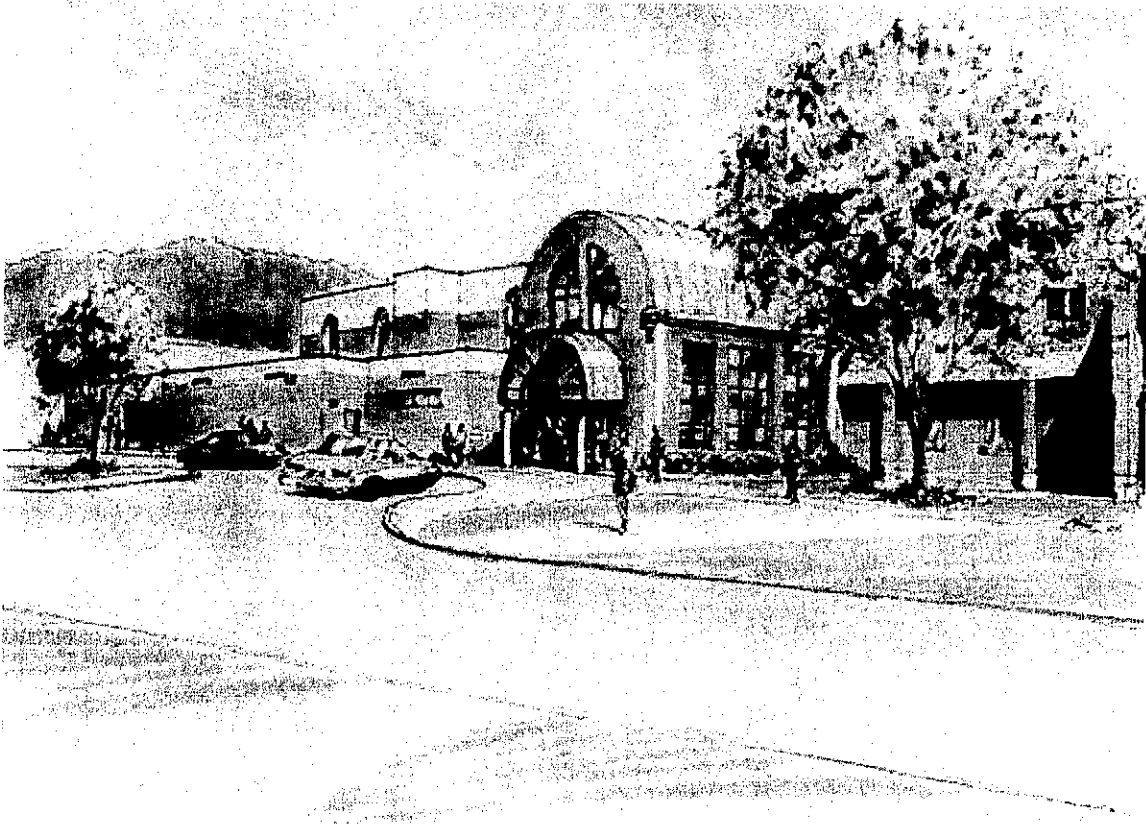


MORRIS CENTRAL SCHOOL DISTRICT 2011-2012 BUDGET



**MORRIS CENTRAL SCHOOL
PO BOX 40, 65 MAIN STREET
MORRIS, NY 13808**

**MORRIS CENTRAL SCHOOL
THREE PART BUDGET
2011-2012**

ACCT	ACCOUNT	2010-2011	2011-2012	\$	%
CODE	NAME	PROJECTED BUDGET	PROJECTED BUDGET	CHANGE	CHANGE
	<u>ADMINISTRATION - PART I</u>				
*1010	Total Board of Education	11,550	11,500	-50	-0.43%
*1040	Total District Clerk	2,330	2,380	50	2.15%
*1060	Total District Meeting	2,000	2,000	0	0.00%
**1099	Total Board of Education	15,880	15,880	0	0.00%
**1299	Total Central Administration	149,302	147,715	-1,587	-1.06%
*1310	Total Business Office Administration	139,889	152,955	13,066	9.34%
*1320	Total Auditing	16,600	24,750	8,150	49.10%
*1325	Total Treasurer	26,102	26,606	504	1.93%
*1330	Total Tax Collector	5,125	5,150	25	0.49%
*1345	Total Purchasing	2,320	2,267	-53	-2.28%
*1380	Total Fiscal Agent	3,500	6,500	3,000	85.71%
**1399	Total Finance	193,536	218,228	24,692	12.76%
	Total Legal	12,000	12,000	0	0.00%
*1430	Total Personnel	8,669	5,923	-2,746	-31.68%
*1480	Total Public Info. and Services	1,500	2,500	1,000	66.67%
**1499	Total Staff	22,169	20,423	-1,746	-7.88%
*1670	Total Central Printing & Mailing	14,707	15,645	938	6.38%
*1680	Total Central Data Processing	40,246	39,904	-342	-0.85%
**1699	Total Central Services	54,953	55,549	596	1.08%
1910.400	Unallocated Insurance	33,272	34,271	999	3.00%
1981.490	BOCES Administrative Cost	117,671	119,517	1,846	1.57%
**1998	Total Special Items	150,943	153,788	2,845	1.88%
**2010	Total Curriculum Dev & Supervision	150	150	0	0.00%
*2020	Total Supervision-Regular School	94,578	97,352	2,774	2.93%
*2060	Total Research, Planning & Evaluation	12,740	4,870	-7,870	-61.77%
**2099	Total Administration & Improvement	107,468	102,372	-5,096	-4.74%
**9098	Total Employee Benefits	97,656	118,178	20,522	21.01%
	TOTAL ADMINISTRATION	791,907	832,133	40,226	5.08%

PROGRAM - PART II					
**2110	Total Teaching-Regular School	1,996,113	1,963,341	-32,772	-1.64%
*2250	Total Programs for Students w/Disabilities	1,283,421	1,313,596	30,175	2.35%
*2280	Total Occupational Education	101,387	120,693	19,306	19.04%
**2299	Total Special Services	1,384,808	1,434,289	49,481	3.57%
**2399	Total Teaching-Special Schools	15,069	9,643	-5,426	-36.01%
*2610	Total School Library and Audiovisual	141,663	130,860	-10,803	-7.63%
*2630	Total Computer Assisted Instruction	15,080	14,263	-817	-5.42%
**2699	Total Instructional Media	156,743	145,123	-11,620	-7.41%
*2805	Total Attendance-Regular School	4,254	4,513	259	6.09%
*2810	Total Guidance-Regular School	214,631	189,538	-25,093	-11.69%
*2815	Total Health Services-Regular School	40,488	33,874	-6,614	-16.34%
*2820	Total Psychological Services-Regular School	41,396	42,575	1,179	2.85%
*2850	Total Co curricular Activities-Regular School	19,120	19,000	-120	-0.63%
*2855	Total Interscholastic Athletics-Regular School	85,535	82,412	-3,123	-3.65%
**2899	Total Pupil Services	405,424	371,912	-33,512	-8.27%
***2999	Total Instruction	3,958,157	3,924,308	-33,849	-0.86%
*5510	Total District Transportation Services	397,082	396,690	-392	-0.10%
*5530	Total Garage Building	37,755	46,770	9,015	23.88%
**5999	Total Pupil Transportation	434,837	443,460	8,623	1.98%
**9098	Total Employee Benefits	1,737,360	1,801,409	64,049	3.69%
TOTAL PROGRAM		6,130,354	6,169,177	38,823	0.63%
CAPITAL - PART III					
*1620	Total Operation of Plant	448,408	500,533	52,125	11.62%
*1621	Total Maintenance of Plant	54,207	57,054	2,847	5.25%
**1699	Total Central Services	502,615	557,587	54,972	10.94%
1964.400	Refund on Real Property Taxes	2,000	2,000	0	0.00%
*1999	Total Special Items	2,000	2,000	0	0.00%
*9798.6	Total Debt Service-Principal	990,769	938,769	-52,000	-5.25%
*9798.7	Total Debt Service-Interest	319,981	291,313	-28,668	-8.96%
**9898	Total Debt Service	1,310,750	1,230,082	-80,668	-6.15%
9950.900	Transfer to Federal Funds	10,000	10,000	0	0.00%
**9950	Total Interfund Transfers	10,000	10,000	0	0.00%
**9098	Total Employee Benefits	74,362	95,441	21,079	28.35%
TOTAL CAPITAL		1,899,727	1,895,110	-4,617	-0.24%
GRAND TOTALS					
PART I - ADMINISTRATIVE		791,907	832,133	40,226	5.08%
PART II - PROGRAM		6,130,354	6,169,177	38,823	0.63%
PART III - CAPITAL		1,899,727	1,895,110	-4,617	-0.24%
TOTAL BUDGET		8,821,988	8,896,420	74,432	0.84%

**Morris Central School
Projected Revenues
2011-2012 School Year**

	2010-2011	2011-2012	\$	%
	BUDGETED	BUDGETED	Change	Change
<u>Miscellaneous</u>				
Interest & Penalties on Taxes	10,000	10,000	0	0.00%
Charges for Services-Admission/Tuition	20,000	35,000	15,000	75.00%
Interest on Investments	16,000	1,000	-15,000	-93.75%
Rental of Real Property	45,000	40,000	-5,000	-11.11%
Refunds for BOCES Aided Services	30,000	40,000	10,000	33.33%
Medicaid Reimbursement	20,000	20,000	0	0.00%
8:1:1 Tuition	65,000	50,000	-15,000	-23.08%
Subtotal Miscellaneous Revenues	206,000	196,000	-10,000	-4.85%
<u>STATE AID</u>				
Foundation Aid	3,715,282	3,715,282	0	0.00%
Extraordinary Needs				
Excess Cost Public & Private				
Excess Cost Public (High Cost)	110,500	125,010	14,510	13.13%
Excess Cost Private	103,678	136,424	32,746	31.58%
UPK				
Minor Maintenance & Repair				
BOCES Aid	563,200	552,122	-11,078	-1.97%
Categorical Aids				
Textbook, Library, Software Aid	34,102	34,876	774	2.27%
Computer Software Aid				
Library/AV Loan Program Aid				
Computer Hardware Aid	8,384	8,090	-294	-3.51%
Other Categorical Aids				
Building Aid-School Capital Project	937,744	850,045	-87,699	-9.35%
Building Aid-BOCES Capital Project				
Growth				
Building Aid-BAN New School Construction				
Federal Jobs Restoration Act		124,594	124,594	
Transportation Aid	556,234	585,496	29,262	5.26%
Deficit Reduction Assessment	-289,579	-573,177	283,598	97.93%
Projected State Aid Total	5,739,545	5,558,762	180,783	-3.15%
Total Estimated Revenues	5,945,545	5,754,762	190,783	-3.21%
Appropriated Fund Balance	100,000	165,000	65,000	65.00%
Transfer from Accrued Liability Reserve	5,925	173,000	167,075	2819.83%
Transfer from other reserves	70,000	50,000	-20,000	-28.57%
TOTAL REVENUES, APPROP. FUND BAL. & RESERVES	6,121,470	6,142,762	21,292	0.35%
TOTAL BUDGETED EXPENDITURES	8,821,988	8,896,420	74,432	0.84%
TOTAL PROJECTED TAX LEVY	2,700,518	2,753,658	53,140	1.97%
	2.67%	1.97%		

CONTINGENT BUDGET CAP WORKSHEET

<u>2010-11 Adopted Budget</u>	\$8,821,988	
Less: (base year exclusions)		
- Budgeted expenditures of gifts, grants in aid or insurance proceeds		
- Budgeted expenditures resulting from a tax certiorari proceeding		
- Budgeted expenditures resulting from a court order or judgment against the district		
- Budgeted expenditures certified by the Commissioner as necessary as a result of damage to, or destruction of, a school building or school equipment		
- Budgeted capital expenditures resulting from construction, acquisition, reconstruction, rehabilitation or improvement of school facilities, including debt service and lease expenditures, subject to the approval of the qualified voters where required by law	1,310,750	
- Non-recurring expense(s)		
- Payments to Charter Schools	-	
- Self-Supporting Privately Funded Programs		
<u>Adjusted base year adopted budget</u>	\$7,511,238	
<u>2011-12 Contingency Budget</u>		
2010-11 adjusted base year x (CPI (1.92%))	\$7,655,454	
Add: (subsequent year exclusions)		
- Budgeted expenditures of gifts, grants in aid or insurance proceeds (*See Note at End)		
- Budgeted expenditures resulting from a tax certiorari proceeding		
- Budgeted expenditures resulting from a court order or judgment against the district		
- Budgeted expenditures certified by the Commissioner as necessary as a result of damage to, or destruction of, a school building or school equipment		
- Budgeted capital expenditures resulting from construction, acquisition, reconstruction, rehabilitation or improvement of school facilities, including debt service and lease expenditures, subject to the approval of the qualified voters where required by law	\$1,230,082	
- Budget expenditures attributable to projected increases in public school enrollment		
- Payments to Charter Schools	-	
- Self-Supporting Privately Funded Programs		
Proposed budget VS Contingent budget	\$8,896,420	\$8,885,536
<u>Required cuts</u>		\$10,884
Non-contingency items, e.g.		
Student supplies		
Community use of buildings and grounds		
Certain equipment		
Certain salary increases		

State Reporting Requirement

Administrative Compensation Information

Salary Total	\$ 108,500.00
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Superintendent of Schools \$ 108,500.00

Employee Benefits Total	\$ 28,070.00
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Social Security (upto \$106,800 at 7.65%)	\$ 8,170.00
Employee Life Insurance	\$ -
Health Insurance	\$ 5,638.00
Vision Insurance	
Dental Insurance	\$ 463.00
Unemployment Insurance (.01 of Salary)	\$ 1,085.00
Workers Compensation Insurance	\$ 236.00
TRS (11.5%)	\$ 12,478.00
Other benefits in Contract or BOE Policy	\$ -
Professional Development Allowance	

Other Remuneration Total	\$ 4,197.00
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Professional Membership Fees/Dues	\$ 942.00
Additional Insurances	
Annuities	\$ 3,255.00
Housing Allowances	
Moving Expenses	
Personal use of Vehicle reimbursement	
Personal use of Residence	

Equalized Total Assessed Value 203,764,767

School District - 364201 Morris 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)	5	934,988	0.46
13100	CO - GENERALLY	RPTL 406(1)	2	45,582	0.02
13500	TOWN - GENERALLY	RPTL 406(1)	17	790,162	0.39
13650	VG - GENERALLY	RPTL 406(1)	3	101,131	0.05
13800	SCHOOL DISTRICT	RPTL 408	3	10,528,114	5.17
13890	PUBLIC AUTHORITY - LOCAL	RPTL 412	2	495,116	0.24
14110	USA - SPECIFIED USES	STATE L 54	1	17,209	0.01
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	6,415	0.00
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	12	2,855,350	1.40
25120	NONPROF CORP - EDUC(CONST PRC	RPTL 420-a	1	156,415	0.08
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	3	333,208	0.16
26050	AGRICULTURAL SOCIETY	RPTL 450	1	1,149,434	0.56
26100	VETERANS ORGANIZATION	RPTL 452	1	44,717	0.02
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	6	603,265	0.30
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	12	126,433	0.06
41400	CLERGY	RPTL 460	1	2,830	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	4	185,553	0.09
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	18	578,491	0.28
41800	PERSONS AGE 65 OR OVER	RPTL 467	13	518,171	0.25
41834	ENHANCED STAR	RPTL 425	224	13,500,225	6.63
41844	ENHANCED STAR, RENTED MOBILE H	RPTL 425	1	35,849	0.02
41854	BASIC STAR 1999-2000	RPTL 425	575	18,849,515	9.25
41864	BASIC STAR, RENTED MOBILE HOME	RPTL 425	7	220,321	0.11
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	1	3,000	0.00
42120	TEMPORARY GREENHOUSES	RPTL 483-c	1	30,377	0.01
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	6	303,397	0.15
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	1	12,981	0.01

Equalized Total Assessed Value 203,764,767

School District - 364201 Morris Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	1	5,023	0.00
Total Exemptions Exclusive of System Exemptions:					
			923	52,433,272	25.73
Total System Exemptions:					
			0	0	0.00
Totals:					
			923	52,433,272	25.73

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: _____

MORRIS CENTRAL SCHOOL
 School Budget Budget Notice
 Overall Budget Proposal

Overall Budget Proposal	Budget Adopted for the 2010-11 School Year	Budget Proposed for the 2011-12 School Year	Contingency Budget for the 2011-12 School Year *
Total budget amount	\$ 8,821,988	\$ 8,896,420	\$ 8,885,536
Increase/decrease for the 2011-12 school year		74,432	63,548
Percentage increase in each proposed budget		0.84%	0.72%
Change in the consumer price index		1.60%	
Resulting estimate property tax levy for the 2011-12 school year			
Administrative component	\$ 791,907	\$ 832,133	\$ 832,133
Program component	\$ 6,130,354	\$ 6,169,177	\$ 6,159,293
Capital component	\$ 1,899,727	\$ 1,895,110	\$ 1,894,110

* Statement of assumptions made in projecting a contingency budget for the 2011-12 school year, should the proposed budget be defeated. The contingency budget would require a decrease in the amount of \$10,884 from the proposed 2011-12 budget. Increases would be made across the budget, including instructional staffing, office and custodial staff, aides, athletics, administrative staff, equipment and supplies, and special programs.

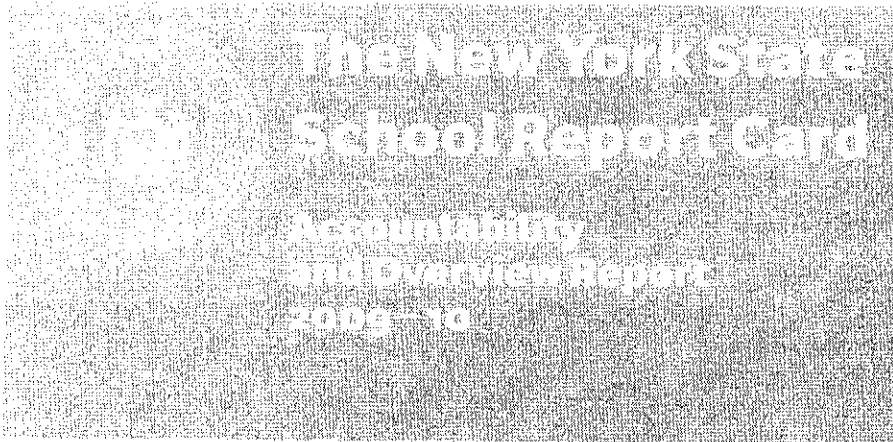
Basic Star Exemption Impact

Est. Basic Star Exemption Savings Based on a Hypothetical Home Within the school with a Full Value of One Hundred Thousand Dollars (\$100,000).

Basic STAR tax savings		Budget Proposed for the 2010-11 School Year
School tax decrease/Increase		
Net Basic STAR savings		\$ 478.00

The annual budget vote for the fiscal year 2011-12 by the qualified voters of the Morris Central School District, Otsego County, New York, will be held at the Morris Central School in said district on Tuesday, May 17, 2011 between the hours of 12:00 (Noon) and 8:00 pm, prevailing time, at the polls will be opened to vote by voting machine ballot or machine.

Absentee ballots are available and must be received by the district clerk no later than 5:00 p.m. on the day of the vote.



School **MORRIS CENTRAL SCHOOL**
District **MORRIS CENTRAL SCHOOL DISTRICT**
School ID **47-12-01-04-0001**
Principal **LEONE SCHERMERHORN**
Telephone **(607) 263-6100**
Grades **PK-12, US**

This School's Report Card

The New York State School 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 the school's status under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the school report card on a school's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

Use this report to:

1

Get School Profile information.

This section shows comprehensive data relevant to this school's learning environment.

2

Review School Accountability Status.

This section indicates whether a school made adequate yearly progress (AYP) and identifies the school's accountability status.

3

Review an Overview of School Performance.

This section has information about the school's performance on state assessments in English, mathematics, and science.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@mail.nysed.gov

School Profile

This section shows comprehensive data relevant to this school's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2007-08	2008-09	2009-10
Pre-K	16	21	21
Kindergarten	34	17	26
Grade 1	31	35	16
Grade 2	32	30	31
Grade 3	32	35	28
Grade 4	32	33	34
Grade 5	26	32	31
Grade 6	27	31	31
Ungraded Elementary	0	0	0
Grade 7	52	31	35
Grade 8	39	52	32
Grade 9	38	43	49
Grade 10	39	29	38
Grade 11	36	38	29
Grade 12	29	36	35
Ungraded Secondary	5	3	1
Total K-12	452	445	416

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	17	16	16
Grade 8			
English	18	26	26
Mathematics	18	25	25
Science	18	24	24
Social Studies	18	26	26
Grade 10			
English	19	15	15
Mathematics	17	18	18
Science	23	21	21
Social Studies	20	17	17

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's enrollment. Students classified by schools as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	145	32%	137	31%	158	38%
Reduced-Price Lunch	75	17%	72	16%	76	18%
Student Stability*		97%		97%		100%
Limited English Proficient	0	0%	0	0%	0	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	0	0%	0	0%
Black or African American	6	1%	4	1%	1	0%
Hispanic or Latino	13	3%	18	4%	15	4%
Asian or Native Hawaiian/Other Pacific Islander	0	0%	0	0%	0	0%
White	433	96%	423	95%	400	96%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate		96%		94%		93%
Student Suspensions	0	0%	9	2%	9	2%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category. *Student Stability* is the percentage of students in the highest grade in a school who were also enrolled in that school at any time during the previous school year. (For example, if School A, which serves Grades 6-8, has 100 students enrolled in Grade 8 this year, and 92 of those 100 students were also enrolled in School A last year, the stability rate for the school is 92 percent.)

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's total actual attendance by the total possible attendance for a school year. A school's actual attendance is the sum of the number of students in attendance on each day the school was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school was open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

Teacher Qualifications

	2007-08	2008-09	2009-10
Total Number of Teachers	44	41	46
Percent with No Valid Teaching Certificate	0%	0%	2%
Percent Teaching Out of Certification	7%	7%	11%
Percent with Fewer Than Three Years of Experience	18%	20%	22%
Percentage with Master's Degree Plus 30 Hours or Doctorate	7%	10%	11%
Total Number of Core Classes	135	101	122
Percent Not Taught by Highly Qualified Teachers in This School	5%	7%	14%
Percent Not Taught by Highly Qualified Teachers in This District	5%	7%	14%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	197	158	181
Percent Taught by Teachers Without Appropriate Certification	8%	6%	11%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	13%	27%	17%
Turnover Rate of All Teachers	9%	20%	15%

Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	5	5	6
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	0	0	0
Principals	1	1	1

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

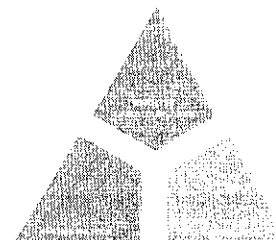
Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2009–10, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.p12.nysed.gov/irts/accountability/>



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation and the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2009–10 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2006 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion and the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target. Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2005 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2005 graduation-rate total cohort earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2009–10 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2006 Cohort

The count of students in the 2006 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2006 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, who were enrolled on October 7, 2009 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2010, are not included in the 2006 school accountability cohort. The 2006 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2(p)(16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.p12.nysed.gov/irts.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2005 cohort that earned a local or Regents diploma by August 31, 2009.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2009–10 school year, this cohort is the 2005 graduation-rate total cohort. The 2005 total cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the SIRS Manual at <http://www.p12.nysed.gov/irts/sirs/>.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2009–10, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2008–09 and 2009–10 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.p12.nysed.gov/irts.

Progress Targets

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making AYP or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year’s performance.

Science: The current year’s Science Progress Target is calculated by adding one point to the previous year’s Performance Index (PI). Example: The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year’s graduation-rate cohort and the state standard. Example: The 2009–10 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}) \times 0.20] + \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}$.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2009–10 safe harbor targets are calculated using the following equation:
 $2008-09 \text{ PI} + (200 - \text{the } 2008-09 \text{ PI}) \times 0.10$

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “*” symbol after the 2009–10 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2009–10, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2006 cohort (for secondary-level ELA and mathematics) in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2006 cohort members in the All Students group in 2009–10, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

School **MORRIS CENTRAL SCHOOL**
School ID **47-12-01-04-0001**

District **MORRIS CENTRAL SCHOOL DISTRICT**

Understanding Your School Accountability Status

New York State participates in the Differentiated Accountability pilot program, as approved by the United States Department of Education in January 2009. Under this program, each public school in the State is assigned an accountability "phase" (Good Standing, Improvement, Corrective Action, or Restructuring) and, for schools not in Good Standing, a "category" (Basic, Focused, or Comprehensive) for each measure for which the school is accountable. Accountability measures for schools at the elementary/middle level are English language arts (ELA), mathematics, and science; at the secondary level, they are ELA, mathematics, and graduation rate. Generally, the school's overall accountability status is its most advanced accountability phase and its highest category within that phase. A school in any year of the phase (that is not Good Standing) that makes AYP for the measure remains in the same phase/category the following year. An identified school that makes AYP in the identified measure for two consecutive years returns to Good Standing. Once a school is identified with a category within a phase, it cannot move to a less intensive category in the following school year within that phase.

Each school district with one or more Title I schools and each Title I charter school designated as Improvement (year 1 and year 2), Corrective Action, or Restructuring must make Supplemental Educational Services available for eligible students in the identified Title I school(s). A school district with one or more schools designated as Improvement (year 2), Corrective Action, or Restructuring must also provide Public School Choice to eligible students in identified Title I school(s). For more information on the Differentiated Accountability program and a list of interventions for schools not in Good Standing, see http://www.p12.nysed.gov/nyc/APA/Differentiated_Accountability/DA_home.html.

Understanding Your School Accountability Status (continued)

Phase	Phase/Category
Good Standing A school that has not been designated as Improvement, Corrective Action, or Restructuring.	
<p>Improvement (year 1) A school that failed to make AYP for two consecutive years on the same accountability measure; or a school that was designated as Improvement (year 1) in the current school year that made AYP for the identified measure and is in Good Standing.</p> <p>Improvement (year 2) A school that was designated as a school in Improvement (year 1) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Improvement (year 2) in the current school year that made AYP for the identified measure.</p>	<p>Improvement/Basic: A school that failed to make AYP in ELA and/or math for one accountability group, but made AYP for the All Students group; or a school that failed to make AYP in only science or graduation rate.</p> <p>Improvement/Focused: A school that failed to make AYP in ELA and/or math for more than one accountability group, but made AYP for the All Students group; or a school whose worst status is Improvement/Basic for at least two measures.</p> <p>Improvement/Comprehensive: A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.</p>
<p>Corrective Action (year 1) A school that was designated as a school in Improvement (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 1) in the current school year that made AYP for the identified measure.</p> <p>Corrective Action (year 2) A school that was designated as a school in Corrective Action (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 2) in the current school year that made AYP for the identified measure.</p>	<p>Corrective Action or Restructuring/Focused: A school that failed to make AYP in ELA and/or math for one or more accountability groups, but made AYP for the All Students group; or a school that failed to make AYP in science or graduation rate but made AYP in ELA and math.</p> <p>Corrective Action or Restructuring/Comprehensive: A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group except the All Students group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.</p>
<p>Restructuring (year 1) A school that was designated as a school in Corrective Action (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 1) in the current school year that made AYP for the identified measure.</p> <p>Restructuring (year 2) A school that was designated as a school in Restructuring (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 2) in the current school year that made AYP for the identified measure.</p> <p>Restructuring (Advanced) A school that was designated as a school in Restructuring (year 2) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (Advanced) in the current school year that made AYP for the identified measure.</p>	<p>SURR: A school that is identified for registration review (SURR) during a school year in which it is designated as a school in Improvement or Corrective Action shall, in the next school year, be designated as Restructuring (year 1)/Comprehensive.</p>
Pending — A school's status is "Pending" if the school requires special evaluation procedures and they have not yet been completed.	

Summary

Overall Accountability Status (2010-11)	In Good Standing			
	Elementary/Middle Level		Secondary Level	
	ELA	In Good Standing	ELA	In Good Standing
	Math	In Good Standing	Math	In Good Standing
	Science	In Good Standing	Graduation Rate	In Good Standing

Title I Part A Funding	Years the School Received Title I Part A Funding		
	2008-09	2009-10	2010-11
	YES	YES	YES

On which accountability measures did this school make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	X
Ethnicity						
American Indian or Alaska Native	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-
Hispanic or Latino	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-
White	✓	✓	✓	✓	✓	✓
Multiracial	-	-	-	-	-	-
Other Groups						
Students with Disabilities	✓	✓	-	-	-	-
Limited English Proficient	-	-	-	-	-	-
Economically Disadvantaged	✓	✓	-	-	-	-
Student groups making AYP in each subject	✓ 4 of 4	✓ 4 of 4	✓ 1 of 1	✓ 2 of 2	✓ 2 of 2	X 0 of 1

AYP Status

- ✓ Made AYP
- ✓ Made AYP Using Safe Harbor Target
- X Did not make AYP
- Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level English Language Arts

Accountability Status In Good Standing
for This Subject
(2010-11)

Accountability Measures 4 of 4 Student groups making AYP in English language arts
 ✓ Made AYP

How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009-10 2010-11
Accountability Groups							
All Students (190:186)	✓	✓	100%	✓	169	147	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (1:1)	—	—	—	—	—	—	—
Hispanic or Latino (9:9)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (0:0)							
White (180:176)	✓	✓	100%	✓	170	147	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (37:39)	‡	—	—	‡	121	139	121 76
Limited English Proficient (0:0)							
Economically Disadvantaged (110:107)	✓	✓	100%	✓	159	145	
Final AYP Determination	✓ 4 of 4						
Non-Accountability Groups							
Female (96:95)			100%		174	145	
Male (94:91)			100%		165	145	
Migrant (0:0)							

Symbols

- ✓ Made AYP
- ‡ Made AYP Using Safe Harbor Target
- X Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Elementary/Middle-Level Mathematics

Accountability Status In Good Standing
for This Subject
(2010-11)

Accountability Measures 4 of 4 Student groups making AYP in mathematics
 ✓ Made AYP

How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009-10 2010-11
Accountability Groups							
All Students (190:186)	✓	✓	100%	✓	183	127	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (1:1)	-	-	-	-	-	-	-
Hispanic or Latino (9:9)	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander (0:0)							
White (180:176)	✓	✓	100%	✓	184	127	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (37:39)	✓	-	-	✓	136	119	
Limited English Proficient (0:0)							
Economically Disadvantaged (110:107)	✓	✓	100%	✓	174	125	
Final AYP Determination	✓ 4 of 4						
Non-Accountability Groups							
Female (96:95)			100%		185	125	
Male (94:91)			100%		180	125	
Migrant (0:0)							

Symbols

- ✓ Made AYP
- ✓ Made AYP Using Safe Harbor Target
- X Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Elementary/Middle-Level Science

Accountability Status In Good Standing
for This Subject
(2010-11)

Accountability Measures 1 of 1 Student groups making AYP in science
 Made AYP

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2009-10 2010-11
Accountability Groups								
All Students (64:63)	✓	Qualified	✓	100%	✓	176	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (1:1)								
Hispanic or Latino (3:3)								
Asian or Native Hawaiian/Other Pacific Islander (0:0)								
White (60:59)		Qualified	✓	100%	✓	180	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (14:14)								
Limited English Proficient (0:0)								
Economically Disadvantaged (44:44)		Qualified	✓	100%	✓	170	100	
Final AYP Determination	✓	1 of 1						
Non-Accountability Groups								
Female (31:31)						171	100	
Male (33:32)						181	100	
Migrant (0:0)								

Symbols

- ✓ Made AYP
- X Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Secondary-Level English Language Arts

Accountability Status In Good Standing
for This Subject
(2010-11)

Accountability Measures 2 of 2 Student groups making AYP in English language arts
 Made AYP

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009-10 2010-11	
Accountability Groups								
All Students (34:33)	✓	-	-	✓	185	160		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (0:0)								
Hispanic or Latino (0:0)								
Asian or Native Hawaiian/Other Pacific Islander (0:0)								
White (34:33)	✓	-	-	✓	185	160		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (8:8)	-	-	-	-	-	-		
Limited English Proficient (0:0)								
Economically Disadvantaged (15:13)	-	-	-	-	-	-		
Final AYP Determination	✓ 2 of 2							
Non-Accountability Groups								
Female (16:15)								
Male (18:18)								
Migrant (0:0)								

Symbols

- ✓ Made AYP
- ⊖ Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 12th Graders/
Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Secondary-Level Mathematics

Accountability Status for This Subject (2010-11) In Good Standing

Accountability Measures 2 of 2 Student groups making AYP in mathematics
 ✓ Made AYP

How did students in each accountability group perform on secondary-level mathematics accountability measures?

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009-10 2010-11
Accountability Groups							
All Students (34:33)	✓	-	-	✓	188	156	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (0:0)							
Hispanic or Latino (0:0)							
Asian or Native Hawaiian/Other Pacific Islander (0:0)							
White (34:33)	✓	-	-	✓	188	156	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (8:8)	-	-	-	-	-	-	-
Limited English Proficient (0:0)							
Economically Disadvantaged (15:13)	-	-	-	-	-	-	-
Final AYP Determination	✓ 2 of 2						
Non-Accountability Groups							
Female (16:15)							
Male (18:18)							
Migrant (0:0)							

Symbols

- ✓ Made AYP
- ⊖ Made AYP Using Safe Harbor Target
- X Did not make AYP
- Fewer Than 40 12th Graders/
Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Graduation Rate

Accountability Status for This Indicator (2010-11) In Good Standing

Accountability Measures 0 of 1 Student groups making AYP in graduation rate
 X Did not make AYP

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (2005 Graduation-Rate Total Cohort)	Graduation			Objectives		
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target	
					2009-10	2010-11
Accountability Groups						
All Students (37)	X	X	76%	80%	78%	77%
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (0)						
Hispanic or Latino (0)						
Asian or Native Hawaiian/Other Pacific Islander (0)						
White (37)		X	76%	80%	78%	77%
Multiracial (0)						
Other Groups						
Students with Disabilities (10)		-	-	-		
Limited English Proficient (0)						
Economically Disadvantaged (15)		-	-	-		
Final AYP Determination	X 0 of 1					
Non-Accountability Groups						
Female (14)						
Male (23)						
Migrant (0)						

Symbols

- ✓ Made AYP
- X Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2005 total cohort through June 2010 (after 5 years) for this school is **81%** and, therefore, this school **did not** meet this goal. The aspirational goal does not impact accountability.

Summary of 2009–10 School Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	59%			29
Grade 4	41%			32
Grade 5	53%			32
Grade 6	61%			31
Grade 7	50%			34
Grade 8	47%			32
Mathematics				
Grade 3	38%			29
Grade 4	56%			32
Grade 5	59%			32
Grade 6	77%			31
Grade 7	59%			34
Grade 8	59%			32
Science				
Grade 4	78%			32
Grade 8	84%			32

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	81%			37
Mathematics	84%			37

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

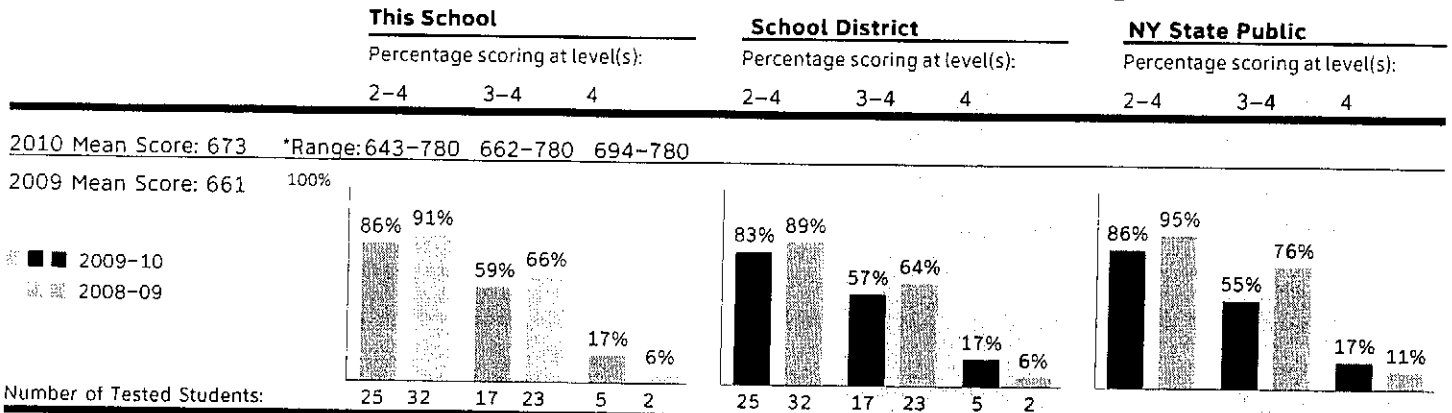
Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.p12.nysed.gov/irts.

In this section, this school's performance is compared with that of the school district and public schools Statewide.

This School's Results in Grade 3 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	29	86%	59%	17%	35	91%	66%	6%
Female	12	83%	42%	17%	16	94%	63%	6%
Male	17	88%	71%	18%	19	89%	68%	5%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	2	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	27	-	-	-	33	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	29	86%	59%	17%	35	91%	66%	6%
General-Education Students	24	92%	67%	21%	28	100%	79%	7%
Students with Disabilities	5	60%	20%	0%	7	57%	14%	0%
English Proficient	29	86%	59%	17%	35	91%	66%	6%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	11	82%	45%	18%	25	88%	56%	0%
Not Disadvantaged	18	89%	67%	17%	10	100%	90%	20%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	29	86%	59%	17%	35	91%	66%	6%

NOTES

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* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 Accountability and Overview Reports.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total	Total							
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

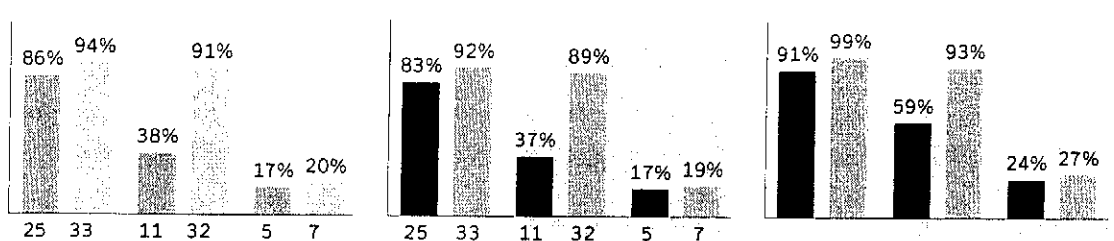
This School's Results in Grade 3 Mathematics

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

2010 Mean Score: 686 *Range: 661-770 684-770 707-770

2009 Mean Score: 683 100%

■ 2009-10
 ■ 2008-09



Number of Tested Students:

Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	29	86%	38%	17%	35	94%	91%	20%
Female	12	83%	17%	0%	16	94%	94%	6%
Male	17	88%	53%	29%	19	95%	89%	32%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino	2	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White	27	-	-	-	33	-	-	-
Multiracial								
Small Group Totals	29	86%	38%	17%	35	94%	91%	20%
General-Education Students	24	96%	46%	21%	28	100%	100%	25%
Students with Disabilities	5	40%	0%	0%	7	71%	57%	0%
English Proficient	29	86%	38%	17%	35	94%	91%	20%
Limited English Proficient								
Economically Disadvantaged	11	73%	9%	0%	25	92%	88%	8%
Not Disadvantaged	18	94%	56%	28%	10	100%	100%	50%
Migrant								
Not Migrant	29	86%	38%	17%	35	94%	91%	20%

NOTES

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* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 Accountability and Overview Reports.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4

New York State Alternate Assessment (NYSAA): Grade 3 Equivalent

0

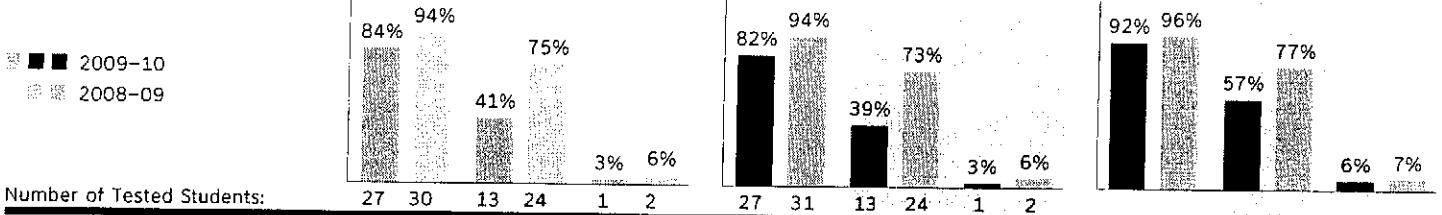
0

This School's Results in Grade 4 English Language Arts

This School				School District				NY State Public		
Percentage scoring at level(s):				Percentage scoring at level(s):				Percentage scoring at level(s):		
2-4	3-4	4		2-4	3-4	4		2-4	3-4	4

2010 Mean Score: 663 *Range: 637-775 668-775 720-775

2009 Mean Score: 667 100%



Number of Tested Students:

Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	32	84%	41%	3%	32	94%	75%	6%
Female	16	75%	31%	0%	17	100%	82%	12%
Male	16	94%	50%	6%	15	87%	67%	0%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	2	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	30	-	-	-	30	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	32	84%	41%	3%	32	94%	75%	6%
General-Education Students	25	92%	52%	4%	27	96%	85%	7%
Students with Disabilities	7	57%	0%	0%	5	80%	20%	0%
English Proficient	32	84%	41%	3%	32	94%	75%	6%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	22	86%	23%	0%	14	93%	57%	0%
Not Disadvantaged	10	80%	80%	10%	18	94%	89%	11%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	32	84%	41%	3%	32	94%	75%	6%

NOTES

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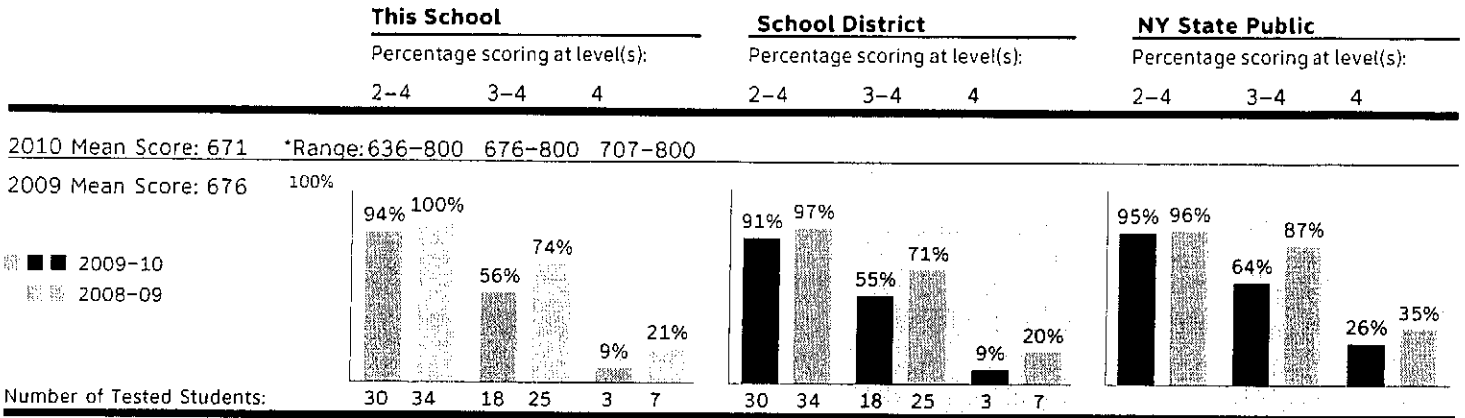
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 Accountability and Overview Reports.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total								
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This School's Results in Grade 4 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	32	94%	56%	9%	34	100%	74%	21%
Female	16	94%	38%	6%	17	100%	88%	18%
Male	16	94%	75%	13%	17	100%	59%	24%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	2	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	30	-	-	-	32	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	32	94%	56%	9%	34	100%	74%	21%
General-Education Students	25	100%	68%	12%	29	100%	79%	24%
Students with Disabilities	7	71%	14%	0%	5	100%	40%	0%
English Proficient	32	94%	56%	9%	34	100%	74%	21%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	22	91%	50%	0%	16	100%	63%	13%
Not Disadvantaged	10	100%	70%	30%	18	100%	83%	28%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	32	94%	56%	9%	34	100%	74%	21%

NOTES

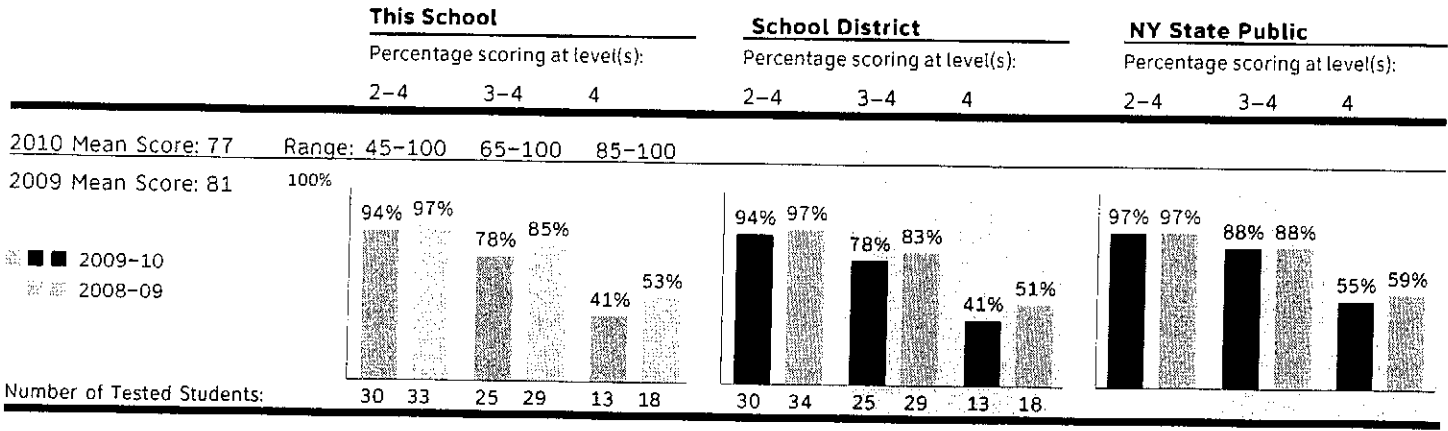
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0	-	-	-	0	-	-	-

This School's Results in Grade 4 Science



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	32	94%	78%	41%	34	97%	85%	53%
Female	16	94%	69%	25%	17	94%	94%	59%
Male	16	94%	88%	56%	17	100%	76%	47%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	2	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	30	-	-	-	32	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	32	94%	78%	41%	34	97%	85%	53%
General-Education Students	25	100%	88%	52%	29	100%	90%	62%
Students with Disabilities	7	71%	43%	0%	5	80%	60%	0%
English Proficient	32	94%	78%	41%	34	97%	85%	53%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	22	91%	77%	27%	16	94%	75%	25%
Not Disadvantaged	10	100%	80%	70%	18	100%	94%	78%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	32	94%	78%	41%	34	97%	85%	53%

NOTES

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Other Assessments

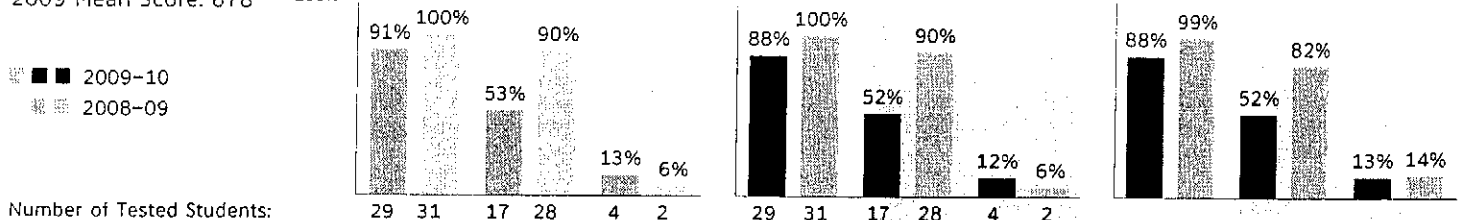
	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			

This School's Results in Grade 5 English Language Arts

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

2010 Mean Score: 673 *Range:647-795 666-795 700-795

2009 Mean Score: 678 100%



Number of Tested Students:

This School: 29 31 17 28 4 2; School District: 29 31 17 28 4 2; NY State Public: 29 31 17 28 4 2

Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	32	91%	53%	13%	31	100%	90%	6%
Female	17	94%	65%	24%	16	100%	94%	6%
Male	15	87%	40%	0%	15	100%	87%	7%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino	1	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander								
White	31	-	-	-	31	100%	90%	6%
Multiracial								
Small Group Totals	32	91%	53%	13%	31	100%	90%	6%
General-Education Students	26	100%	65%	15%	23	100%	100%	9%
Students with Disabilities	6	50%	0%	0%	8	100%	63%	0%
English Proficient	32	91%	53%	13%	31	100%	90%	6%
Limited English Proficient								
Economically Disadvantaged	18	89%	39%	6%	16	100%	88%	0%
Not Disadvantaged	14	93%	71%	21%	15	100%	93%	13%
Migrant								
Not Migrant	32	91%	53%	13%	31	100%	90%	6%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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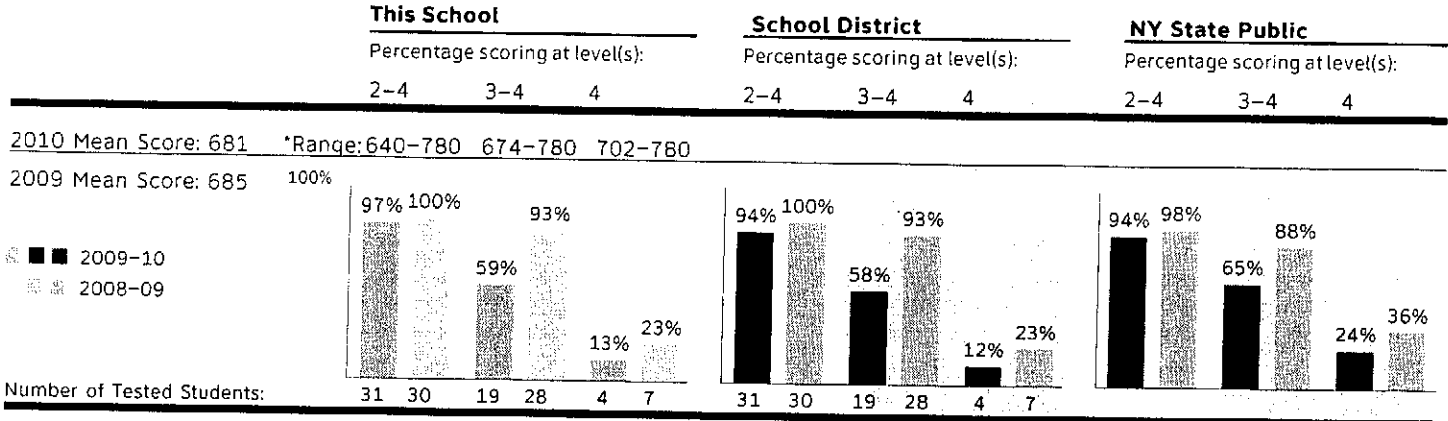
Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

* These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This School's Results in Grade 5 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	32	97%	59%	13%	30	100%	93%	23%
Female	17	100%	53%	12%	16	100%	94%	38%
Male	15	93%	67%	13%	14	100%	93%	7%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	31	-	-	-	30	100%	93%	23%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	32	97%	59%	13%	30	100%	93%	23%
General-Education Students	26	100%	65%	15%	23	100%	100%	30%
Students with Disabilities	6	83%	33%	0%	7	100%	71%	0%
English Proficient	32	97%	59%	13%	30	100%	93%	23%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	18	94%	50%	17%	15	100%	87%	0%
Not Disadvantaged	14	100%	71%	7%	15	100%	100%	47%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	32	97%	59%	13%	30	100%	93%	23%

NOTES

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Other Assessments

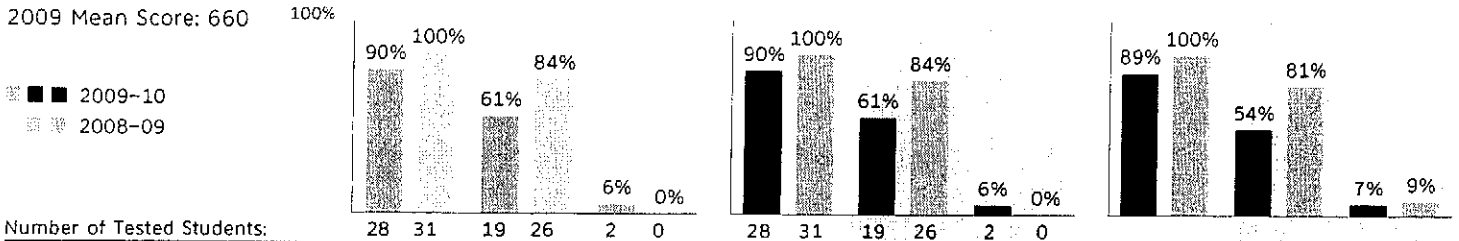
	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				0			

This School's Results in Grade 6 English Language Arts

This School				School District				NY State Public		
Percentage scoring at level(s):				Percentage scoring at level(s):				Percentage scoring at level(s):		
2-4	3-4	4		2-4	3-4	4		2-4	3-4	4

2010 Mean Score: 668 *Range: 644-785 662-785 694-785

2009 Mean Score: 660



Number of Tested Students:

Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	31	90%	61%	6%	31	100%	84%	0%
Female	17	94%	71%	6%	18	100%	89%	0%
Male	14	86%	50%	7%	13	100%	77%	0%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino					4	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White	31	90%	61%	6%	27	-	-	-
Multiracial								
Small Group Totals					31	100%	84%	0%
General-Education Students	24	100%	75%	8%	26	100%	92%	0%
Students with Disabilities	7	57%	14%	0%	5	100%	40%	0%
English Proficient	31	90%	61%	6%	31	100%	84%	0%
Limited English Proficient								
Economically Disadvantaged	18	89%	50%	6%	18	100%	72%	0%
Not Disadvantaged	13	92%	77%	8%	13	100%	100%	0%
Migrant								
Not Migrant	31	90%	61%	6%	31	100%	84%	0%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

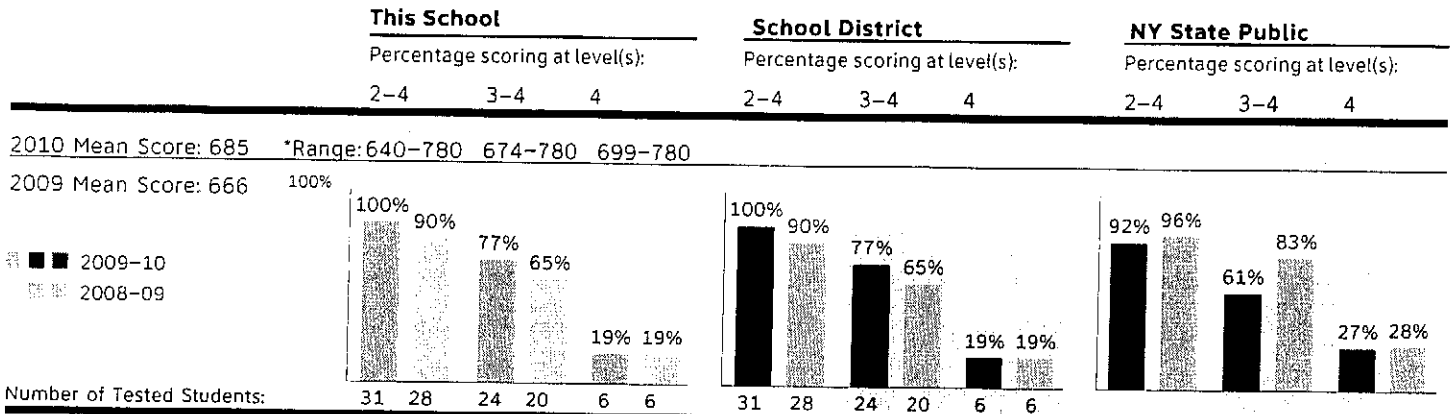
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 Accountability and Overview Reports.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This School's Results in Grade 6 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	31	100%	77%	19%	31	90%	65%	19%
Female	17	100%	76%	29%	18	89%	67%	22%
Male	14	100%	79%	7%	13	92%	62%	15%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino					4	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White	31	100%	77%	19%	27	-	-	-
Multiracial								
Small Group Totals								
General-Education Students	24	100%	83%	25%	26	100%	73%	23%
Students with Disabilities	7	100%	57%	0%	5	40%	20%	0%
English Proficient	31	100%	77%	19%	31	90%	65%	19%
Limited English Proficient								
Economically Disadvantaged	18	100%	72%	6%	18	83%	44%	0%
Not Disadvantaged	13	100%	85%	38%	13	100%	92%	46%
Migrant								
Not Migrant	31	100%	77%	19%	31	90%	65%	19%

NOTES

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Other Assessments

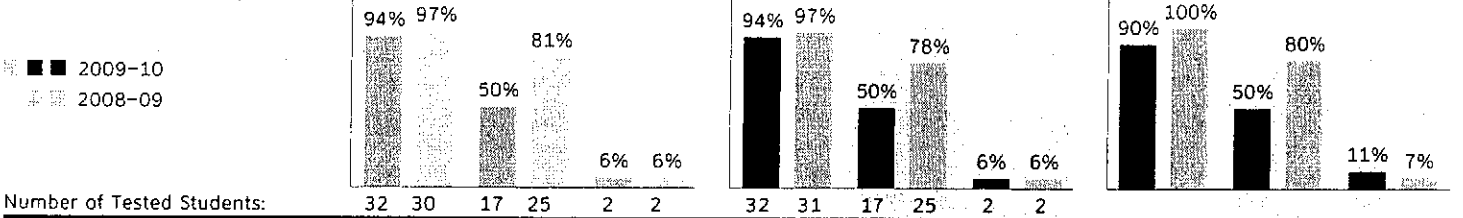
	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				0			

This School's Results in Grade 7 English Language Arts

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

2010 Mean Score: 665 *Range:642-790 664-790 698-790

2009 Mean Score: 665 100%



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	34	94%	50%	6%	31	97%	81%	6%
Female	19	95%	63%	11%	15	100%	87%	7%
Male	15	93%	33%	0%	16	94%	75%	6%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	1	-	-	-
Hispanic or Latino	3	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	31	-	-	-	29	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	34	94%	50%	6%	31	97%	81%	6%
General-Education Students	29	100%	59%	7%	26	100%	92%	8%
Students with Disabilities	5	60%	0%	0%	5	80%	20%	0%
English Proficient	34	94%	50%	6%	31	97%	81%	6%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	19	89%	32%	0%	22	95%	77%	5%
Not Disadvantaged	15	100%	73%	13%	9	100%	89%	11%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	34	94%	50%	6%	31	97%	81%	6%

NOTES

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Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0	-	-	-	0	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

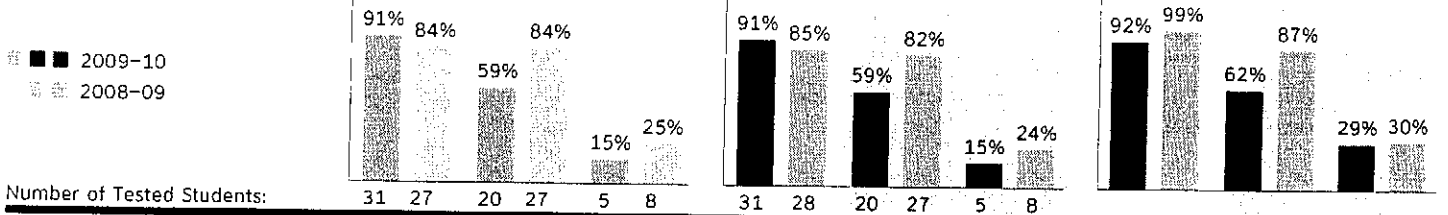
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This School's Results in Grade 7 Mathematics

This School				School District				NY State Public			
Percentage scoring at level(s):				Percentage scoring at level(s):				Percentage scoring at level(s):			
2-4	3-4	4		2-4	3-4	4		2-4	3-4	4	

2010 Mean Score: 673 *Range: 639-800 670-800 694-800

2009 Mean Score: 668 100%



Number of Tested Students:

Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	34	91%	59%	15%	32	84%	84%	25%
Female	19	89%	68%	16%	15	93%	93%	20%
Male	15	93%	47%	13%	17	76%	76%	29%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	1	-	-	-
Hispanic or Latino	3	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	31	-	-	-	30	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	34	91%	59%	15%	32	84%	84%	25%
General-Education Students	29	100%	66%	17%	26	100%	100%	31%
Students with Disabilities	5	40%	20%	0%	6	17%	17%	0%
English Proficient	34	91%	59%	15%	32	84%	84%	25%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	19	84%	37%	5%	23	78%	78%	22%
Not Disadvantaged	15	100%	87%	27%	9	100%	100%	33%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	34	91%	59%	15%	32	84%	84%	25%

NOTES

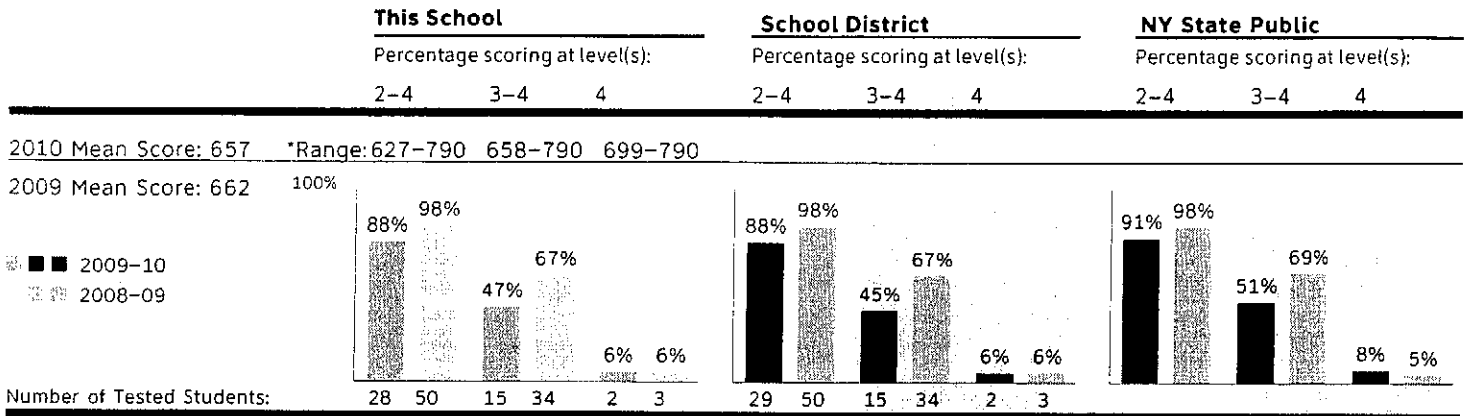
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				0			

This School's Results in Grade 8 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	32	88%	47%	6%	51	98%	67%	6%
Female	15	93%	47%	7%	25	96%	68%	8%
Male	17	82%	47%	6%	26	100%	65%	4%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	3	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	30	-	-	-	48	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	32	88%	47%	6%	51	98%	67%	6%
General-Education Students	25	100%	60%	8%	38	100%	87%	8%
Students with Disabilities	7	43%	0%	0%	13	92%	8%	0%
English Proficient	32	88%	47%	6%	51	98%	67%	6%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	22	82%	41%	5%	27	100%	63%	7%
Not Disadvantaged	10	100%	60%	10%	24	96%	71%	4%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	32	88%	47%	6%	51	98%	67%	6%

NOTES

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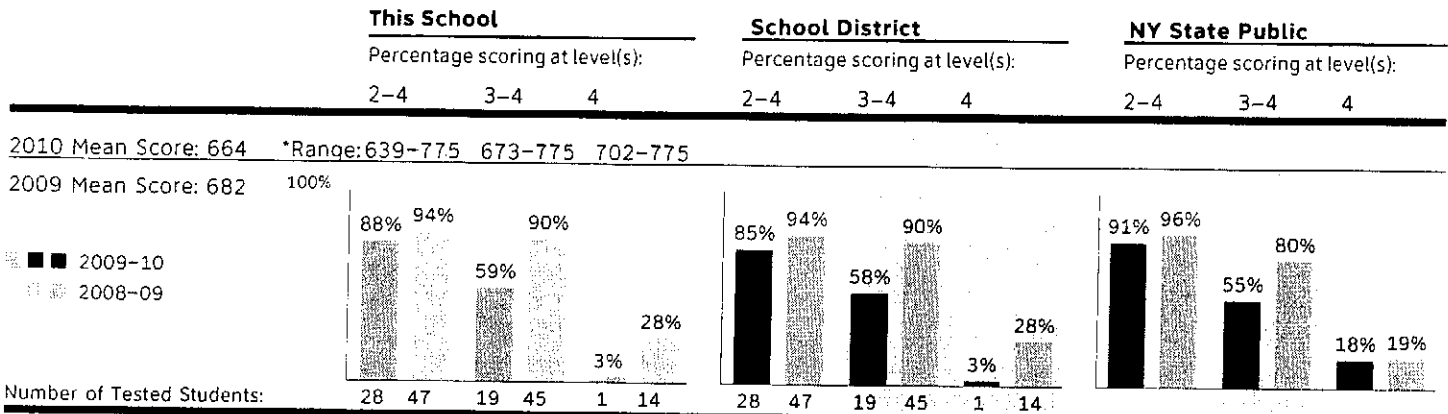
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 Accountability and Overview Reports.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0	-	-	-	0	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This School's Results in Grade 8 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	32	88%	59%	3%	50	94%	90%	28%
Female	15	93%	60%	0%	24	88%	83%	29%
Male	17	82%	59%	6%	26	100%	96%	27%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	3	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	30	-	-	-	47	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	32	88%	59%	3%	50	94%	90%	28%
General-Education Students	25	100%	64%	4%	38	100%	100%	37%
Students with Disabilities	7	43%	43%	0%	12	75%	58%	0%
English Proficient	32	88%	59%	3%	50	94%	90%	28%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	22	82%	55%	5%	26	96%	92%	19%
Not Disadvantaged	10	100%	70%	0%	24	92%	88%	38%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	32	88%	59%	3%	50	94%	90%	28%

NOTES

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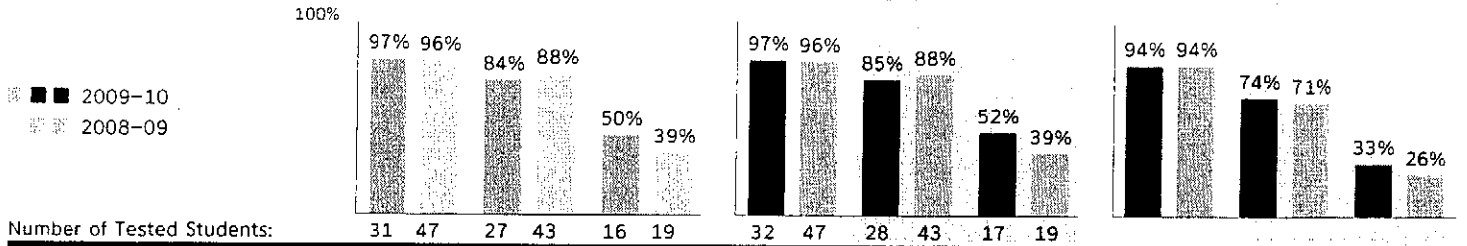
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 Accountability and Overview Reports.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0			

This School's Results in Grade 8 Science

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	32	97%	84%	50%	49	96%	88%	39%
Female	15	93%	87%	33%	23	91%	78%	39%
Male	17	100%	82%	65%	26	100%	96%	38%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	3	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	30	-	-	-	46	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	32	97%	84%	50%	49	96%	88%	39%
General-Education Students	25	100%	96%	56%	38	100%	97%	50%
Students with Disabilities	7	86%	43%	29%	11	82%	55%	0%
English Proficient	32	97%	84%	50%	49	96%	88%	39%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	22	95%	77%	50%	25	100%	84%	28%
Not Disadvantaged	10	100%	100%	50%	24	92%	92%	50%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	32	97%	84%	50%	49	96%	88%	39%

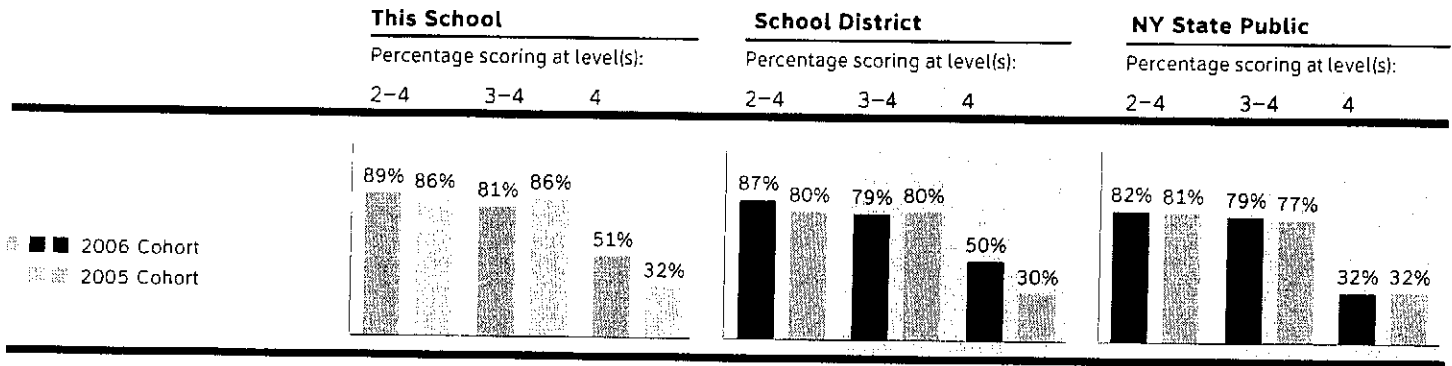
NOTES

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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0	-	-	-	0	-	-	-
Regents Science	0	-	-	-	0	-	-	-

This School's Total Cohort* Results in Secondary-Level English after Four Years of Instruction



Results by Student Group

	2006 Cohort			2005 Cohort**				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	37	89%	81%	51%	37	86%	86%	32%
Female	16	100%	94%	69%	14	79%	79%	21%
Male	21	81%	71%	38%	23	91%	91%	39%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native								
Hawaiian/Other Pacific Islander								
White	37	89%	81%	51%	37	86%	86%	32%
Multiracial								
Small Group Totals								
General-Education Students	28	93%	93%	64%	27	93%	93%	41%
Students with Disabilities	9	78%	44%	11%	10	70%	70%	10%
English Proficient	37	89%	81%	51%	37	86%	86%	32%
Limited English Proficient								
Economically Disadvantaged	15	87%	80%	53%	15	87%	87%	13%
Not Disadvantaged	22	91%	82%	50%	22	86%	86%	45%
Migrant								
Not Migrant	37	89%	81%	51%	37	86%	86%	32%

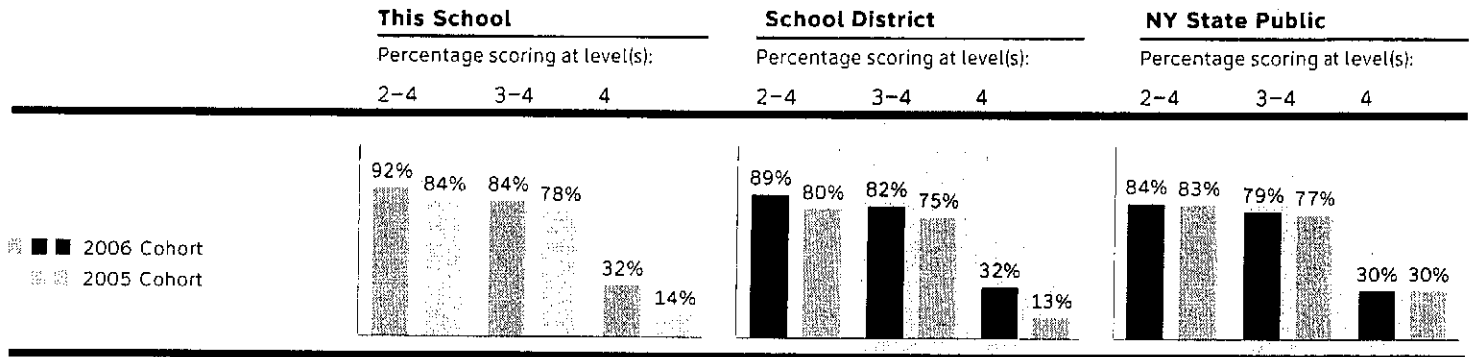
NOTES

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* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 2005 cohort data are those reported in the 2008-09 *Accountability and Overview Report*.

This School's Total Cohort* Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group

	2006 Cohort			2005 Cohort**				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	37	92%	84%	32%	37	84%	78%	14%
Female	16	100%	94%	50%	14	71%	71%	7%
Male	21	86%	76%	19%	23	91%	83%	17%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native								
Hawaiian/Other Pacific Islander								
White	37	92%	84%	32%	37	84%	78%	14%
Multiracial								
Small Group Totals								
General-Education Students	28	96%	93%	43%	27	89%	85%	11%
Students with Disabilities	9	78%	56%	0%	10	70%	60%	20%
English Proficient	37	92%	84%	32%	37	84%	78%	14%
Limited English Proficient								
Economically Disadvantaged	15	87%	80%	40%	15	73%	67%	13%
Not Disadvantaged	22	95%	86%	27%	22	91%	86%	14%
Migrant								
Not Migrant	37	92%	84%	32%	37	84%	78%	14%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

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