



**BOARD OF EDUCATION MEETING  
TUESDAY, FEBRUARY 7, 2017  
JR./SR. HIGH SCHOOL LIBRARY – 5:45 P.M.**

**1. Meeting Call to Order**

- 1.1 Pledge to the Flag
- 1.2 Acceptance of Agenda
- 1.3 Executive Session - to discuss Negotiations with NYMTA and Pending Litigation
- 1.4 Town of New Hartford Update – Patrick Tyksinski, Supervisor and Herb Cully, Attorney (Invited guest Village of New York Mills: Mayor Bialek and Board of Trustees)
- 1.5 Teacher/Leader Report: Focus District Special Education Recommendations – Barbara Walls, Special Education School Improvement Specialist (SEISIS)

**2. Communications**

- 2.1 From the Floor
- 2.2 President's Messages
  - BOCES Annual Meeting, Wednesday, April 5, 2017
  - BOCES Public Meeting to Elect Members of the Cooperative Board and approve or disapprove tentative administrative budget, Tuesday, April 25, 2017
  - a. Committee Report(s)
    1. Facilities Health & Safety Committee - R. Ross
      - a. Utica National's 2017 School Safety Excellence Award
    2. Policy Committee – J. Wroblecki
    3. Transportation Committee – R. Surprenant
    4. Finance Committee – T. Welch
    5. Community Relations Committee – S. King.
    6. District Steering Committee – R. Surprenant
  - b. Board Calendar
  - c. BOCES Representative Report

**3. Consent Agenda**

- 3.1 Board of Education Minutes for meeting held January 3, 2017
- 3.2 Business Office Reports for Month ending December 2016
- 3.3 CSE Reports
  - a. Minutes of meeting held 11/22/16
  - b. Minutes of meeting held 12/1/16
  - c. Minutes of meeting held 12/6/16
  - d. Minutes of meeting held 12/7/16
  - e. Minutes of meeting held 12/14/16
  - f. Minutes of meeting held 1/5/17
  - g. Minutes of meeting held 1/9/17
  - h. Minutes of meeting held 1/10/17
  - i. Minutes of meeting held 1/12/17

- j. Minutes of meeting held 1/18/17
- k. Minutes of meeting held 1/19/17
- l. Minutes of meeting held 1/24/17
- m. Minutes of meeting held 1/31/17
- n. Minutes of meeting held 2/1/17

**4. Old Business**

- 4.1 Internal Claims Auditor Report for October - Action
- 4.2 Internal Claims Auditor Report for November - Action

**5. New Business**

- 5.1 Personnel Report – Action
- 5.2 2016-2018 District Professional Development Plan – Action
- 5.3 Temporary Use Agreement with County of Oneida for Optical Scan Voting System - Action

**6. K-12 Principals Report**

- 6.1 Technology Efforts
- 6.2 Science Fair
- 6.3 DASA/ Health and Safety
- 6.4 Crash Simulation/STOP DWI
- 6.5 Kindergarten Registration
- 6.6 6<sup>th</sup> Grade Class Tip Proposal
- 6.7 Principals' Letter to Parents on Testing

**7. Superintendent's Report**

- 7.1 School Report Cards
  - a. Fiscal Accountability Summary
  - b. District Report Card
  - c. Elementary School Report Card
  - d. Jr. - Sr. High School Report Card
- 7.2 Focus District Update
- 7.3 Capital Project Update
- 7.4 2017-18 Budget
- 7.5 Athletic Boosters Proposal – Mrs. Denise Goggin-Crist

**8. Board Discussion**

**9. Visitors Comments**

**10. Executive Session**

**11. Adjournment**

1.5

## Special Education Update New York Mills Union Free School District

Barbara Walls  
OHM Special Education School Improvement Specialist  
February 7, 2017  
Board of Education Meeting

### Focus Status

Diagnostic Tool for School and District Effectiveness (DTSDE) review findings

- 23% of students in the district are students with a disability
- K-12 students with disabilities are receiving instruction in either a resource or pull out self-contained 12:1:1 model
- Tenet 3 Curriculum Development and Support (how well the school district provides a coherent and rigorous curriculum aligned to CCLS and are modified for identified subgroups to increase student outcomes) findings include a stage 1 score

## New York State Education Department Regulation regarding Least Restrictive Environment (LRE)

- Students with disabilities have a fundamental right to receive their special education supports in a classroom and setting that, to the maximum extent appropriate, includes students without disabilities.
- Yet, in New York State (NYS), data shows that far too many students with disabilities are removed from their general education classes and schools, disparate with the data from other states.
- While the statewide data shows significant improvements, there continue to be individual school districts where high percentages of students with disabilities are in separate classes or programs and removed from their general education classes.

## Least Restrictive Environment

- At their November 2015 meeting, the Board of Regents discussed federal law and policy relating to placements of students in the least restrictive environment (LRE); research findings that support inclusion of students with disabilities; historical initiatives of the New York State Education Department (NYSED) to ensure students with disabilities are in the LRE; data results at the federal, State, regional and school district level relating to LRE, for both preschool and school age students with disabilities; and a proposed policy to improve LRE placements and results for students with disabilities. A copy of the written report to the Board of Regents and supplemental PowerPoint presentation can be accessed at

<http://www.regents.nysed.gov/meetings/2015/2015-11/pdf/education>

## Least Restrictive Environment

- Specifically, the Department recommends that each school district:
  1. engage in a district and school data review and analysis relating to LRE;
  2. ensure that full continuum of special education programs and services are available for all students with disabilities; and
  3. assess and address the extent to which each of their schools provides “high quality inclusive settings” as defined in this memorandum

## Least Restrictive Environment

- There is a focus on communication, interaction, and relationship building as well as on curriculum modifications and accommodations to promote high quality inclusive settings.
- School practices demonstrate intentional planning, teamwork and team planning time, interactive and hands-on ways of exploring subject content, a truly flexible curriculum and commitment.

### Continuum of Special Education Programs and Services

- The continuum must include instruction in general education classrooms, special classes, special schools, home instruction and instruction in hospitals and institutions; and must make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with the student's regular class placement.

### Continuum of Special Education Programs and Services

- LRE means that placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that, even with the use of supplementary aids and services, education cannot be satisfactorily achieved.

## Continuum of Special Education Programs and Services

- The placement of an individual student with a disability in the LRE must:
  - (1) provide the special education needed by the student;
  - (2) provide for education of the student to the maximum extent appropriate to the needs of the student with other students who do not have disabilities; and
  - (3) be as close as possible to the student's home

## Continuum of Special Education Programs and Services

The individualized education programs (IEPs) of students with disabilities must be developed in conformity with the LRE requirements as follows:

- placement must be based on the student's IEP and determined at least annually;
- placement must be as close as possible to the student's home, and unless the student's IEP requires some other arrangement, the student must be educated in the school he or she would have attended if not disabled;
- in selecting the LRE, consideration must be given to any potential harmful effect on the student or on the quality of services that he or she needs; and
- a student with a disability must not be removed from education in age appropriate regular classrooms solely because of needed modifications in the general education curriculum.

## High-Quality Programs and Services

- Each school district should assess and address the extent to which each of their schools provides a high-quality inclusive setting.
  - High-quality inclusive setting means:
    - Instruction and configuration of classrooms and activities include both students with and without disabilities;
    - Students with disabilities are held to high expectations for achievement;
    - Special education and general education teachers intentionally plan teaching lessons to promote the participation and progress of students with disabilities in learning and social activities;

## High-Quality Programs and Services

- Individualized accommodations, supports and specially-designed instruction are provided to students with disabilities to participate and progress in regular education classes and activities; and
- Evidence-based services and supports are used to foster the cognitive, communication, physical, behavioral and social-emotional development of students with disabilities.



## Disabilities (ages 6-21)

When compared to 2013-14 national data, NYS serves a lower percentage of its students, ages 6-21, in regular education classes for 80 percent or more of the school day and significantly higher percentages in regular classes for less than 40 percent of the day and in separate schools.

For students with disabilities, ages 6-21, statewide data shows that:

- 57.8 percent of students with disabilities are served inside regular classrooms 80 percent or more of the school day;
- 11.7 percent are served inside regular classrooms for between 40 and 79 percent of the school day;
- 19.8 percent are served inside regular classrooms for less than 40 percent of the school day; and
- 6.1 percent are served in separate schools, residential placements or homebound or hospital placements.

## LRE Placements of School Age Students with Disabilities (ages 6-21)

- As noted, the State has made improvements in LRE practices.
- However, the data demonstrates that current policy action needs to focus individual school district attention to policies, procedures and instructional practices to ensure that each school district offers high-quality inclusive programs for both preschool and school age students with disabilities.

The Board of Regents has discussed new proposed policy that would promote data analysis and planning at the local level. This proposed policy is premised on the principles that systemic change at the district, school and classroom levels will require that:

- The community, through the board of education, guide the planning and the vision.
- There is consistent terminology and understanding as to the elements of a high-quality inclusive school.
- School leadership provide staff with the time, resources, training and vision necessary to implement inclusive practices.
- Teachers recognize individual differences and implement learning strategies for all.

## Board of Regents Proposed Policy

- Under the proposed policy, each school district would be required to annually review and report to their boards of education at a public meeting on the extent to which students with disabilities participate in general education classrooms and programs, as well as the quality of inclusive programs, services and extracurricular activities for students with disabilities within the schools of the district; and to develop and implement, as appropriate, a plan to enhance inclusive opportunities, through such means as resource allocation, professional development, partnering with families, and ensuring access to assistive technology and specialized supports for students to participate in inclusive programs and activities.

## Board of Regents Proposed Policy

- Additional planning and reporting would be required for those school districts whose data shows low percentages of placements in inclusive settings and/or high rates of separate class/separate school placements, as defined by the Commissioner, for preschool and/or school-age students with disabilities.

## New York Mills UFSD Special Education Program

- Currently, students with disabilities, currently attending classes in the K-12 building, are serviced in either a resource model or 12:1:1 pull out classroom model where they receive ELA and/or Math instruction.
- Resource students receive grade leveled Common Core and Regents based instruction in the general education classroom.
- Students in the 12:1:1 model are receiving Common Core and Regents based instruction separate from the general education setting.

## Proposed Classroom Configurations for 2017- 2018

### Direct Consultant Teaching

- For K- 8 students currently receiving services in 12:1:1 classrooms as well as a majority of those receiving resource room support

### Maintaining Resource Room supports

- For 7- 12 grade students

## Direct Consultant Teaching

- Direct Services provide specially designed instruction and/or supplementary instruction delivered by a special education teacher through individual and/or small group instruction to provide the student with compensatory skill development and remediation activities. They address the areas of deficit that have been identified for that student and strengthen the student's cognitive skills. Direct Services are provided to address educational needs directly related to the student's disability and not to provide additional academic instruction.

## Direct Consultant Teaching

- These services provide collaborative consultation between the special education teacher and the general education teacher which focuses on adjusting the learning environment and/or modifying and adapting instructional techniques and methods to meet the individual needs of the students in the general education classroom. Agreed upon strategies are delivered by the special education teacher and/or the general education teacher.

## What will we need in order to make this shift?

### Instructionally

- the schedule must be reconfigured to allow for all certified special education teachers to push into grade levels to service students with disabilities alongside their general education peers,
- common planning time for general education and special education teachers on a daily basis to allow for opportunities to co-plan and to provide specially-designed instruction and supplemental supports,
- explicit professional development in inclusive practices
- Data collect to monitor the growth of student outcomes regarding the change in instructional practices specific to the shift from 12:1:1 to DCT

## What will we need in order to make this shift?

### Support for families and students

- All student Individualized Education Programs need to change to reflect the shift from 12:1:1 classrooms and/or resource to the DCT model on an individual basis
- During annual reviews, families will be part of the planning and decision making team regarding what services should be in place for their students

## What will we need in order to make this shift?

### Potential District Considerations

- Staffing based on student needs
- Possibility of a need for .5 CSE clerical support
- Professional development plan that allows for training

- Next steps...

- Questions...

# February 2017

## Schedule of Events

- Wednesday, 2/1, Athletic Booster Meeting
- Tuesday, 2/7, Board of Education Meeting, 6:30 p.m.
- Wednesday, 2/8, PTSO Meeting
- Thursday, 2/16 Finance Subcommittee Meeting, 6:30 p.m.
- 2/20-24—NO SCHOOL
- Tuesday, 2/28, District Steering Committee, 6:30 p.m.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				





# March 2017

## Schedule of Events

- Wednesday, 3/1, Athletic Boosters Meeting, 6:30 p.m.
- Tuesday, 3/7, Board of Education Meeting, 6:30 p.m..
- Wednesday, 3/8, PTSO Meeting, 6:30 p.m.
- Monday, March 20, Utica National School Safety Excellence Awards, Syracuse, NY, 8:30 a.m.
- Tuesday, March 21, Board of Education Meeting/ Budget Workshop, 6:30 p.m.
- Thursday, 3/23 Jr. Sr. HS Spring Musical, Senior Citizens Dinner Theater, 4 p.m.
- Friday/Saturday, 3/24-45, Jr. Sr. HS Spring Musical, 7:30 p.m.
- Monday, 3/27, National Honor society Banquet
- Thursday, 3/30, SBI "Herkimer BOCES & Individual Component Districts will Present an Educational Program Fair, Update on CTE Opportunities and Technology, Herkimer BOCES, 6:15 p.m.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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12	13	14	15	16	17	18
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26	27	28	29	30	31	

Jacqueline Edwards  
President

Jonathan Fiore  
Vice President



3.1

King  
Ross  
nant  
Traci Welch  
Janet Wroblecki

**BOARD OF EDUCATION MEETING  
TUESDAY, JANUARY 3, 2017  
JR./SR. HIGH SCHOOL LIBRARY – 6:30 P.M.**

**PRESENT:** Ms. Jacqueline Edwards, Mr. Jonathan Fiore (arrived at 6:33 p.m.), Mr. Steve King, Mr. Richard Ross, Mr. Rick Surprenant, and Mrs. Janet Wroblecki

**ABSENT:** Mrs. Traci Welch

**ALSO PRESENT:** Ms. Kathy Houghton, Mr. Kenneth Ford, Mr. Brent Dodge, Mrs. Lisa Stamboly, Mr. Bill Lachut, Mrs. Paula Ann May, and 15 visitor and guests.

**1. Meeting Call to Order**

Ms. Edwards called the meeting to order at 6:30 p.m.

**1.1 Pledge to the Flag**

Mrs. Wroblecki led the Pledge of Allegiance.

**1.2 Acceptance of Agenda**

Mr. King made the motion to accept the Agenda seconded by Mrs. Wroblecki.

Yes 6 No 0  
Motion carried.

**1.3 Hunt-EAS – Capital Project Update with Dan Bower, CEO and Chad Snowburg, Project Manager**

Mr. Dan Bower said the excavation has largely been done. Forms are being put in and we are working on getting to the steel construction. The resources have been there. We turn our RFI (Requests for Information) answers around in 24 hours; faster than any normal situation. We had delays because of the excavation/site contractor. The work has been completed and contractors have agreed to move the resources on site. There are budget contingency monies left. We've talked to Ms. Houghton and we would see an occurrence of claims from the general contractor. The focus of our team; everything we are doing, is to keep the road blocks out of the way and answer questions in a timely fashion. In doing all of that, one of our biggest challenges is working together and getting everyone focused on a schedule. I am not happy with the schedule we've been given. There is a meeting next Wednesday to discuss this. The contractors have listened to what we have suggested. There is a sense of cooperation, but we cannot get those 3 1/2 months back.

Mr. Surprenant asked, What do you forecast as the final completion date?

Mr. Bower said June.

Ms. Edwards said June is not an acceptable date. We were hoping more for the spring. It doesn't work out to the time lost that they pushed it out so far. Anything you can do to expedite this would be appreciated

Just before the holidays we started the discussion. The contractor pushes the schedule out to the sub-contractors. We immediately started responding. A plea from the school district could be helpful.

Mr. Fiore made the motion to go into Executive session at 6:45 p.m. to discuss pending litigation seconded by Mr. Ross.

Yes 6 No 0  
Motion carried.

Ms. Edwards called the meeting back into regular session at 7:09 p.m.

1.4 Teacher/Leader Report – K-6 Elementary Program/Curriculum Alignment – J. Goodfriend and Jennifer Steffen

Mr. Dodge said he was asked to talk about our investigation into the literacy program, Journeys. Teachers visited Myles Elementary School at New Hartford Central School District. We spoke to the Principal and Curriculum Specialist about Myles implementation of Journeys. We debriefed at school after our visit and it was noted that there is a weakness in writing. We are working with Karen Markoff and Amy Lamitie to modify some of the Journeys assessments in grades 3-6 and get some professional development.

Mrs. Goodfriend said in the years 2012-2014 she represented New York Mills School District and was the ELA Common Core Ambassador, which involved traveling to Albany at various times to learn the Core Knowledge Language Arts Program adopted by the state. It was put on Engage NY website that correlated with the Common Core Standards, which were new at the time. In addition to turnkey training in this new program, we utilized it for three years in second grade. Last year we went to meetings to learn about the Journeys program in order to keep us educated on all programs so that we can make informed decisions using data and research. We decided to pilot Journeys in second grade this year, but "pilot" was the word we stressed as we saw such success from Core Knowledge. The components lacking from Core Knowledge was the authentic literature as Core Knowledge has authors that write each story. Core Knowledge lacked in the area of writing at the second grade level and we were looking forward to using the Journeys writing component. While the authentic literature was wonderful for our students, we quickly saw that Journeys for the young learners was very heavy on testing. In the primary grades, 34-page tests for second graders didn't seem developmentally appropriate to use as benchmark tests; or the 6 plus pages to be used for testing purposes every 6 days. In addition to the testing were the number of skills the students were taught in a small amount of time, which left our children not being able to fully immerse in the authentic literature. The numerous skills left the younger learners without the ability to dive deeper into concepts which correlated with the Common Core standards and beliefs. Using data the STAR results for the three years using Core Knowledge Language Arts (CKLA) in K-3 demonstrated substantial growth from beginning of the year to the end of the year. Mrs. Steffen will talk about how well her third graders

are doing this year in Journeys, which is great data in itself showing the using CKLA. K-2 can transfer nicely into the third grade Journeys program. From Journeys we see the leveled readers as a valuable resource and plan to incorporate these readers into the Core Knowledge Program having the benefit of a strong primary program building in the Journeys leveled readers. A few key reasons why Core Knowledge is successful in the primary grades:

- CKLA : This program was designed with collaboration of reading and literacy experts in the country to assist students in poverty living in NY City learn to read, write and comprehend. Their results were outstanding.
- Components:
  - Foundational Skills and Small Group  
The CKLA NY edition skills strand is a strategically designed, carefully sequenced foundational program with frequent, built-in opportunities to assess student progress and adjust instruction accordingly. The assessments that lend to grouping of students to utilize differentiated instruction in whole group lessons was developed based on research and studies through the National Reading Panel, which clearly show this type of approach to be optimal in developing reading abilities in the early grades. (So there are fewer tests, as once a child passes an assessment to his/her level then that is the level at which the student is placed and taught at.)  
Synthetic Phonics: Sounds that are taught before knowing the symbol name. Research done by Georgiou in 2008, Tanaka in 2011 contributed to the development of the Phonics Approach in Core Knowledge. Data has shown that programs in which children quickly recognize and identify letters or letter combinations have trouble connecting them to their associated sound. (Phonological processing deficit) When teaching the sound first in isolation this same research says fluency of blending sounds leading to reading comes with more ease and less stress on the young learners.
  - Listening and Learning Strand  
Vocabulary- This second strand was developed with the potential poverty deficits that students coming into school may possess. Kindergarteners can have a massive gap of exposed vocabulary that could be as large as 30 million words. Research by Reading specialists Hart and Risley looking into New York City inner-city schools research and gathered data for years before piloting a listening strand that took social studies as well as science concepts to enhance the vocabulary skills of the youngest learners in the school. Students in these schools exposed to this higher level vocabulary from kindergarten were able to close the gap with other students as well as show evidence that their comprehension skills in the older grades were positively impacted by having the prior knowledge of vocabulary from the listening strand from an early age. The Listening Strand will enhance the skills needed to continue on with the Journeys program.
  - Guided Reading Accountable Independent Reading  
This is the area in which we will incorporate the leveled readers from Journeys adding more opportunities for vocabulary growth and differentiated instruction in the classroom. These leveled readers will also be used as a resource to continue transitioning students from Core Knowledge to Journeys.

We believe that Core Knowledge gives the primary grades gives the foundation for success for the students' entire academic career. It definitely flows nicely into the third grade Journeys program that Mrs. Steffen will discuss.

Mrs. Steffen spoke about:

- Explicit instruction in grammar and mechanics
- Topics spiral throughout the year and deepen across successive grade levels
- Stories are engaging and varied
- Good balance of literature and informational text
- Emphasizes using context clues to understand unknown words
- Incorporates close-reading strategies for comprehension
- Leveled readers are tied to the topic of the anchor text (they include the same lesson vocabulary, and they connect and extend comprehension skills and strategies taught in whole-group lessons.) RTI Reading teachers are able to mirror classroom instruction at their students' levels. The common language and ability to pre-teach and re-teach is beneficial for students with special needs.
- There are many resources for differentiation. There's a gradual release of information and scaffolding.
- There are opportunities for higher-order thinking (the stories promote thinking within the text, thinking beyond the text, and thinking about the text.)

Mrs. Steffen shared some observations after using Journeys for the first trimester:

- There doesn't seem to be an issue with continuity, as my students are performing well. The students came in with a solid foundation in phonics and grammar from Core Knowledge. Journeys in grades 3-6 will provide them with a developmentally appropriate transition from "Learning to Read" to "Reading to Learn."
- At the end of the trimester, 88% of my class had an average of 75 or higher on the weekly and unit assessments.
- On the Renaissance Learning Star Test, moderate growth is considered to be an SGP (Student Growth Percentile) of 50. My class currently is well above this benchmark with a median SGP of 67.
- The leveled readers are a great resource and have provided me with more opportunities for individualized instruction and informal assessment. Since grades 3-6, Special Education, and RTI teachers are all using Journeys, we've been able to collaborate and share materials and resources.
- The testing regimen and writing component will need to be modified (similar to New Hartford.)

#### 1.5 Introduction of new employee – Mary Facci, K-12 Executive Principal

Mrs. Facci said that she grew up in Utica. She went to Sacred Heart School and is very familiar with the New York Mills reputation of excellence. She moved on to the public schools in Utica for 19 year as an employee, teaching grades 4-5. Nine of those years she was in an inclusion classroom, model classroom and then moved on to Donovan Middle School as an Assistant Principal. She is glad to be back working with teachers on curriculum and instruction. She said she was looking forward to her first day on Friday and meeting everyone more formally.

Ms. Edwards said she is elated to have her (Mrs. Facci) her in the district and is looking forward to having her as part of the team.

Ms. Houghton thanked Mr. Ford for being our Interim K-12 Executive Principal. A lot of transition is taking place. Mr. Dodge recently started; it is an exciting time to join the district. We are building a new team; it is both exciting and challenging and the support of our interim principals has contributed to our success during the transition.

Ms. Edwards gave a five-minute break at 7:28 for the Board to congratulate to Mrs. Facci.

The Board re-convened at 7:34 p.m.

## **2. Communications**

### **2.1 From the Floor**

Mrs. Goodfriend said that she was here on behalf of the NYMTA speaking tonight. There were a few things that she would like to communicate with the Board of Education:

- We are looking forward to settling our NYMTA contract in the near future and appreciate all work being done so that we can move into our new contract.
- We would like to thank Mr. Dodge for utilizing teacher input and shared decision making as we look at the important curriculum topics. Also we would like to thank Mr. Ford for collaborating with teachers as teachers were stating how nice it was to work with him on the technology committee. We also welcome Mrs. Facci and look forward to working with her.
- The teachers look forward to more opportunities to continue adding our professional expertise utilizing shared decision making.
- As we continue to transition there has continued to be uncertainty with the many changes the district is going through. We would appreciate continued communication so that we can best adjust and adapt to changes in our school district. If we are informed we can then embrace changes as we work to give our very best to our children of the district. Our goal is to continue working to give our students the best education.
- Last, we thank you for your time and look forward to working together as a team with our board of education, administration, and community to continue reaching excellence in our gem of a school district.

Mrs. Jordan requested information to be disseminated in the New York Mills School Newsletter because there was an article stating the possibility that New Hartford has requested to become a city. The consequences could trickle down to New York Mills School District. A line of communication should be opened. She requested that as we obtain information if we could forward it to the community. She wanted to go back to the holiday concerts. She said she was so elated that when she got here for the 5<sup>th</sup> grade concert the auditorium doors were open and there was not a mob scene. She said she emailed Ms. Houghton excited about the change. The K-3 concert went backward in the other direction. If we could look into keeping the doors be open people come in and sit down.



### **2.2 President's Messages**

#### **2.2.1 Superintendent Search Update – H. Mettelman**

Mr. Mettelman shared the following PowerPoint presentation:

## Superintendent Search Process

New York Mills Union Free School District

Howard D. Melstrom  
 District Superintendent  
 Oneida-Herkimer-Madison BOCES  
 January 3, 2017

### Required Board Action Items

- Approval of Search Consultant – **Approved, Dec. 6, 2016**
- Approval of Salary Range
- Approval of Brochure and Application
- Approval of Vacancy Announcement
- Approval of Advertising/Media Campaign
- Approval of Community Involvement Plan




Executive Summary	
<b>POSITION TITLE</b>	Superintendent of Schools
<b>POSITION NUMBER</b>	1000000000
<b>POSITION CLASSIFICATION</b>	1000000000
<b>POSITION DESCRIPTION</b>	Responsible for the overall management and operation of the district's educational programs, including the development and implementation of the district's strategic plan, the supervision of all district personnel, and the management of the district's financial resources.
<b>EDUCATIONAL REQUIREMENTS</b>	Master's Degree in Education or related field
<b>EXPERIENCE REQUIREMENTS</b>	Minimum of 10 years of experience in a similar position, with at least 5 years of experience in a supervisory role.
<b>SKILLS AND ABILITIES</b>	Strong leadership and communication skills, excellent organizational and management abilities, and a proven track record of successful educational outcomes.

### Superintendent Search Board Action Plan

- Approval of Brochure, Salary Range & Application
- Approval of Advertising & Media Campaign
- Approval of Community Involvement Plan




### Review & Approval

- Brochure
- Salary Range
- Application




### Announcement of Vacancy

Superintendent of Schools



**Announcement of Vacancy in the Office of Superintendent**

The Office of Superintendent of Schools is currently seeking a highly qualified and experienced individual to fill the position of Superintendent of Schools. The successful candidate will be responsible for the overall management and operation of the district's educational programs, including the development and implementation of the district's strategic plan, the supervision of all district personnel, and the management of the district's financial resources.

Interested candidates should submit their resumes and cover letters to the Human Resources Department, Oneida-Herkimer-Madison BOCES, Oneida, NY 13622. Applications will be accepted until the position is filled.

### The Role

The Superintendent of Schools is the chief executive officer of the district's educational programs. The Superintendent is responsible for the overall management and operation of the district's educational programs, including the development and implementation of the district's strategic plan, the supervision of all district personnel, and the management of the district's financial resources.



### Qualifications of the Candidate

The ideal candidate for this position will have the following qualifications:

- A Master's Degree in Education or related field
- Minimum of 10 years of experience in a similar position, with at least 5 years of experience in a supervisory role
- Strong leadership and communication skills
- Excellent organizational and management abilities
- A proven track record of successful educational outcomes

**Salary Range**

The Board of Education has approved the following salary range for the position of [redacted] as of [redacted].

**The District**

The Board of Education has approved the following salary range for the position of [redacted] as of [redacted].



**The School**

The Board of Education has approved the following salary range for the position of [redacted] as of [redacted].

**Commitment to Excellence**

The Board of Education has approved the following salary range for the position of [redacted] as of [redacted].



**District Financial Data**

Revenue	1000000
Expenses	900000
Surplus	100000



**Board of Education**

The Board of Education has approved the following salary range for the position of [redacted] as of [redacted].

**Application Process**

The Board of Education has approved the following salary range for the position of [redacted] as of [redacted].



Position	Salary Range	Start Date
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]

Position	Salary Range	Start Date
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]

**Application Process**

The Board of Education has approved the following salary range for the position of [redacted] as of [redacted].



**Action for Approval**

- Brochure
- Salary Range
- Application








**Candidate Review Process**

- Applications to District Superintendent
- Initial Screening of Application Material by District Superintendent
- Round I Interviews with BOE – Executive Session
- Round II Interviews with BOE – Executive Session



**Finalist(s) Review Process**

- Committee Interviews for Input
- Public Forum for Input
- Board Interview and Follow-up Discussion



**Candidate Selection and Contract Development Process**

- Board Makes Selection of Final Candidate
- Contract Development with Attorney
- Board Appointment and Public Announcement



**Questions?**



**Thank You!**



Mr. King made the motion to approve the brochure, salary range, and application seconded by Mr. Surprenant.

Yes 6 No 0  
Motion carried.

Mr. Ross made the motion to approve the Notice of Vacancy and the advertising/media campaign seconded by Mrs. Wroblecki.

Yes 6 No 0  
Motion carried.

Mr. King made the motion to approve the community involvement seconded by Mrs. Wroblecki.

Yes 6 No 0  
Motion carried.

a. Committee Report(s)

1. Facilities Health & Safety Committee - R. Ross

Mr. Ross said the next meeting is scheduled for January 19<sup>th</sup> at 6:30 p.m. and we will be discussing the capital project and water testing.

2. Policy Committee – J. Wroblecki

Mrs. Wroblecki said no one had concerns on the 1<sup>st</sup> reading of polices from the last meeting so you will see them placed on the Agenda for a 2<sup>nd</sup> reading. The Committee will work to set up the next meeting.

3. Transportation Committee – R. Surprenant

Mr. Surprenant said the committee agreed to purchase two new buses.

4. Finance Committee – T. Welch

Mrs. Welch said a meeting is scheduled for January 12<sup>th</sup> at 6:30 p.m.

5. Community Relations Committee – S. King

Mr. King said the committee met on December 8<sup>th</sup>. A community member joined in the discussion on doing a survey involving the whole community. They discussed the impact on the school district if the New Hartford becomes a city.

b. Board Calendar

School Board Institute is having a Legislative Forum on January 26<sup>th</sup>. The Capital Conference is February 12<sup>th</sup> and 13<sup>th</sup> in Albany.

c. BOCES Representative Report – N/A

**3. Consent Agenda**

Mr. King made the motion to approve the Consent Agenda which includes:

- 3.1 Board of Education Minutes for meeting held Decembers 6, 2016
- 3.2 Business Office Reports for Month ending November 2016
- 3.3 CSE Reports - N/A

Mr. Surprenant seconded the motion.

Mr. Ross questioned the Internal Claims Audit Report and Mr. King amended the motion to exclude the Internal Claims Auditor Report seconded by Mr. Surprenant.

Yes 6 No 0  
Motion carried.

**4. Old Business**

- 4.1 2<sup>nd</sup> Reading of (delete) Regulation #6100.18, Job Description – School Principal; (delete) #6100.19 Job Description: School District Treasurer; (delete) #6100.20, Job Description – School District Clerk; #6100.21 Job Description: Office Specialist I; #6100.22, Job Description: Confidential Secretary to the Superintendent; # 6100.23 Job Description: Chairperson of Committee on Special Education (CSE); #6100.24, Job Description: Department Coordinator; #6100.25, Job Description: Teacher; #6100.26,

Job Description: Library Aide; #6100.27, Job Description: School Monitor; #6100.28, Job Description: School Physician part-Time; #6100.29, Job Description: Transportation Supervisor; #6100.30, Job Description: Bus Dispatcher; 6100.31, Job Description: Bus Driver; #6100.32, Job Description: Bus Driver – Laborer, 6100.33, Job Description: Custodian – Bus Driver; #6100.34, Job Description: School Bus Mechanic; #6100.36, Job Description; building Maintenance Mechanic; 6100.37, Job Description: Building Maintenance Workers; #6100.38, Job Description: Groundsworker; #6100.39, Job Description: Custodian; #6100.40, Job Description: Cleaner – Action

Mr. King made the motion to approve the above policies seconded by Mr. Fiore.

Yes 6 No 0  
Motion carried.

4.2 Additional Board Meetings

The Board discussed additional board meeting but no dates were set at this time.

5. New Business

5.1 Personnel Report – Action

Mr. King made the motion to approve the following Personnel Report seconded by Mrs. Wroblecki:

NAME	TENURE AREA/CIVIL SERVICE TITLE	ASSIGNMENT	CERTIFICATION	SALARY/RATE OF PAY*	EMPLOYEE REPLACING	EFFECTIVE DATE	END OF PROBATIONARY APPOINTMENT
<b>I. Coaching Appointment</b>							
1 Skorak, Samantha		7th Grade Girls Basketball	TCL	\$1,530.00	Auffrey, Greg	2016-17 School Year	
2 Jennings, Alexandria		8th grade Girls Basketball	TCL	\$1,530.00	Allen, Joel	2016-17 School Year	
3 Diets, Shane		7th Grade Boys Basketball	TCL	\$1,530.00	Dzikan, Andrew	2016-17 School Year	
4 Griffith, Mark		8th Grade Boys Basketball	TCL	\$1,530.00	Finnerty, Michael	2016-17 School Year	
<b>II. FMLA Leave</b>							
1 Toth, Bettina		Middle School ELA				Extend Unpaid Leave from 1/26 - 3/16/17	
2 Dzikan, Andrea		Physical Education				As supported by medical documentation	
<b>III. Long Term Substitute</b>							
1 Taylor, Carleen		Middle School ELA	English Language Arts 7-12 Initial Certificate	\$203.94 per day	Toth, Bettina	Continue thru 3/16/17	
<b>IV. Instructional Substitutes</b>							
1 Homer, Martha			Nursery, Kindergarten & Grades 1-5	\$90		1/3/2017	
2 Haller, Kimberly			N/A	\$70		1/3/2017	
***4 Powers, Jessica			Teaching Assistant, Level III	\$70		1/30/2017	
<b>V. Advisors</b>							
1 Gates, Sarah		Co-Ski Club Advisor		\$251.75		2016-17 School Year	
2 Pylman, Jacqueline		Co-Ski Club Advisor		\$251.75		2016-17 School Year	
3 Viel, Aileen		Co-Ski Club Advisor		\$251.75		2016-17 School Year	
4 Zogby, Kim		Co-Ski Club Advisor		\$251.75		2016-17 School Year	
<b>VI. Resignation</b>							
***1 Powers, Jessica		High School Teacher Assistant				1/27/2017	

Motion carried.

### 5.2 Transfer of Funds Resolution - Action

Mrs. Wroblicki made the motion to approve the following Transfer of Funds Resolution seconded by Mr. Fiore:

The New York Mills Board of Education authorizes the School District Treasurer to transfer the following budget transfers in excess of \$5,000:

FROM	TO	
A1310.490 BOCES (Business Administration)	A1430.490 BOCES(Personnel)	\$ 6,322.00
A2010.490 BOCES(Curriculum)	A2340.490 BOCES(Alt. Ed)	\$30,167.00
A2110.490 BOCES(Regular Ed)	A2250.490 BOCES(Special Ed)	\$19,950.00
A1680.490 BOCES(Central Data Admin)	A2250.490 BOCES(Special Ed)	\$19,000.00

This resolution shall take effect immediately.

Yes 6 No 0  
Motion carried.

### 5.3 Resolution Approving Appraisal Services – Action

Mr. King made the motion to approve the following Appraisal Services Resolution seconded by Mr. Ross:

**WHEREAS, BURRSTONE ENERGY CENTER, LLC** has commenced tax certiorari proceedings challenging the tax assessment on a co-generation facility located on Champlin Avenue in the Town of New Hartford, County of Oneida for tax rolls 2015 and 2016; and

**WHEREAS,** these proceedings present a substantial challenge to the tax base in the Town of New Hartford and an adverse decision would have a significant financial impact upon the New York Mills Union Free School District; and

**WHEREAS,** the School District has intervened in the proceedings for both outstanding proceedings (Supreme Court; Oneida County; Index Nos. 2015-1629 and 2016-1382); and

**WHEREAS,** New York Mills Union Free School District Policy #4700 provides for the sharing of legal defenses costs incurred by the Town on a 50% - 50% basis; and

**WHEREAS,** the Board of Education of the New York Mills Union Free School District is agreeable to sharing an equal 50% share of the legal costs and expenses in defending the above-referenced proceedings, including, but not limited to, the appraisal fees necessary to the defense of such proceedings; and

**WHEREAS,** a proposal from a Real Estate Appraisers has been obtained from Emminger, Newton, Pigeon, Magyar, Inc, (John Zukowski, MAI, SRA, IAO, MRICS) to produce a Preliminary

Summary Appraisal Report for the amount of \$15,000, and to provide consulting on the matter for \$200/hr.

**NOW, THEREFORE, BE IT RESOLVED** as follows:

1. The Board of Education of the New York Mills Union Free School District hereby agrees to retain Appraiser Emminger, Newton, Pigeon & Magyar, Inc. (John Zukowski, MAI, SRA, IAO, MRICS) and to share 50% of the cost of said Appraiser's fees associated with the defense of these Article 7 tax certiorari proceedings up to \$15,000.
2. In the event that the Appraiser's fee will exceed the established fee limit of \$15,000 School District Counsel will come back to seek approval of additional funds by the Board of Education and will explain the facts and circumstances justifying such additional authorization.

Yes 6 No 0  
Motion carried.

5.4 Non-Resident/Non-Tuition Student – Action

Mr. Surprenant made the motion to approve Angelus Pardi as a Non-Resident/Non-Tuition Student seconded by Mr. Ross.

Yes 6 No 0  
Motion carried.

5.5 Military Helicopter Landing Building Use on March 5, 2017 – Action

Mrs. Wroblecki made the motion to allow the Military Helicopter to land here on March 5, 2017 seconded by Mr. Ross.

Yes 6 No 0  
Motion carried.

5.6 Eight-man Football Team- Action king and rick 6-0

Mr. King made the motion to approve the following resolution for an Eight-man Football Team seconded by Mr. Surprenant:

**Resolved**, that the New York Mills Union Free School District Board of Education approves the transition from an eleven-man football program to an eight-man football program; should this option be available through Section 3 for the 2017-18 school year.

Yes 6 No 0  
Motion carried.

## **6. K-12 Executive Principal and K-12 Principal Report**

### **6.1 Elementary Character Assemblies**

Mr. Dodge said the culminating celebration for the pillar of the Marauder Way both in the classroom and at home and in the community Character Assembly is coming up. He said he is addressing behavior especially on buses. He said he rides buses to get a feel and is looking into grants to get bus aides on all buses.

### **6.2 Interscholastic Athletics Update**

Mr. Ford said our extracurricular policy is very similar to Sauquoit. Every two weeks we look at any student failing the course and meet with them. The student will have to go to teacher of record for the course that he is not passing and have to get a signoff. If the student is failing two or more courses that student will still need to come down to us but we will take the student out of the extracurricular activity for a minimum of two weeks. Two weeks is an automatic suspension. We would like to see the possibility that if the student does get to the teacher and teacher said they are passing we would like the student to participate as soon as they get signoff from teacher. If the student is failing two or more grades and does receive releases from the teachers than we can allow them to participate.

### **6.3 Technology Plan**

Mr. Ford said shared an informational packet from a District Technology Committee meeting that was held just before vacation. We had good participation. We went over the process of what we are going through for our new network. Electrical contractors are on schedule. We are setting up racks in each closet. The network will be wired by the end of month. That will give us the backbone to start hanging the Smart Boards. Eighteen are on site waiting to be installed. This will take place during the holidays and mid-winter break. We are looking at 42 Smart Classrooms total. Eighteen is just the initial go round. Once the network is in place we will start hanging security cameras. We discussed with the staff that we have three portable carts of Chromebooks. One is located in the high school area, one in the 2<sup>nd</sup> floor elementary and the other in the 1<sup>st</sup> floor elementary. We will get Acceptable Use Policy sign offs from students and parents. Once this is completed, we will start using the carts with classes.

### **6.4 Interim K-12 Executive Principal Summary**

Mr. Ford said that we have a gem with our staff and school. New York Mills has a unique situation; small student body and it is financially sound. The student body is very collegial and has a lot of school spirit. He said he was pretty impressed with the SRO who is not just working with the students, but getting resources for us from the outside. For a lot of student that don't get the individualized attention, this is a huge asset. Class sizes are small, teachers supportive. New York Mills is a well-kept secret. More kids have special needs and we have been dealing with residency issues because of our staff, You are like a private school within a larger metropolitan area and everyone wants to come here. He said he was very impressed. He felt welcomed here and will support the school as much as he can.

## 7. Superintendent's Report

### 7.1 K-12 Enrollment

Ms. Houghton reviewed the K-12 enrollment report for the school district and compared the number of students as of January 2017 to the enrollment of January 2016. We currently have 282 students attending classes here in grades K-6, which is five more students than the 277 enrolled in January 2016. In grades 7-12, there are currently 255 students attending classes at the Jr.-Sr. High School level; 10 students less than the 265 in January 2016. There are 24 students in grades K-12 currently attending classes outside the district in Special Education, Alternative Education, and P-Tech placements. In January 2016, there were 20 students attending classes outside the district. Our total district enrollment this January, including students placed in outside programs is 561 students. Last January, there were 562 students enrolled in the New York Mills Union Free School District.

### 7.2 Focus District Update

The Focus District School Improvement Team has been working on the six tenets included in our Comprehensive District Improvement Plan required under our Focus District designation. Ms. Houghton shared the following information with the Board of Education and visitors:

Tenets 1 & 2 - The Board has been working with Karen Markoff, Outside Educational Evaluator to finalize our new district mission, vision, core beliefs, values, and goals. A copy of these documents will be provided to each teacher and staff member for posting in their classroom or office. The documents will also be placed on our website and large copies will be framed and displayed in the lobby and hallways. The Board of Education and administration will use them as planning tools for future programming, budgets, and other district improvements.

Tenet 3 - Curriculum Specialist Amy Lamitie has been working with teachers to complete curriculum maps and units for English Language Arts and Math. The Board will review these documents in June and scope and sequence will be available electronically. Science and Social Studies, as well as related subjects will be developed during the 2017-18 school year. Professional development in Differentiated Instruction is scheduled on March 17 during the Superintendent's Conference Day.

Tenet 4 - Barbara Walls, SESIS has been reviewing our Special Education program delivery model and IEPs. Mrs. Walls will present her recommendations at an upcoming Board of Education meeting. She is also providing professional development in direct instructional and formative assessment to all teachers.

Tenet 5 - Our Response to Intervention Plan was completed and approved by the Board of Education this evening. Our school improvement team is working with our principals and faculty on the implementation of the plan.

Tenet 6 - Karen Markoff, OEE has been meeting with our District Steering Committee to discuss goals for the improvement of family engagement and communication.

### 7.3 2017-18 Budget Preparation

Ms. Houghton reviewed our budget development calendar with the Board of Education. Principal and supervisors are working on budget construction using the requisitions from faculty and staff that were due to the offices in December. During the month of February, the business office will collate building



and department budget requests and develop a district budget proposal that will be presented to the Board at the first budget workshop in March. The principals and supervisors will also meet with our Finance Committee in February to discuss their individual budget needs.

#### 7.4 Proposed City of New Hartford

Ms. Houghton shared with the Board and public that there has been a great deal of talk in the community about the possibility of the Town of New Hartford becoming a city. This prospect has caused concern that our school district may be negatively impacted by that change; resulting in the possibility that we would either be absorbed into a city school district or that we would be unable to collect taxes from school district residents that live in the current Town of New Hartford. The Ferrara Firm, our school attorneys have informed us that the District is an independent entity. Even if the Town of New Hartford becomes the City of New Hartford, that does not mean that the New Hartford Central School District automatically becomes the New Hartford City School District. In addition, as long as we have an Agreement with Oneida County for the collection of our school taxes, there should be no negative impact on the district's tax collection. Ms. Houghton said that Town of New Hartford Supervisor Patrick Tyksinski and Attorney for the Town of New Hartford, Herb Cully have been invited to our next Board meeting on February 7<sup>th</sup> in order to further discuss the Town's status with our Board.

### 8. Board Discussion

Mr. King said we are separate taxing entity and also believes that right now we tax in three different municipalities. Does New Hartford think we are just nickel and dime to them? Mr. king also invited any person in the union to visit his committee.

Ms. Edwards said she would like to see the implementation of the Morning Program going back into effect. It is a great opportunity that we are missing.

### 9. Visitors Comments

N/A

### 10. Executive Session

Mrs. Wroblecki made the motion to go into Executive Session at 9:18 p.m. to discuss a particular person. Mr. Ross seconded the motion.

Ye s6 No o  
Motion carried.

Ms. Edwards appointed Ms. Houghton Clerk Pro-tem.

Respectfully submitted,

Paula Ann May  
District Clerk

Ms. Edwards called the meeting back into regular session at 9:38 p.m.

**11. Adjournment**

Mr. King made the motion to adjourn at 9:39 p.m. seconded by Ms. Edwards

Yes 6 No 0  
Meeting adjourned.

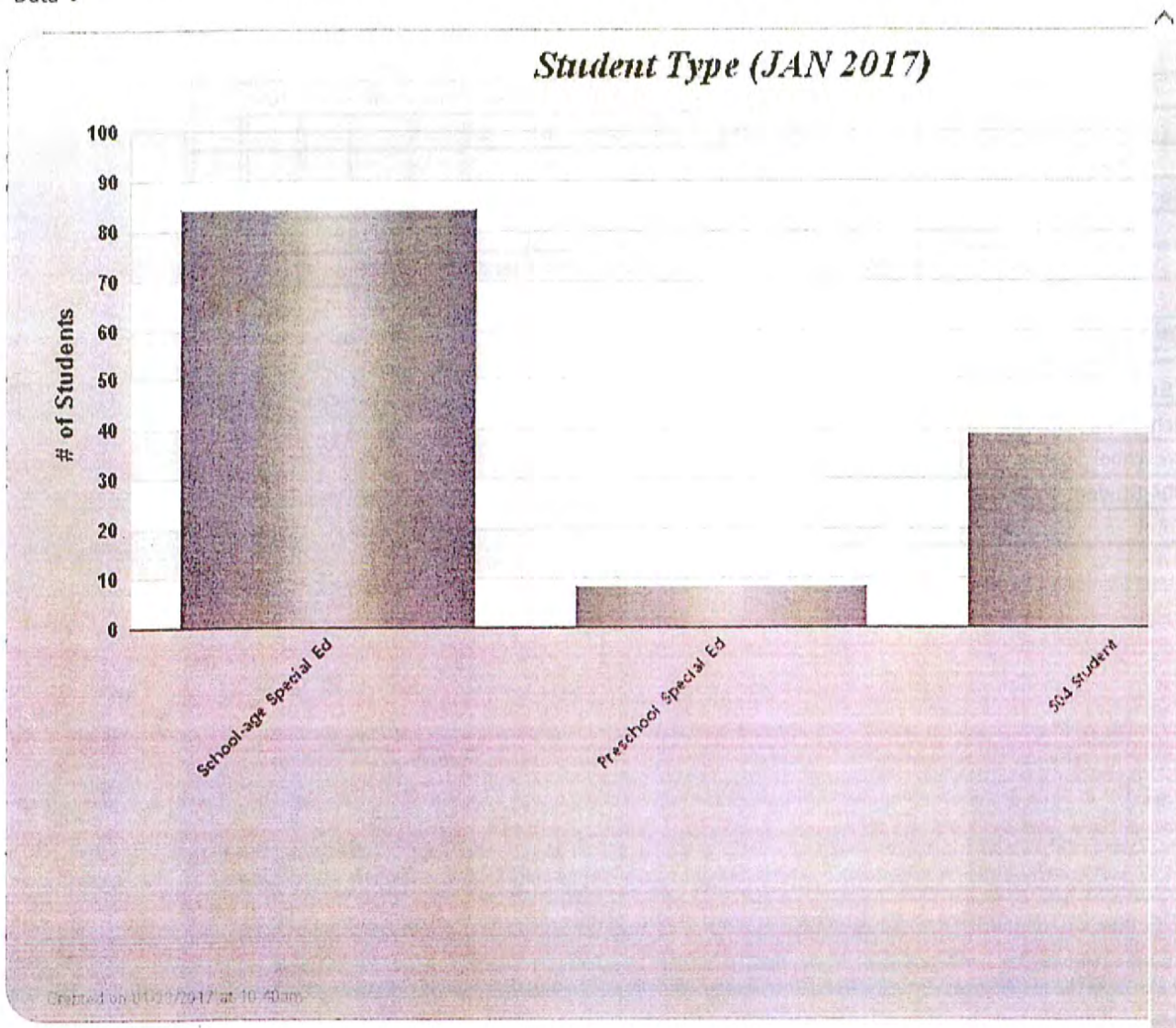
Respectfully submitted,

Kathy Houghton  
Clerk Pro-tem

Statistics												
School Year	2016 - 2017											
Query	All Students with Student Type(s) of School-Age, Preschool, 504											
Period	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Referrals	1		5		3	3	1					
Transfers/Re-entries	2		5	1	1	1						
Declassified/Discontinued	1		1									
Exited	1	3	6	2	1							
Ended with	126	124	127	126	127	130	131					

Statistics	
Student Type	# Students
School-age Special Ed	84
Preschool Special Ed	8
504 Student	39
Total	131

Data ▶



DRAFT

**PROFESSIONAL DEVELOPMENT PLAN**  
**NEW YORK MILLS UNION FREE SCHOOL**  
**DISTRICT**

**2016-18 SCHOOL YEARS**

BEDS CODE: 411504020000

Ms. Kathy Houghton  
Superintendent of Schools  
1 Marauder Boulevard  
New York Mills, NY 13417

Phone: 315-768-8127 Fax: 315-768-3521

Email: [khoughton@newyorkmills.org](mailto:khoughton@newyorkmills.org)

## **Table of Contents**

1. Introduction & New York State Regulations and Requirements.....	3
2. National Professional Development Context and Process Standards.....	4
3. New York State Professional Development Standards.....	6
4. Professional Development Committee- Processes & Needs Assessment....	7
5. Professional Development Plan Goals and Action Steps.....	10
6. Professional Development Providers	
7. Appendix - NYS Professional Development Indicators -Professional Development Request Form	

## Introduction & New York State Regulations and Requirements

The efforts of the New York State Board of Regents, the State Education Department, and the State Professional Standards and Practices Board for Teaching have resulted in formal processes that promote and support professional development for all educators and other school personnel. Listed below are existing State requirements and systems that build a strong foundation for professional development in New York:

- Commissioner's Regulation 80-3.6 (b)(1) requires that Professional certificate holders and Teaching Assistant III certificate holders complete professional development every five years (175 hours for teachers and school leaders and 75 hours for TA IIIs) in order to maintain their certification.
- Commissioner's Regulation 100.2(dd) Professional Development requires each district and BOCES to collaboratively develop a plan for professional development that is annually revised and approved by its board of education.
- Commissioner's Regulation 100.2(o) Annual Professional Performance Review (APPR) focuses on the process of teacher evaluation and improving professional practice in the context of local needs and resources. This regulation requires that those with unsatisfactory performance receive a teacher improvement plan with appropriate professional development.

# National Staff Development Council Staff Development Standards

## **Context Standards:**

**Learning Communities:** Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.

**Leadership:** Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.

**Resources:** Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

## **Process Standards:**

**Data-driven:** Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

**Evaluation:** Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.

**Research-based:** Staff development that improves the learning of all students prepares educators to apply research to decision making.

**Design:** Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.

**Learning:** Staff development that improves the learning of all students applies knowledge about human learning and change.

**Collaboration:** Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.



**Content Standards:**

**Equity:** Staff development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly, and supportive learning environments, and hold high expectations for their academic achievement.

**Quality teaching:** Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

**Family Involvement:** Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.

## **The Ten Standards for High Quality Professional Development**

from the NYSED Professional Development website:

1. **Designing Professional Development:** Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. **Content Knowledge and Quality Teaching:** Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.
4. **Collaboration:** Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. **Parent, Family and Community Engagement:** Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
8. **Data-driven Professional Practice:** Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning

## **District Professional Development Committee**

The Professional Education Committee (PEC) has been chosen in compliance with New York Mills Teachers' Union contractual requirements to advise the Superintendent on professional development needs and concerns of the teaching staff. The K-12 committee plans and designs the program for regularly scheduled Superintendent Conference Days to meet the requirements of a District Professional Development Plan (PDP) as it pertains to the Regents Reform Agenda and Core Curriculum Learning Standards implementation. Notwithstanding this function of the PEC, current approval procedures will remain intact for local in-service credit, teacher center credit, credit hours, sabbatical leaves, and other types of curriculum and staff development. In addition, this team is in charge of conducting an annual needs assessment and evaluation review of provided professional development to inform each annual Professional Development Plan's updates and foci to provide quality ongoing professional development that improves teaching and student learning.

### **Professional Education Committee (PEC):**

Jennifer Goodfriend, Grade 2 Teacher

Stephanie Sacco, Grade 6 Teacher

Michelle Hall, Jr.-Sr. High School Special Education Teacher

Jeanne Marley, Special Education Teacher

Steve Shrey, Music Teacher

Steve Marcus, Interim K-12 Principal

Michael Spost, K-12 Executive Principal

Kathy Houghton, Superintendent of Schools

### **Needs Assessment Process:**

- The district is currently a Focus District under the New York State Accountability system, and a District-Led DTSDE Review identified the following professional development needs: development of units of curriculum, development and use of learning targets/essential questions, use of daily formative assessment, differentiation (including homework), and development of data-driven instruction and systems. Therefore, professional development and coaching support will be included for all staff members during the next three years in order to have consistency and improved teaching and learning at mastery levels in all subject areas.

- The PEC will analyze multiple measures of student data annually and make recommendations for targeted professional development. The PEC will use this data to survey staff on professional development areas that will improve student achievement. This survey data will be used to expand or focus the PD in (1.) and/or to tailor PD to specific subject areas or individuals.

Multiple Measures of Data to examine in needs assessment:

New York State Report Card

NYS and District Assessments (3-8 testing, Regents, Advanced Placement)

VADIR/DASA Reports

RtI (Student Support Team) Team Data

Data Dashboard- attendance and discipline reports

Benchmark Reading Assessments-unit tests- Journeys, K-1-engageNY

STAR, grades 2-8

DIBELS

Fontas and Pinnell Leveled Reading Inventory

Quarterly Report Cards

Surveys

BEDS Data

Teacher Retention and Turnover Rates

Annual Professional Performance Reviews(walk-throughs) observations and evaluations

Program Evaluation

SED Regulations and Mandates

Mentor Program

Student attendance rates

Graduation and drop-out rates

Longitudinal data

Teacher surveys

Community involvement opportunities

- The PDC will use the Needs Assessment and the NYS Professional Development Standards to determine a 3-5 year Professional Development Plan that is updated and adapted annually but which provides a targeted approach for implementation and building of internal instructional capacity. All teachers, those now employed and those who will be hired in the future will be affected by the NYS Education Department Regulations. Teachers employed by the district after February 2, 2004 will be required to complete 175 clock hours of professional development every five years. Teachers already employed by the district are encouraged to complete at least 18 clock hours of professional development each year. In order to maintain a high level of competence, teachers must constantly extend their professional knowledge and skills.

- The superintendent's days will be used for all staff professional development, and additionally, per NYMTA contract, \$22.00/hour. There is an approved professional development application form to be filled out by the individual teacher and submitted to the building administration and superintendent for approval.
- The building administration will identify specific building, grade or department specialized and targeted PD that may be necessitated at the building level for improved instruction and student achievement.
- New teachers will receive orientation which includes provision of professional development which the whole school has had and is implementing toward mastery levels in order to bring them up to speed with district instructional practices.
- The school leaders will include in APPR evaluations, a discussion with each teacher about PD needs specific to improving their instruction/professional fluencies.

## Professional Development Plan Goals and Action Steps

<p><b>Goal 1: By June 2018, 100% of all teachers will have developed electronic scope and sequenced curriculum units aligned with CCLS/NYSCS and research-based strategies in order for students to receive rigorous instruction in all classrooms, preparing them for College and Career Readiness.</b></p>		
<p>Objective: By June 2017, 100% of all English language arts and mathematics teachers will have developed district curriculum maps and units that are written and aligned with CCLS and research-based strategies in order for students to receive rigorous and College and Career Readiness instruction.</p>		
Activity	Start/End Dates & Provider(s)	Measurable Evidence (Indicators)
BOCES instructional specialist develops a plan and templates/protocols for consistent curriculum work in the district.	September 2016/October 2016	Plan for curriculum writing and templates
BOCES instructional specialist facilitates writing of ELA and mathematics curriculum maps and units that are CCLS aligned.	October 2016/June 1, 2017	Electronically written curriculum for ELA and mathematics K-12
ELA and mathematics K-12 curricula will be BOE approved.	June 1-June 30, 2017	BOE minutes and curriculum electronically accessible through district website
Plan and schedule for writing science, social studies and other curricula established.	April 1, 2017/May 1, 2017	Schedule for 2017-18 curriculum work

<p><b>Goal 1: By June 2018, 100% of all teachers will have developed electronic scope and sequenced curriculum units aligned with CCLS/NYSCS and research-based strategies in order for students to receive rigorous and College and Career Readiness instruction in all classrooms.</b></p>		
<p>Objective: By June 2018, 100% of all science, social studies and content areas other than English language arts and mathematics will have developed district curriculum maps and units that are written and aligned with CCLS and research-based strategies in order for students to receive rigorous and College and Career Readiness instruction.</p>		
Activity	Start/End Dates & Provider(s)	Measurable Evidence

		(Indicators)
The BOCES instructional specialist and the principals will share the schedule for curriculum work with the teachers.	June 15-31, 2017	Curriculum Schedule
The BOCES instructional specialist will facilitate the curriculum mapping and unit development in order for electronic scope and sequenced curricula to be written in all subject areas, K-12.	June 2017-July 1, 2018	Electronically written curriculum in science, social studies and all remaining curriculum areas.
BOE will approve all curricula mapping and unit development to complete the K-12 Common Core Learning Standard and New York State Learning Standard alignment of district curriculum.	June 1-June 30, 2018	BOE minutes and curricula accessible through district website

**Goal 2: By June 2018, 100% of teaching staff will implement research-based differentiated instruction in their classrooms and will use data-driven instructional protocols to inform and improve daily teaching and student learning/achievement.**

Objective: By June 2017, 100% of teachers in grades K-12 will have pedagogical research-based awareness level instruction in differentiated instruction (to include its purpose and what it looks when used effectively in the classroom to improve student engagement, student learning and student ownership of the learning process) and the use of data-driven instructional strategies and protocols.

Activity	Start/End Dates/Provider	Measurable Evidence
The BOCES instructional coach, SESIS coordinator and data specialist will establish a calendar and roles/responsibilities for providing research-based professional development on differentiated and data-driven instruction.	September-November 2016- Amy Lamitie (BOCES Instructional Specialist), Barbara Walls (SEGIS), Becky Nugent (BOCES data specialist)	Calendar and daily logs

The BOCES consultants will provide initial awareness level professional development to 100% of the staff during superintendent's days and scheduled PD days during the year	October, December, March superintendent's days, and some interim PD days	Superintendent's Day Agendas Consultants' PowerPoints and PD materials
The BOCES data consultant will meet with all grade level and departments in order to provide data-driven instruction protocols, to model, facilitate and provide feedback regarding expected data meetings so teachers can build internal capacity to run these meetings.	Feb. 1- June 25, 2017	DDI Protocols Schedule and log of PD and facilitation of meetings and departments  Coaching Log
During Curriculum Unit Writing with the BOCES Instructional Specialist, 100% of all ELA and mathematics teachers will receive formative assessment professional development and will implement formative assessments within all units in order to adjust instruction and curriculum for maximized student learning.	Jan. 1, 2017-June 1, 2017	PowerPoints and Materials Formative Assessments

**Goal 2: By June 2018, 100% of teaching staff will implement research-based differentiated instruction in their classrooms and will use data-driven instructional protocols to inform and improve daily teaching and student learning/achievement. to build consistency of language and research-based instructional support for further professional development in these areas in order to improve teaching and student learning/achievement.**

Objective: By June 2018, 100% of teachers in grades K-12 will implement differentiated instruction have pedagogical research-based awareness level instruction for analysis and use of data and how it is used to inform classroom curriculum and instruction.

Activity	Start/End Dates/Provider	Measurable Evidence
The superintendent and school leaders will identify professional development days	April 2017	PD Calendar for Summer 20q7 and School Year 2017-2018



for summer 2017 and for the 2017-2018 school year		
The BOCES consultants will schedule and deliver the scope of professional development in differentiation and data-driven instruction in order for all teachers to have in-depth knowledge for implementing these initiatives effectively with follow-up classroom visitations and feedback regarding implementation	April 1, 2017-June 1, 2017	Internal school PD schedule for PD and then classroom visitations for feedback (to be shared with all teaching staff)  PD PowerPoints, handouts  Coaching Feedback  Teacher Self-Reflection
School leaders will develop a system for reviewing classroom achievement data quarterly in order to track effectiveness of PD and also student achievement levels.	June 1, 2017-June 30, 2017	Quarterly written system and timeline for review of student data  Structure with mechanism to use walk-throughs, evaluation, and teacher self-reflection within system for measuring effectiveness of data
School leaders, coaches and teachers will quarterly review data and evaluate effectiveness of differentiation and data-driven instruction in meeting student needs in order to make changes and adaptations to improve teaching and learning.	September 2017, November 2017, January 2018, April 2018, June 2018	Written analyses and next steps to improve teaching and learning in the areas of differentiation and DDI  PD and Coaches provided in differentiated manner for new teachers or those requiring additional support

**Goal 3: In addition to the above professional development that will be provided to 100% of all teachers, administrators, and service providers will have opportunities for professional development to meet their individualized needs to improve practice.**

Objective: By February 1, 2017 and 2018 and then again, in June 1, 2017-September 1, 2017 and June 1, 2018-September 1, 2018, school leaders will identify BOCES and other research-based PD opportunities available for specialized staff, as well as initiate the process for teachers to apply for specialized professional development in order to improve their craft/instructional practice.

Objective for School Leaders: Commencing January 1, 2017, school leaders will be afforded regular and expected opportunities to improve their leadership and instructional capacity in order to support the school, district and staff in improving teaching and

learning so as to achieve the district vision and mission for all staff and students.		
Activity	Start/End Dates/Provider	Measurable Evidence
The school leaders will share the BOCES PD opportunities and/or identified PD opportunities that will improve school performance/ teaching and learning as events are known with the expectation that participants return and turnkey train additional staff as appropriate.	January 2017-ongoing	Written Notifications SCEP identified initiatives  Attendance Certificate  Turnkey training agendas and materials
School staff will submit to school leader and superintendent the professional development need (ie. Guidance- scheduling; nurses-current diagnoses and treatments of students within schools, social workers- SEDH) and application for approval (pending coverage/expense, timing, etc.)	September 1, 2016-September 1, 2018	Applications for PD
All staff will be able to submit requests to work collaboratively as a teacher group for compensated \$22.00/hr. compensation for a project submitted that integrates differentiated instruction or formative/DDI assessment into instruction	June 1, 2017-September 1, 2018	Submissions Work created during collaborative meeting/schedule
The school leaders will implement the school contractual process by which teachers may request and apply for specialized PD.	January 1, 2017-ongoing	Written Application/Request Approval List of PD aligned with DCIP/SCEP initiatives and district vision, mission and core beliefs
School leaders will attend all BOCES and NYS regionally sponsored professional development in order for them to be aware of all NYS requirements and initiatives as well as being part of a	January 1, 2017-ongoing monthly meetings.	Agendas Information shared with staff Committee and Collegial sharing/work

collaborative support and networking organization		
School leaders will submit requests to attend state and national conferences that will improve their craft and leadership in the building/district	January 1, 2017 for budget and ongoing after this/opportunity for at least 1 yearly conference	Agenda Materials Information shared with colleagues and teaching staff

<b>Goal 3:</b> Commencing in September 2016, induct, train and support new teachers and staff and then provide continued support in order for them to be successful educators and contributors to the school system.		
Objective: Commencing upon appointment within the district, all personnel will be provided orientation and/or mentoring in order to make a smooth transition, build internal capacity and to support individual success.		
Activity	Start/End Dates/Provider	Measurable Evidence
School leaders will establish orientation schedules and professional development for all new hires, meeting with them regularly thereafter to support their success.	August 1, 2017 and 2018 7 ongoing support	New staff orientation agenda, PowerPoint, materials provided Schedule of follow-up meetings for support
School leaders will identify and implement the district New Teacher Mentoring Program as district policy prescribed below.	September 1, 2016-September 1, 2018	Mentoring Assignments Mentoring Data

**New York Mills School District  
New Teacher Mentoring Program**

**Program Goal**

The goal of the mentoring program is to improve the skill and retention of new teachers as they transition from academic preparation to their first professional appointment. This program provides

mentorship to teachers certified after February 2, 2004, with less than two years of teaching and initial or transitional certification.

### **Mentor Selection Procedure**

This procedure has been developed in collaboration with Teacher Association representatives and district administration through their Professional Education Committee. This program is included in the Professional Development Plan, which is published and available to district staff and the public upon request.

All certified and tenured New York Mills teachers will be offered the opportunity to apply to be a mentor. Administrators will conduct interviews of all interested teachers to select appropriate mentor candidates. Selected mentor candidates will be recommended by the Superintendent to the Board of Education for approval on a yearly basis.

### **Criteria for selection of mentors are:**

- A history of outstanding evaluations and participation in staff development programs.
- Demonstrated mastery of effective teaching strategies and content area knowledge if applicable
- Demonstrated ability to provide an environment conducive to learning (i.e., classroom management)
- Evidence of excellent interpersonal relationship skills
- Demonstrated ability to be a positive role model

Based on the goals of the program, it is imperative that a positive relationship is formed between the mentor and the new teacher. It is also understood that the performance of the mentor is critical to the success of the new teacher. As a result, the following guidelines will be used to oversee the mentoring process:

The Superintendent or his/her designee will notify mentors of their approval in writing.

Assignment of a mentor will be on an annual basis for each school year. Selection one year as a mentor does not guarantee selection as a mentor during subsequent years.

Mentors may request to leave the program at any time; however, their release from mentoring duties will be based on the approval of the superintendent.

A teacher in the mentoring program may request a change in mentors by submitting a written request, including reason(s) to their principal, who will present that request to the Superintendent. Compensation for the mentor will cease immediately upon termination of mentoring duties. The Superintendent may remove a mentor at any time during the school year if the action taken is based upon rationale such as attendance, performance, etc.

### **Mentor Training and Preparation**

Mentors will be trained before working with any new teacher. The local BOCES Professional Development Division will provide the training, which will be held after school and/or during the summer months. Topics include but are not limited to:

- Goals for the mentoring program
- Mentor's responsibilities
- Communications skills
- The needs of a new teacher
- Stages of teacher development
- Observation techniques
- The mentoring relationship
- Coaching techniques
- Classroom management techniques
- Trouble-shooting issues
- Creating mentorship outline

Follow-up training will be held for mentors throughout the year to assess their plan, help with implementation, provide support for the mentors in their new role and provide continuing professional development.

### **Role of the Mentor**

The mentor's role is one of guidance and support, and shall include but not be limited to:

- encouraging and assisting in the orientation of a beginning teacher
- developing a written mentorship outline to submit to the building principal at the conclusion of the mentorship training program
- reviewing district, building, and program policies and procedures with the new teacher.
- sponsoring the beginning teacher organizationally and professionally
- guiding the new teacher in the development of short- and long-term goals
- providing opportunities for the new teacher to observe the mentor teacher in a classroom setting
- observing the new teacher in a classroom setting and providing feedback
- coaching the new teacher on the art of reflection
- suggesting appropriate professional opportunities
- acting as a positive role model
- providing emotional support to the new teacher by listening and promoting open communication
- serving as a professional resource for the new teacher
- supporting the new teacher in reaching his/her professional goals
- participating in ongoing mentor training
- maintaining confidentiality

The information obtained by a mentor through interaction with the new teacher while engaged in the mentoring activities of the program shall not be used for evaluating or disciplining the new teacher; unless withholding such information poses a danger to the life, health, or safety of an individual, including but not limited to students and staff of the school; or unless such information indicates that the new teacher has been convicted of a crime, or has committed an act which raises a reasonable question as to the new teacher's moral character. In addition, participation in the teacher

mentoring program shall in no way interfere with the right of school administration to evaluate the teaching performance of the new teacher or mentor.

#### Role of the New Teacher

The new teacher will participate in a collaborative relationship with a highly regarded and experienced mentor. Their role will include, but not be limited to:

- assuming responsibility for becoming a highly skilled teacher
- developing short- and long-term goals focused on professional growth and achievement
- reviewing district, building, and program policies and procedures with their mentor
- attending training workshops and other appropriate professional development opportunities
- actively participating in mentor program activities
- observing lessons presented by the mentor and other highly skilled teachers
- being observed by the mentor

#### Mentoring Activities

Mentors and beginning teachers may take part in the activities listed below. Other mentoring activities will be considered and approved on an individual basis by the building principal and/or superintendent of schools.

- Attending professional development workshops
- Creating appropriate learning opportunities for the beginning teacher
- Modeling instruction for the beginning teacher
- Observation/Visitations for the beginning teacher
- Planning instruction with the beginning teacher
- Orientation of the beginning teacher to building and district policies and procedures
- District/BOCES mentor/new teacher meetings or training sessions
- Providing verbal and written feedback toward goals by the mentor and new teacher
- Sharing materials and resources
- Implementing the mentorship outline.

#### **Time Allotted for Mentoring Activities**

The New York Mills School District recognizes the time to work on mentoring activities is necessary and desirable. Such hours should not be confused with the normal planning time required to be a successful educator. The District will provide mentoring time in the following manner:

- Time allotted during Superintendent's Conference Days at the discretion of the building principal
- Release time for training, staff development, and visitations as approved by the building principal.
- One day of release time every other month for mentors and beginning teachers for planning, curriculum work, and orientation activities during the school year
- Four hours per month outside the school day at the Board of Education approved hourly remuneration rate

- Summer work at the discretion of the building principal per Board of Education approved hourly remuneration rate.

### **Remuneration for Mentors**

The New York Mills School District supports the concept of mentoring for new teachers. Therefore, the following payment will be implemented for mentors in our district:

\$500 stipend – This payment shall include all time spent with the mentee during the school day including, but not limited to planning, organizing, and advising. The stipend also includes time for mentor-training.

Additionally, a rate of \$22 per hour will be used for a total of no more than 10 hours outside the school day to be spent with the mentee for long range planning, etc.

The content of the New York Mills Union Free School District's professional development plan is being supported in part by the BOCES, RIC, RBERN, RSE-TASC, Teacher Centers and approved consultants.

**District Resources**

The content of the New York Mills Union Free School District's professional development plan is supported by:

**Fiscal Resources:**

General Fund Budget

Title I – Basic Grant & School Improvement Grant

Title II, Part A – Teacher & Principal Training & Recruitment

Title II, Part D – Enhancing Education through Technology

**Staff resources:**

BOCES/District Curriculum Specialist and Instructional Coach

Exemplary teachers

Department Coordinators

Independent Consultants

BOCES- Data Analyst

SEGIS Special Education School Improvement Specialist

**Providers:**

Institutions of Higher Education- Utica College, Mohawk Valley Community College, SUNY

Polytechnic Institute

BOCES- RIC, RSE-TASC, RBERN

**Community:**

Parent-Teacher-Student Organization (PTSO) & Music, Art, and Drama (MAD) Boosters

Marauders Athletic Boosters

School District Foundation

Building Leadership Teams

District Steering Committee

Rotary International

Lions Club (Quest)

SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT PLAN

Statement of Assurances



The superintendent certifies that:

Planning, implementation and evaluation of the professional development plan were conducted by the professional education committee.

The plan focuses on improving student performance and teacher practice as identified through data analysis. It also indicates a process that evaluates the effectiveness of our staff development opportunities.

The plan describes professional development that:

Is aligned with state content and student performance standards;

Is articulated within and across grade levels;

Is continuous and sustained;

Indicates how classroom instruction and teacher practice will be improved and assessed;

Indicates how each teacher in the district will participate;

reflects congruence between student and teacher needs and district goals; and

indicates a process that evaluates the effectiveness of the staff development.

The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

\_\_\_\_\_  
Signature (Superintendent of Schools)

\_\_\_\_\_  
Date

## APPENDIX

### New York State Professional Development Standards and Indicators from the NYSED Professional Development website:

#### Standard 1: Designing Professional Development

##### Standard:

Professional development design is based on data, is derived from the experience, expertise and needs of the recipients, reflects best practices in sustained job-embedded learning, and incorporates knowledge of how adults learn.

##### Indicators:

1a. Professional development design begins with a needs assessment that is grounded in the analysis of multiple sources of disaggregated teaching and learning data.

1b. Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity.

1c. Professional development design is grounded in the New York State Learning Standards and student learning goals.

1d. The intended beneficiaries of professional development are substantively involved in all aspects of professional development design.

1e. Professional development design addresses the continuum of an educator's experience and level of expertise, and is based on an analysis of individual educator needs; current knowledge and skills; and district, building and educator learning goals.

1f. Professional development formats include, but are not limited to, lesson study,

demonstrations, observations, analysis of student work and assessment data, collegial circles, feedback, action research, reflection, and opportunities for collaboration and problem solving.

1g. The format of professional development incorporates technologies to provide more extensive and diverse content, expand access and participation, and create virtual professional learning communities.

1h. Professional development is sustained over time and provides continued support such as follow-up, demonstrations, feedback on mastery of new knowledge and skills, peer coaching and mentoring, and continued opportunities for additional study.

## **Standard 2: Content Knowledge and Quality Teaching**

**Standard:**

Professional development expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

**Indicators:**

2a. Professional development includes learning experiences and resources to ensure that educators understand how the subjects they teach address the New York State Learning Standards and the relationships between the subjects they teach and the other subjects in the curriculum.

2b. Professional development provides opportunities for educators to examine, observe, practice, and receive feedback on their use of research-based instructional strategies to improve their students' learning by utilizing methods such as peer review, coaching, mentoring, and modeling.

2c. Professional development provides ongoing opportunities for educators to examine a variety of classroom assessments, practice using them in their classrooms, and analyze the results to 1) understand and report on student achievement based on New York State Learning Standards, 2) identify gaps in student learning, and 3) adjust instruction.

2d. Professional development provides differentiated instructional strategies to meet the needs of diverse learners.

2e. Professional development ensures that educators have the knowledge and skills needed to develop and foster the critical thinking, problem solving, literacy, and technological skills that students need to be successful in the 21st century.

2f. Professional development provides the knowledge, skill, and opportunity for educators to make relevant connections between the subjects they teach and the applications of those subjects.

**Standard 3: Research-based Professional Learning****Standard:**

Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.

**Indicators:**

- 3a. Professional development is based on current research in teaching, learning, and leadership.
- 3b. Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.
- 3b.1. Professional development includes ongoing opportunities for educators to read and reflect on current research on topics that are of interest to them and that are consistent with state and local school improvement priorities.
- 3b.2. Professional development involves discussion of research design, data collection, and analysis to assist teachers in understanding how to interpret research findings, particularly in areas where there may be competing perspectives and conclusions.
- 3b.3. Professional development provides opportunities for educators to collaborate with higher education and other partners in action research to test their own hypotheses and to report the results about the impact of professional development programs or the effectiveness of particular instructional strategies and programs for educators and students.

#### **Standard 4: Collaboration**

##### **Standard:**

Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.

##### **Indicators:**

- 4a. Professional development provides skills that educators need to communicate effectively, to listen to the ideas of others, to exchange and discuss ideas, to work in diverse teams, and to share responsibility for work toward a common goal.
- 4b. Professional development provides ongoing opportunities for educators to work with colleagues including teachers, principals, teaching assistants, librarians, counselors, social workers, psychologists, higher education faculty, and others critical to student success.
- 4c. Professional development maximizes the use of technology to broaden the scope of collaboration.

## Standard 5: Diverse Learning

**Standard:**

Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students.

**Indicators:**

5a. Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom.

5b. Professional development provides opportunities for educators to develop the knowledge and skills necessary to design and implement differentiated instructional and assessment strategies that utilize diverse student, family and community resources, and that meet diverse student learning needs.

5c. Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.

**Standard 6: Student Learning Environments****Standard:**

Professional development ensures that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.

**Indicators:**

6a. Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.

6b. Professional development provides opportunities for educators to collaborate with school psychologists and social workers to develop effective strategies for student behavior and classroom management, and to seek creative solutions to conflicts.

6c. Professional development provides opportunities for educators to analyze and use data about student behavior (such as discipline referrals, suspension information, school climate surveys, and social-emotional data) to refine educational practices and promote optimal learning environments.

**Standard 7: Parent, Family and Community Engagement**





**Standard:**

Professional development ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

**Indicators:**

7a. Professional development provides opportunities for educators to develop communication and collaboration skills that enable them to build partnerships with parents, guardians, and the community.

7b. Professional development enhances educators' knowledge of varying cultural backgrounds of students, families, and the community, and of how the diversity of these cultural backgrounds can serve as foundations and resources for student learning and success.

7c. Professional development includes opportunities for educators to develop skills and strategies that use technology to strengthen partnerships with parents, families, and the community.

**Standard 8: Data-driven Professional Practice****Standard:**

Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

**Indicators:**

8a. Professional development ensures ongoing opportunities for all educators to learn how to analyze and collect multiple sources of student data throughout the year, to monitor student progress and adjust instructional practice.

8b. Professional development provides educators with the opportunity to examine all relevant student data, including Individual Education Plans (IEPs), at the beginning and throughout the academic school year, in order to design effective instruction.

8c. Professional development provides educators with current, high quality data analysis presented in a clear, understandable format, to promote optimal student learning.

8d. Professional development provides opportunities for educators to use results from

local, state and national assessments; student work samples and portfolios, school

climate, parent, and teacher surveys; and student behavior data to guide their instruction.

8e. Professional development provides ongoing opportunities for educators to use disaggregated student data by race, gender, English language learning, special needs, eligibility for free or reduced price meals, and other factors in order to improve student learning.

### **Standard 9: Technology**

#### **Standard:**

Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

#### **Indicators:**

9a. Professional development ensures ongoing educator and student technological literacy.

9b. Professional development provides ongoing opportunities for educators to learn about new and emerging technologies useful in professional teaching practice.

9c. Professional development facilitates the ability of educators to apply technologies to create optimal and equitable learning environments.

9d. Professional development promotes technology as a tool to design learning opportunities, to evaluate the effectiveness of instruction, and to monitor student learning.

9e. Professional development encourages educators to engage with students in using available technology as it relates to curricular activities, and to assist students in using technology in innovative ways.

9f. Professional development provides educators with opportunities to learn and use technology for communication and collaboration.

9g. Professional development addresses the legal and ethical uses of technology.

### **Standard 10: Evaluation**

#### **Standard:**

Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

**Indicators:**

10a. Resources are provided to plan and conduct ongoing evaluation of professional development.

10b. Professional development evaluation uses multiple measures to assess effectiveness of the knowledge and skill acquired in improving professional practice and student learning (such as the use of new learning in instructional planning, the use of student data for the development and adaptation of teaching strategies, or the enhanced student performance following the application of a different teaching strategy).

10c. Professional development evaluation includes the use of multiple methods and techniques that provide information to ensure ongoing improvements in the quality of the professional development experience (such as participant reactions, surveys, focus groups, interviews, reflective journals, portfolios, or information about student behavior or performance).

10d. Professional development evaluation results are reported to key stakeholder groups in a manner that promotes effective use of the evaluation data for improving both individual educator practice and building- and district-wide professional development plans.

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TEMPORARY USE AGREEMENT

This AGREEMENT made this \_\_\_\_ day of \_\_\_\_\_, 2017, by and between the COUNTY OF ONEIDA, a municipal corporation organized and existing under the laws of the State of New York, having its office and principal place of business located at 800 Park Avenue, Utica, New York 13501, hereinafter referred to as "County", by and through its BOARD OF ELECTIONS, hereinafter referred to as the "BOE" and NEW YORK MILLS UNION FREE SCHOOL DISTRICT, with its principal offices located at, 1 Marauder Boulevard, New York Mills, New York 13417, hereafter referred to as the "User", collectively the "Parties".

WITNESSETH

WHEREAS, the User is holding an election and is seeking the assistance of the BOE in providing election services consisting of the provision and usage of voting machines, equipment, and supplies necessary to conduct voting operations, as well as assistance concerning voting operations; and

WHEREAS, pursuant to Section 3-224 of the New York State Election Law, the BOE may permit school districts within its County to use its voting machines and other equipment for the conduct of elections without charge, upon such other terms and conditions as shall be fixed by the BOE and be mutually agreed to by the Parties including payment for preparation of the machines and ancillary services; and

WHEREAS, the County and the User wish to enter into an agreement whereby the County shall provide election supplies and permit the User to temporarily use Optical Scan Voting Systems owned by the County for the User's election under the terms and conditions set forth herein; and

WHEREAS, the Board of County Legislators of Oneida County has approved this Agreement for use in elections occurring during the 2016-2017 school year;

NOW, THEREFORE, in consideration of the mutual promises, terms and obligations hereinafter made, as well as other good and valuable consideration, the Parties mutually agree and obligate themselves as follows:

1. TERM

- 1.1 The voting machines known as Optical Scan Voting Systems, equipment, supplies and/or other services, collectively referred to as "Voting Equipment and/or "Services", as described

herein shall be provided by the **County**, through its **BOE**, to the **User**, for the **User's Election** to take place on May 16, 2017 between the hours of 12:00 p.m. and 9:00 p.m.

1.2 To the extent time limits are not already provided in this Agreement, the **User** shall comply with all of its pre-Election obligations no less than fifteen (15) days prior to the Election and **User** further acknowledges that no changes shall be permissible beyond that date.

## 2. PAYMENT

2.1 The **County** shall permit the **User** to use the Optical Scan Voting Systems and Privacy Booths described in section 3. 1. herein below free of charge.

2.2 The **User** shall pay to the **County** Six Hundred and Fifty Dollars and no cents (\$650.00) per poll site for the ancillary Voting Equipment/Services provided by the **County** and/or the **BOE** described in sections 3.2 through 3.6 herein below.

2.3 In the event that the Parties elect to have the **BOE** certify the **User's** election pursuant to section 3.7 herein below, the **User** shall pay to the **County** an additional fee of Three Hundred and Fifty Dollars and no cents (\$350.00).

## 3. VOTING EQUIPMENT AND SERVICES TO BE PROVIDED BY THE BOE

### 3.1 OPTICAL SCAN VOTING SYSTEMS AND PRIVACY BOOTHS

3.1.1 The **BOE** shall provide to the **User** 2 Optical Scan Voting Systems, which shall include a Ballot Marking Device and Scanner, and 4 privacy booths, per poll site, for said Election ;

### 3.2 PREPARATION AND PROGRAMING OF OPTICAL SCAN VOTING SYSTEMS

3.2.1 The **BOE** shall program and prepare the Optical Scan Voting Systems as necessary for **User's** election.

### 3.3 PREPARATION AND TEST DECKING OF BALLOTS

3.3.1 The **BOE** shall prepare and test deck the ballots;

The **User** shall be responsible for printing, payment and delivery of test ballots and final ballots. The **User** shall be responsible for proofing and approval of all ballots, which will be shipped to the **BOE** and secured in storage *prior* to the Election ;

3.3.2 The **BOE** shall be responsible for the delivery of such ballots along with other Voting Equipment to the designated poll site(s);

3.3.3 All ballots are the property of the **User** and the **User** shall pick-up all ballots pertaining to their Election from the **BOE**.

### 3.4 IBUTTON GENERATION

3.4.1 The **BOE** shall generate "iButtons. All "iButtons shall be returned by the **User** to the **BOE**;

3.4.2 The **BOE** shall perform the test decking of the Optical Scan Voting System, to verify that

the Optical Scan Voting System's election configuration and ballot configuration is correct and that the Optical Scan Voting System will accurately cast and count votes within each individual ballot configuration.

### 3.5 TECHNICAL ASSISTANCE/ SERVICES

- 3.5.1 The BOE shall provide technical assistance/support for proper use of the Voting Equipment. Technical assistance/support shall be provided by the BOE staff only. Contact information for the technical assistance/support will be provided by the BOE in advance.
- 3.5.2 The BOE shall also provide telephone communication on May 16, 2017, between 8:30 a.m. and 4:30 p.m. for the USER for administration of the Election.

### 3.6 DELIVERY AND PICKUP OF VOTING EQUIPMENT

- 3.6.1 The BOE shall deliver and pick up the Voting Equipment to the User's poll site(s) at a time arranged by the BOE;
- 3.6.2 The delivery shall be between the hours of 8:30 a.m. and 12:00 p.m., prior to Election Day; The User shall make access available to each poll site for the delivery by the BOE;
- 3.6.3 The Parties represent and acknowledge that Voting Equipment must be timely delivered to each polling place;
- 3.6.4 The dates for transporting Voting Equipment to and from polling places shall be determined by the BOE;
- 3.6.5 The User shall be required to meet a BOE representative at the time of delivery of the Voting Equipment at each poll site designated by User and is responsible for maintaining the Voting Equipment, in particular the Optical Scan Voting Systems and privacy booths, in a secure location.

### 3.7 CERTIFICATION OF ELECTION

- 3.7.1 The BOE SHALL NOT certify the User's election unless the Parties have mutually agreed that the BOE shall do so, as evidenced by the signature of both the County Executive (on behalf of the County) and the President of the Board of Education (on behalf of the User) in section 3.7.1.1 herein below, and nothing herein shall be construed as to require either party to elect this provision;
- 3.7.1.1 The Parties hereby mutually agree that the BOE shall certify the User's election and the User shall pay to the County the fee detailed in section 2.3 herein above;

For the County:     N/A      
Anthony J. Picente, Jr.  
County Executive



For the User: \_\_\_\_\_ N/A \_\_\_\_\_

Print Name:

President of the Board of Education

3.7.2 The Board of County Legislators of Oneida County has granted the County Executive the authority to agree on behalf of the County to have the BOE certify the User's election pursuant to the terms and conditions herein.

#### 4 VOTING EQUIPMENT AND SERVICES NOT INCLUDED IN THIS AGREEMENT

##### 4.1 POLL BOOKS

4.1.1 The User shall be solely responsible for the ordering, printing and payment of poll books from NTS Data Services LLC, should they desire to utilize the same at their Elections;

4.1.2 The User shall be responsible for the printing and mailing of absentee ballots, legal notices as required by the Election Law voter lists, privacy sleeves, supply of pens/markers, and supply bags.

##### 4.2 RE-VOTE

4.2.1 Re-vote services are not included in this Agreement;

4.2.2 Should the budget fail to pass and a re-vote is required, within five (5) days of the original Election, the User shall contact the BOE in writing and request Voting Equipment and Services of the BOE for a re-vote, and the BOE shall, at its sole discretion, decide and advise the User if it is able to provide same. In such circumstances a separate contract with the User, under the same terms and conditions herein, shall be executed, and a separate fee shall be assessed;

4.2.3 The Board of County Legislators of Oneida County has approved this Agreement and authorized use of the same in the event of a re-vote during the 2016-2017 school year.

##### 4.3 POLL SITE COORDINATOR (S)/ INSPECTOR(S)

4.3.1 The User shall be solely responsible for securing the services of Poll Site Coordinator (s) and Poll Site Inspector (s) for use during the election. The BOE may assist the USER in securing the services of Poll Site Coordinators and/or Inspectors;

4.3.2 The User agrees to only utilize Poll Site Coordinator(s) and Poll Site Inspector (s) certified to properly handle and operate the Optical Scan Voting Systems by the BOE in accordance with Election Law, and the User shall make arrangements to assign the Inspectors(s) and/or Coordinator(s) at the User's designated poll site(s);

4.3.3 The Poll Site Coordinator(s) and/or Poll Site Inspector(s) shall not be considered employees of the County when performing services for the User pursuant to this

Agreement, and the User shall be solely responsible for compliance with all relevant wage and labor laws in connection with services performed for User by the Poll Site Coordinator(s) and/or Poll Site Inspector(s);

4.3.4 The User shall be responsible for paying the standard BOE Poll Site Coordinator and Inspector rates detailed herein below directly to the Poll Site Coordinator(s) and Poll Site Inspector(s).

4.3.4.1 The rates for a half-day, defined as services performed for up to nine (9) hours in a day, are as follows:

4.3.4.1.1 One Hundred Fifty Dollars and no cents (\$150.00) for Poll Site Coordinators;

4.3.4.1.2 One Hundred Twenty Dollars and no cents (\$120.00) for Poll Site Inspectors;

4.3.4.2 The rates for a full-day, defined as services performed for nine (9) hours or more in a day, are as follows:

4.3.4.2.1 Two Hundred Dollars and no cents (\$200.00) for Poll Site Coordinators ;

4.3.4.2.2 One Hundred Seventy Dollars and no cents (\$170.00) for Poll Site Inspectors ;

4.3.5 The User shall ensure that the Poll Site Coordinator(s) and Poll Site Inspector(s) utilized by the User arrive at the poll site no less than forty-five (45) minutes before the start of the Election;

4.3.6 At the close of the polls, the Poll Site Coordinator(s) and/or Poll Site Inspector(s) shall print the results tape and read the results aloud. They shall also close and cover the Optical Scan Voting Systems. Neither the Poll Site Coordinator(s) and/or Poll Site Inspector(s) shall be responsible for any end of the night paperwork on behalf of the User. Once the machines are closed and covered, the Poll Site Coordinator(s) and/or Poll Site Inspector(s) shall leave the poll site together.

## 5 POLL SITE LOCATIONS

5.1 The User shall notify the BOE of the address of each poll site that will be utilized for the Election. The User is responsible for all poll-site use fees and for completion of use-site applications and assurances. The User shall utilize the following poll site for the May 16, 2017 vote: New York Mills Union Free School District, Gymnasium, 1 Marauder Boulevard, New York Mills, New York 13417.

## 6 RETURN OF PROPERTY

8.1 The User shall be responsible for the care and custody of the Voting Equipment while it is in the User's possession;

8.2 The User shall be responsible for returning to the BOE all Optical Scan Voting Systems and privacy booths, and other non-expendable Voting Equipment, in the same condition as they were in when provided to the User by the BOE;

8.3 The User shall be solely responsible for any and all damages to any such Voting Equipment that occur while the Voting Equipment is in the custody of User, regardless of cause, intent or foreseeability, including any and all damages caused or alleged to be caused by any third

party and shall reimburse the County the cost of the same, including but not limited to repair or full replacement of the damaged Voting Equipment at the County's discretion;

8.4 The BOE shall not be liable for any Voting Equipment failures during the election, including the Optical Scan Voting Systems; nor shall it be liable for any costs incurred by the User as a result of such failures.

## 7 INDEMNIFICATION

7.1 The obligations of the User under this section shall survive any expiration or termination of this Agreement, and shall not be limited by any enumeration herein of required insurance coverage;

7.2 The User agrees that it shall defend, indemnify and hold harmless the County from and against all liability, damages, expenses, costs, (including, without limitation, attorneys' fees and expenses) causes of actions, suits, claims or judgments arising, occurring or resulting from property damage, personal injuries or death to persons arising, occurring or resulting from or out of the use of the Voting Equipment and/or Services, herein described, by User and its agents, servants, or employees, and from any loss or damage arising, occurring or resulting from the acts or failure to act or any default or negligence by the User, or failure on the part of the User to comply with any of the covenants, terms or conditions of this Agreement;

7.3 The User shall be solely responsible for all physical injuries or death to its agents, servants, volunteers, employees, or to any other persons, or damage to any property sustained during its operations and work under this Agreement, resulting from any act of omission or commission or error in judgment of any of its officers, employees, trustees, servants, or volunteers and shall hold harmless and indemnify the County from liability upon any and all claims for injuries to persons or damages to property on account of any neglect, fault or default of the User, its employees, officers, employees, trustees, agents, servants, or volunteers. The User shall be solely responsible for the safety and protection of all of its employees, volunteers, subcontractors or other agents whether due to the negligence, fault or default of the User or not.

## 8 INSURANCE REQUIREMENTS

8.1 As part of its obligation to indemnify, defend and hold harmless the County, its officers, agents, employees, as set forth above, the User agrees to obtain and maintain in full force and effect, for the term of this Agreement, insurance coverage as described below:

8.1.1 The User shall purchase and maintain insurance of the following types of coverage and limits of liability with an insurance carrier qualified and admitted to do business in the State of New York. The insurance carrier shall have at least an A- (excellent) rating by A.M. Best;

8.1.2 The certificates shall be on forms approved by the County. Acceptance of the certificates shall not relieve the User of any of the insurance requirements, nor decrease the liability of the User. The County reserves the right to require the User to provide insurance policies for review by the County;

8.1.2.1 Certificates of Insurance: Attached to each certificate of insurance shall be a copy of the Additional Insured Endorsement that is part of the User's Commercial General Liability

Policy, and Excess/Umbrella Policy. These Certificates and the Insurance Policies required below shall contain a provision that coverage afforded under the Policies will not be cancelled or allowed to expire until at least 30 days prior written notice has been given to the County;

8.1.2.2 Commercial General Liability Insurance (CGL): The User agrees that it will, at its own expense, at all times during the term of this Agreement, maintain in force a policy of insurance which will insure against liability for property damage and/or injury/death with regard to any property or persons. The liability and property damage coverage of such insurance shall not be less than One Million Dollars (\$1,000,000) per occurrence and such insurance shall not be less than Three Million Dollars (\$3,000,000) annual aggregate. The User agrees to have the County added to said insurance policy and /or policies as a named additional insured, on a primary, non-contributory basis, as its interest may appear. Coverage for the additional insured shall apply as primary and non-contributing insurance before any other insurance or self-insurance, including any deductible or self-insured retention, maintained by or provided to, the additional insured;

8.1.3 Excess/Umbrella Liability Insurance: The User agrees that it will, at its own expense, at all times during the term of this Agreement, purchase and maintain in force a policy of insurance Umbrella/Excess Liability Insurance in an amount not less than One Million Dollars (\$1,000,000) per occurrence and such insurance shall not be less than Three Million Dollars (\$3,000,000) annual aggregate. The User agrees to have the County added to said insurance policies as a named additional insured, on a primary, non-contributory basis, as its interests may appear. Umbrella coverage for such additional insured shall apply as primary and non-contributing before any other insurance or self- insurance, including any deductible or self-insured retention, maintained by, or provided to, the additional insured other than the CGL, Auto Liability, and Employers Liability maintained by the County.

## 9. WAIVER OF SUBROGATION

9.1 The User waives all rights against the County and its agents, officers, directors and employees for recovery of damages to the extent these damages are covered by Commercial Umbrella Liability, maintained per requirements stated above.

## 10. CHOICE OF LAW/FORUM

10.1 If either Party elects to commence litigation against the other in connection with any matter relating to or arising out of this Agreement, it shall do so in a New York State Court of competent jurisdiction sitting in Oneida County, New York or in the United States District Court for the Northern District of New York;

10.2 This Agreement shall be construed and enforced in accordance with the laws of the State of New York.

## 11. SEVERABILITY

11.1 If any provision of this Agreement or any part thereof is or becomes void or unenforceable by force or operation of law, the Parties agree that this Agreement shall be reformed to replace the

stricken provision or part thereof with a valid and enforceable provision that comes as close as possible to expressing the intention of the stricken provision. Further, the Parties agree that all other provisions shall remain valid and enforceable.

## 12. ENTIRE AGREEMENT

12.1 This Agreement contains the binding Agreement between the Parties and supersedes all other agreements and representations, written or oral, on the subject matter of this Agreement;

12.2 Oral statements and understandings are not valid or binding, and neither this Agreement nor any other shall be changed or modified except in writing and signed by all Parties.

## 14. INCORPORATION BY REFERENCE

14.1 All exhibits, to which reference is made are deemed incorporated in this Agreement, whether or not actually attached.

## 15. NON WAIVER

15.1 No provision of this Agreement shall be deemed to have been waived by either Party, unless such waiver shall be set forth in a written instrument executed by such Party. Any waiver by any of the Parties to any of the provisions of this Agreement shall not imply preceding or subsequent waiver of that or any other provision, unless explicitly stated otherwise.

## 16. AUTHORITY TO ACT/SIGN

16.1 The User hereby represents, warrants, personally guarantees and certifies that it has the power and authority to execute and deliver this Agreement and to carry out its obligations hereunder; the execution and delivery by the User of this Agreement and the consummation of the transactions contemplated herein have been duly authorized by the members of the User. No other action on the part of the User or any other person or entity, by law or otherwise, are necessary to authorize the User to enter into this Agreement, or to consummate the transactions contemplated herein.

## 17. ADVICE OF COUNSEL

17.1 Each Party acknowledges that, in executing this Agreement, such Party has had the opportunity to seek the advice of independent legal counsel, and has read and understood all of the terms and provisions of this Agreement.

IN WITNESS WHEREOF, each of the Parties hereto has caused this Agreement to be executed as of the day and year first above written.

COUNTY OF ONEIDA

BY: \_\_\_\_\_

ANTHONY J. PICENTE, JR.

Oneida County Executive

STATE OF NEW YORK)

SS:

COUNTY OF ONEIDA)

On this \_\_\_\_\_ day of \_\_\_\_\_, in the year 20\_\_\_\_, before me, the undersigned, a Notary Public in and for the State, personally appeared ANTHONY J. PICENTE, JR., personally known to me or proved to me on the basis of satisfactory evidence to be the individual whose name is subscribed to the within instrument and acknowledged to me that he executed the same in his capacity, and that by his signature on the instrument, the individual, or the person upon behalf of which the individual acted, executed the instrument.

\_\_\_\_\_

Notary Public

Qualified in Oneida County

My Comm. Expires: \_\_\_\_\_

Approved:

By: \_\_\_\_\_

Merima Smajic,

Assistant Oneida County Attorney

Date: \_\_\_\_\_

ONEIDA COUNTY BOARD OF ELECTIONS

By: \_\_\_\_\_  
JORDAN S. KARP  
Democratic Commissioner of Elections

STATE OF NEW YORK)  
SS:  
COUNTY OF ONEIDA)

On this \_\_\_\_\_ day of \_\_\_\_\_, in the year 20\_\_\_\_, before me, the undersigned, a Notary Public in and for the State, personally appeared **JORDAN S. KARP**, personally known to me or proved to me on the basis of satisfactory evidence to be the individual whose name is subscribed to the within instrument and acknowledged to me that he executed the same in his capacity, and that by his signature on the instrument, the individual, or the person upon behalf of which the individual acted, executed the instrument.

\_\_\_\_\_  
Notary Public  
Qualified in Oneida County  
My Comm. Expires: \_\_\_\_\_





\_\_\_\_\_ SCHOOL DISTRICT

By: \_\_\_\_\_

print name:

President of the Board of Education

STATE OF NEW YORK)

SS:

COUNTY OF ONEIDA)

On this \_\_\_\_\_ day of \_\_\_\_\_, in the year 20\_\_\_\_, before me, the undersigned, a Notary Public in and for the State, personally appeared \_\_\_\_\_, personally known to me or proved to me on the basis of satisfactory evidence to be the individual whose name is subscribed to the within instrument and acknowledged to me that he/she executed the same in his/her capacity, and that by his/her signature on the instrument, the individual, or the person upon behalf of which the individual acted, executed the instrument.

\_\_\_\_\_  
Notary Public

Qualified in Oneida County

My Comm. Expires: \_\_\_\_\_

6.7

Kathy Houghton  
Superintendent  
(315) 768.8127  
khoughton@newyorkmills.org

Mary Facci  
K-12 Executive Principal  
(315) 768.8124  
mfacci@newyorkmills.org

Brent Dodge  
K-12 Principal  
(315) 768.8129  
bdodge@newyorkmills.org



1 Marauder Boulevard  
New York Mills, NY 13417

BOARD OF EDUCATION

- Jacqueline Edwards  
*President*
- Jonathan Fiore  
*Vice President*
- Steven King
- Richard Ross
- Rick Surprenant
- Traci Welch
- Janet Wrobliski

Dear Parents/Guardians,

At this time, educators and parents everywhere are marveling at how quickly the school year is passing. We are reflecting on our children's progress, the many changes they have gone through and milestones they have reached. Sometimes these changes are bittersweet even when they bring with them a sense of accomplishment and pride.

Our students, teachers, and families should be applauded for their support and accomplishments. While maintaining a feeling of pride, as educators, we must also consider how we can continue to improve our instruction and assist our students in reaching their highest potential. Instruction in the classroom is driven by information or data we gather about our students. The professional development that we provide to our teachers to aide them in honing their instructional skills is also driven by the data we collect on student performance.

This use of data naturally links to a topic that has and continues to cause anxiety in schools throughout the country: standardized testing. The grade 3-8 NYS English Language Arts Assessments are scheduled for March 28-30 and the NYS grade 3-8 NYS Math Assessments will be administered on May 2-4, this school year. We are aware that many families have refused testing in the past but, we are appealing to you to reconsider for this main reason: we need the data the assessments provide to see the areas where we are excelling as well as to improve our instruction in areas that exhibit weakness. Planning for adjustments within our curriculum without information can be likened to playing a round of darts with a blindfold. As professionals we strive to provide well-informed instruction. The best way to do so and to be able to get the "Focus District" designation removed by the state education department is to have students participate in testing. Regionally, we have witnessed the consequences of remaining an identified district or school. They are real. Principals and staff have been removed, school days and years extended, and school programs have been restructured by outside consultants. Ultimately these schools have experienced loss of funding or been placed in receivership where local control over a school is lost.

Our goal in administering the test is to emphasize with students that they should treat it like any other day. Treat the test like you would any other assignment-"do your best." That's it! There should be no stress, competition, test preparation. Students are not affected in their academic standing by the tests in any way. Currently, teachers are not affected by test results either. Students taking the tests will not know all of the answers and are not expected to. However, the information taken from their results teach us about how our students learn, how our instruction is working, and where we need to improve. This knowledge is essential to move forward as a challenging academic community.

Thank you for taking the time to consider these thoughts.

Respectfully,

Mary Facci  
K-12 Executive Principal

Brent Dodge  
K-12 Principal

7.1a

# FISCAL ACCOUNTABILITY SUMMARY (2015 - 16)

## INFORMATION ABOUT EXPENDITURE RATIOS (2014 - 15)

(Data are lagged a year.)

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

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

### THIS SCHOOL DISTRICT

GENERAL EDUCATION	SPECIAL EDUCATION
INSTRUCTIONAL EXPENDITURES	INSTRUCTIONAL EXPENDITURES
\$6,034,335	\$2,243,866
PUPILS	PUPILS
581	64
EXPENDITURES PER PUPIL	EXPENDITURES PER PUPIL
\$10,386	\$35,060

### SIMILAR DISTRICT GROUP AVERAGE NEED/RESOURCE CAPACITY

GENERAL EDUCATION	SPECIAL EDUCATION
INSTRUCTIONAL EXPENDITURES	INSTRUCTIONAL EXPENDITURES
\$8,350,687,803	\$3,410,928,067
PUPILS	PUPILS
755,628	108,828
EXPENDITURES PER PUPIL	EXPENDITURES PER PUPIL
\$11,051	\$31,342

# ALL SCHOOL DISTRICTS

## GENERAL EDUCATION

### INSTRUCTIONAL EXPENDITURES

\$31,780,970,752

### PUPILS

2,659,777

### EXPENDITURES PER PUPIL

\$11,949

## SPECIAL EDUCATION

### INSTRUCTIONAL EXPENDITURES

\$13,848,179,596

### PUPILS

451,571

### EXPENDITURES PER PUPIL

\$30,667

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

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

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

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

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

## TOTAL EXPENDITURES PER PUPIL

### THIS SCHOOL DISTRICT

\$20,070

### SIMILAR DISTRICT GROUP

\$21,471

### NY STATE

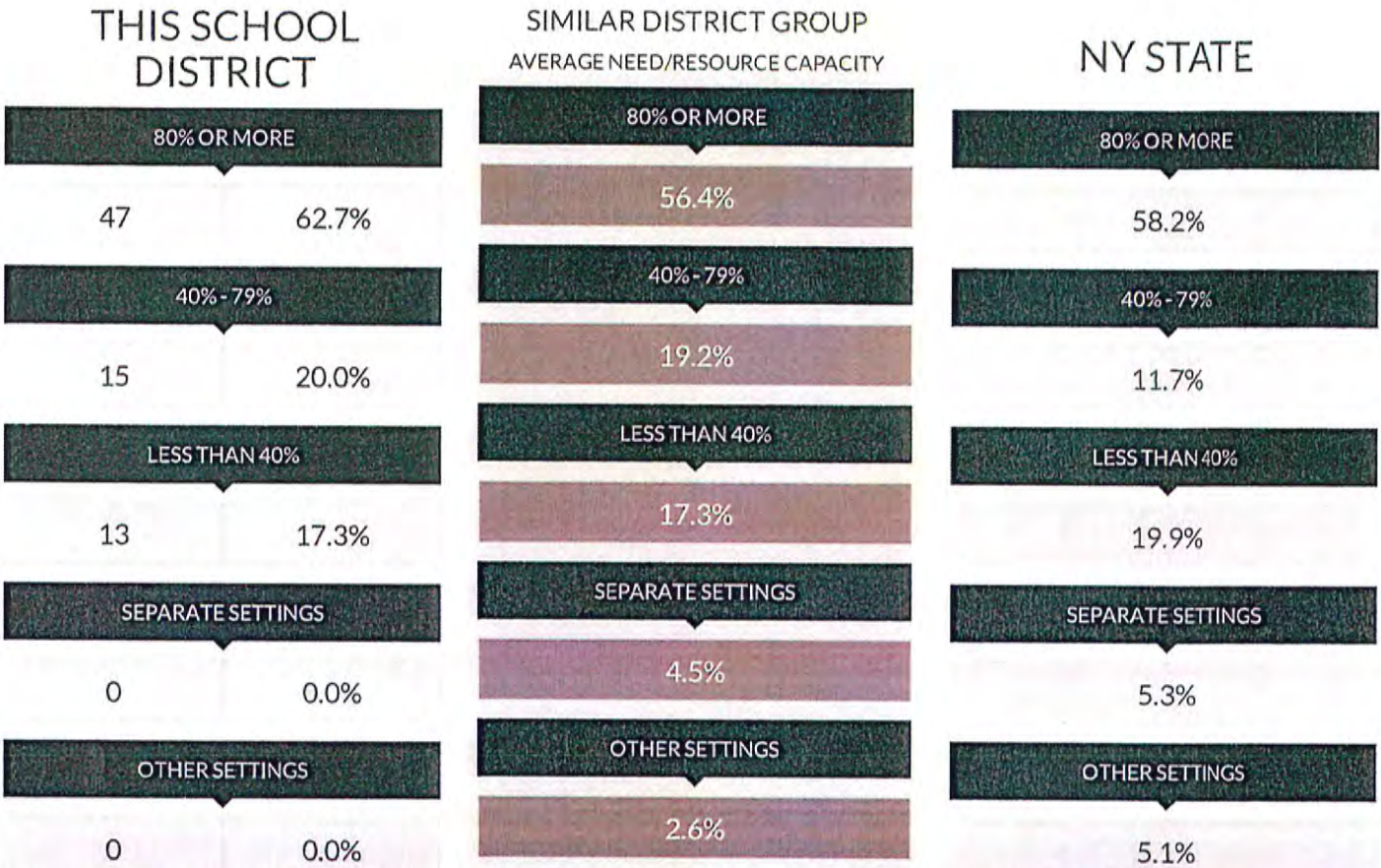
\$22,556

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

## INFORMATION ABOUT STUDENTS WITH DISABILITIES (2015 - 16)

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

### STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)



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

### SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE



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

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

## NY MILLS UFSD ENROLLMENT (2015 - 16)

K-12 ENROLLMENT

546

### ENROLLMENT BY GENDER

MALE	49%	FEMALE	51%
267		279	

### ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
BLACK OR AFRICAN AMERICAN	11	2%
HISPANIC OR LATINO	23	4%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	13	2%
WHITE	482	88%
MULTIRACIAL	17	3%

### OTHER GROUPS

ENGLISH LANGUAGE LEARNERS	STUDENTS WITH DISABILITIES	ECONOMICALLY DISADVANTAGED
5	73	255
1%	13%	47%

### ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
K (FULL DAY)	39	7%
1ST GRADE	35	6%
2ND GRADE	34	6%
3RD GRADE	42	8%
4TH GRADE	41	8%
5TH GRADE	37	7%
6TH GRADE	51	9%
7TH GRADE	55	10%
8TH GRADE	48	9%
9TH GRADE	47	9%
10TH GRADE	31	6%
11TH GRADE	43	8%
12TH GRADE	43	8%

## AVERAGE CLASS SIZE (2015 - 16)

GROUP	CLASS SIZE
COMPADN BRANCH	19
GRADE 8 ENGLISH	16
GRADE 8 MATHEMATICS	18
GRADE 8 SCIENCE	16
GRADE 8 SOCIAL STUDIES	16
GRADE 10 ENGLISH	16
GRADE 10 MATHEMATICS	8
GRADE 10 SCIENCE	30
GRADE 10 SOCIAL STUDIES	16

## FREE AND REDUCED-PRICE LUNCH (2015 - 16)

ELIGIBLE FOR FREE LUNCH	35%	ELIGIBLE FOR REDUCED-PRICE LUNCH	8%
192		44	

## STUDENT SUSPENSIONS (2014 - 15)

10	2%
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## TEACHER QUALIFICATIONS (2015 - 16)

TOTAL TEACHERS	47
PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
0%	PERCENT TEACHING OUT OF CERTIFICATE
26%	PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE
127	PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE
127	TOTAL NUMBER OF CORE CLASSES
204	PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS DISTRICT
	TOTAL NUMBER OF CLASSES
	PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION
	1%

## HIGH SCHOOL COMPLETERS (2015 - 16)

GROUP	COMPLETERS (GRADUATES + COMMENCEMENT CREDENTIALS)	GRADUATES (REGENTS + LOCAL DIPLOMAS)	REGENTS DIPLOMA	
ALL STUDENTS	46	45	41	91%
GENERAL EDUCATION	40	40	39	98%
STUDENTS WITH DISABIL.	6	5	2	40%

GROUP	REGENTS WITH ADVANCED DESIGNATION	REGENTS WITH CTE ENDORSEMENT	LOCAL DIPLOMAS	COMMENCEMENT CREDENTIALS
ALL STUDENTS	17	3	4	1
GENERAL EDUCATION	17	2	1	0
STUDENTS WITH DISABIL.	0	1	3	1
	38%	7%	9%	2%
	43%	5%	3%	0%
	0%	20%	60%	17%



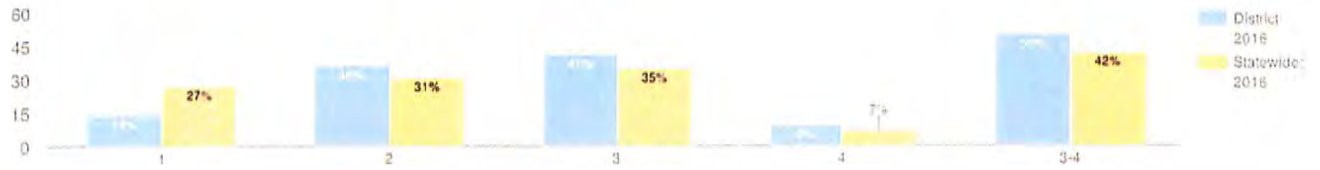
# HIGH SCHOOL NON-COMPLETERS (2015 - 16)

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



# GRADE 3 ENGLISH LANGUAGE ARTS

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

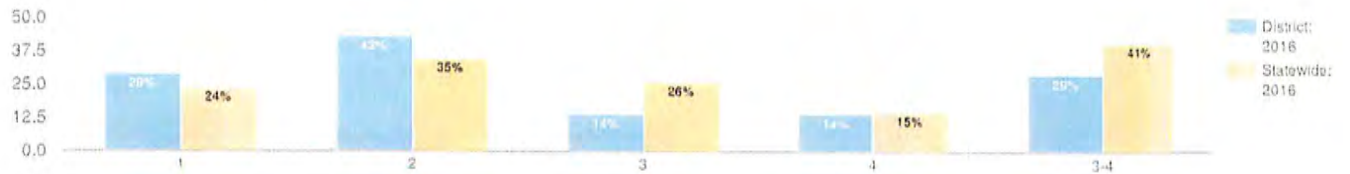


MEAN SCORE: 321

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	22	50%	3	14%	8	36%	9	41%	2	9%
GENERAL EDUCATION	20	50%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	0%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	2	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	0%	-	-	-	-	-	-	-	-
WHITE	17	47%	2	12%	7	41%	6	35%	2	12%
MULTIRACIAL	1	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	60%	1	20%	1	20%	3	60%	0	0%
FEMALE	11	64%	1	9%	3	27%	6	55%	1	9%
MALE	11	36%	2	18%	5	45%	3	27%	1	9%
NON-ENGLISH LANGUAGE LEARNERS	22	50%	3	14%	8	36%	9	41%	2	9%
ECONOMICALLY DISADVANTAGED	14	36%	2	14%	7	50%	5	36%	0	0%
NOT ECONOMICALLY DISADVANTAGED	8	75%	1	13%	1	13%	4	50%	2	25%
NOT MIGRANT	22	50%	3	14%	8	36%	9	41%	2	9%

# GRADE 4 ENGLISH LANGUAGE ARTS

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



MEAN SCORE: 306

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	7	29%	2	29%	3	43%	1	14%	1	14%
GENERAL EDUCATION	7	29%	2	29%	3	43%	1	14%	1	14%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	5	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	29%	2	29%	3	43%	1	14%	1	14%
FEMALE	3	_%	-	-	-	-	-	-	-	-
MALE	4	_%	-	-	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	6	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	5	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	7	29%	2	29%	3	43%	1	14%	1	14%

# GRADE 5 ENGLISH LANGUAGE ARTS

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

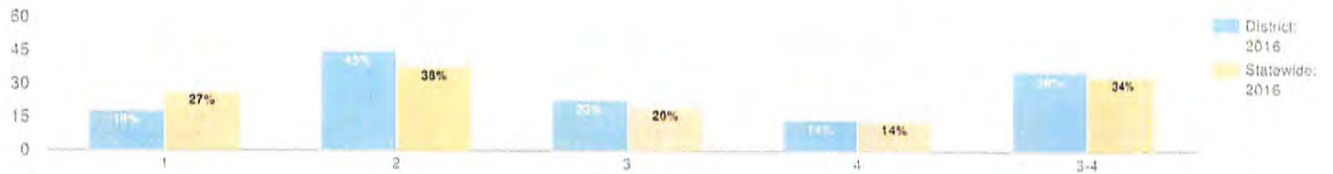


MEAN SCORE: 287

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	15	20%	8	53%	4	27%	2	13%	1	7%
GENERAL EDUCATION	14	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
WHITE	11	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	15	20%	8	53%	4	27%	2	13%	1	7%
FEMALE	7	14%	4	57%	2	29%	1	14%	0	0%
MALE	8	25%	4	50%	2	25%	1	13%	1	13%
NON-ENGLISH LANGUAGE LEARNERS	15	20%	8	53%	4	27%	2	13%	1	7%
ECONOMICALLY DISADVANTAGED	5	20%	4	80%	0	0%	1	20%	0	0%
NOT ECONOMICALLY DISADVANTAGED	10	20%	4	40%	4	40%	1	10%	1	10%
NOT MIGRANT	15	20%	8	53%	4	27%	2	13%	1	7%

# GRADE 6 ENGLISH LANGUAGE ARTS

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

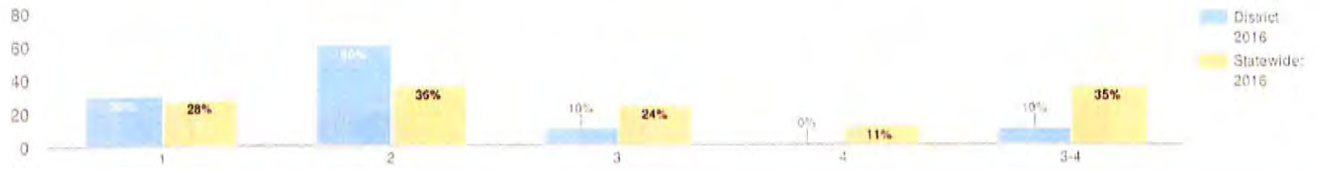


MEAN SCORE: 307

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	22	36%	4	18%	10	45%	5	23%	3	14%
GENERAL EDUCATION	19	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	19	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	22	36%	4	18%	10	45%	5	23%	3	14%
FEMALE	9	33%	1	11%	5	56%	3	33%	0	0%
MALE	13	38%	3	23%	5	38%	2	15%	3	23%
NON-ENGLISH LANGUAGE LEARNERS	22	36%	4	18%	10	45%	5	23%	3	14%
ECONOMICALLY DISADVANTAGED	12	17%	4	33%	6	50%	2	17%	0	0%
NOT ECONOMICALLY DISADVANTAGED	10	60%	0	0%	4	40%	3	30%	3	30%
NOT MIGRANT	22	36%	4	18%	10	45%	5	23%	3	14%

# GRADE 7 ENGLISH LANGUAGE ARTS

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

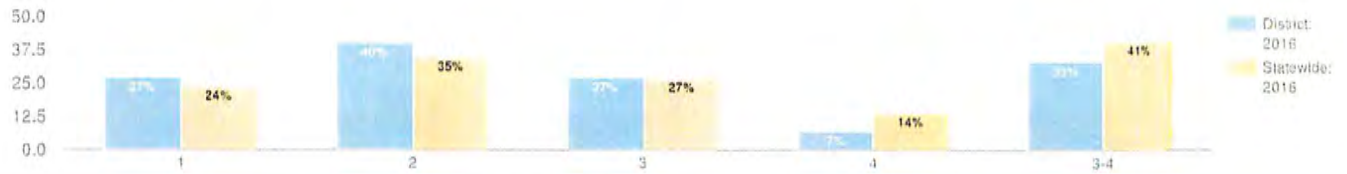


MEAN SCORE: 293

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	10	10%	3	30%	6	60%	1	10%	0	0%
GENERAL EDUCATION	7	0%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	0%	-	-	-	-	-	-	-	-
WHITE	9	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	10	10%	3	30%	6	60%	1	10%	0	0%
FEMALE	4	0%	-	-	-	-	-	-	-	-
MALE	6	0%	-	-	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	10	10%	3	30%	6	60%	1	10%	0	0%
ECONOMICALLY DISADVANTAGED	5	0%	2	40%	3	60%	0	0%	0	0%
NOT ECONOMICALLY DISADVANTAGED	5	20%	1	20%	3	60%	1	20%	0	0%
NOT MIGRANT	10	10%	3	30%	6	60%	1	10%	0	0%

# GRADE 8 ENGLISH LANGUAGE ARTS

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



MEAN SCORE: 300

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	15	33%	4	27%	6	40%	4	27%	1	7%
GENERAL EDUCATION	14	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
WHITE	14	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	15	33%	4	27%	6	40%	4	27%	1	7%
FEMALE	9	56%	1	11%	3	33%	4	44%	1	11%
MALE	6	0%	3	50%	3	50%	0	0%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	15	33%	4	27%	6	40%	4	27%	1	7%
ECONOMICALLY DISADVANTAGED	6	50%	3	50%	0	0%	2	33%	1	17%
NOT ECONOMICALLY DISADVANTAGED	9	22%	1	11%	6	67%	2	22%	0	0%
NOT MIGRANT	15	33%	4	27%	6	40%	4	27%	1	7%



# GRADE 3 MATHEMATICS

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

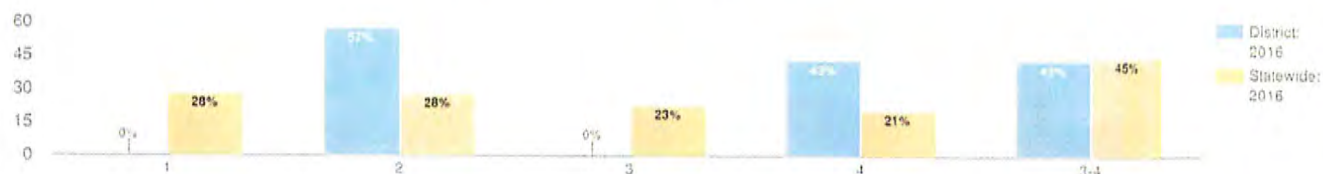


MEAN SCORE: 323

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	22	73%	2	9%	4	18%	9	41%	7	32%
GENERAL EDUCATION	19	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	17	71%	2	12%	3	18%	7	41%	5	29%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	80%	0	0%	1	20%	2	40%	2	40%
FEMALE	11	73%	1	9%	2	18%	4	36%	4	36%
MALE	11	73%	1	9%	2	18%	5	45%	3	27%
NON-ENGLISH LANGUAGE LEARNERS	22	73%	2	9%	4	18%	9	41%	7	32%
ECONOMICALLY DISADVANTAGED	14	64%	1	7%	4	29%	6	43%	3	21%
NOT ECONOMICALLY DISADVANTAGED	8	88%	1	13%	0	0%	3	38%	4	50%
NOT MIGRANT	22	73%	2	9%	4	18%	9	41%	7	32%

# GRADE 4 MATHEMATICS

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



MEAN SCORE: 324

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	7	43%	0	0%	4	57%
GENERAL EDUCATION	7	43%	0	0%	4	57%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ...	1	_%	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-
WHITE	5	_%	-	-	-	-
SMALL GROUP TOTAL	7	43%	0	0%	4	57%
FEMALE	3	_%	-	-	-	-
MALE	4	_%	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	6	_%	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-
ECONOMICALLY DISADVANTAGED	5	_%	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-
NOT MIGRANT	7	43%	0	0%	4	57%

# GRADE 5 MATHEMATICS

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



MEAN SCORE: 316

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	14	57%	2	14%	4	29%	8	57%	0	0%
GENERAL EDUCATION	14	57%	2	14%	4	29%	8	57%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
WHITE	10	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	14	57%	2	14%	4	29%	8	57%	0	0%
FEMALE	7	57%	1	14%	2	29%	4	57%	0	0%
MALE	7	57%	1	14%	2	29%	4	57%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	14	57%	2	14%	4	29%	8	57%	0	0%
ECONOMICALLY DISADVANTAGED	4	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	10	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	14	57%	2	14%	4	29%	8	57%	0	0%

# GRADE 6 MATHEMATICS

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



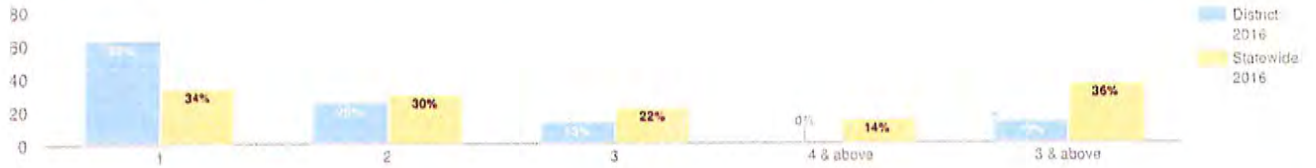
MEAN SCORE: 318

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	18	61%	2	11%	5	28%	7	39%	4	22%
GENERAL EDUCATION	17	0%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	0%	-	-	-	-	-	-	-	-
WHITE	17	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	18	61%	2	11%	5	28%	7	39%	4	22%
FEMALE	7	57%	1	14%	2	29%	3	43%	1	14%
MALE	11	64%	1	9%	3	27%	4	36%	3	27%
NON-ENGLISH LANGUAGE LEARNERS	18	61%	2	11%	5	28%	7	39%	4	22%
ECONOMICALLY DISADVANTAGED	8	38%	2	25%	3	38%	3	38%	0	0%
NOT ECONOMICALLY DISADVANTAGED	10	80%	0	0%	2	20%	4	40%	4	40%
NOT MIGRANT	18	61%	2	11%	5	28%	7	39%	4	22%

# GRADE 7 MATHEMATICS

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

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



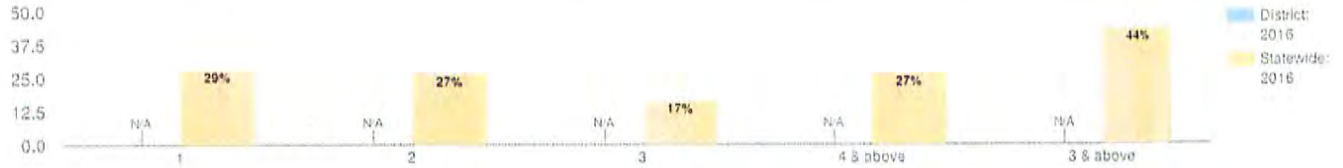
MEAN SCORE: 287

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	8	13%	5	63%	2	25%	1	13%	0	0%
GENERAL EDUCATION	6	0%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	0%	-	-	-	-	-	-	-	-
WHITE	7	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	8	13%	5	63%	2	25%	1	13%	0	0%
FEMALE	4	0%	-	-	-	-	-	-	-	-
MALE	4	0%	-	-	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	8	13%	5	63%	2	25%	1	13%	0	0%
ECONOMICALLY DISADVANTAGED	4	0%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	4	0%	-	-	-	-	-	-	-	-
NON-MIGRANT	8	13%	5	63%	2	25%	1	13%	0	0%

# GRADE 8 MATHEMATICS

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

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



MEAN SCORE: 290

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	13	23%	6	46%	4	31%	3	23%	0	0%
GENERAL EDUCATION	12	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
WHITE	12	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	13	23%	6	46%	4	31%	3	23%	0	0%
FEMALE	7	43%	2	29%	2	29%	3	43%	0	0%
MALE	6	0%	4	67%	2	33%	0	0%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	13	23%	6	46%	4	31%	3	23%	0	0%
ECONOMICALLY DISADVANTAGED	6	33%	3	50%	1	17%	2	33%	0	0%
NOT ECONOMICALLY DISADVANTAGED	7	14%	3	43%	3	43%	1	14%	0	0%
NONMIGRANT	13	23%	6	46%	4	31%	3	23%	0	0%

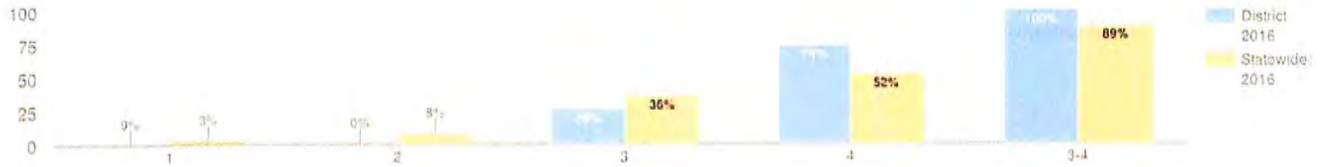
## GRADE 8 STUDENTS TAKING A REGENTS MATH TEST

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

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	4 & ABOVE	3 & ABOVE
ALL STUDENTS	2	-	-	-	-	-

# GRADE 4 SCIENCE

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



MEAN SCORE: 88

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4		
ALL STUDENTS	23	100%	0	0%	6	26%	17	74%
GENERAL EDUCATION	21	100%	0	0%	6	29%	15	71%
STUDENTS WITH DISABILITIES	2	0%	0	0%	0	0%	2	100%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	0%	0	0%	0	0%	1	100%
HISPANIC OR LATINO	1	0%	0	0%	0	0%	1	100%
WHITE	21	100%	0	0%	6	29%	15	71%
SMALL GROUP TOTAL	23	100%	0	0%	6	26%	17	74%
FEMALE	10	100%	0	0%	1	10%	9	90%
MALE	13	100%	0	0%	5	38%	8	62%
NON-ENGLISH LANGUAGE LEARNERS	22	100%	0	0%	6	27%	16	73%
ENGLISH LANGUAGE LEARNERS	1	0%	0	0%	0	0%	1	100%
ECONOMICALLY DISADVANTAGED	12	100%	0	0%	4	33%	8	67%
NOT ECONOMICALLY DISADVANTAGED	11	100%	0	0%	2	18%	9	82%
NOT MIGRANT	23	100%	0	0%	6	26%	17	74%

# GRADE 8 SCIENCE

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

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



MEAN SCORE: 76

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	46	85%	1	2%	6	13%	31	67%	8	17%
GENERAL EDUCATION	39	85%	1	3%	5	13%	25	64%	8	21%
STUDENTS WITH DISABILITIES	7	86%	0	0%	1	14%	6	86%	0	0%
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	40	88%	1	3%	4	10%	27	68%	8	20%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	67%	0	0%	2	33%	4	67%	0	0%
FEMALE	26	88%	1	4%	2	8%	17	65%	6	23%
MALE	20	80%	0	0%	4	20%	14	70%	2	10%
NON-ENGLISH LANGUAGE LEARNERS	46	85%	1	2%	6	13%	31	67%	8	17%
ECONOMICALLY DISADVANTAGED	18	83%	0	0%	3	17%	13	72%	2	11%
NOT ECONOMICALLY DISADVANTAGED	28	86%	1	4%	3	11%	18	64%	6	21%
NOT MIGRANT	46	85%	1	2%	6	13%	31	67%	8	17%



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

GRADE: 4  
READING

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	32%	32%	27%	9%	
AMERICAN INDIAN OR ALASK...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIAN...	20%	30%	33%	17%	
BLACK OR AFRICAN AMERICA...	48%	34%	15%	3%	
HISPANIC OR LATINO	44%	37%	17%	2%	
WHITE	20%	31%	37%	12%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITIES	70%	22%	7%	1%	98
ENGLISH LANGUAGE LEARNE...	74%	21%	4%	1%	88
ECONOMICALLY DISADVANT...	43%	36%	18%	3%	

MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	21%	44%	30%	5%	
AMERICAN INDIAN OR ALASK...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIAN...	12%	31%	42%	15%	
BLACK OR AFRICAN AMERICA...	40%	46%	13%	1%	
HISPANIC OR LATINO	28%	51%	20%	1%	
WHITE	12%	41%	40%	7%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITIES	49%	39%	10%	2%	98
ENGLISH LANGUAGE LEARNE...	56%	35%	9%	*%	91
ECONOMICALLY DISADVANT...	29%	48%	21%	2%	

GRADE: 8  
READING

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	27%	40%	29%	4%	
AMERICAN INDIAN OR ALASK...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIAN...	19%	39%	34%	8%	
BLACK OR AFRICAN AMERICA...	42%	41%	16%	1%	
HISPANIC OR LATINO	35%	43%	20%	2%	
WHITE	18%	39%	38%	5%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITIES	59%	33%	8%	*%	98
ENGLISH LANGUAGE LEARNE...	78%	19%	3%	*%	89
ECONOMICALLY DISADVANT...	36%	42%	21%	1%	

MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	31%	38%	24%	7%	
AMERICAN INDIAN OR ALASK...	*%	*%	*%	*%	

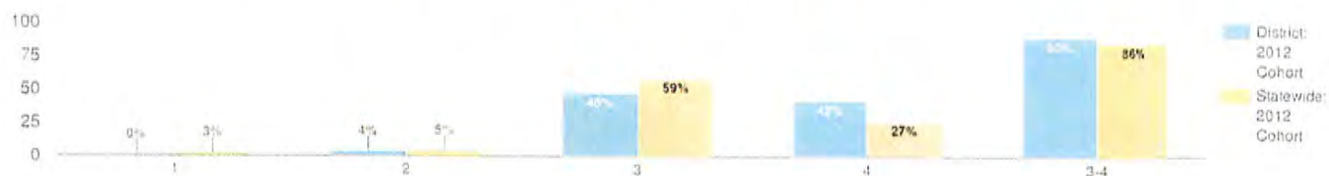
ASIAN OR NATIVE HAWAIIAN...	18%	30%	33%	19%	
BLACK OR AFRICAN AMERICA...	48%	37%	13%	2%	
HISPANIC OR LATINO	41%	40%	16%	3%	
WHITE	20%	40%	31%	9%	
MULTIRACIAL	1%	1%	1%	1%	
STUDENTS WITH DISABILITIES	64%	27%	8%	1%	99
ENGLISH LANGUAGE LEARNE...	72%	21%	6%	1%	94
ECONOMICALLY DISADVANT...	40%	39%	17%	4%	

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



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	48	94%	0	0%	0	0%	17	35%	28	58%
GENERAL EDUCATION	42	98%	0	0%	0	0%	13	31%	28	67%
STUDENTS WITH DISABILITIES	6	67%	0	0%	0	0%	4	67%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	0%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC I.	1	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	0%	-	-	-	-	-	-	-	-
WHITE	42	98%	0	0%	0	0%	15	36%	26	62%
SMALL GROUP TOTAL	6	67%	0	0%	0	0%	2	33%	2	33%
FEMALE	25	88%	0	0%	0	0%	6	24%	16	64%
MALE	23	100%	0	0%	0	0%	11	48%	12	52%
NON-ENGLISH LANGUAGE LEARNERS	48	94%	0	0%	0	0%	17	35%	28	58%
ECONOMICALLY DISADVANTAGED	18	94%	0	0%	0	0%	5	28%	12	67%
NOT ECONOMICALLY DISADVANTAGED	30	93%	0	0%	0	0%	12	40%	16	53%
NOT MIGRANT	48	94%	0	0%	0	0%	17	35%	28	58%

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



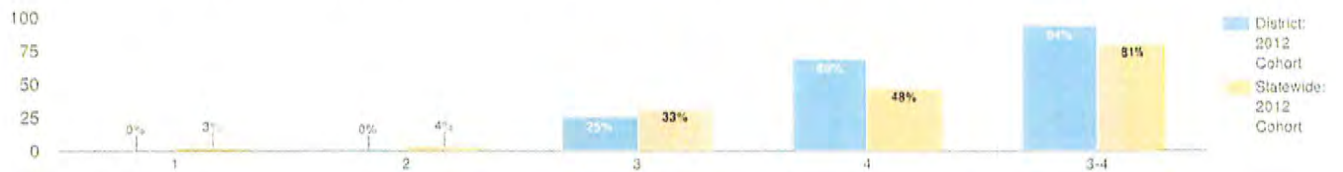
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	48	90%	0	0%	2	4%	23	48%	20	42%
GENERAL EDUCATION	42	93%	0	0%	2	5%	20	48%	19	45%
STUDENTS WITH DISABILITIES	6	67%	0	0%	0	0%	3	50%	1	17%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	42	98%	0	0%	0	0%	22	52%	19	45%
SMALL GROUP TOTAL	6	33%	0	0%	2	33%	1	17%	1	17%
FEMALE	25	84%	0	0%	1	4%	10	40%	11	44%
MALE	23	96%	0	0%	1	4%	13	57%	9	39%
NON-ENGLISH LANGUAGE LEARNERS	48	90%	0	0%	2	4%	23	48%	20	42%
ECONOMICALLY DISADVANTAGED	18	89%	0	0%	1	6%	10	56%	6	33%
NOT ECONOMICALLY DISADVANTAGED	30	90%	0	0%	1	3%	13	43%	14	47%
NOT MIGRANT	48	90%	0	0%	2	4%	23	48%	20	42%

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



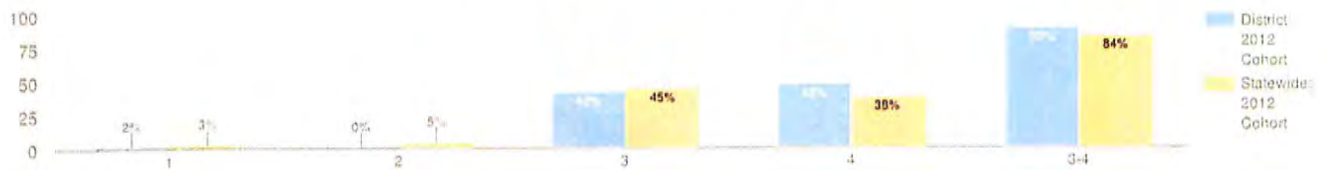
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	48	88%	0	4%	16	26
GENERAL EDUCATION	42	95%	0	0%	14	26
STUDENTS WITH DISABILITIES	6	33%	0	33%	2	0
AMERICAN INDIAN OR ALASKA NATIVE	1	0%	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	1	0%	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	0%	-	-	-	-
HISPANIC OR LATINO	1	0%	-	-	-	-
WHITE	42	93%	0	5%	16	23
SMALL GROUP TOTAL	6	50%	0	0%	0	3
FEMALE	25	84%	0	0%	8	13
MALE	23	91%	0	9%	8	13
NON-ENGLISH LANGUAGE LEARNERS	48	88%	0	4%	16	26
ECONOMICALLY DISADVANTAGED	18	89%	0	6%	6	10
NOT ECONOMICALLY DISADVANTAGED	30	87%	0	3%	10	16
NOT MIGRANT	48	88%	0	4%	16	26

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



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	48	94%	0	0%	0	0%	12	25%	33	69%
GENERAL EDUCATION	42	98%	0	0%	0	0%	9	21%	32	76%
STUDENTS WITH DISABILITIES	6	67%	0	0%	0	0%	3	50%	1	17%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	42	98%	0	0%	0	0%	11	26%	30	71%
SMALL GROUP TOTAL	6	67%	0	0%	0	0%	1	17%	3	50%
FEMALE	25	88%	0	0%	0	0%	7	28%	15	60%
MALE	23	100%	0	0%	0	0%	5	22%	18	78%
NON-ENGLISH LANGUAGE LEARNERS	48	94%	0	0%	0	0%	12	25%	33	69%
ECONOMICALLY DISADVANTAGED	18	94%	0	0%	0	0%	4	22%	13	72%
NOT ECONOMICALLY DISADVANTAGED	30	93%	0	0%	0	0%	8	27%	20	67%
NOT MIGRANT	48	94%	0	0%	0	0%	12	25%	33	69%

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



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	48	90%	1	2%	0	0%	20	42%	23	48%
GENERAL EDUCATION	42	95%	0	0%	0	0%	17	40%	23	55%
STUDENTS WITH DISABILITIES	6	50%	1	17%	0	0%	3	50%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	42	95%	1	2%	0	0%	19	45%	21	50%
SMALL GROUP TOTAL	6	50%	0	0%	0	0%	1	17%	2	33%
FEMALE	25	84%	0	0%	0	0%	9	36%	12	48%
MALE	23	96%	1	4%	0	0%	11	48%	11	48%
NON-ENGLISH LANGUAGE LEARNERS	48	90%	1	2%	0	0%	20	42%	23	48%
ECONOMICALLY DISADVANTAGED	18	94%	0	0%	0	0%	10	56%	7	39%
NOT ECONOMICALLY DISADVANTAGED	30	87%	1	3%	0	0%	10	33%	16	53%
NOT MIGRANT	48	90%	1	2%	0	0%	20	42%	23	48%

## COMPREHENSIVE ENGLISH

### REGENTS COMPREHENSIVE ENGLISH

GROUP	TOTAL TESTED	55	65	85
ALL STUDENTS	1	-	-	-
GENERAL EDUCATION	1	-	-	-
WHITE	1	-	-	-
SMALL GROUP TOTAL	1	-	-	-
MALE	1	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	1	-	-	-
NOT ECONOMICALLY DISADVANTAGED	1	-	-	-
NOT MIGRANT	1	-	-	-

## ENGLISH LANGUAGE ARTS (COMMON CORE)

### ENGLISH LANGUAGE ARTS (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
ALL STUDENTS	47	2 4%	1 2%	3 6%	9 19%	32 68%
GENERAL EDUCATION	41	0 0%	1 2%	3 7%	6 15%	31 76%
STUDENTS WITH DISABILITIES	6	2 33%	0 0%	0 0%	3 50%	1 17%
HISPANIC OR LATINO	3	-	-	-	-	-
WHITE	44	-	-	-	-	-
SMALL GROUP TOTAL	47	2 4%	1 2%	3 6%	9 19%	32 68%
FEMALE	26	2 8%	0 0%	0 0%	5 19%	19 73%
MALE	21	0 0%	1 5%	3 14%	4 19%	13 62%
NON-ENGLISH LANGUAGE LEARNERS	47	2 4%	1 2%	3 6%	9 19%	32 68%
ECONOMICALLY DISADVANTAGED	16	1 6%	0 0%	0 0%	4 25%	11 69%
NOT ECONOMICALLY DISADVANTAGED	31	1 3%	1 3%	3 10%	5 16%	21 68%
NOT MIGRANT	47	2 4%	1 2%	3 6%	9 19%	32 68%



# INTEGRATED ALGEBRA

## REGENTS INTEGRATED ALGEBRA

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	2	-	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-	-
WHITE	2	-	-	-	-	-	-
SMALL GROUP TOTAL	2	-	-	-	-	-	-
MALE	2	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	2	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	2	-	-	-	-	-	-
NOT MIGRANT	2	-	-	-	-	-	-

# GEOMETRY

## REGENTS GEOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	5	5	100%	3	60%	0	0%
GENERAL EDUCATION	5	5	100%	3	60%	0	0%
HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	4	-	-	-	-	-	-
SMALL GROUP TOTAL	5	5	100%	3	60%	0	0%
FEMALE	3	-	-	-	-	-	-
MALE	2	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	5	5	100%	3	60%	0	0%
ECONOMICALLY DISADVANTAGED	1	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	4	-	-	-	-	-	-
NOT MIGRANT	5	5	100%	3	60%	0	0%

# ALGEBRA 2/TRIGONOMETRY

## REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	29	17	59%	10	34%	1	3%
GENERAL EDUCATION	29	17	59%	10	34%	1	3%
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	26	-	-	-	-	-	-
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	29	17	59%	10	34%	1	3%
FEMALE	13	8	62%	6	46%	0	0%
MALE	16	9	56%	4	25%	1	6%
NON-ENGLISH LANGUAGE LEARNERS	29	17	59%	10	34%	1	3%
ECONOMICALLY DISADVANTAGED	8	4	50%	2	25%	0	0%
NOT ECONOMICALLY DISADVANTAGED	21	13	62%	8	38%	1	5%
NOT MIGRANT	29	17	59%	10	34%	1	3%

# ALGEBRA I (COMMON CORE)

## ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	42	0	0%	3	7%	24	57%	10	24%	5	12%
GENERAL EDUCATION	38	-	-	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	-	-	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	-	-	-	-	-	-	-	-	-	-
WHITE	39	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	42	0	0%	3	7%	24	57%	10	24%	5	12%
FEMALE	22	0	0%	1	5%	12	55%	7	32%	2	9%
MALE	20	0	0%	2	10%	12	60%	3	15%	3	15%
NON-ENGLISH LANGUAGE LEARNERS	42	0	0%	3	7%	24	57%	10	24%	5	12%
ECONOMICALLY DISADVANTAGED	19	0	0%	1	5%	11	58%	4	21%	3	16%
NOT ECONOMICALLY DISADVANTAGED	23	0	0%	2	9%	13	57%	6	26%	2	9%
NOT MIGRANT	42	0	0%	3	7%	24	57%	10	24%	5	12%

## GEOMETRY (COMMON CORE)

### GEOMETRY (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	17	0	0%	1	6%	7	41%	3	18%	6	35%
GENERAL EDUCATION	17	0	0%	1	6%	7	41%	3	18%	6	35%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	1	-	-	-	-	-	-	-	-	-	-
WHITE	16	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	17	0	0%	1	6%	7	41%	3	18%	6	35%
FEMALE	11	0	0%	1	9%	3	27%	3	27%	4	36%
MALE	6	0	0%	0	0%	4	67%	0	0%	2	33%
NON-ENGLISH LANGUAGE LEARNERS	17	0	0%	1	6%	7	41%	3	18%	6	35%
ECONOMICALLY DISADVANTAGED	5	0	0%	0	0%	2	40%	2	40%	1	20%
NOT ECONOMICALLY DISADVANTAGED	12	0	0%	1	8%	5	42%	1	8%	5	42%
NOT MIGRANT	17	0	0%	1	6%	7	41%	3	18%	6	35%

## ALGEBRA II (COMMON CORE)

### ALGEBRA II (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	24	19	79%	2	8%	3	13%	0	0%	0	0%
GENERAL EDUCATION	24	19	79%	2	8%	3	13%	0	0%	0	0%
HISPANIC OR LATINO	1	-	-	-	-	-	-	-	-	-	-
WHITE	22	-	-	-	-	-	-	-	-	-	-
MULTIRACIAL	1	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	24	19	79%	2	8%	3	13%	0	0%	0	0%
FEMALE	12	9	75%	1	8%	2	17%	0	0%	0	0%
MALE	12	10	83%	1	8%	1	8%	0	0%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	24	19	79%	2	8%	3	13%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	7	6	86%	0	0%	1	14%	0	0%	0	0%
NOT ECONOMICALLY DISADVANTAGED	17	13	76%	2	12%	2	12%	0	0%	0	0%
NOT MIGRANT	24	19	79%	2	8%	3	13%	0	0%	0	0%

# GLOBAL HISTORY AND GEOGRAPHY

## REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	40	36	90%	33	83%	17	43%
GENERAL EDUCATION	33	32	97%	31	94%	17	52%
STUDENTS WITH DISABILITIES	7	4	57%	2	29%	0	0%
HISPANIC OR LATINO	3	-	-	-	-	-	-
WHITE	36	-	-	-	-	-	-
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	40	36	90%	33	83%	17	43%
FEMALE	19	18	95%	16	84%	7	37%
MALE	21	18	86%	17	81%	10	48%
NON-ENGLISH LANGUAGE LEARNERS	40	36	90%	33	83%	17	43%
ECONOMICALLY DISADVANTAGED	14	13	93%	12	86%	6	43%
NOT ECONOMICALLY DISADVANTAGED	26	23	88%	21	81%	11	42%
NOT MIGRANT	40	36	90%	33	83%	17	43%

# U.S. HISTORY & GOVERNMENT

## REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	45	44	98%	44	98%	32	71%
GENERAL EDUCATION	39	39	100%	39	100%	31	79%
STUDENTS WITH DISABILITIES	6	5	83%	5	83%	1	17%
HISPANIC OR LATINO	3	-	-	-	-	-	-
WHITE	42	-	-	-	-	-	-
SMALL GROUP TOTAL	45	44	98%	44	98%	32	71%
FEMALE	26	25	96%	25	96%	19	73%
MALE	19	19	100%	19	100%	13	68%
NON-ENGLISH LANGUAGE LEARNERS	45	44	98%	44	98%	32	71%
ECONOMICALLY DISADVANTAGED	16	16	100%	16	100%	9	56%
NOT ECONOMICALLY DISADVANTAGED	29	28	97%	28	97%	23	79%
NOT MIGRANT	45	44	98%	44	98%	32	71%

# LIVING ENVIRONMENT

## REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	32	31	97%	30	94%	14	44%
GENERAL EDUCATION	27	27	100%	27	100%	14	52%
STUDENTS WITH DISABILITIES	5	4	80%	3	60%	0	0%
HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	30	-	-	-	-	-	-
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	32	31	97%	30	94%	14	44%
FEMALE	16	15	94%	15	94%	6	38%
MALE	16	16	100%	15	94%	8	50%
NON-ENGLISH LANGUAGE LEARNERS	32	31	97%	30	94%	14	44%
ECONOMICALLY DISADVANTAGED	11	11	100%	11	100%	5	45%
NOT ECONOMICALLY DISADVANTAGED	21	20	95%	19	90%	9	43%
NOT MIGRANT	32	31	97%	30	94%	14	44%

# PHYSICAL SETTING/EARTH SCIENCE

## REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	49	41	84%	31	63%	11	22%
GENERAL EDUCATION	46	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	45	-	-	-	-	-	-
SMALL GROUP TOTAL	49	41	84%	31	63%	11	22%
FEMALE	26	22	85%	17	65%	7	27%
MALE	23	19	83%	14	61%	4	17%
NON-ENGLISH LANGUAGE LEARNERS	49	41	84%	31	63%	11	22%
ECONOMICALLY DISADVANTAGED	23	21	91%	12	52%	4	17%
NOT ECONOMICALLY DISADVANTAGED	26	20	77%	19	73%	7	27%
NOT MIGRANT	49	41	84%	31	63%	11	22%

PHYSICAL SETTING/CHEMISTRY  
 REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	24	24	100%	15	63%	5	21%
GENERAL EDUCATION	24	24	100%	15	63%	5	21%
HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	23	-	-	-	-	-	-
SMALL GROUP TOTAL	24	24	100%	15	63%	5	21%
FEMALE	15	15	100%	10	67%	4	27%
MALE	9	9	100%	5	56%	1	11%
NON-ENGLISH LANGUAGE LEARNERS	24	24	100%	15	63%	5	21%
ECONOMICALLY DISADVANTAGED	5	5	100%	3	60%	2	40%
NOT ECONOMICALLY DISADVANTAGED	19	19	100%	12	63%	3	16%
NOT MIGRANT	24	24	100%	15	63%	5	21%

PHYSICAL SETTING/PHYSICS  
 REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	22	21	95%	20	91%	8	36%
GENERAL EDUCATION	22	21	95%	20	91%	8	36%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
WHITE	20	-	-	-	-	-	-
SMALL GROUP TOTAL	22	21	95%	20	91%	8	36%
FEMALE	10	10	100%	10	100%	4	40%
MALE	12	11	92%	10	83%	4	33%
NON-ENGLISH LANGUAGE LEARNERS	22	21	95%	20	91%	8	36%
ECONOMICALLY DISADVANTAGED	7	7	100%	7	100%	3	43%
NOT ECONOMICALLY DISADVANTAGED	15	14	93%	13	87%	5	33%
NOT MIGRANT	22	21	95%	20	91%	8	36%

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

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

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

KINDERGARTEN

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	2	-	-	-	-	-
GENERAL EDUCATION	2	-	-	-	-	-

GRADE 1

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	2	-	-	-	-	-
GENERAL EDUCATION	2	-	-	-	-	-

GRADE 4

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



ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	568*	29%*	YES	90	110	94	94
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	7	—	—	4	—	—	—
HISPANIC OR LATINO	—	—	12	—	—	5	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	8	—	—	5	—	—	—
WHITE	NO	NO	495*	28%*	YES	74	118	108	108
MULTIRACIAL	—	—	10	—	—	2	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	93*	26%*	—	20	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	1	—	—	1	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	263*	31%*	YES	45	93	79	79

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	568*	29%*	90	110
NOT BLACK OR AFRICAN AMERICAN	552*	29%*	86	114
NOT HISPANIC OR LATINO	546*	29%*	85	112
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	554*	29%*	85	112
NOT WHITE	37	—	16	—
NOT MULTIRACIAL	547*	29%*	88	109
GENERAL EDUCATION	475*	30%*	80	118
ENGLISH PROFICIENT	567*	29%*	89	111
NOT ECONOMICALLY DISADVANTAGED	305*	28%*	45	127
MALE	295*	31%*	48	96
FEMALE	273*	28%*	42	126
MIGRANT	0	—	0	—
NOT MIGRANT	568*	29%*	90	110

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.  
 \*The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDSDAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	567*	28%*	YES	85	132	90	90	
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—	
BLACK OR AFRICAN AMERICAN	—	—	7	—	—	3	—	—	—	
HISPANIC OR LATINO	—	—	12	—	—	4	—	—	—	
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	—	8	—	—	5	—	—	—	
WHITE	NO	NO	494*	26%*	YES	71	134	104	104	
MULTIRACIAL	—	—	10	—	—	2	—	—	—	
STUDENTS WITH DISABILITIES	NO	NO	92*	16%*	—	13	—	—	—	
LIMITED ENGLISH PROFICIENT	—	—	1	—	—	1	—	—	—	
ECONOMICALLY DISADVANTAGED	NO	NO	262*	29%*	YES	41	120	76	76	

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDSDAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	567*	28%*	85	132
NOT BLACK OR AFRICAN AMERICAN	551*	27%*	82	135
NOT HISPANIC OR LATINO	545*	28%*	81	133
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	553*	27%*	80	130
NOT WHITE	37	—	14	—
NOT MULTIRACIAL	546*	28%*	83	130
GENERAL EDUCATION	475*	30%*	77	139
ENGLISH PROFICIENT	566*	28%*	84	131
NOT ECONOMICALLY DISADVANTAGED	305*	26%*	44	143
MALE	294*	28%*	44	125
FEMALE	273*	28%*	41	139
MIGRANT	0	—	0	—
NOT MIGRANT	567*	28%*	85	132

— 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 BEDSDay and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.  
 \*The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI EMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
ALL STUDENTS	YES	YES	184*	82%*	YES	68	188	175	175
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	2	—	—	2	—	—	—
HISPANIC OR LATINO	—	—	3	—	—	3	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	1	—	—	1	—	—	—
WHITE	YES	YES	163*	80%*	YES	60	190	182	182
MULTIRACIAL	—	—	4	—	—	2	—	—	—
STUDENTS WITH DISABILITIES	—	—	13	—	—	9	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	1	—	—	1	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	80*	78%*	YES	60*	192	168	168

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	184*	82%*	68	188
NOT BLACK OR AFRICAN AMERICAN	179*	81%*	66	189
NOT HISPANIC OR LATINO	179*	81%*	65	189
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PA...	179*	81%*	67	188
NOT WHITE	10	—	8	—
NOT MULTIRACIAL	178*	82%*	66	188
GENERAL EDUCATION	162*	83%*	59	188
ENGLISH PROFICIENT	183*	81%*	67	188
NOT ECONOMICALLY DISADVANTAGED	49	80%	39	187
MALE	92*	80%*	33	188
FEMALE	45	80%	35	189
MIGRANT	0	—	0	—
NOT MIGRANT	184*	82%*	68	188

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Progress Target data are suppressed.  
 \* The percentage of students tested in the current year fell below 80 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.  
 † This group failed to meet the participation criterion and had fewer than 30 tested students enrolled on BEDS day and during the test administration period, so data for the current and previous year were combined to determine a Performance Index.

SECONDARY-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

GROUP	MADE AYP	TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	2012 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	47	100%	YES	44	189	159	159
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	1	—	—	1	—	—	—
HISPANIC OR LATINO	—	—	1	—	—	1	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	1	—	—	1	—	—	—
WHITE	YES	YES	44	100%	YES	41	188	168	168
MULTIRACIAL	—	—	0	—	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	—	5	—	—	4	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	18	—	—	17	—	—	—

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

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2012 ACCOUNTABILITY COHORT MEMBERS	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	47	100%	44	189
NOT BLACK OR AFRICAN AMERICAN	46	100%	43	188
NOT HISPANIC OR LATINO	46	100%	43	188
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PA...	46	100%	43	188
NOT WHITE	3	—	3	—
NOT MULTIRACIAL	47	100%	44	189
GENERAL EDUCATION	42	100%	40	193
ENGLISH PROFICIENT	47	100%	44	189
NOT ECONOMICALLY DISADVANTAGED	29	—	27	—
MALE	25	—	23	—
FEMALE	22	—	21	—
MIGRANT	0	—	0	—
NOT MIGRANT	47	100%	44	189

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

SECONDARY-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

GROUP	MADE AYP	TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	EAMO	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	47	100%	YES	44	161	144	144
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	1	—	—	1	—	—	—
HISPANIC OR LATINO	—	—	1	—	—	1	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	1	—	—	1	—	—	—
WHITE	YES	YES	44	100%	YES	41	163	155	155
MULTIRACIAL	—	—	0	—	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	—	5	—	—	4	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	18	—	—	17	—	—	—

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

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	EAMO	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	47	100%	44	161	161
NOT BLACK OR AFRICAN AMERICAN	46	100%	43	160	160
NOT HISPANIC OR LATINO	46	100%	43	165	165
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PA...	46	100%	43	160	160
NOT WHITE	3	—	3	—	—
NOT MULTIRACIAL	47	100%	44	161	161
GENERAL EDUCATION	42	100%	40	165	165
ENGLISH PROFICIENT	47	100%	44	161	161
NOT ECONOMICALLY DISADVANTAGED	29	—	27	—	—
MALE	25	—	23	—	—
FEMALE	22	—	21	—	—
MIGRANT	0	—	0	—	—
NOT MIGRANT	47	100%	44	161	161

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

## UNWEIGHTED COMBINED ELA AND MATH PIS

GROUP	ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
ALL STUDENTS	110	132	189	161	148
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	—	—	—	—	0
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	—	—	0
WHITE	118	134	188	163	151
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	—	—	—	—	0
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	93	120	—	—	107

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

## OVERALL GRADUATION RATE FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

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

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

## FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

GROUP	MET GRADUATION-RATE CRITERION:	2011 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
ALL STUDENTS	YES	49	90%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	1	—	—	—
HISPANIC OR LATINO	—	2	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	0	—	—	—
WHITE	YES	46	91%	80%	80%
MULTIRACIAL	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	5	—	—	—
LIMITED ENGLISH PROFICIENT	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	13	—	—	—

YES Graduation rate is equal to or greater than the State Standard or the group's Progress Target.  
 NO Graduation rate is less than the State Standard and the group's Progress Target.  
 — There were fewer than 30 students in the cohort.

## FIVE-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

GROUP	MET GRADUATION-RATE CRITERION:	2010 FIVE-YEAR GRADUATION-RATE TOTAL C COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
ALL STUDENTS	YES	42	90%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	2	—	—	—
HISPANIC OR LATINO	—	0	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	3	—	—	—
WHITE	YES	37	92%	80%	80%
MULTIRACIAL	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	5	—	—	—
LIMITED ENGLISH PROFICIENT	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	6	—	—	—

**YES** Graduation rate is equal to or greater than the State Standard or the group's Progress Target.  
**NO** Graduation rate is less than the State Standard and the group's Progress Target.  
 — There were fewer than 30 students in the cohort.



## GRADUATION RATES FOR NON-AYP GROUPS FOR ACCOUNTABILITY

GROUP	FOUR-YEAR GRADUATION-RATE TOTAL COHORT		FIVE-YEAR GRADUATION-RATE TOTAL COHORT	
	2011 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE
NOT AMERICAN INDIAN OR ALASKA NATIVE	49	90%	42	90%
NOT BLACK OR AFRICAN AMERICAN	48	90%	40	93%
NOT HISPANIC OR LATINO	47	91%	42	90%
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	49	90%	39	90%
NOT WHITE	3	—	5	—
NOT MULTIRACIAL	49	90%	42	90%
GENERAL EDUCATION	44	93%	37	89%
ENGLISH PROFICIENT	49	90%	42	90%
NOT ECONOMICALLY DISADVANTAGED	36	89%	36	92%
MALE	31	90%	24	—
FEMALE	18	—	18	—
MIGRANT	0	—	0	—
NOT MIGRANT	49	90%	42	90%

— There were fewer than 30 students in the cohort.

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

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

REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (THIS DISTRICT) 22%

REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (STATEWIDE) 32%

PERCENTAGE IN THIS DISTRICT EXCEEDED STATEWIDE NO

REGENTS DIPLOMA WITH CTE ENDORSEMENT (THIS DISTRICT) 2%

REGENTS DIPLOMA WITH CTE ENDORSEMENT (STATEWIDE) 5%

PERCENTAGE IN THIS DISTRICT EXCEEDED STATEWIDE NO

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# NY MILLS ELEMENTARY SCHOOL ENROLLMENT (2015 - 16)

K-12 ENROLLMENT

279

## ENROLLMENT BY GENDER

MALE		FEMALE	
136	49%	143	51%

## ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
BLACK OR AFRICAN AMERICAN	8	3%
HISPANIC OR LATINO	12	4%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	8	3%
WHITE	239	86%
MULTIRACIAL	12	4%

## OTHER GROUPS

ENGLISH LANGUAGE LEARNERS	STUDENTS WITH DISABILITIES	ECONOMICALLY DISADVANTAGED
5	41	146
2%	15%	52%

## ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
K (FULL DAY)	39	14%
1ST GRADE	35	13%
2ND GRADE	34	12%
3RD GRADE	42	15%
4TH GRADE	41	15%
5TH GRADE	37	13%
6TH GRADE	51	18%

## AVERAGE CLASS SIZE (2015 - 16)

GROUP	CLASS SIZE
COMMON BRANCH	19

## FREE AND REDUCED-PRICE LUNCH (2015 - 16)

ELIGIBLE FOR FREE LUNCH	43%	ELIGIBLE FOR REDUCED-PRICE LUNCH	6%
120		17	

## STUDENT SUSPENSIONS (2014 - 15)

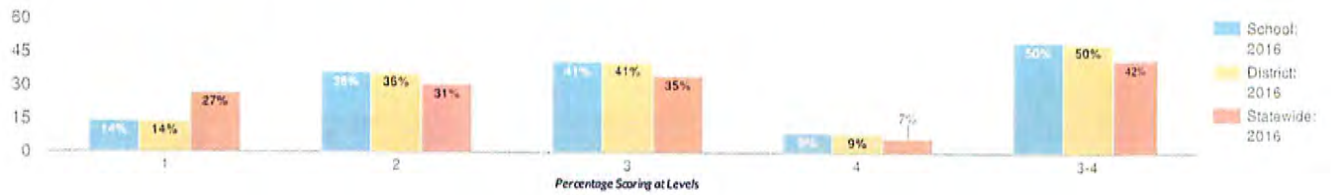
4	1%
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## TEACHER QUALIFICATIONS (2015 - 16)

TOTAL TEACHERS	20
PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
0%	PERCENT TEACHING OUT OF CERTIFICATE
0%	PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE
5%	PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE
33	TOTAL NUMBER OF CORE CLASSES
33	PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS SCHOOL
61	TOTAL NUMBER OF CLASSES
	PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION
	0%

# GRADE 3 ENGLISH LANGUAGE ARTS

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

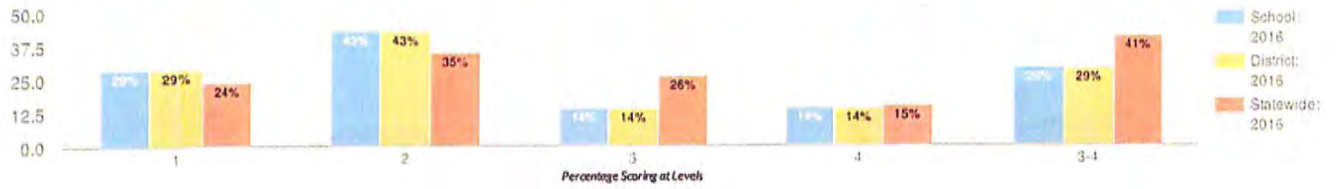


MEAN SCORE: 321

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	22	50%	3	14%	8	36%	9	41%	2	9%
GENERAL EDUCATION	20	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	17	47%	2	12%	7	41%	6	35%	2	12%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	60%	1	20%	1	20%	3	60%	0	0%
FEMALE	11	64%	1	9%	3	27%	6	55%	1	9%
MALE	11	36%	2	18%	5	45%	3	27%	1	9%
NON-ENGLISH LANGUAGE LEARNERS	22	50%	3	14%	8	36%	9	41%	2	9%
ECONOMICALLY DISADVANTAGED	14	36%	2	14%	7	50%	5	36%	0	0%
NOT ECONOMICALLY DISADVANTAGED	8	75%	1	13%	1	13%	4	50%	2	25%
NOT MIGRANT	22	50%	3	14%	8	36%	9	41%	2	9%

# GRADE 4 ENGLISH LANGUAGE ARTS

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

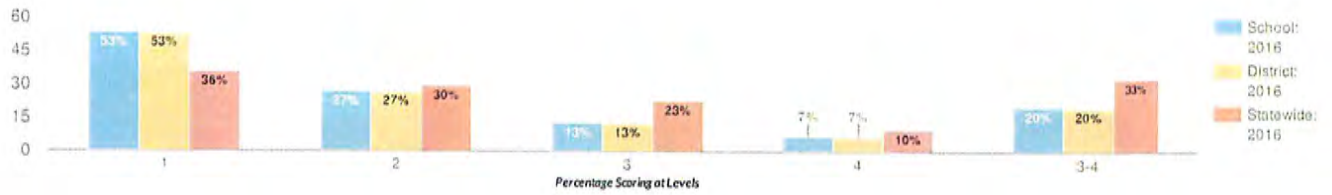


MEAN SCORE: 306

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	7	29%	2	29%	3	43%	1	14%	1	14%
GENERAL EDUCATION	7	29%	2	29%	3	43%	1	14%	1	14%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	5	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	29%	2	29%	3	43%	1	14%	1	14%
FEMALE	3	_%	-	-	-	-	-	-	-	-
MALE	4	_%	-	-	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	6	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	5	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	7	29%	2	29%	3	43%	1	14%	1	14%

# GRADE 5 ENGLISH LANGUAGE ARTS

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



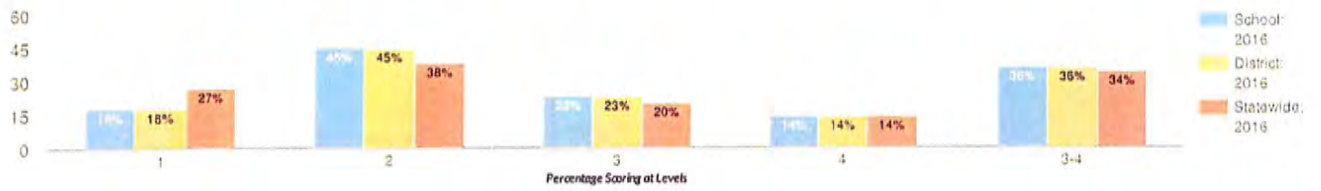
MEAN SCORE: 287

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	15	20%	8	53%	4	27%	2	13%	1	7%
GENERAL EDUCATION	14	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
WHITE	11	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	15	20%	8	53%	4	27%	2	13%	1	7%
FEMALE	7	14%	4	57%	2	29%	1	14%	0	0%
MALE	8	25%	4	50%	2	25%	1	13%	1	13%
NON-ENGLISH LANGUAGE LEARNERS	15	20%	8	53%	4	27%	2	13%	1	7%
ECONOMICALLY DISADVANTAGED	5	20%	4	80%	0	0%	1	20%	0	0%
NOT ECONOMICALLY DISADVANTAGED	10	20%	4	40%	4	40%	1	10%	1	10%
NOT MIGRANT	15	20%	8	53%	4	27%	2	13%	1	7%



# GRADE 6 ENGLISH LANGUAGE ARTS

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

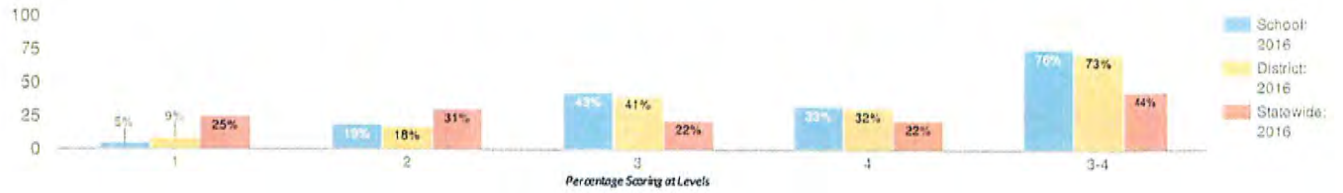


MEAN SCORE: 307

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	22	36%	4	18%	10	45%	5	23%	3	14%
GENERAL EDUCATION	19	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	19	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	22	36%	4	18%	10	45%	5	23%	3	14%
FEMALE	9	33%	1	11%	5	56%	3	33%	0	0%
MALE	13	38%	3	23%	5	38%	2	15%	3	23%
NON-ENGLISH LANGUAGE LEARNERS	22	36%	4	18%	10	45%	5	23%	3	14%
ECONOMICALLY DISADVANTAGED	12	17%	4	33%	6	50%	2	17%	0	0%
NOT ECONOMICALLY DISADVANTAGED	10	60%	0	0%	4	40%	3	30%	3	30%
NOT MIGRANT	22	36%	4	18%	10	45%	5	23%	3	14%

# GRADE 3 MATHEMATICS

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

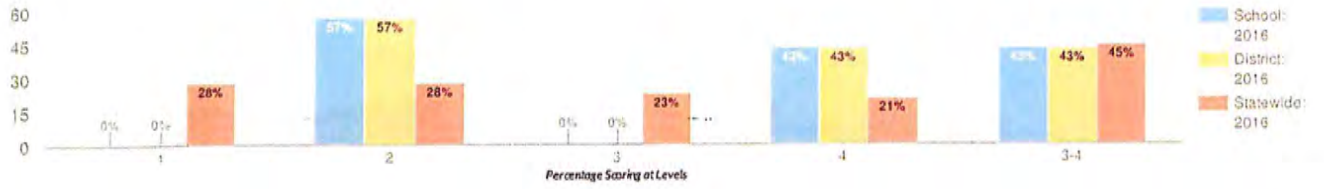


MEAN SCORE: 329

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	21	76%	1	5%	4	19%	9	43%	7	33%
GENERAL EDUCATION	19	79%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	50%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	50%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	50%	-	-	-	-	-	-	-	-
WHITE	16	75%	1	6%	3	19%	7	44%	5	31%
MULTIRACIAL	1	50%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	80%	0	0%	1	20%	2	40%	2	40%
FEMALE	11	73%	1	9%	2	18%	4	36%	4	36%
MALE	10	80%	0	0%	2	20%	5	50%	3	30%
NON-ENGLISH LANGUAGE LEARNERS	21	76%	1	5%	4	19%	9	43%	7	33%
ECONOMICALLY DISADVANTAGED	14	64%	1	7%	4	29%	6	43%	3	21%
NOT ECONOMICALLY DISADVANTAGED	7	100%	0	0%	0	0%	3	43%	4	57%
NOT MIGRANT	21	76%	1	5%	4	19%	9	43%	7	33%

# GRADE 4 MATHEMATICS

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

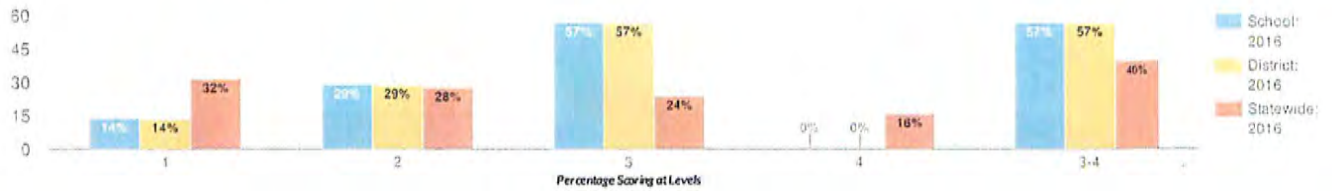


MEAN SCORE: 324

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	7	43%	0	0%	4	57%
GENERAL EDUCATION	7	43%	0	0%	4	57%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-
WHITE	5	_%	-	-	-	-
SMALL GROUP TOTAL	7	43%	0	0%	4	57%
FEMALE	3	_%	-	-	-	-
MALE	4	_%	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	6	_%	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-
ECONOMICALLY DISADVANTAGED	5	_%	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-
NOT MIGRANT	7	43%	0	0%	4	57%

# GRADE 5 MATHEMATICS

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



MEAN SCORE: 316

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	14	57%	2	14%	4	29%	8	57%	0	0%
GENERAL EDUCATION	14	57%	2	14%	4	29%	8	57%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
WHITE	10	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	14	57%	2	14%	4	29%	8	57%	0	0%
FEMALE	7	57%	1	14%	2	29%	4	57%	0	0%
MALE	7	57%	1	14%	2	29%	4	57%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	14	57%	2	14%	4	29%	8	57%	0	0%
ECONOMICALLY DISADVANTAGED	4	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	10	_%	-	-	-	-	-	-	-	-
NOTMIGRANT	14	57%	2	14%	4	29%	8	57%	0	0%

# GRADE 6 MATHEMATICS

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

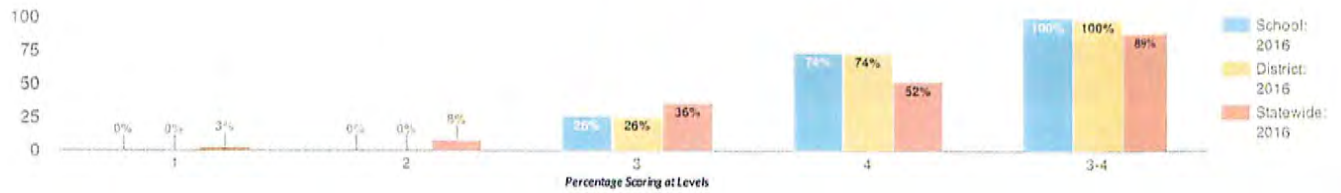


MEAN SCORE: 318

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	18	61%	2	11%	5	28%	7	39%	4	22%
GENERAL EDUCATION	17	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
WHITE	17	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	18	61%	2	11%	5	28%	7	39%	4	22%
FEMALE	7	57%	1	14%	2	29%	3	43%	1	14%
MALE	11	64%	1	9%	3	27%	4	36%	3	27%
NON-ENGLISH LANGUAGE LEARNERS	18	61%	2	11%	5	28%	7	39%	4	22%
ECONOMICALLY DISADVANTAGED	8	38%	2	25%	3	38%	3	38%	0	0%
NOT ECONOMICALLY DISADVANTAGED	10	80%	0	0%	2	20%	4	40%	4	40%
NOT MIGRANT	18	61%	2	11%	5	28%	7	39%	4	22%

# GRADE 4 SCIENCE

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



MEAN SCORE: 88

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	23	100%	0	0%	0	0%	6	26%	17	74%
GENERAL EDUCATION	21	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	21	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	23	100%	0	0%	0	0%	6	26%	17	74%
FEMALE	10	100%	0	0%	0	0%	1	10%	9	90%
MALE	13	100%	0	0%	0	0%	5	38%	8	62%
NON-ENGLISH LANGUAGE LEARNERS	22	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	12	100%	0	0%	0	0%	4	33%	8	67%
NOT ECONOMICALLY DISADVANTAGED	11	100%	0	0%	0	0%	2	18%	9	82%
NOT MIGRANT	23	100%	0	0%	0	0%	6	26%	17	74%

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

GRADE: 4  
READING

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	32%	32%	27%	9%	
AMERICAN INDIAN OR ALASK...	1%	1%	1%	1%	
ASIAN OR NATIVE HAWAIIAN...	20%	30%	33%	17%	
BLACK OR AFRICAN AMERICA...	48%	34%	15%	3%	
HISPANIC OR LATINO	44%	37%	17%	2%	
WHITE	20%	31%	37%	12%	
MULTIRACIAL	1%	1%	1%	1%	
STUDENTS WITH DISABILITIES	70%	22%	7%	1%	98
ENGLISH LANGUAGE LEARNE...	74%	21%	4%	1%	88
ECONOMICALLY DISADVANT...	43%	36%	18%	3%	

MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	21%	44%	30%	5%	
AMERICAN INDIAN OR ALASK...	1%	1%	1%	1%	
ASIAN OR NATIVE HAWAIIAN...	12%	31%	42%	15%	
BLACK OR AFRICAN AMERICA...	40%	46%	13%	1%	
HISPANIC OR LATINO	28%	51%	20%	1%	
WHITE	12%	41%	40%	7%	
MULTIRACIAL	1%	1%	1%	1%	
STUDENTS WITH DISABILITIES	49%	39%	10%	2%	98
ENGLISH LANGUAGE LEARNE...	56%	35%	9%	1%	91
ECONOMICALLY DISADVANT...	29%	48%	21%	2%	

GRADE: 8  
READING

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	27%	40%	29%	4%	
AMERICAN INDIAN OR ALASK...	1%	1%	1%	1%	
ASIAN OR NATIVE HAWAIIAN...	19%	39%	34%	8%	
BLACK OR AFRICAN AMERICA...	42%	41%	16%	1%	
HISPANIC OR LATINO	35%	43%	20%	2%	
WHITE	18%	39%	38%	5%	
MULTIRACIAL	1%	1%	1%	1%	
STUDENTS WITH DISABILITIES	59%	33%	8%	1%	98
ENGLISH LANGUAGE LEARNE...	78%	19%	3%	1%	89
ECONOMICALLY DISADVANT...	36%	42%	21%	1%	

MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	31%	38%	24%	7%	
AMERICAN INDIAN OR ALASK...	1%	1%	1%	1%	

ASIAN OR NATIVE HAWAIIAN...	18%	30%	33%	19%	
BLACK OR AFRICAN AMERICA...	48%	37%	13%	2%	
HISPANIC OR LATINO	41%	40%	16%	3%	
WHITE	20%	40%	31%	9%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITIES	64%	27%	8%	1%	99
ENGLISH LANGUAGE LEARNE...	72%	21%	6%	1%	94
ECONOMICALLY DISADVANT...	40%	39%	17%	4%	



ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI HARBOR TARGET	EAMO OR SAFE HARBOR TARGET ENROLLED ON BEDS DAY	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	355*	34%*	YES	64	114	92
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—
BLACK OR AFRICAN AMERICAN	—	—	5	—	—	3	—	—
HISPANIC OR LATINO	—	—	8	—	—	4	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	6	—	—	5	—	—
WHITE	NO	NO	302*	33%*	YES	50	124	106
MULTIRACIAL	—	—	6	—	—	2	—	—
STUDENTS WITH DISABILITIES	—	—	27	—	—	5	—	—
LIMITED ENGLISH PROFICIENT	—	—	1	—	—	1	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	175*	35%*	YES	34	97	76

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	355*	34%*	64	114
NOT BLACK OR AFRICAN AMERICAN	344*	34%*	61	118
NOT HISPANIC OR LATINO	339*	35%*	60	117
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PA...	344*	33%*	59	117
NOT WHITE	25	—	14	—
NOT MULTIRACIAL	340*	34%*	62	113
GENERAL EDUCATION	301*	35%*	59	120
ENGLISH PROFICIENT	354*	34%*	63	116
NOT ECONOMICALLY DISADVANTAGED	180*	33%*	30	133
MALE	187*	37%*	35	106
FEMALE	168*	32%*	50	116
MIGRANT	0	—	0	—
NOT MIGRANT	355*	34%*	64	114

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.  
 \*The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 95% DURING THE TEST ADMINISTRATION PERIOD	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI = EAMO OR SAFE HARBOR TARGET	EAMO OR SAFE TESTED STUDENTS ENROLLED ON BEDS DAY	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	354*	31%*	YES	60	155	89
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—
BLACK OR AFRICAN AMERICAN	—	—	5	—	—	2	—	—
HISPANIC OR LATINO	—	—	8	—	—	3	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	6	—	—	5	—	—
WHITE	NO	NO	301*	30%*	YES	48	158	101
MULTIRACIAL	—	—	6	—	—	2	—	—
STUDENTS WITH DISABILITIES	—	—	27	—	—	3	—	—
LIMITED ENGLISH PROFICIENT	—	—	1	—	—	1	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	174*	32%*	YES	31	139	74

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	354*	31%*	60	155
NOT BLACK OR AFRICAN AMERICAN	343*	31%*	58	159
NOT HISPANIC OR LATINO	338*	32%*	57	156
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PA...	343*	30%*	55	155
NOT WHITE	25	—	12	—
NOT MULTIRACIAL	339*	31%*	58	153
GENERAL EDUCATION	301*	34%*	57	156
ENGLISH PROFICIENT	353*	31%*	59	154
NOT ECONOMICALLY DISADVANTAGED	180*	31%*	54	165
MALE	186*	32%*	32	159
FEMALE	168*	30%*	48	142
MIGRANT	0	—	0	—
NOT MIGRANT	354*	31%*	60	155

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.  
 \*The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 80% DURING THE TEST ADMINISTRATION PERIOD	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
ALL STUDENTS	NO	NO	84*	76%*	YES	63**	197**	175	175
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	0	—	—	2	—	—	—
HISPANIC OR LATINO	—	—	1	—	—	3	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	1	—	—	4	—	—	—
WHITE	YES	—	38	—	YES	52**	198**	181	181
MULTIRACIAL	—	—	2	—	—	2	—	—	—
STUDENTS WITH DISABILITIES	—	—	6	—	—	5	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	1	—	—	1	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	22	—	—	27	—	—	—

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	84*	76%*	63**	197**
NOT BLACK OR AFRICAN AMERICAN	82*	76%*	61**	198**
NOT HISPANIC OR LATINO	81*	75%*	60**	197**
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PA...	80*	75%*	59**	197**
NOT WHITE	4	—	11	—
NOT MULTIRACIAL	40	58%	61**	197**
GENERAL EDUCATION	36	—	58**	200**
ENGLISH PROFICIENT	83*	76%*	62**	197**
NOT ECONOMICALLY DISADVANTAGED	20	—	36**	200**
MALE	23	—	34**	200**
FEMALE	19	—	29	—
MIGRANT	0	—	0	—
NOT MIGRANT	84*	76%*	63**	197**

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Progress Target data are suppressed.  
 \*The percentage of students tested in the current year fell below 80 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.  
 \*\*The number of tested students enrolled on BEDS day and during the test period in the school/district in the current year is less than 30, so the numbers in the current year and previous year were combined to determine a Performance Index.  
 † This group failed to meet the participation criterion and had fewer than 30 tested students enrolled on BEDS day and during the test administration period, so data for the current and previous year were combined to determine a Performance Index.

## UNWEIGHTED COMBINED ELA AND MATH PIS

GROUP	ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
ALL STUDENTS	114	155	—	—	135
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	—	—	—	—	0
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	—	—	0
WHITE	124	158	—	—	141
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	—	—	—	—	0
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	97	139	—	—	118

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

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NY MILLS JUNIOR-SENIOR HIGH SCHOOL - SCHOOL REPORT CARD DATA [2015 - 16]

NY MILLS JUNIOR-SENIOR HIGH SCHOOL ENROLLMENT (2015 - 16)

K-12 ENROLLMENT

267

ENROLLMENT BY GENDER

MALE	49%	FEMALE	51%
131		136	

ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
BLACK OR AFRICAN AMERICAN	3	1%
HISPANIC OR LATINO	11	4%
ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC ISLANDER	5	2%
WHITE	243	91%
MULTIRACIAL	5	2%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS	STUDENTS WITH DISABILITIES	ECONOMICALLY DISADVANTAGED
-	32 12%	109 41%

ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
7TH GRADE	55	21%
8TH GRADE	48	18%
9TH GRADE	47	18%
10TH GRADE	31	12%
11TH GRADE	43	16%
12TH GRADE	43	16%

## AVERAGE CLASS SIZE (2015 - 16)

GROUP	CLASS SIZE
GRADE 8 ENGLISH	16
GRADE 8 MATHEMATICS	18
GRADE 8 SCIENCE	16
GRADE 8 SOCIAL STUDIES	16
GRADE 10 ENGLISH	16
GRADE 10 MATHEMATICS	8

## FREE AND REDUCED-PRICE LUNCH (2015 - 16)

ELIGIBLE FOR FREE LUNCH	ELIGIBLE FOR REDUCED-PRICE LUNCH
72	27
27%	10%

## STUDENT SUSPENSIONS (2014 - 15)

6	2%
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## TEACHER QUALIFICATIONS (2015 - 16)

TOTAL TEACHERS	19
PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
0%	PERCENT TEACHING OUT OF CERTIFICATE
42%	PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE
71	PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE
71	TOTAL NUMBER OF CORE CLASSES
112	PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS SCHOOL
	TOTAL NUMBER OF CLASSES
	PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION
	1%

## HIGH SCHOOL COMPLETERS (2015 - 16)

GROUP	COMPLETERS (GRADUATES + COMMENCEMENT CREDENTIALS)	GRADUATES (REGENTS + LOCAL DIPLOMAS)	REGENTS DIPLOMA	
ALL STUDENTS	43	43	39	91%
GENERAL EDUCATION STUDENTS WITH DISABIL.	-	-	-	-
	-	-	-	-

GROUP	REGENTS WITH ADVANCED DESIGNATION	REGENTS WITH CTE ENDORSEMENT	LOCAL DIPLOMAS	COMMENCEMENT CREDENTIALS	
ALL STUDENTS	17	3	7%	4	9%
GENERAL EDUCATION STUDENTS WITH DISABIL.	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-

# HIGH SCHOOL NON-COMPLETERS (2015 - 16)

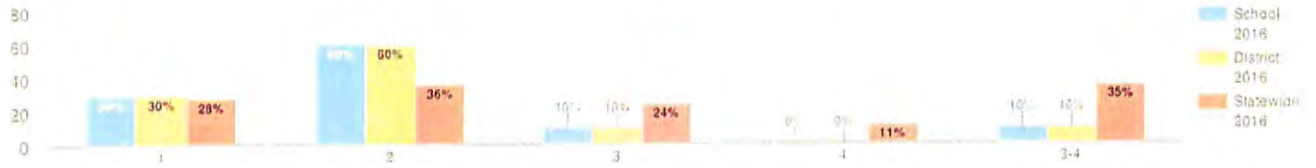
GROUP	DROPPED OUT		ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM		TOTAL NONCOMPLETERS	
ALL STUDENTS	-	-	-	-	-	-
GENERAL EDUCATION	-	-	-	-	-	-



10  
11  
12  
13  
14

# GRADE 7 ENGLISH LANGUAGE ARTS

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

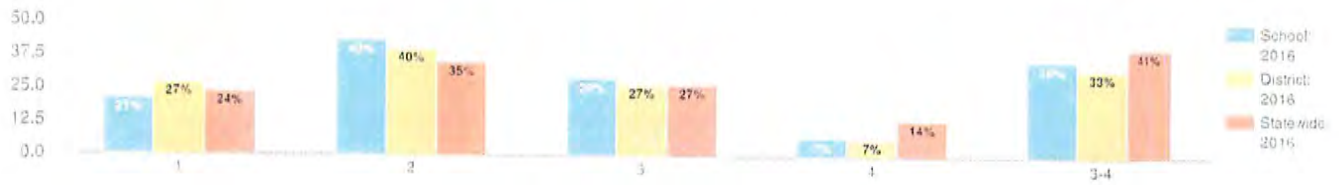


MEAN SCORE: 293

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	10	10%	3	30%	6	60%	1	10%	0	0%
GENERAL EDUCATION	7	0%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	0%	-	-	-	-	-	-	-	-
WHITE	9	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	10	10%	3	30%	6	60%	1	10%	0	0%
FEMALE	4	0%	-	-	-	-	-	-	-	-
MALE	6	0%	-	-	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	10	10%	3	30%	6	60%	1	10%	0	0%
ECONOMICALLY DISADVANTAGED	5	0%	2	40%	3	60%	0	0%	0	0%
NOT ECONOMICALLY DISADVANTAGED	5	20%	1	20%	3	60%	1	20%	0	0%
NOT MIGRANT	10	10%	3	30%	6	60%	1	10%	0	0%

# GRADE 8 ENGLISH LANGUAGE ARTS

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



MEAN SCORE: 303

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	14	36%	3	21%	6	43%
GENERAL EDUCATION	14	36%	3	21%	6	43%
WHITE	14	36%	3	21%	6	43%
FEMALE	9	56%	1	11%	3	33%
MALE	5	0%	2	40%	3	60%
NON-ENGLISH LANGUAGE LEARNERS	14	36%	3	21%	6	43%
ECONOMICALLY DISADVANTAGED	6	50%	3	50%	0	0%
NOT ECONOMICALLY DISADVANTAGED	8	25%	0	0%	6	75%
NOT MIGRANT	14	36%	3	21%	6	43%

# GRADE 7 MATHEMATICS

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

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



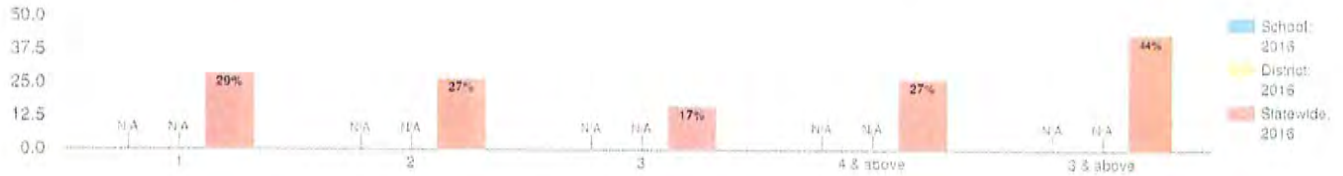
MEAN SCORE: 287

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	8	13%	5	63%	2	25%	1	13%	0	0%
GENERAL EDUCATION	6	0%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	0%	-	-	-	-	-	-	-	-
WHITE	7	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	8	13%	5	63%	2	25%	1	13%	0	0%
FEMALE	4	0%	-	-	-	-	-	-	-	-
MALE	4	0%	-	-	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	8	13%	5	63%	2	25%	1	13%	0	0%
ECONOMICALLY DISADVANTAGED	4	0%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	4	0%	-	-	-	-	-	-	-	-
NON-MIGRANT	8	13%	5	63%	2	25%	1	13%	0	0%

# GRADE 8 MATHEMATICS

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

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



MEAN SCORE: 292

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	12	25%	5 (42%)	4 (33%)	3 (25%)	0 (0%)
GENERAL EDUCATION	12	25%	5 (42%)	4 (33%)	3 (25%)	0 (0%)
WHITE	12	25%	5 (42%)	4 (33%)	3 (25%)	0 (0%)
FEMALE	7	43%	2 (29%)	2 (29%)	3 (43%)	0 (0%)
MALE	5	0%	3 (60%)	2 (40%)	0 (0%)	0 (0%)
NON-ENGLISH LANGUAGE LEARNERS	12	25%	5 (42%)	4 (33%)	3 (25%)	0 (0%)
ECONOMICALLY DISADVANTAGED	6	33%	3 (50%)	1 (17%)	2 (33%)	0 (0%)
NOT ECONOMICALLY DISADVANTAGED	6	17%	2 (33%)	3 (50%)	1 (17%)	0 (0%)
NOT MIGRANT	12	25%	5 (42%)	4 (33%)	3 (25%)	0 (0%)

## GRADE 8 STUDENTS TAKING A REGENTS MATH TEST

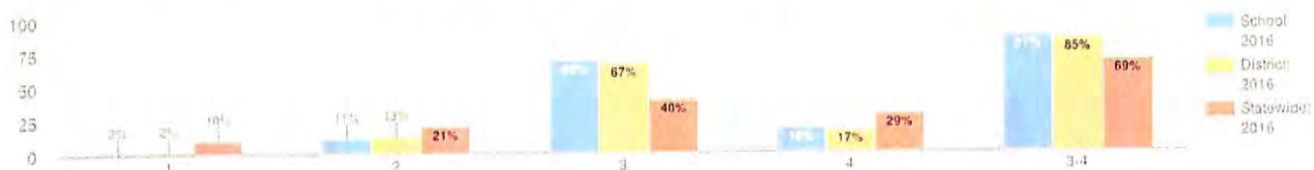
Accelerated grade 8 students who took a Regents math test in lieu of the Grade 8 NYSTP in Mathematics.

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	4 & ABOVE	3 & ABOVE
ALL STUDENTS	2	-	-	-	-	-

# GRADE 8 SCIENCE

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

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



MEAN SCORE: 77

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	45	87%	1	2%	5	11%	31	69%	8	18%
GENERAL EDUCATION	39	85%	1	3%	5	13%	25	64%	8	21%
STUDENTS WITH DISABILITIES	6	100%	0	0%	0	0%	6	100%	0	0%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	40	88%	1	3%	4	10%	27	68%	8	20%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	80%	0	0%	1	20%	4	80%	0	0%
FEMALE	26	88%	1	4%	2	8%	17	65%	6	23%
MALE	19	84%	0	0%	3	16%	14	74%	2	11%
NON-ENGLISH LANGUAGE LEARNERS	45	87%	1	2%	5	11%	31	69%	8	18%
ECONOMICALLY DISADVANTAGED	18	83%	0	0%	3	17%	13	72%	2	11%
NOT ECONOMICALLY DISADVANTAGED	27	89%	1	4%	2	7%	18	67%	6	22%
NON-MIGRANT	45	87%	1	2%	5	11%	31	69%	8	18%

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

GRADE: 4  
READING

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	32%	32%	27%	9%	
AMERICAN INDIAN OR ALASK...	1%	1%	1%	1%	
ASIAN OR NATIVE HAWAIIAN...	20%	30%	33%	17%	
BLACK OR AFRICAN AMERICA...	48%	34%	15%	3%	
HISPANIC OR LATINO	44%	37%	17%	2%	
WHITE	20%	31%	37%	12%	
MULTIRACIAL	1%	1%	1%	1%	
STUDENTS WITH DISABILITIES	70%	22%	7%	1%	98
ENGLISH LANGUAGE LEARNE...	74%	21%	4%	1%	88
ECONOMICALLY DISADVANT...	43%	36%	18%	3%	

MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	21%	44%	30%	5%	
AMERICAN INDIAN OR ALASK...	1%	1%	1%	1%	
ASIAN OR NATIVE HAWAIIAN...	12%	31%	42%	15%	
BLACK OR AFRICAN AMERICA...	40%	46%	13%	1%	
HISPANIC OR LATINO	28%	51%	20%	1%	
WHITE	12%	41%	40%	7%	
MULTIRACIAL	1%	1%	1%	1%	
STUDENTS WITH DISABILITIES	49%	39%	10%	2%	98
ENGLISH LANGUAGE LEARNE...	56%	35%	9%	1%	91
ECONOMICALLY DISADVANT...	29%	48%	21%	2%	

GRADE: 8  
READING

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	27%	40%	29%	4%	
AMERICAN INDIAN OR ALASK...	1%	1%	1%	1%	
ASIAN OR NATIVE HAWAIIAN...	19%	39%	34%	8%	
BLACK OR AFRICAN AMERICA...	42%	41%	16%	1%	
HISPANIC OR LATINO	35%	43%	20%	2%	
WHITE	18%	39%	38%	5%	
MULTIRACIAL	1%	1%	1%	1%	
STUDENTS WITH DISABILITIES	59%	33%	8%	1%	98
ENGLISH LANGUAGE LEARNE...	78%	19%	3%	1%	89
ECONOMICALLY DISADVANT...	36%	42%	21%	1%	

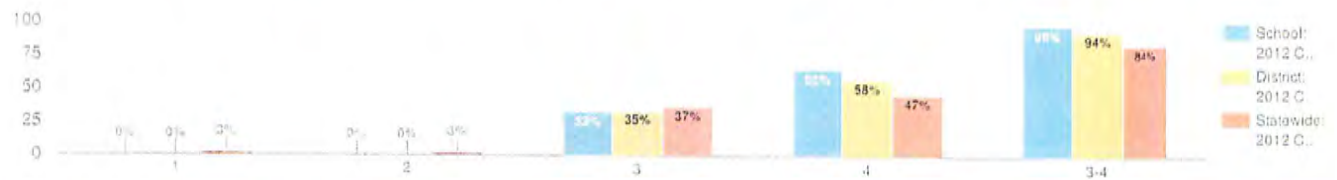
MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	31%	38%	24%	7%	
AMERICAN INDIAN OR ALASK...	1%	1%	1%	1%	

ASIAN OR NATIVE HAWAIIAN...	18%	30%	33%	19%	
BLACK OR AFRICAN AMERICA...	48%	37%	13%	2%	
HISPANIC OR LATINO	41%	40%	16%	3%	
WHITE	20%	40%	31%	9%	
MULTIRACIAL	1%	1%	1%	1%	
STUDENTS WITH DISABILITIES	64%	27%	8%	1%	99
ENGLISH LANGUAGE LEARNE...	72%	21%	6%	1%	94
ECONOMICALLY DISADVANT...	40%	39%	17%	4%	

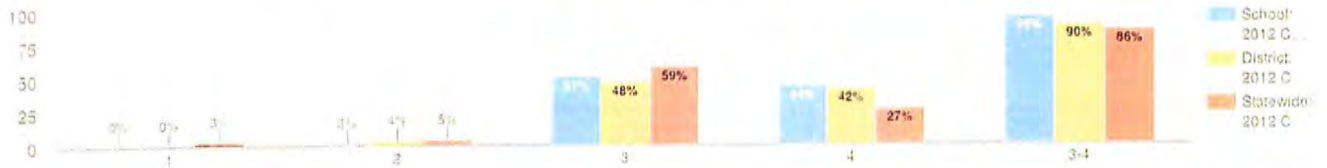


# TOTAL COHORT RESULTS IN SECONDARY-LEVEL ENGLISH LANGUAGE ARTS AFTER FOUR YEARS OF INSTRUCTION



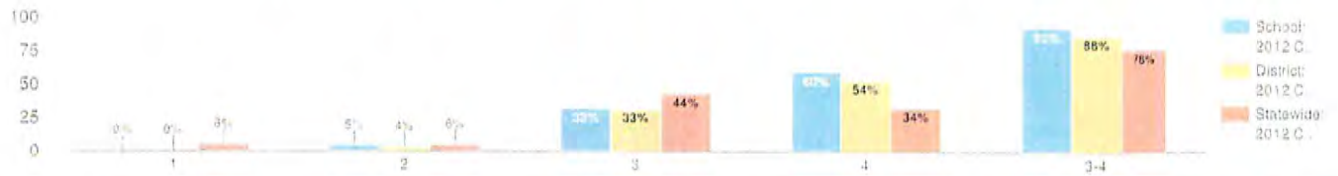
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	43	98%	0	0%	0	0%	14	33%	28	65%
GENERAL EDUCATION	40	98%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	98%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	1	98%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	98%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	98%	-	-	-	-	-	-	-	-
WHITE	39	98%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	43	98%	0	0%	0	0%	14	33%	28	65%
FEMALE	22	95%	0	0%	0	0%	5	23%	16	73%
MALE	21	100%	0	0%	0	0%	9	43%	12	57%
NON-ENGLISH LANGUAGE LEARNERS	43	98%	0	0%	0	0%	14	33%	28	65%
ECONOMICALLY DISADVANTAGED	18	94%	0	0%	0	0%	5	28%	12	67%
NOT ECONOMICALLY DISADVANTAGED	25	100%	0	0%	0	0%	9	36%	16	64%
NOT MIGRANT	43	98%	0	0%	0	0%	14	33%	28	65%

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



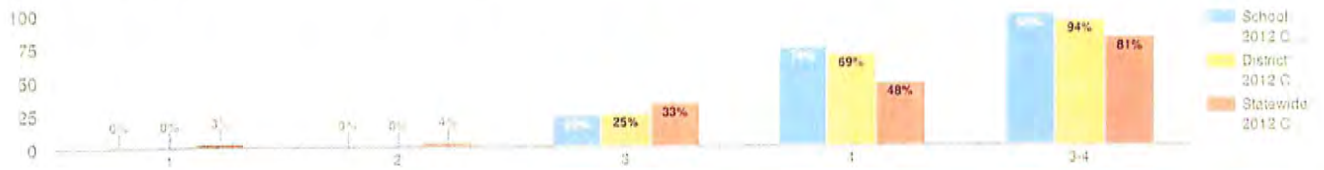
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	43	95%	0	0%	1	2%	22	51%	19	44%
GENERAL EDUCATION	40	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	39	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	43	95%	0	0%	1	2%	22	51%	19	44%
FEMALE	22	95%	0	0%	0	0%	10	45%	11	50%
MALE	21	95%	0	0%	1	5%	12	57%	8	38%
NON-ENGLISH LANGUAGE LEARNERS	43	95%	0	0%	1	2%	22	51%	19	44%
ECONOMICALLY DISADVANTAGED	18	89%	0	0%	1	6%	10	56%	6	33%
NOT ECONOMICALLY DISADVANTAGED	25	100%	0	0%	0	0%	12	48%	13	52%
NOT MIGRANT	43	95%	0	0%	1	2%	22	51%	19	44%

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



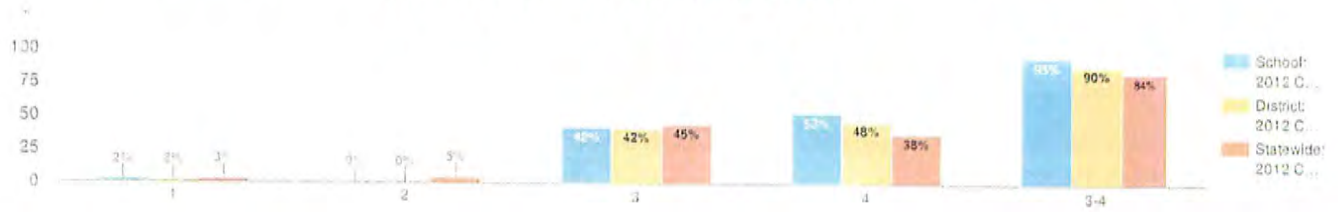
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	43	93%	0	0%	2	5%	14	33%	26	60%
GENERAL EDUCATION	40	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	39	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	43	93%	0	0%	2	5%	14	33%	26	60%
FEMALE	22	95%	0	0%	0	0%	8	36%	13	59%
MALE	21	90%	0	0%	2	10%	6	29%	13	62%
NON-ENGLISH LANGUAGE LEARNERS	43	93%	0	0%	2	5%	14	33%	26	60%
ECONOMICALLY DISADVANTAGED	18	89%	0	0%	1	6%	6	33%	10	56%
NOT ECONOMICALLY DISADVANTAGED	25	96%	0	0%	1	4%	8	32%	16	64%
NOT MIGRANT	43	93%	0	0%	2	5%	14	33%	26	60%

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



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	43	98%	0	0%	0	0%	10	23%	32	74%
GENERAL EDUCATION	40	98%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	98%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	98%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	98%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	98%	-	-	-	-	-	-	-	-
WHITE	39	98%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	43	98%	0	0%	0	0%	10	23%	32	74%
FEMALE	22	95%	0	0%	0	0%	6	27%	15	68%
MALE	21	100%	0	0%	0	0%	4	19%	17	81%
NON-ENGLISH LANGUAGE LEARNERS	43	98%	0	0%	0	0%	10	23%	32	74%
ECONOMICALLY DISADVANTAGED	18	94%	0	0%	0	0%	4	22%	13	72%
NOT ECONOMICALLY DISADVANTAGED	25	100%	0	0%	0	0%	6	24%	19	76%
NOT MIGRANT	43	98%	0	0%	0	0%	10	23%	32	74%

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



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	43	95%	1	2%	0	0%	18	42%	23	53%
GENERAL EDUCATION	40	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	39	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	43	95%	1	2%	0	0%	18	42%	23	53%
FEMALE	22	95%	0	0%	0	0%	9	41%	12	55%
MALE	21	95%	1	5%	0	0%	9	43%	11	52%
NON-ENGLISH LANGUAGE LEARNERS	43	95%	1	2%	0	0%	18	42%	23	53%
ECONOMICALLY DISADVANTAGED	18	94%	0	0%	0	0%	10	56%	7	39%
NOT ECONOMICALLY DISADVANTAGED	25	96%	1	4%	0	0%	8	32%	16	64%
NOT MIGRANT	43	95%	1	2%	0	0%	18	42%	23	53%

## ENGLISH LANGUAGE ARTS (COMMON CORE)

### ENGLISH LANGUAGE ARTS (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
ALL STUDENTS	44	1 2%	0 0%	2 5%	9 20%	32 73%
GENERAL EDUCATION	39	0 0%	0 0%	2 5%	6 15%	31 79%
STUDENTS WITH DISABILITIES	5	1 20%	0 0%	0 0%	3 60%	1 20%
HISPANIC OR LATINO	3	-	-	-	-	-
WHITE	41	-	-	-	-	-
SMALL GROUP TOTAL	44	1 2%	0 0%	2 5%	9 20%	32 73%
FEMALE	25	1 4%	0 0%	0 0%	5 20%	19 76%
MALE	19	0 0%	0 0%	2 11%	4 21%	13 68%
NON-ENGLISH LANGUAGE LEARNERS	44	1 2%	0 0%	2 5%	9 20%	32 73%
ECONOMICALLY DISADVANTAGED	16	1 6%	0 0%	0 0%	4 25%	11 69%
NOT ECONOMICALLY DISADVANTAGED	28	0 0%	0 0%	2 7%	5 18%	21 75%
NOT MIGRANT	44	1 2%	0 0%	2 5%	9 20%	32 73%

## GEOMETRY

### REGENTS GEOMETRY

GROUP	TOTAL TESTED	55	65	85
ALL STUDENTS	5	5 100%	3 60%	0 0%
GENERAL EDUCATION	5	5 100%	3 60%	0 0%
HISPANIC OR LATINO	1	-	-	-
WHITE	4	-	-	-
SMALL GROUP TOTAL	5	5 100%	3 60%	0 0%
FEMALE	3	-	-	-
MALE	2	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	5	5 100%	3 60%	0 0%
ECONOMICALLY DISADVANTAGED	1	-	-	-
NOT ECONOMICALLY DISADVANTAGED	4	-	-	-
NOT MIGRANT	5	5 100%	3 60%	0 0%

# ALGEBRA 2/TRIGONOMETRY

## REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	29	17	59%	10	34%	1	3%
GENERAL EDUCATION	29	17	59%	10	34%	1	3%
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	26	-	-	-	-	-	-
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	29	17	59%	10	34%	1	3%
FEMALE	13	8	62%	6	46%	0	0%
MALE	16	9	56%	4	25%	1	6%
NON-ENGLISH LANGUAGE LEARNERS	29	17	59%	10	34%	1	3%
ECONOMICALLY DISADVANTAGED	8	4	50%	2	25%	0	0%
NOT ECONOMICALLY DISADVANTAGED	21	13	62%	8	38%	1	5%
NOT MIGRANT	29	17	59%	10	34%	1	3%

## ALGEBRA I (COMMON CORE)

### ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	39	0	0%	1	3%	23	59%	10	26%	5	13%
GENERAL EDUCATION	37	-	-	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	-	-	-	-	-	-	-	-	-	-
WHITE	36	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	39	0	0%	1	3%	23	59%	10	26%	5	13%
FEMALE	21	0	0%	1	5%	11	52%	7	33%	2	10%
MALE	18	0	0%	0	0%	12	67%	3	17%	3	17%
NON-ENGLISH LANGUAGE LEARNERS	39	0	0%	1	3%	23	59%	10	26%	5	13%
ECONOMICALLY DISADVANTAGED	19	0	0%	1	5%	11	58%	4	21%	3	16%
NOT ECONOMICALLY DISADVANTAGED	20	0	0%	0	0%	12	60%	6	30%	2	10%
NOT MIGRANT	39	0	0%	1	3%	23	59%	10	26%	5	13%

## GEOMETRY (COMMON CORE)

### GEOMETRY (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	17	0	0%	1	6%	7	41%	3	18%	6	35%
GENERAL EDUCATION	17	0	0%	1	6%	7	41%	3	18%	6	35%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	1	-	-	-	-	-	-	-	-	-	-
WHITE	16	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	17	0	0%	1	6%	7	41%	3	18%	6	35%
FEMALE	11	0	0%	1	9%	3	27%	3	27%	4	36%
MALE	6	0	0%	0	0%	4	67%	0	0%	2	33%
NON-ENGLISH LANGUAGE LEARNERS	17	0	0%	1	6%	7	41%	3	18%	6	35%
ECONOMICALLY DISADVANTAGED	5	0	0%	0	0%	2	40%	2	40%	1	20%
NOT ECONOMICALLY DISADVANTAGED	12	0	0%	1	8%	5	42%	1	8%	5	42%
NOT MIGRANT	17	0	0%	1	6%	7	41%	3	18%	6	35%

## ALGEBRA II (COMMON CORE)

### ALGEBRA II (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	24	19	79%	2	8%	3	13%	0	0%	0	0%
GENERAL EDUCATION	24	19	79%	2	8%	3	13%	0	0%	0	0%
HISPANIC OR LATINO	1	-	-	-	-	-	-	-	-	-	-
WHITE	22	-	-	-	-	-	-	-	-	-	-
MULTIRACIAL	1	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	24	19	79%	2	8%	3	13%	0	0%	0	0%
FEMALE	12	9	75%	1	8%	2	17%	0	0%	0	0%
MALE	12	10	83%	1	8%	1	8%	0	0%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	24	19	79%	2	8%	3	13%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	7	6	86%	0	0%	1	14%	0	0%	0	0%
NOT ECONOMICALLY DISADVANTAGED	17	13	76%	2	12%	2	12%	0	0%	0	0%
NOT MIGRANT	24	19	79%	2	8%	3	13%	0	0%	0	0%



## GLOBAL HISTORY AND GEOGRAPHY

### REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	35	33	94%	30	86%	17	49%
GENERAL EDUCATION	31	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	-	-	-	-	-	-
HISPANIC OR LATINO	3	-	-	-	-	-	-
WHITE	31	-	-	-	-	-	-
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	35	33	94%	30	86%	17	49%
FEMALE	17	17	100%	15	88%	7	41%
MALE	18	16	89%	15	83%	10	56%
NON-ENGLISH LANGUAGE LEARNERS	35	33	94%	30	86%	17	49%
ECONOMICALLY DISADVANTAGED	14	13	93%	12	86%	6	43%
NOT ECONOMICALLY DISADVANTAGED	21	20	95%	18	86%	11	52%
NOT MIGRANT	35	33	94%	30	86%	17	49%

## U.S. HISTORY & GOVERNMENT

### REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	43	43	100%	43	100%	32	74%
GENERAL EDUCATION	38	38	100%	38	100%	31	82%
STUDENTS WITH DISABILITIES	5	5	100%	5	100%	1	20%
HISPANIC OR LATINO	3	-	-	-	-	-	-
WHITE	40	-	-	-	-	-	-
SMALL GROUP TOTAL	43	43	100%	43	100%	32	74%
FEMALE	25	25	100%	25	100%	19	76%
MALE	18	18	100%	18	100%	13	72%
NON-ENGLISH LANGUAGE LEARNERS	43	43	100%	43	100%	32	74%
ECONOMICALLY DISADVANTAGED	16	16	100%	16	100%	9	56%
NOT ECONOMICALLY DISADVANTAGED	27	27	100%	27	100%	23	85%
NOT MIGRANT	43	43	100%	43	100%	32	74%

## LIVING ENVIRONMENT

### REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	28	28	100%	28	100%	14	50%
GENERAL EDUCATION	26	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	26	-	-	-	-	-	-
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	28	28	100%	28	100%	14	50%
FEMALE	14	14	100%	14	100%	6	43%
MALE	14	14	100%	14	100%	8	57%
NON-ENGLISH LANGUAGE LEARNERS	28	28	100%	28	100%	14	50%
ECONOMICALLY DISADVANTAGED	11	11	100%	11	100%	5	45%
NOT ECONOMICALLY DISADVANTAGED	17	17	100%	17	100%	9	53%
NOT MIGRANT	28	28	100%	28	100%	14	50%

## PHYSICAL SETTING/EARTH SCIENCE

### REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	49	41	84%	31	63%	11	22%
GENERAL EDUCATION	46	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC I...	2	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	45	-	-	-	-	-	-
SMALL GROUP TOTAL	49	41	84%	31	63%	11	22%
FEMALE	26	22	85%	17	65%	7	27%
MALE	23	19	83%	14	61%	4	17%
NON-ENGLISH LANGUAGE LEARNERS	49	41	84%	31	63%	11	22%
ECONOMICALLY DISADVANTAGED	23	21	91%	12	52%	4	17%
NOT ECONOMICALLY DISADVANTAGED	26	20	77%	19	73%	7	27%
NOT MIGRANT	49	41	84%	31	63%	11	22%

# PHYSICAL SETTING/CHEMISTRY

## REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	24	24	100%	15	63%	5	21%
GENERAL EDUCATION	24	24	100%	15	63%	5	21%
HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	23	-	-	-	-	-	-
SMALL GROUP TOTAL	24	24	100%	15	63%	5	21%
FEMALE	15	15	100%	10	67%	4	27%
MALE	9	9	100%	5	56%	1	11%
NON-ENGLISH LANGUAGE LEARNERS	24	24	100%	15	63%	5	21%
ECONOMICALLY DISADVANTAGED	5	5	100%	3	60%	2	40%
NOT ECONOMICALLY DISADVANTAGED	19	19	100%	12	63%	3	16%
NOT MIGRANT	24	24	100%	15	63%	5	21%

# PHYSICAL SETTING/PHYSICS

## REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	22	21	95%	20	91%	8	36%
GENERAL EDUCATION	22	21	95%	20	91%	8	36%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
WHITE	20	-	-	-	-	-	-
SMALL GROUP TOTAL	22	21	95%	20	91%	8	36%
FEMALE	10	10	100%	10	100%	4	40%
MALE	12	11	92%	10	83%	4	33%
NON-ENGLISH LANGUAGE LEARNERS	22	21	95%	20	91%	8	36%
ECONOMICALLY DISADVANTAGED	7	7	100%	7	100%	3	43%
NOT ECONOMICALLY DISADVANTAGED	15	14	93%	13	87%	5	33%
NOT MIGRANT	22	21	95%	20	91%	8	36%

ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	EAMO OR SAFE HARBOR TARGET	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	202*	19%*	YES	38**	103**	88	88
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	1	—	—	0	—	—	—
HISPANIC OR LATINO	—	—	4	—	—	1	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	—	2	—	—	1	—	—	—
WHITE	NO	NO	183*	19%*	YES	35**	109**	103	103
MULTIRACIAL	—	—	4	—	—	1	—	—	—
STUDENTS WITH DISABILITIES	—	—	16	—	—	4	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	87*	23%*	—	19	—	—	—

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	EAMO OR SAFE HARBOR TARGET	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	202*	19%*	38**	103**
NOT BLACK OR AFRICAN AMERICAN	198*	19%*	38**	103**
NOT HISPANIC OR LATINO	196*	19%*	37**	103**
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	199*	19%*	37**	105**
NOT WHITE	11	—	3	—
NOT MULTIRACIAL	196*	19%*	37**	105**
GENERAL EDUCATION	172*	20%*	34**	112**
ENGLISH PROFICIENT	202*	19%*	38**	103**
NOT ECONOMICALLY DISADVANTAGED	115*	17%*	19	—
MALE	99*	16%*	15	—
FEMALE	103*	22%*	23	—
MIGRANT	0	—	0	—
NOT MIGRANT	202*	19%*	38**	103**

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.  
 \*The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.  
 \*\*The number of tested students enrolled on BEDS day and during the test period in the school/district in the current year is less than 30, so the numbers in the current year and previous year were combined to determine a Performance Index.  
 † This group failed to meet the participation criterion and had fewer than 30 tested students enrolled on BEDS day and during the test administration period, so data for the current and previous year were combined to determine a Performance Index.

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	202*	21%*	YES	41**	110**	86	86
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	1	—	—	0	—	—	—
HISPANIC OR LATINO	—	—	4	—	—	1	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	2	—	—	1	—	—	—
WHITE	NO	NO	183*	21%*	YES	38**	111**	99	99
MULTIRACIAL	—	—	4	—	—	1	—	—	—
STUDENTS WITH DISABILITIES	—	—	16	—	—	3	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	87*	25%*	—	21	—	—	—

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	202*	21%*	41**	110**
NOT BLACK OR AFRICAN AMERICAN	198*	21%*	41**	110**
NOT HISPANIC OR LATINO	196*	21%*	40**	113**
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PA...	199*	21%*	40**	108**
NOT WHITE	11	—	3	—
NOT MULTIRACIAL	196*	21%*	40**	110**
GENERAL EDUCATION	172*	23%*	38**	116**
ENGLISH PROFICIENT	202*	21%*	41**	110**
NOT ECONOMICALLY DISADVANTAGED	115*	17%*	20	—
MALE	99*	17%*	16	—
FEMALE	103*	24%*	25	—
MIGRANT	0	—	0	—
NOT MIGRANT	202*	21%*	41**	110**

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

\* The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

\*\* The number of tested students enrolled on BEDS day and during the test period in the school/district in the current year is less than 30, so the numbers in the current year and previous year were combined to determine a Performance Index.

† This group failed to meet the participation criterion and had fewer than 30 tested students enrolled on BEDS day and during the test administration period, so data for the current and previous year were combined to determine a Performance Index.

ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

GROUP	MADE AYP	TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
ALL STUDENTS	YES	YES	47	96%	YES	44	184	172	172
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	1	—	—	1	—	—	—
HISPANIC OR LATINO	—	—	2	—	—	2	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	—	—	0	—	—	0	—	—	—
WHITE	YES	YES	42	95%	YES	39	185	178	178
MULTIRACIAL	—	—	2	—	—	2	—	—	—
STUDENTS WITH DISABILITIES	—	—	6	—	—	6	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	20	—	—	17	—	—	—

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	47	96%	44	184
NOT BLACK OR AFRICAN AMERICAN	46	96%	43	184
NOT HISPANIC OR LATINO	45	96%	42	186
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	47	96%	44	184
NOT WHITE	5	—	5	—
NOT MULTIRACIAL	45	96%	42	183
GENERAL EDUCATION	41	95%	38	182
ENGLISH PROFICIENT	47	96%	44	184
NOT ECONOMICALLY DISADVANTAGED	27	—	27	—
MALE	21	—	19	—
FEMALE	26	—	25	—
MIGRANT	0	—	0	—
NOT MIGRANT	47	96%	44	184

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

SECONDARY-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

GROUP	MADE AYP	TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	EAMO 2012 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	45	100%	YES	42	190	159	159
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	1	—	—	1	—	—	—
HISPANIC OR LATINO	—	—	1	—	—	1	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	1	—	—	1	—	—	—
WHITE	YES	YES	42	100%	YES	39	190	167	167
MULTIRACIAL	—	—	0	—	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	—	4	—	—	3	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	18	—	—	17	—	—	—

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

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2012 ACCOUNTABILITY COHORT MEMBERS	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	45	100%	42	190
NOT BLACK OR AFRICAN AMERICAN	44	100%	41	190
NOT HISPANIC OR LATINO	44	100%	41	190
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PA...	44	100%	41	190
NOT WHITE	3	—	3	—
NOT MULTIRACIAL	45	100%	42	190
GENERAL EDUCATION	41	100%	39	195
ENGLISH PROFICIENT	45	100%	42	190
NOT ECONOMICALLY DISADVANTAGED	27	—	25	—
MALE	23	—	21	—
FEMALE	22	—	21	—
MIGRANT	0	—	0	—
NOT MIGRANT	45	100%	42	190

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

SECONDARY-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

GROUP	MADE AYP	TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	2012 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	45	100%	YES	42	162	144	144
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	1	—	—	1	—	—	—
HISPANIC OR LATINO	—	—	1	—	—	1	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	—	1	—	—	1	—	—	—
WHITE	YES	YES	42	100%	YES	39	164	154	154
MULTIRACIAL	—	—	0	—	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	—	4	—	—	3	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	18	—	—	17	—	—	—

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

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2012 ACCOUNTABILITY COHORT MEMBERS	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	45	100%	42	162
NOT BLACK OR AFRICAN AMERICAN	44	100%	41	161
NOT HISPANIC OR LATINO	44	100%	41	166
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	44	100%	41	161
NOT WHITE	3	—	3	—
NOT MULTIRACIAL	45	100%	42	162
GENERAL EDUCATION	41	100%	39	167
ENGLISH PROFICIENT	45	100%	42	162
NOT ECONOMICALLY DISADVANTAGED	27	—	25	—
MALE	23	—	21	—
FEMALE	22	—	21	—
MIGRANT	0	—	0	—
NOT MIGRANT	45	100%	42	162

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



## UNWEIGHTED COMBINED ELA AND MATH PIS

GROUP	ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
ALL STUDENTS	—	—	190	162	176
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	—	—	—	—	0
ASIAN OR NATIVE HAWAIIAN/ OTHER PACIFIC ISLANDER	—	—	—	—	0
WHITE	—	—	190	164	177
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	—	—	—	—	0
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	—	—	—	—	0

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

## OVERALL GRADUATION RATE FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

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

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

## FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

GROUP	MET GRADUATION-RATE CRITERION:	2011 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
ALL STUDENTS	YES	44	95%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	1	—	—	—
HISPANIC OR LATINO	—	2	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	0	—	—	—
WHITE	YES	41	98%	80%	80%
MULTIRACIAL	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	3	—	—	—
LIMITED ENGLISH PROFICIENT	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	13	—	—	—

**YES** Graduation rate is equal to or greater than the State Standard or the group's Progress Target.  
**NO** Graduation rate is less than the State Standard and the group's Progress Target.  
 — There were fewer than 30 students in the cohort.

## FIVE-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

GROUP	MET GRADUATION-RATE CRITERION:	2010 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
ALL STUDENTS	YES	40	90%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	2	—	—	—
HISPANIC OR LATINO	—	0	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	3	—	—	—
WHITE	YES	35	91%	80%	80%
MULTIRACIAL	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	3	—	—	—
LIMITED ENGLISH PROFICIENT	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	6	—	—	—

**YES** Graduation rate is equal to or greater than the State Standard or the group's Progress Target.  
**NO** Graduation rate is less than the State Standard and the group's Progress Target.  
 — There were fewer than 30 students in the cohort.

## GRADUATION RATES FOR NON-AYP GROUPS FOR ACCOUNTABILITY

GROUP	FOUR-YEAR GRADUATION-RATE TOTAL COHORT		FIVE-YEAR GRADUATION-RATE TOTAL COHORT	
	2011 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE
NOT AMERICAN INDIAN OR ALASKA NATIVE	44	95%	40	90%
NOT BLACK OR AFRICAN AMERICAN	43	95%	38	92%
NOT HISPANIC OR LATINO	42	98%	40	90%
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PA...	44	95%	37	89%
NOT WHITE	3	—	5	—
NOT MULTIRACIAL	44	95%	40	90%
GENERAL EDUCATION	41	95%	37	89%
ENGLISH PROFICIENT	44	95%	40	90%
NOT ECONOMICALLY DISADVANTAGED	31	97%	34	91%
MALE	26	—	23	—
FEMALE	18	—	17	—
MIGRANT	0	—	0	—
NOT MIGRANT	44	95%	40	90%

— There were fewer than 30 students in the cohort.

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

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

REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (THIS SCHOOL) 25%

REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (STATEWIDE) 32%

PERCENTAGE IN THIS SCHOOL EXCEEDED STATEWIDE NO

REGENTS DIPLOMA WITH CTE ENDORSEMENT (THIS SCHOOL) 2%

REGENTS DIPLOMA WITH CTE ENDORSEMENT (STATEWIDE) 5%

PERCENTAGE IN THIS SCHOOL EXCEEDED STATEWIDE NO

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## School Aid 2017-18 Governor's Proposed Budget



District: NY MILLS UFSD  
County: Oneida

Aid Category	2016-17	2017-18	Change	% Change
<b>General Purpose Aids</b>	<b>\$2,295,897</b>	<b>\$2,328,802</b>	<b>\$32,905</b>	<b>1.4%</b>
Foundation Aid	2,295,897	2,328,802	32,905	1.4%
High Tax Aid	-	-	-	NA
Reorganization Incentive Operating Aid	-	-	-	NA
Academic Enhancement Aid	-	-	-	NA
<b>Expense-Based Aids</b>	<b>\$2,115,377</b>	<b>\$2,319,027</b>	<b>\$203,650</b>	<b>9.6%</b>
Building Aid	567,729	819,218	251,489	44.3%
Reorganization Incentive Building Aid	-	-	-	NA
Transportation Aid (including summer)	481,634	467,517	(14,117)	-2.9%
BOCES Aid	854,070	797,595	(56,475)	-6.6%
Non-BOCES Special Services Aid	-	-	-	NA
Charter School Transition Aid	-	-	-	NA
Private Excess Cost Aid	152,636	152,291	(345)	-0.2%
Public Excess Cost High Cost Aid	59,308	82,406	23,098	38.9%
Supplemental Public Excess Cost Aid	-	-	-	NA
<b>Other Aids</b>	<b>\$53,970</b>	<b>\$53,155</b>	<b>(\$815)</b>	<b>-1.5%</b>
Computer Software Aid	8,419	8,374	(45)	-0.5%
Library Material Aid	3,512	3,494	(18)	-0.5%
Textbook Aid	33,552	33,144	(408)	-1.2%
Hardware and Technology Aid	8,487	8,143	(344)	-4.1%
Full Day-Kindergarten Conversion Aid	-	-	-	NA
Universal Prekindergarten Aid	-	-	-	NA
<b>TOTAL AID</b>	<b>\$4,465,244</b>	<b>\$4,700,984</b>	<b>\$235,740</b>	<b>5.3%</b>
<b>Total Aid without Building Aids</b>	<b>\$3,897,515</b>	<b>\$3,881,766</b>	<b>(\$15,749)</b>	<b>-0.4%</b>

**Community Schools Set-Aside, if any:**

Continuing 2016-17 Community Schools Set-Aside:	\$0
<u>2017-18 Additional Community Schools Set-Aside:</u>	<u>\$0</u>
Total 2017-18 Community Schools Set-Aside:	\$0

**Foundation Aid:**

Proposed 2017-18 Foundation Aid:	\$2,328,802
<u>Full Phase-in Foundation Aid:</u>	<u>\$2,646,773</u>
Amount Under-funded:	(\$317,971)

SOURCE: Compiled by the Council from NYS Education Department School Aid data.