

Lyncourt Union Free School District

2022-2023 Proposed Budget

Budget Hearing

Tuesday, May 10, 2022

Lyncourt School DeAngelis Auditorium

Board of Education

Dr. Lawrence Salamino, President

Mr. David Florczyk, Vice-President

Mr. Michael Leonardo, Trustee

Mr. Anthony Maggi, Trustee

Ms. Kimberly Vespi, Trustee



Annual School Vote and Board Election

Tuesday, May 19, 2022

7 a.m. to 8 p.m.

Lyncourt School District Conference Room

Lyncourt Union Free School District **Budget Vote Propositions:**

Proposition No. 1 seeks approval for the total 2022-2023 budget for the school district.

PROPOSITION No. 1 ~ 2022-2023 Budget

Shall the Board of Education of the Lyncourt Union Free School District at Salina be authorized to expend the amount of Thirteen Million, Three Hundred Fifty Thousand Dollars (\$13,350,000.00) as a general fund appropriation for the 2022-2023 school year and to levy the necessary tax therefor upon the taxable property of the District?

Proposition No. 2 seeks approval to increase the Salina Free Library annual appropriation.

PROPOSITION No. 2 ~ Salina Free Library Proposition

Shall the annual appropriation for the Salina Free Library within the Lyncourt Union Free School District be increased from the sum of Seventy One Thousand, Eight Hundred and Seventy Two Dollars (71,872.00) annually to the sum of Seventy Three Thousand, Two Hundred and Thirty Eight Dollars (73,238.00) to be appropriated annually for the Salina Free Library, such sum to be raised by levy of a tax upon the taxable property of the District located in the Town of Salina in accordance with Section 259 of the Education Law?

Nominations for two (2) Board of Education Seats Available:

The two candidates receiving the highest number of votes will serve a 3-year term as a Member to the Board of Education, commencing July 1, 2022 and ending June 30, 2025.

MEMBERS OF THE BOARD OF EDUCATION-Vote for A Maximum of Two (2):

Mr. Michael Leonardo
Dr. Lawrence Salamino
Write in _____

BUDGET STATEMENT

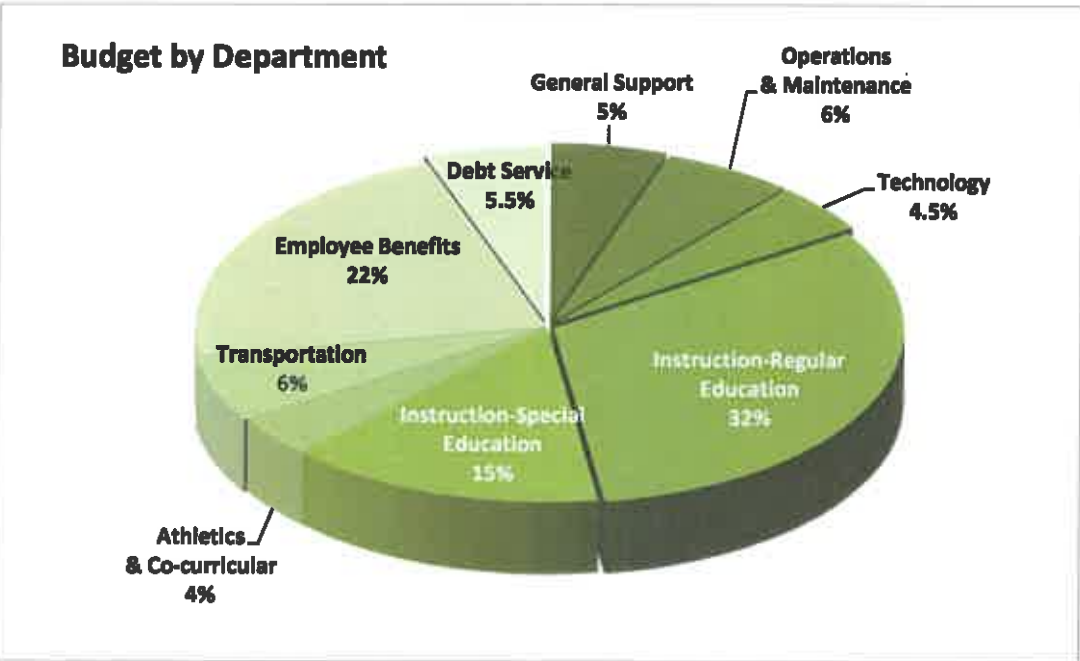
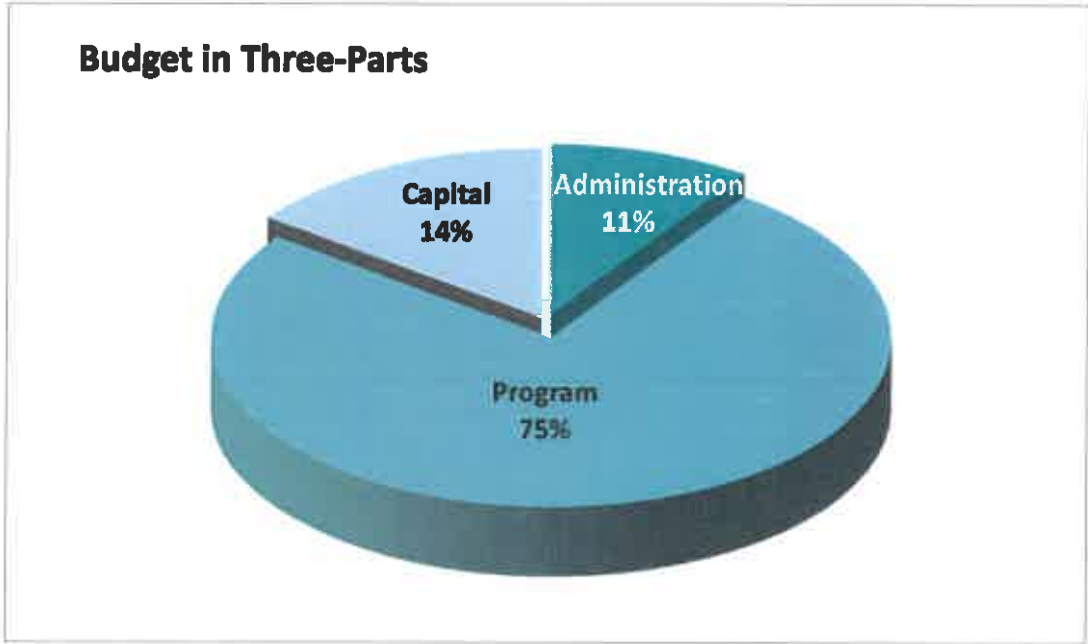
**Proposed Budget in Three-Part Format
Proposed Budget Detail**

Lyncourt UFSD ~ Tri-Part Budget ~ 2022-23

	<u>Administrative</u>	<u>Program</u>	<u>Capital</u>	<u>TOTAL</u>
Board of Education	\$ 22,086			\$ 22,086
Central Administration	233,110			233,110
Finance	185,200			185,200
Legal	9,000	27,000		36,000
Personnel	90,500			90,500
Central Services	353,000			353,000
Special Items	54,000			54,000
BOCES Admin, Rent, Capital	58,300			58,300
Curr Development/Supervision	98,700			98,700
Supervision	152,050			152,050
Research, Planning & Evaluation	2,800			2,800
Operation of Plant			709,900	709,900
Security of Plant			79,800	79,800
Refund on Real Property Tax			2,000	2,000
Inservice Training		90,100		90,100
Regular Instruction		3,793,736		3,793,736
Special Educational Instruction		1,930,400		1,930,400
ELL Instruction		209,900		209,900
Occupational Education		10,000		10,000
Library and Media		109,575		109,575
Computer Aided Instruction		287,413		287,413
Guidance & Health Services		196,300		196,300
Co Curr Act		20,800		20,800
Int Athletics		50,100		50,100
Transportation		818,075		818,075
Recreation		30,571		30,571
Transfer to Spec Aid Fund		30,000		30,000
Transfer to Capital Fund			100,000	100,000
Employee Benefits	234,784	2,459,583	249,542	2,943,909
Debt Service			651,875	651,875
GRAND TOTAL.....	\$ 1,493,530	\$ 10,063,353	\$ 1,793,117	\$ 13,350,000
Dollar change from 2021-22	\$ 268,953	\$ 946,621	\$ 74,426	\$ 1,290,000
Percent change from 2021-22	21.96%	10.38%	4.33%	10.70%
PERCENT OF TOTAL BUDGET	11.19%	75.38%	13.43%	100.00%
TOTAL PROPOSED BUDGET.....				\$ 13,350,000
Previous Year Budget Total				\$ 12,060,000
Budget-To-Budget Increase.....				10.70% \$ 1,290,000

Budget Three-Part Component Summary

Component	2021-22		2022-23	
	Adopted Budget	% of Budget	Proposed Budget	% of Budget
Administration:	1,224,577	10%	1,493,530	11%
Program:	9,116,732	76%	10,063,353	75%
Capital:	1,718,691	14%	1,793,117	14%
Total Budget:	\$ 12,060,000		\$ 13,350,000	



Budget Detail by Department & State Category 2022-23

Budget Account	Description	2022-2022 Adopted Budget	2022-2023 Proposed Budget	Dollar Change
GENERAL SUPPORT				
Board of Education				
1010.400.0000	Bd of Ed -Contractual	7,250	7,250	
1010.410.0000	Bd of Ed -Conf/Travel	6,200	6,200	
1010.450.0000	Bd of Ed -Supplies	850	850	
1010.490.0000	Bd of Ed -BOCES Svc	1,750	3,000	
Board of Education		16,050	17,300	
1040	District Clerk -Salaries	2,400	2,486	
1040.400.0000	District Clerk -Contractr	100	100	
1040.450.0000	District Clerk -Supplies	100	200	
District Clerk		2,600	2,786	
1080.400.0000	District Mtg -Contractual	2,000	2,000	
District Meeting		2,000	2,000	
Board of Education Subtotal		20,650	22,086	1,436
Central Administration				
1240	Chf Sch Admn -Salaries	215,500	225,610	
1240.400.0000	Chf Sch Admn -Contractual	500	500	
1240.410.0000	Chf Sch Admn -Conf/Travel	3,500	3,500	
1240.411.0000	Chf Sch Admn -Prof Dues	2,000	2,500	
1240.450.0000	Chf Sch Admn -Supplies	1,000	1,000	
Chief School Administrator		222,500	233,110	
Central Administration Subtotal		222,500	233,110	10,610
Finance				
1310	Bus Admn -Salaries	118,600	123,000	
1310.400.0000	Bus Admn -Contractual	1,000	1,000	
1310.410.0000	Bus Admn -Conf/Travel	2,000	2,000	
1310.411.0000	Bus Admn -Prof Dues	650	700	
1310.450.0000	Bus Admn -Supplies	350	400	
1310.490.0000	Bus Admn -BOCES Svc	25,000	25,000	
Business Administration		147,600	152,100	
1320	Auditing -Salaries	2,500	2,700	
1320.400.0000	Auditing -Contractual	14,500	15,500	
Auditing		17,000	18,200	
1325	Treasurer -Salaries	3,500	11,500	
1325.400.0000	Treasurer -Contractual	0	200	
1325.410.0000	Treasurer -Conf/Travel	4,000	1,000	
1325.450.0000	Treasurer -Supplies	0	200	
1325.490.0000	Treasurer -BOCES Svc	200	0	
Treasurer		7,700	12,900	
1330.400.0000	Tax Collect -Contractual	4,000	2,000	
Tax Collection		4,000	2,000	
1430	Personnel -Salaries	11,900	11,000	
1430.400.0000	Personnel -Contractual	2,600	2,600	
1430.410.0000	Personnel -Conf/Travel	1,000	0	
1430.450.0000	Personnel -Supplies	200	200	
1430.490.0000	Personnel -BOCES Svc	49,000	53,000	
Personnel		64,800	66,800	
Finance Subtotal		240,900	252,000	11,100

Budget Account	Description	2022-2022 Adopted Budget	2022-2023 Proposed Budget	Dollar Change
Legal and Public Information				
1420.400.0000	Legal -Contractual	12,000	15,000	
1420.490.0000	Legal -BOCES Svc	19,000	21,000	
Legal		31,000	36,000	
1480.400.0000	Pub Info Svc -Contractual	-	1,200	
1480.450.0000	Pub Info Svc -Supplies	1,000	500	
1480.490.0000	Pub Info Svc -BOCES Svc	20,000	22,000	
Public Information		21,000	23,700	
Legal and Public Information Subtotal		52,000	59,700	7,700
Central Services				
1620	Operation -Salaries	253,300	287,000	
1620	Operation -Subs Salaries	48,000	48,000	
1620.400.0000	Operation -Contractual	60,000	85,000	
1620.410.0000	Operation -Conf/Travel	1,000	1,000	
1620.411.0000	Operation -Prof Dues	400	400	
1620.443.0000	Operation - Natural Gas	45,000	50,000	
1620.444.0000	Operation - Electric	65,000	70,000	
1620.445.0000	Operation - Telephone	6,000	6,000	
1620.446.0000	Operation - Water & Sewer	6,000	8,000	
1620.450.0000	Operation - Supplies	58,500	74,500	
1620.490.0000	Operation -BOCES Svc	45,000	80,000	
Operations		588,200	709,900	
1622.400.0000	Security -Contractual	59,800	79,800	
Security		59,800	79,800	
1670.400.0000	Printing -Contractual	1,000	1,000	
1670.450.0000	Printing -Supplies	3,500	4,000	
1670.490.0000	Printing -BOCES Svc	16,000	24,500	
Printing Services		20,500	29,500	
1680.450.0000	Ctrl Data Proc -Mat&Sup	3,000	3,000	
1680.490.0000	Ctrl Data Proc -BOCES Svc	160,000	320,500	
Central Data Processing		163,000	323,500	
Central Services Subtotal		831,500	1,142,700	311,200
Special Items				
1910.420.0000	Unallocated Insurance	35,000	42,000	
1920.400.0000	School Association Dues	650	8,000	
1950.400.0000	Assesmnt on School Prop	4,000	4,000	
1964.400.0000	Refund -Real Property Tax	2,000	2,000	
1981.490.0000	BOCES Administration	22,300	23,300	
1983.490.0000	BOCES Capital Expense	28,200	35,000	
Special Items		92,150	114,300	
Special Items Subtotal		92,150	114,300	22,150
GENERAL SUPPORT Subtotal		\$ 1,459,700	\$ 1,823,898	\$ 364,198

Budget Account	Description	2022-2022 Adopted Budget	2022-2023 Proposed Budget	Dollar Change
INSTRUCTION				
Administration and Improvement				
2010	CurrDev/Supvsn-Salaries	71,200	95,800	
2010.400.0000	CurrDev/Supvsn-Contractul	100	100	
2010.410.0000	CurrDev/Supvsn-Conf/Trav	900	900	
2010.411.0000	CurrDev/Supvsn-Prof Dues	900	900	
2010.450.0000	CurrDev/Supvsn-AID Suppl	500	500	
2010.490.0000	CurrDev/Supvsn -BOCES Svc	500	500	
Curriculum Development		74,100	98,700	
2020	Supervision -Salaries	140,300	145,750	
2020.400.0000	Supervision -Contractual	400	400	
2020.410.0000	Supervision -Conf/Travel	500	500	
2020.411.0000	Supervision -Prof Dues	900	900	
2020.450.0000	Supervision -Supplies	3,000	3,000	
2020.490.0000	Supervision -BOCES Svc	1,500	1,500	
Supervision		146,600	152,050	
2060.150.0000	Res,Plan&Evail -Salary	-	-	
2060.490.0000	Res,Plan&Evail -BOCES Svc	1,800	2,800	
Research, Planning, & Evaluation		1,800	2,800	
2070	Inservice -Salaries	30,000	30,000	
2070.450.0000	Inservice -Supplies	100	100	
2070.490.0000	Inservice -BOCES Svc	60,000	60,000	
Inservice		90,100	90,100	
Administration and Improvement Subtotal		312,600	343,650	31,050
Teaching				
2110	Teaching -Salaries	1,890,500	1,997,400	
2110	Teaching -Substitute Salaries	140,000	150,000	
2110	Teaching -Aide Salaries	102,000	105,000	
2110.200.0000	Teaching -Equipment	2,500	2,500	
2110.400.0000	Teaching -Contractual	15,000	15,000	
2110.410.0000	Teaching- Conf/Travel	5,000	5,000	
2110.411.0000	Teaching- Prof Dues	500	500	
2110.440.0000	Teaching- Copier Maint	10,000	10,000	
2110.450.5000	Teaching- Supplies	16,425	20,575	
2110.471.0000	Teach-SOLVAY Pub Tultn	248,000	218,000	
2110.471.0100	Teach-ESM Pub Tultn	677,000	752,500	
2110.473.0000	Teach-CharterSch Payments	192,000	334,000	
2110.480.0000	Teaching-TEXTBOOKS (Ald)	32,329	33,281	
2110.490.0000	Teaching- BOCES Svc	110,000	150,000	
Teaching - Regular Instruction		3,441,254	3,793,736	
2250	Spec Ed- Salaries	395,000	409,000	
2250	Spec Ed -TA Salaries	209,500	217,000	
2250	Spec Ed- Speech Therapy	149,000	155,000	
2250	Spec Ed- Aide Salaries	39,000	60,000	
2250.400.0000	Spec Ed- Contractual	12,000	12,000	
2250.410.0000	Spec Ed- Conf/Travel	400	400	
2250.411.0000	Spec Ed- Prof Dues	500	500	
2250.450.0000	Spec Ed- Supplies	2,250	3,000	
2250.471.0000	Spec Ed- SOLVAY Pub Tultn	200,000	217,000	
2250.471.0100	Spec Ed- ESM Pub Tultn	380,500	445,000	
2250.490.0000	Spec Ed- BOCES Svc	404,500	411,500	
Teaching - Special Instruction		1,792,650	1,930,400	
2259	ELL- Salaries	134,200	205,000	
2259.400.0000	ELL-Contractual	4,500	4,500	
2259.450.0000	ELL-Supplies	400	400	
2259.490.0000	ELL-BOCES Services	2,500	0	
Teaching - ELL Instruction		141,600	209,900	
2280.490.0000	Occ Education- BOCES Svc	14,000	10,000	
Occupational Education		14,000	10,000	
Teaching Subtotal		5,389,504	5,944,036	554,532

Budget Account	Description	2022-2022 Adopted Budget	2022-2023 Proposed Budget	Dollar Change
Instructional Media				
2610	Library/AV- Salaries	82,000	85,000	
2610.400.0000	Library/AV- Contractual	200	200	
2610.450.0000	Library/AV- Supplies	2,000	2,000	
2610.460.0000	Library/AV-MATERIAL(Ald)	2,350	2,375	
2610.490.0000	Library/AV- BOCES Svc	18,000	20,000	
Library/AV		104,550	108,575	
2630	CAI- Salaries	-	100,000	
2630.220.0000	CAI -HARDWARE Instr(Ald)	7,370	7,771	
2630.400.0000	CAI- Contractual Ls&Rpr	89,000	93,450	
2630.450.0000	CAI- Supplies (Instr)	8,000	10,000	
2630.460.0000	CAI- SOFTWARE Instr(Ald)	5,832	5,692	
2630.490.0000	CAI- BOCES Svc	105,500	70,500	
Computer Aided Instruction		215,502	287,413	
Instructional Media Subtotal		320,052	396,988	76,936
Pupil Services				
2810	Guidance- Salaries	66,500	69,000	
2810.410.0000	Guidance- Conf/Travel	100	100	
2810.450.0000	Guidance- Supplies	300	350	
Guidance		66,900	69,450	
2815	Health Svcs- Salaries	37,200	38,600	
2815	Health Svcs- Substitutes	500	500	
2815.400.0000	Health Svcs- Contractual	7,000	7,000	
2815.450.0000	Health Svcs- Supplies	1,200	1,200	
Health Services		45,900	47,300	
2820	Psych Svcs- Salaries	75,800	76,500	
2820.400.0000	Psych Svcs- Contractual	200	200	
2820.450.0000	Psych Svcs- Supplies	500	500	
Psychological Services		76,500	79,200	
2825.450.000	Social Wrkr- Supplies	-	350	
Social Worker Services		-	350	
2850	Co Curr Act- Chaperones	3,000	3,000	
2850	Co Curr Act- Advisors	15,750	17,500	
2850.410.0000	Co Curr Act- Conf/Travel	100	100	
Co-Curricular Activities		18,850	20,600	
2855	Int Athletics- Coaching	33,500	34,600	
2855	Int Athletics- Chaperone	1,000	1,000	
2855	Int Athletics- Salaries	4,000	4,000	
2855.200.0000	Int Athletics- Equipment	1,500	1,500	
2855.400.0000	Int Athletics-Contractual	6,000	6,000	
2855.410.0000	Int Athletics- Conf/Trav	100	100	
2855.450.0000	Int Athletics- Supplies	3,000	3,000	
Interscholastic Athletics		49,100	50,100	
Pupil Services Subtotal		257,250	267,000	9,750
INSTRUCTION Subtotal		\$ 6,279,406	\$ 6,951,674	\$ 672,268

Budget Account	Description	2022-2022 Adopted Budget	2022-2023 Proposed Budget	Dollar Change
<u>PUPIL TRANSPORTATION</u>				
PUPIL TRANSPORTATION				
5510	Transport- Salaries	38,800	42,500	
5510.400.0000	Transport- Contractual	9,000	10,000	
5540.401.0000	Transport- Reg Sch Trans	395,000	456,500	
	Transport- Charter Sch Trans	43,000	43,000	
5540.403.0000	Transport- SpecEd Contract	110,900	140,500	
5540.405.0000	Transport- Paroch Contract	81,500	65,500	
5540.408.0000	Transport- Field Trips	5,000	6,000	
5540.409.0000	Transport- Athletics	7,500	19,500	
5540.420.0000	Transport- SMR Reg Ed	13,000	20,000	
5540.425.0000	Transport- SMR Spec Ed	-	14,000	
5581.490.0000	Transport- BOCES Svc	575	575	
Pupil Transportation Subtotal		704,275	818,075	113,800
		704,275	818,075	\$ 113,800
Community Service				
7140.400.0000	Community Svc-Lyncourt Rc	28,817	30,571	
Community Service Subtotal		28,817	30,571	1,754
COMMUNITY SERVICE Subtotal		28,817	30,571	\$ 1,754
<u>UNDISTRIBUTED</u>				
Employee Benefits				
9010.800.0000	Emp Benefits- ERS	87,500	101,500	
9020.800.0000	Emp Benefits- TRS	407,076	436,109	
9030.800.0000	Emp Benefits- Soc Sec	301,000	301,000	
9040.800.0000	Emp Benefits-Workers Comp	64,400	64,400	
9045.800.0000	Emp Benefits -Life Ins	-	-	
9050.800.0000	Emp Benefits- Unemploymnt	20,000	20,000	
9060.800.0000	Emp Benefits- Medical Ins	1,758,488	1,915,370	
9060.801.0000	Emp Benefits- Dental Ins	65,000	69,000	
9089.805.0000	Emp Benefits-TSA	7,000	18,000	
9089.806.0000	Emp Benefits-Auto Exp	5,395	6,030	
9089.807.0000	Emp Benefits-Vaca Buyout	5,500	12,500	
Employee Benefits Subtotal		2,721,339	2,943,909	222,570
Debt Service				
9711.802.2007	Serial Bond-07 Principal	170,000	100,000	
9711.803.2011	Serial Bond-11 Principal	380,000	370,000	
9711.803.2017	Serial Bond-18 Principal	65,000	65,000	
9711.702.2007	Serial Bond-07 Interest	7,863	2,125	
9711.703.2011	Serial Bond-11 Interest	84,850	69,250	
9731.703.2017	Serial Bond-18 Interest	48,750	45,500	
9731.700.000	Bond Antic Note Interest			
Debt Service Subtotal		736,463	651,875	(84,588)
Interfund Transfers				
9901.950.0000 (Instructional/Summer School)	Transfer Special Aid Fund	30,000	30,000	
9950.900.0000 (Capital Outlay Project)	Transfer Capital Fund	100,000	100,000	
Interfund Transfers Subtotal		130,000	130,000	-
UNDISTRIBUTED Subtotal		3,587,802	3,725,784	\$ 137,982
Total GENERAL FUND BUDGET		\$ 12,060,000	\$ 13,350,000	\$ 1,290,000

10.70%

**SCHOOL DISTRICT
PROPERTY TAX REPORT CARD
And Salary Disclosure Notice**

2022-23 Property Tax Report Card

421504 - Lyncourt UFSD

Contact Person: Cathryn Marchese

Telephone Number: 315-455-7571 ext 3.1

BOE Approved 4/19/2022

	Budgeted 2021-22 (A)	Proposed Budget 2022-23 (B)
Total Budgeted Amount, not including Separate Propositions	12,060,000	13,350,000
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	6,323,138	6,524,345
B. Tax Levy to Support Library Debt, if Applicable		
C. Tax Levy for Non-Excludable Propositions, if Applicable ²		
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable		
E. Total Proposed School Year Tax Levy (A + B + C - D)	6,323,138	6,524,345
F. Permissible Exclusions to the School Tax Levy Limit	0	0
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	6,323,138	6,524,345
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	6,323,138	6,524,345
I. Difference: (G - H); (negative value requires 60.0% voter approval) ²	0	0
Public School Enrollment	556	573
Consumer Price Index	1.23%	4.70%

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 2022-23, include any carryover from 2021-22 and exclude any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2021-22 (D)	Estimated 2022-23 (E)
Adjusted Restricted Fund Balance	2,068,790	1,251,204
Assigned Appropriated Fund Balance	100,000	0
Adjusted Unrestricted Fund Balance	1,395,420	1,170,420
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	11.57%	8.77%

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/22 Actual Balance	6/30/22 Estimated Ending Balance	Intended Use of the Reserve in the 2022-23 School Year
Capital	Capital Reserve	To pay the cost of any object or purpose for which bonds may be issued.	627,578	677,719	
Repair	Repair Reserve	To pay the cost of repairs to capital improvements or equipment.	0	50,000	
Workers' Compensation	Worker's Compensation Reserve	To pay for Workers Compensation and benefits.	96,537	111,541	
Unemployment Insurance	Unemployment Ins Reserve	To pay the cost of reimbursement to the State Unemployment Insurance Fund.	25,265	25,266	
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service		To cover debt service payments on outstanding obligations (bonds, BANG) after the sale of district capital assets or improvements.			
Insurance		To pay liability, casualty, and other types of uninsured losses.			
Property Loss		To establish and maintain a program of reserves to cover property loss.			
Liability		To establish and maintain a program of reserves to cover liability claims insured.			
Tax Certiorari		To establish a reserve fund for tax certiorari settlements.			
Reserve for Insurance Recoveries		To account for unexpended proceeds of insurance recoveries at the fiscal year end.			
EBALR - Employee Benefit Accrued Liability	EBALR Reserve	For the payment of accrued 'employee benefits' due to employees upon termination of service.	175,158	221,671	Approx. \$3,500. to be used for retiree sick accrual pay-out
Retirement Contribution	ERS Retirement Reserve	To fund employer retirement contributions to the State and Local Employees' Retirement System.	25,001	45,002	
Other Reserve	TRS Retirement Sub-fund Rsv	To fund employer retirement contributions to the NYS Teachers' Retirement System.	60,003	100,005	

District Salary Disclosure Statement

School Administrator Salary Disclosure Form

Form Due May 6, 2022

2022-2023 Salary Threshold = \$150,000

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	182,050	82,560	

COVID RELIEF FUNDING
Information on CARES, CRRSA, ARP

Where is the Federal Stimulus Money?

These funds are not part of the operational funds or annual school budget

Federal Stimulus #1 CARES Act **\$165,243**

- Deducted from our state aid in 2020-2021 for the same amount -\$165,243
- To recover deducted state aid, Lyncourt applied for these funds from the Federal Government
- Lyncourt was responsible to share this with parochial schools, our share passed to parochial \$1,836.
- Net Federal stimulus for Lyncourt **-\$1,836.**

Federal Stimulus #2 Coronavirus Response and Relief Supplemental Appropriation Act (CRRSA) **\$491,644**

- Federal stipulation that states could not reduce state aid spending in order for the state to qualify for the funds
- Funds are limited to additional spending on one time expenditures and needs
- Funds must be used for safety, health, instructional, and social-emotional needs
- Enhanced learning in afterschool, summer and additional academic support to close learning gaps

Federal Stimulus #3 American Rescue Plan Act (ARPA) **\$1,804,961**

- Limitations similar to CRRSA
- Split into specific categories: After School, Learning Loss, Summer
- Timeframe for use runs thru 2024

Federal Stimulus Spending Plan

What are we spending all of this Federal COVID Relief money on?

- Social Worker*
- Reading Paraprofessional*
- Chromabooks*
- Guidance Counselor*
- Added help in Nurses Office*
- Summer School*
- PPE*
- Social-Emotional Learning Spaces*
- Academic Support*
- Cleaning & Disinfecting*
- iPads*
- Computer Support*
- After School Enrichment Programs*
- Reading & Math Curriculum*
- Assemblies*
- Library Books*
- Promethan Boards*
- Science Kits*
- Field Trips*

**SCHOOL DISTRICT
ACADEMIC REPORT CARDS**

LYNCOURT UFSD - NEW YORK STATE REPORT CARD [2020 - 21]

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

Due to COVID-19 and changes to New York State testing, accountability, and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year. For informational purposes, accountability graduation rates and chronic absenteeism data are reported. August 2020, January 2021, and some June 2021 Regents examinations were canceled. For more information, please see the NYSED Waiver Memorandum and NYS Board of Regents Announcement.

2021-22 ACCOUNTABILITY STATUS

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

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

[Section 1003 School Improvement Funds Data \(58.87 kilobytes\)](#)

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

- 2020-21 Title I SIG 1003 Basic Planning
- 2020-21 Title I School Improvement Grant 1003 Targeted Support Grant
- 2020-21 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2020-23 NYSIP-PLC Phase III
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2020-21

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

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

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	344	49	14.2%
American Indian or Alaska Native	4	—	—
Asian or Native Hawaiian/Other Pacific Islander	63	2	3.2%
Black or African American	61	19	31.1%
Hispanic or Latino	39	9	23.1%
Multiracial	18	—	—
White	159	15	9.4%
English Language Learners	50	7	14%
Students with Disabilities	77	14	18.2%
Economically Disadvantaged	261	41	15.7%

CIVIL RIGHTS DATA COLLECTION (CRDC) (2017-18)

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

CRDC Data (22.42 megabytes)
CRDC Glossary and Guide

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LYNCOURT UFSD 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 available on this site are based on those reported by schools and districts to the State as of August 13, 2021 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.

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments are not representative of the state's student population and the results should not be compared statewide or by statewide subgroup, or with prior year's results and are not reflected below.

District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. However, depending on the percentage of students that took the tests in a given school or district, the school and district's results may not be representative of that school or district's student population.

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

2021 English Language Arts Grade 3 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	29	100%	24	83%	5	17%
Female	12	41%	10	83%	2	17%
Male	17	59%	14	82%	3	18%
General Education Students	22	76%	19	86%	3	14%
Students with Disabilities	7	24%	5	71%	2	29%
Asian or Native Hawaiian/Other Pacific Islander	1	3%	1	100%	0	0%
Black or African American	4	14%	4	100%	0	0%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Hispanic or Latino	2	7%	0	0%	2	100%
White	19	66%	16	84%	3	16%
Multiracial	3	10%	3	100%	0	0%
Economically Disadvantaged	19	66%	14	74%	5	26%
Not Economically Disadvantaged	10	34%	10	100%	0	0%
English Language Learner	1	3%	1	100%	0	0%
Non-English Language Learner	28	97%	23	82%	5	18%
Not In Foster Care	29	100%	24	83%	5	17%
Not Homeless	29	100%	24	83%	5	17%
Not Migrant	29	100%	24	83%	5	17%
Parent Not In Armed Forces	29	100%	24	83%	5	17%

2021 English Language Arts Grade 4 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	51	100%	39	76%	12	24%
Female	21	41%	17	81%	4	19%
Male	30	59%	22	73%	8	27%
General Education Students	39	76%	32	82%	7	18%
Students with Disabilities	12	24%	7	58%	5	42%
American Indian or Alaska Native	2	4%	1	50%	1	50%
Asian or Native Hawaiian/Other Pacific Islander	11	22%	8	73%	3	27%
Black or African American	6	12%	3	50%	3	50%
Hispanic or Latino	6	12%	6	100%	0	0%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
White	26	51%	21	81%	5	19%
Economically Disadvantaged	42	82%	34	81%	8	19%
Not Economically Disadvantaged	9	18%	5	56%	4	44%
English Language Learner	9	18%	5	56%	4	44%
Non-English Language Learner	42	82%	34	81%	8	19%
Not In Foster Care	51	100%	39	76%	12	24%
Homeless	1	2%	1	100%	0	0%
Not Homeless	50	98%	38	76%	12	24%
Not Migrant	51	100%	39	76%	12	24%
Parent Not In Armed Forces	51	100%	39	76%	12	24%

2021 English Language Arts Grade 5 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	42	100%	36	86%	6	14%
Female	16	38%	15	94%	1	6%
Male	26	62%	21	81%	5	19%
General Education Students	32	76%	27	84%	5	16%
Students with Disabilities	10	24%	9	90%	1	10%
Asian or Native Hawaiian/Other Pacific Islander	7	17%	7	100%	0	0%
Black or African American	8	19%	7	88%	1	13%
Hispanic or Latino	8	19%	7	88%	1	13%
White	18	43%	14	78%	4	22%
Multiracial	1	2%	1	100%	0	0%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Economically Disadvantaged	28	67%	26	93%	2	7%
Not Economically Disadvantaged	14	33%	10	71%	4	29%
English Language Learner	4	10%	4	100%	0	0%
Non-English Language Learner	38	90%	32	84%	6	16%
Not In Foster Care	42	100%	36	86%	6	14%
Not Homeless	42	100%	36	86%	6	14%
Not Migrant	42	100%	36	86%	6	14%
Parent Not in Armed Forces	42	100%	36	86%	6	14%

2021 English Language Arts Grade 6 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	41	100%	34	83%	7	17%
Female	17	41%	13	76%	4	24%
Male	24	59%	21	88%	3	13%
General Education Students	38	93%	33	87%	5	13%
Students with Disabilities	3	7%	1	33%	2	67%
Asian or Native Hawaiian/Other Pacific Islander	10	24%	10	100%	0	0%
Black or African American	2	5%	2	100%	0	0%
Hispanic or Latino	7	17%	6	86%	1	14%
White	21	51%	15	71%	6	29%
Multiracial	1	2%	1	100%	0	0%
Economically Disadvantaged	31	76%	26	84%	5	16%
Not Economically Disadvantaged	10	24%	8	80%	2	20%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
English Language Learner	5	12%	5	100%	0	0%
Non-English Language Learner	36	88%	29	81%	7	19%
Not In Foster Care	41	100%	34	83%	7	17%
Homeless	1	2%	0	0%	1	100%
Not Homeless	40	98%	34	85%	6	15%
Not Migrant	41	100%	34	83%	7	17%
Parent Not in Armed Forces	41	100%	34	83%	7	17%

2021 English Language Arts Grade 7 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	40	100%	30	75%	10	25%
Female	18	45%	15	83%	3	17%
Male	22	55%	15	68%	7	32%
General Education Students	30	75%	24	80%	6	20%
Students with Disabilities	10	25%	6	60%	4	40%
American Indian or Alaska Native	1	3%	1	100%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	7	18%	7	100%	0	0%
Black or African American	10	25%	6	60%	4	40%
Hispanic or Latino	6	15%	4	67%	2	33%
White	13	33%	10	77%	3	23%
Multiracial	3	8%	2	67%	1	33%
Economically Disadvantaged	33	83%	27	82%	6	18%
Not Economically Disadvantaged	7	18%	3	43%	4	57%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
English Language Learner	3	8%	2	67%	1	33%
Non-English Language Learner	37	93%	28	76%	9	24%
Not in Foster Care	40	100%	30	75%	10	25%
Homeless	1	3%	1	100%	0	0%
Not Homeless	39	98%	29	74%	10	26%
Not Migrant	40	100%	30	75%	10	25%
Parent Not in Armed Forces	40	100%	30	75%	10	25%

2021 English Language Arts Grade 8 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	46	100%	36	78%	10	22%
Female	23	50%	19	83%	4	17%
Male	23	50%	17	74%	6	26%
General Education Students	43	93%	35	81%	8	19%
Students with Disabilities	3	7%	1	33%	2	67%
Asian or Native Hawaiian/Other Pacific Islander	7	15%	7	100%	0	0%
Black or African American	9	20%	7	78%	2	22%
Hispanic or Latino	5	11%	4	80%	1	20%
White	22	48%	15	68%	7	32%
Multiracial	3	7%	3	100%	0	0%
Economically Disadvantaged	29	63%	23	79%	6	21%
Not Economically Disadvantaged	17	37%	13	76%	4	24%
English Language Learner	4	9%	4	100%	0	0%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Non-English Language Learner	42	91%	32	76%	10	24%
Not In Foster Care	46	100%	36	78%	10	22%
Homeless	2	4%	0	0%	2	100%
Not Homeless	44	96%	36	82%	8	18%
Not Migrant	46	100%	36	78%	10	22%
Parent Not in Armed Forces	46	100%	36	78%	10	22%

2021 English Language Arts Grade 3 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	24	6	25%	10	42%	7	29%	1	4%	8	33%
Female	10	3	30%	3	30%	4	40%	0	0%	4	40%
Male	14	3	21%	7	50%	3	21%	1	7%	4	29%
General Education Students	19	5	26%	8	42%	5	26%	1	5%	6	32%
Students with Disabilities	5	1	20%	2	40%	2	40%	0	0%	2	40%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%
White	16	3	19%	6	38%	6	38%	1	6%	7	44%
Multiracial	3	—	—	—	—	—	—	—	—	—	—

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Economically Disadvantaged	14	4	29%	5	36%	4	29%	1	7%	5	36%
Not Economically Disadvantaged	10	2	20%	5	50%	3	30%	0	0%	3	30%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	23	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	24	6	25%	10	42%	7	29%	1	4%	8	33%
Not Homeless	24	6	25%	10	42%	7	29%	1	4%	8	33%
Not Migrant	24	6	25%	10	42%	7	29%	1	4%	8	33%
Parent Not in Armed Forces	24	6	25%	10	42%	7	29%	1	4%	8	33%

2021 English Language Arts Grade 4 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	39	10	26%	17	44%	5	13%	7	18%	12	31%
Female	17	5	29%	7	41%	2	12%	3	18%	5	29%
Male	22	5	23%	10	45%	3	14%	4	18%	7	32%
General Education Students	32	6	19%	16	50%	4	13%	6	19%	10	31%
Students with Disabilities	7	4	57%	1	14%	1	14%	1	14%	2	29%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Asian or Native Hawaiian/Other Pacific Islander	8	1	13%	4	50%	1	13%	2	25%	3	38%
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	2	33%	3	50%	0	0%	1	17%	1	17%
White	21	6	29%	8	38%	3	14%	4	19%	7	33%
Economically Disadvantaged	34	8	24%	15	44%	5	15%	6	18%	11	32%
Not Economically Disadvantaged	5	2	40%	2	40%	0	0%	1	20%	1	20%
English Language Learner	5	1	20%	4	80%	0	0%	0	0%	0	0%
Non-English Language Learner	34	9	26%	13	38%	5	15%	7	21%	12	35%
Not in Foster Care	39	10	26%	17	44%	5	13%	7	18%	12	31%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	38	—	—	—	—	—	—	—	—	—	—
Not Migrant	39	10	26%	17	44%	5	13%	7	18%	12	31%
Parent Not in Armed Forces	39	10	26%	17	44%	5	13%	7	18%	12	31%

2021 English Language Arts Grade 5 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	36	15	42%	11	31%	6	17%	4	11%	10	28%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Female	15	4	27%	7	47%	2	13%	2	13%	4	27%
Male	21	11	52%	4	19%	4	19%	2	10%	6	29%
General Education Students	27	9	33%	8	30%	6	22%	4	15%	10	37%
Students with Disabilities	9	6	67%	3	33%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—	—	—	—	—	—	—
Black or African American	7	2	29%	3	43%	2	29%	0	0%	2	29%
Hispanic or Latino	7	3	43%	2	29%	1	14%	1	14%	2	29%
White	14	7	50%	3	21%	2	14%	2	14%	4	29%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	26	11	42%	9	35%	4	15%	2	8%	6	23%
Not Economically Disadvantaged	10	4	40%	2	20%	2	20%	2	20%	4	40%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	32	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	36	15	42%	11	31%	6	17%	4	11%	10	28%
Not Homeless	36	15	42%	11	31%	6	17%	4	11%	10	28%
Not Migrant	36	15	42%	11	31%	6	17%	4	11%	10	28%
Parent Not in Armed Forces	36	15	42%	11	31%	6	17%	4	11%	10	28%

2021 English Language Arts Grade 6 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	34	7	21%	9	26%	9	26%	9	26%	18	53%
Female	13	3	23%	2	15%	4	31%	4	31%	8	62%
Male	21	4	19%	7	33%	5	24%	5	24%	10	48%
General Education Students	33	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	10	2	20%	2	20%	3	30%	3	30%	6	60%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	—	—	—	—	—	—	—	—	—	—
White	15	4	27%	4	27%	4	27%	3	20%	7	47%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	26	5	19%	7	27%	8	31%	6	23%	14	54%
Not Economically Disadvantaged	8	2	25%	2	25%	1	13%	3	38%	4	50%
English Language Learner	5	1	20%	2	40%	1	20%	1	20%	2	40%
Non-English Language Learner	29	6	21%	7	24%	8	28%	8	28%	16	55%
Not in Foster Care	34	7	21%	9	26%	9	26%	9	26%	18	53%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	34	7	21%	9	26%	9	26%	9	26%	18	53%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Not Migrant	34	7	21%	9	26%	9	26%	9	26%	18	53%
Parent Not In Armed Forces	34	7	21%	9	26%	9	26%	9	26%	18	53%

2021 English Language Arts Grade 7 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	30	10	33%	7	23%	11	37%	2	7%	13	43%
Female	15	3	20%	5	33%	6	40%	1	7%	7	47%
Male	15	7	47%	2	13%	5	33%	1	7%	6	40%
General Education Students	24	5	21%	7	29%	10	42%	2	8%	12	50%
Students with Disabilities	6	5	83%	0	0%	1	17%	0	0%	1	17%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	2	29%	1	14%	4	57%	0	0%	4	57%
Black or African American	6	1	17%	2	33%	3	50%	0	0%	3	50%
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—
White	10	4	40%	1	10%	3	30%	2	20%	5	50%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	27	—	—	—	—	—	—	—	—	—	—

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Not Economically Disadvantaged	3	—	—	—	—	—	—	—	—	—	—
English Language Learner	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	28	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	30	10	33%	7	23%	11	37%	2	7%	13	43%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	29	—	—	—	—	—	—	—	—	—	—
Not Migrant	30	10	33%	7	23%	11	37%	2	7%	13	43%
Parent Not in Armed Forces	30	10	33%	7	23%	11	37%	2	7%	13	43%

2021 English Language Arts Grade 8 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	36	9	25%	9	25%	11	31%	7	19%	18	50%
Female	19	6	32%	2	11%	6	32%	5	26%	11	58%
Male	17	3	18%	7	41%	5	29%	2	12%	7	41%
General Education Students	35	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	3	43%	1	14%	1	14%	2	29%	3	43%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Black or African American	7	3	43%	1	14%	1	14%	2	29%	3	43%
Hispanic or Latino	4	--	--	--	--	--	--	--	--	--	--
White	15	2	13%	5	33%	7	47%	1	7%	8	53%
Multiracial	3	--	--	--	--	--	--	--	--	--	--
Economically Disadvantaged	23	7	30%	6	26%	5	22%	5	22%	10	43%
Not Economically Disadvantaged	13	2	15%	3	23%	6	46%	2	15%	8	62%
English Language Learner	4	--	--	--	--	--	--	--	--	--	--
Non-English Language Learner	32	--	--	--	--	--	--	--	--	--	--
Not in Foster Care	36	9	25%	9	25%	11	31%	7	19%	18	50%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	36	9	25%	9	25%	11	31%	7	19%	18	50%
Not Migrant	36	9	25%	9	25%	11	31%	7	19%	18	50%
Parent Not in Armed Forces	36	9	25%	9	25%	11	31%	7	19%	18	50%

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LYNCOURT UFSD 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 available on this site are based on those reported by schools and districts to the State as of August 13, 2021 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.

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments are not representative of the state's student population and the results should not be compared statewide or by statewide subgroup, or with prior year's results and are not reflected below.

District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. However, depending on the percentage of students that took the tests in a given school or district, the school and district's results may not be representative of that school or district's student population.

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

2021 Mathematics Grade 3 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	29	100%	25	86%	4	14%
Female	12	41%	10	83%	2	17%
Male	17	59%	15	88%	2	12%
General Education Students	22	76%	20	91%	2	9%
Students with Disabilities	7	24%	5	71%	2	29%
Asian or Native Hawaiian/Other Pacific Islander	1	3%	1	100%	0	0%
Black or African American	4	14%	4	100%	0	0%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Hispanic or Latino	2	7%	0	0%	2	100%
White	19	66%	17	89%	2	11%
Multiracial	3	10%	3	100%	0	0%
Economically Disadvantaged	19	66%	15	79%	4	21%
Not Economically Disadvantaged	10	34%	10	100%	0	0%
English Language Learner	1	3%	1	100%	0	0%
Non-English Language Learner	28	97%	24	86%	4	14%
Not in Foster Care	29	100%	25	86%	4	14%
Not Homeless	29	100%	25	86%	4	14%
Not Migrant	29	100%	25	86%	4	14%
Parent Not in Armed Forces	29	100%	25	86%	4	14%

2021 Mathematics Grade 4 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	49	100%	40	82%	9	18%
Female	19	39%	15	79%	4	21%
Male	30	61%	25	83%	5	17%
General Education Students	37	76%	31	84%	6	16%
Students with Disabilities	12	24%	9	75%	3	25%
American Indian or Alaska Native	2	4%	1	50%	1	50%
Asian or Native Hawaiian/Other Pacific Islander	11	22%	9	82%	2	18%
Black or African American	6	12%	4	67%	2	33%
Hispanic or Latino	5	10%	5	100%	0	0%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
White	25	51%	21	84%	4	16%
Economically Disadvantaged	40	82%	34	85%	6	15%
Not Economically Disadvantaged	9	18%	6	67%	3	33%
English Language Learner	9	18%	7	78%	2	22%
Non-English Language Learner	40	82%	33	83%	7	18%
Not in Foster Care	49	100%	40	82%	9	18%
Homeless	1	2%	1	100%	0	0%
Not Homeless	48	98%	39	81%	9	19%
Not Migrant	49	100%	40	82%	9	18%
Parent Not in Armed Forces	49	100%	40	82%	9	18%

2021 Mathematics Grade 5 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	42	100%	36	86%	6	14%
Female	16	38%	15	94%	1	6%
Male	26	62%	21	81%	5	19%
General Education Students	32	76%	27	84%	5	16%
Students with Disabilities	10	24%	9	90%	1	10%
Asian or Native Hawaiian/Other Pacific Islander	7	17%	7	100%	0	0%
Black or African American	8	19%	7	88%	1	13%
Hispanic or Latino	8	19%	7	88%	1	13%
White	18	43%	14	78%	4	22%
Multiracial	1	2%	1	100%	0	0%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Economically Disadvantaged	28	67%	26	93%	2	7%
Not Economically Disadvantaged	14	33%	10	71%	4	29%
English Language Learner	4	10%	4	100%	0	0%
Non-English Language Learner	38	90%	32	84%	6	16%
Not in Foster Care	42	100%	36	86%	6	14%
Not Homeless	42	100%	36	86%	6	14%
Not Migrant	42	100%	36	86%	6	14%
Parent Not In Armed Forces	42	100%	36	86%	6	14%

2021 Mathematics Grade 6 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	41	100%	34	83%	7	17%
Female	17	41%	13	76%	4	24%
Male	24	59%	21	88%	3	13%
General Education Students	38	93%	33	87%	5	13%
Students with Disabilities	3	7%	1	33%	2	67%
Asian or Native Hawaiian/Other Pacific Islander	10	24%	10	100%	0	0%
Black or African American	2	5%	2	100%	0	0%
Hispanic or Latino	7	17%	6	86%	1	14%
White	21	51%	16	76%	5	24%
Multiracial	1	2%	0	0%	1	100%
Economically Disadvantaged	31	76%	25	81%	6	19%
Not Economically Disadvantaged	10	24%	9	90%	1	10%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
English Language Learner	5	12%	5	100%	0	0%
Non-English Language Learner	36	88%	29	81%	7	19%
Not In Foster Care	41	100%	34	83%	7	17%
Homeless	1	2%	0	0%	1	100%
Not Homeless	40	98%	34	85%	6	15%
Not Migrant	41	100%	34	83%	7	17%
Parent Not in Armed Forces	41	100%	34	83%	7	17%

2021 Mathematics Grade 7 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	40	100%	32	80%	8	20%
Female	18	45%	16	89%	2	11%
Male	22	55%	16	73%	6	27%
General Education Students	30	75%	26	87%	4	13%
Students with Disabilities	10	25%	6	60%	4	40%
American Indian or Alaska Native	1	3%	1	100%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	7	18%	7	100%	0	0%
Black or African American	10	25%	7	70%	3	30%
Hispanic or Latino	6	15%	4	67%	2	33%
White	13	33%	11	85%	2	15%
Multiracial	3	8%	2	67%	1	33%
Economically Disadvantaged	33	83%	29	88%	4	12%
Not Economically Disadvantaged	7	18%	3	43%	4	57%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
English Language Learner	3	8%	2	67%	1	33%
Non-English Language Learner	37	93%	30	81%	7	19%
Not In Foster Care	40	100%	32	80%	8	20%
Homeless	1	3%	1	100%	0	0%
Not Homeless	39	98%	31	79%	8	21%
Not Migrant	40	100%	32	80%	8	20%
Parent Not In Armed Forces	40	100%	32	80%	8	20%

2021 Mathematics Grade 8 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	46	100%	25	54%	21	46%
Female	23	50%	13	57%	10	43%
Male	23	50%	12	52%	11	48%
General Education Students	43	93%	24	56%	19	44%
Students with Disabilities	3	7%	1	33%	2	67%
Asian or Native Hawaiian/Other Pacific Islander	7	15%	5	71%	2	29%
Black or African American	9	20%	5	56%	4	44%
Hispanic or Latino	5	11%	4	80%	1	20%
White	22	48%	10	45%	12	55%
Multiracial	3	7%	1	33%	2	67%
Economically Disadvantaged	29	63%	19	66%	10	34%
Not Economically Disadvantaged	17	37%	6	35%	11	65%
English Language Learner	4	9%	3	75%	1	25%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Non-English Language Learner	42	91%	22	52%	20	48%
Not in Foster Care	46	100%	25	54%	21	46%
Homeless	2	4%	0	0%	2	100%
Not Homeless	44	96%	25	57%	19	43%
Not Migrant	46	100%	25	54%	21	46%
Parent Not in Armed Forces	46	100%	25	54%	21	46%

2021 Mathematics Grade 3 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	25	14	56%	6	24%	4	16%	1	4%	5	20%
Female	10	7	70%	1	10%	2	20%	0	0%	2	20%
Male	15	7	47%	5	33%	2	13%	1	7%	3	20%
General Education Students	20	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	5	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%
White	17	7	41%	6	35%	3	18%	1	6%	4	24%
Multiracial	3	—	—	—	—	—	—	—	—	—	—

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Economically Disadvantaged	15	7	47%	5	33%	3	20%	0	0%	3	20%
Not Economically Disadvantaged	10	7	70%	1	10%	1	10%	1	10%	2	20%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	24	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	25	14	56%	6	24%	4	16%	1	4%	5	20%
Not Homeless	25	14	56%	6	24%	4	16%	1	4%	5	20%
Not Migrant	25	14	56%	6	24%	4	16%	1	4%	5	20%
Parent Not in Armed Forces	25	14	56%	6	24%	4	16%	1	4%	5	20%

2021 Mathematics Grade 4 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	40	23	58%	12	30%	3	8%	2	5%	5	13%
Female	15	9	60%	5	33%	1	7%	0	0%	1	7%
Male	25	14	56%	7	28%	2	8%	2	8%	4	16%
General Education Students	31	17	55%	9	29%	3	10%	2	6%	5	16%
Students with Disabilities	9	6	67%	3	33%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Asian or Native Hawaiian/Other Pacific Islander	9	3	33%	4	44%	1	11%	1	11%	2	22%
Black or African American	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	3	60%	1	20%	1	20%	0	0%	1	20%
White	21	12	57%	7	33%	1	5%	1	5%	2	10%
Economically Disadvantaged	34	20	59%	10	29%	3	9%	1	3%	4	12%
Not Economically Disadvantaged	6	3	50%	2	33%	0	0%	1	17%	1	17%
English Language Learner	7	3	43%	4	57%	0	0%	0	0%	0	0%
Non-English Language Learner	33	20	61%	8	24%	3	9%	2	6%	5	15%
Not in Foster Care	40	23	58%	12	30%	3	8%	2	5%	5	13%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	39	—	—	—	—	—	—	—	—	—	—
Not Migrant	40	23	58%	12	30%	3	8%	2	5%	5	13%
Parent Not in Armed Forces	40	23	58%	12	30%	3	8%	2	5%	5	13%

2021 Mathematics Grade 5 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	36	30	83%	3	8%	2	6%	1	3%	3	8%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Female	15	14	93%	0	0%	1	7%	0	0%	1	7%
Male	21	16	76%	3	14%	1	5%	1	5%	2	10%
General Education Students	27	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	9	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	6	86%	1	14%	0	0%	0	0%	0	0%
Black or African American	7	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	6	86%	0	0%	1	14%	0	0%	1	14%
White	14	10	71%	2	14%	1	7%	1	7%	2	14%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	26	23	88%	1	4%	1	4%	1	4%	2	8%
Not Economically Disadvantaged	10	7	70%	2	20%	1	10%	0	0%	1	10%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	32	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	36	30	83%	3	8%	2	6%	1	3%	3	8%
Not Homeless	36	30	83%	3	8%	2	6%	1	3%	3	8%
Not Migrant	36	30	83%	3	8%	2	6%	1	3%	3	8%
Parent Not in Armed Forces	36	30	83%	3	8%	2	6%	1	3%	3	8%

2021 Mathematics Grade 6 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	34	8	24%	12	35%	6	18%	8	24%	14	41%
Female	13	4	31%	4	31%	4	31%	1	8%	5	38%
Male	21	4	19%	8	38%	2	10%	7	33%	9	43%
General Education Students	33	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	10	2	20%	4	40%	2	20%	2	20%	4	40%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	—	—	—	—	—	—	—	—	—	—
White	16	4	25%	6	38%	2	13%	4	25%	6	38%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	25	6	24%	10	40%	3	12%	6	24%	9	36%
Not Economically Disadvantaged	9	2	22%	2	22%	3	33%	2	22%	5	56%
English Language Learner	5	1	20%	3	60%	0	0%	1	20%	1	20%
Non-English Language Learner	29	7	24%	9	31%	6	21%	7	24%	13	45%
Not In Foster Care	34	8	24%	12	35%	6	18%	8	24%	14	41%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	34	8	24%	12	35%	6	18%	8	24%	14	41%
Not Migrant	34	8	24%	12	35%	6	18%	8	24%	14	41%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Parent Not In Armed Forces	34	8	24%	12	35%	6	18%	8	24%	14	41%

2021 Mathematics Grade 7 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	32	14	44%	10	31%	7	22%	1	3%	8	25%
Female	16	6	38%	8	50%	1	6%	1	6%	2	13%
Male	16	8	50%	2	13%	6	38%	0	0%	6	38%
General Education Students	26	9	35%	9	35%	7	27%	1	4%	8	31%
Students with Disabilities	6	5	83%	1	17%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	2	29%	4	57%	1	14%	0	0%	1	14%
Black or African American	7	3	43%	3	43%	1	14%	0	0%	1	14%
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—
White	11	4	36%	1	9%	5	45%	1	9%	6	55%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	29	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	3	—	—	—	—	—	—	—	—	—	—

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	30	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	32	14	44%	10	31%	7	22%	1	3%	8	25%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	31	—	—	—	—	—	—	—	—	—	—
Not Migrant	32	14	44%	10	31%	7	22%	1	3%	8	25%
Parent Not in Armed Forces	32	14	44%	10	31%	7	22%	1	3%	8	25%

2021 Mathematics Grade 8 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	25	17	68%	7	28%	1	4%	0	0%	1	4%
Female	13	6	46%	6	46%	1	8%	0	0%	1	8%
Male	12	11	92%	1	8%	0	0%	0	0%	0	0%
General Education Students	24	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	—	—	—	—	—
Black or African American	5	4	80%	1	20%	0	0%	0	0%	0	0%
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
White	10	5	50%	5	50%	0	0%	0	0%	0	0%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	19	14	74%	4	21%	1	5%	0	0%	1	5%
Not Economically Disadvantaged	6	3	50%	3	50%	0	0%	0	0%	0	0%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	22	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	25	17	68%	7	28%	1	4%	0	0%	1	4%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	25	17	68%	7	28%	1	4%	0	0%	1	4%
Not Migrant	25	17	68%	7	28%	1	4%	0	0%	1	4%
Parent Not in Armed Forces	25	17	68%	7	28%	1	4%	0	0%	1	4%

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LYNCOURT UFSD - NEW YORK STATE REPORT CARD [2020 - 21]

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

Due to COVID-19 and changes to New York State testing, accountability, and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year. For informational purposes, accountability graduation rates and chronic absenteeism data are reported. August 2020, January 2021, and some June 2021 Regents examinations were canceled. For more information, please see the NYSED Waiver Memorandum and NYS Board of Regents Announcement.

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	89%	89%	84%	85%
Students with Disabilities	87%	87%	92%	95%
English Language Learners	89%	90%	88%	90%

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	93%	93%	91%	92%
Students with Disabilities	89%	90%	90%	92%
English Language Learners	94%	95%	92%	93%

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FISCAL ACCOUNTABILITY

LYNCOURT UFSD

2019-20 School Year Financial Transparency Report

The tables below display per pupil expenditures for charter schools, traditional public schools, as well as district averages that may be higher or lower than an individual school.

All amounts shown on this report (except exclusions) are per pupil of the entire school or district, unless otherwise noted.

| Business Rules

Economic and Student Characteristics

**P-12
ENROLLMENT**

▼
409

**NEEDS
RESOURCE
CATEGORY**

▼
Average Need

**DISTRICT
ABILITY TO
RAISE LOCAL
FUNDS IS**

▼
**significantly
less than the
average district
in the state**

**STUDENT NEEDS
ARE**

▼
**significantly
more than the
state average**

Student Demographics

Enrollment	LYNCOURT UFSD
All Students	409
Economically Disadvantaged	67%
Students with Disabilities	21%
English Language Learners	12%
» Race/Ethnicity	

Staffing Profile	LYNCOURT UFSD
Student-to-Teacher Ratio	10
Teachers with Fewer than 4 years of Experience %	11%
Teachers with 4-20 Years of Experience %	70%
Teachers with 21+ Years of Experience %	19%

Comparison: How do per pupil expenditures compare?

THIS SCHOOL ▼	DISTRICT OR DISTRICT OF LOCATION ▼	COUNTY AVERAGE ▼	STATEWIDE AVERAGE ▼
N/A	\$20,346.46	\$17,957.91	\$22,834.84

Report View One: How Much is Being Spent on Instruction and Administration?

For traditional school districts, school level data (entries A through D) represent the average per pupil school level expenditures for all schools in the district. For charter schools, these entries reflect school level expenditures for the particular charter school only. Entries E through H reflect central expenditures.

Total spending (entry I) represents all non-excluded per pupil expenditures. For traditional school districts, this represents the average per pupil expenditures of all schools in the district. For charter schools, this represents per pupil school level expenditures.

Report View One Per Pupil Expenditure Categories	LYNCOURT UFSD
» A. Instruction (A1 + A2 + A3 + A4)	\$11,485.96
» B. Administration (B1 + B2 + B3)	\$492.52
» C. All Other Spending (C1 + C2 + C3)	\$1,988.45

Report View One Per Pupil Expenditure Categories	LYNCOURT UFSD
D. Total School Level (A + B + C)	\$13,966.93
» E. Central Instruction (E1 + E2 + E3 + E4)	\$899.51
» F. Central Administration (F1 + F2 + F3)	\$1,601.01
» G. All Other Central Spending (G1 + G2 + G3)	\$3,879.00
H. Total Central Costs	\$6,379.53
I. Total Spending (D + H)	\$20,346.46

Report View Two: How are the Local/State and Federal Funds Spent?

Report View Two presents the same expenditures reported in View One, but disaggregates that spending by local/state/federal/other revenue source.

For traditional school districts, school level data (entries J and K) represent the average per pupil school level expenditures for all schools in the district. For charter schools, these entries reflect school level expenditures for the charter school. Entries L and M reflect central expenditures.

Total spending (entry N) represents all non-excluded per pupil expenditures. For traditional school districts, this represents the average per pupil expenditures of all schools in the district. For charter schools, this represents per pupil school level expenditures.

Report View Two Per Pupil Expenditure Categories	LYNCOURT UFSD
J. Total School Level Local/State Spending	\$13,306.69
» K. Total School Level Federal Spending	\$660.23
L. Total Central Level Local/State Spending	\$6,351.41
M. Total Central Level Federal Spending	\$28.12
N. Total Spending (J + K + L + M)	\$20,346.46

Detailed Spending: How Much is Spent Per Pupil in Selected Program Areas?

Program Area Details in entries O through Z represent subsets of spending in Report View One and Report View Two. Five program areas are broken out. To calculate per pupil expenditures P-12 enrollment is used for pupil services, community schools programs, and BOCES services. Enrollments for the program areas are used for special education, ELL services, and prekindergarten.

Entries O through T represent school level expenditures. For charter schools, data represents per pupil expenditures in each of category in the selected school. For traditional school districts, data under the district column represent the district average of all schools in each of these categories.

Entries U through Z represent central expenditures.

»	Program Detail Areas
	Program areas are included within the above School Level Expenditures (Row D) and Central Costs (Row H)

Exclusions: What Other Spending is not Included in the Per Pupil Amounts Shown Above?

The final section represents total expenditures, with the following exclusions that were not included in the per pupil expenditure calculations above: transportation, tuition, debt service, and other.

“Other Exclusions” include expenditures such as tuition for students attending BOCES full-time, services provided to nonpublic or charter schools, prekindergarten payments to community-based organizations, and community services.

Excluded Expenditures	LYNCOURT UFSD
1. Transportation	\$584,968.00
2. Charter School Tuition	\$155,484.00
3. Other Tuition	\$1,434,662.00
4. Debt Service	\$741,588.00
5. Other	\$454,061.00
Percent Excluded from Total	29%
Total Expenditures	\$11,692,464.00

EXEMPTION REPORT
Property Tax Exemption Report
Real Property Tax Law Chapter 258 Section 495

Equalized Total Assessed Value 250,908,666

School District - 314804 Lyncourt

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13100	CO - GENERALLY	RPTL 406(1)	10	398,900	0.16
13500	TOWN - GENERALLY	RPTL 406(1)	8	1,368,000	0.55
13800	SCHOOL DISTRICT	RPTL 408	1	5,000,000	1.99
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	17,400,000	6.93
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	93,000	0.04
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	6	2,122,000	0.85
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	2	2,469,500	0.98
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	3	584,500	0.24
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	1	1,200,000	0.48
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	12	2,658,000	1.06
28220	URBAN REN:OWNER-COMM DEV CORP	P H F I L 260	3	284,000	0.11
41400	CLERGY	RPTL 460	4	6,000	0.00
41690	VOLUNTEER FIREFIGHTERS AND AMB	RPTL 466-c,d,e,f,g,h&i	18	54,000	0.02
41800	PERSONS AGE 65 OR OVER	RPTL 467	130	6,148,100	2.45
41806	PERSONS AGE 65 OR OVER	RPTL 467	56	1,986,900	0.79
41834	ENHANCED STAR	RPTL 425	326	19,579,450	7.80
41854	BASIC STAR 1999-2000	RPTL 425	471	14,130,000	5.63
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	10	495,150	0.20
41936	DISABILITIES AND LIMITED INCOM	RPTL 459-c	3	91,500	0.04
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	2	273,060	0.11
Total Exemptions Exclusive of System Exemptions:				76,352,060	30.43
Total System Exemptions:				0	0.00
Totals:				76,352,060	30.43

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: **\$547,551.**