



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**

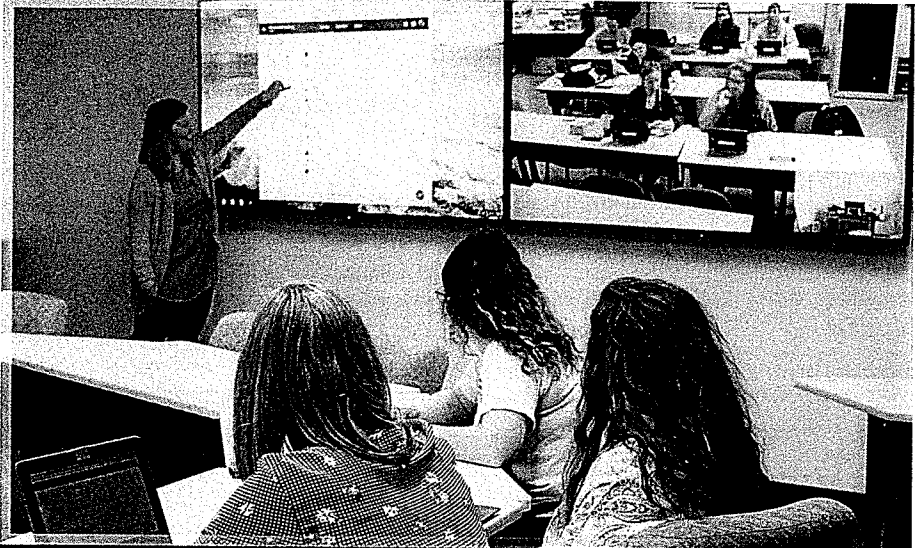
On May 15, Burnt Hills-Ballston Lake School District residents will go to the polls to vote on a proposed \$68 million budget for the 2018-19 school year. The plan preserves all existing programs and small class sizes in grades K-8. It also improves academic opportunities (see pg. 2) for students while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

## BUDGET *at-a-glance*

- 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](http://www.bhbl.org) to learn more about the three potential programs of study.

### 4

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.

## BH-BL



### 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 no-cost 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

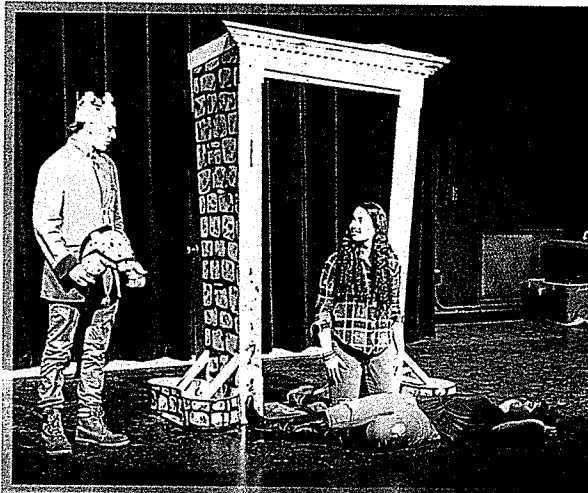
Under New York's tax cap law, districts that adopt a contingent budget cannot increase the current tax levy by any amount—resulting in a zero percent tax levy increase.

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.

## 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

Year	Tax Levy Increase	Average Tax 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.

**BH-BL**



**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.

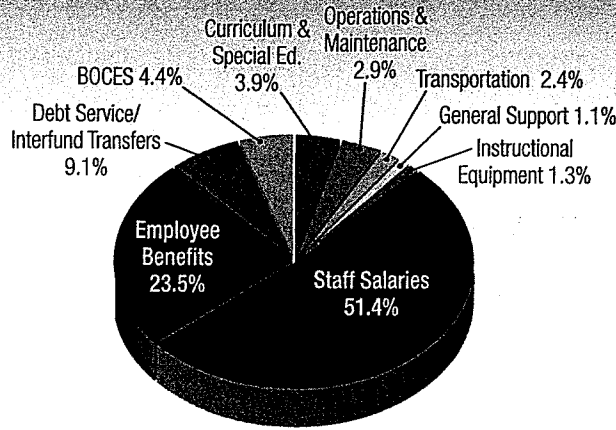
**50**

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.

**BH-BL**



**Expenditures Summary**

CATEGORY	2017-18	PROPOSED 2018-19	% CHANGE '17-18 to '18-19
General Support <i>(Includes district supplies &amp; materials, legal services, general insurance)</i>	\$774,541	\$772,738	-0.23%
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%
<b>Total Expenditure</b>	<b>\$65,492,019</b>	<b>\$68,082,518</b>	<b>3.96%</b>

\* 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.

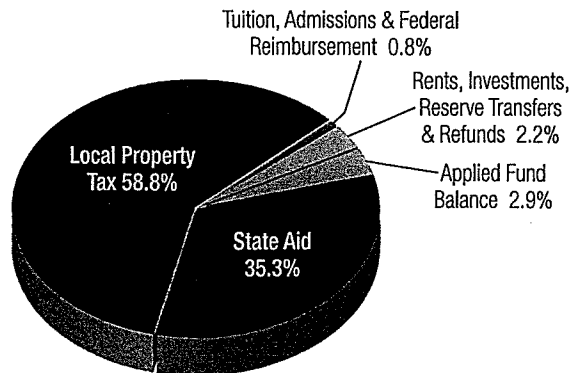
**Revenue Summary**

	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%
<b>Total Revenue</b>	<b>\$65,492,019</b>	<b>\$68,082,518</b>	<b>3.96%</b>

\* 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%	
<b>A. Proposed Levy to Support the Total Budgeted Amount</b>			
	\$38,882,000	\$40,009,573	
<b>B. Levy to Support Library Debt, if Applicable</b>			
	0	0	
<b>C. Levy for Non-Excludable Propositions, if Applicable**</b>			
	0	0	
<b>D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy</b>			
	0	0	
<b>E. Total Proposed School Year Tax Levy (A + B + C - D)</b>			
	\$38,882,000	\$40,009,573	\$38,882,000
<b>F. Total Permissible Exclusions</b>			
	\$1,078,473	\$1,116,972	
<b>G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions</b>			
	\$37,899,645	\$38,924,476	
<b>H. Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)</b>			
	\$37,803,527	\$38,892,601	
<b>I. Difference: (G - H); (Negative Value Requires 60.0% Voter Approval)</b>			
	\$96,118	\$31,875	
<b>Administrative Component**</b>			
	\$6,454,235	\$6,345,650	\$6,345,650
<b>Program Component**</b>			
	\$47,997,328	\$49,812,713	\$48,685,140
<b>Capital Component**</b>			
	\$11,040,456	\$11,924,155	\$11,924,155

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 non-contingent 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.)

<sup>1</sup> 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>

## Basic STAR Exemption Impact

	Ballston	Charlton	Clifton Park	Glenville
Estimated Basic STAR Exemption Savings <sup>1</sup>	\$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.



**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 whole new level in the classroom.

**BH-BL**

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.

**BH-BL**



**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.

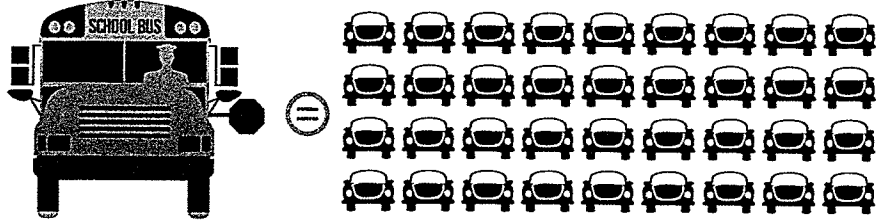
The district is expected to be reimbursed approximately 66 percent of the cost of the buses through state transportation aid in subsequent years, resulting in a net local cost of approximately \$289,000. Additionally, by purchasing buses outright, the district saves an estimated \$15,000 in interest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

AMERICAN SCHOOL BUS COUNCIL



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 long-standing policy has been to replace several of the oldest buses each year.



**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 Estimated STAR Values**

	MAXIMUM TAX SAVINGS
<b>Basic STAR</b>	
Ballston	\$794
Charlton	\$795
Clifton Park	\$830
Glenville	\$630
<b>Enhanced STAR</b>	MAXIMUM 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

Town	2018 Median Full-Market Value	Estimated 2018 Tax Increase
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.*

## 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.

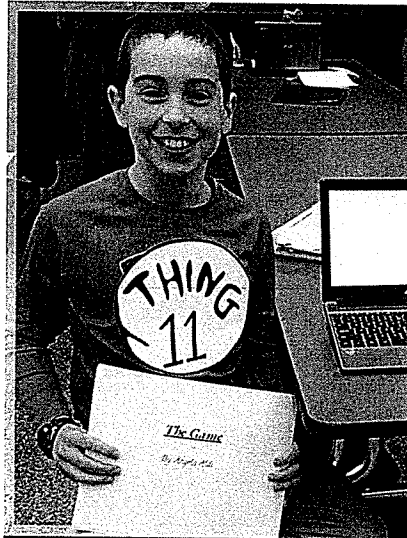
The **tax rate** is the amount of tax paid for each \$1,000 of assessed value of property.

### 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.



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.

**BH-BL**



# 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.

# BH-BL



### 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.



*"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."*

### 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.



*"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 problem-solving 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](mailto:pmcgrath@bhbl.org) or 518-399-9141, ext. 85002. There is also budget information at [www.bhbl.org](http://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-BL



### 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.

**Tuesday, May 8:**

O'Rourke Middle School Arts Festival, 5 p.m. in the cafeteria

**Tuesday, May 15:**

BH-BL High School Arts Festival, 7 a.m. to 9 p.m. in the gym



*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.*

Just can't hide that

# Spartans PRIDE



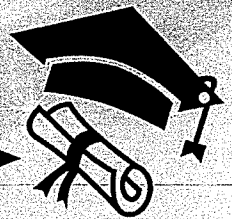
Congratulations to the 2017 boys varsity cross country team for winning the New York State Class B Championship and finishing the season with a Suburban Council dual meet record of 14-1. The team also won its first-ever Federation Championship and students Tyler Berg, Evan Brennan, Aidan Gillooley, and 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.



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.

**BH-BL**

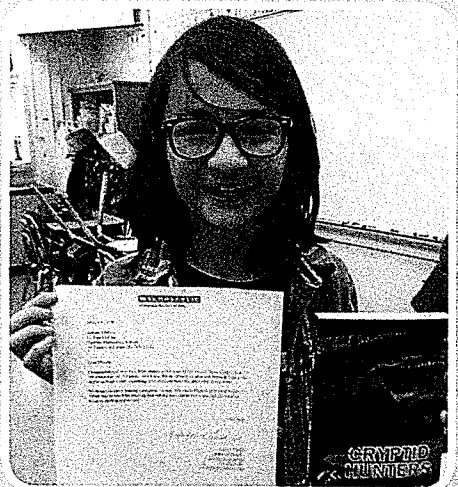


This is just a small sample of the many successes BH-BL students accomplish in the classroom, on stage, and on the field throughout the year. To learn more about student and staff achievements throughout the school year, please visit our website and social media channels (Facebook and Twitter) where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



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



**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+**

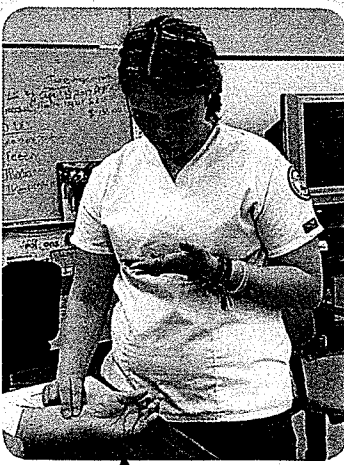
The number of years BH-BL has supported the long-standing and successful PEACE Exchange Program. Last year, students went to France, Spain & Germany.

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 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.



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.



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

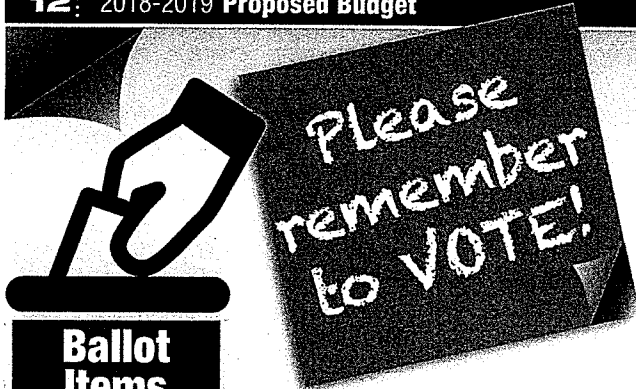
## Burnt Hills-Ballston Lake

CENTRAL SCHOOLS

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### 12: 2018-2019 Proposed Budget



#### Ballot Items

The 2018-19 Proposed Budget

Board of Education Candidates

**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.*

**BH-BL**



#### 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 Abdo at the district office. The application can also be downloaded from the BH-BL website at [www.bhbl.org/budget/voterinformation.cfm](http://www.bhbl.org/budget/voterinformation.cfm)

The completed application must be

returned to Christopher Abdo 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 Abdo at 518-399-9141, ext. 85025.

**April 17, 2018**

**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?





BURNT HILLS-BALLSTON LAKE--Proposed Budget  
Detail Appropriation Report

Components of Three-Part Budget		
Admin	Program	Capital

Formatted Account	Description	2016-2017 Expenditures	2016-2017 Budget	2017-2018 Budget	2018-2019 Proposed Budget	Admin	Program	Capital
A 1010.400-90-0100	MEMBERSHIP BOARD OF ED	\$10,441	\$10,400	\$10,400	\$10,400	\$10,400		
A 1010.445-90-0100	TRAVEL CONF BOARD OF ED	\$5,015	\$6,500	\$6,500	\$1,500	\$1,500		
A 1010.460-90-0100	OTHER EXP BOARD OF ED	\$1,203	\$9,000	\$9,000	\$4,000	\$4,000		
<b>01 - Board of Education</b>		<b>\$16,659</b>	<b>\$25,900</b>	<b>\$25,900</b>	<b>\$15,900</b>			
A 1240.431-90-0200	PROF DEVELOP ADMIN	\$1,124	\$1,500	\$1,500	\$1,500	\$1,500		
A 1240.441-90-0200	PUBLIC INFORMATION	\$20,286	\$10,000	\$10,000	\$10,000	\$10,000		
A 1240.445-90-0200	TRAVEL CONF SUPERINTENDEN	\$1,981	\$2,000	\$2,000	\$2,000	\$2,000		
A 1240.451-90-0200	GEN SUPPL SUPERINTENDENT	\$444	\$450	\$450	\$450	\$450		
A 1240.460-90-0200	OTHER EXP SUPERINTENDENT	\$2,369	\$4,500	\$4,500	\$4,500	\$4,500		
<b>02 - Superintendent</b>		<b>\$26,204</b>	<b>\$18,450</b>	<b>\$18,450</b>	<b>\$18,450</b>			
A 1310.201-90-0300	NEW EQUIP BUSINESS OFC	\$0	\$0	\$0	\$0	\$0		
A 1310.400-90-0300	BUS OFFICE CONTRACTUAL	\$15,496	\$15,500	\$15,500	\$16,500	\$16,500		
A 1310.431-90-0300	STAFF DEVELOP CLERICAL	\$215	\$500	\$500	\$500	\$500		
A 1310.441-90-0300	BID ADVERTISING	\$1,027	\$1,000	\$1,000	\$1,000	\$1,000		
A 1310.445-90-0300	TRAVEL CONF BUSINESS OFC	\$3,399	\$2,500	\$2,500	\$3,500	\$3,500		
A 1310.451-90-0300	GEN SUPPL BUSINESS OFC	\$9,499	\$6,200	\$6,200	\$8,200	\$8,200		
<b>03 - Business Office</b>		<b>\$29,636</b>	<b>\$25,700</b>	<b>\$25,700</b>	<b>\$29,700</b>			
A 1320.430-90-0400	AUDIT SERVICE	\$56,064	\$60,000	\$60,000	\$60,000	\$60,000		
A 1330.451-90-0400	GEN SUPPL TAX COLLECTOR	\$393	\$1,000	\$1,000	\$1,000	\$1,000		
A 1380.460-90-0400	DEBT SERVICE CHARGE	\$509	\$2,000	\$2,000	\$2,000	\$2,000		
A 1420.160-90-0400	LEGAL SERVICES-SALARY	\$68,858	\$72,500	\$72,500	\$72,500	\$72,500		
A 1420.430-90-0400	LEGAL SERVICES	\$20,295	\$36,000	\$36,000	\$36,000	\$36,000		
A 5510.430-90-0400	LEGAL FEES TRANS	\$0	\$2,000	\$2,000	\$2,000	\$2,000		\$2,000
<b>04 - Legal, Audit, Tax &amp; Fees</b>		<b>\$146,119</b>	<b>\$173,500</b>	<b>\$173,500</b>	<b>\$173,500</b>			
A 1430.221-90-0500	NEW FURN PERSONNEL	\$0	\$0	\$0	\$0	\$0		
A 1430.441-90-0500	ADVERTISING/Fingerprinting PERSONNEL	\$6,139	\$10,000	\$10,000	\$10,000	\$10,000		
A 1430.445-90-0500	TRAVEL CONF PERSONNEL	\$0	\$900	\$900	\$900	\$900		
A 1430.451-90-0500	GEN SUPPL PERSONNEL	\$1,491	\$4,200	\$4,200	\$4,200	\$4,200		
<b>05 - Personnel</b>		<b>\$7,630</b>	<b>\$15,100</b>	<b>\$15,100</b>	<b>\$15,100</b>			
A 1920.403-90-0600	DISTRICT MEMBERSHIPS	\$14,892	\$15,000	\$17,000	\$17,000	\$17,000		
A 2010.400-90-0600	OTHER EXP CURRICULUM (CONTRACTUAL)	\$0	\$0	\$0	\$0	\$0		
A 2010.431-90-0600	PROJECT TEAM	\$1,321	\$5,000	\$3,000	\$3,000	\$3,000		
A 2010.448-90-0600	EQUIP REPAIR CURRICULUM	\$0	\$600	\$500	\$8,000	\$8,000		
A 2010.450-90-0600	OTHER EXP CURRICULUM (SUPPLIES)	\$5,533	\$10,000	\$10,000	\$10,000	\$10,000		
A 2010.451-90-0600	GEN SUPPL CURRICULUM	\$8,277	\$15,400	\$15,000	\$15,000	\$15,000		
A 2010.454-90-0600	TEST SUPPLIES DISTRICT	\$0	\$10,000	\$10,000	\$10,000	\$10,000		
A 2010.457-90-0600	MEDIA MATL CURRICULUM	\$1,723	\$3,000	\$3,000	\$3,000	\$3,000		
A 2010.458-90-0600	MEDIA SUPPL CURRICULUM	\$753	\$2,500	\$1,500	\$1,500	\$1,500		
A 2020.150-90-0600	DIGNITY FOR ALL SALARY	\$9,180	\$5,000	\$3,000	\$3,000	\$3,000		
A 2020.431-90-0600	DIST STAFF DEVELOPMENT	\$22,931	\$29,000	\$31,000	\$31,000	\$31,000		
A 2020.445-90-0600	TRAVEL CONF CURRICULUM	\$3,839	\$5,000	\$6,000	\$6,000	\$6,000		\$6,000

A 2110.202-90-0600	EQUIP REPL MEDIA	\$1,372	\$1,500	\$1,062	\$1,062	\$1,062	\$1,062
A 2110.222-90-0600	FURN REPL DISTRICT	\$1,934	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
A 2110.403-90-0600	ODYSSEY OF THE MIND	\$950	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
A 2110.404-90-0600	GIFTED AND TALENTED DIST	\$99	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
A 2110.432-90-0600	DISTRICT CURRIC DEVELOP	\$0	\$0	\$0	\$0	\$0	\$0
A 2110.433-90-0600	Credit Hour Reimbursement	\$28,473	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
A 2110.441-90-0600	PRINTING RECORDS	\$7,178	\$5,500	\$5,500	\$5,500	\$5,500	\$5,500
A 2110.444-90-0600	TRAVEL IN DIST CURRICULUM	\$5,417	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500
A 2110.449-10-0600	BOOKBINDING	\$119	\$500	\$500	\$500	\$500	\$500
A 2110.453-90-0600	Special Projects Curriculum	\$0	\$0	\$0	\$0	\$0	\$0
A 2110.480-90-0600	TEXTBOOKS CURRICULUM	\$199,386	\$139,700	\$139,700	\$139,700	\$139,700	\$139,700
A 2250.470-90-0600	PVT SCH HANDICAP TUITION	\$1,061,092	\$900,000	\$1,157,960	\$1,283,370	\$1,283,370	\$1,283,370
A 2630.201-90-0600	COMPUTER EQUIP INSTRUC	\$3,914	\$79,812	\$79,812	\$80,000	\$80,000	\$80,000
A 2630.221-90-0600	STATE AIDED HARDWARE	\$45,955	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
A 2630.448-90-0600	COMPUTER SERV CONTRACTS	\$0	\$7,500	\$7,500	\$0	\$0	\$0
A 2630.460-90-0600	COMPUTER SOFTWARE DIST	\$40,334	\$42,250	\$42,250	\$43,000	\$43,000	\$43,000
A 2630.461-90-0600	STATE AIDED SOFTWARE	\$46,313	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
A 2810.436-90-0600	COUNSELING SVCS	\$460,304	\$473,000	\$473,000	\$491,491	\$491,491	\$491,491
A 2815.150.90.0600	In-District Home Tutoring	\$0	\$0	\$0	\$0	\$0	\$0
A 2815.160-90-0600	HOME TUTORING (SALARY)	\$60,013	\$25,000	\$27,500	\$27,500	\$27,500	\$27,500
A 2815.400-90-0600	HOME TUTORING (CONTRACTUAL)	\$30,667	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
	<b>06 - District Curriculum</b>	<b>\$2,061,969</b>	<b>\$1,911,762</b>	<b>\$2,221,722</b>	<b>\$2,365,623</b>		
A 2250.202-90-0700	EQUIP REPL HANDICAP	\$8,016	\$5,000	\$10,000	\$10,000	\$10,000	\$10,000
A 2250.400-90-0700	CONTRACT SVCE SPEC SERV	\$57,063	\$40,000	\$35,000	\$65,000	\$65,000	\$65,000
A 2815.404-90-0700	OUT OF DIST HEALTH SERV	\$55,491	\$55,000	\$55,000	\$55,000	\$55,000	\$55,000
A 2815.436-90-0700	PROF HEALTH SERVICES	\$8,324	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500
A 2815.451-90-0700	GEN SUPPL NURSES	\$15,349	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
A 2250.201-90-0700	NEW EQUIP SPEC SERVICES	\$7,634	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000
A 2250.202-90-0700	EQUIP REPL SPEC SERV	\$3,664	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
A 2250.444-90-0700	TRAVEL IN DIST SPEC SERV	\$207	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
A 2250.445-90-0700	TRAVEL CONF SPEC SERVICES	\$3,500	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400
A 2250.451-90-0700	GEN SUPPL SPEC SERVICES	\$50,380	\$37,000	\$37,000	\$60,000	\$60,000	\$60,000
A 2250.454-90-0700	TEST SUPPL SPEC SERVICES	\$10,102	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	<b>07 - Special Services</b>	<b>\$219,730</b>	<b>\$189,900</b>	<b>\$242,900</b>			
A 1670.447-90-0800	PRINTING/SCANNING/LAMINATING CONTRACTUAL	\$3,736	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
A 1670.451-90-0800	GEN SUPPL PRINTING DIST	\$2,855	\$40,000	\$42,000	\$38,500	\$38,500	\$38,500
A 1680.435-90-0800	EDP PROGRAMS	\$0	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
A 2110.441-90-0800	DISTRICT POSTAGE	\$34,029	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000
	<b>08 - Printing &amp; Postage</b>	<b>\$40,620</b>	<b>\$111,000</b>	<b>\$113,000</b>	<b>\$109,500</b>		
A 1620.413-90-0900	FIRE INSURANCE	\$50,266	\$72,072	\$73,513	\$75,351	\$75,351	\$75,351
A 1620.418-90-0900	BOILER INSURANCE	\$6,093	\$8,316	\$8,482	\$8,694	\$8,694	\$8,694
A 1910.412-90-0900	GEN LIABILITY INSURANCE	\$102,852	\$136,500	\$139,230	\$142,711	\$142,711	\$142,711
A 1910.414-90-0900	STUDENT ACCIDENT INSUR	\$16,590	\$18,900	\$19,278	\$19,760	\$19,760	\$19,760
A 5510.412-90-0900	AUTO LIABILITY INSURANCE	\$52,963	\$66,066	\$67,387	\$69,072	\$69,072	\$69,072
	<b>09 - General Insurance</b>	<b>\$228,764</b>	<b>\$301,854</b>	<b>\$307,891</b>	<b>\$315,588</b>		
A 1950.400-90-1000	SPECIAL ASSESSMENTS	\$18,413	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
A 1964.405-90-1000	REFUND REAL PROPERTY TAXES	\$0	\$70,000	\$70,000	\$70,000	\$70,000	\$70,000
	<b>10 - Special Assessments</b>	<b>\$18,413</b>	<b>\$95,000</b>	<b>\$95,000</b>	<b>\$95,000</b>		

A 1981.496-90-1100	BOCES ADMIN CHARGE	\$230,804	\$230,154	\$237,059	\$238,593	\$238,593	
A 2110.499-90-1100	BOCES REGIONAL PLANNING	\$573,708	\$339,990	\$350,190	\$362,446	\$362,446	
A 2110.494-90-1100	BOCES DATA PROCESSING	\$1,187,554	\$747,966	\$770,405	\$607,769	\$607,769	
A 2110.496-90-1100	BOCES RENT	\$107,883	\$107,883	\$111,119	\$111,813	\$111,813	
A 2110.498-10-1100	BOCES ARTS IN ED HS	\$4,021	\$3,672	\$3,782	\$3,896	\$3,896	
A 2110.498-20-1100	BOCES ARTS IN ED MS	\$2,042	\$8,486	\$8,741	\$9,003	\$9,003	
A 2110.498-30-1100	BOCES ARTS IN ED CH HGTS	\$8,782	\$1,760	\$1,812	\$1,867	\$1,867	
A 2110.498-50-1100	BOCES ARTS IN ED PASH	\$2,684	\$5,304	\$5,463	\$5,627	\$5,627	
A 2110.498-60-1100	BOCES ARTS IN ED STEVENS	\$3,347	\$6,365	\$6,556	\$6,752	\$6,752	
A 2110.498-90-1100	BOCES ARTS IN EDUCATION	\$60,789	\$80,784	\$83,208	\$85,704	\$85,704	
A 2250.491-90-1100	BOCES HANDICAPPED TUITION	\$567,149	\$718,000	\$545,960	\$733,662	\$733,662	
A 2280.490-90-1100	BOCES OCC ED TUITION	\$580,600	\$765,000	\$787,950	\$823,408	\$823,408	
	11 - BOCES	\$3,329,363	\$3,015,364	\$2,912,245	\$2,990,540	\$2,990,540	

A 2330.400-90-1200	Adult Ed Contractual	\$23,720	\$30,000	\$30,000	\$0	\$0	
A 2330.433-90-1200	Adult Ed Contractual (Printing & Vendors)	\$0	\$0	\$500	\$30,500	\$30,500	
A 2330.451-90-1200	GEN SUPPL ADULT ED	\$50	\$100	\$100	\$100	\$100	
	12 - Adult Education	\$23,770	\$30,100	\$30,600	\$30,600	\$30,600	

A 2330.451-70-1300	GEN SUPPL K-5 SUMMER SCHL	\$482	\$1,000	\$1,500	\$1,500	\$1,500	
A 2330.457-70-1300	MED MATL K-5 SUMMER SCHL	\$0	\$350	\$1,000	\$1,000	\$1,000	
A 2330.457-80-1300	MED MATL 6-12 SUMMER SCH	\$0	\$0	\$600	\$600	\$600	
A 2330.458-70-1300	MED SUPPL K-5 SUMMER SCHL	\$0	\$250	\$500	\$500	\$500	
A 2330.480-80-1300	TEXTBOOKS 6-12 SUMMER SCH	\$0	\$0	\$500	\$500	\$500	
	13 - Summer School	\$482	\$1,600	\$4,100	\$4,100	\$4,100	

A 1920.404-90-1422	MEMBERSHIPS FINE ARTS	\$1,151	\$1,200	\$1,900	\$2,000	\$2,000	
A 2110.201-10-1412	NEW EQUIP ART HS	\$440	\$440	\$854	\$750	\$750	
A 2110.201-10-1422	NEW EQUIP MUSIC HS	\$7,405	\$4,300	\$0	\$0	\$0	
A 2110.201-20-1412	NEW EQUIP ART MS	\$636	\$660	\$285	\$914	\$914	
A 2110.201-20-1422	NEW EQUIP MUSIC MS	\$157	\$157	\$0	\$1,260	\$1,260	
A 2110.201-70-1422	NEW EQUIP MUSIC ELEM	\$388	\$400	\$5,160	\$1,077	\$1,077	
A 2110.202-10-1412	EQUIP REPL ART HS	\$2,805	\$200	\$991	\$60	\$60	
A 2110.202-10-1422	EQUIP REPL MUSIC HS	\$200	\$760	\$0	\$0	\$0	
A 2110.202-20-1412	EQUIP REPL ART MS	\$1,094	\$0	\$0	\$746	\$746	
A 2110.202-20-1422	EQUIP REPL MUSIC MS	\$848	\$850	\$1,225	\$1,305	\$1,305	
A 2110.202-70-1422	EQUIP REPL MUSIC ELEM	\$346	\$340	\$1,115	\$2,847	\$2,847	
A 2110.202-90-1422	EQUIP REPL MUSIC DIST	\$16,457	\$0	\$0	\$0	\$0	
A 2110.439-90-1422	PROFESSIONAL SVCS MUSIC	\$1,994	\$2,000	\$800	\$2,000	\$2,000	
A 2110.448-90-1422	EQUIP REPAIR MUSIC	\$3,915	\$4,000	\$4,000	\$4,200	\$4,200	
A 2110.451-10-1412	GEN SUPPL ART HS	\$9,648	\$9,700	\$9,700	\$9,700	\$9,700	
A 2110.451-10-1422	GEN SUPPL MUSIC HS	\$1,641	\$1,718	\$2,065	\$1,801	\$1,801	
A 2110.451-20-1412	GEN SUPPL ART MS	\$7,958	\$8,000	\$8,100	\$8,500	\$8,500	
A 2110.451-20-1422	GEN SUPPL MUSIC MS	\$1,874	\$1,930	\$1,700	\$1,700	\$1,700	
A 2110.451-70-1412	GEN SUPPL ART ELEM	\$10,377	\$10,500	\$10,500	\$10,000	\$10,000	
A 2110.451-70-1422	GEN SUPPL ELEM MUSIC	\$306	\$350	\$225	\$256	\$256	
A 2110.451-90-1422	GEN SUPPL MUSIC DISTRICT	\$463	\$500	\$500	\$500	\$500	
A 2110.457-10-1412	MEDIA MATL ART HS	\$25	\$30	\$30	\$0	\$0	
A 2110.457-20-1412	MEDIA MATL MS ART	\$155	\$155	\$105	\$0	\$0	
A 2110.457-20-1422	MEDIA MATL MUSIC MS	\$349	\$350	\$350	\$350	\$350	
A 2110.480-10-1422	TEXTBOOKS MUSIC HS	\$3,397	\$3,450	\$2,845	\$3,200	\$3,200	

\$238,593

\$2,000

A 2110.480-20-1422  
 A 2110.480-70-1422  
 14 - Fine Arts

TEXTBOOKS MUSIC MS \$3,867  
 TEXTBOOKS MUSIC ELEM \$728  
 \$78,624

\$3,104  
 \$665

A 2610.202-10-1500  
 A 2610.202-20-1500  
 A 2610.202-90-1500  
 A 2610.448-90-1500  
 A 2610.451-90-1500  
 A 2610.453-90-1500  
 A 2610.455-10-1500  
 A 2610.455-30-1500  
 A 2610.455-50-1500  
 A 2610.455-60-1500  
 A 2610.456-10-1500  
 A 2610.456-20-1500  
 A 2610.456-30-1500  
 A 2610.456-50-1500  
 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 2610.459-30-1500  
 A 2610.459-50-1500  
 A 2610.459-60-1500  
 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

EQUIP REPL LIB HS \$2,260  
 EQUIP REPL LIB MS \$585  
 EQUIP REPL LIB DIST \$680  
 EQUIP REPAIR LIBRARY \$0  
 GEN SUPPL LIBRARY \$1,114  
 PROF REFERENCE LIBRARY \$0  
 PERIODICALS HIGH SCHOOL \$1,500  
 PERIODICALS MIDDLE SCHOOL \$470  
 PERIODICALS CHARLTON HGTS \$60  
 PERIODICALS PASHLEY \$115  
 PERIODICALS STEVENS \$198  
 PERIODICALS DISTRICT \$0  
 RESOURCE MATL HIGH SCHOOL \$6,612  
 RESOURCE MATL MIDDLE SCHL \$8,864  
 RESOURCE MATL CH HIGHTS \$8,622  
 RESOURCE MATL PASHLEY \$9,763  
 RESOURCE MATL STEVENS \$9,322  
 MEDIA MATL HIGH SCHOOL \$2,596  
 MEDIA MATL MIDDLE SCHOOL \$363  
 MEDIA MATL CH HIGHTS \$72  
 MEDIA MATL PASHLEY \$79  
 MEDIA MATL STEVENS \$319  
 MEDIA SUPPL LIBRARY \$799  
 E-BOOKS HIGH SCHOOL \$0  
 E-BOOKS MIDDLE SCHOOL \$0  
 E-BOOKS CHARLTON HEIGHTS \$0  
 E-BOOKS PASHLEY \$0  
 E-BOOKS STEVENS \$0  
 LIB & AUD VIS HIGH SCHOOL \$9,111  
 LIB & AUD VIS MIDDLE SCHL \$701  
 LIB & AUD VIS CH HIGHTS \$841  
 LIB & AUD VIS PASHLEY \$83  
 LIB & AUD VIS STEVENS \$1,110  
 COMP SOFTWARE LIBRARY \$1,180  
 \$67,419

\$4,000  
 \$750  
 \$56,740

\$3,934  
 \$400  
 \$56,784

\$3,104  
 \$665  
 \$56,935

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 2855.448-90-1600  
 A 2855.451-90-1600  
 A 2855.458-90-1600  
 A 2855.460-90-1600

MEMBERSHIPS INT SCH \$6,483  
 ATHLETIC ENTRY FEES \$6,795  
 EQUIP REPL INT SCH \$15,363  
 Contractual Expenses/Athletic Trainer \$45,150  
 Officials/Time Keepers & Other Contractual \$0  
 EQUIP REPAIR INT SCH SPRT \$6,137  
 GEN SUPPL INT SCH \$100,712  
 MEDIA SUPPL INT SCH SPORT \$179  
 AWARDS INT SCHOLASTICS \$1,826  
 \$182,645

\$9,500  
 \$6,000  
 \$4,000  
 \$45,500  
 \$83,849  
 \$14,000  
 \$24,660  
 \$800  
 \$3,000  
 \$171,960

\$59,089

\$58,589

16 - Interscholastics

A 2110.444-90-1700  
 TRAV IN DIST PHYS ED

\$3,001

\$3,000

\$3,000

A 2110.448-90-1700	EQUIP REPAIR PHYS ED	\$1,730	\$2,750	\$4,000	\$4,000	\$4,000
A 2110.451-90-1700	GEN SUPPL PHYS ED	\$16,184	\$12,700	\$12,700	\$12,700	\$12,700
A 2110.457-90-1700	MEDIA MATL PHYS ED	\$0	\$800	\$800	\$800	\$800
A 7140.451-90-1700	GEN SUPPL SWIMMING	\$573	\$2,400	\$2,400	\$2,400	\$2,400
A 7140.457-90-1700	MEDIA MATL SWIMMING	\$0	\$200	\$200	\$200	\$200
<b>17 - Phys Ed &amp; Swimming</b>		<b>\$21,488</b>	<b>\$20,600</b>	<b>\$23,100</b>	<b>\$23,100</b>	

A 2110.202-10-1813	EQUIP REPL BUS ED HS	\$799	\$900	\$900	\$900	\$900
A 2110.202-10-1819	EQUIP REPL FACS HS	\$0	\$900	\$900	\$900	\$900
A 2110.202-10-1820	EQUIP REPL TECH HS	\$0	\$1,000	\$1,000	\$1,000	\$1,000
A 2110.202-20-1819	EQUIP REPL FACS MS	\$450	\$450	\$450	\$450	\$450
A 2110.202-20-1820	EQUIP REPL TECH MS	\$15,134	\$900	\$900	\$900	\$900
A 2110.448-10-1813	EQUIP REPAIR BUS ED HS	\$168	\$1,450	\$1,450	\$1,450	\$1,450
A 2110.448-10-1820	EQUIP REPAIR TECH HS	\$0	\$1,300	\$1,300	\$1,300	\$1,300
A 2110.448-80-1819	EQUIP REPAIR FACS	\$740	\$1,000	\$1,000	\$1,000	\$1,000
A 2110.451-10-1813	GEN SUPPL BUS ED HS	\$2,438	\$3,700	\$3,700	\$3,700	\$3,700
A 2110.451-10-1817	GEN SUPPL HEALTH HS	\$587	\$600	\$600	\$600	\$600
A 2110.451-10-1819	GEN SUPPL FACS HS	\$7,187	\$8,455	\$8,455	\$8,455	\$8,455
A 2110.451-10-1820	GEN SUPPL TECH HS	\$23,758	\$25,505	\$25,505	\$25,505	\$25,505
A 2110.451-20-1819	GEN SUPPL FACS MS	\$4,083	\$6,200	\$6,200	\$6,200	\$6,200
A 2110.451-20-1820	GEN SUPPL TECH MS	\$12,466	\$12,200	\$12,200	\$12,200	\$12,200
A 2110.457-10-1817	MEDIA MATL HEALTH HS	\$99	\$300	\$300	\$300	\$300
A 2110.457-20-1817	MEDIA MATL HEALTH MS	\$111	\$550	\$550	\$550	\$550
A 2110.457-20-1819	MEDIA MATL FACS MS	\$0	\$200	\$200	\$200	\$200
A 2110.480-10-1813	TEXTBOOKS BUS ED HS	\$1,593	\$1,800	\$1,800	\$1,800	\$1,800
A 2110.480-10-1819	TEXTBOOKS FACS HS	\$500	\$500	\$500	\$500	\$500
A 2110.480-10-1820	TEXTBOOKS TECH HS	\$592	\$750	\$750	\$750	\$750
A 2110.480-20-1819	TEXTBOOKS FACS MS	\$200	\$200	\$200	\$200	\$200
A 2630.460-10-1813	COMP SOFTWARE BUS ED HS	\$2,734	\$2,450	\$2,450	\$2,450	\$2,450
A 2630.460-20-1813	COMP SOFTWARE BUS ED MS	\$50	\$50	\$50	\$50	\$50
A 2825.444-10-1819	TRAVEL IN DIST WORK STUDY	\$309	\$300	\$300	\$300	\$300
A 2825.457-10-1819	MEDIA MATL WORK STUDY	\$0	\$100	\$100	\$100	\$100
<b>18 - Business, Tech &amp; Home Career</b>		<b>\$73,999</b>	<b>\$71,760</b>	<b>\$71,760</b>	<b>\$71,760</b>	

A 2020.433-10-1928	PRINTING HS	\$525	\$1,500	\$1,500	\$1,500	\$1,500
A 2020.445-10-1900	TRAVEL CONF ADMIN HS	\$368	\$1,400	\$1,400	\$1,400	\$1,400
A 2020.451-10-1900	ADMIN SUPPL HS	\$936	\$1,000	\$1,000	\$1,000	\$1,000
A 2070.431-10-1900	PROGRAM DEVEL HS	\$2,635	\$3,000	\$3,000	\$3,000	\$3,000
A 2110.201-10-1900	NEW EQUIP HIGH SCHOOL	\$0	\$3,000	\$3,000	\$3,000	\$3,000
A 2110.201-10-1923	NEW EQUIP SCIENCE HS	\$2,688	\$0	\$0	\$0	\$0
A 2110.202-10-1900	EQUIP REPLACE, SR HIGH	\$1,885	\$2,000	\$2,000	\$2,000	\$2,000
A 2110.202-10-1923	EQUIP REPL SCIENCE HS	\$2,620	\$0	\$0	\$0	\$0
A 2110.222-10-1900	FURN REPL HS	\$8,444	\$3,000	\$3,000	\$3,000	\$3,000
A 2110.400-10-1900	THEATER PRODUCTION	\$22,851	\$20,000	\$20,000	\$20,000	\$20,000
A 2110.445-10-1900	TRAVEL CONF HS	\$2,956	\$3,000	\$3,000	\$3,000	\$3,000
A 2110.448-10-1928	EQUIP REPAIR HS GEN	\$6,337	\$10,680	\$10,680	\$10,680	\$10,680
A 2110.450-10-1930	PUPIL ACTIVITIES	\$26,346	\$13,000	\$13,000	\$13,000	\$13,000
A 2110.451-10-1900	GEN SUPPL HS	\$32,826	\$28,482	\$28,482	\$28,482	\$28,482
A 2110.451-10-1915	GEN SUPPL ENGLISH	\$245	\$250	\$250	\$250	\$250
A 2110.451-10-1921	GEN SUPPL MATH HS	\$499	\$500	\$500	\$500	\$500
A 2110.451-10-1923	GEN SUPPL SCIENCE HS	\$10,845	\$11,000	\$11,000	\$11,000	\$11,000
A 2110.451-10-1925	GEN SUPPL SOC STUDIES HS	\$815	\$700	\$700	\$700	\$700

A 2110.452-10-1928	DUPL SUPPL HS	\$15,737	\$13,970	\$13,970	\$13,970
A 2110.457-10-1915	MEDIA MATL ENGLISH HS	\$461	\$500	\$500	\$500
A 2110.457-10-1916	MEDIA MATL LANGUAGE HS	\$0	\$500	\$500	\$500
A 2110.457-10-1925	MEDIA MATL SOC STUDIES HS	\$0	\$400	\$400	\$400
A 2110.458-10-1900	Media Suppl HS	\$0	\$0	\$0	\$0
A 2110.480-10-1900	TEXTBOOKS HS	\$10,176	\$29,225	\$29,225	\$29,225
A 2110.480-10-1915	TEXTBOOKS ENGLISH HS	\$7,688	\$7,800	\$7,800	\$7,800
A 2110.480-10-1916	TEXTBOOKS LANGUAGE HS	\$2,300	\$2,300	\$2,300	\$2,300
A 2110.480-10-1921	TEXTBOOKS MATH HS	\$2,867	\$4,890	\$4,890	\$4,890
A 2110.480-10-1923	TEXTBOOKS SCIENCE HS	\$6,318	\$4,500	\$4,500	\$4,500
A 2110.480-10-1925	TEXTBOOKS SOC STUDIES HS	\$9,002	\$9,000	\$9,000	\$9,000
A 2110.480-10-1932	TEXTBOOKS COMPUTER HS	\$0	\$290	\$290	\$290
A 2110.498-10-1900	ARTS IN ED HIGH SCHOOL	\$776	\$3,600	\$3,600	\$3,600
A 2250.451-10-1927	GEN SUPL SPEC ED HS	\$791	\$2,000	\$2,000	\$2,000
A 2810.451-10-1926	GEN SUPL GUIDANCE HS	\$697	\$2,325	\$2,325	\$2,325
A 2810.454-10-1926	TEST SUPPL GUIDANCE HS	\$0	\$0	\$0	\$0
A 2810.457-10-1926	MEDIA MATL GUIDANCE HS	\$0	\$0	\$0	\$0
19 - High School		\$180,637	\$184,812	\$184,812	\$184,812

A 2020.451-20-2029	ADMIN SUPPL MS	\$1,266	\$2,000	\$2,000	\$2,000
A 2070.431-20-2000	PROGRAM DEVEL MS	\$0	\$300	\$300	\$300
A 2110.201-20-2000	NEW EQUIP MS	\$600	\$700	\$700	\$700
A 2110.201-20-2016	NEW EQUIP LANG MS	\$381	\$0	\$0	\$0
A 2110.201-20-2023	NEW EQUIP SCI MS	\$0	\$525	\$525	\$525
A 2110.202-20-2000	Equip Repl MS	\$0	\$1,200	\$1,200	\$1,200
A 2110.202-20-2023	EQUIP REPLSCI MS	\$0	\$0	\$0	\$0
A 2110.222-20-2000	FURN REPL MS	\$52,254	\$460	\$460	\$460
A 2110.401-20-2000	Duplication	\$1,031	\$3,000	\$2,700	\$2,700
A 2110.445-20-2000	TRAVEL CONF MS	\$1,798	\$2,000	\$2,000	\$2,000
A 2110.448-20-2000	EQUIP REPAIR MS	\$4,783	\$11,460	\$9,960	\$9,960
A 2110.451-20-2000	GEN SUPPL INST MS	\$6,836	\$6,750	\$7,290	\$7,290
A 2110.451-20-2016	Gen Suppl ENL MS	\$0	\$380	\$380	\$380
A 2110.451-20-2021	GEN SUPPL MATH MS	\$425	\$750	\$750	\$750
A 2110.451-20-2023	GEN SUPPL SCIENCE MS	\$2,480	\$2,900	\$2,900	\$2,900
A 2110.451-20-2028	OTHER EXPENSE MS	\$2,410	\$1,650	\$1,650	\$1,650
A 2110.452-20-2028	DUPL SUPPL MS	\$8,354	\$7,000	\$8,500	\$8,500
A 2110.454-20-2000	TEST SUPPL MS	\$500	\$1,500	\$1,500	\$1,500
A 2110.457-20-2015	MEDIA MATL ENGLISH MS	\$0	\$175	\$175	\$175
A 2110.457-20-2023	MEDIA MATL SCIENCE MS	\$125	\$175	\$175	\$175
A 2110.480-20-2000	TEXTBOOKS MS	\$9,013	\$13,500	\$11,000	\$11,000
A 2110.480-20-2015	TEXTBOOKS ENGLISH MS	\$3,486	\$3,500	\$3,500	\$3,500
A 2110.480-20-2016	TEXTBOOKS LANG MS	\$7,472	\$7,500	\$7,500	\$7,500
A 2110.480-20-2018	Textbooks MS Guidance	\$0	\$2,500	\$2,500	\$2,500
A 2110.480-20-2021	TEXTBOOKS MATH MS	\$0	\$0	\$0	\$0
A 2110.480-20-2023	TEXTBOOKS SCIENCE MS	\$2,335	\$3,500	\$3,500	\$3,500
A 2110.480-20-2025	TEXTBOOKS SOC STUD MS	\$0	\$0	\$0	\$0
A 2250.451-20-2027	GEN SUPPL HANDICAP MS	\$77	\$500	\$500	\$500
A 2250.480-20-2027	TEXTBOOKS HANDICAP MS	\$0	\$0	\$0	\$0
A 2270.451-20-2027	GEN SUPPL AIS MS	\$466	\$500	\$500	\$500
A 2270.480-20-2027	TEXTBOOKS AIS MS	\$476	\$500	\$500	\$500
20 - Middle School		\$106,568	\$72,965	\$72,965	\$72,965

19 - High School		\$180,637	\$184,812	\$184,812	\$184,812
20 - Middle School		\$106,568	\$72,965	\$72,965	\$72,965



A 1620.201-90-8100	NEW EQUIP CUSTODIAL	\$0	\$10,000	\$15,000	\$3,000	\$15,000	\$3,000
A 1620.202-90-8100	EQUIP REPL DISTRICT MAINT	\$17,781	\$5,750	\$6,500	\$5,750	\$5,750	\$5,750
A 1620.400-90-8100	CUSTODIAL/MAINTANCE CONTRACT	\$52,979	\$75,000	\$300,000	\$65,000	\$65,000	\$65,000
A 1620.401-90-8100	WATER USE CHARGE	\$17,809	\$16,000	\$17,809	\$17,000	\$17,000	\$17,000
A 1620.402-90-8100	TELEPHONE	\$4,161	\$60,000	\$60,000	\$30,000	\$30,000	\$30,000
A 1620.403-90-8100	HEALTH & SAFETY	\$7,742	\$13,500	\$13,500	\$10,000	\$10,000	\$10,000
A 1620.404-90-8100	SAFETY & SECURITY SUPPLIES	\$3,942	\$10,000	\$10,000	\$8,000	\$8,000	\$8,000
A 1620.405-90-8100	SCHOOL RESOURCE OFFICER	\$6,000	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000
A 1620.406-90-8100	Building Condition Survey	\$1,819	\$0	\$0	\$0	\$0	\$0
A 1620.420-90-8100	HEAT	\$245,933	\$448,175	\$478,175	\$485,000	\$485,000	\$485,000
A 1620.421-90-8100	POWER	\$494,426	\$617,820	\$637,820	\$657,000	\$657,000	\$657,000
A 1620.422-90-8100	CARTAGE	\$0	\$166	\$166	\$0	\$0	\$0
A 1620.423-90-8100	TRASH REMOVAL	\$33,682	\$42,500	\$47,000	\$47,000	\$47,000	\$47,000
A 1620.424-90-8100	LAUNDRY, DRY CLEAN MOPS	\$6,132	\$8,000	\$8,500	\$9,000	\$9,000	\$9,000
A 1620.435-90-8100	FIRE INSPECTION	\$15,533	\$21,000	\$21,000	\$17,000	\$17,000	\$17,000
A 1620.445-90-8100	STAFF DEVEL, MAINT	\$2,058	\$10,000	\$11,000	\$10,000	\$10,000	\$10,000
A 1620.448-90-8100	EQUIP REPAIR, CUSTODIAL	\$21,349	\$34,000	\$36,000	\$37,000	\$37,000	\$37,000
A 1620.449-90-8100	Equip Repair, FS	\$11,047	\$0	\$5,000	\$6,000	\$6,000	\$6,000
A 1620.451-90-8100	GENERAL CUST SUPPLIES	\$62,830	\$67,000	\$68,000	\$68,000	\$68,000	\$68,000
A 1620.451-90-8199	CUST IMPROVE PLAN	\$54,819	\$23,500	\$24,000	\$25,000	\$25,000	\$25,000
A 1630.201-90-8100	NEW EQUIPMENT MAINT	\$114,383	\$72,000	\$72,000	\$80,000	\$80,000	\$80,000
A1630.202-90-8100	SECURITY CAMERAS	\$20,478	\$0	\$0	\$0	\$0	\$0
A 1630.447-90-8100	EQUIPMENT RENTAL	\$3,607	\$7,500	\$8,000	\$12,000	\$12,000	\$12,000
A 1630.451-90-8100	GRNDS SUPL MAINT DISTRICT	\$16,477	\$32,000	\$35,000	\$35,000	\$35,000	\$35,000
A 1630.452-90-8100	HEAT VENT SUPPLY	\$52,022	\$27,500	\$28,000	\$28,000	\$28,000	\$28,000
A 1630.453-90-8100	ELECTRICAL SUPPLY	\$15,348	\$23,500	\$23,500	\$25,000	\$25,000	\$25,000
A 1630.454-90-8100	PLUMBING SUPPLIES	\$29,999	\$19,750	\$21,000	\$21,500	\$21,500	\$21,500
A 1630.455-90-8100	BUILDING SUPPLIES	\$36,988	\$34,000	\$35,000	\$35,000	\$35,000	\$35,000
A1630.456-90-8100	LEAD TESTING & REMEDIATION	\$15,465	\$0	\$0	\$5,000	\$5,000	\$5,000
A 1640.163-90-8100	SPEC PROJ LABOR MAINT	\$89,106	\$14,000	\$50,000	\$15,000	\$15,000	\$15,000
A 1640.448-10-8100	BLDG MAINT HIGH SCHOOL	\$21,253	\$9,600	\$9,600	\$7,800	\$7,800	\$7,800
A 1640.448-20-8100	BLDG MAINT MIDDLE SCHOOL	\$17,208	\$5,500	\$5,500	\$4,650	\$4,650	\$4,650
A 1640.448-30-8100	BLDG MAINT CHARLTON HIGHTS	\$17,404	\$4,725	\$4,725	\$4,250	\$4,250	\$4,250
A 1640.448-40-8100	BLDG MAINT HOSTETTER	\$1,304	\$2,000	\$2,000	\$0	\$0	\$0
A 1640.448-50-8100	BLDG MAINT PASHLEY	\$2,226	\$5,100	\$5,100	\$4,650	\$4,650	\$4,650
A 1640.448-60-8100	BLDG MAINT STEVENS	\$0	\$4,400	\$4,400	\$4,025	\$4,025	\$4,025
A 1640.448-90-8100	BLDG MAINT DISTRICT	\$42,910	\$35,000	\$36,000	\$35,000	\$35,000	\$35,000
A 1640.449-10-8100	GRNDS MAINT HIGH SCHOOL	\$18	\$1,600	\$2,000	\$1,000	\$1,000	\$1,000
A 1640.449-20-8100	GRNDS MAINT MIDDLE SCHOOL	\$22,000	\$0	\$1,500	\$0	\$0	\$0
A 1640.449-30-8100	GRNDS MAINT CHARLTON HEIGHTS	\$12,805	\$0	\$800	\$0	\$0	\$0
A 1640.449-50-8100	GRNDS MAINT PASHLEY	\$19,900	\$650	\$800	\$0	\$0	\$0
A 1640.449-60-8100	GRNDS MAINT STEVENS	\$0	\$800	\$800	\$0	\$0	\$0
A 1640.449-90-8100	GRNDS MAINT DISTRICT	\$10,087	\$9,000	\$11,000	\$10,000	\$10,000	\$10,000
A 5530.448-90-8100	BLDG MAINT TRANS	\$47,026	\$9,500	\$9,500	\$19,000	\$19,000	\$19,000
A 9950.900-90-8100	TRANSFER TO CAPITAL FUND	\$380,000	\$800,000	\$0	\$0	\$0	\$0
A 9951.900-90-8100	TRANSFER TO CAPITAL FUND	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
		\$2,148,058	\$2,720,036	\$2,266,386	\$1,986,625		
	81 - Maintenance						
A 1640.451-90-8200	GASOLINE MAINTENANCE	\$13,685	\$35,000	\$25,000	\$25,000	\$25,000	\$25,000
A 5510.201-90-8200	EQUIP NEW TRANSP	\$25,200	\$4,100	\$4,100	\$4,200	\$4,200	\$4,200
A 5510.220-90-8200	BUS PURCHASES	\$759,449	\$800,000	\$750,000	\$850,000	\$850,000	\$850,000



A 5510.403-90-8200	SUBSTANCE TEST	\$3,828	\$20,000	\$10,000	\$10,000
A 5510.404-90-8200	Driver Physicals	\$13,553	\$2,000	\$8,000	\$8,500
A 5510.405-90-8200	Fingerprinting	\$0	\$2,000	\$2,000	\$2,000
A 5510.423-90-8200	TRASH & SNOW REMOVAL	\$17,058	\$2,000	\$10,000	\$10,100
A 5510.431-90-8200	STAFF DEVELOP TRANSP	\$4,004	\$3,000	\$5,000	\$5,000
A 5510.445-90-8200	TRAVEL CONF TRANS	\$0	\$1,500	\$1,500	\$1,500
A 5510.447-90-8200	EQUIP RENTALS BUS GARAGE	\$381	\$6,000	\$4,000	\$4,000
A 5510.448-90-8200	EQUIP REPAIR TRANS	\$75,860	\$71,060	\$71,060	\$71,710
A 5510.450-90-8200	OFC SUPPL BUS GARAGE	\$1,101	\$2,050	\$4,000	\$4,040
A 5510.451-90-8200	GASOLINE	\$160,375	\$289,000	\$291,890	\$291,890
A 5510.452-90-8200	LUBRICATION	\$11,948	\$12,250	\$15,150	\$15,150
A 5510.453-90-8200	TIRES	\$19,214	\$35,000	\$30,300	\$30,300
A 5510.454-90-8200	AUTO PARTS	\$115,884	\$166,300	\$174,000	\$175,740
A 5510.456-90-8200	Custodial Supplies Bus Garage	\$1,108	\$0	\$1,500	\$1,500
A 5510.460-90-8200	SOFTWARE TRANSPORTATION	\$23,184	\$8,000	\$10,000	\$10,000
A 5530.402-90-8200	RADIO, PHONE, TRANSPORT	\$8,843	\$20,000	\$20,000	\$15,000
A 5530.420-90-8200	HEAT TRANSPORTATION	\$21,439	\$35,000	\$35,000	\$35,000
A 5530.424-90-8200	LAUNDRY TRANSPORTATION	\$5,679	\$5,300	\$6,000	\$6,000
A 5540.440-90-8200	CONTRACT TRANSPORTATION	\$26,763	\$9,100	\$10,000	\$22,000
<b>82 - Transportation</b>		<b>\$1,308,557</b>	<b>\$1,528,360</b>	<b>\$1,484,400</b>	<b>\$1,598,630</b>

A 5510.410-90-9000	WORKER COMP INS TRANS	\$36,188	\$52,727	\$60,000	\$60,210
A 5510.811-90-9000	RETIREMENT TRANSPORT	\$303,499	\$311,027	\$314,578	\$37,806
A 5510.815-90-9000	SOCIAL SECURITY TRANS	\$162,164	\$150,901	\$150,706	\$19,410
A 5510.834-90-9000	HEALTH INSURE TRANSPORT	\$366,039	\$478,780	\$512,342	\$151,220
A 9010.813-90-9000	CIVIL SERVICE RETIREMENT	\$607,037	\$669,622	\$705,379	\$432,623
A 9020.811-90-9000	TEACHER RETIREMENT	\$3,108,605	\$3,232,992	\$2,744,427	\$623,804
A 9030.815-90-9000	SOCIAL SECURITY	\$2,359,923	\$2,440,763	\$2,495,023	\$41,560
A 9040.833-90-9000	WORKER COMPENSATION	\$58,731	\$150,000	\$152,000	\$169,538
A 9050.800-90-9000	UNEMPLOYMENT INS	\$7,573	\$50,000	\$50,000	\$2,544,699
A 9060.834-90-9000	MEDICAL, DENTAL INSURANCE	\$7,329,703	\$7,741,158	\$8,222,625	\$2,122,788
<b>90 - Employee Benefits</b>		<b>\$14,339,463</b>	<b>\$15,277,970</b>	<b>\$15,413,665</b>	<b>\$905,775</b>
A 9711.610-90-9100	BLDG DEBT PRIN BOND	\$2,965,000	\$2,965,000	\$3,075,000	\$6,445
A 9711.710-90-9100	BLDG DEBT INT BOND	\$778,708	\$778,708	\$662,520	\$37,806
A 9731.610-90-9100	BLDG DEBT BANS PRINCIPAL	\$787,296	\$200,000	\$850,000	\$19,410
A 9731.710-90-9100	BLDG DEBT BANS INTEREST	\$506,503	\$215,264	\$427,530	\$151,220
A 9732.610-90-9100	BUS BANS PRINCIPAL	\$0	\$0	\$0	\$55,531
A 9732.710-90-9100	BUS BANS INTEREST	\$0	\$0	\$0	\$80,071
A 9760.710-90-9100	TAN INTEREST	\$0	\$0	\$0	\$326,635
A 9770.710-90-9100	RAN INTEREST	\$0	\$0	\$0	\$272,479
<b>91 - Debt Service</b>		<b>\$5,037,507</b>	<b>\$4,158,972</b>	<b>\$5,015,050</b>	<b>\$11,279</b>
A 9901.950-90-9200	TRANSFER TO SPECIAL AID 4408	\$224,501	\$100,000	\$150,000	\$5,371
<b>92 - Transfer to Special Aid</b>		<b>\$224,501</b>	<b>\$100,000</b>	<b>\$150,000</b>	<b>\$41,842</b>
A 9901.930-10-9300	TRS TO LUNCH HIGH SCHOOL	\$99,005	\$5,000	\$5,000	\$87,867
A 9901.930-20-9300	TRS TO LUNCH MIDDLE SCHOOL	\$35,180	\$4,000	\$4,000	\$41,842
A 9901.930-30-9300	TRS TO LUNCH CHARLTON HGTS	\$8,596	\$1,000	\$1,000	\$2,788
A 9901.930-50-9300	TRS TO LUNCH PASHLEY	\$0	\$1,000	\$1,000	\$7,056,583
A 9901.930-60-9300	TRS TO LUNCH STEVENS	\$1,211	\$1,000	\$1,000	\$0
<b>93 - Transfer to Cafeteria</b>		<b>\$143,992</b>	<b>\$12,000</b>	<b>\$12,000</b>	<b>\$0</b>

<b>82 - Transportation</b>		<b>\$1,308,557</b>	<b>\$1,528,360</b>	<b>\$1,484,400</b>	<b>\$1,598,630</b>
<b>90 - Employee Benefits</b>		<b>\$14,339,463</b>	<b>\$15,277,970</b>	<b>\$15,413,665</b>	<b>\$905,775</b>
<b>91 - Debt Service</b>		<b>\$5,037,507</b>	<b>\$4,158,972</b>	<b>\$5,015,050</b>	<b>\$11,279</b>
<b>92 - Transfer to Special Aid</b>		<b>\$224,501</b>	<b>\$100,000</b>	<b>\$150,000</b>	<b>\$41,842</b>
<b>93 - Transfer to Cafeteria</b>		<b>\$143,992</b>	<b>\$12,000</b>	<b>\$12,000</b>	<b>\$0</b>



Total Non-Salary Items DIV 01-91	\$30,242,335	\$30,527,995	\$31,321,269	\$33,060,937	\$2,583,814	\$20,505,529	\$9,971,594
Total Salary Items DIV 95-99	\$33,605,403	\$33,377,961	\$34,170,750	\$35,021,581	\$3,761,836	\$29,307,184	\$1,952,561
<b>Grand Totals</b>	<b>\$63,847,739</b>	<b>\$63,905,956</b>	<b>\$65,492,019</b>	<b>\$68,082,518</b>	<b>\$6,345,650</b>	<b>\$49,812,713</b>	<b>\$11,924,155</b>

Contingency Budget:

Contingency Budget for 2018-2019	\$66,954,945	\$1,462,925	\$1,462,926				
Proposed Budget for 2018-2019	\$68,082,518						
Amount to Cut for Contingency	\$1,127,573						
Budget-to-Budget Increase Contingency	2.23%						
Budget-to-Budget Increase Proposed	3.96%						

Administrative Limits:

2017-2018 Administrative & Program	\$54,451,563						
2018-2019 Proposed Administrative & Program	\$56,158,363						
2017-2018 Administrative	\$6,454,235	11.80%					
2018-2019 Proposed Administrative	\$6,345,650	11.30%					

Components of Three Part Budget

Administrative	2017-2018	2018-2019	2017-2018	2018-2019			
Program	\$6,454,235	\$6,345,650	9.85%	9.32%			
Capital	\$47,997,328	\$49,812,713	73.29%	73.17%			
	\$11,040,456	\$11,924,155	16.86%	17.51%			
	\$65,492,019	\$68,082,518	100.00%	100.00%			

# Proposed Budget

Source	Actual Revenue 2016-2017	Budget Revenue 2016-2017	Budget Revenue 2017-2018	Budget Revenue 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
<b>Subtotal Service</b>	<b>\$565,051</b>	<b>\$378,000</b>	<b>\$485,000</b>	<b>\$395,000</b>
<b>Subtotal Investments</b>	<b>\$33,132</b>	<b>\$30,000</b>	<b>\$40,000</b>	<b>\$140,000</b>
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
<b>Subtotal Sales/Refunds</b>	<b>\$2,892,861</b>	<b>\$1,272,000</b>	<b>\$663,453</b>	<b>\$1,362,000</b>
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
<b>Expense Driven Aids</b>				
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
<b>Total State Aid</b>	<b>\$21,635,066</b>	<b>\$21,683,263</b>	<b>\$23,031,566</b>	<b>\$24,065,085</b>
Applied Fund Balance	\$469,802	\$2,335,000	\$2,290,000	\$2,010,860
<b>Total Tax Levy</b>	<b>\$38,124,592</b>	<b>\$38,132,693</b>	<b>\$38,882,000</b>	<b>\$40,009,573</b>
<b>Total Revenue</b>	<b>\$63,847,739</b>	<b>\$63,905,956</b>	<b>\$65,492,019</b>	<b>\$68,082,518</b>
<b>Total Budget</b>	<b>\$63,847,739</b>	<b>\$63,905,956</b>	<b>\$65,492,019</b>	<b>\$68,082,518</b>

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

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

Report Estimated Salaries in the Budget for the 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 which you will be sharing a superintendent (if applicable):

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

2.	ASSISTANT SUPERINTENDENT FOR CURRIC	156,480	47,239	600
3.	ASSISTANT SUPERINTENDENT FOR SUPPOF	137,000	26,281	9,115
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Salary: Administrative Compensation Information  
520101 - BURNT HILLS-BALLSTON

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Official - as of 04/12/2018  
11:43 AM

	Title	Salary	Employee Benefits	Other Remuneration
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Salary: Administrative Compensation Information  
520101 - BURNT HILLS-BALLSTON

2017-2018 Claim Year - Page 3  
Official - as of 04/12/2018  
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Other Supervisory and Administrative Employees Scheduled to Receive \$135,000 or More in Salary

71.	HIGH SCHOOL PRINCIPAL	136,903
72.	MIDDLE SCHOOL PRINCIPAL	135,627
73.	ELEMENTARY PRINCIPAL	137,206
74.	ELEMENTARY PRINCIPAL	137,206
75.	ELEMENTARY PRINCIPAL	138,456
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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: CHRISTOPHER ABDOO  
Preparer's Telephone Number: 5183999141

<u>Shaded Fields Will Calculate</u>	Budgeted 2017-18 (A)	Proposed Budget 2018-19 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	65,492,019	68,082,518	3.96 %
A. Proposed Tax Levy to Support the Total Budgeted Amount <sup>1</sup>	38,882,000	40,009,573	
B. Tax Levy to Support Library Debt, if Applicable	0	0	
C. Tax Levy for Non-Excludable Propositions, if Applicable <sup>2</sup>	0	0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0	
E. Total Proposed School Year Tax Levy (A+B+C-D)	38,882,000	40,009,573	2.90 %
F. Permissible Exclusions to the School Tax Levy Limit	1,078,473	1,116,972	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions <sup>3</sup>	37,899,645	38,924,476	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	37,803,527	38,892,601	
I. Difference: (G-H);(negative value requires 60.0% voter approval) <sup>2</sup>	96,118	31,875	
Public School Enrollment	3,102	3,096	-0.19 %
Consumer Price Index			2.13 %

<sup>1</sup> Include any prior year reserve for excess tax levy, including interest.

<sup>2</sup> Tax levy associated with educational or transportation services propositions are not eligible for exclusion under the School Tax Levy Limit and may affect voter approval requirements.

<sup>3</sup> For 2018-19, includes any carryover from 2017-18 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2017-18 (D)	Estimated 2018-19 (E)
Adjusted Restricted Fund Balance	6,062,477	6,050,000
Assigned Appropriated Fund Balance...	2,290,000	2,010,860
Adjusted Unrestricted Fund Balance	2,573,013	2,720,000
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	3.93 %	4.00 %

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/18 Actual Balance	6/30/18 Estimated Ending Balance	Intended Use of the Reserve in the 2018-19 School Year*(Limit 200 Characters)
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 Compensation	WORKERS' COMPENSATI	For self-insured Workers Compensation and benefits.	500131	500000	To fund any or all settlements among the
Unemployment 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.			
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	RESERVE FOR RETIREME	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.			
Single Other Reserve ±					

**\*Provide a brief, but specific, statement of the planned use and appropriation for the reserve in SY 2018-19. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.**

Save      Reset      Save & Ready



*Town of Ballston*

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
12100	NYS - GENERALLY	RPTL 404(1)	2	18,033	0.00
13100	CO - GENERALLY	RPTL 406(1)	1	1,311	0.00
13500	TOWN - GENERALLY	RPTL 406(1)	26	5,806,231	0.73
13660	VG - CEMETERY LAND	RPTL 446	1	20,437	0.00
13800	SCHOOL DISTRICT	RPTL 408	5	19,306,776	2.44
14110	USA - SPECIFIED USES	STATE L 54	1	1,337,814	0.17
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	4	6,060,274	0.76
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	4	1,138,688	0.14
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	12	6,809,323	0.86
25120	NONPROF CORP - EDUC(CONST PRC	RPTL 420-a	1	92,896	0.01
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	1	373,770	0.05
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	1	188,634	0.02
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	5	3,620,110	0.46
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	3	603,934	0.08
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	3	140,110	0.02
29700	PROP WITHDRAWN FROM FORECLOS	RPTL 1138	1	21,858	0.00
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	132	806,652	0.10
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	4	24,444	0.00
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	116	1,181,576	0.15
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	12	122,232	0.02
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	36	595,852	0.08
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	3	50,946	0.01
41400	CLERGY	RPTL 460	1	1,639	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	2	120,874	0.02
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	59	4,859,524	0.61
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	4	261,235	0.03
41800	PERSONS AGE 65 OR OVER	RPTL 467	11	1,073,129	0.14
41804	PERSONS AGE 65 OR OVER	RPTL 467	66	5,074,916	0.64
41806	PERSONS AGE 65 OR OVER	RPTL 467	7	721,345	0.09
41834	ENHANCED STAR	RPTL 425	364	32,041,121	4.04
41844	En STAR (land belongs to other	RPTL 425	3	123,378	0.02
41854	BASIC STAR 1999-2000	RPTL 425	1,384	57,047,781	7.20
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	87,158	0.01

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	1	12,787	0.00
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	1	191,169	0.02
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	2	413,779	0.05
48510	LTD PROF HOUSING CO	P H F I L 33(1)(a)	1	1,056,831	0.13
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	1	59,563	0.01
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	40,328	0.01

Total Exemptions Exclusive of System Exemptions:

Total System Exemptions:

Totals:

2,282  
1  
2,283  
151,468,130  
40,328  
151,508,458

19.12  
0.01  
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: \_\_\_\_\_

*CHARLTON*

Equalized Total Assessed Value 435,050,157

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)	18	5,065,985	1.16
13800	SCHOOL DISTRICT	RPTL 408	1	8,719,403	2.00
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	30,149	0.01
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	2	872,985	0.20
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	1	6,985,075	1.61
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	2	629,104	0.14
26250	HISTORICAL SOCIETY	RPTL 444	2	250,149	0.06
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	1	43,453	0.01
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	3	190,448	0.04
29700	PROP WITHDRAWN FROM FORECLOS	RPTL 1138	1	1,493	0.00
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	133	833,777	0.19
41125	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	1	6,269	0.00
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	81	846,288	0.19
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	2	20,896	0.00
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	23	451,128	0.10
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	1	20,896	0.00
41400	CLERGY	RPTL 460	1	2,239	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	9	968,493	0.22
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	60	2,685,714	0.62
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	4	79,580	0.02
41800	PERSONS AGE 65 OR OVER	RPTL 467	6	626,699	0.14
41804	PERSONS AGE 65 OR OVER	RPTL 467	60	5,363,451	1.23
41806	PERSONS AGE 65 OR OVER	RPTL 467	9	959,329	0.22
41834	ENHANCED STAR	RPTL 425	294	26,096,900	6.00
41854	BASIC STAR 1999-2000	RPTL 425	758	30,376,850	6.98
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	2	248,956	0.06

Equalized Total Assessed Value 435,050,157

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	1	115,921	0.03
Total Exemptions Exclusive of System Exemptions:			1,477	92,493,520	21.26
Total System Exemptions:			0	0	0.00
Totals:			1,477	92,493,520	21.26

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: \_\_\_\_\_

*CLIFTON PARK*

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)	3	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	3	953,929	0.76
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	1	790,893	0.63
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	1	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	1	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	8	147,481	0.12
41400	CLERGY	RPTL 460	1	2,679	0.00
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	1	77,679	0.06
41804	PERSONS AGE 65 OR OVER	RPTL 467	9	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	1	5,150	0.00
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	14	437,798	0.35
<b>Total Exemptions Exclusive of System Exemptions:</b>				<b>24,354,185</b>	<b>19.37</b>
<b>Total System Exemptions:</b>				<b>0</b>	<b>0.00</b>
<b>Totals:</b>				<b>24,354,185</b>	<b>19.37</b>

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

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



Equalized Total Assessed Value 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	8	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	4	3,995,034	0.54
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	811,236	0.11
26050	AGRICULTURAL SOCIETY	RPTL 450	1	208,652	0.03
28540	NOT-FOR-PROFIT HOUS CO - HOSTE	RPTL 422	8	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	1	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-DISABIL	RPTL 458-a	66	1,208,221	0.16
41400	CLERGY	RPTL 460	2	3,370	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	1	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	3	249,534	0.03
48670	REDEVELOPMENT HOUSING CO	P H FI L 125 & 127	1	1,937,079	0.26

Total Exemptions Exclusive of System Exemptions:

Total System Exemptions:	3,043	147,405,325	19.94
Totals:	0	0	0.00
	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: \_\_\_\_\_

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	8	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	4	3,995,034	0.54
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	811,236	0.11
26050	AGRICULTURAL SOCIETY	RPTL 450	1	208,652	0.03
28540	NOT-FOR-PROFIT HOUS CO - HOSTE	RPTL 422	8	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	1	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	66	1,208,221	0.16
41400	CLERGY	RPTL 460	2	3,370	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	1	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	3	249,534	0.03
48670	REDEVELOPMENT HOUSING CO	P H F I L 125 & 127	1	1,937,079	0.26
Total Exemptions Exclusive of System Exemptions:				147,405,325	19.94
Total System Exemptions:				0	0.00
Totals:				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	SPECIAL EDUCATION
INSTRUCTIONAL EXPENDITURES	INSTRUCTIONAL EXPENDITURES
\$32,922,098	\$12,079,801
PUPILS	PUPILS
3,087	398
EXPENDITURES PER PUPIL	EXPENDITURES PER PUPIL
\$10,665	\$30,351

### SIMILAR DISTRICT GROUP LOW NEED/RESOURCE CAPACITY

GENERAL EDUCATION	SPECIAL EDUCATION
INSTRUCTIONAL EXPENDITURES	INSTRUCTIONAL EXPENDITURES
\$5,462,665,953	\$2,069,725,028
PUPILS	PUPILS
372,709	52,036
EXPENDITURES PER PUPIL	EXPENDITURES PER PUPIL
\$14,657	\$39,775

# ALL SCHOOL DISTRICTS

## GENERAL EDUCATION

### INSTRUCTIONAL EXPENDITURES

\$33,423,609,457

### PUPILS

2,649,519

### EXPENDITURES PER PUPIL

\$12,615

## SPECIAL EDUCATION

### INSTRUCTIONAL EXPENDITURES

\$14,485,942,729

### PUPILS

460,996

### EXPENDITURES PER PUPIL

\$31,423

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

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

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

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

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

## TOTAL EXPENDITURES PER PUPIL

### THIS SCHOOL DISTRICT

\$20,009

### SIMILAR DISTRICT GROUP

\$26,819

### NY STATE

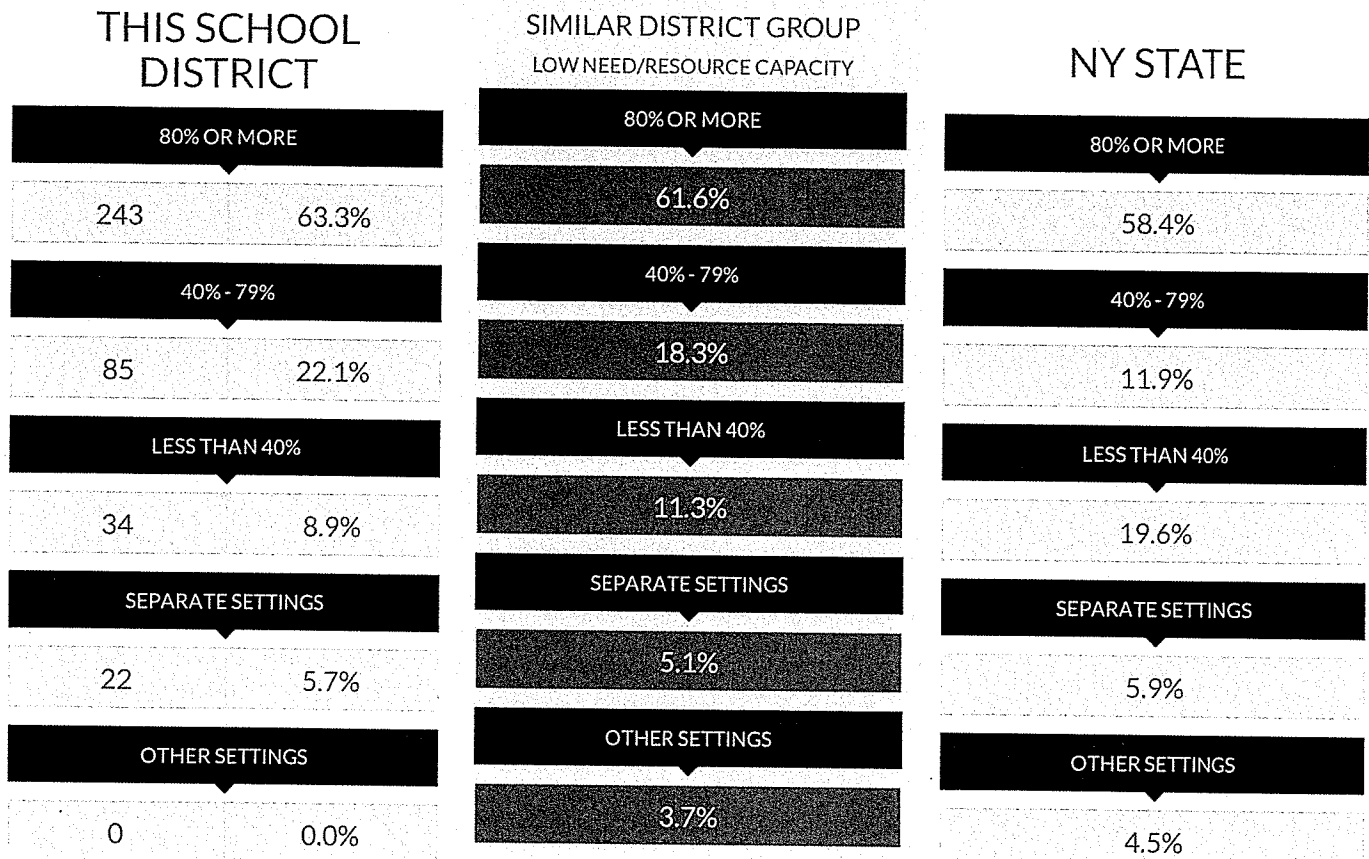
\$23,361

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)

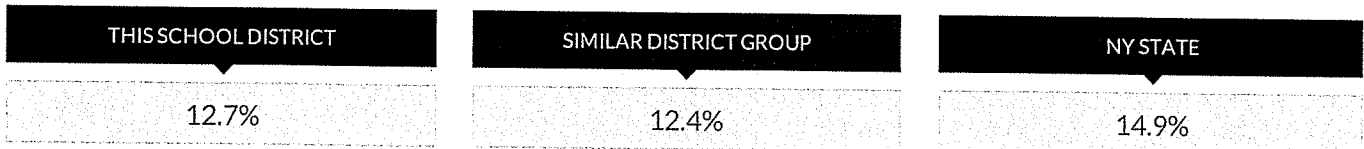
Commissioner's Regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required 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 CSD ENROLLMENT (2016 - 17)

K-12 ENROLLMENT

3,065

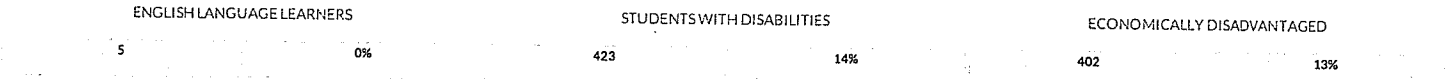
## ENROLLMENT BY GENDER



## ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
AMERICAN INDIAN OR ALASKA NATIVE	1	0%
BLACK OR AFRICAN AMERICAN	34	1%
HISPANIC OR LATINO	53	2%
ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC ISLANDER	45	1%
WHITE	2,866	94%
MULTIRACIAL	66	2%

## OTHER GROUPS



## ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
K (FULL DAY)	192	6%
1ST GRADE	212	7%
2ND GRADE	217	7%
3RD GRADE	215	7%
4TH GRADE	224	7%
5TH GRADE	235	8%
6TH GRADE	196	6%
UNGRADED ELEMENTARY	9	0%
7TH GRADE	254	8%
8TH GRADE	269	9%
9TH GRADE	258	8%
10TH GRADE	252	8%
11TH GRADE	244	8%
12TH GRADE	274	9%
UNGRADED SECONDARY	14	0%

## AVERAGE CLASS SIZE (2016 - 17)

GROUP	CLASS SIZE
COMMON BRANCH	21
GRADE 8 ENGLISH	22
GRADE 8 MATHEMATICS	21
GRADE 8 SCIENCE	22
GRADE 8 SOCIAL STUDIES	22
GRADE 10 ENGLISH	22
GRADE 10 MATHEMATICS	21
GRADE 10 SCIENCE	20
GRADE 10 SOCIAL STUDIES	23

## FREE AND REDUCED-PRICE LUNCH (2016 - 17)

ELIGIBLE FOR FREE LUNCH	ELIGIBLE FOR REDUCED-PRICE LUNCH
295	96
10%	3%

## ATTENDANCE (2015 - 16)

ANNUAL ATTENDANCE RATE	96%
------------------------	-----

## STUDENT SUSPENSIONS (2015 - 16)

68	2%
----	----

## TEACHER TURNOVER RATE (2015-16 TO 2016-17)

TURNOVER RATE OF TEACHERS WITH FEWER THAN FIVE YEARS OF EXPERIENCE	TURNOVER RATE OF ALL TEACHERS
11%	5%

# STAFF COUNTS (2016 - 17)

GROUP	STAFF
PRINCIPALS	5
ASSISTANT PRINCIPALS	3
OTHER PROFESSIONAL STAFF	49
PARA PROFESSIONALS	105

# TEACHER QUALIFICATIONS (2016 - 17)

TOTAL TEACHERS	274
PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
PERCENT TEACHING OUT OF CERTIFICATE	1%
PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE	5%
PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE	14%
TOTAL NUMBER OF CLASSES	1,002
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	1%

# HIGH SCHOOL COMPLETERS (2016 - 17)

GROUP	COMPLETERS (GRADUATES + COMMENCEMENT CREDENTIALS)		GRADUATES (REGENTS + LOCAL DIPLOMAS)		REGENTS DIPLOMA	
ALL STUDENTS	275		273		256	94%
GENERAL EDUCATION	243		243		243	100%
STUDENTS WITH DISABILITIES	32		30		13	43%

GROUP	REGENTS WITH ADVANCED DESIGNATION		REGENTS WITH CTE ENDORSEMENT		LOCAL DIPLOMAS		COMMENCEMENT 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)

GROUP

DROPPED OUT

ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM

TOTAL NON-COMPLETERS

ALL STUDENTS

GENERAL EDUCATION

-

-

-

-

-

-

-

-

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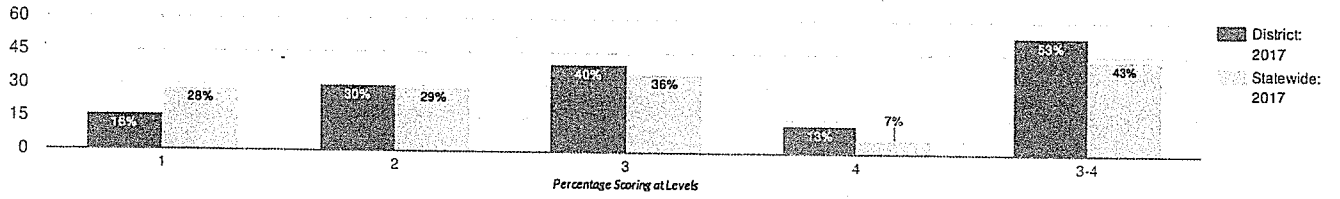
# POST-GRADUATION PLANS OF COMPLETERS (2016 - 17)

GROUP	TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
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	TO EMPLOYMENT		TO ADULT SERVICES		TO OTHER KNOWN PLANS		PLANS UNKNOWN	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
ALL STUDENTS	20	7%	1	0%	1	0%	1	0%
GENERAL EDUCATION	8	3%	0	0%	1	0%	1	0%
STUDENTS WITH DISABILITIES	12	38%	1	3%	0	0%	0	0%

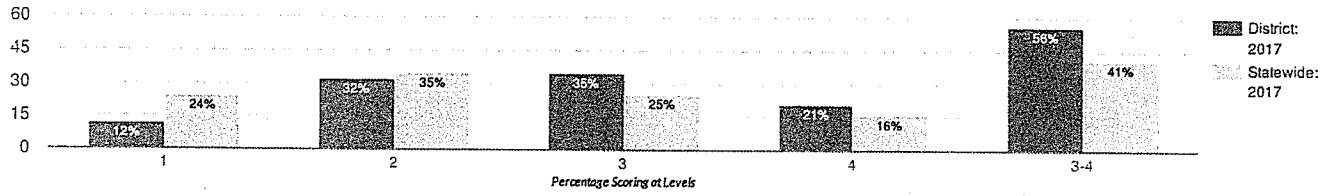
# GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 320

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	191	53%	31	16%	58	30%	77	40%	25	13%
GENERAL EDUCATION	171	57%	21	12%	53	31%	73	43%	24	14%
STUDENTS WITH DISABILITIES	20	25%	10	50%	5	25%	4	20%	1	5%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	1	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	0%	-	-	-	-	-	-	-	-
WHITE	179	53%	30	17%	55	31%	73	41%	21	12%
MULTIRACIAL	8	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	12	67%	1	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%	8	30%	9	33%	10	37%	0	0%
NOT ECONOMICALLY DISADVANTAGED	164	56%	23	14%	49	30%	67	41%	25	15%
NON-MIGRANT	191	53%	31	16%	58	30%	77	40%	25	13%

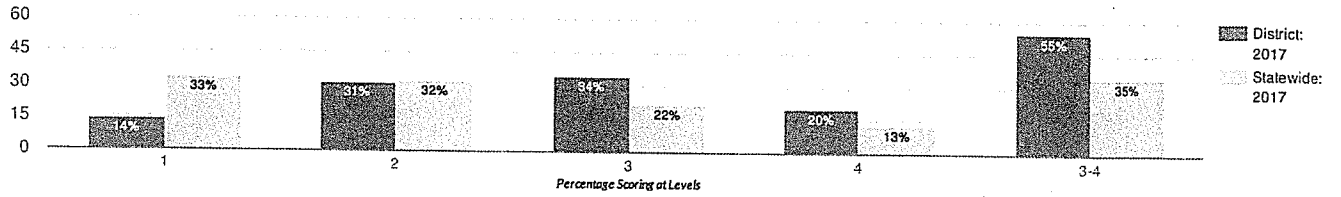
# GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 317

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	207	56%	25	12%	67	32%	72	35%	43	21%
GENERAL EDUCATION	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 PACIFIC	3	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	8	50%	0	0%	4	50%	4	50%	0	0%
WHITE	189	55%	25	13%	60	32%	64	34%	40	21%
MULTIRACIAL	6	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	10	70%	0	0%	3	30%	4	40%	3	30%
FEMALE	109	67%	6	6%	30	28%	42	39%	31	28%
MALE	98	43%	19	19%	37	38%	30	31%	12	12%
NON-ENGLISH LANGUAGE LEARNERS	207	56%	25	12%	67	32%	72	35%	43	21%
ECONOMICALLY DISADVANTAGED	32	31%	9	28%	13	41%	4	13%	6	19%
NOT ECONOMICALLY DISADVANTAGED	175	60%	16	9%	54	31%	68	39%	37	21%
NOT MIGRANT	207	56%	25	12%	67	32%	72	35%	43	21%

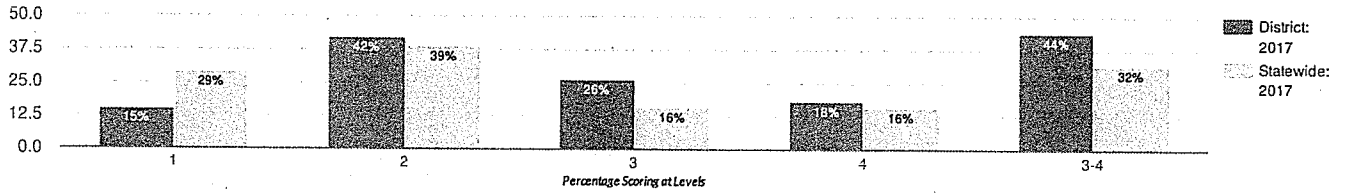
# GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 319

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	201	55%	28	14%	63	31%	69	34%	41	20%
GENERAL EDUCATION	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	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	0%	-	-	-	-	-	-	-	-
WHITE	187	56%	27	14%	55	29%	65	35%	40	21%
MULTIRACIAL	6	50%	0	0%	3	50%	2	33%	1	17%
SMALL GROUP TOTAL	8	25%	1	13%	5	63%	2	25%	0	0%
FEMALE	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%
ECONOMICALLY DISADVANTAGED	23	57%	4	17%	6	26%	10	43%	3	13%
NOT ECONOMICALLY DISADVANTAGED	178	54%	24	13%	57	32%	59	33%	38	21%
NOT MIGRANT	201	55%	28	14%	63	31%	69	34%	41	20%

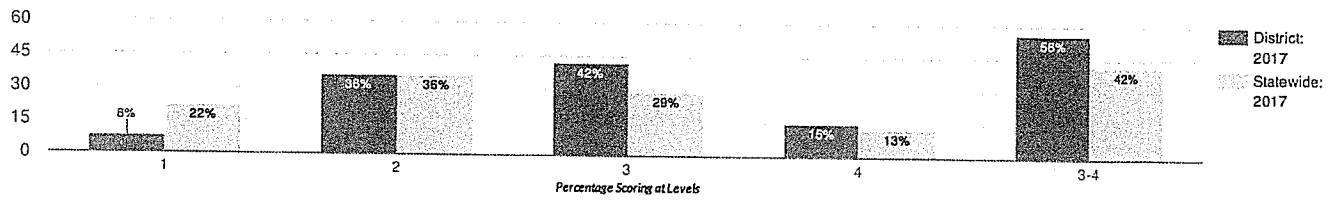
# GRADE 6 ENGLISH LANGUAGE ARTS



MEAN SCORE: 309

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	172	44%	25	15%	72	42%	44	26%	31	18%
GENERAL EDUCATION	155	47%	20	13%	62	40%	42	27%	31	20%
STUDENTS WITH DISABILITIES	17	12%	5	29%	10	59%	2	12%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	5	60%	1	20%	1	20%	2	40%	1	20%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	160	43%	22	14%	69	43%	40	25%	29	18%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
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	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	23	30%	4	17%	12	52%	6	26%	1	4%
NOT ECONOMICALLY DISADVANTAGED	149	46%	21	14%	60	40%	38	26%	30	20%
NOT MIGRANT	172	44%	25	15%	72	42%	44	26%	31	18%

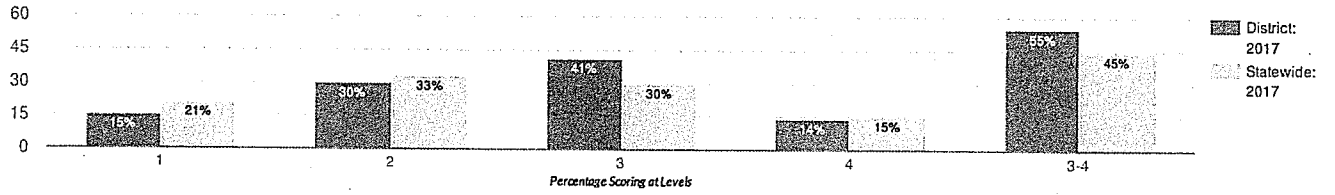
# GRADE 7 ENGLISH LANGUAGE ARTS



MEAN SCORE: 319

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	199	56%	16	8%	71	36%	83	42%	29	15%
GENERAL EDUCATION	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	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	67%	0	0%	2	33%	3	50%	1	17%
WHITE	186	56%	16	9%	66	35%	78	42%	26	14%
MULTIRACIAL	2	0%	-	-	-	-	-	-	-	-
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	26%	2	11%
NOT ECONOMICALLY DISADVANTAGED	180	58%	12	7%	63	35%	78	43%	27	15%
NOT MIGRANT	199	56%	16	8%	71	36%	83	42%	29	15%

# GRADE 8 ENGLISH LANGUAGE ARTS

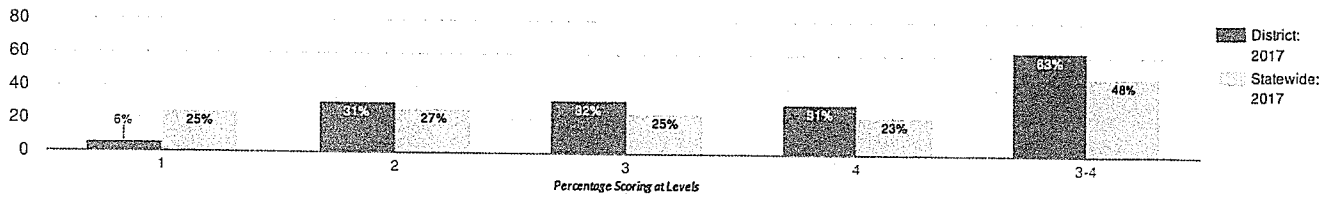


MEAN SCORE: 311

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	
ALL STUDENTS	212	55%	31	15%	64	30	14%
GENERAL EDUCATION	187	60%	19	10%	55	30	16%
STUDENTS WITH DISABILITIES	25	16%	12	48%	9	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	4	_%	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	5	60%	2	40%	0	0	0%
HISPANIC OR LATINO	3	_%	-	-	-	-	-
WHITE	197	54%	29	15%	62	26	13%
MULTIRACIAL	3	_%	-	-	-	-	-
SMALL GROUP TOTAL	10	80%	0	0%	2	4	40%
FEMALE	116	66%	9	8%	30	24	21%
MALE	96	42%	22	23%	34	6	6%
NON-ENGLISH LANGUAGE LEARNERS	211	_%	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	35	51%	6	17%	11	2	6%
NOT ECONOMICALLY DISADVANTAGED	177	56%	25	14%	53	28	16%
INDT-MIGRANT	212	55%	31	15%	64	30	14%



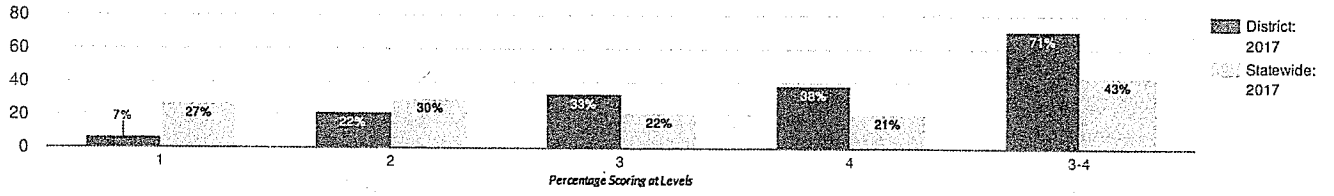
# GRADE 3 MATHEMATICS



MEAN SCORE: 323

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	192	63%	12	6%	59	31%
GENERAL EDUCATION	171	65%	5	3%	55	32%
STUDENTS WITH DISABILITIES	21	48%	7	33%	4	19%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	1	_%	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-
WHITE	180	63%	11	6%	55	31%
MULTIRACIAL	8	_%	-	-	-	-
SMALL GROUP TOTAL	12	58%	1	8%	4	33%
FEMALE	105	59%	4	4%	39	37%
MALE	87	68%	8	9%	20	23%
NON-ENGLISH LANGUAGE LEARNERS	192	63%	12	6%	59	31%
ECONOMICALLY DISADVANTAGED	26	42%	6	23%	9	35%
NOT ECONOMICALLY DISADVANTAGED	166	66%	6	4%	50	30%
NON-MIGRANT	192	63%	12	6%	59	31%

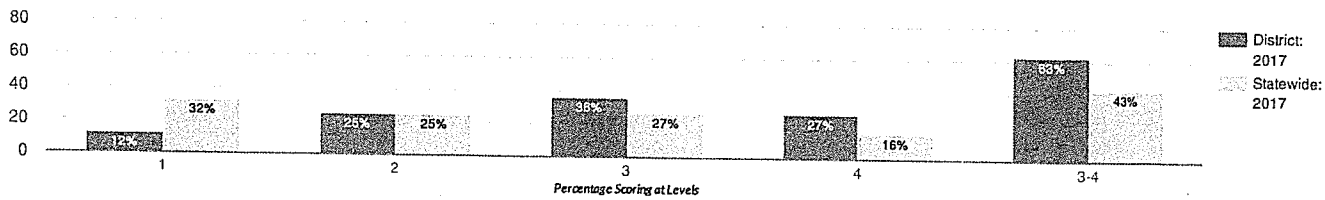
# GRADE 4 MATHEMATICS



MEAN SCORE: 328

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	204	71%	15	7%	44	22%	68	33%	77	38%
GENERAL EDUCATION	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	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	0%	-	-	-	-	-	-	-	-
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	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	11	91%	1	9%	0	0%	2	18%	8	73%
FEMALE	108	79%	7	6%	16	15%	43	40%	42	39%
MALE	96	63%	8	8%	28	29%	25	26%	35	36%
NON-ENGLISH LANGUAGE LEARNERS	204	71%	15	7%	44	22%	68	33%	77	38%
ECONOMICALLY DISADVANTAGED	30	47%	9	30%	7	23%	8	27%	6	20%
NOT ECONOMICALLY DISADVANTAGED	174	75%	6	3%	37	21%	60	34%	71	41%
NON-MIGRANT	204	71%	15	7%	44	22%	68	33%	77	38%

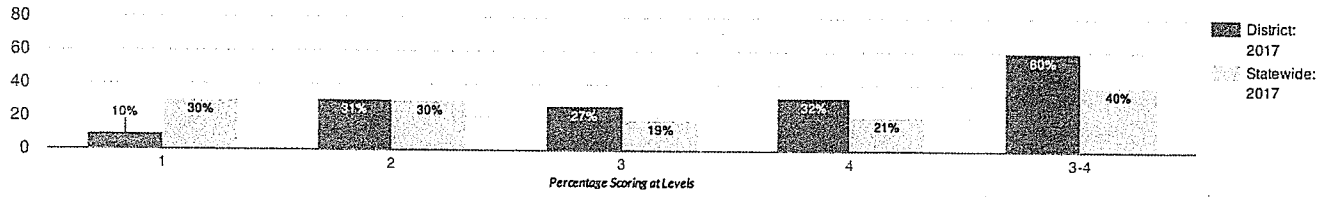
# GRADE 5 MATHEMATICS



MEAN SCORE: 325

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	199	63%	24	12%	50	25%	71	36%	54	27%
GENERAL EDUCATION	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	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	4	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	0%	-	-	-	-	-	-	-	-
WHITE	185	63%	23	12%	46	25%	65	35%	51	28%
MULTIRACIAL	5	80%	0	0%	1	20%	3	60%	1	20%
SMALL GROUP TOTAL	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%
ECONOMICALLY DISADVANTAGED	23	57%	1	4%	9	39%	6	26%	7	30%
NOT ECONOMICALLY DISADVANTAGED	176	64%	23	13%	41	23%	65	37%	47	27%
NON-MIGRANT	199	63%	24	12%	50	25%	71	36%	54	27%

# GRADE 6 MATHEMATICS

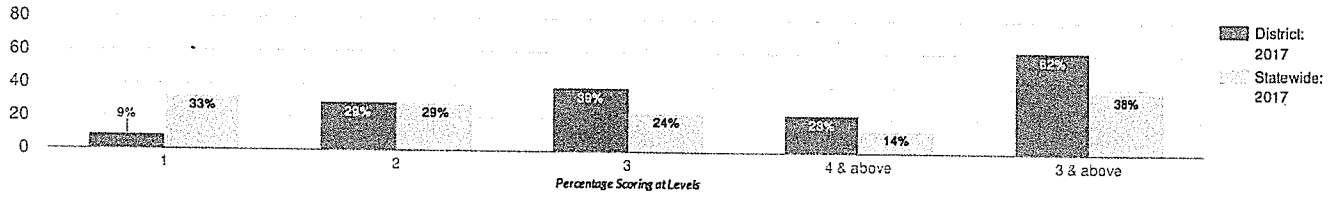


MEAN SCORE: 322

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	168	60%	16	10%	52	31%	46	27%	54	32%
GENERAL EDUCATION	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 PACIFIC	5	60%	0	0%	2	40%	1	20%	2	40%
BLACK OR AFRICAN AMERICAN	3	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	0%	-	-	-	-	-	-	-	-
WHITE	156	60%	15	10%	48	31%	43	28%	50	32%
MULTIRACIAL	3	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	57%	1	14%	2	29%	2	29%	2	29%
FEMALE	85	61%	7	8%	26	31%	25	29%	27	32%
MALE	83	58%	9	11%	26	31%	21	25%	27	33%
NON-ENGLISH LANGUAGE LEARNERS	167	0%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	0%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	20	35%	4	20%	9	45%	1	5%	6	30%
NOT ECONOMICALLY DISADVANTAGED	148	63%	12	8%	43	29%	45	30%	48	32%
NON-MIGRANT	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.

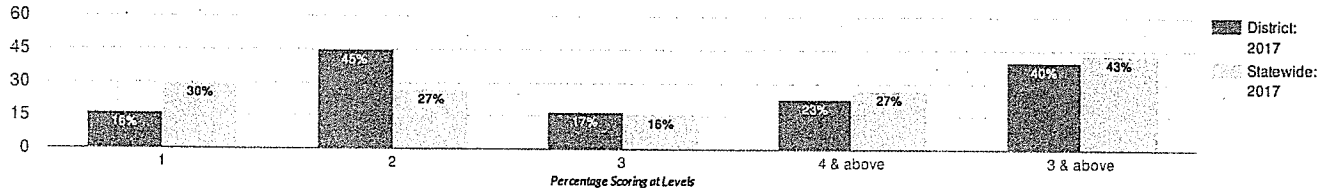


MEAN SCORE: 326

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	189	62%	17	9%	54	29%	74	39%	44	23%
GENERAL EDUCATION	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	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	67%	0	0%	2	33%	3	50%	1	17%
WHITE	176	62%	17	10%	50	28%	68	39%	41	23%
MULTIRACIAL	2	0%	-	-	-	-	-	-	-	-
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%
NOT MIGRANT	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

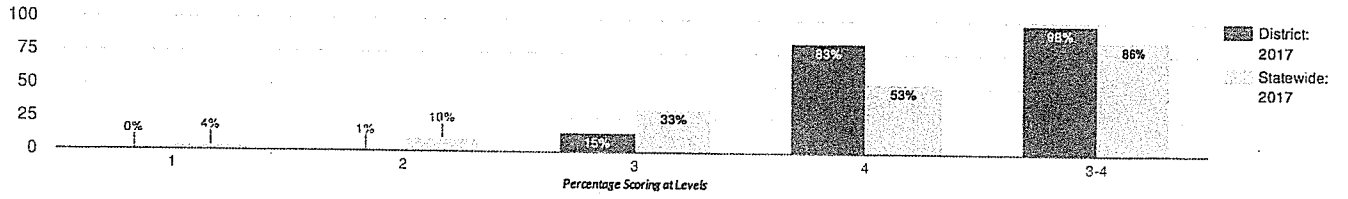
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	158	24%	31	20%	89	56%	34	22%	4	3%
GENERAL EDUCATION	138	25%	17	12%	86	62%	32	23%	3	2%
STUDENTS WITH DISABILITIES	20	15%	14	70%	3	15%	2	10%	1	5%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	3	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	5	20%	2	40%	2	40%	1	20%	0	0%
HISPANIC OR LATINO	1	0%	-	-	-	-	-	-	-	-
WHITE	148	25%	27	18%	84	57%	33	22%	4	3%
MULTIRACIAL	1	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	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-ENGLISH LANGUAGE LEARNERS	157	0%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	0%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	25	12%	7	28%	15	60%	2	8%	1	4%
NOT ECONOMICALLY DISADVANTAGED	133	26%	24	18%	74	56%	32	24%	3	2%
NOT MIGRANT	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	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	4 & ABOVE	3 & ABOVE					
ALL STUDENTS	42	0	0%	0	0%	0	0%	42	100%	42	100%

# GRADE 4 SCIENCE

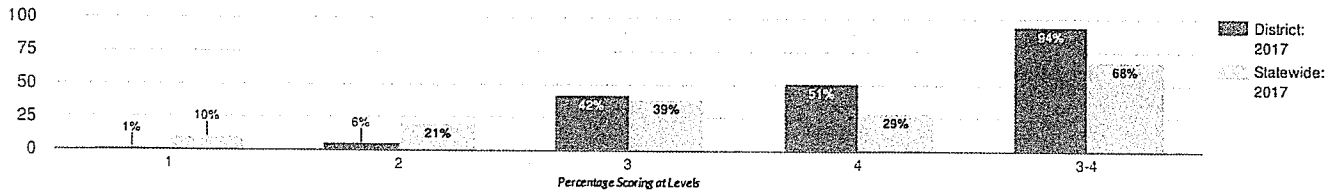


MEAN SCORE: 90

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	209	98%	1	0%	3	1%	31	15%	174	83%
GENERAL EDUCATION	177	99%	0	0%	1	1%	19	11%	157	89%
STUDENTS WITH DISABILITIES	32	91%	1	3%	2	6%	12	38%	17	53%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	3	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	7	100%	0	0%	0	0%	0	0%	7	100%
WHITE	192	98%	1	1%	3	2%	31	16%	157	82%
MULTIRACIAL	6	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	10	100%	0	0%	0	0%	0	0%	10	100%
FEMALE	110	99%	1	1%	0	0%	14	13%	95	86%
MALE	99	97%	0	0%	3	3%	17	17%	79	80%
NON-ENGLISH LANGUAGE LEARNERS	209	98%	1	0%	3	1%	31	15%	174	83%
ECONOMICALLY DISADVANTAGED	29	90%	0	0%	3	10%	7	24%	19	66%
NOT ECONOMICALLY DISADVANTAGED	180	99%	1	1%	0	0%	24	13%	155	86%
NON-MIGRANT	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	LEVEL 3	LEVEL 4				
ALL STUDENTS	202	93%	2	1%	13	6%	96	48%	91	45%
GENERAL EDUCATION	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	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	6	50%	0	0%	3	50%	2	33%	1	17%
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
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%
MALE	95	95%	1	1%	4	4%	47	49%	43	45%
NON-ENGLISH LANGUAGE LEARNERS	201	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	34	79%	0	0%	7	21%	15	44%	12	35%
NOT ECONOMICALLY DISADVANTAGED	168	95%	2	1%	6	4%	81	48%	79	47%
NOT MIGRANT	202	93%	2	1%	13	6%	96	48%	91	45%

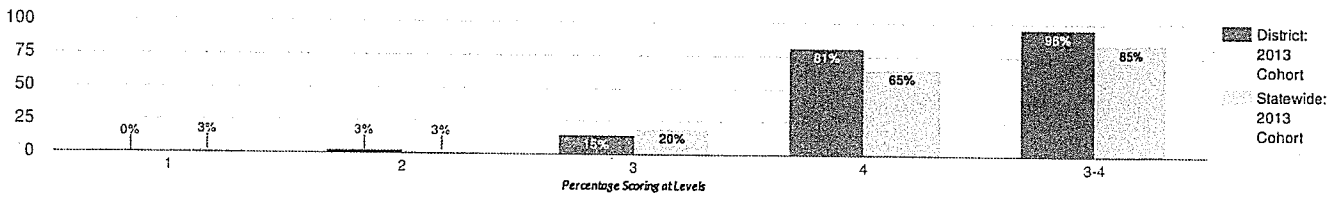
## GRADE 8 STUDENTS TAKING A REGENTS SCIENCE TEST

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				
ALL STUDENTS	29	100%	0	0%	0	0%	2	7%	27	93%

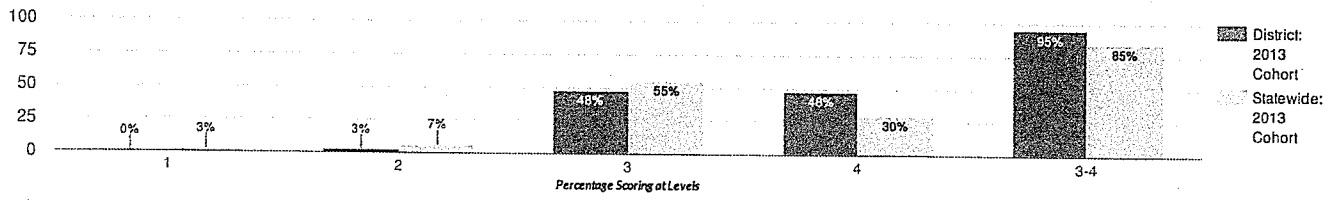


# TOTAL COHORT RESULTS IN SECONDARY-LEVEL ENGLISH LANGUAGE ARTS AFTER FOUR YEARS OF INSTRUCTION



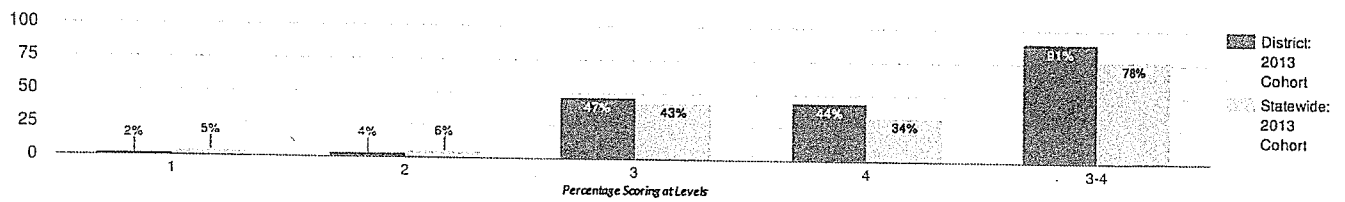
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	273	96%	0	0%	7	3%	41	15%	220	81%
GENERAL EDUCATION	243	99%	0	0%	0	0%	25	10%	216	89%
STUDENTS WITH DISABILITIES	30	67%	0	0%	7	23%	16	53%	4	13%
ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC	6	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	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%
FEMALE	120	99%	0	0%	0	0%	17	14%	102	85%
MALE	153	93%	0	0%	7	5%	24	16%	118	77%
NON-ENGLISH LANGUAGE LEARNERS	273	96%	0	0%	7	3%	41	15%	220	81%
ECONOMICALLY DISADVANTAGED	22	82%	0	0%	2	9%	7	32%	11	50%
NOT ECONOMICALLY DISADVANTAGED	251	97%	0	0%	5	2%	34	14%	209	83%
NOT MIGRANT	273	96%	0	0%	7	3%	41	15%	220	81%

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



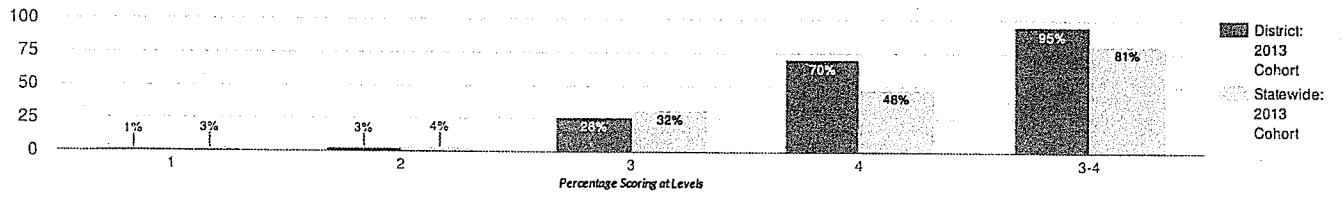
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	273	95%	1	0%	8	3%	130	48%	130	48%
GENERAL EDUCATION	243	99%	0	0%	1	0%	112	46%	129	53%
STUDENTS WITH DISABILITIES	30	63%	1	3%	7	23%	18	60%	1	3%
ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC	6	%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	%	-	-	-	-	-	-	-	-
HISPANIC OR 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%
MALE	153	92%	1	1%	8	5%	73	48%	67	44%
NON-ENGLISH LANGUAGE LEARNERS	273	95%	1	0%	8	3%	130	48%	130	48%
ECONOMICALLY DISADVANTAGED	22	77%	0	0%	3	14%	10	45%	7	32%
NOT ECONOMICALLY DISADVANTAGED	251	97%	1	0%	5	2%	120	48%	123	49%
NON-MIGRANT	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



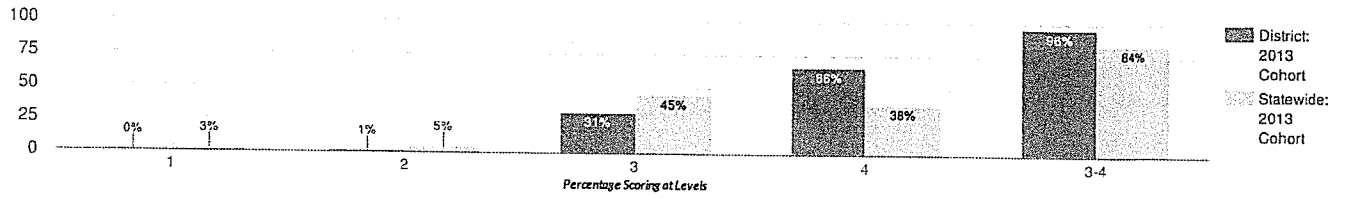
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	273	91%	5	2%	12	4%	128	47%	121	44%
GENERAL EDUCATION	243	96%	0	0%	6	2%	117	48%	117	48%
STUDENTS WITH DISABILITIES	30	50%	5	17%	6	20%	11	37%	4	13%
ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC	6	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	50%	0	0%	1	17%	0	0%	3	50%
WHITE	258	92%	4	2%	11	4%	124	48%	114	44%
SMALL GROUP TOTAL	9	89%	1	11%	0	0%	4	44%	4	44%
FEMALE	120	94%	0	0%	6	5%	60	50%	53	44%
MALE	153	89%	5	3%	6	4%	68	44%	68	44%
NON-ENGLISH LANGUAGE LEARNERS	273	91%	5	2%	12	4%	128	47%	121	44%
ECONOMICALLY DISADVANTAGED	22	68%	2	9%	3	14%	10	45%	5	23%
NOT ECONOMICALLY DISADVANTAGED	251	93%	3	1%	9	4%	118	47%	116	46%
NOT MIGRANT	273	91%	5	2%	12	4%	128	47%	121	44%

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



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	273	95%	2	1%	7	3%	70	26%	190	70%
GENERAL EDUCATION	243	99%	0	0%	1	0%	58	24%	183	75%
STUDENTS WITH DISABILITIES	30	63%	2	7%	6	20%	12	40%	7	23%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	6	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	83%	0	0%	1	17%	2	33%	3	50%
WHITE	258	96%	2	1%	5	2%	67	26%	180	70%
SMALL GROUP TOTAL	9	89%	0	0%	1	11%	1	11%	7	78%
FEMALE	120	99%	1	1%	0	0%	37	31%	82	68%
MALE	153	92%	1	1%	7	5%	33	22%	108	71%
NON-ENGLISH LANGUAGE LEARNERS	273	95%	2	1%	7	3%	70	26%	190	70%
ECONOMICALLY DISADVANTAGED	22	77%	1	5%	2	9%	9	41%	8	36%
NOT ECONOMICALLY DISADVANTAGED	251	97%	1	0%	5	2%	61	24%	182	73%
NOT MIGRANT	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	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	273	96%	0	0%	4	1%	84	31%	179	66%
GENERAL EDUCATION	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 PACIFIC	6	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	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%	4	44%	5	56%
FEMALE	120	98%	0	0%	1	1%	38	32%	80	67%
MALE	153	95%	0	0%	3	2%	46	30%	99	65%
NON-ENGLISH LANGUAGE LEARNERS	273	96%	0	0%	4	1%	84	31%	179	66%
ECONOMICALLY DISADVANTAGED	22	86%	0	0%	1	5%	9	41%	10	45%
NOT ECONOMICALLY DISADVANTAGED	251	97%	0	0%	3	1%	75	30%	169	67%
NOT MIGRANT	273	96%	0	0%	4	1%	84	31%	179	66%

## ENGLISH LANGUAGE ARTS (COMMON CORE)

### ENGLISH LANGUAGE ARTS (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
ALL STUDENTS	253	3	4	19	50	177
GENERAL EDUCATION	221	0	1	9	37	174
STUDENTS WITH DISABILITIES	32	3	3	10	13	3
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	2	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	4	-	-	-	-	-
HISPANIC OR LATINO	5	0	0	1	2	2
WHITE	239	3	2	18	47	169
MULTIRACIAL	2	-	-	-	-	-
SMALL GROUP TOTAL	9	0	2	0	1	6
FEMALE	111	1	1	5	14	90
MALE	142	2	3	14	36	87
NON-ENGLISH LANGUAGE LEARNERS	253	3	4	19	50	177
ECONOMICALLY DISADVANTAGED	22	2	1	2	8	9
NOT ECONOMICALLY DISADVANTAGED	231	1	3	17	42	168
NOT MIGRANT	253	3	4	19	50	177

## ALGEBRA I (COMMON CORE)

### ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
ALL STUDENTS	270	6	6	71	96	91
GENERAL EDUCATION	225	1	1	44	91	88
STUDENTS WITH DISABILITIES	45	5	5	27	5	3
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	4	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	4	-	-	-	-	-
HISPANIC OR LATINO	6	0	0	2	1	3
WHITE	250	4	4	65	95	82
MULTIRACIAL	6	1	1	1	0	3
SMALL GROUP TOTAL	8	1	1	3	0	3
FEMALE	127	3	2	33	39	50
MALE	143	3	4	38	57	41
NON-ENGLISH LANGUAGE LEARNERS	270	6	6	71	96	91
ECONOMICALLY DISADVANTAGED	35	4	1	13	10	7
NOT ECONOMICALLY DISADVANTAGED	235	2	5	58	86	84
NOT MIGRANT	270	6	6	71	96	91

# COMMON CORE GEOMETRY

## REGENTS COMMON CORE GEOMETRY

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	205	0	0%	8	4%	84	41%	65	32%	48	23%
GENERAL EDUCATION	201	-	-	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	-	-	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	7	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-	-	-	-	-
WHITE	194	0	0%	8	4%	77	40%	63	32%	46	24%
MULTIRACIAL	2	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	11	0	0%	0	0%	7	64%	2	18%	2	18%
FEMALE	97	0	0%	5	5%	44	45%	26	27%	22	23%
MALE	108	0	0%	3	3%	40	37%	39	36%	26	24%
NON-ENGLISH LANGUAGE LEARNERS	205	0	0%	8	4%	84	41%	65	32%	48	23%
ECONOMICALLY DISADVANTAGED	13	0	0%	0	0%	9	69%	3	23%	1	8%
NOT ECONOMICALLY DISADVANTAGED	192	0	0%	8	4%	75	39%	62	32%	47	24%
NOT MIGRANT	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					
ALL STUDENTS	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%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	1	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	-	-	-	-	-	-	-	-	-	-
WHITE	168	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	171	0	0%	1	1%	54	32%	78	46%	38	22%
FEMALE	93	0	0%	0	0%	28	30%	45	48%	20	22%
MALE	78	0	0%	1	1%	26	33%	33	42%	18	23%
NON-ENGLISH LANGUAGE LEARNERS	171	0	0%	1	1%	54	32%	78	46%	38	22%
ECONOMICALLY DISADVANTAGED	9	0	0%	0	0%	3	33%	6	67%	0	0%
NOT ECONOMICALLY DISADVANTAGED	162	0	0%	1	1%	51	31%	72	44%	38	23%
NOT MIGRANT	171	0	0%	1	1%	54	32%	78	46%	38	22%

# GLOBAL HISTORY AND GEOGRAPHY

## REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	267	250	94%	229	86%	108	40%
GENERAL EDUCATION	221	217	98%	210	95%	108	49%
STUDENTS WITH DISABILITIES	46	33	72%	19	41%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	5	5	100%	5	100%	2	40%
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-
HISPANIC OR LATINO	2	-	-	-	-	-	-
WHITE	253	238	94%	219	87%	104	41%
MULTIRACIAL	4	-	-	-	-	-	-
SMALL GROUP TOTAL	9	7	78%	5	56%	2	22%
FEMALE	126	120	95%	110	87%	43	34%
MALE	141	130	92%	119	84%	65	46%
NON-ENGLISH LANGUAGE LEARNERS	267	250	94%	229	86%	108	40%
ECONOMICALLY DISADVANTAGED	33	24	73%	20	61%	5	15%
NOT ECONOMICALLY DISADVANTAGED	234	226	97%	209	89%	103	44%
NOT MIGRANT	267	250	94%	229	86%	108	40%

# U.S. HISTORY & GOVERNMENT

## REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	256	253	99%	245	96%	198	77%
GENERAL EDUCATION	224	224	100%	221	99%	188	84%
STUDENTS WITH DISABILITIES	32	29	91%	24	75%	10	31%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	3	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-
HISPANIC OR LATINO	6	6	100%	6	100%	4	67%
WHITE	241	238	99%	231	96%	187	78%
MULTIRACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	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 LANGUAGE LEARNERS	256	253	99%	245	96%	198	77%
ECONOMICALLY DISADVANTAGED	27	24	89%	21	78%	14	52%
NOT ECONOMICALLY DISADVANTAGED	229	229	100%	224	98%	184	80%
NOT MIGRANT	256	253	99%	245	96%	198	77%



# LIVING ENVIRONMENT

## REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	258	257	100%	251	97%	134	52%
GENERAL EDUCATION	228	228	100%	224	98%	132	58%
STUDENTS WITH DISABILITIES	30	29	97%	27	90%	2	7%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	3	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-
HISPANIC OR LATINO	4	-	-	-	-	-	-
WHITE	243	243	100%	237	98%	127	52%
MULTIRACIAL	5	5	100%	5	100%	2	40%
SMALL GROUP TOTAL	10	9	90%	9	90%	5	50%
FEMALE	122	121	99%	119	98%	68	56%
MALE	136	136	100%	132	97%	66	49%
NON-ENGLISH LANGUAGE LEARNERS	258	257	100%	251	97%	134	52%
ECONOMICALLY DISADVANTAGED	27	26	96%	24	89%	6	22%
NOT ECONOMICALLY DISADVANTAGED	231	231	100%	227	98%	128	55%
NOT MIGRANT	258	257	100%	251	97%	134	52%

# PHYSICAL SETTING/EARTH SCIENCE

## REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	244	234	96%	218	89%	123	50%
GENERAL EDUCATION	212	208	98%	199	94%	121	57%
STUDENTS WITH DISABILITIES	32	26	81%	19	59%	2	6%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	7	7	100%	7	100%	4	57%
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
HISPANIC OR LATINO	2	-	-	-	-	-	-
WHITE	228	221	97%	207	91%	117	51%
MULTIRACIAL	6	-	-	-	-	-	-
SMALL GROUP TOTAL	9	6	67%	4	44%	2	22%
FEMALE	114	108	95%	96	84%	51	45%
MALE	130	126	97%	122	94%	72	55%
NON-ENGLISH LANGUAGE LEARNERS	244	234	96%	218	89%	123	50%
ECONOMICALLY DISADVANTAGED	25	22	88%	19	76%	9	36%
NOT ECONOMICALLY DISADVANTAGED	219	212	97%	199	91%	114	52%
NOT MIGRANT	244	234	96%	218	89%	123	50%

**PHYSICAL SETTING/CHEMISTRY**  
**REGENTS PHYSICAL SETTING/CHEMISTRY**

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	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 OR NATIVE HAWAIIAN/OTHER PACIFIC	2	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
HISPANIC OR LATINO	2	-	-	-	-	-	-
WHITE	173	173	100%	160	92%	76	44%
SMALL GROUP TOTAL	5	5	100%	4	80%	0	0%
FEMALE	86	86	100%	82	95%	35	41%
MALE	92	92	100%	82	89%	41	45%
NON-ENGLISH LANGUAGE LEARNERS	178	178	100%	164	92%	76	43%
ECONOMICALLY DISADVANTAGED	5	5	100%	5	100%	2	40%
NOT ECONOMICALLY DISADVANTAGED	173	173	100%	159	92%	74	43%
NOT MIGRANT	178	178	100%	164	92%	76	43%

**PHYSICAL SETTING/PHYSICS**  
**REGENTS PHYSICAL SETTING/PHYSICS**

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	102	102	100%	96	94%	53	52%
GENERAL EDUCATION	101	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-	-
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	4	-	-	-	-	-	-
HISPANIC OR LATINO	2	-	-	-	-	-	-
WHITE	95	95	100%	89	94%	51	54%
SMALL GROUP TOTAL	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	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	100	-	-	-	-	-	-
NOT MIGRANT	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
GRADE 3 ELA	2	_%	-	-	-	-
GRADE 3 MATH	2	_%	-	-	-	-
GRADE 4 ELA	3	_%	-	-	-	-
GRADE 4 MATH	3	_%	-	-	-	-
GRADE 4 SCIENCE	3	_%	-	-	-	-
GRADE 5 ELA	3	_%	-	-	-	-
GRADE 5 MATH	3	_%	-	-	-	-
GRADE 6 ELA	1	_%	-	-	-	-
GRADE 6 MATH	1	_%	-	-	-	-
GRADE 7 ELA	3	_%	-	-	-	-
GRADE 7 MATH	3	_%	-	-	-	-
GRADE 8 ELA	3	_%	-	-	-	-
GRADE 8 MATH	3	_%	-	-	-	-
GRADE 8 SCIENCE	3	_%	-	-	-	-
SECONDARY-LEVEL ELA	1	_%	-	-	-	-
SECONDARY-LEVEL MATH	1	_%	-	-	-	-
SECONDARY-LEVEL SCIENCE	1	_%	-	-	-	-
SECONDARY-LEVEL SOCIAL STUDIES	1	_%	-	-	-	-

## KINDERGARTEN

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	1	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-

## GRADE 1

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	1	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-

## GRADE 2

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	2	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-

## GRADE 6

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	1	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-

## GRADE 8

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	1	-	-	-	-	-
STUDENTS WITH DISABILITIES	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	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	2,853*	82%*	YES	1,178	141	108	108
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	23	—	—	14	—	—	—
HISPANIC OR LATINO	—	—	29	—	—	23	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	—	20	—	—	16	—	—	—
WHITE	NO	NO	2,648*	82%*	YES	1,097	140	121	121
MULTIRACIAL	—	—	33	—	—	28	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	412*	70%*	YES	169†	79†	77	77
LIMITED ENGLISH PROFICIENT	—	—	2	—	—	2	—	—	—
ECONOMICALLY DISADVANTAGED	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
NOT AMERICAN INDIAN OR ALASKA NATIVE	2,853*	82%*	1,178	141
NOT BLACK OR AFRICAN AMERICAN	2,810*	82%*	1,164	141
NOT HISPANIC OR LATINO	2,796*	82%*	1,155	140
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	2,807*	82%*	1,162	140
NOT WHITE	205*	80%*	81	149
NOT MULTIRACIAL	2,794*	82%*	1,150	140
GENERAL EDUCATION	2,441*	84%*	1,023	151
ENGLISH PROFICIENT	2,848*	82%*	1,176	141
NOT ECONOMICALLY DISADVANTAGED	2,452*	83%*	1,019	144
MALE	1,395*	83%*	575	128
FEMALE	1,458*	81%*	603	153
MIGRANT	0	—	0	—
NOT MIGRANT	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	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI - EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	2,851*	81%*	YES	1,148	151	106	106
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	23	—	—	16	—	—	—
HISPANIC OR LATINO	—	—	28	—	—	22	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	—	20	—	—	16	—	—	—
WHITE	NO	NO	2,647*	81%*	YES	1,067	151	118	118
MULTIRACIAL	—	—	33	—	—	27	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	410*	69%*	YES	162†	90†	78	78
LIMITED ENGLISH PROFICIENT	—	—	2	—	—	2	—	—	—
ECONOMICALLY DISADVANTAGED	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
NOT AMERICAN INDIAN OR ALASKA NATIVE	2,851*	81%*	1,148	151
NOT BLACK OR AFRICAN AMERICAN	2,808*	81%*	1,132	151
NOT HISPANIC OR LATINO	2,795*	81%*	1,126	151
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	2,805*	81%*	1,132	151
NOT WHITE	204*	80%*	81	152
NOT MULTIRACIAL	2,792*	81%*	1,121	150
GENERAL EDUCATION	2,441*	83%*	1,000	161
ENGLISH PROFICIENT	2,846*	81%*	1,146	151
NOT ECONOMICALLY DISADVANTAGED	2,452*	82%*	1,001	155
MALE	1,391*	82%*	566	148
FEMALE	1,460*	79%*	582	153
MIGRANT	0	—	0	—
NOT MIGRANT	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

GROUP	MADE AYP	TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
ALL STUDENTS	YES	YES	506	88%	YES	434	195	184	184
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	12	—	—	8	—	—	—
HISPANIC OR LATINO	—	—	12	—	—	10	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	—	8	—	—	7	—	—	—
WHITE	YES	YES	463	89%	YES	401	196	190	190
MULTIRACIAL	—	—	11	—	—	8	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	153*	72%*	YES	71†	182†	164	164
LIMITED ENGLISH PROFICIENT	—	—	1	—	—	1	—	—	—
ECONOMICALLY 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 DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	506	88%	434	195
NOT BLACK OR AFRICAN AMERICAN	494	88%	426	196
NOT HISPANIC OR LATINO	494	88%	424	195
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	498	88%	427	195
NOT WHITE	43	84%	33	182
NOT MULTIRACIAL	495	88%	426	195
GENERAL EDUCATION	415	92%	370	198
ENGLISH PROFICIENT	505	88%	433	196
NOT ECONOMICALLY DISADVANTAGED	423	90%	371	197
MALE	237	88%	205	195
FEMALE	269	88%	229	195
MIGRANT	0	—	0	—
NOT MIGRANT	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 SAFE HARBOR TARGET	2013 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	276	100%	YES	272	177	171	171
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	2	—	—	3	—	—	—
HISPANIC OR LATINO	—	—	6	—	—	6	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	—	7	—	—	6	—	—	—
WHITE	YES	YES	261	100%	YES	257	179	179	179
MULTIRACIAL	—	—	0	—	—	0	—	—	—
STUDENTS WITH DISABILITIES	NO	—	31	—	NO	33†	91†	127	127
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	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
NOT AMERICAN INDIAN OR ALASKA NATIVE	276	100%	272	177
NOT BLACK OR AFRICAN AMERICAN	274	100%	269	178
NOT HISPANIC OR LATINO	270	100%	266	178
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	269	100%	266	177
NOT WHITE	15	—	15	—
NOT MULTIRACIAL	276	100%	272	177
GENERAL EDUCATION	245	100%	242	189
ENGLISH PROFICIENT	276	100%	272	177
NOT ECONOMICALLY DISADVANTAGED	255	100%	251	180
MALE	152	100%	151	173
FEMALE	124	99%	121	183
MIGRANT	0	—	0	—
NOT MIGRANT	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 Harbor Target data are suppressed.  
 † 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	PI >= EAMO OR SAFE HARBOR TARGET	2013 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	276	100%	YES	272	159	158	158
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	2	—	—	3	—	—	—
HISPANIC OR LATINO	—	—	6	—	—	6	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	—	7	—	—	6	—	—	—
WHITE	NO	YES	261	100%	NO	257	161	168	168
MULTIRACIAL	—	—	0	—	—	0	—	—	—
STUDENTS WITH DISABILITIES	NO	—	31	—	NO	33†	88†	119	115
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	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
NOT AMERICAN INDIAN OR ALASKA NATIVE	276	100%	272	159
NOT BLACK OR AFRICAN AMERICAN	274	100%	269	161
NOT HISPANIC OR LATINO	270	100%	266	160
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	269	100%	266	159
NOT WHITE	15	—	15	—
NOT MULTIRACIAL	276	100%	272	159
GENERAL EDUCATION	245	100%	242	168
ENGLISH PROFICIENT	276	100%	272	159
NOT ECONOMICALLY DISADVANTAGED	255	100%	251	161
MALE	152	100%	151	152
FEMALE	124	100%	121	168
MIGRANT	0	—	0	—
NOT MIGRANT	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 Harbor Target data are suppressed.  
 † 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 PI
ALL STUDENTS	141	151	177	159	157
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	—	—	—	—	0
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	—	—	—	0
WHITE	140	151	179	161	158
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	79	90	91	88	87
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	121	124	—	—	123

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

## OVERALL GRADUATION RATE FOR ACCOUNTABILITY

### ALL ACCOUNTABILITY GROUPS MADE AYP: YES

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

— 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
ALL STUDENTS	YES	270	96%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	2	—	—	—
HISPANIC OR LATINO	—	2	—	—	—
ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC	—	5	—	—	—
WHITE	YES	258	96%	80%	80%
MULTIRACIAL	—	3	—	—	—
STUDENTS WITH DISABILITIES	YES	37†	84%†	80%	80%
LIMITED ENGLISH PROFICIENT	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	YES	36	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
ALL STUDENTS	YES	289	97%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	—	3	—	—	—
HISPANIC OR LATINO	—	2	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	0	—	—	—
WHITE	YES	281	97%	80%	80%
MULTIRACIAL	—	2	—	—	—
STUDENTS WITH DISABILITIES	YES	33†	88%†	80%	80%
LIMITED ENGLISH PROFICIENT	—	0	—	—	—
ECONOMICALLY 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-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	270	96%	288	97%
NOT BLACK OR AFRICAN AMERICAN	268	96%	286	97%
NOT HISPANIC OR LATINO	268	96%	287	97%
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	265	96%	289	97%
NOT WHITE	12	—	8	—
NOT MULTIRACIAL	267	96%	287	97%
GENERAL EDUCATION	236	97%	257	98%
ENGLISH PROFICIENT	270	96%	289	97%
NOT ECONOMICALLY DISADVANTAGED	234	97%	267	98%
MALE	135	96%	153	95%
FEMALE	135	95%	136	99%
MIGRANT	0	—	0	—
NOT MIGRANT	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%
REGENTS DIPLOMA WITH CTE ENDORSEMENT (STATEWIDE)	5%
PERCENTAGE IN THIS DISTRICT EXCEEDED STATEWIDE	NO

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# FISCAL ACCOUNTABILITY SUMMARY (2016 - 17)

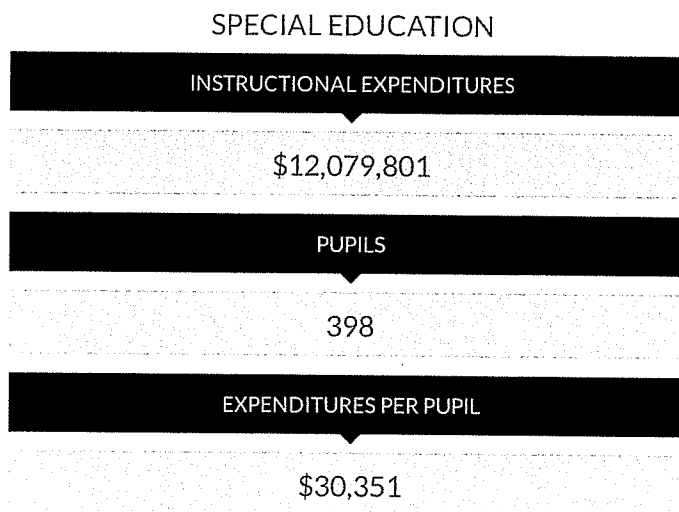
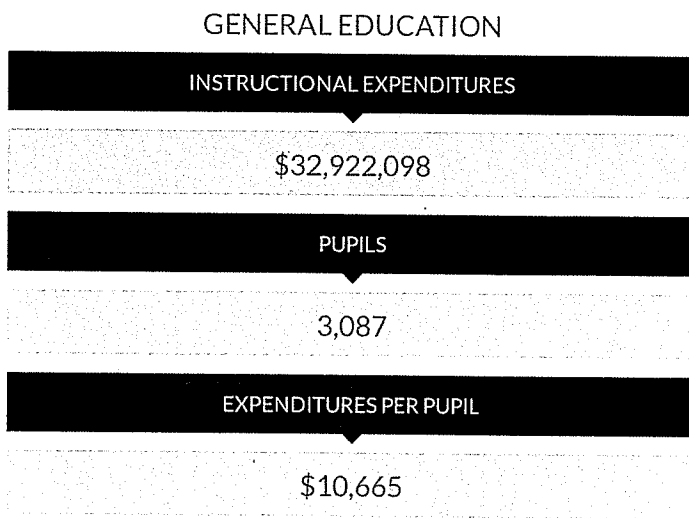
## INFORMATION ABOUT EXPENDITURE RATIOS (2015 - 16)

(Data are lagged a year.)

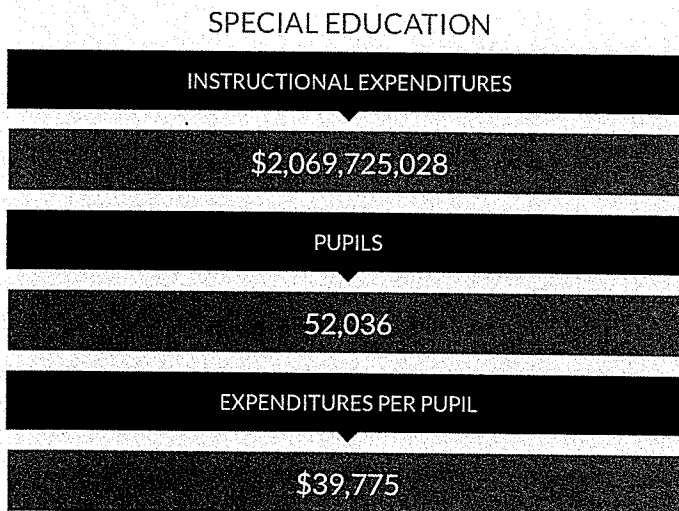
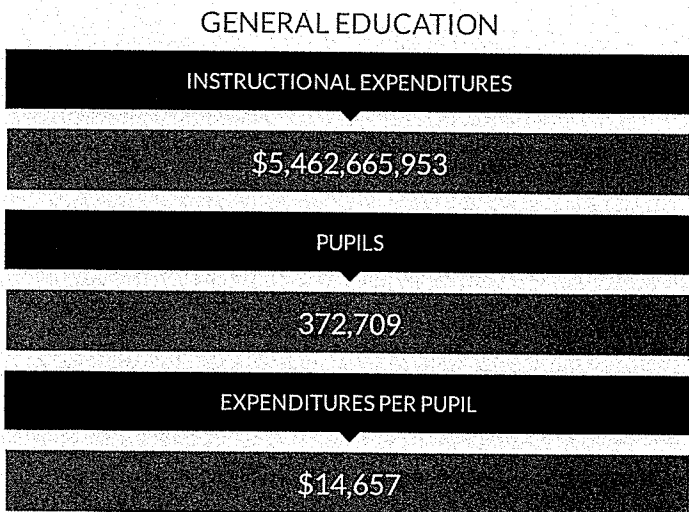
Commissioner's Regulations require that certain expenditure ratios for general-education and special-education students be reported and compared with ratios for similar districts and all public schools. The required ratios for this district are reported below.

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



### SIMILAR DISTRICT GROUP LOW NEED/RESOURCE CAPACITY



# ALL SCHOOL DISTRICTS

## GENERAL EDUCATION

### INSTRUCTIONAL EXPENDITURES

\$33,423,609,457

### PUPILS

2,649,519

### EXPENDITURES PER PUPIL

\$12,615

## SPECIAL EDUCATION

### INSTRUCTIONAL EXPENDITURES

\$14,485,942,729

### PUPILS

460,996

### EXPENDITURES PER PUPIL

\$31,423

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

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

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

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

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

## TOTAL EXPENDITURES PER PUPIL

### THIS SCHOOL DISTRICT

\$20,009

### SIMILAR DISTRICT GROUP

\$26,819

### NY STATE

\$23,361

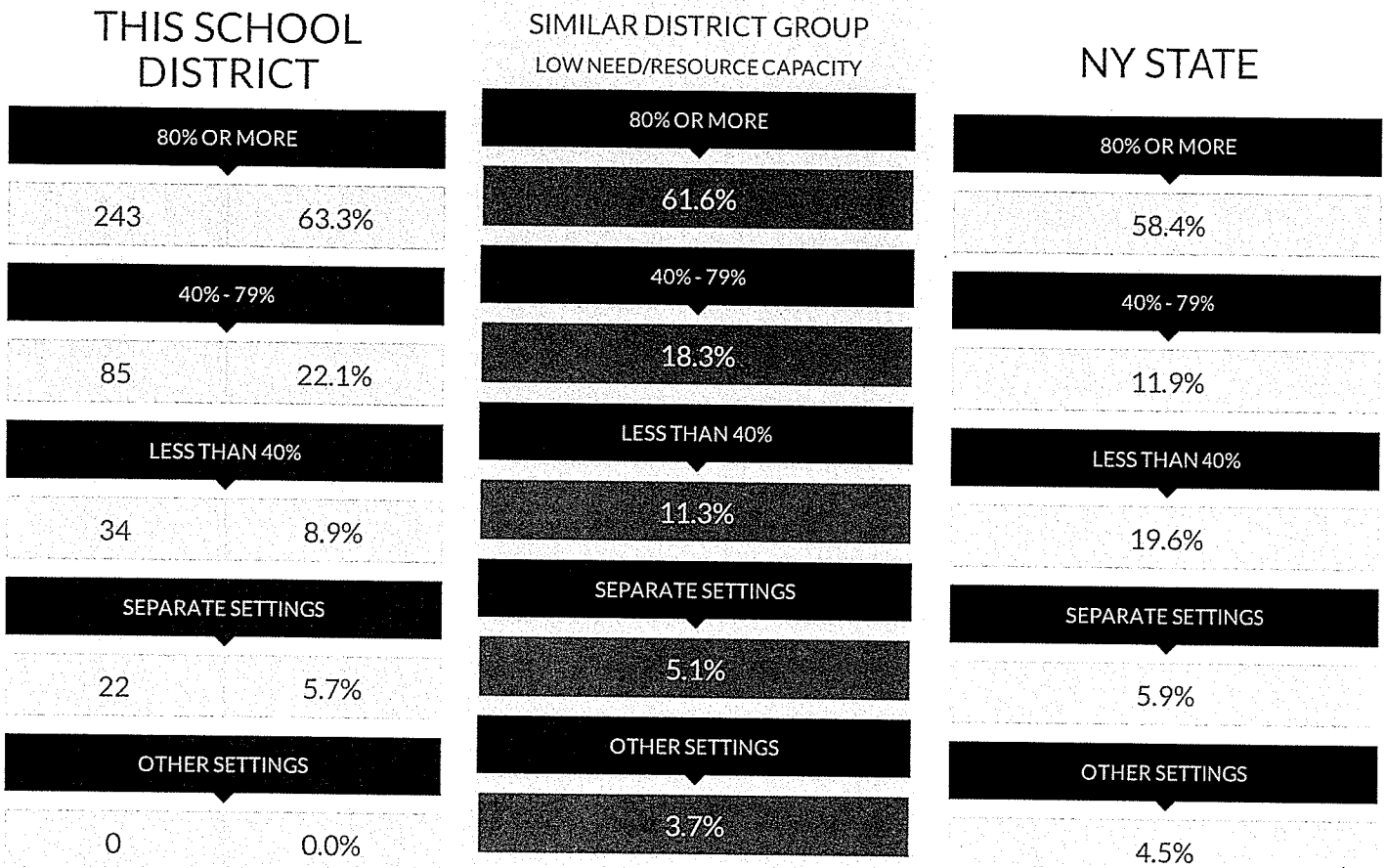
Total Expenditures Per Pupil is the simple arithmetic ratio of Total Expenditures to Pupils. Total Expenditures include district expenditures for classroom instruction, as well as expenditures for transportation, debt service, community service and district-wide administration that are not included in 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)

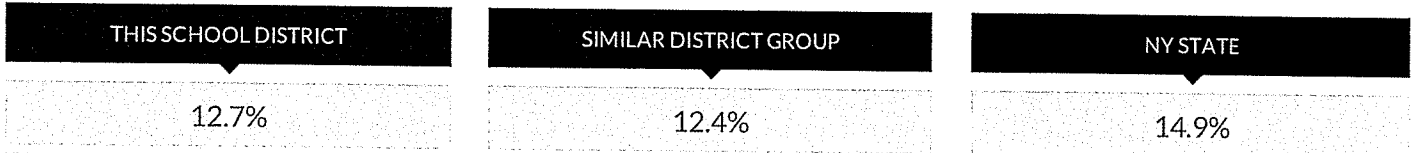
Commissioner's Regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required 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 ENROLLMENT (2016 - 17)

K-12 ENROLLMENT

1,036

## ENROLLMENT BY GENDER

MALE

FEMALE

569

55%

467

45%

## ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
AMERICAN INDIAN OR ALASKA NATIVE	1	0%
BLACK OR AFRICAN AMERICAN	8	1%
HISPANIC OR LATINO	16	2%
ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC ISLANDER	19	2%
WHITE	978	94%
MULTIRACIAL	14	1%

## OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

STUDENTS WITH DISABILITIES

ECONOMICALLY DISADVANTAGED

133

13%

100

10%

## ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
9TH GRADE	258	25%
10TH GRADE	252	24%
11TH GRADE	244	24%
12TH GRADE	274	26%
UNGRADED SECONDARY	8	1%

## AVERAGE CLASS SIZE (2016 - 17)

GROUP	CLASS SIZE
COMMON BRANCH	21
GRADE 10 ENGLISH	22
GRADE 10 MATHEMATICS	21
GRADE 10 SCIENCE	20
GRADE 10 SOCIAL STUDIES	23

## FREE AND REDUCED-PRICE LUNCH (2016 - 17)

ELIGIBLE FOR FREE LUNCH	ELIGIBLE FOR REDUCED-PRICE LUNCH
76	2%
7%	20

## ATTENDANCE (2015 - 16)

ANNUAL ATTENDANCE RATE	95%
------------------------	-----

## STUDENT SUSPENSIONS (2015 - 16)

56	5%
----	----

# STAFF COUNTS (2016 - 17)

GROUP	STAFF
PRINCIPALS	1
ASSISTANT PRINCIPALS	2
OTHER PROFESSIONAL STAFF	17
PARAPROFESSIONALS	0

# TEACHER QUALIFICATIONS (2016 - 17)

TOTAL TEACHERS	87
PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
PERCENT TEACHING OUT OF CERTIFICATE	1%
PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE	8%
PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE	15%
TOTAL NUMBER OF CLASSES	401
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	1%

# HIGH SCHOOL COMPLETERS (2016 - 17)

GROUP	COMPLETERS (GRADUATES + COMMENCEMENT CREDENTIALS)		GRADUATES (REGENTS + LOCAL DIPLOMAS)		REGENTS DIPLOMA	
ALL STUDENTS	274		272		256	94%
GENERAL EDUCATION	243		243		243	100%
STUDENTS WITH DISABILITIES	31		29		13	45%

GROUP	REGENTS WITH ADVANCED DESIGNATION		REGENTS WITH CTE ENDORSEMENT		LOCAL DIPLOMAS		COMMENCEMENT CREDENTIALS	
ALL STUDENTS	150	55%	6	2%	16	6%	2	1%
GENERAL EDUCATION	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)

GROUP

DROPPED OUT

ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM

TOTAL NONCOMPLETERS

ALL STUDENTS

GENERAL EDUCATION

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

# POST-GRADUATION PLANS OF COMPLETERS (2016 - 17)

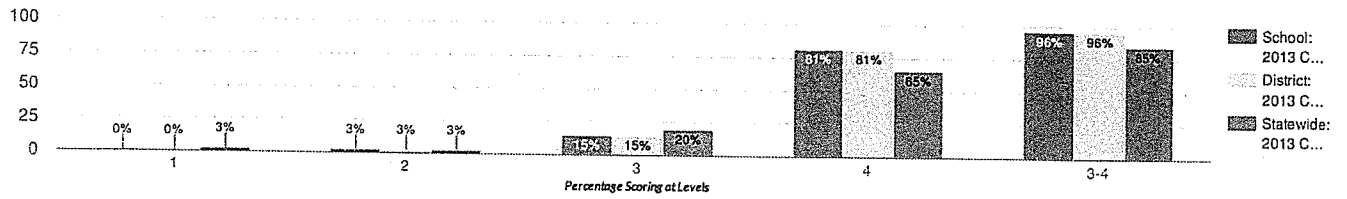
GROUP	TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
ALL STUDENTS	161	59%	84	31%	3	1%	4	1%
GENERAL EDUCATION	156	64%	71	29%	3	1%	3	1%
STUDENTS WITH DISABILITIES	5	16%	13	42%	0	0%	1	3%

GROUP	TO EMPLOYMENT		TO ADULT SERVICES		TO OTHER KNOWN PLANS		PLANS UNKNOWN	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
ALL STUDENTS	19	7%	1	0%	1	0%	1	0%
GENERAL EDUCATION	8	3%	0	0%	1	0%	1	0%
STUDENTS WITH DISABILITIES	11	35%	1	3%	0	0%	0	0%

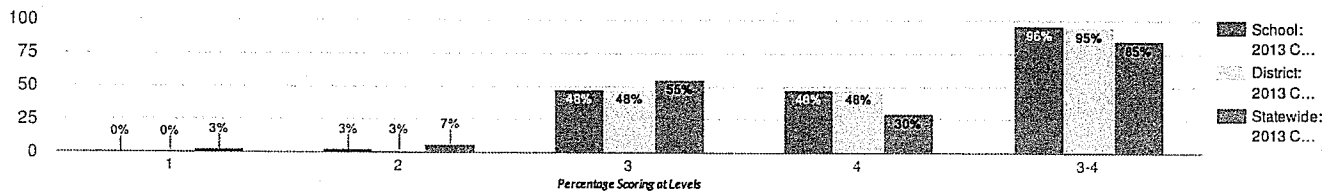


# TOTAL COHORT RESULTS IN SECONDARY-LEVEL ENGLISH LANGUAGE ARTS AFTER FOUR YEARS OF INSTRUCTION



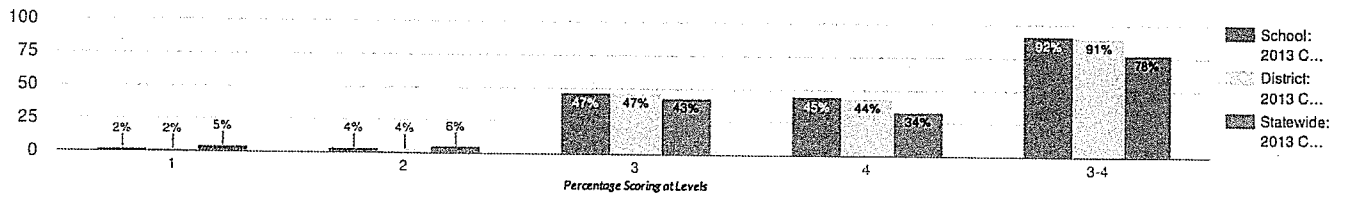
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	270	96%	0	0%	7	3%	41	15%	219	81%
GENERAL EDUCATION	243	99%	0	0%	0	0%	25	10%	216	89%
STUDENTS WITH DISABILITIES	27	70%	0	0%	7	26%	16	59%	3	11%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	6	%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	83%	0	0%	0	0%	2	33%	3	50%
WHITE	255	97%	0	0%	6	2%	38	15%	209	82%
SMALL GROUP TOTAL	9	89%	0	0%	1	11%	1	11%	7	78%
FEMALE	119	99%	0	0%	0	0%	17	14%	101	85%
MALE	151	94%	0	0%	7	5%	24	16%	118	78%
NON-ENGLISH LANGUAGE LEARNERS	270	96%	0	0%	7	3%	41	15%	219	81%
ECONOMICALLY DISADVANTAGED	20	85%	0	0%	2	10%	7	35%	10	50%
NOT ECONOMICALLY DISADVANTAGED	250	97%	0	0%	5	2%	34	14%	209	84%
NOT MIGRANT	270	96%	0	0%	7	3%	41	15%	219	81%

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



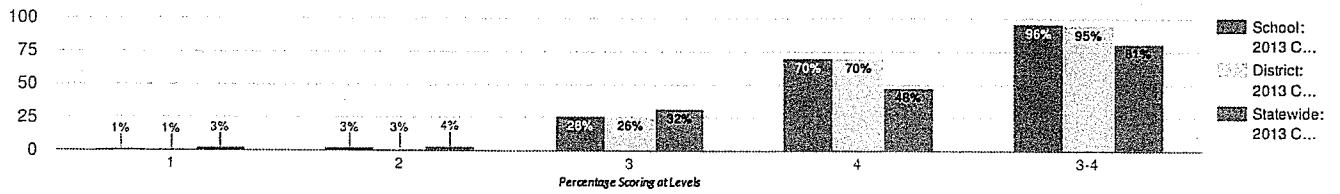
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	270	96%	1	0%	8	3%	129	48%	130	48%
GENERAL EDUCATION	243	99%	0	0%	1	0%	112	46%	129	53%
STUDENTS WITH DISABILITIES	27	67%	1	4%	7	26%	17	63%	1	4%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	6	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	83%	0	0%	1	17%	3	50%	2	33%
WHITE	255	97%	1	0%	4	2%	124	49%	124	49%
SMALL GROUP 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%
NOT ECONOMICALLY DISADVANTAGED	250	97%	1	0%	5	2%	120	48%	123	49%
NOT MIGRANT	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



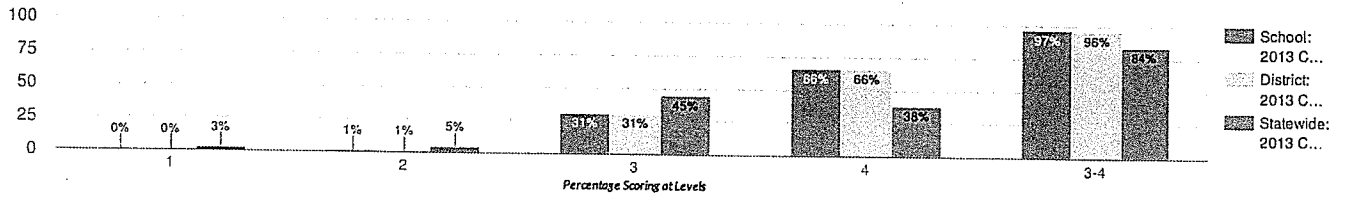
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	270	92%	5	2%	12	4%	127	47%	121	45%
GENERAL EDUCATION	243	96%	0	0%	6	2%	117	48%	117	48%
STUDENTS WITH DISABILITIES	27	52%	5	19%	6	22%	10	37%	4	15%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	6	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	50%	0	0%	1	17%	0	0%	3	50%
WHITE	255	93%	4	2%	11	4%	123	48%	114	45%
SMALL GROUP TOTAL	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%
ECONOMICALLY DISADVANTAGED	20	70%	2	10%	3	15%	9	45%	5	25%
NOT ECONOMICALLY DISADVANTAGED	250	94%	3	1%	9	4%	118	47%	116	46%
NOT MIGRANT	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	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	270	96%	2	1%	7	3%	69	26%	190	70%
GENERAL EDUCATION	243	99%	0	0%	1	0%	58	24%	183	75%
STUDENTS WITH DISABILITIES	27	67%	2	7%	6	22%	11	41%	7	26%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	6	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	83%	0	0%	1	17%	2	33%	3	50%
WHITE	255	96%	2	1%	5	2%	66	26%	180	71%
SMALL GROUP TOTAL	9	89%	0	0%	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%
ECONOMICALLY DISADVANTAGED	20	80%	1	5%	2	10%	8	40%	8	40%
NOT ECONOMICALLY DISADVANTAGED	250	97%	1	0%	5	2%	61	24%	182	73%
NOT MIGRANT	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	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	270	97%	0	0%	4	1%	84	31%	178	66%
GENERAL EDUCATION	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	%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	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	66%
NON-ENGLISH LANGUAGE LEARNERS	270	97%	0	0%	4	1%	84	31%	178	66%
ECONOMICALLY DISADVANTAGED	20	90%	0	0%	1	5%	9	45%	9	45%
NOT ECONOMICALLY DISADVANTAGED	250	98%	0	0%	3	1%	75	30%	169	68%
NOT MIGRANT	270	97%	0	0%	4	1%	84	31%	178	66%

## ENGLISH LANGUAGE ARTS (COMMON CORE)

### ENGLISH LANGUAGE ARTS (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
ALL STUDENTS	252	3	4	19	49	177
GENERAL EDUCATION	221	0	1	9	37	174
STUDENTS WITH DISABILITIES	31	3	3	10	12	3
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	2	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	4	-	-	-	-	-
HISPANIC OR LATINO	5	0	0	1	2	2
WHITE	238	3	2	18	46	169
MULTIRACIAL	2	-	-	-	-	-
SMALL GROUP TOTAL	9	0	2	0	1	6
FEMALE	111	1	1	5	14	90
MALE	141	2	3	14	35	87
NON-ENGLISH LANGUAGE LEARNERS	252	3	4	19	49	177
ECONOMICALLY DISADVANTAGED	22	2	1	2	8	9
NOT ECONOMICALLY DISADVANTAGED	230	1	3	17	41	168
NON-MIGRANT	252	3	4	19	49	177

## ALGEBRA I (COMMON CORE)

### ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
ALL STUDENTS	228	6	6	71	95	50
GENERAL EDUCATION	183	1	1	44	90	47
STUDENTS WITH DISABILITIES	45	5	5	27	5	3
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	3	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	4	-	-	-	-	-
HISPANIC OR LATINO	4	-	-	-	-	-
WHITE	213	4	4	65	94	46
MULTIRACIAL	4	-	-	-	-	-
SMALL GROUP TOTAL	15	2	2	6	1	4
FEMALE	103	3	2	33	39	26
MALE	125	3	4	38	56	24
NON-ENGLISH LANGUAGE LEARNERS	228	6	6	71	95	50
ECONOMICALLY DISADVANTAGED	30	4	1	13	9	3
NOT ECONOMICALLY DISADVANTAGED	198	2	5	58	86	47
NON-MIGRANT	228	6	6	71	95	50

# COMMON CORE GEOMETRY

## REGENTS COMMON CORE GEOMETRY

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
ALL STUDENTS	205	0	8	84	65	48
GENERAL EDUCATION	201	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	7	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-
WHITE	194	0	8	77	63	46
MULTIRACIAL	2	-	-	-	-	-
SMALL GROUP TOTAL	11	0	0	7	2	2
FEMALE	97	0	5	44	26	22
MALE	108	0	3	40	39	26
NON-ENGLISH LANGUAGE LEARNERS	205	0	8	84	65	48
ECONOMICALLY DISADVANTAGED	13	0	0	9	3	1
NOT ECONOMICALLY DISADVANTAGED	192	0	8	75	62	47
NOT MIGRANT	205	0	8	84	65	48

## ALGEBRA II (COMMON CORE)

### ALGEBRA II (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
ALL STUDENTS	171	0	1	54	78	38
GENERAL EDUCATION	166	0	1	50	77	38
STUDENTS WITH DISABILITIES	5	0	0	4	1	0
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	1	-	-	-	-	-
HISPANIC OR LATINO	2	-	-	-	-	-
WHITE	168	-	-	-	-	-
SMALL GROUP TOTAL	171	0	1	54	78	38
FEMALE	93	0	0	28	45	20
MALE	78	0	1	26	33	18
NON-ENGLISH LANGUAGE LEARNERS	171	0	1	54	78	38
ECONOMICALLY DISADVANTAGED	9	0	0	3	6	0
NOT ECONOMICALLY DISADVANTAGED	162	0	1	51	72	38
NOT MIGRANT	171	0	1	54	78	38

# GLOBAL HISTORY AND GEOGRAPHY

## REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	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	5	5	100%	5	100%	2	40%
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-
HISPANIC OR LATINO	2	-	-	-	-	-	-
WHITE	251	237	94%	219	87%	104	41%
MULTIRACIAL	4	-	-	-	-	-	-
SMALL GROUP TOTAL	9	7	78%	5	56%	2	22%
FEMALE	126	120	95%	110	87%	43	34%
MALE	139	129	93%	119	86%	65	47%
NON-ENGLISH LANGUAGE LEARNERS	265	249	94%	229	86%	108	41%
ECONOMICALLY DISADVANTAGED	32	24	75%	20	63%	5	16%
NOT ECONOMICALLY DISADVANTAGED	233	225	97%	209	90%	103	44%
NOT MIGRANT	265	249	94%	229	86%	108	41%

# U.S. HISTORY & GOVERNMENT

## REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	255	252	99%	244	96%	197	77%
GENERAL EDUCATION	224	224	100%	221	99%	188	84%
STUDENTS WITH DISABILITIES	31	28	90%	23	74%	9	29%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	3	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-
HISPANIC OR LATINO	6	6	100%	6	100%	4	67%
WHITE	240	237	99%	230	96%	186	78%
MULTIRACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	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%
ECONOMICALLY DISADVANTAGED	27	24	89%	21	78%	14	52%
NOT ECONOMICALLY DISADVANTAGED	228	228	100%	223	98%	183	80%
NOT MIGRANT	255	252	99%	244	96%	197	77%



# LIVING ENVIRONMENT

## REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	229	228	100%	222	97%	107	47%
GENERAL EDUCATION	199	199	100%	195	98%	105	53%
STUDENTS WITH DISABILITIES	30	29	97%	27	90%	2	7%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	3	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-
HISPANIC OR LATINO	2	-	-	-	-	-	-
WHITE	218	218	100%	212	97%	104	48%
MULTIRACIAL	3	-	-	-	-	-	-
SMALL GROUP TOTAL	11	10	91%	10	91%	3	27%
FEMALE	104	103	99%	101	97%	51	49%
MALE	125	125	100%	121	97%	56	45%
NON-ENGLISH LANGUAGE LEARNERS	229	228	100%	222	97%	107	47%
ECONOMICALLY DISADVANTAGED	25	24	96%	22	88%	5	20%
NOT ECONOMICALLY DISADVANTAGED	204	204	100%	200	98%	102	50%
NOT MIGRANT	229	228	100%	222	97%	107	47%

# PHYSICAL SETTING/EARTH SCIENCE

## REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	244	234	96%	218	89%	123	50%
GENERAL EDUCATION	212	208	98%	199	94%	121	57%
STUDENTS WITH DISABILITIES	32	26	81%	19	59%	2	6%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	7	7	100%	7	100%	4	57%
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
HISPANIC OR LATINO	2	-	-	-	-	-	-
WHITE	228	221	97%	207	91%	117	51%
MULTIRACIAL	6	-	-	-	-	-	-
SMALL GROUP TOTAL	9	6	67%	4	44%	2	22%
FEMALE	114	108	95%	96	84%	51	45%
MALE	130	126	97%	122	94%	72	55%
NON-ENGLISH LANGUAGE LEARNERS	244	234	96%	218	89%	123	50%
ECONOMICALLY DISADVANTAGED	25	22	88%	19	76%	9	36%
NOT ECONOMICALLY DISADVANTAGED	219	212	97%	199	91%	114	52%
NOT MIGRANT	244	234	96%	218	89%	123	50%

# PHYSICAL SETTING/CHEMISTRY

## REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	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 OR NATIVE HAWAIIAN/OTHER PACIFIC	2	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
HISPANIC OR LATINO	2	-	-	-	-	-	-
WHITE	173	173	100%	160	92%	76	44%
SMALL GROUP TOTAL	5	5	100%	4	80%	0	0%
FEMALE	86	86	100%	82	95%	35	41%
MALE	92	92	100%	82	89%	41	45%
NON-ENGLISH LANGUAGE LEARNERS	178	178	100%	164	92%	76	43%
ECONOMICALLY DISADVANTAGED	5	5	100%	5	100%	2	40%
NOT ECONOMICALLY DISADVANTAGED	173	173	100%	159	92%	74	43%
NOT MIGRANT	178	178	100%	164	92%	76	43%

# PHYSICAL SETTING/PHYSICS

## REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	102	102	100%	96	94%	53	52%
GENERAL EDUCATION	101	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-	-
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	4	-	-	-	-	-	-
HISPANIC OR LATINO	2	-	-	-	-	-	-
WHITE	95	95	100%	89	94%	51	54%
SMALL GROUP TOTAL	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	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	100	-	-	-	-	-	-
NOT MIGRANT	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	1	%	-	-	-	-
SECONDARY-LEVEL MATH	1	%	-	-	-	-
SECONDARY-LEVEL SCIENCE	1	%	-	-	-	-
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 SAFE HARBOR TARGET	2013 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	274	100%	YES	269	178	171	171
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	2	—	—	3	—	—	—
HISPANIC OR LATINO	—	—	6	—	—	6	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	—	7	—	—	6	—	—	—
WHITE	YES	YES	259	100%	YES	254	180	179	179
MULTIRACIAL	—	—	0	—	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	—	29	—	—	27	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
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
NOT AMERICAN INDIAN OR ALASKA NATIVE	274	100%	269	178
NOT BLACK OR AFRICAN AMERICAN	272	100%	266	179
NOT HISPANIC OR LATINO	268	100%	263	179
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	267	100%	263	178
NOT WHITE	15	—	15	—
NOT MULTIRACIAL	274	100%	269	178
GENERAL EDUCATION	245	100%	242	189
ENGLISH PROFICIENT	274	100%	269	178
NOT ECONOMICALLY DISADVANTAGED	254	100%	250	181
MALE	151	100%	150	173
FEMALE	123	99%	119	184
MIGRANT	0	—	0	—
NOT MIGRANT	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 GRADERS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	2013 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	274	100%	YES	269	159	158	158
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	2	—	—	3	—	—	—
HISPANIC OR LATINO	—	—	6	—	—	6	—	—	—
ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC	—	—	7	—	—	6	—	—	—
WHITE	NO	YES	259	100%	NO	254	162	168	168
MULTIRACIAL	—	—	0	—	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	—	29	—	—	27	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
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
NOT AMERICAN INDIAN OR ALASKA NATIVE	274	100%	269	159
NOT BLACK OR AFRICAN AMERICAN	272	100%	266	161
NOT HISPANIC OR LATINO	268	100%	263	160
NOT ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC	267	100%	263	160
NOT WHITE	15	—	15	—
NOT MULTIRACIAL	274	100%	269	159
GENERAL EDUCATION	245	100%	242	168
ENGLISH PROFICIENT	274	100%	269	159
NOT ECONOMICALLY DISADVANTAGED	254	100%	250	162
MALE	151	100%	150	152
FEMALE	123	100%	119	169
MIGRANT	0	—	0	—
NOT MIGRANT	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 PI
ALL STUDENTS	—	—	178	159	169
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	—	—	—	—	0
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	—	—	—	0
WHITE	—	—	180	162	171
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	—	—	—	—	0
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	—	—	—	—	0

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

## OVERALL GRADUATION RATE FOR ACCOUNTABILITY

### ALL ACCOUNTABILITY GROUPS MADE AYP: YES

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

— 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
ALL STUDENTS	YES	267	97%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	2	—	—	—
HISPANIC OR LATINO	—	2	—	—	—
ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC	—	5	—	—	—
WHITE	YES	255	97%	80%	80%
MULTIRACIAL	—	3	—	—	—
STUDENTS WITH DISABILITIES	YES	34†	91%†	80%	80%
LIMITED ENGLISH PROFICIENT	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	YES	36	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
ALL STUDENTS	YES	289	97%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	—	3	—	—	—
HISPANIC OR LATINO	—	2	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	0	—	—	—
WHITE	YES	281	97%	80%	80%
MULTIRACIAL	—	2	—	—	—
STUDENTS WITH DISABILITIES	YES	33†	88%†	80%	80%
LIMITED ENGLISH PROFICIENT	—	0	—	—	—
ECONOMICALLY 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-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%
NOT BLACK OR AFRICAN AMERICAN	265	97%	286	97%
NOT HISPANIC OR LATINO	265	97%	287	97%
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC.	262	97%	289	97%
NOT WHITE	12	—	8	—
NOT MULTIRACIAL	264	97%	287	97%
GENERAL EDUCATION	236	97%	257	98%
ENGLISH PROFICIENT	267	97%	289	97%
NOT ECONOMICALLY DISADVANTAGED	231	98%	267	98%
MALE	134	97%	153	95%
FEMALE	133	96%	136	99%
MIGRANT	0	—	0	—
NOT MIGRANT	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)	57%
REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (STATEWIDE)	31%
PERCENTAGE IN THIS SCHOOL EXCEEDED STATEWIDE	YES
REGENTS DIPLOMA WITH CTE ENDORSEMENT (THIS SCHOOL)	5%
REGENTS DIPLOMA WITH CTE ENDORSEMENT (STATEWIDE)	5%
PERCENTAGE IN THIS SCHOOL EXCEEDED STATEWIDE	NO

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# RICHARD H O'ROURKE MIDDLE SCHOOL ENROLLMENT (2016 - 17)

K-12 ENROLLMENT

726

## ENROLLMENT BY GENDER

MALE	FEMALE
355	371
49%	51%

## ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
BLACK OR AFRICAN AMERICAN	12	2%
HISPANIC OR LATINO	13	2%
ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC ISLANDER	15	2%
WHITE	675	93%
MULTIRACIAL	11	2%

## OTHER GROUPS

ENGLISH LANGUAGE LEARNERS	STUDENTS WITH DISABILITIES	ECONOMICALLY DISADVANTAGED
99	14%	106
		15%

## ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
6TH GRADE	196	27%
UNGRADED ELEMENTARY	1	0%
7TH GRADE	254	35%
8TH GRADE	269	37%
UNGRADED SECONDARY	6	1%

## AVERAGE CLASS SIZE (2016 - 17)

GROUP	CLASS SIZE
COMMON BRANCH	23
GRADE 8 ENGLISH	22
GRADE 8 MATHEMATICS	21
GRADE 8 SCIENCE	21
GRADE 8 SOCIAL STUDIES	22

## FREE AND REDUCED-PRICE LUNCH (2016 - 17)

ELIGIBLE FOR FREE LUNCH	ELIGIBLE FOR REDUCED-PRICE LUNCH
70	5%
10%	35

## ATTENDANCE (2015 - 16)

ANNUAL ATTENDANCE RATE	97%
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## STUDENT SUSPENSIONS (2015 - 16)

4	1%
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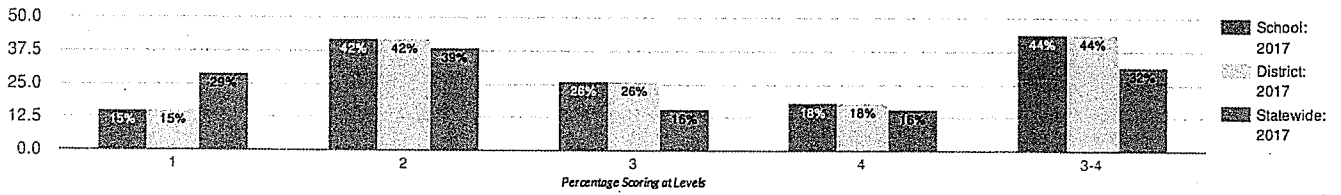
## STAFF COUNTS (2016 - 17)

GROUP	STAFF
PRINCIPALS	1
ASSISTANT PRINCIPALS	1
OTHER PROFESSIONAL STAFF	0
PARAPROFESSIONALS	0

## TEACHER QUALIFICATIONS (2016 - 17)

TOTAL TEACHERS	58
PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
PERCENT TEACHING OUT OF CERTIFICATE	2%
PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE	9%
PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE	14%
TOTAL NUMBER OF CLASSES	281
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	1%

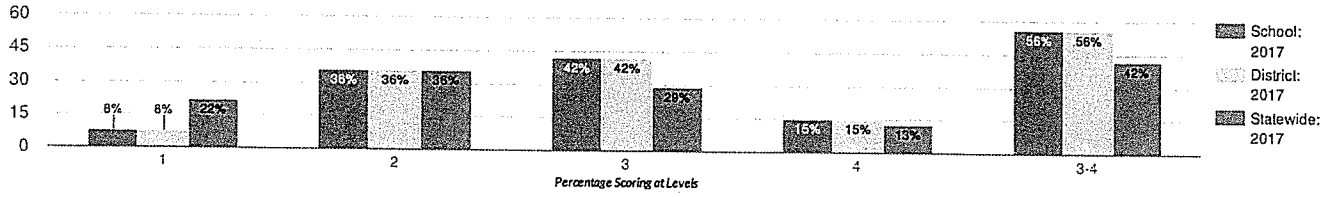
# GRADE 6 ENGLISH LANGUAGE ARTS



MEAN SCORE: 309

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	172	44%	25	15%	72	42%	44	26%	31	18%
GENERAL EDUCATION	155	47%	20	13%	62	40%	42	27%	31	20%
STUDENTS WITH DISABILITIES	17	12%	5	29%	10	59%	2	12%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	5	60%	1	20%	1	20%	2	40%	1	20%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	160	43%	22	14%	69	43%	40	25%	29	18%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
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	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	23	30%	4	17%	12	52%	6	26%	1	4%
NOT ECONOMICALLY DISADVANTAGED	149	46%	21	14%	60	40%	38	26%	30	20%
NOT MIGRANT	172	44%	25	15%	72	42%	44	26%	31	18%

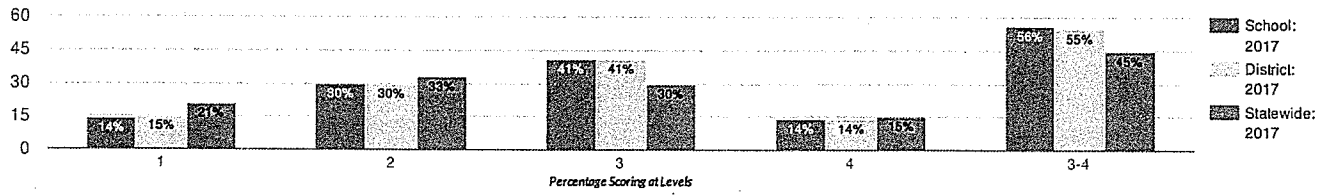
# GRADE 7 ENGLISH LANGUAGE ARTS



MEAN SCORE: 319

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	199	56%	16	8%	71	36%	83	42%	29	15%
GENERAL EDUCATION	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	%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	67%	0	0%	2	33%	3	50%	1	17%
WHITE	186	56%	16	9%	66	35%	78	42%	26	14%
MULTIRACIAL	2	%	-	-	-	-	-	-	-	-
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	26%	2	11%
NOT ECONOMICALLY DISADVANTAGED	180	58%	12	7%	63	35%	78	43%	27	15%
NOT MIGRANT	199	56%	16	8%	71	36%	83	42%	29	15%

# GRADE 8 ENGLISH LANGUAGE ARTS

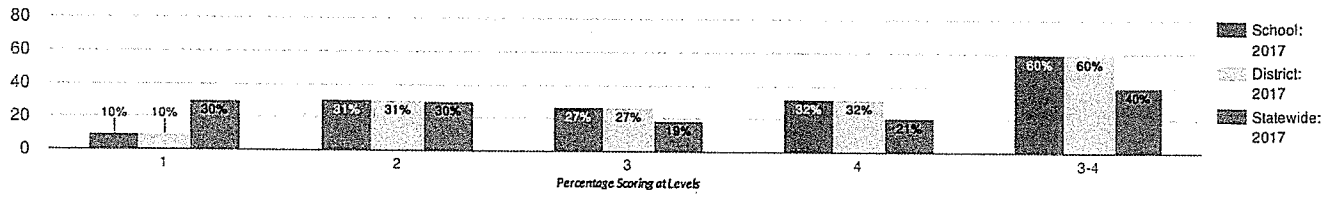


MEAN SCORE: 312

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	210	56%	29	14%	64	30	14%			
GENERAL EDUCATION	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	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	4	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	3	0%	-	-	-	-	-	-	-	-
WHITE	196	54%	28	14%	62	32%	80	41%	26	13%
MULTIRACIAL	3	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	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	0%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	0%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	34	53%	5	15%	11	32%	16	47%	2	6%
NOT ECONOMICALLY DISADVANTAGED	176	56%	24	14%	53	30%	71	40%	28	16%
NOT MIGRANT	210	56%	29	14%	64	30%	87	41%	30	14%



# GRADE 6 MATHEMATICS

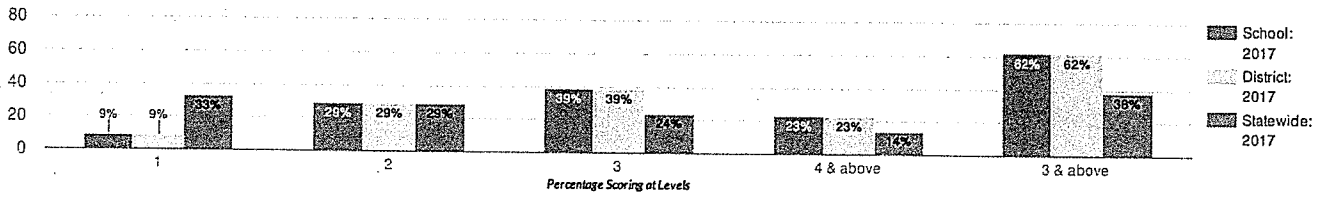


MEAN SCORE: 322

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	168	60%	16	10%	52	31%	46	27%	54	32%
GENERAL EDUCATION	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 PACIFIC	5	60%	0	0%	2	40%	1	20%	2	40%
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	156	60%	15	10%	48	31%	43	28%	50	32%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	57%	1	14%	2	29%	2	29%	2	29%
FEMALE	85	61%	7	8%	26	31%	25	29%	27	32%
MALE	83	58%	9	11%	26	31%	21	25%	27	33%
NON-ENGLISH LANGUAGE LEARNERS	167	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	20	35%	4	20%	9	45%	1	5%	6	30%
NOT ECONOMICALLY DISADVANTAGED	148	63%	12	8%	43	29%	45	30%	48	32%
NOT MIGRANT	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.

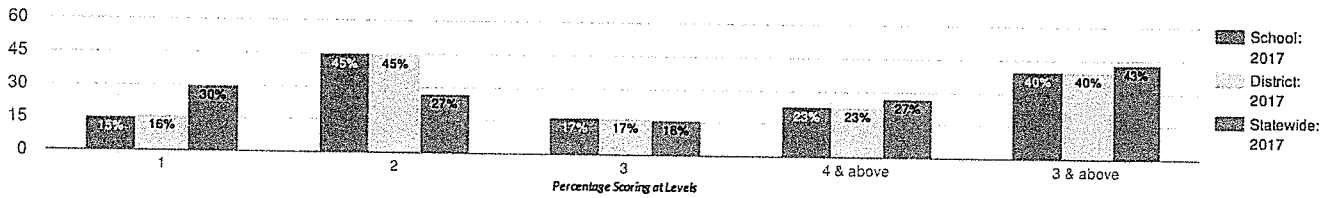


MEAN SCORE: 326

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	189	62%	17	9%	54	29%	74	39%	44	23%
GENERAL EDUCATION	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	%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	67%	0	0%	2	33%	3	50%	1	17%
WHITE	176	62%	17	10%	50	28%	68	39%	41	23%
MULTIRACIAL	2	%	-	-	-	-	-	-	-	-
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%
NOT MIGRANT	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	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	156	24%	29	19%	89	57%
GENERAL EDUCATION	138	25%	17	12%	86	62%
STUDENTS WITH DISABILITIES	18	17%	12	67%	3	17%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	3	0%	-	-	-	-
BLACK OR AFRICAN AMERICAN	4	0%	-	-	-	-
HISPANIC OR LATINO	1	0%	-	-	-	-
WHITE	147	25%	26	18%	84	57%
MULTIRACIAL	1	0%	-	-	-	-
SMALL GROUP TOTAL	9	11%	3	33%	5	56%
FEMALE	82	33%	12	15%	43	52%
MALE	74	15%	17	23%	46	62%
NON-ENGLISH LANGUAGE LEARNERS	155	0%	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	0%	-	-	-	-
ECONOMICALLY DISADVANTAGED	24	13%	6	25%	15	63%
NOT ECONOMICALLY DISADVANTAGED	132	27%	23	17%	74	56%
NOT MIGRANT	156	24%	29	19%	89	57%

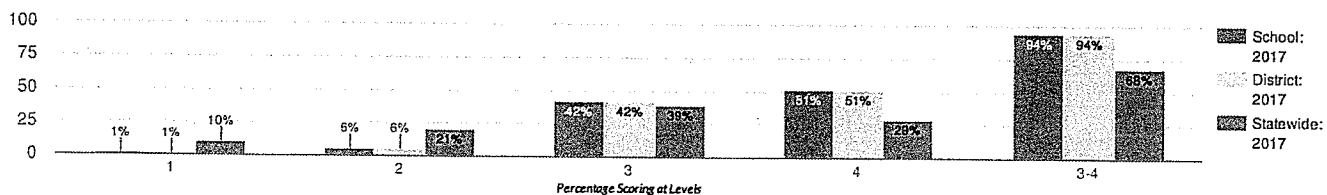
## GRADE 8 STUDENTS TAKING A REGENTS MATH TEST

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
ALL STUDENTS	42	0	0	0	42	42
		0%	0%	0%	100%	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	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	202	93%	2	13	96	91
GENERAL EDUCATION	175	95%	0	9	80	86
STUDENTS WITH DISABILITIES	27	78%	2	4	16	5
ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC	5	0%	0	0	0	0
BLACK OR AFRICAN AMERICAN	6	50%	0	3	2	1
HISPANIC OR LATINO	1	0%	0	0	0	0
WHITE	189	94%	2	10	90	87
MULTIRACIAL	1	0%	0	0	0	0
SMALL GROUP TOTAL	7	100%	0	0	4	3
FEMALE	107	91%	1	9	49	48
MALE	95	95%	1	4	47	43
NON-ENGLISH LANGUAGE LEARNERS	201	0%	0	0	0	0
ENGLISH LANGUAGE LEARNERS	1	0%	0	0	0	0
ECONOMICALLY DISADVANTAGED	34	79%	0	7	15	12
NOT ECONOMICALLY DISADVANTAGED	168	95%	2	6	81	79
NOT MIGRANT	202	93%	2	13	96	91

## 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
ALL STUDENTS	29	100%	0	0	2	27

## ALGEBRA I (COMMON CORE)

### ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	42	0	0%	0	0%	0	0%	1	2%	41	98%
GENERAL EDUCATION	42	0	0%	0	0%	0	0%	1	2%	41	98%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	-	-	-	-	-	-	-	-	-	-
WHITE	37	0	0%	0	0%	0	0%	1	3%	36	97%
MULTIRACIAL	2	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	0	0%	0	0%	0	0%	0	0%	5	100%
FEMALE	24	0	0%	0	0%	0	0%	0	0%	24	100%
MALE	18	0	0%	0	0%	0	0%	1	6%	17	94%
NON-ENGLISH LANGUAGE LEARNERS	42	0	0%	0	0%	0	0%	1	2%	41	98%
ECONOMICALLY DISADVANTAGED	5	0	0%	0	0%	0	0%	1	20%	4	80%
NOT ECONOMICALLY DISADVANTAGED	37	0	0%	0	0%	0	0%	0	0%	37	100%
NOT MIGRANT	42	0	0%	0	0%	0	0%	1	2%	41	98%

## LIVING ENVIRONMENT

### REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	29	29	100%	29	100%	27	93%
GENERAL EDUCATION	29	29	100%	29	100%	27	93%
HISPANIC OR LATINO	2	-	-	-	-	-	-
WHITE	25	-	-	-	-	-	-
MULTIRACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	29	29	100%	29	100%	27	93%
FEMALE	18	18	100%	18	100%	17	94%
MALE	11	11	100%	11	100%	10	91%
NON-ENGLISH LANGUAGE LEARNERS	29	29	100%	29	100%	27	93%
ECONOMICALLY DISADVANTAGED	2	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	27	-	-	-	-	-	-
NOT MIGRANT	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
GRADE 7 ELA	1	%	-	-	-	-
GRADE 7 MATH	1	%	-	-	-	-
GRADE 8 ELA	2	%	-	-	-	-
GRADE 8 MATH	2	%	-	-	-	-
GRADE 8 SCIENCE	2	%	-	-	-	-

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	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-

GRADE 8

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	1	-	-	-	-	-
STUDENTS WITH DISABILITIES	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	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	1,496*	80%*	YES	576	140	106	106
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	13	—	—	7	—	—	—
HISPANIC OR LATINO	—	—	14	—	—	10	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	—	15	—	—	12	—	—	—
WHITE	NO	NO	1,392*	80%*	YES	538	139	119	119
MULTIRACIAL	—	—	10	—	—	9	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	196†	67%*	YES	69†	78†	73	72
LIMITED ENGLISH PROFICIENT	—	—	2	—	—	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
NOT BLACK OR AFRICAN AMERICAN	1,473*	80%*	569	141
NOT HISPANIC OR LATINO	1,467*	80%*	566	140
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	1,464*	80%*	564	140
NOT WHITE	104*	75%*	38	155
NOT MULTIRACIAL	1,476*	80%*	567	140
GENERAL EDUCATION	1,300*	82%*	511	149
ENGLISH PROFICIENT	1,493*	80%*	574	141
NOT ECONOMICALLY DISADVANTAGED	1,291*	81%*	503	143
MALE	746*	80%*	284	128
FEMALE	750*	79%*	292	152
MIGRANT	0	—	0	—
NOT MIGRANT	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 STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	1,496*	78%*	YES	550	144	104	104
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	13	—	—	8	—	—	—
HISPANIC OR LATINO	—	—	13	—	—	10	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	—	15	—	—	12	—	—	—
WHITE	NO	NO	1,393*	78%*	YES	512	144	116	116
MULTIRACIAL	—	—	10	—	—	8	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	194*	62%*	NO	59†	71†	73	73
LIMITED ENGLISH PROFICIENT	—	—	2	—	—	2	—	—	—
ECONOMICALLY DISADVANTAGED	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	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	1,496*	78%*	550	144
NOT BLACK OR AFRICAN AMERICAN	1,473*	78%*	542	144
NOT HISPANIC OR LATINO	1,468*	78%*	540	144
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	1,464*	77%*	538	143
NOT WHITE	1,033*	77%*	38	145
NOT MULTIRACIAL	1,476*	78%*	542	144
GENERAL EDUCATION	1,302*	80%*	495	152
ENGLISH PROFICIENT	1,493*	77%*	548	144
NOT ECONOMICALLY DISADVANTAGED	1,290*	79%*	486	147
MALE	745*	79%*	276	139
FEMALE	751*	76%*	274	148
MIGRANT	0	—	0	—
NOT MIGRANT	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	PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
ALL STUDENTS	YES	YES	272	86%	YES	227	193	182	182
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	8	—	—	5	—	—	—
HISPANIC OR LATINO	—	—	4	—	—	3	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	—	5	—	—	5	—	—	—
WHITE	YES	YES	252	86%	YES	211	194	187	187
MULTIRACIAL	—	—	3	—	—	3	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	72*	68%*	YES	51 <sup>o</sup>	178	162	1
LIMITED ENGLISH PROFICIENT	—	—	1	—	—	1	—	—	—
ECONOMICALLY DISADVANTAGED	YES	YES	45	80%	YES	35	180	167	1

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	272	86%	227	193
NOT BLACK OR AFRICAN AMERICAN	264	86%	222	194
NOT HISPANIC OR LATINO	268	86%	224	193
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	267	85%	222	193
NOT WHITE	20	—	16	—
NOT MULTIRACIAL	269	86%	224	193
GENERAL EDUCATION	230	89%	198	196
ENGLISH PROFICIENT	271	86%	226	194
NOT ECONOMICALLY DISADVANTAGED	227	87%	192	195
MALE	126	85%	105	194
FEMALE	146	86%	122	192
MIGRANT	0	—	0	—
NOT MIGRANT	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.  
<sup>o</sup>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 PI
ALL STUDENTS	140	144	—	—	142
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	—	—	—	—	0
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	—	—	—	0
WHITE	139	144	—	—	142
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	78	71	—	—	75
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	126	117	—	—	122

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

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# CHARLTON HTS ELEMENTARY SCHOOL ENROLLMENT (2016 - 17)

K-12 ENROLLMENT

453

## ENROLLMENT BY GENDER

MALE

FEMALE

246

54%

207

46%

## ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
BLACK OR AFRICAN AMERICAN	3	1%
HISPANIC OR LATINO	7	2%
ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC ISLANDER	4	1%
WHITE	424	94%
MULTIRACIAL	15	3%

## OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

STUDENTS WITH DISABILITIES

ECONOMICALLY DISADVANTAGED

55

12%

38

8%

## ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
K (FULL DAY)	63	14%
1ST GRADE	64	14%
2ND GRADE	75	17%
3RD GRADE	85	19%
4TH GRADE	81	18%
5TH GRADE	85	19%

## AVERAGE CLASS SIZE (2016 - 17)

GROUP

CLASS SIZE

COMMON BRANCH

21

## FREE AND REDUCED-PRICE LUNCH (2016 - 17)

ELIGIBLE FOR FREE LUNCH

ELIGIBLE FOR REDUCED-PRICE LUNCH

31

7%

5

1%

## ATTENDANCE (2015 - 16)

ANNUAL ATTENDANCE RATE

97%

## STUDENT SUSPENSIONS (2015 - 16)

3

1%

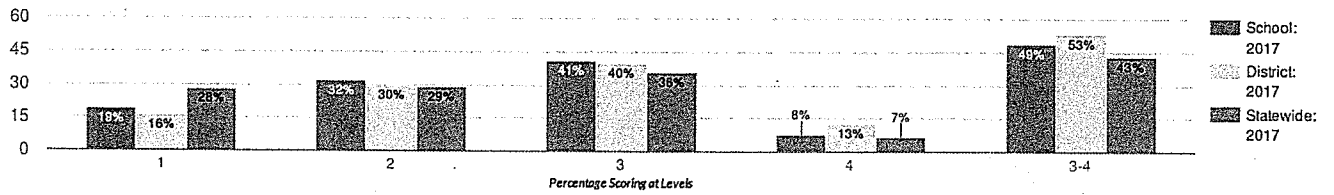
# STAFF COUNTS (2016 - 17)

GROUP	STAFF
PRINCIPALS	1
ASSISTANT PRINCIPALS	0
OTHER PROFESSIONAL STAFF	8
PARAPROFESSIONALS	0

# TEACHER QUALIFICATIONS (2016 - 17)

TOTAL TEACHERS	32
PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
PERCENT TEACHING OUT OF CERTIFICATE	0%
PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE	0%
PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE	19%
TOTAL NUMBER OF CLASSES	47
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	4%

# GRADE 3 ENGLISH LANGUAGE ARTS

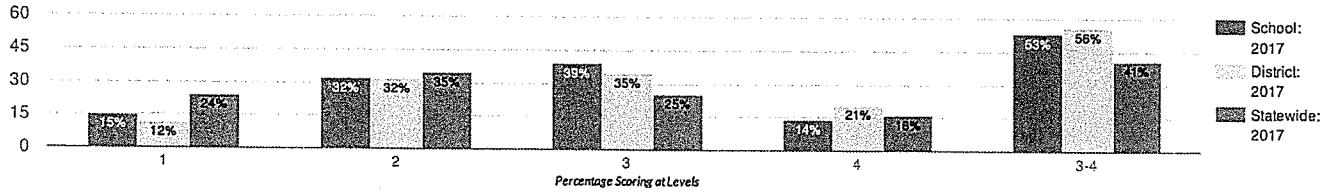


MEAN SCORE: 316

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	74	49%	14	19%	24	32%	30	41%	6	8%
GENERAL EDUCATION	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	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	74	49%	14	19%	24	32%	30	41%	6	8%
FEMALE	43	49%	7	16%	15	35%	16	37%	5	12%
MALE	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	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	70	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	74	49%	14	19%	24	32%	30	41%	6	8%



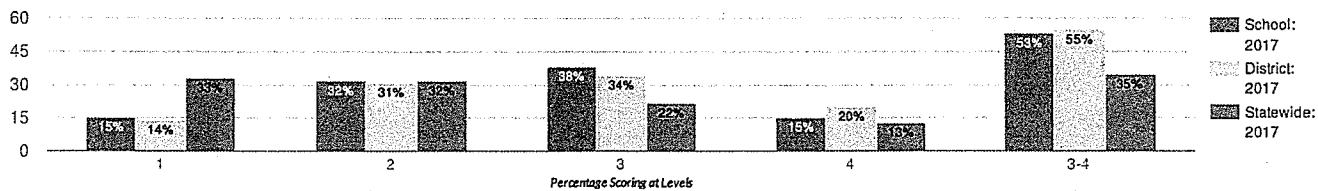
# GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 312

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	74	53%	11	15%	24	32%	29	39%	10	14%
GENERAL EDUCATION	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	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	0%	-	-	-	-	-	-	-	-
WHITE	68	51%	11	16%	22	32%	27	40%	8	12%
MULTIRACIAL	3	0%	-	-	-	-	-	-	-	-
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%
NOT ECONOMICALLY DISADVANTAGED	64	55%	7	11%	22	34%	27	42%	8	13%
NON-MIGRANT	74	53%	11	15%	24	32%	29	39%	10	14%

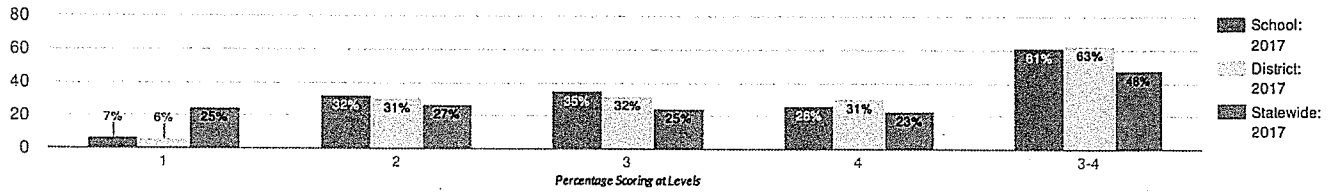
# GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 314

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	73	53%	11	15%	23	32%	28	38%	11	15%
GENERAL EDUCATION	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 HAWAIIAN/OTHER PACIFIC	1	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	0%	-	-	-	-	-	-	-	-
WHITE	67	55%	10	15%	20	30%	26	39%	11	16%
MULTIRACIAL	4	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	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 DISADVANTAGED	4	0%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	69	53%	11	15%	23	32%	28	38%	11	15%
NOT MIGRANT	73	53%	11	15%	23	32%	28	38%	11	15%

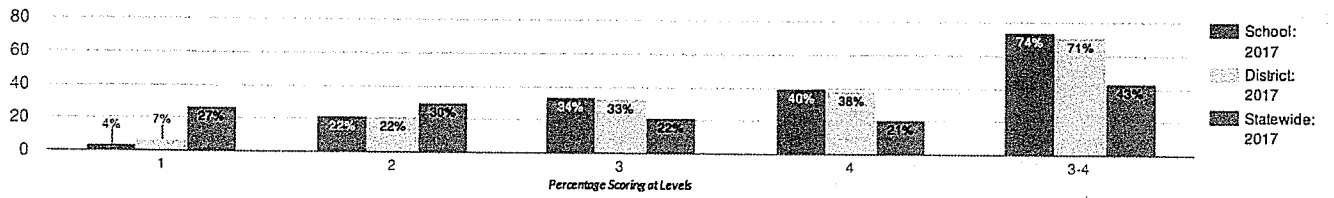
# GRADE 3 MATHEMATICS



MEAN SCORE: 320

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	74	61%	5	7%	24	32%	26	35%	19	26%
GENERAL EDUCATION	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%
MALE	31	74%	1	3%	7	23%	13	42%	10	32%
NON-ENGLISH LANGUAGE LEARNERS	74	61%	5	7%	24	32%	26	35%	19	26%
ECONOMICALLY DISADVANTAGED	4	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	70	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	74	61%	5	7%	24	32%	26	35%	19	26%

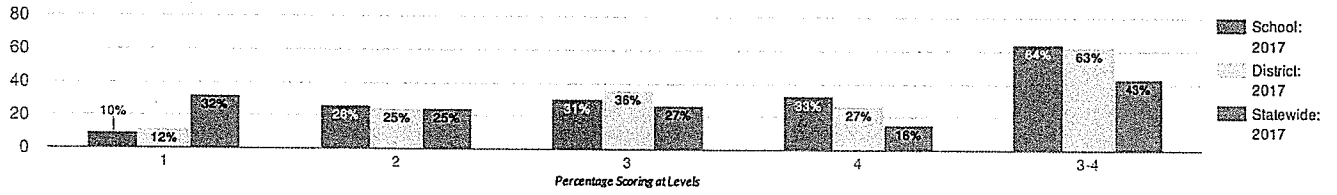
# GRADE 4 MATHEMATICS



MEAN SCORE: 331

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	73	74%	3	4%	16	22%	25	34%	29	40%
GENERAL EDUCATION	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	%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	%	-	-	-	-	-	-	-	-
WHITE	67	72%	3	4%	16	24%	23	34%	25	37%
MULTIRACIAL	3	%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	100%	0	0%	0	0%	2	33%	4	67%
FEMALE	36	83%	1	3%	5	14%	15	42%	15	42%
MALE	37	65%	2	5%	11	30%	10	27%	14	38%
NON-ENGLISH LANGUAGE LEARNERS	73	74%	3	4%	16	22%	25	34%	29	40%
ECONOMICALLY DISADVANTAGED	10	60%	2	20%	2	20%	4	40%	2	20%
NOT ECONOMICALLY DISADVANTAGED	63	76%	1	2%	14	22%	21	33%	27	43%
NOT MIGRANT	73	74%	3	4%	16	22%	25	34%	29	40%

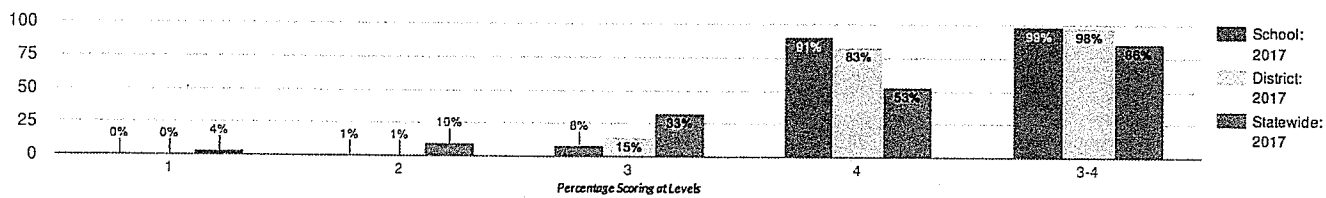
# GRADE 5 MATHEMATICS



MEAN SCORE: 329

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	70	64%	7	10%	18	26%	22	31%	23	33%
GENERAL EDUCATION	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	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
WHITE	65	65%	6	9%	17	26%	20	31%	22	34%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	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%
ECONOMICALLY DISADVANTAGED	4	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	66	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	70	64%	7	10%	18	26%	22	31%	23	33%

# GRADE 4 SCIENCE



MEAN SCORE: 92

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	76	99%	0	0%	1	1%	6	8%	69	91%
GENERAL EDUCATION	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	%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	%	-	-	-	-	-	-	-	-
WHITE	70	99%	0	0%	1	1%	6	9%	63	90%
MULTIRACIAL	3	%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	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	10%	8	80%
NOT ECONOMICALLY DISADVANTAGED	66	100%	0	0%	0	0%	5	8%	61	92%
NOT MIGRANT	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	1	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-

GRADE 1

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	1	-	-	-	-	-
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	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	486*	82%*	YES	218	135	103	103
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	1	—	—	1	—	—	—
HISPANIC OR LATINO	—	—	2	—	—	1	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	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	—	—	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 AMERICAN INDIAN OR ALASKA NATIVE	486*	82%*	218	135
NOT BLACK OR AFRICAN AMERICAN	482*	82%*	217	135
NOT HISPANIC OR LATINO	481*	82%*	217	135
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	479*	82%*	216	135
NOT WHITE	14	—	11	—
NOT MULTIRACIAL	474*	81%*	211	135
GENERAL EDUCATION	414*	84%*	191	147
ENGLISH PROFICIENT	486*	82%*	218	135
NOT ECONOMICALLY DISADVANTAGED	449*	83%*	202	140
MALE	234*	83%*	106	121
FEMALE	252*	81%*	112	148
MIGRANT	0	—	0	—
NOT MIGRANT	486*	82%*	218	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	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	486*	81%*	YES	214	159	101	101
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	1	—	—	1	—	—	—
HISPANIC OR LATINO	—	—	2	—	—	1	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	3	—	—	2	—	—	—
WHITE	NO	NO	458*	81%*	YES	204	159	113	113
MULTIRACIAL	—	—	8	—	—	6	—	—	—
STUDENTS WITH DISABILITIES	—	—	35	—	—	27	—	—	—
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
NOT AMERICAN INDIAN OR ALASKA NATIVE	486*	81%*	214	159
NOT BLACK OR AFRICAN AMERICAN	482*	81%*	213	160
NOT HISPANIC OR LATINO	481*	81%*	213	159
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	479*	81%*	212	159
NOT WHITE	14	—	10	—
NOT MULTIRACIAL	474*	81%*	208	159
GENERAL EDUCATION	414*	83%*	187	168
ENGLISH PROFICIENT	486*	81%*	214	159
NOT ECONOMICALLY DISADVANTAGED	449*	82%*	198	163
MALE	234*	82%*	104	162
FEMALE	252*	79%*	110	157
MIGRANT	0	—	0	—
NOT MIGRANT	486*	81%*	214	159

— 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	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >> EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
ALL STUDENTS	YES	YES	82	93%	YES	74	199	178	178
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	0	—	—	0	—	—	—
HISPANIC OR LATINO	—	—	1	—	—	1	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	—	2	—	—	1	—	—	—
WHITE	YES	YES	76	92%	YES	70	199	184	184
MULTIRACIAL	—	—	3	—	—	2	—	—	—
STUDENTS WITH DISABILITIES	—	—	17	—	—	13	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	11	—	—	8	—	—	—

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	82	93%	74	199
NOT BLACK OR AFRICAN AMERICAN	82	93%	74	199
NOT HISPANIC OR LATINO	81	93%	73	199
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	80	93%	73	199
NOT WHITE	6	—	4	—
NOT MULTIRACIAL	79	92%	72	199
GENERAL EDUCATION	65	97%	61	200
ENGLISH PROFICIENT	82	93%	74	199
NOT ECONOMICALLY DISADVANTAGED	71	93%	66	200
MALE	40	98%	39	197
FEMALE	42	88%	35	200
MIGRANT	0	—	0	—
NOT MIGRANT	82	93%	74	199

— 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 PI
ALL STUDENTS	135	159	—	—	147
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	—	—	—	—	0
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	—	—	—	0
WHITE	135	159	—	—	147
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	—	—	—	—	0
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	—	—	—	—	0

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

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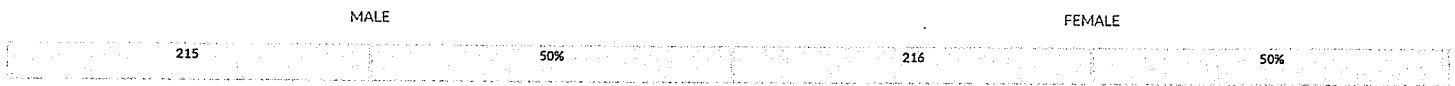


# PASHLEY ELEMENTARY SCHOOL ENROLLMENT (2016 - 17)

K-12 ENROLLMENT

431

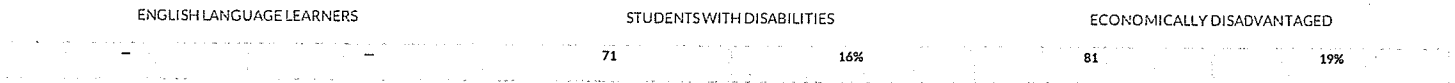
## ENROLLMENT BY GENDER



## ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
BLACK OR AFRICAN AMERICAN	7	2%
HISPANIC OR LATINO	8	2%
ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC ISLANDER	1	0%
WHITE	402	93%
MULTIRACIAL	13	3%

## OTHER GROUPS



## ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
K (FULL DAY)	65	15%
1ST GRADE	82	19%
2ND GRADE	77	18%
3RD GRADE	61	14%
4TH GRADE	79	18%
5TH GRADE	62	14%
UNGRADED ELEMENTARY	5	1%

## AVERAGE CLASS SIZE (2016 - 17)

GROUP	CLASS SIZE
COMMON BRANCH	20

## FREE AND REDUCED-PRICE LUNCH (2016 - 17)

ELIGIBLE FOR FREE LUNCH	ELIGIBLE FOR REDUCED-PRICE LUNCH
60	14%
19	4%

## ATTENDANCE (2015 - 16)

ANNUAL ATTENDANCE RATE
97%

## STUDENT SUSPENSIONS (2015 - 16)

1	0%

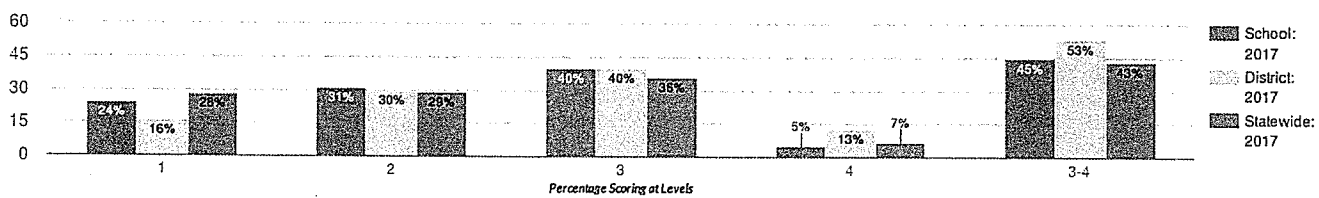
## STAFF COUNTS (2016 - 17)

GROUP	STAFF
PRINCIPALS	1
ASSISTANT PRINCIPALS	0
OTHER PROFESSIONAL STAFF	0
PARAPROFESSIONALS	0

## TEACHER QUALIFICATIONS (2016 - 17)

TOTAL TEACHERS	33
PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
PERCENT TEACHING OUT OF CERTIFICATE	0%
PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE	0%
PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE	6%
TOTAL NUMBER OF CLASSES	72
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	1%

# GRADE 3 ENGLISH LANGUAGE ARTS

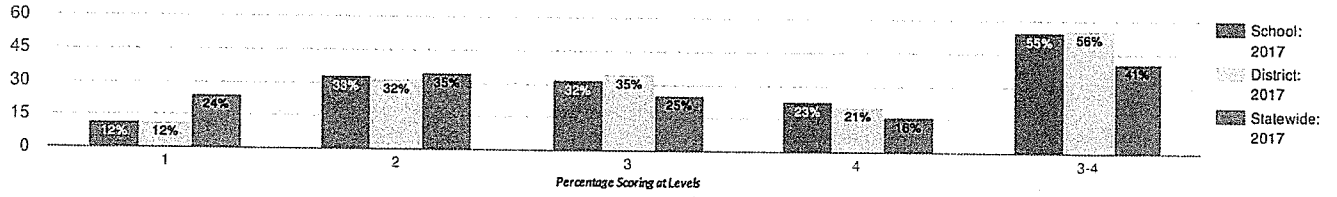


MEAN SCORE: 313

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	55	45%	13	24%	17	31%	22	40%	3	5%
GENERAL EDUCATION	49	47%	10	20%	16	33%	21	43%	2	4%
STUDENTS WITH DISABILITIES	6	33%	3	50%	1	17%	1	17%	1	17%
HISPANIC OR LATINO	1	%	-	-	-	-	-	-	-	-
WHITE	50	42%	12	24%	17	34%	20	40%	1	2%
MULTIRACIAL	4	%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	80%	1	20%	0	0%	2	40%	2	40%
FEMALE	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%
ECONOMICALLY DISADVANTAGED	9	33%	3	33%	3	33%	3	33%	0	0%
NOT ECONOMICALLY DISADVANTAGED	46	48%	10	22%	14	30%	19	41%	3	7%
NOT MIGRANT	55	45%	13	24%	17	31%	22	40%	3	5%



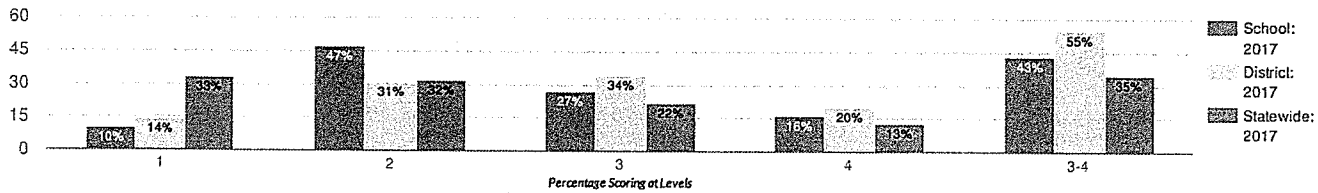
# GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 318

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	69	55%	8	12%	23	33%	22	32%	16	23%
GENERAL EDUCATION	59	63%	5	8%	17	29%	21	36%	16	27%
STUDENTS WITH DISABILITIES	10	10%	3	30%	6	60%	1	10%	0	0%
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	66	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	69	55%	8	12%	23	33%	22	32%	16	23%
FEMALE	40	63%	3	8%	12	30%	10	25%	15	38%
MALE	29	45%	5	17%	11	38%	12	41%	1	3%
NON-ENGLISH LANGUAGE LEARNERS	69	55%	8	12%	23	33%	22	32%	16	23%
ECONOMICALLY DISADVANTAGED	10	30%	2	20%	5	50%	0	0%	3	30%
NOT ECONOMICALLY DISADVANTAGED	59	59%	6	10%	18	31%	22	37%	13	22%
NOT MIGRANT	69	55%	8	12%	23	33%	22	32%	16	23%

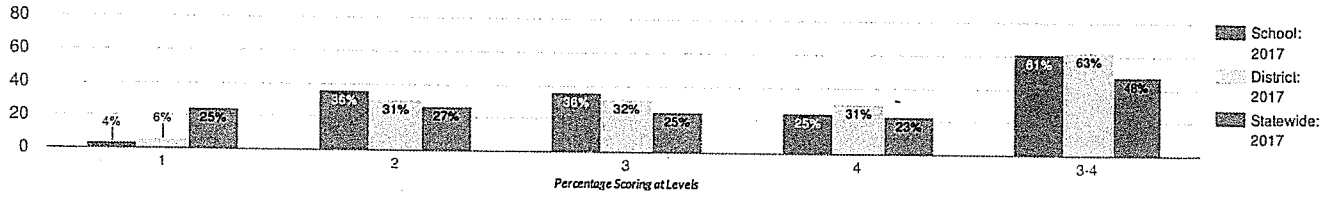
# GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 318

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	49	43%	5	10%	23	47%	13	27%	8	16%
GENERAL EDUCATION	45	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	3	_%	-	-	-	-	-	-	-	-
WHITE	46	_%	-	-	-	-	-	-	-	-
SMALL GROUP 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%
NOT ECONOMICALLY DISADVANTAGED	42	40%	5	12%	20	48%	10	24%	7	17%
NOT MIGRANT	49	43%	5	10%	23	47%	13	27%	8	16%

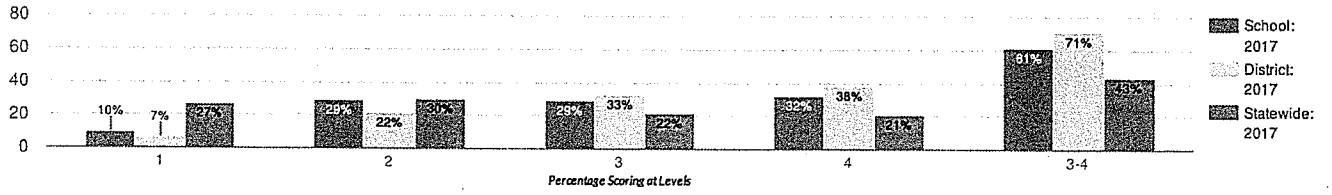
# GRADE 3 MATHEMATICS



MEAN SCORE: 320

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	56	61%	2	4%	20	36%	20	36%	14	25%
GENERAL EDUCATION	49	63%	0	0%	18	37%	18	37%	13	27%
STUDENTS WITH DISABILITIES	7	43%	2	29%	2	29%	2	29%	1	14%
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	51	59%	2	4%	19	37%	18	35%	12	24%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	80%	0	0%	1	20%	2	40%	2	40%
FEMALE	28	61%	0	0%	11	39%	10	36%	7	25%
MALE	28	61%	2	7%	9	32%	10	36%	7	25%
NON-ENGLISH LANGUAGE LEARNERS	56	61%	2	4%	20	36%	20	36%	14	25%
ECONOMICALLY DISADVANTAGED	9	44%	1	11%	4	44%	4	44%	0	0%
NOT ECONOMICALLY DISADVANTAGED	47	64%	1	2%	16	34%	16	34%	14	30%
NOT MIGRANT	56	61%	2	4%	20	36%	20	36%	14	25%

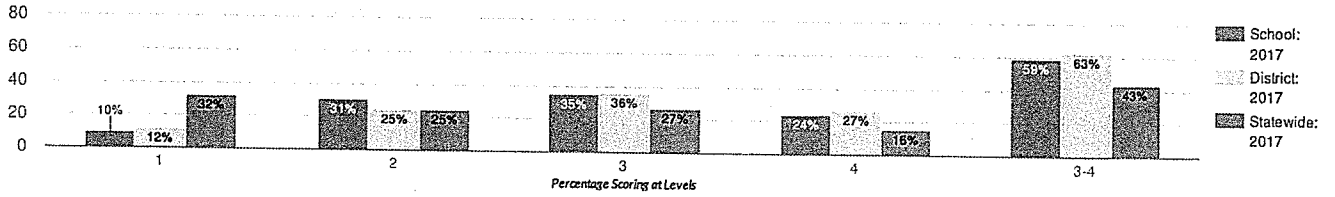
# GRADE 4 MATHEMATICS



MEAN SCORE: 323

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	69	61%	7	10%	20	29%	20	29%	22	32%
GENERAL EDUCATION	58	69%	1	2%	17	29%	19	33%	21	36%
STUDENTS WITH DISABILITIES	11	18%	6	55%	3	27%	1	9%	1	9%
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	65	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	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%
ECONOMICALLY DISADVANTAGED	9	22%	4	44%	3	33%	2	22%	0	0%
NOT ECONOMICALLY DISADVANTAGED	60	67%	3	5%	17	28%	18	30%	22	37%
NOT MIGRANT	69	61%	7	10%	20	29%	20	29%	22	32%

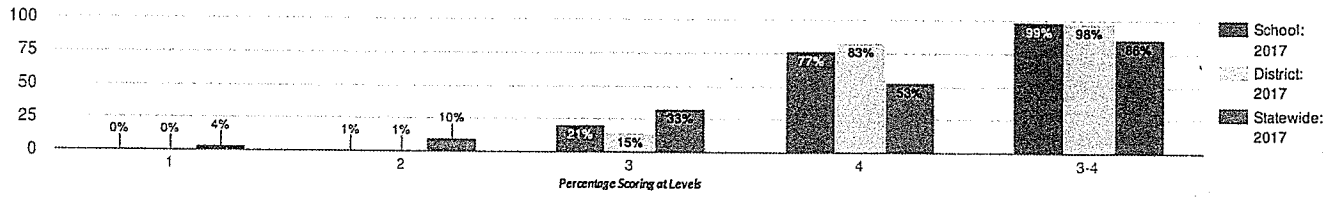
# GRADE 5 MATHEMATICS



MEAN SCORE: 325

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	49	59%	5	10%	15	31%	17	35%	12	24%
GENERAL EDUCATION	45	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	3	_%	-	-	-	-	-	-	-	-
WHITE	45	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	49	59%	5	10%	15	31%	17	35%	12	24%
FEMALE	22	45%	3	14%	9	41%	7	32%	3	14%
MALE	27	70%	2	7%	6	22%	10	37%	9	33%
NON-ENGLISH LANGUAGE LEARNERS	49	59%	5	10%	15	31%	17	35%	12	24%
ECONOMICALLY DISADVANTAGED	7	57%	0	0%	3	43%	2	29%	2	29%
NOT ECONOMICALLY DISADVANTAGED	42	60%	5	12%	12	29%	15	36%	10	24%
NOT MIGRANT	49	59%	5	10%	15	31%	17	35%	12	24%

# GRADE 4 SCIENCE



MEAN SCORE: 89

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	70	99%	0	0%	1	1%	15	21%	54	77%
GENERAL EDUCATION	60	98%	0	0%	1	2%	10	17%	49	82%
STUDENTS WITH DISABILITIES	10	100%	0	0%	0	0%	5	50%	5	50%
HISPANIC OR LATINO	2	%	-	-	-	-	-	-	-	-
WHITE	67	%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	70	99%	0	0%	1	1%	15	21%	54	77%
FEMALE	41	100%	0	0%	0	0%	7	17%	34	83%
MALE	29	97%	0	0%	1	3%	8	28%	20	69%
NON-ENGLISH LANGUAGE LEARNERS	70	99%	0	0%	1	1%	15	21%	54	77%
ECONOMICALLY DISADVANTAGED	9	89%	0	0%	1	11%	5	56%	3	33%
NOT ECONOMICALLY DISADVANTAGED	61	100%	0	0%	0	0%	10	16%	51	84%
NOT MIGRANT	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
GRADE 4 ELA	3	%	-	-	-	-
GRADE 4 MATH	3	%	-	-	-	-
GRADE 4 SCIENCE	2	%	-	-	-	-
GRADE 5 ELA	1	%	-	-	-	-
GRADE 5 MATH	1	%	-	-	-	-
GRADE 6 ELA	1	%	-	-	-	-
GRADE 6 MATH	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	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	417*	82%*	YES	173	135	103	103
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	3	—	—	0	—	—	—
HISPANIC OR LATINO	—	—	6	—	—	5	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	—	0	—	—	0	—	—	—
WHITE	NO	NO	384*	82%*	YES	163	134	116	116
MULTIRACIAL	—	—	7	—	—	5	—	—	—
STUDENTS WITH DISABILITIES	—	—	36	—	—	24	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	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
NOT BLACK OR AFRICAN AMERICAN	411*	82%*	173	135
NOT HISPANIC OR LATINO	405*	81%*	168	135
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	415*	82%*	173	135
NOT WHITE	16	—	10	—
NOT MULTIRACIAL	404*	82%*	168	134
GENERAL EDUCATION	354*	83%*	149	141
ENGLISH PROFICIENT	416*	82%*	173	135
NOT ECONOMICALLY DISADVANTAGED	340*	83%*	144	136
MALE	199*	85%*	87	123
FEMALE	218*	78%*	86	147
MIGRANT	0	—	0	—
NOT MIGRANT	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	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	416*	82%*	YES	174	155	101	101
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	3	—	—	1	—	—	—
HISPANIC OR LATINO	—	—	6	—	—	5	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	—	0	—	—	0	—	—	—
WHITE	NO	NO	383*	83%*	YES	162	155	113	113
MULTIRACIAL	—	—	7	—	—	6	—	—	—
STUDENTS WITH DISABILITIES	—	—	36	—	—	26	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	37	—	—	28	—	—	—

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
NOT BLACK OR AFRICAN AMERICAN	410*	82%*	173	155
NOT HISPANIC OR LATINO	404*	82%*	169	155
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	414*	82%*	174	155
NOT WHITE	16	—	12	—
NOT MULTIRACIAL	403*	83%*	168	154
GENERAL EDUCATION	353*	84%*	148	161
ENGLISH PROFICIENT	415*	82%*	174	155
NOT ECONOMICALLY DISADVANTAGED	340*	83%*	146	160
MALE	198*	86%*	87	154
FEMALE	218*	79%*	87	155
MIGRANT	0	—	0	—
NOT MIGRANT	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	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
ALL STUDENTS	YES	YES	81	89%	YES	70	200	178	178
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	0	—	—	0	—	—	—
HISPANIC OR LATINO	—	—	2	—	—	2	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	—	0	—	—	0	—	—	—
WHITE	YES	YES	76	91%	YES	67	200	183	183
MULTIRACIAL	—	—	3	—	—	1	—	—	—
STUDENTS WITH DISABILITIES	—	—	15	—	—	12	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	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
NOT HISPANIC OR LATINO	79	89%	68	200
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	81	89%	70	200
NOT WHITE	5	—	3	—
NOT MULTIRACIAL	78	91%	69	200
GENERAL EDUCATION	66	91%	58	200
ENGLISH PROFICIENT	81	89%	70	200
NOT ECONOMICALLY DISADVANTAGED	66	92%	60	200
MALE	34	—	30	200
FEMALE	47	87%	40	200
MIGRANT	0	—	0	—
NOT MIGRANT	81	89%	70	200

— 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 PI
ALL STUDENTS	135	155	—	—	145
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	—	—	—	—	0
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	—	—	—	0
WHITE	134	155	—	—	145
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	—	—	—	—	0
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	—	—	—	—	0

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

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# FRANCIS L STEVENS ELEMENTARY SCHOOL ENROLLMENT (2016 - 17)

K-12 ENROLLMENT

419

## ENROLLMENT BY GENDER

MALE	FEMALE
222	197
53%	47%

## ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
BLACK OR AFRICAN AMERICAN	4	1%
HISPANIC OR LATINO	9	2%
ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC ISLANDER	6	1%
WHITE	387	92%
MULTIRACIAL	13	3%

## OTHER GROUPS

ENGLISH LANGUAGE LEARNERS	STUDENTS WITH DISABILITIES	ECONOMICALLY DISADVANTAGED
-	65	77
-	16%	18%

## ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
K (FULL DAY)	64	15%
1ST GRADE	66	16%
2ND GRADE	65	16%
3RD GRADE	69	16%
4TH GRADE	64	15%
5TH GRADE	88	21%
UNGRADED ELEMENTARY	3	1%

## AVERAGE CLASS SIZE (2016 - 17)

GROUP

CLASS SIZE

COMMON BRANCH

22

## FREE AND REDUCED-PRICE LUNCH (2016 - 17)

ELIGIBLE FOR FREE LUNCH

ELIGIBLE FOR REDUCED-PRICE LUNCH

58

14%

17

4%

## ATTENDANCE (2015 - 16)

ANNUAL ATTENDANCE RATE

97%

## STUDENT SUSPENSIONS (2015 - 16)

4

1%

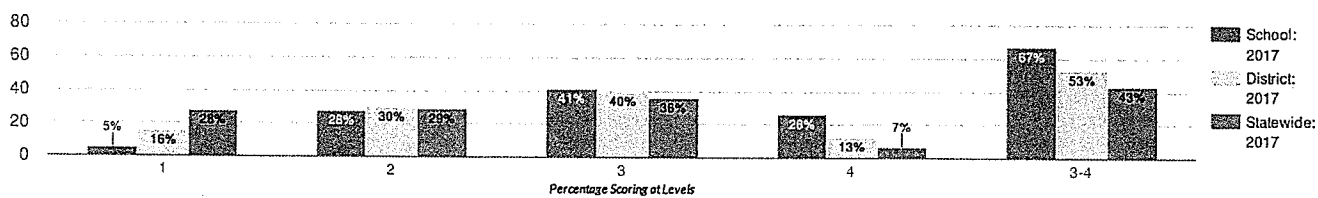
# STAFF COUNTS (2016 - 17)

GROUP	STAFF
PRINCIPALS	1
ASSISTANT PRINCIPALS	0
OTHER PROFESSIONAL STAFF	8
PARAPROFESSIONALS	0

# TEACHER QUALIFICATIONS (2016 - 17)

TOTAL TEACHERS	34
PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
PERCENT TEACHING OUT OF CERTIFICATE	0%
PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE	6%
PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE	9%
TOTAL NUMBER OF CLASSES	53
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	0%

# GRADE 3 ENGLISH LANGUAGE ARTS

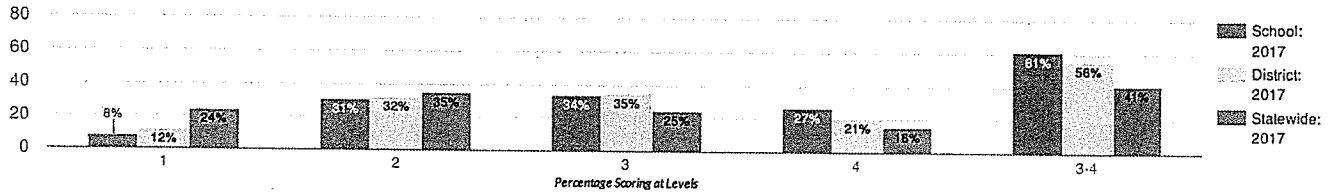


MEAN SCORE: 333

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	61	67%	3	5%	17	28%	25	41%	16	26%
GENERAL EDUCATION	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	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	0%	-	-	-	-	-	-	-	-
WHITE	55	67%	3	5%	15	27%	23	42%	14	25%
MULTIRACIAL	3	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	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%
NOT ECONOMICALLY DISADVANTAGED	48	73%	1	2%	12	25%	19	40%	16	33%
NOT MIGRANT	61	67%	3	5%	17	28%	25	41%	16	26%



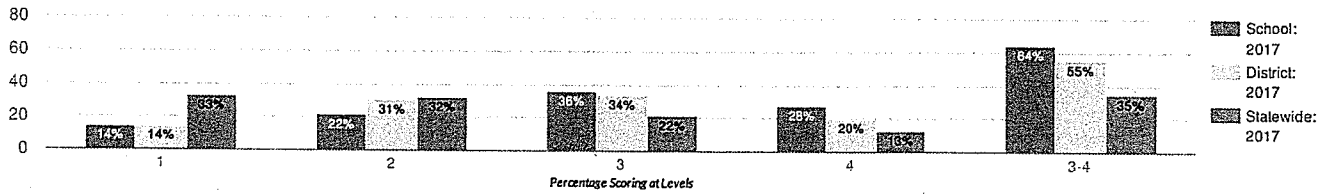
# GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 322

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	62	61%	5	8%	19	31%	21	34%	17	27%
GENERAL EDUCATION	54	70%	0	0%	16	30%	21	39%	17	31%
STUDENTS WITH DISABILITIES	8	0%	5	63%	3	38%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	5	_%	-	-	-	-	-	-	-	-
WHITE	53	60%	5	9%	16	30%	16	30%	16	30%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	67%	0	0%	3	33%	5	56%	1	11%
FEMALE	31	74%	1	3%	7	23%	14	45%	9	29%
MALE	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%
NOT ECONOMICALLY DISADVANTAGED	51	69%	2	4%	14	27%	19	37%	16	31%
NOT MIGRANT	62	61%	5	8%	19	31%	21	34%	17	27%

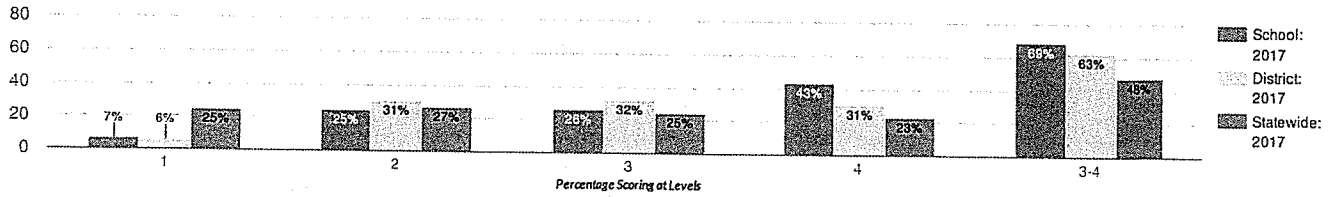
# GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 324

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	78	64%	11	14%	17	22%	28	36%	22	28%
GENERAL EDUCATION	66	73%	3	5%	15	23%	26	39%	22	33%
STUDENTS WITH DISABILITIES	12	17%	8	67%	2	17%	2	17%	0	0%
BLACK OR AFRICAN AMERICAN	2	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	0%	-	-	-	-	-	-	-	-
WHITE	73	66%	11	15%	14	19%	27	37%	21	29%
MULTIRACIAL	2	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	40%	0	0%	3	60%	1	20%	1	20%
FEMALE	45	64%	5	11%	11	24%	16	36%	13	29%
MALE	33	64%	6	18%	6	18%	12	36%	9	27%
NON-ENGLISH LANGUAGE LEARNERS	78	64%	11	14%	17	22%	28	36%	22	28%
ECONOMICALLY DISADVANTAGED	12	75%	2	17%	1	8%	7	58%	2	17%
NOT ECONOMICALLY DISADVANTAGED	66	62%	9	14%	16	24%	21	32%	20	30%
NOT MIGRANT	78	64%	11	14%	17	22%	28	36%	22	28%

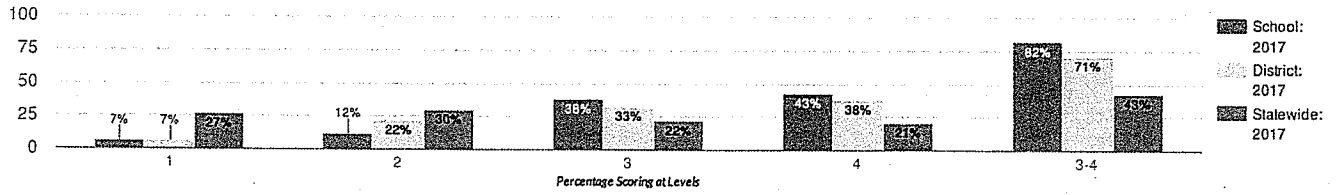
# GRADE 3 MATHEMATICS



MEAN SCORE: 329

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	61	69%	4	7%	15	25%	16	26%	26	43%
GENERAL EDUCATION	55	71%	2	4%	14	25%	13	24%	26	47%
STUDENTS WITH DISABILITIES	6	50%	2	33%	1	17%	3	50%	0	0%
ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	55	71%	3	5%	13	24%	16	29%	23	42%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	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%
NOT ECONOMICALLY DISADVANTAGED	49	73%	1	2%	12	24%	12	24%	24	49%
NOT MIGRANT	61	69%	4	7%	15	25%	16	26%	26	43%

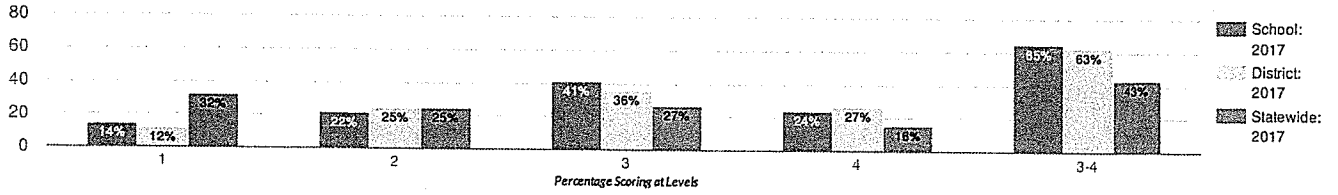
# GRADE 4 MATHEMATICS



MEAN SCORE: 332

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	60	82%	4	7%	7	12%	23	38%	26	43%
GENERAL EDUCATION	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	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	52	79%	4	8%	7	13%	19	37%	22	42%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	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 LANGUAGE LEARNERS	60	82%	4	7%	7	12%	23	38%	26	43%
ECONOMICALLY DISADVANTAGED	10	60%	3	30%	1	10%	2	20%	4	40%
NOT ECONOMICALLY DISADVANTAGED	50	86%	1	2%	6	12%	21	42%	22	44%
NOT MIGRANT	60	82%	4	7%	7	12%	23	38%	26	43%

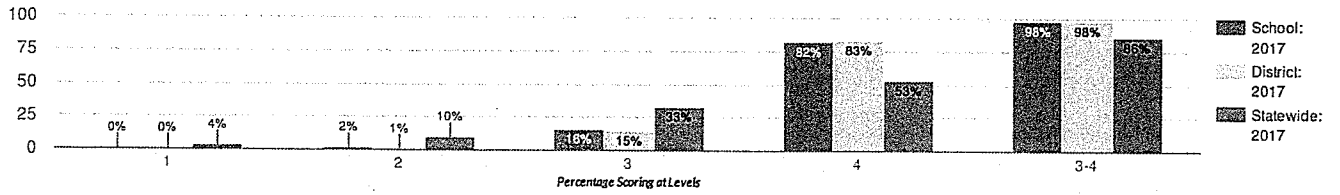
# GRADE 5 MATHEMATICS



MEAN SCORE: 324

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	79	65%	11	14%	17	22%	32	41%	19	24%
GENERAL EDUCATION	66	76%	1	2%	15	23%	31	47%	19	29%
STUDENTS WITH DISABILITIES	13	8%	10	77%	2	15%	1	8%	0	0%
BLACK OR AFRICAN AMERICAN	2	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	0%	-	-	-	-	-	-	-	-
WHITE	74	64%	11	15%	16	22%	29	39%	18	24%
MULTIRACIAL	2	0%	-	-	-	-	-	-	-	-
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%
NOT ECONOMICALLY DISADVANTAGED	67	64%	10	15%	14	21%	28	42%	15	22%
NOT MIGRANT	79	65%	11	14%	17	22%	32	41%	19	24%

# GRADE 4 SCIENCE



MEAN SCORE: 91

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	61	98%	0	0%	1	2%	10	16%	50	82%
GENERAL EDUCATION	54	100%	0	0%	0	0%	7	13%	47	87%
STUDENTS WITH DISABILITIES	7	86%	0	0%	1	14%	3	43%	3	43%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	1	%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN/AMERICAN	1	%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	%	-	-	-	-	-	-	-	-
WHITE	53	98%	0	0%	1	2%	10	19%	42	79%
MULTIRACIAL	2	%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	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%
ECONOMICALLY DISADVANTAGED	9	89%	0	0%	1	11%	1	11%	7	78%
NOT ECONOMICALLY DISADVANTAGED	52	100%	0	0%	0	0%	9	17%	43	83%
NOT IMMIGRANT	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
GRADE3ELA	2	%	-	-	-	-
GRADE3MATH	2	%	-	-	-	-
GRADE5ELA	1	%	-	-	-	-
GRADE5MATH	1	%	-	-	-	-

## GRADE 2

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	2	-	-	-	-	-
STUDENTS WITH DISABILITIES	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	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	432*	89%*	YES	201	155	103	103
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	4	—	—	3	—	—	—
HISPANIC OR LATINO	—	—	7	—	—	7	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	—	2	—	—	2	—	—	—
WHITE	NO	NO	397*	89%*	YES	182	154	116	116
MULTIRACIAL	—	—	8	—	—	7	—	—	—
STUDENTS WITH DISABILITIES	—	—	35	—	—	29	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	YES	—	39	—	YES	37	132	86	86

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	432*	89%*	201	155
NOT BLACK OR AFRICAN AMERICAN	426*	89%*	198	156
NOT HISPANIC OR LATINO	421*	89%*	194	154
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	427*	89%*	199	154
NOT WHITE	21	—	19	—
NOT MULTIRACIAL	419*	89%*	194	155
GENERAL EDUCATION	373*	91%*	172	171
ENGLISH PROFICIENT	431*	89%*	201	155
NOT ECONOMICALLY DISADVANTAGED	357*	88%*	164	160
MALE	200*	91%*	92	143
FEMALE	232*	88%*	109	164
MIGRANT	0	—	0	—
NOT MIGRANT	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

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >> EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	431*	90%*	YES	200	162	101	101
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	4	—	—	3	—	—	—
HISPANIC OR LATINO	—	—	6	—	—	6	—	—	—
ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC...	—	—	2	—	—	2	—	—	—
WHITE	NO	NO	397*	89%*	YES	182	160	113	113
MULTIRACIAL	—	—	8	—	—	7	—	—	—
STUDENTS WITH DISABILITIES	YES	—	35	—	YES	32†	78†	69	20
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
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
NOT BLACK OR AFRICAN AMERICAN	425*	89%*	197	162
NOT HISPANIC OR LATINO	421*	90%*	194	161
NOT ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC...	426*	89%*	198	162
NOT WHITE	20	—	18	—
NOT MULTIRACIAL	418*	90%*	193	162
GENERAL EDUCATION	372*	91%*	170	178
ENGLISH PROFICIENT	430*	90%*	200	162
NOT ECONOMICALLY DISADVANTAGED	357*	89%*	165	167
MALE	199*	92%*	93	159
FEMALE	232*	88%*	107	164
MIGRANT	0	—	0	—
NOT MIGRANT	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	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
ALL STUDENTS	YES	YES	63	97%	YES	60	198	177	177
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	1	—	—	1	—	—	—
HISPANIC OR LATINO	—	—	4	—	—	4	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	—	1	—	—	1	—	—	—
WHITE	YES	YES	55	96%	YES	52	198	182	182
MULTIRACIAL	—	—	2	—	—	2	—	—	—
STUDENTS WITH DISABILITIES	—	—	9	—	—	7	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	10	—	—	9	—	—	—

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	63	97%	60	198
NOT BLACK OR AFRICAN AMERICAN	62	97%	59	198
NOT HISPANIC OR LATINO	59	97%	56	198
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	62	97%	59	198
NOT WHITE	8	—	8	—
NOT MULTIRACIAL	61	97%	58	198
GENERAL EDUCATION	54	100%	53	200
ENGLISH PROFICIENT	63	97%	60	198
NOT ECONOMICALLY DISADVANTAGED	53	98%	51	200
MALE	32	—	29	—
FEMALE	31	—	31	200
MIGRANT	0	—	0	—
NOT MIGRANT	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 PI
ALL STUDENTS	155	162	—	—	159
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	—	—	—	—	0
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	—	—	0
WHITE	154	160	—	—	157
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	—	78	—	—	78
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	132	140	—	—	136

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

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