



BURNT HILLS-BALLSTON LAKE
CENTRAL SCHOOLS

2017-18

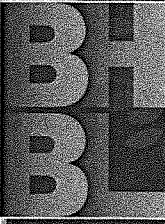
School Budget
Information Packet

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

April 2017

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2017-2018
Proposed

BUDGET

Proposed budget balances quality and cost

2017-18 budget carries a 1.96% levy increase

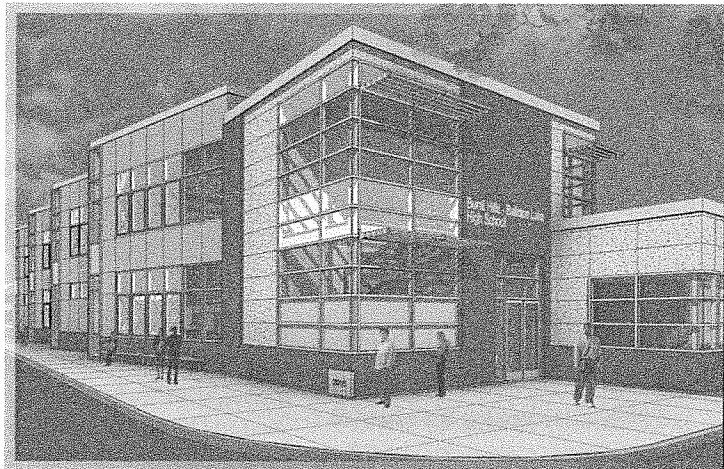
On May 16, Burnt Hills-Ballston Lake School District residents will go to the polls to vote on a proposed \$65.4 million budget for the 2017-18 school year. The plan would result in a 1.96 percent tax levy increase, which is below the maximum allowable levy limit and carries an estimated 1.58 percent tax rate increase.

The Board of Education unanimously approved the proposal that preserves programs and staff, and improves academic opportunities such as distance learning and additional computer science classes at the high school. The plan also supports team teaching and a flexible schedule with expanded instructional time at the middle school (see page 3).

Polls will be open from 7 a.m. to 9 p.m. on Tuesday, May 16 in the gym at BH-BL High School, 88 Lakehill Road.

In addition to voting on the budget, residents will be asked to elect three board members and consider a proposition to continue the district's practice to include an *ex officio* student member

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An architectural rendering of the high school's state-of-the-art facility that will house modern-day Science, Technology, Engineering, Arts, and Math (STEAM) classrooms as well as a Career & Technical Education Learning Center, a Materials Processing room, and a Computer Numerical Controlled (CNC) shop that includes technology used to operate industrial machinery.

High school STEAM addition to open in 2017-18 school year

Voter-approved renovations project nears completion

It was nearly a year ago when school leaders, the board of education, and renovations committee members came together to break ground on the high school's new Science, Technology, Engineering, Arts, and Math (STEAM) addition. And today, we are nearing the completion of the 2013 voter-approved referendum and planning to open the new wing for the start of the 2017-18 school year.

The STEAM addition will bring the school facilities to a whole new level by adding modern classrooms and laboratories for hands-on work in such areas as advanced manufacturing, industrial engineering, robotics, electronics, computer science, graphic design, applied math, 2-D and 3-D art, computer-aided design, and digital music. The state-of-the-art STEAM addition elevates BH-BL to an even playing field by introducing students to the technology and work environments they will see in college labs and modern workplaces.

Other high school projects

Other projects in the high school that will be renovated this summer and ready in the 2017-18 school year include renovating the

existing Blue and Red Rooms into a black box theatre and a modern-day presentation center, respectively. The new presentation center will include Smart technology, projectors, and wireless technology that allows for live streaming of presentations such as board meetings and forums as well as classroom presentations.

The library will also be restructured and modernized to include a Learning Commons, which is a full-service learning, research, and project space. The modern space will accommodate students when they need a meeting place to work on collaborative projects with their peers. The new media center will also have study areas where students can easily rearrange furniture to accommodate impromptu planning sessions or secure a quiet place to work.

The current English wing (one of the original sections of the school when it was built in 1955) will be renovated and become the district office. The superintendent, assistant superintendent for curriculum and instruction, and assistant superintendent for

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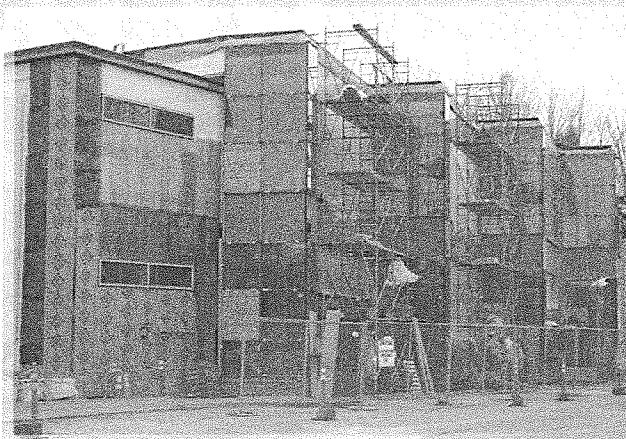
BUDGET

at-a-glance

- ☑ Proposed budget: \$65,492,019
- ☑ Spending increase: 2.48%
- ☑ Tax levy increase: 1.96%
- ☑ Estimated tax rate increase: 1.58%

Renovations project nears completion *continued from page 1*

support services will be located in the district office. The special services, business, and human resources departments will also move to the district office. These departments are currently located at various locations throughout the district. The English classes currently housed in that wing will move to where the existing math classrooms are housed, and the math classes will be relocated to the STEAM addition. The district office is expected to be ready for occupancy in the fall of 2017.



The brick facade is being added to the exterior of the addition while the interior is being constructed. The grand opening and public tour of the STEAM addition is slated for early September 2017. More information will be available at www.bhbl.org.

Completed Phases

2014

Restructured the middle school traffic area and repaved and reoriented the parking lot to allow for more spaces.

Replaced classroom asbestos floor tiles.

2015

Constructed a new multi-purpose turf field (Centennial Field) and 8-lane track at the high school.

Reconstructed the Stevens main office and added a secure visitor entrance vestibule.

2016

Constructed new workrooms and learning spaces at PES & CHES.

Renovated the gymnasium at CHES.

Renovated PE classrooms/Fitness Center at the HS.

A detailed list of projects, a complete time line, photos, and more information can be found at bhbl.org/referendum.

Final phase

While the high school is being renovated, construction crews will simultaneously begin the final phase of the renovations project, which includes work at the middle school and Stevens Elementary School.

At both schools, classrooms will receive 21st-century upgrades and infrastructure improvements,

which include the addition of Smart technology (i.e., flat panel monitors, projectors, cameras, speakers), improved lighting and ventilation systems, and new furniture that's more suitable for a modern learning environment and can easily be adjusted to accommodate class assignments. For example, teachers, who shift between collaborative and individual work, might

need to create a lab-style space where desktops are raised so students can stand behind them to work.

At O'Rourke Middle School, science laboratories will be renovated and modernized. The new labs will better reflect work space that is conducive to lab assignments and projects that students are required to complete as part of today's science curricula.

Proposed 2017-18 budget *continued from page 1*

on the board. (See page 11.)

Overall spending in the proposed budget would increase by 2.48 percent, or \$1.58 million.

"With this budget, the board continues its commitment to provide quality programs and opportunities. This is in keeping with BH-BL's tradition of academic excellence," says Superintendent Patrick McGrath. "And, in this tax cap era, the board has consistently presented budgets that are below the tax cap. This, coupled with increased growth in our district, has allowed the board to keep the average tax rate increase low."

What's in the budget?

In addition to maintaining academic programs, the proposed budget also preserves low class sizes in grades K-6 by adding two kindergarten sections to address the increase in next year's kindergarten enrollment.

"This is a budget-neutral addition,"

explains Assistant Superintendent Maryellen Symer. "By taking this school year's retirements into consideration, we were able to reallocate staff assignments to address the shift in students' needs for next school year."

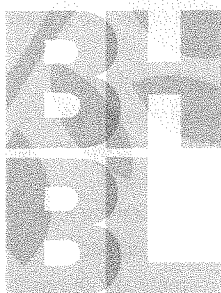
Also realized in this spending plan is the district's continued commitment to educational technology through the expansion of the Chromebook laptop initiative to include the high school. All students in grades 3 through 12 will have a Chromebook assigned to them to use throughout the coming school year. Students use the Chromebooks and Google Apps for Education in their classes, for homework and research, to collaborate on projects, and to share work with teachers.

At the high school, computer science offerings have been added and plans are underway to participate in a Capital Region BOCES

distance learning network. Through this network, and with the use of streaming technology, several existing BH-BL high school courses could be made available to students in other schools throughout the state. Distance learning courses also will bring new opportunities to BH-BL students. For instance, there are plans to add a Mandarin Chinese elective to the course offerings, which would be taught at BH-BL but offered through the network. And, because the network is supported through BOCES, 65 percent of the cost associated with distance learning courses is reimbursed through state aid.

Cost saving

Several of these budget additions were also possible because of a reduction in employer contribution rates (teacher and support staff state retirement systems), which resulted in a savings of nearly \$500,000.



Grades 7 & 8 to benefit from teaming, flexible schedules

Creating small school communities within O'Rourke Middle School

Team teaching, or teaming as it's commonly known in education circles, is not a new concept at O'Rourke Middle School. It's a model that has been practiced in sixth grade for several years, and one that staff and administrators have been working to implement schoolwide.

"It's been a long-term goal of ours to fully align our school with this best practices model," says Middle School Principal Colleen Wolff. "Teaming opens the door for improved school-to-home communication, allows for longer blocks of instructional time with flexible schedules, and enriches interdisciplinary teaching."

Under the schoolwide teaming model, students in grades 7 and 8 will now be assigned to a group of core teachers (math, science, social studies, English, technology, and art) who, together, will form a small school community.

Benefits of teaming

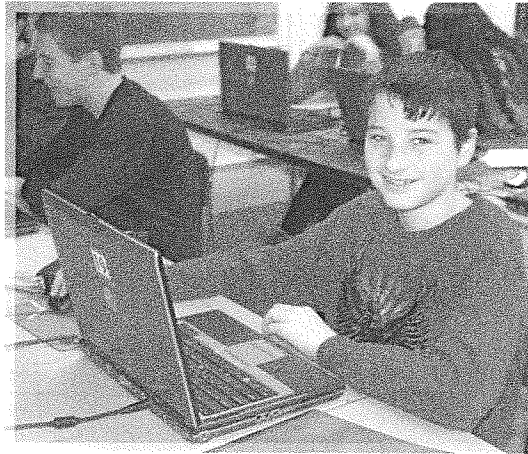
The general goal of teaming is to provide a more personalized learning experience for students. The small school communities created through teaming can help make the transition

smoother for students as they move from their small, neighborhood elementary schools to the middle school.

With the teaming model, the student-teacher relationship also becomes more individualized through frequent communication. Students' challenges and strengths are better understood and addressed so the students can receive the support they need to succeed.

At O'Rourke, teaming will also support a flexible schedule that allows for more instructional time by extending blocks of time in core subjects, as needed. Team teachers will be able to arrange their classes into varying amounts of time. For instance, they can teach 60- or 80-minute blocks rather than the traditional 40-minute blocks. Flexible scheduling also reduces the time needed to switch between classes and can provide for a less rushed school day.

Also with teaming, teachers will plan



lessons and projects collaboratively to foster interdisciplinary teaching. Doing this ensures that core subject curriculum is supported throughout other subject areas and that students can experience STEAM-based classroom activities.

"We are excited to implement a schoolwide model that fosters greater collaboration among teachers, creates a stronger sense of community and belonging among students, and supports an environment that encourages academic achievement," adds Wolff.

Results by the Numbers

95%

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

92%

of BH-BL graduates each year attend either a four- or two-year college.

26

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

42

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

444

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
2013-2014	2.47%	2.01%
2014-2015	1.94%	1.16%
2015-2016	2.68%	1.95%
2016-2017	1.87%	0.15%
2017-2018	1.96%	*1.58%

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

**RESULTS
by the Numbers**

100

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

660

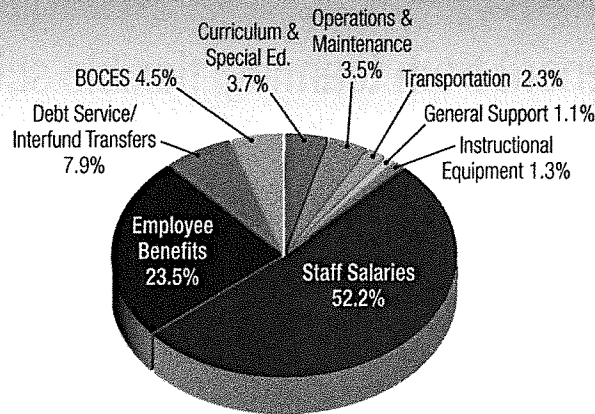
The number of students in grades 4-12 who played a musical instrument and participated in the district's music program this year.

64

The number of high school students whose work was selected to appear in competitive art shows around the region in 2016.

5

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



Expenditures Summary

CATEGORY	2016-17	PROPOSED 2017-18	% CHANGE '16-17 to '17-18
General Support <i>(Includes district supplies & materials, legal services, general insurance)</i>	\$766,504	\$774,541	1.05%
Curriculum/Spec. Ed. Private Placements	2,101,662	2,411,622*	14.75%
BOCES	3,015,364	2,912,245	-3.42%
Instructional Equipment, Furniture & Materials	847,127	881,360	4.04%
Operations & Maintenance	2,720,036	2,266,386**	-16.68%
Pupil Transportation	1,528,360	1,484,400	-2.88%
Employee Benefits & Payroll Taxes	15,277,971	15,413,665	0.89%
Debt Service & Interfund Transfers	4,270,972	5,177,050***	21.21%
Staff Salaries	33,377,960	34,170,750	2.38%
Total Expenditure	\$63,905,956	\$65,492,019	2.48%

* This increase is associated with special education placements.

** This decrease reflects the completion of the transfer of funds related to the 2013 referendum.

*** This debt service payment increase is related to the 2013 referendum, and will be offset by state building aid.

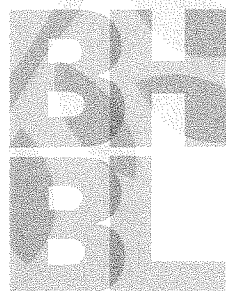
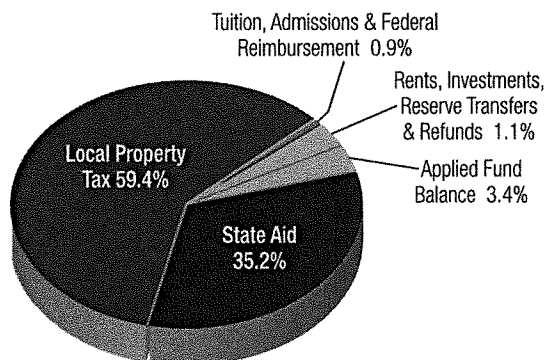
Revenue Summary

	2016-17	PROPOSED 2017-18	% CHANGE '16-17 to '17-18
State Aid	\$21,683,263	\$23,031,566*	6.22%
Local Property Tax	38,132,693	38,882,000	1.96%
Tuition & Admissions	290,000	449,000**	54.83%
Rents, Investments, Refunds, Transfer from Reserves	1,390,000	739,453***	-46.80%
Federal Aid/Medicaid Reimbursement	75,000	100,000	33.33%
Applied Fund Balance	2,335,000	2,290,000	-1.93%
Total Revenue	\$63,905,956	\$65,492,019	2.48%

* This figure includes approximately \$825,000 of increased building aid to meet additional debt service obligations described above.

** This increase is associated with special education placements.

*** This decrease reflects the completion of the transfer of funds related to the 2013 referendum.



School District Budget Notice

Overall Budget Proposal

	Budget Adopted for the 2016-17 School Year	Budget Proposed for the 2017-18 School Year	Contingency Budget for 2016-17 School Year*
Total Budgeted Amount, Not Including Separate Propositions	\$63,905,956	\$65,492,019	64,742,712
Increase/Decrease for the 2017-2018 School Year		\$1,586,063	\$836,756
Percentage Increase/Decrease in Proposed Budget		2.48%	1.31%
Change in the Consumer Price Index		1.26%	
A. Proposed Levy to Support the Total Budgeted Amount			
	\$38,132,693	\$38,882,000	
B. Levy to Support Library Debt, if Applicable			
	0	0	
C. Levy for Non-Excludable Propositions, if Applicable**			
	0	0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy			
	0	0	
E. Total Proposed School Year Tax Levy (A + B + C - D)			
	\$38,132,693	\$38,882,000	\$38,132,693
F. Total Permissible Exclusions			
	\$994,560	\$1,078,473	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions			
	\$37,184,171	\$37,899,645	
H. Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)			
	\$37,138,133	\$37,803,527	
I. Difference: (G - H); (Negative Value Requires 60.0% Voter Approval)			
	\$46,038	\$96,118	
Administrative Component**			
	\$6,347,939	\$6,454,235	\$6,431,056
Program Component**			
	\$47,450,185	\$47,997,328	\$48,071,476
Capital Component**			
	\$10,107,832	\$11,040,456	\$10,240,180

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 2017-18, 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 6.)

¹ 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 ¹	\$778	\$779	\$814	\$618

The annual budget vote for the fiscal year 2017-2018 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 16, 2017, 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.



In March, Pashley PTA kicked off a Parents As Reading Partners (PARP) program with a night of reading-related activities. The students above created PARP Passports and received a "stamp" for every reading station they visited. High school students even joined the fun by reading picture books to students in Spanish. PARP is a nationwide program that encourages parents to read with their children for at least 15 minutes a day. The goal is to show children that reading can be fun AND informative.

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 through 8 receive Chromebook laptop computers to use in their classes throughout the school day.

The proposed budget also supports expanding the Chromebook initiative into grades 9-12 next year.

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.

Q What happens if the budget is defeated? Does the tax "cap" law impact a contingent budget?

If the proposed budget were 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 \$749,307. 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.



As part of a 10-week enrichment lesson about hurricanes and weather, first- and second-grade students at Charlton Heights Elementary School constructed models of hurricane-resistant homes. The students, like Lucy Capo and Gabriella Tatro pictured above, had to build their models using only construction paper, tape, straws, aluminum foil, plastic wrap, and a paper plate. The model homes were put to the test when a leaf blower, simulating a hurricane, was turned on them. You can watch the video at www.bhbl.org/news to find out which models withstood the hurricane.

These requirements existed prior to the tax levy cap and remain in effect.

Q 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 below \$86,000.

Three 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

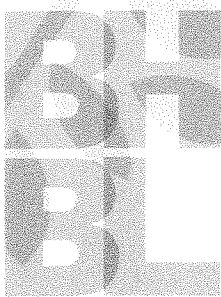
school taxes on 5 to 50 percent of their home's assessed value depending on their exact income. The district also grants a disability exemption, ranging from 5 to 50 percent, for qualifying residents of any age with disabilities and incomes of less than \$37,400.

In February 2017, 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 have been filed with your town assessor's office by March 1, 2017. Call your town assessor or visit your town's website

2017 Estimated STAR Values	
Basic STAR	MAXIMUM TAX SAVINGS
Ballston	\$778
Charlton	\$779
Clifton Park	\$814
Glenville	\$618
Enhanced STAR	MAXIMUM TAX SAVINGS
Ballston	\$1,560
Charlton	\$1,561
Clifton Park	\$1,631
Glenville	\$1,192

if you have questions about STAR or other exemptions.



Q How will the proposed budget impact taxes?

The 2017-18 proposed budget of \$65,492,019 is 2.48 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 1.96 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

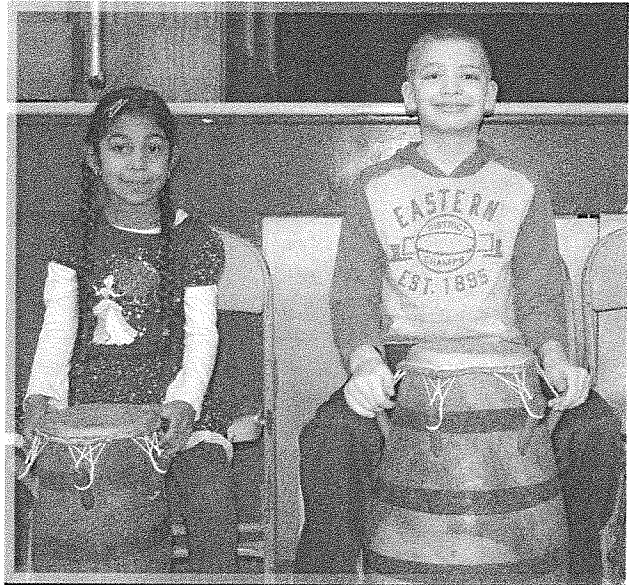
change equally in all towns within the school district.

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 1.58 percent average for 2017-18, 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.



Thanks to the Arts & Enrichment program sponsored by the PTA, students at Stevens Elementary School, like Ayanna Ramsaran and Sam LaVake above, were able to spend a day with members of the Saakumu Dance Troupe who were visiting from Ghana, West Africa. Members of the troupe educated students about traditional and contemporary African music and dance. The students even learned how to play the gyil (an African xylophone), African drums, and calabash water drums. They also worked with dancers to master steps to a traditional African dance. At the end of the day, the students used their new skills to participate in a performance with the troupe.

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 1.96 percent is below the district's 2017-18 maximum allowable tax levy limit of 2.22 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.

2017 MEDIAN FULL-MARKET VALUE PER TOWN & ESTIMATED 2017 TAX INCREASES

Town	2017 Median Full-Market Value	Estimated 2017 Tax Increase
Ballston	\$213,929	\$71
Charlton	\$215,694	\$71
Clifton Park	\$177,759	\$59
Glenville	\$182,553	\$60

Understanding this chart: If your home is in Glenville and last September's tax bill shows its total full-market value was \$182,553, your school tax bill could increase by \$60 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.*

Board of Education CANDIDATES

At the polls on May 16, residents may also elect **three** members to the Board of Education.

To learn more about the candidates, the district will conduct a **Meet-the-Candidates Night on Wednesday, May 10 at 7 p.m. in the BH-BL High School Library.**

All residents

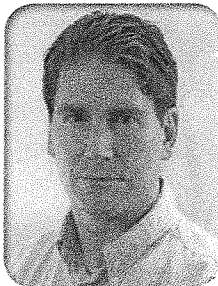
are invited to pose questions and listen to the candidates discuss their views. If you can't attend, the event will be streamed online.

*** 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.**

Peter Sawyer

is seeking his second term on the board, where he is currently serving as president and a member of the board's Strategic

Partnerships Committee. He has been an on-and-off BH-BL resident for more than 30 years, and is a 1977 BH-BL graduate. Peter holds a Ph.D. in social sciences from Syracuse University and is a Department Chair and Director of the Center for Service Learning and Civic Engagement at Hudson Valley Community College. He also is a member of the Burnt Hills-Ballston Lake Rotary Club and the American Sociologist Association. In the past, he has served on several BH-BL committees. Peter lives in Burnt Hills and has two sons who graduated from BH-BL High School. See Peter's position statement* at right.



"As a graduate of the Burnt Hills-Ballston Lake Central Schools and as someone with two children who have gone through our schools, I feel a deep commitment to the community and to the district. I believe we have outstanding schools with tremendous teachers, dedicated staff, excellent administrators, and a community that knows that character, integrity, hard work and education hold the keys to the future.

My ability to contribute to our schools is based on 30 years of working in higher education, in both administration and in teaching. Currently, I work as a Department Chair and Director of the Center for Service Learning and Civic Engagement at Hudson Valley Community College, where I have been since 2001. I supervise faculty and lead a large department that teaches through interactive video, online, traditional and blended formats.

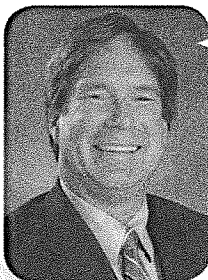
Since I have been on the board, I have been able to support initiatives to create better linkages to college courses and programs at local community colleges. I have initiated the development of significant metrics, beyond state testing, which can be used to gauge the success of our schools and inform our decision making.

I have pushed for the use of surveys to evaluate our practices and I have pushed for the strengthening of our partnerships in the community to give our students opportunities for growth and development in a variety of career fields.

I believe my experience over these past three years combined with my background in education put me in a unique position to support the leadership of our schools and to move the district forward. My commitment to our schools and to our community reflects my strong belief in civic engagement and in the Rotary motto 'service above self.'"

John Blowers

joined the board in 2006 and has twice served as both board president and vice president. He is a member of the Burnt Hills-Ballston Lake class of 1983 and holds an MBA from the Kelley School of Business at Indiana University. John is the Senior Operations Director for the Boston-based management consulting firm Public Consulting Group, and is also the author of the novel *Life on Tilt*. He coaches CYO basketball and is a board member for Junior Achievement. John resides in Ballston Lake and has two children attending BH-BL High School and one child attending O'Rourke Middle School. See John's position statement* at right.



"During good times you find out how good a district is. During bad times you find out how great a district is.

The past several years have been challenging for public education. The Great Recession caused many districts to dramatically reduce staff and program. The ensuing recovery had barely started when NYS Education Department introduced the Regents Reform Agenda. While opinions vary about the appropriateness of these changes, the pace and inclusiveness of how these reforms were introduced are nearly universally criticized. This sequence of events has crippled many districts by depleting resources then introducing initiatives without the proper communication and support structures. BH-BL has been able to navigate these events more successfully than many districts by relentlessly asking ourselves the same question: "What is best for this district?" During the economic downturn, this took on the form of developing a long-range strategic financial plan to help us develop models to navigate the fiscal uncertainty. During the poorly executed reform roll out, this has taken on the form of partnering with educational influencers to correct course while reassuring the community during a period of uncertainty.

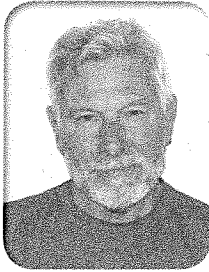
During my time on the board, I have endeavored to increase community involvement with understanding the challenges facing our district and developing solutions. I introduced online budget forums and simulcasting/archiving board meetings to increase transparency. I pushed for the creation of a board email account and advocated for the district's Facebook presence. I led the board's search efforts to identify our current superintendent and I have been part of a small team developing a long-term strategic plan focused on key district drivers to make our success more predictable and transparent. More recently, I co-chaired a committee to develop solutions to erase growing food service deficits, provided pro bono advisory services to the district's HR & business office and led the efforts to appoint a student representative to the board.

I welcome the opportunity to continue to serve this community by exploring ways we can deliver quality education in the most responsible manner."

Board of Education CANDIDATES

Don Marshall

is seeking his first term on the board. Don served as a teacher in the Peace Corps in Africa after graduating from Butler University.



He also has a master's in social work from Syracuse University and worked as an educator and therapist with at-risk adolescents and their families his entire professional career. He recently retired after 29 years as Executive Director of The Charlton School. He and his late wife, Karen, have lived in the Burnt Hills for 30 years. Their three children are BH-BL graduates. In the past, Don was involved in leadership roles within community youth sports programs and served on several school committees. He has also served on a statewide NFP Board of Trustees. See Don's position statement* at right.

"The BH-BL School District has a history of excellence in teaching, administration, and development. This excellence is a result of a commitment to quality made by our community going back generations. My commitment as a potential school board member will be to build on this tradition of effort and excellence.

The effectiveness of any organization is first and foremost established on its financial integrity. Our school budgets must be affordable and sustainable. Reasonable cost containment is the hallmark of any successful organization. While at The Charlton School, I developed and worked with 29 annual budgets. Budgets reflect policy and exist for the purpose of programs. It is the fiduciary responsibility of the Board of Education to develop a budget that supports our educational programs, our staff and our facilities. It is clear that our district has traditionally done this. We must maintain and build on this tradition.

As an administrator at The Charlton School, I helped our staff to develop effective programs for a wide variety of students. I fully understand that staff, at all levels, are the heart of our schools. I also worked closely with a union. I successfully negotiated nine labor contracts with SEIU. The goal of these negotiations was to get a fair and affordable agreement, while maintaining our positive working relationships.

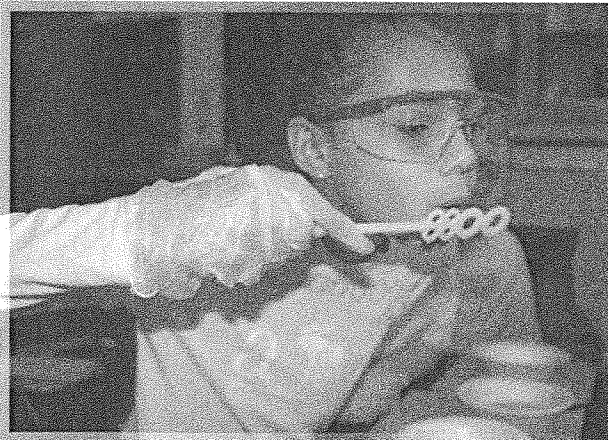
In today's financial and political environment it is important to advocate for the policies and resources necessary for the development of our public schools. I spent many hours with our elected officials advocating for our schools. As a school board member, I will continue to do this.

Membership on the board carries with it huge responsibilities. If elected, I commit to listening to our stakeholders and to using my mind, my heart and my experience, as a teacher, a school administrator, a board member and a parent, to maintain and to improve our tradition of quality education and fiscal responsibility in our schools."



Do you have other budget questions?

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



Dry ice bubbles, make-your-own slime, lava beakers, and glow-in-the-dark bubbles were just a few of the nearly 20 different science experiment stations that all fourth-grade students, like Pashley Elementary School student Alexandra Barber pictured above, were introduced to during the high school's second annual Science Demo Day. "Science Demo Day is about showing young students the wonders and fun of science by giving them a chance to perform interesting and exciting experiments," explained Science & Technology Department Head David Collins. All of the experiments were run by Science Honor Society high school students who worked in peer groups to research and develop an age-appropriate experiment. "It's these types of hands-on lessons and engaging activities that are used to enhance the curriculum that BH-BL supports and strives to bring to its students," added Collins.

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 their work will be showcased. Much of the artwork on display has been recognized and earned awards at prestigious competitions throughout the region.

- Tuesday, May 9:** O'Rourke Middle School Arts Festival, 5 p.m. in the cafetorium
- Tuesday, May 16:** BH-BL High School Arts Festival, 7 a.m. to 9 p.m. in the gym



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.

Just can't hide that SPARTAN



Congratulations to the boys varsity cross-country team for being named the New York State Class B Champions and finishing the season with a Suburban Council dual meet record of 13 - 2. Additionally, Tyler Berg, Evan Brennan, Aidan Gillooley, and Nick Hunziker were named Suburban Council Cross Country All-Stars, and the students achieved a scholar-athlete grade point average of 95 percent.

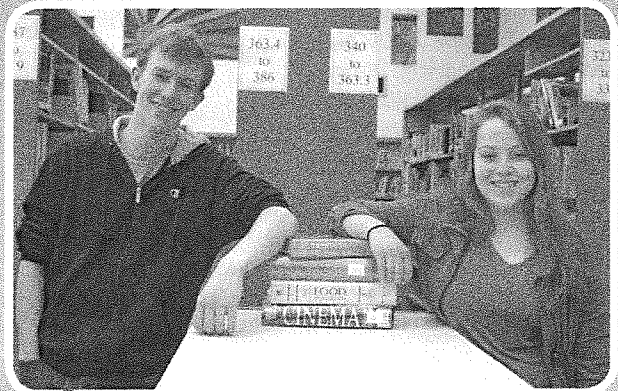


We are proud to announce that for the fifth consecutive year, BH-BL is one of only 527 districts across the nation to be recognized as being among the Best Communities for Music in Education by the National Association of Music Merchants (NAMM) Foundation for its outstanding music education program.

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



Congratulations to high school Science Research students Jonathan Sinopoli, Mary Hamilla, Evan Karl, Karolyn Bedore, Morgan LaMere, and Eva Scott (missing from photo) for raking in the awards at the prestigious Greater Capital Region Science & Engineering Fair. Good luck to Jonathan who will compete in the State Science Congress event in June.



Congratulations to seniors Matthew Darling and Lauren Dougherty for being named National Merit Scholarship Finalists. They are competing against 15,000 other finalists (narrowed down from 50,000) for academic scholarships based on their PSAT/NMSQT (National Merit Scholarship Qualifying Test) scores and an accompanying essay.



Congratulations to YMCA Educator of the Year BH-BL High School English teacher Patrice VanHeusen and high school students Hailey Aldrich, Olivia Asuncion, Calabria Brunson, Natalie Burgner, Christian Gramuglia, Jordan Greem, Connor McClernan, Kristina Mills, Natalie Morse, Eric Phelps, Jared Rotunda, Taylor Safford, Sarah Steepe, Hannah Sweeney, Jake Warren, and Daquan Williams for being named YMCA Outstanding Volunteers.

Q Is the district purchasing buses for next school year?

Yes, but there will not be a separate proposition for the purchase of buses since the district will not borrow funds to buy them this year. Instead of incurring debt, the proposed budget includes \$750,000 for the planned purchase of four 66-passenger buses, three 29-passenger buses, and one wheelchair-accessible bus to replace some of the district's oldest buses.

The district is also slated 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 \$255,000. Additionally, by purchasing buses outright, the district saves an estimated \$15,000 in interest and legal fees associated with borrowing funds.

The district's retired buses are expected to be traded in to further reduce the purchase price of the new buses.

The buses scheduled to be replaced in the 2017-18 school year are 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.

According to state law, if a bus doesn't pass inspection, it must be taken off the road until repairs are made. When this happens, the district has fewer buses to use for trips outside of the regular daily school runs, such as athletic team transportation, field trips, etc.

Bus replacement plan

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 a few of the oldest buses each year.

Q Is there another proposition on the ballot?

In addition to the first proposition (the 2017-18 school budget), residents will also be asked to vote on a second proposition reauthorizing an *ex officio* student member position on the BH-BL Board of Education.

This proposition was first proposed and approved in May of 2015. For the past two years, a different high school student each school year has been appointed as an *ex officio* member. The students attended board meetings, sat at the board table, and contributed to public discussions. An *ex officio* student member does not vote and does not attend executive sessions. By law, residents must approve this proposition every two years.

"We feel it's important to learn from our students and consider their perspective during our decision-making process," says Board President Peter Sawyer. "For the past two years, the students' input has been invaluable."

Results by the Numbers

4

The number of consecutive years BH-BL HS has been named a Reward School by the New York State Education Department. This designation goes to NY schools with the highest achievement in the state or those that are making the most progress in closing student achievement gaps.

15

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

800

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

6

The number of consecutive years BH-BL was recognized as a Scholar Athlete School of Distinction as a result of all 27 varsity teams earning a GPA of 90 or greater.

Bus Drivers Wanted

Are you interested in a career that offers a good work-life balance, job security and leadership opportunities? You should consider driving a bus for BH-BL.

Driving a school bus requires a commercial driver's license (we provide training), a clean driving record, a high school diploma and the ability to meet additional standards set by New York state. The district also pays for training to further prepare its drivers to ensure students' safety while on the school bus.

The starting hourly wage for drivers at BH-BL is \$19.46.

For more information, call Director of Transportation Joseph Czub at 399-9141, ext. 83525.



O'Rourke Middle School students (from left) Miriam Rice, Gabriel Goss, Alex Pedone, Faith Rogers McCarthy, and Samantha Chase board their school bus for afternoon dismissal.



Burnt Hills-Ballston Lake

CENTRAL SCHOOLS

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

www.bhbl.org

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

12: 2017-2018 Proposed Budget



Ballot Items

The 2017-18
Proposed Budget

Board of
Education
Candidates

Student Board
Member

Please
remember
to VOTE!

Tuesday, May 16
7 a.m. to 9 p.m.
High School Gym
88 Lakehill Road,
Burnt Hills



A "pop"-ular experiment at Charlton Heights Elementary School's recent Science, Technology, Engineering, and Math (STEM) Fair was the "How to Stand on Balloons" demonstration. Students Tyler and Kameron Siis and Principal Tim Sinnenberg tested it out, and, to their surprise they did not pop any balloons! There were more than 30 student experiments and hands-on demonstrations. The full story and photo gallery can be found at www.bhbl.org/CharltonHeights.



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 16 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 16.

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

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 16. For more information, contact Christopher Abdo at 399-9141, ext. 85025.



April 11, 2017

ADOPTION OF PROPOSED BUDGET & PROPOSITIONS

PROPOSITION NO. 1

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 2017-2018 fiscal year in the amount of \$65,492.019 and the requisite portion thereof to be raised by taxation on the taxable property of the School District?

PROPOSITION NO. 2

Shall the Burnt Hills-Ballston Lake Board of Education, pursuant to New York State Education Law Sec. 1804(12), be authorized to create an *ex-officio* High School member position on the Board of Education beginning in the 2017-2018 school year? Upon voter approval, the District shall establish a process for student membership based on Sec.1804(12)(c) of the NYS Education Law.

BURNT HILLS-BALLSTON LAKE - Proposed Budget 4-11-2017
 Detail Appropriation Report

Components of Three-Part Budget	
Admin	Program
	Capital

Formatted Account	Description	2015-2016		2016-2017		2017-2018	
		Expenditures	Budget	Budget	Budget	Proposed Budget	
01 - Board of Education							
A 1010.400-90-0100	MEMBERSHIP BOARD OF ED	\$10,292	\$10,400	\$10,400	\$10,400	\$10,400	\$10,400
A 1010.445-90-0100	TRAVEL CONF BOARD OF ED	\$5,113	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500
A 1010.460-90-0100	OTHER EXP BOARD OF ED	\$1,741	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000
		\$17,146	\$25,900	\$25,900	\$25,900	\$25,900	
02 - Superintendent							
A 1240.431-90-0200	PROF DEVELOP ADMIN	\$650	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
A 1240.441-90-0200	PUBLIC INFORMATION	\$13,674	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
A 1240.445-90-0200	TRAVEL CONF SUPERINTENDENT	\$1,581	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
A 1240.451-90-0200	GEN SUPPL SUPERINTENDENT	\$272	\$450	\$450	\$450	\$450	\$450
A 1240.460-90-0200	OTHER EXP SUPERINTENDENT	\$3,819	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500
		\$19,996	\$18,450	\$18,450	\$18,450	\$18,450	
03 - Business Office							
A 1310.201-90-0300	NEW EQUIP BUSINESS OFC	\$550	\$1,800	\$0	\$0	\$0	\$0
A 1310.400-90-0300	BUS OFFICE CONTRACTUAL	\$18,679	\$14,500	\$15,500	\$15,500	\$15,500	\$15,500
A 1310.431-90-0300	STAFF DEVELOP CLERICAL	\$295	\$400	\$500	\$500	\$500	\$500
A 1310.441-90-0300	BID ADVERTISING	\$828	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
A 1310.445-90-0300	TRAVEL CONF BUSINESS OFC	\$3,312	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
A 1310.451-90-0300	GEN SUPPL BUSINESS OFC	\$6,245	\$5,500	\$6,200	\$6,200	\$6,200	\$6,200
		\$29,909	\$25,700	\$25,700	\$25,700	\$25,700	
04 - Legal, Audit, Tax & Fees							
A 1320.430-90-0400	AUDIT SERVICE	\$54,492	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000
A 1330.451-90-0400	GEN SUPPL TAX COLLECTOR	\$141	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
A 1380.460-90-0400	DEBT SERVICE CHARGE	\$12,500	\$2,500	\$2,000	\$2,000	\$2,000	\$2,000
A 1420.160-90-0400	LEGAL SERVICES-SALARY	\$68,858	\$75,000	\$72,500	\$72,500	\$72,500	\$72,500
A 1420.430-90-0400	LEGAL SERVICES	\$7,416	\$30,000	\$36,000	\$36,000	\$36,000	\$36,000
A 5510.430-90-0400	LEGAL FEES TRANS	\$0	\$5,000	\$2,000	\$2,000	\$2,000	\$2,000
		\$143,407	\$173,500	\$173,500	\$173,500	\$173,500	
05 - Personnel							
A 1430.221-90-0500	NEW FURN PERSONNEL	\$0	\$1,000	\$0	\$0	\$0	\$0
A 1430.441-90-0500	ADVERTISING/Fingerprinting PERSONNEL	\$12,085	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
A 1430.445-90-0500	TRAVEL CONF PERSONNEL	\$759	\$900	\$900	\$900	\$900	\$900
A 1430.451-90-0500	GEN SUPPL PERSONNEL	\$1,582	\$3,200	\$4,200	\$4,200	\$4,200	\$4,200
		\$14,426	\$15,100	\$15,100	\$15,100	\$15,100	
A 1920.403-90-0600	DISTRICT MEMBERSHIPS	\$15,033	\$15,000	\$15,000	\$17,000	\$17,000	\$17,000
A 2010.431-90-0600	PROJECT TEAM	\$1,201	\$5,000	\$5,000	\$3,000	\$3,000	\$3,000
A 2010.448-90-0600	EQUIP REPAIR CURRICULUM	\$556	\$600	\$600	\$500	\$500	\$500
A 2010.450-90-0600	OTHER EXP CURRICULUM	\$6,937	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
A 2010.451-90-0600	GEN SUPPL CURRICULUM	\$13,073	\$15,400	\$15,400	\$15,000	\$15,000	\$15,000
A 2010.454-90-0600	TEST SUPPLIES DISTRICT	\$846	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
A 2010.457-90-0600	MEDIA MATL CURRICULUM	\$0	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
A 2010.458-90-0600	MEDIA SUPPL CURRICULUM	\$0	\$2,500	\$2,500	\$1,500	\$1,500	\$1,500
A 2020.150-90-0600	DIGNITY FOR ALL SALARY	\$10,240	\$5,000	\$5,000	\$3,000	\$3,000	\$3,000
A 2020.431-90-0600	DIST STAFF DEVELOPMENT	\$8,724	\$29,000	\$29,000	\$31,000	\$31,000	\$31,000
A 2020.445-90-0600	TRAVEL CONF CURRICULUM	\$5,412	\$5,000	\$5,000	\$6,000	\$6,000	\$6,000
A 2110.202-90-0600	EQUIP REPL MEDIA	\$0	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500

10 - Special Assessments

A 1981.496-90-1100	BOCES ADMIN CHARGE	\$24,549	\$95,000	\$95,000	\$95,000	\$237,059	\$350,190
A 2110.493-90-1100	BOCES REGIONAL PLANNING	\$233,149	\$235,000	\$230,154	\$230,154	\$237,059	\$350,190
A 2110.494-90-1100	BOCES DATA PROCESSING	\$417,063	\$274,500	\$339,990	\$339,990	\$350,190	\$770,405
A 2110.496-90-1100	BOCES RENT	\$1,399,522	\$733,300	\$747,966	\$747,966	\$770,405	\$1,111,119
A 2110.498-10-1100	BOCES ARTS IN ED HS	\$108,965	\$110,000	\$107,883	\$107,883	\$111,119	\$3,782
A 2110.498-20-1100	BOCES ARTS IN ED MS	\$4,673	\$3,600	\$3,672	\$3,672	\$8,741	\$1,812
A 2110.498-30-1100	BOCES ARTS IN ED CH HGTS	\$4,425	\$8,320	\$8,486	\$8,486	\$8,741	\$5,463
A 2110.498-50-1100	BOCES ARTS IN ED PASH	\$10,004	\$1,725	\$1,760	\$1,760	\$1,812	\$6,556
A 2110.498-60-1100	BOCES ARTS IN ED STEVENS	\$4,105	\$5,200	\$5,304	\$5,304	\$5,463	\$83,208
A 2110.498-90-1100	BOCES ARTS IN EDUCATION	\$4,100	\$6,240	\$6,365	\$6,365	\$83,208	\$545,960
A 2250.491-90-1100	BOCES HANDICAPPED TUITION	\$69,227	\$79,200	\$80,784	\$80,784	\$83,208	\$545,960
A 2280.490-90-1100	BOCES OCC ED TUITION	\$469,800	\$900,000	\$718,000	\$718,000	\$545,960	\$787,950
		\$546,352	\$750,000	\$765,000	\$765,000	\$787,950	
		\$3,271,385	\$3,107,085	\$3,015,364	\$3,015,364	\$2,912,245	

11 - BOCES

A 2330.400-90-1200	Adult Ed Contractual	\$22,087	\$0	\$30,000	\$30,000	\$30,000	\$30,000
A 2330.433-90-1200	PRINTING ADULT ED	\$0	\$2,700	\$0	\$0	\$500	\$500
A 2330.451-90-1200	GEN SUPPL ADULT ED	\$100	\$100	\$100	\$100	\$100	\$100
		\$22,187	\$2,800	\$30,100	\$30,100	\$500	\$100

12 - Adult Education

A 2330.451-70-1300	GEN SUPPL K-5 SUMMER SCHL	\$1,013	\$900	\$1,000	\$1,000	\$1,500	\$1,500
A 2330.457-70-1300	MED MATL K-5 SUMMER SCHL	\$0	\$300	\$350	\$350	\$1,000	\$1,000
A 2330.457-80-1300	MED MATL 6-12 SUMMER SCH	\$0	\$0	\$0	\$0	\$600	\$600
A 2330.458-70-1300	MED SUPP K-5 SUMMER SCHL	\$160	\$200	\$250	\$250	\$500	\$500
A 2330.480-80-1300	TEXTBOOKS 6-12 SUMMER SCH	\$0	\$268	\$0	\$0	\$500	\$500
		\$1,173	\$1,668	\$1,600	\$1,600	\$4,100	

13 - Summer School

A 1920.404-90-1422	MEMBERSHIPS FINE ARTS	\$669	\$1,200	\$1,200	\$1,200	\$1,900	\$854
A 2110.201-10-1412	NEW EQUIP ART HS	\$641	\$650	\$440	\$440	\$854	\$0
A 2110.201-10-1422	NEW EQUIP MUSIC HS	\$7,893	\$2,100	\$4,300	\$4,300	\$0	\$285
A 2110.201-20-1412	NEW EQUIP ART MS	\$55	\$100	\$660	\$660	\$0	\$0
A 2110.201-20-1422	NEW EQUIP MUSIC MS	\$3,361	\$340	\$157	\$157	\$0	\$0
A 2110.201-70-1422	NEW EQUIP MUSIC ELEM	\$801	\$825	\$400	\$400	\$5,160	\$5,160
A 2110.202-10-1412	EQUIP REPL ART HS	\$1,560	\$1,560	\$200	\$200	\$991	\$991
A 2110.202-10-1422	EQUIP REPL MUSIC HS	\$0	\$0	\$760	\$760	\$0	\$0
A 2110.202-20-1412	EQUIP REPL ART MS	\$0	\$0	\$0	\$0	\$0	\$0
A 2110.202-20-1422	EQUIP REPL MUSIC MS	\$260	\$260	\$850	\$850	\$1,225	\$1,225
A 2110.202-70-1422	EQUIP REPL MUSIC ELEM	\$309	\$310	\$340	\$340	\$1,115	\$1,115
A 2110.202-90-1422	EQUIP REPL MUSIC DIST	\$13,082	\$0	\$0	\$0	\$0	\$0
A 2110.439-90-1422	PROFESSIONAL SVCES MUSIC	\$1,792	\$2,000	\$2,000	\$2,000	\$800	\$800
A 2110.448-90-1422	EQUIP REPAIR MUSIC	\$3,335	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
A 2110.451-10-1412	GEN SUPPL ART HS	\$9,834	\$9,700	\$9,700	\$9,700	\$9,700	\$9,700
A 2110.451-10-1412	GEN SUPPL MUSIC HS	\$1,851	\$2,345	\$1,718	\$1,718	\$2,065	\$2,065
A 2110.451-20-1412	GEN SUPPL ART MS	\$7,627	\$8,600	\$8,000	\$8,000	\$8,100	\$8,100
A 2110.451-20-1422	GEN SUPPL MUSIC MS	\$1,882	\$2,050	\$1,930	\$1,930	\$1,700	\$1,700
A 2110.451-70-1412	GEN SUPPL ELEM MUSIC	\$10,527	\$10,700	\$10,500	\$10,500	\$10,500	\$10,500
A 2110.451-90-1422	GEN SUPPL MUSIC DISTRICT	\$324	\$350	\$350	\$350	\$225	\$225
A 2110.451-70-1422	GEN SUPPL ELEM MUSIC	\$500	\$500	\$500	\$500	\$500	\$500
A 2110.451-90-1422	GEN SUPPL MUSIC DISTRICT	\$0	\$0	\$30	\$30	\$30	\$30
A 2110.457-10-1412	MEDIA MATL ART HS	\$178	\$250	\$155	\$155	\$105	\$105
A 2110.457-20-1412	MEDIA MATL MS ART	\$340	\$350	\$350	\$350	\$350	\$350
A 2110.457-20-1422	MEDIA MATL MUSIC MS						

A 2110.480-10-1422	TEXTBOOKS MUSIC HS	\$3,399	\$3,450	\$2,845	\$2,845
A 2110.480-20-1422	TEXTBOOKS MUSIC MS	\$4,129	\$4,000	\$3,934	\$3,934
A 2110.480-70-1422	TEXTBOOKS MUSIC ELEM	\$911	\$750	\$400	\$400
	14 - Fine Arts	\$75,260	\$56,740	\$56,784	
A 2610.202-10-1500	EQUIP REPL LIB HS	\$955	\$2,500	\$2,500	\$2,500
A 2610.202-20-1500	EQUIP REPL LIB MS	\$753	\$680	\$680	\$680
A 2610.202-90-1500	EQUIP REPL LIB DIST	\$1,185	\$2,075	\$2,075	\$2,075
A 2610.448-90-1500	EQUIP REPAIR LIBRARY	\$0	\$502	\$502	\$502
A 2610.451-90-1500	GEN SUPPL LIBRARY	\$1,604	\$3,807	\$3,807	\$3,807
A 2610.453-90-1500	PROF REFERENCE LIBRARY	\$123	\$198	\$198	\$198
A 2610.455-10-1500	PERIODICALS HIGH SCHOOL	\$1,178	\$1,500	\$1,400	\$1,400
A 2610.455-20-1500	PERIODICALS MIDDLE SCHOOL	\$500	\$500	\$500	\$500
A 2610.455-30-1500	PERIODICALS CHARLTON HGTS	\$150	\$100	\$100	\$100
A 2610.455-50-1500	PERIODICALS PASHLEY	\$112	\$200	\$200	\$200
A 2610.455-60-1500	PERIODICALS STEVENS	\$250	\$350	\$200	\$200
A 2610.455-90-1500	PERIODICALS DISTRICT	\$217	\$217	\$217	\$217
A 2610.456-10-1500	RESOURCE MATL HIGH SCHOOL	\$6,420	\$6,421	\$6,000	\$6,000
A 2610.456-20-1500	RESOURCE MATL MIDDLE SCHL	\$7,964	\$8,000	\$8,000	\$8,000
A 2610.456-30-1500	RESOURCE MATL CH HIGHTS	\$7,308	\$7,309	\$7,309	\$7,309
A 2610.456-50-1500	RESOURCE MATL PASHLEY	\$7,081	\$7,109	\$7,209	\$7,209
A 2610.456-60-1500	RESOURCE MATL STEVENS	\$6,824	\$6,909	\$7,059	\$7,059
A 2610.457-10-1500	MEDIA MATL HIGH SCHOOL	\$659	\$2,735	\$4,033	\$4,033
A 2610.457-20-1500	MEDIA MATL MIDDLE SCHOOL	\$425	\$500	\$500	\$500
A 2610.457-30-1500	MEDIA MATL CH HIGHTS	\$98	\$100	\$150	\$150
A 2610.457-50-1500	MEDIA MATL PASHLEY	\$361	\$150	\$150	\$150
A 2610.457-60-1500	MEDIA MATL STEVENS	\$298	\$300	\$300	\$300
A 2610.458-90-1500	MEDIA SUPPL LIBRARY	\$1,299	\$800	\$800	\$800
A 2610.460-10-1500	LIB & AUD VIS HIGH SCHOOL	\$2,077	\$3,077	\$2,800	\$2,800
A 2610.460-20-1500	LIB & AUD VIS MIDDLE SCHL	\$999	\$1,000	\$1,000	\$1,000
A 2610.460-30-1500	LIB & AUD VIS CH HIGHTS	\$296	\$300	\$300	\$300
A 2610.460-50-1500	LIB & AUD VIS PASHLEY	\$294	\$300	\$300	\$300
A 2610.460-60-1500	LIB & AUD VIS STEVENS	\$143	\$300	\$300	\$300
A 2630.460-90-1500	COMP SOFTWARE LIBRARY	\$360	\$500	\$500	\$500
	15 - Library	\$49,933	\$58,589	\$59,089	
A 1920.401-90-1600	MEMBERSHIPS INT SCH	\$5,670	\$9,500	\$9,500	\$9,500
A 1920.402-90-1600	ATHLETIC ENTRY FEES	\$6,515	\$6,000	\$6,000	\$6,000
A 2855.202-90-1600	EQUIP REPL INT SCH	\$36,160	\$4,000	\$4,000	\$4,000
A 2855.400-90-1600	Contractual Expenses/Athletic Trainer	\$43,000	\$0	\$110,000	\$45,500
A 2855.401-90-1600	Officials/Time keepers & Other Contractual	\$0	\$0	\$0	\$83,849
A 2855.448-90-1600	EQUIP REPAIR INT SCH SPRT	\$11,398	\$14,000	\$14,000	\$14,000
A 2855.451-90-1600	GEN SUPPL INT SCH	\$58,482	\$32,500	\$24,660	\$32,500
A 2855.458-90-1600	MEDIA SUPPL INT SCH SPORT	\$453	\$800	\$800	\$800
A 2855.460-90-1600	AWARDS INT SCHOLASTICS	\$2,838	\$3,000	\$3,000	\$3,000
	16 - Interscholastics	\$164,516	\$69,800	\$171,960	\$199,149
A 2110.444-90-1700	TRAV IN DIST PHYS ED	\$2,489	\$1,750	\$3,000	\$3,000
A 2110.448-90-1700	EQUIP REPAIR PHYS ED	\$23	\$2,750	\$4,000	\$4,000
A 2110.451-90-1700	GEN SUPPL PHYS ED	\$9,263	\$12,700	\$12,700	\$12,700
A 2110.457-90-1700	MEDIA MATL PHYS ED	\$0	\$800	\$800	\$800
A 7140.451-90-1700	GEN SUPPL SWIMMING	\$1,230	\$2,400	\$2,400	\$2,400

A 2110.458-10-1900	Media Suppl HS	\$0	\$0	\$0	\$0	\$0
A 2110.480-10-1900	TEXTBOOKS HS	\$15,826	\$29,225	\$29,225	\$29,225	\$29,225
A 2110.480-10-1915	TEXTBOOKS ENGLISH HS	\$7,705	\$7,800	\$7,800	\$7,800	\$7,800
A 2110.480-10-1916	TEXTBOOKS LANGUAGE HS	\$2,300	\$2,300	\$2,300	\$2,300	\$2,300
A 2110.480-10-1921	TEXTBOOKS MATH HS	\$2,055	\$4,890	\$4,890	\$4,890	\$4,890
A 2110.480-10-1923	TEXTBOOKS SCIENCE HS	\$6,573	\$4,500	\$4,500	\$4,500	\$4,500
A 2110.480-10-1925	TEXTBOOKS SOC STUDIES HS	\$8,051	\$9,000	\$9,000	\$9,000	\$9,000
A 2110.480-10-1932	TEXTBOOKS COMPUTER HS	\$0	\$290	\$290	\$290	\$290
A 2110.498-10-1900	ARTS IN ED HIGH SCHOOL	\$560	\$3,600	\$3,600	\$3,600	\$3,600
A 2250.451-10-1927	GEN SUPPL SPEC ED HS	\$940	\$2,000	\$2,000	\$2,000	\$2,000
A 2810.451-10-1926	GEN SUPPL GUIDANCE HS	\$1,450	\$2,325	\$2,325	\$2,325	\$2,325
A 2810.454-10-1926	TEST SUPPL GUIDANCE HS	\$0	\$0	\$0	\$0	\$0
A 2810.457-10-1926	MEDIA MATL GUIDANCE HS	\$0	\$0	\$0	\$0	\$0
		\$161,280	\$183,812	\$184,812	\$184,812	\$184,812

19 - High School

A 2020.451-20-2029	ADMIN SUPPL MS	\$882	\$2,000	\$2,000	\$2,000	\$2,000
A 2070.431-20-2000	PROGRAM DEVEL MS	\$399	\$300	\$300	\$300	\$300
A 2110.201-20-2000	NEW EQUIP MS	\$2,100	\$600	\$700	\$700	\$700
A 2110.201-20-2016	NEW EQUIP LANG MS	\$380	\$380	\$0	\$0	\$0
A 2110.201-20-2023	NEW EQUIP SCI MS	\$0	\$200	\$525	\$525	\$525
A 2110.202-20-2000	Equip Repl MS	\$220	\$0	\$1,200	\$1,200	\$1,200
A 2110.202-20-2023	EQUIP REPL SCI MS	\$0	\$0	\$0	\$0	\$0
A 2110.222-20-2000	FURN REPL MS	\$51,045	\$1,300	\$460	\$460	\$460
A 2110.401-20-2000	Duplication	\$0	\$5,000	\$3,000	\$3,000	\$3,000
A 2110.445-20-2000	TRAVEL CONF MS	\$1,551	\$2,000	\$2,000	\$2,000	\$2,000
A 2110.448-20-2000	EQUIP REPAIR MS	\$5,486	\$11,460	\$11,460	\$11,460	\$11,460
A 2110.451-20-2000	GEN SUPPL INST MS	\$4,943	\$6,750	\$7,290	\$7,290	\$7,290
A 2110.451-20-2016	Gen Suppl ENL MS	\$0	\$0	\$380	\$380	\$380
A 2110.451-20-2021	GEN SUPPL MATH MS	\$709	\$750	\$750	\$750	\$750
A 2110.451-20-2023	GEN SUPPL SCIENCE MS	\$1,627	\$3,100	\$2,900	\$2,900	\$2,900
A 2110.451-20-2028	OTHER EXPENSE MS	\$1,788	\$2,650	\$1,650	\$1,650	\$1,650
A 2110.452-20-2028	DUPL SUPPL MS	\$8,587	\$6,000	\$6,000	\$6,000	\$6,000
A 2110.454-20-2000	TEST SUPPL MS	\$500	\$500	\$1,500	\$1,500	\$1,500
A 2110.457-20-2015	MEDIA MATL ENGLISH MS	\$0	\$175	\$175	\$175	\$175
A 2110.457-20-2023	MEDIA MATL SCIENCE MS	\$195	\$300	\$175	\$175	\$175
A 2110.480-20-2000	TEXTBOOKS MS	\$9,344	\$10,000	\$13,500	\$11,000	\$11,000
A 2110.480-20-2015	TEXTBOOKS ENGLISH MS	\$4,137	\$7,000	\$3,500	\$3,500	\$3,500
A 2110.480-20-2016	TEXTBOOKS LANG MS	\$7,270	\$5,500	\$7,500	\$7,500	\$7,500
A 2110.480-20-2018	Textbooks MS Guidance	\$0	\$0	\$0	\$0	\$0
A 2110.480-20-2021	TEXTBOOKS MATH MS	\$652	\$1,000	\$3,500	\$3,500	\$3,500
A 2110.480-20-2023	TEXTBOOKS SCIENCE MS	\$3,683	\$500	\$0	\$0	\$0
A 2110.480-20-2025	TEXTBOOKS SOC STUD MS	\$0	\$500	\$500	\$500	\$500
A 2250.451-20-2027	GEN SUPPL HANDICAP MS	\$462	\$500	\$0	\$0	\$0
A 2250.480-20-2027	TEXTBOOKS HANDICAP MS	\$500	\$500	\$500	\$500	\$500
A 2270.451-20-2027	GEN SUPPL AIS MS	\$511	\$500	\$500	\$500	\$500
A 2270.480-20-2027	TEXTBOOKS AIS MS	\$437	\$500	\$500	\$500	\$500
		\$107,408	\$72,965	\$72,965	\$72,965	\$72,965

20 - Middle School

A 2020.451-30-3000	ADMIN SUPPL CH HGTS	\$6,442	\$6,500	\$6,500	\$6,500	\$6,500
A 2070.431-30-3000	PROGRAM DEVEL CH HTS	\$1,365	\$2,700	\$2,700	\$2,700	\$2,700
A 2070.453-30-3000	PROF LIBRARY CH HGTS	\$0	\$150	\$150	\$150	\$150
A 2110.201-30-3000	NEW EQUIP CH HGTS	\$8,022	\$1,000	\$1,000	\$1,000	\$1,000

A 2110.202-30-3000	EQUIP REPL CH HTS	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
A 2110.222-30-3000	FURN REPL CH HGTS	\$3,822	\$500	\$500	\$500	\$500	\$500
A 2110.401-30-3000	Duplication	\$0	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
A 2110.445-30-3000	TRAVEL CONF CH HTS	\$239	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
A 2110.448-30-3000	EQUIP REPAIR CH HGTS	\$5,401	\$11,000	\$11,000	\$11,000	\$11,000	\$11,000
A 2110.451-30-3000	INSTRUCT SUPPL CH HGTS	\$17,320	\$15,792	\$15,792	\$15,792	\$15,792	\$15,792
A 2110.452-30-3000	DUPL SUPP CH HGTS	\$3,581	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
A 2110.457-30-3000	MEDIA MATL CH HGTS	\$35	\$300	\$300	\$300	\$300	\$300
A 2110.480-30-3000	TEXTBOOKS CH HGTS	\$8,986	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000
A 2110.498-30-3000	ARTS IN ED CH HGTS	\$915	\$1,725	\$1,725	\$1,725	\$1,725	\$1,725
A 2630.451-30-3022	COMPUTER SUPPL CH HTS	\$1,983	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
		\$59,111	\$59,667	\$59,667	\$59,667	\$59,667	\$59,667

30 - Charlton Heights

A 2020.445-50-5000	TRAVEL CONF ADMIN PASHLEY	\$0	\$0	\$0	\$0	\$0	\$0
A 2020.451-50-5000	ADMIN SUPPL PASHLEY	\$2,215	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600
A 2070.431-50-5000	PROGRAM DEVEL PASHLEY	\$1,610	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
A 2070.432-50-5000	LOCAL MINI GRANTS PASHLEY	\$80	\$800	\$800	\$800	\$800	\$800
A 2110.201-50-5000	NEW EQUIP PASHLEY	\$168	\$700	\$700	\$700	\$700	\$700
A 2110.202-50-5000	EQUIP REPL PASHLEY	\$0	\$10,000	\$8,000	\$8,000	\$8,000	\$8,000
A 2110.221-50-5000	New Furniture Pashley	\$0	\$0	\$0	\$0	\$0	\$0
A 2110.401-50-5000	Duplication	\$0	\$2,000	\$1,000	\$1,000	\$1,000	\$1,000
A 2110.445-50-5000	TRAVEL CONF PASHLEY	\$209	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
A 2110.448-50-5000	EQUIP REPAIR PASHLEY	\$3,333	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500
A 2110.451-50-5000	INSTRUCT SUPPL PASHLEY	\$14,627	\$14,500	\$14,500	\$14,700	\$14,700	\$14,700
A 2110.451-50-5021	MATH MANIPULATIVES PASH	\$208	\$267	\$267	\$267	\$267	\$267
A 2110.451-50-5023	GEN SUPPLIES SCIENCE	\$0	\$200	\$200	\$0	\$0	\$0
A 2110.452-50-5000	DUPL SUPPL PASHLEY	\$3,297	\$1,000	\$1,000	\$3,550	\$3,550	\$3,550
A 2110.453-50-5000	ENL Supplies Pashley	\$0	\$0	\$0	\$0	\$0	\$0
A 2110.457-50-5000	MEDIA MATL PASHLEY	\$0	\$550	\$550	\$550	\$550	\$550
A 2110.458-50-5000	MEDIA SUPPL PASHLEY	\$246	\$600	\$600	\$600	\$600	\$600
A 2110.480-50-5000	TEXTBOOKS PASHLEY	\$9,310	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
A 2110.498-50-5000	ARTS IN ED PASHLEY	\$915	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
A 2630.451-50-5000	COMPUTER SUPPL PASHLEY	\$5,184	\$5,750	\$6,000	\$5,700	\$5,700	\$5,700
		\$41,402	\$59,667	\$59,667	\$59,667	\$59,667	\$59,667

50 - Pashley

A 2020.451-60-6000	ADMIN SUPPL STEVENS	\$8,584	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000
A 2070.431-60-6000	PROGRAM DEVEL STEVENS	\$2,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
A 2070.432-60-6000	MINI GRANT STEVENS	\$0	\$767	\$0	\$0	\$0	\$0
A 2110.201-60-6000	NEW EQUIP STEVENS	\$4,599	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
A 2110.202-60-6000	EQUIP REPL STEVENS	\$0	\$200	\$200	\$200	\$200	\$200
A 2110.221-60-6000	NEW FURN STEVENS	\$1,884	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
A 2110.222-60-6000	FURN REPL STEVENS	\$351	\$500	\$500	\$500	\$500	\$500
A 2110.401-60-6000	Duplication	\$0	\$2,000	\$0	\$0	\$0	\$0
A 2110.430-60-6000	INSTRUCTIONAL PROGRAMS	\$305	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
A 2110.445-60-6000	TRAVEL CONF STEVENS	\$913	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
A 2110.448-60-6000	EQUIP REPAIR STEVENS	\$3,078	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
A 2110.451-60-6000	INSTRUCT SUPPL STEVENS	\$11,940	\$11,500	\$11,500	\$12,267	\$12,267	\$12,267
A 2110.452-60-6000	DUPL SUPPL STEVENS	\$2,773	\$2,000	\$2,000	\$4,000	\$4,000	\$4,000
A 2110.480-60-6000	TEXTBOOKS STEVENS	\$5,388	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
A 2630.451-60-6000	COMPUTER SUPPL STEVENS	\$5,187	\$5,500	\$5,500	\$5,500	\$5,500	\$5,500
		\$47,002	\$59,667	\$59,667	\$59,667	\$59,667	\$59,667

60 - Stevens

A 1620.201-90-8100	NEW EQUIP CUSTODIAL	\$21,116	\$5,500	\$10,000	\$15,000	\$15,000
A 1620.202-90-8100	EQUIP REPL DISTRICT MAINT	\$5,533	\$5,250	\$5,750	\$6,500	\$6,500
A 1620.400-90-8100	CUSTODIAL/MAINTANCE CONTRACT	\$17,661	\$0	\$75,000	\$300,000	\$300,000
A 1620.401-90-8100	WATER USE CHARGE	\$18,489	\$16,000	\$16,000	\$17,000	\$17,000
A 1620.402-90-8100	TELEPHONE	\$39,760	\$60,000	\$60,000	\$60,000	\$60,000
A 1620.403-90-8100	HEALTH & SAFETY	\$7,821	\$13,500	\$13,500	\$13,500	\$13,500
A 1620.404-90-8100	SAFETY & SECURITY SUPPLIES	\$9,444	\$5,000	\$10,000	\$10,000	\$10,000
A 1620.405-90-8100	SCHOOL RESOURCE OFFICER	\$0	\$40,000	\$40,000	\$40,000	\$40,000
A 1620.406-90-8100	Building Condition Survey	\$18,192	\$25,000	\$0	\$0	\$0
A 1620.420-90-8100	HEAT	\$229,939	\$448,175	\$448,175	\$478,175	\$478,175
A 1620.421-90-8100	POWER	\$504,061	\$667,820	\$617,820	\$637,820	\$637,820
A 1620.422-90-8100	CARTAGE	\$0	\$166	\$166	\$166	\$166
A 1620.423-90-8100	TRASH REMOVAL	\$41,310	\$39,000	\$42,500	\$47,000	\$47,000
A 1620.424-90-8100	LAUNDRY, DRY CLEAN MOPS	\$6,265	\$7,600	\$8,000	\$8,500	\$8,500
A 1620.435-90-8100	FIRE INSPECTION	\$15,895	\$21,000	\$21,000	\$21,000	\$21,000
A 1620.445-90-8100	STAFF DEVEL, MAINT	\$4,440	\$10,000	\$10,000	\$11,000	\$11,000
A 1620.448-90-8100	EQUIP REPAIR, CUSTODIAL	\$25,944	\$33,000	\$34,000	\$36,000	\$36,000
A 1620.449-90-8100	Equip Repair, FS	\$0	\$0	\$0	\$5,000	\$5,000
A 1620.451-90-8100	GENERAL CUST SUPPLIES	\$69,481	\$66,000	\$67,000	\$68,000	\$68,000
A 1620.451-90-8199	CUST IMPROVE PLAN	\$10,223	\$23,000	\$23,500	\$24,000	\$24,000
A 1630.201-90-8100	NEW EQUIPMENT MAINT	\$106,174	\$72,000	\$72,000	\$72,000	\$72,000
A 1630.447-90-8100	EQUIPMENT RENTAL	\$2,031	\$6,000	\$7,500	\$8,000	\$8,000
A 1630.451-90-8100	GRNDS SUPPL MAINT DISTRICT	\$18,766	\$30,000	\$32,000	\$35,000	\$35,000
A 1630.452-90-8100	HEAT VENT SUPPLY	\$43,412	\$27,000	\$27,500	\$28,000	\$28,000
A 1630.453-90-8100	ELECTRICAL SUPPLY	\$21,960	\$23,000	\$23,500	\$25,000	\$25,000
A 1630.454-90-8100	PLUMBING SUPPLIES	\$20,289	\$19,500	\$19,750	\$21,000	\$21,000
A 1630.455-90-8100	BUILDING SUPPLIES	\$31,864	\$33,500	\$34,000	\$35,000	\$35,000
A 1640.163-90-8100	SPEC PROJ LABOR MAINT	\$83,733	\$12,000	\$14,000	\$14,000	\$14,000
A 1640.448-10-8100	BLDG MAINT HIGH SCHOOL	\$16,685	\$9,600	\$9,600	\$9,600	\$9,600
A 1640.448-20-8100	BLDG MAINT MS	\$20,386	\$5,500	\$5,500	\$5,500	\$5,500
A 1640.448-30-8100	BLDG MAINT CHARLTON HGHTS	\$41,393	\$4,725	\$4,725	\$4,725	\$4,725
A 1640.448-40-8100	BLDG MAINT HOSTETTER	\$1,608	\$2,000	\$2,000	\$2,000	\$2,000
A 1640.448-50-8100	BLDG MAINT PASHLEY	\$1,061	\$5,100	\$5,100	\$5,100	\$5,100
A 1640.448-60-8100	BLDG MAINT STEVENS	\$23,905	\$4,400	\$4,400	\$4,400	\$4,400
A 1640.448-90-8100	BLDG MAINT DISTRICT	\$67,441	\$33,000	\$35,000	\$36,000	\$36,000
A 1640.449-10-8100	GRNDS MAINT HIGH SCHOOL	\$420	\$1,600	\$1,600	\$2,000	\$2,000
A 1640.449-20-8100	GRNDS MAINT MIDDLE SCHOOL	\$22,000	\$0	\$0	\$1,500	\$1,500
A 1640.449-30-8100	GRNDS MAINT CHARLTON HEIGHTS	\$12,805	\$0	\$0	\$800	\$800
A 1640.449-50-8100	GRNDS MAINT PASHLEY	\$19,900	\$650	\$650	\$800	\$800
A 1640.449-60-8100	GRNDS MAINT STEVENS	\$1,425	\$800	\$800	\$800	\$800
A 1640.449-90-8100	GRNDS MAINT DISTRICT	\$6,358	\$8,000	\$9,000	\$11,000	\$11,000
A 5530.448-90-8100	BLDG MAINT TRANS	\$33,361	\$9,000	\$9,000	\$9,500	\$9,500
A 9950.900-90-8100	TRANSFER TO CAPITAL FUND	\$2,085,000	\$800,000	\$800,000	\$0	\$0
A 9951.900-90-8100	TRANSFER TO CAPITAL FUND - Energy Performance	\$0	\$0	\$100,000	\$100,000	\$100,000
		\$3,727,551	\$2,643,386	\$2,720,036	\$2,266,386	
A 1640.451-90-8200	GASOLINE MAINTENANCE	\$13,689	\$35,000	\$35,000	\$25,000	\$25,000
A 5510.201-90-8200	EQUIP NEW TRANSP	\$2,681	\$4,100	\$4,100	\$4,100	\$4,100
A 5510.220-90-8200	BUS PURCHASES	\$497,779	\$510,000	\$800,000	\$750,000	\$750,000
A 5510.403-90-8200	SUBSTANCE TEST	\$4,966	\$20,000	\$20,000	\$10,000	\$10,000
A 5510.404-90-8200	Driver Physicals	\$17,268	\$0	\$2,000	\$8,000	\$8,000
A 5510.405-90-8200	Fingerprinting	\$618	\$0	\$2,000	\$2,000	\$2,000

81 - Maintenance

A 5510.423-90-8200	TRASH & SNOW REMOVAL	\$6,076	\$2,000	\$10,000	\$10,000	\$10,000	\$3,469
A 5510.431-90-8200	STAFF DEVELOP TRANSP	\$4,649	\$2,000	\$5,000	\$5,000	\$5,000	\$18,186
A 5510.445-90-8200	TRAVEL CONF TRANS	\$0	\$1,500	\$1,500	\$1,500	\$1,500	\$9,093
A 5510.447-90-8200	EQUIP RENTALS BUS GARAGE	\$282	\$6,000	\$4,000	\$4,000	\$4,000	\$29,619
A 5510.448-90-8200	EQUIP REPAIR TRANS	\$736	\$3,060	\$71,000	\$71,000	\$71,000	\$40,779
A 5510.450-90-8200	OFC SUPPL BUS GARAGE	\$3,460	\$2,050	\$4,000	\$4,000	\$4,000	\$158,658
A 5510.451-90-8200	GASOLINE	\$132,457	\$289,000	\$289,000	\$289,000	\$289,000	\$144,240
A 5510.452-90-8200	LUBRICATION	\$13,493	\$12,250	\$15,000	\$15,000	\$15,000	\$8,787
A 5510.453-90-8200	TIRES	\$23,811	\$34,000	\$30,000	\$30,000	\$30,000	\$2,891
A 5510.454-90-8200	AUTO PARTS	\$240,297	\$245,000	\$174,000	\$174,000	\$174,000	\$475,358
A 5510.456-90-8200	Custodial/Supplies Bus Garage	\$978	\$0	\$1,500	\$1,500	\$1,500	
A 5510.460-90-8200	SOFTWARE TRANSPORTATION	\$22,942	\$8,000	\$10,000	\$10,000	\$10,000	
A 5530.402-90-8200	RADIO, PHONE, TRANSPORT	\$16,508	\$15,300	\$20,000	\$20,000	\$20,000	
A 5530.420-90-8200	HEAT TRANSPORTATION	\$21,167	\$35,000	\$35,000	\$35,000	\$35,000	
A 5530.424-90-8200	LAUNDRY TRANSPORTATION	\$5,336	\$5,000	\$5,300	\$5,300	\$5,300	
A 5540.440-90-8200	CONTRACT TRANSPORTATION	\$25,570	\$4,100	\$10,000	\$10,000	\$10,000	
		\$1,054,763	\$1,233,360	\$1,528,360	\$1,484,400		
82 - Transportation							
A 5510.410-90-9000	WORKER COMP INS TRANS	\$19,472	\$50,216	\$52,727	\$60,000	\$49,768	\$3,469
A 5510.811-90-9000	RETIREMENT TRANSPORT	\$382,809	\$366,468	\$311,027	\$314,578	\$260,933	\$18,186
A 5510.815-90-9000	SOCIAL SECURITY TRANS	\$151,429	\$169,065	\$150,901	\$157,289	\$17,730	\$9,093
A 5510.834-90-9000	HEALTH INSURE TRANSPORT	\$341,374	\$408,362	\$478,780	\$512,342	\$424,973	\$29,619
A 9010.813-90-9000	CIVIL SERVICE RETIREMENT	\$537,744	\$838,912	\$669,622	\$705,379	\$79,510	\$40,779
A 9020.811-90-9000	TEACHER RETIREMENT	\$3,354,142	\$3,579,554	\$3,232,992	\$2,744,427	\$2,276,419	\$158,658
A 9030.815-90-9000	SOCIAL SECURITY	\$2,266,504	\$2,395,781	\$2,440,763	\$2,495,023	\$2,069,546	\$144,240
A 9040.833-90-9000	WORKER COMPENSATION	\$105,958	\$150,000	\$150,000	\$150,000	\$17,133	\$8,787
A 9050.800-90-9000	UNEMPLOYMENT INS	\$9,171	\$50,000	\$50,000	\$50,000	\$5,636	\$2,891
A 9060.834-90-9000	MEDICAL, DENTAL INSURANCE	\$67,13,522	\$7,279,104	\$7,741,158	\$8,222,625	\$926,848	\$475,358
		\$13,882,125	\$15,287,462	\$15,277,970	\$15,413,665		
A 9711.610-90-9100	BLDG DEBT PRIN BOND	\$2,860,000	\$2,860,000	\$2,965,000	\$3,075,000	\$3,075,000	\$3,075,000
A 9711.710-90-9100	BLDG DEBT INT BOND	\$886,533	\$886,533	\$778,708	\$662,520	\$662,520	\$662,520
A 9731.610-90-9100	BLDG DEBT BANS PRINCIPAL	\$119,833	\$170,000	\$200,000	\$850,000	\$850,000	\$850,000
A 9731.710-90-9100	BLDG DEBT BANS INTEREST	\$201,115	\$150,948	\$215,264	\$427,530	\$427,530	\$427,530
A 9732.610-90-9100	BUS BANS PRINCIPAL	\$0	\$0	\$0	\$0	\$0	\$0
A 9732.710-90-9100	BUS BANS INTEREST	\$0	\$0	\$0	\$0	\$0	\$0
A 9760.710-90-9100	TAN INTEREST	\$0	\$0	\$0	\$0	\$0	\$0
A 9770.710-90-9100	RAN INTEREST	\$0	\$0	\$0	\$0	\$0	\$0
		\$4,067,481	\$4,067,481	\$4,158,972	\$5,015,050		
91 - Debt Service							
A 9901.950-90-9200	TRANSFER TO SPECIAL AID 4408	\$106,013	\$90,000	\$100,000	\$150,000	\$150,000	\$150,000
		\$106,013	\$90,000	\$100,000	\$150,000		
92 - Transfer to Special Aid							
A 9901.930-10-9300	TRS TO LUNCH HIGH SCHOOL	\$85,868	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
A 9901.930-20-9300	TRS TO LUNCH MIDDLE SCHOOL	\$0	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
A 9901.930-30-9300	TRS TO LUNCH CHARLTON HGTS	\$27,212	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
A 9901.930-50-9300	TRS TO LUNCH PASHLEY	\$32,461	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
A 9901.930-60-9300	TRS TO LUNCH STEVENS	\$20,810	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
		\$166,351	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
93 - Transfer to Cafeteria							

Total Non-Salary Items DIV 01-91	\$29,586,551	\$30,257,096	\$30,527,995	\$31,321,269	\$2,602,533	\$19,653,724	\$9,065,011
Total Salary Items DIV 95-99	\$31,512,077	\$32,473,169	\$33,377,961	\$34,170,750	\$3,851,702	\$28,343,603	\$1,975,445
Grand Totals	\$61,098,628	\$62,730,265	\$63,905,956	\$65,492,019	\$6,454,235	\$47,997,327	\$11,040,456

Contingency Budget:

Contingency Budget for 2017-2018	\$64,742,712
Proposed Budget for 2017-2018	\$65,492,019
Amount to Cut for Contingency	\$749,307
Budget-to-Budget Increase Contingency	1.31%
Budget-to-Budget Increase Proposed	2.48%

Administrative Limits:

2016-2017 Administrative & Program	\$53,798,124
2017-2018 Proposed Administrative & Program	\$54,451,563
2016-2017 Administrative	\$6,347,939
2017-2018 Proposed Administrative	\$6,454,235

Components of Three Part Budget

Administrative Program	2016-2017	2017-2018	2016-2017	2017-2018	2017-2018
Capital	\$6,347,939	\$6,454,235	9.93%	9.85%	9.85%
	\$47,450,185	\$47,997,327	74.25%	73.29%	73.29%
	\$10,107,832	\$11,040,456	15.82%	16.86%	16.86%
	\$63,905,956	\$65,492,019	100%	100%	100%

Source	Budget Revenue 2015-2016	Actual Revenue 2015-2016	Budget Revenue 2016-2017	Proposed Budget 2017-2018
Regular School Year Tuition	\$150,000	\$401,718	\$202,000	\$377,000
Summer Tuition	\$15,000	\$23,805	\$15,000	\$15,000
Cont Ed Tuition	\$40,000	\$35,221	\$40,000	\$40,000
Athletic Admissions	\$17,000	\$9,767	\$17,000	\$17,000
Pool Admissions	\$16,000	\$21,276	\$16,000	\$16,000
Property Rental	\$88,000	\$20,000	\$88,000	\$20,000
Serv to Other Govts	\$80,000	\$0	\$0	\$0
Subtotal Service	\$406,000	\$511,787	\$378,000	\$485,000
Subtotal Investments	\$30,000	\$28,507	\$30,000	\$40,000
Sale of Property	\$1,000	\$506,277	\$10,000	\$61,453
Sale of Materials	\$2,000	\$200	\$2,000	\$2,000
Medicare Part D	\$50,000	\$26,498	\$40,000	\$30,000
Other Comp for Loss & Misc	\$180,000	\$409,193	\$220,000	\$320,000
Refund of Prior Year Exp	\$67,331	\$375,317	\$200,000	\$250,000
Interfund Revenue	\$100,000	\$0	\$0	\$0
Transfer from Reserves	\$800,000	\$1,062,213	\$800,000	\$0
Subtotal Sales/Refunds	\$1,200,331	\$2,379,698	\$1,272,000	\$663,453
Federal Aid	\$100,000	\$136,012	\$75,000	\$100,000
Smart Schools Bond Act	\$500,000	\$0	\$0	\$0
Foundation (Operating) Aid	\$12,853,368	\$12,853,368	\$12,868,792	\$13,221,396
GAP Elimination Adjmt (GEA)	(\$921,301)	(\$921,301)	\$0	\$0
Expense Driven Aids				
Building Aid	\$3,541,353	\$3,491,353	\$3,692,985	\$4,519,281
Transportation Aid	\$2,367,869	\$2,339,465	\$2,381,571	\$2,528,282
Special Education Aid	\$941,824	\$931,824	\$1,041,590	\$1,136,543
BOCES Aid	\$1,397,664	\$1,373,346	\$1,355,847	\$1,284,083
Computer Hardware Aid	\$46,633	\$46,633	\$45,674	\$46,093
Textbook, Lib, Software Aid	\$251,227	\$251,227	\$250,920	\$250,004
Supplemental Pub Excess	\$45,884	\$45,884	\$45,884	\$45,884
Total State Aid	\$20,524,521	\$20,411,799	\$21,683,263	\$23,031,566
Applied Fund Balance	\$2,335,000	\$2,335,000	\$2,335,000	\$2,290,000
Total Tax Levy	\$37,634,413	\$37,632,539	\$38,132,693	\$38,882,000
Total Revenue	\$62,730,265	\$61,100,342	\$63,905,956	\$65,492,019
Total Budget	\$62,730,265	\$61,100,342	\$63,905,956	\$65,492,019
Percent Budget Increase				2.48%
Percent Tax Increase				1.96%

Form Due May 8, 2017

2017-2018 Salary Threshold
 = \$132,000

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 2017-2018.

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 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 2017-2018 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	171,959	45,911	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 CURRICI	156,480	44,615	600
3.	ASSISTANT SUPERINTENDENT FOR SUPPOR	137,000	25,144	8,890
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Salary: Administrative Compensation Information
520101 - BURNT HILLS-BALLSTON

2016-2017 - Page 2
Official - as of 04/06/2017
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	Title	Salary	Employee Benefits	Other Remuneration
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Salary: Administrative Compensation Information
520101 - BURNT HILLS-BALLSTON

2016-2017 Claim Year - Page
3
Official - as of 04/06/2017
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Other Supervisory and Administrative Employees Scheduled to Receive \$132,000 or More in Salary

71.	ELEMENTARY PRINCIPAL	138,456
72.	ELEMENTARY PRINCIPAL	137,206
73.	ELEMENTARY PRINCIPAL	137,206
74.	HIGH SCHOOL PRINCIPAL	136,903

75.	MIDDLE SCHOOL PRINCIPAL	135,627
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Salary: Administrative Compensation Information

520101 - BURNT HILLS-BALLSTON

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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/mqtser/v/propertytax/taxcap/>.

Please also submit an electronic version (PDF or Word) of your school district's 2017-18 Budget Notice to: emscmgts@nysed.gov. This will enable us to help correct any formula or data entry discrepancy quickly.

Form Due - April 24, 2017

Form Preparer Name: CHRISTOPHER ABDOO
Preparer's Telephone Number: 518-399-9141

<u>Shaded Fields Will Calculate</u>	Budgeted 2016-17 (A)	Proposed Budget 2017-18 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	63,905,956	65,492,019	2.48 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	38,132,693	38,882,000	
B. Tax Levy to Support Library Debt, if Applicable			
C. Tax Levy for Non-Excludable Propositions, if Applicable ²			
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable			
E. Total Proposed School Year Tax Levy (A+B+C-D)	38,132,693	38,882,000	1.96 %
F. Permissible Exclusions to the School Tax Levy Limit	994,560	1,078,473	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	37,184,171	37,899,645	
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)	37,138,133	37,803,527	
I. Difference: (G-H);(negative value requires 60.0% voter approval) ²	46,038	96,118	
Public School Enrollment	3,077	3,102	0.81 %
Consumer Price Index			1.26 %

¹ Include any prior year reserve for excess tax levy, including interest.

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

³ For 2017-18, includes any carryover from 2016-17 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2016-17 (D)	Estimated 2017-18 (E)
Adjusted Restricted Fund Balance	8,051,327	6,951,327
Assigned Appropriated Fund Balance	2,335,000	2,335,000
Adjusted Unrestricted Fund Balance	2,556,196	2,619,600

Adjusted Unrestricted Fund Balance as a
Percent of the Total Budget

4.00 %

4.00 %

Ballston

Equalized Total Assessed Value 737,642,417

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	17,152	0.00
13100	CO - GENERALLY	RPTL 406(1)	1	1,247	0.00
13500	TOWN - GENERALLY	RPTL 406(1)	25	5,521,519	0.75
13660	VG - CEMETERY LAND	RPTL 446	1	19,439	0.00
13800	SCHOOL DISTRICT	RPTL 408	5	18,363,513	2.49
14110	USA - SPECIFIED USES	STATE L 54	1	1,272,453	0.17
18020	MUNICIPAL INDUSTRIAL DEVAGENC	RPTL 412-a	2	2,725,832	0.37
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	4	1,083,056	0.15
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	12	6,476,642	0.88
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	1	88,358	0.01
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	1	330,249	0.04
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	1	179,418	0.02
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	5	3,443,243	0.47
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	3	574,428	0.08
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	3	133,264	0.02
29700	PROP WITHDRAWN FROM FORECLOS	RPTL 1138	1	20,790	0.00
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	133	798,000	0.11
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	5	30,000	0.00
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	111	1,110,000	0.15
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	10	100,000	0.01
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	31	485,405	0.07
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	2	40,000	0.01
41400	CLERGY	RPTL 460	1	1,559	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	3	119,127	0.02
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	61	4,574,811	0.62
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	2	133,905	0.02
41800	PERSONS AGE 65 OR OVER	RPTL 467	8	613,919	0.08
41804	PERSONS AGE 65 OR OVER	RPTL 467	70	5,479,031	0.74
41806	PERSONS AGE 65 OR OVER	RPTL 467	5	486,417	0.07
41834	ENHANCED STAR	RPTL 425	343	28,788,989	3.90
41854	BASIC STAR 1999-2000	RPTL 425	1,482	58,133,364	7.88
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	2	172,297	0.02
41936	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	134,349	0.02

Equalized Total Assessed Value 737,642,417

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	12,162	0.00
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	1	182,282	0.02
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	2	447,220	0.06
48510	LTD PROF HOUSING CO	P H F I L 33(1)(a)	1	1,005,198	0.14
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	1	56,653	0.01
Total Exemptions Exclusive of System Exemptions:				143,155,291	19.41
Total System Exemptions:				0	0.00
Totals:				143,155,291	19.41

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 97,255,318

School District - 412402 Shenendehowa

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13100	CO - GENERALLY	RPTL 406(1)	2	20,790	0.02
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	15	180,000	0.19
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	17	340,000	0.35
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	7	240,884	0.25
41400	CLERGY	RPTL 460	1	1,559	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	3	339,034	0.35
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	2	182,007	0.19
41800	PERSONS AGE 65 OR OVER	RPTL 467	3	223,868	0.23
41804	PERSONS AGE 65 OR OVER	RPTL 467	6	667,612	0.69
41834	ENHANCED STAR	RPTL 425	27	2,267,611	2.33
41854	BASIC STAR 1999-2000	RPTL 425	188	7,353,808	7.56
41936	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	87,578	0.09
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	1	15,111	0.02
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	5,198	0.01

Total Exemptions Exclusive of System Exemptions:

Total System Exemptions:

Totals:

273	11,919,862	12.26
1	5,198	0.01
274	11,925,060	12.26

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: _____

Equalized Total Assessed Value 383,679,242

School District - 414201 Ballston Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13100	CO - GENERALLY	RPTL 406(1)	3	8,468,503	2.21
13500	TOWN - GENERALLY	RPTL 406(1)	3	63,825	0.02
13800	SCHOOL DISTRICT	RPTL 408	7	58,810,187	15.33
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	271,933	0.07
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	9	3,748,129	0.98
25120	NONPROF CORP - EDUC(CONST PRC	RPTL 420-a	3	123,597	0.03
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	1	336,383	0.09
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	5	1,369,022	0.36
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	7	495,114	0.13
29700	PROP WITHDRAWN FROM FORECLOS	RPTL 1138	1	520	0.00
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	5	0	0.00
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	4	0	0.00
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	1	0	0.00
41400	CLERGY	RPTL 460	1	1,559	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	1	44,387	0.01
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	29	1,633,047	0.43
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	2	167,398	0.04
41800	PERSONS AGE 65 OR OVER	RPTL 467	5	563,513	0.15
41804	PERSONS AGE 65 OR OVER	RPTL 467	20	1,155,329	0.30
41806	PERSONS AGE 65 OR OVER	RPTL 467	3	295,115	0.08
41834	ENHANCED STAR	RPTL 425	120	10,032,251	2.61
41854	BASIC STAR 1999-2000	RPTL 425	523	20,457,668	5.33
47100	Mass Telecomm Ceiling	RPTL S499-q99q	2	111,119	0.03
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	3	216,902	0.06

Equalized Total Assessed Value 383,679,242

School District - 414201 Ballston Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
48510	LTD PROF HOUSING CO	P H F I L 33(1)(a)	1	4,614,761	1.20
Total Exemptions Exclusive of System Exemptions:			760	112,980,262	29.45
Total System Exemptions:			0	0	0.00
Totals:			760	112,980,262	29.45

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 413,611,546

CHARLTON

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	4,848,851	1.17
13800	SCHOOL DISTRICT	RPTL 408	1	8,345,714	2.02
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	28,857	0.01
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	2	835,571	0.20
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-b	1	6,685,714	1.62
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	2	602,143	0.15
26250	HISTORICAL SOCIETY	RPTL 444	2	239,428	0.06
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	1	41,600	0.01
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	3	182,285	0.04
29700	PROP WITHDRAWN FROM FORECLOS	RPTL 1138	1	1,429	0.00
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-b	131	808,401	0.20
41125	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	1	6,171	0.00
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	87	894,882	0.22
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	1	10,286	0.00
41140	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	23	434,907	0.11
41400	CLERGY	RPTL 460	1	2,143	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	9	926,988	0.22
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	57	2,446,794	0.59
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	6	177,057	0.04
41800	PERSONS AGE 65 OR OVER	RPTL 467	5	463,171	0.11
41804	PERSONS AGE 65 OR OVER	RPTL 467	62	5,355,424	1.29
41806	PERSONS AGE 65 OR OVER	RPTL 467	8	800,471	0.19
41834	ENHANCED STAR	RPTL 425	272	23,732,480	5.74
41854	BASIC STAR 1999-2000	RPTL 425	817	32,867,093	7.95
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	2	229,542	0.06

Equalized Total Assessed Value 413,611,546

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	110,857	0.03
Total Exemptions Exclusive of System Exemptions:				91,078,259	22.02
Total System Exemptions:				0	0.00
Totals:				91,078,259	22.02

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 120,388,369

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	402,931	0.33
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	2	4,147,241	3.44
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	3	921,035	0.77
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	1	763,621	0.63
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	1	853,621	0.71
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	23	138,000	0.11
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	17	170,000	0.14
41140	ALT VET EX-WAR PERIOD-DISABIL	RPTL 458-a	8	142,396	0.12
41400	CLERGY	RPTL 460	1	2,586	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	3	143,448	0.12
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	3	265,058	0.22
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	4	437,758	0.36
41800	PERSONS AGE 65 OR OVER	RPTL 467	1	75,000	0.06
41804	PERSONS AGE 65 OR OVER	RPTL 467	11	1,295,098	1.08
41834	ENHANCED STAR	RPTL 425	61	5,196,095	4.32
41854	BASIC STAR 1999-2000	RPTL 425	224	8,763,104	7.28
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	2	134,509	0.11
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	9	276,493	0.23
Total Exemptions Exclusive of System Exemptions:				24,127,994	20.04
Total System Exemptions:				0	0.00
Totals:				24,127,994	20.04

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 714,734,474

Glenville

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	1,680,110	0.24
13800	SCHOOL DISTRICT	RPTL 408	4	13,613,913	1.90
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	8	4,215,543	0.59
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	2	3,846,739	0.54
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	5	4,604,457	0.64
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	4	3,864,760	0.54
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	784,783	0.11
26050	AGRICULTURAL SOCIETY	RPTL 450	1	201,848	0.03
28540	NOT-FOR-PROFIT HOUS CO - HOSTE	RPTL 422	8	2,395,545	0.34
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	260	1,593,800	0.22
41126	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	1	6,130	0.00
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	183	1,869,711	0.26
41140	ALT VET EX-WAR PERIOD-DISABLI	RPTL 458-a	62	1,130,042	0.16
41400	CLERGY	RPTL 460	3	4,890	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	1	108,949	0.02
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	1	15,293	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	18	1,309,346	0.18
41805	PERSONS AGE 65 OR OVER	RPTL 467	70	4,995,557	0.70
41834	ENHANCED STAR	RPTL 425	537	35,938,840	5.03
41854	BASIC STAR 1999-2000	RPTL 425	1,959	60,242,812	8.43
41935	DISABILITIES AND LIMITED INCOM	RPTL 459-c	2	170,435	0.02
48670	REDEVELOPMENT HOUSING CO	P H FI L 125 & 127	1	1,873,913	0.26
Total Exemptions Exclusive of System Exemptions:				144,467,446	20.21
Total System Exemptions:				0	0.00
Totals:				144,467,446	20.21

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 714,734,474

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	1,680,110	0.24
13800	SCHOOL DISTRICT	RPTL 408	4	13,613,913	1.90
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	8	4,215,543	0.59
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	2	3,846,739	0.54
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	5	4,604,457	0.64
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	4	3,864,760	0.54
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	784,783	0.11
26050	AGRICULTURAL SOCIETY	RPTL 450	1	201,848	0.03
28540	NOT-FOR-PROFIT HOUS CO - HOSTE	RPTL 422	8	2,395,545	0.34
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	260	1,593,800	0.22
41126	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	1	6,130	0.00
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	183	1,869,711	0.26
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	62	1,130,042	0.16
41400	CLERGY	RPTL 460	3	4,890	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	1	108,949	0.02
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	1	15,293	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	18	1,309,346	0.18
41805	PERSONS AGE 65 OR OVER	RPTL 467	70	4,995,587	0.70
41834	ENHANCED STAR	RPTL 425	537	35,938,840	5.03
41854	BASIC STAR 1999-2000	RPTL 425	1,959	60,242,812	8.43
41935	DISABILITIES AND LIMITED INCOM	RPTL 459-c	2	170,435	0.02

Equalized Total Assessed Value 714,734,474

School District - 412001 Burnt Hills Ballston

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
48670	REDEVELOPMENT HOUSING CO	P H F I L 125 & 127	1	1,873,913	0.26
Total Exemptions Exclusive of System Exemptions:				3,144	20.21
Total System Exemptions:				0	0.00
Totals:				3,144	20.21

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 (2015 - 16)

INFORMATION ABOUT EXPENDITURE RATIOS (2014 - 15)

(Data are lagged a year.)

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

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

THIS SCHOOL DISTRICT

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES



\$33,013,246

PUPILS



3,087

EXPENDITURES PER PUPIL



\$10,694

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES



\$11,931,601

PUPILS



389

EXPENDITURES PER PUPIL



\$30,672

SIMILAR DISTRICT GROUP LOW NEED/RESOURCE CAPACITY

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES



SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES



▼
\$5,420,612,686

PUPILS

▼
376,529

EXPENDITURES PER PUPIL

▼
\$14,396

▼
\$2,029,698,250

PUPILS

▼
51,434

EXPENDITURES PER PUPIL

▼
\$39,462

ALL SCHOOL DISTRICTS

GENERAL EDUCATION

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

INSTRUCTIONAL EXPENDITURES

▼
\$31,780,970,752

▼
\$13,848,179,596

PUPILS

PUPILS

▼
2,659,777

▼
451,571

EXPENDITURES PER PUPIL

EXPENDITURES PER PUPIL

▼
\$11,949

▼
\$30,667

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

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

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

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

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

TOTAL EXPENDITURES PER PUPIL

THIS SCHOOL DISTRICT



\$19,363

**SIMILAR DISTRICT
GROUP**



\$26,207

NY STATE



\$22,556

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

INFORMATION ABOUT STUDENTS WITH DISABILITIES (2015 - 16)

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

STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)

THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP	NY STATE
80% OR MORE ▼	LOW NEED/RESOURCE CAPACITY	80% OR MORE ▼
233 63.0%	80% OR MORE ▼	58.2%
40% - 79% ▼	61.3%	40% - 79% ▼
89 24.1%	40% - 79% ▼	11.7%
LESS THAN 40% ▼	18.5%	LESS THAN 40% ▼
31 8.4%	LESS THAN 40% ▼	19.9%
SEPARATE SETTINGS ▼	11.6%	SEPARATE SETTINGS ▼
17 4.6%	SEPARATE SETTINGS ▼	5.3%
OTHER SETTINGS ▼	5.0%	OTHER SETTINGS ▼
0 0.0%	OTHER SETTINGS ▼	5.1%
	3.7%	

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

SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE

THIS SCHOOL DISTRICT



12.3%

**SIMILAR DISTRICT
GROUP**



12.3%

NY STATE



14.7%

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

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

BURNT HILLS-BALLSTON LAKE CSD - SCHOOL REPORT CARD DATA [2015 - 16]

BURNT HILLS-BALLSTON LAKE CSD ENROLLMENT (2015 - 16)

K-12 ENROLLMENT

3,073

ENROLLMENT BY GENDER

MALE	1,592	52%	FEMALE	1,481	48%
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ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
AMERICAN INDIAN OR ALASKA NATIVE	2	0%
BLACK OR AFRICAN AMERICAN	36	1%
HISPANIC OR LATINO	48	2%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	52	2%
WHITE	2,879	94%
MULTIRACIAL	56	2%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS	9	0%	STUDENTS WITH DISABILITIES	413	13%	ECONOMICALLY DISADVANTAGED	387	13%
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ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
K (FULL DAY)	205	7%
1ST GRADE	204	7%
2ND GRADE	209	7%
3RD GRADE	215	7%
4TH GRADE	226	7%
5TH GRADE	196	6%
6TH GRADE	249	8%
UNGRADED ELEMENTARY	9	0%
7TH GRADE	264	9%
8TH GRADE	250	8%
9TH GRADE	250	8%
10TH GRADE	251	8%
11TH GRADE	267	9%
12TH GRADE	265	9%
UNGRADED SECONDARY	13	0%

AVERAGE CLASS SIZE (2015 - 16)

GROUP	CLASS SIZE
COMMON BRANCH	21
GRADE 8 ENGLISH	22
GRADE 8 MATHEMATICS	22
GRADE 8 SCIENCE	22
GRADE 8 SOCIAL STUDIES	25
GRADE 10 ENGLISH	19
GRADE 10 MATHEMATICS	21
GRADE 10 SCIENCE	18
GRADE 10 SOCIAL STUDIES	20

FREE AND REDUCED-PRICE LUNCH (2015 - 16)

ELIGIBLE FOR FREE LUNCH	ELIGIBLE FOR REDUCED-PRICE LUNCH
250	108
8%	4%

STUDENT SUSPENSIONS (2014 - 15)

70	2%
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TEACHER TURNOVER RATE (2014-15 TO 2015-16)

TURNOVER RATE OF TEACHERS WITH FEWER THAN FIVE YEARS OF EXPERIENCE	TURNOVER RATE OF ALL TEACHERS
44%	7%

TEACHER QUALIFICATIONS (2015 - 16)

TOTAL TEACHERS	270
PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
PERCENT TEACHING OUT OF CERTIFICATE	0%
PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE	1%
PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE	17%
TOTAL NUMBER OF CORE CLASSES	606
PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS DISTRICT	606
TOTAL NUMBER OF CLASSES	964
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	1%

HIGH SCHOOL COMPLETERS (2015 - 16)

GROUP	COMPLETERS (GRADUATES + COMMENCEMENT CREDENTIALS)	GRADUATES (REGENTS + LOCAL DIPLOMAS)	REGENTS DIPLOMA
ALL STUDENTS	264	259	98%

GENERAL EDUCATION	232	232	231	100%
STUDENTS WITH DISABILITIES	32	32	28	88%

GROUP	REGENTS WITH ADVANCED DESIGNATION		REGENTS WITH CTE ENDORSEMENT		LOCAL DIPLOMAS		COMMENCEMENT CREDENTIALS	
ALL STUDENTS	152	58%	14	5%	5	2%	0	0%
GENERAL EDUCATION	149	64%	9	4%	1	0%	0	0%
STUDENTS WITH DISABILITIES	3	9%	5	16%	4	13%	0	0%

HIGH SCHOOL NON-COMPLETERS (2015 - 16)

GROUP	DROPPED OUT		ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM		TOTAL NONCOMPLETERS	
ALL STUDENTS	5	0%	2	0%	7	1%
GENERAL EDUCATION	-	-	-	-	-	-
STUDENTS WITH DISABILITIES						

POST-GRADUATION PLANS OF COMPLETERS (2015 - 16)

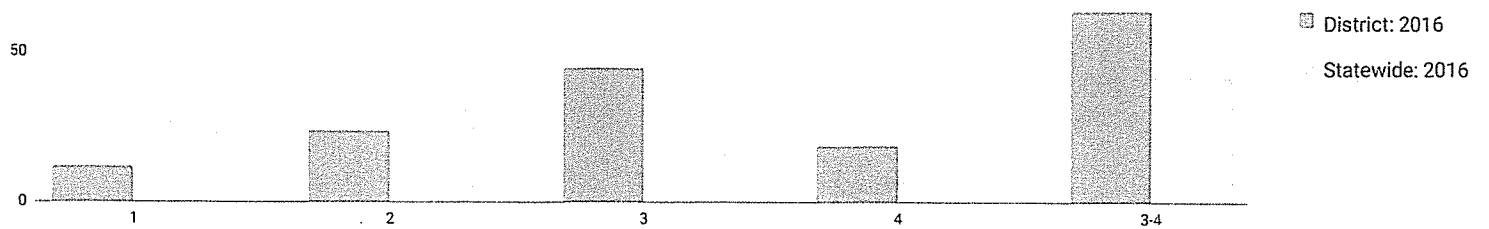
GROUP	TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
ALL STUDENTS	141	53%	85	32%	4	2%	6	2%
GENERAL EDUCATION	135	58%	74	32%	2	1%	5	2%
STUDENTS WITH DISABILITIES	6	19%	11	34%	2	6%	1	3%

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

ALL STUDENTS	25	9%	0	0%	2	1%	1	0%
GENERAL EDUCATION	13	6%	0	0%	2	1%	1	0%
STUDENTS WITH DISABILITIES	12	38%	0	0%	0	0%	0	0%

GRADE 3 ENGLISH LANGUAGE ARTS

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



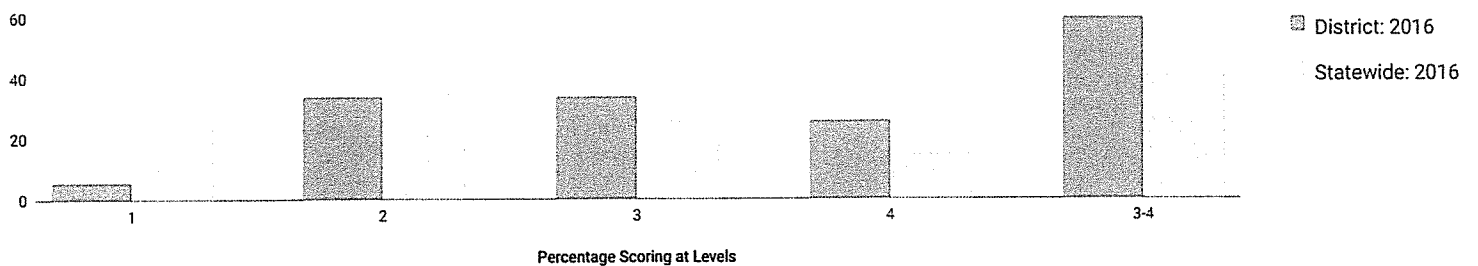
Percentage Scoring at Levels

MEAN SCORE: 327

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	180	64%	21	12%	44	24%	81	45%	34	19%
GENERAL EDUCATION	154	72%	9	6%	34	22%	77	50%	34	22%
STUDENTS WITH DISABILITIES	26	15%	12	46%	10	38%	4	15%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	3	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	5	40%	0	0%	3	60%	2	40%	0	0%
WHITE	166	64%	20	12%	39	23%	75	45%	32	19%
MULTIRACIAL	5	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	67%	1	11%	2	22%	4	44%	2	22%
FEMALE	95	73%	9	9%	17	18%	45	47%	24	25%
MALE	85	54%	12	14%	27	32%	36	42%	10	12%
NON-ENGLISH LANGUAGE LEARNERS	179	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	28	39%	9	32%	8	29%	8	29%	3	11%
NOT ECONOMICALLY DISADVANTAGED	152	68%	12	8%	36	24%	73	48%	31	20%
NOT MIGRANT	180	64%	21	12%	44	24%	81	45%	34	19%

GRADE 4 ENGLISH LANGUAGE ARTS

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



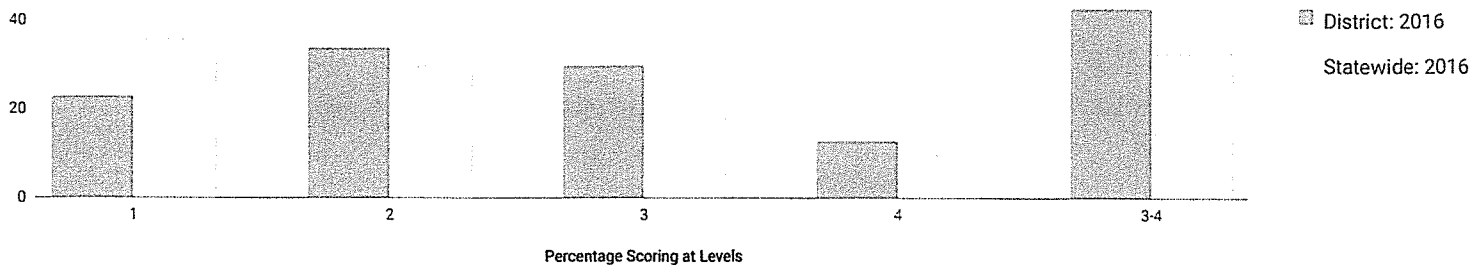
MEAN SCORE: 327

MEAN SCORE: 322

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	188	60%	12	6%	63	34%	64	34%	49	26%
GENERAL EDUCATION	170	66%	5	3%	53	31%	63	37%	49	29%
STUDENTS WITH DISABILITIES	18	6%	7	39%	10	56%	1	6%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	3	_%	-	-	-	-	-	-	-	-
WHITE	176	59%	12	7%	60	34%	57	32%	47	27%
MULTIRACIAL	5	80%	0	0%	1	20%	2	40%	2	40%
SMALL GROUP TOTAL	7	71%	0	0%	2	29%	5	71%	0	0%
FEMALE	92	64%	4	4%	29	32%	29	32%	30	33%
MALE	96	56%	8	8%	34	35%	35	36%	19	20%
NON-ENGLISH LANGUAGE LEARNERS	188	60%	12	6%	63	34%	64	34%	49	26%
ECONOMICALLY DISADVANTAGED	24	50%	2	8%	10	42%	7	29%	5	21%
NOT ECONOMICALLY DISADVANTAGED	164	62%	10	6%	53	32%	57	35%	44	27%
NOT MIGRANT	188	60%	12	6%	63	34%	64	34%	49	26%

GRADE 5 ENGLISH LANGUAGE ARTS

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



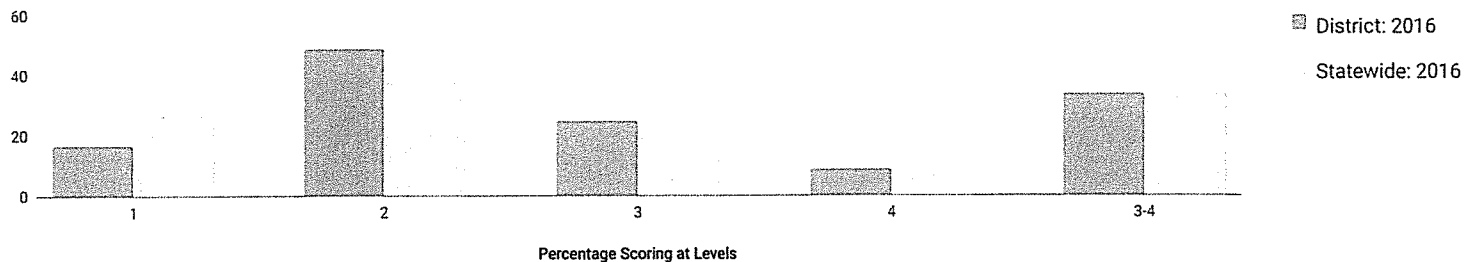
MEAN SCORE: 309

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
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ALL STUDENTS	151	43%	34	23%	52	34%	46	30%	19	13%
GENERAL EDUCATION	137	47%	26	19%	47	34%	45	33%	19	14%
STUDENTS WITH DISABILITIES	14	7%	8	57%	5	36%	1	7%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	139	43%	29	21%	50	36%	44	32%	16	12%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	12	42%	5	42%	2	17%	2	17%	3	25%
FEMALE	76	53%	13	17%	23	30%	28	37%	12	16%
MALE	75	33%	21	28%	29	39%	18	24%	7	9%
NON-ENGLISH LANGUAGE LEARNERS	150	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	17	29%	5	29%	7	41%	4	24%	1	6%
NOT ECONOMICALLY DISADVANTAGED	134	45%	29	22%	45	34%	42	31%	18	13%
NOT MIGRANT	151	43%	34	23%	52	34%	46	30%	19	13%

GRADE 6 ENGLISH LANGUAGE ARTS

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



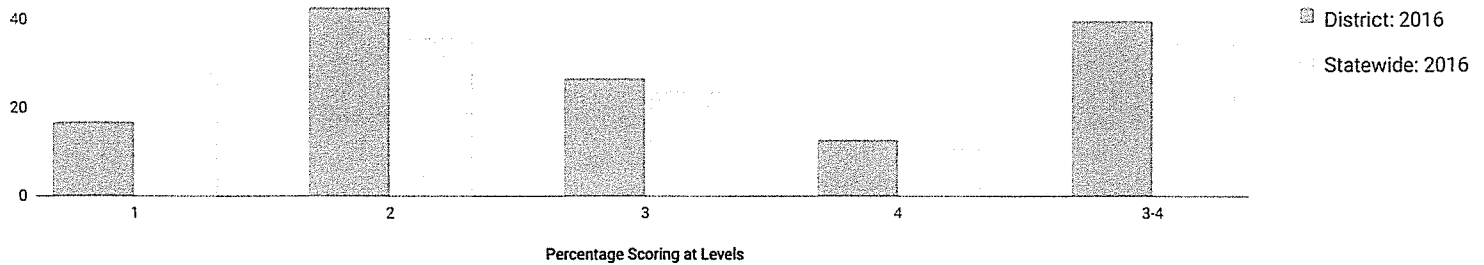
MEAN SCORE: 305

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	204	34%	35	17%	99	49%	51	25%	19	9%

GENERAL EDUCATION	182	38%	18	10%	94	52%	51	28%	19	10%
STUDENTS WITH DISABILITIES	22	0%	17	77%	5	23%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	5	20%	0	0%	4	80%	0	0%	1	20%
WHITE	191	35%	33	17%	92	48%	51	27%	15	8%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	8	38%	2	25%	3	38%	0	0%	3	38%
FEMALE	93	42%	12	13%	42	45%	26	28%	13	14%
MALE	111	28%	23	21%	57	51%	25	23%	6	5%
NON-ENGLISH LANGUAGE LEARNERS	204	34%	35	17%	99	49%	51	25%	19	9%
ECONOMICALLY DISADVANTAGED	26	27%	7	27%	12	46%	5	19%	2	8%
NOT ECONOMICALLY DISADVANTAGED	178	35%	28	16%	87	49%	46	26%	17	10%
NOT MIGRANT	204	34%	35	17%	99	49%	51	25%	19	9%

GRADE 7 ENGLISH LANGUAGE ARTS

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



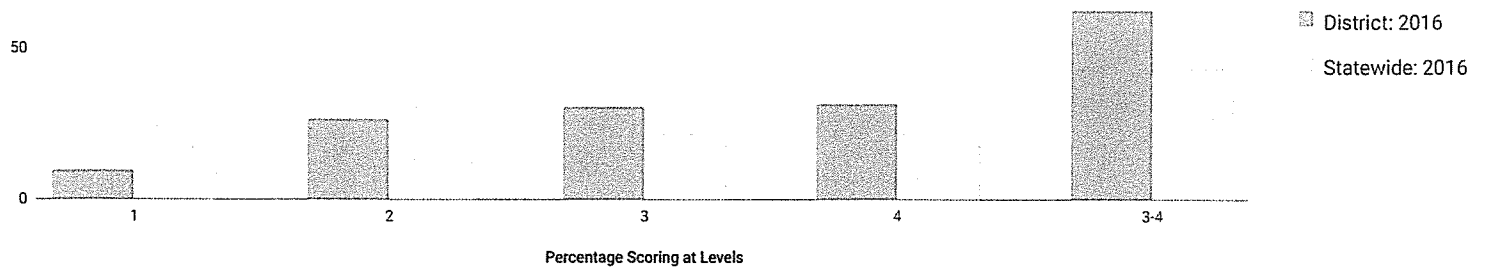
MEAN SCORE: 311

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	207	40%	35	17%	89	43%	56	27%	27	13%
GENERAL EDUCATION	185	42%	24	13%	83	45%	51	28%	27	15%
STUDENTS WITH DISABILITIES	22	23%	11	50%	6	27%	5	23%	0	0%

HISPANIC OR LATINO	2	%	-	-	-	-	-	-	-	-
WHITE	184	46%	30	16%	70	38%	55	30%	29	16%
MULTIRACIAL	2	%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	40%	0	0%	3	60%	2	40%	0	0%
FEMALE	90	57%	6	7%	33	37%	33	37%	18	20%
MALE	105	37%	25	24%	41	39%	27	26%	12	11%
NON-ENGLISH LANGUAGE LEARNERS	195	46%	31	16%	74	38%	60	31%	30	15%
ECONOMICALLY DISADVANTAGED	20	30%	3	15%	11	55%	4	20%	2	10%
NOT ECONOMICALLY DISADVANTAGED	175	48%	28	16%	63	36%	56	32%	28	16%
NOT MIGRANT	195	46%	31	16%	74	38%	60	31%	30	15%

GRADE 3 MATHEMATICS

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



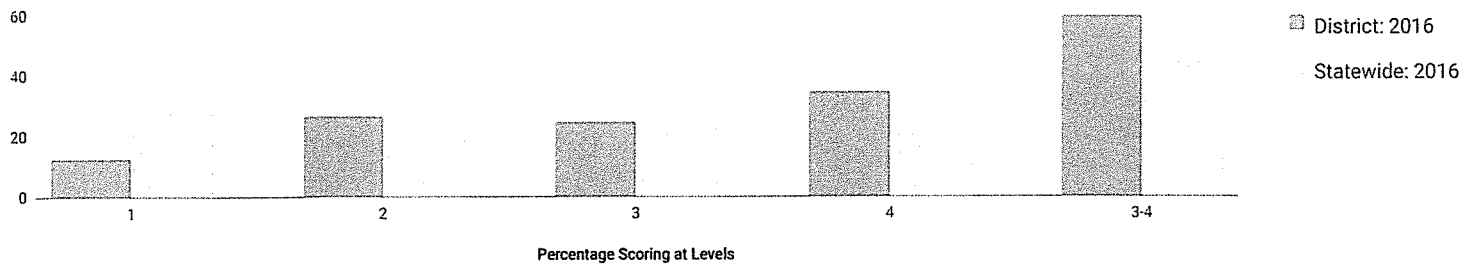
MEAN SCORE: 324

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	176	63%	18	10%	47	27%	55	31%	56	32%
GENERAL EDUCATION	151	71%	5	3%	39	26%	51	34%	56	37%
STUDENTS WITH DISABILITIES	25	16%	13	52%	8	32%	4	16%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	3	%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	5	40%	1	20%	2	40%	1	20%	1	20%
WHITE	164	63%	16	10%	45	27%	51	31%	52	32%

MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	86%	1	14%	0	0%	3	43%	3	43%
FEMALE	93	72%	8	9%	18	19%	37	40%	30	32%
MALE	83	53%	10	12%	29	35%	18	22%	26	31%
NON-ENGLISH LANGUAGE LEARNERS	175	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	24	50%	7	29%	5	21%	8	33%	4	17%
NOT ECONOMICALLY DISADVANTAGED	152	65%	11	7%	42	28%	47	31%	52	34%
NOT MIGRANT	176	63%	18	10%	47	27%	55	31%	56	32%

GRADE 4 MATHEMATICS

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



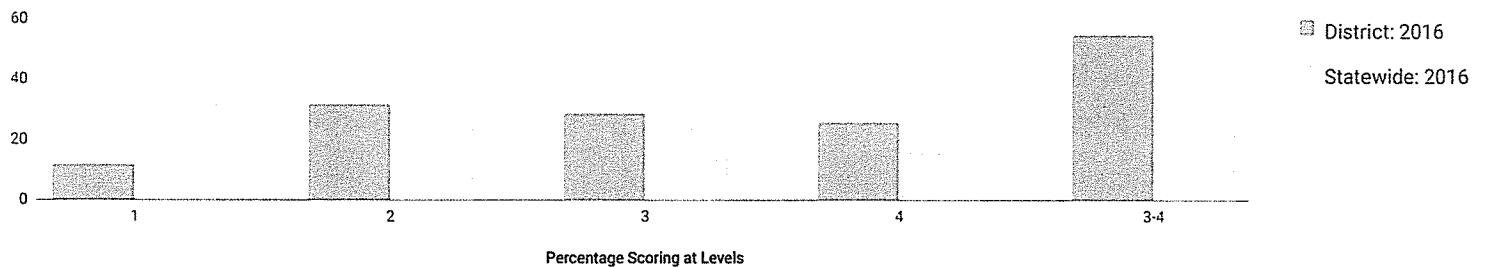
MEAN SCORE: 321

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	187	60%	24	13%	51	27%	46	25%	66	35%
GENERAL EDUCATION	169	64%	14	8%	47	28%	44	26%	64	38%
STUDENTS WITH DISABILITIES	18	22%	10	56%	4	22%	2	11%	2	11%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	3	_%	-	-	-	-	-	-	-	-
WHITE	175	61%	23	13%	46	26%	43	25%	63	36%
MULTIRACIAL	5	60%	0	0%	2	40%	2	40%	1	20%
SMALL GROUP TOTAL	7	43%	1	14%	3	43%	1	14%	2	29%

SMALL GROUP TOTAL		75%	1	17%	2	75%	1	17%	4	17%
FEMALE	92	60%	15	16%	22	24%	24	26%	31	34%
MALE	95	60%	9	9%	29	31%	22	23%	35	37%
NON-ENGLISH LANGUAGE LEARNERS	187	60%	24	13%	51	27%	46	25%	66	35%
ECONOMICALLY DISADVANTAGED	24	38%	3	13%	12	50%	4	17%	5	21%
NOT ECONOMICALLY DISADVANTAGED	163	63%	21	13%	39	24%	42	26%	61	37%
NOT MIGRANT	187	60%	24	13%	51	27%	46	25%	66	35%

GRADE 5 MATHEMATICS

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



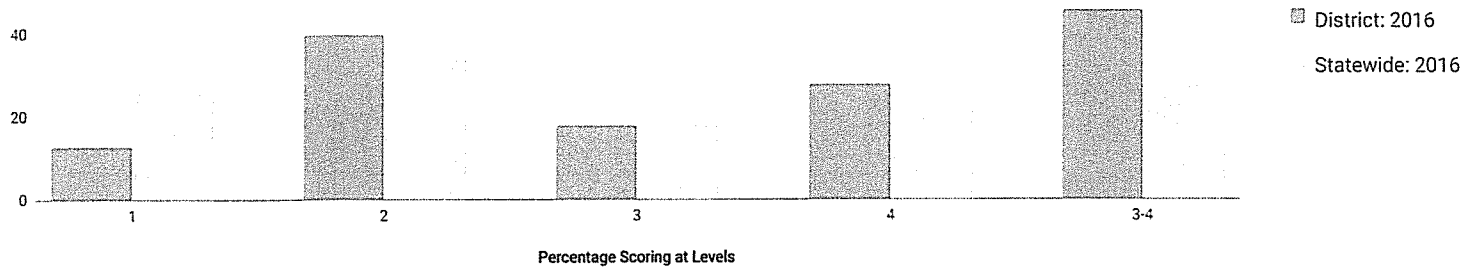
MEAN SCORE: 325

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	157	55%	19	12%	51	32%	46	29%	41	26%
GENERAL EDUCATION	142	59%	15	11%	43	30%	44	31%	40	28%
STUDENTS WITH DISABILITIES	15	20%	4	27%	8	53%	2	13%	1	7%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	145	55%	19	13%	46	32%	43	30%	37	26%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	12	58%	0	0%	5	42%	3	25%	4	33%
FEMALE	78	50%	7	9%	32	41%	21	27%	18	23%
MALE	79	59%	12	15%	19	24%	25	31%	23	29%

MALE	17	61%	12	15%	17	49%	23	32%	23	47%
NON-ENGLISH LANGUAGE LEARNERS	156	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	20	50%	2	10%	8	40%	7	35%	3	15%
NOT ECONOMICALLY DISADVANTAGED	137	56%	17	12%	43	31%	39	28%	38	28%
NOT MIGRANT	157	55%	19	12%	51	32%	46	29%	41	26%

GRADE 6 MATHEMATICS

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



MEAN SCORE: 317

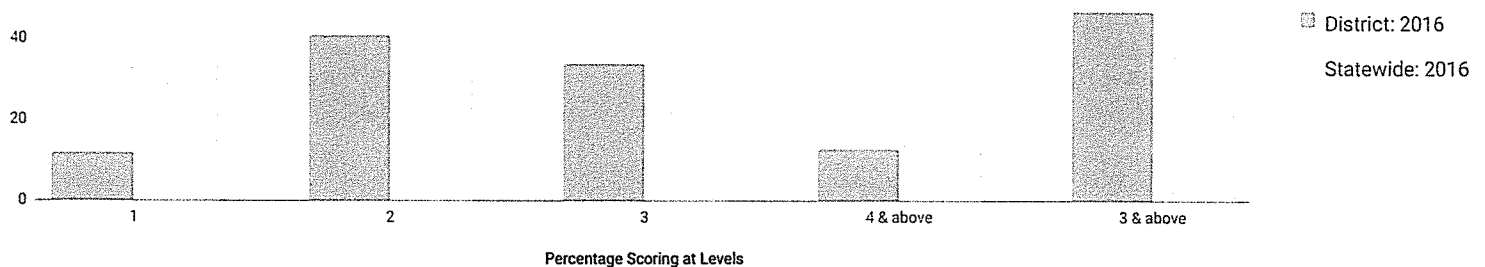
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	203	46%	27	13%	82	40%	37	18%	57	28%
GENERAL EDUCATION	181	51%	17	9%	72	40%	35	19%	57	31%
STUDENTS WITH DISABILITIES	22	9%	10	45%	10	45%	2	9%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	5	20%	0	0%	4	80%	0	0%	1	20%
WHITE	190	47%	26	14%	75	39%	37	19%	52	27%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	8	50%	1	13%	3	38%	0	0%	4	50%
FEMALE	93	46%	14	15%	36	39%	17	18%	26	28%
MALE	110	46%	13	12%	46	42%	20	18%	31	28%
NON-ENGLISH LANGUAGE LEARNERS	203	46%	27	13%	82	40%	37	18%	57	28%

ECONOMICALLY DISADVANTAGED	26	38%	7	27%	9	35%	7	27%	3	12%
NOT ECONOMICALLY DISADVANTAGED	177	47%	20	11%	73	41%	30	17%	54	31%
NOT MIGRANT	203	46%	27	13%	82	40%	37	18%	57	28%

GRADE 7 MATHEMATICS

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

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



MEAN SCORE: 319

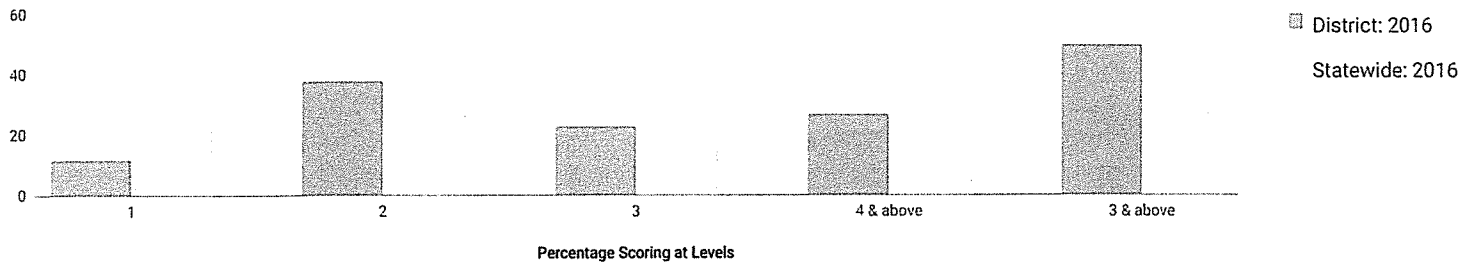
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	201	47%	25	12%	82	41%	68	34%	26	13%
GENERAL EDUCATION	180	50%	17	9%	73	41%	65	36%	25	14%
STUDENTS WITH DISABILITIES	21	19%	8	38%	9	43%	3	14%	1	5%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	4	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	186	48%	24	13%	73	39%	66	35%	23	12%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	15	33%	1	7%	9	60%	2	13%	3	20%
FEMALE	113	50%	14	12%	42	37%	43	38%	14	12%

MALE	88	42%	11	13%	40	45%	25	28%	12	14%
NON-ENGLISH LANGUAGE LEARNERS	200	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	26	42%	5	19%	10	38%	9	35%	2	8%
NOT ECONOMICALLY DISADVANTAGED	175	47%	20	11%	72	41%	59	34%	24	14%
NOT MIGRANT	201	47%	25	12%	82	41%	68	34%	26	13%

GRADE 8 MATHEMATICS

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

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



MEAN SCORE: 306

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	145	33%	23	16%	74	51%	44	30%	4	3%
GENERAL EDUCATION	127	37%	13	10%	67	53%	43	34%	4	3%
STUDENTS WITH DISABILITIES	18	6%	10	56%	7	39%	1	6%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL...	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	136	32%	21	15%	71	52%	40	29%	4	3%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	44%	2	22%	3	33%	4	44%	0	0%
FEMALE	67	34%	7	10%	37	55%	22	33%	1	1%
MALE	78	32%	16	21%	37	47%	22	28%	3	4%
NON-ENGLISH LANGUAGE LEARNERS	145	33%	23	16%	74	51%	44	30%	4	3%

ECONOMICALLY DISADVANTAGED	15	13%	5	33%	8	53%	2	13%	0	0%
NOT ECONOMICALLY DISADVANTAGED	130	35%	18	14%	66	51%	42	32%	4	3%
NOT MIGRANT	145	33%	23	16%	74	51%	44	30%	4	3%

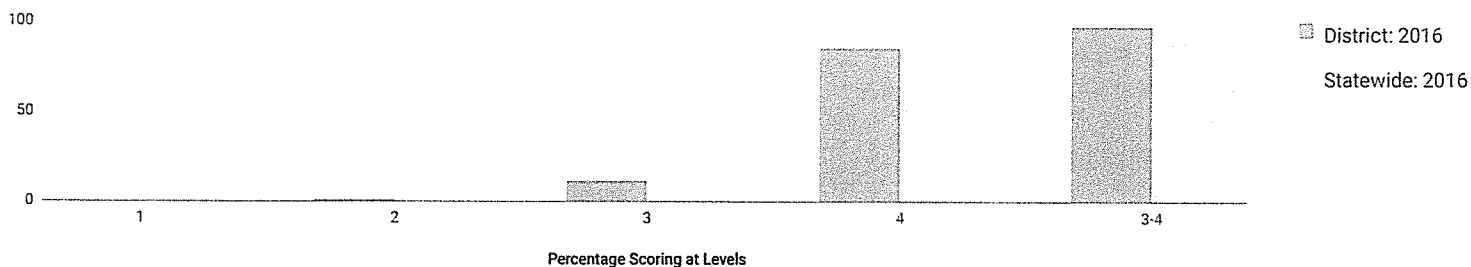
GRADE 8 STUDENTS TAKING A REGENTS MATH TEST

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	49	0	0%	0	0%	0	0%	49	100%	49	100%

GRADE 4 SCIENCE

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



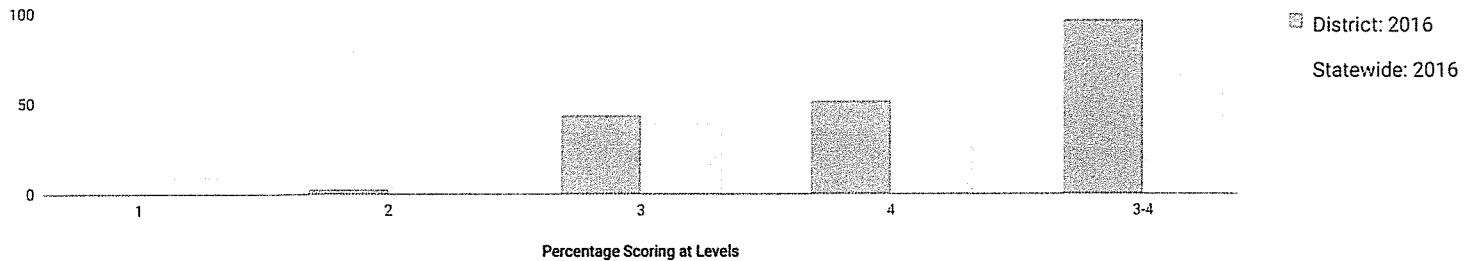
MEAN SCORE: 91

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	202	98%	1	0%	3	1%	24	12%	174	86%
GENERAL EDUCATION	180	99%	0	0%	1	1%	16	9%	163	91%
STUDENTS WITH DISABILITIES	22	86%	1	5%	2	9%	8	36%	11	50%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	188	98%	1	1%	3	2%	22	12%	162	86%
MULTIRACIAL	6	100%	0	0%	0	0%	1	17%	5	83%
SMALL GROUP TOTAL	8	100%	0	0%	0	0%	1	13%	7	88%
FEMALE	100	99%	0	0%	1	1%	12	12%	87	87%
MALE	102	97%	1	1%	2	2%	12	12%	87	85%
NON-ENGLISH LANGUAGE LEARNERS	202	98%	1	0%	3	1%	24	12%	174	86%
ECONOMICALLY DISADVANTAGED	25	96%	0	0%	1	4%	4	16%	20	80%
NOT ECONOMICALLY DISADVANTAGED	177	98%	1	1%	2	1%	20	11%	154	87%
NOT MIGRANT	202	98%	1	0%	3	1%	24	12%	174	86%

GRADE 8 SCIENCE

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

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



MEAN SCORE: 82

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	179	96%	1	1%	6	3%	90	50%	82	46%
GENERAL EDUCATION	160	97%	0	0%	5	3%	75	47%	80	50%
STUDENTS WITH DISABILITIES	19	89%	1	5%	1	5%	15	79%	2	11%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL...	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	3	_%	-	-	-	-	-	-	-	-
WHITE	169	96%	1	1%	6	4%	83	49%	79	47%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	10	100%	0	0%	0	0%	7	70%	3	30%
FEMALE	87	97%	0	0%	3	3%	42	48%	42	48%
MALE	92	96%	1	1%	3	3%	48	52%	40	43%
NON-ENGLISH LANGUAGE LEARNERS	179	96%	1	1%	6	3%	90	50%	82	46%
ECONOMICALLY DISADVANTAGED	19	95%	0	0%	1	5%	14	74%	4	21%
NOT ECONOMICALLY DISADVANTAGED	160	96%	1	1%	5	3%	76	48%	78	49%
NOT MIGRANT	179	96%	1	1%	6	3%	90	50%	82	46%

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	25	100%	0	0%	0	0%	25	100%

STATEWIDE RESULTS ON THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS: NAEP (2014 - 15)

GRADE: 4 READING

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

MATHEMATICS

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

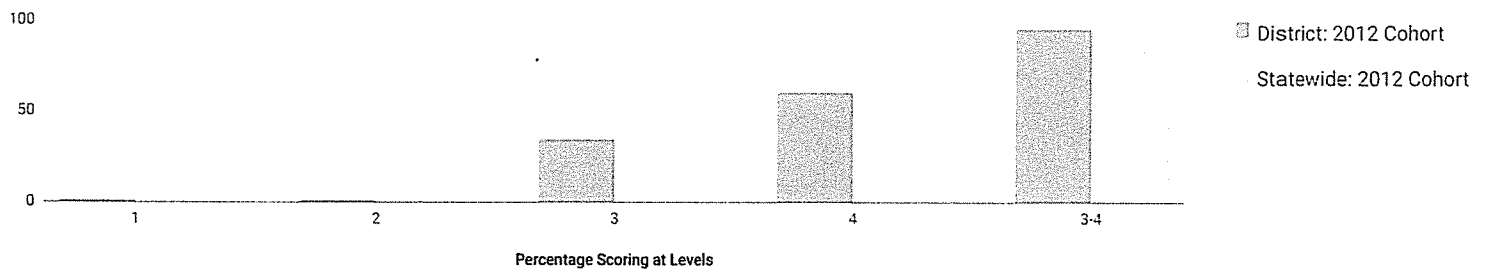
GRADE: 8 READING

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

MATHEMATICS

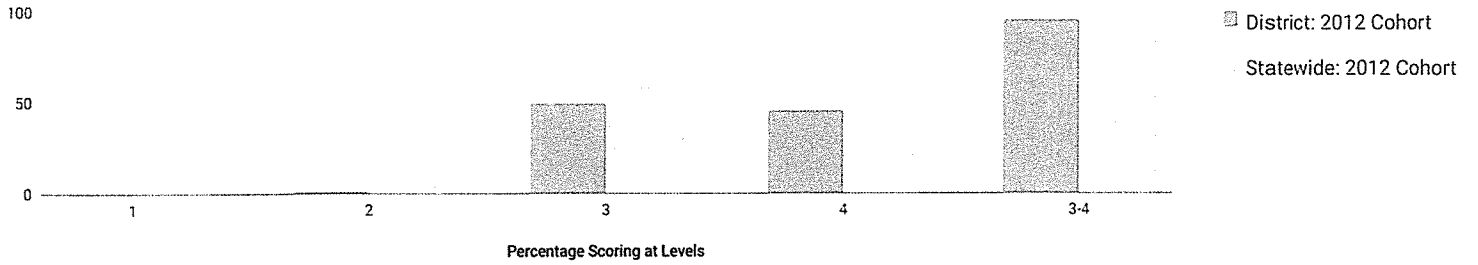
GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RA...
ALL STUDENTS	31%	38%	24%	7%	
AMERICAN INDIAN OR ALAS...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIA...	18%	30%	33%	19%	
BLACK OR AFRICAN AMERIC...	48%	37%	13%	2%	
HISPANIC OR LATINO	41%	40%	16%	3%	
WHITE	20%	40%	31%	9%	
MULTIRACIAL	*%	*%	*%	*%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

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



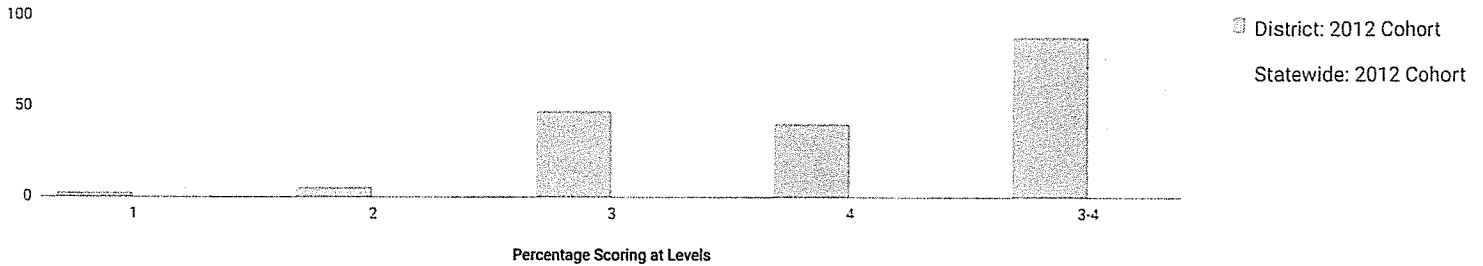
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	271	96%	2	1%	3	1%	96	35%	164	61%
GENERAL EDUCATION	237	98%	1	0%	0	0%	73	31%	160	68%
STUDENTS WITH DISABILITIES	34	79%	1	3%	3	9%	23	68%	4	12%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	5	100%	0	0%	0	0%	2	40%	3	60%
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	259	96%	2	1%	3	1%	87	34%	161	62%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	100%	0	0%	0	0%	7	100%	0	0%
FEMALE	136	96%	1	1%	1	1%	41	30%	89	65%
MALE	135	96%	1	1%	2	1%	55	41%	75	56%
NON-ENGLISH LANGUAGE LEARNERS	271	96%	2	1%	3	1%	96	35%	164	61%
ECONOMICALLY DISADVANTAGED	37	84%	1	3%	3	8%	19	51%	12	32%
NOT ECONOMICALLY DISADVANTAGED	234	98%	1	0%	0	0%	77	33%	152	65%
NOT MIGRANT	271	96%	2	1%	3	1%	96	35%	164	61%

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



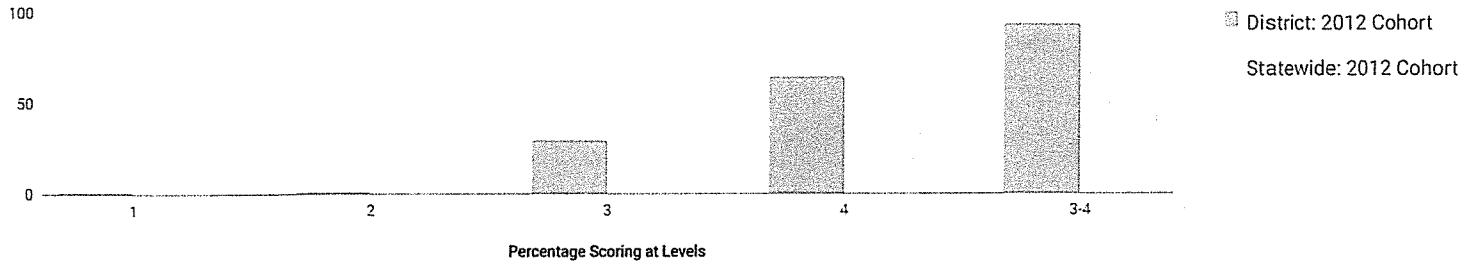
GROUP	TOTAL TESTED	PROFICIENT	Percentage Scoring at Levels							
			LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	271	96%	0	0%	4	1%	135	50%	126	46%
GENERAL EDUCATION	237	99%	0	0%	1	0%	111	47%	123	52%
STUDENTS WITH DISABILITIES	34	79%	0	0%	3	9%	24	71%	3	9%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	5	100%	0	0%	0	0%	4	80%	1	20%
BLACK OR AFRICAN AMERICAN	2	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	0%	-	-	-	-	-	-	-	-
WHITE	259	96%	0	0%	4	2%	124	48%	125	48%
MULTIRACIAL	3	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	100%	0	0%	0	0%	7	100%	0	0%
FEMALE	136	96%	0	0%	3	2%	59	43%	71	52%
MALE	135	97%	0	0%	1	1%	76	56%	55	41%
NON-ENGLISH LANGUAGE LEARNERS	271	96%	0	0%	4	1%	135	50%	126	46%
ECONOMICALLY DISADVANTAGED	37	86%	0	0%	4	11%	28	76%	4	11%
NOT ECONOMICALLY DISADVANTAGED	234	98%	0	0%	0	0%	107	46%	122	52%
NOT MIGRANT	271	96%	0	0%	4	1%	135	50%	126	46%

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



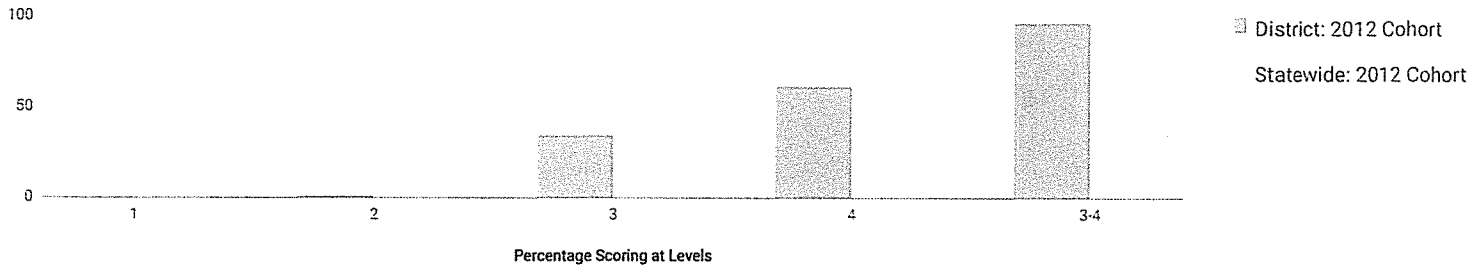
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	271	89%	8	3%	15	6%	130	48%	110	41%
GENERAL EDUCATION	237	94%	4	2%	6	3%	114	48%	109	46%
STUDENTS WITH DISABILITIES	34	50%	4	12%	9	26%	16	47%	1	3%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	5	80%	0	0%	1	20%	2	40%	2	40%
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	259	89%	8	3%	13	5%	122	47%	108	42%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	86%	0	0%	1	14%	6	86%	0	0%
FEMALE	136	88%	5	4%	7	5%	66	49%	53	39%
MALE	135	90%	3	2%	8	6%	64	47%	57	42%
NON-ENGLISH LANGUAGE LEARNERS	271	89%	8	3%	15	6%	130	48%	110	41%
ECONOMICALLY DISADVANTAGED	37	70%	4	11%	5	14%	22	59%	4	11%
NOT ECONOMICALLY DISADVANTAGED	234	91%	4	2%	10	4%	108	46%	106	45%
NOT MIGRANT	271	89%	8	3%	15	6%	130	48%	110	41%

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	271	94%	4	1%	3	1%	81	30%	175	65%
GENERAL EDUCATION	237	97%	0	0%	2	1%	57	24%	174	73%
STUDENTS WITH DISABILITIES	34	74%	4	12%	1	3%	24	71%	1	3%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF..	5	60%	0	0%	1	20%	1	20%	2	40%
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	259	95%	4	2%	2	1%	76	29%	170	66%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	100%	0	0%	0	0%	4	57%	3	43%
FEMALE	136	93%	2	1%	3	2%	38	28%	88	65%
MALE	135	96%	2	1%	0	0%	43	32%	87	64%
NON-ENGLISH LANGUAGE LEARNERS	271	94%	4	1%	3	1%	81	30%	175	65%
ECONOMICALLY DISADVANTAGED	37	78%	4	11%	1	3%	18	49%	11	30%
NOT ECONOMICALLY DISADVANTAGED	234	97%	0	0%	2	1%	63	27%	164	70%
NOT MIGRANT	271	94%	4	1%	3	1%	81	30%	175	65%

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	271	97%	1	0%	2	1%	95	35%	168	62%
GENERAL EDUCATION	237	99%	0	0%	0	0%	73	31%	162	68%
STUDENTS WITH DISABILITIES	34	82%	1	3%	2	6%	22	65%	6	18%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	5	100%	0	0%	0	0%	2	40%	3	60%
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	259	97%	1	0%	2	1%	88	34%	163	63%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	100%	0	0%	0	0%	5	71%	2	29%
FEMALE	136	96%	0	0%	1	1%	52	38%	79	58%
MALE	135	98%	1	1%	1	1%	43	32%	89	66%
NON-ENGLISH LANGUAGE LEARNERS	271	97%	1	0%	2	1%	95	35%	168	62%
ECONOMICALLY DISADVANTAGED	37	95%	0	0%	1	3%	24	65%	11	30%
NOT ECONOMICALLY DISADVANTAGED	234	97%	1	0%	1	0%	71	30%	157	67%
NOT MIGRANT	271	97%	1	0%	2	1%	95	35%	168	62%

Regents Examination Results (2015 - 16)

COMPREHENSIVE ENGLISH

REGENTS COMPREHENSIVE ENGLISH

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	7	6	86%	5	71%	0	0%
GENERAL EDUCATION	5	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	1	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
WHITE	5	-	-	-	-	-	-
SMALL GROUP TOTAL	7	6	86%	5	71%	0	0%
FEMALE	3	-	-	-	-	-	-
MALE	4	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	7	6	86%	5	71%	0	0%
NOT ECONOMICALLY DISADVANTAGED	7	6	86%	5	71%	0	0%
NOT MIGRANT	7	6	86%	5	71%	0	0%

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	274	3	1%	9	3%	41	15%	46	17%	175	64%
GENERAL EDUCATION	245	1	0%	3	1%	26	11%	43	18%	172	70%
STUDENTS WITH DISABILITIES	29	2	7%	6	21%	15	52%	3	10%	3	10%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	7	0	0%	0	0%	0	0%	1	14%	6	86%
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	-	-	-	-	-	-	-	-	-	-
WHITE	261	3	1%	8	3%	39	15%	45	17%	166	64%
SMALL GROUP TOTAL	6	0	0%	1	17%	2	33%	0	0%	3	50%
FEMALE	123	0	0%	0	0%	18	15%	22	18%	83	67%
MALE	151	3	2%	9	6%	23	15%	24	16%	92	61%
NON-ENGLISH LANGUAGE LEARNERS	274	3	1%	9	3%	41	15%	46	17%	175	64%
ECONOMICALLY DISADVANTAGED	21	1	5%	1	5%	8	38%	3	14%	8	38%
NOT ECONOMICALLY DISADVANTAGED	253	2	1%	8	3%	33	13%	43	17%	167	66%
NOT MIGRANT	274	3	1%	9	3%	41	15%	46	17%	175	64%

GEOMETRY

REGENTS GEOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	5	4	80%	4	80%	0	0%
GENERAL EDUCATION	4	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-	-
WHITE	5	4	80%	4	80%	0	0%
FEMALE	2	-	-	-	-	-	-
MALE	3	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	5	4	80%	4	80%	0	0%
NOT ECONOMICALLY DISADVANTAGED	5	4	80%	4	80%	0	0%
NOT MIGRANT	5	4	80%	4	80%	0	0%

ALGEBRA 2/TRIGONOMETRY

REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	38	30	79%	24	63%	6	16%
GENERAL EDUCATION	36	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	1	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	34	-	-	-	-	-	-
MULTIRACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	38	30	79%	24	63%	6	16%
FEMALE	15	13	87%	9	60%	1	7%
MALE	23	17	74%	15	65%	5	22%
NON-ENGLISH LANGUAGE LEARNERS	38	30	79%	24	63%	6	16%
ECONOMICALLY DISADVANTAGED	2	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	36	-	-	-	-	-	-
NOT MIGRANT	38	30	79%	24	63%	6	16%

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
ALL STUDENTS	264	10 4%	9 3%	72 27%	83 31%	90 34%
GENERAL EDUCATION	226	1 0%	2 1%	55 24%	80 35%	88 39%
STUDENTS WITH DISABILITIES	38	9 24%	7 18%	17 45%	3 8%	2 5%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	8	0 0%	1 13%	1 13%	2 25%	4 50%
BLACK OR AFRICAN AMERICAN	4	- -	- -	- -	- -	- -
HISPANIC OR LATINO	5	- -	- -	- -	- -	- -
WHITE	241	9 4%	4 2%	65 27%	78 32%	85 35%
MULTIRACIAL	6	0 0%	1 17%	4 67%	1 17%	0 0%
SMALL GROUP TOTAL	9	1 11%	3 33%	2 22%	2 22%	1 11%
FEMALE	110	0 0%	2 2%	30 27%	36 33%	42 38%
MALE	154	10 6%	7 5%	42 27%	47 31%	48 31%
NON-ENGLISH LANGUAGE LEARNERS	264	10 4%	9 3%	72 27%	83 31%	90 34%
ECONOMICALLY DISADVANTAGED	34	5 15%	3 9%	12 35%	10 29%	4 12%
NOT ECONOMICALLY DISADVANTAGED	230	5 2%	6 3%	60 26%	73 32%	86 37%
NOT MIGRANT	264	10 4%	9 3%	72 27%	83 31%	90 34%

GEOMETRY (COMMON CORE)

GEOMETRY (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
ALL STUDENTS	187	0 0%	13 7%	91 49%	36 19%	47 25%
GENERAL EDUCATION	182	0 0%	13 7%	87 48%	35 19%	47 26%
STUDENTS WITH DISABILITIES	5	0 0%	0 0%	4 80%	1 20%	0 0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	1	- -	- -	- -	- -	- -
BLACK OR AFRICAN AMERICAN	1	- -	- -	- -	- -	- -
HISPANIC OR LATINO	2	- -	- -	- -	- -	- -
WHITE	183	- -	- -	- -	- -	- -
SMALL GROUP TOTAL	187	0 0%	13 7%	91 49%	36 19%	47 25%
FEMALE	98	0 0%	8 8%	42 43%	23 23%	25 26%
MALE	89	0 0%	5 6%	49 55%	13 15%	22 25%
NON-ENGLISH LANGUAGE LEARNERS	187	0 0%	13 7%	91 49%	36 19%	47 25%
ECONOMICALLY DISADVANTAGED	11	0 0%	1 9%	6 55%	3 27%	1 9%
NOT ECONOMICALLY DISADVANTAGED	176	0 0%	12 7%	85 48%	33 19%	46 26%
NOT MIGRANT	187	0 0%	13 7%	91 49%	36 19%	47 25%

ALGEBRA II (COMMON CORE)

ALGEBRA II (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	120	0	0%	0	0%	18	15%	65	54%	37	31%
GENERAL EDUCATION	117	-	-	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	-	-	-	-	-	-	-	-	-	-
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	4	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	-	-	-	-	-	-	-	-	-	-
WHITE	113	0	0%	0	0%	17	15%	60	53%	36	32%
SMALL GROUP TOTAL	7	0	0%	0	0%	1	14%	5	71%	1	14%
FEMALE	57	0	0%	0	0%	12	21%	27	47%	18	32%
MALE	63	0	0%	0	0%	6	10%	38	60%	19	30%
NON-ENGLISH LANGUAGE LEARNERS	120	0	0%	0	0%	18	15%	65	54%	37	31%
ECONOMICALLY DISADVANTAGED	2	-	-	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	118	-	-	-	-	-	-	-	-	-	-
NOT MIGRANT	120	0	0%	0	0%	18	15%	65	54%	37	31%

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	299	278	93%	248	83%	120	40%
GENERAL EDUCATION	247	244	99%	229	93%	119	48%
STUDENTS WITH DISABILITIES	52	34	65%	19	37%	1	2%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	3	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	4	-	-	-	-	-	-
HISPANIC OR LATINO	5	5	100%	4	80%	1	20%
WHITE	284	267	94%	238	84%	116	41%
MULTIRACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	10	6	60%	6	60%	3	30%
FEMALE	136	127	93%	112	82%	54	40%
MALE	163	151	93%	136	83%	66	40%
NON-ENGLISH LANGUAGE LEARNERS	299	278	93%	248	83%	120	40%
ECONOMICALLY DISADVANTAGED	39	32	82%	24	62%	3	8%
NOT ECONOMICALLY DISADVANTAGED	260	246	95%	224	86%	117	45%
NOT MIGRANT	299	278	93%	248	83%	120	40%

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED	55	65	85
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ALL STUDENTS	283	277	98%	267	94%	192	68%
GENERAL EDUCATION	249	249	100%	245	98%	184	74%
STUDENTS WITH DISABILITIES	34	28	82%	22	65%	8	24%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	7	7	100%	6	86%	6	86%
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-
HISPANIC OR LATINO	4	-	-	-	-	-	-
WHITE	268	262	98%	254	95%	181	68%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	8	8	100%	7	88%	5	63%
FEMALE	126	124	98%	121	96%	82	65%
MALE	157	153	97%	146	93%	110	70%
NON-ENGLISH LANGUAGE LEARNERS	283	277	98%	267	94%	192	68%
ECONOMICALLY DISADVANTAGED	23	19	83%	17	74%	7	30%
NOT ECONOMICALLY DISADVANTAGED	260	258	99%	250	96%	185	71%
NOT MIGRANT	283	277	98%	267	94%	192	68%

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	258	257	100%	255	99%	154	60%
GENERAL EDUCATION	215	215	100%	214	100%	147	68%
STUDENTS WITH DISABILITIES	43	42	98%	41	95%	7	16%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	8	8	100%	7	88%	5	63%
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-
HISPANIC OR LATINO	3	-	-	-	-	-	-
WHITE	238	237	100%	236	99%	146	61%
MULTIRACIAL	7	7	100%	7	100%	2	29%
SMALL GROUP TOTAL	5	5	100%	5	100%	1	20%
FEMALE	115	115	100%	113	98%	62	54%
MALE	143	142	99%	142	99%	92	64%
NON-ENGLISH LANGUAGE LEARNERS	258	257	100%	255	99%	154	60%
ECONOMICALLY DISADVANTAGED	37	36	97%	36	97%	13	35%
NOT ECONOMICALLY DISADVANTAGED	221	221	100%	219	99%	141	64%
NOT MIGRANT	258	257	100%	255	99%	154	60%

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	248	243	98%	227	92%	161	65%
GENERAL EDUCATION	221	221	100%	212	96%	156	71%

STUDENTS WITH DISABILITIES	27	22	81%	15	56%	5	19%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	2	-	-	-	-	-	-
HISPANIC OR LATINO	4	-	-	-	-	-	-
WHITE	239	234	98%	220	92%	157	66%
MULTIRACIAL	3	-	-	-	-	-	-
SMALL GROUP TOTAL	9	9	100%	7	78%	4	44%
FEMALE	115	113	98%	109	95%	80	70%
MALE	133	130	98%	118	89%	81	61%
NON-ENGLISH LANGUAGE LEARNERS	248	243	98%	227	92%	161	65%
ECONOMICALLY DISADVANTAGED	22	21	95%	19	86%	10	45%
NOT ECONOMICALLY DISADVANTAGED	226	222	98%	208	92%	151	67%
NOT MIGRANT	248	243	98%	227	92%	161	65%

PHYSICAL SETTING/CHEMISTRY

REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	184	184	100%	179	97%	69	38%
GENERAL EDUCATION	180	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	-	-	-	-	-	-
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	4	-	-	-	-	-	-
HISPANIC OR LATINO	3	-	-	-	-	-	-
WHITE	175	175	100%	170	97%	64	37%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	9	9	100%	9	100%	5	56%
FEMALE	88	88	100%	84	95%	37	42%
MALE	96	96	100%	95	99%	32	33%
NON-ENGLISH LANGUAGE LEARNERS	184	184	100%	179	97%	69	38%
ECONOMICALLY DISADVANTAGED	4	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	180	-	-	-	-	-	-
NOT MIGRANT	184	184	100%	179	97%	69	38%

PHYSICAL SETTING/PHYSICS

REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	99	97	98%	89	90%	33	33%
GENERAL EDUCATION	99	97	98%	89	90%	33	33%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	2	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-

STUDENTS WITH DISABILITIES	-	-	-	-	-	-	-
WHITE	96	-	-	-	-	-	-
SMALL GROUP TOTAL	99	97	98%	89	90%	33	33%
FEMALE	45	44	98%	38	84%	17	38%
MALE	54	53	98%	51	94%	16	30%
NON-ENGLISH LANGUAGE LEARNERS	99	97	98%	89	90%	33	33%
ECONOMICALLY DISADVANTAGED	5	4	80%	4	80%	1	20%
NOT ECONOMICALLY DISADVANTAGED	94	93	99%	85	90%	32	34%
NOT MIGRANT	99	97	98%	89	90%	33	33%

REGENTS COMPETENCY TEST RESULTS (2015 - 16)

GROUP	GLOBAL STUDIES
ALL STUDENTS	1
STUDENTS WITH DISABILITIES	1
WHITE	1
SMALL GROUP TOTAL	1
FEMALE	1
NON-ENGLISH LANGUAGE LEARNERS	1
NOT ECONOMICALLY DISADVANTAGED	1

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

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	1	_%	-	-	-	-
GRADE 5 MATH	1	_%	-	-	-	-
GRADE 6 ELA	3	_%	-	-	-	-
GRADE 6 MATH	3	_%	-	-	-	-

GRADE 7 ELA	3	%	-	-	-	-
GRADE 7 MATH	3	%	-	-	-	-
GRADE 8 ELA	2	%	-	-	-	-
GRADE 8 MATH	2	%	-	-	-	-
GRADE 8 SCIENCE	2	%	-	-	-	-
SECONDARY-LEVEL ELA	3	%	-	-	-	-
SECONDARY-LEVEL MATH	3	%	-	-	-	-
SECONDARY-LEVEL SCIENCE	3	%	-	-	-	-
SECONDARY-LEVEL SOCIAL STUDIES	3	%	-	-	-	-

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

KINDERGARTEN

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
ALL STUDENTS	2	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 1

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
ALL STUDENTS	4	-	-	-	-	-

GENERAL EDUCATION	2	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-

GRADE 3

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

GRADE 5

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

GRADE 7

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	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	2,843*	74%*	YES	1,118	134	101	101
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	20	—	—	15	—	—	—
HISPANIC OR LATINO	—	—	28	—	—	21	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	—	—	26	—	—	22	—	—	—
WHITE	NO	NO	2,647*	74%*	YES	1,040	134	116	116
MULTIRACIAL	—	—	26	—	—	20	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	382*	65%*	YES	142†	73†	64	64
LIMITED ENGLISH PROFICIENT	—	—	3	—	—	3	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	280*	40%*	YES	120	121	64	64

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	2,843*	74%*	1,118	134
NOT BLACK OR AFRICAN AMERICAN	2,802*	74%*	1,103	134
NOT HISPANIC OR LATINO	2,790*	74%*	1,097	134
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	2,790*	74%*	1,096	134
NOT WHITE	196*	77%*	78	135
NOT MULTIRACIAL	2,794*	74%*	1,098	134
GENERAL EDUCATION	2,461*	76%*	986	143
ENGLISH PROFICIENT	2,835*	74%*	1,115	134
NOT ECONOMICALLY DISADVANTAGED	2,463*	75%*	979	136
MALE	1,412*	75%*	564	121
FEMALE	1,431*	73%*	554	147
MIGRANT	0	—	0	—
NOT MIGRANT	2,843*	74%*	1,118	134

— 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	2,844*	73%*	YES	1,111	142	98	98
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	20	—	—	15	—	—	—
HISPANIC OR LATINO	—	—	28	—	—	22	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	—	—	26	—	—	22	—	—	—
WHITE	NO	NO	2,648*	73%*	YES	1,034	142	112	112
MULTIRACIAL	—	—	26	—	—	18	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	383*	64%*	YES	140†	84†	65	65
LIMITED ENGLISH PROFICIENT	—	—	3	—	—	3	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	382*	66%*	YES	138	125	82	82

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

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	2,844*	73%*	1,111	142
NOT BLACK OR AFRICAN AMERICAN	2,803*	72%*	1,096	142
NOT HISPANIC OR LATINO	2,791*	73%*	1,089	142
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	2,791*	73%*	1,089	142
NOT WHITE	196*	71%*	77	140
NOT MULTIRACIAL	2,795*	73%*	1,093	142
GENERAL EDUCATION	2,461*	74%*	981	150
ENGLISH PROFICIENT	2,836*	73%*	1,108	142
NOT ECONOMICALLY DISADVANTAGED	2,462*	74%*	973	144
MALE	1,413*	74%*	560	140
FEMALE	1,431*	71%*	551	144
MIGRANT	0	—	0	—
NOT MIGRANT	2,844*	73%*	1,111	142

— 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	485	85%	YES	403	197	182	182
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	5	—	—	4	—	—	—
HISPANIC OR LATINO	—	—	7	—	—	7	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	—	—	7	—	—	7	—	—	—
WHITE	YES	YES	457	84%	YES	377	197	188	188
MULTIRACIAL	—	—	9	—	—	8	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	115*	70%*	YES	48†	185†	157	157
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	YES	YES	58	84%	YES	48	196	166	166

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
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NOT AMERICAN INDIAN OR ALASKA NATIVE	485	85%	403	197
NOT BLACK OR AFRICAN AMERICAN	480	85%	399	197
NOT HISPANIC OR LATINO	478	84%	396	197
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	478	84%	396	197
NOT WHITE	28	—	26	—
NOT MULTIRACIAL	476	84%	395	197
GENERAL EDUCATION	423	86%	358	198
ENGLISH PROFICIENT	485	85%	403	197
NOT ECONOMICALLY DISADVANTAGED	427	85%	355	197
MALE	251	86%	210	196
FEMALE	234	83%	193	198
MIGRANT	0	—	0	—
NOT MIGRANT	485	85%	403	197

— 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: YES

GROUP	MADE AYP	TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	2012 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	266	100%	YES	262	182	167	167
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	1	—	—	2	—	—	—
HISPANIC OR LATINO	—	—	2	—	—	2	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	—	—	4	—	—	5	—	—	—
WHITE	YES	YES	256	100%	YES	250	183	176	176
MULTIRACIAL	—	—	3	—	—	3	—	—	—
STUDENTS WITH DISABILITIES	YES	—	34	—	YES	35†	131†	118	118
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	YES	—	33	—	YES	34	165	145	20

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

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2012 ACCOUNTABILITY COHORT MEMBERS	PI
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NOT AMERICAN INDIAN OR ALASKA NATIVE	266	100%	262	182
NOT BLACK OR AFRICAN AMERICAN	265	100%	260	182
NOT HISPANIC OR LATINO	264	100%	260	182
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	262	100%	257	182
NOT WHITE	10	—	12	—
NOT MULTIRACIAL	263	100%	259	183
GENERAL EDUCATION	232	100%	230	190
ENGLISH PROFICIENT	266	100%	262	182
NOT ECONOMICALLY DISADVANTAGED	233	100%	228	185
MALE	134	100%	131	178
FEMALE	132	100%	131	186
MIGRANT	0	—	0	—
NOT MIGRANT	266	100%	262	182

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

† 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	2012 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	266	100%	YES	262	170	152	152
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	1	—	—	2	—	—	—
HISPANIC OR LATINO	—	—	2	—	—	2	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	—	—	4	—	—	5	—	—	—
WHITE	YES	YES	256	100%	YES	250	172	163	163
MULTIRACIAL	—	—	3	—	—	3	—	—	—
STUDENTS WITH DISABILITIES	NO	—	34	—	NO	35†	106†	109	109
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	YES	—	33	—	YES	34	132	129	20

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

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2012 ACCOUNTABILITY COHORT MEMBERS	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	266	100%	262	170

NOT BLACK OR AFRICAN AMERICAN	265	100%	260	170
NOT HISPANIC OR LATINO	264	100%	260	170
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	262	100%	257	170
NOT WHITE	10	—	12	—
NOT MULTIRACIAL	263	100%	259	171
GENERAL EDUCATION	232	100%	230	179
ENGLISH PROFICIENT	266	100%	262	170
NOT ECONOMICALLY DISADVANTAGED	233	100%	228	176
MALE	134	100%	131	166
FEMALE	132	100%	131	175
MIGRANT	0	—	0	—
NOT MIGRANT	266	100%	262	170

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2012 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.
† 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	134	142	182	170	157
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	—	—	—	—	0
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	—	—	—	—	0
WHITE	134	142	183	172	158
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	73	84	131	106	99
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	121	125	165	132	136

— 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	—

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

FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

GROUP	MET GRADUATION-RATE CRITERION:	2011 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
▼ ALL STUDENTS	YES	288	97%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	—	3	—	—	—
HISPANIC OR LATINO	—	2	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	—	0	—	—	—
WHITE	YES	280	97%	80%	80%
MULTIRACIAL	—	2	—	—	—
STUDENTS WITH DISABILITIES	YES	32†	88%†	80%	80%
LIMITED ENGLISH PROFICIENT	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	23	—	—	—

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:	2010 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
ALL STUDENTS	YES	300	96%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	1	—	—	—
HISPANIC OR LATINO	—	3	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	—	7	—	—	—
WHITE	YES	289	96%	80%	80%
MULTIRACIAL	—	0	—	—	—
STUDENTS WITH DISABILITIES	YES	36†	83%†	80%	80%
LIMITED ENGLISH PROFICIENT	—	1	—	—	—
ECONOMICALLY DISADVANTAGED	—	26	—	—	—

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 COH...		FIVE-YEAR GRADUATION-RATE TOTAL COHO...	
	2011 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE
NOT AMERICAN INDIAN OR ALASKA NATIVE	287	97%	300	96%
NOT BLACK OR AFRICAN AMERICAN	285	97%	299	96%
NOT HISPANIC OR LATINO	286	97%	297	96%
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	288	97%	293	96%
NOT WHITE	8	—	11	—
NOT MULTIRACIAL	286	97%	300	96%
GENERAL EDUCATION	257	98%	268	98%
ENGLISH PROFICIENT	288	97%	299	96%
NOT ECONOMICALLY DISADVANTAGED	265	98%	274	97%
MALE	153	95%	142	95%
FEMALE	135	99%	158	97%
MIGRANT	0	—	0	—
NOT MIGRANT	288	97%	300	96%

— There were fewer than 30 students in the cohort.

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

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

REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (THIS DISTRICT)	56%
REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (STATEWIDE)	32%
PERCENTAGE IN THIS DISTRICT EXCEEDED STATEWIDE	YES
REGENTS DIPLOMA WITH CTE ENDORSEMENT (THIS DISTRICT)	7%
REGENTS DIPLOMA WITH CTE ENDORSEMENT (STATEWIDE)	5%
PERCENTAGE IN THIS DISTRICT EXCEEDED STATEWIDE	YES

BURNT HILLS-BALLSTON LAKE SR HS - SCHOOL REPORT CARD DATA [2015 - 16]

BURNT HILLS-BALLSTON LAKE SR HS ENROLLMENT (2015 - 16)

K-12 ENROLLMENT

1,041

ENROLLMENT BY GENDER

MALE	54%	480	FEMALE	46%
561				

ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
AMERICAN INDIAN OR ALASKA NATIVE	1	0%
BLACK OR AFRICAN AMERICAN	9	1%
HISPANIC OR LATINO	12	1%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	19	2%
WHITE	989	95%
MULTIRACIAL	11	1%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

STUDENTS WITH DISABILITIES

ECONOMICALLY DISADVANTAGED

139

13%

113

11%

ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
9TH GRADE	250	24%
10TH GRADE	251	24%
11TH GRADE	267	26%
12TH GRADE	265	25%
UNGRADED SECONDARY	8	1%

AVERAGE CLASS SIZE (2015 - 16)

GROUP	CLASS SIZE
GRADE 10 ENGLISH	19
GRADE 10 MATHEMATICS	21
GRADE 10 SCIENCE	18
GRADE 10 SOCIAL STUDIES	20

FREE AND REDUCED-PRICE LUNCH (2015 - 16)

ELIGIBLE FOR FREE LUNCH	ELIGIBLE FOR REDUCED-PRICE LUNCH
71	38
7%	4%

STUDENT SUSPENSIONS (2014 - 15)

50	5%
----	----

TEACHER QUALIFICATIONS (2015 - 16)

TOTAL TEACHERS	84
PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
PERCENT TEACHING OUT OF CERTIFICATE	1%
PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE	0%
PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE	17%
TOTAL NUMBER OF CORE CLASSES	252
PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS SCHOOL	252
TOTAL NUMBER OF CLASSES	413
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	1%

HIGH SCHOOL COMPLETERS (2015 - 16)

GROUP	COMPLETERS (GRADUATES + COMMENCEMENT CREDENTIALS)	GRADUATES (REGENTS + LOCAL DIPLOMAS)	REGENTS DIPLOMA
ALL STUDENTS	264	264	98%

GENERAL EDUCATION	232	232	231	100%
STUDENTS WITH DISABILITIES	32	32	28	88%

GROUP	REGENTS WITH ADVANCED DESIGNATION		REGENTS WITH CTE ENDORSEMENT		LOCAL DIPLOMAS		COMMENCEMENT CREDENTIALS	
ALL STUDENTS	152	58%	14	5%	5	2%	0	0%
GENERAL EDUCATION	149	64%	9	4%	1	0%	0	0%
STUDENTS WITH DISABILITIES	3	9%	5	16%	4	13%	0	0%

HIGH SCHOOL NON-COMPLETERS (2015 - 16)

GROUP	DROPPED OUT		ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM		TOTAL NONCOMPLETERS	
ALL STUDENTS	4	0%	2	0%	6	1%
GENERAL EDUCATION	-	-	-	-	-	-
STUDENTS WITH DISABILITIES						

POST-GRADUATION PLANS OF COMPLETERS (2015 - 16)

GROUP	TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
ALL STUDENTS	141	53%	85	32%	4	2%	6	2%
GENERAL EDUCATION	135	58%	74	32%	2	1%	5	2%
STUDENTS WITH DISABILITIES	6	19%	11	34%	2	6%	1	3%

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

ALL STUDENTS	25	9%	0	0%	2	1%	1	0%
GENERAL EDUCATION	13	6%	0	0%	2	1%	1	0%
STUDENTS WITH DISABILITIES	12	38%	0	0%	0	0%	0	0%

STATEWIDE RESULTS ON THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS: NAEP (2014 - 15)

GRADE: 4
READING

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RA...
ALL STUDENTS	32%	32%	27%	9%	
AMERICAN INDIAN OR ALAS...	%	%	%	%	

ASIAN OR NATIVE HAWAIIA...	20%	30%	33%	17%	
BLACK OR AFRICAN AMERIC...	48%	34%	15%	3%	
HISPANIC OR LATINO	44%	37%	17%	2%	
WHITE	20%	31%	37%	12%	
MULTIRACIAL	%	%	%	%	
STUDENTS WITH DISABILITL..	70%	22%	7%	1%	98
ENGLISH LANGUAGE LEARN...	74%	21%	4%	1%	88
ECONOMICALLY DISADVAN...	43%	36%	18%	3%	

MATHEMATICS

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

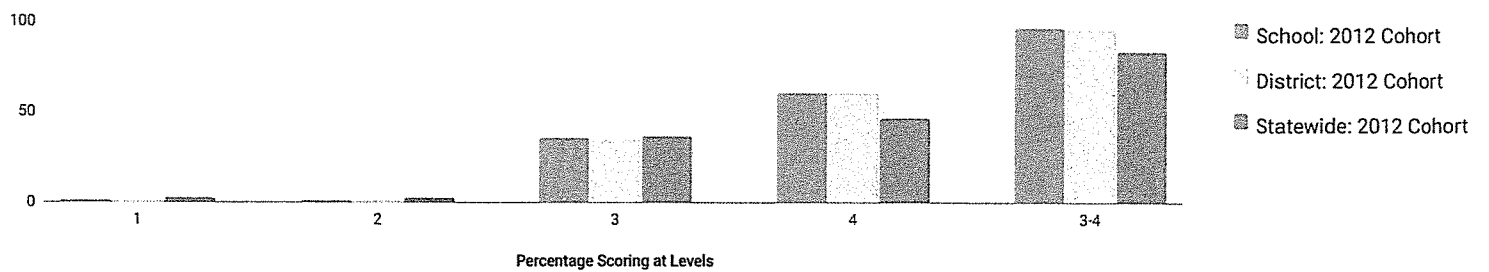
GRADE: 8 READING

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

MATHEMATICS

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

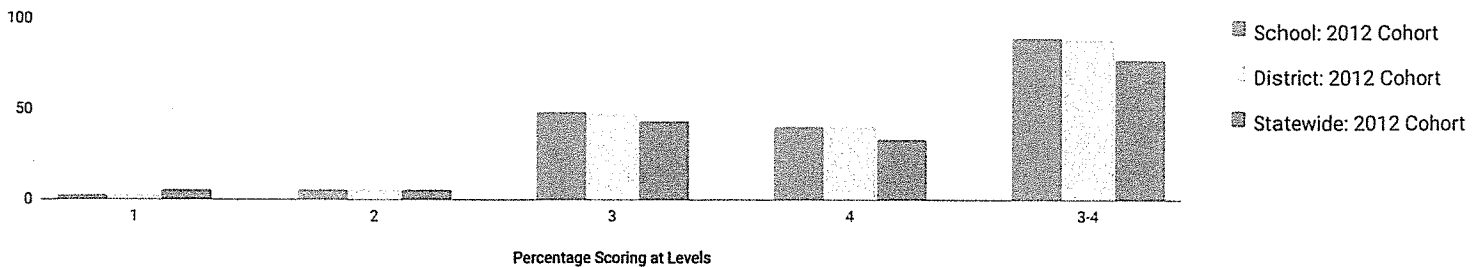
TOTAL COHORT RESULTS IN SECONDARY-LEVEL ENGLISH LANGUAGE ARTS AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	268	97%	2	3	96	164
GENERAL EDUCATION	237	98%	1	0	73	160
STUDENTS WITH DISABILITIES	31	87%	1	3	23	4

HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	256	97%	0	0%	4	2%	124	48%	125	49%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	100%	0	0%	0	0%	7	100%	0	0%
FEMALE	134	97%	0	0%	3	2%	59	44%	71	53%
MALE	134	98%	0	0%	1	1%	76	57%	55	41%
NON-ENGLISH LANGUAGE LEARNERS	268	97%	0	0%	4	1%	135	50%	126	47%
ECONOMICALLY DISADVANTAGED	37	86%	0	0%	4	11%	28	76%	4	11%
NOT ECONOMICALLY DISADVANTAGED	231	99%	0	0%	0	0%	107	46%	122	53%
NOT MIGRANT	268	97%	0	0%	4	1%	135	50%	126	47%

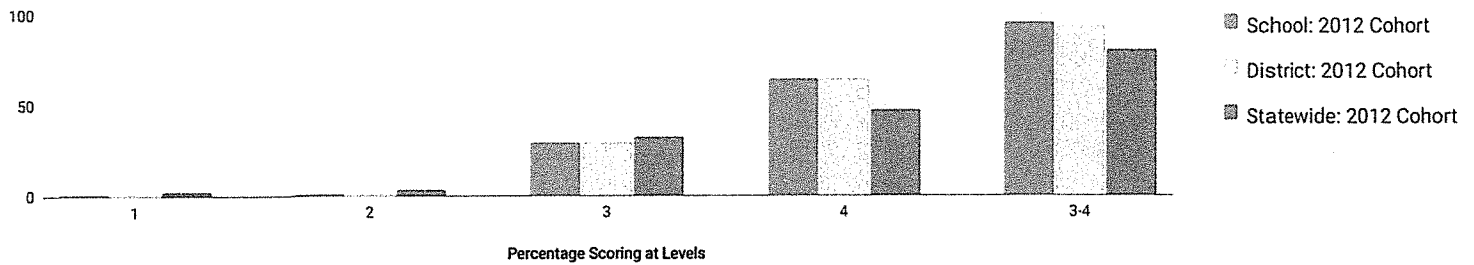
TOTAL COHORT RESULTS IN SECONDARY-LEVEL GLOBAL HISTORY AND GEOGRAPHY AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	268	90%	8	3%	15	6%	130	49%	110	41%
GENERAL EDUCATION	237	94%	4	2%	6	3%	114	48%	109	46%
STUDENTS WITH DISABILITIES	31	55%	4	13%	9	29%	16	52%	1	3%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL...	5	80%	0	0%	1	20%	2	40%	2	40%
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	256	90%	8	3%	13	5%	122	48%	108	42%

MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	86%	0	0%	1	14%	6	86%	0	0%
FEMALE	134	89%	5	4%	7	5%	66	49%	53	40%
MALE	134	90%	3	2%	8	6%	64	48%	57	43%
NON-ENGLISH LANGUAGE LEARNERS	268	90%	8	3%	15	6%	130	49%	110	41%
ECONOMICALLY DISADVANTAGED	37	70%	4	11%	5	14%	22	59%	4	11%
NOT ECONOMICALLY DISADVANTAGED	231	93%	4	2%	10	4%	108	47%	106	46%
NOT MIGRANT	268	90%	8	3%	15	6%	130	49%	110	41%

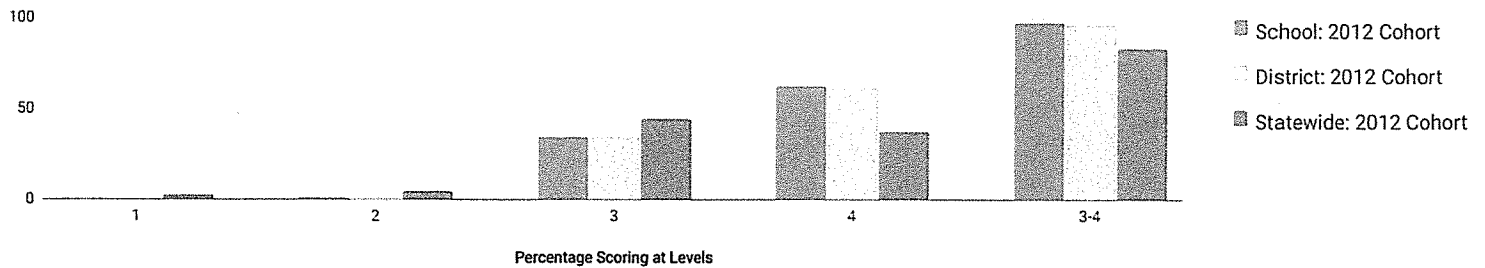
TOTAL COHORT RESULTS IN SECONDARY-LEVEL U.S. HISTORY AND GOVERNMENT AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	268	96%	4	1%	3	1%	81	30%	175	65%
GENERAL EDUCATION	237	97%	0	0%	2	1%	57	24%	174	73%
STUDENTS WITH DISABILITIES	31	81%	4	13%	1	3%	24	77%	1	3%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	5	60%	0	0%	1	20%	1	20%	2	40%
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	256	96%	4	2%	2	1%	76	30%	170	66%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	100%	0	0%	0	0%	4	57%	3	43%

FEMALE	134	94%	2	1%	3	2%	38	28%	88	66%
MALE	134	97%	2	1%	0	0%	43	32%	87	65%
NON-ENGLISH LANGUAGE LEARNERS	268	96%	4	1%	3	1%	81	30%	175	65%
ECONOMICALLY DISADVANTAGED	37	78%	4	11%	1	3%	18	49%	11	30%
NOT ECONOMICALLY DISADVANTAGED	231	98%	0	0%	2	1%	63	27%	164	71%
NOT MIGRANT	268	96%	4	1%	3	1%	81	30%	175	65%

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	268	98%	1	0%	2	1%	95	35%	168	63%
GENERAL EDUCATION	237	99%	0	0%	0	0%	73	31%	162	68%
STUDENTS WITH DISABILITIES	31	90%	1	3%	2	6%	22	71%	6	19%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	5	100%	0	0%	0	0%	2	40%	3	60%
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	256	98%	1	0%	2	1%	88	34%	163	64%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	100%	0	0%	0	0%	5	71%	2	29%
FEMALE	134	98%	0	0%	1	1%	52	39%	79	59%
MALE	134	98%	1	1%	1	1%	43	32%	88	66%

GROUP	TOTAL	77%	1	1%	1	1%	73	34%	97	60%
NON-ENGLISH LANGUAGE LEARNERS	268	98%	1	0%	2	1%	95	35%	168	63%
ECONOMICALLY DISADVANTAGED	37	95%	0	0%	1	3%	24	65%	11	30%
NOT ECONOMICALLY DISADVANTAGED	231	99%	1	0%	1	0%	71	31%	157	68%
NOT MIGRANT	268	98%	1	0%	2	1%	95	35%	168	63%

Regents Examination Results (2015 - 16)

COMPREHENSIVE ENGLISH

REGENTS COMPREHENSIVE ENGLISH

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	7	6	86%	5	71%	0	0%
GENERAL EDUCATION	5	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	1	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
WHITE	5	-	-	-	-	-	-
SMALL GROUP TOTAL	7	6	86%	5	71%	0	0%
FEMALE	3	-	-	-	-	-	-
MALE	4	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	7	6	86%	5	71%	0	0%
NOT ECONOMICALLY DISADVANTAGED	7	6	86%	5	71%	0	0%
NOT MIGRANT	7	6	86%	5	71%	0	0%

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	273	3	1%	9	3%	41	15%	46	17%	174	64%
GENERAL EDUCATION	245	1	0%	3	1%	26	11%	43	18%	172	70%
STUDENTS WITH DISABILITIES	28	2	7%	6	21%	15	54%	3	11%	2	7%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	7	0	0%	0	0%	0	0%	1	14%	6	86%
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	-	-	-	-	-	-	-	-	-	-
WHITE	260	3	1%	8	3%	39	15%	45	17%	165	63%
SMALL GROUP TOTAL	6	0	0%	1	17%	2	33%	0	0%	3	50%
FEMALE	122	0	0%	0	0%	18	15%	22	18%	82	67%
MALE	151	3	2%	9	6%	23	15%	24	16%	92	61%
NON-ENGLISH LANGUAGE LEARNERS	273	3	1%	9	3%	41	15%	46	17%	174	64%
ECONOMICALLY DISADVANTAGED	21	1	5%	1	5%	8	38%	3	14%	8	38%
NOT ECONOMICALLY DISADVANTAGED	252	2	1%	8	3%	33	13%	43	17%	166	66%
NOT MIGRANT	273	3	1%	9	3%	41	15%	46	17%	174	64%

GEOMETRY

REGENTS GEOMETRY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	5	4	80%	4	80%	0	0%
GENERAL EDUCATION	4	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-	-
WHITE	5	4	80%	4	80%	0	0%
FEMALE	2	-	-	-	-	-	-
MALE	3	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	5	4	80%	4	80%	0	0%
NOT ECONOMICALLY DISADVANTAGED	5	4	80%	4	80%	0	0%
NOT MIGRANT	5	4	80%	4	80%	0	0%

ALGEBRA 2/TRIGONOMETRY

REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	38	30	79%	24	63%	6	16%
GENERAL EDUCATION	36	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	1	-	-	-	-	-	-

HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	34	-	-	-	-	-	-
MULTIRACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	38	30	79%	24	63%	6	16%
FEMALE	15	13	87%	9	60%	1	7%
MALE	23	17	74%	15	65%	5	22%
NON-ENGLISH LANGUAGE LEARNERS	38	30	79%	24	63%	6	16%
ECONOMICALLY DISADVANTAGED	2	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	36	-	-	-	-	-	-
NOT MIGRANT	38	30	79%	24	63%	6	16%

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	211	8	4%	9	4%	71	34%	77	36%	46	22%
GENERAL EDUCATION	177	1	1%	2	1%	55	31%	74	42%	45	25%
STUDENTS WITH DISABILITIES	34	7	21%	7	21%	16	47%	3	9%	1	3%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	6	0	0%	1	17%	1	17%	2	33%	2	33%
BLACK OR AFRICAN AMERICAN	4	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	-	-	-	-	-	-	-	-	-	-
WHITE	191	7	4%	4	2%	64	34%	72	38%	44	23%
MULTIRACIAL	6	0	0%	1	17%	4	67%	1	17%	0	0%
SMALL GROUP TOTAL	8	1	13%	3	38%	2	25%	2	25%	0	0%
FEMALE	88	0	0%	2	2%	30	34%	34	39%	22	25%
MALE	123	8	7%	7	6%	41	33%	43	35%	24	20%
NON-ENGLISH LANGUAGE LEARNERS	211	8	4%	9	4%	71	34%	77	36%	46	22%
ECONOMICALLY DISADVANTAGED	29	5	17%	3	10%	11	38%	9	31%	1	3%
NOT ECONOMICALLY DISADVANTAGED	182	3	2%	6	3%	60	33%	68	37%	45	25%
NOT MIGRANT	211	8	4%	9	4%	71	34%	77	36%	46	22%

GEOMETRY (COMMON CORE)

GEOMETRY (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
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ALL STUDENTS	187	0	0%	13	7%	91	49%	36	19%	47	25%
GENERAL EDUCATION	182	0	0%	13	7%	87	48%	35	19%	47	26%
STUDENTS WITH DISABILITIES	5	0	0%	0	0%	4	80%	1	20%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	1	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	-	-	-	-	-	-	-	-	-	-
WHITE	183	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	187	0	0%	13	7%	91	49%	36	19%	47	25%
FEMALE	98	0	0%	8	8%	42	43%	23	23%	25	26%
MALE	89	0	0%	5	6%	49	55%	13	15%	22	25%
NON-ENGLISH LANGUAGE LEARNERS	187	0	0%	13	7%	91	49%	36	19%	47	25%
ECONOMICALLY DISADVANTAGED	11	0	0%	1	9%	6	55%	3	27%	1	9%
NOT ECONOMICALLY DISADVANTAGED	176	0	0%	12	7%	85	48%	33	19%	46	26%
NOT MIGRANT	187	0	0%	13	7%	91	49%	36	19%	47	25%

ALGEBRA II (COMMON CORE)

ALGEBRA II (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	120	0	0%	0	0%	18	15%	65	54%	37	31%
GENERAL EDUCATION	117	-	-	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	-	-	-	-	-	-	-	-	-	-
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	4	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	-	-	-	-	-	-	-	-	-	-
WHITE	113	0	0%	0	0%	17	15%	60	53%	36	32%
SMALL GROUP TOTAL	7	0	0%	0	0%	1	14%	5	71%	1	14%
FEMALE	57	0	0%	0	0%	12	21%	27	47%	18	32%
MALE	63	0	0%	0	0%	6	10%	38	60%	19	30%
NON-ENGLISH LANGUAGE LEARNERS	120	0	0%	0	0%	18	15%	65	54%	37	31%
ECONOMICALLY DISADVANTAGED	2	-	-	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	118	-	-	-	-	-	-	-	-	-	-
NOT MIGRANT	120	0	0%	0	0%	18	15%	65	54%	37	31%

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	296	276	93%	246	83%	120	41%
GENERAL EDUCATION	247	244	99%	229	93%	119	48%
STUDENTS WITH DISABILITIES	49	32	65%	17	35%	1	2%

AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	3	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	4	-	-	-	-	-	-
HISPANIC OR LATINO	5	5	100%	4	80%	1	20%
WHITE	281	265	94%	236	84%	116	41%
MULTIRACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	10	6	60%	6	60%	3	30%
FEMALE	136	127	93%	112	82%	54	40%
MALE	160	149	93%	134	84%	66	41%
NON-ENGLISH LANGUAGE LEARNERS	296	276	93%	246	83%	120	41%
ECONOMICALLY DISADVANTAGED	39	32	82%	24	62%	3	8%
NOT ECONOMICALLY DISADVANTAGED	257	244	95%	222	86%	117	46%
NOT MIGRANT	296	276	93%	246	83%	120	41%

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	282	276	98%	266	94%	192	68%
GENERAL EDUCATION	249	249	100%	245	98%	184	74%
STUDENTS WITH DISABILITIES	33	27	82%	21	64%	8	24%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	7	7	100%	6	86%	6	86%
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-
HISPANIC OR LATINO	4	-	-	-	-	-	-
WHITE	267	261	98%	253	95%	181	68%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	8	8	100%	7	88%	5	63%
FEMALE	125	123	98%	120	96%	82	66%
MALE	157	153	97%	146	93%	110	70%
NON-ENGLISH LANGUAGE LEARNERS	282	276	98%	266	94%	192	68%
ECONOMICALLY DISADVANTAGED	23	19	83%	17	74%	7	30%
NOT ECONOMICALLY DISADVANTAGED	259	257	99%	249	96%	185	71%
NOT MIGRANT	282	276	98%	266	94%	192	68%

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	231	230	100%	228	99%	128	55%
GENERAL EDUCATION	190	190	100%	189	99%	122	64%
STUDENTS WITH DISABILITIES	41	40	98%	39	95%	6	15%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	6	6	100%	5	83%	3	50%

BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-
HISPANIC OR LATINO	3	-	-	-	-	-	-
WHITE	213	212	100%	211	99%	122	57%
MULTIRACIAL	7	7	100%	7	100%	2	29%
SMALL GROUP TOTAL	5	5	100%	5	100%	1	20%
FEMALE	108	108	100%	106	98%	55	51%
MALE	123	122	99%	122	99%	73	59%
NON-ENGLISH LANGUAGE LEARNERS	231	230	100%	228	99%	128	55%
ECONOMICALLY DISADVANTAGED	33	32	97%	32	97%	10	30%
NOT ECONOMICALLY DISADVANTAGED	198	198	100%	196	99%	118	60%
NOT MIGRANT	231	230	100%	228	99%	128	55%

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	247	243	98%	227	92%	161	65%
GENERAL EDUCATION	221	221	100%	212	96%	156	71%
STUDENTS WITH DISABILITIES	26	22	85%	15	58%	5	19%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL...	2	-	-	-	-	-	-
HISPANIC OR LATINO	4	-	-	-	-	-	-
WHITE	238	234	98%	220	92%	157	66%
MULTIRACIAL	3	-	-	-	-	-	-
SMALL GROUP TOTAL	9	9	100%	7	78%	4	44%
FEMALE	115	113	98%	109	95%	80	70%
MALE	132	130	98%	118	89%	81	61%
NON-ENGLISH LANGUAGE LEARNERS	247	243	98%	227	92%	161	65%
ECONOMICALLY DISADVANTAGED	22	21	95%	19	86%	10	45%
NOT ECONOMICALLY DISADVANTAGED	225	222	99%	208	92%	151	67%
NOT MIGRANT	247	243	98%	227	92%	161	65%

PHYSICAL SETTING/CHEMISTRY

REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	184	184	100%	179	97%	69	38%
GENERAL EDUCATION	180	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	-	-	-	-	-	-
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL...	4	-	-	-	-	-	-
HISPANIC OR LATINO	3	-	-	-	-	-	-
WHITE	175	175	100%	170	97%	64	37%

MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	9	9	100%	9	100%	5	56%
FEMALE	88	88	100%	84	95%	37	42%
MALE	96	96	100%	95	99%	32	33%
NON-ENGLISH LANGUAGE LEARNERS	184	184	100%	179	97%	69	38%
ECONOMICALLY DISADVANTAGED	4	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	180	-	-	-	-	-	-
NOT MIGRANT	184	184	100%	179	97%	69	38%

PHYSICAL SETTING/PHYSICS

REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	99	97	98%	89	90%	33	33%
GENERAL EDUCATION	99	97	98%	89	90%	33	33%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	2	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	96	-	-	-	-	-	-
SMALL GROUP TOTAL	99	97	98%	89	90%	33	33%
FEMALE	45	44	98%	38	84%	17	38%
MALE	54	53	98%	51	94%	16	30%
NON-ENGLISH LANGUAGE LEARNERS	99	97	98%	89	90%	33	33%
ECONOMICALLY DISADVANTAGED	5	4	80%	4	80%	1	20%
NOT ECONOMICALLY DISADVANTAGED	94	93	99%	85	90%	32	34%
NOT MIGRANT	99	97	98%	89	90%	33	33%

REGENTS COMPETENCY TEST RESULTS (2015 - 16)

GROUP	GLOBAL STUDIES
ALL STUDENTS	1
STUDENTS WITH DISABILITIES	1
WHITE	1
SMALL GROUP TOTAL	1
FEMALE	1
NON-ENGLISH LANGUAGE LEARNERS	1
NOT ECONOMICALLY DISADVANTAGED	1
NOT MIGRANT	1

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

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE 8 ELA	1	%	-	-	-	-
GRADE 8 MATH	1	%	-	-	-	-
GRADE 8 SCIENCE	1	%	-	-	-	-

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

ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NOT APPLICABLE

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	—	—	1	—	—	1	—	—	—
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	0	—	—	0	—	—	—
HISPANIC OR LATINO	—	—	0	—	—	0	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	—	—	0	—	—	0	—	—	—
WHITE	—	—	1	—	—	1	—	—	—
MULTIRACIAL	—	—	0	—	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	—	1	—	—	1	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	1	—	—	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	1	—	1	—
NOT BLACK OR AFRICAN AMERICAN	1	—	1	—
NOT HISPANIC OR LATINO	1	—	1	—
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	1	—	1	—
NOT WHITE	0	—	0	—
NOT MULTIRACIAL	1	—	1	—
GENERAL EDUCATION	0	—	0	—
ENGLISH PROFICIENT	1	—	1	—
NOT ECONOMICALLY DISADVANTAGED	0	—	0	—
MALE	1	—	1	—
FEMALE	0	—	0	—
MIGRANT	0	—	0	—
NOT MIGRANT	1	—	1	—

— 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.

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NOT APPLICABLE

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	—	—	1	—	—	1	—	—	—
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	0	—	—	0	—	—	—
HISPANIC OR LATINO	—	—	0	—	—	0	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	—	—	0	—	—	0	—	—	—
WHITE	—	—	1	—	—	1	—	—	—
MULTIRACIAL	—	—	0	—	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	—	1	—	—	1	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	1	—	—	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	1	—	1	—
NOT BLACK OR AFRICAN AMERICAN	1	—	1	—
NOT HISPANIC OR LATINO	1	—	1	—
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P..	1	—	1	—
NOT WHITE	0	—	0	—
NOT MULTIRACIAL	1	—	1	—
GENERAL EDUCATION	0	—	0	—
ENGLISH PROFICIENT	1	—	1	—
NOT ECONOMICALLY DISADVANTAGED	0	—	0	—
MALE	1	—	1	—
FEMALE	0	—	0	—
MIGRANT	0	—	0	—
NOT MIGRANT	1	—	1	—

— 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.

ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NOT APPLICABLE

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	—	—	1	—	—	1	—	—	—
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	0	—	—	0	—	—	—
HISPANIC OR LATINO	—	—	0	—	—	0	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL...	—	—	0	—	—	0	—	—	—
WHITE	—	—	1	—	—	1	—	—	—
MULTIRACIAL	—	—	0	—	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	—	1	—	—	1	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	1	—	—	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	1	—	1	—
NOT BLACK OR AFRICAN AMERICAN	1	—	1	—
NOT HISPANIC OR LATINO	1	—	1	—
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	1	—	1	—
NOT WHITE	0	—	0	—
NOT MULTIRACIAL	1	—	1	—
GENERAL EDUCATION	0	—	0	—
ENGLISH PROFICIENT	1	—	1	—
NOT ECONOMICALLY DISADVANTAGED	0	—	0	—
MALE	1	—	1	—
FEMALE	0	—	0	—
MIGRANT	0	—	0	—
NOT MIGRANT	1	—	1	—

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

SECONDARY-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

GROUP	MADE AYP	TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	2012 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	266	100%	YES	261	183	167	167
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	1	—	—	2	—	—	—
HISPANIC OR LATINO	—	—	2	—	—	2	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	—	—	4	—	—	5	—	—	—
WHITE	YES	YES	256	100%	YES	249	184	176	176
MULTIRACIAL	—	—	3	—	—	3	—	—	—
STUDENTS WITH DISABILITIES	YES	—	34	—	YES	34†	135†	117	20
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	YES	—	33	—	YES	34	165	145	20

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

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2012 ACCOUNTABILITY COHORT MEMBERS	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	266	100%	261	183
NOT BLACK OR AFRICAN AMERICAN	265	100%	259	183
NOT HISPANIC OR LATINO	264	100%	259	183
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P..	262	100%	256	183
NOT WHITE	10	—	12	—
NOT MULTIRACIAL	263	100%	258	183
GENERAL EDUCATION	232	100%	230	190
ENGLISH PROFICIENT	266	100%	261	183
NOT ECONOMICALLY DISADVANTAGED	233	100%	227	185
MALE	134	100%	131	178
FEMALE	132	100%	130	188
MIGRANT	0	—	0	—
NOT MIGRANT	266	100%	261	183

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

† 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: YES

GROUP	MADE AYP	TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	2012 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
▼ ALL STUDENTS	YES	YES	266	100%	YES	261	171	152	152
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	1	—	—	2	—	—	—
HISPANIC OR LATINO	—	—	2	—	—	2	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF..	—	—	4	—	—	5	—	—	—
WHITE	YES	YES	256	100%	YES	249	172	163	163
MULTIRACIAL	—	—	3	—	—	3	—	—	—
STUDENTS WITH DISABILITIES	YES	—	34	—	YES	34†	109†	108	20
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	YES	—	33	—	YES	34	132	129	20

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

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2012 ACCOUNTABILITY COHORT MEMBERS	PI
▼ NOT AMERICAN INDIAN OR ALASKA NATIVE	266	100%	261	171
NOT BLACK OR AFRICAN AMERICAN	265	100%	259	171
NOT HISPANIC OR LATINO	264	100%	259	171
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	262	100%	256	171
NOT WHITE	10	—	12	—
NOT MULTIRACIAL	263	100%	258	172
GENERAL EDUCATION	232	100%	230	179
ENGLISH PROFICIENT	266	100%	261	171
NOT ECONOMICALLY DISADVANTAGED	233	100%	227	177
MALE	134	100%	131	166
FEMALE	132	100%	130	176
MIGRANT	0	—	0	—
NOT MIGRANT	266	100%	261	171

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

† 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	—	—	183	171	177
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	—	—	—	—	0
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF..	—	—	—	—	0
WHITE	—	—	184	172	178
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	—	—	135	109	122
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	—	—	165	132	149

— 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	—

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

FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

GROUP	MET GRADUATION-RATE CRITERION:	2011 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
ALL STUDENTS	YES	288	97%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	—	3	—	—	—
HISPANIC OR LATINO	—	2	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	—	0	—	—	—
WHITE	YES	280	97%	80%	80%
MULTIRACIAL	—	2	—	—	—
STUDENTS WITH DISABILITIES	YES	32†	88%†	80%	80%
LIMITED ENGLISH PROFICIENT	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	23	—	—	—

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:	2010 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
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GROUP	MEETS STATE STANDARD	NUMBER OF STUDENTS	PERCENTAGE MEETING STATE STANDARD	PERCENTAGE MEETING STATE STANDARD	PERCENTAGE MEETING STATE STANDARD
ALL STUDENTS	YES	298	97%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	1	—	—	—
HISPANIC OR LATINO	—	3	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	—	7	—	—	—
WHITE	YES	287	97%	80%	80%
MULTIRACIAL	—	0	—	—	—
STUDENTS WITH DISABILITIES	YES	34†	88%†	80%	80%
LIMITED ENGLISH PROFICIENT	—	1	—	—	—
ECONOMICALLY DISADVANTAGED	—	26	—	—	—

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	2011 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE

NOT AMERICAN INDIAN OR ALASKA NATIVE	287	97%	298	97%
NOT BLACK OR AFRICAN AMERICAN	285	97%	297	97%
NOT HISPANIC OR LATINO	286	97%	295	97%
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	288	97%	291	97%
NOT WHITE	8	—	11	—
NOT MULTIRACIAL	286	97%	298	97%
GENERAL EDUCATION	257	98%	268	98%
ENGLISH PROFICIENT	288	97%	297	97%
NOT ECONOMICALLY DISADVANTAGED	265	98%	272	97%
MALE	153	95%	140	96%
FEMALE	135	99%	158	97%
MIGRANT	0	—	0	—
NOT MIGRANT	288	97%	298	97%

— There were fewer than 30 students in the cohort.

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

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

REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (THIS SCHOOL)

56%

REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (STATEWIDE)

72%

PERCENTAGE IN THIS SCHOOL EXCEEDED STATEWIDE

YES

REGENTS DIPLOMA WITH CTE ENDORSEMENT (THIS SCHOOL)

7%

REGENTS DIPLOMA WITH CTE ENDORSEMENT (STATEWIDE)

5%

PERCENTAGE IN THIS SCHOOL EXCEEDED STATEWIDE

YES

RICHARD H O'ROURKE MIDDLE SCHOOL - SCHOOL REPORT CARD DATA [2015 - 16]

RICHARD H O'ROURKE MIDDLE SCHOOL ENROLLMENT (2015 - 16)

K-12 ENROLLMENT

769

ENROLLMENT BY GENDER

MALE	390	51%	FEMALE	379	49%
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ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
BLACK OR AFRICAN AMERICAN	11	1%
HISPANIC OR LATINO	15	2%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	17	2%
WHITE	716	93%
MULTIRACIAL	10	1%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS	105	14%	ECONOMICALLY DISADVANTAGED	98	13%
STUDENTS WITH DISABILITIES	14%				

ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
6TH GRADE	249	32%
UNGRADED ELEMENTARY	1	0%
7TH GRADE	264	34%
8TH GRADE	250	33%
UNGRADED SECONDARY	5	1%

AVERAGE CLASS SIZE (2015 - 16)

GROUP	CLASS SIZE
GRADE 8 ENGLISH	22
GRADE 8 MATHEMATICS	22
GRADE 8 SCIENCE	22
GRADE 8 SOCIAL STUDIES	25

FREE AND REDUCED-PRICE LUNCH (2015 - 16)

ELIGIBLE FOR FREE LUNCH	ELIGIBLE FOR REDUCED-PRICE LUNCH
68	3%
9%	26

STUDENT SUSPENSIONS (2014 - 15)

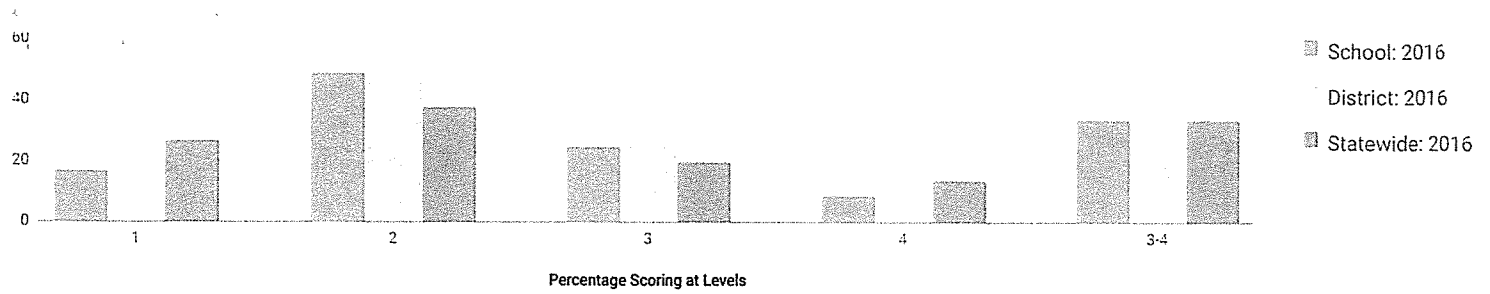
17	2%
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TEACHER QUALIFICATIONS (2015 - 16)

TOTAL TEACHERS	60
PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
PERCENT TEACHING OUT OF CERTIFICATE	0%
PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE	2%
PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE	15%
TOTAL NUMBER OF CORE CLASSES	180
PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS SCHOOL	180
TOTAL NUMBER OF CLASSES	275
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	0%

GRADE 6 ENGLISH LANGUAGE ARTS

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



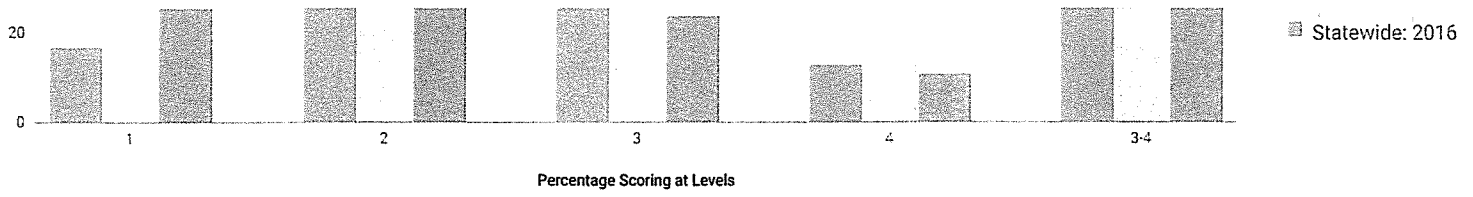
MEAN SCORE: 305

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	204	34%	35	17%	99	49%
GENERAL EDUCATION	182	38%	18	10%	94	52%
STUDENTS WITH DISABILITIES	22	0%	17	77%	5	23%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	4	_%	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-
HISPANIC OR LATINO	5	20%	0	0%	4	80%
WHITE	191	35%	33	17%	92	48%
MULTIRACIAL	2	_%	-	-	-	-
SMALL GROUP TOTAL	8	38%	2	25%	3	38%
FEMALE	93	42%	12	13%	42	45%
MALE	111	28%	23	21%	57	51%
NON-ENGLISH LANGUAGE LEARNERS	204	34%	35	17%	99	49%
ECONOMICALLY DISADVANTAGED	26	27%	7	27%	12	46%
NOT ECONOMICALLY DISADVANTAGED	178	35%	28	16%	87	49%
NOT MIGRANT	204	34%	35	17%	99	49%

GRADE 7 ENGLISH LANGUAGE ARTS

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



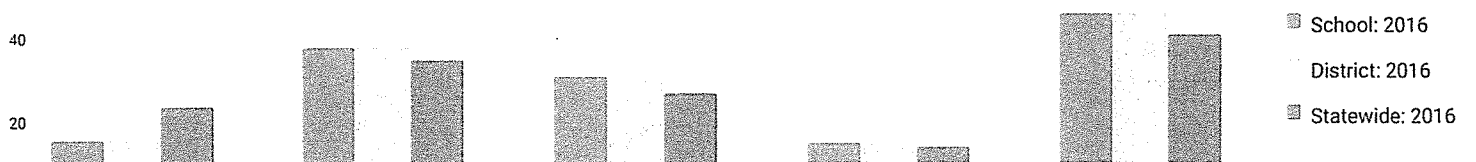


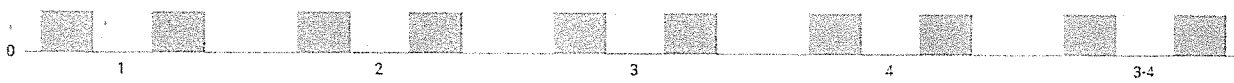
MEAN SCORE: 311

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	207	40%	35	17%	89	43%
GENERAL EDUCATION	185	42%	24	13%	83	45%
STUDENTS WITH DISABILITIES	22	23%	11	50%	6	27%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	4	0%	0	0%	0	0%
BLACK OR AFRICAN AMERICAN	4	0%	0	0%	0	0%
HISPANIC OR LATINO	4	0%	0	0%	0	0%
WHITE	192	40%	32	17%	84	44%
MULTIRACIAL	3	0%	0	0%	0	0%
SMALL GROUP TOTAL	15	47%	3	20%	5	33%
FEMALE	115	50%	14	12%	43	37%
MALE	92	27%	21	23%	46	50%
NON-ENGLISH LANGUAGE LEARNERS	206	0%	0	0%	0	0%
ENGLISH LANGUAGE LEARNERS	1	0%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	25	40%	3	12%	12	48%
NOT ECONOMICALLY DISADVANTAGED	182	40%	32	18%	77	42%
NOT MIGRANT	207	40%	35	17%	89	43%

GRADE 8 ENGLISH LANGUAGE ARTS

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





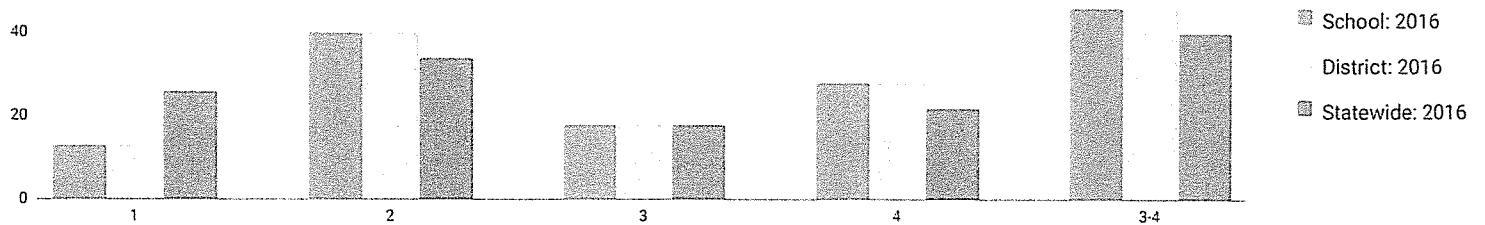
Percentage Scoring at Levels

MEAN SCORE: 311

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	195	46%	31	16%	74	38%
GENERAL EDUCATION	176	51%	20	11%	66	38%
STUDENTS WITH DISABILITIES	19	0%	11	58%	8	42%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	6	67%	1	17%	1	17%
BLACK OR AFRICAN AMERICAN	1	0%	-	-	-	-
HISPANIC OR LATINO	2	0%	-	-	-	-
WHITE	184	46%	30	16%	70	38%
MULTIRACIAL	2	0%	-	-	-	-
SMALL GROUP TOTAL	5	40%	0	0%	3	60%
FEMALE	90	57%	6	7%	33	37%
MALE	105	37%	25	24%	41	39%
NON-ENGLISH LANGUAGE LEARNERS	195	46%	31	16%	74	38%
ECONOMICALLY DISADVANTAGED	20	30%	3	15%	11	55%
NOT ECONOMICALLY DISADVANTAGED	175	48%	28	16%	63	36%
NOT MIGRANT	195	46%	31	16%	74	38%

GRADE 6 MATHEMATICS

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



MEAN SCORE: 317

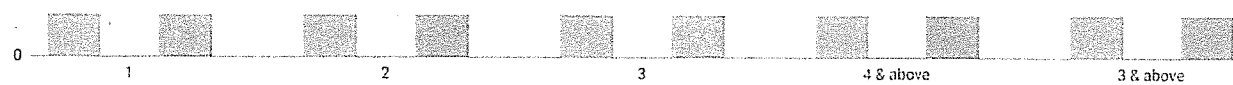
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	203	46%	27	13%	82	40%	37	18%	57	28%
GENERAL EDUCATION	181	51%	17	9%	72	40%	35	19%	57	31%
STUDENTS WITH DISABILITIES	22	9%	10	45%	10	45%	2	9%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	5	20%	0	0%	4	80%	0	0%	1	20%
WHITE	190	47%	26	14%	75	39%	37	19%	52	27%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	8	50%	1	13%	3	38%	0	0%	4	50%
FEMALE	93	46%	14	15%	36	39%	17	18%	26	28%
MALE	110	46%	13	12%	46	42%	20	18%	31	28%
NON-ENGLISH LANGUAGE LEARNERS	203	46%	27	13%	82	40%	37	18%	57	28%
ECONOMICALLY DISADVANTAGED	26	38%	7	27%	9	35%	7	27%	3	12%
NOT ECONOMICALLY DISADVANTAGED	177	47%	20	11%	73	41%	30	17%	54	31%
NOT MIGRANT	203	46%	27	13%	82	40%	37	18%	57	28%

GRADE 7 MATHEMATICS

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

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





Percentage Scoring at Levels

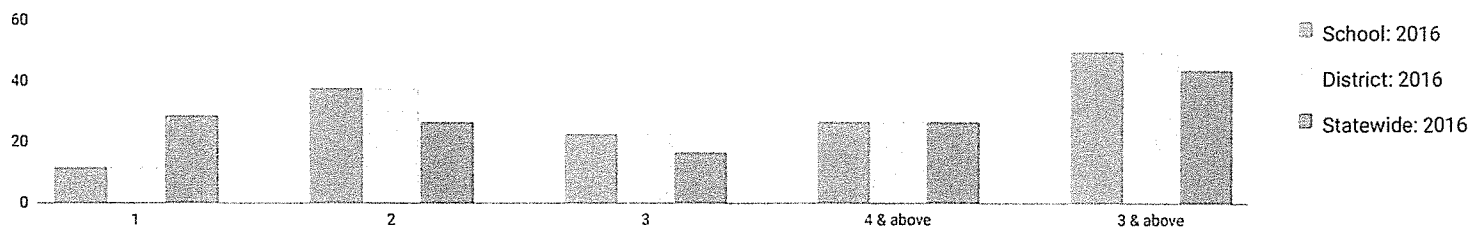
MEAN SCORE: 319

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	201	47%	25	12%	82	41%
GENERAL EDUCATION	180	50%	17	9%	73	41%
STUDENTS WITH DISABILITIES	21	19%	8	38%	9	43%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	4	_%	-	-	-	-
BLACK OR AFRICAN AMERICAN	4	_%	-	-	-	-
HISPANIC OR LATINO	4	_%	-	-	-	-
WHITE	186	48%	24	13%	73	39%
MULTIRACIAL	3	_%	-	-	-	-
SMALL GROUP TOTAL	15	33%	1	7%	9	60%
FEMALE	113	50%	14	12%	42	37%
MALE	88	42%	11	13%	40	45%
NON-ENGLISH LANGUAGE LEARNERS	200	_%	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-
ECONOMICALLY DISADVANTAGED	26	42%	5	19%	10	38%
NOT ECONOMICALLY DISADVANTAGED	175	47%	20	11%	72	41%
NOT MIGRANT	201	47%	25	12%	82	41%

GRADE 8 MATHEMATICS

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

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



Percentage Scoring at Levels

MEAN SCORE: 306

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	145	33%	23	16%	74	51%	44	30%	4	3%
GENERAL EDUCATION	127	37%	13	10%	67	53%	43	34%	4	3%
STUDENTS WITH DISABILITIES	18	6%	10	56%	7	39%	1	6%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	136	32%	21	15%	71	52%	40	29%	4	3%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	44%	2	22%	3	33%	4	44%	0	0%
FEMALE	67	34%	7	10%	37	55%	22	33%	1	1%
MALE	78	32%	16	21%	37	47%	22	28%	3	4%
NON-ENGLISH LANGUAGE LEARNERS	145	33%	23	16%	74	51%	44	30%	4	3%
ECONOMICALLY DISADVANTAGED	15	13%	5	33%	8	53%	2	13%	0	0%
NOT ECONOMICALLY DISADVANTAGED	130	35%	18	14%	66	51%	42	32%	4	3%
NOT MIGRANT	145	33%	23	16%	74	51%	44	30%	4	3%

GRADE 8 STUDENTS TAKING A REGENTS MATH TEST

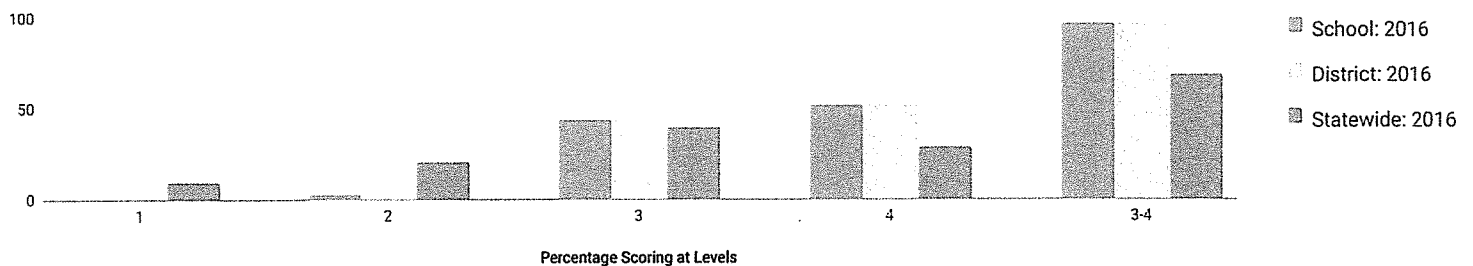
Accelerated grade 8 students who took a Regents math test in lieu of the Grade 8 NYSTP in Mathematics.

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		4 & ABOVE		3 & ABOVE	
ALL STUDENTS	49	0	0%	0	0%	0	0%	49	100%	49	100%

GRADE 8 SCIENCE

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

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



MEAN SCORE: 82

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	179	96%	1	1%	6	3%	90	50%	82	46%
GENERAL EDUCATION	160	97%	0	0%	5	3%	75	47%	80	50%
STUDENTS WITH DISABILITIES	19	89%	1	5%	1	5%	15	79%	2	11%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	3	_%	-	-	-	-	-	-	-	-
WHITE	169	96%	1	1%	6	4%	83	49%	79	47%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	10	100%	0	0%	0	0%	7	70%	3	30%
FEMALE	87	97%	0	0%	3	3%	42	48%	42	48%
MALE	92	96%	1	1%	3	3%	48	52%	40	43%
NON-ENGLISH LANGUAGE LEARNERS	179	96%	1	1%	6	3%	90	50%	82	46%
ECONOMICALLY DISADVANTAGED	19	95%	0	0%	1	5%	14	74%	4	21%
NOT ECONOMICALLY DISADVANTAGED	160	96%	1	1%	5	3%	76	48%	78	49%
NOT MIGRANT	179	96%	1	1%	6	3%	90	50%	82	46%

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	25	100%	0	0%	0	0%	0	0%	25	100%

STATEWIDE RESULTS ON THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS: NAEP (2014 - 15)

GRADE: 4 READING

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

MATHEMATICS

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

GRADE: 8 READING

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

MATHEMATICS

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

Regents Examination Results (2015 - 16)

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	49	0	0%	0	0%	0	0%	6	12%	43	88%
GENERAL EDUCATION	49	0	0%	0	0%	0	0%	6	12%	43	88%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	2	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-	-	-	-	-
WHITE	46	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	49	0	0%	0	0%	0	0%	6	12%	43	88%
FEMALE	22	0	0%	0	0%	0	0%	2	9%	20	91%
MALE	27	0	0%	0	0%	0	0%	4	15%	23	85%
NON-ENGLISH LANGUAGE LEARNERS	49	0	0%	0	0%	0	0%	6	12%	43	88%
ECONOMICALLY DISADVANTAGED	4	-	-	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	45	-	-	-	-	-	-	-	-	-	-
NOT MIGRANT	49	0	0%	0	0%	0	0%	6	12%	43	88%

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	25	25	100%	25	100%	25	100%
GENERAL EDUCATION	25	25	100%	25	100%	25	100%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	2	-	-	-	-	-	-
WHITE	23	-	-	-	-	-	-
SMALL GROUP TOTAL	25	25	100%	25	100%	25	100%
FEMALE	7	7	100%	7	100%	7	100%
MALE	18	18	100%	18	100%	18	100%
NON-ENGLISH LANGUAGE LEARNERS	25	25	100%	25	100%	25	100%
ECONOMICALLY DISADVANTAGED	3	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	22	-	-	-	-	-	-
NOT MIGRANT	25	25	100%	25	100%	25	100%

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

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE 6 ELA	1	_%	-	-	-	-
GRADE 6 MATH	1	_%	-	-	-	-
GRADE 7 ELA	2	_%	-	-	-	-
GRADE 7 MATH	2	_%	-	-	-	-
GRADE 8 ELA	1	_%	-	-	-	-
GRADE 8 MATH	1	_%	-	-	-	-
GRADE 8 SCIENCE	1	_%	-	-	-	-

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

GRADE 7

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	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	1,519*	73%*	YES	603	124	100	100
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	10	—	—	7	—	—	—
HISPANIC OR LATINO	—	—	15	—	—	11	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	—	—	17	—	—	14	—	—	—
WHITE	NO	NO	1,418*	73%*	YES	564	124	114	114
MULTIRACIAL	—	—	10	—	—	7	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	212*	60%*	NO	71†	58†	62	62
LIMITED ENGLISH PROFICIENT	—	—	1	—	—	1	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	197*	65%*	YES	70	116	82	82

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	1,519*	73%*	603	124
NOT BLACK OR AFRICAN AMERICAN	1,498*	73%*	596	124
NOT HISPANIC OR LATINO	1,492*	73%*	592	124
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	1,482*	73%*	590	124

NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	1,407	73%	307	124
NOT WHITE	101*	77%*	39	128
NOT MULTIRACIAL	1,498*	73%*	596	125
GENERAL EDUCATION	1,307*	75%*	536	133
ENGLISH PROFICIENT	1,516*	73%*	602	124
NOT ECONOMICALLY DISADVANTAGED	1,322*	74%*	533	125
MALE	767*	73%*	308	109
FEMALE	752*	74%*	295	140
MIGRANT	0	—	0	—
NOT MIGRANT	1,519*	73%*	603	124

— 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	1,519*	71%*	YES	595	136	97	97
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	10	—	—	7	—	—	—
HISPANIC OR LATINO	—	—	15	—	—	12	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	—	—	17	—	—	14	—	—	—
WHITE	NO	NO	1,418*	71%*	YES	555	136	110	110
MULTIRACIAL	—	—	10	—	—	7	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	213*	57%*	YES	69†	74†	62	62
LIMITED ENGLISH PROFICIENT	—	—	1	—	—	1	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	198*	62%*	YES	70	119	80	80

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	1,519*	71%*	595	136
NOT BLACK OR AFRICAN AMERICAN	1,498*	71%*	588	136
NOT HISPANIC OR LATINO	1,492*	71%*	583	136
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	1,487*	71%*	581	136
NOT WHITE	101*	69%*	40	133

NOT MULTIRACIAL	1,498*	71%*	588	136
GENERAL EDUCATION	1,306*	74%*	530	144
ENGLISH PROFICIENT	1,516*	71%*	594	136
NOT ECONOMICALLY DISADVANTAGED	1,321*	73%*	525	138
MALE	768*	71%*	303	134
FEMALE	751*	71%*	292	139
MIGRANT	0	—	0	—
NOT MIGRANT	1,519*	71%*	595	136

— 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	250	82%	YES	203	196	179	179
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	1	—	—	1	—	—	—
HISPANIC OR LATINO	—	—	3	—	—	3	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	—	—	6	—	—	6	—	—	—
WHITE	YES	YES	237	81%	YES	191	196	186	186
MULTIRACIAL	—	—	3	—	—	2	—	—	—
STUDENTS WITH DISABILITIES	—	—	30	—	—	20	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	27	—	—	22	—	—	—

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	250	82%	203	196
NOT BLACK OR AFRICAN AMERICAN	249	82%	202	196
NOT HISPANIC OR LATINO	247	82%	200	196
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	244	82%	197	196
NOT WHITE	13	—	12	—
NOT MULTIRACIAL	247	82%	201	196
GENERAL EDUCATION	220	84%	183	197

ENGLISH PROFICIENT	250	82%	203	196
NOT ECONOMICALLY DISADVANTAGED	223	82%	181	196
MALE	137	81%	109	195
FEMALE	113	83%	94	197
MIGRANT	0	—	0	—
NOT MIGRANT	250	82%	203	196

— 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 UNWEIGHTED COMBINED PI	UNWEIGHTED COMBINED PI
ALL STUDENTS	124	136	—	—	130
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	—	—	—	—	0
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	—	—	—	—	0
WHITE	124	136	—	—	130
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	58	74	—	—	66
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	116	119	—	—	118

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

CHARLTON HTS ELEMENTARY SCHOOL - SCHOOL REPORT CARD DATA [2015 - 16]

CHARLTON HTS ELEMENTARY SCHOOL ENROLLMENT (2015 - 16)

K-12 ENROLLMENT

444

ENROLLMENT BY GENDER

MALE	229	52%	FEMALE	215	48%
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ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
BLACK OR AFRICAN AMERICAN	5	1%
HISPANIC OR LATINO	5	1%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	6	1%
WHITE	418	94%
MULTIRACIAL	10	2%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS	60	14%	ECONOMICALLY DISADVANTAGED	34	8%
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ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
K (FULL DAY)	61	14%
1ST GRADE	69	16%
2ND GRADE	79	18%
3RD GRADE	77	17%
4TH GRADE	83	19%
5TH GRADE	75	17%

AVERAGE CLASS SIZE (2015 - 16)

GROUP

CLASS SIZE

COMMON BRANCH

21

FREE AND REDUCED-PRICE LUNCH (2015 - 16)

ELIGIBLE FOR FREE LUNCH

ELIGIBLE FOR REDUCED-PRICE LUNCH

21

5%

7

2%

STUDENT SUSPENSIONS (2014 - 15)

0

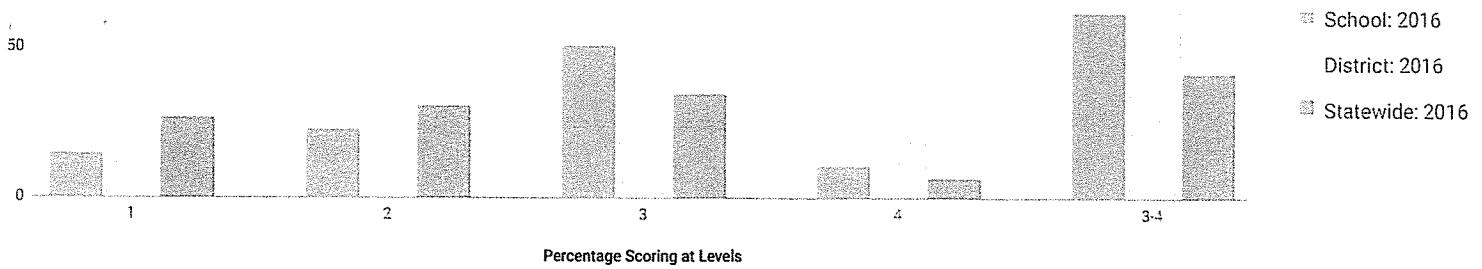
0%

TEACHER QUALIFICATIONS (2015 - 16)

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	18%
TOTAL NUMBER OF CORE CLASSES	27
PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS SCHOOL	27
TOTAL NUMBER OF CLASSES	54
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	2%

GRADE 3 ENGLISH LANGUAGE ARTS

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



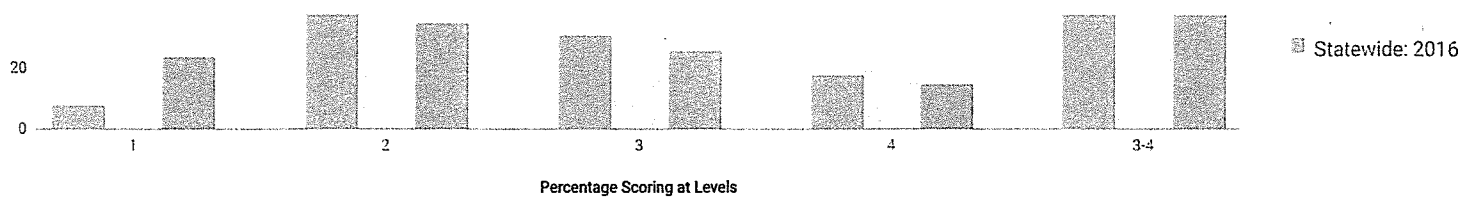
MEAN SCORE: 323

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	61	62%	9 15%	14 23%	31 51%	7 11%
GENERAL EDUCATION	52	69%	5 10%	11 21%	29 56%	7 13%
STUDENTS WITH DISABILITIES	9	22%	4 44%	3 33%	2 22%	0 0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	1	_%	- -	- -	- -	- -
HISPANIC OR LATINO	1	_%	- -	- -	- -	- -
WHITE	58	_%	- -	- -	- -	- -
MULTIRACIAL	1	_%	- -	- -	- -	- -
SMALL GROUP TOTAL	61	62%	9 15%	14 23%	31 51%	7 11%
FEMALE	31	68%	3 10%	7 23%	16 52%	5 16%
MALE	30	57%	6 20%	7 23%	15 50%	2 7%
NON-ENGLISH LANGUAGE LEARNERS	61	62%	9 15%	14 23%	31 51%	7 11%
ECONOMICALLY DISADVANTAGED	4	_%	- -	- -	- -	- -
NOT ECONOMICALLY DISADVANTAGED	57	_%	- -	- -	- -	- -
NOT MIGRANT	61	62%	9 15%	14 23%	31 51%	7 11%

GRADE 4 ENGLISH LANGUAGE ARTS

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





MEAN SCORE: 315

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	65	49%	5	8%	28	43%
GENERAL EDUCATION	58	55%	1	2%	25	43%
STUDENTS WITH DISABILITIES	7	0%	4	57%	3	43%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	1	_%	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-
WHITE	60	48%	5	8%	26	43%
MULTIRACIAL	3	_%	-	-	-	-
SMALL GROUP TOTAL	5	60%	0	0%	2	40%
FEMALE	30	57%	1	3%	12	40%
MALE	35	43%	4	11%	16	46%
NON-ENGLISH LANGUAGE LEARNERS	65	49%	5	8%	28	43%
ECONOMICALLY DISADVANTAGED	4	_%	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	61	_%	-	-	-	-
NOT MIGRANT	65	49%	5	8%	28	43%

GRADE 5 ENGLISH LANGUAGE ARTS

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





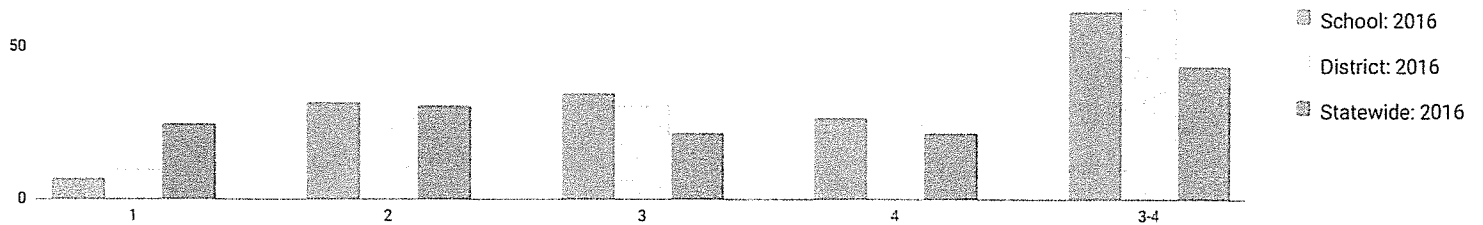
Percentage Scoring at Levels

MEAN SCORE: 303

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	51	37%	17	33%	15	29%
GENERAL EDUCATION	45	40%	12	27%	15	33%
STUDENTS WITH DISABILITIES	6	17%	5	83%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	1	_%	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-
WHITE	48	_%	-	-	-	-
SMALL GROUP TOTAL	51	37%	17	33%	15	29%
FEMALE	27	44%	9	33%	6	22%
MALE	24	29%	8	33%	9	38%
NON-ENGLISH LANGUAGE LEARNERS	51	37%	17	33%	15	29%
ECONOMICALLY DISADVANTAGED	1	_%	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	50	_%	-	-	-	-
NOT MIGRANT	51	37%	17	33%	15	29%

GRADE 3 MATHEMATICS

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



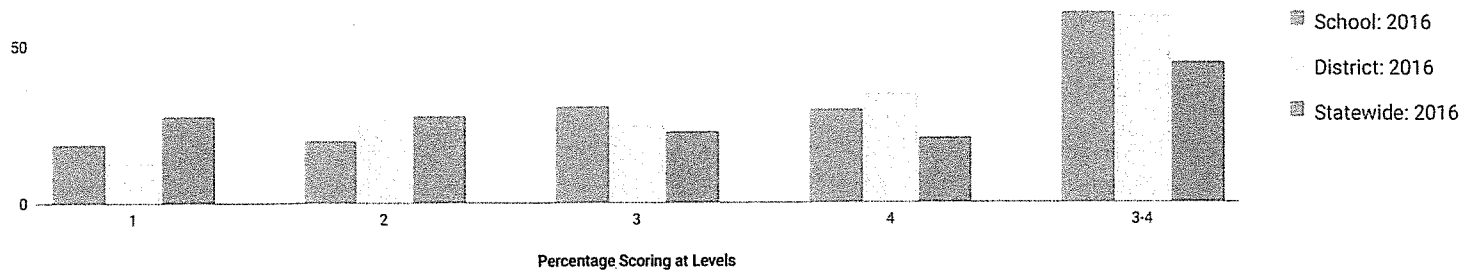
Percentage Scoring at Levels

MEAN SCORE: 322

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	60	62%	4	7%	19	32%	21	35%	16	27%
GENERAL EDUCATION	51	69%	0	0%	16	31%	19	37%	16	31%
STUDENTS WITH DISABILITIES	9	22%	4	44%	3	33%	2	22%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL...	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	57	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	60	62%	4	7%	19	32%	21	35%	16	27%
FEMALE	31	71%	1	3%	8	26%	14	45%	8	26%
MALE	29	52%	3	10%	11	38%	7	24%	8	28%
NON-ENGLISH LANGUAGE LEARNERS	60	62%	4	7%	19	32%	21	35%	16	27%
ECONOMICALLY DISADVANTAGED	3	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	57	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	60	62%	4	7%	19	32%	21	35%	16	27%

GRADE 4 MATHEMATICS

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



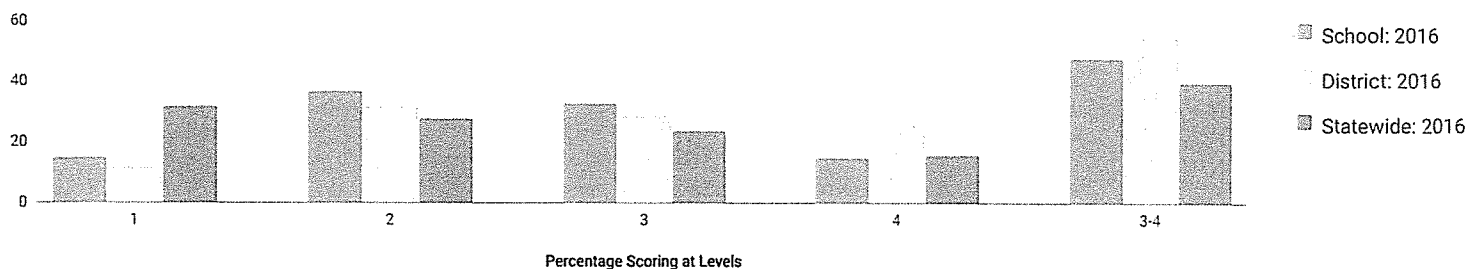
MEAN SCORE: 318

MEAN SCORE: 317

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	64	61%	12	19%	13	20%	20	31%	19	30%
GENERAL EDUCATION	57	65%	8	14%	12	21%	19	33%	18	32%
STUDENTS WITH DISABILITIES	7	29%	4	57%	1	14%	1	14%	1	14%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
WHITE	59	61%	11	19%	12	20%	18	31%	18	31%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	60%	1	20%	1	20%	2	40%	1	20%
FEMALE	29	66%	7	24%	3	10%	11	38%	8	28%
MALE	35	57%	5	14%	10	29%	9	26%	11	31%
NON-ENGLISH LANGUAGE LEARNERS	64	61%	12	19%	13	20%	20	31%	19	30%
ECONOMICALLY DISADVANTAGED	4	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	60	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	64	61%	12	19%	13	20%	20	31%	19	30%

GRADE 5 MATHEMATICS

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



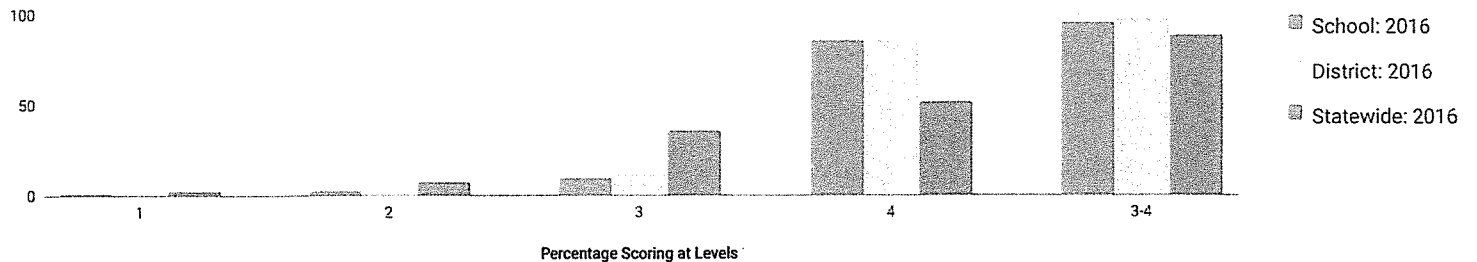
MEAN SCORE: 317

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
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ALL STUDENTS	52	48%	8	15%	19	37%	17	33%	8	15%
GENERAL EDUCATION	46	50%	6	13%	17	37%	16	35%	7	15%
STUDENTS WITH DISABILITIES	6	33%	2	33%	2	33%	1	17%	1	17%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
WHITE	49	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	52	48%	8	15%	19	37%	17	33%	8	15%
FEMALE	27	41%	2	7%	14	52%	7	26%	4	15%
MALE	25	56%	6	24%	5	20%	10	40%	4	16%
NON-ENGLISH LANGUAGE LEARNERS	52	48%	8	15%	19	37%	17	33%	8	15%
ECONOMICALLY DISADVANTAGED	1	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	51	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	52	48%	8	15%	19	37%	17	33%	8	15%

GRADE 4 SCIENCE

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



MEAN SCORE: 91

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	73	96%	1	1%	2	3%	7	10%	63	86%

GÉNÉRAL EDUCATION	64	100%	0	0%	0	0%	5	8%	59	92%
STUDENTS WITH DISABILITIES	9	67%	1	11%	2	22%	2	22%	4	44%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	67	96%	1	1%	2	3%	6	9%	58	87%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	100%	0	0%	0	0%	1	17%	5	83%
FEMALE	34	100%	0	0%	0	0%	3	9%	31	91%
MALE	39	92%	1	3%	2	5%	4	10%	32	82%
NON-ENGLISH LANGUAGE LEARNERS	73	96%	1	1%	2	3%	7	10%	63	86%
ECONOMICALLY DISADVANTAGED	5	100%	0	0%	0	0%	1	20%	4	80%
NOT ECONOMICALLY DISADVANTAGED	68	96%	1	1%	2	3%	6	9%	59	87%
NOT MIGRANT	73	96%	1	1%	2	3%	7	10%	63	86%

STATEWIDE RESULTS ON THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS: NAEP (2014 - 15)

GRADE: 4 READING

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

MATHEMATICS

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

GRADE: 8 READING

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

MATHEMATICS

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

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	496*	67%*	YES	176	134	96	96
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	3	—	—	3	—	—	—
HISPANIC OR LATINO	—	—	3	—	—	1	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	—	—	4	—	—	3	—	—	—
WHITE	NO	NO	466*	67%*	YES	165	132	111	111
MULTIRACIAL	—	—	4	—	—	4	—	—	—
STUDENTS WITH DISABILITIES	—	—	37	—	—	21	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	16	—	—	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
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NOT AMERICAN INDIAN OR ALASKA NATIVE	496*	67%*	176	134
NOT BLACK OR AFRICAN AMERICAN	489*	67%*	173	134
NOT HISPANIC OR LATINO	489*	67%*	175	134
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	488*	67%*	173	132
NOT WHITE	14	—	11	—
NOT MULTIRACIAL	488*	67%*	172	133
GENERAL EDUCATION	428*	68%*	155	144
ENGLISH PROFICIENT	495*	67%*	176	134
NOT ECONOMICALLY DISADVANTAGED	458*	68%*	168	135
MALE	244*	69%*	88	125
FEMALE	252*	65%*	88	142
MIGRANT	0	—	0	—
NOT MIGRANT	496*	67%*	176	134

— 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	496*	67%*	YES	175	145	93	93
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	3	—	—	3	—	—	—
HISPANIC OR LATINO	—	—	3	—	—	1	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL...	—	—	4	—	—	3	—	—	—
WHITE	NO	NO	466*	67%*	YES	164	144	107	107
MULTIRACIAL	—	—	4	—	—	4	—	—	—
STUDENTS WITH DISABILITIES	—	—	37	—	—	21	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	16	—	—	7	—	—	—

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
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NOT AMERICAN INDIAN OR ALASKA NATIVE	496*	67%*	175	145
NOT BLACK OR AFRICAN AMERICAN	489*	66%*	172	145
NOT HISPANIC OR LATINO	489*	67%*	174	145
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P..	488*	67%*	172	144
NOT WHITE	14	—	11	—
NOT MULTIRACIAL	488*	66%*	171	144
GENERAL EDUCATION	428*	67%*	154	153
ENGLISH PROFICIENT	495*	66%*	175	145
NOT ECONOMICALLY DISADVANTAGED	458*	68%*	168	146
MALE	244*	69%*	88	141
FEMALE	252*	64%*	87	148
MIGRANT	0	—	0	—
NOT MIGRANT	496*	67%*	175	145

— 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	83	88%	YES	73	195	176	176
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	1	—	—	1	—	—	—
HISPANIC OR LATINO	—	—	1	—	—	1	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	—	—	1	—	—	1	—	—	—
WHITE	YES	YES	77	87%	YES	67	194	182	182
MULTIRACIAL	—	—	3	—	—	3	—	—	—
STUDENTS WITH DISABILITIES	—	—	12	—	—	9	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	5	—	—	5	—	—	—

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	83	88%	73	195
NOT BLACK OR AFRICAN AMERICAN	82	88%	72	194

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	2019	2020	2021	2022
NOT HISPANIC OR LATINO	82	88%	72	194
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	82	88%	72	194
NOT WHITE	6	—	6	—
NOT MULTIRACIAL	80	88%	70	194
GENERAL EDUCATION	71	90%	64	200
ENGLISH PROFICIENT	83	88%	73	195
NOT ECONOMICALLY DISADVANTAGED	78	87%	68	194
MALE	42	93%	39	190
FEMALE	41	83%	34	200
MIGRANT	0	—	0	—
NOT MIGRANT	83	88%	73	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.

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	134	145	—	—	140
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	—	—	—	—	0
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	—	—	—	—	0
WHITE	132	144	—	—	138
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	—	—	—	—	0
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	—	—	—	—	0

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

PASHLEY ELEMENTARY SCHOOL - SCHOOL REPORT CARD DATA [2015 - 16]

PASHLEY ELEMENTARY SCHOOL ENROLLMENT (2015 - 16)

K-12 ENROLLMENT

419

ENROLLMENT BY GENDER

MALE	206	49%	FEMALE	213	51%
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ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
BLACK OR AFRICAN AMERICAN	7	2%
HISPANIC OR LATINO	8	2%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	2	0%
WHITE	387	92%
MULTIRACIAL	15	4%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS	56	13%	ECONOMICALLY DISADVANTAGED	71	17%
			STUDENTS WITH DISABILITIES		

ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
K (FULL DAY)	81	19%
1ST GRADE	73	17%
2ND GRADE	63	15%
3RD GRADE	79	19%
4TH GRADE	56	13%
5TH GRADE	62	15%
UNGRADED ELEMENTARY	5	1%

AVERAGE CLASS SIZE (2015 - 16)

GROUP

CLASS SIZE

COMMON BRANCH

20

FREE AND REDUCED-PRICE LUNCH (2015 - 16)

ELIGIBLE FOR FREE LUNCH

ELIGIBLE FOR REDUCED-PRICE LUNCH

44

11%

21

5%

STUDENT SUSPENSIONS (2014 - 15)

3

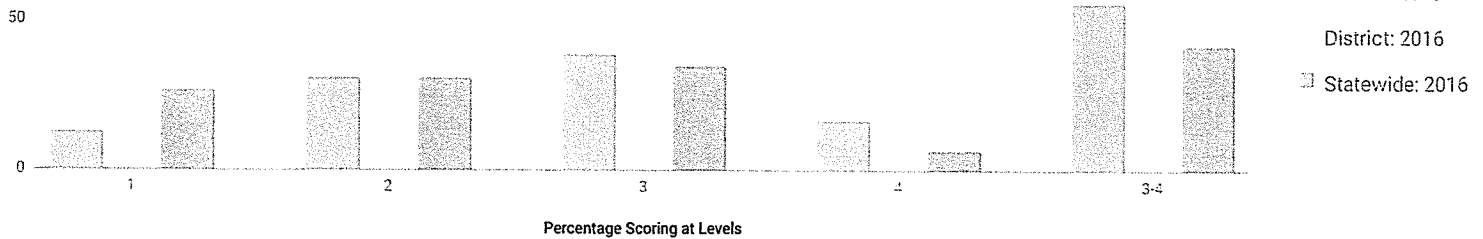
1%

TEACHER QUALIFICATIONS (2015 - 16)

TOTAL TEACHERS	35
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 CORE CLASSES	40
PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS SCHOOL	40
TOTAL NUMBER OF CLASSES	66
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	0%

GRADE 3 ENGLISH LANGUAGE ARTS

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

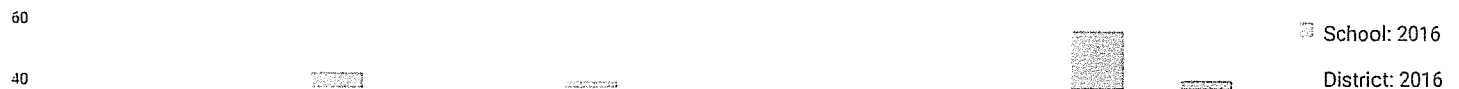


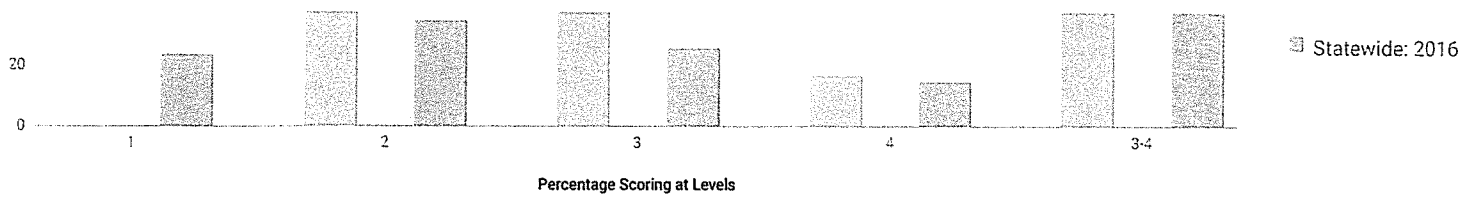
MEAN SCORE: 324

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	64	56%	8	13%	20	31%	25	39%	11	17%
GENERAL EDUCATION	55	62%	3	5%	18	33%	23	42%	11	20%
STUDENTS WITH DISABILITIES	9	22%	5	56%	2	22%	2	22%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	60	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	64	56%	8	13%	20	31%	25	39%	11	17%
FEMALE	36	64%	4	11%	9	25%	13	36%	10	28%
MALE	28	46%	4	14%	11	39%	12	43%	1	4%
NON-ENGLISH LANGUAGE LEARNERS	63	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	12	33%	4	33%	4	33%	3	25%	1	8%
NOT ECONOMICALLY DISADVANTAGED	52	62%	4	8%	16	31%	22	42%	10	19%
NOT MIGRANT	64	56%	8	13%	20	31%	25	39%	11	17%

GRADE 4 ENGLISH LANGUAGE ARTS

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





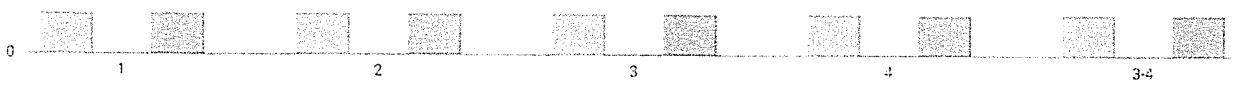
MEAN SCORE: 323

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	47	57%	0	0%	20	43%	19	40%	8	17%
GENERAL EDUCATION	43	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	44	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	47	57%	0	0%	20	43%	19	40%	8	17%
FEMALE	21	52%	0	0%	10	48%	7	33%	4	19%
MALE	26	62%	0	0%	10	38%	12	46%	4	15%
NON-ENGLISH LANGUAGE LEARNERS	47	57%	0	0%	20	43%	19	40%	8	17%
ECONOMICALLY DISADVANTAGED	9	44%	0	0%	5	56%	2	22%	2	22%
NOT ECONOMICALLY DISADVANTAGED	38	61%	0	0%	15	39%	17	45%	6	16%
NOT MIGRANT	47	57%	0	0%	20	43%	19	40%	8	17%

GRADE 5 ENGLISH LANGUAGE ARTS

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





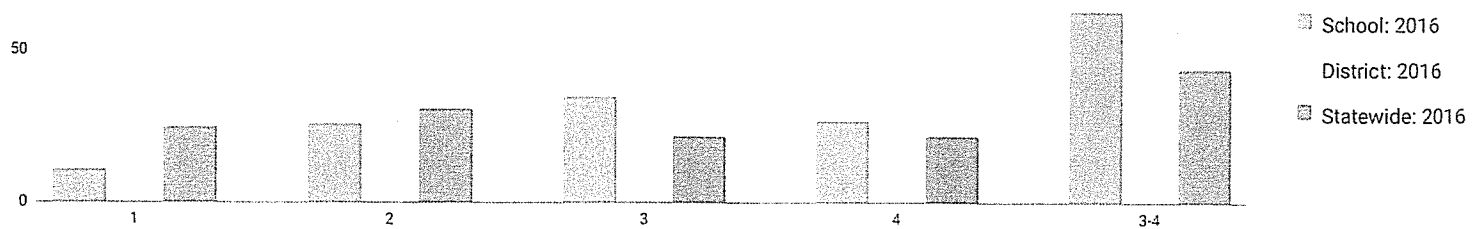
Percentage Scoring at Levels

MEAN SCORE: 310

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	49	47%	11 22%	15 31%	17 35%	6 12%
GENERAL EDUCATION	44	52%	10 23%	11 25%	17 39%	6 14%
STUDENTS WITH DISABILITIES	5	0%	1 20%	4 80%	0 0%	0 0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	1	_%	- -	- -	- -	- -
BLACK OR AFRICAN AMERICAN	1	_%	- -	- -	- -	- -
HISPANIC OR LATINO	2	_%	- -	- -	- -	- -
WHITE	43	47%	8 19%	15 35%	16 37%	4 9%
MULTIRACIAL	2	_%	- -	- -	- -	- -
SMALL GROUP TOTAL	6	50%	3 50%	0 0%	1 17%	2 33%
FEMALE	25	56%	3 12%	8 32%	10 40%	4 16%
MALE	24	38%	8 33%	7 29%	7 29%	2 8%
NON-ENGLISH LANGUAGE LEARNERS	49	47%	11 22%	15 31%	17 35%	6 12%
ECONOMICALLY DISADVANTAGED	7	29%	2 29%	3 43%	1 14%	1 14%
NOT ECONOMICALLY DISADVANTAGED	42	50%	9 21%	12 29%	16 38%	5 12%
NOT MIGRANT	49	47%	11 22%	15 31%	17 35%	6 12%

GRADE 3 MATHEMATICS

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



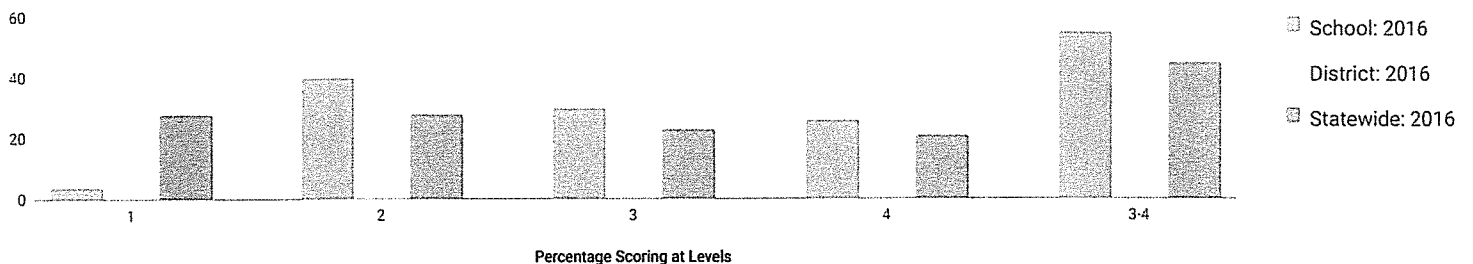
Percentage Scoring at Levels

MEAN SCORE: 320

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	62	63%	7	11%	16	26%	22	35%	17	27%
GENERAL EDUCATION	54	70%	3	6%	13	24%	21	39%	17	31%
STUDENTS WITH DISABILITIES	8	13%	4	50%	3	38%	1	13%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	59	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	62	63%	7	11%	16	26%	22	35%	17	27%
FEMALE	35	71%	5	14%	5	14%	16	46%	9	26%
MALE	27	52%	2	7%	11	41%	6	22%	8	30%
NON-ENGLISH LANGUAGE LEARNERS	61	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	11	55%	3	27%	2	18%	5	45%	1	9%
NOT ECONOMICALLY DISADVANTAGED	51	65%	4	8%	14	27%	17	33%	16	31%
NOT MIGRANT	62	63%	7	11%	16	26%	22	35%	17	27%

GRADE 4 MATHEMATICS

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



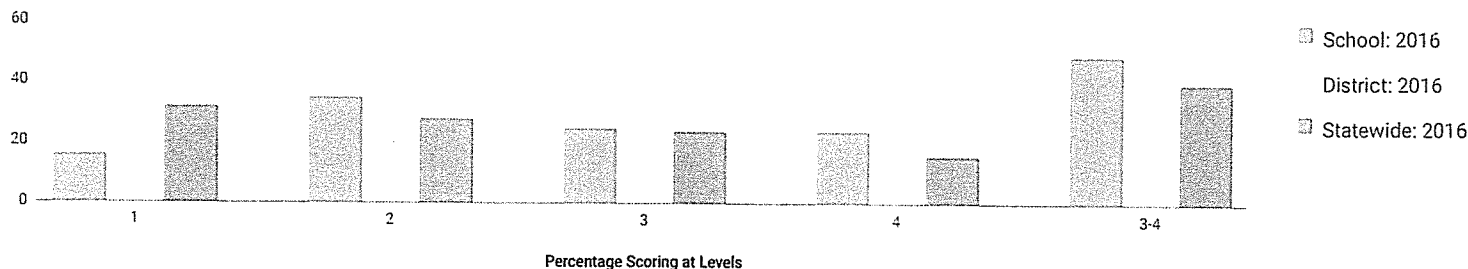
MEAN SCORE: 318

MEAN SCORE: 325

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	47	55%	2	4%	19	40%	14	30%	12	26%
GENERAL EDUCATION	43	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	44	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	47	55%	2	4%	19	40%	14	30%	12	26%
FEMALE	21	57%	2	10%	7	33%	8	38%	4	19%
MALE	26	54%	0	0%	12	46%	6	23%	8	31%
NON-ENGLISH LANGUAGE LEARNERS	47	55%	2	4%	19	40%	14	30%	12	26%
ECONOMICALLY DISADVANTAGED	9	33%	0	0%	6	67%	2	22%	1	11%
NOT ECONOMICALLY DISADVANTAGED	38	61%	2	5%	13	34%	12	32%	11	29%
NOT MIGRANT	47	55%	2	4%	19	40%	14	30%	12	26%

GRADE 5 MATHEMATICS

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



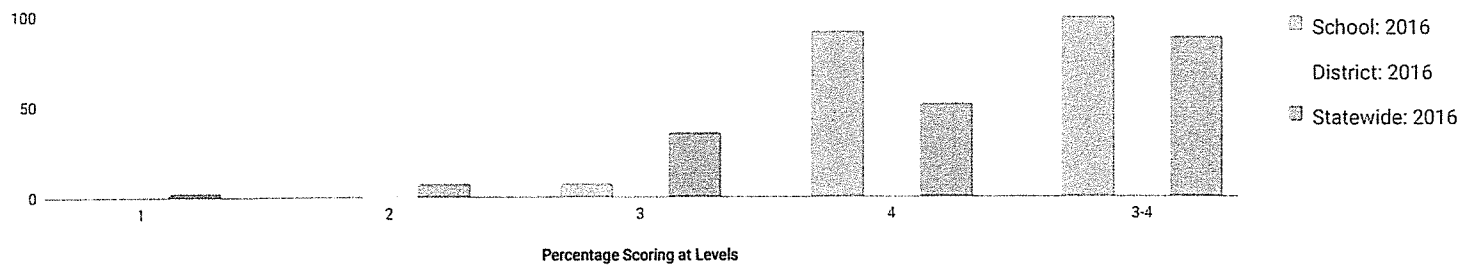
MEAN SCORE: 325

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
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ALL STUDENTS	51	49%	8	16%	18	35%	13	25%	12	24%
GENERAL EDUCATION	46	54%	7	15%	14	30%	13	28%	12	26%
STUDENTS WITH DISABILITIES	5	0%	1	20%	4	80%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	45	49%	8	18%	15	33%	12	27%	10	22%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	50%	0	0%	3	50%	1	17%	2	33%
FEMALE	26	42%	4	15%	11	42%	7	27%	4	15%
MALE	25	56%	4	16%	7	28%	6	24%	8	32%
NON-ENGLISH LANGUAGE LEARNERS	51	49%	8	16%	18	35%	13	25%	12	24%
ECONOMICALLY DISADVANTAGED	9	33%	2	22%	4	44%	2	22%	1	11%
NOT ECONOMICALLY DISADVANTAGED	42	52%	6	14%	14	33%	11	26%	11	26%
NOT MIGRANT	51	49%	8	16%	18	35%	13	25%	12	24%

GRADE 4 SCIENCE

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



MEAN SCORE: 92

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	50	100%	0	0%	0	0%
			4	8%	46	92%

GENERAL EDUCATION	45	100%	0	0%	0	0%	4	9%	41	91%
STUDENTS WITH DISABILITIES	5	100%	0	0%	0	0%	0	0%	5	100%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	46	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	50	100%	0	0%	0	0%	4	8%	46	92%
FEMALE	22	100%	0	0%	0	0%	1	5%	21	95%
MALE	28	100%	0	0%	0	0%	3	11%	25	89%
NON-ENGLISH LANGUAGE LEARNERS	50	100%	0	0%	0	0%	4	8%	46	92%
ECONOMICALLY DISADVANTAGED	9	100%	0	0%	0	0%	1	11%	8	89%
NOT ECONOMICALLY DISADVANTAGED	41	100%	0	0%	0	0%	3	7%	38	93%
NOT MIGRANT	50	100%	0	0%	0	0%	4	8%	46	92%

STATEWIDE RESULTS ON THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS: NAEP (2014 - 15)

GRADE: 4
READING

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

MATHEMATICS

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

GRADE: 8 READING

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

MATHEMATICS

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

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

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

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

GRADE 3

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
<u>ALL STUDENTS</u>	1	-	-	-	-	-
<u>GENERAL EDUCATION</u>	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	397*	78%*	YES	156	144	96	96
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	3	—	—	2	—	—	—
HISPANIC OR LATINO	—	—	6	—	—	6	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF..	—	—	2	—	—	2	—	—	—
WHITE	NO	NO	362*	77%*	YES	143	147	110	110
MULTIRACIAL	—	—	6	—	—	3	—	—	—
STUDENTS WITH DISABILITIES	—	—	27	—	—	21	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	1	—	—	1	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	39	—	—	27	—	—	—

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	397*	78%*	156	144
NOT BLACK OR AFRICAN AMERICAN	390*	77%*	154	144

NOT ECONOMICALLY DISADVANTAGED	378*	77%	150	145
NOT HISPANIC OR LATINO	384*	77%	150	145
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	394*	78%	154	145
NOT WHITE	17	—	13	—
NOT MULTIRACIAL	385*	78%	153	146
GENERAL EDUCATION	357*	78%	135	151
ENGLISH PROFICIENT	395*	77%	155	145
NOT ECONOMICALLY DISADVANTAGED	325*	78%	129	148
MALE	200*	80%	79	135
FEMALE	197*	76%	77	153
MIGRANT	0	—	0	—
NOT MIGRANT	397*	78%	156	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.

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	398*	76%*	YES	156	147	93	93
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	3	—	—	2	—	—	—
HISPANIC OR LATINO	—	—	6	—	—	6	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL...	—	—	2	—	—	2	—	—	—
WHITE	NO	NO	363*	76%*	YES	144	148	106	106
MULTIRACIAL	—	—	6	—	—	2	—	—	—
STUDENTS WITH DISABILITIES	—	—	27	—	—	20	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	1	—	—	1	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	39	—	—	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	398*	76%*	156	147
NOT BLACK OR AFRICAN AMERICAN	391*	75%*	154	147
NOT HISPANIC OR LATINO	385*	75%*	150	148
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	395*	78%*	154	147

NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	373	70%	134	147
NOT WHITE	17	—	12	—
NOT MULTIRACIAL	386*	77%*	154	147
GENERAL EDUCATION	358*	76%*	136	153
ENGLISH PROFICIENT	396*	76%*	155	146
NOT ECONOMICALLY DISADVANTAGED	325*	76%*	128	152
MALE	200*	78%*	79	148
FEMALE	198*	73%*	77	145
MIGRANT	0	—	0	—
NOT MIGRANT	398*	76%*	156	147

— 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	61	84%	YES	48	200	173	173
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	2	—	—	1	—	—	—
HISPANIC OR LATINO	—	—	2	—	—	2	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	—	—	0	—	—	0	—	—	—
WHITE	YES	YES	56	84%	YES	44	200	179	179
MULTIRACIAL	—	—	1	—	—	1	—	—	—
STUDENTS WITH DISABILITIES	—	—	7	—	—	6	—	—	—
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	61	84%	48	200
NOT BLACK OR AFRICAN AMERICAN	59	85%	47	200
NOT HISPANIC OR LATINO	59	83%	46	200
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	61	84%	48	200
NOT WHITE	5	—	4	—
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NOT MULTIRACIAL	60	83%	47	200
GENERAL EDUCATION	54	83%	42	200
ENGLISH PROFICIENT	61	84%	48	200
NOT ECONOMICALLY DISADVANTAGED	50	84%	40	200
MALE	32	—	27	—
FEMALE	29	—	21	—
MIGRANT	0	—	0	—
NOT MIGRANT	61	84%	48	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	144	147	—	—	146
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	—	—	—	—	0
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	—	—	—	—	0
WHITE	147	148	—	—	148
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	—	—	—	—	0
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	—	—	—	—	0

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

FRANCIS L STEVENS ELEMENTARY SCHOOL - SCHOOL REPORT CARD DATA [2015 - 16]

FRANCIS L STEVENS ELEMENTARY SCHOOL ENROLLMENT (2015 - 16)

K-12 ENROLLMENT

400

ENROLLMENT BY GENDER

MALE	206	52%	FEMALE	194	49%
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ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
AMERICAN INDIAN OR ALASKA NATIVE	1	0%
BLACK OR AFRICAN AMERICAN	4	1%
HISPANIC OR LATINO	8	2%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	8	2%
WHITE	369	92%
MULTIRACIAL	10	3%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS	5	1%	STUDENTS WITH DISABILITIES	53	13%	ECONOMICALLY DISADVANTAGED	71	18%
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ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
K (FULL DAY)	63	16%
1ST GRADE	62	16%
2ND GRADE	67	17%
3RD GRADE	59	15%
4TH GRADE	87	22%
5TH GRADE	59	15%
UNGRADED ELEMENTARY	3	1%

AVERAGE CLASS SIZE (2015 - 16)

GROUP	CLASS SIZE
COMMON BRANCH	21

FREE AND REDUCED-PRICE LUNCH (2015 - 16)

ELIGIBLE FOR FREE LUNCH	ELIGIBLE FOR REDUCED-PRICE LUNCH
46	4%
12%	16

STUDENT SUSPENSIONS (2014 - 15)

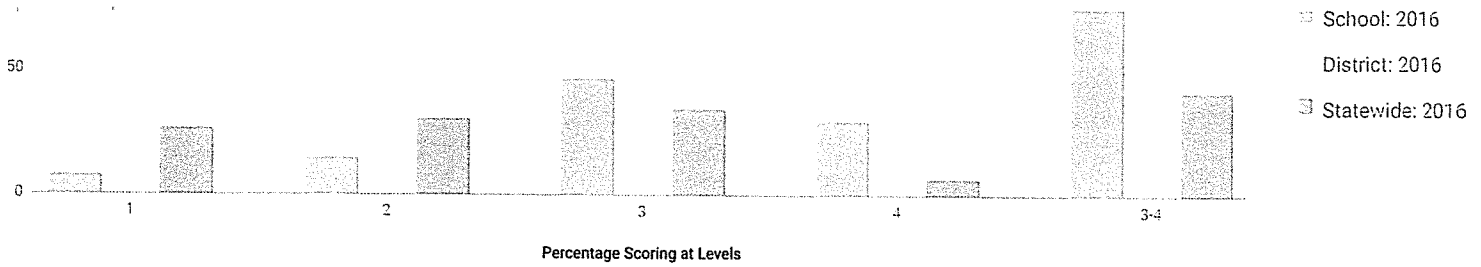
0	0%
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TEACHER QUALIFICATIONS (2015 - 16)

TOTAL TEACHERS	35
PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
PERCENT TEACHING OUT OF CERTIFICATE	0%
PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE	3%
PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE	17%
TOTAL NUMBER OF CORE CLASSES	31
PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS SCHOOL	31
TOTAL NUMBER OF CLASSES	49
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	0%

GRADE 3 ENGLISH LANGUAGE ARTS

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

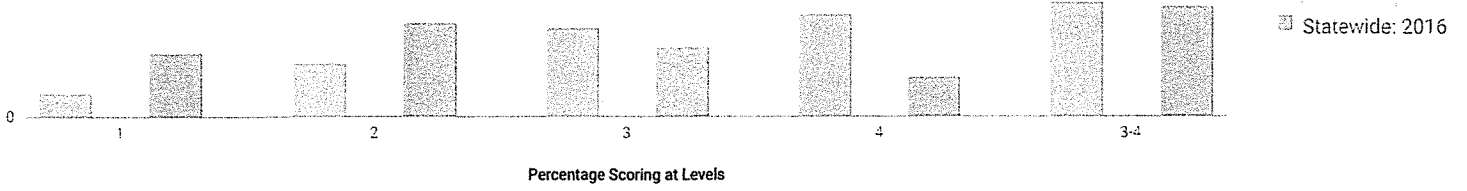


GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	53	77%	4	8%	8	15%	25	47%	16	30%
GENERAL EDUCATION	47	87%	1	2%	5	11%	25	53%	16	34%
STUDENTS WITH DISABILITIES	6	0%	3	50%	3	50%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	47	77%	4	9%	7	15%	21	45%	15	32%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	83%	0	0%	1	17%	4	67%	1	17%
FEMALE	28	89%	2	7%	1	4%	16	57%	9	32%
MALE	25	64%	2	8%	7	28%	9	36%	7	28%
NON-ENGLISH LANGUAGE LEARNERS	53	77%	4	8%	8	15%	25	47%	16	30%
ECONOMICALLY DISADVANTAGED	12	50%	3	25%	3	25%	4	33%	2	17%
NOT ECONOMICALLY DISADVANTAGED	41	85%	1	2%	5	12%	21	51%	14	34%
NOT MIGRANT	53	77%	4	8%	8	15%	25	47%	16	30%

GRADE 4 ENGLISH LANGUAGE ARTS

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





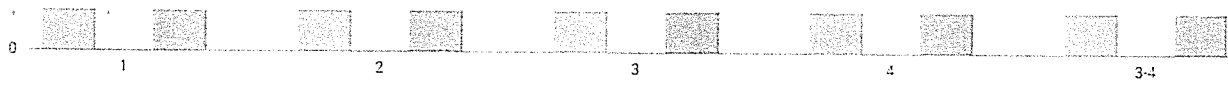
MEAN SCORE: 328

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	76	71%	7	9%	15	20%	25	33%	29	38%
GENERAL EDUCATION	69	78%	4	6%	11	16%	25	36%	29	42%
STUDENTS WITH DISABILITIES	7	0%	3	43%	4	57%	0	0%	0	0%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	72	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	76	71%	7	9%	15	20%	25	33%	29	38%
FEMALE	41	76%	3	7%	7	17%	13	32%	18	44%
MALE	35	66%	4	11%	8	23%	12	34%	11	31%
NON-ENGLISH LANGUAGE LEARNERS	76	71%	7	9%	15	20%	25	33%	29	38%
ECONOMICALLY DISADVANTAGED	11	64%	1	9%	3	27%	4	36%	3	27%
NOT ECONOMICALLY DISADVANTAGED	65	72%	6	9%	12	18%	21	32%	26	40%
NOT MIGRANT	76	71%	7	9%	15	20%	25	33%	29	38%

GRADE 5 ENGLISH LANGUAGE ARTS

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





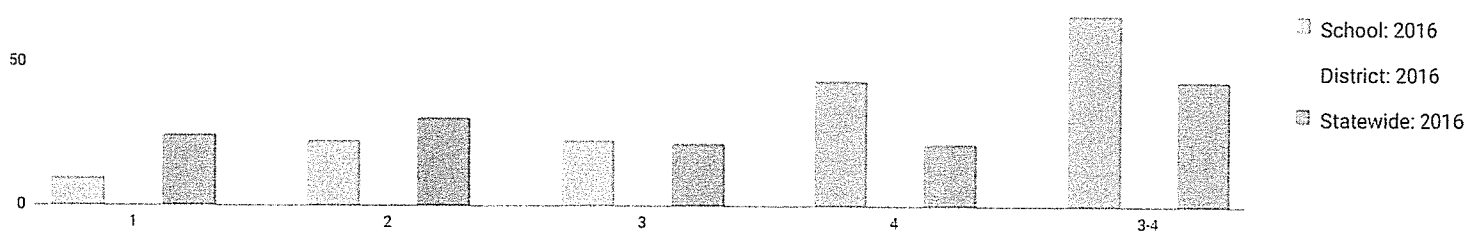
Percentage Scoring at Levels

MEAN SCORE: 313

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	51	45%	6 12%	22 43%	16 31%	7 14%
GENERAL EDUCATION	48	_%	- -	- -	- -	- -
STUDENTS WITH DISABILITIES	3	_%	- -	- -	- -	- -
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	2	_%	- -	- -	- -	- -
WHITE	48	_%	- -	- -	- -	- -
MULTIRACIAL	1	_%	- -	- -	- -	- -
SMALL GROUP TOTAL	51	45%	6 12%	22 43%	16 31%	7 14%
FEMALE	24	58%	1 4%	9 38%	10 42%	4 17%
MALE	27	33%	5 19%	13 48%	6 22%	3 11%
NON-ENGLISH LANGUAGE LEARNERS	50	_%	- -	- -	- -	- -
ENGLISH LANGUAGE LEARNERS	1	_%	- -	- -	- -	- -
ECONOMICALLY DISADVANTAGED	9	22%	3 33%	4 44%	2 22%	0 0%
NOT ECONOMICALLY DISADVANTAGED	42	50%	3 7%	18 43%	14 33%	7 17%
NOT MIGRANT	51	45%	6 12%	22 43%	16 31%	7 14%

GRADE 3 MATHEMATICS

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



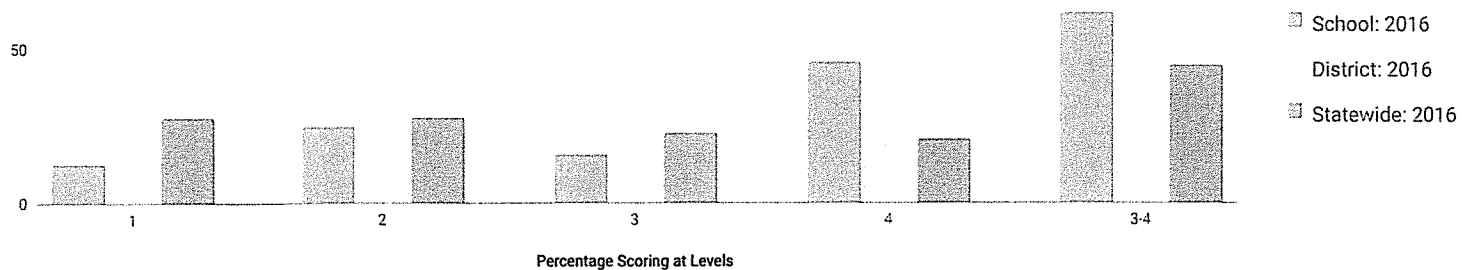
Percentage Scoring at Levels

MEAN SCORE: 331

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	52	67%	5	10%	12	23%	12	23%	23	44%
GENERAL EDUCATION	46	74%	2	4%	10	22%	11	24%	23	50%
STUDENTS WITH DISABILITIES	6	17%	3	50%	2	33%	1	17%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	47	66%	5	11%	11	23%	9	19%	22	47%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	80%	0	0%	1	20%	3	60%	1	20%
FEMALE	27	74%	2	7%	5	19%	7	26%	13	48%
MALE	25	60%	3	12%	7	28%	5	20%	10	40%
NON-ENGLISH LANGUAGE LEARNERS	52	67%	5	10%	12	23%	12	23%	23	44%
ECONOMICALLY DISADVANTAGED	10	40%	3	30%	3	30%	2	20%	2	20%
NOT ECONOMICALLY DISADVANTAGED	42	74%	2	5%	9	21%	10	24%	21	50%
NOT MIGRANT	52	67%	5	10%	12	23%	12	23%	23	44%

GRADE 4 MATHEMATICS

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



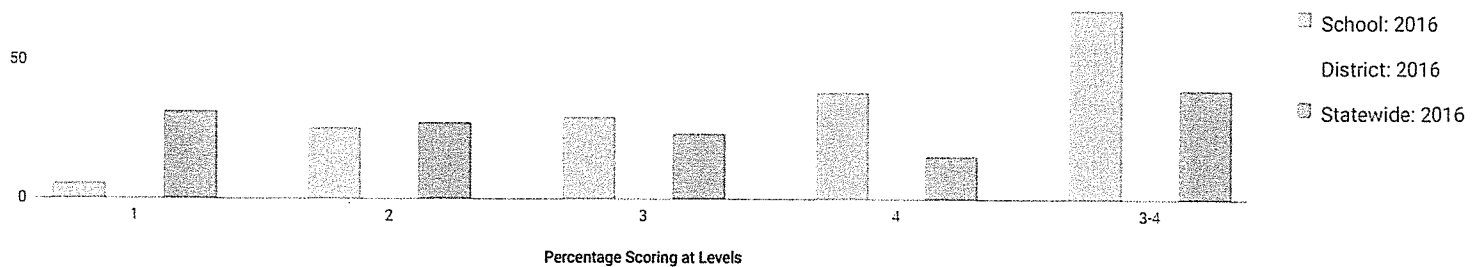
MEAN SCORE: 325

MEAN SCORE: 323

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	76	62%	10	13%	19	25%	12	16%	35	46%
GENERAL EDUCATION	69	68%	4	6%	18	26%	12	17%	35	51%
STUDENTS WITH DISABILITIES	7	0%	6	86%	1	14%	0	0%	0	0%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	72	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	76	62%	10	13%	19	25%	12	16%	35	46%
FEMALE	42	57%	6	14%	12	29%	5	12%	19	45%
MALE	34	68%	4	12%	7	21%	7	21%	16	47%
NON-ENGLISH LANGUAGE LEARNERS	76	62%	10	13%	19	25%	12	16%	35	46%
ECONOMICALLY DISADVANTAGED	11	55%	1	9%	4	36%	2	18%	4	36%
NOT ECONOMICALLY DISADVANTAGED	65	63%	9	14%	15	23%	10	15%	31	48%
NOT MIGRANT	76	62%	10	13%	19	25%	12	16%	35	46%

GRADE 5 MATHEMATICS

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



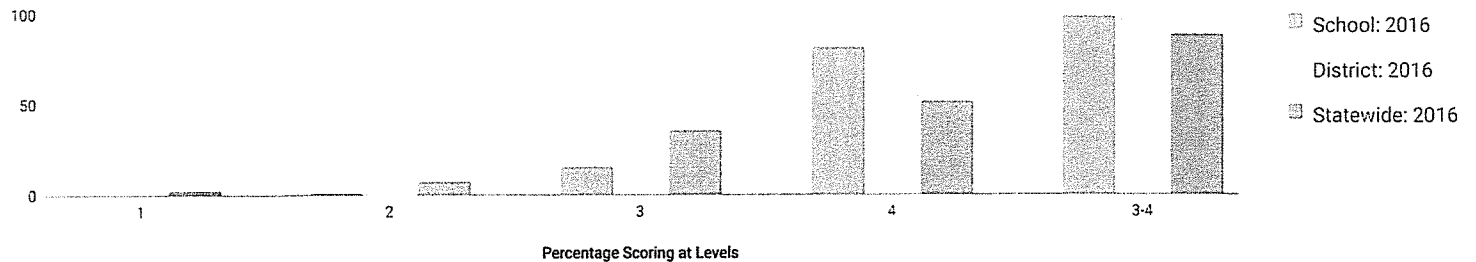
MEAN SCORE: 333

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
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ALL STUDENTS	54	69%	3	6%	14	26%	16	30%	21	39%
GENERAL EDUCATION	50	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL...	2	_%	-	-	-	-	-	-	-	-
WHITE	51	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	54	69%	3	6%	14	26%	16	30%	21	39%
FEMALE	25	68%	1	4%	7	28%	7	28%	10	40%
MALE	29	69%	2	7%	7	24%	9	31%	11	38%
NON-ENGLISH LANGUAGE LEARNERS	53	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	10	60%	0	0%	4	40%	4	40%	2	20%
NOT ECONOMICALLY DISADVANTAGED	44	70%	3	7%	10	23%	12	27%	19	43%
NOT MIGRANT	54	69%	3	6%	14	26%	16	30%	21	39%

GRADE 4 SCIENCE

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



MEAN SCORE: 90

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	79	99%	0	0%	1	1%	13	16%	65	82%

GENERAL EDUCATION	71	99%	0	0%	1	1%	7	10%	63	89%
STUDENTS WITH DISABILITIES	8	100%	0	0%	0	0%	6	75%	2	25%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	75	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	79	99%	0	0%	1	1%	13	16%	65	82%
FEMALE	44	98%	0	0%	1	2%	8	18%	35	80%
MALE	35	100%	0	0%	0	0%	5	14%	30	86%
NON-ENGLISH LANGUAGE LEARNERS	79	99%	0	0%	1	1%	13	16%	65	82%
ECONOMICALLY DISADVANTAGED	11	91%	0	0%	1	9%	2	18%	8	73%
NOT ECONOMICALLY DISADVANTAGED	68	100%	0	0%	0	0%	11	16%	57	84%
NOT MIGRANT	79	99%	0	0%	1	1%	13	16%	65	82%

STATEWIDE RESULTS ON THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS: NAEP (2014 - 15)

GRADE: 4 READING

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

MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RA...
ALL STUDENTS	21%	44%	30%	5%	
AMERICAN INDIAN OR ALAS...	0%	0%	0%	0%	
ASIAN OR NATIVE HAWAIIA...	12%	31%	42%	15%	
BLACK OR AFRICAN AMERIC...	40%	46%	13%	1%	
HISPANIC OR LATINO	28%	51%	20%	1%	
WHITE	12%	41%	40%	7%	
MULTIRACIAL	0%	0%	0%	0%	
STUDENTS WITH DISABILITL...	49%	39%	10%	2%	98
ENGLISH LANGUAGE LEARN...	56%	35%	9%	0%	91
ECONOMICALLY DISADVAN...	29%	48%	21%	2%	

GRADE: 8 READING

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RA...
ALL STUDENTS	27%	40%	29%	4%	
AMERICAN INDIAN OR ALAS...	0%	0%	0%	0%	
ASIAN OR NATIVE HAWAIIA...	19%	39%	34%	8%	
BLACK OR AFRICAN AMERIC...	42%	41%	16%	1%	
HISPANIC OR LATINO	35%	43%	20%	2%	
WHITE	18%	39%	38%	5%	
MULTIRACIAL	0%	0%	0%	0%	
STUDENTS WITH DISABILITL...	59%	33%	8%	0%	98
ENGLISH LANGUAGE LEARN...	78%	19%	3%	0%	89
ECONOMICALLY DISADVAN...	36%	42%	21%	1%	

MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RA...
ALL STUDENTS	31%	38%	24%	7%	
AMERICAN INDIAN OR ALAS...	0%	0%	0%	0%	
ASIAN OR NATIVE HAWAIIA...	18%	30%	33%	19%	
BLACK OR AFRICAN AMERIC...	48%	37%	13%	2%	
HISPANIC OR LATINO	41%	40%	16%	3%	
WHITE	20%	40%	31%	9%	
MULTIRACIAL	0%	0%	0%	0%	
STUDENTS WITH DISABILITL...	64%	27%	8%	1%	99
ENGLISH LANGUAGE LEARN...	72%	21%	6%	1%	94
ECONOMICALLY DISADVAN...	40%	39%	17%	4%	

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

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

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

GRADE 1

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
<u>ALL STUDENTS</u>	4	-	-	-	-	-
<u>GENERAL EDUCATION</u>	2	-	-	-	-	-
<u>STUDENTS WITH DISABILITIES</u>	2	-	-	-	-	-

GRADE 5

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
<u>ALL STUDENTS</u>	1	-	-	-	-	-
<u>GENERAL EDUCATION</u>	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	413*	82%*	YES	177	156	96	96
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	2	—	—	2	—	—	—
HISPANIC OR LATINO	—	—	4	—	—	3	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	—	—	3	—	—	3	—	—	—
WHITE	NO	NO	387*	82%*	YES	164	156	111	111
MULTIRACIAL	—	—	5	—	—	5	—	—	—
STUDENTS WITH DISABILITIES	—	—	24	—	—	17	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	1	—	—	1	—	—	—
ECONOMICALLY DISADVANTAGED	YES	—	36	—	YES	33	127	76	20

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	413*	82%*	177	156
NOT BLACK OR AFRICAN AMERICAN	410*	82%*	175	156

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
NOT HISPANIC OR LATINO	407*	82%*	174	156					
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	403*	82%*	174	157					
NOT WHITE	14	—	13	—					
NOT MULTIRACIAL	406*	82%*	172	156					
GENERAL EDUCATION	369*	83%*	160	167					
ENGLISH PROFICIENT	411*	82%*	176	157					
NOT ECONOMICALLY DISADVANTAGED	342*	82%*	144	163					
MALE	190*	89%*	85	142					
FEMALE	223*	76%*	92	170					
MIGRANT	0	—	0	—					
NOT MIGRANT	413*	82%*	177	156					

— 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	413*	81%*	YES	179	154	93	93
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	2	—	—	2	—	—	—
HISPANIC OR LATINO	—	—	4	—	—	3	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL...	—	—	3	—	—	3	—	—	—
WHITE	NO	NO	387*	81%*	YES	167	153	107	107
MULTIRACIAL	—	—	5	—	—	4	—	—	—
STUDENTS WITH DISABILITIES	—	—	24	—	—	18	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	1	—	—	1	—	—	—
ECONOMICALLY DISADVANTAGED	YES	—	36	—	YES	32	138	74	20

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	413*	81%*	179	154
NOT BLACK OR AFRICAN AMERICAN	410*	81%*	177	154
NOT HISPANIC OR LATINO	407*	81%*	176	154
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	403*	82%*	174	157

NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	403	81%	170	134
NOT WHITE	14	—	12	—
NOT MULTIRACIAL	406*	82%*	175	154
GENERAL EDUCATION	369*	82%*	161	165
ENGLISH PROFICIENT	411*	82%*	178	154
NOT ECONOMICALLY DISADVANTAGED	342*	82%*	147	158
MALE	190*	88%*	86	153
FEMALE	223*	76%*	93	155
MIGRANT	0	—	0	—
NOT MIGRANT	413*	81%*	179	154

— 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	89	90%	YES	78	199	176	176
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	1	—	—	1	—	—	—
HISPANIC OR LATINO	—	—	1	—	—	1	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	—	—	0	—	—	0	—	—	—
WHITE	YES	YES	85	89%	YES	74	199	183	183
MULTIRACIAL	—	—	2	—	—	2	—	—	—
STUDENTS WITH DISABILITIES	—	—	11	—	—	9	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	13	—	—	12	—	—	—

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	89	90%	78	199
NOT BLACK OR AFRICAN AMERICAN	88	90%	77	199
NOT HISPANIC OR LATINO	88	90%	77	199
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	89	90%	78	199
NOT WHITE	4	—	4	—
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NOT MULTIRACIAL	87	90%	76	199
GENERAL EDUCATION	78	91%	69	199
ENGLISH PROFICIENT	89	90%	78	199
NOT ECONOMICALLY DISADVANTAGED	76	89%	66	200
MALE	38	—	34	200
FEMALE	51	86%	44	198
MIGRANT	0	—	0	—
NOT MIGRANT	89	90%	78	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	156	154	—	—	155
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	—	—	—	—	0
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL...	—	—	—	—	0
WHITE	156	153	—	—	155
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	—	—	—	—	0
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	127	138	—	—	133

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