacific Islander	0	29	1	3%	7	24%	10	34%	11	38%	21	72%
Black or African American	8	33	13	39%	11	33%	7	21%	2	6%	9	27%
Hispanic or Latino	26	120	30	25%	54	45%	29	24%	7	6%	36	30%
White	167	369	62	17%	129	35%	120	33%	58	16%	178	48%
Multiracial	4	24	8	33%	3	13%	10	42%	3	13%	13	54%
Female	94	267	39	15%	89	33%	89	33%	50	19%	139	52%
Male	111	308	75	24%	115	37%	87	28%	31	10%	118	38%
English Language Learners	1	8	4	50%	4	50%	0	0%	0	0%	0	0%
Non-English Language Learners	204	567	110	19%	200	35%	176	31%	81	14%	257	45%
Economically Disadvantaged	62	197	68	35%	70	36%	46	23%	13	7%	59	30%
Not Economically Disadvantaged	143	378	46	12%	134	35%	130	34%	68	18%	198	52%
Not Migrant	205	575	114	20%	204	35%	176	31%	81	14%	257	45%
Homeless	5	10	6	60%	3	30%	0	0%	1	10%	1	10%
Not Homeless	200	565	108	19%	201	36%	176	31%	80	14%	256	45%
In Foster Care	—	3	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	572	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	205	575	114	20%	204	35%	176	31%	81	14%	257	45%

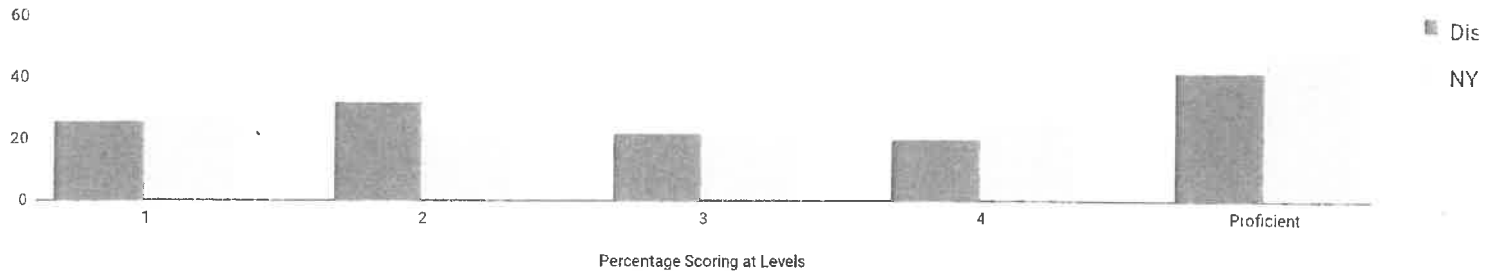
GRADE 5 ELA RESULTS



MEAN SCORE: 601

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	263	572	193	34%	169	30%	132	23%	78	14%	210	37%
General Education	198	498	127	26%	161	32%	132	27%	78	16%	210	42%
Students with Disabilities	65	74	66	89%	8	11%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	3	32	4	13%	3	9%	11	34%	14	44%	25	78%
Black or African American	16	34	11	32%	12	35%	9	26%	2	6%	11	32%
Hispanic or Latino	38	105	56	53%	30	29%	16	15%	3	3%	19	18%
White	201	386	116	30%	117	30%	94	24%	59	15%	153	40%
Multiracial	5	15	6	40%	7	47%	2	13%	0	0%	2	13%
Female	128	277	83	30%	79	29%	67	24%	48	17%	115	42%
Male	135	295	110	37%	90	31%	65	22%	30	10%	95	32%
English Language Learners	2	8	7	88%	1	13%	0	0%	0	0%	0	0%
Non-English Language Learners	261	564	186	33%	168	30%	132	23%	78	14%	210	37%
Economically Disadvantaged	85	153	76	50%	40	26%	27	18%	10	7%	37	24%
Not Economically Disadvantaged	178	419	117	28%	129	31%	105	25%	68	16%	173	41%
Not Migrant	263	572	193	34%	169	30%	132	23%	78	14%	210	37%
Homeless	4	13	6	46%	4	31%	2	15%	1	8%	3	23%
Not Homeless	259	559	187	33%	165	30%	130	23%	77	14%	207	37%
Not in Foster Care	263	572	193	34%	169	30%	132	23%	78	14%	210	37%
Parent Not in Armed Forces	263	572	193	34%	169	30%	132	23%	78	14%	210	37%

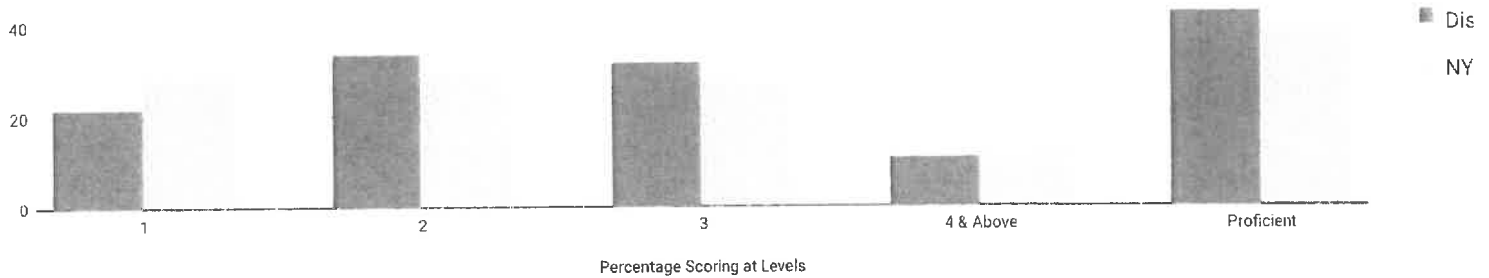
GRADE 6 ELA RESULTS



MEAN SCORE: 598

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	279	551	145	26%	177	32%	119	22%	110	20%	229	42%
General Education	207	475	92	19%	159	33%	114	24%	110	23%	224	47%
Students with Disabilities	72	76	53	70%	18	24%	5	7%	0	0%	5	7%
Asian or Native Hawaiian/Other Pacific Islander	3	27	5	19%	7	26%	9	33%	6	22%	15	56%
Black or African American	10	45	16	36%	18	40%	6	13%	5	11%	11	24%
Hispanic or Latino	41	116	39	34%	31	27%	27	23%	19	16%	46	40%
White	220	355	82	23%	116	33%	77	22%	80	23%	157	44%
Multiracial	5	8	3	38%	5	63%	0	0%	0	0%	0	0%
Female	132	261	53	20%	78	30%	67	26%	63	24%	130	50%
Male	147	290	92	32%	99	34%	52	18%	47	16%	99	34%
English Language Learners	3	5	3	60%	2	40%	0	0%	0	0%	0	0%
Non-English Language Learners	276	546	142	26%	175	32%	119	22%	110	20%	229	42%
Economically Disadvantaged	97	161	65	40%	54	34%	30	19%	12	7%	42	26%
Not Economically Disadvantaged	182	390	80	21%	123	32%	89	23%	98	25%	187	48%
Not Migrant	279	551	145	26%	177	32%	119	22%	110	20%	229	42%
Homeless	7	6	6	100%	0	0%	0	0%	0	0%	0	0%
Not Homeless	272	545	139	26%	177	32%	119	22%	110	20%	229	42%
In Foster Care	—	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	550	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	279	551	145	26%	177	32%	119	22%	110	20%	229	42%

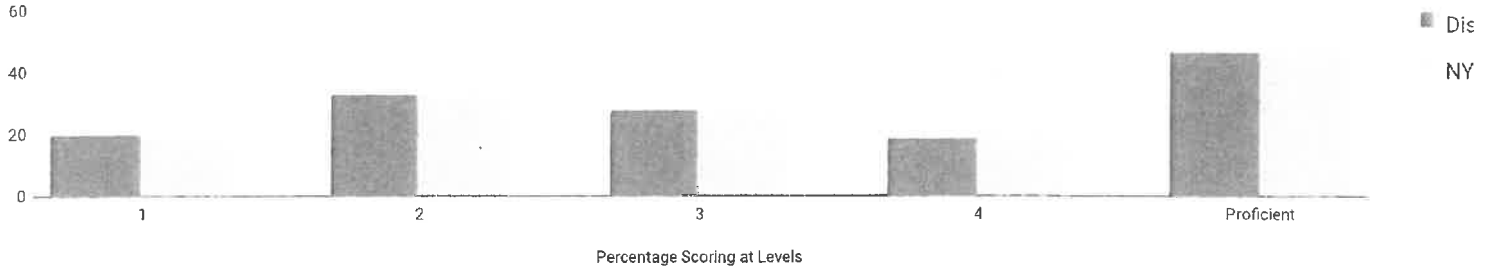
GRADE 7 ELA RESULTS



MEAN SCORE: 602

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	377	491	110	22%	168	34%	157	32%	56	11%	213	43%
General Education	282	427	73	17%	144	34%	155	36%	55	13%	210	49%
Students with Disabilities	95	64	37	58%	24	38%	2	3%	1	2%	3	5%
Asian or Native Hawaiian/Other Pacific Islander	8	35	4	11%	4	11%	18	51%	9	26%	27	77%
Black or African American	20	30	7	23%	10	33%	10	33%	3	10%	13	43%
Hispanic or Latino	51	100	28	28%	38	38%	22	22%	12	12%	34	34%
White	294	317	68	21%	113	36%	105	33%	31	10%	136	43%
Multiracial	4	9	3	33%	3	33%	2	22%	1	11%	3	33%
Female	187	234	35	15%	81	35%	84	36%	34	15%	118	50%
Male	190	257	75	29%	87	34%	73	28%	22	9%	95	37%
English Language Learners	—	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	487	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	112	117	38	32%	45	38%	24	21%	10	9%	34	29%
Not Economically Disadvantaged	265	374	72	19%	123	33%	133	36%	46	12%	179	48%
Not Migrant	377	491	110	22%	168	34%	157	32%	56	11%	213	43%
Homeless	4	12	5	42%	5	42%	1	8%	1	8%	2	17%
Not Homeless	373	479	105	22%	163	34%	156	33%	55	11%	211	44%
Not in Foster Care	377	491	110	22%	168	34%	157	32%	56	11%	213	43%
Parent Not in Armed Forces	377	491	110	22%	168	34%	157	32%	56	11%	213	43%

GRADE 8 ELA RESULTS

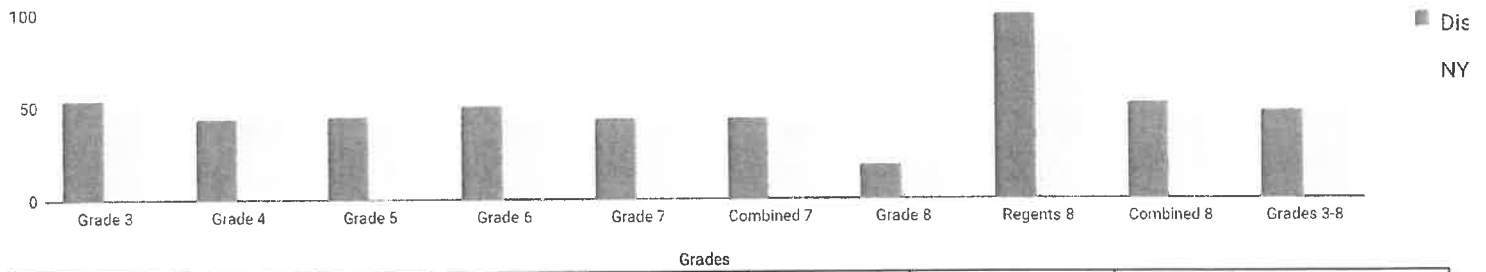


MEAN SCORE: 599

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	447	424	85	20%	138	33%	119	28%	82	19%	201	47%
General Education	344	382	57	15%	127	33%	116	30%	82	21%	198	52%
Students with Disabilities	103	42	28	67%	11	26%	3	7%	0	0%	3	7%
Asian or Native Hawaiian/Other Pacific Islander	6	38	5	13%	5	13%	11	29%	17	45%	28	74%
Black or African American	18	40	11	28%	18	45%	7	18%	4	10%	11	28%
Hispanic or Latino	57	76	24	32%	24	32%	23	30%	5	7%	28	37%
White	356	261	44	17%	87	33%	75	29%	55	21%	130	50%
Multiracial	10	9	1	11%	4	44%	3	33%	1	11%	4	44%
Female	216	183	22	12%	49	27%	63	34%	49	27%	112	61%
Male	231	241	63	26%	89	37%	56	23%	33	14%	89	37%
English Language Learners	—	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	421	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	125	100	31	31%	43	43%	16	16%	10	10%	26	26%
Not Economically Disadvantaged	322	324	54	17%	95	29%	103	32%	72	22%	175	54%
Not Migrant	447	424	85	20%	138	33%	119	28%	82	19%	201	47%
Homeless	—	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	422	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	447	424	85	20%	138	33%	119	28%	82	19%	201	47%
Parent Not in Armed Forces	447	424	85	20%	138	33%	119	28%	82	19%	201	47%

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

Percent Proficient

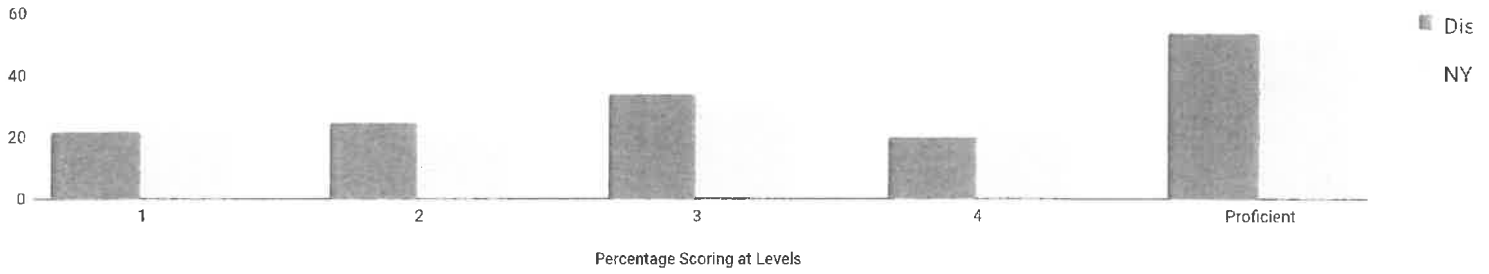


Grades

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	180	605	131	22%	150	25%	203	34%	121	20%	324	54%
Grade 4	200	580	147	25%	180	31%	155	27%	98	17%	253	44%
Grade 5	270	564	163	29%	149	26%	138	24%	114	20%	252	45%
Grade 6	275	554	115	21%	158	29%	162	29%	119	21%	281	51%
Grade 7	399	468	110	24%	154	33%	129	28%	75	16%	204	44%
Combined 7	399	468	110	24%	154	33%	129	28%	75	16%	204	44%
Grade 8	602	266	90	34%	125	47%	41	15%	10	4%	51	19%
Regents 8	—	184	0	0%	0	0%	13	7%	171	93%	184	100%
Combined 8	602	450	90	20%	125	28%	54	12%	181	40%	235	52%
Grades 3-8	1,926	3,221	756	23%	916	28%	841	26%	708	22%	1,549	48%

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.

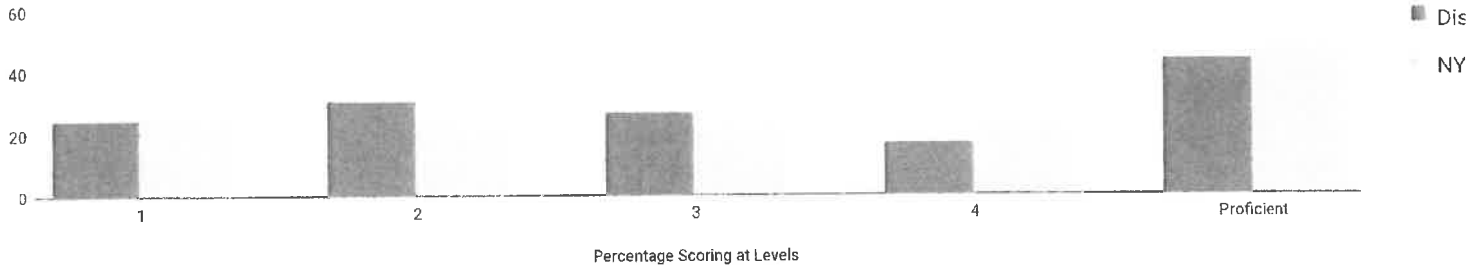
GRADE 3 MATH RESULTS



MEAN SCORE: 599

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	180	605	131	22%	150	25%	203	34%	121	20%	324	54%
General Education	128	538	87	16%	136	25%	196	36%	119	22%	315	59%
Students with Disabilities	52	67	44	66%	14	21%	7	10%	2	3%	9	13%
Asian or Native Hawaiian/Other Pacific Islander	3	26	2	8%	6	23%	2	8%	16	62%	18	69%
Black or African American	6	57	19	33%	19	33%	11	19%	8	14%	19	33%
Hispanic or Latino	22	112	38	34%	19	17%	39	35%	16	14%	55	49%
White	147	392	67	17%	104	27%	145	37%	76	19%	221	56%
Multiracial	2	18	5	28%	2	11%	6	33%	5	28%	11	61%
Female	90	297	57	19%	79	27%	105	35%	56	19%	161	54%
Male	90	308	74	24%	71	23%	98	32%	65	21%	163	53%
English Language Learners	4	13	6	46%	2	15%	5	38%	0	0%	5	38%
Non-English Language Learners	176	592	125	21%	148	25%	198	33%	121	20%	319	54%
Economically Disadvantaged	54	200	62	31%	55	28%	62	31%	21	11%	83	42%
Not Economically Disadvantaged	126	405	69	17%	95	23%	141	35%	100	25%	241	60%
Not Migrant	180	605	131	22%	150	25%	203	34%	121	20%	324	54%
Homeless	4	7	1	14%	4	57%	2	29%	0	0%	2	29%
Not Homeless	176	598	130	22%	146	24%	201	34%	121	20%	322	54%
In Foster Care	—	2	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	603	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	180	605	131	22%	150	25%	203	34%	121	20%	324	54%

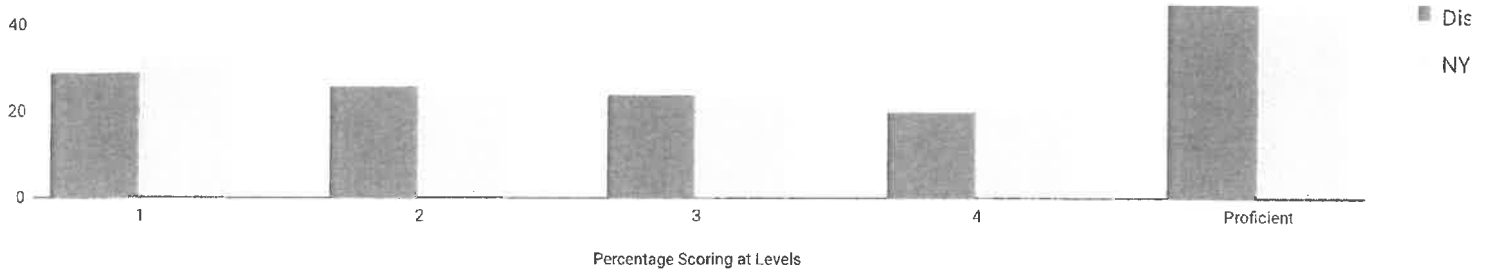
GRADE 4 MATH RESULTS



MEAN SCORE: 598

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	200	580	147	25%	180	31%	155	27%	98	17%	253	44%
General Education	155	519	105	20%	164	32%	152	29%	98	19%	250	48%
Students with Disabilities	45	61	42	69%	16	26%	3	5%	0	0%	3	5%
Asian or Native Hawaiian/Other Pacific Islander	0	29	1	3%	3	10%	12	41%	13	45%	25	86%
Black or African American	8	33	16	48%	9	27%	4	12%	4	12%	8	24%
Hispanic or Latino	25	122	43	35%	43	35%	24	20%	12	10%	36	30%
White	161	374	78	21%	119	32%	110	29%	67	18%	177	47%
Multiracial	6	22	9	41%	6	27%	5	23%	2	9%	7	32%
Female	92	268	73	27%	74	28%	71	26%	50	19%	121	45%
Male	108	312	74	24%	106	34%	84	27%	48	15%	132	42%
English Language Learners	1	9	4	44%	3	33%	2	22%	0	0%	2	22%
Non-English Language Learners	199	571	143	25%	177	31%	153	27%	98	17%	251	44%
Economically Disadvantaged	61	198	72	36%	64	32%	43	22%	19	10%	62	31%
Not Economically Disadvantaged	139	382	75	20%	116	30%	112	29%	79	21%	191	50%
Not Migrant	200	580	147	25%	180	31%	155	27%	98	17%	253	44%
Homeless	5	10	6	60%	3	30%	0	0%	1	10%	1	10%
Not Homeless	195	570	141	25%	177	31%	155	27%	97	17%	252	44%
In Foster Care	—	2	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	578	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	200	580	147	25%	180	31%	155	27%	98	17%	253	44%

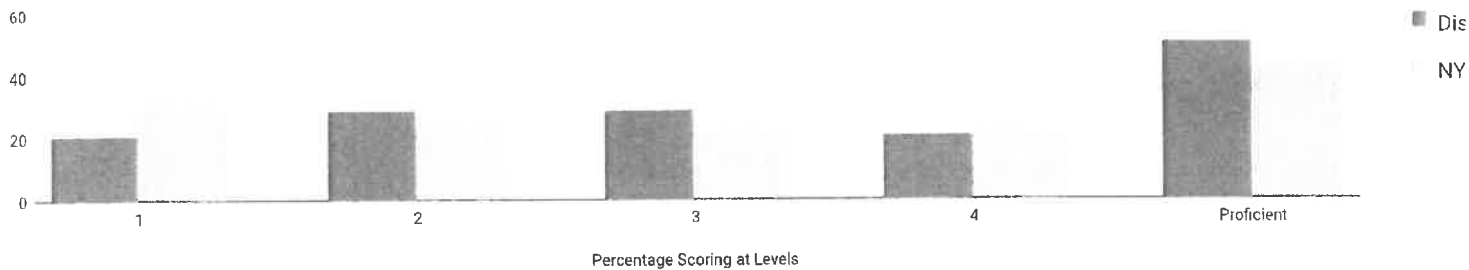
GRADE 5 MATH RESULTS



MEAN SCORE: 600

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	270	564	163	29%	149	26%	138	24%	114	20%	252	45%
General Education	201	494	110	22%	139	28%	131	27%	114	23%	245	50%
Students with Disabilities	69	70	53	76%	10	14%	7	10%	0	0%	7	10%
Asian or Native Hawaiian/Other Pacific Islander	2	33	4	12%	4	12%	6	18%	19	58%	25	76%
Black or African American	15	36	13	36%	14	39%	6	17%	3	8%	9	25%
Hispanic or Latino	43	101	47	47%	27	27%	21	21%	6	6%	27	27%
White	202	382	92	24%	100	26%	105	27%	85	22%	190	50%
Multiracial	8	12	7	58%	4	33%	0	0%	1	8%	1	8%
Female	137	266	76	29%	79	30%	57	21%	54	20%	111	42%
Male	133	298	87	29%	70	23%	81	27%	60	20%	141	47%
English Language Learners	1	9	6	67%	2	22%	1	11%	0	0%	1	11%
Non-English Language Learners	269	555	157	28%	147	26%	137	25%	114	21%	251	45%
Economically Disadvantaged	89	150	66	44%	36	24%	26	17%	22	15%	48	32%
Not Economically Disadvantaged	181	414	97	23%	113	27%	112	27%	92	22%	204	49%
Not Migrant	270	564	163	29%	149	26%	138	24%	114	20%	252	45%
Homeless	7	10	5	50%	2	20%	0	0%	3	30%	3	30%
Not Homeless	263	554	158	29%	147	27%	138	25%	111	20%	249	45%
Not in Foster Care	269	564	163	29%	149	26%	138	24%	114	20%	252	45%
Parent Not in Armed Forces	270	564	163	29%	149	26%	138	24%	114	20%	252	45%

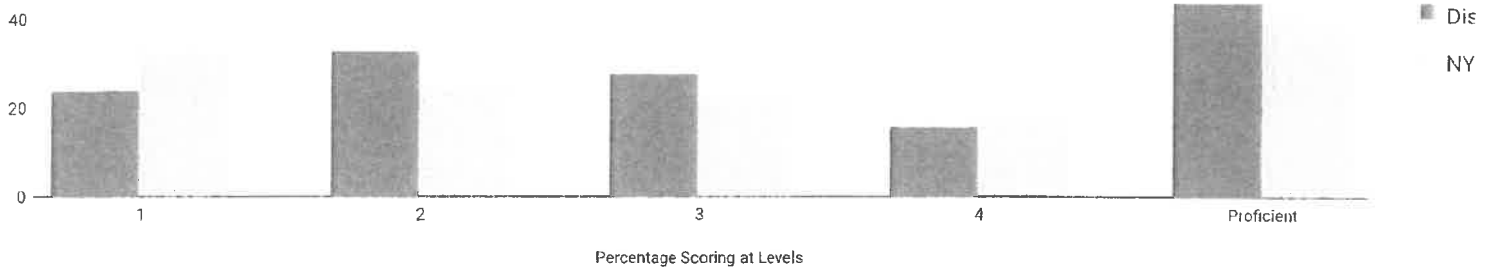
GRADE 6 MATH RESULTS



MEAN SCORE: 602

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	275	554	115	21%	158	29%	162	29%	119	21%	281	51%
General Education	203	479	64	13%	144	30%	155	32%	116	24%	271	57%
Students with Disabilities	72	75	51	68%	14	19%	7	9%	3	4%	10	13%
Asian or Native Hawaiian/Other Pacific Islander	4	26	3	12%	2	8%	6	23%	15	58%	21	81%
Black or African American	11	44	13	30%	18	41%	9	20%	4	9%	13	30%
Hispanic or Latino	40	117	32	27%	38	32%	30	26%	17	15%	47	40%
White	216	358	65	18%	97	27%	114	32%	82	23%	196	55%
Multiracial	4	9	2	22%	3	33%	3	33%	1	11%	4	44%
Female	133	260	58	22%	80	31%	75	29%	47	18%	122	47%
Male	142	294	57	19%	78	27%	87	30%	72	24%	159	54%
English Language Learners	1	7	4	57%	3	43%	0	0%	0	0%	0	0%
Non-English Language Learners	274	547	111	20%	155	28%	162	30%	119	22%	281	51%
Economically Disadvantaged	102	155	50	32%	47	30%	40	26%	18	12%	58	37%
Not Economically Disadvantaged	173	399	65	16%	111	28%	122	31%	101	25%	223	56%
Not Migrant	275	554	115	21%	158	29%	162	29%	119	21%	281	51%
Homeless	7	6	3	50%	2	33%	1	17%	0	0%	1	17%
Not Homeless	268	548	112	20%	156	28%	161	29%	119	22%	280	51%
In Foster Care	—	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	553	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	275	554	115	21%	158	29%	162	29%	119	21%	281	51%

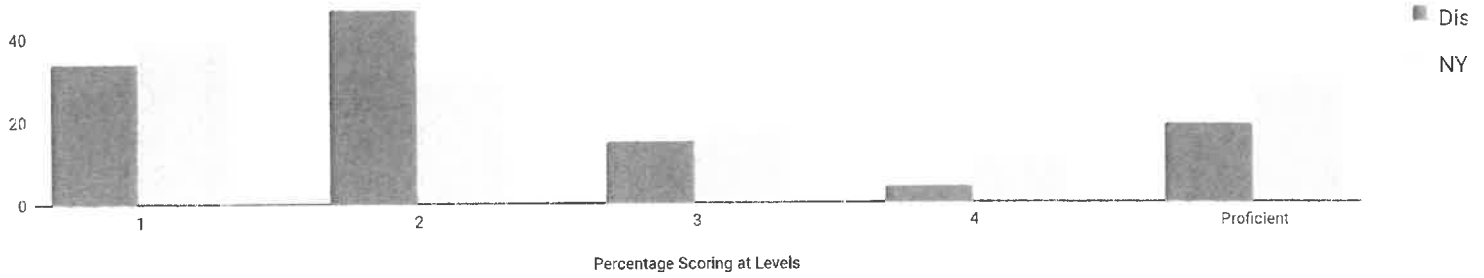
GRADE 7 MATH RESULTS



MEAN SCORE: 602

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	399	468	110	24%	154	33%	129	28%	75	16%	204	44%
General Education	299	409	75	18%	136	33%	124	30%	74	18%	198	48%
Students with Disabilities	100	59	35	59%	18	31%	5	8%	1	2%	6	10%
Asian or Native Hawaiian/Other Pacific Islander	8	35	2	6%	7	20%	12	34%	14	40%	26	74%
Black or African American	22	29	14	48%	6	21%	6	21%	3	10%	9	31%
Hispanic or Latino	56	95	36	38%	27	28%	22	23%	10	11%	32	34%
White	308	301	56	19%	113	38%	85	28%	47	16%	132	44%
Multiracial	5	8	2	25%	1	13%	4	50%	1	13%	5	63%
Female	201	219	47	21%	81	37%	55	25%	36	16%	91	42%
Male	198	249	63	25%	73	29%	74	30%	39	16%	113	45%
English Language Learners	3	5	4	80%	0	0%	1	20%	0	0%	1	20%
Non-English Language Learners	396	463	106	23%	154	33%	128	28%	75	16%	203	44%
Economically Disadvantaged	120	109	36	33%	44	40%	22	20%	7	6%	29	27%
Not Economically Disadvantaged	279	359	74	21%	110	31%	107	30%	68	19%	175	49%
Not Migrant	399	468	110	24%	154	33%	129	28%	75	16%	204	44%
Homeless	7	9	6	67%	1	11%	1	11%	1	11%	2	22%
Not Homeless	392	459	104	23%	153	33%	128	28%	74	16%	202	44%
Not in Foster Care	398	468	110	24%	154	33%	129	28%	75	16%	204	44%
Parent Not in Armed Forces	399	468	110	24%	154	33%	129	28%	75	16%	204	44%

GRADE 8 MATH RESULTS

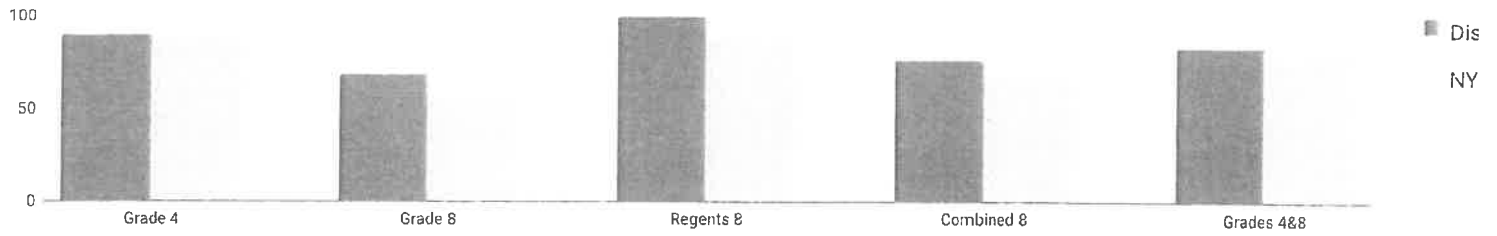


MEAN SCORE: 598

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	602	266	90	34%	125	47%	41	15%	10	4%	51	19%
General Education	493	230	61	27%	121	53%	39	17%	9	4%	48	21%
Students with Disabilities	109	36	29	81%	4	11%	2	6%	1	3%	3	8%
Asian or Native Hawaiian/Other Pacific Islander	—	11	—	—	—	—	—	—	—	—	—	—
Black or African American	23	33	13	39%	16	48%	3	9%	1	3%	4	12%
Hispanic or Latino	68	65	30	46%	26	40%	7	11%	2	3%	9	14%
White	463	153	42	27%	79	52%	25	16%	7	5%	32	21%
Multiracial	—	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	48	15	5	33%	4	27%	6	40%	0	0%	6	40%
Female	296	99	30	30%	48	48%	18	18%	3	3%	21	21%
Male	306	167	60	36%	77	46%	23	14%	7	4%	30	18%
English Language Learners	—	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	263	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	137	85	38	45%	36	42%	10	12%	1	1%	11	13%
Not Economically Disadvantaged	465	181	52	29%	89	49%	31	17%	9	5%	40	22%
Not Migrant	602	266	90	34%	125	47%	41	15%	10	4%	51	19%
Homeless	—	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	264	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	602	266	90	34%	125	47%	41	15%	10	4%	51	19%
Parent Not in Armed Forces	602	266	90	34%	125	47%	41	15%	10	4%	51	19%

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

Percent Proficient

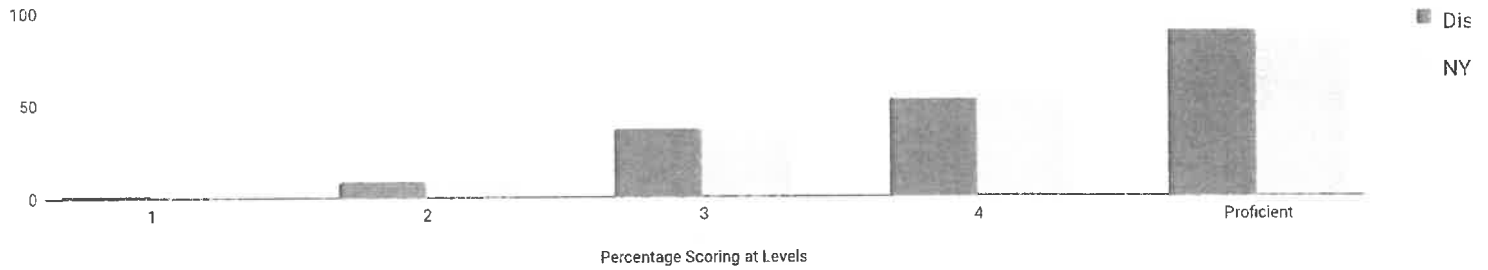


Grades

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	134	644	11	2%	56	9%	238	37%	339	53%	577	90%
Grade 8	489	379	28	7%	88	23%	187	49%	76	20%	263	69%
Regents 8	0	122	0	0%	0	0%	12	10%	110	90%	122	100%
Combined 8	489	501	28	6%	88	18%	199	40%	186	37%	385	77%
Grades 4&8	623	1,145	39	3%	144	13%	437	38%	525	46%	962	84%

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

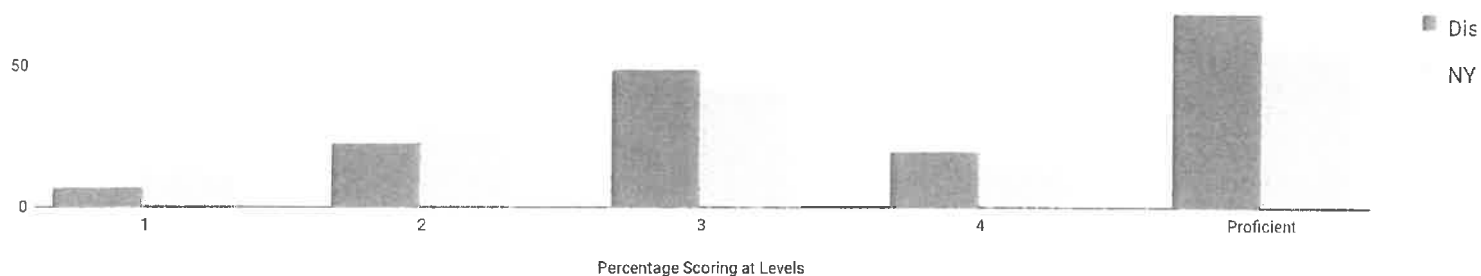
GRADE 4 SCIENCE RESULTS



MEAN SCORE: 82

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	134	644	11	2%	56	9%	238	37%	339	53%	577	90%
General Education	105	567	4	1%	35	6%	199	35%	329	58%	528	93%
Students with Disabilities	29	77	7	9%	21	27%	39	51%	10	13%	49	64%
Asian or Native Hawaiian/Other Pacific Islander	0	29	0	0%	1	3%	7	24%	21	72%	28	97%
Black or African American	5	36	2	6%	6	17%	16	44%	12	33%	28	78%
Hispanic or Latino	20	126	4	3%	15	12%	59	47%	48	38%	107	85%
White	107	427	4	1%	31	7%	149	35%	243	57%	392	92%
Multiracial	2	26	1	4%	3	12%	7	27%	15	58%	22	85%
Female	56	302	4	1%	23	8%	108	36%	167	55%	275	91%
Male	78	342	7	2%	33	10%	130	38%	172	50%	302	88%
English Language Learners	0	9	2	22%	4	44%	3	33%	0	0%	3	33%
Non-English Language Learners	134	635	9	1%	52	8%	235	37%	339	53%	574	90%
Economically Disadvantaged	42	216	8	4%	32	15%	98	45%	78	36%	176	81%
Not Economically Disadvantaged	92	428	3	1%	24	6%	140	33%	261	61%	401	94%
Not Migrant	134	644	11	2%	56	9%	238	37%	339	53%	577	90%
Homeless	3	12	0	0%	3	25%	7	58%	2	17%	9	75%
Not Homeless	131	632	11	2%	53	8%	231	37%	337	53%	568	90%
In Foster Care	—	2	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	642	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	134	644	11	2%	56	9%	238	37%	339	53%	577	90%

GRADE 8 SCIENCE RESULTS

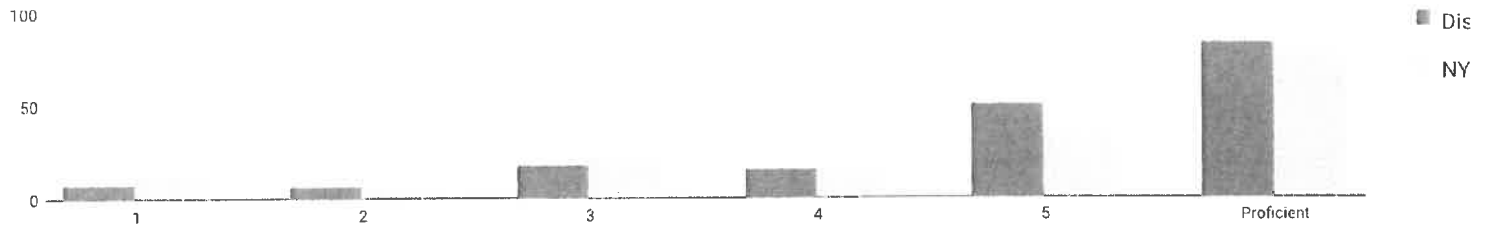


MEAN SCORE: 71

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	489	379	28	7%	88	23%	187	49%	76	20%	263	69%
General Education	389	334	15	4%	68	20%	176	53%	75	22%	251	75%
Students with Disabilities	100	45	13	29%	20	44%	11	24%	1	2%	12	27%
Asian or Native Hawaiian/Other Pacific Islander	24	20	1	5%	1	5%	11	55%	7	35%	18	90%
Black or African American	23	33	5	15%	15	45%	10	30%	3	9%	13	39%
Hispanic or Latino	63	70	10	14%	24	34%	27	39%	9	13%	36	51%
White	370	246	12	5%	45	18%	133	54%	56	23%	189	77%
Multiracial	9	10	0	0%	3	30%	6	60%	1	10%	7	70%
Female	232	163	10	6%	35	21%	83	51%	35	21%	118	72%
Male	257	216	18	8%	53	25%	104	48%	41	19%	145	67%
English Language Learners	—	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	376	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	131	91	11	12%	32	35%	41	45%	7	8%	48	53%
Not Economically Disadvantaged	358	288	17	6%	56	19%	146	51%	69	24%	215	75%
Not Migrant	489	379	28	7%	88	23%	187	49%	76	20%	263	69%
Homeless	—	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	375	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	489	379	28	7%	88	23%	187	49%	76	20%	263	69%
Parent Not in Armed Forces	489	379	28	7%	88	23%	187	49%	76	20%	263	69%

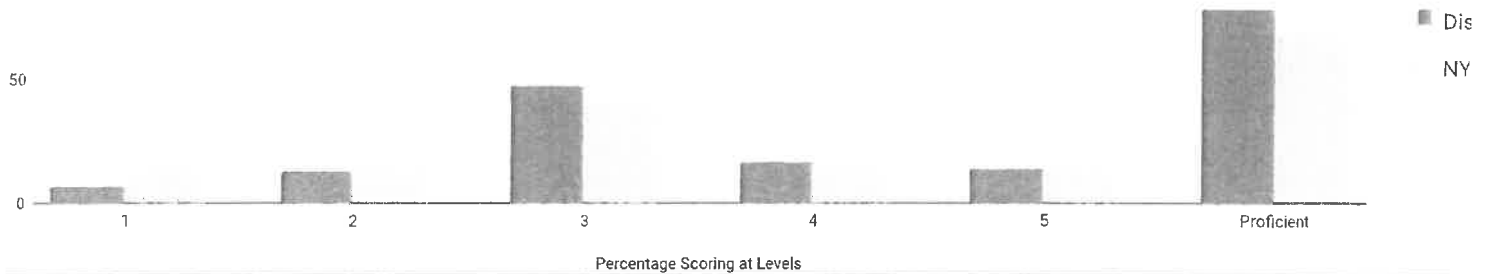
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

ANNUAL REGENTS ENGLISH (2017-18)



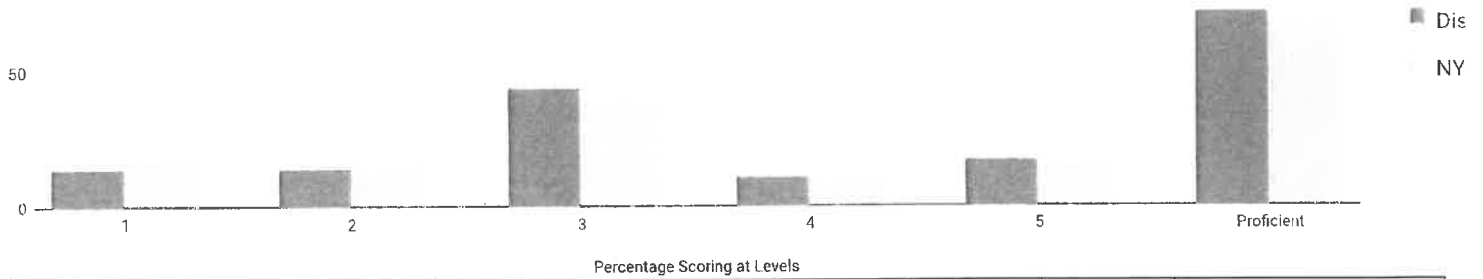
Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	1,006	85	8%	72	7%	180	18%	158	16%	511	51%	849	84%
General Education	850	39	5%	44	5%	137	16%	137	16%	493	58%	767	90%
Students with Disabilities	156	46	29%	28	18%	43	28%	21	13%	18	12%	82	53%
American Indian or Alaska Native	2	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	51	4	8%	2	4%	2	4%	3	6%	40	78%	45	88%
Black or African American	91	9	10%	9	10%	26	29%	14	15%	33	36%	73	80%
Hispanic or Latino	169	29	17%	16	9%	41	24%	26	15%	57	34%	124	73%
White	682	43	6%	44	6%	109	16%	112	16%	374	55%	595	87%
Multiracial	11	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	13	0	0%	1	8%	2	15%	3	23%	7	54%	12	92%
Female	507	32	6%	36	7%	81	16%	72	14%	286	56%	439	87%
Male	499	53	11%	36	7%	99	20%	86	17%	225	45%	410	82%
English Language Learners	23	14	61%	3	13%	6	26%	0	0%	0	0%	6	26%
Non-English Language Learners	983	71	7%	69	7%	174	18%	158	16%	511	52%	843	86%
Economically Disadvantaged	260	45	17%	29	11%	60	23%	48	18%	78	30%	186	72%
Not Economically Disadvantaged	746	40	5%	43	6%	120	16%	110	15%	433	58%	663	89%
Not Migrant	1,006	85	8%	72	7%	180	18%	158	16%	511	51%	849	84%
Homeless	23	9	39%	2	9%	6	26%	3	13%	3	13%	12	52%
Not Homeless	983	76	8%	70	7%	174	18%	155	16%	508	52%	837	85%
Not in Foster Care	1,006	85	8%	72	7%	180	18%	158	16%	511	51%	849	84%
Parent Not in Armed Forces	1,006	85	8%	72	7%	180	18%	158	16%	511	51%	849	84%

ANNUAL REGENTS ALGEBRA I (2017-18)



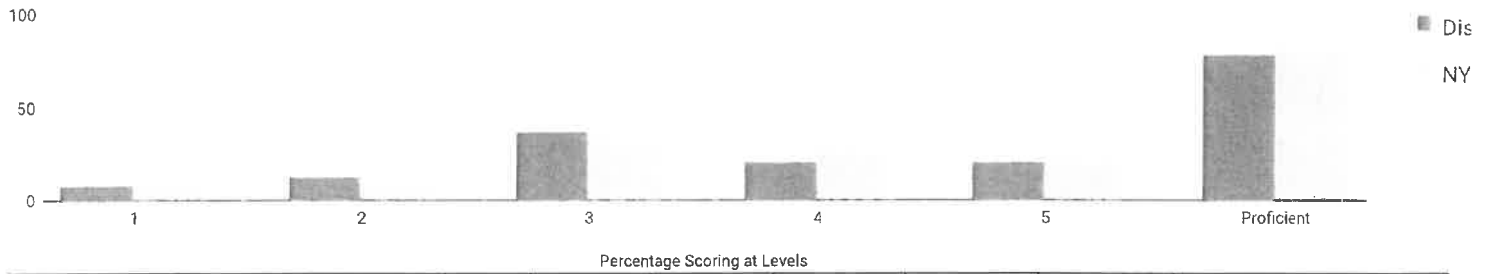
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	1,128	84	7%	152	13%	545	48%	189	17%	158	14%	892	79%
General Education	931	35	4%	101	11%	453	49%	185	20%	157	17%	795	85%
Students with Disabilities	197	49	25%	51	26%	92	47%	4	2%	1	1%	97	49%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	55	0	0%	3	5%	14	25%	17	31%	21	38%	52	95%
Black or African American	94	9	10%	19	20%	53	56%	8	9%	5	5%	66	70%
Hispanic or Latino	193	29	15%	28	15%	105	54%	21	11%	10	5%	136	70%
White	765	44	6%	101	13%	361	47%	140	18%	119	16%	620	81%
Multiracial	20	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	21	2	10%	1	5%	12	57%	3	14%	3	14%	18	86%
Female	570	32	6%	71	12%	286	50%	100	18%	81	14%	467	82%
Male	558	52	9%	81	15%	259	46%	89	16%	77	14%	425	76%
English Language Learners	29	11	38%	7	24%	11	38%	0	0%	0	0%	11	38%
Non-English Language Learners	1,099	73	7%	145	13%	534	49%	189	17%	158	14%	881	80%
Economically Disadvantaged	352	46	13%	73	21%	186	53%	28	8%	19	5%	233	66%
Not Economically Disadvantaged	776	38	5%	79	10%	359	46%	161	21%	139	18%	659	85%
Not Migrant	1,128	84	7%	152	13%	545	48%	189	17%	158	14%	892	79%
Homeless	35	10	29%	9	26%	13	37%	3	9%	0	0%	16	46%
Not Homeless	1,093	74	7%	143	13%	532	49%	186	17%	158	14%	876	80%
In Foster Care	2	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	1,126	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	1,128	84	7%	152	13%	545	48%	189	17%	158	14%	892	79%

ANNUAL REGENTS GEOMETRY (2017-18)



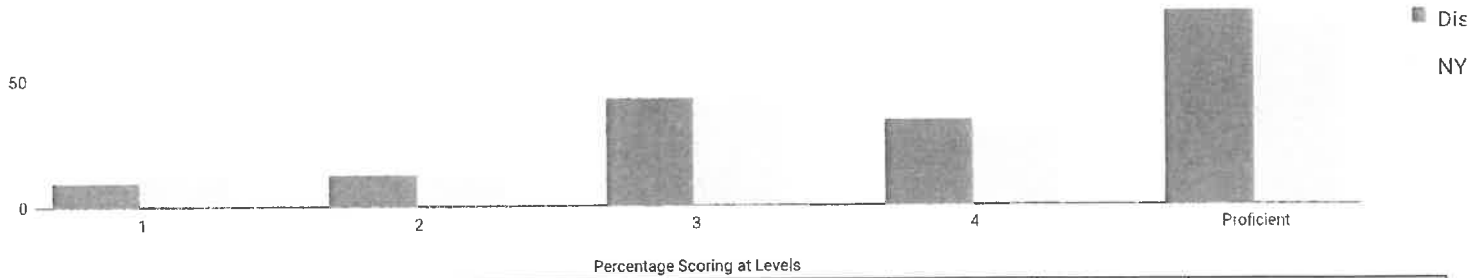
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	927	126	14%	132	14%	406	44%	103	11%	160	17%	669	72%
General Education	873	114	13%	115	13%	387	44%	98	11%	159	18%	644	74%
Students with Disabilities	54	12	22%	17	31%	19	35%	5	9%	1	2%	25	46%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	61	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	65	16	25%	14	22%	28	43%	1	2%	6	9%	35	54%
Hispanic or Latino	140	35	25%	29	21%	55	39%	13	9%	8	6%	76	54%
White	657	70	11%	86	13%	304	46%	81	12%	116	18%	501	76%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	65	5	8%	3	5%	19	29%	8	12%	30	46%	57	88%
Female	489	67	14%	68	14%	211	43%	60	12%	83	17%	354	72%
Male	438	59	13%	64	15%	195	45%	43	10%	77	18%	315	72%
English Language Learners	5	1	20%	3	60%	1	20%	0	0%	0	0%	1	20%
Non-English Language Learners	922	125	14%	129	14%	405	44%	103	11%	160	17%	668	72%
Economically Disadvantaged	207	43	21%	45	22%	83	40%	17	8%	19	9%	119	57%
Not Economically Disadvantaged	720	83	12%	87	12%	323	45%	86	12%	141	20%	550	76%
Not Migrant	927	126	14%	132	14%	406	44%	103	11%	160	17%	669	72%
Homeless	7	2	29%	5	71%	0	0%	0	0%	0	0%	0	0%
Not Homeless	920	124	13%	127	14%	406	44%	103	11%	160	17%	669	73%
Not in Foster Care	927	126	14%	132	14%	406	44%	103	11%	160	17%	669	72%
Parent Not in Armed Forces	927	126	14%	132	14%	406	44%	103	11%	160	17%	669	72%

ANNUAL REGENTS ALGEBRA II (2017-18)



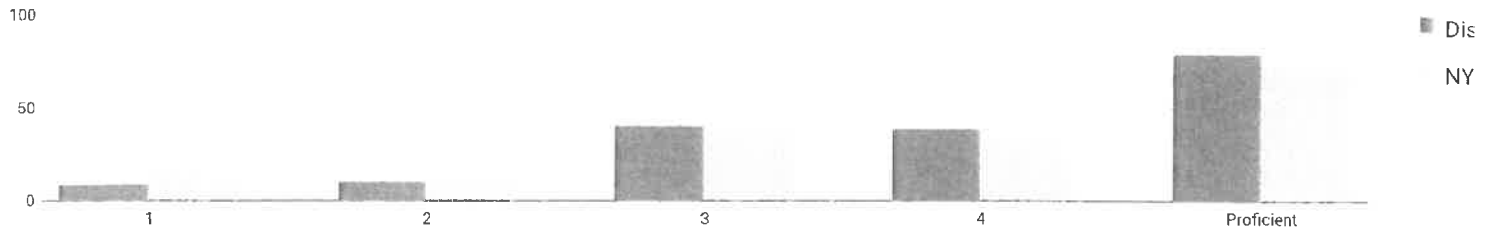
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	617	49	8%	82	13%	227	37%	130	21%	129	21%	486	79%
General Education	603	48	8%	79	13%	222	37%	126	21%	128	21%	476	79%
Students with Disabilities	14	1	7%	3	21%	5	36%	4	29%	1	7%	10	71%
American Indian or Alaska Native	1	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	39	0	0%	2	5%	11	28%	10	26%	16	41%	37	95%
Black or African American	44	3	7%	9	20%	19	43%	8	18%	5	11%	32	73%
Hispanic or Latino	77	11	14%	12	16%	27	35%	20	26%	7	9%	54	70%
White	451	34	8%	57	13%	169	37%	91	20%	100	22%	360	80%
Multiracial	5	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	6	1	17%	2	33%	1	17%	1	17%	1	17%	3	50%
Female	333	34	10%	54	16%	116	35%	71	21%	58	17%	245	74%
Male	284	15	5%	28	10%	111	39%	59	21%	71	25%	241	85%
Non-English Language Learners	617	49	8%	82	13%	227	37%	130	21%	129	21%	486	79%
Economically Disadvantaged	90	11	12%	17	19%	37	41%	21	23%	4	4%	62	69%
Not Economically Disadvantaged	527	38	7%	65	12%	190	36%	109	21%	125	24%	424	80%
Not Migrant	617	49	8%	82	13%	227	37%	130	21%	129	21%	486	79%
Homeless	2	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	615	-	-	-	-	-	-	-	-	-	-	-	-
In Foster Care	1	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	616	-	-	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	617	49	8%	82	13%	227	37%	130	21%	129	21%	486	79%

ANNUAL REGENTS LIVING ENVIRONMENT (2017-18)



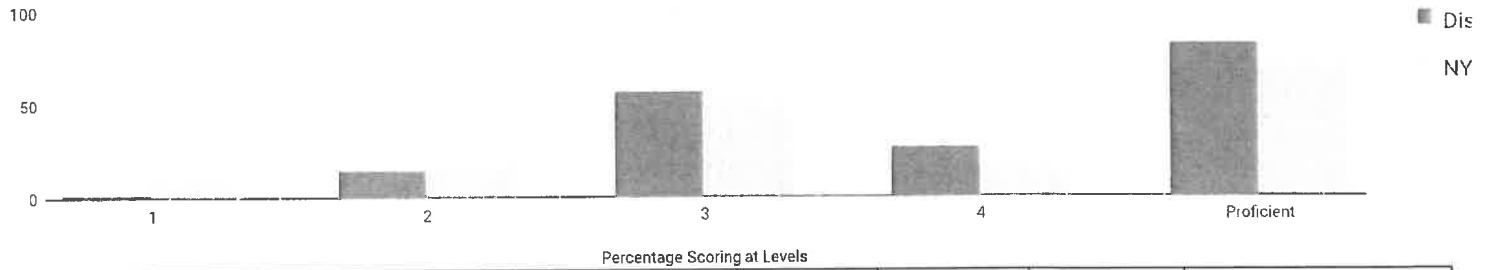
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	1,120	111	10%	148	13%	477	43%	384	34%	861	77%
General Education	886	51	6%	76	9%	387	44%	372	42%	759	86%
Students with Disabilities	234	60	26%	72	31%	90	38%	12	5%	102	44%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	60	2	3%	5	8%	16	27%	37	62%	53	88%
Black or African American	88	18	20%	12	14%	43	49%	15	17%	58	66%
Hispanic or Latino	210	38	18%	49	23%	82	39%	41	20%	123	59%
White	750	52	7%	80	11%	331	44%	287	38%	618	82%
Multiracial	11	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	1	8%	2	17%	5	42%	4	33%	9	75%
Female	569	36	6%	76	13%	260	46%	197	35%	457	80%
Male	551	75	14%	72	13%	217	39%	187	34%	404	73%
English Language Learners	33	18	55%	11	33%	4	12%	0	0%	4	12%
Non-English Language Learners	1,087	93	9%	137	13%	473	44%	384	35%	857	79%
Economically Disadvantaged	359	59	16%	79	22%	161	45%	60	17%	221	62%
Not Economically Disadvantaged	761	52	7%	69	9%	316	42%	324	43%	640	84%
Not Migrant	1,120	111	10%	148	13%	477	43%	384	34%	861	77%
Homeless	31	11	35%	6	19%	9	29%	5	16%	14	45%
Not Homeless	1,089	100	9%	142	13%	468	43%	379	35%	847	78%
In Foster Care	4	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	1,116	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	1,120	111	10%	148	13%	477	43%	384	34%	861	77%

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



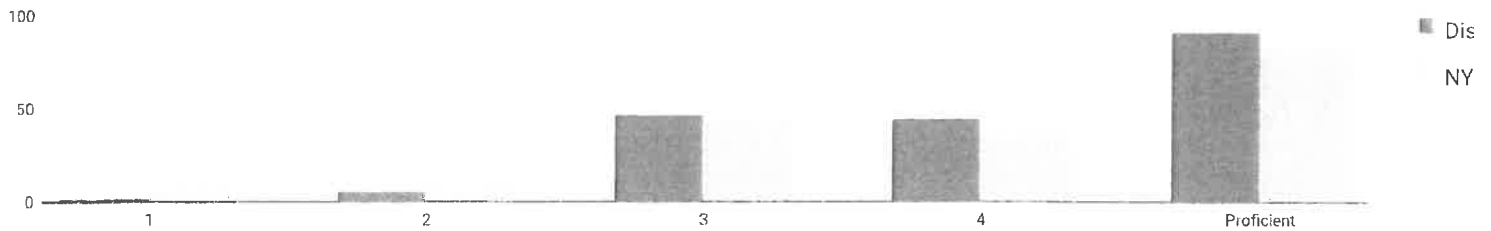
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	987	88	9%	108	11%	409	41%	382	39%	791	80%
General Education	848	54	6%	78	9%	348	41%	368	43%	716	84%
Students with Disabilities	139	34	24%	30	22%	61	44%	14	10%	75	54%
Asian or Native Hawaiian/Other Pacific Islander	54	2	4%	1	2%	12	22%	39	72%	51	94%
Black or African American	75	13	17%	13	17%	38	51%	11	15%	49	65%
Hispanic or Latino	135	23	17%	22	16%	55	41%	35	26%	90	67%
White	712	50	7%	71	10%	298	42%	293	41%	591	83%
Multiracial	11	0	0%	1	9%	6	55%	4	36%	10	91%
Female	484	42	9%	59	12%	207	43%	176	36%	383	79%
Male	503	46	9%	49	10%	202	40%	206	41%	408	81%
English Language Learners	9	6	67%	1	11%	2	22%	0	0%	2	22%
Non-English Language Learners	978	82	8%	107	11%	407	42%	382	39%	789	81%
Economically Disadvantaged	231	35	15%	42	18%	91	39%	63	27%	154	67%
Not Economically Disadvantaged	756	53	7%	66	9%	318	42%	319	42%	637	84%
Not Migrant	987	88	9%	108	11%	409	41%	382	39%	791	80%
Homeless	11	4	36%	0	0%	7	64%	0	0%	7	64%
Not Homeless	976	84	9%	108	11%	402	41%	382	39%	784	80%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	986	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	987	88	9%	108	11%	409	41%	382	39%	791	80%

ANNUAL REGENTS PHYSICAL SETTING/CHEMISTRY (2017-18)



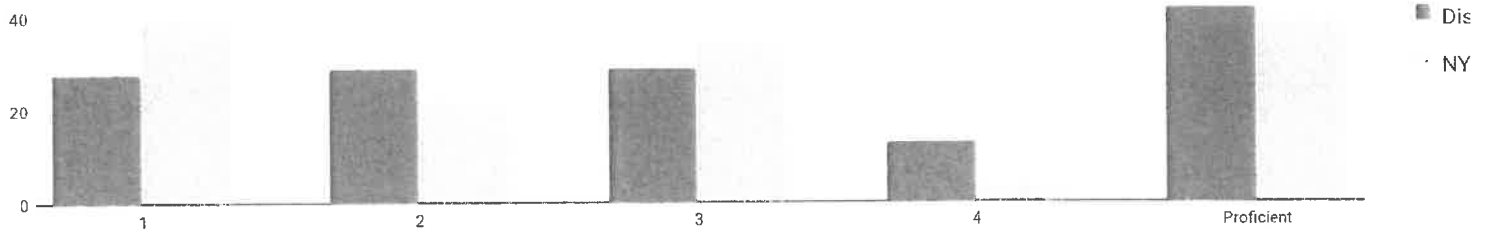
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	494	10	2%	72	15%	280	57%	132	27%	412	83%
General Education	488	10	2%	72	15%	275	56%	131	27%	406	83%
Students with Disabilities	6	0	0%	0	0%	5	83%	1	17%	6	100%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	32	—	—	—	—	—	—	—	—	—	—
Black or African American	34	0	0%	8	24%	21	62%	5	15%	26	76%
Hispanic or Latino	75	7	9%	11	15%	41	55%	16	21%	57	76%
White	349	2	1%	51	15%	199	57%	97	28%	296	85%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	36	1	3%	2	6%	19	53%	14	39%	33	92%
Female	270	7	3%	41	15%	171	63%	51	19%	222	82%
Male	224	3	1%	31	14%	109	49%	81	36%	190	85%
Non-English Language Learners	494	10	2%	72	15%	280	57%	132	27%	412	83%
Economically Disadvantaged	68	5	7%	16	24%	39	57%	8	12%	47	69%
Not Economically Disadvantaged	426	5	1%	56	13%	241	57%	124	29%	365	86%
Not Migrant	494	10	2%	72	15%	280	57%	132	27%	412	83%
Not Homeless	494	10	2%	72	15%	280	57%	132	27%	412	83%
Not in Foster Care	494	10	2%	72	15%	280	57%	132	27%	412	83%
Parent Not in Armed Forces	494	10	2%	72	15%	280	57%	132	27%	412	83%

ANNUAL REGENTS PHYSICAL SETTING/PHYSICS (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	187	4	2%	11	6%	87	47%	85	45%	172	92%
General Education	184	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	23	0	0%	1	4%	7	30%	15	65%	22	96%
Black or African American	7	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	16	1	6%	0	0%	4	25%	11	69%	15	94%
White	139	2	1%	10	7%	72	52%	55	40%	127	91%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	1	11%	0	0%	4	44%	4	44%	8	89%
Female	92	3	3%	7	8%	44	48%	38	41%	82	89%
Male	95	1	1%	4	4%	43	45%	47	49%	90	95%
Non-English Language Learners	187	4	2%	11	6%	87	47%	85	45%	172	92%
Economically Disadvantaged	20	1	5%	1	5%	7	35%	11	55%	18	90%
Not Economically Disadvantaged	167	3	2%	10	6%	80	48%	74	44%	154	92%
Not Migrant	187	4	2%	11	6%	87	47%	85	45%	172	92%
Not Homeless	187	4	2%	11	6%	87	47%	85	45%	172	92%
Not in Foster Care	187	4	2%	11	6%	87	47%	85	45%	172	92%
Parent Not in Armed Forces	187	4	2%	11	6%	87	47%	85	45%	172	92%

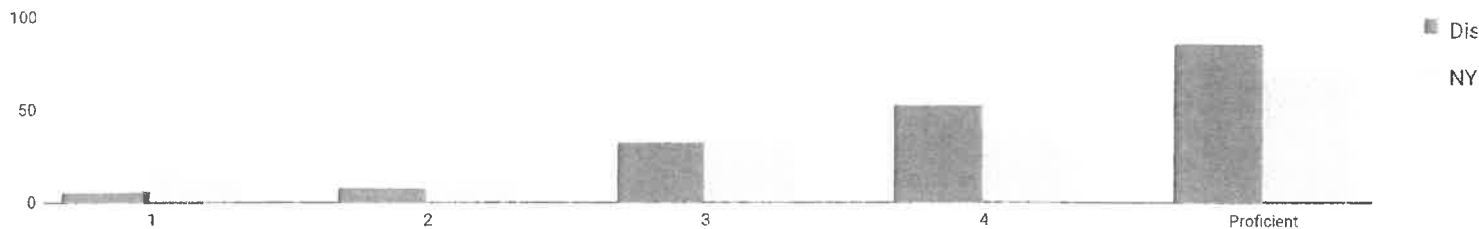
ANNUAL REGENTS GLOBAL HISTORY AND GEOGRAPHY (2017-18)



Percentage Scoring at Levels

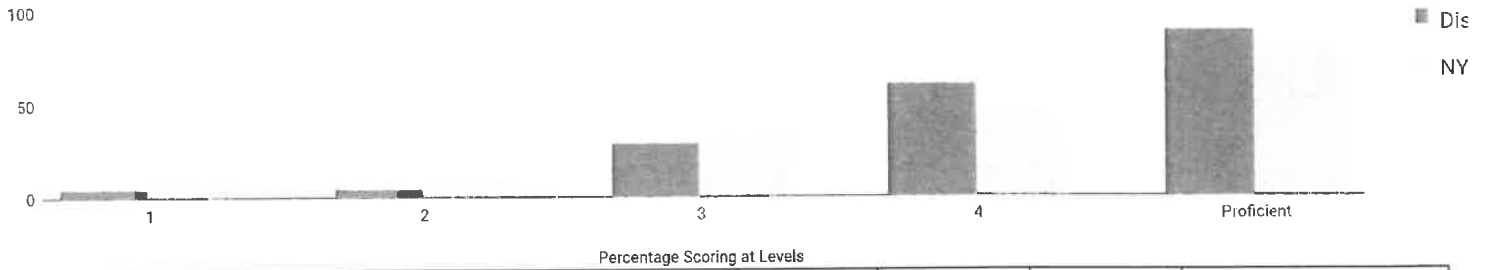
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	193	55	28%	56	29%	56	29%	26	13%	82	42%
General Education	134	32	24%	35	26%	41	31%	26	19%	67	50%
Students with Disabilities	59	23	39%	21	36%	15	25%	0	0%	15	25%
Asian or Native Hawaiian/Other Pacific Islander	7	--	--	--	--	--	--	--	--	--	--
Black or African American	24	8	33%	8	33%	7	29%	1	4%	8	33%
Hispanic or Latino	41	17	41%	10	24%	13	32%	1	2%	14	34%
White	120	28	23%	38	32%	35	29%	19	16%	54	45%
Multiracial	1	--	--	--	--	--	--	--	--	--	--
Small Group Total	8	2	25%	0	0%	1	13%	5	63%	6	75%
Female	92	23	25%	28	30%	28	30%	13	14%	41	45%
Male	101	32	32%	28	28%	28	28%	13	13%	41	41%
English Language Learners	13	9	69%	2	15%	2	15%	0	0%	2	15%
Non-English Language Learners	180	46	26%	54	30%	54	30%	26	14%	80	44%
Economically Disadvantaged	64	23	36%	21	33%	20	31%	0	0%	20	31%
Not Economically Disadvantaged	129	32	25%	35	27%	36	28%	26	20%	62	48%
Not Migrant	193	55	28%	56	29%	56	29%	26	13%	82	42%
Homeless	8	3	38%	2	25%	3	38%	0	0%	3	38%
Not Homeless	185	52	28%	54	29%	53	29%	26	14%	79	43%
Not in Foster Care	193	55	28%	56	29%	56	29%	26	13%	82	42%
Parent Not in Armed Forces	193	55	28%	56	29%	56	29%	26	13%	82	42%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	1,019	62	6%	77	8%	338	33%	542	53%	880	86%
General Education	848	31	4%	46	5%	263	31%	508	60%	771	91%
Students with Disabilities	171	31	18%	31	18%	75	44%	34	20%	109	64%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	45	2	4%	1	2%	7	16%	35	78%	42	93%
Black or African American	81	7	9%	8	10%	40	49%	26	32%	66	81%
Hispanic or Latino	159	24	15%	14	9%	53	33%	68	43%	121	76%
White	727	29	4%	53	7%	235	32%	410	56%	645	89%
Multiracial	6	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	0	0%	1	14%	3	43%	3	43%	6	86%
Female	492	23	5%	38	8%	181	37%	250	51%	431	88%
Male	527	39	7%	39	7%	157	30%	292	55%	449	85%
English Language Learners	22	14	64%	4	18%	3	14%	1	5%	4	18%
Non-English Language Learners	997	48	5%	73	7%	335	34%	541	54%	876	88%
Economically Disadvantaged	267	41	15%	28	10%	110	41%	88	33%	198	74%
Not Economically Disadvantaged	752	21	3%	49	7%	228	30%	454	60%	682	91%
Not Migrant	1,019	62	6%	77	8%	338	33%	542	53%	880	86%
Homeless	16	6	38%	3	19%	4	25%	3	19%	7	44%
Not Homeless	1,003	56	6%	74	7%	334	33%	539	54%	873	87%
In Foster Care	2	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	1,017	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	1,019	62	6%	77	8%	338	33%	542	53%	880	86%

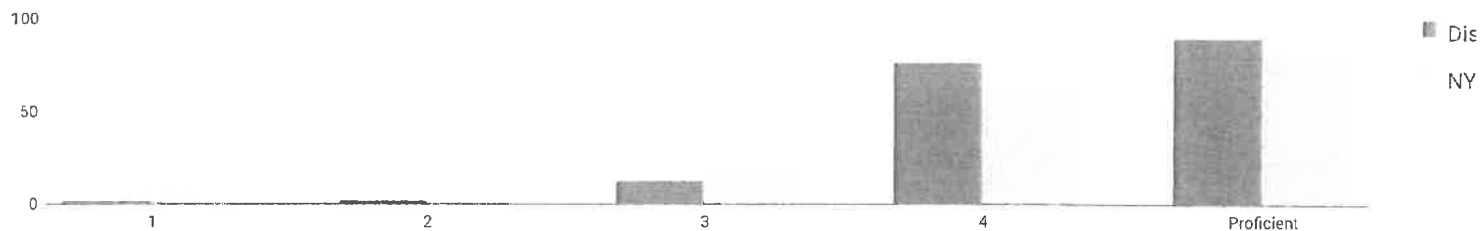
ANNUAL REGENTS U.S. HISTORY & GOVERNMENT (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	975	44	5%	53	5%	282	29%	596	61%	878	90%
General Education	841	18	2%	36	4%	221	26%	566	67%	787	94%
Students with Disabilities	134	26	19%	17	13%	61	46%	30	22%	91	68%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	51	0	0%	1	2%	6	12%	44	86%	50	98%
Black or African American	86	4	5%	9	10%	40	47%	33	38%	73	85%
Hispanic or Latino	155	8	5%	16	10%	57	37%	74	48%	131	85%
White	671	32	5%	27	4%	175	26%	437	65%	612	91%
Multiracial	10	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	0	0%	0	0%	4	33%	8	67%	12	100%
Female	504	24	5%	29	6%	157	31%	294	58%	451	89%
Male	471	20	4%	24	5%	125	27%	302	64%	427	91%
English Language Learners	12	4	33%	2	17%	6	50%	0	0%	6	50%
Non-English Language Learners	963	40	4%	51	5%	276	29%	596	62%	872	91%
Economically Disadvantaged	240	19	8%	23	10%	92	38%	106	44%	198	83%
Not Economically Disadvantaged	735	25	3%	30	4%	190	26%	490	67%	680	93%
Not Migrant	975	44	5%	53	5%	282	29%	596	61%	878	90%
Homeless	17	3	18%	3	18%	5	29%	6	35%	11	65%
Not Homeless	958	41	4%	50	5%	277	29%	590	62%	867	91%
Not in Foster Care	975	44	5%	53	5%	282	29%	596	61%	878	90%
Parent Not in Armed Forces	975	44	5%	53	5%	282	29%	596	61%	878	90%

2014 TOTAL COHORT RESULTS IN REGENTS ENGLISH LANGUAGE ARTS

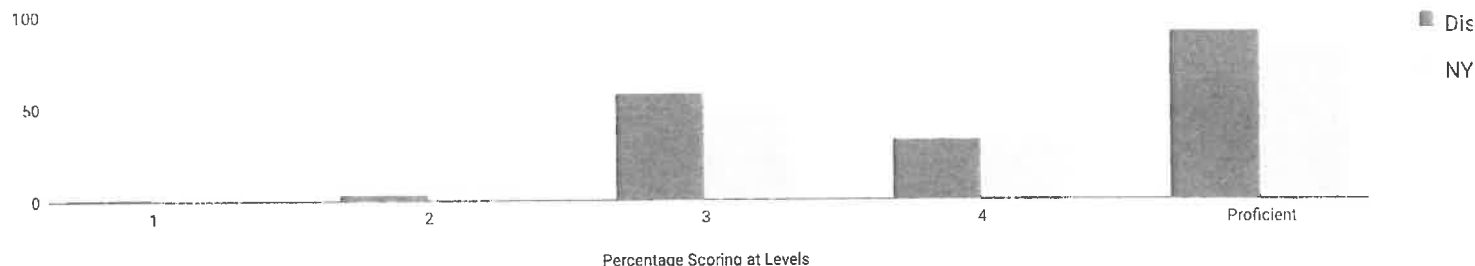
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 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	997	54	5%	943	95%	23	2%	19	2%	132	13%	769	77%	901	90%
General Education	860	25	3%	835	97%	10	1%	9	1%	90	10%	726	84%	816	95%
Students with Disabilities	137	29	21%	108	79%	13	9%	10	7%	42	31%	43	31%	85	62%
Asian or Native Hawaiian/Other Pacific Islander	59	3	5%	56	95%	0	0%	0	0%	1	2%	55	93%	56	95%
Black or African American	69	5	7%	64	93%	3	4%	2	3%	18	26%	41	59%	59	86%
Hispanic or Latino	135	17	13%	118	87%	10	7%	3	2%	25	19%	80	59%	105	78%
White	726	29	4%	697	96%	9	1%	14	2%	87	12%	587	81%	674	93%
Multiracial	8	0	0%	8	100%	1	13%	0	0%	1	13%	6	75%	7	88%
Female	466	16	3%	450	97%	7	2%	4	1%	54	12%	385	83%	439	94%
Male	531	38	7%	493	93%	16	3%	15	3%	78	15%	384	72%	462	87%
English Language Learners	11	2	18%	9	82%	6	55%	0	0%	3	27%	0	0%	3	27%
Non-English Language Learners	986	52	5%	934	95%	17	2%	19	2%	129	13%	769	78%	898	91%
Economically Disadvantaged	221	21	10%	200	90%	16	7%	9	4%	45	20%	130	59%	175	79%
Not Economically Disadvantaged	776	33	4%	743	96%	7	1%	10	1%	87	11%	639	82%	726	94%
Not Migrant	997	54	5%	943	95%	23	2%	19	2%	132	13%	769	77%	901	90%
Homeless	17	6	35%	11	65%	4	24%	1	6%	2	12%	4	24%	6	35%
Not Homeless	980	48	5%	932	95%	19	2%	18	2%	130	13%	765	78%	895	91%
In Foster Care	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	996	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	997	54	5%	943	95%	23	2%	19	2%	132	13%	769	77%	901	90%

2014 TOTAL COHORT RESULTS IN REGENTS MATHEMATICS

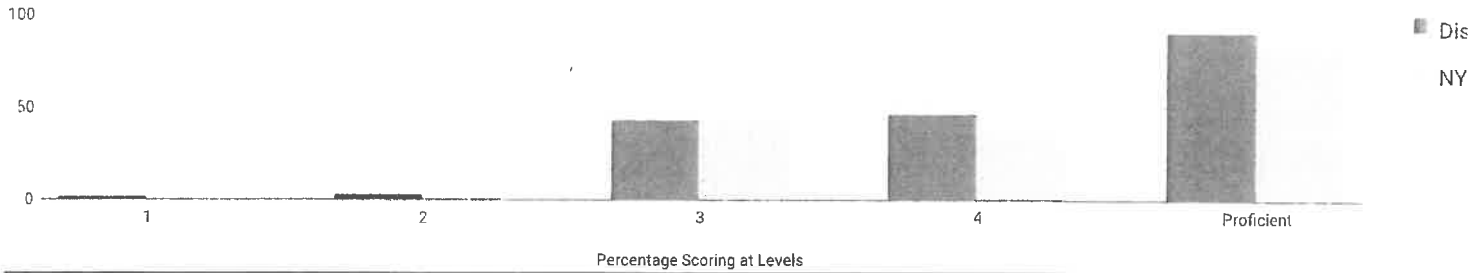
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 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	997	41	4%	956	96%	12	1%	39	4%	576	58%	329	33%	905	91%
General Education	860	15	2%	845	98%	4	0%	13	2%	507	59%	321	37%	828	96%
Students with Disabilities	137	26	19%	111	81%	8	6%	26	19%	69	50%	8	6%	77	56%
Asian or Native Hawaiian/Other Pacific Islander	59	3	5%	56	95%	0	0%	0	0%	16	27%	40	68%	56	95%
Black or African American	69	5	7%	64	93%	2	3%	3	4%	45	65%	14	20%	59	86%
Hispanic or Latino	135	12	9%	123	91%	3	2%	11	8%	81	60%	28	21%	109	81%
White	726	21	3%	705	97%	6	1%	25	3%	429	59%	245	34%	674	93%
Multiracial	8	0	0%	8	100%	1	13%	0	0%	5	63%	2	25%	7	88%
Female	466	11	2%	455	98%	6	1%	15	3%	272	58%	162	35%	434	93%
Male	531	30	6%	501	94%	6	1%	24	5%	304	57%	167	31%	471	89%
English Language Learners	11	2	18%	9	82%	2	18%	3	27%	4	36%	0	0%	4	36%
Non-English Language Learners	986	39	4%	947	96%	10	1%	36	4%	572	58%	329	33%	901	91%
Economically Disadvantaged	221	15	7%	206	93%	10	5%	15	7%	139	63%	42	19%	181	82%
Not Economically Disadvantaged	776	26	3%	750	97%	2	0%	24	3%	437	56%	287	37%	724	93%
Not Migrant	997	41	4%	956	96%	12	1%	39	4%	576	58%	329	33%	905	91%
Homeless	17	4	24%	13	76%	2	12%	3	18%	8	47%	0	0%	8	47%
Not Homeless	980	37	4%	943	96%	10	1%	36	4%	568	58%	329	34%	897	92%
In Foster Care	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	996	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	997	41	4%	956	96%	12	1%	39	4%	576	58%	329	33%	905	91%

2014 TOTAL COHORT RESULTS IN REGENTS SCIENCE

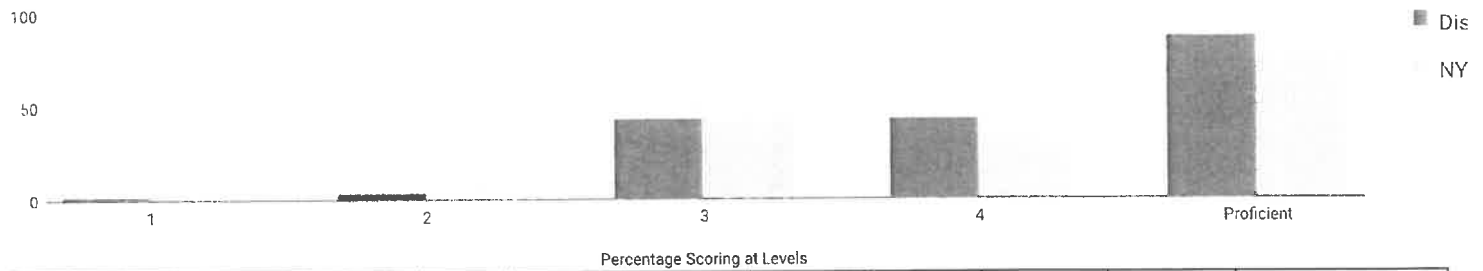
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 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	997	42	4%	955	96%	16	2%	27	3%	443	44%	469	47%
General Education	860	20	2%	840	98%	5	1%	8	1%	372	43%	455	53%	827	96%
Students with Disabilities	137	22	16%	115	84%	11	8%	19	14%	71	52%	14	10%	85	62%
Asian or Native Hawaiian/Other Pacific Islander	59	3	5%	56	95%	0	0%	0	0%	10	17%	46	78%	56	95%
Black or African American	69	7	10%	62	90%	1	1%	4	6%	41	59%	16	23%	57	83%
Hispanic or Latino	135	12	9%	123	91%	6	4%	5	4%	69	51%	43	32%	112	83%
White	726	20	3%	706	97%	8	1%	17	2%	319	44%	362	50%	681	94%
Multiracial	8	0	0%	8	100%	1	13%	1	13%	4	50%	2	25%	6	75%
Female	466	14	3%	452	97%	5	1%	11	2%	228	49%	208	45%	436	94%
Male	531	28	5%	503	95%	11	2%	16	3%	215	40%	261	49%	476	90%
English Language Learners	11	5	45%	6	55%	5	45%	0	0%	1	9%	0	0%	1	9%
Non-English Language Learners	986	37	4%	949	96%	11	1%	27	3%	442	45%	469	48%	911	92%
Economically Disadvantaged	221	19	9%	202	91%	8	4%	13	6%	124	56%	57	26%	181	82%
Not Economically Disadvantaged	776	23	3%	753	97%	8	1%	14	2%	319	41%	412	53%	731	94%
Not Migrant	997	42	4%	955	96%	16	2%	27	3%	443	44%	469	47%	912	91%
Homeless	17	4	24%	13	76%	1	6%	1	6%	11	65%	0	0%	11	65%
Not Homeless	980	38	4%	942	96%	15	2%	26	3%	432	44%	469	48%	901	92%
In Foster Care	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	996	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	997	42	4%	955	96%	16	2%	27	3%	443	44%	469	47%	912	91%

2014 TOTAL COHORT RESULTS IN REGENTS GLOBAL HISTORY AND GEOGRAPHY

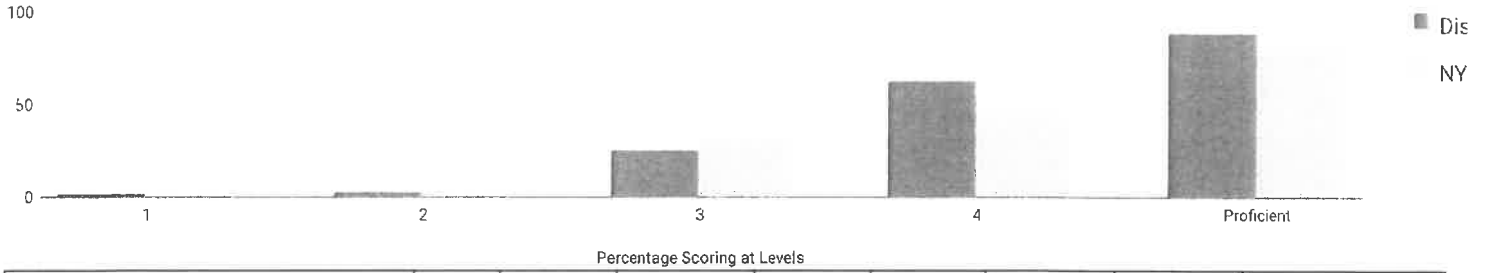
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Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	997	59	6%	938	94%	24	2%	35	4%	441	44%	438	44%	879	88%
General Education	860	31	4%	829	96%	10	1%	12	1%	377	44%	430	50%	807	94%
Students with Disabilities	137	28	20%	109	80%	14	10%	23	17%	64	47%	8	6%	72	53%
Asian or Native Hawaiian/Other Pacific Islander	59	4	7%	55	93%	0	0%	0	0%	11	19%	44	75%	55	93%
Black or African American	69	8	12%	61	88%	1	1%	3	4%	37	54%	20	29%	57	83%
Hispanic or Latino	135	19	14%	116	86%	6	4%	12	9%	59	44%	39	29%	98	73%
White	726	27	4%	699	96%	17	2%	20	3%	329	45%	333	46%	662	91%
Multiracial	8	1	13%	7	88%	0	0%	0	0%	5	63%	2	25%	7	88%
Female	466	18	4%	448	96%	8	2%	14	3%	235	50%	191	41%	426	91%
Male	531	41	8%	490	92%	16	3%	21	4%	206	39%	247	47%	453	85%
English Language Learners	11	5	45%	6	55%	2	18%	3	27%	1	9%	0	0%	1	9%
Non-English Language Learners	986	54	5%	932	95%	22	2%	32	3%	440	45%	438	44%	878	89%
Economically Disadvantaged	221	27	12%	194	88%	11	5%	15	7%	120	54%	48	22%	168	76%
Not Economically Disadvantaged	776	32	4%	744	96%	13	2%	20	3%	321	41%	390	50%	711	92%
Not Migrant	997	59	6%	938	94%	24	2%	35	4%	441	44%	438	44%	879	88%
Homeless	17	6	35%	11	65%	1	6%	3	18%	6	35%	1	6%	7	41%
Not Homeless	980	53	5%	927	95%	23	2%	32	3%	435	44%	437	45%	872	89%
In Foster Care	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	996	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	997	59	6%	938	94%	24	2%	35	4%	441	44%	438	44%	879	88%

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	997	57	6%	940	94%	20	2%	32	3%	263	26%	625	63%	888	89%
General Education	860	27	3%	833	97%	9	1%	17	2%	210	24%	597	69%	807	94%
Students with Disabilities	137	30	22%	107	78%	11	8%	15	11%	53	39%	28	20%	81	59%
Asian or Native Hawaiian/Other Pacific Islander	59	3	5%	56	95%	0	0%	0	0%	6	10%	50	85%	56	95%
Black or African American	69	6	9%	63	91%	2	3%	4	6%	25	36%	32	46%	57	83%
Hispanic or Latino	135	19	14%	116	86%	4	3%	8	6%	39	29%	65	48%	104	77%
White	726	29	4%	697	96%	13	2%	20	3%	188	26%	476	66%	664	91%
Multiracial	8	0	0%	8	100%	1	13%	0	0%	5	63%	2	25%	7	88%
Female	466	16	3%	450	97%	8	2%	13	3%	136	29%	293	63%	429	92%
Male	531	41	8%	490	92%	12	2%	19	4%	127	24%	332	63%	459	86%
English Language Learners	11	5	45%	6	55%	2	18%	1	9%	3	27%	0	0%	3	27%
Non-English Language Learners	986	52	5%	934	95%	18	2%	31	3%	260	26%	625	63%	885	90%
Economically Disadvantaged	221	21	10%	200	90%	11	5%	14	6%	84	38%	91	41%	175	79%
Not Economically Disadvantaged	776	36	5%	740	95%	9	1%	18	2%	179	23%	534	69%	713	92%
Not Migrant	997	57	6%	940	94%	20	2%	32	3%	263	26%	625	63%	888	89%
Homeless	17	5	29%	12	71%	2	12%	2	12%	5	29%	3	18%	8	47%
Not Homeless	980	52	5%	928	95%	18	2%	30	3%	258	26%	622	63%	880	90%
In Foster Care	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	996	-	-	-	-	-	-	-	-	-	-	-	-	-	
Parent Not in Armed Forces	997	57	6%	940	94%	20	2%	32	3%	263	26%	625	63%	888	89%

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	1	7	43%	29%	0%	29%	0%
Grade 1	0	15	0%	13%	47%	20%	20%
Grade 2	0	17	0%	12%	41%	24%	24%
Grade 3	0	17	0%	6%	6%	71%	18%
Grade 4	0	10	10%	10%	30%	30%	20%
Grade 5	0	10	0%	10%	60%	10%	20%
Grade 6	0	8	13%	0%	0%	75%	13%
Grade 7	0	8	0%	0%	0%	75%	25%
Grade 8	1	6	0%	33%	33%	33%	0%
Grade 9	1	12	0%	33%	25%	25%	17%
Grade 10	7	13	0%	46%	8%	46%	0%
Grade 11	5	10	0%	20%	60%	20%	0%
Grade 12	4	11	0%	0%	45%	45%	9%

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	—	4	—	—	—	—
Grade 3 Math	—	4	—	—	—	—
Grade 4 ELA	—	3	—	—	—	—
Grade 4 Math	—	3	—	—	—	—
Grade 4 Science	—	2	—	—	—	—
Grade 5 ELA	0	7	0	0	7	0
Grade 5 Math	0	7	0	0	7	0
Grade 6 ELA	3	5	0	1	4	0
Grade 6 Math	3	5	0	1	4	0
Grade 7 ELA	—	4	—	—	—	—
Grade 7 Math	—	4	—	—	—	—
Grade 8 ELA	3	15	4	1	9	1
Grade 8 Math	3	15	3	3	9	0
Grade 8 Science	3	15	1	5	9	0
Secondary-Level ELA	37	8	1	0	6	1
Secondary-Level Math	37	8	1	0	7	0
Secondary-Level Science	37	8	1	0	4	3

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GLOSSARY OF TERMS - ENROLLMENT DATA

Armed Forces Parent

Student with one or more parent or guardian who is a member of the Armed Forces and on Active Duty. The Armed Forces are the Army, Navy, Air Force, Marine Corps, the Coast Guard, or full-time National Guard. Active duty means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.

Economically Disadvantaged

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

English Language Learners

English Language Learners (ELLs) are those 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 in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Foster Care

Student who is in 24-hour substitute care for children placed away from their parents and for whom the agency under title IV-E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether or not the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.

Gender

Gender (Male or Female) of the student being reported, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

Grade

Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts. Ungraded students are those assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level. The definition of 'Ungraded' does not include out-of-school youth, preschoolers, or children who are not yet school age. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

Homeless

Student who lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship, or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; or a migratory child, as defined in subsection 2 of section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless under any of the above provisions; or has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placements or who are receiving educational services pursuant to subdivision four, five, six, six-a, or seven of Education Law §3202 or pursuant to article 81, 85, 87, or 88 of Education Law.

Migrant

Student who is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

Race/Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian or Native Hawaiian/Other Pacific Islander:** : A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam; or a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Students with Disabilities

Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

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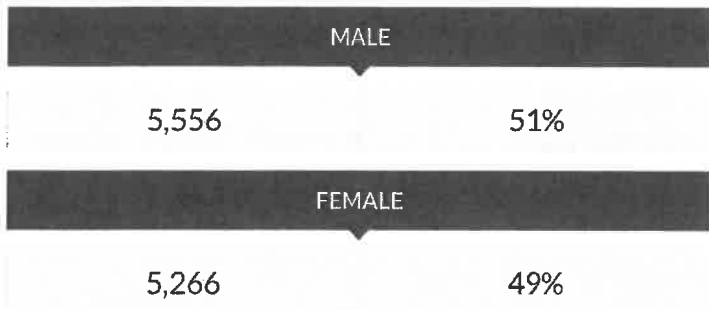
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These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 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.

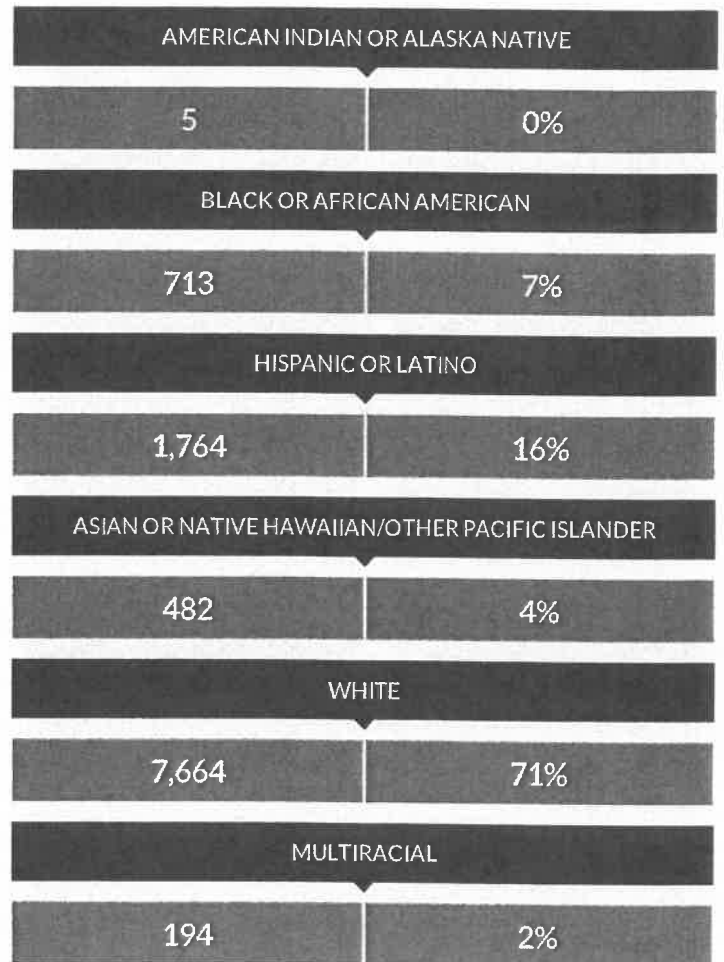
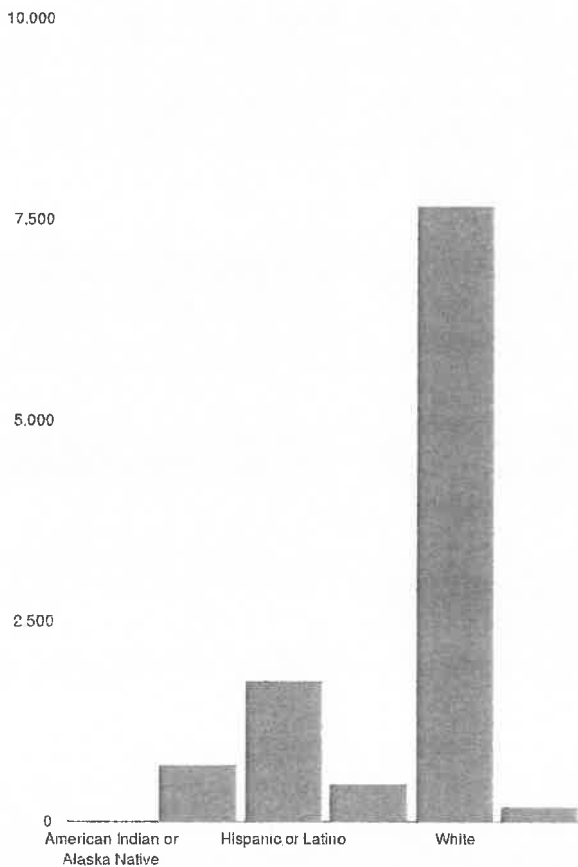
WAPPINGERS CSD ENROLLMENT (2017 - 18)

K-12 Enrollment: 10,822

ENROLLMENT BY GENDER



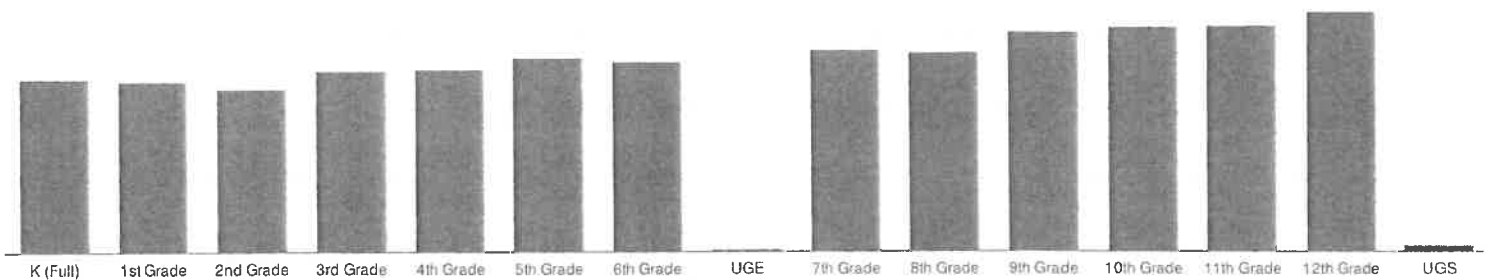
ENROLLMENT BY ETHNICITY



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED			
159	1%	1,541	14%	3,070	28%		
MIGRANT		HOMELESS		FOSTER CARE		PARENT IN ARMED FORCES	
—	—	175	2%	15	0%	—	—

ENROLLMENT BY GRADE



K (FULL DAY)		1ST GRADE		2ND GRADE		3RD GRADE	
729	7%	719	7%	686	6%	761	7%
4TH GRADE		5TH GRADE		6TH GRADE		UNGRADED ELEMENTARY	
768	7%	815	8%	799	7%	13	0%
7TH GRADE		8TH GRADE		9TH GRADE		10TH GRADE	
846	8%	838	8%	922	9%	943	9%
11TH GRADE		12TH GRADE		UNGRADED SECONDARY			
949	9%	1,008	9%	26	0%		

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GLOSSARY OF TERMS - ASSESSMENT DATA

Economically Disadvantaged

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

English Language Learners

English Language Learners (ELLs) are those 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 in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Gender

Gender (Male or Female) of the student being reported, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

Grade

Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts. Ungraded students are those assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level. The definition of 'Ungraded' does not include out-of-school youth, preschoolers, or children who are not yet school age. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

Migrant

A student is a migrant child if the student is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

Performance Levels

Descriptors of performance levels for the Grades 3-8 New York State Testing Program Assessments in English language arts (ELA) and Mathematics are available at <http://www.p12.nysed.gov/irs/ela-math/> in the "Scale Score to Performance Level Conversion Charts" section.

Descriptors of performance levels for Grades 4 and 8 Science Tests are available in the Rating Guides at <http://www.p12.nysed.gov/assessment/science/science-ei.html>.

Race/Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian or Native Hawaiian/Other Pacific Islander:** : A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam; or a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Students with Disabilities

Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance;

orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

Unmatched Data

Data based on all students who participated in a particular year. When multiple years are displayed, the results reflect all students who participated for each of the years and does not match a student from one year to the next.

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WAPPINGERS CSD GRADES 3-8 ELA ASSESSMENT DATA

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

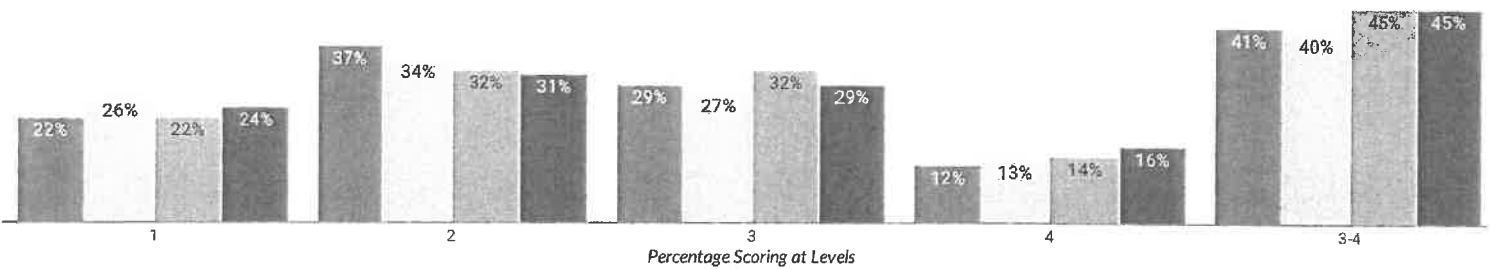
Data available on this site are based on those reported by schools and districts to the State as of August 22, 2018 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

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

Due to the State's new two-session test design and performance standards, the 2018 Grades 3-8 ELA and math results cannot be compared with prior-year results. The new baseline established this year will enable comparisons with student scores in 2019 and 2020

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

WAPPINGERS CSD (2017) NY STATE (2017) WAPPINGERS CSD (2018) NY STATE (2018)



2017

ALL STUDENTS

PROFICIENT

1,185
41%

TOTAL TESTED: 2,866

LEVEL 1

617 22%

LEVEL 2

1,064 37%

LEVEL 3

833 29%

LEVEL 4

352 12%

2018

ALL STUDENTS

PROFICIENT

1,466
45%

TOTAL TESTED: 3,226

LEVEL 1

714 22%

LEVEL 2

1,046 32%

LEVEL 3

1,019 32%

LEVEL 4

447 14%

BY GENDER

FEMALE

PROFICIENT



TOTAL TESTED: 1,389

LEVEL 1

227 16%

LEVEL 2

484 35%

LEVEL 3

465 33%

LEVEL 4

213 15%

MALE

PROFICIENT



TOTAL TESTED: 1,477

LEVEL 1

390 26%

LEVEL 2

580 39%

LEVEL 3

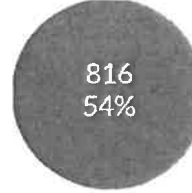
368 25%

LEVEL 4

139 9%

FEMALE

PROFICIENT



TOTAL TESTED: 1,524

LEVEL 1

255 17%

LEVEL 2

453 30%

LEVEL 3

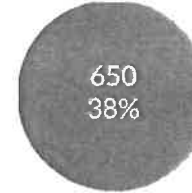
549 36%

LEVEL 4

267 18%

MALE

PROFICIENT



TOTAL TESTED: 1,702

LEVEL 1

459 27%

LEVEL 2

593 35%

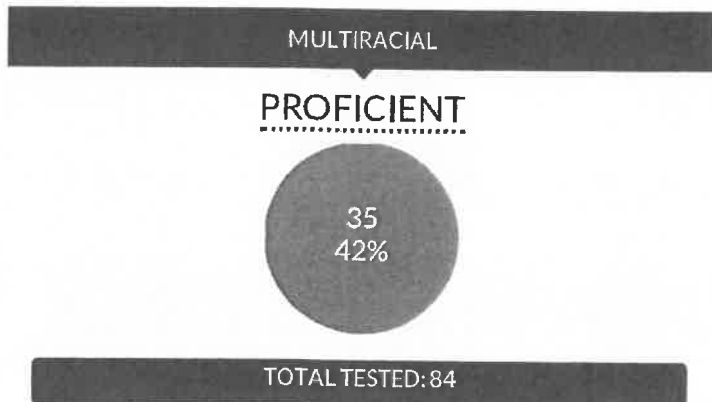
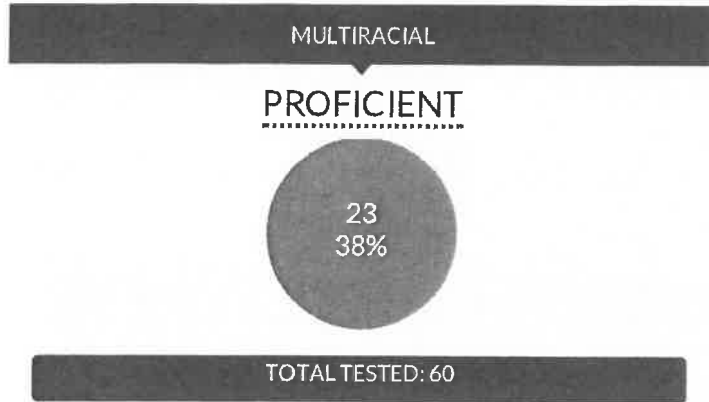
LEVEL 3

470 28%

LEVEL 4

180 11%

BY ETHNICITY



LEVEL 1		LEVEL 2	
13	22%	24	40%
LEVEL 3		LEVEL 4	
15	25%	8	13%

LEVEL 1		LEVEL 2	
23	27%	26	31%
LEVEL 3		LEVEL 4	
28	33%	7	8%



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

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

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 203

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 1,862

LEVEL 1



LEVEL 2



LEVEL 3

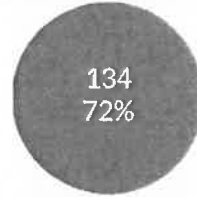


LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 187

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 2,091

LEVEL 1



LEVEL 2



LEVEL 3

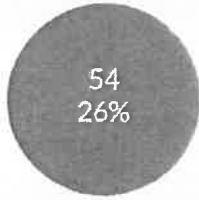


LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: 205

LEVEL 1



LEVEL 2



LEVEL 3

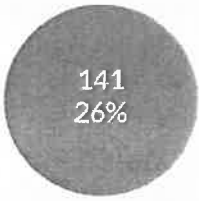


LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: 536

LEVEL 1



LEVEL 2



LEVEL 3

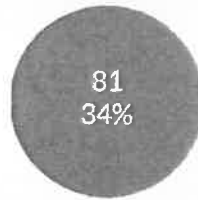


LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: 238

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: 626

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



OTHER GROUPS

GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 2,515

LEVEL 1

374 15%

LEVEL 2

967 38%

LEVEL 3

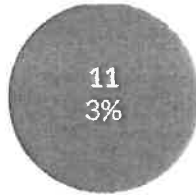
823 33%

LEVEL 4

351 14%

STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 351

LEVEL 1

243 69%

LEVEL 2

97 28%

LEVEL 3

10 3%

LEVEL 4

1 0%

GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 2,838

LEVEL 1

459 16%

LEVEL 2

936 33%

LEVEL 3

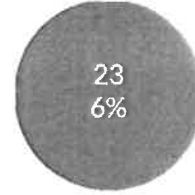
997 35%

LEVEL 4

446 16%

STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 388

LEVEL 1

255 66%

LEVEL 2

110 28%

LEVEL 3

22 6%

LEVEL 4

1 0%

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT

1,185
42%

TOTAL TESTED: 2,841

LEVEL 1

596 | 21%

LEVEL 2

1,060 | 37%

LEVEL 3

833 | 29%

LEVEL 4

352 | 12%

ENGLISH LANGUAGE LEARNERS

PROFICIENT

0
0%

TOTAL TESTED: 25

LEVEL 1

21 | 84%

LEVEL 2

4 | 16%

LEVEL 3

0 | 0%

LEVEL 4

0 | 0%

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT

1,464
46%

TOTAL TESTED: 3,186

LEVEL 1

687 | 22%

LEVEL 2

1,035 | 32%

LEVEL 3

1,017 | 32%

LEVEL 4

447 | 14%

ENGLISH LANGUAGE LEARNERS

PROFICIENT

2
5%

TOTAL TESTED: 40

LEVEL 1

27 | 68%

LEVEL 2

11 | 28%

LEVEL 3

2 | 5%

LEVEL 4

0 | 0%

NOTE ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 2,077

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 789

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



NOTE ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 2,293

LEVEL 1



LEVEL 2



LEVEL 3

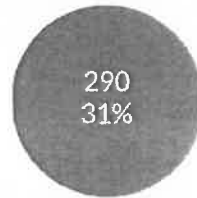


LEVEL 4



ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 933

LEVEL 1



LEVEL 2



LEVEL 3

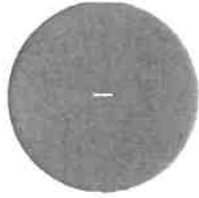


LEVEL 4



NOTMIGRANT

PROFICIENT



TOTAL TESTED: -

LEVEL 1

LEVEL 2

- - - -

LEVEL 3

LEVEL 4

- - - -

MIGRANT

PROFICIENT



TOTAL TESTED: -

LEVEL 1

LEVEL 2

- - - -

LEVEL 3

LEVEL 4

- - - -

NOTMIGRANT

PROFICIENT



TOTAL TESTED: -

LEVEL 1

LEVEL 2

- - - -

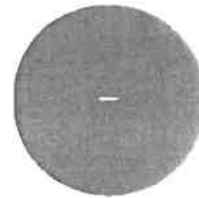
LEVEL 3

LEVEL 4

- - - -

MIGRANT

PROFICIENT



TOTAL TESTED: -

LEVEL 1

LEVEL 2

- - - -

LEVEL 3

LEVEL 4

- - - -

WAPPINGERS CSD GRADES 3-8 MATHEMATICS ASSESSMENT DATA

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

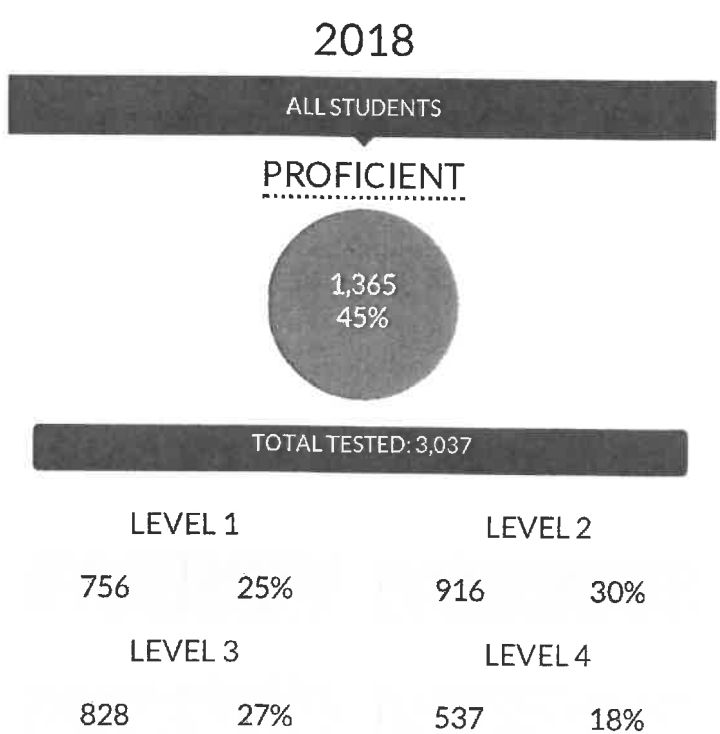
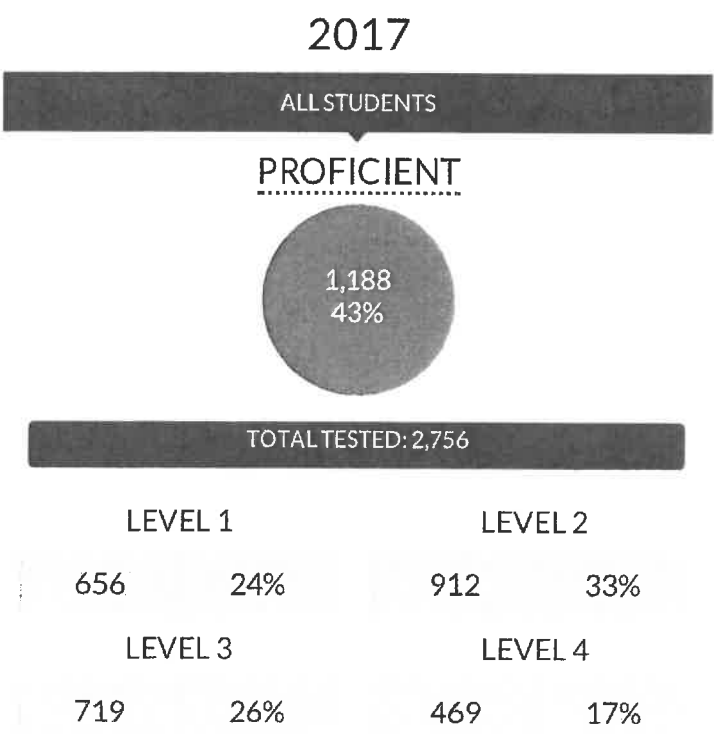
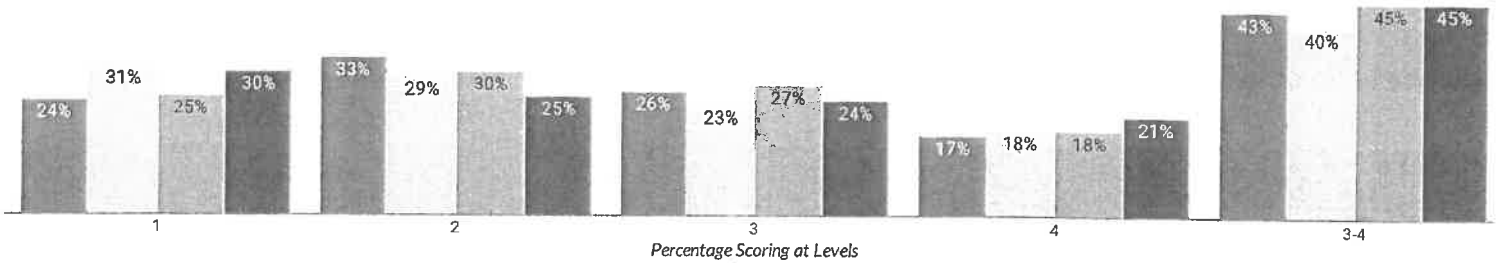
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For more information and additional files, please view the NYSED press release

Due to the State's new two-session test design and performance standards, the 2018 Grades 3-8 ELA and math results cannot be compared with prior-year results. The new baseline established this year will enable comparisons with student scores in 2019 and 2020

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

WAPPINGERS CSD (2017)
 NY STATE (2017)
 WAPPINGERS CSD (2018)
 NY STATE (2018)



BY GENDER

FEMALE

PROFICIENT

544
42%

TOTAL TESTED: 1,302

LEVEL 1

298 23%

LEVEL 2

460 35%

LEVEL 3

338 26%

LEVEL 4

206 16%

MALE

PROFICIENT

644
44%

TOTAL TESTED: 1,454

LEVEL 1

358 25%

LEVEL 2

452 31%

LEVEL 3

381 26%

LEVEL 4

263 18%

FEMALE

PROFICIENT

627
44%

TOTAL TESTED: 1,409

LEVEL 1

341 24%

LEVEL 2

441 31%

LEVEL 3

381 27%

LEVEL 4

246 17%

MALE

PROFICIENT

738
45%

TOTAL TESTED: 1,628

LEVEL 1

415 25%

LEVEL 2

475 29%

LEVEL 3

447 27%

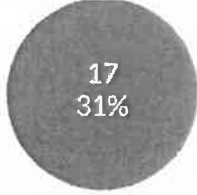
LEVEL 4

291 18%

BY ETHNICITY

MULTIRACIAL

PROFICIENT



TOTAL TESTED: 55

LEVEL 1



LEVEL 2



LEVEL 3

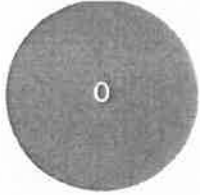


LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: 0

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



MULTIRACIAL

PROFICIENT



TOTAL TESTED: 73

LEVEL 1



LEVEL 2



LEVEL 3

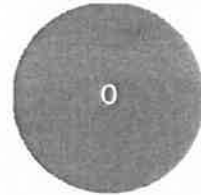


LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: 0

LEVEL 1



LEVEL 2



LEVEL 3

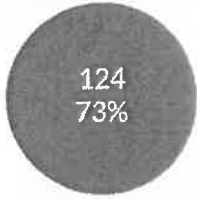


LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 171

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 1,778

LEVEL 1



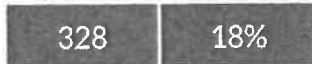
LEVEL 2



LEVEL 3



LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 160

LEVEL 1



LEVEL 2



LEVEL 3

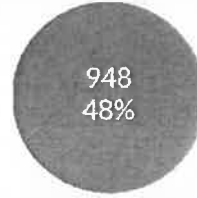


LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 1,960

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: 208

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: 544

LEVEL 1



LEVEL 2



LEVEL 3

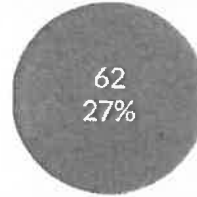


LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: 232

LEVEL 1



LEVEL 2



LEVEL 3

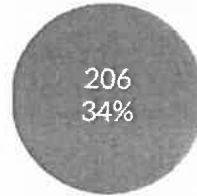


LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: 612

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



OTHER GROUPS

GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 2,407

LEVEL 1

420 17%

LEVEL 2

825 34%

LEVEL 3

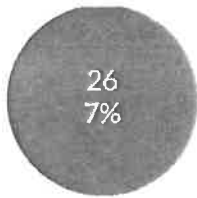
695 29%

LEVEL 4

467 19%

STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 349

LEVEL 1

236 68%

LEVEL 2

87 25%

LEVEL 3

24 7%

LEVEL 4

2 1%

GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 2,669

LEVEL 1

502 19%

LEVEL 2

840 31%

LEVEL 3

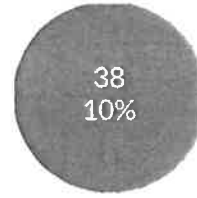
797 30%

LEVEL 4

530 20%

STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 368

LEVEL 1

254 69%

LEVEL 2

76 21%

LEVEL 3

31 8%

LEVEL 4

7 2%

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT

1,184
44%

TOTAL TESTED: 2,718

LEVEL 1

632 | 23%

LEVEL 2

902 | 33%

LEVEL 3

715 | 26%

LEVEL 4

469 | 17%

ENGLISH LANGUAGE LEARNERS

PROFICIENT

4
11%

TOTAL TESTED: 38

LEVEL 1

24 | 63%

LEVEL 2

10 | 26%

LEVEL 3

4 | 11%

LEVEL 4

0 | 0%

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT

1,356
45%

TOTAL TESTED: 2,991

LEVEL 1

729 | 24%

LEVEL 2

906 | 30%

LEVEL 3

819 | 27%

LEVEL 4

537 | 18%

ENGLISH LANGUAGE LEARNERS

PROFICIENT

9
20%

TOTAL TESTED: 46

LEVEL 1

27 | 59%

LEVEL 2

10 | 22%

LEVEL 3

9 | 20%

LEVEL 4

0 | 0%

NOT ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 2,010

LEVEL 1



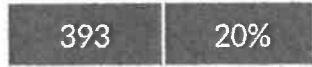
LEVEL 2



LEVEL 3



LEVEL 4



ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 746

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



NOT ECONOMICALLY DISADVANTAGED

PROFICIENT

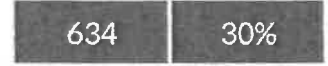


TOTAL TESTED: 2,140

LEVEL 1



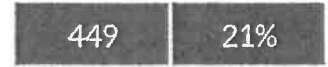
LEVEL 2



LEVEL 3



LEVEL 4



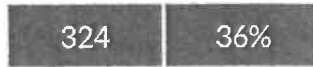
ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 897

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



NOT MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1

LEVEL 2

— — — —

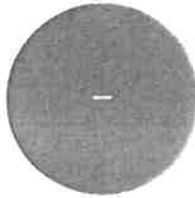
LEVEL 3

LEVEL 4

— — — —

MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1

LEVEL 2

— — — —

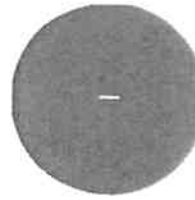
LEVEL 3

LEVEL 4

— — — —

NOT MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1

LEVEL 2

— — — —

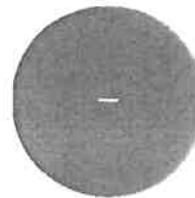
LEVEL 3

LEVEL 4

— — — —

MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1

LEVEL 2

— — — —

LEVEL 3

LEVEL 4

— — — —

GLOSSARY OF TERMS - PATHWAYS DATA

Arts Pathway

Students who satisfied the requirements for a Regents or local diploma by passing a Department Approved Alternative Arts assessment (after the student has been prepared in the associated content) as their +1.

CDOS Pathway

Students who satisfied the requirements for a Regents or local diploma by either completing all the components of the CDOS commencement credential option 1 (program) or option 2 (Department Approved CDOS pathway assessment) as their +1. **Students who received a stand-alone CDOS credential, a Skills & Achievement certificate, or a HSE diploma do NOT get reported with a CDOS pathway; they are not counted as graduates and not included in Pathway reporting.**

CTE Pathway

Students who satisfied the requirements for a Regents or local diploma by successfully completing a Department Approved CTE Program and passing an approved CTE Pathway Assessment as their +1.

Cohort

A group of students who first entered grade 9 in the same school year. See the SIRS Manual for a more complete definition.

Economically Disadvantaged

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

English Language Learners

English Language Learners (ELLs) are those 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 in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Former English Language Learner (ELL)

A student who was identified as an English Language Learner in any of the four years prior to the reported school year and who was exited from the status because they demonstrated proficiency in English.

Gender

Gender (Male or Female) of the student being reported, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

Humanities Alternative Pathway

Students who satisfied the requirements for a Regents or local diploma by passing an Department Approved Alternative assessment in ELA or social studies (after completing a course in the subject) as their +1.

Humanities Pathway

Students who satisfied the requirements for a Regents or local diploma by passing a second Regents exam in social studies (either Global Studies or U.S. History) and after completing a course in the subject as their +1. This is considered the traditional pathway that most students use to meet the requirement for a local or Regents diploma.

Language Other Than English (LOTE) Pathway

Students reported with a Career Path Code of "LOTE" (Language Other Than English). Students who satisfied the requirements for a Regents or local diploma by passing an approved Pathway assessment in a Language Other Than English (LOTE).

Local Diploma

Can only be obtained by students with disabilities with an individualized education program or section 504 Accommodation Plan. For complete information on the requirements for this diploma see Diploma Requirements.

Migrant

A student is a migrant child if the student is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

Pathways (4+1)

In January 2015, the Board of Regents approved regulations establishing multiple, comparably rigorous, assessment pathways to graduation for all students. Under the new "4+1" pathway assessment option, students must take and pass four required Regents exams or Department-approved alternative assessments (one in each of the following subjects: English, math, science, and social studies) and a comparably rigorous assessment for the fifth required exam to graduate.

The fifth (+1) assessment required for graduation may include any one of the following:

- Either an additional Regents examination, or a Department approved alternative, in a different course in social studies or English (Humanities Pathway); or
- One additional Regents examination in a different course in mathematics or science or a Department-approved alternative (STEM Pathway); or
- A pathway assessment approved by the Commissioner in accordance with §100.2(f)(2) of the Commissioner's regulations (which could include a Biliteracy [LOTE] Pathway); or
- A CTE pathway assessment, approved by the Commissioner in accordance with §100.2(mm), following successful completion of a CTE program approved pursuant to §100.5(d)(6) of the regulations (CTE Pathway)
- An arts pathway assessment approved by the Commissioner in accordance with §100.2(mm) (Arts Pathway).

Also available is the CDOS pathway option, where a student may graduate with a high school diploma if the student meets the graduation course and credit requirements established in section 100.5 of the Regulations of the Commissioner of Education; passes four required Regents Exams or Department-approved alternative assessments (one in each of the following subjects: English, mathematics, science, and social studies); and meets the requirements to earn the New York State (NYS) CDOS Commencement Credential.

Race/Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian or Native Hawaiian/Other Pacific Islander:** : A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam; or a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

STEM Pathway with a Concentration in Mathematics

Students who satisfied the requirements for a Regents or local diploma by passing a Regents math assessment or an Department Approved Alternative assessment in math (after completing a course in the subject) as their +1. Prior to SY 2017-18, the two STEM pathways were combined into one code called "STEM." Some students who graduated earlier may display in the downloadable file with this code.

STEM Pathway with a Concentration in Science

Students who satisfied the requirements for a Regents of local diploma by passing a Regents science assessment or a Department Approved Alternative assessment in science (after completing a course in the subject) as their +1. Prior to SY 2017-18, the two STEM pathways were combined into one code called "STEM." Some students who graduated earlier may display in the downloadable file with this code.

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WAPPINGERS CSD GRADUATION PATHWAYS DATA

The Board of Regents approved regulations establishing multiple, comparably rigorous assessment pathways to graduation for all students. The recently approved regulations recognize the importance of engaging students' interests in rigorous and relevant academic programs in the Arts; Languages other than English (LOTE)/Biliteracy; Career and Technical Education (CTE); Humanities; Science, Technology, Engineering and Mathematics (STEM); and Career Developmental Occupational Studies (CDOS). The revised regulation allows students to use a passing score on an approved pathway assessment or successful completion of program requirements for the CDOS credential toward meeting the assessment requirements for graduation.

Complete information on the types of diploma credentials which can be earned and the criteria for each.

Additional information on Graduation Pathways can be found on the Curriculum and Instruction site.

PATHWAYS FOR ALL STUDENTS

TOTAL GRADUATES IN COHORT: 898

HUMANITIES		HUMANITIES ALTERNATIVE	
875	97%	0	0%
ARTS		CAREER AND TECHNICAL EDUCATION	
0	0%	7	1%
MATH		SCIENCE	
1	0%	7	1%
CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES		LANGUAGES OTHER THAN ENGLISH	
8	1%	0	0%

PATHWAYS FOR FEMALE STUDENTS

TOTAL GRADUATES IN COHORT: 441

HUMANITIES		HUMANITIES ALTERNATIVE	
426	97%	0	0%
ARTS		CAREER AND TECHNICAL EDUCATION	
0	0%	6	1%
MATH		SCIENCE	
1	0%	4	1%
CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES		LANGUAGES OTHER THAN ENGLISH	
4	1%	0	0%

PATHWAYS FOR MALE STUDENTS

TOTAL GRADUATES IN COHORT: 457

HUMANITIES			HUMANITIES ALTERNATIVE		
449		98%	0		0%
ARTS			CAREER AND TECHNICAL EDUCATION		
0		0%	1		0%
MATH			SCIENCE		
0		0%	3		1%
CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES			LANGUAGES OTHER THAN ENGLISH		
4		1%	0		0%

PATHWAYS FOR MULTIRACIAL STUDENTS

TOTAL GRADUATES IN COHORT: 6

HUMANITIES			HUMANITIES ALTERNATIVE		
6		100%	0		0%
ARTS			CAREER AND TECHNICAL EDUCATION		
0		0%	0		0%
MATH			SCIENCE		
0		0%	0		0%
CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES			LANGUAGES OTHER THAN ENGLISH		
0		0%	0		0%

PATHWAYS FOR AMERICAN INDIAN OR ALASKA NATIVE STUDENTS

TOTAL GRADUATES IN COHORT: 0

HUMANITIES			HUMANITIES ALTERNATIVE		
0		0%	0		0%
ARTS			CAREER AND TECHNICAL EDUCATION		
0		0%	0		0%
MATH			SCIENCE		
0		0%	0		0%
CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES			LANGUAGES OTHER THAN ENGLISH		
			0		0%

0 0%

PATHWAYS FOR ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER STUDENTS

TOTAL GRADUATES IN COHORT: 56

HUMANITIES		HUMANITIES ALTERNATIVE	
56	100%	0	0%
ARTS		CAREER AND TECHNICAL EDUCATION	
0	0%	0	0%
MATH		SCIENCE	
0	0%	0	0%
CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES		LANGUAGES OTHER THAN ENGLISH	
0	0%	0	0%

PATHWAYS FOR WHITE STUDENTS

TOTAL GRADUATES IN COHORT: 672

HUMANITIES		HUMANITIES ALTERNATIVE	
656	98%	0	0%
ARTS		CAREER AND TECHNICAL EDUCATION	
0	0%	4	1%
MATH		SCIENCE	
1	0%	4	1%
CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES		LANGUAGES OTHER THAN ENGLISH	
7	1%	0	0%

PATHWAYS FOR BLACK OR AFRICAN AMERICAN STUDENTS

TOTAL GRADUATES IN COHORT: 60

HUMANITIES		HUMANITIES ALTERNATIVE	
58	97%	0	0%
ARTS		CAREER AND TECHNICAL EDUCATION	
0	0%	2	3%

	MATH		SCIENCE	
0	0%	0	0%	
CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES			LANGUAGES OTHER THAN ENGLISH	
0	0%	0	0%	

PATHWAYS FOR HISPANIC OR LATINO STUDENTS

TOTAL GRADUATES IN COHORT: 104

	HUMANITIES		HUMANITIES ALTERNATIVE	
99	95%	0	0%	
	ARTS		CAREER AND TECHNICAL EDUCATION	
0	0%	1	1%	
	MATH		SCIENCE	
0	0%	3	3%	
CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES			LANGUAGES OTHER THAN ENGLISH	
1	1%	0	0%	

PATHWAYS FOR GENERAL-EDUCATION STUDENTS

TOTAL GRADUATES IN COHORT: 802

	HUMANITIES		HUMANITIES ALTERNATIVE	
792	99%	0	0%	
	ARTS		CAREER AND TECHNICAL EDUCATION	
0	0%	4	0%	
	MATH		SCIENCE	
0	0%	4	0%	
CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES			LANGUAGES OTHER THAN ENGLISH	
2	0%	0	0%	

PATHWAYS FOR STUDENTS WITH DISABILITIES

TOTAL GRADUATES IN COHORT: 96

HUMANITIES

HUMANITIES ALTERNATIVE

83		86%	0	0%
	ARTS		CAREER AND TECHNICAL EDUCATION	
0		0%	3	3%
	MATH		SCIENCE	
1		1%	3	3%
CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES			LANGUAGES OTHER THAN ENGLISH	
6		6%	0	0%

PATHWAYS FOR NON-ENGLISH LANGUAGE LEARNERS STUDENTS

TOTAL GRADUATES IN COHORT: 896

HUMANITIES			HUMANITIES ALTERNATIVE	
873		97%	0	0%
	ARTS		CAREER AND TECHNICAL EDUCATION	
0		0%	7	1%
	MATH		SCIENCE	
1		0%	7	1%
CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES			LANGUAGES OTHER THAN ENGLISH	
8		1%	0	0%

PATHWAYS FOR ENGLISH LANGUAGE LEARNERS STUDENTS

TOTAL GRADUATES IN COHORT: 2

HUMANITIES			HUMANITIES ALTERNATIVE	
2		100%	0	0%
	ARTS		CAREER AND TECHNICAL EDUCATION	
0		0%	0	0%
	MATH		SCIENCE	
0		0%	0	0%
CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES			LANGUAGES OTHER THAN ENGLISH	
0		0%	0	0%

PATHWAYS FOR NOT ECONOMICALLY DISADVANTAGED STUDENTS

TOTAL GRADUATES IN COHORT: 718

Pathway	Count	Percentage	Pathway	Count	Percentage
HUMANITIES	703	98%	HUMANITIES ALTERNATIVE	0	0%
ARTS	0	0%	CAREER AND TECHNICAL EDUCATION	3	0%
MATH	0	0%	SCIENCE	4	1%
CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES	8	1%	LANGUAGES OTHER THAN ENGLISH	0	0%

PATHWAYS FOR ECONOMICALLY DISADVANTAGED STUDENTS

TOTAL GRADUATES IN COHORT: 180

Pathway	Count	Percentage	Pathway	Count	Percentage
HUMANITIES	172	96%	HUMANITIES ALTERNATIVE	0	0%
ARTS	0	0%	CAREER AND TECHNICAL EDUCATION	4	2%
MATH	1	1%	SCIENCE	3	2%
CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES	0	0%	LANGUAGES OTHER THAN ENGLISH	0	0%

PATHWAYS FOR NOT MIGRANT STUDENTS

TOTAL GRADUATES IN COHORT: 898

Pathway	Count	Percentage	Pathway	Count	Percentage
HUMANITIES	875	97%	HUMANITIES ALTERNATIVE	0	0%
ARTS	0	0%	CAREER AND TECHNICAL EDUCATION	7	1%
MATH			SCIENCE		

1	0%	7	1%
CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES		LANGUAGES OTHER THAN ENGLISH	
8	1%	0	0%

PATHWAYS FOR MIGRANT STUDENTS

TOTAL GRADUATES IN COHORT: 0

	HUMANITIES		HUMANITIES ALTERNATIVE
0	0%	0	0%
	ARTS		CAREER AND TECHNICAL EDUCATION
0	0%	0	0%
	MATH		SCIENCE
0	0%	0	0%
CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES		LANGUAGES OTHER THAN ENGLISH	
0	0%	0	0%

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GLOSSARY OF TERMS - GRADUATION RATE DATA

Cohort

A group of students who first entered grade 9 in the same school year. See the SIRS Manual for a more complete definition.

Dropouts

Students whose last enrollment record indicated they dropped out of school.

Economically Disadvantaged

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

English Language Learners

English Language Learners (ELLs) are those 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 in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Former English Language Learner (ELL)

A student who was identified as an English Language Learner in any of the four years prior to the reported school year and who was exited from the status because they demonstrated proficiency in English.

GED (HSE) Transfer

Students whose last enrollment record indicated they transferred to an Approved Alternative HS Equivalency Program.

Gender

Gender (Male or Female) of the student being reported, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

Local Diploma

Can only be obtained by students with disabilities with an individualized education program or section 504 Accommodation Plan. For complete information on the requirements for this diploma see Diploma Requirements.

Migrant

A student is a migrant child if the student is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

Non-Diploma Credentials

This commencement option includes Career Development and Occupational Studies (CDOS), Skills and Achievement credentials, and previously earned Individualized Education Program (IEP) Diplomas. IEP Diplomas were discontinued after the 2012-13 school year.

Race/Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

- **Asian or Native Hawaiian/Other Pacific Islander:** : A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam; or a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Regents Diploma

Requires a student pass a minimum of 5 Regents examinations in addition to meeting course and credit requirements. For complete information on the requirements for this diploma see Diploma Requirements.

Regents with Advanced Designation

Requires a student pass a minimum of 8 Regents examinations in addition to meeting course and credit requirements. For complete information on the requirements for this diploma see Diploma Requirements.

Still Enrolled

Students whose last enrollment record indicated they were still enrolled in high school.

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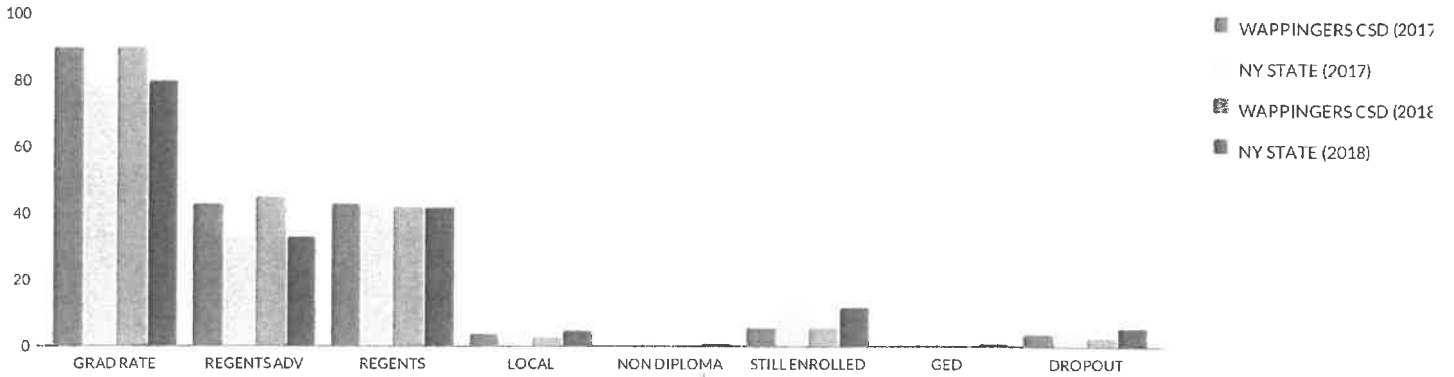
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WAPPINGERS CSD GRADUATION RATE DATA 4 YEAR OUTCOME AS OF JUNE

Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - June. The Graduation Rate Data of high school as of the 4th year-August, the 5th year-June, and the 6th year-June are also calculated and available using the "Filter this data" function, below

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

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



2017

ALL STUDENTS

GRAD RATE



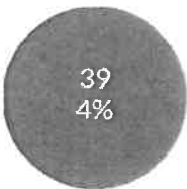
REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 986

NON DIPLOMA CRED

4 0%

STILL ENROLLED

59 6%

GED TRANSFER

3 0%

DROPOUT

35 4%

2018

ALL STUDENTS

GRAD RATE



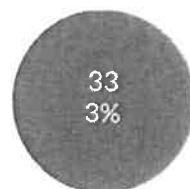
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 997

NON DIPLOMA CRED

3 0%

STILL ENROLLED

60 6%

GED TRANSFER

3 0%

DROPOUT

31 3%

BY GENDER

FEMALE

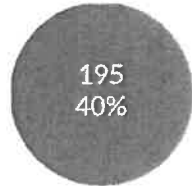
GRAD RATE



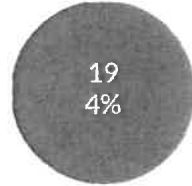
REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 483

NON DIPLOMA CRED

0 0%

STILL ENROLLED

25 5%

GED TRANSFER

2 0%

DROPOUT

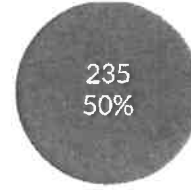
11 2%

FEMALE

GRAD RATE



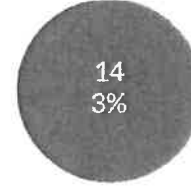
REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 466

NON DIPLOMA CRED

1 0%

STILL ENROLLED

14 3%

GED TRANSFER

1 0%

DROPOUT

8 2%

MALE

GRAD RATE



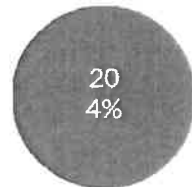
REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 503

NON DIPLOMA CRED

4 1%

STILL ENROLLED

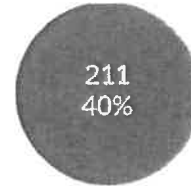
34 7%

MALE

GRAD RATE



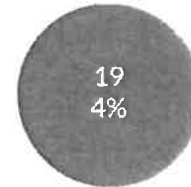
REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 531

NON DIPLOMA CRED

2 0%

STILL ENROLLED

46 9%

GED TRANSFER

1

0%

DROPOUT

24

5%

GED TRANSFER

2

0%

DROPOUT

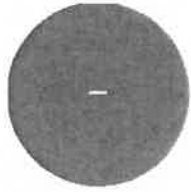
23

4%

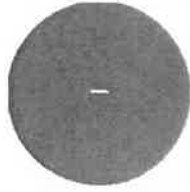
BY ETHNICITY

MULTIRACIAL

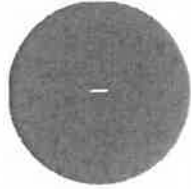
GRAD RATE



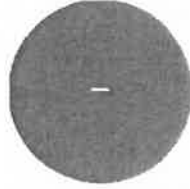
REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS: -

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

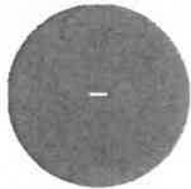


DROPOUT

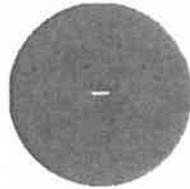


AMERICAN INDIAN OR ALASKA NATIVE

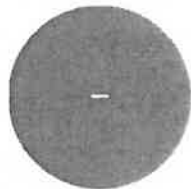
GRAD RATE



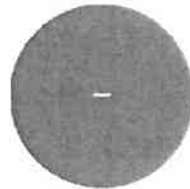
REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS: -

NON DIPLOMA CRED



STILL ENROLLED

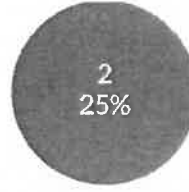


MULTIRACIAL

GRAD RATE



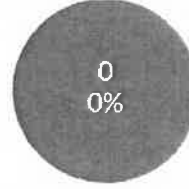
REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 8

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

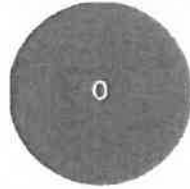


DROPOUT

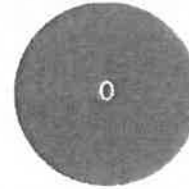


AMERICAN INDIAN OR ALASKA NATIVE

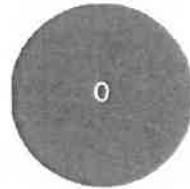
GRAD RATE



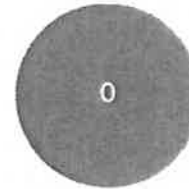
REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS: 0

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

-	-
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DROPOUT

-	-
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GED TRANSFER

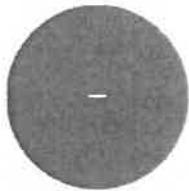
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DROPOUT

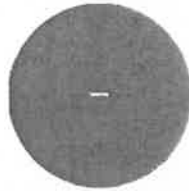
0	0%
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ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

GRAD RATE



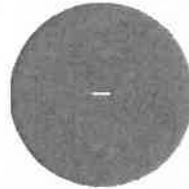
REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS: -

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



WHITE

GRAD RATE



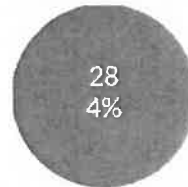
REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 720

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

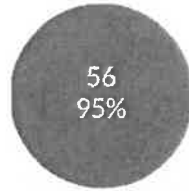


DROPOUT

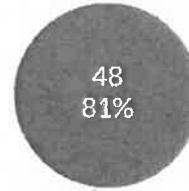


ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

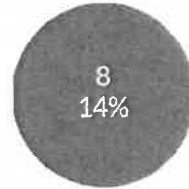
GRAD RATE



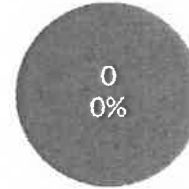
REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 59

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

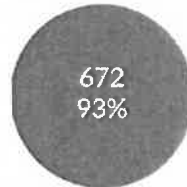


DROPOUT

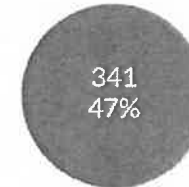


WHITE

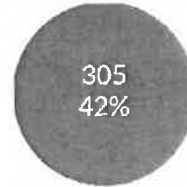
GRAD RATE



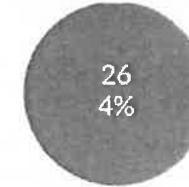
REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 726

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



BLACK OR AFRICAN AMERICAN

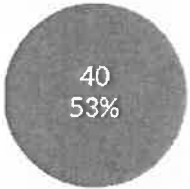
GRAD RATE



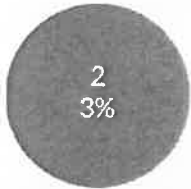
REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 76

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



HISPANIC OR LATINO

GRAD RATE



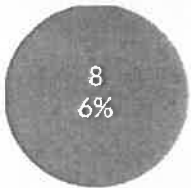
REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 131

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT

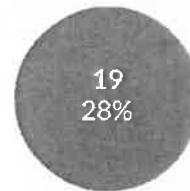


BLACK OR AFRICAN AMERICAN

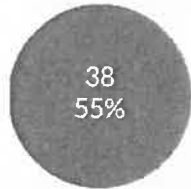
GRAD RATE



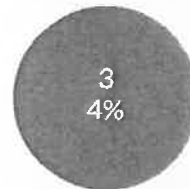
REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 69

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT

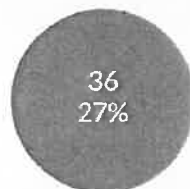


HISPANIC OR LATINO

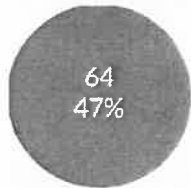
GRAD RATE



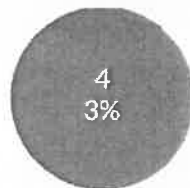
REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 135

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



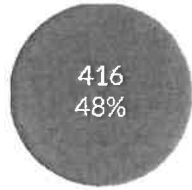
OTHER GROUPS

GENERAL-EDUCATION STUDENTS

GRAD RATE



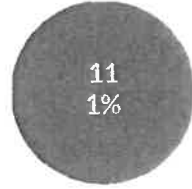
REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 864

NON DIPLOMA CRED

0 0%

STILL ENROLLED

36 4%

GED TRANSFER

1 0%

DROPOUT

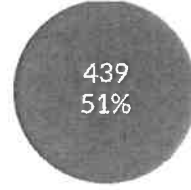
28 3%

GENERAL-EDUCATION STUDENTS

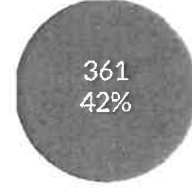
GRAD RATE



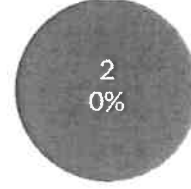
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 860

NON DIPLOMA CRED

0 0%

STILL ENROLLED

36 4%

GED TRANSFER

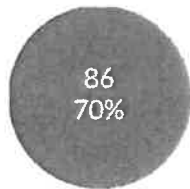
1 0%

DROPOUT

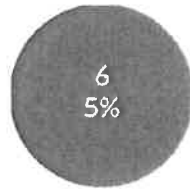
20 2%

STUDENTS WITH DISABILITIES

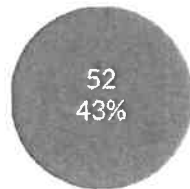
GRAD RATE



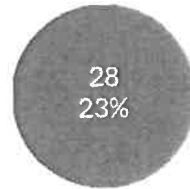
REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 122

NON DIPLOMA CRED

4 3%

STILL ENROLLED

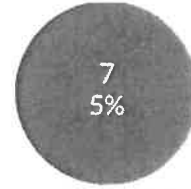
23 19%

STUDENTS WITH DISABILITIES

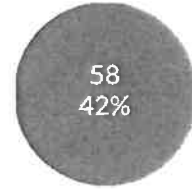
GRAD RATE



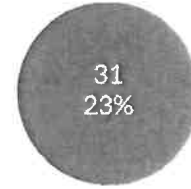
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 137

NON DIPLOMA CRED

3 2%

STILL ENROLLED

24 18%

GED TRANSFER

2 2%

DROPOUT

7 6%

GED TRANSFER

2 1%

DROPOUT

11 8%

NON-ENGLISH LANGUAGE LEARNERS

GRAD RATE



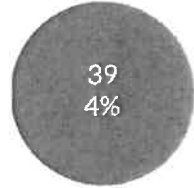
REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 978

NON DIPLOMA CRED

4 0%

STILL ENROLLED

54 6%

GED TRANSFER

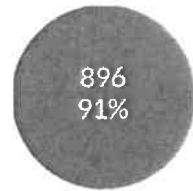
3 0%

DROPOUT

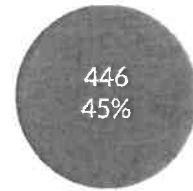
32 3%

NON-ENGLISH LANGUAGE LEARNERS

GRAD RATE



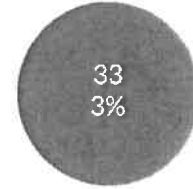
REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 986

NON DIPLOMA CRED

3 0%

STILL ENROLLED

54 5%

GED TRANSFER

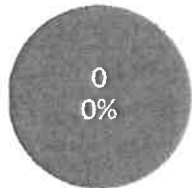
3 0%

DROPOUT

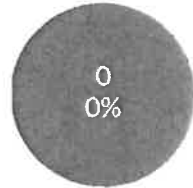
28 3%

ENGLISH LANGUAGE LEARNERS

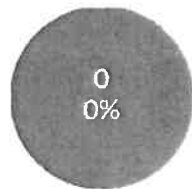
GRAD RATE



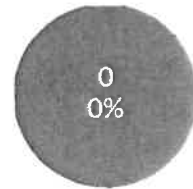
REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 8

NON DIPLOMA CRED

0 0%

STILL ENROLLED

5 63%

GED TRANSFER

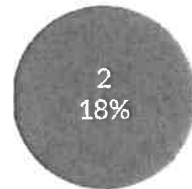
0 0%

DROPOUT

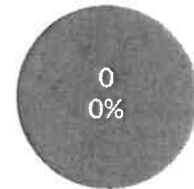
3 38%

ENGLISH LANGUAGE LEARNERS

GRAD RATE



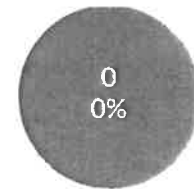
REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 11

NON DIPLOMA CRED

0 0%

STILL ENROLLED

6 55%

GED TRANSFER

0 0%

DROPOUT

3 27%

NOTECONOMICALLY DISADVANTAGED

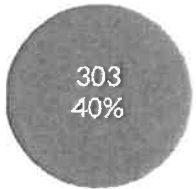
GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 763

NON DIPLOMA CRED

1 0%

STILL ENROLLED

32 4%

GED TRANSFER

2 0%

DROPOUT

19 2%

ECONOMICALLY DISADVANTAGED

GRAD RATE



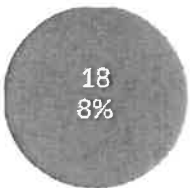
REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 223

NON DIPLOMA CRED

3 1%

STILL ENROLLED

27 12%

GED TRANSFER

1 0%

DROPOUT

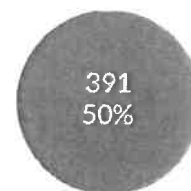
16 7%

NOTECONOMICALLY DISADVANTAGED

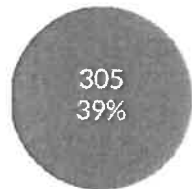
GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 776

NON DIPLOMA CRED

1 0%

STILL ENROLLED

40 5%

GED TRANSFER

1 0%

DROPOUT

15 2%

ECONOMICALLY DISADVANTAGED

GRAD RATE



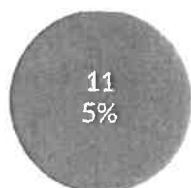
REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 221

NON DIPLOMA CRED

2 1%

STILL ENROLLED

20 9%

GED TRANSFER

2 1%

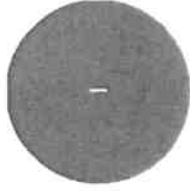
DROPOUT

16 7%

NOT MIGRANT

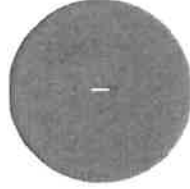
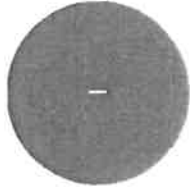
GRAD RATE

REGENTS WITH A...



REGENTS DIPLOM..

LOCAL DIPLOMA



TOTAL STUDENTS: -

NON DIPLOMA CRED

STILL ENROLLED

- -

- -

GED TRANSFER

DROPOUT

- -

- -

MIGRANT

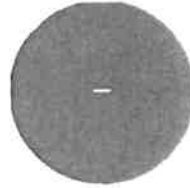
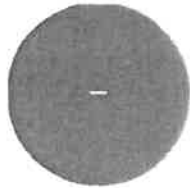
GRAD RATE

REGENTS WITH A...



REGENTS DIPLOM..

LOCAL DIPLOMA



TOTAL STUDENTS: -

NON DIPLOMA CRED

STILL ENROLLED

- -

- -

GED TRANSFER

DROPOUT

- -

- -

NOT MIGRANT

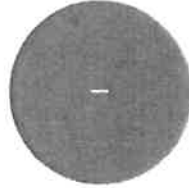
GRAD RATE

REGENTS WITH A...



REGENTS DIPLOM..

LOCAL DIPLOMA



TOTAL STUDENTS: -

NON DIPLOMA CRED

STILL ENROLLED

- -

- -

GED TRANSFER

DROPOUT

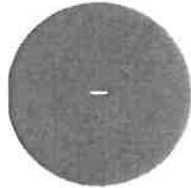
- -

- -

MIGRANT

GRAD RATE

REGENTS WITH A...



REGENTS DIPLOM..

LOCAL DIPLOMA



TOTAL STUDENTS: -

NON DIPLOMA CRED

STILL ENROLLED

- -

- -

GED TRANSFER

DROPOUT

- -

- -

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Property Tax Report Card
132101 - WAPPINGERS CSD

2018-2019 - Page 1
Official - as of 04/22/2019 09:25 AM

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

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

Please also submit an electronic version (PDF or Word) of your school district's 2019-20 Budget Notice to: emscmgt@nysed.gov. This will enable us to help correct any formula or data entry discrepancy quickly.

Form Due - April 29, 2019

Form Preparer Name: KRISTEN CRANDALL
 Preparer's Telephone Number: 845-298-5000

Shaded Fields Will Calculate	Budgeted 2018-19 (A)	Proposed Budget 2019-20 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	231,312,631	234,950,988	1.57 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	165,627,869	169,171,293	
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)	165,627,869	169,171,293	2.14 %
F. Permissible Exclusions to the School Tax Levy Limit	3,325,077	2,241,170	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	162,302,792	166,930,123	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	162,302,792	166,930,123	
I. Difference: (G-H);(negative value requires 60.0% voter approval) ²	0	0	
Public School Enrollment	10,834	10,668	-1.53 %
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 2019-20, includes any carryover from 2018-19 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)
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Adjusted Restricted Fund Balance	424,000	500,000
Assigned Appropriated Fund Balance	5,200,000	5,100,000
Adjusted Unrestricted Fund Balance	8,950,000	9,250,000
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	3.87%	3.94%

Schedule of Reserve Funds

Reserve Type	Reserve 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 (Limit 200 Characters)**
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Note: Be sure to click on the Save button at the bottom after each additional Reserve you add under Capital, Property Loss, Liability, or Other Reserve.

Capital		For the cost of any object or purpose for which bonds may be issued.	<input type="text"/>	<input type="text"/>	
Repair	REPAIR RESERVE	For the cost of repairs to capital improvements or equipment.	331,793	330,009	No plans for usage at this time.
Workers Compensation		For self-insured Workers Compensation and benefits.	<input type="text"/>	<input type="text"/>	
Unemployment Insurance		For reimbursement to the State Unemployment Insurance Fund.	<input type="text"/>	<input type="text"/>	
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.	<input type="text"/>	<input type="text"/>	
Mandatory Reserve for Debt Service		For proceeds from the sale of district capital assets or improvement, restricted to debt service.	<input type="text"/>	<input type="text"/>	
Insurance		For liability, casualty, and other types of uninsured losses.	<input type="text"/>	<input type="text"/>	
Property Loss	PROPERTY LOSS & LIABILITY	To cover property loss.	42,286	41,713	No plans for usage at this time.
Liability		To cover incurred liability claims.	<input type="text"/>	<input type="text"/>	
Tax Certiorari		For tax certiorari settlements.	<input type="text"/>	<input type="text"/>	
Reserve for Insurance Recoveries		For unexpended proceeds of insurance	<input type="text"/>	<input type="text"/>	

recoveries at fiscal year end.

Employee Benefit Accrued Liability

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

Retirement Contribution

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

Reserve for Uncollected Taxes

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

Single Other Reserve + (add)

*** NYSED Reserve Guidance:**

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

OSC Reserve Guidance:

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

****Provide a brief, but specific, statement of the planned use and appropriation for the reserve in SY 2019-20. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.**

Save	Reset	Save & Ready
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WAPPINGERS CENTRAL SCHOOL DISTRICT
ADMINISTRATIVE COMPENSATION DISCLOSURE STATEMENT FOR 2019-2020

Chapter 474 of the Laws of 1996 includes a provision for the publication of compensation information for all Superintendents, Deputy, Associate or Assistant Superintendents, and other administrators whose annual salary exceeds a designated dollar amount (\$138,000 for 2019-2020), as part of the annual school district budget process. The information listed below responds to this requirement.

School District Profile

The Wappingers Central School District

- serves over 10,691 enrolled students and is the 8th largest of the over 800 school districts in New York State;
- employs approximately 878 certified teachers, 50 certified staff and over 1,370 support staff;
- has a total general fund budget of approximately \$231 million (2018-2019);
- has 15 school building and 5 other facilities comprising a total of approximately 1,512,000 square feet with a fixed asset value of over \$3 billion;
- operates a student transportation fleet of 262 school vehicles, transporting over 118,00 students approximately 3 million miles per year covering a school district area of approximately 120 square miles, serving 132 different school locations and programs on 750 routes in and out of district.

Superintendent of Schools

José Carrión

Compensation

Annual Salary:	\$225,981
Annualized Cost of Benefits:	\$ 64,190
Other Compensation:	\$ 3,425

Deputy Superintendent for Human Resources and Labor Relations

Dwight Bonk, Ed.D.

Compensation

Annual Salary:	\$183,090
Annualized Cost of Benefits:	\$ 57,109
Other Compensation:	\$ 4,000

Assistant Superintendent for Curriculum & Instruction

Michelle Cardwell, Ed.D.

Compensation

Annual Salary:	\$172,301
Annualized Cost of Benefits:	\$ 55,327
Other Compensation:	\$ 4,000

Assistant Superintendent for Compliance & Information Systems

Daren Lolkema

Compensation

Annual Salary:	\$170,693
Annualized Cost of Benefits:	\$ 58,430
Other Compensation:	\$ 4,000

Assistant Superintendent for Special Education & Support Services

Richard Zipp

Compensation

Annual Salary:	\$163,654
Annualized Cost of Benefits:	\$ 53,900
Other Compensation:	\$ 4,000

Assistant Superintendent for Finance & Business Development

Kristen Crandall

Compensation

Annual Salary:	\$164,209
Annualized Cost of Benefits:	\$ 53,991
Other Compensation:	\$ 4,000

WAPPINGERS CENTRAL SCHOOL DISTRICT
ADMINISTRATIVE COMPENSATION DISCLOSURE STATEMENT FOR 2019-2020

Chapter 474 of the Laws of 1996 includes a provision for the publication of compensation information for all Superintendents, Deputy, Associate or Assistant Superintendents, and other administrators whose annual salary exceeds a designated dollar amount (\$138,000 for 2019-2020), as part of the annual school district budget process. The information listed below responds to this requirement.

Continued

Administrator	Position	Educational Experience	Annual Salary 2019-2020
Dr. Steven Shuchat	Principal, Van Wyck Junior High School	36 years	\$153,903
Dr. Andrew McNally	Principal, Fishkill Elementary	32 years	\$150,897
Richard Dominick	Principal, Vassar Road Elementary	24 years	\$140,046
Angelina Alvarez-Rooney	Principal, Oak Grove Elementary	23 years	\$139,819
David Kedzielawa	Principal, John Jay High School	12 years	\$143,080
David Seipp	Principal, Roy C. Ketcham High School	9 years	\$146,000

Equalized Total Assessed Value 10,059,966,417

School District - 135601 Wappingers CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	35	12,349,100	0.12
12360	NYS ENVIRON'L FACILITIES CORP	RPTL 412	6	1,579,100	0.02
13100	CO - GENERALLY	RPTL 406(1)	26	21,055,155	0.21
13500	TOWN - GENERALLY	RPTL 406(1)	234	113,480,060	1.13
13570	TOWN O/S LIMITS - SPECIFIED US	RPTL 406(2)	1	10,000	0.00
13650	VG - GENERALLY	RPTL 406(1)	45	12,751,600	0.13
13740	VG O/S LIMITS - SEWER OR WATER	RPTL 406(3)	8	1,205,220	0.01
13800	SCHOOL DISTRICT	RPTL 408	29	219,626,200	2.18
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	10	4,426,500	0.04
14100	USA - GENERALLY	RPTL 400(1)	46	4,470,079	0.04
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	12	186,011,100	1.85
19950	MUNICIPAL RAILROAD	RPTL 456	9	16,461,000	0.16
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	13	3,593,700	0.04
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	76	103,618,953	1.03
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	3	3,525,000	0.04
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	6	5,452,200	0.05
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	10	13,370,000	0.13
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	19	7,489,200	0.07
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	22	49,268,700	0.49
26050	AGRICULTURAL SOCIETY	RPTL 450	3	1,796,250	0.02
26100	VETERANS ORGANIZATION	RPTL 452	3	669,455	0.01
26250	HISTORICAL SOCIETY	RPTL 444	1	60,000	0.00
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	28	15,131,580	0.15
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	20	5,701,350	0.06
29500	PERFORMING ARTS BUILDING	RPTL 427	1	512,000	0.01
32300	NYS LAND TAXABLE FOR SCHOOL ON	RPTL 536	2	3,020	0.00
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	1,618	19,269,180	0.19
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	1,083	21,501,820	0.21
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	404	12,922,378	0.13
41160	COLD WAR VETERANS (15%)	RPTL 458-b	16	192,000	0.00
41164	COLD WAR VETERANS (15%)	RPTL 458-b	239	2,867,235	0.03
41174	COLD WAR VETERANS (DISABLED)	RPTL 458-b	17	437,000	0.00
41400	CLERGY	RPTL 460	6	9,000	0.00

Equalized Total Assessed Value 10,059,966,417

School District - 135601 Wappingers CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41700	AGRICULTURAL BUILDING	RPTL 483	4	794,900	0.01
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	106	38,512,573	0.38
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	16	1,216,810	0.01
41800	PERSONS AGE 65 OR OVER	RPTL 467	297	29,591,714	0.29
41804	PERSONS AGE 65 OR OVER	RPTL 467	332	25,902,897	0.26
41806	PERSONS AGE 65 OR OVER	RPTL 467	19	1,480,780	0.01
41834	ENHANCED STAR	RPTL 425	3,465	285,219,025	2.84
41854	BASIC STAR 1999-2000	RPTL 425	13,287	504,315,655	5.01
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	19	2,374,900	0.02
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	25	2,675,145	0.03
41935	DISABILITIES AND LIMITED INCOM	RPTL 459-c	12	1,293,950	0.01
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	4	19,700	0.00
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	1	0	0.00
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	3	1,041,607	0.01
47610	BUSINESS INVESTMENT PROPERTY F	RPTL 485-b	5	5,795,900	0.06
47616	BUSINESS INVESTMENT PROPERTY F	RPTL 485-b	2	962,000	0.01
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	249	3,479,845	0.03
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	2	345,200	0.00
Total Exemptions Exclusive of System Exemptions:			21,897	1,765,492,536	17.55
Total System Exemptions:			2	345,200	0.00
Totals:			21,899	1,765,837,736	17.55

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

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

Equalized Total Assessed Value 3,642,874,136

School District - 135601 Wappingers CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	29	3,395,800	0.09
12360	NYS ENVIRON'L FACILITIES CORP	RPTL 412	4	1,204,100	0.03
13100	CO - GENERALLY	RPTL 406(1)	6	637,500	0.02
13500	TOWN - GENERALLY	RPTL 406(1)	87	19,311,200	0.53
13800	SCHOOL DISTRICT	RPTL 408	5	90,347,600	2.48
14100	USA - GENERALLY	RPTL 400(1)	45	1,495,079	0.04
19950	MUNICIPAL RAILROAD	RPTL 456	2	1,254,000	0.03
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	5	1,431,800	0.04
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	16	37,483,900	1.03
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	4	2,228,000	0.06
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	4	10,479,700	0.29
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	14	7,720,980	0.21
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	9	747,600	0.02
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	442	5,304,000	0.15
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	300	6,000,000	0.16
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	131	4,398,540	0.12
41160	COLD WAR VETERANS (15%)	RPTL 458-b	3	36,000	0.00
41164	COLD WAR VETERANS (15%)	RPTL 458-b	76	912,000	0.03
41174	COLD WAR VETERANS (DISABLED)	RPTL 458-b	5	148,840	0.00
41400	CLERGY	RPTL 460	2	3,000	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	1	33,000	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	63	32,366,713	0.89
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	9	453,860	0.01
41800	PERSONS AGE 65 OR OVER	RPTL 467	59	7,202,860	0.20
41804	PERSONS AGE 65 OR OVER	RPTL 467	57	5,441,271	0.15
41834	ENHANCED STAR	RPTL 425	874	73,405,169	2.02
41854	BASIC STAR 1999-2000	RPTL 425	4,817	182,131,940	5.00
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	7	1,123,900	0.03
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	6	1,149,275	0.03
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	4	19,700	0.00
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	1	245,361	0.01
47616	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	2	962,000	0.03
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	13	424,095	0.01

NYS - Real Property System
 County of Dutchess
 Town of East Fishkill
 SWIS Code - 132800

Assessor's Report - 2018 - Prior Year File
 S495 Exemption Impact Report
 School Detail Report

RPS221/V04/L001
 Date/Time - 3/19/2019 14:49:49
 Total Assessed Value 3,642,874,136
 Uniform Percentage 100.00

Equalized Total Assessed Value 3,642,874,136

School District - 135601 Wappingers CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	43,700	0.00
Total Exemptions Exclusive of System Exemptions:			7,102	499,498,783	13.71
Total System Exemptions:			1	43,700	0.00
Totals:			7,103	499,542,483	13.71

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

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

Equalized Total Assessed Value 417,580,628

School District - 135601 Wappingers CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13650	VG - GENERALLY	RPTL 406(1)	15	5,047,900	1.21
13740	VG O/S LIMITS - SEWER OR WATER	RPTL 406(3)	1	500,000	0.12
13800	SCHOOL DISTRICT	RPTL 408	6	3,507,600	0.84
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	9	59,163,100	14.17
19950	MUNICIPAL RAILROAD	RPTL 456	1	1,500,000	0.36
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	236,300	0.06
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	12	5,730,800	1.37
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	1,400,000	0.34
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	36	431,910	0.10
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	25	499,850	0.12
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	5	143,565	0.03
41164	COLD WAR VETERANS (15%)	RPTL 458-b	3	36,000	0.01
41800	PERSONS AGE 65 OR OVER	RPTL 467	17	1,419,300	0.34
41804	PERSONS AGE 65 OR OVER	RPTL 467	14	927,165	0.22
41834	ENHANCED STAR	RPTL 425	102	8,192,980	1.96
41854	BASIC STAR 1999-2000	RPTL 425	196	7,357,840	1.76
41935	DISABILITIES AND LIMITED INCOM	RPTL 459-c	2	190,350	0.05
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	1	9,200	0.00
Total Exemptions Exclusive of System Exemptions:			447	96,293,860	23.06
Total System Exemptions:			0	0	0.00
Totals:			447	96,293,860	23.06

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

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

Equalized Total Assessed Value 1,723,557,317

School District - 135601 Wappingers CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	3	8,278,800	0.48
13100	CO - GENERALLY	RPTL 406(1)	1	85,400	0.00
13500	TOWN - GENERALLY	RPTL 406(1)	25	20,059,520	1.16
13650	VG - GENERALLY	RPTL 406(1)	1	80,000	0.00
13740	VG O/S LIMITS - SEWER OR WATER	RPTL 406(3)	7	705,220	0.04
13800	SCHOOL DISTRICT	RPTL 408	5	10,286,000	0.60
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	110,000,000	6.38
19950	MUNICIPAL RAILROAD	RPTL 456	1	2,800,000	0.16
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	4	1,140,600	0.07
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	4	13,601,500	0.79
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	9	12,040,000	0.70
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	1	320,400	0.02
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	8	30,820,000	1.79
26050	AGRICULTURAL SOCIETY	RPTL 450	1	440,000	0.03
26250	HISTORICAL SOCIETY	RPTL 444	1	60,000	0.00
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	6	2,293,000	0.13
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	6	3,818,200	0.22
32300	NYS LAND TAXABLE FOR SCHOOL ON	RPTL 536	1	2,350	0.00
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	330	3,960,000	0.23
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	183	3,660,000	0.21
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	74	2,235,145	0.13
41160	COLD WAR VETERANS (15%)	RPTL 458-b	1	12,000	0.00
41164	COLD WAR VETERANS (15%)	RPTL 458-b	26	312,000	0.02
41174	COLD WAR VETERANS (DISABLED)	RPTL 458-b	1	11,685	0.00
41400	CLERGY	RPTL 460	1	1,500	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	2	164,340	0.01
41800	PERSONS AGE 65 OR OVER	RPTL 467	63	6,377,433	0.37
41804	PERSONS AGE 65 OR OVER	RPTL 467	75	6,461,849	0.37
41834	ENHANCED STAR	RPTL 425	690	57,170,895	3.32
41854	BASIC STAR 1999-2000	RPTL 425	1,990	74,669,805	4.33
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	4	516,515	0.03
41935	DISABILITIES AND LIMITED INCOM	RPTL 459-c	6	554,950	0.03
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	5	5,795,900	0.34

Equalized Total Assessed Value 1,723,557,317

School District - 135601 Wappingers CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	26	1,222,400	0.07
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	301,500	0.02
Total Exemptions Exclusive of System Exemptions:			3,562	379,957,407	22.04
Total System Exemptions:			1	301,500	0.02
Totals:			3,563	380,258,907	22.06

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

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

Equalized Total Assessed Value 113,727,905

School District - 135601 Wappingers CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13100	CO - GENERALLY	RPTL 406(1)	2	117,900	0.10
13500	TOWN - GENERALLY	RPTL 406(1)	3	882,800	0.78
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	1	996,900	0.88
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	1	440,000	0.39
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	1	740,000	0.65
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	28	336,000	0.30
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	15	300,000	0.26
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	4	72,475	0.06
41164	COLD WAR VETERANS (15%)	RPTL 458-b	8	96,000	0.08
41800	PERSONS AGE 65 OR OVER	RPTL 467	4	372,050	0.33
41804	PERSONS AGE 65 OR OVER	RPTL 467	9	859,885	0.76
41834	ENHANCED STAR	RPTL 425	57	4,764,630	4.19
41854	BASIC STAR 1999-2000	RPTL 425	260	9,760,400	8.58
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	66,000	0.06
Total Exemptions Exclusive of System Exemptions:			394	19,805,040	17.41
Total System Exemptions:			0	0	0.00
Totals:			394	19,805,040	17.41

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

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

Equalized Total Assessed Value 79,473,766

School District - 135601 Wappingers CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13650	VG - GENERALLY	RPTL 406(1)	8	2,537,000	3.19
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	1	651,000	0.82
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	5	6,279,000	7.90
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	2	701,500	0.88
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	3	1,250,500	1.57
26100	VETERANS ORGANIZATION	RPTL 452	1	358,500	0.45
29500	PERFORMING ARTS BUILDING	RPTL 427	1	512,000	0.64
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	14	168,000	0.21
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	4	80,000	0.10
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	2	80,000	0.10
41164	COLD WAR VETERANS (15%)	RPTL 458-b	1	12,000	0.02
41800	PERSONS AGE 65 OR OVER	RPTL 467	6	513,000	0.65
41804	PERSONS AGE 65 OR OVER	RPTL 467	2	116,900	0.15
41834	ENHANCED STAR	RPTL 425	39	3,208,080	4.04
41854	BASIC STAR 1999-2000	RPTL 425	79	2,965,660	3.73
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	16,350	0.02
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	2	10,000	0.01
Total Exemptions Exclusive of System Exemptions:			171	19,459,490	24.49
Total System Exemptions:			0	0	0.00
Totals:			171	19,459,490	24.49

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

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

Equalized Total Assessed Value 1,295,761,736

School District - 135601 Wappingers CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	1	195,000	0.02
12360	NYS ENVIRON'L FACILITIES CORP	RPTL 412	1	285,000	0.02
13100	CO - GENERALLY	RPTL 406(1)	6	7,748,000	0.60
13500	TOWN - GENERALLY	RPTL 406(1)	42	45,399,500	3.50
13800	SCHOOL DISTRICT	RPTL 408	5	26,739,200	2.06
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	9	3,775,500	0.29
19950	MUNICIPAL RAILROAD	RPTL 456	3	3,407,000	0.26
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	3	785,000	0.06
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	11	23,226,500	1.79
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	5	1,214,500	0.09
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	2	2,650,500	0.20
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	2	784,500	0.06
32300	NYS LAND TAXABLE FOR SCHOOL ON	RPTL 536	1	670	0.00
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	255	3,026,460	0.23
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	171	3,387,050	0.26
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	65	2,055,113	0.16
41160	COLD WAR VETERANS (15%)	RPTL 458-b	1	12,000	0.00
41164	COLD WAR VETERANS (15%)	RPTL 458-b	45	540,000	0.04
41174	COLD WAR VETERANS (DISABLED)	RPTL 458-b	4	111,300	0.01
41400	CLERGY	RPTL 460	2	3,000	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	42	4,037,775	0.31
41804	PERSONS AGE 65 OR OVER	RPTL 467	64	4,872,219	0.38
41834	ENHANCED STAR	RPTL 425	537	44,142,996	3.41
41854	BASIC STAR 1999-2000	RPTL 425	1,975	75,018,350	5.79
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	3	60,375	0.00
41935	DISABILITIES AND LIMITED INCOM	RPTL 459-c	4	548,650	0.04
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	1	0	0.00
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	2	796,246	0.06

Equalized Total Assessed Value 1,295,761,736

School District - 135601 Wappingers CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	43	550,500	0.04
Total Exemptions Exclusive of System Exemptions:			3,305	255,372,904	19.71
Total System Exemptions:			0	0	0.00
Totals:			3,305	255,372,904	19.71

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

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

Equalized Total Assessed Value 357,458,263

School District - 135601 Wappingers CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	2	479,500	0.13
13650	VG - GENERALLY	RPTL 406(1)	21	5,086,700	1.42
13800	SCHOOL DISTRICT	RPTL 408	1	54,300	0.02
14100	USA - GENERALLY	RPTL 400(1)	1	2,975,000	0.83
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	9	3,385,410	0.95
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	5	5,138,000	1.44
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	1	1,330,000	0.37
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	1	600,000	0.17
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	2	560,000	0.16
26100	VETERANS ORGANIZATION	RPTL 452	1	10,955	0.00
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	34	408,000	0.11
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	36	715,539	0.20
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	6	170,145	0.05
41164	COLD WAR VETERANS (15%)	RPTL 458-b	5	60,000	0.02
41800	PERSONS AGE 65 OR OVER	RPTL 467	16	1,124,009	0.31
41804	PERSONS AGE 65 OR OVER	RPTL 467	13	517,392	0.14
41806	PERSONS AGE 65 OR OVER	RPTL 467	5	508,070	0.14
41834	ENHANCED STAR	RPTL 425	110	9,086,516	2.54
41854	BASIC STAR 1999-2000	RPTL 425	346	13,664,560	3.82
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	125,150	0.04
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	76,320	0.02

Equalized Total Assessed Value 357,458,263

School District - 135601 Wappingers CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	11	78,100	0.02
Total Exemptions Exclusive of System Exemptions:			628	46,153,666	12.91
Total System Exemptions:			0	0	0.00
Totals:			628	46,153,666	12.91

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

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

Equalized Total Assessed Value 2,429,532,666

School District - 135601 Wappingers CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12360	NYS ENVIRON'L FACILITIES CORP	RPTL 412	1	90,000	0.00
13100	CO - GENERALLY	RPTL 406(1)	11	12,466,355	0.51
13500	TOWN - GENERALLY	RPTL 406(1)	77	27,827,040	1.15
13570	TOWN O/S LIMITS - SPECIFIED US	RPTL 406(2)	1	10,000	0.00
13800	SCHOOL DISTRICT	RPTL 408	7	88,691,500	3.65
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	2	16,848,000	0.69
19950	MUNICIPAL RAILROAD	RPTL 456	2	7,500,000	0.31
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	18	12,914,943	0.53
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	3	3,525,000	0.15
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	1	314,200	0.01
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	5	1,984,800	0.08
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	2	2,108,000	0.09
26050	AGRICULTURAL SOCIETY	RPTL 450	2	1,356,250	0.06
26100	VETERANS ORGANIZATION	RPTL 452	1	300,000	0.01
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	7	4,377,600	0.18
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	3	351,050	0.01
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	479	5,634,810	0.23
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	349	6,859,381	0.28
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	117	3,767,395	0.16
41160	COLD WAR VETERANS (15%)	RPTL 458-b	11	132,000	0.01
41164	COLD WAR VETERANS (15%)	RPTL 458-b	75	899,235	0.04
41174	COLD WAR VETERANS (DISABLED)	RPTL 458-b	7	165,175	0.01
41400	CLERGY	RPTL 460	1	1,500	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	3	761,900	0.03
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	41	5,981,520	0.25
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	7	762,950	0.03
41800	PERSONS AGE 65 OR OVER	RPTL 467	90	8,545,287	0.35
41804	PERSONS AGE 65 OR OVER	RPTL 467	98	6,706,216	0.28
41806	PERSONS AGE 65 OR OVER	RPTL 467	14	972,710	0.04
41834	ENHANCED STAR	RPTL 425	1,056	85,247,759	3.51
41854	BASIC STAR 1999-2000	RPTL 425	3,624	138,747,100	5.71
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	10	1,059,850	0.04
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	10	856,310	0.04

Equalized Total Assessed Value 2,429,532,666

School District - 135601 Wappingers CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	153	1,185,550	0.05
Total Exemptions Exclusive of System Exemptions:			6,288	448,951,386	18.48
Total System Exemptions:			0	0	0.00
Totals:			6,288	448,951,386	18.48

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

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