

SYOSSET CENTRAL SCHOOL DISTRICT

REPORT CARD

2018-2019 PROPOSED BUDGET

As Required by
Chapter 474
Of the
Laws of 1996

SYOSSET CENTRAL SCHOOL DISTRICT
Syosset, New York

BOARD OF EDUCATION

Dr. Michael Cohen – President
Tracy Frankel – Vice President
Carol C. Cheng
Christopher Di Filippo
Andrew Feldman
Rob Gershon
Anna Levitan
Susan Parker

SCHOOL DISTRICT ADMINISTRATION

Dr. Thomas L. Rogers
Superintendent of Schools

Ms. Adele Bovard
Deputy Superintendent of Schools

Dr. Patricia M. Rufo
Assistant Superintendent for Business

Dr. Joseph LaMelza
Assistant Superintendent for Pupil Personnel Services

Ms. V. Dolly Kranz
Assistant to the Superintendent for Teaching and Learning

Ms. Joanne F. Mannion
Assistant to the Superintendent for Curriculum and Research

2017-2018

SYOSSET CENTRAL SCHOOL DISTRICT

**PROPOSED
BUDGET
2018-2019**

Draft Budget Working Document

STATE REQUIRED FORMAT 3-PART BUDGET SUMMARY

	2016-17	2017-18	Proposed 2018-19
	BUDGET	BUDGET	BUDGET
TOTAL ADMINISTRATION	21,599,293	23,078,948	23,542,187
TOTAL PROGRAM	170,488,137	174,040,768	180,736,119
TOTAL CAPITAL	27,772,758	26,582,458	26,067,714
GRAND TOTAL	219,860,188	223,702,174	230,346,020

2018-2019

DRAFT
Administration Codes

SYOSSET CSD BUDGET 2018-19

Function	Object		2015-16	2016-17	2016-17	Current		Proposed	Proposed
Code	Code	DESCRIPTION	EXPENDITURES	EXPENDITURES	BUDGET	2017-18	2017-18	2018-19	2018-19
						FTE	BUDGET	FTE	BUDGET
1010	400	CONTRACTUAL SERVICES	0	0	0		0		2,000
1010	484	BOARD MEMBERSHIPS	25,437	23,792	25,400		25,400		25,400
1010	450	CONFERENCE WORKSHOP & TRAVEL	0	0	0		0		15,500
1010	485	BOARD/DISTRICT OPERATIONS	9,590	6,784	18,000		18,000		0
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	35,027	30,576	43,400		43,400		42,900
1010	500	SUPPLIES/PUBLICATIONS	3,462	2,820	3,800		3,800		3,300
1010	506	SUBSCRIPTIONS	0	0	0		0		500
		OBJ 500 TOTAL SUPPLIES/MATERIALS	3,462	2,820	3,800		3,800		3,800
TOTAL 1010 BOARD OF EDUCATION			38,489	33,396	47,200		47,200		46,700

SYOSSET CSD BUDGET 2018-19

Function Code	Object Code	DESCRIPTION	2015-16 EXPENDITURES	2016-17 EXPENDITURES	2016-17 BUDGET	Current 2017-18 FTE	2017-18 BUDGET	Proposed 2018-19 FTE	Proposed 2018-19 BUDGET
1040	161	DISTRICT CLERK OFFICE SALARIES	46,737	48,736	45,801	0.5	45,801	0.5	45,018
		OBJ 100 TOTAL SALARIES	46,737	48,736	45,801		45,801		45,018
		TOTAL 1040 DISTRICT CLERK	46,737	48,736	45,801		45,801		45,018

SYOSSET CSD BUDGET 2018-19

Function Code	Object Code	DESCRIPTION	2015-16 EXPENDITURES	2016-17 EXPENDITURES	2016-17 BUDGET	Current 2017-18 FTE	2017-18 BUDGET	Proposed 2018-19 FTE	Proposed 2018-19 BUDGET
1060	161	POLL WORKERS	11,525	10,741	16,762		22,000		13,000
		OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES	11,525	10,741	16,762		22,000		13,000
1060	405	LEGAL NOTICES	4,810	4,925	5,900		9,620		7,000
1060	439	VOTING MACHINES RENTAL	9,639	6,466	21,201		21,201		8,000
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	14,449	11,391	27,101		30,821		15,000
1060	500	DISTRICT MEETING - SUPPLIES & FORMS	3,424	2,786	3,300		6,800		3,500
		OBJ 500 TOTAL SUPPLIES/MATERIALS	3,424	2,786	3,300		6,800		3,500
TOTAL 1060 DISTRICT MEETINGS			29,398	24,918	47,163		59,621		31,500

SYOSSET CSD BUDGET 2018-19

Function Code	Object Code	DESCRIPTION	2015-16 EXPENDITURES	2016-17 EXPENDITURES	2016-17 BUDGET	Current 2017-18 FTE	2017-18 BUDGET	Proposed 2018-19 FTE	Proposed 2018-19 BUDGET
1240	100	SUPERINTENDENT	279,000	279,000	279,000	1.0	279,000	1.0	281,790
1240	161	SUPERINTENDENT OFFICE	119,223	126,996	119,230	1.5	122,150	1.5	126,272
		OBJ 100 TOTAL SALARIES	398,223	405,996	398,230		401,150		408,062
1240	400	CONTRACTUAL	0	0	0		0		0
1240	433	COPY MACHINE	2,889	1,177	2,950		2,950		0
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	2,889	1,177	2,950		2,950		0
1240	500	OFFICE SUPPLIES	836	908	2,200		2,200		2,200
1240	501	PROFESSIONAL PUBLICATIONS/SUBSCRIPTIONS	59	75	600		600		600
		OBJ 500 TOTAL SUPPLIES/MATERIALS	895	983	2,800		2,800		2,800
		TOTAL 1240 SUPERINTENDENT OFFICE	402,007	408,156	403,980		406,900		410,862

SYOSSET CSD BUDGET 2018-19

Function Code	Object Code	DESCRIPTION	2015-16 EXPENDITURES	2016-17 EXPENDITURES	2016-17 BUDGET	Current 2017-18 FTE	2017-18 BUDGET	Proposed 2018-19 FTE	Proposed 2018-19 BUDGET
1310	100	BUSINESS OFFICE SALARIES	487,170	494,691	514,504	4.20	523,783	4.20	542,037
		OBJ 100 TOTAL SALARIES	487,170	494,691	514,504		523,783		542,037
1310	405	BUSINESS ADMIN ADVERTISING	1,400	1,328	1,400		1,400		1,400
1310	447	CONTRACTUAL SERVICES	0	0	1,000		1,000		1,000
1310	449	INVENTORY APPRAISAL	0	0	5,200		0		0
1310	490	BOCES-STATE AID/SBAI	8,723	8,301	6,701		9,036		9,000
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	10,123	9,629	14,301		11,436		11,400
1310	500	FORMS & SUPPLIES	2,002	3,760	5,200		4,400		4,400
		OBJ 500 TOTAL SUPPLIES/MATERIALS	2,002	3,760	5,200		4,400		4,400
TOTAL 1310 FINANCIAL ADMINISTRATION			499,295	508,080	534,005		539,619		557,837

SYOSSET CSD BUDGET 2018-19

Function Code	Object Code	DESCRIPTION	2015-16 EXPENDITURES	2016-17 EXPENDITURES	2016-17 BUDGET	Current 2017-18 FTE	2017-18 BUDGET	Proposed 2018-19 FTE	Proposed 2018-19 BUDGET
1320	446	INTERNAL CLAIMS AUDITOR	27,000	29,000	27,000		35,000		36,770
1320	447	SPECIAL AUDITS	11,200	6,637	11,000		29,000		8,000
1320	448	INTERNAL AUDITOR	20,400	20,400	20,400		32,000		32,000
1320	449	INDEPENDENT AUDITOR	19,800	44,000	45,000		45,000		46,500
OBJ 400 TOTAL CONTRACT/OTHER EXPENSE			78,400	100,037	103,400		141,000		123,270
TOTAL 1320 AUDITING			78,400	100,037	103,400		141,000		123,270

SYOSSET CSD BUDGET 2018-19

Function	Object		2015-16	2016-17	2016-17	Current		Proposed	Proposed
Code	Code	DESCRIPTION	EXPENDITURES	EXPENDITURES	BUDGET	2017-18	2017-18	2018-19	2018-19
						FTE	BUDGET	FTE	BUDGET
1345	160	PURCHASING/AP OFFICE	372,589	368,252	402,763	6.5	408,936	7.5	478,142
1345	163	PURCHASING/ACCOUNTS PAYABLE O/T	65	2,078	3,000		1,000		2,000
		OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES	372,654	370,330	405,763		409,936		480,142
1345	405	PURCHASING ADS	1,835	2,050	2,500		2,500		2,500
1345	433	COPY MACHINE	4,767	1,177	5,000		5,000		0
1345	490	BOCES - COOPERATIVE BID	9,500	9,500	9,785		9,690		10,250
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	16,102	12,727	17,285		17,190		12,750
1345	500	PURCHASING/AP SUPPLIES	1,743	1,360	3,000		2,000		2,000
		OBJ 500 TOTAL SUPPLIES/MATERIALS	1,743	1,360	3,000		2,000		2,000
TOTAL 1345 PURCHASING			390,499	384,417	426,048		429,126		494,892

SYOSSET CSD BUDGET 2018-19

Function Code	Object Code	DESCRIPTION	2015-16 EXPENDITURES	2016-17 EXPENDITURES	2016-17 BUDGET	Current 2017-18 FTE	2017-18 BUDGET	Proposed 2018-19 FTE	Proposed 2018-19 BUDGET
1420	447	LEGAL SERVICE - BOND COUNSEL	14,795	13,895	14,150		15,000		15,000
1420	448-00	LEGAL SERVICE - RETAINER	83,230	84,900	84,900		84,900		88,000
1420	448-01	LEGAL SERVICE - NON-RETAINER	195,353	269,414	250,000		250,000		250,000
1420	449	LEGAL SERVICE - GENERAL COUNSEL	7,925	0	50,000		25,000		25,000
OBJ 400 TOTAL CONTRACT/OTHER EXPENSE			301,303	368,209	399,050		374,900		378,000
TOTAL 1420 LEGAL SERVICES			301,303	368,209	399,050		374,900		378,000

SYOSSET CSD BUDGET 2018-19

Function Code	Object Code	DESCRIPTION	2015-16 EXPENDITURES	2016-17 EXPENDITURES	2016-17 BUDGET	Current 2017-18 FTE	2017-18 BUDGET	Proposed 2018-19 FTE	Proposed 2018-19 BUDGET
1430	100	PERSONNEL OFFICE SALARIES	517,183	585,781	520,350	6.0	534,126	6.0	564,672
		OBJ 100 TOTAL SALARIES	517,183	585,781	520,350		534,126		564,672
1430	400	CONTRACTUAL	4,472	16,762	0		0		0
1430	405	ADVERTISEMENTS	0	1,189	3,000		1,000		1,000
1430	433	COPY MACHINE	1,211	606	1,300		1,300		0
1430	490	BOCES SERVICES	33,079	26,699	26,000		33,079		27,000
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	38,762	45,256	30,300		35,379		28,000
1430	500	PERSONNEL SUPPLIES	1,095	1,544	1,200		1,200		1,200
		OBJ 500 TOTAL SUPPLIES/MATERIALS	1,095	1,544	1,200		1,200		1,200
TOTAL 1430 PERSONNEL OFFICE			557,040	632,581	551,850		570,705		593,872

SYOSSET CSD BUDGET 2018-19

Function Code	Object Code	DESCRIPTION	2015-16	2016-17	2016-17	Current	2017-18	2017-18	Proposed	Proposed
			EXPENDITURES	EXPENDITURES	BUDGET	2017-18 FTE	BUDGET	BUDGET	2018-19 FTE	2018-19 BUDGET
1480	100	PUBLIC INFORMATION AND SERVICES SALARIES	0	0	0	1	0		1	90,000
1480	485	PUBLIC INFO CONTRACT SERVICES	6,984	7,064	13,500		13,500			10,000
1480	490	PUBLIC INFORMATION SERVICES BOCES	66,402	67,701	75,000		75,000			37,500
1480	500	PUBLIC INFORMATION SUPPLIES	0	0	2,000		2,000			2,000
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	73,386	74,765	90,500		90,500			49,500
		TOTAL 1480 COMMUNITY RELATIONS	73,386	74,765	90,500		90,500			139,500

SYOSSET CSD BUDGET 2018-19

Function Code	Object Code	DESCRIPTION	2015-16 EXPENDITURES	2016-17 EXPENDITURES	2016-17 BUDGET	Current 2017-18 FTE	2017-18 BUDGET	Proposed 2018-19 FTE	Proposed 2018-19 BUDGET
1670	161	IMC/PRINT UNIT N/T	17,144	31,862	117,525	1.50	115,305	1.50	123,594
1670	163	IMC/PRINT UNIT O/T	56	539	7,200		3,200		0
		OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES	17,200	32,401	124,725		118,505		123,594
1670	200	REPLACEMENT EQUIPMENT - IMC	17,403	0	5,000		5,000		5,000
		OBJ 200 TOTAL EQUIPMENT	17,403	0	5,000		5,000		5,000
1670	400	CONTRACTUAL SERVICES	18,620	12,678	6,000		8,000		6,100
1670	430	IMC EQUIPMENT REPAIR/SERVICE	3,168	0	5,000		3,000		3,000
1670	433	COPY MACHINE COPIER LEASE & SERVICE	60,172	68,369	115,000		115,000		0
1670	483	PRINT UNIT POSTAGE	44,781	54,767	100,000		80,000		77,625
1670	490	BOCES PRINTING SERVICES	6,947	18,304	10,000		14,000		200,000
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	133,688	154,118	236,000		220,000		286,725
1670	500	PRINT UNIT SUPPLIES	25,845	22,088	32,000		32,000		31,700
1670	501	IMC SUPPLIES	2,983	1,228	5,000		5,000		0
		OBJ 500 TOTAL SUPPLIES/MATERIALS	28,828	23,316	37,000		37,000		31,700
TOTAL 1670 CENTRAL PRINTING & MAILING			197,119	209,835	402,725		380,505		447,019

SYOSSET CSD BUDGET 2018-19

Function Code	Object Code	DESCRIPTION	2015-16 EXPENDITURES	2016-17 EXPENDITURES	2016-17 BUDGET	Current 2017-18 FTE	2017-18 BUDGET	Proposed 2018-19 FTE	Proposed 2018-19 BUDGET
1680	160	CENTRAL COMPUTER SALARIES - N/T	224,915	237,854	243,166	4.0	276,685	4.0	278,346
		OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES	224,915	237,854	243,166		276,685		278,346
1680	201	COMPUTER SERVICES - EQUIPMENT	43,179	76,721	310,000		200,000		50,000
		OBJ 200 TOTAL EQUIPMENT	43,179	76,721	310,000		200,000		50,000
1680	432	COMPUTER SERVICES SOFTWARE/FORMS	88,895	53,964	55,000		90,000		65,000
1680	435	COMPUTER SERVICES - SERVICE CONTRACT	97,005	123,879	315,000		200,000		200,000
1680	485	COMPUTER SERVICES - TRAINING	399	668	2,000		1,000		0
1680	490	BOCES ADMIN TECHNOLOGY	693,683	886,936	435,000		1,278,332		1,684,000
1680	491	BOCES WIDE AREA NETWORK	172,973	316,391	316,000		316,000		316,000
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	1,052,955	1,381,838	1,123,000		1,885,332		2,265,000
1680	500	COMPUTER SERVICES SUPPLIES	68,405	180,320	40,000		40,000		80,000
		OBJ 500 TOTAL SUPPLIES/MATERIALS	68,405	180,320	40,000		40,000		80,000
TOTAL 1680 CENTRAL COMPUTER SERVICES			1,389,454	1,876,733	1,716,166		2,402,017		2,673,346

SYOSSET CSD BUDGET 2018-19

Function Code	Object Code	DESCRIPTION	2015-16 EXPENDITURES	2016-17 EXPENDITURES	2016-17 BUDGET	Current 2017-18 FTE	2017-18 BUDGET	Proposed 2018-19 FTE	Proposed 2018-19 BUDGET
1981	490	BOCES ADMINISTRATION FEE	632,720	641,794	641,795		649,396		690,117
1981	491	BOCES FACILITIES RENTAL	105,102	106,184	106,185		81,726		46,789
1981	492	BOCES CAPITAL PROJECTS	168,494	141,410	141,411		161,603		159,075
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	906,316	889,388	889,391		892,725		895,981
		TOTAL 1981 ADMINISTRATION FEES - BOCES	906,316	889,388	889,391		892,725		895,981

SYOSSET CSD BUDGET 2018-19

Function Code	Object Code	DESCRIPTION	2015-16	2016-17	2016-17	Current		Proposed	Proposed
			EXPENDITURES	EXPENDITURES	BUDGET	2017-18 FTE	2017-18 BUDGET	2018-19 FTE	2018-19 BUDGET
2010	100	CURRICULUM CERTIFIED	1,267,814	1,390,092	1,320,520	10.0	1,788,194	10.0	1,761,613
2010	111	CURRICULUM WRITING ELEMENTARY	73,920	10,100	60,000		60,000		20,000
2010	112	CURRICULUM WRITING SECONDARY	34,457	26,516	20,000		34,000		34,000
		OBJ 100 TOTAL INSTRUCTIONAL SALARIES	1,376,191	1,426,708	1,400,520		1,882,194		1,815,613
2010	161	CURRICULUM N/T	432,388	498,990	494,366	10.5	541,250	10.5	650,242
		OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES	432,388	498,990	494,366		541,250		650,242
2010	500	CURRICULUM SUPPLIES	248	278	2,125		2,125		2,125
		OBJ 500 TOTAL SUPPLIES/MATERIALS	248	278	2,125		2,125		2,125
TOTAL 2010 CURRICULUM DEV. & SUPERVISION			1,808,827	1,925,976	1,897,011		2,425,569		2,467,980

SYOSSET CSD BUDGET 2018-19

Function Code	Object Code	DESCRIPTION	2015-16 EXPENDITURES	2016-17 EXPENDITURES	2016-17 BUDGET	Current 2017-18 FTE	2017-18 BUDGET	Proposed 2018-19 FTE	Proposed 2018-19 BUDGET
2020	112	PRINCIPAL/ASST PRINCIPALS	2,544,094	2,753,519	2,582,468	15.0	2,628,617	15.0	2,851,496
2020	113	ADMINISTRATIVE ASSISTANTS	1,132,455	957,779	1,103,920	5.0	992,216	5.0	795,904
2020	161	PRINCIPAL OFFICE N/T	2,004,840	2,025,656	1,980,941	35.0	2,014,158	35.0	2,033,426
2020	162	PRINCIPAL OFFICE P/T	591,917	635,200	627,000		625,000		625,000
2020	164	WORK STUDY/STUDENT ACTIVITY	24,658	24,770	33,225		31,000		31,000
OBJ 100 TOTAL SALARIES			6,297,964	6,396,924	6,327,554		6,290,991		6,336,826
2020	400	CONTRACTUAL CONFERENCE WORKSHOPS & TRAVEL							43,000
2020	500	SUPPLIES/SUBSCRIPTIONS	0	1,700	0		0		3,000
TOTAL 2020 SUPERVISION REGULAR			6,297,964	6,398,624	6,327,554		6,290,991		6,382,826

SYOSSET CSD BUDGET 2018-19

Function Code	Object Code	DESCRIPTION	2015-16	2016-17	2016-17	Current		Proposed	Proposed
			EXPENDITURES	EXPENDITURES	BUDGET	2017-18 FTE	2017-18 BUDGET	2018-19 FTE	2018-19 BUDGET
2070	121	INSERVICE WORKSHOPS	2,123	14,750	4,000		4,000		30,000
		OBJ 100 TOTAL INSTRUCTIONAL SALARIES	2,123	14,750	4,000		4,000		30,000
2070	449	INSERVICE WORKSHOPS	30,007	243,407	263,000		374,200		43,000
2070	490	BOCES WORKSHOPS	44,102	111,763	78,000		78,000		353,200
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	74,109	355,170	341,000		452,200		396,200
TOTAL 2070 INSERVICE PROGRAMS			76,232	369,920	345,000		456,200		426,200

SYOSSET CSD BUDGET 2018-19

Function Code	Object Code	DESCRIPTION	2015-16 EXPENDITURES	2016-17 EXPENDITURES	2016-17 BUDGET	Current 2017-18 FTE	2017-18 BUDGET	Proposed 2018-19 FTE	Proposed 2018-19 BUDGET
2250	100	SPECIAL EDUCATION SUPERVISION	681,621	686,968	681,621	4	689,637	4	726,586
TOTAL 2250 SPECIAL EDUCATION PROGRAMS - ADMIN			681,621	686,968	681,621		689,637		726,586

Function Code	Object Code	DESCRIPTION	2015-16 EXPENDITURES	2016-17 EXPENDITURES	2016-17 BUDGET	Current 2017-18 FTE	2017-18 BUDGET	Proposed 2018-19 FTE	Proposed 2018-19 BUDGET
2855	116	ATHLETIC DIRECTOR	177,905	180,859	177,905	1	180,859	1	183,210
TOTAL 2855 INTERSCHOLASTIC ATHLETICS - ADMIN			177,905	180,859	177,905		180,859		183,210

Function Code	Object Code	DESCRIPTION	2015-16 EXPENDITURES	2016-17 EXPENDITURES	2016-17 BUDGET	Current 2017-18 FTE	2017-18 BUDGET	Proposed 2018-19 FTE	Proposed 2018-19 BUDGET
1989	100	UNCLASSIFIED	0	0	50,000		50,000		50,000
		OBJ 100 TOTAL INSTRUCTIONAL SALARIES	0	0	50,000		50,000		50,000
TOTAL 1989 UNCLASSIFIED			0	0	50,000		50,000		50,000

2018-2019

DRAFT
Program Codes

SYOSSET CSD BUDGET 2018-19

Function Code	Object Code	DESCRIPTION	2015-16	2016-17	2016-17	Current		Proposed	Proposed
			EXPENDITURES	EXPENDITURES	BUDGET	2017-18	2017-18	2018-19	2018-19
						FTE	BUDGET	FTE	BUDGET
2110	102	EDUCATIONAL INCREMENTS	0	0	185,000		185,000		185,000
2110	103	CONTINGENCY TEACHERS	0	0	240,000		240,000		240,000
2110	110	K - 12 Teachers	62,551,321	63,604,183	64,860,681	515.8	66,000,698	515.8	66,458,311
2110	123	TUTORS	1,338,744	1,306,320	1,509,432		1,450,000		1,450,000
2110	126	ENL TEACHING	1,429,792	1,417,841	1,689,355	15.5	1,667,577	15.5	1,849,959
2110	129	LUNCHROOM SUPERVISION	121,644	122,278	130,000		127,000		127,000
2110	149	SUBSTITUTES	1,191,782	1,431,197	1,245,000		1,245,000		1,245,000
2110	161	LAB ASSISTANTS N/T	532,839	517,271	533,676	5.0	535,144	5.0	415,354
2110	162	MONITORS	610,094	748,548	840,000		700,000		750,000
		OBJ 100 TOTAL SALARIES	67,776,216	69,147,638	71,233,144		72,150,419		72,720,624
2110	200	INSTRUCTIONAL/DISTRICT EQUIPMENT	200,955	66,268	785,219		685,219		652,300
		OBJ 200 TOTAL EQUIPMENT	200,955	66,268	785,219		685,219		652,300
2110	400	FIELD TRIPS & OTHER FEES	100,713	64,654	158,500		158,500		129,920
2110	430	INSTRUCTIONAL EQUIPMENT REPAIR	20,709	20,028	38,653		38,653		40,228
2110	433	COPY MACHINE COPIER LEASE & SERVICE	140,056	136,666	189,000		189,000		0
2110	435	RENTAL INSTRUCTIONAL EQUIPMENT	0	0	4,000		4,000		4,000
2110	448	CIVIL SERVICE SUBSTITUTES	59,991	99,584	80,000		80,000		80,000
2110	480	TEXTBOOKS - ELEMENTARY	131,838	330,385	378,724		378,724		889,825
2110	481	TEXTBOOKS - SECONDARY	355,167	185,245	355,746		355,746		0
2110	482	TEXTBOOKS - NON PUBLIC/PRIVATE	50,287	47,135	65,000		65,000		62,000
2110	483	INSTRUCTIONAL CONFERENCE TRAVEL	32,185	41,205	51,000		51,000		101,080
2110	484	MEMBERSHIPS & DUES	10,128	11,671	19,000		19,000		28,350
2110	485	DAY SCHOOL TRAVEL	12,745	12,518	14,500		14,500		14,500
2110	487	COMMENCEMENT	39,204	45,445	47,936		47,936		49,042
2110	490	BOCES SERVICES	991,299	1,443,238	528,023		528,023		650,000
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	1,944,322	2,437,774	1,930,082		1,930,082		2,048,945
2110	500	SUPPLIES	1,032,953	926,702	962,555		1,043,055		1,004,281
2110	509	SHEET MUSIC	24,587	25,390	30,000		30,000		30,000
2110	512	TESTING SUPPLIES	173,787	85,765	291,000		291,000		291,000
		OBJ 500 TOTAL SUPPLIES/MATERIALS	1,231,327	1,037,857	1,283,555		1,364,055		1,325,281
TOTAL 2110 REGULAR DAY SCHOOL			71,152,820	72,689,537	75,232,000		76,129,775		76,747,150

SYOSSET CSD BUDGET 2018-19

Function Code	Object Code	DESCRIPTION	2015-16	2016-17	2016-17	Current	2017-18	Proposed	Proposed
			EXPENDITURES	EXPENDITURES	BUDGET	FTE	BUDGET	2018-19 FTE	2018-19 BUDGET
2250	111	SPECIAL EDUCATION ELEM	2,610,194	2,976,629	2,847,293	23.0	3,140,036	23.0	2,857,381
2250	112	SPECIAL EDUCATION SEC	7,059,473	7,159,494	7,195,263	59.0	7,421,135	59.0	7,760,769
2250	113	TEACHER SPEECH-PUBLIC ELEMENTARY	1,265,244	1,310,854	1,293,904	11.0	1,342,747	11.0	1,341,177
2250	114	TEACHER SPEECH-PUBLIC SECONDARY	318,053	316,510	355,334	3.0	353,332	3.0	345,092
2250	119	HOME INSTRUCTION	26,124	11,234	58,000		34,330		30,000
2250	121	SPECIAL EDUC TUTORS ELEMENTARY	1,602,822	1,808,018	1,436,030		1,800,000		1,905,000
2250	122	SPECIAL EDUC TUTORS SECONDARY	536,825	605,937	525,655		680,000		575,000
2250	151	SPECIAL EDUCATION TA ELEMENTARY	3,514,431	3,404,335	3,629,728	63.5	3,452,808	63.5	3,123,718
2250	152	SPECIAL EDUCATION TA SECONDARY	1,256,639	1,267,391	1,305,422	37.0	1,322,139	37.0	1,570,661
2250	175	SPECIAL EDUCATION AIDES	958,818	1,008,069	1,002,582	28	1,082,823	28	1,307,354
2250	165	OCCUPATIONAL THERAPISTS	847,574	809,403	901,716	9.0	915,245	9.0	937,874
2250	166	PHYSICAL THERAPIST	62,371	64,700	64,700	1.0	64,700	1.0	72,461
2250	167	SPECIAL EDUCATION P/T	0	53,944	46,000		46,000		46,000
OBJ 100 TOTAL SALARIES			20,058,568	20,796,518	20,661,627		21,655,295		21,872,487
2250	200	SPECIAL EDUCATION EQUIPMENT	15,678	10,296	20,057		20,057		20,000
OBJ 200 TOTAL EQUIPMENT			15,678	10,296	20,057		20,057		20,000
2250	401	HOME INSTRUCTION	144,641	193,266	200,000		180,000		200,000
2250	406	NON RESIDENT & NON PUBLIC SPEC ED	191,600	141,647	250,000		237,000		225,000
2250	408	SPEC. ED. NURSING SERVICES	199,676	204,289	275,000		210,000		220,000
2250	470	TUITION PUBLIC - ELEM/SEC	109,491	49,669	350,000		280,000		160,000
2250	472	TUITION PRIVATE PLACEMENT	1,783,629	1,554,625	2,200,000		2,000,000		2,000,000
2250	473	CONTRACTUAL SERVICES	576,223	547,383	900,000		800,000		750,000
2250	474	SPECIAL/ADDITIONAL EVALUATIONS	43,384	13,135	20,000		20,000		20,000
2250	475	ADDITIONAL STUDENTS	0	0	200,000		200,000		200,000
2250	476	TUITION/IMPARTIAL PLACEMENTS	0	30,000	100,000		50,000		40,000
2250	490	TUITION - BOCES	2,067,680	2,359,843	2,300,000		2,200,000		2,550,000
OBJ 400 TOTAL CONTRACT/OTHER EXPENSE			5,116,324	5,093,857	6,795,000		6,177,000		6,365,000
2250	500	SUPPLIES - SPECIAL EDUCATION	88,234	63,523	40,000		40,000		65,000
OBJ 500 TOTAL SUPPLIES/MATERIALS			88,234	63,523	40,000		40,000		65,000
TOTAL 2250 SPECIAL EDUCATION PROGRAMS			25,278,804	25,964,194	27,516,684		27,892,352		28,322,487

SYOSSET CSD BUDGET 2018-19

Function Code	Object Code	DESCRIPTION	2015-16 EXPENDITURES	2016-17 EXPENDITURES	2016-17 BUDGET	Current 2017-18 FTE	2017-18 BUDGET	Proposed 2018-19 FTE	Proposed 2018-19 BUDGET
2280	490	OCCUPATIONAL EDUCATION BOCES SERVICES	315,591	375,569	330,000		384,943		385,000
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	315,591	375,569	330,000		384,943		385,000
		TOTAL 2280 OCCUPATIONAL EDUCATION	315,591	375,569	330,000		384,943		385,000

SYOSSET CSD BUDGET 2018-19

Function Code	Object Code	DESCRIPTION	2015-16 EXPENDITURES	2016-17 EXPENDITURES	2016-17 BUDGET	Current 2017-18 FTE	2017-18 BUDGET	Proposed 2018-19 FTE	Proposed 2018-19 BUDGET
2310	101	CONTINUING EDUCATION DIRECTOR	12,628	12,754	12,503		12,628		13,000
2310	112	CONTINUING EDUCATION CERTIFIED	44,627	44,180	51,000		51,000		51,000
		OBJ 100 TOTAL INSTRUCTIONAL SALARIES	57,255	56,934	63,503		63,628		64,000
2310	161	CONTINUING EDUCATION N/T	59,966	57,669	60,000	1.0	60,000	1.0	57,725
2310	162	CONTINUING EDUCATION P/T	6,006	9,202	6,000		6,000		6,000
		OBJ 160 TOTAL NON-INSTRUCTIONAL SAL	65,972	66,871	66,000		66,000		63,725
2310	400	CONTRACTUAL SERVICES	2,234	731	5,200		5,200		5,200
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	2,234	731	5,200		5,200		5,200
2310	500	CONTINUING EDUCATION SUPPLIES	185	276	700		600		600
		OBJ 500 TOTAL SUPPLIES/MATERIALS	185	276	700		600		600
TOTAL 2310 CONTINUING EDUCATION			125,646	124,812	135,403		135,428		133,525

SYOSSET CSD BUDGET 2018-19

Function Code	Object Code	DESCRIPTION	2015-16 EXPENDITURES	2016-17 EXPENDITURES	2016-17 BUDGET	Current 2017-18 FTE	2017-18 BUDGET	Proposed 2018-19 FTE	Proposed 2018-19 BUDGET
2320	101	SUMMER SCHOOL ADMINISTRATION	5,601	5,658	5,700		5,700		5,750
2320	112	SUMMER SCHOOL TEACHERS	236,109	261,815	238,000		262,000		288,120
2320	113	SUMMER SCHOOL RADIO STATION	4,919	4,968	5,000		5,000		5,000
2320	151	SUMMER SCHOOL TA	38,179	19,953	38,300		38,300		20,000
		OBJ 100 TOTAL INSTRUCTIONAL SALARIES	284,808	292,394	287,000		311,000		318,870
2320	161	SUMMER SCHOOL N/T	23,117	27,895	23,200		23,200		28,000
		OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES	23,117	27,895	23,200		23,200		28,000
2320	500	SUMMER SCHOOL SUPPLIES	7,427	8,640	8,000		8,000		8,700
		OBJ 500 TOTAL SUPPLIES/MATERIALS	7,427	8,640	8,000		8,000		8,700
TOTAL 2320 SUMMER SCHOOL			315,352	328,929	318,200		342,200		355,570

SYOSSET CSD BUDGET 2018-19

Function Code	Object Code	DESCRIPTION	2015-16 EXPENDITURES	2016-17 EXPENDITURES	2016-17 BUDGET	Current 2017-18 FTE	2017-18 BUDGET	Proposed 2018-19 FTE	Proposed 2018-19 BUDGET
2610	111	LIBRARIANS /ELEMENTARY	743,819	761,693	769,804	7	769,804	7	802,994
2610	112	LIBRARIANS/SECONDARY	500,841	511,409	491,059	4	496,283	4	502,879
		OBJ 100 TOTAL INSTRUCTIONAL SALARIES	1,244,660	1,273,102	1,260,863		1,266,087		1,305,873
2610	161	LIBRARY/AUDIO VISUAL AIDES	707,625	705,015	771,636	15	771,636	15	865,302
2610	162	LIBRARY/AUDIO VISUAL AIDES P/T	58,905	54,271	40,000	1	40,000	1	25,000
2610	163	LIBRARY/AUDIO VISUAL TECH O/T	66,958	53,023	57,700		57,700		20,000
		OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES	833,488	812,309	869,336		869,336		910,302
2610	490	BOCES - LIBRARY/ED COMM SERVICES	86,095	98,746	87,866		105,000		115,000
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	86,095	98,746	87,866		105,000		115,000
2610	500	LIBRARY SUPPLIES	9,625	7,473	16,231		16,231		16,239
2610	501	LIBRARY PERIODICALS	12,638	12,612	15,691		15,691		13,215
2610	503	LIBRARY BOOKS-NON PUBLIC	4,133	3,732	4,050		4,050		4,050
2610	505	LIBRARY BOOKS	34,709	34,004	40,372		40,370		49,769
2610	508	CLASSROOM LIBRARIES	79,584	25,616	26,090		26,090		39,570
2610	520	AUDIO VISUAL SUPPLIES	14,400	16,172	23,838		15,000		20,962
		OBJ 500 TOTAL SUPPLIES/MATERIALS	155,089	99,609	126,272		117,432		143,805
TOTAL 2610 LIBRARY MEDIA PROGRAM			2,319,332	2,283,766	2,344,337		2,357,855		2,474,980

SYOSSET CSD BUDGET 2018-19

Function Code	Object Code	DESCRIPTION	2015-16 EXPENDITURES	2016-17 EXPENDITURES	2016-17 BUDGET	Current 2017-18 FTE	2017-18 BUDGET	Proposed 2018-19 FTE	Proposed 2018-19 BUDGET
2630	200	CAI HARDWARE	175,078	501,510	500,000		500,000		100,000
2630	201	INSTRUCTIONAL TECH UPGRADE	26,834	0	30,000		30,000		0
		OBJ 200 TOTAL EQUIPMENT	201,912	501,510	530,000		530,000		100,000
2630	430	CAI EQUIPMENT REPAIR	0	2,148	15,000		5,000		5,000
2630	435	CAI CONTRACT SERVICES	15,173	27,259	150,000		150,000		50,000
2630	460	CAI SOFTWARE	163,135	144,602	137,914		428,103		300,000
2630	490	BOCES-MICROCOMP SVCS/REGION. OBJ.	760,644	1,482,150	765,000		1,917,222		2,300,000
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	938,952	1,656,159	1,067,914		2,500,325		2,655,000
2630	500	DP SUPPLIES DISTRICTWIDE	94,989	106,370	65,000		65,000		65,000
		OBJ 500 TOTAL SUPPLIES/MATERIALS	94,989	106,370	65,000		65,000		65,000
TOTAL 2630 COMPUTER ASSISTED INSTRUCTION			1,235,853	2,264,039	1,662,914		3,095,325		2,820,000

SYOSSET CSD BUDGET 2018-19

Function Code	Object Code	DESCRIPTION	2015-16 EXPENDITURES	2016-17 EXPENDITURES	2016-17 BUDGET	Current 2017-18 FTE	2017-18 BUDGET	Proposed 2018-19 FTE	Proposed 2018-19 BUDGET
2805	161	ATTENDANCE N/T	213,574	215,910	249,944	4.0	254,944	4.0	231,582
		OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES	213,574	215,910	249,944		254,944		231,582
2805	428	CONTRACTUAL SERVICES	0	9,820	500		500		500
		OBJ 400 TOTAL CONTRACTS/OTHER EXPENSES	0	9,820	500		500		500
		TOTAL 2805 ATTENDANCE OFFICES	213,574	225,730	250,444		255,444		232,082

SYOSSET CSD BUDGET 2018-19

Function Code	Object Code	DESCRIPTION	2015-16 EXPENDITURES	2016-17 EXPENDITURES	2016-17 BUDGET	Current 2017-18 FTE	2017-18 BUDGET	Proposed 2018-19 FTE	Proposed 2018-19 BUDGET
2810	122	GUIDANCE COUNSELORS	2,171,484	2,194,765	2,205,222	18.0	2,244,617	18.0	2,340,181
2810	123	GUIDANCE SUMMER/NIGHT	101,221	95,592	95,500		96,000		98,000
OBJ 100 TOTAL INSTRUCTIONAL SALARIES			2,272,705	2,290,357	2,300,722		2,340,617		2,438,181
2810	161	GUIDANCE N/T	453,695	464,666	455,899	7.0	470,114	7.0	490,054
2810	162	GUIDANCE SUBSTITUTES	0	0	0		0		0
2810	163	GUIDANCE O/T	257	354	500		500		500
OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES			453,952	465,020	456,399		470,614		490,554
2810	486	GUIDANCE CONTRACT SERVICES	1,028	435	2,200		2,200		1,500
2810	490	BOCES - EDUC. COMM. SERVICES	6,992	7,535	6,028		6,028		7,761
OBJ 400 TOTAL CONTRACT/OTHER EXPENSE			8,020	7,970	8,228		8,228		9,261
2810	501	GUIDANCE RESOURCE PUBLICATIONS	7,329	6,105	9,950		9,950		12,280
OBJ 500 TOTAL SUPPLIES/MATERIALS			7,329	6,105	9,950		9,950		12,280
TOTAL 2810 GUIDANCE SERVICES			2,742,006	2,769,452	2,775,299		2,829,409		2,950,276

SYOSSET CSD BUDGET 2018-19

Function	Object		2015-16	2016-17	2016-17	Current		Proposed	Proposed
Code	Code	DESCRIPTION	EXPENDITURES	EXPENDITURES	BUDGET	2017-18	2017-18	2018-19	2018-19
						FTE	BUDGET	FTE	BUDGET
2815	161	HEALTH SERVICE N/T	963,486	957,271	1,044,024	18	1,044,897	18	1,052,139
2815	162	HEALTH SERVICE P/T	0	0	400		400		1,000
2815	163	HEALTH SERVICE O/T	2,645	5,577	3,200		3,200		2,600
		OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES	966,131	962,848	1,047,624		1,048,497		1,055,739
2815	200	EQUIPMENT - HEALTH SERVICES	0	1,594	3,500		3,500		3,500
		OBJ 200 TOTAL EQUIPMENT	0	1,594	3,500		3,500		3,500
2815	400	NURSING SERVICES	133,184	151,760	24,000		24,000		120,000
2815	430	EQUIPMENT REPAIR	7,058	7,783	15,500		14,800		10,000
2815	449	DOCTORS FEES	51,500	51,500	53,045		53,045		53,045
2815	450	HEALTH OTHER DISTRICTS	79,962	95,118	100,000		100,000		100,000
2815	490	BOCES HEALTH SERVICES	48,145	45,526	66,000		66,000		55,000
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	319,849	351,687	258,545		257,845		338,045
2815	500	HEALTH SUPPLIES	11,242	8,555	24,261		24,263		24,261
		OBJ 500 TOTAL SUPPLIES/MATERIALS	11,242	8,555	24,261		24,263		24,261
TOTAL 2815 HEALTH SERVICES			1,297,222	1,324,684	1,333,930		1,334,105		1,421,545

SYOSSET CSD BUDGET 2018-19

Function Code	Object Code	DESCRIPTION	2015-16	2016-17	2016-17	Current		Proposed	Proposed
			EXPENDITURES	EXPENDITURES	BUDGET	2017-18 FTE	2017-18 BUDGET	2018-19 FTE	2018-19 BUDGET
2820	111	PSYCH SERVICES ELEM	1,081,734	1,101,667	1,099,838	8	1,112,230	8	1,145,488
2820	112	PSYCH SERVICES SEC	651,433	694,999	661,199	6	668,541	6	792,970
2820	120	PSYCH SERVICES NON PUBLIC	0	0	0		0		0
		OBJ 100 TOTAL INSTRUCTIONAL SALARIES	1,733,167	1,796,666	1,761,037		1,780,771		1,938,458
2820	161	PPS/PSYCH SERVICES N/T	503,011	515,466	507,036	7.5	524,729	7.5	548,803
		OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES	503,011	515,466	507,036		524,729		548,803
2820	400	CONTRACTUAL	0	62,394	0		0		70,000
2820	433	COPY MACHINE	3,449	1,045	3,800		3,800		0
2820	449	PSYCHOLOGICAL SERVICES TESTING	0	0	3,000		3,000		3,000
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	3,449	63,439	6,800		6,800		73,000
2820	500	PSYCHOLOGICAL SERVICES SUPPLIES	2,088	1,275	4,080		3,500		3,000
2820	501	SUBSCRIPTIONS/PROFESSIONAL BOOKS	0	0	400		100		0
		OBJ 500 TOTAL SUPPLIES/MATERIALS	2,088	1,275	4,480		3,600		3,000
TOTAL 2820 PSYCHOLOGICAL SERVICES			2,241,715	2,376,846	2,279,353		2,315,900		2,563,261

SYOSSET CSD BUDGET 2018-19

Function Code	Object Code	DESCRIPTION	2015-16 EXPENDITURES	2016-17 EXPENDITURES	2016-17 BUDGET	Current 2017-18 FTE	2017-18 BUDGET	Proposed 2018-19 FTE	Proposed 2018-19 BUDGET
2825	112	SOCIAL WORKER	67,426	85,440	76,402	1.0	79,027	1.0	77,938
		OBJ 100 TOTAL INSTRUCTIONAL SALARIES	67,426	85,440	76,402		79,027		77,938
		TOTAL 2825 SOCIAL WORK SERVICES	67,426	85,440	76,402		79,027		77,938

SYOSSET CSD BUDGET 2018-19

Function	Object		2015-16	2016-17	2016-17	Current		Proposed	Proposed
Code	Code	DESCRIPTION	EXPENDITURES	EXPENDITURES	BUDGET	2017-18	2017-18	2018-19	2018-19
						FTE	BUDGET	FTE	BUDGET
2850	111	STUDENT ACTIVITY ELEMENTARY	98,590	100,979	98,430		98,590		103,020
2850	112	STUDENT ACTIVITY SECONDARY	699,795	735,230	677,927		699,795		749,935
2850	113	CHAPERONES ELEMENTARY	24,997	21,431	30,000		26,000		26,000
2850	114	CHAPERONES SECONDARY	238,616	223,084	235,000		240,000		240,000
OBJ 160 TOTAL INSTRUCTIONAL SAL			1,061,998	1,080,724	1,041,357		1,064,385		1,118,955
2850	161	CHAPERONES C/S	22,717	22,255	18,900		23,000		23,000
2850	163	STUDENT ACTIVITY P/T & O/T	67,021	78,001	102,000		95,157		104,000
2850	167	RADIO STATION N/T	35,409	21,494	37,000		38,865		38,865
OBJ 160 TOTAL NON-INSTRUCTIONAL SAL			125,147	121,750	157,900		157,022		165,865
2850	449	MS COMPETITION SUBSIDY	10,455	12,302	12,000		12,000		29,000
2850	484	CO-/EXTRA-CURRICULAR/DUES	54,352	73,244	59,000		59,000		83,500
2850	485	STUD. TRAVEL/HS CLUB SUBSIDY	94,163	101,457	112,000		112,000		100,500
OBJ 400 TOTAL CONTRACTUAL EXPENSE			158,970	187,003	183,000		183,000		213,000
2850	500	CO-/EXTRA-CURRICULAR/SUPPLIES	18,018	21,109	16,000		19,000		27,300
2850	501	STUDENT PUBLICATIONS	2,508	2,508	5,000		5,000		2,500
2850	503	RADIO STATION SUPPLIES	1,328	1,328	1,530		1,530		1,530
OBJ 500 TOTAL SUPPLIES/MATERIALS			21,854	24,945	22,530		25,530		31,330
TOTAL 2850 CO-/EXTRA-CURRICULAR ACTIVITIES			1,367,969	1,414,422	1,404,787		1,429,937		1,529,150

SYOSSET CSD BUDGET 2018-19

Function Code	Object Code	DESCRIPTION	2015-16	2016-17	2016-17	Current		Proposed	Proposed
			EXPENDITURES	EXPENDITURES	BUDGET	2017-18 FTE	2017-18 BUDGET	2018-19 FTE	2018-19 BUDGET
2855	117	COACHING STAFF	1,127,068	1,095,184	1,166,300		1,166,300		1,166,300
2855	119	CERT ATHLETIC CHAPERONES	178,605	212,365	194,318		194,318		240,000
		OBJ 100 TOTAL INSTRUCTIONAL SALARIES	1,305,673	1,307,549	1,360,618		1,360,618		1,406,300
2855	161	SUPERVISION N/T	94,528	96,703	73,450		75,000		117,000
2855	163	ATHLETICS N/T	134,625	137,241	135,632	3.0	141,176	3.0	171,869
		OBJ 160 TOTAL NON-INSTRUCTIONAL SAL.	229,153	233,944	209,082		216,176		288,869
2855	200	ATHLETIC/REPLACEMENT EQUIPMENT	14,294	6,245	30,000		75,000		75,000
		OBJ 200 TOTAL EQUIPMENT	14,294	6,245	30,000		75,000		75,000
2855	430	EQUIPMENT RECONDITIONING	16,608	26,068	58,000		53,000		50,000
2855	484	DUES, FEES, AWARDS	96,117	113,913	115,000		115,000		120,000
2855	490	BOCES SUPERVISION	35,963	35,734	37,000		37,000		37,000
2855	491	BOCES OFFICIALS	83,651	84,503	86,000		86,000		86,000
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	232,339	260,218	296,000		291,000		293,000
2855	500	ATHLETIC SUPPLIES	218,151	172,903	168,000		180,000		200,000
		OBJ 500 TOTAL SUPPLIES/MATERIALS	218,151	172,903	168,000		180,000		200,000
TOTAL 2855 INTERSCHOLASTIC ATHLETICS			1,999,610	1,980,859	2,063,700		2,122,794		2,263,169

SYOSSET CSD BUDGET 2018-19

Function Code	Object Code	DESCRIPTION	2015-16 EXPENDITURES	2016-17 EXPENDITURES	2016-17 BUDGET	Current 2017-18 FTE	2017-18 BUDGET	Proposed 2018-19 FTE	Proposed 2018-19 BUDGET
		OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES	240,937	235,534	239,603	3	252,806	2	191,578
	5510	OBJ 500 TOTAL SUPPLIES	491	604	900		850		850
		TOTAL 5510 DISTRICT OPR. TRANSPORTATION	241,428	236,138	240,503		253,656		192,428
5540	440	CONTRACT TRANSPORTATION SOFTWARE	3,400	3,400	3,400		3,400		7,150
5540	451	CONTRACT TRANSPORTATION	7,806,033	7,676,064	8,243,075		8,200,075		8,789,902
5540	453	CONTRACT FUEL	142,468	166,562	322,000		322,000		250,000
5540	454	FIELD TRIPS-DISTRICT	186,224	213,500	175,000		187,000		200,000
5540	457	FIELD TRIPS-ATHLETIC	633,290	597,371	625,000		635,000		600,000
5540	458	FIELD TRIPS-ACADEMIC COMPETITIONS	41,856	45,503	46,200		46,200		46,200
5540	459	FIELD TRIPS - MUSIC COMPETITIONS	34,892	38,801	41,000		41,000		35,000
		OBJ 500 TOTAL CONTRACT/OTHER EXPENSE	8,848,163	8,741,201	9,455,675		9,434,675		9,928,252
		TOTAL 5540 CONTRACT TRANSPORTATION	8,848,163	8,741,201	9,455,675		9,434,675		9,928,252
5581	490	BOCES - TRANSPORATION MANAGEMENT	23,723	47,209	32,000		32,000		47,210
		TOTAL 5581 BOCES - TRANSPORTATION MANAGEMENT	23,723	47,209	32,000		32,000		47,210
		TOTAL TRANSPORTATION	9,113,314	9,024,548	9,728,178		9,720,331		10,167,890

SYOSSET CSD BUDGET 2018-19

Function Code	Object Code	DESCRIPTION	2015-16 EXPENDITURES	2016-17 EXPENDITURES	2016-17 BUDGET	Current 2017-18 FTE	2017-18 BUDGET	Proposed 2018-19 FTE	Proposed 2018-19 BUDGET
7140	100	RECREATION PROGRAM/DIRECTOR	17,723	17,901	17,862		17,862		18,221
7140	111	RECREATION PROGRAM/SPECIALISTS	69,722	79,599	75,000		75,000		80,000
7140	117	POOL INSTRUCTION & SUPERVISION	72,890	71,298	118,640		118,640		79,131
7140	161	POOL N/T	29,392	28,597	55,000		55,000		55,000
		OBJ 160 TOTAL SALARIES	189,727	197,395	266,502		266,502		232,352
7140	501	RECREATION SUPPLIES	6,805	6,695	7,000		7,000		11,000
		OBJ 500 TOTAL SUPPLIES/MATERIALS	6,805	6,695	7,000		7,000		11,000
TOTAL 7140 COMMUNITY SERVICES/RECREATION			196,532	204,090	273,502		273,502		243,352

SYOSSET CSD BUDGET 2018-19

Function Code	Object Code	DESCRIPTION	2015-16 EXPENDITURES	2016-17 EXPENDITURES	2016-17 BUDGET	Current 2017-18 FTE	2017-18 BUDGET	Proposed 2018-19 FTE	Proposed 2018-19 BUDGET
8070	490	CENSUS/VOTER REGISTRATION - BOCES/BOLD	15,246	15,246	18,750		18,750		18,750
TOTAL 8070 COMMUNITY SERVICES/CENSUS			15,246	15,246	18,750		18,750		18,750

Function Code	Object Code	DESCRIPTION	2015-16 EXPENDITURES	2016-17 EXPENDITURES	2016-17 BUDGET	Current 2017-18 FTE	2017-18 BUDGET	Proposed 2018-19 FTE	Proposed 2018-19 BUDGET
9901	951	SPECIAL AID TRANSFER	403,280	338,776	430,000		430,000		360,000
TOTAL 9900 INTERFUND TRANSFERS/GRANTS			403,280	338,776	430,000		430,000		360,000

2018-2019

DRAFT
Capital Codes

SYOSSET CSD BUDGET 2018-19

Function	Object		2015-16	2016-17	2016-17	Current		Proposed	Proposed
Code	Code	DESCRIPTION	EXPENDITURES	EXPENDITURES	BUDGET	2017-18	2017-18	2018-19	2018-19
						FTE	BUDGET	FTE	BUDGET
1620	161	CUSTODIAL SALARIES	5,177,201	5,244,504	5,441,245	78	5,474,120	78	5,627,874
1620	163	CUSTODIAL O/T & SUBSTITUTES	389,335	479,449	350,000		479,000		400,000
		OBJ 100 TOTAL SALARIES	5,566,536	5,723,953	5,791,245		5,953,120		6,027,874
1620	200	CUSTODIAL EQUIPMENT	59,683	29,652	30,000		30,000		77,400
		OBJ 200 TOTAL EQUIPMENT	59,683	29,652	30,000		30,000		77,400
1620	420	FUEL OIL	130,121	162,062	400,503		375,879		375,885
1620	421	LIGHT/POWER	1,050,416	1,409,591	1,452,365		1,450,000		1,449,600
1620	422	WATER	33,000	35,171	170,000		170,000		169,500
1620	423	NATURAL GAS	230,684	303,090	488,133		400,000		400,012
1620	427	TELEPHONE	67,050	68,933	85,000		85,000		86,000
1620	428	CONTRACT SERVICES	1,024,915	1,511,677	800,000		1,200,000		760,400
1620	430	EQUIPMENT REPAIR/CLEANING	3,113	7,214	10,000		10,000		10,000
1620	485	WORKSHOP & OTHER	1,840	1,490	2,500		2,500		2,600
1620	490	BOCES	3,700	3,700	3,811		3,744		3,800
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	2,544,839	3,502,928	3,412,312		3,697,123		3,257,797
1620	500	CUSTODIAL SUPPLIES	605,037	424,373	400,000		400,000		456,000
1620	502	CUSTODIAL UNIFORMS	22,066	23,260	28,000		28,000		30,000
		OBJ 500 TOTAL SUPPLIES/MATERIALS	627,103	447,633	428,000		428,000		486,000
TOTAL 1620 CUSTODIAL OPERATIONS			8,798,161	9,704,166	9,661,557		10,108,243		9,849,071

SYOSSET CSD BUDGET 2018-19

Function Code	Object Code	DESCRIPTION	2015-16 EXPENDITURES	2016-17 EXPENDITURES	2016-17 BUDGET	Current 2017-18 FTE	2017-18 BUDGET	Proposed 2018-19 FTE	Proposed 2018-19 BUDGET
1621	161	MAINTENANCE & GROUNDS	2,169,581	2,024,131	2,389,867	29	2,228,827	29	2,130,352
1621	163	MAINTENANCE & GROUNDS - O/T	238,877	251,224	230,000		275,000		200,000
		OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES	2,408,458	2,275,355	2,619,867		2,503,827		2,330,352
1621	200	MAINTENANCE & GROUNDS - EQUIPMENT	195,990	285,624	294,750		217,044		268,100
		OBJ 200 TOTAL EQUIPMENT	195,990	285,624	294,750		217,044		268,100
1621	430	EQUIPMENT REPAIR	42,605	68,835	60,000		60,000		60,000
1621	431	GASOLINE & DIESEL FUEL	34,953	30,946	64,000		59,000		57,750
1621	443	BLACKTOP & CONCRETE	37,416	24,045	34,166		58,000		58,000
1621	444	ELECTRICAL CONTRACT SERVICES	0	0	5,000		0		0
1621	445	HEATING & PLUMBING	1,033	521	10,000		8,000		139,000
1621	447	BUILDING REPAIR	22,621	5,639	70,000		70,000		70,000
1621	400	OTHER CONTRACTUAL SERVICES	0	0	0		0		569,100
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	138,628	129,986	243,166		255,000		953,850
1621	503	ELECTRICAL SUPPLIES	51,751	50,758	52,000		52,000		55,000
1621	504	PLUMBING HEATING SUPPLIES	18,267	23,560	25,000		25,000		30,000
1621	505	MAINTENANCE SUPPLIES	312,688	317,376	250,000		316,000		322,000
1621	506	GLAZING	142	353	2,000		2,000		0
1621	507	GROUNDS SUPPLIES	58,826	95,262	75,500		75,500		126,000
		OBJ 500 TOTAL SUPPLIES/MATERIALS	441,674	487,309	404,500		470,500		533,000
TOTAL 1621 DISTRICT MAINTENANCE/GROUNDS			3,184,750	3,178,274	3,562,283		3,446,371		4,085,302

SYOSSET CSD BUDGET 2018-19

Function Code	Object Code	DESCRIPTION	2015-16 EXPENDITURES	2016-17 EXPENDITURES	2016-17 BUDGET	Current 2017-18 FTE	2017-18 BUDGET	Proposed 2018-19 FTE	Proposed 2018-19 BUDGET
1631	161	SECURITY F/T	175,429	165,386	183,496	2.0	164,519	2.0	156,591
1631	162	SECURITY P/T & O/T	106,790	93,211	120,000		115,000		112,040
		OBJ 160 TOTAL NON-INSTRUCTIONAL SAL	282,219	258,597	303,496		279,519		268,631
1631	200	SECURITY EQUIPMENT	42,146	0	100,000		100,000		1,075,000
		OBJ 200 TOTAL EQUIPMENT	42,146	0	100,000		100,000		1,075,000
1631	428	CONTRACTED SECURITY	797,362	901,383	825,000		980,000		980,000
1631	490	SECURITY - BOCES	478,369	287,805	300,000		300,000		250,000
		OBJ 400 TOTAL CONTRACTUAL	1,275,731	1,189,188	1,125,000		1,280,000		1,230,000
		TOTAL 1631 SECURITY OPERATIONS	1,600,096	1,447,785	1,528,496		1,659,519		2,573,631

SYOSSET CSD BUDGET 2018-19

Function	Object		2015-16	2016-17	2016-17	Current 2017-18	2017-18	Proposed 2018-19	Proposed 2018-19
Code	Code	DESCRIPTION	EXPENDITURES	EXPENDITURES	BUDGET	FTE	BUDGET	FTE	BUDGET
9760	700	INTEREST ON TAN	357,333	239,750	675,000		562,500		562,500
TOTAL DEBT SERVICE			357,333	239,750	675,000		562,500		562,500
9901	962	DEBT SERVICE TRANSFER - DISTRICT	3,777,813	3,754,538	3,776,138		3,026,954		3,037,963
9950	900	CAPITAL FUND TRANSFER	969,325	12,633,632	4,365,000		3,335,898		1,400,000
TOTAL INTERFUND TRANSFERS			4,747,138	16,388,170	8,141,138		6,362,852		4,437,963

END
OF
CAPITAL
CODES

SYOSSET CSD BUDGET 2018-19

2018-19 Benefits Codes

Function	Object	DESCRIPTION	2015-2016	2016-17	2016-17	2017-18	Proposed 2018-19	Three Part Components		
			EXPENDITURES	EXPENDITURES	BUDGET	BUDGET	BUDGET	Admin	Program	Capital
9010	800	RETIREMENT SYSTEM - ERS	3,061,616	2,743,880	2,865,775	2,946,888	3,000,000	613,625	1,307,622	1,078,753
9020	800	RETIREMENT SYSTEM -TRS	13,217,181	11,862,610	12,336,204	10,325,380	11,490,000	552,232	10,937,768	0
9030	800	SOCIAL SECURITY	8,488,908	8,580,145	9,155,735	9,163,961	9,274,958	763,096	7,782,665	729,197
9045	800	LIFE INSURANCE	180,485	198,837	190,000	190,000	200,000	19,720	165,802	14,478
9060	800	HEALTH INSURANCE	22,284,518	24,561,656	24,269,762	27,084,122	30,525,142	2,291,304	25,974,919	2,258,919
9065	801	DENTAL INSURANCE	829,410	779,201	1,013,124	990,000	900,000	88,920	746,812	64,268
9000	800	OTHER BENEFITS	1,573,921	1,405,325	1,554,230	1,536,730	1,536,730	368,691	754,408	413,631
TOTAL 9000 EMPLOYEE BENEFITS			49,636,039	50,131,654	51,384,830	52,237,081	56,926,830	4,697,588	47,669,995	4,559,247

2018-2019

**DRAFT
Revenue**

2018-19 DRAFT REVENUE ESTIMATE

REVENUE DESCRIPTION	ADOPTED BUDGET 2017-18	PROPOSED BUDGET 2018-19
STATE AID		
FOUNDATION AID	7,905,453	8,401,773
EXCESS COST AID/PRIVATE	530,756	518,957
EXCESS COST AID/PUBLIC HI COST	368,460	422,486
BOCES AID	2,068,022	3,414,030
TRANSPORTATION AID	1,410,887	1,421,244
BUILDING AID	864,996	854,725
HARDWARE & TECHNOLOGY	20,355	23,391
TEXTBOOK/SOFTWARE/LIBRARY AIDS	543,699	548,730
HIGH TAX AID	697,595	697,595
NET STATE AID	14,410,223	16,302,931
LOCAL REVENUE		
Charges for Services		
ADULT ED TUITION	86,131	76,910
SUMMER SCHOOL TUITION	2,683	2,667
ATHLETIC/POOL/OUTDOOR ED/REC	147,330	160,000
TUITION	120,000	140,000
HEALTH SERVICES	492,300	500,156
Use of Money & Property		
INTEREST ON INVESTMENTS	87,144	110,000
RENTAL OF BUILDINGS	21,724	14,619
Other		
PAYMENT IN LIEU OF TAXES (PILOTS)		
PILOT - County and Town	3,814,212	3,358,522 <i>Based on estimates previously provided by NC</i>
PILOT - LIPA	4,736,530	5,233,177 <i>Based on current year data</i>
Total Pilots	8,550,742	8,591,699
UNCLASSIFIED REVENUES	592,030	612,084
Use of Reserve		
RESTRICTED RESERVES	3,826,888	3,880,000
APPROPRIATED FUND BALANCE		
Appropriated for Capital Work	3,335,898	1,400,000
Appropriated for Security Upgrades		1,000,000
Appropriated for General Purpose	406,679	1,600,000
Total Use of Reserves	7,569,465	7,880,000
Total Local Revenue & Reserves	17,669,549	18,088,135
GENERAL FUND TAX LEVY	191,622,402	195,954,954
TOTAL REVENUE	223,702,174	230,346,020

PUBLIC SCHOOL PERFORMANCE REPORT

Section 1: Syosset School District Report Card

FISCAL ACCOUNTABILITY SUMMARY (2016 - 17)

INFORMATION ABOUT EXPENDITURE RATIOS (2015 - 16)

(Data are lagged a year.)

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

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

THIS SCHOOL DISTRICT

GENERAL EDUCATION		SPECIAL EDUCATION	
INSTRUCTIONAL EXPENDITURES		INSTRUCTIONAL EXPENDITURES	
\$121,425,647		\$44,259,353	
PUPILS		PUPILS	
6,259		715	
EXPENDITURES PER PUPIL		EXPENDITURES PER PUPIL	
\$19,400		\$61,901	

SIMILAR DISTRICT GROUP LOW NEED/RESOURCE CAPACITY

GENERAL EDUCATION		SPECIAL EDUCATION	
INSTRUCTIONAL EXPENDITURES		INSTRUCTIONAL EXPENDITURES	
\$5,462,665,953		\$2,069,725,028	
PUPILS		PUPILS	
372,709		52,036	
EXPENDITURES PER PUPIL		EXPENDITURES PER PUPIL	
\$14,657		\$39,775	

ALL SCHOOL DISTRICTS

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$33,423,609,457

PUPILS

2,649,519

EXPENDITURES PER PUPIL

\$12,615

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$14,485,942,729

PUPILS

460,996

EXPENDITURES PER PUPIL

\$31,423

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

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

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

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

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

TOTAL EXPENDITURES PER PUPIL

THIS SCHOOL DISTRICT

\$32,962

SIMILAR DISTRICT GROUP

\$26,819

NY STATE

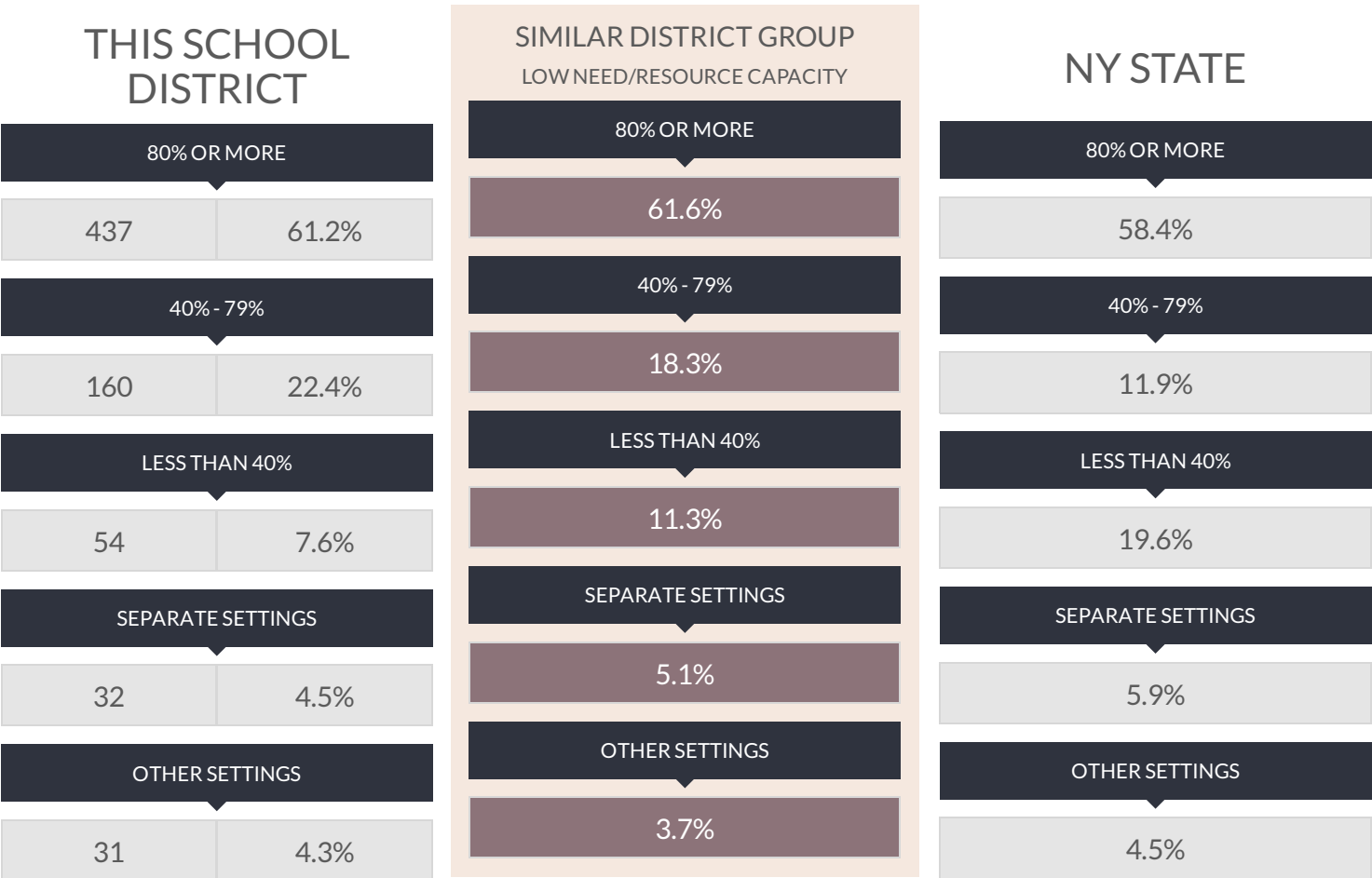
\$23,361

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 (2016 - 17)

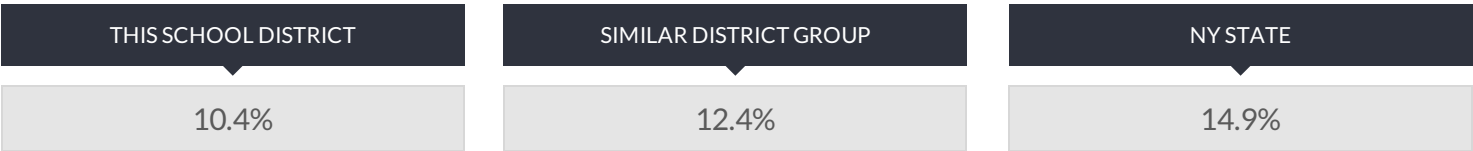
Commissioner's Regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required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

STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)



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

SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE



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

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

SYOSSET CSD ENROLLMENT (2016 - 17)

K-12 ENROLLMENT	6,365
-----------------	-------

ENROLLMENT BY GENDER

MALE		FEMALE	
3,303	52%	3,062	48%

ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
AMERICAN INDIAN OR ALASKA NATIVE	6	0%
BLACK OR AFRICAN AMERICAN	34	1%
HISPANIC OR LATINO	224	4%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	2,153	34%
WHITE	3,846	60%
MULTIRACIAL	102	2%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
178	3%	718	11%	411	6%

ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
K (FULL DAY)	416	7%
1ST GRADE	393	6%
2ND GRADE	458	7%
3RD GRADE	471	7%
4TH GRADE	486	8%
5TH GRADE	449	7%
6TH GRADE	498	8%
UNGRADED ELEMENTARY	7	0%
7TH GRADE	547	9%
8TH GRADE	534	8%
9TH GRADE	515	8%
10TH GRADE	463	7%
11TH GRADE	567	9%
12TH GRADE	539	8%
UNGRADED SECONDARY	22	0%

AVERAGE CLASS SIZE (2016 - 17)

GROUP	CLASS SIZE
COMMON BRANCH	22
GRADE 8 ENGLISH	23
GRADE 8 MATHEMATICS	25
GRADE 8 SCIENCE	24
GRADE 8 SOCIAL STUDIES	24
GRADE 10 ENGLISH	22
GRADE 10 MATHEMATICS	19
GRADE 10 SCIENCE	19
GRADE 10 SOCIAL STUDIES	21

FREE AND REDUCED-PRICE LUNCH (2016 - 17)

ELIGIBLE FOR FREE LUNCH	ELIGIBLE FOR REDUCED-PRICE LUNCH
290	5%
28	0%

ATTENDANCE (2015 - 16)

ANNUAL ATTENDANCE RATE	97%
------------------------	-----

STUDENT SUSPENSIONS (2015 - 16)

77	1%
----	----

TEACHER TURNOVER RATE (2015-16 TO 2016-17)

TURNOVER RATE OF TEACHERS WITH FEWER THAN FIVE YEARS OF EXPERIENCE	TURNOVER RATE OF ALL TEACHERS
37%	8%

STAFF COUNTS (2016 - 17)

GROUP

STAFF

PRINCIPALS	10
ASSISTANT PRINCIPALS	6
OTHER PROFESSIONAL STAFF	63
PARAPROFESSIONALS	165

TEACHER QUALIFICATIONS (2016 - 17)

TOTAL TEACHERS	628
PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
PERCENT TEACHING OUT OF CERTIFICATE	0%
PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE	2%
PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE	75%
TOTAL NUMBER OF CLASSES	2,231
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	0%

HIGH SCHOOL COMPLETERS (2016 - 17)

GROUP	COMPLETERS (GRADUATES + COMMENCEMENT CREDENTIALS)		GRADUATES (REGENTS + LOCAL DIPLOMAS)				REGENTS DIPLOMA	
ALL STUDENTS		540			540		530	98%
GENERAL EDUCATION		474			474		474	100%
STUDENTS WITH DISABILITIES		66			66		56	85%
GROUP	REGENTS WITH ADVANCED DESIGNATION		REGENTS WITH CTE ENDORSEMENT		LOCAL DIPLOMAS		COMMENCEMENT CREDENTIALS	
ALL STUDENTS	457	85%	0	0%	10	2%	0	0%
GENERAL EDUCATION	440	93%	0	0%	0	0%	0	0%
STUDENTS WITH DISABILITIES	17	26%	0	0%	10	15%	0	0%

HIGH SCHOOL NON-COMPLETERS (2016 - 17)

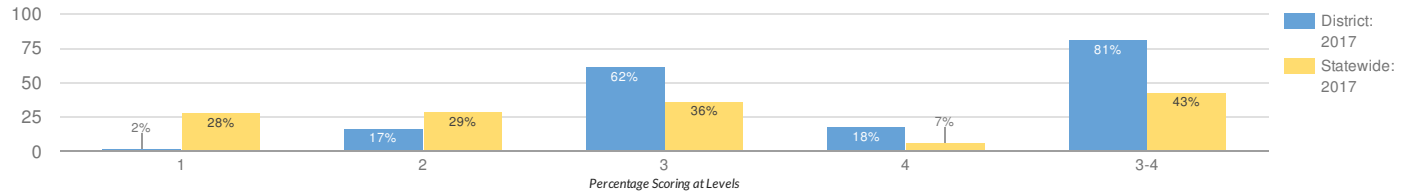
GROUP	DROPPED OUT		ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM		TOTAL NONCOMPLETERS	
ALL STUDENTS	6	0%	0	0%	6	0%
GENERAL EDUCATION	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	-	-	-	-	-	-

POST-GRADUATION PLANS OF COMPLETERS (2016 - 17)

GROUP	TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
ALL STUDENTS	509	94%	20	4%	0	0%	1	0%
GENERAL EDUCATION	458	97%	10	2%	0	0%	1	0%
STUDENTS WITH DISABILITIES	51	77%	10	15%	0	0%	0	0%

GROUP	TO EMPLOYMENT		TO ADULT SERVICES		TO OTHER KNOWN PLANS		PLANS UNKNOWN	
ALL STUDENTS	7	1%	0	0%	0	0%	3	1%
GENERAL EDUCATION	5	1%	0	0%	0	0%	0	0%
STUDENTS WITH DISABILITIES	2	3%	0	0%	0	0%	3	5%

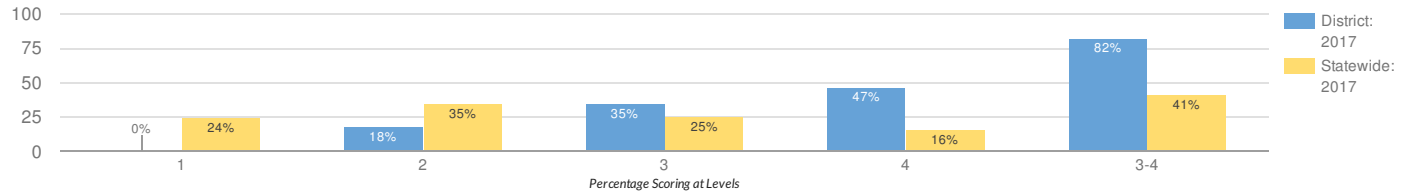
GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 335

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	343	81%	8	2%	58	17%	214	62%	63	18%
GENERAL EDUCATION	326	84%	6	2%	47	14%	210	64%	63	19%
STUDENTS WITH DISABILITIES	17	24%	2	12%	11	65%	4	24%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	155	82%	3	2%	25	16%	88	57%	39	25%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	10	60%	1	10%	3	30%	6	60%	0	0%
WHITE	169	82%	4	2%	27	16%	115	68%	23	14%
MULTIRACIAL	8	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	67%	0	0%	3	33%	5	56%	1	11%
FEMALE	164	84%	2	1%	24	15%	104	63%	34	21%
MALE	179	78%	6	3%	34	19%	110	61%	29	16%
NON-ENGLISH LANGUAGE LEARNERS	330	82%	6	2%	52	16%	210	64%	62	19%
ENGLISH LANGUAGE LEARNERS	13	38%	2	15%	6	46%	4	31%	1	8%
ECONOMICALLY DISADVANTAGED	21	57%	2	10%	7	33%	9	43%	3	14%
NOT ECONOMICALLY DISADVANTAGED	322	82%	6	2%	51	16%	205	64%	60	19%
NOT MIGRANT	343	81%	8	2%	58	17%	214	62%	63	18%

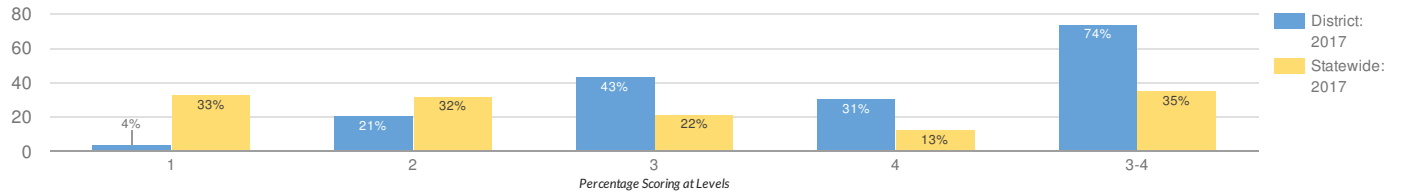
GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 339

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	345	82%	0	0%	63	18%	120	35%	162	47%
GENERAL EDUCATION	336	83%	0	0%	58	17%	117	35%	161	48%
STUDENTS WITH DISABILITIES	9	44%	0	0%	5	56%	3	33%	1	11%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	175	90%	0	0%	17	10%	53	30%	105	60%
HISPANIC OR LATINO	16	_%	-	-	-	-	-	-	-	-
WHITE	151	74%	0	0%	39	26%	59	39%	53	35%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	19	63%	0	0%	7	37%	8	42%	4	21%
FEMALE	174	83%	0	0%	29	17%	56	32%	89	51%
MALE	171	80%	0	0%	34	20%	64	37%	73	43%
NON-ENGLISH LANGUAGE LEARNERS	338	83%	0	0%	59	17%	117	35%	162	48%
ENGLISH LANGUAGE LEARNERS	7	43%	0	0%	4	57%	3	43%	0	0%
ECONOMICALLY DISADVANTAGED	21	76%	0	0%	5	24%	8	38%	8	38%
NOTECONOMICALLY DISADVANTAGED	324	82%	0	0%	58	18%	112	35%	154	48%
NOT MIGRANT	345	82%	0	0%	63	18%	120	35%	162	47%

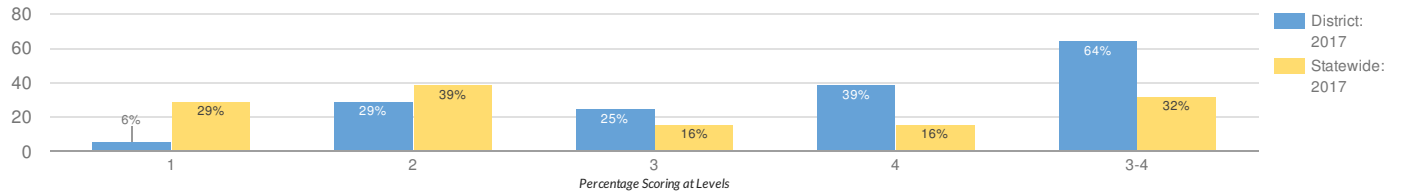
GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 333

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	268	74%	12	4%	57	21%	116	43%	83	31%
GENERAL EDUCATION	255	76%	11	4%	51	20%	111	44%	82	32%
STUDENTS WITH DISABILITIES	13	46%	1	8%	6	46%	5	38%	1	8%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	142	73%	7	5%	32	23%	56	39%	47	33%
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	12	75%	1	8%	2	17%	7	58%	2	17%
WHITE	105	78%	4	4%	19	18%	49	47%	33	31%
MULTIRACIAL	7	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	56%	0	0%	4	44%	4	44%	1	11%
FEMALE	128	80%	1	1%	25	20%	58	45%	44	34%
MALE	140	69%	11	8%	32	23%	58	41%	39	28%
NON-ENGLISH LANGUAGE LEARNERS	262	76%	10	4%	54	21%	115	44%	83	32%
ENGLISH LANGUAGE LEARNERS	6	17%	2	33%	3	50%	1	17%	0	0%
ECONOMICALLY DISADVANTAGED	18	56%	2	11%	6	33%	6	33%	4	22%
NOT ECONOMICALLY DISADVANTAGED	250	76%	10	4%	51	20%	110	44%	79	32%
NOT MIGRANT	268	74%	12	4%	57	21%	116	43%	83	31%

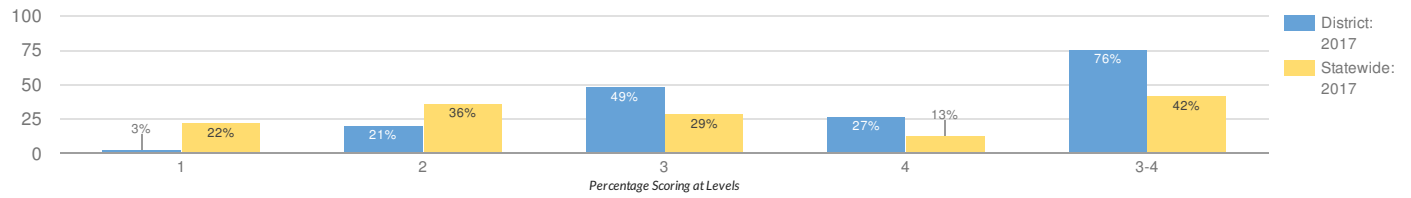
GRADE 6 ENGLISH LANGUAGE ARTS



MEAN SCORE: 324

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	302	64%	19	6%	89	29%	76	25%	118	39%
GENERAL EDUCATION	276	69%	10	4%	76	28%	74	27%	116	42%
STUDENTS WITH DISABILITIES	26	15%	9	35%	13	50%	2	8%	2	8%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	157	68%	10	6%	41	26%	35	22%	71	45%
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	16	81%	2	13%	1	6%	7	44%	6	38%
WHITE	119	58%	7	6%	43	36%	32	27%	37	31%
MULTIRACIAL	7	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	10	60%	0	0%	4	40%	2	20%	4	40%
FEMALE	144	72%	4	3%	37	26%	33	23%	70	49%
MALE	158	58%	15	9%	52	33%	43	27%	48	30%
NON-ENGLISH LANGUAGE LEARNERS	295	66%	15	5%	86	29%	76	26%	118	40%
ENGLISH LANGUAGE LEARNERS	7	0%	4	57%	3	43%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	19	42%	2	11%	9	47%	2	11%	6	32%
NOT ECONOMICALLY DISADVANTAGED	283	66%	17	6%	80	28%	74	26%	112	40%
NOT MIGRANT	302	64%	19	6%	89	29%	76	25%	118	39%

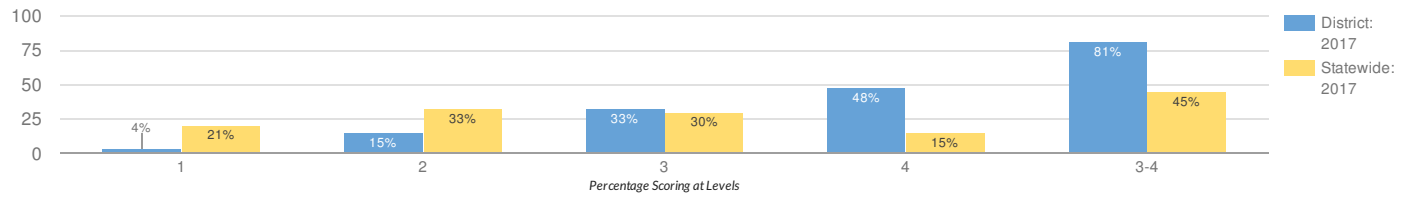
GRADE 7 ENGLISH LANGUAGE ARTS



MEAN SCORE: 330

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	298	76%	10	3%	62	21%	145	49%	81	27%
GENERAL EDUCATION	281	79%	6	2%	54	19%	141	50%	80	28%
STUDENTS WITH DISABILITIES	17	29%	4	24%	8	47%	4	24%	1	6%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	150	82%	0	0%	27	18%	75	50%	48	32%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	50%	0	0%	3	50%	2	33%	1	17%
WHITE	135	71%	8	6%	31	23%	64	47%	32	24%
MULTIRACIAL	6	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	57%	2	29%	1	14%	4	57%	0	0%
FEMALE	149	77%	3	2%	31	21%	71	48%	44	30%
MALE	149	74%	7	5%	31	21%	74	50%	37	25%
NON-ENGLISH LANGUAGE LEARNERS	295	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	22	59%	1	5%	8	36%	8	36%	5	23%
NOT ECONOMICALLY DISADVANTAGED	276	77%	9	3%	54	20%	137	50%	76	28%
NOT MIGRANT	298	76%	10	3%	62	21%	145	49%	81	27%

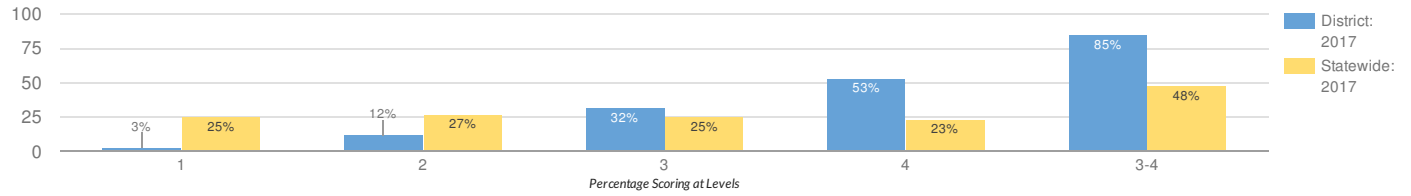
GRADE 8 ENGLISH LANGUAGE ARTS



MEAN SCORE: 335

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	235	81%	10	4%	35	15%	78	33%	112	48%
GENERAL EDUCATION	218	85%	7	3%	26	12%	74	34%	111	51%
STUDENTS WITH DISABILITIES	17	29%	3	18%	9	53%	4	24%	1	6%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	133	88%	5	4%	11	8%	46	35%	71	53%
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	83%	0	0%	1	17%	3	50%	2	33%
WHITE	90	71%	5	6%	21	23%	27	30%	37	41%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	67%	0	0%	2	33%	2	33%	2	33%
FEMALE	110	86%	2	2%	13	12%	34	31%	61	55%
MALE	125	76%	8	6%	22	18%	44	35%	51	41%
NON-ENGLISH LANGUAGE LEARNERS	231	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	17	82%	0	0%	3	18%	11	65%	3	18%
NOT ECONOMICALLY DISADVANTAGED	218	81%	10	5%	32	15%	67	31%	109	50%
NOT MIGRANT	235	81%	10	4%	35	15%	78	33%	112	48%

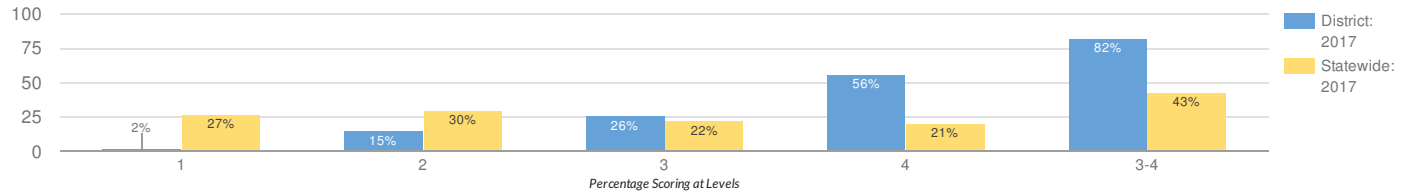
GRADE 3 MATHEMATICS



MEAN SCORE: 339

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	346	85%	11	3%	42	12%	109	32%	184	53%
GENERAL EDUCATION	327	88%	9	3%	30	9%	105	32%	183	56%
STUDENTS WITH DISABILITIES	19	26%	2	11%	12	63%	4	21%	1	5%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	157	89%	3	2%	15	10%	50	32%	89	57%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	11	64%	1	9%	3	27%	5	45%	2	18%
WHITE	169	83%	7	4%	22	13%	52	31%	88	52%
MULTIRACIAL	8	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	78%	0	0%	2	22%	2	22%	5	56%
FEMALE	161	85%	4	2%	20	12%	55	34%	82	51%
MALE	185	84%	7	4%	22	12%	54	29%	102	55%
NON-ENGLISH LANGUAGE LEARNERS	328	86%	8	2%	38	12%	103	31%	179	55%
ENGLISH LANGUAGE LEARNERS	18	61%	3	17%	4	22%	6	33%	5	28%
ECONOMICALLY DISADVANTAGED	21	38%	3	14%	10	48%	3	14%	5	24%
NOT ECONOMICALLY DISADVANTAGED	325	88%	8	2%	32	10%	106	33%	179	55%
NOT MIGRANT	346	85%	11	3%	42	12%	109	32%	184	53%

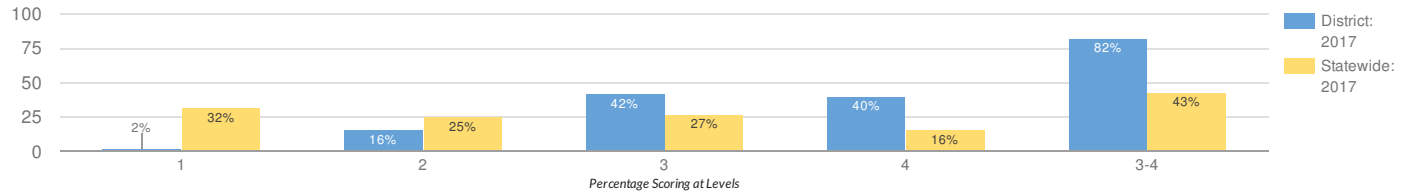
GRADE 4 MATHEMATICS



MEAN SCORE: 341

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	358	82%	8	2%	55	15%	93	26%	202	56%
GENERAL EDUCATION	350	84%	5	1%	52	15%	93	27%	200	57%
STUDENTS WITH DISABILITIES	8	25%	3	38%	3	38%	0	0%	2	25%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	178	87%	3	2%	21	12%	35	20%	119	67%
HISPANIC OR LATINO	15	_%	–	–	–	–	–	–	–	–
WHITE	161	79%	4	2%	30	19%	55	34%	72	45%
MULTIRACIAL	4	_%	–	–	–	–	–	–	–	–
SMALL GROUP TOTAL	19	74%	1	5%	4	21%	3	16%	11	58%
FEMALE	173	77%	5	3%	35	20%	46	27%	87	50%
MALE	185	88%	3	2%	20	11%	47	25%	115	62%
NON-ENGLISH LANGUAGE LEARNERS	348	82%	7	2%	54	16%	89	26%	198	57%
ENGLISH LANGUAGE LEARNERS	10	80%	1	10%	1	10%	4	40%	4	40%
ECONOMICALLY DISADVANTAGED	19	63%	3	16%	4	21%	1	5%	11	58%
NOT ECONOMICALLY DISADVANTAGED	339	83%	5	1%	51	15%	92	27%	191	56%
NOT MIGRANT	358	82%	8	2%	55	15%	93	26%	202	56%

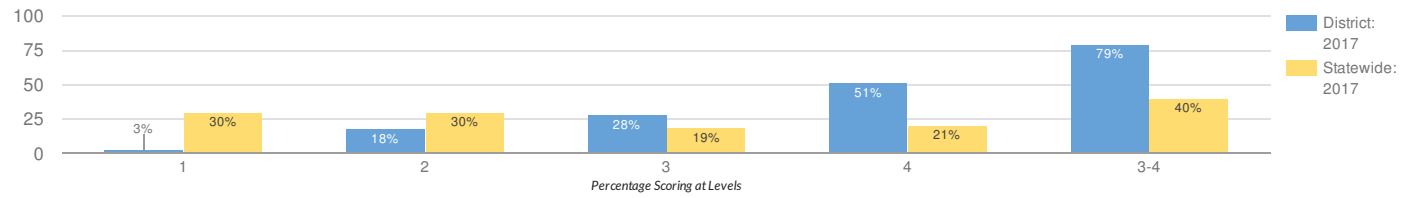
GRADE 5 MATHEMATICS



MEAN SCORE: 340

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	281	82%	6	2%	44	16%	118	42%	113	40%
GENERAL EDUCATION	268	83%	5	2%	40	15%	115	43%	108	40%
STUDENTS WITH DISABILITIES	13	62%	1	8%	4	31%	3	23%	5	38%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	149	87%	3	2%	16	11%	61	41%	69	46%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	13	54%	2	15%	4	31%	6	46%	1	8%
WHITE	111	77%	1	1%	24	22%	44	40%	42	38%
MULTIRACIAL	7	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	8	100%	0	0%	0	0%	7	88%	1	13%
FEMALE	132	76%	4	3%	28	21%	54	41%	46	35%
MALE	149	88%	2	1%	16	11%	64	43%	67	45%
NON-ENGLISH LANGUAGE LEARNERS	269	83%	4	1%	43	16%	113	42%	109	41%
ENGLISH LANGUAGE LEARNERS	12	75%	2	17%	1	8%	5	42%	4	33%
ECONOMICALLY DISADVANTAGED	21	86%	2	10%	1	5%	14	67%	4	19%
NOT ECONOMICALLY DISADVANTAGED	260	82%	4	2%	43	17%	104	40%	109	42%
NOT MIGRANT	281	82%	6	2%	44	16%	118	42%	113	40%

GRADE 6 MATHEMATICS

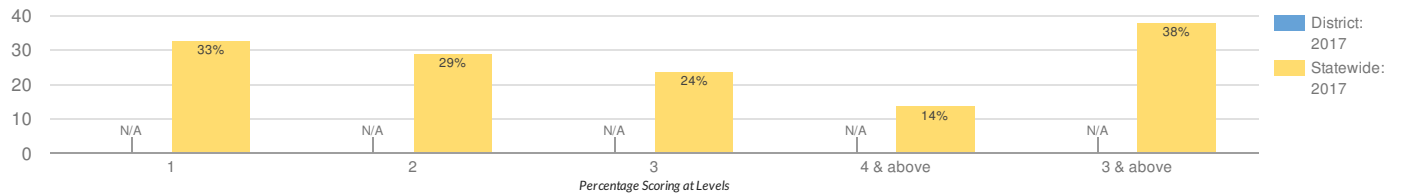


MEAN SCORE: 339

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	315	79%	9	3%	58	18%	88	28%	160	51%
GENERAL EDUCATION	291	82%	3	1%	48	16%	81	28%	159	55%
STUDENTS WITH DISABILITIES	24	33%	6	25%	10	42%	7	29%	1	4%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	169	81%	3	2%	29	17%	45	27%	92	54%
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	16	75%	2	13%	2	13%	5	31%	7	44%
WHITE	121	75%	4	3%	26	21%	35	29%	56	46%
MULTIRACIAL	6	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	89%	0	0%	1	11%	3	33%	5	56%
FEMALE	153	78%	2	1%	31	20%	44	29%	76	50%
MALE	162	79%	7	4%	27	17%	44	27%	84	52%
NON-ENGLISH LANGUAGE LEARNERS	301	80%	7	2%	54	18%	83	28%	157	52%
ENGLISH LANGUAGE LEARNERS	14	57%	2	14%	4	29%	5	36%	3	21%
ECONOMICALLY DISADVANTAGED	20	65%	2	10%	5	25%	6	30%	7	35%
NOT ECONOMICALLY DISADVANTAGED	295	80%	7	2%	53	18%	82	28%	153	52%
NOT MIGRANT	315	79%	9	3%	58	18%	88	28%	160	51%

GRADE 7 MATHEMATICS

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



MEAN SCORE: 341

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	292	82%	5	2%	49	17%	114	39%	124	42%
GENERAL EDUCATION	277	84%	4	1%	41	15%	109	39%	123	44%
STUDENTS WITH DISABILITIES	15	40%	1	7%	8	53%	5	33%	1	7%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	150	90%	3	2%	12	8%	55	37%	80	53%
HISPANIC OR LATINO	7	_%	-	-	-	-	-	-	-	-
WHITE	131	74%	1	1%	33	25%	54	41%	43	33%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	11	55%	1	9%	4	36%	5	45%	1	9%
FEMALE	144	77%	4	3%	29	20%	54	38%	57	40%
MALE	148	86%	1	1%	20	14%	60	41%	67	45%
NON-ENGLISH LANGUAGE LEARNERS	283	81%	5	2%	48	17%	109	39%	121	43%
ENGLISH LANGUAGE LEARNERS	9	89%	0	0%	1	11%	5	56%	3	33%
ECONOMICALLY DISADVANTAGED	21	86%	0	0%	3	14%	12	57%	6	29%
NOT ECONOMICALLY DISADVANTAGED	271	81%	5	2%	46	17%	102	38%	118	44%
NOT MIGRANT	292	82%	5	2%	49	17%	114	39%	124	42%

GRADE 7 STUDENTS TAKING A REGENTS MATH TEST

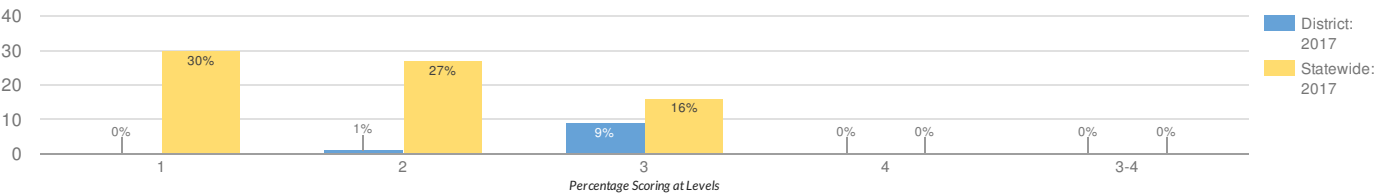
Accelerated grade 7 students who took a Regents math test in lieu of the Grade 7 NYSTP in Mathematics.

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

GRADE 8 STUDENTS TAKING A REGENTS MATH TEST

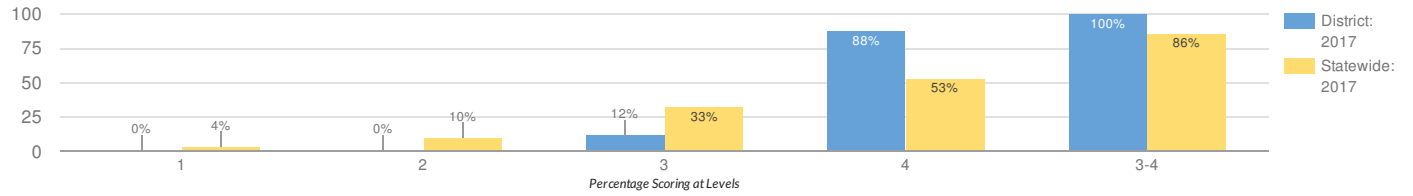
Accelerated grade 8 students who took a Regents math test in lieu of the Grade 8 NYSTP in Mathematics.

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



GROUP	TOTAL TESTED		LEVEL 1		LEVEL 2		LEVEL 3		4 & ABOVE		3 & ABOVE	
ALL STUDENTS	531	0	0%	6	1%	49	9%	476	90%	525	99%	

GRADE 4 SCIENCE

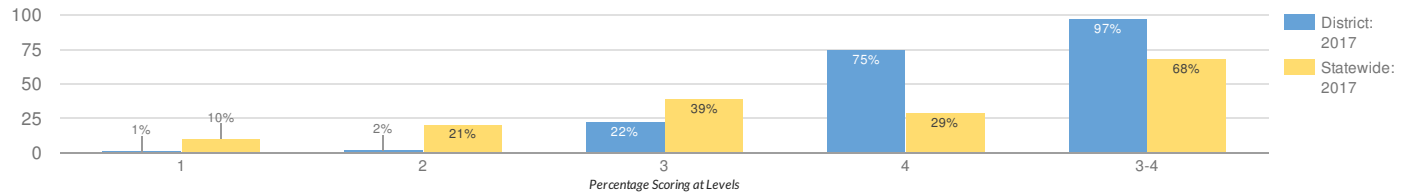


MEAN SCORE: 92

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	415	100%	0	0%	0	0%	50	12%	365	88%
GENERAL EDUCATION	396	100%	0	0%	0	0%	37	9%	359	91%
STUDENTS WITH DISABILITIES	19	100%	0	0%	0	0%	13	68%	6	32%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	182	100%	0	0%	0	0%	10	5%	172	95%
HISPANIC OR LATINO	17	100%	0	0%	0	0%	3	18%	14	82%
WHITE	211	100%	0	0%	0	0%	36	17%	175	83%
MULTIRACIAL	5	100%	0	0%	0	0%	1	20%	4	80%
FEMALE	202	100%	0	0%	0	0%	28	14%	174	86%
MALE	213	100%	0	0%	0	0%	22	10%	191	90%
NON-ENGLISH LANGUAGE LEARNERS	405	100%	0	0%	0	0%	47	12%	358	88%
ENGLISH LANGUAGE LEARNERS	10	100%	0	0%	0	0%	3	30%	7	70%
ECONOMICALLY DISADVANTAGED	23	100%	0	0%	0	0%	8	35%	15	65%
NOT ECONOMICALLY DISADVANTAGED	392	100%	0	0%	0	0%	42	11%	350	89%
NOT MIGRANT	415	100%	0	0%	0	0%	50	12%	365	88%

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: 70

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	21	67%	0	0%	7	33%	12	57%	2	10%
GENERAL EDUCATION	13	77%	0	0%	3	23%	8	62%	2	15%
STUDENTS WITH DISABILITIES	8	50%	0	0%	4	50%	4	50%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	7	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	12	67%	0	0%	4	33%	7	58%	1	8%
SMALL GROUP TOTAL	9	67%	0	0%	3	33%	5	56%	1	11%
FEMALE	8	63%	0	0%	3	38%	5	63%	0	0%
MALE	13	69%	0	0%	4	31%	7	54%	2	15%
NON-ENGLISH LANGUAGE LEARNERS	18	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	4	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	17	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	21	67%	0	0%	7	33%	12	57%	2	10%

GRADE 8 STUDENTS TAKING A REGENTS SCIENCE TEST

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

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	485	98%	3	1%	5	1%	99	20%	378	78%

RECENTLY ARRIVED ELL STUDENTS (2016 - 17)

GRADE

RECENTLY ARRIVED ELL STUDENTS TAKING NYSESLAT IN LIEU OF NYSTP

GRADE 3	5
GRADE 4	3
GRADE 5	4
GRADE 6	5
GRADE 7	8
GRADE 8	3

GRADE

RECENTLY ARRIVED ELL STUDENTS NOT TAKING NYSESLAT IN LIEU OF NYSTP

GRADE 3	5
GRADE 4	3
GRADE 5	4
GRADE 6	5
GRADE 7	8
GRADE 8	3

STATEWIDE RESULTS ON THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS: NAEP (2016 - 17)

GRADE: 4

READING

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	32%	32%	27%	9%	98
STUDENTS WITH DISABILITIES	68%	22%	9%	2%	93
AMERICAN INDIAN OR ALASK...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIAN...	18%	30%	33%	19%	
BLACK OR AFRICAN AMERICA...	48%	34%	16%	3%	
HISPANIC OR LATINO	45%	33%	18%	4%	
WHITE	22%	31%	35%	13%	
MULTIRACIAL	*%	*%	*%	*%	
LIMITED ENGLISH PROFICIENT	74%	21%	5%	*%	88
ECONOMICALLY DISADVANT...	44%	33%	19%	4%	

MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	24%	41%	30%	5%	98
STUDENTS WITH DISABILITIES	58%	31%	10%	1%	94
AMERICAN INDIAN OR ALASK...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIAN...	11%	30%	44%	15%	
BLACK OR AFRICAN AMERICA...	36%	42%	21%	2%	
HISPANIC OR LATINO	36%	44%	18%	2%	
WHITE	14%	40%	38%	7%	
MULTIRACIAL	*%	*%	*%	*%	
LIMITED ENGLISH PROFICIENT	68%	29%	3%	*%	91
ECONOMICALLY DISADVANT...	34%	43%	21%	2%	

GRADE: 8

READING

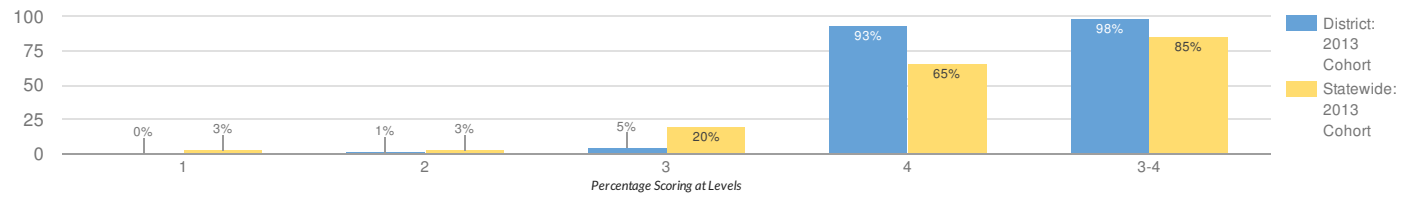
GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	27%	39%	30%	5%	98
STUDENTS WITH DISABILITIES	58%	33%	8%	*%	94
AMERICAN INDIAN OR ALASK...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIAN...	21%	31%	37%	12%	
BLACK OR AFRICAN AMERICA...	39%	41%	19%	1%	
HISPANIC OR LATINO	35%	43%	21%	1%	
WHITE	20%	38%	36%	6%	
MULTIRACIAL	*%	*%	*%	*%	
LIMITED ENGLISH PROFICIENT	81%	16%	3%	*%	80
ECONOMICALLY DISADVANT...	37%	41%	20%	2%	

MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	32%	34%	24%	10%	98
STUDENTS WITH DISABILITIES	69%	23%	6%	2%	95

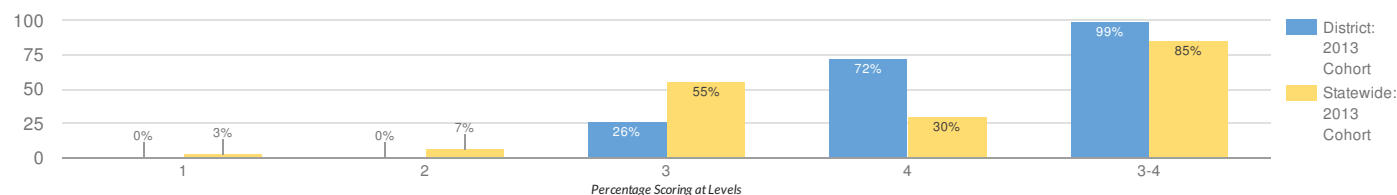
AMERICAN INDIAN OR ALASK...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIAN...	14%	24%	32%	30%	
BLACK OR AFRICAN AMERICA...	53%	32%	14%	2%	
HISPANIC OR LATINO	48%	33%	15%	4%	
WHITE	21%	37%	29%	13%	
MULTIRACIAL	*%	*%	*%	*%	
LIMITED ENGLISH PROFICIENT	80%	16%	4%	1%	80
ECONOMICALLY DISADVANT...	44%	34%	17%	4%	

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



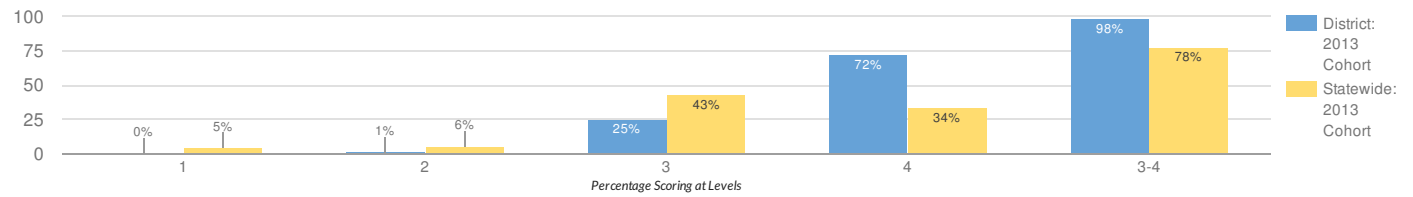
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	548	98%	0	0%	3	1%	30	5%	508	93%
GENERAL EDUCATION	477	100%	0	0%	0	0%	13	3%	464	97%
STUDENTS WITH DISABILITIES	71	86%	0	0%	3	4%	17	24%	44	62%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	183	100%	0	0%	0	0%	11	6%	172	94%
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	8	100%	0	0%	0	0%	1	13%	7	88%
WHITE	352	97%	0	0%	3	1%	18	5%	324	92%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	100%	0	0%	0	0%	0	0%	5	100%
FEMALE	264	99%	0	0%	0	0%	10	4%	252	95%
MALE	284	97%	0	0%	3	1%	20	7%	256	90%
NON-ENGLISH LANGUAGE LEARNERS	544	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	43	98%	0	0%	0	0%	5	12%	37	86%
NOT ECONOMICALLY DISADVANTAGED	505	98%	0	0%	3	1%	25	5%	471	93%
NOT MIGRANT	548	98%	0	0%	3	1%	30	5%	508	93%

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



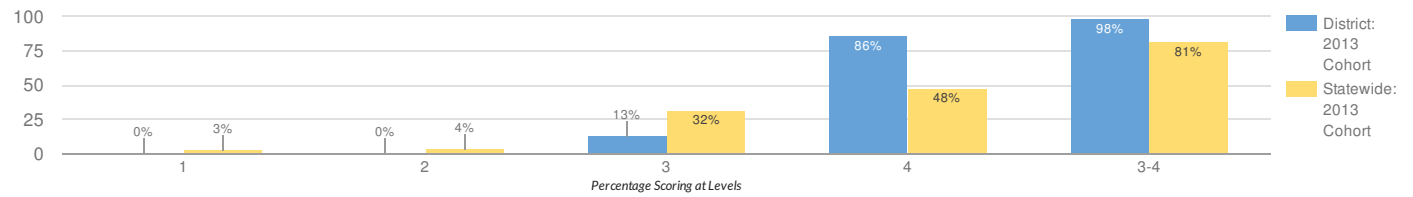
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	548	99%	2	0%	1	0%	144	26%	397	72%
GENERAL EDUCATION	477	100%	0	0%	1	0%	91	19%	385	81%
STUDENTS WITH DISABILITIES	71	92%	2	3%	0	0%	53	75%	12	17%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	183	99%	0	0%	1	1%	28	15%	154	84%
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	8	100%	0	0%	0	0%	3	38%	5	63%
WHITE	352	98%	2	1%	0	0%	113	32%	233	66%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	100%	0	0%	0	0%	0	0%	5	100%
FEMALE	264	99%	0	0%	0	0%	63	24%	199	75%
MALE	284	98%	2	1%	1	0%	81	29%	198	70%
NON-ENGLISH LANGUAGE LEARNERS	544	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	43	98%	0	0%	0	0%	20	47%	22	51%
NOT ECONOMICALLY DISADVANTAGED	505	99%	2	0%	1	0%	124	25%	375	74%
NOT MIGRANT	548	99%	2	0%	1	0%	144	26%	397	72%

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



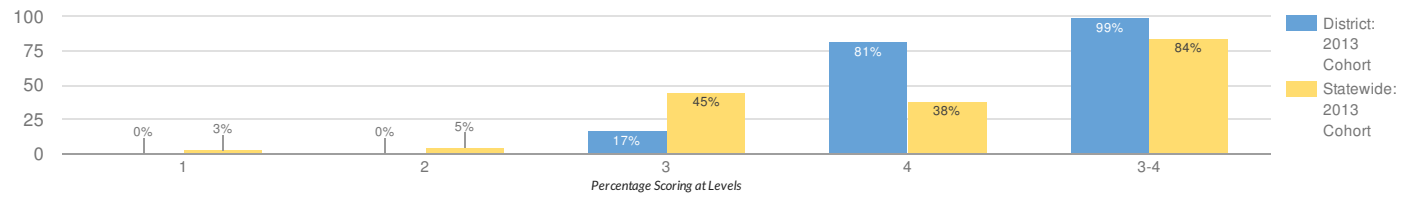
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	548	98%	2	0%	3	1%	139	25%	396	72%
GENERAL EDUCATION	477	99%	1	0%	0	0%	102	21%	372	78%
STUDENTS WITH DISABILITIES	71	86%	1	1%	3	4%	37	52%	24	34%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	183	99%	0	0%	0	0%	32	17%	150	82%
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	8	88%	1	13%	0	0%	4	50%	3	38%
WHITE	352	97%	1	0%	3	1%	103	29%	238	68%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	100%	0	0%	0	0%	0	0%	5	100%
FEMALE	264	98%	0	0%	0	0%	77	29%	183	69%
MALE	284	97%	2	1%	3	1%	62	22%	213	75%
NON-ENGLISH LANGUAGE LEARNERS	544	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	43	91%	1	2%	2	5%	18	42%	21	49%
NOT ECONOMICALLY DISADVANTAGED	505	98%	1	0%	1	0%	121	24%	375	74%
NOT MIGRANT	548	98%	2	0%	3	1%	139	25%	396	72%

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



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	548	98%	1	0%	0	0%	69	13%	469	86%
GENERAL EDUCATION	477	100%	1	0%	0	0%	42	9%	433	91%
STUDENTS WITH DISABILITIES	71	89%	0	0%	0	0%	27	38%	36	51%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	183	99%	0	0%	0	0%	14	8%	168	92%
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	8	88%	1	13%	0	0%	2	25%	5	63%
WHITE	352	98%	0	0%	0	0%	53	15%	291	83%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	100%	0	0%	0	0%	0	0%	5	100%
FEMALE	264	99%	0	0%	0	0%	39	15%	222	84%
MALE	284	98%	1	0%	0	0%	30	11%	247	87%
NON-ENGLISH LANGUAGE LEARNERS	544	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	43	95%	1	2%	0	0%	10	23%	31	72%
NOT ECONOMICALLY DISADVANTAGED	505	98%	0	0%	0	0%	59	12%	438	87%
NOT MIGRANT	548	98%	1	0%	0	0%	69	13%	469	86%

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



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	548	99%	1	0%	1	0%	94	17%	446	81%
GENERAL EDUCATION	477	100%	0	0%	0	0%	52	11%	424	89%
STUDENTS WITH DISABILITIES	71	90%	1	1%	1	1%	42	59%	22	31%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	183	99%	0	0%	0	0%	20	11%	162	89%
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	8	100%	0	0%	0	0%	5	63%	3	38%
WHITE	352	98%	1	0%	1	0%	69	20%	276	78%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	100%	0	0%	0	0%	0	0%	5	100%
FEMALE	264	99%	0	0%	0	0%	48	18%	214	81%
MALE	284	98%	1	0%	1	0%	46	16%	232	82%
NON-ENGLISH LANGUAGE LEARNERS	544	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	43	98%	0	0%	0	0%	17	40%	25	58%
NOT ECONOMICALLY DISADVANTAGED	505	99%	1	0%	1	0%	77	15%	421	83%
NOT MIGRANT	548	99%	1	0%	1	0%	94	17%	446	81%

ENGLISH LANGUAGE ARTS (COMMON CORE)

ENGLISH LANGUAGE ARTS (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	580	3	1%	7	1%	35	6%	48	8%	487	84%
GENERAL EDUCATION	517	1	0%	1	0%	22	4%	36	7%	457	88%
STUDENTS WITH DISABILITIES	63	2	3%	6	10%	13	21%	12	19%	30	48%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	171	0	0%	2	1%	14	8%	12	7%	143	84%
BLACK OR AFRICAN AMERICAN	7	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	16	1	6%	0	0%	1	6%	0	0%	14	88%
WHITE	376	0	0%	5	1%	17	5%	36	10%	318	85%
MULTIRACIAL	9	1	11%	0	0%	1	11%	0	0%	7	78%
SMALL GROUP TOTAL	8	1	13%	0	0%	2	25%	0	0%	5	63%
FEMALE	275	1	0%	3	1%	11	4%	20	7%	240	87%
MALE	305	2	1%	4	1%	24	8%	28	9%	247	81%
NON-ENGLISH LANGUAGE LEARNERS	570	3	1%	7	1%	31	5%	46	8%	483	85%
ENGLISH LANGUAGE LEARNERS	10	0	0%	0	0%	4	40%	2	20%	4	40%
ECONOMICALLY DISADVANTAGED	57	3	5%	1	2%	7	12%	6	11%	40	70%
NOT ECONOMICALLY DISADVANTAGED	523	0	0%	6	1%	28	5%	42	8%	447	85%
NOT MIGRANT	580	3	1%	7	1%	35	6%	48	8%	487	84%

ALGEBRA 2/TRIGONOMETRY

REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED	55	65	85		
ALL STUDENTS	4	-	-	-	-	-
GENERAL EDUCATION	4	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	-	-	-	-	-
WHITE	2	-	-	-	-	-
MULTIRACIAL	1	-	-	-	-	-
SMALL GROUP TOTAL	4	-	-	-	-	-
FEMALE	1	-	-	-	-	-
MALE	3	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	4	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	4	-	-	-	-	-
NOT MIGRANT	4	-	-	-	-	-

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	564	1	0%	7	1%	56	10%	131	23%	369	65%
GENERAL EDUCATION	496	0	0%	0	0%	31	6%	106	21%	359	72%
STUDENTS WITH DISABILITIES	68	1	1%	7	10%	25	37%	25	37%	10	15%
AMERICAN INDIAN OR ALASKA NATIVE	3	-	-	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	201	0	0%	0	0%	9	4%	27	13%	165	82%
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	14	0	0%	1	7%	4	29%	1	7%	8	57%
WHITE	336	1	0%	6	2%	39	12%	99	29%	191	57%
MULTIRACIAL	7	0	0%	0	0%	3	43%	2	29%	2	29%
SMALL GROUP TOTAL	6	0	0%	0	0%	1	17%	2	33%	3	50%
FEMALE	272	1	0%	2	1%	25	9%	57	21%	187	69%
MALE	292	0	0%	5	2%	31	11%	74	25%	182	62%
NON-ENGLISH LANGUAGE LEARNERS	542	1	0%	7	1%	50	9%	124	23%	360	66%
ENGLISH LANGUAGE LEARNERS	22	0	0%	0	0%	6	27%	7	32%	9	41%
ECONOMICALLY DISADVANTAGED	43	0	0%	1	2%	7	16%	13	30%	22	51%
NOT ECONOMICALLY DISADVANTAGED	521	1	0%	6	1%	49	9%	118	23%	347	67%
NOT MIGRANT	564	1	0%	7	1%	56	10%	131	23%	369	65%

COMMON CORE GEOMETRY

REGENTS COMMON CORE GEOMETRY

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	551	13	2%	20	4%	164	30%	130	24%	224	41%
GENERAL EDUCATION	459	3	1%	8	2%	112	24%	117	25%	219	48%
STUDENTS WITH DISABILITIES	92	10	11%	12	13%	52	57%	13	14%	5	5%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	190	3	2%	3	2%	34	18%	42	22%	108	57%
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	22	0	0%	0	0%	11	50%	5	23%	6	27%
WHITE	326	9	3%	17	5%	114	35%	79	24%	107	33%
MULTIRACIAL	10	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	13	1	8%	0	0%	5	38%	4	31%	3	23%
FEMALE	286	6	2%	9	3%	93	33%	66	23%	112	39%
MALE	265	7	3%	11	4%	71	27%	64	24%	112	42%
NON-ENGLISH LANGUAGE LEARNERS	540	12	2%	20	4%	161	30%	129	24%	218	40%
ENGLISH LANGUAGE LEARNERS	11	1	9%	0	0%	3	27%	1	9%	6	55%
ECONOMICALLY DISADVANTAGED	36	2	6%	1	3%	12	33%	6	17%	15	42%
NOT ECONOMICALLY DISADVANTAGED	515	11	2%	19	4%	152	30%	124	24%	209	41%
NOT MIGRANT	551	13	2%	20	4%	164	30%	130	24%	224	41%

ALGEBRA II (COMMON CORE)

ALGEBRA II (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	447	2	0%	3	1%	80	18%	185	41%	177	40%
GENERAL EDUCATION	409	2	0%	2	0%	60	15%	171	42%	174	43%
STUDENTS WITH DISABILITIES	38	0	0%	1	3%	20	53%	14	37%	3	8%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	136	1	1%	1	1%	14	10%	42	31%	78	57%
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	15	0	0%	0	0%	7	47%	8	53%	0	0%
WHITE	289	1	0%	2	1%	57	20%	133	46%	96	33%
MULTIRACIAL	5	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	0	0%	0	0%	2	29%	2	29%	3	43%
FEMALE	208	0	0%	1	0%	31	15%	92	44%	84	40%
MALE	239	2	1%	2	1%	49	21%	93	39%	93	39%
NON-ENGLISH LANGUAGE LEARNERS	440	2	0%	3	1%	79	18%	183	42%	173	39%
ENGLISH LANGUAGE LEARNERS	7	0	0%	0	0%	1	14%	2	29%	4	57%
ECONOMICALLY DISADVANTAGED	31	2	6%	0	0%	9	29%	14	45%	6	19%
NOT ECONOMICALLY DISADVANTAGED	416	0	0%	3	1%	71	17%	171	41%	171	41%
NOT MIGRANT	447	2	0%	3	1%	80	18%	185	41%	177	40%

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	496	486	98%	480	97%	352	71%
GENERAL EDUCATION	429	426	99%	424	99%	336	78%
STUDENTS WITH DISABILITIES	67	60	90%	56	84%	16	24%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	149	147	99%	147	99%	123	83%
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-
HISPANIC OR LATINO	16	15	94%	15	94%	8	50%
WHITE	322	316	98%	311	97%	217	67%
MULTIRACIAL	5	-	-	-	-	-	-
SMALL GROUP TOTAL	9	8	89%	7	78%	4	44%
FEMALE	240	235	98%	230	96%	168	70%
MALE	256	251	98%	250	98%	184	72%
NON-ENGLISH LANGUAGE LEARNERS	485	476	98%	470	97%	347	72%
ENGLISH LANGUAGE LEARNERS	11	10	91%	10	91%	5	45%
ECONOMICALLY DISADVANTAGED	41	38	93%	38	93%	21	51%
NOT ECONOMICALLY DISADVANTAGED	455	448	98%	442	97%	331	73%
NOT MIGRANT	496	486	98%	480	97%	352	71%

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	584	580	99%	575	98%	489	84%
GENERAL EDUCATION	518	518	100%	515	99%	458	88%
STUDENTS WITH DISABILITIES	66	62	94%	60	91%	31	47%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	175	174	99%	173	99%	152	87%
BLACK OR AFRICAN AMERICAN	7	-	-	-	-	-	-
HISPANIC OR LATINO	16	16	100%	16	100%	12	75%
WHITE	376	375	100%	373	99%	315	84%
MULTIRACIAL	9	8	89%	8	89%	7	78%
SMALL GROUP TOTAL	8	7	88%	5	63%	3	38%
FEMALE	275	274	100%	271	99%	224	81%
MALE	309	306	99%	304	98%	265	86%
NON-ENGLISH LANGUAGE LEARNERS	574	570	99%	565	98%	484	84%
ENGLISH LANGUAGE LEARNERS	10	10	100%	10	100%	5	50%
ECONOMICALLY DISADVANTAGED	55	53	96%	53	96%	41	75%
NOT ECONOMICALLY DISADVANTAGED	529	527	100%	522	99%	448	85%
NOT MIGRANT	584	580	99%	575	98%	489	84%

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	585	583	100%	575	98%	423	72%
GENERAL EDUCATION	493	493	100%	491	100%	395	80%
STUDENTS WITH DISABILITIES	92	90	98%	84	91%	28	30%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	181	181	100%	181	100%	156	86%
BLACK OR AFRICAN AMERICAN	4	-	-	-	-	-	-
HISPANIC OR LATINO	24	24	100%	24	100%	15	63%
WHITE	365	363	99%	356	98%	243	67%
MULTIRACIAL	10	10	100%	10	100%	8	80%
SMALL GROUP TOTAL	5	5	100%	4	80%	1	20%
FEMALE	293	292	100%	287	98%	204	70%
MALE	292	291	100%	288	99%	219	75%
NON-ENGLISH LANGUAGE LEARNERS	576	574	100%	566	98%	416	72%
ENGLISH LANGUAGE LEARNERS	9	9	100%	9	100%	7	78%
ECONOMICALLY DISADVANTAGED	40	40	100%	38	95%	29	73%
NOT ECONOMICALLY DISADVANTAGED	545	543	100%	537	99%	394	72%
NOT MIGRANT	585	583	100%	575	98%	423	72%

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	530	523	99%	515	97%	388	73%
GENERAL EDUCATION	476	474	100%	469	99%	370	78%
STUDENTS WITH DISABILITIES	54	49	91%	46	85%	18	33%
AMERICAN INDIAN OR ALASKA NATIVE	2	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	190	190	100%	186	98%	159	84%
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
HISPANIC OR LATINO	14	12	86%	11	79%	8	57%
WHITE	317	312	98%	309	97%	216	68%
MULTIRACIAL	6	-	-	-	-	-	-
SMALL GROUP TOTAL	9	9	100%	9	100%	5	56%
FEMALE	261	257	98%	254	97%	184	70%
MALE	269	266	99%	261	97%	204	76%
NON-ENGLISH LANGUAGE LEARNERS	512	507	99%	501	98%	379	74%
ENGLISH LANGUAGE LEARNERS	18	16	89%	14	78%	9	50%
ECONOMICALLY DISADVANTAGED	41	39	95%	38	93%	22	54%
NOT ECONOMICALLY DISADVANTAGED	489	484	99%	477	98%	366	75%
NOT MIGRANT	530	523	99%	515	97%	388	73%

PHYSICAL SETTING/CHEMISTRY

REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	428	427	100%	415	97%	212	50%
GENERAL EDUCATION	406	406	100%	395	97%	202	50%
STUDENTS WITH DISABILITIES	22	21	95%	20	91%	10	45%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	151	151	100%	148	98%	84	56%
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
HISPANIC OR LATINO	12	12	100%	11	92%	4	33%
WHITE	258	257	100%	249	97%	122	47%
MULTIRACIAL	6	-	-	-	-	-	-
SMALL GROUP TOTAL	7	7	100%	7	100%	2	29%
FEMALE	203	203	100%	199	98%	107	53%
MALE	225	224	100%	216	96%	105	47%
NON-ENGLISH LANGUAGE LEARNERS	424	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	25	25	100%	25	100%	8	32%
NOT ECONOMICALLY DISADVANTAGED	403	402	100%	390	97%	204	51%
NOT MIGRANT	428	427	100%	415	97%	212	50%

PHYSICAL SETTING/PHYSICS

REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	378	377	100%	366	97%	237	63%
GENERAL EDUCATION	366	365	100%	354	97%	233	64%
STUDENTS WITH DISABILITIES	12	12	100%	12	100%	4	33%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	125	125	100%	118	94%	80	64%
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-
HISPANIC OR LATINO	6	-	-	-	-	-	-
WHITE	243	242	100%	238	98%	151	62%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	10	10	100%	10	100%	6	60%
FEMALE	177	176	99%	168	95%	108	61%
MALE	201	201	100%	198	99%	129	64%
NON-ENGLISH LANGUAGE LEARNERS	378	377	100%	366	97%	237	63%
ECONOMICALLY DISADVANTAGED	27	27	100%	25	93%	18	67%
NOT ECONOMICALLY DISADVANTAGED	351	350	100%	341	97%	219	62%
NOT MIGRANT	378	377	100%	366	97%	237	63%

NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA) RESULTS (2016 - 17)

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE 3 ELA	2	_%	-	-	-	-
GRADE 3 MATH	2	_%	-	-	-	-
GRADE 4 ELA	2	_%	-	-	-	-
GRADE 4 MATH	2	_%	-	-	-	-
GRADE 4 SCIENCE	2	_%	-	-	-	-
GRADE 5 ELA	2	_%	-	-	-	-
GRADE 5 MATH	2	_%	-	-	-	-
GRADE 6 ELA	4	_%	-	-	-	-
GRADE 6 MATH	4	_%	-	-	-	-
GRADE 7 ELA	3	_%	-	-	-	-
GRADE 7 MATH	4	_%	-	-	-	-
GRADE 8 ELA	2	_%	-	-	-	-
GRADE 8 MATH	2	_%	-	-	-	-
GRADE 8 SCIENCE	2	_%	-	-	-	-
SECONDARY-LEVEL ELA	4	_%	-	-	-	-
SECONDARY-LEVEL MATH	4	_%	-	-	-	-
SECONDARY-LEVEL SCIENCE	4	_%	-	-	-	-
SECONDARY-LEVEL SOCIAL STUDIES	4	_%	-	-	-	-

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2016 - 17)

KINDERGARTEN

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	33	0%	6%	3%	73%	18%
GENERAL EDUCATION	32	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 1

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	34	3%	0%	24%	47%	26%
GENERAL EDUCATION	31	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	-	-	-	-	-

GRADE 2

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	23	0%	0%	9%	65%	26%
GENERAL EDUCATION	21	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-

GRADE 3

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	22	5%	9%	14%	36%	36%
GENERAL EDUCATION	20	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-

GRADE 4

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	12	0%	0%	25%	25%	50%
GENERAL EDUCATION	12	0%	0%	25%	25%	50%

GRADE 5

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	14	7%	21%	21%	21%	29%
GENERAL EDUCATION	13	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 6

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	14	0%	7%	36%	21%	36%

GENERAL EDUCATION	11	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	-	-	-	-	-

GRADE 7

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	13	0%	23%	15%	31%	31%
GENERAL EDUCATION	13	0%	23%	15%	31%	31%

GRADE 8

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	10	0%	0%	0%	60%	40%
GENERAL EDUCATION	9	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 9

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	12	0%	8%	17%	67%	8%
GENERAL EDUCATION	12	0%	8%	17%	67%	8%

GRADE 10

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	7	0%	0%	29%	29%	43%
GENERAL EDUCATION	7	0%	0%	29%	29%	43%

GRADE 11

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	9	0%	11%	0%	56%	33%
GENERAL EDUCATION	9	0%	11%	0%	56%	33%

GRADE 12

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	5	0%	0%	40%	60%	0%
GENERAL EDUCATION	4	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET

ALL STUDENTS	NO	NO	5,979*	57%*	YES	1,774	173	108	108
AMERICAN INDIAN OR ALASKA NATIVE	—	—	4	—	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	15	—	—	7	—	—	—
HISPANIC OR LATINO	NO	NO	229*	59%*	YES	64	164	90	90
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	NO	NO	2,046*	86%*	YES	897	178	126	126
WHITE	NO	NO	3,581*	40%*	YES	774	170	120	120
MULTIRACIAL	NO	NO	85*	67%*	YES	31	158	95	95
STUDENTS WITH DISABILITIES	NO	NO	699*	32%*	YES	116†	120†	75	75
LIMITED ENGLISH PROFICIENT	NO	NO	124*	81%*	YES	65‡	129‡	75	75
ECONOMICALLY DISADVANTAGED	NO	NO	337*	65%*	YES	114	160	92	92

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	5,970*	57%*	1,773	173
NOT BLACK OR AFRICAN AMERICAN	5,950*	57%*	1,767	173
NOT HISPANIC OR LATINO	5,750*	57%*	1,710	174
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	3,933*	42%*	877	169
NOT WHITE	2,398*	82%*	1,000	176
NOT MULTIRACIAL	5,894*	57%*	1,743	174
GENERAL EDUCATION	5,280*	60%*	1,662	177
ENGLISH PROFICIENT	5,855*	56%*	1,736	175
NOT ECONOMICALLY DISADVANTAGED	5,642*	57%*	1,660	174
MALE	3,097*	57%*	921	168
FEMALE	2,882*	57%*	853	179
MIGRANT	0	—	0	—
NOT MIGRANT	5,979*	57%*	1,774	173

— 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.

‡ Includes former english language learner students because the number of english language learner students in the current year is equal to or greater than 30.

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	5,986*	67%*	YES	2,097	184	107	107
AMERICAN INDIAN OR ALASKA NATIVE	—	—	4	—	—	3	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	15	—	—	8	—	—	—
HISPANIC OR LATINO	NO	NO	230*	66%*	YES	70	163	89	89
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	NO	NO	2,051*	90%*	YES	957	188	136	136
WHITE	NO	NO	3,582*	53%*	YES	1,027	183	118	118
MULTIRACIAL	NO	NO	85*	75%*	YES	32	194	89	89
STUDENTS WITH DISABILITIES	NO	NO	699*	44%*	YES	162†	151†	78	78
LIMITED ENGLISH PROFICIENT	NO	NO	127*	86%*	YES	87‡	174‡	78	78
ECONOMICALLY DISADVANTAGED	NO	NO	339*	71%*	YES	128	170	91	91

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	5,977*	67%*	2,094	184
NOT BLACK OR AFRICAN AMERICAN	5,957*	67%*	2,089	184
NOT HISPANIC OR LATINO	5,756*	67%*	2,027	185
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	3,935*	55%*	1,140	182
NOT WHITE	2,404*	87%*	1,070	186
NOT MULTIRACIAL	5,901*	67%*	2,065	184
GENERAL EDUCATION	5,287*	70%*	1,940	187
ENGLISH PROFICIENT	5,859*	66%*	2,038	185
NOT ECONOMICALLY DISADVANTAGED	5,647*	67%*	1,969	185
MALE	3,101*	67%*	1,103	187
FEMALE	2,885*	66%*	994	182
MIGRANT	0	—	0	—
NOT MIGRANT	5,986*	67%*	2,097	184

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

‡ Includes former english language learner students because the number of english language learner students in the current year is equal to or greater than 30.

ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
ALL STUDENTS	YES	YES	1,026	90%	YES	917	198	185	185
AMERICAN INDIAN OR ALASKA NATIVE	—	—	3	—	—	2	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	4	—	—	2	—	—	—
HISPANIC OR LATINO	—	—	33	—	—	28	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	YES	YES	376	97%	YES	357	198	187	187
WHITE	YES	YES	599	86%	YES	518	198	190	190
MULTIRACIAL	—	—	11	—	—	10	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	222*	77%*	YES	71†	186†	164	164
LIMITED ENGLISH PROFICIENT	—	—	22	—	—	18	—	—	—
ECONOMICALLY DISADVANTAGED	YES	YES	62	87%	YES	53	194	170	170

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	1,023	90%	915	198
NOT BLACK OR AFRICAN AMERICAN	1,022	90%	915	198
NOT HISPANIC OR LATINO	993	90%	889	198
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	650	86%	560	198
NOT WHITE	427	95%	399	198
NOT MULTIRACIAL	1,015	90%	907	198
GENERAL EDUCATION	921	93%	849	199
ENGLISH PROFICIENT	1,004	90%	899	198
NOT ECONOMICALLY DISADVANTAGED	964	90%	864	198
MALE	531	90%	475	197
FEMALE	495	90%	442	198
MIGRANT	0	—	0	—
NOT MIGRANT	1,026	90%	917	198

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Progress Target data are suppressed.
 *The percentage of students tested in the current year fell below 80 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.
 † Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

SECONDARY-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

GROUP	MADE AYP	TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	2013 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	543	100%	YES	541	192	173	173
AMERICAN INDIAN OR ALASKA NATIVE	—	—	1	—	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	3	—	—	3	—	—	—
HISPANIC OR LATINO	—	—	7	—	—	8	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	YES	YES	181	100%	YES	180	195	177	177
WHITE	YES	YES	350	100%	YES	347	191	180	180
MULTIRACIAL	—	—	1	—	—	2	—	—	—
STUDENTS WITH DISABILITIES	YES	YES	68	99%	YES	73†	155†	133	133
LIMITED ENGLISH PROFICIENT	—	—	4	—	—	2	—	—	—
ECONOMICALLY DISADVANTAGED	YES	YES	42	100%	YES	45	180	154	154

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

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2013 ACCOUNTABILITY COHORT MEMBERS	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	542	100%	540	192
NOT BLACK OR AFRICAN AMERICAN	540	100%	538	192
NOT HISPANIC OR LATINO	536	100%	533	192
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	362	100%	361	191
NOT WHITE	193	100%	194	194
NOT MULTIRACIAL	542	100%	539	192
GENERAL EDUCATION	475	100%	471	198
ENGLISH PROFICIENT	539	100%	539	192
NOT ECONOMICALLY DISADVANTAGED	501	100%	496	193
MALE	279	100%	279	190
FEMALE	264	100%	262	195
MIGRANT	0	—	0	—
NOT MIGRANT	543	100%	541	192

— 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 2013 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

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

SECONDARY-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

GROUP	MADE AYP	TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	2013 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	543	100%	YES	541	189	160	160
AMERICAN INDIAN OR ALASKA NATIVE	—	—	1	—	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	3	—	—	3	—	—	—
HISPANIC OR LATINO	—	—	7	—	—	8	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	YES	YES	181	100%	YES	180	195	173	173
WHITE	YES	YES	350	100%	YES	347	186	169	169
MULTIRACIAL	—	—	1	—	—	2	—	—	—
STUDENTS WITH DISABILITIES	YES	YES	68	100%	YES	73†	142†	125	125
LIMITED ENGLISH PROFICIENT	—	—	4	—	—	2	—	—	—
ECONOMICALLY DISADVANTAGED	YES	YES	42	100%	YES	45	167	140	140

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

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2013 ACCOUNTABILITY COHORT MEMBERS	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	542	100%	540	189
NOT BLACK OR AFRICAN AMERICAN	540	100%	538	188
NOT HISPANIC OR LATINO	536	100%	533	189
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	362	100%	361	185
NOT WHITE	193	100%	194	193
NOT MULTIRACIAL	542	100%	539	189
GENERAL EDUCATION	475	100%	471	196
ENGLISH PROFICIENT	539	100%	539	188
NOT ECONOMICALLY DISADVANTAGED	501	100%	496	191
MALE	279	100%	279	188
FEMALE	264	100%	262	189
MIGRANT	0	—	0	—
NOT MIGRANT	543	100%	541	189

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2013 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

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

UNWEIGHTED COMBINED ELA AND MATH PIS

GROUP	ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
ALL STUDENTS	173	184	192	189	185
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	164	163	—	—	164
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	178	188	195	195	189
WHITE	170	183	191	186	183
MULTIRACIAL	158	194	—	—	176
STUDENTS WITH DISABILITIES	120	151	155	142	142
LIMITED ENGLISH PROFICIENT	129	174	—	—	152
ECONOMICALLY DISADVANTAGED	160	170	180	167	169

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

OVERALL GRADUATION RATE FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

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

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

FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

GROUP	MET GRADUATION-RATE CRITERION:	2012 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
ALL STUDENTS	YES	536	98%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	4	—	—	—
HISPANIC OR LATINO	—	20	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	YES	145	99%	80%	80%
WHITE	YES	364	98%	80%	80%
MULTIRACIAL	—	3	—	—	—
STUDENTS WITH DISABILITIES	YES	63†	89%†	80%	80%
LIMITED ENGLISH PROFICIENT	—	6	—	—	—
ECONOMICALLY DISADVANTAGED	YES	46	96%	80%	80%

YES Graduation rate is equal to or greater than the State Standard or the group's Progress Target.
NO Graduation rate is less than the State Standard and the group's Progress Target.
— There were fewer than 30 students in the cohort.
† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

FIVE-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

GROUP	MET GRADUATION-RATE CRITERION:	2011 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
ALL STUDENTS	YES	544	99%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	—	6	—	—	—
HISPANIC OR LATINO	—	18	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	YES	135	99%	80%	80%
WHITE	YES	382	99%	80%	80%
MULTIRACIAL	—	2	—	—	—
STUDENTS WITH DISABILITIES	YES	54†	91%†	80%	80%
LIMITED ENGLISH PROFICIENT	—	4	—	—	—
ECONOMICALLY DISADVANTAGED	YES	40	98%	80%	80%

YES Graduation rate is equal to or greater than the State Standard or the group's Progress Target.
NO Graduation rate is less than the State Standard and the group's Progress Target.
— There were fewer than 30 students in the cohort.
† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

GRADUATION RATES FOR NON-AYP GROUPS FOR ACCOUNTABILITY

GROUP	FOUR-YEAR GRADUATION-RATE TOTAL COHORT		FIVE-YEAR GRADUATION-RATE TOTAL COHORT	
	2012 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	2011 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE
NOT AMERICAN INDIAN OR ALASKA NATIVE	536	98%	543	99%
NOT BLACK OR AFRICAN AMERICAN	532	98%	538	99%
NOT HISPANIC OR LATINO	516	98%	526	99%
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	391	98%	409	99%
NOT WHITE	172	98%	162	98%
NOT MULTIRACIAL	533	98%	542	99%
GENERAL EDUCATION	480	99%	493	100%
ENGLISH PROFICIENT	530	98%	540	99%
NOT ECONOMICALLY DISADVANTAGED	490	98%	504	99%
MALE	286	98%	281	99%
FEMALE	250	98%	263	99%
MIGRANT	0	—	0	—
NOT MIGRANT	536	98%	544	99%

— There were fewer than 30 students in the cohort.

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

Percentage of 2012 Graduation-Rate Total Cohort members who graduated as of August 31, 2016 with:



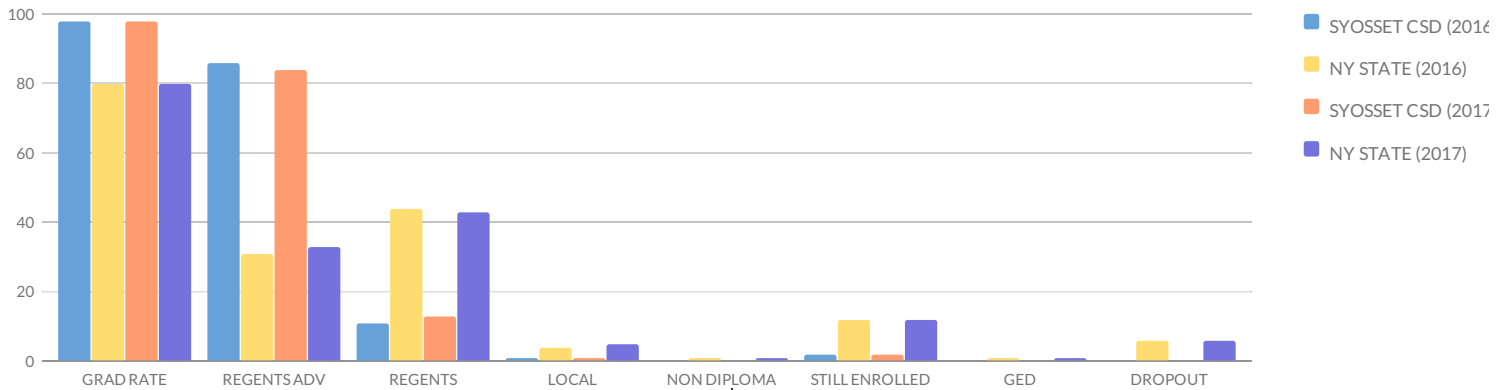
SYOSSET CSD GRADUATION RATE DATA

4 YEAR OUTCOME AS OF JUNE

Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - June. The Graduation Rate Data of high school as of the 4th year-August, the 5th year-June, and the 6th year-June are also calculated and available using the "Filter this data" function, below

Data is reported by educational institutions to the State Education Department throughout the school year and available for verification by districts until the close of the state data warehouse in August. District superintendents certify data is accurate in September. For the most updated information, please contact the school district.

Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: [Diploma Requirements](#).



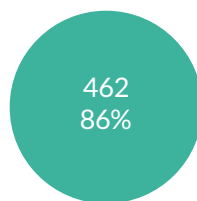
2016

ALL STUDENTS

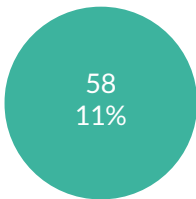
GRAD RATE



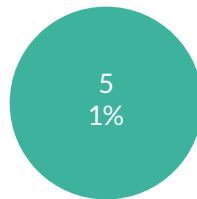
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 536

NON DIPLOMA CRED

0	0%
---	----

STILL ENROLLED

11	2%
----	----

GED TRANSFER

0	0%
---	----

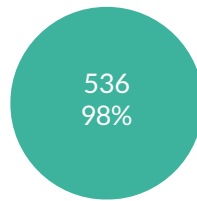
DROPOUT

0	0%
---	----

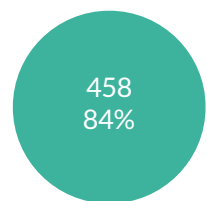
2017

ALL STUDENTS

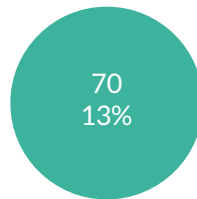
GRAD RATE



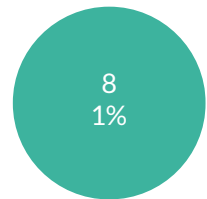
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 548

NON DIPLOMA CRED

0	0%
---	----

STILL ENROLLED

10	2%
----	----

GED TRANSFER

0	0%
---	----

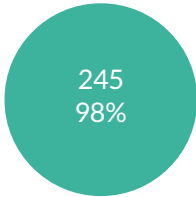
DROPOUT

2	0%
---	----

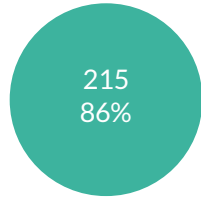
BY GENDER

FEMALE

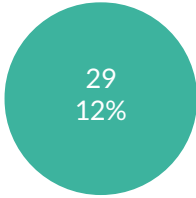
GRAD RATE



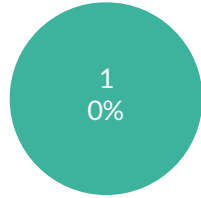
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 250

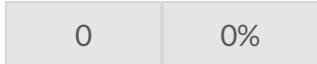
NON DIPLOMA CRED



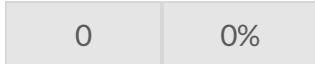
STILL ENROLLED



GED TRANSFER

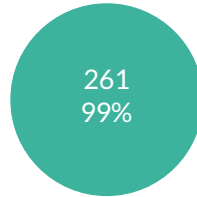


DROPOUT

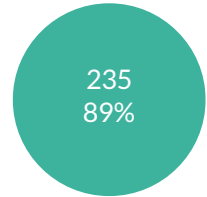


FEMALE

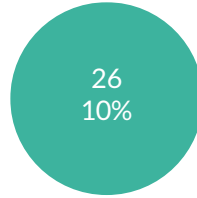
GRAD RATE



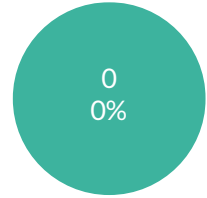
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 264

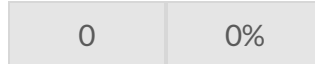
NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

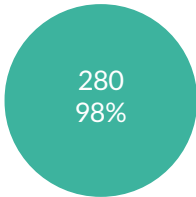


DROPOUT

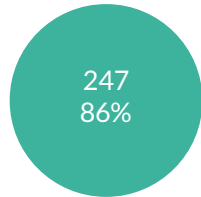


MALE

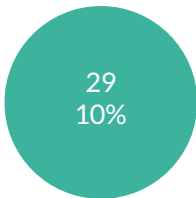
GRAD RATE



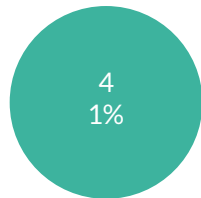
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 286

NON DIPLOMA CRED

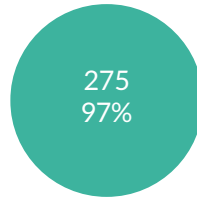


STILL ENROLLED

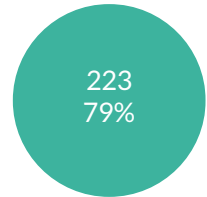


MALE

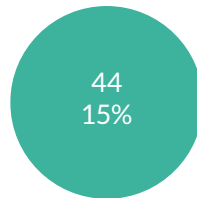
GRAD RATE



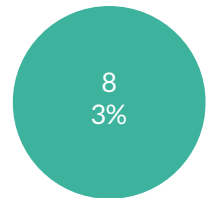
REGENTS WITH A...



REGENTS DIPLOM...

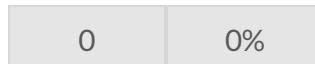


LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 284

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER		DROPOUT		GED TRANSFER		DROPOUT	
0	0%	0	0%	0	0%	2	1%

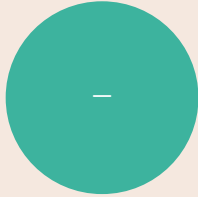
BY ETHNICITY

MULTIRACIAL

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT

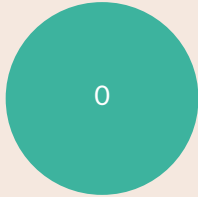


AMERICAN INDIAN OR ALASKA NATIVE

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: 0

NON DIPLOMA CRED

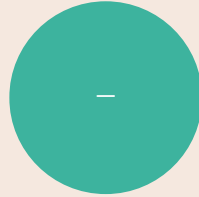


STILL ENROLLED

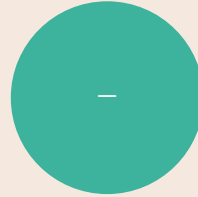


MULTIRACIAL

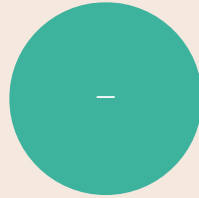
GRAD RATE



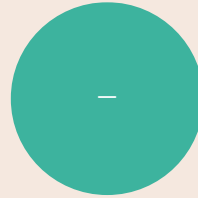
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

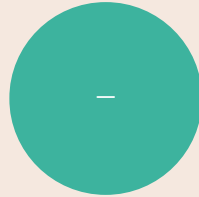


DROPOUT

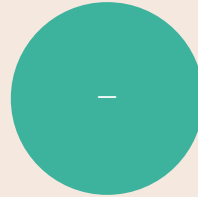


AMERICAN INDIAN OR ALASKA NATIVE

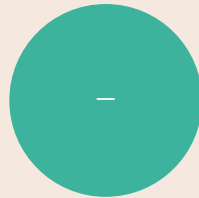
GRAD RATE



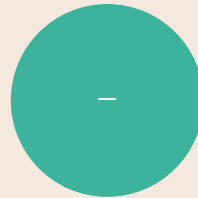
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

0

0%

DROPOUT

0

0%

GED TRANSFER

—

—

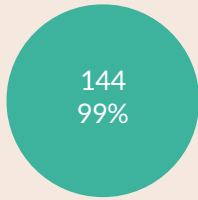
DROPOUT

—

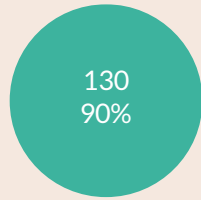
—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

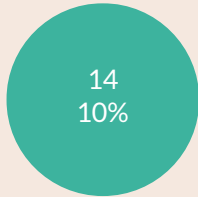
GRAD RATE



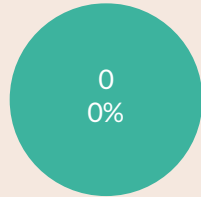
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 145

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

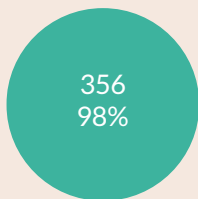


DROPOUT

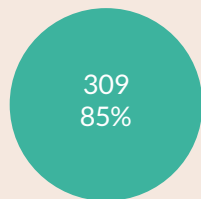


WHITE

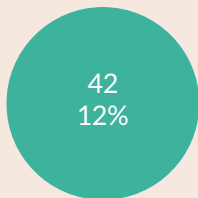
GRAD RATE



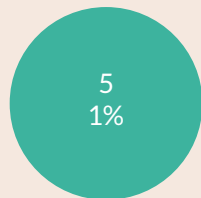
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 364

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

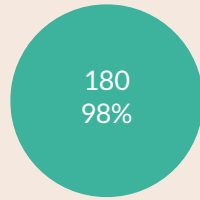


DROPOUT

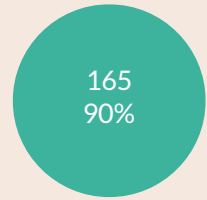


ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

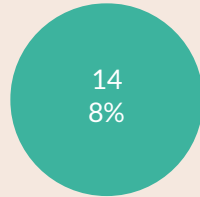
GRAD RATE



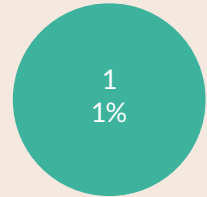
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 183

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

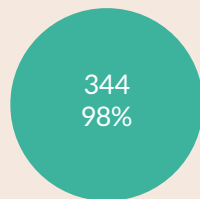


DROPOUT

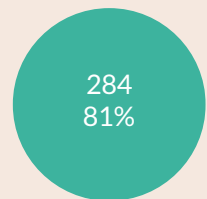


WHITE

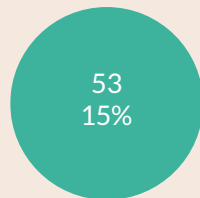
GRAD RATE



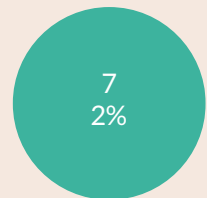
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 352

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT

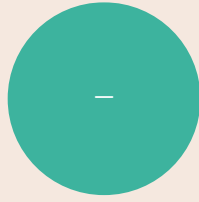


BLACK OR AFRICAN AMERICAN

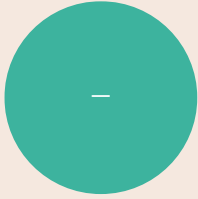
GRAD RATE



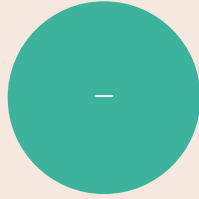
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT

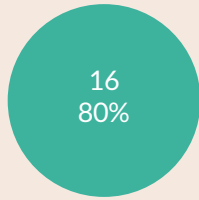


HISPANIC OR LATINO

GRAD RATE



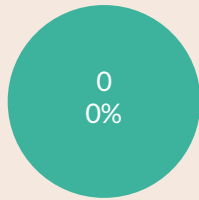
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 20

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

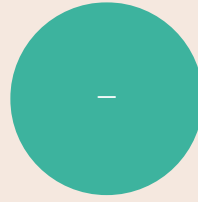


DROPOUT

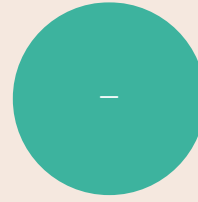


BLACK OR AFRICAN AMERICAN

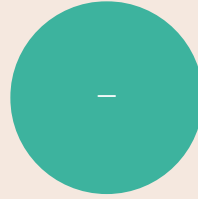
GRAD RATE



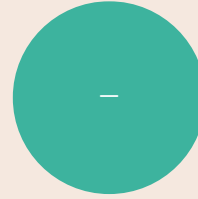
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

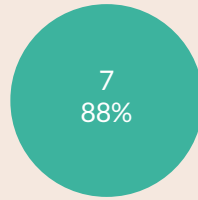


DROPOUT

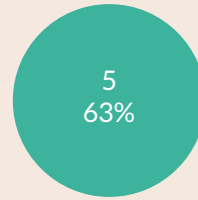


HISPANIC OR LATINO

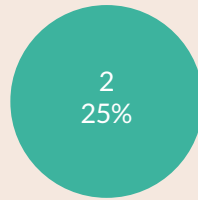
GRAD RATE



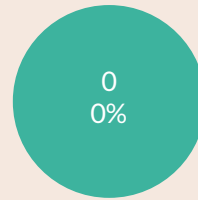
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 8

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



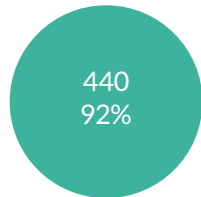
OTHER GROUPS

GENERAL-EDUCATION STUDENTS

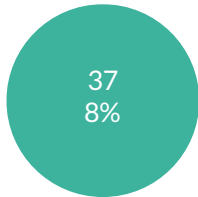
GRAD RATE



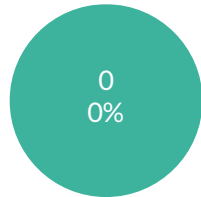
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 480

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

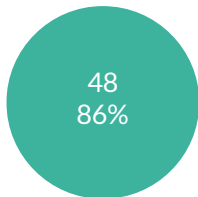


DROPOUT

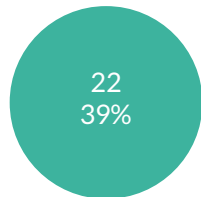


STUDENTS WITH DISABILITIES

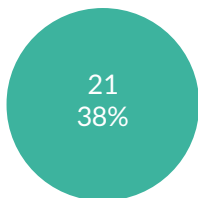
GRAD RATE



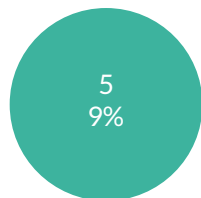
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 56

NON DIPLOMA CRED

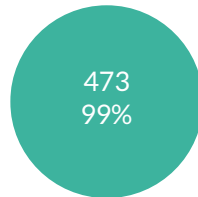


STILL ENROLLED

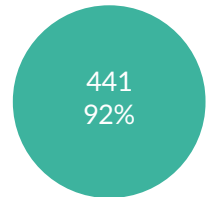


GENERAL-EDUCATION STUDENTS

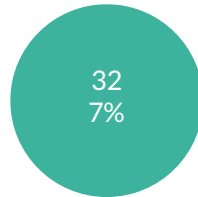
GRAD RATE



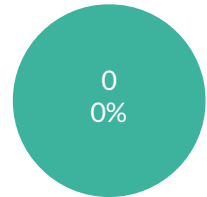
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 477

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

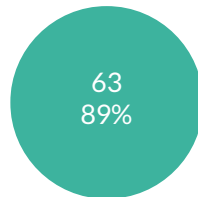


DROPOUT

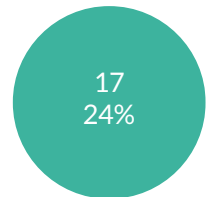


STUDENTS WITH DISABILITIES

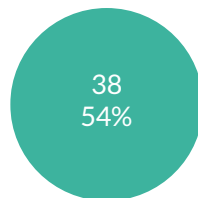
GRAD RATE



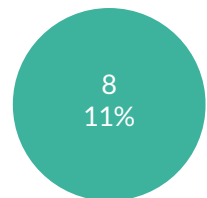
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 71

NON DIPLOMA CRED



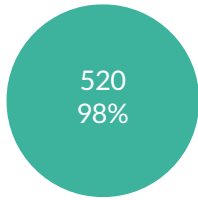
STILL ENROLLED



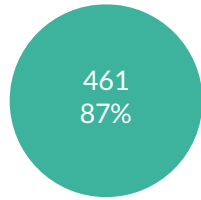
GED TRANSFER		DROPOUT		GED TRANSFER		DROPOUT	
0	0%	0	0%	0	0%	0	0%

NON-ENGLISH LANGUAGE LEARNERS

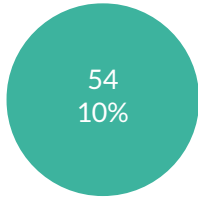
GRAD RATE



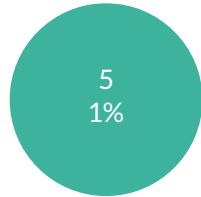
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 530

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

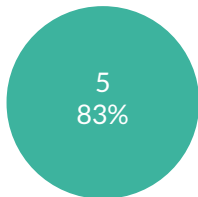


DROPOUT

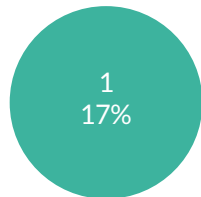


ENGLISH LANGUAGE LEARNERS

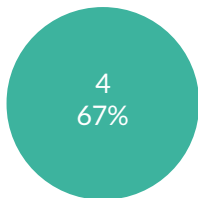
GRAD RATE



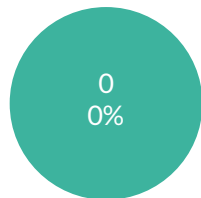
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 6

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

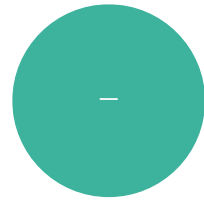


DROPOUT

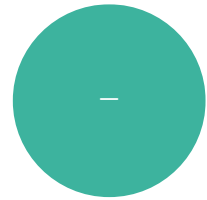


NON-ENGLISH LANGUAGE LEARNERS

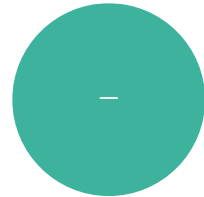
GRAD RATE



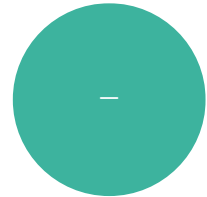
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

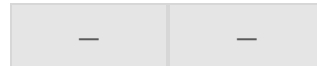
NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

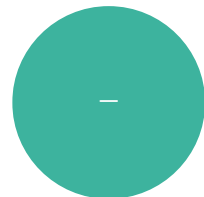


DROPOUT

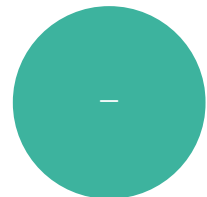


ENGLISH LANGUAGE LEARNERS

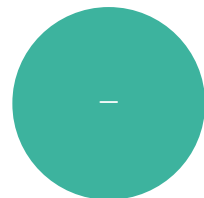
GRAD RATE



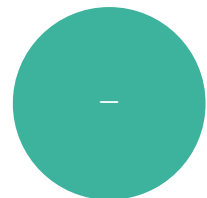
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

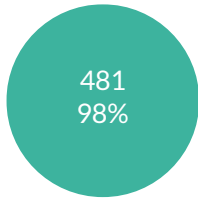


DROPOUT

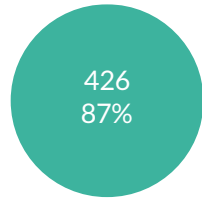


NOT ECONOMICALLY DISADVANTAGED

GRAD RATE



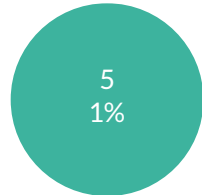
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 490

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

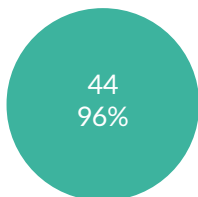


DROPOUT

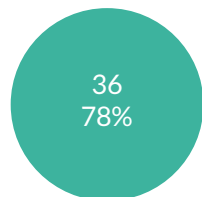


ECONOMICALLY DISADVANTAGED

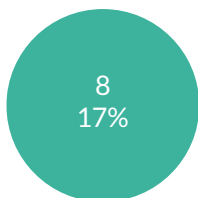
GRAD RATE



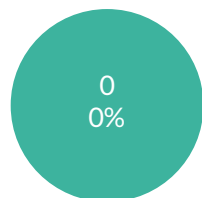
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 46

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

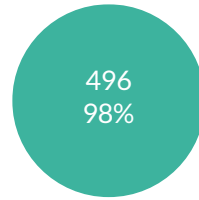


DROPOUT

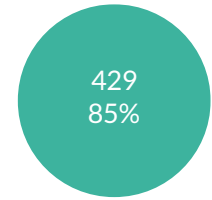


NOT ECONOMICALLY DISADVANTAGED

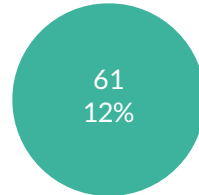
GRAD RATE



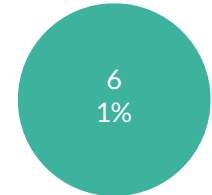
REGENTS WITH A...



REGENTS DIPLOM...

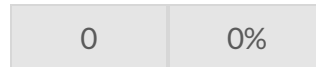


LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 505

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

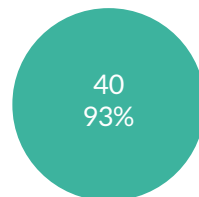


DROPOUT

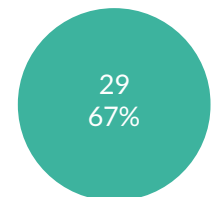


ECONOMICALLY DISADVANTAGED

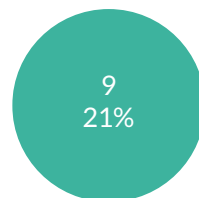
GRAD RATE



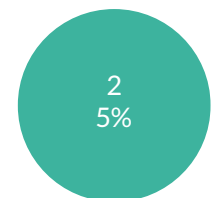
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 43

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

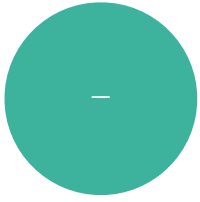


DROPOUT

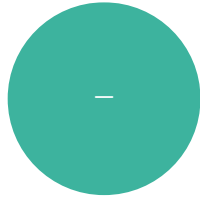


NOT MIGRANT

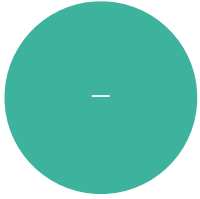
GRAD RATE



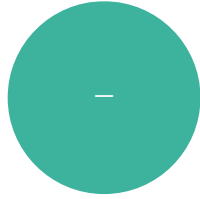
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

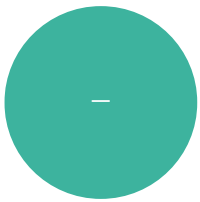


DROPOUT

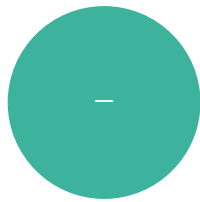


MIGRANT

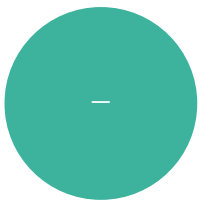
GRAD RATE



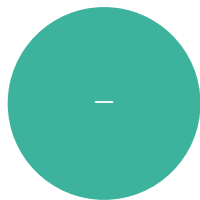
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

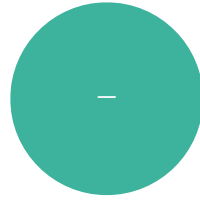


DROPOUT

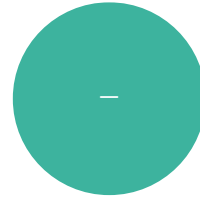


NOT MIGRANT

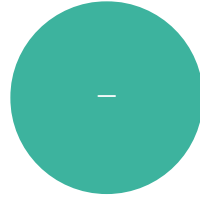
GRAD RATE



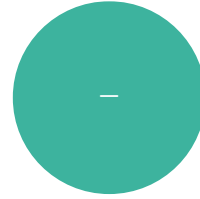
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

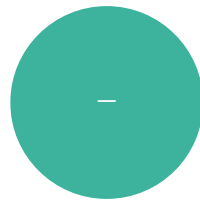


DROPOUT

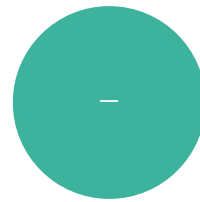


MIGRANT

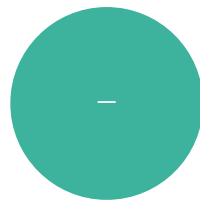
GRAD RATE



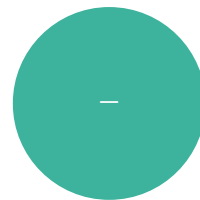
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

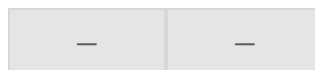
NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 3, 2018, 1:33 PM EST

SYOSSET CSD GRADUATION PATHWAYS DATA

The Board of Regents approved regulations establishing multiple, comparably rigorous assessment pathways to graduation for all students. The recently approved regulations recognize the importance of engaging students' interests in rigorous and relevant academic programs in the Arts; Languages other than English (LOTE)/Biliteracy; Career and Technical Education (CTE); Humanities; Science, Technology, Engineering and Mathematics (STEM); and Career Developmental Occupational Studies (CDOS). The revised regulation allows students to use a passing score on an approved pathway assessment or successful completion of program requirements for the CDOS credential toward meeting the assessment requirements for graduation.

Graduation pathways data include both June and August graduates.

Note: As there is currently no approved LOTE pathway assessment, no graduates with the LOTE pathway will be reported for 2017. Due to this discrepancy, the total number of graduates will not equal the sum of all reported pathways.

Complete information on the types of diploma credentials which can be earned and the criteria for each.

Additional information on Graduation Pathways can be found on [the Curriculum and Instruction site](#).

PATHWAYS FOR ALL STUDENTS

TOTAL GRADUATES IN COHORT: 534

HUMANITIES

524

98%

HUMANITIES ALTERNATIVE

0

0%

ARTS

2

0%

CAREER AND TECHNICAL EDUCATION

1

0%

MATH

0

0%

SCIENCE

5

1%

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

2

0%

LANGUAGES OTHER THAN ENGLISH

N/A

N/A

PATHWAYS FOR FEMALE STUDENTS

TOTAL GRADUATES IN COHORT: 261

HUMANITIES

258

99%

HUMANITIES ALTERNATIVE

0

0%

ARTS

1

0%

CAREER AND TECHNICAL EDUCATION

0

0%

MATH

0

0%

SCIENCE

1

0%

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

1

0%

LANGUAGES OTHER THAN ENGLISH

N/A

N/A

PATHWAYS FOR MALE STUDENTS

TOTAL GRADUATES IN COHORT: 273

HUMANITIES

266

97%

ARTS

1

0%

MATH

0

0%

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

1

0%

HUMANITIES ALTERNATIVE

0

0%

CAREER AND TECHNICAL EDUCATION

1

0%

SCIENCE

4

1%

LANGUAGES OTHER THAN ENGLISH

N/A

N/A

PATHWAYS FOR MULTIRACIAL STUDENTS

TOTAL GRADUATES IN COHORT: 1

HUMANITIES

1

100%

ARTS

0

0%

MATH

0

0%

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0

0%

HUMANITIES ALTERNATIVE

0

0%

CAREER AND TECHNICAL EDUCATION

0

0%

SCIENCE

0

0%

LANGUAGES OTHER THAN ENGLISH

N/A

N/A

PATHWAYS FOR AMERICAN INDIAN OR ALASKA NATIVE STUDENTS

TOTAL GRADUATES IN COHORT: 1

HUMANITIES

1

100%

ARTS

0

0%

MATH

HUMANITIES ALTERNATIVE

0

0%

CAREER AND TECHNICAL EDUCATION

0

0%

SCIENCE

0	0%
CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES	
0	0%

0	0%
LANGUAGES OTHER THAN ENGLISH	
N/A	N/A

PATHWAYS FOR ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER STUDENTS

TOTAL GRADUATES IN COHORT: 179

HUMANITIES	
174	97%
ARTS	
2	1%
MATH	
0	0%
CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES	
0	0%

HUMANITIES ALTERNATIVE	
0	0%
CAREER AND TECHNICAL EDUCATION	
1	1%
SCIENCE	
2	1%
LANGUAGES OTHER THAN ENGLISH	
N/A	N/A

PATHWAYS FOR WHITE STUDENTS

TOTAL GRADUATES IN COHORT: 343

HUMANITIES	
338	99%
ARTS	
0	0%
MATH	
0	0%
CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES	
2	1%

HUMANITIES ALTERNATIVE	
0	0%
CAREER AND TECHNICAL EDUCATION	
0	0%
SCIENCE	
3	1%
LANGUAGES OTHER THAN ENGLISH	
N/A	N/A

PATHWAYS FOR BLACK OR AFRICAN AMERICAN STUDENTS

TOTAL GRADUATES IN COHORT: 3

HUMANITIES	
------------	--

HUMANITIES ALTERNATIVE	
------------------------	--

3	100%
ARTS	
0	0%
MATH	
0	0%
CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES	
0	0%

0	0%
CAREER AND TECHNICAL EDUCATION	
0	0%
SCIENCE	
0	0%
LANGUAGES OTHER THAN ENGLISH	
N/A	N/A

PATHWAYS FOR HISPANIC OR LATINO STUDENTS

TOTAL GRADUATES IN COHORT: 7

HUMANITIES	
7	100%
ARTS	
0	0%
MATH	
0	0%
CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES	
0	0%

HUMANITIES ALTERNATIVE	
0	0%
CAREER AND TECHNICAL EDUCATION	
0	0%
SCIENCE	
0	0%
LANGUAGES OTHER THAN ENGLISH	
N/A	N/A

PATHWAYS FOR GENERAL-EDUCATION STUDENTS

TOTAL GRADUATES IN COHORT: 471

HUMANITIES	
462	98%
ARTS	
2	0%
MATH	
0	0%
CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES	
2	0%

HUMANITIES ALTERNATIVE	
0	0%
CAREER AND TECHNICAL EDUCATION	
1	0%
SCIENCE	
4	1%
LANGUAGES OTHER THAN ENGLISH	
N/A	N/A

PATHWAYS FOR STUDENTS WITH DISABILITIES

TOTAL GRADUATES IN COHORT: 63

HUMANITIES

62

98%

HUMANITIES ALTERNATIVE

0

0%

ARTS

0

0%

CAREER AND TECHNICAL EDUCATION

0

0%

MATH

0

0%

SCIENCE

1

2%

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0

0%

LANGUAGES OTHER THAN ENGLISH

N/A

N/A

PATHWAYS FOR NON-ENGLISH LANGUAGE LEARNERS STUDENTS

TOTAL GRADUATES IN COHORT: 531

HUMANITIES

521

98%

HUMANITIES ALTERNATIVE

0

0%

ARTS

2

0%

CAREER AND TECHNICAL EDUCATION

1

0%

MATH

0

0%

SCIENCE

5

1%

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

2

0%

LANGUAGES OTHER THAN ENGLISH

N/A

N/A

PATHWAYS FOR ENGLISH LANGUAGE LEARNERS STUDENTS

TOTAL GRADUATES IN COHORT: 3

HUMANITIES

3

100%

HUMANITIES ALTERNATIVE

0

0%

ARTS

0

0%

CAREER AND TECHNICAL EDUCATION

0

0%

MATH

SCIENCE

0	0%
CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES	
0	0%

0	0%
LANGUAGES OTHER THAN ENGLISH	
N/A	N/A

PATHWAYS FOR NOT ECONOMICALLY DISADVANTAGED STUDENTS

TOTAL GRADUATES IN COHORT: 494

HUMANITIES	
486	98%
ARTS	
1	0%
MATH	
0	0%
CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES	
2	0%

HUMANITIES ALTERNATIVE	
0	0%
CAREER AND TECHNICAL EDUCATION	
1	0%
SCIENCE	
4	1%
LANGUAGES OTHER THAN ENGLISH	
N/A	N/A

PATHWAYS FOR ECONOMICALLY DISADVANTAGED STUDENTS

TOTAL GRADUATES IN COHORT: 40

HUMANITIES	
38	95%
ARTS	
1	3%
MATH	
0	0%
CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES	
0	0%

HUMANITIES ALTERNATIVE	
0	0%
CAREER AND TECHNICAL EDUCATION	
0	0%
SCIENCE	
1	3%
LANGUAGES OTHER THAN ENGLISH	
N/A	N/A

PATHWAYS FOR NOT MIGRANT STUDENTS

TOTAL GRADUATES IN COHORT: 534

HUMANITIES	
524	98%

HUMANITIES ALTERNATIVE	
0	0%

ARTS

2	0%
---	----

CAREER AND TECHNICAL EDUCATION

1	0%
---	----

MATH

0	0%
---	----

SCIENCE

5	1%
---	----

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

2	0%
---	----

LANGUAGES OTHER THAN ENGLISH

N/A	N/A
-----	-----

PATHWAYS FOR MIGRANT STUDENTS

TOTAL GRADUATES IN COHORT: 0

HUMANITIES

0	0%
---	----

HUMANITIES ALTERNATIVE

0	0%
---	----

ARTS

0	0%
---	----

CAREER AND TECHNICAL EDUCATION

0	0%
---	----

MATH

0	0%
---	----

SCIENCE

0	0%
---	----

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0	0%
---	----

LANGUAGES OTHER THAN ENGLISH

N/A	N/A
-----	-----

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 3, 2018, 1:33 PM EST

Section 2: School Report Card
J. Irving Baylis Elementary School

BAYLIS ELEMENTARY SCHOOL ENROLLMENT (2016 - 17)

K-12 ENROLLMENT	456
-----------------	-----

ENROLLMENT BY GENDER

MALE		FEMALE	
243	53%	213	47%

ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
BLACK OR AFRICAN AMERICAN	2	0%
HISPANIC OR LATINO	11	2%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	156	34%
WHITE	281	62%
MULTIRACIAL	6	1%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
24	5%	37	8%	27	6%

ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
K (FULL DAY)	73	16%
1ST GRADE	67	15%
2ND GRADE	85	19%
3RD GRADE	79	17%
4TH GRADE	74	16%
5TH GRADE	76	17%
UNGRADED ELEMENTARY	2	0%

AVERAGE CLASS SIZE (2016 - 17)

GROUP

CLASS SIZE

COMMON BRANCH

22

FREE AND REDUCED-PRICE LUNCH (2016 - 17)

ELIGIBLE FOR FREE LUNCH

ELIGIBLE FOR REDUCED-PRICE LUNCH

17

4%

0

0%

ATTENDANCE (2015 - 16)

ANNUAL ATTENDANCE RATE

97%

STUDENT SUSPENSIONS (2015 - 16)

3

1%

STAFF COUNTS (2016 - 17)

GROUP

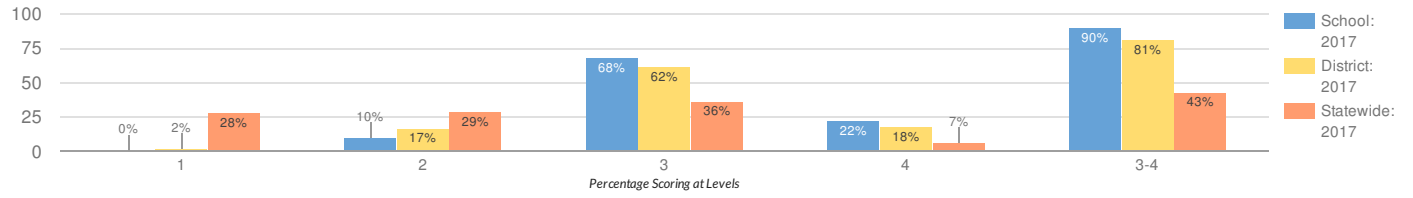
STAFF

PRINCIPALS	1
ASSISTANT PRINCIPALS	0
OTHER PROFESSIONAL STAFF	2
PARAPROFESSIONALS	0

TEACHER QUALIFICATIONS (2016 - 17)

TOTAL TEACHERS	38
PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
PERCENT TEACHING OUT OF CERTIFICATE	3%
PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE	0%
PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE	66%
TOTAL NUMBER OF CLASSES	78
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	0%

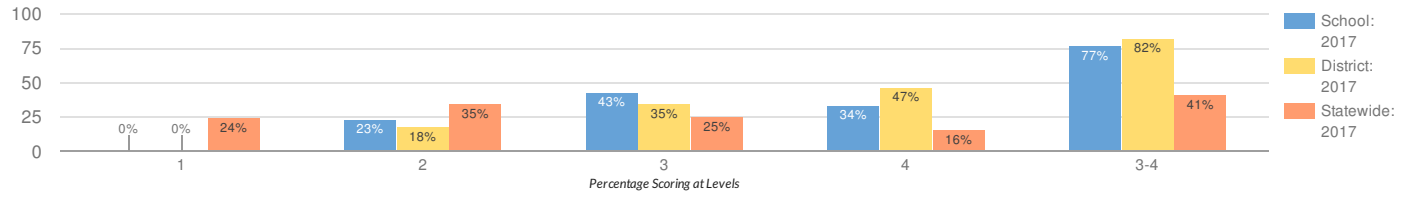
GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 339

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	63	90%	0	0%	6	10%	43	68%	14	22%
GENERAL EDUCATION	61	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	29	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	32	84%	0	0%	5	16%	23	72%	4	13%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	31	97%	0	0%	1	3%	20	65%	10	32%
FEMALE	32	94%	0	0%	2	6%	21	66%	9	28%
MALE	31	87%	0	0%	4	13%	22	71%	5	16%
NON-ENGLISH LANGUAGE LEARNERS	63	90%	0	0%	6	10%	43	68%	14	22%
ECONOMICALLY DISADVANTAGED	4	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	59	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	63	90%	0	0%	6	10%	43	68%	14	22%

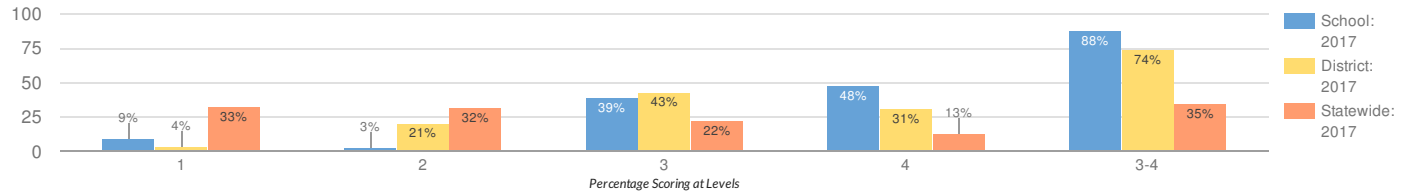
GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 333

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	61	77%	0	0%	14	23%	26	43%	21	34%
GENERAL EDUCATION	60	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	24	83%	0	0%	4	17%	10	42%	10	42%
WHITE	37	73%	0	0%	10	27%	16	43%	11	30%
FEMALE	29	86%	0	0%	4	14%	12	41%	13	45%
MALE	32	69%	0	0%	10	31%	14	44%	8	25%
NON-ENGLISH LANGUAGE LEARNERS	61	77%	0	0%	14	23%	26	43%	21	34%
ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	59	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	61	77%	0	0%	14	23%	26	43%	21	34%

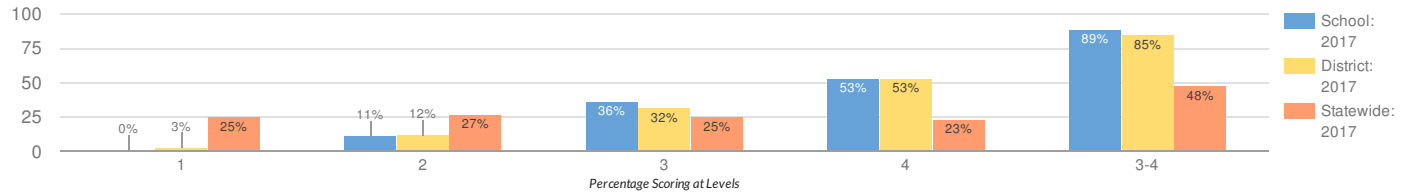
GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 344

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	33	88%	3	9%	1	3%	13	39%	16	48%
GENERAL EDUCATION	31	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	19	84%	2	11%	1	5%	7	37%	9	47%
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	12	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	14	93%	1	7%	0	0%	6	43%	7	50%
FEMALE	17	94%	1	6%	0	0%	8	47%	8	47%
MALE	16	81%	2	13%	1	6%	5	31%	8	50%
NON-ENGLISH LANGUAGE LEARNERS	33	88%	3	9%	1	3%	13	39%	16	48%
ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	31	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	33	88%	3	9%	1	3%	13	39%	16	48%

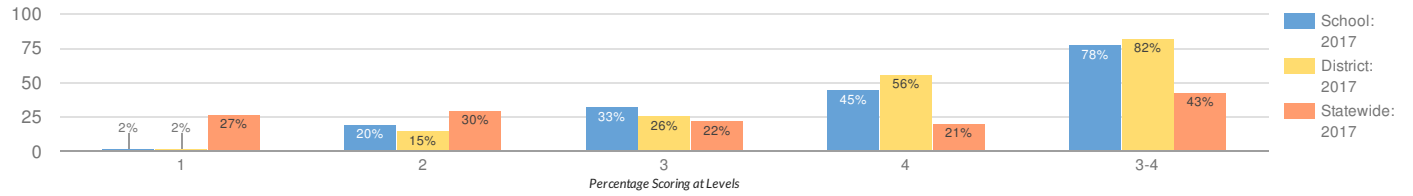
GRADE 3 MATHEMATICS



MEAN SCORE: 341

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	64	89%	0	0%	7	11%	23	36%	34	53%
GENERAL EDUCATION	62	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	29	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	33	85%	0	0%	5	15%	14	42%	14	42%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	31	94%	0	0%	2	6%	9	29%	20	65%
FEMALE	31	94%	0	0%	2	6%	14	45%	15	48%
MALE	33	85%	0	0%	5	15%	9	27%	19	58%
NON-ENGLISH LANGUAGE LEARNERS	64	89%	0	0%	7	11%	23	36%	34	53%
ECONOMICALLY DISADVANTAGED	3	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	61	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	64	89%	0	0%	7	11%	23	36%	34	53%

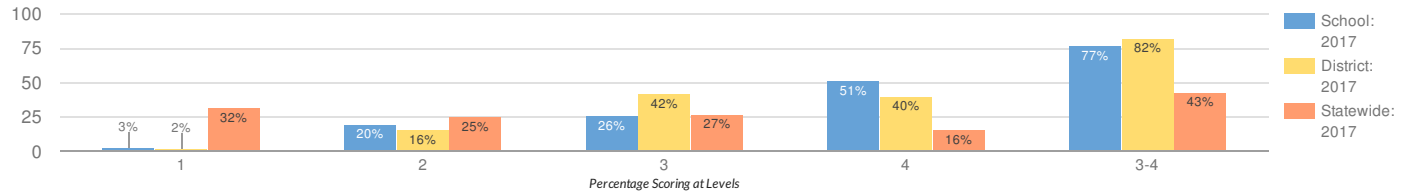
GRADE 4 MATHEMATICS



MEAN SCORE: 335

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	64	78%	1	2%	13	20%	21	33%	29	45%
GENERAL EDUCATION	63	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	25	76%	0	0%	6	24%	7	28%	12	48%
WHITE	39	79%	1	3%	7	18%	14	36%	17	44%
FEMALE	29	76%	1	3%	6	21%	8	28%	14	48%
MALE	35	80%	0	0%	7	20%	13	37%	15	43%
NON-ENGLISH LANGUAGE LEARNERS	63	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	62	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	64	78%	1	2%	13	20%	21	33%	29	45%

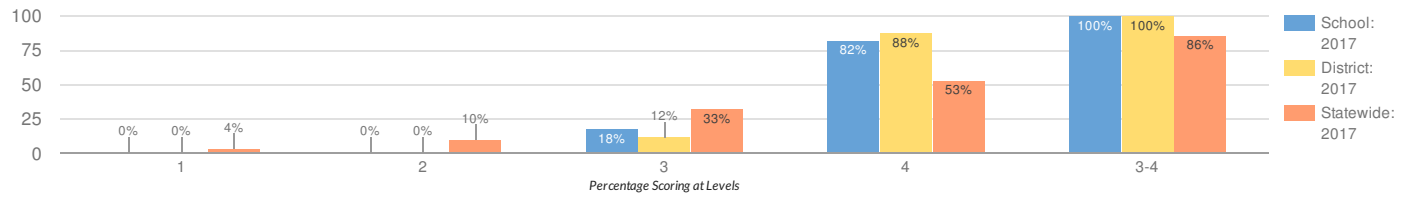
GRADE 5 MATHEMATICS



MEAN SCORE: 344

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	35	77%	1	3%	7	20%	9	26%	18	51%
GENERAL EDUCATION	33	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	20	85%	1	5%	2	10%	6	30%	11	55%
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	13	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	15	67%	0	0%	5	33%	3	20%	7	47%
FEMALE	17	76%	1	6%	3	18%	7	41%	6	35%
MALE	18	78%	0	0%	4	22%	2	11%	12	67%
NON-ENGLISH LANGUAGE LEARNERS	35	77%	1	3%	7	20%	9	26%	18	51%
ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	33	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	35	77%	1	3%	7	20%	9	26%	18	51%

GRADE 4 SCIENCE



MEAN SCORE: 90

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	71	100%	0	0%	0	0%	13	18%	58	82%
GENERAL EDUCATION	68	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	26	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	44	100%	0	0%	0	0%	10	23%	34	77%
SMALL GROUP TOTAL	27	100%	0	0%	0	0%	3	11%	24	89%
FEMALE	34	100%	0	0%	0	0%	7	21%	27	79%
MALE	37	100%	0	0%	0	0%	6	16%	31	84%
NON-ENGLISH LANGUAGE LEARNERS	70	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	3	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	68	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	71	100%	0	0%	0	0%	13	18%	58	82%

RECENTLY ARRIVED ELL STUDENTS (2016 - 17)

GRADE		RECENTLY ARRIVED ELL STUDENTS TAKING NYSES LAT IN LIEU OF NYSTP	
GRADE 4			1
GRADE		RECENTLY ARRIVED ELL STUDENTS NOT TAKING NYSES LAT IN LIEU OF NYSTP	
GRADE 4			1

NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA) RESULTS (2016 - 17)

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

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2016 - 17)

KINDERGARTEN

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	9	0%	11%	0%	67%	22%
GENERAL EDUCATION	9	0%	11%	0%	67%	22%

GRADE 1

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	6	0%	0%	33%	67%	0%
GENERAL EDUCATION	5	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 2

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	7	0%	0%	0%	71%	29%
GENERAL EDUCATION	6	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 3

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

GRADE 4

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

GRADE 5

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	1	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	444*	64%*	YES	156	183	103	103
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	2	—	—	0	—	—	—
HISPANIC OR LATINO	—	—	4	—	—	2	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	NO	NO	132*	94%*	YES	70	186	119	119
WHITE	NO	NO	297*	53%*	YES	82	179	113	113
MULTIRACIAL	—	—	2	—	—	2	—	—	—
STUDENTS WITH DISABILITIES	—	—	22	—	—	7	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	5	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	10	—	—	8	—	—	—

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	444*	64%*	156	183
NOT BLACK OR AFRICAN AMERICAN	441*	65%*	156	183
NOT HISPANIC OR LATINO	437*	65%*	154	182
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	312*	52%*	86	180
NOT WHITE	147*	88%*	74	186
NOT MULTIRACIAL	439*	64%*	154	182
GENERAL EDUCATION	402*	67%*	149	183
ENGLISH PROFICIENT	437*	65%*	156	183
NOT ECONOMICALLY DISADVANTAGED	428*	64%*	148	184
MALE	226*	65%*	80	176
FEMALE	218*	63%*	76	189
MIGRANT	0	—	0	—
NOT MIGRANT	444*	64%*	156	183

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

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	444*	65%*	YES	161	181	101	101
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	2	—	—	0	—	—	—
HISPANIC OR LATINO	—	—	4	—	—	2	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	YES	YES	78	96%	YES	71	183	129	129
WHITE	NO	NO	297*	53%*	YES	86	179	110	110
MULTIRACIAL	—	—	2	—	—	2	—	—	—
STUDENTS WITH DISABILITIES	—	—	22	—	—	7	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	5	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	10	—	—	7	—	—	—

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	444*	65%*	161	181
NOT BLACK OR AFRICAN AMERICAN	441*	66%*	161	181
NOT HISPANIC OR LATINO	437*	66%*	159	181
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	312*	52%*	90	179
NOT WHITE	147*	90%*	75	183
NOT MULTIRACIAL	439*	65%*	159	181
GENERAL EDUCATION	402*	68%*	154	182
ENGLISH PROFICIENT	437*	66%*	161	181
NOT ECONOMICALLY DISADVANTAGED	428*	65%*	154	183
MALE	226*	68%*	86	181
FEMALE	218*	62%*	75	180
MIGRANT	0	—	0	—
NOT MIGRANT	444*	65%*	161	181

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

ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

GROUP	MADE AYP	TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
ALL STUDENTS	YES	YES	77	92%	YES	68	200	177	177
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	0	—	—	0	—	—	—
HISPANIC OR LATINO	—	—	1	—	—	1	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	26	—	—	23	—	—	—
WHITE	YES	YES	50	88%	YES	44	200	180	1
MULTIRACIAL	—	—	0	—	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	—	3	—	—	3	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	2	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	3	—	—	3	—	—	—

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	77	92%	68	200
NOT BLACK OR AFRICAN AMERICAN	77	92%	68	200
NOT HISPANIC OR LATINO	76	92%	67	200
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	51	88%	45	200
NOT WHITE	27	—	24	—
NOT MULTIRACIAL	77	92%	68	200
GENERAL EDUCATION	74	92%	65	200
ENGLISH PROFICIENT	75	93%	68	200
NOT ECONOMICALLY DISADVANTAGED	74	92%	65	200
MALE	40	93%	36	200
FEMALE	37	—	32	200
MIGRANT	0	—	0	—
NOT MIGRANT	77	92%	68	200

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

UNWEIGHTED COMBINED ELA AND MATH PIS

GROUP	ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
ALL STUDENTS	183	181	—	—	182
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	—	—	—	—	0
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	186	183	—	—	185
WHITE	179	179	—	—	179
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	—	—	—	—	0
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	—	—	—	—	0
— There were not enough students to determine a Performance Index.					

Section 3: School Report Card
Berry Hill Elementary School

BERRY HILL ELEMENTARY SCHOOL ENROLLMENT (2016 - 17)

K-12 ENROLLMENT	384
-----------------	-----

ENROLLMENT BY GENDER

MALE		FEMALE	
198	52%	186	48%

ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
BLACK OR AFRICAN AMERICAN	2	1%
HISPANIC OR LATINO	10	3%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	89	23%
WHITE	275	72%
MULTIRACIAL	8	2%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
14	4%	38	10%	9	2%

ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
K (FULL DAY)	53	14%
1ST GRADE	46	12%
2ND GRADE	59	15%
3RD GRADE	81	21%
4TH GRADE	76	20%
5TH GRADE	65	17%
UNGRADED ELEMENTARY	4	1%

AVERAGE CLASS SIZE (2016 - 17)

GROUP

CLASS SIZE

COMMON BRANCH

22

FREE AND REDUCED-PRICE LUNCH (2016 - 17)

ELIGIBLE FOR FREE LUNCH

ELIGIBLE FOR REDUCED-PRICE LUNCH

7

2%

0

0%

ATTENDANCE (2015 - 16)

ANNUAL ATTENDANCE RATE

97%

STUDENT SUSPENSIONS (2015 - 16)

1

0%

STAFF COUNTS (2016 - 17)

GROUP

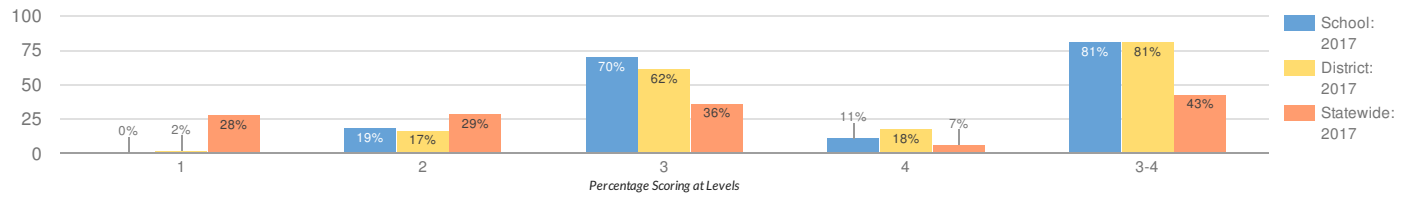
STAFF

PRINCIPALS	1
ASSISTANT PRINCIPALS	0
OTHER PROFESSIONAL STAFF	4
PARAPROFESSIONALS	0

TEACHER QUALIFICATIONS (2016 - 17)

TOTAL TEACHERS	33
PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
PERCENT TEACHING OUT OF CERTIFICATE	0%
PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE	0%
PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE	70%
TOTAL NUMBER OF CLASSES	70
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	0%

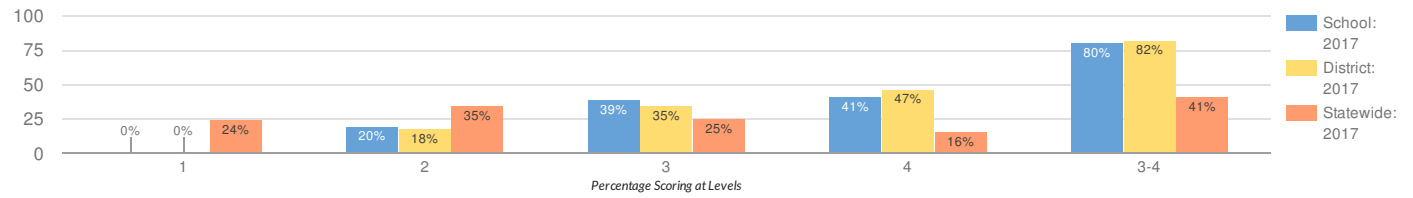
GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 336

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	54	81%	0	0%	10	19%	38	70%	6	11%
GENERAL EDUCATION	51	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	19	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	3	_%	-	-	-	-	-	-	-	-
WHITE	31	77%	0	0%	7	23%	23	74%	1	3%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	23	87%	0	0%	3	13%	15	65%	5	22%
FEMALE	27	89%	0	0%	3	11%	22	81%	2	7%
MALE	27	74%	0	0%	7	26%	16	59%	4	15%
NON-ENGLISH LANGUAGE LEARNERS	52	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	1	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	53	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	54	81%	0	0%	10	19%	38	70%	6	11%

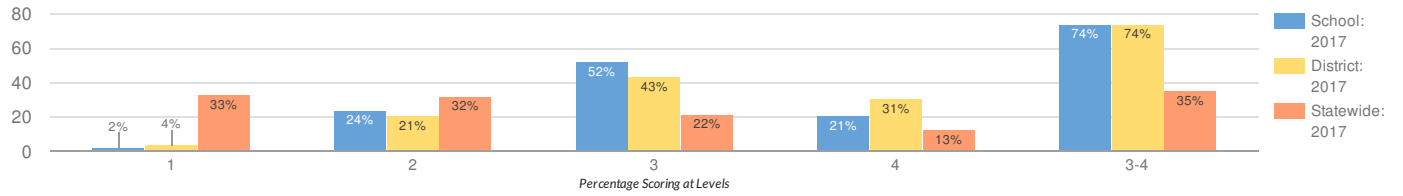
GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 334

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	46	80%	0	0%	9	20%	18	39%	19	41%
GENERAL EDUCATION	44	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	13	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	31	81%	0	0%	6	19%	14	45%	11	35%
SMALL GROUP TOTAL	15	80%	0	0%	3	20%	4	27%	8	53%
FEMALE	21	95%	0	0%	1	5%	12	57%	8	38%
MALE	25	68%	0	0%	8	32%	6	24%	11	44%
NON-ENGLISH LANGUAGE LEARNERS	45	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	46	80%	0	0%	9	20%	18	39%	19	41%
NOT MIGRANT	46	80%	0	0%	9	20%	18	39%	19	41%

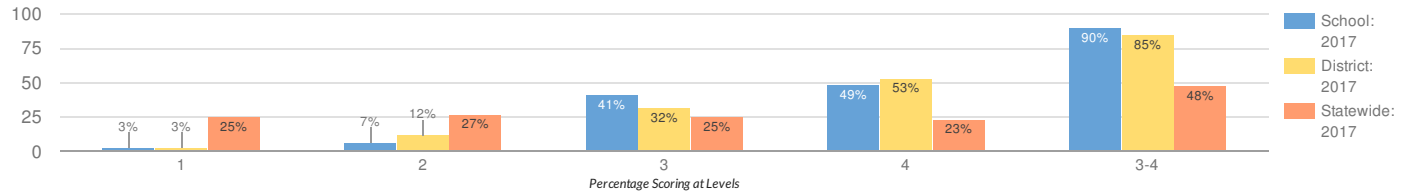
GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 331

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	42	74%	1	2%	10	24%	22	52%	9	21%
GENERAL EDUCATION	39	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	14	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	24	79%	1	4%	4	17%	14	58%	5	21%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	18	67%	0	0%	6	33%	8	44%	4	22%
FEMALE	26	85%	0	0%	4	15%	13	50%	9	35%
MALE	16	56%	1	6%	6	38%	9	56%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	41	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	3	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	39	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	42	74%	1	2%	10	24%	22	52%	9	21%

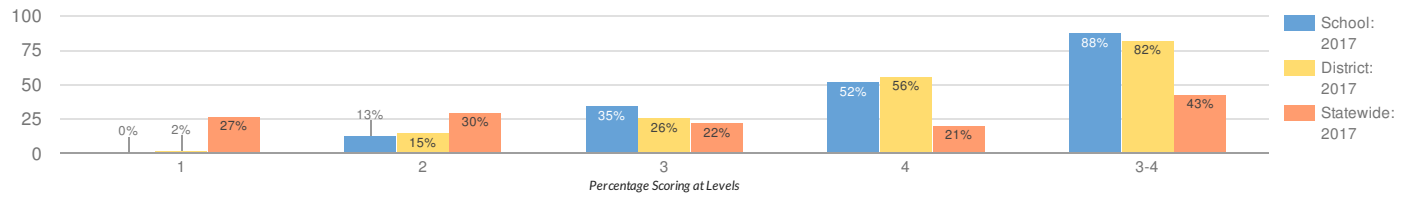
GRADE 3 MATHEMATICS



MEAN SCORE: 336

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	59	90%	2	3%	4	7%	24	41%	29	49%
GENERAL EDUCATION	55	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	21	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	3	_%	-	-	-	-	-	-	-	-
WHITE	34	88%	2	6%	2	6%	15	44%	15	44%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	25	92%	0	0%	2	8%	9	36%	14	56%
FEMALE	29	93%	1	3%	1	3%	12	41%	15	52%
MALE	30	87%	1	3%	3	10%	12	40%	14	47%
NON-ENGLISH LANGUAGE LEARNERS	55	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	3	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	56	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	59	90%	2	3%	4	7%	24	41%	29	49%

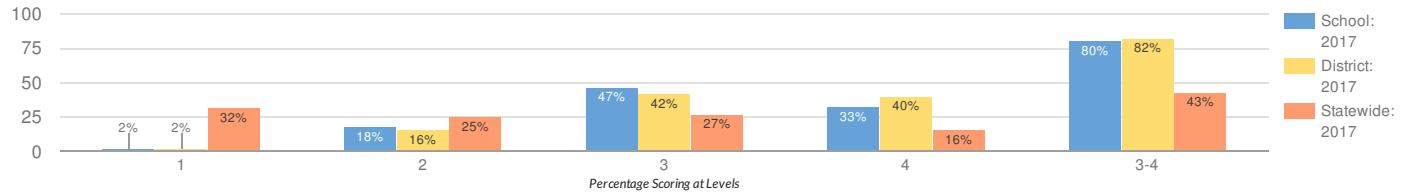
GRADE 4 MATHEMATICS



MEAN SCORE: 339

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	48	88%	0	0%	6	13%	17	35%	25	52%
GENERAL EDUCATION	47	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	15	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	31	87%	0	0%	4	13%	11	35%	16	52%
SMALL GROUP TOTAL	17	88%	0	0%	2	12%	6	35%	9	53%
FEMALE	21	76%	0	0%	5	24%	10	48%	6	29%
MALE	27	96%	0	0%	1	4%	7	26%	19	70%
NON-ENGLISH LANGUAGE LEARNERS	45	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	48	88%	0	0%	6	13%	17	35%	25	52%
NOT MIGRANT	48	88%	0	0%	6	13%	17	35%	25	52%

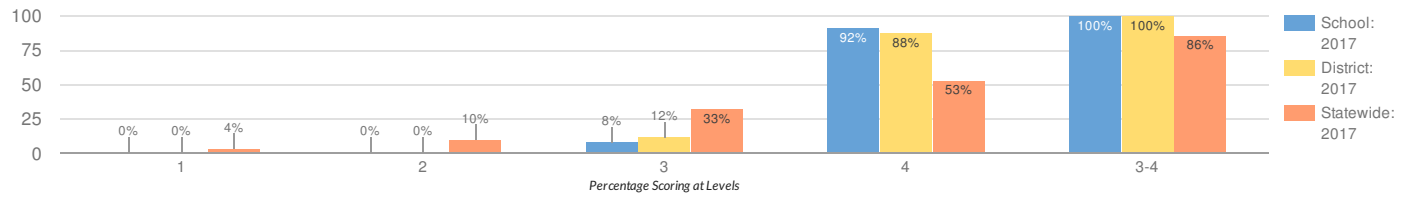
GRADE 5 MATHEMATICS



MEAN SCORE: 335

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	45	80%	1	2%	8	18%	21	47%	15	33%
GENERAL EDUCATION	42	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	15	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	26	81%	0	0%	5	19%	12	46%	9	35%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	19	79%	1	5%	3	16%	9	47%	6	32%
FEMALE	26	73%	1	4%	6	23%	8	31%	11	42%
MALE	19	89%	0	0%	2	11%	13	68%	4	21%
NON-ENGLISH LANGUAGE LEARNERS	44	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	3	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	42	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	45	80%	1	2%	8	18%	21	47%	15	33%

GRADE 4 SCIENCE



MEAN SCORE: 92

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	61	100%	0	0%	0	0%	5	8%	56	92%
GENERAL EDUCATION	59	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	15	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	44	100%	0	0%	0	0%	3	7%	41	93%
SMALL GROUP TOTAL	17	100%	0	0%	0	0%	2	12%	15	88%
FEMALE	31	100%	0	0%	0	0%	3	10%	28	90%
MALE	30	100%	0	0%	0	0%	2	7%	28	93%
NON-ENGLISH LANGUAGE LEARNERS	58	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	61	100%	0	0%	0	0%	5	8%	56	92%
NOT MIGRANT	61	100%	0	0%	0	0%	5	8%	56	92%

RECENTLY ARRIVED ELL STUDENTS (2016 - 17)

GRADE

RECENTLY ARRIVED ELL STUDENTS TAKING NYSES LAT IN LIEU OF NYSTP

GRADE 3	2
GRADE 4	2

GRADE

RECENTLY ARRIVED ELL STUDENTS NOT TAKING NYSES LAT IN LIEU OF NYSTP

GRADE 3	2
GRADE 4	2

NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA) RESULTS (2016 - 17)

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

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2016 - 17)

KINDERGARTEN

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

GRADE 2

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

GRADE 3

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	6	0%	17%	17%	33%	33%
GENERAL EDUCATION	5	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 4

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	4	-	-	-	-	-
GENERAL EDUCATION	4	-	-	-	-	-

GRADE 5

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

ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	442*	57%*	YES	143	178	102	102
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	2	—	—	1	—	—	—
HISPANIC OR LATINO	—	—	10	—	—	6	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	NO	NO	106*	88%*	YES	45	182	116	116
WHITE	NO	NO	312*	45%*	YES	89	179	113	113
MULTIRACIAL	—	—	2	—	—	2	—	—	—
STUDENTS WITH DISABILITIES	—	—	26	—	—	12	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	11	—	—	5	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	8	—	—	4	—	—	—

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	442*	57%*	143	178
NOT BLACK OR AFRICAN AMERICAN	438*	57%*	142	178
NOT HISPANIC OR LATINO	426*	56%*	137	180
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	336*	47%*	98	177
NOT WHITE	130*	84%*	54	178
NOT MULTIRACIAL	438*	56%*	141	179
GENERAL EDUCATION	390*	59%*	131	180
ENGLISH PROFICIENT	428*	56%*	138	179
NOT ECONOMICALLY DISADVANTAGED	424*	56%*	139	180
MALE	218*	56%*	69	167
FEMALE	224*	58%*	74	189
MIGRANT	0	—	0	—
NOT MIGRANT	442*	57%*	143	178

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

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	442*	59%*	YES	153	184	101	101
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	2	—	—	1	—	—	—
HISPANIC OR LATINO	—	—	10	—	—	6	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	NO	NO	106*	88%*	YES	50	188	127	127
WHITE	NO	NO	312*	48%*	YES	94	184	111	111
MULTIRACIAL	—	—	2	—	—	2	—	—	—
STUDENTS WITH DISABILITIES	—	—	26	—	—	12	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	11	—	—	9	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	8	—	—	6	—	—	—

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	442*	59%*	153	184
NOT BLACK OR AFRICAN AMERICAN	438*	59%*	152	184
NOT HISPANIC OR LATINO	426*	59%*	147	186
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	336*	50%*	103	183
NOT WHITE	130*	84%*	59	185
NOT MULTIRACIAL	438*	58%*	151	184
GENERAL EDUCATION	390*	62%*	141	185
ENGLISH PROFICIENT	428*	58%*	144	185
NOT ECONOMICALLY DISADVANTAGED	424*	58%*	147	187
MALE	218*	60%*	77	190
FEMALE	224*	58%*	76	179
MIGRANT	0	—	0	—
NOT MIGRANT	442*	59%*	153	184

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

ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

GROUP	MADE AYP	TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
ALL STUDENTS	YES	YES	140*	80%*	YES	61	200	177	177
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	1	—	—	0	—	—	—
HISPANIC OR LATINO	—	—	4	—	—	2	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	18	—	—	14	—	—	—
WHITE	YES	YES	55	82%	YES	45	200	181	181
MULTIRACIAL	—	—	0	—	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	—	11	—	—	3	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	4	—	—	3	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	2	—	—	0	—	—	—

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	140*	80%*	61	200
NOT BLACK OR AFRICAN AMERICAN	77	81%	61	200
NOT HISPANIC OR LATINO	74	81%	59	200
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	108*	78%*	47	200
NOT WHITE	23	—	16	—
NOT MULTIRACIAL	139*	80%*	61	200
GENERAL EDUCATION	67	88%	58	200
ENGLISH PROFICIENT	74	80%	58	200
NOT ECONOMICALLY DISADVANTAGED	76	82%	61	200
MALE	37	—	30	200
FEMALE	72*	78%*	31	200
MIGRANT	0	—	0	—
NOT MIGRANT	140*	80%*	61	200

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

UNWEIGHTED COMBINED ELA AND MATH PIS

GROUP	ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
ALL STUDENTS	178	184	—	—	181
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	—	—	—	—	0
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	182	188	—	—	185
WHITE	179	184	—	—	182
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	—	—	—	—	0
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	—	—	—	—	0
— There were not enough students to determine a Performance Index.					

Section 4: School Report Card
Robbins Lane Elementary School

ROBBINS LANE ELEMENTARY SCHOOL ENROLLMENT (2016 - 17)

K-12 ENROLLMENT	454
-----------------	-----

ENROLLMENT BY GENDER

MALE		FEMALE	
223	49%	231	51%

ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
BLACK OR AFRICAN AMERICAN	3	1%
HISPANIC OR LATINO	22	5%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	173	38%
WHITE	248	55%
MULTIRACIAL	8	2%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
14	3%	34	7%	19	4%

ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
K (FULL DAY)	72	16%
1ST GRADE	64	14%
2ND GRADE	83	18%
3RD GRADE	66	15%
4TH GRADE	72	16%
5TH GRADE	97	21%

AVERAGE CLASS SIZE (2016 - 17)

GROUP

CLASS SIZE

COMMON BRANCH

23

FREE AND REDUCED-PRICE LUNCH (2016 - 17)

ELIGIBLE FOR FREE LUNCH

ELIGIBLE FOR REDUCED-PRICE LUNCH

14

3%

1

0%

ATTENDANCE (2015 - 16)

ANNUAL ATTENDANCE RATE

97%

STUDENT SUSPENSIONS (2015 - 16)

6

1%

STAFF COUNTS (2016 - 17)

GROUP

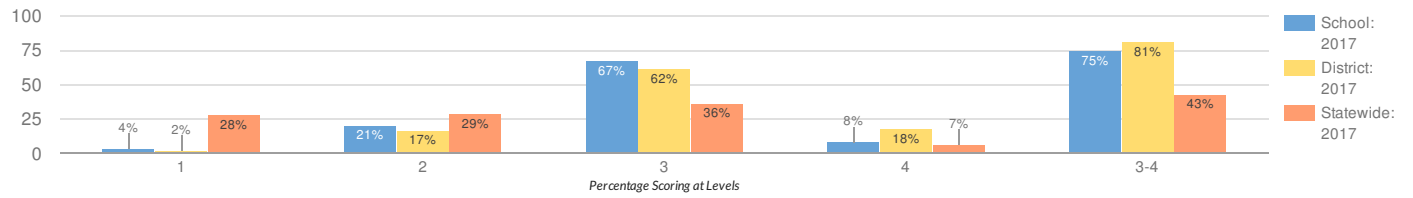
STAFF

PRINCIPALS	1
ASSISTANT PRINCIPALS	0
OTHER PROFESSIONAL STAFF	3
PARAPROFESSIONALS	0

TEACHER QUALIFICATIONS (2016 - 17)

TOTAL TEACHERS	38
PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
PERCENT TEACHING OUT OF CERTIFICATE	0%
PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE	0%
PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE	74%
TOTAL NUMBER OF CLASSES	84
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	0%

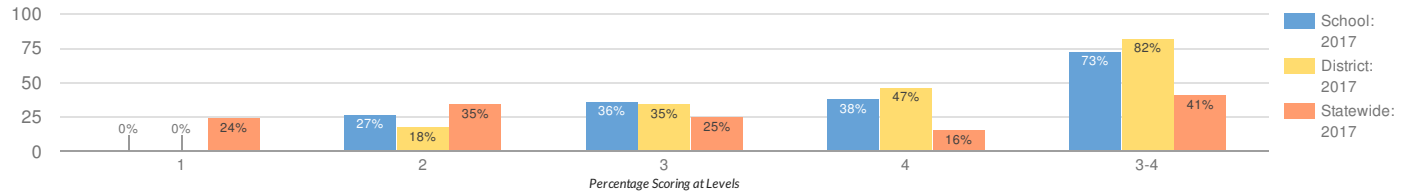
GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 329

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	52	75%	2	4%	11	21%	35	67%	4	8%
GENERAL EDUCATION	50	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	23	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	25	80%	1	4%	4	16%	18	72%	2	8%
SMALL GROUP TOTAL	27	70%	1	4%	7	26%	17	63%	2	7%
FEMALE	24	75%	0	0%	6	25%	15	63%	3	13%
MALE	28	75%	2	7%	5	18%	20	71%	1	4%
NON-ENGLISH LANGUAGE LEARNERS	50	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	50	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	52	75%	2	4%	11	21%	35	67%	4	8%

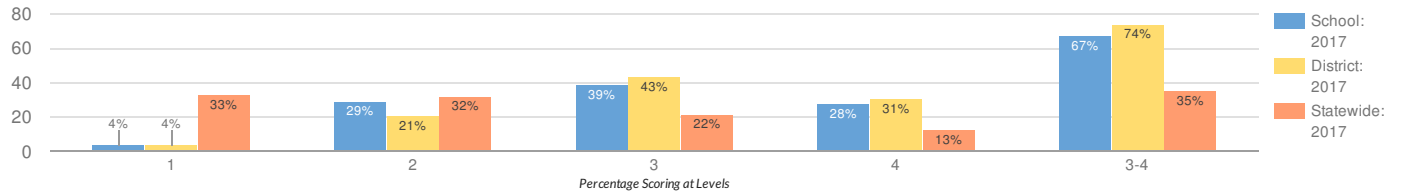
GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 333

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	56	73%	0	0%	15	27%	20	36%	21	38%
GENERAL EDUCATION	54	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	27	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	28	64%	0	0%	10	36%	10	36%	8	29%
SMALL GROUP TOTAL	28	82%	0	0%	5	18%	10	36%	13	46%
FEMALE	38	74%	0	0%	10	26%	11	29%	17	45%
MALE	18	72%	0	0%	5	28%	9	50%	4	22%
NON-ENGLISH LANGUAGE LEARNERS	54	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	5	40%	0	0%	3	60%	1	20%	1	20%
NOT ECONOMICALLY DISADVANTAGED	51	76%	0	0%	12	24%	19	37%	20	39%
NOT MIGRANT	56	73%	0	0%	15	27%	20	36%	21	38%

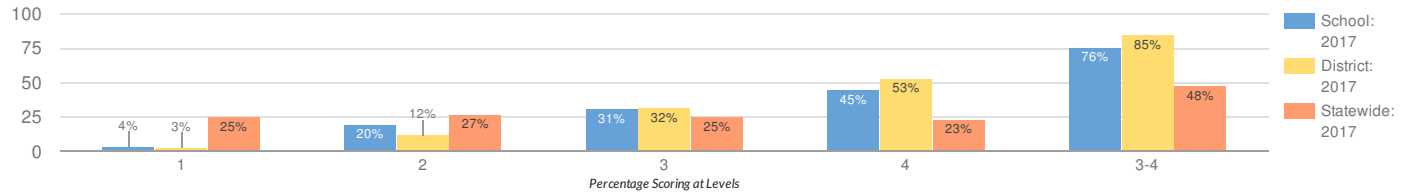
GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 329

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	76	67%	3	4%	22	29%	30	39%	21	28%
GENERAL EDUCATION	71	70%	2	3%	19	27%	29	41%	21	30%
STUDENTS WITH DISABILITIES	5	20%	1	20%	3	60%	1	20%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	37	65%	2	5%	11	30%	15	41%	9	24%
BLACK OR AFRICAN AMERICAN	1	_%	_	_	_	_	_	_	_	_
HISPANIC OR LATINO	2	_%	_	_	_	_	_	_	_	_
WHITE	34	71%	1	3%	9	26%	12	35%	12	35%
MULTIRACIAL	2	_%	_	_	_	_	_	_	_	_
SMALL GROUP TOTAL	5	60%	0	0%	2	40%	3	60%	0	0%
FEMALE	35	71%	0	0%	10	29%	12	34%	13	37%
MALE	41	63%	3	7%	12	29%	18	44%	8	20%
NON-ENGLISH LANGUAGE LEARNERS	76	67%	3	4%	22	29%	30	39%	21	28%
ECONOMICALLY DISADVANTAGED	5	40%	1	20%	2	40%	1	20%	1	20%
NOT ECONOMICALLY DISADVANTAGED	71	69%	2	3%	20	28%	29	41%	20	28%
NOT MIGRANT	76	67%	3	4%	22	29%	30	39%	21	28%

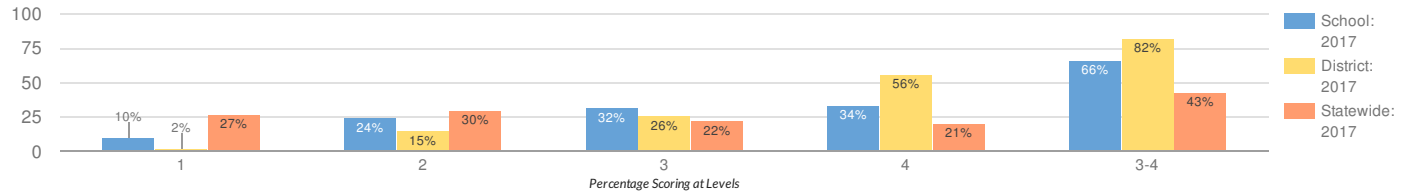
GRADE 3 MATHEMATICS



MEAN SCORE: 332

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	51	76%	2	4%	10	20%	16	31%	23	45%
GENERAL EDUCATION	48	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	23	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	24	63%	1	4%	8	33%	4	17%	11	46%
SMALL GROUP TOTAL	27	89%	1	4%	2	7%	12	44%	12	44%
FEMALE	22	73%	0	0%	6	27%	9	41%	7	32%
MALE	29	79%	2	7%	4	14%	7	24%	16	55%
NON-ENGLISH LANGUAGE LEARNERS	49	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	49	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	51	76%	2	4%	10	20%	16	31%	23	45%

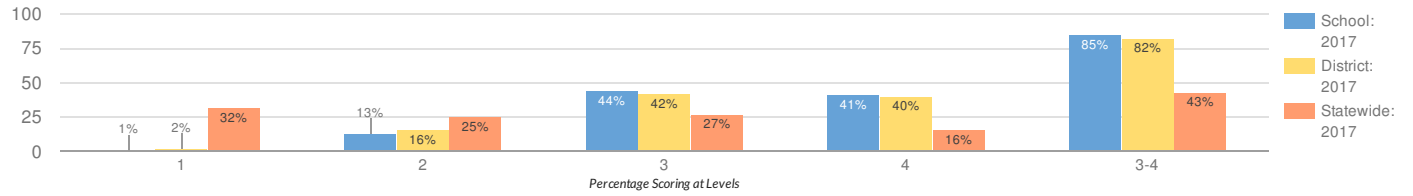
GRADE 4 MATHEMATICS



MEAN SCORE: 325

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	59	66%	6	10%	14	24%	19	32%	20	34%
GENERAL EDUCATION	57	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	28	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	30	60%	2	7%	10	33%	11	37%	7	23%
SMALL GROUP TOTAL	29	72%	4	14%	4	14%	8	28%	13	45%
FEMALE	39	67%	3	8%	10	26%	13	33%	13	33%
MALE	20	65%	3	15%	4	20%	6	30%	7	35%
NON-ENGLISH LANGUAGE LEARNERS	57	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	5	40%	3	60%	0	0%	1	20%	1	20%
NOT ECONOMICALLY DISADVANTAGED	54	69%	3	6%	14	26%	18	33%	19	35%
NOT MIGRANT	59	66%	6	10%	14	24%	19	32%	20	34%

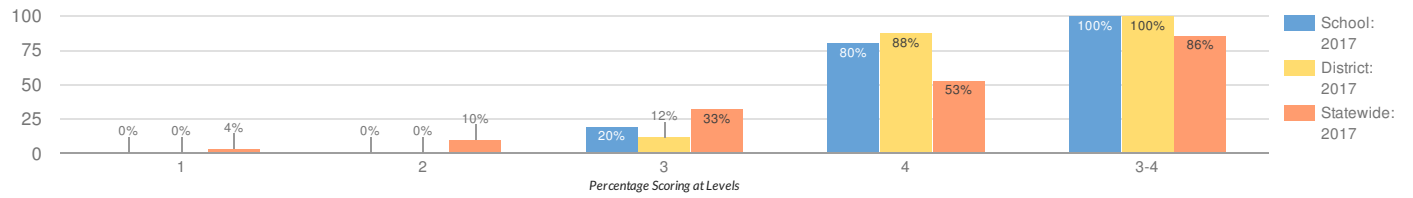
GRADE 5 MATHEMATICS



MEAN SCORE: 340

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	75	85%	1	1%	10	13%	33	44%	31	41%
GENERAL EDUCATION	71	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	38	92%	0	0%	3	8%	19	50%	16	42%
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	33	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	37	78%	1	3%	7	19%	14	38%	15	41%
FEMALE	34	79%	0	0%	7	21%	12	35%	15	44%
MALE	41	90%	1	2%	3	7%	21	51%	16	39%
NON-ENGLISH LANGUAGE LEARNERS	74	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	6	100%	0	0%	0	0%	4	67%	2	33%
NOT ECONOMICALLY DISADVANTAGED	69	84%	1	1%	10	14%	29	42%	29	42%
NOT MIGRANT	75	85%	1	1%	10	13%	33	44%	31	41%

GRADE 4 SCIENCE



MEAN SCORE: 91

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	65	100%	0	0%	0	0%	13	20%	52	80%
GENERAL EDUCATION	62	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	29	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	35	100%	0	0%	0	0%	9	26%	26	74%
SMALL GROUP TOTAL	30	100%	0	0%	0	0%	4	13%	26	87%
FEMALE	42	100%	0	0%	0	0%	9	21%	33	79%
MALE	23	100%	0	0%	0	0%	4	17%	19	83%
NON-ENGLISH LANGUAGE LEARNERS	63	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	5	100%	0	0%	0	0%	2	40%	3	60%
NOT ECONOMICALLY DISADVANTAGED	60	100%	0	0%	0	0%	11	18%	49	82%
NOT MIGRANT	65	100%	0	0%	0	0%	13	20%	52	80%

RECENTLY ARRIVED ELL STUDENTS (2016 - 17)

GRADE		RECENTLY ARRIVED ELL STUDENTS TAKING NYSES LAT IN LIEU OF NYSTP	
GRADE 5			1
GRADE		RECENTLY ARRIVED ELL STUDENTS NOT TAKING NYSES LAT IN LIEU OF NYSTP	
GRADE 5			1

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2016 - 17)

KINDERGARTEN

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	4	-	-	-	-	-
GENERAL EDUCATION	3	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 1

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	6	0%	0%	0%	50%	50%
GENERAL EDUCATION	6	0%	0%	0%	50%	50%

GRADE 2

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	4	-	-	-	-	-
GENERAL EDUCATION	4	-	-	-	-	-

GRADE 3

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

GRADE 4

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

GRADE 5

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

ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	476*	74%*	YES	179	169	103	103
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	1	—	—	0	—	—	—
HISPANIC OR LATINO	—	—	11	—	—	7	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	YES	YES	92	95%	YES	84	171	119	119
WHITE	NO	NO	264*	60%*	YES	87	169	113	113
MULTIRACIAL	—	—	2	—	—	1	—	—	—
STUDENTS WITH DISABILITIES	—	—	17	—	—	8	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	5	—	—	4	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	13	—	—	10	—	—	—

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	476*	74%*	179	169
NOT BLACK OR AFRICAN AMERICAN	475*	73%*	179	169
NOT HISPANIC OR LATINO	456*	74%*	172	170
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	288*	60%*	95	167
NOT WHITE	212*	90%*	92	170
NOT MULTIRACIAL	473*	73%*	178	169
GENERAL EDUCATION	445*	75%*	171	173
ENGLISH PROFICIENT	468*	73%*	175	170
NOT ECONOMICALLY DISADVANTAGED	457*	73%*	169	171
MALE	223*	75%*	86	164
FEMALE	253*	72%*	93	174
MIGRANT	0	—	0	—
NOT MIGRANT	476*	74%*	179	169

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

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	477*	73%*	YES	180	173	101	101
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	1	—	—	0	—	—	—
HISPANIC OR LATINO	—	—	11	—	—	7	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	YES	YES	93	95%	YES	85	185	129	129
WHITE	NO	NO	264*	60%*	YES	87	163	110	110
MULTIRACIAL	—	—	2	—	—	1	—	—	—
STUDENTS WITH DISABILITIES	—	—	17	—	—	8	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	5	—	—	5	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	13	—	—	11	—	—	—

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	477*	73%*	180	173
NOT BLACK OR AFRICAN AMERICAN	476*	73%*	180	173
NOT HISPANIC OR LATINO	457*	74%*	173	174
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	288*	60%*	95	162
NOT WHITE	213*	89%*	93	182
NOT MULTIRACIAL	474*	73%*	179	173
GENERAL EDUCATION	446*	75%*	172	178
ENGLISH PROFICIENT	469*	72%*	175	173
NOT ECONOMICALLY DISADVANTAGED	458*	72%*	169	174
MALE	224*	76%*	88	175
FEMALE	253*	70%*	92	171
MIGRANT	0	—	0	—
NOT MIGRANT	477*	73%*	180	173

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

ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

GROUP	MADE AYP	TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
ALL STUDENTS	YES	YES	72	90%	YES	63	200	177	177
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	0	—	—	0	—	—	—
HISPANIC OR LATINO	—	—	1	—	—	1	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	29	—	—	27	—	—	—
WHITE	YES	YES	42	83%	YES	35	200	179	179
MULTIRACIAL	—	—	0	—	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	—	4	—	—	3	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	2	—	—	2	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	5	—	—	4	—	—	—

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	72	90%	63	200
NOT BLACK OR AFRICAN AMERICAN	72	90%	63	200
NOT HISPANIC OR LATINO	71	90%	62	200
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	43	84%	36	200
NOT WHITE	30	—	28	—
NOT MULTIRACIAL	72	90%	63	200
GENERAL EDUCATION	68	91%	60	200
ENGLISH PROFICIENT	70	90%	61	200
NOT ECONOMICALLY DISADVANTAGED	67	90%	59	200
MALE	28	—	22	—
FEMALE	44	95%	41	200
MIGRANT	0	—	0	—
NOT MIGRANT	72	90%	63	200

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

UNWEIGHTED COMBINED ELA AND MATH PIS

GROUP	ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
ALL STUDENTS	169	173	—	—	171
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	—	—	—	—	0
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	171	185	—	—	178
WHITE	169	163	—	—	166
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	—	—	—	—	0
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	—	—	—	—	0
— There were not enough students to determine a Performance Index.					

**Section 5: School Report Card
South Grove Elementary School**

SOUTH GROVE ELEMENTARY SCHOOL ENROLLMENT (2016 - 17)

K-12 ENROLLMENT	413
-----------------	-----

ENROLLMENT BY GENDER

MALE		FEMALE	
203	49%	210	51%

ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
BLACK OR AFRICAN AMERICAN	2	0%
HISPANIC OR LATINO	23	6%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	229	55%
WHITE	148	36%
MULTIRACIAL	11	3%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
27	7%	34	8%	34	8%

ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
K (FULL DAY)	69	17%
1ST GRADE	65	16%
2ND GRADE	68	16%
3RD GRADE	76	18%
4TH GRADE	80	19%
5TH GRADE	55	13%

AVERAGE CLASS SIZE (2016 - 17)

GROUP

CLASS SIZE

COMMON BRANCH

21

FREE AND REDUCED-PRICE LUNCH (2016 - 17)

ELIGIBLE FOR FREE LUNCH

ELIGIBLE FOR REDUCED-PRICE LUNCH

25

6%

2

0%

ATTENDANCE (2015 - 16)

ANNUAL ATTENDANCE RATE

97%

STUDENT SUSPENSIONS (2015 - 16)

1

0%

STAFF COUNTS (2016 - 17)

GROUP

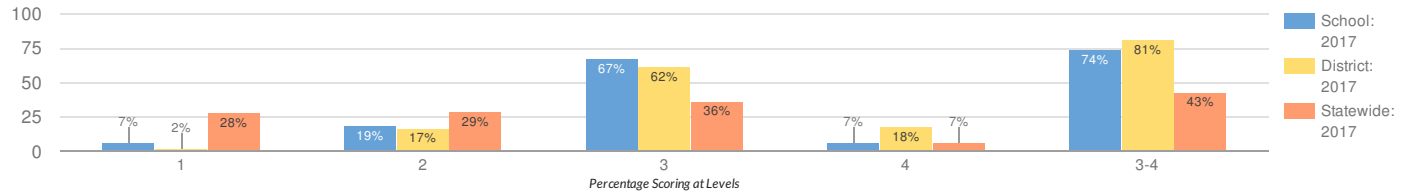
STAFF

PRINCIPALS	1
ASSISTANT PRINCIPALS	0
OTHER PROFESSIONAL STAFF	3
PARAPROFESSIONALS	0

TEACHER QUALIFICATIONS (2016 - 17)

TOTAL TEACHERS	35
PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
PERCENT TEACHING OUT OF CERTIFICATE	0%
PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE	0%
PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE	74%
TOTAL NUMBER OF CLASSES	63
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	0%

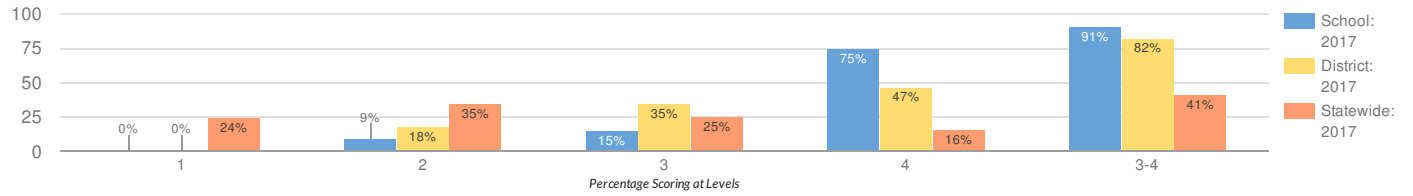
GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 329

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	54	74%	4	7%	10	19%	36	67%	4	7%
GENERAL EDUCATION	53	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	35	77%	2	6%	6	17%	24	69%	3	9%
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	15	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	19	68%	2	11%	4	21%	12	63%	1	5%
FEMALE	21	76%	1	5%	4	19%	15	71%	1	5%
MALE	33	73%	3	9%	6	18%	21	64%	3	9%
NON-ENGLISH LANGUAGE LEARNERS	51	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	5	80%	1	20%	0	0%	4	80%	0	0%
NOT ECONOMICALLY DISADVANTAGED	49	73%	3	6%	10	20%	32	65%	4	8%
NOT MIGRANT	54	74%	4	7%	10	19%	36	67%	4	7%

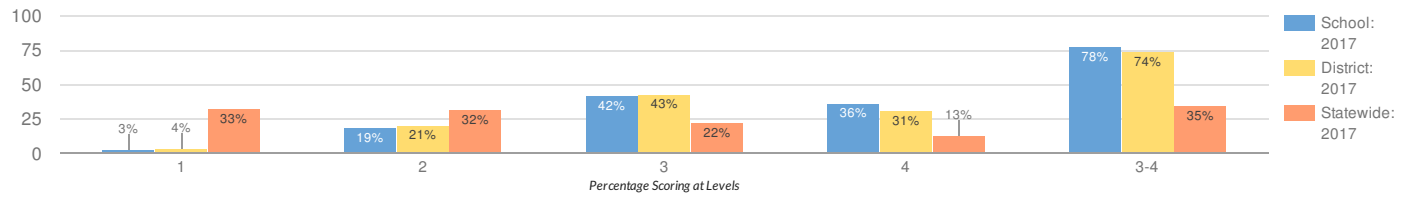
GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 352

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	65	91%	0	0%	6	9%	10	15%	49	75%
GENERAL EDUCATION	64	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	52	96%	0	0%	2	4%	6	12%	44	85%
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	8	63%	0	0%	3	38%	2	25%	3	38%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	80%	0	0%	1	20%	2	40%	2	40%
FEMALE	36	92%	0	0%	3	8%	5	14%	28	78%
MALE	29	90%	0	0%	3	10%	5	17%	21	72%
NON-ENGLISH LANGUAGE LEARNERS	62	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	7	86%	0	0%	1	14%	1	14%	5	71%
NOT ECONOMICALLY DISADVANTAGED	58	91%	0	0%	5	9%	9	16%	44	76%
NOT MIGRANT	65	91%	0	0%	6	9%	10	15%	49	75%

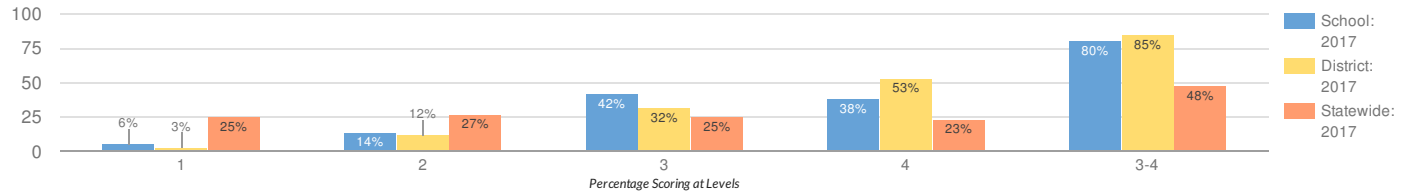
GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 337

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	36	78%	1	3%	7	19%	15	42%	13	36%
GENERAL EDUCATION	33	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	27	74%	0	0%	7	26%	9	33%	11	41%
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	8	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	89%	1	11%	0	0%	6	67%	2	22%
FEMALE	15	87%	0	0%	2	13%	7	47%	6	40%
MALE	21	71%	1	5%	5	24%	8	38%	7	33%
NON-ENGLISH LANGUAGE LEARNERS	34	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	34	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	36	78%	1	3%	7	19%	15	42%	13	36%

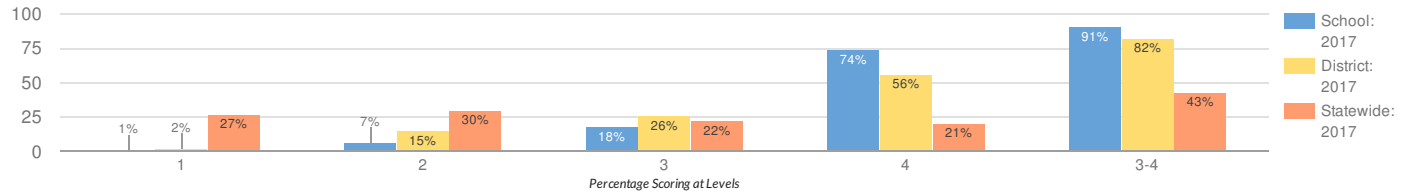
GRADE 3 MATHEMATICS



MEAN SCORE: 331

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	50	80%	3	6%	7	14%	21	42%	19	38%
GENERAL EDUCATION	49	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	33	85%	2	6%	3	9%	16	48%	12	36%
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	13	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	17	71%	1	6%	4	24%	5	29%	7	41%
FEMALE	18	78%	1	6%	3	17%	8	44%	6	33%
MALE	32	81%	2	6%	4	13%	13	41%	13	41%
NON-ENGLISH LANGUAGE LEARNERS	47	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	3	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	47	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	50	80%	3	6%	7	14%	21	42%	19	38%

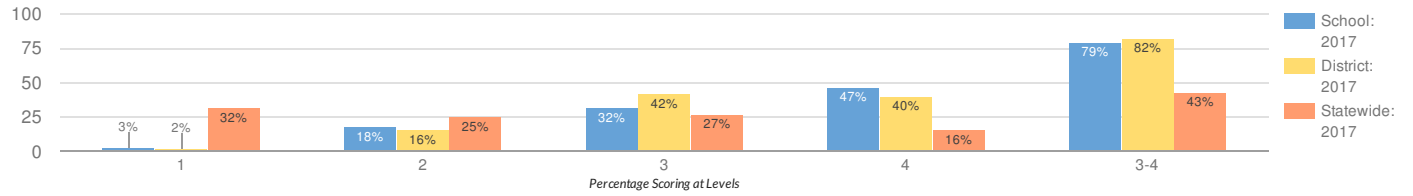
GRADE 4 MATHEMATICS



MEAN SCORE: 355

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	68	91%	1	1%	5	7%	12	18%	50	74%
GENERAL EDUCATION	67	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	51	94%	0	0%	3	6%	5	10%	43	84%
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	12	83%	1	8%	1	8%	5	42%	5	42%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	80%	0	0%	1	20%	2	40%	2	40%
FEMALE	35	86%	1	3%	4	11%	5	14%	25	71%
MALE	33	97%	0	0%	1	3%	7	21%	25	76%
NON-ENGLISH LANGUAGE LEARNERS	65	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	6	83%	0	0%	1	17%	0	0%	5	83%
NOT ECONOMICALLY DISADVANTAGED	62	92%	1	2%	4	6%	12	19%	45	73%
NOT MIGRANT	68	91%	1	1%	5	7%	12	18%	50	74%

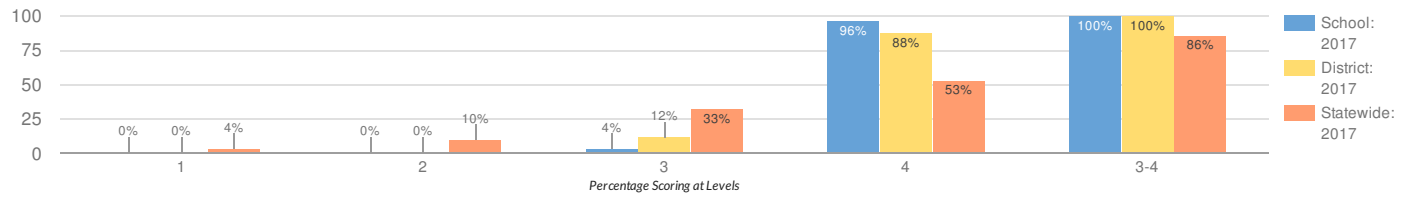
GRADE 5 MATHEMATICS



MEAN SCORE: 343

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	38	79%	1	3%	7	18%	12	32%	18	47%
GENERAL EDUCATION	35	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	28	82%	1	4%	4	14%	7	25%	16	57%
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	9	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	10	70%	0	0%	3	30%	5	50%	2	20%
FEMALE	17	65%	1	6%	5	29%	7	41%	4	24%
MALE	21	90%	0	0%	2	10%	5	24%	14	67%
NON-ENGLISH LANGUAGE LEARNERS	34	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	36	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	38	79%	1	3%	7	18%	12	32%	18	47%

GRADE 4 SCIENCE



MEAN SCORE: 95

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	70	100%	0	0%	0	0%	3	4%	67	96%
GENERAL EDUCATION	69	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	53	100%	0	0%	0	0%	2	4%	51	96%
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	12	100%	0	0%	0	0%	1	8%	11	92%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	100%	0	0%	0	0%	0	0%	5	100%
FEMALE	36	100%	0	0%	0	0%	3	8%	33	92%
MALE	34	100%	0	0%	0	0%	0	0%	34	100%
NON-ENGLISH LANGUAGE LEARNERS	67	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	7	100%	0	0%	0	0%	1	14%	6	86%
NOT ECONOMICALLY DISADVANTAGED	63	100%	0	0%	0	0%	2	3%	61	97%
NOT MIGRANT	70	100%	0	0%	0	0%	3	4%	67	96%

RECENTLY ARRIVED ELL STUDENTS (2016 - 17)

GRADE		RECENTLY ARRIVED ELL STUDENTS TAKING NYSES LAT IN LIEU OF NYSTP	
GRADE 5			1
GRADE		RECENTLY ARRIVED ELL STUDENTS NOT TAKING NYSES LAT IN LIEU OF NYSTP	
GRADE 5			1

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2016 - 17)

KINDERGARTEN

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	3	-	-	-	-	-
GENERAL EDUCATION	3	-	-	-	-	-

GRADE 1

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	7	0%	0%	14%	57%	29%
GENERAL EDUCATION	6	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 2

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	7	0%	0%	14%	71%	14%
GENERAL EDUCATION	6	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 3

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	3	-	-	-	-	-
GENERAL EDUCATION	3	-	-	-	-	-

GRADE 4

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	3	-	-	-	-	-
GENERAL EDUCATION	3	-	-	-	-	-

GRADE 5

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	5	20%	0%	20%	20%	40%
GENERAL EDUCATION	5	20%	0%	20%	20%	40%

ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	419*	72%*	YES	152	179	103	103
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	0	—	—	0	—	—	—
HISPANIC OR LATINO	—	—	9	—	—	6	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	NO	NO	238*	91%*	YES	112	184	120	120
WHITE	NO	NO	141*	40%*	YES	30	167	107	107
MULTIRACIAL	—	—	6	—	—	4	—	—	—
STUDENTS WITH DISABILITIES	—	—	14	—	—	5	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	9	—	—	8	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	16	—	—	14	—	—	—

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	419*	72%*	152	179
NOT BLACK OR AFRICAN AMERICAN	416*	72%*	152	179
NOT HISPANIC OR LATINO	394*	72%*	146	180
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	181*	46%*	40	165
NOT WHITE	278*	87%*	122	182
NOT MULTIRACIAL	407*	72%*	148	179
GENERAL EDUCATION	387*	75%*	147	180
ENGLISH PROFICIENT	404*	71%*	144	183
NOT ECONOMICALLY DISADVANTAGED	391*	70%*	138	179
MALE	221*	71%*	81	174
FEMALE	198*	73%*	71	185
MIGRANT	0	—	0	—
NOT MIGRANT	419*	72%*	152	179

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

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	422*	72%*	YES	150	185	101	101
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	0	—	—	0	—	—	—
HISPANIC OR LATINO	—	—	9	—	—	6	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	NO	NO	240*	88%*	YES	107	190	130	130
WHITE	NO	NO	142*	45%*	YES	33	170	104	104
MULTIRACIAL	—	—	6	—	—	4	—	—	—
STUDENTS WITH DISABILITIES	—	—	14	—	—	5	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	11	—	—	7	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	16	—	—	11	—	—	—

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	422*	72%*	150	185
NOT BLACK OR AFRICAN AMERICAN	419*	72%*	150	185
NOT HISPANIC OR LATINO	397*	72%*	144	185
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	182*	51%*	43	172
NOT WHITE	280*	85%*	117	189
NOT MULTIRACIAL	410*	72%*	146	184
GENERAL EDUCATION	390*	75%*	145	188
ENGLISH PROFICIENT	405*	71%*	143	187
NOT ECONOMICALLY DISADVANTAGED	393*	72%*	139	186
MALE	221*	73%*	84	189
FEMALE	201*	70%*	66	179
MIGRANT	0	—	0	—
NOT MIGRANT	422*	72%*	150	185

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

ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

GROUP	MADE AYP	TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
ALL STUDENTS	YES	YES	79	89%	YES	70	200	178	178
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	0	—	—	0	—	—	—
HISPANIC OR LATINO	—	—	5	—	—	4	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	YES	YES	54	98%	YES	53	200	180	1
WHITE	—	—	19	—	—	12	—	—	—
MULTIRACIAL	—	—	1	—	—	1	—	—	—
STUDENTS WITH DISABILITIES	—	—	3	—	—	1	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	3	—	—	3	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	8	—	—	7	—	—	—

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	79	89%	70	200
NOT BLACK OR AFRICAN AMERICAN	79	89%	70	200
NOT HISPANIC OR LATINO	74	89%	66	200
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	25	—	17	—
NOT WHITE	60	97%	58	200
NOT MULTIRACIAL	78	88%	69	200
GENERAL EDUCATION	76	91%	69	200
ENGLISH PROFICIENT	76	88%	67	200
NOT ECONOMICALLY DISADVANTAGED	71	89%	63	200
MALE	37	—	34	200
FEMALE	42	86%	36	200
MIGRANT	0	—	0	—
NOT MIGRANT	79	89%	70	200

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

UNWEIGHTED COMBINED ELA AND MATH PIS

GROUP	ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
ALL STUDENTS	179	185	—	—	182
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	—	—	—	—	0
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	184	190	—	—	187
WHITE	167	170	—	—	169
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	—	—	—	—	0
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	—	—	—	—	0
— There were not enough students to determine a Performance Index.					

Section 6: School Report Card
Village Elementary School

VILLAGE ELEMENTARY SCHOOL ENROLLMENT (2016 - 17)

K-12 ENROLLMENT	381
-----------------	-----

ENROLLMENT BY GENDER

MALE		FEMALE	
209	55%	172	45%

ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
BLACK OR AFRICAN AMERICAN	3	1%
HISPANIC OR LATINO	26	7%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	144	38%
WHITE	190	50%
MULTIRACIAL	18	5%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
22	6%	28	7%	28	7%

ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
K (FULL DAY)	57	15%
1ST GRADE	53	14%
2ND GRADE	57	15%
3RD GRADE	68	18%
4TH GRADE	75	20%
5TH GRADE	71	19%

AVERAGE CLASS SIZE (2016 - 17)

GROUP

CLASS SIZE

COMMON BRANCH

22

FREE AND REDUCED-PRICE LUNCH (2016 - 17)

ELIGIBLE FOR FREE LUNCH

ELIGIBLE FOR REDUCED-PRICE LUNCH

20

5%

1

0%

ATTENDANCE (2015 - 16)

ANNUAL ATTENDANCE RATE

97%

STUDENT SUSPENSIONS (2015 - 16)

1

0%

STAFF COUNTS (2016 - 17)

GROUP

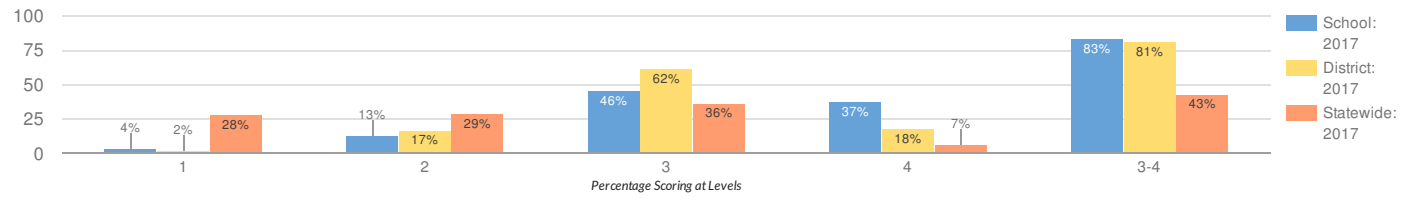
STAFF

PRINCIPALS	1
ASSISTANT PRINCIPALS	0
OTHER PROFESSIONAL STAFF	2
PARAPROFESSIONALS	0

TEACHER QUALIFICATIONS (2016 - 17)

TOTAL TEACHERS	30
PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
PERCENT TEACHING OUT OF CERTIFICATE	0%
PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE	0%
PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE	80%
TOTAL NUMBER OF CLASSES	38
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	0%

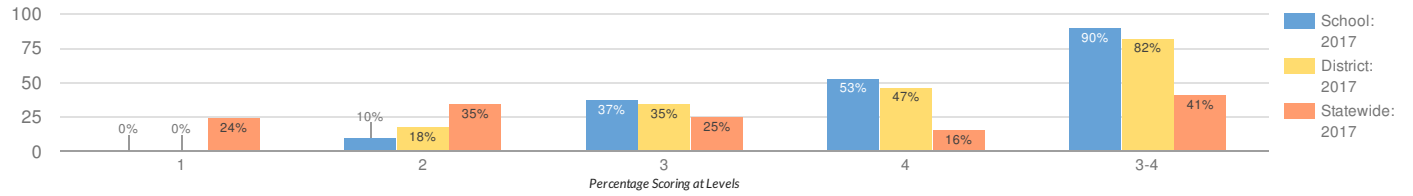
GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 343

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	54	83%	2	4%	7	13%	25	46%	20	37%
GENERAL EDUCATION	48	90%	1	2%	4	8%	23	48%	20	42%
STUDENTS WITH DISABILITIES	6	33%	1	17%	3	50%	2	33%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	19	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	33	85%	2	6%	3	9%	17	52%	11	33%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	21	81%	0	0%	4	19%	8	38%	9	43%
FEMALE	25	76%	1	4%	5	20%	10	40%	9	36%
MALE	29	90%	1	3%	2	7%	15	52%	11	38%
NON-ENGLISH LANGUAGE LEARNERS	52	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	5	60%	1	20%	1	20%	1	20%	2	40%
NOT ECONOMICALLY DISADVANTAGED	49	86%	1	2%	6	12%	24	49%	18	37%
NOT MIGRANT	54	83%	2	4%	7	13%	25	46%	20	37%

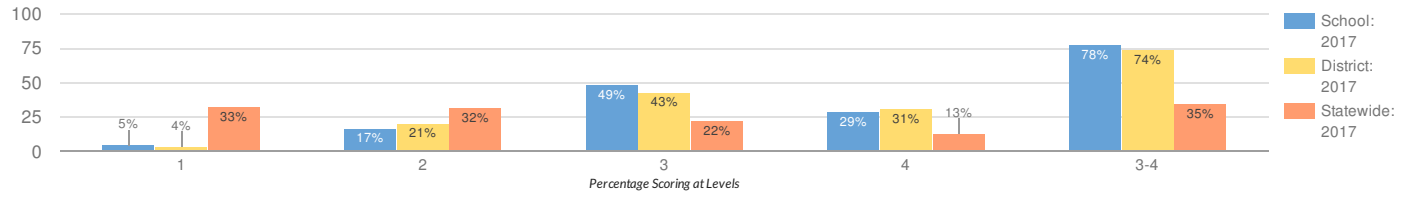
GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 343

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	62	90%	0	0%	6	10%	23	37%	33	53%
GENERAL EDUCATION	61	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	29	93%	0	0%	2	7%	9	31%	18	62%
HISPANIC OR LATINO	6	_%	-	-	-	-	-	-	-	-
WHITE	25	92%	0	0%	2	8%	10	40%	13	52%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	8	75%	0	0%	2	25%	4	50%	2	25%
FEMALE	23	83%	0	0%	4	17%	7	30%	12	52%
MALE	39	95%	0	0%	2	5%	16	41%	21	54%
NON-ENGLISH LANGUAGE LEARNERS	62	90%	0	0%	6	10%	23	37%	33	53%
ECONOMICALLY DISADVANTAGED	6	83%	0	0%	1	17%	4	67%	1	17%
NOT ECONOMICALLY DISADVANTAGED	56	91%	0	0%	5	9%	19	34%	32	57%
NOT MIGRANT	62	90%	0	0%	6	10%	23	37%	33	53%

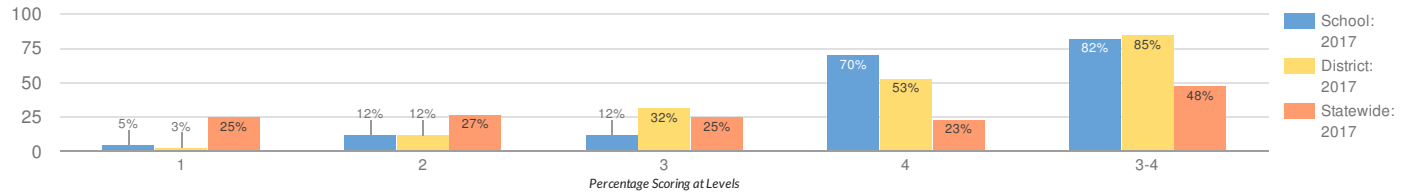
GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 333

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	41	78%	2	5%	7	17%	20	49%	12	29%
GENERAL EDUCATION	41	78%	2	5%	7	17%	20	49%	12	29%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	20	75%	1	5%	4	20%	8	40%	7	35%
HISPANIC OR LATINO	5	_%	-	-	-	-	-	-	-	-
WHITE	15	80%	0	0%	3	20%	8	53%	4	27%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	83%	1	17%	0	0%	4	67%	1	17%
FEMALE	20	85%	0	0%	3	15%	12	60%	5	25%
MALE	21	71%	2	10%	4	19%	8	38%	7	33%
NON-ENGLISH LANGUAGE LEARNERS	39	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	3	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	38	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	41	78%	2	5%	7	17%	20	49%	12	29%

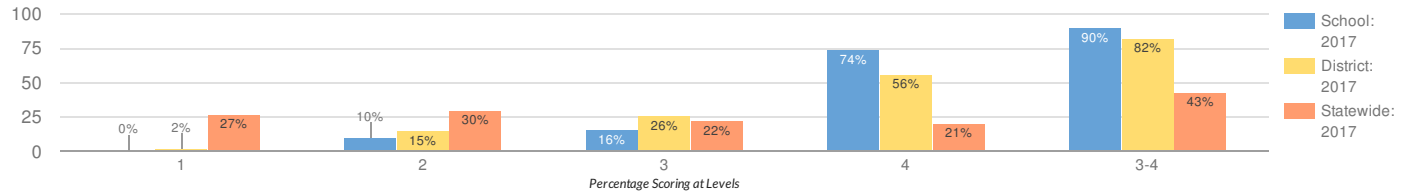
GRADE 3 MATHEMATICS



MEAN SCORE: 347

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	57	82%	3	5%	7	12%	7	12%	40	70%
GENERAL EDUCATION	51	88%	2	4%	4	8%	5	10%	40	78%
STUDENTS WITH DISABILITIES	6	33%	1	17%	3	50%	2	33%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	21	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	33	85%	2	6%	3	9%	5	15%	23	70%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	24	79%	1	4%	4	17%	2	8%	17	71%
FEMALE	26	77%	2	8%	4	15%	2	8%	18	69%
MALE	31	87%	1	3%	3	10%	5	16%	22	71%
NON-ENGLISH LANGUAGE LEARNERS	52	85%	2	4%	6	12%	6	12%	38	73%
ENGLISH LANGUAGE LEARNERS	5	60%	1	20%	1	20%	1	20%	2	40%
ECONOMICALLY DISADVANTAGED	6	50%	2	33%	1	17%	1	17%	2	33%
NOT ECONOMICALLY DISADVANTAGED	51	86%	1	2%	6	12%	6	12%	38	75%
NOT MIGRANT	57	82%	3	5%	7	12%	7	12%	40	70%

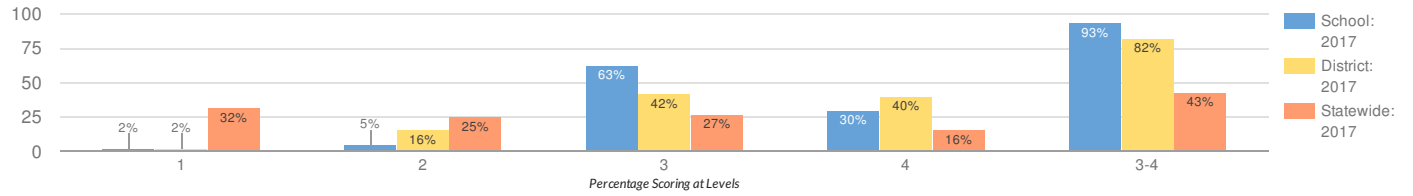
GRADE 4 MATHEMATICS



MEAN SCORE: 350

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	61	90%	0	0%	6	10%	10	16%	45	74%
GENERAL EDUCATION	60	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	29	86%	0	0%	4	14%	3	10%	22	76%
HISPANIC OR LATINO	5	_%	-	-	-	-	-	-	-	-
WHITE	25	96%	0	0%	1	4%	6	24%	18	72%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	86%	0	0%	1	14%	1	14%	5	71%
FEMALE	22	86%	0	0%	3	14%	3	14%	16	73%
MALE	39	92%	0	0%	3	8%	7	18%	29	74%
NON-ENGLISH LANGUAGE LEARNERS	61	90%	0	0%	6	10%	10	16%	45	74%
ECONOMICALLY DISADVANTAGED	5	60%	0	0%	2	40%	0	0%	3	60%
NOT ECONOMICALLY DISADVANTAGED	56	93%	0	0%	4	7%	10	18%	42	75%
NOT MIGRANT	61	90%	0	0%	6	10%	10	16%	45	74%

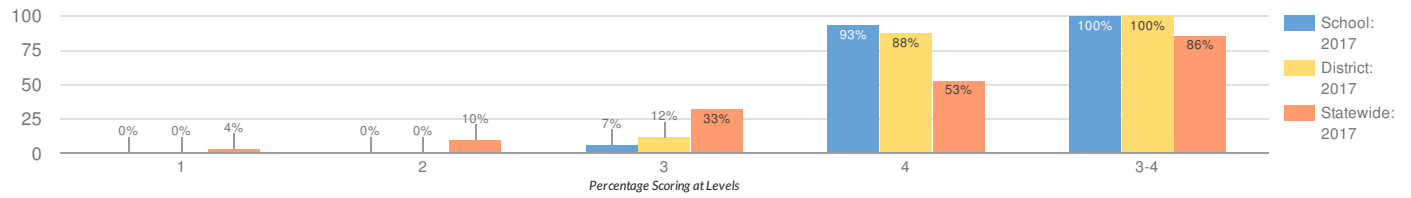
GRADE 5 MATHEMATICS



MEAN SCORE: 340

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	43	93%	1	2%	2	5%	27	63%	13	30%
GENERAL EDUCATION	43	93%	1	2%	2	5%	27	63%	13	30%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	23	100%	0	0%	0	0%	13	57%	10	43%
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	15	87%	0	0%	2	13%	10	67%	3	20%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	80%	1	20%	0	0%	4	80%	0	0%
FEMALE	23	91%	1	4%	1	4%	15	65%	6	26%
MALE	20	95%	0	0%	1	5%	12	60%	7	35%
NON-ENGLISH LANGUAGE LEARNERS	39	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	4	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	39	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	43	93%	1	2%	2	5%	27	63%	13	30%

GRADE 4 SCIENCE



MEAN SCORE: 93

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	68	100%	0	0%	0	0%	5	7%	63	93%
GENERAL EDUCATION	67	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	30	100%	0	0%	0	0%	2	7%	28	93%
HISPANIC OR LATINO	6	_%	-	-	-	-	-	-	-	-
WHITE	29	100%	0	0%	0	0%	2	7%	27	93%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	100%	0	0%	0	0%	1	11%	8	89%
FEMALE	26	100%	0	0%	0	0%	3	12%	23	88%
MALE	42	100%	0	0%	0	0%	2	5%	40	95%
NON-ENGLISH LANGUAGE LEARNERS	68	100%	0	0%	0	0%	5	7%	63	93%
ECONOMICALLY DISADVANTAGED	6	100%	0	0%	0	0%	2	33%	4	67%
NOT ECONOMICALLY DISADVANTAGED	62	100%	0	0%	0	0%	3	5%	59	95%
NOT MIGRANT	68	100%	0	0%	0	0%	5	7%	63	93%

RECENTLY ARRIVED ELL STUDENTS (2016 - 17)

GRADE

RECENTLY ARRIVED ELL STUDENTS TAKING NYSES LAT IN LIEU OF NYSTP

GRADE 3	3
GRADE 5	2

GRADE

RECENTLY ARRIVED ELL STUDENTS NOT TAKING NYSES LAT IN LIEU OF NYSTP

GRADE 3	3
GRADE 5	2

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2016 - 17)

KINDERGARTEN

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	7	0%	14%	0%	71%	14%
GENERAL EDUCATION	7	0%	14%	0%	71%	14%

GRADE 1

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	8	13%	0%	38%	50%	0%
GENERAL EDUCATION	7	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 2

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

GRADE 3

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	5	20%	20%	0%	20%	40%
GENERAL EDUCATION	5	20%	20%	0%	20%	40%

GRADE 5

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	4	-	-	-	-	-
GENERAL EDUCATION	4	-	-	-	-	-

ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	427*	73%*	YES	157	182	103	103
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	0	—	—	0	—	—	—
HISPANIC OR LATINO	—	—	17	—	—	12	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	YES	YES	76	95%	YES	68	184	118	118
WHITE	NO	NO	226*	57%*	YES	73	184	113	113
MULTIRACIAL	—	—	6	—	—	4	—	—	—
STUDENTS WITH DISABILITIES	—	—	19	—	—	7	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	9	—	—	4	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	19	—	—	14	—	—	—

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	427*	73%*	157	182
NOT BLACK OR AFRICAN AMERICAN	426*	73%*	157	182
NOT HISPANIC OR LATINO	389*	72%*	145	184
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	276*	61%*	89	181
NOT WHITE	201*	91%*	84	181
NOT MULTIRACIAL	416*	73%*	153	182
GENERAL EDUCATION	390*	77%*	150	185
ENGLISH PROFICIENT	412*	72%*	153	184
NOT ECONOMICALLY DISADVANTAGED	388*	73%*	143	184
MALE	237*	72%*	89	184
FEMALE	190*	74%*	68	179
MIGRANT	0	—	0	—
NOT MIGRANT	427*	73%*	157	182

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

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	426*	73%*	YES	160	187	101	101
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	0	—	—	0	—	—	—
HISPANIC OR LATINO	—	—	17	—	—	10	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	YES	YES	76	96%	YES	73	190	129	129
WHITE	NO	NO	226*	58%*	YES	73	186	110	110
MULTIRACIAL	—	—	6	—	—	4	—	—	—
STUDENTS WITH DISABILITIES	—	—	19	—	—	7	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	9	—	—	8	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	19	—	—	14	—	—	—

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	426*	73%*	160	187
NOT BLACK OR AFRICAN AMERICAN	425*	73%*	160	187
NOT HISPANIC OR LATINO	388*	73%*	150	189
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	276*	61%*	87	184
NOT WHITE	200*	91%*	87	187
NOT MULTIRACIAL	415*	73%*	156	187
GENERAL EDUCATION	389*	77%*	153	190
ENGLISH PROFICIENT	412*	72%*	152	187
NOT ECONOMICALLY DISADVANTAGED	387*	73%*	146	189
MALE	237*	73%*	89	192
FEMALE	189*	74%*	71	180
MIGRANT	0	—	0	—
NOT MIGRANT	426*	73%*	160	187

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

ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

GROUP	MADE AYP	TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
ALL STUDENTS	YES	YES	74	92%	YES	68	200	177	177
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	0	—	—	0	—	—	—
HISPANIC OR LATINO	—	—	6	—	—	6	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	YES	—	30	—	YES	30	200	176	1
WHITE	—	—	35	—	—	29	—	—	—
MULTIRACIAL	—	—	3	—	—	3	—	—	—
STUDENTS WITH DISABILITIES	—	—	3	—	—	1	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	7	—	—	6	—	—	—

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	74	92%	68	200
NOT BLACK OR AFRICAN AMERICAN	74	92%	68	200
NOT HISPANIC OR LATINO	68	91%	62	200
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	44	86%	38	200
NOT WHITE	39	—	39	200
NOT MULTIRACIAL	71	92%	65	200
GENERAL EDUCATION	71	94%	67	200
ENGLISH PROFICIENT	74	92%	68	200
NOT ECONOMICALLY DISADVANTAGED	67	93%	62	200
MALE	46	91%	42	200
FEMALE	28	—	26	—
MIGRANT	0	—	0	—
NOT MIGRANT	74	92%	68	200

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

UNWEIGHTED COMBINED ELA AND MATH PIS

GROUP	ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
ALL STUDENTS	182	187	—	—	185
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	—	—	—	—	0
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	184	190	—	—	187
WHITE	184	186	—	—	185
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	—	—	—	—	0
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	—	—	—	—	0
— There were not enough students to determine a Performance Index.					

Section 7: School Report Card
Walt Whitman Elementary School

WALT WHITMAN ELEMENTARY SCHOOL ENROLLMENT (2016 - 17)

K-12 ENROLLMENT	264
-----------------	-----

ENROLLMENT BY GENDER

MALE		FEMALE	
137	52%	127	48%

ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
AMERICAN INDIAN OR ALASKA NATIVE	1	0%
BLACK OR AFRICAN AMERICAN	1	0%
HISPANIC OR LATINO	9	3%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	53	20%
WHITE	194	73%
MULTIRACIAL	6	2%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
7	3%	34	13%	—	—

ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
K (FULL DAY)	41	16%
1ST GRADE	49	19%
2ND GRADE	47	18%
3RD GRADE	46	17%
4TH GRADE	38	14%
5TH GRADE	43	16%

AVERAGE CLASS SIZE (2016 - 17)

GROUP

CLASS SIZE

COMMON BRANCH

22

FREE AND REDUCED-PRICE LUNCH (2016 - 17)

ELIGIBLE FOR FREE LUNCH

ELIGIBLE FOR REDUCED-PRICE LUNCH

2

1%

0

0%

ATTENDANCE (2015 - 16)

ANNUAL ATTENDANCE RATE

96%

STUDENT SUSPENSIONS (2015 - 16)

5

2%

STAFF COUNTS (2016 - 17)

GROUP

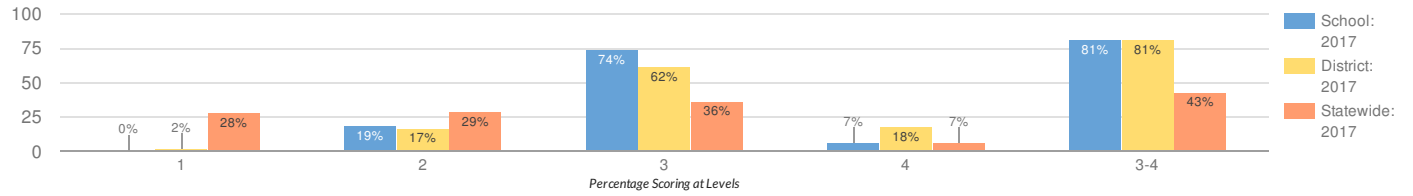
STAFF

PRINCIPALS	1
ASSISTANT PRINCIPALS	0
OTHER PROFESSIONAL STAFF	2
PARAPROFESSIONALS	0

TEACHER QUALIFICATIONS (2016 - 17)

TOTAL TEACHERS	23
PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
PERCENT TEACHING OUT OF CERTIFICATE	0%
PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE	0%
PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE	96%
TOTAL NUMBER OF CLASSES	30
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	0%

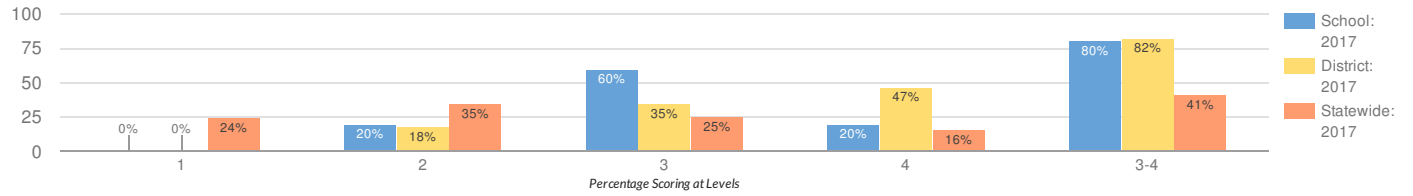
GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 333

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	27	81%	0	0%	5	19%	20	74%	2	7%
GENERAL EDUCATION	26	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	11	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
WHITE	13	85%	0	0%	2	15%	11	85%	0	0%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	14	79%	0	0%	3	21%	9	64%	2	14%
FEMALE	18	94%	0	0%	1	6%	15	83%	2	11%
MALE	9	56%	0	0%	4	44%	5	56%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	25	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	1	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	26	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	27	81%	0	0%	5	19%	20	74%	2	7%

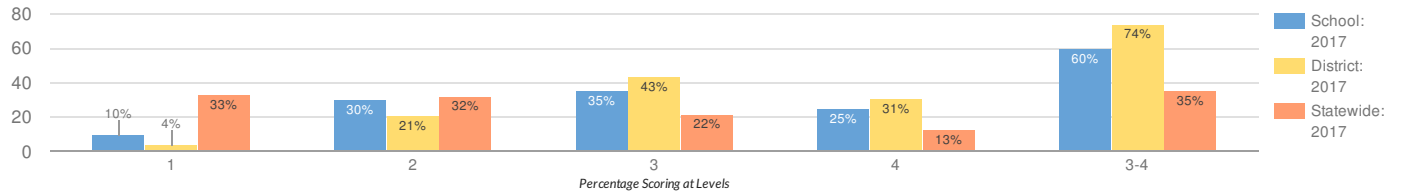
GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 331

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	15	80%	0	0%	3	20%
GENERAL EDUCATION	14	_%	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	4	_%	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-
WHITE	9	78%	0	0%	2	22%
SMALL GROUP TOTAL	6	83%	0	0%	1	17%
FEMALE	5	100%	0	0%	0	0%
MALE	10	70%	0	0%	3	30%
NON-ENGLISH LANGUAGE LEARNERS	15	80%	0	0%	3	20%
NOT ECONOMICALLY DISADVANTAGED	15	80%	0	0%	3	20%
NOT MIGRANT	15	80%	0	0%	3	20%

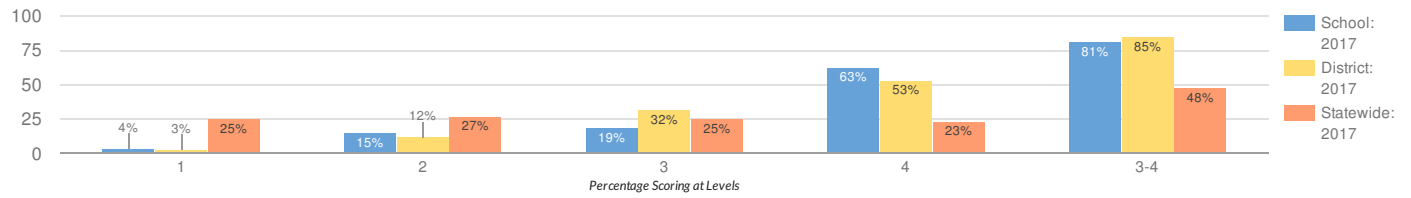
GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 326

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	20	60%	2	10%	6	30%	7	35%	5	25%
GENERAL EDUCATION	20	60%	2	10%	6	30%	7	35%	5	25%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	12	50%	2	17%	4	33%	4	33%	2	17%
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	7	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	8	75%	0	0%	2	25%	3	38%	3	38%
FEMALE	7	43%	0	0%	4	57%	3	43%	0	0%
MALE	13	69%	2	15%	2	15%	4	31%	5	38%
NON-ENGLISH LANGUAGE LEARNERS	19	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	18	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	20	60%	2	10%	6	30%	7	35%	5	25%

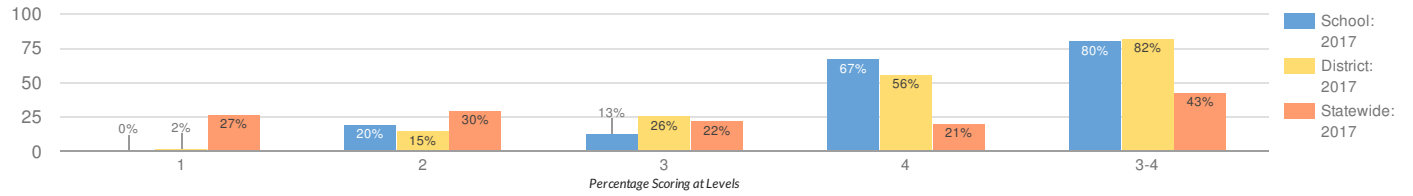
GRADE 3 MATHEMATICS



MEAN SCORE: 338

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	27	81%	1	4%	4	15%	5	19%	17	63%
GENERAL EDUCATION	26	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	10	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
WHITE	14	93%	1	7%	0	0%	3	21%	10	71%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	13	69%	0	0%	4	31%	2	15%	7	54%
FEMALE	17	82%	0	0%	3	18%	3	18%	11	65%
MALE	10	80%	1	10%	1	10%	2	20%	6	60%
NON-ENGLISH LANGUAGE LEARNERS	25	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	1	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	26	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	27	81%	1	4%	4	15%	5	19%	17	63%

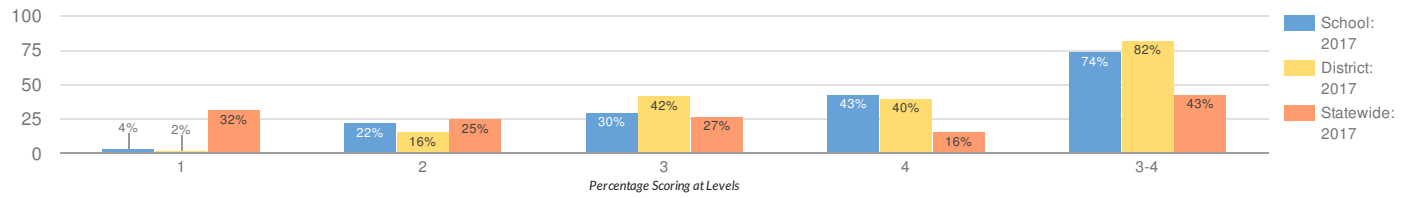
GRADE 4 MATHEMATICS



MEAN SCORE: 344

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	15	80%	0	0%	3	20%	2	13%	10	67%
GENERAL EDUCATION	14	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	4	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	9	67%	0	0%	3	33%	1	11%	5	56%
SMALL GROUP TOTAL	6	100%	0	0%	0	0%	1	17%	5	83%
FEMALE	5	80%	0	0%	1	20%	1	20%	3	60%
MALE	10	80%	0	0%	2	20%	1	10%	7	70%
NON-ENGLISH LANGUAGE LEARNERS	15	80%	0	0%	3	20%	2	13%	10	67%
NOT ECONOMICALLY DISADVANTAGED	15	80%	0	0%	3	20%	2	13%	10	67%
NOT MIGRANT	15	80%	0	0%	3	20%	2	13%	10	67%

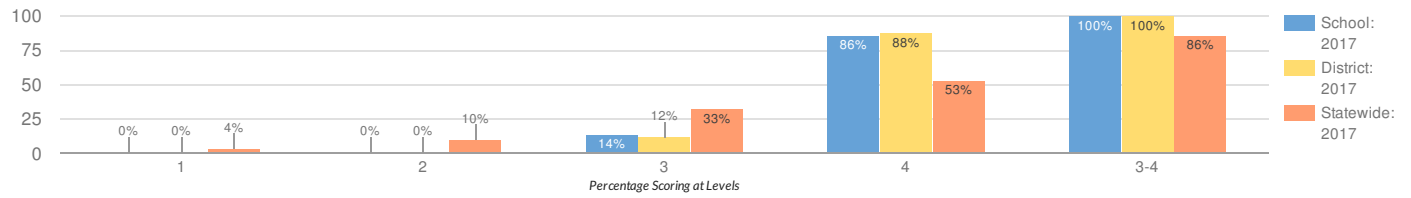
GRADE 5 MATHEMATICS



MEAN SCORE: 335

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	23	74%	1	4%	5	22%	7	30%	10	43%
GENERAL EDUCATION	22	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	12	75%	0	0%	3	25%	4	33%	5	42%
HISPANIC OR LATINO	3	_%	-	-	-	-	-	-	-	-
WHITE	8	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	11	73%	1	9%	2	18%	3	27%	5	45%
FEMALE	7	71%	0	0%	2	29%	2	29%	3	43%
MALE	16	75%	1	6%	3	19%	5	31%	7	44%
NON-ENGLISH LANGUAGE LEARNERS	21	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	3	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	20	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	23	74%	1	4%	5	22%	7	30%	10	43%

GRADE 4 SCIENCE



MEAN SCORE: 91

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	21	100%	0	0%	0	0%	3	14%	18	86%
GENERAL EDUCATION	19	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	4	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	15	100%	0	0%	0	0%	3	20%	12	80%
SMALL GROUP TOTAL	6	100%	0	0%	0	0%	0	0%	6	100%
FEMALE	8	100%	0	0%	0	0%	2	25%	6	75%
MALE	13	100%	0	0%	0	0%	1	8%	12	92%
NON-ENGLISH LANGUAGE LEARNERS	21	100%	0	0%	0	0%	3	14%	18	86%
NOT ECONOMICALLY DISADVANTAGED	21	100%	0	0%	0	0%	3	14%	18	86%
NOT MIGRANT	21	100%	0	0%	0	0%	3	14%	18	86%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2016 - 17)

KINDERGARTEN

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

GRADE 1

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

GRADE 2

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

GRADE 3

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

GRADE 5

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

ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	246*	46%*	YES	61	172	99	99
AMERICAN INDIAN OR ALASKA NATIVE	—	—	1	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	1	—	—	1	—	—	—
HISPANIC OR LATINO	—	—	4	—	—	3	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	31	—	—	26	—	—	—
WHITE	NO	NO	173*	30%*	YES	52 ⁹	169	111	111
MULTIRACIAL	—	—	2	—	—	2	—	—	—
STUDENTS WITH DISABILITIES	—	—	19	—	—	2	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	3	—	—	3	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	3	—	—	2	—	—	—

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	244*	46%*	61	172
NOT BLACK OR AFRICAN AMERICAN	244*	45%*	60	173
NOT HISPANIC OR LATINO	237*	44%*	58	172
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	188*	34%*	35	174
NOT WHITE	39	—	32	166
NOT MULTIRACIAL	244*	45%*	59	173
GENERAL EDUCATION	212*	51%*	59	173
ENGLISH PROFICIENT	240*	45%*	58	178
NOT ECONOMICALLY DISADVANTAGED	239*	45%*	59	173
MALE	134*	49%*	32	159
FEMALE	112*	43%*	46	176
MIGRANT	0	—	0	—
NOT MIGRANT	246*	46%*	61	172

— 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.

⁹ This group failed to meet the participation criterion and had fewer than 30 tested students enrolled on BEDS day and during the test administration period, so data for the current and previous year were combined to determine a Performance Index.

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	247*	47%*	YES	63	178	97	97
AMERICAN INDIAN OR ALASKA NATIVE	—	—	1	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	1	—	—	1	—	—	—
HISPANIC OR LATINO	—	—	5	—	—	4	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	31	—	—	25	—	—	—
WHITE	NO	NO	173*	32%*	YES	31	181	104	104
MULTIRACIAL	—	—	2	—	—	2	—	—	—
STUDENTS WITH DISABILITIES	—	—	19	—	—	3	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	4	—	—	3	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	4	—	—	2	—	—	—

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	245*	48%*	63	178
NOT BLACK OR AFRICAN AMERICAN	245*	47%*	62	179
NOT HISPANIC OR LATINO	237*	45%*	59	178
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	189*	37%*	38	176
NOT WHITE	40	85%	32	175
NOT MULTIRACIAL	245*	47%*	61	179
GENERAL EDUCATION	213*	53%*	60	178
ENGLISH PROFICIENT	240*	46%*	60	180
NOT ECONOMICALLY DISADVANTAGED	239*	46%*	61	179
MALE	135*	52%*	35	177
FEMALE	112*	42%*	45	173
MIGRANT	0	—	0	—
NOT MIGRANT	247*	47%*	63	178

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

ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

GROUP	MADE AYP	TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
ALL STUDENTS	YES	—	38	—	YES	53**	200**	176	176
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	0	—	—	0	—	—	—
HISPANIC OR LATINO	—	—	2	—	—	4	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	7	—	—	14	—	—	—
WHITE	YES	—	29	—	YES	35**	200**	179	1
MULTIRACIAL	—	—	0	—	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	—	5	—	—	5	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	0	—	—	1	—	—	—

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	38	—	53**	200**
NOT BLACK OR AFRICAN AMERICAN	38	—	53**	200**
NOT HISPANIC OR LATINO	36	—	49**	200**
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	31	—	39**	200**
NOT WHITE	9	—	18	—
NOT MULTIRACIAL	38	—	53**	200**
GENERAL EDUCATION	33	—	48**	200**
ENGLISH PROFICIENT	38	—	53**	200**
NOT ECONOMICALLY DISADVANTAGED	38	—	52**	200**
MALE	19	—	33**	200**
FEMALE	19	—	20	—
MIGRANT	0	—	0	—
NOT MIGRANT	38	—	53**	200**

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

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

UNWEIGHTED COMBINED ELA AND MATH PIS

GROUP	ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
ALL STUDENTS	172	178	—	—	175
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	—	—	—	—	0
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	—	—	0
WHITE	—	181	—	—	181
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	—	—	—	—	0
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	—	—	—	—	0
— There were not enough students to determine a Performance Index.					

Section 8: School Report Card
A. P. Willits Elementary School

WILLITS ELEMENTARY SCHOOL ENROLLMENT (2016 - 17)

K-12 ENROLLMENT	327
-----------------	-----

ENROLLMENT BY GENDER

MALE		FEMALE	
181	55%	146	45%

ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
HISPANIC OR LATINO	7	2%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	115	35%
WHITE	204	62%
MULTIRACIAL	1	0%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
17	5%	27	8%	16	5%

ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
K (FULL DAY)	51	16%
1ST GRADE	49	15%
2ND GRADE	59	18%
3RD GRADE	55	17%
4TH GRADE	71	22%
5TH GRADE	42	13%

AVERAGE CLASS SIZE (2016 - 17)

GROUP

CLASS SIZE

COMMON BRANCH

21

FREE AND REDUCED-PRICE LUNCH (2016 - 17)

ELIGIBLE FOR FREE LUNCH

ELIGIBLE FOR REDUCED-PRICE LUNCH

9

3%

0

0%

ATTENDANCE (2015 - 16)

ANNUAL ATTENDANCE RATE

97%

STUDENT SUSPENSIONS (2015 - 16)

3

1%

STAFF COUNTS (2016 - 17)

GROUP

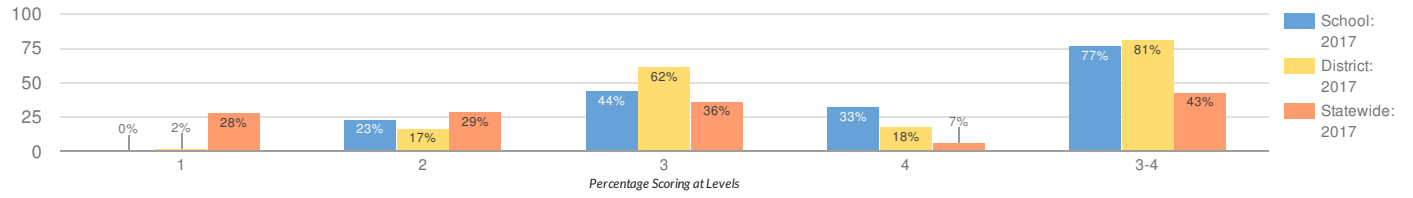
STAFF

PRINCIPALS	1
ASSISTANT PRINCIPALS	0
OTHER PROFESSIONAL STAFF	3
PARAPROFESSIONALS	0

TEACHER QUALIFICATIONS (2016 - 17)

TOTAL TEACHERS	27
PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
PERCENT TEACHING OUT OF CERTIFICATE	0%
PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE	7%
PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE	81%
TOTAL NUMBER OF CLASSES	62
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	0%

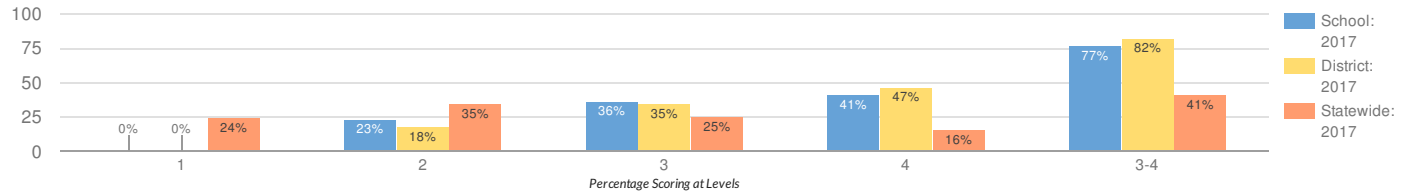
GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 338

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	39	77%	0	0%	9	23%	17	44%	13	33%
GENERAL EDUCATION	37	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	19	68%	0	0%	6	32%	4	21%	9	47%
WHITE	20	85%	0	0%	3	15%	13	65%	4	20%
FEMALE	17	82%	0	0%	3	18%	6	35%	8	47%
MALE	22	73%	0	0%	6	27%	11	50%	5	23%
NON-ENGLISH LANGUAGE LEARNERS	37	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	3	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	36	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	39	77%	0	0%	9	23%	17	44%	13	33%

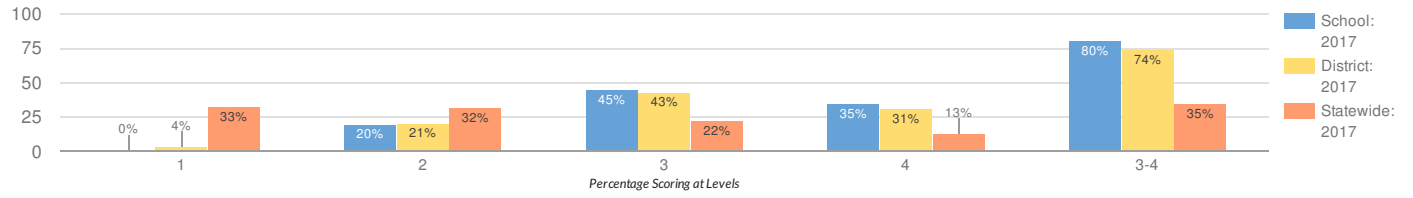
GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 337

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	39	77%	0	0%	9	23%	14	36%	16	41%
GENERAL EDUCATION	38	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	25	88%	0	0%	3	12%	11	44%	11	44%
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	13	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	14	57%	0	0%	6	43%	3	21%	5	36%
FEMALE	22	68%	0	0%	7	32%	5	23%	10	45%
MALE	17	88%	0	0%	2	12%	9	53%	6	35%
NON-ENGLISH LANGUAGE LEARNERS	38	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	1	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	38	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	39	77%	0	0%	9	23%	14	36%	16	41%

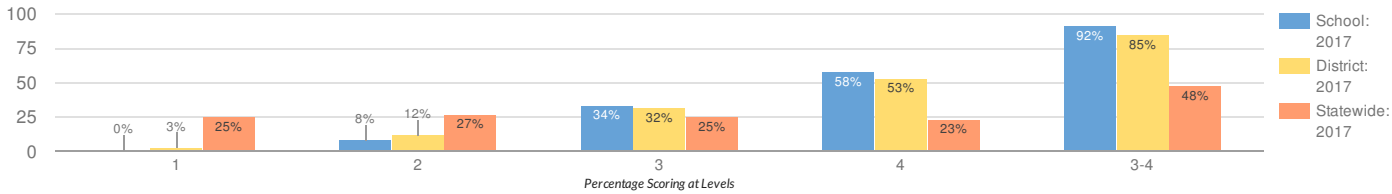
GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 337

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	20	80%	0	0%	4	20%	9	45%	7	35%
GENERAL EDUCATION	20	80%	0	0%	4	20%	9	45%	7	35%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	13	92%	0	0%	1	8%	6	46%	6	46%
WHITE	5	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	57%	0	0%	3	43%	3	43%	1	14%
FEMALE	8	75%	0	0%	2	25%	3	38%	3	38%
MALE	12	83%	0	0%	2	17%	6	50%	4	33%
NON-ENGLISH LANGUAGE LEARNERS	20	80%	0	0%	4	20%	9	45%	7	35%
ECONOMICALLY DISADVANTAGED	1	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	19	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	20	80%	0	0%	4	20%	9	45%	7	35%

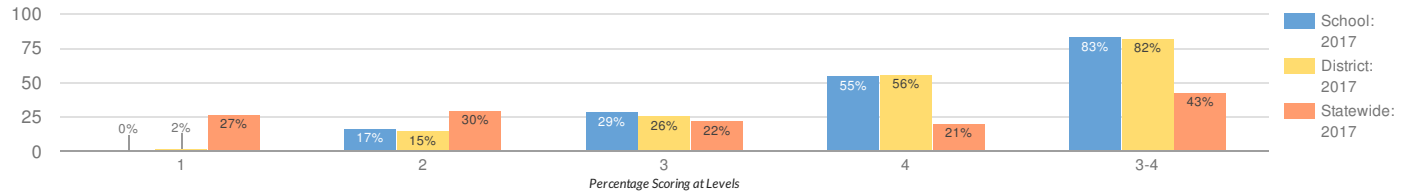
GRADE 3 MATHEMATICS



MEAN SCORE: 346

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	38	92%	0	0%	3	8%	13	34%	22	58%
GENERAL EDUCATION	36	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	20	90%	0	0%	2	10%	5	25%	13	65%
WHITE	18	94%	0	0%	1	6%	8	44%	9	50%
FEMALE	18	94%	0	0%	1	6%	7	39%	10	56%
MALE	20	90%	0	0%	2	10%	6	30%	12	60%
NON-ENGLISH LANGUAGE LEARNERS	36	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	3	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	35	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	38	92%	0	0%	3	8%	13	34%	22	58%

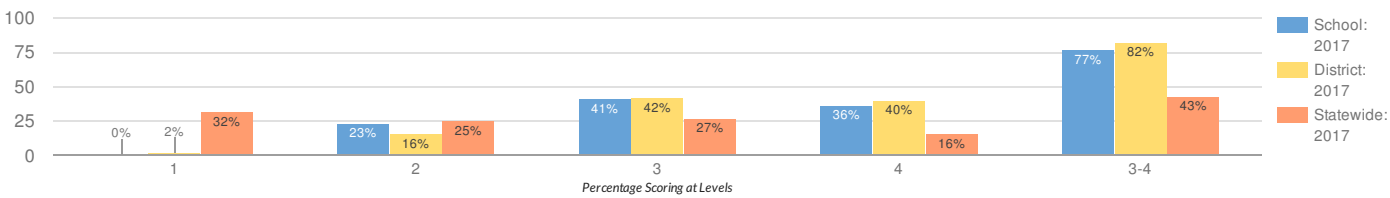
GRADE 4 MATHEMATICS



MEAN SCORE: 339

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	42	83%	0	0%	7	17%	12	29%	23	55%
GENERAL EDUCATION	41	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	25	88%	0	0%	3	12%	5	20%	17	68%
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	15	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	17	76%	0	0%	4	24%	7	41%	6	35%
FEMALE	22	73%	0	0%	6	27%	6	27%	10	45%
MALE	20	95%	0	0%	1	5%	6	30%	13	65%
NON-ENGLISH LANGUAGE LEARNERS	41	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	1	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	41	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	42	83%	0	0%	7	17%	12	29%	23	55%

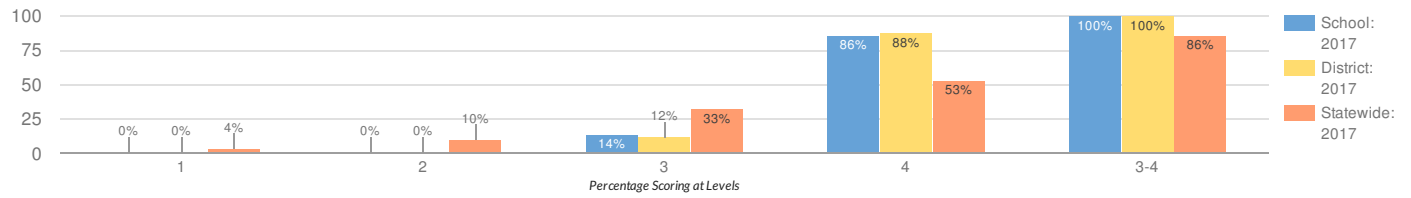
GRADE 5 MATHEMATICS



MEAN SCORE: 343

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	22	77%	0	0%	5	23%	9	41%	8	36%
GENERAL EDUCATION	22	77%	0	0%	5	23%	9	41%	8	36%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	13	85%	0	0%	2	15%	5	38%	6	46%
WHITE	7	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	67%	0	0%	3	33%	4	44%	2	22%
FEMALE	8	50%	0	0%	4	50%	3	38%	1	13%
MALE	14	93%	0	0%	1	7%	6	43%	7	50%
NON-ENGLISH LANGUAGE LEARNERS	22	77%	0	0%	5	23%	9	41%	8	36%
ECONOMICALLY DISADVANTAGED	1	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	21	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	22	77%	0	0%	5	23%	9	41%	8	36%

GRADE 4 SCIENCE



MEAN SCORE: 92

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	58	100%	0	0%	0	0%	8	14%	50	86%
GENERAL EDUCATION	51	100%	0	0%	0	0%	3	6%	48	94%
STUDENTS WITH DISABILITIES	7	100%	0	0%	0	0%	5	71%	2	29%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	24	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	32	100%	0	0%	0	0%	8	25%	24	75%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	26	100%	0	0%	0	0%	0	0%	26	100%
FEMALE	25	100%	0	0%	0	0%	1	4%	24	96%
MALE	33	100%	0	0%	0	0%	7	21%	26	79%
NON-ENGLISH LANGUAGE LEARNERS	57	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	56	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	58	100%	0	0%	0	0%	8	14%	50	86%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2016 - 17)

KINDERGARTEN

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	6	0%	0%	0%	67%	33%
GENERAL EDUCATION	6	0%	0%	0%	67%	33%

GRADE 1

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	6	0%	0%	33%	0%	67%
GENERAL EDUCATION	6	0%	0%	33%	0%	67%

GRADE 2

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

GRADE 3

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

GRADE 4

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

ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	339*	51%*	YES	96	179	101	101
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	0	—	—	0	—	—	—
HISPANIC OR LATINO	—	—	2	—	—	1	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	NO	NO	116*	88%*	YES	57	182	117	117
WHITE	NO	NO	212*	31%*	YES	38	174	108	108
MULTIRACIAL	—	—	3	—	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	—	14	—	—	3	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	3	—	—	3	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	10	—	—	5	—	—	—

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	339*	51%*	96	179
NOT BLACK OR AFRICAN AMERICAN	339*	51%*	96	179
NOT HISPANIC OR LATINO	333*	51%*	95	179
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	223*	32%*	39	174
NOT WHITE	127*	85%*	58	183
NOT MULTIRACIAL	334*	51%*	96	179
GENERAL EDUCATION	305*	54%*	93	182
ENGLISH PROFICIENT	335*	50%*	93	180
NOT ECONOMICALLY DISADVANTAGED	324*	51%*	91	180
MALE	192*	46%*	50	182
FEMALE	147*	57%*	46	176
MIGRANT	0	—	0	—
NOT MIGRANT	339*	51%*	96	179

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

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	339*	54%*	YES	100	185	99	99
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	0	—	—	0	—	—	—
HISPANIC OR LATINO	—	—	2	—	—	1	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	YES	YES	61	95%	YES	58	188	127	127
WHITE	NO	NO	212*	33%*	YES	40	180	106	106
MULTIRACIAL	—	—	3	—	—	1	—	—	—
STUDENTS WITH DISABILITIES	—	—	14	—	—	3	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	3	—	—	3	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	10	—	—	5	—	—	—

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	339*	54%*	100	185
NOT BLACK OR AFRICAN AMERICAN	339*	54%*	100	185
NOT HISPANIC OR LATINO	333*	54%*	99	185
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	223*	34%*	42	181
NOT WHITE	127*	91%*	60	188
NOT MULTIRACIAL	334*	54%*	99	185
GENERAL EDUCATION	305*	58%*	97	188
ENGLISH PROFICIENT	335*	54%*	97	185
NOT ECONOMICALLY DISADVANTAGED	324*	54%*	95	185
MALE	192*	50%*	53	192
FEMALE	147*	60%*	47	177
MIGRANT	0	—	0	—
NOT MIGRANT	339*	54%*	100	185

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

ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

GROUP	MADE AYP	TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
ALL STUDENTS	YES	YES	69	84%	YES	58	200	176	176
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	0	—	—	0	—	—	—
HISPANIC OR LATINO	—	—	1	—	—	1	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	26	—	—	24	—	—	—
WHITE	YES	YES	70*	83%*	YES	32	200	178	1
MULTIRACIAL	—	—	1	—	—	1	—	—	—
STUDENTS WITH DISABILITIES	—	—	8	—	—	7	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	1	—	—	1	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	4	—	—	2	—	—	—

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	69	84%	58	200
NOT BLACK OR AFRICAN AMERICAN	69	84%	58	200
NOT HISPANIC OR LATINO	68	84%	57	200
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	73*	84%*	34	200
NOT WHITE	28	—	26	—
NOT MULTIRACIAL	68	84%	57	200
GENERAL EDUCATION	61	84%	51	200
ENGLISH PROFICIENT	68	84%	57	200
NOT ECONOMICALLY DISADVANTAGED	65	86%	56	200
MALE	66*	85%*	33	200
FEMALE	27	—	25	—
MIGRANT	0	—	0	—
NOT MIGRANT	69	84%	58	200

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

UNWEIGHTED COMBINED ELA AND MATH PIS

GROUP	ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
ALL STUDENTS	179	185	—	—	182
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	—	—	—	—	0
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	182	188	—	—	185
WHITE	174	180	—	—	177
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	—	—	—	—	0
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	—	—	—	—	0
— There were not enough students to determine a Performance Index.					

Section 9: School Report Card
South Woods Middle School

SOUTH WOODS MIDDLE SCHOOL ENROLLMENT (2016 - 17)

K-12 ENROLLMENT	717
-----------------	-----

ENROLLMENT BY GENDER

MALE		FEMALE	
375	52%	342	48%

ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
AMERICAN INDIAN OR ALASKA NATIVE	1	0%
BLACK OR AFRICAN AMERICAN	2	0%
HISPANIC OR LATINO	28	4%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	254	35%
WHITE	421	59%
MULTIRACIAL	11	2%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
14	2%	81	11%	35	5%

ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
6TH GRADE	233	32%
7TH GRADE	247	34%
8TH GRADE	236	33%
UNGRADED SECONDARY	1	0%

AVERAGE CLASS SIZE (2016 - 17)

GROUP	CLASS SIZE
GRADE 8 ENGLISH	26
GRADE 8 MATHEMATICS	26
GRADE 8 SCIENCE	24
GRADE 8 SOCIAL STUDIES	25

FREE AND REDUCED-PRICE LUNCH (2016 - 17)

ELIGIBLE FOR FREE LUNCH	ELIGIBLE FOR REDUCED-PRICE LUNCH
25	3%
2	0%

ATTENDANCE (2015 - 16)

ANNUAL ATTENDANCE RATE	97%
------------------------	-----

STUDENT SUSPENSIONS (2015 - 16)

4	1%
---	----

STAFF COUNTS (2016 - 17)

GROUP

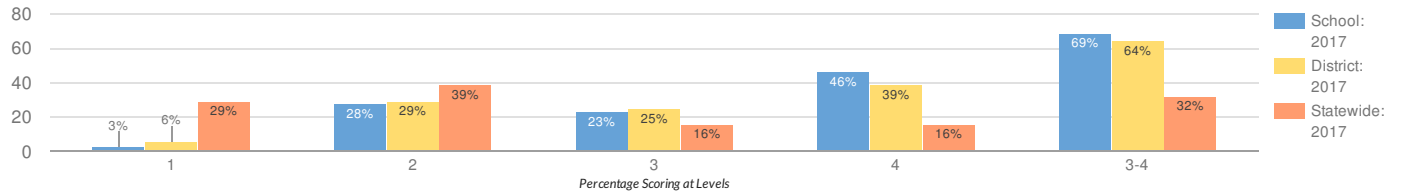
STAFF

PRINCIPALS	1
ASSISTANT PRINCIPALS	2
OTHER PROFESSIONAL STAFF	6
PARAPROFESSIONALS	0

TEACHER QUALIFICATIONS (2016 - 17)

TOTAL TEACHERS	73
PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
PERCENT TEACHING OUT OF CERTIFICATE	0%
PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE	3%
PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE	88%
TOTAL NUMBER OF CLASSES	341
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	0%

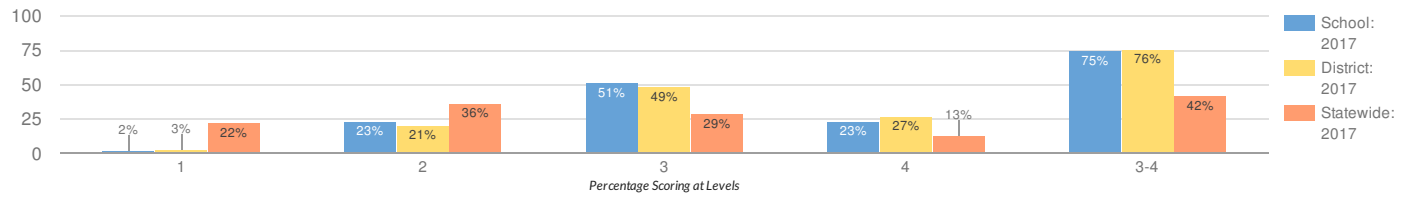
GRADE 6 ENGLISH LANGUAGE ARTS



MEAN SCORE: 328

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	144	69%	5	3%	40	28%	33	23%	66	46%
GENERAL EDUCATION	138	71%	4	3%	36	26%	33	24%	65	47%
STUDENTS WITH DISABILITIES	6	17%	1	17%	4	67%	0	0%	1	17%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	77	71%	3	4%	19	25%	16	21%	39	51%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	9	89%	1	11%	0	0%	4	44%	4	44%
WHITE	53	60%	1	2%	20	38%	12	23%	20	38%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	80%	0	0%	1	20%	1	20%	3	60%
FEMALE	66	71%	2	3%	17	26%	12	18%	35	53%
MALE	78	67%	3	4%	23	29%	21	27%	31	40%
NON-ENGLISH LANGUAGE LEARNERS	141	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	10	50%	1	10%	4	40%	1	10%	4	40%
NOT ECONOMICALLY DISADVANTAGED	134	70%	4	3%	36	27%	32	24%	62	46%
NOT MIGRANT	144	69%	5	3%	40	28%	33	23%	66	46%

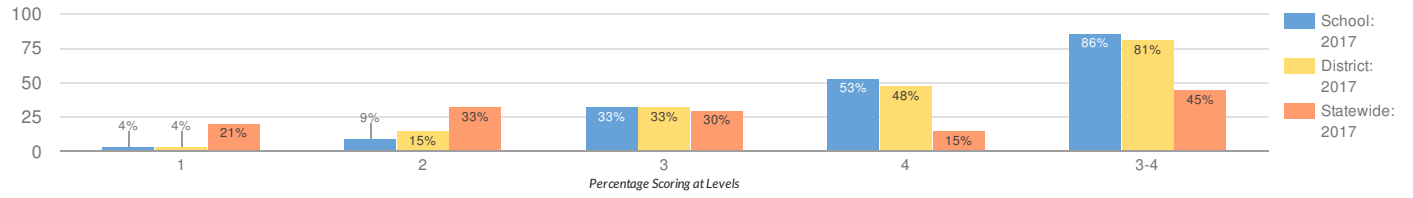
GRADE 7 ENGLISH LANGUAGE ARTS



MEAN SCORE: 328

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	146	75%	3	2%	34	23%
GENERAL EDUCATION	135	79%	1	1%	28	24%
STUDENTS WITH DISABILITIES	11	27%	2	18%	6	9%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	77	78%	0	0%	17	27%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-
HISPANIC OR LATINO	3	_%	-	-	-	-
WHITE	62	74%	2	3%	14	21%
MULTIRACIAL	3	_%	-	-	-	-
SMALL GROUP TOTAL	7	43%	1	14%	3	0%
FEMALE	63	78%	0	0%	14	24%
MALE	83	72%	3	4%	20	23%
NON-ENGLISH LANGUAGE LEARNERS	144	_%	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-
ECONOMICALLY DISADVANTAGED	8	38%	0	0%	5	25%
NOT ECONOMICALLY DISADVANTAGED	138	77%	3	2%	29	23%
NOT MIGRANT	146	75%	3	2%	34	23%

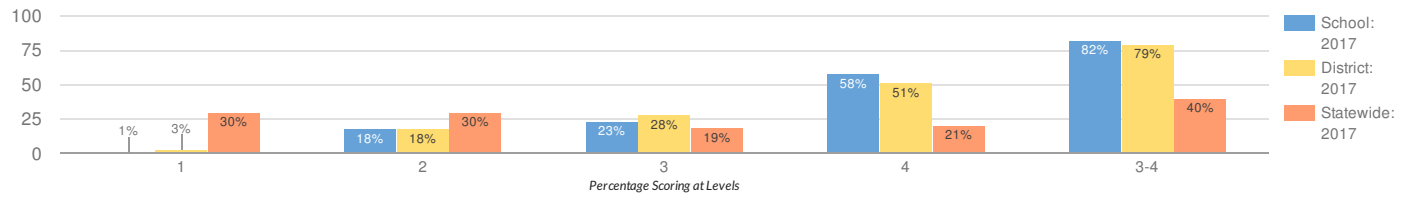
GRADE 8 ENGLISH LANGUAGE ARTS



MEAN SCORE: 339

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	118	86%	5	4%	11	9%	39	33%	63	53%
GENERAL EDUCATION	112	90%	4	4%	7	6%	38	34%	63	56%
STUDENTS WITH DISABILITIES	6	17%	1	17%	4	67%	1	17%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	65	91%	2	3%	4	6%	23	35%	36	55%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	5	_%	-	-	-	-	-	-	-	-
WHITE	44	82%	3	7%	5	11%	12	27%	24	55%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	78%	0	0%	2	22%	4	44%	3	33%
FEMALE	63	89%	2	3%	5	8%	21	33%	35	56%
MALE	55	84%	3	5%	6	11%	18	33%	28	51%
NON-ENGLISH LANGUAGE LEARNERS	117	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	4	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	114	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	118	86%	5	4%	11	9%	39	33%	63	53%

GRADE 6 MATHEMATICS

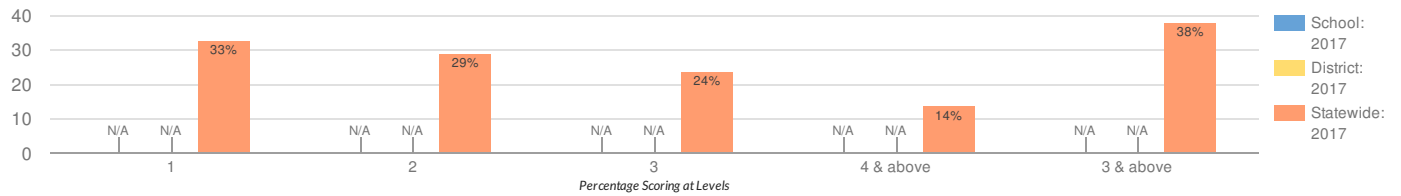


MEAN SCORE: 345

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	154	82%	1	1%	27	18%	36	23%	90	58%
GENERAL EDUCATION	148	84%	1	1%	23	16%	35	24%	89	60%
STUDENTS WITH DISABILITIES	6	33%	0	0%	4	67%	1	17%	1	17%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	83	86%	0	0%	12	14%	19	23%	52	63%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	9	67%	1	11%	2	22%	3	33%	3	33%
WHITE	57	77%	0	0%	13	23%	13	23%	31	54%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	100%	0	0%	0	0%	1	20%	4	80%
FEMALE	72	81%	0	0%	14	19%	17	24%	41	57%
MALE	82	83%	1	1%	13	16%	19	23%	49	60%
NON-ENGLISH LANGUAGE LEARNERS	148	82%	1	1%	25	17%	34	23%	88	59%
ENGLISH LANGUAGE LEARNERS	6	67%	0	0%	2	33%	2	33%	2	33%
ECONOMICALLY DISADVANTAGED	11	64%	1	9%	3	27%	1	9%	6	55%
NOT ECONOMICALLY DISADVANTAGED	143	83%	0	0%	24	17%	35	24%	84	59%
NOT MIGRANT	154	82%	1	1%	27	18%	36	23%	90	58%

GRADE 7 MATHEMATICS

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



MEAN SCORE: 341

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	142	84%	3	2%	20	14%	63	44%	56	39%
GENERAL EDUCATION	132	87%	2	2%	15	11%	59	45%	56	42%
STUDENTS WITH DISABILITIES	10	40%	1	10%	5	50%	4	40%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	79	91%	2	3%	5	6%	32	41%	40	51%
HISPANIC OR LATINO	3	_%	–	–	–	–	–	–	–	–
WHITE	58	78%	0	0%	13	22%	29	50%	16	28%
MULTIRACIAL	2	_%	–	–	–	–	–	–	–	–
SMALL GROUP TOTAL	5	40%	1	20%	2	40%	2	40%	0	0%
FEMALE	61	85%	2	3%	7	11%	29	48%	23	38%
MALE	81	83%	1	1%	13	16%	34	42%	33	41%
NON-ENGLISH LANGUAGE LEARNERS	134	83%	3	2%	20	15%	58	43%	53	40%
ENGLISH LANGUAGE LEARNERS	8	100%	0	0%	0	0%	5	63%	3	38%
ECONOMICALLY DISADVANTAGED	9	89%	0	0%	1	11%	6	67%	2	22%
NOT ECONOMICALLY DISADVANTAGED	133	83%	3	2%	19	14%	57	43%	54	41%
NOT MIGRANT	142	84%	3	2%	20	14%	63	44%	56	39%

GRADE 7 STUDENTS TAKING A REGENTS MATH TEST

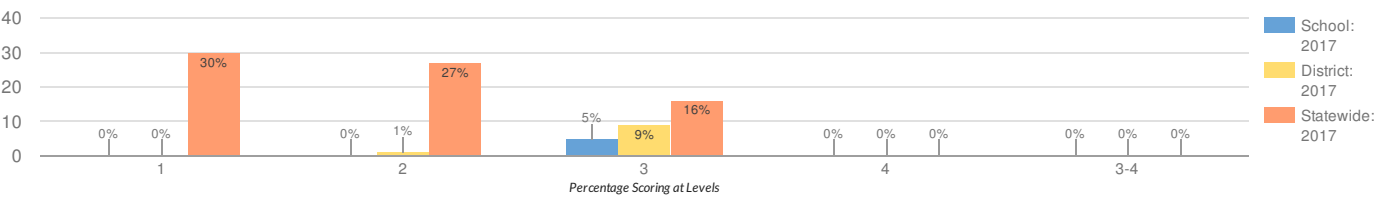
Accelerated grade 7 students who took a Regents math test in lieu of the Grade 7 NYSTP in Mathematics.

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

GRADE 8 STUDENTS TAKING A REGENTS MATH TEST

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

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

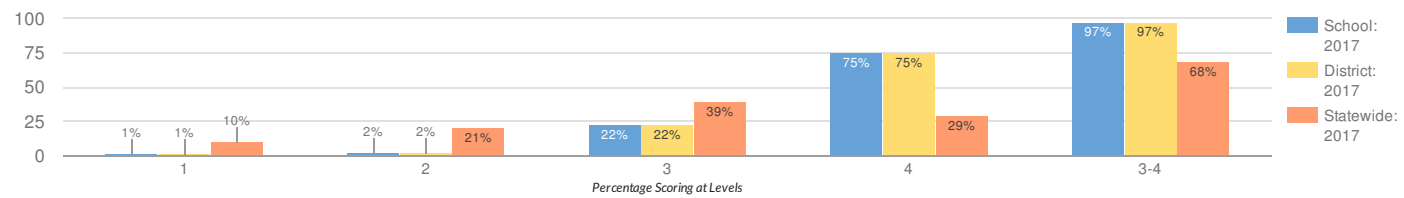


GROUP	TOTAL TESTED		LEVEL 1		LEVEL 2		LEVEL 3		4 & ABOVE		3 & ABOVE	
ALL STUDENTS	233	0	0%	1	0%	12	5%	220	94%	232	100%	

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.

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.



GROUP	TOTAL TESTED		PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	234		97%	3	1%	4	2%	51	22%	176	75%

RECENTLY ARRIVED ELL STUDENTS (2016 - 17)

GRADE

RECENTLY ARRIVED ELL STUDENTS TAKING NYSES LAT IN LIEU OF NYSTP

GRADE 6	3
GRADE 7	8
GRADE 8	2

GRADE

RECENTLY ARRIVED ELL STUDENTS NOT TAKING NYSES LAT IN LIEU OF NYSTP

GRADE 6	3
GRADE 7	8
GRADE 8	2

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	233	0	0%	1	0%	12	5%	45	19%	175	75%
GENERAL EDUCATION	209	0	0%	0	0%	7	3%	34	16%	168	80%
STUDENTS WITH DISABILITIES	24	0	0%	1	4%	5	21%	11	46%	7	29%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	76	0	0%	0	0%	2	3%	7	9%	67	88%
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	0	0%	0	0%	2	33%	1	17%	3	50%
WHITE	146	0	0%	1	1%	8	5%	35	24%	102	70%
MULTIRACIAL	3	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	0	0%	0	0%	0	0%	2	40%	3	60%
FEMALE	118	0	0%	0	0%	5	4%	19	16%	94	80%
MALE	115	0	0%	1	1%	7	6%	26	23%	81	70%
NON-ENGLISH LANGUAGE LEARNERS	228	0	0%	1	0%	11	5%	45	20%	171	75%
ENGLISH LANGUAGE LEARNERS	5	0	0%	0	0%	1	20%	0	0%	4	80%
ECONOMICALLY DISADVANTAGED	7	0	0%	0	0%	3	43%	0	0%	4	57%
NOT ECONOMICALLY DISADVANTAGED	226	0	0%	1	0%	9	4%	45	20%	171	76%
NOT MIGRANT	233	0	0%	1	0%	12	5%	45	19%	175	75%

COMMON CORE GEOMETRY

REGENTS COMMON CORE GEOMETRY

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	3	-	-	-	-	-	-	-	-	-	-
GENERAL EDUCATION	3	-	-	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	3	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	3	-	-	-	-	-	-	-	-	-	-
FEMALE	1	-	-	-	-	-	-	-	-	-	-
MALE	2	-	-	-	-	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	3	-	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	1	-	-	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	2	-	-	-	-	-	-	-	-	-	-
NOT MIGRANT	3	-	-	-	-	-	-	-	-	-	-

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	233	230	99%	226	97%	175	75%
GENERAL EDUCATION	209	208	100%	205	98%	167	80%
STUDENTS WITH DISABILITIES	24	22	92%	21	88%	8	33%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	78	78	100%	76	97%	68	87%
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
HISPANIC OR LATINO	6	5	83%	5	83%	4	67%
WHITE	144	142	99%	140	97%	99	69%
MULTIRACIAL	3	-	-	-	-	-	-
SMALL GROUP TOTAL	5	5	100%	5	100%	4	80%
FEMALE	119	118	99%	115	97%	92	77%
MALE	114	112	98%	111	97%	83	73%
NON-ENGLISH LANGUAGE LEARNERS	228	226	99%	222	97%	171	75%
ENGLISH LANGUAGE LEARNERS	5	4	80%	4	80%	4	80%
ECONOMICALLY DISADVANTAGED	8	7	88%	7	88%	5	63%
NOT ECONOMICALLY DISADVANTAGED	225	223	99%	219	97%	170	76%
NOT MIGRANT	233	230	99%	226	97%	175	75%

PHYSICAL SETTING/CHEMISTRY

REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55			65		85	
ALL STUDENTS	1	-	-	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	-	-	-	-	-	-	-
SMALL GROUP TOTAL	1	-	-	-	-	-	-	-
MALE	1	-	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	1	-	-	-	-	-	-	-
NOT MIGRANT	1	-	-	-	-	-	-	-

NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA) RESULTS (2016 - 17)

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE 7 MATH	1	_%	-	-	-	-

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2016 - 17)

GRADE 6

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	6	0%	17%	33%	17%	33%
GENERAL EDUCATION	6	0%	17%	33%	17%	33%

GRADE 7

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	11	0%	27%	18%	27%	27%
GENERAL EDUCATION	11	0%	27%	18%	27%	27%

GRADE 8

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	5	0%	0%	0%	40%	60%
GENERAL EDUCATION	5	0%	0%	0%	40%	60%

ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	1,448*	55%*	YES	402	173	106	106
AMERICAN INDIAN OR ALASKA NATIVE	—	—	1	—	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	3	—	—	2	—	—	—
HISPANIC OR LATINO	—	—	31	—	—	16	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	NO	NO	503*	86%*	YES	215	178	122	122
WHITE	NO	NO	861*	37%*	YES	159	168	116	116
MULTIRACIAL	—	—	11	—	—	9	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	167*	29%*	YES	49 ^o	108	71	71
LIMITED ENGLISH PROFICIENT	—	—	22	—	—	5	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	39	—	—	20	—	—	—

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	1,445*	55%*	401	173
NOT BLACK OR AFRICAN AMERICAN	1,443*	55%*	400	173
NOT HISPANIC OR LATINO	1,393*	55%*	386	173
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	945*	39%*	187	168
NOT WHITE	587*	82%*	243	177
NOT MULTIRACIAL	1,427*	55%*	393	174
GENERAL EDUCATION	1,281*	58%*	379	178
ENGLISH PROFICIENT	1,416*	55%*	397	175
NOT ECONOMICALLY DISADVANTAGED	1,376*	55%*	382	174
MALE	749*	56%*	214	170
FEMALE	699*	54%*	188	178
MIGRANT	0	—	0	—
NOT MIGRANT	1,448*	55%*	402	173

— 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.

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

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	1,448*	71%*	YES	522	190	104	104
AMERICAN INDIAN OR ALASKA NATIVE	—	—	1	—	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	3	—	—	2	—	—	—
HISPANIC OR LATINO	—	—	31	—	—	17	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	NO	NO	504*	90%*	YES	231	192	133	133
WHITE	NO	NO	860*	61%*	YES	262	189	114	114
MULTIRACIAL	—	—	11	—	—	9	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	166*	54%*	YES	41†	168†	71	71
LIMITED ENGLISH PROFICIENT	—	—	22	—	—	13	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	39	—	—	26	—	—	—

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	1,445*	71%*	521	190
NOT BLACK OR AFRICAN AMERICAN	1,443*	71%*	520	190
NOT HISPANIC OR LATINO	1,393*	72%*	505	191
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	944*	61%*	291	188
NOT WHITE	588*	87%*	260	191
NOT MULTIRACIAL	1,427*	71%*	513	190
GENERAL EDUCATION	1,282*	74%*	481	192
ENGLISH PROFICIENT	1,416*	71%*	509	190
NOT ECONOMICALLY DISADVANTAGED	1,376*	71%*	496	190
MALE	749*	72%*	278	189
FEMALE	699*	71%*	244	191
MIGRANT	0	—	0	—
NOT MIGRANT	1,448*	71%*	522	190

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

ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

GROUP	MADE AYP	TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
ALL STUDENTS	YES	YES	236	99%	YES	233	196	182	182
AMERICAN INDIAN OR ALASKA NATIVE	—	—	1	—	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	1	—	—	1	—	—	—
HISPANIC OR LATINO	—	—	6	—	—	6	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	YES	YES	80	99%	YES	78	197	182	182
WHITE	YES	YES	145	99%	YES	144	196	186	186
MULTIRACIAL	—	—	3	—	—	3	—	—	—
STUDENTS WITH DISABILITIES	—	—	24	—	—	24	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	5	—	—	5	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	8	—	—	8	—	—	—

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	235	99%	232	196
NOT BLACK OR AFRICAN AMERICAN	235	99%	232	196
NOT HISPANIC OR LATINO	230	99%	227	196
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	156	99%	155	195
NOT WHITE	91	99%	89	196
NOT MULTIRACIAL	233	99%	230	196
GENERAL EDUCATION	212	99%	209	198
ENGLISH PROFICIENT	231	99%	228	196
NOT ECONOMICALLY DISADVANTAGED	228	99%	225	196
MALE	116	99%	115	196
FEMALE	120	99%	118	196
MIGRANT	0	—	0	—
NOT MIGRANT	236	99%	233	196

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

UNWEIGHTED COMBINED ELA AND MATH PIS

GROUP	ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
ALL STUDENTS	173	190	—	—	182
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	—	—	—	—	0
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	178	192	—	—	185
WHITE	168	189	—	—	179
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	—	168	—	—	168
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	—	—	—	—	0
— There were not enough students to determine a Performance Index.					

Section 10: School Report Card
H.B. Thompson Middle School

H B THOMPSON MIDDLE SCHOOL ENROLLMENT (2016 - 17)

K-12 ENROLLMENT	870
-----------------	-----

ENROLLMENT BY GENDER

MALE	FEMALE
454	416
52%	48%

ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
AMERICAN INDIAN OR ALASKA NATIVE	2	0%
BLACK OR AFRICAN AMERICAN	6	1%
HISPANIC OR LATINO	25	3%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	282	32%
WHITE	546	63%
MULTIRACIAL	9	1%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS	STUDENTS WITH DISABILITIES	ECONOMICALLY DISADVANTAGED
13	136	64
1%	16%	7%

ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
6TH GRADE	265	30%
UNGRADED ELEMENTARY	1	0%
7TH GRADE	300	34%
8TH GRADE	298	34%
UNGRADED SECONDARY	6	1%

AVERAGE CLASS SIZE (2016 - 17)

GROUP	CLASS SIZE
GRADE 8 ENGLISH	22
GRADE 8 MATHEMATICS	24
GRADE 8 SCIENCE	24
GRADE 8 SOCIAL STUDIES	24

FREE AND REDUCED-PRICE LUNCH (2016 - 17)

ELIGIBLE FOR FREE LUNCH	ELIGIBLE FOR REDUCED-PRICE LUNCH
36	4%
11	1%

ATTENDANCE (2015 - 16)

ANNUAL ATTENDANCE RATE	98%
------------------------	-----

STUDENT SUSPENSIONS (2015 - 16)

6	1%
---	----

STAFF COUNTS (2016 - 17)

GROUP

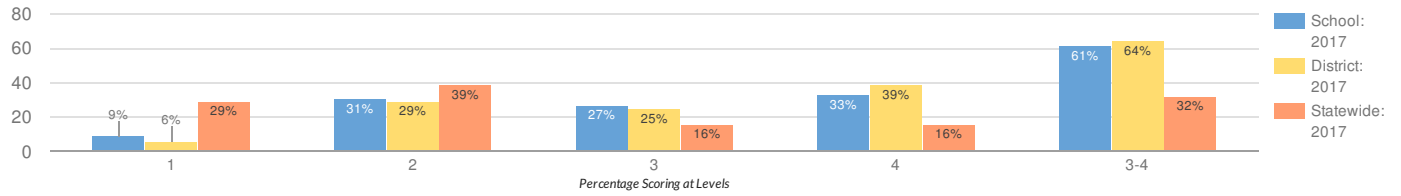
STAFF

PRINCIPALS	1
ASSISTANT PRINCIPALS	2
OTHER PROFESSIONAL STAFF	0
PARAPROFESSIONALS	0

TEACHER QUALIFICATIONS (2016 - 17)

TOTAL TEACHERS	91
PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
PERCENT TEACHING OUT OF CERTIFICATE	1%
PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE	2%
PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE	78%
TOTAL NUMBER OF CLASSES	413
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	0%

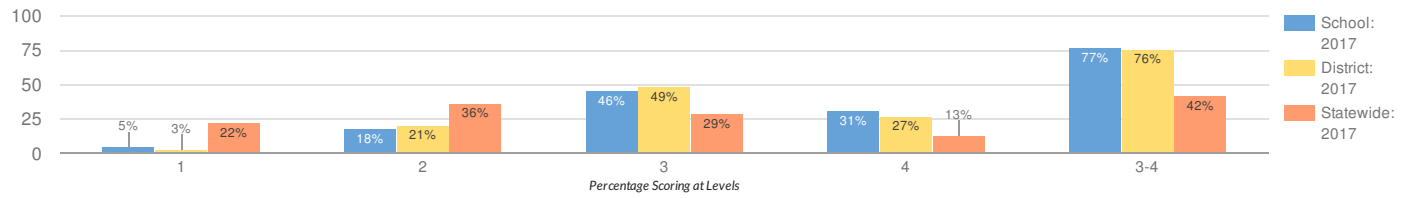
GRADE 6 ENGLISH LANGUAGE ARTS



MEAN SCORE: 320

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	157	61%	14	9%	48	31%	43	27%	52	33%
GENERAL EDUCATION	138	67%	6	4%	40	29%	41	30%	51	37%
STUDENTS WITH DISABILITIES	19	16%	8	42%	8	42%	2	11%	1	5%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	80	64%	7	9%	22	28%	19	24%	32	40%
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	7	71%	1	14%	1	14%	3	43%	2	29%
WHITE	65	57%	6	9%	22	34%	20	31%	17	26%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	40%	0	0%	3	60%	1	20%	1	20%
FEMALE	78	72%	2	3%	20	26%	21	27%	35	45%
MALE	79	49%	12	15%	28	35%	22	28%	17	22%
NON-ENGLISH LANGUAGE LEARNERS	153	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	9	33%	1	11%	5	56%	1	11%	2	22%
NOT ECONOMICALLY DISADVANTAGED	148	62%	13	9%	43	29%	42	28%	50	34%
NOT MIGRANT	157	61%	14	9%	48	31%	43	27%	52	33%

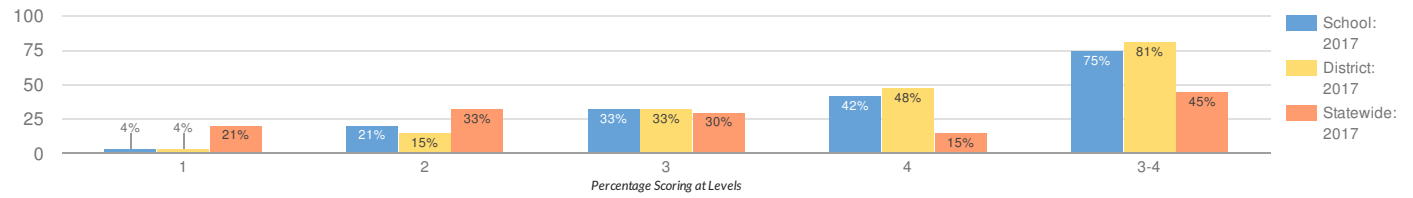
GRADE 7 ENGLISH LANGUAGE ARTS



MEAN SCORE: 331

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	152	77%	7	5%	28	18%	70	46%	47	31%
GENERAL EDUCATION	146	79%	5	3%	26	18%	68	47%	47	32%
STUDENTS WITH DISABILITIES	6	33%	2	33%	2	33%	2	33%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	73	86%	0	0%	10	14%	36	49%	27	37%
HISPANIC OR LATINO	3	_%	-	-	-	-	-	-	-	-
WHITE	73	68%	6	8%	17	23%	31	42%	19	26%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	67%	1	17%	1	17%	3	50%	1	17%
FEMALE	86	77%	3	3%	17	20%	37	43%	29	34%
MALE	66	77%	4	6%	11	17%	33	50%	18	27%
NON-ENGLISH LANGUAGE LEARNERS	151	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	14	71%	1	7%	3	21%	7	50%	3	21%
NOT ECONOMICALLY DISADVANTAGED	138	78%	6	4%	25	18%	63	46%	44	32%
NOT MIGRANT	152	77%	7	5%	28	18%	70	46%	47	31%

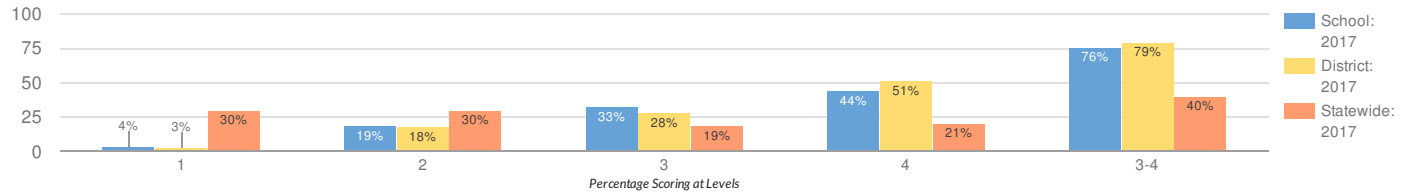
GRADE 8 ENGLISH LANGUAGE ARTS



MEAN SCORE: 331

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	117	75%	5	4%	24	21%	39	33%	49	42%
GENERAL EDUCATION	106	79%	3	3%	19	18%	36	34%	48	45%
STUDENTS WITH DISABILITIES	11	36%	2	18%	5	45%	3	27%	1	9%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	68	85%	3	4%	7	10%	23	34%	35	51%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	46	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	49	61%	2	4%	17	35%	16	33%	14	29%
FEMALE	47	83%	0	0%	8	17%	13	28%	26	55%
MALE	70	70%	5	7%	16	23%	26	37%	23	33%
NON-ENGLISH LANGUAGE LEARNERS	114	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	13	77%	0	0%	3	23%	8	62%	2	15%
NOT ECONOMICALLY DISADVANTAGED	104	75%	5	5%	21	20%	31	30%	47	45%
NOT MIGRANT	117	75%	5	4%	24	21%	39	33%	49	42%

GRADE 6 MATHEMATICS

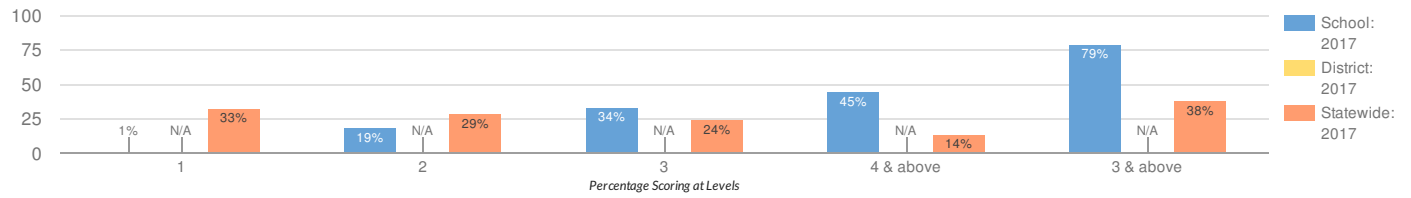


MEAN SCORE: 335

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	160	76%	7	4%	31	19%	52	33%	70	44%
GENERAL EDUCATION	143	81%	2	1%	25	17%	46	32%	70	49%
STUDENTS WITH DISABILITIES	17	35%	5	29%	6	35%	6	35%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	86	77%	3	3%	17	20%	26	30%	40	47%
BLACK OR AFRICAN AMERICAN	2	_%	_	_	_	_	_	_	_	_
HISPANIC OR LATINO	7	_%	_	_	_	_	_	_	_	_
WHITE	63	75%	3	5%	13	21%	22	35%	25	40%
MULTIRACIAL	2	_%	_	_	_	_	_	_	_	_
SMALL GROUP TOTAL	11	82%	1	9%	1	9%	4	36%	5	45%
FEMALE	81	77%	2	2%	17	21%	27	33%	35	43%
MALE	79	76%	5	6%	14	18%	25	32%	35	44%
NON-ENGLISH LANGUAGE LEARNERS	152	78%	5	3%	29	19%	49	32%	69	45%
ENGLISH LANGUAGE LEARNERS	8	50%	2	25%	2	25%	3	38%	1	13%
ECONOMICALLY DISADVANTAGED	9	67%	1	11%	2	22%	5	56%	1	11%
NOT ECONOMICALLY DISADVANTAGED	151	77%	6	4%	29	19%	47	31%	69	46%
NOT MIGRANT	160	76%	7	4%	31	19%	52	33%	70	44%

GRADE 7 MATHEMATICS

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



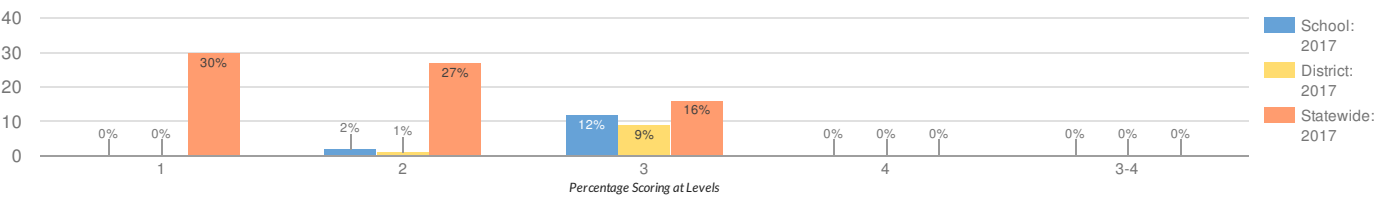
MEAN SCORE: 341

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	150	79%	2	1%	29	19%	51	34%	68	45%
GENERAL EDUCATION	145	81%	2	1%	26	18%	50	34%	67	46%
STUDENTS WITH DISABILITIES	5	40%	0	0%	3	60%	1	20%	1	20%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	71	89%	1	1%	7	10%	23	32%	40	56%
HISPANIC OR LATINO	4	_%	–	–	–	–	–	–	–	–
WHITE	73	71%	1	1%	20	27%	25	34%	27	37%
MULTIRACIAL	2	_%	–	–	–	–	–	–	–	–
SMALL GROUP TOTAL	6	67%	0	0%	2	33%	3	50%	1	17%
FEMALE	83	71%	2	2%	22	27%	25	30%	34	41%
MALE	67	90%	0	0%	7	10%	26	39%	34	51%
NON-ENGLISH LANGUAGE LEARNERS	149	_%	–	–	–	–	–	–	–	–
ENGLISH LANGUAGE LEARNERS	1	_%	–	–	–	–	–	–	–	–
ECONOMICALLY DISADVANTAGED	12	83%	0	0%	2	17%	6	50%	4	33%
NOT ECONOMICALLY DISADVANTAGED	138	79%	2	1%	27	20%	45	33%	64	46%
NOT MIGRANT	150	79%	2	1%	29	19%	51	34%	68	45%

GRADE 8 STUDENTS TAKING A REGENTS MATH TEST

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

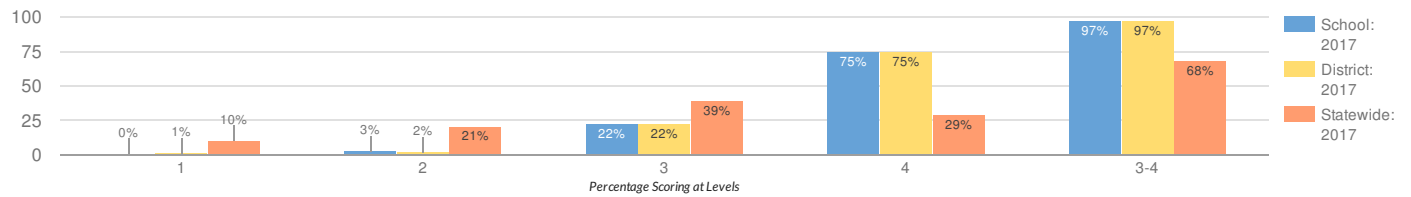
Mean scores and data in the table for grade 8 math include only those for grade 8 students who took the Grade 8 New York State Testing Program Assessment (NYSTP) in Mathematics. For 2015 and forward, data in the bar charts include those for grade 8 students who took the Grade 8 NYSTP in Mathematics and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



GROUP	TOTAL TESTED		LEVEL 1		LEVEL 2		LEVEL 3		4 & ABOVE		3 & ABOVE	
ALL STUDENTS	298	0	0%	5	2%	37	12%	256	86%	293	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: 70

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	21	67%	0	0%	7	33%	12	57%	2	10%
GENERAL EDUCATION	13	77%	0	0%	3	23%	8	62%	2	15%
STUDENTS WITH DISABILITIES	8	50%	0	0%	4	50%	4	50%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	7	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	12	67%	0	0%	4	33%	7	58%	1	8%
SMALL GROUP TOTAL	9	67%	0	0%	3	33%	5	56%	1	11%
FEMALE	8	63%	0	0%	3	38%	5	63%	0	0%
MALE	13	69%	0	0%	4	31%	7	54%	2	15%
NON-ENGLISH LANGUAGE LEARNERS	18	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	4	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	17	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	21	67%	0	0%	7	33%	12	57%	2	10%

GRADE 8 STUDENTS TAKING A REGENTS SCIENCE TEST

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

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	251	100%	0	0%	1	0%	48	19%	202	80%

RECENTLY ARRIVED ELL STUDENTS (2016 - 17)

GRADE

RECENTLY ARRIVED ELL STUDENTS TAKING NYSES LAT IN LIEU OF NYSTP

GRADE 6	2
GRADE 8	1

GRADE

RECENTLY ARRIVED ELL STUDENTS NOT TAKING NYSES LAT IN LIEU OF NYSTP

GRADE 6	2
GRADE 8	1

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	298	0	0%	5	2%	37	12%	74	25%	182	61%
GENERAL EDUCATION	258	0	0%	0	0%	18	7%	61	24%	179	69%
STUDENTS WITH DISABILITIES	40	0	0%	5	13%	19	48%	13	33%	3	8%
AMERICAN INDIAN OR ALASKA NATIVE	2	-	-	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	103	0	0%	0	0%	6	6%	10	10%	87	84%
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	0	0%	1	17%	0	0%	0	0%	5	83%
WHITE	182	0	0%	4	2%	28	15%	62	34%	88	48%
MULTIRACIAL	3	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	0	0%	0	0%	3	43%	2	29%	2	29%
FEMALE	135	0	0%	2	1%	15	11%	31	23%	87	64%
MALE	163	0	0%	3	2%	22	13%	43	26%	95	58%
NON-ENGLISH LANGUAGE LEARNERS	293	0	0%	5	2%	34	12%	74	25%	180	61%
ENGLISH LANGUAGE LEARNERS	5	0	0%	0	0%	3	60%	0	0%	2	40%
ECONOMICALLY DISADVANTAGED	24	0	0%	1	4%	2	8%	9	38%	12	50%
NOT ECONOMICALLY DISADVANTAGED	274	0	0%	4	1%	35	13%	65	24%	170	62%
NOT MIGRANT	298	0	0%	5	2%	37	12%	74	25%	182	61%

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	1	-	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	-	-	-	-	-	-
SMALL GROUP TOTAL	1	-	-	-	-	-	-
MALE	1	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	1	-	-	-	-	-	-
NOT MIGRANT	1	-	-	-	-	-	-

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	250	250	100%	249	100%	201	80%
GENERALE EDUCATION	236	236	100%	235	100%	193	82%
STUDENTS WITH DISABILITIES	14	14	100%	14	100%	8	57%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	93	93	100%	92	99%	84	90%
HISPANIC OR LATINO	4	-	-	-	-	-	-
WHITE	149	149	100%	149	100%	112	75%
MULTIRACIAL	3	-	-	-	-	-	-
SMALL GROUP TOTAL	8	8	100%	8	100%	5	63%
FEMALE	116	116	100%	116	100%	89	77%
MALE	134	134	100%	133	99%	112	84%
NON-ENGLISH LANGUAGE LEARNERS	248	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	17	17	100%	17	100%	10	59%
NOT ECONOMICALLY DISADVANTAGED	233	233	100%	232	100%	191	82%
NOT MIGRANT	250	250	100%	249	100%	201	80%

NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA) RESULTS (2016 - 17)

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

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2016 - 17)

GRADE 6

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	8	0%	0%	38%	25%	38%
GENERAL EDUCATION	5	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	-	-	-	-	-

GRADE 7

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

GRADE 8

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	5	0%	0%	0%	80%	20%
GENERAL EDUCATION	4	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	1,720*	47%*	YES	418	165	106	106
AMERICAN INDIAN OR ALASKA NATIVE	—	—	2	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	6	—	—	3	—	—	—
HISPANIC OR LATINO	—	—	25	—	—	11	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	NO	NO	543*	77%*	YES	213	174	122	122
WHITE	NO	NO	1,088*	32%*	YES	186	155	116	116
MULTIRACIAL	—	—	11	—	—	5	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	253*	30%*	YES	40†	105†	70	70
LIMITED ENGLISH PROFICIENT	—	—	14	—	—	6	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	118*	58%*	YES	35	160	86	86

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	1,716*	47%*	418	165
NOT BLACK OR AFRICAN AMERICAN	1,710*	47%*	415	165
NOT HISPANIC OR LATINO	1,667*	47%*	407	164
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	1,177*	33%*	205	155
NOT WHITE	632*	73%*	232	172
NOT MULTIRACIAL	1,698*	47%*	413	165
GENERAL EDUCATION	1,467*	50%*	379	171
ENGLISH PROFICIENT	1,697*	47%*	412	167
NOT ECONOMICALLY DISADVANTAGED	1,602*	46%*	383	165
MALE	884*	47%*	213	155
FEMALE	836*	47%*	205	174
MIGRANT	0	—	0	—
NOT MIGRANT	1,720*	47%*	418	165

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

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

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

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	1,723*	66%*	YES	597	186	105	105
AMERICAN INDIAN OR ALASKA NATIVE	—	—	2	—	—	2	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	6	—	—	4	—	—	—
HISPANIC OR LATINO	—	—	25	—	—	17	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	NO	NO	545*	88%*	YES	249	188	133	133
WHITE	NO	NO	1,089*	55%*	YES	320	185	115	115
MULTIRACIAL	—	—	11	—	—	5	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	254*	47%*	YES	66†	156†	74	74
LIMITED ENGLISH PROFICIENT	—	—	15	—	—	10	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	118*	70%*	YES	44	184	85	85

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	1,719*	66%*	595	186
NOT BLACK OR AFRICAN AMERICAN	1,713*	66%*	593	186
NOT HISPANIC OR LATINO	1,670*	66%*	580	186
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	1,178*	56%*	348	184
NOT WHITE	634*	85%*	277	187
NOT MULTIRACIAL	1,701*	66%*	592	185
GENERAL EDUCATION	1,469*	69%*	532	189
ENGLISH PROFICIENT	1,699*	66%*	587	186
NOT ECONOMICALLY DISADVANTAGED	1,605*	66%*	553	186
MALE	886*	65%*	306	188
FEMALE	837*	67%*	291	183
MIGRANT	0	—	0	—
NOT MIGRANT	1,723*	66%*	597	186

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

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

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

ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
ALL STUDENTS	YES	YES	301	91%	YES	271	197	182	182
AMERICAN INDIAN OR ALASKA NATIVE	—	—	2	—	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	2	—	—	1	—	—	—
HISPANIC OR LATINO	—	—	7	—	—	5	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	YES	YES	104	98%	YES	100	198	183	183
WHITE	YES	YES	183	89%	YES	162	198	187	187
MULTIRACIAL	—	—	3	—	—	2	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	81*	75%*	YES	61 ^o	182	163	163
LIMITED ENGLISH PROFICIENT	—	—	5	—	—	4	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	25	—	—	22	—	—	—

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	299	91%	270	197
NOT BLACK OR AFRICAN AMERICAN	299	91%	270	197
NOT HISPANIC OR LATINO	294	92%	266	198
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	197	87%	171	197
NOT WHITE	118	95%	109	197
NOT MULTIRACIAL	298	91%	269	197
GENERAL EDUCATION	258	97%	248	198
ENGLISH PROFICIENT	296	91%	267	198
NOT ECONOMICALLY DISADVANTAGED	276	91%	249	198
MALE	164	91%	148	197
FEMALE	137	91%	123	198
MIGRANT	0	—	0	—
NOT MIGRANT	301	91%	271	197

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

*The percentage of students tested in the current year fell below 80 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

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

UNWEIGHTED COMBINED ELA AND MATH PIS

GROUP	ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
ALL STUDENTS	165	186	—	—	176
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	—	—	—	—	0
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	174	188	—	—	181
WHITE	155	185	—	—	170
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	105	156	—	—	131
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	160	184	—	—	172
— There were not enough students to determine a Performance Index.					

Section 11: School Report Card
Syosset High School

SYOSSET SENIOR HIGH SCHOOL ENROLLMENT (2016 - 17)

K-12 ENROLLMENT	2,099
-----------------	-------

ENROLLMENT BY GENDER

MALE	FEMALE
1,080	1,019
51%	49%

ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
AMERICAN INDIAN OR ALASKA NATIVE	2	0%
BLACK OR AFRICAN AMERICAN	13	1%
HISPANIC OR LATINO	63	3%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	658	31%
WHITE	1,339	64%
MULTIRACIAL	24	1%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS	STUDENTS WITH DISABILITIES	ECONOMICALLY DISADVANTAGED
26	269	175
1%	13%	8%

ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
9TH GRADE	515	25%
10TH GRADE	463	22%
11TH GRADE	567	27%
12TH GRADE	539	26%
UNGRADED SECONDARY	15	1%

AVERAGE CLASS SIZE (2016 - 17)

GROUP	CLASS SIZE
GRADE 10 ENGLISH	22
GRADE 10 MATHEMATICS	19
GRADE 10 SCIENCE	19
GRADE 10 SOCIAL STUDIES	21

FREE AND REDUCED-PRICE LUNCH (2016 - 17)

ELIGIBLE FOR FREE LUNCH	ELIGIBLE FOR REDUCED-PRICE LUNCH
135	6%
11	1%

ATTENDANCE (2015 - 16)

ANNUAL ATTENDANCE RATE	97%
------------------------	-----

STUDENT SUSPENSIONS (2015 - 16)

47	2%
----	----

STAFF COUNTS (2016 - 17)

GROUP

STAFF

PRINCIPALS	1
ASSISTANT PRINCIPALS	2
OTHER PROFESSIONAL STAFF	20
PARAPROFESSIONALS	0

TEACHER QUALIFICATIONS (2016 - 17)

TOTAL TEACHERS	210
PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
PERCENT TEACHING OUT OF CERTIFICATE	0%
PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE	2%
PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE	70%
TOTAL NUMBER OF CLASSES	931
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	0%

HIGH SCHOOL COMPLETERS (2016 - 17)

GROUP	COMPLETERS (GRADUATES + COMMENCEMENT CREDENTIALS)		GRADUATES (REGENTS + LOCAL DIPLOMAS)				REGENTS DIPLOMA	
ALL STUDENTS		537			537		529	99%
GENERAL EDUCATION		474			474		474	100%
STUDENTS WITH DISABILITIES		63			63		55	87%
GROUP	REGENTS WITH ADVANCED DESIGNATION		REGENTS WITH CTE ENDORSEMENT		LOCAL DIPLOMAS		COMMENCEMENT CREDENTIALS	
ALL STUDENTS	457	85%	0	0%	8	1%	0	0%
GENERAL EDUCATION	440	93%	0	0%	0	0%	0	0%
STUDENTS WITH DISABILITIES	17	27%	0	0%	8	13%	0	0%

HIGH SCHOOL NON-COMPLETERS (2016 - 17)

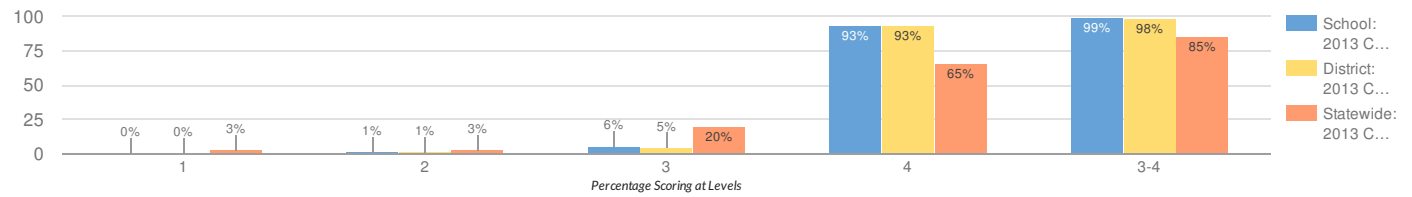
GROUP	DROPPED OUT		ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM		TOTAL NONCOMPLETERS	
ALL STUDENTS	-	-	-	-	-	-
GENERAL EDUCATION	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	-	-	-	-	-	-

POST-GRADUATION PLANS OF COMPLETERS (2016 - 17)

GROUP	TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
ALL STUDENTS	509	95%	20	4%	0	0%	1	0%
GENERAL EDUCATION	458	97%	10	2%	0	0%	1	0%
STUDENTS WITH DISABILITIES	51	81%	10	16%	0	0%	0	0%

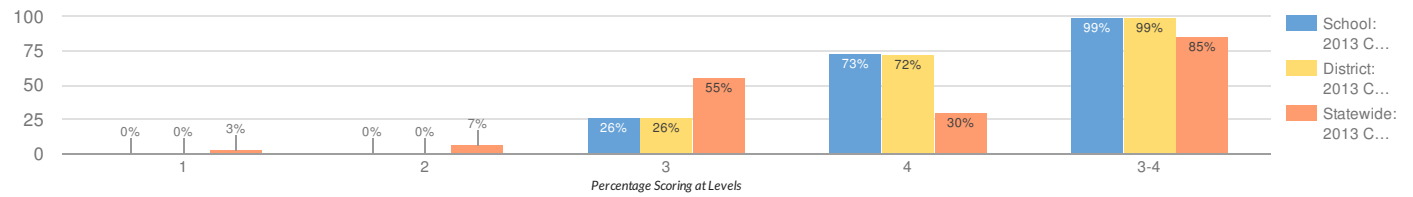
GROUP	TO EMPLOYMENT		TO ADULT SERVICES		TO OTHER KNOWN PLANS		PLANS UNKNOWN	
ALL STUDENTS	7	1%	0	0%	0	0%	0	0%
GENERAL EDUCATION	5	1%	0	0%	0	0%	0	0%
STUDENTS WITH DISABILITIES	2	3%	0	0%	0	0%	0	0%

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



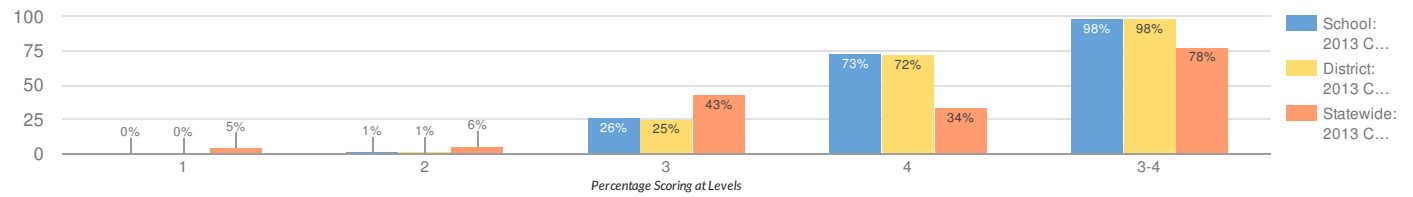
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	544	99%	0	0%	3	1%	30	6%	508	93%
GENERAL EDUCATION	477	100%	0	0%	0	0%	13	3%	464	97%
STUDENTS WITH DISABILITIES	67	91%	0	0%	3	4%	17	25%	44	66%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	183	100%	0	0%	0	0%	11	6%	172	94%
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	8	100%	0	0%	0	0%	1	13%	7	88%
WHITE	348	98%	0	0%	3	1%	18	5%	324	93%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	100%	0	0%	0	0%	0	0%	5	100%
FEMALE	263	100%	0	0%	0	0%	10	4%	252	96%
MALE	281	98%	0	0%	3	1%	20	7%	256	91%
NON-ENGLISH LANGUAGE LEARNERS	540	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	43	98%	0	0%	0	0%	5	12%	37	86%
NOT ECONOMICALLY DISADVANTAGED	501	99%	0	0%	3	1%	25	5%	471	94%
NOT MIGRANT	544	99%	0	0%	3	1%	30	6%	508	93%

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



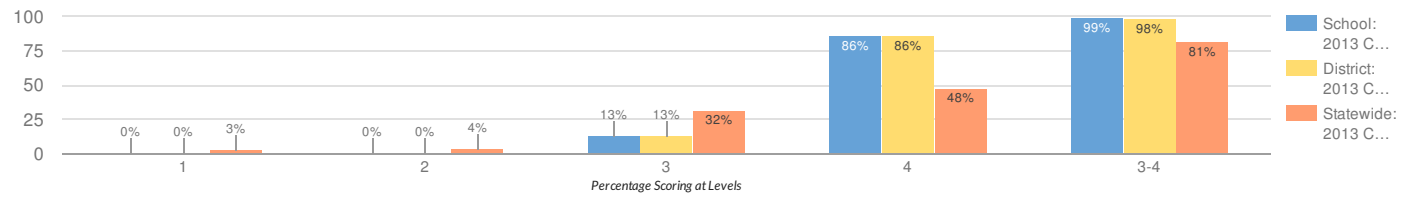
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	544	99%	1	0%	1	0%	143	26%	397	73%
GENERAL EDUCATION	477	100%	0	0%	1	0%	91	19%	385	81%
STUDENTS WITH DISABILITIES	67	96%	1	1%	0	0%	52	78%	12	18%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	183	99%	0	0%	1	1%	28	15%	154	84%
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	8	100%	0	0%	0	0%	3	38%	5	63%
WHITE	348	99%	1	0%	0	0%	112	32%	233	67%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	100%	0	0%	0	0%	0	0%	5	100%
FEMALE	263	100%	0	0%	0	0%	63	24%	199	76%
MALE	281	99%	1	0%	1	0%	80	28%	198	70%
NON-ENGLISH LANGUAGE LEARNERS	540	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	43	98%	0	0%	0	0%	20	47%	22	51%
NOT ECONOMICALLY DISADVANTAGED	501	99%	1	0%	1	0%	123	25%	375	75%
NOT MIGRANT	544	99%	1	0%	1	0%	143	26%	397	73%

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



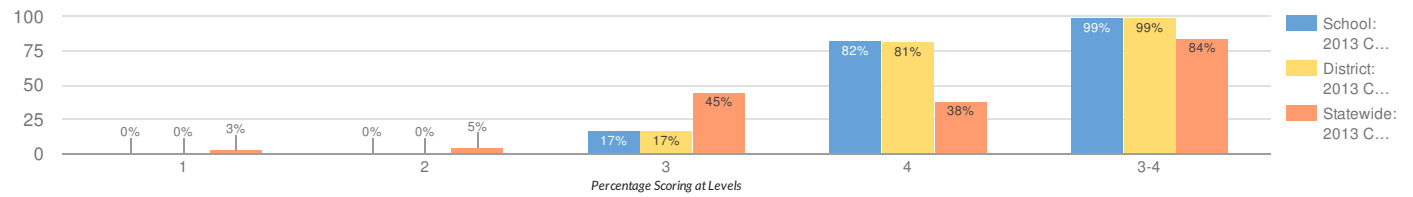
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	544	98%	2	0%	3	1%	139	26%	396	73%
GENERAL EDUCATION	477	99%	1	0%	0	0%	102	21%	372	78%
STUDENTS WITH DISABILITIES	67	91%	1	1%	3	4%	37	55%	24	36%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	183	99%	0	0%	0	0%	32	17%	150	82%
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	8	88%	1	13%	0	0%	4	50%	3	38%
WHITE	348	98%	1	0%	3	1%	103	30%	238	68%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	100%	0	0%	0	0%	0	0%	5	100%
FEMALE	263	99%	0	0%	0	0%	77	29%	183	70%
MALE	281	98%	2	1%	3	1%	62	22%	213	76%
NON-ENGLISH LANGUAGE LEARNERS	540	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	43	91%	1	2%	2	5%	18	42%	21	49%
NOT ECONOMICALLY DISADVANTAGED	501	99%	1	0%	1	0%	121	24%	375	75%
NOT MIGRANT	544	98%	2	0%	3	1%	139	26%	396	73%

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



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	544	99%	1	0%	0	0%	69	13%	469	86%
GENERAL EDUCATION	477	100%	1	0%	0	0%	42	9%	433	91%
STUDENTS WITH DISABILITIES	67	94%	0	0%	0	0%	27	40%	36	54%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	183	99%	0	0%	0	0%	14	8%	168	92%
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	8	88%	1	13%	0	0%	2	25%	5	63%
WHITE	348	99%	0	0%	0	0%	53	15%	291	84%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	100%	0	0%	0	0%	0	0%	5	100%
FEMALE	263	99%	0	0%	0	0%	39	15%	222	84%
MALE	281	99%	1	0%	0	0%	30	11%	247	88%
NON-ENGLISH LANGUAGE LEARNERS	540	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	43	95%	1	2%	0	0%	10	23%	31	72%
NOT ECONOMICALLY DISADVANTAGED	501	99%	0	0%	0	0%	59	12%	438	87%
NOT MIGRANT	544	99%	1	0%	0	0%	69	13%	469	86%

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



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	544	99%	1	0%	1	0%	93	17%	446	82%
GENERAL EDUCATION	477	100%	0	0%	0	0%	52	11%	424	89%
STUDENTS WITH DISABILITIES	67	94%	1	1%	1	1%	41	61%	22	33%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	183	99%	0	0%	0	0%	20	11%	162	89%
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	8	100%	0	0%	0	0%	5	63%	3	38%
WHITE	348	99%	1	0%	1	0%	68	20%	276	79%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	100%	0	0%	0	0%	0	0%	5	100%
FEMALE	263	100%	0	0%	0	0%	48	18%	214	81%
MALE	281	99%	1	0%	1	0%	45	16%	232	83%
NON-ENGLISH LANGUAGE LEARNERS	540	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	43	98%	0	0%	0	0%	17	40%	25	58%
NOT ECONOMICALLY DISADVANTAGED	501	99%	1	0%	1	0%	76	15%	421	84%
NOT MIGRANT	544	99%	1	0%	1	0%	93	17%	446	82%

ENGLISH LANGUAGE ARTS (COMMON CORE)

ENGLISH LANGUAGE ARTS (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	579	3	1%	7	1%	34	6%	48	8%	487	84%
GENERAL EDUCATION	517	1	0%	1	0%	22	4%	36	7%	457	88%
STUDENTS WITH DISABILITIES	62	2	3%	6	10%	12	19%	12	19%	30	48%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	171	0	0%	2	1%	14	8%	12	7%	143	84%
BLACK OR AFRICAN AMERICAN	7	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	16	1	6%	0	0%	1	6%	0	0%	14	88%
WHITE	375	0	0%	5	1%	16	4%	36	10%	318	85%
MULTIRACIAL	9	1	11%	0	0%	1	11%	0	0%	7	78%
SMALL GROUP TOTAL	8	1	13%	0	0%	2	25%	0	0%	5	63%
FEMALE	274	1	0%	3	1%	10	4%	20	7%	240	88%
MALE	305	2	1%	4	1%	24	8%	28	9%	247	81%
NON-ENGLISH LANGUAGE LEARNERS	569	3	1%	7	1%	30	5%	46	8%	483	85%
ENGLISH LANGUAGE LEARNERS	10	0	0%	0	0%	4	40%	2	20%	4	40%
ECONOMICALLY DISADVANTAGED	57	3	5%	1	2%	7	12%	6	11%	40	70%
NOT ECONOMICALLY DISADVANTAGED	522	0	0%	6	1%	27	5%	42	8%	447	86%
NOT MIGRANT	579	3	1%	7	1%	34	6%	48	8%	487	84%

ALGEBRA 2/TRIGONOMETRY

REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED	55	65	85		
ALL STUDENTS	4	-	-	-	-	-
GENERAL EDUCATION	4	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	-	-	-	-	-
WHITE	2	-	-	-	-	-
MULTIRACIAL	1	-	-	-	-	-
SMALL GROUP TOTAL	4	-	-	-	-	-
FEMALE	1	-	-	-	-	-
MALE	3	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	4	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	4	-	-	-	-	-
NOT MIGRANT	4	-	-	-	-	-

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	32	0	0%	1	3%	7	22%	12	38%	12	38%
GENERAL EDUCATION	29	-	-	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	-	-	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	22	0	0%	0	0%	1	5%	10	45%	11	50%
HISPANIC OR LATINO	2	-	-	-	-	-	-	-	-	-	-
WHITE	7	-	-	-	-	-	-	-	-	-	-
MULTIRACIAL	1	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	10	0	0%	1	10%	6	60%	2	20%	1	10%
FEMALE	18	0	0%	0	0%	5	28%	7	39%	6	33%
MALE	14	0	0%	1	7%	2	14%	5	36%	6	43%
NON-ENGLISH LANGUAGE LEARNERS	20	0	0%	1	5%	5	25%	5	25%	9	45%
ENGLISH LANGUAGE LEARNERS	12	0	0%	0	0%	2	17%	7	58%	3	25%
ECONOMICALLY DISADVANTAGED	12	0	0%	0	0%	2	17%	4	33%	6	50%
NOT ECONOMICALLY DISADVANTAGED	20	0	0%	1	5%	5	25%	8	40%	6	30%
NOT MIGRANT	32	0	0%	1	3%	7	22%	12	38%	12	38%

COMMON CORE GEOMETRY

REGENTS COMMON CORE GEOMETRY

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	547	13	2%	20	4%	163	30%	130	24%	221	40%
GENERAL EDUCATION	456	3	1%	8	2%	112	25%	117	26%	216	47%
STUDENTS WITH DISABILITIES	91	10	11%	12	13%	51	56%	13	14%	5	5%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	187	3	2%	3	2%	34	18%	42	22%	105	56%
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	22	0	0%	0	0%	11	50%	5	23%	6	27%
WHITE	325	9	3%	17	5%	113	35%	79	24%	107	33%
MULTIRACIAL	10	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	13	1	8%	0	0%	5	38%	4	31%	3	23%
FEMALE	285	6	2%	9	3%	93	33%	66	23%	111	39%
MALE	262	7	3%	11	4%	70	27%	64	24%	110	42%
NON-ENGLISH LANGUAGE LEARNERS	536	12	2%	20	4%	160	30%	129	24%	215	40%
ENGLISH LANGUAGE LEARNERS	11	1	9%	0	0%	3	27%	1	9%	6	55%
ECONOMICALLY DISADVANTAGED	35	2	6%	1	3%	12	34%	6	17%	14	40%
NOT ECONOMICALLY DISADVANTAGED	512	11	2%	19	4%	151	29%	124	24%	207	40%
NOT MIGRANT	547	13	2%	20	4%	163	30%	130	24%	221	40%

ALGEBRA II (COMMON CORE)

ALGEBRA II (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	447	2	0%	3	1%	80	18%	185	41%	177	40%
GENERALE EDUCATION	409	2	0%	2	0%	60	15%	171	42%	174	43%
STUDENTS WITH DISABILITIES	38	0	0%	1	3%	20	53%	14	37%	3	8%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	136	1	1%	1	1%	14	10%	42	31%	78	57%
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	15	0	0%	0	0%	7	47%	8	53%	0	0%
WHITE	289	1	0%	2	1%	57	20%	133	46%	96	33%
MULTIRACIAL	5	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	0	0%	0	0%	2	29%	2	29%	3	43%
FEMALE	208	0	0%	1	0%	31	15%	92	44%	84	40%
MALE	239	2	1%	2	1%	49	21%	93	39%	93	39%
NON-ENGLISH LANGUAGE LEARNERS	440	2	0%	3	1%	79	18%	183	42%	173	39%
ENGLISH LANGUAGE LEARNERS	7	0	0%	0	0%	1	14%	2	29%	4	57%
ECONOMICALLY DISADVANTAGED	31	2	6%	0	0%	9	29%	14	45%	6	19%
NOT ECONOMICALLY DISADVANTAGED	416	0	0%	3	1%	71	17%	171	41%	171	41%
NOT MIGRANT	447	2	0%	3	1%	80	18%	185	41%	177	40%

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	495	486	98%	480	97%	352	71%
GENERAL EDUCATION	429	426	99%	424	99%	336	78%
STUDENTS WITH DISABILITIES	66	60	91%	56	85%	16	24%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	149	147	99%	147	99%	123	83%
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-
HISPANIC OR LATINO	16	15	94%	15	94%	8	50%
WHITE	321	316	98%	311	97%	217	68%
MULTIRACIAL	5	-	-	-	-	-	-
SMALL GROUP TOTAL	9	8	89%	7	78%	4	44%
FEMALE	240	235	98%	230	96%	168	70%
MALE	255	251	98%	250	98%	184	72%
NON-ENGLISH LANGUAGE LEARNERS	484	476	98%	470	97%	347	72%
ENGLISH LANGUAGE LEARNERS	11	10	91%	10	91%	5	45%
ECONOMICALLY DISADVANTAGED	41	38	93%	38	93%	21	51%
NOT ECONOMICALLY DISADVANTAGED	454	448	99%	442	97%	331	73%
NOT MIGRANT	495	486	98%	480	97%	352	71%

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	584	580	99%	575	98%	489	84%
GENERAL EDUCATION	518	518	100%	515	99%	458	88%
STUDENTS WITH DISABILITIES	66	62	94%	60	91%	31	47%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	175	174	99%	173	99%	152	87%
BLACK OR AFRICAN AMERICAN	7	-	-	-	-	-	-
HISPANIC OR LATINO	16	16	100%	16	100%	12	75%
WHITE	376	375	100%	373	99%	315	84%
MULTIRACIAL	9	8	89%	8	89%	7	78%
SMALL GROUP TOTAL	8	7	88%	5	63%	3	38%
FEMALE	275	274	100%	271	99%	224	81%
MALE	309	306	99%	304	98%	265	86%
NON-ENGLISH LANGUAGE LEARNERS	574	570	99%	565	98%	484	84%
ENGLISH LANGUAGE LEARNERS	10	10	100%	10	100%	5	50%
ECONOMICALLY DISADVANTAGED	55	53	96%	53	96%	41	75%
NOT ECONOMICALLY DISADVANTAGED	529	527	100%	522	99%	448	85%
NOT MIGRANT	584	580	99%	575	98%	489	84%

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	584	582	100%	574	98%	422	72%
GENERAL EDUCATION	492	492	100%	490	100%	394	80%
STUDENTS WITH DISABILITIES	92	90	98%	84	91%	28	30%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	180	180	100%	180	100%	155	86%
BLACK OR AFRICAN AMERICAN	4	-	-	-	-	-	-
HISPANIC OR LATINO	24	24	100%	24	100%	15	63%
WHITE	365	363	99%	356	98%	243	67%
MULTIRACIAL	10	10	100%	10	100%	8	80%
SMALL GROUP TOTAL	5	5	100%	4	80%	1	20%
FEMALE	293	292	100%	287	98%	204	70%
MALE	291	290	100%	287	99%	218	75%
NON-ENGLISH LANGUAGE LEARNERS	575	573	100%	565	98%	415	72%
ENGLISH LANGUAGE LEARNERS	9	9	100%	9	100%	7	78%
ECONOMICALLY DISADVANTAGED	39	39	100%	37	95%	28	72%
NOT ECONOMICALLY DISADVANTAGED	545	543	100%	537	99%	394	72%
NOT MIGRANT	584	582	100%	574	98%	422	72%

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	47	43	91%	40	85%	12	26%
GENERAL EDUCATION	31	30	97%	29	94%	10	32%
STUDENTS WITH DISABILITIES	16	13	81%	11	69%	2	13%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	19	-	-	-	-	-	-
HISPANIC OR LATINO	4	-	-	-	-	-	-
WHITE	24	21	88%	20	83%	5	21%
SMALL GROUP TOTAL	23	22	96%	20	87%	7	30%
FEMALE	26	23	88%	23	88%	3	12%
MALE	21	20	95%	17	81%	9	43%
NON-ENGLISH LANGUAGE LEARNERS	36	33	92%	31	86%	8	22%
ENGLISH LANGUAGE LEARNERS	11	10	91%	9	82%	4	36%
ECONOMICALLY DISADVANTAGED	16	15	94%	14	88%	7	44%
NOT ECONOMICALLY DISADVANTAGED	31	28	90%	26	84%	5	16%
NOT MIGRANT	47	43	91%	40	85%	12	26%

PHYSICAL SETTING/CHEMISTRY

REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	427	426	100%	414	97%	211	49%
GENERAL EDUCATION	405	405	100%	394	97%	201	50%
STUDENTS WITH DISABILITIES	22	21	95%	20	91%	10	45%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	150	150	100%	147	98%	83	55%
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
HISPANIC OR LATINO	12	12	100%	11	92%	4	33%
WHITE	258	257	100%	249	97%	122	47%
MULTIRACIAL	6	-	-	-	-	-	-
SMALL GROUP TOTAL	7	7	100%	7	100%	2	29%
FEMALE	203	203	100%	199	98%	107	53%
MALE	224	223	100%	215	96%	104	46%
NON-ENGLISH LANGUAGE LEARNERS	423	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	25	25	100%	25	100%	8	32%
NOT ECONOMICALLY DISADVANTAGED	402	401	100%	389	97%	203	50%
NOT MIGRANT	427	426	100%	414	97%	211	49%

PHYSICAL SETTING/PHYSICS

REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED			55		65		85	
ALL STUDENTS	378	377	100%	366	97%	237	63%		
GENERAL EDUCATION	366	365	100%	354	97%	233	64%		
STUDENTS WITH DISABILITIES	12	12	100%	12	100%	4	33%		
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-		
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	125	125	100%	118	94%	80	64%		
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-		
HISPANIC OR LATINO	6	-	-	-	-	-	-		
WHITE	243	242	100%	238	98%	151	62%		
MULTIRACIAL	1	-	-	-	-	-	-		
SMALL GROUP TOTAL	10	10	100%	10	100%	6	60%		
FEMALE	177	176	99%	168	95%	108	61%		
MALE	201	201	100%	198	99%	129	64%		
NON-ENGLISH LANGUAGE LEARNERS	378	377	100%	366	97%	237	63%		
ECONOMICALLY DISADVANTAGED	27	27	100%	25	93%	18	67%		
NOT ECONOMICALLY DISADVANTAGED	351	350	100%	341	97%	219	62%		
NOT MIGRANT	378	377	100%	366	97%	237	63%		

NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA) RESULTS (2016 - 17)

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

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2016 - 17)

GRADE 9

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	12	0%	8%	17%	67%	8%
GENERAL EDUCATION	12	0%	8%	17%	67%	8%

GRADE 10

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	7	0%	0%	29%	29%	43%
GENERAL EDUCATION	7	0%	0%	29%	29%	43%

GRADE 11

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	8	0%	0%	0%	63%	38%
GENERAL EDUCATION	8	0%	0%	0%	63%	38%

GRADE 12

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	4	-	-	-	-	-
GENERAL EDUCATION	3	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

SECONDARY-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

GROUP	MADE AYP	TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	2013 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	539	100%	YES	536	193	173	173
AMERICAN INDIAN OR ALASKA NATIVE	—	—	1	—	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	3	—	—	3	—	—	—
HISPANIC OR LATINO	—	—	7	—	—	8	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	YES	YES	181	100%	YES	178	196	177	177
WHITE	YES	YES	346	100%	YES	344	192	180	180
MULTIRACIAL	—	—	1	—	—	2	—	—	—
STUDENTS WITH DISABILITIES	YES	YES	64	100%	YES	68†	162†	132	132
LIMITED ENGLISH PROFICIENT	—	—	4	—	—	2	—	—	—
ECONOMICALLY DISADVANTAGED	YES	YES	42	100%	YES	44	180	153	153

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

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2013 ACCOUNTABILITY COHORT MEMBERS	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	538	100%	535	193
NOT BLACK OR AFRICAN AMERICAN	536	100%	533	193
NOT HISPANIC OR LATINO	532	100%	528	193
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	358	100%	358	192
NOT WHITE	193	100%	192	195
NOT MULTIRACIAL	538	100%	534	194
GENERAL EDUCATION	475	100%	471	198
ENGLISH PROFICIENT	535	100%	534	193
NOT ECONOMICALLY DISADVANTAGED	497	100%	492	195
MALE	276	100%	275	191
FEMALE	263	100%	261	195
MIGRANT	0	—	0	—
NOT MIGRANT	539	100%	536	193

— 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 2013 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.
† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

SECONDARY-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

GROUP	MADE AYP	TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	2013 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	539	100%	YES	536	189	160	160
AMERICAN INDIAN OR ALASKA NATIVE	—	—	1	—	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	3	—	—	3	—	—	—
HISPANIC OR LATINO	—	—	7	—	—	8	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	YES	YES	181	100%	YES	178	196	173	173
WHITE	YES	YES	346	100%	YES	344	187	169	169
MULTIRACIAL	—	—	1	—	—	2	—	—	—
STUDENTS WITH DISABILITIES	YES	YES	64	100%	YES	68†	146†	124	124
LIMITED ENGLISH PROFICIENT	—	—	4	—	—	2	—	—	—
ECONOMICALLY DISADVANTAGED	YES	YES	42	100%	YES	44	166	139	139

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

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2013 ACCOUNTABILITY COHORT MEMBERS	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	538	100%	535	189
NOT BLACK OR AFRICAN AMERICAN	536	100%	533	189
NOT HISPANIC OR LATINO	532	100%	528	190
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	358	100%	358	186
NOT WHITE	193	100%	192	194
NOT MULTIRACIAL	538	100%	534	190
GENERAL EDUCATION	475	100%	471	196
ENGLISH PROFICIENT	535	100%	534	189
NOT ECONOMICALLY DISADVANTAGED	497	100%	492	191
MALE	276	100%	275	189
FEMALE	263	100%	261	190
MIGRANT	0	—	0	—
NOT MIGRANT	539	100%	536	189

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2013 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.
† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

UNWEIGHTED COMBINED ELA AND MATH PIS

GROUP	ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
ALL STUDENTS	—	—	193	189	191
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	—	—	—	—	0
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	196	196	196
WHITE	—	—	192	187	190
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	—	—	162	146	154
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	—	—	180	166	173
— There were not enough students to determine a Performance Index.					

OVERALL GRADUATION RATE FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

GROUP	MADE AYP
ALL STUDENTS	YES
AMERICAN INDIAN OR ALASKA NATIVE	—
BLACK OR AFRICAN AMERICAN	—
HISPANIC OR LATINO	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	YES
WHITE	YES
MULTIRACIAL	—
STUDENTS WITH DISABILITIES	YES
LIMITED ENGLISH PROFICIENT	—
ECONOMICALLY DISADVANTAGED	YES
— There were not enough students to make an AYP determination.	

FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

GROUP	MET GRADUATION-RATE CRITERION:	2012 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
ALL STUDENTS	YES	528	99%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	4	—	—	—
HISPANIC OR LATINO	—	18	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	YES	145	99%	80%	80%
WHITE	YES	358	99%	80%	80%
MULTIRACIAL	—	3	—	—	—
STUDENTS WITH DISABILITIES	YES	57†	95%†	80%	80%
LIMITED ENGLISH PROFICIENT	—	5	—	—	—
ECONOMICALLY DISADVANTAGED	YES	43	100%	80%	80%

YES Graduation rate is equal to or greater than the State Standard or the group's Progress Target.
NO Graduation rate is less than the State Standard and the group's Progress Target.
— There were fewer than 30 students in the cohort.
† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

FIVE-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

GROUP	MET GRADUATION-RATE CRITERION:	2011 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
ALL STUDENTS	YES	537	100%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	—	6	—	—	—
HISPANIC OR LATINO	—	18	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	YES	132	100%	80%	80%
WHITE	YES	379	100%	80%	80%
MULTIRACIAL	—	1	—	—	—
STUDENTS WITH DISABILITIES	YES	47†	100%†	80%	80%
LIMITED ENGLISH PROFICIENT	—	4	—	—	—
ECONOMICALLY DISADVANTAGED	YES	39	100%	80%	80%

YES Graduation rate is equal to or greater than the State Standard or the group's Progress Target.
NO Graduation rate is less than the State Standard and the group's Progress Target.
— There were fewer than 30 students in the cohort.
† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

GRADUATION RATES FOR NON-AYP GROUPS FOR ACCOUNTABILITY

GROUP	FOUR-YEAR GRADUATION-RATE TOTAL COHORT		FIVE-YEAR GRADUATION-RATE TOTAL COHORT	
	2012 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	2011 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE
NOT AMERICAN INDIAN OR ALASKA NATIVE	528	99%	536	100%
NOT BLACK OR AFRICAN AMERICAN	524	99%	531	100%
NOT HISPANIC OR LATINO	510	99%	519	100%
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	383	99%	405	100%
NOT WHITE	170	99%	158	99%
NOT MULTIRACIAL	525	99%	536	100%
GENERAL EDUCATION	478	100%	493	100%
ENGLISH PROFICIENT	523	99%	533	100%
NOT ECONOMICALLY DISADVANTAGED	485	99%	498	100%
MALE	280	100%	277	100%
FEMALE	248	99%	260	100%
MIGRANT	0	—	0	—
NOT MIGRANT	528	99%	537	100%

— There were fewer than 30 students in the cohort.

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

Percentage of 2012 Graduation-Rate Total Cohort members who graduated as of August 31, 2016 with:



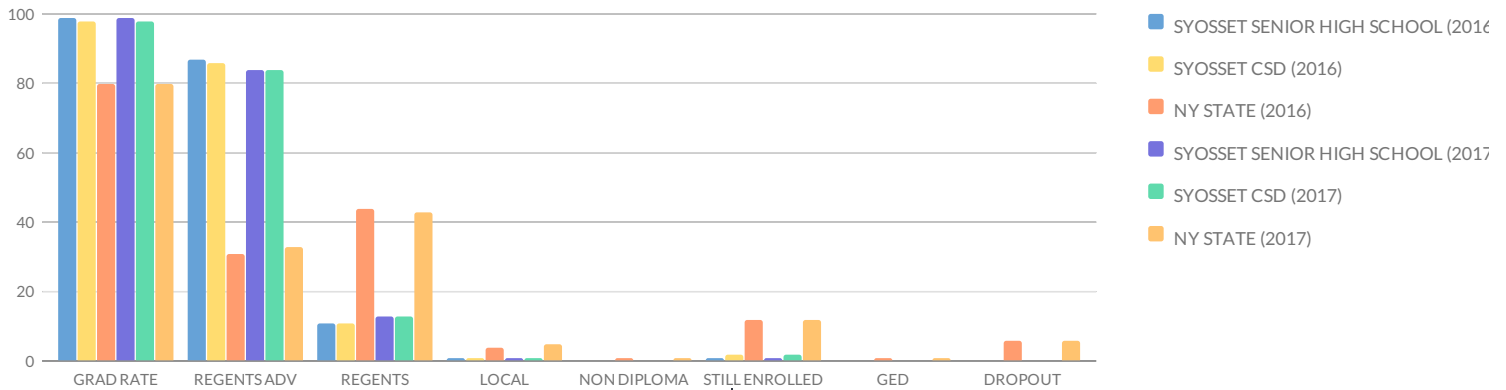
SYOSSET SENIOR HIGH SCHOOL GRADUATION RATE DATA

4 YEAR OUTCOME AS OF JUNE

Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - June. The Graduation Rate Data of high school as of the 4th year-August, the 5th year-June, and the 6th year-June are also calculated and available using the "Filter this data" function, below

Data is reported by educational institutions to the State Education Department throughout the school year and available for verification by districts until the close of the state data warehouse in August. District superintendents certify data is accurate in September. For the most updated information, please contact the school district.

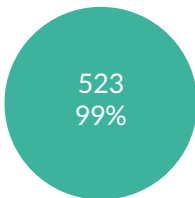
Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: [Diploma Requirements](#).



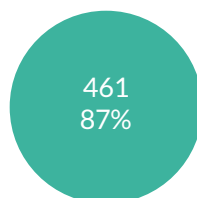
2016

ALL STUDENTS

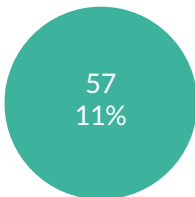
GRAD RATE



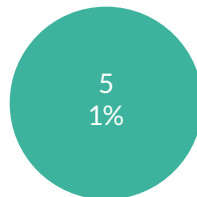
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 528

NON DIPLOMA CRED

0	0%
---	----

STILL ENROLLED

5	1%
---	----

GED TRANSFER

0	0%
---	----

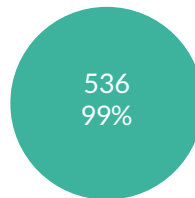
DROPOUT

0	0%
---	----

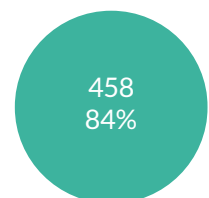
2017

ALL STUDENTS

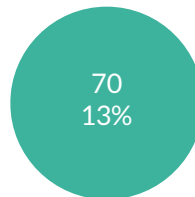
GRAD RATE



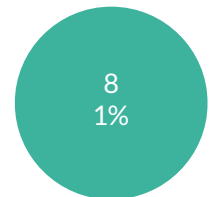
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 544

NON DIPLOMA CRED

0	0%
---	----

STILL ENROLLED

6	1%
---	----

GED TRANSFER

0	0%
---	----

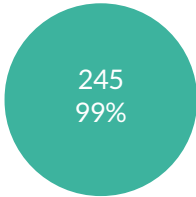
DROPOUT

2	0%
---	----

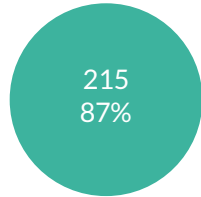
BY GENDER

FEMALE

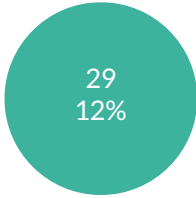
GRAD RATE



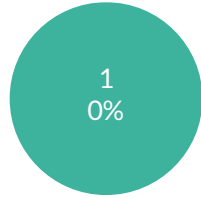
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 248

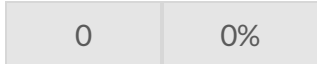
NON DIPLOMA CRED



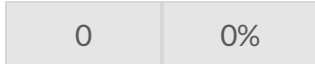
STILL ENROLLED



GED TRANSFER

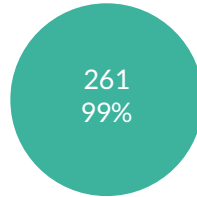


DROPOUT

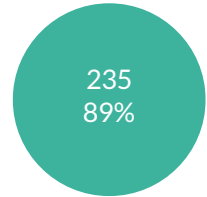


FEMALE

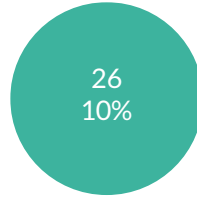
GRAD RATE



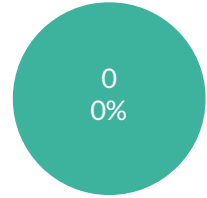
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 263

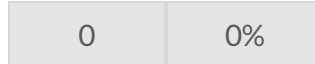
NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

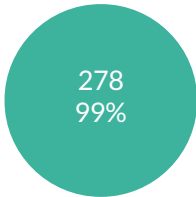


DROPOUT

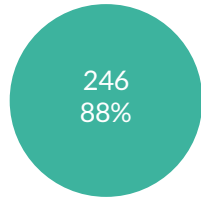


MALE

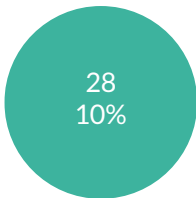
GRAD RATE



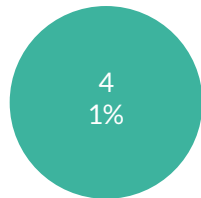
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 280

NON DIPLOMA CRED

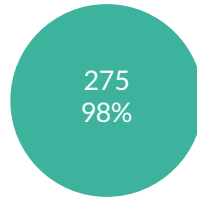


STILL ENROLLED

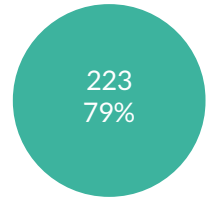


MALE

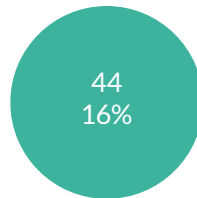
GRAD RATE



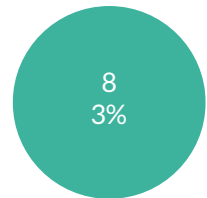
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 281

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER		DROPOUT		GED TRANSFER		DROPOUT	
0	0%	0	0%	0	0%	2	1%

BY ETHNICITY

MULTIRACIAL

GRAD RATE



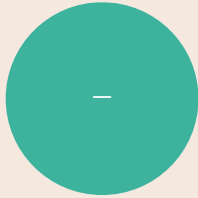
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



AMERICAN INDIAN OR ALASKA NATIVE

GRAD RATE



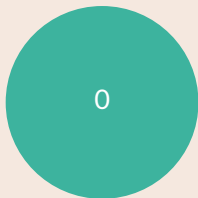
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: 0

NON DIPLOMA CRED

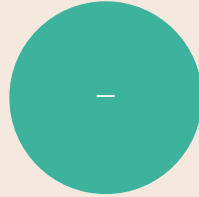


STILL ENROLLED

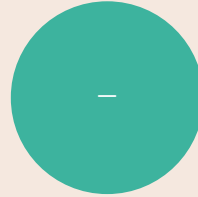


MULTIRACIAL

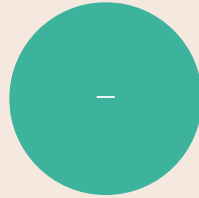
GRAD RATE



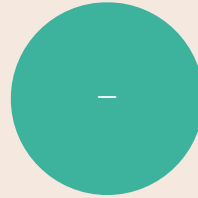
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

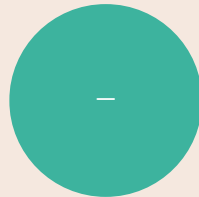


DROPOUT

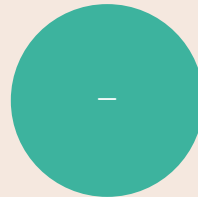


AMERICAN INDIAN OR ALASKA NATIVE

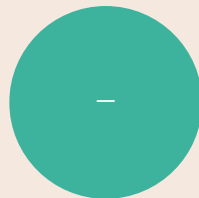
GRAD RATE



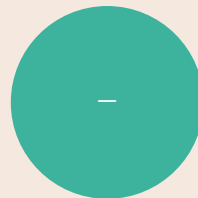
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

0

0%

DROPOUT

0

0%

GED TRANSFER

—

—

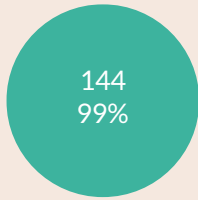
DROPOUT

—

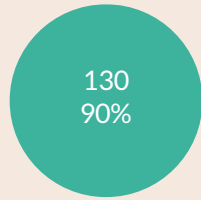
—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

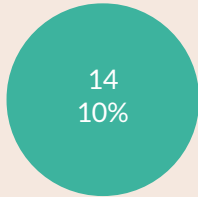
GRAD RATE



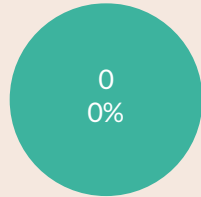
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 145

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

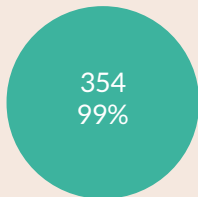


DROPOUT

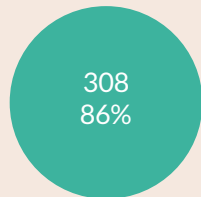


WHITE

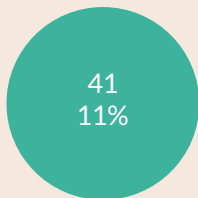
GRAD RATE



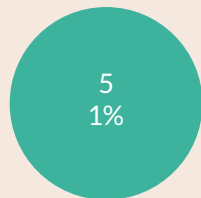
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 358

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

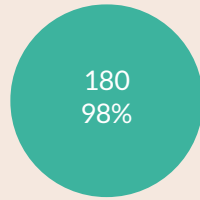


DROPOUT

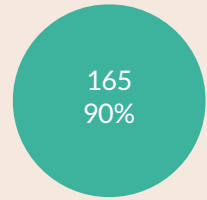


ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

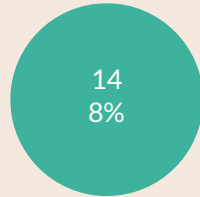
GRAD RATE



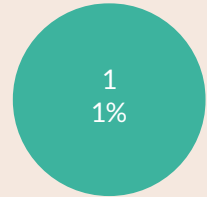
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 183

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

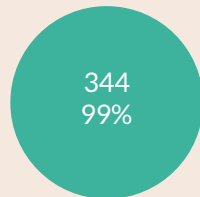


DROPOUT

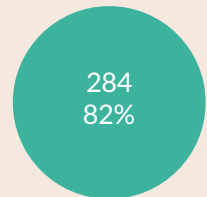


WHITE

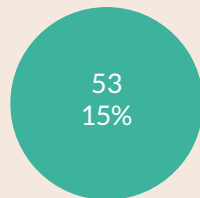
GRAD RATE



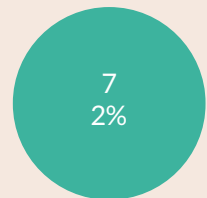
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 348

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

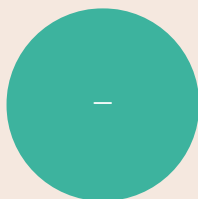


DROPOUT



BLACK OR AFRICAN AMERICAN

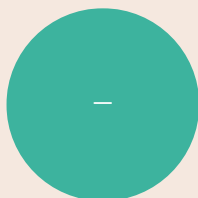
GRAD RATE



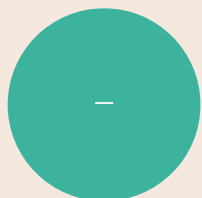
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT

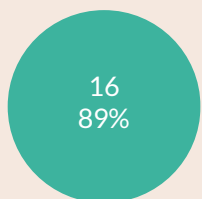


HISPANIC OR LATINO

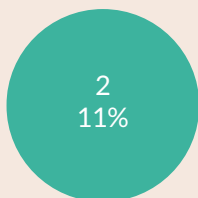
GRAD RATE



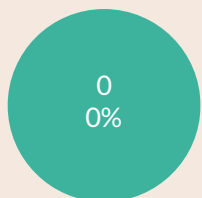
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 18

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

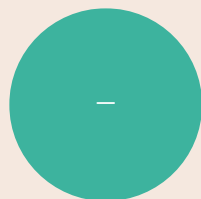


DROPOUT

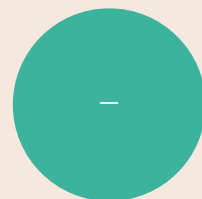


BLACK OR AFRICAN AMERICAN

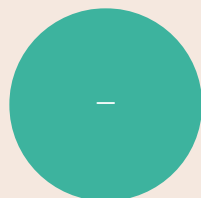
GRAD RATE



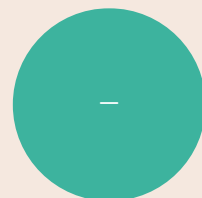
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT

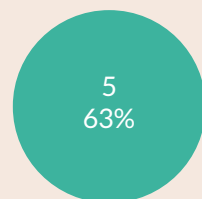


HISPANIC OR LATINO

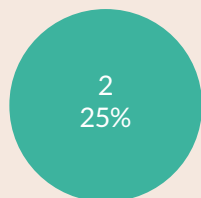
GRAD RATE



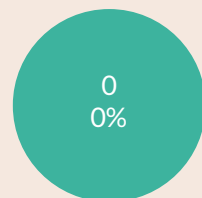
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 8

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



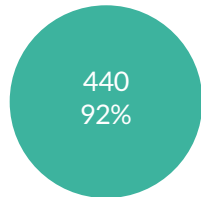
OTHER GROUPS

GENERAL-EDUCATION STUDENTS

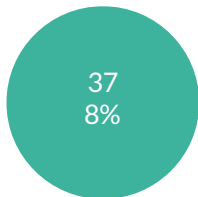
GRAD RATE



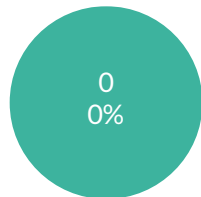
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 478

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

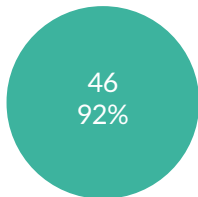


DROPOUT

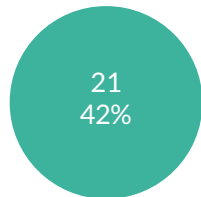


STUDENTS WITH DISABILITIES

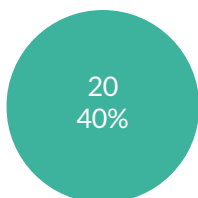
GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 50

NON DIPLOMA CRED

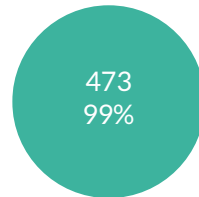


STILL ENROLLED

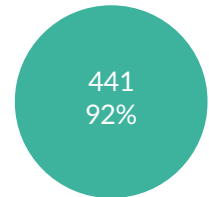


GENERAL-EDUCATION STUDENTS

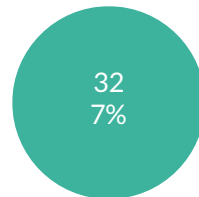
GRAD RATE



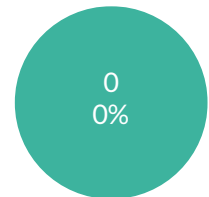
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 477

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

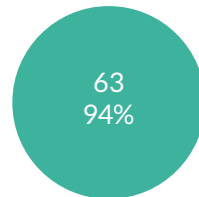


DROPOUT

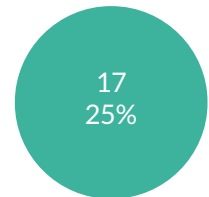


STUDENTS WITH DISABILITIES

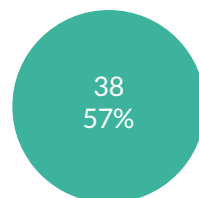
GRAD RATE



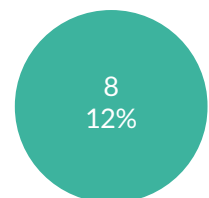
REGENTS WITH A...



REGENTS DIPLOM...

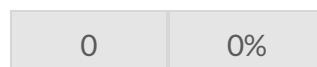


LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 67

NON DIPLOMA CRED



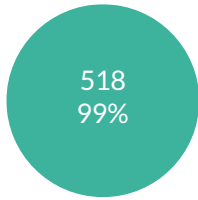
STILL ENROLLED



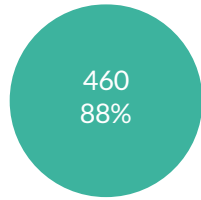
GED TRANSFER		DROPOUT		GED TRANSFER		DROPOUT	
0	0%	0	0%	0	0%	0	0%

NON-ENGLISH LANGUAGE LEARNERS

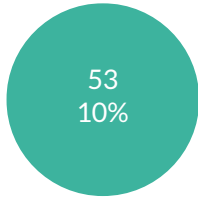
GRAD RATE



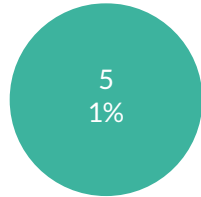
REGENTS WITH A...



REGENTS DIPLOM...

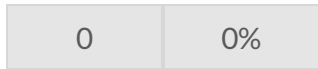


LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 523

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT

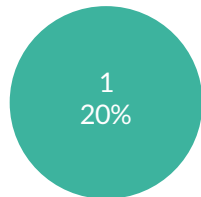


ENGLISH LANGUAGE LEARNERS

GRAD RATE



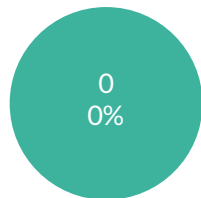
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 5

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

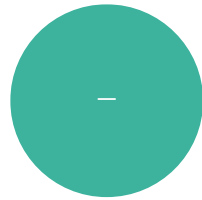


DROPOUT

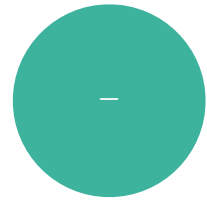


NON-ENGLISH LANGUAGE LEARNERS

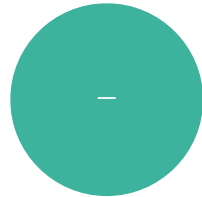
GRAD RATE



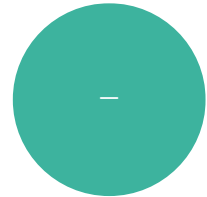
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

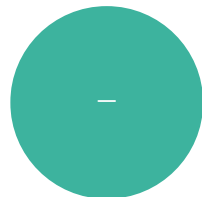


DROPOUT

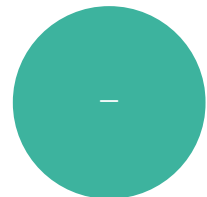


ENGLISH LANGUAGE LEARNERS

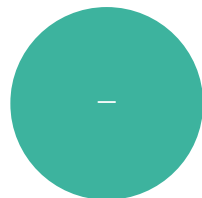
GRAD RATE



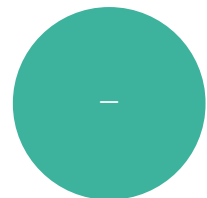
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

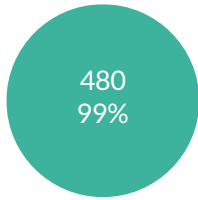


DROPOUT

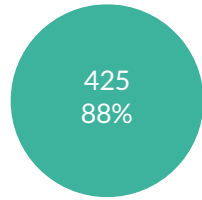


NOT ECONOMICALLY DISADVANTAGED

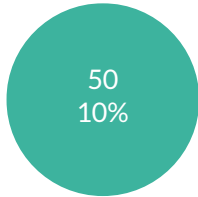
GRAD RATE



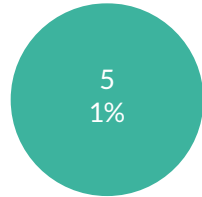
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA

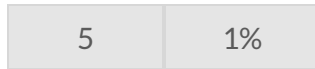


TOTAL STUDENTS IN COHORT: 485

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

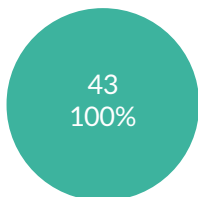


DROPOUT

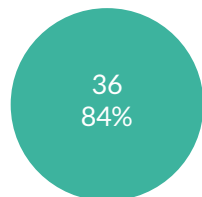


ECONOMICALLY DISADVANTAGED

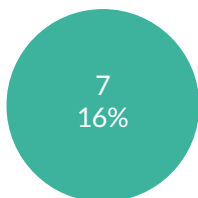
GRAD RATE



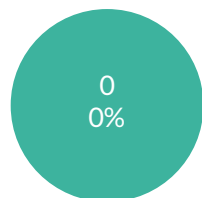
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 43

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

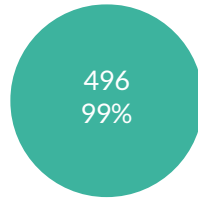


DROPOUT

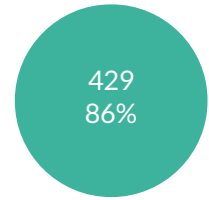


NOT ECONOMICALLY DISADVANTAGED

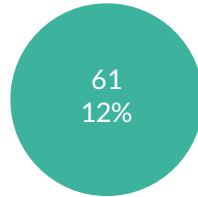
GRAD RATE



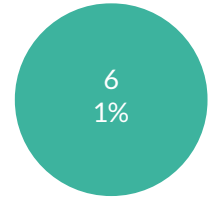
REGENTS WITH A...



REGENTS DIPLOM...

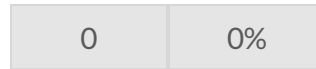


LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 501

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

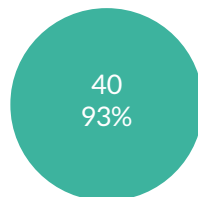


DROPOUT

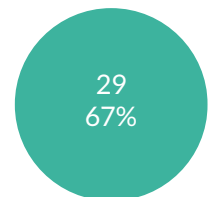


ECONOMICALLY DISADVANTAGED

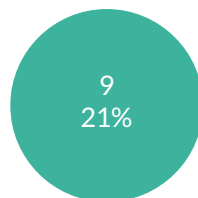
GRAD RATE



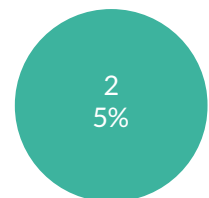
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 43

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

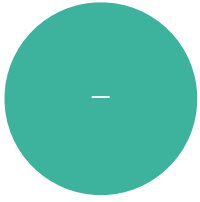


DROPOUT

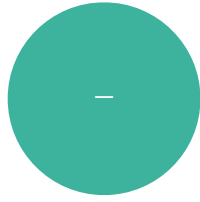


NOT MIGRANT

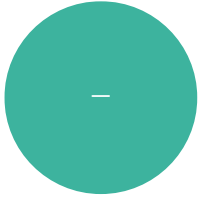
GRAD RATE



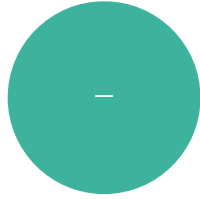
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



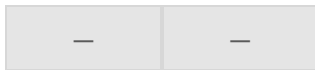
STILL ENROLLED



GED TRANSFER

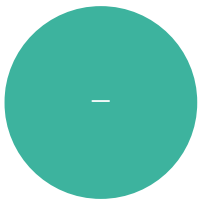


DROPOUT

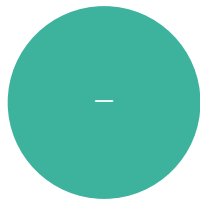


MIGRANT

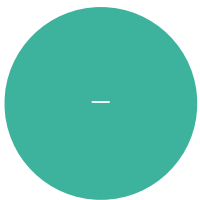
GRAD RATE



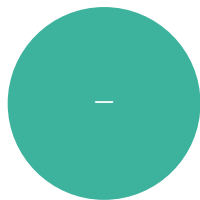
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

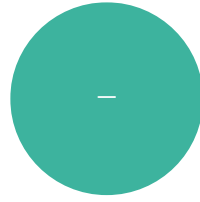


DROPOUT

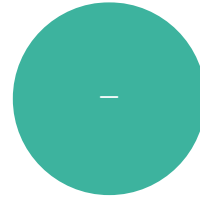


NOT MIGRANT

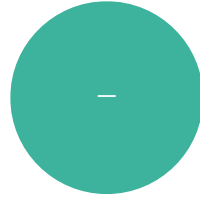
GRAD RATE



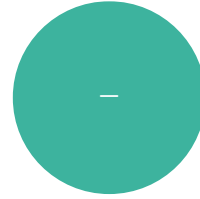
REGENTS WITH A...



REGENTS DIPLOM...

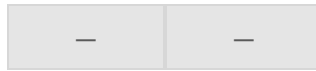


LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

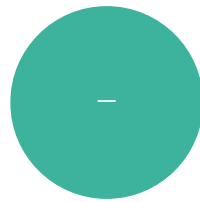


DROPOUT

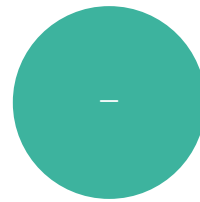


MIGRANT

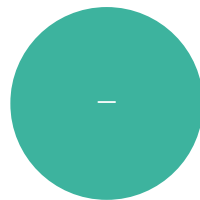
GRAD RATE



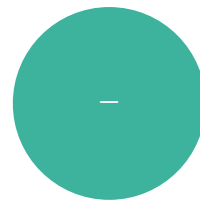
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 3, 2018, 1:45 PM EST

SYOSSET SENIOR HIGH SCHOOL GRADUATION PATHWAYS DATA

The Board of Regents approved regulations establishing multiple, comparably rigorous assessment pathways to graduation for all students. The recently approved regulations recognize the importance of engaging students' interests in rigorous and relevant academic programs in the Arts; Languages other than English (LOTE)/Biliteracy; Career and Technical Education (CTE); Humanities; Science, Technology, Engineering and Mathematics (STEM); and Career Developmental Occupational Studies (CDOS). The revised regulation allows students to use a passing score on an approved pathway assessment or successful completion of program requirements for the CDOS credential toward meeting the assessment requirements for graduation.

Graduation pathways data include both June and August graduates.

Note: As there is currently no approved LOTE pathway assessment, no graduates with the LOTE pathway will be reported for 2017. Due to this discrepancy, the total number of graduates will not equal the sum of all reported pathways.

Complete information on the types of diploma credentials which can be earned and the criteria for each.

Additional information on Graduation Pathways can be found on [the Curriculum and Instruction site](#).

PATHWAYS FOR ALL STUDENTS

TOTAL GRADUATES IN COHORT: 534

HUMANITIES

524

98%

HUMANITIES ALTERNATIVE

0

0%

ARTS

2

0%

CAREER AND TECHNICAL EDUCATION

1

0%

MATH

0

0%

SCIENCE

5

1%

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

2

0%

LANGUAGES OTHER THAN ENGLISH

N/A

N/A

PATHWAYS FOR FEMALE STUDENTS

TOTAL GRADUATES IN COHORT: 261

HUMANITIES

258

99%

HUMANITIES ALTERNATIVE

0

0%

ARTS

1

0%

CAREER AND TECHNICAL EDUCATION

0

0%

MATH

0

0%

SCIENCE

1

0%

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

1

0%

LANGUAGES OTHER THAN ENGLISH

N/A

N/A

PATHWAYS FOR MALE STUDENTS

TOTAL GRADUATES IN COHORT: 273

HUMANITIES

266

97%

ARTS

1

0%

MATH

0

0%

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

1

0%

HUMANITIES ALTERNATIVE

0

0%

CAREER AND TECHNICAL EDUCATION

1

0%

SCIENCE

4

1%

LANGUAGES OTHER THAN ENGLISH

N/A

N/A

PATHWAYS FOR MULTIRACIAL STUDENTS

TOTAL GRADUATES IN COHORT: 1

HUMANITIES

1

100%

ARTS

0

0%

MATH

0

0%

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0

0%

HUMANITIES ALTERNATIVE

0

0%

CAREER AND TECHNICAL EDUCATION

0

0%

SCIENCE

0

0%

LANGUAGES OTHER THAN ENGLISH

N/A

N/A

PATHWAYS FOR AMERICAN INDIAN OR ALASKA NATIVE STUDENTS

TOTAL GRADUATES IN COHORT: 1

HUMANITIES

1

100%

ARTS

0

0%

MATH

HUMANITIES ALTERNATIVE

0

0%

CAREER AND TECHNICAL EDUCATION

0

0%

SCIENCE

0	0%
CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES	
0	0%

0	0%
LANGUAGES OTHER THAN ENGLISH	
N/A	N/A

PATHWAYS FOR ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER STUDENTS

TOTAL GRADUATES IN COHORT: 179

HUMANITIES	
174	97%
ARTS	
2	1%
MATH	
0	0%
CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES	
0	0%

HUMANITIES ALTERNATIVE	
0	0%
CAREER AND TECHNICAL EDUCATION	
1	1%
SCIENCE	
2	1%
LANGUAGES OTHER THAN ENGLISH	
N/A	N/A

PATHWAYS FOR WHITE STUDENTS

TOTAL GRADUATES IN COHORT: 343

HUMANITIES	
338	99%
ARTS	
0	0%
MATH	
0	0%
CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES	
2	1%

HUMANITIES ALTERNATIVE	
0	0%
CAREER AND TECHNICAL EDUCATION	
0	0%
SCIENCE	
3	1%
LANGUAGES OTHER THAN ENGLISH	
N/A	N/A

PATHWAYS FOR BLACK OR AFRICAN AMERICAN STUDENTS

TOTAL GRADUATES IN COHORT: 3

HUMANITIES

HUMANITIES ALTERNATIVE

3	100%
ARTS	
0	0%
MATH	
0	0%
CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES	
0	0%

0	0%
CAREER AND TECHNICAL EDUCATION	
0	0%
SCIENCE	
0	0%
LANGUAGES OTHER THAN ENGLISH	
N/A	N/A

PATHWAYS FOR HISPANIC OR LATINO STUDENTS

TOTAL GRADUATES IN COHORT: 7

HUMANITIES	
7	100%
ARTS	
0	0%
MATH	
0	0%
CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES	
0	0%

HUMANITIES ALTERNATIVE	
0	0%
CAREER AND TECHNICAL EDUCATION	
0	0%
SCIENCE	
0	0%
LANGUAGES OTHER THAN ENGLISH	
N/A	N/A

PATHWAYS FOR GENERAL-EDUCATION STUDENTS

TOTAL GRADUATES IN COHORT: 471

HUMANITIES	
462	98%
ARTS	
2	0%
MATH	
0	0%
CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES	
2	0%

HUMANITIES ALTERNATIVE	
0	0%
CAREER AND TECHNICAL EDUCATION	
1	0%
SCIENCE	
4	1%
LANGUAGES OTHER THAN ENGLISH	
N/A	N/A

PATHWAYS FOR STUDENTS WITH DISABILITIES

TOTAL GRADUATES IN COHORT: 63

HUMANITIES

62

98%

HUMANITIES ALTERNATIVE

0

0%

ARTS

0

0%

CAREER AND TECHNICAL EDUCATION

0

0%

MATH

0

0%

SCIENCE

1

2%

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0

0%

LANGUAGES OTHER THAN ENGLISH

N/A

N/A

PATHWAYS FOR NON-ENGLISH LANGUAGE LEARNERS STUDENTS

TOTAL GRADUATES IN COHORT: 531

HUMANITIES

521

98%

HUMANITIES ALTERNATIVE

0

0%

ARTS

2

0%

CAREER AND TECHNICAL EDUCATION

1

0%

MATH

0

0%

SCIENCE

5

1%

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

2

0%

LANGUAGES OTHER THAN ENGLISH

N/A

N/A

PATHWAYS FOR ENGLISH LANGUAGE LEARNERS STUDENTS

TOTAL GRADUATES IN COHORT: 3

HUMANITIES

3

100%

HUMANITIES ALTERNATIVE

0

0%

ARTS

0

0%

CAREER AND TECHNICAL EDUCATION

0

0%

MATH

SCIENCE

0	0%
CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES	
0	0%

0	0%
LANGUAGES OTHER THAN ENGLISH	
N/A	N/A

PATHWAYS FOR NOT ECONOMICALLY DISADVANTAGED STUDENTS

TOTAL GRADUATES IN COHORT: 494

HUMANITIES	
486	98%
ARTS	
1	0%
MATH	
0	0%
CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES	
2	0%

HUMANITIES ALTERNATIVE	
0	0%
CAREER AND TECHNICAL EDUCATION	
1	0%
SCIENCE	
4	1%
LANGUAGES OTHER THAN ENGLISH	
N/A	N/A

PATHWAYS FOR ECONOMICALLY DISADVANTAGED STUDENTS

TOTAL GRADUATES IN COHORT: 40

HUMANITIES	
38	95%
ARTS	
1	3%
MATH	
0	0%
CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES	
0	0%

HUMANITIES ALTERNATIVE	
0	0%
CAREER AND TECHNICAL EDUCATION	
0	0%
SCIENCE	
1	3%
LANGUAGES OTHER THAN ENGLISH	
N/A	N/A

PATHWAYS FOR NOT MIGRANT STUDENTS

TOTAL GRADUATES IN COHORT: 534

HUMANITIES	
524	98%

HUMANITIES ALTERNATIVE	
0	0%

ARTS

2	0%
---	----

CAREER AND TECHNICAL EDUCATION

1	0%
---	----

MATH

0	0%
---	----

SCIENCE

5	1%
---	----

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

2	0%
---	----

LANGUAGES OTHER THAN ENGLISH

N/A	N/A
-----	-----

PATHWAYS FOR MIGRANT STUDENTS

TOTAL GRADUATES IN COHORT: 0

HUMANITIES

0	0%
---	----

HUMANITIES ALTERNATIVE

0	0%
---	----

ARTS

0	0%
---	----

CAREER AND TECHNICAL EDUCATION

0	0%
---	----

MATH

0	0%
---	----

SCIENCE

0	0%
---	----

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0	0%
---	----

LANGUAGES OTHER THAN ENGLISH

N/A	N/A
-----	-----

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 3, 2018, 1:46 PM EST

GLOSSARY OF TERMS - REPORT CARDS DATA

2-YEAR Institutions

A postsecondary institution that offers programs of at least 2 but less than 4 years duration. This includes occupational and vocational schools with programs of at least 1800 hours and academic institutions with programs of less than 4 years. This does not include bachelor's degree-granting institutions where the baccalaureate program can be completed in 3 years.

4-YEAR/GRAD Institutions

A postsecondary institution that offers programs of at least 4 years duration or one that offers programs at or above the baccalaureate level. This includes schools that offer post baccalaureate certificates only or those that offer graduate programs only. This also includes free-standing medical, law or other first-professional schools.

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.

CUNY

City University of New York

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.

English Language Learners

English Language Learners (ELLs) are those who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations. These students are also referred to as Limited English Proficient (LEP).

First-Professional

A student enrolled in any of the following degree programs: Chiropractic (D.C. or D.C.M.), Dentistry (D.D.S. or D.M.D.), Law (L.L.B., J.D.), Medicine (M.D.), Optometry (O.D.), Osteopathic Medicine (D.O.), Pharmacy (Pharm.D.), Podiatry (D.P.M., D.P., or Pod.D.), Theology (M.Div., M.H.L., B.D., or Ordination), Veterinary Medicine (D.V.M.), Audiology, (Au.D.), Nursing Practice (D.N.P.), and Physical Therapy (D.P.T.)

First-Time

An entering freshman who has never attended any college (or other postsecondary institution), aside from college credits earned in high school. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

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.

Full-Time

Undergraduate: A student enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more contact hours a week each term. Graduate: A student enrolled for 9 or more semester credits, 9 or more quarter credits, or a student involved in thesis or dissertation preparation that is considered full-time by the institution. First-Professional: As defined by the institution.

Full-Time Equivalent

Full-Time Equivalent is calculated as follows:

- Undergraduates: Full-Time + $\frac{1}{3}$ Part-Time
- Graduates and First Professionals: Full-Time + $\frac{2}{5}$ Part-Time

Gender

Gender of the student being reported, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or 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.

Graduate Student

A student who holds a bachelor's, first-professional degree, or equivalent, and is taking courses at the post baccalaureate level. These students may or may not be enrolled in graduate programs (not to include students in first-professional programs).

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 allows charter school teachers to be employed if they hold any valid teaching certificate. Legislation also permits up to 30 percent, with a maximum of five, whichever is less, plus an additional five teachers of mathematics, science, computer science, technology, or career and technical education, and an additional five teachers of a charter school to be without certification and 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.

Statewide "Total Number of Teachers" includes a small number of teachers counted more than once if they were reported in multiple districts.

Independent

Is a private-not-for-profit institution.

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.

Part-Time

Undergraduate: A student enrolled for either less than 12 semester or quarter credits, or less than 24 contact hours a week each term. Graduate: A student enrolled for less than 9 semester or quarter credits. First-Professional: As defined by the institution.

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>.

Post-secondary Plans of Completers

Percent of students with Regents or local diplomas who reported their post-graduation plans to be attending college, entering the military, entering into employment, entering adult services, or other known or unknown.

Private Institutions

An educational institution controlled by a private individual(s) or by a nongovernmental agency, usually supported primarily by other than public funds, and operated by other than publicly elected or appointed officials. These institutions may be either for-profit or not-for-profit.

Proprietary

Is a private-for-profit institution.

Public Institutions

An educational institution whose programs and activities are operated by publicly elected or appointed school officials and which is supported primarily by public funds.

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.

SUNY

State University of New York

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 count of teachers in the prior school year who did not return to a teaching position in the district in the current school year expressed as a percentage.

Total Cohort

A secondary-level total cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. For more detailed information on cohort definitions, see the [SIRS Manual](#).

Undergraduate

A student enrolled in, or taking courses creditable toward, a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate. High School students taking degree-credit work are included in the counts of all enrolled undergraduates.

GLOSSARY OF TERMS - ACCOUNTABILITY DATA

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

BEDS Day

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

Cohort

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

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

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

Effective Annual Measurable Objective (EAMO)

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

Graduation Rate

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

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

Medically Excused

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

Performance Index (PI)

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

2012-13 and 2013-14 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:
$$([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$$

2011-12 and Prior and 2014-15 and 2015-16 elementary/middle-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:
$$\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$$

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

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

Progress Target

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

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

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

Safe Harbor Target

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

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

Unweighted Combined PI

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

Enrollment Data Business Rules

- Enrollment data are collected using the New York State Education Department's Student Information Repository System (SIRS). Enrollment counts are available for various demographic groups for public schools, districts, charter schools, counties, and the State. Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year.
- Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs.
- Prekindergarten data for the 2011-12 school year are not available in the report cards or enrollment report on this site, as enrollment data in these reports were pulled from SIRS and SIRS is not the official source of prekindergarten data for 2011-12. Prekindergarten data for 2011-12 sourced from BEDS are available in these [report cards](#).
- Enrollment counts by gender, ethnicity, limited English proficiency status, disability status, and poverty status and for K-12 Enrollment do NOT include prekindergarten students. Prekindergarten counts are shown in the enrollment by Grade section.
- When the Total Students count equals the count in the English Language Learner Students, Students with Disabilities, and/or Economically Disadvantaged Students category, the data are suppressed. Additionally, when the count of students in either the English Language Learner Students, Students with Disabilities, and/or Economically Disadvantaged Students category is less than 5, the data are suppressed.

Report Card Data Business Rules

DATA SOURCES:

Data in the report cards for the following are those reported by districts in the Student Information Repository System (SIRS) as of the reporting deadline:

- Enrollment by grade, gender, disability status, economically disadvantaged status, limited English proficiency status
- New York State Testing Program (NYSTP) Assessments
- Grades 4 & 8 Assessments
- Total Cohort Assessment Results
- New York State Alternate Assessments (NYSAA)
- New York State English as a Second Language Achievement Tests (NYSESLAT)
- Annual Regents Examinations
- Annual Regents Competency Tests
- Graduates and Completers
- Non-completers

- Post-graduate Plans
- Accountability Data
- The 2014-15 paraprofessional staff counts do not include New York City data.

SIRS Reporting Deadlines

August 24, 2012 for the 2011-12 school year

August 23, 2013 for the 2012-13 school year

September 12, 2014 for the 2013-14 school year

August 28, 2015 for the 2014–15 school year

August 26, 2016 for the 2015–16 school year

Data in the report cards for the following are those reported by districts in BEDS Online as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday in October of the school year:

- Average Class Size
- Attendance and Suspensions
- Teacher Qualifications
- Teacher Turnover
- Staff Counts

Free and Reduced-Price Lunch (FRPL) data prior to 2013-14 are those reported in BEDS; 2013-14 and forward district and public school FRPL data are those reported in SIRS; 2013-14 and forward charter school FRPL data are those reported in BEDS.

National Assessment of Education Progress (NAEP) data are from the National Center for Education Statistics web site at <http://nces.ed.gov/nationsreportcard/>.

GRADES 7 & 8 MATHEMATICS DATA:

Data in the bar charts for grades 7 and 8 mathematics include those for grade 7 and 8 students who took the New York State Testing Program (NYSTP) Grade 7 or 8 Math Test and grade 8 students who took a Regents math test in lieu of the NYSTP Math Test. Mean scores and data in the table for grades 7 & 8 mathematics include only those for grades 7 & 8 students who took the NYSTP Grades 7 & 8 Math Tests.

GRADE 8 SCIENCE DATA:

Data in the bar charts for grade 8 science 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 the NYS Grade 8 Science 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.

NYC DATA:

New York when selected as a “County” on the interactive data site data.nysed.gov includes public and charter school data in the single NYC borough of New York. This aggregation is available in the SRC.mdb under ENTITY_CD 00003100000. NYC Public Schools when selected in the search bar on the interactive data site includes district and charter school data in all five NYC boroughs. This aggregation is available in the SRC.mdb under ENTITY_CD 00009900000000. The SRC.mdb also includes an aggregation of data for all public schools within the five boroughs of NYC, excluding charter schools, under ENTITY_CD 0000000000001. This aggregation is not available on the interactive data site.

SUPPRESSION:

To ensure student confidentiality, the Department does not publish data for groups with fewer than five students or data that would allow readers to easily determine the performance of a group with fewer than five students. When fewer than five students in a group (e.g., Hispanic) were tested, percentages of tested students scoring at various levels are suppressed for that group and the next smallest group. However, the performance of tested students in these groups is aggregated and shown in the Small Group Total row.

Property Tax Report Card

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/mgt/serv/propertytax/taxcap/>.

Please also submit an electronic version (PDF or Word) of your school district's 2018-19 Budget Notice to: emscmgts@nysed.gov. This will enable us to help correct any formula or data entry discrepancy quickly.

Form Due - April 23, 2018

Shaded Fields Will Calculate

	Budgeted 2017-18 (A)	Proposed Budget 2018-19 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	223,702,174	230,346,020	2.97 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	191,622,402	195,954,954	
B. Tax Levy to Support Library Debt, if Applicable			
C. Tax Levy for Non-Excludable Propositions, if Applicable ²			
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable			
E. Total Proposed School Year Tax Levy (A+B+C+D)	191,622,402	195,954,954	2.26 %
F. Permissible Exclusions to the School Tax Levy Limit	2,146,655	2,239,375	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	189,712,517	196,229,415	
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)	189,475,747	193,715,579	
I. Difference: (G-H); (negative value requires 60.0% voter approval) ²	236,770	2,513,836	
Public School Enrollment	6,409	6,498	1.39 %
Consumer Price Index			2.13 %

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 2018-19, includes any carryover from 2017-18 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2017-18 (D)	Estimated 2018-19 (E)
Adjusted Restricted Fund Balance	36,261,434	22,970,046
Assigned Appropriated Fund Balance	3,742,577	4,000,000
Adjusted Unrestricted Fund Balance	8,948,089	9,213,841
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00 %	4.00 %

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/18 Actual Balance	6/30/18 Estimated Ending Balance	Intended Use of the Reserve in the 2018-19 School Year (Limit 200 Characters)**
Note: Be sure to click on the Save button at the bottom after each additional Reserve you add under Capital, Property Loss, Liability, or Other Reserve.					
Capital + (add) - (delete)	2014 CAPITAL RESERVE	For the cost of any object or purpose for which bonds may be issued.	11,464,500	0	Approved by the voters in February 2018 for Phase II Capital Projects. The June 30th Balance reflects the movement of the funds from the Capital Reserve to the Capital Fund to pay for projects.
Capital + (add) - (delete)	SECURITY CAPITAL IMPROVEMENT PROGRAM 2018	For the cost of any object or purpose for which bonds may be issued.	0	2,000,000	If the establishment of the reserve is approved by the voters, possible funding of up to 32,000,000 for district-wide security upgrades, contingent upon year-end operating results.
Repair	REPAIR RESERVE	For the cost of repairs to capital improvements or equipment.	168,661	168,661	Not planned for use in 2018-19 school year.
Workers Compensation	WORKERS' COMPENSATION RESERVE	For self-insured Workers Compensation and benefits.	3,622,690	2,692,690	We anticipate appropriating up to \$730,000 to fund workers compensation expense in the budget, which reduces the tax levy.
Unemployment Insurance	UNEMPLOYMENT INSURANCE RESERVE	For reimbursement to the State Unemployment Insurance Fund.	627,926	777,926	We anticipate appropriating up to 550,000 to fund unemployment expenses in the 2018-19 budget, which reduces the tax levy.
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service		For proceeds from the sale of district capital assets or improvement, restricted to debt service.			
Insurance	INSURANCE RESERVE	For liability, casualty, and other types of uninsured losses.	302,324	302,324	Not planned for use in 2018-19 school year.
Property Loss + (add)		To cover property loss.			
Liability + (add)		To cover incurred liability claims.			
Tax Certiorari		For tax certiorari settlements.			
Reserve for Insurance Recoveries	N/A	For unexpended proceeds of insurance recoveries at fiscal year end.	0	0	N/A
Employee Benefit Accrued Liability	EMPLOYEE BENEFIT ACCRUED LIABILITY RESERVE	For accrued 'employee benefits' due to employees upon termination of service.	3,633,329	3,533,329	We anticipate appropriating up to \$100,000 to fund EBAL expense in the 2018-19 budget to reduce the tax levy.
Retirement Contribution	RETIREMENT CONTRIBUTION RESERVE	For employer retirement contributions to the State and Local Employees' Retirement System.	16,241,782	13,294,894	We anticipate appropriating up to \$3,000,000 to fund ERS (pension) expense in the budget, which reduces the tax levy.
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.			
Single Other Reserve + (add)					

NEW YORK STATE COMPENSATION REPORT

WORK YEAR (MOS)	TITLE	SALARY	BENEFITS*	OTHER REMUN- ERATION
10	PRINCIPAL	186,926	56,694	4,673
12	COORDINATOR	166,079	55,025	0
12	ASST. TO SUPT.	202,155	57,731	5,054
10	PRINCIPAL	173,881	55,094	4,347
12	DIRECTOR	183,210	57,126	0
11	ADMINISTRATIVE ASST	181,983	44,253	4,550
10	PRINCIPAL	190,138	57,088	4,753
12	ASST. SUPERINTENDENT	199,900	67,563	5,000
11	ASST. PRINCIPAL	186,498	56,642	4,662
12	COORDINATOR	156,223	53,816	0
12	ASST. SUPERINTENDENT	218,179	70,121	5,000
11	ASST. PRINCIPAL	184,049	56,342	4,601
12	EXEC DIRECTOR	170,000	41,564	0
11	PRINCIPAL	225,764	61,458	5,644
11	PRINCIPAL	201,588	58,493	5,040
12	COORDINATOR	155,000	52,835	0
12	COORDINATOR	170,652	55,586	0
11	ASST. PRINCIPAL	179,372	55,768	4,484
10	PRINCIPAL	188,992	56,948	4,725
12	DEPUTY SUPERINTENDENT	250,211	55,070	5,000
10	PRINCIPAL	186,926	55,863	4,673
12	COORDINATOR	158,566	39,330	0
12	COORDINATOR	151,950	37,212	0
10	ADMINISTRATIVE ASST	166,079	54,138	4,152
11	PRINCIPAL	211,200	59,672	5,280
10	PRINCIPAL	188,992	56,948	4,725
10	ADMINISTRATIVE ASST	164,078	42,174	4,102
12	SUPERINTENDENT	281,790	73,930	0
10	ADMINISTRATIVE ASST	147,662	51,879	3,692
12	ASST. DIRECTOR	155,000	38,892	0
10	PRINCIPAL	192,200	57,341	4,805
11	ASST. PRINCIPAL	172,987	54,985	4,325
10	ADMINISTRATIVE ASST	166,090	54,139	4,152
11	ASST. PRINCIPAL	181,686	56,052	4,542
12	ASST. to SUPERINTENDENT	197,000	44,875	0
10	ADMINISTRATIVE ASST	151,984	52,409	3,800
10	ADMINISTRATIVE ASST	166,090	54,139	4,152
12	BUS. ADMIN.	140,000	51,827	0
11	ASST. PRINCIPAL	190,000	57,071	4,750

* Includes District costs for legally required payments including Social Security, Medicare, and TRS.

PROPOSED 2018-2019 BUDGET

		BUDGET 2017 - 2018	PROPOSED 2018 - 2019
Library Collection & Programs	Books	250,000	235,000
	DVDs	37,000	27,000
	Streaming Services		15,000
	CDs - Music & Books on CD	34,000	25,000
	Magazines, Newspapers	35,000	35,000
	Online Databases	77,000	71,000
	Community Information, Programs & Special Events	110,000	119,000
		<u>543,000</u>	<u>527,000</u>
Technology	Computers, Servers, Peripherals	55,000	55,000
	Circulation Software/Maintenance	50,000	50,000
	Contracts - Automation Support	135,000	139,000
		<u>240,000</u>	<u>244,000</u>
Library Operational Expenses	Library Supplies	26,000	26,000
	Contracts with Other Libraries, Postage & Freight	52,000	54,500
	Insurance	64,000	64,000
	Office Equipment Contracts	10,000	11,000
	Library Furniture & Equipment	25,000	25,000
		<u>177,000</u>	<u>180,500</u>
Building Maintenance	Utilities	192,000	202,000
	Building Maintenance Contracts	78,000	80,000
	Telephone	21,000	21,000
	Building & Plant Repairs	60,000	60,000
	Custodial Supplies	23,000	23,000
		<u>374,000</u>	<u>386,000</u>
Salaries & Administration	Professional, Clerical, Custodial, Pages	3,290,000	3,379,000
	Pension, Social Security, Health, etc.	1,452,185	1,510,994
	Professional Fees - Legal, Acct., etc.	133,000	133,500
		<u>4,875,185</u>	<u>5,023,494</u>
OPERATING BUDGET		6,209,185	6,360,994
Income Sources	Fines, Fees, PILOTs, etc.	125,000	146,000
	New York State Aid	8,000	8,000
Anticipated Income		<u>133,000</u>	<u>154,000</u>
Bond Debt Service Approved by Voters - June 2003*		921,300	921,100
AMOUNT TO BE RAISED BY TAXES		6,997,485	7,128,094
Total includes Operating Budget, less Anticipated Income, plus Bond Debt Service			

*PUBLIC LIBRARY BOND – HOW THE BOND IS REPAYED

The proposed public library budget includes \$921,100 for this year's repayment of the bond. N.Y. State Education law requires the school district to be the financial agent for the library. When the library budget is approved by the voters, the school district is fully reimbursed. State law protects you from getting taxed twice.



**NYS BOARD OF REAL PROPERTY SERVICES
LOCAL GOVERNMENT EXEMPTION IMPACT REPORT**

(for local use only – not to be filed with NYS Board of Real Property Services)

Date: 03/01/2018

Taxing Jurisdiction: 28

Fiscal Year Beginning: 2018

School District: 282402 Syosset

Total equalized value in taxing jurisdiction: 7,757,032,900

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Total Equalized Value (Column E)	Percentage of Value Exempted (Column F)
12100	NYS - GENERALLY	RPTL 404(1)	32	57,958,100	0.75%
12350	PUBLIC AUTHORITY - STATE	RPTL 412	20	77,365,900	1.00%
13100	CO - GENERALLY	RPTL 406(1)	114	221,519,600	2.86%
13500	TOWN - GENERALLY	RPTL 406(1)	54	180,011,800	2.32%
13650	VG - GENERALLY	RPTL 406(1)	6	2,709,800	0.03%
13800	SCHOOL DISTRICT	RPTL 408	27	313,555,900	4.04%
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	14	37,745,900	0.49%
14110	USA - SPECIFIED USES	STATE L 54	2	3,561,800	0.05%
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	14	115,805,200	1.49%
18080	MUN HSNG AUTH-FEDERAL/MUN AIDE	PUB HSNG L 52(3)&(5)	1	7,207,600	0.09%
19950	MUNICIPAL RAILROAD	RPTL 456	13	3,085,300	0.04%
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	7	3,361,200	0.04%
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	15	35,955,500	0.46%
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	3	37,019,200	0.48%
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	10	47,477,200	0.61%
26100	VETERANS ORGANIZATION	RPTL 452	3	1,938,800	0.02%
26300	INTERDENOMINATIONAL CENTER	RPTL 430	33	291,915,000	3.76%
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	12	9,497,000	0.12%
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	8	701,000	0.01%
41124	ALT VET-NON-COMBAT - SCHOOL	RPTL 458-A	477	5,748,000	0.07%
41134	ALT VET - COMBAT - SCHOOL	RPTL 458-A	279	5,600,000	0.07%
41144	ALT VET - DISABILITY - SCHOOL	RPTL 458-A	60	1,995,200	0.03%
41164	COLD WAR VETERAN - SCHOOL		62	570,400	0.01%
41174	COLD WAR VET DISABILITY SCHOOL		1	20,400	0.00%
41300	PARAPLEGIC VETS	RPTL 458(3)	1	536,400	0.01%
41400	CLERGY	RPTL 460	7	3,504,000	0.05%
41680	VOLUNTEER FIREFIGHTERS AND AMB	RPTL 466-c	58	2,436,000	0.03%
41800	PERSONS AGE 65 OR OVER	RPTL 467	114	20,580,000	0.27%
41834	ENHANCED STAR	RPTL 425	957	83,987,332	1.08%
41854	BASIC STAR	RPTL 425	6566	334,694,594	4.31%
41900	PHYSICALLY DISABLED	RPTL 459	11	1,433,600	0.02%
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	3	688,800	0.01%
48670	REDEVELOPMENT HOUSING CO	P H F I L 125 & 127	28	53,663,200	0.69%
Totals:			9012	1,963,849,726	25.32%