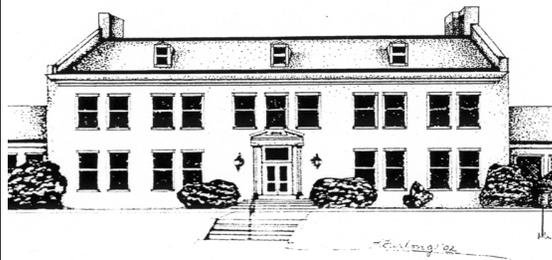
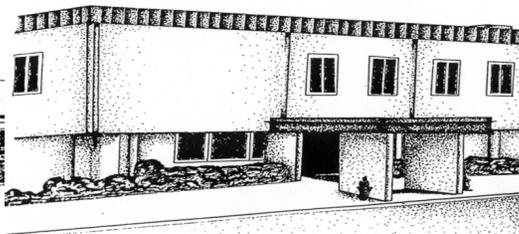


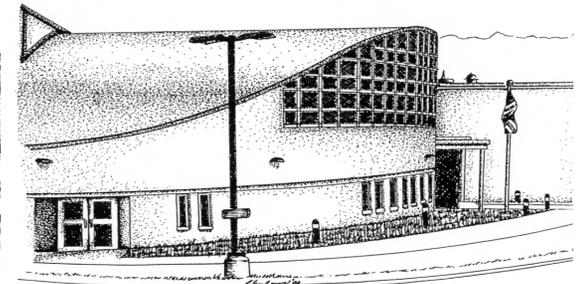
Putnam Valley Central School District Annual Budget 2014-2015



Putnam Valley Elementary School



Putnam Valley Middle School



Putnam Valley High School

04/14/2014

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Putnam Valley Central School District - Cf qrvgf Budget Summary 2014-2015

| REVENUES | BUDGET 2013-14 | 'CFQRVGF 2014-15 | BUDGET CHANGES | Percent Differences |
|---------------------------|-------------------|---------------------|-------------------|------------------------|
| Appropriated Fund Balance | 995,000 | 1,179,068 | 184,068 | 18.50% |
| Real Property Tax Levy | 35,853,814 | 36,125,964 | 272,150 | 0.76% |
| Local Non-Tax Sources | 2,580,470 | 1,012,300 | -1,568,170 | -60.77% |
| State & Federal Sources | 9,196,442 | 9,837,815 | 641,373 | 6.97% |
| Total | 48,625,726 | 48,155,147 | -470,579 | -0.97% |

| EXPENDITURES | BUDGET 2013-14 | 'CFQRVGD 2014-15 | CFQRVED | | | BUDGET CHANGES | Percent Differences |
|--------------------------------------|-------------------|---------------------|---------------------------|------------------------|--------------------|-------------------|------------------------|
| | | | Administration 2014-15 | Instruction 2014-15 | Capital 2014-15 | | |
| GENERAL SUPPORT | | | | | | | |
| A1010 - A1060 Board of Education | 30,995 | 45,367 | 45,367 | 0 | 0 | 14,372 | 46.37% |
| A1240 Central Administration | 354,449 | 365,219 | 365,219 | 0 | 0 | 10,770 | 3.04% |
| A1310 - A1380 Finance | 585,682 | 566,661 | 566,661 | 0 | 0 | -19,021 | -3.25% |
| A1420 - A1480 Staff | 153,962 | 208,176 | 208,176 | 0 | 0 | 54,214 | 35.21% |
| A1620 - A1680 Central Services | 2,277,825 | 2,379,070 | 0 | 0 | 2,379,070 | 101,245 | 4.44% |
| A1910 - A1980 Special Items | 533,183 | 558,187 | 485,287 | 0 | 72,900 | 25,004 | 4.69% |
| Total | 3,936,096 | 4,122,680 | 1,670,710 | 0 | 2,451,970 | 186,584 | 4.74% |
| INSTRUCTION | | | | | | | |
| A2070 Instructional Improvement | 1,738,753 | 1,836,740 | 1,722,901 | 113,839 | 0 | 97,987 | 5.64% |
| A2110 Teaching: Regular School | 13,040,734 | 13,127,096 | 0 | 13,127,096 | 0 | 86,362 | 0.66% |
| A2250 Special Apportionment Programs | 7,252,268 | 7,335,233 | 238,362 | 7,096,871 | 0 | 82,965 | 1.14% |
| A2600 Instructional Media | 1,173,737 | 1,082,123 | 28,000 | 1,054,123 | 0 | -91,614 | -7.81% |
| A2800 Pupil Services | 2,330,779 | 2,573,550 | 95,603 | 2,477,947 | 0 | 242,771 | 10.42% |
| Total | 25,536,271 | 25,954,742 | 2,084,866 | 23,869,876 | 0 | 418,471 | 1.64% |
| TRANSPORTATION | | | | | | | |
| A5510 Pupil Transportation | 2,736,537 | 2,813,069 | 0 | 2,813,069 | 0 | 76,532 | 2.80% |
| UNDISTRIBUTED | | | | | | | |
| A9010-70 Employee Benefits | 12,026,021 | 12,228,500 | 1,059,878 | 10,522,736 | 645,886 | 202,479 | 1.68% |
| A9789 Debt Service | 2,557,831 | 2,397,288 | 0 | 0 | 2,397,288 | -160,543 | -6.28% |
| A9901 Interfund Transfers | 1,832,970 | 638,868 | 0 | 0 | 638,868 | -1,194,102 | -65.15% |
| Total | 16,416,822 | 15,264,656 | 1,059,878 | 10,522,736 | 3,682,042 | -1,152,166 | -7.02% |
| TOTAL: GENERAL FUND | 48,625,726 | 48,155,147 | 4,815,454 | 37,205,681 | 6,134,012 | -470,579 | -0.97% |

GENERAL FUND REVENUES

| BUDGET CODE | TAX ITEMS | ACTUAL 2012-13 | BUDGET 2013-14 | 'CFORVED 2014-15 | Administration 2014-15 | Instruction 2014-15 | Capital 2014-15 | BUDGET CHANGES | Percent Differences |
|----------------|--|-------------------|-------------------|---------------------|---------------------------|------------------------|--------------------|-------------------|------------------------|
| 1090 | Real Property Taxes | 34,857,325 | 35,853,814 | 36,125,964 | | | | 272,150 | 0.76% |
| | Service Charges on Real Property Taxes | 48,998 | 35,000 | 35,000 | | | | | |
| | Non-Property Tax Distribution by Westchester | 49,896 | 0 | 0 | | | | | |
| | CHARGES FOR SERVICES | | | | | | | | |
| 1489 | Other Charges For Services | 177,462 | 100,000 | 130,000 | | | | 30,000 | |
| 2230 | Tuition: Other School Districts (Foster Care & Special Education Placements) | 476,318 | 400,000 | 300,000 | | | | -100,000 | |
| 2389 | Other Misc. Revenue-CPSE ADMIN FEES Putnam/West. Cty | | | | | | | | |
| 2395 | Camp Revenue | 54,959 | | | | | | | |
| | Total: Charges For Services | 708,739 | 500,000 | 430,000 | | | | -70,000 | -14.00% |
| | USE OF MONEY AND PROPERTY | | | | | | | | |
| 2401 | Interest And Earnings | 44,846 | 75,000 | 40,000 | | | | -35,000 | -46.67% |
| 2450 | Commissions | 2,653 | 2,500 | 2,500 | | | | | |
| | Total: Use Of Money & Property | 47,499 | 77,500 | 42,500 | | | | -35,000 | -45.16% |
| | MISCELLANEOUS | | | | | | | | |
| 2701 | Employee Share of Health Insurance Premiums | | 75,000 | 75,000 | | | | 0 | |
| 2703 | Refunds of Prior Year Expenditures-Other | 268,823 | 100,000 | 100,000 | | | | 0 | |
| 2770 | Other Unclassified Revenue: ERATES | 37,502 | 20,000 | 20,000 | | | | 0 | |
| 2730 | MTA Payroll Tax | 3,932 | 0 | 0 | | | | 0 | |
| | Total: Miscellaneous | 310,257 | 195,000 | 195,000 | | | | 0 | |
| | STATE SOURCES | | | | | | | | |
| 3101 | General Formula Aid | 8,593,012 | 8,523,637 | 8,882,978 | | | | 359,341 | |
| 3103 | Boces Aid | 914,143 | 1,146,464 | 1,339,995 | | | | 193,531 | |
| 3262 | Instructional Materials Aid | 169,564 | 171,011 | 168,421 | | | | -2,590 | |
| 3289 | State Aid Adjustments: GAP Elimination Adjustment | -834,475 | -644,670 | -553,579 | | | | 91,091 | |
| 3104/3289 | Homeless and Chapter 44/721/66 | 225,588 | | | | | | | |
| | Total: State Sources | 9,067,832 | 9,196,442 | 9,837,815 | | | | 641,373 | 6.97% |
| | * GENERAL FUND REVENUES | 45,120,741 | 45,857,756 | 46,666,279 | | | | 808,523 | 1.76% |
| | INTERFUND TRANSFERS | | | | | | | | |
| 5059 | Transfer from Debt Service | | 1,772,970 | 309,800 | | | | | |
| | Total: Interfund Transfers | 0 | 1,772,970 | 309,800 | | | | -1,463,170 | |
| | ** SUBTOTAL: | | | | | | | | |
| | ** GENERAL FUND REVENUES | 45,120,741 | 47,630,726 | 46,976,079 | | | | -654,647 | -1.37% |
| | APPROPRIATED RESERVES | | | | | | | | |
| 599 | Appropriated Fund Balance | | 875,000 | 750,000 | | | | -125,000 | -14.29% |
| | Appropriation of Reserve For Retirement Contribution | | 120,000 | 165,000 | | | | 45,000 | 37.50% |
| 511 | Advances to Other Funds | | 0 | 264,068 | | | | 264,068 | |
| | *** GRAND TOTAL: | | | | | | | | |
| | *** GENERAL FUND REVENUES | 45,120,741 | 48,625,726 | 48,155,147 | | | | -470,579 | -0.97% |

| BUDGET CODE | GENERAL FUND REVENUES | ACTUAL | BUDGET | 'CFQRVED | | | BUDGET | Percent | | |
|---------------------------------|---|------------------|------------------|------------------|-------------------------|-----------------------|------------------------|---|----------------|--------------|
| | | 2012-13 | 2013-14 | 2014-15 | Enacted State Budget | Legislative Budget | Governor's Proposal | Differences State Budget Gov Proposal | CHANGES | Differences |
| STATE SOURCES: STATE AID DETAIL | | | | | | | | | | |
| BASIC FORMULA | | | | | | | | | | |
| | Foundation Aid | 3,741,706 | 4,668,210 | 4,802,600 | 4,668,210 | 4,668,210 | 134,390 | | 134,390 | |
| | Full Day Kindergarten Conversion Aid | 225,588 | 0 | 0 | 0 | 0 | 0 | | | |
| | Special Ed. District Share Deduction | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| | Building Aid | 1,085,487 | 999,182 | 1,043,501 | 1,043,501 | 1,043,501 | 0 | | 44,319 | |
| | Transportation Aid | 1,417,249 | 1,440,213 | 1,600,106 | 1,600,110 | 1,600,110 | -4 | | 159,893 | |
| | High Cost Aid, Public & Private School Excess Cost Aids | 1,423,009 | 490,471 | 511,210 | 512,015 | 512,015 | -805 | | 20,739 | |
| | Instructional Materials Aid | 169,564 | 171,011 | 168,421 | 170,105 | 170,105 | -1,684 | | -2,590 | |
| | High Tax Aid | 925,561 | 925,561 | 925,561 | 925,561 | 925,561 | 0 | | | |
| | Boces Services Aid (Net of Aid Adjustment Due to BOCES Refunds) | 914,143 | 1,146,464 | 1,339,995 | 1,403,150 | 1,403,150 | -63,155 | | 193,531 | |
| | State Aid Adjustments: GAP Elimination Adjustment | -834,475 | -644,670 | -553,579 | -603,139 | -603,139 | 49,560 | | 91,091 | |
| | Sub-Total: State Sources | 9,067,832 | 9,196,442 | 9,837,815 | 9,719,513 | 9,719,513 | 118,302 | | 641,373 | |
| TOTAL: STATE SOURCES | | 9,067,832 | 9,196,442 | 9,837,815 | 9,719,513 | 9,719,513 | | | 641,373 | 6.97% |

GENERAL SUPPORT

| CODE | | ACTUAL 2012-13 | BUDGET 2013-14 | 'CFORVED 2014-15 | Administration 2014-15 | Instruction 2014-15 | Capital 2014-15 | BUDGET CHANGES | Percent Differences |
|-----------|---|-------------------|-------------------|---------------------|---------------------------|------------------------|--------------------|-------------------|------------------------|
| A1010 | BOARD OF EDUCATION | | | | | | | | |
| A1010.4 | CONTRACTUAL EXPENSES | 1,890 | 6,000 | 6,000 | 6,000 | | | | |
| | Mandated Training Workshops, Postage, Printing, & Miscellaneous Expenses | | | | | | | | |
| A1010.45 | MATERIALS & SUPPLIES | 2,197 | 1,302 | 2,802 | 2,802 | | | 1,500 | 115.21% |
| | General Office Supplies | 275 | | | | | | | |
| A1010*** | Total: Board of Education | 4,362 | 7,302 | 8,802 | 8,802 | | | 1,500 | 20.54% |
| A1040 | DISTRICT CLERK | | | | | | | | |
| A1040.165 | District Clerk Salary #1 | 11,554 | 11,554 | 11,670 | 11,670 | | | 116 | |
| A1040.45 | Material & Supplies; Postage | 1,391 | 1,395 | 1,395 | 1,395 | | | | |
| A1040*** | Total: District Clerk | 12,945 | 12,949 | 13,065 | 13,065 | | | 116 | 0.90% |
| | #1 NOTES: The District Clerk's salary for next year has not been determined at this time. | | | | | | | | |
| A1060 | DISTRICT MEETINGS | | | | | | | | |
| | CONTRACTUAL EXPENSES | 15,435 | 10,000 | 20,000 | 20,000 | | | 10,000 | 100.00% |
| A1060.4 | Legal Advertisements, Printing, etc. | | | | | | | | |
| A1060.410 | Voting Expenses | | | | | | | | |
| A1060.446 | Election Staff | | | | | | | | |
| A1060.4 | Total: Contractual | 15,435 | 10,000 | 20,000 | | | | 10,000 | 100.00% |
| A1060.45 | Materials & Supplies | 3,245 | 744 | 3,500 | 3,500 | | | 2,756 | 370.43% |
| A1060*** | Total: District Meetings | 18,680 | 10,744 | 23,500 | 23,500 | | | 12,756 | 118.73% |
| A1099 | TOTAL: BOARD OF EDUCATION | 35,987 | 30,995 | 45,367 | 45,367 | | | 14,372 | 46.37% |
| | CENTRAL ADMINISTRATION | | | | | | | | |
| A1240 | CHIEF SCHOOL ADMINISTRATOR | | | | | | | | |
| | SALARIES: INSTRUCTIONAL #2 | | | | | | | | |
| A1240.157 | Superintendent of Schools | 231,114 | 221,500 | 221,500 | 221,500 | | | 0 | 0.00% |
| A1240.165 | SALARIES: NON-INSTRUCTIONAL | 112,848 | 113,583 | 114,353 | 114,353 | | | 770 | 0.68% |
| | Secretarial / Clerical(1.5FTE) Includes Overtime / Substitutes | | | | | | | | |
| | CONTRACTUAL EXPENSES: Includes expenses such as | 11,449 | 13,600 | 23,600 | 23,600 | | | 10,000 | 73.53% |
| | Conferences, Workshops & In-District Travel | | | | | | | | |
| | Association Dues & Memberships | | | | | | | | |
| | Consultants | | | | | | | | |
| | Equipment Repair and Service Contracts | | | | | | | | |
| A1240.4 | Total: Contractual | 11,449 | 13,600 | 23,600 | | | | 10,000 | 73.53% |
| A1240.45 | MATERIALS & SUPPLIES | 2,710 | 5,766 | 5,766 | 5,766 | | | 0 | 0.00% |
| A1299 | TOTAL: CENTRAL ADMINISTRATION | 358,121 | 354,449 | 365,219 | 365,219 | | | 10,770 | 3.04% |

#2 NOTES: Administrative salaries for next year have not been determined at this time.

| A1300 A1310 | FINANCE BUSINESS ADMINISTRATION | ACTUAL 2012-13 | BUDGET 2013-14 | 'CFQVRVED 2014-15 | Administration 2014-15 | Instruction 2014-15 | Capital 2014-15 | BUDGET CHANGES | Percent Differences |
|----------------|--|-------------------|-------------------|----------------------|---------------------------|------------------------|--------------------|-------------------|------------------------|
| | SALARIES: | | | | | | | | |
| A1310.157 | TREASURER | 248,805 | 151,003 | 125,000 | 125,000 | | | -26,003 | -17.22% |
| A1310.160 | Secretarial / Clerical (4.5 FTE) | 382,742 | 275,994 | 285,000 | 285,000 | | | 9,006 | 3.26% |
| A1310.4 | CONTRACTUAL EXPENSES: Includes expenses such as: Advertising, TPA for tax exempt annuities, financial advisor Conferences, Workshops, In-District Mileage Professional Association Memberships Consultant Programmer Services Equipment Repair and Repair Parts Computer Equipment & Software Maintenance | 12,343 | 19,440 | 24,440 | 24,440 | | | 5,000 | 25.72% |
| | BOCES SERVICES | 12,300 | | | | | | | |
| | State Aid Analysis-SWB-Questar | | 3,120 | 3,120 | 3,120 | | | | |
| | Finance Manager | | 18,500 | 4,176 | 4,176 | | | | |
| A1320.490 | Total: Contractual | 24,643 | 41,060 | 31,736 | | | | | |
| A1320.45 | MATERIALS & SUPPLIES | 4,326 | 4,836 | 4,836 | 4,836 | | | | |
| A1310*** | TOTAL: Business Administration #1 NOTES: Administrative salaries for next year have not been determined at this time. | 660,516 | 472,893 | 446,572 | 446,572 | | | -26,321 | -5.57% |
| A1320 | AUDITING | | | | | | | | |
| A1320.160 | SALARIES: Internal Claims Auditor | 1,200 | 1,200 | 8,500 | 8,500 | | | 7,300 | 608.33% |
| A1320.4 | CONTRACTUAL EXPENSES: External & Internal Auditing Services | 45,955 | 81,200 | 81,200 | 81,200 | | | | |
| A1320*** | Total: Auditing | 47,155 | 82,400 | 89,700 | 89,700 | | | 7,300 | 8.86% |
| A1325 | TREASURER | | | | | | | | |
| A1325.4 | CONTRACTUAL EXPENSES: Includes Advertising, Mileage Expenses, Equipment Repair | | 390 | 390 | 390 | | | | |
| A1325.45 | MATERIALS & SUPPLIES | 368 | 298 | 298 | 298 | | | | |
| A1325*** | TOTAL: Treasurer | 368 | 688 | 688 | 688 | | | | |
| A1330 | TAX COLLECTION | | | | | | | | |
| A1330.160 | Salaries: Tax Collector Assistant #2 | 14,285 | 14,938 | 14,938 | 14,938 | | | | |
| A1330.4 | CONTRACTUAL EXPENSES: Includes Putnam County Real Property Tax Services #3 Postage Tax Collection Software Updates Printing | 5,100 | 11,655 | 11,655 | 11,655 | | | 0 | 0.00% |
| A1330.45 | MATERIALS & SUPPLIES | 884 | 1,358 | 1,358 | 1,358 | | | | |
| A1330*** | TOTAL: Tax Collection #4 | 20,269 | 27,951 | 27,951 | 27,951 | | | | |
| A1380.4 | FISCAL AGENT FEES | 330 | 1,750 | 1,750 | 1,750 | | | | |
| A1399 | TOTAL: FINANCE #5 #2 NOTES: Part time assistant to the tax collector #3 NOTES: Putnam County provides tax rolls and tax data for District operated tax collection services. #4 NOTES: District Tax Collection Service expenses are completely paid for by service charges. There is no net cost to the District for Tax Collection. #5 NOTES: FINANCE encompasses Business Administration, Auditing, Treasurer, and Tax Collector functions. | 728,638 | 585,682 | 566,661 | 566,661 | | | -19,021 | -3.25% |

| A1400 | | ACTUAL | BUDGET | 'CF QRVED | Administration | Instruction | Capital | BUDGET | Percent |
|-----------------|---|----------------|----------------|----------------|----------------|-------------|---------|---------------|----------------|
| A1420 | LEGAL | 2012-13 | 2013-14 | 2014-15 | 2014-15 | 2014-15 | 2014-15 | CHANGES | Differences |
| | CONTRACTUAL EXPENSES | | | | | | | | |
| A1420.4 | General Counsel Services | 45,730 | 100,000 | 100,000 | 100,000 | | | | |
| A1420*** | Total: Legal | 45,730 | 100,000 | 100,000 | 100,000 | | | 0 | 0.00% |
| | PERSONNEL | | | | | | | | |
| A1430 | Assistant Superintendent | | 0 | 43,750 | 43,750 | | | 43,750 | |
| A1430.160 | Clerical Includes Overtime & Substitutues | 12,981 | 5,000 | 20,000 | 20,000 | | | 15,000 | 300.00% |
| A14304** | CONTRACTUAL EXPENSES | | 6,000 | 6,000 | 6,000 | | | | |
| A1430.490 | BOCES SERVICES: #1 | 36,340 | | | | | | | |
| 6160 | Employees' Assistance Program (EAP) | | 6,068 | 6,068 | 6,068 | | | | |
| 6020 | Contract Analysis Service | | 2,691 | 2,694 | 2,694 | | | 3 | |
| | Aesop Substitute Service | | | 9,000 | 9,000 | | | 9,000 | |
| 611 | Finance Manager | | 18,500 | 4,176 | 4,176 | | | -14,324 | -77.43% |
| A1430.49 | Total: BOCES | 36,340 | 27,259 | 21,938 | 21,938 | | | -5,321 | |
| A1430*** | Total: Personnel | 49,321 | 38,259 | 91,688 | 91,688 | | | 53,429 | 139.65% |
| | #1 NOTES: Services through BOCES are eligible for BOCES Aid at 50% on average. | | | | | | | | |
| BUDGET | STAFF | | | | | | | | |
| A1480 | PUBLIC INFORMATION AND SERVICES #2 | | | | | | | | |
| A1480.160 | PERSONNEL EXPENSES (.5 FTE) | 14,955 | 15,703 | 16,488 | 16,488 | | | 785 | 5.00% |
| | | 3,963 | | | | | | | |
| A1480*** | Total: Public Information and Services | 18,918 | 15,703 | 16,488 | 16,488 | | | 785 | 5.00% |
| A1499 | TOTAL: STAFF #3 | 113,969 | 153,962 | 208,176 | 208,176 | | | 54,214 | 35.21% |

#2 NOTES: The district publishes periodic newsletters.

#3 NOTES: The STAFF functions include expenditures for attorney services, personnel administration, and public information services.

| CODE | | ACTUAL 2012-13 | BUDGET 2013-14 | "CFORVED 2014-15 | Administration 2014-15 | Instruction 2014-15 | Capital 2014-15 | BUDGET CHANGES | Percent Differences | |
|-----------------|---|---|---|---|---------------------------|------------------------|---|---------------------------|------------------------|--|
| A1600 | <u>CENTRAL SERVICES</u> | | | | | | | | | |
| A1620 | <u>OPERATION OF PLANT</u> | | | | | | | | | |
| A1620.165 | Director of Facilities, Technology and Transportation #1 Operations Office Clerical | 40,726 | 39,895 14,955 | 40,000 69,862 | | | 40,000 69,862 | 105 54,907 | | |
| A1620.164 | SALARIES: Custodians / Cleaners / Grounds keepers #2 High School (5.0 FTE) Includes HS Groundskeeper/Custodial Worker Middle School (3.00 FTE) Elementary School (4.00 FTE) Grounds Keeping (District Wide 1.0 FTE) Summer Workers | 257,766 124,292 236,107 62,395 13,810 | 266,279 135,466 229,176 62,395 25,000 | 270,234 139,044 199,956 62,395 25,000 | | | 270,234 139,044 199,956 62,395 25,000 | 3,955 3,578 -29,220 | | |
| A1620.168 | Overtime: #3 9902 Outside Groups: Custodial overtime for outside groups are fully reimbursed to district. 9903 Overtime for Reg Cleaning/Groundskeep/Security 9925 Night Differential | 37,269 7,135 | 54,000 8,000 | 54,000 8,000 | | | 54,000 8,000 | | 100.00% | |
| 9901 | Emergency Repairs | 0 | 0 | 0 | | | | | | |
| 9901 | Snow and Ice Removal | 4,528 | 4,000 | 4,000 | | | 4,000 | | 100.00% | |
| 9917/9918 | School Activities Substitutes | | 0 3,000 | 0 0 | | | 0 | -3,000 | 100.00% | |
| A1620.169 | Substitutes: Vacation and Illness Coverage | 72,423 | 57,500 | 60,500 | | | 60,500 | 3,000 | 5.22% | |
| A162016* | Total: Non Instructional Salaries | 856,451 | 899,666 | 932,991 | | | 932,991 | 33,325 | 3.70% | |
| | #1 NOTES: The responsibilities of the Director of Facilities, Technology and transportation are distributed among Operations & Maintenance Computer Education and Transportation. | | | | | | | | | |
| | #2 NOTES: Salaries for custodial staff have not been determined at this time | | | | | | | | | |
| | #3 NOTES: All custodial overtime incurred by community use of district facilities is fully reimbursed to the district. | | | | | | | | | |
| A1620.200 | <u>EQUIPMENT</u> | | 0 | 38,000 | | | 38,000 | 38,000 | | |
| A1620.4 | <u>CONTRACTUAL EXPENSES</u> | | | | | | | | | |
| | General Contractual | 26,163 | 21,800 | 21,800 | | | 21,800 | 0 | 0.00% | |
| 450 | Electric (NYSEG) | 400,000 | 375,000 | 375,000 | | | 375,000 | | | |
| 451 | Telephones | 28,306 | 70,000 | 70,000 | | | 70,000 | | | |
| 445 | Insurance Appraisal Updates/architect | 55,493 | 5,000 | 5,000 | | | 5,000 | | | |
| 452 | Fuel Oil - #2 Heating Oil Elementary School Only Fuel Oil & Propane are purchased through New York State Contract The Middle and High Schools use energy efficient and "Green Technology" GEOTHERMAL heating and cooling systems. | 133,025 | 120,000 | 120,000 | | | 120,000 | | | |
| 455 / 456 / 462 | Water and Sewer Charges; Water Testing | 71,836 | 75,000 | 75,000 | | | 75,000 | | | |
| | <u>CENTRAL SERVICES</u> | | | | | | | | | |
| | <u>OPERATION OF PLANT</u> | | | | | | | | | |
| 453 | Propane Gas | 17,884 | 25,000 | 25,000 | | | 25,000 | | | |
| 466 | Safety Compliance: Fire and Safety Inspections | 10,614 | 10,000 | 10,000 | | | 10,000 | | | |
| 454 | Rubbish Removal | 30,638 | 40,000 | 40,000 | | | 40,000 | | | |
| A1620.4 | TOTAL: CONTRACTUAL EXPENSES | 773,959 | 741,800 | 779,800 | | | 779,800 | 38,000 | 5.12% | |
| 490 | <u>BOCES SERVICES</u> | | | | | | | | | |
| 6980 | Safety & Risk Management | 7,003 | 7,185 | 7,626 | | | 7,626 | 441 | 6.14% | |
| 6121 | Intellipath Regional Telephone Service | 30,413 | 29,508 | 28,981 | | | 28,981 | -527 | -1.79% | |
| 6113 | Connect-Ed | | 4,995 | 4,001 | | | 4,001 | -994 | -24.84% | |
| 6282 | School Dude | | 4,770 | 4,770 | | | 4,770 | | 0.00% | |
| A1620.49 | Total:BOCES | 37,416 | 46,458 | 45,378 | 0 | 0 | 45,378 | -1,080 | | |
| A1620.45 | <u>MATERIALS & SUPPLIES</u> Building Supplies such as floor care products, cleaning materials, and sanitation supplies; paper products, and uniforms. | 54,186 | 53,010 | 53,010 | | | 53,010 | 0 | 0.00% | |
| A1620 | TOTAL: Operation of Plant | 1,722,012 | 1,740,934 | 1,811,179 | | | 1,811,179 | 70,245 | 4.03% | |

| CODE | CENTRAL SERVICES | ACTUAL 2012-13 | BUDGET 2013-14 | 'CFQRVED 2014-15 | Administration 2014-15 | Instruction 2014-15 | Capital 2014-15 | BUDGET CHANGES | Percent Differences |
|-----------------|---|----------------------------|-------------------|---------------------|---------------------------|------------------------|----------------------------|-------------------|------------------------|
| A1621 | MAINTENANCE OF PLANT | | | | | | | | |
| A1621.164 | SALARIES: NON-INSTRUCTIONAL High School / Middle School Campus (1.0 FTE) Elementary School Campus (1.0 FTE) Overtime | 81,282 67,162 14,702 | 81,611 67,162 | 81,611 67,162 | | | 81,611 67,162 15,000 | | |
| A1621.16 | Total: Non Instructional Salaries | 163,146 | 148,773 | 163,773 | | | 163,773 | 15,000 | 10.08% |
| A1621.4 | General Contractual | | 2,000 | 3,000 | | | 3,000 | 1,000 | 50.00% |
| 419 | Field Maintenance Equipment Rental | 831 | 2,000 | 2,000 | | | 2,000 | | |
| 436 | Upkeep of Fire and Security Alarm Systems | 9,782 | 7,000 | 7,000 | | | 7,000 | | |
| 437 | Upkeep of Buildings | 25,515 | 26,768 | 26,768 | | | 26,768 | 0 | |
| 438 | Upkeep of Electrical | 7,736 | 10,350 | 15,350 | | | 15,350 | 5,000 | 48.31% |
| 431 | Upkeep of Grounds and Fields | 8,483 | 23,000 | 23,000 | | | 23,000 | 0 | |
| 432 | Upkeep of HVAC / Heat | 39,657 | 95,000 | 95,000 | | | 95,000 | | |
| 433 | Upkeep of Plumbing | 12,642 | 18,000 | 18,000 | | | 18,000 | | |
| 434 | Upkeep of Sewer & Septic Systems | 4,352 | 3,000 | 3,000 | | | 3,000 | | |
| 430 / 464 / 465 | Upkeep of Equipment: Includes Equipment Maintenance Contracts | 92,898 | 97,000 | 105,000 | | | 105,000 | 8,000 | |
| 468 | Five Year Capital Plan: Projects will be selected from the Five Year Capital Plan | 9,393 | 50,000 | 50,000 | | | 50,000 | | |
| A1621.4 | TOTAL: CONTRACTUAL EXPENSES | 211,289 | 334,118 | 348,118 | | | 348,118 | 14,000 | 4.19% |
| A1621.45 | MATERIALS AND SUPPLIES Building maintenance supplies such as plumbing supplies, light bulbs, replacement light fixtures, replacement diffusers, air filters, seed, fertilizers, paint, painting materials, and ceiling tiles. | 64,669 | 54,000 | 56,000 | | | 56,000 | 2,000 | 3.70% |
| A1621*** | TOTAL: Maintenance of Plant | 439,104 | 536,891 | 567,891 | | | 567,891 | 31,000 | 5.77% |
| A1699 | TOTAL: CENTRAL SERVICES #1 | 2,161,116 | 2,277,825 | 2,379,070 | | | 2,379,070 | 101,245 | 4.44% |

#1 NOTES: CENTRAL SERVICES include both Operations and Maintenance functions.

| BUDGET CODE | <u>SPECIAL ITEMS</u> | ACTUAL 2012-13 | BUDGET 2013-14 | 'CFORVED 2014-15 | Administration 2014-15 | Instruction 2014-15 | Capital 2014-15 | BUDGET CHANGES | Percent Differences |
|-----------------------------|--|-------------------|-------------------|---------------------|---------------------------|------------------------|--------------------|-------------------|------------------------|
| CONTRACTUAL EXPENSES | | | | | | | | | |
| A1910.4 | Unallocated Insurance Property & Liability Insurance | 164,081 | 195,000 | 196,900 | 196,900 | | | 1,900 | 0.97% |
| A1920.4 | School Association Dues N.Y.S. School Board Association Putnam Westchester School Boards Association National School Boards Association | 15,864 | 16,500 | 16,500 | 16,500 | | | | |
| A1930.4 | Judgments And Claims; Real Property Tax Refunds Payments of small claims made against the district, such as the Small Claims Assessment Reviews and Tax Certioraris. | 20,841 | 50,000 | 72,900 | | | 72,900 | 22,900 | 45.80% |
| A1981.490 6990 | BOCES SERVICES Insurance Management #1 | | 24,971 | 26,386 | 26,386 | | | 1,415 | 5.67% |
| 0010 / 0021 | Administrative Charge | | 228,098 | 228,853 | 228,853 | | | 755 | 0.33% |
| | Capital Budget | | 18,614 | 16,648 | 16,648 | | | -1,966 | 100.00% |
| | | 408,625 | 271,683 | 271,887 | 271,887 | | | 204 | 0.08% |
| A1998 | TOTAL: SPECIAL ITEMS | 609,411 | 533,183 | 558,187 | 485,287 | | 72,900 | 25,004 | 4.69% |
| A1999 | TOTAL: GENERAL SUPPORT #2 | 4,007,242 | 3,936,096 | 4,122,680 | 1,670,710 | | 2,451,970 | 186,584 | 4.74% |

#1 NOTES: BOCES Risk and Health Insurances Management services coordinate Putnam Valley's participation in self insurance programs in the areas of Health and Medical, Workers' Compensation, and General Liability.

#2 NOTES: GENERAL SUPPORT is a summary of the Board of Education, Central Administration, Finance, Central Services and Special Items functions.

INSTRUCTION

| BUDGET CODE | ADMINISTRATION AND IMPROVEMENT | ACTUAL 2012-13 | BUDGET 2013-14 | 'CFQRVED 2014-15 | Administration 2014-15 | Instruction 2014-15 | Capital 2014-15 | BUDGET CHANGES | Percent Differences |
|-------------|--|----------------|----------------|------------------|------------------------|---------------------|-----------------|----------------|---------------------|
| A2020 | SUPERVISION | | | | | | | | |
| A2020.157 | SALARIES: School Building Administrators #1 | | | | | | | | |
| | High School Principal | | 166,356 | 175,890 | 175,890 | | | 9,534 | 5.73% |
| | Assistant High School Principal | | 154,330 | 154,330 | 154,330 | | | | |
| | Middle School Principal | | 174,625 | 174,625 | 174,625 | | | | |
| | Assistant Middle School Principal | | 143,141 | 148,830 | 148,830 | | | 5,689 | 3.97% |
| | Elementary School Principal | | 166,860 | 154,120 | 154,120 | | | | |
| | Assistant To The Elementary School Principal | | 107,411 | 108,485 | 108,485 | | | | |
| A2020.15 | TOTAL: INSTRUCTIONAL SALARIES | 929,500 | 912,723 | 916,280 | 916,280 | | | 3,557 | 0.39% |
| | #1 NOTES: Salaries for administrators have not been determined at this time | | | | | | | | |
| A2020.160 | SALARIES: NON-INSTRUCTIONAL | | | | | | | | |
| A2020.168 | School Office Clerical: HS, MS, ES 7 FTE | 475,983 | 452,417 | 461,310 | 461,310 | | | 8,893 | 1.97% |
| A2020.168 | Clerical Overtime / Substitutes / Receiving | 1,660 | 41,400 | 41,400 | 41,400 | | | | |
| A2020.16 | TOTAL: NON INSTRUCTIONAL SALARIES | 486,740 | 493,817 | 502,710 | 502,710 | | | 8,893 | 1.80% |
| | CONTRACTUAL EXPENSES | | | | | | | | |
| 400 | Photocopying: District Wide | 109,412 | 91,000 | 100,000 | 100,000 | | | 9,000 | 9.89% |
| 413 | District Wide Contractual Expense: School Communications, Postage & Printing | 20,391 | 73,100 | 50,000 | 50,000 | | | -23,100 | -31.60% |
| 412 | Teacher Recruitment, Advertising, etc. | 1,841 | 0 | 0 | 0 | | | | |
| 410 | School Resource Officer: 1.0 FTE; Special Patrol Officer 1.0 FTE | 71,773 | 60,865 | 130,000 | 130,000 | | | 69,135 | 113.59% |
| A2020.4 | High School: General Contractual Expenses | 1,326 | 1,977 | 11,500 | 11,500 | | | 9,523 | 481.69% |
| | Middle School: General Contractual Expenses | 2,335 | 2,000 | 3,000 | 3,000 | | | 1,000 | 50.00% |
| | Elementary School: General Contractual Expenses | 2,049 | 2,421 | 2,400 | 2,400 | | | -21 | -0.87% |
| A2020.4 | Total:Contractual | 209,127 | 231,363 | 296,900 | 296,900 | | | 65,537 | 28.33% |
| A2020.45 | MATERIALS & SUPPLIES | | | | | | | | |
| | Materials & Supplies Include: graduation supplies, report cards, paper, general office supplies, etc. | 5,438 | 7,011 | 7,011 | 7,011 | | 0 | | |
| A2020.45 | Total: Materials & Supplies | 5,438 | 7,011 | 7,011 | 7,011 | | | 0 | 0.00% |
| A2020*** | TOTAL: Supervision | 1,630,805 | 1,644,914 | 1,722,901 | 1,722,901 | | | 77,987 | 4.74% |
| A2070 | INSTRUCTIONAL IMPROVEMENT CURRICULUM DEVELOPMENT | | | | | | | | |
| A2070.158 | SALARIES: INSTRUCTIONAL | | | | | | | | |
| | Curriculum Development | 12,054 | 35,000 | 35,000 | | 35,000 | | | |
| | Clerk / Typist (1.0 FTE); Overtime, Substitutes | | 0 | 0 | | 0 | | | |
| A2070.200 | EQUIPMENT / DURABLE SUPPLIES | | 0 | 0 | | 0 | | | |
| A2070.4 | CONTRACTUAL EXPENSES #1 | 17,453 | 30,000 | 50,000 | | 50,000 | | 20,000 | 66.67% |
| | Includes: | | | | | | | | |
| 403 | Staff Development Courses | | | | | | | | |
| | Columbia University Summer Institutes | | | | | | | | |
| 415 | Travel & Conferences | | | | | | | | |
| 446 | Consultants | | | | | | | | |
| | Mentoring | | | | | | | | |
| A2070.490 | BOCES SERVICES #2 | | | | | | | | |
| 5040 | Consultant Services; Staff Development | 8,064 | 21,979 | 21,979 | | 21,979 | | | |
| 5120 | Teacher Center | 0 | 5,000 | 5,000 | | 5,000 | | | |
| A2070.49 | Total: Boces | 8,064 | 26,979 | 26,979 | | 26,979 | | 0 | 0.00% |
| A2070.45 | MATERIALS & SUPPLIES | 900 | 1,860 | 1,860 | | 1,860 | | | |
| A2070*** | TOTAL: Curriculum Development | 38,471 | 93,839 | 113,839 | 0 | 113,839 | | 20,000 | 21.31% |
| | #1 NOTES: The curriculum development budget supports all district personnel. | | | | | | | | |
| | #2 NOTES: Services through BOCES are eligible for BOCES Aid at 50% on average. | | | | | | | | |
| A2099 | TOTAL: ADMINISTRATION AND IMPROVEMENT | 1,669,276 | 1,738,753 | 1,836,740 | 1,722,901 | 113,839 | | 97,987 | 5.64% |
| | NOTE: ADMINISTRATION AND IMPROVEMENT includes the Curriculum Development and School Supervision functions. | | | | | | | | |

| BUDGET CODE A2110 | <u>TEACHING - REGULAR SCHOOL #1</u> | ACTUAL 2012-13 | BUDGET 2013-14 | 'CFORVED 2014-15 | Administration 2014-15 | Instruction 2014-15 | Capital 2014-15 | BUDGET CHANGES | Percent Differences |
|-------------------------|---|-------------------|-------------------|---------------------|---------------------------|------------------------|--------------------|-------------------|------------------------|
| | INSTRUCTIONAL SALARIES | | | | | | | | |
| A2110150 | Full Day Kindergarten Teachers (5 FTE) | | 518,570 | 480,250 | | 480,250 | | -38,320 | -7.39% |
| A2110151 | Elementary School Teachers: 1 - 4 (26.66 FTE) | | 3,136,007 | 2,804,462 | | 2,804,462 | | -331,545 | -10.57% |
| A2110152 | Middle School Teachers: 5 - 8 (33.9 FTE) | | 3,121,512 | 3,490,355 | | 3,490,355 | | 368,843 | 11.82% |
| A2110152 | High School Teachers: 9 - 12 (36.2 FTE) | | 3,919,727 | 3,879,333 | | 3,879,333 | | -40,394 | -1.03% |
| | | 10,497,761 | 10,695,816 | 10,654,400 | | 10,654,400 | | -41,416 | -0.39% |
| A2110.153 / 154 | Substitute Teachers | 149,885 | 200,000 | 200,000 | | 200,000 | | 0 | 0.00% |
| 153 / 154 | District Wide: Extended Term Leaves and Daily Substitutes | | | | | | | | |
| A2110.158 | Additional Instructional Salary Provisions: Includes; Leadership Positions, Committee Assignments, Test Proctors, etc. | 47,879 | 107,712 | 107,712 | | 107,712 | | 0 | 0.00% |
| A2110.159 | Additional Credit Hours & Salary Schedule Upgrades Earned During The Year | 18,009 | 100,000 | 100,000 | | 100,000 | | 0 | 0.00% |
| A2110.15 | Total: Instructional Salaries | 10,713,534 | 11,103,528 | 11,062,112 | | 11,062,112 | | -41,416 | -0.37% |
| | NON-INSTRUCTIONAL SALARIES | | | | | | | | |
| A2110.165 | Theater Manager (1 FTE) | 35,628 | 34,856 | 45,817 | | 45,817 | | 10,961 | 31.45% |
| A2110.161 | Teacher Aides: (1 FTE)/substitutes | 55,891 | 57,231 | 60,000 | | 60,000 | | 2,769 | 4.84% |
| A2110.167 | Monitors: (11.3 FTE) | 252,273 | 270,767 | 279,664 | | 279,664 | | 8,897 | 3.29% |
| A2110.169 | Substitute School Monitors | 22,914 | | 25,000 | | 25,000 | | 25,000 | |
| A2110.16 | Total: Non Instructional Salaries | 366,706 | 362,854 | 410,481 | | 410,481 | | 47,627 | 13.13% |
| | #1 NOTES: Salaries for teachers, teacher aides and monitors have not been dete . | | | | | | | | |
| | TEACHING - REGULAR SCHOOL | | | | | | | | |
| | CONTRACTUAL EXPENSES #2 | | | | | | | | |
| | Elementary School /Trvl. And Conf. | | | | | | | | |
| | High School/Professional Dev. Travel & Conference | 1,402 | 4,601 | 7,985 | | 7,985 | | 3,384 | |
| | Middle School/Professional Dev. Travel & Conference | 631 | 4,601 | 2,000 | | 2,000 | | -2,601 | |
| | Elementary School/Destination Imagination | 17,759 | 9,681 | 18,000 | | 18,000 | | 8,319 | |
| | School Interconnect (Bestweb) | 28,841 | 25,000 | 25,000 | | 25,000 | | 0 | |
| | District: Testing Services | | 5,000 | 5,000 | | 5,000 | | | |
| | Appicare Enterprise Support | 25,000 | 18,200 | 16,000 | | 16,000 | | -2,200 | |
| | Student Accident Insurance | 21,550 | 21,600 | 23,825 | | 23,825 | | 2,225 | |
| | Student Information Systems: Annual License/Powerschool | 19,050 | 22,000 | 8,500 | | 8,500 | | -13,500 | |
| | School District Disaster Recovery | | 0 | 6,600 | | 6,600 | | 6,600 | |
| | Instructional Service Contracts and Repair | | 30,000 | 30,000 | | 30,000 | | 0 | |
| A2110.4 | Total: Contractual | 115,499 | 140,683 | 142,910 | 0 | 142,910 | | 2,227 | 1.58% |
| | TUITIONS: | | | | | | | | |
| 472 | Homebound / Hospitalized / Tutors | 17,861 | 25,000 | 36,000 | | 36,000 | | 11,000 | 44.00% |
| 473 | Foster Tuitions | | 55,000 | 55,000 | | 55,000 | | | |
| A2110.47 | Total: Tuitions | 17,861 | 80,000 | 91,000 | | 91,000 | | 11,000 | 13.75% |
| | #2 NOTES: Contractual Expenses include items such as book rebinding, equipment repairs, and equipment repairs. | | | | | | | | |
| | MATERIALS & SUPPLIES #3 | | | | | | | | |
| | High School | 88,316 | 110,922 | 87,485 | | 87,485 | | -23,437 | -21.13% |
| | Middle School | 95,168 | 127,028 | 127,028 | | 127,028 | | | |
| | Elementary School | 67,654 | 83,598 | 85,700 | | 85,700 | | 2,102 | 2.51% |
| 515 | District Testing Materials | | 11,160 | 11,160 | | 11,160 | | | |
| 501 | District Curriculum Supplies | 7,580 | 4,185 | 4,185 | | 4,185 | | | |
| A2110.45 | Total: Materials & Supplies | 258,718 | 336,893 | 315,558 | | 315,558 | | -21,335 | -6.33% |
| | #3 NOTES: Materials and Supplies are for basic classroom supplies such as paper, markers, pencils, pens, etc. as well as supplies for special areas such as art, music, science, math, and physical education. | | | | | | | | |

| BUDGET CODE | TEACHING - REGULAR SCHOOL | ACTUAL 2012-13 | BUDGET 2013-14 | 'CFQRVED 2014-15 | Administration 2014-15 | Instruction 2014-15 | Capital 2014-15 | BUDGET CHANGES | Percent Differences |
|------------------|---|-------------------|-------------------|-------------------|------------------------|---------------------|-----------------|----------------|---------------------|
| A2110.480 | TEXTBOOKS #1 | | | | | | | | |
| | High School | 23,309 | 22,145 | 41,000 | | 41,000 | | 18,855 | 85.14% |
| | Middle School | 36,419 | 31,000 | 31,000 | | 31,000 | | | |
| | Elementary School | 47,422 | 45,390 | 25,390 | | 25,390 | | -20,000 | -44.06% |
| A2110.482 | Special Education Non-Public Schools | 6,730 | 14,000 | 3,143 | 3,143 | 3,143 | | | |
| | | | | 14,000 | | 14,000 | | | |
| A2110.48 | Total: Textbooks | 113,880 | 115,678 | 114,533 | | 114,533 | | -1,145 | -0.99% |
| | #1 NOTES: Textbook expenditures are offset by Textbook Aid at \$58.25 per resident pupil. | | | | | | | | |
| | .. | | | | | | | | |
| | BOCES SERVICES #2 | 321,293 | | | | | | | |
| Program Codes | | | | | | | | | |
| 4301 | Regional Alternative High School | 114,086 | 0 | 0 | | 0 | | | |
| 5231 | College Conference | | 1,870 | 1,870 | | 1,870 | | | |
| 2280490 | High School TECH CENTER Regular Course: | 571,064 | 489,059 | 478,783 | | 478,783 | | | |
| 5062 | Girl's Choices | | 1,439 | 1,439 | | 1,439 | | | |
| 6115 | State Reporting Compliance | | 12,061 | 12,061 | | 12,061 | | | |
| 4770 | Arts in Education | | 70,000 | 70,000 | | 70,000 | | | |
| 5047 | Standards Assessment | | 4,500 | 4,500 | | 4,500 | | | |
| 4851 | Regional Summer School | | 4,000 | 4,000 | | 4,000 | | | |
| 5420 | Science 21 Curriculum Training | | 2,000 | 2,000 | | 2,000 | | | |
| 5220 | Science 21 Instructional Materials & Kits | | 16,300 | 16,300 | | 16,300 | | | |
| 5060 | Destination Imagination | | 7,500 | 7,500 | | 7,500 | | | |
| 6080/6261 | Recruitment and Certification Services | | 5,030 | 1,530 | | 1,530 | | | |
| 4065 | Environmental Education; Non-participant maintenance charge | 5,603 | 3,863 | 3,940 | | 3,940 | | | |
| 5040 | Curriculum Center | | 9,247 | 9,247 | | 9,247 | | | |
| 510.1/554 | Castle Learning/Maintenance | | 5,075 | 6,191 | | 6,191 | | | |
| 510/554 | Renaissance Learning/Maintenance | | 3,334 | 6,786 | | 6,786 | | | |
| 510/554 | Accuity Maintenance | | 13,259 | 0 | | 0 | | | |
| 510.25 | Server & Hardware Maintenance & Licensing Renewals | | 61,985 | 72,309 | | 72,309 | | | |
| 554/611.5 | Teachscape | | 5,425 | 6,522 | | 6,522 | | | |
| | On-Line Courses | | 0 | 25,000 | | 25,000 | | | |
| 510.8 | Hardware Repairs | | 61,200 | 61,200 | | 61,200 | | | |
| 554 | Model Schools | | 9,078 | 11,000 | | 11,000 | | | |
| 611.38 | Test Scoring | | 20,734 | 31,122 | | 31,122 | | | |
| 611 | Disaster Recovery | | 10,000 | 10,000 | | 10,000 | | | |
| 5151, 5170, 5171 | Laminating, Graphics, Copying Services | | 1,500 | 6,500 | | 6,500 | | 5,000 | 333.33% |
| 6971 | Fingerprinting Services | | 2,000 | 2,000 | | 2,000 | | | |
| 5105/5108/5109 | LHRIC/Hardware/Software | | 0 | 0 | | 0 | | | |
| | Data Warehousing | | 0 | 8,375 | | 8,375 | | | |
| 6118 | Telecommunications | | 17,639 | 21,103 | | 21,103 | | | |
| | State Reporting, State Data Validation, State Data Collection, SIS Support | | 0 | 16,224 | | 16,224 | | 16,224 | |
| A2110.49 | Total: Boces Services | 321,293 | 838,098 | 897,502 | | 897,502 | | 59,404 | 7.09% |
| A2330.4 | Dutchess Community College/ Billed for Exact Amount (Revenue) | 97,837 | 63,000 | 93,000 | | 93,000 | | 30,000 | 47.62% |
| A2110*** | TOTAL: TEACHING REGULAR SCHOOL | 12,576,392 | 13,040,734 | 13,127,096 | 0 | 13,127,096 | 0 | 86,362 | 0.66% |

#2 NOTES: Services through BOCES are eligible for BOCES Aid at 50% on average.

| BUDGET CODE | SPECIAL APPORTIONMENT PROGRAMS | ACTUAL 2012-13 | BUDGET 2013-14 | 'CFQVRVED 2014-15 | Administration 2014-15 | Instruction 2014-15 | Capital 2014-15 | BUDGET CHANGES | Percent Differences |
|---|---|------------------|------------------|---------------------|------------------------|---------------------|-----------------|-----------------|---------------------|
| A2250 | PUPILS WITH HANDICAPPING CONDITIONS | | | | | | | | |
| A2250.15 | SALARIES: INSTRUCTIONAL: Teacher Salaries (30.03 FTE) Hourly and substitutes | 2,886,441 | 3,193,682 | 2,953,421 49,730 | | 2,953,421 49,730 | | -240,261 | -7.52% |
| A2250.157 | Assistant Superintendent of Pupil Personnel Services & Human Resources #1 | 75,260 | 74,508 | 131,250 | 131,250 | | | 56,742 | 76.16% |
| A2250.15 | TOTAL: INSTRUCTIONAL SALARIES | 2,961,701 | 3,268,190 | 3,134,401 | 131,250 | 3,003,151 | | -133,789 | -4.09% |
| A2250.161 | SALARIES: NON-INSTRUCTIONAL Teacher Aides Includes: New Horizons/Substitute Teacher Aides (34 FTE) | 1,296,073 | 1,031,753 | 1,154,859 | | 1,154,859 | | 123,106 | 11.93% |
| A2250.160 | Clerical Support 2 FTE Includes: Clerical Overtime / Substitutes | 68,518 | 70,320 | 107,112 | 107,112 | | | 36,792 | 52.32% |
| A2250.16 | TOTAL: NON-INSTRUCTIONAL SALARIES | 1,364,591 | 1,102,073 | 1,261,971 | 107,112 | 1,154,859 | | 159,898 | 14.51% |
| #NOTES: The Director of Special Education position has been eliminated and replaced with the position of Assistant Superintendent for Pupil Personnel Services and Human Resources. | | | | | | | | | |
| CONTRACTUAL EXPENSES: | | | | | | | | | |
| A2250.4 | General Contractual: | 261 | 15,384 | 43,116 | | 43,116 | | 27,732 | 180.27% |
| A2250.446 | Consultant Therapists for Evaluations, Physical Therapy, | 354,948 | 451,928 | 316,575 | | 316,575 | | -135,353 | -29.95% |
| A2250.4 | TOTAL: CONTRACTUAL | 390,652 | 467,312 | 359,691 | | 359,691 | | -107,621 | -23.03% |
| A2250.471 | TUITION: Public / Private Special Schools: Tuition & Maintenance | 609,747 | 595,241 | 1,051,630 | | 1,051,630 | | 456,389 | 76.67% |
| A2250.472 | Tuition: Spcl Ed Homebound / Hospitalized / Tutoring | | 10,395 | 54,000 | | 54,000 | | 43,605 | 419.48% |
| A2250.47 | TOTAL: TUITION | 609,747 | 605,636 | 1,105,630 | | 1,105,630 | | 499,994 | 82.56% |
| A2250.45 | MATERIALS & SUPPLIES General classroom supplies | 20,121 | 13,769 | 30,240 | | 30,240 | | 16,471 | 119.62% |
| BUDGET CODE SPECIAL APPORTIONMENT PROGRAMS PUPILS WITH HANDICAPPING CONDITIONS | | | | | | | | | |
| BOCES SERVICES | | 1,488,664 | | | | | | | |
| Program Codes SPECIAL EDUCATION | | 511 | | | | | | | |
| COSERS | | | | | | | | | |
| 204 | Communications, Language, Academic, Social Skills 1 + 1 aide | | 59,350 | 121,123 | | 121,123 | | 61,773 | |
| 211 | Local School Building Programs 1 | | 51,658 | 52,770 | | 52,770 | | 1,112 | 2.15% |
| 212 | Learning Center 4 | | 767,628 | 261,280 | | 261,280 | | -506,348 | |
| 203 | AIM | | | 185,000 | | 185,000 | | | |
| 231 | TSP/DD/Fragile | | | 160,000 | | 160,000 | | | |
| 402 | ITSP | | | 49,200 | | 49,200 | | | |
| 430 | Regional Alternative High School For Disabled/GED 2 | | 191,076 | 84,712 | | 84,712 | | -106,364 | |
| 215 | Multiple Disabilities 3 | | 382,428 | 195,270 | | 195,270 | | -187,158 | |
| 333 | Diagnostic & Prescriptive Services | | 26,218 | 29,318 | | 29,318 | | 3,100 | |
| 301-307 | Shared Teacher Services | | 161,537 | 107,968 | | 107,968 | | -53,569 | |
| 315 | Remedial Reading | | 25,010 | 0 | | 0 | | | |
| 31 | Physical Therapy/Occupational Therapy/Reading/Consultant Services | | 90,328 | 42,294 | | 42,294 | | -48,034 | |
| 242 | Rockland BOCES | | 2,500 | 53,416 | | 53,416 | | 50,916 | |
| | NYSAA Scoring | | | 3,100 | | 3,100 | | | |
| 405 | Walkabout | | 25,890 | 20,498 | | 20,498 | | -5,392 | -20.83% |
| | Extended School Year Program | | | 65,000 | | 65,000 | | | |
| 6113 | IEP Direct | | 11,665 | 12,351 | | 12,351 | | | |
| A2250.49 | Total: Boces Services | 1,488,664 | 1,795,288 | 1,443,300 | | 1,443,300 | | -351,988 | -19.61% |
| A2250*** | TOTAL: Pupils With Handicapping Conditions | 6,835,476 | 7,252,268 | 7,335,233 | 238,362 | 7,096,871 | | 82,965 | 1.14% |
| A2299 | TOTAL: SPECIAL APPORTIONMENT PROGRAMS | 6,835,476 | 7,252,268 | 7,335,233 | 238,362 | 7,096,871 | | 82,965 | 1.14% |

| CODE | INSTRUCTIONAL MEDIA | ACTUAL 2012-13 | BUDGET 2013-14 | 'CF QVRD 2014-15 | Administration 2014-15 | Instruction 2014-15 | Capital 2014-15 | BUDGET CHANGES | Percent Differences |
|----------------|---|-------------------|-------------------|---------------------|---------------------------|------------------------|--------------------|-------------------|------------------------|
| A2610 & A2620 | SCHOOL LIBRARIES | | | | | | | | |
| A2610.151 | SALARIES: INSTRUCTIONAL | | | | | | | | |
| A2610/A2620 | High School Librarian (1 FTE) | 100,736 | 103,734 | 106,822 | | 106,822 | | 3,088 | 2.98% |
| A2610.161 | SALARIES: NON-INSTRUCTIONAL | 57,667 | 33,699 | 33,699 | | 33,699 | | 0 | 0.00% |
| | ES Library Teacher Aide (1 FTE) | | | | | | | | |
| | BOCES SERVICES | | | | | | | | |
| | Professional Library, Library Automation, Library Database | 21,221 | 16,164 | 22,000 | | 22,000 | | 5,836 | 36.10% |
| | Audio-Visual Equipment Repairs | | 4,000 | 4,000 | | 4,000 | | | |
| A2610.490 | TOTAL: BOCES SERVICES | 21,221 | 20,164 | 26,000 | | 26,000 | | 5,836 | 28.94% |
| A2610.45 | MATERIALS & SUPPLIES #1 | | | | | | | | |
| | High School | 15,333 | 28,365 | 14,245 | | 14,245 | | -14,120 | -49.78% |
| | Middle School | 2,209 | 10,137 | 10,000 | | 10,000 | | -137 | -1.35% |
| | Elementary School | 24,653 | 17,464 | 17,464 | | 17,464 | | | |
| | TOTAL: MATERIALS AND SUPPLIES | 42,195 | 55,966 | 41,709 | | 41,709 | | -14,257 | -25.47% |
| A2610 & A2620 | TOTAL: School Libraries & Educational Television | 221,819 | 213,563 | 208,230 | | 208,230 | | -5,333 | -2.50% |
| | #1 NOTES: Materials and Supplies include library books, periodical subscriptions, CD's, DVD's, etc. | | | | | | | | |
| CODE | INSTRUCTIONAL MEDIA | | | | | | | | |
| A2630 | COMPUTER EDUCATION | | | | | | | | |
| | SALARIES: INSTRUCTIONAL | | | | | | | | |
| | Elementary School: (1.0 FTE) | 101,156 | 104,234 | 107,322 | | 107,322 | | 3,088 | 2.96% |
| | Director of Facilities, Technology and Transportation (0.25 FTE) | 26,170 | 50,335 | 28,000 | 28,000 | | | -22,335 | -44.37% |
| A2630.151 | TOTAL: INSTRUCTIONAL SALARIES | 127,326 | 154,569 | 135,322 | 28,000 | 107,322 | | -19,247 | -12.45% |
| A2630.16 | SALARIES: NON-INSTRUCTIONAL: | 227,130 | 194,536 | 234,829 | | 234,829 | | 40,293 | 20.71% |
| | Computer / Technology Specialists: | | | | | | | | |
| | CIO HS 1.0 FTE, MS 1.0 FTE, ES 1.0 FTE Plus \$25,000 Summer Work | | | | | | | | |
| A2630.4 | CONTRACTUAL EXPENSES | | | | | | | | |
| | High School | | 1,400 | 1,400 | | 1,400 | | | |
| | Elementary School | | 526 | 526 | | 526 | | | |
| .490-5104/6112 | Internet Communications and Services | 17,539 | 52,096 | 39,000 | | 39,000 | | | |
| | Total :Contractual | 17,539 | 54,022 | 40,926 | | 40,926 | | -13,096 | -24.24% |
| 225 | Hardware:State Aided | 19,500 | | 19,500 | | 19,500 | | 19,500 | |
| 460 | SOFTWARE State Aided #2 | | | 0 | | 0 | | | |
| | High School | 0 | 4,000 | 5,160 | | 5,160 | | 1,160 | 29.00% |
| | Middle School: | 3,572 | 6,200 | 10,100 | | 10,100 | | 3,900 | 62.90% |
| | Elementary School: | 4,087 | 3,158 | 3,158 | | 3,158 | | | |
| | Special Education | | 4,410 | 4,410 | | 4,410 | | | |
| | District-wide | 5,513 | | | | | | | |
| A2630.4 | TOTAL: SOFTWARE | 32,672 | 17,768 | 42,328 | | 42,328 | | 24,560 | 138.23% |
| | BOCES SERVICES #3 | 1,097,187 | | | | | | | |
| 5102 / 6112 | Computer Technology Support and Repairs | | 164,282 | 182,261 | | 182,261 | | 17,979 | 10.94% |
| 5109 | Computer Equipment Installment Purchase Agreement | | 334,663 | 197,893 | | 197,893 | | -136,770 | -40.87% |
| A2630.490 | Total: BOCES Services | 1,097,187 | 498,945 | 380,154 | | 380,154 | | -118,791 | -23.81% |
| | #3 NOTES: BOCES expenses are offset by approx. 50% in State Aid. | | | | | | | | |
| | MATERIALS & SUPPLIES | | | | | | | | |
| | High School | 13,515 | 27,900 | 27,900 | | 27,900 | | | |
| | Middle School | | 9,300 | 9,300 | | 9,300 | | | |
| | Elementary School | 1,705 | 2,139 | 2,139 | | 2,139 | | | |
| | Special Education | | 995 | 995 | | 995 | | | |
| | District Wide | 847 | | | | | | | |
| A2630.45 | TOTAL: MATERIALS AND SUPPLIES | 16,067 | 40,334 | 40,334 | | 40,334 | | 0 | 0.00% |
| A2630*** | TOTAL: Computer Education | 1,517,921 | 960,174 | 873,893 | 28,000 | 845,893 | | -86,281 | -8.99% |
| A2699 | TOTAL: INSTRUCTIONAL MEDIA | 1,739,740 | 1,173,737 | 1,082,123 | 28,000 | 1,054,123 | | -91,614 | -7.81% |
| | #2 NOTES: The district is expected to receive \$18,227 in Hardware & Technology Aid. | | | | | | | | |
| | #3 NOTES: Instructional Technology Services through BOCES are eligible for BOCES Aid at about 50%. | | | | | | | | |

| BUDGET CODE | PUPIL SERVICES | ACTUAL 2012-13 | BUDGET 2013-14 | 'CF QVRVED 2014-15 | Administration 2014-15 | Instruction 2014-15 | Capital 2014-15 | BUDGET CHANGES | Percent Differences |
|-------------|--|----------------|----------------|--------------------|------------------------|---------------------|-----------------|----------------|---------------------|
| A2810 | GUIDANCE | | | | | | | | |
| A2810.151 | SALARIES: INSTRUCTIONAL Guidance Counselors (4 FTE) | 411,779 | 429,750 | 438,239 | | 438,239 | | 8,489 | 1.98% |
| A2810.160 | SALARIES: NON-INSTRUCTIONAL High School Clerical (1 FTE) Includes summer work | 74,560 | 75,402 | 75,402 | | 75,402 | | 0 | 0.00% |
| A2810.4 | CONTRACTUAL EXPENSES High School: Student Support Specialist, contractual expenses | | | | 0 | 46,300 | 46,300 | 46,300 | |
| | | | | | 0 | 46,300 | 46,300 | 46,300 | |
| A2810.490 | BOCES SERVICES | 798 | | | | | | | |
| 333 | Diagnostic & Prescriptive Services | 0 | 33,000 | 0 | | 0 | | -33,000 | -100.00% |
| A2810.45 | MATERIALS & SUPPLIES | | | | | | | | |
| | High School | 3,820 | 3,720 | 3,200 | | 3,200 | | -520 | -13.98% |
| | Middle School | | 651 | 0 | | 0 | | -651 | |
| | TOTAL: MATERIALS AND SUPPLIES | 3,820 | 4,371 | 3,200 | | 3,200 | | -1,171 | -26.79% |
| A2810*** | TOTAL: Guidance | 490,159 | 542,523 | 563,141 | | 563,141 | | 20,618 | 3.80% |
| A2815 | HEALTH SERVICES | | | | | | | | |
| A2815.166 | SALARIES: NON-INSTRUCTIONAL Nurses (3 FTE) plus Summer Work, Substitutes | 237,906 | 193,065 | 176,565 | | 176,565 | | -16,500 | -8.55% |
| A2815.16 | Total: Non Instructional Salaries | 237,906 | 193,065 | 176,565 | | 176,565 | | -16,500 | -8.55% |
| | CONTRACTUAL EXPENSES | | | | | | | | |
| | Payments to Other Districts for Health Service Provided to Resident Pupils | 89,847 | 115,000 | 115,000 | | 115,000 | | 0 | 0.00% |
| A2815.448 | School Physicians | 16,000 | 0 | 16,000 | | 16,000 | | 16,000 | |
| A2815.464 | Equipment Repair | | 0 | 300 | | 300 | | 300 | |
| A2815.4 | TOTAL: CONTRACTUAL | 105,847 | 115,000 | 131,300 | | 131,300 | | 16,300 | 14.17% |
| | MATERIALS & SUPPLIES: First Aid Supplies | | | | | | | | |
| | High School | 1,405 | 2,325 | 1,500 | | 1,500 | | -825 | -35.48% |
| | Middle School | | 1,972 | 2,000 | | 2,000 | | 28 | 1.42% |
| | Elementary School | 1,244 | 1,627 | 1,627 | | 1,627 | | | |
| A2815.45 | TOTAL: MATERIALS AND SUPPLIES | 2,649 | 5,924 | 5,127 | | 5,127 | | -797 | -13.45% |
| A2815*** | TOTAL: Health Services | 346,402 | 313,989 | 312,992 | | 312,992 | | (\$997) | -0.32% |
| A2820 | PUPIL SERVICES PSYCHOLOGICAL SERVICES | | | | | | | | |
| | SALARIES: INSTRUCTIONAL | 150,789 | 190,500 | 452,741 | | 452,741 | | 262,241 | 137.66% |
| A2820.151 | School Psychologists (4 FTE) and summer work | | | | | | | | |
| A2820*** | TOTAL: Psychological Services | 150,789 | 190,500 | 452,741 | | 452,741 | | 262,241 | 137.66% |
| A2830 | PUPIL PERSONNEL SERVICES | | | | | | | | |
| | SALARIES: INSTRUCTIONAL: | | | | | | | | |
| | Director of PPS & Special Education #1 | 76,060 | 75,851 | 0 | 0 | | | -75,851 | |
| | Social Worker(1 FTE) | 109,021 | 110,594 | 110,594 | | 110,594 | | | |
| | Summer CSE Meetings and Evaluations | | 19,106 | 19,106 | | 19,106 | | | |
| A2830.157 | TOTAL: INSTRUCTIONAL SALARIES | 185,081 | 205,551 | 129,700 | 0 | 129,700 | | -75,851 | -36.90% |
| A2830.160 | SALARIES: NON-INSTRUCTIONAL Clerical Support (0.5 FTE) | 18,253 | 19,853 | 19,853 | 19,853 | | | | |
| | #1 NOTES: The duties of the Director of Pupil Personnel are assigned to the new position of Assistant Superintendent for Curriculum and Pupil Personnel Services | | | | | | | | |
| A2830.4 | CONTRACTUAL EXPENSES | 11,155 | 1,323 | 15,000 | | 15,000 | | 13,677 | 1033.79% |
| A2830.472 | Home and Hospital Instruction | 0 | 7,891 | 7,891 | | 7,891 | | | |
| A2830.490 | BOCES SERVICES | 20,335 | 32,302 | 32,302 | | 32,302 | | 0 | 0.00% |
| 4021 / 6113 | Therapists; IEP Direct | | | | | | | | |
| A2830.45 | MATERIALS & SUPPLIES #2 | 0 | 12,407 | 12,407 | | 12,407 | | 0 | 0.00% |
| | #2 NOTES: Materials and Supplies include general office supplies, computer paper, supplies for counselors, subscriptions, computer software, etc. | | | | | | | | |
| A2830*** | TOTAL: Pupil Personnel Services | 234,824 | 279,327 | 217,153 | 19,853 | 197,300 | | -62,174 | -22.26% |

| BUDGET CODE | PUPIL SERVICES: Co-curricular Activities | PUPIL ACTIVITIES | ACTUAL 2012-13 | BUDGET 2013-14 | 'CFQRVED 2014-15 | Administration 2014-15 | Instruction 2014-15 | Capital 2014-15 | BUDGET CHANGES | Percent Differences |
|-------------|---|------------------|-------------------|-------------------|---------------------|---------------------------|------------------------|--------------------|-------------------|------------------------|
| | SALARIES: INSTRUCTIONAL (District Wide) | | 6,318 | | | | | | | |
| | High School Club Advisors & Chaperones/Perf. Art Center Productions | | 90,007 | 82,600 | 82,600 | | 82,600 | | | |
| | Middle School Club Advisors & Chaperones | | 33,524 | 36,316 | 36,316 | | 36,316 | | | |
| | ES Concert | | 15,883 | 29,247 | 29,247 | | 29,247 | | | |
| A2850.15 | TOTAL: INSTRUCTIONAL SALARIES | | 145,732 | 148,163 | 148,163 | | 148,163 | | | |
| A2850.16 | Chaperones-Non Teaching/ PAC Performances | | 22,788 | 20,000 | 20,000 | | 20,000 | | | |
| A2850.4 | CONTRACTUAL EXPENSES District Performing Arts: NYSSMA Fees/Musical Instrument Rentals & Repair | | 1,635 | 10,600 | 10,600 | | 10,600 | | | |
| | MATERIALS & SUPPLIES | | 35,710 | | | | | | | |
| | Performing Arts: District Theatre Productions and Shows | | | 33,485 | 33,485 | | 33,485 | | | |
| | High School Clubs | | | 5,580 | 750 | | 750 | | -4,830 | -86.56% |
| | Middle School Clubs | | | 1,395 | 17,800 | | 17,800 | | 16,405 | 1175.99% |
| | District Support of Clubs | | | 4,650 | 4,650 | | 4,650 | | | |
| A2850.45 | TOTAL: MATERIALS AND SUPPLIES | | 35,710 | 45,110 | 56,685 | | 56,685 | | 11,575 | 25.66% |
| A2850*** | TOTAL: Co-Curricular Activities | | 205,865 | 223,873 | 235,448 | | 235,448 | | 11,575 | 5.17% |
| A2855 | Interscholastic Athletics | | | | | | | | | |
| A2855.158 | SALARIES: | | | | | | | | | |
| | Athletics Director: (1.0 FTE) | | 125,000 | 125,000 | 126,250 | 75,750 | 50,500 | | 1,250 | 1.00% |
| | Coaches Salaries | | 205,337 | 302,177 | 301,631 | | 301,631 | | -546 | -0.18% |
| | Athletic Trainer, Fitness Supervisor, Chaperones, Intramurals | | 36,033 | 49,310 | 49,310 | | 49,310 | | | |
| A2855.16 | Clerical Support (1.0 FTE) | | 100,318 | 71,972 | 71,972 | | 71,972 | | | |
| | TOTAL: SALARIES | | 567,006 | 548,459 | 549,163 | 75,750 | 473,413 | | 704 | 0.13% |
| A2855200 | EQUIPMENT / DURABLE SUPPLIES | | 0 | 6,000 | 7,600 | | 7,600 | | 1,600 | 26.67% |
| | CONTRACTUAL EXPENSES | | 100,951 | | | | | | | |
| A2855.409 | Inter-Scholastic Athletics Transportation | | | 52,420 | 54,464 | | 54,464 | | 2,044 | 3.90% |
| | General Contractual-other officials | | | 55,550 | 60,000 | | 60,000 | | 4,450 | 8.01% |
| A2855.4 | Total:Contractual | | 100,951 | 107,970 | 114,464 | | 114,464 | | 6,494 | 6.01% |
| A2855.490 | BOCES SERVICES: Officials and Coordinator | | 57,068 | 70,848 | 70,848 | | 70,848 | | 0 | 0.00% |
| | MATERIALS & SUPPLIES: | | | | | | | | | |
| A2855.45 | Athletics Supplies - All Sports and Intramurals | | 54,609 | 47,290 | 50,000 | | 50,000 | | 2,710 | 5.73% |
| A2855*** | TOTAL: Interscholastic Athletics | | 779,634 | 780,567 | 792,075 | 75,750 | 716,325 | | 11,508 | 1.47% |
| A2899 | TOTAL: PUPIL SERVICES | | 2,207,673 | 2,330,779 | 2,573,550 | 95,603 | 2,477,947 | | 242,771 | 10.42% |
| A2999 | TOTAL: INSTRUCTION #1 | | 25,028,557 | 25,536,271 | 25,954,742 | 2,084,866 | 23,869,876 | | 418,471 | 1.64% |

#1 NOTES: TOTAL INSTRUCTION summarizes the following functions; Administration and Improvement, Teaching Regular School, Special Education Programs, Instructional Media, and Pupil Services.

| BUDGET CODE | | ACTUAL 2012-13 | BUDGET 2013-14 | 'CFQRVED 2014-15 | Administration 2014-15 | Instruction 2014-15 | Capital 2014-15 | BUDGET CHANGES | Percent Differences |
|----------------------|--|-------------------|-------------------|---------------------|---------------------------|------------------------|--------------------|-------------------|------------------------|
| | SALARIES: NON-INSTRUCTIONAL: Includes | | | | | | | | |
| | Director of Facilities, Technology and Transportation #1 | 39,895 | 39,895 | 40,000 | | 40,000 | | 105 | 0.26% |
| A5510.167 | Head Bus Driver (1.0 FTE) | 79,790 | 79,111 | 79,111 | | 79,111 | | 0 | 0.00% |
| A5510.167 | Clerical; Drivers; Mechanic; Monitors (21.16 FTE) | 957,397 | 936,244 | 950,500 | | 950,500 | | 14,256 | 1.52% |
| A5510.168 | Overtime | 46,281 | 36,249 | 50,000 | | 50,000 | | 13,751 | 37.93% |
| A5510.169 | Substitutes | 21,985 | 27,163 | 27,163 | | 27,163 | | | |
| | Overtime and Substitutes are used to cover absences, extended illness, cover bus runs necessitated by inclement weather, bus delays, early dismissals, and other transportation needs as they arise. | | | | | | | | |
| A5510.16 | | 1,145,348 | 1,118,662 | 1,146,774 | | 1,146,774 | | 28,112 | 2.51% |
| | #1 NOTES: The responsibilities of the Director of Facilities, Technology and Transportation are distributed between Operations & Maintenance, Transportation and Technology. | | | | | | | | |
| A5510.590 | EQUIPMENT / DURABLE SUPPLIES | 0 | 7,500 | 7,500 | | 7,500 | | 0 | 0.00% |
| | Replacement of radios and bus camera systems | | | | | | | | |
| | CONTRACTUAL EXPENSES | | | | | | | | |
| | Meteorological Forecasting Services | 4,627 | 2,303 | 0 | | 0 | | -2,303 | |
| | Other Contractual Expenses: Tolls, Fingerprinting, Mileage, Consultants | 1,437 | 5,050 | 5,050 | | 5,050 | | | |
| A5510421 | Vehicle Insurance | 16,650 | 26,000 | 26,000 | | 26,000 | | | |
| A5510449 | Mandated Driver Medical Examinations and Drug Testing | 1,968 | 2,000 | 2,000 | | 2,000 | | | |
| A5510464 | Bus Repairs | 4,753 | 16,068 | 16,068 | | 16,068 | | | |
| A5510466 | Bus Safety Education and State Mandated Certifications | 2,688 | 3,800 | 3,800 | | 3,800 | | | |
| A5510.4 | Total: Contractual | 32,123 | 55,221 | 52,918 | | 52,918 | | -2,303 | -4.17% |
| | MATERIALS & SUPPLIES | | | | | | | | |
| | General Office | 1,358 | 1,340 | 1,340 | | 1,340 | | | |
| A5510.45 | Vehicle Materials, Supplies, Handtools, Tires, Parts, Oil, Bus Parts | 47,502 | 48,186 | 49,526 | | 49,526 | | 1,340 | 2.78% |
| A5510.571 | Gasoline and Diesel | 232,194 | 227,136 | 227,136 | | 227,136 | | | |
| | State Contract: Gasoline and Diesel fuel | | | | | | | | |
| A5510.45 | TOTAL: MATERIALS AND SUPPLIES | 281,054 | 276,662 | 278,002 | | 278,002 | | 1,340 | 0.48% |
| A5540.4 | Special Private School | | | | | | | | |
| | Mandated transportation for pupils attending summer schools | | 12,225 | 12,225 | | 12,225 | | 0 | 0.00% |
| A5540.4 / 401 | CONTRACT TRANSPORTATION SERVICES #2 | 1,122,791 | 1,266,267 | 1,315,650 | | 1,315,650 | | 49,383 | 3.90% |
| | Hudson Valley Bus Regular Runs: 18 Buses: 66 passenger 2 Vans: 20 passenger | | | | | | | | |
| | #2 NOTES: The transportation contract figure is the current contract extended to next year with a projected 3.90 % C.P.I. increase for 2014-15. | | | | | | | | |
| A5599 | TOTAL: PUPIL TRANSPORTATION | 2,581,316 | 2,736,537 | 2,813,069 | | 2,813,069 | | 76,532 | 2.80% |
| A7310 | Community Service-Summer Camp | 44,554 | | 0 | | | | | |

| | | ACTUAL 2012-13 | BUDGET 2013-14 | 'CFQRVED 2014-15 | Administration 2014-15 | Instruction 2014-15 | Capital 2014-15 | BUDGET CHANGES | Percent Differences |
|---|---|-------------------|-------------------|---------------------|---------------------------|------------------------|--------------------|-------------------|------------------------|
| EMPLOYEE BENEFITS ## | | | | | | | | | |
| A9010.800 | NYS EMPLOYEES' RETIREMENT | 977,344 | 1,218,007 | 1,252,411 | 227,939 | 732,911 | 291,561 | 34,404 | 2.82% |
| A9020.800 | NYS TEACHERS' RETIREMENT | 1,985,304 | 3,253,582 | 3,250,155 | 257,412 | 2,992,743 | 0 | -3,427 | -0.11% |
| A9030.800 | SOCIAL SECURITY AND MEDICARE | 1,693,886 | 1,959,489 | 1,994,725 | 159,578 | 1,737,405 | 97,742 | 35,236 | 1.80% |
| A9040.800 | WORKERS' COMPENSATION | 138,151 | 136,337 | 142,520 | 6,402 | 124,135 | 11,983 | 6,183 | 4.54% |
| A9045.800 | LIFE INSURANCE | 10,222 | 18,486 | 18,486 | 1,479 | 16,101 | 906 | 0 | 0.00% |
| A9050.800 | UNEMPLOYMENT INSURANCE | 42,479 | 42,500 | 50,000 | 2,500 | 43,550 | 3,950 | 7,500 | 17.65% |
| A9060.800 | HOSPITAL AND MEDICAL INSURANCE | 4,256,023 | 4,968,820 | 5,091,403 | 362,718 | 4,513,741 | 214,944 | 122,583 | 2.47% |
| A9070.800 | UNION WELFARE BENEFITS | 419,223 | 428,800 | 428,800 | 41,850 | 362,150 | 24,800 | 0 | 0.00% |
| A9098 | TOTAL: Employee Benefits | 9,522,632 | 12,026,021 | 12,228,500 | 1,059,878 | 10,522,736 | 645,886 | 202,479 | 1.68% |
| ## NOTES: | | | | | | | | | |
| New York State sets the retirement contribution rates. Local school districts have no control over retirement costs. | | | | | | | | | |
| State Retirement contributions are made by the district for member employees at various contribution levels for salaries earned between April 1, 2013 and March 31, 2014. The rate is projected to be 20.1% of payroll on average. | | | | | | | | | |
| Teacher Retirement contributions estimated at 17.53% of payroll are made by the district for member employees based on salaries earned between July 1, 2013 and June 30, 2014. This is a rate increase of 1.28% above last year. | | | | | | | | | |
| The FICA rate for 2014 remains at 7.65% while the maximum wage base for Social Security is \$ 117,000. | | | | | | | | | |
| The medicare portion (1.45%) will continue to be assessed without limits on the salary base. The 2015 Social Security wage base is not set at this time. | | | | | | | | | |
| The Putnam Valley School District is self insured through the Westchester Putnam School Cooperative Workers Compensation Plan. This is the premium determined by an independent actuarial firm based on salaries and loss experience. | | | | | | | | | |
| Eligible employees are provided with term life insurance at \$7,500; Administrators are insured at varied amounts. | | | | | | | | | |
| Eligible employees and retirees receive individual or family hospital and medical insurance. Premiums will increase 1.5% next year. | | | | | | | | | |
| Health insurance coverage for retirees continue to rise as the number of retirees increase. | | | | | | | | | |
| Retirees also receive medicare premium reimbursements. | | | | | | | | | |
| Welfare benefit contributions of \$1,600 are made on behalf of each eligible employee and retiree. | | | | | | | | | |
| INTERFUND TRANSFERS | | | | | | | | | |
| A9901.95 | Special Aid Fund: District Share of Extended School Year Programs | 65,960 | 60,000 | 65,000 | | | 65,000 | 5,000 | 8.33% |
| A9950.9 | Transfer to Capital Fund To account for portion of Elementary School Addition funded through building aid @ \$264,068, the Middle School Geothermal Piping Project @ \$184,200 and the HS/MS Sewage Ejector Pump Replacement @ \$125,600 | 0 | 1,772,970 | 573,868 | | | 573,868 | -1,199,102 | |
| A9901.96 | Transfer to Debt Service | 461,040 | 0 | 0 | | | | | |
| | TOTAL : Interfund Transfer | 527,000 | 1,832,970 | 638,868 | | | 638,868 | -1,194,102 | -65.15% |
| DEBT SERVICE | | | | | | | | | |
| A9789 | 2000 New High School | 1,591,038 | 1,567,288 | 1,512,288 | | | 1,512,288 | -55,000 | -3.51% |
| | 1998 MS Reconstruction | 240,251 | 0 | 0 | | | 0 | 0 | |
| | Bus Project Bond Anticipation Notes | 150,094 | 104,743 | 0 | | | 0 | -104,743 | -100.00% |
| | 2005 MS / ES Reconstruction | 880,400 | 885,800 | 885,000 | | | 885,000 | -800 | -0.09% |
| A9898 | TOTAL: Debt Service | 2,861,783 | 2,557,831 | 2,397,288 | | | 2,397,288 | -160,543 | -6.28% |
| A9959 | TOTAL: UNDISTRIBUTED | 12,911,415 | 16,416,822 | 15,264,656 | 1,059,878 | 10,522,736 | 3,682,042 | -1,152,166 | -7.02% |
| A9999 | TOTAL: GENERAL FUND | 44,573,084 | 48,625,726 | 48,155,147 | 4,815,454 | 37,205,681 | 6,134,012 | -470,579 | -0.97% |

THREE COMPONENT BUDGET COMPARISON

EXPENDITURES

| | BUDGET 2013-14 | BUDGET | | | 'CF QRVED | | | | BUDGET CHANGES | Percent Differences |
|--------------------------------------|-------------------|---------------------------|------------------------|--------------------|---------------------------|------------------------|--------------------|------------------|-------------------|------------------------|
| | | Administration 2013-14 | Instruction 2013-14 | Capital 2013-14 | Administration 2014-15 | Instruction 2014-15 | Capital 2014-15 | 2014-15 | | |
| GENERAL SUPPORT | | | | | | | | | | |
| A1010 - A1060 Board of Education | 30,995 | 30,995 | 0 | 0 | 45,367 | 45,367 | 0 | 0 | 14,372 | 46.37% |
| A1240 Central Administration | 354,449 | 354,449 | 0 | 0 | 365,219 | 365,219 | 0 | 0 | 10,770 | 3.04% |
| A1310 - A1380 Finance | 585,682 | 585,682 | 0 | 0 | 566,661 | 566,661 | 0 | 0 | -19,021 | -3.25% |
| A1420 - A1480 Staff | 153,962 | 153,962 | 0 | 0 | 208,176 | 208,176 | 0 | 0 | 54,214 | 35.21% |
| A1620 - A1680 Central Services | 2,277,825 | 0 | 0 | 2,277,825 | 2,379,070 | 0 | 0 | 2,379,070 | 101,245 | 4.44% |
| A1910 - A1980 Special Items | 533,183 | 483,183 | 0 | 50,000 | 558,187 | 485,287 | 0 | 72,900 | 25,004 | 4.69% |
| Total | 3,936,096 | 1,608,271 | 0 | 2,327,825 | 4,122,680 | 1,670,710 | 0 | 2,451,970 | 186,584 | 4.74% |
| INSTRUCTION | | | | | | | | | | |
| A2070 Instructional Improvement | 1,738,753 | 1,644,914 | 93,839 | 0 | 1,836,740 | 1,722,901 | 113,839 | 0 | 97,987 | 5.64% |
| A2110 Teaching: Regular School | 13,040,734 | 0 | 13,040,734 | 0 | 13,127,096 | 0 | 13,127,096 | 0 | 86,362 | 0.66% |
| A2250 Special Apportionment Programs | 7,252,268 | 144,828 | 7,107,440 | 0 | 7,335,233 | 238,362 | 7,096,871 | 0 | 82,965 | 1.14% |
| A2600 Instructional Media | 1,173,737 | 50,335 | 1,123,402 | 0 | 1,082,123 | 28,000 | 1,054,123 | 0 | -91,614 | -7.81% |
| A2800 Pupil Services | 2,330,779 | 170,704 | 2,160,075 | 0 | 2,573,550 | 95,603 | 2,477,947 | 0 | 242,771 | 10.42% |
| Total | 25,536,271 | 2,010,781 | 23,525,490 | 0 | 25,954,742 | 2,084,866 | 23,869,876 | 0 | 418,471 | 1.64% |
| TRANSPORTATION | | | | | | | | | | |
| A5510 Pupil Transportation | 2,736,537 | 0 | 2,736,537 | 0 | 2,813,069 | 0 | 2,813,069 | 0 | 76,532 | 2.80% |
| UNDISTRIBUTED | | | | | | | | | | |
| A9010-70 Employee Benefits | 12,026,021 | 1,049,974 | 10,340,568 | 635,479 | 12,228,500 | 1,059,878 | 10,522,736 | 645,886 | 202,479 | 1.68% |
| A9789 Debt Service | 2,557,831 | 0 | 0 | 2,557,831 | 2,397,288 | 0 | 0 | 2,397,288 | -160,543 | -6.28% |
| A9901 Interfund Transfers | 1,832,970 | 0 | 0 | 1,832,970 | 638,868 | 0 | 0 | 638,868 | -1,194,102 | -65.15% |
| Total | 16,416,822 | 1,049,974 | 10,340,568 | 5,026,280 | 15,264,656 | 1,059,878 | 10,522,736 | 3,682,042 | -1,152,166 | -7.02% |
| TOTAL: GENERAL FUND | 48,625,726 | 4,669,026 | 36,602,595 | 7,354,105 | 48,155,147 | 4,815,454 | 37,205,681 | 6,134,012 | -470,579 | -0.97% |

Important Note: Chapter 97 of the Laws of 2011 requires school districts to report data elements necessary to calculate a Property Tax Levy Limit. Data elements for the Property Tax Report Card have been renamed and redefined in accordance with these changes. Please see <http://www.p12.nysed.gov/mgtserv/propertytax/taxcap/> for additional guidance.

Form Due - April 26, 2014

School District Contact Person:
 School District Telephone Number:

| | Budgeted 2013-14 (A) | Proposed Budget 2014-15 (B) | Percent Change (C) |
|--|---|---|--------------------------------------|
| Total Proposed Spending | <input type="text" value="48,625,726"/> | <input type="text" value="48,155,147"/> | <input type="text" value="-0.97"/> % |
| Total Proposed School Year Tax Levy, Including Tax Levy to Support Library Debt ¹ | <input type="text" value="35,853,814"/> | <input type="text" value="36,125,964"/> | <input type="text" value="0.76"/> % |
| Permissible Exclusions to the School Tax Levy Limit | <input type="text" value="1,969,907"/> | <input type="text" value="1,353,787"/> | |
| Proposed School Year Tax Levy, Not Including Levy for Permissible Exclusions or Levy to Support Library Debt | <input type="text" value="33,883,907"/> | <input type="text" value="34,772,177"/> | |
| School Tax Levy Limit ² | <input type="text" value="35,888,814"/> | <input type="text" value="36,162,507"/> | |
| Difference (positive value requires 60.0% voter approval) | <input type="text" value="-2,004,907"/> | <input type="text" value="-1,390,330"/> | |
| Public School Enrollment | <input type="text" value="1,770"/> | <input type="text" value="1,734"/> | <input type="text" value="-2.03"/> % |
| Consumer Price Index | | | <input type="text" value="1.46"/> % |

¹ All proposed levies should exclude any prior year reserve for excess tax levy, including interest.

² For 2014-15, includes any carryover from 2013-14 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

| | Actual 2013-14 (D) | Estimated 2014-15 (E) |
|---|--|--|
| Adjusted Restricted Fund Balance | <input type="text" value="3,322,765"/> | <input type="text" value="3,325,000"/> |
| Assigned Appropriated Fund Balance | <input type="text" value="1,281,616"/> | <input type="text" value="1,179,068"/> |
| Adjusted Unrestricted Fund Balance | <input type="text" value="1,945,029"/> | <input type="text" value="1,926,206"/> |
| Adjusted Unrestricted Fund Balance as a Percent of the Total Budget | <input type="text" value="4.00"/> % | <input type="text" value="4.00"/> % |

Fiscal Accountability Summary

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). These data are from the 2011 - 12 school year.

| This School District | General Education | Special Education |
|---|-------------------|-------------------|
| Instructional Expenditures | \$21,850,413 | \$11,831,121 |
| Pupils | 1,809 | 217 |
| Expenditures Per Pupil | \$12,079 | \$54,521 |
| Similar District Group (Low Need/Resource Capacity) | General Education | Special Education |
| Instructional Expenditures | \$5,206,266,623 | \$1,876,789,686 |
| Pupils | 391,592 | 50,903 |
| Expenditures Per Pupil | \$13,295 | \$36,870 |
| All School Districts | General Education | Special Education |
| Instructional Expenditures | \$31,088,294,986 | \$12,418,610,168 |
| Pupils | 2,676,495 | 411,123 |
| Expenditures Per Pupil | \$11,615 | \$30,207 |

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 2011-12 school year plus students for whom the district receives tuition from another district plus students for whom the district pays tuition to another district. Students attending the State schools at Rome and Batavia, private placements and out-of-state placements are included.

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

Total Expenditures Per Pupil

| This School District | Similar District Group | NY State |
|----------------------|------------------------|----------|
| \$24,246 | \$23,588 | \$20,906 |

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 (2012 - 13)

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 (Low Need/Resource Capacity) | NY State |
|--|-----------------------|------------------------|--|---------------------|
| | Number of Students | Percent of Students | Percent of Students | Percent of Students |
| 80% or more | 100 | 48.5% | 63.4% | 57.8% |
| 40% - 79% | 71 | 34.5% | 17.1% | 11.7% |
| Less than 40% | 19 | 9.2% | 11.4% | 21.4% |
| Separate Settings | 16 | 7.8% | 4.8% | 6.2% |
| Other Settings | 0 | 0.0% | 3.3% | 2.9% |

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 October 3, 2012. 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 | Similar District Group | NY State |
|----------------------|------------------------|----------|
| 12.1% | 11.4% | 13.1% |

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.



The New York State School Report Card [2012 - 13]

NAME: PUTNAM VALLEY CSD

BEDS Code: 480503040000

SUPERINTENDENT : Frances Wills

ADDRESS: 146 PEEKSKILL HOLLOW RD, PUTNAM VALLEY, NY 10579

PHONE: (845) 528-8143

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

PUTNAM VALLEY CSD Enrollment (2012 - 13)

K-12 Enrollment: 1,814

These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2012 - 13 school year. For nonpublic school enrollment data please see the [Non-Public School Enrollment and Staff](#) information on our Information and Reporting Services webpage

Students by Gender

| Male | | Female | |
|------|-----|--------|-----|
| 948 | 52% | 866 | 48% |

Students by Ethnicity

| American Indian or Alaska Native | Black or African American | Hispanic or Latino | Asian or Native Hawaiian/Other Pacific Islander | White | Multiracial |
|----------------------------------|---------------------------|--------------------|---|-------|-------------|
| 2 | 40 | 220 | 41 | 1,509 | 2 |
| 0% | 2% | 12% | 2% | 83% | 0% |

Other Groups

| Limited English Proficient Students | | Students with Disabilities | | Economically Disadvantaged Students | |
|-------------------------------------|----|----------------------------|-----|-------------------------------------|-----|
| 25 | 1% | 220 | 12% | 289 | 16% |

Students by Grade

| | | | | | |
|-------------------------|---------------------|--------------------|-----------|-----------|------------|
| Kindergarten (Full Day) | 1st Grade | 2nd Grade | 3rd Grade | 4th Grade | 5th Grade |
| 123 | 113 | 116 | 132 | 124 | 135 |
| 6th Grade | Ungraded Elementary | 7th Grade | 8th Grade | 9th Grade | 10th Grade |
| 136 | 6 | 132 | 151 | 156 | 147 |
| 11th Grade | 12th Grade | Ungraded Secondary | | | |
| 164 | 166 | 13 | | | |

Average Class Size (2012 - 13)

| | | | |
|------------------|----------------------|------------------|-------------------------|
| Common Branch | | | |
| 24 | | | |
| Grade 8 English | Grade 8 Mathematics | Grade 8 Science | Grade 8 Social Studies |
| 20 | 21 | 23 | 24 |
| Grade 10 English | Grade 10 Mathematics | Grade 10 Science | Grade 10 Social Studies |
| 24 | 22 | 24 | 21 |

Free and Reduced-Price Lunch (2012 - 13)

| | | | |
|-------------------------|-----|----------------------------------|----|
| Eligible for Free Lunch | | Eligible for Reduced-Price Lunch | |
| 209 | 12% | 77 | 4% |

Attendance and Suspensions (2011 - 12)

| | | |
|------------------------|---------------------|----|
| Annual Attendance Rate | Student Suspensions | |
| 94% | 46 | 3% |

Teacher Turnover Rate (2011 - 12)

| | |
|--|-------------------------------|
| Turnover Rate of Teachers with Fewer Than Five Years of Experience | Turnover Rate of All Teachers |
| 11% | 7% |

Teacher Qualifications (2010-11 through 2012-13)

| | 2010 - 11 | 2011 - 12 | 2012 - 13 |
|---|-----------|-----------|-----------|
| Total Number of Teachers | 141 | 137 | 136 |
| Percent with No Valid Teaching Certificate | 0% | 0% | 0% |
| Percent Teaching Out of Certification | 1% | 1% | 4% |
| Percent with Fewer Than Three Years of Experience | 2% | 3% | 4% |
| Percentage with Master's Degree Plus 30 Hours or Doctorate | 17% | 17% | 15% |
| Total Number of Core Classes | 376 | 371 | 372 |
| Percent Not Taught by Highly Qualified Teachers in This District | 1% | 1% | 6% |
| Percent Not Taught by Highly Qualified Teachers Statewide | 2% | 2% | 3% |
| Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide | 5% | 4% | 6% |
| Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools | | | |

| | | | |
|---|-----|-----|-----|
| Statewide | 0% | 1% | 1% |
| Total Number of Classes | 527 | 505 | 526 |
| Percent Taught by Teachers Without Appropriate Certification | 0% | 2% | 5% |

High School Completers (2012 - 13)

| Results by Student Group | Completers (Graduates + IEP Diplomas) | Graduates (Regents + Local Diplomas) | Regents Diploma | | Regents with Advanced Designation | |
|----------------------------|---|--|-----------------------|-------------------------|--------------------------------------|-------------------------|
| | Number of Students | Number of Students | Number of Students | Percent of Graduates | Number of Students | Percent of Graduates |
| All Students | 149 | 148 | 145 | 98% | 85 | 57% |
| General Education | 142 | 142 | 140 | 99% | 85 | 60% |
| Students with Disabilities | 7 | 6 | 5 | 83% | 0 | 0% |

| Results by Student Group | Regents with CTE Endorsement | | Local Diplomas | | Individualized Education Program (IEP) Diplomas | |
|----------------------------|------------------------------|-------------------------|-----------------------|-------------------------|--|--------------------------|
| | Number of Students | Percent of Graduates | Number of Students | Percent of Graduates | Number of Students | Percent of Completers |
| All Students | 0 | 0% | 3 | 2% | 1 | 1% |
| General Education | 0 | 0% | 2 | 1% | 0 | 0% |
| Students with Disabilities | 0 | 0% | 1 | 17% | 1 | 14% |

High School Non-completers (2012 - 13)

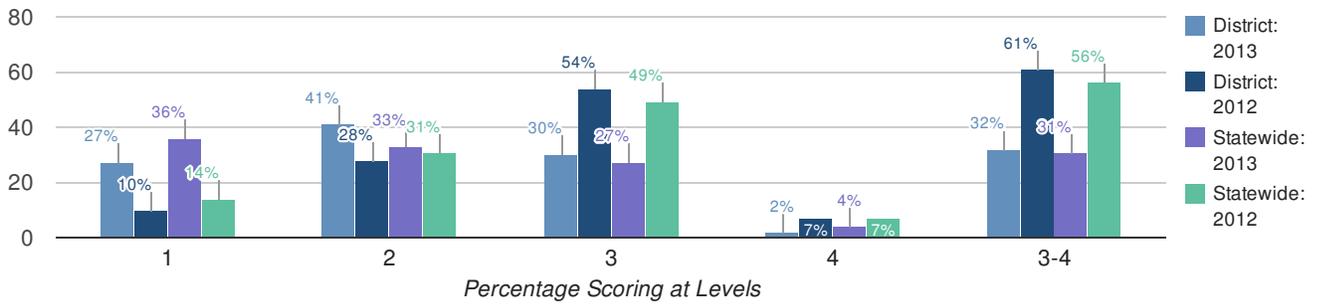
| Results by Student Group | Dropped Out | | Entered Approved High School Equivalency Preparation Program | | Total Noncompleters | |
|----------------------------|-----------------------|------------------------|---|------------------------|-----------------------|------------------------|
| | Number of Students | Percent of Students | Number of Students | Percent of Students | Number of Students | Percent of Students |
| All Students | — | — | — | — | — | — |
| General Education | — | — | — | — | — | — |
| Students with Disabilities | — | — | — | — | — | — |

Post-graduation Plans of Completers (2012 - 13)

| Results by Student Group | To Four-Year College | | To Two-Year College | | To Other Post-Secondary | | To the Military | |
|----------------------------|----------------------|-----------------------|---------------------|-----------------------|-------------------------|-----------------------|--------------------|-----------------------|
| | Number of Students | Percent of Completers | Number of Students | Percent of Completers | Number of Students | Percent of Completers | Number of Students | Percent of Completers |
| All Students | 98 | 66% | 42 | 28% | 0 | 0% | 2 | 1% |
| General Education | 98 | 69% | 38 | 27% | 0 | 0% | 1 | 1% |
| Students with Disabilities | 0 | 0% | 4 | 57% | 0 | 0% | 1 | 14% |

| Results by Student Group | To Employment | | To Adult Services | | To Other Known Plans | | Plan Unknown | |
|----------------------------|--------------------|-----------------------|--------------------|-----------------------|----------------------|-----------------------|--------------------|-----------------------|
| | Number of Students | Percent of Completers | Number of Students | Percent of Completers | Number of Students | Percent of Completers | Number of Students | Percent of Completers |
| All Students | 3 | 2% | 0 | 0% | 0 | 0% | 4 | 3% |
| General Education | 3 | 2% | 0 | 0% | 0 | 0% | 2 | 1% |
| Students with Disabilities | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 29% |

Grade 3 English Language Arts

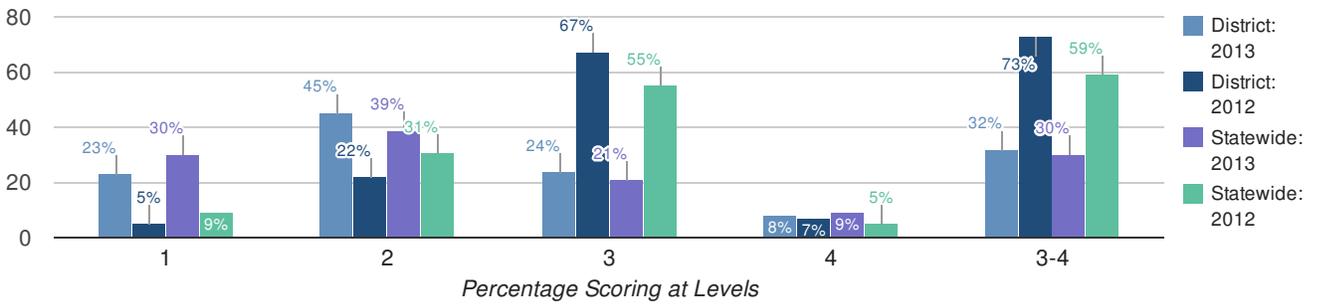


Mean Score

| 2013 | 2012 |
|------|------|
| 304 | 665 |

| Results by Student Group | 2013 | | | | | | 2012 | | | | | |
|---|--------------|-----------------------------|----|----|---|-------------------------------|--------------|-----------------------------|----|----|----|-------------------------------|
| | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 133 | 27 | 41 | 30 | 2 | 32 | 124 | 10 | 28 | 54 | 7 | 61 |
| General Education | 117 | 21 | 44 | 32 | 2 | 34 | 103 | 3 | 27 | 61 | 9 | 70 |
| Students with Disabilities | 16 | 69 | 19 | 13 | 0 | 13 | 21 | 48 | 33 | 19 | 0 | 19 |
| Asian or Native Hawaiian/Other Pacific Islander | 3 | — | — | — | — | — | 4 | — | — | — | — | — |
| Black or African American | 5 | — | — | — | — | — | 5 | — | — | — | — | — |
| Hispanic or Latino | 9 | 33 | 44 | 22 | 0 | 22 | 24 | 13 | 38 | 46 | 4 | 50 |
| White | 116 | 26 | 41 | 31 | 2 | 33 | 91 | 9 | 27 | 57 | 7 | 64 |
| Small Group Total | 8 | 38 | 38 | 25 | 0 | 25 | 9 | 22 | 11 | 44 | 22 | 67 |
| Female | 59 | 20 | 46 | 32 | 2 | 34 | 64 | 6 | 23 | 61 | 9 | 70 |
| Male | 74 | 32 | 38 | 28 | 1 | 30 | 60 | 15 | 33 | 47 | 5 | 52 |
| English Proficient | 131 | — | — | — | — | — | 119 | 10 | 26 | 56 | 8 | 64 |
| Limited English Proficient | 2 | — | — | — | — | — | 5 | 20 | 80 | 0 | 0 | 0 |
| Economically Disadvantaged | 18 | 39 | 28 | 28 | 6 | 33 | 13 | 38 | 31 | 23 | 8 | 31 |
| Not Economically Disadvantaged | 115 | 25 | 43 | 30 | 1 | 31 | 111 | 7 | 28 | 58 | 7 | 65 |
| Not Migrant | 133 | 27 | 41 | 30 | 2 | 32 | 124 | 10 | 28 | 54 | 7 | 61 |

Grade 4 English Language Arts

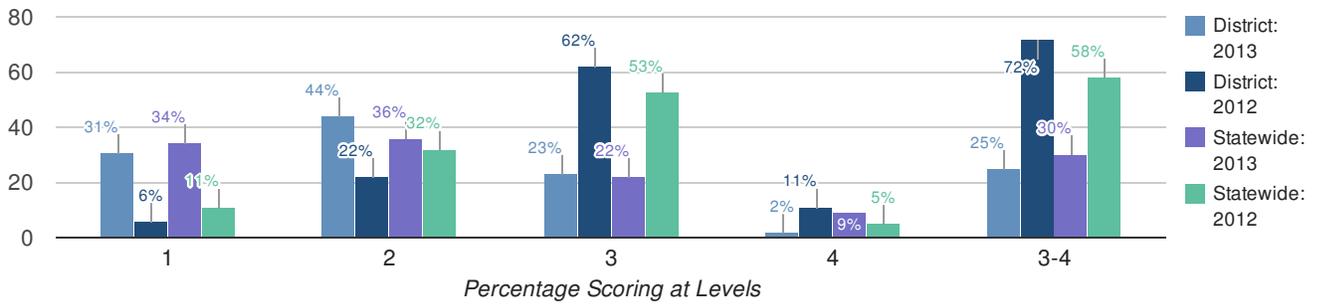


Mean Score

| 2013 | 2012 |
|------|------|
| 303 | 682 |

| Results by Student Group | 2013 | | | | | | 2012 | | | | | |
|---|--------------|-----------------------------|----|----|----|-------------------------------|--------------|-----------------------------|----|----|----|-------------------------------|
| | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 128 | 23 | 45 | 24 | 8 | 32 | 123 | 5 | 22 | 67 | 7 | 73 |
| General Education | 107 | 14 | 48 | 29 | 9 | 38 | 107 | 1 | 19 | 73 | 7 | 80 |
| Students with Disabilities | 21 | 71 | 29 | 0 | 0 | 0 | 16 | 31 | 44 | 25 | 0 | 25 |
| Asian or Native Hawaiian/Other Pacific Islander | 5 | — | — | — | — | — | 1 | — | — | — | — | — |
| Black or African American | 4 | — | — | — | — | — | 3 | — | — | — | — | — |
| Hispanic or Latino | 24 | 25 | 58 | 17 | 0 | 17 | 13 | — | — | — | — | — |
| White | 95 | 23 | 42 | 26 | 8 | 35 | 106 | 4 | 25 | 64 | 8 | 72 |
| Small Group Total | 9 | 22 | 33 | 22 | 22 | 44 | 17 | 12 | 6 | 82 | 0 | 82 |
| Female | 63 | 14 | 51 | 24 | 11 | 35 | 68 | 4 | 24 | 62 | 10 | 72 |
| Male | 65 | 32 | 38 | 25 | 5 | 29 | 55 | 5 | 20 | 73 | 2 | 75 |
| English Proficient | 125 | — | — | — | — | — | 122 | — | — | — | — | — |
| Limited English Proficient | 3 | — | — | — | — | — | 1 | — | — | — | — | — |
| Economically Disadvantaged | 21 | 52 | 43 | 0 | 5 | 5 | 12 | 25 | 33 | 42 | 0 | 42 |
| Not Economically Disadvantaged | 107 | 18 | 45 | 29 | 8 | 37 | 111 | 3 | 21 | 69 | 7 | 77 |
| Not Migrant | 128 | 23 | 45 | 24 | 8 | 32 | 123 | 5 | 22 | 67 | 7 | 73 |

Grade 5 English Language Arts

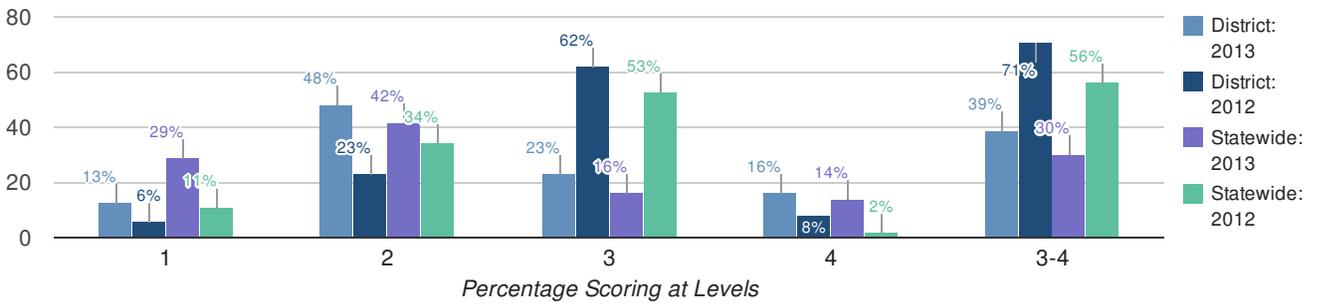


Mean Score

| 2013 | 2012 |
|------|------|
| 299 | 677 |

| Results by Student Group | 2013 | | | | | | 2012 | | | | | |
|---|--------------|-----------------------------|----|----|---|-------------------------------|--------------|-----------------------------|----|----|----|-------------------------------|
| | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 131 | 31 | 44 | 23 | 2 | 25 | 133 | 6 | 22 | 62 | 11 | 72 |
| General Education | 114 | 23 | 48 | 26 | 3 | 29 | 116 | 1 | 18 | 69 | 12 | 81 |
| Students with Disabilities | 17 | 88 | 12 | 0 | 0 | 0 | 17 | 41 | 47 | 12 | 0 | 12 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 | 0 | 1 | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 3 | — | — | — | — | — | 0 | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 4 | — | — | — | — | — | 2 | — | — | — | — | — |
| Hispanic or Latino | 14 | 29 | 50 | 21 | 0 | 21 | 14 | — | — | — | — | — |
| White | 110 | 33 | 43 | 22 | 3 | 25 | 116 | 4 | 24 | 62 | 9 | 72 |
| Small Group Total | 7 | 14 | 43 | 43 | 0 | 43 | 17 | 18 | 6 | 59 | 18 | 76 |
| Female | 71 | 30 | 46 | 23 | 1 | 24 | 69 | 1 | 17 | 70 | 12 | 81 |
| Male | 60 | 33 | 40 | 23 | 3 | 27 | 64 | 11 | 27 | 53 | 9 | 63 |
| English Proficient | 129 | — | — | — | — | — | 130 | — | — | — | — | — |
| Limited English Proficient | 2 | — | — | — | — | — | 3 | — | — | — | — | — |
| Economically Disadvantaged | 27 | 48 | 37 | 15 | 0 | 15 | 21 | 10 | 24 | 62 | 5 | 67 |
| Not Economically Disadvantaged | 104 | 27 | 45 | 25 | 3 | 28 | 112 | 5 | 21 | 62 | 12 | 73 |
| Not Migrant | 131 | 31 | 44 | 23 | 2 | 25 | 133 | 6 | 22 | 62 | 11 | 72 |

Grade 6 English Language Arts

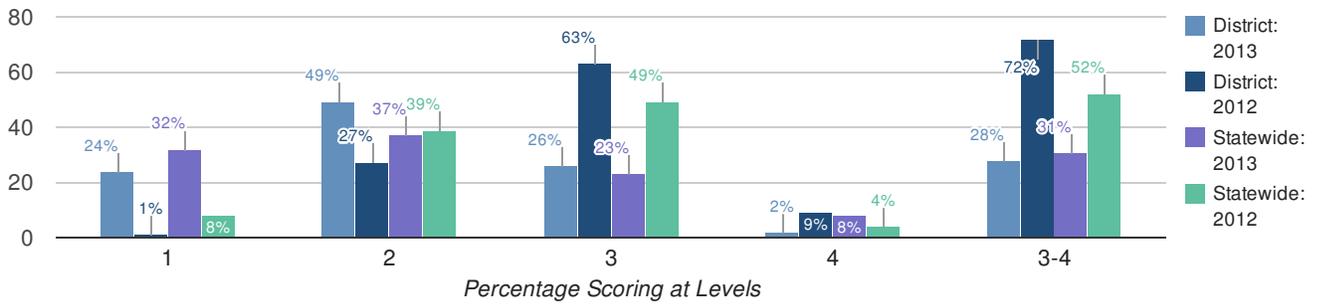


Mean Score

| 2013 | 2012 |
|------|------|
| 311 | 669 |

| Results by Student Group | 2013 | | | | | | 2012 | | | | | |
|---|--------------|-----------------------------|----|----|----|-------------------------------|--------------|-----------------------------|----|----|----|-------------------------------|
| | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 136 | 13 | 48 | 23 | 16 | 39 | 130 | 6 | 23 | 62 | 8 | 71 |
| General Education | 121 | 6 | 50 | 26 | 18 | 44 | 114 | 3 | 18 | 69 | 10 | 79 |
| Students with Disabilities | 15 | 73 | 27 | 0 | 0 | 0 | 16 | 31 | 56 | 13 | 0 | 13 |
| American Indian or Alaska Native | 2 | — | — | — | — | — | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian or Native Hawaiian/Other Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 | 2 | — | — | — | — | — |
| Black or African American | 2 | — | — | — | — | — | 3 | — | — | — | — | — |
| Hispanic or Latino | 15 | — | — | — | — | — | 24 | 8 | 38 | 50 | 4 | 54 |
| White | 117 | 13 | 50 | 22 | 15 | 38 | 101 | 6 | 19 | 65 | 10 | 75 |
| Small Group Total | 19 | 16 | 37 | 26 | 21 | 47 | 5 | 0 | 40 | 60 | 0 | 60 |
| Female | 69 | 9 | 39 | 30 | 22 | 52 | 61 | 3 | 20 | 67 | 10 | 77 |
| Male | 67 | 18 | 57 | 15 | 10 | 25 | 69 | 9 | 26 | 58 | 7 | 65 |
| English Proficient | 134 | — | — | — | — | — | 128 | — | — | — | — | — |
| Limited English Proficient | 2 | — | — | — | — | — | 2 | — | — | — | — | — |
| Economically Disadvantaged | 23 | 17 | 61 | 22 | 0 | 22 | 17 | 18 | 41 | 35 | 6 | 41 |
| Not Economically Disadvantaged | 113 | 12 | 45 | 23 | 19 | 42 | 113 | 4 | 20 | 66 | 9 | 75 |
| Not Migrant | 136 | 13 | 48 | 23 | 16 | 39 | 130 | 6 | 23 | 62 | 8 | 71 |

Grade 7 English Language Arts

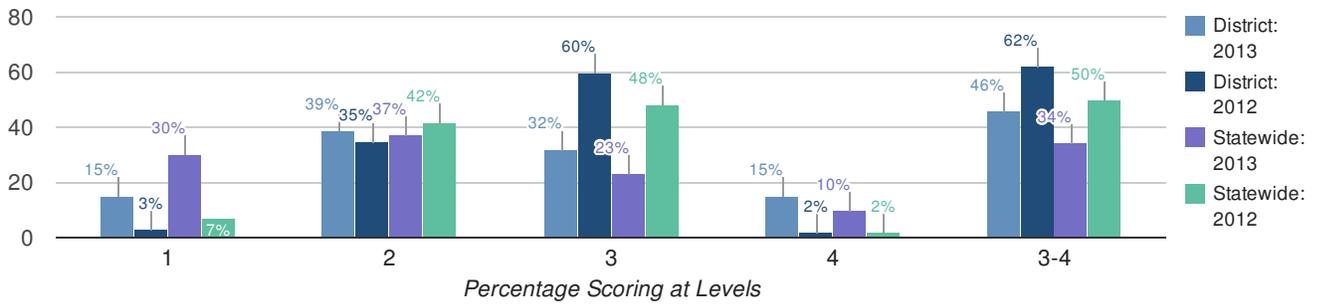


Mean Score

| 2013 | 2012 |
|------|------|
| 302 | 674 |

| Results by Student Group | 2013 | | | | | | 2012 | | | | | |
|---|--------------|-----------------------------|----|----|---|-------------------------------|--------------|-----------------------------|----|----|----|-------------------------------|
| | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 127 | 24 | 49 | 26 | 2 | 28 | 143 | 1 | 27 | 63 | 9 | 72 |
| General Education | 111 | 15 | 53 | 30 | 2 | 32 | 129 | 1 | 21 | 68 | 10 | 78 |
| Students with Disabilities | 16 | 81 | 19 | 0 | 0 | 0 | 14 | 7 | 79 | 14 | 0 | 14 |
| Asian or Native Hawaiian/Other Pacific Islander | 2 | — | — | — | — | — | 7 | — | — | — | — | — |
| Black or African American | 3 | — | — | — | — | — | 4 | — | — | — | — | — |
| Hispanic or Latino | 23 | 39 | 52 | 9 | 0 | 9 | 14 | 0 | 50 | 50 | 0 | 50 |
| White | 99 | 18 | 48 | 31 | 2 | 33 | 118 | 2 | 26 | 63 | 9 | 72 |
| Small Group Total | 5 | 60 | 40 | 0 | 0 | 0 | 11 | 0 | 0 | 82 | 18 | 100 |
| Female | 60 | 17 | 52 | 28 | 3 | 32 | 71 | 1 | 20 | 70 | 8 | 79 |
| Male | 67 | 30 | 46 | 24 | 0 | 24 | 72 | 1 | 33 | 56 | 10 | 65 |
| English Proficient | 126 | — | — | — | — | — | 143 | 1 | 27 | 63 | 9 | 72 |
| Limited English Proficient | 1 | — | — | — | — | — | 0 | 0 | 0 | 0 | 0 | 0 |
| Economically Disadvantaged | 20 | 40 | 50 | 10 | 0 | 10 | 19 | 0 | 53 | 42 | 5 | 47 |
| Not Economically Disadvantaged | 107 | 21 | 49 | 29 | 2 | 31 | 124 | 2 | 23 | 66 | 10 | 76 |
| Not Migrant | 127 | 24 | 49 | 26 | 2 | 28 | 143 | 1 | 27 | 63 | 9 | 72 |

Grade 8 English Language Arts

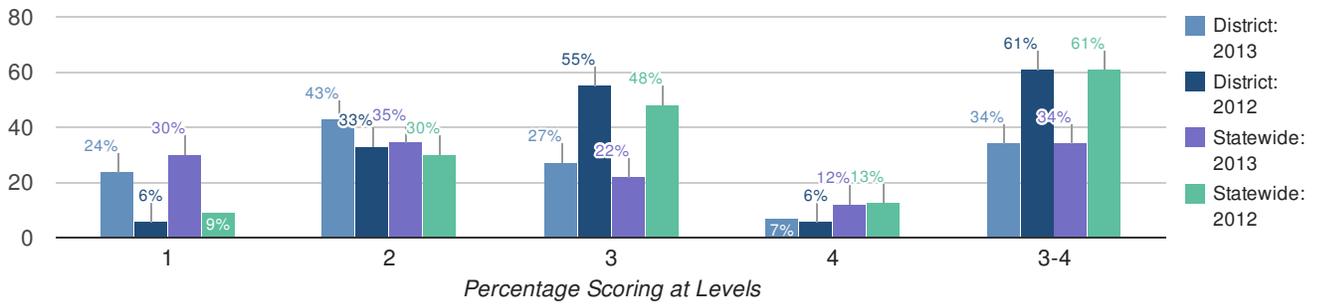


Mean Score

| 2013 | 2012 |
|------|------|
| 311 | 664 |

| Results by Student Group | 2013 | | | | | | 2012 | | | | | |
|---|--------------|-----------------------------|----|----|----|-------------------------------|--------------|-----------------------------|----|----|---|-------------------------------|
| | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 149 | 15 | 39 | 32 | 15 | 46 | 157 | 3 | 35 | 60 | 2 | 62 |
| General Education | 137 | 9 | 41 | 34 | 16 | 50 | 134 | 1 | 28 | 69 | 2 | 71 |
| Students with Disabilities | 12 | 75 | 17 | 8 | 0 | 8 | 23 | 17 | 74 | 9 | 0 | 9 |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | — | — | — | — | — | 4 | — | — | — | — | — |
| Black or African American | 3 | — | — | — | — | — | 2 | — | — | — | — | — |
| Hispanic or Latino | 16 | 38 | 31 | 19 | 13 | 31 | 15 | 7 | 47 | 47 | 0 | 47 |
| White | 122 | 12 | 41 | 33 | 14 | 47 | 136 | 3 | 34 | 61 | 2 | 63 |
| Small Group Total | 11 | 9 | 27 | 36 | 27 | 64 | 6 | 0 | 33 | 67 | 0 | 67 |
| Female | 78 | 18 | 31 | 36 | 15 | 51 | 65 | 3 | 29 | 63 | 5 | 68 |
| Male | 71 | 11 | 48 | 27 | 14 | 41 | 92 | 3 | 39 | 58 | 0 | 58 |
| English Proficient | 148 | — | — | — | — | — | 157 | 3 | 35 | 60 | 2 | 62 |
| Limited English Proficient | 1 | — | — | — | — | — | 0 | 0 | 0 | 0 | 0 | 0 |
| Economically Disadvantaged | 27 | 37 | 30 | 11 | 22 | 33 | 16 | 6 | 44 | 50 | 0 | 50 |
| Not Economically Disadvantaged | 122 | 10 | 41 | 36 | 13 | 49 | 141 | 3 | 34 | 61 | 2 | 63 |
| Not Migrant | 149 | 15 | 39 | 32 | 15 | 46 | 157 | 3 | 35 | 60 | 2 | 62 |

Grade 3 Mathematics

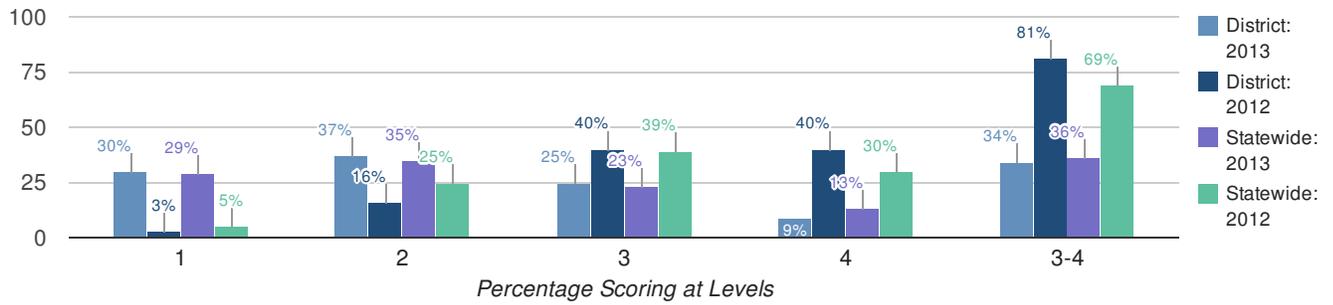


Mean Score

| 2013 | 2012 |
|------|------|
| 302 | 685 |

| Results by Student Group | 2013 | | | | | | 2012 | | | | | |
|---|--------------|-----------------------------|----|----|----|-------------------------------|--------------|-----------------------------|----|----|----|-------------------------------|
| | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 134 | 24 | 43 | 27 | 7 | 34 | 125 | 6 | 33 | 55 | 6 | 61 |
| General Education | 118 | 19 | 47 | 28 | 7 | 35 | 104 | 2 | 30 | 62 | 7 | 68 |
| Students with Disabilities | 16 | 63 | 13 | 19 | 6 | 25 | 21 | 29 | 48 | 24 | 0 | 24 |
| Asian or Native Hawaiian/Other Pacific Islander | 3 | — | — | — | — | — | 4 | — | — | — | — | — |
| Black or African American | 5 | — | — | — | — | — | 5 | — | — | — | — | — |
| Hispanic or Latino | 9 | 33 | 44 | 22 | 0 | 22 | 24 | 8 | 46 | 46 | 0 | 46 |
| White | 117 | 22 | 44 | 27 | 7 | 34 | 92 | 5 | 30 | 58 | 7 | 64 |
| Small Group Total | 8 | 38 | 25 | 25 | 13 | 38 | 9 | 11 | 22 | 56 | 11 | 67 |
| Female | 60 | 18 | 52 | 25 | 5 | 30 | 64 | 6 | 34 | 55 | 5 | 59 |
| Male | 74 | 28 | 35 | 28 | 8 | 36 | 61 | 7 | 31 | 56 | 7 | 62 |
| English Proficient | 131 | — | — | — | — | — | 120 | 6 | 32 | 57 | 6 | 63 |
| Limited English Proficient | 3 | — | — | — | — | — | 5 | 20 | 60 | 20 | 0 | 20 |
| Economically Disadvantaged | 18 | 39 | 44 | 17 | 0 | 17 | 13 | 23 | 46 | 31 | 0 | 31 |
| Not Economically Disadvantaged | 116 | 22 | 42 | 28 | 8 | 36 | 112 | 4 | 31 | 58 | 6 | 64 |
| Not Migrant | 134 | 24 | 43 | 27 | 7 | 34 | 125 | 6 | 33 | 55 | 6 | 61 |

Grade 4 Mathematics

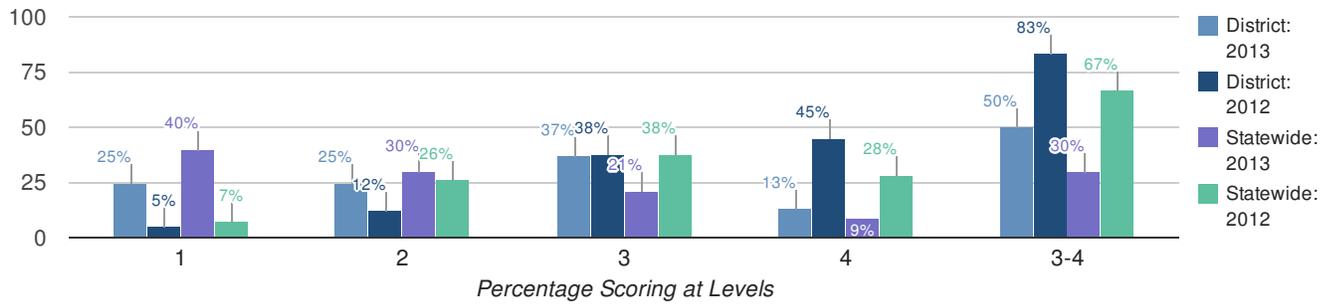


Mean Score

| 2013 | 2012 |
|------|------|
| 296 | 698 |

| Results by Student Group | 2013 | | | | | | 2012 | | | | | |
|---|--------------|-----------------------------|----|----|----|-------------------------------|--------------|-----------------------------|----|----|----|-------------------------------|
| | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 128 | 30 | 37 | 25 | 9 | 34 | 124 | 3 | 16 | 40 | 40 | 81 |
| General Education | 106 | 20 | 41 | 29 | 10 | 40 | 108 | 0 | 12 | 42 | 46 | 88 |
| Students with Disabilities | 22 | 77 | 18 | 5 | 0 | 5 | 16 | 25 | 44 | 31 | 0 | 31 |
| Asian or Native Hawaiian/Other Pacific Islander | 5 | — | — | — | — | — | 1 | — | — | — | — | — |
| Black or African American | 4 | — | — | — | — | — | 3 | — | — | — | — | — |
| Hispanic or Latino | 24 | 33 | 54 | 8 | 4 | 13 | 13 | — | — | — | — | — |
| White | 95 | 29 | 35 | 25 | 11 | 36 | 107 | 3 | 17 | 41 | 39 | 80 |
| Small Group Total | 9 | 22 | 11 | 67 | 0 | 67 | 17 | 6 | 12 | 35 | 47 | 82 |
| Female | 63 | 27 | 40 | 24 | 10 | 33 | 68 | 4 | 21 | 43 | 32 | 75 |
| Male | 65 | 32 | 34 | 26 | 8 | 34 | 56 | 2 | 11 | 38 | 50 | 88 |
| English Proficient | 125 | — | — | — | — | — | 122 | — | — | — | — | — |
| Limited English Proficient | 3 | — | — | — | — | — | 2 | — | — | — | — | — |
| Economically Disadvantaged | 21 | 67 | 29 | 5 | 0 | 5 | 12 | 17 | 17 | 17 | 50 | 67 |
| Not Economically Disadvantaged | 107 | 22 | 38 | 29 | 10 | 39 | 112 | 2 | 16 | 43 | 39 | 82 |
| Not Migrant | 128 | 30 | 37 | 25 | 9 | 34 | 124 | 3 | 16 | 40 | 40 | 81 |

Grade 5 Mathematics

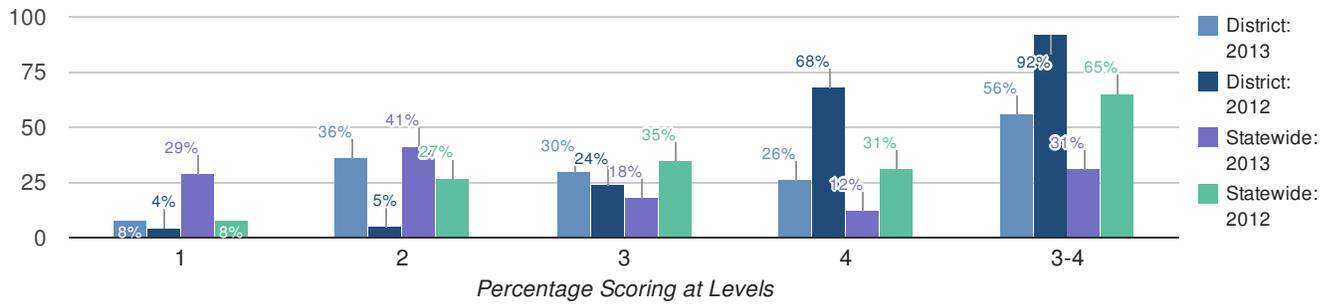


Mean Score

| 2013 | 2012 |
|------|------|
| 311 | 701 |

| Results by Student Group | 2013 | | | | | | 2012 | | | | | |
|---|--------------|-----------------------------|----|----|----|-------------------------------|--------------|-----------------------------|----|----|----|-------------------------------|
| | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 132 | 25 | 25 | 37 | 13 | 50 | 133 | 5 | 12 | 38 | 45 | 83 |
| General Education | 115 | 17 | 27 | 42 | 15 | 57 | 116 | 0 | 9 | 40 | 51 | 91 |
| Students with Disabilities | 17 | 82 | 12 | 6 | 0 | 6 | 17 | 35 | 29 | 29 | 6 | 35 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 | 0 | 1 | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 3 | — | — | — | — | — | 0 | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 4 | — | — | — | — | — | 2 | — | — | — | — | — |
| Hispanic or Latino | 15 | 40 | 13 | 27 | 20 | 47 | 15 | — | — | — | — | — |
| White | 110 | 24 | 26 | 39 | 11 | 50 | 115 | 3 | 11 | 38 | 47 | 85 |
| Small Group Total | 7 | 14 | 29 | 29 | 29 | 57 | 18 | 11 | 17 | 39 | 33 | 72 |
| Female | 71 | 28 | 25 | 37 | 10 | 46 | 69 | 3 | 13 | 38 | 46 | 84 |
| Male | 61 | 21 | 25 | 38 | 16 | 54 | 64 | 6 | 11 | 39 | 44 | 83 |
| English Proficient | 129 | — | — | — | — | — | 129 | — | — | — | — | — |
| Limited English Proficient | 3 | — | — | — | — | — | 4 | — | — | — | — | — |
| Economically Disadvantaged | 28 | 46 | 14 | 32 | 7 | 39 | 21 | 5 | 19 | 57 | 19 | 76 |
| Not Economically Disadvantaged | 104 | 19 | 28 | 38 | 14 | 53 | 112 | 4 | 11 | 35 | 50 | 85 |
| Not Migrant | 132 | 25 | 25 | 37 | 13 | 50 | 133 | 5 | 12 | 38 | 45 | 83 |

Grade 6 Mathematics

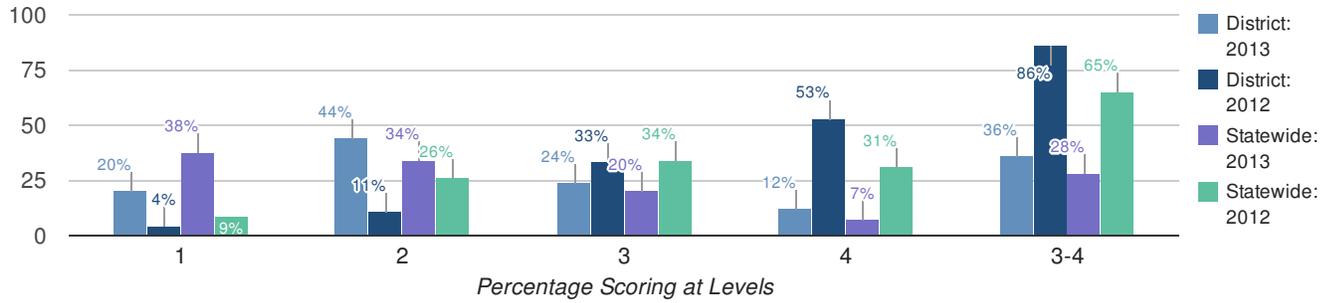


Mean Score

| 2013 | 2012 |
|------|------|
| 318 | 704 |

| Results by Student Group | 2013 | | | | | | 2012 | | | | | |
|---|--------------|-----------------------------|----|----|----|-------------------------------|--------------|-----------------------------|----|----|----|-------------------------------|
| | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 133 | 8 | 36 | 30 | 26 | 56 | 130 | 4 | 5 | 24 | 68 | 92 |
| General Education | 119 | 3 | 35 | 33 | 29 | 61 | 114 | 1 | 0 | 23 | 76 | 99 |
| Students with Disabilities | 14 | 50 | 43 | 7 | 0 | 7 | 16 | 25 | 38 | 31 | 6 | 38 |
| American Indian or Alaska Native | 2 | — | — | — | — | — | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian or Native Hawaiian/Other Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 | 2 | — | — | — | — | — |
| Black or African American | 2 | — | — | — | — | — | 3 | — | — | — | — | — |
| Hispanic or Latino | 15 | — | — | — | — | — | 24 | 4 | 8 | 42 | 46 | 88 |
| White | 114 | 6 | 36 | 32 | 26 | 58 | 101 | 4 | 4 | 19 | 73 | 92 |
| Small Group Total | 19 | 21 | 37 | 21 | 21 | 42 | 5 | 0 | 0 | 40 | 60 | 100 |
| Female | 68 | 9 | 40 | 24 | 28 | 51 | 61 | 2 | 2 | 26 | 70 | 97 |
| Male | 65 | 8 | 32 | 37 | 23 | 60 | 69 | 6 | 7 | 22 | 65 | 87 |
| English Proficient | 131 | — | — | — | — | — | 128 | — | — | — | — | — |
| Limited English Proficient | 2 | — | — | — | — | — | 2 | — | — | — | — | — |
| Economically Disadvantaged | 23 | 9 | 70 | 13 | 9 | 22 | 17 | 12 | 0 | 35 | 53 | 88 |
| Not Economically Disadvantaged | 110 | 8 | 29 | 34 | 29 | 63 | 113 | 3 | 5 | 22 | 70 | 92 |
| Not Migrant | 133 | 8 | 36 | 30 | 26 | 56 | 130 | 4 | 5 | 24 | 68 | 92 |

Grade 7 Mathematics

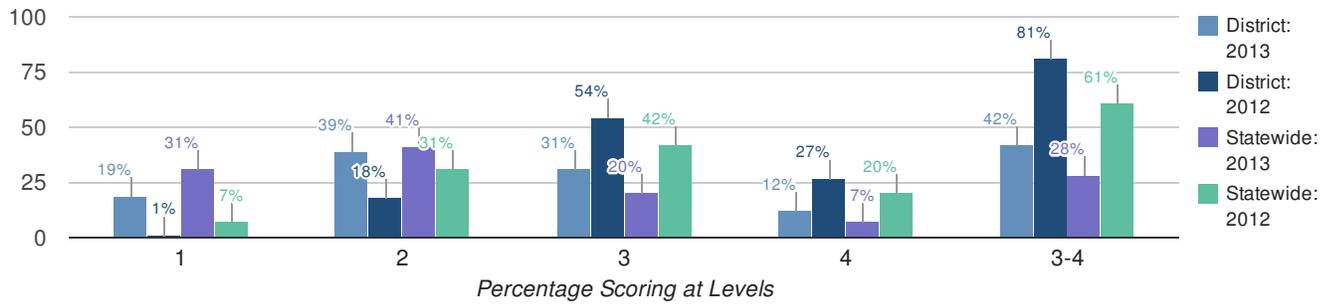


Mean Score

| 2013 | 2012 |
|------|------|
| 311 | 693 |

| Results by Student Group | 2013 | | | | | | 2012 | | | | | |
|---|--------------|-----------------------------|----|----|----|-------------------------------|--------------|-----------------------------|----|----|----|-------------------------------|
| | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 125 | 20 | 44 | 24 | 12 | 36 | 142 | 4 | 11 | 33 | 53 | 86 |
| General Education | 109 | 10 | 49 | 28 | 14 | 41 | 128 | 2 | 5 | 34 | 58 | 92 |
| Students with Disabilities | 16 | 88 | 13 | 0 | 0 | 0 | 14 | 14 | 57 | 21 | 7 | 29 |
| Asian or Native Hawaiian/Other Pacific Islander | 2 | — | — | — | — | — | 7 | — | — | — | — | — |
| Black or African American | 2 | — | — | — | — | — | 4 | — | — | — | — | — |
| Hispanic or Latino | 22 | — | — | — | — | — | 14 | 0 | 21 | 36 | 43 | 79 |
| White | 99 | 15 | 42 | 28 | 14 | 42 | 117 | 4 | 10 | 33 | 52 | 85 |
| Small Group Total | 26 | 38 | 50 | 8 | 4 | 12 | 11 | 0 | 0 | 27 | 73 | 100 |
| Female | 59 | 14 | 49 | 27 | 10 | 37 | 71 | 6 | 13 | 30 | 52 | 82 |
| Male | 66 | 26 | 39 | 21 | 14 | 35 | 71 | 1 | 8 | 37 | 54 | 90 |
| English Proficient | 124 | — | — | — | — | — | 142 | 4 | 11 | 33 | 53 | 86 |
| Limited English Proficient | 1 | — | — | — | — | — | 0 | 0 | 0 | 0 | 0 | 0 |
| Economically Disadvantaged | 19 | 42 | 47 | 11 | 0 | 11 | 19 | 11 | 11 | 32 | 47 | 79 |
| Not Economically Disadvantaged | 106 | 16 | 43 | 26 | 14 | 41 | 123 | 2 | 11 | 33 | 54 | 87 |
| Not Migrant | 125 | 20 | 44 | 24 | 12 | 36 | 142 | 4 | 11 | 33 | 53 | 86 |

Grade 8 Mathematics

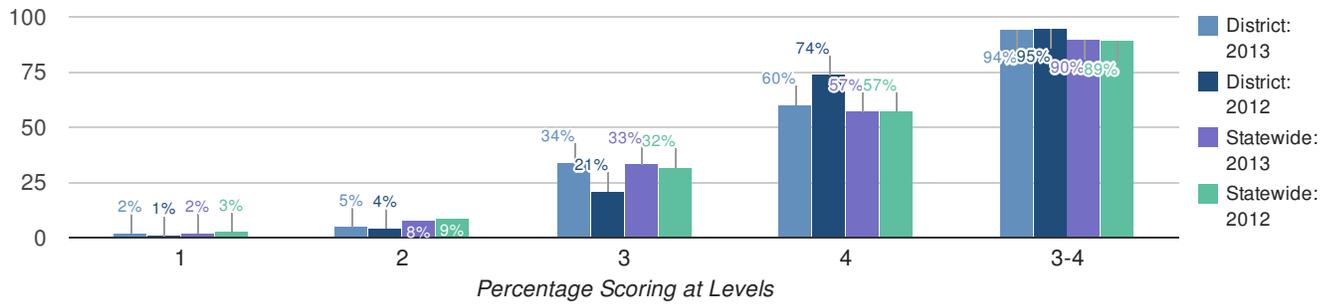


Mean Score

| 2013 | 2012 |
|------|------|
| 312 | 691 |

| Results by Student Group | 2013 | | | | | | 2012 | | | | | |
|---|--------------|-----------------------------|----|----|----|-------------------------------|--------------|-----------------------------|----|----|----|-------------------------------|
| | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 147 | 19 | 39 | 31 | 12 | 42 | 157 | 1 | 18 | 54 | 27 | 81 |
| General Education | 135 | 15 | 39 | 33 | 13 | 46 | 134 | 0 | 12 | 56 | 32 | 88 |
| Students with Disabilities | 12 | 67 | 33 | 0 | 0 | 0 | 23 | 4 | 57 | 39 | 0 | 39 |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | — | — | — | — | — | 4 | — | — | — | — | — |
| Black or African American | 3 | — | — | — | — | — | 2 | — | — | — | — | — |
| Hispanic or Latino | 16 | 31 | 38 | 31 | 0 | 31 | 15 | 7 | 20 | 47 | 27 | 73 |
| White | 120 | 18 | 41 | 33 | 9 | 42 | 136 | 0 | 18 | 54 | 27 | 82 |
| Small Group Total | 11 | 18 | 18 | 9 | 55 | 64 | 6 | 0 | 17 | 50 | 33 | 83 |
| Female | 77 | 19 | 38 | 31 | 12 | 43 | 65 | 2 | 17 | 54 | 28 | 82 |
| Male | 70 | 19 | 40 | 30 | 11 | 41 | 92 | 0 | 20 | 53 | 27 | 80 |
| English Proficient | 146 | — | — | — | — | — | 157 | 1 | 18 | 54 | 27 | 81 |
| Limited English Proficient | 1 | — | — | — | — | — | 0 | 0 | 0 | 0 | 0 | 0 |
| Economically Disadvantaged | 26 | 31 | 31 | 31 | 8 | 38 | 16 | 0 | 44 | 50 | 6 | 56 |
| Not Economically Disadvantaged | 121 | 17 | 40 | 31 | 12 | 43 | 141 | 1 | 16 | 54 | 30 | 84 |
| Not Migrant | 147 | 19 | 39 | 31 | 12 | 42 | 157 | 1 | 18 | 54 | 27 | 81 |

Grade 4 Science



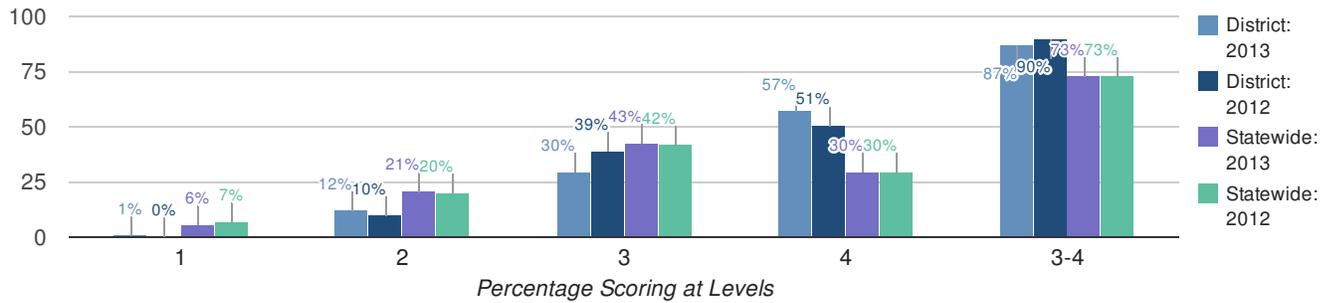
Mean Score

| 2013 | 2012 |
|------|------|
| 84 | 87 |

| Results by Student Group | 2013 | | | | | | 2012 | | | | | |
|---|--------------|-----------------------------|----|----|----|-------------------------------|--------------|-----------------------------|----|----|----|-------------------------------|
| | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 126 | 2 | 5 | 34 | 60 | 94 | 126 | 1 | 4 | 21 | 74 | 95 |
| General Education | 106 | 1 | 1 | 31 | 67 | 98 | 109 | 0 | 1 | 17 | 83 | 99 |
| Students with Disabilities | 20 | 5 | 25 | 50 | 20 | 70 | 17 | 6 | 24 | 53 | 18 | 71 |
| Asian or Native Hawaiian/Other Pacific Islander | 5 | — | — | — | — | — | 1 | — | — | — | — | — |
| Black or African American | 3 | — | — | — | — | — | 3 | — | — | — | — | — |
| Hispanic or Latino | 23 | 4 | 9 | 30 | 57 | 87 | 14 | — | — | — | — | — |
| White | 95 | 1 | 4 | 37 | 58 | 95 | 108 | 1 | 3 | 24 | 72 | 96 |
| Small Group Total | 8 | 0 | 0 | 13 | 88 | 100 | 18 | 0 | 11 | 6 | 83 | 89 |
| Female | 62 | 0 | 2 | 37 | 61 | 98 | 70 | 1 | 7 | 21 | 70 | 91 |
| Male | 64 | 3 | 8 | 31 | 58 | 89 | 56 | 0 | 0 | 21 | 79 | 100 |
| English Proficient | 124 | — | — | — | — | — | 124 | — | — | — | — | — |
| Limited English Proficient | 2 | — | — | — | — | — | 2 | — | — | — | — | — |
| Economically Disadvantaged | 20 | 5 | 0 | 70 | 25 | 95 | 12 | 8 | 8 | 33 | 50 | 83 |
| Not Economically Disadvantaged | 106 | 1 | 6 | 27 | 66 | 93 | 114 | 0 | 4 | 20 | 76 | 96 |
| Not Migrant | 126 | 2 | 5 | 34 | 60 | 94 | 126 | 1 | 4 | 21 | 74 | 95 |

Grade 8 Science

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



Mean Score

| 2013 | 2012 |
|------|------|
| 71 | 73 |

| Results by Student Group | 2013 | | | | | | 2012 | | | | | |
|---|--------------|-----------------------------|----|----|----|-------------------------------|--------------|-----------------------------|----|----|----|-------------------------------|
| | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 59 | 2 | 31 | 47 | 20 | 68 | 62 | 0 | 23 | 65 | 13 | 77 |
| General Education | 48 | 0 | 23 | 52 | 25 | 77 | 41 | 0 | 15 | 66 | 20 | 85 |
| Students with Disabilities | 11 | 9 | 64 | 27 | 0 | 27 | 21 | 0 | 38 | 62 | 0 | 62 |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | — | — | — | — | — | 2 | — | — | — | — | — |
| Black or African American | 2 | — | — | — | — | — | 0 | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 9 | — | — | — | — | — | 10 | — | — | — | — | — |
| White | 47 | 2 | 26 | 51 | 21 | 72 | 50 | 0 | 18 | 68 | 14 | 82 |
| Small Group Total | 12 | 0 | 50 | 33 | 17 | 50 | 12 | 0 | 42 | 50 | 8 | 58 |
| Female | 29 | 0 | 45 | 41 | 14 | 55 | 26 | 0 | 27 | 58 | 15 | 73 |
| Male | 30 | 3 | 17 | 53 | 27 | 80 | 36 | 0 | 19 | 69 | 11 | 81 |
| English Proficient | 58 | — | — | — | — | — | 62 | 0 | 23 | 65 | 13 | 77 |
| Limited English Proficient | 1 | — | — | — | — | — | 0 | 0 | 0 | 0 | 0 | 0 |
| Economically Disadvantaged | 15 | 7 | 33 | 47 | 13 | 60 | 7 | 0 | 57 | 29 | 14 | 43 |
| Not Economically Disadvantaged | 44 | 0 | 30 | 48 | 23 | 70 | 55 | 0 | 18 | 69 | 13 | 82 |
| Not Migrant | 59 | 2 | 31 | 47 | 20 | 68 | 62 | 0 | 23 | 65 | 13 | 77 |

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.

| Results by Student Group | 2013 | | | | | 2012 | | | | | | |
|--------------------------|--------------|-----------------------------|---|----|----|-------------------------------|--------------|-----------------------------|---|----|----|-------------------------------|
| | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 92 | 0 | 0 | 20 | 80 | 100 | 93 | 0 | 1 | 23 | 76 | 99 |

Statewide Results on the National Assessment of Educational Progress: NAEP (2012 - 13)

NAEP Grade 4 Reading

| | % Below Basic | % Basic | % Proficient | % Advanced |
|---|---------------|---------|--------------|------------|
| All Students | 30 | 33 | 28 | 9 |
| American Indian or Alaska Native | * | * | * | * |
| Asian or Native Hawaiian/Other Pacific Islander | 19 | 27 | 36 | 18 |
| Black or African American | 45 | 34 | 18 | 3 |
| Hispanic or Latino | 44 | 35 | 17 | 4 |
| White | 20 | 33 | 35 | 12 |
| Multiracial | * | * | * | * |
| Students with Disabilities | 69 | 22 | 7 | 2 |
| Limited English Proficient | 75 | 21 | 4 | * |
| Economically Disadvantaged | 43 | 34 | 19 | 4 |

NAEP Grade 4 Mathematics

| | % Below Basic | % Basic | % Proficient | % Advanced |
|---|---------------|---------|--------------|------------|
| All Students | 18 | 42 | 33 | 7 |
| American Indian or Alaska Native | * | * | * | * |
| Asian or Native Hawaiian/Other Pacific Islander | 6 | 25 | 48 | 21 |
| Black or African American | 33 | 50 | 16 | 1 |
| Hispanic or Latino | 27 | 49 | 22 | 2 |
| White | 9 | 41 | 42 | 8 |
| Multiracial | * | * | * | * |
| Students with Disabilities | 43 | 42 | 14 | 1 |
| Limited English Proficient | 54 | 36 | 10 | * |
| Economically Disadvantaged | 26 | 48 | 23 | 3 |

*Reporting standards not met.

Statewide Results on the National Assessment of Educational Progress: NAEP (2012 - 13)

NAEP Grade 8 Reading

| | % Below Basic | % Basic | % Proficient | % Advanced |
|---|---------------|---------|--------------|------------|
| All Students | 24 | 41 | 30 | 5 |
| American Indian or Alaska Native | * | * | * | * |
| Asian or Native Hawaiian/Other Pacific Islander | 17 | 33 | 38 | 12 |
| Black or African American | 37 | 45 | 17 | 1 |
| Hispanic or Latino | 36 | 45 | 18 | 1 |
| White | 14 | 40 | 40 | 6 |
| Multiracial | * | * | * | * |
| Students with Disabilities | 56 | 36 | 8 | * |
| Limited English Proficient | 80 | 19 | 1 | * |
| Economically Disadvantaged | 35 | 44 | 20 | 1 |

NAEP Grade 8 Mathematics

| | % Below Basic | % Basic | % Proficient | % Advanced |
|---|---------------|---------|--------------|------------|
| All Students | 28 | 40 | 24 | 8 |
| American Indian or Alaska Native | * | * | * | * |
| Asian or Native Hawaiian/Other Pacific Islander | 14 | 27 | 33 | 26 |
| Black or African American | 50 | 38 | 11 | 1 |
| Hispanic or Latino | 44 | 42 | 12 | 2 |
| White | 15 | 41 | 34 | 10 |
| Multiracial | * | * | * | * |
| Students with Disabilities | 66 | 27 | 6 | 1 |
| Limited English Proficient | 75 | 21 | 3 | 1 |
| Economically Disadvantaged | 42 | 39 | 15 | 4 |

*Reporting standards not met.

Statewide Results on the National Assessment of Educational Progress: NAEP (2012 - 13)

NAEP Participation Rates

| Grade 4 Reading | Participation Rate |
|----------------------------|--------------------|
| Students with Disabilities | 94 |
| Limited English Proficient | 93 |

| Grade 4 Mathematics | Participation Rate |
|----------------------------|--------------------|
| Students with Disabilities | 94 |
| Limited English Proficient | 93 |

| Grade 8 Reading | Participation Rate |
|----------------------------|--------------------|
| Students with Disabilities | 97 |
| Limited English Proficient | 91 |

| Grade 8 Mathematics | Participation Rate |
|----------------------------|--------------------|
| Students with Disabilities | 89 |
| Limited English Proficient | 94 |

Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction

Total cohort results are those for New York State Regents examinations only.

| Results by Student Group | 2009 Cohort | | | | | | 2008 Cohort | | | | | |
|---|--------------------|-----------------------------|---|----|----|-------------------------------|--------------------|-----------------------------|---|----|----|-------------------------------|
| | Number of Students | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Number of Students | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 165 | 1 | 1 | 47 | 46 | 93 | 146 | 1 | 1 | 39 | 49 | 88 |
| General Education | 153 | 1 | 0 | 48 | 49 | 97 | 124 | 0 | 0 | 39 | 56 | 95 |
| Students with Disabilities | 12 | 8 | 8 | 42 | 8 | 50 | 22 | 9 | 9 | 41 | 5 | 45 |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | — | — | — | — | — | 5 | — | — | — | — | — |
| Black or African American | 1 | — | — | — | — | — | 1 | — | — | — | — | — |
| Hispanic or Latino | 23 | 0 | 4 | 48 | 43 | 91 | 19 | 0 | 0 | 58 | 37 | 95 |
| White | 133 | 1 | 0 | 47 | 47 | 95 | 120 | 2 | 2 | 35 | 53 | 88 |
| Multiracial | 0 | 0 | 0 | 0 | 0 | 0 | 1 | — | — | — | — | — |
| Small Group Total | 9 | 11 | 0 | 44 | 33 | 78 | 7 | 0 | 0 | 57 | 14 | 71 |
| Female | 78 | 1 | 1 | 49 | 46 | 95 | 80 | 1 | 1 | 34 | 56 | 90 |
| Male | 87 | 1 | 0 | 46 | 46 | 92 | 66 | 2 | 2 | 45 | 39 | 85 |
| English Proficient | 162 | — | — | — | — | — | 146 | 1 | 1 | 39 | 49 | 88 |
| Limited English Proficient | 3 | — | — | — | — | — | 0 | 0 | 0 | 0 | 0 | 0 |
| Economically Disadvantaged | 18 | 0 | 0 | 61 | 28 | 89 | 7 | 0 | 0 | 57 | 29 | 86 |
| Not Economically Disadvantaged | 147 | 1 | 1 | 46 | 48 | 94 | 139 | 1 | 1 | 38 | 50 | 88 |
| Not Migrant | 165 | 1 | 1 | 47 | 46 | 93 | 146 | 1 | 1 | 39 | 49 | 88 |

Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction

Total cohort results are those for New York State Regents examinations only.

| Results by Student Group | 2009 Cohort | | | | | | 2008 Cohort | | | | | |
|---|--------------------|-----------------------------|---|----|----|-------------------------------|--------------------|-----------------------------|---|----|----|-------------------------------|
| | Number of Students | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Number of Students | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 165 | 1 | 1 | 61 | 33 | 95 | 146 | 2 | 1 | 58 | 27 | 86 |
| General Education | 153 | 0 | 0 | 62 | 36 | 98 | 124 | 1 | 1 | 61 | 31 | 93 |
| Students with Disabilities | 12 | 8 | 8 | 50 | 0 | 50 | 22 | 9 | 5 | 41 | 5 | 45 |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | — | — | — | — | — | 5 | — | — | — | — | — |
| Black or African American | 1 | — | — | — | — | — | 1 | — | — | — | — | — |
| Hispanic or Latino | 23 | 0 | 0 | 65 | 35 | 100 | 19 | 0 | 0 | 79 | 16 | 95 |
| White | 133 | 1 | 1 | 60 | 33 | 93 | 120 | 2 | 2 | 57 | 30 | 87 |
| Multiracial | 0 | 0 | 0 | 0 | 0 | 0 | 1 | — | — | — | — | — |
| Small Group Total | 9 | 0 | 0 | 67 | 33 | 100 | 7 | 14 | 0 | 29 | 14 | 43 |
| Female | 78 | 1 | 0 | 60 | 36 | 96 | 80 | 1 | 1 | 58 | 33 | 90 |
| Male | 87 | 0 | 1 | 62 | 31 | 93 | 66 | 3 | 2 | 59 | 21 | 80 |
| English Proficient | 162 | — | — | — | — | — | 146 | 2 | 1 | 58 | 27 | 86 |
| Limited English Proficient | 3 | — | — | — | — | — | 0 | 0 | 0 | 0 | 0 | 0 |
| Economically Disadvantaged | 18 | 0 | 6 | 72 | 17 | 89 | 7 | 0 | 0 | 86 | 0 | 86 |
| Not Economically Disadvantaged | 147 | 1 | 0 | 60 | 35 | 95 | 139 | 2 | 1 | 57 | 29 | 86 |
| Not Migrant | 165 | 1 | 1 | 61 | 33 | 95 | 146 | 2 | 1 | 58 | 27 | 86 |

Total Cohort Results in Secondary-Level Global History and Geography after Four Years of Instruction

Total cohort results are those for New York State Regents examinations only.

| Results by Student Group | 2009 Cohort | | | | | | 2008 Cohort | | | | | |
|---|--------------------|-----------------------------|---|----|----|-------------------------------|--------------------|-----------------------------|----|----|----|-------------------------------|
| | Number of Students | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Number of Students | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 165 | 1 | 1 | 50 | 44 | 93 | 146 | 1 | 4 | 41 | 40 | 81 |
| General Education | 153 | 1 | 1 | 49 | 47 | 96 | 124 | 0 | 2 | 44 | 46 | 90 |
| Students with Disabilities | 12 | 8 | 0 | 58 | 0 | 58 | 22 | 9 | 18 | 27 | 5 | 32 |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | — | — | — | — | — | 5 | — | — | — | — | — |
| Black or African American | 1 | — | — | — | — | — | 1 | — | — | — | — | — |
| Hispanic or Latino | 23 | 0 | 4 | 57 | 39 | 96 | 19 | 0 | 0 | 79 | 11 | 89 |
| White | 133 | 2 | 1 | 49 | 45 | 94 | 120 | 2 | 4 | 38 | 44 | 82 |
| Multiracial | 0 | 0 | 0 | 0 | 0 | 0 | 1 | — | — | — | — | — |
| Small Group Total | 9 | 0 | 0 | 44 | 33 | 78 | 7 | 0 | 14 | 0 | 43 | 43 |
| Female | 78 | 1 | 1 | 54 | 41 | 95 | 80 | 1 | 3 | 44 | 43 | 86 |
| Male | 87 | 1 | 1 | 46 | 46 | 92 | 66 | 2 | 6 | 38 | 36 | 74 |
| English Proficient | 162 | — | — | — | — | — | 146 | 1 | 4 | 41 | 40 | 81 |
| Limited English Proficient | 3 | — | — | — | — | — | 0 | 0 | 0 | 0 | 0 | 0 |
| Economically Disadvantaged | 18 | 0 | 6 | 67 | 22 | 89 | 7 | 0 | 14 | 29 | 29 | 57 |
| Not Economically Disadvantaged | 147 | 1 | 1 | 48 | 46 | 94 | 139 | 1 | 4 | 42 | 40 | 82 |
| Not Migrant | 165 | 1 | 1 | 50 | 44 | 93 | 146 | 1 | 4 | 41 | 40 | 81 |

Total Cohort Results in Secondary-Level U.S. History and Government after Four Years of Instruction

Total cohort results are those for New York State Regents examinations only.

| Results by Student Group | 2009 Cohort | | | | | | 2008 Cohort | | | | | |
|---|--------------------|-----------------------------|----|----|----|-------------------------------|--------------------|-----------------------------|----|----|----|-------------------------------|
| | Number of Students | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Number of Students | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 165 | 1 | 1 | 23 | 69 | 92 | 146 | 1 | 3 | 25 | 61 | 86 |
| General Education | 153 | 1 | 1 | 22 | 73 | 95 | 124 | 0 | 1 | 25 | 69 | 94 |
| Students with Disabilities | 12 | 8 | 8 | 33 | 17 | 50 | 22 | 9 | 18 | 23 | 14 | 36 |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | — | — | — | — | — | 5 | — | — | — | — | — |
| Black or African American | 1 | — | — | — | — | — | 1 | — | — | — | — | — |
| Hispanic or Latino | 23 | 0 | 4 | 26 | 65 | 91 | 19 | 0 | 5 | 37 | 58 | 95 |
| White | 133 | 2 | 1 | 21 | 71 | 92 | 120 | 2 | 3 | 22 | 63 | 85 |
| Multiracial | 0 | 0 | 0 | 0 | 0 | 0 | 1 | — | — | — | — | — |
| Small Group Total | 9 | 0 | 0 | 44 | 44 | 89 | 7 | 0 | 0 | 43 | 29 | 71 |
| Female | 78 | 1 | 1 | 29 | 64 | 94 | 80 | 1 | 4 | 23 | 65 | 88 |
| Male | 87 | 1 | 1 | 17 | 74 | 91 | 66 | 2 | 3 | 27 | 56 | 83 |
| English Proficient | 162 | — | — | — | — | — | 146 | 1 | 3 | 25 | 61 | 86 |
| Limited English Proficient | 3 | — | — | — | — | — | 0 | 0 | 0 | 0 | 0 | 0 |
| Economically Disadvantaged | 18 | 0 | 11 | 39 | 39 | 78 | 7 | 0 | 14 | 43 | 29 | 71 |
| Not Economically Disadvantaged | 147 | 1 | 0 | 21 | 73 | 94 | 139 | 1 | 3 | 24 | 63 | 86 |
| Not Migrant | 165 | 1 | 1 | 23 | 69 | 92 | 146 | 1 | 3 | 25 | 61 | 86 |

Total Cohort Results in Secondary-Level Science after Four Years of Instruction

Total cohort results are those for New York State Regents examinations only.

| Results by Student Group | 2009 Cohort | | | | | | 2008 Cohort | | | | | |
|---|--------------------|-----------------------------|---|----|----|-------------------------------|--------------------|-----------------------------|----|----|----|-------------------------------|
| | Number of Students | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Number of Students | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 165 | 1 | 1 | 44 | 51 | 95 | 146 | 0 | 3 | 43 | 46 | 89 |
| General Education | 153 | 0 | 1 | 44 | 54 | 98 | 124 | 0 | 0 | 47 | 50 | 97 |
| Students with Disabilities | 12 | 8 | 8 | 33 | 17 | 50 | 22 | 0 | 18 | 23 | 23 | 45 |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | — | — | — | — | — | 5 | — | — | — | — | — |
| Black or African American | 1 | — | — | — | — | — | 1 | — | — | — | — | — |
| Hispanic or Latino | 23 | 0 | 4 | 57 | 39 | 96 | 19 | 0 | 0 | 58 | 37 | 95 |
| White | 133 | 1 | 1 | 42 | 53 | 95 | 120 | 0 | 3 | 40 | 48 | 88 |
| Multiracial | 0 | 0 | 0 | 0 | 0 | 0 | 1 | — | — | — | — | — |
| Small Group Total | 9 | 0 | 0 | 33 | 56 | 89 | 7 | 0 | 0 | 57 | 29 | 86 |
| Female | 78 | 1 | 1 | 45 | 51 | 96 | 80 | 0 | 3 | 46 | 46 | 93 |
| Male | 87 | 0 | 1 | 43 | 51 | 93 | 66 | 0 | 3 | 39 | 45 | 85 |
| English Proficient | 162 | — | — | — | — | — | 146 | 0 | 3 | 43 | 46 | 89 |
| Limited English Proficient | 3 | — | — | — | — | — | 0 | 0 | 0 | 0 | 0 | 0 |
| Economically Disadvantaged | 18 | 0 | 0 | 67 | 28 | 94 | 7 | 0 | 0 | 57 | 29 | 86 |
| Not Economically Disadvantaged | 147 | 1 | 1 | 41 | 54 | 95 | 139 | 0 | 3 | 42 | 47 | 89 |
| Not Migrant | 165 | 1 | 1 | 44 | 51 | 95 | 146 | 0 | 3 | 43 | 46 | 89 |

Regents Examination Results (2012 - 13)

| Results by Student Group | Comprehensive English | | | | Integrated Algebra | | | |
|---|-----------------------|---|----|----|--------------------|---|-----|----|
| | Total Tested | Percent of students scoring at or above | | | Total Tested | Percent of students scoring at or above | | |
| | | 55 | 65 | 85 | | 55 | 65 | 85 |
| All Students | 159 | 92 | 83 | 29 | 155 | 98 | 92 | 32 |
| General Education | 139 | 96 | 91 | 33 | 137 | 100 | 96 | 36 |
| Students with Disabilities | 20 | 60 | 25 | 0 | 18 | 83 | 56 | 0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian or Native Hawaiian/Other Pacific Islander | 3 | — | — | — | 7 | — | — | — |
| Black or African American | 5 | — | — | — | 3 | — | — | — |
| Hispanic or Latino | 16 | 94 | 63 | 6 | 15 | 100 | 87 | 33 |
| White | 135 | 92 | 86 | 32 | 130 | 98 | 92 | 30 |
| Multiracial | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Small Group Total | 8 | 88 | 75 | 25 | 10 | 100 | 100 | 60 |
| Female | 69 | 100 | 93 | 38 | 72 | 99 | 94 | 36 |
| Male | 90 | 86 | 76 | 22 | 83 | 98 | 89 | 29 |
| English Proficient | 157 | — | — | — | 154 | — | — | — |
| Limited English Proficient | 2 | — | — | — | 1 | — | — | — |
| Economically Disadvantaged | 21 | 86 | 62 | 14 | 21 | 95 | 76 | 14 |
| Not Economically Disadvantaged | 138 | 93 | 86 | 31 | 134 | 99 | 94 | 35 |
| Migrant | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Not Migrant | 159 | 92 | 83 | 29 | 155 | 98 | 92 | 32 |

Regents Examination Results (2012 - 13)

| Results by Student Group | Geometry | | | | Algebra 2/Trigonometry | | | |
|---|--------------|---|----|----|------------------------|---|----|----|
| | Total Tested | Percent of students scoring at or above | | | Total Tested | Percent of students scoring at or above | | |
| | | 55 | 65 | 85 | | 55 | 65 | 85 |
| All Students | 136 | 92 | 85 | 26 | 111 | 87 | 77 | 22 |
| General Education | 132 | — | — | — | 111 | 87 | 77 | 22 |
| Students with Disabilities | 4 | — | — | — | 0 | 0 | 0 | 0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian or Native Hawaiian/Other Pacific Islander | 3 | — | — | — | 4 | — | — | — |
| Black or African American | 6 | — | — | — | 2 | — | — | — |
| Hispanic or Latino | 10 | 90 | 90 | 10 | 9 | 100 | 89 | 11 |
| White | 117 | 93 | 87 | 26 | 96 | 88 | 76 | 23 |
| Multiracial | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Small Group Total | 9 | 78 | 56 | 33 | 6 | 67 | 67 | 17 |
| Female | 69 | 91 | 84 | 22 | 52 | 96 | 88 | 29 |
| Male | 67 | 93 | 87 | 30 | 59 | 80 | 66 | 15 |
| English Proficient | 136 | 92 | 85 | 26 | 110 | — | — | — |
| Limited English Proficient | 0 | 0 | 0 | 0 | 1 | — | — | — |
| Economically Disadvantaged | 21 | 90 | 76 | 14 | 8 | 75 | 75 | 0 |
| Not Economically Disadvantaged | 115 | 92 | 87 | 28 | 103 | 88 | 77 | 23 |
| Migrant | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Not Migrant | 136 | 92 | 85 | 26 | 111 | 87 | 77 | 22 |

Regents Examination Results (2012 - 13)

| Results by Student Group | Global History and Geography | | | | U.S. History & Government | | | |
|---|------------------------------|---|-----|----|---------------------------|---|----|----|
| | Total Tested | Percent of students scoring at or above | | | Total Tested | Percent of students scoring at or above | | |
| | | 55 | 65 | 85 | | 55 | 65 | 85 |
| All Students | 160 | 91 | 86 | 46 | 163 | 94 | 91 | 66 |
| General Education | 142 | 95 | 92 | 52 | 141 | 97 | 96 | 74 |
| Students with Disabilities | 18 | 56 | 44 | 0 | 22 | 77 | 59 | 14 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian or Native Hawaiian/Other Pacific Islander | 3 | — | — | — | 3 | — | — | — |
| Black or African American | 3 | — | — | — | 6 | — | — | — |
| Hispanic or Latino | 18 | 83 | 67 | 22 | 18 | 94 | 78 | 44 |
| White | 136 | 91 | 88 | 48 | 136 | 94 | 93 | 69 |
| Multiracial | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Small Group Total | 6 | 100 | 100 | 83 | 9 | 100 | 89 | 67 |
| Female | 83 | 92 | 87 | 48 | 74 | 96 | 93 | 66 |
| Male | 77 | 90 | 86 | 44 | 89 | 93 | 89 | 66 |
| English Proficient | 160 | 91 | 86 | 46 | 161 | — | — | — |
| Limited English Proficient | 0 | 0 | 0 | 0 | 2 | — | — | — |
| Economically Disadvantaged | 26 | 77 | 69 | 50 | 24 | 88 | 75 | 42 |
| Not Economically Disadvantaged | 134 | 93 | 90 | 46 | 139 | 96 | 94 | 71 |
| Migrant | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Not Migrant | 160 | 91 | 86 | 46 | 163 | 94 | 91 | 66 |

Regents Examination Results (2012 - 13)

| Results by Student Group | Living Environment | | | | Physical Setting/Earth Science | | | |
|---|--------------------|---|----|----|--------------------------------|---|-----|----|
| | Total Tested | Percent of students scoring at or above | | | Total Tested | Percent of students scoring at or above | | |
| | | 55 | 65 | 85 | | 55 | 65 | 85 |
| All Students | 165 | 98 | 92 | 51 | 114 | 90 | 87 | 65 |
| General Education | 139 | 100 | 95 | 60 | 111 | — | — | — |
| Students with Disabilities | 26 | 88 | 77 | 4 | 3 | — | — | — |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | — | — | — | 7 | — | — | — |
| Black or African American | 3 | — | — | — | 1 | — | — | — |
| Hispanic or Latino | 15 | 93 | 80 | 33 | 11 | 73 | 64 | 55 |
| White | 143 | 99 | 94 | 53 | 95 | 92 | 88 | 64 |
| Multiracial | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Small Group Total | 7 | 86 | 86 | 43 | 8 | 100 | 100 | 88 |
| Female | 70 | 99 | 90 | 51 | 62 | 89 | 84 | 63 |
| Male | 95 | 98 | 94 | 51 | 52 | 92 | 90 | 67 |
| English Proficient | 165 | 98 | 92 | 51 | 114 | 90 | 87 | 65 |
| Limited English Proficient | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Economically Disadvantaged | 23 | 96 | 83 | 26 | 17 | 94 | 82 | 65 |
| Not Economically Disadvantaged | 142 | 99 | 94 | 55 | 97 | 90 | 88 | 65 |
| Migrant | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Not Migrant | 165 | 98 | 92 | 51 | 114 | 90 | 87 | 65 |

Regents Examination Results (2012 - 13)

| Results by Student Group | Physical Setting/Chemistry | | | | Physical Setting/Physics | | | |
|---|----------------------------|---|----|----|--------------------------|---|-----|----|
| | Total Tested | Percent of students scoring at or above | | | Total Tested | Percent of students scoring at or above | | |
| | | 55 | 65 | 85 | | 55 | 65 | 85 |
| All Students | 113 | 96 | 77 | 17 | 82 | 99 | 93 | 44 |
| General Education | 112 | — | — | — | 82 | 99 | 93 | 44 |
| Students with Disabilities | 1 | — | — | — | 0 | 0 | 0 | 0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | — | — | — | 2 | — | — | — |
| Black or African American | 2 | — | — | — | 3 | — | — | — |
| Hispanic or Latino | 9 | 89 | 56 | 0 | 9 | 100 | 89 | 33 |
| White | 98 | 97 | 79 | 18 | 68 | 99 | 93 | 46 |
| Multiracial | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Small Group Total | 6 | 83 | 83 | 17 | 5 | 100 | 100 | 40 |
| Female | 64 | 97 | 75 | 13 | 38 | 100 | 95 | 47 |
| Male | 49 | 94 | 80 | 22 | 44 | 98 | 91 | 41 |
| English Proficient | 113 | 96 | 77 | 17 | 81 | — | — | — |
| Limited English Proficient | 0 | 0 | 0 | 0 | 1 | — | — | — |
| Economically Disadvantaged | 12 | 92 | 83 | 8 | 9 | 100 | 100 | 11 |
| Not Economically Disadvantaged | 101 | 96 | 76 | 18 | 73 | 99 | 92 | 48 |
| Migrant | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Not Migrant | 113 | 96 | 77 | 17 | 82 | 99 | 93 | 44 |

Regents Competency Test Results (2012 - 13)

| Results by Student Group | Reading | | Writing | | Math | |
|--|--------------|-----------------|--------------|-----------------|--------------|-----------------|
| | Total Tested | Percent Passing | Total Tested | Percent Passing | Total Tested | Percent Passing |
| All Students | 9 | 78 | 9 | 100 | 4 | — |
| General Education | 1 | — | 1 | — | 0 | — |
| Students with Disabilities | 8 | — | 8 | — | 4 | — |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian or Native Hawaiian/Other Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 1 | — | 1 | — | 0 | 0 |
| White | 8 | — | 8 | — | 4 | — |
| Multiracial | 0 | 0 | 0 | 0 | 0 | 0 |
| Small Group Total | 9 | 78 | 9 | 100 | 4 | — |
| Female | 1 | — | 1 | — | 0 | — |
| Male | 8 | — | 8 | — | 4 | — |
| English Proficient | 8 | — | 8 | — | 4 | — |
| Limited English Proficient | 1 | — | 1 | — | 0 | — |
| Economically Disadvantaged | 3 | — | 3 | — | 2 | — |
| Not Economically Disadvantaged | 6 | — | 6 | — | 2 | — |
| Migrant | 0 | 0 | 0 | 0 | 0 | — |
| Not Migrant | 9 | 78 | 9 | 100 | 4 | — |

Regents Competency Test Results (2012 - 13)

| Results by Student Group | Global Studies | | U.S. History & Government | | Science | |
|--|----------------|-----------------|---------------------------|-----------------|--------------|-----------------|
| | Total Tested | Percent Passing | Total Tested | Percent Passing | Total Tested | Percent Passing |
| All Students | 7 | 43 | 5 | 20 | 1 | — |
| General Education | 0 | 0 | 1 | — | 0 | — |
| Students with Disabilities | 7 | 43 | 4 | — | 1 | — |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian or Native Hawaiian/Other Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 0 | 0 | 1 | — | 0 | 0 |
| White | 7 | 43 | 4 | — | 1 | — |
| Multiracial | 0 | 0 | 0 | 0 | 0 | 0 |
| Small Group Total | 0 | 0 | 5 | 20 | 1 | — |
| Female | 1 | — | 2 | — | 0 | — |
| Male | 6 | — | 3 | — | 1 | — |
| English Proficient | 7 | 43 | 4 | — | 1 | — |
| Limited English Proficient | 0 | 0 | 1 | — | 0 | — |
| Economically Disadvantaged | 2 | — | 2 | — | 1 | — |
| Not Economically Disadvantaged | 5 | — | 3 | — | 0 | — |
| Migrant | 0 | 0 | 0 | 0 | 0 | — |
| Not Migrant | 7 | 43 | 5 | 20 | 1 | — |

New York State Alternate Assessment (NYSAA) Results (2012 - 13)

| Grade/Subject | Total Tested | Number Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
|----------------------|--------------|----------------------------|---|---|---|-------------------------------|
| | | 1 | 2 | 3 | 4 | |
| Grade 3 ELA | 1 | – | – | – | – | – |
| Grade 3 Math | 1 | – | – | – | – | – |
| Grade 5 ELA | 1 | – | – | – | – | – |
| Grade 5 Math | 1 | – | – | – | – | – |
| Grade 6 ELA | 1 | – | – | – | – | – |
| Grade 6 Math | 1 | – | – | – | – | – |
| Grade 8 ELA | 2 | – | – | – | – | – |
| Grade 8 Math | 2 | – | – | – | – | – |
| Grade 8 Science | 2 | – | – | – | – | – |
| Secondary-Level ELA | 3 | – | – | – | – | – |
| Secondary-Level Math | 3 | – | – | – | – | – |

New York State English as a Second Language Achievement Test (NYSESLAT) Results (2012 - 13)

| Kindergarten | Total Tested | Percent of Students Scoring at Level(s) | | | |
|----------------------------|--------------|---|--------------|----------|------------|
| | | Beginning | Intermediate | Advanced | Proficient |
| All Students | 1 | – | – | – | – |
| General Education | 1 | – | – | – | – |
| Grade 1 | Total Tested | Percent of Students Scoring at Level(s) | | | |
| | | Beginning | Intermediate | Advanced | Proficient |
| All Students | 4 | – | – | – | – |
| General Education | 4 | – | – | – | – |
| Grade 2 | Total Tested | Percent of Students Scoring at Level(s) | | | |
| | | Beginning | Intermediate | Advanced | Proficient |
| All Students | 2 | – | – | – | – |
| Students with Disabilities | 2 | – | – | – | – |
| Grade 3 | Total Tested | Percent of Students Scoring at Level(s) | | | |
| | | Beginning | Intermediate | Advanced | Proficient |
| All Students | 3 | – | – | – | – |
| General Education | 3 | – | – | – | – |
| Grade 4 | Total Tested | Percent of Students Scoring at Level(s) | | | |
| | | Beginning | Intermediate | Advanced | Proficient |
| All Students | 3 | – | – | – | – |
| General Education | 1 | – | – | – | – |
| Students with Disabilities | 2 | – | – | – | – |
| Grade 5 | Total Tested | Percent of Students Scoring at Level(s) | | | |
| | | Beginning | Intermediate | Advanced | Proficient |
| All Students | 3 | – | – | – | – |
| General Education | 2 | – | – | – | – |
| Students with Disabilities | 1 | – | – | – | – |
| Grade 6 | Total Tested | Percent of Students Scoring at Level(s) | | | |
| | | Beginning | Intermediate | Advanced | Proficient |
| All Students | 2 | – | – | – | – |
| Students with Disabilities | 2 | – | – | – | – |
| Grade 7 | Total Tested | Percent of Students Scoring at Level(s) | | | |
| | | Beginning | Intermediate | Advanced | Proficient |
| All Students | 1 | – | – | – | – |
| General Education | 1 | – | – | – | – |

| Grade 8 | Total Tested | Percent of Students Scoring at Level(s) | | | |
|----------------------------|--------------|---|--------------|----------|------------|
| | | Beginning | Intermediate | Advanced | Proficient |
| All Students | 1 | – | – | – | – |
| General Education | 1 | – | – | – | – |
| Grade 9 | Total Tested | Percent of Students Scoring at Level(s) | | | |
| | | Beginning | Intermediate | Advanced | Proficient |
| All Students | 1 | – | – | – | – |
| General Education | 1 | – | – | – | – |
| Grade 12 | Total Tested | Percent of Students Scoring at Level(s) | | | |
| | | Beginning | Intermediate | Advanced | Proficient |
| All Students | 4 | – | – | – | – |
| General Education | 3 | – | – | – | – |
| Students with Disabilities | 1 | – | – | – | – |

Elementary/Middle-Level English Language Arts Results for Accountability

All accountability groups made AYP: **YES**

| Student Group | Made AYP | Tested 95% | Students Enrolled During the Test Administration Period | Percent of Enrolled Students with Valid Test Scores | PI \geq EAMO or Safe Harbor Target | Tested Students Enrolled on BEDS Day | PI | EAMO | Safe Harbor Target |
|---|----------|------------|---|---|--------------------------------------|--------------------------------------|-----|------|--------------------|
| All Students | ✓ | ✓ | 815 | 99% | ✓ | 800 | 117 | 78 | 78 |
| American Indian or Alaska Native | — | — | 2 | — | — | 2 | — | — | — |
| Black or African American | — | — | 22 | — | — | 20 | — | — | — |
| Hispanic or Latino | ✓ | ✓ | 102 | 99% | ✓ | 99 | 100 | 55 | 55 |
| Asian or Native Hawaiian/Other Pacific Islander | — | — | 21 | — | — | 19 | — | — | — |
| White | ✓ | ✓ | 668 | 100% | ✓ | 660 | 120 | 101 | 101 |
| Multiracial | — | — | 0 | — | — | 0 | — | — | — |
| Students With Disabilities | ✓ | ✓ | 104 | 99% | ✓ | 121† | 45† | 26 | 26 |
| Limited English Proficient | — | — | 13 | — | — | 10 | — | — | — |
| Economically Disadvantaged | ✓ | ✓ | 138 | 99% | ✓ | 136 | 85 | 57 | 57 |

Results for the following groups are NOT used to determine AYP.

| Student 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 | 813 | 99% | 798 | 117 |
| Not Black or African American | 793 | 100% | 780 | 118 |
| Not Hispanic or Latino | 713 | 99% | 701 | 120 |
| Not Asian or Native Hawaiian/Other Pacific Islander | 794 | 99% | 781 | 117 |
| Not White | 147 | 99% | 140 | 105 |
| Not Multiracial | 815 | 99% | 800 | 117 |
| General Education | 711 | 99% | 697 | 130 |
| English Proficient | 802 | 100% | 790 | 119 |
| Not Economically Disadvantaged | 677 | 99% | 664 | 124 |
| Male | 409 | 100% | 401 | 109 |
| Female | 406 | 99% | 399 | 126 |
| Migrant | 0 | — | 0 | — |
| Not Migrant | 815 | 99% | 800 | 117 |

✓ Yes

✗ No

— 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.

† 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: **YES**

| Student Group | Made AYP | Tested 95% | Students Enrolled During the Test Administration Period | Percent of Enrolled Students with Valid Test Scores | PI \geq EAMO or Safe Harbor Target | Tested Students Enrolled on BEDS Day | PI | EAMO | Safe Harbor Target |
|---|----------|------------|---|---|--------------------------------------|--------------------------------------|-----|------|--------------------|
| All Students | ✓ | ✓ | 815 | 99% | ✓ | 794 | 122 | 75 | 75 |
| American Indian or Alaska Native | — | — | 2 | — | — | 2 | — | — | — |
| Black or African American | — | — | 22 | — | — | 19 | — | — | — |
| Hispanic or Latino | ✓ | ✓ | 102 | 99% | ✓ | 99 | 91 | 52 | 52 |
| Asian or Native Hawaiian/Other Pacific Islander | — | — | 21 | — | — | 19 | — | — | — |
| White | ✓ | ✓ | 668 | 99% | ✓ | 655 | 126 | 95 | 95 |
| Multiracial | — | — | 0 | — | — | 0 | — | — | — |
| Students With Disabilities | ✓ | ✓ | 104 | 99% | ✓ | 121† | 59† | 28 | 28 |
| Limited English Proficient | — | — | 13 | — | — | 11 | — | — | — |
| Economically Disadvantaged | ✓ | ✓ | 138 | 99% | ✓ | 135 | 87 | 53 | 53 |

Results for the following groups are NOT used to determine AYP.

| Student 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 | 813 | 99% | 792 | 122 |
| Not Black or African American | 793 | 99% | 775 | 123 |
| Not Hispanic or Latino | 713 | 99% | 695 | 127 |
| Not Asian or Native Hawaiian/Other Pacific Islander | 794 | 99% | 775 | 121 |
| Not White | 147 | 98% | 139 | 104 |
| Not Multiracial | 815 | 99% | 794 | 122 |
| General Education | 711 | 99% | 691 | 134 |
| English Proficient | 802 | 99% | 783 | 124 |
| Not Economically Disadvantaged | 677 | 99% | 659 | 130 |
| Male | 409 | 99% | 398 | 123 |
| Female | 406 | 99% | 396 | 122 |
| Migrant | 0 | — | 0 | — |
| Not Migrant | 815 | 99% | 794 | 122 |

✓ Yes

✗ No

— 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.

† 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**

| Student Group | Made AYP | Tested 80% | Students Enrolled During the Test Administration Period | Percent of Enrolled Students with Valid Test Scores | PI \geq EAMO or Progress Target | Tested Students Enrolled on BEDS Day | PI | EAMO | Progress Target |
|---|----------|------------|---|---|-----------------------------------|--------------------------------------|------|------|-----------------|
| All Students | ✓ | ✓ | 282 | 99% | ✓ | 273 | 190 | 174 | 174 |
| American Indian or Alaska Native | — | — | 0 | — | — | 0 | — | — | — |
| Black or African American | — | — | 7 | — | — | 5 | — | — | — |
| Hispanic or Latino | ✓ | ✓ | 40 | 98% | ✓ | 38 | 182 | 153 | 1 |
| Asian or Native Hawaiian/Other Pacific Islander | — | — | 13 | — | — | 11 | — | — | — |
| White | ✓ | ✓ | 222 | 100% | ✓ | 219 | 191 | 184 | 184 |
| Multiracial | — | — | 0 | — | — | 0 | — | — | — |
| Students With Disabilities | ✓ | — | 37 | — | ✓ | 38† | 158† | 142 | 142 |
| Limited English Proficient | — | — | 4 | — | — | 2 | — | — | — |
| Economically Disadvantaged | ✓ | ✓ | 48 | 98% | ✓ | 46 | 180 | 157 | 1 |

Results for the following groups are NOT used to determine AYP.

| Student 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 | 282 | 99% | 273 | 190 |
| Not Black or African American | 275 | 99% | 268 | 190 |
| Not Hispanic or Latino | 242 | 99% | 235 | 191 |
| Not Asian or Native Hawaiian/Other Pacific Islander | 269 | 99% | 262 | 189 |
| Not White | 60 | 97% | 54 | 185 |
| Not Multiracial | 282 | 99% | 273 | 190 |
| General Education | 245 | 100% | 238 | 195 |
| English Proficient | 278 | 99% | 271 | 190 |
| Not Economically Disadvantaged | 234 | 99% | 227 | 192 |
| Male | 139 | 99% | 133 | 189 |
| Female | 143 | 99% | 140 | 190 |
| Migrant | 0 | — | 0 | — |
| Not Migrant | 282 | 99% | 273 | 190 |

✓ Yes

✗ No

— 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.

† 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**

| Student Group | Made AYP | Tested 95% | 12th Graders | Percent of 12th Graders with Valid Test Scores | PI \geq EAMO or Safe Harbor Target | 2009 Accountability Cohort Members | PI | EAMO | Safe Harbor Target |
|---|----------|------------|--------------|--|--------------------------------------|------------------------------------|-----|------|--------------------|
| All Students | ✓ | ✓ | 166 | 97% | ✓ | 162 | 181 | 155 | 155 |
| American Indian or Alaska Native | — | — | 0 | — | — | 0 | — | — | — |
| Black or African American | — | — | 1 | — | — | 1 | — | — | — |
| Hispanic or Latino | — | — | 25 | — | — | 24 | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | — | 8 | — | — | 7 | — | — | — |
| White | ✓ | ✓ | 132 | 98% | ✓ | 130 | 186 | 167 | 167 |
| Multiracial | — | — | 0 | — | — | 0 | — | — | — |
| Students With Disabilities | — | — | 11 | — | — | 10 | — | — | — |
| Limited English Proficient | — | — | 4 | — | — | 3 | — | — | — |
| Economically Disadvantaged | — | — | 20 | — | — | 19 | — | — | — |

Results for the following groups are NOT used to determine AYP.

| Student Group | 12th Graders | Percent of 12th Graders with Valid Test Scores | 2009 Accountability Cohort Members | PI |
|---|--------------|--|------------------------------------|-----|
| Not American Indian or Alaska Native | 166 | 97% | 162 | 181 |
| Not Black or African American | 165 | 97% | 161 | 181 |
| Not Hispanic or Latino | 141 | 98% | 138 | 184 |
| Not Asian or Native Hawaiian/Other Pacific Islander | 158 | 97% | 155 | 182 |
| Not White | 34 | — | 32 | 159 |
| Not Multiracial | 166 | 97% | 162 | 181 |
| General Education | 155 | 97% | 152 | 185 |
| English Proficient | 162 | 98% | 159 | 184 |
| Not Economically Disadvantaged | 146 | 98% | 143 | 185 |
| Male | 86 | 97% | 85 | 184 |
| Female | 80 | 98% | 77 | 178 |
| Migrant | 0 | — | 0 | — |
| Not Migrant | 166 | 97% | 162 | 181 |

✓ Yes

✗ No

— 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 2009 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

Secondary-Level Mathematics Results for Accountability

All accountability groups made AYP: **YES**

| Student Group | Made AYP | Tested 95% | 12th Graders | Percent of 12th Graders with Valid Test Scores | PI \geq EAMO or Safe Harbor Target | 2009 Accountability Cohort Members | PI | EAMO | Safe Harbor Target |
|---|----------|------------|--------------|--|--------------------------------------|------------------------------------|-----|------|--------------------|
| All Students | ✓ | ✓ | 166 | 98% | ✓ | 162 | 158 | 134 | 134 |
| American Indian or Alaska Native | — | — | 0 | — | — | 0 | — | — | — |
| Black or African American | — | — | 1 | — | — | 1 | — | — | — |
| Hispanic or Latino | — | — | 25 | — | — | 24 | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | — | 8 | — | — | 7 | — | — | — |
| White | ✓ | ✓ | 132 | 98% | ✓ | 130 | 159 | 149 | 149 |
| Multiracial | — | — | 0 | — | — | 0 | — | — | — |
| Students With Disabilities | — | — | 11 | — | — | 10 | — | — | — |
| Limited English Proficient | — | — | 4 | — | — | 3 | — | — | — |
| Economically Disadvantaged | — | — | 20 | — | — | 19 | — | — | — |

Results for the following groups are NOT used to determine AYP.

| Student Group | 12th Graders | Percent of 12th Graders with Valid Test Scores | 2009 Accountability Cohort Members | PI |
|---|--------------|--|------------------------------------|-----|
| Not American Indian or Alaska Native | 166 | 98% | 162 | 158 |
| Not Black or African American | 165 | 98% | 161 | 158 |
| Not Hispanic or Latino | 141 | 98% | 138 | 160 |
| Not Asian or Native Hawaiian/Other Pacific Islander | 158 | 97% | 155 | 157 |
| Not White | 34 | — | 32 | 153 |
| Not Multiracial | 166 | 98% | 162 | 158 |
| General Education | 155 | 98% | 152 | 163 |
| English Proficient | 162 | 98% | 159 | 159 |
| Not Economically Disadvantaged | 146 | 98% | 143 | 162 |
| Male | 86 | 98% | 85 | 160 |
| Female | 80 | 98% | 77 | 156 |
| Migrant | 0 | — | 0 | — |
| Not Migrant | 166 | 98% | 162 | 158 |

✓ Yes

✗ No

— 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 2009 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

Unweighted Combined ELA and Math PIs

| Student Group | Elementary/ Middle-Level ELA PI | Elementary/ Middle-Level Math PI | Secondary-Level ELA PI | Secondary-Level Math PI | Unweighted Combined PI |
|---|---------------------------------|----------------------------------|------------------------|-------------------------|------------------------|
| All Students | 117 | 122 | 181 | 158 | 145 |
| American Indian or Alaska Native | — | — | — | — | — |
| Black or African American | — | — | — | — | — |
| Hispanic or Latino | 100 | 91 | — | — | 96 |
| Asian or Native Hawaiian/Other Pacific Islander | — | — | — | — | — |
| White | 120 | 126 | 186 | 159 | 148 |
| Multiracial | — | — | — | — | — |
| Students With Disabilities | 45 | 59 | — | — | 52 |
| Limited English Proficient | — | — | — | — | — |
| Economically Disadvantaged | 85 | 87 | — | — | 86 |

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

Overall Graduation Rate for Accountability

All accountability groups made AYP: **YES**

| Student Group | Made AYP |
|---|----------|
| All Students | ✓ |
| American Indian or Alaska Native | — |
| Black or African American | — |
| Hispanic or Latino | — |
| Asian or Native Hawaiian/Other Pacific Islander | — |
| White | ✓ |
| Multiracial | — |
| Students With Disabilities | — |
| Limited English Proficient | — |
| Economically Disadvantaged | — |

✓ Made AYP

✗ Did not make AYP

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

Four-Year Graduation-Rate Total Cohort for Accountability

| Student Group | Met Graduation-Rate Criterion | 2008 Four-Year Graduation-Rate Total Cohort | Graduation Rate | State Standard | Progress Target |
|---|-------------------------------|---|-----------------|----------------|-----------------|
| All Students | ✓ | 142 | 89% | 80% | 80% |
| American Indian or Alaska Native | — | 0 | — | — | — |
| Black or African American | — | 1 | — | — | — |
| Hispanic or Latino | — | 19 | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 5 | — | — | — |
| White | ✓ | 116 | 89% | 80% | 80% |
| Multiracial | — | 1 | — | — | — |
| Students With Disabilities | — | 19 | — | — | — |
| Limited English Proficient | — | 0 | — | — | — |
| Economically Disadvantaged | — | 7 | — | — | — |

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

Five-Year Graduation-Rate Total Cohort for Accountability

| Student Group | Met Graduation-Rate Criterion | 2007 Five-Year Graduation-Rate Total Cohort | Graduation Rate | State Standard | Progress Target |
|---|-------------------------------|---|-----------------|----------------|-----------------|
| All Students | ✓ | 143 | 96% | 80% | 80% |
| American Indian or Alaska Native | — | 0 | — | — | — |
| Black or African American | — | 2 | — | — | — |
| Hispanic or Latino | — | 13 | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 4 | — | — | — |
| White | ✓ | 124 | 95% | 80% | 80% |
| Multiracial | — | 0 | — | — | — |
| Students With Disabilities | — | 18 | — | — | — |
| Limited English Proficient | — | 2 | — | — | — |
| Economically Disadvantaged | — | 1 | — | — | — |

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

Graduation Rates for Non-AYP Groups for Accountability

Results for the following groups are NOT used to determine AYP.

| Student Group | Four-Year Graduation-Rate Total Cohort | | Five-Year Graduation-Rate Total Cohort | |
|---|---|-----------------|---|-----------------|
| | 2008 Four-Year Graduation-Rate Total Cohort | Graduation Rate | 2007 Five-Year Graduation-Rate Total Cohort | Graduation Rate |
| Not American Indian or Alaska Native | 142 | 89% | 143 | 96% |
| Not Black or African American | 141 | 89% | 141 | 96% |
| Not Hispanic or Latino | 123 | 88% | 130 | 95% |
| Not Asian or Native Hawaiian/Other Pacific Islander | 137 | 89% | 139 | 96% |
| Not White | 26 | — | 19 | — |
| Not Multiracial | 141 | 89% | 143 | 96% |
| General Education | 123 | 94% | 125 | 97% |
| English Proficient | 142 | 89% | 141 | 96% |
| Not Economically Disadvantaged | 135 | 90% | 142 | 96% |
| Male | 63 | 87% | 75 | 95% |
| Female | 79 | 90% | 68 | 97% |
| Migrant | 0 | — | 0 | — |
| Not Migrant | 142 | 89% | 143 | 96% |

— There were fewer than 30 students in the cohort.

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

Percentage of 2008 Graduation-Rate Total Cohort members who graduated as of August 31, 2012 with:

| | | |
|--|--|--|
| Regents Diploma with an Advanced Designation (This District) | Regents Diploma with an Advanced Designation (Statewide) | Percentage in This District Exceeded Statewide |
| 41% | 30% | YES |
| Regents Diploma with CTE Endorsement (This District) | Regents Diploma with CTE Endorsement (Statewide) | Percentage in This District Exceeded Statewide |
| 0% | 3% | NO |

Glossary of Terms - Report Cards Data

| | |
|---|---|
| Alternative High School Equivalency Preparation Program (AHSEPP) | A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older. |
| Attendance Rate | Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year. |
| Average Class Size | Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6. |
| Completers | Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP). |
| Core Classes | Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. |
| Disability Status | Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan. |
| Dropouts | Dropouts are students in grades 7-12 and ungraded secondary students whose last enrollment record indicated they dropped out of school. The number of enrolled students used as the denominator for determining the percentage of students who dropped out is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older. |
| Economically Disadvantaged | Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income. |
| Free and Reduced-Price Lunch (FRPL) | Eligible for Free Lunch and Eligible for Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. |
| Gender | Gender of the student being reported, as identified by the parent/guardian. |
| Grade Level | Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts. |

Ungraded students are those assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level. The definition of 'Ungraded' does not include out-of-school youth, preschoolers, or children who are not yet school age. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

High School Completers

High school completers are Graduates plus students who received an Individualized Education Diploma (IEP).

Highly Qualified Teachers

To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with State standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as Highly Qualified if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered Highly Qualified if they meet all remaining criteria.

High-poverty and low-poverty schools used for highly qualified teacher categorization are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Limited English Proficiency

Limited English proficient students are those who, by reason of foreign birth or ancestry, speak a language other than English and (1) either understand and speak little or no English or (2) score below a State-designated level of proficiency on the Language Assessment Battery-Revised (LAB-R) for initial identification or are identified as such using the New York State Identification Test for English Language Learners (NYSITELL) or, for subsequent years, score below a State-designated level of proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT).

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP), developed in 1969, is a nationally representative assessment of the performance of United States' students in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. The NAEP assessment is administered to a sampling of schools across New York State. Teachers, principals, parents, policymakers, and researchers use NAEP results to assess progress and develop ways to improve education in the United States. As part of a federal requirement, NYSED is publishing these statewide results on NAEP. There are no consequences for schools, teachers, or students based on NAEP results. For more information about NAEP, see the National Center for Education Statistics web site at <http://nces.ed.gov/nationsreportcard/>.

New York State Alternate Assessment (NYSAA)

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with

disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only. Students identified by their district's Committee on Special Education as eligible to take the New York State Alternate Assessment (NYSAA) may use this assessment to fulfill the participation and performance criteria for elementary/middle- and secondary-level English language arts and mathematics and elementary/middle-level science for accountability.

New York State English as a Second Language Achievement Test (NYSESLAT)

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

New York State Testing Program (NYSTP)

The New York State Testing Program (NYSTP) assessments are administered annually in English language arts (ELA) and mathematics in grades 3 through 8.

Non-completers

Non-completers is the sum of dropouts and students who entered an Alternative High School Equivalency Preparation Program (AHSEPP). The number of enrolled students used as the denominator for determining the percentage of noncompleters is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

Out of Certification

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

Performance Levels

Descriptors of performance levels for the Grades 3-8 New York State Testing Program Assessments in English language arts (ELA) and Mathematics are available at <http://www.p12.nysed.gov/irs/ela-math/> in the "Scale Score to Performance Level Conversion Charts" section.

Descriptors of performance levels for Grades 4 and 8 Science Tests are available in the Rating Guides at <http://www.p12.nysed.gov/assessment/science/science-ei.html>.

Race/Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **Native Hawaiian/Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Recently Arrived LEP Students

Recently arrived LEP students are limited English proficient (LEP) students (including those from Puerto Rico) who on April 1 of the reporting year will have been attending school in the United States for less than one year. These students may use the New York State English as a Second Language Achievement Test (NYSESLAT) in lieu of the 3-8 New York State Testing Program (NYSTP) in English language arts (ELA) to meet the participation requirement for making Adequate Yearly Progress in elementary/middle-level ELA for institutional accountability purposes.

Regents Competency Tests

Annual Regents Competency Test (RCT) results include those from August, January, and June of the reporting year. If a student takes the same RCT multiple times during the reporting year, only the highest

score is included in the annual results.

Regents Examinations

Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in the annual results.

Staff Counts

Principals and assistant principals include full- and part-time. Other professional staff include administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Paraprofessionals include full- and part-time supplementary school personnel.

Suspensions

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Suspension data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.

Teacher Turnover Rate

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage. Teacher turnover data are lagged one year because they must be compared to prior year data.

Total Cohort

A secondary-level total cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. For more detailed information on cohort definitions, see the [SIRS Manual](#).

Glossary of Terms - Accountability Data

Overview of Accountability Data in New York State Report Cards

Accountability data in the New York State Report Cards includes participation rates, performance data (Performance Indices), and graduation rates. Performance Indices (PIs) and Adequate Yearly Progress (AYP) determinations are used to assist in identifying districts and schools as Reward, Focus, and Priority under the Elementary and Secondary Education Act (ESEA) waiver. District/school identifications are available on our [ESEA Accountability Designations page](#). Explanations of how data are used to make identification are available on our [Accountability Designation Materials](#) page. For more information, contact the [Office of Accountability](#).

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see the [ESEA Flexibility Waiver](#).

Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

1. Elementary/middle-level (grades 3-8) English Language Arts (ELA)
2. Elementary/middle-level (grades 3-8) Mathematics
3. Elementary/middle-level (grades 4 and 8) Science
4. Secondary-level (grades 9-12) ELA
5. Secondary-level (grades 9-12) Mathematics
6. Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

Standards for English Language Arts, Mathematics, and Science

Participation: In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

Performance: In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target**." In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target**."

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see [Understanding Accountability in New York State](#).

| | |
|---|---|
| BEDS Day | Basic Educational Data System (BEDS) Day is typically the first Wednesday in October of the school year. |
| Cohort | <p>A cohort consists of all students who first entered grade 9 anywhere between July 1 and June 30 of a particular year or, in the case of ungraded students with disabilities, reached their seventeenth birthday during that year (i.e., the 2008 cohort consists of students who entered grade 9 and ungraded students with disabilities who reached their seventeenth birthday between July 1, 2008 and June 30, 2009). A more detailed definition of cohort is available in the SIRS Manual.</p> <p>Accountability Cohort: Results for students in the Accountability Cohort are captured as of June 30th four years after they first enter grade 9.</p> <p>Graduation-Rate Total Cohort: Results for students in the four-year graduation-rate total cohort are captured as of August 31 four years after they first enter grade 9. Results for students in the five-year graduation-rate total cohort are captured as of August 31 five years after they first enter grade 9.</p> |
| Effective Annual Measurable Objective (EAMO) | The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available on the New York State Accountability page under the header "Annual Measurable Objectives." |
| Graduation Rate | <p>The graduate rate for the four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 four years after entering grade 9.</p> <p>The graduate rate for the five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 five years after entering grade 9.</p> |
| Medically Excused | Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in elementary/middle-level calculations. |
| Performance Index (PI) | <p>A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative).</p> <p>Elementary/middle-level ELA/math: Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $\frac{[2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$</p> <p>Elementary/middle-level science: Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$</p> <p>Secondary-level ELA/math: Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Cohort Members}]} \times 100$</p> |
| Progress Target | <p>Elementary/middle-level science: A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The Progress Target is calculated by adding 1 point to the previous year's PI.</p> <p>Four-year Graduation Rate: The Progress Target for the current four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the previous year's four-year graduation-rate total cohort. The following equation is used to determine the current four-year graduation-rate total cohort progress target: $[(80 - \text{the graduation rate of the previous year's four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the previous year's four-year graduation-rate total cohort}$</p> <p>Five-year Graduation Rate: The Progress Target for the current five-year graduation-rate total cohort is</p> |

a 20% gap reduction in the graduation rate of the previous year's five-year graduation-rate total cohort. The following equation is used to determine the current five-year graduation-rate total cohort progress target: $[(80 - \text{the graduation rate of the previous year's five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the previous year's five-year graduation-rate total cohort}$.

Safe Harbor Target

Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs in elementary/middle- and secondary-level ELA and mathematics. The current year's Safe Harbor Target is calculated using the following formula: $\text{Previous Year's PI} + (200 - \text{the Previous Year's PI}) \times 0.10$.

(Note: Due to modifications to the 2012-13 elementary/middle-level ELA and math assessments, 2012-13 Safe Harbor Targets for these measures were determined using alternate methods.)

Unweighted Combined PI

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.



The New York State School Report Card [2012 - 13]

NAME: PUTNAM VALLEY ELEMENTARY SCHOOL

BEDS Code: 480503040003

PRINCIPAL : Margaret Podesta

ADDRESS: 171 OSCAWANA LAKE RD, PUTNAM VALLEY, NY 10579

PHONE: (845) 528-8092

GRADE CONFIGURATION: Full-day Kindergarten, 1, 2, 3, 4

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

PUTNAM VALLEY ELEMENTARY SCHOOL

Enrollment (2012 - 13)

K-12 Enrollment: 612

These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2012 - 13 school year. For nonpublic school enrollment data please see the [Non-Public School Enrollment and Staff](#) information on our Information and Reporting Services webpage

Students by Gender

| Male | | Female | |
|------|-----|--------|-----|
| 332 | 54% | 280 | 46% |

Students by Ethnicity

| American Indian or Alaska Native | Black or African American | Hispanic or Latino | Asian or Native Hawaiian/Other Pacific Islander | White | Multiracial |
|----------------------------------|---------------------------|--------------------|---|-------|-------------|
| 0 | 16 | 77 | 13 | 504 | 2 |
| 0% | 3% | 13% | 2% | 82% | 0% |

Other Groups

| Limited English Proficient Students | | Students with Disabilities | | Economically Disadvantaged Students | |
|-------------------------------------|----|----------------------------|-----|-------------------------------------|-----|
| 12 | 2% | 79 | 13% | 102 | 17% |

Students by Grade

| Kindergarten (Full Day) | 1st Grade | 2nd Grade | 3rd Grade | 4th Grade | Ungraded Elementary |
|-------------------------|-----------|-----------|-----------|-----------|---------------------|
| 123 | 113 | 116 | 132 | 124 | 4 |

Average Class Size (2012 - 13)

Common Branch

24

Free and Reduced-Price Lunch (2012 - 13)

Eligible for Free Lunch

72

12%

Eligible for Reduced-Price Lunch

21

3%

Attendance and Suspensions (2011 - 12)

Annual Attendance Rate

96%

Student Suspensions

3

1%

Teacher Turnover Rate (2011 - 12)

Turnover Rate of Teachers with Fewer Than Five Years of Experience

33%

Turnover Rate of All Teachers

7%

Staff Counts (2012 - 13)

Principals

1

Assistant Principals

1

Other Professional Staff

2

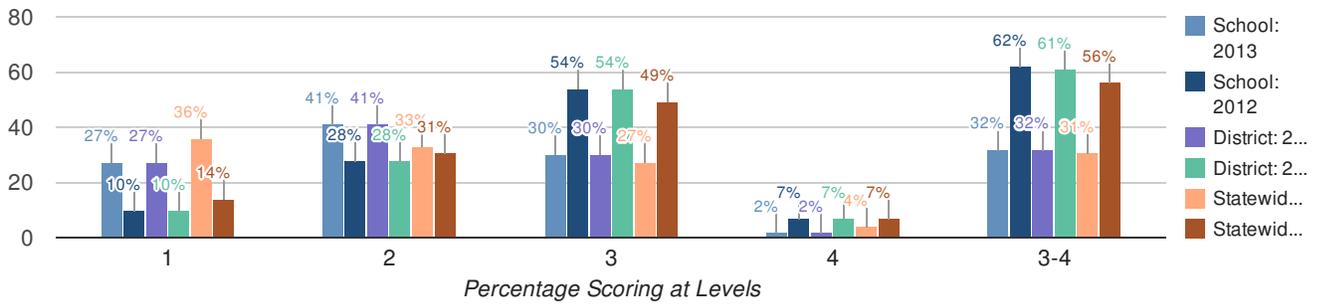
Paraprofessionals

0

Teacher Qualifications (2010-11 through 2012-13)

| | 2010 - 11 | 2011 - 12 | 2012 - 13 |
|---|-----------|-----------|-----------|
| Total Number of Teachers | 47 | 46 | 46 |
| Percent with No Valid Teaching Certificate | 0% | 0% | 0% |
| Percent Teaching Out of Certification | 0% | 0% | 2% |
| Percent with Fewer Than Three Years of Experience | 2% | 4% | 2% |
| Percentage with Master's Degree Plus 30 Hours or Doctorate | 17% | 13% | 11% |
| Total Number of Core Classes | 50 | 53 | 49 |
| Percent Not Taught by Highly Qualified Teachers in This School | 0% | 0% | 0% |
| Percent Not Taught by Highly Qualified Teachers in This District | 1% | 1% | 6% |
| Percent Not Taught by Highly Qualified Teachers Statewide | 2% | 2% | 3% |
| Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide | 5% | 4% | 6% |
| Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide | 0% | 1% | 1% |
| Total Number of Classes | 79 | 75 | 96 |
| Percent Taught by Teachers Without Appropriate Certification | 0% | 0% | 5% |

Grade 3 English Language Arts

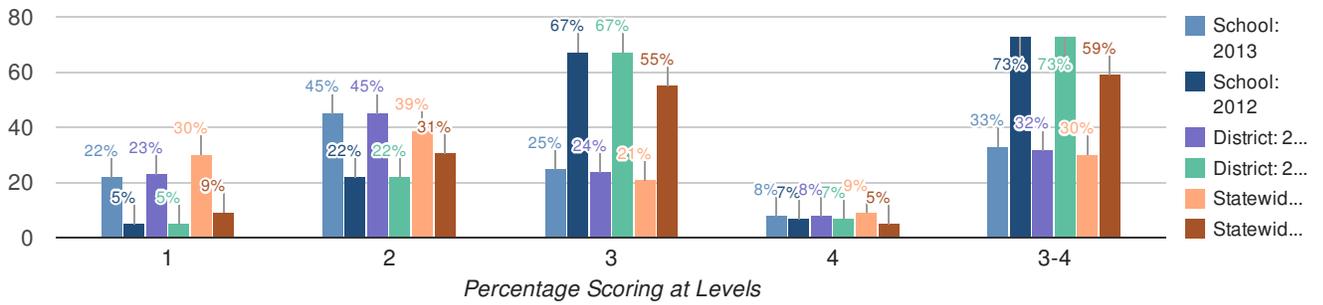


Mean Score

| 2013 | 2012 |
|------|------|
| 304 | 667 |

| Results by Student Group | 2013 | | | | | | 2012 | | | | | |
|---|--------------|-----------------------------|----|----|---|-------------------------------|--------------|-----------------------------|----|----|----|-------------------------------|
| | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 133 | 27 | 41 | 30 | 2 | 32 | 123 | 10 | 28 | 54 | 7 | 62 |
| General Education | 117 | 21 | 44 | 32 | 2 | 34 | 103 | 3 | 27 | 61 | 9 | 70 |
| Students with Disabilities | 16 | 69 | 19 | 13 | 0 | 13 | 20 | 45 | 35 | 20 | 0 | 20 |
| Asian or Native Hawaiian/Other Pacific Islander | 3 | — | — | — | — | — | 4 | — | — | — | — | — |
| Black or African American | 5 | — | — | — | — | — | 5 | — | — | — | — | — |
| Hispanic or Latino | 9 | 33 | 44 | 22 | 0 | 22 | 24 | 13 | 38 | 46 | 4 | 50 |
| White | 116 | 26 | 41 | 31 | 2 | 33 | 90 | 8 | 28 | 58 | 7 | 64 |
| Small Group Total | 8 | 38 | 38 | 25 | 0 | 25 | 9 | 22 | 11 | 44 | 22 | 67 |
| Female | 59 | 20 | 46 | 32 | 2 | 34 | 64 | 6 | 23 | 61 | 9 | 70 |
| Male | 74 | 32 | 38 | 28 | 1 | 30 | 59 | 14 | 34 | 47 | 5 | 53 |
| English Proficient | 131 | — | — | — | — | — | 118 | 9 | 26 | 57 | 8 | 64 |
| Limited English Proficient | 2 | — | — | — | — | — | 5 | 20 | 80 | 0 | 0 | 0 |
| Economically Disadvantaged | 18 | 39 | 28 | 28 | 6 | 33 | 13 | 38 | 31 | 23 | 8 | 31 |
| Not Economically Disadvantaged | 115 | 25 | 43 | 30 | 1 | 31 | 110 | 6 | 28 | 58 | 7 | 65 |
| Not Migrant | 133 | 27 | 41 | 30 | 2 | 32 | 123 | 10 | 28 | 54 | 7 | 62 |

Grade 4 English Language Arts

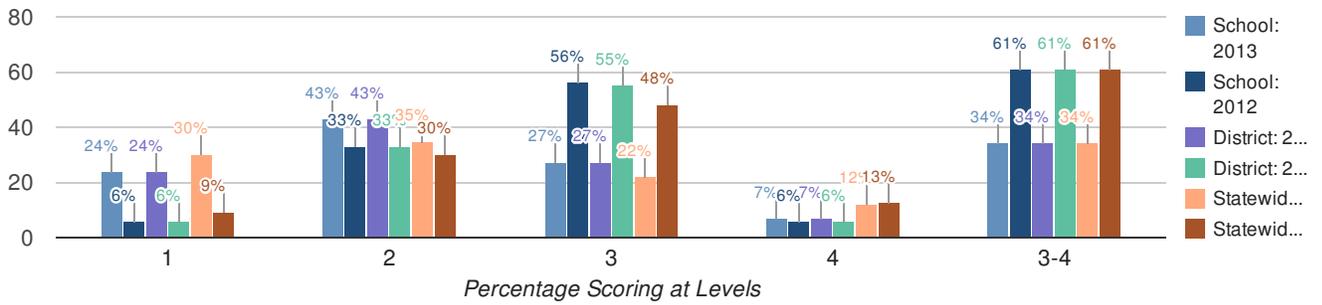


Mean Score

| 2013 | 2012 |
|------|------|
| 304 | 682 |

| Results by Student Group | 2013 | | | | | | 2012 | | | | | |
|---|--------------|-----------------------------|----|----|----|-------------------------------|--------------|-----------------------------|----|----|----|-------------------------------|
| | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 126 | 22 | 45 | 25 | 8 | 33 | 123 | 5 | 22 | 67 | 7 | 73 |
| General Education | 107 | 14 | 48 | 29 | 9 | 38 | 107 | 1 | 19 | 73 | 7 | 80 |
| Students with Disabilities | 19 | 68 | 32 | 0 | 0 | 0 | 16 | 31 | 44 | 25 | 0 | 25 |
| Asian or Native Hawaiian/Other Pacific Islander | 5 | — | — | — | — | — | 1 | — | — | — | — | — |
| Black or African American | 4 | — | — | — | — | — | 3 | — | — | — | — | — |
| Hispanic or Latino | 24 | 25 | 58 | 17 | 0 | 17 | 13 | — | — | — | — | — |
| White | 93 | 22 | 43 | 27 | 9 | 35 | 106 | 4 | 25 | 64 | 8 | 72 |
| Small Group Total | 9 | 22 | 33 | 22 | 22 | 44 | 17 | 12 | 6 | 82 | 0 | 82 |
| Female | 63 | 14 | 51 | 24 | 11 | 35 | 68 | 4 | 24 | 62 | 10 | 72 |
| Male | 63 | 30 | 40 | 25 | 5 | 30 | 55 | 5 | 20 | 73 | 2 | 75 |
| English Proficient | 123 | — | — | — | — | — | 122 | — | — | — | — | — |
| Limited English Proficient | 3 | — | — | — | — | — | 1 | — | — | — | — | — |
| Economically Disadvantaged | 21 | 52 | 43 | 0 | 5 | 5 | 12 | 25 | 33 | 42 | 0 | 42 |
| Not Economically Disadvantaged | 105 | 16 | 46 | 30 | 9 | 38 | 111 | 3 | 21 | 69 | 7 | 77 |
| Not Migrant | 126 | 22 | 45 | 25 | 8 | 33 | 123 | 5 | 22 | 67 | 7 | 73 |

Grade 3 Mathematics

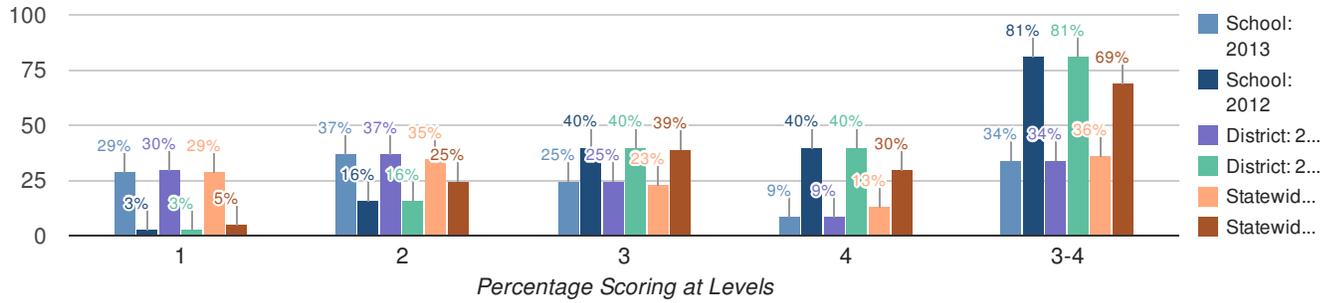


Mean Score

| 2013 | 2012 |
|------|------|
| 302 | 687 |

| Results by Student Group | 2013 | | | | | | 2012 | | | | | |
|---|--------------|-----------------------------|----|----|----|-------------------------------|--------------|-----------------------------|----|----|----|-------------------------------|
| | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 134 | 24 | 43 | 27 | 7 | 34 | 124 | 6 | 33 | 56 | 6 | 61 |
| General Education | 118 | 19 | 47 | 28 | 7 | 35 | 104 | 2 | 30 | 62 | 7 | 68 |
| Students with Disabilities | 16 | 63 | 13 | 19 | 6 | 25 | 20 | 25 | 50 | 25 | 0 | 25 |
| Asian or Native Hawaiian/Other Pacific Islander | 3 | — | — | — | — | — | 4 | — | — | — | — | — |
| Black or African American | 5 | — | — | — | — | — | 5 | — | — | — | — | — |
| Hispanic or Latino | 9 | 33 | 44 | 22 | 0 | 22 | 24 | 8 | 46 | 46 | 0 | 46 |
| White | 117 | 22 | 44 | 27 | 7 | 34 | 91 | 4 | 31 | 58 | 7 | 65 |
| Small Group Total | 8 | 38 | 25 | 25 | 13 | 38 | 9 | 11 | 22 | 56 | 11 | 67 |
| Female | 60 | 18 | 52 | 25 | 5 | 30 | 64 | 6 | 34 | 55 | 5 | 59 |
| Male | 74 | 28 | 35 | 28 | 8 | 36 | 60 | 5 | 32 | 57 | 7 | 63 |
| English Proficient | 131 | — | — | — | — | — | 119 | 5 | 32 | 57 | 6 | 63 |
| Limited English Proficient | 3 | — | — | — | — | — | 5 | 20 | 60 | 20 | 0 | 20 |
| Economically Disadvantaged | 18 | 39 | 44 | 17 | 0 | 17 | 13 | 23 | 46 | 31 | 0 | 31 |
| Not Economically Disadvantaged | 116 | 22 | 42 | 28 | 8 | 36 | 111 | 4 | 32 | 59 | 6 | 65 |
| Not Migrant | 134 | 24 | 43 | 27 | 7 | 34 | 124 | 6 | 33 | 56 | 6 | 61 |

Grade 4 Mathematics

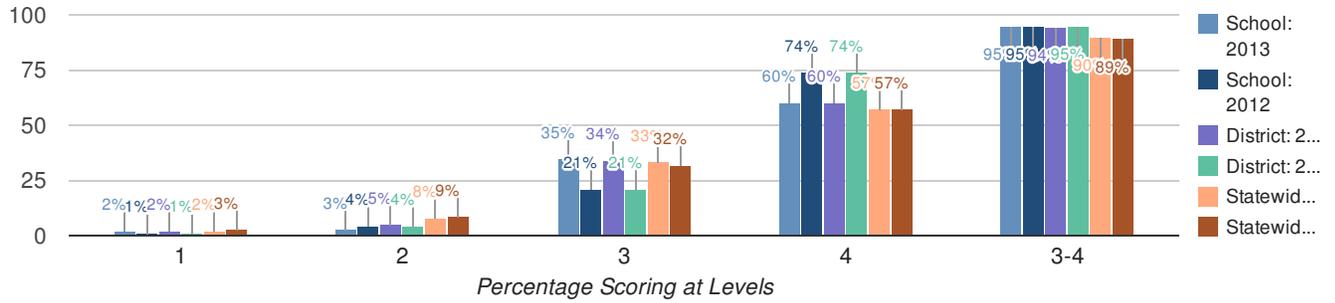


Mean Score

| 2013 | 2012 |
|------|------|
| 298 | 698 |

| Results by Student Group | 2013 | | | | | | 2012 | | | | | |
|---|--------------|-----------------------------|----|----|----|-------------------------------|--------------|-----------------------------|----|----|----|-------------------------------|
| | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 126 | 29 | 37 | 25 | 9 | 34 | 124 | 3 | 16 | 40 | 40 | 81 |
| General Education | 106 | 20 | 41 | 29 | 10 | 40 | 108 | 0 | 12 | 42 | 46 | 88 |
| Students with Disabilities | 20 | 75 | 20 | 5 | 0 | 5 | 16 | 25 | 44 | 31 | 0 | 31 |
| Asian or Native Hawaiian/Other Pacific Islander | 5 | — | — | — | — | — | 1 | — | — | — | — | — |
| Black or African American | 4 | — | — | — | — | — | 3 | — | — | — | — | — |
| Hispanic or Latino | 24 | 33 | 54 | 8 | 4 | 13 | 13 | — | — | — | — | — |
| White | 93 | 28 | 35 | 26 | 11 | 37 | 107 | 3 | 17 | 41 | 39 | 80 |
| Small Group Total | 9 | 22 | 11 | 67 | 0 | 67 | 17 | 6 | 12 | 35 | 47 | 82 |
| Female | 63 | 27 | 40 | 24 | 10 | 33 | 68 | 4 | 21 | 43 | 32 | 75 |
| Male | 63 | 30 | 35 | 27 | 8 | 35 | 56 | 2 | 11 | 38 | 50 | 88 |
| English Proficient | 123 | — | — | — | — | — | 122 | — | — | — | — | — |
| Limited English Proficient | 3 | — | — | — | — | — | 2 | — | — | — | — | — |
| Economically Disadvantaged | 21 | 67 | 29 | 5 | 0 | 5 | 12 | 17 | 17 | 17 | 50 | 67 |
| Not Economically Disadvantaged | 105 | 21 | 39 | 30 | 10 | 40 | 112 | 2 | 16 | 43 | 39 | 82 |
| Not Migrant | 126 | 29 | 37 | 25 | 9 | 34 | 124 | 3 | 16 | 40 | 40 | 81 |

Grade 4 Science



Mean Score

| 2013 | 2012 |
|------|------|
| 85 | 87 |

| Results by Student Group | 2013 | | | | | | 2012 | | | | | |
|---|--------------|-----------------------------|----|----|----|-------------------------------|--------------|-----------------------------|----|----|----|-------------------------------|
| | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 124 | 2 | 3 | 35 | 60 | 95 | 126 | 1 | 4 | 21 | 74 | 95 |
| General Education | 106 | 1 | 1 | 31 | 67 | 98 | 109 | 0 | 1 | 17 | 83 | 99 |
| Students with Disabilities | 18 | 6 | 17 | 56 | 22 | 78 | 17 | 6 | 24 | 53 | 18 | 71 |
| Asian or Native Hawaiian/Other Pacific Islander | 5 | — | — | — | — | — | 1 | — | — | — | — | — |
| Black or African American | 3 | — | — | — | — | — | 3 | — | — | — | — | — |
| Hispanic or Latino | 23 | 4 | 9 | 30 | 57 | 87 | 14 | — | — | — | — | — |
| White | 93 | 1 | 2 | 38 | 59 | 97 | 108 | 1 | 3 | 24 | 72 | 96 |
| Small Group Total | 8 | 0 | 0 | 13 | 88 | 100 | 18 | 0 | 11 | 6 | 83 | 89 |
| Female | 62 | 0 | 2 | 37 | 61 | 98 | 70 | 1 | 7 | 21 | 70 | 91 |
| Male | 62 | 3 | 5 | 32 | 60 | 92 | 56 | 0 | 0 | 21 | 79 | 100 |
| English Proficient | 122 | — | — | — | — | — | 124 | — | — | — | — | — |
| Limited English Proficient | 2 | — | — | — | — | — | 2 | — | — | — | — | — |
| Economically Disadvantaged | 20 | 5 | 0 | 70 | 25 | 95 | 12 | 8 | 8 | 33 | 50 | 83 |
| Not Economically Disadvantaged | 104 | 1 | 4 | 28 | 67 | 95 | 114 | 0 | 4 | 20 | 76 | 96 |
| Not Migrant | 124 | 2 | 3 | 35 | 60 | 95 | 126 | 1 | 4 | 21 | 74 | 95 |

Statewide Results on the National Assessment of Educational Progress: NAEP (2012 - 13)

NAEP Grade 4 Reading

| | % Below Basic | % Basic | % Proficient | % Advanced |
|---|---------------|---------|--------------|------------|
| All Students | 30 | 33 | 28 | 9 |
| American Indian or Alaska Native | * | * | * | * |
| Asian or Native Hawaiian/Other Pacific Islander | 19 | 27 | 36 | 18 |
| Black or African American | 45 | 34 | 18 | 3 |
| Hispanic or Latino | 44 | 35 | 17 | 4 |
| White | 20 | 33 | 35 | 12 |
| Multiracial | * | * | * | * |
| Students with Disabilities | 69 | 22 | 7 | 2 |
| Limited English Proficient | 75 | 21 | 4 | * |
| Economically Disadvantaged | 43 | 34 | 19 | 4 |

NAEP Grade 4 Mathematics

| | % Below Basic | % Basic | % Proficient | % Advanced |
|---|---------------|---------|--------------|------------|
| All Students | 18 | 42 | 33 | 7 |
| American Indian or Alaska Native | * | * | * | * |
| Asian or Native Hawaiian/Other Pacific Islander | 6 | 25 | 48 | 21 |
| Black or African American | 33 | 50 | 16 | 1 |
| Hispanic or Latino | 27 | 49 | 22 | 2 |
| White | 9 | 41 | 42 | 8 |
| Multiracial | * | * | * | * |
| Students with Disabilities | 43 | 42 | 14 | 1 |
| Limited English Proficient | 54 | 36 | 10 | * |
| Economically Disadvantaged | 26 | 48 | 23 | 3 |

*Reporting standards not met.

Statewide Results on the National Assessment of Educational Progress: NAEP (2012 - 13)

NAEP Grade 8 Reading

| | % Below Basic | % Basic | % Proficient | % Advanced |
|---|---------------|---------|--------------|------------|
| All Students | 24 | 41 | 30 | 5 |
| American Indian or Alaska Native | * | * | * | * |
| Asian or Native Hawaiian/Other Pacific Islander | 17 | 33 | 38 | 12 |
| Black or African American | 37 | 45 | 17 | 1 |
| Hispanic or Latino | 36 | 45 | 18 | 1 |
| White | 14 | 40 | 40 | 6 |
| Multiracial | * | * | * | * |
| Students with Disabilities | 56 | 36 | 8 | * |
| Limited English Proficient | 80 | 19 | 1 | * |
| Economically Disadvantaged | 35 | 44 | 20 | 1 |

NAEP Grade 8 Mathematics

| | % Below Basic | % Basic | % Proficient | % Advanced |
|---|---------------|---------|--------------|------------|
| All Students | 28 | 40 | 24 | 8 |
| American Indian or Alaska Native | * | * | * | * |
| Asian or Native Hawaiian/Other Pacific Islander | 14 | 27 | 33 | 26 |
| Black or African American | 50 | 38 | 11 | 1 |
| Hispanic or Latino | 44 | 42 | 12 | 2 |
| White | 15 | 41 | 34 | 10 |
| Multiracial | * | * | * | * |
| Students with Disabilities | 66 | 27 | 6 | 1 |
| Limited English Proficient | 75 | 21 | 3 | 1 |
| Economically Disadvantaged | 42 | 39 | 15 | 4 |

*Reporting standards not met.

Statewide Results on the National Assessment of Educational Progress: NAEP (2012 - 13)

NAEP Participation Rates

| Grade 4 Reading | Participation Rate |
|----------------------------|--------------------|
| Students with Disabilities | 94 |
| Limited English Proficient | 93 |

| Grade 4 Mathematics | Participation Rate |
|----------------------------|--------------------|
| Students with Disabilities | 94 |
| Limited English Proficient | 93 |

| Grade 8 Reading | Participation Rate |
|----------------------------|--------------------|
| Students with Disabilities | 97 |
| Limited English Proficient | 91 |

| Grade 8 Mathematics | Participation Rate |
|----------------------------|--------------------|
| Students with Disabilities | 89 |
| Limited English Proficient | 94 |

New York State Alternate Assessment (NYSAA) Results (2012 - 13)

| Grade/Subject | Total Tested | Number Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
|---------------|--------------|----------------------------|---|---|---|-------------------------------|
| | | 1 | 2 | 3 | 4 | |
| Grade 3 ELA | 1 | — | — | — | — | — |
| Grade 3 Math | 1 | — | — | — | — | — |
| Grade 5 ELA | 1 | — | — | — | — | — |
| Grade 5 Math | 1 | — | — | — | — | — |

New York State English as a Second Language Achievement Test (NYSESLAT) Results (2012 - 13)

| Kindergarten | Total Tested | Percent of Students Scoring at Level(s) | | | |
|----------------------------|--------------|---|--------------|----------|------------|
| | | Beginning | Intermediate | Advanced | Proficient |
| All Students | 1 | – | – | – | – |
| General Education | 1 | – | – | – | – |
| Grade 1 | Total Tested | Percent of Students Scoring at Level(s) | | | |
| | | Beginning | Intermediate | Advanced | Proficient |
| All Students | 4 | – | – | – | – |
| General Education | 4 | – | – | – | – |
| Grade 2 | Total Tested | Percent of Students Scoring at Level(s) | | | |
| | | Beginning | Intermediate | Advanced | Proficient |
| All Students | 2 | – | – | – | – |
| Students with Disabilities | 2 | – | – | – | – |
| Grade 3 | Total Tested | Percent of Students Scoring at Level(s) | | | |
| | | Beginning | Intermediate | Advanced | Proficient |
| All Students | 3 | – | – | – | – |
| General Education | 3 | – | – | – | – |
| Grade 4 | Total Tested | Percent of Students Scoring at Level(s) | | | |
| | | Beginning | Intermediate | Advanced | Proficient |
| All Students | 3 | – | – | – | – |
| General Education | 1 | – | – | – | – |
| Students with Disabilities | 2 | – | – | – | – |

Elementary/Middle-Level English Language Arts Results for Accountability

All accountability groups made AYP: **YES**

| Student Group | Made AYP | Tested 95% | Students Enrolled During the Test Administration Period | Percent of Enrolled Students with Valid Test Scores | PI \geq EAMO or Safe Harbor Target | Tested Students Enrolled on BEDS Day | PI | EAMO | Safe Harbor Target |
|---|----------|------------|---|---|--------------------------------------|--------------------------------------|------|------|--------------------|
| All Students | ✓ | ✓ | 263 | 99% | ✓ | 256 | 108 | 75 | 75 |
| American Indian or Alaska Native | — | — | 0 | — | — | 0 | — | — | — |
| Black or African American | — | — | 9 | — | — | 9 | — | — | — |
| Hispanic or Latino | ✓ | — | 33 | — | ✓ | 32 | 94 | 48 | 48 |
| Asian or Native Hawaiian/Other Pacific Islander | — | — | 8 | — | — | 7 | — | — | — |
| White | ✓ | ✓ | 213 | 99% | ✓ | 208 | 111 | 97 | 97 |
| Multiracial | — | — | 0 | — | — | 0 | — | — | — |
| Students With Disabilities | ✓ | — | 38 | — | ✓ | 41 † | 51 † | 20 | 20 |
| Limited English Proficient | — | — | 6 | — | — | 5 | — | — | — |
| Economically Disadvantaged | ✓ | ✓ | 40 | 100% | ✓ | 39 | 74 | 50 | 20 |

Results for the following groups are NOT used to determine AYP.

| Student 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 | 263 | 99% | 256 | 108 |
| Not Black or African American | 254 | 99% | 247 | 109 |
| Not Hispanic or Latino | 230 | 99% | 224 | 110 |
| Not Asian or Native Hawaiian/Other Pacific Islander | 255 | 99% | 249 | 107 |
| Not White | 50 | 100% | 48 | 98 |
| Not Multiracial | 263 | 99% | 256 | 108 |
| General Education | 225 | 100% | 219 | 120 |
| English Proficient | 257 | 100% | 251 | 110 |
| Not Economically Disadvantaged | 223 | 99% | 217 | 114 |
| Male | 139 | 99% | 136 | 99 |
| Female | 124 | 99% | 120 | 119 |
| Migrant | 0 | — | 0 | — |
| Not Migrant | 263 | 99% | 256 | 108 |

✓ Yes

✗ No

— 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.

† 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: **YES**

| Student Group | Made AYP | Tested 95% | Students Enrolled During the Test Administration Period | Percent of Enrolled Students with Valid Test Scores | PI \geq EAMO or Safe Harbor Target | Tested Students Enrolled on BEDS Day | PI | EAMO | Safe Harbor Target |
|---|----------|------------|---|---|--------------------------------------|--------------------------------------|-----|------|--------------------|
| All Students | ✓ | ✓ | 263 | 100% | ✓ | 256 | 108 | 72 | 72 |
| American Indian or Alaska Native | — | — | 0 | — | — | 0 | — | — | — |
| Black or African American | — | — | 9 | — | — | 9 | — | — | — |
| Hispanic or Latino | ✓ | — | 33 | — | ✓ | 32 | 81 | 45 | 45 |
| Asian or Native Hawaiian/Other Pacific Islander | — | — | 8 | — | — | 7 | — | — | — |
| White | ✓ | ✓ | 213 | 100% | ✓ | 208 | 111 | 91 | 91 |
| Multiracial | — | — | 0 | — | — | 0 | — | — | — |
| Students With Disabilities | ✓ | — | 38 | — | ✓ | 42† | 62† | 22 | 22 |
| Limited English Proficient | — | — | 6 | — | — | 5 | — | — | — |
| Economically Disadvantaged | ✓ | ✓ | 40 | 100% | ✓ | 39 | 59 | 46 | 20 |

Results for the following groups are NOT used to determine AYP.

| Student 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 | 263 | 100% | 256 | 108 |
| Not Black or African American | 254 | 100% | 247 | 109 |
| Not Hispanic or Latino | 230 | 100% | 224 | 112 |
| Not Asian or Native Hawaiian/Other Pacific Islander | 255 | 100% | 249 | 106 |
| Not White | 50 | 100% | 48 | 94 |
| Not Multiracial | 263 | 100% | 256 | 108 |
| General Education | 225 | 100% | 218 | 117 |
| English Proficient | 257 | 100% | 251 | 110 |
| Not Economically Disadvantaged | 223 | 100% | 217 | 117 |
| Male | 139 | 99% | 136 | 107 |
| Female | 124 | 100% | 120 | 109 |
| Migrant | 0 | — | 0 | — |
| Not Migrant | 263 | 100% | 256 | 108 |

✓ Yes

✗ No

— 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.

† 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**

| Student Group | Made AYP | Tested 80% | Students Enrolled During the Test Administration Period | Percent of Enrolled Students with Valid Test Scores | PI \geq EAMO or Progress Target | Tested Students Enrolled on BEDS Day | PI | EAMO | Progress Target |
|---|----------|------------|---|---|-----------------------------------|--------------------------------------|-----|------|-----------------|
| All Students | ✓ | ✓ | 127 | 98% | ✓ | 121 | 193 | 172 | 172 |
| American Indian or Alaska Native | — | — | 0 | — | — | 0 | — | — | — |
| Black or African American | — | — | 4 | — | — | 3 | — | — | — |
| Hispanic or Latino | — | — | 24 | — | — | 23 | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | — | 5 | — | — | 4 | — | — | — |
| White | ✓ | ✓ | 94 | 99% | ✓ | 91 | 196 | 182 | 182 |
| Multiracial | — | — | 0 | — | — | 0 | — | — | — |
| Students With Disabilities | — | — | 20 | — | — | 18 | — | — | — |
| Limited English Proficient | — | — | 3 | — | — | 2 | — | — | — |
| Economically Disadvantaged | — | — | 21 | — | — | 19 | — | — | — |

Results for the following groups are NOT used to determine AYP.

| Student 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 | 127 | 98% | 121 | 193 |
| Not Black or African American | 123 | 98% | 118 | 193 |
| Not Hispanic or Latino | 103 | 98% | 98 | 196 |
| Not Asian or Native Hawaiian/Other Pacific Islander | 122 | 98% | 117 | 193 |
| Not White | 33 | — | 30 | 187 |
| Not Multiracial | 127 | 98% | 121 | 193 |
| General Education | 107 | 99% | 103 | 197 |
| English Proficient | 124 | 98% | 119 | 193 |
| Not Economically Disadvantaged | 106 | 98% | 102 | 194 |
| Male | 64 | 97% | 60 | 188 |
| Female | 63 | 98% | 61 | 198 |
| Migrant | 0 | — | 0 | — |
| Not Migrant | 127 | 98% | 121 | 193 |

✓ Yes

✗ No

— 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

| Student Group | Elementary/ Middle-Level ELA PI | Elementary/ Middle-Level Math PI | Secondary-Level ELA PI | Secondary-Level Math PI | Unweighted Combined PI |
|---|---------------------------------|----------------------------------|------------------------|-------------------------|------------------------|
| All Students | 108 | 108 | — | — | 108 |
| American Indian or Alaska Native | — | — | — | — | — |
| Black or African American | — | — | — | — | — |
| Hispanic or Latino | 94 | 81 | — | — | 88 |
| Asian or Native Hawaiian/Other Pacific Islander | — | — | — | — | — |
| White | 111 | 111 | — | — | 111 |
| Multiracial | — | — | — | — | — |
| Students With Disabilities | 51 | 62 | — | — | 57 |
| Limited English Proficient | — | — | — | — | — |
| Economically Disadvantaged | 74 | 59 | — | — | 67 |

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

Glossary of Terms - Report Cards Data

| | |
|---|---|
| Alternative High School Equivalency Preparation Program (AHSEPP) | A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older. |
| Attendance Rate | Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year. |
| Average Class Size | Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6. |
| Completers | Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP). |
| Core Classes | Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. |
| Disability Status | Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan. |
| Dropouts | Dropouts are students in grades 7-12 and ungraded secondary students whose last enrollment record indicated they dropped out of school. The number of enrolled students used as the denominator for determining the percentage of students who dropped out is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older. |
| Economically Disadvantaged | Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income. |
| Free and Reduced-Price Lunch (FRPL) | Eligible for Free Lunch and Eligible for Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. |
| Gender | Gender of the student being reported, as identified by the parent/guardian. |
| Grade Level | Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts. |

Ungraded students are those assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level. The definition of 'Ungraded' does not include out-of-school youth, preschoolers, or children who are not yet school age. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

High School Completers

High school completers are Graduates plus students who received an Individualized Education Diploma (IEP).

Highly Qualified Teachers

To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with State standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as Highly Qualified if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered Highly Qualified if they meet all remaining criteria.

High-poverty and low-poverty schools used for highly qualified teacher categorization are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Limited English Proficiency

Limited English proficient students are those who, by reason of foreign birth or ancestry, speak a language other than English and (1) either understand and speak little or no English or (2) score below a State-designated level of proficiency on the Language Assessment Battery-Revised (LAB-R) for initial identification or are identified as such using the New York State Identification Test for English Language Learners (NYSITELL) or, for subsequent years, score below a State-designated level of proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT).

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP), developed in 1969, is a nationally representative assessment of the performance of United States' students in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. The NAEP assessment is administered to a sampling of schools across New York State. Teachers, principals, parents, policymakers, and researchers use NAEP results to assess progress and develop ways to improve education in the United States. As part of a federal requirement, NYSED is publishing these statewide results on NAEP. There are no consequences for schools, teachers, or students based on NAEP results. For more information about NAEP, see the National Center for Education Statistics web site at <http://nces.ed.gov/nationsreportcard/>.

New York State Alternate Assessment (NYSAA)

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with

disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only. Students identified by their district's Committee on Special Education as eligible to take the New York State Alternate Assessment (NYSAA) may use this assessment to fulfill the participation and performance criteria for elementary/middle- and secondary-level English language arts and mathematics and elementary/middle-level science for accountability.

New York State English as a Second Language Achievement Test (NYSESLAT)

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

New York State Testing Program (NYSTP)

The New York State Testing Program (NYSTP) assessments are administered annually in English language arts (ELA) and mathematics in grades 3 through 8.

Non-completers

Non-completers is the sum of dropouts and students who entered an Alternative High School Equivalency Preparation Program (AHSEPP). The number of enrolled students used as the denominator for determining the percentage of noncompleters is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

Out of Certification

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

Performance Levels

Descriptors of performance levels for the Grades 3-8 New York State Testing Program Assessments in English language arts (ELA) and Mathematics are available at <http://www.p12.nysed.gov/irs/ela-math/> in the "Scale Score to Performance Level Conversion Charts" section.

Descriptors of performance levels for Grades 4 and 8 Science Tests are available in the Rating Guides at <http://www.p12.nysed.gov/assessment/science/science-ei.html>.

Race/Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **Native Hawaiian/Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Recently Arrived LEP Students

Recently arrived LEP students are limited English proficient (LEP) students (including those from Puerto Rico) who on April 1 of the reporting year will have been attending school in the United States for less than one year. These students may use the New York State English as a Second Language Achievement Test (NYSESLAT) in lieu of the 3-8 New York State Testing Program (NYSTP) in English language arts (ELA) to meet the participation requirement for making Adequate Yearly Progress in elementary/middle-level ELA for institutional accountability purposes.

Regents Competency Tests

Annual Regents Competency Test (RCT) results include those from August, January, and June of the reporting year. If a student takes the same RCT multiple times during the reporting year, only the highest

score is included in the annual results.

Regents Examinations

Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in the annual results.

Staff Counts

Principals and assistant principals include full- and part-time. Other professional staff include administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Paraprofessionals include full- and part-time supplementary school personnel.

Suspensions

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Suspension data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.

Teacher Turnover Rate

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage. Teacher turnover data are lagged one year because they must be compared to prior year data.

Total Cohort

A secondary-level total cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. For more detailed information on cohort definitions, see the [SIRS Manual](#).

Glossary of Terms - Accountability Data

Overview of Accountability Data in New York State Report Cards

Accountability data in the New York State Report Cards includes participation rates, performance data (Performance Indices), and graduation rates. Performance Indices (PIs) and Adequate Yearly Progress (AYP) determinations are used to assist in identifying districts and schools as Reward, Focus, and Priority under the Elementary and Secondary Education Act (ESEA) waiver. District/school identifications are available on our [ESEA Accountability Designations page](#). Explanations of how data are used to make identification are available on our [Accountability Designation Materials](#) page. For more information, contact the [Office of Accountability](#).

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see the [ESEA Flexibility Waiver](#).

Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

1. Elementary/middle-level (grades 3-8) English Language Arts (ELA)
2. Elementary/middle-level (grades 3-8) Mathematics
3. Elementary/middle-level (grades 4 and 8) Science
4. Secondary-level (grades 9-12) ELA
5. Secondary-level (grades 9-12) Mathematics
6. Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

Standards for English Language Arts, Mathematics, and Science

Participation: In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

Performance: In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target**." In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target**."

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see [Understanding Accountability in New York State](#).

BEDS Day Basic Educational Data System (BEDS) Day is typically the first Wednesday in October of the school year.

Cohort A cohort consists of all students who first entered grade 9 anywhere between July 1 and June 30 of a particular year or, in the case of ungraded students with disabilities, reached their seventeenth birthday during that year (i.e., the 2008 cohort consists of students who entered grade 9 and ungraded students with disabilities who reached their seventeenth birthday between July 1, 2008 and June 30, 2009). A more detailed definition of cohort is available in the [SIRS Manual](#).

Accountability Cohort: Results for students in the Accountability Cohort are captured as of June 30th four years after they first enter grade 9.

Graduation-Rate Total Cohort: Results for students in the four-year graduation-rate total cohort are captured as of August 31 four years after they first enter grade 9. Results for students in the five-year graduation-rate total cohort are captured as of August 31 five years after they first enter grade 9.

Effective Annual Measurable Objective (EAMO) The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available on the [New York State Accountability](#) page under the header "Annual Measurable Objectives."

Graduation Rate The graduate rate for the four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 four years after entering grade 9.

The graduate rate for the five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 five years after entering grade 9.

Medically Excused Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in elementary/middle-level calculations.

Performance Index (PI) A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative).

Elementary/middle-level ELA/math: Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation:
$$\frac{[2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$$

Elementary/middle-level science: Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:
$$\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$$

Secondary-level ELA/math: Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:
$$\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Cohort Members}]} \times 100$$

Progress Target **Elementary/middle-level science:** A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The Progress Target is calculated by adding 1 point to the previous year's PI.

Four-year Graduation Rate: The Progress Target for the current four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the previous year's four-year graduation-rate total cohort. The following equation is used to determine the current four-year graduation-rate total cohort progress target:
$$[(80 - \text{the graduation rate of the previous year's four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the previous year's four-year graduation-rate total cohort}$$

Five-year Graduation Rate: The Progress Target for the current five-year graduation-rate total cohort is

a 20% gap reduction in the graduation rate of the previous year's five-year graduation-rate total cohort. The following equation is used to determine the current five-year graduation-rate total cohort progress target: $[(80 - \text{the graduation rate of the previous year's five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the previous year's five-year graduation-rate total cohort}$.

Safe Harbor Target

Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs in elementary/middle- and secondary-level ELA and mathematics. The current year's Safe Harbor Target is calculated using the following formula: $\text{Previous Year's PI} + (200 - \text{the Previous Year's PI}) \times 0.10$.

(Note: Due to modifications to the 2012-13 elementary/middle-level ELA and math assessments, 2012-13 Safe Harbor Targets for these measures were determined using alternate methods.)

Unweighted Combined PI

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.



The New York State School Report Card [2012 - 13]

NAME: PUTNAM VALLEY MIDDLE SCHOOL

BEDS Code: 480503040002

PRINCIPAL : Edward Hallisey

ADDRESS: 142 PEEKSKILL HOLLOW RD, PUTNAM VALLEY, NY 10579

PHONE: (845) 528-8101

GRADE CONFIGURATION: 5, 6, 7, 8

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

PUTNAM VALLEY MIDDLE SCHOOL

Enrollment (2012 - 13)

K-12 Enrollment: 560

These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2012 - 13 school year. For nonpublic school enrollment data please see the [Non-Public School Enrollment and Staff](#) information on our Information and Reporting Services webpage

Students by Gender

| Male | | Female | |
|------|-----|--------|-----|
| 274 | 49% | 286 | 51% |

Students by Ethnicity

| American Indian or Alaska Native | Black or African American | Hispanic or Latino | Asian or Native Hawaiian/Other Pacific Islander | White | Multiracial |
|----------------------------------|---------------------------|--------------------|---|-------|-------------|
| 2 | 14 | 71 | 12 | 461 | 0 |
| 0% | 3% | 13% | 2% | 82% | 0% |

Other Groups

| Limited English Proficient Students | | Students with Disabilities | | Economically Disadvantaged Students | |
|-------------------------------------|----|----------------------------|-----|-------------------------------------|-----|
| 7 | 1% | 67 | 12% | 101 | 18% |

Students by Grade

| 5th Grade | 6th Grade | Ungraded Elementary | 7th Grade | 8th Grade | Ungraded Secondary |
|-----------|-----------|---------------------|-----------|-----------|--------------------|
| 135 | 136 | 2 | 132 | 151 | 4 |

Average Class Size (2012 - 13)

| Grade 8 English | Grade 8 Mathematics | Grade 8 Science | Grade 8 Social Studies |
|-----------------|---------------------|-----------------|------------------------|
| 20 | 21 | 22 | 24 |

Free and Reduced-Price Lunch (2012 - 13)

| Eligible for Free Lunch | | Eligible for Reduced-Price Lunch | |
|-------------------------|-----|----------------------------------|----|
| 72 | 13% | 31 | 6% |

Attendance and Suspensions (2011 - 12)

| Annual Attendance Rate | Student Suspensions | |
|------------------------|---------------------|----|
| 95% | 10 | 2% |

Teacher Turnover Rate (2011 - 12)

| Turnover Rate of Teachers with Fewer Than Five Years of Experience | Turnover Rate of All Teachers |
|--|-------------------------------|
| 0% | 9% |

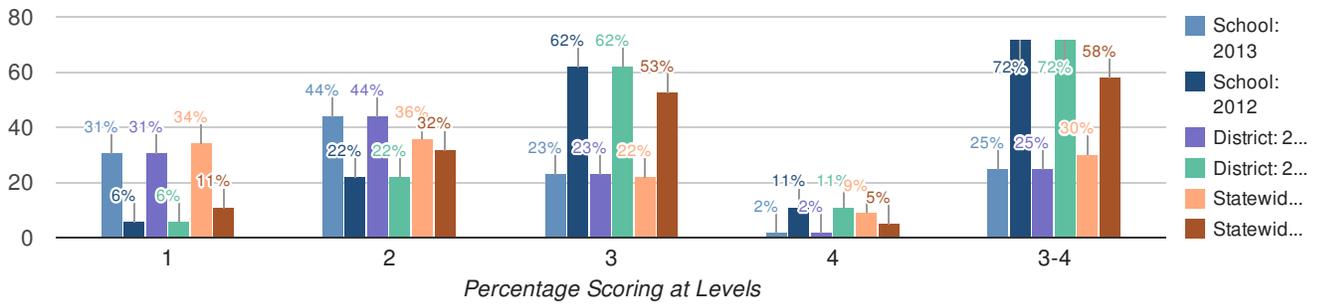
Staff Counts (2012 - 13)

| Principals | Assistant Principals | Other Professional Staff | Paraprofessionals |
|------------|----------------------|--------------------------|-------------------|
| 1 | 1 | 3 | 0 |

Teacher Qualifications (2010-11 through 2012-13)

| | 2010 - 11 | 2011 - 12 | 2012 - 13 |
|---|-----------|-----------|-----------|
| Total Number of Teachers | 43 | 44 | 42 |
| Percent with No Valid Teaching Certificate | 0% | 0% | 0% |
| Percent Teaching Out of Certification | 2% | 2% | 5% |
| Percent with Fewer Than Three Years of Experience | 5% | 5% | 5% |
| Percentage with Master's Degree Plus 30 Hours or Doctorate | 19% | 20% | 19% |
| Total Number of Core Classes | 159 | 161 | 159 |
| Percent Not Taught by Highly Qualified Teachers in This School | 1% | 2% | 4% |
| Percent Not Taught by Highly Qualified Teachers in This District | 1% | 1% | 6% |
| Percent Not Taught by Highly Qualified Teachers Statewide | 2% | 2% | 3% |
| Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide | 5% | 4% | 6% |
| Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide | 0% | 1% | 1% |
| Total Number of Classes | 222 | 225 | 218 |
| Percent Taught by Teachers Without Appropriate Certification | 1% | 3% | 4% |

Grade 5 English Language Arts

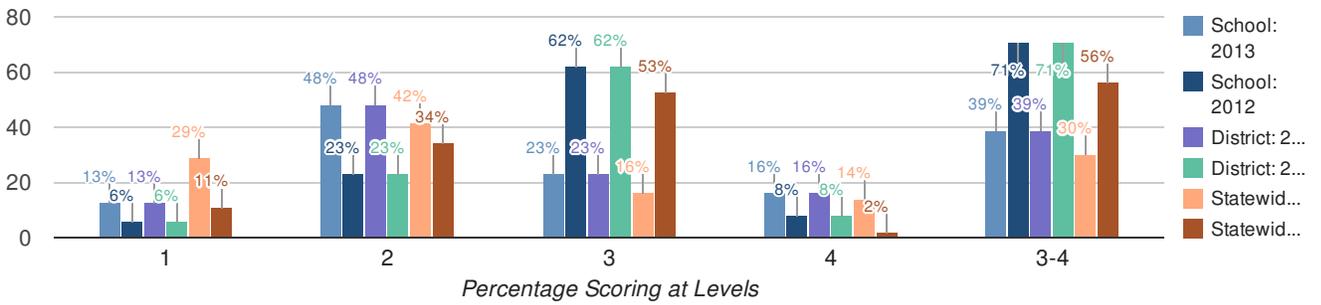


Mean Score

| 2013 | 2012 |
|------|------|
| 299 | 677 |

| Results by Student Group | 2013 | | | | | | 2012 | | | | | |
|---|--------------|-----------------------------|----|----|---|-------------------------------|--------------|-----------------------------|----|----|----|-------------------------------|
| | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 131 | 31 | 44 | 23 | 2 | 25 | 133 | 6 | 22 | 62 | 11 | 72 |
| General Education | 114 | 23 | 48 | 26 | 3 | 29 | 116 | 1 | 18 | 69 | 12 | 81 |
| Students with Disabilities | 17 | 88 | 12 | 0 | 0 | 0 | 17 | 41 | 47 | 12 | 0 | 12 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 | 0 | 1 | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 3 | — | — | — | — | — | 0 | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 4 | — | — | — | — | — | 2 | — | — | — | — | — |
| Hispanic or Latino | 14 | 29 | 50 | 21 | 0 | 21 | 14 | — | — | — | — | — |
| White | 110 | 33 | 43 | 22 | 3 | 25 | 116 | 4 | 24 | 62 | 9 | 72 |
| Small Group Total | 7 | 14 | 43 | 43 | 0 | 43 | 17 | 18 | 6 | 59 | 18 | 76 |
| Female | 71 | 30 | 46 | 23 | 1 | 24 | 69 | 1 | 17 | 70 | 12 | 81 |
| Male | 60 | 33 | 40 | 23 | 3 | 27 | 64 | 11 | 27 | 53 | 9 | 63 |
| English Proficient | 129 | — | — | — | — | — | 130 | — | — | — | — | — |
| Limited English Proficient | 2 | — | — | — | — | — | 3 | — | — | — | — | — |
| Economically Disadvantaged | 27 | 48 | 37 | 15 | 0 | 15 | 21 | 10 | 24 | 62 | 5 | 67 |
| Not Economically Disadvantaged | 104 | 27 | 45 | 25 | 3 | 28 | 112 | 5 | 21 | 62 | 12 | 73 |
| Not Migrant | 131 | 31 | 44 | 23 | 2 | 25 | 133 | 6 | 22 | 62 | 11 | 72 |

Grade 6 English Language Arts

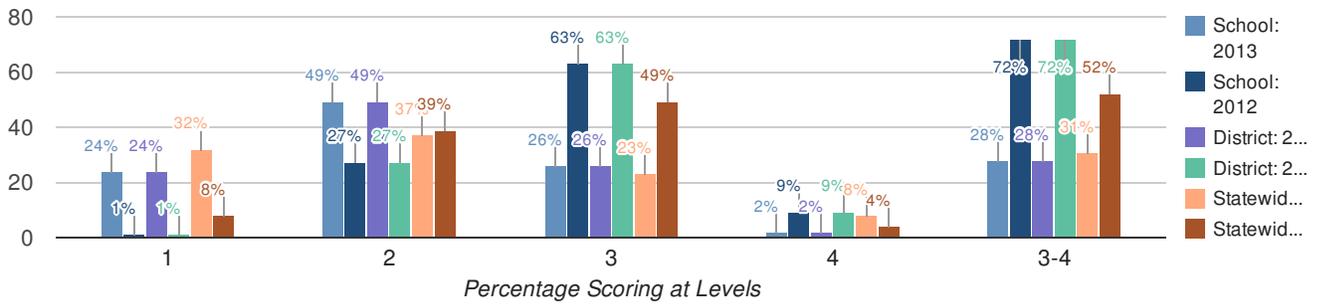


Mean Score

| 2013 | 2012 |
|------|------|
| 311 | 669 |

| Results by Student Group | 2013 | | | | | | 2012 | | | | | |
|---|--------------|-----------------------------|----|----|----|-------------------------------|--------------|-----------------------------|----|----|----|-------------------------------|
| | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 136 | 13 | 48 | 23 | 16 | 39 | 130 | 6 | 23 | 62 | 8 | 71 |
| General Education | 121 | 6 | 50 | 26 | 18 | 44 | 114 | 3 | 18 | 69 | 10 | 79 |
| Students with Disabilities | 15 | 73 | 27 | 0 | 0 | 0 | 16 | 31 | 56 | 13 | 0 | 13 |
| American Indian or Alaska Native | 2 | — | — | — | — | — | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian or Native Hawaiian/Other Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 | 2 | — | — | — | — | — |
| Black or African American | 2 | — | — | — | — | — | 3 | — | — | — | — | — |
| Hispanic or Latino | 15 | — | — | — | — | — | 24 | 8 | 38 | 50 | 4 | 54 |
| White | 117 | 13 | 50 | 22 | 15 | 38 | 101 | 6 | 19 | 65 | 10 | 75 |
| Small Group Total | 19 | 16 | 37 | 26 | 21 | 47 | 5 | 0 | 40 | 60 | 0 | 60 |
| Female | 69 | 9 | 39 | 30 | 22 | 52 | 61 | 3 | 20 | 67 | 10 | 77 |
| Male | 67 | 18 | 57 | 15 | 10 | 25 | 69 | 9 | 26 | 58 | 7 | 65 |
| English Proficient | 134 | — | — | — | — | — | 128 | — | — | — | — | — |
| Limited English Proficient | 2 | — | — | — | — | — | 2 | — | — | — | — | — |
| Economically Disadvantaged | 23 | 17 | 61 | 22 | 0 | 22 | 17 | 18 | 41 | 35 | 6 | 41 |
| Not Economically Disadvantaged | 113 | 12 | 45 | 23 | 19 | 42 | 113 | 4 | 20 | 66 | 9 | 75 |
| Not Migrant | 136 | 13 | 48 | 23 | 16 | 39 | 130 | 6 | 23 | 62 | 8 | 71 |

Grade 7 English Language Arts

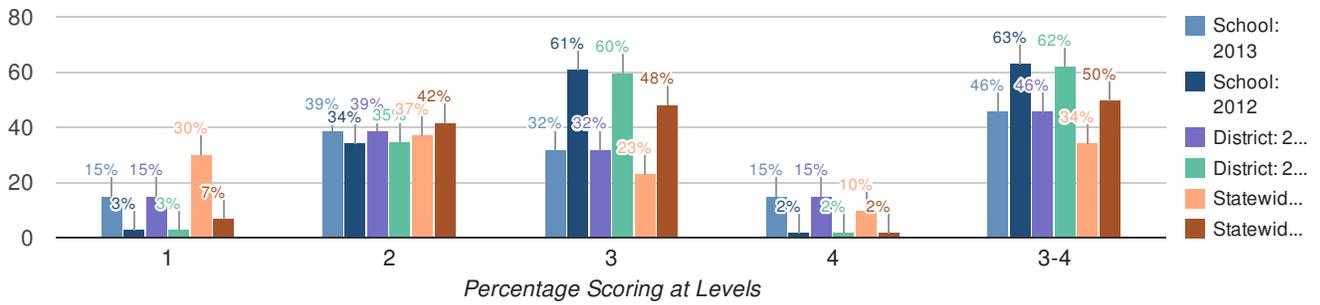


Mean Score

| 2013 | 2012 |
|------|------|
| 302 | 674 |

| Results by Student Group | 2013 | | | | | | 2012 | | | | | |
|---|--------------|-----------------------------|----|----|---|-------------------------------|--------------|-----------------------------|----|----|----|-------------------------------|
| | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 127 | 24 | 49 | 26 | 2 | 28 | 143 | 1 | 27 | 63 | 9 | 72 |
| General Education | 111 | 15 | 53 | 30 | 2 | 32 | 129 | 1 | 21 | 68 | 10 | 78 |
| Students with Disabilities | 16 | 81 | 19 | 0 | 0 | 0 | 14 | 7 | 79 | 14 | 0 | 14 |
| Asian or Native Hawaiian/Other Pacific Islander | 2 | — | — | — | — | — | 7 | — | — | — | — | — |
| Black or African American | 3 | — | — | — | — | — | 4 | — | — | — | — | — |
| Hispanic or Latino | 23 | 39 | 52 | 9 | 0 | 9 | 14 | 0 | 50 | 50 | 0 | 50 |
| White | 99 | 18 | 48 | 31 | 2 | 33 | 118 | 2 | 26 | 63 | 9 | 72 |
| Small Group Total | 5 | 60 | 40 | 0 | 0 | 0 | 11 | 0 | 0 | 82 | 18 | 100 |
| Female | 60 | 17 | 52 | 28 | 3 | 32 | 71 | 1 | 20 | 70 | 8 | 79 |
| Male | 67 | 30 | 46 | 24 | 0 | 24 | 72 | 1 | 33 | 56 | 10 | 65 |
| English Proficient | 126 | — | — | — | — | — | 143 | 1 | 27 | 63 | 9 | 72 |
| Limited English Proficient | 1 | — | — | — | — | — | 0 | 0 | 0 | 0 | 0 | 0 |
| Economically Disadvantaged | 20 | 40 | 50 | 10 | 0 | 10 | 19 | 0 | 53 | 42 | 5 | 47 |
| Not Economically Disadvantaged | 107 | 21 | 49 | 29 | 2 | 31 | 124 | 2 | 23 | 66 | 10 | 76 |
| Not Migrant | 127 | 24 | 49 | 26 | 2 | 28 | 143 | 1 | 27 | 63 | 9 | 72 |

Grade 8 English Language Arts

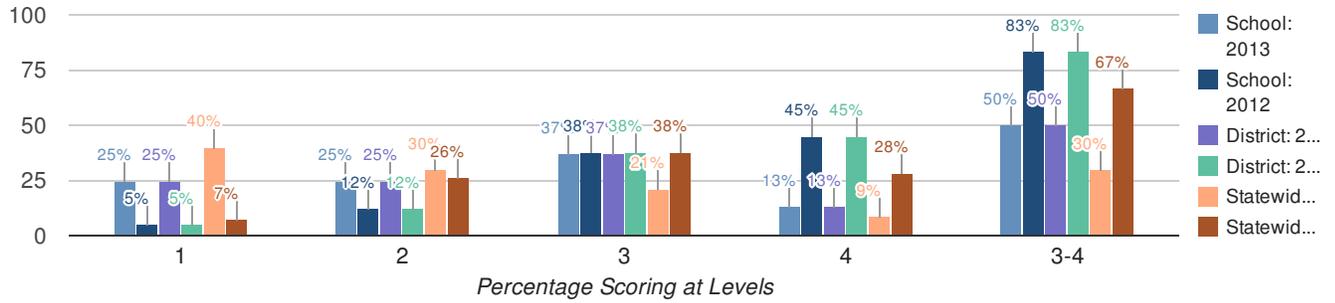


Mean Score

| 2013 | 2012 |
|------|------|
| 311 | 665 |

| Results by Student Group | 2013 | | | | | | 2012 | | | | | |
|---|--------------|-----------------------------|----|----|----|-------------------------------|--------------|-----------------------------|----|----|---|-------------------------------|
| | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 149 | 15 | 39 | 32 | 15 | 46 | 155 | 3 | 34 | 61 | 2 | 63 |
| General Education | 137 | 9 | 41 | 34 | 16 | 50 | 134 | 1 | 28 | 69 | 2 | 71 |
| Students with Disabilities | 12 | 75 | 17 | 8 | 0 | 8 | 21 | 19 | 71 | 10 | 0 | 10 |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | — | — | — | — | — | 4 | — | — | — | — | — |
| Black or African American | 3 | — | — | — | — | — | 2 | — | — | — | — | — |
| Hispanic or Latino | 16 | 38 | 31 | 19 | 13 | 31 | 15 | 7 | 47 | 47 | 0 | 47 |
| White | 122 | 12 | 41 | 33 | 14 | 47 | 134 | 3 | 33 | 62 | 2 | 64 |
| Small Group Total | 11 | 9 | 27 | 36 | 27 | 64 | 6 | 0 | 33 | 67 | 0 | 67 |
| Female | 78 | 18 | 31 | 36 | 15 | 51 | 65 | 3 | 29 | 63 | 5 | 68 |
| Male | 71 | 11 | 48 | 27 | 14 | 41 | 90 | 3 | 38 | 59 | 0 | 59 |
| English Proficient | 148 | — | — | — | — | — | 155 | 3 | 34 | 61 | 2 | 63 |
| Limited English Proficient | 1 | — | — | — | — | — | 0 | 0 | 0 | 0 | 0 | 0 |
| Economically Disadvantaged | 27 | 37 | 30 | 11 | 22 | 33 | 14 | 7 | 36 | 57 | 0 | 57 |
| Not Economically Disadvantaged | 122 | 10 | 41 | 36 | 13 | 49 | 141 | 3 | 34 | 61 | 2 | 63 |
| Not Migrant | 149 | 15 | 39 | 32 | 15 | 46 | 155 | 3 | 34 | 61 | 2 | 63 |

Grade 5 Mathematics

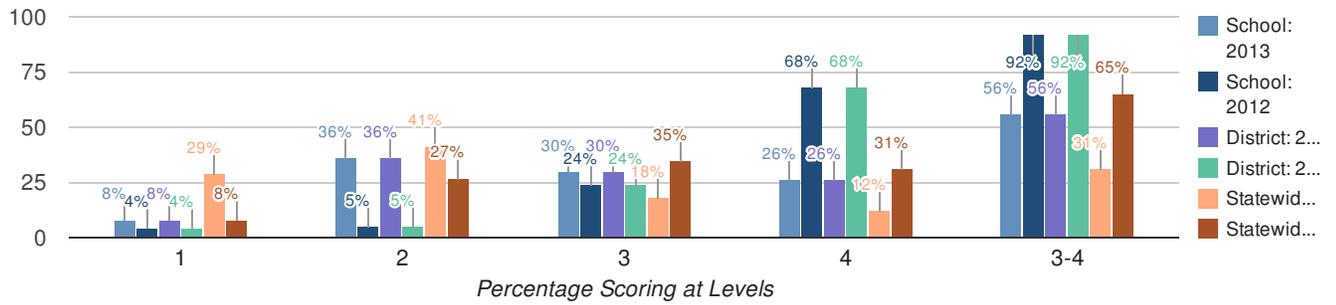


Mean Score

| 2013 | 2012 |
|------|------|
| 311 | 701 |

| Results by Student Group | 2013 | | | | | | 2012 | | | | | |
|---|--------------|-----------------------------|----|----|----|-------------------------------|--------------|-----------------------------|----|----|----|-------------------------------|
| | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 132 | 25 | 25 | 37 | 13 | 50 | 133 | 5 | 12 | 38 | 45 | 83 |
| General Education | 115 | 17 | 27 | 42 | 15 | 57 | 116 | 0 | 9 | 40 | 51 | 91 |
| Students with Disabilities | 17 | 82 | 12 | 6 | 0 | 6 | 17 | 35 | 29 | 29 | 6 | 35 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 | 0 | 1 | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 3 | — | — | — | — | — | 0 | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 4 | — | — | — | — | — | 2 | — | — | — | — | — |
| Hispanic or Latino | 15 | 40 | 13 | 27 | 20 | 47 | 15 | — | — | — | — | — |
| White | 110 | 24 | 26 | 39 | 11 | 50 | 115 | 3 | 11 | 38 | 47 | 85 |
| Small Group Total | 7 | 14 | 29 | 29 | 29 | 57 | 18 | 11 | 17 | 39 | 33 | 72 |
| Female | 71 | 28 | 25 | 37 | 10 | 46 | 69 | 3 | 13 | 38 | 46 | 84 |
| Male | 61 | 21 | 25 | 38 | 16 | 54 | 64 | 6 | 11 | 39 | 44 | 83 |
| English Proficient | 129 | — | — | — | — | — | 129 | — | — | — | — | — |
| Limited English Proficient | 3 | — | — | — | — | — | 4 | — | — | — | — | — |
| Economically Disadvantaged | 28 | 46 | 14 | 32 | 7 | 39 | 21 | 5 | 19 | 57 | 19 | 76 |
| Not Economically Disadvantaged | 104 | 19 | 28 | 38 | 14 | 53 | 112 | 4 | 11 | 35 | 50 | 85 |
| Not Migrant | 132 | 25 | 25 | 37 | 13 | 50 | 133 | 5 | 12 | 38 | 45 | 83 |

Grade 6 Mathematics

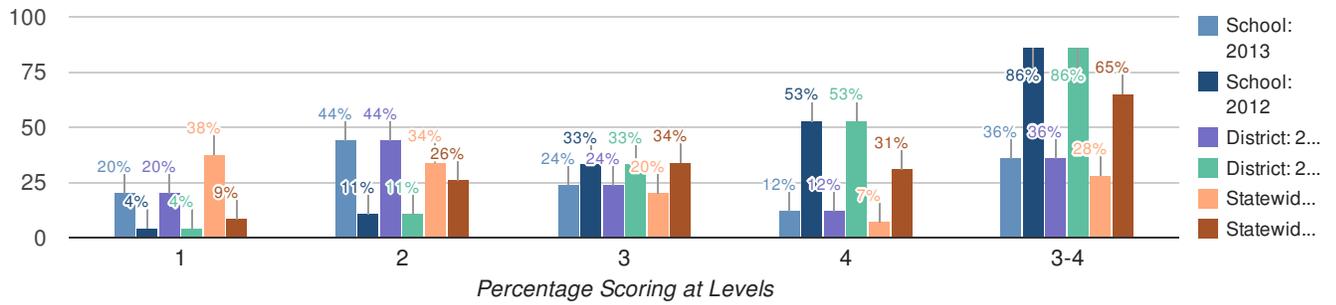


Mean Score

| 2013 | 2012 |
|------|------|
| 318 | 704 |

| Results by Student Group | 2013 | | | | | | 2012 | | | | | |
|---|--------------|-----------------------------|----|----|----|-------------------------------|--------------|-----------------------------|----|----|----|-------------------------------|
| | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 133 | 8 | 36 | 30 | 26 | 56 | 130 | 4 | 5 | 24 | 68 | 92 |
| General Education | 119 | 3 | 35 | 33 | 29 | 61 | 114 | 1 | 0 | 23 | 76 | 99 |
| Students with Disabilities | 14 | 50 | 43 | 7 | 0 | 7 | 16 | 25 | 38 | 31 | 6 | 38 |
| American Indian or Alaska Native | 2 | — | — | — | — | — | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian or Native Hawaiian/Other Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 | 2 | — | — | — | — | — |
| Black or African American | 2 | — | — | — | — | — | 3 | — | — | — | — | — |
| Hispanic or Latino | 15 | — | — | — | — | — | 24 | 4 | 8 | 42 | 46 | 88 |
| White | 114 | 6 | 36 | 32 | 26 | 58 | 101 | 4 | 4 | 19 | 73 | 92 |
| Small Group Total | 19 | 21 | 37 | 21 | 21 | 42 | 5 | 0 | 0 | 40 | 60 | 100 |
| Female | 68 | 9 | 40 | 24 | 28 | 51 | 61 | 2 | 2 | 26 | 70 | 97 |
| Male | 65 | 8 | 32 | 37 | 23 | 60 | 69 | 6 | 7 | 22 | 65 | 87 |
| English Proficient | 131 | — | — | — | — | — | 128 | — | — | — | — | — |
| Limited English Proficient | 2 | — | — | — | — | — | 2 | — | — | — | — | — |
| Economically Disadvantaged | 23 | 9 | 70 | 13 | 9 | 22 | 17 | 12 | 0 | 35 | 53 | 88 |
| Not Economically Disadvantaged | 110 | 8 | 29 | 34 | 29 | 63 | 113 | 3 | 5 | 22 | 70 | 92 |
| Not Migrant | 133 | 8 | 36 | 30 | 26 | 56 | 130 | 4 | 5 | 24 | 68 | 92 |

Grade 7 Mathematics

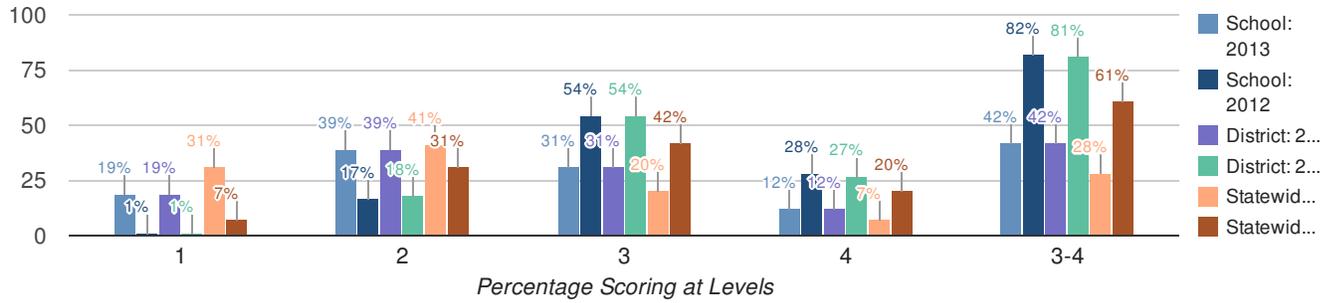


Mean Score

| 2013 | 2012 |
|------|------|
| 311 | 693 |

| Results by Student Group | 2013 | | | | | | 2012 | | | | | |
|---|--------------|-----------------------------|----|----|----|-------------------------------|--------------|-----------------------------|----|----|----|-------------------------------|
| | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 125 | 20 | 44 | 24 | 12 | 36 | 142 | 4 | 11 | 33 | 53 | 86 |
| General Education | 109 | 10 | 49 | 28 | 14 | 41 | 128 | 2 | 5 | 34 | 58 | 92 |
| Students with Disabilities | 16 | 88 | 13 | 0 | 0 | 0 | 14 | 14 | 57 | 21 | 7 | 29 |
| Asian or Native Hawaiian/Other Pacific Islander | 2 | — | — | — | — | — | 7 | — | — | — | — | — |
| Black or African American | 2 | — | — | — | — | — | 4 | — | — | — | — | — |
| Hispanic or Latino | 22 | — | — | — | — | — | 14 | 0 | 21 | 36 | 43 | 79 |
| White | 99 | 15 | 42 | 28 | 14 | 42 | 117 | 4 | 10 | 33 | 52 | 85 |
| Small Group Total | 26 | 38 | 50 | 8 | 4 | 12 | 11 | 0 | 0 | 27 | 73 | 100 |
| Female | 59 | 14 | 49 | 27 | 10 | 37 | 71 | 6 | 13 | 30 | 52 | 82 |
| Male | 66 | 26 | 39 | 21 | 14 | 35 | 71 | 1 | 8 | 37 | 54 | 90 |
| English Proficient | 124 | — | — | — | — | — | 142 | 4 | 11 | 33 | 53 | 86 |
| Limited English Proficient | 1 | — | — | — | — | — | 0 | 0 | 0 | 0 | 0 | 0 |
| Economically Disadvantaged | 19 | 42 | 47 | 11 | 0 | 11 | 19 | 11 | 11 | 32 | 47 | 79 |
| Not Economically Disadvantaged | 106 | 16 | 43 | 26 | 14 | 41 | 123 | 2 | 11 | 33 | 54 | 87 |
| Not Migrant | 125 | 20 | 44 | 24 | 12 | 36 | 142 | 4 | 11 | 33 | 53 | 86 |

Grade 8 Mathematics



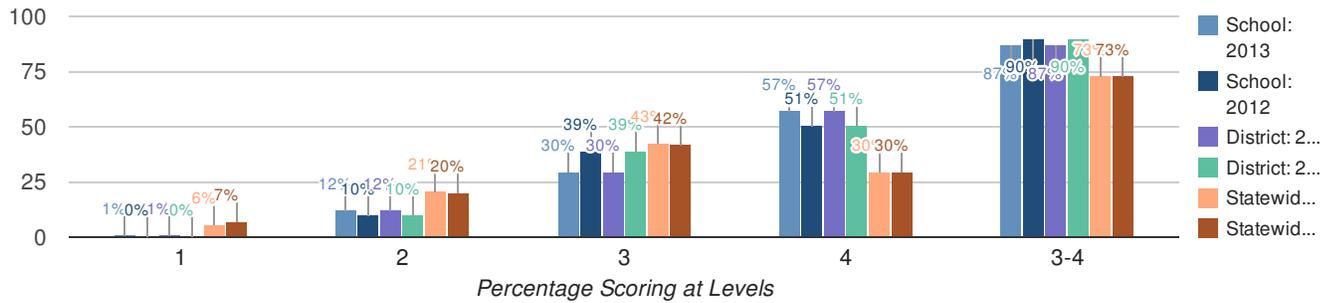
Mean Score

| 2013 | 2012 |
|------|------|
| 312 | 691 |

| Results by Student Group | 2013 | | | | | | 2012 | | | | | |
|---|--------------|-----------------------------|----|----|----|-------------------------------|--------------|-----------------------------|----|----|----|-------------------------------|
| | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 147 | 19 | 39 | 31 | 12 | 42 | 155 | 1 | 17 | 54 | 28 | 82 |
| General Education | 135 | 15 | 39 | 33 | 13 | 46 | 134 | 0 | 12 | 56 | 32 | 88 |
| Students with Disabilities | 12 | 67 | 33 | 0 | 0 | 0 | 21 | 5 | 52 | 43 | 0 | 43 |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | — | — | — | — | — | 4 | — | — | — | — | — |
| Black or African American | 3 | — | — | — | — | — | 2 | — | — | — | — | — |
| Hispanic or Latino | 16 | 31 | 38 | 31 | 0 | 31 | 15 | 7 | 20 | 47 | 27 | 73 |
| White | 120 | 18 | 41 | 33 | 9 | 42 | 134 | 0 | 17 | 55 | 28 | 83 |
| Small Group Total | 11 | 18 | 18 | 9 | 55 | 64 | 6 | 0 | 17 | 50 | 33 | 83 |
| Female | 77 | 19 | 38 | 31 | 12 | 43 | 65 | 2 | 17 | 54 | 28 | 82 |
| Male | 70 | 19 | 40 | 30 | 11 | 41 | 90 | 0 | 18 | 54 | 28 | 82 |
| English Proficient | 146 | — | — | — | — | — | 155 | 1 | 17 | 54 | 28 | 82 |
| Limited English Proficient | 1 | — | — | — | — | — | 0 | 0 | 0 | 0 | 0 | 0 |
| Economically Disadvantaged | 26 | 31 | 31 | 31 | 8 | 38 | 14 | 0 | 36 | 57 | 7 | 64 |
| Not Economically Disadvantaged | 121 | 17 | 40 | 31 | 12 | 43 | 141 | 1 | 16 | 54 | 30 | 84 |
| Not Migrant | 147 | 19 | 39 | 31 | 12 | 42 | 155 | 1 | 17 | 54 | 28 | 82 |

Grade 8 Science

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



Mean Score

| 2013 | 2012 |
|------|------|
| 71 | 73 |

| Results by Student Group | 2013 | | | | | | 2012 | | | | | |
|---|--------------|-----------------------------|----|----|----|-------------------------------|--------------|-----------------------------|----|----|----|-------------------------------|
| | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 59 | 2 | 31 | 47 | 20 | 68 | 62 | 0 | 23 | 65 | 13 | 77 |
| General Education | 48 | 0 | 23 | 52 | 25 | 77 | 41 | 0 | 15 | 66 | 20 | 85 |
| Students with Disabilities | 11 | 9 | 64 | 27 | 0 | 27 | 21 | 0 | 38 | 62 | 0 | 62 |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | — | — | — | — | — | 2 | — | — | — | — | — |
| Black or African American | 2 | — | — | — | — | — | 0 | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 9 | — | — | — | — | — | 10 | — | — | — | — | — |
| White | 47 | 2 | 26 | 51 | 21 | 72 | 50 | 0 | 18 | 68 | 14 | 82 |
| Small Group Total | 12 | 0 | 50 | 33 | 17 | 50 | 12 | 0 | 42 | 50 | 8 | 58 |
| Female | 29 | 0 | 45 | 41 | 14 | 55 | 26 | 0 | 27 | 58 | 15 | 73 |
| Male | 30 | 3 | 17 | 53 | 27 | 80 | 36 | 0 | 19 | 69 | 11 | 81 |
| English Proficient | 58 | — | — | — | — | — | 62 | 0 | 23 | 65 | 13 | 77 |
| Limited English Proficient | 1 | — | — | — | — | — | 0 | 0 | 0 | 0 | 0 | 0 |
| Economically Disadvantaged | 15 | 7 | 33 | 47 | 13 | 60 | 7 | 0 | 57 | 29 | 14 | 43 |
| Not Economically Disadvantaged | 44 | 0 | 30 | 48 | 23 | 70 | 55 | 0 | 18 | 69 | 13 | 82 |
| Not Migrant | 59 | 2 | 31 | 47 | 20 | 68 | 62 | 0 | 23 | 65 | 13 | 77 |

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.

| Results by Student Group | 2013 | | | | | 2012 | | | | | | |
|--------------------------|--------------|-----------------------------|---|----|----|-------------------------------|--------------|-----------------------------|---|----|----|-------------------------------|
| | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Total Tested | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 92 | 0 | 0 | 20 | 80 | 100 | 93 | 0 | 1 | 23 | 76 | 99 |

Statewide Results on the National Assessment of Educational Progress: NAEP (2012 - 13)

NAEP Grade 4 Reading

| | % Below Basic | % Basic | % Proficient | % Advanced |
|---|---------------|---------|--------------|------------|
| All Students | 30 | 33 | 28 | 9 |
| American Indian or Alaska Native | * | * | * | * |
| Asian or Native Hawaiian/Other Pacific Islander | 19 | 27 | 36 | 18 |
| Black or African American | 45 | 34 | 18 | 3 |
| Hispanic or Latino | 44 | 35 | 17 | 4 |
| White | 20 | 33 | 35 | 12 |
| Multiracial | * | * | * | * |
| Students with Disabilities | 69 | 22 | 7 | 2 |
| Limited English Proficient | 75 | 21 | 4 | * |
| Economically Disadvantaged | 43 | 34 | 19 | 4 |

NAEP Grade 4 Mathematics

| | % Below Basic | % Basic | % Proficient | % Advanced |
|---|---------------|---------|--------------|------------|
| All Students | 18 | 42 | 33 | 7 |
| American Indian or Alaska Native | * | * | * | * |
| Asian or Native Hawaiian/Other Pacific Islander | 6 | 25 | 48 | 21 |
| Black or African American | 33 | 50 | 16 | 1 |
| Hispanic or Latino | 27 | 49 | 22 | 2 |
| White | 9 | 41 | 42 | 8 |
| Multiracial | * | * | * | * |
| Students with Disabilities | 43 | 42 | 14 | 1 |
| Limited English Proficient | 54 | 36 | 10 | * |
| Economically Disadvantaged | 26 | 48 | 23 | 3 |

*Reporting standards not met.

Statewide Results on the National Assessment of Educational Progress: NAEP (2012 - 13)

NAEP Grade 8 Reading

| | % Below Basic | % Basic | % Proficient | % Advanced |
|---|---------------|---------|--------------|------------|
| All Students | 24 | 41 | 30 | 5 |
| American Indian or Alaska Native | * | * | * | * |
| Asian or Native Hawaiian/Other Pacific Islander | 17 | 33 | 38 | 12 |
| Black or African American | 37 | 45 | 17 | 1 |
| Hispanic or Latino | 36 | 45 | 18 | 1 |
| White | 14 | 40 | 40 | 6 |
| Multiracial | * | * | * | * |
| Students with Disabilities | 56 | 36 | 8 | * |
| Limited English Proficient | 80 | 19 | 1 | * |
| Economically Disadvantaged | 35 | 44 | 20 | 1 |

NAEP Grade 8 Mathematics

| | % Below Basic | % Basic | % Proficient | % Advanced |
|---|---------------|---------|--------------|------------|
| All Students | 28 | 40 | 24 | 8 |
| American Indian or Alaska Native | * | * | * | * |
| Asian or Native Hawaiian/Other Pacific Islander | 14 | 27 | 33 | 26 |
| Black or African American | 50 | 38 | 11 | 1 |
| Hispanic or Latino | 44 | 42 | 12 | 2 |
| White | 15 | 41 | 34 | 10 |
| Multiracial | * | * | * | * |
| Students with Disabilities | 66 | 27 | 6 | 1 |
| Limited English Proficient | 75 | 21 | 3 | 1 |
| Economically Disadvantaged | 42 | 39 | 15 | 4 |

*Reporting standards not met.

Statewide Results on the National Assessment of Educational Progress: NAEP (2012 - 13)

NAEP Participation Rates

| Grade 4 Reading | Participation Rate |
|----------------------------|--------------------|
| Students with Disabilities | 94 |
| Limited English Proficient | 93 |

| Grade 4 Mathematics | Participation Rate |
|----------------------------|--------------------|
| Students with Disabilities | 94 |
| Limited English Proficient | 93 |

| Grade 8 Reading | Participation Rate |
|----------------------------|--------------------|
| Students with Disabilities | 97 |
| Limited English Proficient | 91 |

| Grade 8 Mathematics | Participation Rate |
|----------------------------|--------------------|
| Students with Disabilities | 89 |
| Limited English Proficient | 94 |

Regents Examination Results (2012 - 13)

| Results by Student Group | Comprehensive English | | | | Integrated Algebra | | | |
|---|-----------------------|---|----|----|--------------------|---|-----|-----|
| | Total Tested | Percent of students scoring at or above | | | Total Tested | Percent of students scoring at or above | | |
| | | 55 | 65 | 85 | | 55 | 65 | 85 |
| All Students | 0 | 0 | 0 | 0 | 32 | 100 | 100 | 91 |
| General Education | 0 | 0 | 0 | 0 | 32 | 100 | 100 | 91 |
| Students with Disabilities | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian or Native Hawaiian/Other Pacific Islander | 0 | 0 | 0 | 0 | 5 | — | — | — |
| Black or African American | 0 | 0 | 0 | 0 | 1 | — | — | — |
| Hispanic or Latino | 0 | 0 | 0 | 0 | 1 | — | — | — |
| White | 0 | 0 | 0 | 0 | 25 | 100 | 100 | 88 |
| Multiracial | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Small Group Total | 0 | 0 | 0 | 0 | 7 | 100 | 100 | 100 |
| Female | 0 | 0 | 0 | 0 | 18 | 100 | 100 | 94 |
| Male | 0 | 0 | 0 | 0 | 14 | 100 | 100 | 86 |
| English Proficient | 0 | 0 | 0 | 0 | 32 | 100 | 100 | 91 |
| Limited English Proficient | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Economically Disadvantaged | 0 | 0 | 0 | 0 | 3 | — | — | — |
| Not Economically Disadvantaged | 0 | 0 | 0 | 0 | 29 | — | — | — |
| Migrant | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Not Migrant | 0 | 0 | 0 | 0 | 32 | 100 | 100 | 91 |

Regents Examination Results (2012 - 13)

| Results by Student Group | Geometry | | | | Algebra 2/Trigonometry | | | |
|---|--------------|---|----|----|------------------------|---|----|----|
| | Total Tested | Percent of students scoring at or above | | | Total Tested | Percent of students scoring at or above | | |
| | | 55 | 65 | 85 | | 55 | 65 | 85 |
| All Students | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| General Education | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian or Native Hawaiian/Other Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| White | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Multiracial | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Small Group Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| English Proficient | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Limited English Proficient | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Economically Disadvantaged | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Not Economically Disadvantaged | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Migrant | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Not Migrant | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Regents Examination Results (2012 - 13)

| Results by Student Group | Global History and Geography | | | | U.S. History & Government | | | |
|---|------------------------------|---|----|----|---------------------------|---|----|----|
| | Total Tested | Percent of students scoring at or above | | | Total Tested | Percent of students scoring at or above | | |
| | | 55 | 65 | 85 | | 55 | 65 | 85 |
| All Students | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| General Education | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian or Native Hawaiian/Other Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| White | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Multiracial | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Small Group Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| English Proficient | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Limited English Proficient | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Economically Disadvantaged | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Not Economically Disadvantaged | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Migrant | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Not Migrant | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Regents Examination Results (2012 - 13)

| Results by Student Group | Living Environment | | | | Physical Setting/Earth Science | | | |
|---|--------------------|---|----|----|--------------------------------|---|-----|----|
| | Total Tested | Percent of students scoring at or above | | | Total Tested | Percent of students scoring at or above | | |
| | | 55 | 65 | 85 | | 55 | 65 | 85 |
| All Students | 0 | 0 | 0 | 0 | 92 | 100 | 100 | 80 |
| General Education | 0 | 0 | 0 | 0 | 90 | — | — | — |
| Students with Disabilities | 0 | 0 | 0 | 0 | 2 | — | — | — |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian or Native Hawaiian/Other Pacific Islander | 0 | 0 | 0 | 0 | 7 | — | — | — |
| Black or African American | 0 | 0 | 0 | 0 | 1 | — | — | — |
| Hispanic or Latino | 0 | 0 | 0 | 0 | 7 | 100 | 100 | 86 |
| White | 0 | 0 | 0 | 0 | 77 | 100 | 100 | 79 |
| Multiracial | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Small Group Total | 0 | 0 | 0 | 0 | 8 | 100 | 100 | 88 |
| Female | 0 | 0 | 0 | 0 | 50 | 100 | 100 | 78 |
| Male | 0 | 0 | 0 | 0 | 42 | 100 | 100 | 83 |
| English Proficient | 0 | 0 | 0 | 0 | 92 | 100 | 100 | 80 |
| Limited English Proficient | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Economically Disadvantaged | 0 | 0 | 0 | 0 | 12 | 100 | 100 | 92 |
| Not Economically Disadvantaged | 0 | 0 | 0 | 0 | 80 | 100 | 100 | 79 |
| Migrant | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Not Migrant | 0 | 0 | 0 | 0 | 92 | 100 | 100 | 80 |

Regents Examination Results (2012 - 13)

| Results by Student Group | Physical Setting/Chemistry | | | | Physical Setting/Physics | | | |
|---|----------------------------|---|----|----|--------------------------|---|----|----|
| | Total Tested | Percent of students scoring at or above | | | Total Tested | Percent of students scoring at or above | | |
| | | 55 | 65 | 85 | | 55 | 65 | 85 |
| All Students | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| General Education | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian or Native Hawaiian/Other Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| White | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Multiracial | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Small Group Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| English Proficient | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Limited English Proficient | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Economically Disadvantaged | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Not Economically Disadvantaged | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Migrant | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Not Migrant | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

New York State Alternate Assessment (NYSAA) Results (2012 - 13)

| Grade/Subject | Total Tested | Number Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
|-----------------|--------------|----------------------------|---|---|---|-------------------------------|
| | | 1 | 2 | 3 | 4 | |
| Grade 6 ELA | 1 | — | — | — | — | — |
| Grade 6 Math | 1 | — | — | — | — | — |
| Grade 8 ELA | 2 | — | — | — | — | — |
| Grade 8 Math | 2 | — | — | — | — | — |
| Grade 8 Science | 2 | — | — | — | — | — |

New York State English as a Second Language Achievement Test (NYSESLAT) Results (2012 - 13)

| Grade 5 | Total Tested | Percent of Students Scoring at Level(s) | | | |
|----------------------------|--------------|---|--------------|----------|------------|
| | | Beginning | Intermediate | Advanced | Proficient |
| All Students | 3 | – | – | – | – |
| General Education | 2 | – | – | – | – |
| Students with Disabilities | 1 | – | – | – | – |
| Grade 6 | Total Tested | Percent of Students Scoring at Level(s) | | | |
| | | Beginning | Intermediate | Advanced | Proficient |
| All Students | 2 | – | – | – | – |
| Students with Disabilities | 2 | – | – | – | – |
| Grade 7 | Total Tested | Percent of Students Scoring at Level(s) | | | |
| | | Beginning | Intermediate | Advanced | Proficient |
| All Students | 1 | – | – | – | – |
| General Education | 1 | – | – | – | – |
| Grade 8 | Total Tested | Percent of Students Scoring at Level(s) | | | |
| | | Beginning | Intermediate | Advanced | Proficient |
| All Students | 1 | – | – | – | – |
| General Education | 1 | – | – | – | – |

Elementary/Middle-Level English Language Arts Results for Accountability

All accountability groups made AYP: **YES**

| Student Group | Made AYP | Tested 95% | Students Enrolled During the Test Administration Period | Percent of Enrolled Students with Valid Test Scores | PI \geq EAMO or Safe Harbor Target | Tested Students Enrolled on BEDS Day | PI | EAMO | Safe Harbor Target |
|---|----------|------------|---|---|--------------------------------------|--------------------------------------|-----|------|--------------------|
| All Students | ✓ | ✓ | 550 | 99% | ✓ | 542 | 122 | 77 | 77 |
| American Indian or Alaska Native | — | — | 2 | — | — | 2 | — | — | — |
| Black or African American | — | — | 13 | — | — | 11 | — | — | — |
| Hispanic or Latino | ✓ | ✓ | 69 | 99% | ✓ | 67 | 103 | 53 | 53 |
| Asian or Native Hawaiian/Other Pacific Islander | — | — | 13 | — | — | 12 | — | — | — |
| White | ✓ | ✓ | 453 | 100% | ✓ | 450 | 125 | 100 | 100 |
| Multiracial | — | — | 0 | — | — | 0 | — | — | — |
| Students With Disabilities | ✓ | ✓ | 64 | 100% | ✓ | 78† | 44† | 24 | 24 |
| Limited English Proficient | — | — | 7 | — | — | 5 | — | — | — |
| Economically Disadvantaged | ✓ | ✓ | 98 | 99% | ✓ | 97 | 89 | 56 | 56 |

Results for the following groups are NOT used to determine AYP.

| Student 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 | 548 | 99% | 540 | 122 |
| Not Black or African American | 537 | 100% | 531 | 123 |
| Not Hispanic or Latino | 481 | 100% | 475 | 125 |
| Not Asian or Native Hawaiian/Other Pacific Islander | 537 | 99% | 530 | 121 |
| Not White | 97 | 98% | 92 | 109 |
| Not Multiracial | 550 | 99% | 542 | 122 |
| General Education | 486 | 99% | 478 | 134 |
| English Proficient | 543 | 100% | 537 | 123 |
| Not Economically Disadvantaged | 452 | 100% | 445 | 129 |
| Male | 268 | 100% | 263 | 116 |
| Female | 282 | 99% | 279 | 128 |
| Migrant | 0 | — | 0 | — |
| Not Migrant | 550 | 99% | 542 | 122 |

✓ Yes

✗ No

— 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.

† 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: **YES**

| Student Group | Made AYP | Tested 95% | Students Enrolled During the Test Administration Period | Percent of Enrolled Students with Valid Test Scores | PI \geq EAMO or Safe Harbor Target | Tested Students Enrolled on BEDS Day | PI | EAMO | Safe Harbor Target |
|---|----------|------------|---|---|--------------------------------------|--------------------------------------|------|------|--------------------|
| All Students | ✓ | ✓ | 550 | 98% | ✓ | 536 | 130 | 74 | 74 |
| American Indian or Alaska Native | — | — | 2 | — | — | 2 | — | — | — |
| Black or African American | — | — | 13 | — | — | 10 | — | — | — |
| Hispanic or Latino | ✓ | ✓ | 69 | 99% | ✓ | 67 | 96 | 50 | 50 |
| Asian or Native Hawaiian/Other Pacific Islander | — | — | 13 | — | — | 12 | — | — | — |
| White | ✓ | ✓ | 453 | 99% | ✓ | 445 | 134 | 94 | 94 |
| Multiracial | — | — | 0 | — | — | 0 | — | — | — |
| Students With Disabilities | ✓ | ✓ | 64 | 98% | ✓ | 77 † | 58 † | 26 | 26 |
| Limited English Proficient | — | — | 7 | — | — | 6 | — | — | — |
| Economically Disadvantaged | ✓ | ✓ | 98 | 98% | ✓ | 96 | 98 | 52 | 52 |

Results for the following groups are NOT used to determine AYP.

| Student 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 | 548 | 98% | 534 | 130 |
| Not Black or African American | 537 | 99% | 526 | 130 |
| Not Hispanic or Latino | 481 | 98% | 469 | 135 |
| Not Asian or Native Hawaiian/Other Pacific Islander | 537 | 98% | 524 | 129 |
| Not White | 97 | 97% | 91 | 110 |
| Not Multiracial | 550 | 98% | 536 | 130 |
| General Education | 486 | 98% | 473 | 142 |
| English Proficient | 543 | 98% | 530 | 131 |
| Not Economically Disadvantaged | 452 | 98% | 440 | 137 |
| Male | 268 | 99% | 260 | 132 |
| Female | 282 | 98% | 276 | 128 |
| Migrant | 0 | — | 0 | — |
| Not Migrant | 550 | 98% | 536 | 130 |

✓ Yes

✗ No

— 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.

† 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**

| Student Group | Made AYP | Tested 80% | Students Enrolled During the Test Administration Period | Percent of Enrolled Students with Valid Test Scores | PI \geq EAMO or Progress Target | Tested Students Enrolled on BEDS Day | PI | EAMO | Progress Target |
|---|----------|------------|---|---|-----------------------------------|--------------------------------------|-----|------|-----------------|
| All Students | ✓ | ✓ | 153 | 100% | ✓ | 150 | 188 | 173 | 173 |
| American Indian or Alaska Native | — | — | 0 | — | — | 0 | — | — | — |
| Black or African American | — | — | 3 | — | — | 2 | — | — | — |
| Hispanic or Latino | — | — | 16 | — | — | 15 | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | — | 8 | — | — | 7 | — | — | — |
| White | ✓ | ✓ | 126 | 100% | ✓ | 126 | 189 | 183 | 183 |
| Multiracial | — | — | 0 | — | — | 0 | — | — | — |
| Students With Disabilities | — | — | 15 | — | — | 15 | — | — | — |
| Limited English Proficient | — | — | 1 | — | — | 0 | — | — | — |
| Economically Disadvantaged | — | — | 27 | — | — | 27 | — | — | — |

Results for the following groups are NOT used to determine AYP.

| Student 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 | 153 | 100% | 150 | 188 |
| Not Black or African American | 150 | 100% | 148 | 189 |
| Not Hispanic or Latino | 137 | 100% | 135 | 189 |
| Not Asian or Native Hawaiian/Other Pacific Islander | 145 | 100% | 143 | 187 |
| Not White | 27 | — | 24 | — |
| Not Multiracial | 153 | 100% | 150 | 188 |
| General Education | 138 | 100% | 135 | 193 |
| English Proficient | 152 | 100% | 150 | 188 |
| Not Economically Disadvantaged | 126 | 100% | 123 | 191 |
| Male | 73 | 100% | 71 | 193 |
| Female | 80 | 100% | 79 | 184 |
| Migrant | 0 | — | 0 | — |
| Not Migrant | 153 | 100% | 150 | 188 |

✓ Yes

✗ No

— 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

| Student Group | Elementary/ Middle-Level ELA PI | Elementary/ Middle-Level Math PI | Secondary-Level ELA PI | Secondary-Level Math PI | Unweighted Combined PI |
|---|---------------------------------|----------------------------------|------------------------|-------------------------|------------------------|
| All Students | 122 | 130 | — | — | 126 |
| American Indian or Alaska Native | — | — | — | — | — |
| Black or African American | — | — | — | — | — |
| Hispanic or Latino | 103 | 96 | — | — | 100 |
| Asian or Native Hawaiian/Other Pacific Islander | — | — | — | — | — |
| White | 125 | 134 | — | — | 130 |
| Multiracial | — | — | — | — | — |
| Students With Disabilities | 44 | 58 | — | — | 51 |
| Limited English Proficient | — | — | — | — | — |
| Economically Disadvantaged | 89 | 98 | — | — | 94 |

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

Glossary of Terms - Report Cards Data

| | |
|---|---|
| Alternative High School Equivalency Preparation Program (AHSEPP) | A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older. |
| Attendance Rate | Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year. |
| Average Class Size | Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6. |
| Completers | Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP). |
| Core Classes | Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. |
| Disability Status | Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan. |
| Dropouts | Dropouts are students in grades 7-12 and ungraded secondary students whose last enrollment record indicated they dropped out of school. The number of enrolled students used as the denominator for determining the percentage of students who dropped out is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older. |
| Economically Disadvantaged | Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income. |
| Free and Reduced-Price Lunch (FRPL) | Eligible for Free Lunch and Eligible for Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. |
| Gender | Gender of the student being reported, as identified by the parent/guardian. |
| Grade Level | Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts. |

Ungraded students are those assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level. The definition of 'Ungraded' does not include out-of-school youth, preschoolers, or children who are not yet school age. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

High School Completers

High school completers are Graduates plus students who received an Individualized Education Diploma (IEP).

Highly Qualified Teachers

To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with State standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as Highly Qualified if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered Highly Qualified if they meet all remaining criteria.

High-poverty and low-poverty schools used for highly qualified teacher categorization are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Limited English Proficiency

Limited English proficient students are those who, by reason of foreign birth or ancestry, speak a language other than English and (1) either understand and speak little or no English or (2) score below a State-designated level of proficiency on the Language Assessment Battery-Revised (LAB-R) for initial identification or are identified as such using the New York State Identification Test for English Language Learners (NYSITELL) or, for subsequent years, score below a State-designated level of proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT).

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP), developed in 1969, is a nationally representative assessment of the performance of United States' students in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. The NAEP assessment is administered to a sampling of schools across New York State. Teachers, principals, parents, policymakers, and researchers use NAEP results to assess progress and develop ways to improve education in the United States. As part of a federal requirement, NYSED is publishing these statewide results on NAEP. There are no consequences for schools, teachers, or students based on NAEP results. For more information about NAEP, see the National Center for Education Statistics web site at <http://nces.ed.gov/nationsreportcard/>.

New York State Alternate Assessment (NYSAA)

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with

disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only. Students identified by their district's Committee on Special Education as eligible to take the New York State Alternate Assessment (NYSAA) may use this assessment to fulfill the participation and performance criteria for elementary/middle- and secondary-level English language arts and mathematics and elementary/middle-level science for accountability.

New York State English as a Second Language Achievement Test (NYSESLAT)

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

New York State Testing Program (NYSTP)

The New York State Testing Program (NYSTP) assessments are administered annually in English language arts (ELA) and mathematics in grades 3 through 8.

Non-completers

Non-completers is the sum of dropouts and students who entered an Alternative High School Equivalency Preparation Program (AHSEPP). The number of enrolled students used as the denominator for determining the percentage of noncompleters is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

Out of Certification

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

Performance Levels

Descriptors of performance levels for the Grades 3-8 New York State Testing Program Assessments in English language arts (ELA) and Mathematics are available at <http://www.p12.nysed.gov/irs/ela-math/> in the "Scale Score to Performance Level Conversion Charts" section.

Descriptors of performance levels for Grades 4 and 8 Science Tests are available in the Rating Guides at <http://www.p12.nysed.gov/assessment/science/science-ei.html>.

Race/Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **Native Hawaiian/Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Recently Arrived LEP Students

Recently arrived LEP students are limited English proficient (LEP) students (including those from Puerto Rico) who on April 1 of the reporting year will have been attending school in the United States for less than one year. These students may use the New York State English as a Second Language Achievement Test (NYSESLAT) in lieu of the 3-8 New York State Testing Program (NYSTP) in English language arts (ELA) to meet the participation requirement for making Adequate Yearly Progress in elementary/middle-level ELA for institutional accountability purposes.

Regents Competency Tests

Annual Regents Competency Test (RCT) results include those from August, January, and June of the reporting year. If a student takes the same RCT multiple times during the reporting year, only the highest

score is included in the annual results.

Regents Examinations

Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in the annual results.

Staff Counts

Principals and assistant principals include full- and part-time. Other professional staff include administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Paraprofessionals include full- and part-time supplementary school personnel.

Suspensions

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Suspension data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.

Teacher Turnover Rate

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage. Teacher turnover data are lagged one year because they must be compared to prior year data.

Total Cohort

A secondary-level total cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. For more detailed information on cohort definitions, see the [SIRS Manual](#).

Glossary of Terms - Accountability Data

Overview of Accountability Data in New York State Report Cards

Accountability data in the New York State Report Cards includes participation rates, performance data (Performance Indices), and graduation rates. Performance Indices (PIs) and Adequate Yearly Progress (AYP) determinations are used to assist in identifying districts and schools as Reward, Focus, and Priority under the Elementary and Secondary Education Act (ESEA) waiver. District/school identifications are available on our [ESEA Accountability Designations page](#). Explanations of how data are used to make identification are available on our [Accountability Designation Materials](#) page. For more information, contact the [Office of Accountability](#).

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see the [ESEA Flexibility Waiver](#).

Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

1. Elementary/middle-level (grades 3-8) English Language Arts (ELA)
2. Elementary/middle-level (grades 3-8) Mathematics
3. Elementary/middle-level (grades 4 and 8) Science
4. Secondary-level (grades 9-12) ELA
5. Secondary-level (grades 9-12) Mathematics
6. Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

Standards for English Language Arts, Mathematics, and Science

Participation: In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

Performance: In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target**." In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target**."

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see [Understanding Accountability in New York State](#).

| | |
|---|---|
| BEDS Day | Basic Educational Data System (BEDS) Day is typically the first Wednesday in October of the school year. |
| Cohort | <p>A cohort consists of all students who first entered grade 9 anywhere between July 1 and June 30 of a particular year or, in the case of ungraded students with disabilities, reached their seventeenth birthday during that year (i.e., the 2008 cohort consists of students who entered grade 9 and ungraded students with disabilities who reached their seventeenth birthday between July 1, 2008 and June 30, 2009). A more detailed definition of cohort is available in the SIRS Manual.</p> <p>Accountability Cohort: Results for students in the Accountability Cohort are captured as of June 30th four years after they first enter grade 9.</p> <p>Graduation-Rate Total Cohort: Results for students in the four-year graduation-rate total cohort are captured as of August 31 four years after they first enter grade 9. Results for students in the five-year graduation-rate total cohort are captured as of August 31 five years after they first enter grade 9.</p> |
| Effective Annual Measurable Objective (EAMO) | The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available on the New York State Accountability page under the header "Annual Measurable Objectives." |
| Graduation Rate | <p>The graduate rate for the four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 four years after entering grade 9.</p> <p>The graduate rate for the five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 five years after entering grade 9.</p> |
| Medically Excused | Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in elementary/middle-level calculations. |
| Performance Index (PI) | <p>A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative).</p> <p>Elementary/middle-level ELA/math: Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $\frac{[2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$</p> <p>Elementary/middle-level science: Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$</p> <p>Secondary-level ELA/math: Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Cohort Members}]} \times 100$</p> |
| Progress Target | <p>Elementary/middle-level science: A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The Progress Target is calculated by adding 1 point to the previous year's PI.</p> <p>Four-year Graduation Rate: The Progress Target for the current four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the previous year's four-year graduation-rate total cohort. The following equation is used to determine the current four-year graduation-rate total cohort progress target: $[(80 - \text{the graduation rate of the previous year's four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the previous year's four-year graduation-rate total cohort}$</p> <p>Five-year Graduation Rate: The Progress Target for the current five-year graduation-rate total cohort is</p> |

a 20% gap reduction in the graduation rate of the previous year's five-year graduation-rate total cohort. The following equation is used to determine the current five-year graduation-rate total cohort progress target: $[(80 - \text{the graduation rate of the previous year's five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the previous year's five-year graduation-rate total cohort}$.

Safe Harbor Target

Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs in elementary/middle- and secondary-level ELA and mathematics. The current year's Safe Harbor Target is calculated using the following formula: $\text{Previous Year's PI} + (200 - \text{the Previous Year's PI}) \times 0.10$.

(Note: Due to modifications to the 2012-13 elementary/middle-level ELA and math assessments, 2012-13 Safe Harbor Targets for these measures were determined using alternate methods.)

Unweighted Combined PI

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.



The New York State School Report Card [2012 - 13]

NAME: PUTNAM VALLEY HIGH SCHOOL

BEDS Code: 480503040001

ACTING PRINCIPAL : Vincentt Burruano

ADDRESS: 146 PEEKSKILL HOLLOW RD, PUTNAM VALLEY, NY 10579

PHONE: (845) 526-7847

GRADE CONFIGURATION: 9, 10, 11, 12

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

PUTNAM VALLEY HIGH SCHOOL Enrollment (2012 - 13)

K-12 Enrollment: 642

These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2012 - 13 school year. For nonpublic school enrollment data please see the [Non-Public School Enrollment and Staff](#) information on our Information and Reporting Services webpage

Students by Gender

| Male | | Female | |
|------|-----|--------|-----|
| 342 | 53% | 300 | 47% |

Students by Ethnicity

| American Indian or Alaska Native | Black or African American | Hispanic or Latino | Asian or Native Hawaiian/Other Pacific Islander | White | Multiracial |
|----------------------------------|---------------------------|--------------------|---|-------|-------------|
| 0 | 10 | 72 | 16 | 544 | 0 |
| 0% | 2% | 11% | 2% | 85% | 0% |

Other Groups

| Limited English Proficient Students | | Students with Disabilities | | Economically Disadvantaged Students | |
|-------------------------------------|----|----------------------------|-----|-------------------------------------|-----|
| 6 | 1% | 74 | 12% | 86 | 13% |

Students by Grade

| 9th Grade | 10th Grade | 11th Grade | 12th Grade | Ungraded Secondary |
|-----------|------------|------------|------------|--------------------|
| 156 | 147 | 164 | 166 | 9 |

Average Class Size (2012 - 13)

| | | | |
|------------------|------------------------|------------------|-------------------------|
| Grade 8 Science | Grade 8 Social Studies | Grade 10 English | Grade 10 Mathematics |
| 24 | 24 | 24 | 22 |
| Grade 10 Science | | | Grade 10 Social Studies |
| 24 | | | 21 |

Free and Reduced-Price Lunch (2012 - 13)

| | | | |
|-------------------------|-----|----------------------------------|----|
| Eligible for Free Lunch | | Eligible for Reduced-Price Lunch | |
| 65 | 10% | 25 | 4% |

Attendance and Suspensions (2011 - 12)

| | | |
|------------------------|---------------------|----|
| Annual Attendance Rate | Student Suspensions | |
| 95% | 33 | 5% |

Teacher Turnover Rate (2011 - 12)

| | |
|--|-------------------------------|
| Turnover Rate of Teachers with Fewer Than Five Years of Experience | Turnover Rate of All Teachers |
| 0% | 6% |

Staff Counts (2012 - 13)

| | | | |
|------------|----------------------|--------------------------|-------------------|
| Principals | Assistant Principals | Other Professional Staff | Paraprofessionals |
| 1 | 1 | 6 | 0 |

Teacher Qualifications (2010-11 through 2012-13)

| | 2010 - 11 | 2011 - 12 | 2012 - 13 |
|---|-----------|-----------|-----------|
| Total Number of Teachers | 50 | 47 | 47 |
| Percent with No Valid Teaching Certificate | 0% | 0% | 0% |
| Percent Teaching Out of Certification | 0% | 0% | 6% |
| Percent with Fewer Than Three Years of Experience | 0% | 0% | 6% |
| Percentage with Master's Degree Plus 30 Hours or Doctorate | 16% | 17% | 17% |
| Total Number of Core Classes | 166 | 157 | 161 |
| Percent Not Taught by Highly Qualified Teachers in This School | 0% | 0% | 9% |
| Percent Not Taught by Highly Qualified Teachers in This District | 1% | 1% | 6% |
| Percent Not Taught by Highly Qualified Teachers Statewide | 2% | 2% | 3% |
| Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide | 5% | 4% | 6% |
| Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide | 0% | 1% | 1% |
| Total Number of Classes | 224 | 205 | 209 |
| Percent Taught by Teachers Without Appropriate Certification | 0% | 2% | 6% |

High School Completers (2012 - 13)

| Results by Student Group | Completers (Graduates + IEP Diplomas) | Graduates (Regents + Local Diplomas) | Regents Diploma | | Regents with Advanced Designation | |
|----------------------------|---|--|-----------------------|-------------------------|--------------------------------------|-------------------------|
| | Number of Students | Number of Students | Number of Students | Percent of Graduates | Number of Students | Percent of Graduates |
| All Students | 147 | 147 | 145 | 99% | 85 | 58% |
| General Education | 142 | 142 | 140 | 99% | 85 | 60% |
| Students with Disabilities | 5 | 5 | 5 | 100% | 0 | 0% |

| Results by Student Group | Regents with CTE Endorsement | | Local Diplomas | | Individualized Education Program (IEP) Diplomas | |
|----------------------------|------------------------------|-------------------------|-----------------------|-------------------------|--|--------------------------|
| | Number of Students | Percent of Graduates | Number of Students | Percent of Graduates | Number of Students | Percent of Completers |
| All Students | 0 | 0% | 2 | 1% | 0 | 0% |
| General Education | 0 | 0% | 2 | 1% | 0 | 0% |
| Students with Disabilities | 0 | 0% | 0 | 0% | 0 | 0% |

Post-graduation Plans of Completers (2012 - 13)

| Results by Student Group | To Four-Year College | | To Two-Year College | | To Other Post-Secondary | | To the Military | |
|-----------------------------------|----------------------|-----------------------|---------------------|-----------------------|-------------------------|-----------------------|--------------------|-----------------------|
| | Number of Students | Percent of Completers | Number of Students | Percent of Completers | Number of Students | Percent of Completers | Number of Students | Percent of Completers |
| All Students | 98 | 67% | 41 | 28% | 0 | 0% | 2 | 1% |
| General Education | 98 | 69% | 38 | 27% | 0 | 0% | 1 | 1% |
| Students with Disabilities | 0 | 0% | 3 | 60% | 0 | 0% | 1 | 20% |

| Results by Student Group | To Employment | | To Adult Services | | To Other Known Plans | | Plan Unknown | |
|-----------------------------------|--------------------|-----------------------|--------------------|-----------------------|----------------------|-----------------------|--------------------|-----------------------|
| | Number of Students | Percent of Completers | Number of Students | Percent of Completers | Number of Students | Percent of Completers | Number of Students | Percent of Completers |
| All Students | 3 | 2% | 0 | 0% | 0 | 0% | 3 | 2% |
| General Education | 3 | 2% | 0 | 0% | 0 | 0% | 2 | 1% |
| Students with Disabilities | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 20% |

Statewide Results on the National Assessment of Educational Progress: NAEP (2012 - 13)

NAEP Grade 4 Reading

| | % Below Basic | % Basic | % Proficient | % Advanced |
|---|---------------|---------|--------------|------------|
| All Students | 30 | 33 | 28 | 9 |
| American Indian or Alaska Native | * | * | * | * |
| Asian or Native Hawaiian/Other Pacific Islander | 19 | 27 | 36 | 18 |
| Black or African American | 45 | 34 | 18 | 3 |
| Hispanic or Latino | 44 | 35 | 17 | 4 |
| White | 20 | 33 | 35 | 12 |
| Multiracial | * | * | * | * |
| Students with Disabilities | 69 | 22 | 7 | 2 |
| Limited English Proficient | 75 | 21 | 4 | * |
| Economically Disadvantaged | 43 | 34 | 19 | 4 |

NAEP Grade 4 Mathematics

| | % Below Basic | % Basic | % Proficient | % Advanced |
|---|---------------|---------|--------------|------------|
| All Students | 18 | 42 | 33 | 7 |
| American Indian or Alaska Native | * | * | * | * |
| Asian or Native Hawaiian/Other Pacific Islander | 6 | 25 | 48 | 21 |
| Black or African American | 33 | 50 | 16 | 1 |
| Hispanic or Latino | 27 | 49 | 22 | 2 |
| White | 9 | 41 | 42 | 8 |
| Multiracial | * | * | * | * |
| Students with Disabilities | 43 | 42 | 14 | 1 |
| Limited English Proficient | 54 | 36 | 10 | * |
| Economically Disadvantaged | 26 | 48 | 23 | 3 |

*Reporting standards not met.

Statewide Results on the National Assessment of Educational Progress: NAEP (2012 - 13)

NAEP Grade 8 Reading

| | % Below Basic | % Basic | % Proficient | % Advanced |
|---|---------------|---------|--------------|------------|
| All Students | 24 | 41 | 30 | 5 |
| American Indian or Alaska Native | * | * | * | * |
| Asian or Native Hawaiian/Other Pacific Islander | 17 | 33 | 38 | 12 |
| Black or African American | 37 | 45 | 17 | 1 |
| Hispanic or Latino | 36 | 45 | 18 | 1 |
| White | 14 | 40 | 40 | 6 |
| Multiracial | * | * | * | * |
| Students with Disabilities | 56 | 36 | 8 | * |
| Limited English Proficient | 80 | 19 | 1 | * |
| Economically Disadvantaged | 35 | 44 | 20 | 1 |

NAEP Grade 8 Mathematics

| | % Below Basic | % Basic | % Proficient | % Advanced |
|---|---------------|---------|--------------|------------|
| All Students | 28 | 40 | 24 | 8 |
| American Indian or Alaska Native | * | * | * | * |
| Asian or Native Hawaiian/Other Pacific Islander | 14 | 27 | 33 | 26 |
| Black or African American | 50 | 38 | 11 | 1 |
| Hispanic or Latino | 44 | 42 | 12 | 2 |
| White | 15 | 41 | 34 | 10 |
| Multiracial | * | * | * | * |
| Students with Disabilities | 66 | 27 | 6 | 1 |
| Limited English Proficient | 75 | 21 | 3 | 1 |
| Economically Disadvantaged | 42 | 39 | 15 | 4 |

*Reporting standards not met.

Statewide Results on the National Assessment of Educational Progress: NAEP (2012 - 13)

NAEP Participation Rates

| Grade 4 Reading | Participation Rate |
|----------------------------|--------------------|
| Students with Disabilities | 94 |
| Limited English Proficient | 93 |

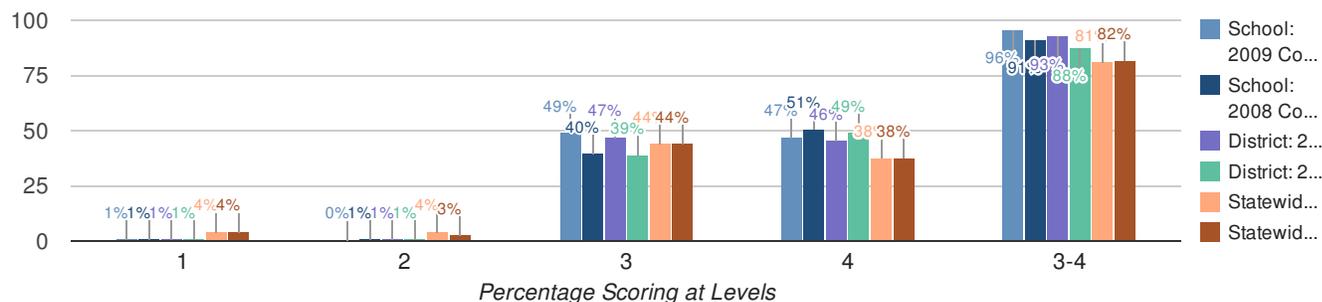
| Grade 4 Mathematics | Participation Rate |
|----------------------------|--------------------|
| Students with Disabilities | 94 |
| Limited English Proficient | 93 |

| Grade 8 Reading | Participation Rate |
|----------------------------|--------------------|
| Students with Disabilities | 97 |
| Limited English Proficient | 91 |

| Grade 8 Mathematics | Participation Rate |
|----------------------------|--------------------|
| Students with Disabilities | 89 |
| Limited English Proficient | 94 |

Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction

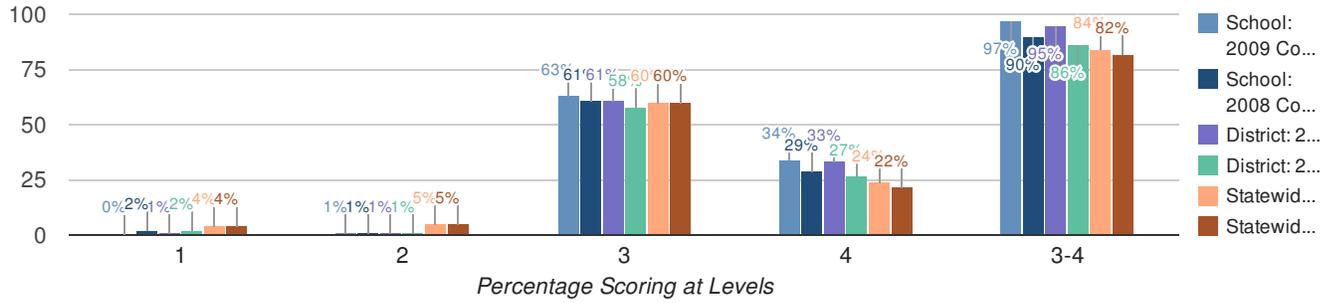
Total cohort results are those for New York State Regents examinations only.



| Results by Student Group | 2009 Cohort | | | | | | 2008 Cohort | | | | | |
|---|--------------------|-----------------------------|---|----|----|-------------------------------|--------------------|-----------------------------|----|----|----|-------------------------------|
| | Number of Students | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Number of Students | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 160 | 1 | 0 | 49 | 47 | 96 | 139 | 1 | 1 | 40 | 51 | 91 |
| General Education | 151 | 1 | 0 | 48 | 49 | 97 | 124 | 0 | 0 | 39 | 56 | 95 |
| Students with Disabilities | 9 | 0 | 0 | 56 | 11 | 67 | 15 | 13 | 13 | 53 | 7 | 60 |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | — | — | — | — | — | 5 | — | — | — | — | — |
| Black or African American | 1 | — | — | — | — | — | 1 | — | — | — | — | — |
| Hispanic or Latino | 22 | 0 | 0 | 50 | 45 | 95 | 19 | 0 | 0 | 58 | 37 | 95 |
| White | 129 | 0 | 0 | 49 | 48 | 97 | 113 | 2 | 2 | 36 | 56 | 92 |
| Multiracial | 0 | 0 | 0 | 0 | 0 | 0 | 1 | — | — | — | — | — |
| Small Group Total | 9 | 11 | 0 | 44 | 33 | 78 | 7 | 0 | 0 | 57 | 14 | 71 |
| Female | 75 | 0 | 0 | 51 | 47 | 97 | 78 | 1 | 1 | 35 | 58 | 92 |
| Male | 85 | 1 | 0 | 47 | 47 | 94 | 61 | 2 | 2 | 48 | 43 | 90 |
| English Proficient | 157 | — | — | — | — | — | 139 | 1 | 1 | 40 | 51 | 91 |
| Limited English Proficient | 3 | — | — | — | — | — | 0 | 0 | 0 | 0 | 0 | 0 |
| Economically Disadvantaged | 18 | 0 | 0 | 61 | 28 | 89 | 6 | 0 | 0 | 67 | 33 | 100 |
| Not Economically Disadvantaged | 142 | 1 | 0 | 47 | 49 | 96 | 133 | 2 | 2 | 39 | 52 | 91 |
| Not Migrant | 160 | 1 | 0 | 49 | 47 | 96 | 139 | 1 | 1 | 40 | 51 | 91 |

Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction

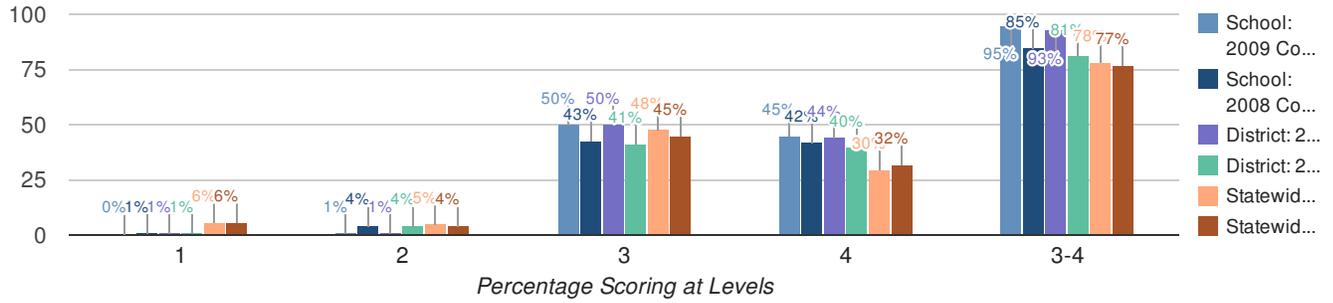
Total cohort results are those for New York State Regents examinations only.



| Results by Student Group | 2009 Cohort | | | | | | 2008 Cohort | | | | | |
|---|--------------------|-----------------------------|----|----|----|-------------------------------|--------------------|-----------------------------|---|-----|----|-------------------------------|
| | Number of Students | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Number of Students | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 160 | 0 | 1 | 63 | 34 | 97 | 139 | 2 | 1 | 61 | 29 | 90 |
| General Education | 151 | 0 | 0 | 63 | 36 | 99 | 124 | 1 | 1 | 61 | 31 | 93 |
| Students with Disabilities | 9 | 0 | 11 | 56 | 0 | 56 | 15 | 13 | 7 | 60 | 7 | 67 |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | — | — | — | — | — | 5 | — | — | — | — | — |
| Black or African American | 1 | — | — | — | — | — | 1 | — | — | — | — | — |
| Hispanic or Latino | 22 | 0 | 0 | 64 | 36 | 100 | 19 | 0 | 0 | 79 | 16 | 95 |
| White | 129 | 0 | 1 | 62 | 34 | 96 | 113 | 2 | 2 | 60 | 32 | 92 |
| Multiracial | 0 | 0 | 0 | 0 | 0 | 0 | 1 | — | — | — | — | — |
| Small Group Total | 9 | 0 | 0 | 67 | 33 | 100 | 7 | 14 | 0 | 29 | 14 | 43 |
| Female | 75 | 0 | 0 | 61 | 37 | 99 | 78 | 1 | 1 | 59 | 33 | 92 |
| Male | 85 | 0 | 1 | 64 | 32 | 95 | 61 | 3 | 2 | 64 | 23 | 87 |
| English Proficient | 157 | — | — | — | — | — | 139 | 2 | 1 | 61 | 29 | 90 |
| Limited English Proficient | 3 | — | — | — | — | — | 0 | 0 | 0 | 0 | 0 | 0 |
| Economically Disadvantaged | 18 | 0 | 6 | 72 | 17 | 89 | 6 | 0 | 0 | 100 | 0 | 100 |
| Not Economically Disadvantaged | 142 | 0 | 0 | 61 | 37 | 98 | 133 | 2 | 2 | 59 | 30 | 89 |
| Not Migrant | 160 | 0 | 1 | 63 | 34 | 97 | 139 | 2 | 1 | 61 | 29 | 90 |

Total Cohort Results in Secondary-Level Global History and Geography after Four Years of Instruction

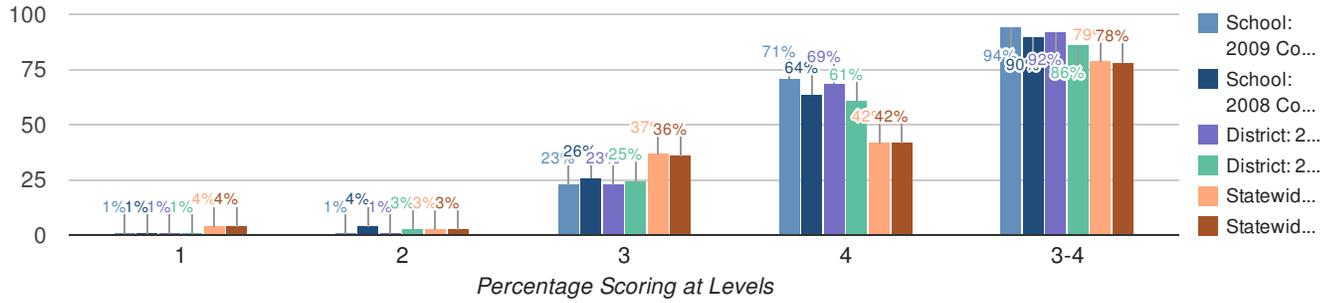
Total cohort results are those for New York State Regents examinations only.



| Results by Student Group | 2009 Cohort | | | | | | 2008 Cohort | | | | | |
|---|--------------------|-----------------------------|---|----|----|-------------------------------|--------------------|-----------------------------|----|----|----|-------------------------------|
| | Number of Students | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Number of Students | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 160 | 0 | 1 | 50 | 45 | 95 | 139 | 1 | 4 | 43 | 42 | 85 |
| General Education | 151 | 0 | 1 | 49 | 48 | 97 | 124 | 0 | 2 | 44 | 46 | 90 |
| Students with Disabilities | 9 | 0 | 0 | 67 | 0 | 67 | 15 | 13 | 27 | 40 | 7 | 47 |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | — | — | — | — | — | 5 | — | — | — | — | — |
| Black or African American | 1 | — | — | — | — | — | 1 | — | — | — | — | — |
| Hispanic or Latino | 22 | 0 | 5 | 55 | 41 | 95 | 19 | 0 | 0 | 79 | 11 | 89 |
| White | 129 | 0 | 1 | 50 | 47 | 96 | 113 | 2 | 4 | 40 | 47 | 87 |
| Multiracial | 0 | 0 | 0 | 0 | 0 | 0 | 1 | — | — | — | — | — |
| Small Group Total | 9 | 0 | 0 | 44 | 33 | 78 | 7 | 0 | 14 | 0 | 43 | 43 |
| Female | 75 | 0 | 1 | 53 | 43 | 96 | 78 | 1 | 3 | 45 | 44 | 88 |
| Male | 85 | 0 | 1 | 47 | 47 | 94 | 61 | 2 | 7 | 41 | 39 | 80 |
| English Proficient | 157 | — | — | — | — | — | 139 | 1 | 4 | 43 | 42 | 85 |
| Limited English Proficient | 3 | — | — | — | — | — | 0 | 0 | 0 | 0 | 0 | 0 |
| Economically Disadvantaged | 18 | 0 | 6 | 67 | 22 | 89 | 6 | 0 | 17 | 33 | 33 | 67 |
| Not Economically Disadvantaged | 142 | 0 | 1 | 48 | 48 | 96 | 133 | 2 | 4 | 44 | 42 | 86 |
| Not Migrant | 160 | 0 | 1 | 50 | 45 | 95 | 139 | 1 | 4 | 43 | 42 | 85 |

Total Cohort Results in Secondary-Level U.S. History and Government after Four Years of Instruction

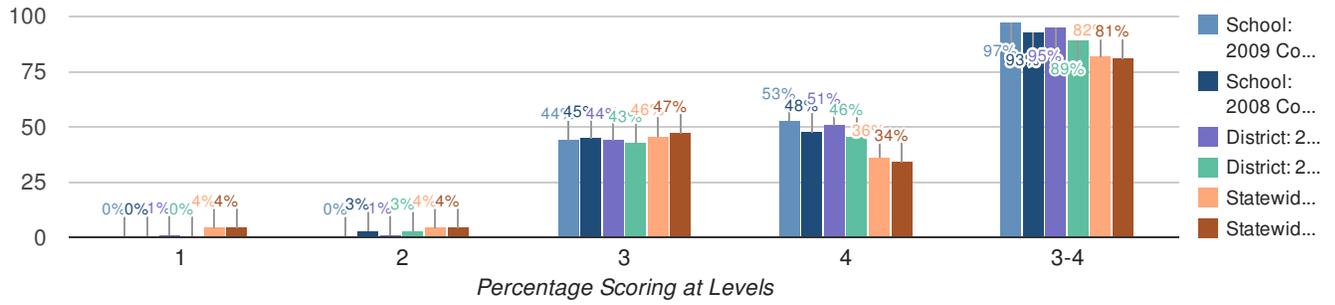
Total cohort results are those for New York State Regents examinations only.



| Results by Student Group | 2009 Cohort | | | | | | 2008 Cohort | | | | | |
|---|--------------------|-----------------------------|----|----|----|-------------------------------|--------------------|-----------------------------|----|----|----|-------------------------------|
| | Number of Students | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Number of Students | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 160 | 1 | 1 | 23 | 71 | 94 | 139 | 1 | 4 | 26 | 64 | 90 |
| General Education | 151 | 1 | 1 | 23 | 74 | 97 | 124 | 0 | 1 | 25 | 69 | 94 |
| Students with Disabilities | 9 | 0 | 11 | 33 | 22 | 56 | 15 | 13 | 27 | 33 | 20 | 53 |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | — | — | — | — | — | 5 | — | — | — | — | — |
| Black or African American | 1 | — | — | — | — | — | 1 | — | — | — | — | — |
| Hispanic or Latino | 22 | 0 | 5 | 23 | 68 | 91 | 19 | 0 | 5 | 37 | 58 | 95 |
| White | 129 | 1 | 1 | 22 | 74 | 95 | 113 | 2 | 4 | 23 | 67 | 90 |
| Multiracial | 0 | 0 | 0 | 0 | 0 | 0 | 1 | — | — | — | — | — |
| Small Group Total | 9 | 0 | 0 | 44 | 44 | 89 | 7 | 0 | 0 | 43 | 29 | 71 |
| Female | 75 | 0 | 1 | 29 | 67 | 96 | 78 | 1 | 4 | 23 | 67 | 90 |
| Male | 85 | 1 | 1 | 18 | 75 | 93 | 61 | 2 | 3 | 30 | 61 | 90 |
| English Proficient | 157 | — | — | — | — | — | 139 | 1 | 4 | 26 | 64 | 90 |
| Limited English Proficient | 3 | — | — | — | — | — | 0 | 0 | 0 | 0 | 0 | 0 |
| Economically Disadvantaged | 18 | 0 | 11 | 39 | 39 | 78 | 6 | 0 | 17 | 50 | 33 | 83 |
| Not Economically Disadvantaged | 142 | 1 | 0 | 21 | 75 | 96 | 133 | 2 | 3 | 25 | 65 | 90 |
| Not Migrant | 160 | 1 | 1 | 23 | 71 | 94 | 139 | 1 | 4 | 26 | 64 | 90 |

Total Cohort Results in Secondary-Level Science after Four Years of Instruction

Total cohort results are those for New York State Regents examinations only.



| Results by Student Group | 2009 Cohort | | | | | | 2008 Cohort | | | | | |
|---|--------------------|-----------------------------|---|----|----|-------------------------------|--------------------|-----------------------------|----|----|----|-------------------------------|
| | Number of Students | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) | Number of Students | Percent Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | |
| All Students | 160 | 0 | 0 | 44 | 53 | 97 | 139 | 0 | 3 | 45 | 48 | 93 |
| General Education | 151 | 0 | 0 | 44 | 54 | 99 | 124 | 0 | 0 | 47 | 50 | 97 |
| Students with Disabilities | 9 | 0 | 0 | 44 | 22 | 67 | 15 | 0 | 27 | 27 | 33 | 60 |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | — | — | — | — | — | 5 | — | — | — | — | — |
| Black or African American | 1 | — | — | — | — | — | 1 | — | — | — | — | — |
| Hispanic or Latino | 22 | 0 | 0 | 59 | 41 | 100 | 19 | 0 | 0 | 58 | 37 | 95 |
| White | 129 | 0 | 0 | 43 | 54 | 97 | 113 | 0 | 4 | 42 | 51 | 93 |
| Multiracial | 0 | 0 | 0 | 0 | 0 | 0 | 1 | — | — | — | — | — |
| Small Group Total | 9 | 0 | 0 | 33 | 56 | 89 | 7 | 0 | 0 | 57 | 29 | 86 |
| Female | 75 | 0 | 0 | 45 | 53 | 99 | 78 | 0 | 3 | 47 | 47 | 95 |
| Male | 85 | 0 | 0 | 44 | 52 | 95 | 61 | 0 | 3 | 41 | 49 | 90 |
| English Proficient | 157 | — | — | — | — | — | 139 | 0 | 3 | 45 | 48 | 93 |
| Limited English Proficient | 3 | — | — | — | — | — | 0 | 0 | 0 | 0 | 0 | 0 |
| Economically Disadvantaged | 18 | 0 | 0 | 67 | 28 | 94 | 6 | 0 | 0 | 67 | 33 | 100 |
| Not Economically Disadvantaged | 142 | 0 | 0 | 42 | 56 | 97 | 133 | 0 | 3 | 44 | 49 | 92 |
| Not Migrant | 160 | 0 | 0 | 44 | 53 | 97 | 139 | 0 | 3 | 45 | 48 | 93 |

Regents Examination Results (2012 - 13)

| Results by Student Group | Comprehensive English | | | | Integrated Algebra | | | |
|---|-----------------------|---|----|----|--------------------|---|----|----|
| | Total Tested | Percent of students scoring at or above | | | Total Tested | Percent of students scoring at or above | | |
| | | 55 | 65 | 85 | | 55 | 65 | 85 |
| All Students | 158 | 92 | 84 | 29 | 123 | 98 | 89 | 17 |
| General Education | 139 | 96 | 91 | 33 | 105 | 100 | 95 | 20 |
| Students with Disabilities | 19 | 58 | 26 | 0 | 18 | 83 | 56 | 0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian or Native Hawaiian/Other Pacific Islander | 3 | — | — | — | 2 | — | — | — |
| Black or African American | 5 | — | — | — | 2 | — | — | — |
| Hispanic or Latino | 15 | 93 | 67 | 7 | 14 | — | — | — |
| White | 135 | 92 | 86 | 32 | 105 | 97 | 90 | 16 |
| Multiracial | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Small Group Total | 8 | 88 | 75 | 25 | 18 | 100 | 89 | 22 |
| Female | 68 | 100 | 94 | 38 | 54 | 98 | 93 | 17 |
| Male | 90 | 86 | 76 | 22 | 69 | 97 | 87 | 17 |
| English Proficient | 156 | — | — | — | 122 | — | — | — |
| Limited English Proficient | 2 | — | — | — | 1 | — | — | — |
| Economically Disadvantaged | 21 | 86 | 62 | 14 | 18 | 94 | 72 | 0 |
| Not Economically Disadvantaged | 137 | 93 | 87 | 31 | 105 | 98 | 92 | 20 |
| Migrant | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Not Migrant | 158 | 92 | 84 | 29 | 123 | 98 | 89 | 17 |

Regents Examination Results (2012 - 13)

| Results by Student Group | Geometry | | | Algebra 2/Trigonometry | | | | |
|---|--------------|---|----|------------------------|--------------|---|----|----|
| | Total Tested | Percent of students scoring at or above | | | Total Tested | Percent of students scoring at or above | | |
| | | 55 | 65 | 85 | | 55 | 65 | 85 |
| All Students | 136 | 92 | 85 | 26 | 111 | 87 | 77 | 22 |
| General Education | 132 | — | — | — | 111 | 87 | 77 | 22 |
| Students with Disabilities | 4 | — | — | — | 0 | 0 | 0 | 0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian or Native Hawaiian/Other Pacific Islander | 3 | — | — | — | 4 | — | — | — |
| Black or African American | 6 | — | — | — | 2 | — | — | — |
| Hispanic or Latino | 10 | 90 | 90 | 10 | 9 | 100 | 89 | 11 |
| White | 117 | 93 | 87 | 26 | 96 | 88 | 76 | 23 |
| Multiracial | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Small Group Total | 9 | 78 | 56 | 33 | 6 | 67 | 67 | 17 |
| Female | 69 | 91 | 84 | 22 | 52 | 96 | 88 | 29 |
| Male | 67 | 93 | 87 | 30 | 59 | 80 | 66 | 15 |
| English Proficient | 136 | 92 | 85 | 26 | 110 | — | — | — |
| Limited English Proficient | 0 | 0 | 0 | 0 | 1 | — | — | — |
| Economically Disadvantaged | 21 | 90 | 76 | 14 | 8 | 75 | 75 | 0 |
| Not Economically Disadvantaged | 115 | 92 | 87 | 28 | 103 | 88 | 77 | 23 |
| Migrant | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Not Migrant | 136 | 92 | 85 | 26 | 111 | 87 | 77 | 22 |

Regents Examination Results (2012 - 13)

| Results by Student Group | Global History and Geography | | | | U.S. History & Government | | | |
|---|------------------------------|---|-----|----|---------------------------|---|----|----|
| | Total Tested | Percent of students scoring at or above | | | Total Tested | Percent of students scoring at or above | | |
| | | 55 | 65 | 85 | | 55 | 65 | 85 |
| All Students | 159 | 91 | 87 | 47 | 159 | 95 | 91 | 67 |
| General Education | 142 | 95 | 92 | 52 | 141 | 97 | 96 | 74 |
| Students with Disabilities | 17 | 59 | 47 | 0 | 18 | 78 | 56 | 11 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian or Native Hawaiian/Other Pacific Islander | 3 | — | — | — | 3 | — | — | — |
| Black or African American | 3 | — | — | — | 6 | — | — | — |
| Hispanic or Latino | 18 | 83 | 67 | 22 | 17 | 94 | 76 | 47 |
| White | 135 | 92 | 89 | 48 | 133 | 95 | 93 | 70 |
| Multiracial | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Small Group Total | 6 | 100 | 100 | 83 | 9 | 100 | 89 | 67 |
| Female | 82 | 93 | 88 | 49 | 71 | 97 | 94 | 69 |
| Male | 77 | 90 | 86 | 44 | 88 | 93 | 89 | 66 |
| English Proficient | 159 | 91 | 87 | 47 | 157 | — | — | — |
| Limited English Proficient | 0 | 0 | 0 | 0 | 2 | — | — | — |
| Economically Disadvantaged | 26 | 77 | 69 | 50 | 23 | 87 | 74 | 43 |
| Not Economically Disadvantaged | 133 | 94 | 90 | 46 | 136 | 96 | 94 | 71 |
| Migrant | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Not Migrant | 159 | 91 | 87 | 47 | 159 | 95 | 91 | 67 |

Regents Examination Results (2012 - 13)

| Results by Student Group | Living Environment | | | | Physical Setting/Earth Science | | | |
|---|--------------------|---|----|----|--------------------------------|---|----|----|
| | Total Tested | Percent of students scoring at or above | | | Total Tested | Percent of students scoring at or above | | |
| | | 55 | 65 | 85 | | 55 | 65 | 85 |
| All Students | 165 | 98 | 92 | 51 | 22 | 50 | 32 | 0 |
| General Education | 139 | 100 | 95 | 60 | 21 | — | — | — |
| Students with Disabilities | 26 | 88 | 77 | 4 | 1 | — | — | — |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | — | — | — | 0 | 0 | 0 | 0 |
| Black or African American | 3 | — | — | — | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 15 | 93 | 80 | 33 | 4 | — | — | — |
| White | 143 | 99 | 94 | 53 | 18 | — | — | — |
| Multiracial | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Small Group Total | 7 | 86 | 86 | 43 | 22 | 50 | 32 | 0 |
| Female | 70 | 99 | 90 | 51 | 12 | 42 | 17 | 0 |
| Male | 95 | 98 | 94 | 51 | 10 | 60 | 50 | 0 |
| English Proficient | 165 | 98 | 92 | 51 | 22 | 50 | 32 | 0 |
| Limited English Proficient | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Economically Disadvantaged | 23 | 96 | 83 | 26 | 5 | 80 | 40 | 0 |
| Not Economically Disadvantaged | 142 | 99 | 94 | 55 | 17 | 41 | 29 | 0 |
| Migrant | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Not Migrant | 165 | 98 | 92 | 51 | 22 | 50 | 32 | 0 |

Regents Examination Results (2012 - 13)

| Results by Student Group | Physical Setting/Chemistry | | | Physical Setting/Physics | | | | |
|---|----------------------------|---|----|--------------------------|--------------|---|-----|----|
| | Total Tested | Percent of students scoring at or above | | | Total Tested | Percent of students scoring at or above | | |
| | | 55 | 65 | 85 | | 55 | 65 | 85 |
| All Students | 113 | 96 | 77 | 17 | 82 | 99 | 93 | 44 |
| General Education | 112 | — | — | — | 82 | 99 | 93 | 44 |
| Students with Disabilities | 1 | — | — | — | 0 | 0 | 0 | 0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | — | — | — | 2 | — | — | — |
| Black or African American | 2 | — | — | — | 3 | — | — | — |
| Hispanic or Latino | 9 | 89 | 56 | 0 | 9 | 100 | 89 | 33 |
| White | 98 | 97 | 79 | 18 | 68 | 99 | 93 | 46 |
| Multiracial | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Small Group Total | 6 | 83 | 83 | 17 | 5 | 100 | 100 | 40 |
| Female | 64 | 97 | 75 | 13 | 38 | 100 | 95 | 47 |
| Male | 49 | 94 | 80 | 22 | 44 | 98 | 91 | 41 |
| English Proficient | 113 | 96 | 77 | 17 | 81 | — | — | — |
| Limited English Proficient | 0 | 0 | 0 | 0 | 1 | — | — | — |
| Economically Disadvantaged | 12 | 92 | 83 | 8 | 9 | 100 | 100 | 11 |
| Not Economically Disadvantaged | 101 | 96 | 76 | 18 | 73 | 99 | 92 | 48 |
| Migrant | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Not Migrant | 113 | 96 | 77 | 17 | 82 | 99 | 93 | 44 |

Regents Competency Test Results (2012 - 13)

| Results by Student Group | Reading | | Writing | | Math | |
|--|--------------|-----------------|--------------|-----------------|--------------|-----------------|
| | Total Tested | Percent Passing | Total Tested | Percent Passing | Total Tested | Percent Passing |
| All Students | 9 | 78 | 9 | 100 | 4 | — |
| General Education | 1 | — | 1 | — | 0 | — |
| Students with Disabilities | 8 | — | 8 | — | 4 | — |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian or Native Hawaiian/Other Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 1 | — | 1 | — | 0 | 0 |
| White | 8 | — | 8 | — | 4 | — |
| Multiracial | 0 | 0 | 0 | 0 | 0 | 0 |
| Small Group Total | 9 | 78 | 9 | 100 | 4 | — |
| Female | 1 | — | 1 | — | 0 | — |
| Male | 8 | — | 8 | — | 4 | — |
| English Proficient | 8 | — | 8 | — | 4 | — |
| Limited English Proficient | 1 | — | 1 | — | 0 | — |
| Economically Disadvantaged | 3 | — | 3 | — | 2 | — |
| Not Economically Disadvantaged | 6 | — | 6 | — | 2 | — |
| Migrant | 0 | 0 | 0 | 0 | 0 | — |
| Not Migrant | 9 | 78 | 9 | 100 | 4 | — |

Regents Competency Test Results (2012 - 13)

| Results by Student Group | Global Studies | | U.S. History & Government | | Science | |
|---|----------------|-----------------|---------------------------|-----------------|--------------|-----------------|
| | Total Tested | Percent Passing | Total Tested | Percent Passing | Total Tested | Percent Passing |
| All Students | 6 | 50 | 4 | — | 1 | — |
| General Education | 0 | 0 | 1 | — | 0 | — |
| Students with Disabilities | 6 | 50 | 3 | — | 1 | — |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian or Native Hawaiian/Other Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 0 | 0 | 1 | — | 0 | 0 |
| White | 6 | 50 | 3 | — | 1 | — |
| Multiracial | 0 | 0 | 0 | 0 | 0 | 0 |
| Small Group Total | 0 | 0 | 4 | — | 1 | — |
| Female | 0 | 0 | 1 | — | 0 | — |
| Male | 6 | 50 | 3 | — | 1 | — |
| English Proficient | 6 | 50 | 3 | — | 1 | — |
| Limited English Proficient | 0 | 0 | 1 | — | 0 | — |
| Economically Disadvantaged | 2 | — | 2 | — | 1 | — |
| Not Economically Disadvantaged | 4 | — | 2 | — | 0 | — |
| Migrant | 0 | 0 | 0 | — | 0 | — |
| Not Migrant | 6 | 50 | 4 | — | 1 | — |

New York State Alternate Assessment (NYSAA) Results (2012 - 13)

| Grade/Subject | Total Tested | Number Scoring at Level(s) | | | | % Proficient (Levels 3 and 4) |
|----------------------|--------------|----------------------------|---|---|---|-------------------------------|
| | | 1 | 2 | 3 | 4 | |
| Secondary-Level ELA | 1 | — | — | — | — | — |
| Secondary-Level Math | 1 | — | — | — | — | — |

New York State English as a Second Language Achievement Test (NYSESLAT) Results (2012 - 13)

| Grade 9 | Total Tested | Percent of Students Scoring at Level(s) | | | |
|----------------------------|--------------|---|--------------|----------|------------|
| | | Beginning | Intermediate | Advanced | Proficient |
| All Students | 1 | – | – | – | – |
| General Education | 1 | – | – | – | – |
| Grade 12 | Total Tested | Percent of Students Scoring at Level(s) | | | |
| | | Beginning | Intermediate | Advanced | Proficient |
| All Students | 4 | – | – | – | – |
| General Education | 3 | – | – | – | – |
| Students with Disabilities | 1 | – | – | – | – |

Secondary-Level English Language Arts Results for Accountability

All accountability groups made AYP: **YES**

| Student Group | Made AYP | Tested 95% | 12th Graders | Percent of 12th Graders with Valid Test Scores | PI \geq EAMO or Safe Harbor Target | 2009 Accountability Cohort Members | PI | EAMO | Safe Harbor Target |
|---|----------|------------|--------------|--|--------------------------------------|------------------------------------|-----|------|--------------------|
| All Students | ✓ | ✓ | 163 | 98% | ✓ | 161 | 182 | 155 | 155 |
| American Indian or Alaska Native | — | — | 0 | — | — | 0 | — | — | — |
| Black or African American | — | — | 1 | — | — | 1 | — | — | — |
| Hispanic or Latino | — | — | 24 | — | — | 23 | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | — | 8 | — | — | 7 | — | — | — |
| White | ✓ | ✓ | 130 | 98% | ✓ | 130 | 186 | 167 | 167 |
| Multiracial | — | — | 0 | — | — | 0 | — | — | — |
| Students With Disabilities | — | — | 9 | — | — | 9 | — | — | — |
| Limited English Proficient | — | — | 4 | — | — | 3 | — | — | — |
| Economically Disadvantaged | — | — | 19 | — | — | 19 | — | — | — |

Results for the following groups are NOT used to determine AYP.

| Student Group | 12th Graders | Percent of 12th Graders with Valid Test Scores | 2009 Accountability Cohort Members | PI |
|---|--------------|--|------------------------------------|-----|
| Not American Indian or Alaska Native | 163 | 98% | 161 | 182 |
| Not Black or African American | 162 | 98% | 160 | 183 |
| Not Hispanic or Latino | 139 | 99% | 138 | 184 |
| Not Asian or Native Hawaiian/Other Pacific Islander | 155 | 97% | 154 | 183 |
| Not White | 33 | — | 31 | 165 |
| Not Multiracial | 163 | 98% | 161 | 182 |
| General Education | 154 | 98% | 152 | 185 |
| English Proficient | 159 | 98% | 158 | 185 |
| Not Economically Disadvantaged | 144 | 99% | 142 | 186 |
| Male | 85 | 98% | 85 | 184 |
| Female | 78 | 97% | 76 | 180 |
| Migrant | 0 | — | 0 | — |
| Not Migrant | 163 | 98% | 161 | 182 |

✓ Yes

✗ No

— 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 2009 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

Secondary-Level Mathematics Results for Accountability

All accountability groups made AYP: **YES**

| Student Group | Made AYP | Tested 95% | 12th Graders | Percent of 12th Graders with Valid Test Scores | PI \geq EAMO or Safe Harbor Target | 2009 Accountability Cohort Members | PI | EAMO | Safe Harbor Target |
|---|----------|------------|--------------|--|--------------------------------------|------------------------------------|-----|------|--------------------|
| All Students | ✓ | ✓ | 163 | 98% | ✓ | 161 | 158 | 134 | 134 |
| American Indian or Alaska Native | — | — | 0 | — | — | 0 | — | — | — |
| Black or African American | — | — | 1 | — | — | 1 | — | — | — |
| Hispanic or Latino | — | — | 24 | — | — | 23 | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | — | 8 | — | — | 7 | — | — | — |
| White | ✓ | ✓ | 130 | 98% | ✓ | 130 | 159 | 149 | 149 |
| Multiracial | — | — | 0 | — | — | 0 | — | — | — |
| Students With Disabilities | — | — | 9 | — | — | 9 | — | — | — |
| Limited English Proficient | — | — | 4 | — | — | 3 | — | — | — |
| Economically Disadvantaged | — | — | 19 | — | — | 19 | — | — | — |

Results for the following groups are NOT used to determine AYP.

| Student Group | 12th Graders | Percent of 12th Graders with Valid Test Scores | 2009 Accountability Cohort Members | PI |
|---|--------------|--|------------------------------------|-----|
| Not American Indian or Alaska Native | 163 | 98% | 161 | 158 |
| Not Black or African American | 162 | 98% | 160 | 159 |
| Not Hispanic or Latino | 139 | 99% | 138 | 160 |
| Not Asian or Native Hawaiian/Other Pacific Islander | 155 | 98% | 154 | 157 |
| Not White | 33 | — | 31 | 155 |
| Not Multiracial | 163 | 98% | 161 | 158 |
| General Education | 154 | 99% | 152 | 163 |
| English Proficient | 159 | 99% | 158 | 159 |
| Not Economically Disadvantaged | 144 | 99% | 142 | 163 |
| Male | 85 | 99% | 85 | 160 |
| Female | 78 | 97% | 76 | 157 |
| Migrant | 0 | — | 0 | — |
| Not Migrant | 163 | 98% | 161 | 158 |

✓ Yes

✗ No

— 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 2009 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

Unweighted Combined ELA and Math PIs

| Student Group | Elementary/ Middle-Level ELA PI | Elementary/ Middle-Level Math PI | Secondary-Level ELA PI | Secondary-Level Math PI | Unweighted Combined PI |
|---|---------------------------------|----------------------------------|------------------------|-------------------------|------------------------|
| All Students | — | — | 182 | 158 | 170 |
| American Indian or Alaska Native | — | — | — | — | — |
| Black or African American | — | — | — | — | — |
| Hispanic or Latino | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | — | — | — | — |
| White | — | — | 186 | 159 | 173 |
| Multiracial | — | — | — | — | — |
| Students With Disabilities | — | — | — | — | — |
| Limited English Proficient | — | — | — | — | — |
| Economically Disadvantaged | — | — | — | — | — |

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

Overall Graduation Rate for Accountability

All accountability groups made AYP: **YES**

| Student Group | Made AYP |
|---|----------|
| All Students | ✓ |
| American Indian or Alaska Native | — |
| Black or African American | — |
| Hispanic or Latino | — |
| Asian or Native Hawaiian/Other Pacific Islander | — |
| White | ✓ |
| Multiracial | — |
| Students With Disabilities | — |
| Limited English Proficient | — |
| Economically Disadvantaged | — |

✓ Made AYP

✗ Did not make AYP

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

Four-Year Graduation-Rate Total Cohort for Accountability

| Student Group | Met Graduation-Rate Criterion | 2008 Four-Year Graduation-Rate Total Cohort | Graduation Rate | State Standard | Progress Target |
|---|-------------------------------|---|-----------------|----------------|-----------------|
| All Students | ✓ | 138 | 91% | 80% | 80% |
| American Indian or Alaska Native | — | 0 | — | — | — |
| Black or African American | — | 1 | — | — | — |
| Hispanic or Latino | — | 19 | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 5 | — | — | — |
| White | ✓ | 112 | 92% | 80% | 80% |
| Multiracial | — | 1 | — | — | — |
| Students With Disabilities | — | 15 | — | — | — |
| Limited English Proficient | — | 0 | — | — | — |
| Economically Disadvantaged | — | 6 | — | — | — |

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

Five-Year Graduation-Rate Total Cohort for Accountability

| Student Group | Met Graduation-Rate Criterion | 2007 Five-Year Graduation-Rate Total Cohort | Graduation Rate | State Standard | Progress Target |
|---|-------------------------------|---|-----------------|----------------|-----------------|
| All Students | ✓ | 142 | 96% | 80% | 80% |
| American Indian or Alaska Native | — | 0 | — | — | — |
| Black or African American | — | 2 | — | — | — |
| Hispanic or Latino | — | 13 | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 4 | — | — | — |
| White | ✓ | 123 | 95% | 80% | 80% |
| Multiracial | — | 0 | — | — | — |
| Students With Disabilities | — | 17 | — | — | — |
| Limited English Proficient | — | 2 | — | — | — |
| Economically Disadvantaged | — | 1 | — | — | — |

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

Graduation Rates for Non-AYP Groups for Accountability

Results for the following groups are NOT used to determine AYP.

| Student Group | Four-Year Graduation-Rate Total Cohort | | Five-Year Graduation-Rate Total Cohort | |
|---|---|-----------------|---|-----------------|
| | 2008 Four-Year Graduation-Rate Total Cohort | Graduation Rate | 2007 Five-Year Graduation-Rate Total Cohort | Graduation Rate |
| Not American Indian or Alaska Native | 138 | 91% | 142 | 96% |
| Not Black or African American | 137 | 91% | 140 | 96% |
| Not Hispanic or Latino | 119 | 91% | 129 | 95% |
| Not Asian or Native Hawaiian/Other Pacific Islander | 133 | 92% | 138 | 96% |
| Not White | 26 | — | 19 | — |
| Not Multiracial | 137 | 92% | 142 | 96% |
| General Education | 123 | 94% | 125 | 97% |
| English Proficient | 138 | 91% | 140 | 96% |
| Not Economically Disadvantaged | 132 | 92% | 141 | 96% |
| Male | 60 | 92% | 75 | 95% |
| Female | 78 | 91% | 67 | 97% |
| Migrant | 0 | — | 0 | — |
| Not Migrant | 138 | 91% | 142 | 96% |

— There were fewer than 30 students in the cohort.

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

Percentage of 2008 Graduation-Rate Total Cohort members who graduated as of August 31, 2012 with:

| | | |
|--|--|--|
| Regents Diploma with an Advanced Designation (This School) | Regents Diploma with an Advanced Designation (Statewide) | Percentage in This School Exceeded Statewide |
| 42% | 30% | YES |
| Regents Diploma with CTE Endorsement (This School) | Regents Diploma with CTE Endorsement (Statewide) | Percentage in This School Exceeded Statewide |
| 0% | 3% | NO |

Glossary of Terms - Report Cards Data

| | |
|---|---|
| Alternative High School Equivalency Preparation Program (AHSEPP) | A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older. |
| Attendance Rate | Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year. |
| Average Class Size | Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6. |
| Completers | Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP). |
| Core Classes | Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. |
| Disability Status | Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan. |
| Dropouts | Dropouts are students in grades 7-12 and ungraded secondary students whose last enrollment record indicated they dropped out of school. The number of enrolled students used as the denominator for determining the percentage of students who dropped out is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older. |
| Economically Disadvantaged | Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income. |
| Free and Reduced-Price Lunch (FRPL) | Eligible for Free Lunch and Eligible for Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. |
| Gender | Gender of the student being reported, as identified by the parent/guardian. |
| Grade Level | Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts. |

Ungraded students are those assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level. The definition of 'Ungraded' does not include out-of-school youth, preschoolers, or children who are not yet school age. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

High School Completers

High school completers are Graduates plus students who received an Individualized Education Diploma (IEP).

Highly Qualified Teachers

To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with State standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as Highly Qualified if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered Highly Qualified if they meet all remaining criteria.

High-poverty and low-poverty schools used for highly qualified teacher categorization are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Limited English Proficiency

Limited English proficient students are those who, by reason of foreign birth or ancestry, speak a language other than English and (1) either understand and speak little or no English or (2) score below a State-designated level of proficiency on the Language Assessment Battery-Revised (LAB-R) for initial identification or are identified as such using the New York State Identification Test for English Language Learners (NYSITELL) or, for subsequent years, score below a State-designated level of proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT).

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP), developed in 1969, is a nationally representative assessment of the performance of United States' students in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. The NAEP assessment is administered to a sampling of schools across New York State. Teachers, principals, parents, policymakers, and researchers use NAEP results to assess progress and develop ways to improve education in the United States. As part of a federal requirement, NYSED is publishing these statewide results on NAEP. There are no consequences for schools, teachers, or students based on NAEP results. For more information about NAEP, see the National Center for Education Statistics web site at <http://nces.ed.gov/nationsreportcard/>.

New York State Alternate Assessment (NYSAA)

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with

disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only. Students identified by their district's Committee on Special Education as eligible to take the New York State Alternate Assessment (NYSAA) may use this assessment to fulfill the participation and performance criteria for elementary/middle- and secondary-level English language arts and mathematics and elementary/middle-level science for accountability.

New York State English as a Second Language Achievement Test (NYSESLAT)

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

New York State Testing Program (NYSTP)

The New York State Testing Program (NYSTP) assessments are administered annually in English language arts (ELA) and mathematics in grades 3 through 8.

Non-completers

Non-completers is the sum of dropouts and students who entered an Alternative High School Equivalency Preparation Program (AHSEPP). The number of enrolled students used as the denominator for determining the percentage of noncompleters is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

Out of Certification

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

Performance Levels

Descriptors of performance levels for the Grades 3-8 New York State Testing Program Assessments in English language arts (ELA) and Mathematics are available at <http://www.p12.nysed.gov/irs/ela-math/> in the "Scale Score to Performance Level Conversion Charts" section.

Descriptors of performance levels for Grades 4 and 8 Science Tests are available in the Rating Guides at <http://www.p12.nysed.gov/assessment/science/science-ei.html>.

Race/Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **Native Hawaiian/Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Recently Arrived LEP Students

Recently arrived LEP students are limited English proficient (LEP) students (including those from Puerto Rico) who on April 1 of the reporting year will have been attending school in the United States for less than one year. These students may use the New York State English as a Second Language Achievement Test (NYSESLAT) in lieu of the 3-8 New York State Testing Program (NYSTP) in English language arts (ELA) to meet the participation requirement for making Adequate Yearly Progress in elementary/middle-level ELA for institutional accountability purposes.

Regents Competency Tests

Annual Regents Competency Test (RCT) results include those from August, January, and June of the reporting year. If a student takes the same RCT multiple times during the reporting year, only the highest

score is included in the annual results.

| | |
|------------------------------|---|
| Regents Examinations | Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in the annual results. |
| Staff Counts | Principals and assistant principals include full- and part-time. Other professional staff include administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Paraprofessionals include full- and part-time supplementary school personnel. |
| Suspensions | Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Suspension data are lagged a year because data for the reporting year are reported in October following the close of that reporting year. |
| Teacher Turnover Rate | Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage. Teacher turnover data are lagged one year because they must be compared to prior year data. |
| Total Cohort | A secondary-level total cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. For more detailed information on cohort definitions, see the SIRS Manual . |

Glossary of Terms - Accountability Data

Overview of Accountability Data in New York State Report Cards

Accountability data in the New York State Report Cards includes participation rates, performance data (Performance Indices), and graduation rates. Performance Indices (PIs) and Adequate Yearly Progress (AYP) determinations are used to assist in identifying districts and schools as Reward, Focus, and Priority under the Elementary and Secondary Education Act (ESEA) waiver. District/school identifications are available on our [ESEA Accountability Designations page](#). Explanations of how data are used to make identification are available on our [Accountability Designation Materials](#) page. For more information, contact the [Office of Accountability](#).

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see the [ESEA Flexibility Waiver](#).

Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

1. Elementary/middle-level (grades 3-8) English Language Arts (ELA)
2. Elementary/middle-level (grades 3-8) Mathematics
3. Elementary/middle-level (grades 4 and 8) Science
4. Secondary-level (grades 9-12) ELA
5. Secondary-level (grades 9-12) Mathematics
6. Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

Standards for English Language Arts, Mathematics, and Science

Participation: In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

Performance: In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target**." In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target**."

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see [Understanding Accountability in New York State](#).

| | |
|---|---|
| BEDS Day | Basic Educational Data System (BEDS) Day is typically the first Wednesday in October of the school year. |
| Cohort | <p>A cohort consists of all students who first entered grade 9 anywhere between July 1 and June 30 of a particular year or, in the case of ungraded students with disabilities, reached their seventeenth birthday during that year (i.e., the 2008 cohort consists of students who entered grade 9 and ungraded students with disabilities who reached their seventeenth birthday between July 1, 2008 and June 30, 2009). A more detailed definition of cohort is available in the SIRS Manual.</p> <p>Accountability Cohort: Results for students in the Accountability Cohort are captured as of June 30th four years after they first enter grade 9.</p> <p>Graduation-Rate Total Cohort: Results for students in the four-year graduation-rate total cohort are captured as of August 31 four years after they first enter grade 9. Results for students in the five-year graduation-rate total cohort are captured as of August 31 five years after they first enter grade 9.</p> |
| Effective Annual Measurable Objective (EAMO) | The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available on the New York State Accountability page under the header "Annual Measurable Objectives." |
| Graduation Rate | <p>The graduate rate for the four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 four years after entering grade 9.</p> <p>The graduate rate for the five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 five years after entering grade 9.</p> |
| Medically Excused | Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in elementary/middle-level calculations. |
| Performance Index (PI) | <p>A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative).</p> <p>Elementary/middle-level ELA/math: Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $\frac{[2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$</p> <p>Elementary/middle-level science: Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$</p> <p>Secondary-level ELA/math: Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Cohort Members}]} \times 100$</p> |
| Progress Target | <p>Elementary/middle-level science: A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The Progress Target is calculated by adding 1 point to the previous year's PI.</p> <p>Four-year Graduation Rate: The Progress Target for the current four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the previous year's four-year graduation-rate total cohort. The following equation is used to determine the current four-year graduation-rate total cohort progress target: $[(80 - \text{the graduation rate of the previous year's four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the previous year's four-year graduation-rate total cohort}$</p> <p>Five-year Graduation Rate: The Progress Target for the current five-year graduation-rate total cohort is</p> |

a 20% gap reduction in the graduation rate of the previous year's five-year graduation-rate total cohort. The following equation is used to determine the current five-year graduation-rate total cohort progress target: $[(80 - \text{the graduation rate of the previous year's five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the previous year's five-year graduation-rate total cohort}$.

Safe Harbor Target

Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs in elementary/middle- and secondary-level ELA and mathematics. The current year's Safe Harbor Target is calculated using the following formula: $\text{Previous Year's PI} + (200 - \text{the Previous Year's PI}) \times 0.10$.

(Note: Due to modifications to the 2012-13 elementary/middle-level ELA and math assessments, 2012-13 Safe Harbor Targets for these measures were determined using alternate methods.)

Unweighted Combined PI

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.

Equalized Total Assessed Value 1,250,358,697

School District - 372003 Putnam Valley Cent

| Exemption Code | Exemption Name | Statutory Authority | Number of Exemptions | Total Equalized Value of Exemptions | Percent of Value Exempted |
|----------------|--------------------------------|------------------------|----------------------|-------------------------------------|---------------------------|
| 13100 | CO - GENERALLY | RPTL 406(1) | 14 | 1,649,780 | 0.13 |
| 13500 | TOWN - GENERALLY | RPTL 406(1) | 94 | 7,211,250 | 0.58 |
| 13800 | SCHOOL DISTRICT | RPTL 408 | 3 | 16,482,400 | 1.32 |
| 13870 | SPEC DIST USED FOR PURPOSE EST | RPTL 410 | 73 | 5,546,600 | 0.44 |
| 14100 | USA - GENERALLY | RPTL 400(1) | 2 | 1,504,800 | 0.12 |
| 25110 | NONPROF CORP - RELIG(CONST PRO | RPTL 420-a | 15 | 8,390,400 | 0.67 |
| 25130 | NONPROF CORP - CHAR (CONST PRO | RPTL 420-a | 3 | 3,143,600 | 0.25 |
| 25230 | NONPROF CORP - MORAL/MENTAL IM | RPTL 420-a | 2 | 5,472,400 | 0.44 |
| 25300 | NONPROF CORP - SPECIFIED USES | RPTL 420-b | 6 | 1,016,900 | 0.08 |
| 26050 | AGRICULTURAL SOCIETY | RPTL 450 | 1 | 213,900 | 0.02 |
| 26100 | VETERANS ORGANIZATION | RPTL 452 | 1 | 443,000 | 0.04 |
| 26400 | INC VOLUNTEER FIRE CO OR DEPT | RPTL 464(2) | 3 | 1,514,400 | 0.12 |
| 27350 | PRIVATELY OWNED CEMETERY LAND | RPTL 446 | 6 | 2,555,400 | 0.20 |
| 28540 | NOT-FOR-PROFIT HOUS CO - HOSTE | RPTL 422 | 1 | 492,500 | 0.04 |
| 41400 | CLERGY | RPTL 460 | 1 | 1,500 | 0.00 |
| 41690 | VOLUNTEER FIREFIGHTERS AND AMB | RPTL 466-c,d,e,f,g,h&i | 16 | 48,000 | 0.00 |
| 41700 | AGRICULTURAL BUILDING | RPTL 483 | 2 | 20,000 | 0.00 |
| 41720 | AGRICULTURAL DISTRICT | AG MKTS L 305 | 8 | 934,556 | 0.07 |
| 41730 | AGRIC LAND-INDIV NOT IN AG DIS | AG MKTS L 306 | 1 | 6,000 | 0.00 |
| 41800 | PERSONS AGE 65 OR OVER | RPTL 467 | 103 | 13,308,440 | 1.06 |
| 41834 | ENHANCED STAR | RPTL 425 | 375 | 41,517,990 | 3.32 |
| 41854 | BASIC STAR 1999-2000 | RPTL 425 | 2,230 | 118,104,916 | 9.45 |
| 41930 | DISABILITIES AND LIMITED INCOM | RPTL 459-c | 10 | 904,035 | 0.07 |
| 47616 | BUSINESS INVESTMENT PROPERTY F | RPTL 485-b | 1 | 141,000 | 0.01 |

Equalized Total Assessed Value 1,250,358,687

School District - 372803 Putnam Valley Cent

| Exemption Code | Exemption Name | Statutory Authority | Number of Exemptions | Total Equalized Value of Exemptions | Percent of Value Exempted |
|---|----------------|----------------------------|----------------------|-------------------------------------|---------------------------|
| 50000 | SYSTEM CODE | STATUTORY AUTH NOT DEFINED | 1 | 2,422,500 | 0.19 |
| Total Exemptions Exclusive of System Exemptions: | | | 2,971 | 230,623,767 | 18.44 |
| Total System Exemptions: | | | 1 | 2,422,500 | 0.19 |
| Totals: | | | 2,972 | 233,046,267 | 18.64 |

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: _____

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Equalized Total Assessed Value 6,102,222

School District - 372803 Putnam Valley Cent

| Exemption Code | Exemption Name | Statutory Authority | Number of Exemptions | Total Equalized Value of Exemptions | Percent of Value Exempted |
|---|--------------------------------|---------------------|----------------------|-------------------------------------|---------------------------|
| 25230 | NONPROF CORP - MORAL/MENTAL IM | RPTL 420-a | 1 | 83,866 | 1.37 |
| 41730 | AGRIC LAND-INDIV NOT IN AG DIS | AG MKTS L 306 | 2 | 274,984 | 4.51 |
| 41854 | BASIC STAR 1999-2000 | RPTL 425 | 2 | 105,112 | 1.72 |
| Total Exemptions Exclusive of System Exemptions: | | | 5 | 463,962 | 7.60 |
| Total System Exemptions: | | | 0 | 0 | 0.00 |
| Totals: | | | 5 | 463,962 | 7.60 |

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: _____