

# **Mount Pleasant Central School District**

## **2014-2015 Adopted Budget**

**Dr. Susan Guiney  
Superintendent of Schools**

### **BOARD OF EDUCATION**

**James Grieco, President  
Eric Schulze, Vice President  
Vincent D'Ambroso  
Laurie Donato  
Theresa Fowler  
Thomas McCabe  
Christopher Pinchiaroli**

## **Budget Highlights**

Total Budget	\$55,750,000
Budget-to-Budget Change	\$3,235,000
Budget-to-Budget Change	6.16%
Tax Levy Under the Cap	3.73%
Estimated Tax Rate Change	3.85%
Estimated Increase on Average Assessment of \$8,300	\$29.99/month \$359.84/year

## 10-Year Trends

<b>Fiscal Year</b>	<b>Budget-to-Budget Change</b>	<b>Tax Levy Change</b>	<b>Tax Rate Change</b>	<b>Assessment Change</b>
2005-2006	12.24%	11.90%	9.90%	1.55%
2006-2007	6.47%	7.56%	9.49%	-1.51%
2007-2008	5.47%	3.85%	6.69%	0.00%
2008-2009	5.63%	3.19%	4.70%	-4.07%
2009-2010	2.94%	2.04%	4.58%	0.22%
2010-2011	-2.01%	-1.63%	-0.07%	-1.80%
2011-2012	1.87%	3.07%	4.48%	-1.50%
2012-2013	-.80%	2.42%	2.90%	-0.21%
2013-2014	3.10%	2.55%	2.87%	-1.21%
2014-2015*	6.16%	3.73%	3.85%	-0.02%

\*proposed

**Tax Rate Comparison 2013/2014**  
**(Town of Mt. Pleasant only)**

<b>District</b>	<b>Tax Rate per \$1000 of Assessed Value</b>	<b>Rank</b>
Tarrytown	\$1,553.56	1
Briarcliff Manor	\$1,530.08	2
Pleasantville	\$1,406.63	3
Chappaqua	\$1,351.91	4
Valhalla	\$1,255.18	5
<b>Mt. Pleasant</b>	<b>\$1,126.10</b>	<b>6</b>
Byram Hills	\$957.16	7
Pocantico Hills	\$586.98	8

<b>Computation of Real Property Tax</b>	<b>Town of Mt. Pleasant</b>	<b>Town of North Castle</b>
<b>Assessed Value (as of 4/24/14)</b>	<b>\$40,208,864</b>	<b>\$1,407,591</b>
<b>Equalization Rate</b>	<b>1.60%</b>	<b>2.36%</b>
<b>Full Value</b>	<b>\$2,513,054,000</b>	<b>\$59,643,686</b>
<b>Percentage of Tax</b>	<b>97.68%</b>	<b>2.32%</b>
	<b>Town of Mt. Pleasant</b>	<b>Town of North Castle</b>
<b>Estimated Amt. of Tax Levy</b>	<b>\$47,024,004</b>	<b>\$1,116,046</b>
<b>Est. Tax Rate/\$1,000 Assess 2014-2015</b>	<b>\$1,169.49</b>	<b>\$792.88</b>
<b>Final 2013-2014 (Per Assessor)</b>	<b>\$1,126.10</b>	<b>\$769.84</b>
<b>Est. \$ Change</b>	<b>\$43.40</b>	<b>\$23.04</b>
<b>Est. % Change</b>	<b>3.85%</b>	<b>2.99%</b>

## Enrollment Data

<u>Year</u>	<u>K-5</u>	<u>6-8</u>	<u>9-12</u>	<u>Total</u>
2011-2012	882	492	586	1,960
2012-2013	897	477	577	1,951
2013-2014	887	476	585	1,948
2014-2015*	878**	467	593	1,938
2015-2016*	864	483**	583	1,930
2016-2017*	841	477	593	1,911

\*Projected

\*\*Shows peak enrollment

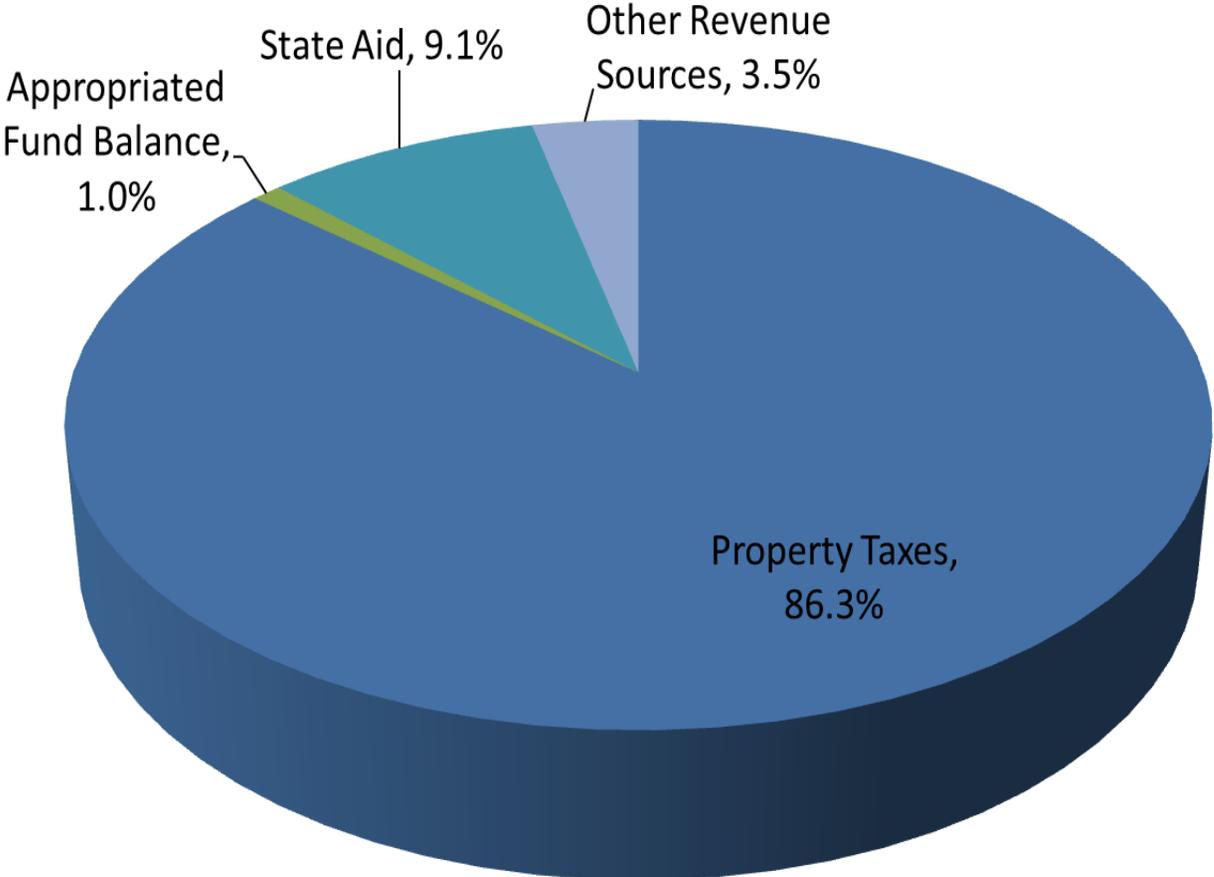
## Staffing Overview

<u>Position</u>	<u>13/14 Actual</u>	<u>15/16 Proposed</u>	<u>% of Total</u>
Teachers/TAs/Nurses	208.4	212.4	67.4%
Aides/Monitors	46.2	45.0	14.3%
Clerical/Custodial/Other	41.6	43.9	13.9%
Administrators	13.0	14.0	4.4%
<b>Total FTEs</b>	<b>309.2</b>	<b>315.3</b>	<b>100.0%</b>

## Revenue Summary

	<b>2013-2014 BUDGET</b>	<b>2014-2015 BUDGET</b>	<b>CHANGE \$</b>	<b>CHANGE %</b>
<b>Property Taxes</b>	<b>46,409,000</b>	<b>48,140,050</b>	<b>1,731,050</b>	<b>3.73%</b>
<b>State Aid</b>	<b>4,580,600</b>	<b>5,090,479</b>	<b>509,879</b>	<b>11.13%</b>
<b>Other Revenue Sources</b>	<b>1,325,400</b>	<b>1,973,900</b>	<b>648,500</b>	<b>48.93%</b>
<b>Appropriated Fund Balance</b>	<b>200,000</b>	<b>545,571</b>	<b>345,571</b>	<b>172.79%</b>
<b>TOTAL REVENUE</b>	<b>52,515,000</b>	<b>55,750,000</b>	<b>3,235,000</b>	<b>6.16%</b>

# Sources of Revenue



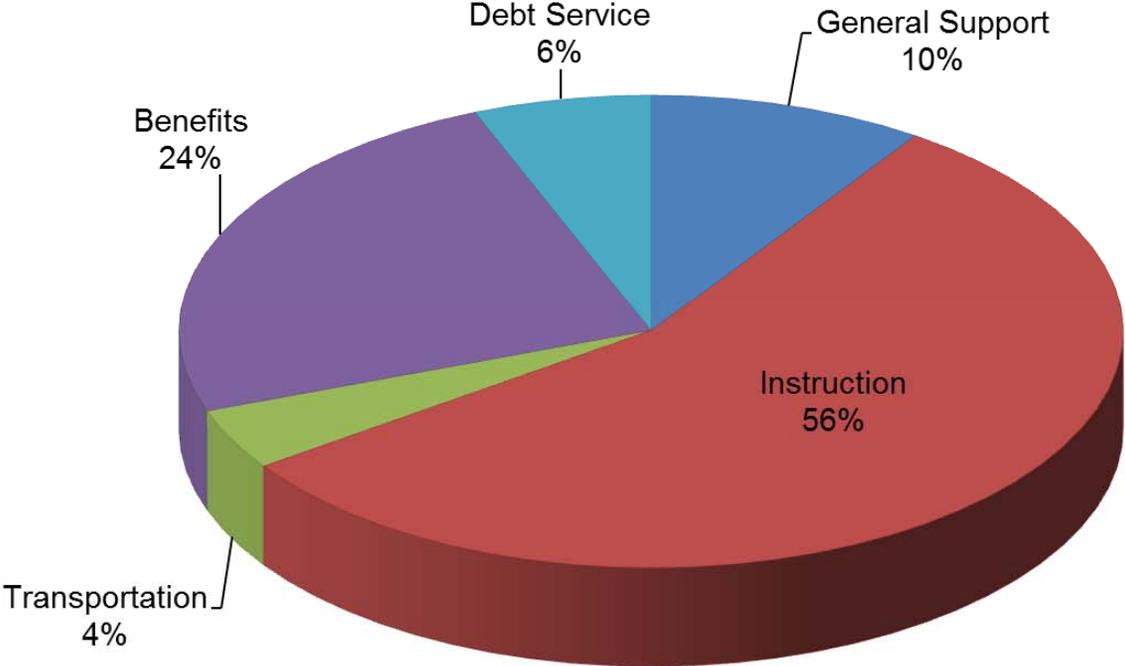
# Revenue Detail

	2013-2014 BUDGET	2014-2015 BUDGET	CHANGE \$	CHANGE %
Tax Levy	46,409,000	48,140,050	1,731,050	3.73%
PILOT Agreements	3,900	3,900	-	0.00%
Non-Property Tax - County Sales tax	600,000	660,000	60,000	10.00%
<b>Charges For Services</b>				
Student Charges	56,000	57,500	1,500	2.68%
Tuition	400,000	950,000	550,000	137.50%
Other Charges - Other Gov't	25,000	25,000	-	0.00%
<b>Use of Money and Property</b>				
Interest	25,000	25,000	-	0.00%
Rental of Real Property - Individual	25,000	25,000	-	0.00%
Insurance Recoveries	5,000	5,000	-	0.00%
Lost Book Fees	500	500	-	0.00%
<b>Miscellaneous</b>				
Refund Prior Year - BOCES	90,000	90,000	-	0.00%
Refund Prior Year - Other	25,000	50,000	25,000	100.00%
Unclassified	50,000	52,000	2,000	4.00%
<b>State Aid</b>				
Basic Formula Aid/Excess Cost/Other	3,923,600	4,231,479	307,879	7.85%
BOCES Aid	493,000	695,000	202,000	40.97%
Textbook/Software/Library Aid	164,000	164,000	-	0.00%
Federal Aid - Medicaid	20,000	30,000	10,000	50.00%
<b>APPROPRIATED FUND BALANCE</b>	200,000	545,571	345,571	172.79%
<b>TOTAL REVENUE</b>	<b>52,515,000</b>	<b>55,750,000</b>	<b>3,235,000</b>	<b>6.16%</b>

## Expenditure Summary

	<b>2013-2014 BUDGET</b>	<b>2014-2015 BUDGET</b>	<b>\$ CHANGE</b>	<b>% CHANGE</b>
<b>General Support</b>	4,950,040	5,268,647	<b>318,607</b>	<b>6.44%</b>
<b>Instruction</b>	28,832,060	31,136,270	<b>2,304,210</b>	<b>7.99%</b>
<b>Transportation</b>	2,435,620	2,326,305	<b>(109,315)</b>	<b>-4.49%</b>
<b>Benefits</b>	12,991,200	13,621,200	<b>630,000</b>	<b>4.85%</b>
<b>Undistributed</b>	3,306,080	3,397,578	<b>91,498</b>	<b>2.77%</b>
<b>TOTAL BUDGET</b>	<b>52,515,000</b>	<b>55,750,000</b>	<b>3,235,000</b>	<b>6.16%</b>

# Distribution of Expenditures



## Expenditure Detail

### Board of Education

These budget categories cover expenses for membership dues, attendance at conferences and other board expenses. The district is led by a seven member Board of Education which performs policy making functions for the district.

BUDGET CODE	DESCRIPTION	ACTUAL 12/13	ADOPTED BUDGET 13/14	ESTIMATED ACTUAL 13/14	PROPOSED BUDGET 14/15	\$ CHANGE	% CHANGE
A 1010 400 07 4001	SCHOOL BOARD DUES	16,076	16,300	17,066	16,600		
A 1010 400 07 4002	LEGAL ADVERTISEMENT	1,793	3,000	2,500	3,000		
A 1010 400 07 4700	CONFERENCE & TRAVEL	863	3,000	600	3,000		
A 1010 450 07 5000	MATERIALS & SUPPLIES	1,840	2,600	1,800	2,000		
A 1010 450 07 5400	POSTAGE	7,960	10,000	8,500	10,000		
A 1010 490 07 4000	BOCES SERVICES	4,600	4,600	4,800	4,800		
		<u>33,133</u>	<u>39,500</u>	<u>35,266</u>	<u>39,400</u>	(100)	-0.3%

## District Clerk/Meeting

The District Clerk records minutes of the Board meetings and coordinates election procedures. These budget categories cover expenses and operations of the District Clerk's office, the annual district meeting and the salary for the District Clerk. They also cover expenses related to the annual budget vote and board members elections. An increase is budgeted for an anticipated capital construction bond vote.

<b>BUDGET CODE</b>	<b>DESCRIPTION</b>	<b>ACTUAL 12/13</b>	<b>ADOPTED BUDGET 13/14</b>	<b>ESTIMATED ACTUAL 13/14</b>	<b>PROPOSED BUDGET 14/15</b>	<b>\$ CHANGE</b>	<b>% CHANGE</b>
A 1040 160 07 1300	SALARIES	70,252	67,000	71,159	69,707		
A 1040 200 07 2000	EQUIPMENT	2,972	-	-	-		
A 1040 400 07 4700	CONFERENCE & TRAVEL	205	800	500	500		
A 1040 400 07 4800	COPIER EXPENSE	2,763	2,800	1,726	1,435		
A 1040 450 07 5000	MATERIALS & SUPPLIES	382	1,500	500	1,500		
		<u>76,574</u>	<u>72,100</u>	<u>73,885</u>	<u>73,142</u>	<u>1,042</u>	<u>1.4%</u>
A 1060 400 07 4000	CONTRACTUAL EXP - ELECTION / VOTE	8,826	8,000	8,000	16,000		
A 1060 450 07 5000	MATERIALS/SUPPLY - ELECTION / VOTE	526	2,000	1,000	4,000		
		<u>9,352</u>	<u>10,000</u>	<u>9,000</u>	<u>20,000</u>	<u>10,000</u>	<u>100.0%</u>

**Central Administration**

This budget category includes the salary of the Superintendent of Schools and the staff salaries for the Superintendent's office.\* The salaries of non-represented employees are determined by the Board of Education based upon year-end evaluations. The salary codes for non-represented employees reflect the current year's salary. Funding for potential salary increases is included in the Other Benefits area of the budget, to be granted at the discretion of the Board of Education. Also included are costs for contractual expenses and supplies.

<b>BUDGET CODE</b>	<b>DESCRIPTION</b>	<b>ACTUAL 12/13</b>	<b>ADOPTED BUDGET 13/14</b>	<b>ESTIMATED ACTUAL 13/14</b>	<b>PROPOSED BUDGET 14/15</b>	<b>\$ CHANGE</b>	<b>% CHANGE</b>
A 1240 150 07 1000	SALARIES	230,000	248,000	248,000	257,000		
A 1240 160 07 1500	SALARIES - CLERICAL	102,964	99,898	126,813	114,143		
A 1240 160 07 1530	SALARY - OT/ PT CLERICAL	2,490	-	8,000	2,000		
A 1240 400 07 4000	CONTRACTUAL EXPENSE	794	1,050	1,000	1,050		
A 1240 400 07 4700	CONFERENCE & TRAVEL	4,713	5,000	5,000	5,000		
A 1240 400 07 4800	COPIER EXPENSE	2,767	2,600	1,725	1,435		
A 1240 450 07 5000	MATERIALS & SUPPLIES	8,083	11,800	7,000	10,000		
A 1240 450 07 5001	SUBSCRIPTIONS	90	800	100	800		
		<u>351,901</u>	<u>369,148</u>	<u>397,638</u>	<u>391,428</u>	<u>22,280</u>	<u>6.0%</u>

**\*Represents a voluntary freeze of the 12/13 Superintendent salary.**

**Business Administration**

Salary codes reflect a portion of the salary of the Director of Business Administration and business office staff contractual salaries. Also included are costs for fiscal advisors, actuarial services, and maintenance and technical support fees for the financial software package. Also included in this budget is approximately \$4,600 for the second year of a 4.25 year lease for the district-wide postage meter. The District leases its copiers through BOCES, and is in its second year of a 5 year lease. A total of approximately \$117,000 is budgeted for copiers and is allocated among various departments district-wide. Approximately \$85,000 of this expense is BOCES aidable.

<b>BUDGET CODE</b>	<b>DESCRIPTION</b>	<b>ACTUAL 12/13</b>	<b>ADOPTED BUDGET 13/14</b>	<b>ESTIMATED ACTUAL 13/14</b>	<b>PROPOSED BUDGET 14/15</b>	<b>\$ CHANGE</b>	<b>% CHANGE</b>
A 1310 150 07 1000	SALARIES	104,750	101,500	108,238	106,488		
A 1310 160 07 1500	SALARIES - CLERICAL	155,744	151,774	151,634	152,907		
A 1310 160 07 1530	SALARY - OT/ PT CLERICAL	-	1,000	250	-		
A 1310 200 07 2000	EQUIPMENT	2,162	1,000	1,000	1,000		
A 1310 400 07 4000	CONTRACTUAL EXPENSE	9,428	16,000	22,000	20,800		
A 1310 400 07 4001	INVENTORY/APPRaisal	-	1,500	-	-		
A 1310 400 07 4700	CONFERENCE & TRAVEL	441	1,000	600	1,000		
A 1310 400 07 4800	COPIER EXPENSE	2,763	2,600	1,600	1,435		
A 1310 450 07 5000	MATERIALS & SUPPLIES	6,309	8,000	5,000	5,000		
A 1310 450 07 5400	POSTAGE	3,062	4,000	3,200	4,000		
A 1310 490 07 4000	BOCES SERVICES	45,353	50,700	68,500	64,905		
		<b>330,012</b>	<b>339,074</b>	<b>362,022</b>	<b>357,535</b>	<b>18,461</b>	<b>5.4%</b>

**Auditing**

The auditing cost is for the external audit of the district's financial records, the internal auditor, and the claims auditor.

**Treasurer**

This category covers the cost of the District Treasurer.

<u>BUDGET CODE</u>	<u>DESCRIPTION</u>	<u>ACTUAL 12/13</u>	<u>ADOPTED BUDGET 13/14</u>	<u>ESTIMATED ACTUAL 13/14</u>	<u>PROPOSED BUDGET 14/15</u>	<u>\$ CHANGE</u>	<u>% CHANGE</u>
A 1320 400 07 4000	AUDITING SERVICES	58,001	59,000	59,000	54,000	(5,000)	-8.5%
A 1325 160 07 1300	SALARIES	98,185	96,260	96,297	100,149		
A 1325 400 07 4000	CONTRACTUAL EXPENSE	946	2,000	500	1,000		
		99,131	98,260	96,797	101,149	2,889	2.9%

**Legal/Personnel/Public Information**

The legal code includes a basic retainer and fees for general representation, for special education representation, and the cost of litigation.

Personnel costs include recruitment and position advertisements. Also included is the salary of the Executive Assistant for Human Resources.

The Public Information codes include the cost of printing newsletters, the fee of the Public Relations Consultant, and the Videographer. Also included this in this area is a part-time district-wide Webmaster.

BUDGET CODE	DESCRIPTION	ACTUAL 12/13	ADOPTED BUDGET 13/14	ESTIMATED ACTUAL 13/14	PROPOSED BUDGET 14/15	\$ CHANGE	% CHANGE
A 1420 400 07 4000	LEGAL	241,512	175,000	250,000	230,000		
A 1420 490 07 4000	BOCES SERVICES	2,591	2,700	2,700	2,700		
		<u>244,103</u>	<u>177,700</u>	<u>252,700</u>	<u>232,700</u>	55,000	31.0%
A 1430 160 07 1300	SALARIES	83,087	81,120	86,155	84,397		
A 1430 400 07 4000	CONTRACTUAL EXPENSE	2,916	-	-	10,700		
A 1430 400 07 4002	RECRUITMENT EXPENSE	-	14,700	8,000	-		
A 1430 400 07 4700	CONFERENCE & TRAVEL	225	1,000	500	1,000		
A 1430 400 07 4800	COPIER EXPENSE	1,383	1,300	875	720		
A 1430 450 07 5000	MATERIALS & SUPPLIES	421	500	500	1,000		
A 1430 490 07 4000	BOCES SERVICES	6,481	9,700	11,000	9,700		
		<u>94,513</u>	<u>108,320</u>	<u>107,030</u>	<u>107,517</u>	(803)	-0.7%
A 1480 160 07 0000	SALARIES	1,175	5,000	1,300	41,000		
A 1480 400 07 4000	CONTRACTUAL EXPENSE	39,384	45,100	50,000	51,100		
A 1480 450 07 5000	MATERIALS & SUPPLIES	13,107	11,000	11,000	12,000		
		<u>53,665</u>	<u>61,100</u>	<u>62,300</u>	<u>104,100</u>	43,000	70.4%

## **Operations of Plant**

The district owns and maintains the Hawthorne Elementary School, the Columbus Elementary School, the Westlake Campus, including the Middle School, the High School and the District Office and several athletic fields. In addition to normal school day activities and functions, these facilities are used by community groups or evenings and weekends.

Noted in this section are expenses related to the operation of the District's physical plant. The operations salaries include the costs of custodial staff and overtime. Equipment, contractual expenses, materials and supplies are also included in this category. A reduction in contractual services is budgeted, and an addition of 2.0 FTEs is included for one cleaner at each elementary school.

Equipment includes vacuum cleaners, garbage dumpsters, floor stripping machines, scrubber/polisher, carpet extractor and commercial duty air movers.

Electricity, telephone, heating fuel, natural gas and water costs have been budgeted according to estimates from the utility companies. Services such as cartage, snow removal and cleaning are included in these codes also.

Included in the BOCES code is the funding for the District's phone service, which is aidable. Also included in this code is \$55,600 for the second year of a five-year Installment Purchase Agreement (IPA) through BOCES for the implementation of a VoIP phone system that was completed this year.

BUDGET CODE	DESCRIPTION	ACTUAL 12/13	ADOPTED BUDGET 13/14	ESTIMATED ACTUAL 13/14	PROPOSED BUDGET 14/15	\$ CHANGE	% CHANGE
A 1620 160 00 1000	SALARY - ENERGY SPECIALIST	24,000	24,000	24,000	24,000		
A 1620 160 07 1000	SALARY - B&G SUPERVISOR	108,830	106,730	72,560	145,000		
A 1620 160 01 1600	SALARIES - CUSTODIAL CES	158,540	159,768	160,803	201,063		
A 1620 160 01 1630	SALARIES - OT CES	9,459	15,000	15,000	15,000		
A 1620 160 02 1600	SALARIES - CUSTODIAL HES	161,497	161,497	162,550	201,097		
A 1620 160 02 1630	SALARIES - OT HES	7,930	10,000	10,000	10,000		
A 1620 160 04 1600	SALARIES - CUSTODIAL WHS	159,652	171,101	123,500	111,427		
A 1620 160 04 1630	SALARIES - OT WHS	15,931	25,000	25,000	25,000		
A 1620 160 05 1600	SALARIES - CUSTODIAL WMS	154,643	155,344	158,550	156,782		
A 1620 160 05 1630	SALARIES - OT WMS	5,520	10,000	8,500	10,000		
A 1620 160 07 1700	SALARIES - SECURITY	6,044	36,027	19,400	20,104		
A 1620 200 07 2000	EQUIPMENT	2,844	30,000	20,000	38,300		
A 1620 200 07 2100	EQUIPMENT - CLASSROOM	1,469	10,000	23,200	-		
A 1620 400 07 4200	CONTRACTUAL EXPENSE	84,470	90,250	135,000	122,400		
A 1620 400 07 4205	CLEANING SERVICE	240,908	243,500	243,500	160,000		
A 1620 400 07 4205	BUILDING SERVICE	24,049	37,000	25,030	25,000		
A 1620 400 07 4220	SNOW REMOVAL	48,613	47,600	49,113	40,000		
A 1620 400 07 4230	TREE SERVICE	2,700	5,000	2,500	20,000		
A 1620 400 07 4240	CARTAGE SERVICE	36,506	37,529	37,529	40,000		
A 1620 400 07 4245	LANDSCAPE & GROUNDS MAINTENANCE	46,297	37,080	40,000	35,000		
A 1620 400 07 4246	SPORTS FIELD & GROUNDS MAINTENANCE	36,250	41,200	40,000	35,000		
A 1620 400 07 4255	HEALTH AND SAFETY	-	-	-	15,000		
A 1620 400 07 4410	UTILITIES - OIL	286,319	256,000	140,000	75,000		
A 1620 400 07 4420	UTILITIES - GAS	48,991	25,000	140,000	175,000		
A 1620 400 07 4430	UTILITIES - ELECTRIC	227,347	245,000	300,000	245,000		
A 1620 400 07 4440	UTILITIES - WATER	25,757	20,000	27,000	25,000		
A 1620 400 07 4450	UTILITIES - TELEPHONE	8,647	21,600	29,000	15,000		
A 1620 400 07 4700	CONFERENCE & TRAVEL	2,787	3,200	3,000	3,200		
A 1620 450 07 5000	MATERIALS & SUPPLIES	81,689	65,000	105,000	80,000		
A 1620 490 07 4000	BOCES SERVICE	90,981	144,716	205,000	197,811		
		2,108,671	2,234,142	2,344,735	2,266,184	32,042	1.4%

**Maintenance of Plant**

The maintenance salaries include costs of maintenance staff, overtime and summer employees. It includes an additional 1.3 FTEs for district-wide maintenance staff.

This category covers the maintenance of all boilers and heating controls, repairs for electrical and plumbing systems, blacktop, security and the maintenance of facilities and all fields.

<b>BUDGET CODE</b>	<b>DESCRIPTION</b>	<b>ACTUAL 12/13</b>	<b>ADOPTED BUDGET 13/14</b>	<b>ESTIMATED ACTUAL 13/14</b>	<b>PROPOSED BUDGET 14/15</b>	<b>\$ CHANGE</b>	<b>% CHANGE</b>
A 1621 160 07 1600	SALARIES - DW	157,953	158,179	175,006	227,447		
A 1621 160 07 1630	SALARIES - OT	557	1,000	500	1,000		
A 1621 200 07 2000	EQUIPMENT	-	18,000	23,200	45,000		
A 1621 400 07 4250	BUILDING SERVICE	46,401	36,900	42,900	30,000		
A 1621 400 07 4275	ARCHITECT CONSULTANT	2,395	30,000	25,000	30,000		
A 1621 400 07 4280	SPECIAL PROJECTS	94,869	65,000	150,000	100,000		
A 1621 400 07 4540	REPAIRS	191,845	223,705	239,000	175,000		
A 1621 450 07 5000	MATERIALS & SUPPLIES	16,396	59,000	50,000	60,000		
		<b>510,416</b>	<b>591,784</b>	<b>705,606</b>	<b>668,447</b>	<b>76,663</b>	<b>13.0%</b>

**Central Data Processing**

This area of the budget contains funding for District servers, student data software, data warehousing, special education software, the District website and e-mail, and technical support. The District receives BOCES aid for these expenditures. Also included in this area is a Data Specialist which is necessary to comply with all state reporting mandates.

<b>BUDGET CODE</b>	<b>DESCRIPTION</b>	<b>ACTUAL 12/13</b>	<b>ADOPTED BUDGET 13/14</b>	<b>ESTIMATED ACTUAL 13/14</b>	<b>PROPOSED BUDGET 14/15</b>	<b>\$ CHANGE</b>	<b>% CHANGE</b>
A 1680 160 07 1500	SALARIES - CLERICAL	-	-	32,708	53,550	53,550	
A 1680 490 07 0000	CENTRAL DATA PROCESSING - BOCES	252,645	241,432	270,000	245,015	3,583	
		252,645	241,432	302,708	298,565	57,133	23.7%

**Insurance/Assessments/Refunds/BOCES Administrative Charge**

The insurance category encompasses costs of fire, theft, extended coverage on buildings and equipment, general liability, boiler, automobile, oil tanks, floater policies and student activities.

Taxes and Assessments are the District’s share of the county assessment for sewer and water taxes.

Refund of Real Property Tax is the amount the District pays for tax certiorari settlements of judgments. The District maintains a reserve to fund these refunds.

Administrative costs for membership in the BOCES program appear in this section. This organization assists local school districts through the sharing of services. BOCES aid is received for these expenditures.

<b>BUDGET CODE</b>	<b>DESCRIPTION</b>	<b>ACTUAL 12/13</b>	<b>ADOPTED BUDGET 13/14</b>	<b>ESTIMATED ACTUAL 13/14</b>	<b>PROPOSED BUDGET 14/15</b>	<b>\$ CHANGE</b>	<b>% CHANGE</b>
A 1910 400 07 4610	INSURANCE - FIRE & LIABILITY	180,048	189,000	197,615	189,000	-	
A 1910 400 07 4620	INSURANCE - OIL TANK	16,439	17,000	17,331	17,000	-	
		<u>196,487</u>	<u>206,000</u>	<u>214,946</u>	<u>206,000</u>	<u>-</u>	<u>0.0%</u>
A 1950 400 07 4000	TAXES & ASSESSMENTS	<u>139,472</u>	<u>145,000</u>	<u>133,000</u>	<u>145,000</u>	<u>-</u>	<u>0.0%</u>
A 1964 400 07 4000	REFUND PROPERTY TAXES	<u>1,438,704</u>	<u>-</u>	<u>25,000</u>	<u>-</u>	<u>-</u>	<u>0.0%</u>
A 1981 490 07 4000	BOCES - ADMIN. CHARGES	<u>184,076</u>	<u>190,000</u>	<u>188,296</u>	<u>196,000</u>	<u>6,000</u>	<u>3.2%</u>

## Curriculum Development Supervision

Included in this budget area is the position of Director of Curriculum and Instructional Services as well as clerical support for this Director. The District continues to provide funds for program development and district-wide efforts to strengthen the instructional program. In addition, the District provides opportunities for teachers to develop innovative teaching strategies and to sustain the expectation that all staff will maintain high levels of performance. The District is focused on the implementation of the mandated Common Core standards as well as creating learner-centered classrooms as outlined in the Strategic Plan. Included in this budget is funding for professional development specifically in the areas of ELA and Mathematics. Also included is professional development to research the International Baccalaureate Middle Years Program at Westlake Middle School.

Funds for supplies and contractual expenditures associated with curriculum, including new teacher mentoring, membership in the Tri-States consortium, the Teachers' College Reading/Writing Project, continuation of a K-12 Mathematics consultant, curriculum review and a teacher evaluation system required to comply with the APPR standards are also budgeted in this area.

The staff development program includes: instructional improvement, cognitive development theory, technology integration, social and emotional learning and training for staff that have special education students in their classes.

<b>BUDGET CODE</b>	<b>DESCRIPTION</b>	<b>ACTUAL 12/13</b>	<b>ADOPTED BUDGET 13/14</b>	<b>ESTIMATED ACTUAL 13/14</b>	<b>PROPOSED BUDGET 14/15</b>	<b>\$ CHANGE</b>	<b>% CHANGE</b>
A 2010 150 07 1000	SALARIES	119,850	157,000	161,890	160,140		
A 2010 150 07 1100	SALARIES	4,808	17,000	429	29,000		
A 2010 150 07 1150	SALARY - MENTOR PROGRAM	2,800	2,500	3,500	2,500		
A 2010 160 07 1500	SALARIES	53,051	53,439	24,094	26,070		
A 2010 160 07 1530	SALARIES - OT	3,337	1,000	1,910	1,000		
A 2010 400 07 4000	CONTRACTUAL EXPENSE	44,324	176,600	75,000	78,600		
A 2010 400 07 4002	MEMBERSHIP DUES - ED ORGANIZATIONS	444	2,400	850	2,400		
A 2010 400 07 4003	TUITION REIMBURSEMENT	990	12,000	8,000	12,000		
A 2010 400 07 4700	CONFERENCES/TRAVEL - DW	5,212	4,000	10,000	4,000		
A 2010 400 07 4701	CONFERENCES/TRAVEL - DIRECTOR	-	-	4,000	4,000		
A 2010 400 07 4800	COPIER EXPENSE	692	650	500	360		
A 2010 450 07 5000	MATERIALS & SUPPLIES	7,816	12,800	15,000	15,000		
A 2010 450 07 5400	POSTAGE	1,302	-	-	-		
A 2010 490 07 4000	BOCES SERVICES	75,431	88,050	130,000	191,990		
		<b>320,056</b>	<b>527,439</b>	<b>435,173</b>	<b>527,060</b>	<b>(380)</b>	<b>-0.1%</b>

## Supervision – Regular Day

The supervision and administration of instructional programs falls under the leadership of the four Principals and two Assistant Principals. Expenditures are for coordination, supervision and administration of instructional programs. Funding is included for the salaries of the High School Principal, Middle School Principal, Elementary School Principals, Middle School Assistant Principal and High School Assistant Principal. Included for this year is a shared Assistant Principal at the Elementary Schools. Non-instructional salaries provide for clerical positions assigned to the Principals' offices. Contractual services provide funds for service contracts for the schools' offices, copier leases, graduation ceremonies, and expenditures to print materials sent to parents.

BUDGET CODE	DESCRIPTION	ACTUAL 12/13	ADOPTED BUDGET 13/14	ESTIMATED ACTUAL 13/14	PROPOSED BUDGET 14/15	\$ CHANGE	% CHANGE
A 2020 150 07 1000	SALARIES	955,323	947,866	983,088	1,102,277		
A 2020 160 07 1500	SALARIES	504,312	554,303	518,000	519,086		
A 2020 160 07 1530	SALARY - CLERICAL OT/SUMMER	1,096	5,000	1,000	1,500		
A 2020 160 07 1550	SUBSTITUTE SALARIES - CLERICAL	3,665	2,000	3,000	2,000		
A 2020 200 01 2000	EQUIPMENT - CES	-	3,625	3,600	-		
A 2020 400 01 4000	CONTRACTUAL EXPENSE - CES	1,392	2,450	1,500	2,450		
A 2020 400 02 4000	CONTRACTUAL EXPENSE - HES	990	1,000	1,000	1,000		
A 2020 400 04 4000	CONTRACTUAL EXPENSE - WHS	6,282	8,800	8,800	8,800		
A 2020 400 05 4000	CONTRACTUAL EXPENSE - WMS	2,323	3,500	3,500	3,500		
A 2020 400 07 4700	TRAVEL / MILEAGE	-	500	500	500		
A 2020 400 04 4850	LEASE - POSTAGE WHS	1,374	-	-	-		
A 2020 400 05 4850	LEASE - POSTAGE WMS	1,027	-	-	-		
A 2020 450 01 5000	MATERIALS/SUPPLIES - CES	1,648	1,000	1,650	1,500		
A 2020 450 02 5000	MATERIALS/SUPPLIES - HES	5,933	6,000	6,000	5,000		
A 2020 450 04 5000	MATERIALS/SUPPLIES - WHS	10,206	11,000	11,000	11,000		
A 2020 450 05 5000	MATERIALS/SUPPLIES - WMS	1,340	6,000	4,000	6,000		
A 2020 450 01 5400	POSTAGE - CES	675	600	600	500		
A 2020 450 02 5400	POSTAGE - HES	700	700	700	700		
A 2020 450 04 5400	POSTAGE - WHS	4,296	6,000	4,500	4,000		
A 2020 450 05 5400	POSTAGE - WMS	1,204	5,000	2,000	2,000		
		<u>1,503,786</u>	<u>1,565,344</u>	<u>1,554,438</u>	<u>1,671,813</u>	<u>106,469</u>	<u>6.8%</u>

### **Teaching – Regular School**

Included are proposed expenditures for the general education program. This category includes salaries for regular education Teachers K-12 and Teacher Aides, including contractual increases. Funds are included for substitutes for teacher absences for contractually acceptable reasons as well as for professional development. Costs for the building level substitute callers, homebound instruction, and summer salaries for programs at the elementary and middle schools are included in this area also. Overall, a net increase of 3.4 FTEs in various areas of instruction has been budgeted. Staff may be reallocated and/or excessed to meet the demands and requirements of the Common Core Learning Standards mandated in New York State, or final enrollment numbers.

### **Equipment**

This category includes funds for instructional equipment that exceeds \$500 per unit and has a useful life greater than one year. Each school's staff has identified equipment necessary for the instructional program.

### **Contractual Services and Supplies**

Each school staff has identified necessary instruction supplies including leases for photocopier machines and various classroom supplies. Also included in this area is funding for required homebound instruction.

### **Textbooks**

Funds are included for new and replacement textbooks to meet course requirements. Required funds are included for students attending non-public schools.

### **BOCES**

Included in this line is the cost of the Alternative High School, GED programs and Cultural Arts programs.

BUDGET CODE	DESCRIPTION	ACTUAL	ADOPTED	ESTIMATED	PROPOSED	\$	%
		12/13	BUDGET 13/14	ACTUAL 13/14	BUDGET 14/15		
A 2110 120 00 1100	SALARIES - GRADE K-6	7,463,965	7,653,651	7,631,309	7,859,894		
A 2110 120 00 1110	LONGEVITY K-6	77,662	82,088	91,602	110,634		
A 2110 120 00 1152	SALARY - LEADERSHIP K-6	9,400	9,400	7,500	9,400		
A 2110 120 00 4120	SALARY K-6 HOMEBOUND	297	-	-	-		
A 2110 130 00 1100	SALARY - GRADE 7-12	6,418,189	6,465,439	6,736,481	6,970,118		
A 2110 130 00 1110	LONGEVITY 7-12	71,690	74,124	76,560	97,582		
A 2110 130 00 1151	SALARY - AIS SERVICE 7-12	1,848	-	2,000	-		
A 2110 130 00 1152	SALARY - LEADERSHIP 7-12	11,160	11,160	11,160	11,160		
A 2110 130 00 4120	SALARIES 7-12 HOMEBOUND	4,125	-	1,000	-		
A 2110 140 01 1100	SUBSTITUTE SALARY - CES	89,075	75,000	135,000	75,000		
A 2110 140 02 1100	SUBSTITUTE SALARY - HES	89,512	75,000	110,000	75,000		
A 2110 140 04 1100	SUBSTITUTE SALARY - WHS	102,105	75,000	75,000	75,000		
A 2110 140 05 1100	SUBSTITUTE SALARY - WMS	92,051	75,000	75,000	75,000		
A 2110 140 05 1110	OTHER SALARY 7-12	48,334	40,000	48,350	-		
A 2110 160 01 1400	SALARY - AIDE CES	42,372	42,363	41,500	63,501		
A 2110 160 02 1400	SALARY - AIDE HES	82,810	83,760	83,600	129,345		
A 2110 160 04 1400	SALARY - AIDE WHS	67,841	66,898	45,000	81,473		
A 2110 160 05 1400	SALARY - AIDE WMS	28,407	28,431	30,000	55,007		
A 2110 160 00 1800	SUB-CALLER K-6	4,900	4,900	5,100	4,900		
A 2110 160 00 1810	SUB-CALLER 7-12	4,900	4,900	5,100	4,900		

BUDGET CODE	DESCRIPTION	ACTUAL	ADOPTED	ESTIMATED	PROPOSED	\$	%
		12/13	BUDGET 13/14	ACTUAL 13/14	BUDGET 14/15		
A 2110 200 01 2000	EQUIPMENT - TEACHING CES	595	948	3,120	2,750		
A 2110 200 02 2000	EQUIPMENT - TEACHING HES	3,642	5,100	3,215	1,500		
A 2110 200 04 2000	EQUIPMENT - TEACHING WHS	8,712	14,060	6,000	14,460		
A 2110 200 05 2000	EQUIPMENT - TEACHING WMS	4,501	6,241	5,000	24,000		
A 2110 400 04 4000	CONTRACTUAL SERVICES - WHS	6,762	15,590	12,000	9,515		
A 2110 400 07 4001	TESTING - DW	4,828	15,000	8,000	15,000		
A 2110 400 01 4002	ED ORGANIZATION MEMBERSHIP - CES	250	500	500	500		
A 2110 400 02 4002	ED ORGANIZATION MEMBERSHIP - HES	120	100	-	100		
A 2110 400 04 4002	ED ORGANIZATION MEMBERSHIP - WHS	940	2,500	1,000	2,500		
A 2110 400 05 4002	ED ORGANIZATION MEMBERSHIP - WMS	250	250	250	250		
A 2110 400 07 4120	HOMEBOUND INSTRUCTION	39,520	50,000	40,000	50,000		
A 2110 400 01 4570	EQUIPMENT REPAIR - CES	238	500	500	500		
A 2110 400 02 4570	EQUIPMENT REPAIR - HES	-	250	150	500		
A 2110 400 04 4570	EQUIPMENT REPAIR - WHS	370	3,750	1,000	3,750		
A 2110 400 05 4570	EQUIPMENT REPAIR - WMS	220	1,000	500	1,000		
A 2110 400 01 4700	CONFERENCES/TRAVEL - CES	375	1,500	1,000	1,500		
A 2110 400 02 4700	CONFERENCES/TRAVEL - HES	351	600	500	1,000		
A 2110 400 04 4700	CONFERENCES/TRAVEL - WHS	2,802	3,000	3,000	3,500		
A 2110 400 05 4700	CONFERENCES/TRAVEL - WMS	569	1,000	750	1,000		
A 2110 400 07 4700	TRAVEL / MILEAGE - DW	1,951	1,000	2,000	1,000		
A 2110 400 01 4800	LEASE - COPIER CES	24,746	22,000	13,360	6,365		
A 2110 400 02 4800	LEASE - COPIER HES	14,150	13,508	8,100	3,560		
A 2110 400 04 4800	LEASE - COPIER WHS	41,706	32,000	16,000	7,890		
A 2110 400 05 4800	LEASE - COPIER WMS	24,947	24,500	12,200	5,690		

BUDGET CODE	DESCRIPTION	ACTUAL	ADOPTED	ESTIMATED	PROPOSED	\$	%
		12/13	BUDGET 13/14	ACTUAL 13/14	BUDGET 14/15		
A 2110 450 01 5000	MATERIALS & SUPPLIES - CES	6,736	7,500	7,500	7,500		
A 2110 450 02 5000	MATERIALS & SUPPLIES - HES	10,578	4,800	6,500	4,500		
A 2110 450 04 5000	MATERIALS & SUPPLIES - WHS	2,770	6,400	5,000	6,400		
A 2110 450 05 5000	MATERIALS & SUPPLIES - WMS	7,338	6,500	5,100	600		
A 2110 450 01 5105	MATERIALS & SUPPLIES - ART CES	1,659	1,850	1,850	1,850		
A 2110 450 02 5105	MATERIALS & SUPPLIES - ART HES	1,011	1,500	1,500	1,500		
A 2110 450 04 5105	MATERIALS & SUPPLIES - ART WHS	10,132	10,960	10,850	10,960		
A 2110 450 05 5105	MATERIALS & SUPPLIES - ART WMS	5,097	6,250	5,000	5,200		
A 2110 450 05 5110	MATERIALS & SUPPLIES - IND ARTS WMS	4,178	5,800	4,000	300		
A 2110 450 01 5115	MATERIALS & SUPPLIES - MUSIC CES	1,896	2,000	2,000	2,200		
A 2110 450 02 5115	MATERIALS & SUPPLIES - MUSIC HES	-	400	138	400		
A 2110 450 04 5115	MATERIALS & SUPPLIES - MUSIC WHS	2,882	3,700	3,500	3,700		
A 2110 450 05 5115	MATERIALS & SUPPLIES - MUSIC WMS	6,508	4,120	4,000	6,620		
A 2110 450 04 5120	MATERIALS & SUPPLIES - ENGLISH WHS	140	2,000	1,000	2,000		
A 2110 450 05 5120	MATERIALS & SUPPLIES - ENGLISH WMS	1,818	3,400	1,200	2,500		
A 2110 450 01 5125	MATERIALS & SUPPLIES - READING CES	5,785	2,600	2,600	4,750		
A 2110 450 02 5125	MATERIALS & SUPPLIES - READING HES	1,674	1,700	1,528	5,000		
A 2110 450 05 5125	MATERIALS & SUPPLIES - READING WMS	33	350	350	350		
A 2110 450 01 5130	MATERIALS & SUPPLIES - MAGAZINES CES	-	400	400	400		
A 2110 450 02 5130	MATERIALS & SUPPLIES - MAGAZINES HES	2,625	1,450	1,519	1,950		
A 2110 450 04 5130	MATERIALS & SUPPLIES - MAGAZINES WHS	39	500	250	500		
A 2110 450 01 5135	MATERIALS & SUPPLIES - ESL CES	-	300	300	300		
A 2110 450 02 5135	MATERIALS & SUPPLIES - ESL HES	324	300	455	300		
A 2110 450 04 5135	MATERIALS & SUPPLIES - ESL WHS	967	1,900	1,400	1,900		
A 2110 450 05 5135	MATERIALS & SUPPLIES - ESL WMS	-	100	100	125		
A 2110 450 01 5150	MATERIALS & SUPPLIES - MATH CES	1,577	1,200	1,500	10,500		
A 2110 450 01 5150	MATERIALS & SUPPLIES - MATH HES	-	1,000	1,000	6,000		
A 2110 450 04 5150	MATERIALS & SUPPLIES - MATH WHS	10,508	9,000	9,000	9,000		
A 2110 450 05 5150	MATERIALS & SUPPLIES - MATH WMS	743	3,000	1,000	1,640		
A 2110 450 01 5155	MATERIALS & SUPPLIES - SCIENCE CES	4,231	6,561	6,000	6,000		
A 2110 450 02 5155	MATERIALS & SUPPLIES - SCIENCE HES	3,708	3,200	3,200	3,200		
A 2110 450 04 5155	MATERIALS & SUPPLIES - SCIENCE WHS	4,909	6,000	8,700	6,500		
A 2110 450 05 5155	MATERIALS & SUPPLIES - SCIENCE WMS	10,930	6,934	5,300	4,200		
A 2110 450 01 5160	MATERIALS & SUPPLIES - SS CES	-	300	-	300		
A 2110 450 04 5160	MATERIALS & SUPPLIES - SS WHS	561	650	650	650		
A 2110 450 05 5160	MATERIALS & SUPPLIES - SS WMS	1,236	900	900	1,010		

BUDGET CODE	DESCRIPTION	ACTUAL	ADOPTED	ESTIMATED	PROPOSED	\$	%
		12/13	BUDGET 13/14	ACTUAL 13/14	BUDGET 14/15		
A 2110 450 01 5165	MATERIALS & SUPPLIES - PHYS ED CES	2,227	2,100	1,900	2,100		
A 2110 450 02 5165	MATERIALS & SUPPLIES - PHYS ED HES	806	1,000	1,003	1,000		
A 2110 450 04 5165	MATERIALS & SUPPLIES - PHYS ED WHS	5,208	4,000	3,708	4,000		
A 2110 450 05 5165	MATERIALS & SUPPLIES - PHYS ED WMS	1,542	1,700	1,500	1,500		
A 2110 450 04 5170	MATERIALS & SUPPLIES - HEALTH WHS	81	650	500	650		
A 2110 450 05 5170	MATERIALS & SUPPLIES - HEALTH WMS	357	600	500	600		
A 2110 450 05 5175	MATERIALS & SUPPLIES - FOREIGN LANG WMS	1,238	1,460	500	300		
A 2110 450 05 5180	MATERIALS & SUPPLIES - HOME ECON WMS	1,397	1,500	1,500	1,600		
A 2110 450 01 5200	MATERIALS & SUPPLIES - PAPER CES	5,392	5,600	5,000	5,500		
A 2110 450 02 5200	MATERIALS & SUPPLIES - PAPER HES	7,425	7,500	6,500	7,500		
A 2110 450 04 5200	MATERIALS & SUPPLIES - PAPER WHS	9,503	10,000	8,000	10,000		
A 2110 450 05 5200	MATERIALS & SUPPLIES - PAPER WMS	4,041	9,500	4,500	2,500		
A 2110 450 02 5300	MATERIALS & SUPPLIES - REF BOOKS HES	832	1,500	600	-		
A 2110 480 01 5300	TEXTBOOKS - CES	24,388	34,686	32,000	32,500		
A 2110 480 02 5300	TEXTBOOKS - HES	27,599	29,550	29,350	29,050		
A 2110 480 04 5300	TEXTBOOKS - WHS	41,608	53,850	30,000	52,600		
A 2110 480 05 5300	TEXTBOOKS - WMS	18,640	25,000	20,000	30,000		
A 2110 480 07 5300	TEXTBOOKS - PAROCHIAL	4,095	10,000	4,000	10,000		
A 2110 490 00 4000	BOCES SERVICES	61,030	82,726	106,000	93,640		
		15,223,189	15,480,457	15,711,758	16,261,589	781,132	5.0%

## **Special Education**

Instructional programs for students with disabilities are mandated by Federal and State Education Law. Instructional and related services are provided to children with disabilities who are residents of the District. The Committee on Special Education is responsible for developing an Individual Educational Program (IEP) for children with disabilities between the ages of five and twenty-one years. The Committee on Pre-school Special Education is responsible for children 3 to 5 years of age. The position of Director for Special Education and Student Services and clerical support is budgeted in this area. A CPSE/CSE chairperson is represented here as well.

Services may be provided in District schools, BOCES programs or approved public or private schools. In some instances, a provision must be made to offer summer programs for students. Case management services are provided by District psychologists and other specialists to ensure the provision of special education services to each classified child. An annual review is held for each student at which time an IEP is developed or modified for the new school year. The District continues to pursue its goal of having as many students as possible experience their educational program within the District.

Tuition and related services costs occur when the District contracts with schools or outside agencies to meet the requirements of some Individual Education Programs. This year, the District is budgeting to increase tuition to BOCES to support the needs of newly identified students. BOCES and individual school costs cover programs designed to meet the needs of students with disabilities who cannot be appropriately served within the district. A wide range of educational alternatives is offered for students with varying intellectual, emotional or physical disabilities.

The number of students requiring these specialized services varies each year based on the individual needs of each student.

BUDGET CODE	DESCRIPTION	ACTUAL 12/13	ADOPTED BUDGET 13/14	ESTIMATED ACTUAL 13/14	PROPOSED BUDGET 14/15	\$ CHANGE	% CHANGE
A 2250 150 00 1000	SALARIES - ADMINISTRATOR	147,100	145,000	149,650	279,900		
A 2250 150 00 1100	SALARIES - SPECIAL ED TEACHERS	3,795,881	4,081,729	4,051,920	4,372,841		
A 2250 150 00 1140	SALARIES - EVALUATIONS / PROF SVCS	47,380	71,736	60,000	45,000		
A 2250 150 00 1200	SALARIES - TEACHING ASSISTANT	441,540	397,600	465,550	410,450		
A 2250 150 00 4120	HOMEBOUND - SPECIAL ED	-	-	3,500	-		
A 2250 160 01 1400	SALARIES - SPECIAL ED AIDES CES	199,708	191,569	218,320	226,110		
A 2250 160 02 1400	SALARIES - SPECIAL ED AIDES HES	314,638	295,756	380,000	228,327		
A 2250 160 04 1400	SALARY - SPECIAL ED AIDES WHS	25,299	24,725	48,000	48,920		
A 2250 160 05 1400	SALARY - SPECIAL ED AIDES WMS	120,719	128,559	190,000	225,748		
A 2250 160 00 1500	SALARY - CLERICAL	118,985	118,608	125,981	103,608		
A 2250 200 07 2000	EQUIPMENT - CSE	2,347	4,000	6,500	6,000		
A 2250 400 07 4000	CONTRACTUAL EXPENSE	160,600	176,695	175,000	212,137		
A 2250 400 07 4130	SPECIAL ED TUTORING	67,008	95,000	60,000	70,360		
A 2250 400 07 4140	PRIVATE SPEECH THERAPY	37,210	45,400	33,000	30,000		
A 2250 400 07 4150	PRIVATE OCC THERAPY	153,315	149,430	180,000	160,000		
A 2250 400 07 4160	PRIVATE PHYSICAL THERAPY	86,354	65,000	79,000	86,617		
A 2250 400 07 4700	CONFERENCES & TRAVEL	125	5,000	2,000	19,000		
A 2250 400 07 4800	COPIER EXPENSE	1,830	2,600	1,500	2,600		
A 2250 450 07 5140	MATERIALS & SUPPLIES - RESOURCE RM	8,826	8,025	8,100	7,900		
A 2250 450 07 5145	MATERIALS & SUPPLIES - SPEECH	2,522	3,045	2,150	3,300		
A 2250 450 07 5400	POSTAGE	3,633	4,000	3,000	4,000		
A 2250 471 07 0000	TUITION - PUBLIC SCHOOLS	327,563	325,000	275,000	337,000		
A 2250 472 07 0000	TUITION - OTHER	397,144	520,000	367,500	550,000		
A 2250 480 07 5300	TEXTBOOK - CSE	238	5,000	3,900	9,000		
A 2250 490 07 4000	BOCES SERVICES	429,844	202,000	324,000	635,500		
		6,889,808	7,065,477	7,213,571	8,074,318	1,008,841	14.3%

**Occupational Education**

Funds are budgeted for students who attend the Occupational Education Program at BOCES. There has been a continued interest among high school students to participate in this occupational training.

<b>BUDGET CODE</b>	<b>DESCRIPTION</b>	<b>ACTUAL 12/13</b>	<b>ADOPTED BUDGET 13/14</b>	<b>ESTIMATED ACTUAL 13/14</b>	<b>PROPOSED BUDGET 14/15</b>	<b>\$ CHANGE</b>	<b>% CHANGE</b>
A 2280 450 04 5000	MATERIALS & SUPPLIES	-	1,200	-	1,200		
A 2280 490 00 4000	BOCES SERVICES - OCCUPATIONAL ED	187,550	211,420	210,000	285,449		
		187,550	212,620	210,000	286,649	74,029	34.8%

**Contractual Services – Special Schools**

This area represents the Drivers' Education program at the High School. The District collects revenue to offset this expenditure.

<b>BUDGET CODE</b>	<b>DESCRIPTION</b>	<b>ACTUAL 12/13</b>	<b>ADOPTED BUDGET 13/14</b>	<b>ESTIMATED ACTUAL 13/14</b>	<b>PROPOSED BUDGET 14/15</b>	<b>\$ CHANGE</b>	<b>% CHANGE</b>
A 2330 400 7 4000	CONTRACTUAL SERVICES-SPECIAL SCHOOLS	47,430	45,000	45,000	45,000	-	0.0%

## School Library and Audiovisual

Salaries of librarians, library assistants and library aides are included in this code, as well as expenditures for library books, equipment, media purchases and other contractual expenses and supplies.

Costs for AV expenses are included in this area also.

<b>BUDGET CODE</b>	<b>DESCRIPTION</b>	<b>ACTUAL 12/13</b>	<b>ADOPTED BUDGET 13/14</b>	<b>ESTIMATED ACTUAL 13/14</b>	<b>PROPOSED BUDGET 14/15</b>	<b>\$ CHANGE</b>	<b>% CHANGE</b>
A 2610 150 00 1100	SALARIES	204,785	207,860	207,860	210,925		
A 2610 150 00 1200	SALARIES - TEACHING ASSISTANT	74,216	109,216	76,300	79,293		
A 2610 160 00 1400	SALARIES - LIBRARY AIDE	38,252	-	32,100	38,248		
A 2610 400 01 4000	CONTRACTUAL EXPENSE - CES	490	500	500	500		
A 2610 400 04 4000	CONTRACTUAL EXPENSE - WMS & WHS	50	450	450	450		
A 2610 450 01 5000	MATERIALS & SUPPLIES - CES	28	200	200	200		
A 2610 450 02 5000	MATERIALS & SUPPLIES - HES	301	600	600	3,978		
A 2610 450 04 5000	MATERIALS & SUPPLIES - WMS & WHS	1,128	3,000	3,000	3,000		
A 2610 450 01 5130	PERIODICALS - CES	570	600	500	600		
A 2610 450 02 5130	PERIODICALS - HES	558	700	600	700		
A 2610 450 04 5130	PERIODICALS - WMS & WHS	491	1,500	1,500	1,500		
A 2610 460 01 5000	LIBRARY AV MATERIALS - CES	495	2,200	2,150	3,144		
A 2610 460 02 5000	LIBRARY AV MATERIALS - HES	571	600	600	600		
A 2610 460 04 5000	LIBRARY AV MATERIALS - WMS & WHS	-	5,835	11,500	5,835		
A 2610 460 01 5300	BOOKS - CES	2,340	2,400	2,400	2,500		
A 2610 460 02 5300	BOOKS - HES	3,999	4,000	4,000	2,000		
A 2610 460 04 5300	BOOKS - WMS & WHS	7,767	13,000	12,000	13,000		
A 2610 490 07 4000	BOCES SERVICES	31,226	25,200	30,000	31,000		
		<u>367,267</u>	<u>377,861</u>	<u>386,260</u>	<u>397,473</u>	<u>19,612</u>	<u>5.2%</u>

## Computer Assisted Instruction

The District's goal for the integrated use of instructional and administrative technology is guided by a 3-year plan. This plan is being revisited by a district-wide group of teachers, parents, administrators and members of the Board of Education through the District's technology committee. Funds proposed provide students with continued access to 21<sup>st</sup> Century instructional resources, technical support and builds upon increasing skills for students to meet the challenges of a technologically competitive global society.

The budget includes a commitment to provide technical support and professional development for classroom teachers to expand the utilization of computers throughout the District. A 1.0 FTE Instructional Technologist is budgeted for this year.

BOCES services include a portion of the salaries for the Director of Technology and all technical support personnel. BOCES provides the major support for the instructional network. BOCES expenditures are eligible for BOCES aid. The District uses Installment Purchase Agreements (IPA) through BOCES to fund upgrades to technology equipment. Approximately \$55,000 is budgeted here for the first year of a five year IPA to purchase various types of technology, such as SmartBoards, laptops and carts, and network servers.

This budget includes the cost of network supplies, software and some equipment as well.

BUDGET CODE	DESCRIPTION	ACTUAL 12/13	ADOPTED BUDGET 13/14	ESTIMATED ACTUAL 13/14	PROPOSED BUDGET 14/15	\$ CHANGE	% CHANGE
A 2630 150 07 1100	SALARIES	-	-	-	60,000		
A 2630 160 04 1400	COMPUTER AIDE	90,786	91,976	91,976	92,792		
A 2630 220 07 2000	COMPUTER HARDWARE	-	50,000	50,000	50,000		
A 2630 400 07 4000	CONTRACTUAL EXPENSE - PRINTERS	-	-	5,000	7,500		
A 2630 450 07 5000	MATERIALS & SUPPLIES	29,178	35,000	15,000	10,000		
A 2630 461 07 5000	COMPUTER SOFTWARE - DW	15,214	31,000	20,000	16,000		
A 2630 490 07 4000	BOCES SERVICES	604,811	524,501	540,000	575,222		
		<u>739,989</u>	<u>732,477</u>	<u>721,976</u>	<u>811,514</u>	<u>79,037</u>	<u>10.8%</u>

**Guidance – Regular Day**

This category includes provision for six full-time counselors, with one serving as Director of Guidance/College Placement. It also includes a part-time Transition Coordinator to be located at Westlake High School. This category also includes one full-time clerical position.

<b>BUDGET CODE</b>	<b>DESCRIPTION</b>	<b>ACTUAL 12/13</b>	<b>ADOPTED BUDGET 13/14</b>	<b>ESTIMATED ACTUAL 13/14</b>	<b>PROPOSED BUDGET 14/15</b>	<b>\$ CHANGE</b>	<b>% CHANGE</b>
A 2810 150 00 1100	SALARIES	707,884	713,927	719,500	748,597		
A 2810 150 00 1150	SALARIES - GUIDANCE OTHER	11,100	-	12,000	-		
A 2810 150 04 1120	SALARIES - SUMMER WHS	9,936	15,000	16,896	15,000		
A 2810 150 05 1120	SALARIES - SUMMER WMS	16,905	15,000	26,507	15,000		
A 2810 150 04 1152	SALARIES - LEADERSHIP	5,580	5,580	5,580	5,580		
A 2810 160 07 1500	SALARIES - GUIDANCE CLERICAL	62,489	62,728	62,728	62,728		
A 2810 400 07 4000	CONTRACTUAL EXPENSE	-	1,280	1,280	1,280		
A 2810 400 07 4001	PRINTING	570	700	700	700		
A 2810 400 07 4003	PROGRAMS AND SERVICES	1,225	5,000	5,000	5,000		
A 2810 450 04 5000	MATERIALS/SUPPLIES - WHS	627	800	500	800		
A 2810 450 05 5000	MATERIALS/SUPPLIES - WMS	1,133	500	500	300		
A 2810 450 04 5400	POSTAGE	154	1,000	500	1,000		
		<u>817,604</u>	<u>821,515</u>	<u>851,691</u>	<u>855,985</u>	<u>34,470</u>	<u>4.2%</u>

**Health**

Salaries include school nurses and the cost of services provided by the doctor. An increase of 0.6 FTE School Nurse is budgeted and will be shared between Westlake High School and Westlake Middle School based upon the health needs of the students. The district is required to pay for health services for Mt. Pleasant students who attend private and parochial schools (Health Services – Other Schools).

BUDGET CODE	DESCRIPTION	ACTUAL 12/13	ADOPTED BUDGET 13/14	ESTIMATED ACTUAL 13/14	PROPOSED BUDGET 14/15	\$ CHANGE	% CHANGE
A 2815 160 07 1100	SALARIES - HEALTH SERVICE RN	255,193	253,244	310,000	340,028		
A 2815 160 07 1150	SALARIES - NURSE SUBSTITUTES	7,442	-	4,000	-		
A 2815 400 07 4000	CONTRACTUAL SERVICES	27,719	28,000	25,000	29,000		
A 2815 400 07 4001	HEALTH SERVICE - OTHER SCHOOLS	108,098	130,000	115,000	130,000		
A 2815 450 01 5000	MATERIALS & SUPPLIES - CES	1,236	1,200	1,700	1,500		
A 2815 450 02 5000	MATERIALS & SUPPLIES - HES	886	900	900	900		
A 2815 450 04 5000	MATERIALS & SUPPLIES - WHS	1,096	1,100	1,000	1,385		
A 2815 450 05 5000	MATERIALS & SUPPLIES - WMS	458	500	800	800		
A 2815 450 07 5000	MATERIALS & SUPPLIES - PAROCHIAL	-	5,000	-	5,000		
		402,127	419,944	458,400	508,613	88,669	21.1%

**Psychological Services**

Salaries for this program include four full-time school psychologists, one at each school location. This year, an additional 1.0 FTE Psychologist is budgeted and will be shared between Westlake High School and Westlake Middle School. Funds allocated to this function provide supplies for the psychologists.

**Social Work Services**

Salaries include provisions for the support of one social worker at middle and high schools.

<b>BUDGET CODE</b>	<b>DESCRIPTION</b>	<b>ACTUAL 12/13</b>	<b>ADOPTED BUDGET 13/14</b>	<b>ESTIMATED ACTUAL 13/14</b>	<b>PROPOSED BUDGET 14/15</b>	<b>\$ CHANGE</b>	<b>% CHANGE</b>
A 2820 150 00 1100	SALARIES	386,464	458,087	406,714	537,450		
A 2820 150 00 1120	SALARIES - SUMMER	4,199	10,000	1,790	10,000		
A 2820 450 01 5145	MATERIALS & SUPPLIES - CES	-	400	400	400		
A 2820 450 02 5145	MATERIALS & SUPPLIES - HES	228	450	450	450		
A 2820 450 04 5145	MATERIALS & SUPPLIES - WHS	524	3,800	1,000	3,800		
A 2820 450 05 5145	MATERIALS & SUPPLIES - WMS	1,618	400	100	400		
		<u>393,033</u>	<u>473,137</u>	<u>410,454</u>	<u>552,500</u>	<u>79,363</u>	<u>16.8%</u>
A 2825 150 00 1100	SALARIES	102,887	105,911	-	108,918	3,007	2.8%

**Co-Curricular Activities**

There are a significant number of clubs and organizations operating in the Mt. Pleasant Central School District providing for a wide range of student interests. These include language clubs, a number of artistic and performing groups, drama programs, school newspapers, yearbooks and Student Council.

The co-curricular code includes stipends for advisors for student activities at Westlake High School and Westlake Middle School. It also includes stipends for chaperones at school events.

<b>BUDGET CODE</b>	<b>DESCRIPTION</b>	<b>ACTUAL 12/13</b>	<b>ADOPTED BUDGET 13/14</b>	<b>ESTIMATED ACTUAL 13/14</b>	<b>PROPOSED BUDGET 14/15</b>	<b>\$ CHANGE</b>	<b>% CHANGE</b>
A 2850 150 07 1100	SALARIES - CO CURRICULAR ACTIVITIES	154,349	155,000	150,000	155,000		
A 2850 150 07 1900	CHAPERONES	33,345	35,000	35,000	35,000		
A 2850 160 07 1630	SALARIES - CUSTODIAL OT	521	-	500	-		
A 2850 400 04 4000	CONTRATCTUAL SERVICES - CO CURR WHS	4,980	-	-	4,500		
A 2850 400 05 4000	CONTRATCTUAL SERVICES - CO CURR WMS	-	-	-	2,500		
		<u>193,195</u>	<u>190,000</u>	<u>185,500</u>	<u>197,000</u>	<u>7,000</u>	<u>3.7%</u>

**Interscholastic Athletics**

This section includes the salary for the Athletic Director, clerical support and an Athletic Trainer. The Interscholastic program consists of 51 teams for boys and girls at the Varsity, Junior Varsity and Modified levels.

The coaching salary code represents stipends for interscholastic sports coaches. Funding is also included for event chaperones.

Uniforms, equipment, tournaments, awards and supplies for teams are included in this category.

The BOCES code includes costs for Section 1 participation and game officials.

<b>BUDGET CODE</b>	<b>DESCRIPTION</b>	<b>ACTUAL 12/13</b>	<b>ADOPTED BUDGET 13/14</b>	<b>ESTIMATED ACTUAL 13/14</b>	<b>PROPOSED BUDGET 14/15</b>	<b>\$ CHANGE</b>	<b>% CHANGE</b>
A 2855 150 07 1000	SALARIES - ATHLETIC DIRECTOR	154,437	152,798	155,978	154,326		
A 2855 150 07 1900	CHAPERONES - ATHLETIC	59,184	40,000	50,000	40,000		
A 2855 150 07 1950	SALARIES - COACHES	312,079	320,000	315,000	320,000		
A 2855 160 07 1500	SALARIES - CLERICAL	91,016	91,543	92,423	91,543		
A 2855 160 07 1630	SALARIES - CUSTODIAL OT	11,229	-	11,500	-		
A 2855 200 07 2000	EQUIPMENT	9,173	10,000	10,000	10,000		
A 2855 400 07 4000	CONTRACTUAL EXPENSE	6,822	14,900	17,000	25,100		
A 2855 400 07 4001	SECURITY	945	3,000	3,000	3,000		
A 2855 400 07 4003	UNIFORM RECONDITIONING	10,129	14,300	12,000	14,300		
A 2855 400 07 4004	GAME ENTRY FEES	9,700	10,500	10,500	15,500		
A 2855 400 07 4005	LEAGUE DUES	4,235	9,000	5,000	9,000		
A 2855 400 07 4006	TOURNAMENT EXPENSES	-	2,500	2,500	2,500		
A 2855 400 07 4700	CONFERENCES & TRAVEL	1,856	4,800	3,000	4,800		
A 2855 450 07 5000	MATERIALS & SUPPLIES	50,617	54,141	55,000	59,500		
A 2855 450 07 5001	MATERIALS & SUPPLIES - AD OFFICE	1,280	1,500	1,500	1,500		
A 2855 450 07 5002	MATERIALS & SUPPLIES - TRAINER	3,290	5,000	1,000	5,000		
A 2855 450 07 5185	AWARDS	4,906	6,500	5,000	6,500		
A 2855 490 07 4000	BOCES SERVICES	68,116	74,395	74,000	75,269		
		<u>799,012</u>	<u>814,877</u>	<u>824,401</u>	<u>837,838</u>	<u>22,961</u>	<u>2.8%</u>

## **Transportation**

Funds are provided in this budget for K-12 in-district transportation. Also included are the costs for Athletic trips and school-approved field trips.

Additionally, the district is required to provide transportation for:

- Students who attend a special education program or a BOCES occupational education program outside of the school district.
- Students who attend a parochial or private school who meet the District and State regulations for transportation.

A percentage of the Director of Business Administration's salary is shown in this functional area for time devoted as transportation coordinator. This entitles the District to receive State Aid for a portion of this salary. The clerical salary is for the support of the transportation function. The contractual codes include \$1,891,000 for the second year cost of a five-year contract with an outside transportation provider. These codes include all mandated monitor costs as well as fuel costs. A decrease is budgeted this year due to student needs and routing efficiencies.

The budget includes expenditures for a cooperative transportation Request for Proposal with Valhalla Union Free School District and Pleasantville Union Free School District for a period of three years, in an estimated amount of \$164,000 per year subject to CPI adjustments and/or contractual agreements in subsequent years consistent with the provisions of Education Law and the Commissioner's Regulations. This Request for Proposal is for Special Education and out-of-district transportation.

BOCES is no longer providing transportation services.

BUDGET CODE	DESCRIPTION	ACTUAL 12/13	ADOPTED BUDGET 13/14	ESTIMATED ACTUAL 13/14	PROPOSED BUDGET 14/15	\$ CHANGE	% CHANGE
A 5510 160 07 1000	SALARIES	40,600	43,500	41,412	41,412		
A 5510 160 07 1500	SALARIES	25,676	26,070	26,232	26,070		
A 5510 400 07 4000	CONTRACTUAL SERVICES	2,500	2,500	6,000	2,700		
A 5510 400 07 4800	COPIER EXPENSE	692	650	500	360		
A 5510 450 07 5400	POSTAGE	470	500	500	500		
		<u>69,938</u>	<u>73,220</u>	<u>74,644</u>	<u>71,042</u>	<u>(2,178)</u>	<u>-3.0%</u>
A 5540 400 01 4003	TRANSPORTATION - FIELD TRIPS CES	7,130	4,300	4,300	4,300		
A 5540 400 02 4003	TRANSPORTATION - FIELD TRIPS HES	540	-	-	-		
A 5540 400 04 4003	TRANSPORTATION - FIELD TRIPS WHS	11,345	12,800	10,000	12,800		
A 5540 400 05 4003	TRANSPORTATION - FIELD TRIPS WMS	3,980	7,700	7,700	4,000		
A 5540 400 07 4000	CONTRACT BUSES - IN DISTRICT	1,246,234	1,250,000	1,250,000	1,176,910		
A 5540 400 07 4001	CONTRACT BUSES - OUT OF DISTRICT	533,203	690,000	686,000	877,253		
A 5540 400 07 4002	CONTRACT BUSES - FUEL OIL	80,201	-	-	-		
A 5540 400 07 4004	TRANSPORTATION - ATHLETIC TRIPS	178,515	180,000	182,100	180,000		
A 5581 490 07 4000	BOCES SERVICES	157,157	217,600	95,000	-		
		<u>2,218,304</u>	<u>2,362,400</u>	<u>2,235,100</u>	<u>2,255,263</u>	<u>(107,137)</u>	<u>-4.5%</u>

**Community Service**

Included in this area are the costs associated with the Summer Voyager Program at Columbus Elementary School. This program is funded by privately paid tuition which has been reflected in the revenue budget.

<b>BUDGET CODE</b>	<b>DESCRIPTION</b>	<b>ACTUAL 12/13</b>	<b>ADOPTED BUDGET 13/14</b>	<b>ESTIMATED ACTUAL 13/14</b>	<b>PROPOSED BUDGET 14/15</b>	<b>\$ CHANGE</b>	<b>% CHANGE</b>
A 7140 120 01 1150	SALARIES - SUMMER VOYAGE PROGRAM	6,336	7,130	5,280	7,130		
A 7140 160 07 1630	SALARIES - CUSTODIAL OT	7,627	-	12,000	-		
A 7140 450 07 5000	MATERIALS/SUPPLIES - CES SUMMER VOYAGER	312	350	240	350		
		<u>14,275</u>	<u>7,480</u>	<u>17,520</u>	<u>7,480</u>	<u>-</u>	<u>100.0%</u>

## **UNDISTRIBUTED EMPLOYEE BENEFITS**

### **Employee Retirement System (ERS)**

The program is financed by a District contribution to a six-tier system. The District's contribution for 2014-2015 is estimated at 20.1%.

### **Teachers' Retirement System (TRS)**

This expenditure is paid to the New York State Teachers' Retirement System for pension benefits upon teacher retirement. The District's contribution for 2014-2015 is 17.53% of reportable salaries.

### **Social Security**

For the calendar year 2014, the social security tax rate remains at 7.65%. The maximum wage subject to the Social Security tax increased to \$117,000. As part of the Social Security rate, the District pays 1.45% on all salaries for the Medicare Tax and is not subject to the salary cap.

### **Worker's Compensation**

Worker's Compensation covers the partial salaries of employees who may be injured on the job. The District participates in the Southern Westchester Schools Cooperative Self Insurance Plan. The premium is determined by experience rating and the number of employees.

### **Employee Benefit Fund**

The District pays into various benefit funds of all bargaining units including administrators, teachers, clerical and custodial employees.

### **Unemployment Insurance**

School districts pay directly when unemployment benefits are paid to a qualified individual. Mt. Pleasant Central School District pays the New York State Department of Labor directly for all benefits paid to former employees up to the state maximum.

### **Health Insurance/Medicare Reimbursement**

Health insurance costs include premiums for health insurance for the District's staff as well as retirees. Medicare reimbursements are paid to retirees as required by the collective bargaining agreements. This budget reflects an increase in health insurance costs of 4.75%. The total cost represented is net of employee contractual contributions toward health coverage. The District participates in a health consortium and the rate increase is determined by the Board of Directors through the Trust Agreement with all participating school districts.

### **Health Insurance Buy-out**

This category represents a payment in lieu of health benefits for bargaining units with this option.

### **Section 125 Plan**

This contracted plan allows employees to receive benefits on a pretax basis.

<b>BUDGET CODE</b>	<b>DESCRIPTION</b>	<b>ACTUAL 12/13</b>	<b>ADOPTED BUDGET 13/14</b>	<b>ESTIMATED ACTUAL 13/14</b>	<b>PROPOSED BUDGET 14/15</b>	<b>\$ CHANGE</b>	<b>% CHANGE</b>
A 9010 800 07 0000	NYS EMPLOYEE RETIREMENT SYSTEM	653,343	765,000	640,000	795,000		
A 9020 800 07 0000	NYS TEACHERS RETIREMENT SYSTEM	2,683,444	3,790,000	3,837,000	4,325,000		
A 9030 800 07 0000	SOCIAL SECURITY	1,929,846	2,000,000	2,000,000	2,135,000		
A 9040 800 07 0000	WORKMEN'S COMPENSATION	146,901	147,000	147,769	147,000		
A 9050 800 07 0000	UNEMPLOYMENT INSURANCE	53,573	200,000	40,000	50,000		
A 9060 800 07 8000	HEALTH INSURANCE	4,186,642	4,600,000	4,500,000	4,850,000		
A 9060 800 07 8010	HEALTH INSURANCE BUY OUT	407,982	435,000	460,000	460,000		
A 9060 800 07 8020	MEDICARE B REIMBURSEMENT	197,095	200,000	198,000	200,000		
A 9070 800 07 0000	EMPLOYEE BENEFIT FUND	422,365	450,000	451,620	450,000		
A 9089 800 07 8510	BENEFIT PLAN ADMINISTRATION	8,882	9,200	9,200	9,200		
A 9089 800 07 8520	RETIREMENT INCENTIVE/OTHER BENEFITS	210,779	395,000	100,000	200,000		
		<u>10,900,851</u>	<u>12,991,200</u>	<u>12,383,589</u>	<u>13,621,200</u>	<u>630,000</u>	<u>4.8%</u>

**Debt Service**

This category represents the District's long term financing of capital improvement projects and renovations.

Funds are included for the payment of principal and interest with payment of the capital improvement bond issued by the District in 2005.

Funds are included to repay the loans used to refund real property tax as the result of tax certiorari proceedings.

<b>BUDGET CODE</b>	<b>DESCRIPTION</b>	<b>ACTUAL 12/13</b>	<b>ADOPTED BUDGET 13/14</b>	<b>ESTIMATED ACTUAL 13/14</b>	<b>PROPOSED BUDGET 14/15</b>	<b>\$ CHANGE</b>	<b>% CHANGE</b>
A 9711 600 00 0000	PRINCIPAL - SCHOOL CONSTRUCTION	1,400,202	1,470,000	1,470,000	1,520,000		
A 9711 700 00 0000	INTEREST - SCHOOL CONSTRUCTION	484,567	424,768	424,768	369,053		
A 9714 600 00 0000	PRINCIPAL - TAX CERT BONDS	650,000	675,000	675,000	650,000		
A 9714 700 00 0000	INTEREST - TAX CERT BONDS	363,050	336,313	336,313	308,525		
		<u>2,897,820</u>	<u>2,906,080</u>	<u>2,906,081</u>	<u>2,847,578</u>	<u>(58,502)</u>	<u>-2.0%</u>

**INTERFUND TRANSFERS**

**Capital fund**

Funds have been appropriated for capital improvement projects and upgrading facilities. Included in the Transfer to Capital Fund code is funding to install a gas line at Columbus Elementary School, and upgrade classroom security district-wide. The District conducted its Building Condition Survey as required by the NYS Education Department in 2010. The Survey detailed many items that need renovation or upgrade district-wide, along with a cost estimate for each item. Based upon this survey, the Board of Education will continue to follow a Five-Year Facilities Plan, which will determine additional projects, if any, to be completed with the 2014-2015 funding.

**Special Aid Fund**

Funds for the summer school program for students identified by the Committee on Special Education are allocated in this fund.

<b>BUDGET CODE</b>	<b>DESCRIPTION</b>	<b>ACTUAL 12/13</b>	<b>ADOPTED BUDGET 13/14</b>	<b>ESTIMATED ACTUAL 13/14</b>	<b>PROPOSED BUDGET 14/15</b>	<b>\$ CHANGE</b>	<b>% CHANGE</b>
A 9901 900 00 0000	TRANSFER TO SPECIAL AID FUND	62,973	100,000	50,000	100,000		
A 9950 900 00 0000	TRANSFER TO CAPITAL FUND	300,000	300,000	300,000	450,000		
		<u>362,973</u>	<u>400,000</u>	<u>350,000</u>	<u>550,000</u>	<u>150,000</u>	<u>37.5%</u>

**THREE PART BUDGET INFORMATION**

	2014/2015 BUDGET				2013/2014 BUDGET			
	Budget	Administrative	Program	Capital	Budget	Administrative	Program	Capital
Board of Education	39,400	39,400	-	-	39,500	39,500	-	-
District Clerk	73,142	73,142	-	-	72,100	72,100	-	-
District Meeting	20,000	20,000	-	-	10,000	10,000	-	-
Central Administration	391,428	391,428	-	-	369,148	369,148	-	-
Business Administration	357,535	357,535	-	-	339,074	339,074	-	-
Auditing	54,000	54,000	-	-	59,000	59,000	-	-
Treasurer	101,149	101,149	-	-	98,260	98,260	-	-
Legal	232,700	116,350	116,350	-	177,700	88,850	88,850	-
Personnel	107,517	107,517	-	-	108,320	108,320	-	-
Public Information	104,100	104,100	-	-	61,100	61,100	-	-
Operations of Plant	2,266,184	169,000	-	2,097,184	2,234,142	130,730	-	2,103,412
Maintenance of Plant	668,447	-	-	668,447	591,784	-	-	591,784
Special Items	853,045	708,045	-	145,000	789,912	644,912	-	145,000
<b>Total General Support</b>	<b>5,268,647</b>	<b>2,241,666</b>	<b>116,350</b>	<b>2,910,631</b>	<b>4,950,040</b>	<b>2,020,994</b>	<b>88,850</b>	<b>2,840,196</b>
Curriculum Development	527,060	527,060	-	-	527,439	527,439	-	-
Supervision	1,671,813	1,671,813	-	-	1,565,344	1,565,344	-	-
Instruction	16,261,589	-	16,261,589	-	15,480,457	-	15,480,457	-
Special Education	8,074,318	279,900	7,794,418	-	7,065,477	145,000	6,920,477	-
Occupational Educations	286,649	-	286,649	-	212,620	-	212,620	-
Library and Audio Visual	442,473	-	442,473	-	422,861	-	422,861	-
Computer Asst Instruction	811,514	-	811,514	-	732,477	-	732,477	-
Guidance	855,985	-	855,985	-	821,515	-	821,515	-
Health Services	508,613	-	508,613	-	419,944	-	419,944	-
Psychology/Social Work	661,418	-	661,418	-	579,048	-	579,048	-
CoCurricular Activities	197,000	-	197,000	-	190,000	-	190,000	-
Interscholastic Athletics	837,838	154,326	683,512	-	814,877	152,798	662,079	-
<b>Total Instruction</b>	<b>31,136,270</b>	<b>2,633,099</b>	<b>28,503,171</b>	<b>-</b>	<b>28,832,060</b>	<b>2,390,581</b>	<b>26,441,479</b>	<b>-</b>
Transportation	71,042	41,412	29,630	-	73,220	43,500	29,720	-
Contract Transportation	2,255,263	-	2,255,263	-	2,362,400	-	2,362,400	-
<b>Total Transportation</b>	<b>2,326,305</b>	<b>41,412</b>	<b>2,284,893</b>	<b>-</b>	<b>2,435,620</b>	<b>43,500</b>	<b>2,392,120</b>	<b>-</b>
Employee Benefits	13,621,200	1,524,212	11,635,229	461,759	12,991,200	1,453,715	11,097,083	440,402
Debt Service	2,847,578	-	-	2,847,578	2,906,080	-	-	2,906,080
Transfers	550,000	-	100,000	450,000	400,000	-	100,000	300,000
<b>Total Undistributed</b>	<b>17,018,778</b>	<b>1,524,212</b>	<b>11,735,229</b>	<b>3,759,337</b>	<b>16,297,280</b>	<b>1,453,715</b>	<b>11,197,083</b>	<b>3,646,482</b>
<b>Total Budget</b>	<b>55,750,000</b>	<b>6,440,389</b>	<b>42,639,643</b>	<b>6,669,968</b>	<b>52,515,000</b>	<b>5,908,790</b>	<b>40,119,532</b>	<b>6,486,678</b>

**Administrative Cap Calculation**

Administrative Component	6,440,389	5,908,790
Administrative and Program Components	49,080,032	46,028,322
Administrative Cap for Contingency	13.1%	12.8%

**Administrative Compensation Information**

**Salary**

Superintendent of Schools	257,000
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**Benefits**

TRS	28,553
Health Insurance	16,492
FICA/Medicare	19,661
Life, Vision & Dental Coverage	3,300
Auto Allowance	2,500
Disability Insurance	2,050
	<hr/> 72,555

Other Supervisory and Administrative Employees Receiving \$126,000 or More in Salary Only:

Building Principal	181,927
Building Principal	169,764
Building Principal	168,317
Building Principal	161,722
Director of Curriculum and Instruction	160,140
Director of Athletics and Health	154,326
Assistant Principal	146,478
Director of Special Education	147,900
Director of Business Administration	147,900
Assistant Principal	144,069

**Mt. Pleasant CSD**  
**2014-2015 Property Tax Report Card**

	<u>Budgeted 2013/14</u>	<u>Budgeted 2014/15</u>	<u>Percent Change</u>
Total Proposed Spending	52,515,000	55,750,000	6.16%
Total Proposed School Year Tax Levy	46,409,000	48,140,050	
Permissible Exclusions to the School Tax Levy Limit	2,113,461	1,726,844	
Proposed School Year Tax Levy (not including Permissible Exclusions)	44,295,539	46,413,206	
Total School Tax Levy Limit (NOT including Permissible Exclusions to the School Tax Levy Limit)	44,295,745	46,413,206	4.78%
Difference (positive value requires 60% voter approval)	(206)	-	
Public School Enrollment	1,948	1,938	-0.51%
Consumer Price Index			1.46%
	<u>Actual 2013/2014</u>	<u>Estimated 2014/2015</u>	
Restricted Fund Balance	6,217,091	6,600,000	
Assigned Appropriated Fund Balance	393,422	750,000	
Unrestricted Fund Balance	2,100,600	2,230,000	
Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	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.

<b>This School District</b>	<b>General Education</b>	<b>Special Education</b>
<b>Instructional Expenditures</b>	\$27,650,856	\$10,712,231
<b>Pupils</b>	1,962	301
<b>Expenditures Per Pupil</b>	\$14,093	\$35,589
<b>Similar District Group (Low Need/Resource Capacity)</b>	<b>General Education</b>	<b>Special Education</b>
<b>Instructional Expenditures</b>	\$5,206,266,623	\$1,876,789,686
<b>Pupils</b>	391,592	50,903
<b>Expenditures Per Pupil</b>	\$13,295	\$36,870
<b>All School Districts</b>	<b>General Education</b>	<b>Special Education</b>
<b>Instructional Expenditures</b>	\$31,088,294,986	\$12,418,610,168
<b>Pupils</b>	2,676,495	411,123
<b>Expenditures Per Pupil</b>	\$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

<b>This School District</b>	<b>Similar District Group</b>	<b>NY State</b>
<b>\$25,357</b>	<b>\$23,588</b>	<b>\$20,906</b>

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
<b>80% or more</b>	159	57.0%	63.4%	57.8%
<b>40% - 79%</b>	74	26.5%	17.1%	11.7%
<b>Less than 40%</b>	37	13.3%	11.4%	21.4%
<b>Separate Settings</b>	9	3.2%	4.8%	6.2%
<b>Other Settings</b>	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
14.5%	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:** MT PLEASANT CSD

**BEDS Code:** 660801060000

**SUPERINTENDENT :** Susan Guiney

**ADDRESS:** 825 WESTLAKE DR, THORNWOOD, NY 10594

**PHONE:** (914) 769-5500

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.

# MT PLEASANT CSD Enrollment (2012 - 13)

K-12 Enrollment: 1,953

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	
999	51%	954	49%

## Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
1	12	151	83	1,697	9
0%	1%	8%	4%	87%	0%

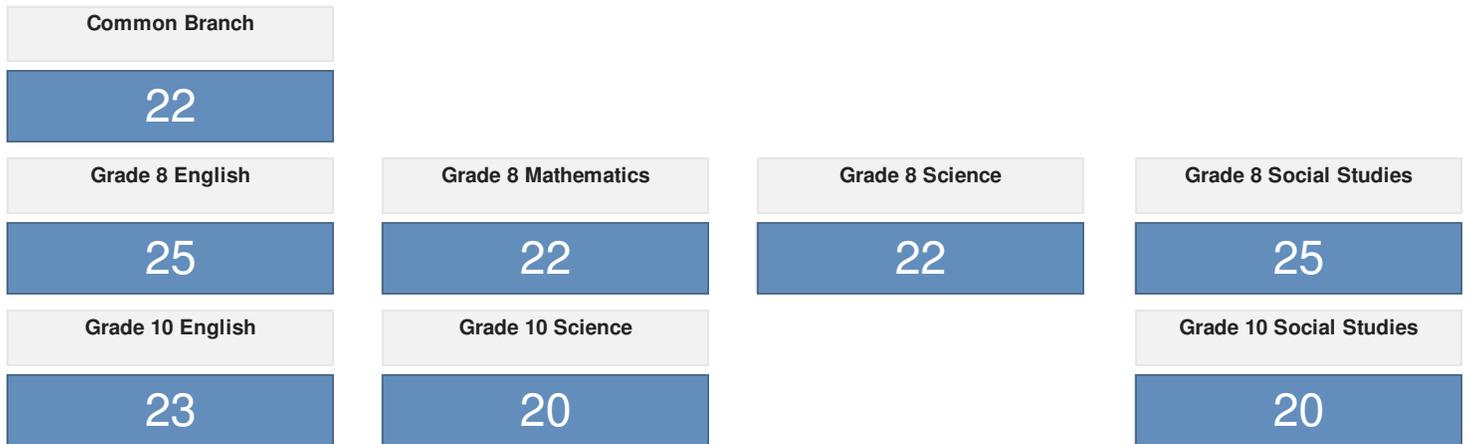
## Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
32	2%	309	16%	164	8%

## Students by Grade

Kindergarten (Full Day)	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
147	123	150	154	158	166
6th Grade	Ungraded Elementary	7th Grade	8th Grade	9th Grade	10th Grade
142	5	166	165	142	145
11th Grade	12th Grade	Ungraded Secondary			
146	138	6			

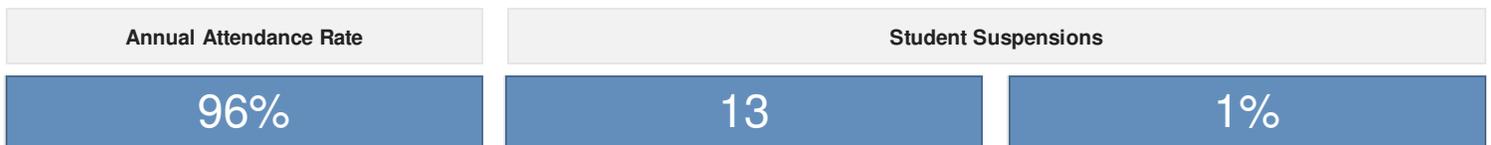
## Average Class Size (2012 - 13)



## Free and Reduced-Price Lunch (2012 - 13)



## Attendance and Suspensions (2011 - 12)



## Teacher Turnover Rate (2011 - 12)



## Teacher Qualifications (2010-11 through 2012-13)

	2010 - 11	2011 - 12	2012 - 13
Total Number of Teachers	175	170	174
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	1%
Percent with Fewer Than Three Years of Experience	5%	4%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	54%	55%	52%
Total Number of Core Classes	455	429	416
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
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			

<b>Statewide</b>	0%	1%	1%
<b>Total Number of Classes</b>	608	587	581
<b>Percent Taught by Teachers Without Appropriate Certification</b>	0%	1%	1%

## 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	146	143	135	94%	72	50%
General Education	108	108	107	99%	66	61%
Students with Disabilities	38	35	28	80%	6	17%

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	3	2%	8	6%	3	2%
General Education	1	1%	1	1%	0	0%
Students with Disabilities	2	6%	7	20%	3	8%

## 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	—	—	—	—	—	—

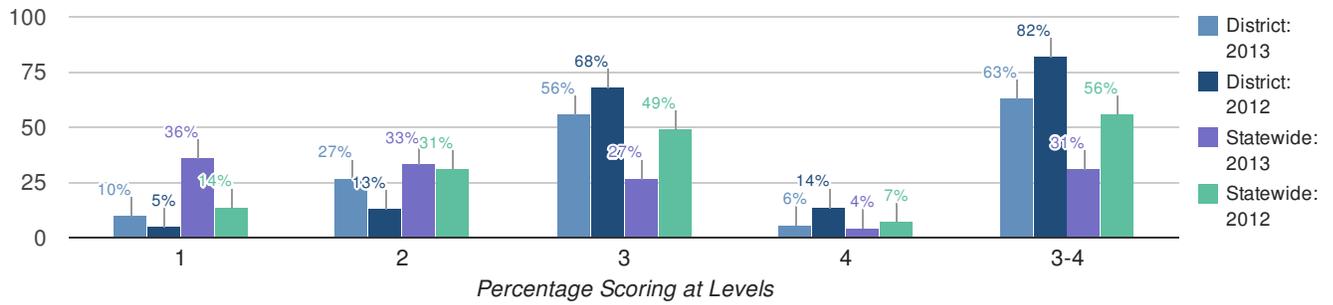
## Post-graduation Plans of Completers (2012 - 13)

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
<b>All Students</b>	107	73%	29	20%	0	0%	0	0%
<b>General Education</b>	90	83%	16	15%	0	0%	0	0%
<b>Students with Disabilities</b>	17	45%	13	34%	0	0%	0	0%

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
<b>All Students</b>	3	2%	0	0%	0	0%	7	5%
<b>General Education</b>	0	0%	0	0%	0	0%	2	2%
<b>Students with Disabilities</b>	3	8%	0	0%	0	0%	5	13%

# Grade 3 English Language Arts

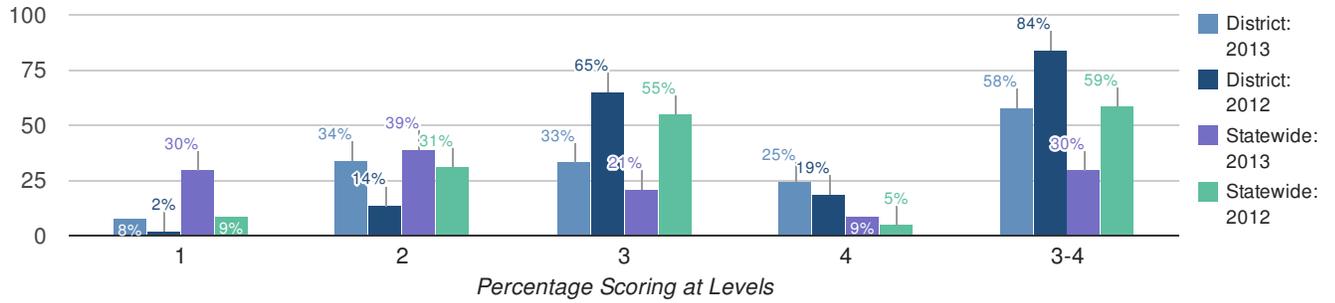


## Mean Score

2013	2012
324	675

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	154	10	27	56	6	63	155	5	13	68	14	82
General Education	136	4	24	64	7	71	135	0	10	74	16	90
Students with Disabilities	18	50	50	0	0	0	20	40	35	25	0	25
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	—	—	5	—	—	—	—	—
Hispanic or Latino	8	38	38	25	0	25	17	0	24	71	6	76
White	138	8	27	59	6	65	132	6	11	69	14	83
Multiracial	2	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	8	13	25	38	25	63	6	0	17	33	50	83
Female	77	6	23	58	12	70	77	3	10	66	21	87
Male	77	13	31	55	1	56	78	8	15	69	8	77
English Proficient	151	—	—	—	—	—	151	—	—	—	—	—
Limited English Proficient	3	—	—	—	—	—	4	—	—	—	—	—
Economically Disadvantaged	14	21	43	29	7	36	15	7	27	60	7	67
Not Economically Disadvantaged	140	9	26	59	6	66	140	5	11	69	15	84
Not Migrant	154	10	27	56	6	63	155	5	13	68	14	82

# Grade 4 English Language Arts

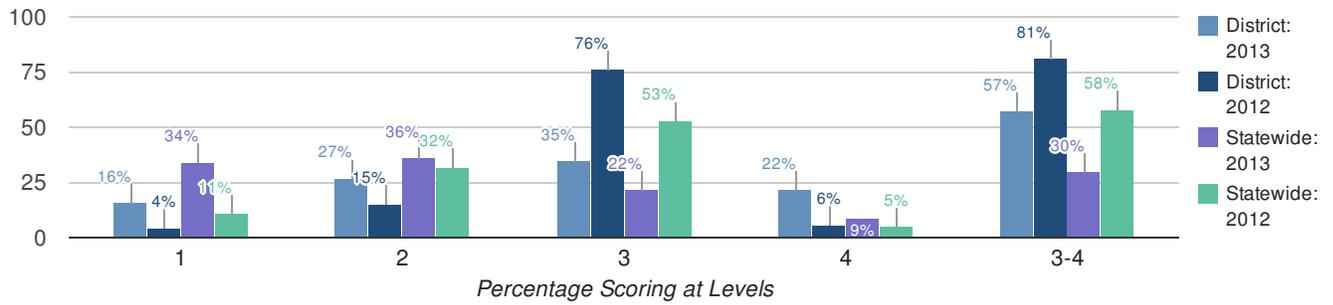


## Mean Score

2013	2012
322	695

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	154	8	34	33	25	58	168	2	14	65	19	84
General Education	135	1	33	37	29	66	141	0	6	71	23	94
Students with Disabilities	19	58	37	5	0	5	27	15	52	33	0	33
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	—	—	3	—	—	—	—	—
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	15	13	40	40	7	47	11	0	9	73	18	91
White	132	7	34	34	25	59	152	3	13	65	19	84
Multiracial	1	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	7	14	14	0	71	71	5	0	40	40	20	60
Female	76	5	24	36	36	71	88	1	8	67	24	91
Male	78	10	44	31	15	46	80	4	20	63	14	76
English Proficient	152	—	—	—	—	—	165	—	—	—	—	—
Limited English Proficient	2	—	—	—	—	—	3	—	—	—	—	—
Economically Disadvantaged	13	8	46	38	8	46	14	7	7	71	14	86
Not Economically Disadvantaged	141	8	33	33	27	60	154	2	14	64	19	84
Not Migrant	154	8	34	33	25	58	168	2	14	65	19	84

# Grade 5 English Language Arts

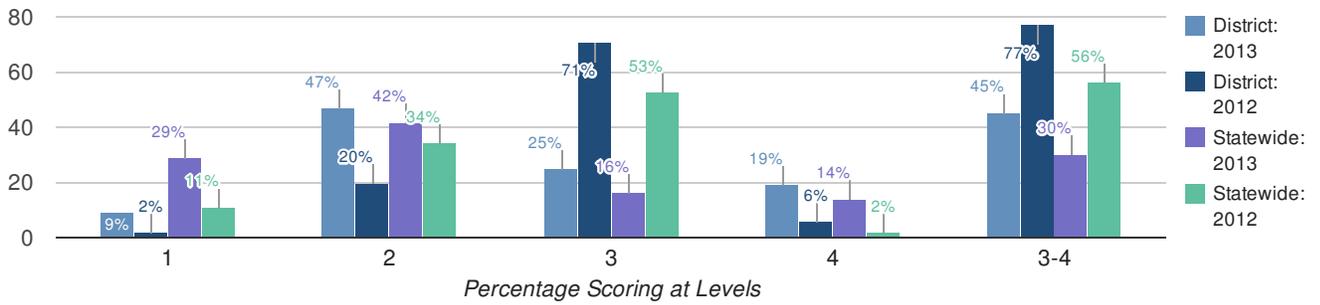


## Mean Score

2013	2012
320	678

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	161	16	27	35	22	57	140	4	15	76	6	81
General Education	140	9	26	39	26	65	117	0	9	85	6	91
Students with Disabilities	21	67	29	5	0	5	23	22	48	26	4	30
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	3	—	—	—	—	—
Black or African American	1	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	11	9	45	36	9	45	10	—	—	—	—	—
White	145	17	26	36	22	58	126	3	13	78	6	83
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	5	20	20	0	60	60	14	7	29	57	7	64
Female	82	11	27	35	27	62	67	6	10	78	6	84
Male	79	22	27	34	18	52	73	1	19	74	5	79
English Proficient	158	—	—	—	—	—	139	—	—	—	—	—
Limited English Proficient	3	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	12	17	50	25	8	33	8	25	25	50	0	50
Not Economically Disadvantaged	149	16	25	36	23	59	132	2	14	77	6	83
Not Migrant	161	16	27	35	22	57	140	4	15	76	6	81

# Grade 6 English Language Arts

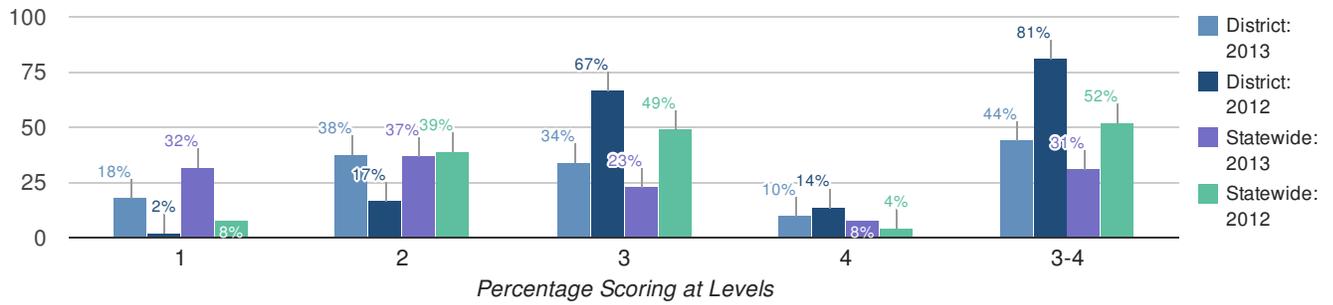


## Mean Score

2013	2012
314	671

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	139	9	47	25	19	45	162	2	20	71	6	77
General Education	113	2	44	30	24	54	138	0	13	80	7	87
Students with Disabilities	26	38	58	4	0	4	24	17	63	21	0	21
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	6	0	17	83	0	83
Black or African American	1	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	9	—	—	—	—	—	6	—	—	—	—	—
White	126	8	45	27	20	47	149	3	19	72	6	78
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	13	15	62	8	15	23	7	0	43	43	14	57
Female	67	13	40	25	21	46	85	1	15	78	6	84
Male	72	4	53	25	18	43	77	4	26	64	6	70
English Proficient	139	9	47	25	19	45	160	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	2	—	—	—	—	—
Economically Disadvantaged	8	38	38	25	0	25	9	22	33	44	0	44
Not Economically Disadvantaged	131	7	47	25	21	46	153	1	20	73	7	79
Not Migrant	139	9	47	25	19	45	162	2	20	71	6	77

# Grade 7 English Language Arts

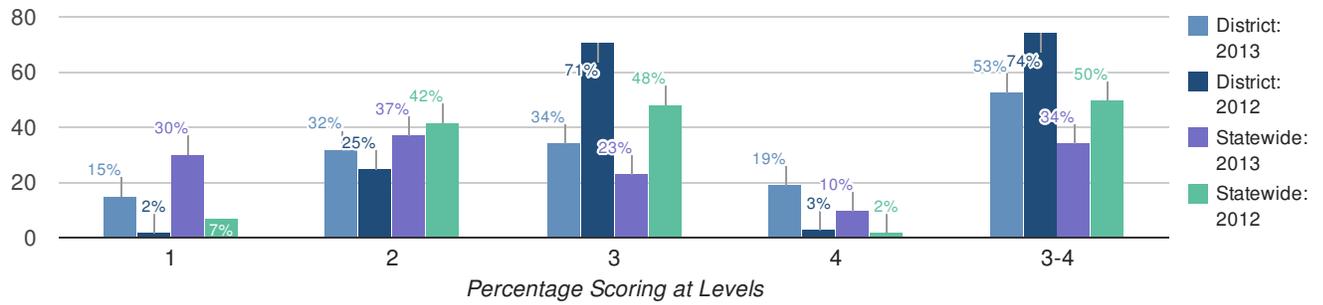


## Mean Score

2013	2012
311	678

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	164	18	38	34	10	44	163	2	17	67	14	81
General Education	142	9	40	39	12	51	139	0	8	76	17	92
Students with Disabilities	22	77	23	0	0	0	24	13	71	17	0	17
Asian or Native Hawaiian/Other Pacific Islander	8	13	38	38	13	50	9	—	—	—	—	—
Black or African American	0	0	0	0	0	0	3	—	—	—	—	—
Hispanic or Latino	7	—	—	—	—	—	15	7	33	60	0	60
White	148	18	39	33	11	44	136	1	15	67	17	84
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	8	38	25	38	0	38	12	0	25	75	0	75
Female	85	15	33	40	12	52	76	3	12	68	17	86
Male	79	22	43	27	9	35	87	1	22	66	11	77
English Proficient	162	—	—	—	—	—	161	—	—	—	—	—
Limited English Proficient	2	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	9	33	33	33	0	33	17	6	41	53	0	53
Not Economically Disadvantaged	155	17	38	34	11	45	146	1	14	68	16	84
Not Migrant	164	18	38	34	10	44	163	2	17	67	14	81

# Grade 8 English Language Arts

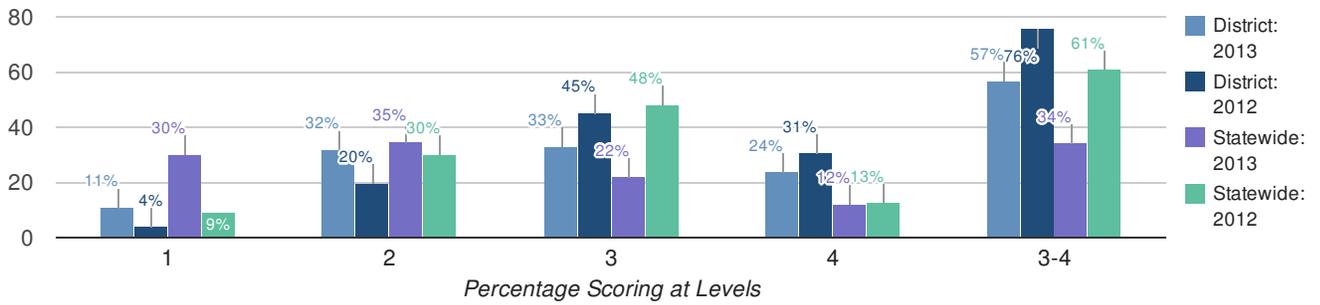


## Mean Score

2013	2012
315	666

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	163	15	32	34	19	53	163	2	25	71	3	74
General Education	134	4	32	41	23	64	133	0	16	80	4	84
Students with Disabilities	29	66	31	3	0	3	30	10	63	27	0	27
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—	—	—	10	—	—	—	—	—
Black or African American	2	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	17	24	24	41	12	53	12	0	25	75	0	75
White	135	13	33	33	21	54	140	1	24	72	3	75
Small Group Total	11	18	36	45	0	45	11	9	36	45	9	55
Female	74	12	32	36	19	55	73	1	18	77	4	81
Male	89	17	31	33	19	52	90	2	30	66	2	68
English Proficient	161	—	—	—	—	—	161	—	—	—	—	—
Limited English Proficient	2	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	17	24	53	24	0	24	7	14	57	29	0	29
Not Economically Disadvantaged	146	14	29	36	21	57	156	1	23	72	3	76
Not Migrant	163	15	32	34	19	53	163	2	25	71	3	74

# Grade 3 Mathematics

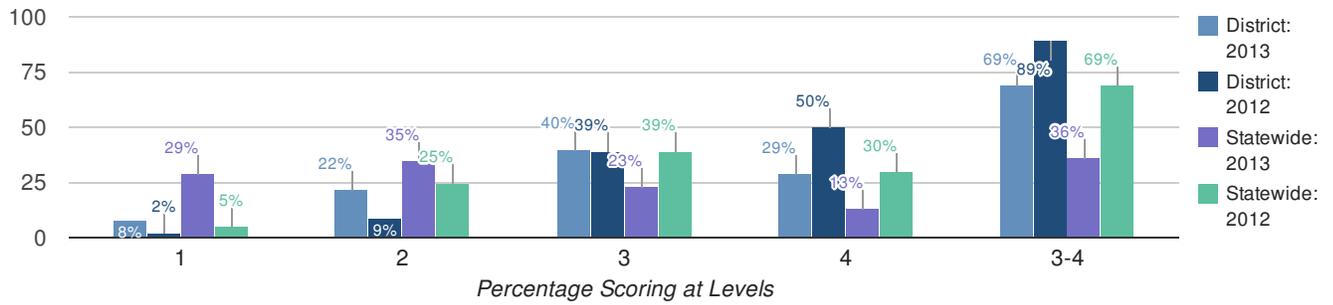


## Mean Score

2013	2012
317	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	152	11	32	33	24	57	157	4	20	45	31	76
General Education	135	7	30	36	27	64	137	1	13	50	36	85
Students with Disabilities	17	47	47	6	0	6	20	20	70	10	0	10
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	—	—	6	—	—	—	—	—
Hispanic or Latino	8	38	25	38	0	38	17	12	35	24	29	53
White	136	10	34	31	25	56	133	3	19	49	29	78
Multiracial	2	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	8	0	0	63	38	100	7	0	14	14	71	86
Female	76	12	36	32	21	53	77	3	17	51	30	81
Male	76	11	28	34	28	62	80	5	24	39	33	71
English Proficient	149	—	—	—	—	—	153	—	—	—	—	—
Limited English Proficient	3	—	—	—	—	—	4	—	—	—	—	—
Economically Disadvantaged	13	31	38	23	8	31	15	13	27	60	0	60
Not Economically Disadvantaged	139	9	31	34	26	60	142	3	20	43	35	77
Not Migrant	152	11	32	33	24	57	157	4	20	45	31	76

# Grade 4 Mathematics

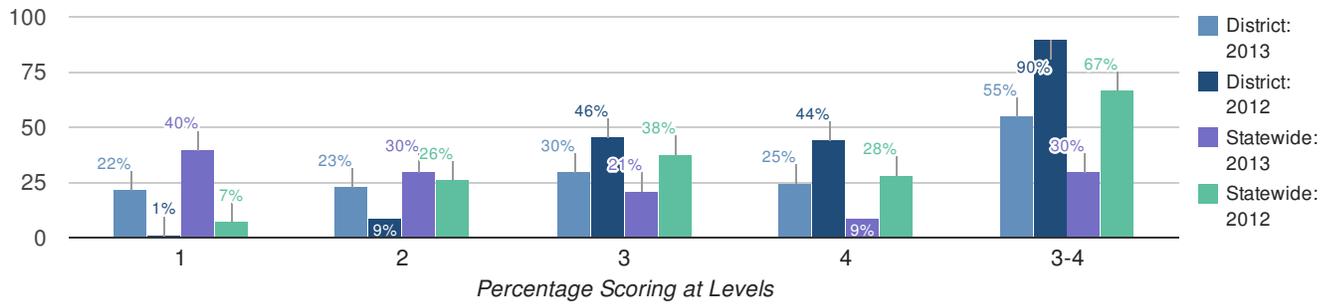


## Mean Score

2013	2012
323	706

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	154	8	22	40	29	69	169	2	9	39	50	89
General Education	135	4	18	46	33	79	142	0	5	37	58	95
Students with Disabilities	19	42	53	0	5	5	27	11	33	48	7	56
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	—	—	3	—	—	—	—	—
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	15	7	40	20	33	53	12	0	17	42	42	83
White	132	8	21	43	27	70	152	2	9	39	50	89
Multiracial	1	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	7	14	0	29	57	86	5	0	20	20	60	80
Female	76	8	22	43	26	70	88	1	9	40	50	90
Male	78	9	22	37	32	69	81	2	10	38	49	88
English Proficient	152	—	—	—	—	—	166	—	—	—	—	—
Limited English Proficient	2	—	—	—	—	—	3	—	—	—	—	—
Economically Disadvantaged	13	15	31	46	8	54	14	0	14	36	50	86
Not Economically Disadvantaged	141	8	21	40	31	71	155	2	9	39	50	89
Not Migrant	154	8	22	40	29	69	169	2	9	39	50	89

# Grade 5 Mathematics

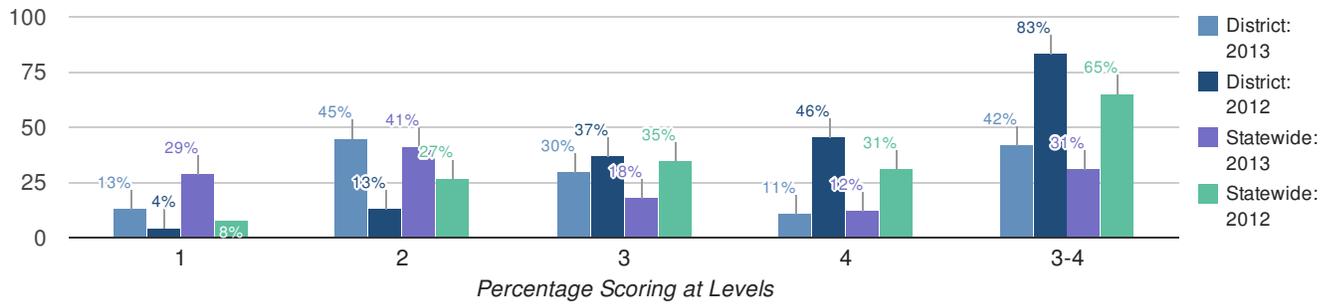


## Mean Score

2013	2012
320	705

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	161	22	23	30	25	55	140	1	9	46	44	90
General Education	140	13	24	34	29	63	117	0	3	45	51	97
Students with Disabilities	21	81	14	5	0	5	23	9	35	48	9	57
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	3	—	—	—	—	—
Black or African American	1	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	12	33	25	33	8	42	10	—	—	—	—	—
White	144	21	23	29	27	56	126	2	6	46	46	92
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	5	20	20	40	20	60	14	0	29	43	29	71
Female	83	14	28	29	29	58	68	3	7	53	37	90
Male	78	29	18	31	22	53	72	0	10	39	51	90
English Proficient	158	—	—	—	—	—	139	—	—	—	—	—
Limited English Proficient	3	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	13	46	8	31	15	46	8	13	38	50	0	50
Not Economically Disadvantaged	148	20	24	30	26	56	132	1	7	45	47	92
Not Migrant	161	22	23	30	25	55	140	1	9	46	44	90

# Grade 6 Mathematics

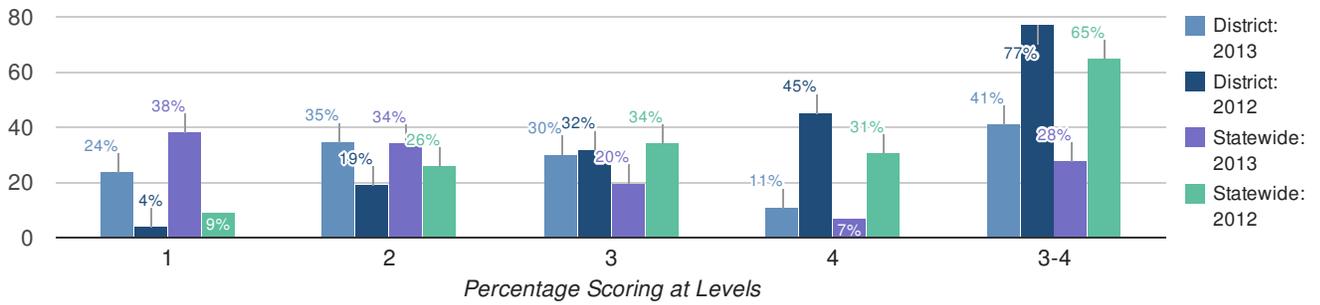


## Mean Score

2013	2012
309	694

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	141	13	45	30	11	42	163	4	13	37	46	83
General Education	115	5	44	37	14	50	139	1	7	39	53	91
Students with Disabilities	26	46	50	4	0	4	24	17	50	25	8	33
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	7	0	14	14	71	86
Black or African American	1	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	10	—	—	—	—	—	6	—	—	—	—	—
White	127	9	46	33	11	44	149	3	13	39	44	83
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	14	43	36	7	14	21	7	14	14	14	57	71
Female	68	16	50	25	9	34	85	4	11	40	46	86
Male	73	10	41	36	14	49	78	4	17	33	46	79
English Proficient	139	—	—	—	—	—	161	—	—	—	—	—
Limited English Proficient	2	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	9	56	44	0	0	0	9	33	22	11	33	44
Not Economically Disadvantaged	132	10	45	33	12	45	154	2	13	38	47	85
Not Migrant	141	13	45	30	11	42	163	4	13	37	46	83

# Grade 7 Mathematics

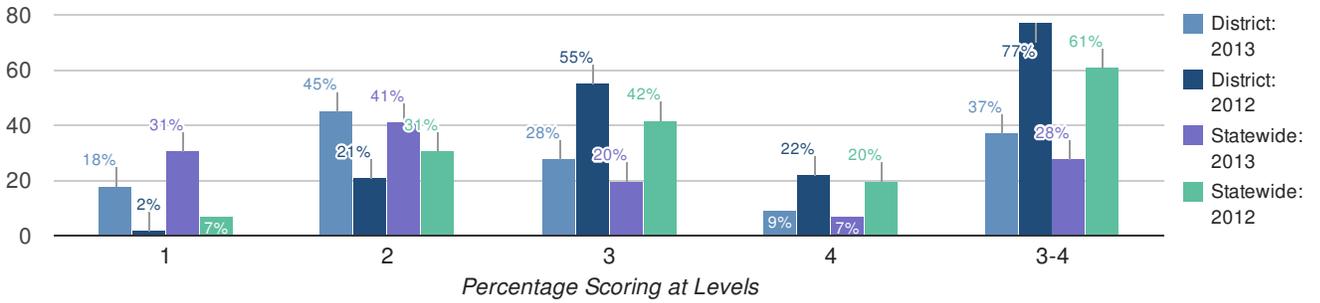


## Mean Score

2013	2012
313	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	164	24	35	30	11	41	166	4	19	32	45	77
General Education	143	16	37	34	13	47	142	1	13	33	52	85
Students with Disabilities	21	81	19	0	0	0	24	21	50	25	4	29
Asian or Native Hawaiian/Other Pacific Islander	8	13	13	63	13	75	9	—	—	—	—	—
Black or African American	0	0	0	0	0	0	3	—	—	—	—	—
Hispanic or Latino	7	—	—	—	—	—	16	6	25	25	44	69
White	148	24	36	28	11	39	138	4	17	35	44	79
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	8	38	25	38	0	38	12	0	33	8	58	67
Female	86	24	34	33	9	42	76	4	20	30	46	76
Male	78	24	36	27	13	40	90	4	18	33	44	78
English Proficient	162	—	—	—	—	—	164	—	—	—	—	—
Limited English Proficient	2	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	9	56	11	33	0	33	17	12	35	24	29	53
Not Economically Disadvantaged	155	23	36	30	12	41	149	3	17	33	47	80
Not Migrant	164	24	35	30	11	41	166	4	19	32	45	77

# Grade 8 Mathematics

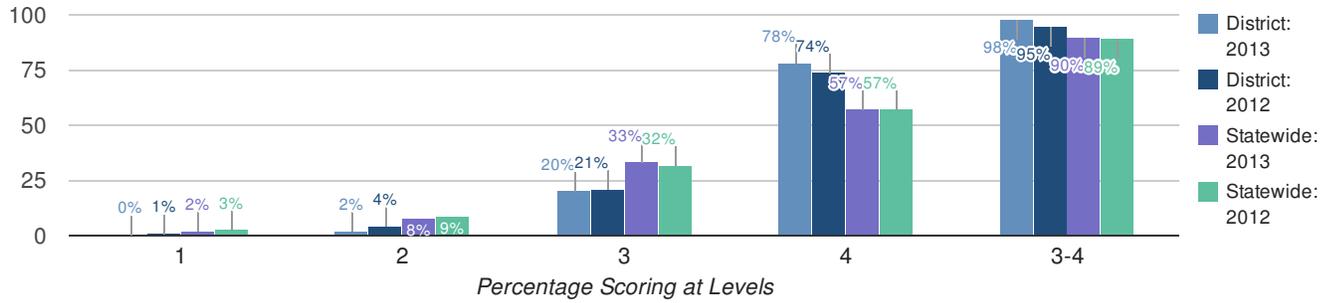


## Mean Score

2013	2012
311	688

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	161	18	45	28	9	37	163	2	21	55	22	77
General Education	133	8	47	34	11	45	133	0	14	59	27	86
Students with Disabilities	28	68	32	0	0	0	30	10	53	37	0	37
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—	—	—	10	—	—	—	—	—
Black or African American	2	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	17	24	41	35	0	35	12	0	17	58	25	83
White	133	17	47	26	10	36	140	2	20	58	20	78
Small Group Total	11	27	18	36	18	55	11	0	36	18	45	64
Female	73	19	45	27	8	36	73	1	19	56	23	79
Male	88	17	44	28	10	39	90	2	22	54	21	76
English Proficient	159	—	—	—	—	—	161	—	—	—	—	—
Limited English Proficient	2	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	17	47	24	24	6	29	7	0	71	14	14	29
Not Economically Disadvantaged	144	15	47	28	10	38	156	2	19	57	22	79
Not Migrant	161	18	45	28	9	37	163	2	21	55	22	77

# Grade 4 Science



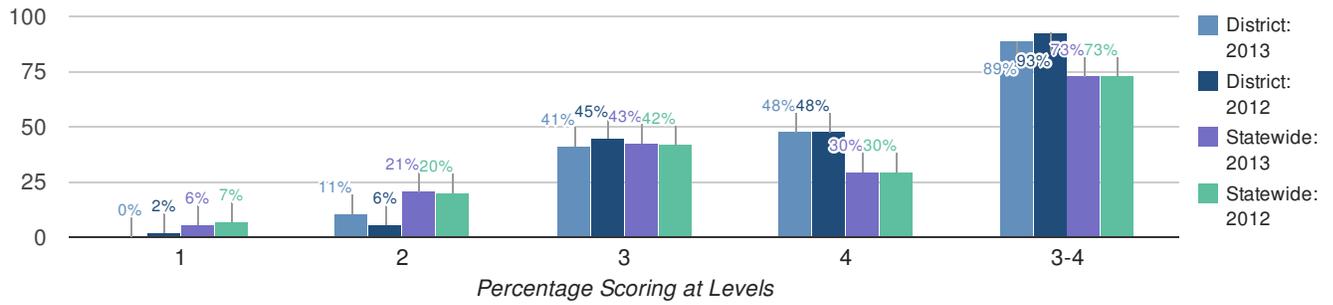
## Mean Score

2013	2012
89	88

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	156	0	2	20	78	98	169	1	4	21	74	95
General Education	135	0	0	14	86	100	142	0	0	17	83	100
Students with Disabilities	21	0	14	57	29	86	27	4	26	44	26	70
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	—	—	3	—	—	—	—	—
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	15	0	7	33	60	93	12	0	0	50	50	100
White	134	0	1	19	80	99	152	1	5	18	76	95
Multiracial	1	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	7	0	0	14	86	100	5	0	0	40	60	100
Female	76	0	1	20	79	99	88	1	2	18	78	97
Male	80	0	3	20	78	98	81	0	6	25	69	94
English Proficient	154	—	—	—	—	—	166	—	—	—	—	—
Limited English Proficient	2	—	—	—	—	—	3	—	—	—	—	—
Economically Disadvantaged	13	0	8	23	69	92	14	0	0	43	57	100
Not Economically Disadvantaged	143	0	1	20	79	99	155	1	5	19	75	95
Not Migrant	156	0	2	20	78	98	169	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
68	69

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	49	0	37	57	6	63	41	7	15	71	7	78
General Education	22	0	18	73	9	82	16	0	0	94	6	100
Students with Disabilities	27	0	52	44	4	48	25	12	24	56	8	64
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	4	—	—	—	—	—
Black or African American	2	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	8	—	—	—	—	—	3	—	—	—	—	—
White	38	0	32	61	8	68	33	3	15	73	9	82
Small Group Total	11	0	55	45	0	45	8	25	13	63	0	63
Female	22	0	32	68	0	68	13	8	8	85	0	85
Male	27	0	41	48	11	59	28	7	18	64	11	75
English Proficient	47	—	—	—	—	—	39	—	—	—	—	—
Limited English Proficient	2	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	11	0	55	45	0	45	5	20	20	60	0	60
Not Economically Disadvantaged	38	0	32	61	8	68	36	6	14	72	8	81
Not Migrant	49	0	37	57	6	63	41	7	15	71	7	78

## 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	116	0	0	34	66	100	122	0	2	36	61	98

**Recently Arrived LEP Students Taking NYSESLAT in Lieu of NYSTP: Grade 6**

2013	2012
2	0

**Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6**

2013	2012
2	0

# 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	140	2	2	54	41	96	165	1	2	30	67	96
General Education	106	0	1	47	52	99	135	0	0	25	73	99
Students with Disabilities	34	9	6	76	9	85	30	3	10	50	37	87
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	—	—	5	—	—	—	—	—
Black or African American	1	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	9	0	0	89	11	100	14	0	0	50	36	86
White	121	2	2	55	41	96	144	1	2	28	69	97
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	10	10	0	20	70	90	7	0	0	29	71	100
Female	70	1	1	41	56	97	90	1	2	26	70	96
Male	70	3	3	67	27	94	75	0	1	35	63	97
English Proficient	140	2	2	54	41	96	163	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	2	—	—	—	—	—
Economically Disadvantaged	5	20	0	40	40	80	11	9	9	45	36	82
Not Economically Disadvantaged	135	1	2	55	41	96	154	0	1	29	69	97
Not Migrant	140	2	2	54	41	96	165	1	2	30	67	96

# 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	140	0	1	69	30	99	165	0	2	52	45	97
General Education	106	0	0	62	38	100	135	0	0	45	53	99
Students with Disabilities	34	0	6	88	6	94	30	0	10	83	7	90
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	—	—	5	—	—	—	—	—
Black or African American	1	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	9	0	0	78	22	100	14	0	0	71	14	86
White	121	0	2	69	29	98	144	0	2	52	46	98
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	10	0	0	50	50	100	7	0	0	14	86	100
Female	70	0	3	60	37	97	90	0	2	51	46	97
Male	70	0	0	77	23	100	75	0	1	53	44	97
English Proficient	140	0	1	69	30	99	163	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	2	—	—	—	—	—
Economically Disadvantaged	5	0	0	60	40	100	11	0	18	55	27	82
Not Economically Disadvantaged	135	0	1	69	30	99	154	0	1	52	46	98
Not Migrant	140	0	1	69	30	99	165	0	2	52	45	97

# 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	140	0	2	54	43	97	165	1	1	34	63	97
General Education	106	0	0	48	51	99	135	0	0	30	67	98
Students with Disabilities	34	0	9	74	18	91	30	3	3	50	43	93
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	—	—	5	—	—	—	—	—
Black or African American	1	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	9	0	11	56	33	89	14	0	0	36	50	86
White	121	0	2	56	41	98	144	1	1	34	64	98
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	10	0	0	30	70	100	7	0	0	29	71	100
Female	70	0	3	51	44	96	90	1	1	42	53	96
Male	70	0	1	57	41	99	75	0	0	24	75	99
English Proficient	140	0	2	54	43	97	163	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	2	—	—	—	—	—
Economically Disadvantaged	5	0	20	20	60	80	11	9	0	55	36	91
Not Economically Disadvantaged	135	0	1	56	42	98	154	0	1	32	65	97
Not Migrant	140	0	2	54	43	97	165	1	1	34	63	97

# 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	140	0	1	47	52	99	165	1	2	30	67	96
General Education	106	0	0	41	59	100	135	0	0	27	72	99
Students with Disabilities	34	0	3	68	29	97	30	3	10	43	43	87
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	—	—	5	—	—	—	—	—
Black or African American	1	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	9	0	11	33	56	89	14	0	0	57	29	86
White	121	0	0	50	50	100	144	1	2	28	69	97
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	10	0	0	30	70	100	7	0	0	14	86	100
Female	70	0	0	51	49	100	90	1	2	32	63	96
Male	70	0	1	43	56	99	75	0	1	27	71	97
English Proficient	140	0	1	47	52	99	163	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	2	—	—	—	—	—
Economically Disadvantaged	5	0	20	40	40	80	11	9	0	64	27	91
Not Economically Disadvantaged	135	0	0	47	53	100	154	0	2	27	69	97
Not Migrant	140	0	1	47	52	99	165	1	2	30	67	96

# 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	140	0	2	44	53	97	165	1	2	34	62	96
General Education	106	0	0	40	59	99	135	1	0	28	70	98
Students with Disabilities	34	0	9	59	32	91	30	0	10	60	30	90
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	—	—	5	—	—	—	—	—
Black or African American	1	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	9	0	0	56	44	100	14	0	0	50	36	86
White	121	0	2	44	53	97	144	1	2	33	64	97
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	10	0	0	40	60	100	7	0	0	14	86	100
Female	70	0	3	37	59	96	90	1	2	42	53	96
Male	70	0	1	51	47	99	75	0	1	24	73	97
English Proficient	140	0	2	44	53	97	163	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	2	—	—	—	—	—
Economically Disadvantaged	5	0	0	60	40	100	11	0	0	64	36	100
Not Economically Disadvantaged	135	0	2	44	53	97	154	1	2	32	64	96
Not Migrant	140	0	2	44	53	97	165	1	2	34	62	96

# 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	172	96	92	41	172	99	97	41
General Education	142	97	96	46	140	100	99	51
Students with Disabilities	30	90	73	13	32	97	88	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	11	—	—	—	11	—	—	—
Black or African American	2	—	—	—	3	—	—	—
Hispanic or Latino	11	100	82	18	17	100	100	35
White	148	95	92	42	140	100	98	42
Multiracial	0	0	0	0	1	—	—	—
Small Group Total	13	100	85	15	15	93	80	40
Female	92	99	96	48	75	99	97	44
Male	80	93	88	33	97	100	96	39
English Proficient	172	96	92	41	171	—	—	—
Limited English Proficient	0	0	0	0	1	—	—	—
Economically Disadvantaged	16	94	69	19	12	100	92	33
Not Economically Disadvantaged	156	96	94	43	160	99	97	42
Migrant	0	0	0	0	0	0	0	0
Not Migrant	172	96	92	41	172	99	97	41

# 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	130	93	85	22	134	82	67	25
General Education	116	96	88	24	121	85	69	26
Students with Disabilities	14	71	64	7	13	54	46	15
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	11	82	73	45
Black or African American	2	—	—	—	2	—	—	—
Hispanic or Latino	11	91	91	9	8	—	—	—
White	112	94	85	22	113	85	69	26
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	7	86	86	43	10	50	40	0
Female	67	97	87	19	71	82	68	21
Male	63	89	84	25	63	83	67	30
English Proficient	130	93	85	22	134	82	67	25
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	8	88	75	13	7	71	43	0
Not Economically Disadvantaged	122	93	86	23	127	83	69	27
Migrant	0	0	0	0	0	0	0	0
Not Migrant	130	93	85	22	134	82	67	25

# 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	149	97	96	60	155	99	94	57
General Education	123	99	98	67	127	98	97	62
Students with Disabilities	26	85	85	27	28	100	82	36
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	9	—	—	—
Black or African American	2	—	—	—	3	—	—	—
Hispanic or Latino	10	100	100	40	11	91	73	36
White	132	96	95	61	132	100	96	59
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	7	100	100	71	12	92	92	58
Female	79	96	95	58	83	100	94	45
Male	70	97	97	61	72	97	94	72
English Proficient	148	—	—	—	155	99	94	57
Limited English Proficient	1	—	—	—	0	0	0	0
Economically Disadvantaged	10	80	80	40	16	94	69	19
Not Economically Disadvantaged	139	98	97	61	139	99	97	62
Migrant	0	0	0	0	0	0	0	0
Not Migrant	149	97	96	60	155	99	94	57

# 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	149	97	91	34	151	100	98	59
General Education	120	99	96	42	133	100	100	62
Students with Disabilities	29	90	72	3	18	100	83	39
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	10	—	—	—	9	—	—	—
Black or African American	1	—	—	—	1	—	—	—
Hispanic or Latino	16	94	81	31	12	100	100	67
White	121	99	94	36	129	100	98	57
Multiracial	1	—	—	—	0	0	0	0
Small Group Total	12	83	75	25	10	100	100	70
Female	68	100	94	34	70	100	99	49
Male	81	95	89	35	81	100	98	68
English Proficient	147	—	—	—	151	100	98	59
Limited English Proficient	2	—	—	—	0	0	0	0
Economically Disadvantaged	10	90	70	10	12	100	92	67
Not Economically Disadvantaged	139	98	93	36	139	100	99	58
Migrant	0	0	0	0	0	0	0	0
Not Migrant	149	97	91	34	151	100	98	59

# 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	123	94	80	23	60	98	95	48
General Education	115	95	83	23	58	—	—	—
Students with Disabilities	8	88	50	13	2	—	—	—
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	8	100	88	38	7	—	—	—
Black or African American	0	0	0	0	0	0	0	0
Hispanic or Latino	7	86	57	0	3	—	—	—
White	108	94	81	23	50	98	96	50
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	0	0	0	0	10	100	90	40
Female	69	94	80	16	27	100	93	41
Male	54	94	81	31	33	97	97	55
English Proficient	123	94	80	23	60	98	95	48
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	6	100	83	17	1	—	—	—
Not Economically Disadvantaged	117	94	80	23	59	—	—	—
Migrant	0	0	0	0	0	0	0	0
Not Migrant	123	94	80	23	60	98	95	48

# 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	4	—	4	—	0	0
General Education	1	—	1	—	0	0
Students with Disabilities	3	—	3	—	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	—	1	—	0	0
Black or African American	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0
White	3	—	3	—	0	0
Multiracial	0	0	0	0	0	0
Small Group Total	4	—	4	—	0	0
Female	1	—	1	—	0	0
Male	3	—	3	—	0	0
English Proficient	4	—	4	—	0	0
Limited English Proficient	0	—	0	—	0	0
Economically Disadvantaged	1	—	1	—	0	0
Not Economically Disadvantaged	3	—	3	—	0	0
Migrant	0	—	0	—	0	0
Not Migrant	4	—	4	—	0	0

## 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	0	0	1	—	0	0
General Education	0	0	0	—	0	0
Students with Disabilities	0	0	1	—	0	0
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	0	0	0	0	0	0
Multiracial	0	0	0	0	0	0
Small Group Total	0	0	1	—	0	0
Female	0	0	0	—	0	0
Male	0	0	1	—	0	0
English Proficient	0	0	1	—	0	0
Limited English Proficient	0	0	0	—	0	0
Economically Disadvantaged	0	0	1	—	0	0
Not Economically Disadvantaged	0	0	0	—	0	0
Migrant	0	0	0	—	0	0
Not Migrant	0	0	1	—	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 3 ELA	1	–	–	–	–	–
Grade 3 Math	1	–	–	–	–	–
Grade 5 ELA	1	–	–	–	–	–
Grade 5 Math	1	–	–	–	–	–
Grade 8 ELA	1	–	–	–	–	–
Grade 8 Math	1	–	–	–	–	–
Grade 8 Science	1	–	–	–	–	–
Secondary-Level ELA	1	–	–	–	–	–
Secondary-Level 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	6	0%	33%	17%	50%
General Education	5	—	—	—	—
Students with Disabilities	1	—	—	—	—
Grade 1	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	6	0%	17%	67%	17%
General Education	5	—	—	—	—
Students with Disabilities	1	—	—	—	—
Grade 2	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
General Education	1	—	—	—	—
Grade 3	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	3	—	—	—	—
General Education	2	—	—	—	—
Students with Disabilities	1	—	—	—	—
Grade 4	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	2	—	—	—	—
Students with Disabilities	2	—	—	—	—
Grade 5	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	3	—	—	—	—
General Education	3	—	—	—	—
Grade 6	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	2	—	—	—	—
General Education	2	—	—	—	—
Grade 7	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	2	—	—	—	—
General Education	1	—	—	—	—

Students with Disabilities	1	–	–	–	–
Grade 8	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	2	–	–	–	–
Students with Disabilities	2	–	–	–	–
Grade 9	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	2	–	–	–	–
Students with Disabilities	2	–	–	–	–
Grade 10	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	3	–	–	–	–
General Education	2	–	–	–	–
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	✓	✓	948	99%	✓	936	145	78	78
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	4	—	—	4	—	—	—
Hispanic or Latino	✓	✓	70	99%	✓	68	119	53	53
Asian or Native Hawaiian/Other Pacific Islander	✓	—	35	—	✓	34	150	99	99
White	✓	✓	834	99%	✓	825	147	101	101
Multiracial	—	—	5	—	—	5	—	—	—
Students With Disabilities	✓	✓	141	98%	✓	146†	54†	26	26
Limited English Proficient	—	—	14	—	—	12	—	—	—
Economically Disadvantaged	✓	✓	76	99%	✓	74	112	55	55

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	948	99%	936	145
Not Black or African American	944	99%	932	145
Not Hispanic or Latino	878	99%	868	147
Not Asian or Native Hawaiian/Other Pacific Islander	913	99%	902	145
Not White	114	99%	111	127
Not Multiracial	943	99%	931	145
General Education	807	99%	798	162
English Proficient	934	99%	924	146
Not Economically Disadvantaged	872	99%	862	148
Male	482	99%	475	136
Female	466	99%	461	154
Migrant	0	—	0	—
Not Migrant	948	99%	936	145

✓ 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	✓	✓	945	99%	✓	933	135	75	75
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	4	—	—	4	—	—	—
Hispanic or Latino	✓	✓	70	100%	✓	69	109	50	50
Asian or Native Hawaiian/Other Pacific Islander	✓	—	35	—	✓	34	168	117	117
White	✓	✓	831	99%	✓	821	136	95	95
Multiracial	—	—	5	—	—	5	—	—	—
Students With Disabilities	✓	✓	140	96%	✓	143†	48†	28	28
Limited English Proficient	—	—	14	—	—	13	—	—	—
Economically Disadvantaged	✓	✓	76	99%	✓	74	96	51	51

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	945	99%	933	135
Not Black or African American	941	99%	929	135
Not Hispanic or Latino	875	99%	864	137
Not Asian or Native Hawaiian/Other Pacific Islander	910	99%	899	134
Not White	114	100%	112	128
Not Multiracial	940	99%	928	135
General Education	805	100%	798	150
English Proficient	931	99%	920	136
Not Economically Disadvantaged	869	99%	859	138
Male	480	99%	471	136
Female	465	100%	462	134
Migrant	0	—	0	—
Not Migrant	945	99%	933	135

✓ 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	✓	✓	322	100%	✓	322	193	175	175
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	2	—	—	2	—	—	—
Hispanic or Latino	✓	—	32	—	✓	32	181	152	1
Asian or Native Hawaiian/Other Pacific Islander	—	—	15	—	—	15	—	—	—
White	✓	✓	272	100%	✓	272	195	185	185
Multiracial	—	—	1	—	—	1	—	—	—
Students With Disabilities	✓	✓	51	100%	✓	53†	168†	145	145
Limited English Proficient	—	—	4	—	—	4	—	—	—
Economically Disadvantaged	✓	—	30	—	✓	30	177	154	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	322	100%	322	193
Not Black or African American	320	100%	320	194
Not Hispanic or Latino	290	100%	290	195
Not Asian or Native Hawaiian/Other Pacific Islander	307	100%	307	193
Not White	50	100%	50	186
Not Multiracial	321	100%	321	193
General Education	271	100%	271	199
English Proficient	318	100%	318	194
Not Economically Disadvantaged	292	100%	292	195
Male	170	100%	170	192
Female	152	100%	152	195
Migrant	0	—	0	—
Not Migrant	322	100%	322	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.

† 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	✓	✓	143	100%	✓	142	170	154	154
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	—	—	2	—	—	1	—	—	—
Hispanic or Latino	—	—	9	—	—	9	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	8	—	—	8	—	—	—
White	✓	✓	123	100%	✓	123	170	167	167
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	✓	—	35	—	✓	37†	143†	90	90
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	5	—	—	5	—	—	—

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	142	100%	141	170
Not Black or African American	141	100%	141	170
Not Hispanic or Latino	134	100%	133	170
Not Asian or Native Hawaiian/Other Pacific Islander	135	100%	134	169
Not White	20	—	19	—
Not Multiracial	143	100%	142	170
General Education	108	100%	106	179
English Proficient	143	100%	142	170
Not Economically Disadvantaged	138	100%	137	171
Male	71	100%	72	161
Female	72	100%	70	179
Migrant	0	—	0	—
Not Migrant	143	100%	142	170

✓ 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.

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

# Secondary-Level Mathematics Results for Accountability

All accountability groups made AYP: **YES**

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	✓	✓	143	100%	✓	142	156	133	133
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	—	—	2	—	—	1	—	—	—
Hispanic or Latino	—	—	9	—	—	9	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	8	—	—	8	—	—	—
White	✓	✓	123	100%	✓	123	156	149	149
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	✓	—	35	—	✓	37†	130†	77	77
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	5	—	—	5	—	—	—

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	142	100%	141	157
Not Black or African American	141	100%	141	156
Not Hispanic or Latino	134	100%	133	157
Not Asian or Native Hawaiian/Other Pacific Islander	135	100%	134	155
Not White	20	—	19	—
Not Multiracial	143	100%	142	156
General Education	108	100%	106	166
English Proficient	143	100%	142	156
Not Economically Disadvantaged	138	100%	137	156
Male	71	100%	72	151
Female	72	100%	70	161
Migrant	0	—	0	—
Not Migrant	143	100%	142	156

✓ 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.

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

## Unweighted Combined ELA and Math PIs

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	145	135	170	156	152
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	119	109	—	—	114
Asian or Native Hawaiian/Other Pacific Islander	150	168	—	—	159
White	147	136	170	156	152
Multiracial	—	—	—	—	—
Students With Disabilities	54	48	143	130	94
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	112	96	—	—	104

— 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	✓	165	98%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	1	—	—	—
Hispanic or Latino	—	14	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—	—	—
White	✓	144	99%	80%	80%
Multiracial	—	1	—	—	—
Students With Disabilities	✓	31 †	97% †	80%	80%
Limited English Proficient	—	2	—	—	—
Economically Disadvantaged	—	11	—	—	—

✓ 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.

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

## Five-Year Graduation-Rate Total Cohort for Accountability

Student Group	Met Graduation-Rate Criterion	2007 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	150	97%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	4	—	—	—
Hispanic or Latino	—	9	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—	—	—
White	✓	131	98%	80%	80%
Multiracial	—	1	—	—	—
Students With Disabilities	—	27	—	—	—
Limited English Proficient	—	1	—	—	—
Economically Disadvantaged	—	11	—	—	—

✓ 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	165	98%	150	97%
Not Black or African American	164	98%	146	97%
Not Hispanic or Latino	151	99%	141	98%
Not Asian or Native Hawaiian/Other Pacific Islander	160	98%	145	97%
Not White	21	—	19	—
Not Multiracial	164	98%	149	97%
General Education	135	99%	123	98%
English Proficient	163	99%	149	97%
Not Economically Disadvantaged	154	98%	139	98%
Male	75	99%	68	97%
Female	90	98%	82	98%
Migrant	0	—	0	—
Not Migrant	165	98%	150	97%

— 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
59%	30%	YES
Regents Diploma with CTE Endorsement (This District)	Regents Diploma with CTE Endorsement (Statewide)	Percentage in This District Exceeded Statewide
5%	3%	YES

## Glossary of Terms - Report Cards Data

<b>Alternative High School Equivalency Preparation Program (AHSEPP)</b>	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.
<b>Attendance Rate</b>	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.
<b>Average Class Size</b>	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.
<b>Completers</b>	Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP).
<b>Core Classes</b>	Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages.
<b>Disability Status</b>	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.
<b>Dropouts</b>	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.
<b>Economically Disadvantaged</b>	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.
<b>Free and Reduced-Price Lunch (FRPL)</b>	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.
<b>Gender</b>	Gender of the student being reported, as identified by the parent/guardian.
<b>Grade Level</b>	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.

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**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.

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**High School Completers**

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

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**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.

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**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).

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**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/>.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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](#).

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# 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](#).

<b>BEDS Day</b>	Basic Educational Data System (BEDS) Day is typically the first Wednesday in October of the school year.
<b>Cohort</b>	<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 <a href="#">SIRS Manual</a>.</p> <p><b>Accountability Cohort:</b> Results for students in the Accountability Cohort are captured as of June 30th four years after they first enter grade 9.</p> <p><b>Graduation-Rate Total Cohort:</b> 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>
<b>Effective Annual Measurable Objective (EAMO)</b>	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 <a href="#">New York State Accountability</a> page under the header "Annual Measurable Objectives."
<b>Graduation Rate</b>	<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>
<b>Medically Excused</b>	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.
<b>Performance Index (PI)</b>	<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><b>Elementary/middle-level ELA/math:</b> 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: <math display="block">\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</math></p> <p><b>Elementary/middle-level science:</b> 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: <math display="block">\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</math></p> <p><b>Secondary-level ELA/math:</b> 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: <math display="block">\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</math></p>
<b>Progress Target</b>	<p><b>Elementary/middle-level science:</b> 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><b>Four-year Graduation Rate:</b> 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: <math display="block">[(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}</math></p> <p><b>Five-year Graduation Rate:</b> 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:  $[(80 - \text{the graduation rate of the previous year's five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the previous year's five-year graduation-rate total cohort}$ .

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**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.)

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**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:  $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$ .

**Exemption Impact Report**

Assessment Year: 2013

County: WESTCHESTER  
SWIS Code: 5534*MT. Pleasant*  
School Value Report (553401)Municipality: MT. PLEASANT  
Total Assessed Val: 46,467,082  
Uniform Percentage: 1.60

Equalized Total Assessed Value = 2,904,192,624

Exempt Code	Description	Statutory Authority	# of Exempts	Total Equalized Value of EX	% of Value Exempted
12100	NY STATE	RPTL 404(1)	25	32,424,999	1.12
13100	CTY OWNED	RPTL 406(1)	8	17,296,874	0.60
13500	TWN WITHIN	RPTL 406(1)	96	13,082,812	0.45
13650	VILLAG OWN	RPTL 406(1)	4	4,853,124	0.17
13800	SCHOOL DIS	RPTL 408	3	72,674,999	2.50
13870	SPEC DIST	RPTL 410	14	6,991,874	0.24
19950	MUNI RAIL	RPTL 456	7	12,370,312	0.43
25110	RELG PROP	RPTL 420-a	13	72,793,749	2.51
25120	EDUCATION	RPTL 420-a	10	41,402,499	1.43
25130	CHARITIES	RPTL 420-a	3	75,099,999	2.59
25230	N/P IMPROV	RPTL 420-a	5	6,678,124	0.23
26100	VET ORGAN	RPTL 452	1	703,124	0.02
27350	CEMETARIES	RPTL 446	6	11,590,624	0.40
41800	AGED-ALL	RPTL 467	122	25,292,437	0.87
41804	AGED- S	RPTL 467	23	4,589,999	0.16
41930	Disabled ALL	RPTL 459-c	3	589,249	0.02
47700	FALLOUT	RPTL 479	1	31,249	0.00
	<b>Total Exemptions (No System EX's)</b>		<b>344</b>	<b>398,466,047</b>	<b>13.72</b>
	<b>Total Exemptions (with System EX's)</b>		<b>344</b>	<b>398,466,047</b>	<b>13.72</b>

Values have been equalized using the Uniform Percentage of Value.

The Exempt amounts do not take in to consideration payments in lieu of taxes or other payments for municipal services.

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

**Exemption Impact Report**

Assessment Year: 2013

County: Westchester  
SWIS Code: 553800

Town Value Report

Municipality: NORTH CASTLE  
Total Assessed Val: 2,466,291  
Uniform Percentage: 2.36

Equalized Total Assessed Value = 104,503,855

Exempt Code	Description	Statutory Authority	# of Exempts	Total Equalized Value of EX	% of Value Exempted
12100	NY STATE	RPTL 404(1)	1	35,576,271	34.04
13850	BOCES	RPTL 408	1	309,322	0.30
25230	NPC M/M IM	RPTL 420-a	1	8,974,576	8.59
	<b>Total Exemptions (No System EX's)</b>		<b>3</b>	<b>44,860,169</b>	<b>42.93</b>
	<b>Total Exemptions (with System EX's)</b>		<b>3</b>	<b>44,860,169</b>	<b>42.93</b>

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Values have been equalized using the Uniform Percentage of Value.

The Exempt amounts do not take in to consideration payments in lieu of taxes or other payments for municipal services.

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

## **GLOSSARY**

### **ADJUSTED BUDGET**

The adjusted budget of expenditures includes accepted gifts, transfers and prior year carryover encumbrances.

### **APPROPRIATION**

An appropriation is the legal authorization, granted by the Board of Education, for the school district to make expenditures and incur obligations for one fiscal year.

### **BANS**

Bond Anticipation Notes are issued and sold in anticipation of a serial bond. BANS are renewable for up to five years.

### **BOCES**

BOCES is the Board of Cooperative Educational Services. It is a regional public education collaborative which functions in New York State as an extension of the State Education Department. BOCES provides services which a single district could not ordinarily provide by itself.

### **BUDGET DEVELOPMENT CALENDAR**

This is the schedule of steps to be taken by district staff and the School Board in creating a budget for the next fiscal year. This document identifies target dates for receiving proposals from principals and coordinators, making executive decisions, holding meetings to discuss proposed budgets, publishing the proposed budget, and the final School Board adoption.

### **BUDGETING**

Budgeting is a tool for planning the expenditures of resources allocated to a location and/or program for the anticipated year.

### **BUDGET PROCEDURES**

These procedures provide a consistent means of submitting requests for financial allocations and comparing competing needs.

### **COMPONENT BUDGET – THREE PART BUDGET PRESENTATION**

The budget must be broken down into three components: Program, Administrative and Capital.

**Program:** The program component of the budget must include the salaries and benefits of teachers and any school administrators and supervisors who spend a majority of their time performing teaching duties, and all transportation operating expenses.

**Capital:** The capital component must include: all transportation capital, debt service and lease expenditures, costs resulting from judgments in tax certiorari proceedings and all facilities costs of the district.

**Administrative:** The administrative component must include office and central administrative expenses, traveling expenses, salaries and benefits for all certified school administrators and supervisors who spend a majority of their time performing administrative or supervisory duties. Also included must be expenditures associated with the operation of the school board, the office of the superintendent, general administration, the school business office, any consulting costs not directly related to direct services and programs, and all other administrative activities.

### **EXPENDITURE**

The budget shows the district's plan of spending for the coming fiscal year.

### **EXTERNAL AUDIT REPORT**

This annual document is published after each fiscal year ends. It sets forth actual expenditures and revenues.

### **FISCAL YEAR**

This is the 12 month period beginning July 1 and ending June 30; it is used as the basic period covered by the annual budget.

### **FULL-TIME EQUIVALENT (FTE)**

The unit used to count personnel assigned to a function is called a full-time equivalent. A full time teacher is counted as 1.0 FTE. A part-time teacher, for example, who teaches half the day is counted as .5 FTE.

### **FUNCTIONAL BUDGET**

This format uses the line item to group proposed expenditures according to activities or services performed. The major functional categories are Administrative, Instruction, Pupil Personnel Services, Pupil Transportation Services, Health Services, Operation and Maintenance of Plant, etc. Within each function, there are additional line items for the various expenditures.

### **FUND**

This fiscal accounting includes a self-balancing set of accounts which record cash and other resources together with related liabilities.

### **GAAP**

Generally Accepted Accounting Principles are uniform minimum standards and guidelines for financial accounting and reporting.

### **GENERAL FUND BUDGET**

The principal fund of a school district includes all operations not required to be recorded in separate funds, such as school lunch, school store, etc.

**PROPOSED BUDGET**

The budget proposed to the School Board by the Superintendent is based on a process of administrative planning. It is the Superintendent's educational and operational program expressed in dollars and cents.

**REVENUES**

These are the dollars the district receives from various sources. Revenues plus the beginning balance comprise the money available to pay expenditures. Revenue is primarily comprised of property tax, state aid and miscellaneous income.

**SERIAL BOND**

This long term bond covers the costs of capital projects.

**SYSTEM OF ACCOUNTS**

This is a statement of what is included in each category of the district budget and other financial documents. It is a "dictionary" defining how the district classifies its funds, revenue source headings, function headings and object headings.

**TANS**

Tax Anticipated Notes are issued to provide funds in anticipation of property tax revenues.

**TAX LEVY**

The total dollar amount to be raised by property taxes to support the educational program.

**TAX RATE**

The tax rate results from the tax levy divided by the total taxable assessed value of the district, usually stated as dollars per thousand of assessed value.