

MORRIS CENTRAL SCHOOL DISTRICT 2017-2018 BUDGET



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

**MORRIS CENTRAL SCHOOL
THREE PART BUDGET
2017-2018 School Year**

ACCT	ACCOUNT	2016-2017 Projected Budget	2017-2018 Projected Budget	\$ Change	% Change
CODE	Name				
<u>ADMINISTRATION- Part I</u>					
1010	Total Board of Education	5,850	5,775	-75	-0.01282
1040	Total District Clerk	2,130	2,180	50	0.023474
1060	Total District Meeting	1,000	1,000	0	0
1099	Total Board of Education	8980	8,955	-25	-0.00278
1299	Total Central Administration	165,699	171,766	6,067	0.036615
1310	Total Business Office Administration	158,662	143,765	-14,897	-0.09389
1320	Total Auditing	14,150	18,600	4,450	0.314488
1325	Total Treasurer	29,460	31,589	2,129	0.072267
1330	Total Tax Collector	4,325	4,400	75	0.017341
1345	Total Purchasing	2,822	2,719	-103	-0.0365
1380	Total Fiscal Agent	4,500	4,500	0	0
1399	Total Finance	213,919	205,573	-8,346	-0.03901
	Total Legal	11,000	10,000	-1,000	-0.09091
1430	Total Personnel	7,224	7,606	382	0.052879
1480	Total Public Infor. & Services	900	900	0	0
1499	Total Staff	19,124	18,506	-618	-0.03232
1670	Total Central Printing & Mailing	10,850	10,850	0	0
1680	Total Central Data Processing	34,237	34,705	468	0.013669
1699	Total Central Services	45,087	45,555	468	0.01038
1910-400	Unallocated Insurance	33,677	35,361	1,684	0.050004
1981-490	BOCES Administrative Costs	157,528	140,701	-16,827	-0.10682
1998	Total Special Items	191,205	176,062	-15,143	-0.0792
2010	Total Curr. Dev. & Supervision	0	0	0	#DIV/0!
2020	Total Supervision- Regular School	110,788	115,152	4,364	0.039391
2060	Total Research, Planning, Evaluation	10,000	10,100	100	0.01
2099	Total Administration & Improvement	120788	125,252	4,464	0.036957
9098	Total Employee Benefits	131,379	147,602	16,223	0.123482
	Total Administration	896,181	899,271	3,090	0.003448
PROGRAM- Part II					
2110	Total Teaching- Regular School	2,095,299	2,172,022	76,723	0.036617

2250	Total Program for Students w/Disabilities	1,261,007	1,243,837	-17,170	-0.01362
2280	Total Occupational Education	167,758	205,497	37,739	0.224961
2299	Total Special Services	1,428,765	1,449,334	20,569	0.014396
2399	Total Teaching- Special Schools	15,495	16,130	635	0.040981
2610	Total School Library & Audiovisual	140,090	131,402	-8,688	-0.06202
2630	Total Computer Assisted Instruction	12,666	10,757	-1,909	-0.15072
2699	Total Instructional Media	152,756	142,159	-10,597	-0.06937
2805	Total Attendance	3,423	3,423	0	0
2810	Total Guidance	176,408	182,136	5,728	0.03247
2815	Total Health Services	44,919	41,355	-3,564	-0.07934
2820	Total Psychological Services	57,696	59,404	1,708	0.029603
2850	Total Co-Curricular Activities	22,071	23,906	1,835	0.083141
2855	Total Interscholastic Athletics	87,450	89,453	2,003	0.022905
2899	Total Pupil Services	391,967	399,677	7,710	0.01967
2999	Total Instruction	4,084,282	4,179,322	95,040	0.02327
5510	Total District Transportation Services	437,988	476,627	38,639	0.088219
5530	Total Garage Building	52,000	27,625	-24,375	-0.46875
5999	Total Pupil Transportation	489,988	504,252	14,264	0.029111
9098	Total Employee Benefits	2,395,963	2,273,051	-122,912	-0.0513
	TOTAL PROGRAM	6,970,233	6,956,625	-13,608	-0.00195
	<u>CAPITAL- PART III</u>				
1620	Total Operation of Plan	437,006	462,880	25,874	0.059207
1621	Total Maintenance of Plant	87,710	83,540	-4,170	-0.04754
1699	Total Central Services	524,716	546,420	21,704	0.041363
1964-400	Refund on Real Property Taxes	2,000	2,000	0	0
1999	Total Special Items	2,000	2,000	0	0
9798-6	Total Debt Service- Principal	1,104,428	1,138,558	34,130	0.030903
9798-7	Total Debt Service-Interest	160,348	136,336	-24,012	-0.14975
9898	Total Debt Service	1,264,776	1,274,894	10,118	0.008
9950-900	Transfer to Federal Funds	10,000	10,000	0	0
9950	Total Interfund Transfers	10,000	10,000	0	0
9098	Total Employee Benefits	114,571	117,772	3,201	0.027939
	TOTAL CAPITAL	1,916,063	1,951,086	35,023	0.018279

GRAND TOTALS

Part I- Administrative	896,181	899,271	3,090	0.003448
Part II- Program	6,970,233	6,956,625	-13,608	-0.00195
Part III- Capital	1,916,063	1,951,086	35,023	0.018279
TOTAL BUDGET	9,782,477	9,806,982	24,505	0.002505

MORRIS CENTRAL SCHOOL
Projected Revenues
2017-2018 School Year

	3-Apr-17	Estimated	Estimated	\$	%
	2016-2017	2017-2018	Change	Change	
Miscellaneous					
Interest & Penalties on Taxes	11,000	11,000	0	0	
Charges for Services- Admission/Tuition	121,600	120,000	-1,600	-0.01316	
Interest on Investments	300	300	0	0	
Rental of Real Property	0	0	0	#DIV/0!	
Refunds for BOCES Aided Services	80,000	130,000	50,000	0.625	
Medicaid Reimbursement	20,000	20,000	0	0	
Subtotal Miscellaneous Revenues	232,900	281,300	48,400	0.207815	
State Aid					
Foundation Aid	4,200,922	4,251,996	51,074	0.012158	
Extraordinary Needs	0	0	0	#DIV/0!	
Excess Cost Public	135,466	62,000	-73,466	-0.54232	
Excess Cost-Private	172,508	165,798	-6,710	-0.0389	
UPK	0	0	0	#DIV/0!	
Minor Maintenance & Repair	0	0	0	#DIV/0!	
BOCES Aid	475,000	507,912	32,912	0.069288	
Categorical Aids			0	#DIV/0!	
Textbook, Library, Software Aid	20,932	19,572	-1,360	-0.06497	
Computer Software Aid	5,378	5,048	-330	-0.06136	
Library/AV Loan Program Aid	2,244	2,106	-138	-0.0615	
Computer Hardware Aid	6,299	5,709	-590	-0.09367	
Other Categorical Aids					
Building Aid- School Capital Project	904,936	902,199	-2,737	-0.00302	
Building Aid- BOCES Capital Project	0	0	0	#DIV/0!	
Growth	0	0	0	#DIV/0!	
Building Aid- BAN New School Constr.	0	0	0	#DIV/0!	
Transportation Aid	550,000	536,187	-13,813	-0.02511	
Deficit Reduction Assessment	0	0	0	#DIV/0!	
Projected State Aid Total	6,473,685	6,458,527	-15,158	-0.00234	
Total Estimated Revenues	6,706,585	6,739,827	33,242	0.004957	
Appropriate Fund Balance & Capital Fund	45,000	37,500	-7,500	-0.16667	
Transfer from Retirement Contribution Reserve (ERS)	40,000	40,000	0	0	
Transfer from Insurance/Unemployment Insurance	60,000	0	-60,000	-1	
Transfer from Employee Benefit Reserve	25,000	43,000	18,000	0.72	
TOTAL REVENUES, APPROPRIATED					
FUND BALANCE & RESERVES	6,876,585	6,860,327	-16,258	-0.00236	
TOTAL BUDGETED EXPENSES	9,782,477	9,806,982	24,505	0.002505	
TOTAL PROJECTED TAX LEVY	2,905,892	2,946,655	40,763	0.014028	
PERCENT TAX INCREASE	0.0051887	0.014027706			

MORRIS CENTRAL SCHOOL

School District Budget Notice

Overall Budget Proposal		Budget Adopted 2016-17	Budget Proposed 2017-18	Contingency Budget 2017-18*
Total Budget Amount, Not including Separate Propositions		\$ 9,782,477	\$ 9,806,982	\$ 9,800,465
Increase/decrease for the 2017-18 School year			\$ 24,505	\$ 17,988
Percentage increase/decrease in Proposed Budget			0.25%	0.18%
Change in the Consumer Price Index			1.26%	
A. Proposed Levy to Support the Total Budgeted Amount		\$ 2,905,892	\$ 2,946,655	
B. Levy to Support Library Debt, If Applicable				
C. Levy for Non-Excludable Propositions, If Applicable **				
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy				
E. Total Proposed School Year Tax Levy (A+B+C+D)		\$ 2,905,892	\$ 2,946,655	\$ 2,905,892
F. Total Permissible Exclusions		\$ 221,366	\$ 217,404	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions		\$ 2,684,526	\$ 2,729,251	
H. Total Proposed School Tax Year Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E-B-F+D)		\$ 2,684,526	\$ 2,729,251	
I. Difference:(G-H) Negative Value Requires 60.0% Voter Approval **		\$ -	\$ -	
Administrative component		\$ 896,181	\$ 899,271	\$ 895,697
Program component		\$ 6,970,233	\$ 6,956,625	\$ 6,953,682
Capital component		\$ 1,916,063	\$ 1,951,086	\$ 1,951,086
Est. Basic STAR Exemption Savings2				
\$ 496.00	Desc: Listing Separate Propositions that are not included in the Total Budget Amount	\$ -	Desc: None	\$ -
<p>* Statement of assumptions made in projecting a contingency budget for the 2017-18 school year, should the proposed budget be defeated pursuant to Section 2023 of the Education Law.</p> <p>The annual budget vote for the fiscal year 2017-18 by the qualified voters of the Morris School District, Otsego County, New York, will be held at Morris Central school, in said district on Tuesday, May 16, 2017 between the hours of noon and 8:00 p.m., prevailing time in the Morris Central school(s) at which time polls will be opened to vote by voting ballot or machine.</p> <p>*The basic school tax relief (STAR) exemption is authorized by Section 425 of the Real Property Tax Law.</p> <p>** Tax Levy associated with educational or transportation services propositions are not eligible for exclusion and may effect voter approval requirements.</p>				

Equalized Total Assessed Value 198,240,761

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	426,681	0.22
13100	CO - GENERALLY	RPTL 406(1)	2	86,400	0.04
13500	TOWN - GENERALLY	RPTL 406(1)	17	777,976	0.39
13650	VG - GENERALLY	RPTL 406(1)	3	92,414	0.05
13800	SCHOOL DISTRICT	RPTL 408	3	9,620,517	4.85
13890	PUBLIC AUTHORITY - LOCAL	RPTL 412	2	355,700	0.18
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	5,862	0.00
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	11	2,585,328	1.30
25120	NONPROF CORP - EDUC(CONST PRC	RPTL 420-a	1	142,931	0.07
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	3	304,483	0.15
26050	AGRICULTURAL SOCIETY	RPTL 450	1	1,050,345	0.53
26100	VETERANS ORGANIZATION	RPTL 452	1	40,862	0.02
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	6	593,530	0.30
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	12	169,317	0.09
41400	CLERGY	RPTL 460	1	2,586	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	3	57,915	0.03
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	4	137,109	0.07
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	105	4,167,837	2.10
41800	PERSONS AGE 65 OR OVER	RPTL 467	5	180,064	0.09
41805	PERSONS AGE 65 OR OVER	RPTL 467	3	166,204	0.08
41834	ENHANCED STAR	RPTL 425	236	15,422,392	7.78
41844	En STAR (land belongs to other	RPTL 425	3	104,834	0.05
41854	BASIC STAR 1999-2000	RPTL 425	498	15,851,914	8.00
41864	Basic STAR (land belongs to ot	RPTL 425	4	81,931	0.04
42100	SILOS, MANURE STORAGE TANKS, TEMPORARY GREENHOUSES	RPTL 483-a	1	3,000	0.00
42120	TEMPORARY GREENHOUSES	RPTL 483-c	1	27,759	0.01
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	10	289,012	0.15
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	10	383,876	0.19
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	3	342,416	0.17
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	1	2,160	0.00

Equalized Total Assessed Value 198,240,761

School District - 364201 Morris Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	17,900	0.01
Total Exemptions Exclusive of System Exemptions:					
			956	53,473,355	26.97
Total System Exemptions:					
			1	17,900	0.01
Totals:					
			957	53,491,255	26.98

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 CSD - SCHOOL REPORT CARD DATA [2015 - 16]

MORRIS CSD ENROLLMENT (2015 - 16)

K-12 ENROLLMENT

347

ENROLLMENT BY GENDER

MALE

FEMALE

186

54%

161

46%

ENROLLMENT BY ETHNICITY

GROUP
HISPANIC OR LATINO
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER
WHITE
MULTIRACIAL

TOTAL
16
7
320
4

PERCENT
5%
2%
92%
1%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

STUDENTS WITH DISABILITIES

ECONOMICALLY DISADVANTAGED

81

23%

201

58%

ENROLLMENT BY GRADE

GROUP
PRE-K (FULL DAY)
K (FULL DAY)
1ST GRADE
2ND GRADE
3RD GRADE
4TH GRADE
5TH GRADE
6TH GRADE
UNGRADED ELEMENTARY
7TH GRADE
8TH GRADE
9TH GRADE
10TH GRADE
11TH GRADE
12TH GRADE

TOTAL
21
17
18
28
22
28
36
25
5
22
26
34
27
33
26

PERCENT
6%
5%
5%
8%
6%
8%
10%
7%
1%
6%
7%
10%
8%
10%
7%

AVERAGE CLASS SIZE (2015 - 16)

GROUP	CLASS SIZE
COMMON BRANCH	18
GRADE 8 ENGLISH	13
GRADE 8 MATHEMATICS	12
GRADE 8 SCIENCE	13
GRADE 8 SOCIAL STUDIES	13
GRADE 10 ENGLISH	13
GRADE 10 MATHEMATICS	15
GRADE 10 SCIENCE	14
GRADE 10 SOCIAL STUDIES	15

FREE AND REDUCED-PRICE LUNCH (2015 - 16)

ELIGIBLE FOR FREE LUNCH	ELIGIBLE FOR REDUCED-PRICE LUNCH
156	38
45%	11%

STUDENT SUSPENSIONS (2014 - 15)

17	4%
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TEACHER TURNOVER RATE (2014-15 TO 2015-16)

TURNOVER RATE OF TEACHERS WITH FEWER THAN FIVE YEARS OF EXPERIENCE	TURNOVER RATE OF ALL TEACHERS
25%	19%

TEACHER QUALIFICATIONS (2015 - 16)

TOTAL TEACHERS	41
PERCENT WITH NO VALID TEACHING CERTIFICATE	2%
PERCENT TEACHING OUT OF CERTIFICATE	10%
PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE	12%
PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE	22%
TOTAL NUMBER OF CORE CLASSES	124
PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS DISTRICT	124
TOTAL NUMBER OF CLASSES	200
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	10%

HIGH SCHOOL COMPLETERS (2015 - 16)

GROUP	COMPLETERS (GRADUATES + COMMENCEMENT CREDENTIALS)	GRADUATES (REGENTS + LOCAL DIPLOMAS)	REGENTS DIPLOMA
ALL STUDENTS	26	25	100%

GENERAL EDUCATION	-	-	-	-				
STUDENTS WITH DISABILITIES	-	-	-	-				
GROUP	REGENTS WITH ADVANCED DESIGNATION		REGENTS WITH CTE ENDORSEMENT		LOCAL DIPLOMAS		COMMENCEMENT CREDENTIALS	
ALL STUDENTS	12	48%	6	24%	0	0%	1	4%
GENERAL EDUCATION	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	-	-	-	-	-	-	-	-

HIGH SCHOOL NON-COMPLETERS (2015 - 16)

GROUP	DROPPED OUT	ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM	TOTAL NONCOMPLETERS
ALL STUDENTS	-	-	-
GENERAL EDUCATION	-	-	-
STUDENTS WITH DISABILITIES	-	-	-

POST-GRADUATION PLANS OF COMPLETERS (2015 - 16)

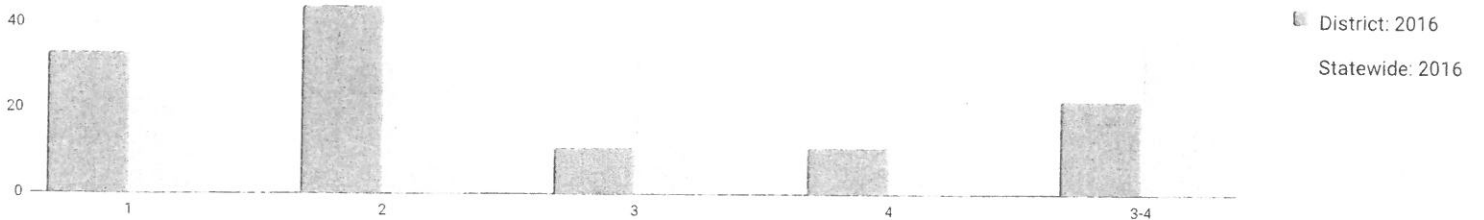
GROUP	TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
ALL STUDENTS	15	58%	2	8%	0	0%	0	0%
GENERAL EDUCATION	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	-	-	-	-	-	-	-	-

GROUP	TO EMPLOYMENT	TO ADULT SERVICES	TO OTHER KNOWN PLANS	PLANS UNKNOWN

ALL STUDENTS	7	27%	0	0%	2	8%	0	0%
GENERAL EDUCATION	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	-	-	-	-	-	-	-	-

GRADE 3 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.



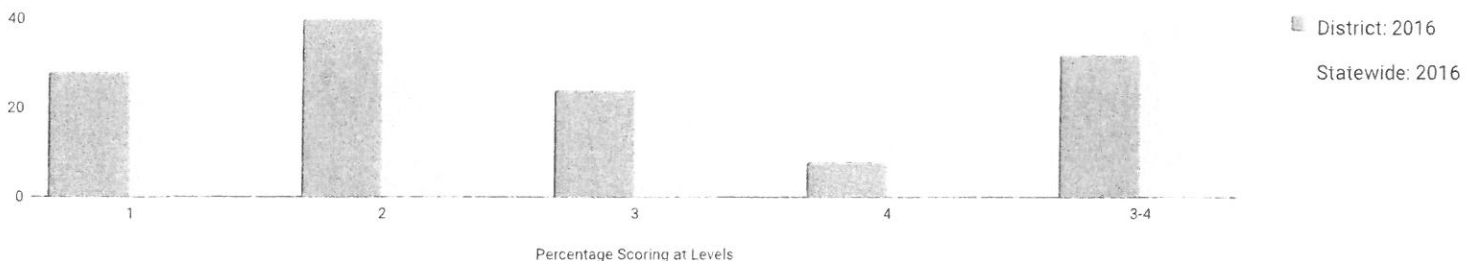
Percentage Scoring at Levels

MEAN SCORE: 291

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	18	22%	6	33%	8	44%	2	11%	2	11%
GENERAL EDUCATION	14	%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	2	%	-	-	-	-	-	-	-	-
WHITE	16	%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	18	22%	6	33%	8	44%	2	11%	2	11%
FEMALE	10	20%	2	20%	6	60%	2	20%	0	0%
MALE	8	25%	4	50%	2	25%	0	0%	2	25%
NON-ENGLISH LANGUAGE LEARNERS	18	22%	6	33%	8	44%	2	11%	2	11%
ECONOMICALLY DISADVANTAGED	16	%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	2	%	-	-	-	-	-	-	-	-
NOT MIGRANT	18	22%	6	33%	8	44%	2	11%	2	11%

GRADE 4 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.



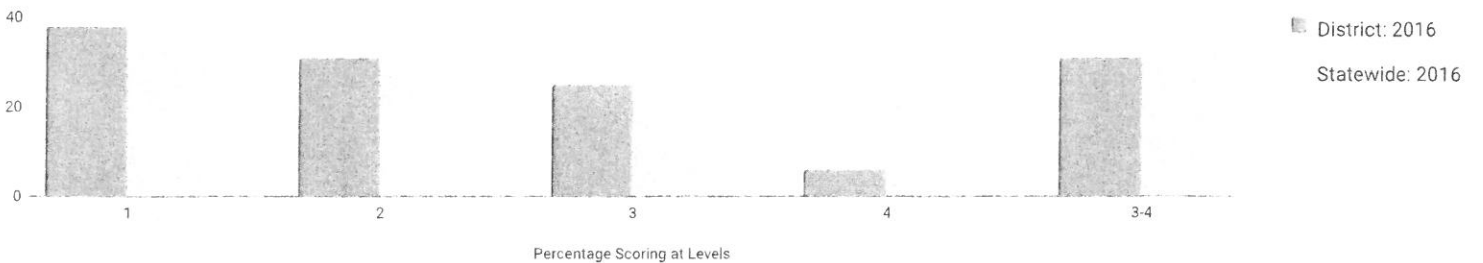
MEAN SCORE: 304

MEAN SCORE: 297

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	25	32%	7	28%	10	40%	6	24%	2	8%
GENERAL EDUCATION	21	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL...	4	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	19	21%	7	37%	8	42%	3	16%	1	5%
SMALL GROUP TOTAL	6	67%	0	0%	2	33%	3	50%	1	17%
FEMALE	11	45%	3	27%	3	27%	4	36%	1	9%
MALE	14	21%	4	29%	7	50%	2	14%	1	7%
NON-ENGLISH LANGUAGE LEARNERS	25	32%	7	28%	10	40%	6	24%	2	8%
ECONOMICALLY DISADVANTAGED	15	40%	7	47%	2	13%	5	33%	1	7%
NOT ECONOMICALLY DISADVANTAGED	10	20%	0	0%	8	80%	1	10%	1	10%
NOT MIGRANT	25	32%	7	28%	10	40%	6	24%	2	8%

GRADE 5 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.



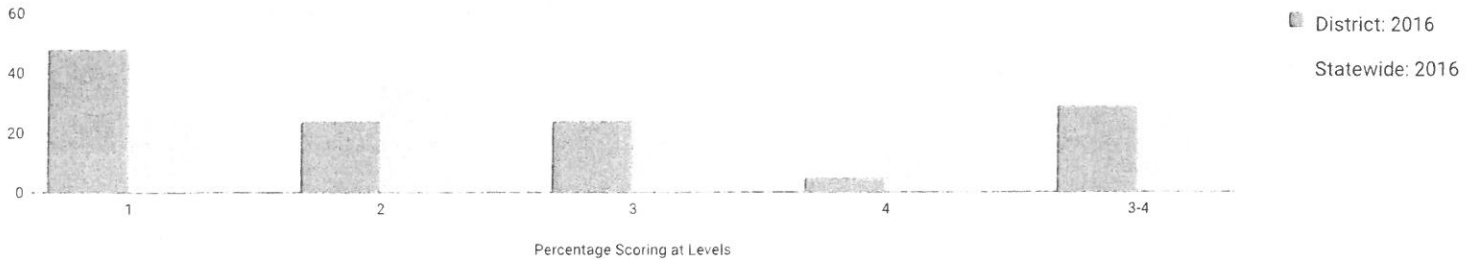
MEAN SCORE: 290

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
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ALL STUDENTS	32	31%	12	38%	10	31%	8	25%	2	6%
GENERAL EDUCATION	23	43%	4	17%	9	39%	8	35%	2	9%
STUDENTS WITH DISABILITIES	9	0%	8	89%	1	11%	0	0%	0	0%
WHITE	32	31%	12	38%	10	31%	8	25%	2	6%
FEMALE	13	15%	5	38%	6	46%	1	8%	1	8%
MALE	19	42%	7	37%	4	21%	7	37%	1	5%
NON-ENGLISH LANGUAGE LEARNERS	32	31%	12	38%	10	31%	8	25%	2	6%
ECONOMICALLY DISADVANTAGED	18	11%	12	67%	4	22%	1	6%	1	6%
NOT ECONOMICALLY DISADVANTAGED	14	57%	0	0%	6	43%	7	50%	1	7%
NOT MIGRANT	32	31%	12	38%	10	31%	8	25%	2	6%

GRADE 6 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.



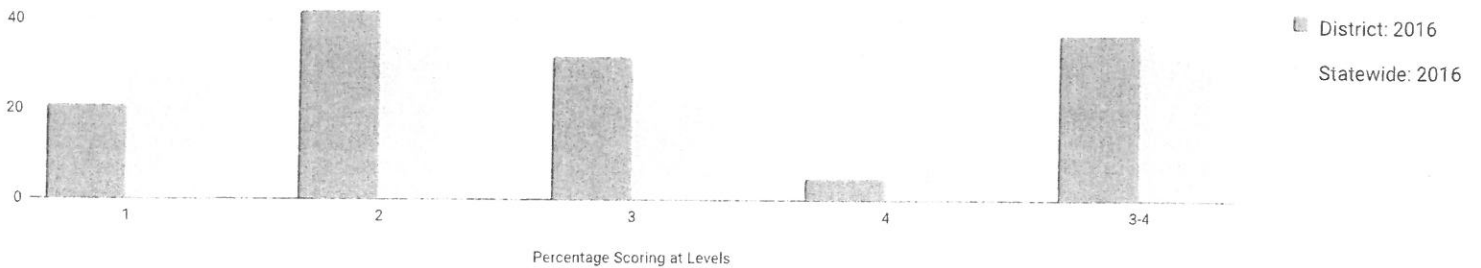
MEAN SCORE: 289

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	21	29%	10	48%	5	24%	5	24%	1	5%

GENERAL EDUCATION	15	40%	4	27%	5	33%	5	33%	1	7%
STUDENTS WITH DISABILITIES	6	0%	6	100%	0	0%	0	0%	0	0%
WHITE	21	29%	10	48%	5	24%	5	24%	1	5%
FEMALE	7	29%	3	43%	2	29%	2	29%	0	0%
MALE	14	29%	7	50%	3	21%	3	21%	1	7%
NON-ENGLISH LANGUAGE LEARNERS	21	29%	10	48%	5	24%	5	24%	1	5%
ECONOMICALLY DISADVANTAGED	12	25%	6	50%	3	25%	2	17%	1	8%
NOT ECONOMICALLY DISADVANTAGED	9	33%	4	44%	2	22%	3	33%	0	0%
NOT MIGRANT	21	29%	10	48%	5	24%	5	24%	1	5%

GRADE 7 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.



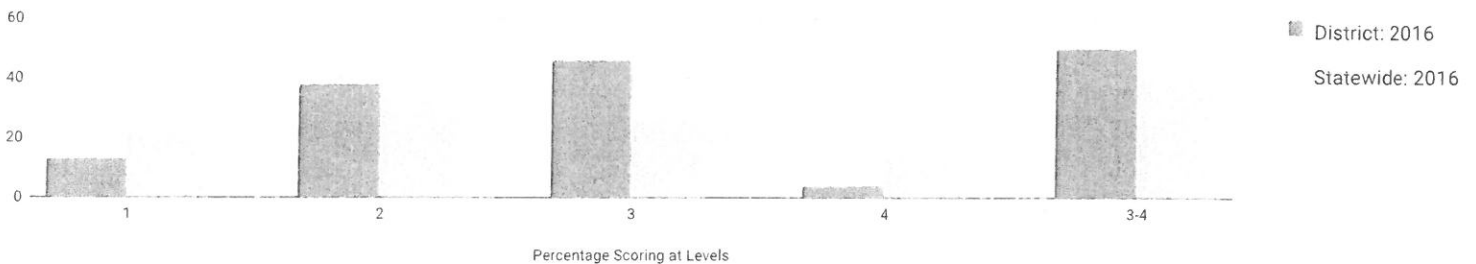
MEAN SCORE: 307

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	19	37%	4	21%	8	42%
GENERAL EDUCATION	15	0%	-	-	-	-
STUDENTS WITH DISABILITIES	4	0%	-	-	-	-

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL...	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	14	36%	2	14%	7	50%	4	29%	1	7%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	40%	2	40%	1	20%	2	40%	0	0%
FEMALE	11	55%	1	9%	4	36%	6	55%	0	0%
MALE	8	13%	3	38%	4	50%	0	0%	1	13%
NON-ENGLISH LANGUAGE LEARNERS	19	37%	4	21%	8	42%	6	32%	1	5%
ECONOMICALLY DISADVANTAGED	9	22%	4	44%	3	33%	2	22%	0	0%
NOT ECONOMICALLY DISADVANTAGED	10	50%	0	0%	5	50%	4	40%	1	10%
NOT MIGRANT	19	37%	4	21%	8	42%	6	32%	1	5%

GRADE 8 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.



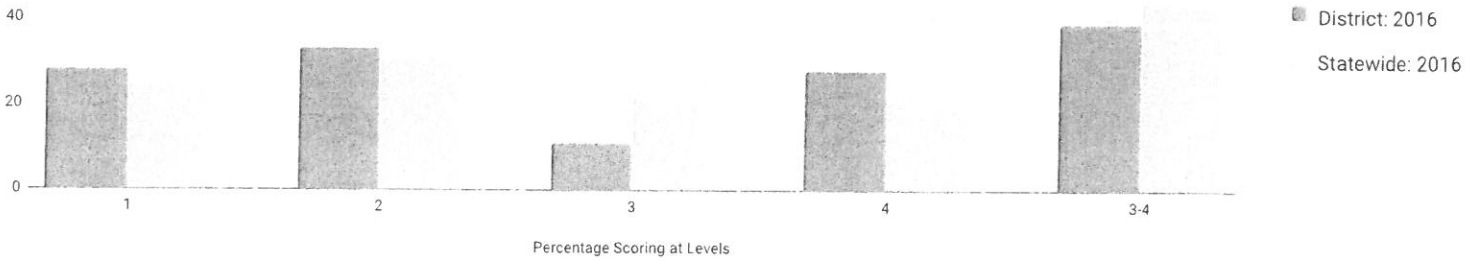
MEAN SCORE: 306

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	24	50%	3	13%	9	38%	11	46%	1	4%
GENERAL EDUCATION	19	63%	1	5%	6	32%	11	58%	1	5%
STUDENTS WITH DISABILITIES	5	0%	2	40%	3	60%	0	0%	0	0%
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	23	_%	-	-	-	-	-	-	-	-

SMALL GROUP TOTAL	24	50%	3	13%	9	38%	11	46%	1	4%
FEMALE	13	62%	0	0%	5	38%	7	54%	1	8%
MALE	11	36%	3	27%	4	36%	4	36%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	24	50%	3	13%	9	38%	11	46%	1	4%
ECONOMICALLY DISADVANTAGED	13	31%	2	15%	7	54%	4	31%	0	0%
NOT ECONOMICALLY DISADVANTAGED	11	73%	1	9%	2	18%	7	64%	1	9%
NOT MIGRANT	24	50%	3	13%	9	38%	11	46%	1	4%

GRADE 3 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.



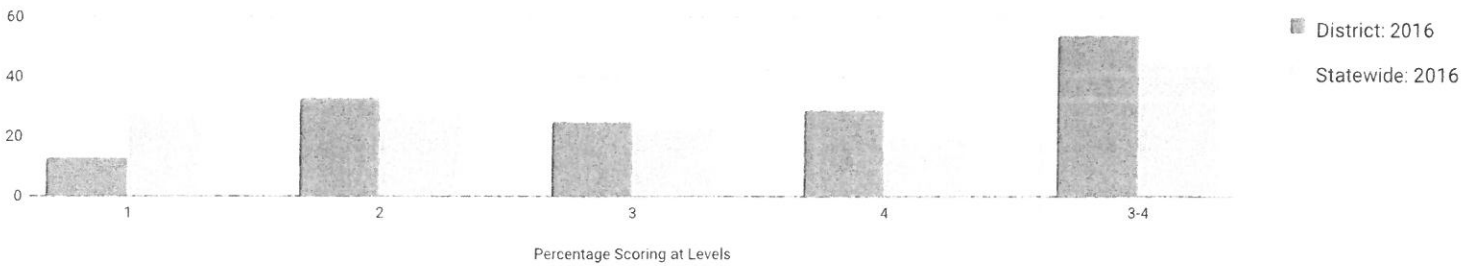
MEAN SCORE: 299

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	18	39%	5 28%	6 33%	2 11%	5 28%
GENERAL EDUCATION	14	_%	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI..	2	_%	-	-	-	-
WHITE	16	_%	-	-	-	-
SMALL GROUP TOTAL	18	39%	5 28%	6 33%	2 11%	5 28%
FEMALE	9	56%	1 11%	3 33%	2 22%	3 33%

MALE	9	22%	4	44%	3	33%	0	0%	2	22%
NON-ENGLISH LANGUAGE LEARNERS	18	39%	5	28%	6	33%	2	11%	5	28%
ECONOMICALLY DISADVANTAGED	15	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	3	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	18	39%	5	28%	6	33%	2	11%	5	28%

GRADE 4 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.



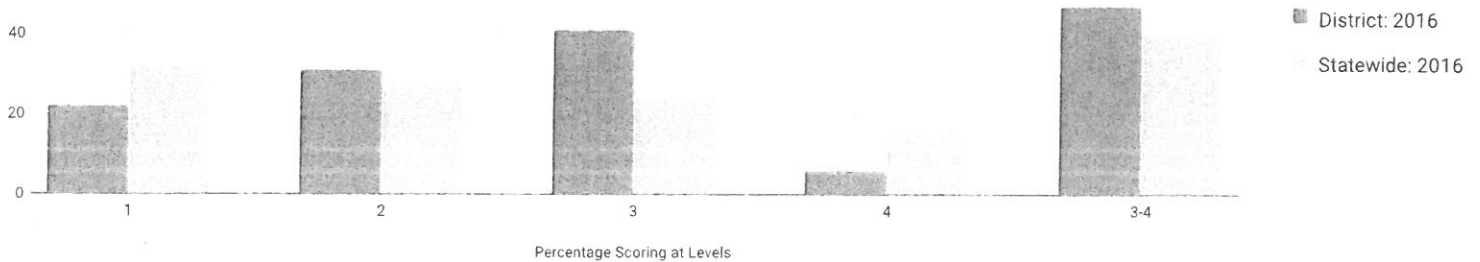
MEAN SCORE: 315

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	24	54%	3	13%	8	33%	6	25%	7	29%
GENERAL EDUCATION	20	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL...	4	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	19	42%	3	16%	8	42%	4	21%	4	21%
SMALL GROUP TOTAL	5	100%	0	0%	0	0%	2	40%	3	60%
FEMALE	10	60%	2	20%	2	20%	2	20%	4	40%
MALE	14	50%	1	7%	6	43%	4	29%	3	21%

GROUP	2015	2016	2017	2018	2019	2020	2021	2022	2023	
NON-ENGLISH LANGUAGE LEARNERS	24	54%	3	13%	8	33%	6	25%	7	29%
ECONOMICALLY DISADVANTAGED	15	47%	3	20%	5	33%	1	7%	6	40%
NOT ECONOMICALLY DISADVANTAGED	9	67%	0	0%	3	33%	5	56%	1	11%
NOT MIGRANT	24	54%	3	13%	8	33%	6	25%	7	29%

GRADE 5 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

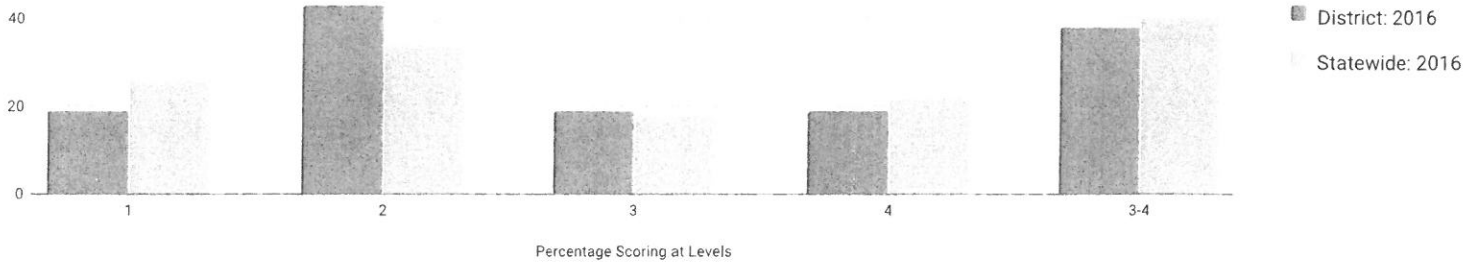


MEAN SCORE: 308

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	32	47%	7	22%	10	31%	13	41%	2	6%
GENERAL EDUCATION	23	57%	2	9%	8	35%	11	48%	2	9%
STUDENTS WITH DISABILITIES	9	22%	5	56%	2	22%	2	22%	0	0%
WHITE	32	47%	7	22%	10	31%	13	41%	2	6%
FEMALE	13	38%	4	31%	4	31%	4	31%	1	8%
MALE	19	53%	3	16%	6	32%	9	47%	1	5%
NON-ENGLISH LANGUAGE LEARNERS	32	47%	7	22%	10	31%	13	41%	2	6%
ECONOMICALLY DISADVANTAGED	18	33%	6	33%	6	33%	6	33%	0	0%
NOT ECONOMICALLY DISADVANTAGED	14	64%	1	7%	4	29%	7	50%	2	14%
NOT MIGRANT	32	47%	7	22%	10	31%	13	41%	2	6%

GRADE 6 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.



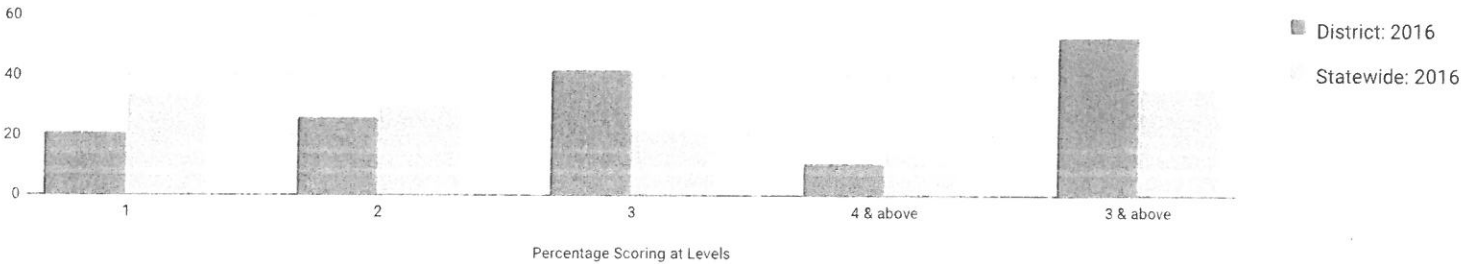
MEAN SCORE: 303

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	21	38%	4	19%	9	43%	4	19%	4	19%
GENERAL EDUCATION	15	53%	0	0%	7	47%	4	27%	4	27%
STUDENTS WITH DISABILITIES	6	0%	4	67%	2	33%	0	0%	0	0%
WHITE	21	38%	4	19%	9	43%	4	19%	4	19%
FEMALE	7	43%	1	14%	3	43%	1	14%	2	29%
MALE	14	36%	3	21%	6	43%	3	21%	2	14%
NON-ENGLISH LANGUAGE LEARNERS	21	38%	4	19%	9	43%	4	19%	4	19%
ECONOMICALLY DISADVANTAGED	12	50%	3	25%	3	25%	3	25%	3	25%
NOT ECONOMICALLY DISADVANTAGED	9	22%	1	11%	6	67%	1	11%	1	11%
NOT MIGRANT	21	38%	4	19%	9	43%	4	19%	4	19%

GRADE 7 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

Mean scores and data in the table for grade 7 math include only those for grade 7 students who took the Grade 7 New York State Testing Program Assessment (NYSTP) in Mathematics. For 2015 and forward, data in the bar charts include those for grade 7 students who took the Grade 7 NYSTP in Mathematics and grade 7 students who took a Regents math test in lieu of the NYSTP. For 2014 and earlier, data in the bar charts include only those for grade 7 students who took the Grade 7 NYSTP.



MEAN SCORE: 319

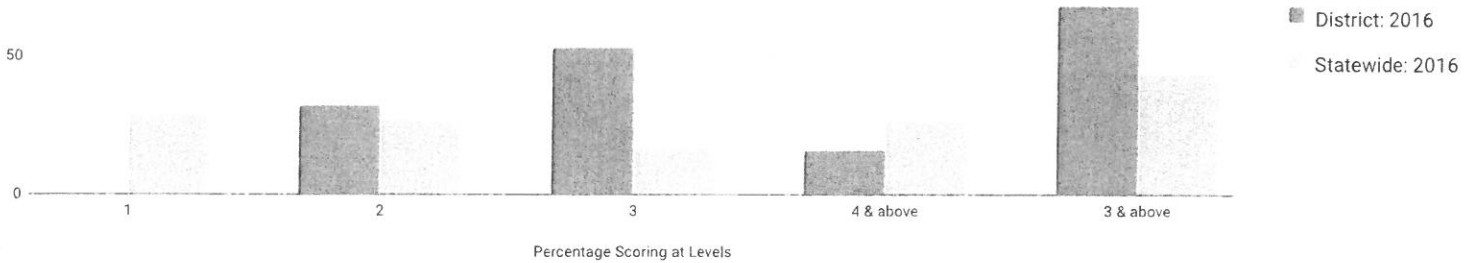
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	19	53%	4	21%	5	26%	8	42%	2	11%
GENERAL EDUCATION	15	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	14	57%	3	21%	3	21%	6	43%	2	14%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	40%	1	20%	2	40%	2	40%	0	0%
FEMALE	11	64%	1	9%	3	27%	6	55%	1	9%
MALE	8	38%	3	38%	2	25%	2	25%	1	13%

NON-ENGLISH LANGUAGE LEARNERS	19	53%	4	21%	5	26%	8	42%	2	11%
ECONOMICALLY DISADVANTAGED	9	33%	3	33%	3	33%	2	22%	1	11%
NOT ECONOMICALLY DISADVANTAGED	10	70%	1	10%	2	20%	6	60%	1	10%
NOT MIGRANT	19	53%	4	21%	5	26%	8	42%	2	11%

GRADE 8 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

Mean scores and data in the table for grade 8 math include only those for grade 8 students who took the Grade 8 New York State Testing Program Assessment (NYSTP) in Mathematics. For 2015 and forward, data in the bar charts include those for grade 8 students who took the Grade 8 NYSTP in Mathematics and grade 8 students who took a Regents math test in lieu of the NYSTP. For 2014 and earlier, data in the bar charts include only those for grade 8 students who took the Grade 8 NYSTP.

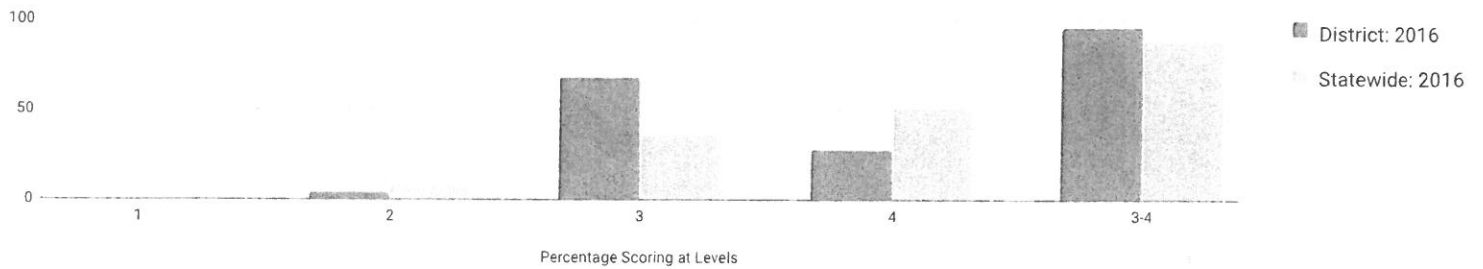


MEAN SCORE: 326

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	19	68%	0	32%	10	16%
GENERAL EDUCATION	18	_%	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-
WHITE	18	_%	-	-	-	-
SMALL GROUP TOTAL	19	68%	0	32%	10	16%
FEMALE	12	75%	0	25%	6	25%
MALE	7	57%	0	43%	4	0%
NON-ENGLISH LANGUAGE LEARNERS	19	68%	0	32%	10	16%
ECONOMICALLY DISADVANTAGED	9	56%	0	44%	4	11%
NOT ECONOMICALLY DISADVANTAGED	10	80%	0	20%	6	20%
NOT MIGRANT	19	68%	0	32%	10	16%

GRADE 4 SCIENCE

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.



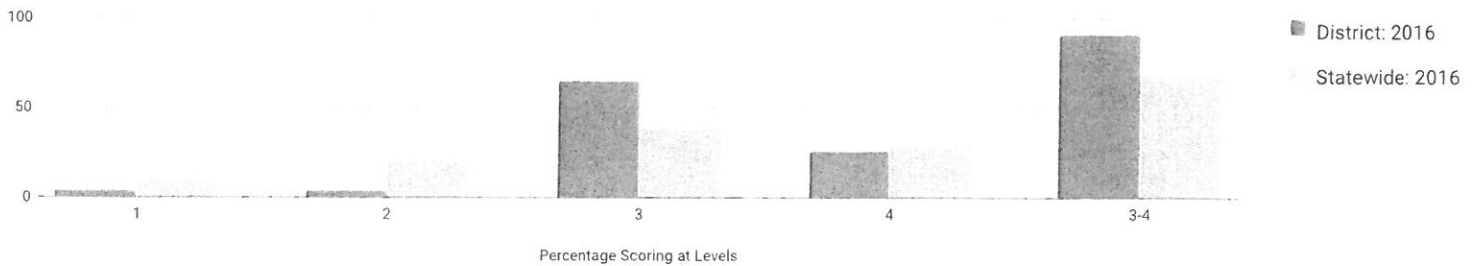
MEAN SCORE: 78

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	25	96%	0	4%	17	28%
GENERAL EDUCATION	21	100%	0	0%	3	14%
STUDENTS WITH DISABILITIES	4	0%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF..	4	0%	0	0%	0	0%
HISPANIC OR LATINO	2	0%	0	0%	0	0%
WHITE	19	95%	0	5%	14	21%
SMALL GROUP TOTAL	6	100%	0	0%	3	50%
FEMALE	11	91%	0	9%	7	27%
MALE	14	100%	0	0%	10	29%
NON-ENGLISH LANGUAGE LEARNERS	25	96%	0	4%	17	28%
ECONOMICALLY DISADVANTAGED	15	93%	0	7%	11	20%
NOT ECONOMICALLY DISADVANTAGED	10	100%	0	0%	6	40%
NOT MIGRANT	25	96%	0	4%	17	28%

GRADE 8 SCIENCE

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

Data in the bar charts include those for grade 8 students who took the New York State Grade 8 Science Test and grade 8 students who took a Regents science test in lieu of this test. Mean scores and data in the table for grade 8 science include only those for grade 8 students who took the New York State Grade 8 Science Test.



MEAN SCORE: 71

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	17	88%	1 (6%)	1 (6%)	14 (82%)	1 (6%)
GENERAL EDUCATION	13	100%	0 (0%)	0 (0%)	13 (100%)	0 (0%)
STUDENTS WITH DISABILITIES	4	0%	0 (0%)	0 (0%)	0 (0%)	0 (0%)
HISPANIC OR LATINO	1	0%	0 (0%)	0 (0%)	0 (0%)	0 (0%)
WHITE	16	100%	0 (0%)	0 (0%)	16 (100%)	0 (0%)
SMALL GROUP TOTAL	17	88%	1 (6%)	1 (6%)	14 (82%)	1 (6%)
FEMALE	8	100%	0 (0%)	0 (0%)	8 (100%)	0 (0%)
MALE	9	78%	1 (11%)	1 (11%)	6 (67%)	1 (11%)
NON-ENGLISH LANGUAGE LEARNERS	17	88%	1 (6%)	1 (6%)	14 (82%)	1 (6%)
ECONOMICALLY DISADVANTAGED	12	83%	1 (8%)	1 (8%)	9 (75%)	1 (8%)
NOT ECONOMICALLY DISADVANTAGED	5	100%	0 (0%)	0 (0%)	5 (100%)	0 (0%)
NOT MIGRANT	17	88%	1 (6%)	1 (6%)	14 (82%)	1 (6%)

GRADE 8 STUDENTS TAKING A REGENTS SCIENCE TEST

Accelerated grade 8 students who take a Regents science test in lieu of the New York State Grade 8 Science Test.

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
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ALL STUDENTS	6	100%	0	0%	0	0%	1	17%	5	83%
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STATEWIDE RESULTS ON THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS: NAEP (2014 - 15)

**GRADE: 4
READING**

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RA...
ALL STUDENTS	32%	32%	27%	9%	
AMERICAN INDIAN OR ALAS...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIA...	20%	30%	33%	17%	
BLACK OR AFRICAN AMERIC...	48%	34%	15%	3%	
HISPANIC OR LATINO	44%	37%	17%	2%	
WHITE	20%	31%	37%	12%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITL...	70%	22%	7%	1%	98
ENGLISH LANGUAGE LEARN...	74%	21%	4%	1%	88
ECONOMICALLY DISADVAN...	43%	36%	18%	3%	

MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RA...
ALL STUDENTS	21%	44%	30%	5%	
AMERICAN INDIAN OR ALAS...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIA...	12%	31%	42%	15%	
BLACK OR AFRICAN AMERIC...	40%	46%	13%	1%	
HISPANIC OR LATINO	28%	51%	20%	1%	
WHITE	12%	41%	40%	7%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITL...	49%	39%	10%	2%	98
ENGLISH LANGUAGE LEARN...	56%	35%	9%	*%	91
ECONOMICALLY DISADVAN...	29%	48%	21%	2%	

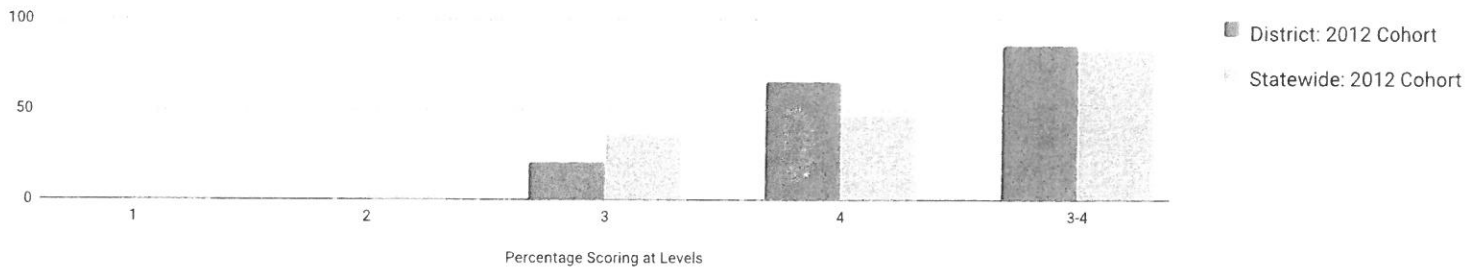
**GRADE: 8
READING**

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RA...
ALL STUDENTS	27%	40%	29%	4%	
AMERICAN INDIAN OR ALAS...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIA...	19%	39%	34%	8%	
BLACK OR AFRICAN AMERIC...	42%	41%	16%	1%	
HISPANIC OR LATINO	35%	43%	20%	2%	
WHITE	18%	39%	38%	5%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITL...	59%	33%	8%	*%	98
ENGLISH LANGUAGE LEARN...	78%	19%	3%	*%	89
ECONOMICALLY DISADVAN...	36%	42%	21%	1%	

MATHEMATICS

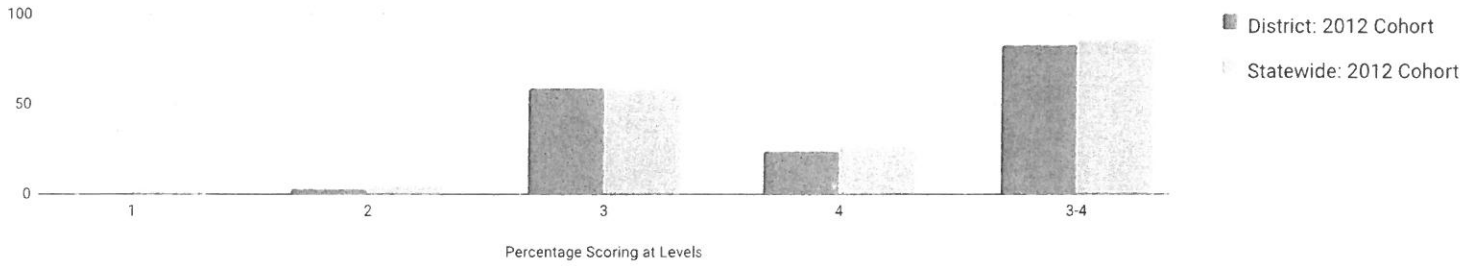
GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RA...
ALL STUDENTS	31%	38%	24%	7%	
AMERICAN INDIAN OR ALAS...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIA...	18%	30%	33%	19%	
BLACK OR AFRICAN AMERIC...	48%	37%	13%	2%	
HISPANIC OR LATINO	41%	40%	16%	3%	
WHITE	20%	40%	31%	9%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITL...	64%	27%	8%	1%	99
ENGLISH LANGUAGE LEARN...	72%	21%	6%	1%	94
ECONOMICALLY DISADVAN...	40%	39%	17%	4%	

TOTAL COHORT RESULTS IN SECONDARY-LEVEL ENGLISH LANGUAGE ARTS AFTER FOUR YEARS OF INSTRUCTION



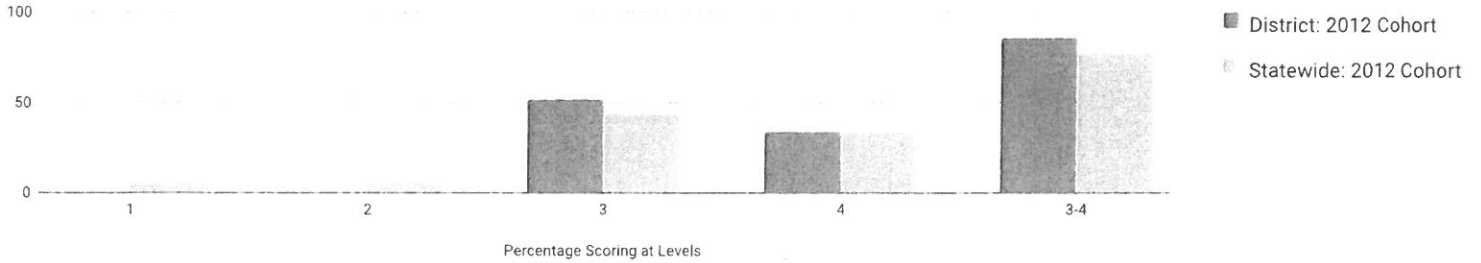
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	29	86%	0	0%	0	0%	6	21%	19	66%
GENERAL EDUCATION	20	100%	0	0%	0	0%	1	5%	19	95%
STUDENTS WITH DISABILITIES	9	56%	0	0%	0	0%	5	56%	0	0%
HISPANIC OR LATINO	2	0%	-	-	-	-	-	-	-	-
WHITE	26	0%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	29	86%	0	0%	0	0%	6	21%	19	66%
FEMALE	13	92%	0	0%	0	0%	1	8%	11	85%
MALE	16	81%	0	0%	0	0%	5	31%	8	50%
NON-ENGLISH LANGUAGE LEARNERS	29	86%	0	0%	0	0%	6	21%	19	66%
ECONOMICALLY DISADVANTAGED	13	69%	0	0%	0	0%	4	31%	5	38%
NOT ECONOMICALLY DISADVANTAGED	16	100%	0	0%	0	0%	2	13%	14	88%
NOT MIGRANT	29	86%	0	0%	0	0%	6	21%	19	66%

TOTAL COHORT RESULTS IN SECONDARY-LEVEL MATHEMATICS AFTER FOUR YEARS OF INSTRUCTION



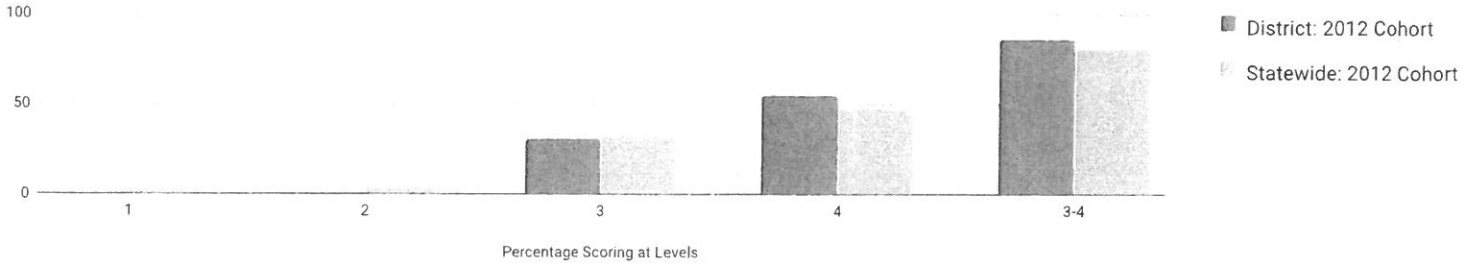
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	29	83%	0	0%	1	3%	17	59%	7	24%
GENERAL EDUCATION	20	100%	0	0%	0	0%	13	65%	7	35%
STUDENTS WITH DISABILITIES	9	44%	0	0%	1	11%	4	44%	0	0%
HISPANIC OR LATINO	2	0%	-	-	-	-	-	-	-	-
WHITE	26	0%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	29	83%	0	0%	1	3%	17	59%	7	24%
FEMALE	13	85%	0	0%	1	8%	7	54%	4	31%
MALE	16	81%	0	0%	0	0%	10	63%	3	19%
NON-ENGLISH LANGUAGE LEARNERS	29	83%	0	0%	1	3%	17	59%	7	24%
ECONOMICALLY DISADVANTAGED	13	69%	0	0%	0	0%	8	62%	1	8%
NOT ECONOMICALLY DISADVANTAGED	16	94%	0	0%	1	6%	9	56%	6	38%
NOT MIGRANT	29	83%	0	0%	1	3%	17	59%	7	24%

TOTAL COHORT RESULTS IN SECONDARY-LEVEL GLOBAL HISTORY AND GEOGRAPHY AFTER FOUR YEARS OF INSTRUCTION



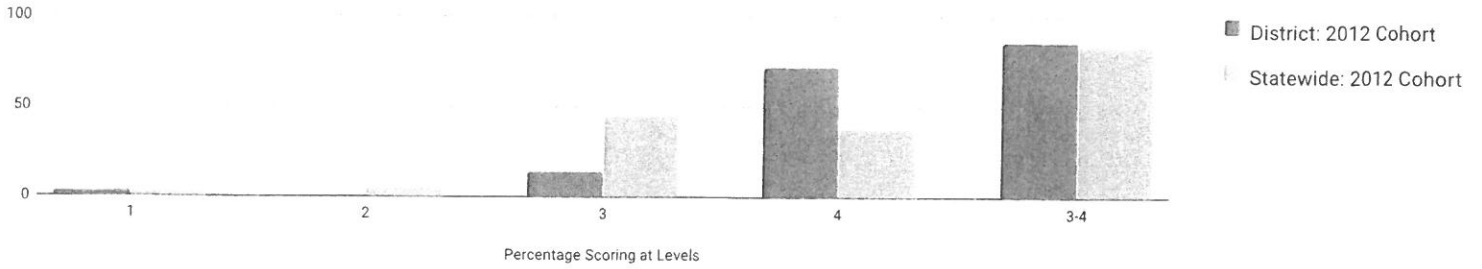
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	29	86%	0	0%	0	0%	15	52%	10	34%
GENERAL EDUCATION	20	100%	0	0%	0	0%	11	55%	9	45%
STUDENTS WITH DISABILITIES	9	56%	0	0%	0	0%	4	44%	1	11%
HISPANIC OR LATINO	2	0%	-	-	-	-	-	-	-	-
WHITE	26	0%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	29	86%	0	0%	0	0%	15	52%	10	34%
FEMALE	13	92%	0	0%	0	0%	8	62%	4	31%
MALE	16	81%	0	0%	0	0%	7	44%	6	38%
NON-ENGLISH LANGUAGE LEARNERS	29	86%	0	0%	0	0%	15	52%	10	34%
ECONOMICALLY DISADVANTAGED	13	69%	0	0%	0	0%	6	46%	3	23%
NOT ECONOMICALLY DISADVANTAGED	16	100%	0	0%	0	0%	9	56%	7	44%
NOT MIGRANT	29	86%	0	0%	0	0%	15	52%	10	34%

TOTAL COHORT RESULTS IN SECONDARY-LEVEL U.S. HISTORY AND GOVERNMENT AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	29	86%	0	0%	0	0%	9	31%	16	55%
GENERAL EDUCATION	20	100%	0	0%	0	0%	6	30%	14	70%
STUDENTS WITH DISABILITIES	9	56%	0	0%	0	0%	3	33%	2	22%
HISPANIC OR LATINO	2	0%	-	-	-	-	-	-	-	-
WHITE	26	0%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	29	86%	0	0%	0	0%	9	31%	16	55%
FEMALE	13	92%	0	0%	0	0%	5	38%	7	54%
MALE	16	81%	0	0%	0	0%	4	25%	9	56%
NON-ENGLISH LANGUAGE LEARNERS	29	86%	0	0%	0	0%	9	31%	16	55%
ECONOMICALLY DISADVANTAGED	13	69%	0	0%	0	0%	4	31%	5	38%
NOT ECONOMICALLY DISADVANTAGED	16	100%	0	0%	0	0%	5	31%	11	69%
NOT MIGRANT	29	86%	0	0%	0	0%	9	31%	16	55%

TOTAL COHORT RESULTS IN SECONDARY-LEVEL SCIENCE AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	29	86%	1	3%	0	0%	4	14%	21	72%
GENERAL EDUCATION	20	100%	0	0%	0	0%	1	5%	19	95%
STUDENTS WITH DISABILITIES	9	56%	1	11%	0	0%	3	33%	2	22%
HISPANIC OR LATINO	2	0%	-	-	-	-	-	-	-	-
WHITE	26	0%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	29	86%	1	3%	0	0%	4	14%	21	72%
FEMALE	13	92%	0	0%	0	0%	1	8%	11	85%
MALE	16	81%	1	6%	0	0%	3	19%	10	63%
NON-ENGLISH LANGUAGE LEARNERS	29	86%	1	3%	0	0%	4	14%	21	72%
ECONOMICALLY DISADVANTAGED	13	69%	1	8%	0	0%	3	23%	6	46%
NOT ECONOMICALLY DISADVANTAGED	16	100%	0	0%	0	0%	1	6%	15	94%
NOT MIGRANT	29	86%	1	3%	0	0%	4	14%	21	72%

Regents Examination Results (2015 - 16)

COMPREHENSIVE ENGLISH

REGENTS COMPREHENSIVE ENGLISH

GROUP	TOTAL TESTED	55	65	85
ALL STUDENTS	4	-	-	-
STUDENTS WITH DISABILITIES	4	-	-	-
WHITE	4	-	-	-
SMALL GROUP TOTAL	4	-	-	-
FEMALE	1	-	-	-
MALE	3	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	4	-	-	-
ECONOMICALLY DISADVANTAGED	3	-	-	-
NOT ECONOMICALLY DISADVANTAGED	1	-	-	-
NOT MIGRANT	4	-	-	-

ENGLISH LANGUAGE ARTS (COMMON CORE)

ENGLISH LANGUAGE ARTS (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
ALL STUDENTS	36	5 14%	4 11%	10 28%	5 14%	12 33%
GENERAL EDUCATION	26	0 0%	2 8%	7 27%	5 19%	12 46%
STUDENTS WITH DISABILITIES	10	5 50%	2 20%	3 30%	0 0%	0 0%
HISPANIC OR LATINO	2	-	-	-	-	-
WHITE	34	-	-	-	-	-
SMALL GROUP TOTAL	36	5 14%	4 11%	10 28%	5 14%	12 33%
FEMALE	17	1 6%	2 12%	5 29%	2 12%	7 41%
MALE	19	4 21%	2 11%	5 26%	3 16%	5 26%
NON-ENGLISH LANGUAGE LEARNERS	36	5 14%	4 11%	10 28%	5 14%	12 33%
ECONOMICALLY DISADVANTAGED	17	2 12%	4 24%	7 41%	2 12%	2 12%
NOT ECONOMICALLY DISADVANTAGED	19	3 16%	0 0%	3 16%	3 16%	10 53%
NOT MIGRANT	36	5 14%	4 11%	10 28%	5 14%	12 33%

INTEGRATED ALGEBRA
REGENTS INTEGRATED ALGEBRA

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	2	-	-	-	-	-	-
GENERAL EDUCATION	2	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	1	-	-	-	-	-	-
SMALL GROUP TOTAL	2	-	-	-	-	-	-
MALE	2	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	2	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	2	-	-	-	-	-	-
NOT MIGRANT	2	-	-	-	-	-	-

ALGEBRA 2/TRIGONOMETRY
REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	22	16	73%	11	50%	3	14%
GENERAL EDUCATION	22	16	73%	11	50%	3	14%
HISPANIC OR LATINO	3	-	-	-	-	-	-
WHITE	19	-	-	-	-	-	-
SMALL GROUP TOTAL	22	16	73%	11	50%	3	14%
FEMALE	12	9	75%	6	50%	1	8%
MALE	10	7	70%	5	50%	2	20%
NON-ENGLISH LANGUAGE LEARNERS	22	16	73%	11	50%	3	14%
ECONOMICALLY DISADVANTAGED	4	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	18	-	-	-	-	-	-
NOT MIGRANT	22	16	73%	11	50%	3	14%

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	41	2	5%	4	10%	14	34%	12	29%	9	22%
GENERAL EDUCATION	31	0	0%	0	0%	10	32%	12	39%	9	29%
STUDENTS WITH DISABILITIES	10	2	20%	4	40%	4	40%	0	0%	0	0%
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	-	-	-	-	-	-	-	-	-	-
WHITE	36	2	6%	3	8%	13	36%	11	31%	7	19%
SMALL GROUP TOTAL	5	0	0%	1	20%	1	20%	1	20%	2	40%
FEMALE	13	1	8%	0	0%	6	46%	3	23%	3	23%
MALE	28	1	4%	4	14%	8	29%	9	32%	6	21%
NON-ENGLISH LANGUAGE LEARNERS	41	2	5%	4	10%	14	34%	12	29%	9	22%
ECONOMICALLY DISADVANTAGED	21	1	5%	3	14%	9	43%	6	29%	2	10%
NOT ECONOMICALLY DISADVANTAGED	20	1	5%	1	5%	5	25%	6	30%	7	35%
NOT MIGRANT	41	2	5%	4	10%	14	34%	12	29%	9	22%

GEOMETRY (COMMON CORE)

GEOMETRY (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	21	2	10%	6	29%	9	43%	2	10%	2	10%
GENERAL EDUCATION	19	-	-	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-	-	-	-	-
WHITE	20	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	21	2	10%	6	29%	9	43%	2	10%	2	10%
FEMALE	8	1	13%	3	38%	4	50%	0	0%	0	0%
MALE	13	1	8%	3	23%	5	38%	2	15%	2	15%
NON-ENGLISH LANGUAGE LEARNERS	21	2	10%	6	29%	9	43%	2	10%	2	10%
ECONOMICALLY DISADVANTAGED	12	2	17%	5	42%	5	42%	0	0%	0	0%
NOT ECONOMICALLY DISADVANTAGED	9	0	0%	1	11%	4	44%	2	22%	2	22%
NOT MIGRANT	21	2	10%	6	29%	9	43%	2	10%	2	10%

ALGEBRA II (COMMON CORE)

ALGEBRA II (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	16	0	0%	2	13%	9	56%	4	25%	1	6%
GENERAL EDUCATION	16	0	0%	2	13%	9	56%	4	25%	1	6%
HISPANIC OR LATINO	2	-	-	-	-	-	-	-	-	-	-
WHITE	14	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	16	0	0%	2	13%	9	56%	4	25%	1	6%
FEMALE	8	0	0%	0	0%	6	75%	2	25%	0	0%
MALE	8	0	0%	2	25%	3	38%	2	25%	1	13%
NON-ENGLISH LANGUAGE LEARNERS	16	0	0%	2	13%	9	56%	4	25%	1	6%
ECONOMICALLY DISADVANTAGED	3	-	-	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	13	-	-	-	-	-	-	-	-	-	-
NOT MIGRANT	16	0	0%	2	13%	9	56%	4	25%	1	6%

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	40	28	70%	25	63%	9	23%
GENERAL EDUCATION	26	25	96%	23	88%	9	35%
STUDENTS WITH DISABILITIES	14	3	21%	2	14%	0	0%
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	38	-	-	-	-	-	-
SMALL GROUP TOTAL	40	28	70%	25	63%	9	23%
FEMALE	18	12	67%	10	56%	3	17%
MALE	22	16	73%	15	68%	6	27%
NON-ENGLISH LANGUAGE LEARNERS	40	28	70%	25	63%	9	23%
ECONOMICALLY DISADVANTAGED	27	19	70%	16	59%	4	15%
NOT ECONOMICALLY DISADVANTAGED	13	9	69%	9	69%	5	38%
NOT MIGRANT	40	28	70%	25	63%	9	23%

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED	55	65	85
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ALL STUDENTS	36	35	97%	33	92%	19	53%
GENERAL EDUCATION	28	28	100%	27	96%	18	64%
STUDENTS WITH DISABILITIES	8	7	88%	6	75%	1	13%
HISPANIC OR LATINO	2	-	-	-	-	-	-
WHITE	34	-	-	-	-	-	-
SMALL GROUP TOTAL	36	35	97%	33	92%	19	53%
FEMALE	17	17	100%	15	88%	8	47%
MALE	19	18	95%	18	95%	11	58%
NON-ENGLISH LANGUAGE LEARNERS	36	35	97%	33	92%	19	53%
ECONOMICALLY DISADVANTAGED	17	17	100%	15	88%	3	18%
NOT ECONOMICALLY DISADVANTAGED	19	18	95%	18	95%	16	84%
NOT MIGRANT	36	35	97%	33	92%	19	53%

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	43	42	98%	36	84%	19	44%
GENERAL EDUCATION	33	33	100%	32	97%	19	58%
STUDENTS WITH DISABILITIES	10	9	90%	4	40%	0	0%
HISPANIC OR LATINO	4	-	-	-	-	-	-
WHITE	39	-	-	-	-	-	-
SMALL GROUP TOTAL	43	42	98%	36	84%	19	44%
FEMALE	19	18	95%	16	84%	5	26%
MALE	24	24	100%	20	83%	14	58%
NON-ENGLISH LANGUAGE LEARNERS	43	42	98%	36	84%	19	44%
ECONOMICALLY DISADVANTAGED	21	20	95%	16	76%	5	24%
NOT ECONOMICALLY DISADVANTAGED	22	22	100%	20	91%	14	64%
NOT MIGRANT	43	42	98%	36	84%	19	44%

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	29	26	90%	22	76%	9	31%
GENERAL EDUCATION	21	19	90%	19	90%	9	43%

STUDENTS WITH DISABILITIES	8	7	88%	3	38%	0	0%
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
HISPANIC OR LATINO	2	-	-	-	-	-	-
WHITE	26	-	-	-	-	-	-
SMALL GROUP TOTAL	29	26	90%	22	76%	9	31%
FEMALE	12	11	92%	9	75%	2	17%
MALE	17	15	88%	13	76%	7	41%
NON-ENGLISH LANGUAGE LEARNERS	29	26	90%	22	76%	9	31%
ECONOMICALLY DISADVANTAGED	18	15	83%	13	72%	4	22%
NOT ECONOMICALLY DISADVANTAGED	11	11	100%	9	82%	5	45%
NOT MIGRANT	29	26	90%	22	76%	9	31%

PHYSICAL SETTING/CHEMISTRY

REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	19	19	100%	17	89%	3	16%
GENERAL EDUCATION	19	19	100%	17	89%	3	16%
HISPANIC OR LATINO	2	-	-	-	-	-	-
WHITE	17	-	-	-	-	-	-
SMALL GROUP TOTAL	19	19	100%	17	89%	3	16%
FEMALE	10	10	100%	9	90%	0	0%
MALE	9	9	100%	8	89%	3	33%
NON-ENGLISH LANGUAGE LEARNERS	19	19	100%	17	89%	3	16%
ECONOMICALLY DISADVANTAGED	2	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	17	-	-	-	-	-	-
NOT MIGRANT	19	19	100%	17	89%	3	16%

PHYSICAL SETTING/PHYSICS

REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED	55	65	85
ALL STUDENTS	4	-	-	-
GENERAL EDUCATION	4	-	-	-
WHITE	4	-	-	-
SMALL GROUP TOTAL	4	-	-	-

GRADE GROUP TOTAL	4
FEMALE	4
NON-ENGLISH LANGUAGE LEARNERS	4
NOT ECONOMICALLY DISADVANTAGED	4
NOT MIGRANT	4

	-	-	-	-	-	-
	-	-	-	-	-	-
	-	-	-	-	-	-
	-	-	-	-	-	-

NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA) RESULTS (2015 - 16)

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE 5 ELA	2	_%	-	-	-	-
GRADE 5 MATH	2	_%	-	-	-	-
SECONDARY-LEVEL ELA	2	_%	-	-	-	-
SECONDARY-LEVEL MATH	2	_%	-	-	-	-
SECONDARY-LEVEL SCIENCE	2	_%	-	-	-	-
SECONDARY-LEVEL SOCIAL STUDIES	2	_%	-	-	-	-

**NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS
(2015 - 16)**

ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	339*	84%*	YES	138	106	95	95
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	1	—	—	0	—	—	—
HISPANIC OR LATINO	—	—	4	—	—	4	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	—	—	7	—	—	7	—	—	—
WHITE	NO	NO	310*	84%*	NO	124	102	110	103
MULTIRACIAL	—	—	3	—	—	3	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	86*	83%*	NO	34†	24†	56	46

LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	208*	86%*	YES	82	82	82	82

RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	339*	84%*	138	106
NOT BLACK OR AFRICAN AMERICAN	338*	85%*	138	106
NOT HISPANIC OR LATINO	329*	84%*	134	103
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	327*	84%*	131	105
NOT WHITE	15	—	14	—
NOT MULTIRACIAL	333*	84%*	135	106
GENERAL EDUCATION	253*	85%*	105	131
ENGLISH PROFICIENT	339*	84%*	138	106
NOT ECONOMICALLY DISADVANTAGED	131*	82%*	56	141
MALE	183*	85%*	72	96
FEMALE	156*	83%*	66	117
MIGRANT	0	—	0	—
NOT MIGRANT	339*	84%*	138	106

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.
 *The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.
 † Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	338*	80%*	YES	133	132	92	92
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	0	—	—	0	—	—	—
HISPANIC OR LATINO	—	—	4	—	—	3	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	—	—	7	—	—	7	—	—	—
WHITE	NO	NO	310*	79%*	YES	120	130	106	106
MULTIRACIAL	—	—	3	—	—	3	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	86*	72%*	YES	31†	61†	57	57
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	207*	86%*	YES	79	115	82	82

RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	338*	80%*	133	132
NOT BLACK OR AFRICAN AMERICAN	338*	80%*	133	132
NOT HISPANIC OR LATINO	328*	80%*	130	131
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P..	326*	80%*	126	132
NOT WHITE	14	—	13	—
NOT MULTIRACIAL	332*	80%*	130	132
GENERAL EDUCATION	252*	83%*	103	154
ENGLISH PROFICIENT	338*	80%*	133	132
NOT ECONOMICALLY DISADVANTAGED	131*	81%*	55	156
MALE	182*	81%*	70	124
FEMALE	156*	79%*	63	141
MIGRANT	0	—	0	—
NOT MIGRANT	338*	80%*	133	132

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.
 *The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.
 † Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

GROUP	MADE AYP	TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
ALL STUDENTS	YES	YES	56	86%	YES	47	194	173	173
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	0	—	—	0	—	—	—
HISPANIC OR LATINO	—	—	3	—	—	3	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	—	—	4	—	—	4	—	—	—
WHITE	YES	YES	49	84%	YES	40	193	179	179
MULTIRACIAL	—	—	0	—	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	—	12	—	—	7	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	32	—	—	27	—	—	—

RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP

RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	56	86%	47	194
NOT BLACK OR AFRICAN AMERICAN	56	86%	47	194
NOT HISPANIC OR LATINO	53	85%	44	193
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	52	85%	43	193
NOT WHITE	7	—	7	—
NOT MULTIRACIAL	56	86%	47	194
GENERAL EDUCATION	44	91%	40	193
ENGLISH PROFICIENT	56	86%	47	194
NOT ECONOMICALLY DISADVANTAGED	24	—	20	—
MALE	29	—	24	—
FEMALE	27	—	23	—
MIGRANT	0	—	0	—
NOT MIGRANT	56	86%	47	194

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Progress Target data are suppressed.

SECONDARY-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

GROUP	MADE AYP	TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	2012 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	—	25	—	YES	55**	164**	161	160
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	0	—	—	1	—	—	—
HISPANIC OR LATINO	—	—	2	—	—	3	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL...	—	—	0	—	—	0	—	—	—
WHITE	YES	—	23	—	YES	51**	165**	170	20
MULTIRACIAL	—	—	0	—	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	—	2	—	—	8	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	8	—	—	26	—	—	—

RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2012 ACCOUNTABILITY COHORT MEMBERS	PI
-------	--------------	--	------------------------------------	----

NOT AMERICAN INDIAN OR ALASKA NATIVE	25	—	55**	164**
NOT BLACK OR AFRICAN AMERICAN	25	—	54**	165**
NOT HISPANIC OR LATINO	23	—	52**	163**
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	25	—	55**	164**
NOT WHITE	2	—	4	—
NOT MULTIRACIAL	25	—	55**	164**
GENERAL EDUCATION	23	—	47**	179**
ENGLISH PROFICIENT	25	—	55**	164**
NOT ECONOMICALLY DISADVANTAGED	17	—	29	—
MALE	14	—	27	—
FEMALE	11	—	28	—
MIGRANT	0	—	0	—
NOT MIGRANT	25	—	55**	164**

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2012 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

**The number of 2012 accountability cohort members is less than 30, so the number of 2012 and 2011 accountability cohort members were combined to determine a Performance Index.

SECONDARY-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

GROUP	MADE AYP	TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	2012 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	—	25	—	YES	55**	147**	146	145
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	0	—	—	1	—	—	—
HISPANIC OR LATINO	—	—	2	—	—	3	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	—	—	0	—	—	0	—	—	—
WHITE	YES	—	23	—	YES	51**	143**	157	20
MULTIRACIAL	—	—	0	—	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	—	2	—	—	8	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	8	—	—	26	—	—	—

RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2012 ACCOUNTABILITY COHORT MEMBERS	PI
-------	--------------	--	------------------------------------	----

NOT AMERICAN INDIAN OR ALASKA NATIVE	25	—	55**	147**
NOT BLACK OR AFRICAN AMERICAN	25	—	54**	146**
NOT HISPANIC OR LATINO	23	—	52**	144**
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	25	—	55**	147**
NOT WHITE	2	—	4	—
NOT MULTIRACIAL	25	—	55**	147**
GENERAL EDUCATION	23	—	47**	157**
ENGLISH PROFICIENT	25	—	55**	147**
NOT ECONOMICALLY DISADVANTAGED	17	—	29	—
MALE	14	—	27	—
FEMALE	11	—	28	—
MIGRANT	0	—	0	—
NOT MIGRANT	25	—	55**	147**

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2012 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.
 **The number of 2012 accountability cohort members is less than 30, so the number of 2012 and 2011 accountability cohort members were combined to determine a Performance Index.

UNWEIGHTED COMBINED ELA AND MATH PIS

GROUP ELEMENTARY/ MIDDLE-LEVEL ELA PI ELEMENTARY/ MIDDLE-LEVEL MATH PI SECONDARY-LEVEL ELA PI SECONDARY-LEVEL MATH UNWEIGHTED COMBINED PI

ALL STUDENTS	106	132	—	—	119
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	—	—	—	—	0
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	—	—	—	—	0
WHITE	102	130	—	—	116
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	24	61	—	—	43
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	82	115	—	—	99

— There were not enough students to determine a Performance Index.

OVERALL GRADUATION RATE FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

GROUP

MADE AYP

ALL STUDENTS	YES
AMERICAN INDIAN OR ALASKA NATIVE	—
BLACK OR AFRICAN AMERICAN	—
HISPANIC OR LATINO	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	—
WHITE	YES
MULTIRACIAL	—
STUDENTS WITH DISABILITIES	—
LIMITED ENGLISH PROFICIENT	—
ECONOMICALLY DISADVANTAGED	—

— There were not enough students to make an AYP determination.

FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

GROUP MET GRADUATION-RATE CRITERION: 2011 FOUR-YEAR GRADUATION-RATE TOTAL COHORT GRADUATION RATE STATE STANDARD PROGRESS TARGET

GROUP	MET GRADUATION-RATE CRITERION: 2011 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET	
ALL STUDENTS	YES	33	85%	80%	69%
AMERICAN INDIAN OR ALASKA NATIVE	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	1	—	—	—
HISPANIC OR LATINO	—	1	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI..	—	0	—	—	—
WHITE	YES	31	84%	80%	71%
MULTIRACIAL	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	4	—	—	—
LIMITED ENGLISH PROFICIENT	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	19	—	—	—

YES Graduation rate is equal to or greater than the State Standard or the group's Progress Target.
 NO Graduation rate is less than the State Standard and the group's Progress Target.
 — There were fewer than 30 students in the cohort.

FIVE-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

GROUP	MET GRADUATION-RATE CRITERION:	2016 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
ALL STUDENTS	NO	31	71%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	1	—	—	—
HISPANIC OR LATINO	—	3	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	—	0	—	—	—
WHITE	—	27	—	—	—
MULTIRACIAL	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	8	—	—	—
LIMITED ENGLISH PROFICIENT	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	19	—	—	—

YES Graduation rate is equal to or greater than the State Standard or the group's Progress Target.
 NO Graduation rate is less than the State Standard and the group's Progress Target.
 — There were fewer than 30 students in the cohort.

GRADUATION RATES FOR NON-AYP GROUPS FOR ACCOUNTABILITY

GROUP	FOUR-YEAR GRADUATION-RATE TOTAL COH...		FIVE-YEAR GRADUATION-RATE TOTAL COHO...	
	2011 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE
NOT AMERICAN INDIAN OR ALASKA NATIVE	33	85%	31	71%
NOT BLACK OR AFRICAN AMERICAN	32	84%	30	70%
NOT HISPANIC OR LATINO	32	84%	28	—
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	33	85%	31	71%
NOT WHITE	2	—	4	—
NOT MULTIRACIAL	33	85%	31	71%
GENERAL EDUCATION	29	—	23	—
ENGLISH PROFICIENT	33	85%	31	71%
NOT ECONOMICALLY DISADVANTAGED	14	—	12	—
MALE	16	—	17	—
FEMALE	17	—	14	—
MIGRANT	0	—	0	—
NOT MIGRANT	33	85%	31	71%

— There were fewer than 30 students in the cohort.

Graduation Rates for Regents with Advanced Designation and CTE Endorsement for Accountability

Percentage of 2011 Graduation-Rate Total Cohort members who graduated as of August 31, 2015 with:

REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (THIS DISTRICT)	21%
REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (STATEWIDE)	32%
PERCENTAGE IN THIS DISTRICT EXCEEDED STATEWIDE	NO
REGENTS DIPLOMA WITH CTE ENDORSEMENT (THIS DISTRICT)	3%
REGENTS DIPLOMA WITH CTE ENDORSEMENT (STATEWIDE)	5%
PERCENTAGE IN THIS DISTRICT EXCEEDED STATEWIDE	NO

FISCAL ACCOUNTABILITY SUMMARY (2015 - 16)

INFORMATION ABOUT EXPENDITURE RATIOS (2014 - 15)

(Data are lagged a year.)

Commissioner's Regulations require that certain expenditure ratios for general-education and special-education students be reported and compared with ratios for similar districts and all public schools. The required ratios for this district are reported below.

The numbers used to compute the statistics on this page were collected on the State Aid Form A, the State Aid Form F, the School District Annual Financial Report (ST-3), and from the Student Information Repository System (SIRS).

THIS SCHOOL DISTRICT

GENERAL EDUCATION

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

INSTRUCTIONAL EXPENDITURES

▼
\$3,887,037

▼
\$1,781,314

PUPILS

PUPILS

▼
439

▼
87

EXPENDITURES PER PUPIL

EXPENDITURES PER PUPIL

▼
\$8,854

▼
\$20,475

SIMILAR DISTRICT GROUP HIGH NEED/RESOURCE CAPACITY RURAL

GENERAL EDUCATION

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES



\$1,561,573,974

PUPILS



149,618

EXPENDITURES PER PUPIL



\$10,437

INSTRUCTIONAL EXPENDITURES



\$641,246,480

PUPILS



23,680

EXPENDITURES PER PUPIL



\$27,080

ALL SCHOOL DISTRICTS**GENERAL EDUCATION****SPECIAL EDUCATION****INSTRUCTIONAL EXPENDITURES****INSTRUCTIONAL EXPENDITURES****\$31,780,970,752****\$13,848,179,596****PUPILS****PUPILS****2,659,777****451,571****EXPENDITURES PER PUPIL****EXPENDITURES PER PUPIL****\$11,949****\$30,667**

Instructional Expenditures for General Education are K-12 expenditures for classroom instruction (excluding Special Education) plus a proration of building level administrative and instructional support expenditures. These expenditures include amounts for instruction of students with disabilities in a general-education setting. District expenditures, such as transportation, debt service and district-wide administration are not included.

The pupil count for General Education is K-12 average daily membership plus K-12 pupils for whom the district pays tuition to another school district. This number represents all pupils, including those classified as having disabilities and those not classified, excluding only students with disabilities placed out of district. Pupils resident in the district but attending a charter school are included. For districts in which a county jail is located, this number includes incarcerated youth to whom the district must provide an education program.

Instructional Expenditures for Special Education are K-12 expenditures for students with disabilities (including summer special education expenditures) plus a proration of building-level administrative and instructional support expenditures. District expenditures, such as transportation, debt service and district-wide administration are not included.

The pupil count for Special Education is a count of K-12 students with disabilities for the school year plus students for whom the district receives tuition from another district plus students for whom the district pays tuition to another district. Students attending the State schools at Rome and Batavia, private placements and out-of-state placements are included.

Instructional Expenditures Per Pupil is the simple arithmetic ratio of Instructional Expenditures to Pupils. The total cost of instruction for students with disabilities may include both general- and special-education expenditures. Special-education services provided in the general-education classroom may benefit students not classified as having disabilities.

TOTAL EXPENDITURES PER PUPIL

THIS SCHOOL DISTRICT



\$20,843

**SIMILAR DISTRICT
GROUP**



\$22,078

NY STATE



\$22,556

Total Expenditures Per Pupil is the simple arithmetic ratio of Total Expenditures to Pupils. Total Expenditures include district expenditures for classroom instruction, as well as expenditures for transportation, debt service, community service and district-wide administration that are not included in the Instructional Expenditure values for General Education and Special Education. As such, the sum of General Education and Special Education Instructional Expenditures does not equal the Total Expenditures.

INFORMATION ABOUT STUDENTS WITH DISABILITIES (2015 - 16)

Commissioner's Regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required percentages for this district are reported below.

STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)

THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP	NY STATE
<p>80% OR MORE</p> <p>▼</p> <p>43 54.4%</p>	<p>HIGH NEED/RESOURCE CAPACITY RURAL</p> <p>80% OR MORE</p> <p>▼</p> <p>57.1%</p>	<p>80% OR MORE</p> <p>▼</p> <p>58.2%</p>
<p>40% - 79%</p> <p>▼</p> <p>13 16.5%</p>	<p>40% - 79%</p> <p>▼</p> <p>19.6%</p>	<p>40% - 79%</p> <p>▼</p> <p>11.7%</p>
<p>LESS THAN 40%</p> <p>▼</p> <p>23 29.1%</p>	<p>LESS THAN 40%</p> <p>▼</p> <p>20.6%</p>	<p>LESS THAN 40%</p> <p>▼</p> <p>19.9%</p>
<p>SEPARATE SETTINGS</p> <p>▼</p> <p>0 0.0%</p>	<p>SEPARATE SETTINGS</p> <p>▼</p> <p>2.1%</p>	<p>SEPARATE SETTINGS</p> <p>▼</p> <p>5.3%</p>
<p>OTHER SETTINGS</p> <p>▼</p> <p>0 0.0%</p>	<p>OTHER SETTINGS</p> <p>▼</p> <p>0.6%</p>	<p>OTHER SETTINGS</p> <p>▼</p> <p>5.1%</p>

The source data for the statistics in this table were reported through the Student Information Repository System (SIRS) and verified in Verification Report 5. The counts are numbers of students reported in the least restrictive environment categories for school-age programs (ages 6-21) on BEDS Day, which is the first Wednesday of the reporting year. The percentages represent the amount of time students with disabilities are in general-education classrooms, regardless of the amount and cost of special-education services they receive. Rounding of percentage values may cause them to sum to a number slightly different from 100%.

SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE

THIS SCHOOL DISTRICT



22.3%

**SIMILAR DISTRICT
GROUP**



15.0%

NY STATE



14.7%

This rate is a ratio of the count of school-age students with disabilities (ages 4-21) to the total enrollment of all school-age students in the school district, including students who are parentally placed in nonpublic schools located in the school district. The numerator includes all school-age students for whom a district has Committee on Special Education (CSE) responsibility to ensure the provision of special-education services. The denominator includes all school-age students who reside in the district. In the case of parentally placed students in nonpublic schools, it includes the number of students who attend the nonpublic schools located in the school district. Source data are drawn from the SIRS and from the Basic Education Data System (BEDS).

Similar District Groups are identified according to the Need-to-Resource-Capacity Index. More information is available on our NRC capacity categories page.

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