
Pittsford Schools

*Proposed
Budget Information
May 21, 2019*

2019 - 2020

Pittsford Schools

Darrin Kenney
Assistant Superintendent for Business

Administrative Offices
75 Barker Road - East Wing
Pittsford, NY 14534
585.267.1053
Fax: 585.381.9368
Darrin_Kenney@pittsford.monroe.edu

MEMO

DATE: April 30, 2019

TO: Board of Education President (1)
Superintendent of Schools (1)
Assistant Superintendent for Instruction (1)
Director of Finance (1)
Director of Communication (1)
All Pittsford School Offices (9)
Pittsford Community Library (1)
Pittsford Town Hall (1)

FROM: Darrin Kenney, Assistant Superintendent for Business

RE: Distribution of Budget Information Notebooks

The attached Budget Information Notebook contains information on the 2019-2020 Pittsford School District budget and other materials required by New York State Education Department regulations. These materials are to be made available to the public 14 days prior to the school district election.

Please retain this notebook in your office for on-site use by any member of the public.

In the interest of economy and sustainability, it is our plan to reuse the notebook covers and separators for budget information in coming years. We will need you to return these notebooks to us after the budget vote on May 21. **Please return the notebooks to the Business Office in Room 416, Barker Road Middle School - East, Pittsford Central School District, 75 Barker Road by June 1.**

Thank you for your assistance in making this information available to our school district residents. Please let me know if you have any questions concerning the Budget Information Notebooks.

Encl: Budget Information Notebooks

Pittsford Schools

Pittsford Central School District
75 Barker Road
Pittsford, New York 14534
585.267.1000
www.pittsfordschools.org

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BUDGET VOTE

Tuesday, May 21, 7 am - 9 pm
Barker Road Middle School
75 Barker Road

Superintendent of Schools
Michael Pero

Board of Education
Amy J. Thomas, *President*
Kim McCluski, *Vice President*
Ted Aroesty
Valerie Baum
Irene Narotsky
René Sanchez-Kazacos
Peter Sullivan

Editor
Nancy Chaput Wayman, APR

Note: Qualified voters must present identification. Proof of residency may include the following valid and current documents: New York State driver's license; New York State non-driver identification card; utility bill; or, voter registration card. Voters shall also be required to provide their signature and printed name. Qualified voters must be U.S. Citizens, residents of the district for at least 30 days prior to the election, and 18 years of age or older.

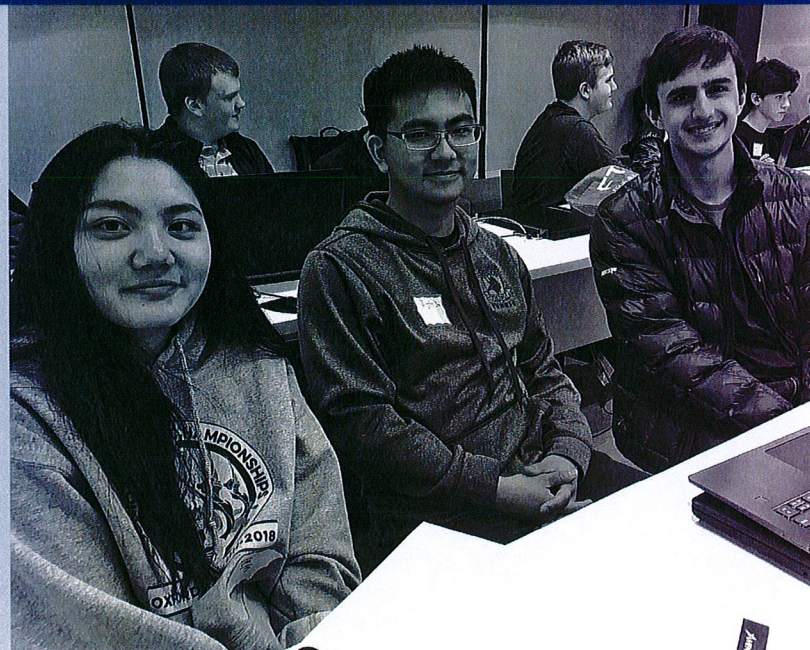
Budget Vote

Pittsford Schools

May 21, 2019

2019-20 Budget Vote
Tuesday, May 21, 2019
7 am – 9 pm

Barker Road Middle School
gymnasium
75 Barker Road
Voter Identification Required



Maintaining Excellence

Composite SAT

PCSD	1,265
New York State	1,068
National	1,067

97%
Graduation
Rate

Composite ACT

PCSD	26.9
New York State	24.5
National	20.8

95%
College-bound
students

303
Advanced
Placement
Scholars

The Pittsford Central School District and its individual schools consistently provide a **nationally ranked academic program** and are recognized to be among the highest achieving in New York State and Monroe County.

Notable Achievements and Activities

- Both high schools: ranked among the best in the nation by **U.S. News and World Report**.
- Both middle schools named: **New York State's Essential Elements: Schools-to-Watch**.
- PCSD ranked number one in Upstate NY for average SAT test score.
- **Best Community for Music Education** designation by the NAMM Foundation for demonstrating a commitment to music education.
- Athletic achievements include three team **State Championships**, 14 team **Sectional Championships**, and multiple individual Sectional and State Titles.
- Students at all grade levels—K through 12—participate in many community services and service learning programs.
- Students participate in enrichment opportunities including:
 - internships
 - clubs
 - intramurals
 - music
 - fine arts
 - performing arts
 - interscholastic sports

**National Merit
Scholarship**

12 Finalists
17 Commended



Data based on 2017-2018 statistics.

Voting on:

☒ **\$136,689,421**
Proposed Budget

The proposed budget is within the NYS Tax Cap and preserves current programming.



Budget Increase 0.11%

Tax Levy Increase 2.67%

☒ Propositions

Purchase of Buses from Capital Reserve Fund

Authorization to purchase nine replacement buses, per the District replacement schedule, at a cost of no more than \$1,021,349 from the existing capital reserve fund (savings account). The proposition will NOT result in new taxes. Using reserves for this purchase will generate approximately \$650,000 in State Aid to replenish the account.

Propositions
will NOT impact
taxes and will
generate State Aid
if approved by
voters.

Capital Improvements from the General Capital Reserve Fund

Authorization to withdraw from the "General Capital Reserve Fund" a sum of money, not to exceed \$3,000,000, for the partial replacement of the roofs at Barker Road Middle School and Park Road Elementary, the replacement of the fuel farm storage at the Transportation facility and other incidental work associated with said projects consistent with the established purpose of such Fund (savings account). This proposition will NOT result in new taxes and will generate State Aid.

☒ **Board of Education Seats**
Three candidates are running for two seats.

Contingent Budget

Per NYS law, school boards can submit a budget to the voters a maximum of two times, then a "Contingent Budget" must be implemented. If the budget is defeated once, the Board may conduct a revote or go straight to a Contingent Budget. NYS law requires that a Contingent Budget not include certain non-ordinary contingent expenses AND that the new budget must have a Tax Levy that is not greater than the previous year's Tax Levy. The Board of Education is charged with determining a Contingent Budget, however, for PCSD a Contingent Budget would result in an almost \$1.2 million budget variance from the proposed 2019-2020 budget of \$136,689,421.

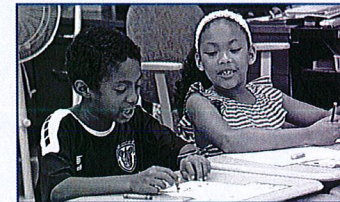
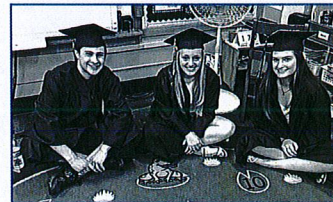
Budget Development

TOTAL PROGRAM SERVICES	Approved 2018-2019	Proposed 2019-2020	\$ Change	% Change
Elementary, Middle and High School Programs	\$52,666,521	\$53,527,541	\$861,020	1.63%
Special Education and Non-Public Programs	\$9,867,920	\$9,687,925	-\$179,995	-1.82%
Technology, Professional Development & other Instructional Services	\$3,838,891	\$3,915,671	\$76,780	2.00%
Transportation, Maintenance, Utilities, and other Support Services	\$15,863,592	\$16,464,754	\$601,162	3.79%
Central Administration and Board of Education	\$409,205	\$431,925	\$22,720	5.55%
Debt Service, Insurance and Fringe Benefits	\$53,898,751	\$52,661,605	-\$1,237,146	-2.30%
Total Budget	\$136,544,880	\$136,689,421	\$144,541	0.11%



Estimated Revenues

Description	2018-2019 Revenues	Estimated 2019-2020 Revenues	\$ Increase (Decrease)	% Increase (Decrease)	% of Total Budget
Local Property Tax Levy	\$100,460,555	\$103,141,036	\$2,680,481	2.67%	75.46%
Foundation Aid	\$9,070,901	\$9,173,265	\$102,364	1.13%	6.71%
Categorical Aid & Building Aid	\$15,775,367	\$15,587,764	-\$187,603	-1.19%	11.40%
Sales Tax	\$5,122,343	\$5,330,861	\$208,518	4.07%	3.90%
Interest	\$150,000	\$225,000	\$75,000	50%	0.16%
Misc. Revenues (incl. county payments in lieu of tax)	\$1,213,206	\$1,311,495	\$98,289	8.10%	0.96%
Fund Balance & Reserves	\$4,752,508	\$1,920,000	-\$2,832,508	-59.60%	1.40%
Total Revenue	\$136,544,880	\$136,689,421	\$144,541	0.11%	100.0%



Under the Tax Cap Despite Declining State Aid

The 2019-20 budget reflects the District's commitment to addressing emerging priorities that include mental health, safety and inclusivity. As NYS school districts deal with budgets that are restricted by the NYS Tax Cap and diminishing state aid, prudent financial planning and trade-offs resulted in the preservation of the breadth of the PCSD program.

The NYS aid formulas have not followed the law for several years, subsequently having a negative impact on PCSD. Aid continues to be distributed in a disproportionate manner across the state, without considerations to adjustments in student enrollment. Districts with declining enrollment continue to receive aid for more students than are actually attending. PCSD becomes further hindered as the state does not recognize the increase in our kindergarten students' attendance from a half day of school to a full day. These factors result in a substantial loss of aid per pupil.

Full-Day Kindergarten Implementation

The budget is an unusually low increase of 0.11% because the implementation costs for full-day kindergarten in the 2018-19 budget were removed from the 2019-20 proposed budget.

During the 2019-20 budget cycle, full-day kindergarten will receive its second year of conversion aid as well as the first year of the 25% declining balance. We are removed from the reliance of Fund Balance and Reserves to support full-day kindergarten, as promised.

Other NYS State Aid

The total of all 2019-20 categorical state aid, including building aid, represents a 1.19% decrease in aid from the 2018-19 approved budget. Building aid on the 2012 Capital Project is more favorable than originally estimated, and debt payments are lower than projected providing a savings over the next 15 years. The 2012 Capital Project finished on time, under budget and all scope work completed with some beneficial enhancements.

Fiscal Health Recognized

A recent review by Moody's Investor Service gave PCSD an "Aa1" rating. This exceptional rating, according to Moody's, was in response to PCSD's strong financial operations which are supported by conservative budgeting practices. Being ranked so favorably affords PCSD additional efficiencies that will support programming and address the need for increased services in the areas of mental health, safety and security.

Proposed Budget Tax Impact

NYS Property Tax Cap

(maximum for simple majority vote) **\$103,141,036 +2.67%**

Proposed Tax Levy

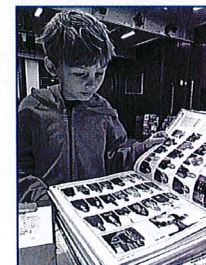
(within tax cap) **\$103,141,036 +2.67%**



Estimated Resident Tax Impact

Every year there are many variables necessary to estimate the Tax Rate that remain unknown until August. This year is especially difficult due to reassessments being performed in some towns, as well as state and federal implications, all outside the control and purview of the District. The user should be aware that while the Tax Rate may change a certain percentage, the assessment of their home as determined by the Town Assessor may also change, resulting in a total tax due change. Therefore the below is an estimate to be used as a basic reference and is not necessarily representative of a final property tax invoice:

Estimated 2019-20 Tax Rate of \$25.48 per \$1,000 of Full Value Assessment is approximately 17 cents or 0.68% more than the current year's composite Tax Rate.



Proposed Budget Expenditures

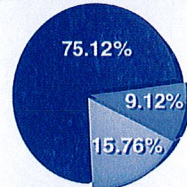
State-required three-part budget

2019 - 2020

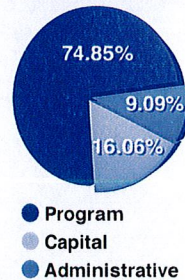
TOTAL BUDGET

\$136,689,421

Current 2018-2019 Three-Part Budget



Proposed 2019-2020 Three-Part Budget



9.09%
of budget

**Administrative
Component**
\$12,424,153

The Administrative Component provides for overall general support and management activities including:

- District Clerk and Superintendent's office
- Business office operations
- Personnel, legal, liability and property insurance
- Auditing services
- Costs for the administration and supervision of each of the District's nine schools
- Employee benefits for all administrative and clerical support staff including social security, workers' compensation, pensions, health insurance and unemployment

74.85%
of budget

**Program
Component**
\$102,306,449

The Program Component provides funding for the instruction of and educational support services for the District's students. Funds are also included for:

- Transporting approximately 6,500 students
- Salary expenditures for instructional staff
- Related support personnel in K-12 programs
- Programs for Special Education services
- Benefits for approximately 1,100 instructional employees, including over 600 retirees in group health insurance
- Social security, teacher and non-teaching retirement
- Workers' compensation, group insurance (life, health, dental, disability), employee assistance program and unemployment insurance

16.06%
of budget

**Capital
Component**
\$21,958,819

The Capital Component provides funds for:

- Maintaining nine schools and two additional buildings
- Upkeep of over 70 acres of property
- Electricity, gas heat, water and sewer, and telephone services
- "Mortgage" or debt service payments on capital projects (principal and interest payments)
- Refund of taxes for claims against property assessments
- Benefits for maintenance and custodial staff including group health insurance, social security, non-teaching retirement, workers' compensation, life, dental, disability and an employee assistance program

Board Proposed Budget

The Pittsford Board of Education presents the proposed 2019-2020 budget. We invite PCSD residents to call with questions and to vote on May 21, 2019.

Amy J. Thomas,
President
662-7734

Kim McCluski,
Vice President
748-6278

Ted Aroesty
503-3203

Valerie Baum
766-3802

Irene Narotsky
966-9203

René Sanchez-Kazacos
732-4382

Peter Sullivan
520-0149

Board Candidates

Three Candidates Running for Two Seats



Amy Thomas
84 Knollwood Drive
Amy_Thomas@pittsford.
monroe.edu
(585) 662-7734

- Seeking a third term on the Board of Education; first elected in 2013
- Serving as the President of the Board since 2017; previously served as Vice President in 2016-2017
- Currently serves as a member of the Pittsford Town/Village/School District Leadership Team and on the Monroe County School Board Association's Executive and Steering Committees
- Member of the PCSD Advocacy Steering Committee and Negotiating Team
- Actively involved in several children's charities including the Golisano Children's Hospital and Ronald McDonald House Charities
- Holds a B.S. in Education from SUNY Geneseo
- Married with four children attend/ed Allen Creek Elementary School, Calkins Road Middle School and Sutherland High School



Peter Sullivan
25 Bromley Road
Pete_Sullivan@pittsford.
monroe.edu
(585) 520-0149

- Seeking fourth term on the Board of Education; first elected in 2010
- Currently serves on the Audit Oversight Committee and the Board's Communications sub-committee
- Served as Board President (2014-2016) and Vice President (2013-2014), on the Town/Village/School District Leadership Team, the Monroe County School Boards Association Executive and Legislative Committees
- Past President of the Pittsford Panthers Youth Football and Cheerleading Club
- Marketing Content Lead for ITX Corp.
- B.A. in Communications/Journalism and M.B.A. from St. John Fisher College
- Married with three Mendon High School graduates



Tharaha Thavakumar-Slavin
18 Kurt Road
tharahatslavin@gmail.com
(917) 697-5014

- Seeking first term on the Board of Education
- Senior Youth Service Provider at Pathways, Inc. and Behavioral Specialist at the Center for Autism Related Disorders
- Serving as treasurer of Barker Road Middle School PTSA
- First generation Sri Lankan-American, former Urban-Suburban student and Mendon High School alumna
- Holds a B.S. in Biology from SUNY Geneseo; B.A. in Medical Science from University of Sint Eustatius School of Medicine (Netherlands Antilles); M.S. in Management from Kaplan University (online); M.A. Marriage and Family Therapy, Medaille College
- Married with four children ages 2-26; one child attends Barker Road Middle School

PITTSFORD CENTRAL SCHOOL DISTRICT

2019-20 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2018-19 PROPOSED BUDGET	2019-20 PROPOSED BUDGET	% BUDGET INCREASE		2019-20 ADMIN. PORTION	2019-20 PROGRAM PORTION	2019-20 CAPITAL PORTION
100	ELEMENTARY SCHOOLS	19,088,557	18,785,800	-1.59%		939,392	17,846,408	
200	MIDDLE SCHOOL	14,018,513	14,487,850	3.35%		600,507	13,887,343	
300	HIGH SCHOOLS	19,559,451	20,253,891	3.55%		1,019,828	19,234,063	
410	SPECIAL EDUCATION OFFICE	489,990	553,941	13.05%		203,364	350,577	
420	SPECIAL EDUCATION SERVICES	1,243,917	1,228,511	-1.24%			1,228,511	
430	OUT OF DISTRICT SPEC ED PRO	6,574,787	6,313,232	-3.98%			6,313,232	
440	SPECIAL STUDENT SERVICES	651,058	687,772	5.64%			687,772	
450	SUMMER SCHOOL PROGRAMS	24,000	26,000	8.33%			26,000	
460	NON-PUBLIC SERVICES	428,928	428,114	-0.19%			428,114	
470	BOCES INSTRUCTIONAL SERVICE	455,240	450,355	-1.07%			450,355	
510	CURRICULUM & INSTRUCTIONAL	715,265	754,251	5.45%		536,251	218,000	
511	STANDARDS OF PERFORMANCE	509,204	501,720	-1.47%		501,720	0	
520	PUPIL SERVICES OFFICE	301,901	328,635	8.86%		328,635		
530	INSTRUCTIONAL TECHNOLOGY S	1,647,597	1,648,872	0.08%		170,256	1,478,616	
540	PROFESSIONAL DEVELOPMENT	258,905	261,608	1.04%			261,608	
550	RESEARCH, PLANNING AND EVA	406,019	420,585	3.59%		420,585		
610	FINANCE SERVICES	917,391	947,453	3.28%		947,453		
620	PERSONNEL SERVICES	415,423	426,397	2.64%		401,397	25,000	
630	PUBLIC INFORMATION SERVICES	354,982	363,098	2.29%		363,098		
640	OPERATION & MAINTENANCE	7,947,709	8,155,228	2.61%				8,155,228
650	CENTRAL PRINTING & MAILING S	285,498	287,390	0.66%		241,390	46,000	
660	SUPPORT SERVICES TECHNOLO	1,281,386	1,481,131	15.59%		183,660	1,297,471	
670	TRANSPORTATION	4,661,203	4,804,057	3.06%			4,804,057	
710	BOARD OF EDUCATION	66,002	59,400	-10.00%		59,400		
720	SUPERINTENDENT OF SCHOOLS	343,203	372,525	8.54%		372,525		
810	DEBT SERVICE & INTERFUND TR	12,501,690	11,608,669	-7.14%		5,000	180,000	11,423,669
820	INSURANCE AND FEES	1,683,751	1,667,676	-0.95%		1,607,676	60,000	0
830	EMPLOYEE BENEFITS	39,713,310	39,385,260	-0.83%		3,522,015	33,483,322	2,379,922
TOTAL APPROPRIATIONS		136,544,880	136,689,421	0.11%		12,424,153	102,306,449	21,958,819
% of Budget						9.09%	74.85%	16.06%

2019-20 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2018-19 PROPOSED BUDGET	2019-20 PROPOSED BUDGET	% BUDGET INCREASE	2019-20 ADMIN. PORTION	2019-20 PROGRAM PORTION	2019-20 CAPITAL PORTION
100	ELEM SCHOOL PROGS & SERV -	16,829,648	18,296,659	8.72%			
2020	PRINCIPAL'S OFFICE SALARIES	927,639	928,249	0.07%	928,249		
2100/2110	ALL ELEM. SCHOOL SALARIES	13,409,636	13,026,069	-2.86%		13,026,069	
2250	SPECIAL EDUCATION SALARIES	2,640,999	2,601,310	-1.50%		2,601,310	
2610	LIBRARY SERVICES SALARIES	458,995	478,044	4.15%		478,044	
2810	GUIDANCE SERVICES SALARIES	416,714	425,635	2.14%		425,635	
2815	HEALTH SERVICES SALARIES	526,697	517,048	-1.83%		517,048	
2820	PSYCHOLOGICAL SERVICES SAL	197,697	287,996	45.68%		287,996	
2850	CO-CURRICULAR ACTIVITIES SAL	31,703	32,308	1.91%		32,308	
112	ALLEN CREEK ELEM SCHOOL - T	88,344	91,052	3.07%			
2020	PRINCIPAL'S OFFICE	4,250	4,250	0.00%	4,250		
2110	GEN BLDG EQUIPMENT, CONTR	61,924	63,656	2.80%		63,656	
2250	SPECIAL ED EQUIPMENT, CONTR	500	500	0.00%		500	
2610	LIBRARY EQUIPMENT, CONTR &	9,084	9,584	5.50%		9,584	
2630	COMPUTER HARDWARE & SOFTV	11,101	11,577	4.29%		11,577	
2810	GUIDANCE EQUIPMENT & SUPPL	500	500	0.00%		500	
2815	NURSE'S OFFICE CONTRACTUAL	985	985	0.00%		985	
113	JEFFERSON RD. ELEM SCHOOL	75,602	76,068	0.62%			
2020	PRINCIPAL'S OFFICE	300	843	181.00%	843		
2110	GENERAL BLDG EQUIP, CONTRA	52,000	50,191	-3.48%		50,191	
2250	SPECIAL ED EQUIPMENT, CONTR	1,219	1,200	-1.56%		1,200	
2610	LIBRARY EQUIPMENT, CONTRAC	10,850	11,850	9.22%		11,850	
2630	COMPUTER HARDWARE & SOFTV	10,883	11,049	1.53%		11,049	
2810	GUIDANCE EQUIPMENT & SUPPL	350	400	14.29%		400	
2815	NURSE'S OFFICE CONTRACTUAL	0	535	#DIV/0!		535	

2019-20 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2018-19 PROPOSED BUDGET	2019-20 PROPOSED BUDGET	% BUDGET INCREASE	2019-20 ADMIN. PORTION	2019-20 PROGRAM PORTION	2019-20 CAPITAL PORTION
114	MENDON CENTER ELEM SCHOOL	149,703	160,033	6.90%			
2020	PRINCIPAL'S OFFICE	2,152	3,050	41.73%	3,050		
2110	GENERAL BLDG EQUIP, CONTRA	111,304	117,123	5.23%		117,123	
2250	SPECIAL ED EQUIPMENT, CONTR	1,000	1,200	20.00%		1,200	
2610	LIBRARY EQUIPMENT, CONTRAC	11,025	11,612	5.32%		11,612	
2630	COMPUTER HARDWARE & SOFTV	22,022	24,398	10.79%		24,398	
2810	GUIDANCE EQUIPMENT & SUPPL	500	750	50.00%		750	
2815	NURSE'S OFFICE CONTRACTUAL	1,700	1,900	11.76%		1,900	
115	PARK ROAD ELEM SCHOOL - TO	88,131	85,291	-3.22%			
2020	PRINCIPAL'S OFFICE	2,200	2,200	0.00%	2,200		
2110	GENERAL BLDG EQUIP, CONTRA	61,515	58,759	-4.48%		58,759	
2250	SPECIAL ED EQUIPMENT, CONTR	1,000	1,000	0.00%		1,000	
2610	LIBRARY EQUIPMENT, CONTRAC	9,625	9,423	-2.10%		9,423	
2630	COMPUTER HARDWARE & SOFTV	12,891	13,009	0.92%		13,009	
2810	GUIDANCE EQUIPMENT & SUPPL	100	100	0.00%		100	
2815	NURSE'S OFFICE CONTRACTUAL	800	800	0.00%		800	
117	THORNELL ROAD ELEM SCHOOL	\$76,697	\$76,697	0.00%			
2020	PRINCIPAL'S OFFICE	800	800	0.00%	800		
2110	GENERAL BLDG EQUIP, CONTRA	56,223	55,546	-1.20%		55,546	
2250	SPECIAL ED EQUIPMENT, CONTR	400	400	0.00%		400	
2610	LIBRARY EQUIPMENT, CONTRAC	6,202	5,444	-12.22%		5,444	
2630	COMPUTER HARDWARE & SOFTV	11,667	13,102	12.30%		13,102	
2810	GUIDANCE EQUIPMENT & SUPPL	150	150	0.00%		150	
2815	NURSE'S OFFICE CONTRACTUAL	1,180	1,180	0.00%		1,180	
2820	PSYCHOLOGICAL SERVICES SUP	75	75	0.00%		75	

2019-20 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2018-19 PROPOSED BUDGET	2019-20 PROPOSED BUDGET	% BUDGET INCREASE	2019-20 ADMIN. PORTION	2019-20 PROGRAM PORTION	2019-20 CAPITAL PORTION
200	MIDDLE SCHOOL PROGS & SERV	13,710,007	14,178,898	3.42%			
2020	PRINCIPAL'S OFFICE SALARIES	607,748	592,957	-2.43%	592,957		
2110	ALL MIDDLE SCHOOL TEACHING	9,408,107	9,720,294	3.32%		9,720,294	
2250	SPECIAL EDUCATION SALARIES	2,328,523	2,428,635	4.30%		2,428,635	
2610	LIBRARY SERVICES SALARIES	258,023	266,616	3.33%		266,616	
2810	GUIDANCE SERVICES SALARIES	492,797	460,154	-6.62%		460,154	
2815	HEALTH SERVICES SALARIES	146,356	157,733	7.77%		157,733	
2820	PSYCHOLOGICAL SERVICES SAL	152,510	216,073	41.68%		216,073	
2850	CO-CURRICULAR ACTIVITIES SAL	121,877	127,307	4.46%		127,307	
2855	INTERSCHOLASTIC ATHLETICS	194,066	209,129	7.76%		209,129	
						0	
231	BARKER RD MIDDLE SCHOOL - T	\$159,838	\$159,838	0.00%			
2020	PRINCIPAL'S OFFICE	3,200	3,200	0.00%	3,200		
2110	GENERAL BLDG EQUIPMENT, CO	120,501	120,568	0.06%		120,568	
2250	SPECIAL ED EQUIPMENT, CONTR	2,000	2,250	12.50%		2,250	
2610	LIBRARY EQUIPMENT, CONTRAC	11,221	10,145	-9.59%		10,145	
2630	COMPUTER HARDWARE & SOFTV	21,336	22,095	3.56%		22,095	
2810	GUIDANCE EQUIPMENT & SUPPL	500	500	0.00%		500	
2815	NURSE'S OFFICE CONTRACTUAL	1,080	1,080	0.00%		1,080	
2850	CO-CURRICULAR ACTIVITIES SUPPLIES						
232	CALKINS RD MIDDLE SCHOOL - T	\$148,668	\$149,114	0.30%			
2020	PRINCIPAL'S OFFICE	4,350	4,350	0.00%	4,350		
2110	GENERAL BLDG EQUIPMENT, CO	108,152	108,047	-0.10%		108,047	
2250	SPECIAL ED EQUIPMENT, CONTR	800	800	0.00%		800	
2610	LIBRARY EQUIPMENT, CONTRAC	13,895	13,828	-0.48%		13,828	
2630	COMPUTER HARDWARE & SOFTV	20,171	20,789	3.06%		20,789	
2810	GUIDANCE EQUIPMENT & SUPPL	400	400	0.00%		400	
2815	NURSE'S OFFICE CONTRACTUAL	900	900	0.00%		900	
2850	CO-CURRICULAR ACTIVITIES SUPPLIES						

2019-20 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2018-19 PROPOSED BUDGET	2019-20 PROPOSED BUDGET	% BUDGET INCREASE	2019-20 ADMIN. PORTION	2019-20 PROGRAM PORTION	2019-20 CAPITAL PORTION
300	HIGH SCHOOL PROGS & SERV. -	19,050,433	19,749,734	3.67%			
2020	PRINCIPAL'S OFFICE SALARIES	859,767	855,241	-0.53%	855,241		
2110	ALL HIGH SCHOOL SALARIES	12,140,443	12,617,602	3.93%		12,617,602	
2250	SPECIAL EDUCATION SALARIES	2,109,870	2,117,641	0.37%		2,117,641	
2280	490 OCCUPATIONAL EDUCATION	405,724	479,372	18.15%		479,372	
2610	LIBRARY SERVICES SALARIES	417,213	432,986	3.78%		432,986	
2810	GUIDANCE SERVICES SALARIES	942,468	982,791	4.28%		982,791	
2815	HEALTH SERVICES SALARIES	134,852	133,631	-0.91%		133,631	
2820	PSYCHOLOGICAL SERVICES SAL	151,451	166,171	9.72%		166,171	
2850	CO-CURRICULAR ACTIVITIES SAL	188,932	194,035	2.70%		194,035	
2855	INTERSCHOLASTIC ATHLETICS	1,699,713	1,770,264	4.15%	154,287	1,615,977	
340	SUTHERLAND HIGH SCHOOL- TO	\$243,313	\$238,452	-2.00%			
2020	PRINCIPAL'S OFFICE	5,700	4,200	-26.32%	4,200		
2110	GENERAL BLDG EQUIPMENT, CO	177,254	175,138	-1.19%		175,138	
2250	SPECIAL ED EQUIPMENT, CONTR	2,500	2,500	0.00%		2,500	
2610	LIBRARY EQUIPMENT, CONTRAC	21,292	19,922	-6.43%		19,922	
2630	COMPUTER HARDWARE & SOFTV	28,378	29,003	2.20%		29,003	
2810	GUIDANCE EQUIPMENT & SUPPL	4,063	3,563	-12.31%		3,563	
2815	NURSE'S OFFICE CONTRACTUAL	1,078	1,078	0.00%		1,078	
2850	CO-CURRICULAR ACTIVITIES SUP	3,048	3,048	0.00%		3,048	
341	MENDON HIGH SCHOOL - TOTAL	\$265,705	\$265,705	0.00%			
2020	PRINCIPAL'S OFFICE	6,100	6,100	0.00%	6,100		
2110	GENERAL BLDG EQUIPMENT, CO	194,366	192,534	-0.94%		192,534	
2250	SPECIAL ED EQUIPMENT, CONTR	1,250	1,250	0.00%		1,250	
2610	LIBRARY EQUIPMENT, CONTRAC	27,227	27,227	0.00%		27,227	
2630	COMPUTER HARDWARE & SOFTV	30,377	32,209	6.03%		32,209	
2810	GUIDANCE EQUIPMENT & SUPPL	1,960	1,960	0.00%		1,960	
2815	NURSE'S OFFICE CONTRACTUAL	1,200	1,200	0.00%		1,200	
2850	CO-CURRICULAR ACTIVITIES SUP	3,225	3,225	0.00%		3,225	

2019-20 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2018-19 PROPOSED BUDGET	2019-20 PROPOSED BUDGET	% BUDGET INCREASE	2019-20 ADMIN. PORTION	2019-20 PROGRAM PORTION	2019-20 CAPITAL PORTION
410	SPECIAL EDUCATION OFFICE - T	\$489,990	\$553,941	13.05%			
2251	100 SPECIAL EDUC. SALARIES (INC. \$	\$361,290	\$424,042	17.37%	192,864	231,178	
2251	200 SPECIAL EDUC OFFICE - EQUIPMENT		0	0.00%			
2251	400 SPECIAL EDUC OFFICE - CONTR	118,200	119,399	1.01%		119,399	
2251	500 SPECIAL EDUC OFFICE - SUPPLI	10,500	10,500	0.00%	10,500		
420	SPECIAL EDUCATION SERVICES	\$1,243,917	\$1,228,511	-1.24%			
2255	151 SPEECH LANGUAGE SERVICES	933,670	924,674	-0.96%		924,674	
2256	151 ADAPTIVE PE SERVICES	310,247	303,837	-2.07%		303,837	
430	OUT OF DISTRICT SPECIAL ED P	\$6,574,787	\$6,313,232	-3.98%			
2252	470 TUITION	1,425,000	1,300,000	-8.77%		1,300,000	
2253	490 BOCES SPECIAL ED SERVICES	5,149,787	5,013,232	-2.65%		5,013,232	
440	SPECIAL SERVICES - TOTAL	\$651,058	\$687,772	5.64%			
2815	171 HEALTH SERVICES - NURSES SALARIES		\$40,000	#DIV/0!		40,000	
2815	400 HEALTH SERVICES - SCHOOL PH	40,050	40,300	0.62%		40,300	
2820	400 PSYCHOLOGICAL SERVICES	19,966	13,920	-30.28%		13,920	
2831	400 MENTAL HEALTH SERV - PITTSFO	154,800	154,800	0.00%		154,800	
2832	182 PREVENTION COORDINATOR SA	73,051	75,791	3.75%		75,791	
2832	200 PREVENTION COORDINATOR - E	0	0	0.00%		0	
2832	400 PREVENTION COORDINATOR - C	925	925	0.00%		925	
2832	500 PREVENTION COORDINATOR - S	700	700	0.00%		700	
2833	161 CAREER INTERNSHIP - CLERICAL	18,053	18,758	3.91%		18,758	
2833	182 CAREER INTERNSHIP - COORDIN	75,379	78,206	3.75%		78,206	
2833	200 CAREER INTERNSHIP - EQUIP		0	0.00%		0	
2833	400 CAREER INTERNSHIP - CONT. EX	800	800	0.00%		800	
2833	500 CAREER INTERNSHIP - SUPPLIES	350	350	0.00%		350	
2835	400 COMMUNITY PARTNERSHIP COUNCIL - CONTR.		0	0.00%		0	
2837	121 ENG AS 2ND LANG. - TCH SAL 1-5	192,953	185,695	-3.76%		185,695	
2837	131 ENG AS 2ND LANG. - TCH SAL 7-1	73,031	76,527	4.79%		76,527	
2837	500 ENL SUPPLIES	1,000	1,000	0.00%		1,000	

2019-20 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2018-19 PROPOSED BUDGET	2019-20 PROPOSED BUDGET	% BUDGET INCREASE	2019-20 ADMIN. PORTION	2019-20 PROGRAM PORTION	2019-20 CAPITAL PORTION
450	SUMMER PROGRAMS - TOTAL	\$24,000	\$26,000	8.33%			
2330 490	BOCES SERVICES	24,000	26,000	8.33%		26,000	
460	NON-PUBLIC SERVICES - TOTAL	\$428,928	\$428,114	-0.19%			
2630 464	PRIVATE SCHOOL SOFTWARE	22,334	22,263	-0.32%		22,263	
2110 47-48	CHARTER SCHOOL/PRIVATE SCH	60,000	50,000	-16.67%		50,000	
2153 121	READING - TEACHER SAL 1-5	0	0	#DIV/0!		0	
2610 481	PRIVATE SCHOOL LIBRARY BOO	5,568	4,663	-16.25%		4,663	
2630 500	PRIVATE SCHOOL EQ/SUPPLIES		0	#DIV/0!		0	
2815 171	HEALTH SERVICES - NURSE/PAR	89,326	92,488	3.54%		92,488	
2815 432	HEALTH SERVICES - PAYING OTH	250,000	257,000	2.80%		257,000	
2815 500	HEALTH SERVICES - SUPPLIES	1,700	1,700	0.00%		1,700	
2820 151	SCHOOL PSYCHOLOGIST - INSTR SAL						
470	INSTRUCTIONAL SERVICES - BO	\$455,240	\$450,355	-1.07%			
2110 490	BOCES SERVICES	455,240	450,355	-1.07%		450,355	
510	CURRICULUM & INSTR. OFFICE -	\$715,265	\$754,251	5.45%			
2010/12 140	CURRICULUM DEVELOPMENT	90,000	90,000	0.00%	90,000		
2010 150	CURR DEV. & SUPV ADMIN SAL	163,914	168,468	2.78%	168,468		
2010 153	SUMMER WORK - TEACHERS	10,000	5,000	-50.00%	5,000		
2010 161	CURRICULUM CLERICAL	42,651	45,083	5.70%	45,083		
2010 200	CURRICULUM EQUIPMENT	0	0	0.00%	0		
2010 400	CURRICULUM CONTRACTUAL	34,700	35,700	2.88%	35,700		
2010 490	CURRICULUM - BOCES SERVICE	128,800	165,200	28.26%	165,200		
2010 500	CURRICULUM SUPPLIES	9,200	8,800	-4.35%	8,800		
2012 468/500	STANDARDS	18,000	18,000	0.00%	18,000		
2110 481/200	GENERAL TEXTS/MUSIC EQUIPM	218,000	218,000	0.00%		218,000	

2019-20 PROPOSED 3-PART BUDGET

			2018-19	2019-20	%		2019-20	2019-20	2019-20
			PROPOSED	PROPOSED	BUDGET		ADMIN.	PROGRAM	CAPITAL
LOC.	DESCRIPTION		BUDGET	BUDGET	INCREASE		PORTION	PORTION	PORTION
511	STANDARDS OF PERFORMANCE		\$509,204	\$501,720	-1.47%				
2013-20	153/135	STIPENDS/SUMMER WORK	485,724	471,930	-2.84%		471,930		
2013-20	400	CONTRACTUAL	14,180	20,990	48.03%		20,990		
2013-2082	500	SUPPLIES	9,300	8,800	-5.38%		8,800		
520	PUPIL SERVICES OFFICE - TOTAL		\$301,901	\$328,635	8.86%				
2830	151	PUPIL PERSONNEL ADMIN SAL.	161,982	166,710	2.92%		166,710		
2830	161	PUPIL PERSONNEL NON-INSTR S	91,784	103,745	13.03%		103,745		
2830	180	PUPIL PERSONNEL TECHNICAL			0.00%		0		
2830	200	PUPIL PERSONNEL EQUIPMENT			0.00%		0		
2830	400	PUPIL PERSONNEL CONTRACTU	31,230	41,480	32.82%		41,480		
2830	500	PUPIL PERSONNEL SUPPLIES	16,905	16,700	-1.21%		16,700		
530	INSTR TECHNOLOGY SERVICES		\$1,647,597	\$1,648,872	0.08%				
2630	140	COMPUTER TECHNOLOGY CURRIC DEV							
2630	150/15	COMPUTER TECHNOLOGY CIO/D	205,407	170,256	-17.11%		170,256		
2630	16/18	COMPUTER TECH NON-INSTR SA	827,570	855,478	3.37%			855,478	
2630	200	COMPUTER TECHNOLOGY EQUIP	146,107	153,508	5.07%			153,508	
2630	400	COMPUTER TECHNOLOGY CONT	43,150	43,650	1.16%			43,650	
2630	464	COMPUTER TECHNOLOGY SOFT	85,116	85,236	0.14%			85,236	
2630	490	COMPUTER TECHNOLOGY BOCE	321,817	322,714	0.28%			322,714	
2630	500	COMPUTER TECHNOLOGY SUPP	18,430	18,030	-2.17%			18,030	
540	PROFESSIONAL DEVELOPMENT		\$258,905	\$261,608	1.04%				
2173	199	TEACHER CENTER SALARIES	243,491	246,209	1.12%			246,209	
2173	200	TEACHER CENTER EQUIPMENT			0.00%				
2173	400	TEACHER CENTER CONTRACTU	8,114	7,899	-2.65%			7,899	
2173	500	TEACHER CENTER SUPPLIES	7,300	7,500	2.74%			7,500	
550	RESEARCH, PLANNING AND EVA		\$406,019	\$420,585	3.59%				
2060	150	DAT ADMIN SALARIES	150,148	154,325	2.78%		154,325		
2060	161/18	DAT NON-INST SALARIES	248,031	255,821	0.00%		255,821		
2060	400	DAT CONTRACTUAL	5,900	5,900	0.00%		5,900		
2060	500	DAT SUPPLIES	1,940	4,539	133.97%		4,539		

2019-20 PROPOSED 3-PART BUDGET

			2018-19	2019-20	%		2019-20	2019-20	2019-20
			PROPOSED	PROPOSED	BUDGET		ADMIN.	PROGRAM	CAPITAL
LOC.	DESCRIPTION		BUDGET	BUDGET	INCREASE		PORTION	PORTION	PORTION
610	FINANCE OFFICE - TOTAL		917,391	947,453	3.28%				
1310	150	FINANCE SALARIES INSTR.	278,326	286,075	2.78%		286,075		
1310	161/186	FINANCE SALARIES NON-INSTR.	501,505	523,278	4.34%		523,278		
1310	200	EQUIPMENT	6,000	6,000	0.00%		6,000		
1310	400	CONTRACTUAL	41,060	41,350	0.71%		41,350		
1310	500	MATERIALS & SUPPLIES	10,000	8,000	-20.00%		8,000		
1320	161	INTERNAL CLAIMS AUDITOR	12,500	12,500	0.00%		12,500		
1320	400	AUDIT SERVICES	53,000	53,250	0.47%		53,250		
1330	400	TAX COLLECTION - CONTRACTUAL	15,000	17,000	13.33%		17,000		
620	PERSONNEL OFFICE -TOTAL		415,423	426,397	2.64%				
1430	150	PERSONNEL CERTIFIED SALARIES	154,217	249,075	61.51%		249,075		
1430	153/174	SUMMER WORK - INTERV. COM.	25,000	25,000	0.00%			25,000	
1430	161/166	PERSONNEL NON-CERTIFIED	179,266	95,382	-46.79%		95,382		
1430	200	EQUIPMENT	0	0	0.00%		0		
1430	400	CONTRACTUAL & BOCES	55,450	55,450	0.00%		55,450		
1430	500	MATERIALS & SUPPLIES	1,490	1,490	0.00%		1,490		
630	PUBLIC INFORMATION - TOTAL		354,982	363,098	2.29%				
1480	180	PUBLIC INFORMATION SALARIES	212,932	219,998	3.32%		219,998		
1480	200	EQUIPMENT	3,000	3,000	0.00%		3,000		
1480	400	CONTRACTUAL	128,550	129,050	0.39%		129,050		
1480	500	MATERIALS & SUPPLIES	10,500	11,050	5.24%		11,050		

2019-20 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2018-19 PROPOSED BUDGET	2019-20 PROPOSED BUDGET	% BUDGET INCREASE	2019-20 ADMIN. PORTION	2019-20 PROGRAM PORTION	2019-20 CAPITAL PORTION
640	OPERATION & MAINTENANCE - T	7,947,709	8,155,228	2.61%			
1620	161 CLERICAL SALARIES	66,184	38,501	-41.83%			38,501
1620	16-8 DIR/SUP. OF BLDGS & GROUNDS	99,169	102,003	2.86%			102,003
1620	164 MAINTENANCE SALARIES	1,129,055	1,138,200	0.81%			1,138,200
1620	173 MAINTENANCE SALARIES - OVER	139,509	143,629	2.95%			143,629
1620	200 EQUIPMENT	125,000	125,000	0.00%			125,000
1620	400 CONTRACTUAL EXP.	517,672	518,172	0.10%			518,172
1620	500 SUPPLIES	483,900	483,900	0.00%			483,900
1621	164 CUSTODIAN SALARIES	2,216,699	2,195,901	-0.94%			2,195,901
1621	173 CUSTODIAN SALARIES - OVERTIME	155,909	158,302	1.53%			158,302
1621	200 EQUIPMENT	125,000	125,000	0.00%			125,000
1621	400 CONTRACTUAL EXP.	183,829	198,829	8.16%			198,829
1621	490 BOCES SERVICES	27,790	27,790	0.00%			27,790
1621	500 SUPPLIES	250,000	250,000	0.00%			250,000
1622	418 ELECTRIC	1,390,000	1,500,000	7.91%			1,500,000
1622	420 GAS	755,000	755,000	0.00%			755,000
1622	444 WATER	65,000	65,000	0.00%			65,000
1622	450 TELEPHONE	30,000	30,000	0.00%			30,000
1622	490 BOCES SERVICE - TELEPHONE	76,928	83,000	7.89%			83,000
1623	400 AV CONTRACTUAL EXP.	4,500	4,500	0.00%			4,500
1623	500 AV CONTRACTUAL EXP.	1,800	5,000	177.78%			5,000
1625	180 DIRECTOR OF SECURITY	24,795	25,501	2.85%			25,501
1625	400 CONTRACTUAL EXP.	47,970	150,000	212.70%			150,000
1625	500 SUPPLIES	32,000	32,000	0.00%			32,000
650	CENTRAL PRINT & MAILING - TOT	285,498	287,390	0.66%			
1670	161 MAIL CLERK - NON-INSTR SAL	39,498	41,252	4.44%	41,252		
1670	429 COPIER RENTAL	15,000		-100.00%	0		
1670	463 POSTAGE	93,000	92,000	-1.08%	46,000	46,000	
1670	490 BOCES SERVICES - PRINTER	135,000	152,138	12.69%	152,138		
1670-500	POSTAGE SUPPLIES	3,000	2,000	-33.33%	2,000		

2019-20 PROPOSED 3-PART BUDGET

			2018-19	2019-20	%		2019-20	2019-20	2019-20
			PROPOSED	PROPOSED	BUDGET		ADMIN.	PROGRAM	CAPITAL
LOC.	DESCRIPTION		BUDGET	BUDGET	INCREASE		PORTION	PORTION	PORTION
660	SUPPORT SERVICES TECHNOLO		1,281,386	1,481,131	15.59%				
2630	490	BOCES SERVICES	1,281,386	1,481,131	15.59%		183,660	1,297,471	
670	TRANSPORTATION - TOTAL		\$4,661,203	\$4,804,057	3.06%				
5510	199	TRANSPORTATION SALARIES	2,854,883	3,059,381	7.16%			3,059,381	
5510	200	EQUIPMENT	10,000	10,000	0.00%			10,000	
5510	400	CONTRACTUAL	240,000	243,000	1.25%			243,000	
5510	500	SUPPLIES	896,700	897,400	0.08%			897,400	
5530	164	BUS GARAGE NON INSTR SAL.	34,168	36,492	6.80%			36,492	
5330	166	MECHANICS SALARIES	395,252	368,584	-6.75%			368,584	
5530	400	UTILITIES	45,200	39,200	-13.27%			39,200	
5581	490	CONTRACT TRANSPORTATION V	185,000	150,000	-18.92%			150,000	
710	BOARD OF EDUCATION - TOTAL		66,002	59,400	-10.00%				
1010	400	CONTRACTUAL EXP	8,300	8,500	2.41%		8,500		
1010	500	SUPPLIES	1,500	1,500	0.00%		1,500		
1040	161	DISTRICT CLERK - SALARY	19,102	10,850	-43.20%		10,850		
1040	200	DISTRICT CLERK - EQUIPMENT			0.00%		0		
1040	400	DISTRICT CLERK - CONTRACTUAL	2,600	3,100	19.23%		3,100		
1040	500	DISTRICT CLERK - SUPPLIES	1,000	750	100.00%		750		
1060	400	DIST MEETING - CONTRACTUAL	5,000	5,200	4.00%		5,200		
1060	500	DIST MEETING - SUPPLIES	2,500	3,000	20.00%		3,000		
1920	400	SCHOOL ASSOCIATION DUES	26,000	26,500	1.92%		26,500		
720	SUPERINTENDENT'S OFFICE - TC		343,203	372,525	8.54%				
1240	150	CERTIFIED SALARIES	231,828	251,261	8.38%		251,261		
1240	161	NON-CERTIFIED SALARIES	94,775	103,514	9.22%		103,514		
1240	200	EQUIPMENT		0	0.00%		0		
1240	400	CONTRACTUAL	14,250	15,600	9.47%		15,600		
1240	500	MATERIALS & SUPPLIES	2,350	2,150	-8.51%		2,150		

2019-20 PROPOSED 3-PART BUDGET

		2018-19	2019-20	%		2019-20	2019-20	2019-20
		PROPOSED	PROPOSED	BUDGET		ADMIN.	PROGRAM	CAPITAL
LOC.	DESCRIPTION	BUDGET	BUDGET	INCREASE		PORTION	PORTION	PORTION
810	DEBT SERVICE & INTERFUND TR	\$12,501,690	\$11,608,669	-7.14%				
1380	400 FISCAL AGENT FEES - CONTRAC	5,000	5,000	0.00%		5,000		
9731	900 DEBT BOND ANTICIPATION NOTE	29,796	0	-100.00%				0
9901	900 TRANSFER TO DEBT SERVICE-BO	9,954,800	9,861,575	-0.94%				9,861,575
9901	900 TRANSFER TO DEBT SERV - EPC	877,094	877,094	0.00%				877,094
9950	900 TRANSFER TO SPECIAL AID/CAP	1,635,000	865,000	-47.09%			180,000	685,000
820	INSURANCE & FEES - TOTAL	\$1,683,751	\$1,667,676	-0.95%				
1420	426 LEGAL FEES	100,000	100,000	0.00%		40,000	60,000	
1420	490 LEGAL FEES - BOCES SERVICES	35,000	35,000	0.00%		35,000		
1460	490 RECORDS MANAGEMENT - BOCE	50,000	54,000	8.00%		54,000		
1910	425 UNALLOCATED INSURANCE	410,000	410,000	0.00%		410,000		
1930/50	458 ASSESSMENTS/JUDGMENTS	70,000	60,000	-14.29%		60,000		
1981	490 BOCES ADMINISTRATIVE COSTS	1,018,751	1,008,676	-0.99%		1,008,676		
830	EMPLOYEE BENEFITS - TOTAL	\$39,713,310	\$39,385,260	-0.83%				
2070	152 INSERVICE TRAINING - TUITION F	12,000	37,000	208.33%		0	37,000	
2070	430 INSERVICE TRAINING - TUITION F	90,000	90,000	0.00%		0	90,000	
9089	802 CAREER AWARD - INSTRUCTION	465,000	451,000	-3.01%		\$35,000	416,000	
9010	800 STATE (EMPLOYEE) RETIREMENT	2,431,046	2,250,770	-7.42%		388,554	1,375,882	486,333
9020	800 TEACHERS RETIREMENT	5,113,122	4,497,159	-12.05%		276,527	4,220,632	
9030	800 SOCIAL SECURITY	5,034,464	5,082,693	0.96%		456,184	4,329,397	297,112
9040	800 WORKERS COMP.	817,830	675,000	-17.46%		63,903	571,639	39,458
9045	800 LIFE INSURANCE	52,000	52,000	0.00%		39,000	0	13,000
9050	800 UNEMPLOYMENT INS.	40,000	30,000	-25.00%		2,840	25,406	1,754
9055	800 DISABILITY INS.	50,000	50,000	0.00%		37,500	0	12,500
9061	800 DENTAL INSURANCE	1,011,944	1,022,223	1.02%		96,775	865,693	59,755
9062	800 EMPLOYEE ASSISTANCE PROGR	25,000	25,000	0.00%		2,367	21,172	1,461
9060	800 HOSPITAL INSURANCE	24,570,904	25,122,415	2.24%		2,123,366	21,530,501	1,468,549
	TOTAL BUDGET COMPONENTS	\$136,544,880	\$136,689,421	0.11%		12,424,153	102,306,449	21,958,819
						9.09%	74.85%	16.06%

**PITTSFORD CENTRAL SCHOOLS
PROPOSED REVENUES
2019-20**

	2016-17 BUDGETED REVENUES	2017-18 BUDGETED REVENUES	2018-19 BUDGETED REVENUES	PROPOSED REVENUES 2019-20	\$ Increase (Decrease)	% CHG
REAL PROPERTY TAXES W/ STAR REIMBURSEMENT	95,301,955	97,875,108	100,460,555	103,141,036	2,680,481	2.67%
TOTAL PROPERTY TAXES	95,301,955	97,875,108	100,460,555	103,141,036	2,680,481	2.67%
IN LIEU OF TAXES	249,125	66,681	83,570	91,930	8,360	10.00%
INTEREST & PENALTIES	515	515	515	515	0	0.00%
MONROE COUNTY SALES TAX	4,912,858	5,110,000	5,122,343	5,330,861	208,518	4.07%
TEXTBOOK CHARGES/OTHER STUDENT FEES	19,650	15,600	15,600	15,600	0	0.00%
ADMISSIONS	12,975	12,975	13,521	13,450	(71)	-0.53%
HEALTH SERVICES OTHER DISTRICTS	232,797	220,346	215,000	215,000	0	0.00%
TUITION FROM OTHER DISTRICTS	100,000	150,000	125,000	125,000	0	0.00%
INTEREST EARNED ON INVESTMENTS	45,758	45,000	150,000	225,000	75,000	50.00%
RENTAL OF REAL PROPERTY	90,478	80,000	82,000	82,000	0	0.00%
RENTAL OF REAL PROPERTY BOCES	49,015	0	0	0	0	0.00%
SALE OF SCRAP/MATERIALS/EQUIPMENT	0	0	51,000	101,000	50,000	98.04%
INSURANCE RECOVERIES	40,000	40,000	40,000	40,000	0	0.00%
OTHER COMPENSATION FOR LOSS	2,200	2,200	2,000	2,000	0	0.00%
REFUND OF PRIOR YEARS	60,000	60,000	60,000	90,000	30,000	50.00%
REFUND OF BOCES AIDED SERVICES	260,155	281,273	285,000	285,000	0	0.00%
UNCLASSIFIED REVENUES	70,000	90,000	200,000	200,000	0	0.00%
STATE AID - FOUNDATION	11,874,372	11,941,177	12,255,408	12,402,907	147,499	1.20%
STATE AID - BUILDING AID	4,891,029	6,500,330	7,007,757	6,594,136	(413,621)	-5.90%
STATE AID - EXCESS COST AID	1,077,280	938,305	899,085	810,756	(88,329)	-9.82%
STATE AID - BOCES	2,420,099	2,632,896	2,298,431	2,819,445	521,014	22.67%
STATE AID - TEXTBOOKS	369,585	364,936	360,568	358,645	(1,923)	-0.53%
STATE AID - URBAN/SUBURBAN	1,071,629	1,071,629	950,257	1,071,244	120,987	12.73%
STATE AID - SOFTWARE/LIBRARY/HARDWARE	128,035	228,547	225,612	225,500	(112)	-0.05%
STATE AID - GRANT IN AID	0	50,000	200,000	0	(200,000)	-100.00%
FULL DAY K CONVERSION	0	0	649,150	478,396	(170,754)	-26.30%
TOTAL STATE AID	21,832,029	23,677,820	24,646,268	24,761,029	114,761	0.47%
FEDERAL AID - MEDICAID	50,000	40,000	40,000	50,000	10,000	25.00%
TOTAL REVENUES	\$123,329,510	\$127,817,518	\$131,792,372	\$134,769,421	2,977,049	2.26%
APPROPRIATED FUND BALANCE/RESERVES	2,177,000	2,247,000	4,752,508	1,920,000	(2,832,508)	-59.60%
TOTAL BUDGET	\$125,506,510	\$130,064,518	\$136,544,880	\$136,689,421	144,541	0.11%

2019-20 Property Tax Report Card

261401- Pittsford Central School District

Contact Person: Leanne Reister

Telephone Number: 585-267-1036

	Budgeted 2018-19 (A)	Proposed Budget 2019-20 (B)
Total Budgeted Amount, not including Separate Propositions	136,544,880	136,689,421
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	100,460,555	103,141,036
B. Tax Levy to Support Library Debt, if Applicable	0	0
C. Tax Levy for Non-Excludable Propositions, if Applicable ²	0	0
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0
E. Total Proposed School Year Tax Levy (A + B + C - D)	100,460,555	103,141,036
F. Permissible Exclusions to the School Tax Levy Limit	3,078,600	3,398,004
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	97,381,955	99,743,032
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	97,381,955	99,743,032
I. Difference: (G - H); (negative value requires 60.0% voter approval) ²	0	0
Public School Enrollment	5,734	5,741
Consumer Price Index	2.13%	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 2017-18 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2018-19 (D)	Estimated 2019-20 (E)
Adjusted Restricted Fund Balance	35,513,619	33,390,876
Assigned Appropriated Fund Balance	2,854,508	1,300,000
Adjusted Unrestricted Fund Balance	5,461,796	5,467,577
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	4.00%

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/19 Actual Balance	6/30/19 Estimated Ending Balance	Intended Use of the Reserve in the 2019-20 School Year
Capital	Bus Purchase Reserve	To pay the cost of any object or purpose for which buses are purchased.	5,437,349	5,477,349	
Capital	Capital Project	To pay the cost of any object or purpose for which bonds may be issued.	16,140,755	14,565,755	
Capital	Technology	To pay the cost of any object or purpose for Districtwide Technology.	1,805,785	2,105,785	
Workers' Compensation	Workers' Compensation	To pay for Workers' Compensation and benefits.	360,696	340,696	To use \$20,000 to offset Workers' Compensation Consortium premiums for the 2019-20 school year.
Unemployment Insurance	Unemployment Insurance	To pay the cost of reimbursement to the State Unemployment Insurance Fund.	385,895	345,895	
Insurance	Insurance	To pay liability, casualty, and other types of uninsured losses.	1,188,622	1,188,622	
Liability	Reserve for Liability	To establish and maintain a program of reserves to cover liability claims incurred.	1,600,430	1,550,430	
Tax Certiorari	Reserve for Tax Certiorari	To establish a reserve fund for tax certiorari settlements	1,090,363	1,090,363	
EBALR - Employee Benefit Accrued Liability	Employee Benefit and Accrued Liability Reserve	For the payment of accrued employee benefits due to employees upon termination of service.	2,665,320	2,265,320	To use \$400,000 to offset career award payments at the time of retirement for retirees during the 2019-20 school year.
Retirement Contribution		To fund employer retirement contributions to the State and Local Employees' Retirement System	2,305,661	2,602,661	To use \$200,000 to offset Employee Retirement System costs based on wages during the 2019-20 school year.

Form Due May 13, 2019

2019-2020 Salary Threshold =
\$138,000

In response to legislative efforts to encourage greater cost sharing in service provision and local government administration, we now provide a section for districts that share administrative staff to highlight these efforts for the upcoming school year. Each sharing district should identify in the form the other district(s) with which they will be sharing administrative staff for school year 2019-2020.

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

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

Report Estimated Salaries in the Budget for the 2019-2020 School Year

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	241,261	66,478	

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

Associate, Assistant and Deputy Superintendents

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

2.	ASST. SUPERINTENDENT FOR INSTRUCTION	162,668	51,677	
3.	ASST. SUPERINTENDENT FOR BUSINESS	170,812	55,248	
4.	ASST. SUPERINTENDENT FOR HUMAN RESOL	152,704	52,049	
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Salary: Administrative Compensation Information

2018-2019 - Page 2

261401 - PITTSFORD CSD

Official - as of 04/26/2019 02:27 PM

Title	Salary	Employee Benefits	Other Remuneration
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Salary: Administrative Compensation Information

2018-2019 Claim Year - Page 3

261401 - PITTSFORD CSD

Official - as of 04/26/2019 02:27 PM

Other Supervisory and Administrative Employees Scheduled to Receive \$138,000 or More in Salary

71.	DIRECTOR OF STUDENT SERVICES	162,251
72.	DIRECTOR OF ATHLETICS	149,830
73.	CHIEF INFORMATION OFFICER	148,523
74.	HIGH SCHOOL PRINCIPAL	143,170
75.	ELEMENTARY PRINCIPAL	139,834
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Salary: Administrative Compensation Information

261401 - PITTSFORD CSD

2018-2019 Claim Year - Page 4
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The New York State School Report Card

Fiscal Accountability Supplement

for PITTSFORD 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	\$64,118,911	\$26,476,930
	Pupils	5,508	616
	Expenditures Per Pupil	\$11,641	\$42,982
Similar District Group	Instructional Expenditures	\$5,546,093,857	\$2,132,428,823
	Pupils	370,408	52,314
	Expenditures Per Pupil	\$14,973	\$40,762
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: Low 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	\$22,394	\$27,482	\$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

PITTSFORD 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
Student Placement -- Percent of Time Inside Regular Classroom	Count of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities
80% or more	319	52.64%	62.00%	58.68%
40% to 79%	180	29.70%	18.04%	11.47%
Less than 40%	57	9.41%	11.19%	19.09%
Separate Settings	19	3.14%	5.11%	5.34%
Other Settings	31	5.12%	3.66%	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	9.59%	12.53%	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: Low Need/Resource Capacity
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PITTSFORD 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****EM INDICATOR LEVELS**

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

EM COMPOSITE PERFORMANCE

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

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EM CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	2,150	181	4
	Math	2,171	198.2	4
	Science	755	232.5	4
	Combined	5,076	196	4
American Indian or Alaska Native	ELA	1	—	—
	Math	2	—	—
	Science	—	—	—
	Combined	3	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	262	199	4
	Math	255	227.5	4
	Science	95	236.8	4
	Combined	612	216.7	4
Black or African American	ELA	68	133.1	3
	Math	73	132.2	3
	Science	46	196.7	3
	Combined	187	148.4	3
Hispanic or Latino	ELA	108	160.6	4
	Math	113	171.7	4
	Science	39	220.5	4
	Combined	260	174.4	4
Multiracial	ELA	126	187.7	4
	Math	127	203.9	4
	Science	37	235.1	4
	Combined	290	200.9	4
White	ELA	1,585	180.9	4
	Math	1,602	197.9	4
	Science	562	233.4	4
	Combined	3,749	196	4
English Language Learners	ELA	27	85.2	4
	Math	59	161	4
	Science	6	216.7	4
	Combined	92	142.4	4
Students with Disabilities	ELA	186	94.9	4
	Math	187	102.7	4
	Science	77	190.9	4
	Combined	450	114.6	4
Economically Disadvantaged	ELA	61	149.2	4
	Math	65	158.5	4

Subgroup	Subject	Cohort	Index	Level
	Science	41	218.3	4
	Combined	167	169.8	4

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EM WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	2,517	154.6	4
	Math	2,521	170.7	4
	Science	855	205.3	4
	Combined	2,521	168.8	4
American Indian or Alaska Native	ELA	2	---	---
	Math	2	---	---
	Science	1	---	---
	Combined	2	---	---
Asian or Native Hawaiian/Other Pacific Islander	ELA	265	196.8	4
	Math	266	218	4
	Science	98	229.6	4
	Combined	266	210.9	4
Black or African American	ELA	77	117.5	3
	Math	77	125.3	3
	Science	53	170.8	3
	Combined	77	134.1	3
Hispanic or Latino	ELA	133	130.5	4
	Math	133	145.9	4
	Science	47	183	4
	Combined	133	144.9	4
Multiracial	ELA	137	172.6	4
	Math	137	189.1	4
	Science	44	197.7	4
	Combined	137	183.2	4
White	ELA	1,904	150.6	4
	Math	1,908	166.2	4
	Science	643	204	4
	Combined	1,908	165	4
English Language Learners	ELA	36	63.9	4
	Math	67	141.8	4
	Science	9	144.4	4
	Combined	67	117	4
Students with Disabilities	ELA	298	59.2	4
	Math	300	64	4
	Science	113	130.1	4
	Combined	300	72.5	4
Economically Disadvantaged	ELA	82	111	4
	Math	84	122.6	4

Subgroup	Subject	Cohort	Index	Level
	Science	60	149.2	4
	Combined	84	125.4	4

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	426,935	8,570	49.8	2
American Indian or Alaska Native	—	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	57,874	1,091	53	3
Black or African American	12,812	276	46.4	2
Hispanic or Latino	21,053	417	50.5	3
Multiracial	20,451	419	48.8	2
White	314,745	6,367	49.4	2
English Language Learners	1,675	32	52.3	3
Students with Disabilities	29,749	650	45.8	2
Economically Disadvantaged	13,633	290	47	2

EM COMPOSITE PERFORMANCE AND GROWTH COMBINED

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

EM ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	35	52%	61%	1.2	3
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	19	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	5	—	—	—	—
Multiracial	0	—	—	—	—
White	11	—	—	—	—
English Language Learners	35	52%	61%	1.2	3
Students with Disabilities	6	—	—	—	—
Economically Disadvantaged	1	—	—	—	— ^

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	145.1	2,517	154.6	147.3%	100.7%	117.3	158.7	200	4	4
	Math	157.5	2,521	170.7	159.2%	103.3%	119.4	159.7	200	4	4
American Indian or Alaska Native	ELA	—	2	—	—	—	—	—	—	—	—
	Math	—	2	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	186.8	265	196.8	187.3%	155.1%	162.6	181.3	200	4	4
	Math	197.2	266	218	197.3%	173%	177.5	188.8	200	4	4
Black or African American	ELA	109.5	77	117.5	113.1%	93.9%	111.6	155.8	200	4	4
	Math	96.6	77	125.3	100.7%	83.1%	102.6	151.3	200	4	4
Hispanic or Latino	ELA	133.2	133	130.5	135.9%	90.8%	109	154.5	200	3	3
	Math	130.5	133	145.9	133.3%	87%	105.8	152.9	200	4	3
Multiracial	ELA	152.9	137	172.6	154.8%	97.6%	114.6	157.3	200	4	4
	Math	168.2	137	189.1	169.5%	99.3%	116.1	158.1	200	4	4
White	ELA	141	1,904	150.6	143.4%	98%	115	157.5	200	4	4
	Math	155.3	1,908	166.2	157.1%	106.3%	121.9	161	200	4	4
English Language Learners	ELA	40.9	36	63.9	47.3%	60.8%	84	142	200	3	3
	Math	136.4	67	141.8	138.9%	77.9%	98.2	149.1	200	4	3
Students with Disabilities	ELA	61.9	298	59.2	67.4%	54.4%	78.6	139.3	200	2	2
	Math	71.6	300	64	76.7%	54.4%	78.6	139.3	200	2	2
Economically Disadvantaged	ELA	110.8	82	111	114.4%	90.7%	108.9	154.5	200	3	3
	Math	105.1	84	122.6	108.9%	89.4%	107.8	153.9	200	4	3

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	3.1	3,471	130	3.7%	3.1%	15%	13.3%	9.2%	5%	4
American Indian or Alaska Native	—	3	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4.1	388	17	4.4%	4.1%	8.3%	7.7%	6.4%	5%	4
Black or African American	3.1	101	5	5%	3.1%	20.8%	18.2%	11.6%	5%	4
Hispanic or Latino	8.2	182	10	5.5%	8.1%	20.4%	17.8%	11.4%	5%	4
Multiracial	4.3	206	8	3.9%	4.3%	17%	15%	10%	5%	4
White	2.6	2,593	90	3.5%	2.6%	10.7%	9.7%	7.4%	5%	4
English Language Learners	10.5	39	1	2.6%	10.3%	18.1%	15.9%	10.5%	5%	4
Students with Disabilities	4.9	379	26	6.9%	4.9%	22.2%	19.3%	12.2%	5%	4
Economically Disadvantaged	12.5	113	16	14.2%	12.2%	20.5%	17.9%	11.5%	5%	3

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EM ELA PARTICIPATION RATE

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	✗	5,380	78.7%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	✗	582	91.9%
Black or African American	✗	159	84.3%
Hispanic or Latino	✗	285	77.9%
Multiracial	✗	274	82.5%
White	✗	4,078	76.5%
English Language Learners	—	20	—
Students with Disabilities	✗	601	57.1%
Economically Disadvantaged	✗	180	72.2%

EM MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	✗	5,393	80.6%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	✗	586	92.2%
Black or African American	✗	161	87%
Hispanic or Latino	✗	285	77.9%
Multiracial	✗	273	84.6%
White	✗	4,086	78.5%
English Language Learners	—	20	—
Students with Disabilities	✗	603	57.2%
Economically Disadvantaged	✗	182	75.3%

RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA

Grade	Number Taking NYSESLAT
Grade 4	1
Grade 5	3

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

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HS COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	492	237	226	4
	Math	492	200.1	226	4
	Science	492	240	226	4
	Social Studies	492	243	226	4
Asian or Native Hawaiian/Other Pacific Islander	ELA	58	234.5	232.5	4
	Math	58	220.7	232.5	4
	Science	58	240.5	232.5	4
	Social Studies	58	245.7	232.5	4
Black or African American	ELA	37	216.2	198.2	3
	Math	37	150	198.2	3
	Science	37	227	198.2	3
	Social Studies	37	231.1	198.2	3
Hispanic or Latino	ELA	30	220	209.5	4
	Math	30	181.7	209.5	4
	Science	30	226.7	209.5	4
	Social Studies	30	226.7	209.5	4
Multiracial	ELA	27	238.9	228.4	4
	Math	27	203.7	228.4	4
	Science	27	244.4	228.4	4
	Social Studies	27	238.9	228.4	4
White	ELA	376	240.4	228.3	4
	Math	376	201.6	228.3	4
	Science	376	241.9	228.3	4
	Social Studies	376	244.8	228.3	4
English Language Learners	ELA	2	—	—	—
	Math	2	—	—	—
	Science	2	—	—	—
	Social Studies	2	—	—	—
Students with Disabilities	ELA	42	178.6	170.3	4
	Math	42	115.5	170.3	4
	Science	42	217.9	170.3	4
	Social Studies	42	214.3	170.3	4
Economically Disadvantaged	ELA	23	208.7	200.5	4
	Math	23	160.9	200.5	4
	Science	23	232.6	200.5	4
	Social Studies	23	230.4	200.5	4

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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	97.6%	491	95.7%	95%	82.3%	84.4%	89.7%	95%	4	4
	5-Year	98%	508	98.2%	96%	84.5%	86.4%	91.2%	96%	4	4
	6-Year	97.6%	504	98.2%	97%	84.6%	86.7%	91.9%	97%	4	4
American Indian or Alaska Native	4-Year	—	0	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—
	6-Year	—	0	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	98.2%	44	97.7%	95%	88%	89.2%	92.1%	95%	4	4
	5-Year	97.8%	56	100%	96%	89.9%	90.9%	93.5%	96%	4	4
	6-Year	100%	45	97.8%	97%	89.4%	90.7%	93.9%	97%	4	4
Black or African American	4-Year	94.4%	41	97.6%	94.4%	72.4%	76.2%	85.6%	95%	4	4
	5-Year	93.1%	37	94.6%	93.2%	75.9%	79.3%	87.7%	96%	4	4
	6-Year	95.2%	29	93.1%	95.3%	76%	79.5%	88.3%	97%	4	4
Hispanic or Latino	4-Year	95.6%	45	93.3%	95%	72.2%	76%	85.5%	95%	4	4
	5-Year	100%	45	95.6%	96%	74.8%	78.3%	87.2%	96%	4	4
	6-Year	100%	35	100%	97%	75.2%	78.8%	87.9%	97%	4	4
Multiracial	4-Year	95.7%	25	96%	95%	83.2%	85.2%	90.1%	95%	4	4
	5-Year	94.7%	23	95.7%	94.8%	84.5%	86.4%	91.2%	96%	4	4
	6-Year	—	—	—	—	—	—	—	—	—	4
White	4-Year	98%	390	95.4%	95%	90%	90.8%	92.9%	95%	4	4
	5-Year	98.3%	398	98.5%	96%	91.3%	92.1%	94.1%	96%	4	4
	6-Year	97.4%	408	98.5%	97%	91%	92%	94.5%	97%	4	4
English Language Learners	4-Year	—	0	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—
	6-Year	—	1	—	—	—	—	—	—	—	—
Students with Disabilities	4-Year	81.6%	56	76.8%	82.1%	58.2%	64.4%	79.7%	95%	3	4
	5-Year	86.2%	50	86%	86.6%	61.6%	67.4%	81.7%	96%	4	4
	6-Year	80.6%	58	86.2%	81.3%	59.9%	66.1%	81.6%	97%	4	4
Economically Disadvantaged	4-Year	97%	27	96.3%	95%	76.1%	79.2%	87.1%	95%	4	4
	5-Year	93.8%	34	94.1%	93.9%	79.7%	82.4%	89.2%	96%	4	4
	6-Year	96.6%	32	93.8%	96.6%	80%	82.8%	89.9%	97%	4	4

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HS COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

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

HS ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	6	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	1	—	—	—	—
Multiracial	0	—	—	—	—
White	1	—	—	—	—
English Language Learners	6	—	—	—	—
Students with Disabilities	3	—	—	—	—
Economically Disadvantaged	1	—	—	—	—

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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	239.1	492	237	215%	189.4%	193.6	204.3	215	4	4
	Math	203.6	492	200.1	200%	149.1%	157.6	178.8	200	4	4
Asian or Native Hawaiian/Other Pacific Islander	ELA	247.7	58	234.5	215%	208.7%	209.7	212.4	215	4	4
	Math	240.7	58	220.7	200%	191%	192.5	196.3	200	4	4
Black or African American	ELA	214.3	37	216.2	214.3%	160.4%	169.5	192.3	215	4	3
	Math	165.5	37	150	166.9%	112.9%	127.4	163.7	200	3	3
Hispanic or Latino	ELA	234.9	30	220	215%	163.4%	172	193.5	215	4	4
	Math	203.5	30	181.7	200%	120.7%	133.9	167	200	4	4
Multiracial	ELA	--	27	--	--	--	--	--	--	--	--
	Math	--	27	--	--	--	--	--	--	--	--
White	ELA	238.1	376	240.4	215%	207.8%	209	212	215	4	4
	Math	201.6	376	201.6	200%	166.4%	172	186	200	4	4
English Language Learners	ELA	--	2	--	--	--	--	--	--	--	--
	Math	--	2	--	--	--	--	--	--	--	--
Students with Disabilities	ELA	177.8	42	178.6	179.3%	116.3%	132.8	173.9	215	4	3
	Math	113.9	42	115.5	117.3%	86%	105	152.5	200	3	3
Economically Disadvantaged	ELA	--	23	--	--	--	--	--	--	--	--
	Math	--	23	--	--	--	--	--	--	--	--

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	7.6	1,993	143	7.2%	7.5%	23.4%	20.4%	12.7%	5%	4
American Indian or Alaska Native	--	2	--	--	--	--	--	--	--	--
Asian or Native Hawaiian/Other Pacific Islander	7.4	235	12	5.1%	7.3%	14.4%	12.8%	8.9%	5%	4
Black or African American	8.6	69	8	11.6%	8.5%	32.7%	28.1%	16.6%	5%	4
Hispanic or Latino	10.1	114	4	3.5%	9.9%	32.8%	28.2%	16.6%	5%	4
Multiracial	12.3	63	3	4.8%	12%	23.9%	20.8%	12.9%	5%	4
White	7.3	1,510	116	7.7%	7.2%	16.1%	14.3%	9.7%	5%	4
English Language Learners	--	14	--	--	--	--	--	--	--	--
Students with Disabilities	11.7	203	25	12.3%	11.4%	34%	29.2%	17.1%	5%	4
Economically Disadvantaged	16.2	74	9	12.2%	15.8%	31.3%	26.9%	16%	5%	4

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CCCR LEVELS

Subgroup	Baseline	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	172.5	180.2	172.6	128.2	136	155.5	175	4
Asian or Native Hawaiian/Other Pacific Islander	188.6	187.9	175	153.2	156.8	165.9	175	4
Black or African American	152.4	158.1	153.3	98	110.8	142.9	175	4
Hispanic or Latino	163.3	171.7	163.8	101.4	113.6	144.3	175	4
Multiracial	—	—	—	—	—	—	—	—
White	171	181.2	171.2	148.6	153	164	175	4
English Language Learners	—	—	—	—	—	—	—	—
Students with Disabilities	93.1	94.3	96.4	72.2	89.3	132.2	175	3
Economically Disadvantaged	—	—	—	—	—	—	—	—

CCCR COUNTS

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight
All Students	504	0	405	27	57	1
Asian or Native Hawaiian/Other Pacific Islander	58	0	51	2	4	0
Black or African American	37	0	21	1	15	0
Hispanic or Latino	30	0	22	1	6	0
Multiracial	28	0	—	—	—	—
White	388	0	315	23	38	1
English Language Learners	2	0	—	—	—	—
Students with Disabilities	44	0	6	4	23	1
Economically Disadvantaged	26	0	—	—	—	—

HS ELA PARTICIPATION RATE

Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	507	100%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	60	100%
Black or African American	—	15	—
Hispanic or Latino	—	29	—
Multiracial	—	13	—
White	✓	390	100%
English Language Learners	—	2	—
Students with Disabilities	✓	46	100%
Economically Disadvantaged	—	12	—

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HS MATHEMATICS PARTICIPATION RATE

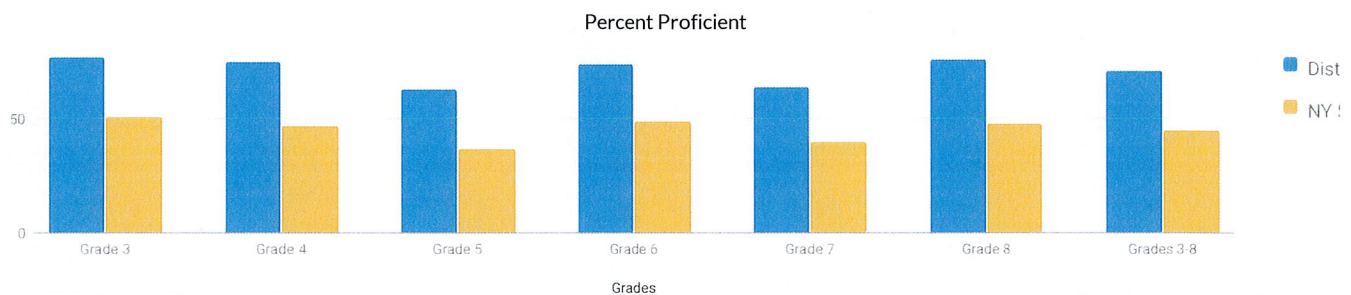
Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	507	100%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	60	100%
Black or African American	—	15	—
Hispanic or Latino	—	29	—
Multiracial	—	13	—
White	✓	390	100%
English Language Learners	—	2	—
Students with Disabilities	✓	46	100%
Economically Disadvantaged	—	12	—

STAFF QUALIFICATIONS (2017-18)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS DISTRICT	12	3%	1	11%	0	0%
STATEWIDE	31,189	16%	1,840	37%	17,189	8%
STATEWIDE HIGH-POVERTY SCHOOLS	11,145	26%	480	43%	8,126	18%
STATEWIDE LOW-POVERTY SCHOOLS	5,839	9%	281	23%	729	1%

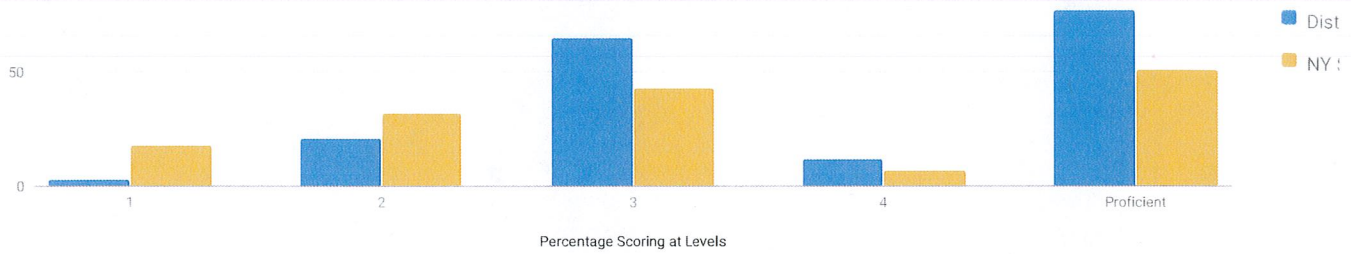
2017-18 Grades 3-8 ELA and Math results cannot be compared to those from previous years, as these tests were redesigned in 2017-18.

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



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	50	375	10	3%	77	21%	244	65%	44	12%	288	77%
Grade 4	58	373	18	5%	77	21%	156	42%	122	33%	278	75%
Grade 5	69	377	41	11%	100	27%	110	29%	126	33%	236	63%
Grade 6	78	390	31	8%	72	18%	114	29%	173	44%	287	74%
Grade 7	114	324	22	7%	95	29%	133	41%	74	23%	207	64%
Grade 8	156	325	9	3%	69	21%	119	37%	128	39%	247	76%
Grades 3-8	525	2,164	131	6%	490	23%	876	40%	667	31%	1,543	71%

GRADE 3 ELA RESULTS

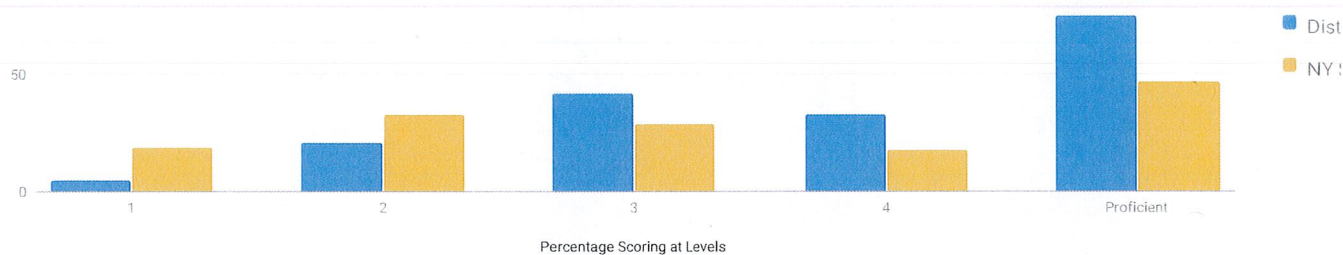


MEAN SCORE: 611

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	50	375	10	3%	77	21%	244	65%	44	12%	288	77%
General Education	31	351	7	2%	64	18%	236	67%	44	13%	280	80%
Students with Disabilities	19	24	3	13%	13	54%	8	33%	0	0%	8	33%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	32	1	3%	5	16%	21	66%	5	16%	26	81%
Black or African American	—	9	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	20	4	20%	2	10%	10	50%	4	20%	14	70%
White	43	282	3	1%	61	22%	191	68%	27	10%	218	77%
Multiracial	2	31	1	3%	8	26%	14	45%	8	26%	22	71%
Small Group Total	0	10	1	10%	1	10%	8	80%	0	0%	8	80%
Female	24	197	5	3%	37	19%	126	64%	29	15%	155	79%
Male	26	178	5	3%	40	22%	118	66%	15	8%	133	75%
English Language Learners	0	5	1	20%	2	40%	2	40%	0	0%	2	40%
Non-English Language Learners	50	370	9	2%	75	20%	242	65%	44	12%	286	77%
Economically Disadvantaged	1	11	1	9%	2	18%	8	73%	0	0%	8	73%
Not Economically Disadvantaged	49	364	9	2%	75	21%	236	65%	44	12%	280	77%
Not Migrant	50	375	10	3%	77	21%	244	65%	44	12%	288	77%
Not Homeless	50	375	10	3%	77	21%	244	65%	44	12%	288	77%
Not in Foster Care	50	375	10	3%	77	21%	244	65%	44	12%	288	77%
Parent Not in Armed Forces	50	375	10	3%	77	21%	244	65%	44	12%	288	77%

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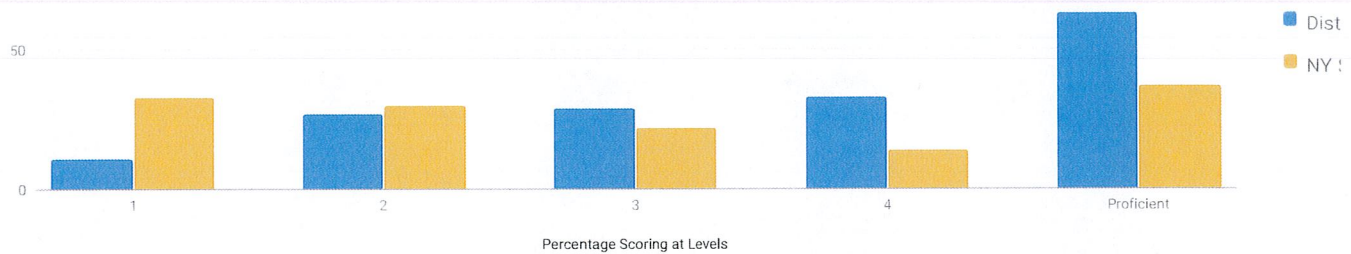
GRADE 4 ELA RESULTS



MEAN SCORE: 612

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	58	373	18	5%	77	21%	156	42%	122	33%	278	75%
General Education	34	338	8	2%	62	18%	148	44%	120	36%	268	79%
Students with Disabilities	24	35	10	29%	15	43%	8	23%	2	6%	10	29%
Asian or Native Hawaiian/Other Pacific Islander	0	52	2	4%	8	15%	24	46%	18	35%	42	81%
Black or African American	1	14	2	14%	6	43%	2	14%	4	29%	6	43%
Hispanic or Latino	4	24	0	0%	7	29%	11	46%	6	25%	17	71%
White	51	261	13	5%	53	20%	107	41%	88	34%	195	75%
Multiracial	2	22	1	5%	3	14%	12	55%	6	27%	18	82%
Female	20	183	7	4%	34	19%	72	39%	70	38%	142	78%
Male	38	190	11	6%	43	23%	84	44%	52	27%	136	72%
English Language Learners	—	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	370	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	1	8	0	0%	4	50%	2	25%	2	25%	4	50%
Not Economically Disadvantaged	57	365	18	5%	73	20%	154	42%	120	33%	274	75%
Not Migrant	58	373	18	5%	77	21%	156	42%	122	33%	278	75%
Not Homeless	58	373	18	5%	77	21%	156	42%	122	33%	278	75%
Not in Foster Care	58	373	18	5%	77	21%	156	42%	122	33%	278	75%
Parent Not in Armed Forces	58	373	18	5%	77	21%	156	42%	122	33%	278	75%

GRADE 5 ELA RESULTS

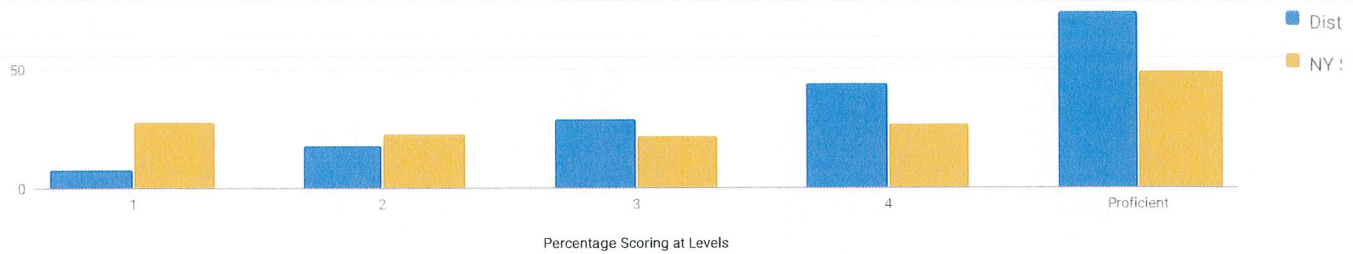


MEAN SCORE: 613

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	69	377	41	11%	100	27%	110	29%	126	33%	236	63%
General Education	51	345	27	8%	87	25%	108	31%	123	36%	231	67%
Students with Disabilities	18	32	14	44%	13	41%	2	6%	3	9%	5	16%
Asian or Native Hawaiian/Other Pacific Islander	4	46	6	13%	6	13%	12	26%	22	48%	34	74%
Black or African American	3	15	4	27%	7	47%	2	13%	2	13%	4	27%
Hispanic or Latino	4	17	4	24%	6	35%	4	24%	3	18%	7	41%
White	55	278	26	9%	80	29%	86	31%	86	31%	172	62%
Multiracial	3	21	1	5%	1	5%	6	29%	13	62%	19	90%
Female	28	176	18	10%	39	22%	46	26%	73	41%	119	68%
Male	41	201	23	11%	61	30%	64	32%	53	26%	117	58%
English Language Learners	—	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	376	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	3	11	3	27%	6	55%	0	0%	2	18%	2	18%
Not Economically Disadvantaged	66	366	38	10%	94	26%	110	30%	124	34%	234	64%
Not Migrant	69	377	41	11%	100	27%	110	29%	126	33%	236	63%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	376	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	69	377	41	11%	100	27%	110	29%	126	33%	236	63%
Parent Not in Armed Forces	69	377	41	11%	100	27%	110	29%	126	33%	236	63%

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GRADE 6 ELA RESULTS

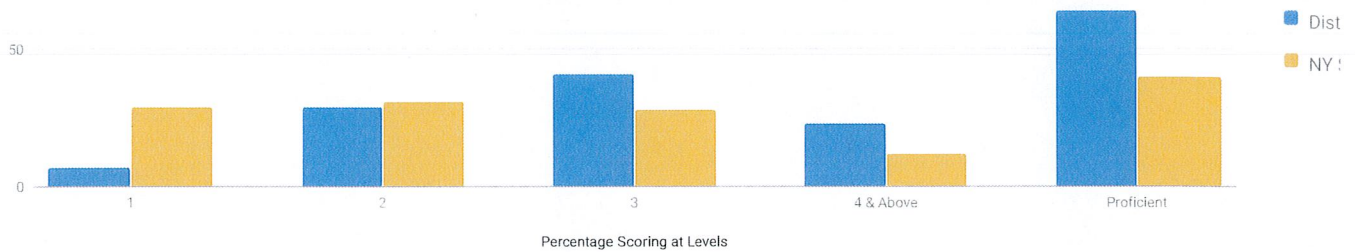


MEAN SCORE: 609

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	78	390	31	8%	72	18%	114	29%	173	44%	287	74%
General Education	56	359	15	4%	65	18%	107	30%	172	48%	279	78%
Students with Disabilities	22	31	16	52%	7	23%	7	23%	1	3%	8	26%
Asian or Native Hawaiian/Other Pacific Islander	4	56	4	7%	5	9%	11	20%	36	64%	47	84%
Black or African American	0	16	2	13%	9	56%	3	19%	2	13%	5	31%
Hispanic or Latino	4	20	2	10%	3	15%	9	45%	6	30%	15	75%
White	68	279	20	7%	53	19%	84	30%	122	44%	206	74%
Multiracial	2	19	3	16%	2	11%	7	37%	7	37%	14	74%
Female	45	183	7	4%	27	15%	50	27%	99	54%	149	81%
Male	33	207	24	12%	45	22%	64	31%	74	36%	138	67%
English Language Learners	—	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	387	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	2	12	2	17%	4	33%	3	25%	3	25%	6	50%
Not Economically Disadvantaged	76	378	29	8%	68	18%	111	29%	170	45%	281	74%
Not Migrant	78	390	31	8%	72	18%	114	29%	173	44%	287	74%
Not Homeless	78	390	31	8%	72	18%	114	29%	173	44%	287	74%
Not in Foster Care	78	390	31	8%	72	18%	114	29%	173	44%	287	74%
Parent Not in Armed Forces	78	390	31	8%	72	18%	114	29%	173	44%	287	74%

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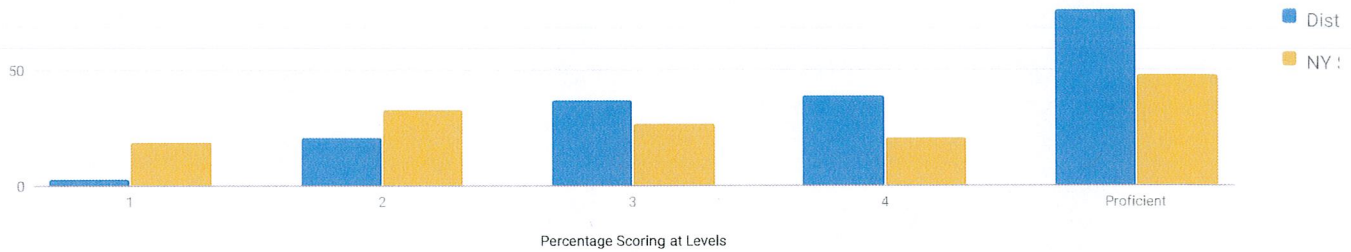
GRADE 7 ELA RESULTS



MEAN SCORE: 611

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	114	324	22	7%	95	29%	133	41%	74	23%	207	64%
General Education	89	300	10	3%	86	29%	130	43%	74	25%	204	68%
Students with Disabilities	25	24	12	50%	9	38%	3	13%	0	0%	3	13%
Asian or Native Hawaiian/Other Pacific Islander	5	38	1	3%	10	26%	15	39%	12	32%	27	71%
Black or African American	6	8	2	25%	3	38%	3	38%	0	0%	3	38%
Hispanic or Latino	5	18	3	17%	7	39%	5	28%	3	17%	8	44%
White	94	242	16	7%	70	29%	100	41%	56	23%	156	64%
Multiracial	4	18	0	0%	5	28%	10	56%	3	17%	13	72%
Female	56	182	7	4%	39	21%	75	41%	61	34%	136	75%
Male	58	142	15	11%	56	39%	58	41%	13	9%	71	50%
English Language Learners	—	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	321	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	9	9	2	22%	3	33%	4	44%	0	0%	4	44%
Not Economically Disadvantaged	105	315	20	6%	92	29%	129	41%	74	23%	203	64%
Not Migrant	114	324	22	7%	95	29%	133	41%	74	23%	207	64%
Not Homeless	114	324	22	7%	95	29%	133	41%	74	23%	207	64%
Not in Foster Care	114	324	22	7%	95	29%	133	41%	74	23%	207	64%
Parent Not in Armed Forces	114	324	22	7%	95	29%	133	41%	74	23%	207	64%

GRADE 8 ELA RESULTS

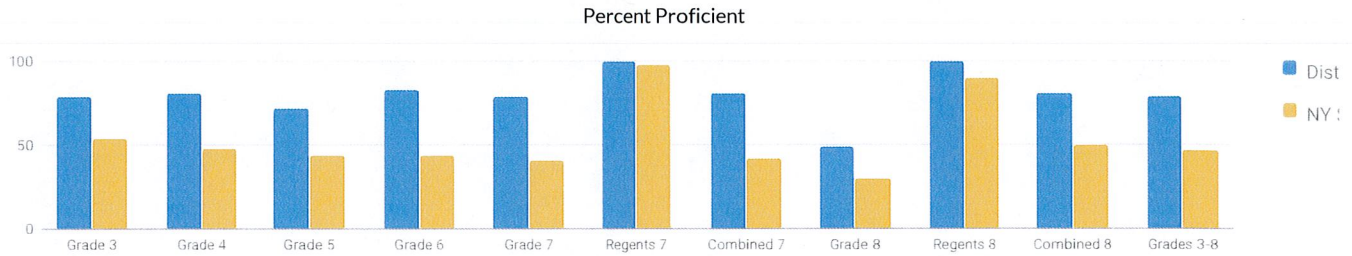


MEAN SCORE: 612

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	156	325	9	3%	69	21%	119	37%	128	39%	247	76%
General Education	119	305	4	1%	55	18%	118	39%	128	42%	246	81%
Students with Disabilities	37	20	5	25%	14	70%	1	5%	0	0%	1	5%
Asian or Native Hawaiian/Other Pacific Islander	7	47	0	0%	6	13%	14	30%	27	57%	41	87%
Black or African American	4	6	0	0%	2	33%	3	50%	1	17%	4	67%
Hispanic or Latino	11	13	1	8%	3	23%	8	62%	1	8%	9	69%
White	127	244	8	3%	53	22%	89	36%	94	39%	183	75%
Multiracial	7	15	0	0%	5	33%	5	33%	5	33%	10	67%
Female	67	183	2	1%	32	17%	69	38%	80	44%	149	81%
Male	89	142	7	5%	37	26%	50	35%	48	34%	98	69%
Non-English Language Learners	156	325	9	3%	69	21%	119	37%	128	39%	247	76%
Economically Disadvantaged	12	9	0	0%	1	11%	5	56%	3	33%	8	89%
Not Economically Disadvantaged	144	316	9	3%	68	22%	114	36%	125	40%	239	76%
Not Migrant	156	325	9	3%	69	21%	119	37%	128	39%	247	76%
Not Homeless	156	325	9	3%	69	21%	119	37%	128	39%	247	76%
Not in Foster Care	156	325	9	3%	69	21%	119	37%	128	39%	247	76%
Parent Not in Armed Forces	156	325	9	3%	69	21%	119	37%	128	39%	247	76%

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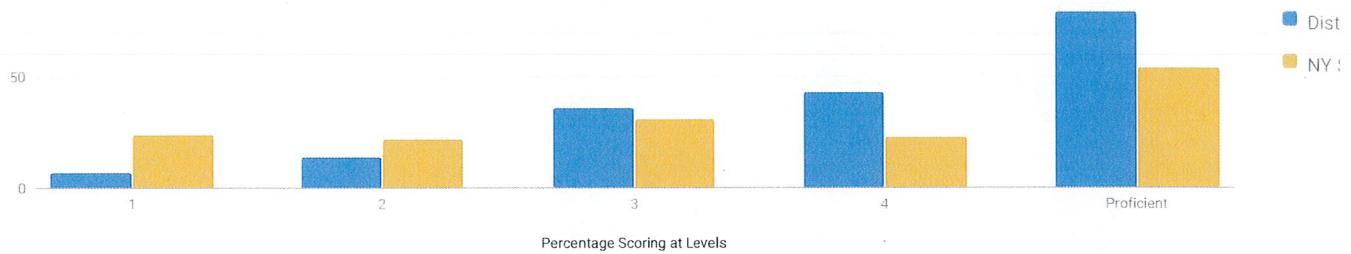
GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2017-18)



Grade	Not Tested	Tested	Grades									
			Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	49	377	25	7%	53	14%	137	36%	162	43%	299	79%
Grade 4	57	374	19	5%	51	14%	136	36%	168	45%	304	81%
Grade 5	73	374	37	10%	69	18%	114	30%	154	41%	268	72%
Grade 6	95	372	19	5%	45	12%	104	28%	204	55%	308	83%
Grade 7	137	301	14	5%	48	16%	114	38%	125	42%	239	79%
Regents 7	—	21	0	0%	0	0%	0	0%	21	100%	21	100%
Combined 7	137	322	14	4%	48	15%	114	35%	146	45%	260	81%
Grade 8	345	137	13	9%	57	42%	55	40%	12	9%	67	49%
Regents 8	—	233	0	0%	0	0%	0	0%	233	100%	233	100%
Combined 8	345	370	13	4%	57	15%	55	15%	245	66%	300	81%
Grades 3-8	756	2,189	127	6%	323	15%	660	30%	1,079	49%	1,739	79%

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.

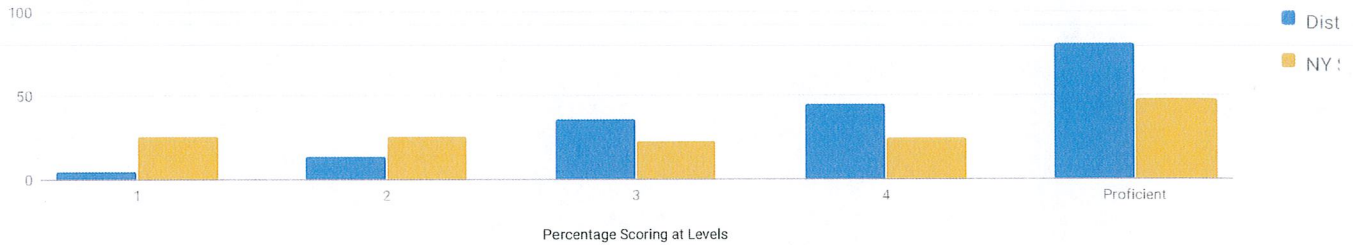
GRADE 3 MATH RESULTS



MEAN SCORE: 611

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	49	377	25	7%	53	14%	137	36%	162	43%	299	79%
General Education	33	350	15	4%	43	12%	132	38%	160	46%	292	83%
Students with Disabilities	16	27	10	37%	10	37%	5	19%	2	7%	7	26%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	32	0	0%	3	9%	8	25%	21	66%	29	91%
Black or African American	—	9	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	22	5	23%	1	5%	5	23%	11	50%	16	73%
White	44	282	17	6%	41	15%	115	41%	109	39%	224	79%
Multiracial	2	31	2	6%	4	13%	6	19%	19	61%	25	81%
Small Group Total	0	10	1	10%	4	40%	3	30%	2	20%	5	50%
Female	29	192	12	6%	29	15%	65	34%	86	45%	151	79%
Male	20	185	13	7%	24	13%	72	39%	76	41%	148	80%
English Language Learners	0	5	0	0%	1	20%	1	20%	3	60%	4	80%
Non-English Language Learners	49	372	25	7%	52	14%	136	37%	159	43%	295	79%
Economically Disadvantaged	1	11	2	18%	2	18%	4	36%	3	27%	7	64%
Not Economically Disadvantaged	48	366	23	6%	51	14%	133	36%	159	43%	292	80%
Not Migrant	49	377	25	7%	53	14%	137	36%	162	43%	299	79%
Not Homeless	49	377	25	7%	53	14%	137	36%	162	43%	299	79%
Not in Foster Care	49	377	25	7%	53	14%	137	36%	162	43%	299	79%
Parent Not in Armed Forces	49	377	25	7%	53	14%	137	36%	162	43%	299	79%

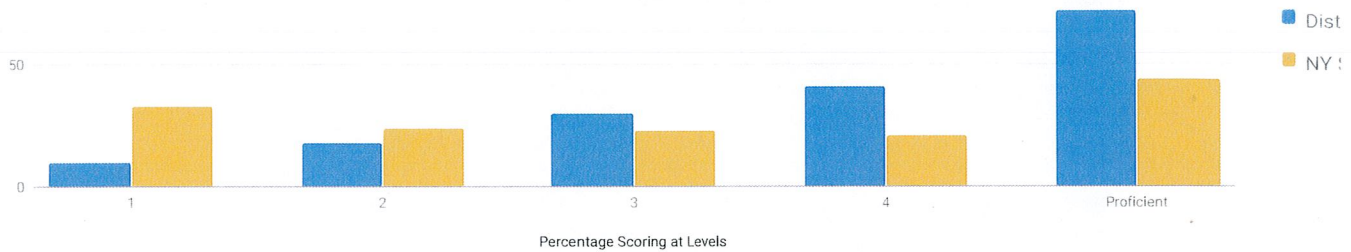
GRADE 4 MATH RESULTS



MEAN SCORE: 613

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	57	374	19	5%	51	14%	136	36%	168	45%	304	81%
General Education	33	339	7	2%	39	12%	130	38%	163	48%	293	86%
Students with Disabilities	24	35	12	34%	12	34%	6	17%	5	14%	11	31%
Asian or Native Hawaiian/Other Pacific Islander	2	50	1	2%	5	10%	10	20%	34	68%	44	88%
Black or African American	0	15	3	20%	4	27%	3	20%	5	33%	8	53%
Hispanic or Latino	5	23	2	9%	2	9%	14	61%	5	22%	19	83%
White	48	264	13	5%	37	14%	101	38%	113	43%	214	81%
Multiracial	2	22	0	0%	3	14%	8	36%	11	50%	19	86%
Female	23	180	11	6%	27	15%	60	33%	82	46%	142	79%
Male	34	194	8	4%	24	12%	76	39%	86	44%	162	84%
English Language Learners	—	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	370	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	1	8	1	13%	3	38%	2	25%	2	25%	4	50%
Not Economically Disadvantaged	56	366	18	5%	48	13%	134	37%	166	45%	300	82%
Not Migrant	57	374	19	5%	51	14%	136	36%	168	45%	304	81%
Not Homeless	57	374	19	5%	51	14%	136	36%	168	45%	304	81%
Not in Foster Care	57	374	19	5%	51	14%	136	36%	168	45%	304	81%
Parent Not in Armed Forces	57	374	19	5%	51	14%	136	36%	168	45%	304	81%

GRADE 5 MATH RESULTS

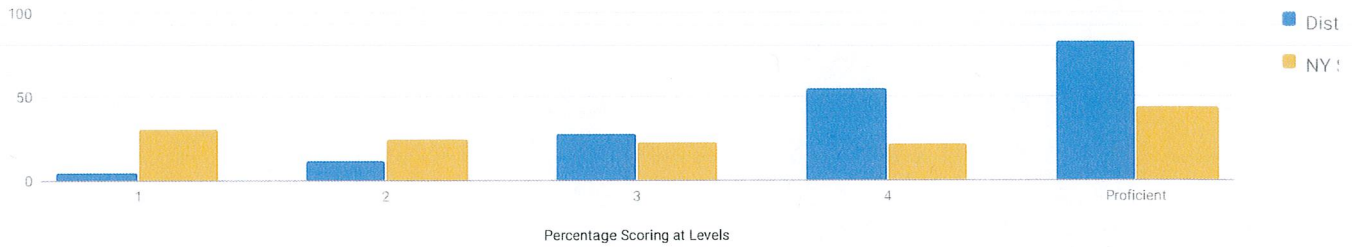


MEAN SCORE: 612

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	73	374	37	10%	69	18%	114	30%	154	41%	268	72%
General Education	54	343	21	6%	62	18%	108	31%	152	44%	260	76%
Students with Disabilities	19	31	16	52%	7	23%	6	19%	2	6%	8	26%
Asian or Native Hawaiian/Other Pacific Islander	5	45	1	2%	5	11%	7	16%	32	71%	39	87%
Black or African American	3	15	7	47%	4	27%	3	20%	1	7%	4	27%
Hispanic or Latino	4	17	4	24%	2	12%	3	18%	8	47%	11	65%
White	58	276	25	9%	56	20%	93	34%	102	37%	195	71%
Multiracial	3	21	0	0%	2	10%	8	38%	11	52%	19	90%
Female	38	167	21	13%	27	16%	54	32%	65	39%	119	71%
Male	35	207	16	8%	42	20%	60	29%	89	43%	149	72%
English Language Learners	—	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	370	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	3	11	4	36%	1	9%	5	45%	1	9%	6	55%
Not Economically Disadvantaged	70	363	33	9%	68	19%	109	30%	153	42%	262	72%
Not Migrant	73	374	37	10%	69	18%	114	30%	154	41%	268	72%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	373	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	73	374	37	10%	69	18%	114	30%	154	41%	268	72%
Parent Not in Armed Forces	73	374	37	10%	69	18%	114	30%	154	41%	268	72%

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GRADE 6 MATH RESULTS

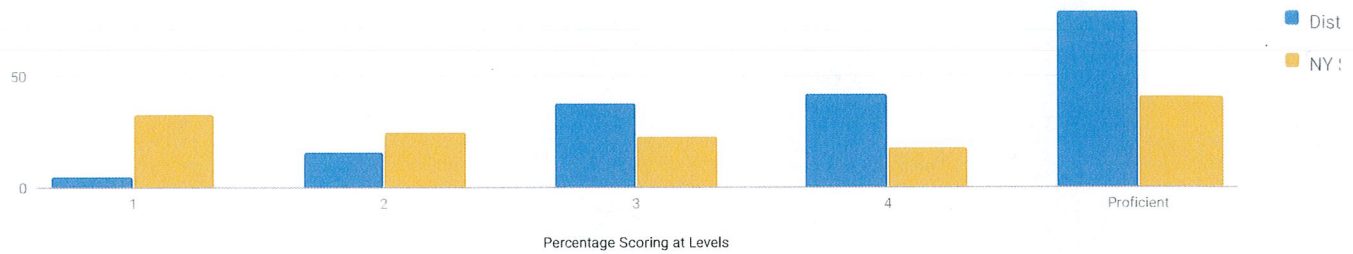


MEAN SCORE: 616

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	95	372	19	5%	45	12%	104	28%	204	55%	308	83%
General Education	71	344	8	2%	40	12%	101	29%	195	57%	296	86%
Students with Disabilities	24	28	11	39%	5	18%	3	11%	9	32%	12	43%
Asian or Native Hawaiian/Other Pacific Islander	7	52	2	4%	1	2%	8	15%	41	79%	49	94%
Black or African American	1	15	3	20%	4	27%	7	47%	1	7%	8	53%
Hispanic or Latino	2	22	2	9%	3	14%	9	41%	8	36%	17	77%
White	83	264	10	4%	33	13%	74	28%	147	56%	221	84%
Multiracial	2	19	2	11%	4	21%	6	32%	7	37%	13	68%
Female	56	171	8	5%	22	13%	52	30%	89	52%	141	82%
Male	39	201	11	5%	23	11%	52	26%	115	57%	167	83%
English Language Learners	—	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	369	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	3	11	3	27%	1	9%	3	27%	4	36%	7	64%
Not Economically Disadvantaged	92	361	16	4%	44	12%	101	28%	200	55%	301	83%
Not Migrant	95	372	19	5%	45	12%	104	28%	204	55%	308	83%
Not Homeless	95	372	19	5%	45	12%	104	28%	204	55%	308	83%
Not in Foster Care	95	372	19	5%	45	12%	104	28%	204	55%	308	83%
Parent Not in Armed Forces	95	372	19	5%	45	12%	104	28%	204	55%	308	83%

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GRADE 7 MATH RESULTS

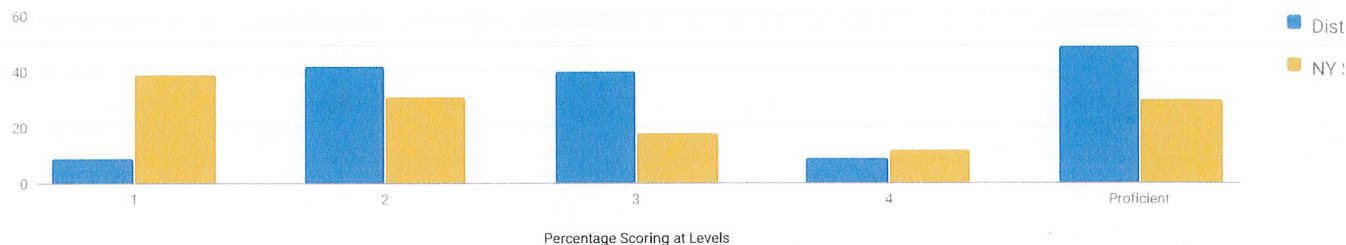


MEAN SCORE: 614

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	137	301	14	5%	48	16%	114	38%	125	42%	239	79%
General Education	111	278	5	2%	44	16%	107	38%	122	44%	229	82%
Students with Disabilities	26	23	9	39%	4	17%	7	30%	3	13%	10	43%
Asian or Native Hawaiian/Other Pacific Islander	14	29	0	0%	2	7%	13	45%	14	48%	27	93%
Black or African American	2	12	2	17%	3	25%	4	33%	3	25%	7	58%
Hispanic or Latino	5	18	3	17%	8	44%	4	22%	3	17%	7	39%
White	109	227	8	4%	34	15%	87	38%	98	43%	185	81%
Multiracial	7	15	1	7%	1	7%	6	40%	7	47%	13	87%
Female	74	164	7	4%	23	14%	59	36%	75	46%	134	82%
Male	63	137	7	5%	25	18%	55	40%	50	36%	105	77%
English Language Learners	—	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	298	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	8	10	1	10%	3	30%	5	50%	1	10%	6	60%
Not Economically Disadvantaged	129	291	13	4%	45	15%	109	37%	124	43%	233	80%
Not Migrant	137	301	14	5%	48	16%	114	38%	125	42%	239	79%
Not Homeless	137	301	14	5%	48	16%	114	38%	125	42%	239	79%
Not in Foster Care	137	301	14	5%	48	16%	114	38%	125	42%	239	79%
Parent Not in Armed Forces	137	301	14	5%	48	16%	114	38%	125	42%	239	79%

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GRADE 8 MATH RESULTS

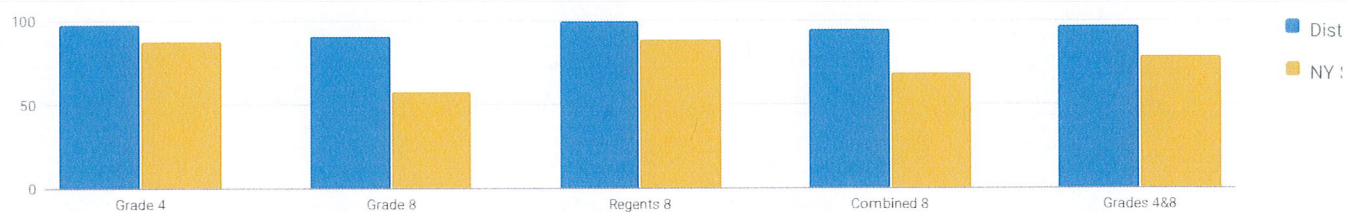


MEAN SCORE: 608

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	345	137	13	9%	57	42%	55	40%	12	9%	67	49%
General Education	312	113	5	4%	42	37%	54	48%	12	11%	66	58%
Students with Disabilities	33	24	8	33%	15	63%	1	4%	0	0%	1	4%
Asian or Native Hawaiian/Other Pacific Islander	—	4	—	—	—	—	—	—	—	—	—	—
Black or African American	—	6	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	15	9	1	11%	6	67%	2	22%	0	0%	2	22%
White	261	110	10	9%	42	38%	46	42%	12	11%	58	53%
Multiracial	14	8	0	0%	4	50%	4	50%	0	0%	4	50%
Small Group Total	55	10	2	20%	5	50%	3	30%	0	0%	3	30%
Female	178	72	7	10%	31	43%	27	38%	7	10%	34	47%
Male	167	65	6	9%	26	40%	28	43%	5	8%	33	51%
Non-English Language Learners	345	137	13	9%	57	42%	55	40%	12	9%	67	49%
Economically Disadvantaged	16	5	1	20%	2	40%	2	40%	0	0%	2	40%
Not Economically Disadvantaged	329	132	12	9%	55	42%	53	40%	12	9%	65	49%
Not Migrant	345	137	13	9%	57	42%	55	40%	12	9%	67	49%
Not Homeless	345	137	13	9%	57	42%	55	40%	12	9%	67	49%
Not in Foster Care	345	137	13	9%	57	42%	55	40%	12	9%	67	49%
Parent Not in Armed Forces	345	137	13	9%	57	42%	55	40%	12	9%	67	49%

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

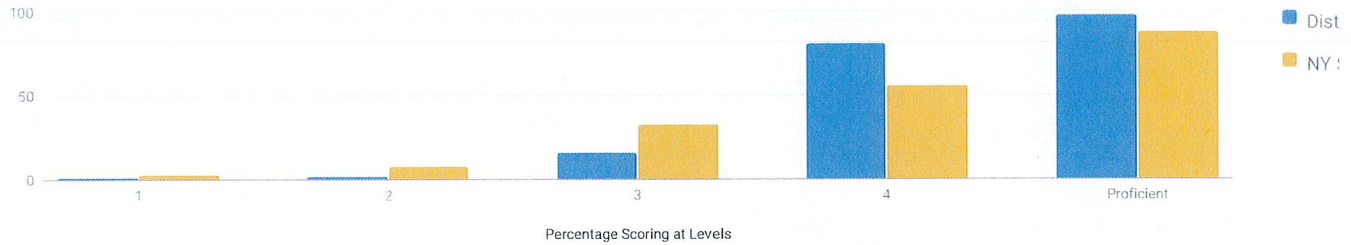
Percent Proficient



Grade	Not Tested	Tested	Grades									
			Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	38	392	3	1%	6	2%	64	16%	319	81%	383	98%
Grade 8	283	199	0	0%	17	9%	110	55%	72	36%	182	91%
Regents 8	0	167	0	0%	0	0%	1	1%	166	99%	167	100%
Combined 8	283	366	0	0%	17	5%	111	30%	238	65%	349	95%
Grades 4&8	321	758	3	0%	23	3%	175	23%	557	73%	732	97%

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

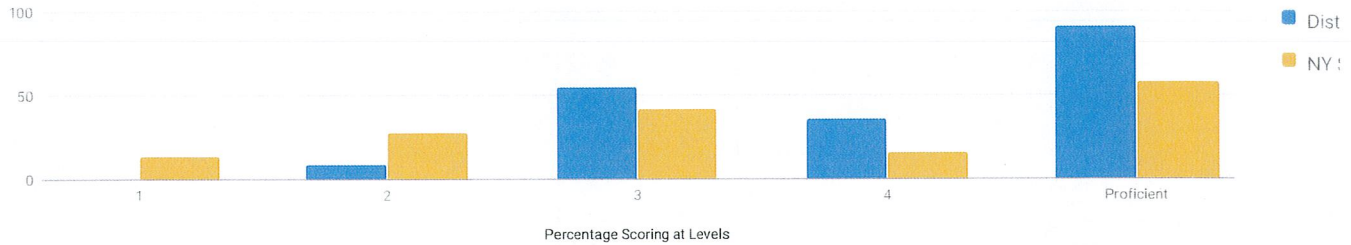


MEAN SCORE: 89

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	38	392	3	1%	6	2%	64	16%	319	81%	383	98%
General Education	23	349	0	0%	1	0%	48	14%	300	86%	348	100%
Students with Disabilities	15	43	3	7%	5	12%	16	37%	19	44%	35	81%
Asian or Native Hawaiian/Other Pacific Islander	2	50	0	0%	1	2%	5	10%	44	88%	49	98%
Black or African American	0	15	1	7%	1	7%	3	20%	10	67%	13	87%
Hispanic or Latino	2	25	0	0%	1	4%	11	44%	13	52%	24	96%
White	32	280	2	1%	3	1%	44	16%	231	83%	275	98%
Multiracial	2	22	0	0%	0	0%	1	5%	21	95%	22	100%
Female	14	188	1	1%	2	1%	35	19%	150	80%	185	98%
Male	24	204	2	1%	4	2%	29	14%	169	83%	198	97%
English Language Learners	—	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	388	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	0	8	0	0%	1	13%	3	38%	4	50%	7	88%
Not Economically Disadvantaged	38	384	3	1%	5	1%	61	16%	315	82%	376	98%
Not Migrant	38	392	3	1%	6	2%	64	16%	319	81%	383	98%
Not Homeless	38	392	3	1%	6	2%	64	16%	319	81%	383	98%
Not in Foster Care	38	392	3	1%	6	2%	64	16%	319	81%	383	98%
Parent Not in Armed Forces	38	392	3	1%	6	2%	64	16%	319	81%	383	98%

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GRADE 8 SCIENCE RESULTS



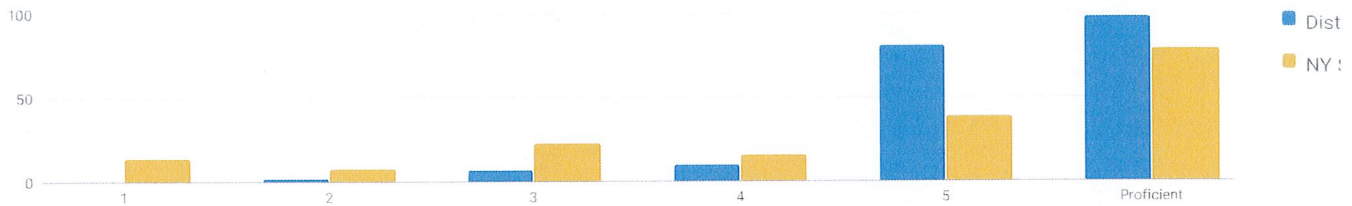
MEAN SCORE: 80

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	283	199	0	0%	17	9%	110	55%	72	36%	182	91%
General Education	248	177	0	0%	10	6%	97	55%	70	40%	167	94%
Students with Disabilities	35	22	0	0%	7	32%	13	59%	2	9%	15	68%
Asian or Native Hawaiian/Other Pacific Islander	36	18	0	0%	2	11%	11	61%	5	28%	16	89%
Black or African American	5	6	0	0%	2	33%	2	33%	2	33%	4	67%
Hispanic or Latino	13	11	0	0%	0	0%	10	91%	1	9%	11	100%
White	215	156	0	0%	11	7%	84	54%	61	39%	145	93%
Multiracial	14	8	0	0%	2	25%	3	38%	3	38%	6	75%
Female	148	102	0	0%	8	8%	65	64%	29	28%	94	92%
Male	135	97	0	0%	9	9%	45	46%	43	44%	88	91%
Non-English Language Learners	283	199	0	0%	17	9%	110	55%	72	36%	182	91%
Economically Disadvantaged	15	6	0	0%	1	17%	4	67%	1	17%	5	83%
Not Economically Disadvantaged	268	193	0	0%	16	8%	106	55%	71	37%	177	92%
Not Migrant	283	199	0	0%	17	9%	110	55%	72	36%	182	91%
Not Homeless	283	199	0	0%	17	9%	110	55%	72	36%	182	91%
Not in Foster Care	283	199	0	0%	17	9%	110	55%	72	36%	182	91%
Parent Not in Armed Forces	283	199	0	0%	17	9%	110	55%	72	36%	182	91%

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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)

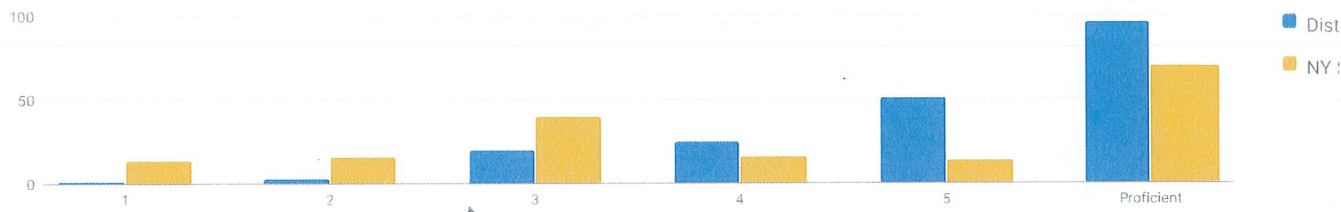


Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	464	1	0%	8	2%	34	7%	45	10%	376	81%	455	98%
General Education	421	0	0%	2	0%	17	4%	37	9%	365	87%	419	100%
Students with Disabilities	43	1	2%	6	14%	17	40%	8	19%	11	26%	36	84%
Asian or Native Hawaiian/Other Pacific Islander	49	0	0%	0	0%	1	2%	4	8%	44	90%	49	100%
Black or African American	17	0	0%	1	6%	2	12%	5	29%	9	53%	16	94%
Hispanic or Latino	32	0	0%	2	6%	2	6%	5	16%	23	72%	30	94%
White	351	1	0%	5	1%	28	8%	30	9%	287	82%	345	98%
Multiracial	15	0	0%	0	0%	1	7%	1	7%	13	87%	15	100%
Female	236	0	0%	3	1%	10	4%	20	8%	203	86%	233	99%
Male	228	1	0%	5	2%	24	11%	25	11%	173	76%	222	97%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	463	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	15	0	0%	1	7%	4	27%	2	13%	8	53%	14	93%
Not Economically Disadvantaged	449	1	0%	7	2%	30	7%	43	10%	368	82%	441	98%
Not Migrant	464	1	0%	8	2%	34	7%	45	10%	376	81%	455	98%
Not Homeless	464	1	0%	8	2%	34	7%	45	10%	376	81%	455	98%
Not in Foster Care	464	1	0%	8	2%	34	7%	45	10%	376	81%	455	98%
Parent Not in Armed Forces	464	1	0%	8	2%	34	7%	45	10%	376	81%	455	98%

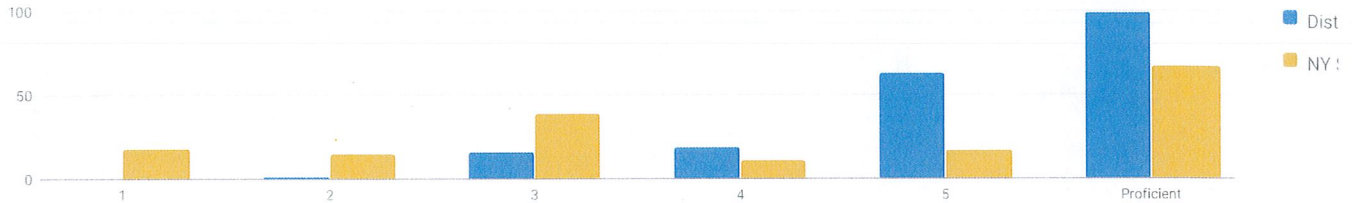
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ANNUAL REGENTS ALGEBRA I (2017-18)



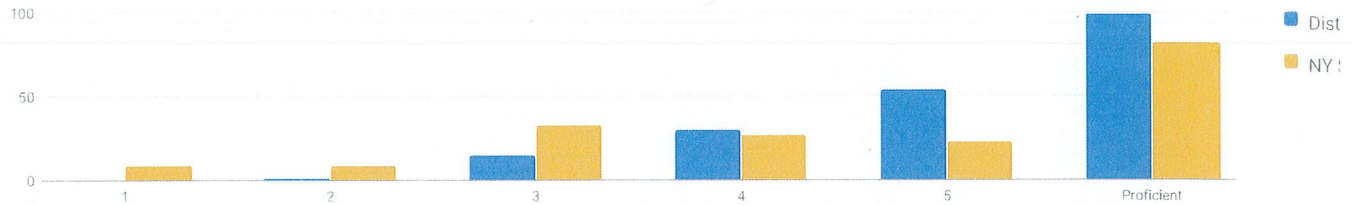
Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	544	7	1%	14	3%	110	20%	137	25%	276	51%	523	96%
General Education	476	1	0%	4	1%	67	14%	131	28%	273	57%	471	99%
Students with Disabilities	68	6	9%	10	15%	43	63%	6	9%	3	4%	52	76%
Asian or Native Hawaiian/Other Pacific Islander	61	0	0%	0	0%	5	8%	10	16%	46	75%	61	100%
Black or African American	24	2	8%	4	17%	12	50%	4	17%	2	8%	18	75%
Hispanic or Latino	33	1	3%	1	3%	11	33%	12	36%	8	24%	31	94%
White	403	3	1%	9	2%	78	19%	108	27%	205	51%	391	97%
Multiracial	23	1	4%	0	0%	4	17%	3	13%	15	65%	22	96%
Female	284	2	1%	4	1%	53	19%	67	24%	158	56%	278	98%
Male	260	5	2%	10	4%	57	22%	70	27%	118	45%	245	94%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	543	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	28	1	4%	2	7%	6	21%	9	32%	10	36%	25	89%
Not Economically Disadvantaged	516	6	1%	12	2%	104	20%	128	25%	266	52%	498	97%
Not Migrant	544	7	1%	14	3%	110	20%	137	25%	276	51%	523	96%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	543	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	544	7	1%	14	3%	110	20%	137	25%	276	51%	523	96%
Parent Not in Armed Forces	544	7	1%	14	3%	110	20%	137	25%	276	51%	523	96%

ANNUAL REGENTS GEOMETRY (2017-18)



Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	448	2	0%	4	1%	72	16%	86	19%	284	63%	442	99%
General Education	423	2	0%	3	1%	63	15%	80	19%	275	65%	418	99%
Students with Disabilities	25	0	0%	1	4%	9	36%	6	24%	9	36%	24	96%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	60	0	0%	0	0%	2	3%	6	10%	52	87%	60	100%
Black or African American	8	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	0	0%	2	11%	6	32%	3	16%	8	42%	17	89%
White	346	0	0%	2	1%	59	17%	73	21%	212	61%	344	99%
Multiracial	13	0	0%	0	0%	1	8%	2	15%	10	77%	13	100%
Small Group Total	10	2	20%	0	0%	4	40%	2	20%	2	20%	8	80%
Female	239	1	0%	3	1%	32	13%	36	15%	167	70%	235	98%
Male	209	1	0%	1	0%	40	19%	50	24%	117	56%	207	99%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	447	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	16	1	6%	0	0%	5	31%	6	38%	4	25%	15	94%
Not Economically Disadvantaged	432	1	0%	4	1%	67	16%	80	19%	280	65%	427	99%
Not Migrant	448	2	0%	4	1%	72	16%	86	19%	284	63%	442	99%
Not Homeless	448	2	0%	4	1%	72	16%	86	19%	284	63%	442	99%
Not in Foster Care	448	2	0%	4	1%	72	16%	86	19%	284	63%	442	99%
Parent Not in Armed Forces	448	2	0%	4	1%	72	16%	86	19%	284	63%	442	99%

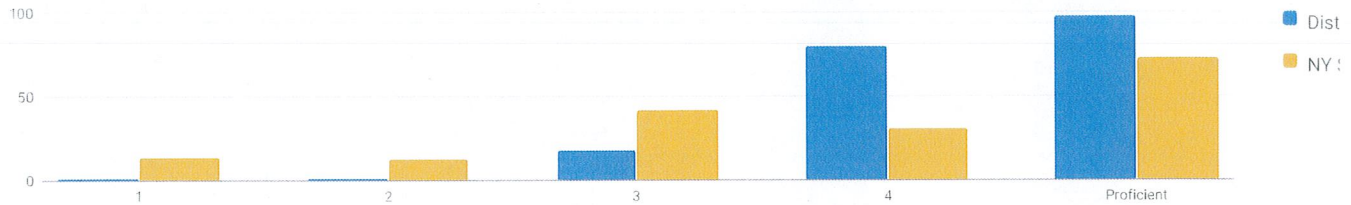
ANNUAL REGENTS ALGEBRA II (2017-18)



Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	393	1	0%	3	1%	59	15%	118	30%	212	54%	389	99%
General Education	379	1	0%	3	1%	54	14%	114	30%	207	55%	375	99%
Students with Disabilities	14	0	0%	0	0%	5	36%	4	29%	5	36%	14	100%
Asian or Native Hawaiian/Other Pacific Islander	55	0	0%	0	0%	6	11%	9	16%	40	73%	55	100%
Black or African American	7	0	0%	1	14%	0	0%	3	43%	3	43%	6	86%
Hispanic or Latino	12	0	0%	0	0%	3	25%	6	50%	3	25%	12	100%
White	301	1	0%	2	1%	49	16%	90	30%	159	53%	298	99%
Multiracial	18	0	0%	0	0%	1	6%	10	56%	7	39%	18	100%
Female	196	1	1%	2	1%	26	13%	67	34%	100	51%	193	98%
Male	197	0	0%	1	1%	33	17%	51	26%	112	57%	196	99%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	392	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	9	1	11%	0	0%	1	11%	4	44%	3	33%	8	89%
Not Economically Disadvantaged	384	0	0%	3	1%	58	15%	114	30%	209	54%	381	99%
Not Migrant	393	1	0%	3	1%	59	15%	118	30%	212	54%	389	99%
Not Homeless	393	1	0%	3	1%	59	15%	118	30%	212	54%	389	99%
Not in Foster Care	393	1	0%	3	1%	59	15%	118	30%	212	54%	389	99%
Parent Not in Armed Forces	393	1	0%	3	1%	59	15%	118	30%	212	54%	389	99%

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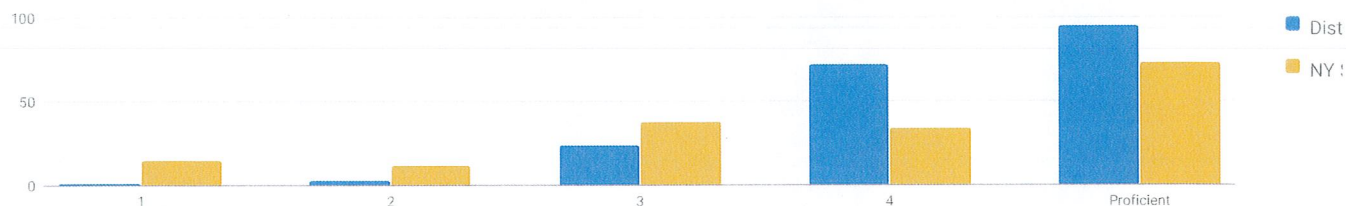
ANNUAL REGENTS LIVING ENVIRONMENT (2017-18)



Subgroup	Tested	Percentage Scoring at Levels									
		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	497	4	1%	4	1%	90	18%	399	80%	489	98%
General Education	433	0	0%	0	0%	60	14%	373	86%	433	100%
Students with Disabilities	64	4	6%	4	6%	30	47%	26	41%	56	88%
Asian or Native Hawaiian/Other Pacific Islander	60	1	2%	0	0%	6	10%	53	88%	59	98%
Black or African American	16	2	13%	1	6%	5	31%	8	50%	13	81%
Hispanic or Latino	27	0	0%	1	4%	10	37%	16	59%	26	96%
White	375	1	0%	2	1%	66	18%	306	82%	372	99%
Multiracial	19	0	0%	0	0%	3	16%	16	84%	19	100%
Female	250	0	0%	1	0%	45	18%	204	82%	249	100%
Male	247	4	2%	3	1%	45	18%	195	79%	240	97%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	495	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	24	2	8%	1	4%	7	29%	14	58%	21	88%
Not Economically Disadvantaged	473	2	0%	3	1%	83	18%	385	81%	468	99%
Not Migrant	497	4	1%	4	1%	90	18%	399	80%	489	98%
Not Homeless	497	4	1%	4	1%	90	18%	399	80%	489	98%
Not in Foster Care	497	4	1%	4	1%	90	18%	399	80%	489	98%
Parent Not in Armed Forces	497	4	1%	4	1%	90	18%	399	80%	489	98%

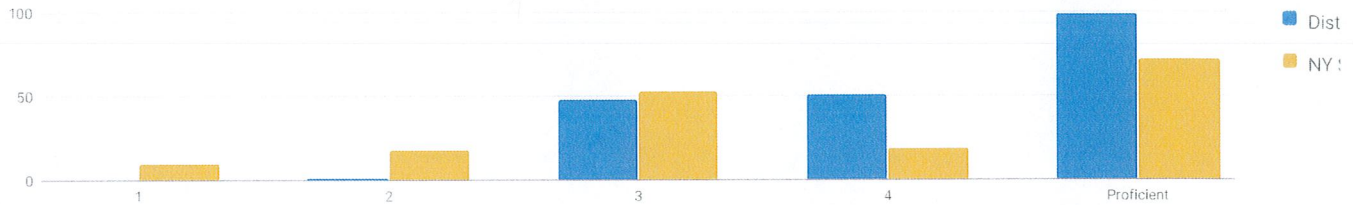
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ANNUAL REGENTS PHYSICAL SETTING/EARTH SCIENCE (2017-18)



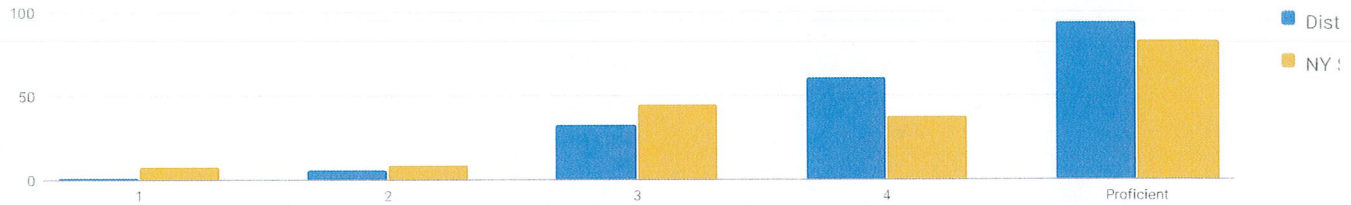
Subgroup	Tested	Percentage Scoring at Levels									
		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	509	6	1%	17	3%	122	24%	364	72%	486	95%
General Education	448	1	0%	6	1%	91	20%	350	78%	441	98%
Students with Disabilities	61	5	8%	11	18%	31	51%	14	23%	45	74%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	51	0	0%	1	2%	7	14%	43	84%	50	98%
Black or African American	22	1	5%	4	18%	14	64%	3	14%	17	77%
Hispanic or Latino	29	0	0%	1	3%	10	34%	18	62%	28	97%
White	386	4	1%	11	3%	85	22%	286	74%	371	96%
Multiracial	19	—	—	—	—	—	—	—	—	—	—
Small Group Total	21	1	5%	0	0%	6	29%	14	67%	20	95%
Female	266	3	1%	9	3%	61	23%	193	73%	254	95%
Male	243	3	1%	8	3%	61	25%	171	70%	232	95%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	508	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	25	2	8%	2	8%	8	32%	13	52%	21	84%
Not Economically Disadvantaged	484	4	1%	15	3%	114	24%	351	73%	465	96%
Not Migrant	509	6	1%	17	3%	122	24%	364	72%	486	95%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	508	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	509	6	1%	17	3%	122	24%	364	72%	486	95%
Parent Not in Armed Forces	509	6	1%	17	3%	122	24%	364	72%	486	95%

ANNUAL REGENTS PHYSICAL SETTING/CHEMISTRY (2017-18)



Subgroup	Tested	Percentage Scoring at Levels									
		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	414	0	0%	5	1%	199	48%	210	51%	409	99%
General Education	403	0	0%	5	1%	188	47%	210	52%	398	99%
Students with Disabilities	11	0	0%	0	0%	11	100%	0	0%	11	100%
Asian or Native Hawaiian/Other Pacific Islander	60	0	0%	1	2%	15	25%	44	73%	59	98%
Black or African American	12	0	0%	0	0%	9	75%	3	25%	12	100%
Hispanic or Latino	15	0	0%	0	0%	9	60%	6	40%	15	100%
White	308	0	0%	4	1%	155	50%	149	48%	304	99%
Multiracial	19	0	0%	0	0%	11	58%	8	42%	19	100%
Female	205	0	0%	2	1%	100	49%	103	50%	203	99%
Male	209	0	0%	3	1%	99	47%	107	51%	206	99%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	413	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	10	0	0%	0	0%	7	70%	3	30%	10	100%
Not Economically Disadvantaged	404	0	0%	5	1%	192	48%	207	51%	399	99%
Not Migrant	414	0	0%	5	1%	199	48%	210	51%	409	99%
Not Homeless	414	0	0%	5	1%	199	48%	210	51%	409	99%
Not in Foster Care	414	0	0%	5	1%	199	48%	210	51%	409	99%
Parent Not in Armed Forces	414	0	0%	5	1%	199	48%	210	51%	409	99%

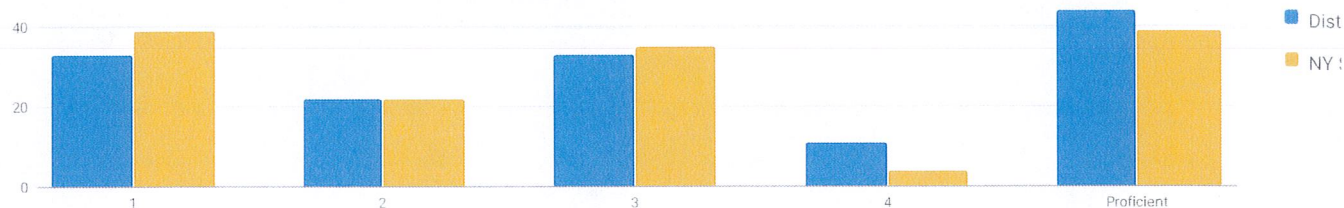
ANNUAL REGENTS PHYSICAL SETTING/PHYSICS (2017-18)



Subgroup	Tested	Percentage Scoring at Levels									
		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	233	2	1%	13	6%	77	33%	141	61%	218	94%
General Education	229	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	46	0	0%	0	0%	7	15%	39	85%	46	100%
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	0	0%	2	15%	5	38%	6	46%	11	85%
White	166	2	1%	10	6%	62	37%	92	55%	154	93%
Multiracial	5	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	1	13%	3	38%	4	50%	7	88%
Female	106	1	1%	4	4%	37	35%	64	60%	101	95%
Male	127	1	1%	9	7%	40	31%	77	61%	117	92%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	231	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	229	—	—	—	—	—	—	—	—	—	—
Not Migrant	233	2	1%	13	6%	77	33%	141	61%	218	94%
Not Homeless	233	2	1%	13	6%	77	33%	141	61%	218	94%
Not in Foster Care	233	2	1%	13	6%	77	33%	141	61%	218	94%
Parent Not in Armed Forces	233	2	1%	13	6%	77	33%	141	61%	218	94%

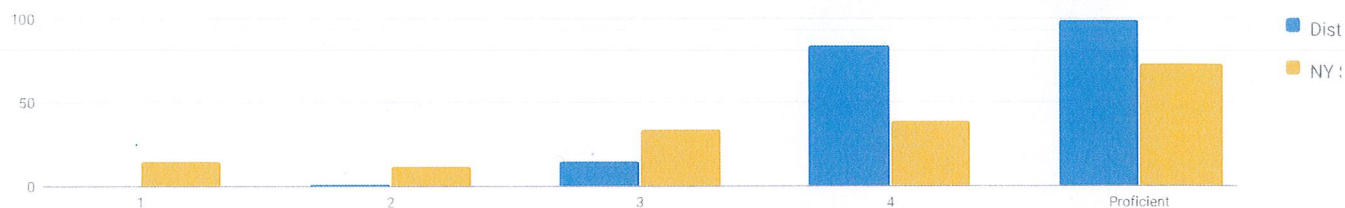
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ANNUAL REGENTS GLOBAL HISTORY AND GEOGRAPHY (2017-18)



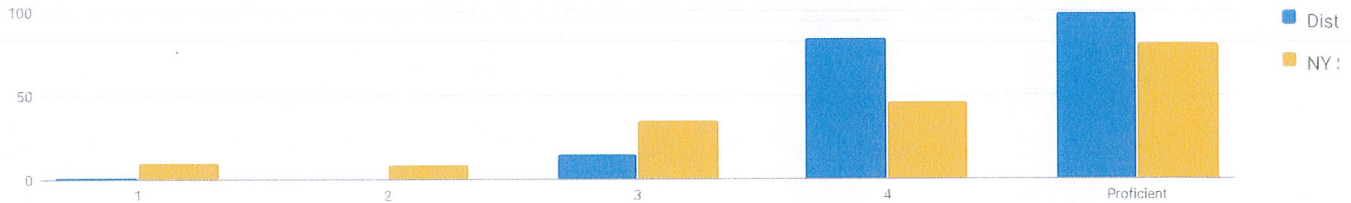
Subgroup	Tested	Percentage Scoring at Levels									
		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	9	3	33%	2	22%	3	33%	1	11%	4	44%
General Education	3	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	6	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—
White	2	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	3	33%	2	22%	3	33%	1	11%	4	44%
Female	4	—	—	—	—	—	—	—	—	—	—
Male	5	—	—	—	—	—	—	—	—	—	—
English Language Learners	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	7	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	3	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	6	—	—	—	—	—	—	—	—	—	—
Not Migrant	9	3	33%	2	22%	3	33%	1	11%	4	44%
Not Homeless	9	3	33%	2	22%	3	33%	1	11%	4	44%
Not in Foster Care	9	3	33%	2	22%	3	33%	1	11%	4	44%
Parent Not in Armed Forces	9	3	33%	2	22%	3	33%	1	11%	4	44%

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



Subgroup	Tested	Percentage Scoring at Levels									
		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	493	2	0%	5	1%	73	15%	413	84%	486	99%
General Education	440	0	0%	1	0%	49	11%	390	89%	439	100%
Students with Disabilities	53	2	4%	4	8%	24	45%	23	43%	47	89%
Asian or Native Hawaiian/Other Pacific Islander	61	1	2%	0	0%	8	13%	52	85%	60	98%
Black or African American	23	0	0%	2	9%	7	30%	14	61%	21	91%
Hispanic or Latino	28	1	4%	2	7%	7	25%	18	64%	25	89%
White	365	0	0%	1	0%	50	14%	314	86%	364	100%
Multiracial	16	0	0%	0	0%	1	6%	15	94%	16	100%
Female	243	0	0%	2	1%	32	13%	209	86%	241	99%
Male	250	2	1%	3	1%	41	16%	204	82%	245	98%
English Language Learners	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	489	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	26	0	0%	2	8%	8	31%	16	62%	24	92%
Not Economically Disadvantaged	467	2	0%	3	1%	65	14%	397	85%	462	99%
Not Migrant	493	2	0%	5	1%	73	15%	413	84%	486	99%
Not Homeless	493	2	0%	5	1%	73	15%	413	84%	486	99%
Not in Foster Care	493	2	0%	5	1%	73	15%	413	84%	486	99%
Parent Not in Armed Forces	493	2	0%	5	1%	73	15%	413	84%	486	99%

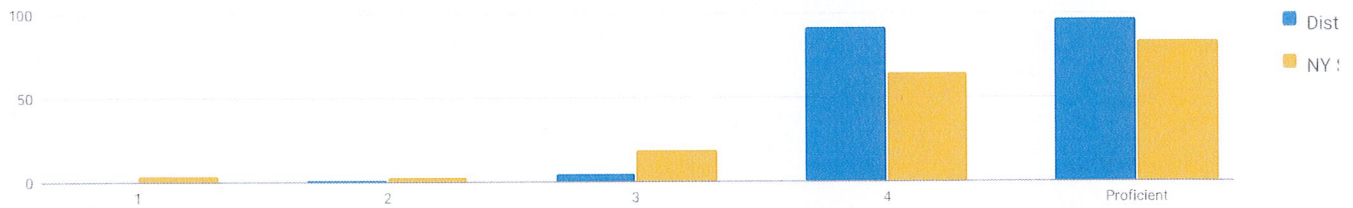
ANNUAL REGENTS U.S. HISTORY & GOVERNMENT (2017-18)



Subgroup	Tested	Percentage Scoring at Levels									
		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	466	4	1%	2	0%	70	15%	390	84%	460	99%
General Education	425	0	0%	1	0%	51	12%	373	88%	424	100%
Students with Disabilities	41	4	10%	1	2%	19	46%	17	41%	36	88%
Asian or Native Hawaiian/Other Pacific Islander	54	0	0%	0	0%	8	15%	46	85%	54	100%
Black or African American	18	1	6%	0	0%	6	33%	11	61%	17	94%
Hispanic or Latino	31	1	3%	0	0%	6	19%	24	77%	30	97%
White	347	2	1%	1	0%	50	14%	294	85%	344	99%
Multiracial	16	0	0%	1	6%	0	0%	15	94%	15	94%
Female	237	2	1%	2	1%	33	14%	200	84%	233	98%
Male	229	2	1%	0	0%	37	16%	190	83%	227	99%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	465	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	16	1	6%	1	6%	5	31%	9	56%	14	88%
Not Economically Disadvantaged	450	3	1%	1	0%	65	14%	381	85%	446	99%
Not Migrant	466	4	1%	2	0%	70	15%	390	84%	460	99%
Not Homeless	466	4	1%	2	0%	70	15%	390	84%	460	99%
Not in Foster Care	466	4	1%	2	0%	70	15%	390	84%	460	99%
Parent Not in Armed Forces	466	4	1%	2	0%	70	15%	390	84%	460	99%

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.

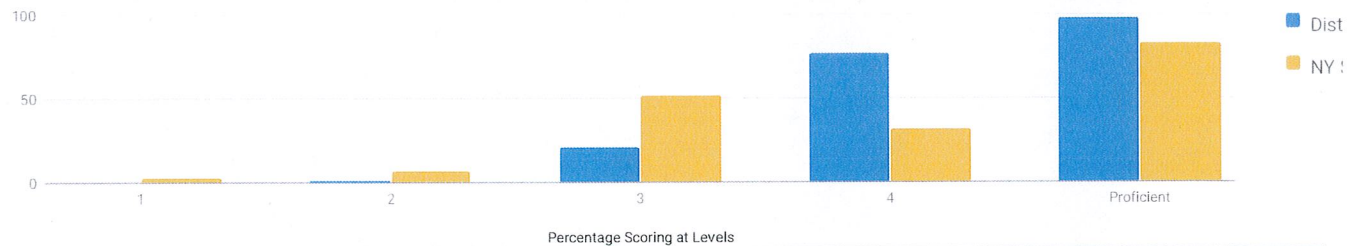


Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	505	8	2%	497	98%	2	0%	3	1%	26	5%	466	92%	492	97%
General Education	460	1	0%	459	100%	0	0%	2	0%	13	3%	444	97%	457	99%
Students with Disabilities	45	7	16%	38	84%	2	4%	1	2%	13	29%	22	49%	35	78%
Asian or Native Hawaiian/Other Pacific Islander	58	1	2%	57	98%	0	0%	0	0%	5	9%	52	90%	57	98%
Black or African American	15	0	0%	15	100%	0	0%	1	7%	3	20%	11	73%	14	93%
Hispanic or Latino	30	1	3%	29	97%	0	0%	1	3%	2	7%	26	87%	28	93%
White	389	6	2%	383	98%	1	0%	1	0%	16	4%	365	94%	381	98%
Multiracial	13	0	0%	13	100%	1	8%	0	0%	0	0%	12	92%	12	92%
Female	242	2	1%	240	99%	0	0%	0	0%	4	2%	236	98%	240	99%
Male	263	6	2%	257	98%	2	1%	3	1%	22	8%	230	87%	252	96%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	503	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	13	0	0%	13	100%	1	8%	0	0%	0	0%	12	92%	12	92%
Not Economically Disadvantaged	492	8	2%	484	98%	1	0%	3	1%	26	5%	454	92%	480	98%
Not Migrant	505	8	2%	497	98%	2	0%	3	1%	26	5%	466	92%	492	97%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	504	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	505	8	2%	497	98%	2	0%	3	1%	26	5%	466	92%	492	97%
Parent Not in Armed Forces	505	8	2%	497	98%	2	0%	3	1%	26	5%	466	92%	492	97%

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2014 TOTAL COHORT RESULTS IN REGENTS MATHEMATICS

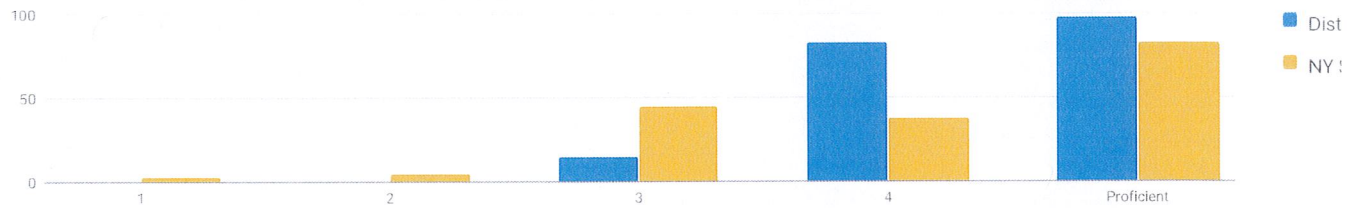
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 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	505	5	1%	500	99%	2	0%	5	1%	105	21%	388	77%	493	98%
General Education	460	0	0%	460	100%	0	0%	1	0%	80	17%	379	82%	459	100%
Students with Disabilities	45	5	11%	40	89%	2	4%	4	9%	25	56%	9	20%	34	76%
Asian or Native Hawaiian/Other Pacific Islander	58	0	0%	58	100%	0	0%	0	0%	9	16%	49	84%	58	100%
Black or African American	15	0	0%	15	100%	0	0%	2	13%	9	60%	4	27%	13	87%
Hispanic or Latino	30	1	3%	29	97%	0	0%	0	0%	9	30%	20	67%	29	97%
White	389	4	1%	385	99%	2	1%	2	1%	75	19%	306	79%	381	98%
Multiracial	13	0	0%	13	100%	0	0%	1	8%	3	23%	9	69%	12	92%
Female	242	1	0%	241	100%	0	0%	2	1%	41	17%	198	82%	239	99%
Male	263	4	2%	259	98%	2	1%	3	1%	64	24%	190	72%	254	97%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	503	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	13	0	0%	13	100%	0	0%	1	8%	4	31%	8	62%	12	92%
Not Economically Disadvantaged	492	5	1%	487	99%	2	0%	4	1%	101	21%	380	77%	481	98%
Not Migrant	505	5	1%	500	99%	2	0%	5	1%	105	21%	388	77%	493	98%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	504	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	505	5	1%	500	99%	2	0%	5	1%	105	21%	388	77%	493	98%
Parent Not in Armed Forces	505	5	1%	500	99%	2	0%	5	1%	105	21%	388	77%	493	98%

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.

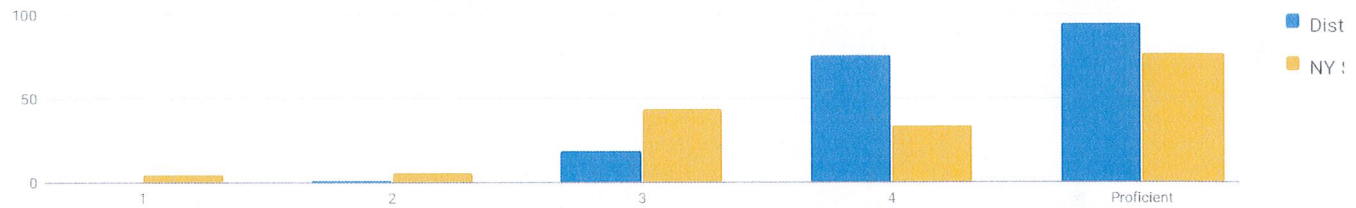


Percentage Scoring at Levels																
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)		
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	
All Students	505	10	2%	495	98%	1	0%	0	0%	75	15%	419	83%	494	98%	
General Education	460	5	1%	455	99%	0	0%	0	0%	54	12%	401	87%	455	99%	
Students with Disabilities	45	5	11%	40	89%	1	2%	0	0%	21	47%	18	40%	39	87%	
Asian or Native Hawaiian/Other Pacific Islander	58	1	2%	57	98%	0	0%	0	0%	6	10%	51	88%	57	98%	
Black or African American	15	1	7%	14	93%	0	0%	0	0%	5	33%	9	60%	14	93%	
Hispanic or Latino	30	1	3%	29	97%	0	0%	0	0%	8	27%	21	70%	29	97%	
White	389	7	2%	382	98%	1	0%	0	0%	54	14%	327	84%	381	98%	
Multiracial	13	0	0%	13	100%	0	0%	0	0%	2	15%	11	85%	13	100%	
Female	242	3	1%	239	99%	0	0%	0	0%	40	17%	199	82%	239	99%	
Male	263	7	3%	256	97%	1	0%	0	0%	35	13%	220	84%	255	97%	
English Language Learners	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Non-English Language Learners	503	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Economically Disadvantaged	13	0	0%	13	100%	0	0%	0	0%	5	38%	8	62%	13	100%	
Not Economically Disadvantaged	492	10	2%	482	98%	1	0%	0	0%	70	14%	411	84%	481	98%	
Not Migrant	505	10	2%	495	98%	1	0%	0	0%	75	15%	419	83%	494	98%	
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Not Homeless	504	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Not in Foster Care	505	10	2%	495	98%	1	0%	0	0%	75	15%	419	83%	494	98%	
Parent Not in Armed Forces	505	10	2%	495	98%	1	0%	0	0%	75	15%	419	83%	494	98%	

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2014 TOTAL COHORT RESULTS IN REGENTS GLOBAL HISTORY AND GEOGRAPHY

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

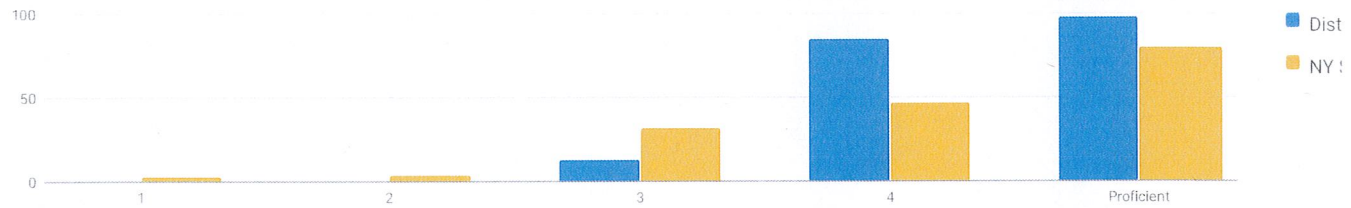


Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	505	16	3%	489	97%	1	0%	7	1%	98	19%	383	76%	481	95%
General Education	460	8	2%	452	98%	0	0%	0	0%	81	18%	371	81%	452	98%
Students with Disabilities	45	8	18%	37	82%	1	2%	7	16%	17	38%	12	27%	29	64%
Asian or Native Hawaiian/Other Pacific Islander	58	2	3%	56	97%	0	0%	1	2%	6	10%	49	84%	55	95%
Black or African American	15	1	7%	14	93%	0	0%	1	7%	7	47%	6	40%	13	87%
Hispanic or Latino	30	2	7%	28	93%	0	0%	1	3%	11	37%	16	53%	27	90%
White	389	11	3%	378	97%	1	0%	3	1%	73	19%	301	77%	374	96%
Multiracial	13	0	0%	13	100%	0	0%	1	8%	1	8%	11	85%	12	92%
Female	242	4	2%	238	98%	0	0%	1	0%	59	24%	178	74%	237	98%
Male	263	12	5%	251	95%	1	0%	6	2%	39	15%	205	78%	244	93%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	503	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	13	0	0%	13	100%	0	0%	1	8%	7	54%	5	38%	12	92%
Not Economically Disadvantaged	492	16	3%	476	97%	1	0%	6	1%	91	18%	378	77%	469	95%
Not Migrant	505	16	3%	489	97%	1	0%	7	1%	98	19%	383	76%	481	95%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	504	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	505	16	3%	489	97%	1	0%	7	1%	98	19%	383	76%	481	95%
Parent Not in Armed Forces	505	16	3%	489	97%	1	0%	7	1%	98	19%	383	76%	481	95%

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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	505	9	2%	496	98%	2	0%	1	0%	66	13%	427	85%	493	98%
General Education	460	2	0%	458	100%	0	0%	0	0%	47	10%	411	89%	458	100%
Students with Disabilities	45	7	16%	38	84%	2	4%	1	2%	19	42%	16	36%	35	78%
Asian or Native Hawaiian/Other Pacific Islander	58	1	2%	57	98%	0	0%	0	0%	5	9%	52	90%	57	98%
Black or African American	15	0	0%	15	100%	0	0%	0	0%	7	47%	8	53%	15	100%
Hispanic or Latino	30	1	3%	29	97%	0	0%	0	0%	9	30%	20	67%	29	97%
White	389	7	2%	382	98%	1	0%	1	0%	44	11%	336	86%	380	98%
Multiracial	13	0	0%	13	100%	1	8%	0	0%	1	8%	11	85%	12	92%
Female	242	1	0%	241	100%	0	0%	1	0%	31	13%	209	86%	240	99%
Male	263	8	3%	255	97%	2	1%	0	0%	35	13%	218	83%	253	96%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	503	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	13	0	0%	13	100%	1	8%	0	0%	3	23%	9	69%	12	92%
Not Economically Disadvantaged	492	9	2%	483	98%	1	0%	1	0%	63	13%	418	85%	481	98%
Not Migrant	505	9	2%	496	98%	2	0%	1	0%	66	13%	427	85%	493	98%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	504	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	505	9	2%	496	98%	2	0%	1	0%	66	13%	427	85%	493	98%
Parent Not in Armed Forces	505	9	2%	496	98%	2	0%	1	0%	66	13%	427	85%	493	98%

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	2	9	0%	0%	0%	78%	22%
Grade 1	0	9	0%	22%	0%	78%	0%
Grade 2	0	10	0%	0%	10%	30%	60%
Grade 3	0	5	0%	0%	0%	80%	20%
Grade 4	—	4	—	—	—	—	—
Grade 5	—	4	—	—	—	—	—
Grade 6	—	3	—	—	—	—	—
Grade 7	—	4	—	—	—	—	—
Grade 10	—	3	—	—	—	—	—
Grade 11	—	2	—	—	—	—	—
Grade 12	—	2	—	—	—	—	—

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 4 ELA	—	3	—	—	—	—
Grade 4 Math	—	3	—	—	—	—
Grade 4 Science	—	3	—	—	—	—
Grade 5 ELA	—	2	—	—	—	—
Grade 5 Math	—	2	—	—	—	—
Grade 6 ELA	—	2	—	—	—	—
Grade 6 Math	—	2	—	—	—	—
Grade 7 ELA	—	2	—	—	—	—
Grade 7 Math	—	2	—	—	—	—
Grade 8 ELA	—	4	—	—	—	—
Grade 8 Math	—	4	—	—	—	—
Grade 8 Science	—	4	—	—	—	—
Secondary-Level ELA	—	2	—	—	—	—
Secondary-Level Math	—	2	—	—	—	—
Secondary-Level Science	—	2	—	—	—	—

THIS DOCUMENT WAS CREATED ON: APRIL 29, 2019, 11:57 AM EST

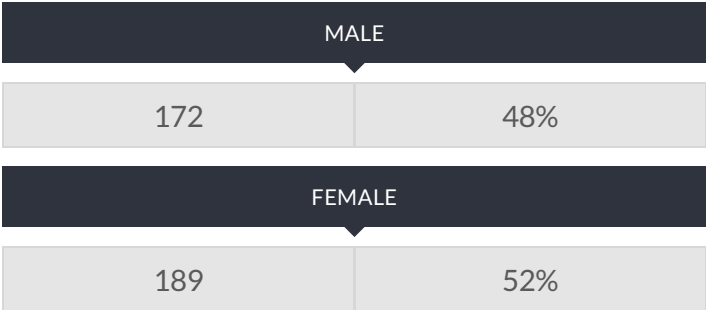
^

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.

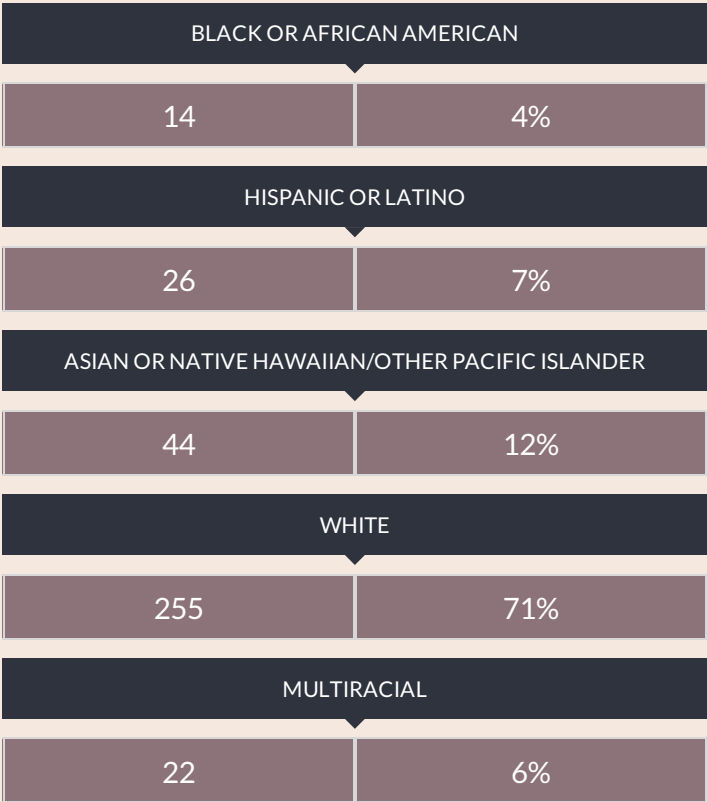
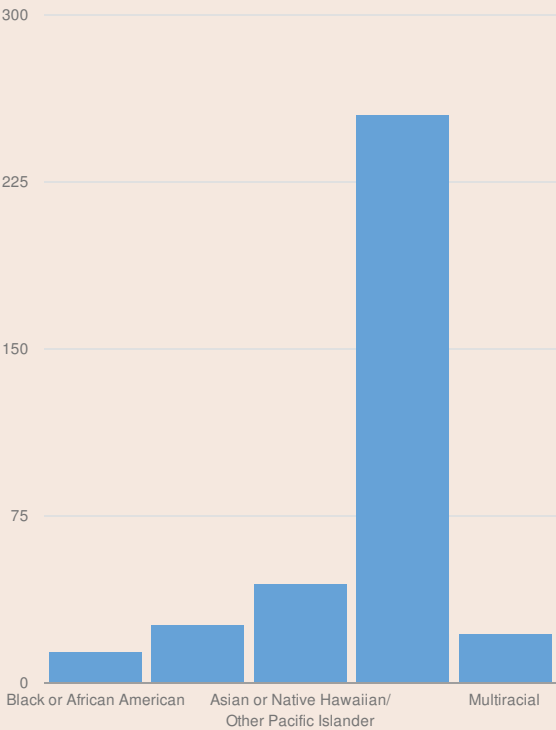
ALLEN CREEK SCHOOL ENROLLMENT (2017 - 18)

K-12 Enrollment: 361

ENROLLMENT BY GENDER



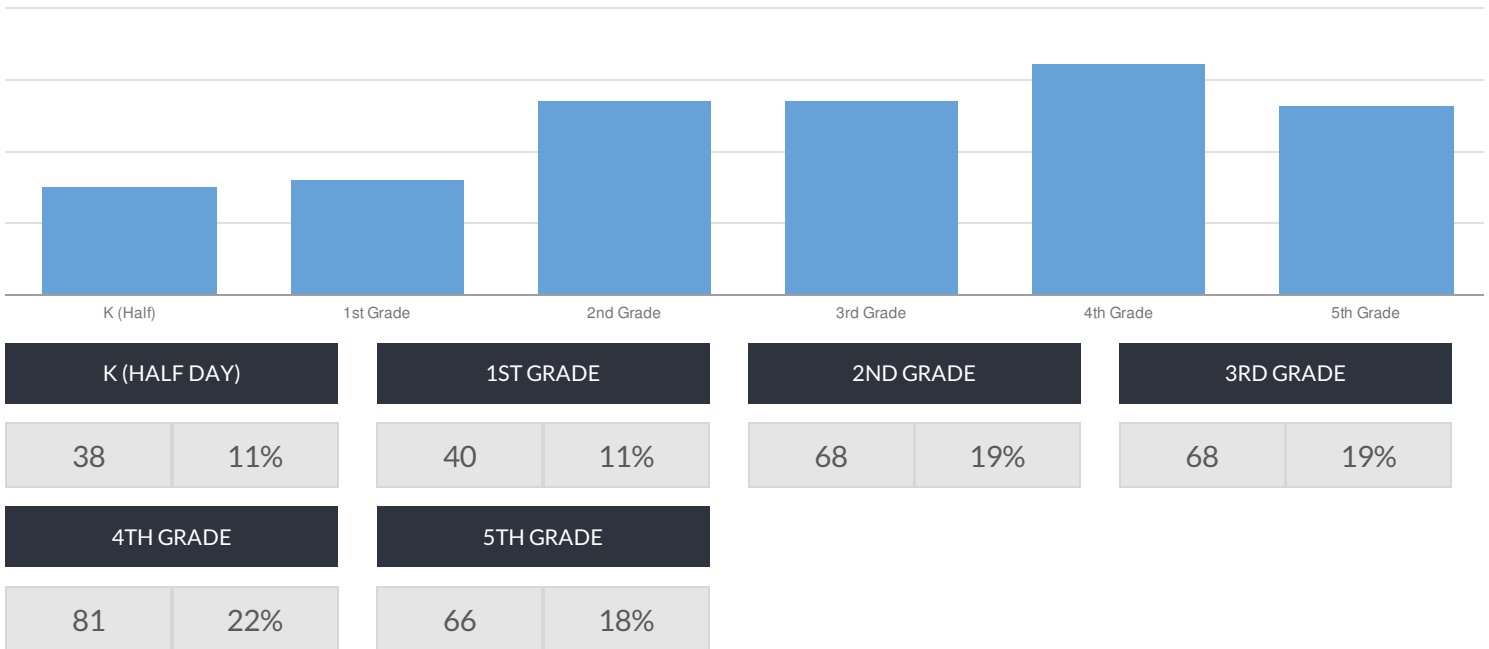
ENROLLMENT BY ETHNICITY



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
17	5%	32	9%	28	8%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
PARENT IN ARMED FORCES					
—	—				

ENROLLMENT BY GRADE



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THIS DOCUMENT WAS CREATED ON: APRIL 11, 2019, 3:11 PM EST

ALLEN CREEK SCHOOL GRADES 3-8 ELA ASSESSMENT DATA

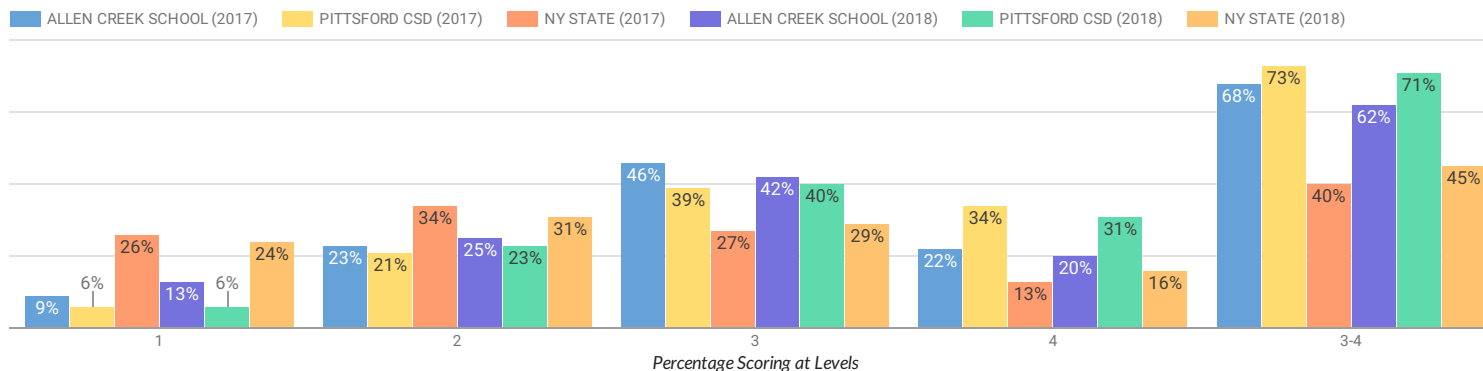
The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data are available statewide and at the county, district,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



2017

ALL STUDENTS

PROFICIENT

122
68%

TOTAL TESTED: 179

LEVEL 1

16

9%

LEVEL 2

41

23%

LEVEL 3

83

46%

LEVEL 4

39

22%

2018

ALL STUDENTS

PROFICIENT

116
62%

TOTAL TESTED: 187

LEVEL 1

24

13%

LEVEL 2

47

25%

LEVEL 3

79

42%

LEVEL 4

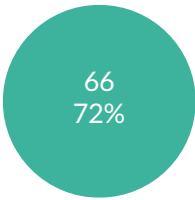
37

20%

BY GENDER

FEMALE

PROFICIENT



TOTAL TESTED: 92

LEVEL 1

8	9%
---	----

LEVEL 2

18	20%
----	-----

LEVEL 3

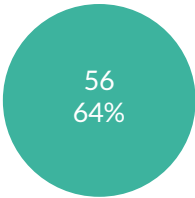
40	43%
----	-----

LEVEL 4

26	28%
----	-----

MALE

PROFICIENT



TOTAL TESTED: 87

LEVEL 1

8	9%
---	----

LEVEL 2

23	26%
----	-----

LEVEL 3

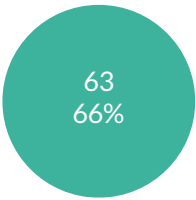
43	49%
----	-----

LEVEL 4

13	15%
----	-----

FEMALE

PROFICIENT



TOTAL TESTED: 96

LEVEL 1

12	13%
----	-----

LEVEL 2

21	22%
----	-----

LEVEL 3

41	43%
----	-----

LEVEL 4

22	23%
----	-----

MALE

PROFICIENT



TOTAL TESTED: 91

LEVEL 1

12	13%
----	-----

LEVEL 2

26	29%
----	-----

LEVEL 3

38	42%
----	-----

LEVEL 4

15	16%
----	-----

BY ETHNICITY

MULTIRACIAL

PROFICIENT



TOTAL TESTED: 7

LEVEL 1



LEVEL 2



LEVEL 3

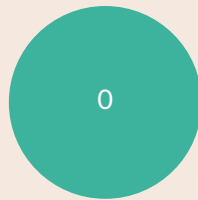


LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: 0

LEVEL 1



LEVEL 2



LEVEL 3

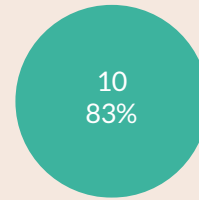


LEVEL 4



MULTIRACIAL

PROFICIENT



TOTAL TESTED: 12

LEVEL 1



LEVEL 2



LEVEL 3

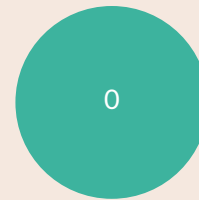


LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: 0

LEVEL 1



LEVEL 2



LEVEL 3

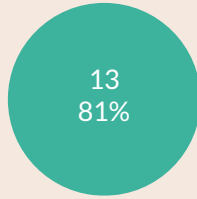


LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 16

LEVEL 1



LEVEL 2



LEVEL 3

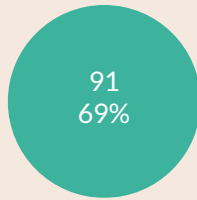


LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 131

LEVEL 1



LEVEL 2



LEVEL 3

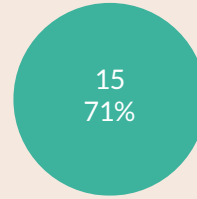


LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 21

LEVEL 1



LEVEL 2



LEVEL 3

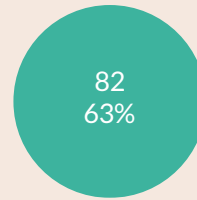


LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 130

LEVEL 1



LEVEL 2



LEVEL 3

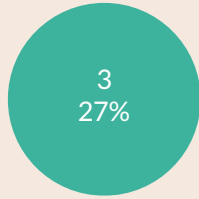


LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: 11

LEVEL 1



LEVEL 2



LEVEL 3

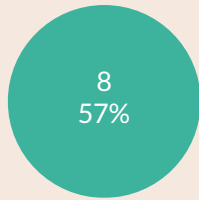


LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: 14

LEVEL 1



LEVEL 2



LEVEL 3

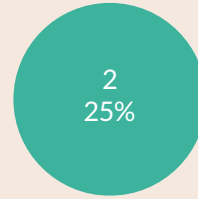


LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: 8

LEVEL 1



LEVEL 2



LEVEL 3

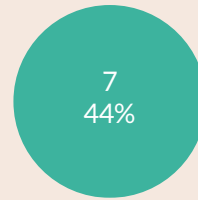


LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: 16

LEVEL 1



LEVEL 2



LEVEL 3



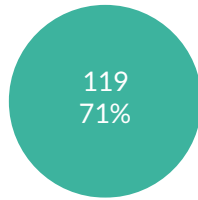
LEVEL 4



OTHER GROUPS

GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 168

LEVEL 1

12	7%
----	----

LEVEL 2

37	22%
----	-----

LEVEL 3

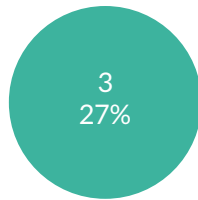
80	48%
----	-----

LEVEL 4

39	23%
----	-----

STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 11

LEVEL 1

4	36%
---	-----

LEVEL 2

4	36%
---	-----

LEVEL 3

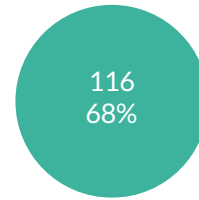
3	27%
---	-----

LEVEL 4

0	0%
---	----

GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 171

LEVEL 1

17	10%
----	-----

LEVEL 2

38	22%
----	-----

LEVEL 3

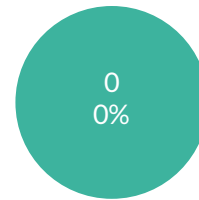
79	46%
----	-----

LEVEL 4

37	22%
----	-----

STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 16

LEVEL 1

7	44%
---	-----

LEVEL 2

9	56%
---	-----

LEVEL 3

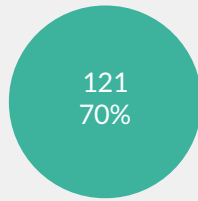
0	0%
---	----

LEVEL 4

0	0%
---	----

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: 174

LEVEL 1



LEVEL 2



LEVEL 3

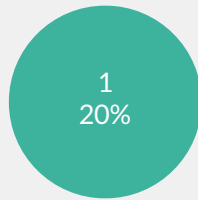


LEVEL 4



ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: 5

LEVEL 1



LEVEL 2



LEVEL 3

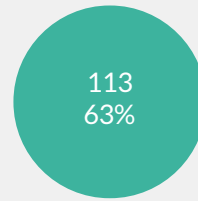


LEVEL 4



NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: 179

LEVEL 1



LEVEL 2



LEVEL 3

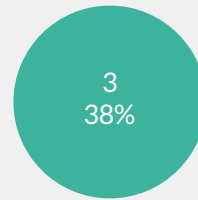


LEVEL 4



ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: 8

LEVEL 1



LEVEL 2



LEVEL 3

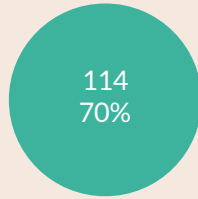


LEVEL 4



NOT ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 162

LEVEL 1

12	7%
----	----

LEVEL 2

36	22%
----	-----

LEVEL 3

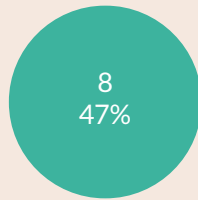
77	48%
----	-----

LEVEL 4

37	23%
----	-----

ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 17

LEVEL 1

4	24%
---	-----

LEVEL 2

5	29%
---	-----

LEVEL 3

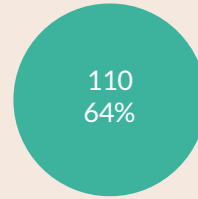
6	35%
---	-----

LEVEL 4

2	12%
---	-----

NOT ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 172

LEVEL 1

20	12%
----	-----

LEVEL 2

42	24%
----	-----

LEVEL 3

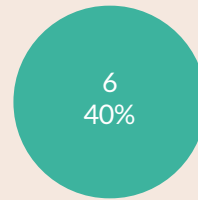
74	43%
----	-----

LEVEL 4

36	21%
----	-----

ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 15

LEVEL 1

4	27%
---	-----

LEVEL 2

5	33%
---	-----

LEVEL 3

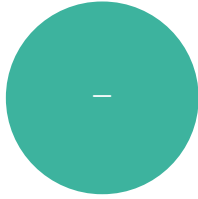
5	33%
---	-----

LEVEL 4

1	7%
---	----

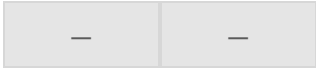
NOT MIGRANT

PROFICIENT

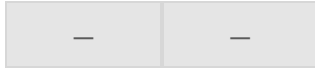


TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

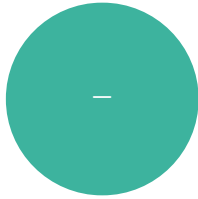


LEVEL 4



MIGRANT

PROFICIENT



TOTAL TESTED: —

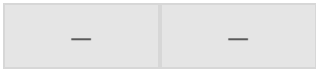
LEVEL 1



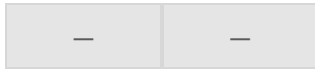
LEVEL 2



LEVEL 3

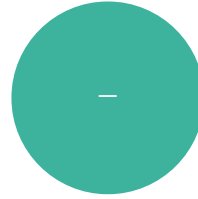


LEVEL 4



NOT MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

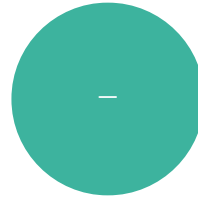


LEVEL 4



MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



ALLEN CREEK SCHOOL 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.

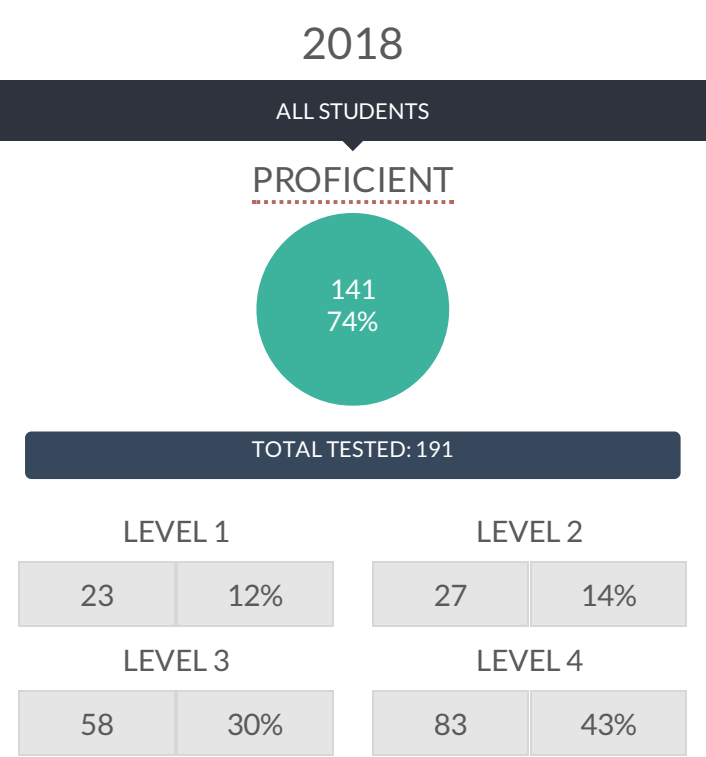
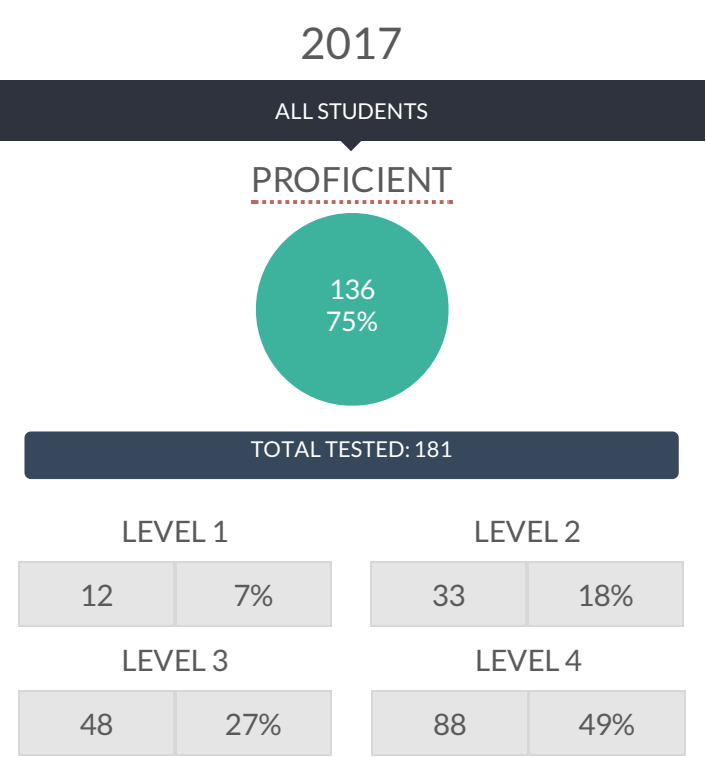
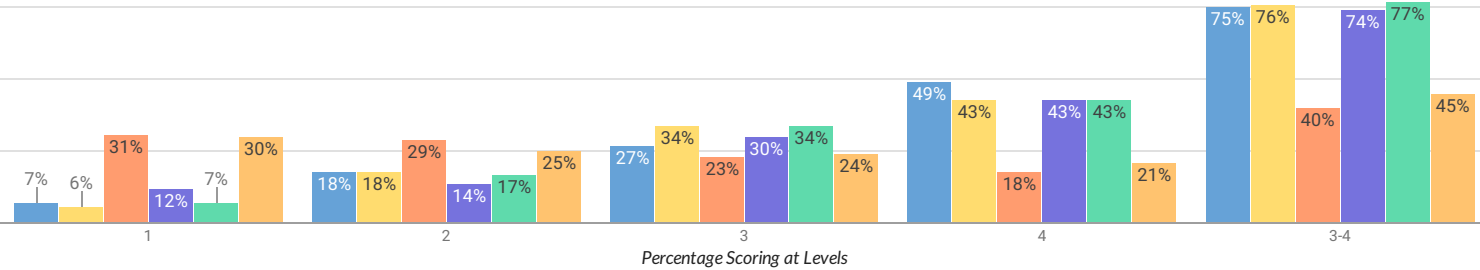
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For more information and additional files, please view the [NYSED press release](#)

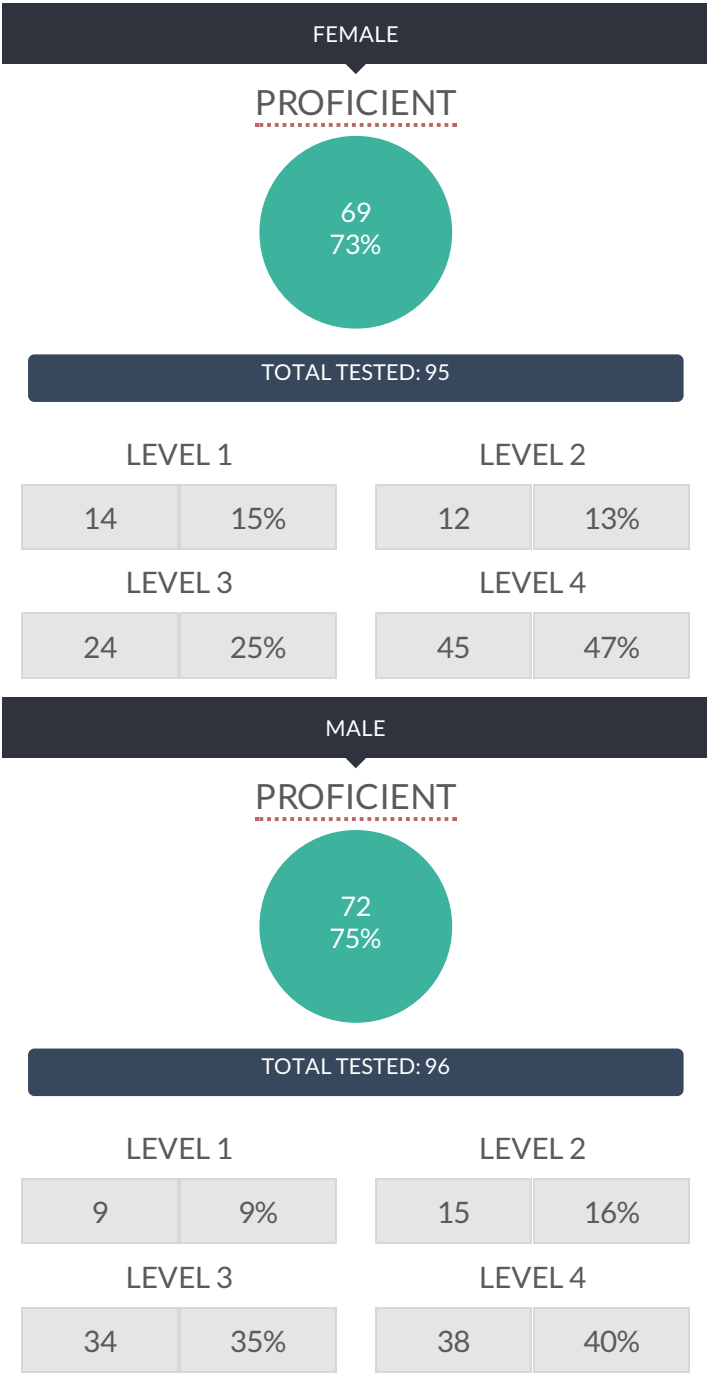
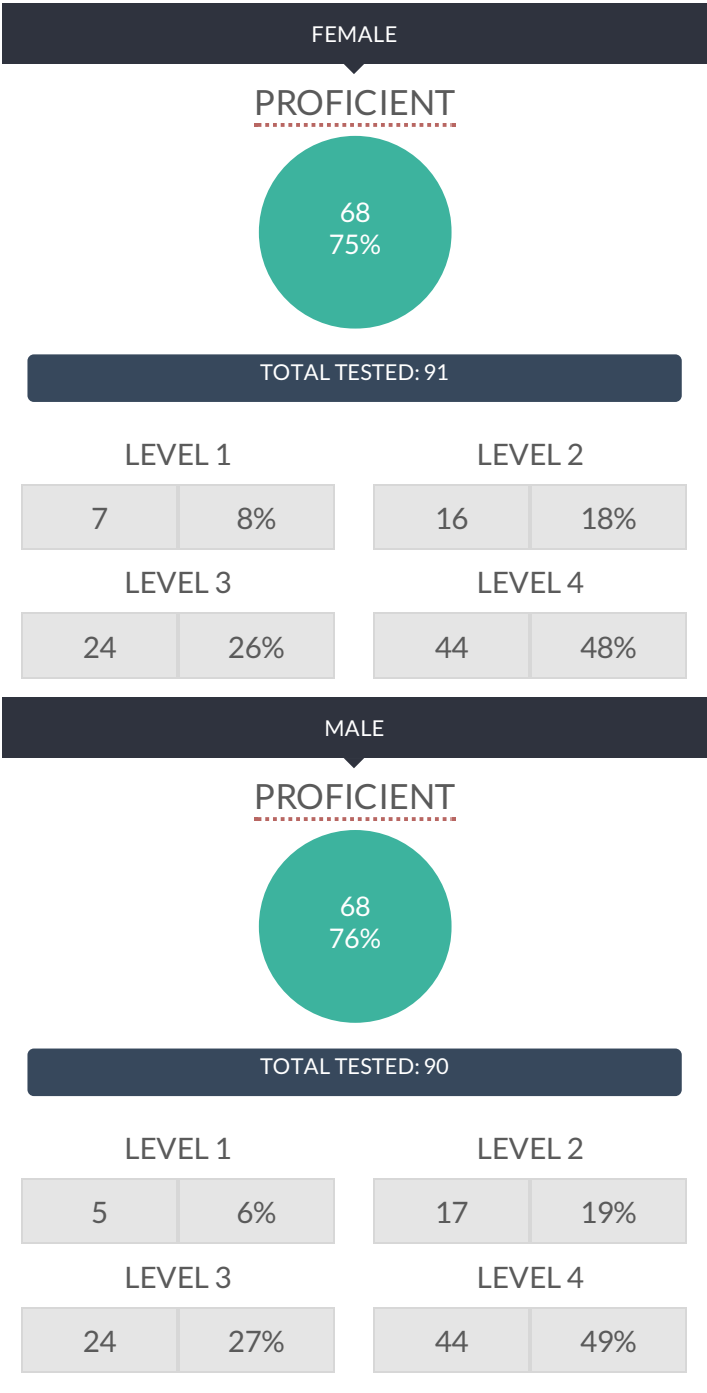
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Assessment Data - Glossary of Terms | Assessment Data - Business Rules

ALLEN CREEK SCHOOL (2017) PITTSFORD CSD (2017) NY STATE (2017) ALLEN CREEK SCHOOL (2018) PITTSFORD CSD (2018) NY STATE (2018)



BY GENDER



BY ETHNICITY

MULTIRACIAL

PROFICIENT



TOTAL TESTED: 7

LEVEL 1



LEVEL 2



LEVEL 3

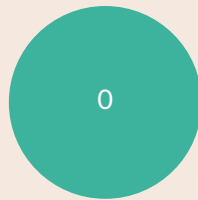


LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: 0

LEVEL 1



LEVEL 2



LEVEL 3

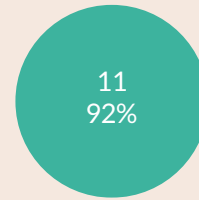


LEVEL 4



MULTIRACIAL

PROFICIENT



TOTAL TESTED: 12

LEVEL 1



LEVEL 2



LEVEL 3

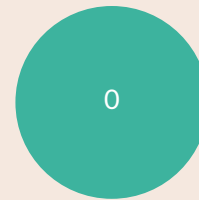


LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: 0

LEVEL 1



LEVEL 2



LEVEL 3

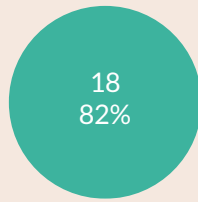


LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 22

LEVEL 1



LEVEL 2



LEVEL 3

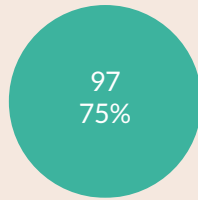


LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 129

LEVEL 1



LEVEL 2



LEVEL 3

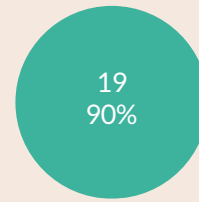


LEVEL 4



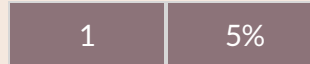
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 21

LEVEL 1



LEVEL 2



LEVEL 3

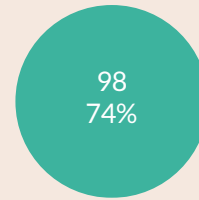


LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 133

LEVEL 1



LEVEL 2



LEVEL 3

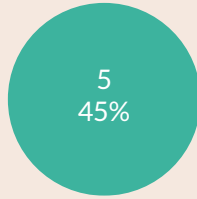


LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: 11

LEVEL 1



LEVEL 2



LEVEL 3

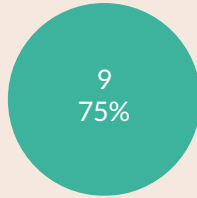


LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: 12

LEVEL 1



LEVEL 2



LEVEL 3

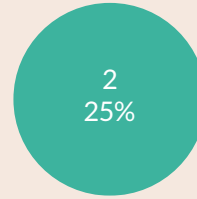


LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: 8

LEVEL 1



LEVEL 2



LEVEL 3

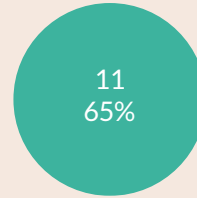


LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: 17

LEVEL 1



LEVEL 2



LEVEL 3



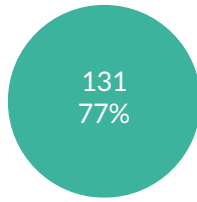
LEVEL 4



OTHER GROUPS

GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 170

LEVEL 1

10	6%
----	----

LEVEL 2

29	17%
----	-----

LEVEL 3

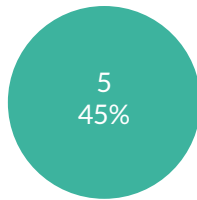
45	26%
----	-----

LEVEL 4

86	51%
----	-----

STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 11

LEVEL 1

2	18%
---	-----

LEVEL 2

4	36%
---	-----

LEVEL 3

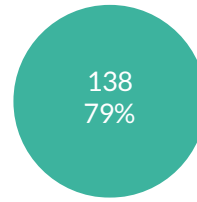
3	27%
---	-----

LEVEL 4

2	18%
---	-----

GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 175

LEVEL 1

12	7%
----	----

LEVEL 2

25	14%
----	-----

LEVEL 3

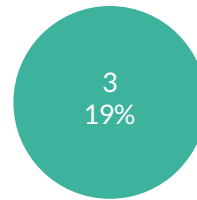
55	31%
----	-----

LEVEL 4

83	47%
----	-----

STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 16

LEVEL 1

11	69%
----	-----

LEVEL 2

2	13%
---	-----

LEVEL 3

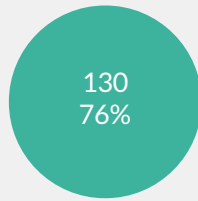
3	19%
---	-----

LEVEL 4

0	0%
---	----

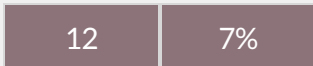
NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT

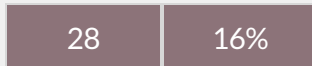


TOTAL TESTED: 170

LEVEL 1



LEVEL 2



LEVEL 3

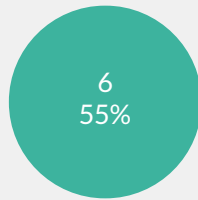


LEVEL 4



ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: 11

LEVEL 1



LEVEL 2



LEVEL 3

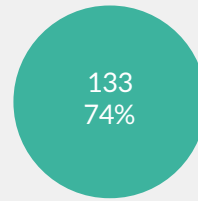


LEVEL 4



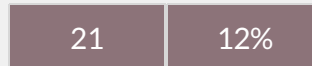
NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT

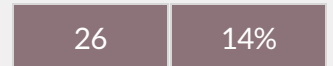


TOTAL TESTED: 180

LEVEL 1



LEVEL 2



LEVEL 3

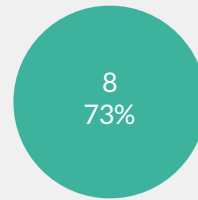


LEVEL 4



ENGLISH LANGUAGE LEARNERS

PROFICIENT

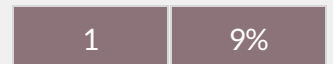


TOTAL TESTED: 11

LEVEL 1



LEVEL 2



LEVEL 3

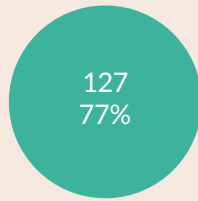


LEVEL 4



NOT ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 164

LEVEL 1



LEVEL 2



LEVEL 3

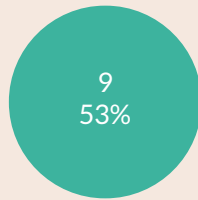


LEVEL 4



ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 17

LEVEL 1



LEVEL 2



LEVEL 3

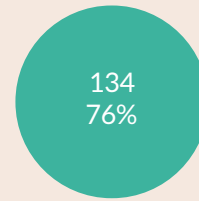


LEVEL 4



NOT ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 176

LEVEL 1



LEVEL 2



LEVEL 3

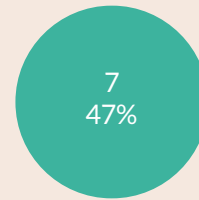


LEVEL 4



ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 15

LEVEL 1



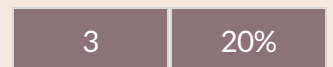
LEVEL 2



LEVEL 3

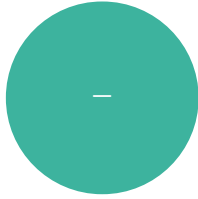


LEVEL 4



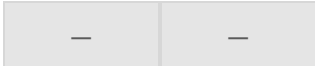
NOT MIGRANT

PROFICIENT

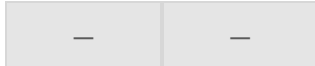


TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

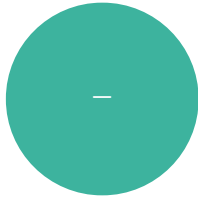


LEVEL 4



MIGRANT

PROFICIENT



TOTAL TESTED: —

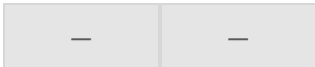
LEVEL 1



LEVEL 2



LEVEL 3

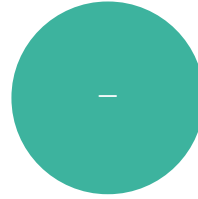


LEVEL 4



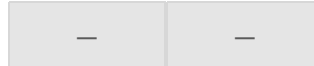
NOT MIGRANT

PROFICIENT



TOTAL TESTED: —

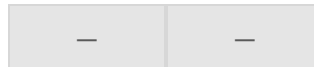
LEVEL 1



LEVEL 2



LEVEL 3

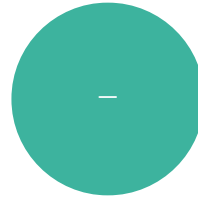


LEVEL 4



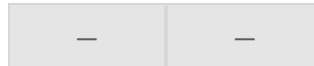
MIGRANT

PROFICIENT



TOTAL TESTED: —

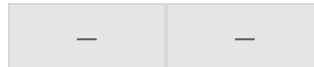
LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4

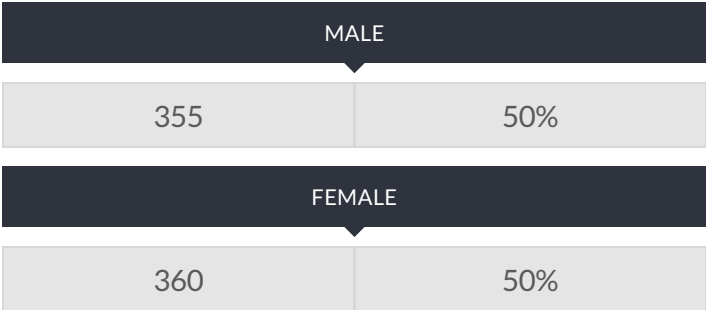


These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2017 - 18 school year. For nonpublic school enrollment data please see the [Non-Public School Enrollment and Staff information](#) on our Information and Reporting Services webpage.

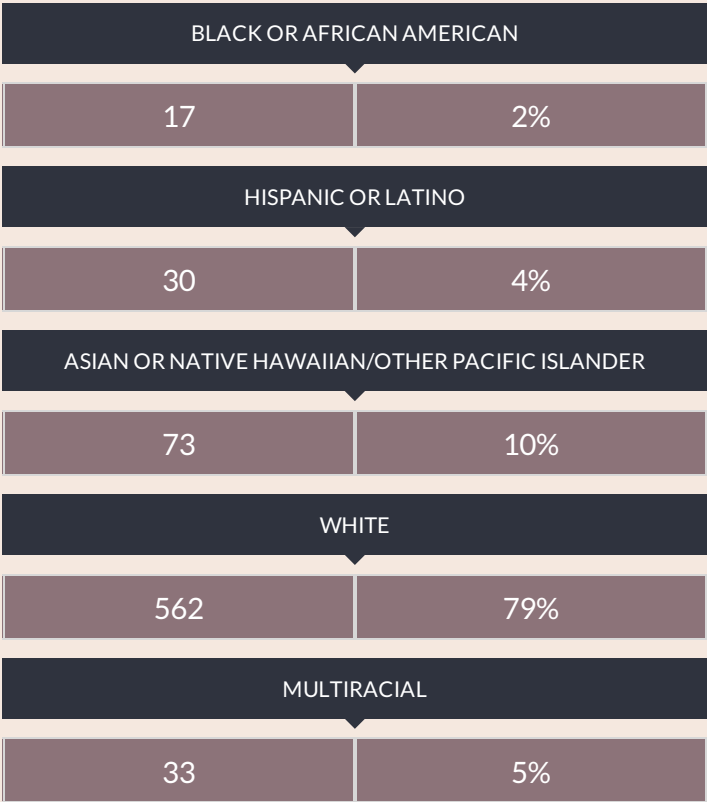
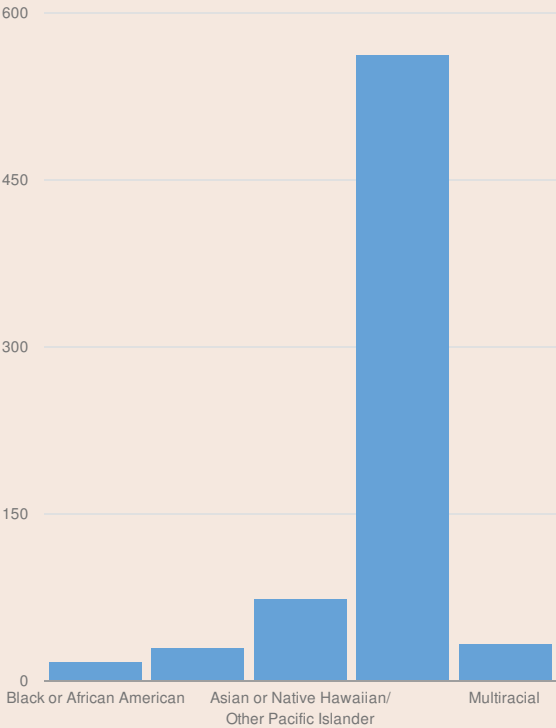
BARKER ROAD MIDDLE SCHOOL ENROLLMENT (2017 - 18)

K-12 Enrollment: 715

ENROLLMENT BY GENDER



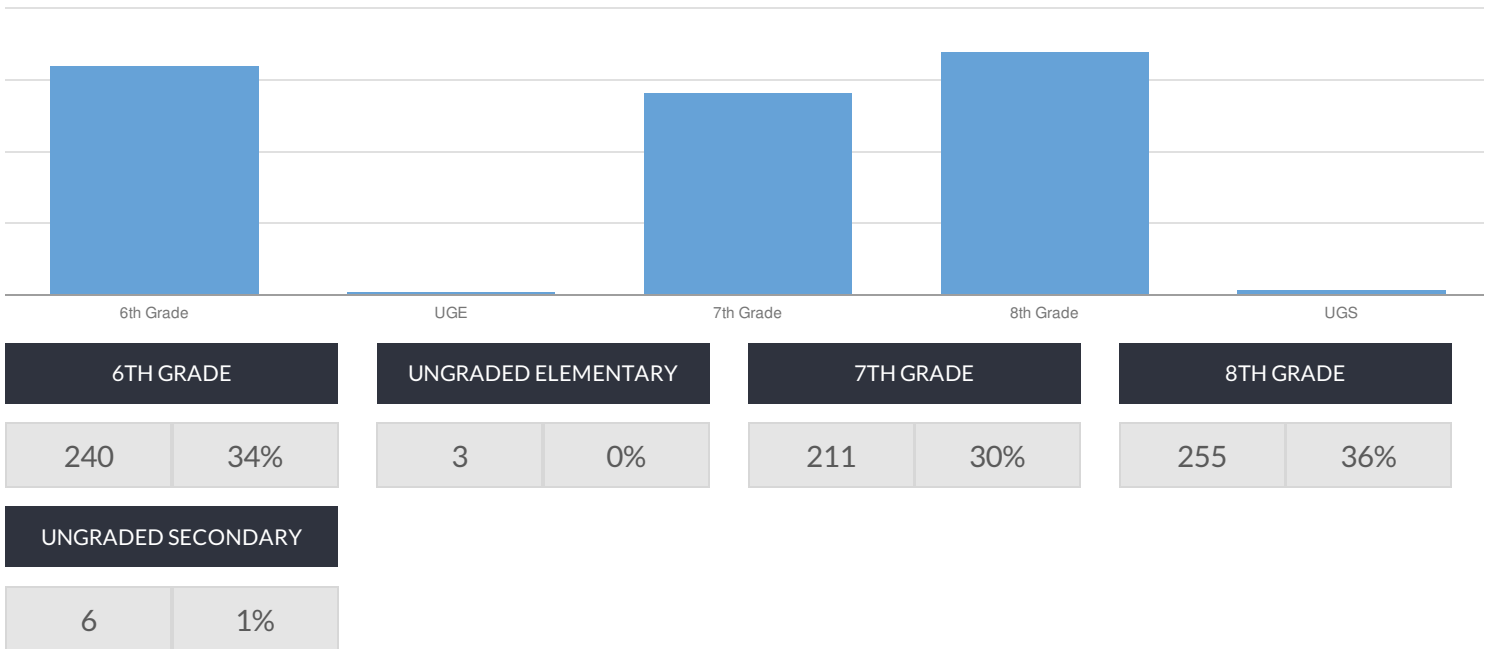
ENROLLMENT BY ETHNICITY



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
—	—	76	11%	21	3%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
				PARENT IN ARMED FORCES	
—	—	—	—	—	—

ENROLLMENT BY GRADE



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THIS DOCUMENT WAS CREATED ON: APRIL 11, 2019, 3:33 PM EST

BARKER ROAD MIDDLE SCHOOL 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.

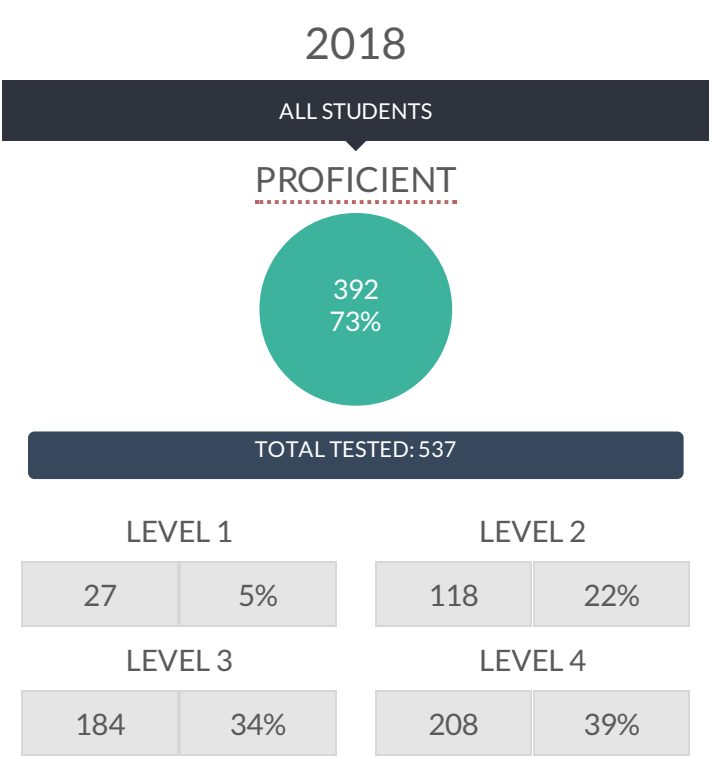
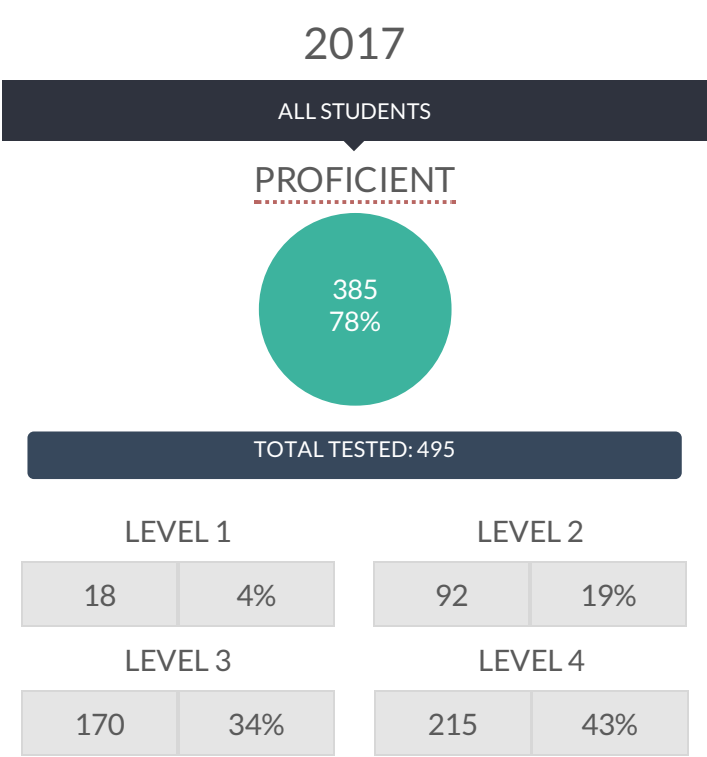
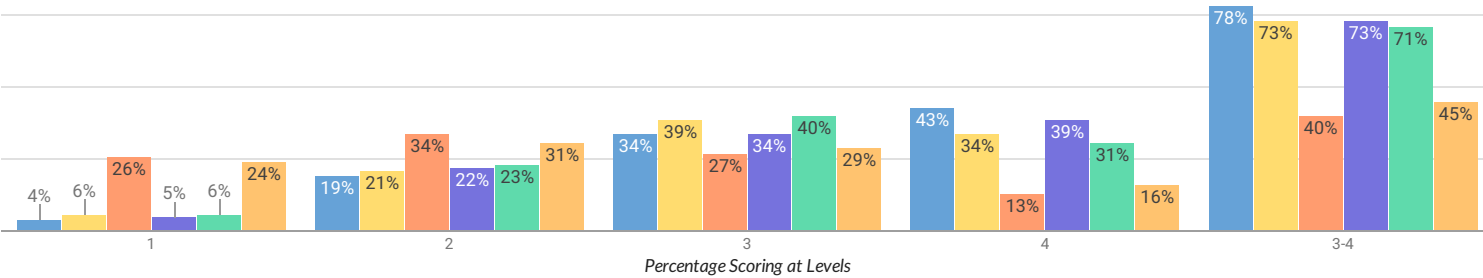
Data available on this site are based on those reported by schools and districts to the State as of August 22, 2018 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported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

For more information and additional files, please view the [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](#)

BARKER ROAD MIDDLE SCHOOL (2017) PITTSFORD CSD (2017) NY STATE (2017) BARKER ROAD MIDDLE SCHOOL (2018) PITTSFORD CSD (2018) NY STATE (2018)



BY GENDER

FEMALE

PROFICIENT

233
84%

TOTAL TESTED: 278

LEVEL 1

4

1%

LEVEL 2

41

15%

LEVEL 3

84

30%

LEVEL 4

149

54%

MALE

PROFICIENT

152
70%

TOTAL TESTED: 217

LEVEL 1

14

6%

LEVEL 2

51

24%

LEVEL 3

86

40%

LEVEL 4

66

30%

FEMALE

PROFICIENT

231
82%

TOTAL TESTED: 282

LEVEL 1

6

2%

LEVEL 2

45

16%

LEVEL 3

106

38%

LEVEL 4

125

44%

MALE

PROFICIENT

161
63%

TOTAL TESTED: 255

LEVEL 1

21

8%

LEVEL 2

73

29%

LEVEL 3

78

31%

LEVEL 4

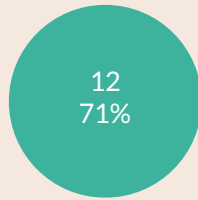
83

33%

BY ETHNICITY

MULTIRACIAL

PROFICIENT



TOTAL TESTED: 17

LEVEL 1



LEVEL 2



LEVEL 3

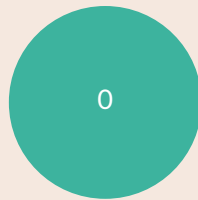


LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: 0

LEVEL 1



LEVEL 2



LEVEL 3

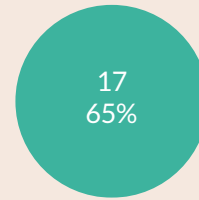


LEVEL 4



MULTIRACIAL

PROFICIENT



TOTAL TESTED: 26

LEVEL 1



LEVEL 2



LEVEL 3

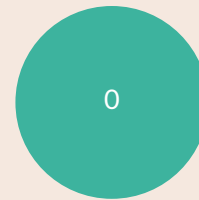


LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: 0

LEVEL 1



LEVEL 2



LEVEL 3

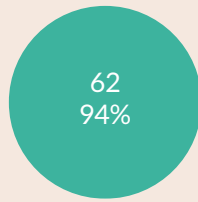


LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 66

LEVEL 1



LEVEL 2



LEVEL 3

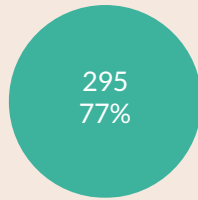


LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 384

LEVEL 1



LEVEL 2



LEVEL 3

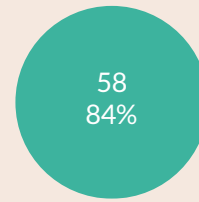


LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 69

LEVEL 1



LEVEL 2



LEVEL 3

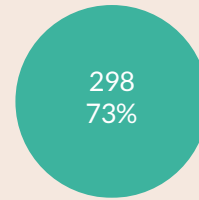


LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 408

LEVEL 1



LEVEL 2



LEVEL 3

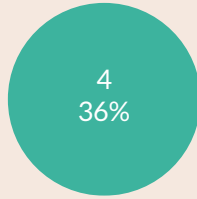


LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: 11

LEVEL 1



LEVEL 2



LEVEL 3

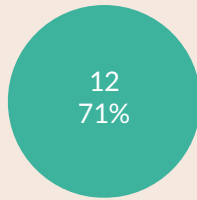


LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: 17

LEVEL 1



LEVEL 2



LEVEL 3

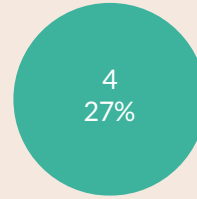


LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: 15

LEVEL 1



LEVEL 2



LEVEL 3

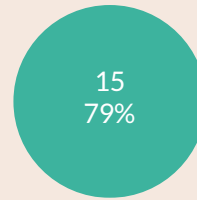


LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: 19

LEVEL 1



LEVEL 2



LEVEL 3



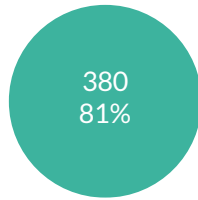
LEVEL 4



OTHER GROUPS

GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 471

LEVEL 1

12	3%
----	----

LEVEL 2

79	17%
----	-----

LEVEL 3

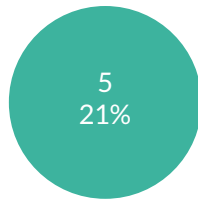
165	35%
-----	-----

LEVEL 4

215	46%
-----	-----

STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 24

LEVEL 1

6	25%
---	-----

LEVEL 2

13	54%
----	-----

LEVEL 3

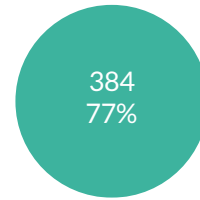
5	21%
---	-----

LEVEL 4

0	0%
---	----

GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 498

LEVEL 1

11	2%
----	----

LEVEL 2

103	21%
-----	-----

LEVEL 3

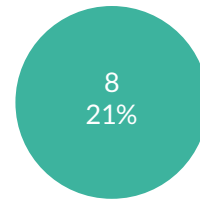
177	36%
-----	-----

LEVEL 4

207	42%
-----	-----

STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 39

LEVEL 1

16	41%
----	-----

LEVEL 2

15	38%
----	-----

LEVEL 3

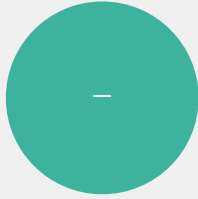
7	18%
---	-----

LEVEL 4

1	3%
---	----

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



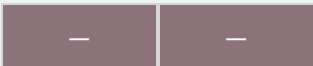
ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: —

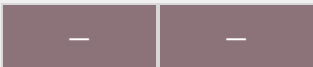
LEVEL 1



LEVEL 2



LEVEL 3

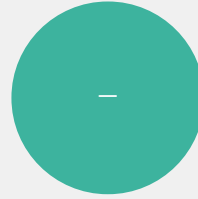


LEVEL 4



NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT

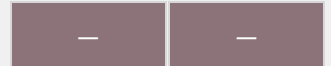


TOTAL TESTED: —

LEVEL 1



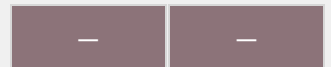
LEVEL 2



LEVEL 3

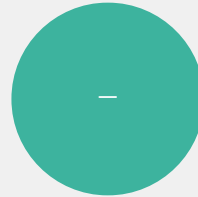


LEVEL 4



ENGLISH LANGUAGE LEARNERS

PROFICIENT

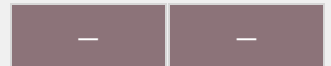


TOTAL TESTED: —

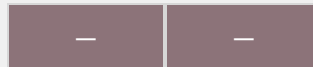
LEVEL 1



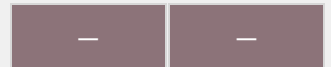
LEVEL 2



LEVEL 3

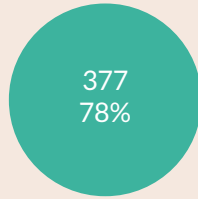


LEVEL 4



NOT ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 481

LEVEL 1



LEVEL 2



LEVEL 3

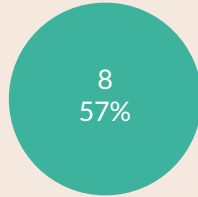


LEVEL 4



ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 14

LEVEL 1



LEVEL 2



LEVEL 3

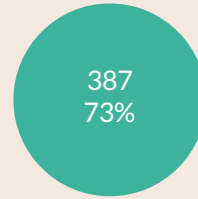


LEVEL 4



NOT ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 527

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 10

LEVEL 1



LEVEL 2



LEVEL 3

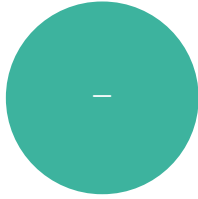


LEVEL 4



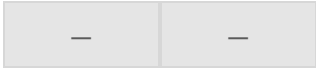
NOT MIGRANT

PROFICIENT

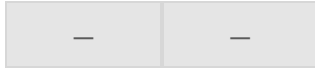


TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

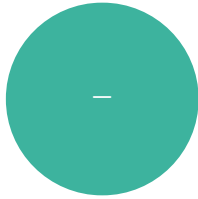


LEVEL 4



MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

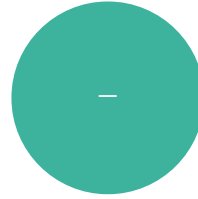


LEVEL 4



NOT MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

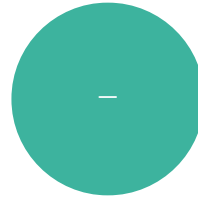


LEVEL 4



MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



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THIS DOCUMENT WAS CREATED ON: APRIL 11, 2019, 3:33 PM EST

BARKER ROAD MIDDLE SCHOOL 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.

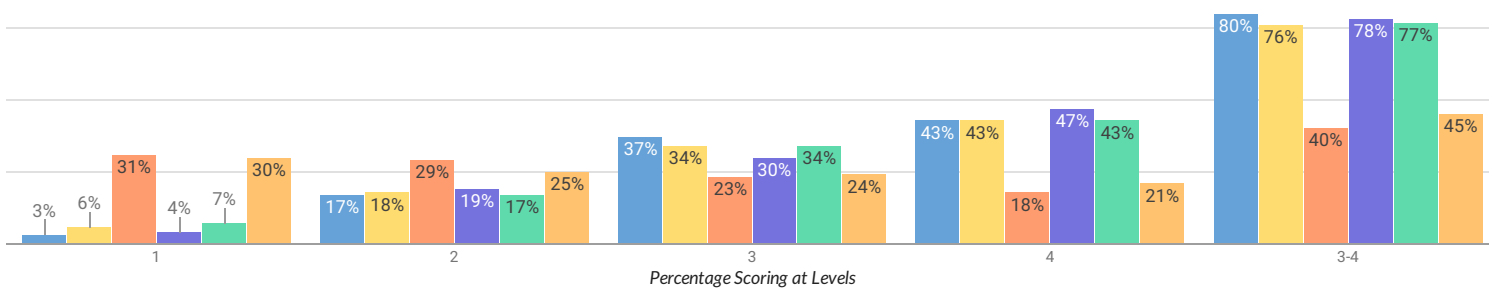
Data available on this site are based on those reported by schools and districts to the State as of August 22, 2018 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported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

For more information and additional files, please view the [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](#)

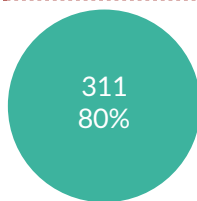
■ BARKER ROAD MIDDLE SCHOOL (2017) ■ PITTSFORD CSD (2017) ■ NY STATE (2017) ■ BARKER ROAD MIDDLE SCHOOL (2018) ■ PITTSFORD CSD (2018) ■ NY STATE (2018)



2017

ALL STUDENTS

PROFICIENT



TOTAL TESTED: 390

LEVEL 1

12	3%
----	----

LEVEL 2

67	17%
----	-----

LEVEL 3

145	37%
-----	-----

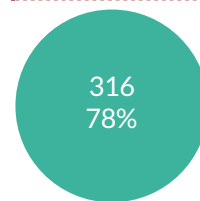
LEVEL 4

166	43%
-----	-----

2018

ALL STUDENTS

PROFICIENT



TOTAL TESTED: 407

LEVEL 1

15	4%
----	----

LEVEL 2

76	19%
----	-----

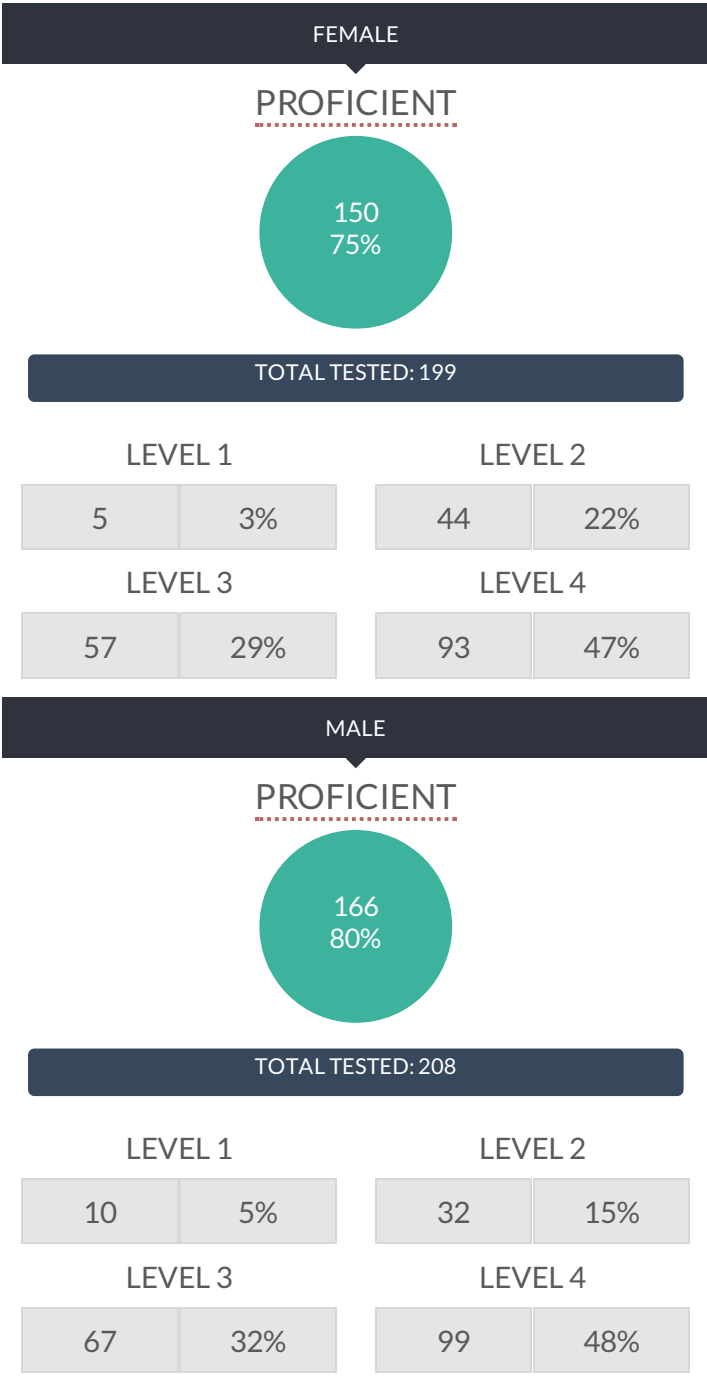
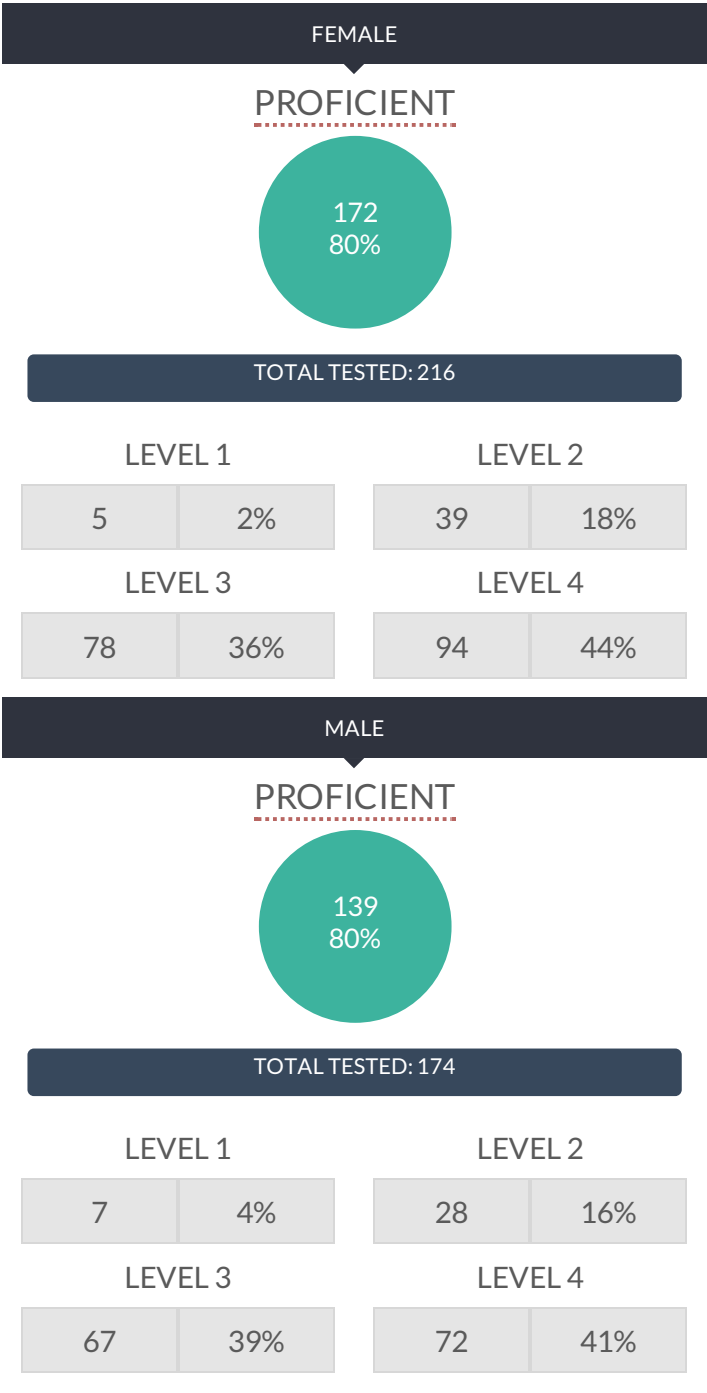
LEVEL 3

124	30%
-----	-----

LEVEL 4

192	47%
-----	-----

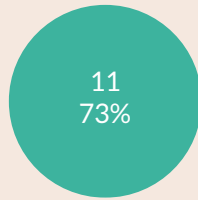
BY GENDER



BY ETHNICITY

MULTIRACIAL

PROFICIENT



TOTAL TESTED: 15

LEVEL 1



LEVEL 2



LEVEL 3

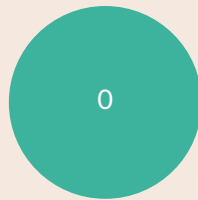


LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: 0

LEVEL 1



LEVEL 2



LEVEL 3

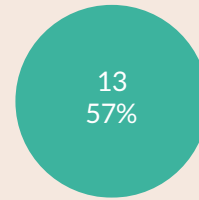


LEVEL 4



MULTIRACIAL

PROFICIENT



TOTAL TESTED: 23

LEVEL 1



LEVEL 2



LEVEL 3

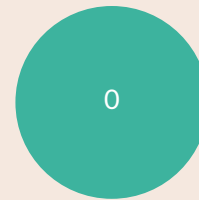


LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: 0

LEVEL 1



LEVEL 2



LEVEL 3

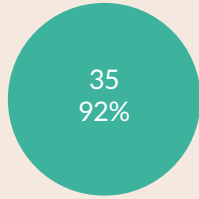


LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 38

LEVEL 1



LEVEL 2



LEVEL 3

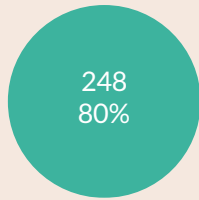


LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 311

LEVEL 1



LEVEL 2



LEVEL 3

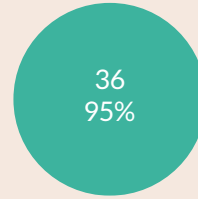


LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 38

LEVEL 1



LEVEL 2



LEVEL 3

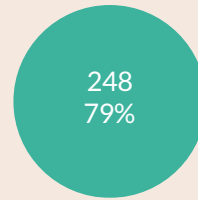


LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 313

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: 11

LEVEL 1



LEVEL 2



LEVEL 3

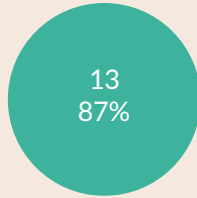


LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: 15

LEVEL 1



LEVEL 2



LEVEL 3

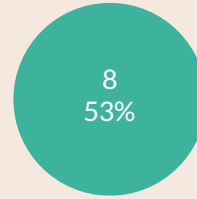


LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: 15

LEVEL 1



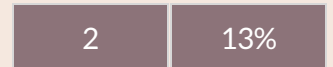
LEVEL 2



LEVEL 3

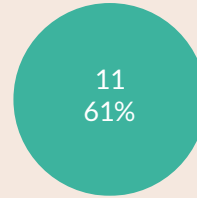


LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: 18

LEVEL 1



LEVEL 2



LEVEL 3



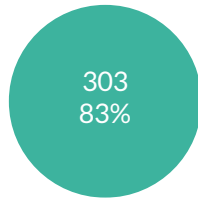
LEVEL 4



OTHER GROUPS

GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 365

LEVEL 1



LEVEL 2



LEVEL 3

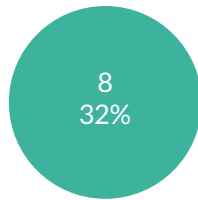


LEVEL 4



STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 25

LEVEL 1



LEVEL 2



LEVEL 3

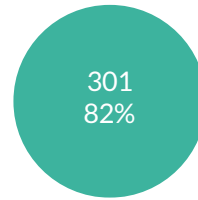


LEVEL 4



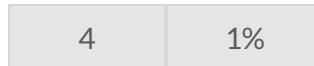
GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 368

LEVEL 1



LEVEL 2



LEVEL 3

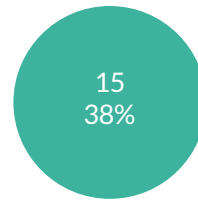


LEVEL 4



STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 39

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: —

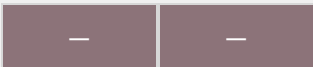
LEVEL 1



LEVEL 2



LEVEL 3

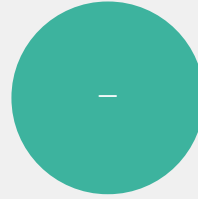


LEVEL 4



NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: —

LEVEL 1



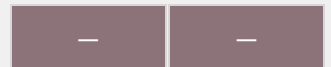
LEVEL 2



LEVEL 3

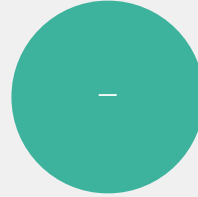


LEVEL 4



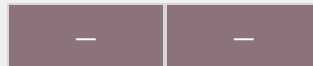
ENGLISH LANGUAGE LEARNERS

PROFICIENT

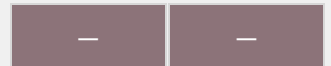


TOTAL TESTED: —

LEVEL 1



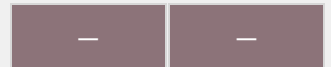
LEVEL 2



LEVEL 3

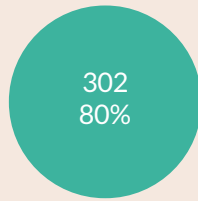


LEVEL 4



NOT ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 376

LEVEL 1



LEVEL 2



LEVEL 3

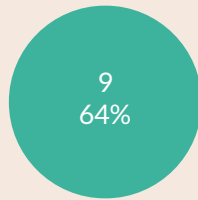


LEVEL 4



ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 14

LEVEL 1



LEVEL 2



LEVEL 3

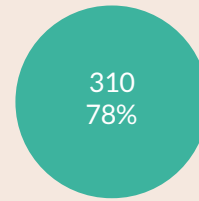


LEVEL 4



NOT ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 398

LEVEL 1



LEVEL 2



LEVEL 3

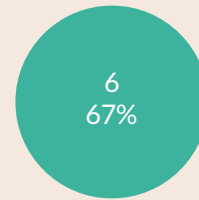


LEVEL 4



ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 9

LEVEL 1



LEVEL 2



LEVEL 3

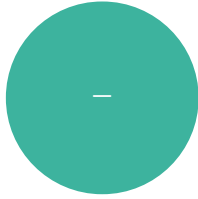


LEVEL 4



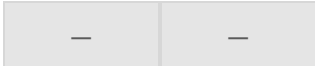
NOT MIGRANT

PROFICIENT

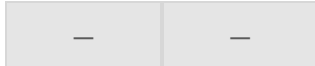


TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

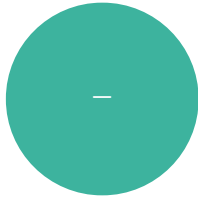


LEVEL 4



MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

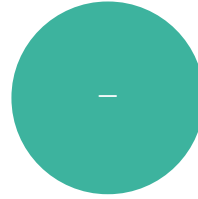


LEVEL 4



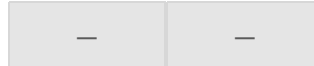
NOT MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

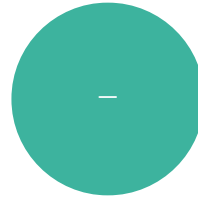


LEVEL 4



MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



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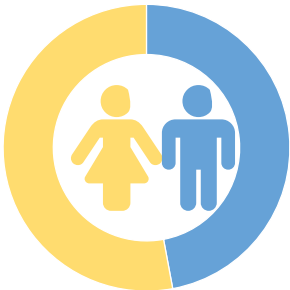
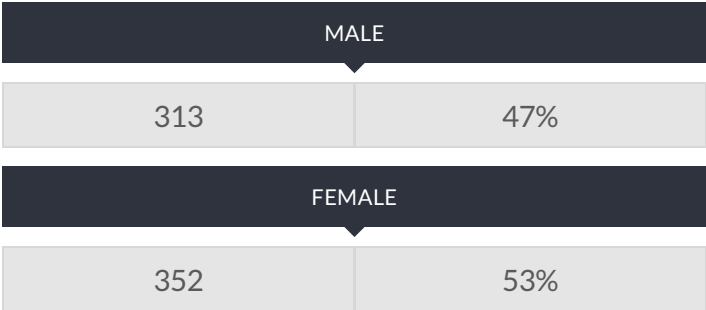
THIS DOCUMENT WAS CREATED ON: APRIL 11, 2019, 3:35 PM EST

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.

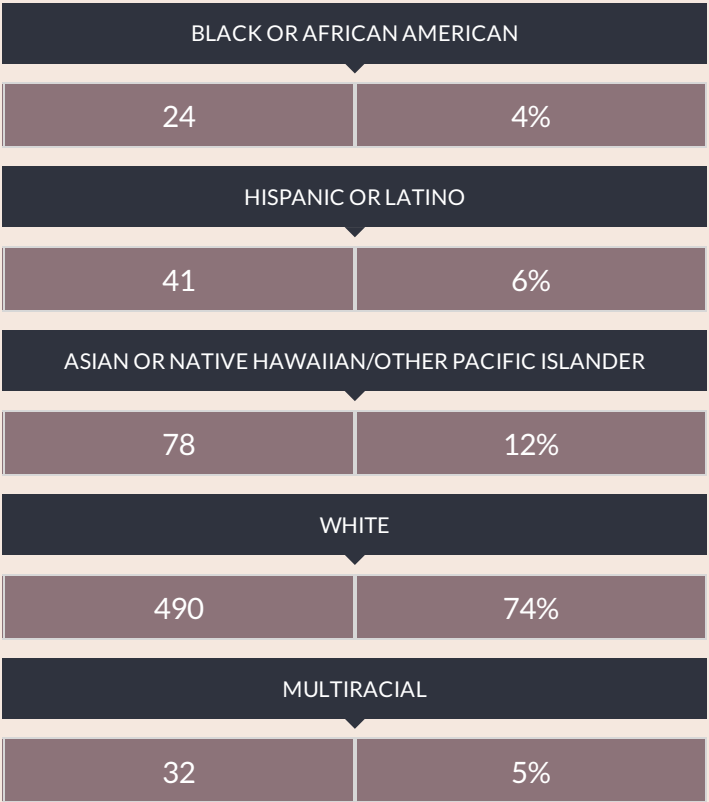
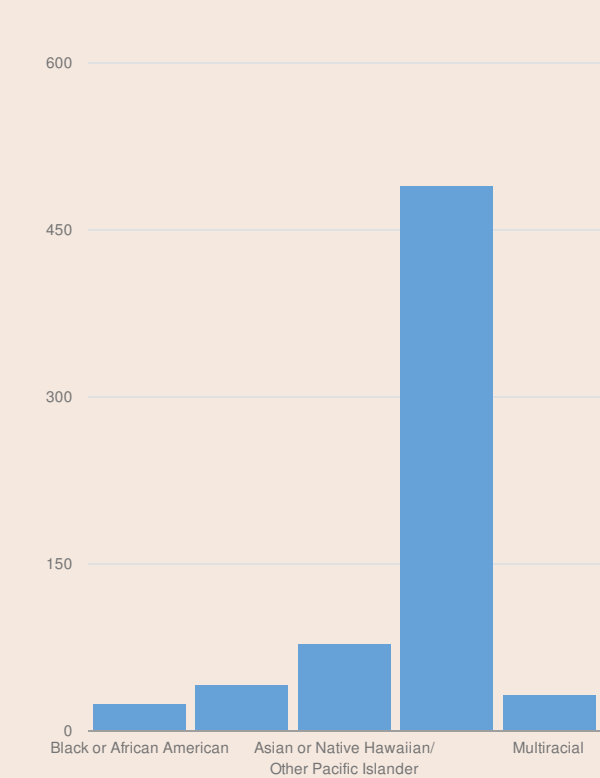
CALKINS ROAD MIDDLE SCHOOL ENROLLMENT (2017 - 18)

K-12 Enrollment: 665

ENROLLMENT BY GENDER



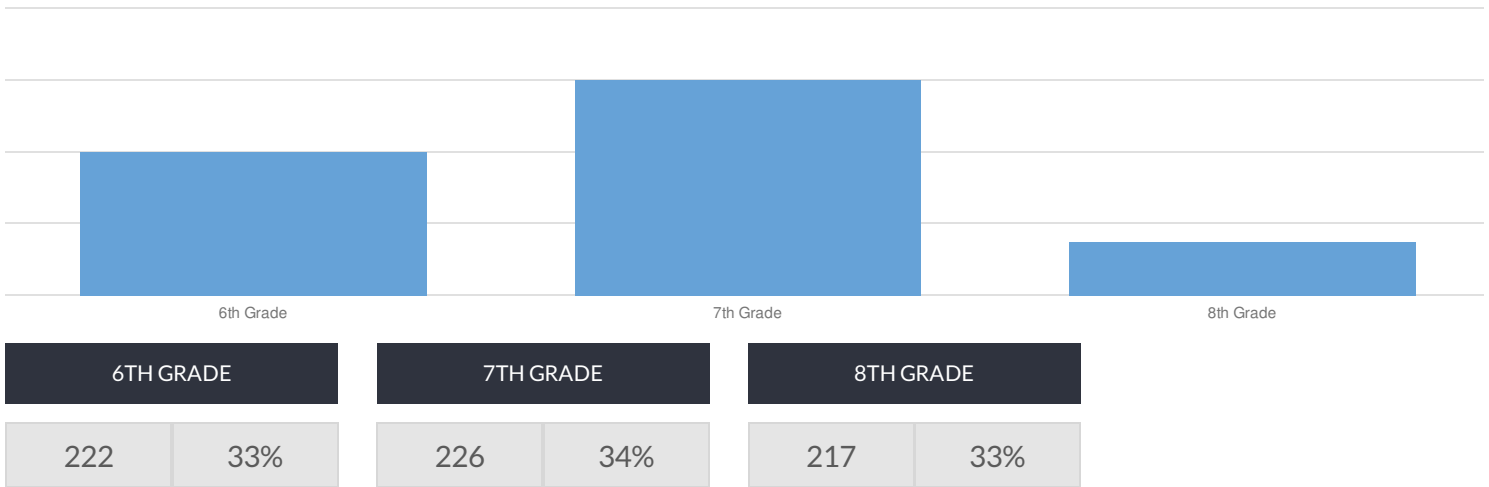
ENROLLMENT BY ETHNICITY



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
7	1%	81	12%	33	5%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
PARENT IN ARMED FORCES					
—	—				

ENROLLMENT BY GRADE



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THIS DOCUMENT WAS CREATED ON: APRIL 11, 2019, 3:40 PM EST

CALKINS ROAD MIDDLE SCHOOL GRADES 3-8 ELA ASSESSMENT DATA

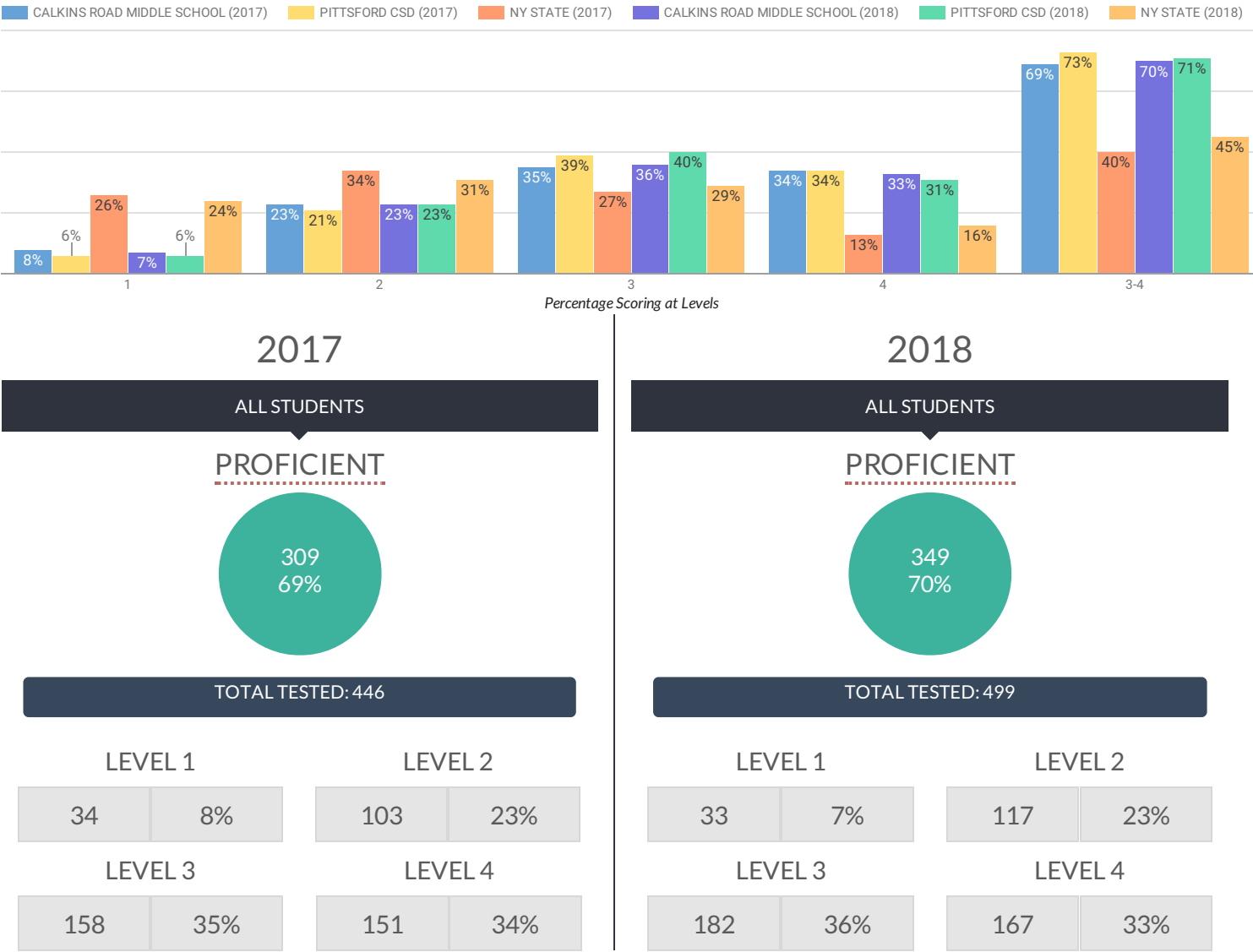
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For more information and additional files, please view the [NYSED press release](#)

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



BY GENDER

FEMALE

PROFICIENT

185
78%

TOTAL TESTED: 236

LEVEL 1

12

5%

LEVEL 2

39

17%

LEVEL 3

93

39%

LEVEL 4

92

39%

MALE

PROFICIENT

124
59%

TOTAL TESTED: 210

LEVEL 1

22

10%

LEVEL 2

64

30%

LEVEL 3

65

31%

LEVEL 4

59

28%

FEMALE

PROFICIENT

203
77%

TOTAL TESTED: 265

LEVEL 1

9

3%

LEVEL 2

53

20%

LEVEL 3

88

33%

LEVEL 4

115

43%

MALE

PROFICIENT

146
62%

TOTAL TESTED: 234

LEVEL 1

24

10%

LEVEL 2

64

27%

LEVEL 3

94

40%

LEVEL 4

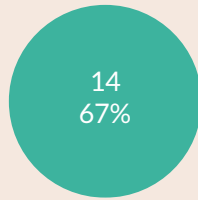
52

22%

BY ETHNICITY

MULTIRACIAL

PROFICIENT



TOTAL TESTED: 21

LEVEL 1



LEVEL 2



LEVEL 3

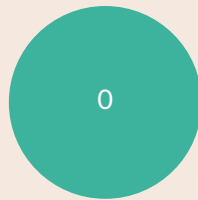


LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: 0

LEVEL 1



LEVEL 2



LEVEL 3

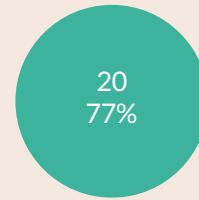


LEVEL 4



MULTIRACIAL

PROFICIENT



TOTAL TESTED: 26

LEVEL 1



LEVEL 2



LEVEL 3

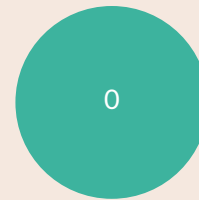


LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: 0

LEVEL 1



LEVEL 2



LEVEL 3

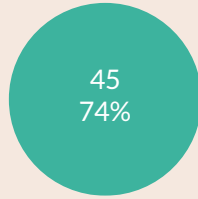


LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 61

LEVEL 1



LEVEL 2



LEVEL 3

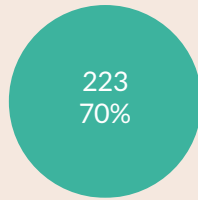


LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 317

LEVEL 1



LEVEL 2



LEVEL 3

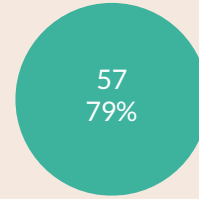


LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 72

LEVEL 1



LEVEL 2



LEVEL 3

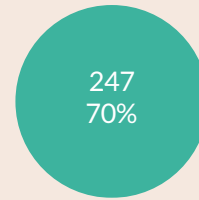


LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 354

LEVEL 1



LEVEL 2



LEVEL 3

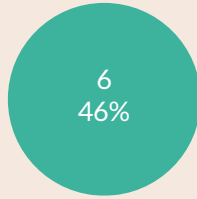


LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: 13

LEVEL 1



LEVEL 2



LEVEL 3

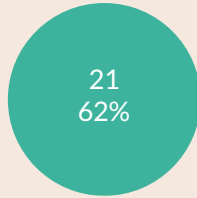


LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: 34

LEVEL 1



LEVEL 2



LEVEL 3

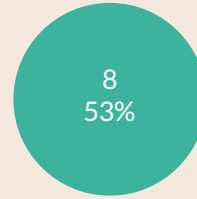


LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: 15

LEVEL 1



LEVEL 2



LEVEL 3

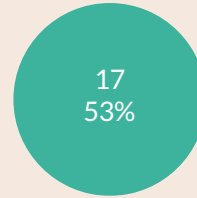


LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: 32

LEVEL 1



LEVEL 2



LEVEL 3



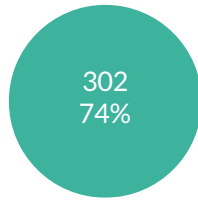
LEVEL 4



OTHER GROUPS

GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 406

LEVEL 1

14	3%
----	----

LEVEL 2

90	22%
----	-----

LEVEL 3

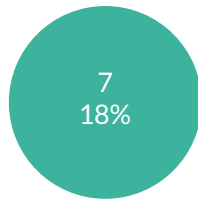
153	38%
-----	-----

LEVEL 4

149	37%
-----	-----

STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 40

LEVEL 1

20	50%
----	-----

LEVEL 2

13	33%
----	-----

LEVEL 3

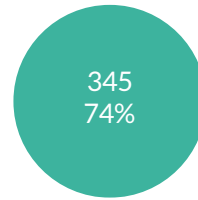
5	13%
---	-----

LEVEL 4

2	5%
---	----

GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 466

LEVEL 1

18	4%
----	----

LEVEL 2

103	22%
-----	-----

LEVEL 3

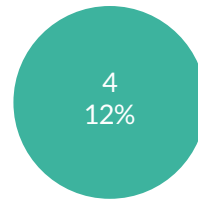
178	38%
-----	-----

LEVEL 4

167	36%
-----	-----

STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 33

LEVEL 1

15	45%
----	-----

LEVEL 2

14	42%
----	-----

LEVEL 3

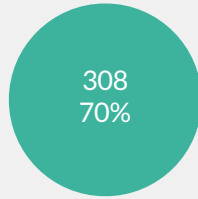
4	12%
---	-----

LEVEL 4

0	0%
---	----

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: 441

LEVEL 1



LEVEL 2



LEVEL 3

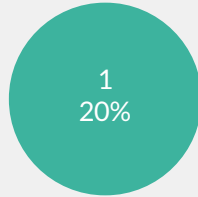


LEVEL 4



ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: 5

LEVEL 1



LEVEL 2



LEVEL 3

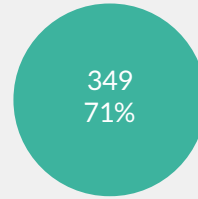


LEVEL 4



NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: 493

LEVEL 1



LEVEL 2



LEVEL 3

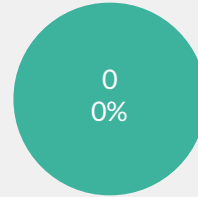


LEVEL 4



ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: 6

LEVEL 1



LEVEL 2



LEVEL 3

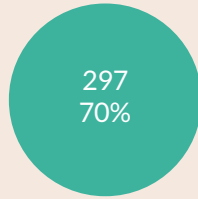


LEVEL 4



NOT ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 427

LEVEL 1



LEVEL 2



LEVEL 3

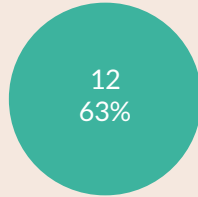


LEVEL 4



ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 19

LEVEL 1



LEVEL 2



LEVEL 3

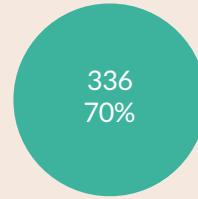


LEVEL 4



NOT ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 479

LEVEL 1



LEVEL 2



LEVEL 3

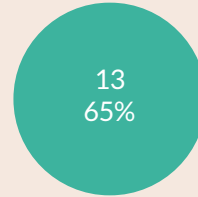


LEVEL 4



ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 20

LEVEL 1



LEVEL 2



LEVEL 3

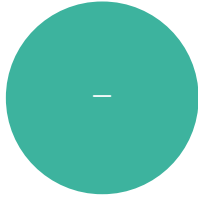


LEVEL 4



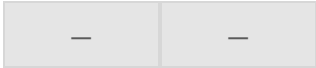
NOT MIGRANT

PROFICIENT

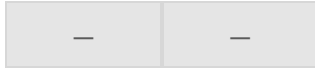


TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

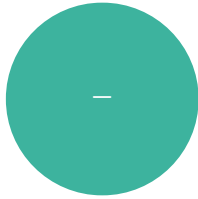


LEVEL 4



MIGRANT

PROFICIENT



TOTAL TESTED: —

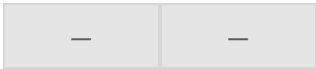
LEVEL 1



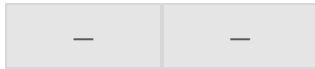
LEVEL 2



LEVEL 3

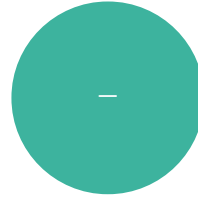


LEVEL 4



NOT MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

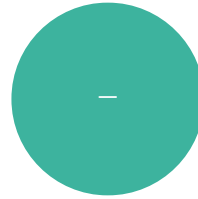


LEVEL 4



MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



CALKINS ROAD MIDDLE SCHOOL 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.

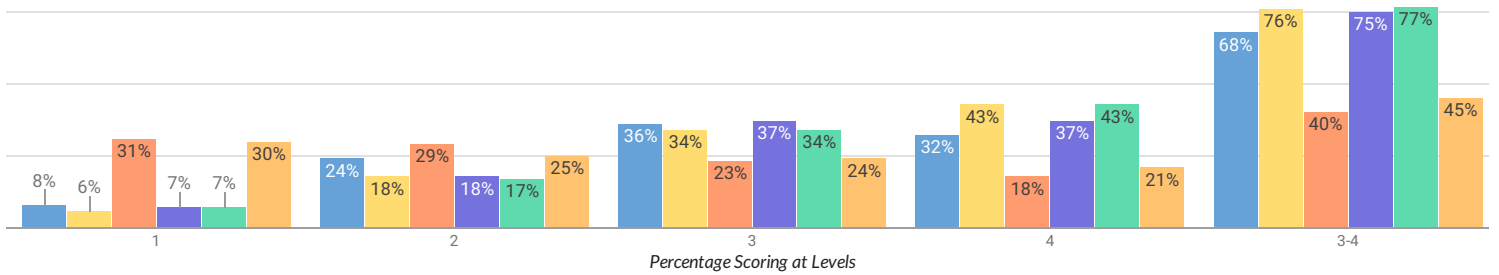
Data available on this site are based on those reported by schools and districts to the State as of August 22, 2018 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported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

For more information and additional files, please view the [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

CALKINS ROAD MIDDLE SCHOOL (2017) PITTSFORD CSD (2017) NY STATE (2017) CALKINS ROAD MIDDLE SCHOOL (2018) PITTSFORD CSD (2018) NY STATE (2018)



2017

ALL STUDENTS

PROFICIENT

250
68%

TOTAL TESTED: 368

LEVEL 1

28

8%

LEVEL 2

90

24%

LEVEL 3

131

36%

LEVEL 4

119

32%

2018

ALL STUDENTS

PROFICIENT

298
75%

TOTAL TESTED: 400

LEVEL 1

29

7%

LEVEL 2

73

18%

LEVEL 3

149

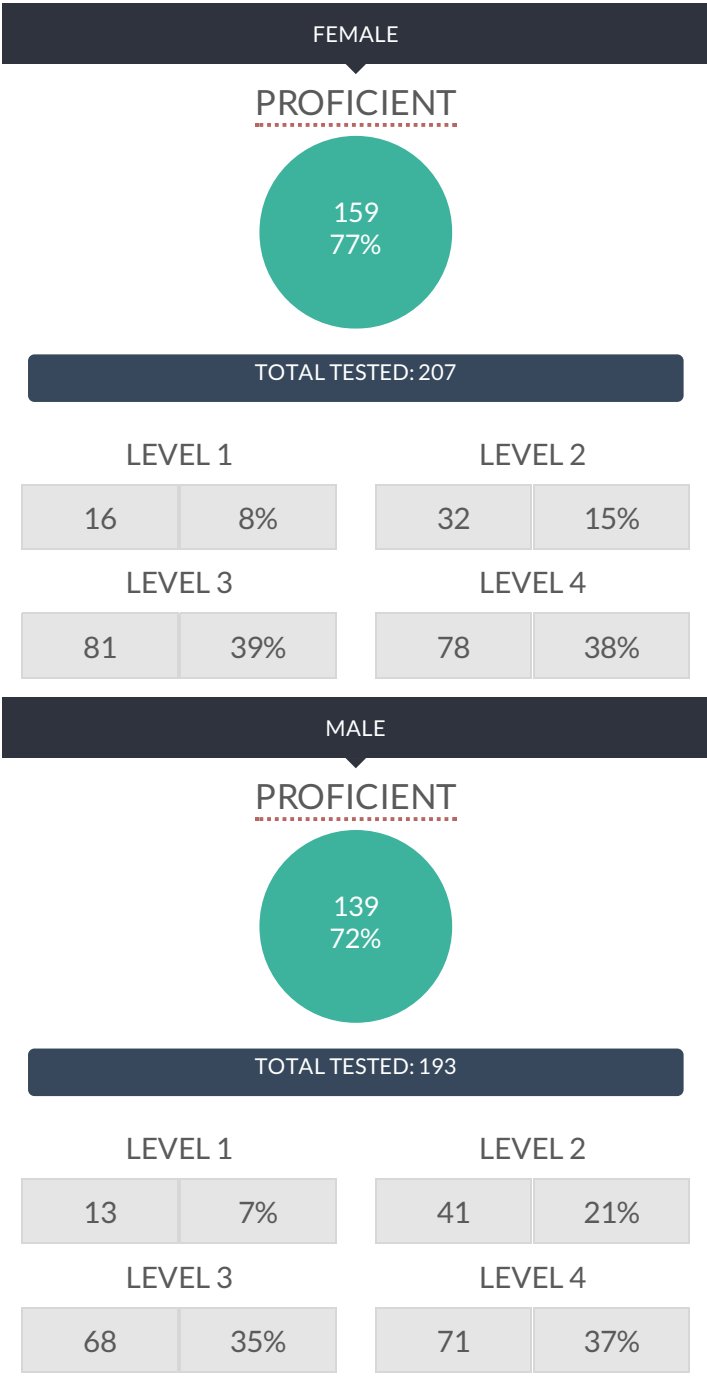
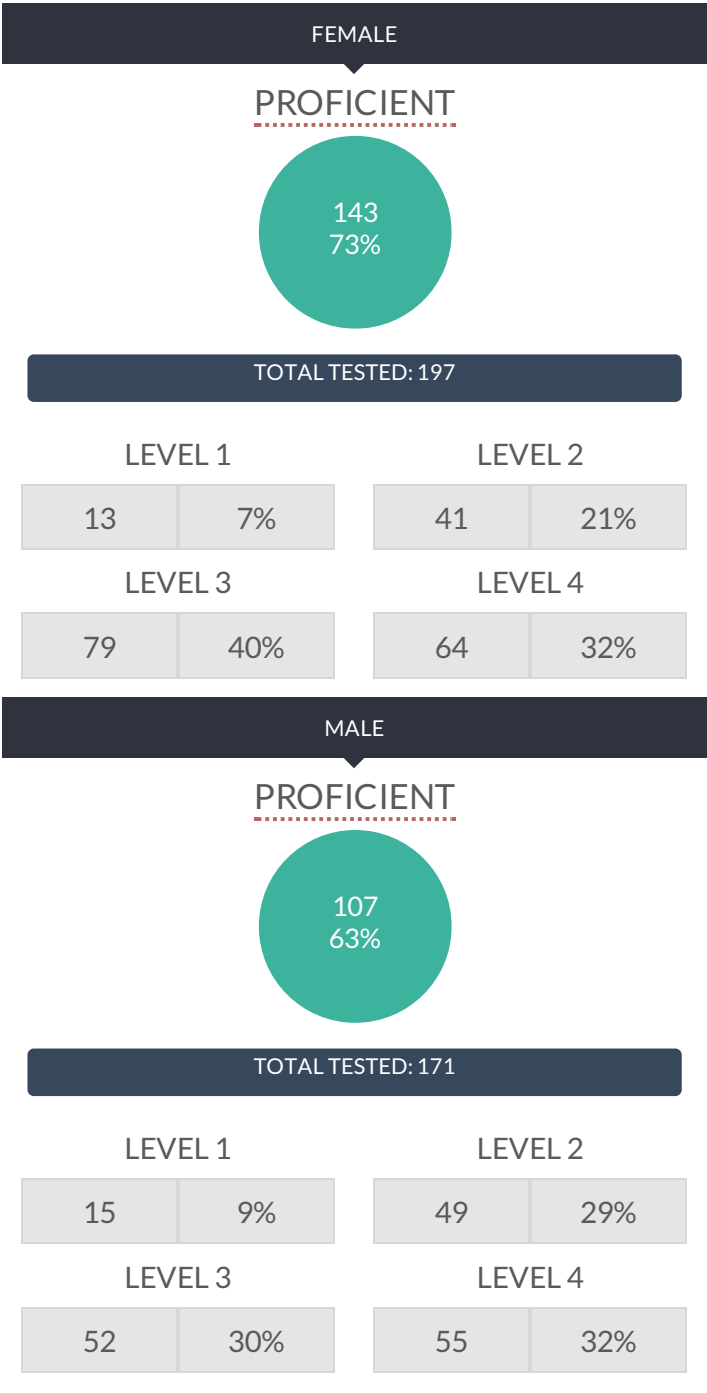
37%

LEVEL 4

149

37%

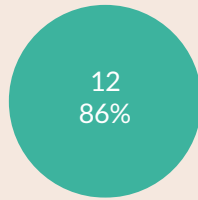
BY GENDER



BY ETHNICITY

MULTIRACIAL

PROFICIENT



TOTAL TESTED: 14

LEVEL 1



LEVEL 2



LEVEL 3

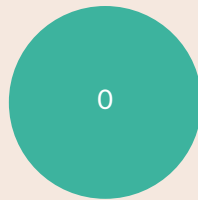


LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: 0

LEVEL 1



LEVEL 2



LEVEL 3

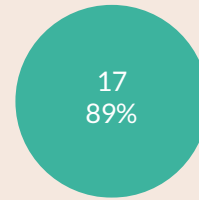


LEVEL 4



MULTIRACIAL

PROFICIENT



TOTAL TESTED: 19

LEVEL 1



LEVEL 2



LEVEL 3

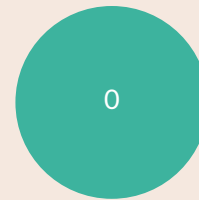


LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: 0

LEVEL 1



LEVEL 2



LEVEL 3

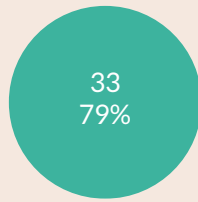


LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 42

LEVEL 1

1	2%
---	----

LEVEL 2

8	19%
---	-----

LEVEL 3

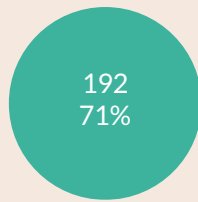
12	29%
----	-----

LEVEL 4

21	50%
----	-----

WHITE

PROFICIENT



TOTAL TESTED: 270

LEVEL 1

17	6%
----	----

LEVEL 2

61	23%
----	-----

LEVEL 3

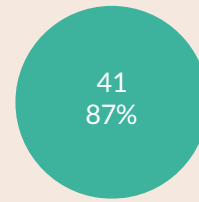
102	38%
-----	-----

LEVEL 4

90	33%
----	-----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 47

LEVEL 1

1	2%
---	----

LEVEL 2

5	11%
---	-----

LEVEL 3

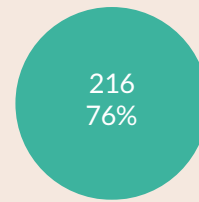
16	34%
----	-----

LEVEL 4

25	53%
----	-----

WHITE

PROFICIENT



TOTAL TESTED: 285

LEVEL 1

16	6%
----	----

LEVEL 2

53	19%
----	-----

LEVEL 3

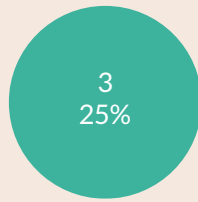
106	37%
-----	-----

LEVEL 4

110	39%
-----	-----

BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: 12

LEVEL 1



LEVEL 2



LEVEL 3

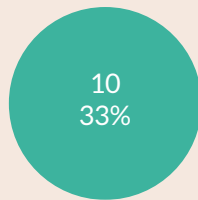


LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: 30

LEVEL 1



LEVEL 2



LEVEL 3

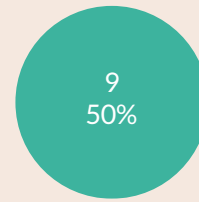


LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: 18

LEVEL 1



LEVEL 2



LEVEL 3

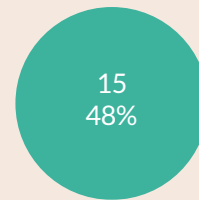


LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: 31

LEVEL 1



LEVEL 2



LEVEL 3



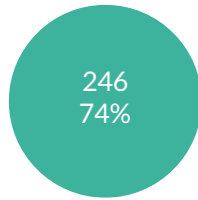
LEVEL 4



OTHER GROUPS

GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 333

LEVEL 1



LEVEL 2



LEVEL 3

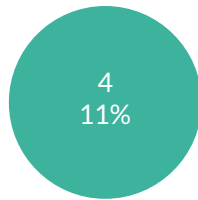


LEVEL 4



STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 35

LEVEL 1



LEVEL 2



LEVEL 3

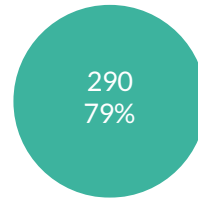


LEVEL 4



GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 367

LEVEL 1



LEVEL 2



LEVEL 3

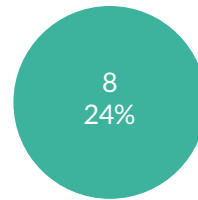


LEVEL 4



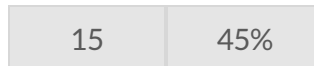
STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 33

LEVEL 1



LEVEL 2



LEVEL 3

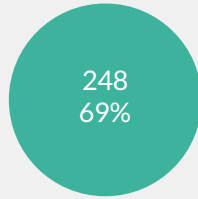


LEVEL 4



NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT

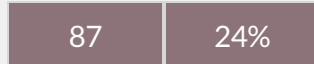


TOTAL TESTED: 361

LEVEL 1



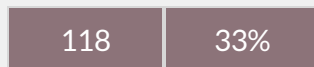
LEVEL 2



LEVEL 3

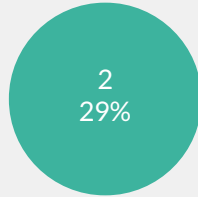


LEVEL 4



ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: 7

LEVEL 1



LEVEL 2



LEVEL 3

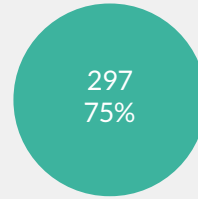


LEVEL 4



NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: 394

LEVEL 1



LEVEL 2



LEVEL 3

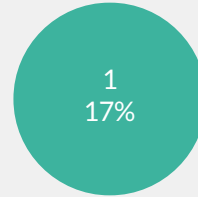


LEVEL 4



ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: 6

LEVEL 1



LEVEL 2



LEVEL 3

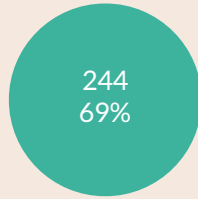


LEVEL 4



NOT ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 352

LEVEL 1

25	7%
----	----

LEVEL 2

83	24%
----	-----

LEVEL 3

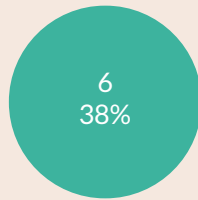
128	36%
-----	-----

LEVEL 4

116	33%
-----	-----

ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 16

LEVEL 1

3	19%
---	-----

LEVEL 2

7	44%
---	-----

LEVEL 3

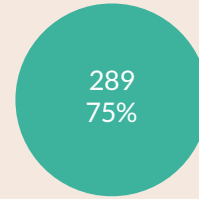
3	19%
---	-----

LEVEL 4

3	19%
---	-----

NOT ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 383

LEVEL 1

24	6%
----	----

LEVEL 2

70	18%
----	-----

LEVEL 3

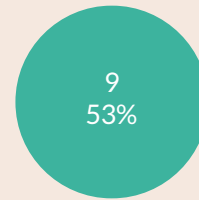
142	37%
-----	-----

LEVEL 4

147	38%
-----	-----

ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 17

LEVEL 1

5	29%
---	-----

LEVEL 2

3	18%
---	-----

LEVEL 3

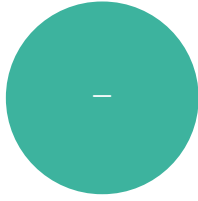
7	41%
---	-----

LEVEL 4

2	12%
---	-----

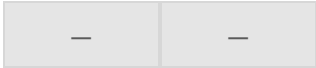
NOT MIGRANT

PROFICIENT

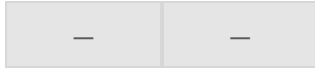


TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

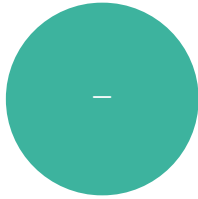


LEVEL 4



MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



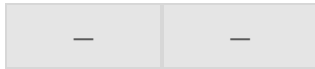
LEVEL 2



LEVEL 3

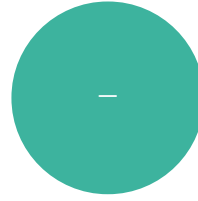


LEVEL 4



NOT MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

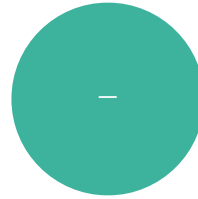


LEVEL 4



MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



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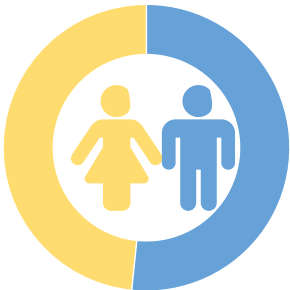
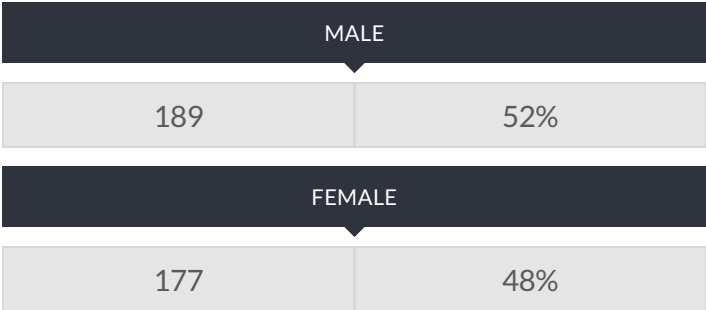
THIS DOCUMENT WAS CREATED ON: APRIL 11, 2019, 3:51 PM EST

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.

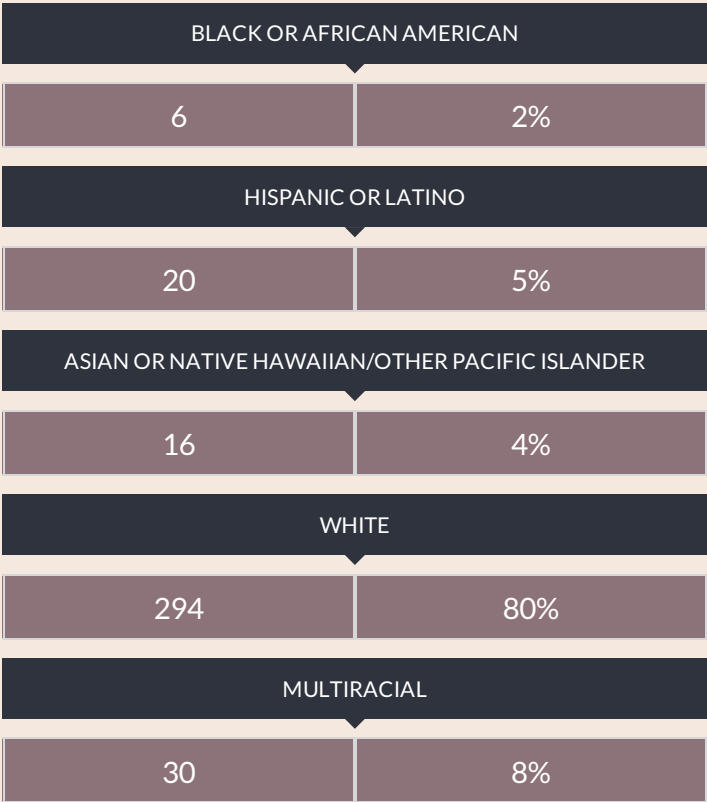
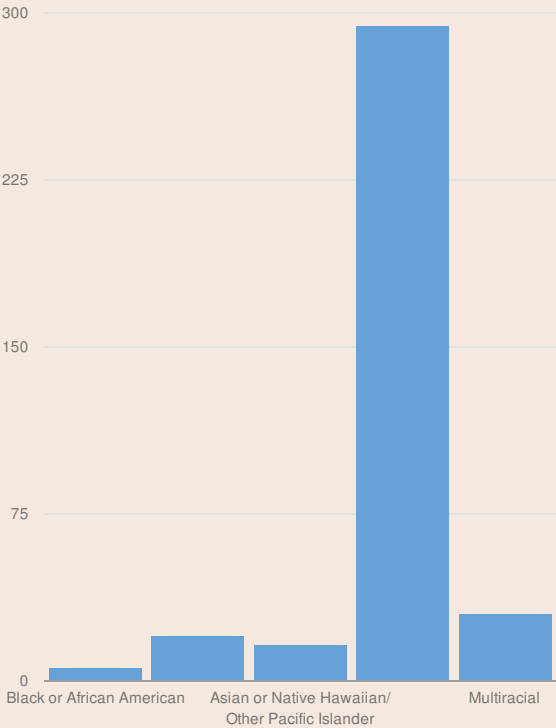
JEFFERSON ROAD SCHOOL ENROLLMENT (2017 - 18)

K-12 Enrollment: 366

ENROLLMENT BY GENDER



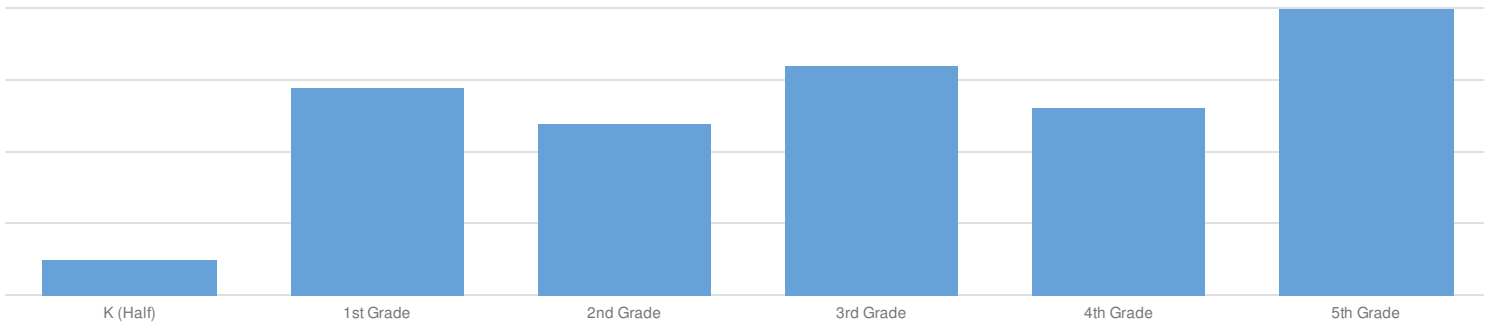
ENROLLMENT BY ETHNICITY



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
—	—	47	13%	11	3%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
				PARENT IN ARMED FORCES	
—	—	—	—	—	—

ENROLLMENT BY GRADE



K (HALF DAY)	1ST GRADE	2ND GRADE	3RD GRADE
40	64	59	67
11%	17%	16%	18%
4TH GRADE	5TH GRADE		
61	75		
17%	20%		

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THIS DOCUMENT WAS CREATED ON: APRIL 11, 2019, 3:08 PM EST

JEFFERSON ROAD SCHOOL GRADES 3-8 ELA ASSESSMENT DATA

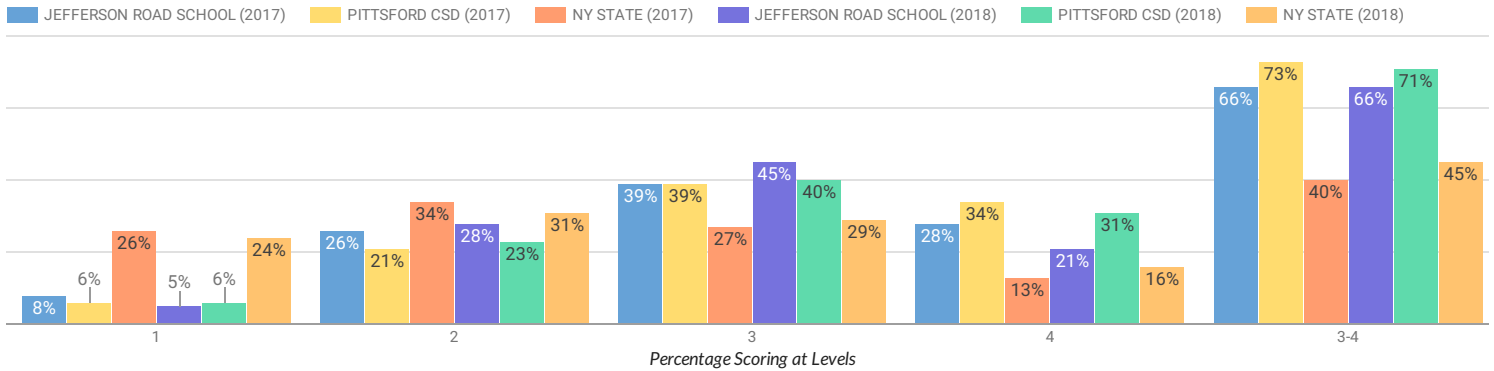
The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data are available statewide and at the county, district,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



2017

ALL STUDENTS

PROFICIENT

111
66%

TOTAL TESTED: 167

LEVEL 1

13

8%

LEVEL 2

43

26%

LEVEL 3

65

39%

LEVEL 4

46

28%

2018

ALL STUDENTS

PROFICIENT

115
66%

TOTAL TESTED: 173

LEVEL 1

9

5%

LEVEL 2

49

28%

LEVEL 3

78

45%

LEVEL 4

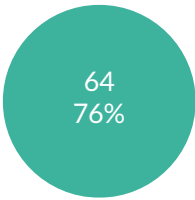
37

21%

BY GENDER

FEMALE

PROFICIENT



TOTAL TESTED: 84

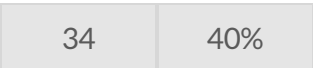
LEVEL 1



LEVEL 2



LEVEL 3

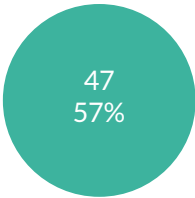


LEVEL 4



MALE

PROFICIENT



TOTAL TESTED: 83

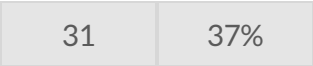
LEVEL 1



LEVEL 2



LEVEL 3

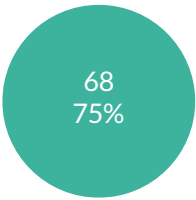


LEVEL 4



FEMALE

PROFICIENT



TOTAL TESTED: 91

LEVEL 1



LEVEL 2



LEVEL 3

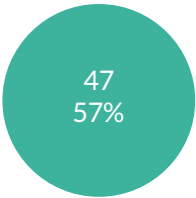


LEVEL 4



MALE

PROFICIENT



TOTAL TESTED: 82

LEVEL 1



LEVEL 2



LEVEL 3



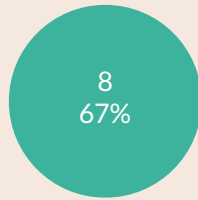
LEVEL 4



BY ETHNICITY

MULTIRACIAL

PROFICIENT



TOTAL TESTED: 12

LEVEL 1



LEVEL 2



LEVEL 3

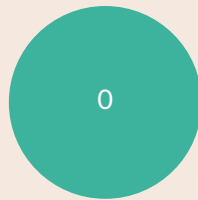


LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: 0

LEVEL 1



LEVEL 2



LEVEL 3

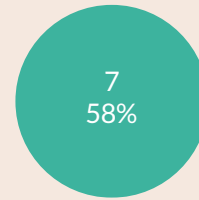


LEVEL 4



MULTIRACIAL

PROFICIENT



TOTAL TESTED: 12

LEVEL 1



LEVEL 2



LEVEL 3

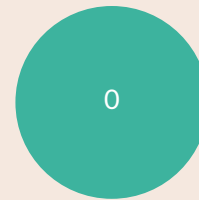


LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: 0

LEVEL 1



LEVEL 2



LEVEL 3

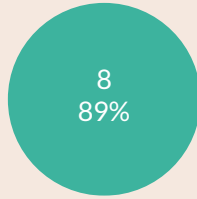


LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 9

LEVEL 1



LEVEL 2



LEVEL 3

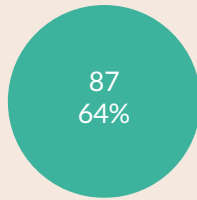


LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 135

LEVEL 1



LEVEL 2



LEVEL 3

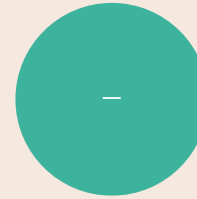


LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

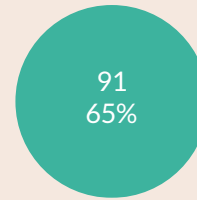


LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 139

LEVEL 1



LEVEL 2



LEVEL 3

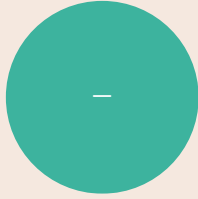


LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

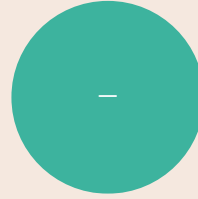


LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

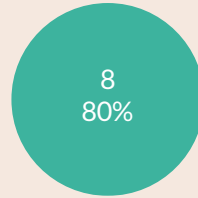


LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: 10

LEVEL 1



LEVEL 2



LEVEL 3



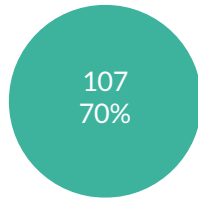
LEVEL 4



OTHER GROUPS

GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 153

LEVEL 1

9	6%
---	----

LEVEL 2

37	24%
----	-----

LEVEL 3

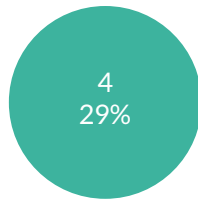
62	41%
----	-----

LEVEL 4

45	29%
----	-----

STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 14

LEVEL 1

4	29%
---	-----

LEVEL 2

6	43%
---	-----

LEVEL 3

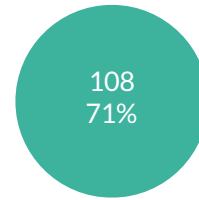
3	21%
---	-----

LEVEL 4

1	7%
---	----

GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 153

LEVEL 1

6	4%
---	----

LEVEL 2

39	25%
----	-----

LEVEL 3

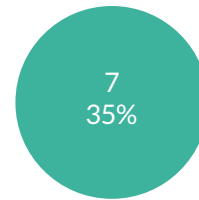
71	46%
----	-----

LEVEL 4

37	24%
----	-----

STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 20

LEVEL 1

3	15%
---	-----

LEVEL 2

10	50%
----	-----

LEVEL 3

7	35%
---	-----

LEVEL 4

0	0%
---	----

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: —

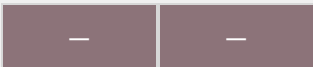
LEVEL 1



LEVEL 2



LEVEL 3

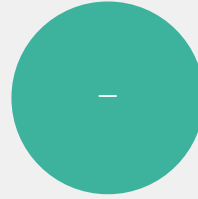


LEVEL 4



NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



ENGLISH LANGUAGE LEARNERS

PROFICIENT

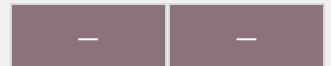


TOTAL TESTED: —

LEVEL 1



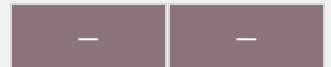
LEVEL 2



LEVEL 3



LEVEL 4



NOT ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

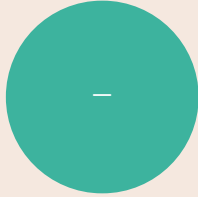


LEVEL 4



ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

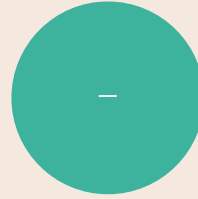


LEVEL 4



NOT ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

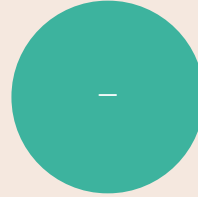


LEVEL 4



ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

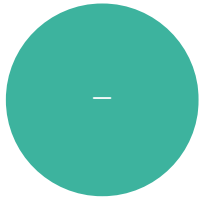


LEVEL 4



NOT MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

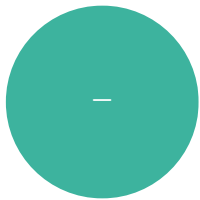


LEVEL 4



MIGRANT

PROFICIENT



TOTAL TESTED: —

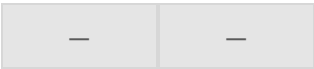
LEVEL 1



LEVEL 2



LEVEL 3

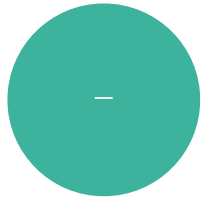


LEVEL 4



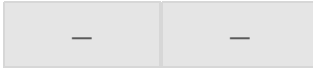
NOT MIGRANT

PROFICIENT



TOTAL TESTED: —

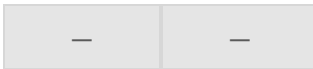
LEVEL 1



LEVEL 2



LEVEL 3

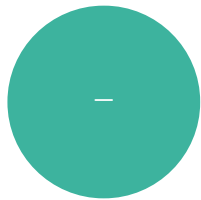


LEVEL 4



MIGRANT

PROFICIENT



TOTAL TESTED: —

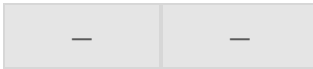
LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



JEFFERSON ROAD SCHOOL 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.

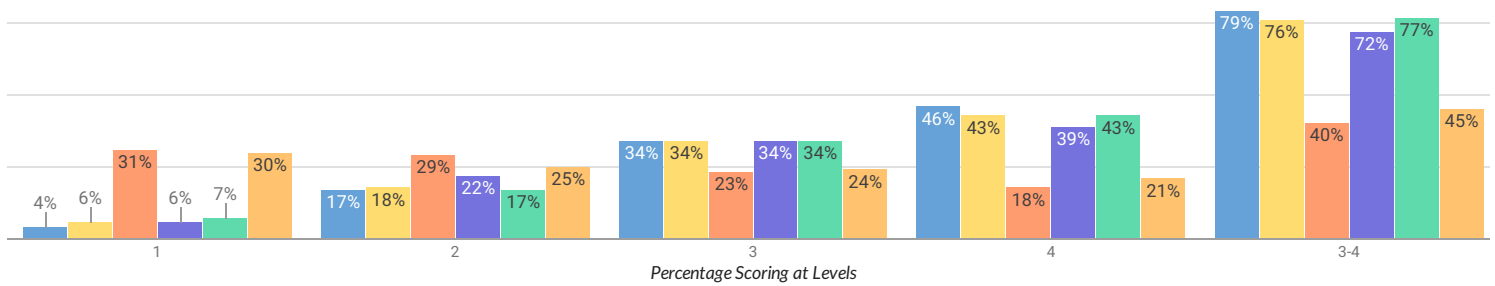
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[Assessment Data - Glossary of Terms](#) | [Assessment Data - Business Rules](#)

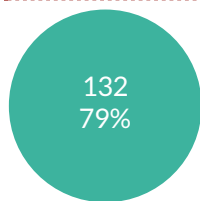
JEFFERSON ROAD SCHOOL (2017) PITTSFORD CSD (2017) NY STATE (2017) JEFFERSON ROAD SCHOOL (2018) PITTSFORD CSD (2018) NY STATE (2018)



2017

ALL STUDENTS

PROFICIENT



TOTAL TESTED: 167

LEVEL 1

7	4%
---	----

LEVEL 2

28	17%
----	-----

LEVEL 3

56	34%
----	-----

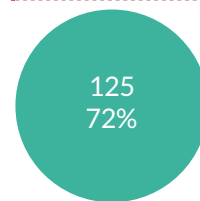
LEVEL 4

76	46%
----	-----

2018

ALL STUDENTS

PROFICIENT



TOTAL TESTED: 173

LEVEL 1

10	6%
----	----

LEVEL 2

38	22%
----	-----

LEVEL 3

58	34%
----	-----

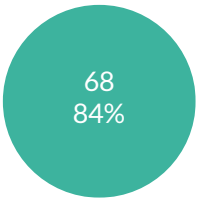
LEVEL 4

67	39%
----	-----

BY GENDER

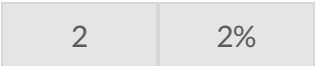
FEMALE

PROFICIENT



TOTAL TESTED: 81

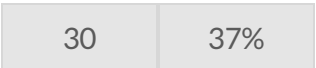
LEVEL 1



LEVEL 2



LEVEL 3

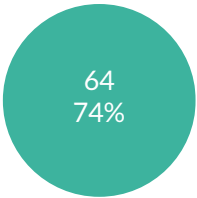


LEVEL 4



MALE

PROFICIENT



TOTAL TESTED: 86

LEVEL 1



LEVEL 2



LEVEL 3

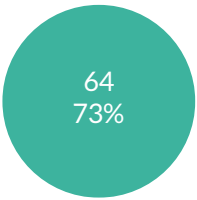


LEVEL 4



FEMALE

PROFICIENT



TOTAL TESTED: 88

LEVEL 1



LEVEL 2



LEVEL 3

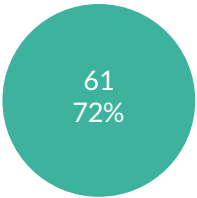


LEVEL 4



MALE

PROFICIENT



TOTAL TESTED: 85

LEVEL 1



LEVEL 2



LEVEL 3



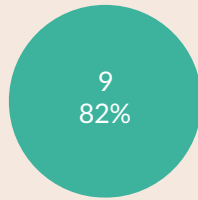
LEVEL 4



BY ETHNICITY

MULTIRACIAL

PROFICIENT



TOTAL TESTED: 11

LEVEL 1



LEVEL 2



LEVEL 3

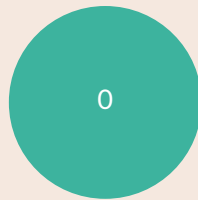


LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: 0

LEVEL 1



LEVEL 2



LEVEL 3

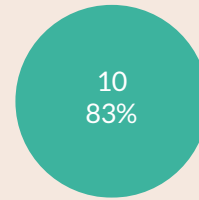


LEVEL 4



MULTIRACIAL

PROFICIENT



TOTAL TESTED: 12

LEVEL 1



LEVEL 2



LEVEL 3

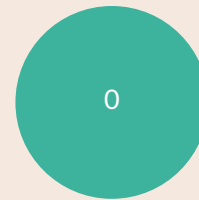


LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: 0

LEVEL 1



LEVEL 2



LEVEL 3

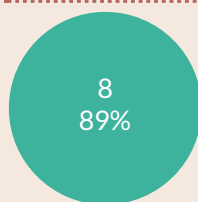


LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 9

LEVEL 1



LEVEL 2



LEVEL 3

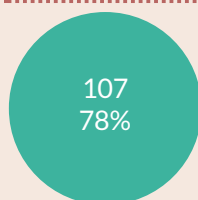


LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 137

LEVEL 1



LEVEL 2



LEVEL 3

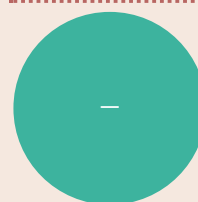


LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

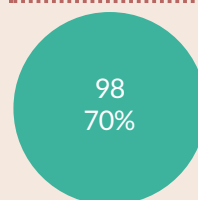


LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 140

LEVEL 1



LEVEL 2



LEVEL 3

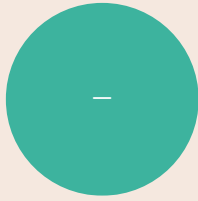


LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

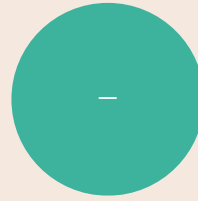


LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

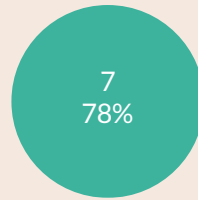


LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: 9

LEVEL 1



LEVEL 2



LEVEL 3



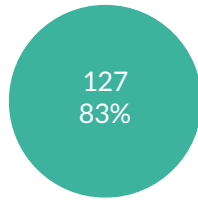
LEVEL 4



OTHER GROUPS

GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 153

LEVEL 1

4	3%
---	----

LEVEL 2

22	14%
----	-----

LEVEL 3

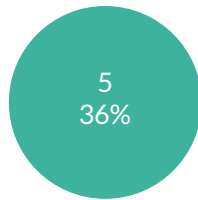
55	36%
----	-----

LEVEL 4

72	47%
----	-----

STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 14

LEVEL 1

3	21%
---	-----

LEVEL 2

6	43%
---	-----

LEVEL 3

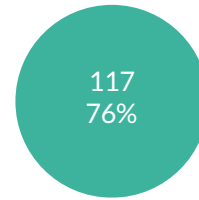
1	7%
---	----

LEVEL 4

4	29%
---	-----

GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 153

LEVEL 1

7	5%
---	----

LEVEL 2

29	19%
----	-----

LEVEL 3

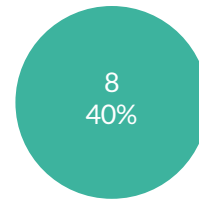
52	34%
----	-----

LEVEL 4

65	42%
----	-----

STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 20

LEVEL 1

3	15%
---	-----

LEVEL 2

9	45%
---	-----

LEVEL 3

6	30%
---	-----

LEVEL 4

2	10%
---	-----

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: —

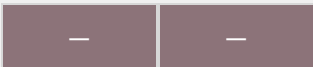
LEVEL 1



LEVEL 2



LEVEL 3

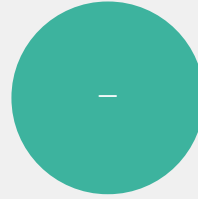


LEVEL 4



NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: —

LEVEL 1



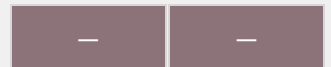
LEVEL 2



LEVEL 3

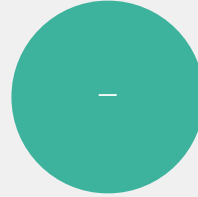


LEVEL 4



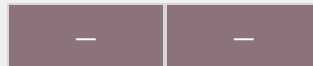
ENGLISH LANGUAGE LEARNERS

PROFICIENT

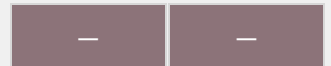


TOTAL TESTED: —

LEVEL 1



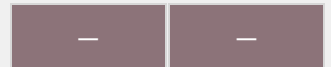
LEVEL 2



LEVEL 3



LEVEL 4



NOT ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

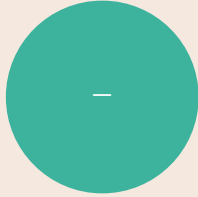


LEVEL 4



ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

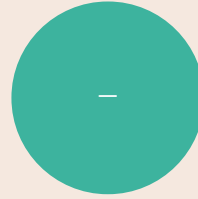


LEVEL 4



NOT ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

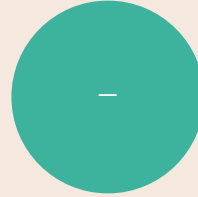


LEVEL 4



ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

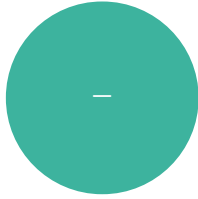


LEVEL 4



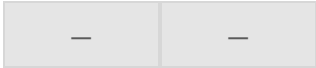
NOT MIGRANT

PROFICIENT

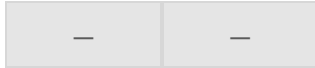


TOTAL TESTED: —

LEVEL 1



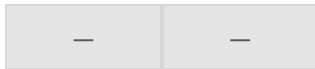
LEVEL 2



LEVEL 3

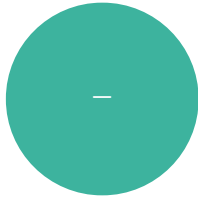


LEVEL 4



MIGRANT

PROFICIENT



TOTAL TESTED: —

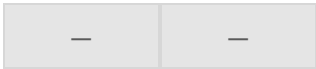
LEVEL 1



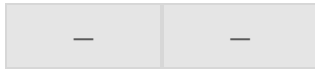
LEVEL 2



LEVEL 3

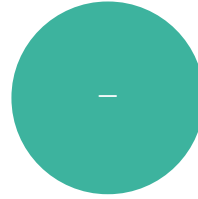


LEVEL 4



NOT MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

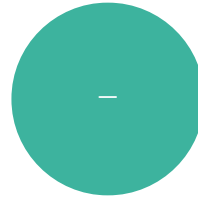


LEVEL 4



MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4

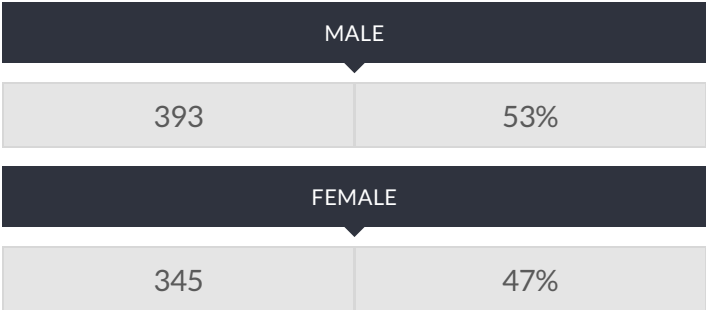


These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2017 - 18 school year. For nonpublic school enrollment data please see the [Non-Public School Enrollment and Staff information](#) on our Information and Reporting Services webpage.

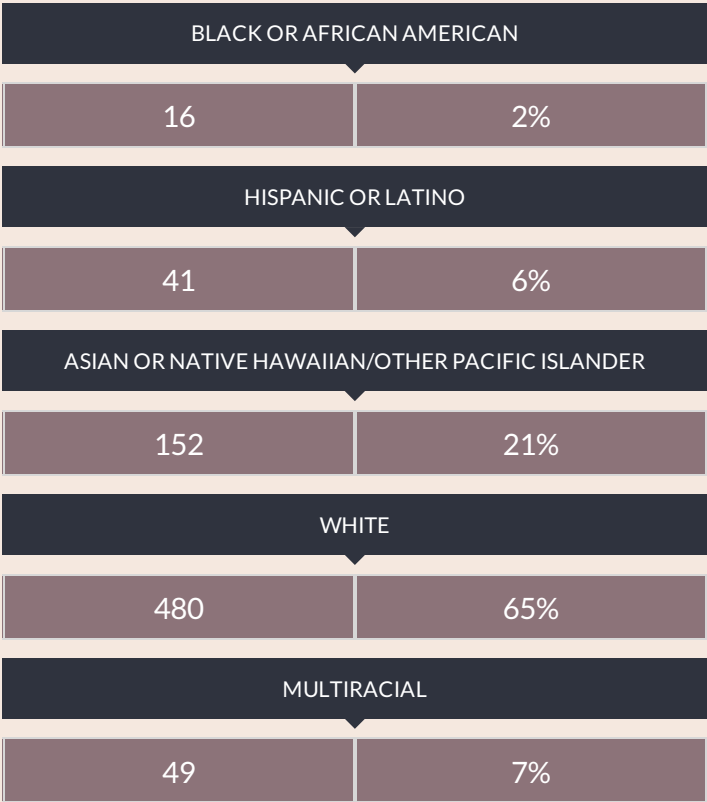
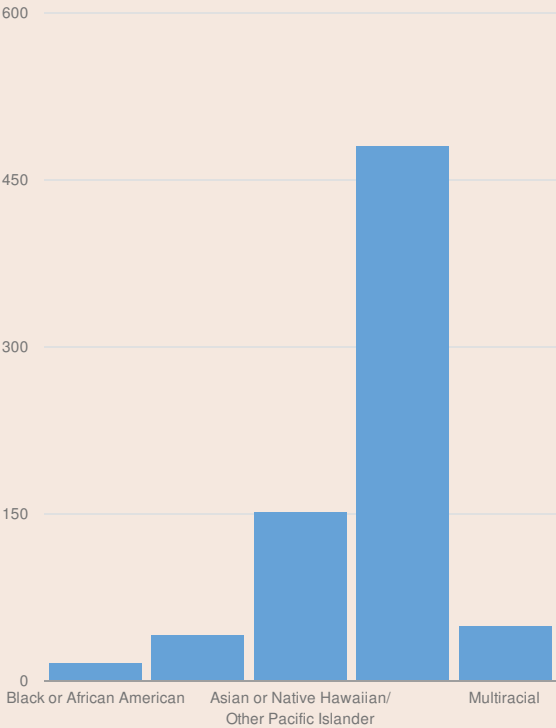
MENDON CENTER ELEMENTARY SCHOOL ENROLLMENT (2017 - 18)

K-12 Enrollment: 738

ENROLLMENT BY GENDER



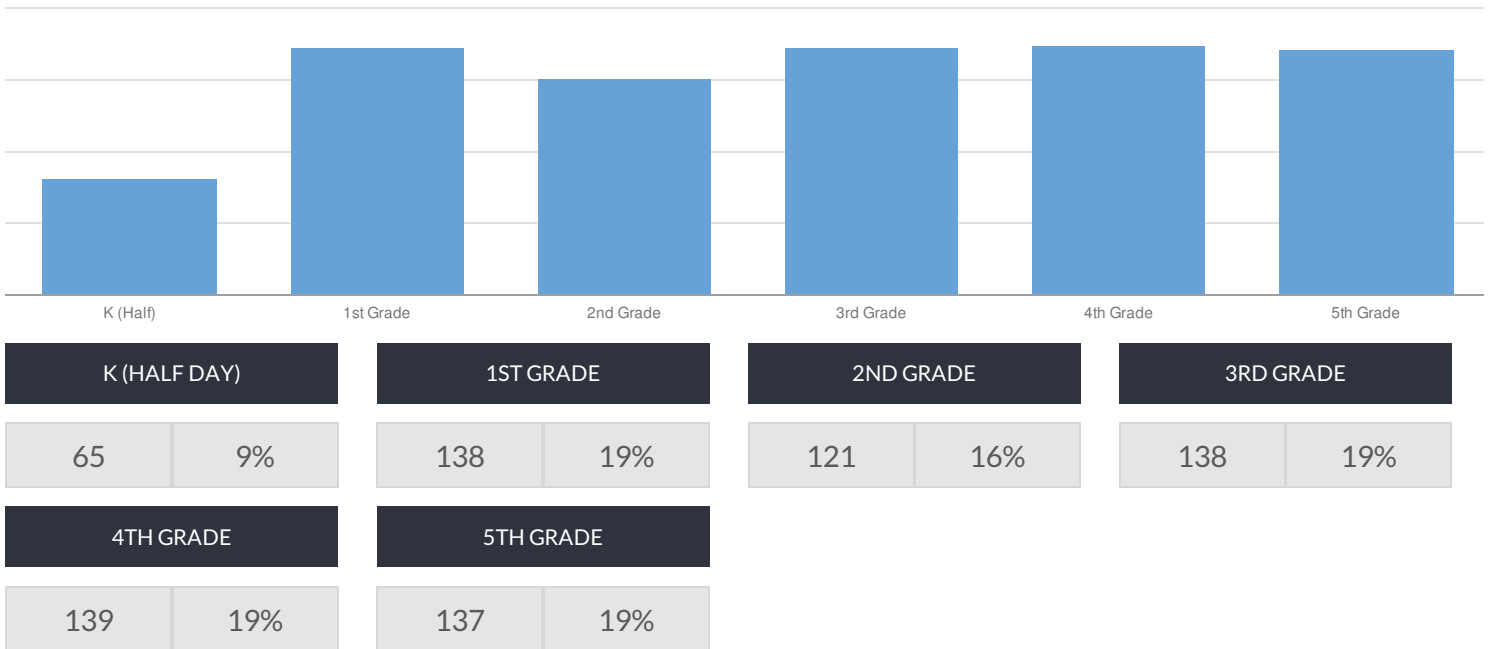
ENROLLMENT BY ETHNICITY



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
19	3%	63	9%	15	2%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
PARENT IN ARMED FORCES					
—	—				

ENROLLMENT BY GRADE



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THIS DOCUMENT WAS CREATED ON: APRIL 11, 2019, 3:14 PM EST

MENDON CENTER ELEMENTARY SCHOOL 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.

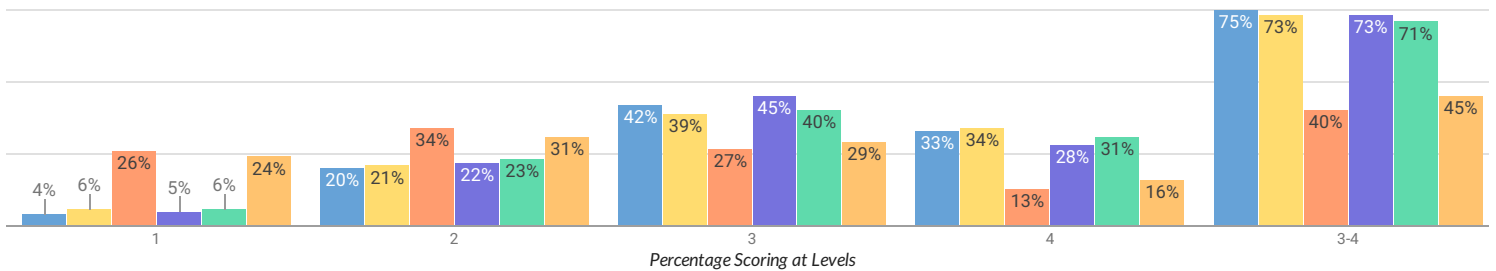
Data available on this site are based on those reported by schools and districts to the State as of August 22, 2018 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported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

For more information and additional files, please view the [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

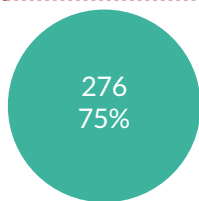
MENDON CENTER ELEMENTARY SCHO... PITTSFORD CSD (2017) NY STATE (2017) MENDON CENTER ELEMENTARY SCHO... PITTSFORD CSD (2018) NY STATE (2018)



2017

ALL STUDENTS

PROFICIENT



TOTAL TESTED: 366

LEVEL 1

15 4%

LEVEL 2

75 20%

LEVEL 3

155 42%

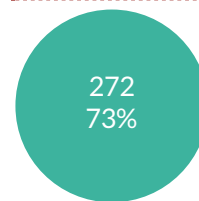
LEVEL 4

121 33%

2018

ALL STUDENTS

PROFICIENT



TOTAL TESTED: 372

LEVEL 1

17 5%

LEVEL 2

83 22%

LEVEL 3

168 45%

LEVEL 4

104 28%

BY GENDER

FEMALE

PROFICIENT

147
80%

TOTAL TESTED: 183

LEVEL 1

3

2%

LEVEL 2

33

18%

LEVEL 3

77

42%

LEVEL 4

70

38%

MALE

PROFICIENT

129
70%

TOTAL TESTED: 183

LEVEL 1

12

7%

LEVEL 2

42

23%

LEVEL 3

78

43%

LEVEL 4

51

28%

FEMALE

PROFICIENT

142
77%

TOTAL TESTED: 185

LEVEL 1

8

4%

LEVEL 2

35

19%

LEVEL 3

78

42%

LEVEL 4

64

35%

MALE

PROFICIENT

130
70%

TOTAL TESTED: 187

LEVEL 1

9

5%

LEVEL 2

48

26%

LEVEL 3

90

48%

LEVEL 4

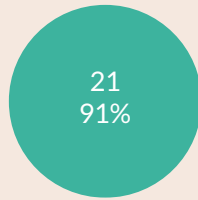
40

21%

BY ETHNICITY

MULTIRACIAL

PROFICIENT



TOTAL TESTED: 23

LEVEL 1



LEVEL 2



LEVEL 3

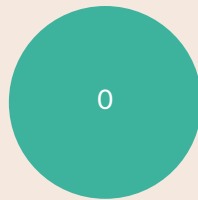


LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: 0

LEVEL 1



LEVEL 2



LEVEL 3

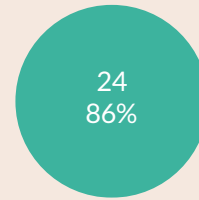


LEVEL 4



MULTIRACIAL

PROFICIENT



TOTAL TESTED: 28

LEVEL 1



LEVEL 2



LEVEL 3

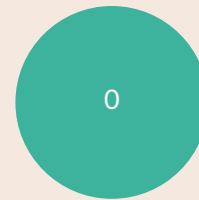


LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: 0

LEVEL 1



LEVEL 2



LEVEL 3

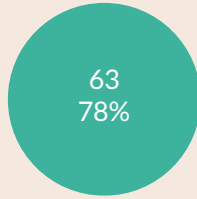


LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 81

LEVEL 1



LEVEL 2



LEVEL 3

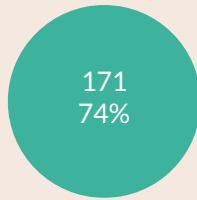


LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 232

LEVEL 1



LEVEL 2



LEVEL 3

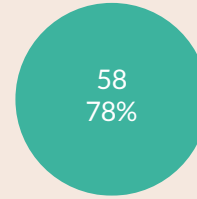


LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 74

LEVEL 1



LEVEL 2



LEVEL 3

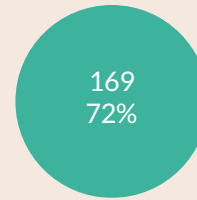


LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 234

LEVEL 1



LEVEL 2



LEVEL 3

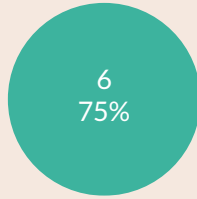


LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: 8

LEVEL 1



LEVEL 2



LEVEL 3

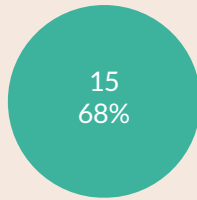


LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: 22

LEVEL 1



LEVEL 2



LEVEL 3

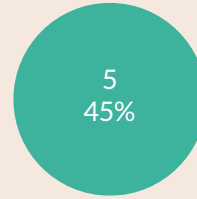


LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: 11

LEVEL 1



LEVEL 2



LEVEL 3

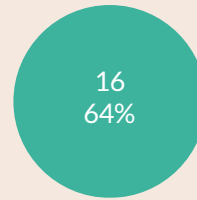


LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: 25

LEVEL 1



LEVEL 2



LEVEL 3



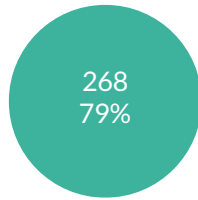
LEVEL 4



OTHER GROUPS

GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 341

LEVEL 1

9	3%
---	----

LEVEL 2

64	19%
----	-----

LEVEL 3

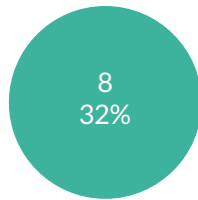
149	44%
-----	-----

LEVEL 4

119	35%
-----	-----

STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 25

LEVEL 1

6	24%
---	-----

LEVEL 2

11	44%
----	-----

LEVEL 3

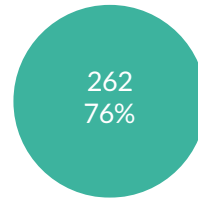
6	24%
---	-----

LEVEL 4

2	8%
---	----

GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 347

LEVEL 1

11	3%
----	----

LEVEL 2

74	21%
----	-----

LEVEL 3

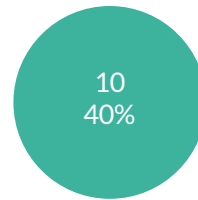
161	46%
-----	-----

LEVEL 4

101	29%
-----	-----

STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 25

LEVEL 1

6	24%
---	-----

LEVEL 2

9	36%
---	-----

LEVEL 3

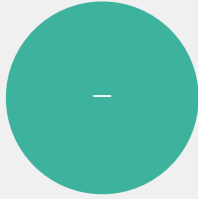
7	28%
---	-----

LEVEL 4

3	12%
---	-----

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



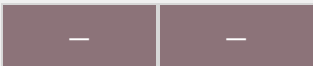
ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

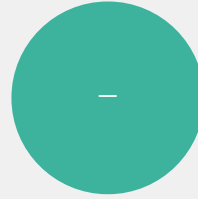


LEVEL 4



NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



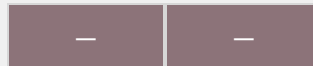
ENGLISH LANGUAGE LEARNERS

PROFICIENT

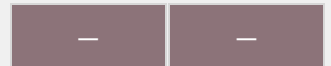


TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

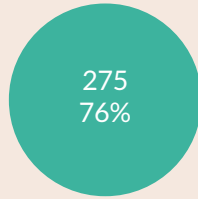


LEVEL 4



NOT ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 360

LEVEL 1

14	4%
----	----

LEVEL 2

71	20%
----	-----

LEVEL 3

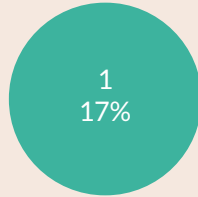
155	43%
-----	-----

LEVEL 4

120	33%
-----	-----

ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 6

LEVEL 1

1	17%
---	-----

LEVEL 2

4	67%
---	-----

LEVEL 3

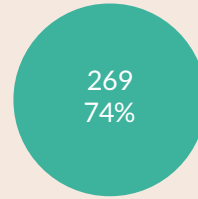
0	0%
---	----

LEVEL 4

1	17%
---	-----

NOT ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 364

LEVEL 1

17	5%
----	----

LEVEL 2

78	21%
----	-----

LEVEL 3

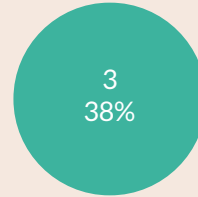
166	46%
-----	-----

LEVEL 4

103	28%
-----	-----

ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 8

LEVEL 1

0	0%
---	----

LEVEL 2

5	63%
---	-----

LEVEL 3

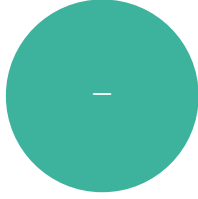
2	25%
---	-----

LEVEL 4

1	13%
---	-----

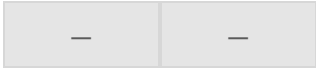
NOT MIGRANT

PROFICIENT

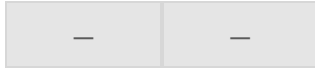


TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

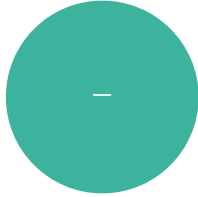


LEVEL 4



MIGRANT

PROFICIENT



TOTAL TESTED: —

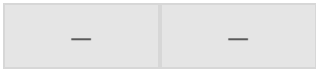
LEVEL 1



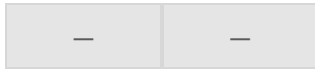
LEVEL 2



LEVEL 3

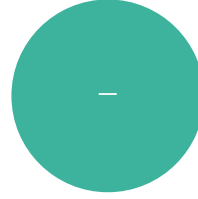


LEVEL 4



NOT MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

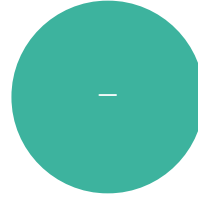


LEVEL 4



MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



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MENDON CENTER ELEMENTARY SCHOOL 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.

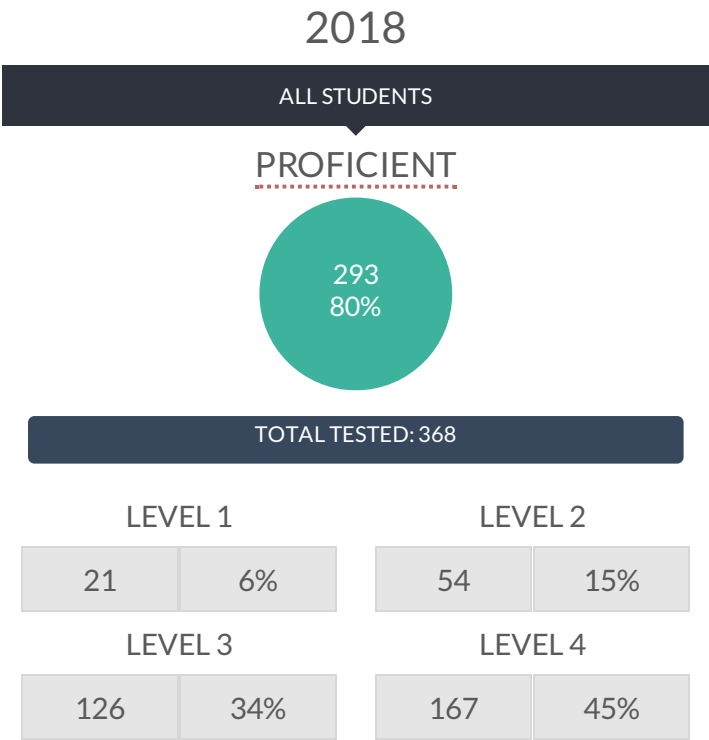
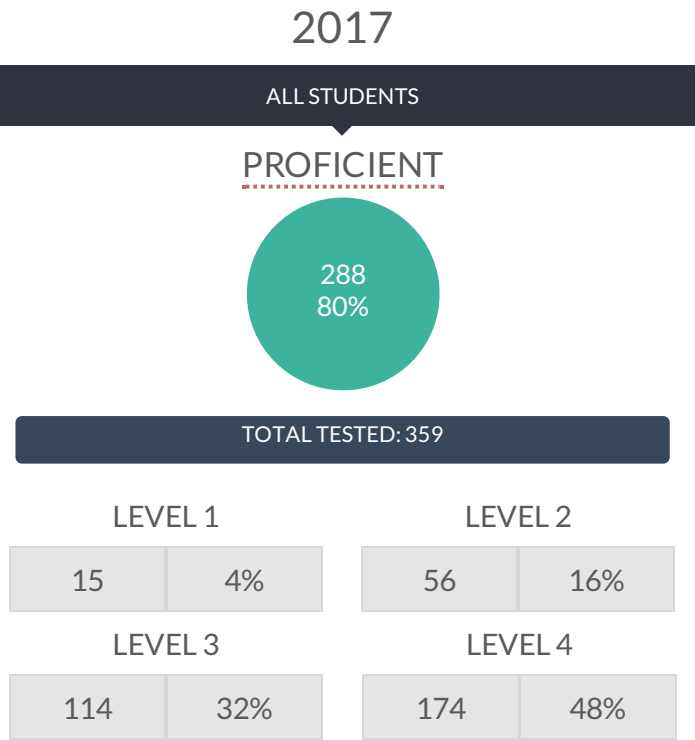
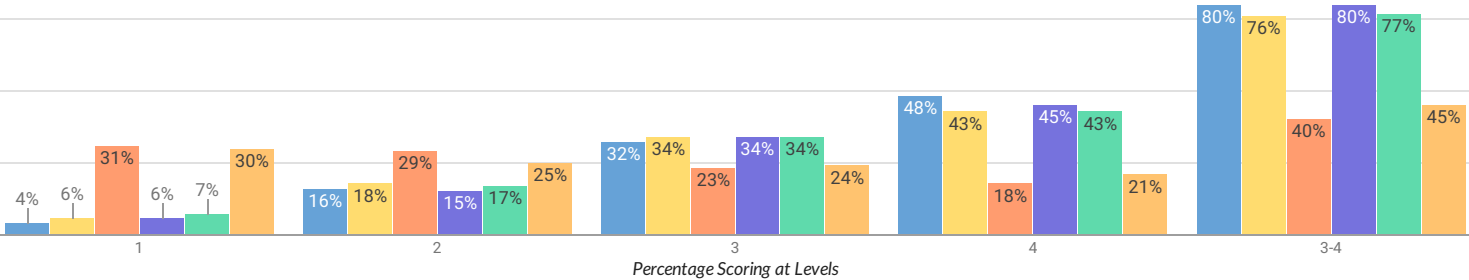
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For more information and additional files, please view the [NYSED press release](#)

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

MENDON CENTER ELEMENTARY SCHO... PITTSFORD CSD (2017) NY STATE (2017) MENDON CENTER ELEMENTARY SCHO... PITTSFORD CSD (2018) NY STATE (2018)



BY GENDER

FEMALE

PROFICIENT

142
79%

TOTAL TESTED: 180

LEVEL 1

7

4%

LEVEL 2

31

17%

LEVEL 3

61

34%

LEVEL 4

81

45%

MALE

PROFICIENT

146
82%

TOTAL TESTED: 179

LEVEL 1

8

4%

LEVEL 2

25

14%

LEVEL 3

53

30%

LEVEL 4

93

52%

FEMALE

PROFICIENT

140
79%

TOTAL TESTED: 178

LEVEL 1

11

6%

LEVEL 2

27

15%

LEVEL 3

60

34%

LEVEL 4

80

45%

MALE

PROFICIENT

153
81%

TOTAL TESTED: 190

LEVEL 1

10

5%

LEVEL 2

27

14%

LEVEL 3

66

35%

LEVEL 4

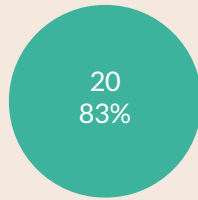
87

46%

BY ETHNICITY

MULTIRACIAL

PROFICIENT



TOTAL TESTED: 24

LEVEL 1



LEVEL 2



LEVEL 3

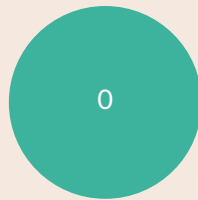


LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: 0

LEVEL 1



LEVEL 2



LEVEL 3

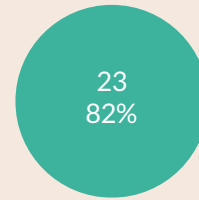


LEVEL 4



MULTIRACIAL

PROFICIENT



TOTAL TESTED: 28

LEVEL 1



LEVEL 2



LEVEL 3

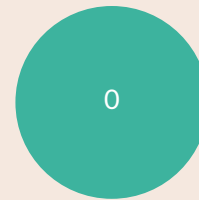


LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: 0

LEVEL 1



LEVEL 2



LEVEL 3

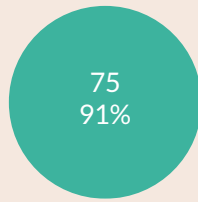


LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 82

LEVEL 1



LEVEL 2



LEVEL 3

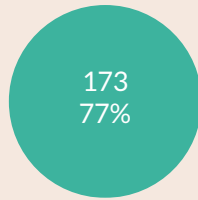


LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 224

LEVEL 1



LEVEL 2



LEVEL 3

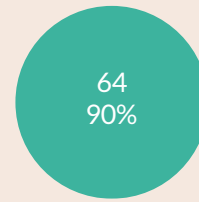


LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 71

LEVEL 1



LEVEL 2



LEVEL 3

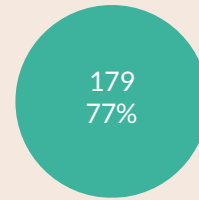


LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 233

LEVEL 1



LEVEL 2



LEVEL 3

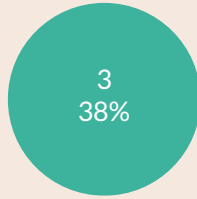


LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: 8

LEVEL 1



LEVEL 2



LEVEL 3

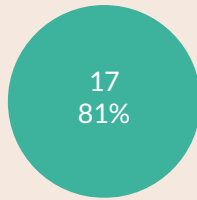


LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: 21

LEVEL 1



LEVEL 2



LEVEL 3

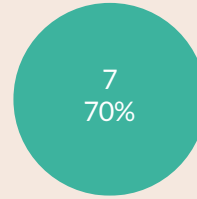


LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: 10

LEVEL 1



LEVEL 2



LEVEL 3

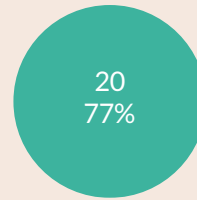


LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: 26

LEVEL 1



LEVEL 2



LEVEL 3



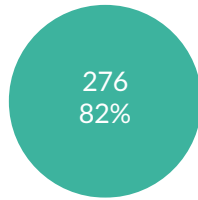
LEVEL 4



OTHER GROUPS

GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 335

LEVEL 1

10	3%
----	----

LEVEL 2

49	15%
----	-----

LEVEL 3

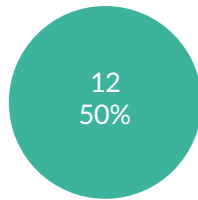
105	31%
-----	-----

LEVEL 4

171	51%
-----	-----

STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 24

LEVEL 1

5	21%
---	-----

LEVEL 2

7	29%
---	-----

LEVEL 3

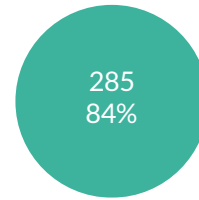
9	38%
---	-----

LEVEL 4

3	13%
---	-----

GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 341

LEVEL 1

13	4%
----	----

LEVEL 2

43	13%
----	-----

LEVEL 3

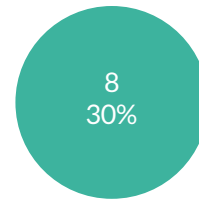
122	36%
-----	-----

LEVEL 4

163	48%
-----	-----

STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 27

LEVEL 1

8	30%
---	-----

LEVEL 2

11	41%
----	-----

LEVEL 3

4	15%
---	-----

LEVEL 4

4	15%
---	-----

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: —

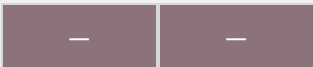
LEVEL 1



LEVEL 2



LEVEL 3

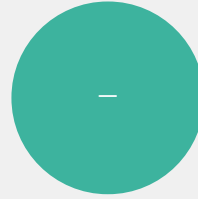


LEVEL 4



NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT

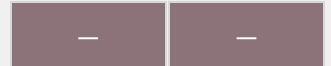


TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



ENGLISH LANGUAGE LEARNERS

PROFICIENT

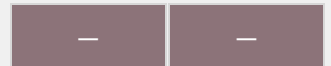


TOTAL TESTED: —

LEVEL 1



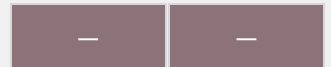
LEVEL 2



LEVEL 3

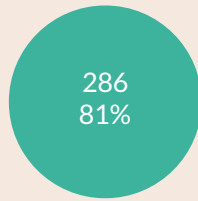


LEVEL 4



NOT ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 352

LEVEL 1

13	4%
----	----

LEVEL 2

53	15%
----	-----

LEVEL 3

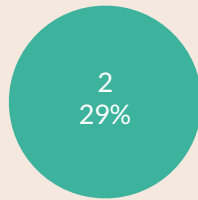
112	32%
-----	-----

LEVEL 4

174	49%
-----	-----

ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 7

LEVEL 1

2	29%
---	-----

LEVEL 2

3	43%
---	-----

LEVEL 3

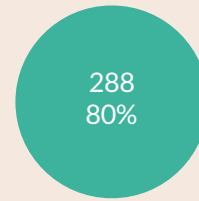
2	29%
---	-----

LEVEL 4

0	0%
---	----

NOT ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 361

LEVEL 1

20	6%
----	----

LEVEL 2

53	15%
----	-----

LEVEL 3

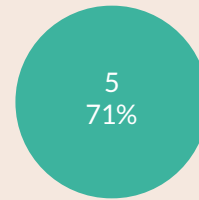
123	34%
-----	-----

LEVEL 4

165	46%
-----	-----

ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 7

LEVEL 1

1	14%
---	-----

LEVEL 2

1	14%
---	-----

LEVEL 3

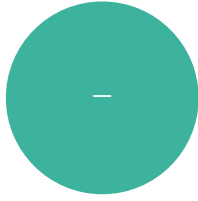
3	43%
---	-----

LEVEL 4

2	29%
---	-----

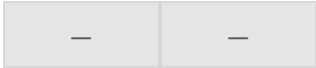
NOT MIGRANT

PROFICIENT

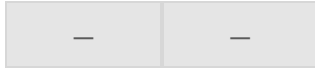


TOTAL TESTED: —

LEVEL 1



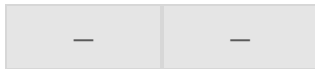
LEVEL 2



LEVEL 3

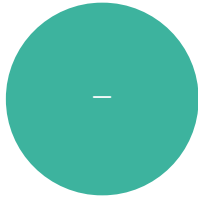


LEVEL 4



MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



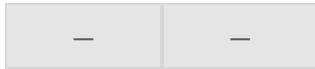
LEVEL 2



LEVEL 3

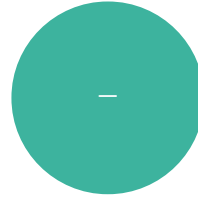


LEVEL 4



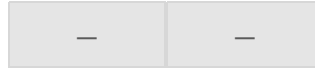
NOT MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

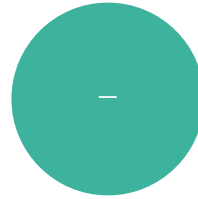


LEVEL 4



MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4

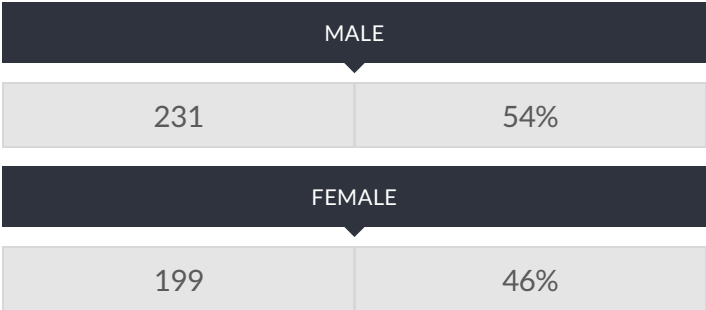


These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2017 - 18 school year. For nonpublic school enrollment data please see the [Non-Public School Enrollment and Staff information](#) on our Information and Reporting Services webpage.

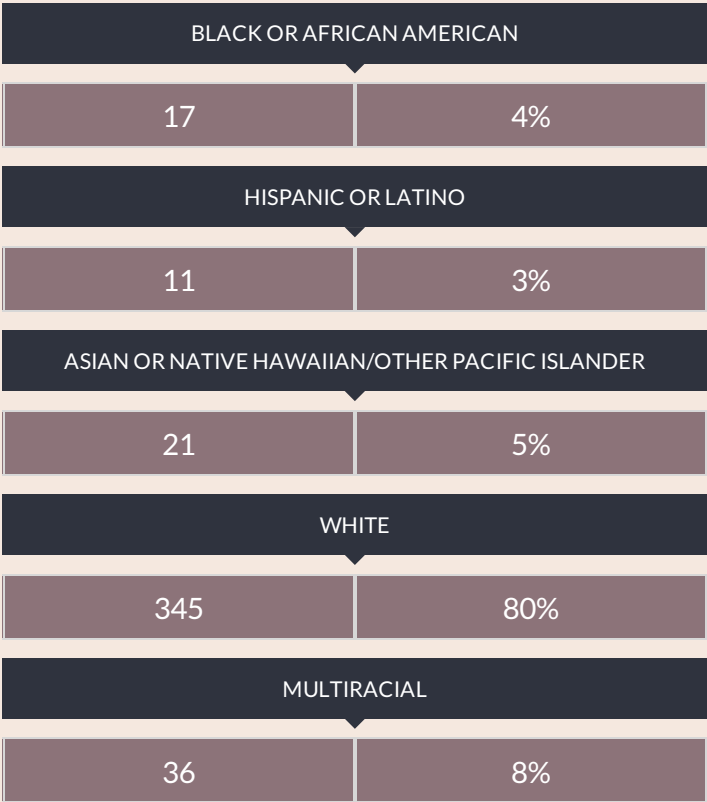
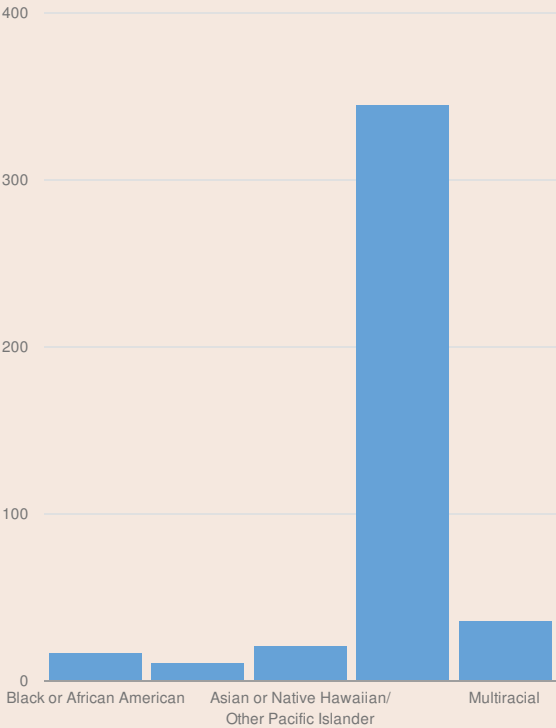
PARK ROAD SCHOOL ENROLLMENT (2017 - 18)

K-12 Enrollment: 430

ENROLLMENT BY GENDER



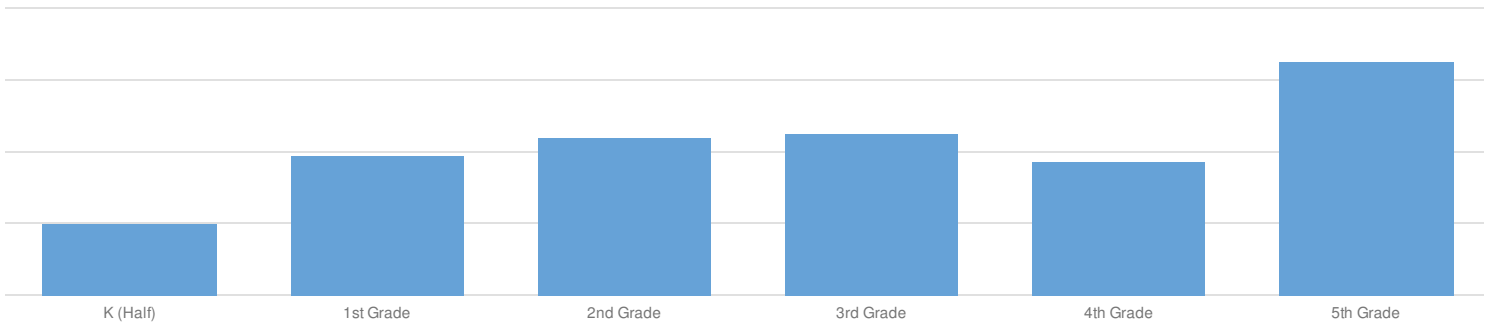
ENROLLMENT BY ETHNICITY



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
—	—	60	14%	6	1%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
				PARENT IN ARMED FORCES	
—	—	—	—	—	—

ENROLLMENT BY GRADE



K (HALF DAY)		1ST GRADE		2ND GRADE		3RD GRADE	
50	12%	69	16%	74	17%	75	17%
4TH GRADE		5TH GRADE					
67	16%	95	22%				

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PARK ROAD SCHOOL GRADES 3-8 ELA ASSESSMENT DATA

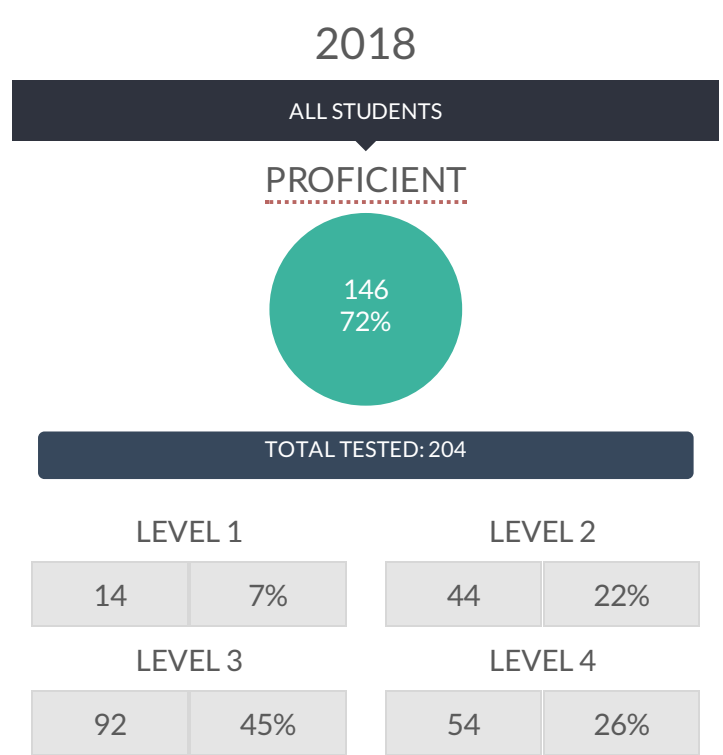
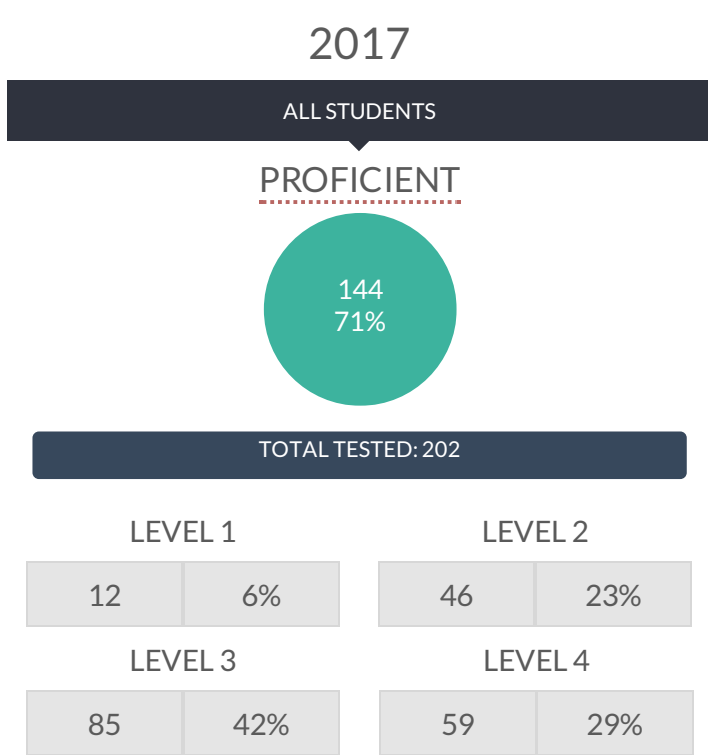
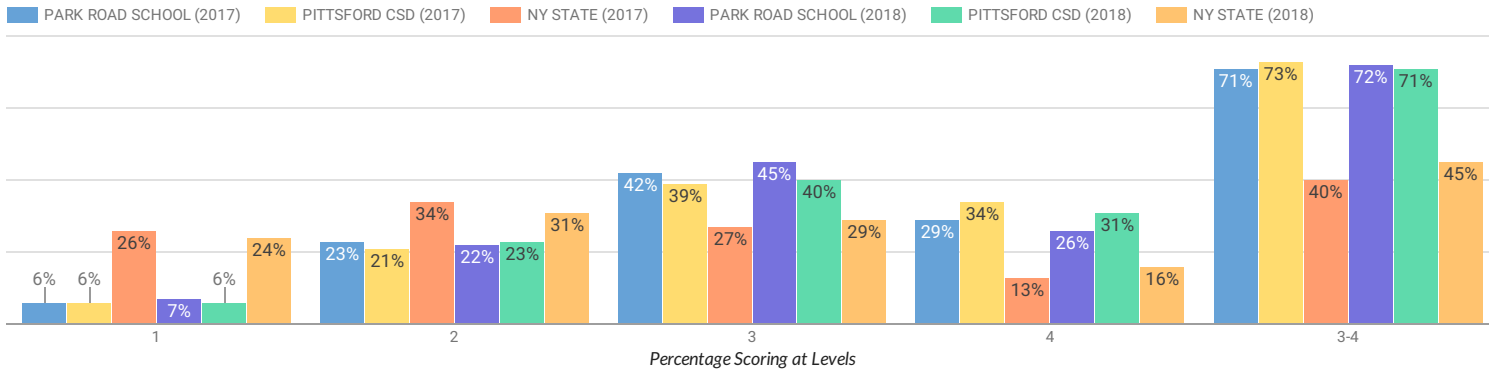
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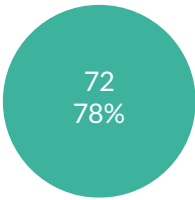
[Assessment Data - Glossary of Terms](#) | [Assessment Data - Business Rules](#)



BY GENDER

FEMALE

PROFICIENT



TOTAL TESTED: 92

LEVEL 1



LEVEL 2



LEVEL 3

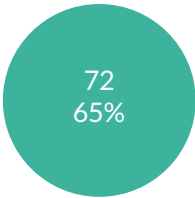


LEVEL 4



MALE

PROFICIENT



TOTAL TESTED: 110

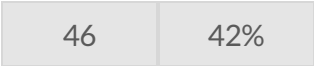
LEVEL 1



LEVEL 2



LEVEL 3

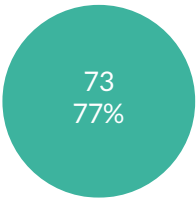


LEVEL 4



FEMALE

PROFICIENT



TOTAL TESTED: 95

LEVEL 1



LEVEL 2



LEVEL 3

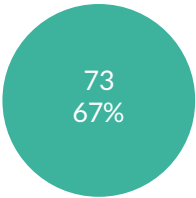


LEVEL 4



MALE

PROFICIENT



TOTAL TESTED: 109

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



BY ETHNICITY

MULTIRACIAL

PROFICIENT



TOTAL TESTED: 6

LEVEL 1



LEVEL 2



LEVEL 3

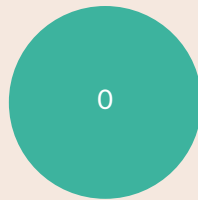


LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: 0

LEVEL 1



LEVEL 2



LEVEL 3

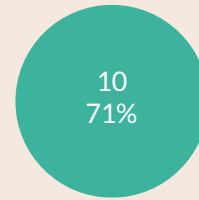


LEVEL 4



MULTIRACIAL

PROFICIENT



TOTAL TESTED: 14

LEVEL 1



LEVEL 2



LEVEL 3

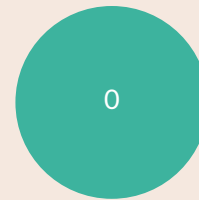


LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: 0

LEVEL 1



LEVEL 2



LEVEL 3

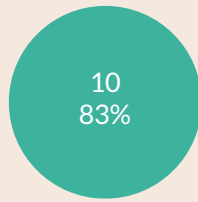


LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 12

LEVEL 1



LEVEL 2



LEVEL 3

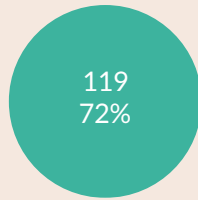


LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 165

LEVEL 1



LEVEL 2



LEVEL 3

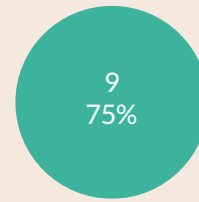


LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 12

LEVEL 1



LEVEL 2



LEVEL 3

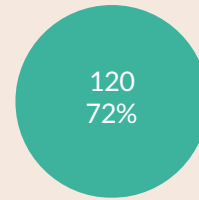


LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 166

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: 10

LEVEL 1



LEVEL 2



LEVEL 3

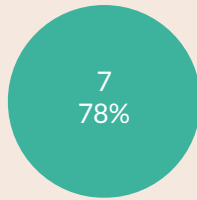


LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: 9

LEVEL 1



LEVEL 2



LEVEL 3

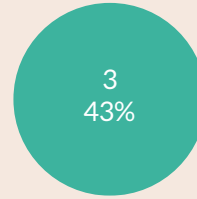


LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: 7

LEVEL 1



LEVEL 2



LEVEL 3

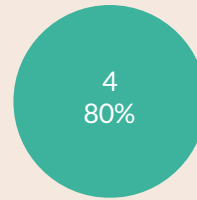


LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: 5

LEVEL 1



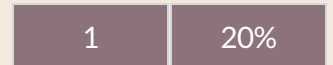
LEVEL 2



LEVEL 3



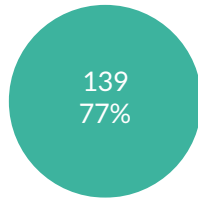
LEVEL 4



OTHER GROUPS

GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 181

LEVEL 1

4	2%
---	----

LEVEL 2

38	21%
----	-----

LEVEL 3

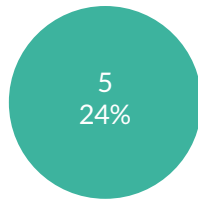
82	45%
----	-----

LEVEL 4

57	31%
----	-----

STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 21

LEVEL 1

8	38%
---	-----

LEVEL 2

8	38%
---	-----

LEVEL 3

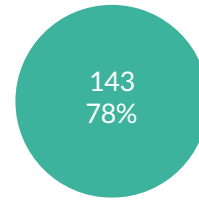
3	14%
---	-----

LEVEL 4

2	10%
---	-----

GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 184

LEVEL 1

7	4%
---	----

LEVEL 2

34	18%
----	-----

LEVEL 3

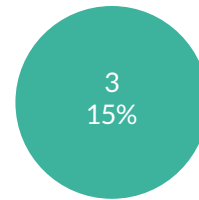
90	49%
----	-----

LEVEL 4

53	29%
----	-----

STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 20

LEVEL 1

7	35%
---	-----

LEVEL 2

10	50%
----	-----

LEVEL 3

2	10%
---	-----

LEVEL 4

1	5%
---	----

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: —

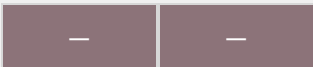
LEVEL 1



LEVEL 2



LEVEL 3

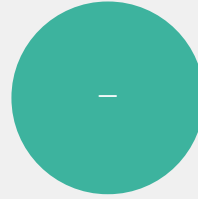


LEVEL 4



NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: —

LEVEL 1



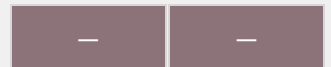
LEVEL 2



LEVEL 3



LEVEL 4



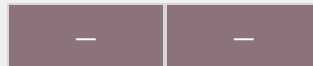
ENGLISH LANGUAGE LEARNERS

PROFICIENT

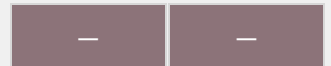


TOTAL TESTED: —

LEVEL 1



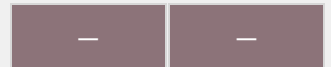
LEVEL 2



LEVEL 3



LEVEL 4



NOT ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

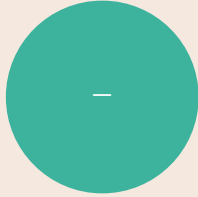


LEVEL 4



ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

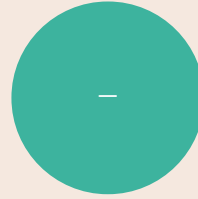


LEVEL 4



NOT ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

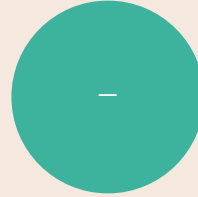


LEVEL 4



ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

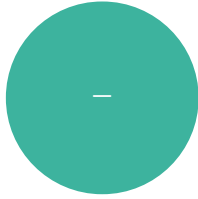


LEVEL 4



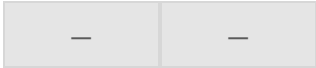
NOT MIGRANT

PROFICIENT

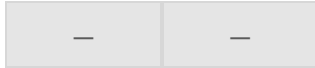


TOTAL TESTED: —

LEVEL 1



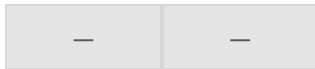
LEVEL 2



LEVEL 3

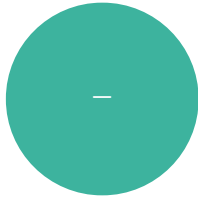


LEVEL 4



MIGRANT

PROFICIENT



TOTAL TESTED: —

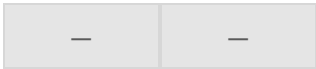
LEVEL 1



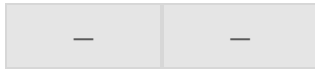
LEVEL 2



LEVEL 3

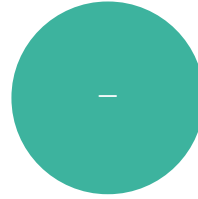


LEVEL 4



NOT MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

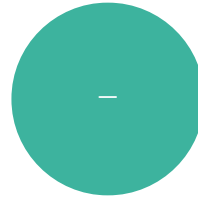


LEVEL 4



MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



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THIS DOCUMENT WAS CREATED ON: APRIL 11, 2019, 3:18 PM EST

PARK ROAD SCHOOL GRADES 3-8 MATHEMATICS ASSESSMENT DATA

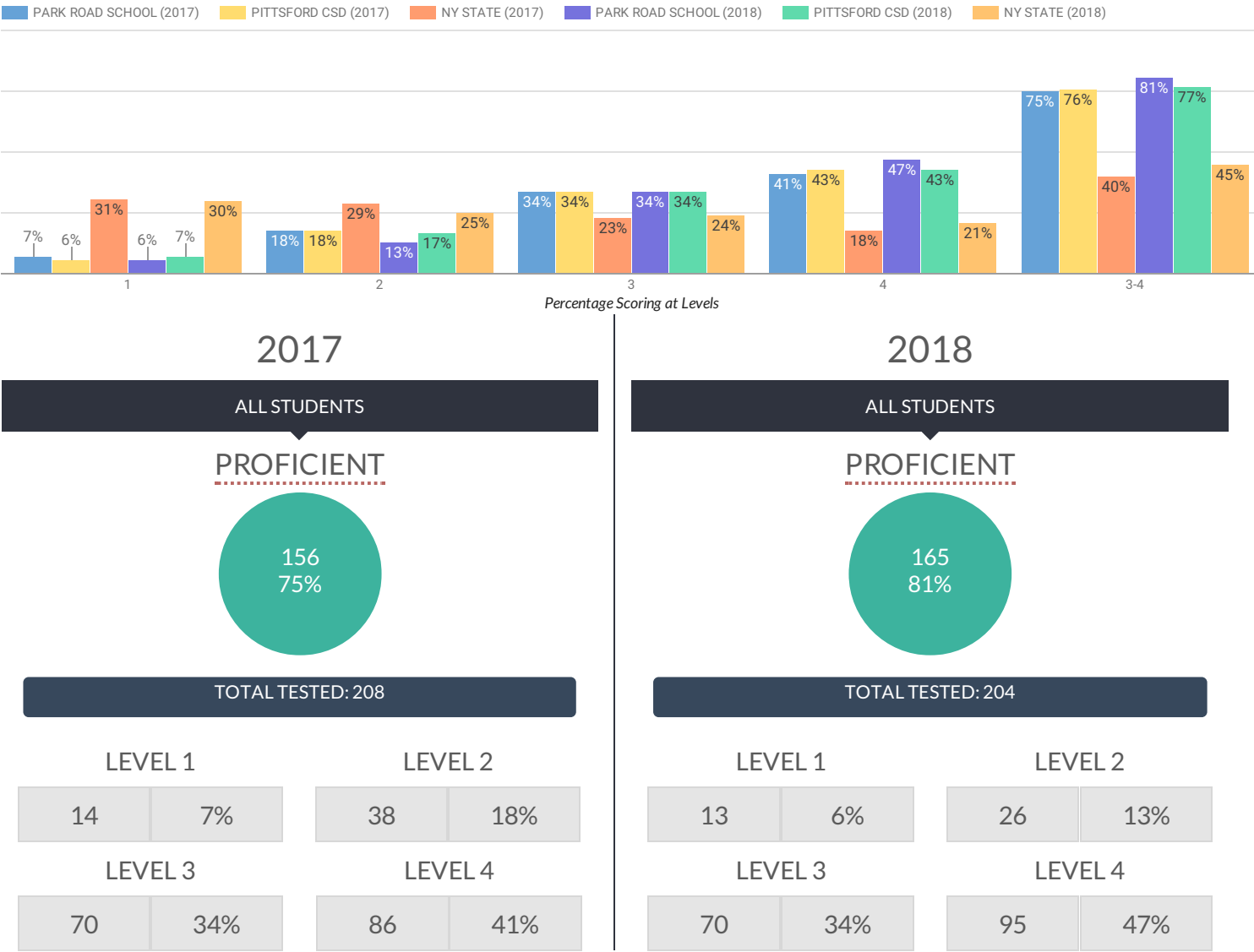
The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data are available statewide and at the county, district,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

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 [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

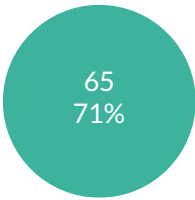
Assessment Data - Glossary of Terms | Assessment Data - Business Rules



BY GENDER

FEMALE

PROFICIENT



TOTAL TESTED: 92

LEVEL 1

7	8%
---	----

LEVEL 2

20	22%
----	-----

LEVEL 3

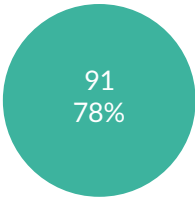
22	24%
----	-----

LEVEL 4

43	47%
----	-----

MALE

PROFICIENT



TOTAL TESTED: 116

LEVEL 1

7	6%
---	----

LEVEL 2

18	16%
----	-----

LEVEL 3

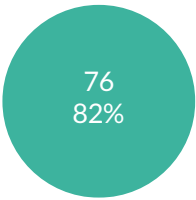
48	41%
----	-----

LEVEL 4

43	37%
----	-----

FEMALE

PROFICIENT



TOTAL TESTED: 93

LEVEL 1

8	9%
---	----

LEVEL 2

9	10%
---	-----

LEVEL 3

33	35%
----	-----

LEVEL 4

43	46%
----	-----

MALE

PROFICIENT



TOTAL TESTED: 111

LEVEL 1

5	5%
---	----

LEVEL 2

17	15%
----	-----

LEVEL 3

37	33%
----	-----

LEVEL 4

52	47%
----	-----

BY ETHNICITY

MULTIRACIAL

PROFICIENT



TOTAL TESTED: 10

LEVEL 1



LEVEL 2



LEVEL 3

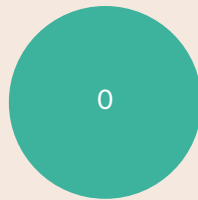


LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: 0

LEVEL 1



LEVEL 2



LEVEL 3

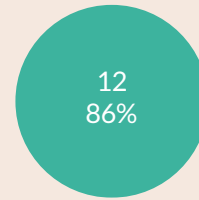


LEVEL 4



MULTIRACIAL

PROFICIENT



TOTAL TESTED: 14

LEVEL 1



LEVEL 2



LEVEL 3

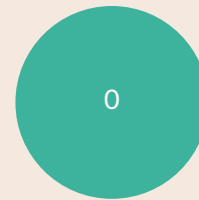


LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: 0

LEVEL 1



LEVEL 2



LEVEL 3

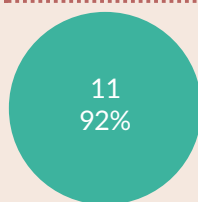


LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 12

LEVEL 1



LEVEL 2



LEVEL 3

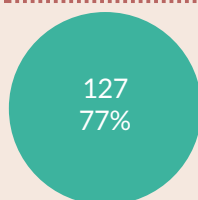


LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 166

LEVEL 1



LEVEL 2



LEVEL 3

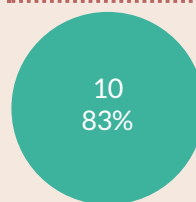


LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 12

LEVEL 1



LEVEL 2



LEVEL 3

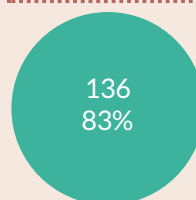


LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 164

LEVEL 1



LEVEL 2



LEVEL 3

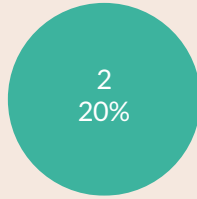


LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: 10

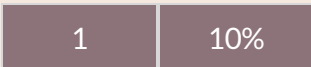
LEVEL 1



LEVEL 2



LEVEL 3

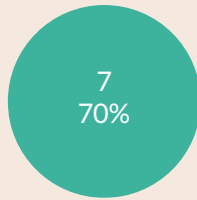


LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: 10

LEVEL 1



LEVEL 2



LEVEL 3

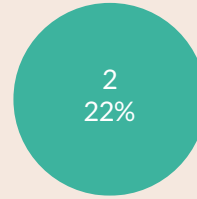


LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: 9

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: 5

LEVEL 1



LEVEL 2



LEVEL 3



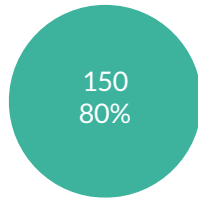
LEVEL 4



OTHER GROUPS

GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 187

LEVEL 1

6	3%
---	----

LEVEL 2

31	17%
----	-----

LEVEL 3

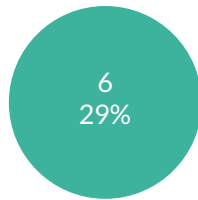
68	36%
----	-----

LEVEL 4

82	44%
----	-----

STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 21

LEVEL 1

8	38%
---	-----

LEVEL 2

7	33%
---	-----

LEVEL 3

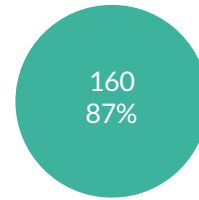
2	10%
---	-----

LEVEL 4

4	19%
---	-----

GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 184

LEVEL 1

3	2%
---	----

LEVEL 2

21	11%
----	-----

LEVEL 3

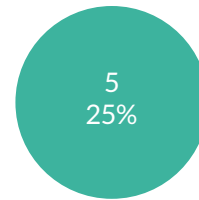
67	36%
----	-----

LEVEL 4

93	51%
----	-----

STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 20

LEVEL 1

10	50%
----	-----

LEVEL 2

5	25%
---	-----

LEVEL 3

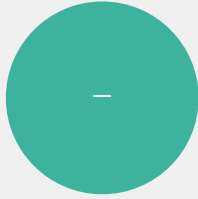
3	15%
---	-----

LEVEL 4

2	10%
---	-----

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



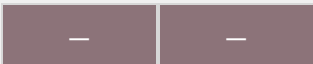
ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: —

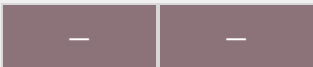
LEVEL 1



LEVEL 2



LEVEL 3

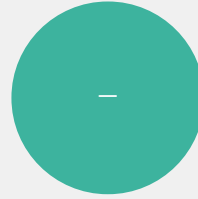


LEVEL 4



NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT

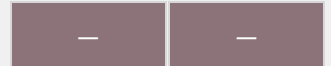


TOTAL TESTED: —

LEVEL 1



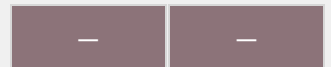
LEVEL 2



LEVEL 3

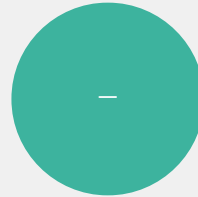


LEVEL 4



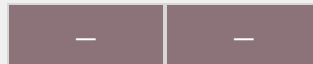
ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: —

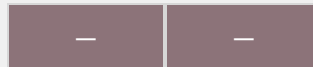
LEVEL 1



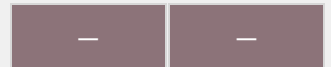
LEVEL 2



LEVEL 3

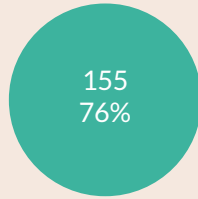


LEVEL 4



NOT ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 203

LEVEL 1



LEVEL 2



LEVEL 3

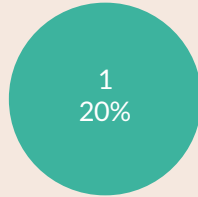


LEVEL 4



ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 5

LEVEL 1



LEVEL 2



LEVEL 3

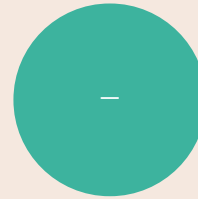


LEVEL 4



NOT ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

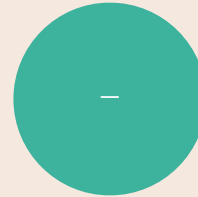


LEVEL 4



ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

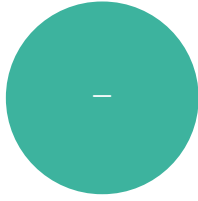


LEVEL 4



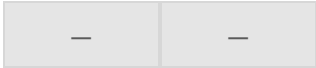
NOT MIGRANT

PROFICIENT

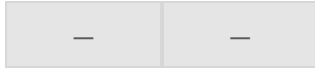


TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

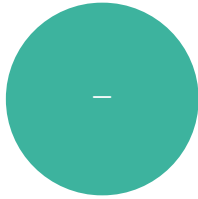


LEVEL 4



MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



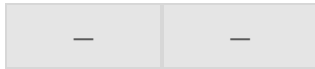
LEVEL 2



LEVEL 3

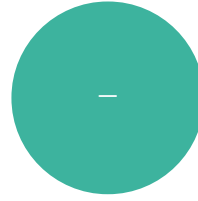


LEVEL 4



NOT MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

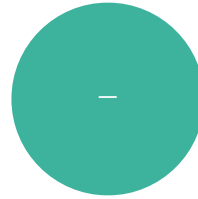


LEVEL 4



MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



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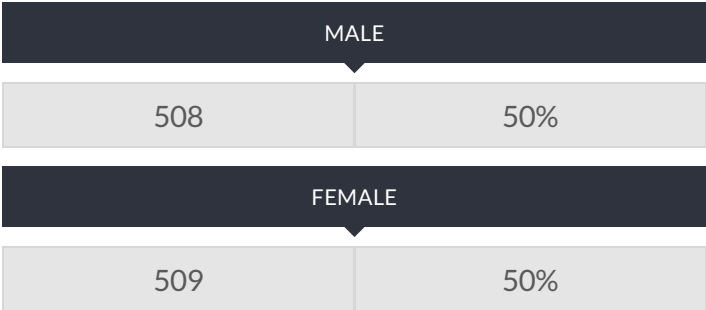
THIS DOCUMENT WAS CREATED ON: APRIL 11, 2019, 3:19 PM EST

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.

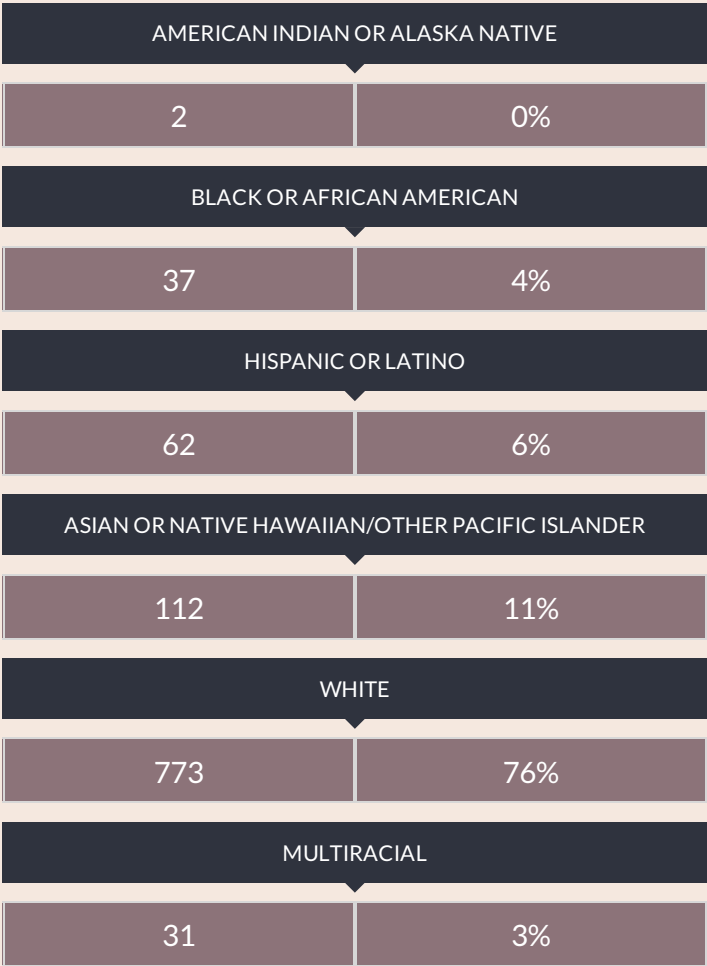
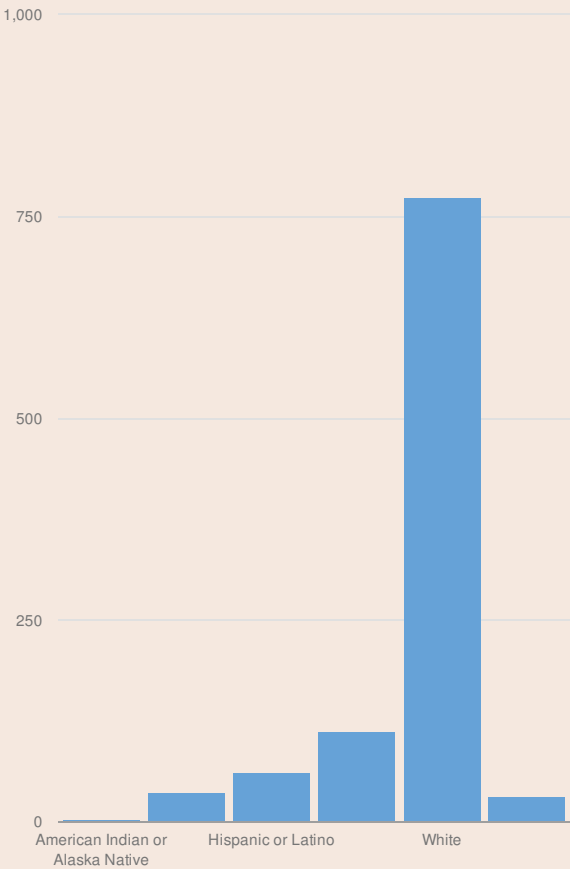
PITTSFORD-MENDON HIGH SCHOOL ENROLLMENT (2017 - 18)

K-12 Enrollment: 1,017

ENROLLMENT BY GENDER



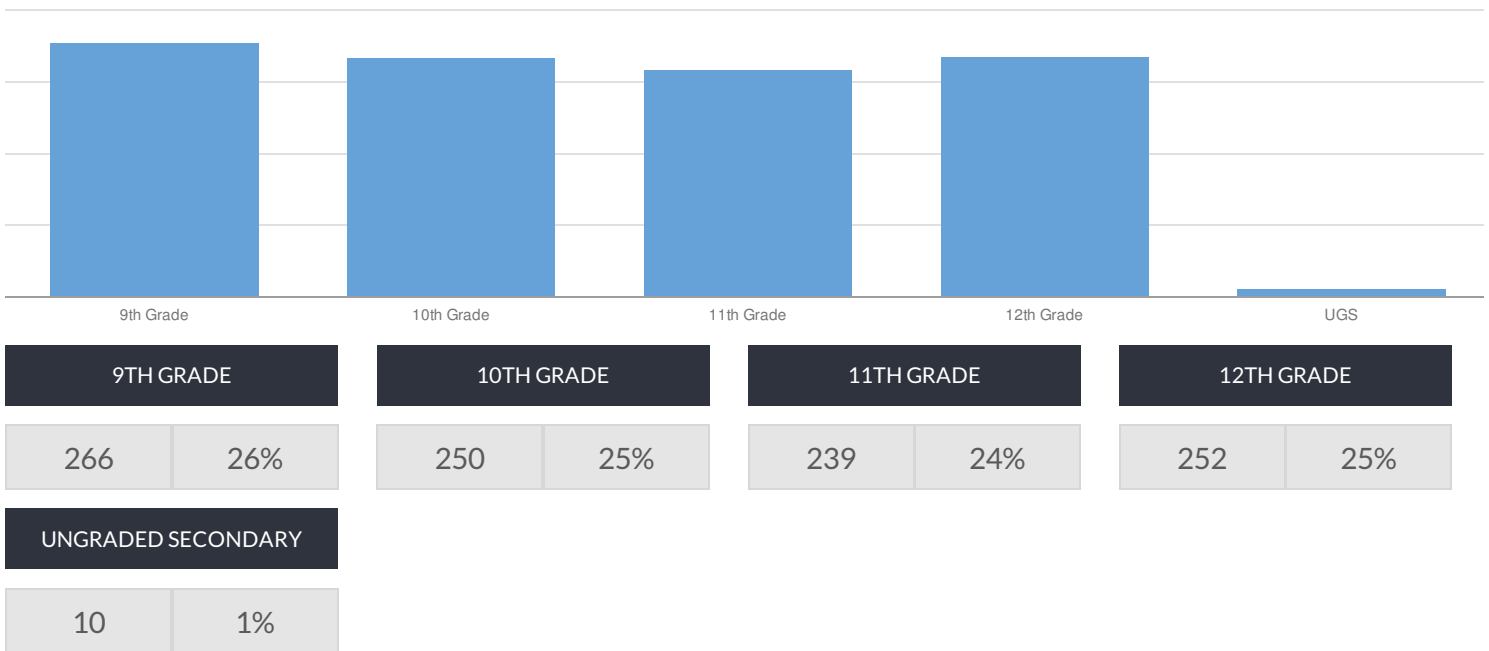
ENROLLMENT BY ETHNICITY



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
—	—	91	9%	28	3%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
				PARENT IN ARMED FORCES	
—	—	—	—	—	—

ENROLLMENT BY GRADE



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THIS DOCUMENT WAS CREATED ON: APRIL 11, 2019, 4:01 PM EST

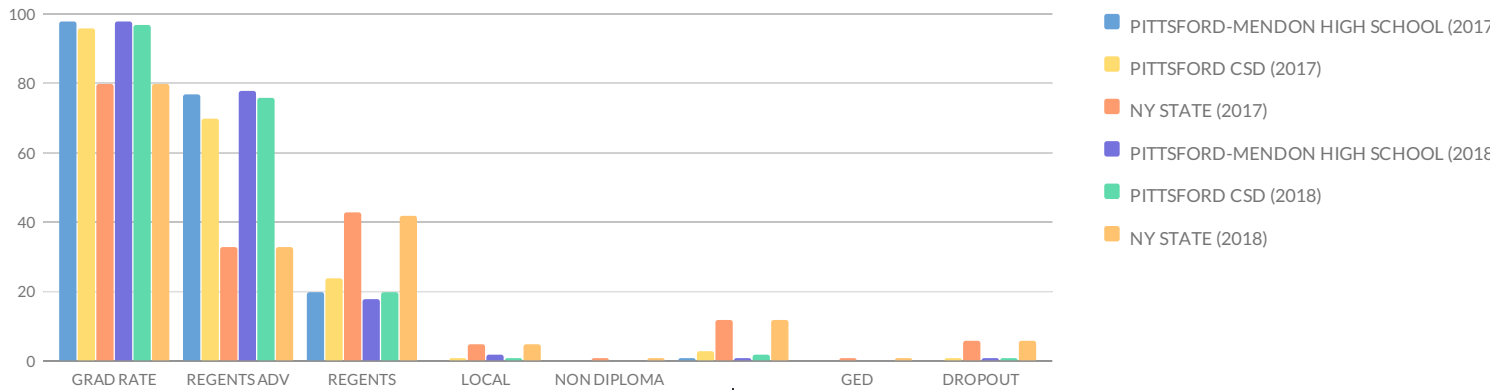
PITTSFORD-MENDON HIGH SCHOOL GRADUATION RATE DATA

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.

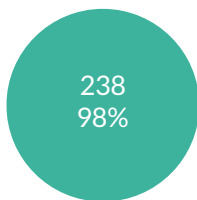
Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: [Diploma Requirements](#).



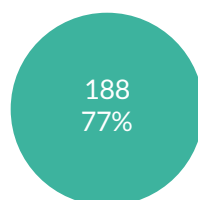
2017

ALL STUDENTS

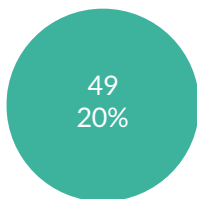
GRAD RATE



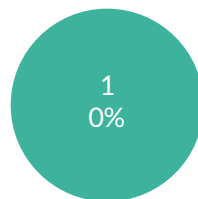
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 243

NON DIPLOMA CRED

0	0%
---	----

STILL ENROLLED

3	1%
---	----

GED TRANSFER

0	0%
---	----

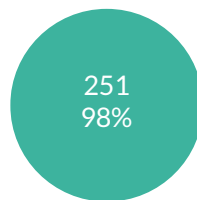
DROPOUT

1	0%
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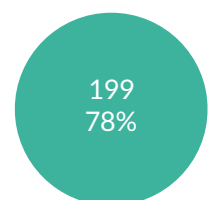
2018

ALL STUDENTS

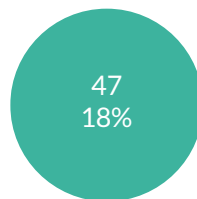
GRAD RATE



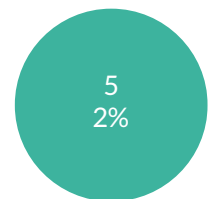
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 255

NON DIPLOMA CRED

0	0%
---	----

STILL ENROLLED

2	1%
---	----

GED TRANSFER

0	0%
---	----

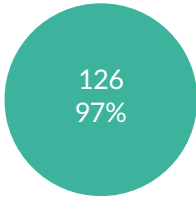
DROPOUT

2	1%
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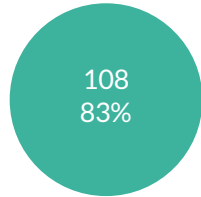
BY GENDER

FEMALE

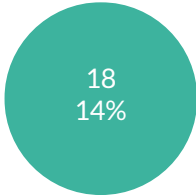
GRAD RATE



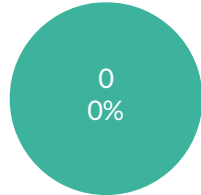
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 130

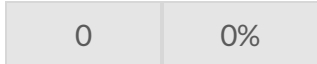
NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

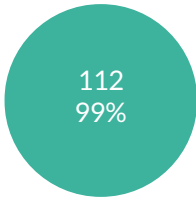


DROPOUT

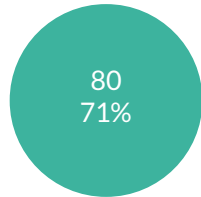


MALE

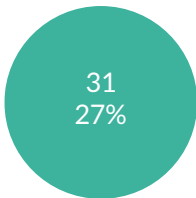
GRAD RATE



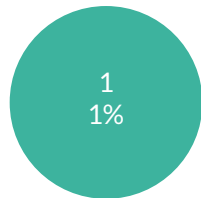
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 113

NON DIPLOMA CRED

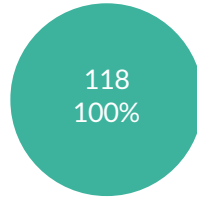


STILL ENROLLED

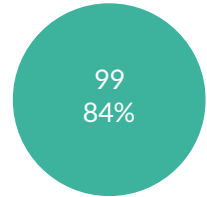


FEMALE

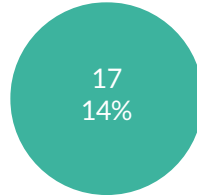
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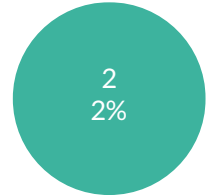
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 118

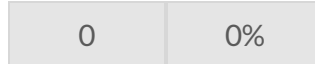
NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

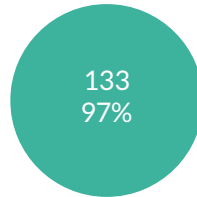


DROPOUT

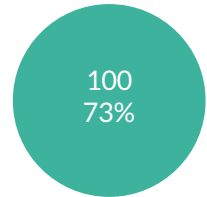


MALE

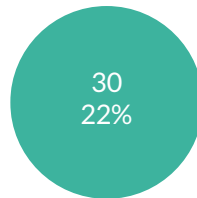
GRAD RATE



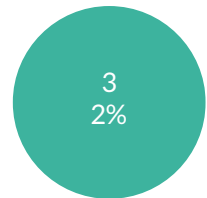
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 137

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER		DROPOUT		GED TRANSFER		DROPOUT	
0	0%	0	0%	0	0%	2	1%

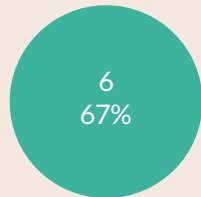
BY ETHNICITY

MULTIRACIAL

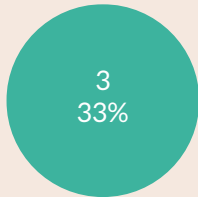
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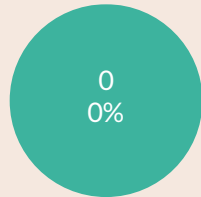
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 9

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

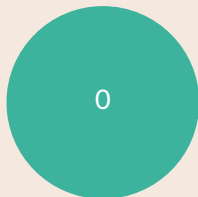


DROPOUT

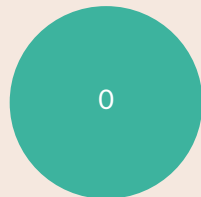


AMERICAN INDIAN OR ALASKA NATIVE

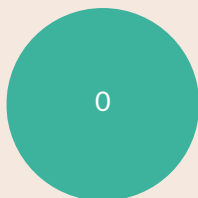
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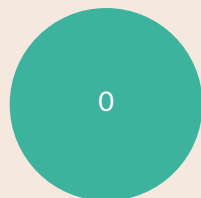
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: 0

NON DIPLOMA CRED



STILL ENROLLED

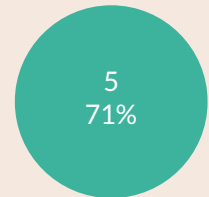


MULTIRACIAL

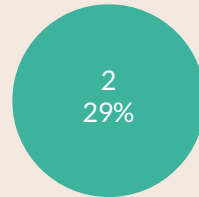
GRAD RATE



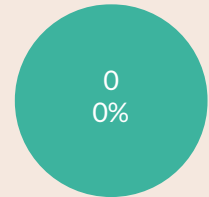
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 7

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

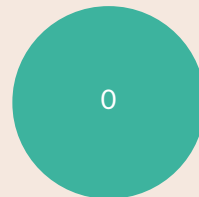


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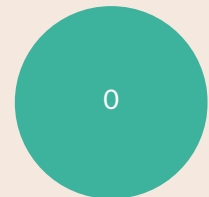


AMERICAN INDIAN OR ALASKA NATIVE

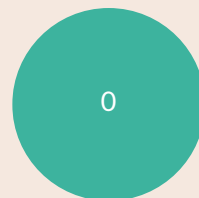
GRAD RATE



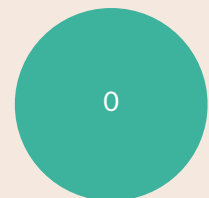
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: 0

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

0

0%

DROPOUT

0

0%

GED TRANSFER

0

0%

DROPOUT

0

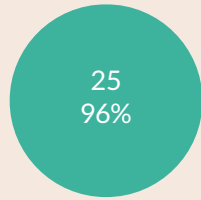
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ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

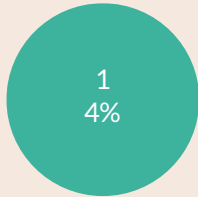
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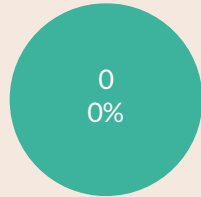
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 26

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

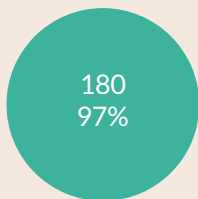


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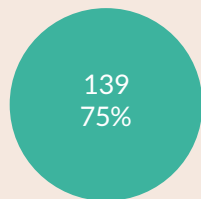


WHITE

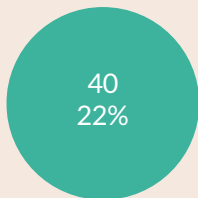
GRAD RATE



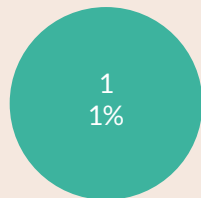
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 185

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

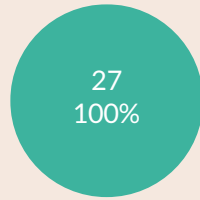


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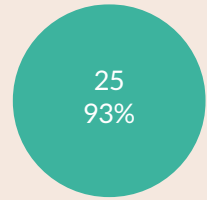


ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

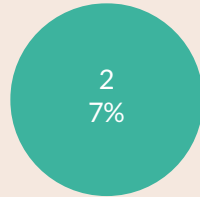
GRAD RATE



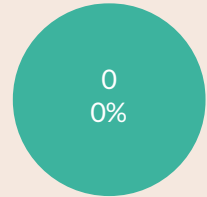
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 27

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

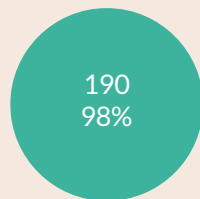


DROPOUT

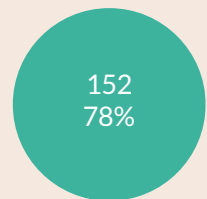


WHITE

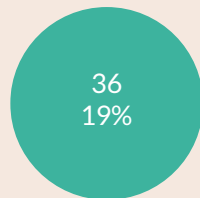
GRAD RATE



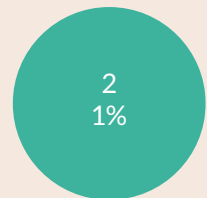
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 194

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT

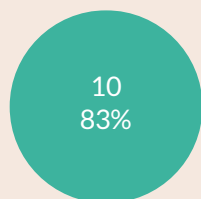


BLACK OR AFRICAN AMERICAN

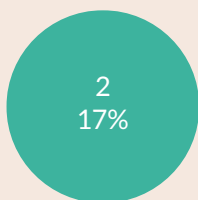
GRAD RATE



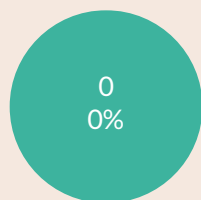
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 12

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT

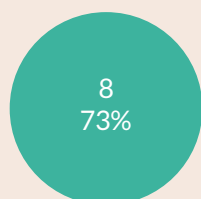


HISPANIC OR LATINO

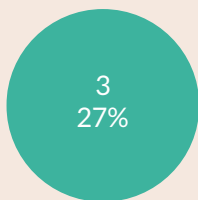
GRAD RATE



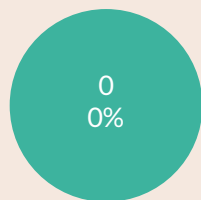
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 11

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT

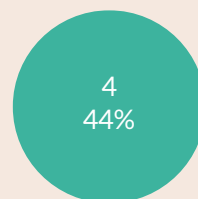


BLACK OR AFRICAN AMERICAN

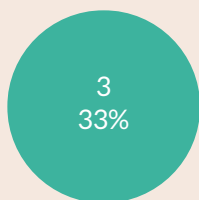
GRAD RATE



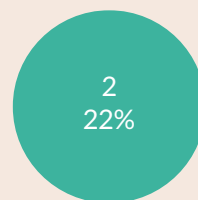
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 9

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT

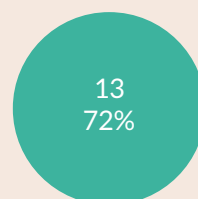


HISPANIC OR LATINO

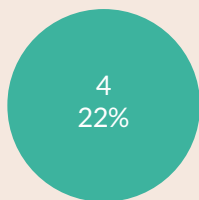
GRAD RATE



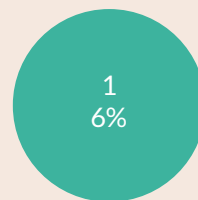
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 18

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



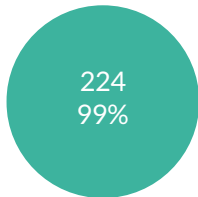
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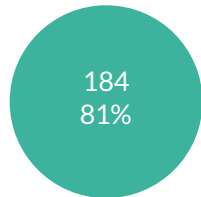
OTHER GROUPS

GENERAL-EDUCATION STUDENTS

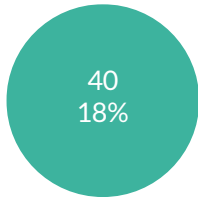
GRAD RATE



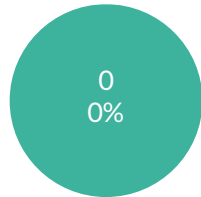
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 227

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

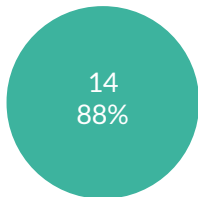


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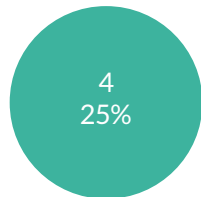


STUDENTS WITH DISABILITIES

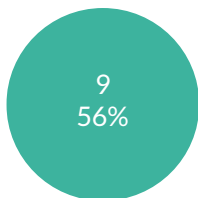
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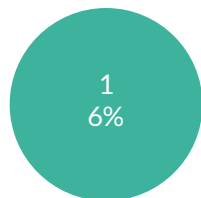
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 16

NON DIPLOMA CRED

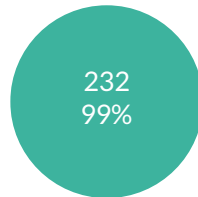


STILL ENROLLED

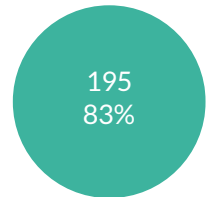


GENERAL-EDUCATION STUDENTS

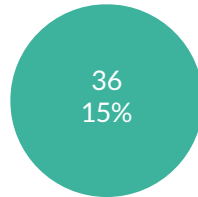
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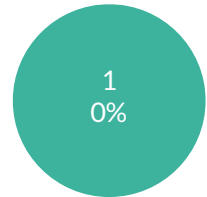
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 234

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

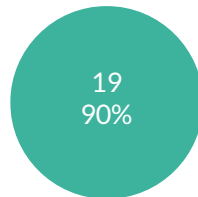


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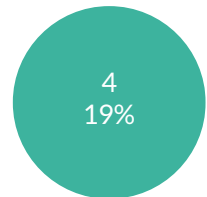


STUDENTS WITH DISABILITIES

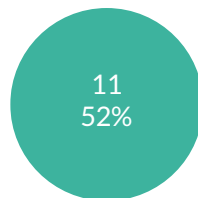
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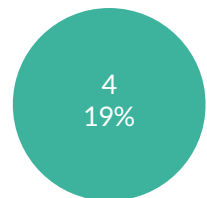
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 21

NON DIPLOMA CRED



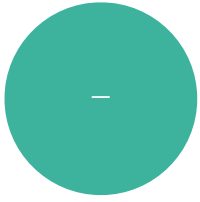
STILL ENROLLED



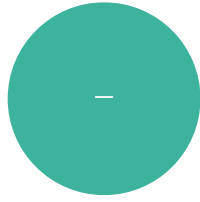
GED TRANSFER		DROPOUT		GED TRANSFER		DROPOUT	
0	0%	0	0%	0	0%	0	0%

NON-ENGLISH LANGUAGE LEARNERS

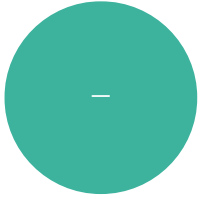
GRAD RATE



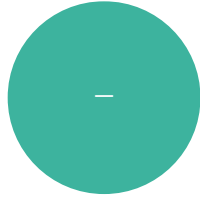
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

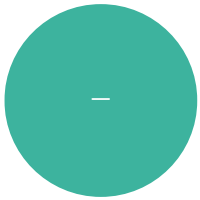


DROPOUT

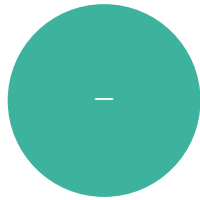


ENGLISH LANGUAGE LEARNERS

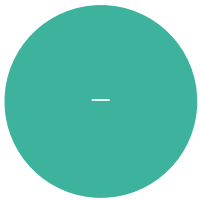
GRAD RATE



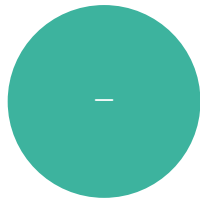
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

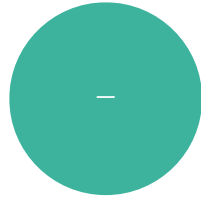


DROPOUT

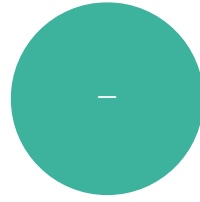


NON-ENGLISH LANGUAGE LEARNERS

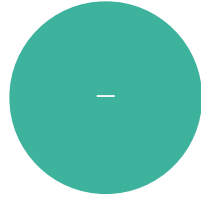
GRAD RATE



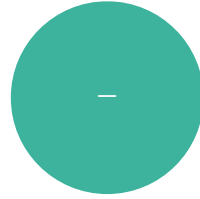
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

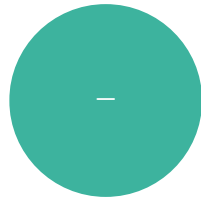


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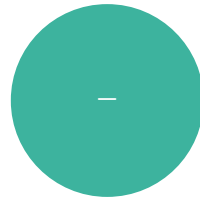


ENGLISH LANGUAGE LEARNERS

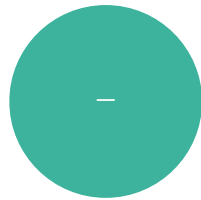
GRAD RATE



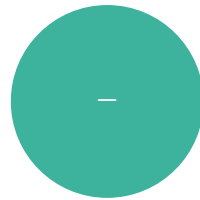
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

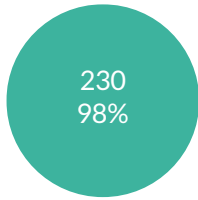


DROPOUT

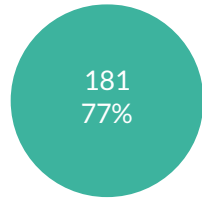


NOT ECONOMICALLY DISADVANTAGED

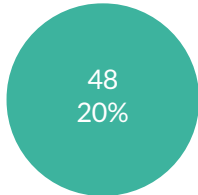
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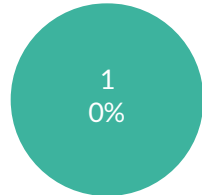
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 235

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



ECONOMICALLY DISADVANTAGED

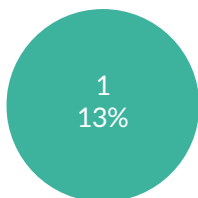
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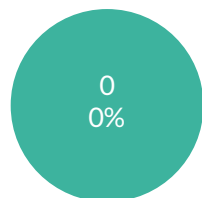
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 8

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

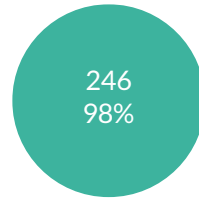


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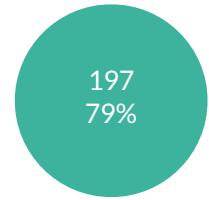


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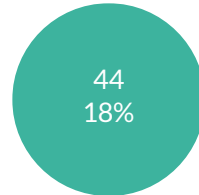
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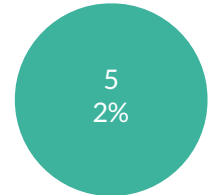
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 250

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT

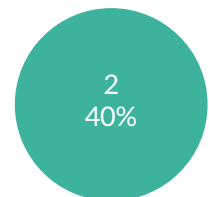


ECONOMICALLY DISADVANTAGED

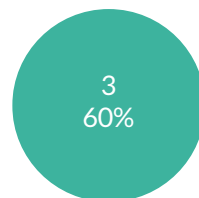
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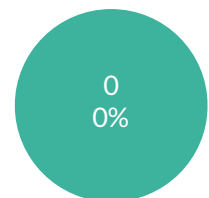
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 5

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

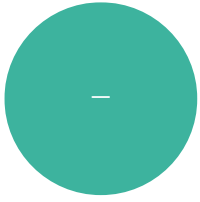


DROPOUT

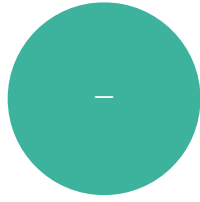


NOT MIGRANT

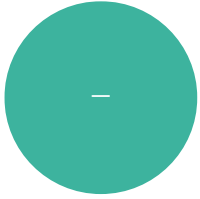
GRAD RATE



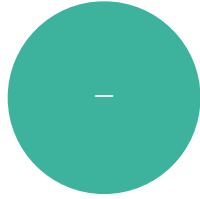
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



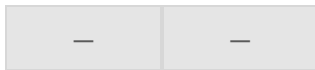
STILL ENROLLED



GED TRANSFER

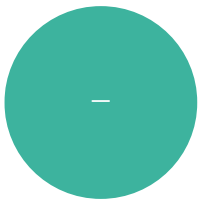


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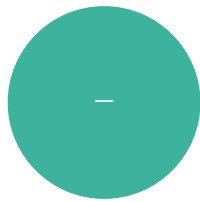


MIGRANT

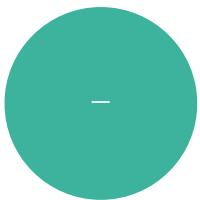
GRAD RATE



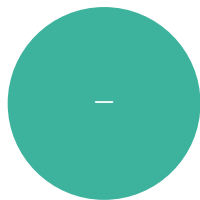
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

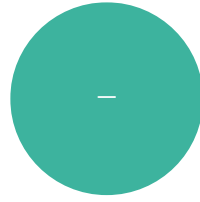


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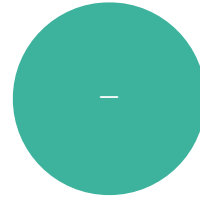


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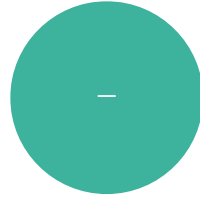
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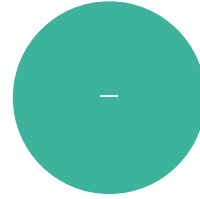
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

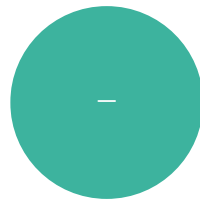


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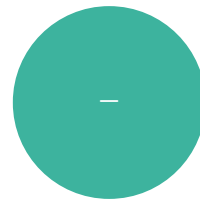


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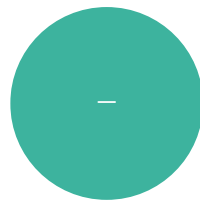
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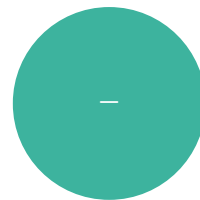
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



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THIS DOCUMENT WAS CREATED ON: APRIL 11, 2019, 4:02 PM EST

PITTSFORD-MENDON HIGH SCHOOL 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: 251

HUMANITIES		HUMANITIES ALTERNATIVE	
251	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 FEMALE STUDENTS

TOTAL GRADUATES IN COHORT: 118

HUMANITIES		HUMANITIES ALTERNATIVE	
118	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 MALE STUDENTS

TOTAL GRADUATES IN COHORT: 133

HUMANITIES

133

100%

ARTS

0

0%

MATH

0

0%

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0

0%

HUMANITIES ALTERNATIVE

0

0%

CAREER AND TECHNICAL EDUCATION

0

0%

SCIENCE

0

0%

LANGUAGES OTHER THAN ENGLISH

0

0%

PATHWAYS FOR MULTIRACIAL STUDENTS

TOTAL GRADUATES IN COHORT: 7

HUMANITIES

7

100%

ARTS

0

0%

MATH

0

0%

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0

0%

HUMANITIES ALTERNATIVE

0

0%

CAREER AND TECHNICAL EDUCATION

0

0%

SCIENCE

0

0%

LANGUAGES OTHER THAN ENGLISH

0

0%

PATHWAYS FOR AMERICAN INDIAN OR ALASKA NATIVE STUDENTS

TOTAL GRADUATES IN COHORT: 0

HUMANITIES

0

0%

ARTS

0

0%

MATH

0

0%

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

HUMANITIES ALTERNATIVE

0

0%

CAREER AND TECHNICAL EDUCATION

0

0%

SCIENCE

0

0%

LANGUAGES OTHER THAN ENGLISH

0

0%

0

0%

PATHWAYS FOR ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER STUDENTS

TOTAL GRADUATES IN COHORT: 27

HUMANITIES

27

100%

ARTS

0

0%

MATH

0

0%

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0

0%

HUMANITIES ALTERNATIVE

0

0%

CAREER AND TECHNICAL EDUCATION

0

0%

SCIENCE

0

0%

LANGUAGES OTHER THAN ENGLISH

0

0%

PATHWAYS FOR WHITE STUDENTS

TOTAL GRADUATES IN COHORT: 190

HUMANITIES

190

100%

ARTS

0

0%

MATH

0

0%

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0

0%

HUMANITIES ALTERNATIVE

0

0%

CAREER AND TECHNICAL EDUCATION

0

0%

SCIENCE

0

0%

LANGUAGES OTHER THAN ENGLISH

0

0%

PATHWAYS FOR BLACK OR AFRICAN AMERICAN STUDENTS

TOTAL GRADUATES IN COHORT: 9

HUMANITIES

9

100%

ARTS

0

0%

HUMANITIES ALTERNATIVE

0

0%

CAREER AND TECHNICAL EDUCATION

0

0%

MATH

0

0%

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0

0%

SCIENCE

0

0%

LANGUAGES OTHER THAN ENGLISH

0

0%

PATHWAYS FOR HISPANIC OR LATINO STUDENTS

TOTAL GRADUATES IN COHORT: 18

HUMANITIES

18

100%

ARTS

0

0%

MATH

0

0%

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0

0%

HUMANITIES ALTERNATIVE

0

0%

CAREER AND TECHNICAL EDUCATION

0

0%

SCIENCE

0

0%

LANGUAGES OTHER THAN ENGLISH

0

0%

PATHWAYS FOR GENERAL-EDUCATION STUDENTS

TOTAL GRADUATES IN COHORT: 232

HUMANITIES

232

100%

ARTS

0

0%

MATH

0

0%

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0

0%

HUMANITIES ALTERNATIVE

0

0%

CAREER AND TECHNICAL EDUCATION

0

0%

SCIENCE

0

0%

LANGUAGES OTHER THAN ENGLISH

0

0%

PATHWAYS FOR STUDENTS WITH DISABILITIES

TOTAL GRADUATES IN COHORT: 19

HUMANITIES

HUMANITIES ALTERNATIVE

19	100%
----	------

ARTS

0	0%
---	----

MATH

0	0%
---	----

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0	0%
---	----

0	0%
---	----

CAREER AND TECHNICAL EDUCATION

0	0%
---	----

SCIENCE

0	0%
---	----

LANGUAGES OTHER THAN ENGLISH

0	0%
---	----

PATHWAYS FOR NON-ENGLISH LANGUAGE LEARNERS STUDENTS

TOTAL GRADUATES IN COHORT: 251

HUMANITIES

251	100%
-----	------

ARTS

0	0%
---	----

MATH

0	0%
---	----

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0	0%
---	----

HUMANITIES ALTERNATIVE

0	0%
---	----

CAREER AND TECHNICAL EDUCATION

0	0%
---	----

SCIENCE

0	0%
---	----

LANGUAGES OTHER THAN ENGLISH

0	0%
---	----

PATHWAYS FOR ENGLISH LANGUAGE LEARNERS STUDENTS

TOTAL GRADUATES IN COHORT: 0

HUMANITIES

0	0%
---	----

ARTS

0	0%
---	----

MATH

0	0%
---	----

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0	0%
---	----

HUMANITIES ALTERNATIVE

0	0%
---	----

CAREER AND TECHNICAL EDUCATION

0	0%
---	----

SCIENCE

0	0%
---	----

LANGUAGES OTHER THAN ENGLISH

0	0%
---	----

PATHWAYS FOR NOT ECONOMICALLY DISADVANTAGED STUDENTS

TOTAL GRADUATES IN COHORT: 246

HUMANITIES

246

100%

HUMANITIES ALTERNATIVE

0

0%

ARTS

0

0%

CAREER AND TECHNICAL EDUCATION

0

0%

MATH

0

0%

SCIENCE

0

0%

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0

0%

LANGUAGES OTHER THAN ENGLISH

0

0%

PATHWAYS FOR ECONOMICALLY DISADVANTAGED STUDENTS

TOTAL GRADUATES IN COHORT: 5

HUMANITIES

5

100%

HUMANITIES ALTERNATIVE

0

0%

ARTS

0

0%

CAREER AND TECHNICAL EDUCATION

0

0%

MATH

0

0%

SCIENCE

0

0%

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0

0%

LANGUAGES OTHER THAN ENGLISH

0

0%

PATHWAYS FOR NOT MIGRANT STUDENTS

TOTAL GRADUATES IN COHORT: 251

HUMANITIES

251

100%

HUMANITIES ALTERNATIVE

0

0%

ARTS

0

0%

CAREER AND TECHNICAL EDUCATION

0

0%

MATH

SCIENCE

0	0%
---	----

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0	0%
---	----

0	0%
---	----

LANGUAGES OTHER THAN ENGLISH

0	0%
---	----

PATHWAYS FOR MIGRANT STUDENTS

TOTAL GRADUATES IN COHORT: 0

HUMANITIES

0	0%
---	----

ARTS

0	0%
---	----

MATH

0	0%
---	----

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0	0%
---	----

HUMANITIES ALTERNATIVE

0	0%
---	----

CAREER AND TECHNICAL EDUCATION

0	0%
---	----

SCIENCE

0	0%
---	----

LANGUAGES OTHER THAN ENGLISH

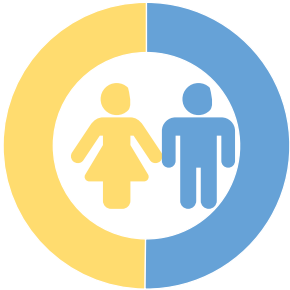
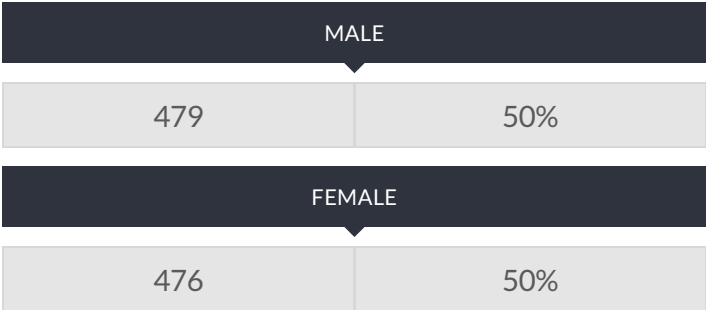
0	0%
---	----

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.

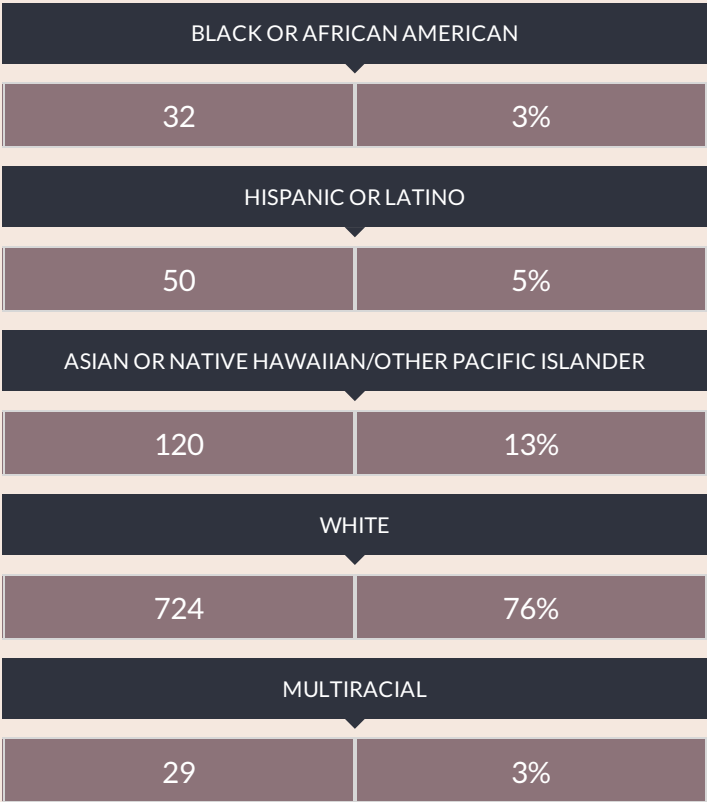
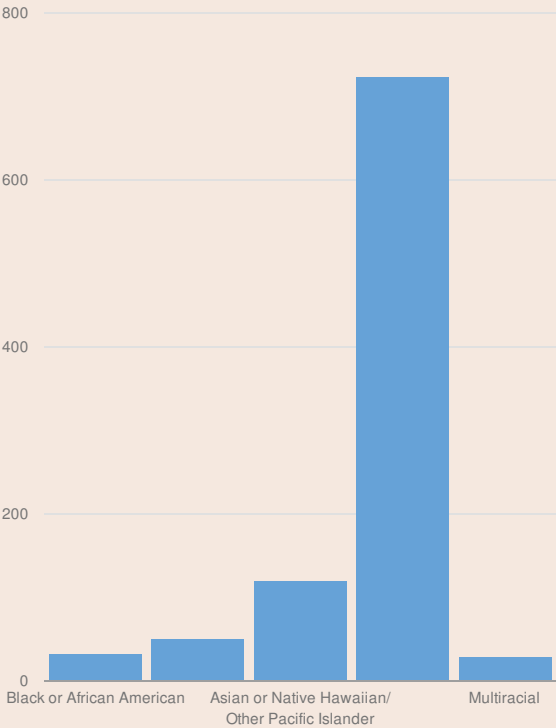
PITTSFORD SUTHERLAND HIGH SCHOOL ENROLLMENT (2017 - 18)

K-12 Enrollment: 955

ENROLLMENT BY GENDER



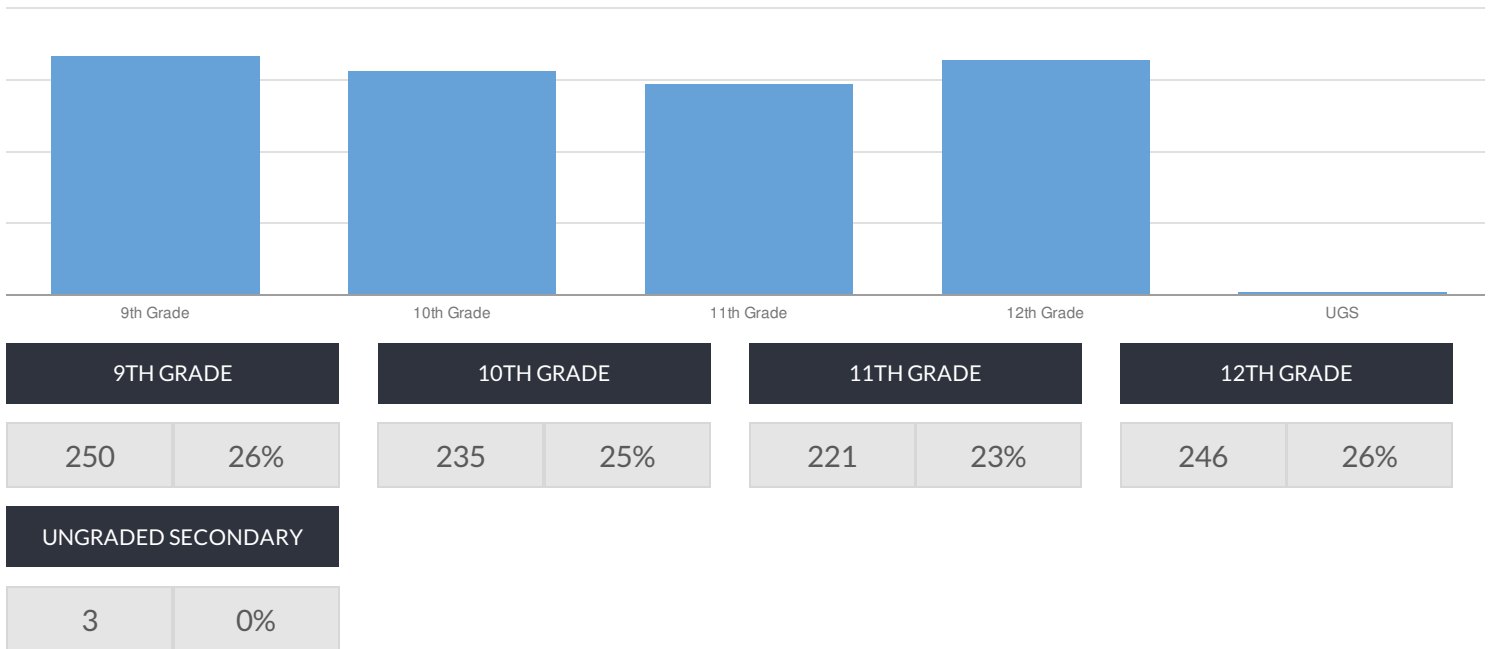
ENROLLMENT BY ETHNICITY



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
6	1%	105	11%	43	5%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
PARENT IN ARMED FORCES					
—	—				

ENROLLMENT BY GRADE



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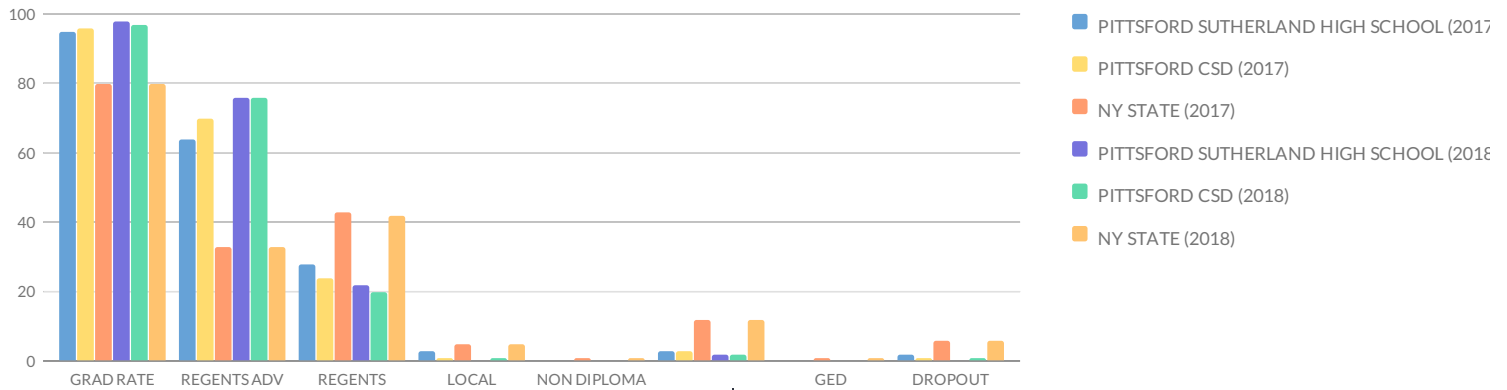
PITTSFORD SUTHERLAND HIGH SCHOOL GRADUATION RATE DATA

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.

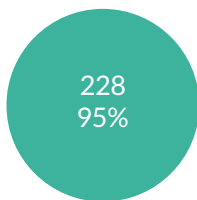
Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: [Diploma Requirements](#).



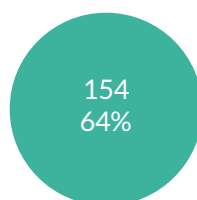
2017

ALL STUDENTS

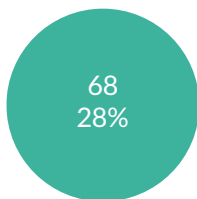
GRAD RATE



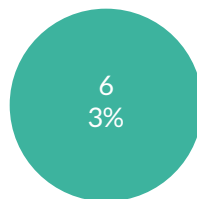
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 239

NON DIPLOMA CRED

0	0%
---	----

STILL ENROLLED

7	3%
---	----

GED TRANSFER

0	0%
---	----

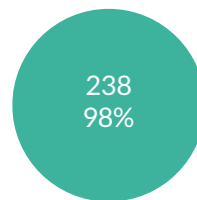
DROPOUT

4	2%
---	----

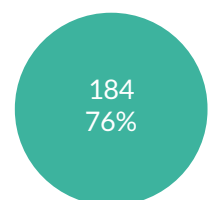
2018

ALL STUDENTS

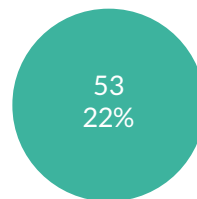
GRAD RATE



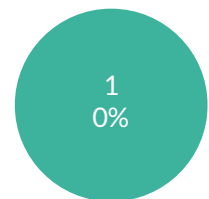
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 242

NON DIPLOMA CRED

0	0%
---	----

STILL ENROLLED

4	2%
---	----

GED TRANSFER

0	0%
---	----

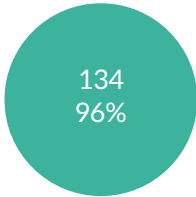
DROPOUT

0	0%
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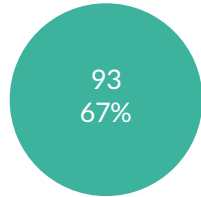
BY GENDER

FEMALE

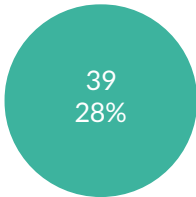
GRAD RATE



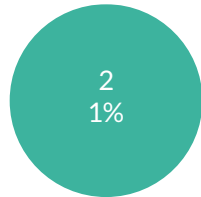
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 139

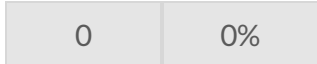
NON DIPLOMA CRED



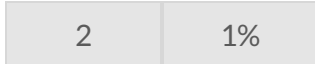
STILL ENROLLED



GED TRANSFER

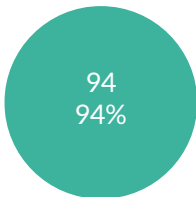


DROPOUT

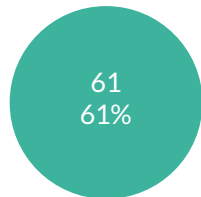


MALE

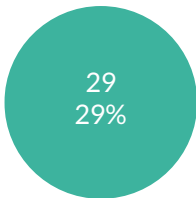
GRAD RATE



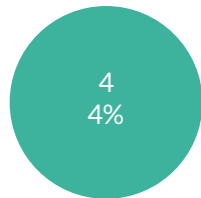
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 100

NON DIPLOMA CRED

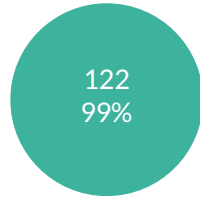


STILL ENROLLED

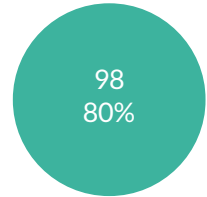


FEMALE

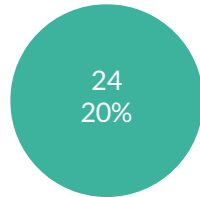
GRAD RATE



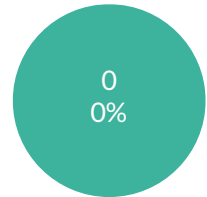
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 123

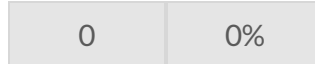
NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

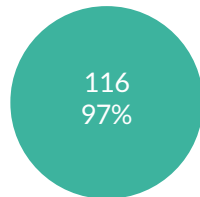


DROPOUT

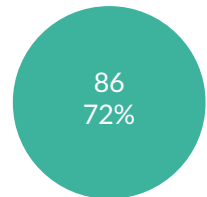


MALE

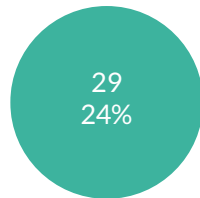
GRAD RATE



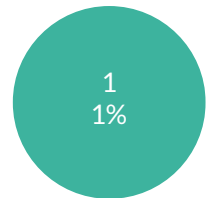
REGENTS WITH A...



REGENTS DIPLOM...

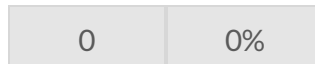


LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 119

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER		DROPOUT		GED TRANSFER		DROPOUT	
0	0%	2	2%	0	0%	0	0%

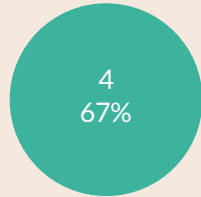
BY ETHNICITY

MULTIRACIAL

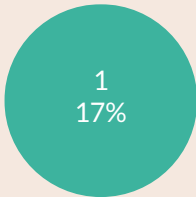
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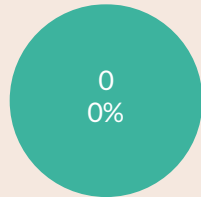
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 6

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT

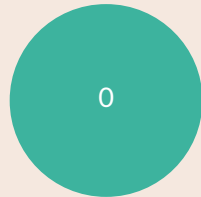


AMERICAN INDIAN OR ALASKA NATIVE

GRAD RATE



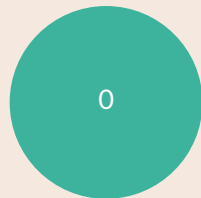
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: 0

NON DIPLOMA CRED

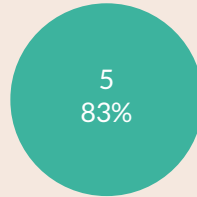


STILL ENROLLED

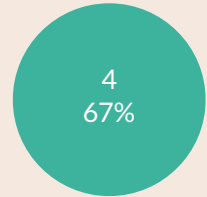


MULTIRACIAL

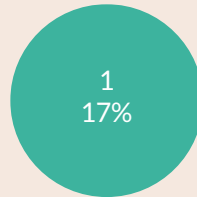
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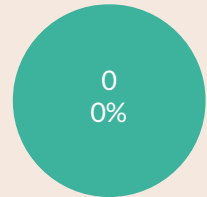
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 6

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

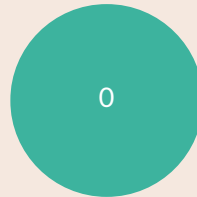


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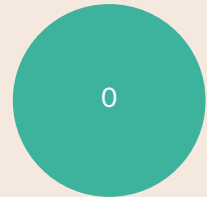


AMERICAN INDIAN OR ALASKA NATIVE

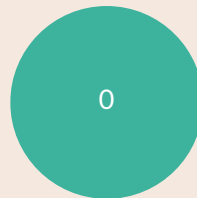
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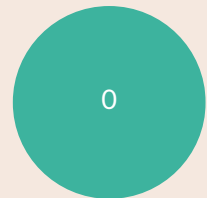
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: 0

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

0

0%

DROPOUT

0

0%

GED TRANSFER

0

0%

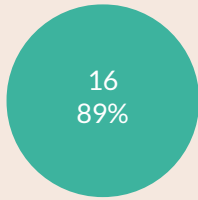
DROPOUT

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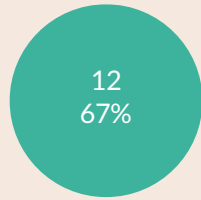
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ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

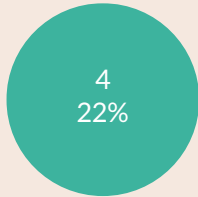
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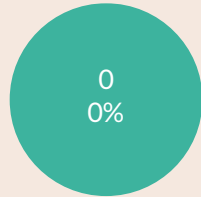
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 18

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

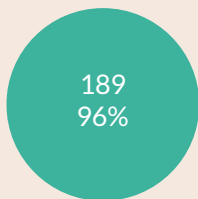


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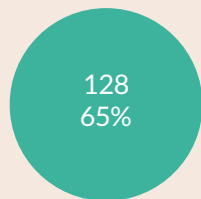


WHITE

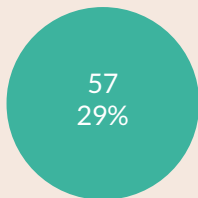
GRAD RATE



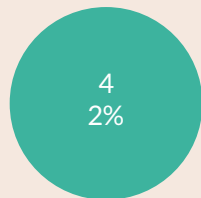
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 197

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

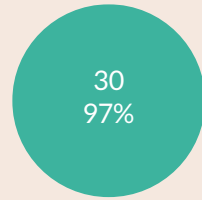


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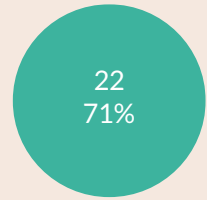


ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

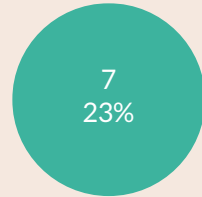
GRAD RATE



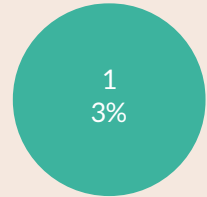
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 31

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

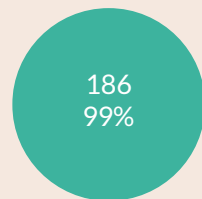


DROPOUT

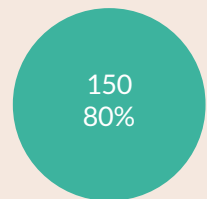


WHITE

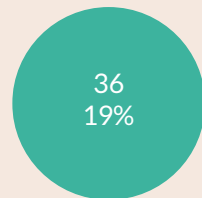
GRAD RATE



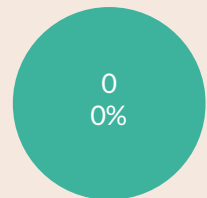
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 188

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT

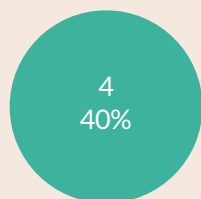


BLACK OR AFRICAN AMERICAN

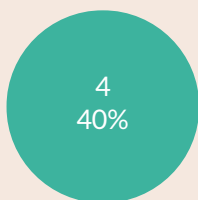
GRAD RATE



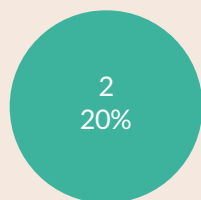
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 10

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT

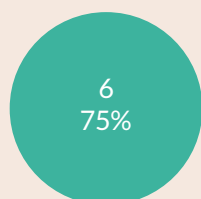


HISPANIC OR LATINO

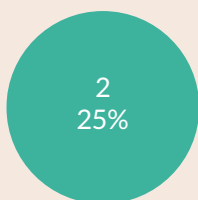
GRAD RATE



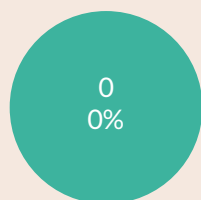
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 8

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT

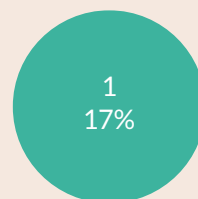


BLACK OR AFRICAN AMERICAN

GRAD RATE



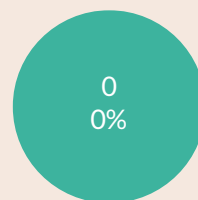
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 6

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT

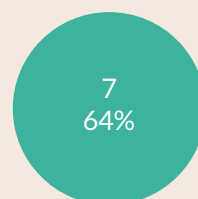


HISPANIC OR LATINO

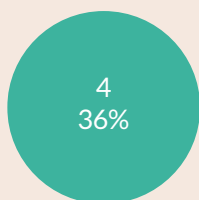
GRAD RATE



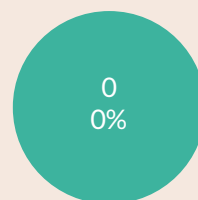
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 11

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



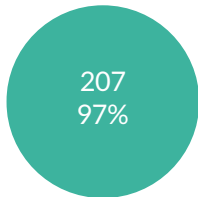
DROPOUT



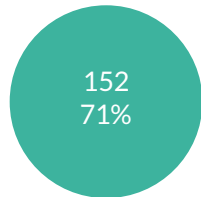
OTHER GROUPS

GENERAL-EDUCATION STUDENTS

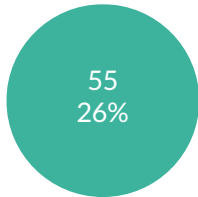
GRAD RATE



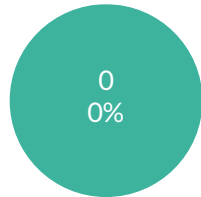
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 213

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

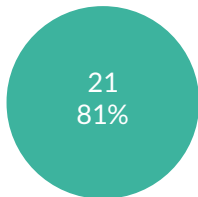


DROPOUT

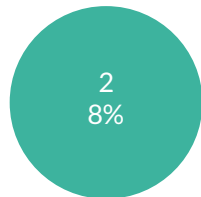


STUDENTS WITH DISABILITIES

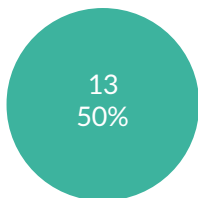
GRAD RATE



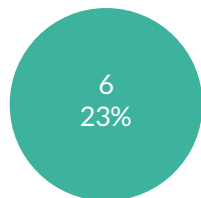
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 26

NON DIPLOMA CRED

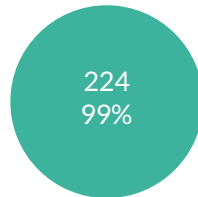


STILL ENROLLED

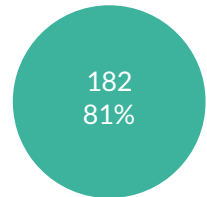


GENERAL-EDUCATION STUDENTS

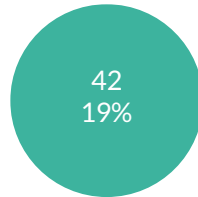
GRAD RATE



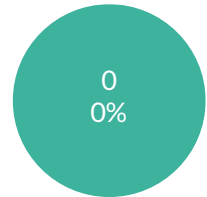
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 226

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

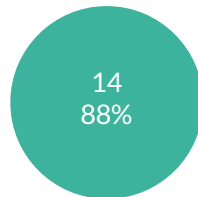


DROPOUT

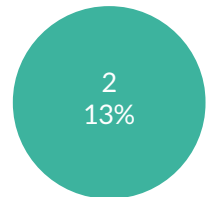


STUDENTS WITH DISABILITIES

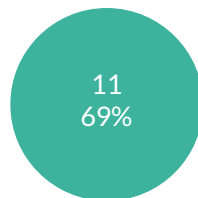
GRAD RATE



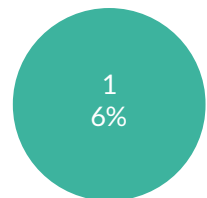
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 16

NON DIPLOMA CRED



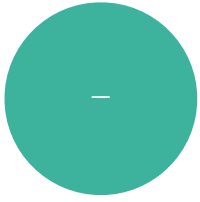
STILL ENROLLED



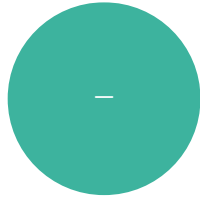
GED TRANSFER		DROPOUT		GED TRANSFER		DROPOUT	
0	0%	0	0%	0	0%	0	0%

NON-ENGLISH LANGUAGE LEARNERS

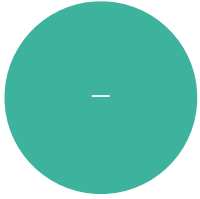
GRAD RATE



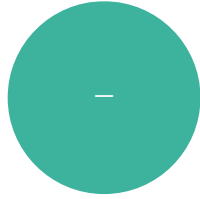
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

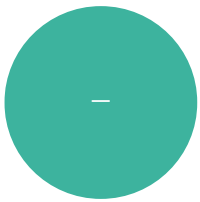


DROPOUT

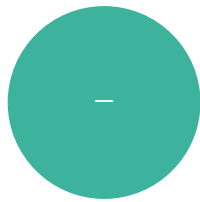


ENGLISH LANGUAGE LEARNERS

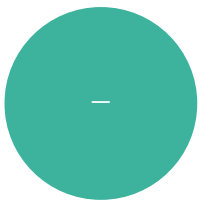
GRAD RATE



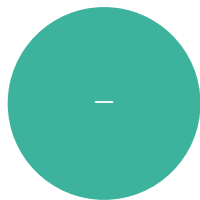
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

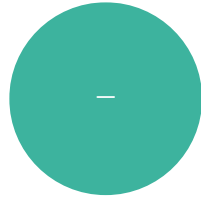


DROPOUT

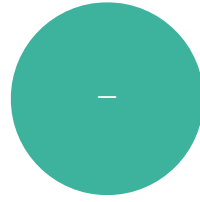


NON-ENGLISH LANGUAGE LEARNERS

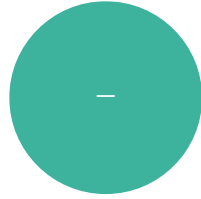
GRAD RATE



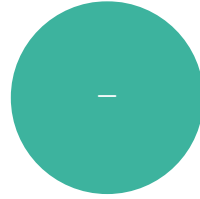
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

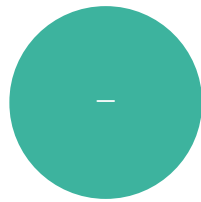


DROPOUT

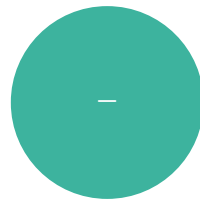


ENGLISH LANGUAGE LEARNERS

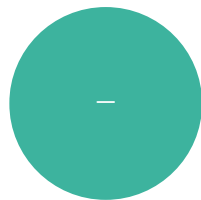
GRAD RATE



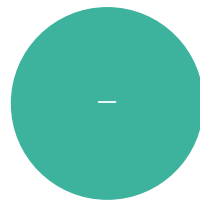
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

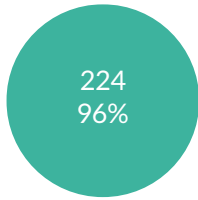


DROPOUT

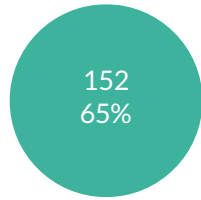


NOT ECONOMICALLY DISADVANTAGED

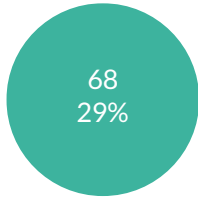
GRAD RATE



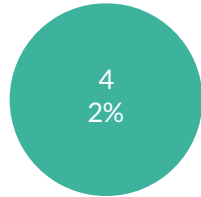
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA

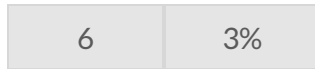


TOTAL STUDENTS IN COHORT: 234

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT

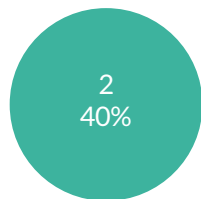


ECONOMICALLY DISADVANTAGED

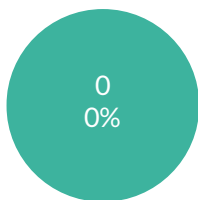
GRAD RATE



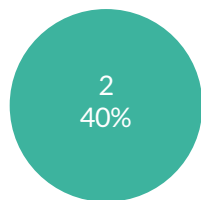
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 5

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

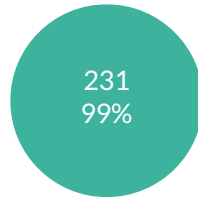


DROPOUT

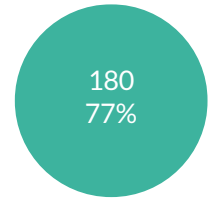


NOT ECONOMICALLY DISADVANTAGED

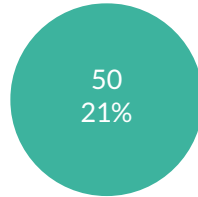
GRAD RATE



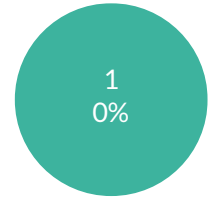
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 234

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

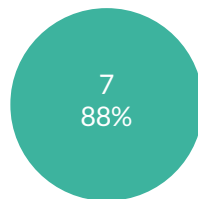


DROPOUT

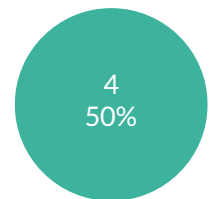


ECONOMICALLY DISADVANTAGED

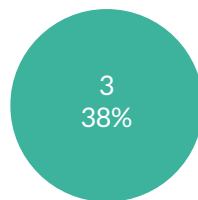
GRAD RATE



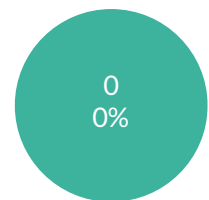
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 8

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

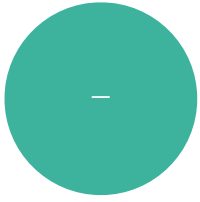


DROPOUT

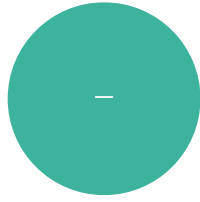


NOT MIGRANT

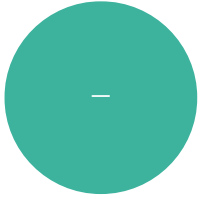
GRAD RATE



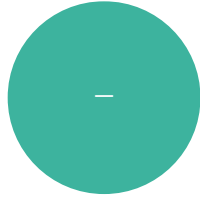
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

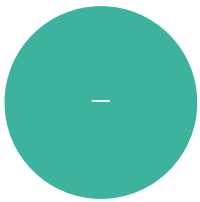


DROPOUT

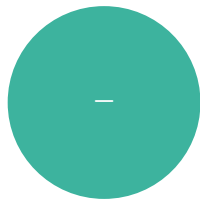


MIGRANT

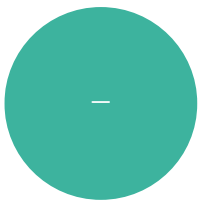
GRAD RATE



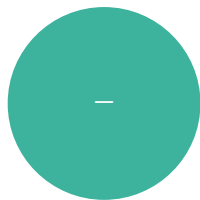
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

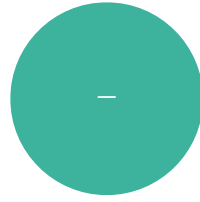


DROPOUT

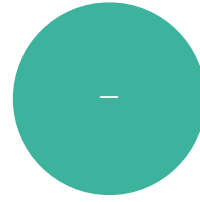


NOT MIGRANT

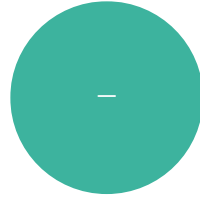
GRAD RATE



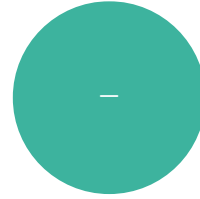
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

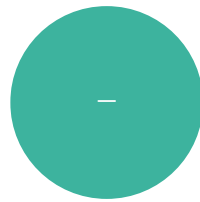


DROPOUT

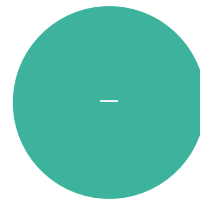


MIGRANT

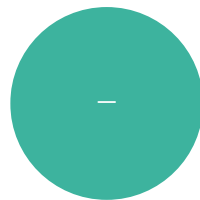
GRAD RATE



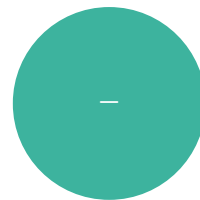
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

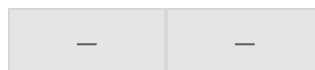
NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



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PITTSFORD SUTHERLAND HIGH SCHOOL 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: 238

HUMANITIES

238

100%

HUMANITIES ALTERNATIVE

0

0%

ARTS

0

0%

CAREER AND TECHNICAL EDUCATION

0

0%

MATH

0

0%

SCIENCE

0

0%

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0

0%

LANGUAGES OTHER THAN ENGLISH

0

0%

PATHWAYS FOR FEMALE STUDENTS

TOTAL GRADUATES IN COHORT: 122

HUMANITIES

122

100%

HUMANITIES ALTERNATIVE

0

0%

ARTS

0

0%

CAREER AND TECHNICAL EDUCATION

0

0%

MATH

0

0%

SCIENCE

0

0%

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0

0%

LANGUAGES OTHER THAN ENGLISH

0

0%

PATHWAYS FOR MALE STUDENTS

TOTAL GRADUATES IN COHORT: 116

HUMANITIES

116

100%

HUMANITIES ALTERNATIVE

0

0%

ARTS

0

0%

CAREER AND TECHNICAL EDUCATION

0

0%

MATH

0

0%

SCIENCE

0

0%

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0

0%

LANGUAGES OTHER THAN ENGLISH

0

0%

PATHWAYS FOR MULTIRACIAL STUDENTS

TOTAL GRADUATES IN COHORT: 5

HUMANITIES

5

100%

HUMANITIES ALTERNATIVE

0

0%

ARTS

0

0%

CAREER AND TECHNICAL EDUCATION

0

0%

MATH

0

0%

SCIENCE

0

0%

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0

0%

LANGUAGES OTHER THAN ENGLISH

0

0%

PATHWAYS FOR AMERICAN INDIAN OR ALASKA NATIVE STUDENTS

TOTAL GRADUATES IN COHORT: 0

HUMANITIES

0

0%

HUMANITIES ALTERNATIVE

0

0%

ARTS

0

0%

CAREER AND TECHNICAL EDUCATION

0

0%

MATH

0

0%

SCIENCE

0

0%

CAREER DEVELOPMENT AND OCCUPATIONAL

LANGUAGES OTHER THAN ENGLISH

STUDIES

0

0%

0

0%

PATHWAYS FOR ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER STUDENTS

TOTAL GRADUATES IN COHORT: 30

HUMANITIES

30

100%

HUMANITIES ALTERNATIVE

0

0%

ARTS

0

0%

CAREER AND TECHNICAL EDUCATION

0

0%

MATH

0

0%

SCIENCE

0

0%

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0

0%

LANGUAGES OTHER THAN ENGLISH

0

0%

PATHWAYS FOR WHITE STUDENTS

TOTAL GRADUATES IN COHORT: 186

HUMANITIES

186

100%

HUMANITIES ALTERNATIVE

0

0%

ARTS

0

0%

CAREER AND TECHNICAL EDUCATION

0

0%

MATH

0

0%

SCIENCE

0

0%

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0

0%

LANGUAGES OTHER THAN ENGLISH

0

0%

PATHWAYS FOR BLACK OR AFRICAN AMERICAN STUDENTS

TOTAL GRADUATES IN COHORT: 6

HUMANITIES

6

100%

HUMANITIES ALTERNATIVE

0

0%

ARTS

CAREER AND TECHNICAL EDUCATION

0	0%
---	----

MATH

0	0%
---	----

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0	0%
---	----

0	0%
---	----

SCIENCE

0	0%
---	----

LANGUAGES OTHER THAN ENGLISH

0	0%
---	----

PATHWAYS FOR HISPANIC OR LATINO STUDENTS

TOTAL GRADUATES IN COHORT: 11

HUMANITIES

11	100%
----	------

ARTS

0	0%
---	----

MATH

0	0%
---	----

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0	0%
---	----

HUMANITIES ALTERNATIVE

0	0%
---	----

CAREER AND TECHNICAL EDUCATION

0	0%
---	----

SCIENCE

0	0%
---	----

LANGUAGES OTHER THAN ENGLISH

0	0%
---	----

PATHWAYS FOR GENERAL-EDUCATION STUDENTS

TOTAL GRADUATES IN COHORT: 224

HUMANITIES

224	100%
-----	------

ARTS

0	0%
---	----

MATH

0	0%
---	----

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0	0%
---	----

HUMANITIES ALTERNATIVE

0	0%
---	----

CAREER AND TECHNICAL EDUCATION

0	0%
---	----

SCIENCE

0	0%
---	----

LANGUAGES OTHER THAN ENGLISH

0	0%
---	----

PATHWAYS FOR STUDENTS WITH DISABILITIES

TOTAL GRADUATES IN COHORT: 14

HUMANITIES

14	100%
----	------

ARTS

0	0%
---	----

MATH

0	0%
---	----

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0	0%
---	----

HUMANITIES ALTERNATIVE

0	0%
---	----

CAREER AND TECHNICAL EDUCATION

0	0%
---	----

SCIENCE

0	0%
---	----

LANGUAGES OTHER THAN ENGLISH

0	0%
---	----

PATHWAYS FOR NON-ENGLISH LANGUAGE LEARNERS STUDENTS

TOTAL GRADUATES IN COHORT: 236

HUMANITIES

236	100%
-----	------

ARTS

0	0%
---	----

MATH

0	0%
---	----

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0	0%
---	----

HUMANITIES ALTERNATIVE

0	0%
---	----

CAREER AND TECHNICAL EDUCATION

0	0%
---	----

SCIENCE

0	0%
---	----

LANGUAGES OTHER THAN ENGLISH

0	0%
---	----

PATHWAYS FOR ENGLISH LANGUAGE LEARNERS STUDENTS

TOTAL GRADUATES IN COHORT: 2

HUMANITIES

2	100%
---	------

ARTS

0	0%
---	----

MATH

0	0%
---	----

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

HUMANITIES ALTERNATIVE

0	0%
---	----

CAREER AND TECHNICAL EDUCATION

0	0%
---	----

SCIENCE

0	0%
---	----

LANGUAGES OTHER THAN ENGLISH

0	0%
---	----

0

0%

PATHWAYS FOR NOT ECONOMICALLY DISADVANTAGED STUDENTS

TOTAL GRADUATES IN COHORT: 231

HUMANITIES

231

100%

ARTS

0

0%

MATH

0

0%

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0

0%

HUMANITIES ALTERNATIVE

0

0%

CAREER AND TECHNICAL EDUCATION

0

0%

SCIENCE

0

0%

LANGUAGES OTHER THAN ENGLISH

0

0%

PATHWAYS FOR ECONOMICALLY DISADVANTAGED STUDENTS

TOTAL GRADUATES IN COHORT: 7

HUMANITIES

7

100%

ARTS

0

0%

MATH

0

0%

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0

0%

HUMANITIES ALTERNATIVE

0

0%

CAREER AND TECHNICAL EDUCATION

0

0%

SCIENCE

0

0%

LANGUAGES OTHER THAN ENGLISH

0

0%

PATHWAYS FOR NOT MIGRANT STUDENTS

TOTAL GRADUATES IN COHORT: 238

HUMANITIES

238

100%

ARTS

0

0%

HUMANITIES ALTERNATIVE

0

0%

CAREER AND TECHNICAL EDUCATION

0

0%

MATH

0	0%
---	----

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0	0%
---	----

SCIENCE

0	0%
---	----

LANGUAGES OTHER THAN ENGLISH

0	0%
---	----

PATHWAYS FOR MIGRANT STUDENTS

TOTAL GRADUATES IN COHORT: 0

HUMANITIES

0	0%
---	----

ARTS

0	0%
---	----

MATH

0	0%
---	----

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0	0%
---	----

HUMANITIES ALTERNATIVE

0	0%
---	----

CAREER AND TECHNICAL EDUCATION

0	0%
---	----

SCIENCE

0	0%
---	----

LANGUAGES OTHER THAN ENGLISH

0	0%
---	----

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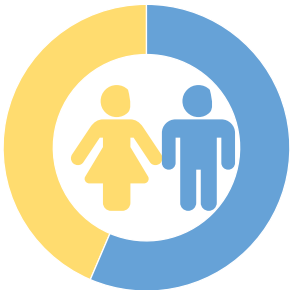
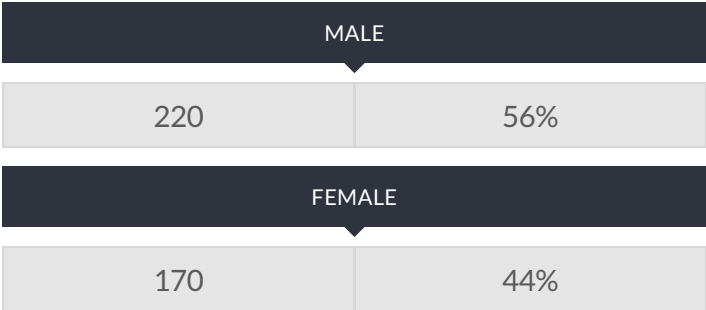
THIS DOCUMENT WAS CREATED ON: APRIL 12, 2019, 3:03 PM EST

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.

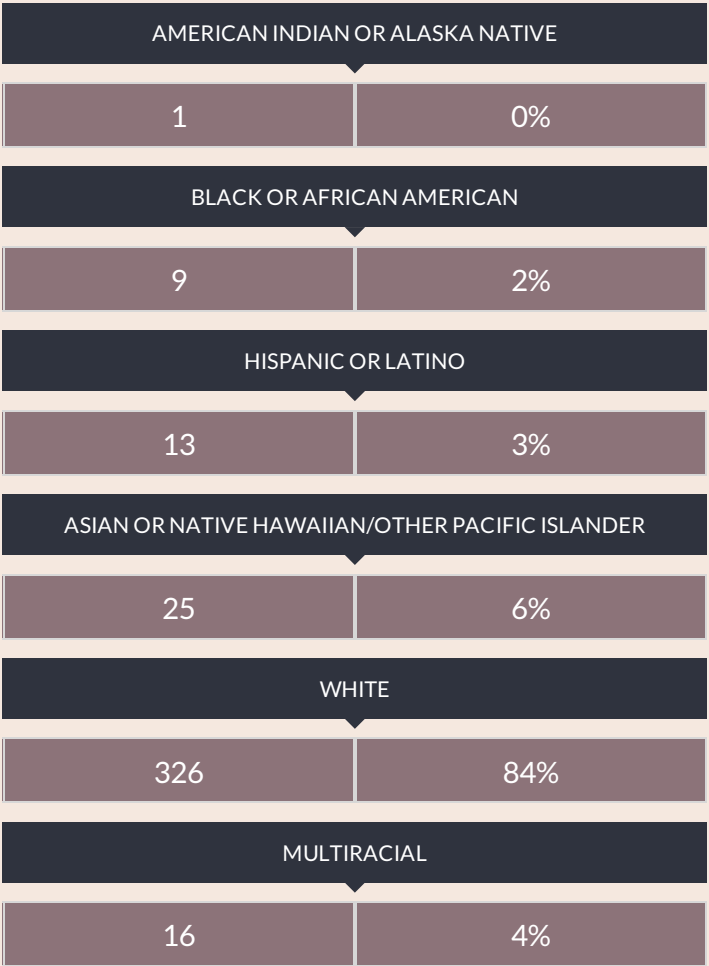
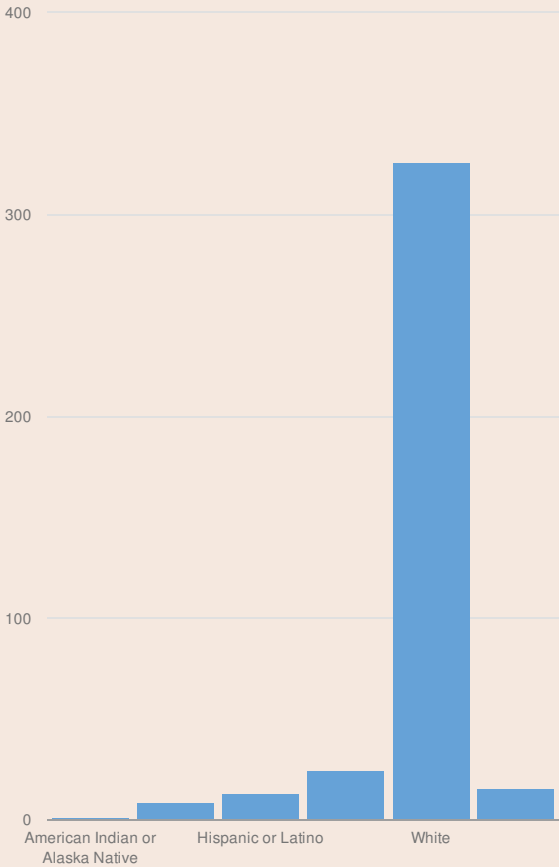
THORNELL ROAD SCHOOL ENROLLMENT (2017 - 18)

K-12 Enrollment: 390

ENROLLMENT BY GENDER



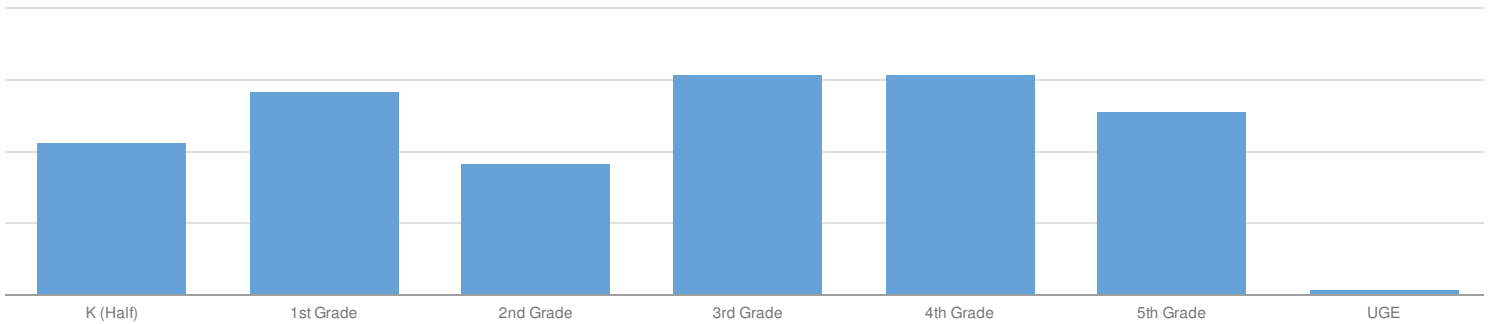
ENROLLMENT BY ETHNICITY



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
—	—	43	11%	—	—
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
				PARENT IN ARMED FORCES	
—	—	—	—	—	—

ENROLLMENT BY GRADE



K (HALF DAY)	1ST GRADE	2ND GRADE	3RD GRADE
53	71	46	77
14%	18%	12%	20%
4TH GRADE	5TH GRADE	UNGRADED ELEMENTARY	
77	64	2	1%
20%	16%		

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THIS DOCUMENT WAS CREATED ON: APRIL 11, 2019, 3:20 PM EST

THORNELL ROAD SCHOOL GRADES 3-8 ELA ASSESSMENT DATA

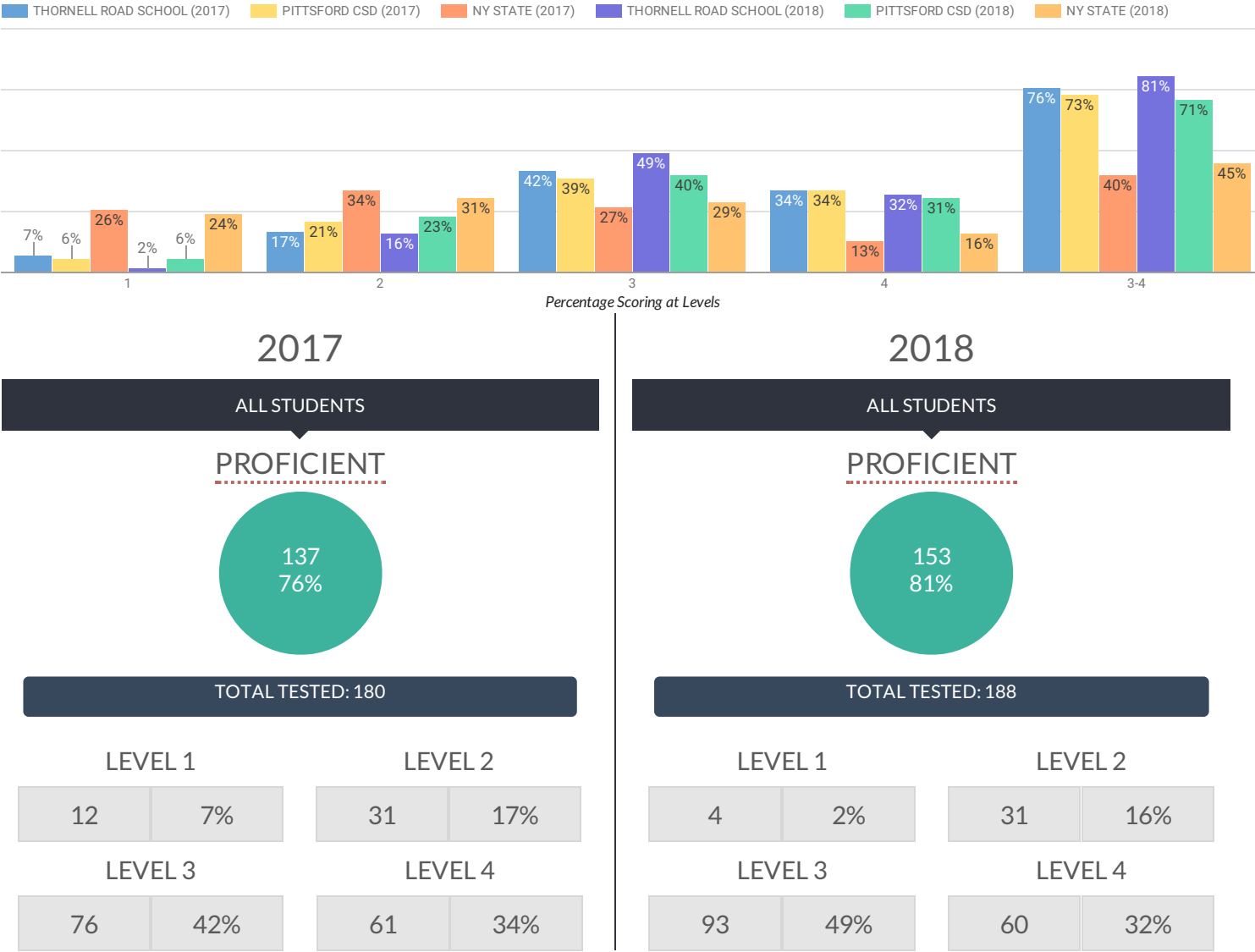
The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data are available statewide and at the county, district,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

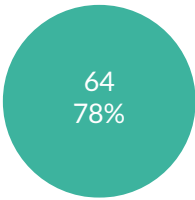
[Assessment Data - Glossary of Terms](#) | [Assessment Data - Business Rules](#)



BY GENDER

FEMALE

PROFICIENT



TOTAL TESTED: 82

LEVEL 1



LEVEL 2



LEVEL 3

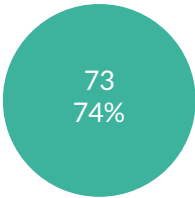


LEVEL 4



MALE

PROFICIENT



TOTAL TESTED: 98

LEVEL 1



LEVEL 2



LEVEL 3

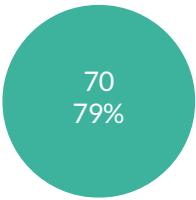


LEVEL 4



FEMALE

PROFICIENT



TOTAL TESTED: 89

LEVEL 1



LEVEL 2



LEVEL 3

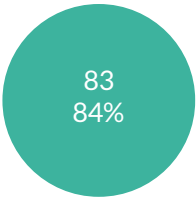


LEVEL 4



MALE

PROFICIENT



TOTAL TESTED: 99

LEVEL 1



LEVEL 2



LEVEL 3



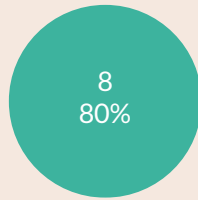
LEVEL 4



BY ETHNICITY

MULTIRACIAL

PROFICIENT



TOTAL TESTED: 10

LEVEL 1



LEVEL 2



LEVEL 3

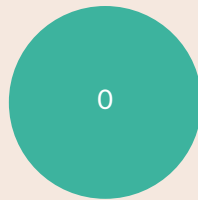


LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: 0

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



MULTIRACIAL

PROFICIENT



TOTAL TESTED: 8

LEVEL 1



LEVEL 2



LEVEL 3

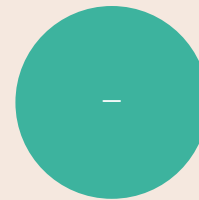


LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

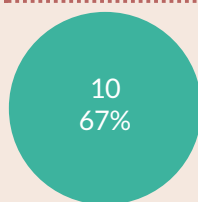


LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 15

LEVEL 1



LEVEL 2



LEVEL 3

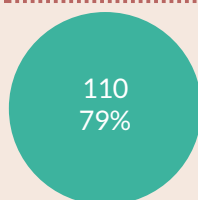


LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 139

LEVEL 1



LEVEL 2



LEVEL 3

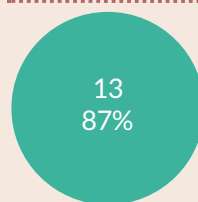


LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 15

LEVEL 1



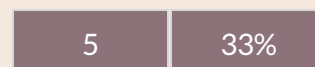
LEVEL 2



LEVEL 3

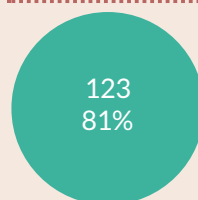


LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 151

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: 9

LEVEL 1



LEVEL 2



LEVEL 3

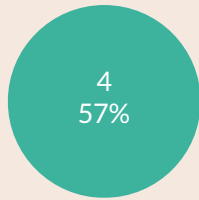


LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: 7

LEVEL 1



LEVEL 2



LEVEL 3

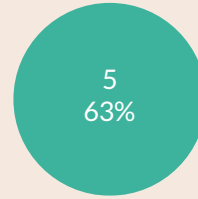


LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: 8

LEVEL 1



LEVEL 2



LEVEL 3

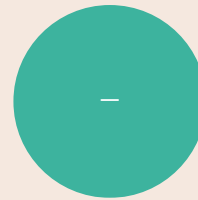


LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



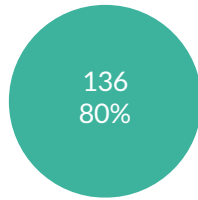
LEVEL 4



OTHER GROUPS

GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 169

LEVEL 1

6	4%
---	----

LEVEL 2

27	16%
----	-----

LEVEL 3

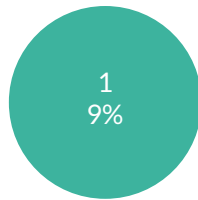
75	44%
----	-----

LEVEL 4

61	36%
----	-----

STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 11

LEVEL 1

6	55%
---	-----

LEVEL 2

4	36%
---	-----

LEVEL 3

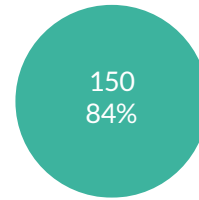
1	9%
---	----

LEVEL 4

0	0%
---	----

GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 179

LEVEL 1

1	1%
---	----

LEVEL 2

28	16%
----	-----

LEVEL 3

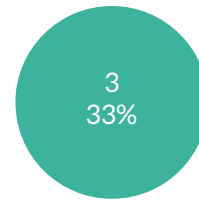
91	51%
----	-----

LEVEL 4

59	33%
----	-----

STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 9

LEVEL 1

3	33%
---	-----

LEVEL 2

3	33%
---	-----

LEVEL 3

2	22%
---	-----

LEVEL 4

1	11%
---	-----

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: —

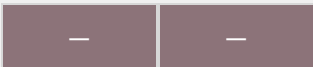
LEVEL 1



LEVEL 2



LEVEL 3

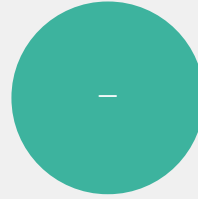


LEVEL 4



NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: —

LEVEL 1



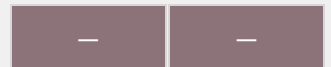
LEVEL 2



LEVEL 3



LEVEL 4



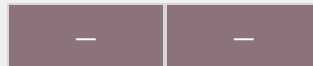
ENGLISH LANGUAGE LEARNERS

PROFICIENT

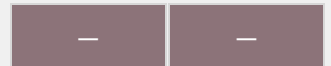


TOTAL TESTED: —

LEVEL 1



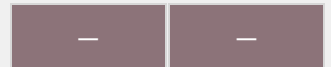
LEVEL 2



LEVEL 3

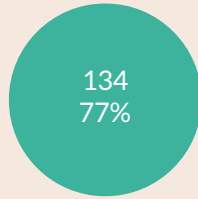


LEVEL 4



NOT ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 174

LEVEL 1

11	6%
----	----

LEVEL 2

29	17%
----	-----

LEVEL 3

74	43%
----	-----

LEVEL 4

60	34%
----	-----

ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 6

LEVEL 1

1	17%
---	-----

LEVEL 2

2	33%
---	-----

LEVEL 3

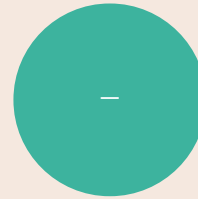
2	33%
---	-----

LEVEL 4

1	17%
---	-----

NOT ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

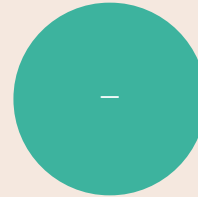
—	—
---	---

LEVEL 4

—	—
---	---

ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

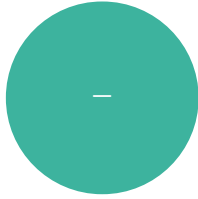
—	—
---	---

LEVEL 4

—	—
---	---

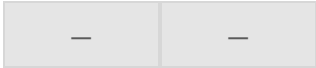
NOT MIGRANT

PROFICIENT

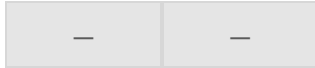


TOTAL TESTED: —

LEVEL 1



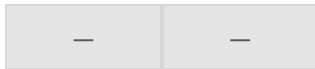
LEVEL 2



LEVEL 3

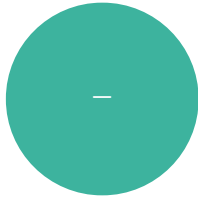


LEVEL 4



MIGRANT

PROFICIENT



TOTAL TESTED: —

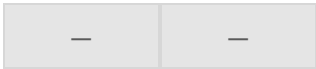
LEVEL 1



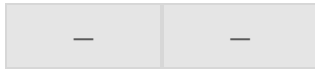
LEVEL 2



LEVEL 3

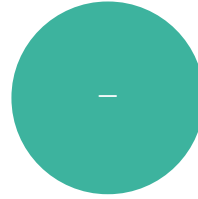


LEVEL 4



NOT MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

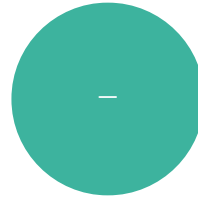


LEVEL 4



MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



THORNELL ROAD SCHOOL 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.

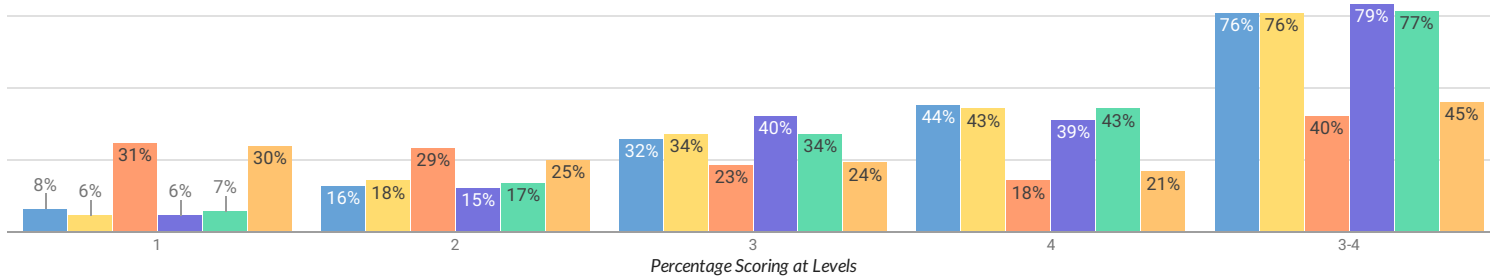
Data available on this site are based on those reported by schools and districts to the State as of August 22, 2018 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported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

For more information and additional files, please view the [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](#)

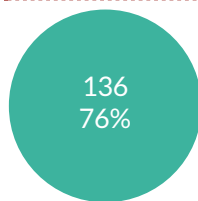
THORNELL ROAD SCHOOL (2017) PITTSFORD CSD (2017) NY STATE (2017) THORNELL ROAD SCHOOL (2018) PITTSFORD CSD (2018) NY STATE (2018)



2017

ALL STUDENTS

PROFICIENT



TOTAL TESTED: 179

LEVEL 1

15	8%
----	----

LEVEL 2

28	16%
----	-----

LEVEL 3

57	32%
----	-----

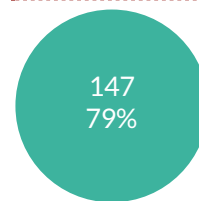
LEVEL 4

79	44%
----	-----

2018

ALL STUDENTS

PROFICIENT



TOTAL TESTED: 187

LEVEL 1

12	6%
----	----

LEVEL 2

28	15%
----	-----

LEVEL 3

75	40%
----	-----

LEVEL 4

72	39%
----	-----

BY GENDER

FEMALE

PROFICIENT

54
69%

TOTAL TESTED: 78

LEVEL 1

9

12%

LEVEL 2

15

19%

LEVEL 3

26

33%

LEVEL 4

28

36%

MALE

PROFICIENT

82
81%

TOTAL TESTED: 101

LEVEL 1

6

6%

LEVEL 2

13

13%

LEVEL 3

31

31%

LEVEL 4

51

50%

FEMALE

PROFICIENT

63
74%

TOTAL TESTED: 85

LEVEL 1

7

8%

LEVEL 2

15

18%

LEVEL 3

33

39%

LEVEL 4

30

35%

MALE

PROFICIENT

84
82%

TOTAL TESTED: 102

LEVEL 1

5

5%

LEVEL 2

13

13%

LEVEL 3

42

41%

LEVEL 4

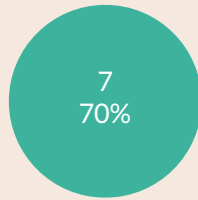
42

41%

BY ETHNICITY

MULTIRACIAL

PROFICIENT



TOTAL TESTED: 10

LEVEL 1



LEVEL 2



LEVEL 3

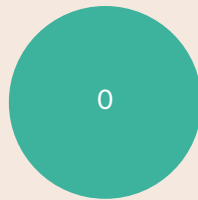


LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: 0

LEVEL 1



LEVEL 2



LEVEL 3

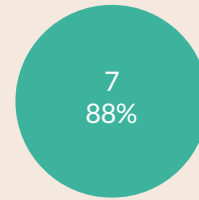


LEVEL 4



MULTIRACIAL

PROFICIENT



TOTAL TESTED: 8

LEVEL 1



LEVEL 2



LEVEL 3

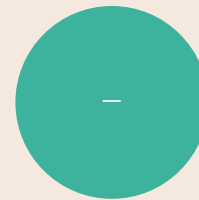


LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

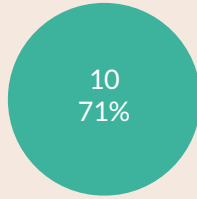


LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 14

LEVEL 1



LEVEL 2



LEVEL 3

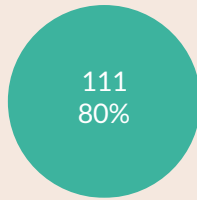


LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 139

LEVEL 1



LEVEL 2



LEVEL 3

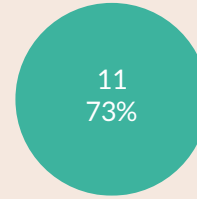


LEVEL 4



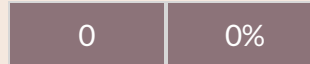
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 15

LEVEL 1



LEVEL 2



LEVEL 3

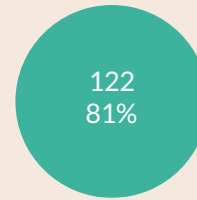


LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 150

LEVEL 1



LEVEL 2



LEVEL 3

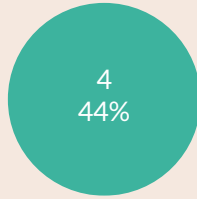


LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: 9

LEVEL 1



LEVEL 2



LEVEL 3

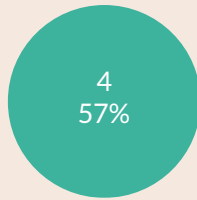


LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: 7

LEVEL 1



LEVEL 2



LEVEL 3

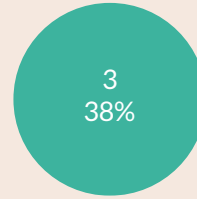


LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: 8

LEVEL 1



LEVEL 2



LEVEL 3

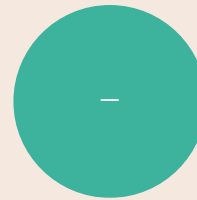


LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



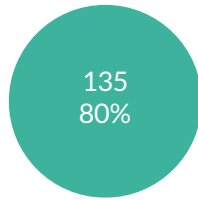
LEVEL 4



OTHER GROUPS

GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 169

LEVEL 1

9	5%
---	----

LEVEL 2

25	15%
----	-----

LEVEL 3

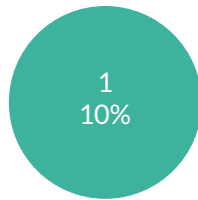
57	34%
----	-----

LEVEL 4

78	46%
----	-----

STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 10

LEVEL 1

6	60%
---	-----

LEVEL 2

3	30%
---	-----

LEVEL 3

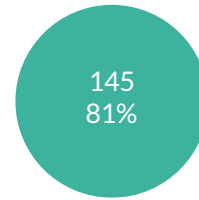
0	0%
---	----

LEVEL 4

1	10%
---	-----

GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 179

LEVEL 1

8	4%
---	----

LEVEL 2

26	15%
----	-----

LEVEL 3

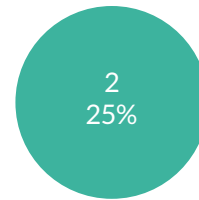
74	41%
----	-----

LEVEL 4

71	40%
----	-----

STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 8

LEVEL 1

4	50%
---	-----

LEVEL 2

2	25%
---	-----

LEVEL 3

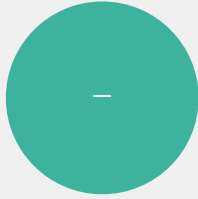
1	13%
---	-----

LEVEL 4

1	13%
---	-----

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



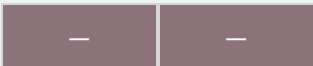
ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: —

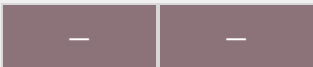
LEVEL 1



LEVEL 2



LEVEL 3

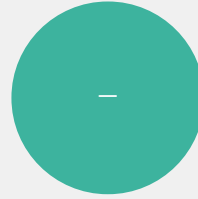


LEVEL 4



NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT

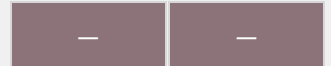


TOTAL TESTED: —

LEVEL 1



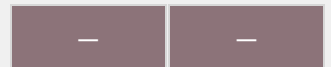
LEVEL 2



LEVEL 3

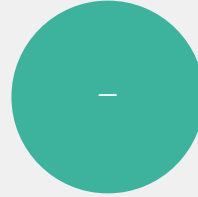


LEVEL 4



ENGLISH LANGUAGE LEARNERS

PROFICIENT

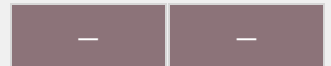


TOTAL TESTED: —

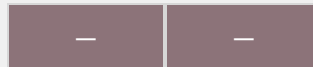
LEVEL 1



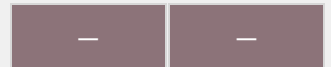
LEVEL 2



LEVEL 3

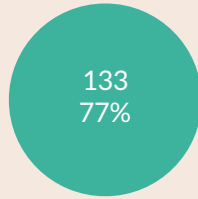


LEVEL 4



NOT ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 173

LEVEL 1

13	8%
----	----

LEVEL 2

27	16%
----	-----

LEVEL 3

57	33%
----	-----

LEVEL 4

76	44%
----	-----

ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 6

LEVEL 1

2	33%
---	-----

LEVEL 2

1	17%
---	-----

LEVEL 3

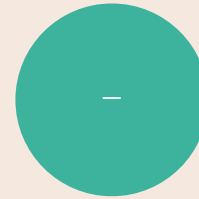
0	0%
---	----

LEVEL 4

3	50%
---	-----

NOT ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

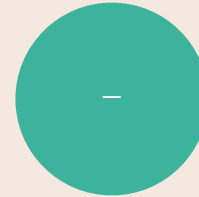
—	—
---	---

LEVEL 4

—	—
---	---

ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

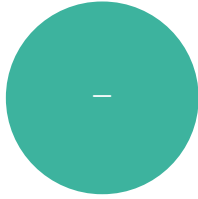
—	—
---	---

LEVEL 4

—	—
---	---

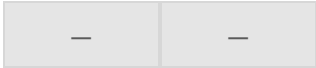
NOT MIGRANT

PROFICIENT

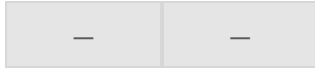


TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

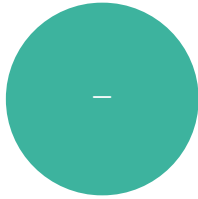


LEVEL 4



MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



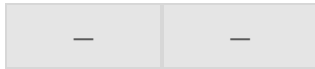
LEVEL 2



LEVEL 3

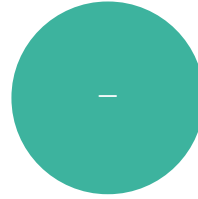


LEVEL 4



NOT MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

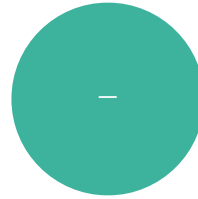


LEVEL 4



MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



Pittsford Central School District Budget Notice: CORRECTED

Corrections are noted in yellow.

Overall Budget Proposal	Budget Adopted for the 2018-19 School Year	Budget Proposed for the 2019-20 School Year	Contingency Budget for the 2019-20 School Year*
Total Budgeted Amount, Not Including Separate Propositions	\$ 136,544,880	\$136,689,421	\$135,353,448
Increase/Decrease for the 2019-20 School Year		\$144,541	-\$1,161,432
Percentage Increase/Decrease in Proposed Budget		0.11 %	-0.9 %
Change in the Consumer Price Index		2.44 %	
A. Proposed Tax Levy to Support the Total Budgeted Amount	\$ 100,460,555	\$103,141,036	
B. Levy to Support Library Debt, If Applicable	0	0	
C. Levy for Non-Excludable Propositions, If Applicable **	0	0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	0	0	
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$100,460,555	\$103,141,036	\$100,460,555
F. Permissible Exclusions to the School Tax Levy Limit	\$3,078,600	\$3,398,004	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	\$97,381,955	\$99,743,032	
H. Total Proposed Tax Levy for School Purposes, Excluding Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E - B - F + D)	\$97,381,955	\$99,743,032	
I. Difference: (G - H); (Negative Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions) **	\$0	\$0	
Administrative Component	\$12,452,522	\$12,424,153	\$12,378,507
Program Component	\$102,572,126	\$102,306,449	\$102,015,400
Capital Component	\$21,520,232	\$21,958,819	\$20,959,541

*A contingent budget requires a 0% tax levy increase, which would result in \$1,161,432 in reductions from the current year budget. A contingent budget would be based on the following minimum assumptions required by law: Legally prohibited expenses for the purchase of student supplies are excluded. Actual appropriations under a contingent budget would be determined by the Board of Education, should this be necessary.

Under the Budget Proposed for the 2019-20 School Year

Estimated Basic STAR Exemption Savings ¹	\$794
---	-------

Description - Capital Reserve	Amount
Purchase of nine (9) school buses with trade-ins funded from the Bus Purchase Reserve. No Tax Levy impact.	\$1,021,349
Partial roof replacements at BRMS and PRE and new fuel farm funded from the Capital Project Reserve. No Tax Levy impact.	\$3,000,000

The annual budget vote for the fiscal year 2019-2020 by the qualified voters of the Pittsford Central School District, Monroe County, New York, will be held at Barker Road Middle School in said district on Tuesday, May 21, 2019 between the hours of 7:00 a.m. and 9:00 p.m., prevailing time in the Barker Road Middle School Gymnasium, at which time the polls will be opened to vote by voting ballot or machine.

¹ The basic school tax relief (STAR) exemption is authorized by section 425 of the Real Property Tax Law.

Pittsford Schools

Darrin Kenney
Assistant Superintendent for Business

Administrative Offices
75 Barker Road – East Wing
Pittsford, NY 14534
585.267.1053
fax: 585.381.9368
Darrin_Kenney@pittsford.monroe.edu

Date: April 30, 2019
To: Michael Pero, Superintendent of Schools
From: Darrin T. Kenney, Assistant Superintendent for Business
Re: Exemption Reporting Requirement

Chapter 258 of the Laws of 2008 was signed into law by Governor David A. Paterson on July 7, 2008 and took effect 90 days after that date. This law adds Section 495 to the Real Property Tax Law, requiring counties, cities, towns, villages and school districts to attach to their tentative/preliminary budgets an exemption report showing how much of the total assessed value on the applicable final assessment roll or rolls are exempt from taxation.

Therefore, according to state directive, §495 has been appended to the Budget Statement.

DTK:kd

Equalized Total Assessed Value 206,160,892

School District - 264601 Pittsford Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13100	CO - GENERALLY	RPTL 406(1)	1	2,500	0.00
13500	TOWN - GENERALLY	RPTL 406(1)	1	538,400	0.26
13800	SCHOOL DISTRICT	RPTL 408	2	3,607,500	1.75
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	1	2,092,100	1.01
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	1,750,000	0.85
18180	UDC OWNED NON-HOUSING PROJECT	MC K UCON L 6272	1	8,940,000	4.34
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	1	15,901,800	7.71
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	1	199,700	0.10
41800	PERSONS AGE 65 OR OVER	RPTL 467	2	61,080	0.03
41834	ENHANCED STAR	RPTL 425	29	1,979,150	0.96
41854	BASIC STAR 1999-2000	RPTL 425	132	3,960,000	1.92
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	69,800	0.03
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	1	86,947	0.04
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	1	1,194,561	0.58
Total Exemptions Exclusive of System Exemptions:			175	40,383,538	19.59
Total System Exemptions:			0	0	0.00
Totals:			175	40,383,538	19.59

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 227,987,252

School District - 264601 Pittsford Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13500	TOWN - GENERALLY	RPTL 406(1)	7	13,185,600	5.78
13650	VG - GENERALLY	RPTL 406(1)	2	1,151,900	0.51
13800	SCHOOL DISTRICT	RPTL 408	1	11,011,600	4.83
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	2	1,786,700	0.78
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	2,354,000	1.03
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	2	552,100	0.24
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	7	9,667,500	4.24
25500	NONPROF MED, DENTAL, HOSP SVCE	RPTL 486	1	222,500	0.10
41400	CLERGY	RPTL 460	1	1,500	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	1	45,300	0.02
41800	PERSONS AGE 65 OR OVER	RPTL 467	18	1,436,775	0.63
41834	ENHANCED STAR	RPTL 425	68	4,764,640	2.09
41854	BASIC STAR 1999-2000	RPTL 425	244	7,700,640	3.38
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	2	95,374	0.04
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	1	115,000	0.05
47615	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	1	32,300	0.01
Total Exemptions Exclusive of System Exemptions:			359	54,123,429	23.74
Total System Exemptions:			0	0	0.00
Totals:			359	54,123,429	23.74

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 3,213,543,920

School District - 264601 Pittsford Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	4	1,287,400	0.04
12350	PUBLIC AUTHORITY - STATE	RPTL 412	1	166,300	0.01
13100	CO - GENERALLY	RPTL 406(1)	14	15,793,700	0.49
13500	TOWN - GENERALLY	RPTL 406(1)	162	10,799,100	0.34
13510	TOWN - CEMETERY LAND	RPTL 446	1	39,700	0.00
13650	VG - GENERALLY	RPTL 406(1)	1	97,500	0.00
13740	VG O/S LIMITS - SEWER OR WATER	RPTL 406(3)	1	18,500	0.00
13800	SCHOOL DISTRICT	RPTL 408	9	108,038,100	3.36
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	1	2,869,900	0.09
14000	LOCAL AUTHORITIES SPECIFIED	RPTL 412	1	59,400	0.00
14100	USA - GENERALLY	RPTL 400(1)	1	1,155,000	0.04
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	2	386,100	0.01
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	12	30,382,600	0.95
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	29	151,226,500	4.71
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	2	2,419,100	0.08
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	1	9,519,200	0.30
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	5	6,616,300	0.21
25500	NONPROF MED, DENTAL, HOSP SVCE	RPTL 486	8	1,854,300	0.06
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	4	484,000	0.02
41300	PARAPLEGIC VETS	RPTL 458(3)	1	242,200	0.01
41400	CLERGY	RPTL 460	9	13,500	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	43	4,826,400	0.15
41800	PERSONS AGE 65 OR OVER	RPTL 467	167	12,226,440	0.38
41806	PERSONS AGE 65 OR OVER	RPTL 467	9	674,995	0.02
41834	ENHANCED STAR	RPTL 425	959	66,257,314	2.06
41854	BASIC STAR 1999-2000	RPTL 425	4,793	151,164,194	4.70
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	7	576,850	0.02
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	2	421,992	0.01

NYS - Real Property System
County of Monroe
Town of Pittsford
SWIS Code - 264689

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

RPS221/V04/L001
Date/Time - 4/18/2019 15:22:06
Total Assessed Value 3,213,543,920
Uniform Percentage 100.00

Equalized Total Assessed Value 3,213,543,920

School District - 264601 Pittsford Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
47615	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	12	577,500	0.02
Total Exemptions Exclusive of System Exemptions:			6,261	580,194,085	18.05
Total System Exemptions:			0	0	0.00
Totals:			6,261	580,194,085	18.05

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: 298.200 TAX Exempt

Equalized Total Assessed Value 65,299,150

School District - 264601 Pittsford Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13100	CO - GENERALLY	RPTL 406(1)	1	194,000	0.30
13800	SCHOOL DISTRICT	RPTL 408	1	101,000	0.15
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	140,600	0.22
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	16	1,821,941	2.79
41800	PERSONS AGE 65 OR OVER	RPTL 467	1	157,500	0.24
41834	ENHANCED STAR	RPTL 425	8	534,400	0.82
41854	BASIC STAR 1999-2000	RPTL 425	59	1,770,000	2.71
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	1	6,281	0.01
Total Exemptions Exclusive of System Exemptions:			88	4,725,722	7.24
Total System Exemptions:			0	0	0.00
Totals:			88	4,725,722	7.24

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

Amount, if any, attributable to payments in lieu of taxes: 0

NYS - Real Property System
County of Monroe
Town of Pittsford
SWIS Code - 264689

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

RPS221/V04/L001
Date/Time - 4/24/2019 09:19:05
Total Assessed Value 2,397,271
Uniform Percentage 100.00

Equalized Total Assessed Value 2,397,271

School District - 264201 Penfield Central 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	1	500	0.02
Total Exemptions Exclusive of System Exemptions:			1	500	0.02
Total System Exemptions:			0	0	0.00
Totals:			1	500	0.02

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: _____

NYS - Real Property System
 County of Monroe
 Town of Pittsford
 SWIS Code - 264689

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

RPS221/V04/L001
 Date/Time - 4/24/2019 09:19:05
 Total Assessed Value 3,213,543,920
 Uniform Percentage 100.00

Equalized Total Assessed Value 3,213,543,920

School District - 264601 Pittsford Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	4	1,287,400	0.04
12350	PUBLIC AUTHORITY - STATE	RPTL 412	1	166,300	0.01
13100	CO - GENERALLY	RPTL 406(1)	14	15,793,700	0.49
13500	TOWN - GENERALLY	RPTL 406(1)	162	10,799,100	0.34
13510	TOWN - CEMETERY LAND	RPTL 446	1	39,700	0.00
13650	VG - GENERALLY	RPTL 406(1)	1	97,500	0.00
13740	VG O/S LIMITS - SEWER OR WATER	RPTL 406(3)	1	18,500	0.00
13800	SCHOOL DISTRICT	RPTL 408	9	108,038,100	3.36
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	1	2,869,900	0.09
14000	LOCAL AUTHORITIES SPECIFIED	RPTL 412	1	59,400	0.00
14100	USA - GENERALLY	RPTL 400(1)	1	1,155,000	0.04
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	2	386,100	0.01
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	12	30,382,600	0.95
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	29	151,226,500	4.71
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	2	2,419,100	0.08
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	1	9,519,200	0.30
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	5	6,616,300	0.21
25500	NONPROF MED, DENTAL, HOSP SVCE	RPTL 486	8	1,854,300	0.06
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	4	484,000	0.02
41300	PARAPLEGIC VETS	RPTL 458(3)	1	242,200	0.01
41400	CLERGY	RPTL 460	9	13,500	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	43	4,826,400	0.15
41800	PERSONS AGE 65 OR OVER	RPTL 467	167	12,226,440	0.38
41806	PERSONS AGE 65 OR OVER	RPTL 467	9	674,995	0.02
41834	ENHANCED STAR	RPTL 425	959	66,257,314	2.06
41854	BASIC STAR 1999-2000	RPTL 425	4,793	151,164,194	4.70
41930	DISABILITIES AND LIMITED INCOM	RPTL 469-c	7	576,850	0.02
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	2	421,992	0.01

NYS - Real Property System
County of Monroe
Town of Pittsford
SWIS Code - 264689

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

RPS221/V04/L001
Date/Time - 4/24/2019 09:19:05
Total Assessed Value 3,213,543,920
Uniform Percentage 100.00

Equalized Total Assessed Value 3,213,543,920

School District - 264601 Pittsford Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
47615	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	12	577,500	0.02
Total Exemptions Exclusive of System Exemptions:			6,261	580,194,085	18.05
Total System Exemptions:			0	0	0.00
Totals:			6,261	580,194,085	18.05

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: _____

NYS - Real Property System
 County of Monroe
 Town of Pittsford - 2646
 Village of Pittsford
 SWIS Code - 264601

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

RPS221/V04/L001
 Date/Time - 4/24/2019 09:19:05
 Total Assessed Value 227,987,252
 Uniform Percentage 100.00

Equalized Total Assessed Value 227,987,252

School District - 264601 Pittsford Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13500	TOWN - GENERALLY	RPTL 406(1)	7	13,185,600	5.78
13650	VG - GENERALLY	RPTL 406(1)	2	1,151,900	0.51
13800	SCHOOL DISTRICT	RPTL 408	1	11,011,600	4.83
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	2	1,786,700	0.78
18020	MUNICIPAL INDUSTRIAL DEVAGENC	RPTL 412-a	1	2,354,000	1.03
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	2	552,100	0.24
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	7	9,667,500	4.24
25500	NONPROF MED, DENTAL, HOSP SVCE	RPTL 486	1	222,500	0.10
41400	CLERGY	RPTL 460	1	1,500	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	1	45,300	0.02
41800	PERSONS AGE 65 OR OVER	RPTL 467	18	1,436,775	0.63
41834	ENHANCED STAR	RPTL 425	68	4,764,640	2.09
41854	BASIC STAR 1999-2000	RPTL 425	244	7,700,640	3.38
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	2	95,374	0.04
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	1	115,000	0.05
47615	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	1	32,300	0.01
Total Exemptions Exclusive of System Exemptions:			359	54,123,429	23.74
Total System Exemptions:			0	0	0.00
Totals:			359	54,123,429	23.74

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 56,068,571

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	1	722,000	1.29
14000	LOCAL AUTHORITIES SPECIFIED	RPTL 412	1	876,000	1.56
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	597,000	1.06
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	1	97,450	0.17
41806	PERSONS AGE 65 OR OVER	RPTL 467	3	474,000	0.85
41834	ENHANCED STAR	RPTL 425	7	467,600	0.83
41854	BASIC STAR 1999-2000	RPTL 425	52	1,560,000	2.78
Total Exemptions Exclusive of System Exemptions:			66	4,794,050	8.55
Total System Exemptions:			0	0	0.00
Totals:			66	4,794,050	8.55

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: _____



(for local use only -- not to be filed with NYS Board of Real Property Services)

Pittsford Central School District

Fiscal Year Beginning: 2019-20

Total equalized value in taxing jurisdiction: \$

2,155,200

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Payments in Lieu of Taxes (PILOTs) (Column E)
PILOT	Assessed Value Exempt Amount	RP-495-PILOT		54,504
Totals				54,504

RP-495 PILOT (9/08)

LOCAL GOVERNMENT EXEMPTION IMPACT REPORT
(for local use only -- not to be filed with NYS Board of Real Property Services)

Date: April 22, 2019

Pittsford Central School District

Taxing Jurisdiction: Town of Perinton

Fiscal Year Beginning: 2019-20

Total equalized value in taxing jurisdiction: \$

534,800

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Payments in Lieu of Taxes (PILOTs) (Column E)
PILOT	Assessed Value Exempt Amount	RP-495-PILOT		1,668
PILOT	Assessed Value Exempt Amount	RP-495-PILOT		11,851
Totals				13,519

LOCAL GOVERNMENT EXEMPTION IMPACT REPORT
(for local use only -- not to be filed with NYS Board of Real Property Services)

Date: April 22, 2019

Pittsford Central School District

Taxing Jurisdiction: Town of Brighton

Fiscal Year Beginning: 2019-20**Total equalized value in taxing jurisdiction: \$**

945,000

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Payments in Lieu of Taxes (PILOTs) (Column E)
PILOT	Assessed Value Exempt Amount	RP-495-PILOT		23,907
Totals				23,907