

Burnt Hills-Ballston Lake Central Schools 2018-19 School Budget Information Packet

Budget, Performance and Salary Information as Required under New York State Chapter 474 of the Laws of 1996

April 2018

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2018-2019 **Proposed**

BUDGET

Budget preserves programs, balances cost

2018-19 budget carries an estimated 1.98% tax rate increase

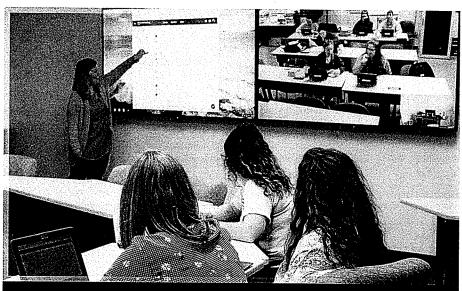
On May 15, Burnt Hills-Ballston Lake School District residents will go to the polls to vote on a proposed \$68 million budget for the 2018-19 school year. The plan preserves all existing programs and small class sizes in grades K-8. It also improves academic opportunities (see pg. 2) for students while remaining below the district's tax levy cap.

The proposal carries a 2.90 percent tax levy increase and an estimated 1.98 percent tax rate increase. Voters will also elect candidates to fill two seats on the Board of Education. (See pg. 8.)

Polls will be open from 7 a.m. to 9 p.m. on Tuesday, May 15, in the gym at BH-BL High School, 88 Lakehill Road.

If approved, overall spending in the proposed budget will increase by \$2.6 million, or 3.96 percent. Within that figure, 2.32 percent is dedicated to general operating costs and 1.64 percent is for debt service payments related to the voter-approved 2013 referendum. The debt service increase is almost entirely offset by state building aid and the district's Debt Service Fund. The increase also adheres to the district's long-range financial plan that was supported when voters approved the referendum in 2013.

"We were faced with several challenges and hurdles when planning the 2018-19 budget," explains Superintendent Patrick McGrath. "Through the cooperation and innovation of our faculty, staff, and administration, we have worked through these difficulties. We feel confident that we have developed a budget plan that reflects our commitment to high-quality academic programming and individualized student support in a fiscally responsible manner."



High school teacher Danielle Manning teaches an Adolescent Psychology course in one of the school's new distance learning rooms. She works with BH-BL students in the physical space while broadcasting the course to about 10 students in the Cairo-Durham School District. The students and Manning communicate and collaborate with each other using the latest distance learning technology, such as a high-definition camera and dual-screen monitors.

Distance Learning Network expands course offerings

Many (many!) years ago when people first began taking distance learning courses, they would correspond with and submit work to their teacher through the post—or, what today we jokingly refer to as snail mail.

Thanks to advancements in video technology, today's students can connect and collaborate in real time with their teachers and other students in the course, even if it's being taught on the other side of the state.

Interacting with others through a digital device is very natural for many students, explains Rory Graham, a junior who takes high school teacher Danielle Manning's Adolescent Psychology class. It is offered as a distance learning course through BH-BL.

"For the most part, we've been using video apps, like Facetime, to connect with friends and family for a while," she says. "So we are really comfortable

communicating with classmates through a screen."

The way distance learning courses get delivered and received may have evolved over the years but the goal remains the same: providing students with opportunities they otherwise would not have.

continued on page 9



- □ Proposed Budget: \$68,082,518
- ☐ Estimated Tax Rate Increase: 1.98%
- ☐ Tax Levy Increase: 2.90%
- ☐ Budget-to-Budget Increase: 3.96% (Operating budget 2.32%; Debt Service 1.64%)

What's new in the proposed budget?

Did you know?

BH-BL+1

Two years ago, BH-BL HS teamed up with SCCC to form BH-BL+1, an early college program. It offers students the possibility of dual enrollment to earn college credits in a general area of interest, while still earning a high school diploma. The vision for the program is for students to graduate from high school with a SUNY transcript that could qualify them to enter college as a sophomore. Visit www.bhbl.org to learn more about the three potential programs of study.

The number of Science Research students last year who received National Honorable Mentions at the Toshiba Explorative Contest in addition to multiple awards at the Greater Capital Region Science & Engineering Fair.

83

The number of clubs & athletic teams supported in the school budget.



EARLY ENRICHMENT SERVICES

The proposed budget includes an increase in Programs for Achieving Children's Excellence (PACE) teaching hours to support the expansion of the enrichment curriculum at the elementary level. PACE lessons complement the district's academic program by enriching students' experiences at an early age while also reinforcing such 21st-century skills as critical thinking, decision making, problem solving, and collaborating with peers. These are skills students will need to be successful later in their educational careers and in the workforce.

EXPANDED DISTANCE LEARNING OFFERINGS

Next year's budget would also broaden the district's distance learning opportunities by continuing to participate in the BOCES Distance Learning Network. Through the network, BH-BL will be able to broadcast nearly a dozen electives, including college algebra, computer science, business law, world language, and family & consumer science courses to other school districts.

Assistant Superintendent Maryellen Symer explains these new opportunities are possible because of the new rooms in the renovated high school library and a classroom in the new STEAM addition that are equipped with distance learning technology.

"The voter-approved referendum helped us bring our facilities and technology into the 21st-century," says Symer. "In doing this, we've been able to continue to offer students a strong academic program with a wide variety of electives so they can explore their interests and broaden their experiences in preparation for life after high school."

The Distance Learning Network is a shared service through BOCES. Therefore, the district receives reimbursement for teachers' salaries and benefits when they are teaching on the network.

DISTRICTWIDE TECHNOLOGY INITIATIVE

The proposed spending plan supports the district's long-term technology initiative by continuing to provide students in grades 3-12 with Chromebook laptops. Students use these devices to collaborate on class work, share homework and projects with teachers, work on group projects with peers from any location, and connect to classroom technology for a richer academic experience.

SAFETY & SECURITY ENHANCEMENTS

Within the past several years, there have been many changes to the schools' physical safety and security measures, such as secure vestibules, entryway cameras, swipe card entry systems, door alarms, and exterior doors locked throughout the school days. Next year's budget proposal includes enhancements to these measures, including additional digital surveillance cameras throughout the district and extending single-point of entry procedures at the elementary schools to include after-school and early evening hours.

ADDITIONAL COUNSELING SERVICES

The proposed budget also includes additional on-site counseling services for students through a nocost partnership with Parsons Child & Family Services. "Having on-site counselors will help us better serve students and their families who are in need and would benefit from assistance," says Symer.

Budget Savings

RETIREMENTS & RESTRUCTURED STAFF ASSIGNMENTS

Nearly all of these budget preservations, additions, and improvements are made possible through savings realized by retirements and reallocation of staff due to enrollment changes. There is also a complete reorganization of central administration offices and the restructure of staff assignments

included in the proposal. These changes resulted in a total savings of \$825,000.

HEALTH INSURANCE CHANGES

The district was able to save \$436,000 in health insurance increases by negotiating greater employee contributions to one of the district's plan options and by making changes to the way co-pays are reimbursed. These changes were done without compromising the quality of service offered to staff.

PLANNED SALE OF LAND

Another area of savings, or anticipated revenue, factored into the budget proposal is from the planned sale of district-owned land, A 29-acre plot on Jenkins Road was purchased by the district in the early 1970s when enrollment was on a steady incline (from 1950 to 1970) and the need for another elementary school was imminent. After enrollment peaked then leveled in the early 1970s, it began to decline in the 1980s before leveling off at approximately 3,200. As such, the need for a new elementary school became unnecessary and the land has remained undeveloped for more than 40 years.

"When we take into consideration our enrollment has remained steady for more than 30 years and current enrollment projections show growth that can be absorbed within the district's current footprint, it's actually more fiscally prudent for the board to sell the land the district doesn't need, isn't expected to use in the future, and which could be used for single-family residential development," says Board President Jennifer Longtin.

The sale of the land would also help increase the district's tax base, meaning the tax levy (the total amount of taxes the district collects) would be spread over a larger number of residents. At the time this newsletter went to print, plans were in place to publicly list the land.

What happens if the school budget is defeated?

If the proposed budget is defeated, state law gives the Board of Education two options:

- * Resubmit the same or revised proposal for a revote or
- * Move directly to a contingent budget.

If voters defeat the proposal a second time, however, the board must adopt a contingent budget.

Rules more severe now

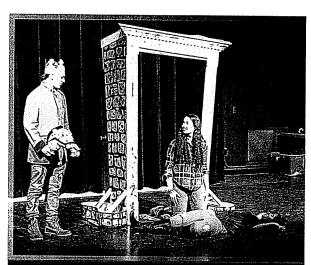
Under New York's tax cap law, districts that adopt a contingent budget cannot increase the current tax levy by any amount—resulting in a zero percent tax levy increase.

Bringing the BH-BL tax levy increase down to zero would force the board to reduce the proposed budget by \$1,127,574. In doing this, the board may not be able to adhere to its goal of preserving student programs and services or staff. It would likely have to make a number of staff reductions across all schools, which would increase class sizes.

Adopting a contingent budget prohibits a district from spending any money in certain areas, including

community use of school facilities (unless all costs are reimbursed to the district): new equipment purchases: nonessential maintenance: capital expenditures (except in emergencies); salary increases for non-instructional and non-unionized employees; and certain field trips and student supplies.

Also under contingency rules, the administrative component of the budget would be subject to certain restrictions. These requirements existed prior to the tax levy cap and remain in effect.



High school students Dalton Leach, Katarina Helmeset, and Kaitlyn Rounds in Ann Derrick's Intro to Theatre course perform playlets in the school's new black box theater, which was part of the voter-approved 2013 referendum. A requirement of the theatre course is that students write their own fairy tales and perform them for the children who attend the district's Kids Korner preschool program. The intimate performance space with proper acoustics and black walls and ceiling provides students with authentic stage exposure on a smaller, more manageable level. The space is equipped with contemporary lighting and high-tech audio and video equipment. The black box theater is also used for English classes, such as Public Speaking. Outside of the classroom, the theatre has been used for Drama Club rehearsals and the school's annual "X-Stock" event featuring student bands and solo performances.

Results by the Numbers

98%

BH-BL's graduation rate, which is ranked #2 in the region.

90%

of the class of 2017 attended either a four- or two-year college.

34

The number of high school students who have received National Merit Letters of Commendation in the past few years.

40

The number of college credit courses offered at BH-BL HS, which includes Advanced Placement and University in High School courses.

442

The number of high school students who took University in High School college-credit courses last year. Most students can potentially earn a semester's worth of college credits prior to high school graduation.

BHBL



Impact of new real estate development in BH-BL

When new construction occurs within district boundaries in the form of residential and commercial development, BH-BL's tax base increases. Continued growth in the tax base allows a district's tax rate increase to be lower than the overall tax levy increase—as has been the case in BH-BL for the past several years.

The tax levy is the total amount that a school district collects each year in taxes from all property owners.

The tax rate is the amount of tax paid for each \$1,000 of assessed value of property.

The chart on the right shows the impact of a growing tax base over the past four school years and next year's projected tax levy increase and estimated average tax rate increase.

TAX IMPACT HISTORY **Average Tax** Tax Levy Year Increase **Rate Increase** 2014-2015 1.94% 1.16% 2015-2016 2.68% 1.95% 2016-2017 1.87%0.15% 2017-2018 1.96% 1.46% 2018-2019 2,90% *1.98%

Tax base growth factors (if any) come from the Office of Real Property Services (ORPS). * Estimated.

RESULTS by the Numbers

100

The number of high school music students selected to perform in prestigious county and state music festivals this year.

658

The number of students in grades 4-12 who played a musical instrument and participated in the district's music program this year.

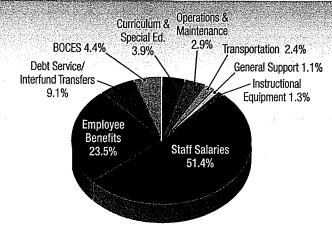
50

The number of high school students whose work appeared in competitive art shows around the region in 2017.

6

The number of consecutive years BH-BL has been named among "Best Communities for Music Education" by the National Association of Music Merchants (NAMM) Foundation for its outstanding efforts by teachers, administrators, parents, students and community leaders to make music education accessible to all students.





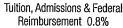
Expenditures Summary

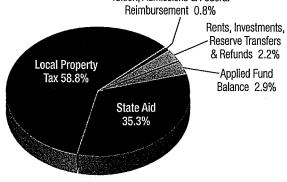
CATEGORY	2017-18	PROPOSED 2018-19	% CHANGE '17-18 to '18-19
General Support	\$774,541	\$772,738	-0.23%
(Includes district supplies & materials,			
legal services, general insurance)			
Curriculum/Spec. Ed. Private Placements	2,411,622	2,608,523*	8.16%
BOCES	2,912,245	2,990,540	2.69%
Instructional Equipment, Furniture & Materials	881,360	871,638	-1.10%
Operations & Maintenance	2,266,386	1,986,625**	-12.34%
Pupil Transportation	1,484,400	1,598,630	7.70%
Employee Benefits & Payroll Taxes	15,413,665	16,020,141	3.93%
Debt Service & Interfund Transfers	5,177,050	6,212,101***	19.99%
Staff Salaries	34,170,750	35,021,581	2.49%
Total Expenditure	\$65,492,019	\$68,082,518	3.96%

- * This increase is associated with special education placements.
- ** This decrease reflects changes in maintenance timelines for repairs and equipment replacement.
- *** This increase is related to the 2013 referendum and will be almost entirely offset by state building aid and transfer from the district's Debt Service Fund.

Revenue Summary

	2017-18	PROPOSED 2018-19	% CHANGE 17-18 to 18-19
State Aid	\$23,031,566	\$24,065,085*	4.49%
Local Property Tax	38,882,000	40,009,573	2.90%
Tuition & Admissions	449,000	395,000**	-12.03%
Rents, Investments, Refunds, Transfer from Reserves	739,453	1,502,000***	103.12%
Federal Aid/Medicaid Reimbursement	100,000	100,000	0%
Applied Fund Balance	2,290,000	2,010,860	-12.19%
Total Revenue	\$65,492,019	\$68,082,518	3.96%





- * This figure includes approximately \$636,952 of increased building aid to meet additional debt service obligations described above.
- ** This decrease is associated with special education placements.
- *** This increase reflects estimated revenue from the Jenkins Road sale and transfer from the district's Debt Service Fund.

School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2017-18 School Year	Budget Proposed for the 2018-19 School Year	Contingent Budget for 2018-19 School Year*
Total Budgeted Amount, Not Including Separate Propositions	\$65,492,019	\$68,082,518	\$66,954,945
Increase/Decrease for the 2018-2019 School Year		\$2,590,499	\$1,462,926
Percentage Increase/Decrease in Proposed Budget		3.96%	2.23%
Change in the Consumer Price Index		2.13%	Alexander de la companya de la comp
A. Proposed Levy to Support the Total Budgeted Amount	\$38,882,000	\$40,009,573	
B. Levy to Support Library Debt, if Applicable	0	0	
C. Levy for Non-Excludable Propositions, if Applicable**	0	0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	0	0	7 T
E. Total Proposed School Year Tax Levy (A $+$ B $+$ C $-$ D)	\$38,882,000	\$40,009,573	\$38,882,000
F. Total Permissible Exclusions	\$1,078,473	\$1,116,972	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$37,899,645	\$38,924,476	
H. Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions $(E - B - F + D)$	\$37,803,527	\$38,892,601	and the second
I. Difference: (G – H); (Negative Value Requires 60.0% Voter Approval)	\$96,118	\$31,875	
Administrative Component**	\$6,454,235	\$6,345,650	\$6,345,650
Program Component**	\$47,997,328	\$49,812,713	\$48,685,140
Capital Component**	\$11,040,456	\$11,924,155	\$11,924,155

Basic STAR Exemption Impact	Baliston	Charlton	Clifton Park	Glenville
Estimated Basic STAR Exemption Savings ¹	\$794	\$795	\$830	\$630

The annual budget vote for the fiscal year 2018-2019 by the qualified voters of the Burnt Hills-Ballston Lake Central School District, Saratoga & Schenectady Counties, New York, will be held at the Burnt Hills-Ballston Lake High School in said district on Tuesday, May 15, 2018 between the hours of 7 a.m. and 9 p.m., prevailing time in the Burnt Hills-Ballston Lake High School gymnasium, 88 Lakehill Rd., Burnt Hills at which time the polls will be open to vote by voting machine.

**BUDGET COMPONENTS DEFINITIONS

- Administrative costs include the salaries and benefits of administrators and supervisors, the salaries and benefits of clerical staff, school board costs, curriculum development, staff development, tax collection, legal and auditing costs, central printing, central data processing, general insurance, BOCES administrative costs, research, planning, and evaluation.
- Program costs include the salaries and benefits of all teachers and staff delivering pupil services (health, guidance, library, and athletics), textbooks, instructional materials, equipment, extracurricular activities, BOCES program costs, and all costs of the transportation program except bus purchases.
- Capital costs include the salaries and benefits of custodial staff, debt service, bus purchases, utilities, fire insurance, tax certiorari, and other court-ordered expenses.



High School students in Mrs. Manning's Fashion and Textile class put their newly learned sewing skills to good use. Among other projects, they are transforming pillowcases into children's dresses for the Little Dresses for Africa program. This program helps clothe the underprivileged in Africa. But, adds Manning, the students learn more than sewing skills with this project. They also learn about compassion, kindness and the importance of giving back and helping others.

The box on the left is the "School District Budget Notice" as required by state law. School districts must present their costs in three prescribed components, as defined below. A more detailed breakdown of expenses and revenues is given on page 4.

- * Assumptions made in projecting a contingent budget for 2018-19, should the proposed budget be defeated: While this may be adjusted, the district assumes the proposed budget would be reduced by removing noncontingent expenses for equipment and new capital project costs. To result in no tax levy increase as the law requires, we would also need to cut a number of staff positions and increase class sizes. (See page 3.)
- The estimated basic school tax relief (STAR) exemption is authorized by section 425 of the Real Property Tax Law. The numbers listed here come from the NYS Office of Real Property Services website: http://www.tax.ny.gov/pit/property/star/sd41.htm



Did you know?

BH-BL

has more than 125 K-12 students participating in one of the district's 18 FIRST Robotics teams this year.

BH-BL

strongly supports integrating technology instruction in the classroom, which is why students in grades 3-12 receive Chromebook laptop computers to use in their classes throughout the school day. Coupled with other teaching technology equipment, students and teachers are able to connect on a

BH-BL

whole new level in the classroom.

Board of Education has proposed school budgets that have been below the district's maximum allowable tax levy limit since the inception of the state-imposed tax cap law in the 2012-13 school year.



Are new buses being purchased for next year?

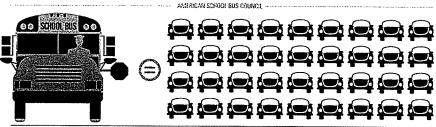
Yes, but rather than borrow funds and incur debt the proposed 2018-19 budget includes \$850,000 for the purchase of five 66-passenger buses, three 29-passenger buses, and three vans to replace some of the district's oldest buses and transport vehicles.

The district is expected to be reimbursed approximately 66 percent of the cost of the buses through state transportation aid in subsequent years, resulting in a net local cost of approximately \$289,000. Additionally, by purchasing buses outright, the district saves an estimated \$15,000 in interest and legal fees associated with borrowing funds.

Bus replacement plan

The buses scheduled to be replaced in the 2018-19 school year are

ONE SCHOOL BUS CARRIES THE EQUIVALENT OF 36 CARS



among the oldest in the district's fleet and have already accumulated high mileage, exceeded their warranties, and undergone many maintenance repairs. Beyond certain limits, buses typically become too costly to maintain given the state's stringent safety codes. Furthermore, new school buses are aligned with the latest safety and emissions standards and have better fuel economy rates.

BH-BL's 68-bus fleet travels more than 700,000 miles a year, transporting more than 3,100 students to and from its five schools. The buses are also used for sporting events, out-of-district runs, shared transportation runs, field trips, summer school, and other events.

In order to keep buses in safe working order, the district's longstanding policy has been to replace several of the oldest buses each year.

O

Are there any exemptions available to help taxpayers?

Yes. Homeowners can receive property tax exemptions under the School Tax Relief (STAR) program. Under state law, STAR exemptions can now grow by only 2 percent per year.

The Basic STAR exemption is available on a homeowner's primary residence for anyone who owns and lives in his/her own home and earns less than \$500,000 a year.

The Enhanced STAR exemption is available on the primary residence of taxpayers age 65 and older with yearly incomes of \$86,000 or less.

Other tax relief options

BH-BL residents over the age of 65 with incomes of \$37,400 or less also can be exempted from paying school taxes on 5 to 50 percent of their home's assessed value depending on their exact income. The district also grants a disability exemption, ranging from 5 to 50 percent, for qualifying residents of any age with disabilities and incomes of less than \$37,400.

Last year, the board adopted the Alternative Veterans' Tax Exemption at level 1, which allows qualifying veterans to be exempted from paying school taxes on a portion of their home's assessed value depending on their military service.

Applications for these district exemptions and for state STAR exemptions must be filed with your town assessor's office. Visit your town's website or call your town assessor if you have questions about these exemptions.

2018 Estimate	ed STAR Values
	MAXIMUM
Basic STAR	TAX SAVINGS
Ballston	\$794
Charlton	\$795
Clifton Park	\$830
Glenville	\$630
	MAXIMUM
Enhanced STAR	TAX SAVINGS
Ballston	\$1,591
Charlton	\$1,592
Clifton Park	\$1,664
Glenville	\$1,216

How will the proposed budget impact taxes?

The 2018-19 proposed budget of \$68,082,518 is 3.96 percent higher than the current year's budget. Given the state aid BH-BL will receive and other revenue sources, the overall property tax levy will increase 2.90 percent in order to balance the proposed budget.

Equalization rates

Calculating tax rate increases is complicated by the fact that the BH-BL district is made up of parts of four towns—Glenville, Charlton, Ballston Lake, and Clifton Park.

Each year; tax rate increases vary from town to town due to equalization rates that the New York State Office of Real Property Services (ORPS) announces in August.

As the name implies, equalization rates are intended to spread the tax burden across the four towns as fairly as possible. The rates attempt to "equalize" or compensate for differing assessment practices, for the fact that one town's assessments may be more recent than the other towns', and for

the fact that property values don't change equally in all towns within the school district.

For instance, if ORPS determines that property values have risen more in one town than another in the past year, the tax increase in that town may be somewhat higher than the estimated 1.98 percent average for 2018-19, while the rate in another town may be lower than the average.

Equalization rates are typically not shared with school districts until August. Equalization rate differences tend to even out over several years, but they make it impossible to predict actual tax rate increases in each town.

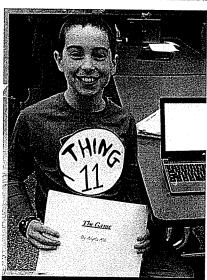
The school district plays no role in determining what portion of the tax burden is placed on any one town or any one property owner.

The state ORPS office sets equalization rates that determine the portion of the total tax levy paid by each town, and the assessor in each town calculates individual assessments that determine how much is paid by each property owner.

2018 MEDIAN FULL-MARKET VALUE PER TOWN & ESTIMATED 2018 TAX INCREASES

		_		
Ballston	\$220,708		* \$91	
Charlton	\$223,714		\$92	
Clifton Park	\$178,880		\$74	
Glenville	\$186,848		\$77	

Understanding this infographic: If your home is in Glenville and last September's tax bill shows its total full-market value was \$186,848, your school tax bill could increase by \$77 in September. This is the best estimate the school district can make given existing data. Calculations will change when ORPS announces new equalization rates in August. Additionally, the estimated figures are before factoring in any exemptions. Reminder: Some town assessments are more up to date than others. Median full-market value figures are calculated directly from the tax rolls and are based not on the entire town, but only on the portion of each town within the BH-BL district.



As part of a 10-week PACE/enrichment English Language Arts (ELA) lesson. teachers Carrie Sunkes and Michaela Durrant taught fifth-grade students, like Angelo Aldi pictured above, how to write like Dr. Seuss. The students were tasked with writing and illustrating their own Dr. Seuss-like books using figurative language, rhyming words, onomatopoeias, positioning words, alliteration, imagery and even made-up words. Throughout the project the students collaborated with their peers, discovered the different stages of book writing, and learned how to develop stanzas that properly incorporated the moral of their story. In the end, the students presented their books to their peers, school leaders, and family members.

Understanding Tax Levy and Tax Rate

How is the tax levy different from the tax rate?

The **tax levy** is the total amount that a school district raises each year in taxes from all property owners.

The **tax rate** is the amount of tax paid for each \$1,000 of assessed value of property.

Is the tax levy increase within the tax cap?

Yes. In fact, the proposed tax levy increase of 2.90 percent is below the district's 2018-19 maximum allowable tax levy limit of 2.98 percent. Staying below the tax levy limit allows residents to qualify for the state's property tax rebate.

How does the tax levy cap work?

Under New York State tax cap rules, school districts must use a complex formula to calculate their own unique "tax levy limit." Districts then add exclusions set forth in the law to this limit to determine their maximum allowable tax levy for a simple majority vote.



Board of Education CANDIDATES

At the polls on May 15, residents may also elect *two* members to the Board of Education.

To learn more about the candidates, the district will conduct a Meet-the-Candidates Night on Wednesday, May 9 at 7 p.m. in the HS Board Room.

All residents

are invited to pose questions and listen to the candidates discuss their views. If you can't attend, the event will be streamed online.

* The statements to the right of each candidates' bio were written by the candidates. The opinions contained within are theirs and may not reflect the opinions or views of BH-BL School District leaders or the Board of Education.



David Versocki

is seeking
his first
term on the
board. Before
becoming the
Director of
Technology
at Capital
Region BOCES,
he was a



school administrator and a high school math and computer teacher. Versocki is a 1986 graduate of BH-BL High School. He holds a BA from Hartwick College, a master's from Union College, and earned his Administrative Certification from Massachusetts College of Liberal Arts. In the past, he was a co-chair of BH-BL's 2013 Capital Project Committee, a member of the Galway Lake Sailing Club, and a coach for the Burnt Hills girls travel basketball, youth softball, and youth lacrosse teams. Versocki is a lifelong resident, and he and his wife, Amy, have a daughter who attends the high school. See his position statement* at right.

Lisa M. Morse

is a 16-year resident who is seeking her first term on the board. She is a special education aide at Gordon Creek Elementary



School in Ballston Spa and previously worked at the Glenville YMCA. She has an associate's degree and a paralegal degree from Herkimer Community College. She was a member of BH-BL's 2013 Capital Project Committee and a past member of the Scotia Rotary. Morse is currently a baptism ministry coordinator at the Church of Immaculate Conception, treasurer of the Field Hockey Booster Club (past president) and a certified USA Swim Official. She lives in Glenville with her husband and has a son attending the high school, a daughter attending Pashley, and three children who are BH-BL graduates. See Morse's position statement* at right.

"Our role as parents and community members is to provide our children with experiences that provide an opportunity to develop the skills to become lifelong learners. Lifelong learning is not solely about academic endeavors. I believe the other opportunities we offer in areas such as community service, clubs, arts and athletics are all a part of this development. These opportunities provide students a connection to the district and community through something they are passionate about.

As a lifelong resident of the BH-BL community, I've had the privilege of experiencing the excellence the school district provides as both a student and parent. My participation as a co-chair of the 2013 Capital Project Committee provided an opportunity to work closely with a committed group of educators, students and community members which produced many improvements to district facilities. These improvements are providing students some of those experiences mentioned earlier.

I have been a career educator, having the good fortune of serving as a high school mathematics and computer science teacher, a basketball coach of varying levels and a school district administrator (Director of Technology). My current position as Director of Technology at Capital Region BOCES has provided an opportunity to witness how shared services provide students opportunities they might not receive if their district does not have the resources to go it alone. One of the areas that I have been able to champion region-wide is distance learning. Students from the smallest to the largest rural, suburban and urban districts can benefit from these environments.

I believe that this collection of experiences provides a wholistic view of the educational process. I am looking forward to sharing these experiences with the district as a member of the Board of Education."

"As a BH-BL resident for 16 years, I have watched my five children transition from the elementary school through high school graduation. Two of them graduated from college, St. John Fisher College and Clarkson University. Another is a freshman at Wagner College. My two youngest children are a sophomore and a 5th grader at Pashley Elementary School. My children have participated in athletics, theater, band, orchestra, and STEM. During this time, I met and became friends with so many of you. We have stood in the rain, waited for buses, and cried at graduations. During my time at the YMCA, I had the opportunity to converse with seniors and members of all ages, backgrounds and abilities. I've had the opportunity to talk...and talk with so many about the successes and concerns of the district.

As an integral part of the community, I've always felt inspired to not only listen to my friends and neighbors, but to take action as well. This is why volunteerism has been an important part of my time at BH-BL. I've been on field trips, helped with 5th grade moving up days, attended rec nights, helped with middle and high school plays, was a field hockey Booster Club President for seven years, and helped officiate swim meets. Most notably, I was a member of the 2013 Capital Project Committee. This committee met from February until June 2013, each week at every school. The committee was tasked with prioritizing all presentations and requests with consideration to the tax impact, then submitting to the school board. I am a member of the current committee for the 2018 Bond Referendum. During the time spent on each of these committees I gained an awareness into how decisions are made, and I've gained valuable insight as to how these decisions impact our students and our community.

My adult life has been spent advocating for children, students in need of assistance, students who are differently abled, and students who aspire for an opportunity to further their education. In doing so I've hoped to create an atmosphere of congeniality for students, their parents, staff and administrators, and all members of the community. With personal and professional experience within our community and school atmosphere, I believe I will bring a unique perspective to the BH-BL Board of Education."

Distance Learning Network expands opportunities for students

continued from front page

At BH-BL, taking a course remotely has become more attainable through participation in the BOCES Distance Learning Network (DLN). The network has helped expand the district's digital footprint by supporting an extensive catalog of courses to broaden elective offerings regardless of a student's physical location.

Additionally, the voter-approved 2013 referendum resulted in the addition of distance learning rooms in the high school library and upgrades to several classrooms to include the infrastructure necessary for distance learning technology, such as high-definition cameras, dual-screen monitors, and audio equipment.

The new space and modern technology has given BH-BL teachers the ability to deliver their curriculum to students within the physical classroom while also broadcasting to students at other schools. This also allows BH-BL to offer elective courses even when

enrollment in those courses may be low.

In addition to helping the district sustain a healthy offering of electives, distance learning classes and digital connections with classmates can also sharpen essential cooperative problemsolving skills and encourage students to be proactive in their own learning.

Because distance learning courses typically include a couple of sections of students, cooperative learning becomes a useful method of teaching that can have social, cognitive, and academic benefits. Distance learning courses also help students develop fundamental interpersonal skills and foster connections beyond the walls of the classroom and BH-BL High School.

"The distance learning course I'm taking actually helped make forging friendships with my Cairo-Durham classmates seamless," Graham says. "We are all in a Snapchat group and keep in touch outside of school."

There are more than a dozen BH-BL courses in math, computer science, business, world language, and family & consumer sciences that are open to students in other districts that participate in the network.

There are budgetary benefits to hosting distance learning courses, too. The network is a shared service through BOCES, therefore, BH-BL receives reimbursement for teachers' salaries and benefits when they are teaching on the network.

"We are always looking for new and creative ways to improve upon what we currently offer our students," says Assistant Superintendent for Curriculum & Instruction Maryellen Symer. "One area that has always been exceptional at BH-BL is our comprehensive program. Our continued participation in the distance learning network further enriches this program and provides students with an even more robust selection of courses."



Do you have other budget questions?

If after reading this newsletter you have other questions about the budget, please contact Superintendent Patrick McGrath by email or phone at pmcgrath@bhbl. org or 518-399-9141, ext. 85002. There is also budget information at www.bhbl.org.

Exit Survey

Following the vote, residents will be asked to complete a voluntary and anonymous exit survey. This will help the board gather community feedback and help guide future budget and program decisions. Both online and paper surveys will be available.

BH-BI





What do kids like more than making slime? At BH-BL's annual Science Demo Day we learned they also enjoy experimenting with glow-in-the-dark bubbles and lava beakers, popping smoke bubbles (dry ice), testing their catapult-making skills, and discovering robotics. Science became super cool earlier this year when fourth graders from Stevens, Charlton Heights, and Pashley Elementary Schools visited the high school's science labs where they worked with high school students and became engrossed in the more than two dozen science and technology demonstrations. The fourth graders also put their own science skills to work by making observations, performing experiments, and recording their findings in their science notebooks.

SAVE THE DATES

MS & HS Arts Festivals

Join us in celebrating BH-BL student artists at the annual Arts Festivals where a year's worth of work will be showcased. Much of the artwork on display has been recognized and earned awards at competitions throughout the region and state.

∑<u>Tuesday, May 8:</u>
 O'Rourke Middle School
 Arts Festival, 5 p.m. in the cafetorium

☑ <u>Tuesday, May 15:</u>
BH-BL High School Arts
Festival, 7 a.m. to 9 p.m. in
the gym

Just can't hide that

Spatians S. PRINTE



Congratulations to the 2017 boys varsity cross country team for winning the New York State Class B Championship and finishing the season with a Suburban Council dual meet record of 14–1. The team also won its first-ever Federation Championship and students Tyler Berg, Evan Brennan, Aidan Gillooley, and David Metacarpa were named Suburban Council Cross Country All-Stars. This is the 7th state championship win for BH-BL boys cross country.



Congratulations to the O'Rourke Middle School Future City team (Siri Adams, Howard Bearce, Owen Bechtel, Nicole Boyea, Lucas Carey, Nick Clark, Sophia Commisso, Duncan Dauphinee, Owen Emerich, Gavin Heritage, Anya Kotkoskie, Nolan MacFarland, Declan Nerney, Patrick Robbins, Carlie Rzeszotarski, Jenna Vaughan and Ana Zepf) for placing first in the regional competition with model city, Spartagneria. The team advanced to the national competition in Washington, D.C. where they competed against 44 teams from the USA, China, and Canada and took home sixth place. "Of the 40,000 students who began this competition at the beginning of the school year, our 17 students ranked among the top 70 students in the country," says Katie Duell, a middle school science teacher and team leader. "This is such an amazing accomplishment." (The Future City team was lead by OMS teachers Katie Duell and Nick Morocco, and parents Jen Wiederhold and Erik LeClair.)

"BH-BL High School was recently marked one of the highest graduation rates in the area—98%—with five students out of the class of 2017 not graduating in June; two of them graduated in August, lifting the school's graduation rate to 99%."

-Daily Gazette, February 2, 2018





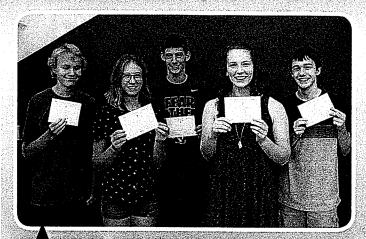
We are proud to announce that at the 2017 NYSSMA Major Organization Festivals, Concert Band achieved a Level VI Gold with Distinction Award, Concert Choir achieved a Level VI Gold Award, and the Orchestra achieved a Level IV Gold Award.

This is just a small sample of the many successes BH-BL students accomplish in the classroom, on stage, and on the field throughout the year. To learn more about student and staff achievements throughout the school year, please visit our website and social media channels (Facebook and Twitter) where news, announcements, and photos are shared almost daily! Visit us at www.bhbl.org or follow BH-BL on social media at @BHBLschools.



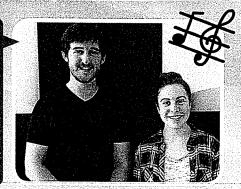
Congratulations to BH-BL High School students Jonathan Sinopoli, Noah Wiederhold, and Ava Shimkus who were recognized for their indepth science research projects at the Greater Capital Region Science and Engineering Fair. Jon took home three prizes including the US Metric, Navy, and Air Force awards for his work on concussive forces of firearms. Noah received the US Navy award for his work on biometrics and iris localization, and Ava took home the top prize in water studies for her project on microplastics in Mohawk River Tributaries.

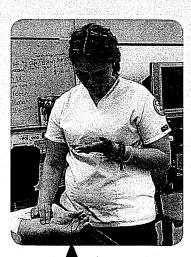




Congratulations to BH-BL High School students Edward Hull, Samantha Whitman, Bradley Albright, Miya Hugaboom and William Halm for being recognized as Commended Students in the 2017 National Merit Scholarship Program. They were recognized for their exceptional academic promise demonstrated by their outstanding performance on the PSAT. More than 1.5 million students took the PSATs but these students were among the 34,000 high performers to be named Commended Students nationwide.

Congratulations to BH-BL High School student Mark Piotrowski for being accepted into the NYSSMA Conference All-State Orchestra on bassoon, and to Jessica Landry for being selected as a Conference All-State Alternate on flute.

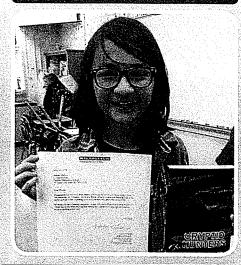






Congratulations to BH-BL High School and Career and Technical Education (CTE) students Alyssa Andrew (left) and Mayanna Hayhurst (right) who will compete in the New York State SkillsUSA competition. Andrew is competing in the first aid/ CPR field and Hayhurst is competing in the nursing assistant field. The annual SkillsUSA competitions at the local, regional, state, and national levels enable students to showcase their career and technical, professional, and interpersonal skills and learn more about team work and citizenship.

Congratulations to fourth-grade student Hikaru Matsue for being selected as one of the national winners for the monthly Scholastic Storyworks writing competition.



Congratulations to student artists Amelia Averill, Lauren Bachand, Nicole Boyea, Chloe Davidson, Elena DiSarro, Emeline Fried, Timothy Gallinat, Juliet Hull, Lydia Kammerer, Joseph Largo, Abigail Malagisi, Danny Moak, Julia Morales, Elsa Newman, Emma Pausley, Shianna Ramsaran, Jaxson Soria, and Adam Yerina for having their artwork selected for display at the 30th annual Capital Region BOCES Art Show, Visit bhbl.org to view their work.

> Did you know that 62 students were recently inducted into the World Languages Honor Society (photo below) and 70 students were inducted into the school's National Honor Society chapter in April. The society recognizes students for their academic excellence and their stellar service. leadership, and character traits.



Results by the Numbers

85

The percent increase of the number of high school students requesting to enroll in STEAM-related courses for the 2018-19 school year.

16

The number of state championships BH-BL athletes have won over the past 10 years.

786

The number of students who participated on at least one interscholastic athletic team this school year.

25+

The number of years BH-BL has supported the long-standing and successful PEACE Exchange Program. Last year, students went to France, Spain & Germany.





Board of Education Jennifer Longtin President John Blowers Vice President Jennifer Bradt Don Marshall James Maughan Peter Sawyer Patrick Ziegler

Superintendent Patrick McGrath Jr.

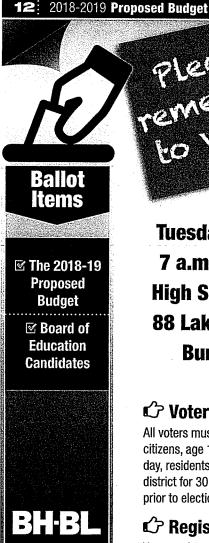
Produced in cooperation with the Capital Region BOCES Communications Service Tara Mitchell, Editor

Burnt Hills-Ballston Lake

CENTRAL SCHOOLS

PO Box 1389 Ballston Lake, New York 12019 (518) 399-9141, ext. 85002 www.bhbl.org

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Tuesday, May 15 7 a.m. to 9 p.m. **High School Gym,** 88 Lakehill Road, **Burnt Hills**



Congratulations to BH-BL High School students (pictured from left) Billie McClosky, Aidan McKenna, Darby Larkin, Seth Gully, Courtney Kruzikas, (not pictured) Hailey Aldrich, Justin Giorgio, Jacob Straub, and Matthew Zoller for being recognized at the YMCA's 31st Annual Awards ceremony as Outstanding Students. BH-BL High School Social Worker Tara LaMalfa was also recognized as an Outstanding Educator.

Voter Qualifications

All voters must be United States citizens, age 18 or older on election day, residents of the BH-BL school district for 30 days immediately prior to election day, and registered.

Registering to Vote

You are already registered to vote on May 15 if you are registered with your county Board of Elections to vote in a general election.

Absentee Ballots

Registered voters may vote by absentee ballot if they are unable to appear at the polling place on May 15.

To receive an absentee ballot, first fill out an application from Clerk of the Board Christopher Abdoo at the district office. The application can also be downloaded from the BH-BL website at www.bhbl.org/budget/ voterinformation.cfm

The completed application must be

returned to Christopher Abdoo at least seven days before the election if the ballot is to be mailed to the voter, or at least one day before the election if the ballot is to be picked up personally by the voter at the district office from 8 a.m. to 4 p.m.

Absentee ballots will be counted only if they are returned to the clerk of the board no later than 5 p.m. on election day, May 15. For more information, contact Christopher Abdoo at 518-399-9141, ext. 85025.

ADOPTION OF PROPOSED BUDGET

Shall the Board of Education of Burnt Hills-Ballston Lake Central School District be authorized to adopt the proposed annual School District Budget for the 2018-2019 fiscal year in the amount of \$68,082,518 and the requisite portion thereof to be raised by taxation on the taxable property of the School District?

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BURNT HILLS-BALLSTON LAKE -Proposed Budget Detail Appropriation Report

Components of Three-Part Budget Admin Program Capital

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\$230,154 \$339,990 \$747,966 \$107,883 \$3,672 \$8,486 \$1,760 \$5,304 \$6,365 \$80,784 \$718,000 \$718,000 \$755,000	\$30,000 \$0 \$100 \$30,100	\$1,000 \$350 \$0 \$0 \$250 \$0 \$1,600	\$1,200 \$440 \$4,300 \$660 \$157 \$400 \$760 \$0 \$340 \$0 \$2,000 \$4,000 \$1,718 \$4,000 \$1,718 \$1,930 \$11,930 \$10,500 \$350 \$350 \$350 \$350 \$350 \$350 \$350 \$
\$230,804 \$573,708 \$1,187,554 \$107,883 \$4,021 \$2,042 \$8,782 \$2,684 \$3,347 \$60,789 \$567,149 \$580,600 \$3,329,363	\$23,720 \$0 \$50 \$50 \$23,770	\$482 \$0 \$0 \$0 \$0 \$0 \$0 \$482	\$1,151 \$40 \$7,405 \$636 \$157 \$388 \$2,805 \$2,004 \$1,094 \$3,915 \$1,994 \$3,915 \$1,994 \$3,915 \$1,994 \$1,641 \$7,558 \$1,874 \$1,641 \$7,958 \$1,874 \$1,641 \$7,958 \$1,874 \$1,641 \$7,958 \$1,874 \$1,641 \$7,958 \$1,874 \$1,641 \$7,958 \$1,874 \$1,641 \$7,958 \$1,874 \$1,641 \$7,958 \$1,874 \$1,641 \$7,958 \$1,874 \$1,641 \$7,958 \$1,874 \$1,641 \$7,958 \$1,874 \$1,641 \$7,958 \$1,874 \$1,641 \$7,958 \$1,874 \$1,641 \$7,958 \$1,874 \$1,641 \$7,958 \$1,874 \$1,641 \$7,958 \$1,874 \$1,641 \$7,958 \$1,874 \$1,641 \$7,958 \$1,874 \$1,641 \$1,6
BOCES ADMIN CHARGE BOCES REGIONAL PLANNING BOCES DATA PROCESSING BOCES RENT BOCES ARTS IN ED MS BOCES ARTS IN ED CH HGTS BOCES ARTS IN ED PASH BOCES ARTS IN EDICATION BOCES OCC ED TUITION	Adult Ed Contractual Adult Ed Contractual (Printing & Vendors) GEN SUPPL ADULT ED	GEN SUPL K-5 SUMMER SCHL MED MATL K-5 SUMMER SCHL MED MATL 6-12 SUMMER SCH MED SUPP K-5 SUMMER SCHL TEXTBOOKS 6-12 SUMMER SCH	NEW EQUIP ART HS NEW EQUIP MUSIC HS NEW EQUIP MUSIC HS NEW EQUIP ART MS NEW EQUIP MUSIC ELEM EQUIP REPL MUSIC ELEM EQUIP REPL ART MS EQUIP REPL MUSIC ELEM EQUIP REPL MUSIC HS GEN SUPPL MUSIC HS GEN SUPPL MUSIC MS GEN SUPPL MUSIC MS GEN SUPPL MUSIC MS GEN SUPPL MUSIC DISTRICT MEDIA MATL ART HS MEDIA MATL ART HS MEDIA MATL MS ART MEDIA MATL MS ART MEDIA MATL MS ART MEDIA MATL MUSIC MS TEXTBOOKS MUSIC HS
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\$3,104	9	\$2 583	\$700	\$2,075	\$502	\$3,807	\$198	\$1,150	\$300	\$100	\$200	\$200	\$217	\$3,000	57,680	\$5,809	97,709	55,759	93,700	5500	5150	\$150 \$200	0000	\$4,000	\$4,000	\$1.500	\$	\$500	\$1,800	\$500	\$300	\$300	\$100	\$200		9	005,55		CAE EOO	\$83.976	\$14,000	\$32,500	\$800	\$3,500	•	\$3,000
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\$3,104 \$665	\$56,935	\$2,583	\$700	\$2,075	\$505	\$3,807	\$138	\$1,150	\$300	500	\$200	2200	777	53,000	000,74	90,64	\$6.759	\$3.700	\$500	\$150	\$150	\$300	\$800	\$4.000	\$1,000	\$1,500	\$	\$500	\$1,800	\$500	\$300	\$300	\$100	\$500	\$58,589	\$9.500	\$6.000	\$4,000	\$45.500	\$83,976	\$14,000	\$32,500	\$800	\$3,500	\$199,776	\$3,000
\$3,934	\$56,784	\$2,500	\$680	\$2,075	\$502	53,807	\$158 \$4 \$ 90	\$1,400 \$700	\$500	\$100	\$200	5200	7776	\$8,000	\$7.309	57.70	\$7,059	\$4.033	\$500	\$150	\$150	\$300	\$800	\$	\$	\$0\$	\$0	\$	\$2,800	\$1,000	\$300	\$300	\$300	\$500	680,664	\$9,500	\$6,000	\$4.000	\$45,500	\$83,849	\$14,000	\$32,500	\$800	\$3,000	\$199,149	\$3,000
\$4,000	\$56,740	\$2,500	\$680	\$2,075	\$502	73,807	\$150 \$1 EDO	005,15 6500	\$500 \$100	2000	\$200	\$217	\$5.421	\$8,000	\$7.309	\$7.209	\$6,909	\$2,812	\$500	\$150	\$150	\$300	\$800	\$0	\$0	\$0	\$0	\$0	\$3,000	\$1,000	\$300	\$300	\$300	\$300	500,000	\$9,500	\$6,000	\$4,000	\$110,000	\$0	\$14,000	\$24,660	\$800	53,000	\$171,960	\$1,750
\$3,867 \$728	\$78,624	\$2,260	\$585	2680	20, 13,	477,44¢	5, 500	200,14	74.75 045	\$115	\$198	5	\$6.612	\$8,864	\$8,622	\$9,763	\$9,322	\$2,596	\$363	\$72	\$79	\$319	\$799	\$0	\$0	\$0	Ş	0\$	\$9,111	\$701	5841	583	\$1,110 \$1,180	\$67.419	CTLCOA	\$6,483	\$6,795	\$15,363	\$45,150	\$0	\$6,137	\$100,712	\$179	\$1,820 \$403 C47	\$182,645	\$3,001
TEXTBOOKS MUSIC MS TEXTBOOKS MUSIC ELEM		EQUIP REPL LIB HS	EQUIP REPLIE MS	EQUIT NET LEB DIST	GEN SUPPL LIBRARY	PROF REFERENCE LIBRARY	PERIODICALS HIGH SCHOOL	PERIODICALS MIDDLE SCHOOL	PERIODICALS CHARLTON HGTS	PERIODICALS PASHLEY	PERIODICALS STEVENS	PERIODICALS DISTRICT	RESOURCE MATL HIGH SCHOOL	RESOURCE MATL MIDDLE SCHL	RESOURCE MATL CH HGHTS	RESOURCE MATL PASHLEY	RESOURCE MATL STEVENS	MEDIA MATL HIGH SCHOOL	MEDIA MATL MIDDLE SCHOOL	MEDIA MATL CH HGHTS	MEDIA MATL PASHLEY	MEDIA MATL STEVENS	MEDIA SUPPL LIBRARY	E-BOOKS HIGH SCHOOL	E-BOOKS MIDDLE SCHOOL	E-BOOKS CHARLTON HEIGHTS	E-BOOKS PASHLEY	E-BOOKS SIEVENS	LIB & AUD VIS MIDDLE SCHILL	LIB & ALID VIS CH HOUTE	LIB & AUD VIS DACHIEV	IB & ALID VIS CTOVENS	COMP SOFTWARE LIBRARY			MEMBERSHIPS INT SCH	ATHLETIC ENTRY FEES	EQUIP REPL INT SCH	Contractual Expenses/Athletic Trainer	Officials/Time Keepers & Other Contractual	EQUIP REPAIR INT SCH SPRT	GEN SUPPLINI SCH	MEDIA SUPPL INT SCH SPORT AWARDS INT SCHOLASTICS			TRAV IN DIST PHYS ED
A 2110.480-20-1422 A 2110.480-70-1422	14 - Fine Arts	A 2610.202-10-1500	A 2610.202-20-1500	A 2610.448-90-1500	A 2610,451-90-1500	A 2610,453-90-1500	A 2610.455-10-1500	A 2610,455-20-1500	A 2610.455-30-1500	A 2610.455-50-1500	A 2610,455-60-1500	A 2610.455-90-1500	A 2610,456-10-1500	A 2610.456-20-1500	A 2610.456-30-1500	A 2610.456-50-1500	A 2610.456-60-1500	A 2610.457-10-1500	A 2610,457-20-1500	A 2610,457-30-1500	A 2610.457-50-1500	A 2610,457-60-1500	A 2610,458-90-1500	A 2610.459-10-1500	A 2610.459-20-1500	A 2610.459-30-1500	A 2610 459-50-1500	A 2610 460-10-1500	A 2610.460-20-1500	A 2610 460-30-1500	A 2610.460-50-1500	A 2610.460-60-1500	A 2630.460-90-1500	15 - Library		A 1920.401-90-1600	A 1920,402-90-1600	A 2855.202-90-1600	A 2855.400-90-1600	A 2855,401-90-1600	A 2855 461-00-1600	A 2033.431-30-1000	A 2855,460-90-1600	16 - Interscholastics	California de la companion de	A 2110,444-90-1700

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		\$1,500 \$1,400 \$1,000
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\$2,750 \$12,700 \$800 \$2,400 \$200 \$200	\$900 \$900 \$1,000 \$450 \$900 \$1,300 \$1,300 \$1,300 \$1,300 \$1,200 \$8,455 \$6,200 \$12,505 \$5,200 \$12,200 \$300 \$200 \$200 \$200 \$200 \$200 \$200 \$	\$1,500 \$1,400 \$3,400 \$3,000 \$0 \$0 \$0 \$2,000 \$3,000 \$10,680 \$13,000 \$28,482 \$250 \$13,000 \$13,000 \$13,000 \$13,000 \$13,000 \$13,000 \$28,700 \$11,000 \$11,000 \$11,000
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EQUIP REPAIR PHYS ED GEN SUPPL PHYS ED MEDIA MATL PHYS ED GEN SUPPL SWIMMING MEDIA MATL SWIMMING	EQUIP REPL BUS ED HS EQUIP REPL FACS HS EQUIP REPL TECH HS EQUIP REPL TECH MS EQUIP REPL TECH MS EQUIP REPAIR BUS ED HS EQUIP REPAIR BUS ED HS EQUIP REPAIR TECH HS GEN SUPPL TECH HS MEDIA MATL HEALTH MS MEDIA MATL HEALTH MS MEDIA MATL HEALTH MS MEDIA MATL ECSC MS TEXTBOOKS FACS HS TEXTBOOKS FACS HS TEXTBOOKS FACS HS TEXTBOOKS TECH HS TEXTBOOKS TE	PRINTING HS TRAVEL CONF ADMIN HS ADMIN SUPPL HS PROGRAM DEVEL HS NEW EQUIP BEVEL HS EQUIP REPLACE, SR HIGH EQUIP REPL SCIENCE HS EQUIP REPL SCIENCE HS FURN REPL HS THEATER PRODUCTION TRAVEL CONF HS EQUIP REPAIR HS GEN PUPIL ACTIVITIES GEN SUPPL HS GEN SUPPL HS GEN SUPPL SCIENCE HS GEN SUPPL SCIENCE HS GEN SUPPL SCIENCE HS GEN SUPPL SCIENCE HS
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\$15,737 \$461 \$0 \$0 \$0 \$0 \$10,176 \$7,688 \$2,300 \$2,867 \$6,318 \$9,002 \$0 \$776 \$776 \$791 \$697 \$0 \$180,637	\$1,266 \$0 \$381 \$0 \$0 \$0 \$0 \$0 \$0 \$1,031 \$1,031 \$1,031 \$1,031 \$1,031 \$1,031 \$2,738 \$6,336 \$0 \$2,480 \$2,580 \$
MEDIA MATI. ENGLISH HS MEDIA MATI. LANGUAGE HS MEDIA MATI. LANGUAGE HS MEDIA MATI. SOC STUDIES HS TEXTBOOKS HS TEXTBOOKS LANGUAGE HS TEXTBOOKS SCIENCE HS TEXTBOOKS SCIENCE HS TEXTBOOKS COMPUTER HS ARTS IN ED HIGH SCHOOL GEN SUPI. SPEC ED HS GEN SUPI. GUIDANCE HS TEST SUPPI. GUIDANCE HS TEST SUPPI. GUIDANCE HS TEST SUPPI. GUIDANCE HS TEST SUPPI. GUIDANCE HS	ADMIN SUPPL MS PROGRAM DEVEL MS NEW EQUIP MS NEW EQUIP PCING MS NEW EQUIP PCING MS NEW EQUIP RED SCI MS EQUIP REPL MS GEN SUPPL MATH MS GEN SUPPL MS GEN SUPPL MS OTHER EXPENSE MS OTHER EXPENSE MS OTHER EXPENSE MS TEST SUPPL MS MEDIA MATL SCIENCE MS TEXTBOOKS MS TEXTBOOKS MATH MS TEXTBOOKS MATH MS TEXTBOOKS MATH MS TEXTBOOKS SCIENCE MS TEXTBOOKS SCIENCE MS TEXTBOOKS SOIGNCE MS TEXTBOOKS HANDICAP MS GEN SUPPL HANDICAP MS TEXTBOOKS AIS MS
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\$2.700	\$0	\$4.500	\$2,000	\$600	\$0	\$1,000	\$3,967	\$19,000	\$6,500	\$300	\$9,000	\$1,000	\$2,300				\$3.000	\$800	\$700	\$8,000	\$1,000	\$1,000	\$5,000	\$14,700	\$267	\$0	\$3,550	\$	\$550	\$600	\$10,000	\$1,200	00/66		\$ 000	000,55	\$200	\$1.000	\$500	\$1.200	\$1,000	\$5,000	\$7,267	\$4,000	\$10,000	005,54
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\$6,800 \$2,700	\$0	\$4,500	\$2,000	\$600	\$0	\$1,000	\$3,967	\$19,000	\$6,500	\$300	000'6\$	\$1,000	\$2,300	\$59,667	\$0	\$3,600	\$3,000	\$800	\$700	\$8,000	\$1,000	\$1,000	\$5,000	\$14,700	\$267	\$0	\$3,550	. SO	\$550	\$600	510,000	\$1,200	\$59,667	\$7,000	\$3 000	\$4,000	\$200	\$1,000	\$500	\$1,200	\$1,000	\$5,000	\$7,267	\$4,000	\$10,000	\$49.667
\$6,500 \$2,700	\$150	\$1,000	\$1,000	\$500	\$3,000	\$1,000	\$11,000	\$15,792	\$4,000	\$300	\$9,000	\$1,725	\$2,000	\$59,667	\$0	23,600	\$3,000	\$800	\$700	\$8,000	\$1,000	\$1,000	\$5,000	\$14,700	\$267	\$0	\$3,550	ک	\$550	\$600	510,000	\$1,200 \$5,700	\$59,667	\$7.000	\$3,000	\$4,000	\$200	\$1,000	\$500	\$1,200	\$1,000	\$10,000	\$12,267	\$4,000	\$10,000	\$59.667
\$6,500 \$2,700	\$150	\$1,000	\$1,000	\$500	\$3,000	\$1,000	\$11,000	\$15,792	\$4,000	\$300	\$9,000	\$1,725	\$2,000	\$59,667	\$0	\$3,600	\$3,000	\$800	\$700	\$8,000	\$1,000	\$1,000	\$4,500	\$14,700	\$267	\$0	\$3,550	2200	\$550	\$600	\$10,000	\$6,000	\$59,667	\$7.000	\$3,000	\$4,000	\$200	\$1,000	\$500	\$1,200	\$1,000	\$10,000	\$12,267	\$4,000	\$10,000	\$59,667
50,439 \$0	\$	\$837	\$980	\$5,520	\$1,115	\$582	\$2,506	\$35,475	\$5,864	\$120	\$8,914	\$833	\$1,996	\$71,241	\$569	\$3,575	\$1,750	\$75	\$11,017	\$5,268	\$0	\$0	\$2,718	\$11,804	\$0	0\$	\$3,995	0\$	500	\$466 \$8 513	\$6,51.5 \$9.75	\$5.341	\$56,017	\$5.275	Ş	\$2,726	\$0\$	\$3,565	\$0	\$4,296	\$300	\$5,388	\$12,797	\$5,063	707'/¢	\$52.261
PROGRAM DEVEL CH HTS	PROF LIBRARY CH HGTS	NEW EQUIP CH HGTS	EQUIP REPL CH HTS	FURN REPL CH HGTS	Duplication	TRAVEL CONF CH HTS	EQUIP REPAIR CH HGTS	INSTRUCT SUPPL CH HGTS	DUPL SUPP CH HGTS	MEDIA MATL CH HGTS	TEXTBOOKS CH HGTS	ARTS IN ED CH HGTS	COMPUTER SUPL CH HTS		TRAVEL CONF ADMIN PASHLEY	ADMIN SUPPL PASHLEY	PROGRAM DEVEL PASHLEY	LOCAL MINI GRANTS PASHLEY	NEW EQUIP PASHLEY	EQUIP REPL PASHLEY	Duplication	TRAVEL CONF PASHLEY	EQUIP REPAIR PASHLEY	INSTRUCT SUPPL PASHLEY	MATH MANIPULATIVES PASH	GEN SUPPLIES SCIENCE	DUPL SUPPL PASHLEY	ENL Supplies Pasniey	MEDIA MATIL PASHLEY	TEXTROOKS DASHLET	ARTS IN ED PASHI EV	COMPUTER SUPPL PASHLEY		ADMIN SUPPL STEVENS	PROGRAM DEVEL STEVENS	NEW EQUIP STEVENS	EQUIP REPL STEVENS	NEW FURN STEVENS	FURN REPL STEVENS	INSTRUCTIONAL PROGRAMS	TRAVEL CONF STEVENS	EQUIP REPAIR STEVENS	INSTRUCT SUPPL STEVENS	DOPL SOPPL STEVENS TEXTBOOKS CTEX/ENS	IEAT BOOKS STEVENS COMPUTER SUPL STEVENS	
A 2070.431-30-3000	A 2070,453-30-3000	A 2110.201-30-3000	A 2110.202-30-3000	A 2110,222-30-3000	A 2110.401-30-3000	A 2110.445-30-3000	A 2110,448-30-3000	A 2110,451-30-3000	A 2110.452-30-3000	A 2110.457-30-3000	A 2110.480-30-3000	A 2110.498-30-3000	A 2630.451-30-3022	30 - Charlton Heights	A 2020.445-50-5000	A 2020.451-50-5000	A 2070.431-50-5000	A 2070.432-50-5000	A 2110.201-50-5000	A 2110.202-50-5000	A 2110.401-50-5000	A 2110,445-50-5000	A 2110.448-50-5000	A 2110,451-50-5000	A 2110.451-50-5021	A 2110.451-50-5023	A 2110.452-50-5000	A Z110.433-50-5000	A 2110,457-50-5000	A 2110 480-50-5000	A 2110,498-50-5000	A 2630.451-50-5000	50 - Pashley	A 2020.451-60-6000	A 2070.431-60-6000	A 2110.201-60-6000	A 2110.202-60-6000	A 2110.221-60-6000	A 2110.222-60-6000	A 2110,430-60-6000	A 2110,445-60-6000	A 2110.448-60-6000	A 2110.451-60-6000 A 2110.452-60-6000	A 2110.452-60-6000	A 2630,451-60-6000	60 - Stevens

\$3,000 \$5,750 \$65.000	\$17,000	\$10,000	\$8,000	\$0	\$485,000	\$657,000	\$0	\$9,000	\$17.000	\$10,000	\$37,000	\$6,000	\$68,000	\$25,000	000'084	300	\$12,000 \$35,000	\$28,000	\$25.000	\$21.500	\$35,000	\$5,000	\$15,000	\$7,800	\$4,650	54,250 ¢0	\$4.650	\$4,025	\$35,000	\$1,000	S :	S 5	S 5	\$10,000	\$19,000	000	\$100.000				\$850,000
																																						1	\$25,000	\$4,200	
\$3,000 \$5,750 \$65,000	\$17,000 \$30,000	\$10,000	\$40,000	\$0	\$485,000	\$657,000	\$47,000	000'6\$	\$17,000	\$10,000	\$37,000	\$6,000	\$68,000	\$25,000	000'00¢	\$12.000	\$35,000	\$28,000	\$25,000	\$21,500	\$35,000	\$5,000	\$15,000	\$7,800	\$4,650	\$0	\$4,650	\$4,025	\$35,000	\$1,000	ος Ος 40	ş 2	\$ \$	\$10,000	\$19,000	\$0	\$100,000	\$1,986,625	\$25,000	\$4,200	\$850,000
\$15,000 \$6,500 \$300,000	\$17,000 \$60,000	\$13,500	\$40,000	\$	\$478,175	\$637,82U \$166	\$47.000	\$8,500	\$21,000	\$11,000	\$36,000	\$5,000	\$68,000	524,000	\$0	\$8,000	\$35,000	\$28,000	\$25,000	\$21,000	\$35,000	\$0	350,000	29,600	\$4.725	\$2,000	\$5,100	\$4,400	\$36,000	\$2,000	2800 \$800	\$800	\$800	\$11,000	\$9,500	\$	\$100,000	\$2,266,386	\$25,000	\$4,100	\$750,000
\$10,000 \$5,750 \$75,000	\$16,000 \$60,000	\$13,500	\$40,000	\$	\$448,175	\$617,820 \$166	\$42,500	\$8,000	\$21,000	\$10,000	\$34,000	05	\$67,000	\$72,000	\$0	\$7,500	\$32,000	\$27,500	\$23,500	\$19,750	\$34,000	\$0	000,414	\$5,600	\$4.725	\$2,000	\$5,100	\$4,400	\$35,000	51,600	S &	\$650	\$800	\$9,000	\$9,000	\$800,000	\$100,000	\$2,720,036	\$35,000	\$4,100	\$800,000
\$0 \$17,781 \$52,979	\$17,809 \$4,161	\$7,742 \$3.942	\$6,000	\$1,819	\$245,933	50,424,426	\$33,682	\$6,132	\$15,533	\$2,058	\$21,349	\$11,047	\$52,83U \$54.819	\$114.383	\$20,478	\$3,607	\$16,477	\$52,022	\$15,348	\$29,999	\$36,388	\$15,465	521,100	\$41,233	\$17,404	\$1,304	\$2,226	\$0	\$42,910	81¢	\$12.805	\$19,900	\$0\$	\$10,087	\$47,026	\$380,000	\$100,000	\$2,148,058	\$13,685	\$25,200	\$759,449
NEW EQUIP CUSTODIAL EQUIP REPL DISTRICT MAINT CUSTODIAL/MAINTANCE CONTRACT	WATER USE CHARGE TELEPHONE	HEALTH & SAFETY SAFETY & SECURITY SUPPLIES	SCHOOL RESOURCE OFFICER	Building Condition Survey	HEA! POWER	CARTAGE	TRASH REMOVAL	LAUNDRY, DRY CLEAN MOPS	FIRE INSPECTION	STAFF DEVEL, MAINT	EQUIP REPAIR, CUSTODIAL	Equip Repair, FS	CUST IMPROVE PLAN	NEW EQUIPMENT MAINT	SECURITY CAMERAS	EQUIPMENT RENTAL	GRNDS SUPL MAINT DISTRICT	HEAT VENT SUPPLY	ELECTRICAL SUPPLY	PLUMBING SUPPLIES	BUILDING SUPPLIES	SPEC PROFIT ABOR MAINT	BIDG MAINT HIGH SCHOOL	BLDG MAINT MIDDLE SCHOOL	BLDG MAINT CHARLTON HGHTS	BLDG MAINT HOSTETTER	BLDG MAINT PASHLEY	BLDG MAINT STEVENS	BLDG IMAINT DISTRICT	GRNDS MAINT MIDDLE SCHOOL	GRNDS MAINT CHARLTON HEIGHTS	GRNDS MAINT PASHLEY	GRNDS MAINT STEVENS	GRNDS MAINT DISTRICT	BLDG MAINT TRANS	TRANSFER TO CAPITAL FUND	TRANSFER TO CAPITAL FUND	nce	GASOLINE MAINTENANCE	EQUIP NEW TRANSP	BUS PURCHASES
A 1620.201-90-8100 A 1620.202-90-8100 A 1620,400-90-8100	A 1620.401-90-8100 A 1620.402-90-8100	A 1620.403-90-8100 A 1620.404-90-8100	A 1620,405-90-8100	A 1620.406-90-8100	A 1620.421-90-8100	A 1620,422-90-8100	A 1620,423-90-8100	A 1620.424-90-8100	A 1620,435-90-8100	A 1620,445-90-8100	A 1620.448-90-8100	A 1620 451-90-8100	A 1620.451-90-8199	A 1630,201-90-8100	A1630,202-90-8100	A 1630.447-90-8100	A 1630,451-90-8100	A 1630,452-90-8100	A 1630,453-90-8100	A 1630,454-90-8100	A 1630.455-90-8100	A1640.163-90-8100	A 1640.448-10-8100	A 1640,448-20-8100	A 1640,448-30-8100	A 1640.448-40-8100	A 1640.448-50-8100	A 1640,448-60-8100	A 1640.448-90-8100	A 1640,449-20-8100	A 1640,449-30-8100	A 1640,449-50-8100	A 1640,449-60-8100	A 1640,449-90-8100	A 5530,448-90-8100	A 9950.900-90-8100	A 9951,900-90-8100	81 - Maintenance	A 1640.451-90-8200	A 5510.201-90-8200	A 5510.220-50-8200

	\$3,345 \$19,623 \$10,075 \$28,823 \$41,560 \$169,538 \$141,429 \$2,788 \$470,138 \$3,190,000 \$539,145 \$1,899,811 \$458,795 \$6 \$6 \$6 \$6 \$6 \$6 \$6 \$6 \$6 \$6 \$6 \$6 \$6	
\$10,000 \$8,500 \$2,000 \$10,100 \$5,000 \$4,000 \$71,710 \$4,040 \$71,710 \$4,040 \$15,150 \$15,150 \$15,150 \$15,150 \$15,000 \$175,740 \$15,000 \$15	\$50,210 \$294,533 \$151,220 \$432,623 \$623,804 \$2,544,699 \$2,122,788 \$87,867 \$41,842 \$7,056,583	\$112,350 \$5,000 \$4,000 \$1,000 \$1,000
	\$6,445 \$37,806 \$19,410 \$55,531 \$80,071 \$326,635 \$772,479 \$11,279 \$5,371 \$905,775	
\$10,000 \$8,500 \$1,000 \$1,0100 \$1,500 \$1,500 \$4,000 \$71,710 \$4,040 \$715,740 \$15,150 \$15,150 \$15,100 \$15,000 \$15,000 \$15,000 \$15,000 \$22,000 \$22,000	\$60,000 \$351,962 \$180,706 \$516,977 \$745,435 \$3,040,871 \$2,536,695 \$105,000 \$50,000 \$8,432,495 \$16,020,141 \$3,190,000 \$33,190,000 \$53,190,000 \$58,795 \$1,899,811 \$458,795 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0	\$112,350 \$112,350 \$112,350 \$5,000 \$4,000 \$1,000 \$1,000 \$1,000
\$10,000 \$8,000 \$2,000 \$10,000 \$1,500 \$1,500 \$4,000 \$71,000 \$71,000 \$1,500 \$15,000 \$15,000 \$1,500 \$1,500 \$1,500 \$20,000 \$20,000 \$5,300 \$5,300 \$5,300 \$5,300 \$5,300 \$5,300 \$5,300 \$5,300 \$1,400 \$	\$60,000 \$314,578 \$157,289 \$212,342 \$705,379 \$2,744,427 \$2,495,023 \$152,000 \$50,000 \$8,222,625 \$15,413,665 \$3,075,000 \$622,520 \$3,075,000 \$62,520 \$63,520 \$63,5	\$150,000 \$150,000 \$5,000 \$4,000 \$1,000 \$1,000 \$1,000
\$20,000 \$2,000 \$2,000 \$2,000 \$1,500 \$1,500 \$1,500 \$2,050 \$2,050 \$2,050 \$1,250 \$35,000 \$1,250 \$35,000 \$	\$52,727 \$311,027 \$150,901 \$478,780 \$689,622 \$3,232,992 \$2,440,763 \$150,000 \$7,741,158 \$15,277,970 \$2,965,000 \$778,708 \$2,965,000 \$778,708 \$2,965,000 \$778,708 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0	\$100,000 \$100,000 \$5,000 \$4,000 \$1,000 \$1,000 \$1,000 \$12,000
\$3,828 \$13,553 \$0 \$17,058 \$4,004 \$0 \$381 \$75,860 \$1,101 \$160,375 \$11,948 \$1,104 \$1,108 \$21,148 \$1,108 \$23,184 \$1,408 \$23,184 \$1,408 \$23,184 \$1,408 \$23,184 \$1,408 \$23,184 \$1,408 \$23,184 \$23,184 \$1,408 \$23,184 \$24,184 \$24,18	\$36,188 \$303,499 \$162,164 \$366,039 \$607,037 \$3,108,605 \$2,359,223 \$58,731 \$7,573 \$7,329,703 \$7,329,703 \$14,339,463 \$2,965,000 \$778,796 \$5,055,000 \$778,796 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0	\$224,501 \$224,501 \$324,501 \$35,180 \$8,596 \$0 \$1,211 \$143,992
SUBSTANCE TEST Driver Physicals Fingerprinting TRASH & SNOW REMOVAL STAFE DEVELOP TRANSP TRAVEL CONF TRANS EQUIP RENTALS BUS GARAGE EQUIP REPAIR TRANS OFC SUPPL BUS GARAGE GASOLINE LUBRICATION TIRES AUTO PARTS CUSTOdial Supplies Bus Garage SOFTWARE TRANSPORTATION RADIO, PHONE, TRANSPORT HEATTRANSPORTATION CONTRACT TRANSPORTATION CONTRACT TRANSPORTATION		TRANSFER TO SPECIAL AID 4408 Aid TRS TO LUNCH HIGH SCHOOL TRS TO LUNCH CHARLTON HGTS TRS TO LUNCH CHARLEY TRS TO LUNCH STEVENS
A 5510.403-90-8200 A 5510.404-90-8200 A 5510.405-90-8200 A 5510.43-90-8200 A 5510.43-90-8200 A 5510.445-90-8200 A 5510.448-90-8200 A 5510.448-90-8200 A 5510.45-90-8200 A 5530.42-90-8200	A 5510.410-90-9000 A 5510.811-90-9000 A 5510.815-90-9000 A 9010.813-90-9000 A 9020.811-90-9000 A 9030.815-90-9000 A 9030.815-90-9000 A 9050.805-9000 A 9050.805-9000 A 9050.805-9000 A 9050.805-9100 A 9711.710-90-9100 A 9731.610-90-9100 A 9732.710-90-9100 A 9730.710-90-9100 A 9730.710-90-9100	A 9901.950-90-9200 92 - Transfer to Special Ald A 9901.930-10-9300 A 9901.930-20-9300 A 9901.930-50-9300 A 9901.930-50-9300 A 9901.930-60-9300 A 9901.930-60-9300

.

Total Non-Salary Items DIV 01-91 Total Salary Items DIV 95-99	\$30,242,335 \$33,605,403	\$30,527,995 \$33,377,961	\$31,321,269 \$34,170,750	\$33,060,937 \$35,021,581	\$2,583,814 \$3,761,836	\$20,505,529 \$29,307,184	\$9,971,594 \$1,952,561
Grand Totals	\$63,847,739	\$63,905,956	\$65,492,019	\$68,082,518	\$6,345,650	\$49,812,713	\$11,924,155
Contingency Budget:		·					
Contingency Budget for 2018-2019 Proposed Budget for 2018-2019 Amount to Cut for Contingency Budget-to-Budget Increase Contingency	\$66,954,945 \$68,082,518 \$1,127,573 2.23%	\$1,462,925	\$1,462,926				
Budget-to-Budget Increase Proposed	3.96%						
Administrative clinics:							
2017-2018 Administrative & Program 2018-2019 Proposed Administrative & Program	\$54,451,563 \$56,158,363						
2017-2018 Administrative 2018-2019 Pronosed Administrative	\$6,454,235	11.80%					
		0/0C:TT					
Components of Three Part Budget	2017-2018	2018-2019	2017-2018	2018-2019			
Administrative Program	\$6,454,235 \$47,997,328	\$6,345,650	9.85% 73.79%	9.32%			
Capital	\$11,040,456	\$11,924,155	16.86%	17.51%			
	\$65,492,019	\$68,082,518	100.00%	100.00%			

Proposed Budget

	Actual Revenue	Budget Revenue	Budget Revenue	Budget Revenue
Source	2016-2017	2016-2017	2017-2018	2018-2019
Regular School Year Tuition	\$412,180	\$202,000	\$377,000	\$292,000
Summer Tuition	\$13,090	\$15,000	\$15,000	\$10,000
Cont Ed Tuition	\$34,622	\$40,000	\$40,000	\$40,000
General Admissions	\$27,774	\$17,000	\$17,000	\$17,000
Pool Admissions	\$7,390	\$16,000	\$16,000	\$16,000
Property Rental	\$69,995	\$88,000	\$20,000	\$20,000
Serv to Other Govts	\$0	\$0	\$0	\$0
Subtotal Service	\$565,051	\$378,000	\$485,000	\$395,000
Subtotal Investments	\$33,132	\$30,000	\$40,000	\$140,000
Sale of Property	\$22,792	\$10,000	\$61,453	\$360,000
Sale of Materials	\$2,550	\$2,000	\$2,000	\$2,000
Medicare Part D	\$24,216	\$40,000	\$30,000	\$30,000
Other Comp for Loss & Misc	\$304,389	\$220,000	\$320,000	\$320,000
Refund of Prior Year Exp	\$254,018	\$200,000	\$250,000	\$250,000
Interfund Revenue	\$296,051	\$0	\$0	\$400,000
Transfer from Reserves	\$1,988,844	\$800,000	\$0	\$0
Subtotal Sales/Refunds	\$2,892,861	\$1,272,000	\$663,453	\$1,362,000
Federal Aid	\$127,235	\$75,000	\$100,000	\$100,000
Foundation (Operating) Aid	\$12,868,792	\$12,868,792	\$13,221,396	\$13,472,603
GAP Elimination Adjmt (GEA)	\$0	\$0	\$0	\$0
Expense Driven Aids				
Building Aid	\$3,695,773	\$3,692,985	\$4,519,281	\$5,156,233
Transportation Aid	\$2,270,710	\$2,381,571	\$2,528,282	\$2,718,371
Special Education Aid	\$791,653	\$1,041,590	\$1,136,543	\$1,044,406
BOCES Aid	\$1,528,266	\$1,355,847	\$1,284,083	\$1,307,956
BOCES Aid - Distrance Learning	\$0	\$0	\$0	\$25,159
Computer Hardware Aid	\$45,689	\$45,674	\$46,093	\$46,816
Textbook, Lib, Software Aid	\$388,299	\$250,920	\$250,004	\$247,657
Supplemental Pub Excess	\$45,884	\$45,884	\$45,884	\$45,884
Total State Aid	\$21,635,066	\$21,683,263	\$23,031,566	\$24,065,085
Applied Fund Balance	\$469,802	\$2,335,000	\$2,290,000	\$2,010,860
Total Tax Levy	\$38,124,592	\$38,132,693	\$38,882,000	\$40,009,573
Total Revenue	\$63,847,739	\$63,905,956	\$65,492,019	\$68,082,518
Total Budget	\$63,847,739	\$63,905,956	\$65,492,019	\$68,082,518

Salary: Administrative Compensation Information 520101 - BURNT HILLS-BALLSTON

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Form Due May 7, 2018

2018-2019 Salary Threshold = \$135,000

In response to legislative efforts to encourage greater cost sharing in service provision and local government administration, we now provide a section for districts that share administrative staff to highlight these efforts for the upcoming school year. Each sharing district should identify in the form the other district(s) with which they will be sharing administrative staff for school year 2018-2019.

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

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

Report Estimated Salaries in the Budget for the 2018-2019 School Year

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

	Title	Salary	Employee Benefits	Other Remuneration
1.	Superintendent of Schools	177,634	48,664	8,500
	Please list the district or districts with you will be sharing a superintendent (applicable):			

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

ASSISTANT SUPERINTENDENT FOR CURRIC	
ASSISTANT SUPERINTENDENT FOR SUPPOF	137,000
	-

47,239	600
47,239 26,281	9,115

	·			
32.]		
33. 34.		-		
35.		+		
36.]		
Salary: Administrative Con 520101 - BURNT HILLS-BA			20 Official -	017-2018 - Page 2 - as of 04/12/2018 11:43 AM
Title	Salary		Employee Benefits	Other Remuneration
37.				
38.				
39. 40.		-		_
41.		1		
42.				
43.]		
44. 45.				
46.		1		

Salary: Administrative Compensation Information

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520101 - BURNT HILLS-BALLSTON

47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69.

2017-2018 Claim Year - Page

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Other Supervisory and Administrative Employees Scheduled to Receive \$135,000 or More in Salary

| HIGH SCHOOL PRINCIPAL | 136,903 |
|-------------------------|---|
| MIDDLE SCHOOL PRINCIPAL | 135,627 |
| ELEMENTARY PRINCIPAL | 137,206 |
| ELEMENTARY PRINCIPAL | 137,206 |
| ELEMENTARY PRINCIPAL | 138,456 |
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| | MIDDLE SCHOOL PRINCIPAL ELEMENTARY PRINCIPAL ELEMENTARY PRINCIPAL |

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

Please also submit an electronic version (PDF or Word) of your school district's 2018-19 Budget Notice to: emscmgts@nysed.gov. This will enable us to help correct any formula or data entry discrepancy quickly.

Form Due - April 23, 2018

| Form Preparer Name: Preparer's Telephone Number: | CHRISTOPHER ABDOO
5183999141 | | |
|--|---|---|-----------------------|
| Shaded Fields Will Calculate | Budgeted
2017-18
(A) | Proposed Budget
2018-19
(B) | Percent Change
(C) |
| Total Budgeted Amount, not including Separate Propositions A. Proposed Tax Levy to Support the Total Budgeted Amount ¹ B. Tax Levy to Support Library Debt, if Applicable C. Tax Levy for Non-Excludable Propositions, if Applicable ² | 65,492,019
38,882,000
0 | 68,082,518
40,009,573
0 | 3.96 % |
| D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable E. Total Proposed School Year Tax Levy (A+B+C-D) F. Permissible Exclusions to the School Tax Levy Limit | 0
38,882,000
1,078,473 | 40,009,573
1,116,972 | 2.90 % |
| G. School Tax Levy Limit, Excluding Levy for Permissable Exclusions ³ H. Total Proposed Tax Levy for School Purposes, Excluding Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D) | 37,899,645
37,803,527 | 38,924,476
38,892,601 | |
| Difference: (G-H);(negative value requires 60.0% voter approval) ² Public School Enrollment Consumer Price Index | 96,118
3,102 | 31,875
3,096 | -0.19 %
2.13 % |
| ² Tax levy associated with educational or transportation services propositions a affect voter approval requirements. ³ For 2018-19, includes any carryover from 2017-18 and excludes any tax levy | | | |
| | Actual 2017-18
(D) | Estimated 2018-19
(E) | |
| Adjusted Restricted Fund Balance Assigned Appropriated Fund Balance Adjusted Unrestricted Fund Balance Adjusted Unrestricted Fund Balance as a Percent of the Total Budget | 6,062,477
2,290,000
2,573,013
3.93 \% | 6,050,000
2,010,860
2,720,000
4.00 % | |
| Schedule of Re | serve Funds | | |
| Reserve Type Reserve Name Reserve Description * | 6/30/18 3/31/18 Actual Estimated Balance Ending Balance | Intended Use of th
2018-19 School
Chara | Year*(Limit 200 |
| Capital ± For the cost of any object or purpose for which bonds may be issued. | | | |
| Repair For the cost of repairs to capital improvements or equipment. | | | |

| Workers | WORKERS' COMPENSAT | For self-insured Workers | 500131 | 500000 | To fund any or all settlements among the |
|---|---|---|------------------|-----------------|---|
| Compensation | | Compensation and benefits. | | 100000 | To latio any or all settlements among the |
| Unemploymen
insurance | UNEMPLOYMENT INSURA | For reimbursement to the State
Unemployment Insurance Fund. | 200460 | 200000 | To fund any and all unemployment claims |
| Reserve for
Tax Reduction | | For the gradual use of the proceeds of the sale of school district real property. | | | |
| Mandatory
Reserve for
Debt Service | | For proceeds from the sale of district capital assets or improvement, restricted to debt service. | | | |
| Insurance | | For liability, casualty, and other types of uninsured losses. | | | |
| Property Loss
± | | To cover property loss. | | | |
| Liability ± | | To cover incurred liability claims. | | | - 6 |
| Tax Certiorari | RESERVE FOR TAX CERT | For tax certiorari settlements. | 526077 | 520000 | To pay any and all successful tax |
| Reserve for
Insurance
Recoveries | | For unexpended proceeds of insurance recoveries at fiscal year end. | | | |
| Employee
Benefit
Accrued
Liability | EBALR | For accrued 'employee benefits' due to employees upon termination of service. | 3030303 | 3030000 | To pay for compensated absences for |
| Retirement
Contribution | | For employer retirement contributions to the State and Local Employees' Retirement System. | 1805506 | 1800000 | To pay district obligations to the Employee |
| Reserve for
Uncollected
Taxes | | For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year. | | | , de la companya de |
| Single Other
Reserve <u>+</u> | | | | | |
| 'Provide a brie
that will need t | of, but specific, statemer
to be voted upon in the t | nt of the planned use and appropriation | on for the reser | ve in SY 2018-1 | 9. Mention any capital expenditures |

Save

Reset

Save & Ready

NYS - Real Property System County of Saratoga

Assessor's Report - 2018 - Current Year File S495 Exemption Impact Report School District Summary

RPS221/V04/L001 Date/Time - 4/13/2018 09:34:27 al Assessed Value 725,013,723

Total Assessed Value

Town of Ballston

Equalized Total Assessed Value 792,364,725

School District - 412001 Burnt Hill Ball Lake

| Percent of Value
Exempted | | 0.00 | 0.00 | 0.73 | 0.00 | 2.44 | 0.17 | 9.76 | 0.14 | 0.86 | 0.01 | 90.0 | 0.02 | 0.46 | 0.08 | 600 | 20.0 | 00.0 | 0.10 | 0.00 | 0.15 | 0.02 | 0.08 | 0.01 | 0.00 | 0.02 | 0.61 | 50.0 | 50.00 | 0.14 | 0.64 | 0.09 | 4.04 | 0.02 | 7.20 | 0.01 |
|-------------------------------------|-----------------|----------------|------------------|--------------------|-----------------|----------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|-------------------------------|--------------------------------|-------------|-------------------------------|------------------------------|--------------------------------|--------------------------------|------------------------------|------------------------------|--------------------------------|--------------------------------|------------|-----------------------------|---------|------------------------------|---------------|------------------------|------------------------|------------------------|---------------|--------------------------------|----------------------|--------------------------------|--------------|
| Total Equalized Value of Exemptions | 70000 | 10,033 | 118,1 | 5,806,231 | 20,43/ | 19,306,776 | 41,755,1 | 6,080,274 | 1,138,588 | 525,806,9 | 32,885 | 373,770 | 188,634 | 3,620,110 | 603,934 | 140,110 | 21 858 | 000;13 | 200,000 | 24,444 | 1,181,576 | 122,232 | 595,852 | 50,946 | 1,639 | 120,874 | 4,859,524 | 261,235 | 1 073 128 | 5,010;
5,074,046 | 010,400,0 | 721,345 | 32,041,121 | 123,378 | 57,047,781 | 87,158 |
| Number of
Exemptions | 0 | l . | - აი
ი | O * | ~ u |) t | - 4 | † v | 7 1 | <u> </u> | 4 | - , | · | e
S | ო | ო | ~ | 132 | | 7 | 911 | <u>u</u> | 38 | ო | | 8 | 69 | .4 | 11 | 99 | | , 90 | 400 | w : | 1,384 | - |
| Statutory
Authority | RPTL 404(1) | RPTL,406(1) | RPTI(406/1) | RPT 446 | RPT. 408 | STATE 1.54 | RPTL 412-a | RPTL 462 | RPTL 420-a | RPTL 420.a | RPTI 420-a | RPT1 420-a | 2-021 1: | 0-047 | KF1L 464(2) | RPTL 446 | RPTL 1138 | RPTL 458-a | RPTL 458-a | RPTL 458-a | 0071 769 5 | DDT: 450 | 17 1 + 100-d | KF1L 458-a | RF1L 460 | | | AG MKTS L 306 | RPTL 467 | RPTL 467 | RPTL 467 | RPTL 425 | RPTI 425 | 357 ITQR | DDT: 450 0 | 71 L 104.0 |
| Exemption
Name | NYS - GENERALLY | CO - GENERALLY | TOWN - GENERALLY | VG - CEMETERY LAND | SCHOOL DISTRICT | USA - SPECIFIED USES | MUNICIPAL INDUSTRIAL DEV AGENC | RES OF CLERGY - RELIG CORP OWN | NONPROF CORP - RELIG(CONST PRO | NONPROF CORP - EDUCL(CONST PRC | NONPROF CORP - CHAR (CONST PRO | NONPROF CORP - MORAL/MENTAL IM | NONPROF CORP. SPECIFIED LISES | INC VOLINTEER FIRE CO. OP DEET | | TRIVALELY OWNED CEMELERY LAND | PROP WITHDRAWN FROM FORECLOS | ALT VET EX-WAR PERIOD-NON-COMB | ALT VET EX-WAR PERIOD-NON-COMB | ALT VET EX-WAR PERIOD-COMBAT | ALT VET EX-WAR PERIOD-COMBAT | ALT VET EX-WAR PERIOD-DISABILI | ALT VET EX-WAR PERIOD DISABILI | | AGRICII II IRAL RI III DING | | ACRICAL INDIVIDUATION TO THE | | PERSONS AGE 65 OR OVER | PERSONS AGE 65 OR OVER | PERSONS AGE 65 OR OVER | ENHANCED STAR | En STAR (land belongs to other | BASIC STAR 1999-2000 | DISABILITIES AND LIMITED INCOM | |
| Exemption
Code | 12100 | 13100 | 13500 | 13660 | 13800 | 14110 | 18020 | 21600 | 25110 | 25120 | 25130 | 25230 | 25300 | 26400 | 27350 | 27.200 | | | 41124 | 41130 | 41134 | 41140 | 41144 | | | | | | | | | 41834 E | 41844 E | 41854 E | 41934 | |

NYS - Real Property System County of Saratoga

Assessor's Report - 2018 - Current Year File S495 Exemption Impact Report School District Summary

RPS221/V04/L001 725,013,723 Date/Time - 4/13/2018 09:34:27

Total Assessed Value

Equalized Total Assessed Value 792,364,725

School District - 412001 Burnt Hill Ball Lake

| Exemption
Code | Exemption
Name | Statutory
Authority | Number of
Exemptions | Total Equalized Value of Exemptions | Percent of Value
Exempted |
|--|---|----------------------------|-------------------------|-------------------------------------|------------------------------|
| 42120 | TEMPORARY GREENHOUSES | RPTL 483-c | - | 12,787 | 00'0 |
| 47100 | Mass Telecomm Ceiling | RPTL S499-qqqq | - | 191,169 | 0.02 |
| 47200 | RAILROAD - PARTIALLY EXEMPT | RPTL 489-dⅆ | 8 | 413,779 | 0.05 |
| 48510 | LTD PROF HOUSING CO | P H FI L 33(1)(a) | | 1,056,831 | 0.13 |
| 49500 | SOLAR OR WIND ENERGY SYSTEM | RPTL 487 | - | 59,563 | 0.01 |
| 50000 | SYSTEM CODE | STATUTORY AUTH NOT DEFINED | / | 40,328 | 0.01 |
| Total Exemptions Exe
System Exemptions: | Total Exemptions Exclusive of
System Exemptions: | | 080 6 | | |
| Total System Exemptions: | xemptions: | | 1 | 151,468,130
40,328 | 19.12
0.01 |
| | | | 2,283 | 151,508,458 | 19.12 |

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

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

NYS - Real Property System County of Saratoga

School District - 412001 Burnt Hill Ball Lake

Assessor's Report - 2018 - Current Year File 8495 Exemption Impact Report School District Summary

Date/Time - 4/24/2018 12:01:15 3886 Value 291,483,605

Total Assessed Value

RPS221/V04/L001

Equalized Total Assessed Value 435,050,157

| Exemption
Code | Exemption
Name | Statutory
Authority | Number of Exemptions | Total Equalized Value of Exemptions | Percent of Value
Exempted |
|-------------------|--|------------------------|----------------------|---|---|
| 13500 | TOWN - GENERALLY | RPTL 406(1) | Ç. | 1 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 | |
| 13800 | SCHOOL DISTRICT | BPTI 408 | 5 4 | 698,690,6 | 1.16 |
| 21600 | RES OF CLERGY - RELIG CORP OWN | 11 150
1001 160 | , | 8,719,403 | 2.00 |
| 25110 | NONPROF CORP. REI ICCONST OBO | DDT: 455. | | 30,149 | 0.01 |
| 25120 | NO TO | NF15420-8 | W | 872,985 | 0.20 |
| 25230 | NONDEDE COOR - EDUCE (COINS) PAC | KP 1L 420-a | *** | 6,985,075 | 1.61 |
| 26250 | HIGHOUS COURT INDUSTRIBUTE IN | RP1L 420-a | 7 | 629,104 | 0.14 |
| 26400 | MO VOLIMITED GIPT ON ON PUBL | KP1L 444 | 7 | 250,149 | 90.0 |
| 27360 | DD AFFIX OWERT OFFICE | RPTL 464(2) | • | 43,463 | 0.01 |
| 00200 | PRIVALELY OWNED CEMETERY LAND | RPTL 446 | က | 190,448 | |
| 29/00 | PROP WITHDRAWN FROM FORECLOS | RPTL 1138 | * | 007 4 | † : |
| 41120 | ALT VET EX-WAR PERIOD-NON-COMB | RPTL 458-a | 133 | 00 1 1 1 0 0 0 1 1 1 1 0 0 0 0 1 1 1 1 | 0.00 |
| 41125 | ALT VET EX-WAR PERIOD-NON-COMB | RPTL 458-a | 33 7 | 833,77 | 0.19 |
| 41130 | ALT VET EX-WAR PERIOD-COMBAT | RPTI 468.9 | - ; | 6,269 | 00.0 |
| 41134 | ALT VET EX-WAR PERIOD-COMBAT | RDT(458-5 | <u>د</u> ي د | 846,288 | 0.19 |
| 41140 | ALT VET EX-WAR PERIOD-DISABILI | DDT 458. | 2 | 20,896 | 00.0 |
| 41144 | ALT VET EX-WAR PERIOD DISABILI | B-00-1-100-0 | 23 | 451,128 | 0.10 |
| 41400 | CI FRGY | NF11 400-8 | ę. | 20,896 | 0.00 |
| 41700 | | 77 I 460 | ᢏ | 2,239 | 0.00 |
| 41720 | AGRICI II TI IBAT DISTRICT | KF1L 483 | O | 958,493 | 0.22 |
| 41730 | AGRIC I AND INDIVIDUAL OF THE | | 9 | 2,685,714 | 0.62 |
| 41800 | CONTRACTOR OF THE CONTRACTOR O | AG MK S L 306 | 4 | 79,580 | 0.02 |
| 41804 | DEPROVE ACE SE OF CAPER | KF1L467 | ထ | 626,699 | 0.14 |
| 44006 | THING THE BO ON OVER | RPTL 467 | 09 | 5.363.451 | |
| 41000 | PERSONS AGE 65 OR OVER | RPTL 467 | თ | 949 320 |) () () () () () () () () () (|
| 41834 | ENHANCED STAR | RPTL 425 | 700 | 630,000 | 0.22 |
| 41854 | BASIC STAR 1999-2000 | RPTI 425 | r c | 25,098,900 | 6.00 |
| 41934 | DISABILITIES AND LIMITED INCOM | 32 I | 9C/ | 30,376,850 | 6.98 |
| | | 2001 | N | 248,956 | 0.06 |
| | | | | | |

Page 2 of 2

| Assessor's Report - 2018 - Current Year File | S495 Exemption Impact Report | School District Symmon |
|--|------------------------------|------------------------|
| | | |
| System | | |

| NYS - Real Property
County of Saratoga | NYS - Real Property System
County of Saratoga | Assessor's Repo
S485 Exen
School | Assessor's Report - 2018 - Current Year File
S495 Exemption Impact Report
School District Summary | Date∕Time
Total Assessed Value | RPS221/V04/L001
Date/Time - 4/24/2018 12:01:15
sed Value 291,483,605 |
|--|---|--|---|---|--|
| | | Equalized Total Ass | Equalized Total Assessed Value 435,050,157 | | |
| School Distric | School District - 412001 Burnt Hill Bail Lake | | | | |
| Exemption
Code
42120 | Exemption
Name
TEMPORARY GREENHOUSES | Statutory
Authority
RPTL 483-c | Number of Exemptions | Total Equalized Value
of Exemptions
115,821 | Percent of Value
Exempted |
| Total Exemptions Exc
System Exemptions: | Total Exemptions Exclusive of
System Exemptions: | | | | |
| Total System Exemptions:
Totals: | :xemptions: | | 1,477
0 .
1,477 | 92,493,520
0
92,493,520 | 21.26
0.00
21.26 |
| Make the same | | | | | |

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

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

NYS - Real Property System County of Saratoga

CLIFTON PARK

Assessor's Report - 2018 - Next Year File S495 Exemption Impact Report School District Summary

RPS221/V04/L001 Date/Time - 4/19/2018 15:47:48 70,399,307

Total Assessed Value

Equalized Total Assessed Value 125,713,048

School District - 412001 Burnt Hill Ball Lake

| Exemption
Code | Exemption
Name | Statutory
Authority | Number of
Exemptions | Total Equalized Value
of Exemptions | Percent of Value
Exempted |
|-------------------------------|--|---|-------------------------|---|------------------------------|
| 13500 | TOWN - GENERALLY | RPTL 406(1) | ო | 417,321 | 0.33 |
| 25110 | NONPROF CORP - RELIG(CONST PRO | RPTL 420-a | 2 | 4,295,357 | 3.42 |
| 25130 | NONPROF CORP - CHAR (CONST PRO | RPTL 420-a | က | 953,929 | 0.76 |
| 25210 | NONPROF CORP - HOSPITAL | RPTL 420-a | - | 790,893 | 0.63 |
| 26400 | INC VOLUNTEER FIRE CO OR DEPT | RPTL 464(2) | - | 884,107 | 0.70 |
| 41120 | ALT VET EX-WAR PERIOD-NON-COMB | RPTL 458-a | 24 | 149,136 | 0.12 |
| 41124 | ALT VET EX-WAR PERIOD-NON-COMB | RPTL 458-a | - | 6,214 | 0.00 |
| 41130 | ALT VET EX-WAR PERIOD-COMBAT | RPTL 458-a | 15 | 155,355 | 0.12 |
| 41140 | ALT VET EX-WAR PERIOD-DISABILI | RPTL 458-a | ∞ | 147,481 | 0.12 |
| 41400 | CLERGY | RPTL 460 | _ | 2,679 | 00.0 |
| 41700 | AGRICULTURAL BUILDING | RPTL 483 | 2 | 45.714 | . 0.04 |
| 41720 | AGRICULTURAL DISTRICT | AG-MKTS L 305 | 2 | 263,629 | 0.21 |
| 41730 | AGRIC LAND-INDIV NOT IN AG DIS | AG MKTS L 306 | 4 | 452.876 | 0.36 |
| 41800 | PERSONS AGE 65 OR OVER | RPTL 467 | Ψ- | 629.27 | 90.0 |
| 41804 | PERSONS AGE 65 OR OVER | RPTL 467 | σ | 1,034,120 | 0.82 |
| 41834 | ENHANCED STAR | RPTL 425 | 65 | 5,735,402 | 4.56 |
| 41854 | BASIC STAR 1999-2000 | RPTL 425 | 210 | 8,343,720 | 6.64 |
| 41934 | DISABILITIES AND LIMITED INCOM | RPTL 459-c | 2 | 155,625 | 0.12 |
| 47100 | Mass Telecomm Ceiling | RPTL S499-qqqq | - | 5,150 | 00.0 |
| 49500 | SOLAR OR WIND ENERGY SYSTEM | RPTL 487 | 14 | 437,798 | 0.35 |
| Total Exemptions Exclusive of | s Exclusive of | | | | |
| System Exemptions: | ions: | | 369 | 24.354.185 | 10 27 |
| Total System Exemptions: | emptions: | | 0 | | |
| Totals: | | | 369 | 24,354,185 | 19.37 |
| Values have been | Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration manner in line of taxons | alue. The Exempt amounts do not take in | in constitution of the | 110000000000000000000000000000000000000 | |

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

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

NYS - Real, Property System County of Schenectady Town of Glenville SWIS Code - 422289

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

Date/Time - 4/13/2018 10:12:30 657,778,154 RPS221/V04/L001 Total Assessed Value

Uniform Percentage

89.00

Equalized Total Assessed Value 739,076,578

School District - 412001 Burnt Hills Ballston

| Exemption
Code | Exemption
Name | Statutory
Authority | Number of
Exemptions | Total Equalized Value of
Exemptions | Percent of Value
Exempted |
|-------------------------------|--------------------------------|------------------------|-------------------------|--|------------------------------|
| 13500 | TOWN - GENERALLY | RPTL 406(1) | 13 | 1,736,743 | 0.23 |
| 13800 | SCHOOL DISTRICT | RPTL 408 | 4 | 14,072,808 | 1.90 |
| 13870 | SPEC DIST USED FOR PURPOSE EST | RPTL 410 | ဆ | 4,357,640 | 0.59 |
| 21600 | RES OF CLERGY - RELIG CORP OWN | RPTL 462 | 2 | 3,976,405 | 0.54 |
| 25110 | NONPROF CORP - RELIG(CONST PRO | RPTL 420-a | 6 | 4,828,315 | 0.65 |
| 25130 | NONPROF CORP - CHAR (CONST PRO | RPTL 420-a | | 3,995,034 | 0.54 |
| 25300 | NONPROF CORP - SPECIFIED USES | RPTL 420-b | ~ | 811,236 | 0.11 |
| 26050 | AGRICULTURAL SOCIETY | RPTL 450 | _ | 208,652 | 0.03 |
| 28540 | NOT-FOR-PROFIT HOUS CO - HOSTE | RPTL 422 | æ | 2,476,292 | 0.34 |
| 41120 | ALT VET EX-WAR PERIOD-NON-COMB | RPTL 458-a | 254 | 1,575,308 | 12.0 |
| 41126 | ALT VET EX-WAR PERIOD-NON-COMB | RPTL 458-a | ~ | 6,202 | 0.00 |
| 41130 | ALT VET EX-WAR PERIOD-COMBAT | RPTL 458-a | 178 | 1,839,986 | 0.25 |
| 41140 | ALT VET EX-WAR PERIOD-DISABILI | RPTL 458-a | 99 | 1.208.221 | 0.10 |
| 41400 | CLERGY | RPTL 460 | 2 | 3.370 | 0.0 |
| 41720 | AGRICULTURAL DISTRICT | AG-MKTS L 305 | - | 112,740 | 20.0 |
| 41800 | PERSONS AGE 65 OR OVER | RPTL 467 | 23 | 1.740.786 | 20:0 |
| 41805 | PERSONS AGE 65 OR OVER | RPTL 467 | 64 | 5,008 215 | 14:0 |
| 41834 | ENHANCED STAR | RPTL 425 | 561 | 38.768.674 | 0.00
RC R |
| 41854 | BASIC STAR 1999-2000 | RPTL 425 | 1,842 | 58.492.085 | 52.5 |
| 41935 | DISABILITIES AND LIMITED INCOM | RPTL 459-c | ന | 249.534 | 10.0 |
| 48670 | REDEVELOPMENT HOUSING CO | PHFIL125 & 127 | ~ | 1,937,079 | 0.26 |
| | | | | | |
| Total Exemptions Exclusive of | is Exclusive of | | | | |
| System Exemple | ions: | | 3,043 | 147,405,325 | 79.97 |
| Total System Exemptions: | emptions: | | . 0 | 0 | |
| Totals: | | | 3,043 | 147,405,325 | 19.94 |

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.

19.94

147,405,325

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

NYS - Real∹⊽roperty System County of Schenectady

Assessor's Report - 2018 - Current Year File S495 Exemption Impact Report School District Summary

RPS221/V04/L001 Date/Time - 4/13/2018 10:12:29 Total Assessed Value 657,778,154

Equalized Total Assessed Value 739,076,578

School District - 412001 Burnt Hills Ballston

| Exemption
Code | Exemption
Name | Statutory
Authority | Number of
Exemptions | Total Equalized Value
of Exemptions | Percent of Value
Exempted |
|--------------------------------|--|---------------------------------------|-------------------------|--|------------------------------|
| 13500 | TOWN - GENERALLY | RPTL 406(1) | 51 2 | 1,736,743 | 0.23 |
| 13870
13870 | SCHOOL DISTRICT SPEC DIST USED FOR PURPOSE EST | RPTL 410 | 4 α | 14,072,808
4,357,640 | 0.59 |
| 21600 | RES OF CLERGY - RELIG CORP OWN | RPTL 462 | 2 | 3,976,405 | 0.54 |
| 25110 | NONPROF CORP - RELIG(CONST PRO | RPTL 420-a | | 4,828,315 | 0.65 |
| 25130 | NONPROF CORP - CHAR (CONST PRO | RPTL 420-a | 4 | 3,995,034 | 0.54 |
| 25300 | NONPROF CORP - SPECIFIED USES | RPTL 420-b | - | 811,236 | 0.11 |
| 26050 | AGRICULTURAL SOCIETY | RPTL 450 | - | 208,652 | 0.03 |
| 28540 | NOT-FOR-PROFIT HOUS CO - HOSTE | RPTL 422 | 80 | 2,476,292 | 0.34 |
| 41120 | ALT VET EX-WAR PERIOD-NON-COMB | RPTL 458-a | 254 | 1,575,308 | 0.21 |
| 41126 | ALT VET EX-WAR PERIOD-NON-COMB | RPTL 458-a | - | 6,202 | 0.00 |
| 41130 | ALT VET EX-WAR PERIOD-COMBAT | RPTL 458-a | 178 | 1,839,986 | 0.25 |
| 41140 | ALT VET EX-WAR PERIOD-DISABILI | RPTL 458-a | 99 | 1,208,221 | 0.16 |
| 41400 | CLERGY | RPTL 460 | 7 | 3,370 | 00:00 |
| 41720 | AGRICULTURAL DISTRICT | AG-MKTS L 305 | _ | 112,740 | 0.02 |
| 41800 | PERSONS AGE 65 OR OVER | RPTL 467 | 23 | 1,740,786 | 0.24 |
| 41805 | PERSONS AGE 65 OR OVER | RPTL 467 | 64 | 5,008,215 | 0.68 |
| 41834 | ENHANCED STAR | RPTL 425 | 561 | 38,768,674 | 5.25 |
| 41854 | BASIC STAR 1999-2000 | RPTL 425 | 1,842 | 58,492,085 | 7.91 |
| 41935 | DISABILITIES AND LIMITED INCOM | RPTL 459-c | ന | 249,534 | 0.03 |
| 48670 | REDEVELOPMENT HOUSING CO | P H FI L 125 & 127 | · | 1,937,079 | 0.26 |
| Total Evamptions Evaluation of | se Evolucivo of | | | | |
| System Exemptions: | ifons: | • | 3,043 | 147,405,325 | 19,94 |
| Total System Exemptions: | kemptions: | | 0 | | 0.00 |
| Totals: | | | 3,043 | 147,405,325 | 19.94 |
| | | · · · · · · · · · · · · · · · · · · · | - | | |

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:

FISCAL ACCOUNTABILITY SUMMARY (2016 - 17)

INFORMATION ABOUT EXPENDITURE RATIOS (2015 - 16)

(Data are lagged a year.)

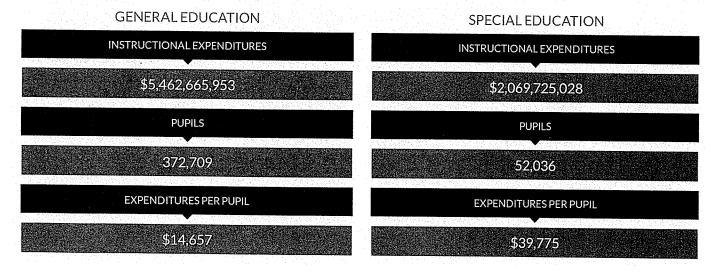
Commissioner's Regulations require that certain expenditure ratios for general-education and special-education students be reported and compared with ratios for similar districts and all public schools. The required ratios for this district are reported below.

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 INSTRUCTIONAL EXPENDITURES \$32,922,098 \$12,079,801 PUPILS PUPILS 3,087 398 EXPENDITURES PER PUPIL \$10,665 \$30,351

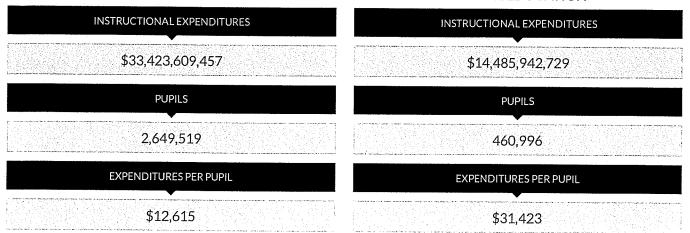
SIMILAR DISTRICT GROUP LOW NEED/RESOURCE CAPACITY



ALL SCHOOL DISTRICTS

GENERAL EDUCATION

SPECIAL EDUCATION



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 PUPII

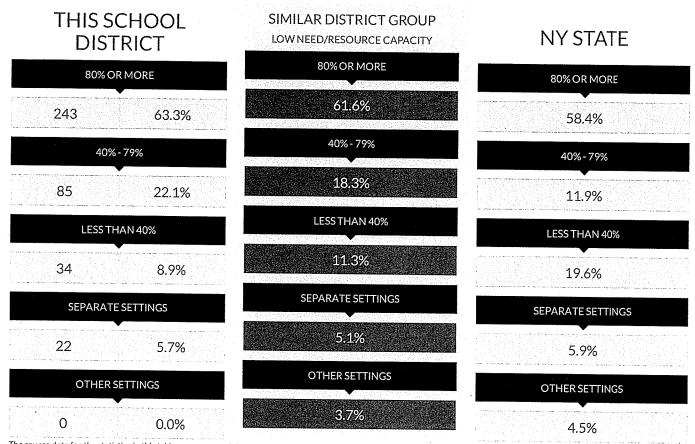
| THIS SCHOOL DISTRICT | SIMILAR DISTRICT GROUP | NY STATE |
|----------------------|------------------------|----------|
| \$20,009 | \$26,819 | \$23,361 |

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 (2016 - 17)

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)



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 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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BURNT HILLS-BALLSTON LAKE CSD - SCHOOL REPORT CARD DATA [2016 - 17]

BURNT HILLS-BALLSTON LAKE CSD ENROLLMENT (2016 - 17)

| K-12 ENROLLMENT | | 3,065 |
|--|---|--|
| | ENROLLMENT BY GENDER | the contribution of the commence of the second of the contribution |
| MALE | EINKOLLIVIEITI BI GENDER | FEMALE |
| 1,607 | 52% 1,458 | 48% |
| | | |
| GROUP | ENROLLMENT BY ETHNICIT | Υ |
| | TOTAL | PERCENT |
| AMERICAN INDIAN OR ALASKA NATIVE BLACK OR AFRICAN AMERICAN | 1 | 0% |
| HISPANICOR LATINO | 34
53 | 1% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PAGIFIC ISLANDER: | 45 | 2% |
| WHITE | 2,866 | 1%
94% |
| MULTIPACIAL | 66 | 2% |
| | | |
| | OTHER GROUPS | |
| ENGLISH LANGUAGE LEARNERS | STUDENTS WITH DISABILITIES | ECONOMICALLY DISADVANTAGED |
| and the state of t | | The state of the s |
| 5 0% | 423 14% | 402 13% |
| | | 402 13% |
| | ENROLLMENT BY GRADE | 402 13% |
| GROUP | | 402 13% PERCENT |
| GROUP
(K(HUILIDAY) | ENROLLMENT BY GRADE | |
| GROUP (K(EUBLIDAY)) 1ST(GRADE | ENROLLMENT BY GRADE | PERCENT |
| GROUP **C(HURLIDAY) **LST(GVADE** 2ND:GRADE** | ENROLLMENT BY GRADE TOTAL 192 212 217 | PERCENT 6% |
| GROUP [C(FEILIDAY)] ISTIGRADE 2ND GRADE SRDGRADE | ENROLLMENT BY GRADE TOTAL 192 212 217 215 | PERCENT 6% 7% 7% 7% |
| GROUP IK(FUILIDAY) ISTIGRADE ZND GRADE 3RD GRADE 4TH GRADE | ENROLLMENT BY GRADE TOTAL 192 212 217 215 224 | PERCENT 6% 7% 7% 7% 7% |
| GROUP [C(FEILIDAY)] ISTIGRADE 2ND GRADE SRDGRADE | ENROLLMENT BY GRADE TOTAL 192 212 217 215 224 235 | PERCENT 6% 7% 7% 7% 7% 8% |
| GROUP K(HULIDAY) IST(GRADE ZND GRADE SRD GRADE STH GRADE STHERADE | ENROLLMENT BY GRADE TOTAL 192 212 217 215 224 | PERCENT 6% 7% 7% 7% 7% 8% 6% |
| GROUP SC(FUILIDAY) ISTIGRADE 2NDGRADE SRDGRADE 4TH GRADE 5THGRADE 2TH GRADE | ENROLLMENT BY GRADE TOTAL 192 212 217 215 224 235 196 | PERCENT 6% 7% 7% 7% 7% 8% |
| GROUP (C(FUILIDAY)) 1STIGRADE 2ND/GRADE 3RD/GRADE 4TH GRADE 4TH GRADE UNGRADE UNGRADE ETH/GRADE ETH/GRADE ETH/GRADE | ENROLLMENT BY GRADE TOTAL 192 212 217 215 224 235 196 9 | PERCENT 6% 7% 7% 7% 7% 8% 6% 0% |
| GROUP (C(ECILIDAY)) LISTIGRADE 2ND GRADE 3RD GRADE 4TH GRADE 5TH GRADE LINGRADE LINGRADE 5TH GRADE 5TH GRADE 5TH GRADE 5TH GRADE 5TH GRADE | ENROLLMENT BY GRADE TOTAL 192 212 217 215 224 235 196 9 254 | PERCENT 6% 7% 7% 7% 7% 6% 0% 8% |
| GROUP IC(EGILIDAY) LISTIGRADE 2ND GRADE 3RD GRADE 4TH GRADE 5TH GRADE UNGRADEBURGEMENTARY 7TH GRADE 8TH GRADE 8TH GRADE 9TH GRADE | ENROLLMENT BY GRADE TOTAL 192 212 217 215 224 235 196 9 254 269 258 252 | PERCENT 6% 7% 7% 7% 7% 6% 0% 8% 6% 0% 8% 9% |
| GROUP K(FUILIDAY) LSTGRADE 2ND GRADE 3RD GRADE 4TH GRADE 5TH GRADE UNGRADEDELEMENTARY 7TH GRADE STH GRADE STH GRADE 10TH GRADE | ENROLLMENT BY GRADE TOTAL 192 212 217 215 224 235 196 9 254 269 258 252 244 | PERCENT 6% 7% 7% 7% 7% 8% 6% 0% 8% 9% 8% |
| GROUP IC(EGILIDAY) LISTIGRADE 2ND GRADE 3RD GRADE 4TH GRADE 5TH GRADE UNGRADEBURGEMENTARY 7TH GRADE 8TH GRADE 8TH GRADE 9TH GRADE | ENROLLMENT BY GRADE TOTAL 192 212 217 215 224 235 196 9 254 269 258 252 | PERCENT 6% 7% 7% 7% 7% 8% 6% 0% 8% 9% 8% 8% |

AVERAGE CLASS SIZE (2016 - 17)

| | GROUP | CLASSSIZE | |
|--|---------------------|---|--|
| COMMON BRANCH | | 21 | |
| GRADE8 ENGLISH | | 22 | Americania, process for a construction of a second construction of the construction of |
| GRADE 8 MATHEMATICS | | 21 | and the first transfer the second of the sec |
| GRADE 8 SCIENCE | | 22 | |
| GRADE 8 SOCIAL STUDIES GRADE 40 ENGLISH | | 22 | Talah jarah salah sa
Salah salah sa |
| GRADE 10 MATHEMATICS | | 22 | garanti manana mana |
| GRADE 10 SCIENCE | | 21 | e egewering a class wind carrier action of the contraction of |
| GRADE/050G/ALSTODISS | | 20 | والمستعددين والمناب المتحريات بالأراق فالمستعدد والمتحافظ المارات |
| Part of the same o | | 23 | |
| | GIBLEFOR FREE LUNCH | RICE LUNCH (2016 - 17) ELIGIBLE FOR REDUCED-PRICE LUN % | ICH 3% |
| ZANNUAD APRENDANGERANE | ATTENDANC | E (2015 - 16) | |
| | STUDENT SUSPEN | ISIONS (2015 - 16) | |
| TE | ACHER TURNOVER RAT | ΓΕ (2015-16 TO 2016-17 |) |

TURNOVER RATE OF ALL TEACHERS

TURNOVER RATE OF TEACHERS WITH FEWER THAN FIVE YEARS OF EXPERIENCE

STAFF COUNTS (2016 - 17)

| | • |
|---|---------------------|
| GROUP | STAFF |
| PRINCIPALS | 5 |
| ASSISTANTPRINCIPALS | 3 |
| OTHER PROFESSIONAL STAFF | 49 |
| PARAPROFESSIONALS | 105 |
| TOTALTEACHERS | CATIONS (2016 - 17) |
| | 274 |
| PERCENT WITH NO VALID TEACHING CERTIFICATE | 0% |
| PERCENT TEACHING OUT OF CERTIFICATE | 196 |
| PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE | 5% |
| PERCENTAGE WITH MASTER'S DEGREEPLUS 30 HOURS OR DOCTORATE | 14% |
| OTAL NUMBER OF CLASSES | 1.002 |
| | |

HIGH SCHOOL COMPLETERS (2016 - 17)

| GROUP | COMPLETERS (GRADUATES | S + COMMENCEMENT CR | EDENTIALS) | GRADUATES (REGENTS | S+ LOCAL DIPLOMAS) | | REGENTSDIPLO | MΑ |
|----------------------------|-----------------------|---------------------|------------------|--------------------|--------------------|----------|--------------|-----------------|
| ALLSTUDENTS | | 275 | | 27 | 3 | 250 | | 94% |
| GENERALEDUCATION | | 243 | | 24 | 3 | 24: | | 100% |
| STUDENTS WITH DISABILITIES | | 32 | | 30 |)
 | 13 | | 43% |
| GROUP | REGENTS WITH ADVANCI | ED DESIGNATION | REGENTS WITH CTE | ENDORSEMENT | LOCALE |)IPLOMAS | COMMENCEM | ENT CREDENTIALS |
| ALL STUDENTS | 150 | 55% | 6 | 2% | 17 | 6% | 2 | 1% |
| GENERAL EDUCATION | 146 | 60% | 4 | 2% | 0 | 0% | 0 | 0% |
| STUDENTS WITH DISABILITIES | 4 | 13% | 2 | 7% | 17 | 57% | 2 | 6% |

HIGH SCHOOL NON-COMPLETERS (2016 - 17)

GROUI

DROPPED OUT

ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM

TOTAL NONCOMPLETERS

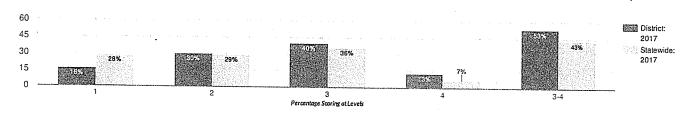
ALL STUDENTS

GENERALEDUCATION

POST-GRADUATION PLANS OF COMPLETERS (2016 - 17)

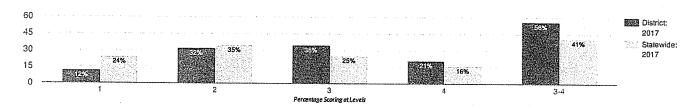
| GROUP | TO FOUR-Y | EAR COLLEGE | TO TWO-YEAR | COLLEGE | TO OTHER POST-SECONDARY | TO THE MILITARY |
|----------------------------|-----------|-------------|-------------|---------|-------------------------|-----------------|
| ALL STUDENTS | 161 | 59% | 84 | 31% | 3 1% | 4 1% |
| GENERAL EDUCATION | 156 | 64% | 71 | 29% | 3 1% | 3 1% |
| STUDENTS WITH DISABILITIES | 5 | 16% | 13 | 41% | 0 0% | 1 3% |
| GROUP | TOEM | PLOYMENT | TO ADULT S | ERVICES | TO OTHER KNOWN PLANS | PLANS UNKNOWN |
| ALLSTUDENTS | 20 | 7% | 1 | 0% | 1 0% | 1 0% |
| GENERAL EDUCATION | 8 | 3% | O | 0% | 1 0% | 1 0% |
| STUDENTS WITH DISABILITIES | 12 | 38% | 1 | 3% | 0 0% | 0 0% |

GRADE 3 ENGLISH LANGUAGE ARTS



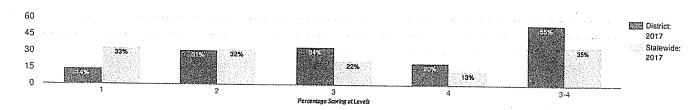
| GROUP | TOTAL TESTED | PROFICIENT | LEV | /EL1 | LE | VEL 2 | LE\ | /EL3 | LE\ | /EL 4 |
|---------------------------------------|--------------|------------|--|-------|---------------------------------------|-------|-----|---------------|-----|-------|
| ALLSTUDENTS | 191 | 53% | 31 | 16% | 58 | 30% | 77 | 40% | 25 | 13% |
| GENERALEDUCATION | 171 | 57% | 21 | 12% | 53 | 31% | 73 | 43% | 24 | 14% |
| STUDENTS WITH DISABILITIES | 20 | 25% | 10 | 50% | 5 | 25% | 4 | 20% | 1 | 5% |
| ASIAN ORNATIVE HAWAIIAN/OTHER PACIFIC | 1 | _% | | | · · · · · · · · · · · · · · · · · · · | | | grande immers | | |
| BLACKOR AFRICAN AMERICAN | 1 | _% | | | | | | | | |
| HISPANIC OR LATINO | 2 | _% | i de la companya de l | | | | | | | ļ. |
| Willing | 179 | 53% | 30 | 17% | 55 | 31% | 73 | 41% | 21 | 12% |
| MULTIRACIAL | 8 | _% | ateria de la composición.
Escritorio | in il | | | | | | 12/6 |
| SMAILLGROUPTOTAL | 12 | 67% | | 8% | 3 | 25% | 4 | 33% | 4 | 33% |
| FEMALE | 105 | 59% | 12 | 11% | 31 | 30% | 45 | 43% | 17 | 16% |
| MALE | 86 | 47% | 19 | 22% | 27 | 31% | 32 | 37% | 8 | 9% |
| NON-ENGLISH LANGUAGE LEARNERS | 191 | 53% | 31 | 16% | 58 | 30% | 77 | 40% | 25 | 13% |
| ECONOMICALLY DISADVANTAGED | 27 | 37% | · | 30% | 9 | 33% | 10 | 37% | 0 | 0% |
| NOTECONOMICALLY DISADVANTAGED | 164 | 56% | 23 | 14% | 49 | 30% | 67 | 41% | 25 | 15% |
| NOTIMIGRANIE | 191 | 53% | 31 | 16% | 58 | 30% | 77 | 40% | 25 | 13% |

GRADE 4 ENGLISH LANGUAGE ARTS



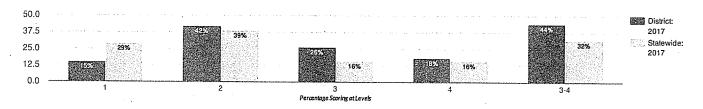
| GROUP | TOTAL TESTED | STED PROFICIENT | | LEVEL 1 | | LEVEL 2 | | VEL 3 | LEVEL 4 | |
|---|--------------|-----------------|----|---------|---------------------------------------|---------|-----|---------------------------------------|----------------------|----------|
| AMEDIOTEMA | 207 | 56% | 25 | 12% | 67 | 32% | 72 | 35% | 43 | 21% |
| GENERALEDUCATION | 173 | 65% | 8 | 5% | 52 | 30% | 70 | 40% | 43 | 25% |
| STUDENTS WITH DISABILITIES | 34 | 6% | 17 | 50% | 15 | 44% | . 2 | 6% | 0 | 0% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PAGIFIC. | 3 | _% | _ | 1 | · _ | - | | | lamen vijeka.
Pro | <u> </u> |
| BLAGKORAFRICANAMERICAN | 1 | _% | | | } · · - | | | er segar er a segar segar er. | | |
| HISPANICORLATINO | 8 | 50% | 0 | 0% | 4 | 50% | 4 | 50% | 0 | 0% |
| WHITE | 189 | 55% | 25 | 13% | 60 | 32% | 64 | 34% | 40 | 21% |
| MULITRAGIAL | 6 | _% | | | · · · · · · · · · · · · · · · · · · · | | · : | · · · · · · · · · · · · · · · · · · · | ; <u>.</u> | |
| SMALLGROUP TOTAL | 10 | 70% | 0 | 0% | 3 | 30% | 4 | 40% | | 30% |
| HEMALE | 109 | 67% | 6 | 6% | 30 | 28% | 42 | 39% | 31 | 28% |
| IMALE | 98 | 43% | 19 | 19% | 37 | 38% | 30 | 31% | 12 | 12% |
| NON-ENGLISHIVANGUAGE LEARNERS | 207 | 56% | 25 | 12% | 67 | 32% | 72 | 35% | 43 | 21% |
| IEGONOMICAULYDISADVANTACED: | 32 | 31% | 9 | 28% | 13 | 41% | 4 | 13% | . 6 | 19% |
| NOTEGONOMICALLYDISADVANTAGED | 175 | 60% | 16 | 9% | 54 | 31% | 68 | 39% | 37 | 21% |
| NonMerani | 207 | 56% | 25 | 12% | 67 | 32% | 72 | 35% | 43 | 21% |

GRADE 5 ENGLISH LANGUAGE ARTS



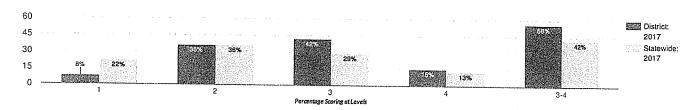
| GROUP | TOTAL TESTED | PROFICIENT | LEV | /EL1 | LE\ | /EL 2 | LE\ | /EL3 | LEVEL 4 | | |
|--|--------------|------------|-----|-------------|-----|---|-----|--------------|----------------------|--------------|--|
| AUSTUDENTS | 201 | 55% | 28 | 14% | 63 | 31% | 69 | 34% | 41 | 20% | |
| GENERALEDUCATION | 177 | 61% | 11 | 6% | 58 | 33% | 67 | 38% | 41 | 23% | |
| STUDENTS WITH DISABILITIES | 24 | 8% | 17 | 71% | 5 | 21% | 2 | 8% | 0 | 0% | |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | 1 | _% | _ | i | | · i i · · · · · · · · · · · · · · · · · | | | Andread Santage (A.) | ļ.,, | |
| BLACKORAFRICANAMERICAN | 3 | _% | | The Landson | | ar in elli on.
S | | ļ, sagsta sa | | | |
| HISPANICORLATINO | 4 | _% | | - gr-sur | | | | | ; | . | |
| WHITE: | 187 | 56% | 27 | 14% | 55 | 29% | 65 | 35% | 40 | 21% | |
| MULTIRAGIAL | 6 | 50% | 0 | 0% | 3 | 50% | 2 | 33% | 120 - 11 12 | 17% | |
| SMAILGROUPTOTAL | 8 | 25% | 1 | 13% | 5 | 63% | 2 | 25% | 0 | 0% | |
| HEMARE | 103 | 57% | 10 | 10% | 34 | 33% | 36 | 35% | 23 | 22% | |
| MALE | 98 | 52% | 18 | 18% | 29 | 30% | 33 | 34% | 18 | 18% | |
| NON-ENGLISH LANGUAGE LEARNERS | 201 | 55% | 28 | 14% | 63 | 31% | 69 | 34% | 41 | 20% | |
| EGONOMICÁLLY DISADVANTAGED | 23 | 57% | 4 | 17% | 6 | 26% | 10 | 43% | 3 | 13% | |
| NOTEGONOMICALLY DISADVANTAGED | 178 | 54% | 24 | 13% | 57 | 32% | 59 | 33% | 38 | 21% | |
| NOTMIGRANIE | 201 | 55% | 28 | 14% | 63 | 31% | 69 | 34% | 41 | 20% | |

GRADE 6 ENGLISH LANGUAGE ARTS



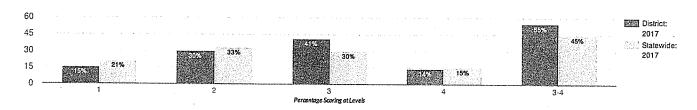
| GROUP | TOTAL TESTED | PROFICIENT | LEV | /EL 1 | LE | VEL 2 | LEV | ÆL3 | LE\ | /EL 4 |
|---------------------------------------|--------------|------------|--|---------------------------------------|----|---------------------------------------|-----------------------|----------------------------------|-------|--|
| ALLSTUDENTS | 172 | 44% | 25 | 15% | 72 | 42% | 44 | 26% | 31 | 18% |
| GENERALIEDUCATION | 155 | 47% | 20 | 13% | 62 | 40% | 42 | 27% | 31 | 20% |
| STUDENTS WITH DISABILITIES | 17 | 12% | 5 | 29% | 10 | 59% | 2 | 12% | 0 | 0% |
| ASIAN ORNATIVE HAWAIIAN/OTHER PACIFIC | 5 | 60% | 1 | 20% | 1 | 20% | 2 | 40% | 1 | 20% |
| BLACK OR AFRICAN AMERICAN | 1 | _% | | | | | | | - | i filozofia de la compositiona d |
| HISPANICOREATINO | 2 | _% | | | | | | jangsen sentra salah
Pagangan | | Jasan Tolla
Talah |
| WHITE | 160 | 43% | 22 | 14% | 69 | 43% | 40 | 25% | 29 | 18% |
| MULTIRACIAL | 4 | _% | · _ | : | - | | | processors on | | |
| SMALL GROUP TOTAL | 7 | 43% | 2 | 29% | 2 | 29% | 2 | 29% | 1 | 14% |
| FEMALE | 87 | 49% | 8 | 9% | 36 | 41% | 26 | 30% | 17 | 20% |
| MALE | 85 | 38% | 17 | 20% | 36 | 42% | 18 | 21% | 14 | 16% |
| NON ENGLISH LANGUAGE LEARNERS | 171 | _% | · · · · · · · · · · · · · · · · · · · | , | | in a similar
Giro <u>i</u> | | | | |
| ENGLISHLANGUAGELEARNERS. | 1 | _% | 70 - 1000 - 10 1 1 1 1 1 1 1 1 1 1 1 1 1 | · · · · · · · · · · · · · · · · · · · | | afir saasaa ka sa sa
saasaa saasaa | orania.
Profesiona | lana Francis
Language | 1 Tes | |
| FCONOMICALLY DISADVANTAGED | 23 | 30% | 4 | 17% | 12 | 52% | 6 | 26% | 1 | 4% |
| NOTIECONOMICALLY DISADVANTAGED | 149 | 46% | 21 | 14% | 60 | 40% | 38 | 26% | 30 | 20% |
| NOTIMICRANIT | 172 | 44% | 25 | 15% | 72 | 42% | 44 | 26% | 31 | 18% |

GRADE 7 ENGLISH LANGUAGE ARTS



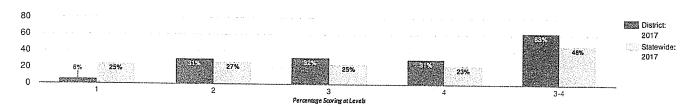
| GROUP | TOTAL TESTED | PROFICIENT | CIENT LEVEL 1 | | LEVEL 2 | | LE | /EL3 | LEVEL 4 | |
|---|--------------|------------|---------------|---------------------------------------|---------|-----|---------------|------|---------|---------------|
| AULSTUDENTS | 199 | 56% | 16 | 8% | 71 | 36% | 83 | 42% | 29 | 15% |
| GENERALEDUCATION: | 177 | 63% | 5 | 3% | 61 | 34% | 82 | 46% | 29 | 16% |
| STUDENTS WITH DISABILITIES | 22 | 5% | 11 | 50% | 10 | 45% | 1 | 5% | 0 | 0% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC. | 3 | _% | _ | · | 1 | | | | | |
| BLACK OR AFRICAN AMERICAN | 2 | _% | | | | | | | | ļ |
| HISPANICORLATINO | 6 | 67% | 0 | 0% | 2 | 33% | 3 | 50% | 1 | 17% |
| WHITE | 186 | 56% | 16 | 9% | 66 | 35% | 78 | 42% | 26 | 14% |
| MULTIRAGIAL | 2 | _% | | · · · · · · · · · · · · · · · · · · · | ` | | k Amerikan ji | | | |
| SMALL GROUPTOTAL | 7 | 57% | 0 | 0% | 3 | 43% | 2 | 29% | 2 | 29% |
| HEMALE | 92 | 64% | 5 | 5% | 28 | 30% | 43 | 47% | 16 | 17% |
| MAIE | 107 | 50% | 11 | 10% | 43 | 40% | 40 | 37% | 13 | 12% |
| NON-ENGLISH LANGUAGE LEARNERS | 199 | 56% | 16 | 8% | 71 | 36% | 83 | 42% | 29 | 15% |
| ECONOMICALLY/DISADVANTAGED | 19 | 37% | 4 | 21% | 8 | 42% | 5 | 26% | 2 | 11% |
| NOTECONOMICALLY DISADVANTAGED | 180 | 58% | 12 | 7% | 63 | 35% | 78 | 43% | 27 | 15% |
| NOTIMIGRANT | 199 | 56% | 16 | 8% | 71 | 36% | 83 | 42% | 29 | 15% |

GRADE 8 ENGLISH LANGUAGE ARTS



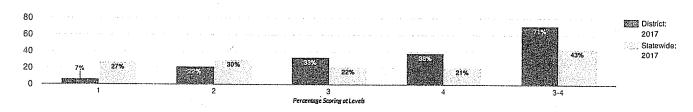
| GROUP | TOTAL TESTED | PROFICIENT | LE\ | /EL 1 | LE | /EL2 | LE/ | VEL3 | LEV | /EL4 |
|--|--------------|------------|---------------------------------------|--|---------------------------------------|------|-----|--|--|-----------------|
| ALLSTUDENTS | 212 | 55% | 31 | 15% | 64 | 30% | 87 | 41% | 30 | 14% |
| GENERALEDUCATION | 187 | 60% | 19 | 10% | 55 | 29% | 83 | 44% | 30 | 16% |
| STUDENTSWITHIDISABILITIES | 25 | 16% | 12 | 48% | 9 | 36% | 4 | 16% | 0 | 0% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | 4 | _% | | gagara en maños.
A como en montos | | | | e en | | |
| BLACK OR AFRICAN AMERICAN | 5 | 60% | 2 | 40% | 0 | 0% | 3 | 60% | 0 | 0% |
| HISPANICOR LATINO | 3 | _% | | Nagara sa seria da | i ensemble en
N | | | | parametris.
La la | |
| WHITE | 197 | 54% | 29 | 15% | 62 | 31% | 80 | 41% | 26 | 13% |
| MULTIRACIAL | 3 | _% | | | | | | | | for the |
| SMALLGROUPTOTAL | 10 | 80% | 0 | 0% | 2 | 20% | 4 | 40% | 4 | 40% |
| FEMALE | 116 | 66% | 9 | 8% | 30 | 26% | 53 | 46% | 24 | 21% |
| MAIE | 96 | 42% | 22 | 23% | 34 | 35% | 34 | 35% | 6 | 6% |
| NON-ENGLISH LANGUAGE LEARNERS | 211 | _% | · · · · · · · · · · · · · · · · · · · | 1 2 | · · · · · · · · · · · · · · · · · · · | 1 2 | | | | |
| ENGLISH LANGUAGE LEARNERS | 1 | _% | | er er evener er er.
Er er a r e | | 1 2 |) | | | # - |
| ECONOMICALLYDISADVANTAGED | 35 | 51% | 6 | 17% | 11 | 31% | 16 | 46% | 2 | 6% |
| NOTECONOMICALLY DISADVANTAGED | 177 | 56% | 25 | 14% | 53 | 30% | 71 | 40% | 28 | 16% |
| NOTMIGRANT | 212 | 55% | 31 | 15% | 64 | 30% | 87 | 41% | 30 | 14% |

GRADE 3 MATHEMATICS



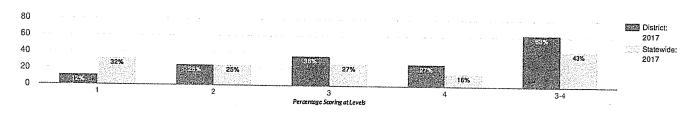
| GROUP | TOTAL TESTED | PROFICIENT LEVEL 1 LEVEL 2 | | | | | | LEVEL 3 | | LEVEL 4 | | |
|--------------------------------------|--------------|----------------------------|-----------------------|-----|-------|--|--------------------|---------|-------------------|----------------|--|--|
| ALLSTUDENTS | 192 | 63% | 12 | 6% | 59 | 31% | 62 | 32% | 59 | 31% | | |
| GENERALEDUCATION | 171 | 65% | 5 | 3% | 55 | 32% | 55 | 32% | 56 | 33% | | |
| TUDENTSWITHIDISABILITIES | 21 | 48% | 7 | 33% | 4 | 19% | 7 | 33% | 3 | 14% | | |
| SIAN ORNATIVE HAWAIIAN/OTHER PAGIFIC | 1 | _% | enjement zaskipe
Z | | _ | - particular de la compania de la c
La compania de la co | kajang neraja
L | | | | | |
| LACKORAFRICANAMERICAN | 1 | _% | | 1 2 | | | | | | . | | |
| ISPANICORLATINO | 2 | -% | oğ omanımı yazı | |) e E | | | | ļ.,. . | , - | | |
| VHITTE | 180 | 63% | 11 | 6% | 55 | 31% | -
60 | 33% | 54 | 30% | | |
| IULTIRACIAL | 8 | _% | | | | | | | | | | |
| MAIL GROUP TOTAL | 12 | 58% | 1 | 8% | · 4 | 33% | .
2 | 17% | ; | 42% | | |
| EMAUE . | 105 | 59% | 4 | 4% | 39 | 37% | 33 | 31% | 29 | 28% | | |
| IAIE | 87 | 68% | 8 | 9% | 20 | 23% | 29 | 33% | 30 | 34% | | |
| onfenglishlanguagelearners | 192 | 63% | 12 | 6% | 59 | 31% | 62 | 32% | 59 | 31% | | |
| CONOMICAULYDISADVANTAGED | 26 | 42% | 6 | 23% | 9 | 35% | 9 | 35% | 2 | 8% | | |
| OHEONOMICALLYDJANOMODEHO | 166 | 66% | 6 | 4% | 50 | 30% | 53 | 32% | 57 | 34% | | |
| OTIMIGRANIT | 192 | 63% | 12 | 6% | 59 | 31% | 62 | 32% | 59 | 31% | | |

GRADE 4 MATHEMATICS



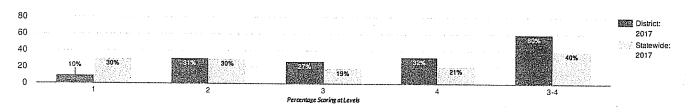
| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | l | EVEL 2 | LEV | EL3 | LE\ | /EL4 |
|--|--------------|------------|---------|---|--------|-----|-----|-----|------|
| ALLSTUDENTS | 204 | 71% | 15 7% | 44 | 22% | 68 | 33% | 77 | 38% |
| GENERALEDUCATION | 169 | 81% | 1 1% | 31 | 18% | 62 | 37% | 75 | 44% |
| STUDENTS WITH DISABILITIES | 35 | 23% | 14 40% | 13 | 37% | 6 | 17% | 2 | 6% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | 3 | _% | | | | | | | 1 |
| BLACKOR AFRICAN AMERICAN | 1 | _% | | | | | | | |
| HISPANIC OR LATINO | 7 | 86% | 1 14% | 0 | 0% | 5 | 71% | 1 | 14% |
| WHITE | 186 | 69% | 13 7% | 44 | 24% | 61 | 33% | 68 | 37% |
| MULTIRACIAL | 7 | _% | | - · · · · · · · · · · · · · · · · · · · | | | | | } |
| SMALLGROUPTOTAL | 11 . | 91% | 1 9% | 0 | 0% | 2 | 18% | 8 | 73% |
| REMAILE | 108 | 79% | 7 6% | 16 | 15% | 43 | 40% | 42 | 39% |
| MAILE | 96 | 63% | 8 8% | 28 | 29% | 25 | 26% | 35 | 36% |
| NON-ENGLISHIVANGUAGELEARNERS | 204 | 71% | 15 7% | 44 | 22% | 68 | 33% | 77 | 38% |
| EGONOMICALLY DISADVANTAGED | 30 | 47% | 9 30% | | 23% | 8 | 27% | 6 | 20% |
| NOTECONOMICALLY DISADVANTAGED | 174 | 75% | 6 3% | 37 | 21% | 60 | 34% | 71 | 41% |
| NOMMIGRANT | 204 | 71% | 15 7% | 44 | 22% | 68 | 33% | 77 | 38% |

GRADE 5 MATHEMATICS



| GROUP | TOTAL TESTE | D PROFICIENT | LE | /EL1 | LE | VEL 2 | LE' | /EL3 | LE\ | /EL4 |
|--|-------------|--------------|------------------------|------------------------|---------|-------|------------|------|--------------|--------------------|
| ALLSTUDENTS | 199 | 63% | 24 | 12% | 50 | 25% | 71 | 36% | 54 | 27% |
| GENERALEDUCATION | 174 | 69% | 8 | 5% | 46 | 26% | 68 | 39% | 52 | 30% |
| STUDENTS WITH DISABILITIES | 25 | 20% | 16 | 64% | 4 | 16% | 3 | 12% | 2 | 8% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | 1 | _% | er josepsionis ig
, | | | | | | | |
| BLACKOR AFRICAN AMERICAN | 4 | _% | | | | | | | | |
| HISPANICORLATINO | 4 | _% | Notice of the second | formalisa
Formalisa | ing Edg | | la estada. | | . | ļ., i. |
| WHITE | 185 | 63% | 23 | 12% | 46 | 25% | - 65 | 35% | 51 | 28% |
| MULTIRAGIAL | 5 | 80% | 0 | 0% | 1 | 20% | 3 | 60% | 1 | 20% |
| SMAIL GROUP TO TAIL | 9 | 56% | 1 | 11% | 3 | 33% | 3 | 33% | 2 | 22% |
| FEMALE | 101 | 54% | 11 | 11% | 35 | 35% | 33 | 33% | 22 | 22% |
| MALE | 98 | 71% | 13 | 13% | 15 | 15% | 38 | 39% | 32 | 33% |
| NON-ENGLISH LANGUAGE LEARNERS | 199 | 63% | 24 | 12% | 50 | 25% | 71 | 36% | 54 | 27% |
| EGONOMIGALLYDISADVANTAGED | 23 | 57% | 1 | 4% | 9 | 39% | 6 | 26% | 7 | 30% |
| NOTEGONOMICALLYDISADVANTAGED. | 176 | 64% | 23 | 13% | 41 | 23% | 65 | 37% | 47 | 27% |
| NOTEMICRANE | 199 | 63% | 24 | 12% | 50 | 25% | 71 | 36% | 54 | 27% |

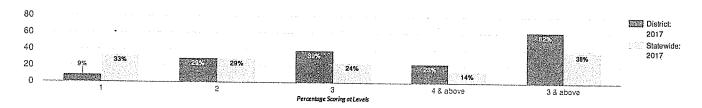
GRADE 6 MATHEMATICS



| GROUP | TOTAL TESTED | PROFICIENT LEVEL 1 LEVEL 2 | | | | | LEV | /EL 3 | LEVEL 4 | | |
|--|--------------|----------------------------|---------------------------------------|-----|--|------------|-----|------------------------------|---------------------|-----------------------|--|
| VARTAINIDEVAL | 168 | 60% | 16 | 10% | 52 | 31% | 46 | 27% | 54 | 32% | |
| GENERALEDUCATION | 152 | 64% | 10 | 7% | 45 | 30% | 44 | 29% | 53 | 35% | |
| STUDENTS WITH DISABILITIES | 16 | 19% | 6 | 38% | 7 | 44% | 2 | 13% | 1 | 6% | |
| ASIAN OR NATIVE HAWAIIAN/OTHER PAGIFIC | 5 | 60% | 0 | 0% | 2 | 40% | 1 | 20% | 2 | 40% | |
| BLAGKORAFRICANAMERICAN | 3 | _% | et are transferance and | | | | | | to the state of the | | |
| HISPANIGOR LATINO | 1 | _% | · · · · · · · · · · · · · · · · · · · | 1 _ | , | | | ļu v I i sai | | et en en la calación. | |
| William | 156 | 60% | 15 | 10% | 48 | 31% | 43 | 28% | 50 | 32% | |
| MULTIRAGIAL | 3 | _% | | | 7 - 12 - 14 - 15 - 15 - 15 - 15 - 15 - 15 - 15 | | | | | ; | |
| SMALE GROUP TO TAL | 7 | 57% | 1 | 14% | . 2 | 29% | 2 | 29% | 2 | 29% | |
| HEMALE | 85 | 61% | 7 | 8% | 26 | 31% | 25 | 29% | 27 | 32% | |
| MÁLE | 83 | 58% | 9 | 11% | 26 | 31% | 21 | 25% | 27 | 33% | |
| NONEENGERH PANGUAGE LEARNERS | 167 | _% | | | | . <u> </u> | | | | 4 - 2772
1 | |
| ENGLISH LANGUAGELEARNERS | 1 | _% | | | | · · | | 1 - 2 Teach.
3 - 3 Teach. | | | |
| ECONOMICALINADISADVANTAGED. | 20 | 35% | 4 | 20% | 9 | 45% | 1 | 5% | 6 | 30% | |
| MOTHEGONOMICANLY DISABLANTAGED | 148 | 63% | 12 | 8% | 43 | 29% | 45 | 30% | 48 | 32% | |
| TANASBINITON | 168 | 60% | 16 | 10% | 52 | 31% | 46 | 27% | 54 | 32% | |

GRADE 7 MATHEMATICS

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.

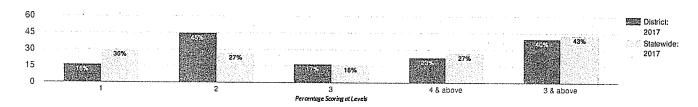


MEAN SCORE: 326

| GROUP | TOTALTESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LE\ | /EL3 | LEVEL 4 | |
|------------------------------------|-------------|------------|----------------------|---------------------------------------|---|---------------------------------------|----------------------|------|--------------------|-------------|
| ALLSTUDENTS | 189 | 62% | 17 | 9% | 54 | 29% | 74 | 39% | 44 | 23% |
| GENERALEDUCATION | 171 | 68% | 7 | 4% | 48 | 28% | 72 | 42% | 44 | 26% |
| STUDENTS WITH DISABILITIES | 18 | 11% | 10 | 56% | 6 | 33% | 2 | 11% | 0 | 0% |
| ASIANORNATIVEHAWAIIAN/OTHERPAGIFIC | 3 | _% | _ | ga pilosai sing
Timo 20 | ang sa sa sa sa sa
Sa sa | | postania
Postania | | grangiffurudi
1 | |
| BLACKOR AFRICAN AMERICAN | 2 | _% | is the production of | · · · · · · · · · · · · · · · · · · · | | · · · · · · · · · · · · · · · · · · · | 14.54 | | | |
| HISPANIC OR LATINO | 6 | 67% | 0 | 0% | 2 | 33% | 3 | 50% | 1 | 17% |
| White | 176 | 62% | 17 | 10% | 50 | 28% | 68 | 39% | 41 | 23% |
| MULTIRAGIAL | 2 | _% | | |) | | | | 1117
1 | \$ 1. T. II |
| SMALL GROUP TOTAL | 7 | 71% | 0 | 0% | 2 | 29% | 3 | 43% | 2 | 29% |
| FEMALE | 86 | 62% | 6 | 7% | 27 | 31% | 37 | 43% | 16 | 19% |
| IMALE | 103 | 63% | 11 | 11% | 27 | 26% | 37 | 36% | 28 | 27% |
| NON-ENGLISH LANGUAGE LEARNERS | 189 | 62% | 17 | 9% | 54 | 29% | 74 | 39% | 44 | 23% |
| EGONOMICALLY DISADVANTAGED | | 44% | 3 | 19% | 6 | 38% | 5 | 31% | 2 | 13% |
| NOTECONOMICALLY DISADVANTAGED | 173 | 64% | 14 | 8% | 48 | 28% | 69 | 40% | 42 | 24% |
| NOTMICRANT | 189 | 62% | 17 | 9% | 54 | 29% | 74 | 39% | 44 | 23% |

GRADE 8 MATHEMATICS

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: 304

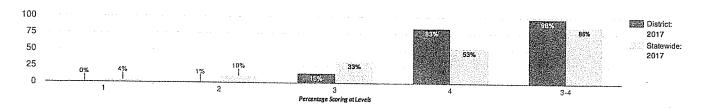
| GROUP | TOTAL TESTED | PROFICIENT . | LE | VEL 1 | LEV | EL2 | LEV | EL3 | LEV | EL4 |
|--|--------------|--------------|----|---------------------------------------|-----|-----|--------------------------------|---------------------------------------|------|---------------------------------------|
| Allstiodents | 158 | 24% | 31 | 20% | 89 | 56% | 34 | 22% | 4 | 3% |
| GENERALEDUCATION | 138 | 25% | 17 | 12% | 86 | 62% | 32 | 23% | 3 | 2% |
| STUDENTS WITH DISABILITIES | 20 | 15% | 14 | 70% | 3 | 15% | 2 | 10% | 1 | 5% |
| ASIAN OR NATIVE HAWAIIAN OTHER PACIFIC | 3 | _% | | · · · · · · · · · · · · · · · · · · · | | - | re green eerbeer.
Tree
| - | | |
| BLACKORAFRICAN/AMERICAN | 5 | 20% | 2 | 40% | 2 | 40% | 1 | 20% | 0 | 0% |
| HISPANICORPATINO | 1 | _% | | | | _ | · _ · · | · · · · · · · · · · · · · · · · · · · | , la | *.** |
| WHITE | 148 | 25% | 27 | 18% | 84 | 57% | 33 | 22% | 4 | 3% |
| MULTIRAGIAL | 1 | _% | | | _ | _ | | | | |
| SMALLGROUPTOTAL | 5 | 0% | 2 | 40% | 3 | 60% | 0 | 0% | 0 | 0% |
| FEMALE | 82 | 33% | 12 | 15% | 43 | 52% | 24 | 29% | 3 | 4% |
| MALE | 76 | 14% | 19 | 25% | 46 | 61% | 10 | 13% | 1 | 1% |
| NON-ENGLISHIANGUAGE LEARNERS | 157 | _% | - | | | _ : | | | _ | |
| TENGUSH FANGUAGETEARNERS | 1 | _% | | · · · · · · · · · · · · · · · · · · · | _ | | | | | · · · · · · · · · · · · · · · · · · · |
| ECONOMICALLYDISADVANTAGED | 25 | 12% | 7 | 28% | 15 | 60% | 2 | 8% | 1 | 4% |
| NOTFECONOMICALLY DISABVANTAGED | 133 | 26% | 24 | 18% | 74 | 56% | 32 | 24% | 3 | 2% |
| NonMicrani | 158 | 24% | 31 | 20% | 89 | 56% | 34 | 22% | 4 | 3% |

GRADE 8 STUDENTS TAKING A REGENTS MATH TEST

Accelerated grade 8 students who took a Regents math test in lieu of the Grade 8 NYSTP in Mathematics.

| GROUP | TOTALTESTED LEVEL1 LEVEL2 LEVEL3 4&ABOVE 3&ABOVE |
|-------------|--|
| ALESTUDENTS | 42 0 0% 0 0% 0 0% 42 100% 42 100% |

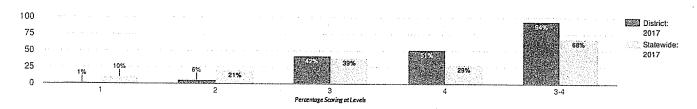
GRADE 4 SCIENCE



| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LE' | /EL3 | LEVEL 4 | | |
|--|--------------|------------|---------|----|---------|---|--|------|-------------------|------|--|
| Allsiudenis | 209 | 98% | 1 | 0% | 3 | 1% | 31 | 15% | 174 | 83% | |
| GENERAL EDUCATION | 177 | 99% | 0 | 0% | 1 | 1% | 19 | 11% | 157 | 89% | |
| STUDENTSWITH DISABILITIES | 32 | 91% | 1 | 3% | 2 | 6% | 12 | 38% | 17 | 53% | |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | 3 | _% | - | | | | Samuel Community of the | | ļu ja Āļiju.
S | | |
| BLAGKOR AFRIGAN AMERICAN | 1 | _% | | | | 14 4. E | | | | | |
| HISPANICORILATINO | 7 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | | 100% | |
| WHITE | 192 | 98% | 1 | 1% | 3 | 2% | 31 | 16% | 157 | 82% | |
| MULTIPAGIAL | 6 | _% | | : | _ | generalisa ya ka ji ka ji
Baran isa sa ga ka ji ka j
Baran isa sa ji ka j | , errog come and and
The second second | | | | |
| SMALL GROUP TO TAIL | 10 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 10 | 100% | |
| FEMALE | 110 | 99% | 1 | 1% | 0 | 0% | 14 | 13% | 95 | 86% | |
| MAIE | 99 | 97% | 0 | 0% | 3 | 3% | 17 | 17% | 79 | 80% | |
| NON-ENGLISHLANGUAGE LEARNERS | 209 | 98% | 1 | 0% | 3 | 1% | 31 | 15% | 174 | 83% | |
| ECONOMICALLY BISADVANDAGED | 29 | 90% | 0 | 0% | 3 | 10% | 7 | 24% | 19 | 66% | |
| NOTEGONOMICALLY DISABVANTA GED | 180 | 99% | 1 | 1% | 0 | 0% | 24 | 13% | 155 | 86% | |
| NOTIMIGRANT. | 209 | 98% | 1 | 0% | 3 | 1% | 31 | 15% | 174 | 83% | |

GRADE 8 SCIENCE

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: 81

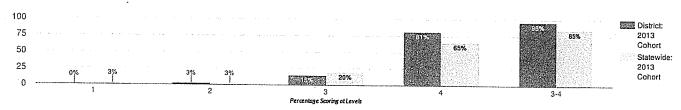
| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | | ÆL3 | LEVEL 4 | | |
|--|--------------|------------|---|----|--|---------------------------------------|----|-----|---------|----------------------------------|--|
| AULSTUDENTS | 202 | 93% | 2 | 1% | 13 | 6% | 96 | 48% | 91 | 45% | |
| GENERALEDUCATION | 175 | 95% | 0 | 0% | 9 | 5% | 80 | 46% | 86 | 49% | |
| STUDENTS WITH DISABILITIES | 27 | 78% | 2 | 7% | 4 | 15% | 16 | 59% | 5 | 19% | |
| ASIAN OR NATIVE HAWAIIAN/OTHER PAGIFIC | 5 | _% | - | | (************************************* | · · · · · · · · · · · · · · · · · · · | | | e e | day na ar nageria
Distriction | |
| BLACKORAFRICAN AMERICAN | 6 | 50% | 0 | 0% | 3 | 50% | 2 | 33% | 1 | 17% | |
| HISPANICORLATINO | 1 | _% | | | · · · · · · · · · · · · · · · · · · · | de ar a region de . | | | - | , | |
| WHITE | 189 | 94% | 2 | 1% | 10 | 5% | 90 | 48% | 87 | 46% | |
| MULTIRACIAL | 1 | _% | | | | - | | | | | |
| SMALL GROUP TOTAL | 7 | 100% | 0 | 0% | 0 | 0% | 4 | 57% | 3 | 43% | |
| FEMALE | 107 | 91% | 1 | 1% | 9 | 8% | 49 | 46% | 48 | 45% | |
| MAIL | 95 | 95% | 1 | 1% | 4 | 4% | 47 | 49% | 43 | 45% | |
| NON-ENGLISH LANGUAGELEARNERS | 201 | _% | - · · · · · · · · · · · · · · · · · · · | 1 | · · · · · · · · | _ | | | | | |
| ENGLISH LANGUAGE LEARNERS | 1 | _% | | y | | | | | | £. S - □ | |
| ECONOMICALLY DISADVANTAGED | 34 | 79% | 0 | 0% | 7 | 21% | 15 | 44% | 12 | 35% | |
| NOTECONOMICALLY DISADVANTAGED | 168 | 95% | 2 | 1% | 6 | 4% | 81 | 48% | 79 | 47% | |
| NOTMIGRANT | 202 | 93% | 2 | 1% | 13 | 6% | 96 | 48% | 91 | 45% | |

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.

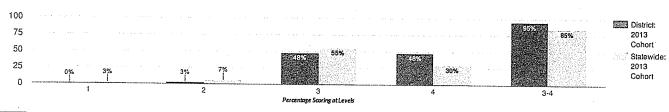
| GROUP | TOTAL TESTED PROFICIENT LEVEL 1 LEVEL 2 LEVEL 3 LEVEL 4 | |
|-------------|---|----|
| AULSTUDENTS | 29 100% 0 0% 0 0% 2 7% 27 93 | 3% |

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



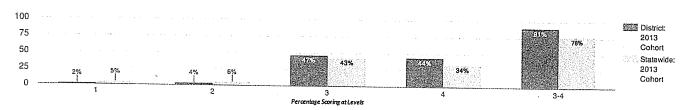
| GROUP | TOTALTESTED | PROFICIENT | LE/ | /EL 1 | LE | ∕EL2 | LE\ | √EL3 | LEVEL 4 | |
|--------------------------------------|--------------|------------|-----|---|-----|------|-----|--|-------------------------|------------------------------------|
| AULSTUDENTS | 273 | 96% | 0 | 0% | 7 | 3% | 41 | 15% | 220 | 81% |
| GENERALEDUCATION | 243 | 99% | 0 | 0% | 0 | 0% | 25 | 10% | 216 | 89% |
| STUDENTS WITH DISABILITIES | 30 | 67% | 0 | 0% | | 23% | 16 | 53% | 4 | 13% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIF | <u>1</u> 6 6 | _% | | i grafija i karana ya karana.
Marana | | | | s to a second second | |) |
| BLACKORAFRICANAMERICAN | 3 | _% | | | | | | a matematic sign of an experience of the | şilər ə n ya | iga ja ja vasta talan kanada.
B |
| HISPANICORLATINO | 6 | 83% | 0 | 0% | 0 | 0% | 2 | 33% | 3 | 50% |
| WHITE | 258 | 96% | 0 | 0% | 6 | 2% | 38 | 15% | 210 | 81% |
| SMALL GROUP TOTAL | 9 | 89% | 0. | 0% | 1 | 11% | 1 | 11% | 7 | 78% |
| PEM/Atre | 120 | 99% | 0 | 0% | 0 | 0% | 17 | 14% | 102 | 85% |
| MAUE | 153 | 93% | 0 | 0% | 7 | 5% | 24 | 16% | 118 | 77% |
| NON-ENGLISH LANGUAGE LEARNERS | 273 | 96% | 0 | 0% | 7 | 3% | 41 | 15% | 220 | 81% |
| egonomically disadvantased | 22 | 82% | 0 | 0% | 2 | 9% | 7 | 32% | 11 | 50% |
| NOTHEGOVIO MICHELY DISABVANTA (GEB) | 251 | 97% | 0 | 0% | · 5 | 2% | 34 | 14% | 209 | 83% |
| NOTIVIIGRANTI | 273 | 96% | 0 | 0% | 7 | 3% | 41 | 15% | 220 | 81% |

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



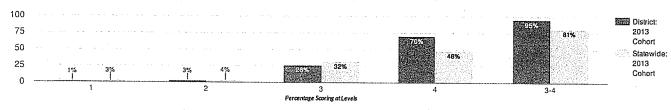
| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|--|--------------|------------|---------------------------------------|----|---------|-----|---------|-----|-------------------|-----|
| AUSTUDENTS | 273 | 95% | 1 | 0% | 8 | 3% | 130 | 48% | 130 | 48% |
| GENERALEDUCATION | 243 | 99% | 0 | 0% | . 1 | 0% | 112 | 46% | 129 | 53% |
| STUDENTS WITH DISABILITIES | 30 | 63% | 1 | 3% | 7 | 23% | 18 | 60% | 1 | 3% |
| ASIANOR NATIVE HAWAIIAN/OTHER PACIFIC. | 6 | _% | e e e e e e e e e e e e e e e e e e e | | | | | | The second second | |
| BLACK OR AFRICAN AMERICAN | 3 | _% | and a simple property of | 1 | | 1 | | \$ | | |
| HISPANICOR LATINO | 6 | 83% | 0 | 0% | 1 | 17% | 3 | 50% | 2 | 33% |
| WHITE. | 258 | 97% | 1 | 0% | 4 | 2% | 125 | 48% | 124 | 48% |
| SMALL GROUP TOTAL | 9 | 67% | 0 | 0% | 3 | 33% | 2 | 22% | 4 | 44% |
| FEMALE | 120 | 100% | 0 | 0% | . 0 | 0% | 57 | 48% | 63 | 53% |
| MARE | 153 | 92% | 1 | 1% | . 8 | 5% | 73 | 48% | 67 | 44% |
| NON)ENGLISH LANGUAGE LEARNERS | 273 | 95% | 1 | 0% | . 8 | 3% | 130 | 48% | 130 | 48% |
| EGDNOMIČALLY DISADVANTAGED | 22 | 77% | 0 | 0% | 3 | 14% | 10 | 45% | 7 | 32% |
| NOTEGONOMICALLY DISADVANTAGED. | 251 | 97% | 1 | 0% | 5 | 2% | 120 | 48% | 123 | 49% |
| NomMigrant | 273 | 95% | 1 | 0% | 8 | 3% | 130 | 48% | 130 | 48% |

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



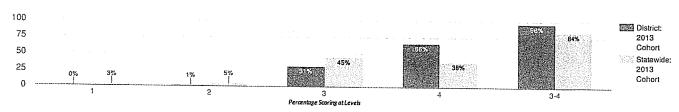
| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LE | VEL 2 | LE\ | /EL 3 | LEVEL 4 | |
|---|--------------|------------|---------|------|----|-------|------------|--------------------|-----------------------|------------------|
| ALLSTUDENTS | 273 | 91% | 5 | 2% | 12 | 4% | 128 | 47% | 121 | 44% |
| GENERALEDUCATION | 243 | 96% | 0 | 0% | 6 | 2% | 117 | 48% | 117 | 48% |
| STUDENTS WITH DISABILITIES | 30 | 50% | 5 | 17% | 6 | 20% | 11 | 37% | 4 | 13% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC. | 6 | _% | | | | | | 3776 | | 13% |
| BLACKOR AFRICAN AMERICAN | 3 | _% | I
I | | | | } | | 1,44., 7 .,44. | |
| HISPANIC OR LATINO | 6 | 50% | 0 | - 0% | 1 | 17% | 0 | -
0% | 3 | 50% |
| WHITE | 258 | 92% | 4 | 2% | 11 | 4% | 124 | 48% | 114 | - marine and the |
| SMALLGROUPTOTAL | 9 | 89% | 1 | 11% | 0 | 0% | 4 | 44% | 114 | 44% |
| FEMALE | 120 | 94% | 0 | 0% | 6 | 5% | 60 | 50% | | 44% |
| MALE | 153 | 89% | 5 | 3% | 6 | 4% | 68 | 44% | 53 | 44% |
| NON-ENGLISH LANGUAGE LEARNERS | 273 | 91% | 5 | 2% | 12 | 4% | 128 | la companya da com | 68 | 44% |
| ECONOMICALLY DISABVANTAGED | 22 | 68% | 2 | 9% | 3 | 14% | 128 | 47% | 121 | 44% |
| NOTEECONOMICALLY DISABVANTIAGED | 251 | 93% | 3 | 1% | 9 | 4% | | 45% | | 23% |
| NOTIMIGRANIT | 273 | 91% | 5 | 2% | 12 | 4% | 118
128 | 47%
47% | 116
121 | 46%
44% |

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



| GROUP | TOTALTESTED | PROFICIENT | LEV | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | /EL 4 |
|--|-------------|------------|-----|---|---|---------|---|----------------|----------------------------|---------------------------|
| ALLISTUDENTS | 273 | 95% | 2 | 1%. | 7 | 3% | 70 | 26% | 190 | 70% |
| GENERALEDVICATION | 243 | 99% | 0 | 0% | 1 | 0% | 58 | 24% | 183 | 75% |
| STUDENTSWITHIDISARILITIES | 30 | 63% | 2 | 7% | 6 | 20% | 12 | 40% | 7 | 23% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | 6 | _% | | 1. 2. | | | ay an established a second and a second | | | in a second |
| BLACKORAFRICANAMERICAN | 3 | _% | | 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - | | | ine en e | hi wasani
B | Tenant the same to see all | tanan Satur.
Kacamatan |
| HISPANICORLATINO | 6 | 83% | 0 | 0% | 1 | 17% | 2 | 33% | 3 | 50% |
| WHITE | 258 | 96% | 2 | 1% | 5 | 2% | 67 | 26% | 180 | 70% |
| SMALLGROUPTOTAL | 9 | 89% | 0 | 0% | 1 | 11% | 1 | 11% | 7 | 78% |
| HEMALE | 120 | 99% | 1 | 1% | 0 | 0% | 37 | 31% | 82 | 68% |
| MAIL | 153 | 92% | 1 | 1% | 7 | 5% | 33 | 22% | 108 | 71% |
| MONHANGREHINANGRAGEREARNERS | 273 | 95% | 2 | 1% | 7 | 3% | 70 | 26% | 190 | 70% |
| IEGONOMIGALLYADISADVANITAGED | 22 | 77% | 1 | 5% | 2 | 9% | 9 | 41% | 8 | 36% |
| Notiegonomically disadvantaged | 251 | 97% | 1 | 0% | 5 | 2% | 61 | 24% | 182 | 73% |
| NOTHNIERANT. | 273 | 95% | 2 | 1% | 7 | 3% | 70 | 26% | 190 | 70% |

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



| GROUP | TOTAL TESTED | PROFICIENT | LE\ | /EL 1 | LEV | /EL 2 | LE | VEL 3 | LEVEL 4 | |
|---------------------------------------|--------------|------------|--|-------|-----|-------|----------|------------------|----------------------------------|-----------------|
| ALESTUDENTS | 273 | 96% | 0 | 0% | 4 | 1% | 84 | 31% | 179 | 66% |
| GENERALEDUCATION | 243 | 99% | 0 | 0% | 0 | 0% | 69 | 28% | 171 | 70% |
| STUDENTS WITH DISABILITIES | 30 | 77% | 0 | 0% | 4 | 13% | 15 | 50% | 8 | 27% |
| ASIAN OR NATIVE HAWAIIAN OTHER PACIFI | es. 6 | _% | - سامه به براید به این
- از این | | | 1 | | | | 27,70 |
| BLACK OR AFRICAN AMERICAN | 3 | _% | tan Tana.
Pin | |) | | | | | |
| HISPANICORLATINO | 6 | 67% | 0 | 0% | 0 | 0% | 1 | 17% | 3 | 50% |
| WHITE | 258 | 97% | 0 | 0% | 4 | 2% | 79 | 31% | 171 | 66% |
| SMALL GROUP TOTAL | 9 | 100% | 0 | 0% | 0 | 0% | | 44%, | 5 | 56% |
| FEMALE | 120 | 98% | 0 | 0% | 1 | 1% | 38 | 32% | 80 | 67% |
| VIALE | 153 | 95% | 0 | 0% | 3 | 2% | 46 | 30% | 99 | era era kararar |
| NON-ENGLISHILANGUAGE LEARNERS | 273 | 96% | 0 | 0% | | 1% | 84 | 31% | in a series of the series of the | 65% |
| ECONOMICALLY DISADVANTAGED | 22 | 86% | . 0 | 0% | | 5% | 9 | ing agreement of | 179 | 66% |
| NOTIECO NOMICALLY DISADVANTAGED | 251 | 97% | 0 | 0% | 3 | 1% | 75 | 41% | 10 | 45% |
| NOTH MICRANIT | 273 | 96% | 0 | 0% | 4 | 1% | 73
84 | 30%
31% | 169
179 | 67%
66% |

ENGLISH LANGUAGE ARTS (COMMON CORE)

ENGLISH LANGUAGE ARTS (COMMON CORE)

| GROUP | TOTAL TESTED | TOTAL TESTED LEVEL 1 | | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | | /EL 5 |
|---|--------------|----------------------|-----|---|---|---|--|----|---------------------------------------|-------------------|-------|
| ALLSTUDENTS | 253 | 3 | 1% | 4 | 2% | 19 | 8% | 50 | 20% | 177 | 70% |
| GENERALEDUCATION | 221 | 0 | 0% | 1 | 0% | 9 | 4% | 37 | 17% | 174 | 79% |
| STUDENTS WITH DISABILITIES | 32 | 3 | 9% | 3 | 9% | 10 | 31% | 13 | 41% | 3 | 9% |
| AMERICAN INDÍAN OR ALÁSKA NATIVE | 1 | _ | 1 - | | | 1 2 | | | | | |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC. | 2 | | | _ | igraege erre er ja err
is die gi⊈ i de e | katan sering sering sering
Kabupatèn Salah | Charles de la composition della composition dell | _ | | Y | |
| BLACK OR AFRICAN AMERICAN | 4 | | | | | | , | | · · · · · · · · · · · · · · · · · · · | janaan jajan
P | |
| HISPANICORLATINO | 5 | 0 | 0% | 0 | 0% | 1 | 20% | 2 | 40% | 2 | 40% |
| WHITE | 239 | 3 | 1% | 2 | 1% | 18 | 8% | 47 | 20% | 169 | 71% |
| MULTIRAGIAL | 2 | - | | | | | | | | | |
| SMALL GROUP TO TAL | 9 | 0 | 0% | 2 | 22% | 0 | 0% | 1 | 11% | 6 | 67% |
| TEMALE: | 111 | 1 | 1% | 1 | 1% | 5 | 5% | 14 | 13% | 90 | 81% |
| MALE | 142 | 2 | 1% | 3 | 2% | 14 | 10% | 36 | 25% | 87 | 61% |
| Nonhengushlanguagelearners | 253 | 3 | 1% | 4 | 2% | 19 | 8% | 50 | 20% | 177 | 70% |
| CONOMICALLYDISADVANTAGED | 22 | 2 | 9% | 1 | 5% | 2 | 9% | 8 | 36% | 9 | 41% |
| NOTTEGONOMICALLYDISADVANTAGED | 231 | 1 | 0% | 3 | 1% | 17 | 7% | 42 | 18% | 168 | 73% |
| NOTIMIGRANIE | 253 | 3 | 1% | 4 | 2% | 19 | 8% | 50 | 20% | 177 | 70% |

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

| GROUP | TOTAL TESTED | LEVEL1 | | LE\ | /EL 2 | LEVEL 3 | | LEVEL 4 | | LEVEL 5 | |
|--|--------------|--------|-----|---------------------------------------|------------------|---------|-----|---------|-----|---------|--------------|
| ARCSHODENIS | 270 | 6. | 2% | 6 | 2% | 71 | 26% | 96 | 36% | 91 | 34% |
| GENERALEDUCATION | 225 | 1 | 0% | 1 | 0% | 44 | 20% | 91 | 40% | 88 | 39% |
| STUDENTSWITHDISABILITIES | 45 | 5 | 11% | 5 | 11% | 27 | 60% | 5 | 11% | 3 | 7% |
| ASIAN ORNATIVE HAWAIIAN/OTHER PAGIFIC. | 4 | _ | - 1 | 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | _ | - | | | | 1 | 3 |
| BLAGKORAFRICANAMERICAN | 4 | - | - | 1 2 | den sammere
S | - | | | | y | or was poor. |
| HISPANICORLATINO | 6 | 0 | 0% | 0 | 0% | 2 | 33% | 1 | 17% | 3 | 50% |
| WHITE | 250 | 4 | 2% | 4 | 2% | 65 | 26% | 95 | 38% | 82 | 33% |
| MULTIRAGIAL | 6 | 1 | 17% | 1 | 17% | 1 | 17% | 0 | 0% | 3 | 50% |
| SMALL GROUP TO TAL: | 8 | 1 | 13% | 1 | 13% | 3 | 38% | 0 | 0% | 3 | 38% |
| FEMALE | 127 | 3 | 2% | 2 | 2% | 33 | 26% | 39 | 31% | 50 | 39% |
| MAIIE | 143 | 3 | 2% | 4 | 3% | 38 | 27% | 57 | 40% | 41 | 29% |
| NON-ENGLISH LANGUAGE LEARNERS | 270 | 6 | 2% | 6 | 2% | 71 | 26% | 96 | 36% | 91 | 34% |
| ECONOMIGALLY/DISADYANTAGED | 35 | 4 | 11% | 1 | 3% | 13 | 37% | 10 | 29% | 7 | 20% |
| NOTIEGONOMIGALLYDISADVANTAGED | 235 | 2 | 1% | 5 | 2% | 58 | 25% | 86 | 37% | 84 | 36% |
| Notificiant | 270 | 6 | 2% | 6 | 2% | 71 | 26% | 96 | 36% | 91 | 34% |

COMMON CORE GEOMETRY

REGENTS COMMON CORE GEOMETRY

| GROUP | TOTAL TESTED | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
|--|--------------|---|---------|--|---|--|
| ALLSTUDENTS | 205 | 0 0% | 8 4% | 84 41% | 65 32% | 48 23% |
| GENERALEDUCATION | 201 | erick ou a serven and had a specially a payor had been a substitution and | | | | |
| STUDENTS WITH DISABILITIES | 4 | en en en de en despera e français en | | | Contra della annone del compressione della con- | |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | 7 | | | territorio de la compania del compania de la compania del compania de la compania del la compania de la compani | | or or an american service of the ser |
| BLACKOR AFRICAN AMERICAN | 1 | and the second second | | | | |
| HISPANICORLATINO | 1 | and the second factors of the second | | | | |
| WHITE | 194 | 0 0% | 8 4% | 77 40% | 63 32% | |
| MULTIRACIAL | 2 | er in a strang diplottime | | | 23 32% | 46 24% |
| SMALL GROUP TOTAL | 11 | 0 0% | 0 0% | 7 64% | 2 18% | |
| FEMALE | 97 | 0 0% | 5 5% | 44 45% | | 2 18% |
| MALE | 108 | 0 0% | 3 3% | for a weather a few life of the con- | 26 27% | 22 23% |
| NON-ENGLISH LANGUAGE LEARNERS | 205 | 0 0% | 8 4% | A conservation of the committee of | 39 36% | 26 24% |
| EGONOMICALLYIDISADVANTAGED | 13 | ميد شدن بالدويد ويتحمد الراد | | 84 41% | 65 32% | 48 23% |
| NOTIECONOMICALLY DISADVANTAGED | 192 | | 0 0% | 9 69% | 3 23% | 1 8% |
| NOTHIGRANT | | 0 0% | 8 ! 4% | 75 39% | 62 32% | 47 24% |
| | 205 | 0 0% | 8 4% | 84 41% | 65 32% | 48 23% |

ALGEBRA II (COMMON CORE)

ALGEBRA II (COMMON CORE)

| GROUP | TOTAL TESTED |) | LEVEL 1 LEVEL 2 | | LEVEL 3 | | LEVEL 4 | | LEVEL 5 | | | |
|---------------------------------------|--------------|-----------|-----------------|----|---------|--------------------------------|---------|----------|--------------------|-----|---------------|----------------------|
| Aldustroid 2) fis | 171 | | 0 | 0% | 1 | 1% | 54 | 32% | 78 | 46% | 38 | 22% |
| GENERAL EDUCATION | 166 | | 0 | 0% | 1 | 1% | 50 | 30% | 77 | 46% | 38 | 23% |
| STUDENTS WITH DISABILITIES | 5 | | 0 | 0% | 0 | 0% | 4 | 80% | 1 | 20% | 0 | 0% |
| ASIANOR NATIVE HAWAIIAN/OTHER PACIFIC | 1 | er gewere | | | | sija samadi, i i i
Lihat ja | 1 1 | | | | Salara Jana A | |
| HISPANICORILÁTINO | 2 | | | _ | | | | fre Bys- | 1 | | | |
| WHITE | 168 | | | | * | | | ' | Andreas
Andreas | | | |
| SMALL GROUPTOTAL | 171 | (| 0 | 0% | 1 | 1% | 54 | 32% | -
78 | 46% | 38 | 22% |
| FEMALE | 93 | (|)
D : | 0% | 0 | 0% | 28 | 30% | 45 | 48% | 20 | 22% |
| MALE | 78 | (| D . | 0% | 1 | 1% | 26 | 33% | 33 | 42% | 18 | 23% |
| NON-ENGLISH LANGUAGE LEARNERS | 171 | (|) | 0% | 1 | 1% | 54 | 32% | 78 | 46% | 38 | year or an all shape |
| EGONOMICALLY DISADVANITAGED | 9 | (| | 0% | 0 | 0% | 3 | 33% | 6 | 67% | 0 | 22% |
| NOTIEGONOMIGALLYIDISADVANTAGED | 162 | C |) | 0% | 1 | 1% | 51 | 31% | 72 | 44% | 38 | 0% |
| NOTIMIGRANT. | 171 | |) | 0% | 1 | 1% | 54 | 32% | 78 | 46% | 38 | 23%
22% |

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

| GROUP | TOTAL TESTED | 55 | | 65 | | 85 | |
|---------------------------------------|--------------|-----|--|--|--|--|---------------|
| ALLSTUDENTS | | 250 | 94% | 229 | 86% | 108 | 40% |
| ENERALEDUCATION | 221 | 217 | 98% | 210 | 95% | 108 | 49% |
| TUDENTS WITH DISABILITIES | 46 | 33 | 72% | 19 | 41% | 0 | 0% |
| SIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | 5 | 5 | 100% | 5 | 100% | 2 | 40% |
| LACKOR AFRICAN AMERICAN | 3 | | ere para la disensa de la composición. | Sandonarda da d | or stransministration of the con- | | |
| ISPANICORLATINO | 2 | | | A Assertant Comment Comment
Comment Comment Comment
Comment Comment Co | | Andreas Service Control of the Contr | ļ |
| (H) TE | 253 | 238 | 94% | 219 | 87% | 104 | 41% |
| ULTIRACIAL | 4. | | · · · · · · · · · · · · · · · · · · · | | personal success and an experience and | | <u>.</u>
1 |
| MALLIGROUPTOTAL | 9 | 7 | 78% | 5 | 56% | 2 | 22% |
| MALE | 126 | 120 | 95% | 110 | 87% | 43 | 34% |
| ALE | 141 | 130 | 92% | 119 | 84% | 65 | 46% |
| ON-ENGLISH LANGUAGE LEARNERS | 267 | 250 | 94% | 229 | 86% | 108 | 40% |
| ONOMICALLY DISADVANTAGED | 33 | 24 | 73% | 20 | 61% | 5 | 15% |
| OTTECONOMICALLY/DISABVANTAGED | 234 | 226 | 97% | 209 | 89% | 103 | 44% |
| OTIMICALANT : | 267 | 250 | 94% | 229 | 86% | 108 | 40% |

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

| GROUP . | TOTAL TESTED | | 55 | | 65 | | 85 | |
|--------------------------------------|--------------|-----|------|-----------------------------------|----------|---|-----|--|
| AULSTUDENTS: | 256 | 253 | 99% | 245 | 96% | 198 | 77% | |
| GENERALEDUCATION | 224 | 224 | 100% | 221 | 99% | 188 | 84% | |
| STUDENTS WITH DISABILITIES | 32 | 29 | 91% | 24 | 75% | 10 | 31% | |
| AMERICAN INDIAN OR ALASKA NATIVE | 1 | | | | | Salah dan kecamatan dan sebagai dan sebagai berasakan dan sebagai berasakan dan sebagai berasakan dan sebagai
Berasakan dan sebagai berasakan dan sebagai berasakan dan sebagai berasakan dan sebagai berasakan dan sebagai
Berasakan dan sebagai berasakan dan sebagai berasakan dan sebagai berasakan dan sebagai berasakan dan sebagai | | |
| ASIANORNATIVEHAWAIIAN/OTHER/PACIFIC. | 3 | | | | _ | | | |
| BLACKORAFRICANAMERICAN | 3 | | | ta a a sakan aka ja ja
Laman a | | | | |
| HISPANICORLATINO | 6 | 6 | 100% | 6 | 100% | 4 | 67% | |
| WHITE . | 241 | 238 | 99% | 231 | 96% | 187 | 78% | |
| MULTIRACIAL | 2 | | | | | er ar ar an Tagrasi ar i i
L | | |
| SMALLGROUPTOTAL: | 9 | 9 | 100% | 8 | -
89% | 7 | 78% | |
| FEMALE | 113 | 112 | 99% | 111 | 98% | 90 | 80% | |
| MALE | 143 | 141 | 99% | 134 | 94% | 108 | 76% | |
| NON-ENGLISH L'ANGUAGE LEARNERS | 256 | 253 | 99% | 245 | 96% | 198 | 77% | |
| ECONOMICALLY DISADVANTAGED. | 27 | 24 | 89% | 21 | 78% | 14 | 52% | |
| NOTECONOMICALLY DISADVANTAGED | 229 | 229 | 100% | 224 | 98% | 184 | 80% | |
| NOTIMIGRANT | 256 | 253 | 99% | 245 | 96% | 198 | 77% | |

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

| GROUP | TOTAL TESTED 55 | | · · · · · · · · · · · · · · · · · · · | 35 | 85 | | |
|---------------------------------------|--|------|---|-------------------------------------|---|--|----------|
| ALLISTUDENTS | 258 | 257 | 100% | 251 | 97% | 134 | 52% |
| ENERALEDUCATION. | 228 | 228 | 100% | 224 | 98% | 132 | 58% |
| TUDENTS WITH DISABILITIES | 30 | 29 | 97% | 27 | 90% | | 7% |
| SIAN OR NATIVEHAWAIIAN/OTHER PACIFIC. | 3 | | | | The experience of the section, discussion, and | Short and the second second second second | |
| LAGK OR AFRICAN AMERICAN | an and the property of the second sec | | | Parit is the same of the special in | | grand a stolen statement | |
| ISPANICORLATINO | 4 | | A commence of the commence of | francisco T aringo | e lastas e para antes la manera de la participa de la companya de | Andrew and the second party of the form of the proof of the second party of the second | - 1 |
| HITE | 243 | 243 | 100% | 237 | 98% | 127 | -
52% |
| ULTIRAGIAL | 5 | .} 5 | 100% | 5 | 100% | 2 | 40% |
| MALLGROUP TO TAL | 10 | 9 | 90% | 9 | 90% | 5 | 50% |
| MALE | 122 | 121 | 99% | 119 | 98% | 68 | 56% |
| ALE | 136 | 136 | 100% | 132 | 97% | 66 | 49% |
| ON-ENGLISH LANGUAGE LEARNERS | 258 | 257 | 100% | 251 | 97% | 134 | 52% |
| ONOMICALLY DISADVANTAGED | 27 | 26 | 96% | 24 | 89% | 6 | 22% |
| OFFECONOMICALIVADICADVANTACED | 231 | 231 | 100% | 227 | 98% | 128 | 55% |
| OTI-(MICHANT) | 258 | 257 | 100% | 251 | 97% | 134 | 52% |

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

| GROUP | TOTAL TESTED | | 55 | | 35 | | 35 |
|---|--|------------------------|--------------------|---|-------------------|---|---------------------------|
| Alestudents | 244 | 234 | 0.00 | | | | |
| GENIERALIEDU GATIONI | 212 | 208 | 96%
98% | 218 | 89% | 123 | 50% |
| STUDENTS WITH DISABILITIES | 32 | 26 | 81% | 199
19 | 94% | 121 | 57% |
| ASIAN OR NATIVE HAWAII AN OTHER PAGIFIC | * and the same are also as a second s | 7 | 100% | 7 | 59%
100% | 2 | 6% |
| ILAGK OR AFRICAN AMERICAN | 1 | de e regundence e cest | 100% | | 100% | 4 | 57% |
| ISPANICOR LATINO | 2 | | | | والمستبلة والمراث | - Comment of the Section of the Comment | i
yezhoù e e e e e e e |
| MHIDE. | 228 | 221 | 97% | 207 | 91% | 117 | |
| NUETIFAGIAL | 6 | | jerniklasien.
L | la de la Tilla de la colonia.
La colonia de la colonia d | | | 51% |
| MALL GROUP TOTAL | 9 | 6 | 67% | 4 | 44% | 2 | 22% |
| EMPANE . | 114 | 108 | 95% | 96 | 84% | 51 | 45% |
| IAUE | 130 | 126 | 97% | 122 | 94% | 72 | 55% |
| ON-ENGLISHIVANGUAGE LEARNERS | 244 | 234 | 96% | 218 | 89% | 123 | 50% |
| SONOMIGALLYDISADVANTAGED | 25 | 22 | 88% | 19 | 76% | of or same | 36% |
| OHEGONOMICALLY/DISADVANTAGED | 219 | 212 | 97% | 199 | 91% | 114 | 52% |
| JOTHY JERCANT | 244 | 234 | 96% | 218 | 89% | 123 | 50% |

PHYSICAL SETTING/CHEMISTRY

REGENTS PHYSICAL SETTING/CHEMISTRY

| GROUP | TOTAL TESTED | 5 | 55 | | 65 | | 85 | |
|---------------------------------------|--------------|-----|--|--|--|--|--|--|
| ALLSTUDENTS | 178 | 178 | 100% | 164 | 92% | 76 | 43% | |
| GENERAL EDUCATION | 172 | 172 | 100% | 158 | 92% | 75 | 44% | |
| STUDENTS WITH DISABILITIES | 6 | 6 | 100% | 6 | 100% | 1 | 17% | |
| ASIAN ORNATIVE HAWAIIAN/OTHER PAGIFIC | 2 | | est tim variablet bekanselse set vijger kan | | and the state of t | | i de la compania del compania del compania de la compania del compania de la compania del compania de la compania de la compania de la compania de la compania del compani | |
| BLACKOR AFRICAN AMERICAN | 1 | _ | riteria presidente i ese estribución de en el estre de | and the control of the control of the con- | ericon della e salter disserazione | | | |
| HISPANIC OR LATINO | 2 | 1 | | in the entry of the addition of parts | ela de como en estre de estre que en en entre de la composición de la composición de la composición de la comp | eto etaro e froi poeta a rapida e care | the management | |
| WHITE | 173 | 173 | 100% | 160 | 92% | 76 | 44% | |
| MALLGROUP TO TAL | 5 | 5 | 100% | 4 | 80% | 0 | 0% | |
| EMALE | 86 | 86 | 100% | 82 | 95% | 35 | 41% | |
| YALE: | 92 | 92 | 100% | 82 | 89% | 41 | 45% | |
| NON-ENGLISH LANGUAGE LEARNERS | 178 | 178 | 100% | 164 | 92% | 76 | 43% | |
| CONOMICALLY DISADVANTAGED | 5 | 5 | 100% | 5 | 100% | 2 | 40% | |
| NOTTEGONOMICALLY DISADVANTAGED | 173 | 173 | 100% | 159 | 92% | 74 | 43% | |
| NOEMIGRANIE | 178 | 178 | 100% | 164 | 92% | 76 | 43% | |

PHYSICAL SETTING/PHYSICS

REGENTS PHYSICAL SETTING/PHYSICS

| GROUP | TOTAL TESTED | 5 | 5 | 6 | 55 | . | 35 |
|---|--------------|------|---|---|--|------------------|---|
| AULSTUDENTS | 102 | 102 | 100% | 96 | 94% | 53 | 52% |
| GENERALEDUCATION | 101 | | t de los <mark>Tibles</mark> de la constante de la consta | | | | 3270 |
| STUDENTS WITH DISABILITIES | . 1 | | ing an Indonesia.
Santan | Maria Transit
Transit | | a kalendari kara | |
| AMERICAN INDIAN OR ALASKA NATIVE | 1 | ento | a a construction of the co | distribution of the second of | | | |
| ASIAN OR NATIVE HAWAII AN/OTHER PACIFIC | 4 | - | _ | ina anaharan y
≟a | | | |
| HISPANICORIATINO | 2 | | · · · · · · · · · · · · · · · · · · · | · · · · · · · · · · · · · · · · · · · | | | en en en T errer en en en
La companya en |
| WHITE | 95 | 95 | 100% | 89 | 94% | 51 | 54% |
| SMALLGROUPTOTAL | 7 | 7 | 100% | , 7 | 100% | 2 | 29% |
| FEMALE | 37 | 37 | 100% | 36 | 97% | 19 | 51% |
| MAIE | 65 | 65 | 100% | 60 | 92% | 34 | 52% |
| INONENGLISH LANGUAGE LEARNERS | 102 | 102 | 100% | 96 | 94% | 53 | 52% |
| ECONOMICALLY DISADVANTAGED | 2 | - 1 | - | | | | |
| NOTIECONOMICALLYDISADVANTAGED | 100 | - | _ = 100 = 14 | | Warnings of the Control of the Contr | | |
| NOTIMIGRANT | 102 | 102 | 100% | 96 | 94% | 53 | 52% |

NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA) RESULTS (2016 - 17)

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 |
|-----------------------------|--------------|------------|--|--|--|---|
| ERADEKIEVA | 2 | _% | | | | |
| SRADE 3 MATH | 2 | _% | | | es (P.C. der) (100 (September) Comments of Comments o | States to the state of deposits only a security of making promoting |
| SRADE4ELA | 3 | _% | | | | |
| SRADE4MATH | 3 | _% | A CONTRACT OF A SPECIAL SECTION OF THE SECTION OF T | | a fala fala sang talah | |
| FRADE 4 SCIENCE | 3 | _% | | | | |
| SRADE 5 ELA | 3 | _% | | de esta de la constitución de la c | | , and the same of the contract of |
| SRADE 5 MATH | 3 | _% | g kipi kanangan melapakan dan dan dalah.
T | i antesatur es la comunicación de la comunicación d | | |
| iRADE 6 ELA | 1 | _% | ti de esta de la companio del companio de la companio del companio de la companio della companio de la companio della companio | | | for the metric and the second second second |
| FRADE 6 MATH | 1 | _% | | | | |
| RADE7ELA | 3 | _% | | | | er geringer de kansa samula |
| RADE7 MATH | 3 | _% | | | | |
| RADE 8 ELA | 3 | _% | | | | |
| RADE8 MATH | 3 | _% | Samera (1991) Falle Leader Leader
Barton (1981) | | horegarine <mark>.</mark> | |
| RADE 8 SCIENCE | 3 | _% | | | | <u> </u> |
| ECONDARY-LEVELELA | 1 | _% | | | | e e e e e e e e e e e e e e e e e e e |
| EGONDARY-LEVELMATH | 1 | _% | | | | |
| EGONDARY-LEVELSGIENGE | 1 | _ % | | | | Sage Francisco |
| ZEIGUTE IAIDOZIEVEŁYSAGNOĐE | 1 | _% | | | | |

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2016 - 17)

KINDERGARTEN

| GROUP | TOTAL TESTED | ENTERING | EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
|------------------------------|--------------|--|----------|---------------|-----------|------------|
| ALLSTUDENTS GENERALEDUCATION | 1 | entrantial and the second seco | | | | |

GRADE 1

| GROUP | TOTAL TESTED | ENTERING | EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
|---------------------------------|--------------|----------|----------|---------------|-----------|------------|
| ALLSTUDENTS
GENERALEDUCATION | i | | | | | |

GRADE 2

| GROUP | TOTAL TESTED | ENTERING | EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
|--|--------------|----------|----------|---------------|-----------|------------|
| AULSTUDENTS STUDENTS WITH DISABILITIES | 2 | | - | | | <u>-</u> |

GRADE 6

| GROUP | TOTAL TESTED ENTERING | EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
|------------------------------|-----------------------|----------|---------------|-----------|------------|
| ALLSTUDENTS GENERALEDUCATION | 1 _ | | <u>.</u> | | |

GRADE 8

| GROUP | TOTAL TESTED | ENTERING EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
|---|--------------|-------------------|---------------|-----------|------------|
| ALISTUDENTS
STUDENTSWITHDISABILITIES | 1 | | | | |

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 | STUDENTSWITH | | TESTED STUDENT:
ENROLLED ON BED
DAY | | EAMO | SAFE HARBOR
TARGET |
|--|--|--|---|--|---|---|-----|------------------------|------------------------|
| | | | | | | | | | |
| ALESTUDIENTIS | NO | NO | 2,853* | 82%* | YES | 1,178 | 141 | 108 | 108 |
| AMERICAN INDIAN OR ALASKA NATIVE | e en europia de la composiçõe de la comp | | 0 | | eri ki ki ki sa | 0 | | | 100 |
| BLACKOR AFRICAN AMERICAN | | | 23 | | <u> </u> | 14 | | Section Section (1995) | |
| HISPANIC OR LATINO | en de Armer og de skriver er er er
Letter og de skriver | | 29 | ************************************** | | 23 | | | |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | | ja ja saran katalangan ja
Jaman an | 20 | | | 16 | | | Partie and The Company |
| WHITE | NO | NO | 2,648* | 82%* | YES | 1,097 | 140 | 121 | 121 |
| MULTIRACIAL | · · · · · · · · · · · · · · · · · · · | | 33 | | | 28 | | | 121 |
| STUDENTS WITH DISABILITIES: | NO | NO | 412* | 70%* | YES | 169† | 79† | 77 | 77 |
| UMITEDENGLISHPROFICIENT | · · · · · · · · · · · · · · · · · · · | ::: | 2 | | | 2 | | | |
| ECONOMICALLYDISADVANTAGED | NO | NO | 401* | 77%* | YES | 159 | 121 | 94 | 94 |

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 PI |
|---------------------------------------|---|--|--------------------------------------|------------|
| | | | | |
| | | | | |
| · · · · · · · · · · · · · · · · · · · | | | | 3600年代表达美国 |
| OTAMERICAN INDIAN OR ALASKA NATIVE | 2,853* | 82%* | 1,178 | 141 |
| OTBLAGKORAFRICANAMERICAN | 2,810* | 82%* | 1,164 | 141 |
| OTHISPANIC OR LATING | 2,796* | 82%* | 1,155 | 140 |
| OTASIANORNATIVE HAWAIIAN/OTHERPAG. | 2,807* | 82%* | 1,162 | 140 |
| DT/WHITE | 205* | 80%* | 81 | 149 |
| OT MULTIRACIAL | 2,794* | 82%* | 1,150 | 140 |
| NERALEDUCATION | 2,441* | 84%* | 1,023 | 151 |
| IGUSHPROFICIENT | 2,848* | 82%* | 1,176 | 141. |
| TIECONOMICALLY DISADVANTAGED | 2,452* | 83%* | 1,019 | 144 |
| ALE: | 1,395* | 83%* | 575 | |
| MALE | 1,458* | 81%* | 603 | 153 |
| GRANT | 0, | garrene erre erre er kommer en skommer en skommer kommer.
Benne | 0 | |
| PTIMIGRANT | 2,853* | 82%* | 1,178 | 141 |

[—] 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 | STUDENTS WITH | HARBOR TARGET | E TESTED STUDENTS
ENROLLED ON BED
DAY | | EAMO | SAFE HARBOR
TARGET |
|---------------------------------------|--|---|---|---|--|--|---|---|---------------------------------------|
| | Annual continues on the second continues | oda i maja – tana jana tanana (). | graphs and representation and management | minimum a hardwaren san san san su su sundan su piene. | The common community and accommon | 1977 - Property Management (1977 - Street Ameliander Vandere | | | |
| ALLSTUDENTS | NO | NO | 2,851* | 81%* | YES | 1,148 | 151 | 106 | 106 |
| AMERICAN INDIAN OR ALASKA NATIVE | _ | | 0 | | 1 - | 0 | -) or one, or one one class to the recognition of | and the second section of the second | • • • • • • • • • • • • • • • • • • • |
| BLACKOR AFRICANAMERICAN | - | | 23 | <u> </u> | | 16 | | | |
| HISPANICORLATINO | _ | e de la companya de
La companya de la co | 28 | Processor of the same of | a fi ang kalangan ng katalang katalang katalang katalang katalang katalang katalang katalang katalang katalang
Managan katalang kat | 22 | المنابعة مناسخية (مناسخة المنابعة المنابعة المنابعة المنابعة المنابعة المنابعة المنابعة المنابعة المنابعة المن
المنابعة المنابعة ا | | |
| ASIAN ORNATIVE HAWAIJAN/OTHER PACIFIC | - | e et ertekken per perioden p | 20 | Amerika di Salah da Kabupatan da
Kabupatan da Kabupatan da Kabupat | • • • • • • • • • • | 16 | | | L |
| WHITE | NO | NO | 2,647* | 81%* | YES | 1.067 | 151 | 118 | 118 |
| MÜLTIRAGIAL | _ | e seke dengelepeld.
— | 33 | | | 27 | } | Andrew Seek Company of the Company | |
| TUDENTS WITH DISABILITIES | NO | NO | 410* | 69%* | YES | 162† | 90† | 78 | 78 |
| IMITED ENGLISH PROFICIENT | _ | e di memberina di | 2 | | | 2 | | | 100 |
| CONOMICALLYDISADVANTAGED | NO | NO | 399* | 74%* | YES | 147 | 124 | 91 | 91 |

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 PI |
|---------------------------------------|---|---|--------------------------------------|------------|
| | | | | |
| | | | | |
| OT AMERICAN INDIAN OR ALASKA NATIVE | 2,851* | 81% | 1,148 | 151 |
| OTELACKOR AFRICANAMERICAN | 2,808* | 81%* | 1,132 | 151 |
| OTHISPANICORDATINO: | 2,795' | 81%* | 1,126 | 151 |
| OTASIAN OR NATIVE HAWAIIAN/OTHER PAC. | 2,805* | 81%' | 1,132 | 151 |
| OP WHITE | 204* | 80%* | 81 | 152 |
| OTMULTIRACIAL | 2,792* | 81%* | 1,121 | 150 |
| ENERAL EDUCATION: | 2,441 | 83%* | 1,000 | 161 |
| NGLISH PROFICIENT | 2,846* | 81%* | 1,146 | 151 |
| OTIEGONOMICALLY DISADVANTAGED | 2,452* | 82%* | 1,001 | 155 |
| AIE | 1,391* | 82%* | 566 | 195
148 |
| MALE | 1,460* | 79%* | 582 | 153 |
| IGRANT. | 0 | and a service of the | 0 | 133 |
| DTIMIGRANT | 2,851* | 81%* | 1,148 | 151 |

[—] 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: NO

| GROU₽ | MADE AYP | TESTED 80% | STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF
GENROLLED
STUDENTS WITH
VALID TEST SCORE | | TESTED STUDENTS
ENROLLED ON BEDS
DAY | PI | EAMO | PROGRESS TARGET |
|--|---|---------------------------------------|---|---|---------------------------------------|--|--|--|--|
| ALLSTUDENTS | YES | YES | 506 | 88% | YES | 434 | 195 | 184 | 184 |
| AMERICAN INDIAN OR ALASKA NATIVE | | _ | . 0 | | | 0 | and the same of th | | an polysta amenderickim of \$118, 1977 |
| BLACKOR AFRICAN AMERICAN | a province of the second second of the second | - | 12 | | | 8 | | | |
| HISPANICORLATINO | _ | | 12 | - | - | .10 | | and the state of t | and comments of the second |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | | · · · · · · · · · · · · · · · · · · · | 8 | Argenta (1900) and Armenda.
Argenta (1900) and Armenda. | | 7 | | and the standard of the standa | e program de la compansa de la comp |
| WHITE | YES | YES | 463 | 89% | YES | 401 | 196 | 190 | 190 |
| MULTIRACIAL | | | 11 | Adams and section in the section of | | 8 | - Section Control Control | | 170 |
| STUDENTS WITH DISABILITIES | NO | NO | 153* | 72% * | YES | 71† | 182† | 164 | 164 |
| LIMITED ENGLISH PROFICIENT | en e transcriptor colores. | | 1 | [| : : : : : : : : : : : : : : : : : : : | 1 | | | 204 |
| JECONOMICALLEY DISADVANTAGED | YES | YES | 83 | 81% | YES | 63 | 186 | 171 | 171 |

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 I | DAY PI |
|--------------------------------------|---|---|---|--|
| | | | | |
| · | | | | |
| NOT AMERICAN INDIAN OR ALASKA NATIVE | 506 | 88% | 434 | 195 |
| NOTELACKOR AFRICANAMERICAN | 494 | 88% | 426 | 196 |
| OTHISPANIC ORLATINO | 494 | 88% | 424 | 195 |
| IOTASIAN ORNATIVEHAWAIIAN/OTHERPAC. | 498 | 88% | 427 | 195 |
| OTWHITE. | 43 | 84% | dere error error (j. 1844) er en er | 182 |
| OTIMULTIRACIAL | 495 | 88% | 426 | 195 |
| ENERALEDUCATION | 415 | 92% | 370 | 198 |
| NGLISH PROFIGIENT | 505 | 88% | 433 | 196 |
| OTECONOMICALLY DISADVANTAGED | 423 | 90% | 371 | 197 |
| AUE | 237 | 88% | 205 | 195 |
| EMAUE | 269 | 88% | 229 | 195 |
| IIGRANT | 0 | e term ver verge er verkem kom en er en er en en en en en er.
Er | Comprehensive Services of Services of Services | k et dipetratura de aparenda estado por estado estado en estado en estado en estado en estado en estado en est |
| OTMIGRANT | 506 | 88% | 434 | 195 |

[—] 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.

The percentage of students tested in the current year fell below 80 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.

SECONDARY-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

| GROUP | MADE AYP | TESTED 95% | 12TH GRADERS | PERCENT OF 12TH
GRADERS WITH
VALID TEST SCORES | PI >= EAMO OR SAF
HARBOR TARGET | E 2013
ACCOUNTABILITY
COHORT MEMBERS | PI | EAMO | SAFE HARBOR
TARGET |
|--|--|---|--------------|---|--|--|--|--|--------------------------------|
| | | | | | | | | | |
| ALLSTUDENTS | YES | YES | 276 | 100% | YES | 272 | 177 | 171 | 171 |
| AMERICAN INDIAN OR ALASKA NATIVE | | are not below and property of the constraints | 0 | _ | e gang latina mandali naga
——————————————————————————————————— | 0 | _ | | |
| BLACK OR AFRICAN AMERICAN | - | | 2 | - I | | 3 | | <u> </u> | |
| HISPANICOR LATINO | - | | 6 | | n en | 6 | and the professional and Control Control | ta da mana da como de la como de ada as como de ad | And the second fractions |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | and and and come also come of a second | (| 7 | | | 6 | | _ | |
| WHITE | YES | YES | 261 | 100% | YES | 257 | 179 | 179 | 179 |
| AULTIRACIAL: | _ | | 0 | _ | e degrada e de proposición de la composición del composición de la composición de la composición de la composición de la composición del composición de la c | 0 | e e e e e e e e e e e e e e e e e e e | | South and a state of a control |
| TUDENTS WITH DISABILITIES | NO | | 31 | e de la companya de l
La companya de la co | NO | 33† | 91† | 127 | 127 |
| IMITED ENGLISH PROFICIENT | 4.7 | | 0 | —, | en kan hawanin.
 | 0 . | | | et dans en albert and |
| CONOMICALLY DISADVANTAGED | _ | erin variation and company of the | 21 | _ | · · · · · · · · · · · · · · · · · · · | 21 | · · · · · · · · · · · · · · · · · · · | | |

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

| GROUP | 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALIE
TEST SCORES | 2013 ACCOUNTABILITY COHORT MEMBERS | PI |
|--------------------------------------|--------------|--|------------------------------------|--|
| | | | | |
| IOT AMERICAN INDIAN OR ALASKA NATIVE | 276 | 100% | 272 | 177 |
| IOTBLACKOR AFRICAN AMERICAN | 274 | 100% | 269 | 178 |
| IOTHISPANIC OR LATINO | 270 | 100% | 266 | 178 |
| IOTASIANORNATIVEHAWAIIAN/OTHERPAC | 269 | 100% | 266 | 177 |
| OTWHITE | 15 | The second section of the second seco | 15 | |
| OTMULTIRACIAL . | 276 | 100% | 272 | 177 |
| ENERALEDUCATION | 245 | 100% | 242 | 189 |
| NGI/ISHPROFICIENT | 276 | 100% | 272 | 177 |
| OTECONOMICALLY DISADVANTAGED | 255 | 100% | 251 | 180 |
| TALE | 152 | 100% | 151 | 173 |
| EMALE | 124 | 99% | 121 | 183 |
| IIGRANT | 0 | e de de la companya d
La companya de la companya del companya de la companya del companya de la companya del la companya del la companya del la companya de | 0 | All Marie Commercial and Commercial personal makes Supplied Apparent Commercial Commerci |
| OTMIGRANT | 276 | 100% | 272 | 177 |

— 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 2013 accountability cohort, so PI, EAMO, and Safe † Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

SECONDARY-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

| GROUP | MADE AYP | TESTED 95% | 12TH GRADERS | PERCENT OF 12TH
GRADERS WITH
VALID TEST SCORES | HARBOR TARGET | | PI | EAMO | SAFE HARBOR
TARGET |
|--|----------|--|--------------|--|------------------------------------|-----|--|--|---|
| | | | | | | | | | |
| ALLSTUDENTS | YES | YES | 276 | 100% | YES | 272 | 159 | 158 | 158 |
| AMERICAN INDIAN OR ALASKA NATIVE | | | 0 | | | 0 | er grahime deposition of an articles | The second second second second | |
| BLACKORAFRICANAMERICAN | - | | 2 | | | 3 | | | en er |
| HISPANICOREATIND | - | 194 - Alles Agent Anne en conserva | 6 | | | 6 | e profesorazione della profeso | | Commission and an arrange areas, a |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | _ | - American de la Carte de Cart | 7 | | er e som literatura arang sananara | 6 | | A Paragraphic Commission of the Commission of th | to the second second second second second |
| WHITE | NO | YES | 261 | 100% | NO | 257 | 161 | 168 | 168 |
| MÜLTIRAGIAL | _ | | 0 | | | 0 | erente aus anno 100 anns 100 anns 100 anns | and the desired production of the second | |
| STUDENTS WITH DISABIJUTIES | NO | en parki ekales eka eka eka.
Parki | 31 | | NO | 33+ | 88 + | 119 | 115 |
| LIMITEDENGLISH PROFICIENT | _ | | 0 | | e Service and management | | | | 113 |
| JEGONOMIGAHLYDIJAADWANT/AGED | <u> </u> | | 21 | | | 21 | | . — — — — — — — — — — — — — — — — — — — | |

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

| GROUP | 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | 2013 ACCOUNTABILITY COHORT MEMBERS | PI | |
|--------------------------------------|---|--|------------------------------------|-----|--|
| | | | | | |
| IOT AMERICAN INDIAN ORVALASKA NATIVE | 276 | 100% | 272 | 159 | |
| IOTBLACK OF AFRICAN/AMERICAN | 274 | 100% | 269 | 161 | |
| IOTHISPANIGOR LATING | 270 | 100% | 266 | 160 | |
| OTASIAN OR NATIVE HAWAIIAN/OTHERPAC | 269 | 100% | 266 | 159 | |
| OT WHITE | 15 | en e | 15 | | |
| OT MULTIRAGIAL | 276 | 100% | 272 | 159 | |
| ENERALIEBU(CATION) | 245 | 100% | 242 | 168 | |
| NGUSHPROFICIENT | 276 | 100% | 272 | | |
| OTJECONOMICALLYDISADVANTAGED | 255 | 100% | 251 | 161 | |
| AUS | 152 | 100% | 151 | 152 | |
| EMALE | 124 | 100% | 121 | 168 | |
| IGRANT | • · · · · · · · · · · · · · · · · · · · | real region and real residence of the control of | 0 | | |
| OTIMIGRANT | 276 | 100% | 272 | 159 | |

— 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 2013 accountability cohort, so PI, EAMO, and Safe † Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

UNWEIGHTED COMBINED ELA AND MATH PIS

| GROUP | ELEMENTARY/ MIDDLE-LEVEL ELA PI | ELEMENTARY/ MIDDLE-LEVEL MATH PI | SECONDARY-LEVEL ELA PI | SECONDARY-LEVEL MATH PI | UNWEIGHTED COMBINED |
|---|--|--|--|--|---|
| | | | | | |
| | | | | | |
| | | | | | |
| ALLSTUDENTS | 141 | 151 | 177 | 159 | 157 |
| AMERICAN INDIAN OR ALASKA NATIVE | | | | The second secon | 0 |
| BLACK OR AFRICAN AMERICAN | The control of the co | Mindret of the second for the first resemble of the second second of the second of the second second second second | | | 0 |
| IISPANIC OR LATINO | teritoria de en el media de deservado en 1900 en aprimo presenta de la filosoficación de la companya a apun-
antesidad en la companya de la comp | frame i description de description de la constant de la final de la constant de l | | | 0 |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | The second of th | An extreme short on recover of a sign of contract of the contr | | | 0 |
| VHITE | 140 | 151 | 179 | 161 | 158 |
| NULTIRACIAL | —————————————————————————————————————— | garante menerales de la destace mente es etitales es que es extres entre tipo tipo de la colonidad después de s
Ambiento | figure and the second s | Same the constant and t | 0 |
| TUDENTS WITH DISABILITIES | 79 | 90 | 91 | 88 | 87 |
| IMITED ENGLISH PROFICIENT | | The stand of the Communication of the stand of the standard of | | | 0 |
| CONOMICALLY DISADVANTAGED | 121 | 124 | - | | 123 |
| | The second secon | The control of the co | a management of the control of the c | the account of the state of the | and a safety of policy as a second of the |
| — There were not enough students to deter | mine a Performance Index. | | | | |

OVERALL GRADUATION RATE FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

| GROUP | MADE AYP |
|--|--|
| ALLSTUDENTS | YES |
| AMERICANINDIANOR ALASKA NATIVE | andra a service and analysis and the service of the service and the service and a service and a service and a
The service and the service and |
| BLACKORAFRICANAMERICAN | protestation of the control of the c |
| HISPANICORLATINO | p 1 - Britania (n. 1900). Propinski pri sistem i se |
| ASIAN ORNATIVE HAWAIIAN/OTHER PAGIFICISLANDER | e server server region de la compania de la majorita de la compania de la compania de la compania de la compan
 |
| WHITE | The state of the s |
| MULTIRAGIAL | origina in meneral maneral con secon speciment of the property of the second was a second to the second property of the second o |
| STUDENTS WITH DISABILITIES | YES |
| LIMITED ENGLISH PROFICIENT | |
| ECONOMICALLYDISADVANTAGED | YES |
| AND THE STREET, AND ADDRESS OF THE STREET, AND A | |
| — There were not enough students to make an AYP determination. | |

FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

| GROUP | MET GRADUATION-RATE CRITERIO | N: 2012 FOUR-YEAR GRADUATION-RATE TO'
COHORT | TAL GRADUATION RATE | STATE STANDARD | PROGRESS TARGET |
|--|--|---|---------------------|---|--|
| ALLSTUDENTS | YES | 270 | 96% | 80% | 80% |
| AMERICAN INDIAN OR ALASKA NATIVE | _ | 0 | | 30% | 60 <i>7</i> 8 |
| BLACK OR AFRICAN AMERICAN | en a communicação de 1800, que de signa e a a distribuição, que estado plana e en emplaço a que en el como de
 | erite en man la mana de mana de la mana de la mana de mana de la mana de la mana de la mana de la mesa de la m
La mana de la mana della mana de | | O - material company and definition of the company | e traversion and production of the contract of |
| HISPANICORLATINO. | and the specimental and according to | ary and the same of the contract of the contra | | | ener et er en a seu enicado a seu en |
| ASIANOR NATIVE HAWAIIAN/OTHER PACIFIC. | and the second s | | | | |
| WHITE | YES | 258 | 96% | 80% | |
| MULTIRACIAL | e, nazigna pro-proportion in a second or experience, when it is the second or experience of the second or experience or experien | ······································ | TOP | 80% | 80% |
| STUDENTS WITH DISABILITIES | YES | 37+ | 84%+ | 0.004 | 2000 or other markets of the markets |
| LIMITED ENGLISH PROFICIENT | daning and a construction of the same same same same so | Company of the control of the contro | 04761 | 80% | 80% |
| ECONOMICALLY DISADVANTAGED | YES | | 86% | 80% | 80% |

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.
† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

FIVE-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

| GROUP | MET GRADUATION-RATE CRITER | ION: 2011 FIVE-YEAR GRADUATION-RATE TOTAL COHORT | GRADUATION RATE | STATE STANDARD | PROGRESS TARGET |
|--|--|---|--|---|---|
| ALLSTUDENTS | YES | 289 | 97% | 80% | 80% |
| AMERICAN INDIAN OR ALASKA NATIVE | _ | 1 | kritisk ett er er er er en er | The section of the se | |
| BLACK OR AFRICANAMERICAN | | 3 | | | |
| HISPANICORIATINO | The street of the contract of | 2 | radio antico e mert recent care e care e antico a | | de a se se se se superior de la company de la company
La company de la c |
| ASIAN OR NATIVE HAWAIIAN/OTHER PAGIFIC | | a na ang managan na asawa sa na asawa sa na ang managan na ang managan na ang managan na ang managan na ang ma
O na ang managan na a | enten en begreene greetre e
Comment | | |
| WHITE | YES | 281 | 97% | 80% | 80% |
| MULTIRACIAL | and the second of the second o | 2 | en e | i financia de la constanti de la constanti.
Esta de la constanti de la constan | |
| STUDENTS WITH DISABILITIES | YES | 33†. | 88%† | 80% | 80% |
| JUMITED ENGLISH PROFICIENT | - | | entro de entro de la composició de entre e | | The stages of the stage of the |
| EGONOMICALLY DISADVANTAGED | | 22 | · · · · · · · · · · · · · · · · · · · | | . — |

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.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

GRADUATION RATES FOR NON-AYP GROUPS FOR ACCOUNTABILITY

| GROUP | FOUR-YEAR GRADUATION | N-RATE TOTAL COHORT | FIVE-YEAR GRADUATION-RATE TOTAL COHOR | | | |
|---------------------------------------|--|---|--|--|--|--|
| | 2012 FOUR-YEAR GRADUATION-RATE
TOTAL COHORT | GRADUATION RATE | 2011 FOUR-YEAR GRADUATION-RATE
TOTAL COHORT | GRADUATION RATE | | |
| IOT AMERICAN INDIAN OR ALASKA NATIVE | 270 | 96% | 288 | 97% | | |
| IOTBLACKOR AFRICAN AMERICAN | 268 | 96% | 286 | 97% | | |
| OTHISPANICOR LATINO | 268 | 96% | 287 | 97% | | |
| OT ASIAN OR NATIVE HAWAIIAN/OTHER PAG | 265 | 96% | 289 | 97% | | |
| OT WHITE | 12 | ne en e | et et de le terrena en en en en en la la la remajorat en la regional de la region | 77.76 | | |
| OTMULTIRACIAL | 267 | 96% | 287 | transference and a second seco | | |
| ENERAL FOUCATION | 236 | 97% | 257 | 97%
98% | | |
| IGLISH PROFICIENT | 270 | 96% | 289 | 97% | | |
| OT ECONOMICALLY DISADVANTAGED | 234 | 97% | 267 | 98% | | |
| ALE | 135 | 96% | 153 | em en en en en em en | | |
| MALE | 135 | 95% | 136 | 95% | | |
| IGRANT | ر این از این در استان به این | er en meter er ar ar pages er er er ar ar ar men er er er er er er pages. | 0 | 99% | | |
| OTMIGRANI | 270 | 96% | 289 | 97% | | |

— There were fewer than 30 students in the cohort.

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

 $Percentage of 2012 \ Graduation-Rate \ Total \ Cohort \ members \ who \ graduated \ as \ of \ August \ 31, 2016 \ with:$

| REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (THIS DISTRICT) | 56% |
|--|---|
| REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (STATEWIDE) | 31% |
| PERCENTAGE IN THIS DISTRICT EXCEEDED STATEWIDE | YES |
| REGENTS DIPLOMA WITH CTE ENDORSEMENT (THIS DISTRICT) | 5% |
| GEÖLMESFÜE KOVAN, TERTIT EINDE FEINE MITTSVATELMERT) | 5% |
| PERCENTAGE OF TERREUSSHOOT (INCORD) OF STATEMEN | NÖ |
| | TION DEPARTMENT. ALL RIGHTS RESERVED.
O ON: APRIL 16, 2018, 10:40 AM EST |

FISCAL ACCOUNTABILITY SUMMARY (2016 - 17)

INFORMATION ABOUT EXPENDITURE RATIOS (2015 - 16)

(Data are lagged a year.)

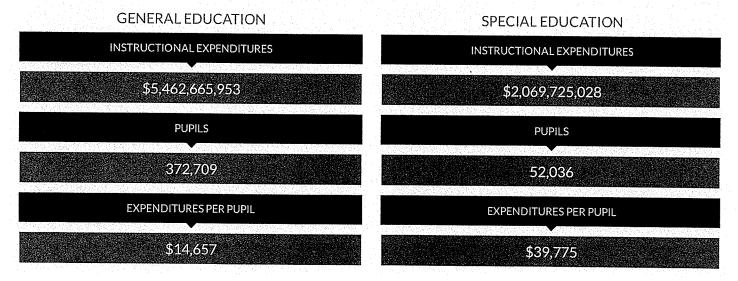
Commissioner's Regulations require that certain expenditure ratios for general-education and special-education students be reported and compared with ratios for similar districts and all public schools. The required ratios for this district are reported below.

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 INSTRUCTIONAL EXPENDITURES INSTRUCTIONAL EXPENDITURES \$32,922,098 \$12,079,801 PUPILS PUPILS PUPILS 3,087 398 EXPENDITURES PER PUPIL \$10,665 \$30,351

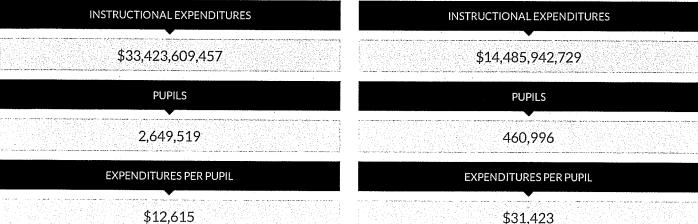
SIMILAR DISTRICT GROUP LOW NEED/RESOURCE CAPACITY



ALL SCHOOL DISTRICTS

SPECIAL EDUCATION

GENERAL EDUCATION



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

Instructional Expenditures for Special Education are K-12 expenditures for students with disabilities (including summer special education expenditures) plus a proration of buildinglevel 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

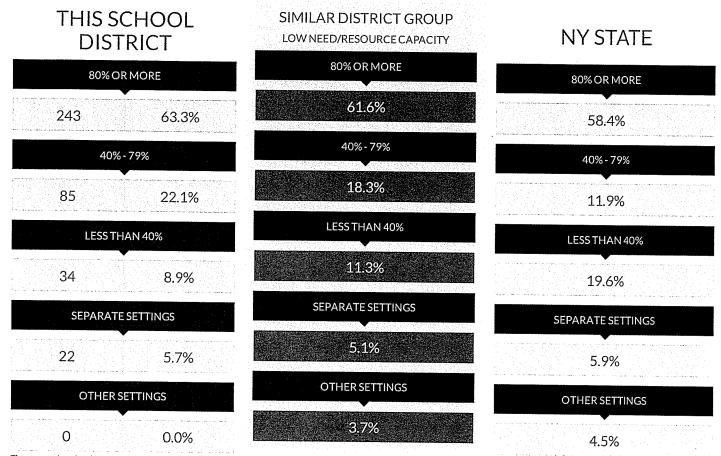
| THIS SCHOOL DISTRICT | SIMILAR DISTRICT GROUP | NY STATE |
|----------------------|------------------------|----------|
| \$20,009 | \$26,819 | \$23,361 |

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 (2016 - 17)

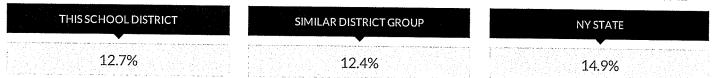
Commissioner's Regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required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

STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)



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 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.

BURNT HILLS-BALLSTON LAKE SR HS - SCHOOL REPORT CARD DATA [2016 - 17]

BURNT HILLS-BALLSTON LAKE SR HS ENROLLMENT (2016 - 17)

| DOMNI HILLS-DALL | STON LAKE SK HS ENKULI | IMENI (2016 - 17) |
|---|--|--|
| K-12 ENROLLMENT | | 1,036 |
| F | NROLLMENT BY GENDER | |
| MALE | MOLLINE HI DE DENDER | |
| MALE 569 | and the second of the second o | FEMALE |
| | 55% 467 | 45% |
| EN | ROLLMENT BY ETHNICIT | Y |
| GROUP | TOTAL | PERCENT |
| AMERICAN INDJAN ORALASKA NATIVE | | 0% |
| BLACKOR AFRICAN AMERICAN. | 8 | 1% |
| HISPANICORLATINO. | 16 | 2% |
| ASIANORNATIVE HAWAIIAN/OTHER PACIFIC ISLANDER WHITE | 19 | 2% |
| MULTIRACIAL | 978 | 94% |
| V. 1. T. I. | 14 | 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1 |
| | OTHER GROUPS | |
| 5161911119119119 | OTHER GROUPS | |
| ENGLISH LANGUAGE LEARNERS | STUDENTS WITH DISABILITIES | ECONOMICALLY DISADVANTAGED |
| | 133 | 100 10% |
| E | ENROLLMENT BY GRADE | |
| GROUP | TOTAL | PERCENT |
| PTHIGRADE | 258 | 25% |
| ADTHGRADE | 252 | 24% |
| 150TH GRADE | 244 | 24% |
| 12THGRADE | 274 | 26% |
| UNGRADED SECONDARY | 8 | 1% |

AVERAGE CLASS SIZE (2016 - 17)

| GROUP | CLASSSIZE |
|-------------------------|----------------------------------|
| COMMON BRANCH: | 21 |
| GRADE10 ENGLISH | 22 |
| GRADE 10 MATHEMATICS | 21 |
| GRADE 10 SCIENCE | 20 |
| GRADE 10 SOCIAL STUDIES | 23 |
| | |
| FREE AND REDUCED-F | PRICE LUNCH (2016 - 17) |
| ELIGIBLE FOR FREE LUNCH | ELIGIBLE FOR REDUCED-PRICE LUNCH |
| 76 | 20 2% |
| ATTENDAN | CE (2015 - 16) |
| ANNUALATTIENDANGERATE | 95% |
| | |
| STUDENT SUSPE | NSIONS (2015 - 16) |

STAFF COUNTS (2016 - 17)

GROUP

| | SIA!! |
|--------------------------|-------|
| PRINCIPALS | |
| ASSISTANT PRINCIPALS | 2 |
| OTHER PROFESSIONALS TAFF | 17 |
| PART ROPESSIONALS | |

TEACHER QUALIFICATIONS (2016 - 17)

| TOTAL TEACHERS | 87 |
|--|--|
| PERCENT WITH NO VALID TEACHING CERTIFICATE | The state of the s |
| PERCENT TEACHING OUT OF CERTIFICATE | 1% |
| PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE | The second secon |
| PERCENTAGE WITH MASTER'S DEGREEPLUS 30 HOURS OR DOCTORATE | 15% |
| | 401 |
| PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION | TS |
| Commence of the managery of the commence of th | |

HIGH SCHOOL COMPLETERS (2016 - 17)

| GROUP | COMPLETERS (GRADUATES | COMMENCEMENT CREDENTIALS) | GRADUATES (REGENTS + LC | CAL DIPLOMAS) | | REGENTS DIPLO |)MA |
|----------------------------|-----------------------|---------------------------|-------------------------|---------------|--------|---------------|------------------|
| ALL STUDENTS | | 274 | 272 | | 256 | | 94% |
| GENERALEDUCATION | | 243 | 243 | | 243 | | 100% |
| STUDENTS WITH DISABILITIES | | 31 | 29 | | 13 | | 45% |
| GROUP | REGENTS WITH ADVANCE | D DESIGNATION REGENTS WIT | H CTE ENDORSEMENT | LOCAL DI | PLOMAS | COMMENCEM | SENT CREDENTIALS |
| ALLSTUDENTS | 150 | 55% 6 | 2% | 16 | 6% | 2 | 1% |
| GENERALEDUCATION | 146 | 60% 4 | 2% | 0 | 0% | 0 | 0% |
| STUDENTS WITH DISABILITIES | 4 | 14% 2 | 7% | 16 | 55% | 2 | 6% |

HIGH SCHOOL NON-COMPLETERS (2016 - 17)

GROUI

DROBBEDON

ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM

TOTAL NONCOMPLETERS

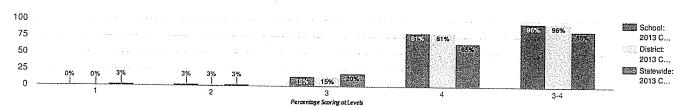
ALLSTUDENTS

GENERALEDUCATION

POST-GRADUATION PLANS OF COMPLETERS (2016 - 17)

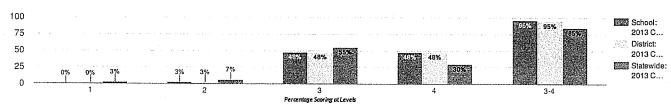
| GROUP | TO FOUR-YEAR COLLEGE | TO TWO-YEAR COLLEGE | TO OTHER POST-SECONDARY | TO THE MILITARY |
|----------------------------|----------------------|-------------------------|---------------------------|--------------------|
| ALLSTUDENTS | 161 59% | 84 31% | 3 1% | 4 1% |
| GENERALEDUCATION | 156 64% | 71 29% | 3 1% | 3 1% |
| STUDENTS WITH DISABILITIES | 5 16% | 13 42% | 0 0% | 1 3% |
| | | | | |
| GROUP | TO EMPLOYMENT | TO ADULT SERVICES | TO OTHER KNOWN PLANS | PLANSUNKNOWN |
| ALL STUDENTS | 19 7% | TO ADULT SERVICES 1 0% | TO OTHER KNOWN PLANS 1 0% | PLANSUNKNOWN 1 0% |
| | | | | |

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



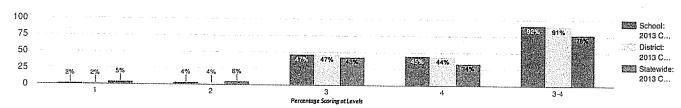
| GROUP | TOTAL TESTED | PROFICIENT | LEV | /EL 1 | LE | VEL 2 | ΓE | ∕EL3 | LEVEL 4 | |
|--|--------------|------------|-----|-------|-------------------|-------------------|----|------------|---------|------|
| Allestudents | 270 | 96% | 0 | 0% | 7 | 3% | 41 | 15% | 219 | 81% |
| GENERALEDUCATION | 243 | 99% | 0 | 0% | 0 | 0% | 25 | 10% | 216 | 89% |
| STUDENTS WITH DISABILITIES | 27 | 70% | 0 | 0% | 7 | 26% | 16 | 59% | 3 | 11% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | 6 | | | | | | | | | 11/6 |
| BLACKOR AFRICAN AMERICAN | 3 | _% | | | Androdānie i
E | - | | | | |
| HISPANIC OR LATINO | 6 | 83% | 0 | 0% | 0 | 0% | 2 | 33% | - | |
| WHITE | 255 | 97% | 0 | 0% | 6 | 2% | 38 | 15% | 209 | 50% |
| MALLGROUP TOTAL | 9 | 89% | 0 | 0% | 1 | 11% | 1 | 11% | 209 | 82% |
| EMALE: | 119 | 99% | 0 | 0% | 0 | 0% | 17 | formal and | | 78% |
| NAIE . | 151 | 94% | 0 | 0% | | 5% | | 14% | 101 | 85% |
| ION-ENGLISH LANGUAGE LEARNERS | 270 | 96% | n | 0% | | 3% | 24 | 16% | 118 | 78% |
| CONOMICALLY DISADVANTAGED | 20 | 85% | n | 0% | j (| Garage Commission | 41 | 15% | 219 | 81% |
| OTTECONOMICATOY DISADVANTAGED | 250 | 97% | | | 2 | 10% | 7 | 35% | 10 | 50% |
| OF MIGRANT | 270 | 96% | Ü | 0% | 5 | 2% | 34 | 14% | 209 | 84% |
| | 270 | 70% | | 0% | 7 | 3% | 41 | 15% | 219 | 81% |

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



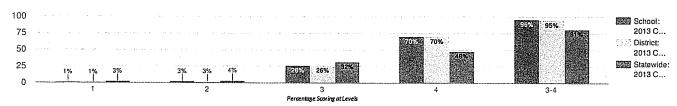
| GROUP | TOTAL TESTED | PROFICIENT | LE/ | EL 1 | LEV | EL2 | LEV | 'EL 3 | LEV | /EL 4 |
|--|--------------|------------|-----|------|-----|----------|-----|-------|-----|-------|
| ALLSTUDENTS | 270 | 96% | 1 | 0% | 8 | 3% | 129 | 48% | 130 | 48% |
| GENERAL EDUCATION | 243 | 99% | 0 | 0% | 1 | 0% | 112 | 46% | 129 | 53% |
| STUDENTS WITH DISABILITIES | 27 | 67% | 1 | 4% | 7 | 26% | 17 | 63% | 1 | 4% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | 6 | _% | | - | - | | | | | |
| BLACKORAFRICANAMERICAN | 3 | _% | | | | <u>.</u> | 1 | 1 | | |
| HISPANICORPATINO | 6 | 83% | 0 | 0% | 1 | 17% | 3 | 50% | 2 | 33% |
| WHITE | 255 | 97% | 1 | 0% | 4 | 2% | 124 | 49% | 124 | 49% |
| SMALLGROUP TOTAL | 9 | 67% | 0 | 0% | 3 | 33% | 2 | 22% | 4 | 44% |
| FEMALE | 119 | 100% | 0 | 0% | 0 | 0% | 56 | 47% | 63 | 53% |
| MALE | 151 | 93% | 1 | 1% | 8 | 5% | 73 | 48% | 67 | 44% |
| NON-ENGLISH LANGUAGE LEARNERS | 270 | 96% | 1 | 0% | 8 | 3% | 129 | 48% | 130 | 48% |
| ECONOMICALLY DISADVANTAGED | 20 | 80% | 0 | 0% | 3 | 15% | 9 | 45% | 7 | 35% |
| NOTECONOMICALLY DISADVANTAGED | 250 | 97% | 1 | 0% | 5 | 2% | 120 | 48% | 123 | 49% |
| NOTMIGRANT | 270 | 96% | 1 | 0% | 8 | 3% | 129 | 48% | 130 | 48% |

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



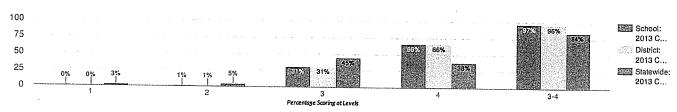
| GROUP | TOTAL TESTED | PROFICIENT | LE/ | /EL 1 | LEV | /EL 2 | LEV | /EL3 | LEV | 'EL 4 |
|--|--------------|------------|--------------------------------------|-------|-----|-----------------------------------|------------------------------|------|----------------------|-------|
| ALLSTUDENTS | 270 | 92% | 5 | 2% | 12 | 4% | 127 | 47% | 121 | 45% |
| GENERALEDUCATION | 243 | 96% | 0 | 0% | 6 | 2% | 117 | 48% | 117 | 48% |
| STUDENTS WITH DISABILITIES | 27 | 52% | 5 | 19% | 6 | 22% | 10 | 37% | 4 | 15% |
| ASIAN ORNATIVE HAWAIIAN/OTHER PACIFIC. | 6 | _% | | | | a dag umulas daga
Januar Linda | Salatar - Markemeta
Baran | | de l'esternade l'ang | |
| BLACK OR AFRICAN AMERICAN | 3 | _% | e jare en en en en en en el
El La | | | | | | | |
| HISPANICORLATINO | 6 | 50% | 0 | 0% | 1 | 17% | 0 | 0% | 3 | 50% |
| WHITE | 255 | 93% | 4 | 2% | 11 | 4% | 123 | 48% | 114 | 45% |
| SMALL GROUP TO TAL: | 9 | 89% | . 1 | 11% | 0 | 0% | 4 | 44% | 4 | 44% |
| FEMALE | 119 | 94% | 0 | 0% | 6 | 5% | 59 | 50% | 53 | 45% |
| MALE | 151 | 90% | 5 | 3% | 6 | 4% | 68 | 45% | 68 | 45% |
| NON-ENGLISH LANGUAGE LEARNERS | 270 | 92% | 5 | 2% | 12 | 4% | 127 | 47% | 121 | 45% |
| ECONOMICALLYDISADVANTAGED | 20 | 70% | 2 | 10% | 3 | 15% | 9 | 45% | 5 | 25% |
| NOTEGONOMICALLYDISADVANTAGED | 250 | 94% | 3 | 1% | 9 | 4% | 118 | 47% | 116 | 46% |
| HANNEN | 270 | 92% | 5 | 2% | 12 | 4% | 127 | 47% | 121 | 45% |

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



| GROUP | TOTAL TESTED | PROFICIENT | LEV | EL 1 | LEV | EL2 | LEV | EL 3 | LEV | EL 4 |
|------------------------------------|--------------|------------|-----|---------------------------------------|-------|-----|-----|------|-----|------|
| AMSTUDENTS | 270 | 96% | 2 | 1% | 7 | 3% | 69 | 26% | 190 | 70% |
| GENERALEDUCATION | 243 | 99% | 0 | 0% | 1 | 0% | 58 | 24% | 183 | 75% |
| STUDENTS WITH DISABILITIES | 27 | 67% | 2 | 7% | 6 | 22% | 11 | 41% | 7 | 26% |
| ASIANORNATIVEHAWAIIAN/OTHERPACIFIC | 6 | _% | _ | | 1 4 _ | _ | | frid | | |
| BLACKOR AFRICAN AMERICAN | 3 | _% | - | • • • • • • • • • • • • • • • • • • • | _ | | | _ (| 23 | - |
| HISPANICORILATINO | 6 | 83% | 0 | 0% | 1 | 17% | 2 | 33% | 3 | 50% |
| WHITE | 255 | 96% | 2 | 1% | 5 | 2% | 66 | 26% | 180 | 71% |
| SMALLGROUP TOTAL | 9 | 89% | 0 | 0% | 1 1 | 11% | 1 | 11% | 7 | 78% |
| FEMALE | 119 | 99% | 1 | 1% | 0 | 0% | 36 | 30% | 82 | 69% |
| MALE | 151 | 93% | 1 | 1% | 7 | 5% | 33 | 22% | 108 | 72% |
| NON-ENGLISH LANGUAGE LEARNERS | 270 | 96% | 2 | 1% | 7 | 3% | 69 | 26% | 190 | 70% |
| EGONOMIGALIYIDISADVANTAGED | 20 | 80% | 1 | 5% | 2 | 10% | 8 | 40% | 8 | 40% |
| NOTIEGONOMIGALLY/DISADVANTAGED | 250 | 97% | 1 | 0% | 5 | 2% | 61 | 24% | 182 | 73% |
| NOTIMIGRANII. | 270 | 96% | 2 | 1% | 7 | 3% | 69 | 26% | 190 | 70% |

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



| GROUP | TOTAL TESTED | PROFICIENT | LE | ∕EL1 | LE\ | /EL 2 | LEV | /EL 3 | LEV | /EL 4 |
|---|--------------|------------|----|------|-----------|-------|---------|----------------|---------------------|-------------|
| ALLSTUDENTS | 270 | 97% | 0 | 0% | 4 | 1% | 84 | 31% | 178 | 66% |
| GENERALEDUCATION | 243 | 99% | 0 | 0% | 0 | 0% | 69 | 28% | 171 | 70% |
| STUDENTS WITH DISABILITIES | 27 | 81% | 0 | 0% | 4 | 15% | 15 | 56% | 7 | 26% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC. | 6 | _% | | · | | | | | | |
| BLACKOR AFRICAN AMERICAN | 3 | _% | _ | | Pain Tana | | | | | 1 |
| HISPANICORLATINO | 6 | 67% | 0 | 0% | 0 | 0% | 1 | 17% | 3 | 50% |
| WHITE | 255 | 98% | 0 | 0% | 4 | 2% | -
79 | 31% | 170 | 67% |
| SMALL GROUP TOTAL | 9 | 100% | 0 | 0% | 0 | 0% | 4 | 44% | . 5 | 56% |
| FEMALE | 119 | 98% | 0 | 0% | 1 | 1% | 38 | 32% | 79 | 66% |
| MALE | 151 | 96% | 0 | 0% | 3 | 2% | 46 | 30% | 99 | ing manager |
| NON:ENGLISH LANGUAGE LEARNERS | 270 | 97% | 0 | 0% | 4 | 1% | 84 | 31% | Service and Service | 66% |
| ECONOMICALLYDISADVANTAGED | 20 | 90% | 0 | 0% | 1 | 5% | 9 | gers being der | 178 | 66% |
| NOTIEGONOMICALLY DISADVANTAGED | 250 | 98% | n | 0% | | 1% | 75 | 45% | 9 | 45% |
| NOTIMIGRANIT | 270 | 97% | 0 | 0% | 4 | 1% | 84 | 30%
31% | 169
178 | 68% |

ENGLISH LANGUAGE ARTS (COMMON CORE)

ENGLISH LANGUAGE ARTS (COMMON CORE)

| GROUP | TOTALTESTED | LE | /EL1 | LE | /EL 2 | LEV | /EL3 | LE\ | /EL4 | LEV | /EL 5 |
|--|-------------|-----|------|---------------------------|-------|-----|-------|-----|--|----------------------|-------|
| ALLSTUDENTS | 252 | 3 | 1% | 4 | 2% | 19 | 8% | 49 | 19% | 177 | 70% |
| GENERALEDUCATION | 221 | 0 | 0% | 1 | 0% | 9 | 4% | 37 | 17% | 174 | 79% |
| STUDENTS WITH DISABILITIES | 31 | 3 | 10% | 3 | 10% | 10 | 32% | 12 | 39% | 3 | 10% |
| AMERICAN INDIAN OR ALASKA NATIVE | 1 | | | | _ | | _ | | | Barrellian
Langue | |
| ASIAN ORNATIVE HAWAIIAN/OTHER PACIFIC. | 2 | _ | F = | Serveren kalemaniska
S | | · | 1 - 1 | | | <u> </u> | |
| BLACKORAFRICANAMERICAN | 4 | | | | - | | | - | and the second s | | |
| HISPANIC OR LATINO | 5 | 0 | 0% | 0 | 0% | 1 | 20% | 2 | 40% | 2 | 40% |
| WHITE | 238 | 3 | 1% | 2 | 1% | 18 | 8% | 46 | 19% | 169 | 71% |
| MULTIRACIAL | 2 | · - | 1 | | | | _ | | | | |
| MAILGROUP TOTAL | 9 | 0 | 0% | 2 | 22% | 0 | 0% | 1 | 11% | 6 | 67% |
| EMALE | 111 | 1 | 1% | 1 | 1% | 5 | 5% | 14 | 13% | 90 | 81% |
| MALE | 141 | 2 | 1% | 3 | 2% | 14 | 10% | 35 | 25% | 87 | 62% |
| NON-ENGLISH LANGUAGE LEARNERS | 252 | 3 | 1% | 4 | 2% | 19 | 8% | 49 | 19% | 177 | 70% |
| CONOMICALLYDISADVANTAGED | 22 | 2 | 9% | 1 | 5% | 2 | 9% | 8 | 36% | 9 | 41% |
| NOTECONOMICALLY DISADVANTAGED | 230 | 1 | 0% | 3 | 1% | 17 | 7% | 41 | 18% | 168 | 73% |
| NOTI MIGRANIT | 252 | .3 | 1% | 4 | 2% | 19 | 8% | 49 | 19% | 177 | 70% |

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

| GROUP | TOTAL TESTED | LE | VEL 1 | LΕ | VEL 2 | LEV | /EL 3 | LEV | /EL 4 | LE. | /EL 5 |
|---|--------------|----|-------|-----------------------------------|-------------------|--|-------|-----------------------------------|-------|--------------------------|---------------------------------------|
| AUESTUDENTS AND | 228 | 6 | 3% | 6 | 3% | 71 | 31% | 95 | 42% | 50 | 22% |
| GENERALEDUCATION | 183 | 1 | 1% | 1 | 1% | 44 | 24% | 90 | 49% | 47 | 26% |
| STUDENTS WITH DISABILITIES | 45 | 5 | 11% | 5 | 11% | 27 | 60% | 5 | 11% | 3 | 7% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PAGIFIC. | 3 | | - : | | ng nasasan ang ma | | | _ | | r Hermandyn
Literatur | · · · · · · · · · · · · · · · · · · · |
| BLAGKORAFRICAN AMÉRICAN | 4 | | - | | 1 - 1 | _ | | | | | |
| HISPÁNICOR LATINO. | 4 | - | 1 2 2 | 1 1 - 1 | | ************************************** | | | | | |
| White | 213 | 4 | 2% | 4 | 2% | 65 | 31% | 94 | 44% | 46 | 22% |
| MUETIRACIÁL | 4 | 1 | - | ga e se entre o
ga o e entre o | 1 2 | | | energie baser
Orden <u>a</u> S | 100 | 1.7 | |
| SMALL GROUP TOTAL | 15 | 2 | 13% | 2 | 13% | 6 | 40% | 1 | 7% | 4 | 27% |
| FEMALE | 103 | 3 | 3% | 2 | 2% | 33 | 32% | 39 | 38% | 26 | 25% |
| MALE | 125 | 3 | 2% | 4 | 3% | 38 | 30% | 56 | 45% | 24 | 19% |
| NON-ENGLISH LANGUAGE LEARNERS | 228 | 6 | 3% | 6 | 3% | 71 | 31% | 95 | 42% | 50 | 22% |
| EGONOMICALLY DISADVANTAGED | 30 | 4 | 13% | 1 | 3% | 13 | 43% | 9 | 30% | 3 | 10% |
| NOTECONOMICALLY DISADVANTAGED. | 198 | 2 | 1% | 5 | 3% | 58 | 29% | 86 | 43% | 47 | 24% |
| NOTMIGRANT | 228 | 6 | 3% | 6 | 3% | 71 | 31% | 95 | 42% | 50 | 22% |

COMMON CORE GEOMETRY

REGENTS COMMON CORE GEOMETRY

| GROUP | TOTAL TESTED | LEVEL | 1 | LEVE | EL 2 | LEV | EL3 | LEV | ÆL4 | LEV | /EL 5 |
|--|--------------|--|-------------------------------------|------|--|-------------------------|--|--------------------------|---------------------------------|--|----------------|
| ALLSTUDENTS | 205 | 0 | 0% | 8 | 4% | 84 | 41% | 65 | 32% | 48 | 23% |
| GENERALEDUCATION | 201 | | | | Albania waka kata a anga | | in a series of the series of t | | | | 2070 |
| STUDENTS WITH DISABILITIES | 4 | | - managan pangan a | _ | region y artiferantina a see | | | | | <u> </u> | · |
| ASIAN OR NATIVE HAWAUAN/OTHER PACIFIC. | 7 | on a sure of the s | | | orana sa | a kananina Tapina na na | promise Symbol | en en - | election control care il securi | h | |
| BLACK OR AFRICAN AMERICAN | 1 | | | | in and and a | | | etinisti ilikeli kunteni | laterative in Terror and an | e and deposition of the first and the same | <u> </u> |
| HSPANICORLATINO | 1 | or to seem an exercise a factor and | | | | | | ļ . | Prove tyrin Palabanasia | <u>-</u> | Steel Blackson |
| WHITE | 194 | 0 | 0% | 8 | 4% | -
77 | 40% | 63 | 32% | -
46 | -
24% |
| MULTIRACIAL | 2 | | endamental per disease and a second | | a son garages year year y | | and production according | | 3276 | | 2470 |
| MALLGROUPTOTAL | 11 | · O · /· | 0% | 0 | - 0% | 7 | 64% | 2 | 18% | 2 | 18% |
| EMALE | 97 | 0 | 0% | 5 | 5% | 44 | 45% | 26 | 27% | 22 | 23% |
| NAME | 108 | 0 | 0% | 3 | 3% | 40 | 37% | 39 | 36% | 26 | 23% |
| ION:ENGLISH LANGUAGE LEARNERS | 205 | 0 | 0% | 8 | 4% | 84 | 41% | 65 | 32% | 26
48 | 24% |
| CONOMICALLY DISADVANTAGED. | 13 | 0 | 0% | 0 | 0% | 9 | 69% | 3 | 23% | -10 | 23% |
| OTECONOMICALLY DISADVANTA GED | 192 | · · · · · · · · · · · · · · · · · · · | والمتراد فالمتراش والمتراج | 8 | 4% | 75 | 39% | 62 | 32% | 47 | 24% |
| IOTI MIGRANT | 205 | e se estado e conserva- | e en or englished | 8 | 4% | 84 | 41% | 65 | 32% | 48 | 23% |

ALGEBRA II (COMMON CORE)

ALGEBRA II (COMMON CORE)

| GROUP | TOTAL TESTED | LE\ | /EL1 | LEV | /EL 2 | LEV | /EL3 | LE | /EL4 | LEV | 'EL 5 |
|--|-------------------------------------|--------------|-----------------------|-----|---|------------------------|--------------------|--------------------------|-----------------------|-----------------|--|
| ALLSTUDENTS | 171 | 0 | 0% | 1 | 1% | 54 | 32% | 78 | 46% | 38 | 22% |
| GENERALEDUCATION : | 166 | 0 | 0% | 1 | 1% | 50 | 30% | 77 | 46% | 38 | 23% |
| STUDENTS/WITH DISABILITIES: | 5 | 0 | 0% | 0 | 0% | 4 | 80% | 1 | 20% | 0 | 0% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PAGIFIC. | 1 | . / |) <u>-</u> | j | e (de la la companya de la companya | | | | | to the Mark the | |
| HISPANICORLATING | 2 | | era ranga andara
B | | | giri Tana | ingen Tener. | | de Carrier | 1 1 | ļ <u></u> |
| White | 168 | | : | | 100. | | | la e a T lana | e jeta na razioni i i | A | en e |
| SMALL GROUP TOTAL | 171 | 0 | 0% | 1 | 1% | 54 | 32% | -
78 | 46% | 38 | |
| FEMALE | 93 | 0 | 0% | | 0% | 28 | 30% | 45 | 48% | | 22% |
| MALE | 78 | 0 | 0% | | 1% | 26 | 33% | 33 | January Santanana | 20 | 22% |
| NONHENGLISHIJANGUAGE LEARNERS | 171 |
O | 0% | 1 | 1% | 54 | Service (Section) | Succession | 42% | 18 | 23% |
| EGONOMICALLY DISADVANTAGED | 0 | 0 | 0% | | for any some | ete i e giorni di ili. | 32% | 78 | 46% | 38 | 22% |
| NOTIECONOMICALLY DISADVANTAGED | 162 | er grander i | | 0 | 0% | 3 | 33% | 6 | 67% | 0 | 0% |
| NOTIMIGRANT | ti i sa sa sana aka ya nagagisanika | 0 | 0% | . 1 | 1% | 51 | 31% | 72 | 44% | 38 | 23% |
| Control of the Contro | 171 | 0 | 0% | 1 | 1% | 54 | 32% | 78 | 46% | 38 | 22% |

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

| GROUP | TOTAL TESTED | | 55 | ϵ | 5 | 8 | 5 |
|--|--|---|--|---|---|-----|--|
| ALLSTUDENTS | 265 | 249 | 94% | 229 | 86% | 108 | 41% |
| GENERAL EDUCATION | 221 | 217 | 98% | 210 | 95% | 108 | 49% |
| STUDENTS WITH DISABILITIES | 44 | 32 | 73% | 19 | 43% | 0 | 0% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | over 12 m m. m | (1) (1) (1) (1) (1) (1) (1) (1) (1) (1) | 100% | 5 | 100% | 2 | 40% |
| BLACK OR AFRICAN AMERICAN | 3 | | No. 1. Communication of the second contraction of the second contracti | and francisco | | | 1070 |
| HISPANIC OR LATINO | ······································ | ······································ | | and the first section of the section of the | 200 Per 1930 may 17 193 51 Per 1930 may 1 | | on many to the state of the sta |
| WHITE | 251 | 237 | 94% | 219 | 87% | 104 | 41% |
| MULTIRACIAL | er en en en propositio de la companya de la compan
La companya de la co | | | arterior ar some some | | | t fart is managenerative aux |
| MALLGROUPTOTAL | 9 | 7 | 78% | 5 | 56% | 2 | 22% |
| EMALE | 126 | 120 | 95% | 110 | 87% | 43 | 34% |
| MALE | 139 | 129 | 93% | 119 | 86% | 65 | 47% |
| ION:ENGLISH LANGUAGE LEARNERS | 265 | 249 | 94% | 229 | 86% | 108 | 41% |
| CONOMICALLY DISADVANTAGED: | 32 | 24 | 75% | 20 | 63% | 5 | 16% |
| OTIECONOMICALLY DISADVANTAGED | 233 | 225 | 97% | 209 | 90% | 103 | 44% |
| IOT MIGRANT | 265 | 249 | 94% | 229 | 86% | 108 | 41% |

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

| GROUP | TOTAL TESTED | 5 | 5 | 6 | 5 | 8 | 5 |
|---------------------------------------|--------------|-----|------|---------------------------------------|--|-----|--------------------------------------|
| AULSTUDENTS | 255 | 252 | 99% | 244 | 96% | 197 | 77% |
| GENERALEDUCATION | 224 | 224 | 100% | 221 | 99% | 188 | 84% |
| STUDENTS WITH DISABILITIES | 31 | 28 | 90% | 23 | 74% | 9 | 29% |
| AMERICAN INDIAN OR ALASKA NATIVE | 1 | | | eregariski za manites
1 | tion and a section of the section of | | |
| ASIAN ORNATIVE HAWAIIAN/OTHER PAGIFIC | 3 - 3 - | | _ | · · · · · · · · · · · · · · · · · · · | | | Admiration (Territoria)
Statement |
| BLACKOR AFRICANAMERICAN | 3 | | | garanda basan kangalan ka
L | | | |
| HISPANIC OR LATINO | 6 | 6 | 100% | 6 | 100% | 4 | 67% |
| WHITE | 240 | 237 | 99% | 230 | 96% | 186 | 78% |
| MULTIRACIAL | 2 | | _ | | | | |
| SMALLGROUPTOTAL | 9 | 9 | 100% | 8 | 89% | 7 | 78% |
| FEMALE | 113 | 112 | 99% | 111 | 98% | 90 | 80% |
| MALE | 142 | 140 | 99% | 133 | 94% | 107 | 75% |
| NON-ENGLISH LANGUAGE LEARNERS | 255 | 252 | 99% | 244 | 96% | 197 | 77% |
| FCONOMICALLY DISADVANTAGED. | 27 | 24 | 89% | 21 | 78% | 14 | 52% |
| NOTECONOMICALLY DISADVANTAGED | 228 | 228 | 100% | 223 | 98% | 183 | 80% |
| NOT MIGRANT | 255 | 252 | 99% | 244 | 96% | 197 | 77% |

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

| GROUP | TOTALTESTED | | 55 | ć | 35 | 8 | 35 |
|---------------------------------------|--|-----------------------------------|--|--|--|--|---|
| ALLSTUDENTS | 229 | 228 | 100% | 222 | 97% | 107 | 47% |
| ENERALEDUCATION | 199 | 199 | 100% | 195 | 98% | 107 | 53% |
| TUDENTS WITH DISABILITIES | 30 | 29 | 97% | 27 | 90% | 2 | 7% |
| SIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | and the state of t | | A contract of distance to the deposits as in research | Andrea Service of the Control of the | The second secon | for a sime state of the | 176 |
| LACKOR AFRICAN AMERICAN | 3 | | | | enter kanara sa katawa wana ana ana ana | ļ | ha an |
| IISPANIC OR LATINO | | | Palestone o prosesso objective objective of | and the second section of the second section is a second | The state of the s | A max move of the second contract of the seco | |
| VHITE | 218 | 218 | 100% | 212 | 97% | 104 | 48% |
| MULTIRACIAL | 3 | er fram er værming i sammende sam | the state of the s | and the time and the second of the second | Control of the second s | | 40.70 |
| MALL:GROUP TOTAL | 11 | 10 | 91% | 10 | 91% | 3 | 27% |
| EMAIE . | 104 | 103 | 99% | 101 | 97% | 51 | 49% |
| ALE | 125 | 125 | 100% | 121 | 97% | 56 | 45% |
| ON-ENGLISH LANGUAGE LEARNERS | .229 | 228 | 100% | 222 | 97% | 107 | 47% |
| ONOMICALLY DISADVANTAGED. | 25 | 24 | 96% | 22 | 88% | 5 5 | 20% |
| OTECONOMICALLY DISADVANTAGED | 204 | 204 | 100% | 200 | 98% | 102 | 50% |
| OTMIGRANT | 229 | 228 | 100% | 222 | 97% | 107 | 47% |

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

| GROUP | TOTAL TESTED | 5 | 5 | 6 | 5 | | 85 |
|-------------------------------------|--------------|--|--|-----|--------------------------------------|------------------------------|---------------------------|
| LESTUDENTS | 244 | 234 | 96% | 218 | 89% | 123 | 50% |
| ENERALEDUCATION | 212 | 208 | 98% | 199 | 94% | 121 | 57% |
| UDENTSWITHDISABILITIES | 32 | 26 | 81% | 19 | 59% | 2 | 6% |
| LDIFIDAR PHOVIALIAWAHAWATARING NATE | 7 | 7 | 100% | ; | 100% | 4 | 57% |
| AGKORAFRIGANAMERIGAN | 1 | | | | kalen aranganya ranga.
Kananganya | | |
| SPANICORVATINO. | 2 | en de en | ter etimore e dispersa e super esta e
La companya e dispersa e super esta e | | k en k naaktiin ee | essa sa s a aanaa | |
| HITE | 228 | 221 | 97% | 207 | 91% | 117 | 51% |
| ULTIRAGIAL | 6 | | <u> </u> | | | | 3176 |
| ALLGROUPTOTAL | 9 | 6 | 67% | 4 | 44% | 2 | 22% |
| MAIE | 114 | 108 | 95% | 96 | 84% | 51 | 45% |
| Afaz | 130 | 126 | 97% | 122 | 94% | 72 | 45%
55% |
| ON-ENGLISH LANGUAGE LEARNERS | 244 | 234 | 96% | 218 | 89% | 123 | finish says says a second |
| ONOMICALLYDISADVANTAGED | 25 | 22 | 88% | 19 | 76% | 9 | 50% |
| DIEGONOMIGATRADIAVDAVIAGED | 219 | 212 | 97% | 199 | 76%
91% | francisco de la Caraca | 36% |
| DiffMiGRAND | 244 | 234 | 96% | 218 | 91%
89% | 114
123 | 52%
50% |

PHYSICAL SETTING/CHEMISTRY

REGENTS PHYSICAL SETTING/CHEMISTRY

| GROUP | TOTAL TESTED | 5 | 5 | ϵ | 55 | 8 | 5 |
|---------------------------------------|--|--|---------------------------------------|--|--|--|-------|
| ALLSTUDENTS | 178 | 178 | 100% | 164 | 92% | 76 | 43% |
| SENERALEDUCATION | 172 | 172 | 100% | 158 | 92% | 75 | 44% |
| TUDENTS WITH DISABILITIES | 6 | 6 | 100% | 6 | 100% | 1 | 17% |
| SIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | 2 | - | | and the second section of the s | | enterna de parameter apertar a como | |
| LACKOR AFRICAN AMERICAN | the state of the s | and the state of t | | | Sagram (a fare an invite a superior description) | ter e de en de la companya de la co | |
| ISPANICOR LATINO | 2 | _ | the fact that the median court median | - | | Se di salaman e ancara, i alam | |
| Инте | 173 | 173 | 100% | 160 | 92% | 76 | 44% |
| MALLGROUPTOTAL | 5 | 5 | 100% | 4 | 80% | 0 | 0% |
| EMAILE. | 86 | 86 | 100% | 82 | 95% | 35 | - 41% |
| ALE | 92 | 92 | 100% | 82 | 89% | 41 | 45% |
| ON:ENGLISH LANGUAGE LEARNERS - | 178 | 178 | 100% | 164 | 92% | 76 | 43% |
| CONOMICALLYDISADVANTAGED | 5 | 5 | 100% | 5 | 100% | 2 | 40% |
| OTECONOMICALLY, DISADVANTAGED | 173 | 173 | 100% | 159 | 92% | 74 | 43% |
| OTM GRANT | 178 | 178 | 100% | 164 | 92% | 76 | 43% |

PHYSICAL SETTING/PHYSICS

REGENTS PHYSICAL SETTING/PHYSICS

| GROUP | TOTAL TESTED | | 5 | 6 | 5 | 8 | 5 |
|--|--------------|--|------|----|---|--|--|
| ALLSTUDENTS | 102 | 102 | 100% | 96 | 94% | 53 | 52% |
| GENERALEDUCATION | 101 | | | | | | er i de la Maria de la Caracteria de la Car
Esta de la Caracteria de |
| STUDENTS WITH DISABILITIES | 1 | | | _ | • · · · · · · · · · · · · · · · · · · · | | |
| AMERICAN INDIAN OR ALASKA NATIVE | 1 | . A | | | - | | |
| ASIAN OF NATIVE HAWAIIAN/OTHER PACIFIC | 4 | | | | | general et en land ander en et
November | |
| HISPANICORLATINO | 2 | | _ | | | | (1) |
| White se | 95 | 95 | 100% | 89 | 94% | 51 | 54% |
| SMALLGROUPTOTAL | 7 | 7 | 100% | 7 | 100% | 2 | 29% |
| FEMALE | 37 | 37 | 100% | 36 | 97% | 19 | 51% |
| MALE | 65 | 65 | 100% | 60 | 92% | 34 | 52% |
| NON:ENGLISH LANGUAGE LEARNERS | 102 | 102 | 100% | 96 | 94% | 53 | 52% |
| ECONOMICALLY DISADVANTAGED | 2 | en de la completa de
La completa de la co | | | | | en produce de production de la companya de la comp |
| NOTIECONOMICALLY DISADVANTAGED. | 100 | agen a de company de la co | | | | garante mangan bahasa da kabupatan
Kabupatèn Bahasa | |
| NOTMIGRANT | 102 | 102 | 100% | 96 | 94% | 53 | 52% |

NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA) RESULTS (2016 - 17)

| GROUP | TOTAL TESTED PROFICIENT LEVEL 1 LEVEL 2 LEVEL 3 LEVEL 4 |
|--------------------------------|---|
| SECONDARY-LEVEL ELA | |
| SECONDARY-LEVEL MATH | 1 26 |
| SECONDARY-LEVELSCIENCE | 1 26 |
| SECONDARY-LEVEL SOCIAL STUDIES | 1 _% |

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 SAF
HARBOR TARGET | E 2013
ACCOUNTABILITY
COHORT MEMBERS | PI | EAMO | SAFE HARBOR
TARGET |
|---|--|--|--------------|---|---------------------------------------|--|--|--|--|
| | | | | | | | | | |
| ALLSTUDENTS | YES | YES | 274 | 100% | YES | 269 | 178 | 171 | 171 |
| AMERICAN INDIAN OR ALASKA NATIVE | - | | 0 | Andrea to the contract of the | | 0 | | and the control of th | The color of the c |
| BLACKOR AFRICAN AMERICAN | | · · · · · · · · · · · · · · · · · · · | 2 | | _ | 3 |) : معبر دو کسر اما جد ۱۹۰۱
ا | | |
| HISPANICORLATINO | - | ementering a species of | 6 | | _ | 6 | ala dipangan na mangangan na dipangan na dipangan na dipangan na dipangan na dipangan na dipangan na dipangan
Managan | | |
| ASIAN ORNATIVE HAWAIIAN/OTHER PACIFIC.: | ety de montre error y a facilità di sago, cas. | - | 7 | | eng makaman
L | 6 | and a second | | |
| WHITE | YES | YES | 259 | 100% | YES | 254 | 180 | 179 | 179 |
| MULTIRACIAL | | er ingresprende e | 0 | | · · · · · · · · · · · · · · · · · · · | 0 | | end myses as | _ |
| STUDENTS WITH DISABILITIES | - | - makeng paraman ana ang pagang p
 | 29 | _ | · · · · · · · · · · · · · · · · · · · | 27 | ا میواندرات است که دیماند
است | andronesia e e e
— e | Aleman de la companya |
| LIMITED ENGLISH PROFICIENT. | | | 0 | | Mariana a consideration of the | 0 | <u> </u> | and the same of the same | Special Control of the Control of th |
| ECONOMICALLY DISADVANTAGED | | - | 20 | · | | 19 | · · · · · · · · · · · · · · · · · · · | | |

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

| GROUP | 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID
TEST SCORES | 2013 ACCOUNTABILITY COHORT MEMBERS | PI |
|-----------------------------------|--------------|---|---|---|
| | | | | |
| OTAMERICANINDIAN OR ALASKAVNATIVE | 274 | 100% | 269 | 178 |
| OTELAÇKOR AFRICAN AMERICAN | 272 | 100% | 266 | 179 |
| OTHISPANIC OF LATINO | 268 | 100% | 263 | 179 |
| OTASIANORNATIVEHAWAIIAN/OTHERPAG. | 267 | 100% | 263 | 178 |
| OPWHITE | 15 | <u>-</u> | 15 | , de la companya de
La companya de la co |
| OTIMULTRACIAL | 274 | 100% | 269 | 178 |
| ENERALEDUGATION | 245 | 100% | 242 | 189 |
| MGHSHPROHIGIENT. | 274 | 100% | 269 | 178 |
| OTEGONOMICALLYDISADVANTAGED | 254 | 100% | 250 | 181 |
| ALE | 151 | 100% | 150 | 173 |
| EMALE | 123 | 99% | 119 | 184 |
| IGNAT. | 0 | | 0 1 1 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | |
| OTMIGRANT | 274 | 100% | 269 | 178 |

— 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 2013 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

SECONDARY-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

| GROUP | MADE AYP | TESTED 95% | 12TH GRADERS | PERCENT OF 12TH I
GRADERS WITH
VALID TEST SCORES | HARBOR TARGET | 2013
ACCOUNTABILITY
COHORT MEMBER | | EAMO | SAFE HARBOR
TARGET |
|--|---|--|--------------|--|--|---|---|------|-------------------------|
| | | | | | | | | | |
| ALLSTUDENTS | YES | YES | 274 | 100% | YES | 269 | 159 | 158 | 158 |
| AMERICAN INDIAN OR ALASKA NATIVE | - | | 0 | _ | | 0 | e de la companya de l | | |
| BLACK OR AFRICAN AMERICAN | _ | | 2 | | | 3 | e de la companya de l | | |
| HISPANICORLATINO | idente de la completa de la decessa de la completa | | 6 | _ | مون والمراجعين بديان في مقسم او تد.
 | 6 | | | |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | Andreas and the second | e de servicio e e estado e estado e en estado e en estado e en el como | , | | | 6 | | | |
| WHITE | NO | YES | 259 | 100% | NO | 254 | 162 | 168 | 168 |
| MULTIRACIAL | _ | | 0 | | | 0 | e de la company en la graphe de la com-
La company en la c | | |
| STUDENTS WITH DISABILITIES | | | 29 | - | e income a su constitución i | 27 | | | |
| LIMITED ENGLISH PROFICIENT | | _ | 0 | - | a di | 0 | | | Secretary and solve and |
| ECONOMICALLY DISADVANTAGED | | | 20 | - | | 19 | † | | See See Jan See Jan |

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

| GROUP | 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | 2013 ACCOUNTABILITY COHORT MEMBERS | . (1) (1) (1) (1) (1) (1) (1) (1) (1) (1) |
|--|--------------|--|--|--|
| | | | | |
| | | | | |
| | | | | |
| IOT/AMERICAN INDIAN OR ALASKA NATIVE | 274 | 100% | 269 | 159 |
| IOTIBLACKOR AFRICAN AMERICAN | 272 | 100% | 266 | 161 |
| OTHISPANICORLATINO | 268 | 100% | 263 | 160 |
| IOTASIAN OR NATIVE HAWAIIAN/OTHER PAG. | 267 | 100% | 263 | 160 |
| OTWHITE | 15 | era de la composição de l
La composição de la compo | to forth and the land of the l | erentago legi i planette pe planette di la |
| IOTMULTIRACIAL | 274 | 100% | 269 | 159 |
| ENERALEDUCATION | 245 | 100% | 242 | 168 |
| NGUSH PROFICIENT | 274 | 100% | 269 | 159 |
| OTECONOMICALLY DISADVANTAGED | 254 | 100% | 250 | 162 |
| IALE | 151 | 100% | 150 | 152 |
| EMALE | 123 | 100% | 119 | 169 |
| IIGRANT | . 0 | e planet i sa | | 107 |
| OTM GRANT | 274 | 100% | 269 | 159 |

— 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 2013 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

UNWEIGHTED COMBINED ELA AND MATH PIS

| GROUP | ELEMENTARY/ MIDDLE-LEVEL ELA PI | ELEMENTARY/ MIDDLE-LEVEL MATH PI | SECONDARY-LEVEL ELA PI | SECONDARY-LEVEL MATH PI | UNWEIGHTED COMBINED P |
|---|--|--|---|--|--|
| | | | | | |
| | | | | | |
| | | | especially for the first section of the | | -758 F F F 4 - 200 - 10 W - 2 - 2 - 6 - 10 F F |
| ALLSTUDENTS | | | 178 | 159 | 169 |
| AMERICAN INDIAN OR ALASKA NATIVE | | and the second s | | en e | 0 |
| BLACK OR AFRICANAMERICAN | And the first of the company of the production o | and the second of the second o | - | | 0. |
| HISPANICORLATINO | | Control of the Contro | | | 0 |
| ASIAN ORNATIVE HAWAIIAN/OTHER PACIFIC | = | | - | - | 0 |
| WHITE | | The state of the s | 180 | 162 | 171 |
| MÜLTRAGIAL | _ | | Constitution of the second of | | 0 |
| STUDENTS WITH DISABILITIES | - | | _ | - | 0 |
| LIMITED ENGLISH PROFICIENT | <u> </u> | | - - | | 0 |
| ECONOMICALLYDISADVANTAGED | | – | - | - | 0 |
| There were not enough students to deter | rmino a Borformonco Indov | | | | |
| | mine a remormance index. | | | | |

OVERALL GRADUATION RATE FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

| GROUP | MADE AYP |
|--|--|
| NIESTUDENTS! | YES |
| MÉRICAN INDIAN ORALASKA NATIVE | |
| ILAGKORAFRIGANAMERIGAN | - |
| DISPANIC OR LATINO. | |
| SIAN OR NATIVE HAWAIIAN/OTHER PAGIFIC ISLANDER | Andrew Commence of the Commenc |
| VHITE | YES |
| UULTIRACIAL | |
| TUDENTS:WITH DISABILITIES | YES |
| IMITED ENGLISH PROFICIENT | |
| GONOMICALLY/DISADV/ANTA/GED | YES |
| | STATE OF THE PROPERTY OF THE P |
| The art of the state of the sta | The state of the s |
| — There were not enough students to make an AYP determination. | |

FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

| GROUP | MET GRADUATION-RATE CRITERION: | 2012 FOUR-YEAR GRADUATION-RATE TOTAL
COHORT | GRADUATION RATE | STATE STANDARD | PROGRESS TARGET |
|---|--|--|--|---|--|
| | | | | | |
| ALLSTUDENTS | YES | | | THE COLUMN TO SERVICE AND ADDRESS OF THE COLUMN | |
| AMERICAN INDIAN OR ALASKA NATIVE | | 267 | 97% | 80% | 80% |
| BLACKORAFRICANIAMERICAN | | | | | |
| HISPANICORLATINO | | and the second s | | | |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC. | Constitution of the state of th | The second section of the second state of the second second section of the second seco | | | Comment on the first of the solution of the so |
| WHITE | YES | 255 | 97% | 80% | 80% |
| MULTIRACIAL | and god and the same officers of the property of the same control of the same control of the same of the same control of | to a final to the contract contract contract contract of the contract contr | | OU/A | BU% |
| STUDENTS WITH DISABILITIES | YES | 34† | 91%† | 80% | 80% |
| LIMITED ENGLISH PROFICIENT | American control of the control of t | • • • • • • • • • • • • • • • • • • • | en de la | er er enga sankyanan er er er en | |
| EGONOMICALLY DISADVANTAGED | YES | • 10 to the common and the contract of the con | 86% | 80% | 80% |

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.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

FIVE-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

| GROUP | MET GRADUATION-RATE CRITERION: | 2011 FIVE-YEAR GRADUATION-RATE TOTAL
COHORT | GRADUATION RATE | STATE STANDARD | PROGRESS TARGET |
|--|--|--|--|--|-----------------|
| ALLSTUDENTS | YES | 289 | 97% | 80% | 80% |
| AMERICAN INDIAN OR ALASKA NATIVE | | 1 | ه به پندستنشان و هم به چو جروان پرد
کار این | | _ |
| BLACKOR AFRICAN AMERICAN | Company of the second property of the second control of the second of th | 3 | - | | |
| HISPANICORLATINO | to the second second section of the second section | 2 | _ | | - |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | The state of the s | 0 | and the second s | - | + |
| WHITE | YES | 281 | 97% | 80% | 80% |
| MULTIRACIAL | man dan 1 km mana kamanan 1 mman kalamatan da <u>aman bagi</u> ya mili daga 1997 <u>an</u> 18 ya sanganya. | 2 | a de la companya de l | - | - 1 |
| STUDENTS WITH DISABILITIES | YES | 33† | 88%† | 80% | 80% |
| LIMITED ENGLISH PROFICIENT | | 0 | - | The second secon | - |
| EGONOMICALLYDISADVANTAGED | | 22 | | | = 1 |

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.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

GRADUATION RATES FOR NON-AYP GROUPS FOR ACCOUNTABILITY

| GROUP | FOUR-YEAR GRADUATION | N-RATE TOTAL COHORT | FIVE-YEAR GRADUATION | -RATE TOTAL COHORT |
|--------------------------------------|--|--|--|--|
| | 2012 FOUR-YEAR GRADUATION-RATE
TOTAL COHORT | GRADUATION RATE | 2011 FOUR-YEAR GRADUATION-RATE
TOTAL COHORT | GRADUATION RATE |
| NOT AMERICAN INDIAN OR ALASKA NATIVE | 267 | 97% | 288 | 97% |
| NOTBLACKOR AFRICAN AMERICAN | 265 | 97% | 286 | 97% |
| NOTHISPANIC OR LATINO | 265 | 97% | 287 | 97% |
| NOTASIAN OR NATIVE HAWAIIAN/OTHER PA | 262 | 97% | 289 | 97% |
| NOTWHITE | 12 | t in the despetitive state for the last and the extraction of the last and the last | 8 | and the second s |
| NOTMULTIRACIAL | 264 | 97% | 287 | 97% |
| SENERALEDUCATION | 236 | 97% | 257 | 98% |
| NGUSHPROFICIENT | 267 | 97% | 289 | 97% |
| NOTECONOMICALLY DISADVANTAGED | 231 | 98% | 267 | 98% |
| MALE | 134 | 97% | 153 | 95% |
| EMALE | 133 | 96% | 136 | 99% |
| NIGRANT | 0 | The state of the control of the cont | 0 | |
| NOTIMIERANT | 267 | 97% | 289 | 97% |

[—]There were fewer than 30 students in the cohort.

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

 $Percentage \ of \ 2012 \ Graduation-Rate \ Total \ Cohort \ members \ who \ graduated \ as \ of \ August \ 31, 2016 \ with:$

| REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (THIS SCHOOL) | [13] N. Baran (13) (13) (13) (13) (14) (15) (15) (15) (15) (15) (15) (15) (15 | | | |
|--|---|--|--|--|
| RECENTS DIPLOMA WITH AN ADVANCED DESIGNATION (STATEWIDE) | 31% | | | |
| PERCENTAGE IN THIS SCHOOL EXCEEDED STATEWIDE | YES TO A STATE OF THE STATE OF | | | |
| REGENTS DIPLOMA WITH CTE ENDORSEMENT (THIS SCHOOL) | 556 | | | |
| SPROMOSIBE EXTENSIVE AND TO DESCRIPT TO SERVICE AND A | 596 | | | |
| New Novelland and the control of the stage of the second s | NO | | | |
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RICHARD H O'ROURKE MIDDLE SCHOOL - SCHOOL REPORT CARD DATA [2016 - 17]

RICHARD HO'ROURKE MIDDLE SCHOOL ENROLLMENT (2016 - 17)

| STATE | K-12 ENROLLMENT | | 726 |
|--|---------------------------|--|--|
| ### PEMALE ### 295 | | ENROLLMENT BY GENDER | ramma and secondary or the control between the personal debug annual lineary of a discovering him his chain security is a |
| ### STATESTATE ### STATESTATE | | EI WOLLINE WILL BY GENDER | FEMALE |
| ENROLLMENT BY ETHNICITY GROUP TOTAL PERCENT BLACK OF ATRICAN AMERICAN 12 2% HISPARIC OF LATRICAN AMERICAN 12 2% HISPARIC OF LATRICAN AMERICAN 13 2% ASIANDS NATIVE HAWAII AMORTHER PACIFIC ISVANDER 15 2% WHITE 675 93% MULTIRACIAL 11 2% OTHER GROUPS ENGLISH LANGUAGE LEARNERS STUDENTS WITH DISABILITIES ECONOMICALLY DISABVANTAGED - 79 14% 106 15% ENROLLMENT BY GRADE GROUP TOTAL PERCENT ACTUSTADE GROUP TOTAL PERCENT ACTUSTADE UNGRADE 196 27% UNGRADE 196 27% UNGRADE 196 35% 31HGKADE 294 35% UNGRADED 196 35% 21HGKADE 299 37% | 355 | ^{49%} | and the second of the contract of the contract of the second of the seco |
| BLACK ORAFRIGAN PERCENT BLACK ORAFRIGAN 12 2% HISPANIC ORLATINO 13 2% ASIAN OR NATIVE HAWAITAN/OTHER PACIFIC ISLANDER 15 2% WHITE 675 93% MULTIRAGIAL 11 2% COTHER GROUPS ENGLISH LANGUAGE LEARNERS STUDENTS WITH DISABILITIES ECONOMICALLY DISADVANTAGED FOR TOTAL PERCENT GROUP 196 UNGRADED BLEMENTARY 1 0% 7HIGRADE 254 35% SHIGRADE 269 37% | E | anteriore de secondario an menuno esperio del 12 de 1998 del decembra del 1998 del del del del del del del del
Control del del del del del del del del del de | |
| BLACK OR AFRICANAMERICAN 12 2% | | | |
| ASIANORNATIVEHAWAIIAN/OTHERFACIFICISTANDER 13 2% | | IOTAL | PERCENT |
| ASIANORNATIVE HAWAIIAN/OTHER PACIFICIS LANDER WHITE 675 MULTURACIAE OTHER GROUPS ENGLISH LANGUAGE LEARNERS STUDENTS WITH DISABILITIES ECONOMICALLY DISADVANTAGED 99 14% 106 15% ENROLLMENT BY GRADE GROUP GROUP TOTAL PERCENT ON- OTHER GROUP 196 27% UNGRADE DELEMENTARY 1 0% THER GROUP 1071 254 35% SHIFTER ADE UNGRADE SERVICE SERVICE 210 2254 337% | | 12 | 2% |
| MULTIRACIAL 675 93% MULTIRACIAL 11 2% OTHER GROUPS ENGLISHLANGUAGE LEARNERS STUDENTS WITH DISABILITIES ECONOMICALLY DISADVANTAGED 99 14% 106 15% ENROLLMENT BY GRADE GROUP TOTAL PERCENT ATHIGRADE 196 27% UNGRADED ELEMENTARY 1 0% WITH GRADE 254 35% ETHIGRADE 269 37% | | 13 | 2% |
| OTHER GROUPS ENGLISH LANGUAGE LEARNERS STUDENTS WITH DISABILITIES ECONOMICALLY DISADVANTAGED 99 14% 106 15% ENROLLMENT BY GRADE GROUP TOTAL PERCENT ATH GRADE 196 27% UNGRADED LEMENTARY 1 0% 77H GRADE 254 35% SHIGKADE 269 37% | | 15 | 2% |
| OTHER GROUPS ENGLISH LANGUAGE LEARNERS STUDENTS WITH DISABILITIES ECONOMICALLY DISADVANTAGED 97 14% 106 15% ENROLLMENT BY GRADE GROUP TOTAL PERCENT STHIGRADE 196 27% UNGRADE 196 27% VILIGRADE 254 35% STHIGRADE 254 35% STHIGRADE 269 37% | | The second secon | the same accommendation of the desire of the beautiful of the section of the second contract of the second contrac |
| ENGLISHLANGUAGE LEARNERS STUDENTSWITH DISABILITIES ECONOMICALLY DISADVANTAGED 99 14% 106 15% ENROLLMENT BY GRADE GROUP TOTAL PERCENT 6THIGRADE 196 27% UNGRADED PLEMENTARY 1 0% 7THIGRADE 254 35% ETHIGRADE 269 37% UNGRADED PLEMENTARY 269 37% | meeanolise. | 11 | 2% |
| ENGLISHLANGUAGE LEARNERS STUDENTS WITH DISABILITIES ECONOMICALLY DISADVANTAGED 99 14% 106 15% ENROLLMENT BY GRADE GROUP TOTAL PERCENT 6THIGRADE 196 27% UNGRADED PLEMENTARY 1 0% 7THIGRADE 254 35% ETHIGRADE 269 37% UNGRADED PLEMENTARY 269 37% | | OTHER CROUDS | |
| ### 106 15% ### 106 15% #### 106 15% ################################### | | OTHER GROUPS | |
| ## CONTROLLMENT BY GRADE GROUP TOTAL PERCENT | ENGLISH LANGUAGE LEARNERS | STUDENTS WITH DISABILITIES | ECONOMICALLY DISADVANTAGED . |
| GROUP TOTAL PERCENT 6THIGRADE 196 27% UNGKADEDHLEMENDAIN 1 0% 7HIGRADE 254 35% STHIGRADE 269 37% UNGRADEDISEGONDARY 4 37% | | 99 14% | 106 15% |
| GROUP TOTAL PERCENT 4THIGRADE 196 27% UNGRADEDHIEMENDARY 1 0% 7HIGRADE 254 35% STHIGRADE 269 37% UNGRADEDISEGONDARY 4 37% | | ENROLLMENT BY GRADE | |
| ### 17% #### 1 | GROUP | | PERCENT |
| ### 1 0% 7/TH GRADE 254 35% BIH GRADE 269 37% UNGRADE 269 37% | STH GRADE | 196 | 27% |
| 35% STH GRADE 269 37% UNGRADESIGONDARA | UNGRADED ELEMENTARY | 1 | |
| UNGRAD EDISEGONDARY | | 254 | 35% |
| UNG: ADED SEGOND ANY | | 269 | 37% |
| | ni/GB4pEb45Q0/pV4/ | 6 | 1% |

AVERAGE CLASS SIZE (2016 - 17)

| | GROUP | | CLA | SS SIZE | | |
|------------------------|-------|--|--|---------|--|---------------------------|
| COMMON BRANCH | | | | 23 | | |
| GRADE8 ENGLISH | | | | 22 | | |
| GRADE8 MATHEMATICS | | | The second of th | 21 | The second state of the second | ar in mandra en en hannel |
| GRADE8 SCIENCE | | | Market Co. Section (Al. St. Section) | 21 | | Service Control |
| GRADE 8 SOCIAL STUDIES | | | | 22 | | e chia mana |

| FREE AND REDUCED-PRICE LU | NCH (2016 - 17) |
|---------------------------|----------------------------------|
| ELIGIBLE FOR FREE LUNCH | ELIGIBLE FOR REDUCED-PRICE LUNCH |
| 70 10% | 35 5% |
| ATTENDANCE (2015 | 5 - 16) |
| ANNUAVATTENDANGERATE | 97% |
| STUDENT SUSPENSIONS | (2015 - 16) |
| 4 | 1% |

STAFF COUNTS (2016 - 17)

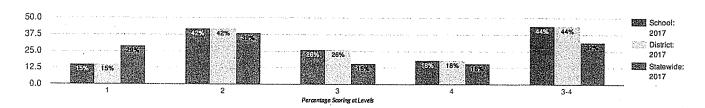
GROUP

| GROUP | STAFF |
|--------------------------|---|
| PRINCIPALS | 1 |
| ASSISTANTPRINCIPALS | |
| OTHER PROFESSIONAL STAFF | 0 |
| PARAPROFESSIONALS | 0 |

TEACHER QUALIFICATIONS (2016 - 17)

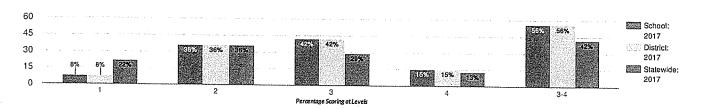
| TOTAL TEACHERS | 58 |
|--|--|
| PERCENT WITH NO VALID TEACHING CERTIFICATE | 1 County of the |
| PERCENT TEACHING OUT OF CERTIFICATE | The first continuent modes are continuent and a principle and the continuent and the cont |
| PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE | 9% |
| PERCENTAGE WITH MASTER'S DEGREEPLUS 30 HOURS OR DOCTORATE | 14% |
| TOTAL NUMBER OF CLASSES | 281 |
| PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION | The statement of the st |
| The state of the s | |

GRADE 6 ENGLISH LANGUAGE ARTS



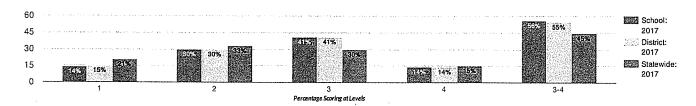
| GROUP | TOTAL TESTED | PROFICIENT | LEV | /EL 1 | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|--|--------------|------------|--|-------|------------------------|-------------------------|---------|-----------------------------|--|---------------------------------------|
| ALLSTUDENTS) | 172 | 44% | 25 | 15% | 72 | 42% | 44 | 26% | 31 | 18% |
| GENERALEDUCATION | 155 | 47% | 20 | 13% | 62 | 40% | 42 | 27% | 31 | 20% |
| STUDENTS WITH DISABILITIES | 17 | 12% | 5 | 29% | 10 | 59% | 2 | 12% | 0 | 0% |
| ASIAN ORNATIVE HAWAIIAN/OTHER PACIFIC. | 5 | 60% | 1 | 20% | 1 | 20% | 2 | 40% | 1 | 20% |
| BLACK OR AFRICAN AMERICAN | 1 | _% | | 1 - | | | ` - ; | - | | |
| HISPANIC OR LATINO | 2 | _% | iga en en en en en
An 1812 - | | | _ | | | 10 0 00 00 00 00 00 00 00 00 00 00 00 00 | · · · · · · · · · · · · · · · · · · · |
| WHITE | 160 | 43% | 22 | 14% | 69 | 43% | 40 | 25% | 29 | 18% |
| MUETIRACIAL | 4 | _% | - | | e meneral
Filozofia | | | i santa a sang | | |
| SMALL GROUP TOTAL | 7 | 43% | 2 | 29% | 2 | 29% | 2 | 29% | 1 | 14% |
| FEMALE | 87 | 49% | 8 | 9% | 36 | 41% | 26 | 30% | 17 | 20% |
| MAIE | 85 | 38% | 17 | 20% | 36 | 42% | 18 | 21% | 14 | 16% |
| NON-ENGLISHILANGUAGE LEARNERS | 171 | _% | 1 1 4 | | · • | 1 2 | | or a servici
La La Santa | <u> </u> | |
| ENGLISH LANGUAGE LEARNERS | 1 | _% | Commission of the Commission o | | , | argan e erlen rej
ar | | | programme. | han male or |
| EGONOMICALLYDISADVANTAGED | 23 | 30% | 4 | 17% | 12 | 52% | 6 | 26% | 1 | 4% |
| NOTIECONOMICALLY DISADVANTAGED | 149 | 46% | 21 | 14% | 60 | 40% | 38 | 26% | 30 | 20% |
| NOTMIGRANT | 172 | 44% | 25 | 15% | 72 | 42% | 44 | 26% | 31 | 18% |

GRADE 7 ENGLISH LANGUAGE ARTS



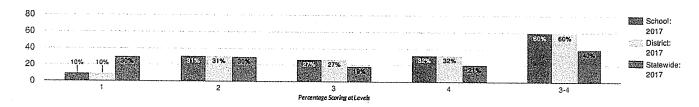
| GROUP | TOTAL TESTED | PROFICIENT | LEV | LEVEL 1 LEVEL 2 | | /EL 2 | LEVEL 3 | | LEVEL 4 | |
|---|--------------|------------|---|-----------------|-------------------|-------|---------|-----|---------|----------|
| Allstudents | 199 | 56% | 16 | 8% | 71 | 36% | 83 | 42% | 29 | 15% |
| GENERALEDUCATION | 177 | 63% | 5 | 3% | 61 | 34% | 82 | 46% | 29 | 16% |
| STUDENTS WITH DISABILITIES | 22 | 5% | 11 | 50% | 10 | 45% | 1 | 5% | 0 | 0% |
| ASIAN OR NATIVE HAWAII AN/OTHER PACIFIC | 3 | _% | | | _ | | | | | |
| BLACK OR AFRICAN AMERICAN | 2 | _% | - · · · · · · · · · · · · · · · · · · · | _ | | | | | | <u> </u> |
| HISPANICORIATINO | 6 | 67% | 0 | 0% | 2 | 33% | 3 | 50% | 1 | 17% |
| WHITE | 186 | 56% | 16 | 9% | 66 | 35% | 78 | 42% | 26 | 14% |
| MULTIRAGIAL | 2 | .% | | | ji sancemani
L | | | | | |
| SMALL GROUP TOTAL | 7 | 57% | 0 | 0% | 3 | 43% | 2 | 29% | 2 | -
29% |
| FEMALE | 92 | 64% | 5 | 5% | 28 | 30% | 43 | 47% | 16 | 17% |
| MALE | 107 | 50% | 11 | 10% | 43 | 40% | 40 | 37% | 13 | 12% |
| NON-ENGLISH LANGUAGE LEARNERS | 199 | 56% | 16 | 8% | 71 | 36% | 83 | 42% | 29 | 15% |
| ECONOMICALLY DISADVANTAGED | 19 | 37% | 4 | 21% | 8 | 42% | 5 5 | 26% | 2 | 11% |
| NOTECONOMICALLY DISADVANTAGED | 180 | 58% | 12 | 7% | 63 | 35% | 78 | 43% | 27 | 15% |
| MOTMIGRANT. | 199 | 56% | 16 | 8% | 71 | 36% | 83 | 42% | 29 | 15% |

GRADE 8 ENGLISH LANGUAGE ARTS



| GROUP | TOTAL TESTED | PROFICIENT | LE\ | /EL 1 | LEV | EL2 | LEV | EL3 | LEV | ŒL 4 |
|--|--------------|------------|---------|-----------------|-----|--|-----|---------------------------------------|----------|----------------------|
| ALL-STUDENTS | 210 | 56% | 29 | 14% | 64 | 30% | 87 | 41% | 30 | 14% |
| GENERALEDUCATION | 187 | 60% | 19 | 10% | 55 | 29% | 83 | 44% | 30 | 16% |
| STUDENTS WITH DISABILITIES | 23 | 17% | 10 | 43% | 9 | 39% | 4 | 17% | 0 | 0% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | 4 | _% | _ | | | | | | | |
| -BLACK OR AFRICAN AMERICAN | 4 | _% | | -, | _ | - | | | | |
| HISPANICORLATINO | 3 | _% | · · · - | | | | | | - | |
| WHITE | 196 | 54% | 28 | 14% | 62 | 32% | 80 | 41% | 26 | 13% |
| MULTIRAGIAL | 3 | _% | | | | _ | 1 2 | - | - | |
| SMALL GROUP TO TAL | 14 | 79% | 1 | 7% | 2 | 14% | 7 | 50% | 4 | 29% |
| FEMALE | 116 | 66% | 9 | 8% | 30 | 26% | 53 | 46% | 24 | 21% |
| MALE | 94 | 43% | 20 | 21% | 34 | 36% | 34 | 36% | 6 | 6% |
| NON-ENGLISH LANGUAGE LEARNERS | 209 | _% | | 1.17.1 | | | - 1 | · · · · · · · · · · · · · · · · · · · | :
: _ | |
| ENGLISHLANGUAGELEARNERS | 1 | _% | | ganana.
Bara | 1 | de a compressor de la com
En la compressor de la co | 1 2 | | _ | Palarakang
Palara |
| ECONOMICALLYDISADVANTAGED | 34 | 53% | 5 | 15% | 11 | 32% | 16 | 47% | 2 | 6% |
| NOT ECONOMICALLY DISADVANTAGED | 176 | 56% | 24 | 14% | 53 | 30% | 71 | 40% | 28 | 16% |
| NOTIMIGRANT | 210 | 56% | 29 | 14% | 64 | 30% | 87 | 41% | 30 | 14% |

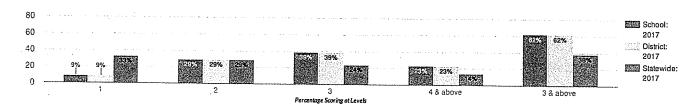
GRADE 6 MATHEMATICS



| GROUP | TOTAL TESTED | PROFICIENT | LEV | EL1 | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|---|--------------|------------|-----------------------|-----|---------|-----|---------------------------|------------------------|---------------------------|-----|
| ALLISTUDENTS | 168 | 60% | 16 | 10% | 52 | 31% | 46 | 27% | 54 | 32% |
| GENERALEDUCATION | 152 | 64% | 10 | 7% | 45 | 30% | 44 | 29% | 53 | 35% |
| STUDENTS WITH DISABILITIES | 16 | 19% | 6 | 38% | 7 | 44% | 2 | 13% | 1 | 6% |
| ASIAN OF NATIVE HAWAIIAN/OTHER PACIFIC. | 5 | 60% | 0 | 0% | 2 | 40% | 1 | 20% | 2 | 40% |
| BLACKORAFRICANAMERICAN | 3 | _% | | | } | | jagurus dan sanasila. | | | |
| HISPANICORLATINO | 1 | _% | erroden sake sakensak | | | | ti in a samula.
]2 * * | | | |
| -WEITE | 156 | 60% | 15 | 10% | 48 | 31% | 43 | 28% | 50 | 32% |
| MULTIRAGIAL | . 3 | _% | | | / | | | a sangaranga
Labara | - | |
| SMALL GROUP TOTAL | 7 | 57% | 1 | 14% | 2 | 29% | 2 | 29% | . 2 | 29% |
| FEMALE | 85 | 61% | 7 | 8% | 26 | 31% | 25 | 29% | 27 | 32% |
| IMALE | 83 | 58% | 9 | 11% | 26 | 31% | 21 | 25% | 27 | 33% |
| NON; ENGLISH LANGUAGE LEARNERS | 167 | _% | _ | | | | | | Terrent in the desire . — | |
| IENGLISHLANGUAGE LEARNERS | 1 | _% | _ | _ | | | eron recover and | | 1 | |
| ECONOMICALLY DISADVANTAGED | 20 | 35% | 4 | 20% | 9 | 45% | 1 | 5% | 6 | 30% |
| NOT EGONOMICALLY DISADVANTAGED. | 148 | 63% | 12 | 8% | 43 | 29% | 45 | 30% | 48 | 32% |
| NOTIMIGRÂNT | 168 | 60% | 16 | 10% | 52 | 31% | 46 | 27% | 54 | 32% |

GRADE 7 MATHEMATICS

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.

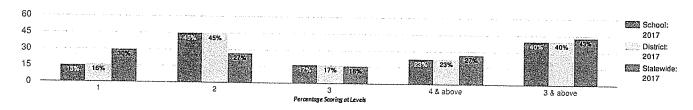


MEAN SCORE: 326

| GROUP | TOTAL TESTED | PROFICIENT | LEV | EL 1 | LEV | /EL2 | LEVEL 3 | | LEVEL 4 | |
|--|--------------|------------|-----|-------------------|------------|------|---------------------------|-----|----------------|-----|
| ALLSTUDENTS | 189 | 62% | 17 | 9% | 54 | 29% | 74 | 39% | 44 | 23% |
| GENERALEDUCATION | 171 | 68% | 7 | 4% | 48 | 28% | 72 | 42% | 44 | 26% |
| STUDENTS WITH DISABILITIES | 18 | 11% | 10 | 56% | 6 | 33% | 2 | 11% | 0 | 0% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | 3 | _% | | | | | | | h | 1 |
| BLACKOR AFRICAN AMERICAN | 2 | _% | | erana in contrata | i <u> </u> | | | |) | ļ |
| HISPANICORLÁTINO | 6 | 67% | 0 | 0% | 2 | 33% | 3 | 50% | 1 | 17% |
| White | 176 | 62% | 17 | 10% | 50 | 28% | 68 | 39% | 41 | 23% |
| MULTIRACIAL | 2 | _% | | | | | Separa Presidente.
Por | | l - 17.1.
1 | |
| SMALL GROUP TOTAL | 7 | 71% | 0 | 0% | 2 | 29% | 3 | 43% | 2 | 29% |
| FEMALE | 86 | 62% | 6 | 7% | 27 | 31% | 37 | 43% | 16 | 19% |
| MALE | 103 | 63% | 11 | 11% | 27 | 26% | 37 | 36% | 28 | 27% |
| NON-ENGLISH LANGUAGE LEARNERS | 189 | 62% | 17 | 9% | 54 | 29% | 74 | 39% | 44 | 23% |
| ECONOMICALLY DISADVANTAGED | 16 | 44% | 3 | 19% | 6 | 38% | 5 | 31% | 2 | 13% |
| NOT ECONOMICALLY DISADVANTAGED | 173 | 64% | 14 | 8% | 48 | 28% | 69 | 40% | 42 | 24% |
| NOTMIGRANT | 189 | 62% | 17 | 9% | 54 | 29% | 74 | 39% | 44 | 23% |

GRADE 8 MATHEMATICS

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: 305

| GROUP | TOTAL TESTED | ested proficient i | | | LEVEL 1 LEVEL 2 | | | /EL 3 | LEVEL 4 | | |
|--|--------------|--------------------|----|-----|-----------------|---------------------------------------|----|---------|---------|-------------|--|
| ALLSTUDENTS | 156 | 24% | 29 | 19% | 89 | 57% | 34 | 22% | 4 | 3% | |
| GENERALEDUCATION | 138 | 25% | 17 | 12% | 86 | 62% | 32 | 23% | 3 | 2% | |
| STUDENTS WITH DISABILITIES | 18 | 17% | 12 | 67% | 3 | 17% | 2 | 11% | 1 | 6% | |
| ASIAN OR NATIVE HAWAIIAN/OTHER PAGIFIC | 3 | _% | | | | dan kanasaran
1883 | 1 | | | | |
| BLACKORAFRICANAMERICAN | 4 | _% | | | | | | | | | |
| HISPANIC OR LATINO | 1 | _% | | | | <u> </u> | | | | | |
| WHITE | 147 | 25% | 26 | 18% | 84 | 57% | 33 | 22% | | 3% | |
| MULTIRACIAL | 1 | _% | | | i i simbolo e | | | | | 3/6 | |
| 5MALL GROUP TOTAL | 9 | 11% | 3 | 33% | 5 | 56% | 1 | 11% | 0 | - 0% | |
| FEMALE | 82 | 33% | 12 | 15% | 43 | 52% | 24 | 29% | 3 | ga kadamana | |
| MALE | 74 | 15% | 17 | 23% | 46 | 62% | 10 | 14% | | 4% | |
| NON-ENGLISH LANGUAGE LEARNERS | 155 | _% | | | | · · · · · · · · · · · · · · · · · · · | 10 | 1476 | | 1% | |
| ENGLISH LANGUAGE LEARNERS | 1 | _% | | | | | | la tina | 1-4 | | |
| ECONOMICALLY DISADVANTAGED | 24 | 13% | 6 | 25% | 15 | 63% | 2 | -
8% | | | |
| NOTECONOMICALLYIDISADVANTAGED | 132 | 27% | 23 | 17% | 74 | 56% | 32 | 24% | 1 | 4% | |
| NOTMIGRANT | 156 | 24% | 29 | 19% | 89 | 57% | 34 | 22% | 3 | 2%
3% | |

GRADE 8 STUDENTS TAKING A REGENTS MATH TEST

Accelerated grade 8 students who took a Regents math test in lieu of the Grade 8 NYSTP in Mathematics.

| GROUP | TOTAL TESTED LEVEL 1 LEVEL 2 LEVEL 3 4 & ABOVE 3 & ABOVE |
|-------------|--|
| ALESTUDENTS | 42 0 0% 0 0% 0 0% 42 100% 42 100% |

GRADE 8 SCIENCE

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: 81

| GROUP | TOTAL TESTED | PROFICIENT | NT LEVEL | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|---|--------------|------------|----------|--|--------------|--|-----------------------------|--------------|-----------------|-----------------------|
| ALLISTUDENTS | 202 | 93% | 2 | 1% | 13 | 6% | 96 | 48% | 91 | 45% |
| GÉNERALEDUCATION | 175 | 95% | 0 | 0% | 9 | 5% | 80 | 46% | 86 | 49% |
| STUDENTS WITH DISABILITIES | 27 | 78% | 2 | 7% | 4 | 15% | 16 | 59% | 5 | 19% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC. | 5 | _% | | (************************************* | | | granderske filma
English | | Alake promoved | |
| BLACKORAFRICANAMERICAN | 6 | 50% | 0 | 0% | 3 | 50% | 2 | 33% | 1 | 17% |
| HISPANICORLATINO | 1 | _% | | | | | | | | |
| WHITE | 189 | 94% | 2 | 1% | 10 | 5% | 90 | 48% | 87 | 46% |
| MULTIRAGIAL | 1 | _% | :- | | | ************************************** | | | | şar ədələri
Antony |
| SMALLGROUPTOTAL | 7 | 100% | 0 | 0% | 0 | 0% | 4 | 57% | 3 | 43% |
| HEMALE . | 107 | 91% | 1 | 1% | 9 | 8% | 49 | 46% | 48 | 45% |
| MALE | 95 | 95% | 1 | 1% | 4 | 4% | 47 | 49% | 43 | 45% |
| NON-ENGLISH LANGUAGE LEARNERS | 201 | _% | | | and the sale | , | | to the board | t sa Maria
L | dada dilikat
B |
| ENGLISH LANGUAGE LEARNERS | 1 | _% | | grafi da almanini s
. = | | | | | | ļ. |
| EGONOMICALLY,DISADVANTAGED | 34 | 79% | 0 | 0% | 7 | 21% | 15 | 44% | 12 | 35% |
| NOTEGONOMIGALLYIDISADVANTAGED | 168 | 95% | 2 | 1% | 6 | 4% | 81 | 48% | . 79 | 47% |
| NOTIMIGRANT | 202 | 93% | 2 | 1% | 13 | 6% | 96 | 48% | 91 | 45% |

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 |
|--------------|--------------|------------|---------|---------|---------|---------|
| ANLESTUDENTS | 29 | 100% | 0 0% | 0 0% | 2 7% | 27 93% |

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

| GROUP | TOTAL TESTED | LE\ | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | | LEVEL 5 | |
|--|--------------|-----|---------|--------------------------|--|-----------------|---|-------------------------|---------|-----------------------------|---------|--|
| ALLSTUDENTS | 42 | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 2% | 41 | 98% | |
| GENERALEDUCATION | 42 | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 2% | 41 | 98% | |
| ASIAN OR NATIVE HAWAII AN/OTHER PACIFIC. | 1 | | | | | | and the state of the section of the | | | | | |
| HSPANICORLATINO | 2 | | | | | Control control | | | 7 | la e di en ciletti di ancie | | |
| WHITE | 37 | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 3% | 36 | 97% | |
| MULTIRACIAL | 2 | | | Andread an older or some | Same and the same a | | and the same of a contract of | review a chi indiana ke | | | | |
| MALLGROUPTOTAL | 5 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 5 | 100% | |
| EMALE | 24 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 24 | 100% | |
| MALE | 18 | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 6% | 17 | 94% | |
| ION-ENGLISHILANGUAGELEARNERS | 42 | 0 | 0% | 0 | 0% | 0 | 0% | • | 2% | 41 | 98% | |
| CONOMICALLYDISADVANTAGED | 5 | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 20% | 4 | 80% | |
| OTEGONOMICALLY DISADVANTAGED | 37 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 37 | 100% | |
| IOTMIGRANT | 42 | 0 | 0% | 0 | 0% | 0 | 0% | | 2% | 41 | 98% | |

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

| GROUP | TOTAL TESTED | TOTAL TESTED 55 65 | | | | | | | |
|-------------------------------|--------------|--------------------|------|--------------------------|------|--------------|---------------|--|--|
| ALLSTUDENTS | 29 | 29 | 100% | 29 | 100% | 27 | 93% | | |
| GENERALEDUCATION | 29 | 29 | 100% | 29 | 100% | 27 | 93% | | |
| HISPANICORLATINO | 2 | | | <u> </u> | | | | | |
| WHITE | 25 | | | Process and the second | | fragativaj s | haran Taranga | | |
| MULTIRAGIAL | 2 | | | | | | <u> </u> | | |
| SMALLGROUPTOTAL | 29 | 29 | 100% | 29 | 100% | 27 | 93% | | |
| FEMALE | 18 | 18 | 100% | 18 | 100% | 17 | 94% | | |
| MAIE | 11 | 11 | 100% | 11 | 100% | 10 | 91% | | |
| NON-ENGLISH LANGUAGE LEARNERS | 29 | 29 | 100% | 29 | 100% | 27 | 93% | | |
| ECONOMICALLY:DISADVANTAGED | 2 | | | for his car the state of | | | 75% | | |
| NOTECONOMICALLY DISADVANTAGED | 27 | | | | | | | | |
| NOTMIGRANT | 29 | 29 | 100% | -
29 | 100% | 27. | 93% | | |

NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA) RESULTS (2016 - 17)

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 |
|----------------|--------------|------------|----------|---------|---------|--|
| GRADE7ELA | 1 | _% | | | | |
| GRADE7 MATH | 1 | _% | | | | |
| GRADE8 ELA | 2 | _% | _ | | | |
| GRADE B MATH | 2 | _% | | | - | and the second control of the second control |
| GRADE8 SCIENCE | 2 | _% | <u> </u> | | - | |

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2016 - 17)

GRADE 6

| GROUP | TOTAL TESTED | ENTERING | EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
|------------------|--------------|----------|----------|---------------|-----------|------------|
| ALL'STUDENTS | 1 | | | | | |
| GENERALEDUCATION | 1 | | | | | |

GRADE 8

| GROUP | TOTAL TESTED | ENTERING | EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
|--|--------------|----------|----------|---------------|-----------|--|
| ALLSTUDENTS. STUDENTSWITH DISABILITIES | 1 | | | - | | Associated and the second seco |

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 | | HARBOR TARGET | E TESTED STUDENTS
ENROLLED ON BEDS
DAY | P1 | EAMO | SAFE HARBOR
TARGET |
|--|--|------------|---|---|--------------------------|--|---|-------------------------------|------------------------------|
| ALLSTUDENTS | NO | NO | 1,496* | 80%* | YES | 576 | 140 | 106 | 106 |
| AMERICAN INDIAN OR ALASKA NATIVE | The Autor States and S | | 0 | | - | 0 | e con estre recordado, el se a calenda. | | |
| BLACKOR AFRICAN AMERICAN | _ | | 13 | Cale Makes in the Minister or Application is a second | | 7 | | | er orași ana mortușa ac tua. |
| HISPANIC OR LATINO | _ | | 14 | _ | | 10 | _ | | |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | _ | | 15 | | | 12 | rana na kaoni na mana na minina | | |
| WHITE | NO | NO | 1,392* | 80%* | YES | 538 | 139 | 119 | 119 |
| MULTIRACIAL | _ | | 10 | _ | | 9 | | francisco in citamber in con- | |
| STUDENTS WITH DISABILITIES | NO | NO | 196* | 67%* | YES | 69† | 78† | 73 | 72 |
| IMITED ENGLISH PROFICIENT | _ | | 2 | te en en eriolog etalog etalog | arija a Amerikanija
— | 2 | | | _ |
| ECONOMICALLY:DISADVANTAGED | NO | NO | 205* | 73%* | YES | 73 | 126 | 91 | 91 |

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 | 1,496' | 80%* | 576 | 140 |
| NOTBLACK OR AFRICAN AMERICAN | 1,473* | 80%* | 569 | 141 |
| NOTHISPANIC OR LATINO | 1,467* | 80%* | 566 | 140 |
| NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC | 1,464* | 80%* | 564 | 140 |
| ют.WHITE | 104* | 75%* | 38 | 155 |
| IOTIMULTIRAGIAL | 1,476* | 80%* | 567 | 140 |
| SENERALEDUCATION : | 1,300* | 82%* | 511 | 149 |
| NGLISH PROFICIENT. | 1,493* | 80%* | 574 | 141 |
| IOTEGONOMICALLY DISADVANTAGED | 1,291* | 81%* | 503 | 143 |
| MALE | 746* | 80%* | 284 | 128 |
| EMALE | 750 ° | 79%* | 292 | 152 |
| MIGRANT | 0 | | 0 | er en |
| NOTMIGRANT | 1,496' | 80%* | 576 | 140 |

[—] 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
STUDENTSWITH
VALID TEST SCOR | HARBOR TARGET | E TESTED STUDENTS
ENROLLED ON BEDS
DAY | PI | EAMO | SAFE HARBOR
TARGET |
|--|--|--|---|---|--|--|--|-----------------|---|
| ALLSTUDENTS | NO | NO | 1,496* | 78%* | YES | 550 | 144 | 104 | 104 |
| AMERICAN INDIÁN OR ALASKA NATIVE | | | 0 | Commence Programme and Association (Commence) | | 0 | | | |
| BLACKOR AFRICAN AMERICAN | | | 13 | | Proposition of the State of the | 8 | eritari teritarik di kaman danak adalah
Manan | | A CAPACAN APPEAR CAPACANA AND CAPACANA |
| HISPANICORILATINO | 4.4 | | 13 | | | 10 | erin ha baaranagay picipi, j | <u> </u> | |
| ASIAN OR NATIVE HAWAIIAN/OTHER PAGIFIC | | eta eta terra errena en escata | 15 | | ad protesting grandstating and few properties for | 12 | | اسبب مدوست شدما | a productive to the special and a second second |
| WHITE | NO | NO | 1,393* | 78%* | YES | 512 | 144 | 116 | 116 |
| MULTIRACIAL | errors to condition training the constant of | et er en | 10 | | | 8 | | | Access of the second second second |
| STUDENTS WITH DISABILITIES | NO | NO | 194* | 62%* | NO | 59† | 71+ | 73 | 73 |
| LIMITEDENGLISH PROFICIENT | | | 2 | | | 2 | | | |
| ECONOMICALLYDISADVANTAGED | NO | NO | 206* | 67%* | YES | 64 | 117 | 88 | . 88 |

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 | Pl |
|---|--|---|--------------------------------------|-----|
| | | | | |
| NOTAMERICAN INDIAN OR ALASKANATIVE | 1,496* | 78%* | 550 | 144 |
| NOTBLACK OR AFRICAN AMERICAN | 1,473* | 78%* | 542 | 144 |
| NOTHISPANIC OR LATINO | 1,468* | 78%* | 540 | 144 |
| NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC. | 1,464* | 77%* | 538 | 143 |
| NOTIWHITE | 103* | 77%* | 38 | 145 |
| NOTMULTIRAGIAL | 1,476* | 78%* | 542 | 144 |
| GENERALEDUCATION | 1,302* | 80%* | 495 | 152 |
| ENGLISH PROFICIENT | 1,493' | 77%* | 548 | 144 |
| NOTEGONOMICALLY DISADVANTAGED | 1,290° | 79%* | 486 | 147 |
| MALE | 745* | 79%* | 276 | 139 |
| FEMALE | 751* | 76%* | 274 | 148 |
| MIGRANT | 0 | en e | Ů | |
| NOTMIGRANT | 1,496* | 78%* | 550 | 144 |

[—]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: NO

| GROUP | MADE AYP | TESTED 80% | STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF
ENROLLED
STUDENTS WITH
VALID TEST SCORES | | TESTED STUDENTS
T ENROLLED ON BEDS
DAY | PΙ | EAMO | PROGRESSTARGET |
|--|------------------------------------|------------|---|--|---|--|-----|------|--|
| ALLSTUDENTS | YES | YES | 272 | 86% | YES | 227 | 193 | 182 | 182 |
| AMERICAN INDIAN OR ALASKA NATIVE | - | | 0 | | _ | 0 | | - | _ |
| BLACKOR AFRICAN AMERICAN | | - | 8 | _ | = | 5 | | - | - |
| HISPANIC OR LATINO | _ | _ | 4 | Security of the second section of the | | 3 | | | |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | _ | - | 5 | _ | a consiste at an interest to provide a con- | 5 | _ | | The second secon |
| WHITE. | YES | YES | 252 | 86% | YES | 211 | 194 | 187 | 187 |
| MULTIRACIAL | | = | 3 | See p. 10. 10. 10. 10. 10. 10. 10. 10. 10. 10 | | 3 | | | |
| STUDENTS WITH DISABILITIES | NO | NO | 72' | 68%* | YES | 51º | 178 | 162 | 1 |
| LIMITED ENGLISH PROFICIENT | nation extraoremental contractions | _ | 1 | | | 1 | - | - | - |
| EGONOMICALLY DISADVANTAGED. | YES | YES | 45 | 80% | YES | 35 | 180 | 167 | 1 |

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

| | | LICIVIII VIL / CIT. | | |
|--|--|--|---|--|
| GROUP | STUDENTS ENROLLED DURING THE TEST
ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | TESTED STUDENTS ENROLLED ON BEDS DAY | Pi |
| Set of the state o | The state of the second section of the second secon | processors and the comment of the co | and the second contract of the second second second | |
| NOT AMERICAN INDIAN OR ALASKA NATIVE | 272 | 86% | 227 | 193 |
| NOT BLACKOR AFRICAN AMERICAN | 264 | 86% | 222 | 194 |
| NOTHISPANICORLATINO | 268 | 86% | 224 | 193 |
| NOTASIANORNATIVE HAWAIIAN/OTHER PAC | 267 | 85% | 222 | 193 |
| NOTWHITE | 20 | and the control of the second of the second of the control of the | 16 | a market was the entire transfer time. No see the forecast to a discrete market on the first from a section, a |
| NOTMULTIRÁCIAL | 269 | 86% | 224 | 193 |
| GENERALEDUCATION | 230 | 89% | 198 | 196 |
| ENGLISH PROFICIENT 9 | 271 | 86% | 226 | 194 |
| NOTECONOMICALLY DISADVANTAGED | 227 | 87% | 192 | 195 |
| MALE | 126 | 85% | 105 | 194 |
| FEMALE | 146 | 86% | 122 | 192 |
| IMIGRANT | 0 | - | 0 | we still not be facilitied as a second secon |
| NOTIMIGRANT | 272 | 86% | 227 | 193 |

[—]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.

*The percentage of students tested in the current year fell below 80 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.

*This group failed to meet the participation criterion and had fewer than 30 tested students enrolled on BEDS day and during the test administration period, so data for the current and previous year 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 PI | UNWEIGHTED COMBINED P |
|--|---|--|--|--|-----------------------|
| | | | | | |
| ALLSTUDENTS | 140 | 144 | | | 142 |
| AMERICAN INDIAN OR ALASKA NATIVE | | | | | 0 |
| BLACK OR AFRIGAN AMERICAN | erite termining and an all an analysis of the production of the second second section of the second | and the second of the second o | | | 0 |
| HISPANIC OR LATING | | e a constituent a company per i para sama persona a constituent de la constituencia del constituencia de la constituencia del constituencia de la constituencia del constituencia de la constituencia de la constituencia del constituencia de la constituencia del constituencia dela constituencia del constituencia del constituencia del constitue | | <u> </u> | 0 |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | | A to him in the top one of the control of the contr | | | 0 |
| MHITE | 139 | 144 | | | 142 |
| MULTIRACIAL | | | | | 0 |
| TUDENTS WITH DISABILITIES | 78 | 71 | | | 75 |
| IMITED ENGLISH PROFICIENT | | en de la companya de
La companya de la companya del companya de la companya de la companya del companya de la companya del la companya de la | | | 0 |
| ECONOMICALLY DISADVANTAGED | 126 | 117 | Service on the policy of the service | The state of the s | 122 |

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CHARLTON HTS ELEMENTARY SCHOOL - SCHOOL REPORT CARD DATA [2016 - 17]

CHARLTON HTS ELEMENTARY SCHOOL ENROLLMENT (2016 - 17)

| K-12 ENROLLMENT | | 453 |
|--|--|----------------------------|
| 1 | ENROLLMENT BY GENDER | |
| MALE | EINOLLINEIVI DI OLIVDEN | FEMALE |
| 246 | 54% 207 | 46% |
| Commence that the commence of | | |
| E. | NROLLMENT BY ETHNICITY | |
| GROUP | TOTAL | PERCENT |
| BLACKOR AFRICAN AMERICAN | 3, 12, 12, 14, 14, 14, 14, 14, 14, 14, 14, 14, 14 | 1% |
| HISPANICORLATING | 7 | 2% |
| ASIAN ORNATIVE HAWAIJAN/OTHER PACIFIC ISLANDER | 4 | 1% |
| WHITE MULTIRAGIAL | 424 | 94% |
| MULTRACIAL | 15 15 16 16 17 17 18 18 19 19 19 19 19 19 19 19 19 19 19 19 19 | 3% |
| | OTHER CROHER | |
| | OTHER GROUPS | |
| ENGLISH LANGUAGE LEARNERS | STUDENTS WITH DISABILITIES | ECONOMICALLY DISADVANTAGED |
| | 55 12% | 38 8% |
| | ENROLLMENT BY GRADE | |
| GROUP . | TOTAL | DEDCENT |
| THE STATE OF THE S | VOTAL | PERCENT |
| K(FULIDAY) ISTGRADE | 63 | 14% |
| 2ND GRADE | 64 | 14% |
| 3RD GRADE | 75 | 17% |
| 4TH GRADE | 81 | 19% |
| 5TH GRADE | 85 | 18%
19% |

AVERAGE CLASS SIZE (2016 - 17)

| GROUP | CLASS SIZE |
|-------------------------|----------------------------------|
| COMMON BRANCH | 21 |
| | |
| FREE AND REDUCED-P | RICE LUNCH (2016 - 17) |
| ELIGIBLE FOR FREE LUNCH | ELIGIBLE FOR REDUCED-PRICE LUNCH |

ATTENDANCE (2015 - 16)

STUDENT SUSPENSIONS (2015 - 16)

STAFF COUNTS (2016 - 17)

| GROUP | STAFF |
|--------------------------|-------|
| PRINCIPALS | |
| ASSISTANTPRINCIPALS | 0 |
| OTHER PROFESSIONAL STAFF | 8 |
| PARAPROFESSIONALS | O |

TEACHER QUALIFICATIONS (2016 - 17)

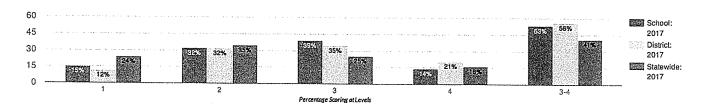
| TOTALTEACHERS | 32 |
|--|--|
| PERCENT WITH NO VALID TEACHING CERTIFICATE | 0% |
| PERCENT TEACHING OUT OF CERTIFICATE | See the contribution of th |
| PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE | 10% |
| PERCENTAGE WITH MASTER'S DEGREEPLUS 30 HOURS OR DOCTORATE | 19% |
| TOTAL NUMBER OF CLASSES | ger skom i net state state state state i kristiski i kristiski state skommen. I take skom i ne skom i ne skom i ne skom i state stat |
| PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION | 456 |
| Lanconnection of the second se | A |

GRADE 3 ENGLISH LANGUAGE ARTS



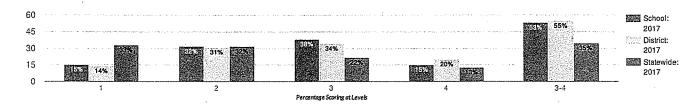
| GROUP | TOTAL TESTED | PROFICIENT | LE\ | /EL 1 | LEV | EL 2 | LE\ | /EL3 | LEV | EL4 |
|-------------------------------|--------------|------------|---------------------------------------|-------|-----|---|------------------------------|------|--|----------------------|
| ALLSTUDENTS | 74 | 49% | 14 | 19% | 24 | 32% | 30 | 41% | 6 | 8% |
| GENERALEDUCATION | 67 | 49% | 11 | 16% | 23 | 34% | 27 | 40% | 6 | 9% |
| STUDENTS WITH DISABILITIES | 7 | 43% | 3 | 43% | 1 | 14% | 3 | 43% | 0 | 0% |
| WHITE | 73 | _% | _ | _ | | | | | and more than to gration and a sec | · |
| MULTIRACIAL | 1 | _% | | 1 - | | | | | - | facilities and the s |
| SMALL GROUP TOTAL | 74 | 49% | 14 | 19% | 24 | 32% | 30 | 41% | 6 | 8% |
| FEMALE | 43 | 49% | 7 | 16% | 15 | 35% | 16 | 37% | 5 | 12% |
| MAIE | 31 | 48% | 7 | 23% | 9 | 29% | 14 | 45% | 1 | 3% |
| NON-ENGLISH LANGUAGE LEARNERS | 74 | 49% | 14 | 19% | 24 | 32% | 30 | 41% | 6 | 8% |
| ECONOMICALLY DISADVANTAGED | 4 | _% | | | | gran in service.
En la | in series in a
La Company | | ر سام سام المان الما
المان المان ال | |
| NOTECONOMICALLY DISADVANTAGED | 70 | _% | · · · · · · · · · · · · · · · · · · · | | | garana
Barangan | | | | |
| NOTIMIGRANT | 74 | 49% | 14 | 19% | 24 | 32% | 30 | 41% | 6 | 8% |

GRADE 4 ENGLISH LANGUAGE ARTS



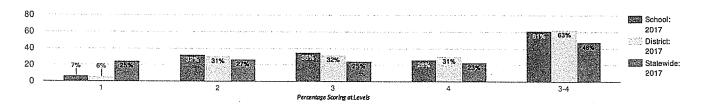
| GROUP | TOTALTESTED | PROFICIENT | LE\ | /EL 1 | LEV | /EL 2 | LEV | EL3 | LEV | /EL 4 |
|--|-------------|------------|-----|-------|--|-------|--|-----|---------------------------------------|-------|
| ALLISTUDENTS | 74 | 53% | 11 | 15% | 24 | 32% | 29 | 39% | 10 | 14% |
| GENERALEDUCATION | 60 | 63% | 3 | 5% | 19 | 32% | 28 | 47% | 10 | 17% |
| STUDENTS WITH DISABILITIES | 14 | 7% | 8 | 57% | 5 | 36% | 1 | 7% | 0 | 0% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | 2 | _% | | _ | The state of the section of the sect | - | | | ja dassas ja muudi
Kanada ja muudi | |
| HISPANICORIATINO | 1 | _% | _ | - | grant and the same same same | | de meneral de partir de la companya | | 1., | |
| WHITE | 68 | 51% | 11 | 16% | 22 | 32% | 27 | 40% | 8 | 12% |
| MULTIRACIAL | 3 | _% | | | | | s suche conservation | | | |
| SMALL GROUP TOTAL | 6 | 67% | 0 | 0% | . 2 | 33% | 2 | 33% | 2 | 33% |
| FEMALE | 37 | 68% | 1 | 3% | 11 | 30% | 18 | 49% | 7 | 19% |
| MALE | 37 | 38% | 10 | 27% | 13 | 35% | 11 | 30% | 3 | 8% |
| NON:ENGLISH LANGUAGE LEARNERS | 74 | 53% | 11 | 15% | 24 | 32% | 29 | 39% | 10 | 14% |
| ECONOMICALLY DISADVANTAGED | 10 | 40% | 4 | 40% | 2 | 20% | 2 | 20% | 2 | 20% |
| NOTECONOMICALLY DISADVANTAGED | 64 | 55% | 7 | 11% | 22 | 34% | 27 | 42% | 8 | 13% |
| NOTIMIGRANT | 74 | 53% | 11 | 15% | 24 | 32% | 29 | 39% | 10 | 14% |

GRADE 5 ENGLISH LANGUAGE ARTS



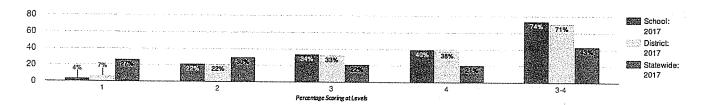
| GROUP | TOTAL TESTED | PROFICIENT | LEVE | L 1 | LEV | EL 2 | LEV | EL 3 | LEV | EL4 |
|---|--------------|------------|------|--------------|-----|----------|-----|------|-----|-----|
| ALLSTUDENTS | 73 | 53% | 11 | 15% | 23 | 32% | 28 | 38% | 11 | 15% |
| GENERALEDUCATION | 66 | 59% | . 5 | 8% | 22 | 33% | 28 | 42% | 11 | 17% |
| STUDENTS WITH DISABILITIES | 7 | 0% | 6 | 86% | 1 | 14% | 0 | 0% | 0 | 0% |
| ASIAN OR NATIVE HAWAII AN/OTHER PACIFIC | 1 | _% | _ | _ | - | - | - | - | - | |
| BLACKOR AFRICAN AMERICAN | 1 | _% | - | - (- () | - | _ | - | - | _ | |
| WHITE | 67 | 55% | 10 | 15% | 20 | 30% | 26 | 39% | 11 | 16% |
| MULTIRACIAL | 4 | _% | | | - | | _ | - | - | _ |
| SMALLGROUPTOTAL | 6 | 33% | 1 | 17% | 3 | 50% | 2 | 33% | 0 | 0% |
| FEMALE | 35 | 60% | 3 | 9% | 11 | 31% | 15 | 43% | 6 | 17% |
| MALE | 38 | 47% | 8 | 21% | 12 | 32% | 13 | 34% | 5 | 13% |
| NON-ENGLISH LANGUAGE LEARNERS | 73 | 53% | 11 | 15% | 23 | 32% | 28 | 38% | 11 | 15% |
| ¿ECONOMICALLY DISÁDVANTAGED | 4 | _% | - 1 | - | | | - | - | - | |
| NOTECONOMICALLYDISADVANTAGED | 69 | _% | | | - | <u>-</u> | | - | _ | - |
| NOTMIGRANT | 73 | 53% | 11 | 15% | 23 | 32% | 28 | 38% | 11 | 15% |

GRADE 3 MATHEMATICS



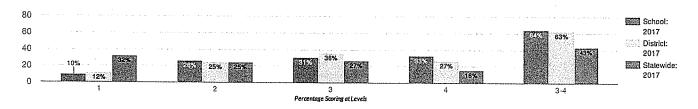
| GROUP | TOTAL TESTED | PROFICIENT | LEV | /EL 1 | LE [,] | √EL2 | LEV | ÆL3 | LEV | EL 4 |
|--------------------------------|--------------|------------|-----|-------|-----------------|---------------------|-----|-----|-----|---------------------|
| ALLSTUDENTS | 74 | 61% | 5 | 7% | 24 | 32% | 26 | 35% | 19 | 26% |
| GENERALEDUCATION. | 67 | 61% | 3 | 4% | 23 | 34% | 24 | 36% | 17 | 25% |
| STUDENTS WITH DISABILITIES | 7 | 57% | 2 | 29% | 1 | 14% | 2 | 29% | 2 | 29% |
| WHITE | 73 | _% | | | | | | | | |
| MULTIRACIAL | 1 | _% | | | | | | | | |
| SMALL GROUP TOTAL | 74 | 61% | 5 | 7% | 24 | 32% | 26 | 35% | 19 | 26% |
| FEMALE | 43 | 51% | 4 | 9% | 17 | 40% | 13 | 30% | 9 | 21% |
| MAILE | 31 | 74% | 1 | 3% | 7 | 23% | 13 | 42% | 10 | 32% |
| NON-ENGUSH LANGUAGE LEARNERS | 74 | 61% | 5 | 7% | 24 | 32% | 26 | 35% | 19 | 26% |
| EGONOMIGALLY DISADVANTAGED | 4 | _% | | | | alikare aanalika aa | | | | |
| NOTIEGONOMICALLY DISADVANTAGED | 70 | _% | | | ∯ * • | | | | | hahmānaki
Litari |
| NOTMIGRANT | 74 | 61% | 5 | 7% | 24 | 32% | 26 | 35% | 19 | 26% |

GRADE 4 MATHEMATICS



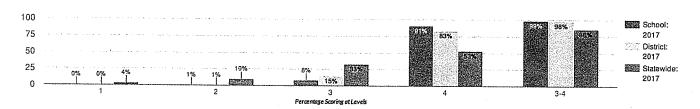
| GROUP | TOTAL TESTED | PROFICIENT | LEV | EL1 | LEV | 'EL 2 | LEV | EL3 | LE\ | /EL 4 |
|--|--------------|------------|-----|-----------------------------|--|-------|---|---------------------------------------|-----|-------|
| ALLSTUDENTS | 73 | 74% | 3 | 4% | 16 | 22% | 25 | 34% | 29 | 40% |
| GENERALEDUCATION | 59 | 85% | 0 | 0% | 9 | 15% | 22 | 37% | 28 | 47% |
| STUDENTS WITH DISABILITIES | 14 | 29% | 3 | 21% | 7 | 50% | 3 | 21% | 1 | 7% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | 2 | _% | _ | بشاف و به معاره
د او د | | | | - Samon orași (Sano) se | | |
| HISPANICORLATINO | 1 | _% | | e Marantana (1971) maa ay t | | | ر انطور د آمید سال
از از در از این ا | | | |
| WHITE | 67 | 72% | 3 | 4% | 16 | 24% | 23 | 34% | 25 | 37% |
| MULTIRACIAL | 3 | _% | | agi dineniya | je se po je se | | | e e e e e e e e e e e e e e e e e e e | | |
| SMALL GROUP TOTAL | 6 | 100% | 0 | 0% | . 0 . | 0% | 2 | 33% | 4 | 67% |
| FEVALE | 36 | 83% | 1 | 3% | 5 | 14% | 15 | 42% | 15 | 42% |
| MALE | 37 | 65% | 2 | 5% | 11 | 30% | 10 | 27% | 14 | 38% |
| NON ENGLISH L'ANGUAGE LEARNERS | 73 | 74% | 3 | 4% | 16 | 22% | 25 | 34% | 29 | 40% |
| ECONOMICALLY DISADVANTAGED | 10 | 60% | 2 | 20% | 2 | 20% | | 40% | 2 | 20% |
| NOTIEGONOMICALLYDISADVANTAGED | 63 | 76% | 1 | 2% | 14 | 22% | 21 | 33% | 27 | 43% |
| Notimigrant | 73 | 74% | . 3 | 4% | 16 | 22% | 25 | 34% | 29 | 40% |

GRADE 5 MATHEMATICS



| GROUP | TOTAL TESTED | PROFICIENT | LE\ | 'EL 1 | LEV | ÆL2 | LEV | ÆL3 | LEV | EL4 |
|---|--------------|------------|----------|--------------|-----|-----|-----|-----|-----|-----|
| ALLSTUDENTS | 70 | 64% | 7 | 10% | 18 | 26% | 22 | 31% | 23 | 33% |
| GENERALEDUCATION | 63 | 70% | 2 | 3% | 17 | 27% | 22 | 35% | 22 | 35% |
| STUDENTS WITH DISABILITIES | 7 | 14% | 5 | 71% | 1 | 14% | 0 | 0% | 1 | 14% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC. | 1 | _% | _ | - | | | | | | |
| BLACKOR AFRICAN AMERICAN | 1 | _% | | - | | | | | | |
| WHITE | 65 | 65% | 6 | 9% | 17 | 26% | 20 | 31% | 22 | 34% |
| MULTIRACIAL | 3 | _% | | _ | | | | | | |
| SMALL GROUPTOTAL | 5 | 60% | 1 | 20% | 1 | 20% | 2 | 40% | 1 | 20% |
| FEMALE | 34 | 56% | 1 | 3% | 14 | 41% | 9 | 26% | 10 | 29% |
| MALE | 36 | 72% | 6 | 17% | 4 | 11% | 13 | 36% | 13 | 36% |
| NON-ENGLISH LANGUAGE LEARNERS | 70 | 64% | 7 | 10% | 18 | 26% | 22 | 31% | 23 | 33% |
| ECONOMICALLYDISADVANTAGED | 4 | _% | <u>-</u> | indianeri di | | | | | , | |
| NOTEGONOMICALLY DISABVANTAGED | 66 | _% | | - | |) | | | | |
| NOTMIGRANT | 70 | 64% | 7 . | 10% | 18 | 26% | 22 | 31% | 23 | 33% |

GRADE 4 SCIENCE



| GROUP | TOTAL TESTED | PROFICIENT | LE\ | /EL 1 | LEV | EL 2 | LEV | /EL 3 | LEV | EL 4 |
|--|--------------|------------|--|-------|---|------|------------|-----------------------------|-------------------|--|
| ALLSTUDENTS | 76 | 99% | 0 | 0% | 1 | 1% | 6 | 8% | 69 | 91% |
| GENERALEDUCATION | 63 | 100% | 0 | 0% | 0 | 0% | 2 | 3% | 61 | 97% |
| STUDENTS WITH DISABILITIES | 13 | 92% | 0 | 0% | 1 | 8% | 4 | 31% | 8 | 62% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | 2 | _% | | | | | | | | e and and seems a seem |
| HISPANICORLATINO | 1 | _% | چاد و چاد داده داده و و و د
داده داده ا | | - a la mando da mando da la mando de l
- | | | Company (year) or agreement | Franklin in | |
| WHITE | 70 | 99% | 0 | 0% | 1 | 1% | 6 | 9% | 63 | 90% |
| MULTIRÁCIAL | 3 | _% | (| | | | | A service and a service | a a consequences. | la come e genera de
La come e genera de |
| SMALLGROUPTOTAL | 6 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 6 | 100% |
| FEMALE | 37 | 100% | 0 | 0% | 0 | 0% | 2 | 5% | 35 | 95% |
| MALE | 39 | 97% | 0 | 0% | 1 | 3% | 4 | 10% | 34 | 87% |
| NON ENGLISH LANGUAGE LEARNERS | 76 | 99% | 0 | 0% | 1 | 1% | . 6 | 8% | 69 | 91% |
| economically disadvantaged | 10 | 90% | 0 | 0% | 1 | 10% | 1 1 | 10% | 8 | 80% |
| NOTIECONOMICALLYDISADVANTAGED | 66 | 100% | 0 | 0% | 0 | 0% | 5 | . 8% | 61 | 92% |
| NOTMICRANT | 76 | 99% | 0 | 0% | 1 | 1% | 6 | 8% | 69 | 91% |

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2016 - 17)

KINDERGARTEN

| GROUP | TOTAL TESTED | ENTERING | EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
|--------------------------------|--------------|--|----------|---------------|-----------|------------|
| ALL:STUDENTS GENERAL EDUCATION | 1 | tigat ang tao and anatar man in Equipment and a secretary and an | ± | | | 22 |

GRADE 1

| GROUP | TOTAL TESTED | ENTERING | EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
|-------------------------------|--------------|----------|----------|---------------|-----------|------------|
| ALLSTUDENTS GENERAL EDUCATION | 1 | | | | | |

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 | | | E TESTED STUDENTS
ENROLLED ON BED
DAY | | EAMO | SAFE HARBOR
TARGET |
|--|--|--|---|--|--|---|-----|------|-----------------------|
| | | | | | | | | | |
| ALLSTUDENTS | NO | NO | 486* | 82%* | YES | 218 | 135 | 103 | 103 |
| AMERICAN INDIAN OR ALASKA NATIVE | _ | | 0 | Accepted maintained for the production of the second for | _ | 0 | | | |
| BLACKORAFRICANAMERICAN | _ | - | 1 | | and a second second | 1 | | - | |
| HISPANIC OR LATINO | _ | _ | 2 | _ | No. Company of the co | 1 | | - | |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | _ | The second secon | 3 | | | 2 | | _ | |
| WHITE | NO | NO | 458* | 82%* | YES | 207 | 135 | 116 | 116 |
| MULTIRACIAL | _ | | 8 | - | - | 7 | - | | |
| STUDENTS WITH DISABILITIES: | - | | 35 | _ | | 27 | _ | _ | |
| LIMITED ENGLISH PROFICIENT | | | 0 | | | 0 | | - | |
| ECONOMICALLY DISADVANTAGED | manded to be the best of the second of the s | | 21 | - | | 16 | | - | |

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 AMERICANINDIAN OR ALASKA NATIVE | 486* | 82%* | 218 | 135 | |
| NOTBLACKOR AFRICAN AMERICAN | 482* | 82%* | 217 | 135 | |
| NOTHISPANICORPATINO | 481* | 82%* | 217 | 135 | |
| NOTASIAN ORNATIVE HAWAIIAWOTHER PAC | 479* | 82%* | 216 | 135 | |
| NOTWHITE | 14 | <u> </u> | 11 | | |
| NOTMULTIRACIAL | 474* | 81%* | 211 | 135 | |
| GENERALEDUCATION | 414* | 84%* | 191 | 147 | |
| ENGLISHPROFICIENT | 486 * | 82%* | 218 | 135 | |
| NOTECONOMICALLYDISADVANTAGED | 449* | 83%' | 202 | 140 | |
| MAIE | 234* | 83%' | 106 | 121 | |
| FEMALE - | 252* | 81%* | 112 | 148 | |
| MIGRANT | 0 | <u> </u> | 0 | - | |
| NOTMIGRANT | 486* | 82%* | 218 | 135 | |

[—] Therewere 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.

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

| GROUP | MADE AYP | TESTED 95% | STUDENTS
ENROLLED DURINI
THE TEST
ADMINISTRATION
PERIOD | PERCENT OF
G ENROLLED
STUDENTS WITH
VALID TEST SCORE | HARBORTARGET | E TESTED STUDENTS
ENROLLED ON BEDS
DAY | | EAMO | SAFE HARBOR
TARGET |
|--|----------|--|---|---|---|--|--|-----------------------------|--|
| ALLSTUDENTS | NO | NO | 486* | 81%* | YES | 214 | 159 | 101 | 101 |
| AMERICAN INDIAN OR ALASKA NATIVE | | The state of the latest and the state of the | 0 | | | 0 | | | |
| BLACK OR AFRICAN AMERICAN | - | | 1 | | | 1 | | 1 - | |
| HISPANICORLATINO | | | 2 | | _ | 1 | il i y e edit yezh ae zo a a a a a a a a a | | L-112-200-1-100-1-100-1-100-1-100-1-100-1-100-1-100-1-100-1-100-1-100-1-100-1-100-1-100-1-100-1-100-1-100-1-10 |
| ASIAN ORNATIVE HAWAIIAN/OTHER PACIFIC.;; | _ | | 3 | | _ | 2 | | | ta microstociatet portet, astro |
| WHITE | NO | NO | 458* | 81%* | YES | 204 | 159 | 113 | 113 |
| MULTIRACIAL | _ | | 8 | | - | 6 | | | Proceedings of the Contract Co |
| STUDENTS WITH DISABILITIES | _ | The same of the first one of the same of t | 35 | | element element en element en element e | 27 | N CONTRACTOR STREET | e i voitamina estatuis ange | |
| LIMITED ENGLISH PROFICIENT | _ | | 0 | | | .0 | | | |
| ECONOMICALLY DISADVANTAGED | | | 21 | | - | 16 | | | |

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 |
|--|---|--|--------------------------------------|---|
| | | | | |
| NOTAMERICANINDIAN OR ALIASKA NATIVE | 486* | 81%* | 214 | 159 |
| NOT BLACK OR AFRICAN AMERICAN | 482* | 81%* | 213 | 160 |
| IOTHISPANICORIJATINO | 481* | 81%° | 213 | 159 |
| IOTASIAN ORNATIVE HAWAIIAN/OTHER PAC., | 479* | 81%* | 212 | 159 |
| ЮТWНІТЕ | 14 | of a section of the second control of the se | 10 | a de la companya de
La companya de la co |
| IOTMULTIRACIAL | 474* | 81%* | 208 | 159 |
| ENERALEDUCATION | 414* | 83%* | 187 | 168 |
| NGUSHPROFICIENT | 486* | 81%* | 214 | 159 |
| IOTEGONOMICALLY DISADVANTAGED | 449* | 82%* | 198 | 163 |
| /AIE | 234* | 82%* | 104 | 162 |
| EM/AliE | 252* | 79%* | 110 | 157 |
| IIGRANT | 0 | eg Norman er | 0 | eren er |
| OTMIGRANT . | 486* | 81% ° | 214 | • 159 |

[—] Therewere fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR therewere 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.

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 | | TESTED STUDENTS
ENROLLED ON BEDS
DAY | | EAMO | PROGRESSTARGET |
|--|----------|--|---|--|--|--|--|--|----------------|
| ALLSTUDENTS | YES | YES | 82 | 93% | YES | 74 | 199 | 178 | 178 |
| AMERICAN INDIAN OR ALASKA NATIVE | _ | - | 0 | _ | | 0 | | | - |
| BLACKOR AFRICAN AMERICAN | _ | - | 0 | and the second section of the section o | _ | 0 | | | |
| HISPANICORLATINO | _ | | 1 | order product order or public person of the con- | _ | 1 | | The second section is a second se | - |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | _ | | 2 | and parties in a superior constraint of | a to a manda and a management | 1 | = | | |
| WHITE | YES | YES | 76 | 92% | YES | 70 | 199 | 184 | 184 |
| MULTIRACIAL | _ | _ | 3 | | Sanda de la contrata del contrata de la contrata de la contrata del contrata de la contrata del contrata de la contrata de la contrata de la contrata del contrata de la contrata del contrata de la contrata de la contrata del contrata d | 2 | The state of the s | | |
| STUDENTS WITH DISABILITIES | - | - | 17 | | _ | 13 | | Production and the statements while | |
| LIMITED ENGLISH PROFICIENT | | and the section of th | 0 | eta e e e e e e e e e e e e e e e e e e | er Samer See and I for all Million again his. | 0 | on the second se | | |
| ECONOMICALLY DISADVANTAGED | | | 11 | | | 8 | | | |

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

| GROUP | STUDENTS ENROLLED DURING THE TEST
ADMINISTRATION PERIOD | | | | |
|-------------------------------------|--|--|----|---|--|
| | | | | | |
| NOTAMERICAN INDIAN OR ALASKA NATIVE | 82 | 93% | 74 | 199 | |
| NOTBLACK OR AFRICAN AMERICAN | 82 | 93% | 74 | 199 | |
| NOT HISPANIC OR LATINO | 81 | 93% | 73 | 199 | |
| NOTASIANORNATIVE HAWAIIAN/OTHER PAC | 80 | 93% | 73 | 199 | |
| NOTWHITE | 6 | Section of the sectio | 4 | e men a mercelo contre en esta con como en en esta de como en entre en el como de la como en entre en entre en
En la como en entre e | |
| NOTMULTIRACIAL | 79 | 92% | 72 | 199 | |
| GENERAL EDUCATION | 65 | 97% | 61 | 200 | |
| TENGLISH PROFICIENT | 82 | 93% | 74 | 199 | |
| NOTEGONOMICALLY DISADVANTAGED | 71 | 93% | 66 | 200 | |
| MALE | 40 | 98% | 39 | 197 | |
| TEMALE | 42 | 88% | 35 | 200 | |
| MIGRANT | 0 | The control of the form of the form of the second of the s | 0 | | |
| NOTMIGRANT | 82 | 93% | 74 | 199 | |

— Therewere 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.

UNWEIGHTED COMBINED ELA AND MATH PIS

| GROUP | ELEMENTARY/ MIDDLE-LEVEL ELA PI | ELEMENTARY/MIDDLE-LEVEL MATH PI | SECONDARY-LEVEL ELA PI | SECONDARY-LEVEL MATH PI | UNWEIGHTED COMBINED |
|--|--|--|--|--|---------------------|
| | | | | | |
| l Variable V | | | | | |
| ALLSTUDENTS | 135 | 159 | | | 147 |
| AMERICAN INDIAN OR ALASKA NATIVE | | | | | 0 |
| BLACKOR AFRICAN AMERICAN | | - Company of the control of the cont | - | | 0 |
| HISPANIC OR LATINO | <u> </u> | | | | 0 |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | | | | | 0 |
| WHITE | 135 | 159 | | | 147 |
| MULTIRACIAL | The state of the s | | | And with a standard for the property of the standard for | 0 |
| TUDENTS WITH DISABILITIES | | - | The state of the s | | 0 |
| IMITED ENGLISH PROFICIENT | The state of the s | and the transmission of a substitute of the control | | et aut e verd uit dat en sons program a di format de l'announce de l'ann | 0 |
| EGONOMICALLY DISADVANTAGED | A CONTRACTOR CONTRACTO | | | | 0 |
| — There were not enough students to dete | rmine a Performance Index. | | | | |

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PASHLEY ELEMENTARY SCHOOL - SCHOOL REPORT CARD DATA [2016 - 17]

PASHLEY ELEMENTARY SCHOOL ENROLLMENT (2016 - 17)

| K-12 ENROLLMENT | | TOTAL (2010 17) |
|---|--|--|
| | <u> 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 </u> | 431 |
| E | ENROLLMENT BY GENDER | ₹ |
| MALE | | FEMALE |
| 215 | 50% 216 | 50% |
| F | NROLLMENT BY ETHNICIT | |
| | | i |
| GROUP | TOTAL | PERCENT |
| BLACKOR AFRICAN AMERICAN | 7 | 2% |
| HISPANIC OR LATINO | 8 | 2% |
| ASIANORNATIVE HAWAIIAN/OTHER PACIFIC ISLANDER | | 0% |
| WHITE | 402 | 93% |
| MUETIRACIAL | 13 | 3% |
| | | |
| | OTUED CDOUDS | |
| | OTHER GROUPS | |
| ENGLISH LANGUAGE LEARNERS | OTHER GROUPS STUDENTS WITH DISABILITIES | ECONOMICALLY DISADVANTAGED |
| ENGLISH LANGUAGE LEARNERS | | ECONOMICALLY DISADVANTAGED 81 19% |
| | STUDENTS WITH DISABILITIES 71 16% | en en la companya de |
| | STUDENTS WITH DISABILITIES | en en la companya de |
| | STUDENTS WITH DISABILITIES 71 16% | en en la companya de |
| | STUDENTS WITH DISABILITIES 71 16% ENROLLMENT BY GRADE | 81 19% |
| GROUP | STUDENTS WITH DISABILITIES 71 16% ENROLLMENT BY GRADE | 81 19% PERCENT |
| GROUP
(K(FUILIDAY) | STUDENTS WITH DISABILITIES 71 16% ENROLLMENT BY GRADE TOTAL 65 | PERCENT 15% |
| GROUP (K(EULLDAY) ISTIGRADE 2ND GRADE RED GRADE | STUDENTS WITH DISABILITIES 71 16% ENROLLMENT BY GRADE TOTAL 65 82 | PERCENT 15% 19% |
| GROUP K(FULLDAY) 15TiGRADE 2ND GRADE 3RD GRADE 4TH GRADE | STUDENTS WITH DISABILITIES 71 16% ENROLLMENT BY GRADE TOTAL 65 82 77 | PERCENT 15% 19% 18% |
| GROUP (K(EULLDAY) ISTIGRADE 2ND GRADE RED GRADE | STUDENTS WITH DISABILITIES 71 16% ENROLLMENT BY GRADE TOTAL 65 82 77 61 | PERCENT 15% 19% 19% 18% 14% |

AVERAGE CLASS SIZE (2016 - 17)

FREE AND REDUCED-PRICE LUNCH (2016 - 17)

ELIGIBLE FOR FREE LUNCH

60

ATTENDANCE (2015 - 16)

ANNUAL/ATTENDANGERATE

STUDENT SUSPENSIONS (2015 - 16)

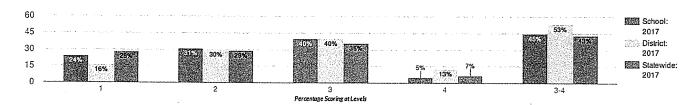
STAFF COUNTS (2016 - 17)

| GROUP | STAFF |
|--------------------------|---|
| PRINCIPALS. | 1000, 1000 (1000, |
| ASSISTANT PRINCIPALS | 0 |
| OTHER PROFESSIONAL STAFF | 0 |
| PARAPROFESSIONALS | 0 |

TEACHER QUALIFICATIONS (2016 - 17)

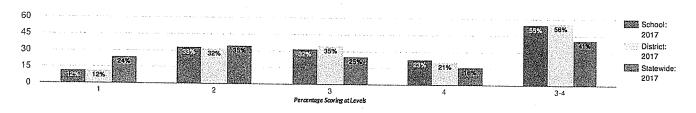
| TOTALTEACHERS | 33 |
|--|--|
| PERCENT WITH NO VALID TEACHING CERTIFICATE | and the terrelation of the contract of the con |
| PERCENT TEACHING OUT OF CERTIFICATE | 05 |
| PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE | Commission of the contract of |
| PERCENTAGE WITH MASTER'S DEGREEPLUS 30 HOURS OR DOCTORATE | 65 |
| TOTAL NUMBER OF CLASSES | 72 |
| PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION | en e |
| The control of the co | The state of the s |

GRADE 3 ENGLISH LANGUAGE ARTS



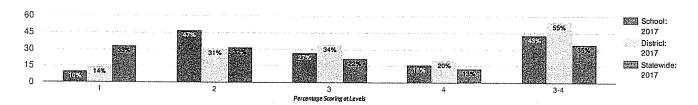
| GROUP | TOTAL TESTED | PROFICIENT | LE\ | /EL 1 | LEV | EL 2 | LE\ | /EL3 | LE/ | /EL 4 |
|--------------------------------|--------------|------------|-----|-------|-----|------|-----|------|---------------------------------------|-------|
| ALLSTUDENTS | 55 | 45% | 13 | 24% | 17 | 31% | 22 | 40% | 3 | 5% |
| GENERALEDUCATION | 49 | 47% | 10 | 20% | 16 | 33% | 21 | 43% | 2 | 4% |
| STUDENTS WITH DISABILITIES | 6 | 33% | 3 | 50% | 1 | 17% | 1 | 17% | 1 | 17% |
| HISPANICOR LATINO | 1 | _% | , i | | - | | | | | |
| WHITE | 50 | 42% | 12 | 24% | 17 | 34% | 20 | 40% | 1 | 2% |
| MULTIRAGIAL | 4 | _% | _ | | | _ | * | | · · · · · · · · · · · · · · · · · · · | |
| SMALEGROUPTOTAL | 5 | 80% | 1 | 20% | 0 | 0% | 2 | 40% | . 2 | 40% |
| PERMALE | 27 | 56% | 4 | 15% | 8 | 30% | 14 | 52% | 1 | 4% |
| MALE | 28 | 36% | 9 | 32% | 9 | 32% | 8 | 29% | 2 | 7% |
| NON-ENGLISH LANGUAGE LEARNERS | 55 | 45% | 13 | 24% | 17 | 31% | 22 | 40% | 3 | 5% |
| EGONOMIGALLY/DISADVANTAGED: | 9 | 33% | 3 | 33% | 3 | 33% | 3 | 33% | 0 | 0% |
| NOTIEGONOMICALLY/DISADVANTAGED | 46 | 48% | 10 | 22% | 14 | 30% | 19 | 41% | 3 | 7% |
| Notimigrant | 55 | 45% | 13 | 24% | 17 | 31% | 22 | 40% | 3 | 5% |

GRADE 4 ENGLISH LANGUAGE ARTS



| GROUP | TOTAL TESTED | PROFICIENT | LE | /EL 1 | LEVEL 2 LEVEL 3 | | /EL3 | LEVEL 4 | | |
|-------------------------------|--------------|--|----|-------------|-----------------|-----|----------------|---------------|---------|-----|
| AUSTUDENTS | 69 | 55% | 8 | 12% | 23 | 33% | 22 | 32% | 16 | 23% |
| GENERALEDUCATION | 59 | 63% | 5 | 8% | 17 | 29% | 21 | 36% | 16 | 27% |
| STUDENTS WITH DISABILITIES | 10 | 10% | 3 | 30% | 6 | 60% | 1 | 10% | 0 | 0% |
| HISPANICORLATINO | 2 | - *** *** * *** **** **** **** **** ** | | | | | | | | |
| WHITE | 66 | _% | | * | free Espera | | | | | |
| MULTIRAGIAL | 1 | _% | | frankska se | | | - - | a na a manana | | |
| SMALLGROUP TO TAL | 69 | 55% | ., | 12% | 23 | 33% | 22 | 32% | -
16 | 23% |
| FEMALE | 40 | 63% | 3 | 8% | 12 | 30% | 10 | 25% | 15 | 38% |
| MAIE | 29 | 45% | 5 | 17% | 11 | 38% | 12 | 41% | 1 | 3% |
| NON-ENGLISH LANGUAGE LEARNERS | 69 | 55% | | 12% | 23 | 33% | 22 | 32% | 16 | 23% |
| EGONOMICALLY DISADVANTAGED | 10 | 30% | 2 | 20% | . 5 | 50% | 0 | 0% | 3 | 30% |
| NOTEGONOMICALLYDISADVANTAGED | 59 | 59% | 6 | 10% | 18 | 31% | 22 | 37% | 13 | 22% |
| TIVAY DIIMHON | 69 | 55% | 8 | 12% | 23 | 33% | 22 | 32% | 16 | 23% |

GRADE 5 ENGLISH LANGUAGE ARTS



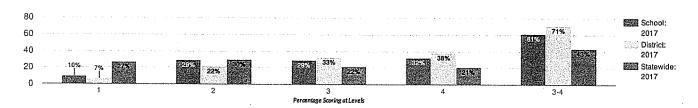
| GROUP | TOTAL TESTED PROFICIENT | | LEVEL1 LEVEL2 | | | | | LEVEL 3 LEVEL 4 | | |
|-------------------------------|-------------------------|-----|---------------|-----|------|-----|----|-----------------|----------------------|-----|
| ALLSTUDENTS | 49 | 43% | 5 | 10% | 23 | 47% | 13 | 27% | 8 | 16% |
| GENERALEDUCATION: | 45 | _% | _ | | | | | | francis Constitution | |
| STUDENTS WITH DISABILITIES | 4 | _% | | _ | - | | | | | |
| HISPANICORLATINO | 3 | _% | | | _ :: | | | | | |
| WHITE | 46 | _% | _ | - | | | | | | |
| SMALLGROUP TOTAL | 49 | 43% | 5 | 10% | 23 | 47% | 13 | 27% | 8 | 16% |
| FEMALE | 22 | 41% | 1 | 5% | 12 | 55% | 5 | 23% | 4 | 18% |
| MALE | 27 | 44% | 4 | 15% | 11 | 41% | 8 | 30% | 4 | 15% |
| NON-ENGLISH LANGUAGE LEARNERS | 49 | 43% | 5 | 10% | 23 | 47% | 13 | 27% | 8 | 16% |
| ECONOMICALLY DISADVANTAGED | 7 | 57% | 0 | 0% | 3 | 43% | 3 | 43% | . 1 | 14% |
| NOTECONOMICALLY DISADVANTAGED | 42 | 40% | 5 | 12% | 20 | 48% | 10 | 24% | 7 | 17% |
| NOTMIGRANT | 49 | 43% | 5 | 10% | 23 | 47% | 13 | 27% | 8 | 16% |

GRADE 3 MATHEMATICS



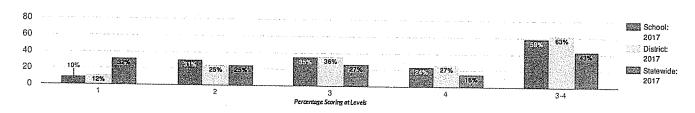
| GROUP | TOTAL TESTED | PROFICIENT | LE\ | /EL 1 | LE\ | /EL 2 | LE\ | /EL3 | LE\ | /EL 4 |
|--------------------------------|--------------|------------|-----|-------|-----|-------|-----|------|----------------------|-------|
| Allestudente | 56 | 61% | 2 | 4% | 20 | 36% | 20 | 36% | 14 | 25% |
| GENERALEDUCATION | 49 | 63% | 0 | 0% | 18 | 37% | 18 | 37% | 13 | 27% |
| STUDENTS WITH DISABILITIES | 7 | 43% | 2 | 29% | 2 | 29% | 2 | 29% | ishirishi e sherish. | 14% |
| HISPANICOR LATINO | 1 | _% | | | | | | | | 1-1- |
| WHITE | 51 | 59% | 2 | 4% | 19 | 37% | 18 | 35% | 12 | 24% |
| MULTIRAGIAL | 4 | _% | | | | | | | | |
| SMALL GROUP TOTAL | 5 | 80% | 0 | 0% | 1 | 20% | 2 | 40% | 2 | 40% |
| FEMALE | 28 | 61% | 0 | 0% | 11 | 39% | 10 | 36% | V | 25% |
| MALE | 28 | 61% | 2 | 7% | 9 | 32% | 10 | 36% | 7 | 25% |
| NON-ENGLISH L'ANGUAGE LEARNERS | 56 | 61% | 2 | 4% | 20 | 36% | 20 | 36% | 14 | 25% |
| EGONOMIGALLY DISADVANTAGED | 9 | 44% | 1 | 11% | 4 | 44% | 4 | 44% | 0 | 23% |
| NOTEGONOMICALLYDISADVANTAGED | 47 | 64% | 1 | 2% | 16 | 34% | 16 | 34% | 14 | 30% |
| Notivitati | 56 | 61% | 2 | 4% | 20 | 36% | 20 | 36% | 14 | 25% |

GRADE 4 MATHEMATICS



| GROUP | TOTAL TESTED | PROFICIENT | LEV | /EL 1 | LEV | /EL 2 | LEV | /EL 3 | LEV | EL 4 |
|-------------------------------|--------------|------------|--------------------|---------------------------------------|-----|------------------------|-----|-------|----------------------------|------|
| ALESTUDENTS | 69 | 61% | 7 | 10% | 20 | 29% | 20 | 29% | 22 | 32% |
| GENERALEDUCATION | 58 | 69% | 1 | 2% | 17 | 29% | 19 | 33% | 21 | 36% |
| STUDENTS WITH DISABILITIES | 11 | 18% | 6 | 55% | 3 | 27% | 1 | 9% | 1 | 9% |
| HISPANICORILATINO | 2 | _% | - · | | | | _ | | A CONTRACTOR OF THE SECOND | |
| WHITE | 65 | _% | er om det om de om | | | ja ske sa im le s
L | - | | | |
| MULTIRAGIAL | 2 | _% | _ | · · · · · · · · · · · · · · · · · · · | 5 | | | - | k z | |
| SMALLGROUPTOTAL | 69 | 61% | 7 | 10% | 20 | 29% | 20 | 29% | 22 | 32% |
| FEMALE | 40 | 70% | 4 | 10% | . 8 | 20% | 15 | 38% | 13 | 33% |
| MALE | 29 | 48% | 3 | 10% | 12 | 41% | 5 | 17% | 9 | 31% |
| NON-ENGLISH LANGUAGE LEARNERS | 69 | 61% | 7 | 10% | 20 | 29% | 20 | 29% | 22 | 32% |
| ECONOMICALLYDISADVANTAGED | 9 | 22% | 4 | 44% | 3 | 33% | 2 | 22% | 0 | 0% |
| NOTECONOMICALLY/DISADVANTAGED | 60 | 67% | 3 | 5% | 17 | 28% | 18 | 30% | 22 | 37% |
| NOTIMIGRANT | 69 | 61% | 7 | 10% | 20 | 29% | 20 | 29% | 22 | 32% |

GRADE 5 MATHEMATICS



| GROUP | TOTAL TESTED | PROFICIENT | ΓE | VEL1 | LEV | 'EL 2 | LE\ | /EL3 | LEV | /EL 4 |
|--------------------------------|--------------|------------|----|-------|-----------|------------|-------------------------|------------------|----------------|---------------|
| ALLSTUDENTS | 49 | 59% | 5 | 10% | 15 | 31% | 17 | 35% | 12 | 24% |
| GENERALEDUCATION | 45 | _% | | | | | | | | |
| STUDENTS WITH DISABILITIES | 4 | _% | | | | ļ | | | | |
| BLACK OR AFRICAN AMERICAN | 1 | _% | | | | | | | | |
| HISPANICORLATINO | 3 | _% | | | | | | | | |
| WHITE . | 45 | _% | | 1.5.5 | † is Till | | See Mary Administration | ļ - i | 3.4.5.4. | |
| SMAELGROUPTOTAL | 49 | 59% | 5 | 10% | 15 | 31% | 17 | 35% | -
12 | 24% |
| FEMALE | 22 | 45% | 3 | 14% | 9 | 41% | 7 | 32% | 3 | jero programa |
| MAUE | 27 | 70% | 2 | 7% | 6 | 22% | 10 | 37% | 9 | 14% |
| NON-ENGLISH LANGUAGE LÉARNERS | 49 | 59% | 5 | 10% | 15 | 31% | 17 | 35% | and the second | 33% |
| ECONOMICALLYDISADVANTAGED | 7 | 57% | 0 | 0% | 3 | 43% | i i i jok govern | and and an inch | 12 | 24% |
| NOT ECONOMICALLY DISADVANTAGED | 42 | 60% | 5 | 12% | 12 | 29% | 2 | 29% | 2 | 29% |
| NOTIMIGRANT | 49 | 59% | 5 | 10% | 15 | 29%
31% | 15
17 | 36%
35% | 10
12 | 24%
24% |

GRADE 4 SCIENCE



| GROUP | TOTAL TESTED | PROFICIENT | LEV | EL 1 | LE | /EL 2 | LEV | EL 3 | LEV | EL 4 |
|--|--------------|------------|--|------|-----|-------|-----|--------------------------------------|---------------|---------------------|
| ALLSTUDENTS | 70 | 99% | 0 | 0% | 1 | 1% | 15 | 21% | 54 | 77% |
| GENERALEDUCATION | 60 | 98% | 0 | 0% | 1 | 2% | 10 | 17% | 49 | 82% |
| STUDENTS WITH DISABILITIES | 10 | 100% | 0 | 0% | 0 | 0% | 5 | 50% | 5 | 50% |
| HISPANICORLATING | 2 | _% | _ | | | | | | | a experience annual |
| WHITE | 67 | _% | The Control of the Co | | | | | ىي د مىلىداردىلىيىد قىرسار
ئالىرى | | |
| MUETIRAGIAL | 1 | _% | | * | | | | | i de Terreson | |
| SMALL GROUP TOTAL | 70 | 99% | 0 | 0% | 1 | 1% | 15 | 21% | 54 | 77% |
| FEMALE | 41 | 100% | 0 | 0% | 0 | 0% | 7 | 17% | 34 | 83% |
| MAIE | 29 | 97% | 0 | 0% | 1 | 3% | 8 | 28% | 20 | 69% |
| NON-ENGLISHLANGUAGE LEARNERS | 70 | 99% | 0 | 0% | 1 | 1% | 15 | 21% | 54 | 77% |
| PECONOMICATE PROPERTY OF THE P | 9 | 89% | 0 | 0% | 1 | 11% | 5 | 56% | . 3 | 33% |
| NOTEGONOMICALLY DISADVANTAGED. | 61 | 100% | 0 | 0% | . 0 | 0% | 10 | 16% | 51 | 84% |
| NOTIMIGRANT | 70 | 99% | 0 | 0% | 1 | 1% | 15 | 21% | 54 | 77% |

NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA) RESULTS (2016 - 17)

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 |
|-----------------|--------------|------------|--|--|--|--|
| SRADE 4 ELA | 3 | % | | | | |
| GRADE4 MATH | 3 | _% | Politica de Albandes de compansa de Característico de Característico de Característico de Característico de Ca | | | ļ. |
| GRADE 4 SCIENCE | 2 | % | Control of the State of Control of the State | | | _ |
| GRADE 5 ELA | 1 | % | en e | | Andrew of the surprise of the | and the state of t |
| GRADE 5 MATH | 1 | % | the term and processing a second | and the second second second second second | The state of the second st | |
| FRADE6ELA | 1 | % | | | entalizações estas protocular a material con desal (p) es a consectivada | |
| SRADE 6 MATH | 1 | % | · · · · · · · · · · · · · · · · · · · | and the second s | | |

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 | | HARBOR TARGET | E TESTED STUDENTS
ENROLLED ON BEDS
DAY | PI | EAMO | SAFE HARBOR
TARGET |
|--|--|---|---|---|---------------|--|--|------|-------------------------|
| ALLSTUDENTS | NO | NO | 417* | 82%* | YES | 173 | 135 | 103 | 103 |
| AMERICAN INDIAN OR ALASKA NATIVE | | and and an arrangement of the contract of the | 0 | Secretaria e giotografia contra forca | | 0 | | | a salah saga salah sala |
| BLACK OR AFRICAN AMERICAN | - | | 3 | _ | | 0 | | | |
| HISPANICORLATINO | | reference (no.) - Section of a constraint | 6 | jer om och militaria av som | - | 5 | and American Street in the same of the sam | | |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | | | 0 | | | 0 | e en | | I. |
| WHITE | NO | NO | 384* | 82%* | YES | 163 | 134 | 116 | 116 |
| MULTIRACIAL | _ | | 7 | | | 5 | چەنسىن ئىرسىدە-مىدادىدە
<u>-</u> | | |
| STUDENTS WITH DISABILITIES | Continues in the continues of the page of the continues o | · · · · · · · · · · · · · · · · · · · | 36 | | _ | 24 | er in allematically with | | <u> </u> |
| LIMITED ENGLISH PROFICIENT | | | 0 | | _ | 0 | garangan dan kebuahan
Kabupatèn Kabupatèn | | |
| ECONOMICALLY DISADVANT/AGED | | | 38 | | | 29 | | | |

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 | 417* | 82%* | 173 | 135 |
| NOTIBLACKOR AFRICAN AMERICAN | 411* | 82%* | | 135 · |
| IOTHISPANICORLATINO | 405 * | 81%* | 168 | 135 |
| IOTASIAN ORNATIVEHAWAIIAN/OTHER PAG. | 415* | 82%* | 173 | 135 |
| IOTWHITE | 16 | | 10 | rational and a surface of the first of the surface |
| OTMULTIRACIAL | 404* | 82%* | 168 | 134 |
| ENERALEDUCATION | 354* | 83%* | 149 | 141 |
| NGLISH PROFICIENT | 416* | 82%* | 173 | 135 |
| OTECONOMICALLY DISADVANTAGED | 340 * | 83%* | 144 | 136 |
| ALE | 199* | 85%* | 87 | 123 |
| EMALE 11 | 218* | 78%* | 86 | 147 |
| IIGRANT | 0 | | 0 | and the second of the second o |
| OTMIGRANT | 417* | 82%* | 173 | 135 |

— 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.

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 | STUDENTSWITH | | E TESTED STUDENTS
ENROLLED ON BEDS
DAY | | ЕАМО | SAFE HARBOR
TARGET |
|--|----------|---|---|--------------|---------------------------------------|--|--|--|--|
| ALLSTUDENTS. | NO | NO | 416* | 82%* | YES | 174 | 155 | 101 | 101 |
| AMERICAN INDIAN OR ALASKA NATIVE | | | 0 | - | Andrews and the second and | 0 | | and the second continues and the second | removable on many disposable and a co |
| BLACK OR AFRICAN AMERICAN | | | 3 | | e participation and the security and | 1 | | and the second s | |
| HISPANICORLATINO | - | - | 6 | | | 5 | to the transfer of the same of | <u> </u> | A second resident |
| ASIAN ORNATIVE HAWAIIAN/OTHER PACIFIC. | | | 0 | | | 0 | | | Entransación de la constitución |
| WHITE | NO | NO | 383* | 83%* | YES | 162 | 155 | 113 | 113 |
| NULTIRACIAL | | other execute southern | 7 | | | 6 | | 113 | 113 |
| TUDENTS WITH DISABILITIES | | a de la proposición de la composición d
La composición de la | 36 | | e e e e e e e e e e e e e e e e e e e | 26 | | | The state of the s |
| IMITED ENGLISH PROFICIENT | _ | keedin keessa yaales. | 0 | | | 0 | | | e total de les benenes est m |
| GONOMICALLYDISADVANTAGED | <u> </u> | | 37 | | <u> </u> | 28 | | | <u> </u> |

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 | 416* | 82%* | 174 | 155 |
| NOTBLACKÓR AFRICAN AMERICAN | 410* | 82%* | 173 | 155 |
| NOTHISPANICORLATINO | 404* | 82%* | 169 | 155 |
| NOT ASIAN OR NATIVE HAWAII AN OTHER PAC | 414* | 82%* | 174 | 155 |
| NOTWHITE | 16 | | 12 | and the American and the state of the state |
| INOTIMUETRACIAL | 403* | 83%* | 168 | 154 |
| GÉNERALEDUCATION | 353* | 84%* | 148 | 161 |
| ENGLISH PROFICIENT | 415* | 82%* | 174 | 155 |
| NOTECONOMICALLY DISADVANTAGED | 340* | 83%* | 146 | 160 |
| MALE . | 198* | 86%* | 87 | 154 |
| FEMALE | 218* | 79%* | 87 | 155 |
| MIGRANT | 0 | | • | |
| NOTMICRANT | 416* | 82%* | 174 | 155 |

[—] 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.

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 | STUDENTS WITH | | TESTED STUDENTS
ENROLLED ON BED!
DAY | | EAMO | PROGRESS TARGET |
|--|--|------------|---|---|--------------|--|--|--------------------------------|-----------------|
| ALLSTUDENTS | YES | YES | 81 | 89% | YES | 70 | 200 | 178 | 178 |
| AMERICAN INDIAN OR ALASKA NATIVE | Problem 1. Communication Commu | | 0 | Transit and a firm of the fact, and the graph of the con- | _ | 0 | - | | |
| BLACKOR AFRICANAMERICAN | | - | 0 | _ | _ | 0 | - | _ | |
| HISPANICORLATINO | _ | - | 2 | | | 2 | _ | _ | |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | | - | 0 | - | | 0 | _ | Transfer billion of the second | |
| WHITE | YES | YES | 76 | 91% | YES | 67 | 200 | 183 | 183 |
| MULTIRACIAL | _ | - | 3 | _ | | 1 | All the country foundations are of the | - | _ |
| STUDENTS WITH DISABILITIES | _ | _ | 15 | _ | | 12 | - | _ | |
| LIMITED ENGLISH PROFICIENT | | _ | 0 | | - | 0 | _ | | |
| ECONOMICALLY DISADVANTAGED | and the second s | | 15 | | | 10 | | | |

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 | 81 | 89% | 70 | 200 |
| NOT BLACK OR AFRICAN AMERICAN | 81 | 89% | 70 | 200 |
| NOTHISPANIC OR LATINO | 79 | 89% | 68 | 200 |
| NOTASIAN OR NATIVE HAWAIIAN/OTHER PAG. | 81 | 89% | 70 | 200 |
| NOTWHITE | 5 | | 3 | The state of the s |
| NOTMULTIRACIAL | 78 | 91% | 69 | 200 |
| GENERALIEDUCATION | 66 | 91% | 58 | 200 |
| JÉNGLISH PROFICIENT | 81 | 89% | 70 | 200 |
| NOTECONOMICALLY DISADVANTAGED | 66 | 92% | 60 | 200 |
| MALE | 34 | — | 30 | 200 |
| FEMALE | 47 | 87% | 40 | 200 |
| MIGRANT | 0 | - | 0 | |
| NOTMIGRANT | 81 | 89% | . 70 | 200 |

— Therewere 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.

UNWEIGHTED COMBINED ELA AND MATH PIS

| €≾ON⊅ | ELEMENTARY/ MIDDLE-LEVEL ELA PI | ELEMENTARY/MIDDLE-LEVEL MATH PI | SECONDARY-LEVEL ELA PI | SECONDARY-LEVEL MATH PI | UNWEIGHTED COMBINED P |
|---|--|---|--|--|-----------------------|
| | | | | | |
| ALLSTUDENTS | 135 | 155 | | | 145 |
| AMERICAN INDIAN OR ALASKA NATIVE | The state of the s | | | | 0 |
| BLACK OR AFRICAN AMERICAN | A CONTRACT OF THE CONTRACT OF | ere de la destructura de la mesta del como de la mesta del conservación de la mesta de la mesta de parte de la
La mesta de la | | | 0 |
| HISPANIC OR LATINO | | | | | |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC: | tar en en en et en industrian de la companya de la
La companya de la co | en africa esta a contra de la desarre e para procesa proprieda de la compressión de la compressión de la compr
Esta de la compressión de l | | No. Proc. of the Control of the Cont | 0 |
| VHITE | 134 | 155 | | | 145 |
| MULTIRACIAL | entere de la composition della | A de la composiçõe de la decembra de la composiçõe de la composiçõe de la composiçõe de la composiçõe de la co | | | |
| TUDENTS WITH DISABILITIES | e e e e e e e e e e e e e e e e e e e | ta filozofia (h. 1864) e shika mbaka asa shika kishiki kishi
— | en de la regional de la colonia de la coloni | and the state of the second | |
| IMITED ENGLISH PROFIGIENT | | ti di Salah dan | | | |
| CONOMICALLY DISADVANTAGED | | er grant trade and and trade to the contract of the contract o | | | |

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| | | · |
|--|--|---|

FRANCIS L STEVENS ELEMENTARY SCHOOL - SCHOOL REPORT CARD DATA [2016 - 17]

FRANCIS L STEVENS ELEMENTARY SCHOOL ENROLLMENT (2016 - 17)

| K-12 ENROLLMENT | | 419 |
|--|--|--|
| | ENROLLMENT BY GENDE | ER |
| MALE | - MOLLMENT BY GENDE | FEMALE |
| 222 | 53% 197 | 47% |
| | ADOLLA ADALT DV DTI IN IIC | |
| | NROLLMENT BY ETHNIC | IIY |
| GROUP | TOTAL | PERCENT |
| BLAGKOR AFRICANAMERICAN | 4 | 1% |
| HISPANIC OR LATINO ASIAN OR NATIVE HAWAII AN/OTHER PACIFIC ISLANDER | | 2% |
| WHITE | 387 | 1% |
| MULTIRAGIAL | 13 | 92%
3% |
| | kering series on mengendas personalis and a series and a series personalis and a series of the serie | |
| | OTHER GROUPS | |
| ENGLISH LANGUAGE LEARNERS | STUDENTS WITH DISABILITIES | ECONOMICALLY DISADVANTAGED |
| | 65 16% | 77 |
| | ENROLLMENT BY GRADI | androne de la compaña de l
En la compaña de la compaña |
| GROUP | | <u> </u> |
| March March Carlotte Borner | TOTAL | PERCENT |
| K(EULLDAY) 4ST GRADE | 64
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | 15% |
| 2ND GRADE | 66 | 16% |
| 3RD GRADE | 65 | 16% |
| 4TH GRADE | landa da kanada da | 16% |
| 5TH GRADE | y distribution of the second o | 21% |
| UNGRADED ELEMENTARY | 3 | 1% |
| | | the control of the co |

AVERAGE CLASS SIZE (2016 - 17)

FREE AND REDUCED-PRICE LUNCH (2016 - 17)
ELIGIBLE FOR FREELLUNCH

58

ATTENDANCE (2015 - 16)

ANNUAL ATTENDANCE FRATE

STUDENT SUSPENSIONS (2015 - 16)

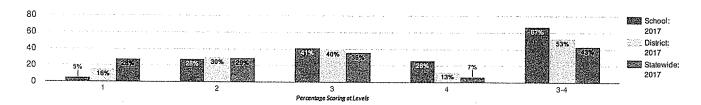
STAFF COUNTS (2016 - 17)

| GROUP | STAFF |
|--------------------------|---|
| PRINCIPALS | |
| ASSISTANT PRINCIPALS | O |
| OTHER PROFESSIONAL STAFE | 8 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 |
| PARAPROFESSIONALS | 0 |

TEACHER QUALIFICATIONS (2016 - 17)

| TOTAL TEACHERS | 34 |
|---|--|
| PERCENT WITH NO VALID TEACHING CERTIFICATE | The second contract of |
| PERCENT TEACHING OUT OF CERTIFICATE | 1 Section 1 Sect |
| PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE | 856 |
| PERCENTAGE WITH MASTERS DEGREEPLUS 30 HOURS OR DOCTORATE | 75. |
| TOTAL NUMBER OF CLASSES | 53 |
| PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION | 033 |
| en de la companya del companya de la companya del companya de la companya del la companya de la | The second section of the sect |

GRADE 3 ENGLISH LANGUAGE ARTS



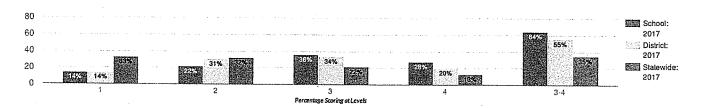
| GROUP | TOTAL TESTED | PROFICIENT | LE | /EL1 | LEV | EL 2 | LEV | /EL3 | LEV | EL4 |
|--|--------------|------------|--------------------|--|-----|------|---|------|-----|----------------------|
| ALLSTUDENTS | 61 | 67% | 3 | 5% | 17 | 28% | 25 | 41% | 16 | 26% |
| GENERALEDUCATION | 55 | 75% | 0 | 0% | 14 | 25% | 25 | 45% | 16 | 29% |
| STUDENTS WITH DISABILITIES | 6 | 0% | 3 | 50% | 3 | 50% | 0 | 0% | 0 | 0% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | 1 | _% | | | | _ | _ | | | |
| BLACKOR AFRICAN AMERICAN | 1 | _% | _ | e je tro steva stavit se se se se se tra | | * , | er er en er | _ | _ | |
| HISPANICORLATINO | 1 | _% | kaman sa ja s
S | | | _ | | | | da medalah dari
L |
| WHITE | 55 | 67% | 3 | 5% | 15 | 27% | 23 | 42% | 14 | 25% |
| MULTIRACIAL | 3 | _% | | · · · · · · · · · · · · · · · · · · · | | | , in | | _ | _ |
| SMALL GROUP TO TAL | 6 | 67% | 0 | 0% | 2 | 33% | 2 | 33% | 2 | 33% |
| FEMALE | 35 | 74% | 1 | 3% | , 8 | 23% | 15 | 43% | 11 | 31% |
| MALE | 26 | 58% | 2 | 8% | 9 | 35% | 10 | 38% | 5 | 19% |
| NON-ENGLISH LANGUAGE LEARNERS | 61 | 67% | 3 | 5% | 17 | 28% | 25 | 41% | 16 | 26% |
| (ECONOMICALLY DISADVANTAGED | 13 | 46% | 2 | 15% | 5 | 38% | 6 | 46% | 0 | 0% |
| NOTICONOMICALLY DISADVANTAGED | 48 | 73% | 1 | 2% | 12 | 25% | 19 | 40% | 16 | 33% |
| NOTMIGRANT | 61 | 67% | 3 | 5% | 17 | 28% | 25 | 41% | 16 | 26% |

GRADE 4 ENGLISH LANGUAGE ARTS



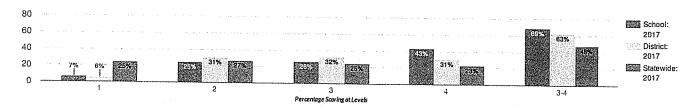
| GROUP | TOTAL TESTED | PROFICIENT | LEV | EL 1 | LEV | /EL 2 | LEV | ÆL3 | LEV | EL 4 |
|--|--------------|------------|---------------------------------------|--|-----|----------|---------------------|-----|----------------|-----------------|
| ALLSTUDENTS | 62 | 61% | 5 | 8% | 19 | 31% | 21 | 34% | 17 | 27% |
| GENERALEDUCATION | 54 | 70% | 0 | 0% | 16 | 30% | 21 | 39% | 17 | 31% |
| STUDENTS WITH DISABILITIES | 8 | 0% | 5 | 63% | 3 | 38% | 0 | 0% | 0 | 0% |
| ASIAN ORNATIVE HAWAIIAN/OTHER PACIFIC. | 1 | _% | - | | | <u> </u> | | | TO THE RESERVE | Promotor Indian |
| BLACK OR AFRICANAMERICAN | 1 | _% | · · · · · · · · · · · · · · · · · · · | _ | | 1 | | | | |
| HISPANICORLATINO | 5 | _% | - | _ | | | | 1 | | |
| WHITE | 53 | 60% | 5 | 9% | 16 | 30% | 16 | 30% | 16 | 30% |
| MULTIRAGIAL | 2 | _% | · · · · · · · · · · · · · · · · · · · | eta en | Ý | | kajardalia.
Para | | | |
| SMALL GROUP TO TAL | 9 | 67% | 0 | 0% | 3 | 33% | 5. | 56% | † 1 | 11% |
| FEMALE | 31 | 74% | 1 | 3% | 7 | 23% | 14 | 45% | . 9 | 29% |
| MARE | 31 | 48% | 4 | 13% | 12 | 39% | 7 | 23% | 8 | 26% |
| NON-ENGLISH LANGUAGE LEARNERS | 62 | 61% | 5 | 8% | 19 | 31% | 21 | 34% | 17 | 27% |
| ECONOMICALLY:DISADVANTAGED | 11 | 27% | 3 | 27% | 5 | 45% | 2 | 18% | 1 | 9% |
| NOTIECONOMICALLYDISADVANTAGED | 51 | 69% | 2 | 4% | 14 | 27% | 19 | 37% | 16 | 31% |
| NOTMIGRANT | 62 | 61% | 5 | 8% | 19 | 31% | 21 | 34% | 17 | 27% |

GRADE 5 ENGLISH LANGUAGE ARTS



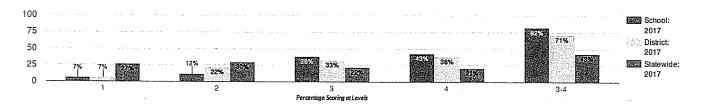
| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | LE | VEL 2 | LEV | /EL3 | LEV | /EL4 |
|-------------------------------|--------------|------------|--|-------------|---|--|------|----------|-----------------|
| ALLSTUDENTS | 78 | 64% | 11 14 | % 17 | 22% | 28 | 36% | 22 | 28% |
| GENERALEDUCATION | 66 | 73% | 3 59 | 15 | 23% | 26 | 39% | 22 | 33% |
| STUDENTS WITH DISABILITIES | 12 | 17% | 8 67 | % 2 | 17% | 2 | 17% | 0 | 0% |
| BLACKOR AFRICAN AMERICAN | 2 | _% | | | er ya a ya aka a ka a ka a ka a ka a ka a | | | | |
| HISPANIC OR LATINO | 1 | _% | and the second s | | | aj esperantenantenantenantenantenantenantenant | | | forma in Turker |
| WHITE | 73 | 66% | 11 15 | 6 14 | 19% | 27 | 37% | 21 | 29% |
| MULTIRACIAL | 2 | _% | _ | | | generalis
Distriction | | <u> </u> | 1 |
| SMALLGROUPTOTAL | 5 | 40% | 0 0% | 3 | 60% | 1 | 20% | 1 | 20% |
| FEMALE | 45 | 64% | 5 119 | 6 11 | 24% | 16 | 36% | 13 | 29% |
| MALE | 33 | 64% | 6 189 | 6 6 | 18% | 12 | 36% | 9 | 27% |
| NON-ENGLISH LANGUAGE LEARNERS | 78 | 64% | 11 145 | 6 17 | 22% | 28 | 36% | 22 | 28% |
| ECONOMICALLY DISADVANTAGED | 12 | 75% | 2 175 | 6 1 | 8% | 7 | 58% | 2 | 17% |
| NOTECONOMICALLY DISADVANTAGED | 66 | 62% | 9 149 | 6 16 | 24% | 21 | 32% | 20 | 30% |
| NOT MIGRANT | 78 | 64% | 11 149 | 6 17 | 22% | 28 | 36% | 22 | 28% |

GRADE 3 MATHEMATICS



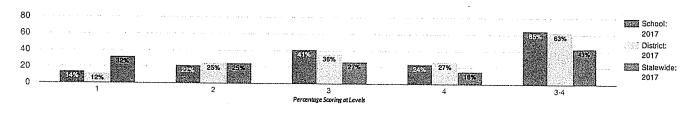
| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|---|--------------|------------|---------|--|---------|--|--------------------------|-----------|-------------------------|-------------------|
| ALLSTUDENTS | 61 | 69% | 4 | 7% | 15 | 25% | 16 | 26% | 26 | 43% |
| GENERALEDUCATION / | 55 | 71% | 2 | 4% | 14 | 25% | 13 | 24% | 26 | 47% |
| STUDENTSWITH DISABILITIES | 6 | 50% | 2 | 33% | 1 | 17% | 3 | 50% | 0 | 0% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC. | 1 | _% | | o from the same section is | | | | أخسنينسيب | | 7 , |
| BLACKOR AFRICAN AMERICAN | 1 | _% | | 4 <u></u> | | the same of the contraction | The second second | • | i de estado.
Estados | |
| HISPANICORIATINO | 1 | _% | | idirente estre di la | | e como de la la la como de la com | er bank a keepen ayan ay | | 1-400, ±1, 200,
1 | ļ-~: - |
| WHITE | 55 | 71% | 3 | 5% | 13 | 24% | 16 | 29% | 23 | 42% |
| MULTIRACIAL | 3 | _% | | | | 1000 | | | | 1-1-7- |
| SMAILGROUPTOTAL | 6 | 50% | 1 | 17% | 2 | 33% | 0 | 0% | 3 | 50% |
| FEMALE | 34 | 68% | 0 | 0% | 11 | 32% | 10 | 29% | 13 | 38% |
| MALE | 27 | 70% | 4 | 15% | 4 | 15% | 6 | 22% | 13 | 48% |
| NON-ENGLISH LANGUAGE LEARNERS | 61 | 69% | 4 | 7% | 15 | 25% | 16 | 26% | 26 | 43% |
| ECONOMICALLY DISADVANTAGED | 12 | 50% | 3. | 25% | 3 | 25% | 4 | 33% | 2 | 17% |
| NOTECONOMICALLYDISADVANTAGED. | 49 | 73% | 1 | 2% | 12 | 24% | 12 | 24% | 24 | 49% |
| NOTIMIGRANT | 61 | 69% | . 4 | 7% | 15 | 25% | 16 | 26% | 26 | 43% |

GRADE 4 MATHEMATICS



| GROUP | TOTAL TESTED | PROFICIENT | LE | /EL1 | LEV | EL 2 | LEV | EL3 | LEV | EL 4 |
|---|--------------|------------|----|------|---|------|--|--|----------------------------------|----------------------|
| ALLSTUDENTS | 60 | 82% | 4 | 7% | 7 | 12% | 23 | 38% | 26 | 43% |
| GENERALEDUCATION | 52 | 90% | 0 | 0% | 5 | 10% | 21 | 40% | 26 | 50% |
| STUDENTS WITH DISABILITIES | 8 | 25% | 4 | 50% | 2 | 25% | 2 | 25% | 0 | 0% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC. | 1 | _% | | | , encourage de la calenda d
La calenda de la calenda d | | <u> </u> | o received to the second of th | | |
| BLACKOR AFRICAN AMERICAN | 1 | _% | - | | | | | _ | promonana kinakan d
ku | jarania mimpaga
B |
| HISPANICORLATINO | 4 | _% | | | | | e editorio de la proposação
- Transportação | _ | | in on a said so a co |
| WHITE | 52 | 79% | 4 | 8% | 7 | 13% | 19 | 37% | 22 | 42% |
| MULTIRACIAL | 2 | _% | - | | _ | | | | lara sari sari
No sa <u>r</u> | |
| SMALL GROUPTOTAL | 8 | 100% | 0 | 0% | 0 | 0% | 4 | 50% | 4 | 50% |
| FEMALE | 31 | 87% | 1 | 3% | 3 | 10% | 13 | 42% | 14 | 45% |
| MALE | 29 | 76% | 3 | 10% | 4 | 14% | 10 | 34% | 12 | 41% |
| NON-ENGLISH LANGUAGELEARNERS | 60 | 82% | 4 | 7% | 7 | 12% | 23 | 38% | 26 | 43% |
| ECONOMICALLY DISADVANTAGED | 10 | 60% | 3 | 30% | 1 | 10% | 2 | 20% | 4 | 40% |
| NOTIECONOMICALLY DISADVANTAGED | 50 | 86% | 1 | 2% | 6 | 12% | 21 | 42% | 22 | 44% |
| NOTMICTANT | 60 | 82% | 4 | 7% | 7 | 12% | 23 | 38% | 26 | 43% |

GRADE 5 MATHEMATICS



| GROUP | TOTALTESTED | PROFICIENT | PROFICIENT LEVEL 1 | | | LEVEL 2 LEVEL 3 | | | | LEVEL 4 | |
|-------------------------------|-------------|------------|--------------------|-----|----|-----------------|----|-----|----------------------------|---------|--|
| ALLSTUDENTS | 79 | 65% | 11 | 14% | 17 | 22% | 32 | 41% | 19 | 24% | |
| GENERALEDUCATION | 66 | 76% | 1 | 2% | 15 | 23% | 31 | 47% | 19 | 29% | |
| STUDENTS WITH DISABILITIES | 13 | 8% | 10 | 77% | 2 | 15% | 1 | 8% | 0 | 0% | |
| BLACKOR AFRICAN AMERICAN | 2 | _% | | | | | | | e transcopo por la company | | |
| HISPANIC OR LATINO | 1 | _% | | | | | | | | | |
| WHITE | 74 | 64% | 11 | 15% | 16 | 22% | 29 | 39% | 18 | 24% | |
| MULTIRACIAL | 2 | _% | | | | | | | | | |
| SMALL GROUP TOTAL | 5 | 80% | 0 | 0% | 1 | 20% | 3 | 60% | 1 | 20% | |
| FEMALE | 44 | 59% | 6 | 14% | 12 | 27% | 17 | 39% | 9 | 20% | |
| MALE | 35 | 71% | 5 | 14% | 5 | 14% | 15 | 43% | 10 | 29% | |
| NON-ENGLISH LANGUAGE LEARNERS | 79 | 65% | 11 | 14% | 17 | 22% | 32 | 41% | 19 | 24% | |
| ECONOMICALLY DISADVANTAGED | 12 | 67% | 1 | 8% | 3 | 25% | 4 | 33% | 4 | 33% | |
| NOTECONOMICALLY DISADVANTAGED | 67 | 64% | 10 | 15% | 14 | 21% | 28 | 42% | 15 | 22% | |
| NOTMIGRANT | 79 | 65% | 11 | 14% | 17 | 22% | 32 | 41% | 19 | 24% | |

GRADE 4 SCIENCE



| GROUP | TOTAL TESTED | PROFICIENT | LEV | EL1 | LEV | /EL 2 | LEV | EL3 | LE\ | /EL 4 |
|--|--------------|------------|-----|---------------------------------------|--------------------------------|------------|---------------|---|---------------------|--|
| ALLSTUDENTIS | 61 | 98% | 0 | 0% | 1 | 2% | 10 | 16% | 50 | 82% |
| GENERALEDUCATION | 54 | 100% | 0 | 0% | 0 | 0% | 7 | 13% | 47 | 87% |
| STUDENTS WITH DISABILITIES | 7 | 86% | 0 | 0% | 1 | 14% | 3 | 43% | 3 | 43% |
| ASIAN OF NATIVE HAWAIIAN/OTHER PACIFIC | 1 | _% | _ | er er og skriveringered s | Same a case of the case a fire | | | | | i de la companya de l |
| BLACKORAFRICANAMERICAN | 1 | _% | | a paragraph and a same | gran managran
T | _ | - | | 1 | |
| HISPANICORUATINO | 4 | _% | | · · · · · · · · · · · · · · · · · · · | 1 - 1 | - | | | | Andrews III |
| WHITE | 53 | 98% | 0 | 0% | 1 | 2% | 10 | 19% | 42 | 79% |
| MULTIRACIAL | 2 | _% | | | | lander and | y maggan
E | / · · · · · · · · · · · · · · · · · · · | Same and the second | : |
| SMALL GROUP TO TAL | 8 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 8 | 100% |
| FEMALE | 31 | 100% | 0 | 0% | 0 | 0% | 5 | 16% | 26 | 84% |
| MALE | 30 | 97% | 0 | 0% | 1 | 3% | 5 | 17% | 24 | 80% |
| NON-ENGLISH LANGUAGE LEARNERS | 61 | 98% | 0 | 0% | 1 | 2% | 10 | 16% | 50 | 82% |
| IEGONOMICALLY DISADVANTAGED | 9 | 89% | 0 | 0% | 1 | 11% | . 1 | 11% | 7 | 78% |
| NOTECONOMICALLYDISADVANTAGED | 52 | 100% | 0 | 0% | 0 | 0% | 9 | 17% | 43 | 83% |
| NOTIMIGRANT | 61 | 98% | 0 | 0% | 1 | 2% | 10 | 16% | 50 | 82% |

NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA) RESULTS (2016 - 17)

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 |
|--------------|--------------|------------|---------|--|--|-----------|
| GRADE3 ELA | 2 | _% | 2 | | | |
| GRADE 3 MATH | 2 | _% | | | | - Table 1 |
| GRADE 5 ELA | 1 | . * | | The state of the s | | |
| GRADES MATH | 1 | _% | | _ | - The All Control of the All Con | |

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2016 - 17)

GRADE 2

| GROUP | TOTAL TESTED | ENTERING EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
|--------------------------|--------------|-------------------|---------------|-----------|------------|
| ALLSTUDENTS | 2 | | | | |
| STUDENTSWITHDISABILITIES | 2 | | | | |

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 | HARBOR TARGET | E TESTED STUDENTS
ENROLLED ON BEDS
DAY | PI | EAMO | SAFE HARBOR
TARGET |
|---------------------------------------|---|---|---|--|---------------|--|-----|--|--|
| ALLSTUDENTS | NO | NO | 432* | 89%* | YES | 201 | 155 | 103 | 103 |
| AMERICAN INDIAN OR ALASKA NATIVE | ************************************** | | 0 | _ | | 0 | | | The second secon |
| BLACKOR AFRICAN AMERICAN | | | 4 | | _ | 3 | _ | | |
| HISPANICORLATINO | - | | 7 | | | 7 | | | |
| ASIAN ORNATIVE HAWAIIAN/OTHER PACIFIC | ng transmit an ing tinasing na manana ing pagamang pagaman | en er er er er en | 2 | | | 2 | | | |
| WHITE | NO | NO | 397* | 89%* | YES | 182 | 154 | 116 | 116 |
| MULTIRACIAL | | _ | 8 | | <u> </u> | 7 | | | |
| STUDENTSWITHDISABILITIES | | | 35 | _ | - | 29 | | er fan dere fil e remember en de de de de de | Property and the angle opening and |
| LIMITED ENGLISH PROFICIENT | An a transmission from the same transmission and the same a | | 0 | Berrahi Amerikan Kalima
Barrahi Amerikan Kalima | | 0 | | - 1 | |
| ECONOMICALLY DISADVANTAGED | YES | | 39 | Service of the servic | YES | 37 | 132 | 86 | 86 |

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

| GROUP | STUDENTS ENROLLED DURING THE TES
ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | TESTED STUDENTS ENROLLED ON BEDS DAY | PI |
|---------------------------------------|---|--|--------------------------------------|--|
| | | | | |
| NOT AMERICAN INDIAN OR ALASKA NATIVE | 432* | 89%* | 201 | 155 |
| NOTELACKORAFRICANAMERICAN | 426* | 89%* | 198 | 156 |
| NOTHISPANIC OR LATINO | 421* | 89%* | 194 | 154 |
| NOTASIAN OR NATIVE HAWAIIAN/OTHER PAC | 427* | 89%* | 199 | 154 |
| NOT/WHITE | 21 | and it is consistent to the state of the sta | 19 | te a managa a amakanan magala an jibo ayan ili a an jangan janga a an jangan janga an jangan jangan jangan jan |
| NOT MULTIRAGIAL | 419* | 89%* | 194 | 155 |
| GENERALIEDUCATION | 373* | 91%* | 172 | 171 |
| ENGLISH PROFICIENT | 431* | 89%* | 201 | 155 |
| NOT EGONOMICALLY DISADVANTA GED | 357* | 88%* | 164 | 160 |
| IMALE | 200* | 91%* | 92 | 143 |
| FEMALE | 232* | 88%* | 109 | 164 |
| MIGRANT | 0 | e tot verte te trouvelpe e uit de en it dit mendete in en en inne en en inne en en inne en en inne en en en in | 0 | en werden wegeneren werden er zouer de generen er gebeure zen de en zen zen zen zen zen zen zen zen zen |
| NOTMIGRANT | 432* | 89%* | 201 | 155 |

[—] 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.

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

| G₹OUP | MADE AYP | TESTED 95% | STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF
GENROLLED
STUDENTS WITH
VALID TEST SCORE | HARBOR TARGET | E TESTED STUDENTS
ENROLLED ON BEDS
DAY | PI | EAMO | SAFE HARBOR TARGET |
|--|----------|--|---|--|-----------------|--|--|---|-------------------------------------|
| ALLSTUDENTS | NO | NO | 431* | 90%* | YES | 200 | 162 | 101 | 101 |
| AMERICAN INDIAN OR ALASKA NATIVE | _ | - Committee of the comm | 0 | The same two to the same sections of | | 0 | tem disease est elle come inica
 | _ | |
| BLACKOR AFRICAN AMERICAN | - | _ | 4 | i fra tem mangatan panana.
 | | 3 | | | |
| HISPANICORLATINO | _ | | 6 | The second second | | 6 | ئىدى ئىلىكانىدى ئىدىدى.
ك | | A real rate and managed a con- |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | | en en en som og en | 2 | | | 2 | | | - |
| WHITE | NO | NO | 397⁺ | 89%* | YES | 182 | 160 | 113 | 113 |
| MULTIRACIAL | _ | <u> </u> | 8 | | 1 - | 7 | | ersen er et tante en mande | Transconduction and the province of |
| STUDENTS WITH DISABILITIES | YES | | 35 | | YES | 32† | 78† | 69 | 20 |
| LIMITED ENGLISH PROFICIENT | | - | 0 | | Andrew Spiriter | 0 | enni e ga para para para para para para para p | en territorio que titalizado en esperante e | in desire or other section |
| ECONOMICALLY DISADVANTAGED | YES | | 38 | | YES | 35 | 140 | 84 | 84 |

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 | 431* | 90%* | 200 | 162 | |
| NOTBLACKORAFRICANAMERICAN | 425* | 89%* | 197 | 162 | |
| NOTHISPANIC OR LATINO | 421' | 90%' | 194 | 161 | |
| NOTASIAN OR NATIVE HAWAII AN OTHER PAC | 426* | 89%* | 198 | 162 | |
| NOTWHITE | 20 | | 18 | —————————————————————————————————————— | |
| NOTMULTIRACIAL | 418* | 90%* | 193 | 162 | |
| GENERAL EDUCATION | 372* | 91%* | 170 | 178 | |
| ENGLISH PROFICIENT | 430' | 90%* | 200 | 162 | |
| NOTECONOMICALLY DISADVANTAGED | 357* | 89%* | 165 | 167 | |
| MALE | 199* | 92%* | 93 | 159 | |
| FEMALE | 232' | 88%* | 107 | 164 | |
| MIGRANT | 0 | | 0 | and the first that we consider the first transfer to the first transfer transfer to the first transfer transfer to the first transfer t | |
| NOTMIGRANT | 431* | 90%* | 200 | 162 | |

[—] 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 | STUDENTSWITH | | TESTED STUDENTS
ENROLLED ON BEDS
DAY | PI | EAMO | PROGRESS TARGET |
|--|----------|---|---|--------------|---|--|--|--|--|
| ALLSTUDENTS | YES | YES | 63 | 97% | YES | 60 | 198 | 177 | 177 |
| AMERICAN INDIAN OR ALASKA NATIVE | | arregi alikuwa ketang aliatahan na panana na panana | 0 | - | | 0 | | 1 | A production of the second |
| BLACK OR AFRICAN AMERICAN | _ | | 1 | _ | - | 1 | | | |
| HISPANIC OR LATINO | | - | 4 | 4 | | 4 | | | |
| ASIAN OF NATIVE HAWAIIAN/OTHER PAGIFIC | _ | | 1 | | | 1 | | i de la composition della comp | de destruire a particular de la companya del companya de la companya de la companya del companya de la companya |
| WHITE | YES | YES | 55 | 96% | YES | 52 | 198 | 182 | 182 |
| MULTIRAGIAL | <u> </u> | | 2 | | er jamely – proportion of the contract of the | 2 | and the second s | _ | |
| STUDENTS WITH DISABILITIES. | 7 | andries in the second | 9 | | | 7 | | · · · · · · · · · · · · · · · · · · · | |
| LIMITEDENGLISH PROFICIENT | _ | | 0 | | - | 0 | | | |
| ECONOMICALLY DISADVANTAGED | | | 10 | | | 9 | | : <u> </u> | t familifica (tipo og bot)
Historia |

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 ALASKANATIVE | 63 | 97% | 60 | 198 | |
| NOTELACKOR AFRICANAMERICAN | 62 | 97% | 59 | 198 | |
| NOTHISPANICORLATING | 59 | 97% | 56 | 198 | |
| NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC. | 62 | 97% | 59 | 198 | |
| NOTWHITE | 8 | | 8 | | |
| NOTMULTIRAGIAL | 61 | 97% | 58 | 198 | |
| GENERALEDUCATION | 54 | 100% | 53 | 200 | |
| ENGLISH PROFICIENT | 63 | 97% | 60 | 198 | |
| NOTECONOMICALLYDISADVANTAGED | 53 | 98% | 51 | 200 | |
| MADE | 32 | - | 29 | er en | |
| FEMALE: | 31 | | 31 | 200 | |
| MIGRANT | 0 | | 0 | —————————————————————————————————————— | |
| NOTIMIGRANT | 63 | 97% | 60 | 198 | |

— 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.

UNWEIGHTED COMBINED ELA AND MATH PIS

| GROUP | ELEMENTARY/ MIDDLE-LEVEL ELA PI | ELEMENTARY/ MIDDLE-LEVEL MATH PI | SECONDARY-LEVEL ELA PI | SECONDARY-LEVEL MATH PI | UNWEIGHTED COMBINED P | |
|---|--|--|--|--|--|--|
| | | | | | | |
| | | | | | | |
| all students | 155 | 162 | | | 159 | |
| AMERICAN INDIAN OR ALASKA NATIVE | in er et pleiste generale i 1600 och i selepakteringe betreen av generale op generale och en projekt sen en se
Tiller | | | | 0 | |
| BLACKOR AFRICAN AMERICAN | - | ter tara keti ya mada ta ilapi ya marana da alam da ana anga a pada matagasa ilam. I | era a lamba karat da samayan na da dan an ina jangkaya (g | | 0 | |
| HSPANIC OR LATINO | provent temporar distriction in months in a minimal temporary to play any activities consequently to the second con- | | | | 0 | |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | | | | | 0 | |
| VHITE | 154 | 160 | and the same of the form who the same of the first first factor and the same of the same o | ول و در مود دو در ورود نومها مهاد محدوده ما است.
- ا | 157 | |
| AULTIRACIAL | The first of the second of the first of the second of the | The families of the control of the following the families of the control of the c | | | 0 | |
| TUDENTS WITH DISABILITIES | Consideration (Constitution of Constitution of | 78 | ere en | | 78 | |
| IMITED ENGLISH PROFICIENT | | | | en dagen er en de generale generale en de seus de generale general | 0 | |
| CONOMICALLY DISADVANTAGED | 132 | 140 | a Turker on a minera to a recorded about the | | 136 | |
| | | in the second of | and the second s | termine and the second second second | parameter of entire parameters of the contract | |
| — There were not enough students to deter | mine a Performance Index. | | | | | |

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