

PROPOSED BUDGET 2015-2016



SAYVILLE
PUBLIC SCHOOLS

The Foundation for Success



SAYVILLE PUBLIC SCHOOL DISTRICT

The logo is a large, light yellow circle. The words "SAYVILLE" are written in a semi-circle along the top inner edge, and "PUBLIC SCHOOLS" is written along the bottom inner edge. In the center of the circle is a stylized graphic of a sun or flower with five petals. Two five-pointed stars are positioned on the left and right sides of the central graphic.

Board of Education

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John J. Belmonte, Assistant Superintendent for Business

John Stimmel, Ed.D, Assistant Superintendent for Curriculum, Instruction and Staff Development

Rosemary Camilleri, Assistant Superintendent for Human Resources

Peter Branscombe, Director of Special Education

SAYVILLE PUBLIC SCHOOL DISTRICT SAYVILLE, NEW YORK

2015/16 PROPOSED BUDGET

TABLE OF CONTENTS

1. SCHOOL DISTRICT THREE-PART COMPONENT BUDGET
SAYVILLE PUBLIC LIBRARY BUDGET
SAYVILLE HISTORICAL SOCIETY BUDGET
2. SCHOOL DISTRICT REVENUE BUDGET
3. ADDENDUMS REQUIRED BY THE STATE EDUCATION DEPARTMENT:
 - A. ADMINISTRATIVE COMPENSATION INFORMATION
 - B. SCHOOL DISTRICT BUDGET NOTICE
 - C. PROPERTY TAX EXEMPTION REPORT
 - D. NEW YORK STATE SCHOOL REPORT CARDS:
 - Property Tax Report Card
 - Fiscal Accountability Supplement
 - Academic Performance Reports

SAYVILLE PUBLIC SCHOOL DISTRICT
SAYVILLE, NEW YORK

2015 - 2016
THREE-PART COMPONENT BUDGET

SAYVILLE PUBLIC SCHOOLS PROPOSED 2015 - 2016 THREE - PART COMPONENT BUDGET SUMMARY

	<u>2014-15 CURRENT BUDGET</u>	<u>2015-16 PROPOSED BUDGET</u>	<u>% INCREASE/ (DECREASE)</u>
Administrative	9,970,423	9,803,306	-1.68%
Program	64,933,066	64,237,414	-1.07%
Capital	<u>15,147,736</u>	<u>15,364,305</u>	1.43%
Total	90,051,225	89,405,025	-0.72%

EXPLANATION OF CODES

The budget codes used in budget preparation and presentation are based on the accounting system required of school districts as established by the Comptroller of the State of New York. Under this accounting system, the basic code number consists of divisions of digits. The first set of numbers is used to designate each function or program and each function is further distinguished by a second set of numbers which designate the type of service (object) rendered for that function.

Each of the functions is generally self-explanatory and refer to specific functions such as Curriculum Development, Principals' Offices, etc. Most functions are further modified by two or more types of service. The meaning for each of these types of service (object code) are as follows:

GROUP

-1000- Salaries

The compensation that is paid to full or part-time employees of the school district where there is an employer-employee relationship.

-2000- Equipment

This covers expenditures for the initial purchase or replacement of furniture and equipment. These are items which are of a permanent nature as opposed to supplies.

-4000- Other Expenses

These are items not provided for under the other categories and include such items as postage, advertisement, freight, business travel, equipment repairs, building repairs, transportation, fuel oil, site based teams and gas, and consultant services.

-4910- BOCES Services

All payments made to the Board of Cooperative Educational Services for any services provided by BOCES are included in this category.

-5000- Supplies

This includes the cost of instructional supplies and materials, textbooks, library books, periodicals, cleaning materials, etc. Supplies are defined as items of an expendable nature that are consumed or worn out with use.

-6000- Principal on Indebtedness

This code is used to designate principal payments on indebtedness.

-7000- Interest on Indebtedness

This code is used to designate interest payments on indebtedness.

-8000- Employee Benefits

This includes appropriations for the school district share of social security, Medicare, retirement, and various types of insurance for employee benefits.

SAYVILLE PUBLIC SCHOOLS

Administrative Budget

Account Number	Function/Department	Object Name	CURRENT 2014-15	PROPOSED 2015-16	BUDGET CHANGE
1010-4370-09	Board of Education	Consultants	0	0	0
1010-4390-09	Board of Education	Miscellaneous Expense	8,000	8,000	0
1010-4450-09	Board of Education	Travel	6,000	6,000	0
1010-4460-09	Board of Education	Postage	8,500	8,500	0
1010-5010-09	Board of Education	Supplies and Materials	1,395	1,395	0
1040-1600-98	District Clerk	Salaries Non-cert.	10,194	10,398	204
1040-4450-09	District Clerk	Travel	500	600	100
1040-5010-09	District Clerk	Supplies and Materials	315	315	0
1060-1660-98	District Meetings	Sal. Non-cert. Hrlv Sub	0	0	0
1060-4390-09	District Meetings	Miscellaneous Expense	5,500	4,400	-1,100
1060-4460-09	District Meetings	Postage	3,586	3,586	0
1060-4480-09	District Meetings	Rental	6,100	6,100	0
1060-4910-39	District Meetings	BOCES Services	12,750	12,750	0
1060-5010-09	District Meetings	Supplies and Materials	400	400	0
1240-1500-98	Superintendent's Office	Salaries Cert.	234,278	240,358	6,080
1240-1590-98	Superintendent's Office	Sal. Cert. Other	9,762	10,015	253
1240-1600-98	Superintendent's Office	Salaries Non-cert.	81,407	83,364	1,957
1240-1630-98	Superintendent's Office	Sal. Non-cert. OT	0	0	0
1240-1660-98	Superintendent's Office	Sal. Non-cert. Hrlv Sub	0	0	0
1240-2410-09	Superintendent's Office	Equipment	0	0	0
1240-4390-09	Superintendent's Office	Miscellaneous Expense	2,000	2,000	0
1240-4450-09	Superintendent's Office	Travel	4,500	4,500	0
1240-4470-09	Superintendent's Office	Maint/Repair Equipme	0	0	0
1240-4480-09	Superintendent's Office	Rental	0	0	0
1240-4491-09	Superintendent's Office	Contractual 403B	0	0	0
1240-4510-09	Superintendent's Office	Dues/Fees	3,700	3,700	0
1240-5010-09	Superintendent's Office	Supplies and Materials	2,000	2,335	335
1310-1500-98	Business Office	Salaries Cert.	223,134	228,786	5,652
1310-1580-98	Business Office	Sal. Cert. Unused SL	0	0	0
1310-1590-98	Business Office	Sal. Cert. Other	9,923	10,158	235
1310-1600-98	Business Office	Salaries Non-cert.	455,900	481,188	25,288
1310-1630-98	Business Office	Sal. Non-cert. OT	3,800	4,000	200
1310-1660-98	Business Office	Sal. Non-cert. Hrlv Sub	4,500	4,800	300
1310-1680-98	Business Office	Sal. Non-cert. Unused	0	0	0
1310-2410-09	Business Office	Equipment	2,000	2,000	0
1310-4390-09	Business Office	Miscellaneous Expense	10,200	10,200	0
1310-4440-09	Business Office	Borrowing Investment	27,300	30,343	3,043
1310-4450-09	Business Office	Travel	1,200	1,200	0
1310-4460-09	Business Office	Postage	39,000	39,000	0
1310-4470-09	Business Office	Maint/Repair Equipme	5,000	3,000	-2,000

Account Number	Function/Department	Object Name	CURRENT 2014-15	PROPOSED 2015-16	BUDGET CHANGE
1310-4491-09	Business Office	Contractual 403B	0	0	0
1310-4910-26	Business Office	BOCES Services	0	0	0
1310-4910-27	Business Office	BOCES Services	57,074	61,000	3,926
1310-4910-28	Business Office	BOCES Services	0	0	0
1310-4910-29	Business Office	BOCES Services	0	0	0
1310-4910-35	Business Office	BOCES Services	8,647	8,820	173
1310-4910-39	Business Office	BOCES Services	53,424	53,400	-24
1310-4910-40	Business Office	BOCES Services	0	0	0
1310-4910-43	Business Office	BOCES Services	0	0	0
1310-4910-48	Business Office	BOCES Services	0	0	0
1310-4910-54	Business Office	BOCES Services	21,840	22,280	440
1310-5010-09	Business Office	Supplies and Materials	8,800	8,800	0
1310-5120-09	Business Office	Supplies Computer Ad	0	0	0
1310-5130-09	Business Office	Supplies Computer Rel	0	0	0
1321-4420-09	Auditing Services	Auditors	87,513	89,531	2,018
1325-1600-98	Treasurer	Salaries Non-cert.	11,652	11,886	234
1325-4440-09	Treasurer	Other Professional Serv	0	0	0
1325-5010-09	Treasurer	Supplies and Materials	135	0	-135
1381-4080-09	Admin Fees for Debt Ser	Admin Charges-Debt S	2,500	2,500	0
1420-4410-09	Legal Services	Attorneys - Admin	62,930	62,930	0
1430-1500-98	Personnel Office	Salaries Cert.	187,619	192,347	4,728
1430-1590-98	Personnel Office	Salaries Cert. Other	7,901	8,098	197
1430-1600-98	Personnel Office	Salaries Non-cert.	106,320	109,368	3,048
1430-1630-98	Personnel Office	Sal. Non-cert. OT	0	0	0
1430-1660-98	Personnel Office	Sal. Non-cert. Hrlv Sub	4,000	3,000	-1,000
1430-2410-09	Personnel Office	Equipment	0	0	0
1430-4390-09	Personnel Office	Miscellaneous Expense	14,500	8,000	-6,500
1430-4450-07	Personnel Office	Travel	1,150	1,150	0
1430-4450-09	Personnel Office	Travel	0	0	0
1430-4470-09	Personnel Office	Maint/Repair Equipme	0	0	0
1430-4491-09	Personnel Office	Contractual 403B	0	0	0
1430-4910-28	Personnel Office	BOCES Services	25,000	25,000	0
1430-5010-09	Personnel Office	Supplies and Materials	1,500	1,500	0
1460-1650-98	Records Management	Sal. Non-cert. Hrlv	25,987	27,324	1,337
1460-2010-09	Records Management	Equipment	0	0	0
1460-4440-09	Records Management	Other Professional Serv	5,500	5,500	0
1460-4910-29	Records Management	BOCES Services	0	0	0
1460-5010-09	Records Management	Supplies and Materials	4,950	3,950	-1,000
1480-1550-98	Public Information	Sal. Cert. Hrlv	0	0	0
1480-1600-98	Public Information	Salaries Non-cert.	53,782	60,343	6,561
1480-4370-09	Public Information	Consultants	0	0	0
1480-4390-09	Public Information	Miscellaneous Expense	1,100	1,100	0
1480-4450-09	Public Information	Travel	0	0	0
1480-4910-25	Public Information	BOCES Services	0	0	0

Account Number	Function/Department	Object Name	CURRENT 2014-15	PROPOSED 2015-16	BUDGET CHANGE
1480-5010-09	Public Information	Supplies and Materials	1,000	1,100	100
1620-1600-98	Plant Operation & Custod	Salaries Non-cert.-Supe	116,920	121,159	4,239
1670-1600-98	Printing Office	Salaries Non-cert.	84,709	86,648	1,939
1670-1630-98	Printing Office	Sal. Non-cert. OT	13,000	13,000	0
1670-1660-98	Printing Office	Sal. Non-cert. Hrlv Sub	4,200	4,000	-200
1670-2410-09	Printing Office	Equipment	0	0	0
1670-4450-09	Printing Office	Travel	0	0	0
1670-4470-09	Printing Office	Maint/Repair Equipme	6,500	6,500	0
1670-4480-09	Printing Office	Rental	0	0	0
1670-4580-09	Printing Office	Photocopy Rental	64,668	66,000	1,332
1670-4910-39	Printing Office	BOCES Services	14,700	14,000	-700
1670-5010-09	Printing Office	Supplies and Materials	5,000	5,000	0
1670-5070-09	Printing Office	Supplies Photocopying	40,000	38,000	-2,000
1910-4070-09	General Insurance	Insurance	420,285	441,414	21,129
1920-4510-09	School Association Dues	Dues/Fees	23,590	24,000	410
1980-4390-09	MTA Payroll Tax	Miscellaneous Expense	0	0	0
1982-4910-09	Administration	BOCES Services	263,827	263,900	73
1983-4910-09	Rental Costs	BOCES Services	162,117	162,200	83
1984-4910-09	Debt Service	BOCES Services	0	0	0
1996-4390-09	Contribution to NYS	Miscellaneous Expense	0	0	0
2012-1500-98	Curriculum Office	Salaries Cert.	187,040	193,530	6,490
2012-1590-98	Curriculum Office	Sal. Cert. Other	7,794	8,064	270
2012-1600-98	Curriculum Office	Salaries Non-cert.	59,837	61,704	1,867
2012-1630-98	Curriculum Office	Sal. Non-cert. OT	0	0	0
2012-1660-98	Curriculum Office	Sal. Non-cert. Hrlv Sub	500	500	0
2012-2410-09	Curriculum Office	Equipment	1,000	1,000	0
2012-4390-09	Curriculum Office	Miscellaneous Expense	2,640	2,762	122
2012-4440-09	Curriculum Office	Other Professional Serv	0	0	0
2012-4450-09	Curriculum Office	Travel	3,000	3,000	0
2012-4470-09	Curriculum Office	Maint/Repair Equipme	0	0	0
2012-4491-09	Curriculum Office	Contractual 403B	0	0	0
2012-5010-07	Curriculum Office	Supplies and Materials	1,102	1,102	0
2012-5010-09	Curriculum Office	Supplies and Materials	5,076	5,461	385
2013-1500-98	Pupil Services Office	Salaries Cert.	0	0	0
2013-1600-98	Pupil Services Office	Salaries Non-cert.	72,256	73,719	1,463
2013-1630-98	Pupil Services Office	Sal. Non-cert. OT	200	200	0
2013-1660-98	Pupil Services Office	Sal. Non-cert. Hrlv Sub	200	200	0
2013-2410-09	Pupil Services Office	Equipment	0	0	0
2013-4390-09	Pupil Services Office	Miscellaneous Expense	172	172	0
2013-4450-09	Pupil Services Office	Travel	500	500	0
2013-4470-09	Pupil Services Office	Maint/Repair Equipme	300	325	25
2013-4491-09	Pupil Services Office	Contractual 403B	0	0	0
2013-5010-09	Pupil Services Office	Supplies and Materials	3,150	3,150	0
2014-1500-98	Special Education Office	Salaries Cert.	297,040	301,776	4,736

Account Number	Function/Department	Object Name	CURRENT 2014-15	PROPOSED 2015-16	BUDGET CHANGE
2014-1530-98	Special Education Office	Salaries Cert. Summer	0	0	0
2014-1590-98	Special Education Office	Sal. Cert. Other	7,172	7,338	166
2014-1600-98	Special Education Office	Salaries Non-cert.	207,763	217,126	9,363
2014-1630-98	Special Education Office	Sal. Non-cert. OT	2,000	3,000	1,000
2014-1660-98	Special Education Office	Sal. Non-cert. Hrlv Sub	0	0	0
2014-1730-98	Special Education Office	Sal. Non-cert. Monit Su	0	0	0
2014-2410-09	Special Education Office	Equipment	0	0	0
2014-4370-09	Special Education Office	Consultants	0	0	0
2014-4390-09	Special Education Office	Miscellaneous Expense	500	500	0
2014-4450-09	Special Education Office	Travel	675	675	0
2014-4470-09	Special Education Office	Maint/Repair Equipme	315	315	0
2014-4491-09	Special Education Office	Contractual 403B	0	0	0
2014-4580-09	Special Education Office	Photocopy Rental	0	0	0
2014-5010-09	Special Education Office	Supplies and Materials	5,200	5,000	-200
2020-1500-98	Principals' Offices	Salaries Cert.	1,682,150	1,637,813	-44,337
2020-1550-98	Principals' Offices	Sal. Cert. Hrlv	0	0	0
2020-1580-98	Principals' Offices	Sal. Cert. Unused SL	0	0	0
2020-1600-98	Principals' Offices	Salaries Non-cert.	738,143	764,557	26,414
2020-1630-98	Principals' Offices	Sal. Non-cert. OT	9,200	9,380	180
2020-1660-98	Principals' Offices	Sal. Non-cert. Hrlv Sub	17,900	18,258	358
2020-1680-98	Principals' Offices	Sal. Non-cert. Unused	0	0	0
2020-1730-98	Principals' Offices	Sal. Non-cert. Monit Su	0	0	0
2020-2410-01	Principals' Offices	Equipment	0	0	0
2020-2410-02	Principals' Offices	Equipment	0	0	0
2020-2410-03	Principals' Offices	Equipment	0	0	0
2020-2410-05	Principals' Offices	Equipment	0	0	0
2020-2410-06	Principals' Offices	Equipment	0	0	0
2020-2460-09	Principals' Offices	Equipment Computer A	0	0	0
2020-4390-01	Principals' Offices	Miscellaneous Expense	2,600	2,100	-500
2020-4390-02	Principals' Offices	Miscellaneous Expense	2,800	3,000	200
2020-4390-03	Principals' Offices	Miscellaneous Expense	800	1,000	200
2020-4390-05	Principals' Offices	Miscellaneous Expense	450	450	0
2020-4390-06	Principals' Offices	Miscellaneous Expense	1,000	1,000	0
2020-4390-09	Principals' Offices	Miscellaneous Expense	8,200	8,200	0
2020-4391-01	Principals' Offices	Site Based Team	0	0	0
2020-4391-02	Principals' Offices	Site Based Team	0	0	0
2020-4391-03	Principals' Offices	Site Based Team	0	0	0
2020-4391-05	Principals' Offices	Site Based Team	0	0	0
2020-4391-06	Principals' Offices	Site Based Team	0	0	0
2020-4450-01	Principals' Offices	Travel	1,500	1,000	-500
2020-4450-02	Principals' Offices	Travel	2,600	2,600	0
2020-4450-03	Principals' Offices	Travel	1,000	1,000	0
2020-4450-05	Principals' Offices	Travel	1,000	1,000	0
2020-4450-06	Principals' Offices	Travel	800	800	0

Account Number	Function/Department	Object Name	CURRENT 2014-15	PROPOSED 2015-16	BUDGET CHANGE
2020-4450-09	Principals' Offices	Travel	0	0	0
2020-4460-01	Principals' Offices	Postage	16.700	16.000	-700
2020-4460-02	Principals' Offices	Postage	7.252	7.000	-252
2020-4460-03	Principals' Offices	Postage	2.778	2.600	-178
2020-4460-05	Principals' Offices	Postage	2.024	2.000	-24
2020-4460-06	Principals' Offices	Postage	3.048	3.000	-48
2020-4470-01	Principals' Offices	Maint/Repair Equipme	750	500	-250
2020-4470-02	Principals' Offices	Maint/Repair Equipme	180	180	0
2020-4470-03	Principals' Offices	Maint/Repair Equipme	200	100	-100
2020-4470-05	Principals' Offices	Maint/Repair Equipme	0	0	0
2020-4470-06	Principals' Offices	Maint/Repair Equipme	0	0	0
2020-4480-01	Principals' Offices	Rental	0	0	0
2020-4480-02	Principals' Offices	Rental	0	0	0
2020-4491-09	Principals' Offices	Contractual 403B	0	0	0
2020-4580-01	Principals' Offices	Photocopy Rental	29.600	31.200	1.600
2020-4580-02	Principals' Offices	Photocopy Rental	19.200	19.200	0
2020-4580-03	Principals' Offices	Photocopy Rental	22.000	23.000	1.000
2020-4580-05	Principals' Offices	Photocopy Rental	20.000	20.500	500
2020-4580-06	Principals' Offices	Photocopy Rental	24.000	24.500	500
2020-4910-28	Principals' Offices	BOCES Services	0	0	0
2020-4910-29	Principals' Offices	BOCES Services	0	0	0
2020-4910-38	Principals' Offices	BOCES Services	45.640	47.000	1.360
2020-4910-39	Principals' Offices	BOCES Services	0	0	0
2020-4910-40	Principals' Offices	BOCES Services	0	0	0
2020-4910-44	Principals' Offices	BOCES Services	80.325	80.325	0
2020-4910-47	Principals' Offices	BOCES Services	0	0	0
2020-5010-01	Principals' Offices	Supplies and Materials	9.000	8.500	-500
2020-5010-02	Principals' Offices	Supplies and Materials	4.500	4.500	0
2020-5010-03	Principals' Offices	Supplies and Materials	1.422	1.400	-22
2020-5010-05	Principals' Offices	Supplies and Materials	900	900	0
2020-5010-06	Principals' Offices	Supplies and Materials	364	364	0
2020-5070-01	Principals' Offices	Supplies Photocopying	2.600	2.600	0
2020-5070-02	Principals' Offices	Supplies Photocopying	2.100	1.500	-600
2020-5070-03	Principals' Offices	Supplies Photocopying	707	500	-207
2020-5070-05	Principals' Offices	Supplies Photocopying	3.240	3.240	0
2020-5070-06	Principals' Offices	Supplies Photocopying	1.350	1.350	0
2020-5130-09	Principals' Offices	Supplies Computer Rel	0	0	0
2060-1500-98	Research and Planning	Salaries Cert.	0	0	0
2060-1530-98	Research and Planning	Sal. Cert. Summer	0	0	0
2630-1500-98	Computer Instruction, K-	Salaries Cert.	173.731	177.458	3.727
3035-1500-98	Principal's Office - Adult	Salaries Cert.	8.883	9.016	133
3035-1660-98	Principal's Office - Adult	Sal. Non-cert. Hrly Sub	3.400	3.400	0
3035-2410-09	Principal's Office - Adult	Equipment	0	0	0
3035-4390-09	Principal's Office - Adult	Miscellaneous Expense	2.000	1.000	-1.000

Account Number	Function/Department	Object Name	CURRENT 2014-15	PROPOSED 2015-16	BUDGET CHANGE
3035-4450-09	Principal's Office - Adult	Travel	0	0	0
3035-4460-09	Principal's Office - Adult	Postage	2.575	2.575	0
3035-4510-09	Principal's Office - Adult	Dues/Fees	0	0	0
3035-5010-09	Principal's Office - Adult	Supplies and Materials	0	0	0
3335-1340-98	Teaching - Adult Ed.	Sal. Cert. Sec. Driver E	29.440	29.888	448
3335-1540-98	Teaching - Adult Ed.	Sal. Cert. Driver Educ	26.699	30.888	4.189
4037-1500-98	Principal's Office - Summ	Salaries Cert.	0	0	0
4037-1660-98	Principal's Office - Summ	Sal. Non-cert. Hrly Sub	0	5.000	5.000
4037-4450-09	Principal's Office - Summ	Travel	0	0	0
4037-4460-09	Principal's Office - Summ	Postage	0	0	0
4037-5010-09	Principal's Office - Summ	Supplies and Materials	0	0	0
5510-4440-09	District Transportation S	Other Professional Serv	0	0	0
9010-8010-09	Employees Retirement	Employee Benefits - A	367.743	376.892	9.149
9020-8010-09	Teachers Retirement	Employee Benefits - A	551.344	416.395	-134.949
9030-8010-09	Social Security	Employee Benefits - A	403.058	414.013	10.955
9040-4440-09	Workers Compensation	Other Professional Serv	135.506	123.614	-11.892
9040-8010-09	Workers Compensation	Employee Benefits - A	19.421	20.553	1.132
9045-8030-09	Life Insurance	Employee Benefits - A	1.200	1.200	0
9045-8090-09	Life Insurance	Employee Benefits - A	9.500	9.500	0
9050-4440-09	Unemployment Insurance	Other Professional Serv	1.600	1.600	0
9050-8010-09	Unemployment Insurance	Employee Benefits - A	13.431	7.254	-6.177
9055-8030-09	Disability Insurance	Employee Benefits - A	6.350	5.247	-1.103
9055-8070-09	Disability Insurance	Employee Benefits - A	2.547	2.300	-247
9055-8090-09	Disability Insurance	Employee Benefits Ad	2.910	2.332	-578
9061-8010-09	Health Insurance	Employee Benefits - A	1,251.475	1,103.383	-148.092
9061-8050-09	Health Insurance	Medicare - Admin	61.985	72.540	10.555
9061-8110-09	Health Insurance	Declination Reimb. - A	23.000	23.000	0
9065-8030-09	Dental Insurance	Employee Benefits - A	35.160	35.160	0
9065-8070-09	Dental Insurance	Employee Benefits - A	23.562	24.033	471
9065-8090-09	Dental Insurance	Employee Benefits Ad	21.264	21.690	426
			9,970.423	9,803.306	-167.117

SAYVILLE PUBLIC SCHOOLS

Program Budget

Account Number	Function/Department	Object Name	CURRENT 2014-15	PROPOSED 2015-16	BUDGET CHANGE
1420-4410-09	Legal Services	Attorneys - Student	190,167	190,167	0
2070-1550-98	Inservice Training	Sal. Cert. Hrly	10,000	10,000	0
2070-4390-09	Inservice Training	Miscellaneous Expense	18,000	18,000	0
2070-4450-09	Inservice Training	Travel	0	0	0
2070-4910-45	Inservice Training	BOCES Services	63,036	64,900	1,864
2070-5010-09	Inservice Training	Supplies and Materials	0	0	0
2110-1200-98	Teaching-Day School	Salaries Cert. Elem.	0	0	0
2110-1210-98	Teaching-Day School	Salaries Cert. 6	0	0	0
2110-1220-98	Teaching-Day School	Sal. Cert. Elem. Home	2,500	2,500	0
2110-1230-98	Teaching-Day School	Sal. Cert. Elem. Hrly	0	0	0
2110-1260-98	Teaching-Day School	Sal. Cert. Elem. Resear	5,000	7,500	2,500
2110-1280-98	Teaching-Day School	Sal. Cert. Elem. Unuse	0	0	0
2110-1300-98	Teaching-Day School	Salaries Cert. Sec.	0	0	0
2110-1320-98	Teaching-Day School	Sal. Cert. Sec. Home T	20,500	20,500	0
2110-1330-98	Teaching-Day School	Sal. Cert. Sec. Special	9,200	9,200	0
2110-1340-98	Teaching-Day School	Sal. Cert. Sec. Driver E	0	0	0
2110-1350-98	Teaching-Day School	Sal. Cert. Sec. Hrly	34,333	34,400	67
2110-1360-98	Teaching-Day School	Sal. Cert. Sec. Researc	7,500	7,500	0
2110-1380-98	Teaching-Day School	Sal. Cert. Sec. Unused	0	0	0
2110-1390-98	Teaching-Day School	Sal. Cert. Sec. Other	2,800	2,800	0
2110-1490-98	Teaching-Day School	Sal. Cert. Substitute Te	500,000	510,000	10,000
2110-1720-98	Teaching-Day School	Sal. Non-cert. Lifeguar	0	0	0
2110-1880-98	Teaching-Day School	Sal. Non-cert. Monitors	774,401	740,696	-33,705
2110-1890-98	Teaching-Day School	Sal. Non-cert. Monitors	21,420	21,420	0
2110-4440-09	Teaching-Day School	Other Professional Serv	110,000	100,000	-10,000
2110-4491-09	Teaching-Day School	Contractual 403B	0	0	0
2110-4700-09	Teaching-Day School	Tuition-Out of District	35,000	45,000	10,000
2110-4800-09	Teaching-Day School	Textbooks	243,490	243,490	0
2110-4910-37	Teaching-Day School	BOCES Services	0	0	0
2110-4910-39	Teaching-Day School	BOCES Services	0	0	0
2110-4910-41	Teaching-Day School	BOCES Services	0	0	0
2110-4910-42	Teaching-Day School	BOCES Services	41,310	41,310	0
2110-4910-46	Teaching-Day School	BOCES Services	25,000	35,000	10,000
2110-4910-49	Teaching-Day School	BOCES Services	252,578	260,155	7,577
2110-4910-50	Teaching-Day School	BOCES Services	26,010	26,010	0
2110-4910-53	Teaching-Day School	BOCES Services	0	0	0
2121-1200-98	General Instruction. K-5	Salaries Cert. Elem.	6,499,035	6,744,406	245,371
2121-2410-03	General Instruction. K-5	Equipment	0	0	0
2121-2410-05	General Instruction. K-5	Equipment	0	0	0
2121-2410-06	General Instruction. K-5	Equipment	0	0	0

Account Number	Function/Department	Object Name	CURRENT 2014-15	PROPOSED 2015-16	BUDGET CHANGE
2121-5010-03	General Instruction, K-5	Supplies and Materials	12.600	12.600	0
2121-5010-05	General Instruction, K-5	Supplies and Materials	23.100	23.100	0
2121-5010-06	General Instruction, K-5	Supplies and Materials	21.960	19.115	-2.845
2121-5010-09	General Instruction, K-5	Supplies and Materials	10.350	10.660	310
2121-5070-03	General Instruction, K-5	Supplies Photocopying	4.700	4.700	0
2121-5070-05	General Instruction, K-5	Supplies Photocopying	5.040	5.040	0
2121-5070-06	General Instruction, K-5	Supplies Photocopying	5.550	5.550	0
2121-5080-03	General Instruction, K-5	Supplies-Supp'l Inst'l M	7.001	6.995	-6
2121-5080-05	General Instruction, K-5	Supplies-Supp'l Inst'l M	12.795	12.795	0
2121-5080-06	General Instruction, K-5	Supplies-Supp'l Inst'l M	10.800	10.800	0
2124-1200-98	General Instruction, 6	Salaries Cert. Elem.	1,158,768	1,211,356	52,588
2125-1300-98	Language Arts-English, 7	Salaries Cert. Sec.	1,676,332	1,691,070	14,738
2125-2410-01	Language Arts-English, 7	Equipment	0	0	0
2125-2410-02	Language Arts-English, 7	Equipment	0	0	0
2125-5010-01	Language Arts-English, 7	Supplies and Materials	2.790	2.790	0
2125-5010-02	Language Arts-English, 7	Supplies and Materials	2.700	2.700	0
2127-1300-98	Mathematics, 7-12	Salaries Cert. Sec.	1,549,640	1,590,061	40,421
2127-2410-01	Mathematics, 7-12	Equipment	0	0	0
2127-2410-02	Mathematics, 7-12	Equipment	0	0	0
2127-5010-01	Mathematics, 7-12	Supplies and Materials	4.400	4.400	0
2127-5010-02	Mathematics, 7-12	Supplies and Materials	2.750	2.750	0
2128-1300-98	Science, 7-12	Salaries Cert. Sec.	2,080,545	2,157,100	76,555
2128-2410-01	Science, 7-12	Equipment	4.000	5.500	1,500
2128-2410-02	Science, 7-12	Equipment	1.800	0	-1,800
2128-4470-01	Science, 7-12	Maint/Repair Equipme	3.000	3.500	500
2128-4470-02	Science, 7-12	Maint/Repair Equipme	5.500	5.500	0
2128-5010-01	Science, 7-12	Supplies and Materials	26.500	27.700	1,200
2128-5010-02	Science, 7-12	Supplies and Materials	6.200	5.900	-300
2128-5020-01	Science, 7-12	Supplies Greenhouse	800	800	0
2128-5021-02	Science, 7-12	Supplies Planetarium	1,350	1,350	0
2129-1300-98	Social Studies, 7-12	Salaries Cert. Sec.	1,814,949	1,897,164	82,215
2129-2410-01	Social Studies, 7-12	Equipment	0	0	0
2129-2410-02	Social Studies, 7-12	Equipment	0	0	0
2129-5010-01	Social Studies, 7-12	Supplies and Materials	3.600	3.600	0
2129-5010-02	Social Studies, 7-12	Supplies and Materials	2,250	2,250	0
2130-1300-98	Business Education, 6-12	Salaries Cert. Sec.	215,575	224,138	8,563
2130-2410-01	Business Education, 6-12	Equipment	0	0	0
2130-2410-02	Business Education, 6-12	Equipment	0	0	0
2130-4450-01	Business Education, 6-12	Travel	0	3,462	3,462
2130-5010-01	Business Education, 6-12	Supplies and Materials	4,500	5,000	500
2130-5010-02	Business Education, 6-12	Supplies and Materials	2,340	2,340	0
2131-1300-98	Technology Education, 6-	Salaries Cert. Sec.	731,162	757,935	26,773
2131-2410-01	Technology Education, 6-	Equipment	1,200	1,700	500
2131-2410-02	Technology Education, 6-	Equipment	0	0	0

Account Number	Function/Department	Object Name	CURRENT 2014-15	PROPOSED 2015-16	BUDGET CHANGE
2131-4450-01	Technology Education. 6-	Travel	500	500	0
2131-4470-01	Technology Education. 6-	Maint/Repair Equipme	500	500	0
2131-4510-01	Technology Education. 6-	Dues/Fees	0	0	0
2131-5010-01	Technology Education. 6-	Supplies and Materials	16.884	16.884	0
2131-5010-02	Technology Education. 6-	Supplies and Materials	14.700	14.700	0
2132-1300-98	Home and Career Skills.	Salaries Cert. Sec.	173.140	181.230	8.090
2132-2410-01	Home and Career Skills.	Equipment	0	0	0
2132-2410-02	Home and Career Skills.	Equipment	0	0	0
2132-5010-01	Home and Career Skills.	Supplies and Materials	0	0	0
2132-5010-02	Home and Career Skills.	Supplies and Materials	8.550	8.550	0
2133-1300-98	Health. 6-12	Salaries Cert. Sec.	355.937	241.828	-114.109
2133-2410-01	Health. 6-12	Equipment	0	0	0
2133-2410-02	Health. 6-12	Equipment	0	0	0
2133-5010-01	Health. 6-12	Supplies and Materials	470	470	0
2133-5010-02	Health. 6-12	Supplies and Materials	1.120	1.050	-70
2136-1300-98	Alternative School. 10-12	Salaries Cert. Sec.	112.517	115.804	3.287
2136-1600-98	Alternative School. 10-12	Salaries Non-Cert.	0	0	0
2136-2410-01	Alternative School. 10-12	Equipment	0	0	0
2136-4700-01	Alternative School. 10-12	Tuition	0	0	0
2136-5010-01	Alternative School. 10-12	Supplies and Materials	700	0	-700
2137-1300-98	Driver Education. 11-12	Salaries Cert. Sec.	0	0	0
2137-2410-01	Driver Education. 11-12	Equipment	0	0	0
2137-4480-01	Driver Education. 11-12	Rental	0	0	0
2137-5010-01	Driver Education. 11-12	Supplies and Materials	0	0	0
2137-5010-94	Driver Education. 11-12	Supplies and Materials	0	0	0
2138-2410-01	Schoolwide Instruction. 6	Equipment	0	0	0
2138-2410-02	Schoolwide Instruction. 6	Equipment	0	0	0
2138-2410-09	Schoolwide Instruction. 6	Equipment	0	0	0
2138-4450-01	Schoolwide Instruction. 6	Travel	500	500	0
2138-4450-02	Schoolwide Instruction. 6	Travel	1.000	1.000	0
2138-4470-01	Schoolwide Instruction. 6	Maint/Repair Equipme	2.000	2.000	0
2138-4470-02	Schoolwide Instruction. 6	Maint/Repair Equipme	1.000	750	-250
2138-4480-01	Schoolwide Instruction. 6	Rental	0	0	0
2138-4480-02	Schoolwide Instruction. 6	Rental	0	0	0
2138-4490-01	Schoolwide Instruction. 6	Assemblies & Awards	7.700	6.500	-1.200
2138-4490-02	Schoolwide Instruction. 6	Assemblies & Awards	2.000	2.000	0
2138-4500-01	Schoolwide Instruction. 6	Commencement	10.100	11.600	1.500
2138-4510-01	Schoolwide Instruction. 6	Dues/Fees	3.510	5.150	1.640
2138-4510-02	Schoolwide Instruction. 6	Dues/Fees	2.000	3.000	1.000
2138-5010-01	Schoolwide Instruction. 6	Supplies and Materials	19.800	19.800	0
2138-5010-02	Schoolwide Instruction. 6	Supplies and Materials	19.540	18.540	-1.000
2138-5070-01	Schoolwide Instruction. 6	Supplies Photocopying	17.500	15.000	-2.500
2138-5070-02	Schoolwide Instruction. 6	Supplies Photocopying	11.709	8.000	-3.709
2151-1200-98	General Instruction. K-12	Salaries Cert. Elem.	0	0	0

Account Number	Function/Department	Object Name	CURRENT 2014-15	PROPOSED 2015-16	BUDGET CHANGE
2151-1230-98	General Instruction, K-12	Sal. Cert. Elem. Spec	0	0	0
2151-1270-98	General Instruction, K-12	Sal. Cert. Elem. EIT	0	0	0
2151-1300-98	General Instruction, K-12	Salaries Cert. Sec.	0	0	0
2151-1330-98	General Instruction, K-12	Sal. Cert. Sec. Spec Wo	0	0	0
2151-1370-98	General Instruction, K-12	Sal. Cert. Sec. EIT	0	0	0
2151-4380-09	General Instruction, K-12	Test Scoring	0	0	0
2151-4450-09	General Instruction, K-12	Travel	9.000	10.000	1.000
2151-4470-09	General Instruction, K-12	Maint/Repair Equipme	0	0	0
2151-5010-09	General Instruction, K-12	Supplies and Materials	0	0	0
2153-1200-98	Music, K-12	Salaries Cert. Elem.	497.486	509.055	11.569
2153-1300-98	Music, K-12	Salaries Cert. Sec.	967.343	1,003.634	36.291
2153-1550-98	Music, K-12	Sal. Cert. Hrly	0	0	0
2153-2410-01	Music, K-12	Equipment	0	0	0
2153-2410-09	Music, K-12	Equipment	16.000	16.202	202
2153-4390-09	Music, K-12	Miscellaneous Expense	600	300	-300
2153-4440-01	Music, K-12	Other Professional Serv	3.148	3.148	0
2153-4450-09	Music, K-12	Travel	5.000	5.000	0
2153-4470-09	Music, K-12	Maint/Repair Equipme	16.000	17.000	1.000
2153-4480-09	Music, K-12	Rental	4.000	1.000	-3.000
2153-4490-09	Music, K-12	Assemblies & Awards	3.000	2.500	-500
2153-4510-09	Music, K-12	Dues/Fees	6.000	6.000	0
2153-5010-01	Music, K-12	Supplies and Materials	1.760	1.760	0
2153-5010-09	Music, K-12	Supplies and Materials	26.000	25.677	-323
2154-1200-98	Art, K-12	Salaries Cert. Elem.	163.998	209.468	45.470
2154-1300-98	Art, K-12	Salaries Cert. Sec.	612.626	593.805	-18.821
2154-2410-01	Art, K-12	Equipment	0	0	0
2154-2410-02	Art, K-12	Equipment	0	0	0
2154-2410-03	Art, K-12	Equipment	0	0	0
2154-2410-05	Art, K-12	Equipment	0	0	0
2154-2410-06	Art, K-12	Equipment	0	0	0
2154-4450-09	Art, K-12	Travel	2.500	2.000	-500
2154-4470-09	Art, K-12	Maint/Repair Equipme	1.000	1.000	0
2154-5010-01	Art, K-12	Supplies and Materials	28.960	28.000	-960
2154-5010-02	Art, K-12	Supplies and Materials	11.570	11.570	0
2154-5010-03	Art, K-12	Supplies and Materials	6.250	6.250	0
2154-5010-05	Art, K-12	Supplies and Materials	6.385	6.385	0
2154-5010-06	Art, K-12	Supplies and Materials	6.250	6.250	0
2155-1200-98	Physical Education, K-12	Salaries Cert. Elem.	614.999	549.080	-65.919
2155-1300-98	Physical Education, K-12	Salaries Cert. Sec.	531.000	760.599	229.599
2155-2410-01	Physical Education, K-12	Equipment	0	0	0
2155-2410-02	Physical Education, K-12	Equipment	0	0	0
2155-2410-03	Physical Education, K-12	Equipment	0	0	0
2155-2410-05	Physical Education, K-12	Equipment	0	0	0
2155-2410-06	Physical Education, K-12	Equipment	0	0	0

Account Number	Function/Department	Object Name	CURRENT 2014-15	PROPOSED 2015-16	BUDGET CHANGE
2155-4390-09	Physical Education, K-12	Miscellaneous Expense	0	0	0
2155-4450-09	Physical Education, K-12	Travel	2,000	2,000	0
2155-4470-09	Physical Education, K-12	Maint/Repair Equipme	4,600	4,600	0
2155-4490-09	Physical Education, K-12	Assemblies & Awards	3,500	3,500	0
2155-5010-01	Physical Education, K-12	Supplies and Materials	5,920	6,040	120
2155-5010-02	Physical Education, K-12	Supplies and Materials	2,510	2,355	-155
2155-5010-03	Physical Education, K-12	Supplies and Materials	2,000	1,935	-65
2155-5010-05	Physical Education, K-12	Supplies and Materials	3,000	2,675	-325
2155-5010-06	Physical Education, K-12	Supplies and Materials	2,460	1,985	-475
2155-5010-09	Physical Education, K-12	Supplies and Materials	3,500	3,500	0
2156-1300-98	Foreign Language, 6-12	Salaries Cert. Sec.	1,348,432	1,242,938	-105,494
2156-2410-01	Foreign Language, 6-12	Equipment	0	0	0
2156-2410-02	Foreign Language, 6-12	Equipment	0	0	0
2156-5010-01	Foreign Language, 6-12	Supplies and Materials	2,665	2,665	0
2156-5010-02	Foreign Language, 6-12	Supplies and Materials	1,462	1,462	0
2157-1200-98	Gifted & Talented, 4-12	Salaries Cert. Elem.	117,053	120,406	3,353
2157-1300-98	Gifted & Talented, 4-12	Salaries Cert. Sec.	0	0	0
2157-2410-09	Gifted & Talented, 4-12	Equipment	0	0	0
2157-4450-09	Gifted & Talented, 4-12	Travel	1,775	1,775	0
2157-4510-09	Gifted & Talented, 4-12	Dues/Fees	800	900	100
2157-4800-09	Gifted & Talented, 4-12	Textbooks	0	0	0
2157-5010-02	Gifted & Talented, 4-12	Supplies and Materials	0	0	0
2157-5010-09	Gifted & Talented, 4-12	Supplies and Materials	2,780	2,680	-100
2250-1500-98	Handicapped Pupils, K-1	Salaries Cert.	2,519,153	2,539,098	19,945
2250-1520-98	Handicapped Pupils, K-1	Sal. Cert. Home Teachi	2,500	2,500	0
2250-1530-98	Handicapped Pupils, K-1	Sal. Cert. Summer	13,000	13,000	0
2250-1550-98	Handicapped Pupils, K-1	Sal. Cert. Hrly	1,300	1,300	0
2250-1570-98	Handicapped Pupils, K-1	Sal. Cert. EIT	0	0	0
2250-1600-98	Handicapped Pupils, K-1	Salaries Non-Cert.	0	0	0
2250-1760-98	Handicapped Pupils, K-1	Sal. Non-cert. Sp Ed Ai	1,820,478	1,828,281	7,803
2250-1790-98	Handicapped Pupils, K-1	Sal. Non-cert. Aides Su	48,900	48,900	0
2250-2410-01	Handicapped Pupils, K-1	Equipment	0	0	0
2250-2410-02	Handicapped Pupils, K-1	Equipment	0	0	0
2250-2410-03	Handicapped Pupils, K-1	Equipment	0	0	0
2250-2410-06	Handicapped Pupils, K-1	Equipment	0	0	0
2250-2410-09	Handicapped Pupils, K-1	Equipment	5,000	5,000	0
2250-4390-09	Handicapped Pupils, K-1	Miscellaneous Expense	2,000	2,000	0
2250-4440-09	Handicapped Pupils, K-1	Other Professional Serv	493,320	500,000	6,680
2250-4450-09	Handicapped Pupils, K-1	Travel	350	400	50
2250-4470-09	Handicapped Pupils, K-1	Maint/Repair Equipme	1,000	1,000	0
2250-4491-09	Handicapped Pupils, K-1	Contractual 403B	0	0	0
2250-4580-09	Handicapped Pupils, K-1	Photocopy Rental	4,400	4,400	0
2250-4700-09	Handicapped Pupils, K-1	Tuition-Out of Dist. Pu	960,928	1,064,550	103,622
2250-4701-09	Handicapped Pupils, K-1	Tuition-Out of Dist. Ot	394,000	395,000	1,000

Account Number	Function/Department	Object Name	CURRENT 2014-15	PROPOSED 2015-16	BUDGET CHANGE
2250-4730-09	Handicapped Pupils, K-1	Tuition Charter School	0	0	0
2250-4800-01	Handicapped Pupils, K-1	Textbooks	300	300	0
2250-4800-02	Handicapped Pupils, K-1	Textbooks	300	300	0
2250-4800-03	Handicapped Pupils, K-1	Textbooks	200	200	0
2250-4800-05	Handicapped Pupils, K-1	Textbooks	200	200	0
2250-4800-06	Handicapped Pupils, K-1	Textbooks	300	300	0
2250-4910-20	Handicapped Pupils, K-1	BOCES Services	1,705,244	1,497,735	-207,509
2250-4910-21	Handicapped Pupils, K-1	BOCES Services	0	0	0
2250-4910-23	Handicapped Pupils, K-1	BOCES Services	0	0	0
2250-4910-25	Handicapped Pupils, K-1	BOCES Services	129,200	130,200	1,000
2250-4910-30	Handicapped Pupils, K-1	BOCES Services	309,320	228,681	-80,639
2250-4910-32	Handicapped Pupils, K-1	BOCES Services	1,100,000	1,200,000	100,000
2250-4910-33	Handicapped Pupils, K-1	BOCES Services	0	0	0
2250-4910-36	Handicapped Pupils, K-1	BOCES Services	0	0	0
2250-5010-01	Handicapped Pupils, K-1	Supplies and Materials	4,050	4,050	0
2250-5010-02	Handicapped Pupils, K-1	Supplies and Materials	3,600	3,600	0
2250-5010-03	Handicapped Pupils, K-1	Supplies and Materials	1,800	1,800	0
2250-5010-05	Handicapped Pupils, K-1	Supplies and Materials	2,000	2,000	0
2250-5010-06	Handicapped Pupils, K-1	Supplies and Materials	3,600	3,600	0
2250-5010-09	Handicapped Pupils, K-1	Supplies and Materials	3,000	3,000	0
2257-1500-98	Speech Instruction, K-12	Salaries Cert.	667,185	700,870	33,685
2257-1530-98	Speech Instruction, K-12	Sal. Cert. Summer	0	0	0
2257-1550-98	Speech Instruction, K-12	Sal. Cert. Hrly	0	0	0
2257-1570-98	Speech Instruction, K-12	Sal. Cert. EIT	0	0	0
2257-2410-01	Speech Instruction, K-12	Equipment	0	0	0
2257-2410-02	Speech Instruction, K-12	Equipment	0	0	0
2257-2410-03	Speech Instruction, K-12	Equipment	0	0	0
2257-2410-05	Speech Instruction, K-12	Equipment	0	0	0
2257-2410-06	Speech Instruction, K-12	Equipment	0	0	0
2257-4450-09	Speech Instruction, K-12	Travel	1,000	1,000	0
2257-5010-01	Speech Instruction, K-12	Supplies and Materials	150	150	0
2257-5010-02	Speech Instruction, K-12	Supplies and Materials	450	450	0
2257-5010-03	Speech Instruction, K-12	Supplies and Materials	800	700	-100
2257-5010-05	Speech Instruction, K-12	Supplies and Materials	850	850	0
2257-5010-06	Speech Instruction, K-12	Supplies and Materials	800	800	0
2257-5010-09	Speech Instruction, K-12	Supplies and Materials	1,425	1,525	100
2271-1300-98	Pupils with Special Need	Salaries Cert. Sec.	0	0	0
2272-1200-98	Non-English Speaking, K	Salaries Cert. Elem.	35,549	105,055	69,506
2272-1270-98	Non-English Speaking, K	Sal. Cert. Elem. EIT	0	0	0
2272-1300-98	Non-English Speaking, K	Salaries Cert. Sec.	0	47,701	47,701
2272-1370-98	Non-English Speaking, K	Sal. Cert. Sec. EIT	0	0	0
2272-2410-09	Non-English Speaking, K	Equipment	0	0	0
2272-4450-09	Non-English Speaking, K	Travel	300	300	0
2272-4800-09	Non-English Speaking, K	Textbooks	0	0	0

Account Number	Function/Department	Object Name	CURRENT 2014-15	PROPOSED 2015-16	BUDGET CHANGE
2272-5010-09	Non-English Speaking, K	Supplies and Materials	250	1,500	1,250
2273-1200-98	Remedial Math, K-12	Salaries Cert. Elem.	0	0	0
2273-1270-98	Remedial Math, K-12	Sal. Cert. Elem. EIT	0	0	0
2273-4800-09	Remedial Math, K-12	Textbooks	0	0	0
2273-5010-03	Remedial Math, K-12	Supplies and Materials	0	0	0
2273-5010-05	Remedial Math, K-12	Supplies and Materials	0	0	0
2273-5010-06	Remedial Math, K-12	Supplies and Materials	0	0	0
2275-1200-98	Corrective Reading, K-12	Salaries Cert. Elem.	693,830	717,838	24,008
2275-1270-98	Corrective Reading, K-12	Sal. Cert. Elem. EIT	0	0	0
2275-1300-98	Corrective Reading, K-12	Salaries Cert. Sec.	213,590	221,448	7,858
2275-1370-98	Corrective Reading, K-12	Sal. Cert. Sec. EIT	0	0	0
2275-2410-09	Corrective Reading, K-12	Equipment	0	0	0
2275-4800-01	Corrective Reading, K-12	Textbooks	0	0	0
2275-4800-02	Corrective Reading, K-12	Textbooks	0	0	0
2275-4800-03	Corrective Reading, K-12	Textbooks	2,200	2,200	0
2275-4800-05	Corrective Reading, K-12	Textbooks	2,800	2,800	0
2275-4800-06	Corrective Reading, K-12	Textbooks	2,800	2,800	0
2275-5010-01	Corrective Reading, K-12	Supplies and Materials	0	0	0
2275-5010-02	Corrective Reading, K-12	Supplies and Materials	0	0	0
2275-5010-03	Corrective Reading, K-12	Supplies and Materials	1,000	1,000	0
2275-5010-05	Corrective Reading, K-12	Supplies and Materials	2,520	2,520	0
2275-5010-06	Corrective Reading, K-12	Supplies and Materials	2,700	2,700	0
2280-2410-01	Occupational Education,1	Equipment	0	0	0
2280-4910-46	Occupational Education,1	BOCES Services	672,450	560,000	-112,450
2280-5010-01	Occupational Education,1	Supplies and Materials	0	0	0
2611-1600-98	Instructional Materials-A	Salaries Non-cert.	185,445	191,593	6,148
2611-1630-98	Instructional Materials-A	Sal. Non-cert. OT	3,100	3,100	0
2611-1660-98	Instructional Materials-A	Sal. Non-cert. Hrv Sub	0	0	0
2611-2410-07	Instructional Materials-A	Equipment	0	0	0
2611-2430-01	Instructional Materials-A	Equipment AV	0	0	0
2611-2430-02	Instructional Materials-A	Equipment AV	0	0	0
2611-2430-03	Instructional Materials-A	Equipment AV	0	0	0
2611-2430-05	Instructional Materials-A	Equipment AV	0	0	0
2611-2430-06	Instructional Materials-A	Equipment AV	0	0	0
2611-2430-07	Instructional Materials-A	Equipment AV	0	0	0
2611-2430-09	Instructional Materials-A	Equipment AV	6,000	3,750	-2,250
2611-2430-89	Instructional Materials-A	Equipment AV	0	0	0
2611-4450-09	Instructional Materials-A	Travel	6,300	6,300	0
2611-4470-09	Instructional Materials-A	Maint/Repair Equipme	8,800	8,800	0
2611-4480-01	Instructional Materials-A	Rental	0	0	0
2611-4480-02	Instructional Materials-A	Rental	0	0	0
2611-4480-09	Instructional Materials-A	Rental	4,800	4,800	0
2611-4510-09	Instructional Materials-A	Dues/Fees	525	250	-275
2611-4910-34	Instructional Materials-A	BOCES Services	6,000	6,000	0

Account Number	Function/Department	Object Name	CURRENT 2014-15	PROPOSED 2015-16	BUDGET CHANGE
2611-5010-07	Instructional Materials-A	Supplies and Materials	6,000	3,500	-2,500
2611-5030-01	Instructional Materials-A	Supplies AV	0	0	0
2611-5030-02	Instructional Materials-A	Supplies AV	0	0	0
2611-5030-03	Instructional Materials-A	Supplies AV	0	0	0
2611-5030-05	Instructional Materials-A	Supplies AV	0	0	0
2611-5030-06	Instructional Materials-A	Supplies AV	0	0	0
2611-5030-07	Instructional Materials-A	Supplies AV	0	0	0
2611-5030-09	Instructional Materials-A	Supplies AV	16,200	16,700	500
2611-5040-01	Instructional Materials-A	Supplies AV Standard	0	0	0
2611-5040-02	Instructional Materials-A	Supplies AV Standard	0	0	0
2611-5040-03	Instructional Materials-A	Supplies AV Standard	0	0	0
2611-5040-05	Instructional Materials-A	Supplies AV Standard	0	0	0
2611-5040-06	Instructional Materials-A	Supplies AV Standard	0	0	0
2611-5040-07	Instructional Materials-A	Supplies AV Standard	0	0	0
2611-5040-09	Instructional Materials-A	Supplies AV Standard	5,600	2,808	-2,792
2611-5040-89	Instructional Materials-A	Supplies AV Standard	0	0	0
2611-5150-09	Instructional Materials-A	Supplies ID Pictures	1,500	1,500	0
2611-5160-09	Instructional Materials-A	Supplies TV	0	0	0
2611-5170-01	Instructional Materials-A	AV Loan Program	0	0	0
2611-5170-02	Instructional Materials-A	AV Loan Program	0	0	0
2611-5170-03	Instructional Materials-A	AV Loan Program	0	0	0
2611-5170-05	Instructional Materials-A	AV Loan Program	0	0	0
2611-5170-06	Instructional Materials-A	AV Loan Program	0	0	0
2611-5170-09	Instructional Materials-A	AV Loan Program	1,500	1,800	300
2615-1500-98	Library	Salaries Cert.	431,500	474,852	43,352
2615-1570-98	Library	Sal. Cert. EIT	0	0	0
2615-1580-98	Library	Sal. Cert. Unused SL	0	0	0
2615-1600-98	Library	Salaries Non-cert.	95,151	98,391	3,240
2615-1630-98	Library	Salaries Non-cert. OT	0	0	0
2615-1660-98	Library	Sal. Non-cert. Hrly Sub	3,000	3,000	0
2615-1680-98	Library	Salaries Non-cert. SL/	0	0	0
2615-2410-01	Library	Equipment	0	0	0
2615-2410-02	Library	Equipment	0	0	0
2615-2410-03	Library	Equipment	0	0	0
2615-2410-05	Library	Equipment	0	0	0
2615-2410-06	Library	Equipment	0	0	0
2615-2410-09	Library	Equipment	0	0	0
2615-4470-01	Library	Maint/Repair Equipme	0	0	0
2615-4470-02	Library	Maint/Repair Equipme	0	0	0
2615-4470-03	Library	Maint/Repair Equipme	0	0	0
2615-4470-05	Library	Maint/Repair Equipme	0	0	0
2615-4470-09	Library	Maint/Repair Equipme	700	700	0
2615-4491-09	Library	Contractual 403B	0	0	0
2615-4910-39	Library	BOCES Services	74,300	80,001	5,701

Account Number	Function/Department	Object Name	CURRENT 2014-15	PROPOSED 2015-16	BUDGET CHANGE
2615-5010-01	Library	Supplies and Materials	1,400	1,500	100
2615-5010-02	Library	Supplies and Materials	1,200	1,200	0
2615-5010-03	Library	Supplies and Materials	1,700	1,700	0
2615-5010-05	Library	Supplies and Materials	1,600	2,000	400
2615-5010-06	Library	Supplies and Materials	1,350	1,350	0
2615-5050-01	Library	Periodicals	1,200	1,000	-200
2615-5050-02	Library	Periodicals	1,000	1,000	0
2615-5050-03	Library	Periodicals	1,530	1,530	0
2615-5050-05	Library	Periodicals	2,500	1,550	-950
2615-5050-06	Library	Periodicals	1,485	1,485	0
2615-5050-89	Library	Periodicals	0	0	0
2615-5060-01	Library	Library Books	15,000	16,000	1,000
2615-5060-02	Library	Library Books	15,000	15,000	0
2615-5060-03	Library	Library Books	14,500	14,500	0
2615-5060-05	Library	Library Books	14,500	15,500	1,000
2615-5060-06	Library	Library Books	15,750	15,750	0
2615-5060-89	Library	Library Books	0	0	0
2615-5180-07	Library	Library Loan Program	0	0	0
2630-1200-98	Computer Instruction, K-	Salaries Cert. Elem.	0	0	0
2630-1270-98	Computer Instruction, K-	Sal. Cert. Elem. EIT	0	0	0
2630-1300-98	Computer Instruction, K-	Salaries Cert. Sec.	0	0	0
2630-1370-98	Computer Instruction, K-	Sal. Cert. Sec. EIT	0	0	0
2630-1600-98	Computer Instruction, K-	Salaries Non-cert.	248,285	254,592	6,307
2630-1630-98	Computer Instruction, K-	Sal. Non-cert. OT	10,000	10,000	0
2630-2210-01	Computer Instruction, K-	Equipment Computer I	0	0	0
2630-2210-02	Computer Instruction, K-	Equipment Computer I	0	0	0
2630-2210-03	Computer Instruction, K-	Equipment Computer I	0	0	0
2630-2210-05	Computer Instruction, K-	Equipment Computer I	0	0	0
2630-2210-06	Computer Instruction, K-	Equipment Computer I	0	0	0
2630-2210-09	Computer Instruction, K-	Equipment Computer I	5,000	5,000	0
2630-2410-09	Computer Instruction, K-	Equipment	25,000	15,000	-10,000
2630-2470-09	Computer Instruction, K-	Equipment Computer R	1,000	1,000	0
2630-4440-09	Computer Instruction, K-	Other Professional Serv	270,000	284,886	14,886
2630-4450-09	Computer Instruction, K-	Travel	4,000	4,000	0
2630-4470-09	Computer Instruction, K-	Maint/Repair Equipme	20,000	12,500	-7,500
2630-4491-09	Computer Instruction, K-	Contractual 403B	0	0	0
2630-4910-40	Computer Instruction, K-	BOCES Services	0	0	0
2630-4910-51	Computer Instruction, K-	BOCES Services	0	0	0
2630-4910-55	Computer Instruction, K-	BOCES Services	1,657,411	1,696,844	39,433
2630-4910-57	Computer Instruction, K-	BOCES Services	0	0	0
2630-5010-09	Computer Instruction, K-	Supplies and Materials	9,500	9,500	0
2630-5090-01	Computer Instruction, K-	Supplies Computer Inst	0	0	0
2630-5090-02	Computer Instruction, K-	Supplies Computer Inst	0	0	0
2630-5090-03	Computer Instruction, K-	Supplies Computer Inst	0	0	0

Account Number	Function/Department	Object Name	CURRENT 2014-15	PROPOSED 2015-16	BUDGET CHANGE
2630-5090-05	Computer Instruction, K-	Supplies Computer Inst	0	0	0
2630-5090-06	Computer Instruction, K-	Supplies Computer Inst	0	0	0
2630-5090-09	Computer Instruction, K-	Supplies Computer Inst	136,500	138,200	1,700
2630-5130-09	Computer Instruction, K-	Supplies Computer Rel	55,000	52,200	-2,800
2805-1600-98	Attendance, K-12	Salaries Non-cert.	109,127	111,498	2,371
2805-1630-98	Attendance, K-12	Sal. Non-cert. OT	1,000	1,000	0
2805-1660-98	Attendance, K-12	Sal. Non-cert. Hrlv Sub	3,200	3,265	65
2805-1730-98	Attendance, K-12	Sal. Non-cert. Monit Su	0	0	0
2805-1780-98	Attendance, K-12	Sal. Non-cert. Attend A	56,150	57,554	1,404
2805-1790-98	Attendance, K-12	Sal. Non-cert. Aides Su	3,500	3,000	-500
2805-4450-09	Attendance, K-12	Travel	0	0	0
2805-4910-44	Attendance, K-12	BOCES Services	0	0	0
2805-5010-09	Attendance, K-12	Supplies and Materials	0	0	0
2810-1500-98	Guidance, 6-12	Salaries Cert.	651,529	733,876	82,347
2810-1530-98	Guidance, 6-12	Sal. Cert. Summer	16,165	12,000	-4,165
2810-1570-98	Guidance, 6-12	Sal. Cert. EIT	0	0	0
2810-1590-98	Guidance, 6-12	Sal. Cert. Other	19,793	18,514	-1,279
2810-1600-98	Guidance, 6-12	Salaries Non-cert.	133,676	137,486	3,810
2810-1630-98	Guidance, 6-12	Sal. Non-cert. OT	0	0	0
2810-1660-98	Guidance, 6-12	Sal. Non-cert. Hrlv Sub	5,406	6,000	594
2810-1730-98	Guidance, 6-12	Sal. Non-cert. Monit Su	0	0	0
2810-2410-01	Guidance, 6-12	Equipment	0	0	0
2810-2410-02	Guidance, 6-12	Equipment	0	0	0
2810-4390-01	Guidance, 6-12	Miscellaneous Expense	4,800	4,800	0
2810-4450-09	Guidance, 6-12	Travel	500	500	0
2810-4491-09	Guidance, 6-12	Contractual 403B	0	0	0
2810-4510-01	Guidance, 6-12	Dues/Fees	900	900	0
2810-5010-01	Guidance, 6-12	Supplies and Materials	4,200	3,800	-400
2810-5010-02	Guidance, 6-12	Supplies and Materials	2,250	2,250	0
2815-1500-98	Health Services, K-12	Salaries Cert.	0	0	0
2815-1530-98	Health Services, K-12	Sal. Cert. Summer	0	0	0
2815-1600-98	Health Services, K-12	Salaries Non-cert.	375,251	384,462	9,211
2815-1630-98	Health Services, K-12	Sal. Non-cert.- Summer	3,200	3,200	0
2815-1660-98	Health Services, K-12	Sal. Non-cert. Hrlv Sub	9,600	9,600	0
2815-1760-98	Health Services, K-12	Salaries Non-cert.-Heal	45,077	46,204	1,127
2815-2410-01	Health Services, K-12	Equipment	0	0	0
2815-2410-02	Health Services, K-12	Equipment	0	0	0
2815-2410-03	Health Services, K-12	Equipment	0	0	0
2815-2410-05	Health Services, K-12	Equipment	0	0	0
2815-2410-06	Health Services, K-12	Equipment	0	0	0
2815-2410-09	Health Services, K-12	Equipment	0	0	0
2815-4360-09	Health Services, K-12	Health Contracts	74,499	75,000	501
2815-4390-09	Health Services, K-12	Miscellaneous Expense	800	800	0
2815-4450-09	Health Services, K-12	Travel	500	500	0

Account Number	Function/Department	Object Name	CURRENT 2014-15	PROPOSED 2015-16	BUDGET CHANGE
2815-4470-09	Health Services, K-12	Maint/Repair Equipme	300	300	0
2815-4491-09	Health Services, K-12	Contractual 403B	0	0	0
2815-5010-01	Health Services, K-12	Supplies and Materials	775	975	200
2815-5010-02	Health Services, K-12	Supplies and Materials	460	600	140
2815-5010-03	Health Services, K-12	Supplies and Materials	345	1,070	725
2815-5010-05	Health Services, K-12	Supplies and Materials	1,010	1,000	-10
2815-5010-06	Health Services, K-12	Supplies and Materials	980	985	5
2815-5010-09	Health Services, K-12	Supplies and Materials	4,500	4,500	0
2816-1500-98	Diagnostic Screening, K-	Salaries Cert.	0	0	0
2816-1770-98	Diagnostic Screening, K-	Sal. Non-cert. Kdg Aid	0	0	0
2816-1790-98	Diagnostic Screening, K-	Sal. Non-cert. Aides Su	0	0	0
2816-5010-09	Diagnostic Screening, K-	Supplies and Materials	14,760	14,760	0
2820-1500-98	Psychological Services,	Salaries Cert.	636,032	659,537	23,505
2820-1530-98	Psychological Services,	Sal. Cert. Summer	0	0	0
2820-1550-98	Psychological Services,	Sal. Cert. Hrly	0	0	0
2820-1570-98	Psychological Services,	Sal. Cert. EIT	0	0	0
2820-1580-98	Psychological Services,	Sal. Cert. Unused SL	0	0	0
2820-2410-09	Psychological Services,	Equipment	0	0	0
2820-4390-09	Psychological Services,	Miscellaneous Expense	0	0	0
2820-4450-09	Psychological Services,	Travel	300	300	0
2820-4491-09	Psychological Services,	Contractual 403B	0	0	0
2820-5010-01	Psychological Services,	Supplies and Materials	600	600	0
2820-5010-02	Psychological Services,	Supplies and Materials	460	460	0
2820-5010-03	Psychological Services,	Supplies and Materials	400	400	0
2820-5010-05	Psychological Services,	Supplies and Materials	400	400	0
2820-5010-06	Psychological Services,	Supplies and Materials	400	400	0
2820-5010-09	Psychological Services,	Supplies and Materials	1,325	1,325	0
2822-1500-98	Educ Rel Support Serv, K	Salaries Cert.	0	0	0
2822-1570-98	Educ Rel Support Serv, K	Sal. Cert. EIT	0	0	0
2825-1500-98	Social Work Services, K-	Salaries Cert.	487,528	507,208	19,680
2825-1530-98	Social Work Services, K-	Sal. Cert. Summer	0	0	0
2825-1550-98	Social Work Services, K-	Sal. Cert. Hrly	0	0	0
2825-1570-98	Social Work Services, K-	Sal. Cert. EIT	0	0	0
2825-4450-09	Social Work Services, K-	Travel	875	875	0
2825-5010-09	Social Work Services, K-	Supplies and Materials	991	900	-91
2850-1500-98	Co-Curricular Activities	Salaries Cert.	261,520	304,378	42,858
2850-1550-98	Co-Curricular Activities	Sal. Cert. Hrly	76,990	77,760	770
2850-1600-98	Co-Curricular Activities	Salaries Non-cert.	3,100	3,100	0
2850-1650-98	Co-Curricular Activities	Sal. Non-cert. Hrly	1,650	1,650	0
2850-4180-01	Co-Curricular Activities	Drama	4,500	4,000	-500
2850-4180-02	Co-Curricular Activities	Drama	0	0	0
2850-4190-01	Co-Curricular Activities	Musical	9,500	9,500	0
2850-4190-02	Co-Curricular Activities	Musical	7,500	7,500	0
2850-4191-09	Co-Curricular Activities	Music Uniforms	2,000	2,000	0

Account Number	Function/Department	Object Name	CURRENT 2014-15	PROPOSED 2015-16	BUDGET CHANGE
2850-4200-01	Co-Curricular Activities	Publications	13.000	11.000	-2.000
2850-4200-02	Co-Curricular Activities	Publications	0	0	0
2850-4440-09	Co-Curricular Activities	Other Professional Serv	500	0	-500
2850-5010-09	Co-Curricular Activities	Supplies and Materials	1.100	0	-1.100
2856-1500-98	Interscholastic Athletics	Salaries Cert.	503.054	605.186	102.132
2856-1550-98	Interscholastic Athletics	Sal. Cert. Hrlv	56.500	57.630	1.130
2856-1600-98	Interscholastic Athletics	Salaries Non-cert.	110.702	115.923	5.221
2856-1630-98	Interscholastic Athletics	Sal. Non-cert. OT	2.500	2.500	0
2856-1650-98	Interscholastic Athletics	Sal. Non-cert. Hrlv	36.540	37.100	560
2856-1660-98	Interscholastic Athletics	Sal. Non-cert. Hrlv Sub	0	0	0
2856-2410-09	Interscholastic Athletics	Equipment	0	0	0
2856-2410-60	Interscholastic Athletics	Equipment	0	0	0
2856-2410-62	Interscholastic Athletics	Equipment	0	0	0
2856-2410-63	Interscholastic Athletics	Equipment	0	0	0
2856-2410-64	Interscholastic Athletics	Equipment	0	0	0
2856-2410-65	Interscholastic Athletics	Equipment	0	8.575	8.575
2856-2410-67	Interscholastic Athletics	Equipment	0	3.500	3.500
2856-2410-68	Interscholastic Athletics	Equipment	0	0	0
2856-2410-69	Interscholastic Athletics	Equipment	0	0	0
2856-2410-70	Interscholastic Athletics	Equipment	0	0	0
2856-2410-71	Interscholastic Athletics	Equipment	0	0	0
2856-2410-72	Interscholastic Athletics	Equipment	0	0	0
2856-2410-73	Interscholastic Athletics	Equipment	0	2.600	2.600
2856-2410-74	Interscholastic Athletics	Equipment	0	0	0
2856-2410-75	Interscholastic Athletics	Equipment	0	0	0
2856-2410-79	Interscholastic Athletics	Equipment	0	0	0
2856-2410-80	Interscholastic Athletics	Equipment	0	0	0
2856-2410-81	Interscholastic Athletics	Equipment	0	0	0
2856-2410-82	Interscholastic Athletics	Equipment	0	0	0
2856-2410-83	Interscholastic Athletics	Equipment	0	0	0
2856-2410-84	Interscholastic Athletics	Equipment	0	0	0
2856-2410-85	Interscholastic Athletics	Equipment	0	0	0
2856-2410-86	Interscholastic Athletics	Equipment	0	0	0
2856-2410-87	Interscholastic Athletics	Equipment	0	0	0
2856-2410-88	Interscholastic Athletics	Equipment	0	0	0
2856-2410-89	Interscholastic Athletics	Equipment	0	0	0
2856-4450-09	Interscholastic Athletics	Travel	4.500	4.500	0
2856-4470-09	Interscholastic Athletics	Maint/Repair Equipme	20.000	20.000	0
2856-4490-09	Interscholastic Athletics	Assemblies & Awards	13.500	15.500	2.000
2856-4510-09	Interscholastic Athletics	Dues/Fees	21.250	21.250	0
2856-4510-62	Interscholastic Athletics	Dues/Fees	800	800	0
2856-4510-64	Interscholastic Athletics	Dues/Fees	0	0	0
2856-4510-65	Interscholastic Athletics	Dues/Fees	3.000	3.000	0
2856-4510-66	Interscholastic Athletics	Dues/Fees	4.100	4.100	0

Account Number	Function/Department	Object Name	CURRENT 2014-15	PROPOSED 2015-16	BUDGET CHANGE
2856-4510-68	Interscholastic Athletics	Dues/Fees	0	0	0
2856-4510-70	Interscholastic Athletics	Dues/Fees	3,500	3,500	0
2856-4510-71	Interscholastic Athletics	Dues/Fees	1,000	1,000	0
2856-4510-72	Interscholastic Athletics	Dues/Fees	2,500	2,500	0
2856-4510-73	Interscholastic Athletics	Dues/Fees	900	900	0
2856-4510-74	Interscholastic Athletics	Dues/Fees	700	700	0
2856-4510-75	Interscholastic Athletics	Dues/Fees	0	0	0
2856-4510-79	Interscholastic Athletics	Dues/Fees	0	0	0
2856-4510-80	Interscholastic Athletics	Dues/Fees	0	0	0
2856-4510-81	Interscholastic Athletics	Dues/Fees	0	0	0
2856-4510-83	Interscholastic Athletics	Dues/Fees	400	400	0
2856-4510-84	Interscholastic Athletics	Dues/Fees	0	0	0
2856-4510-86	Interscholastic Athletics	Dues/Fees	0	0	0
2856-4510-87	Interscholastic Athletics	Dues/Fees	3,500	3,500	0
2856-4510-89	Interscholastic Athletics	Dues/Fees	3,500	3,500	0
2856-4520-09	Interscholastic Athletics	Officials Fees	89,000	89,000	0
2856-4530-09	Interscholastic Athletics	Police	0	0	0
2856-5010-09	Interscholastic Athletics	Supplies and Materials	4,000	24,000	20,000
2856-5010-60	Interscholastic Athletics	Supplies and Materials	3,600	3,525	-75
2856-5010-62	Interscholastic Athletics	Supplies and Materials	925	1,140	215
2856-5010-63	Interscholastic Athletics	Supplies and Materials	10,400	7,400	-3,000
2856-5010-64	Interscholastic Athletics	Supplies and Materials	1,290	2,700	1,410
2856-5010-65	Interscholastic Athletics	Supplies and Materials	1,400	2,160	760
2856-5010-66	Interscholastic Athletics	Supplies and Materials	0	0	0
2856-5010-67	Interscholastic Athletics	Supplies and Materials	3,670	0	-3,670
2856-5010-68	Interscholastic Athletics	Supplies and Materials	6,350	6,570	220
2856-5010-69	Interscholastic Athletics	Supplies and Materials	600	925	325
2856-5010-70	Interscholastic Athletics	Supplies and Materials	1,000	1,000	0
2856-5010-71	Interscholastic Athletics	Supplies and Materials	650	1,815	1,165
2856-5010-72	Interscholastic Athletics	Supplies and Materials	1,000	1,400	400
2856-5010-73	Interscholastic Athletics	Supplies and Materials	1,155	1,300	145
2856-5010-74	Interscholastic Athletics	Supplies and Materials	450	0	-450
2856-5010-75	Interscholastic Athletics	Supplies and Materials	0	1,120	1,120
2856-5010-79	Interscholastic Athletics	Supplies and Materials	6,235	6,166	-69
2856-5010-80	Interscholastic Athletics	Supplies and Materials	1,790	785	-1,005
2856-5010-81	Interscholastic Athletics	Supplies and Materials	450	995	545
2856-5010-82	Interscholastic Athletics	Supplies and Materials	1,050	680	-370
2856-5010-83	Interscholastic Athletics	Supplies and Materials	1,255	1,705	450
2856-5010-84	Interscholastic Athletics	Supplies and Materials	700	1,195	495
2856-5010-85	Interscholastic Athletics	Supplies and Materials	0	0	0
2856-5010-86	Interscholastic Athletics	Supplies and Materials	3,115	2,795	-320
2856-5010-87	Interscholastic Athletics	Supplies and Materials	100	910	810
2856-5010-88	Interscholastic Athletics	Supplies and Materials	785	785	0
2856-5010-89	Interscholastic Athletics	Supplies and Materials	1,000	1,000	0

Account Number	Function/Department	Object Name	CURRENT 2014-15	PROPOSED 2015-16	BUDGET CHANGE
2856-5190-09	Interscholastic Athletics	Uniforms	6,000	6,000	0
2856-5190-62	Interscholastic Athletics	Uniforms	620	620	0
2856-5190-63	Interscholastic Athletics	Uniforms	3,648	2,315	-1,333
2856-5190-64	Interscholastic Athletics	Uniforms	3,130	0	-3,130
2856-5190-65	Interscholastic Athletics	Uniforms	850	0	-850
2856-5190-66	Interscholastic Athletics	Uniforms	0	0	0
2856-5190-67	Interscholastic Athletics	Uniforms	0	1,405	1,405
2856-5190-68	Interscholastic Athletics	Uniforms	1,400	1,395	-5
2856-5190-69	Interscholastic Athletics	Uniforms	0	0	0
2856-5190-70	Interscholastic Athletics	Uniforms	0	0	0
2856-5190-71	Interscholastic Athletics	Uniforms	0	0	0
2856-5190-72	Interscholastic Athletics	Uniforms	400	0	-400
2856-5190-73	Interscholastic Athletics	Uniforms	0	2,400	2,400
2856-5190-74	Interscholastic Athletics	Uniforms	3,210	2,130	-1,080
2856-5190-75	Interscholastic Athletics	Uniforms	1,785	3,285	1,500
2856-5190-79	Interscholastic Athletics	Uniforms	6,665	3,500	-3,165
2856-5190-80	Interscholastic Athletics	Uniforms	300	4,650	4,350
2856-5190-81	Interscholastic Athletics	Uniforms	1,790	2,525	735
2856-5190-82	Interscholastic Athletics	Uniforms	0	690	690
2856-5190-83	Interscholastic Athletics	Uniforms	1,855	930	-925
2856-5190-84	Interscholastic Athletics	Uniforms	500	500	0
2856-5190-85	Interscholastic Athletics	Uniforms	0	0	0
2856-5190-86	Interscholastic Athletics	Uniforms	0	0	0
2856-5190-87	Interscholastic Athletics	Uniforms	0	0	0
2856-5190-88	Interscholastic Athletics	Uniforms	0	1,200	1,200
2856-5190-89	Interscholastic Athletics	Uniforms	0	0	0
2857-1550-98	Intra-murals	Sal. Cert. Hrly	11,000	4,800	-6,200
3335-1550-98	Teaching - Adult Ed.	Sal. Cert. Hrly	54,782	55,608	826
3335-1600-98	Teaching - Adult Ed.	Salaries Non-cert.	0	0	0
3335-2410-09	Teaching - Adult Ed.	Equipment	12,500	12,500	0
3335-4440-09	Teaching - Adult Ed.	Other Professional Serv	900	900	0
3335-4470-09	Teaching - Adult Ed.	Maint/Repair Equipme	0	0	0
3335-5010-09	Teaching - Adult Ed.	Supplies and Materials	3,000	2,500	-500
3345-1550-98	Employment Preparation	Sal. Cert. Hrly	0	0	0
3345-4910-09	Employment Preparation	BOCES Services	0	0	0
4337-1200-98	Teaching - Summer Scho	Salaries Cert. Elem.	0	0	0
4337-1300-98	Teaching - Summer Scho	Salaries Cert. Sec.	4,666	4,736	70
4337-1540-98	Teaching - Summer Scho	Sal. Cert. Driver Educ	0	0	0
4337-1550-98	Teaching - Summer Scho	Sal. Cert. Hrly	0	0	0
4337-1720-98	Teaching - Summer Scho	Sal. Non-cert. Lifeguar	0	0	0
4337-4910-09	Teaching - Summer Scho	BOCES Services	0	26,000	26,000
4337-5010-01	Teaching - Summer Scho	Supplies and Materials	0	0	0
4337-5010-09	Teaching - Summer Scho	Supplies and Materials	0	0	0
5510-1600-98	District Transportation S	Salaries Non-cert.	57,579	60,399	2,820

Account Number	Function/Department	Object Name	CURRENT 2014-15	PROPOSED 2015-16	BUDGET CHANGE
5510-2410-09	District Transportation S	Equipment	0	0	0
5510-4910-44	District Transportation S	BOCES Services	18,345	18,700	355
5510-5010-09	District Transportation S	Supplies and Materials	1,650	1,670	20
5540-4090-09	Contract Transportation	Regular Bus Service	1,373,567	1,387,303	13,736
5540-4090-17	Contract Transportation	Regular Bus Service	0	0	0
5540-4100-09	Contract Transportation	Handicapped/Out of Di	1,919,051	1,938,242	19,191
5540-4120-01	Contract Transportation	Educational Field Trips	0	0	0
5540-4120-02	Contract Transportation	Educational Field Trips	0	0	0
5540-4120-03	Contract Transportation	Educational Field Trips	0	0	0
5540-4120-05	Contract Transportation	Educational Field Trips	0	0	0
5540-4120-06	Contract Transportation	Educational Field Trips	0	0	0
5540-4120-19	Contract Transportation	Educational Field Trips	0	0	0
5540-4120-89	Contract Transportation	Educational Field Trips	0	0	0
5540-4130-09	Contract Transportation	Music Competition Tri	13,000	13,000	0
5540-4140-01	Contract Transportation	Other Competition Trip	17,000	17,000	0
5540-4140-02	Contract Transportation	Other Competition Trip	4,300	4,300	0
5540-4140-03	Contract Transportation	Other Competition Trip	0	0	0
5540-4140-05	Contract Transportation	Other Competition Trip	0	0	0
5540-4140-06	Contract Transportation	Other Competition Trip	0	0	0
5540-4160-01	Contract Transportation	Other District Trips	0	0	0
5540-4160-02	Contract Transportation	Other District Trips	0	0	0
5540-4160-03	Contract Transportation	Other District Trips	0	0	0
5540-4160-05	Contract Transportation	Other District Trips	0	0	0
5540-4160-06	Contract Transportation	Other District Trips	0	0	0
5540-4160-18	Contract Transportation	Other District Trips	0	0	0
5540-4160-19	Contract Transportation	Other District Trips	0	0	0
5540-4160-89	Contract Transportation	Other District Trips	3,245	3,245	0
5540-4170-09	Contract Transportation	Athletic Competition T	205,493	209,602	4,109
5550-4160-01	Public Transportation	Other District Trips	2,300	2,300	0
5550-4160-02	Public Transportation	Other District Trips	0	0	0
5550-4160-19	Public Transportation	Other District Trips	0	0	0
5582-4910-19	BOCES Transportation S	BOCES Services	15,141	15,141	0
5582-4910-20	BOCES Transportation S	BOCES Services	18,025	22,500	4,475
5582-4910-24	BOCES Transportation S	BOCES Services	0	0	0
5582-4910-30	BOCES Transportation S	BOCES Services	0	0	0
7140-1500-98	Community Recreation-P	Salaries Cert.	9,032	9,213	181
7140-1550-98	Community Recreation-P	Sal. Cert. Hrlv	59,000	59,000	0
7140-1630-98	Community Recreation-P	Sal. Non-cert. OT	5,500	5,500	0
7140-1720-98	Community Recreation-P	Sal. Non-cert. Lifeguar	37,230	37,230	0
7140-4390-09	Community Recreation-P	Miscellaneous Expense	300	300	0
7140-4460-09	Community Recreation-P	Postage	4,375	4,375	0
8070-1700-98	Census	Sal. Non-cert. Census T	0	0	0
8070-4450-09	Census	Travel	0	0	0
8070-4910-44	Census	BOCES Services	0	0	0

Account Number	Function/Department	Object Name	CURRENT 2014-15	PROPOSED 2015-16	BUDGET CHANGE
9010-8010-09	Employees Retirement	Employee Benefits - Pr	736.437	733.125	-3.312
9020-8010-09	Teachers Retirement	Employee Benefits - Pr	5,046.736	4,064.948	-981.788
9030-8010-09	Social Security	Employee Benefits - Pr	2,645.720	2,716.312	70.592
9040-8010-09	Workers Compensation	Employee Benefits - Pr	133.175	133.977	802
9050-8010-09	Unemployment Insurance	Employee Benefits - Pr	85.810	47.286	-38.524
9055-8020-09	Disability Insurance	Employee Benefits - Pr	45.791	40.110	-5.681
9055-8080-09	Disability Insurance	Payroll Payment - Prog	6.998	6.998	0
9061-8010-09	Health Insurance	Employee Benefits - Pr	8,089.913	7,209.419	-880.494
9061-8050-09	Health Insurance	Medicare - Program	439.175	472.860	33.685
9061-8110-09	Health Insurance	Declination Reimb. - Pr	119.200	137.200	18.000
9065-8020-09	Dental Insurance	Employee Benefits - Pr	355.177	365.579	10.402
			64,933.066	64,237.414	-695.652

SAYVILLE PUBLIC SCHOOLS

Capital Budget

Account Number	Function/Department	Object Name	CURRENT 2014-15	PROPOSED 2015-16	BUDGET CHANGE
1620-1600-98	Plant Operation & Custod	Salaries Non-cert.	2,116,998	2,144,840	27,842
1620-1630-98	Plant Operation & Custod	Sal. Non-cert. OT	128,400	130,968	2,568
1620-1640-98	Plant Operation & Custod	Sal. Non-cert. OT Secu	2,500	2,000	-500
1620-1650-98	Plant Operation & Custod	Sal. Non-cert. Hrlv	324,277	331,113	6,836
1620-1660-98	Plant Operation & Custod	Sal. Non-cert. Hrlv Sub	100,425	110,000	9,575
1620-1680-98	Plant Operation & Custod	Sal. Non-cert. Unused	5,000	5,000	0
1620-1690-98	Plant Operation & Custod	Non-cert. Security Gua	371,253	367,426	-3,827
1620-2410-09	Plant Operation & Custod	Equipment	14,100	14,100	0
1620-4210-09	Plant Operation & Custod	Refuse Collection	58,000	58,000	0
1620-4220-09	Plant Operation & Custod	Monitor Security Syste	20,000	12,000	-8,000
1620-4260-09	Plant Operation & Custod	Other Build/Grnds Rep	39,500	40,400	900
1620-4310-09	Plant Operation & Custod	Fuel Oil	52,000	54,000	2,000
1620-4320-09	Plant Operation & Custod	Electricity	925,500	925,000	-500
1620-4330-09	Plant Operation & Custod	Gas	645,000	580,000	-65,000
1620-4340-09	Plant Operation & Custod	Water	39,000	39,000	0
1620-4350-09	Plant Operation & Custod	Telephone	200,000	200,000	0
1620-4390-09	Plant Operation & Custod	Miscellaneous Expense	8,500	8,900	400
1620-4450-09	Plant Operation & Custod	Other Professional Serv	58,428	61,123	2,695
1620-4450-09	Plant Operation & Custod	Travel	4,000	4,000	0
1620-4470-09	Plant Operation & Custod	Maint/Repair Equipme	9,000	8,500	-500
1620-4491-09	Plant Operation & Custod	Contractual 403B	0	0	0
1620-5010-09	Plant Operation & Custod	Supplies and Materials	3,460	3,630	170
1620-5400-09	Plant Operation & Custod	Custodial Cleaning Sup	77,000	85,000	8,000
1620-5420-09	Plant Operation & Custod	Custodial Pool Supplie	16,500	20,500	4,000
1620-5430-09	Plant Operation & Custod	Custodial Paper Suppli	19,000	20,000	1,000
1621-1600-98	Plant Maintenance & Gro	Salaries Non-cert.	751,708	753,225	1,517
1621-1630-98	Plant Maintenance & Gro	Sal. Non-cert. OT	75,000	75,000	0
1621-1660-98	Plant Maintenance & Gro	Sal. Non-cert. Hrlv Sub	35,650	36,360	710
1621-1680-98	Plant Maintenance & Gro	Sal. Non-cert. Unused	0	0	0
1621-2410-09	Plant Maintenance & Gro	Equipment	74,000	74,000	0
1621-4230-09	Plant Maintenance & Gro	Glass Replacement	15,550	14,000	-1,550
1621-4240-09	Plant Maintenance & Gro	Heat/Air Cond Repairs	94,500	94,500	0
1621-4250-09	Plant Maintenance & Gro	Building Equipment Re	51,000	54,000	3,000
1621-4260-09	Plant Maintenance & Gro	Other Build/Grnds Rep	77,000	79,000	2,000
1621-4280-01	Plant Maintenance & Gro	Special Build/Grnds Re	22,475	40,300	17,825
1621-4280-02	Plant Maintenance & Gro	Special Build/Grnds Re	22,000	24,300	2,300
1621-4280-03	Plant Maintenance & Gro	Special Build/Grnds Re	26,000	8,300	-17,700
1621-4280-04	Plant Maintenance & Gro	Special Build/Grnds Re	10,000	10,000	0
1621-4280-05	Plant Maintenance & Gro	Special Build/Grnds Re	19,500	19,500	0
1621-4280-06	Plant Maintenance & Gro	Special Build/Grnds Re	5,000	10,400	5,400

Account Number	Function/Department	Object Name	CURRENT 2014-15	PROPOSED 2015-16	BUDGET CHANGE
1621-4280-07	Plant Maintenance & Gro	Special Build/Grnds Re	9.700	4.500	-5.200
1621-4280-08	Plant Maintenance & Gro	Special Build/Grnds Re	10.000	0	-10.000
1621-4280-09	Plant Maintenance & Gro	Special Build/Grnds Re	25.000	31.600	6.600
1621-4280-10	Plant Maintenance & Gro	Special Build/Grnds Re	20.000	30.000	10.000
1621-4440-09	Plant Maintenance & Gro	Other Professional Serv	64.500	59.500	-5.000
1621-4470-09	Plant Maintenance & Gro	Maint/Repair Equipme	47.000	47.000	0
1621-4480-09	Plant Maintenance & Gro	Rental	12.000	12.000	0
1621-4491-09	Plant Maintenance & Gro	Contractual 403B	0	0	0
1621-5450-90	Plant Maintenance & Gro	Building Maint Supplie	14.000	4.500	-9.500
1621-5450-91	Plant Maintenance & Gro	Building Maint Supplie	41.500	54.500	13.000
1621-5450-92	Plant Maintenance & Gro	Building Maint Supplie	80.000	85.000	5.000
1621-5450-93	Plant Maintenance & Gro	Building Maint Supplie	18.500	18.500	0
1621-5530-90	Plant Maintenance & Gro	Grounds Maint Supplie	22.000	22.000	0
1621-5530-93	Plant Maintenance & Gro	Grounds Maint Supplie	12.500	13.000	500
1621-5530-94	Plant Maintenance & Gro	Grounds Maint Supplie	48.125	48.125	0
1621-5530-96	Plant Maintenance & Gro	Grounds Maint Supplie	3.000	4.600	1.600
1621-5530-97	Plant Maintenance & Gro	Grounds Maint Supplie	23.000	25.000	2.000
1631-4250-10	Plant Maintenance Old J	Building Equipment Re	6.500	6.500	0
1631-4260-10	Plant Maintenance Old J	Other Build/Grnds Rep	6.500	6.500	0
1631-5430-10	Plant Maintenance Old J	Custodial Paper Suppli	0	0	0
1631-5450-10	Plant Maintenance Old J	Building Maint Supplie	1.200	1.200	0
1930-4070-09	Judgements and Claims	Insurance	5.000	5.000	0
9010-8010-09	Employees Retirement	Employee Benefits - Ca	685.129	686.417	1.288
9030-8010-09	Social Security	Employee Benefits - Ca	313.806	311.623	-2.183
9040-8010-09	Workers Compensation	Employee Benefits - Ca	15.623	15.470	-153
9045-8090-09	Life Insurance	Employee Benefits - Ca	0	0	0
9050-8010-09	Unemployment Insurance	Employee Benefits - Ca	9.946	5.460	-4.486
9055-8030-09	Disability Insurance	Employee Benefits - Ca	4.275	3.507	-768
9061-8010-09	Health Insurance	Employee Benefits - Ca	933.638	830.503	-103.135
9061-8050-09	Health Insurance	Medicare - Capital	48.840	54.600	5.760
9061-8110-09	Health Insurance	Declination Reimb. - C	2.300	2.300	0
9065-8040-09	Dental Insurance	Employee Benefits - Ca	37.481	39.506	2.025
9710-6030-59	Library Bonds	Principal Payments	600.000	600.000	0
9710-7030-59	Library Bonds	Interest Payments	404.875	383.875	-21.000
9711-6030-09	Bonds School Constructi	Principal Payments	2.945.000	3.079.000	134.000
9711-7030-09	Bonds School Constructi	Interest Payments	601.625	516.685	-84.940
9730-6030-09	Bond Ant Notes-Library	Principal Payments	0	0	0
9730-7030-09	Bond Ant Notes-Library	Interest Payments	0	0	0
9731-6030-09	Bond Ant Notes-School	Principal Payments	0	0	0
9731-7030-09	Bond Ant Notes-School	Interest Payments	0	0	0
9760-7030-09	Tax Anticipation Notes	Interest Payments	270.000	200.000	-70.000
9789-6030-09	Bonds School Const - EP	Principal Payments	430.338	444.394	14.056
9789-7030-09	Bonds School Const - EP	Interest Payments	207.611	193.555	-14.056
9901-9500-09	Transfer to Special Aid F	To Special Aid Fund	150.000	200.000	50.000

Account Number	Function/Department	Object Name	CURRENT 2014-15	PROPOSED 2015-16	BUDGET CHANGE
9950-9700-09	Transfer to Capital Fund	To Capital Fund	500.000	800.000	300.000
			15.147.736	15.364.305	216.569

2015/16 PROPOSED BUDGET

SAYVILLE PUBLIC LIBRARY BUDGET

<p align="center">SAYVILLE LIBRARY 2015-2016 PROPOSED OPERATING BUDGET</p>

	2014-2015	2015-2016
Total Proposed Operating Budget	\$3,692,405	\$3,752,580
Estimated ANNUAL Tax Appropriation Change		\$7.78

EXPENSES		
Total Library Materials	\$349,105	\$349,380
Total Library Operations	\$128,590	\$132,890
Total Equipment & Furnishings	\$21,000	\$21,000
Total Building Operations & Maintenance	\$252,875	\$262,475
Total Administrative Expenses	\$111,705	\$95,965
Total Salaries	\$1,360,672	\$1,389,005
Total Employee Benefits	\$580,041	\$619,008
Subtotal - Operating Budget	\$2,803,988	\$2,869,723
Plus Repayment of Bond on Library Facility	\$1,004,875	\$983,875
Less Revenues	(\$116,458)	(\$101,018)
Total Operating Budget	\$3,692,405	\$3,752,580

Allowable Amount to be raised under NYS Tax Cap	\$3,694,097	\$3,755,197
Tax Appropriation Above/(Below) Tax Cap	(\$1,692)	(\$2,617)

Actual Homestead Tax Rate / \$100	\$0.8874	
Actual Bond Repayment Rate / \$100	\$0.3058	
Estimated Homestead Tax Rate / \$100		\$0.9069
Estimated Bond Repayment Rate / \$100		\$0.3058
Actual Annual Cost for a house assessed at \$40,000	\$477.28	
Estimated Annual Cost for a house assessed at \$40,000		\$485.05

Estimated ANNUAL Tax Appropriation Change	\$7.78
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REVENUE		
Fines	\$17,000	\$17,000
Lost Materials	\$2,000	\$2,000
DVD Charges	\$11,500	\$10,000
Printing & Faxing	\$7,050	\$7,000
Interest	\$5,800	\$5,800
Commissions	\$400	\$500
Gifts and Donations	\$2,500	\$5,250
PILOT Payment (est.)	\$6,520	\$10,780
Grants & Other	\$5,000	\$5,000
Interest from Bond Checking Account	\$58,688	\$37,688
Total Revenue	\$116,458	\$101,018

<p>Please note: The "Sayville Library District" line on your tax bill includes the Sayville Historical Society Tax Appropriation.</p>
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2015/16 PROPOSED BUDGET

SAYVILLE HISTORICAL SOCIETY

**Sayville Historical Society
Budget for 2015-16**

Buildings	\$11,650
Grounds	6,500
Insurance	22,000
Postage & Stationery	700
Programs & Supplies	2,500
Publishing	500
Collections	1,000
Publicity	600
Utilities	6,000
School Award	1,000
Staff	22,000
Office Equip & Supplies	1,000
Accounting & Legal	2,400
Miscellaneous	<u>200</u>
Total	\$ 78,050

2015-16 Budget	\$78,050
Society's funds	- <u>21,514</u>
Taxpayers	\$56,536*

* \$1,221 increase over last year's budget

SAYVILLE PUBLIC SCHOOL DISTRICT
SAYVILLE, NEW YORK

2015 - 2016
PROPOSED REVENUES

SAYVILLE PUBLIC SCHOOLS

PROPOSED TAX RATE SCHEDULE FOR 2015-16

	<u>2014-15</u>	<u>2015-16</u>	<u>Difference</u>	<u>Percent</u>
STATE AID	23,325,517	24,513,500	1,187,983	5.09%
Pilot Payments	101,064	166,268	65,204	64.52%
<u>OTHER INCOME:</u>				
Adult Education	135,000	135,000	0	0.00%
Summer School	5,000	20,150	15,150	303.00%
Trips	0	0	0	0.00%
Admissions	10,000	10,000	0	0.00%
Use of Pool	98,078	98,078	0	0.00%
Custodial Services	20,000	10,000	(10,000)	-50.00%
Health Services	125,000	55,000	(70,000)	-56.00%
Interest Income	60,000	60,000	0	0.00%
Rentals/Organizations/Individuals/Gov't	34,000	41,500	7,500	22.06%
Rentals/BOCES	360,119	359,429	(690)	-0.19%
Rentals/Old Jr. High	345,503	344,380	(1,123)	-0.33%
Rentals/Public Library	1,004,875	946,187	(58,688)	-5.84%
Sale of Materials	100	100	0	0.00%
Insurance Recoveries	2,000	2,000	0	0.00%
Medicaid Reimbursement - SSEHP Part D	150,000	0	(150,000)	-100.00%
Medicaid Reimbursement - School Age Programs	125,000	125,000	0	0.00%
Fines & Forfeitures	4,000	4,000	0	0.00%
Refunds - BOCES/Prior Year/Other	10,000	60,000	50,000	500.00%
Misc Income	60,000	85,500	25,500	42.50%
Tuition - Other Districts/Staff	56,000	56,000	0	0.00%
Commissions	0	0	0	0.00%
TOTAL OTHER INCOME	2,604,675	2,412,324	(192,351)	-7.38%
TOTAL STATE AID & OTHER INCOME	26,031,256	27,092,092	1,060,836	4.08%
APPROP. FUND BALANCE	4,109,654	2,106,600	(2,003,054)	-48.74%
APPROP. RESERVE FROM TAX RESERVE	250,000	200,000	(50,000)	-20.00%
APPROP. RESERVE FOR ERS	1,440,000	650,000	(790,000)	-54.86%
APPROP. RESERVE FOR UNEMPLOYMENT	75,000	35,000	(40,000)	-53.33%
APPROP. RESERVE FOR WORKERS COMP	150,000	325,000	175,000	116.67%
APPROP. RESERVE FOR DEBT SER - Library	58,688	37,688	(21,000)	-35.78%
	6,083,342	3,354,288	(2,729,054)	-44.86%
PROPERTY TAXES*	57,936,627	58,958,645 *	1,022,018	1.76%
TOTAL REVENUE/BUDGET	90,051,225	89,405,025	(646,200)	-0.72%

	<u>2014-15</u>	<u>2015-16</u>	<u>Difference</u>	<u>Percent</u>
Tax Rate Per \$100	18.722	19.052	0.330	1.76%
Home Assessed @ 40,000	7,489	7,621	132	1.76%

*Property Taxes also include revenue from STAR repayments.

SAYVILLE PUBLIC SCHOOL DISTRICT
SAYVILLE, NEW YORK

2015 - 2016
ADMINISTRATIVE SALARY COMPENSATION
INFORMATION

CHAPTER 474 OF THE LAWS OF 1996

SAYVILLE PUBLIC SCHOOLS
Salary Disclosure Information - Chapter 474 of the Laws of 1996
School Year 2015-16

Superintendent of Schools

The qualifications of the Superintendent of Schools are as follows:

Education - Bachelor's degree from Hofstra University,
Master's degree from SUNY Stony Brook,
Ed. D. degree from Nova Southeastern University

Previous Experience - Served as Superintendent of Schools for 5 years
Served as Middle School Principal for 16 years
Served as Middle School Assistant Principal for 3 years
Served as High School Assistant Principal for 3 years
Total Years in Education: 42

Compensation:

Salary:	\$240,358
Annualized Cost of Benefits:	64,416
Other Compensation:	10,015

Assistant Superintendent for Business

The qualifications of the current Assistant Superintendent for Business are as follows:

Education - Bachelor's degree from C.W. Post University,
Master's Business Administration (MBA) degree from Dowling
College,
School Business Administration (SBA) certification from Dowling
College,
School District Administration (SDA) certification from Dowling
College

Previous Experience - Served as Assistant Supt. for Business for 21 years
Served as Business Administrator for 8 years
Total Years in Education: 29

Compensation:

Salary:	\$228,786
Annualized Cost of Benefits:	82,676
Other Compensation:	16,158

SAYVILLE PUBLIC SCHOOLS
Salary Disclosure Information – Chapter 474 of the Laws of 1996
School Year 2015-16

Assistant Superintendent for Curriculum, Instruction and Staff Development

The qualifications of the current Assistant Superintendent for Curriculum, Instruction and Staff Development are as follows:

Education – Bachelors of Science degree in (Elementary and Special Education) from Saint John's University,
Master of Special Education from Saint John's University,
Professional Diploma (SDA & SAS) from Queens College,
Ed. D. from Seton Hall University

Previous Experience - Served as Assistant Superintendent for Curriculum, Instruction and Staff Development for 2 year
Served as Elementary Principal for 18 years
Served as Elementary and Secondary Assistant Principal for 4 years
Total Years in Education: 35

Compensation:

Salary:	\$193,530
Annualized Cost of Benefits:	55,328
Other Compensation:	8,064

Assistant Superintendent for Human Resources

The qualifications of the current Assistant Superintendent for Human Resources are as follows:

Education - Bachelor's degree from Ithaca College
Master of Science from Adelphi University
Master of Science from College of New Rochelle
School District Administration (SDA) certification

Previous Experience - Served as Assistant Supt. for Human Resources for 5 years
Served as Director Personnel for 9 years
Total Years in Education: 28

Compensation:

Salary:	\$192,347
Annualized Cost of Benefits:	47,228
Other Compensation:	8,098

SAYVILLE PUBLIC SCHOOLS
Salary Disclosure Information – Chapter 474 of the Laws of 1996
School Year 2015-16

Other Administrators

<u>Position Title</u>	<u>Annual Salary</u>
Director of Special Education	176,105
Coordinator of Physical Education & Health	171,926
Coordinator of Instructional Computer Services	174,420
High School Principal	199,142
Assistant Principal - High School	170,426
Assistant Principal - High School	138,393
Principal - Middle School	191,179
Assistant Principal - Middle School	165,834
Elementary Principal	184,110
Elementary Principal	186,586
Elementary Principal	152,875

SAYVILLE PUBLIC SCHOOL DISTRICT
SAYVILLE, NEW YORK

2015 - 2016
SCHOOL DISTRICT BUDGET NOTICE

Sayville School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2014-15 School Year	Budget Proposed for the 2015-16 School Year	Contingency Budget for the 2015-16 School Year *
Total Budgeted Amount, Not Including Separate Propositions	\$90,051,225	\$89,405,025	\$88,383,007
Increase/Decrease for the 2015-16 School Year		-\$646,200	-\$1,668,218
Percentage Increase/Decrease in Proposed Budget		-0.72 %	-1.85 %
Change in the Consumer Price Index		1.62 %	
A. Proposed Tax Levy to Support the Total Budgeted Amount	\$ 57,936,627	\$58,958,645	
B. Levy to Support Library Debt, if Applicable	\$ -0-	\$ -0-	
C. Levy for Non-Excludable Propositions, if Applicable **	\$ -0-	\$ -0-	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$ -0-	\$ -0-	
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$57,936,627	\$58,958,645	\$57,936,627
F. Permissible Exclusions to the School Tax Levy Limit	\$1,638,031	\$2,237,321	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$56,298,597	\$57,258,092	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E - B - F + D)	\$56,298,596	\$56,721,324	
I. Difference: (G – H); (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	\$1	\$536,768	
Administrative Component	\$9,970,423	\$9,803,306	\$9,772,974
Program Component	\$64,933,066	\$64,237,414	\$64,069,443
Capital Component	\$15,147,736	\$15,364,305	\$14,540,590
<p>* Provide a statement of assumptions made in projecting a contingency budget for the 2015-16 school year, should the proposed budget be defeated pursuant to Section 2023 of the Education Law.</p> <p>1. A contingent budget will only contain legal expenditures specifically authorized by statute and expenditures that maintain educational programs, preserve property and maintain the health and safety of students and staff.</p> <p>2. Includes reductions in, staffing, programs, capital items and non-contingent items such as, student supplies, certain equipment and community use of buildings and grounds.</p>			
** List Separate Propositions that are not included in the Total Budgeted Amount: (Tax Levy associated with educational or transportation services propositions are not eligible for exclusion and may affect voter approval requirements)	Description		Amount
	None		

NOTE: Please submit an electronic version (Word or PDF) of this completed form to: emscmats@nysed.gov

Under the Budget Proposed
for the 2015-16 School Year

Estimated Basic STAR Exemption Savings¹

\$1,167

The annual budget vote for the fiscal year 2015-2016 by the qualified voters of the Sayville Public School District, Suffolk County, New York, will be held at Suffolk County Community College Sayville Center in said district on Tuesday, May 19, 2015 between the hours of 7:00am and 9:00pm, prevailing time in the Gymnasium at the Suffolk County Community College Sayville Center, at which time the polls will be opened to vote by voting ballot or machine.

¹ The basic school tax relief (STAR) exemption is authorized by section 425 of the Real Property Tax Law.

SAYVILLE PUBLIC SCHOOL DISTRICT
SAYVILLE, NEW YORK

CHAPTER 258 OF THE LAWS OF 2008, SECTION 495

SCHOOL DISTRICT PROPERTY TAX
EXEMPTION REPORT

TOWN OF ISLIP
2014/2015 ASSESSMENT ROLL

SCHOOL DISTRICT - SAYVILLE

06/21/14

DESCRIPTION	# OF PARCELS	HOMESTEAD AMOUNT	NON-HOMESTEAD AMOUNT	TOTAL AMOUNT
FULL VALUE	6,071	\$237,221,787	\$93,290,964	\$330,512,751
WHOLLY EXEMPT (SUMMARY) *	203	\$2,423,785	\$44,423,266	\$46,847,051
SENIOR CITIZEN	245	\$3,968,475	\$0	\$3,968,475
PARAPLEGIC	1	\$75,900	\$0	\$75,900
DISABILITY	9	\$138,375	\$4,566	\$142,941
AGRICULTURAL	2	\$37,059	\$37,299	\$74,358
MINISTERS	1	\$1,500	\$0	\$1,500
STRATEGIC BUS	4	\$0	\$42,425	\$42,425
FIREMANS	111	\$466,125	\$1,761	\$467,886

FULL VALUE NET OF EXEMPTIONS
(TOTAL TAXABLE) 6,071 \$230,110,568 \$48,781,647 \$278,892,215

*INDIVIDUAL WHOLLY EXEMPT CODES				
O.R.P.S. EXEMPT CODE 10110	2	\$0	\$200	\$200
O.R.P.S. EXEMPT CODE 12100	5	\$100,000	\$2,000	\$102,000
O.R.P.S. EXEMPT CODE 13100	32	\$748,550	\$5,688,400	\$6,436,950
O.R.P.S. EXEMPT CODE 13500	89	\$722,885	\$3,763,016	\$4,485,901
O.R.P.S. EXEMPT CODE 13800	10	\$102,900	\$19,491,900	\$19,594,800
O.R.P.S. EXEMPT CODE 14000	3	\$125,700	\$26,500	\$152,200
O.R.P.S. EXEMPT CODE 14100	1	\$0	\$1,733,700	\$1,733,700
O.R.P.S. EXEMPT CODE 18020	1	\$0	\$1,900,000	\$1,900,000
O.R.P.S. EXEMPT CODE 19950	9	\$0	\$480,000	\$480,000
O.R.P.S. EXEMPT CODE 21600	8	\$349,350	\$0	\$349,350
O.R.P.S. EXEMPT CODE 25110	15	\$57,700	\$6,297,700	\$6,355,400
O.R.P.S. EXEMPT CODE 25120	2	\$0	\$782,500	\$782,500
O.R.P.S. EXEMPT CODE 25210	1	\$0	\$1,327,300	\$1,327,300
O.R.P.S. EXEMPT CODE 25230	4	\$160,000	\$332,600	\$492,600
O.R.P.S. EXEMPT CODE 25400	1	\$0	\$64,800	\$64,800
O.R.P.S. EXEMPT CODE 26100	1	\$0	\$158,300	\$158,300
O.R.P.S. EXEMPT CODE 26250	1	\$0	\$95,000	\$95,000
O.R.P.S. EXEMPT CODE 26400	6	\$56,700	\$855,700	\$912,400
O.R.P.S. EXEMPT CODE 27350	5	\$0	\$1,170,500	\$1,170,500
O.R.P.S. EXEMPT CODE 40010	6	\$0	\$13,150	\$13,150
O.R.P.S. EXEMPT CODE 41980	1	\$0	\$240,000	\$240,000

SAYVILLE PUBLIC SCHOOL DISTRICT
SAYVILLE, NEW YORK

2015 - 2016
NEW YORK STATE SCHOOL REPORT CARD

Property Tax Report Card

Property Tax Report Card
580504 - SAYVILLE UFSD

2014-2015 - Page 1
Official - as of 04/24/2015 08:10 AM

Note: Some data elements of the Property Tax Report Card have been revised or renamed to more closely follow the Property Tax Cap calculations districts complete on the Office of the State Comptroller website. Please see the Help text above for definitions. Additional guidance on the Property Tax Levy Limit is available on the Office of Educational Management Services website:
<http://www.p12.nysed.gov/mgtserv/propertytax/taxcap/>.

Please also submit an electronic version (PDF or Word) of your school district's 2015-16 Budget Notice to: emscmgts@nysed.gov. This will enable us to help correct any formula or data entry discrepancy quickly.

Form Due - April 27, 2015

Form Preparer Name:

JOHN J. BELMONTE

Preparer's Telephone Number:

631-244-6530

<u>Shaded Fields Will Calculate</u>	Budgeted 2014-15 (A)	Proposed Budget 2015- 16 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	90,051,225	89,405,025	-0.72 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	57,936,627	58,958,645	
B. Tax Levy to Support Library Debt, if Applicable	0	0	
C. Tax Levy for Non-Excludable Propositions, if Applicable ²	0	0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0	
E. Total Proposed School Year Tax Levy (A+B+C-D)	57,936,627	58,958,645	1.76 %
F. Permissible Exclusions to the School Tax Levy Limit	1,638,031	2,237,321	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	56,298,597	57,258,092	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	56,298,596	56,721,324	
I. Difference: (G-H); (negative value requires 60.0% voter approval) ²	1	536,768	
Public School Enrollment	3,046	2,941	-3.45 %
Consumer Price Index			1.62 %

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

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

³ For 2015-16, includes any carryover from 2014-15 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2014-15 (D)	Estimated 2015- 16 (E)
Adjusted Restricted Fund Balance	16,501,916	14,496,228
Assigned Appropriated Fund Balance	6,630,753	4,217,600
Adjusted Unrestricted Fund Balance	3,473,107	3,500,000
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	3.86 %	3.91 %

SAYVILLE PUBLIC SCHOOL DISTRICT SAYVILLE, NEW YORK

2015 - 2016
NEW YORK STATE SCHOOL REPORT CARD

Fiscal Accountability Supplement

The attached New York State Report Card, Fiscal Accountability Supplement is required under law to be appended to the 2015-2016 Proposed Budget. This information was compiled by the State Education Department, and represents 2010/11 data. In no way should this information be construed as the current or proposed expenses per pupil for regular or special education instructional expenses.

Fiscal Accountability Summary

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

The numbers used to compute the statistics on this page were collected on the State Aid Form A, the State Aid Form F, the School District Annual Financial Report (ST-3), and from the Student Information Repository System (SIRS). These data are from the 2012-13 school year.

This School District	General Education	Special Education
Instructional Expenditures	\$42,960,650	\$16,970,953
Pupils	3,160	386
Expenditures Per Pupil	\$13,595	\$43,966
Similar District Group (Low Needs)	General Education	Special Education
Instructional Expenditures	\$5,177,723,340	\$1,883,757,208
Pupils	385,963	49,898
Expenditures Per Pupil	\$13,415	\$37,752
All School Districts	General Education	Special Education
Instructional Expenditures	\$30,025,916,685	\$12,279,242,539
Pupils	2,666,629	410,379
Expenditures Per Pupil	\$11,260	\$29,922

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 2012-13 school year plus students for whom the district receives tuition from another district plus students for whom the district pays tuition to another district. Students attending the State schools at Rome and Batavia, private placements and out-of-state placements are included.

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

Total Expenditures Per Pupil

This School District	Similar District Group	NY State
\$26,123	\$24,283	\$21,118

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 (2013 - 14)

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

Student Placement (Percent of Time Inside Regular Classroom)	This School District		Similar District Group (Low Needs)	NY State
	Number of Students	Percent of Students	Percent of Students	Percent of Students
80% or more	285	74.6%	62.4%	58.4%
40% - 79%	38	9.9%	17.6%	11.8%
Less than 40%	40	10.5%	11.8%	21.5%
Separate Settings	16	4.2%	4.7%	5.7%
Other Settings	3	0.8%	3.4%	2.5%

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

School-age Students with Disabilities Classification Rate

This School District	Similar District Group	NY State
12.6%	11.7%	13.2%

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.

SAYVILLE PUBLIC SCHOOL DISTRICT SAYVILLE, NEW YORK

2015 - 2016
NEW YORK STATE DISTRICT REPORT CARD

Individual School Building Overview:

Profile Information
Accountability Status
District Performance



The New York State School Report Card [2013 - 14]

NAME: SAYVILLE UFSD

BEDS Code: 580504030000

ADDRESS: 99 GREELEY AVE, SAYVILLE, NY 11782

PHONE: (631) 244-6510

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

These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2013 - 14 school year. For nonpublic school enrollment data please see the [Non-Public School Enrollment and Staff](#) information on our Information and Reporting Services webpage

Students by Gender

Male		Female	
1,568	51%	1,519	49%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
3	18	161	57	2,812	36
0%	1%	5%	2%	91%	1%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
10	0%	385	12%	281	9%

Students by Grade

Kindergarten (Full Day)	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
202	209	225	225	221	255
6th Grade	Ungraded Elementary	7th Grade	8th Grade	9th Grade	10th Grade
231	5	249	264	246	224
11th Grade	12th Grade	Ungraded Secondary			
283	244	4			

Average Class Size (2013 - 14)

Common Branch			
22			
Grade 8 English	Grade 8 Mathematics	Grade 8 Science	Grade 8 Social Studies
25	26	26	26
Grade 10 English	Grade 10 Mathematics	Grade 10 Science	Grade 10 Social Studies
22	19	23	25

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
185	6%	78	3%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate	Student Suspensions	
96%	60	2%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience	Turnover Rate of All Teachers
0%	13%

Staff Counts (2013 - 14)

Principals	Assistant Principals	Other Professional Staff	Paraprofessionals
5	3	34	93

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	247	249	246
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	0%	1%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	74%	71%	71%
Total Number of Core Classes	604	607	583
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	902	903	867
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

High School Completers (2013 - 14)

Results by Student Group	Completers (Graduates + IEP Diplomas)	Graduates (Regents + Local Diplomas)	Regents Diploma		Regents with Advanced Designation	
	Number of Students	Number of Students	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates
All Students	247	243	240	99%	161	66%
General Education	220	220	220	100%	156	71%
Students with Disabilities	27	23	20	87%	5	22%
Results by Student Group	Regents with CTE Endorsement		Local Diplomas		Commencement Credentials	
	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates	Number of Students	Percent of Completers
All Students	2	1%	3	1%	4	2%
General Education	1	0%	0	0%	0	0%
Students with Disabilities	1	4%	3	13%	4	15%

High School Non-completers (2013 - 14)

Results by Student Group	Dropped Out		Entered Approved High School Equivalency Preparation Program		Total Noncompleters	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
All Students	5	0%	1	0%	6	1%
General Education	5	1%	1	0%	6	1%

Post-graduation Plans of Completers (2013 - 14)

Results by Student Group	To Four-Year College		To Two-Year College		To Other Post-Secondary		To the Military	
	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers
All Students	175	71%	57	23%	3	1%	2	1%
General Education	170	77%	42	19%	1	0%	2	1%
Students with Disabilities	5	19%	15	56%	2	7%	0	0%
Results by Student Group	To Employment		To Adult Services		To Other Known Plans		Plan Unknown	
	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers
All Students	2	1%	5	2%	3	1%	0	0%
General Education	2	1%	0	0%	3	1%	0	0%
Students with Disabilities	0	0%	5	19%	0	0%	0	0%

Grade 3 English Language Arts

Mean Score

2014							2013					
312							312					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	202	12	43	42	2	45	216	19	33	44	4	48
General Education	184	8	44	46	3	48	189	12	34	50	4	54
Students with Disabilities	18	61	33	6	0	6	27	74	26	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	2	—	—	—	—	—
Black or African American	1	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	11	27	18	55	0	55	12	17	42	33	8	42
White	178	11	46	40	3	43	197	20	32	45	4	48
Multiracial	7	14	29	57	0	57	2	—	—	—	—	—
Small Group Total	6	17	33	50	0	50	7	14	43	43	0	43
Female	96	7	42	48	3	51	106	11	34	50	5	55
Male	106	17	44	37	2	39	110	27	32	38	3	41
English Proficient	202	12	43	42	2	45	215	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	12	25	58	17	0	17	17	53	29	18	0	18
Not Economically Disadvantaged	190	12	42	44	3	46	199	17	33	46	4	50
Not Migrant	202	12	43	42	2	45	216	19	33	44	4	48

Grade 4 English Language Arts

Mean Score

2014							2013					
314							311					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	180	11	41	37	12	49	255	14	45	27	14	41
General Education	163	6	40	41	13	54	223	9	45	30	16	46
Students with Disabilities	17	59	41	0	0	0	32	47	44	9	0	9
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	5	—	—	—	—	—
Black or African American	2	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	12	8	33	58	0	58	11	18	64	18	0	18
White	159	10	42	36	13	48	236	14	45	28	13	42
Multiracial	3	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	9	22	33	33	11	44	8	13	25	13	50	63
Female	94	5	35	44	16	60	118	8	44	31	17	47
Male	86	16	47	30	7	37	137	18	46	25	11	36
English Proficient	179	—	—	—	—	—	255	14	45	27	14	41
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	13	46	38	15	0	15	17	35	47	18	0	18
Not Economically Disadvantaged	167	8	41	39	13	51	238	12	45	28	15	43
Not Migrant	180	11	41	37	12	49	255	14	45	27	14	41

Mean Score

2014							2013					
311							311					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	217	18	40	31	12	43	229	18	41	30	10	40
General Education	188	11	41	35	13	48	195	11	42	35	12	47
Students with Disabilities	29	62	28	10	0	10	34	59	41	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	4	—	—	—	—	—
Black or African American	2	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	10	40	50	10	0	10	6	17	67	0	17	17
White	199	16	40	32	12	44	214	19	40	31	10	41
Multiracial	1	—	—	—	—	—	4	—	—	—	—	—
Small Group Total	8	38	13	38	13	50	9	0	56	33	11	44
Female	98	14	37	37	12	49	107	18	36	35	12	47
Male	119	20	42	27	11	38	122	19	47	26	8	34
English Proficient	217	18	40	31	12	43	229	18	41	30	10	40
Economically Disadvantaged	19	53	37	5	5	11	19	26	58	16	0	16
Not Economically Disadvantaged	198	14	40	34	12	46	210	18	40	31	11	42
Not Migrant	217	18	40	31	12	43	229	18	41	30	10	40

Mean Score

2014							2013					
306							314					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	196	16	52	21	12	33	241	11	44	24	21	45
General Education	168	10	52	24	14	38	215	6	44	26	24	50
Students with Disabilities	28	50	50	0	0	0	26	54	42	4	0	4
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	5	0	60	20	20	40	6	—	—	—	—	—
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	5	20	40	20	20	40	13	8	38	23	31	54
White	181	16	52	21	11	32	220	11	45	24	20	44
Multiracial	4	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	5	20	40	20	20	40	8	13	38	25	25	50
Female	94	16	47	23	14	37	114	9	39	29	23	52
Male	102	16	56	19	10	28	127	13	48	19	20	39
English Proficient	196	16	52	21	12	33	240	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	16	31	69	0	0	0	18	17	44	33	6	39
Not Economically Disadvantaged	180	14	50	23	13	36	223	11	44	23	22	45
Not Migrant	196	16	52	21	12	33	241	11	44	24	21	45

Mean Score

2014							2013					
302							311					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	221	25	41	30	4	34	262	16	41	33	10	42
General Education	198	20	43	33	5	37	218	8	42	39	11	50
Students with Disabilities	23	74	22	4	0	4	44	59	36	5	0	5
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—	—	1	—	—	—	—	—
Black or African American	0	0	0	0	0	0	3	—	—	—	—	—
Hispanic or Latino	12	25	17	42	17	58	12	25	50	25	0	25
White	201	26	43	28	3	31	245	16	41	33	10	43
Multiracial	1	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	8	13	25	50	13	63	5	20	40	40	0	40
Female	102	13	42	41	4	45	120	8	33	43	17	59
Male	119	36	39	20	4	24	142	23	49	25	4	28
English Proficient	220	—	—	—	—	—	262	16	41	33	10	42
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	20	35	35	30	0	30	31	39	45	16	0	16
Not Economically Disadvantaged	201	24	41	30	4	34	231	13	41	35	11	46
Not Migrant	221	25	41	30	4	34	262	16	41	33	10	42

Mean Score

2014							2013					
307							315					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	230	17	38	34	11	45	248	12	33	35	19	54
General Education	190	7	39	40	13	53	215	5	33	40	22	62
Students with Disabilities	40	65	30	5	0	5	33	61	36	3	0	3
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	2	—	—	—	—	—
Black or African American	2	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	11	—	—	—	—	—	7	14	71	14	0	14
White	215	17	37	34	12	46	235	11	33	36	20	56
Multiracial	1	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	15	27	47	27	0	27	6	50	17	33	0	33
Female	106	4	39	39	19	58	122	13	33	38	16	54
Male	124	29	37	30	4	34	126	11	34	33	21	55
English Proficient	230	17	38	34	11	45	248	12	33	35	19	54
Economically Disadvantaged	22	41	59	0	0	0	25	28	36	28	8	36
Not Economically Disadvantaged	208	15	36	38	12	50	223	10	33	36	20	57
Not Migrant	230	17	38	34	11	45	248	12	33	35	19	54

Mean Score

2014							2013					
318							314					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	195	8	33	41	19	59	216	14	30	33	22	56
General Education	179	5	32	42	21	63	189	7	31	38	25	62
Students with Disabilities	16	38	44	19	0	19	27	67	26	4	4	7
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	2	—	—	—	—	—
Black or African American	1	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	10	0	40	50	10	60	13	23	23	31	23	54
White	172	8	34	39	20	59	196	13	31	34	22	56
Multiracial	7	14	29	43	14	57	2	—	—	—	—	—
Small Group Total	6	17	0	67	17	83	7	29	14	29	29	57
Female	93	6	33	44	16	60	106	8	34	37	21	58
Male	102	9	32	37	22	59	110	20	26	30	24	54
English Proficient	195	8	33	41	19	59	215	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	11	36	27	36	0	36	16	44	44	13	0	13
Not Economically Disadvantaged	184	6	33	41	20	61	200	12	29	35	24	59
Not Migrant	195	8	33	41	19	59	216	14	30	33	22	56

Mean Score

2014							2013					
320							309					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	173	10	30	37	23	60	258	18	37	31	14	45
General Education	156	4	29	40	26	66	226	12	38	34	16	50
Students with Disabilities	17	59	35	6	0	6	32	63	25	13	0	13
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	5	—	—	—	—	—
Black or African American	2	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	13	15	23	46	15	62	11	27	45	18	9	27
White	151	9	32	36	23	60	239	17	37	32	14	46
Multiracial	3	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	9	22	11	33	33	67	8	38	13	38	13	50
Female	90	8	27	44	21	66	119	17	40	34	8	43
Male	83	12	34	29	25	54	139	19	34	29	19	47
English Proficient	172	—	—	—	—	—	258	18	37	31	14	45
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	11	45	27	9	18	27	17	53	24	18	6	24
Not Economically Disadvantaged	162	7	30	39	23	62	241	15	38	32	15	47
Not Migrant	173	10	30	37	23	60	258	18	37	31	14	45

Mean Score

2014							2013					
318							307					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	209	14	31	39	16	55	229	24	43	28	5	34
General Education	183	9	30	42	19	61	195	15	46	33	6	39
Students with Disabilities	26	50	35	15	0	15	34	71	26	3	0	3
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	4	—	—	—	—	—
Black or African American	2	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	10	30	40	30	0	30	6	17	67	0	17	17
White	191	13	31	39	16	55	214	23	42	30	5	35
Multiracial	1	—	—	—	—	—	4	—	—	—	—	—
Small Group Total	8	25	0	38	38	75	9	33	44	11	11	22
Female	91	14	33	37	15	53	107	25	44	26	5	31
Male	118	14	29	40	17	57	122	22	42	30	6	36
English Proficient	209	14	31	39	16	55	229	24	43	28	5	34
Economically Disadvantaged	17	47	29	12	12	24	19	26	68	5	0	5
Not Economically Disadvantaged	192	11	31	41	17	58	210	23	40	30	6	36
Not Migrant	209	14	31	39	16	55	229	24	43	28	5	34

Mean Score

2014							2013					
318							319					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	189	9	34	33	23	57	240	9	36	31	24	55
General Education	163	3	33	37	26	64	215	4	36	34	27	60
Students with Disabilities	26	46	42	8	4	12	25	56	36	8	0	8
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	5	20	40	0	40	40	6	—	—	—	—	—
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	5	0	40	40	20	60	13	8	31	38	23	62
White	174	9	34	34	24	57	219	9	36	31	24	55
Multiracial	4	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	5	20	40	40	0	40	8	13	38	25	25	50
Female	89	7	35	37	21	58	114	11	34	32	24	55
Male	100	11	34	30	25	55	126	8	37	31	24	55
English Proficient	189	9	34	33	23	57	239	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	15	27	40	33	0	33	17	18	47	35	0	35
Not Economically Disadvantaged	174	7	34	33	25	59	223	9	35	31	26	57
Not Migrant	189	9	34	33	23	57	240	9	36	31	24	55

Mean Score

2014							2013					
313							307					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	210	21	34	33	11	45	261	27	43	25	6	31
General Education	188	15	35	37	13	50	217	17	47	29	7	36
Students with Disabilities	22	73	27	0	0	0	44	77	20	2	0	2
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	—	—	1	—	—	—	—	—
Black or African American	0	0	0	0	0	0	3	—	—	—	—	—
Hispanic or Latino	12	17	42	25	17	42	12	33	50	17	0	17
White	191	21	35	34	10	44	244	26	43	25	7	32
Multiracial	1	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	7	29	0	43	29	71	5	60	20	20	0	20
Female	98	21	34	36	9	45	120	21	47	27	6	33
Male	112	21	35	31	13	45	141	32	39	23	6	29
English Proficient	209	—	—	—	—	—	261	27	43	25	6	31
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	17	41	47	12	0	12	31	52	32	16	0	16
Not Economically Disadvantaged	193	19	33	35	12	48	230	23	44	26	7	33
Not Migrant	210	21	34	33	11	45	261	27	43	25	6	31

Mean Score

2014							2013					
295							310					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	122	25	63	11	0	11	243	12	57	26	5	31
General Education	90	14	70	16	0	16	210	5	59	30	6	36
Students with Disabilities	32	56	44	0	0	0	33	58	42	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	2	—	—	—	—	—
Black or African American	2	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	9	—	—	—	—	—	7	29	71	0	0	0
White	111	24	66	10	0	10	230	11	57	27	5	32
Multiracial	0	0	0	0	0	0	2	—	—	—	—	—
Small Group Total	11	36	36	27	0	27	6	33	33	33	0	33
Female	47	15	68	17	0	17	117	14	59	23	4	27
Male	75	32	60	8	0	8	126	10	55	29	6	35
English Proficient	122	25	63	11	0	11	243	12	57	26	5	31
Economically Disadvantaged	16	38	50	13	0	13	25	28	56	12	4	16
Not Economically Disadvantaged	106	24	65	11	0	11	218	10	57	28	5	33
Not Migrant	122	25	63	11	0	11	243	12	57	26	5	31

Mean Score

2014							2013					
89							89					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	209	0	1	19	80	99	258	0	2	20	79	98
General Education	186	0	0	16	84	100	226	0	1	13	86	99
Students with Disabilities	23	0	13	39	48	87	32	0	6	66	28	94
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	5	—	—	—	—	—
Black or African American	3	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	13	0	0	23	77	100	11	0	0	27	73	100
White	186	0	2	18	81	98	239	0	2	19	79	98
Multiracial	3	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	10	0	0	30	70	100	8	0	0	38	63	100
Female	103	0	2	16	83	98	119	0	3	17	80	97
Male	106	0	1	22	77	99	139	0	0	22	78	100
English Proficient	207	—	—	—	—	—	258	0	2	20	79	98
Limited English Proficient	2	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	16	0	0	69	31	100	17	0	0	65	35	100
Not Economically Disadvantaged	193	0	2	15	84	98	241	0	2	17	82	98
Not Migrant	209	0	1	19	80	99	258	0	2	20	79	98

Grade 8 Science

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

Mean Score

2014							2013					
67							75					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	171	8	26	58	9	67	165	4	10	67	19	86
General Education	128	5	20	65	11	76	133	0	4	72	24	96
Students with Disabilities	43	16	44	37	2	40	32	19	38	44	0	44
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	—	—	—	—	—
Black or African American	3	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	10	—	—	—	—	—	6	—	—	—	—	—
White	158	7	25	59	8	68	155	3	8	68	21	88
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	13	15	31	38	15	54	10	10	40	50	0	50
Female	76	5	21	63	11	74	86	3	12	71	14	85
Male	95	9	29	54	7	61	79	4	9	62	25	87
English Proficient	171	8	26	58	9	67	165	4	10	67	19	86
Economically Disadvantaged	25	8	28	56	8	64	22	5	23	50	23	73
Not Economically Disadvantaged	146	8	25	58	9	67	143	3	8	69	19	88
Not Migrant	171	8	26	58	9	67	165	4	10	67	19	86

Grade 8 Students Taking a Regents Science Test

Accelerated grade 8 students who take a Regents science test in lieu of the New York State Grade 8 Science Test.

Results by Student Group	2014					2013						
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	81	0	0	10	90	100	85	0	0	9	91	100

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

*Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

*Reporting standards not met.

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

NAEP Participation Rates

Grade 4 Reading	Participation Rate
Students with Disabilities	94
Limited English Proficient	93
Grade 4 Mathematics	Participation Rate
Students with Disabilities	94
Limited English Proficient	93
Grade 8 Reading	Participation Rate
Students with Disabilities	97
Limited English Proficient	91
Grade 8 Mathematics	Participation Rate
Students with Disabilities	89
Limited English Proficient	94

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

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

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 & above)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4 & above			1	2	3	4	
All Students	248	1	2	42	55	97	304	1	2	18	77	95
General Education	222	0	0	39	61	100	264	0	0	17	83	99
Students with Disabilities	26	12	15	65	8	73	40	10	13	28	38	65
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	2	—	—	—	—	—
Black or African American	1	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	15	—	—	—	—	—	12	0	17	25	58	83
White	229	1	2	42	55	97	286	1	1	18	78	96
Multiracial	0	0	0	0	0	0	2	—	—	—	—	—
Small Group Total	19	5	0	37	58	95	6	17	17	17	33	50
Female	125	0	1	35	63	98	146	1	0	10	86	96
Male	123	2	2	48	47	95	158	1	3	26	68	94
English Proficient	248	1	2	42	55	97	304	1	2	18	77	95
Economically Disadvantaged	25	12	4	64	20	84	28	7	7	36	43	79
Not Economically Disadvantaged	223	0	1	39	59	98	276	1	1	16	80	96
Not Migrant	248	1	2	42	55	97	304	1	2	18	77	95

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

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

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 & above)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4 & above			1	2	3	4	
All Students	248	0	0	44	55	99	304	1	1	54	42	96
General Education	222	0	0	41	59	100	264	0	0	52	48	99
Students with Disabilities	26	0	0	77	19	96	40	8	8	73	5	78
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	2	—	—	—	—	—
Black or African American	1	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	15	—	—	—	—	—	12	0	8	75	17	92
White	229	0	0	44	55	99	286	1	0	54	44	98
Multiracial	0	0	0	0	0	0	2	—	—	—	—	—
Small Group Total	19	0	0	53	47	100	6	17	17	33	17	50
Female	125	0	1	38	62	99	146	1	1	45	52	97
Male	123	0	0	51	48	99	158	2	1	63	33	96
English Proficient	248	0	0	44	55	99	304	1	1	54	42	96
Economically Disadvantaged	25	0	4	72	20	92	28	7	7	75	7	82
Not Economically Disadvantaged	223	0	0	41	59	100	276	1	0	52	46	98
Not Migrant	248	0	0	44	55	99	304	1	1	54	42	96

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

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

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	248	0	1	43	55	98	304	2	1	40	55	95
General Education	222	0	0	40	59	99	264	0	1	38	61	99
Students with Disabilities	26	0	8	69	19	88	40	15	5	55	15	70
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	2	—	—	—	—	—
Black or African American	1	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	15	—	—	—	—	—	12	0	0	58	33	92
White	229	0	0	44	55	98	286	1	1	40	56	97
Multiracial	0	0	0	0	0	0	2	—	—	—	—	—
Small Group Total	19	0	5	32	63	95	6	33	0	17	33	50
Female	125	0	0	45	55	100	146	1	1	37	59	96
Male	123	0	2	41	55	96	158	3	1	44	51	95
English Proficient	248	0	1	43	55	98	304	2	1	40	55	95
Economically Disadvantaged	25	0	8	60	28	88	28	11	11	61	18	79
Not Economically Disadvantaged	223	0	0	41	58	99	276	1	0	38	59	97
Not Migrant	248	0	1	43	55	98	304	2	1	40	55	95

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

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

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	248	1	1	24	73	97	304	1	1	18	77	95
General Education	222	0	0	23	76	99	264	0	0	17	81	99
Students with Disabilities	26	12	8	31	46	77	40	8	8	25	45	70
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	2	—	—	—	—	—
Black or African American	1	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	15	—	—	—	—	—	12	0	0	42	50	92
White	229	1	1	24	72	97	286	0	1	18	78	96
Multiracial	0	0	0	0	0	0	2	—	—	—	—	—
Small Group Total	19	5	0	21	74	95	6	33	0	0	50	50
Female	125	0	1	29	69	98	146	0	1	18	77	95
Male	123	2	2	20	76	96	158	2	1	18	77	95
English Proficient	248	1	1	24	73	97	304	1	1	18	77	95
Economically Disadvantaged	25	12	4	28	52	80	28	7	4	32	46	79
Not Economically Disadvantaged	223	0	1	24	75	99	276	0	1	17	80	97
Not Migrant	248	1	1	24	73	97	304	1	1	18	77	95

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

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

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	248	0	0	23	76	99	304	2	1	24	71	95
General Education	222	0	0	21	79	100	264	0	0	22	77	99
Students with Disabilities	26	0	4	42	46	88	40	13	5	38	35	73
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	2	—	—	—	—	—
Black or African American	1	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	15	—	—	—	—	—	12	0	0	33	58	92
White	229	0	0	23	76	99	286	1	1	24	72	97
Multiracial	0	0	0	0	0	0	2	—	—	—	—	—
Small Group Total	19	0	0	21	74	95	6	17	17	0	50	50
Female	125	0	0	22	78	100	146	1	1	22	75	97
Male	123	0	1	24	73	98	158	2	1	27	68	94
English Proficient	248	0	0	23	76	99	304	2	1	24	71	95
Economically Disadvantaged	25	0	0	28	64	92	28	7	11	29	46	75
Not Economically Disadvantaged	223	0	0	22	77	100	276	1	0	24	74	97
Not Migrant	248	0	0	23	76	99	304	2	1	24	71	95

Regents Examination Results (2013 - 14)

Results by Student Group	Comprehensive English				Integrated Algebra			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	294	99	96	57	222	96	90	24
General Education	257	100	100	63	189	98	93	29
Students with Disabilities	37	89	70	19	33	82	76	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	1	—	—	—
Black or African American	2	—	—	—	1	—	—	—
Hispanic or Latino	11	100	100	73	9	100	89	0
White	275	99	96	58	208	96	91	25
Multiracial	0	0	0	0	3	—	—	—
Small Group Total	8	88	88	25	5	80	60	20
Female	145	99	97	72	113	97	91	24
Male	149	98	95	44	109	94	89	25
English Proficient	294	99	96	57	222	96	90	24
Economically Disadvantaged	27	93	81	33	26	88	77	0
Not Economically Disadvantaged	267	99	97	60	196	97	92	28
Not Migrant	294	99	96	57	222	96	90	24

Regents Examination Results (2013 - 14)

Results by Student Group	English Language Arts (Common Core)						Algebra I (Common Core)					
	Total Tested	Percent of students scoring at					Total Tested	Percent of students scoring at				
		Level 1	Level 2	Level 3	Level 4	Level 5		Level 1	Level 2	Level 3	Level 4	Level 5
All Students	1	—	—	—	—	—	184	3	8	48	33	8
General Education	0	0	0	0	0	0	171	0	8	49	35	9
Students with Disabilities	1	—	—	—	—	—	13	38	8	46	8	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	—	—	—	—	—
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	6	—	—	—	—	—
White	1	—	—	—	—	—	174	2	8	48	33	9
Multiracial	0	0	0	0	0	0	2	—	—	—	—	—
Small Group Total	1	—	—	—	—	—	10	10	10	60	20	0
Female	0	0	0	0	0	0	93	2	9	48	32	9
Male	1	—	—	—	—	—	91	3	8	48	33	8
English Proficient	1	—	—	—	—	—	184	3	8	48	33	8
Economically Disadvantaged	0	0	0	0	0	0	18	17	11	67	6	0
Not Economically Disadvantaged	1	—	—	—	—	—	166	1	8	46	36	9
Not Migrant	1	—	—	—	—	—	184	3	8	48	33	8

Regents Examination Results (2013 - 14)

Results by Student Group	Geometry				Algebra 2/Trigonometry			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	252	97	91	40	249	85	73	33
General Education	240	98	92	42	231	86	74	34
Students with Disabilities	12	92	75	8	18	78	50	17
American Indian or Alaska Native	1	—	—	—	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	6	100	100	67
Black or African American	0	0	0	0	0	0	0	0
Hispanic or Latino	6	100	100	33	10	80	60	30
White	239	97	91	40	233	85	73	32
Multiracial	2	—	—	—	0	0	0	0
Small Group Total	7	86	71	57	0	0	0	0
Female	120	98	93	43	124	85	73	37
Male	132	97	89	37	125	85	73	29
English Proficient	252	97	91	40	249	85	73	33
Economically Disadvantaged	23	91	83	17	16	56	38	13
Not Economically Disadvantaged	229	98	92	42	233	87	75	34
Not Migrant	252	97	91	40	249	85	73	33

Regents Examination Results (2013 - 14)

Results by Student Group	Global History and Geography				U.S. History & Government			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	236	95	87	57	295	98	97	74
General Education	200	99	94	64	262	100	99	78
Students with Disabilities	36	78	53	19	33	85	82	42
American Indian or Alaska Native	1	—	—	—	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	7	—	—	—
Black or African American	0	0	0	0	2	—	—	—
Hispanic or Latino	13	92	92	62	8	100	100	100
White	217	95	87	57	278	98	97	73
Multiracial	2	—	—	—	0	0	0	0
Small Group Total	6	100	100	50	9	89	89	78
Female	114	95	86	56	142	99	98	73
Male	122	96	89	58	153	97	96	75
English Proficient	236	95	87	57	295	98	97	74
Economically Disadvantaged	28	89	71	43	28	86	82	54
Not Economically Disadvantaged	208	96	89	59	267	99	99	76
Not Migrant	236	95	87	57	295	98	97	74

Regents Examination Results (2013 - 14)

Results by Student Group	Living Environment				Physical Setting/Earth Science			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	230	100	98	67	245	99	95	55
General Education	205	100	100	71	219	100	97	58
Students with Disabilities	25	96	84	36	26	92	81	23
American Indian or Alaska Native	1	—	—	—	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	2	—	—	—
Black or African American	0	0	0	0	0	0	0	0
Hispanic or Latino	9	100	100	56	10	—	—	—
White	214	100	98	67	231	99	96	57
Multiracial	3	—	—	—	2	—	—	—
Small Group Total	7	100	100	71	14	100	86	21
Female	111	100	97	68	127	98	93	46
Male	119	99	99	66	118	100	97	64
English Proficient	230	100	98	67	245	99	95	55
Economically Disadvantaged	25	100	92	52	25	100	88	40
Not Economically Disadvantaged	205	100	99	69	220	99	96	56
Not Migrant	230	100	98	67	245	99	95	55

Regents Examination Results (2013 - 14)

Results by Student Group	Physical Setting/Chemistry				Physical Setting/Physics			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	243	95	81	22	136	98	89	46
General Education	232	95	81	22	135	—	—	—
Students with Disabilities	11	100	82	27	1	—	—	—
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	3	—	—	—
Black or African American	1	—	—	—	0	0	0	0
Hispanic or Latino	7	100	86	43	11	—	—	—
White	228	95	81	21	122	98	90	48
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	8	100	75	25	14	93	79	36
Female	128	97	84	24	57	98	91	44
Male	115	93	77	19	79	97	87	48
English Proficient	243	95	81	22	136	98	89	46
Economically Disadvantaged	12	92	50	0	5	100	40	40
Not Economically Disadvantaged	231	95	82	23	131	98	91	47
Not Migrant	243	95	81	22	136	98	89	46

Regents Competency Test Results (2013 - 14)

Results by Student Group	Reading		Writing		Math	
	Total Tested	Percent Passing	Total Tested	Percent Passing	Total Tested	Percent Passing
All Students	1	—	1	—	0	0
Students with Disabilities	1	—	1	—	0	0
Black or African American	1	—	1	—	0	0
White	0	0	0	0	0	0
Small Group Total	1	—	1	—	0	0
Male	1	—	1	—	0	0
English Proficient	1	—	1	—	0	0
Economically Disadvantaged	1	—	1	—	0	0
Not Economically Disadvantaged	0	0	0	0	0	0
Not Migrant	1	—	1	—	0	0

Regents Competency Test Results (2013 - 14)

Results by Student Group	Global Studies		U.S. History & Government		Science	
	Total Tested	Percent Passing	Total Tested	Percent Passing	Total Tested	Percent Passing
All Students	2	—	3	—	0	0
Students with Disabilities	2	—	3	—	0	0
Black or African American	0	0	1	—	0	0
White	2	—	2	—	0	0
Small Group Total	2	—	3	—	0	0
Male	2	—	3	—	0	0
English Proficient	2	—	3	—	0	0
Economically Disadvantaged	1	—	2	—	0	0
Not Economically Disadvantaged	1	—	1	—	0	0
Not Migrant	2	—	3	—	0	0

New York State Alternate Assessment (NYSAA) Results (2013 - 14)

Grade/Subject	Total Tested	Number Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4	
Grade 3 ELA	3	—	—	—	—	—
Grade 3 Math	3	—	—	—	—	—
Grade 4 ELA	4	—	—	—	—	—
Grade 4 Math	4	—	—	—	—	—
Grade 4 Science	4	—	—	—	—	—
Grade 5 ELA	1	—	—	—	—	—
Grade 5 Math	1	—	—	—	—	—
Grade 6 ELA	2	—	—	—	—	—
Grade 6 Math	2	—	—	—	—	—
Grade 7 ELA	3	—	—	—	—	—
Grade 7 Math	3	—	—	—	—	—
Grade 8 ELA	1	—	—	—	—	—
Grade 8 Math	1	—	—	—	—	—
Grade 8 Science	1	—	—	—	—	—
Secondary-Level ELA	2	—	—	—	—	—
Secondary-Level Math	2	—	—	—	—	—
Secondary-Level Science	2	—	—	—	—	—
Secondary-Level Social Studies	2	—	—	—	—	—

New York State English as a Second Language Achievement Test (NYSESLAT) Results (2013 - 14)

Kindergarten	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	3	—	—	—	—
General Education	3	—	—	—	—
Grade 1	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	5	0%	80%	20%	0%
General Education	5	0%	80%	20%	0%
Grade 4	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	2	—	—	—	—
General Education	2	—	—	—	—
Grade 7	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
General Education	1	—	—	—	—

Elementary/Middle-Level English Language Arts Results for Accountability

All accountability groups made AYP: **NO**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✗	✗	2,944*	92%*	✓	1,249	129	86	86
American Indian or Alaska Native	—	—	2	—	—	2	—	—	—
Black or African American	—	—	10	—	—	8	—	—	—
Hispanic or Latino	✗	✗	132*	92%*	✓	58	119	61	61
Asian or Native Hawaiian/Other Pacific Islander	—	—	26	—	—	26	—	—	—
White	✗	✗	2,712*	92%*	✓	1,139	129	106	106
Multiracial	—	—	17	—	—	16	—	—	—
Students With Disabilities	✗	✗	424*	89%*	✓	172†	52†	40	40
Limited English Proficient	—	—	3	—	—	2	—	—	—
Economically Disadvantaged	✗	✗	249*	93%*	✓	101	76	65	65

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	2,940*	92%*	1,247	129
Not Black or African American	2,922*	93%*	1,241	129
Not Hispanic or Latino	2,812*	92%*	1,191	129
Not Asian or Native Hawaiian/Other Pacific Islander	2,898*	92%*	1,223	129
Not White	232*	94%*	110	126
Not Multiracial	2,916*	92%*	1,233	129
General Education	2,520*	93%*	1,083	141
English Proficient	2,938*	93%*	1,247	129
Not Economically Disadvantaged	2,695*	92%*	1,148	134
Male	1,548*	93%*	655	116
Female	1,396*	92%*	594	144
Migrant	0	—	0	—
Not Migrant	2,944*	92%*	1,249	129

✓ Yes

✗ No

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

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

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

Elementary/Middle-Level Mathematics Results for Accountability

All accountability groups made AYP: **NO**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✗	✗	2,941*	91%*	✓	1,196	142	83	83
American Indian or Alaska Native	—	—	2	—	—	2	—	—	—
Black or African American	—	—	10	—	—	8	—	—	—
Hispanic or Latino	✗	✗	132*	92%*	✓	57	130	59	59
Asian or Native Hawaiian/Other Pacific Islander	—	—	26	—	—	24	—	—	—
White	✗	✗	2,709*	90%*	✓	1,089	142	102	102
Multiracial	—	—	17	—	—	16	—	—	—
Students With Disabilities	✗	✗	422*	85%*	✓	157†	66†	41	41
Limited English Proficient	—	—	3	—	—	2	—	—	—
Economically Disadvantaged	✗	✗	249*	87%*	✓	88	88	61	61

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	2,937*	91%*	1,194	142
Not Black or African American	2,919*	91%*	1,188	142
Not Hispanic or Latino	2,809*	90%*	1,139	142
Not Asian or Native Hawaiian/Other Pacific Islander	2,895*	90%*	1,172	141
Not White	232*	94%*	107	135
Not Multiracial	2,913*	90%*	1,180	142
General Education	2,519*	91%*	1,044	153
English Proficient	2,935*	91%*	1,194	142
Not Economically Disadvantaged	2,692*	91%*	1,108	146
Male	1,545*	91%*	634	138
Female	1,396*	90%*	562	146
Migrant	0	—	0	—
Not Migrant	2,941*	91%*	1,196	142

✓ Yes

✗ No

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

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

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

Elementary/Middle-Level Science Results for Accountability

All accountability groups made AYP: **NO**

Student Group	Made AYP	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✓	✓	489	95%	✓	462	183	178	178
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	—	—	7	—	—	7	—	—	—
Hispanic or Latino	—	—	26	—	—	23	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	4	—	—	3	—	—	—
White	✗	✓	447	96%	✗	425	184	187	187
Multiracial	—	—	4	—	—	3	—	—	—
Students With Disabilities	✗	✓	80	90%	✗	74 †	145 †	151	151
Limited English Proficient	—	—	2	—	—	2	—	—	—
Economically Disadvantaged	✓	✓	44	98%	✓	42	174	159	159

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	488	95%	461	183
Not Black or African American	482	95%	455	184
Not Hispanic or Latino	463	95%	439	184
Not Asian or Native Hawaiian/Other Pacific Islander	485	95%	459	183
Not White	42	93%	37	173
Not Multiracial	485	95%	459	183
General Education	409	96%	391	191
English Proficient	487	95%	460	183
Not Economically Disadvantaged	445	95%	420	184
Male	251	97%	240	180
Female	238	94%	222	187
Migrant	0	—	0	—
Not Migrant	489	95%	462	183

✓ Yes

✗ No

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

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

Secondary-Level English Language Arts Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores	PI >= EAMO or Safe Harbor Target	2010 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	✓	245	100%	✓	245	184	159	159
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	0	—	—	2	—	—	—
Hispanic or Latino	—	—	16	—	—	14	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	3	—	—	3	—	—	—
White	✓	✓	226	100%	✓	226	184	171	171
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	24	—	—	26	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	24	—	—	24	—	—	—

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

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2010 Accountability Cohort Members	PI
Not American Indian or Alaska Native	245	100%	245	184
Not Black or African American	245	100%	243	185
Not Hispanic or Latino	229	100%	231	184
Not Asian or Native Hawaiian/Other Pacific Islander	242	100%	242	184
Not White	19	—	19	—
Not Multiracial	245	100%	245	184
General Education	221	100%	219	192
English Proficient	245	100%	245	184
Not Economically Disadvantaged	221	100%	221	187
Male	120	100%	123	178
Female	125	100%	122	191
Migrant	0	—	0	—
Not Migrant	245	100%	245	184

✓ Yes

✗ No

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2010 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

Secondary-Level Mathematics Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores	PI >= EAMO or Safe Harbor Target	2010 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	✓	245	100%	✓	245	180	141	141
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	0	—	—	2	—	—	—
Hispanic or Latino	—	—	16	—	—	14	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	3	—	—	3	—	—	—
White	✓	✓	226	100%	✓	226	181	155	155
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	24	—	—	26	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	24	—	—	24	—	—	—

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

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2010 Accountability Cohort Members	PI
Not American Indian or Alaska Native	245	100%	245	180
Not Black or African American	245	100%	243	181
Not Hispanic or Latino	229	100%	231	181
Not Asian or Native Hawaiian/Other Pacific Islander	242	100%	242	181
Not White	19	—	19	—
Not Multiracial	245	100%	245	180
General Education	221	100%	219	183
English Proficient	245	100%	245	180
Not Economically Disadvantaged	221	100%	221	184
Male	120	100%	123	175
Female	125	100%	122	186
Migrant	0	—	0	—
Not Migrant	245	100%	245	180

✓ Yes

✗ No

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2010 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

Unweighted Combined ELA and Math PIs

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	129	142	184	180	159
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	119	130	—	—	125
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	129	142	184	181	159
Multiracial	—	—	—	—	—
Students With Disabilities	52	66	—	—	59
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	76	88	—	—	82

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

Overall Graduation Rate for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP
All Students	<div><div></div></div>
American Indian or Alaska Native	<div><div></div></div>
Black or African American	<div><div></div></div>
Hispanic or Latino	<div><div></div></div>
Asian or Native Hawalian/Other Pacific Islander	<div><div></div></div>
White	<div><div></div></div>
Multiracial	<div><div></div></div>
Students With Disabilities	<div><div></div></div>
Limlited English Proficient	<div><div></div></div>
Economically Disadvantaged	<div><div></div></div>

- ✓

Made AYP
- ✗

Did not make AYP
- There were not enough students to make an AYP determination.

Four-Year Graduation-Rate Total Cohort for Accountability

Student Group	Met Graduation-Rate Criterion	2009 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	304	96%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	2	—	—	—
Hispanic or Latino	—	12	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—
White	✓	286	97%	80%	80%
Multiracial	—	2	—	—	—
Students With Disabilities	✗	42†	79%†	80%	80%
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	28	—	—	—

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

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

— There were fewer than 30 students in the cohort.

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

Five-Year Graduation-Rate Total Cohort for Accountability

Student Group	Met Graduation-Rate Criterion	2008 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	271	98%	80%	80%
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	2	—	—	—
Hispanic or Latino	—	8	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—
White	✓	258	98%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	✓	34 †	94% †	80%	80%
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	17	—	—	—

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

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

— There were fewer than 30 students in the cohort.

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

Graduation Rates for Non-AYP Groups for Accountability

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

Student Group	Four-Year Graduation-Rate Total Cohort		Five-Year Graduation-Rate Total Cohort	
	2009 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2008 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	304	96%	270	98%
Not Black or African American	302	96%	269	99%
Not Hispanic or Latino	292	96%	263	98%
Not Asian or Native Hawaiian/Other Pacific Islander	302	96%	269	98%
Not White	18	—	13	—
Not Multiracial	302	96%	271	98%
General Education	264	98%	238	99%
English Proficient	304	96%	271	98%
Not Economically Disadvantaged	276	97%	254	99%
Male	158	95%	136	99%
Female	146	97%	135	97%
Migrant	0	—	0	—
Not Migrant	304	96%	271	98%

— There were fewer than 30 students in the cohort.

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

Percentage of 2009 Graduation-Rate Total Cohort members who graduated as of August 31, 2013 with:

Regents Diploma with an Advanced Designation (This District)	Regents Diploma with an Advanced Designation (Statewide)	Percentage in This District Exceeded Statewide
67%	31%	YES
Regents Diploma with CTE Endorsement (This District)	Regents Diploma with CTE Endorsement (Statewide)	Percentage in This District Exceeded Statewide
1%	4%	NO

Glossary of Terms - Report Cards Data

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

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

Graduates

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

High School Completers

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

Highly Qualified Teachers

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

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

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

The Percent with No Valid Teaching Certificate is the percent of teachers without a valid teaching certificate.

The Percent Teaching out of Certification is the percent teaching out of certification on more than an incidental basis (more than one assignment).

The Percent Taught by Teachers Without Appropriate Certification is the percent of all teachers teaching one or more assignments outside of certification.

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

meet the participation requirement for making Adequate Yearly Progress in elementary/middle-level ELA for institutional accountability purposes.

Regents Competency Tests

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

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage. Teachers who in year one were reported as providing instruction in one building, but in year two were reported under the district code or another building within the same district are included in the turnover rate.

Total Cohort

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

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

For more information on how AYP and PIs are determined, see Understanding Accountability in New York State.

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

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

Safe Harbor Target

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

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

Unweighted Combined PI

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

SAYVILLE HIGH SCHOOL

NEW YORK STATE SCHOOL REPORT CARD



The New York State School Report Card [2013 - 14]

NAME: SAYVILLE HIGH SCHOOL

BEDS Code: 580504030004

ADDRESS: 20 BROOK ST, WEST SAYVILLE, NY 11796

PHONE: (631) 244-6600

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

SAYVILLE HIGH SCHOOL Enrollment (2013 - 14)**K-12 Enrollment: 1,001**

These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2013 - 14 school year. For nonpublic school enrollment data please see the [Non-Public School Enrollment and Staff](#) information on our Information and Reporting Services webpage

Students by Gender

Male		Female	
505	50%	496	50%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
1	3	46	18	928	5
0%	0%	5%	2%	93%	0%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
—	—	112	11%	106	11%

*Fields with dashes have data [suppressed](#) in order to prevent reporting personally identifiable information.

Students by Grade

9th Grade	10th Grade	11th Grade	12th Grade	Ungraded Secondary
246	224	283	244	4

Average Class Size (2013 - 14)

Grade 10 English	Grade 10 Mathematics	Grade 10 Science	Grade 10 Social Studies
22	17	23	24

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch	Eligible for Reduced-Price Lunch
67	32
7%	3%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate	Student Suspensions	
95%	46	4%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience	Turnover Rate of All Teachers
0%	11%

Staff Counts (2013 - 14)

Principals	Assistant Principals	Other Professional Staff	Paraprofessionals
1	2	7	0

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	83	84	80
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	0%	1%	1%
Percentage with Master's Degree Plus 30 Hours or Doctorate	73%	71%	74%
Total Number of Core Classes	279	285	278
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	371	382	364
Percent Taught by Teachers Without Appropriate Certification	0%	1%	0%

High School Completers (2013 - 14)

Results by Student Group	Completers (Graduates + IEP Diplomas)	Graduates (Regents + Local Diplomas)	Regents Diploma		Regents with Advanced Designation	
	Number of Students	Number of Students	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates
All Students	241	241	239	99%	161	67%
General Education	220	220	220	100%	156	71%
Students with Disabilities	21	21	19	90%	5	24%
Results by Student Group	Regents with CTE Endorsement		Local Diplomas		Commencement Credentials	
	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates	Number of Students	Percent of Completers
All Students	2	1%	2	1%	0	0%
General Education	1	0%	0	0%	0	0%
Students with Disabilities	1	5%	2	10%	0	0%

High School Non-completers (2013 - 14)

Results by Student Group	Dropped Out		Entered Approved High School Equivalency Preparation Program		Total Noncompleters	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
All Students	5	0%	0	0%	5	0%
General Education	5	1%	0	0%	5	1%

Post-graduation Plans of Completers (2013 - 14)

Results by Student Group	To Four-Year College		To Two-Year College		To Other Post-Secondary		To the Military	
	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers
All Students	175	73%	56	23%	3	1%	2	1%
General Education	170	77%	42	19%	1	0%	2	1%
Students with Disabilities	5	24%	14	67%	2	10%	0	0%
Results by Student Group	To Employment		To Adult Services		To Other Known Plans		Plan Unknown	
	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers
All Students	2	1%	0	0%	3	1%	0	0%
General Education	2	1%	0	0%	3	1%	0	0%
Students with Disabilities	0	0%	0	0%	0	0%	0	0%

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

*Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

*Reporting standards not met.

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

NAEP Participation Rates

Grade 4 Reading	Participation Rate
Students with Disabilities	94
Limited English Proficient	93
Grade 4 Mathematics	Participation Rate
Students with Disabilities	94
Limited English Proficient	93
Grade 8 Reading	Participation Rate
Students with Disabilities	97
Limited English Proficient	91
Grade 8 Mathematics	Participation Rate
Students with Disabilities	89
Limited English Proficient	94

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

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

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 & above)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4 & above			1	2	3	4	
All Students	244	0	2	42	56	98	292	1	1	18	80	98
General Education	222	0	0	39	61	100	262	0	0	16	83	100
Students with Disabilities	22	5	18	73	5	77	30	7	13	30	50	80
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	1	—	—	—	—	—
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	15	—	—	—	—	—	11	—	—	—	—	—
White	226	0	2	42	55	97	277	1	1	17	81	98
Multiracial	0	0	0	0	0	0	2	—	—	—	—	—
Small Group Total	18	0	0	39	61	100	15	0	13	27	60	87
Female	124	0	1	35	64	98	142	1	0	9	89	98
Male	120	1	3	49	48	97	150	0	3	26	71	97
English Proficient	244	0	2	42	56	98	292	1	1	18	80	98
Economically Disadvantaged	22	5	5	68	23	91	26	4	8	38	46	85
Not Economically Disadvantaged	222	0	1	39	59	98	266	0	1	16	83	99
Not Migrant	244	0	2	42	56	98	292	1	1	18	80	98

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

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

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 & above)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4 & above			1	2	3	4	
All Students	244	0	0	43	56	99	292	1	1	54	44	98
General Education	222	0	0	41	59	100	262	0	0	51	48	99
Students with Disabilities	22	0	0	73	23	95	30	3	7	83	7	90
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	1	—	—	—	—	—
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	15	—	—	—	—	—	11	—	—	—	—	—
White	226	0	0	43	56	99	277	1	0	53	45	99
Multiracial	0	0	0	0	0	0	2	—	—	—	—	—
Small Group Total	18	0	0	50	50	100	15	0	7	73	20	93
Female	124	0	1	37	62	99	142	1	1	45	54	99
Male	120	0	0	50	49	99	150	1	1	63	35	98
English Proficient	244	0	0	43	56	99	292	1	1	54	44	98
Economically Disadvantaged	22	0	5	68	23	91	26	4	8	77	8	85
Not Economically Disadvantaged	222	0	0	41	59	100	266	0	0	52	47	100
Not Migrant	244	0	0	43	56	99	292	1	1	54	44	98

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

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

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	244	0	0	43	56	99	292	1	1	41	57	98
General Education	222	0	0	40	59	99	262	0	0	38	61	100
Students with Disabilities	22	0	0	73	23	95	30	13	3	63	20	83
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	1	—	—	—	—	—
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	15	—	—	—	—	—	11	—	—	—	—	—
White	226	0	0	43	55	99	277	1	1	40	58	98
Multiracial	0	0	0	0	0	0	2	—	—	—	—	—
Small Group Total	18	0	0	33	67	100	15	7	0	53	40	93
Female	124	0	0	44	56	100	142	1	1	37	61	97
Male	120	0	0	41	57	98	150	1	0	45	54	99
English Proficient	244	0	0	43	56	99	292	1	1	41	57	98
Economically Disadvantaged	22	0	0	64	32	95	26	8	8	65	19	85
Not Economically Disadvantaged	222	0	0	41	59	99	266	1	0	38	61	99
Not Migrant	244	0	0	43	56	99	292	1	1	41	57	98

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

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

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	244	0	1	24	74	98	292	0	1	18	80	98
General Education	222	0	0	23	76	99	262	0	0	17	82	99
Students with Disabilities	22	5	9	32	55	86	30	3	10	27	60	87
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	1	—	—	—	—	—
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	15	—	—	—	—	—	11	—	—	—	—	—
White	226	0	1	24	73	98	277	0	1	17	81	98
Multiracial	0	0	0	0	0	0	2	—	—	—	—	—
Small Group Total	18	0	0	22	78	100	15	7	0	33	60	93
Female	124	0	1	29	69	98	142	0	1	18	79	97
Male	120	1	2	19	78	98	150	1	1	18	81	99
English Proficient	244	0	1	24	74	98	292	0	1	18	80	98
Economically Disadvantaged	22	5	5	32	59	91	26	4	4	35	50	85
Not Economically Disadvantaged	222	0	1	23	75	99	266	0	1	17	83	99
Not Migrant	244	0	1	24	74	98	292	0	1	18	80	98

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

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

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	244	0	0	23	76	99	292	1	1	24	74	98
General Education	222	0	0	21	79	100	262	0	0	22	77	99
Students with Disabilities	22	0	5	45	45	91	30	13	3	40	43	83
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	1	—	—	—	—	—
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	15	—	—	—	—	—	11	—	—	—	—	—
White	226	0	0	23	76	99	277	1	1	24	74	98
Multiracial	0	0	0	0	0	0	2	—	—	—	—	—
Small Group Total	18	0	0	22	78	100	15	7	0	27	67	93
Female	124	0	0	22	78	100	142	1	1	21	77	98
Male	120	0	1	24	74	98	150	1	1	27	71	97
English Proficient	244	0	0	23	76	99	292	1	1	24	74	98
Economically Disadvantaged	22	0	0	27	68	95	26	8	8	31	50	81
Not Economically Disadvantaged	222	0	0	23	77	100	266	1	0	23	76	99
Not Migrant	244	0	0	23	76	99	292	1	1	24	74	98

Regents Examination Results (2013 - 14)

Results by Student Group	Comprehensive English				Integrated Algebra			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	290	99	97	58	127	94	84	2
General Education	257	100	100	63	96	98	86	3
Students with Disabilities	33	94	73	18	31	81	77	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	1	—	—	—
Black or African American	1	—	—	—	1	—	—	—
Hispanic or Latino	11	100	100	73	8	—	—	—
White	272	99	96	58	115	94	85	3
Multiracial	0	0	0	0	2	—	—	—
Small Group Total	7	100	100	29	12	92	75	0
Female	145	99	97	72	62	97	85	2
Male	145	99	96	44	65	91	83	3
English Proficient	290	99	97	58	127	94	84	2
Economically Disadvantaged	26	96	85	35	24	88	75	0
Not Economically Disadvantaged	264	100	98	60	103	95	86	3
Not Migrant	290	99	97	58	127	94	84	2

Regents Examination Results (2013 - 14)

Results by Student Group	English Language Arts (Common Core)						Algebra I (Common Core)					
	Total Tested	Percent of students scoring at					Total Tested	Percent of students scoring at				
		Level 1	Level 2	Level 3	Level 4	Level 5		Level 1	Level 2	Level 3	Level 4	Level 5
All Students	0	0	0	0	0	0	91	5	16	73	5	0
General Education	0	0	0	0	0	0	79	0	18	77	5	0
Students with Disabilities	0	0	0	0	0	0	12	42	8	42	8	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	—	—	—	—	—
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	5	—	—	—	—	—
White	0	0	0	0	0	0	83	5	17	73	5	0
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	8	13	13	63	13	0
Female	0	0	0	0	0	0	43	5	19	72	5	0
Male	0	0	0	0	0	0	48	6	15	73	6	0
English Proficient	0	0	0	0	0	0	91	5	16	73	5	0
Economically Disadvantaged	0	0	0	0	0	0	16	19	13	69	0	0
Not Economically Disadvantaged	0	0	0	0	0	0	75	3	17	73	7	0
Not Migrant	0	0	0	0	0	0	91	5	16	73	5	0

Regents Examination Results (2013 - 14)

Results by Student Group	Geometry				Algebra 2/Trigonometry			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	251	97	91	40	249	85	73	33
General Education	240	98	92	42	231	86	74	34
Students with Disabilities	11	91	82	9	18	78	50	17
American Indian or Alaska Native	1	—	—	—	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	6	100	100	67
Black or African American	0	0	0	0	0	0	0	0
Hispanic or Latino	6	100	100	33	10	80	60	30
White	238	97	92	40	233	85	73	32
Multiracial	2	—	—	—	0	0	0	0
Small Group Total	7	86	71	57	0	0	0	0
Female	120	98	93	43	124	85	73	37
Male	131	97	89	37	125	85	73	29
English Proficient	251	97	91	40	249	85	73	33
Economically Disadvantaged	23	91	83	17	16	56	38	13
Not Economically Disadvantaged	228	98	92	43	233	87	75	34
Not Migrant	251	97	91	40	249	85	73	33

Regents Examination Results (2013 - 14)

Results by Student Group	Global History and Geography				U.S. History & Government			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	232	96	89	58	291	99	98	75
General Education	200	99	94	64	262	100	99	78
Students with Disabilities	32	81	59	22	29	93	90	48
American Indian or Alaska Native	1	—	—	—	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	7	—	—	—
Black or African American	0	0	0	0	1	—	—	—
Hispanic or Latino	13	92	92	62	8	100	100	100
White	213	96	88	58	275	99	98	74
Multiracial	2	—	—	—	0	0	0	0
Small Group Total	6	100	100	50	8	100	100	88
Female	114	95	86	56	142	99	98	73
Male	118	97	92	60	149	99	98	77
English Proficient	232	96	89	58	291	99	98	75
Economically Disadvantaged	27	89	74	44	27	89	85	56
Not Economically Disadvantaged	205	97	91	60	264	100	99	77
Not Migrant	232	96	89	58	291	99	98	75

Regents Examination Results (2013 - 14)

Results by Student Group	Living Environment				Physical Setting/Earth Science			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	148	100	98	55	244	99	95	55
General Education	125	100	100	58	219	100	97	58
Students with Disabilities	23	100	87	35	25	92	80	24
American Indian or Alaska Native	1	—	—	—	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	2	—	—	—
Black or African American	0	0	0	0	0	0	0	0
Hispanic or Latino	8	100	100	50	10	—	—	—
White	134	100	98	54	230	99	96	57
Multiracial	2	—	—	—	2	—	—	—
Small Group Total	6	100	100	67	14	100	86	21
Female	69	100	96	52	127	98	93	46
Male	79	100	100	57	117	100	97	65
English Proficient	148	100	98	55	244	99	95	55
Economically Disadvantaged	23	100	91	52	25	100	88	40
Not Economically Disadvantaged	125	100	99	55	219	99	96	57
Not Migrant	148	100	98	55	244	99	95	55

Regents Examination Results (2013 - 14)

Results by Student Group	Physical Setting/Chemistry				Physical Setting/Physics			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	243	95	81	22	136	98	89	46
General Education	232	95	81	22	135	—	—	—
Students with Disabilities	11	100	82	27	1	—	—	—
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	3	—	—	—
Black or African American	1	—	—	—	0	0	0	0
Hispanic or Latino	7	100	86	43	11	—	—	—
White	228	95	81	21	122	98	90	48
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	8	100	75	25	14	93	79	36
Female	128	97	84	24	57	98	91	44
Male	115	93	77	19	79	97	87	48
English Proficient	243	95	81	22	136	98	89	46
Economically Disadvantaged	12	92	50	0	5	100	40	40
Not Economically Disadvantaged	231	95	82	23	131	98	91	47
Not Migrant	243	95	81	22	136	98	89	46

Secondary-Level English Language Arts Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores	PI >= EAMO or Safe Harbor Target	2010 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	✓	242	100%	✓	240	186	159	159
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	0	—	—	0	—	—	—
Hispanic or Latino	—	—	16	—	—	14	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	3	—	—	3	—	—	—
White	✓	✓	223	100%	✓	223	185	171	171
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	21	—	—	21	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	22	—	—	20	—	—	—

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

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2010 Accountability Cohort Members	PI
Not American Indian or Alaska Native	242	100%	240	186
Not Black or African American	242	100%	240	186
Not Hispanic or Latino	226	100%	226	185
Not Asian or Native Hawaiian/Other Pacific Islander	239	100%	237	186
Not White	19	—	17	—
Not Multiracial	242	100%	240	186
General Education	221	100%	219	192
English Proficient	242	100%	240	186
Not Economically Disadvantaged	220	100%	220	187
Male	118	100%	119	181
Female	124	100%	121	192
Migrant	0	—	0	—
Not Migrant	242	100%	240	186

✓ Yes

✗ No

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2010 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

Secondary-Level Mathematics Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores	PI >= EAMO or Safe Harbor Target	2010 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	✓	242	100%	✓	240	181	141	141
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	0	—	—	0	—	—	—
Hispanic or Latino	—	—	16	—	—	14	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	3	—	—	3	—	—	—
White	✓	✓	223	100%	✓	223	181	155	155
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	21	—	—	21	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	22	—	—	20	—	—	—

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

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2010 Accountability Cohort Members	PI
Not American Indian or Alaska Native	242	100%	240	181
Not Black or African American	242	100%	240	181
Not Hispanic or Latino	226	100%	226	181
Not Asian or Native Hawaiian/Other Pacific Islander	239	100%	237	181
Not White	19	—	17	—
Not Multiracial	242	100%	240	181
General Education	221	100%	219	183
English Proficient	242	100%	240	181
Not Economically Disadvantaged	220	100%	220	184
Male	118	100%	119	176
Female	124	100%	121	186
Migrant	0	—	0	—
Not Migrant	242	100%	240	181

✓ Yes

✗ No

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2010 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

Unweighted Combined ELA and Math PIs

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	—	—	186	181	184
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	—	—	185	181	183
Multiracial	—	—	—	—	—
Students With Disabilities	—	—	—	—	—
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—

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

Overall Graduation Rate for Accountability

All accountability groups made AYP: **YES**

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

- ✓

Made AYP
- ✗

Did not make AYP
- There were not enough students to make an AYP determination.

Four-Year Graduation-Rate Total Cohort for Accountability

Student Group	Met Graduation-Rate Criterion	2009 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	292	99%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	1	—	—	—
Hispanic or Latino	—	11	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
White	✓	277	99%	80%	80%
Multiracial	—	2	—	—	—
Students With Disabilities	✓	32 †	97% †	80%	80%
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	26	—	—	—

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

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

— There were fewer than 30 students in the cohort.

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

Five-Year Graduation-Rate Total Cohort for Accountability

Student Group	Met Graduation-Rate Criterion	2008 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	267	99%	80%	80%
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	1	—	—	—
Hispanic or Latino	—	8	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—
White	✓	255	99%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	—	29	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	16	—	—	—

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

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

— There were fewer than 30 students in the cohort.

Graduation Rates for Non-AYP Groups for Accountability

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

Student Group	Four-Year Graduation-Rate Total Cohort		Five-Year Graduation-Rate Total Cohort	
	2009 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2008 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	292	99%	266	99%
Not Black or African American	291	99%	266	99%
Not Hispanic or Latino	281	99%	259	99%
Not Asian or Native Hawaiian/Other Pacific Islander	291	99%	265	99%
Not White	15	—	12	—
Not Multiracial	290	99%	267	99%
General Education	262	99%	238	99%
English Proficient	292	99%	267	99%
Not Economically Disadvantaged	266	100%	251	99%
Male	150	99%	133	100%
Female	142	99%	134	98%
Migrant	0	—	0	—
Not Migrant	292	99%	267	99%

— There were fewer than 30 students in the cohort.

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

Percentage of 2009 Graduation-Rate Total Cohort members who graduated as of August 31, 2013 with:

Regents Diploma with an Advanced Designation (This School)	Regents Diploma with an Advanced Designation (Statewide)	Percentage in This School Exceeded Statewide
70%	31%	YES
Regents Diploma with CTE Endorsement (This School)	Regents Diploma with CTE Endorsement (Statewide)	Percentage in This School Exceeded Statewide
1%	4%	NO

Glossary of Terms - Report Cards Data

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

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

Graduates

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

High School Completers

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

Highly Qualified Teachers

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

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

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

The Percent with No Valid Teaching Certificate is the percent of teachers without a valid teaching certificate.

The Percent Teaching out of Certification is the percent teaching out of certification on more than an incidental basis (more than one assignment).

The Percent Taught by Teachers Without Appropriate Certification is the percent of all teachers teaching one or more assignments outside of certification.

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

meet the participation requirement for making Adequate Yearly Progress in elementary/middle-level ELA for institutional accountability purposes.

Regents Competency Tests

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

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage. Teachers who in year one were reported as providing instruction in one building, but in year two were reported under the district code or another building within the same district are included in the turnover rate.

Total Cohort

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

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

For more information on how AYP and PIs are determined, see Understanding Accountability in New York State.

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

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

Safe Harbor Target

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

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

Unweighted Combined PI

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

SAYVILLE MIDDLE SCHOOL

NEW YORK STATE SCHOOL REPORT CARD



The New York State School Report Card [2013 - 14]

NAME: SAYVILLE MIDDLE SCHOOL

BEDS Code: 580504030005

ADDRESS: 291 JOHNSON AVE, SAYVILLE, NY 11782

PHONE: (631) 244-6650

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

SAYVILLE MIDDLE SCHOOL Enrollment (2013 - 14)
K-12 Enrollment: 745

These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2013 - 14 school year. For nonpublic school enrollment data please see the [Non-Public School Enrollment and Staff](#) information on our Information and Reporting Services webpage

Students by Gender

Male		Female	
393	53%	352	47%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
1	4	32	13	690	5
0%	1%	4%	2%	93%	1%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
—	—	107	14%	70	9%

*Fields with dashes have data [suppressed](#) in order to prevent reporting personally identifiable information.

Students by Grade

6th Grade	Ungraded Elementary	7th Grade	8th Grade
231	1	249	264

Average Class Size (2013 - 14)

Grade 8 English	Grade 8 Mathematics	Grade 8 Science	Grade 8 Social Studies
25	26	26	26

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
47	6%	20	3%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate	Student Suspensions	
96%	7	1%

Teacher Turnover Rate (2012 - 13)

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

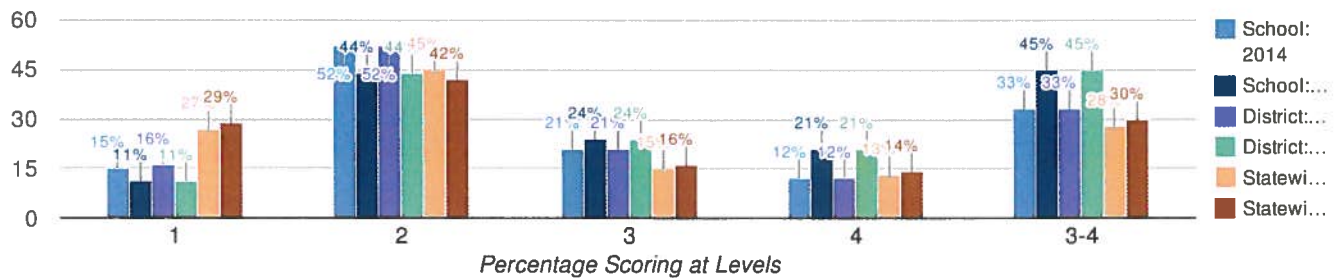
Staff Counts (2013 - 14)

Principals	Assistant Principals	Other Professional Staff	Paraprofessionals
1	1	6	0

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	56	54	58
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	0%	4%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	88%	87%	83%
Total Number of Core Classes	190	178	183
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	273	236	249
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

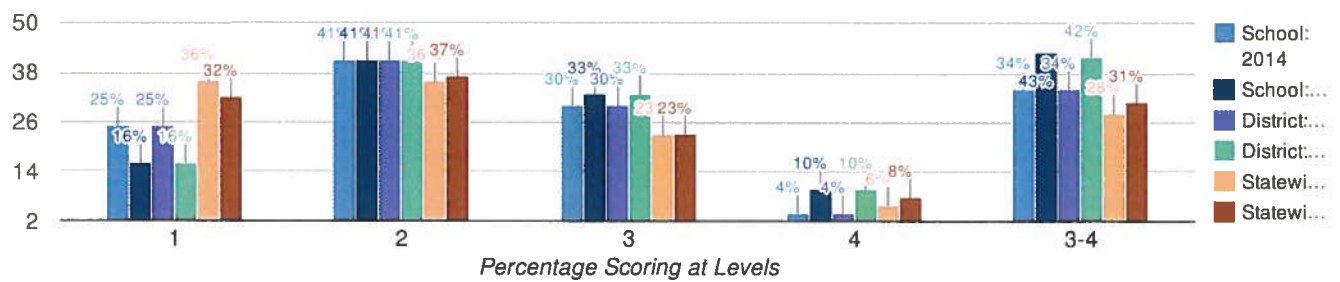
Grade 6 English Language Arts



Mean Score

2014							2013						
307							314						
Results by Student Group	2014						2013						% Proficient (Levels 3 and 4)
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	
		1	2	3	4			1	2	3	4		
All Students	194	15	52	21	12	33	241	11	44	24	21	45	
General Education	168	10	52	24	14	38	215	6	44	26	24	50	
Students with Disabilities	26	46	54	0	0	0	26	54	42	4	0	4	
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0	
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	6	—	—	—	—	—	
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—	
Hispanic or Latino	5	20	40	20	20	40	13	8	38	23	31	54	
White	180	16	52	21	11	32	220	11	45	24	20	44	
Multiracial	3	—	—	—	—	—	1	—	—	—	—	—	
Small Group Total	9	0	56	22	22	44	8	13	38	25	25	50	
Female	93	15	47	24	14	38	114	9	39	29	23	52	
Male	101	15	56	19	10	29	127	13	48	19	20	39	
English Proficient	194	15	52	21	12	33	240	—	—	—	—	—	
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—	
Economically Disadvantaged	16	31	69	0	0	0	18	17	44	33	6	39	
Not Economically Disadvantaged	178	13	51	23	13	36	223	11	44	23	22	45	
Not Migrant	194	15	52	21	12	33	241	11	44	24	21	45	

Grade 7 English Language Arts

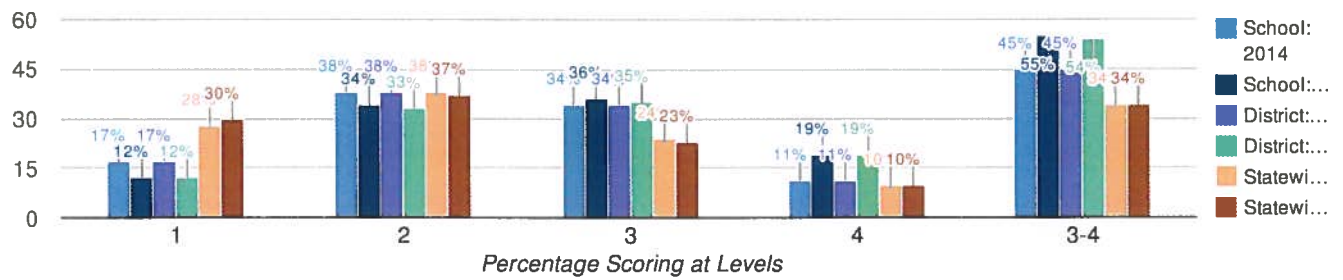


Mean Score

2014	2013
302	311

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	221	25	41	30	4	34	261	16	41	33	10	43
General Education	198	20	43	33	5	37	218	8	42	39	11	50
Students with Disabilities	23	74	22	4	0	4	43	58	37	5	0	5
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—	—	1	—	—	—	—	—
Black or African American	0	0	0	0	0	0	3	—	—	—	—	—
Hispanic or Latino	12	25	17	42	17	58	12	25	50	25	0	25
White	201	26	43	28	3	31	244	16	41	33	10	43
Multiracial	1	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	8	13	25	50	13	63	5	20	40	40	0	40
Female	102	13	42	41	4	45	120	8	33	43	17	59
Male	119	36	39	20	4	24	141	23	49	25	4	28
English Proficient	220	—	—	—	—	—	261	16	41	33	10	43
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	20	35	35	30	0	30	30	37	47	17	0	17
Not Economically Disadvantaged	201	24	41	30	4	34	231	13	41	35	11	46
Not Migrant	221	25	41	30	4	34	261	16	41	33	10	43

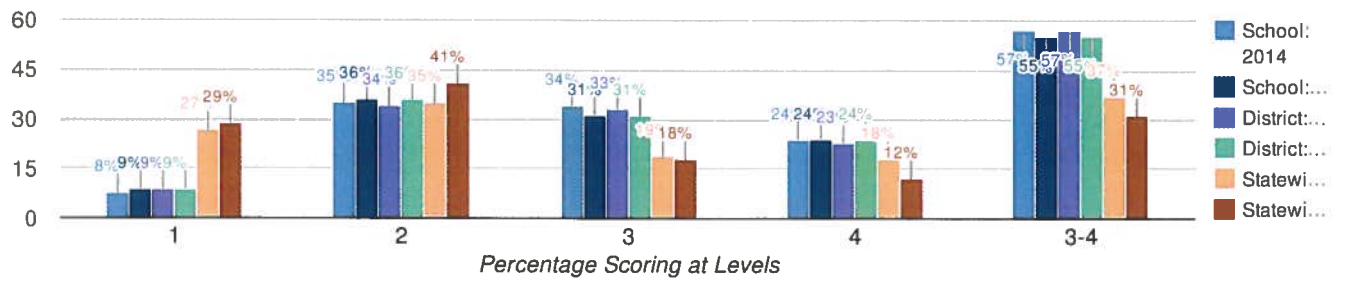
Grade 8 English Language Arts



Mean Score

2014							2013						
307							315						
Results by Student Group	2014						2013						
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	
		1	2	3	4			1	2	3	4		
All Students	228	17	38	34	11	45	247	12	34	36	19	55	
General Education	190	7	39	40	13	53	215	5	33	40	22	62	
Students with Disabilities	38	63	32	5	0	5	32	59	38	3	0	3	
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	2	—	—	—	—	—	
Black or African American	2	—	—	—	—	—	2	—	—	—	—	—	
Hispanic or Latino	11	—	—	—	—	—	7	14	71	14	0	14	
White	213	16	38	35	12	46	234	11	33	36	20	56	
Multiracial	1	—	—	—	—	—	2	—	—	—	—	—	
Small Group Total	15	27	47	27	0	27	6	50	17	33	0	33	
Female	106	4	39	39	19	58	121	12	33	38	17	55	
Male	122	28	38	30	4	34	126	11	34	33	21	55	
English Proficient	228	17	38	34	11	45	247	12	34	36	19	55	
Economically Disadvantaged	21	38	62	0	0	0	24	25	38	29	8	38	
Not Economically Disadvantaged	207	14	36	38	12	50	223	10	33	36	20	57	
Not Migrant	228	17	38	34	11	45	247	12	34	36	19	55	

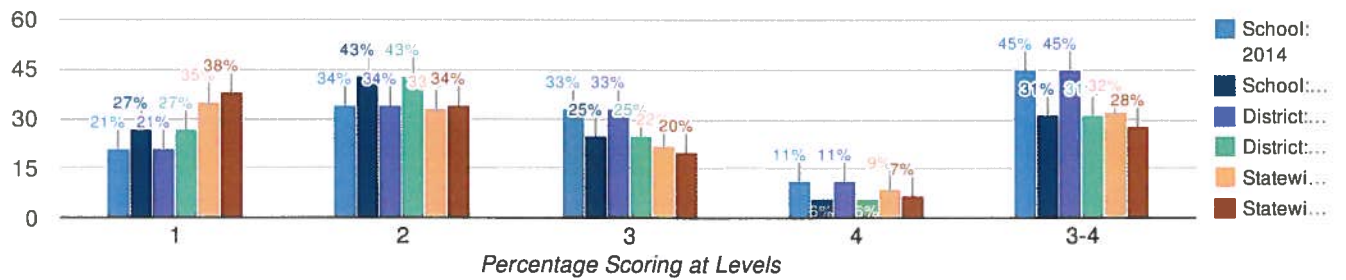
Grade 6 Mathematics



Mean Score

2014							2013						
319							319						
Results by Student Group	2014						2013						
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	
		1	2	3	4			1	2	3	4		
All Students	187	8	35	34	24	57	240	9	36	31	24	55	
General Education	163	3	33	37	26	64	215	4	36	34	27	60	
Students with Disabilities	24	42	46	8	4	13	25	56	36	8	0	8	
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0	
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	6	—	—	—	—	—	
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—	
Hispanic or Latino	5	0	40	40	20	60	13	8	31	38	23	62	
White	173	8	34	34	24	58	219	9	36	31	24	55	
Multiracial	3	—	—	—	—	—	1	—	—	—	—	—	
Small Group Total	9	11	44	22	22	44	8	13	38	25	25	50	
Female	88	6	35	38	22	59	114	11	34	32	24	55	
Male	99	10	34	30	25	56	126	8	37	31	24	55	
English Proficient	187	8	35	34	24	57	239	—	—	—	—	—	
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—	
Economically Disadvantaged	15	27	40	33	0	33	17	18	47	35	0	35	
Not Economically Disadvantaged	172	6	34	34	26	59	223	9	35	31	26	57	
Not Migrant	187	8	35	34	24	57	240	9	36	31	24	55	

Grade 7 Mathematics

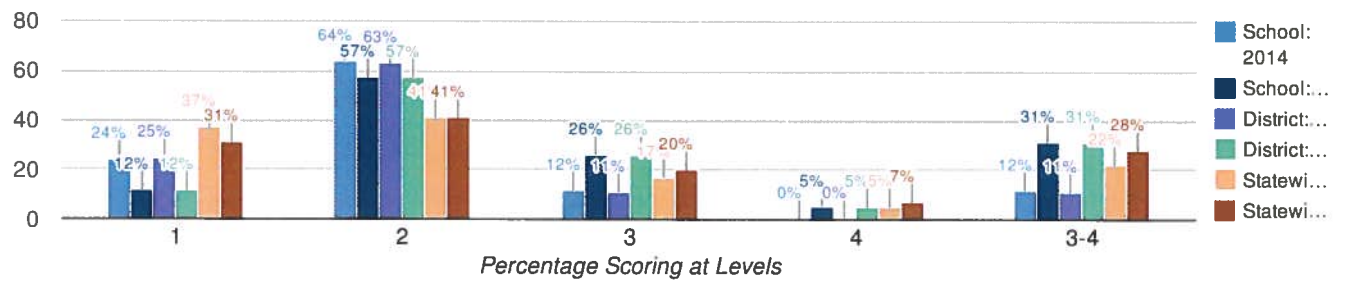


Mean Score

2014	2013
313	308

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	210	21	34	33	11	45	260	27	43	25	6	31
General Education	188	15	35	37	13	50	217	17	47	29	7	36
Students with Disabilities	22	73	27	0	0	0	43	77	21	2	0	2
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	—	—	1	—	—	—	—	—
Black or African American	0	0	0	0	0	0	3	—	—	—	—	—
Hispanic or Latino	12	17	42	25	17	42	12	33	50	17	0	17
White	191	21	35	34	10	44	243	26	43	25	7	32
Multiracial	1	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	7	29	0	43	29	71	5	60	20	20	0	20
Female	98	21	34	36	9	45	120	21	47	27	6	33
Male	112	21	35	31	13	45	140	31	39	23	6	29
English Proficient	209	—	—	—	—	—	260	27	43	25	6	31
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	17	41	47	12	0	12	30	50	33	17	0	17
Not Economically Disadvantaged	193	19	33	35	12	48	230	23	44	26	7	33
Not Migrant	210	21	34	33	11	45	260	27	43	25	6	31

Grade 8 Mathematics



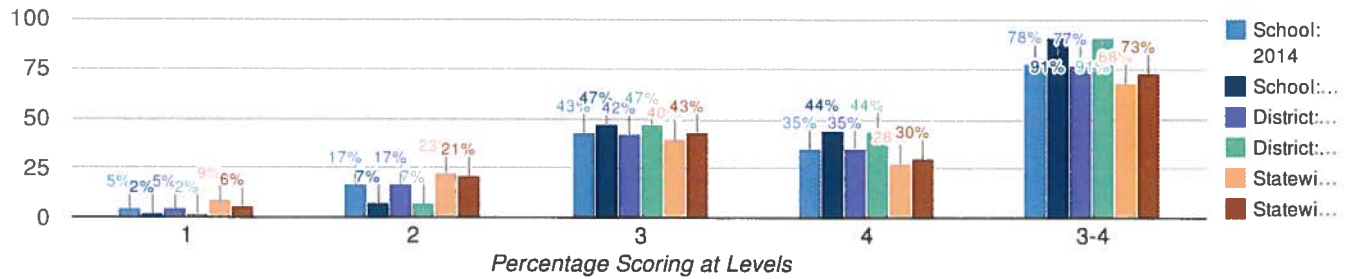
Mean Score

2014	2013
296	310

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	120	24	64	12	0	12	242	12	57	26	5	31
General Education	90	14	70	16	0	16	210	5	59	30	6	36
Students with Disabilities	30	53	47	0	0	0	32	56	44	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	2	—	—	—	—	—
Black or African American	2	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	9	—	—	—	—	—	7	29	71	0	0	0
White	109	23	67	10	0	10	229	10	57	27	5	32
Multiracial	0	0	0	0	0	0	2	—	—	—	—	—
Small Group Total	11	36	36	27	0	27	6	33	33	33	0	33
Female	47	15	68	17	0	17	116	13	59	23	4	28
Male	73	30	62	8	0	8	126	10	55	29	6	35
English Proficient	120	24	64	12	0	12	242	12	57	26	5	31
Economically Disadvantaged	15	33	53	13	0	13	24	25	58	13	4	17
Not Economically Disadvantaged	105	23	66	11	0	11	218	10	57	28	5	33
Not Migrant	120	24	64	12	0	12	242	12	57	26	5	31

Grade 8 Science

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



Mean Score

2014							2013					
68							75					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	169	8	25	59	9	67	165	4	10	67	19	86
General Education	128	5	20	65	11	76	133	0	4	72	24	96
Students with Disabilities	41	17	41	39	2	41	32	19	38	44	0	44
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	—	—	—	—	—
Black or African American	3	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	10	—	—	—	—	—	6	—	—	—	—	—
White	156	7	24	60	8	69	155	3	8	68	21	88
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	13	15	31	38	15	54	10	10	40	50	0	50
Female	76	5	21	63	11	74	86	3	12	71	14	85
Male	93	10	28	55	8	62	79	4	9	62	25	87
English Proficient	169	8	25	59	9	67	165	4	10	67	19	86
Economically Disadvantaged	24	8	25	58	8	67	22	5	23	50	23	73
Not Economically Disadvantaged	145	8	25	59	9	68	143	3	8	69	19	88
Not Migrant	169	8	25	59	9	67	165	4	10	67	19	86

Grade 8 Students Taking a Regents Science Test

Accelerated grade 8 students who take a Regents science test in lieu of the New York State Grade 8 Science Test.

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	81	0	0	10	90	100	85	0	0	9	91	100

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

*Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

*Reporting standards not met.

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

NAEP Participation Rates

Grade 4 Reading	Participation Rate
Students with Disabilities	94
Limited English Proficient	93
Grade 4 Mathematics	Participation Rate
Students with Disabilities	94
Limited English Proficient	93
Grade 8 Reading	Participation Rate
Students with Disabilities	97
Limited English Proficient	91
Grade 8 Mathematics	Participation Rate
Students with Disabilities	89
Limited English Proficient	94

Regents Examination Results (2013 - 14)

Results by Student Group	Comprehensive English				Integrated Algebra			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	0	0	0	0	93	100	100	55
General Education	0	0	0	0	92	—	—	—
Students with Disabilities	0	0	0	0	1	—	—	—
Hispanic or Latino	0	0	0	0	1	—	—	—
White	0	0	0	0	91	—	—	—
Multiracial	0	0	0	0	1	—	—	—
Small Group Total	0	0	0	0	93	100	100	55
Female	0	0	0	0	50	100	100	52
Male	0	0	0	0	43	100	100	58
English Proficient	0	0	0	0	93	100	100	55
Economically Disadvantaged	0	0	0	0	2	—	—	—
Not Economically Disadvantaged	0	0	0	0	91	—	—	—
Not Migrant	0	0	0	0	93	100	100	55

Regents Examination Results (2013 - 14)

Results by Student Group	English Language Arts (Common Core)						Algebra I (Common Core)					
	Total Tested	Percent of students scoring at					Total Tested	Percent of students scoring at				
		Level 1	Level 2	Level 3	Level 4	Level 5		Level 1	Level 2	Level 3	Level 4	Level 5
All Students	0	0	0	0	0	0	93	0	0	25	59	16
General Education	0	0	0	0	0	0	92	—	—	—	—	—
Students with Disabilities	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	1	—	—	—	—	—
White	0	0	0	0	0	0	91	—	—	—	—	—
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	93	0	0	25	59	16
Female	0	0	0	0	0	0	50	0	0	28	56	16
Male	0	0	0	0	0	0	43	0	0	21	63	16
English Proficient	0	0	0	0	0	0	93	0	0	25	59	16
Economically Disadvantaged	0	0	0	0	0	0	2	—	—	—	—	—
Not Economically Disadvantaged	0	0	0	0	0	0	91	—	—	—	—	—
Not Migrant	0	0	0	0	0	0	93	0	0	25	59	16

Regents Examination Results (2013 - 14)

Results by Student Group	Living Environment				Physical Setting/Earth Science			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	81	100	100	90	0	0	0	0
General Education	80	—	—	—	0	0	0	0
Students with Disabilities	1	—	—	—	0	0	0	0
Hispanic or Latino	1	—	—	—	0	0	0	0
White	79	—	—	—	0	0	0	0
Multiracial	1	—	—	—	0	0	0	0
Small Group Total	81	100	100	90	0	0	0	0
Female	42	100	100	93	0	0	0	0
Male	39	100	100	87	0	0	0	0
English Proficient	81	100	100	90	0	0	0	0
Economically Disadvantaged	2	—	—	—	0	0	0	0
Not Economically Disadvantaged	79	—	—	—	0	0	0	0
Not Migrant	81	100	100	90	0	0	0	0

New York State Alternate Assessment (NYSAA) Results (2013 - 14)

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

New York State English as a Second Language Achievement Test (NYSESLAT) Results (2013 - 14)

Grade 7	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
General Education	1	—	—	—	—

Elementary/Middle-Level English Language Arts Results for Accountability

All accountability groups made AYP: **NO**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI ≥ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✗	✗	1,498*	93%*	✓	641	124	85	85
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	—	—	3	—	—	2	—	—	—
Hispanic or Latino	—	—	33	—	—	27	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	13	—	—	13	—	—	—
White	✗	✗	1,392*	93%*	✓	593	124	105	105
Multiracial	—	—	5	—	—	5	—	—	—
Students With Disabilities	✗	✗	206*	92%*	✓	89†	44†	37	37
Limited English Proficient	—	—	1	—	—	1	—	—	—
Economically Disadvantaged	✗	✗	139*	93%*	✓	56	77	62	62

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	1,497*	93%*	640	124
Not Black or African American	1,489*	93%*	639	124
Not Hispanic or Latino	1,433*	93%*	614	125
Not Asian or Native Hawaiian/Other Pacific Islander	1,476*	93%*	628	124
Not White	106*	94%*	48	127
Not Multiracial	1,489*	93%*	636	123
General Education	1,292*	93%*	555	136
English Proficient	1,496*	93%*	640	124
Not Economically Disadvantaged	1,359*	93%*	585	129
Male	786*	94%*	340	108
Female	712*	92%*	301	143
Migrant	0	—	0	—
Not Migrant	1,498*	93%*	641	124

✓ Yes

✗ No

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

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

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

Elementary/Middle-Level Mathematics Results for Accountability

All accountability groups made AYP: **NO**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI ≥ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✗	✗	1,497*	90%*	✓	609	137	82	82
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	—	—	3	—	—	2	—	—	—
Hispanic or Latino	—	—	33	—	—	26	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	13	—	—	11	—	—	—
White	✗	✗	1,391*	90%*	✓	564	137	100	100
Multiracial	—	—	5	—	—	5	—	—	—
Students With Disabilities	✗	✗	205*	87%*	✓	79†	54†	38	38
Limited English Proficient	—	—	1	—	—	1	—	—	—
Economically Disadvantaged	✗	✗	139*	86%*	✓	48	92	58	58

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	1,496*	90%*	608	137
Not Black or African American	1,488*	90%*	607	137
Not Hispanic or Latino	1,432*	90%*	583	137
Not Asian or Native Hawaiian/Other Pacific Islander	1,475*	90%*	598	137
Not White	106*	92%*	45	127
Not Multiracial	1,488*	90%*	604	136
General Education	1,292*	91%*	532	149
English Proficient	1,495*	90%*	608	137
Not Economically Disadvantaged	1,358*	91%*	561	140
Male	785*	92%*	326	131
Female	712*	89%*	283	143
Migrant	0	—	0	—
Not Migrant	1,497*	90%*	609	137

✓ Yes

✗ No

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

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

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

Elementary/Middle-Level Science Results for Accountability

All accountability groups made AYP: **NO**

Student Group	Made AYP	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✗	✓	261	96%	✗	250	173	176	176
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	3	—	—	3	—	—	—
Hispanic or Latino	—	—	12	—	—	11	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	1	—	—	0	—	—	—
White	✗	✓	244	96%	✗	235	174	185	185
Multiracial	—	—	1	—	—	1	—	—	—
Students With Disabilities	✓	✓	45	93%	✓	44†	127†	147	124
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	26	—	—	26	—	—	—

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	261	96%	250	173
Not Black or African American	258	96%	247	173
Not Hispanic or Latino	249	96%	239	174
Not Asian or Native Hawaiian/Other Pacific Islander	260	96%	250	173
Not White	17	—	15	—
Not Multiracial	260	96%	249	173
General Education	216	96%	208	182
English Proficient	261	96%	250	173
Not Economically Disadvantaged	235	95%	224	174
Male	137	96%	132	167
Female	124	95%	118	180
Migrant	0	—	0	—
Not Migrant	261	96%	250	173

✓ Yes

✗ No

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

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

Unweighted Combined ELA and Math PIs

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	124	137	—	—	131
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	124	137	—	—	131
Multiracial	—	—	—	—	—
Students With Disabilities	44	54	—	—	49
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	77	92	—	—	85

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

Glossary of Terms - Report Cards Data

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

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

Graduates

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

High School Completers

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

Highly Qualified Teachers

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

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

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

The Percent with No Valid Teaching Certificate is the percent of teachers without a valid teaching certificate.

The Percent Teaching out of Certification is the percent teaching out of certification on more than an incidental basis (more than one assignment).

The Percent Taught by Teachers Without Appropriate Certification is the percent of all teachers teaching one or more assignments outside of certification.

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

meet the participation requirement for making Adequate Yearly Progress in elementary/middle-level ELA for institutional accountability purposes.

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

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

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

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

Safe Harbor Target

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

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

Unweighted Combined PI

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

CHERRY AVENUE ELEMENTARY SCHOOL

NEW YORK STATE SCHOOL REPORT CARD



The New York State School Report Card [2013 - 14]

NAME: CHERRY AVENUE ELEMENTARY SCHOOL

BEDS Code: 580504030001

ADDRESS: 155 CHERRY AVE, WEST SAYVILLE, NY 11796

PHONE: (631) 244-6700

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

These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2013 - 14 school year. For nonpublic school enrollment data please see the [Non-Public School Enrollment and Staff](#) information on our Information and Reporting Services webpage

Students by Gender

Male		Female	
200	48%	220	52%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
0	5	25	8	371	11
0%	1%	6%	2%	88%	3%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
—	—	52	12%	28	7%

*Fields with dashes have data [suppressed](#) in order to prevent reporting personally identifiable information.

Students by Grade

Kindergarten (Full Day)	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
63	65	66	79	76	71

Average Class Size (2013 - 14)

Common Branch

24

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch

19

5%

Eligible for Reduced-Price Lunch

7

2%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate

93%

Student Suspensions

0

0%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience

0%

Turnover Rate of All Teachers

11%

Staff Counts (2013 - 14)

Principals

1

Assistant Principals

0

Other Professional Staff

3

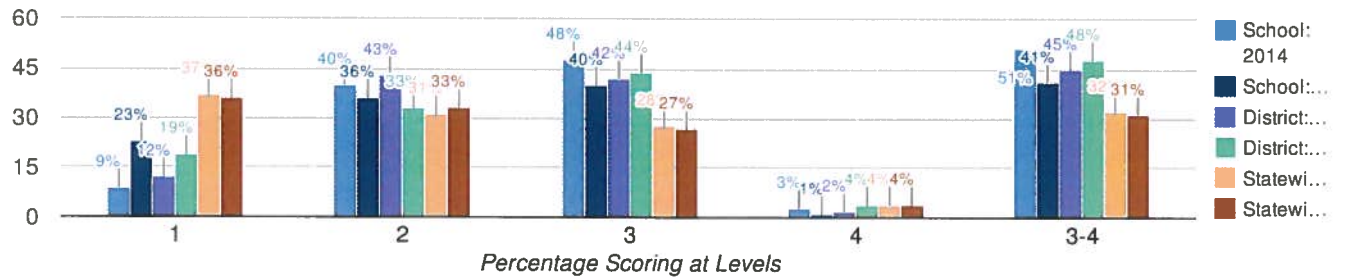
Paraprofessionals

0

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	27	27	24
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	0%	0%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate	56%	56%	67%
Total Number of Core Classes	27	27	18
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	50	54	40
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

Grade 3 English Language Arts

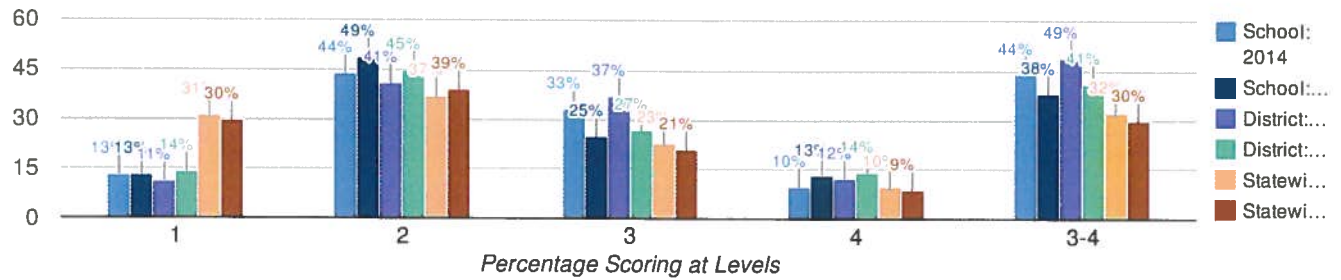


Mean Score

2014	2013
316	308

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	67	9	40	48	3	51	75	23	36	40	1	41
General Education	59	5	39	53	3	56	61	11	38	49	2	51
Students with Disabilities	8	38	50	13	0	13	14	71	29	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	1	—	—	—	—	—
Black or African American	1	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	5	—	—	—	—	—
White	60	7	38	52	3	55	67	25	31	42	1	43
Multiracial	3	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	7	29	57	14	0	14	8	0	75	25	0	25
Female	33	0	52	45	3	48	28	7	36	54	4	57
Male	34	18	29	50	3	53	47	32	36	32	0	32
English Proficient	67	9	40	48	3	51	75	23	36	40	1	41
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	7	14	57	29	0	29	6	50	17	33	0	33
Not Economically Disadvantaged	60	8	38	50	3	53	69	20	38	41	1	42
Not Migrant	67	9	40	48	3	51	75	23	36	40	1	41

Grade 4 English Language Arts

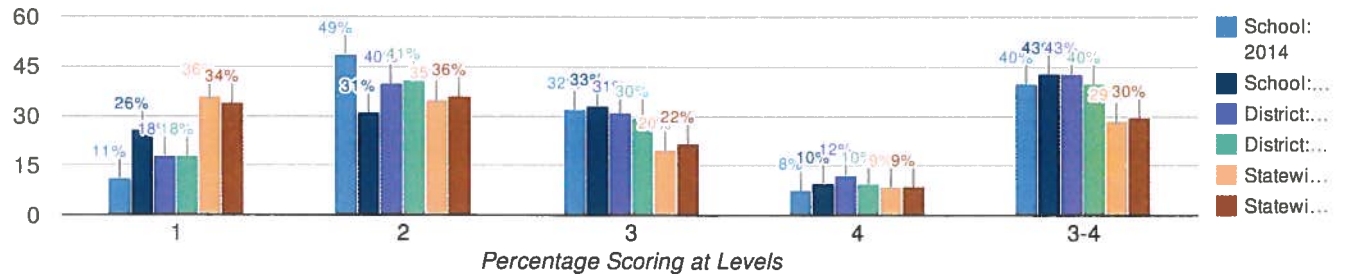


Mean Score

2014	2013
312	311

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	48	13	44	33	10	44	71	13	49	25	13	38
General Education	42	10	40	38	12	50	63	13	44	29	14	43
Students with Disabilities	6	33	67	0	0	0	8	13	88	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	3	—	—	—	—	—
Black or African American	2	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	5	—	—	—	—	—	3	—	—	—	—	—
White	40	15	45	30	10	40	63	13	49	27	11	38
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0
Small Group Total	8	0	38	50	13	63	8	13	50	13	25	38
Female	22	5	36	45	14	59	38	8	47	29	16	45
Male	26	19	50	23	8	31	33	18	52	21	9	30
English Proficient	48	13	44	33	10	44	71	13	49	25	13	38
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	3	—	—	—	—	—	5	0	60	40	0	40
Not Economically Disadvantaged	45	—	—	—	—	—	66	14	48	24	14	38
Not Migrant	48	13	44	33	10	44	71	13	49	25	13	38

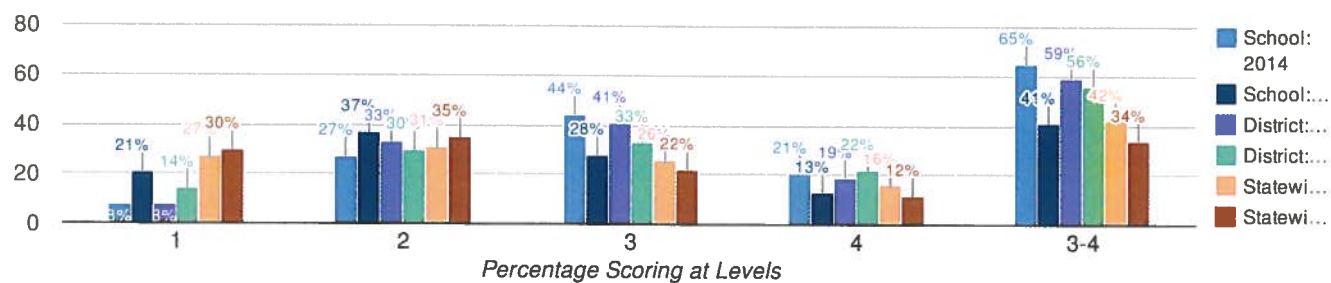
Grade 5 English Language Arts



Mean Score

2014							2013					
312							310					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	53	11	49	32	8	40	84	26	31	33	10	43
General Education	44	0	52	39	9	48	69	22	26	41	12	52
Students with Disabilities	9	67	33	0	0	0	15	47	53	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	0	0	0	0	0	0
Black or African American	2	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	3	—	—	—	—	—	3	—	—	—	—	—
White	45	7	51	33	9	42	80	—	—	—	—	—
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	8	38	38	25	0	25	84	26	31	33	10	43
Female	27	15	41	33	11	44	41	20	29	37	15	51
Male	26	8	58	31	4	35	43	33	33	30	5	35
English Proficient	53	11	49	32	8	40	84	26	31	33	10	43
Economically Disadvantaged	5	20	40	20	20	40	8	25	63	13	0	13
Not Economically Disadvantaged	48	10	50	33	6	40	76	26	28	36	11	46
Not Migrant	53	11	49	32	8	40	84	26	31	33	10	43

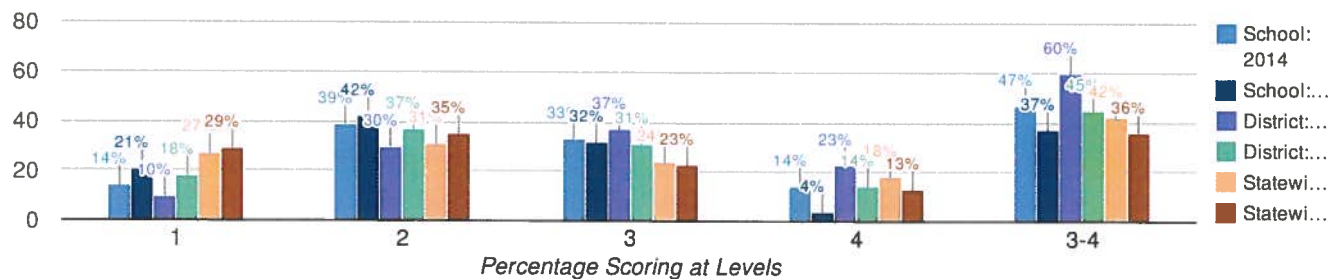
Grade 3 Mathematics



Mean Score

2014							2013					
322							305					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	62	8	27	44	21	65	75	21	37	28	13	41
General Education	56	7	25	45	23	68	61	10	41	34	15	49
Students with Disabilities	6	17	50	33	0	33	14	71	21	0	7	7
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	1	—	—	—	—	—
Black or African American	1	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	5	—	—	—	—	—
White	55	7	25	44	24	67	67	22	40	25	12	37
Multiracial	3	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	7	14	43	43	0	43	8	13	13	50	25	75
Female	31	13	32	48	6	55	28	7	43	36	14	50
Male	31	3	23	39	35	74	47	30	34	23	13	36
English Proficient	62	8	27	44	21	65	75	21	37	28	13	41
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	6	50	17	33	0	33	6	50	33	17	0	17
Not Economically Disadvantaged	56	4	29	45	23	68	69	19	38	29	14	43
Not Migrant	62	8	27	44	21	65	75	21	37	28	13	41

Grade 4 Mathematics

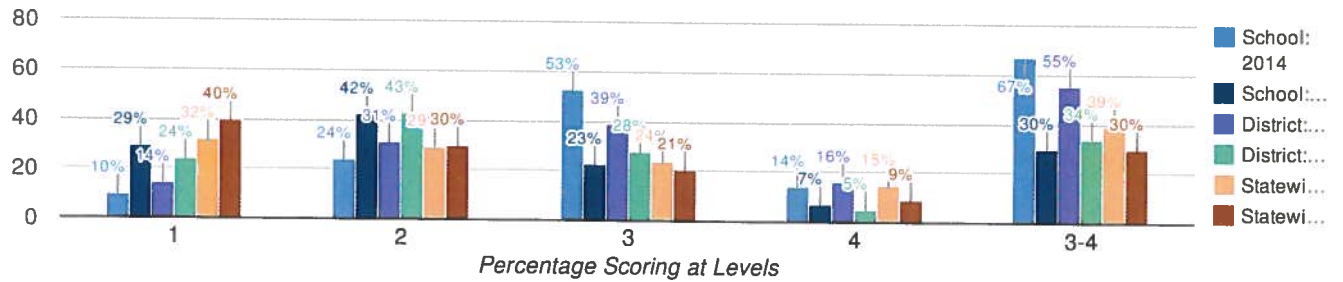


Mean Score

2014	2013
311	304

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	49	14	39	33	14	47	71	21	42	32	4	37
General Education	42	7	38	38	17	55	63	16	44	35	5	40
Students with Disabilities	7	57	43	0	0	0	8	63	25	13	0	13
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	3	—	—	—	—	—
Black or African American	2	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	6	—	—	—	—	—	3	—	—	—	—	—
White	40	15	43	30	13	43	63	19	46	30	5	35
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0
Small Group Total	9	11	22	44	22	67	8	38	13	50	0	50
Female	23	13	26	48	13	61	38	21	47	32	0	32
Male	26	15	50	19	15	35	33	21	36	33	9	42
English Proficient	49	14	39	33	14	47	71	21	42	32	4	37
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	2	—	—	—	—	—	5	20	20	40	20	60
Not Economically Disadvantaged	47	—	—	—	—	—	66	21	44	32	3	35
Not Migrant	49	14	39	33	14	47	71	21	42	32	4	37

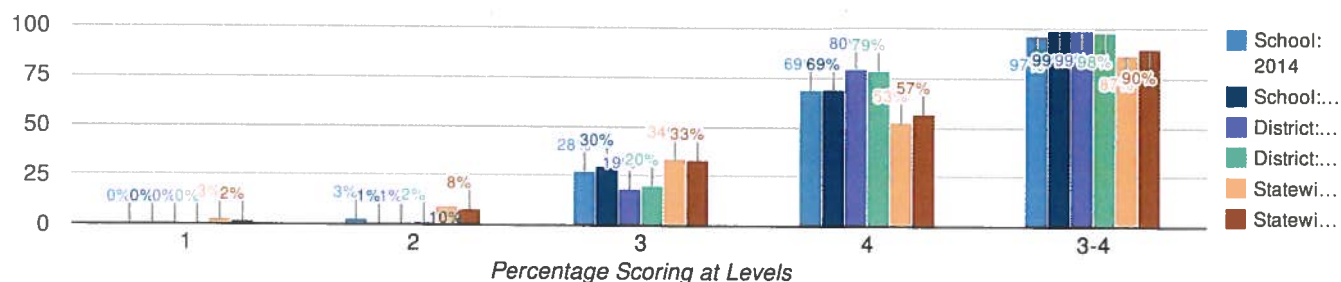
Grade 5 Mathematics



Mean Score

2014							2013					
324							305					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	51	10	24	53	14	67	84	29	42	23	7	30
General Education	42	5	19	60	17	76	69	19	45	28	9	36
Students with Disabilities	9	33	44	22	0	22	15	73	27	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	0	0	0	0	0	0
Black or African American	2	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	3	—	—	—	—	—	3	—	—	—	—	—
White	43	9	26	51	14	65	80	—	—	—	—	—
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	8	13	13	63	13	75	84	29	42	23	7	30
Female	25	20	28	40	12	52	41	29	44	20	7	27
Male	26	0	19	65	15	81	43	28	40	26	7	33
English Proficient	51	10	24	53	14	67	84	29	42	23	7	30
Economically Disadvantaged	5	20	20	20	40	60	8	38	63	0	0	0
Not Economically Disadvantaged	46	9	24	57	11	67	76	28	39	25	8	33
Not Migrant	51	10	24	53	14	67	84	29	42	23	7	30

Grade 4 Science



Mean Score

2014	2013
87	86

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	74	0	3	28	69	97	71	0	1	30	69	99
General Education	62	0	0	26	74	100	63	0	2	24	75	98
Students with Disabilities	12	0	17	42	42	83	8	0	0	75	25	100
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	3	—	—	—	—	—
Black or African American	2	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	6	—	—	—	—	—	3	—	—	—	—	—
White	65	0	3	31	66	97	63	0	2	29	70	98
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0
Small Group Total	9	0	0	11	89	100	8	0	0	38	63	100
Female	29	0	7	17	76	93	38	0	3	26	71	97
Male	45	0	0	36	64	100	33	0	0	33	67	100
English Proficient	74	0	3	28	69	97	71	0	1	30	69	99
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	5	0	0	80	20	100	5	0	0	40	60	100
Not Economically Disadvantaged	69	0	3	25	72	97	66	0	2	29	70	98
Not Migrant	74	0	3	28	69	97	71	0	1	30	69	99

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

*Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

*Reporting standards not met.

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

NAEP Participation Rates

Grade 4 Reading	Participation Rate
Students with Disabilities	94
Limited English Proficient	93
Grade 4 Mathematics	Participation Rate
Students with Disabilities	94
Limited English Proficient	93
Grade 8 Reading	Participation Rate
Students with Disabilities	97
Limited English Proficient	91
Grade 8 Mathematics	Participation Rate
Students with Disabilities	89
Limited English Proficient	94

Elementary/Middle-Level English Language Arts Results for Accountability

All accountability groups made AYP: **NO**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI ≥ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✗	✗	458*	87%*	✓	166	137	81	81
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	5	—	—	5	—	—	—
Hispanic or Latino	—	—	12	—	—	9	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	5	—	—	5	—	—	—
White	✗	✗	413*	86%*	✓	144	140	100	100
Multiracial	—	—	3	—	—	3	—	—	—
Students With Disabilities	—	—	39	—	—	23	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	18	—	—	15	—	—	—

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	458*	87%*	166	137
Not Black or African American	449*	87%*	161	139
Not Hispanic or Latino	435*	87%*	157	138
Not Asian or Native Hawaiian/Other Pacific Islander	449*	87%*	161	138
Not White	25	—	22	—
Not Multiracial	454*	87%*	163	137
General Education	382*	88%*	143	150
English Proficient	458*	87%*	166	137
Not Economically Disadvantaged	420*	87%*	151	139
Male	245*	85%*	85	128
Female	213*	89%*	81	147
Migrant	0	—	0	—
Not Migrant	458*	87%*	166	137

✓ Yes

✗ No

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

*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**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✗	✗	458*	86%*	✓	160	149	78	78
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	5	—	—	5	—	—	—
Hispanic or Latino	—	—	12	—	—	10	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	5	—	—	5	—	—	—
White	✗	✗	413*	84%*	✓	137	149	96	96
Multiracial	—	—	3	—	—	3	—	—	—
Students With Disabilities	—	—	39	—	—	22	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	18	—	—	13	—	—	—

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	458*	86%*	160	149
Not Black or African American	449*	85%*	155	151
Not Hispanic or Latino	435*	85%*	150	148
Not Asian or Native Hawaiian/Other Pacific Islander	449*	85%*	155	147
Not White	25	—	23	—
Not Multiracial	454*	85%*	157	149
General Education	382*	87%*	138	159
English Proficient	458*	86%*	160	149
Not Economically Disadvantaged	420*	86%*	147	152
Male	245*	84%*	82	157
Female	213*	87%*	78	140
Migrant	0	—	0	—
Not Migrant	458*	86%*	160	149

✓ Yes

✗ No

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

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

Elementary/Middle-Level Science Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✓	✓	76	97%	✓	72	197	172	172
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	2	—	—	2	—	—	—
Hispanic or Latino	—	—	6	—	—	5	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	1	—	—	1	—	—	—
White	✓	✓	67	97%	✓	64	197	180	180
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	13	—	—	12	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	5	—	—	5	—	—	—

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	76	97%	72	197
Not Black or African American	74	97%	70	197
Not Hispanic or Latino	70	97%	67	197
Not Asian or Native Hawaiian/Other Pacific Islander	75	97%	71	197
Not White	9	—	8	—
Not Multiracial	76	97%	72	197
General Education	63	98%	60	200
English Proficient	76	97%	72	197
Not Economically Disadvantaged	71	97%	67	197
Male	45	100%	44	200
Female	31	—	28	—
Migrant	0	—	0	—
Not Migrant	76	97%	72	197

✓ Yes

✗ No

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

Unweighted Combined ELA and Math PIs

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	137	149	—	—	143
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	140	149	—	—	145
Multiracial	—	—	—	—	—
Students With Disabilities	—	—	—	—	—
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—

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

Glossary of Terms - Report Cards Data

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

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

Graduates

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

High School Completers

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

Highly Qualified Teachers

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

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

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

The Percent with No Valid Teaching Certificate is the percent of teachers without a valid teaching certificate.

The Percent Teaching out of Certification is the percent teaching out of certification on more than an incidental basis (more than one assignment).

The Percent Taught by Teachers Without Appropriate Certification is the percent of all teachers teaching one or more assignments outside of certification.

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

meet the participation requirement for making Adequate Yearly Progress in elementary/middle-level ELA for institutional accountability purposes.

Regents Competency Tests

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

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage. Teachers who in year one were reported as providing instruction in one building, but in year two were reported under the district code or another building within the same district are included in the turnover rate.

Total Cohort

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

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

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

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

Safe Harbor Target

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

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

Unweighted Combined PI

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

LINCOLN AVENUE ELEMENTARY SCHOOL

NEW YORK STATE SCHOOL REPORT CARD



The New York State School Report Card [2013 - 14]

NAME: LINCOLN AVENUE ELEMENTARY SCHOOL

BEDS Code: 580504030006

ADDRESS: 440 LINCOLN AVE, SAYVILLE, NY 11782

PHONE: (631) 244-6725

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

These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2013 - 14 school year. For nonpublic school enrollment data please see the [Non-Public School Enrollment and Staff](#) information on our Information and Reporting Services webpage

Students by Gender

Male		Female	
265	54%	225	46%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
0	4	32	15	427	12
0%	1%	7%	3%	87%	2%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
8	2%	52	11%	49	10%

Students by Grade

Kindergarten (Full Day)	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
75	77	74	80	75	106
Ungraded Elementary					
3					

Average Class Size (2013 - 14)

Common Branch

22

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch

35

7%

Eligible for Reduced-Price Lunch

11

2%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate

94%

Student Suspensions

5

1%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience

0%

Turnover Rate of All Teachers

6%

Staff Counts (2013 - 14)

Principals

1

Assistant Principals

0

Other Professional Staff

3

Paraprofessionals

0

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	32	31	35
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	0%	0%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate	81%	74%	69%
Total Number of Core Classes	28	30	36
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	70	62	80
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

Mean Score

2014							2013					
305							312					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	71	21	41	38	0	38	74	22	32	41	5	46
General Education	64	14	44	42	0	42	69	17	33	43	6	49
Students with Disabilities	7	86	14	0	0	0	5	80	20	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	1	—	—	—	—	—
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	6	33	17	50	0	50	5	—	—	—	—	—
White	58	21	48	31	0	31	67	21	34	40	4	45
Multiracial	4	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	7	14	0	86	0	86	7	29	14	43	14	57
Female	30	20	37	43	0	43	41	17	32	44	7	51
Male	41	22	44	34	0	34	33	27	33	36	3	39
English Proficient	71	21	41	38	0	38	74	22	32	41	5	46
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	3	—	—	—	—	—	6	50	50	0	0	0
Not Economically Disadvantaged	68	—	—	—	—	—	68	19	31	44	6	50
Not Migrant	71	21	41	38	0	38	74	22	32	41	5	46

Mean Score

2014	2013
312	306

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	67	9	48	33	10	43	104	20	43	26	11	37
General Education	64	—	—	—	—	—	90	11	48	29	12	41
Students with Disabilities	3	—	—	—	—	—	14	79	14	7	0	7
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	1	—	—	—	—	—
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	4	—	—	—	—	—	5	—	—	—	—	—
White	59	7	51	31	12	42	97	20	44	26	10	36
Multiracial	2	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	8	25	25	50	0	50	7	29	29	29	14	43
Female	36	6	44	33	17	50	37	14	49	22	16	38
Male	31	13	52	32	3	35	67	24	40	28	7	36
English Proficient	66	—	—	—	—	—	104	20	43	26	11	37
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	6	50	50	0	0	0	7	71	14	14	0	14
Not Economically Disadvantaged	61	5	48	36	11	48	97	16	45	27	11	38
Not Migrant	67	9	48	33	10	43	104	20	43	26	11	37

Mean Score

2014							2013					
309							315					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	96	23	35	31	10	42	77	12	44	34	10	44
General Education	86	17	37	34	12	45	67	4	45	39	12	51
Students with Disabilities	10	70	20	10	0	10	10	60	40	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	3	—	—	—	—	—
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	5	—	—	—	—	—	2	—	—	—	—	—
White	89	21	36	33	10	43	70	13	43	34	10	44
Multiracial	1	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	7	43	29	14	14	29	7	0	57	29	14	43
Female	36	17	31	44	8	53	38	13	45	29	13	42
Male	60	27	38	23	12	35	39	10	44	38	8	46
English Proficient	96	23	35	31	10	42	77	12	44	34	10	44
Economically Disadvantaged	9	67	33	0	0	0	6	17	50	33	0	33
Not Economically Disadvantaged	87	18	36	34	11	46	71	11	44	34	11	45
Not Migrant	96	23	35	31	10	42	77	12	44	34	10	44

Mean Score

2014							2013					
313							318					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	69	12	39	33	16	49	75	12	27	37	24	61
General Education	62	6	40	35	18	53	69	7	26	41	26	67
Students with Disabilities	7	57	29	14	0	14	6	67	33	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	1	—	—	—	—	—
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	5	0	60	20	20	40	6	—	—	—	—	—
White	57	12	42	32	14	46	67	9	28	40	22	63
Multiracial	4	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	7	14	0	57	29	86	8	38	13	13	38	50
Female	29	7	41	38	14	52	42	12	29	38	21	60
Male	40	15	38	30	18	48	33	12	24	36	27	64
English Proficient	69	12	39	33	16	49	75	12	27	37	24	61
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	3	—	—	—	—	—	6	50	33	17	0	17
Not Economically Disadvantaged	66	—	—	—	—	—	69	9	26	39	26	65
Not Migrant	69	12	39	33	16	49	75	12	27	37	24	61

Mean Score

2014	2013
322	307

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	62	5	31	42	23	65	105	22	33	30	15	45
General Education	60	—	—	—	—	—	91	14	34	34	18	52
Students with Disabilities	2	—	—	—	—	—	14	71	29	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	1	—	—	—	—	—
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	4	—	—	—	—	—	5	—	—	—	—	—
White	54	4	31	44	20	65	98	20	34	32	14	46
Multiracial	2	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	8	13	25	25	38	63	7	43	29	0	29	29
Female	32	3	25	50	22	72	38	18	42	37	3	39
Male	30	7	37	33	23	57	67	24	28	25	22	48
English Proficient	61	—	—	—	—	—	105	22	33	30	15	45
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	5	20	60	0	20	20	7	86	14	0	0	0
Not Economically Disadvantaged	57	4	28	46	23	68	98	17	35	32	16	48
Not Migrant	62	5	31	42	23	65	105	22	33	30	15	45

Mean Score

2014							2013					
314							309					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	94	16	38	33	13	46	77	23	38	35	4	39
General Education	85	11	39	36	14	51	67	18	39	39	4	43
Students with Disabilities	9	67	33	0	0	0	10	60	30	10	0	10
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	3	—	—	—	—	—
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	5	—	—	—	—	—	2	—	—	—	—	—
White	87	14	39	34	13	47	70	23	36	39	3	41
Multiracial	1	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	7	43	29	14	14	29	7	29	57	0	14	14
Female	34	9	44	41	6	47	38	26	34	34	5	39
Male	60	20	35	28	17	45	39	21	41	36	3	38
English Proficient	94	16	38	33	13	46	77	23	38	35	4	39
Economically Disadvantaged	7	71	29	0	0	0	6	17	83	0	0	0
Not Economically Disadvantaged	87	11	39	36	14	49	71	24	34	38	4	42
Not Migrant	94	16	38	33	13	46	77	23	38	35	4	39

Mean Score

2014	2013
90	89

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	68	0	0	16	84	100	105	0	3	16	81	97
General Education	65	—	—	—	—	—	91	0	1	9	90	99
Students with Disabilities	3	—	—	—	—	—	14	0	14	64	21	86
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	1	—	—	—	—	—
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	4	—	—	—	—	—	5	—	—	—	—	—
White	60	0	0	13	87	100	98	0	3	14	83	97
Multiracial	2	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	8	0	0	38	63	100	7	0	0	43	57	100
Female	36	0	0	17	83	100	38	0	8	8	84	92
Male	32	0	0	16	84	100	67	0	0	21	79	100
English Proficient	67	—	—	—	—	—	105	0	3	16	81	97
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	6	0	0	67	33	100	7	0	0	71	29	100
Not Economically Disadvantaged	62	0	0	11	89	100	98	0	3	12	85	97
Not Migrant	68	0	0	16	84	100	105	0	3	16	81	97

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

*Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

*Reporting standards not met.

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

NAEP Participation Rates

Grade 4 Reading	Participation Rate
Students with Disabilities	94
Limited English Proficient	93
Grade 4 Mathematics	Participation Rate
Students with Disabilities	94
Limited English Proficient	93
Grade 8 Reading	Participation Rate
Students with Disabilities	97
Limited English Proficient	91
Grade 8 Mathematics	Participation Rate
Students with Disabilities	89
Limited English Proficient	94

New York State Alternate Assessment (NYSAA) Results (2013 - 14)

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

New York State English as a Second Language Achievement Test (NYSESLAT) Results (2013 - 14)

Kindergarten	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	3	—	—	—	—
General Education	3	—	—	—	—
Grade 1	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	5	0%	80%	20%	0%
General Education	5	0%	80%	20%	0%
Grade 4	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
General Education	1	—	—	—	—

Elementary/Middle-Level English Language Arts Results for Accountability

All accountability groups made AYP: **NO**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✗	✗	519*	94%*	✓	233	126	82	82
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	0	—	—	0	—	—	—
Hispanic or Latino	—	—	17	—	—	15	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	6	—	—	6	—	—	—
White	✗	✗	467*	94%*	✓	206	125	101	101
Multiracial	—	—	7	—	—	6	—	—	—
Students With Disabilities	—	—	31	—	—	21	—	—	—
Limited English Proficient	—	—	1	—	—	1	—	—	—
Economically Disadvantaged	—	—	19	—	—	17	—	—	—

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	519*	94%*	233	126
Not Black or African American	519*	94%*	233	126
Not Hispanic or Latino	489*	95%*	218	126
Not Asian or Native Hawaiian/Other Pacific Islander	508*	94%*	227	125
Not White	30	—	27	—
Not Multiracial	508*	94%*	227	126
General Education	457*	96%*	212	136
English Proficient	518*	94%*	232	126
Not Economically Disadvantaged	481*	94%*	216	132
Male	287*	94%*	130	119
Female	232*	94%*	103	134
Migrant	0	—	0	—
Not Migrant	519*	94%*	233	126

✓ Yes

✗ No

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

*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**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✗	✗	518*	93%*	✓	224	141	79	79
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	0	—	—	0	—	—	—
Hispanic or Latino	—	—	17	—	—	14	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	6	—	—	6	—	—	—
White	✗	✗	466*	93%*	✓	198	141	97	97
Multiracial	—	—	7	—	—	6	—	—	—
Students With Disabilities	—	—	30	—	—	19	—	—	—
Limited English Proficient	—	—	1	—	—	1	—	—	—
Economically Disadvantaged	—	—	19	—	—	14	—	—	—

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	518*	93%*	224	141
Not Black or African American	518*	93%*	224	141
Not Hispanic or Latino	488*	93%*	210	142
Not Asian or Native Hawaiian/Other Pacific Islander	507*	93%*	218	140
Not White	30	—	26	—
Not Multiracial	507*	93%*	218	141
General Education	457*	95%*	205	150
English Proficient	517*	93%*	223	142
Not Economically Disadvantaged	480*	94%*	210	147
Male	286*	94%*	128	135
Female	232*	92%*	96	149
Migrant	0	—	0	—
Not Migrant	518*	93%*	224	141

✓ Yes

✗ No

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

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

Elementary/Middle-Level Science Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✓	✓	75	91%	✓	67	200	171	171
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	0	—	—	0	—	—	—
Hispanic or Latino	—	—	5	—	—	4	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	2	—	—	2	—	—	—
White	✓	✓	66	91%	✓	60	200	180	180
Multiracial	—	—	2	—	—	1	—	—	—
Students With Disabilities	—	—	5	—	—	3	—	—	—
Limited English Proficient	—	—	1	—	—	1	—	—	—
Economically Disadvantaged	—	—	6	—	—	5	—	—	—

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	75	91%	67	200
Not Black or African American	75	91%	67	200
Not Hispanic or Latino	70	91%	63	200
Not Asian or Native Hawaiian/Other Pacific Islander	73	90%	65	200
Not White	9	—	7	—
Not Multiracial	73	90%	66	200
General Education	70	93%	64	200
English Proficient	74	91%	66	200
Not Economically Disadvantaged	69	90%	62	200
Male	34	—	31	200
Female	41	88%	36	200
Migrant	0	—	0	—
Not Migrant	75	91%	67	200

✓ Yes

✗ No

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

Unweighted Combined ELA and Math PIs

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	126	141	—	—	134
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	125	141	—	—	133
Multiracial	—	—	—	—	—
Students With Disabilities	—	—	—	—	—
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—

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

Glossary of Terms - Report Cards Data

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

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

Graduates

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

High School Completers

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

Highly Qualified Teachers

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

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

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

The Percent with No Valid Teaching Certificate is the percent of teachers without a valid teaching certificate.

The Percent Teaching out of Certification is the percent teaching out of certification on more than an incidental basis (more than one assignment).

The Percent Taught by Teachers Without Appropriate Certification is the percent of all teachers teaching one or more assignments outside of certification.

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

meet the participation requirement for making Adequate Yearly Progress in elementary/middle-level ELA for institutional accountability purposes.

Regents Competency Tests

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

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage. Teachers who in year one were reported as providing instruction in one building, but in year two were reported under the district code or another building within the same district are included in the turnover rate.

Total Cohort

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

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

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

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

Safe Harbor Target

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

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

Unweighted Combined PI

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

SUNRISE DRIVE ELEMENTARY SCHOOL

NEW YORK STATE SCHOOL REPORT CARD



The New York State School Report Card [2013 - 14]

NAME: SUNRISE DRIVE ELEMENTARY SCHOOL

BEDS Code: 580504030003

ADDRESS: 320 SUNRISE DR, SAYVILLE, NY 11782

PHONE: (631) 244-6750

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

These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2013 - 14 school year. For nonpublic school enrollment data please see the [Non-Public School Enrollment and Staff](#) information on our Information and Reporting Services webpage

Students by Gender

Male		Female	
205	48%	226	52%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
1	2	26	3	396	3
0%	0%	6%	1%	92%	1%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
—	—	62	14%	28	6%

*Fields with dashes have data [suppressed](#) in order to prevent reporting personally identifiable information.

Students by Grade

Kindergarten (Full Day)	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
64	67	85	66	70	78
Ungraded Elementary					
1					

Average Class Size (2013 - 14)

Common Branch

22

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch

17

4%

Eligible for Reduced-Price Lunch

8

2%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate

95%

Student Suspensions

2

0%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience

0%

Turnover Rate of All Teachers

10%

Staff Counts (2013 - 14)

Principals

1

Assistant Principals

0

Other Professional Staff

3

Paraprofessionals

0

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	29	31	32
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	0%	0%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	69%	65%	59%
Total Number of Core Classes	28	27	27
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	56	62	61
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

Mean Score

2014							2013					
316							318					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	64	6	48	41	5	45	66	12	30	53	5	58
General Education	61	—	—	—	—	—	59	5	31	59	5	64
Students with Disabilities	3	—	—	—	—	—	7	71	29	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	3	—	—	—	—	—	2	—	—	—	—	—
White	60	—	—	—	—	—	62	—	—	—	—	—
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	64	6	48	41	5	45	66	12	30	53	5	58
Female	33	3	36	55	6	61	37	8	35	54	3	57
Male	31	10	61	26	3	29	29	17	24	52	7	59
English Proficient	64	6	48	41	5	45	65	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	2	—	—	—	—	—	5	60	20	20	0	20
Not Economically Disadvantaged	62	—	—	—	—	—	61	8	31	56	5	61
Not Migrant	64	6	48	41	5	45	66	12	30	53	5	58

Mean Score

2014							2013					
317							318					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	65	11	31	45	14	58	78	6	42	32	19	51
General Education	57	4	30	51	16	67	70	3	43	33	21	54
Students with Disabilities	8	63	38	0	0	0	8	38	38	25	0	25
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	—	—	—	—	—
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	3	—	—	—	—	—	3	—	—	—	—	—
White	60	10	30	45	15	60	74	—	—	—	—	—
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	5	20	40	40	0	40	78	6	42	32	19	51
Female	36	6	25	53	17	69	41	5	34	41	20	61
Male	29	17	38	34	10	45	37	8	51	22	19	41
English Proficient	65	11	31	45	14	58	78	6	42	32	19	51
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	4	—	—	—	—	—	5	20	80	0	0	0
Not Economically Disadvantaged	61	—	—	—	—	—	73	5	40	34	21	55
Not Migrant	65	11	31	45	14	58	78	6	42	32	19	51

Mean Score

2014							2013					
315							310					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	66	15	38	30	17	47	67	15	52	22	10	33
General Education	58	9	40	33	19	52	59	7	56	25	12	37
Students with Disabilities	8	63	25	13	0	13	8	75	25	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	1	—	—	—	—	—
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	2	—	—	—	—	—	1	—	—	—	—	—
White	63	—	—	—	—	—	63	—	—	—	—	—
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	66	15	38	30	17	47	67	15	52	22	10	33
Female	33	12	39	30	18	48	27	19	33	41	7	48
Male	33	18	36	30	15	45	40	13	65	10	13	23
English Proficient	66	15	38	30	17	47	67	15	52	22	10	33
Economically Disadvantaged	5	60	40	0	0	0	5	40	60	0	0	0
Not Economically Disadvantaged	61	11	38	33	18	51	62	13	52	24	11	35
Not Migrant	66	15	38	30	17	47	67	15	52	22	10	33

Mean Score

2014	2013
321	322

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	64	3	31	45	20	66	65	8	26	35	31	66
General Education	61	—	—	—	—	—	59	3	25	37	34	71
Students with Disabilities	3	—	—	—	—	—	6	50	33	17	0	17
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	3	—	—	—	—	—	2	—	—	—	—	—
White	60	—	—	—	—	—	61	—	—	—	—	—
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	64	3	31	45	20	66	65	8	26	35	31	66
Female	33	0	27	45	27	73	36	6	33	36	25	61
Male	31	6	35	45	13	58	29	10	17	34	38	72
English Proficient	64	3	31	45	20	66	64	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	2	—	—	—	—	—	4	—	—	—	—	—
Not Economically Disadvantaged	62	—	—	—	—	—	61	—	—	—	—	—
Not Migrant	64	3	31	45	20	66	65	8	26	35	31	66

Mean Score

2014							2013					
324							318					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	62	11	23	35	31	66	80	8	38	34	21	55
General Education	54	4	20	41	35	76	72	4	39	33	24	57
Students with Disabilities	8	63	38	0	0	0	8	38	25	38	0	38
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	—	—	—	—	—
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	3	—	—	—	—	—	3	—	—	—	—	—
White	57	9	25	33	33	67	76	—	—	—	—	—
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	5	40	0	60	0	60	80	8	38	34	21	55
Female	35	9	29	37	26	63	41	7	34	37	22	59
Male	27	15	15	33	37	70	39	8	41	31	21	51
English Proficient	62	11	23	35	31	66	80	8	38	34	21	55
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	4	—	—	—	—	—	5	40	40	20	0	20
Not Economically Disadvantaged	58	—	—	—	—	—	75	5	37	35	23	57
Not Migrant	62	11	23	35	31	66	80	8	38	34	21	55

Mean Score

2014							2013					
320							309					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	63	14	25	37	24	60	67	16	51	28	4	33
General Education	56	11	25	38	27	64	59	8	54	32	5	37
Students with Disabilities	7	43	29	29	0	29	8	75	25	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	1	—	—	—	—	—
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	2	—	—	—	—	—	1	—	—	—	—	—
White	60	—	—	—	—	—	63	—	—	—	—	—
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	63	14	25	37	24	60	67	16	51	28	4	33
Female	31	13	26	32	29	61	27	15	59	26	0	26
Male	32	16	25	41	19	59	40	18	45	30	8	38
English Proficient	63	14	25	37	24	60	67	16	51	28	4	33
Economically Disadvantaged	5	40	40	20	0	20	5	20	60	20	0	20
Not Economically Disadvantaged	58	12	24	38	26	64	62	16	50	29	5	34
Not Migrant	63	14	25	37	24	60	67	16	51	28	4	33

Mean Score

2014							2013					
90							91					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	67	0	1	10	88	99	80	0	0	15	85	100
General Education	59	0	0	7	93	100	72	0	0	10	90	100
Students with Disabilities	8	0	13	38	50	88	8	0	0	63	38	100
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	—	—	—	—	—
Black or African American	1	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	3	—	—	—	—	—	3	—	—	—	—	—
White	61	0	2	8	90	98	76	—	—	—	—	—
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	6	0	0	33	67	100	80	0	0	15	85	100
Female	38	0	0	13	87	100	41	0	0	15	85	100
Male	29	0	3	7	90	97	39	0	0	15	85	100
English Proficient	66	—	—	—	—	—	80	0	0	15	85	100
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	5	0	0	60	40	100	5	0	0	80	20	100
Not Economically Disadvantaged	62	0	2	6	92	98	75	0	0	11	89	100
Not Migrant	67	0	1	10	88	99	80	0	0	15	85	100

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

*Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

*Reporting standards not met.

NAEP Participation Rates

Grade 4 Reading	Participation Rate
Students with Disabilities	94
Limited English Proficient	93
Grade 4 Mathematics	Participation Rate
Students with Disabilities	94
Limited English Proficient	93
Grade 8 Reading	Participation Rate
Students with Disabilities	97
Limited English Proficient	91
Grade 8 Mathematics	Participation Rate
Students with Disabilities	89
Limited English Proficient	94

New York State English as a Second Language Achievement Test (NYSESLAT) Results (2013 - 14)

Grade 4	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
General Education	1	—	—	—	—

Elementary/Middle-Level English Language Arts Results for Accountability

All accountability groups made AYP: **NO**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✗	✗	434*	94%*	✓	192	143	81	81
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	—	—	1	—	—	0	—	—	—
Hispanic or Latino	—	—	8	—	—	7	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	2	—	—	2	—	—	—
White	✗	✗	408*	94%*	✓	181	143	101	101
Multiracial	—	—	1	—	—	1	—	—	—
Students With Disabilities	—	—	21	—	—	19	—	—	—
Limited English Proficient	—	—	1	—	—	0	—	—	—
Economically Disadvantaged	—	—	14	—	—	11	—	—	—

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	431*	94%*	191	143
Not Black or African American	432*	94%*	192	143
Not Hispanic or Latino	420*	94%*	185	144
Not Asian or Native Hawaiian/Other Pacific Islander	430*	94%*	190	143
Not White	13	—	11	—
Not Multiracial	431*	94%*	191	143
General Education	389*	94%*	173	154
English Proficient	431*	94%*	192	143
Not Economically Disadvantaged	405*	94%*	181	148
Male	211*	94%*	91	129
Female	223*	93%*	101	156
Migrant	0	—	0	—
Not Migrant	434*	94%*	192	143

✓ Yes

✗ No

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

*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**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✗	✗	433*	93%*	✓	187	156	78	78
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	—	—	1	—	—	0	—	—	—
Hispanic or Latino	—	—	8	—	—	7	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	2	—	—	2	—	—	—
White	✗	✗	407*	93%*	✓	176	156	97	97
Multiracial	—	—	1	—	—	1	—	—	—
Students With Disabilities	—	—	21	—	—	18	—	—	—
Limited English Proficient	—	—	1	—	—	0	—	—	—
Economically Disadvantaged	—	—	14	—	—	11	—	—	—

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	430*	93%*	186	155
Not Black or African American	431*	93%*	187	156
Not Hispanic or Latino	419*	93%*	180	157
Not Asian or Native Hawaiian/Other Pacific Islander	429*	93%*	185	155
Not White	13	—	11	—
Not Multiracial	430*	93%*	186	155
General Education	388*	93%*	169	166
English Proficient	430*	93%*	187	156
Not Economically Disadvantaged	404*	93%*	176	160
Male	210*	94%*	89	152
Female	223*	91%*	98	159
Migrant	0	—	0	—
Not Migrant	433*	93%*	187	156

✓ Yes

✗ No

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

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

Elementary/Middle-Level Science Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI ≥ EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✓	✓	70	96%	✓	67	199	171	171
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	—	—	1	—	—	1	—	—	—
Hispanic or Latino	—	—	3	—	—	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	0	—	—	0	—	—	—
White	✓	✓	64	95%	✓	61	198	180	180
Multiracial	—	—	1	—	—	1	—	—	—
Students With Disabilities	—	—	10	—	—	8	—	—	—
Limited English Proficient	—	—	1	—	—	1	—	—	—
Economically Disadvantaged	—	—	6	—	—	5	—	—	—

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	69	96%	66	198
Not Black or African American	69	96%	66	198
Not Hispanic or Latino	67	96%	64	198
Not Asian or Native Hawaiian/Other Pacific Islander	70	96%	67	199
Not White	6	—	6	—
Not Multiracial	69	96%	66	198
General Education	60	98%	59	200
English Proficient	69	96%	66	198
Not Economically Disadvantaged	64	97%	62	198
Male	30	—	29	—
Female	40	95%	38	200
Migrant	0	—	0	—
Not Migrant	70	96%	67	199

✓ Yes

✗ No

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

Unweighted Combined ELA and Math PIs

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	143	156	—	—	150
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	143	156	—	—	150
Multiracial	—	—	—	—	—
Students With Disabilities	—	—	—	—	—
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—

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

Glossary of Terms - Report Cards Data

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

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

Graduates

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

High School Completers

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

Highly Qualified Teachers

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

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

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

The Percent with No Valid Teaching Certificate is the percent of teachers without a valid teaching certificate.

The Percent Teaching out of Certification is the percent teaching out of certification on more than an incidental basis (more than one assignment).

The Percent Taught by Teachers Without Appropriate Certification is the percent of all teachers teaching one or more assignments outside of certification.

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

meet the participation requirement for making Adequate Yearly Progress in elementary/middle-level ELA for institutional accountability purposes.

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

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

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

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

Safe Harbor Target

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

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

Unweighted Combined PI

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