

SYOSSET CENTRAL SCHOOL DISTRICT

REPORT CARD

2015-2016 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
April M. Neuendorf - Vice President
Christopher DiFilippo
Tracy Frankel
Rob Gershon
Joshua A. Lafazan
Susan Parker
Dr. Alan Resnick
Laura Schlesinger

SCHOOL DISTRICT ADMINISTRATION

Dr. Thomas L. Rogers
Superintendent of Schools

Dr. Jeffrey B. Streitman
Deputy Superintendent of Schools

Dr. Patricia M. Rufo
Assistant Superintendent for Business

Dr. Joseph LaMelza
Assistant Superintendent for Pupil Personnel Services

V. Dolly Kranz
Coordinator of Testing, Planning & Administration

SYOSSET CENTRAL SCHOOL DISTRICT

PROPOSED BUDGET 2015-2016

Draft Budget Working Document

LEAD

Syosset School District 2015-16 Budget Summary

	2012-2013	2013-2014	2013-2014	ADOPTED	PROPOSED
	EXPENDITURES	EXPENDITURES	BUDGET	2014-15	2015-16
				BUDGET	BUDGET
BOARD OF EDUCATION	\$24,965	\$45,827	\$30,300	\$45,400	\$47,300
DISTRICT CLERK	38,424	44,315	38,424	41,680	42,980
DISTRICT MEETING	46,426	29,292	53,180	25,000	46,763
CHIEF SCHOOL ADMINISTRATOR	468,233	399,413	515,076	397,976	401,728
FINANCIAL ADMINISTRATION	546,770	562,485	564,536	596,250	514,819
AUDITING	96,509	103,546	105,600	106,800	109,400
TREASURER	10,527	0	0	0	0
PURCHASING	325,322	363,887	377,349	390,172	407,926
LEGAL SERVICES	274,231	293,992	452,760	452,760	399,048
PERSONNEL OFFICE	533,184	564,957	567,065	569,026	558,048
COMMUNITY RELATIONS	73,422	67,722	89,672	76,367	78,598
CUSTODIAL/CENTRAL SERVICES	8,802,736	9,106,368	9,418,986	9,610,985	9,515,340
DISTRICT MAINTENANCE/GROUNDS	3,087,507	2,914,392	3,435,391	3,434,270	3,450,798
SECURITY OPERATIONS	677,612	782,596	791,289	818,782	1,527,276
CENTRAL PRINTING	440,502	553,679	559,465	469,888	424,007
CENTRAL DATA PROCESSING	1,204,598	1,697,053	1,383,689	1,433,983	1,546,344
ALLOCATED INSURANCE	1,189,409	1,317,421	1,296,846	1,445,814	1,675,528
ADMINISTRATIVE CHARGE - BOCES	913,012	899,754	912,576	936,490	906,316
CURRICULUM DEV./SUPERVISION	2,120,685	2,051,655	2,007,505	2,058,611	1,892,407
SUPERVISION REGULAR	5,697,329	5,973,185	5,896,678	5,980,879	6,283,011
RESEARCH, PLANNING, EVALUATION	0	0	6,630	0	0
INSERVICE PROGRAMS	65,057	53,816	104,650	95,000	345,000
SPECIAL EDUCATION PROGRAM SUPERVISION	641,644	661,121	657,546	661,121	663,741
INTERSCOLASTIC ATHLETICS SUPERVISION	160,282	182,875	160,282	164,690	166,979
UNCLASSIFIED	0	0	50,000	50,000	50,000
REGULAR DAY SCHOOL	65,635,196	69,869,785	71,565,124	71,963,990	74,217,177
SPECIAL EDUCATION PROGRAMS	23,943,119	25,408,614	25,973,286	26,785,793	27,397,529
OCCUPATIONAL EDUCATION	179,877	258,231	348,252	330,000	330,000
CONTINUING EDUCATION	124,586	124,305	121,234	124,603	124,603
SUMMER SCHOOL	238,875	266,635	275,500	279,096	293,354
LIBRARY MEDIA PROGRAM	2,332,935	2,254,129	2,417,832	2,325,626	2,398,040
COMPUTER ASSISTED INSTRUCTION	969,560	1,710,653	1,181,939	1,189,946	1,535,257
ATTENDANCE OFFICES	275,565	262,003	290,240	290,249	308,380
GUIDANCE SERVICES	2,433,584	2,387,154	2,651,986	2,715,201	2,800,184
HEALTH SERVICES	1,177,755	1,254,768	1,284,657	1,283,437	1,307,147
PSYCHOLOGICAL SERVICES	2,035,244	2,162,634	2,195,570	2,155,622	2,193,635
SOCIAL WORKER SERVICES	0	0	0	0	45,000
CO-/EXTRA CURRICULAR ACTIVITIES	1,171,063	1,250,288	1,177,116	1,302,172	1,355,523
INTERSCOLASTIC ATHLETICS	1,799,933	1,873,092	1,765,673	1,931,137	2,015,524
TRANSPORTATION	8,755,663	9,446,193	9,660,262	9,653,781	9,770,781
COMMUNITY SERVICES/RECREATION	229,117	185,224	214,171	241,402	288,502
COMMUNITY SERVICES/CENSUS	30,998	18,984	33,549	28,985	28,985
INTERFUND TRANSFERS/GRANTS	174,597	494,431	315,000	295,000	495,000
DEBT SERVICE - TANS	444,167	151,472	221,695	367,000	479,167
INTERFUND TRANSFERS/Debt Service & Capital	4,730,627	3,881,308	3,736,098	3,810,000	4,750,287
RETIREMENT SYSTEM - ERS	3,367,318	3,601,701	3,709,397	3,665,102	3,365,321
RETIREMENT SYSTEM - TRS	11,007,653	15,887,145	16,186,171	17,615,276	13,867,420
SOCIAL SECURITY	7,963,783	8,438,210	9,243,250	9,052,581	9,187,112
LIFE INSURANCE	175,656	186,411	190,000	190,000	190,000
HEALTH INSURANCE	19,917,822	20,516,722	22,308,900	22,600,898	23,159,353
DENTAL INSURANCE	688,423	797,722	1,013,124	1,013,124	1,013,124
OTHER BENEFITS	1,835,024	1,723,433	1,499,443	1,658,730	1,615,690
TOTAL	\$189,078,526	\$203,280,598	\$209,054,963	\$212,730,695	\$215,585,452

STATE REQUIRED FORMAT 3-PART BUDGET SUMMARY

	2013-2014 BUDGET	2014-2015 BUDGET	Proposed 2015-2016 BUDGET
TOTAL ADMINISTRATION	20,784,151	21,330,831	21,470,523
TOTAL PROGRAM	166,400,488	168,894,360	170,084,418
TOTAL CAPITAL	21,870,324	22,505,504	24,030,510
GRAND TOTAL	209,054,963	212,730,695	215,585,452

2015-2016

Administration Codes

BOARD OF EDUCATION (CODE 1010)

Page 1

SERVING AS ELECTED REPRESENTATIVES OF THE PUBLIC, MEMBERS OF THE BOARD OF EDUCATION ARE UNSALARIED AND ACT AS TRUSTEES OF THE SCHOOL DISTRICT. IN THIS CODE ARE EXPENSES INCURRED BY THE BOARD OF EDUCATION IN THE PERFORMANCE OF THEIR DUTIES, INCLUDING NECESSARY TRAINING AND TRAVEL. ALSO INCLUDED ARE COSTS RELATED TO THEIR ACTIVITY IN DISTRICT OPERATIONS AND MEMBERSHIPS IN NATIONAL, STATE AND LOCAL ORGANIZATIONS.

The increase in the code reflects costs for training related to school district policy matters as well as training in legal and legislative changes.

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 BUDGET
1010	449	BOARD CONSULTANTS	0	0	2,100		2,100		0
1010	484	BOARD MEMBERSHIPS	20,263	20,262	20,000		21,300		21,300
1010	485	BOARD/DISTRICT OPERATIONS	3,687	23,524	6,200		20,000		24,000
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	23,950	43,786	28,300		43,400		45,300
1010	500	SUPPLIES/PUBLICATIONS	1,015	2,041	2,000		2,000		2,000
		OBJ 500 TOTAL SUPPLIES/MATERIALS	1,015	2,041	2,000		2,000		2,000
		TOTAL 1010 BOARD OF EDUCATION	24,965	45,827	30,300		45,400		47,300

DISTRICT CLERK (CODE 1040)

Page 2

THE DISTRICT CLERK SERVES AS THE SCHOOL DISTRICT'S LEGAL OFFICER AND IS RESPONSIBLE FOR SENDING AND RECEIVING ALL LEGAL DOCUMENTS. THE DISTRICT CLERK HAS A KEY ROLE IN THE DISTRICT BUDGET VOTE AND ANNUAL ELECTION. THIS CODE CONTAINS A PORTION OF THE SALARY OF THE DISTRICT CLERK AS AN OFFICER OF THE BOARD OF EDUCATION.

The increase in the code reflects a salary adjustment.

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 BUDGET
1040	161	DISTRICT CLERK OFFICE SALARIES	38,424	44,315	38,424	0.5	41,680	0.5	42,980
		OBJ 100 TOTAL SALARIES	38,424	44,315	38,424		41,680		42,980
		TOTAL 1040 DISTRICT CLERK	38,424	44,315	38,424		41,680		42,980

THIS CODE CONTAINS FUNDS FOR THE ANNUAL SCHOOL AND LIBRARY BUDGET VOTE AND DISTRICT ELECTION OF MEMBERS OF THE BOARD OF EDUCATION. COMPENSATION OF POLL WORKERS, INSPECTORS, RENTAL OF VOTING MACHINES, LEGAL ADVERTISING AND OTHER EXPENSES FOR THE SCHOOL DISTRICT ELECTION ARE INCLUDED. PROVISION HAS BEEN MADE IN THIS BUDGET FOR ONE VOTE.

The estimates for 2015-16 are based on the use of the new scanning machines in the event the lever machines are not made available to school districts.

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 BUDGET
1060	161	POLL WORKERS	28,818	17,362	35,000		13,000		16,762
		OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES	28,818	17,362	35,000		13,000		16,762
1060	405	LEGAL NOTICES	5,029	5,032	5,580		5,500		5,500
1060	439	VOTING MACHINES RENTAL	6,170	3,920	6,200		3,200		21,201
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	11,199	8,952	11,780		8,700		26,701
1060	500	DISTRICT MEETING - SUPPLIES & FORMS	6,409	2,978	6,400		3,300		3,300
		OBJ 500 TOTAL SUPPLIES/MATERIALS	6,409	2,978	6,400		3,300		3,300
TOTAL 1060 DISTRICT MEETINGS			46,426	29,292	53,180		25,000		46,763

CHIEF SCHOOL ADMINISTRATOR (CODE 1240)

Page 4

THE BOARD OF EDUCATION EMPLOYS THE SUPERINTENDENT OF SCHOOLS TO SERVE AS CHIEF EXECUTIVE OFFICER OF THE SCHOOL DISTRICT, RESPONSIBLE TO THE BOARD FOR OVERALL OPERATION OF THE DISTRICT. COMPENSATION FOR THE SUPERINTENDENT, CLERICAL SUPPORT, COPIER COSTS, AND SUPPLIES ARE RECORDED IN THIS CODE.

The increase in the code reflects salary adjustments for clerical staff.

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 BUDGET
1240	100	SUPERINTENDENT	405,244	253,142	405,244	1.0	279,000	1.0	279,000
1240	161	SUPERINTENDENT OFFICE	58,680	113,385	105,192	1.5	112,976	1.5	116,728
		OBJ 100 TOTAL SALARIES	463,924	366,527	510,436		391,976		395,728
1240	400	CONTRACTUAL	0	28,772	0		0		0
1240	433	COPY MACHINE	2,893	2,712	2,900		2,900		2,900
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	2,893	31,484	2,900		2,900		2,900
1240	500	OFFICE SUPPLIES	805	1,324	1,140		2,500		2,500
1240	501	PROFESSIONAL PUBLICATIONS/SUBSCRIPT	611	78	600		600		600
		OBJ 500 TOTAL SUPPLIES/MATERIALS	1,416	1,402	1,740		3,100		3,100
		TOTAL 1240 SUPERINTENDENT OFFICE	468,233	399,413	515,076		397,976		401,728

THE BUSINESS OFFICE COORDINATES THE SUPPORT SERVICES AND FINANCIAL AFFAIRS OF THE SCHOOL DISTRICT. EXPENSES IN THIS CODE INCLUDE SALARY EXPENSES FOR THE ASSISTANT SUPERINTENDENT FOR BUSINESS, THE DISTRICT TREASURER AND OTHER OFFICE STAFF. CONTRACTUAL SERVICES AND SUPPLIES ARE ALSO RECORDED IN THIS CODE.

The decrease in this code reflects the reallocation of one-half of a clerical position as well as the reduction in inventory appraisal cost. Physical inventory appraisals are completed once every five years.

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 BUDGET
1310	100	BUSINESS OFFICE SALARIES	537,034	550,645	548,234	4.25	555,408	4.25	498,817
		OBJ 100 TOTAL SALARIES	537,034	550,645	548,234		555,408		498,817
1310	405	BUSINESS ADMIN ADVERTISING	1,320	1,048	550		1,400		1,400
1310	447	CONTRACTUAL SERVICES	0	0	2,550		1,000		1,000
1310	448	MICROFILM SERVICES	0	0	0		0		0
1310	449	INVENTORY APPRAISAL	0	0	5,100		30,000		5,200
1310	490	BOCES-STATE AID/SBAI	3,050	9,587	3,142		3,142		3,202
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	4,370	10,635	11,342		35,542		10,802
1310	500	FORMS & SUPPLIES	5,366	1,205	4,960		5,300		5,200
		OBJ 500 TOTAL SUPPLIES/MATERIALS	5,366	1,205	4,960		5,300		5,200
TOTAL 1310 FINANCIAL ADMINISTRATION			546,770	562,485	564,536		596,250		514,819

IN ACCORDANCE WITH LAW THE BOARD OF EDUCATION IS REQUIRED TO CONTRACT WITH AUDITORS TO PERFORM REVIEWS AND ANALYSIS OF DISTRICT FINANCIAL RECORDS, OPERATIONS AND INTERNAL CONTROLS.

The increase in the code reflects rate increases as per Request for Proposals (RFPs) or anticipated expense as a result of new RFPs.

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 BUDGET
1320	446	INTERNAL CLAIMS AUDITOR	27,000	27,000	27,000		27,000		27,000
1320	447	SPECIAL AUDITS	0	5,950	8,000		8,000		8,000
1320	448	INTERNAL AUDITOR	19,200	19,596	19,600		20,000		20,400
1320	449	INDEPENDENT AUDITOR	50,309	51,000	51,000		51,800		54,000
OBJ 400 TOTAL CONTRACT/OTHER EXPENSE			96,509	103,546	105,600		106,800		109,400
TOTAL 1320 AUDITING			96,509	103,546	105,600		106,800		109,400

APPOINTED ANNUALLY BY THE BOARD OF EDUCATION, THE DISTRICT TREASURER HAS THE LEGAL RESPONSIBILITY FOR THE DISBURSEMENT AND RECEIPT OF ALL FUNDS. COMPENSATION AND EXPENSES OF THE TREASURER WERE RECORDED HERE.

The treasurer function was consolidated into an existing position in the business office.

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 BUDGET
1325	160	DISTRICT TREASURER	10,527	0	0	0	0	0	0
		OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES	10,527	0	0		0		0
1325	500	TREASURER SUPPLIES	0	0	0		0		0
		OBJ 500 TOTAL SUPPLIES/MATERIALS	10,527	0	0		0		0
		TOTAL 1325 TREASURER	10,527	0	0		0		0

THIS OFFICE IS RESPONSIBLE FOR PURCHASING THE NECESSARY EQUIPMENT, MATERIALS, SUPPLIES, AND CONTRACTED SERVICES FOR THE SCHOOL DISTRICT IN COMPLIANCE WITH THE DISTRICT'S PURCHASING POLICY. THE SALARIES FOR THE PURCHASING DEPARTMENT, ACCOUNTS PAYABLE PERSONNEL AND RELATED OFFICE EXPENSES, SUCH AS LEGAL ADVERTISEMENTS FOR BIDS AND RFPS ARE BUDGETED IN THIS CODE.

The increase in the code reflects contractual salary adjustments.

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 BUDGET
1345	161	PURCHASING/ACCOUNTS PAYABLE	300,808	345,447	352,416	5.5	363,879	5.5	381,633
1345	162	PURCHASING/ACCOUNTS PAYABLE O/T	0	0	2,000		2,000		2,000
		OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES	300,808	345,447	354,416		365,879		383,633
1345	400	CONTRACTUAL SERVICES	1,990	0	0		0		0
1345	405	PURCHASING ADS	4,340	1,892	4,500		4,500		4,500
1345	433	COPY MACHINE	4,747	4,341	5,448		5,448		5,448
1345	490	BOCES - COOPERATIVE BID	9,500	9,500	9,785		9,785		9,785
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	20,577	15,733	19,733		19,733		19,733
1345	500	PURCHASING/AP SUPPLIES	3,937	2,707	3,200		4,560		4,560
		OBJ 500 TOTAL SUPPLIES/MATERIALS	3,937	2,707	3,200		4,560		4,560
TOTAL 1345 PURCHASING			325,322	363,887	377,349		390,172		407,926

THIS ADMINISTRATIVE LEGAL CODE PROVIDES FOR LEGAL COUNSEL TO THE BOARD OF EDUCATION AND SUPERINTENDENT OF SCHOOLS WHICH IS NECESSARY FOR THE OPERATION OF THE DISTRICT.

The reduction in the code reflects actual expenditures.

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 BUDGET
1420	447	LEGAL SERVICE - BOND COUNSEL	16,240	5,800	18,000		18,000		15,000
1420	448	LEGAL SERVICE - LABOR COUNSEL	56,288	8,627	149,760		149,760		0
1420	448-00	LEGAL SERVICE - RETAINER	0	69,854	0		0		84,048
1420	448-01	LEGAL SERVICE - NON-RETAINER	0	59,987	0		0		250,000
1420	449	LEGAL SERVICE - GENERAL COUNSEL	201,703	149,724	285,000		285,000		50,000
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	274,231	293,992	452,760		452,760		399,048
		TOTAL 1420 LEGAL SERVICES	274,231	293,992	452,760		452,760		399,048

THIS OFFICE IS RESPONSIBLE FOR PROVIDING FOR THE RECRUITMENT AND ORIENTATION OF ALL SCHOOL DISTRICT PERSONNEL AND THE MAINTENANCE OF ALL PERSONNEL RECORDS. COSTS ARE RECORDED HERE FOR ALL SERVICES RELATED TO PERSONNEL INCLUDING BENEFITS AND THE TEACHER CERTIFICATION AND FINGERPRINTING SERVICES PROVIDED THROUGH BOCES.

The decrease in this code reflects staffing adjustments and savings in advertising expenses as a result of the use of BOCES online application system (OLAS)

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 BUDGET
1430	100	PERSONNEL OFFICE SALARIES	497,700	534,428	518,803	6.0	525,877	6.0	517,256
		OBJ 100 TOTAL SALARIES	497,700	534,428	518,803		525,877		517,256
1430	405	ADVERTISEMENTS	23,140	6,531	35,950		20,000		10,000
1430	433	COPY MACHINE	1,211	1,211	360		360		1,300
1430	490	BOCES SERVICE - TEACHER CERT./FINGRPR	10,050	21,250	10,352		21,589		28,292
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	34,401	28,992	46,662		41,949		39,592
1430	500	PERSONNEL SUPPLIES	1,083	1,537	1,600		1,200		1,200
		OBJ 500 TOTAL SUPPLIES/MATERIALS	1,083	1,537	1,600		1,200		1,200
TOTAL 1430 PERSONNEL OFFICE			533,184	564,957	567,065		569,026		558,048

THIS CODE PROVIDES FOR WEBSITE UPDATES AND PUBLICATION OF SCHOOL DISTRICT NEWLETTERS AND OTHER INFORMATIONAL MATERIAL THAT KEEPS THE COMMUNITY INFORMED ABOUT SCHOOL PROGRAMS AND DISTRICT OPERATIONS.

The increase reflects a preliminary estimate of public relations services through BOCES.

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 BUDGET
1480	428	CONTRACT PHOTO WORK	0	0	0		0		0
1480	485	PUBLIC INFO CONTRACT SERVICES	7,422	67,722	0		0		0
1480	490	PUBLIC INFORMATION SERVICES BOCES	66,000	0	89,672		74,367		76,598
1480	500	PUBLIC INFORMATION SUPPLIES	0	0	0		2,000		2,000
OBJ 400 TOTAL CONTRACT/OTHER EXPENSE			73,422	67,722	89,672		76,367		78,598
TOTAL 1480 COMMUNITY RELATIONS			73,422	67,722	89,672		76,367		78,598

THIS CENTER PROVIDES IN-HOUSE PRINTING OF INSTRUCTIONAL MATERIALS, DISTRICT-WIDE FORMS, BOARD OF EDUCATION AND COMMITTEE MEETING MINUTES. THIS CODE ALSO INCLUDES COSTS FOR PRINTING SUPPLIES AND POSTAGE.

The decrease in this code reflects staffing adjustments and a reduction in BOCES printing services.

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 BUDGET
1670	161	IMC/PRINT UNIT N/T	212,012	221,537	211,007	2.00	212,987	2.00	160,807
1670	163	IMC/PRINT UNIT O/T	7,067	0	30,000		17,201		7,200
		OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES	219,079	221,537	241,007		230,188		168,007
1670	200	REPLACEMENT EQUIPMENT - IMC	0	5,424	6,650		5,000		5,000
		OBJ 200 TOTAL EQUIPMENT	0	5,424	6,650		5,000		5,000
1670	400	CONTRACTUAL SERVICES	62,588	66,487	69,808		6,000		6,000
1670	430	IMC EQUIPMENT REPAIR/SERVICE	5,492	1,525	5,000		5,000		5,000
1670	433	COPY MACHINE COPIER LEASE & SERVICE	67,491	80,820	60,000		60,000		83,000
1670	483	PRINT UNIT POSTAGE	67,235	135,639	110,000		100,000		100,000
1670	490	BOCES PRINTING SERVICES	4,828	13,885	35,000		25,000		20,000
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	207,634	298,356	279,808		196,000		214,000
1670	500	PRINT UNIT SUPPLIES	5,060	26,389	30,000		30,000		32,000
1670	501	IMC SUPPLIES	8,729	1,973	2,000		8,700		5,000
		OBJ 500 TOTAL SUPPLIES/MATERIALS	13,789	28,362	32,000		38,700		37,000
		TOTAL 1670 CENTRAL PRINTING & MAILING	440,502	553,679	559,465		469,888		424,007

CENTRAL DATA PROCESSING (CODE 1680)

Page 13

EXPENDITURES CHARGED TO THIS CODE INCLUDE CLERICAL STAFFING OF THE COMPUTER SERVICES AND PAYROLL DEPARTMENTS, AS WELL AS COSTS FOR SUPPLIES, MAINTENANCE OF EQUIPMENT AND COMPUTER INFRASTRUCTURE.

The increase in the code relates to the addition of a part-time IT technician through BOCES to assist with phone system and networking issues.

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 BUDGET
1680	161	COMPUTER SERVICES - PAYROLL N/T	187,169	210,260	205,679	4.0	215,435	4.0	230,813
1680	163	COMPUTER SERVICES - PAYROLL O/T	0	0	1,000		1,000		1,000
		OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES	187,169	210,260	206,679		216,435		231,813
1680	201	COMPUTER SERVICES - EQUIPMENT	115,553	183,626	150,000		150,000		150,000
		OBJ 200 TOTAL EQUIPMENT	115,553	183,626	150,000		150,000		150,000
1680	432	COMPUTER SERVICES SOFTWARE/FORMS	5,704	31,762	10,625		12,230		35,000
1680	435	COMPUTER SERVICES - SERVICE CONTRAC	277,723	305,592	384,000		336,531		336,531
1680	485	COMPUTER SERVICES - TRAINING	798	399	2,800		2,000		2,000
1680	490	BOCES ADMIN TECHNOLOGY	342,096	687,748	354,000		364,620		435,000
1680	491	BOCES WIDE AREA NETWORK	260,057	238,850	260,710		316,000		316,000
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	886,378	1,264,351	1,012,135		1,031,381		1,124,531
1680	500	COMPUTER SERVICES SUPPLIES	15,498	38,816	14,875		36,167		40,000
		OBJ 500 TOTAL SUPPLIES/MATERIALS	15,498	38,816	14,875		36,167		40,000
TOTAL 1680 CENTRAL COMPUTER SERVICES			1,204,598	1,697,053	1,383,689		1,433,983		1,546,344

ALLOCATED INSURANCE (CODE 1910)

Page 14

THIS CODE REFLECTS THE VARIOUS INSURANCE COVERAGES THE DISTRICT HAS AS PART OF ITS RISK MANAGEMENT PROGRAM. RATES CHANGE AS A RESULT OF CLAIMS EXPERIENCE, CHANGES IN THE MARKET, AND THE VALUE OF ASSETS.

The increase in the code reflects preliminary estimates of market rates.

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 BUDGET
1910	410	STUDENT ACCIDENT INSURANCE	109,831	135,729	120,814		149,302		119,566
1910	411	MULTI-PERIL INSURANCE	729,401	804,842	802,341		885,326		1,046,295
1910	412	UMBRELLA LIABILITY INSURANCE	211,328	239,613	232,461		263,574		312,003
1910	413	FUEL STORAGE TANK INSURANCE	6,063	5,620	6,669		6,181		7,189
1910	414	VEHICLE INSURANCE	62,235	61,138	68,459		68,750		80,131
1910	415	ERRORS & OMISSIONS	28,683	35,956	31,551		34,706		67,909
1910	416	MISCELLANEOUS INSURANCE	41,868	34,523	34,551		37,975		42,435
OBJ 400 TOTAL CONTRACT/OTHER EXPENSE			1,189,409	1,317,421	1,296,846		1,445,814		1,675,528
TOTAL 1910 ALLOCATED INSURANCE			1,189,409	1,317,421	1,296,846		1,445,814		1,675,528

ADMINISTRATIVE CHARGE – BOCES (CODE 1981)

Page 15

THIS FUNCTION CODE REFLECTS MANDATED COSTS FOR THE ADMINISTRATION OF THE BOCES DISTRICT, PRORATED AMONG ALL NASSAU COUNTY SCHOOL DISTRICTS BY ENROLLMENT AND WEALTH FACTORS. FACILITIES RENTAL AND CAPITAL EXPENDITURES FOR BOCES ARE ALSO RECORDED IN THIS ADMINISTRATIVE CODE.

The decrease in the code reflects current estimates from BOCES.

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 BUDGET
1981	490	BOCES ADMINISTRATION FEE	604,917	610,454	623,276		658,689		632,720
1981	491	BOCES FACILITIES RENTAL	128,568	115,582	115,582		124,556		105,102
1981	492	BOCES CAPITAL PROJECTS	179,527	173,718	173,718		153,245		168,494
OBJ 400 TOTAL CONTRACT/OTHER EXPENSE			913,012	899,754	912,576		936,490		906,316
TOTAL 1981 ADMINISTRATION FEES - BOCES			913,012	899,754	912,576		936,490		906,316

THIS FUNCTION CODE INCLUDES EXPENDITURES FOR THE COORDINATION OF CURRICULUM DEVELOPMENT. THIS IS A DISTRICT WIDE FUNCTION AND NOT CONFINED TO ONE SCHOOL, SUBJECT AREA OR SINGLE PHASE OF CURRICULUM SUPERVISION. THE DEPUTY SUPERINTENDENT, COORDINATOR FOR TESTING, COORDINATOR FOR EDUCATIONAL SERVICES, COORDINATOR OF INSTRUCTIONAL OPERATIONS, AND DISTRICT WIDE COORDINATORS OF ENGLISH LANGUAGE ARTS, FINE AND PERFORMING ARTS AND MATH ARE RECORDED IN THIS CODE. ALSO INCLUDED ARE EXPENDITURES FOR OFFICE SUPPORT STAFF, CURRICULUM SUPPLIES, AND REFERENCE MATERIALS.

The reduction in this code is due to a reclassification of clerical salary expense, (*see offset in code 2020*) partially offset by an increase in projected expense for curriculum writing for realignment to the common core.

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 BUDGET
2010	100	CURRICULUM CERTIFIED	1,290,789	1,293,112	1,256,176	7.0	1,293,112	7.0	1,293,112
2010	111	CURRICULUM WRITING ELEMENTARY	5,535	94,345	13,500		13,500		60,000
2010	112	CURRICULUM WRITING SECONDARY	16,890	18,422	13,800		13,800		20,000
		OBJ 100 TOTAL INSTRUCTIONAL SALARIES	1,313,214	1,405,879	1,283,476		1,320,412		1,373,112
2010	161	CURRICULUM N/T	805,729	644,850	718,429	9.0	736,074	9.0	517,170
		OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES	805,729	644,850	718,429		736,074		517,170
2010	433	COPY MACHINE	0	0	3,475		0		0
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	0	0	3,475		0		0
2010	500	CURRICULUM SUPPLIES	1,742	926	2,125		2,125		2,125
		OBJ 500 TOTAL SUPPLIES/MATERIALS	1,742	926	2,125		2,125		2,125
TOTAL 2010 CURRICULUM DEV. & SUPERVISION			2,120,685	2,051,655	2,007,505		2,058,611		1,892,407

THIS CODE INCLUDES SALARIES OF PRINCIPALS, ASSISTANT PRINCIPALS AND ADMINISTRATIVE ASSISTANTS IN EACH OF THE BUILDINGS. THE FULL TIME AND PART-TIME OFFICE STAFF AT THE BUILDINGS ARE ALSO INCLUDED IN THE SUPERVISION CODE.

The increase in the code is the result of a reclassification of clerical salary expense (*see offset in code 2010*) and contractual salary adjustments.

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 BUDGET
2020	111	ELEMENTARY PRINCIPALS	1,186,134	1,194,084	1,236,916	7.0	1,208,512	7.0	1,214,643
2020	112	PRINCIPAL/ASST PRINCIPAL SECONDARY	1,181,440	1,249,875	1,249,875	7.0	1,265,605	7.0	1,275,665
2020	113	ADMINISTRATIVE ASSISTANTS	1,006,050	1,076,640	1,041,045	7.0	1,065,424	7.0	1,070,708
2020	115	MENTOR INTERN SUPERVISOR	0	0	10,000		10,000		10,000
OBJ 100 TOTAL INSTRUCTIONAL SALARIES			3,373,624	3,520,599	3,537,836		3,549,541		3,571,016
2020	161	PRINCIPAL OFFICE N/T	1,446,824	1,550,644	1,541,597	29.5	1,561,412	29.5	1,803,627
2020	162	PRINCIPAL OFFICE P/T	556,301	613,936	479,400		538,000		627,000
2020	164	WORK STUDY/STUDENT ACTIVITY	29,119	31,141	45,000		33,225		33,225
2020	165	ADMINISTRATIVE ASSISTANT CLERKS	291,461	256,865	292,845	4.5	298,701	4.5	248,143
OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES			2,323,705	2,452,586	2,358,842		2,431,338		2,711,995
TOTAL 2020 SUPERVISION REGULAR			5,697,329	5,973,185	5,896,678		5,980,879		6,283,011

THIS CODE HAD PROVIDED ADDITIONAL FUNDING FOR CURRICULUM RESEARCH AND DEVELOPMENT PROJECTS, MEETINGS AND WORKSHOPS, EVALUATION WORK AND SUPPLIES FOR PILOT PROGRAMS. CURRENTLY AND GOING FORWARD, THIS FUNDING IS PROVIDED THROUGH INSTRUCTIONAL AND PROFESSIONAL DEVELOPMENT CODES.

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 BUDGET
2060	121	RESEARCH & DEVELOPMENT CURRICULUM	0	0	1,700		0		0
		OBJ 100 TOTAL INSTRUCTIONAL SALARIES	0	0	1,700		0		0
2060	428	SUPERINTENDENT RESEARCH & DEVELOPM	0	0	4,080		0		0
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	0	0	4,080		0		0
2060	500	SUPERINTENDENT RESEARCH SUPPLIES	0	0	850		0		0
		OBJ 500 TOTAL SUPPLIES/MATERIALS	0	0	850		0		0
TOTAL 2060 RESEARCH, PLANNING, EVALUATION			0	0	6,630		0		0

INSERVICE PROGRAMS (CODE 2070)

Page 19

THE INSERVICE EDUCATION PROGRAM PROVIDES FUNDS TO INTRODUCE AND STRENGTHEN INSTRUCTIONAL PROGRAMS AND TECHNIQUES TO THE STAFF.

The substantial increase in this code is the result of anticipated expenditures for professional development. As a result of the common core and new state assessments we are implementing additional staff development in numerous areas. These efforts would include enhanced staff development in grades K-5 as well as in selected secondary areas.

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 BUDGET
2070	120	INSERVICE STAFF - PEER MED & AED TRAIN	0	0	15,000		1,000		1,000
2070	121	INSERVICE WORKSHOPS	1,108	0	3,000		3,000		3,000
		OBJ 100 TOTAL INSTRUCTIONAL SALARIES	1,108	0	18,000		4,000		4,000
2070	449	INSERVICE WORKSHOPS	7,875	9,029	35,750		13,000		263,000
2070	490	BOCES WORKSHOPS & HEALTH/SAFETY TR	56,074	44,787	50,900		78,000		78,000
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	63,949	53,816	86,650		91,000		341,000
		TOTAL 2070 INSERVICE PROGRAMS	65,057	53,816	104,650		95,000		345,000

SPECIAL EDUCATION PROGRAM (CODE 2250)

Page 20

EXPENDITURES FOR SPECIAL EDUCATION SUPERVISION ARE RECORDED IN THIS CODE. IT INCLUDES THE ASSISTANT SUPERINTENDENT FOR PUPIL PERSONNEL SERVICES AS WELL AS THREE ADMINISTRATORS WITH RESPONSIBILITIES FOR SPECIAL EDUCATION SUPERVISION IN THE SECONDARY SCHOOLS.

The increase in the code relates to contractual salary adjustments.

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 BUDGET
2250	100	SPECIAL EDUCATION SUPERVISION	641,644	661,121	657,546	4	661,121	4	663,741
		OBJ 100 TOTAL INSTRUCTIONAL SALARIES	641,644	661,121	657,546		661,121		663,741
		TOTAL 2250 SPECIAL EDUCATION PROGRAMS - ADMIN	641,644	661,121	657,546		661,121		663,741

INTERSCHOLASTIC ATHLETICS (CODE 2855)

Page 21

ADMINISTRATIVE CODE FOR RECORDING THE ATHLETIC DIRECTOR

Increase reflects prior year salary adjustment.

DRAFT

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 BUDGET
2855	116	ATHLETIC DIRECTOR	160,282	182,875	160,282	1	164,690	1	166,979
		OBJ 100 TOTAL INSTRUCTIONAL SALARIES	160,282	182,875	160,282		164,690		166,979
		TOTAL 2855 INTERSCHOLASTIC ATHLETICS - ADMIN	160,282	182,875	160,282		164,690		166,979

UNCLASSIFIED (CODE 1989)

Page 22

THIS FUNCTION CODE PROVIDES FOR UNCLASSIFIED EXPENSES. EXPENSES ARE NOT TYPICALLY CHARGED TO THIS CODE; TRANSFERS ARE MADE FROM THIS CODE TO COVER OTHER EXPENSES.

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 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

LEAD

2015-2016

Program Codes

REGULAR DAY SCHOOL (CODE 2110)

Page 23

THIS CODE PROVIDES FOR THE DISTRICT'S BASIC INSTRUCTIONAL PROGRAM AND REPRESENTS THE LARGEST FUNCTION CODE IN THE BUDGET. RECORDED IN THIS CODE ARE SALARIES OF CLASSROOM TEACHERS, SPECIALISTS IN READING, MUSIC, ART AND PHYSICAL EDUCATION, AND COSTS FOR CLASSROOM SUPPLIES, TEXTBOOKS AND PURCHASE OF EQUIPMENT.

The increase in this code is primarily the result of contractual salary adjustments and staffing adjustments. The number of teaching positions for 2015-16 reflects an anticipated increase of approximately 4 full-time equivalents (FTEs) compared to the current year. These positions include one bilingual teacher in accordance with new state regulations, and/or, the district is exploring the implementation of an elementary bilingual class. In addition, at this time, we have included a placeholder for two middle school positions in grade 6 due to a possible enrollment increase that may exceed the district's class size guidelines.

The increasing trend in tutor hours is anticipated to continue in the 2015-16 year as a result of changes in curriculum and New York State mandated Academic Intervention Services (AIS). At the secondary level additional tutors are being used in secondary content special education classes. The increase in instructional equipment reflects planned enhancements and updates to instructional technology throughout the district. Increases in textbook codes reflect changes to the curriculum as a result of common core standards

SYOSSET CSD BUDGET 2015-2016

Function	Object		2012-13	2013-14	2013-2014	Current		Proposed	Proposed
Code	Code	DESCRIPTION	EXPENDITURES	EXPENDITURES	BUDGET	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	ELEMENTARY K-3 TEACHERS	8,856,860	9,595,605	10,348,275	80.0	10,115,580	81.0	10,308,552
2110	111	ELEMENTARY 4-6 TEACHERS	13,502,193	14,262,761	14,338,014	109.8	14,311,836	111.8	14,533,741
2110	112	SECONDARY 7-12 TEACHERS	28,732,213	30,975,233	31,427,386	259.6	31,665,119	259.6	32,252,191
2110	114	GIFTED CHILD PROGRAM	1,126,666	1,188,914	1,177,914	9.0	1,191,832	9.0	1,208,922
2110	117	DRIVER EDUCATION	89,825	93,170	97,520		92,520		92,520
2110	118	OCCUPATIONAL EDUCATION	3,787,583	3,951,700	3,688,969	31.3	4,028,918	31.3	4,028,450
2110	120	H.S. INDEPENDENT STUDY PROGRAM	19,412	18,417	30,500		25,500		25,500
2110	121	DEVELOPMENTAL LEARNING ELEM	1,266,597	1,328,335	1,118,123	8.0	1,145,903	8.0	1,166,844
2110	122	DEVELOPMENTAL LEARNING SEC	649,517	642,765	684,781	6.0	705,139	6.0	721,840
2110	123	TUTORS	1,361,945	1,432,065	1,166,965		1,419,462		1,509,432
2110	126	ELL TEACHING	1,096,969	997,645	1,296,817	9.6	1,197,996	10.6	1,259,602
2110	129	LUNCHROOM SUPERVISION	4,477	126,800	220,925		120,000		130,000
2110	148	CIVIL SERVICE SUBSTITUTES	0	0	0		0		0
2110	149	SUBSTITUTES	1,156,720	1,241,631	1,211,248		1,183,000		1,245,000
OBJ 100 TOTAL INSTRUCTIONAL SALARIES			61,650,977	65,855,041	67,232,437		67,627,805		68,907,594
2110	161	LAB ASSISTANTS N/T	487,746	516,902	542,847	7.0	521,606	7.0	524,468
2110	162	MONITORS	846,660	682,734	907,283		870,000		870,000
OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES			1,334,406	1,199,636	1,450,130		1,391,606		1,394,468

REGULAR DAY SCHOOL (CODE 2110) – CONTINUED

Page 24

LEAD

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13	2013-14	2013-2014	Current	2014-2015	Proposed	Proposed
			EXPENDITURES	EXPENDITURES	BUDGET	FTE	BUDGET	FTE	BUDGET
2110	200	INSTRUCTIONAL/DISTRICT EQUIPMENT	182,573	122,758	121,751		135,219		785,219
	OBJ 200	TOTAL EQUIPMENT	182,573	122,758	121,751		135,219		785,219
2110	400	FIELD TRIPS & OTHER FEES	123,879	117,474	148,500		148,500		158,500
2110	430	INSTRUCTIONAL EQUIPMENT REPAIR	17,761	22,748	41,907		38,653		38,653
2110	433	COPY MACHINE COPIER LEASE & SERVICE	247,079	146,641	235,500		244,500		197,000
2110	435	RENTAL INSTRUCTIONAL EQUIPMENT	0	0	13,000		4,000		4,000
2110	448	CIVIL SERVICE SUBSTITUTES	76,032	79,859	40,000		40,000		80,000
2110	480	TEXTBOOKS - ELEMENTARY	306,188	439,507	176,950		195,914		377,992
2110	481	TEXTBOOKS - SECONDARY	189,636	472,535	355,746		355,746		355,746
2110	482	TEXTBOOKS - NON PUBLIC/PRIVATE	62,525	57,683	71,250		71,250		71,250
2110	483	INSTRUCTIONAL CONFERENCE TRAVEL	13,595	18,058	40,969		39,775		51,000
2110	484	MEMBERSHIPS & DUES	17,397	10,228	17,700		19,750		19,750
2110	485	DAY SCHOOL TRAVEL	13,763	10,861	14,500		14,500		14,500
2110	486	MIDDLE STATES EVALUATION	6,184	0	0		0		0
2110	487	COMMENCEMENT	37,187	46,540	44,583		44,583		47,936
2110	494	BOCES TEST SCORING	39,887	69,925	49,585		49,585		73,000
2110	495	BOCES-MISC AND ARTS EDUCATION	162,314	172,304	245,000		235,000		235,000
2110	496	BOCES SERVICE - OUTDOOR EDUCATION	89,680	89,978	131,000		131,000		131,000
2110	499	BOCES-PACE/SPRINGBOARD TUITION	0	0	41,580		41,580		41,580
	OBJ 400	TOTAL CONTRACT/OTHER EXPENSE	1,403,107	1,754,341	1,667,770		1,674,336		1,896,907
2110	500	SUPPLIES	671,891	557,037	586,115		610,253		708,103
2110	503	SCIENCE SUPPLIES	18,019	26,007	38,950		38,850		38,850
2110	507	COMPUTER SUPPLIES	124,453	123,105	153,624		145,665		145,665
2110	509	SHEET MUSIC	25,233	26,076	30,000		30,000		30,000
2110	510	GIFTED CHILD PROGRAM SUPPORT	2,761	2,448	3,741		3,741		3,741
2110	511	PHYS ED SUPPLIES	6,927	11,129	12,061		11,970		11,970
2110	512	TESTING SUPPLIES	212,489	188,751	265,000		291,000		291,000
2110	550	ENRICHMENT PROGRAM SUPPL/CONT	2,360	3,456	3,545		3,545		3,660
	OBJ 500	TOTAL SUPPLIES/MATERIALS	1,064,133	938,009	1,093,036		1,135,024		1,232,989
TOTAL 2110 REGULAR DAY SCHOOL			65,635,196	69,869,785	71,565,124		71,963,990		74,217,177

THIS CODE PROVIDES FOR THE DISTRICT'S SPECIAL EDUCATION PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS AND INCLUDES TUITION COSTS FOR BOCES OPERATED PROGRAMS AND SPECIAL CLASSES OPERATED BY OTHER SCHOOL DISTRICTS. THE SPECIALIZED PROGRAMS ARE THOSE WHICH ARE NOT PRACTICAL TO OPERATE IN DISTRICT, EDUCATIONALLY OR FINANCIALLY. COSTS INCLUDE SALARIES FOR CLASSROOM TEACHERS, SPEECH TEACHERS, TEACHERS OF THE VISUALLY/HEARING IMPAIRED, PHYSICAL AND OCCUPATIONAL THERAPISTS, SPECIAL EDUCATION TUTORS AND TEACHING ASSISTANTS. ALSO, SOME SPECIALIZED SUPPLIES ARE INCLUDED HERE AS ARE EXPENSES FOR THE COMMITTEE ON SPECIAL EDUCATION.

The increase in the code is related to several factors including contractual salary adjustments and the increase in need for support personnel such as tutors and special education aides which is driven by students' Individual Education Plans (IEPs). Expenses for BOCES programs increased substantially as a result of growing enrollment in these programs in the current school year; however, the increase in BOCES programs is partially offset by reductions in public and private school placements.

Function Code	Object Code	DESCRIPTION	2012-13	2013-14	2013-14	Current	2014-2015	Proposed	Proposed
			EXPENDITURES	EXPENDITURES	BUDGET	FTE	BUDGET	FTE	BUDGET
2250	111	SPECIAL EDUCATION ELEM	2,559,501	2,672,946	2,812,014	23.0	2,690,970	23.0	2,742,935
2250	112	SPECIAL EDUCATION SEC	6,755,888	7,243,237	7,097,046	58.5	7,361,863	58.5	7,449,995
2250	113	TEACHER SPEECH-PUBLIC ELEMENTARY	1,004,778	1,139,260	1,368,889	10.6	1,221,883	10.6	1,251,859
2250	114	TEACHER SPEECH-PUBLIC SECONDARY	455,199	382,984	255,971	3.2	372,470	3.2	353,547
2250	119	HOME INSTRUCTION	37,240	50,507	58,000		58,000		58,000
2250	121	SPECIAL EDUC TUTORS ELEMENTARY	888,208	1,077,278	847,318		1,009,944		1,231,217
2250	122	SPECIAL EDUC TUTORS SECONDARY	309,442	468,473	290,173		391,116		453,946
2250	151	SPECIAL EDUCATION TA ELEMENTARY	3,411,221	3,666,055	3,555,686	80.0	3,692,502	80.0	3,732,960
2250	152	SPECIAL EDUCATION TA SECONDARY	1,390,195	1,415,403	1,521,567	29.0	1,427,939	29.0	1,294,591
OBJ 100 TOTAL INSTRUCTIONAL SALARIES			16,811,672	18,116,143	17,806,664		18,226,687		18,569,050
2250	161	SPECIAL EDUCATION AIDES - ELEMENTARY	384,701	525,953	509,238	16.0	612,376	16.0	640,494
2250	162	SPECIAL EDUCATION AIDES - SECONDARY	31,545	75,171	38,272	4.0	40,137	4.0	148,991
2250	165	OCCUPATIONAL THERAPIST	780,005	844,964	841,397	8.6	864,219	8.6	887,535
2250	166	PHYSICAL THERAPIST	116,774	124,160	124,160	1.0	124,160	1.0	125,402
2250	167	SPECIAL EDUCATION P/T	69,557	45,938	37,294	0.0	39,157	0.0	46,000
2250	168	SPECIAL EDUCATION SUMMER	1,059	0	0		0		0
OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES			1,383,641	1,616,186	1,550,361		1,680,049		1,848,422
2250	200	SPECIAL EDUCATION EQUIPMENT	0	32,113	20,050		20,057		20,057
OBJ 200 TOTAL EQUIPMENT			0	32,113	20,050		20,057		20,057
2250	401	HOME INSTRUCTION	156,856	149,270	150,000		150,000		200,000
2250	406	NON RESIDENT & NON PUBLIC SPEC ED	153,429	221,459	210,000		200,000		275,000
2250	408	SPEC. ED. NURSING SERVICES	120,887	163,515	180,000		200,000		200,000
2250	470	TUITION PUBLIC - ELEM/SEC	539,418	269,948	523,760		524,000		325,000
2250	472	TUITION PRIVATE PLACEMENT	2,037,634	2,192,347	2,360,000		2,425,000		2,200,000
2250	473	CONTRACTUAL SERVICES	918,749	574,700	1,210,000		1,150,000		1,000,000
2250	474	SPECIAL/ADDITIONAL EVALUATIONS	11,485	15,536	21,000		20,000		20,000
2250	475	ADDITIONAL STUDENTS	0	0	200,000		200,000		200,000
2250	476	TUITION/IMPARTIAL PLACEMENTS	107,100	38,500	100,000		100,000		100,000
2250	484	COMMITTEE ON SPECIAL EDUCATION	0	126	590		0		0
2250	485	SPECIAL SCHOOL TRAVEL	0	0	212		0		0
2250	490	TUITION - BOCES	1,666,645	1,980,745	1,600,000		1,850,000		2,400,000
OBJ 400 TOTAL CONTRACT/OTHER EXPENSE			5,712,203	5,606,146	6,555,562		6,819,000		6,920,000
2250	500	SUPPLIES - SPECIAL EDUCATION	35,603	38,026	40,650		40,000		40,000
OBJ 500 TOTAL SUPPLIES/MATERIALS			35,603	38,026	40,650		40,000		40,000
TOTAL 2250 SPECIAL EDUCATION PROGRAMS			23,943,119	25,408,614	25,973,286		26,785,793		27,397,529

OCCUPATIONAL EDUCATION (CODE 2280)

Page 26

TUITION FOR OCCUPATIONAL EDUCATION PROGRAMS PROVIDED AT BOCES LOCATIONS ARE
CHARGED TO THIS CODE.

DRAFT

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 BUDGET
2280	490	OCCUPATIONAL EDUCATION BOCES SERVI	179,877	258,231	348,252		330,000		330,000
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	179,877	258,231	348,252		330,000		330,000
		TOTAL 2280 OCCUPATIONAL EDUCATION	179,877	258,231	348,252		330,000		330,000

THE CONTINUING EDUCATION PROGRAM OFFERS VARIED COURSES OF AN INSTRUCTIONAL OR SELF ENRICHING NATURE TO COMMUNITY MEMBERS. FEES ARE CHARGED FOR COURSES WITH THE EXCEPTION OF COMMUNITY RESIDENTS STUDYING TO ACQUIRE THEIR U.S. CITIZENSHIP OR HIGH SCHOOL EQUIVALENCY DIPLOMA. THE CONTINUING EDUCATION PROGRAM IS INTENDED TO OPERATE AS A SELF-SUSTAINING PROGRAM WHERE REVENUE FOR THE PROGRAM COVERS DIRECT OPERATING COSTS.

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 BUDGET
2310	101	CONTINUING EDUCATION DIRECTOR	12,168	12,503	12,503		12,503		12,503
2310	112	CONTINUING EDUCATION CERTIFIED	42,990	43,225	45,000		45,000		45,000
		OBJ 100 TOTAL INSTRUCTIONAL SALARIES	55,158	55,728	57,503		57,503		57,503
2310	161	CONTINUING EDUCATION N/T	63,704	63,748	55,231	1.0	60,000	1.0	60,000
2310	162	CONTINUING EDUCATION P/T	0	0	3,000		1,200		1,200
		OBJ 160 TOTAL NON-INSTRUCTIONAL SAL	63,704	63,748	58,231		61,200		61,200
2310	400	CONTRACTUAL SERVICES	5,128	3,584	4,500		5,200		5,200
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	5,128	3,584	4,500		5,200		5,200
2310	500	CONTINUING EDUCATION SUPPLIES	596	1,245	1,000		700		700
		OBJ 500 TOTAL SUPPLIES/MATERIALS	596	1,245	1,000		700		700
TOTAL 2310 CONTINUING EDUCATION			124,586	124,305	121,234		124,603		124,603

THE SUMMER SCHOOL PROGRAM OFFERS THE OPPORTUNITY FOR ENRICHMENT IN SELECTED SUBJECTS AS WELL AS REMEDIAL COURSES. IN ADDITION, REGENTS LEVEL COURSES WHICH REQUIRE SATISFACTORY COMPLETION FOR STATE GRADUATION REQUIREMENTS ARE OFFERED. RELATED EXPENDITURES ARE FOR STAFFING, SUPPLIES AND PRINTING.

The increase in the code is partially related to the addition of two sections of Spanish enrichment.

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 BUDGET
2320	101	SUMMER SCHOOL ADMINISTRATION	5,398	5,547	10,796		10,796		10,796
2320	112	SUMMER SCHOOL TEACHERS	190,351	207,187	221,514		210,000		221,058
2320	113	SUMMER SCHOOL RADIO STATION	4,740	4,870	4,740		5,000		5,000
2320	151	SUMMER SCHOOL TA	15,192	26,931	0		27,000		27,000
		OBJ 100 TOTAL INSTRUCTIONAL SALARIES	215,681	244,535	237,050		252,796		263,854
2320	161	SUMMER SCHOOL N/T	17,559	14,662	32,000		19,000		21,500
		OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES	17,559	14,662	32,000		19,000		21,500
2320	500	SUMMER SCHOOL SUPPLIES	5,635	7,438	6,450		7,300		8,000
		OBJ 500 TOTAL SUPPLIES/MATERIALS	5,635	7,438	6,450		7,300		8,000
TOTAL 2320 SUMMER SCHOOL			238,875	266,635	275,500		279,096		293,354

LIBRARY MEDIA PROGRAMS (CODE 2610)

Page 29

ALL INSTRUCTIONAL MEDIA FOR DISTRICT STUDENTS ARE AVAILABLE THROUGH THIS CODE. IN ADDITION TO STAFFING, INCLUDED ARE PURCHASES OF LIBRARY BOOKS, PERIODICALS, AND AUDIO VISUAL MATERIALS.

The increase in the code primarily reflects contractual salary adjustments and increased allocations for classroom libraries.

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 BUDGET
2610	111	LIBRARIANS /ELEMENTARY	882,562	778,599	869,524	7	784,303	7	799,516
2610	112	LIBRARIANS/SECONDARY	504,388	495,568	524,332	4	487,801	4	495,659
		OBJ 100 TOTAL INSTRUCTIONAL SALARIES	1,386,950	1,274,167	1,393,856		1,272,104		1,295,175
2610	161	LIBRARY/AUDIO VISUAL AIDES	768,026	793,606	823,168	14	814,338	14	835,892
2610	162	LIBRARY/AUDIO VISUAL AIDES P/T	22,161	26,853	12,420		22,200		26,000
2610	163	LIBRARY/AUDIO VISUAL TECH O/T	39,249	46,770	21,740		40,000		44,300
		OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES	829,436	867,229	857,328		876,538		906,192
2610	490	BOCES - LIBRARY/ED COMM SERVICES	70,996	43,544	95,000		73,202		87,866
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	70,996	43,544	95,000		73,202		87,866
2610	500	LIBRARY SUPPLIES	4,730	5,740	7,508		13,366		13,366
2610	501	LIBRARY PERIODICALS	12,120	12,908	14,871		14,333		14,333
2610	503	LIBRARY BOOKS-NON PUBLIC	3,497	4,046	1,785		1,785		3,500
2610	505	LIBRARY BOOKS	4,156	17,929	8,450		33,950		33,950
2610	508	CLASSROOM LIBRARIES	7,973	8,285	8,202		9,510		19,820
2610	520	AUDIO VISUAL SUPPLIES	13,077	20,281	30,832		30,838		23,838
		OBJ 500 TOTAL SUPPLIES/MATERIALS	45,553	69,189	71,648		103,782		108,807
		TOTAL 2610 LIBRARY MEDIA PROGRAM	2,332,935	2,254,129	2,417,832		2,325,626		2,398,040

COMPUTER ASSISTED INSTRUCTION (CODE 2630)

Page 30

THIS CODE REFLECTS COSTS FOR COMPUTER HARDWARE AND SOFTWARE RELATED TO INSTRUCTION.

The increase in this code reflects anticipated district-wide upgrades and enhancements to instructional technology.

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 BUDGET
2630	200 CAI	HARDWARE	88,790	398,365	217,750		217,750		500,000
2630	201	INSTRUCTIONAL TECH UPGRADE	21,049	25,226	28,818		30,000		30,000
		OBJ 200 TOTAL EQUIPMENT	109,839	423,591	246,568		247,750		530,000
2630	430 CAI	EQUIPMENT REPAIR	22,237	10,966	9,282		9,282		15,000
2630	435 CAI	CONTRACT SERVICES	111,479	51,395	163,831		150,000		150,000
2630	460 CAI	SOFTWARE	129,737	122,673	137,662		137,914		137,914
2630	490 BOCES-MICROCOMP SVCS/REGION	OBJEC'	590,134	1,088,671	607,700		626,000		683,343
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	853,586	1,273,705	918,475		923,196		986,257
2630	500 DP	SUPPLIES DISTRICTWIDE	6,135	13,357	16,896		19,000		19,000
		OBJ 500 TOTAL SUPPLIES/MATERIALS	6,135	13,357	16,896		19,000		19,000
TOTAL 2630 COMPUTER ASSISTED INSTRUCTION			969,560	1,710,653	1,181,939		1,189,946		1,535,257

THIS CODE RELATES TO THE MAINTENANCE OF STUDENT ATTENDANCE RECORDS, FOLLOW-UP WITH THE SCHOOL AND PARENTS REGARDING STUDENT ABSENCES AND REPRESENTING THE DISTRICT IN SEEKING COURT ASSISTANCE IN THE ENFORCEMENT OF ATTENDANCE LAWS ON TRUANT STUDENTS. RESIDENCY IS VERIFIED AND UPDATED THROUGH THIS OFFICE. THIS CODE RECORDS THE SALARIES AND EXPENSES FOR THE ATTENDANCE OFFICES AT THE SECONDARY SCHOOLS AND DISTRICT WIDE EXPENSES IN THE AREAS OF ATTENDANCE.

The increase in this code is related to contractual salary adjustments and clerical staff changes.

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 BUDGET
2805	161	ATTENDANCE N/T	275,058	262,003	286,740	4.5	288,749	4.5	307,380
		OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES	275,058	262,003	286,740		288,749		307,380
2805	428	CONTRACTUAL SERVICES	507	0	3,500		1,500		1,000
		OBJ 400 TOTAL CONTRACTS/OTHER EXPENSES	507	0	3,500		1,500		1,000
		TOTAL 2805 ATTENDANCE OFFICES	275,565	262,003	290,240		290,249		308,380

THE GUIDANCE DEPARTMENT FUNCTION IS TO HELP STUDENTS SELECT AN EDUCATIONAL PROGRAM WHICH BEST FITS THEIR NEEDS AND ABILITIES, NOT ONLY WHILE THEY ARE IN THE MIDDLE OR SENIOR HIGH SCHOOLS, BUT ALSO IN THE SELECTION OF POST-HIGH SCHOOL EDUCATIONAL OR OCCUPATIONAL OPPORTUNITIES. THE GUIDANCE PROGRAM WORKS WITH STUDENTS AND PARENTS IN OVERCOMING PROBLEMS THAT MAY OCCUR ACADEMICALLY, SOCIALLY OR EMOTIONALLY DURING THEIR SECONDARY YEARS. INCLUDED ARE GUIDANCE COUNSELOR SALARIES, OFFICE SUPPORT STAFF, SUPPLIES, AND SUBSCRIPTIONS.

The increase in the code is primarily the result of an increase of .5 FTE counselor to provide additional in-service professional development and consultation related to alcohol and substance abuse prevention for all segments of the school community.

SYOSSET CSD BUDGET 2015-2016

Function	Object		2012-13	2013-14	2013-2014	Current		Proposed	Proposed
Code	Code	DESCRIPTION	EXPENDITURES	EXPENDITURES	BUDGET	2014-2015	2014-2015	2015-2016	2015-2016
						FTE	BUDGET	FTE	BUDGET
2810	122	GUIDANCE COUNSELORS	1,892,589	2,047,505	2,038,124	17.5	2,085,394	18.0	2,160,913
2810	123	GUIDANCE SUMMER/NIGHT	85,031	95,692	78,500		85,500		85,500
		OBJ 100 TOTAL INSTRUCTIONAL SALARIES	1,977,620	2,143,197	2,116,624		2,170,894		2,246,413
2810	161	GUIDANCE N/T	445,229	428,525	518,218	8.7	527,477	8.7	535,053
2810	162	GUIDANCE SUBSTITUTES	0	0	0		0		0
2810	163	GUIDANCE O/T	0	0	1,000		500		500
		OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES	445,229	428,525	519,218		527,977		535,553
2810	486	GUIDANCE CONTRACT SERVICES	858	277	1,750		2,500		2,000
2810	490	BOCES - EDUC. COMM. SERVICES	3,395	5,765	3,514		4,000		5,968
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	4,253	6,042	5,264		6,500		7,968
2810	500	GUIDANCE SUPPLIES & FORMS	4,744	5,739	5,330		5,330		5,750
2810	501	GUIDANCE RESOURCE PUBLICATIONS	3,738	3,651	5,550		4,500		4,500
		OBJ 500 TOTAL SUPPLIES/MATERIALS	8,482	9,390	10,880		9,830		10,250
		TOTAL 2810 GUIDANCE SERVICES	2,435,584	2,587,154	2,651,986		2,715,201		2,800,184

THIS CODE INCLUDES SALARIES OF REGISTERED NURSES ASSIGNED TO BOTH PUBLIC AND PRIVATE SCHOOLS, FEES FOR THE SCHOOL PHYSICIAN AND RELATED SERVICES AND SUPPLIES.

The increase in the code relates to the allocation for the service contract for the district's Automated External Defibrillators (AEDs). The change in FTE for nurses simply reflects a change from a BOCES contractual code to a district salary code, not an overall change in the number of nurses.

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 BUDGET
2815	161	HEALTH SERVICE N/T	960,626	1,040,585	1,054,057	17	1,049,645	18	1,053,286
2815	162	HEALTH SERVICE P/T	0	0	4,000		400		400
2815	163	HEALTH SERVICE O/T	2,878	3,143	5,500		3,000		3,200
		OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES	963,504	1,043,728	1,063,557		1,053,045		1,056,886
2815	200	EQUIPMENT - HEALTH SERVICES	0	3,375	3,375		3,000		3,500
		OBJ 200 TOTAL EQUIPMENT	0	3,375	3,375		3,000		3,500
2815	400	NURSING SERVICES	7,965	17,653	9,860		9,860		12,000
2815	430	EQUIPMENT REPAIR	819	13,907	1,000		1,000		15,500
2815	449	DOCTORS FEES	45,000	45,000	46,350		47,741		50,000
2815	450	HEALTH OTHER DISTRICTS	104,864	71,486	100,000		111,000		95,000
2815	490	BOCES HEALTH SERVICES	31,633	47,968	37,000		33,531		50,000
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	190,281	196,014	194,210		203,131		222,500
2815	500	HEALTH SUPPLIES	23,970	11,651	23,515		24,261		24,261
		OBJ 500 TOTAL SUPPLIES/MATERIALS	23,970	11,651	23,515		24,261		24,261
TOTAL 2815 HEALTH SERVICES			1,177,755	1,254,768	1,284,657		1,283,437		1,307,147

PSYCHOLOGICAL SERVICES ARE PROVIDED TO ALL SCHOOLS IN THE DISTRICT, INCLUDING TWO NON-PUBLIC SCHOOLS. EXPENDITURES INCURRED FOR PSYCHOLOGICAL SERVICES, COSTS FOR PROFESSIONAL BOOKS, SUBSCRIPTIONS, TESTING AND RELATED OFFICE EXPENSES ARE INCLUDED. THE PUPIL PERSONNEL SERVICES OFFICE IS ACCOUNTED FOR IN THIS CODE AND THIS OFFICE PROVIDES FOR COORDINATION AND SUPERVISION OF ALL SPECIAL EDUCATION SERVICES IN THE DISTRICT AND IS ALSO RESPONSIBLE FOR COORDINATION AND SUPERVISION OF PSYCHOLOGICAL, SPEECH, OCCUPATIONAL AND PHYSICAL THERAPY, ELEMENTARY ADAPTIVE PHYSICAL EDUCATION, HOMEBOUND INSTRUCTION, AND VISUAL AND HEARING IMPAIRED SERVICES.

The increase in this code is due to contractual salary adjustments.

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 BUDGET
2820	111	PSYCH SERVICES ELEM	987,892	1,059,066	1,041,303	8	1,058,556	8	1,079,510
2820	112	PSYCH SERVICES SEC	631,024	616,098	690,181	5	640,970	5	651,016
2820	120	PSYCH SERVICES NON PUBLIC	0	0	20,000		0		0
		OBJ 100 TOTAL INSTRUCTIONAL SALARIES	1,618,916	1,675,164	1,751,484		1,699,526		1,730,526
2820	161	PPS/PSYCH SERVICES N/T	409,230	480,684	432,206	6.8	444,216	6.8	451,829
		OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES	409,230	480,684	432,206		444,216		451,829
2820	433	COPY MACHINE	3,310	3,419	4,400		4,400		3,800
2820	449	PSYCHOLOGICAL SERVICES TESTING	0	0	3,000		3,000		3,000
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	3,310	3,419	7,400		7,400		6,800
2820	500	PSYCHOLOGICAL SERVICES SUPPLIES	3,788	3,367	4,080		4,080		4,080
2820	501	SUBSCRIPTIONS/PROFESSIONAL BOOKS	0	0	400		400		400
		OBJ 500 TOTAL SUPPLIES/MATERIALS	3,788	3,367	4,480		4,480		4,480
		TOTAL 2820 PSYCHOLOGICAL SERVICES	2,035,244	2,162,634	2,195,570		2,155,622		2,193,635

SOCIAL WORKER (CODE 2825)

Page 35

This function code contains the salary for a half-time social worker.

This is a new position based on current students' needs for social work services, agency referrals and family interventions. This part-time position was added in the 2014-15 school year.

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 BUDGET
2825	112	SOCIAL WORKER	0	0	0	0.5	0	0.5	45,000
		OBJ 100 TOTAL INSTRUCTIONAL SALARIES	0	0	0		0		45,000
		TOTAL 2825 SOCIAL WORK SERVICES	0	0	0		0		45,000

THIS FUNCTION CODE INCLUDES EXPENDITURES FOR APPROVED NON-ATHLETIC ACTIVITIES, INCLUDING STUDENT CLUBS AND OTHER STUDENT ORGANIZATIONS. EXPENSES FOR STUDENTS TO ATTEND COMPETITIONS AND EVENTS ARE RECORDED HERE INCLUDING ENTRANCE FEES, CHAPERONES AND RELATED TRAVEL EXPENSES. EXPENSES FOR STUDENT PUBLICATIONS AND THE STUDENT RADIO STATION ARE ALSO INCLUDED IN THIS CODE.

The increase in this code reflects contractual salary adjustments for club advisors as well as increased costs for chaperones as a result of increased student participation in both local and national competitions.

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13	2013-14	2013-2014	Current	2014-2015	Proposed	Proposed
			EXPENDITURES	EXPENDITURES	BUDGET	FTE	BUDGET	FTE	BUDGET
2850	111	STUDENT ACTIVITY ELEMENTARY	84,908	86,526	85,000		90,836		90,836
2850	112	STUDENT ACTIVITY SECONDARY	620,393	653,659	631,000		665,350		676,641
2850	113	CHAPERONES ELEMENTARY	26,245	26,160	25,000		30,000		30,000
2850	114	CHAPERONES SECONDARY	203,498	232,552	190,000		215,000		240,000
		OBJ 160 TOTAL INSTRUCTIONAL SAL	935,044	998,897	931,000		1,001,186		1,037,477
2850	160	STUDENT ACTIVITY TREASURER	10,527	0	0		0		0
2850	161	CHAPERONES C/S	14,510	16,019	16,000		16,000		16,200
2850	162	RADIO STATION P/T	9,404	9,077	35,000		32,000		30,000
2850	163	STUDENT ACTIVITY C/S	59,534	64,360	62,157		62,157		62,157
2850	167	RADIO STATION N/T	25,199	31,644	33,199		33,199		35,059
		OBJ 160 TOTAL NON-INSTRUCTIONAL SAL	119,174	121,100	146,356		143,356		143,416
2850	414	SECONDARY CHAPERONES	5,036	539	5,500		6,000		6,000
2850	449	MS COMPETITION SUBSIDY	5,498	10,426	7,200		8,000		12,000
2850	484	CO-/EXTRA-CURRICULAR/DUES	36,202	44,630	33,338		40,000		46,000
2850	485	STUD. TRAVEL/HS CLUB SUBSIDY	60,579	64,592	33,077		90,000		97,000
		OBJ 400 TOTAL CONTRACTUAL EXPENSE	107,315	120,187	79,115		144,000		161,000
2850	500	CO-/EXTRA-CURRICULAR/SUPPLIES	5,666	5,553	11,550		7,100		7,100
2850	501	STUDENT PUBLICATIONS	2,442	3,136	7,565		5,000		5,000
2850	503	RADIO STATION SUPPLIES	1,422	1,415	1,530		1,530		1,530
		OBJ 500 TOTAL SUPPLIES/MATERIALS	9,530	10,104	20,645		13,630		13,630
		TOTAL 2850 CO-/EXTRA-CURRICULAR ACTIVITIES	1,171,063	1,250,288	1,177,116		1,302,172		1,355,523

INTER-SCHOLASTIC ATHLETICS (CODE 2855)

Page 37

THE DISTRICT HAS 113 TEAMS AND APPROXIMATELY 2,500 STUDENT ATHLETES. ALL EXPENDITURES FOR ATHLETIC ACTIVITIES FOR DISTRICT STUDENTS ARE CODED TO THIS FUNCTION AND INCLUDE THE ATHLETIC TRAINER, EQUIPMENT MANAGERS, COACHING STIPENDS, REPLACEMENT EQUIPMENT, SUPPLIES, EQUIPMENT RECONDITIONING, FEES FOR OFFICIALS AND ATHLETIC ASSOCIATION DUES.

The increase in this code reflects contractual salary adjustments, the addition of a part-time clerical position from another area as well as increases as a result of longer seasons due to teams advancing in playoffs.

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 BUDGET
2855	117	COACHING STAFF	1,083,104	1,117,373	1,065,585		1,123,720		1,162,515
2855	119	CERT ATHLETIC CHAPERONES	172,254	187,245	150,000		176,991		194,318
		OBJ 100 TOTAL INSTRUCTIONAL SALARIES	1,255,358	1,304,618	1,215,585		1,300,711		1,356,833
2855	161	SUPERVISION N/T	59,630	63,680	60,000		62,000		64,000
2855	163	ATHLETICS N/T	71,896	113,785	80,201	2.5	113,785	2.5	134,625
		OBJ 160 TOTAL NON-INSTRUCTIONAL SAL.	131,526	177,465	140,201		175,785		198,625
2855	200	ATHLETIC/REPLACEMENT EQUIPMENT	0	8,226	12,000		12,000		12,000
		OBJ 200 TOTAL EQUIPMENT	0	8,226	12,000		12,000		12,000
2855	400	CONTRACTUAL	1,705	2,729	0		0		3,000
2855	430	EQUIPMENT RECONDITIONING	33,983	19,033	46,000		46,000		46,000
2855	484	DUES, FEES, AWARDS	97,602	97,443	94,000		98,000		100,425
2855	490	BOCES SUPERVISION	34,342	34,800	36,087		37,000		37,000
2855	491	BOCES OFFICIALS	88,341	76,119	87,800		93,641		93,641
2855	492	BOCES DUES/MEMBERSHIP	0	0	0		0		0
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	255,973	230,124	263,887		274,641		280,066
2855	500	ATHLETIC SUPPLIES	157,076	152,659	134,000		168,000		168,000
		OBJ 500 TOTAL SUPPLIES/MATERIALS	157,076	152,659	134,000		168,000		168,000
TOTAL 2855 INTERSCHOLASTIC ATHLETICS			1,799,933	1,873,092	1,765,673		1,931,137		2,015,524

THE 5500 CODES CONTAIN COSTS FOR DISTRICT TRANSPORTATION

Page 38

DISTRICT TRANSPORTATION (CODE 5510)

THIS CODE INCLUDES COSTS FOR THE SUPERVISOR OF TRANSPORTATION AND OFFICE STAFF WHO OPERATE THE DISTRICT'S TRANSPORTATION OFFICE.

CONTRACT TRANSPORTATION (CODE 5540)

INCLUDED IN THIS CODE ARE CONTRACTED SERVICES FOR IN-DISTRICT AND OUT-OF-DISTRICT TRANSPORTATION. ALSO INCLUDED IS TRANSPORTATION FOR CLASS FIELD TRIPS AND CO-CURRICULAR AND INTER-SCHOLASTIC EVENTS AS WELL AS LATE BUSES.

BOCES – TRANSPORTATION MANAGEMENT SERVICES (CODE 5581)

THIS CODE CONTAINS EXPENSES FOR TRANSPORTATION TO BOCES FACILITIES.

The increase to the contract transportation codes reflects additional allocations for athletic transportation and BOCES transportation. Contracted transportation for regular district routes remains flat despite anticipated CPI contractual increases as a result of routing efficiencies and the reduction in 5 vans that occurred in the 2014-15 school year.

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13	2013-14	2013-2014	Current	2014-2015	Proposed	Proposed
			EXPENDITURES	EXPENDITURES	BUDGET	FTE	BUDGET	FTE	BUDGET
5510	160	TRANSPORTATION SUPERVISOR	87,902	98,500	99,431	1	98,500	1	98,500
5510	161	TRANSPORTATION F/T	133,117	138,289	137,806	2	137,806	2	137,806
		OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES	221,019	236,789	237,237		236,306		236,306
5510	500	TRANSPORTATION SUPPLIES	318	829	1,700		1,000		1,000
		OBJ 500 TOTAL SUPPLIES	318	829	1,700		1,000		1,000
		TOTAL 5510 DISTRICT OPR. TRANSPORTATION	221,337	237,618	238,937		237,306		237,306
5540	440	CONTRACT TRANSPORTATION SOFTWARE	3,250	3,250	3,250		3,400		3,400
5540	451	CONTRACT TRANSPORTATION	7,515,824	8,018,113	8,243,075		8,243,075		8,243,075
5540	453	CONTRACT FUEL	308,852	321,866	370,000		370,000		370,000
5540	454	FIELD TRIPS-DISTRICT	99,624	172,106	160,000		160,000		175,000
5540	457	FIELD TRIPS-ATHLETIC	538,881	624,573	535,000		550,000		630,000
5540	458	FIELD TRIPS-ACADEMIC COMPETITIONS	35,824	32,568	60,000		50,000		40,000
5540	459	FIELD TRIPS - MUSIC COMPETITIONS	32,071	36,099	50,000		40,000		40,000
		OBJ 500 TOTAL CONTRACT/OTHER EXPENSE	8,534,326	9,208,575	9,421,325		9,416,475		9,501,475
		TOTAL 5540 CONTRACT TRANSPORTATION	8,534,326	9,208,575	9,421,325		9,416,475		9,501,475
5581	490	BOCES - TRANSPORTATION MANAGEMENT	0	0	0		0		32,000
		TOTAL 5581 BOCES - TRANSPORTATION MANAGEMENT	0	0	0		0		32,000
		TOTAL TRANSPORTATION	8,755,663	9,446,193	9,660,262		9,653,781		9,770,781

THIS CODE PROVIDES FUNDING FOR THE RECREATIONAL PROGRAM FOR ELEMENTARY SCHOOL STUDENTS AFTER SCHOOL. THIS PROGRAM IS OPEN TO DISTRICT STUDENTS ATTENDING PUBLIC, PRIVATE AND PAROCHIAL SCHOOLS. ARTS & CRAFTS AND SPORTS ACTIVITIES ARE SUPERVISED BY STAFF MEMBERS. ALSO INCLUDED HERE ARE APPROPRIATIONS ASSOCIATED WITH OPERATING THE HIGH SCHOOL POOL FOR COMMUNITY USE AND COSTS FOR SATURDAY MORNING INSTRUCTION SESSIONS FOR SYOSSET RESIDENTS, AS WELL AS USE OF THE POOL BY THE SWIM CLUB.

The increase in the code is due to the expansion of the program which occurred in the current school year.

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 BUDGET
7140	100	RECREATION PROGRAM/DIRECTOR	16,851	17,548	16,622		17,862		17,862
7140	111	RECREATION PROGRAM/SPECIALISTS	74,811	73,405	65,000		79,500		90,000
7140	117	POOL INSTRUCTION	85,509	68,242	75,052		90,640		110,640
7140	118	POOL SUPERVISOR	4,797	613	25,677		5,000		8,000
		OBJ 100 TOTAL INSTRUCTIONAL SALARIES	181,968	159,808	182,351		193,002		226,502
7140	161	POOL N/T	41,367	20,076	24,000		41,400		55,000
7140	162	RECREATION PROGRAM N/T	0	0	0		0		0
		OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES	41,367	20,076	24,000		41,400		55,000
7140	500	POOL SUPPLIES	93	277	2,125		1,000		1,000
7140	501	RECREATION SUPPLIES	5,689	5,063	5,695		6,000		6,000
		OBJ 500 TOTAL SUPPLIES/MATERIALS	5,782	5,340	7,820		7,000		7,000
TOTAL 7140 COMMUNITY SERVICES/RECREATION			229,117	185,224	214,171		241,402		288,502

COMMUNITY SERVICE/CENSUS (CODE 8070)

Page 40

THIS CODE PROVIDES APPROPRIATIONS FOR CENSUS AND VOTER REGISTRATION SERVICES THROUGH BOCES.

DRAFT

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 BUDGET
8070	490	CENSUS/VOTER REGISTRATION - BOCES	30,998	18,984	33,549		28,985		28,985
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	30,998	18,984	33,549		28,985		28,985
		TOTAL 8070 COMMUNITY SERVICES/CENSUS	30,998	18,984	33,549		28,985		28,985

FOOD SERVICE TRANSFER: THIS CODE PROVIDES FOR THE TRANSFER TO THE FOOD SERVICE FUND RELATED TO FEDERAL REIMBURSEMENT FOR FREE AND REDUCED PRICE LUNCH. DUE TO A CHANGE IN REGULATIONS NO TRANSFERS TO THE FOOD SERVICE FUND ARE ANTICIPATED.

SPECIAL AID TRANSFER: THIS CODE PROVIDES AN APPROPRIATION FOR SUMMER SCHOOL EDUCATION SERVICES AND REFLECTS THE PORTION FOR WHICH THE DISTRICT RECEIVES NO REIMBURSEMENT, AND IS BASED UPON ACTUAL COSTS AND REIMBURSEMENTS.

GRANTS: THIS CODE PROVIDED FUNDS FOR SUPPLEMENTAL ALLOWANCES FOR FEDERALLY FUNDED PROGRAMS. SUPPLEMENTAL ALLOWANCES ARE NOT ANTICIPATED FOR THE 2015-2016 SCHOOL YEAR.

The increase in the special aid transfer fund reflects a change in reimbursement rates and a change in NYSED's method for charging districts for students in state-supported schools.

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 BUDGET
9001	930	FOOD SERVICE TRANSFER	0	0	10,000		0		0
9901	951	SPECIAL AID TRANSFER	174,597	494,431	295,000		295,000		495,000
9920	100	GRANTS	0	0	10,000		0		0
TOTAL 9900 INTERFUND TRANSFERS/GRANTS			174,597	494,431	315,000		295,000		495,000

LEAD

2015-2016

Capital Codes

CUSTODIAL OPERATIONS (CODE 1620)

Page 42

THIS CODE PROVIDES FOR THE OPERATION OF TEN SCHOOL BUILDINGS. INCLUDED ARE COSTS FOR CUSTODIAL STAFFING, CLEANING AND CUSTODIAL SERVICES, UTILITIES, SUPPLIES AND EQUIPMENT, AND CONTRACTUAL SERVICES.

The decrease in this code is due primarily to a decline in salaries as a result of several retirements in the prior year. Utility estimates are generally flat and reflect U.S. Department of Energy/EIA forecasts.

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 BUDGET
1620	160	FACILITIES SUPERVISION	202,520	211,774	205,000	2	211,774	2	211,774
1620	161	CUSTODIAL	4,783,621	5,164,484	5,269,662	71	5,249,984	71	5,136,254
1620	163	CUSTODIAL O/T & SUBSTITUTES	319,678	277,177	280,000		280,000		280,000
		OBJ 100 TOTAL SALARIES	5,305,819	5,653,435	5,754,662		5,741,758		5,628,028
1620	200	CUSTODIAL EQUIPMENT	16,662	41,781	30,000		30,000		30,000
		OBJ 200 TOTAL EQUIPMENT	16,662	41,781	30,000		30,000		30,000
1620	420	FUEL OIL	364,044	398,636	410,503		410,496		410,503
1620	421	LIGHT/POWER	1,232,322	1,378,345	1,425,873		1,425,873		1,452,365
1620	422	WATER	35,105	25,975	170,000		170,000		170,000
1620	423	NATURAL GAS	396,670	386,606	490,358		490,358		488,133
1620	427	TELEPHONE	85,256	82,440	222,000		100,000		90,000
1620	428	CONTRACT SERVICES	920,746	756,171	680,000		800,000		800,000
1620	430	EQUIPMENT REPAIR/CLEANING	9,803	4,287	9,090		10,000		10,000
1620	485	WORKSHOP & OTHER	1,690	1,128	2,500		2,500		2,500
1620	490	BOCES		3,700	0		0		3,811
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	3,045,636	3,037,288	3,410,324		3,409,227		3,427,312
1620	500	CUSTODIAL SUPPLIES	409,621	348,497	190,000		400,000		400,000
1620	502	CUSTODIAL UNIFORMS	24,998	25,367	34,000		30,000		30,000
		OBJ 500 TOTAL SUPPLIES/MATERIALS	434,619	373,864	224,000		430,000		430,000
		TOTAL 1620 CUSTODIAL OPERATIONS	8,802,736	9,106,368	9,418,986		9,610,985		9,515,340

MAINTENANCE (CODE 1621)

Page 43

PROVIDES FOR STAFFING AND SERVICES NECESSARY TO MAINTAIN DISTRICT BUILDINGS AND GROUNDS. INCLUDED ARE EXPENDITURES FOR PREVENTATIVE MAINTENANCE, BUILDINGS AND GROUND REPAIRS AND ALTERATIONS PERFORMED BY BOTH DISTRICT STAFF AND CONTRACTED SERVICES. ELECTRICAL, PLUMBING, HEATING, GROUND SUPPLIES AND EQUIPMENT ARE ALSO RECORDED IN THIS CODE.

The increase in this code is primarily the result of equipment allocations to replace playground equipment in two elementary schools (Robbins Lane and South Grove). This increase was partially offset by changes in staffing due to prior year retirements.

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 BUDGET
1621	160	MAINTENANCE & GROUNDS - SUPRVISN	18,685	0	0	0	0	0	0
1621	161	MAINTENANCE & GROUNDS	1,962,444	2,193,148	2,541,641	30	2,497,045	30	2,376,182
1621	163	MAINTENANCE & GROUNDS - O/T	243,234	144,458	229,000		237,359		230,000
		OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES	2,224,363	2,337,606	2,770,641		2,734,404		2,606,182
1621	200	MAINTENANCE & GROUNDS - EQUIPMENT	98,908	37,590	56,000		56,000		180,750
		OBJ 200 TOTAL EQUIPMENT	98,908	37,590	56,000		56,000		180,750
1621	430	EQUIPMENT REPAIR	87,473	47,173	47,000		60,000		60,000
1621	431	GASOLINE & DIESEL FUEL	72,852	58,618	61,500		64,000		64,000
1621	443	BLACKTOP & CONCRETE	8,792	16,256	25,500		34,166		34,166
1621	444	ELECTRICAL CONTRACT SERVICES	14,808	0	29,750		15,000		15,000
1621	445	HEATING & PLUMBING	5,332	7,419	25,500		16,200		16,200
1621	447	BUILDING REPAIR	55,284	23,962	91,000		70,000		70,000
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	244,541	153,428	280,250		259,366		259,366
1621	503	ELECTRICAL SUPPLIES	51,652	36,749	40,000		52,000		52,000
1621	504	PLUMBING HEATING SUPPLIES	27,654	24,126	27,500		25,000		25,000
1621	505	MAINTENANCE SUPPLIES	354,001	263,481	180,000		230,000		250,000
1621	506	GLAZING	753	2,776	5,500		2,000		2,000
1621	507	GROUNDS SUPPLIES	85,635	58,636	75,500		75,500		75,500
		OBJ 500 TOTAL SUPPLIES/MATERIALS	519,695	385,768	328,500		384,500		404,500
		TOTAL 1621 DISTRICT MAINTENANCE/GROUNDS	3,087,507	2,914,392	3,435,391		3,434,270		3,450,798

SECURITY OPERATIONS (CODE 1631)

Page 44

THIS CODE IS FOR SECURITY SERVICES IN ALL BUILDINGS DURING THE SCHOOL DAY AND FOR DISTRICT WIDE SECURITY PERFORMED IN THE EVENINGS AND ON WEEKENDS. THE DISTRICT USES A COMBINATION OF IN-HOUSE SECURITY PERSONNEL AND CONTRACTED SECURITY.

The substantial increase in this code reflects enhanced security patrols throughout the district as well as anticipated expenditures in security equipment to upgrade the security infrastructure district-wide.

SYOSSET CSD BUDGET 2015-2016

Function Code	Object Code	DESCRIPTION	2012-13 EXPENDITURES	2013-14 EXPENDITURES	2013-2014 BUDGET	Current 2014-2015 FTE	2014-2015 BUDGET	Proposed 2015-2016 FTE	Proposed 2015-2016 BUDGET
1631	161	SECURITY F/T	221,297	238,247	191,539	3	211,032	3	218,730
1631	162	SECURITY P/T	20,272	21,806	42,000		50,000		75,000
		OBJ 160 TOTAL NON-INSTRUCTIONAL SAL	241,569	260,053	233,539		261,032		293,730
1631	200	SECURITY EQUIPMENT	1,188	10,000	11,750		11,750		500,000
		OBJ 200 TOTAL EQUIPMENT	1,188	10,000	11,750		11,750		500,000
1631	428	CONTRACTED SECURITY	434,855	512,543	546,000		546,000		733,546
		OBJ 400 TOTAL CONTRACTUAL	434,855	512,543	546,000		546,000		733,546
		TOTAL 1631 SECURITY OPERATIONS	677,612	782,596	791,289		818,782		1,527,276

DEBT SERVICE (CODE 9760)

Page 45

TAX ANTICIPATION NOTES (TANS) ARE USED BY SCHOOL DISTRICTS TO MEET FINANCIAL OBLIGATIONS UNTIL TAX REVENUE IS RECEIVED. THE AMOUNT THAT A DISTRICT CAN BORROW AND THE ESTIMATED INTEREST RATE ARE DERIVED IN CONSULTATION WITH THE DISTRICT'S FISCAL ADVISOR AND BOND COUNSEL.

The increase reflects a preliminary interest rate estimate that is higher than the prior year.

INTERFUND TRANSFERS (CODE 9901-9950)

DEBT SERVICE TRANSFERS: PRINCIPAL AND INTEREST COSTS FOR BOND

The decrease in the code reflects fluctuations in debt service payments as well as the anticipated refunding of a comparative small issue.

CAPITAL FUND TRANSFER

This code contains transfers to the capital fund to finance capital projects. The allocation for 2015-16 will fund the replacement of two sections of the high school roof totaling approximately 33,000 S.F. The cost for this project will be completely offset with a one-time supplemental appropriation of fund balance.

SYOSSET CSD BUDGET 2015-2016

Function	Object		2012-13	2013-14	2013-2014	Current		Proposed	Proposed
Code	Code	DESCRIPTION	EXPENDITURES	EXPENDITURES	BUDGET	2014-2015	2014-2015	2015-2016	2015-2016
						FTE	BUDGET	FTE	BUDGET
9760	700	INTEREST ON TAN	444,167	151,472	221,695		367,000		479,167
TOTAL DEBT SERVICE			444,167	151,472	221,695		367,000		479,167
9901	962	DEBT SERVICE TRANSFER - DISTRICT	3,898,603	3,828,119	3,736,098		3,810,000		3,780,962
9950	900	CAPITAL FUND TRANSFER	832,024	53,189	0		0		969,325
TOTAL INTERFUND TRANSFERS			4,730,627	3,881,308	3,736,098		3,810,000		4,750,287

END

OF

CAPITAL

CODES

LEAD

THESE CODES CONTAIN EXPENDITURES FOR NEW YORK STATE TEACHERS' RETIREMENT SYSTEM, N.Y.S. EMPLOYEES' RETIREMENT SYSTEM AND SOCIAL SECURITY. THE DISTRICT'S SHARE FOR HEALTH INSURANCE, FRINGE BENEFIT PROGRAMS FOR LIFE, DENTAL AND DISABILITY INSURANCE ARE RECORDED HERE. ALSO INCLUDED ARE COSTS FOR CONTRACTUAL PAYMENTS FOR RETIREMENT INCENTIVE PLANS, WORKERS' COMPENSATION AND UNEMPLOYMENT INSURANCE.

The substantial decline in employee benefits is attributable to the decline in the mandated contribution rates for New York State retirement systems.

SYOSSET CSD BUDGET 2015-2016

Function	Object							Proposed		
			2012-13	2013-2014	2013-2014	2014-2015	2015-2016	Three Part Components		
Code	Code	DESCRIPTION	EXPENDITURES	EXPENDITURES	BUDGET	BUDGET	BUDGET	Admin	Program	Capital
9010	800	RETIREMENT SYSTEM - ERS	3,367,318	3,601,701	3,709,397	3,665,102	3,365,321	806,793	1,125,888	1,432,639
9020	800	RETIREMENT SYSTEM - IRS	11,007,653	15,887,145	16,186,171	17,615,276	13,867,420	949,707	12,917,713	0
9030	800	SOCIAL SECURITY	7,963,783	8,438,210	9,243,250	9,052,581	9,187,112	909,580	7,580,495	697,037
9045	800	LIFE INSURANCE	175,656	186,411	190,000	190,000	190,000	18,734	157,512	13,754
9060	800	HEALTH INSURANCE	19,917,822	20,516,722	22,308,900	22,600,898	23,159,353	1,753,559	19,713,333	1,692,461
9065	801	DENTAL INSURANCE	688,423	797,722	1,013,124	1,013,124	1,013,124	100,097	840,681	72,346
9000	800	OTHER BENEFITS	1,835,024	1,723,433	1,499,443	1,658,730	1,615,690	491,825	724,461	399,404
TOTAL 9000 EMPLOYEE BENEFITS			44,955,679	51,151,344	54,150,285	55,795,711	52,398,020	5,030,294	43,060,083	4,307,642

2015-2016 Revenue

2015-16 DRAFT DETAIL REVENUE ESTIMATE

REVENUE DESCRIPTION	APPROVED BUDGET 2014-15	PROPOSED BUDGET 2015-16
STATE AID		
FLEX AID/FOUNDATION AID	7,738,731	7,777,035
EXCESS COST AID/PRIVATE	408,780	380,188
EXCESS COST AID/PUBLIC HI COST	419,504	509,930
BOCES AID	1,273,001	1,427,479
TRANSPORTATION AID	963,604	997,798
BUILDING AID	931,614	963,598
TEXTBOOK/SOFTWARE/LIBRARY AIDS	545,543	538,332
OTHER	707,630	707,147
LESS: GAP ELIMINATION ADJUSTMENT	(1,813,622)	(1,260,980)
LESS: OTHER DEDUCTIONS	(89,162)	(101,866)
NET STATE AID	11,085,623	11,938,661
LOCAL REVENUE		
CHARGES FOR SERVICES		
ADULT ED TUITION	99,000	87,311
SUMMER SCHOOL TUITION	3,131	2,965
ATHLETIC/POOL/OUTDOOR ED/REC	171,929	151,438
TUITION	99,538	144,510
HEALTH SERVICES	570,000	550,000
USE OF MONEY AND PROPERTY		
INTEREST ON INVESTMENTS	109,000	112,000
RENTAL OF BUILDINGS	19,000	19,168
MISCELLANEOUS		
PAYMENT IN LIEU OF TAXES	3,117,838	3,245,043
UNCLASSIFIED REVENUES	361,480	504,004
RESTRICTED RESERVES	4,695,102	4,325,321
APPROPRIATED FUND BALANCE	2,100,000	2,469,325
TOTAL LOCAL REVENUE & RESERVES	11,346,018	11,611,085
GENERAL FUND TAX LEVY	190,299,054	192,035,706
TOTAL REVENUE	212,730,695	215,585,452

LEAD

PUBLIC SCHOOL PERFORMANCE REPORT

Section 1: Syosset School District Report Card

Fiscal Accountability Summary

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

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

This School District	General Education	Special Education
Instructional Expenditures	\$111,457,055	\$41,507,926
Pupils	6,675	764
Expenditures Per Pupil	\$16,698	\$54,330
Similar District Group (Low Needs)	General Education	Special Education
Instructional Expenditures	\$5,177,723,340	\$1,883,757,208
Pupils	385,963	49,898
Expenditures Per Pupil	\$13,415	\$37,752
All School Districts	General Education	Special Education
Instructional Expenditures	\$30,025,916,685	\$12,279,242,539
Pupils	2,666,629	410,379
Expenditures Per Pupil	\$11,260	\$29,922

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

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

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

The pupil count for Special Education is a count of K-12 students with disabilities for the 2012-13 school year plus students for whom the district receives tuition from another district plus students for whom the district pays tuition to another district. Students attending the State schools at Rome and Batavia, private placements and out-of-state placements are included.

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

Total Expenditures Per Pupil

This School District	Similar District Group	NY State
\$28,630	\$24,283	\$21,118

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

Information about Students with Disabilities (2013 - 14)

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

Student Placement (Percent of Time Inside Regular Classroom)	This School District		Similar District Group (Low Needs)	NY State
	Number of Students	Percent of Students	Percent of Students	Percent of Students
80% or more	452	64.8%	62.4%	58.4%
40% - 79%	134	19.2%	17.6%	11.8%
Less than 40%	53	7.6%	11.8%	21.5%
Separate Settings	34	4.9%	4.7%	5.7%
Other Settings	24	3.4%	3.4%	2.5%

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

School-age Students with Disabilities Classification Rate

This School District	Similar District Group	NY State
9.8%	11.7%	13.2%

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

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



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

NAME: SYOSSET CSD

BEDS Code: 280502060000

ADDRESS: 99 PELL LN, SYOSSET, NY 11791

PHONE: (516) 364-5605

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

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

Students by Gender

Male		Female	
3,353	53%	3,020	47%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
8	34	199	1,779	4,283	70
0%	1%	3%	28%	67%	1%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
122	2%	694	11%	143	2%

Students by Grade

Kindergarten (Full Day)	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
378	418	396	462	509	490
6th Grade	Ungraded Elementary	7th Grade	8th Grade	9th Grade	10th Grade
502	9	456	561	535	520
11th Grade	12th Grade	Ungraded Secondary			
541	582	14			

Average Class Size (2013 - 14)

Common Branch			
21			
Grade 8 English	Grade 8 Mathematics	Grade 8 Science	Grade 8 Social Studies
17	23	22	23
Grade 10 English	Grade 10 Mathematics	Grade 10 Science	Grade 10 Social Studies
22	22	19	21

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
82	1%	29	0%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate	Student Suspensions	
97%	116	2%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience	Turnover Rate of All Teachers
25%	10%

Staff Counts (2013 - 14)

Principals	Assistant Principals	Other Professional Staff	Paraprofessionals
10	6	72	178

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	614	613	612
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	2%	2%	1%
Percentage with Master's Degree Plus 30 Hours or Doctorate	79%	78%	78%
Total Number of Core Classes	1 736	1 641	1 664
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	2 239	2 303	2 310
Percent Taught by Teachers Without Appropriate Certification	1%	1%	1%

High School Completers (2013 - 14)

Results by Student Group	Completers (Graduates + IEP Diplomas)	Graduates (Regents + Local Diplomas)	Regents Diploma		Regents with Advanced Designation	
	Number of Students	Number of Students	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates
All Students	576	575	565	98%	468	81%
General Education	514	514	509	99%	453	88%
Students with Disabilities	62	61	56	92%	15	25%

Results by Student Group	Regents with CTE Endorsement		Local Diplomas		Commencement Credentials	
	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates	Number of Students	Percent of Completers
All Students	0	0%	10	2%	1	0%
General Education	0	0%	5	1%	0	0%
Students with Disabilities	0	0%	5	8%	1	2%

High School Non-completers (2013 - 14)

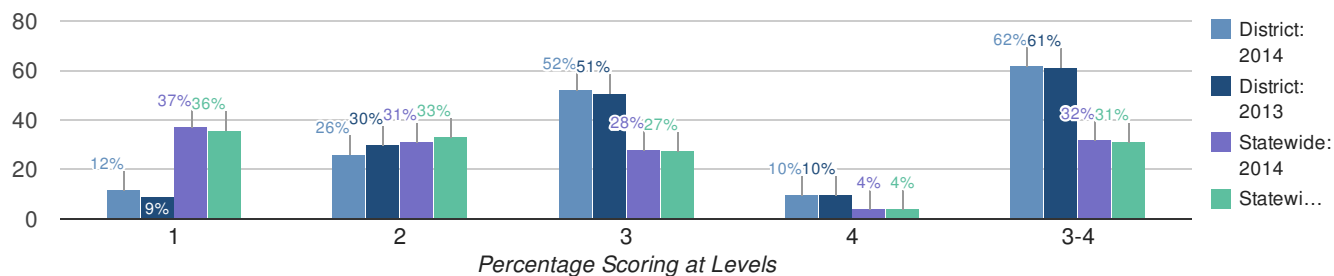
Results by Student Group	Dropped Out		Entered Approved High School Equivalency Preparation Program		Total Noncompleters	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
All Students	—	—	—	—	—	—
Students with Disabilities	—	—	—	—	—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

Post-graduation Plans of Completers (2013 - 14)

Results by Student Group	To Four-Year College		To Two-Year College		To Other Post-Secondary		To the Military	
	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers
All Students	520	90%	39	7%	2	0%	2	0%
General Education	484	94%	21	4%	1	0%	2	0%
Students with Disabilities	36	58%	18	29%	1	2%	0	0%

Results by Student Group	To Employment		To Adult Services		To Other Known Plans		Plan Unknown	
	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers
All Students	8	1%	0	0%	1	0%	4	1%
General Education	4	1%	0	0%	0	0%	2	0%
Students with Disabilities	4	6%	0	0%	1	2%	2	3%

Grade 3 English Language Arts

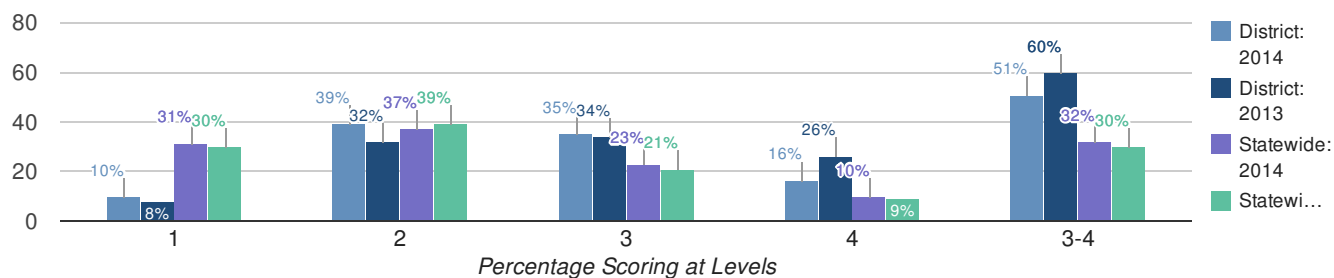


Mean Score

2014	2013
321	324

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	449	12	26	52	10	62	498	9	30	51	10	61
General Education	401	7	26	56	11	67	438	4	29	56	11	67
Students with Disabilities	48	54	23	21	2	23	60	47	35	18	0	18
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	139	7	22	57	14	71	131	3	28	48	21	69
Black or African American	4	—	—	—	—	—	4	—	—	—	—	—
Hispanic or Latino	21	10	14	76	0	76	15	7	40	47	7	53
White	278	14	29	48	9	57	341	11	31	52	6	58
Multiracial	7	—	—	—	—	—	6	17	0	83	0	83
Small Group Total	11	27	9	45	18	64	5	40	20	40	0	40
Female	208	9	25	56	10	66	231	6	31	52	10	63
Male	241	14	27	49	10	59	267	12	29	50	9	59
English Proficient	439	11	26	53	10	63	490	9	30	52	10	61
Limited English Proficient	10	40	40	20	0	20	8	25	50	25	0	25
Economically Disadvantaged	7	29	14	57	0	57	7	0	43	57	0	57
Not Economically Disadvantaged	442	12	26	52	10	62	491	9	30	51	10	61
Not Migrant	449	12	26	52	10	62	498	9	30	51	10	61

Grade 4 English Language Arts

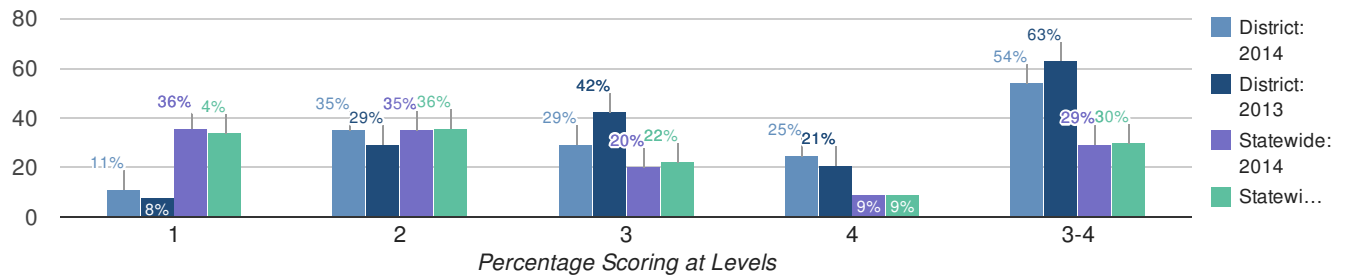


Mean Score

2014	2013
317	324

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	490	10	39	35	16	51	477	8	32	34	26	60
General Education	429	5	38	39	18	57	418	3	31	37	29	66
Students with Disabilities	61	48	41	10	2	11	59	41	37	14	8	22
American Indian or Alaska Native	1	—	—	—	—	—	3	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	148	3	33	39	24	64	138	3	24	31	42	73
Black or African American	1	—	—	—	—	—	4	—	—	—	—	—
Hispanic or Latino	14	14	36	29	21	50	12	0	42	8	50	58
White	320	13	41	34	12	46	317	10	34	37	19	56
Multiracial	6	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	8	25	38	25	13	38	10	0	60	20	20	40
Female	235	8	41	34	17	51	229	7	30	31	32	64
Male	255	12	36	37	15	52	248	8	34	37	21	57
English Proficient	479	9	38	36	16	52	473	—	—	—	—	—
Limited English Proficient	11	36	45	18	0	18	4	—	—	—	—	—
Economically Disadvantaged	6	0	50	50	0	50	4	—	—	—	—	—
Not Economically Disadvantaged	484	10	38	35	16	51	473	—	—	—	—	—
Not Migrant	490	10	39	35	16	51	477	8	32	34	26	60

Grade 5 English Language Arts

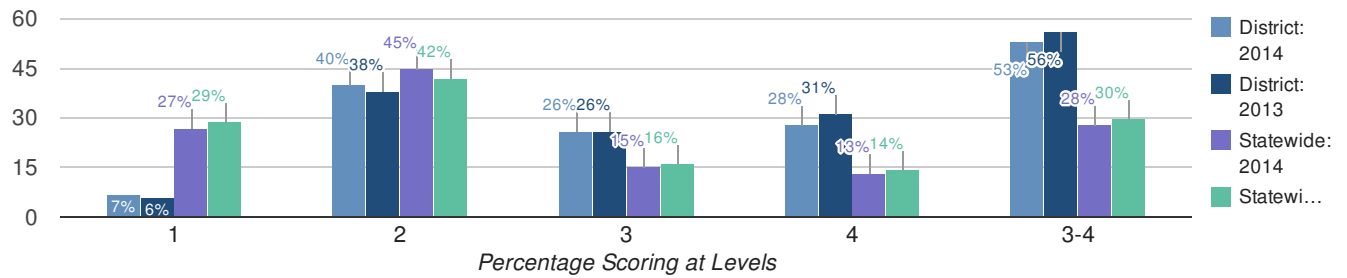


Mean Score

2014	2013
322	324

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	481	11	35	29	25	54	489	8	29	42	21	63
General Education	424	6	34	32	28	60	420	3	26	47	24	71
Students with Disabilities	57	46	39	11	5	16	69	42	46	9	3	12
American Indian or Alaska Native	3	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	147	3	20	37	40	77	135	4	18	47	30	78
Black or African American	3	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	12	42	8	8	42	50	20	10	45	40	5	45
White	312	14	42	26	18	44	322	10	33	40	17	57
Multiracial	4	—	—	—	—	—	10	—	—	—	—	—
Small Group Total	10	0	50	40	10	50	12	8	25	42	25	67
Female	233	8	33	29	30	59	246	5	29	44	22	66
Male	248	14	36	30	20	50	243	12	29	40	20	59
English Proficient	477	—	—	—	—	—	481	8	29	42	21	63
Limited English Proficient	4	—	—	—	—	—	8	25	13	63	0	63
Economically Disadvantaged	3	—	—	—	—	—	5	40	40	0	20	20
Not Economically Disadvantaged	478	—	—	—	—	—	484	8	29	42	21	63
Not Migrant	481	11	35	29	25	54	489	8	29	42	21	63

Grade 6 English Language Arts

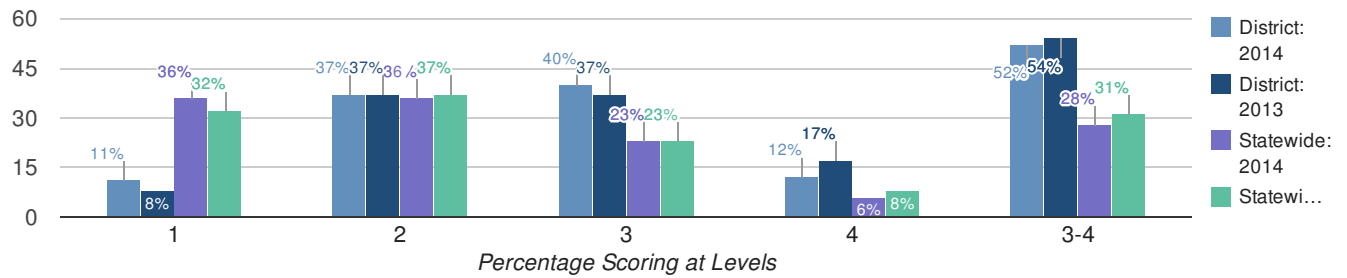


Mean Score

2014	2013
319	323

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	494	7	40	26	28	53	452	6	38	26	31	56
General Education	427	3	37	29	31	60	390	2	36	28	34	62
Students with Disabilities	67	34	58	1	6	7	62	34	48	10	8	18
Asian or Native Hawaiian/Other Pacific Islander	154	3	29	30	38	68	113	3	29	28	40	68
Black or African American	3	—	—	—	—	—	3	—	—	—	—	—
Hispanic or Latino	22	14	36	27	23	50	13	0	62	31	8	38
White	307	9	46	23	23	46	319	8	40	24	28	52
Multiracial	8	—	—	—	—	—	4	—	—	—	—	—
Small Group Total	11	9	36	36	18	55	7	0	14	43	43	86
Female	250	4	40	27	29	56	205	3	35	24	38	62
Male	244	10	39	24	26	50	247	8	40	27	25	51
English Proficient	486	7	40	26	28	53	450	—	—	—	—	—
Limited English Proficient	8	25	50	25	0	25	2	—	—	—	—	—
Economically Disadvantaged	17	29	35	6	29	35	10	0	80	10	10	20
Not Economically Disadvantaged	477	6	40	26	27	54	442	6	37	26	31	57
Not Migrant	494	7	40	26	28	53	452	6	38	26	31	56

Grade 7 English Language Arts

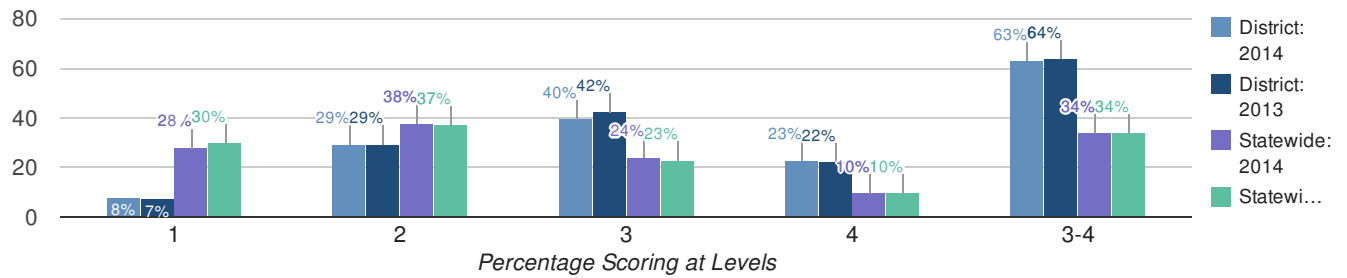


Mean Score

2014	2013
315	320

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	434	11	37	40	12	52	558	8	37	37	17	54
General Education	382	6	37	44	14	57	491	4	36	40	20	60
Students with Disabilities	52	48	38	13	0	13	67	42	45	13	0	13
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	119	4	31	44	21	65	140	4	29	38	29	66
Black or African American	2	—	—	—	—	—	4	—	—	—	—	—
Hispanic or Latino	13	8	54	31	8	38	17	18	35	41	6	47
White	295	14	38	39	8	48	390	9	40	37	14	51
Multiracial	5	—	—	—	—	—	6	17	67	17	0	17
Small Group Total	7	0	57	29	14	43	5	60	40	0	0	0
Female	193	7	34	44	15	59	265	9	34	38	18	57
Male	241	14	39	37	10	47	293	8	41	35	16	52
English Proficient	431	—	—	—	—	—	553	8	37	37	17	54
Limited English Proficient	3	—	—	—	—	—	5	40	40	20	0	20
Economically Disadvantaged	7	0	71	29	0	29	16	31	38	25	6	31
Not Economically Disadvantaged	427	11	37	40	12	52	542	8	37	37	18	55
Not Migrant	434	11	37	40	12	52	558	8	37	37	17	54

Grade 8 English Language Arts

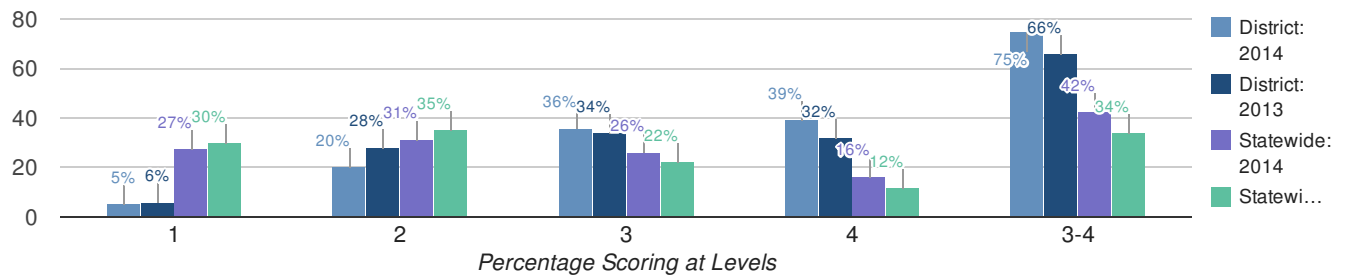


Mean Score

2014	2013
321	322

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	529	8	29	40	23	63	534	7	29	42	22	64
General Education	467	3	28	43	26	69	468	3	27	45	25	70
Students with Disabilities	62	45	35	19	0	19	66	32	44	21	3	24
American Indian or Alaska Native	1	—	—	—	—	—	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	146	8	20	36	36	72	160	3	23	42	33	74
Black or African American	4	—	—	—	—	—	4	—	—	—	—	—
Hispanic or Latino	15	7	27	53	13	67	9	11	56	33	0	33
White	357	8	32	41	18	60	359	8	31	42	18	60
Multiracial	6	17	0	67	17	83	1	—	—	—	—	—
Small Group Total	5	40	40	20	0	20	6	17	17	33	33	67
Female	245	7	28	42	24	65	250	4	31	42	22	65
Male	284	10	29	39	22	61	284	9	27	41	23	64
English Proficient	523	8	28	41	23	64	526	6	29	42	23	65
Limited English Proficient	6	50	33	17	0	17	8	50	38	13	0	13
Economically Disadvantaged	19	16	42	37	5	42	16	6	44	38	13	50
Not Economically Disadvantaged	510	8	28	40	24	64	518	7	28	42	23	65
Not Migrant	529	8	29	40	23	63	534	7	29	42	22	64

Grade 3 Mathematics

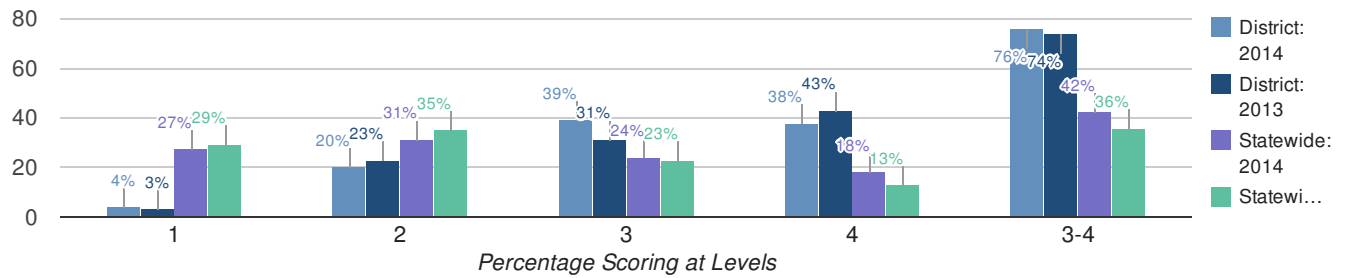


Mean Score

2014	2013
331	326

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	448	5	20	36	39	75	503	6	28	34	32	66
General Education	402	3	17	38	43	80	443	2	25	36	37	73
Students with Disabilities	46	28	46	20	7	26	60	32	48	18	2	20
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	140	1	11	35	52	87	136	1	21	29	48	77
Black or African American	4	—	—	—	—	—	4	—	—	—	—	—
Hispanic or Latino	22	9	9	41	41	82	15	0	33	27	40	67
White	275	7	25	37	31	68	341	7	30	36	27	63
Multiracial	7	—	—	—	—	—	6	17	33	33	17	50
Small Group Total	11	18	9	18	55	73	5	20	40	40	0	40
Female	209	5	19	43	33	76	236	6	28	34	33	67
Male	239	5	21	30	44	74	267	6	28	34	32	66
English Proficient	434	5	20	36	39	75	490	6	28	34	33	67
Limited English Proficient	14	7	29	36	29	64	13	8	31	46	15	62
Economically Disadvantaged	7	29	0	57	14	71	7	0	43	29	29	57
Not Economically Disadvantaged	441	5	20	36	39	75	496	6	28	34	32	67
Not Migrant	448	5	20	36	39	75	503	6	28	34	32	66

Grade 4 Mathematics

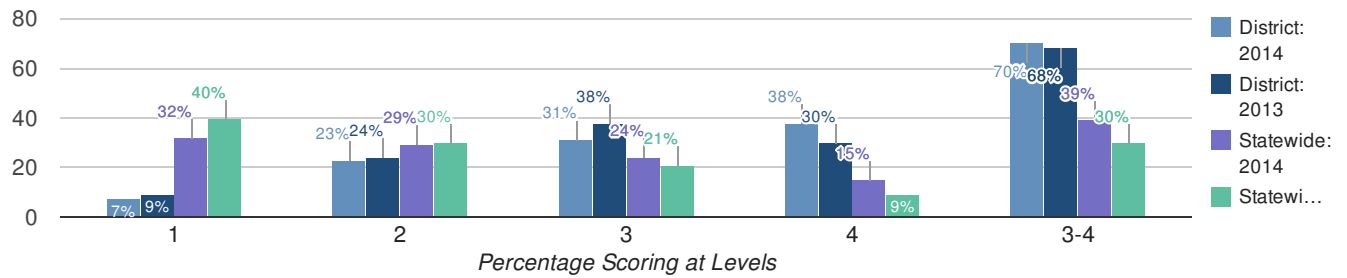


Mean Score

2014	2013
333	333

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	492	4	20	39	38	76	481	3	23	31	43	74
General Education	433	1	17	39	42	82	422	1	20	32	47	79
Students with Disabilities	59	25	37	32	5	37	59	19	42	24	15	39
American Indian or Alaska Native	1	—	—	—	—	—	3	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	150	2	13	33	52	85	141	0	11	19	70	89
Black or African American	1	—	—	—	—	—	4	—	—	—	—	—
Hispanic or Latino	14	0	29	57	14	71	12	0	33	17	50	67
White	320	5	22	40	33	73	318	4	27	37	31	68
Multiracial	6	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	8	13	25	50	13	63	10	0	50	30	20	50
Female	234	5	21	41	33	74	231	3	26	32	39	71
Male	258	4	18	36	42	78	250	3	20	30	46	77
English Proficient	479	4	19	39	38	77	474	3	23	31	43	74
Limited English Proficient	13	8	31	38	23	62	7	0	43	14	43	57
Economically Disadvantaged	5	0	0	60	40	100	4	—	—	—	—	—
Not Economically Disadvantaged	487	4	20	38	38	76	477	—	—	—	—	—
Not Migrant	492	4	20	39	38	76	481	3	23	31	43	74

Grade 5 Mathematics

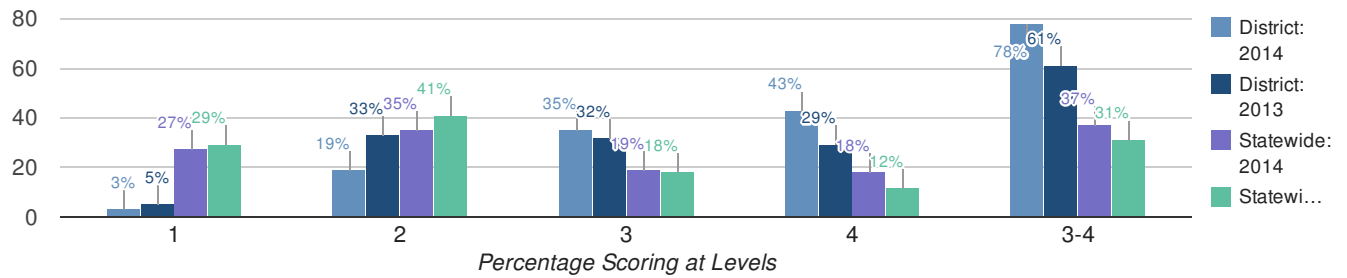


Mean Score

2014	2013
336	331

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	478	7	23	31	38	70	493	9	24	38	30	68
General Education	422	3	22	33	42	75	425	5	21	40	34	75
Students with Disabilities	56	38	36	16	11	27	68	32	43	22	3	25
American Indian or Alaska Native	3	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	148	0	11	26	64	89	140	4	13	36	48	84
Black or African American	3	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	12	25	17	17	42	58	20	10	40	40	10	50
White	308	10	29	35	27	61	321	10	28	38	24	62
Multiracial	4	—	—	—	—	—	10	—	—	—	—	—
Small Group Total	10	0	50	30	20	50	12	17	8	58	17	75
Female	228	7	24	32	37	68	248	9	28	40	23	63
Male	250	6	23	31	40	71	245	8	19	36	37	73
English Proficient	473	7	23	32	38	70	480	9	24	38	30	68
Limited English Proficient	5	0	40	0	60	60	13	8	31	38	23	62
Economically Disadvantaged	3	—	—	—	—	—	5	60	0	20	20	40
Not Economically Disadvantaged	475	—	—	—	—	—	488	8	24	38	30	68
Not Migrant	478	7	23	31	38	70	493	9	24	38	30	68

Grade 6 Mathematics

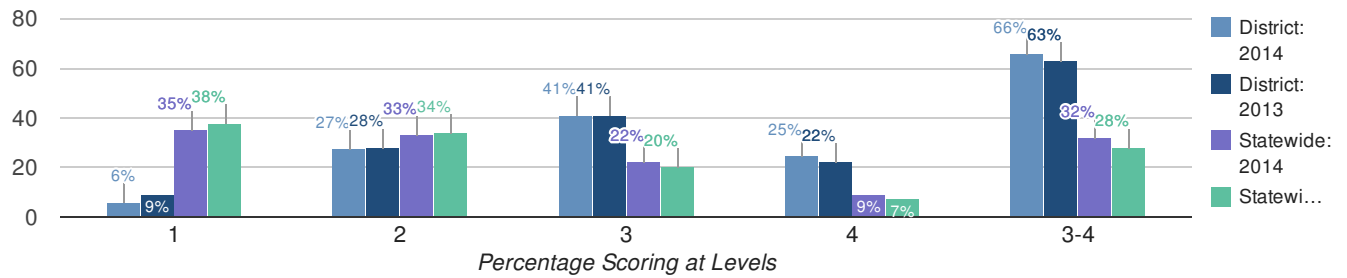


Mean Score

2014	2013
334	325

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	487	3	19	35	43	78	454	5	33	32	29	61
General Education	423	1	15	37	48	84	392	2	30	35	33	68
Students with Disabilities	64	19	44	25	13	38	62	26	56	15	3	18
Asian or Native Hawaiian/Other Pacific Islander	156	1	9	29	61	90	115	2	20	25	53	78
Black or African American	3	—	—	—	—	—	3	—	—	—	—	—
Hispanic or Latino	23	9	26	43	22	65	13	8	46	46	0	46
White	297	4	23	38	35	73	319	7	37	34	22	56
Multiracial	8	—	—	—	—	—	4	—	—	—	—	—
Small Group Total	11	0	27	27	45	73	7	0	43	29	29	57
Female	244	2	23	37	39	76	206	5	36	33	26	59
Male	243	5	15	33	47	80	248	6	31	32	32	64
English Proficient	476	3	19	36	43	78	450	—	—	—	—	—
Limited English Proficient	11	18	18	9	55	64	4	—	—	—	—	—
Economically Disadvantaged	16	25	31	19	25	44	10	10	70	10	10	20
Not Economically Disadvantaged	471	2	18	36	44	79	444	5	32	33	30	62
Migrant	1	—	—	—	—	—	0	0	0	0	0	0
Not Migrant	486	—	—	—	—	—	454	5	33	32	29	61

Grade 7 Mathematics

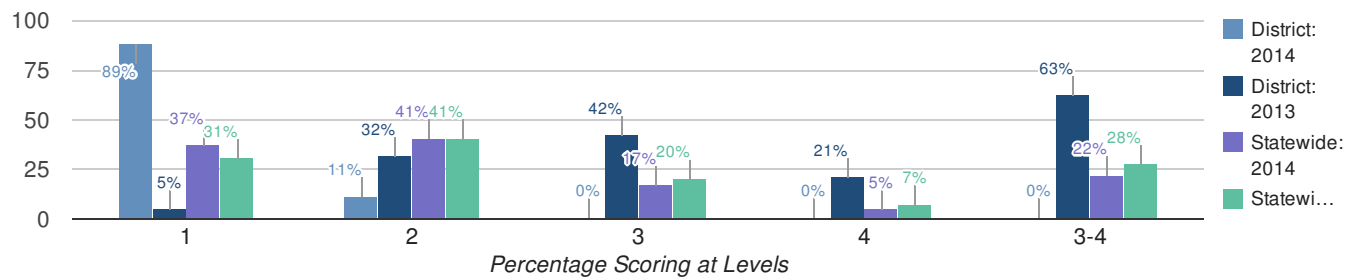


Mean Score

2014	2013
330	327

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	427	6	27	41	25	66	560	9	28	41	22	63
General Education	377	3	25	44	28	72	493	4	25	45	25	71
Students with Disabilities	50	32	48	18	2	20	67	45	46	9	0	9
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	121	3	14	40	42	83	141	5	19	42	34	76
Black or African American	2	—	—	—	—	—	4	—	—	—	—	—
Hispanic or Latino	13	15	62	23	0	23	17	18	35	24	24	47
White	286	7	32	41	20	61	391	10	29	42	18	60
Multiracial	5	—	—	—	—	—	6	17	33	33	17	50
Small Group Total	7	0	14	71	14	86	5	20	80	0	0	0
Female	188	6	29	43	23	65	266	11	29	42	18	60
Male	239	7	26	40	27	67	294	8	26	40	27	66
English Proficient	420	6	28	40	25	66	553	9	27	41	22	63
Limited English Proficient	7	0	14	71	14	86	7	14	29	29	29	57
Economically Disadvantaged	7	14	57	29	0	29	16	19	69	6	6	13
Not Economically Disadvantaged	420	6	27	41	26	67	544	9	26	42	23	65
Not Migrant	427	6	27	41	25	66	560	9	28	41	22	63

Grade 8 Mathematics

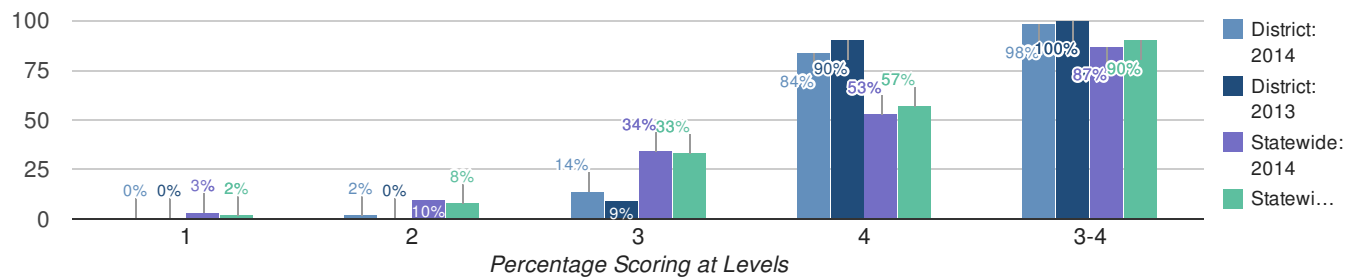


Mean Score

2014	2013
246	328

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	9	89	11	0	0	0	535	5	32	42	21	63
General Education	0	0	0	0	0	0	470	1	29	46	23	69
Students with Disabilities	9	89	11	0	0	0	65	34	52	12	2	14
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	163	0	17	44	39	83
Black or African American	0	0	0	0	0	0	4	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	8	38	63	0	0	0
White	7	—	—	—	—	—	358	7	39	42	13	55
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	9	89	11	0	0	0	6	17	33	50	0	50
Female	2	—	—	—	—	—	251	4	34	47	15	62
Male	7	—	—	—	—	—	284	6	30	38	26	63
English Proficient	8	—	—	—	—	—	525	5	32	42	21	63
Limited English Proficient	1	—	—	—	—	—	10	10	30	50	10	60
Economically Disadvantaged	0	0	0	0	0	0	17	12	24	59	6	65
Not Economically Disadvantaged	9	89	11	0	0	0	518	5	32	41	21	63
Not Migrant	9	89	11	0	0	0	535	5	32	42	21	63

Grade 4 Science



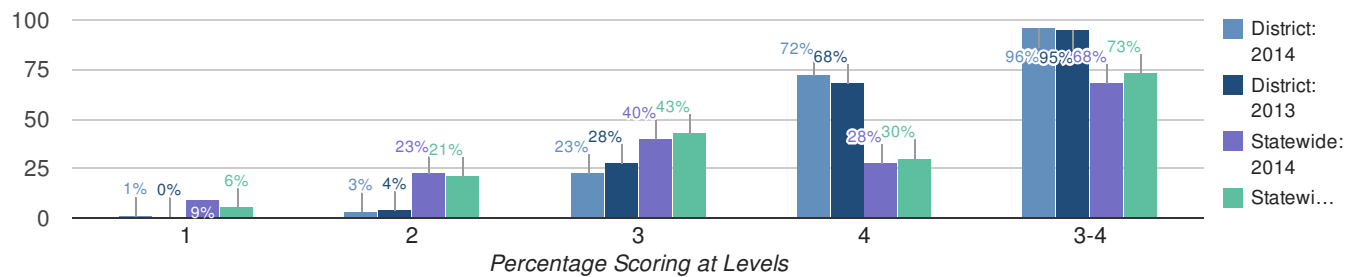
Mean Score

2014	2013
91	93

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	505	0	2	14	84	98	482	0	0	9	90	100
General Education	439	0	0	11	89	100	422	0	0	7	93	100
Students with Disabilities	66	0	12	38	50	88	60	0	3	25	72	97
American Indian or Alaska Native	1	—	—	—	—	—	3	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	150	0	1	10	89	99	141	0	0	4	96	100
Black or African American	1	—	—	—	—	—	4	—	—	—	—	—
Hispanic or Latino	15	0	0	27	73	100	12	0	0	25	75	100
White	332	0	2	16	82	98	319	0	1	11	88	99
Multiracial	6	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	8	0	13	0	88	88	10	0	0	0	100	100
Female	242	0	2	15	83	98	231	0	0	12	88	100
Male	263	0	2	13	85	98	251	0	1	7	92	99
English Proficient	492	0	2	14	85	98	475	0	0	9	91	100
Limited English Proficient	13	0	0	38	62	100	7	0	0	43	57	100
Economically Disadvantaged	6	0	0	0	100	100	4	—	—	—	—	—
Not Economically Disadvantaged	499	0	2	14	84	98	478	—	—	—	—	—
Not Migrant	505	0	2	14	84	98	482	0	0	9	90	100

Grade 8 Science

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



Mean Score

2014	2013
78	76

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	140	4	9	46	41	88	146	1	14	57	29	86
General Education	102	0	4	45	51	96	107	0	3	63	35	97
Students with Disabilities	38	13	21	50	16	66	39	3	44	41	13	54
American Indian or Alaska Native	1	—	—	—	—	—	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	28	7	11	29	54	82	26	0	4	54	42	96
Black or African American	1	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	7	—	—	—	—	—	6	—	—	—	—	—
White	102	2	8	52	38	90	111	1	14	59	27	86
Multiracial	1	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	10	10	10	40	40	80	9	0	44	44	11	56
Female	65	2	6	52	40	92	73	0	11	66	23	89
Male	75	5	11	41	43	84	73	1	16	48	34	82
English Proficient	136	—	—	—	—	—	141	1	13	57	29	87
Limited English Proficient	4	—	—	—	—	—	5	0	40	40	20	60
Economically Disadvantaged	8	0	25	38	38	75	9	0	22	67	11	78
Not Economically Disadvantaged	132	4	8	47	42	89	137	1	13	56	30	86
Not Migrant	140	4	9	46	41	88	146	1	14	57	29	86

Grade 8 Students Taking a Regents Science Test

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

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	420	1	1	15	83	98	392	0	1	17	82	99

Recently Arrived LEP Students Taking NYSESLAT in Lieu of NYSTP: Grade 3

2014	2013
4	4

Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3

2014	2013
4	4

Recently Arrived LEP Students Taking NYSESLAT in Lieu of NYSTP: Grade 4

2014	2013
2	3

Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4

2014	2013
2	3

Recently Arrived LEP Students Taking NYSESLAT in Lieu of NYSTP: Grade 5

2014	2013
1	5

Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5

2014	2013
1	5

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

2014	2013
3	2

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

2014	2013
3	2

Recently Arrived LEP Students Taking NYSESLAT in Lieu of NYSTP: Grade 7

2014	2013
4	2

Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7

2014	2013
4	2

Recently Arrived LEP Students Taking NYSESLAT in Lieu of NYSTP: Grade 8

2014	2013
2	3

Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8

2014	2013
2	2

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

*Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

*Reporting standards not met.

NAEP Participation Rates

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

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

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

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 & above)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4 & above			1	2	3	4	
All Students												
General Education												
Students with Disabilities												
Asian or Native Hawaiian/Other Pacific Islander												
Black or African American												
Hispanic or Latino												
White												
Multiracial												
Small Group Total												
Female												
Male												
English Proficient												
Limited English Proficient												
Economically Disadvantaged												
Not Economically Disadvantaged												
Migrant												
Not Migrant												

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

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

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 & above)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4 & above			1	2	3	4	
All Students												
General Education												
Students with Disabilities												
Asian or Native Hawaiian/Other Pacific Islander												
Black or African American												
Hispanic or Latino												
White												
Multiracial												
Small Group Total												
Female												
Male												
English Proficient												
Limited English Proficient												
Economically Disadvantaged												
Not Economically Disadvantaged												
Migrant												
Not Migrant												

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

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

Results by Student Group	2010 Cohort					% Proficient (Levels 3 and 4)	Number of Students	2009 Cohort				% Proficient (Levels 3 and 4)
	Number of Students	Percent Scoring at Level(s)						Percent Scoring at Level(s)				
		1	2	3	4			1	2	3	4	
All Students												
General Education												
Students with Disabilities												
Asian or Native Hawaiian/Other Pacific Islander												
Black or African American												
Hispanic or Latino												
White												
Multiracial												
Small Group Total												
Female												
Male												
English Proficient												
Limited English Proficient												
Economically Disadvantaged												
Not Economically Disadvantaged												
Migrant												
Not Migrant												

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

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

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students												
General Education												
Students with Disabilities												
Asian or Native Hawaiian/Other Pacific Islander												
Black or African American												
Hispanic or Latino												
White												
Multiracial												
Small Group Total												
Female												
Male												
English Proficient												
Limited English Proficient												
Economically Disadvantaged												
Not Economically Disadvantaged												
Migrant												
Not Migrant												

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

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

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students												
General Education												
Students with Disabilities												
Asian or Native Hawaiian/Other Pacific Islander												
Black or African American												
Hispanic or Latino												
White												
Multiracial												
Small Group Total												
Female												
Male												
English Proficient												
Limited English Proficient												
Economically Disadvantaged												
Not Economically Disadvantaged												
Migrant												
Not Migrant												

Regents Examination Results (2013 - 14)

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

Regents Examination Results (2013 - 14)

Results by Student Group	English Language Arts (Common Core)						Algebra I (Common Core)					
	Total Tested	Percent of students scoring at					Total Tested	Percent of students scoring at				
		Level 1	Level 2	Level 3	Level 4	Level 5		Level 1	Level 2	Level 3	Level 4	Level 5
All Students												
General Education												
Students with Disabilities												
American Indian or Alaska Native												
Asian or Native Hawaiian/Other Pacific Islander												
Black or African American												
Hispanic or Latino												
White												
Multiracial												
Small Group Total												
Female												
Male												
English Proficient												
Limited English Proficient												
Economically Disadvantaged												
Not Economically Disadvantaged												
Not Migrant												

Regents Examination Results (2013 - 14)

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

Regents Examination Results (2013 - 14)

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

Regents Examination Results (2013 - 14)

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

Regents Examination Results (2013 - 14)

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

Regents Competency Test Results (2013 - 14)

Results by Student Group	Reading		Writing		Math	
	Total Tested	Percent Passing	Total Tested	Percent Passing	Total Tested	Percent Passing
All Students						
Students with Disabilities						
White						
Small Group Total						
Female						
Male						
English Proficient						
Not Economically Disadvantaged						
Not Migrant						

Regents Competency Test Results (2013 - 14)

Results by Student Group	Global Studies		U.S. History & Government		Science	
	Total Tested	Percent Passing	Total Tested	Percent Passing	Total Tested	Percent Passing
All Students						
Students with Disabilities						
White						
Small Group Total						
Female						
Male						
English Proficient						
Not Economically Disadvantaged						
Not Migrant						

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

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

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

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

All Students

General Education

Grade 8	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient

All Students

General Education

Students with Disabilities

Grade 9	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient

All Students

General Education

Grade 10	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient

All Students

General Education

Grade 11	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient

All Students

General Education

Grade 12	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient

All Students

General Education

Elementary/Middle-Level English Language Arts Results for Accountability

All accountability groups made AYP: **NO**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI ≥ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓			✓				
American Indian or Alaska Native									
Black or African American									
Hispanic or Latino	✓	✓			✓				
Asian or Native Hawaiian/Other Pacific Islander	✓	✓			✓				
White	✓	✓			✓				
Multiracial	✗	✗			✓				
Students With Disabilities	✓	✓			✓				
Limited English Proficient	✓	✓			✓				
Economically Disadvantaged	✓	✓			✓				

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native				
Not Black or African American				
Not Hispanic or Latino				
Not Asian or Native Hawaiian/Other Pacific Islander				
Not White				
Not Multiracial				
General Education				
English Proficient				
Not Economically Disadvantaged				
Male				
Female				
Migrant				
Not Migrant				

✓ Yes

✗ No

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

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

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

‡ Includes former limited English proficient students because the number of limited English proficient 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**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓			✓				
American Indian or Alaska Native									
Black or African American									
Hispanic or Latino	✓	✓			✓				
Asian or Native Hawaiian/Other Pacific Islander	✓	✓			✓				
White	✓	✓			✓				
Multiracial	✗	✗			✓				
Students With Disabilities	✗	✗			✓				
Limited English Proficient	✓	✓			✓				
Economically Disadvantaged	✓	✓			✓				

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native				
Not Black or African American				
Not Hispanic or Latino				
Not Asian or Native Hawaiian/Other Pacific Islander				
Not White				
Not Multiracial				
General Education				
English Proficient				
Not Economically Disadvantaged				
Male				
Female				
Migrant				
Not Migrant				

✓ Yes

✗ No

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

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

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

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

Elementary/Middle-Level Science Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✓	✓			✓				
American Indian or Alaska Native									
Black or African American									
Hispanic or Latino	✓				✓				
Asian or Native Hawaiian/Other Pacific Islander	✓	✓			✓				
White	✓	✓			✓				
Multiracial									
Students With Disabilities	✓	✓			✓				
Limited English Proficient									
Economically Disadvantaged									

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native				
Not Black or African American				
Not Hispanic or Latino				
Not Asian or Native Hawaiian/Other Pacific Islander				
Not White				
Not Multiracial				
General Education				
English Proficient				
Not Economically Disadvantaged				
Male				
Female				
Migrant				
Not Migrant				

✓ Yes

✗ No

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

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

Secondary-Level English Language Arts Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores	PI >= EAMO or Safe Harbor Target	2010 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	✓			✓				
American Indian or Alaska Native									
Black or African American									
Hispanic or Latino									
Asian or Native Hawaiian/Other Pacific Islander	✓	✓			✓				
White	✓	✓			✓				
Multiracial									
Students With Disabilities	✓	✓			✓				
Limited English Proficient									
Economically Disadvantaged									

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

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2010 Accountability Cohort Members	PI
Not American Indian or Alaska Native				
Not Black or African American				
Not Hispanic or Latino				
Not Asian or Native Hawaiian/Other Pacific Islander				
Not White				
Not Multiracial				
General Education				
English Proficient				
Not Economically Disadvantaged				
Male				
Female				
Migrant				
Not Migrant				

✓ Yes

✗ No

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

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

Secondary-Level Mathematics Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores	PI >= EAMO or Safe Harbor Target	2010 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	✓			✓				
American Indian or Alaska Native									
Black or African American									
Hispanic or Latino									
Asian or Native Hawaiian/Other Pacific Islander	✓	✓			✓				
White	✓	✓			✓				
Multiracial									
Students With Disabilities	✓	✓			✓				
Limited English Proficient									
Economically Disadvantaged									

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

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2010 Accountability Cohort Members	PI
Not American Indian or Alaska Native				
Not Black or African American				
Not Hispanic or Latino				
Not Asian or Native Hawaiian/Other Pacific Islander				
Not White				
Not Multiracial				
General Education				
English Proficient				
Not Economically Disadvantaged				
Male				
Female				
Migrant				
Not Migrant				

✓ Yes

✗ No

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

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

Unweighted Combined ELA and Math PIs

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

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

Overall Graduation Rate for Accountability

All accountability groups made AYP: **YES**

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

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

Four-Year Graduation-Rate Total Cohort for Accountability

Student Group	Met Graduation-Rate Criterion	2009 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓				
American Indian or Alaska Native					
Black or African American					
Hispanic or Latino					
Asian or Native Hawaiian/Other Pacific Islander	✓				
White	✓				
Multiracial					
Students With Disabilities	✓				
Limited English Proficient					
Economically Disadvantaged					

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.
✗ Graduation rate is less than the State Standard and the group's Progress Target.
— There were fewer than 30 students in the cohort.
† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

Five-Year Graduation-Rate Total Cohort for Accountability

Student Group	Met Graduation-Rate Criterion	2008 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓				
American Indian or Alaska Native					
Black or African American					
Hispanic or Latino					
Asian or Native Hawaiian/Other Pacific Islander	✓				
White	✓				
Multiracial					
Students With Disabilities	✓				
Limited English Proficient					
Economically Disadvantaged					

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.
✗ Graduation rate is less than the State Standard and the group's Progress Target.
— There were fewer than 30 students in the cohort.
† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

Graduation Rates for Non-AYP Groups for Accountability

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

Student Group	Four-Year Graduation-Rate Total Cohort		Five-Year Graduation-Rate Total Cohort	
	2009 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2008 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native				
Not Black or African American				
Not Hispanic or Latino				
Not Asian or Native Hawaiian/Other Pacific Islander				
Not White				
Not Multiracial				
General Education				
English Proficient				
Not Economically Disadvantaged				
Male				
Female				
Migrant				
Not Migrant				

— There were fewer than 30 students in the cohort.

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

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

Regents Diploma with an Advanced Designation (This District)	Regents Diploma with an Advanced Designation (Statewide)	Percentage in This District Exceeded Statewide
---	---	--

**Alternative High School
Equivalency Preparation
Program (AHSEPP)**

A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

Attendance Rate

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.

Average Class Size

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

Completers

Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP).

Core Classes

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages.

Disability Status

Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

Dropouts

Dropouts are students in grades 7-12 and ungraded secondary students whose last enrollment record indicated they dropped out of school. The number of enrolled students used as the denominator for determining the percentage of students who dropped out is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

**Economically
Disadvantaged**

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

**Free and Reduced-Price
Lunch (FRPL)**

Eligible for Free Lunch and Eligible for Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

Gender

Gender of the student being reported, as identified by the parent/guardian.

Grade Level

Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts.

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

Graduates

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

High School Completers

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

Highly Qualified Teachers

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

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

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

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

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

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

Performance Levels

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

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

Race/Ethnicity

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

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American: A person having origins in any of the black racial groups of Africa.

Hispanic or Latino: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Native Hawaiian/Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Recently Arrived LEP Students

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

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

Regents Competency Tests

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

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

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

Total Cohort

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

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

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

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

Safe Harbor Target

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

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

Unweighted Combined PI

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

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



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

NAME: BAYLIS ELEMENTARY SCHOOL

BEDS Code: 280502060004

ADDRESS: 580 WOODBURY RD, PLAINVIEW, NY 11803

PHONE: (516) 364-5798

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

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

Students by Gender

Male		Female	
211	52%	196	48%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
0	2	9	91	301	4
0%	0%	2%	22%	74%	1%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
8	2%	34	8%	—	—

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

Students by Grade

Kindergarten (Full Day)	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
53	66	70	66	73	79

Average Class Size (2013 - 14)

Common Branch

23

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch

1

0%

Eligible for Reduced-Price Lunch

2

0%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate

98%

Student Suspensions

2

0%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience

0%

Turnover Rate of All Teachers

14%

Staff Counts (2013 - 14)

Principals

1

Assistant Principals

0

Other Professional Staff

2

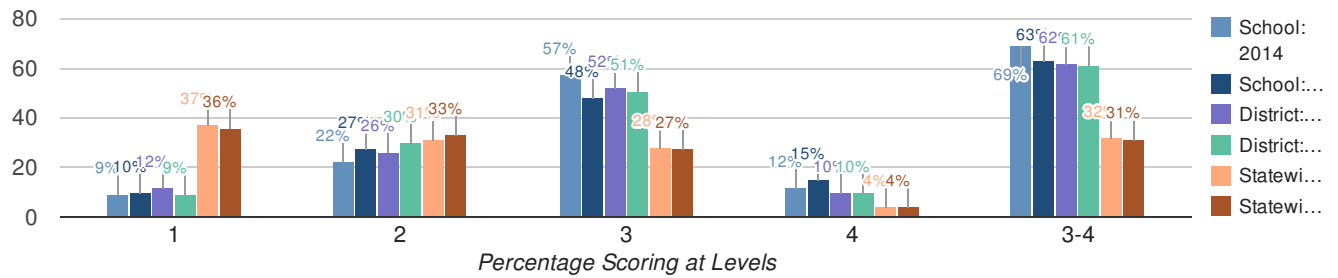
Paraprofessionals

0

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	30	29	28
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	0%	0%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate	83%	83%	89%
Total Number of Core Classes	38	41	42
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	62	68	64
Percent Taught by Teachers Without Appropriate Certification	0%	0%	2%

Grade 3 English Language Arts

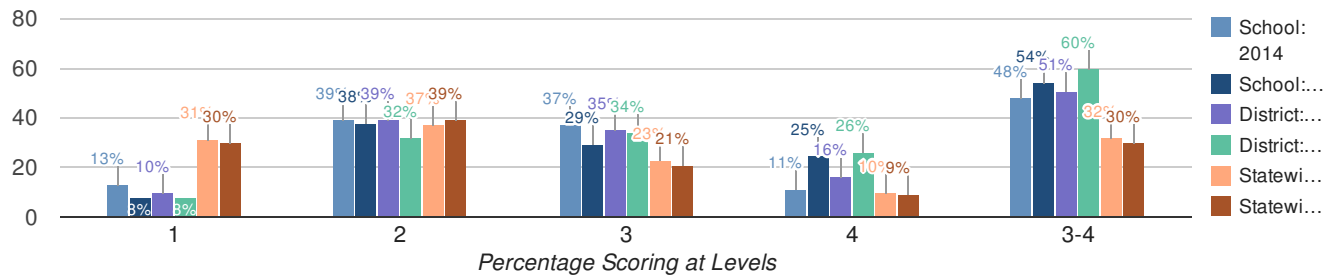


Mean Score

2014	2013
322	326

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	65	9	22	57	12	69	71	10	27	48	15	63
General Education	61	—	—	—	—	—	64	6	27	50	17	67
Students with Disabilities	4	—	—	—	—	—	7	43	29	29	0	29
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	13	—	—	—	—	—	14	—	—	—	—	—
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	3	—	—	—	—	—
White	51	6	22	59	14	73	54	9	28	54	9	63
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	14	21	21	50	7	57	17	12	24	29	35	65
Female	31	6	26	58	10	68	36	8	36	39	17	56
Male	34	12	18	56	15	71	35	11	17	57	14	71
English Proficient	64	—	—	—	—	—	71	10	27	48	15	63
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	2	—	—	—	—	—	0	0	0	0	0	0
Not Economically Disadvantaged	63	—	—	—	—	—	71	10	27	48	15	63
Not Migrant	65	9	22	57	12	69	71	10	27	48	15	63

Grade 4 English Language Arts

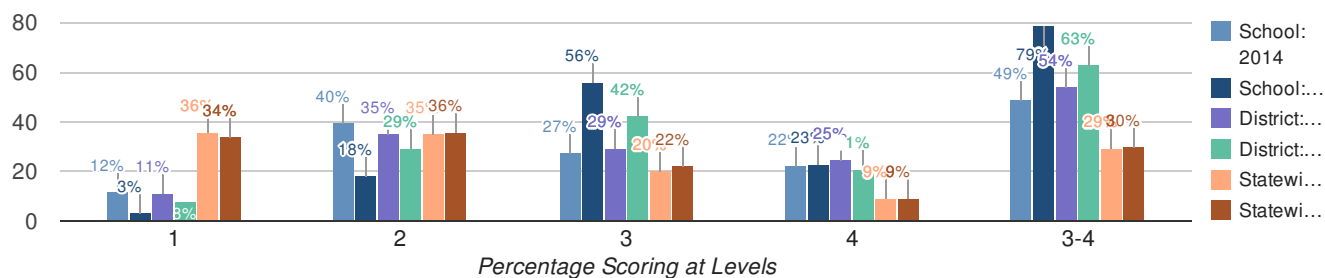


Mean Score

2014	2013
313	323

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	71	13	39	37	11	48	76	8	38	29	25	54
General Education	63	5	43	40	13	52	66	2	38	33	27	61
Students with Disabilities	8	75	13	13	0	13	10	50	40	0	10	10
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	18	—	—	—	—	—	20	—	—	—	—	—
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	0	0	0	0	0	0
White	51	14	47	31	8	39	55	11	38	29	22	51
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0
Small Group Total	20	10	20	50	20	70	21	0	38	29	33	62
Female	32	13	47	31	9	41	34	3	41	21	35	56
Male	39	13	33	41	13	54	42	12	36	36	17	52
English Proficient	71	13	39	37	11	48	75	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	0	0	0	0	0	0	0	0	0	0	0	0
Not Economically Disadvantaged	71	13	39	37	11	48	76	8	38	29	25	54
Not Migrant	71	13	39	37	11	48	76	8	38	29	25	54

Grade 5 English Language Arts

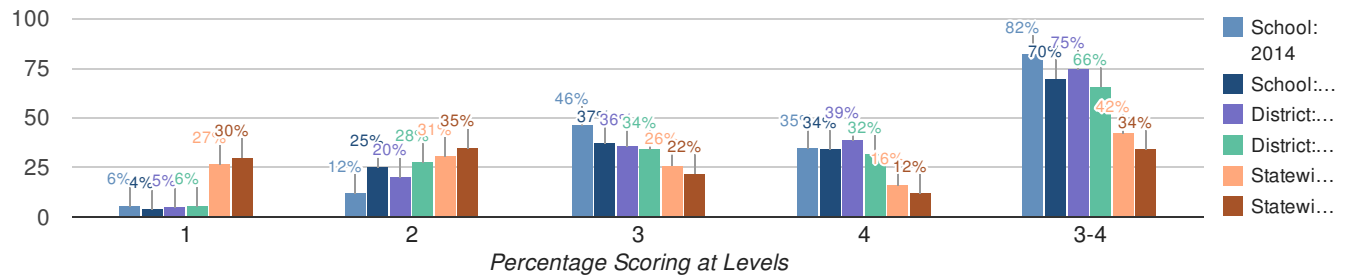


Mean Score

2014	2013
320	331

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	78	12	40	27	22	49	66	3	18	56	23	79
General Education	67	6	40	28	25	54	59	2	10	63	25	88
Students with Disabilities	11	45	36	18	0	18	7	14	86	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	22	—	—	—	—	—	21	5	14	52	29	81
Black or African American	1	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	4	—	—	—	—	—
White	55	15	42	25	18	44	39	3	18	59	21	79
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	23	4	35	30	30	61	6	0	33	50	17	67
Female	35	9	37	26	29	54	33	0	9	67	24	91
Male	43	14	42	28	16	44	33	6	27	45	21	67
English Proficient	77	—	—	—	—	—	66	3	18	56	23	79
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	0	0	0	0	0	0	1	—	—	—	—	—
Not Economically Disadvantaged	78	12	40	27	22	49	65	—	—	—	—	—
Not Migrant	78	12	40	27	22	49	66	3	18	56	23	79

Grade 3 Mathematics

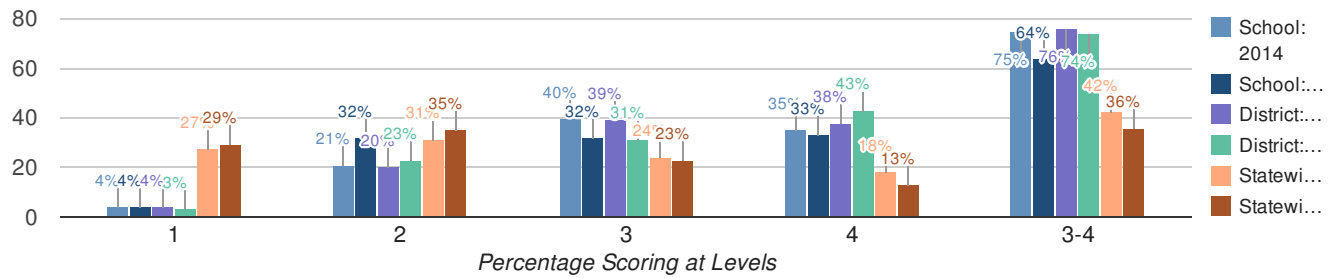


Mean Score

2014	2013
333	329

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	65	6	12	46	35	82	71	4	25	37	34	70
General Education	62	—	—	—	—	—	64	2	23	38	38	75
Students with Disabilities	3	—	—	—	—	—	7	29	43	29	0	29
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	13	—	—	—	—	—	14	—	—	—	—	—
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	3	—	—	—	—	—
White	51	6	10	49	35	84	54	6	28	41	26	67
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	14	7	21	36	36	71	17	0	18	24	59	82
Female	30	3	13	53	30	83	36	6	28	39	28	67
Male	35	9	11	40	40	80	35	3	23	34	40	74
English Proficient	64	—	—	—	—	—	71	4	25	37	34	70
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	2	—	—	—	—	—	0	0	0	0	0	0
Not Economically Disadvantaged	63	—	—	—	—	—	71	4	25	37	34	70
Not Migrant	65	6	12	46	35	82	71	4	25	37	34	70

Grade 4 Mathematics

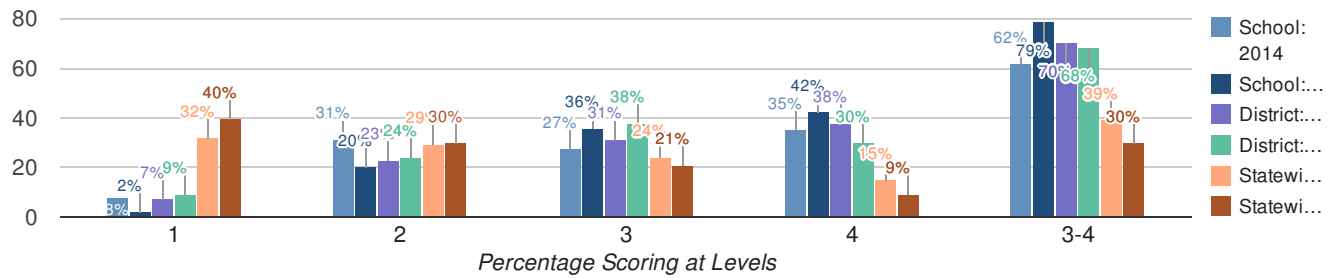


Mean Score

2014	2013
334	326

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	72	4	21	40	35	75	76	4	32	32	33	64
General Education	64	2	16	44	39	83	66	2	30	33	35	68
Students with Disabilities	8	25	63	13	0	13	10	20	40	20	20	40
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	18	—	—	—	—	—	20	—	—	—	—	—
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	0	0	0	0	0	0
White	52	6	21	42	31	73	55	5	35	33	27	60
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0
Small Group Total	20	0	20	35	45	80	21	0	24	29	48	76
Female	33	6	27	45	21	67	34	3	32	35	29	65
Male	39	3	15	36	46	82	42	5	31	29	36	64
English Proficient	72	4	21	40	35	75	75	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	0	0	0	0	0	0	0	0	0	0	0	0
Not Economically Disadvantaged	72	4	21	40	35	75	76	4	32	32	33	64
Not Migrant	72	4	21	40	35	75	76	4	32	32	33	64

Grade 5 Mathematics

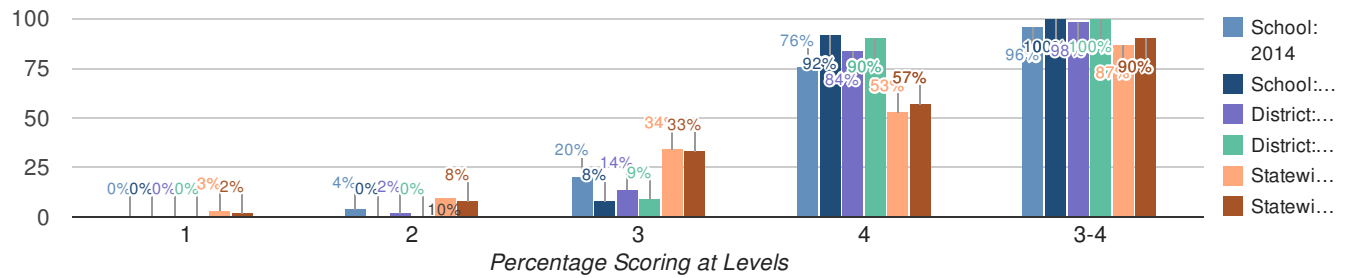


Mean Score

2014	2013
332	341

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	78	8	31	27	35	62	66	2	20	36	42	79
General Education	66	2	29	30	39	70	60	0	20	33	47	80
Students with Disabilities	12	42	42	8	8	17	6	17	17	67	0	67
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	22	—	—	—	—	—	22	5	14	36	45	82
Black or African American	1	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	4	—	—	—	—	—
White	55	11	35	24	31	55	38	0	24	32	45	76
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	23	0	22	35	43	78	6	0	17	67	17	83
Female	34	6	32	24	38	62	32	0	25	41	34	75
Male	44	9	30	30	32	61	34	3	15	32	50	82
English Proficient	77	—	—	—	—	—	65	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	0	0	0	0	0	0	1	—	—	—	—	—
Not Economically Disadvantaged	78	8	31	27	35	62	65	—	—	—	—	—
Not Migrant	78	8	31	27	35	62	66	2	20	36	42	79

Grade 4 Science



Mean Score

2014	2013
89	92

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	75	0	4	20	76	96	76	0	0	8	92	100
General Education	66	0	2	17	82	98	66	0	0	3	97	100
Students with Disabilities	9	0	22	44	33	78	10	0	0	40	60	100
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	18	—	—	—	—	—	20	—	—	—	—	—
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	0	0	0	0	0	0
White	54	0	6	22	72	94	55	0	0	11	89	100
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0
Small Group Total	21	0	0	14	86	100	21	0	0	0	100	100
Female	36	0	6	25	69	94	34	0	0	6	94	100
Male	39	0	3	15	82	97	42	0	0	10	90	100
English Proficient	75	0	4	20	76	96	75	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	0	0	0	0	0	0	0	0	0	0	0	0
Not Economically Disadvantaged	75	0	4	20	76	96	76	0	0	8	92	100
Not Migrant	75	0	4	20	76	96	76	0	0	8	92	100

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

*Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

*Reporting standards not met.

NAEP Participation Rates

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

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

Kindergarten	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	3	—	—	—	—
General Education	3	—	—	—	—
Grade 1	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
General Education	1	—	—	—	—
Grade 2	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
General Education	1	—	—	—	—
Grade 3	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
General Education	1	—	—	—	—
Grade 5	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
Students with Disabilities	1	—	—	—	—

Elementary/Middle-Level English Language Arts Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	220	97%	✓	212	148	81	81
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	1	—	—	1	—	—	—
Hispanic or Latino	—	—	3	—	—	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	53	100%	✓	51	163	107	107
White	✓	✓	162	97%	✓	157	145	101	101
Multiracial	—	—	1	—	—	1	—	—	—
Students With Disabilities	—	—	25	—	—	23	—	—	—
Limited English Proficient	—	—	2	—	—	2	—	—	—
Economically Disadvantaged	—	—	2	—	—	2	—	—	—

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	220	97%	212	148
Not Black or African American	219	97%	211	148
Not Hispanic or Latino	217	98%	210	149
Not Asian or Native Hawaiian/Other Pacific Islander	167	96%	161	143
Not White	58	98%	55	158
Not Multiracial	219	97%	211	149
General Education	195	98%	189	159
English Proficient	218	97%	210	150
Not Economically Disadvantaged	218	97%	210	148
Male	118	98%	114	148
Female	102	96%	98	148
Migrant	0	—	0	—
Not Migrant	220	97%	212	148

✓ Yes

✗ No

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

Elementary/Middle-Level Mathematics Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	220	98%	✓	213	167	78	78
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	1	—	—	1	—	—	—
Hispanic or Latino	—	—	3	—	—	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	53	100%	✓	51	180	122	122
White	✓	✓	162	98%	✓	158	163	97	97
Multiracial	—	—	1	—	—	1	—	—	—
Students With Disabilities	—	—	25	—	—	23	—	—	—
Limited English Proficient	—	—	2	—	—	2	—	—	—
Economically Disadvantaged	—	—	2	—	—	2	—	—	—

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	220	98%	213	167
Not Black or African American	219	98%	212	167
Not Hispanic or Latino	217	98%	211	167
Not Asian or Native Hawaiian/Other Pacific Islander	167	97%	162	162
Not White	58	98%	55	176
Not Multiracial	219	98%	212	167
General Education	195	98%	190	178
English Proficient	218	98%	211	167
Not Economically Disadvantaged	218	98%	211	166
Male	118	100%	116	166
Female	102	95%	97	167
Migrant	0	—	0	—
Not Migrant	220	98%	213	167

✓ Yes

✗ No

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

Elementary/Middle-Level Science Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✓	✓	75	100%	✓	73	196	172	172
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	0	—	—	0	—	—	—
Hispanic or Latino	—	—	3	—	—	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	18	—	—	16	—	—	—
White	✓	✓	54	100%	✓	54	194	179	179
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	9	—	—	9	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	0	—	—	0	—	—	—

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	75	100%	73	196
Not Black or African American	75	100%	73	196
Not Hispanic or Latino	72	100%	70	196
Not Asian or Native Hawaiian/Other Pacific Islander	57	100%	57	195
Not White	21	—	19	—
Not Multiracial	75	100%	73	196
General Education	66	100%	64	198
English Proficient	75	100%	73	196
Not Economically Disadvantaged	75	100%	73	196
Male	39	—	37	197
Female	36	—	36	194
Migrant	0	—	0	—
Not Migrant	75	100%	73	196

✓ Yes

✗ No

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

Unweighted Combined ELA and Math PIs

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	148	167	—	—	158
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	163	180	—	—	172
White	145	163	—	—	154
Multiracial	—	—	—	—	—
Students With Disabilities	—	—	—	—	—
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—

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

**Alternative High School
Equivalency Preparation
Program (AHSEPP)**

A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

Attendance Rate

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.

Average Class Size

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

Completers

Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP).

Core Classes

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages.

Disability Status

Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

Dropouts

Dropouts are students in grades 7-12 and ungraded secondary students whose last enrollment record indicated they dropped out of school. The number of enrolled students used as the denominator for determining the percentage of students who dropped out is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

**Economically
Disadvantaged**

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

**Free and Reduced-Price
Lunch (FRPL)**

Eligible for Free Lunch and Eligible for Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

Gender

Gender of the student being reported, as identified by the parent/guardian.

Grade Level

Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts.

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

Graduates

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

High School Completers

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

Highly Qualified Teachers

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

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

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

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

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

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

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

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

Regents Competency Tests

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

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

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

Total Cohort

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

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

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

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

Safe Harbor Target

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

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

Unweighted Combined PI

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

Section 3: School Report Card
Berry Hill Elementary School



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

NAME: BERRY HILL ELEMENTARY SCHOOL

BEDS Code: 280502060003

ADDRESS: 181 COLD SPRING RD, SYOSSET, NY 11791

PHONE: (516) 364-5790

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

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

Students by Gender

Male		Female	
204	52%	187	48%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
0	2	9	81	295	4
0%	1%	2%	21%	75%	1%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
12	3%	46	12%	7	2%

Students by Grade

Kindergarten (Full Day)	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
56	64	55	69	61	86

Average Class Size (2013 - 14)

Common Branch

21

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch

7

2%

Eligible for Reduced-Price Lunch

0

0%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate

98%

Student Suspensions

2

1%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience

0%

Turnover Rate of All Teachers

9%

Staff Counts (2013 - 14)

Principals

1

Assistant Principals

0

Other Professional Staff

3

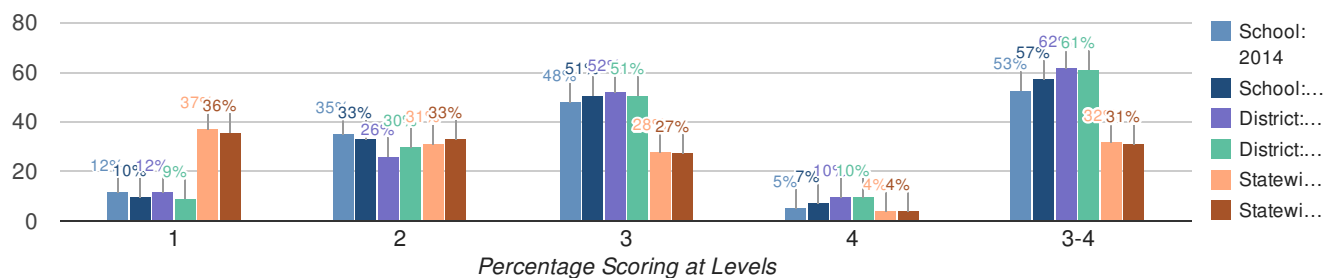
Paraprofessionals

0

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	33	32	32
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	0%	0%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate	88%	88%	78%
Total Number of Core Classes	49	56	50
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	77	83	81
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

Grade 3 English Language Arts

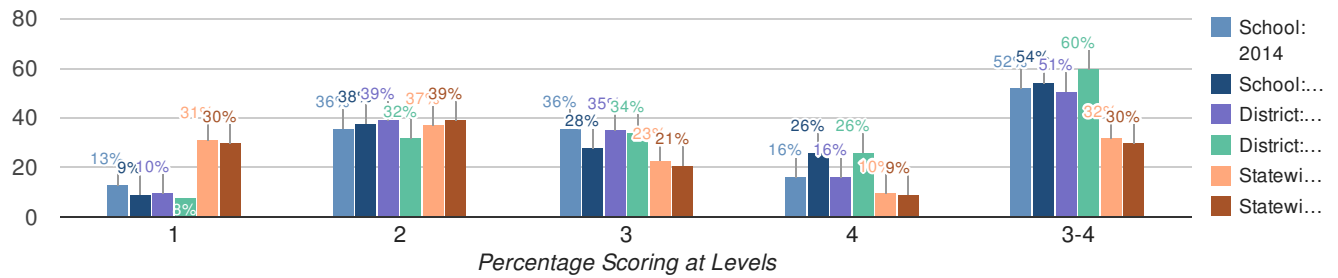


Mean Score

2014	2013
318	321

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	66	12	35	48	5	53	61	10	33	51	7	57
General Education	57	5	35	54	5	60	50	4	28	60	8	68
Students with Disabilities	9	56	33	11	0	11	11	36	55	9	0	9
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	13	—	—	—	—	—	6	0	33	33	33	67
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	0	0	0	0	0	0
White	52	13	42	42	2	44	55	11	33	53	4	56
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	14	7	7	71	14	86	0	0	0	0	0	0
Female	37	14	35	49	3	51	21	14	24	52	10	62
Male	29	10	34	48	7	55	40	8	38	50	5	55
English Proficient	64	—	—	—	—	—	61	10	33	51	7	57
Limited English Proficient	2	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	1	—	—	—	—	—	2	—	—	—	—	—
Not Economically Disadvantaged	65	—	—	—	—	—	59	—	—	—	—	—
Not Migrant	66	12	35	48	5	53	61	10	33	51	7	57

Grade 4 English Language Arts

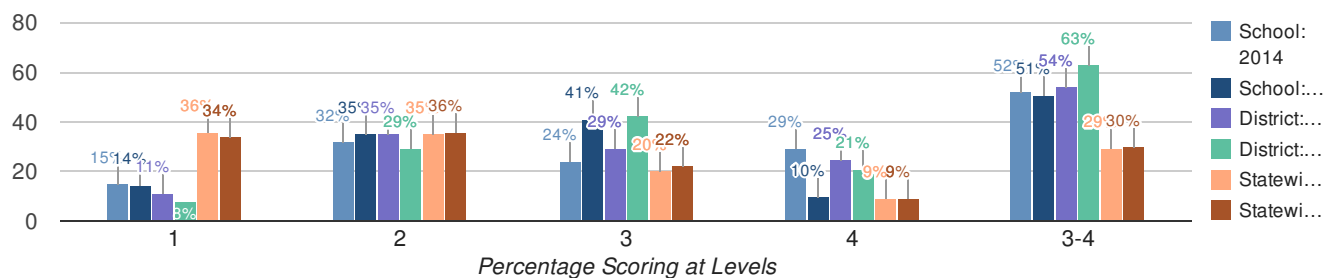


Mean Score

2014	2013
316	321

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	64	13	36	36	16	52	80	9	38	28	26	54
General Education	52	8	33	40	19	60	70	0	41	29	30	59
Students with Disabilities	12	33	50	17	0	17	10	70	10	20	0	20
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—	—	15	—	—	—	—	—
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	1	—	—	—	—	—	1	—	—	—	—	—
White	56	14	36	34	16	50	63	11	38	27	24	51
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	8	0	38	50	13	63	17	0	35	29	35	65
Female	22	9	36	32	23	55	38	8	26	32	34	66
Male	42	14	36	38	12	50	42	10	48	24	19	43
English Proficient	63	—	—	—	—	—	80	9	38	28	26	54
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	2	—	—	—	—	—	1	—	—	—	—	—
Not Economically Disadvantaged	62	—	—	—	—	—	79	—	—	—	—	—
Not Migrant	64	13	36	36	16	52	80	9	38	28	26	54

Grade 5 English Language Arts

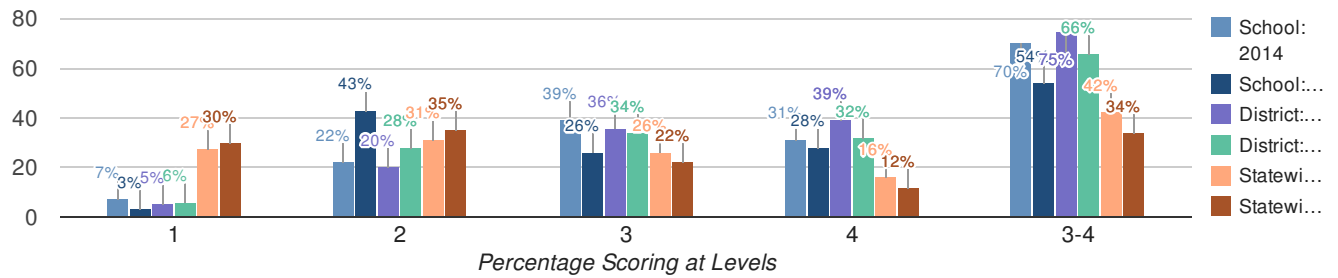


Mean Score

2014	2013
323	316

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	84	15	32	24	29	52	71	14	35	41	10	51
General Education	76	11	33	25	32	57	57	4	35	49	12	61
Students with Disabilities	8	63	25	13	0	13	14	57	36	7	0	7
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	18	—	—	—	—	—	8	0	13	75	13	88
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	1	—	—	—	—	—
White	63	17	35	22	25	48	58	17	34	40	9	48
Multiracial	1	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	21	10	24	29	38	67	5	0	80	0	20	20
Female	40	10	25	30	35	65	32	6	38	41	16	56
Male	44	20	39	18	23	41	39	21	33	41	5	46
English Proficient	83	—	—	—	—	—	71	14	35	41	10	51
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	0	0	0	0	0	0	2	—	—	—	—	—
Not Economically Disadvantaged	84	15	32	24	29	52	69	—	—	—	—	—
Not Migrant	84	15	32	24	29	52	71	14	35	41	10	51

Grade 3 Mathematics

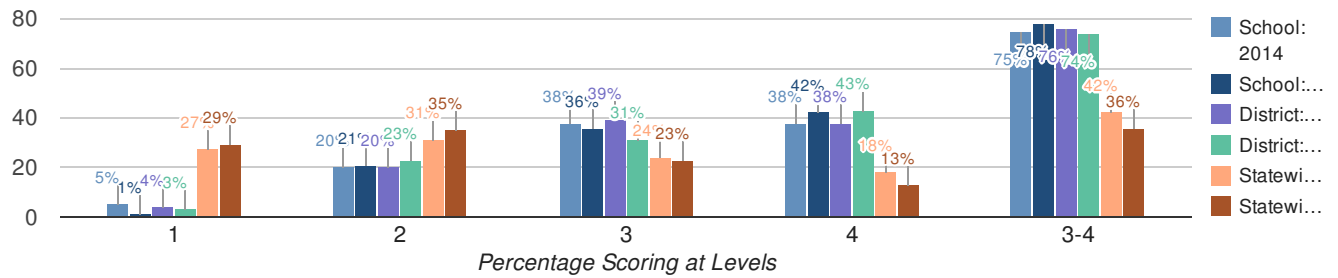


Mean Score

2014	2013
326	323

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	67	7	22	39	31	70	61	3	43	26	28	54
General Education	58	5	16	43	36	79	50	0	34	32	34	66
Students with Disabilities	9	22	67	11	0	11	11	18	82	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	14	—	—	—	—	—	6	0	33	17	50	67
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	0	0	0	0	0	0
White	52	10	27	42	21	63	55	4	44	27	25	53
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	15	0	7	27	67	93	0	0	0	0	0	0
Female	38	8	24	42	26	68	21	10	43	29	19	48
Male	29	7	21	34	38	72	40	0	43	25	33	58
English Proficient	63	—	—	—	—	—	61	3	43	26	28	54
Limited English Proficient	4	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	1	—	—	—	—	—	2	—	—	—	—	—
Not Economically Disadvantaged	66	—	—	—	—	—	59	—	—	—	—	—
Not Migrant	67	7	22	39	31	70	61	3	43	26	28	54

Grade 4 Mathematics

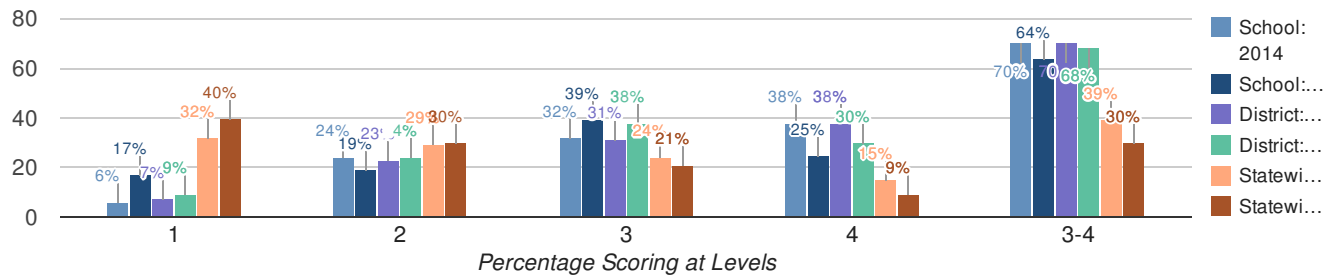


Mean Score

2014	2013
334	335

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	64	5	20	38	38	75	81	1	21	36	42	78
General Education	52	2	17	38	42	81	71	0	14	41	45	86
Students with Disabilities	12	17	33	33	17	50	10	10	70	0	20	20
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—	—	16	—	—	—	—	—
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	1	—	—	—	—	—	1	—	—	—	—	—
White	56	5	20	38	38	75	63	2	24	38	37	75
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	8	0	25	38	38	75	18	0	11	28	61	89
Female	22	9	14	45	32	77	39	3	26	28	44	72
Male	42	2	24	33	40	74	42	0	17	43	40	83
English Proficient	63	—	—	—	—	—	80	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	2	—	—	—	—	—	1	—	—	—	—	—
Not Economically Disadvantaged	62	—	—	—	—	—	80	—	—	—	—	—
Not Migrant	64	5	20	38	38	75	81	1	21	36	42	78

Grade 5 Mathematics

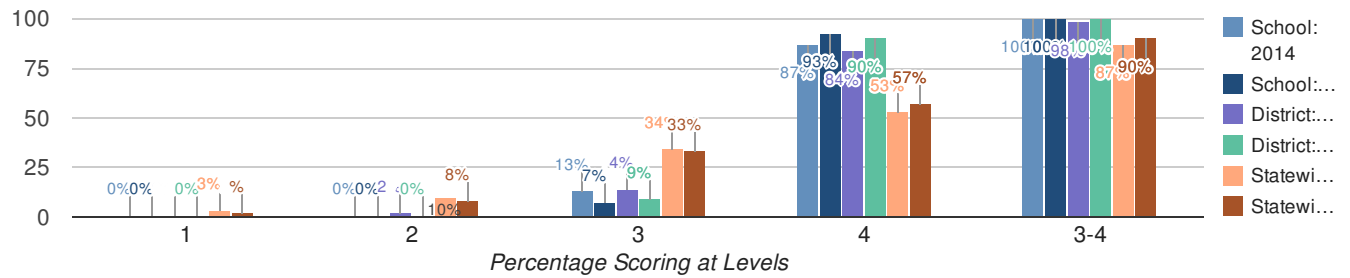


Mean Score

2014	2013
335	324

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	82	6	24	32	38	70	72	17	19	39	25	64
General Education	74	3	23	34	41	74	58	10	16	45	29	74
Students with Disabilities	8	38	38	13	13	25	14	43	36	14	7	21
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	18	—	—	—	—	—	9	0	0	33	67	100
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	1	—	—	—	—	—
White	61	8	26	34	31	66	58	19	21	40	21	60
Multiracial	1	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	21	0	19	24	57	81	5	20	40	40	0	40
Female	40	10	20	28	43	70	32	13	22	47	19	66
Male	42	2	29	36	33	69	40	20	18	33	30	63
English Proficient	81	—	—	—	—	—	71	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	0	0	0	0	0	0	2	—	—	—	—	—
Not Economically Disadvantaged	82	6	24	32	38	70	70	—	—	—	—	—
Not Migrant	82	6	24	32	38	70	72	17	19	39	25	64

Grade 4 Science



Mean Score

2014	2013
92	93

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	63	0	0	13	87	100	81	0	0	7	93	100
General Education	51	0	0	6	94	100	71	0	0	6	94	100
Students with Disabilities	12	0	0	42	58	100	10	0	0	20	80	100
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—	—	16	—	—	—	—	—
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	1	—	—	—	—	—	1	—	—	—	—	—
White	55	0	0	13	87	100	63	0	0	8	92	100
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	8	0	0	13	88	100	18	0	0	6	94	100
Female	21	0	0	19	81	100	39	0	0	13	87	100
Male	42	0	0	10	90	100	42	0	0	2	98	100
English Proficient	62	—	—	—	—	—	80	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	2	—	—	—	—	—	1	—	—	—	—	—
Not Economically Disadvantaged	61	—	—	—	—	—	80	—	—	—	—	—
Not Migrant	63	0	0	13	87	100	81	0	0	7	93	100

Recently Arrived LEP Students Taking NYSESLAT in Lieu of NYSTP: Grade 3

2014	2013
2	0

Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3

2014	2013
2	0

Recently Arrived LEP Students Taking NYSESLAT in Lieu of NYSTP: Grade 4

2014	2013
0	1

Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4

2014	2013
0	1

Recently Arrived LEP Students Taking NYSESLAT in Lieu of NYSTP: Grade 5

2014	2013
0	1

Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5

2014	2013
0	1

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

Reporting standards not met.

NAEP Participation Rates

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

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

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

Elementary/Middle-Level English Language Arts Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	218	99%	✓	210	141	81	81
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	0	—	—	0	—	—	—
Hispanic or Latino	—	—	3	—	—	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	40	100%	✓	36	172	104	20
White	✓	✓	173	99%	✓	169	136	101	101
Multiracial	—	—	2	—	—	2	—	—	—
Students With Disabilities	—	—	30	—	—	29	—	—	—
Limited English Proficient	—	—	6	—	—	3	—	—	—
Economically Disadvantaged	—	—	3	—	—	3	—	—	—

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	218	99%	210	141
Not Black or African American	218	99%	210	141
Not Hispanic or Latino	215	99%	207	142
Not Asian or Native Hawaiian/Other Pacific Islander	178	99%	174	135
Not White	45	100%	41	166
Not Multiracial	216	99%	208	141
General Education	188	99%	181	154
English Proficient	212	99%	207	142
Not Economically Disadvantaged	215	99%	207	142
Male	116	99%	113	135
Female	102	99%	97	149
Migrant	0	—	0	—
Not Migrant	218	99%	210	141

✓ Yes

✗ No

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

Elementary/Middle-Level Mathematics Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	217	98%	✓	209	166	78	78
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	0	—	—	0	—	—	—
Hispanic or Latino	—	—	3	—	—	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	—	39	—	✓	37	192	119	119
White	✓	✓	173	98%	✓	167	161	97	97
Multiracial	—	—	2	—	—	2	—	—	—
Students With Disabilities	—	—	30	—	—	29	—	—	—
Limited English Proficient	—	—	6	—	—	5	—	—	—
Economically Disadvantaged	—	—	3	—	—	3	—	—	—

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	217	98%	209	166
Not Black or African American	217	98%	209	166
Not Hispanic or Latino	214	98%	206	167
Not Asian or Native Hawaiian/Other Pacific Islander	178	98%	172	160
Not White	44	100%	42	186
Not Multiracial	215	98%	207	166
General Education	187	98%	180	176
English Proficient	211	98%	204	166
Not Economically Disadvantaged	214	98%	206	166
Male	116	97%	111	169
Female	101	99%	98	162
Migrant	0	—	0	—
Not Migrant	217	98%	209	166

✓ Yes

✗ No

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

Elementary/Middle-Level Science Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✓	✓	64	98%	✓	60	200	171	171
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	0	—	—	0	—	—	—
Hispanic or Latino	—	—	1	—	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	7	—	—	6	—	—	—
White	✓	✓	56	98%	✓	53	200	179	179
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	12	—	—	12	—	—	—
Limited English Proficient	—	—	1	—	—	0	—	—	—
Economically Disadvantaged	—	—	2	—	—	2	—	—	—

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	64	98%	60	200
Not Black or African American	64	98%	60	200
Not Hispanic or Latino	63	98%	59	200
Not Asian or Native Hawaiian/Other Pacific Islander	57	98%	54	200
Not White	8	—	7	—
Not Multiracial	64	98%	60	200
General Education	52	98%	48	200
English Proficient	63	98%	60	200
Not Economically Disadvantaged	62	98%	58	200
Male	42	100%	40	200
Female	22	—	20	—
Migrant	0	—	0	—
Not Migrant	64	98%	60	200

✓ Yes

✗ No

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

Unweighted Combined ELA and Math PIs

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	141	166	—	—	154
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	172	192	—	—	182
White	136	161	—	—	149
Multiracial	—	—	—	—	—
Students With Disabilities	—	—	—	—	—
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—

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

**Alternative High School
Equivalency Preparation
Program (AHSEPP)**

A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

Attendance Rate

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.

Average Class Size

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

Completers

Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP).

Core Classes

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages.

Disability Status

Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

Dropouts

Dropouts are students in grades 7-12 and ungraded secondary students whose last enrollment record indicated they dropped out of school. The number of enrolled students used as the denominator for determining the percentage of students who dropped out is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

**Economically
Disadvantaged**

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

**Free and Reduced-Price
Lunch (FRPL)**

Eligible for Free Lunch and Eligible for Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

Gender

Gender of the student being reported, as identified by the parent/guardian.

Grade Level

Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts.

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

Graduates

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

High School Completers

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

Highly Qualified Teachers

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

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

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

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

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

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

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

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

Regents Competency Tests

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

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

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

Total Cohort

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

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

1. Elementary/middle-level (grades 3-8) English Language Arts (ELA)V
2. Elementary/middle-level (grades 3-8) MathematicsV
3. Elementary/middle-level (grades 4 and 8) ScienceV
4. Secondary-level (grades 9-12) ELAV
5. Secondary-level (grades 9-12) MathematicsV
6. Graduation RateV

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

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

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

Safe Harbor Target

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

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

Unweighted Combined PI

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

Section 4: School Report Card
Robbins Lane Elementary School



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

NAME: ROBBINS LANE ELEMENTARY SCHOOL

BEDS Code: 280502060006

ADDRESS: 157 ROBBINS LN, SYOSSET, NY 11791

PHONE: (516) 364-5804

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

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

Students by Gender

Male		Female	
226	47%	251	53%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
1	0	14	169	289	4
0%	0%	3%	35%	61%	1%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
10	2%	41	9%	6	1%

Students by Grade

Kindergarten (Full Day)	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
57	73	85	76	109	74
Ungraded Elementary					
3					

Average Class Size (2013 - 14)

Common Branch

23

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch

2

0%

Eligible for Reduced-Price Lunch

0

0%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate

98%

Student Suspensions

2

0%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience

0%

Turnover Rate of All Teachers

13%

Staff Counts (2013 - 14)

Principals

1

Assistant Principals

0

Other Professional Staff

3

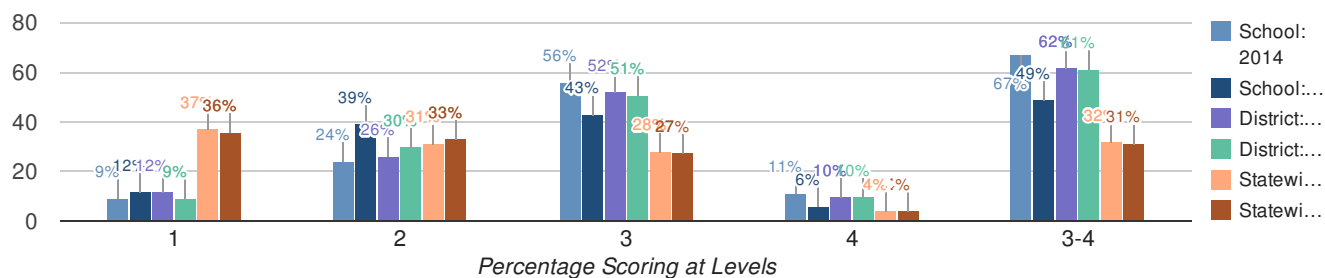
Paraprofessionals

0

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	38	38	43
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	3%	0%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	71%	74%	77%
Total Number of Core Classes	71	71	83
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	93	91	118
Percent Taught by Teachers Without Appropriate Certification	0%	0%	1%

Grade 3 English Language Arts

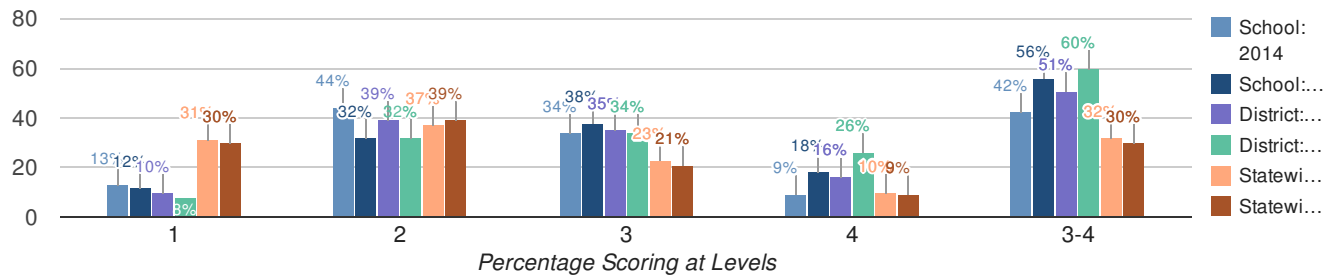


Mean Score

2014	2013
325	318

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	75	9	24	56	11	67	106	12	39	43	6	49
General Education	68	6	25	57	12	69	89	2	40	51	7	57
Students with Disabilities	7	43	14	43	0	43	17	65	29	6	0	6
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	29	—	—	—	—	—	43	—	—	—	—	—
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	3	—	—	—	—	—	1	—	—	—	—	—
White	43	16	28	47	9	56	60	17	42	40	2	42
Multiracial	0	0	0	0	0	0	2	—	—	—	—	—
Small Group Total	32	0	19	69	13	81	46	7	35	48	11	59
Female	38	8	21	61	11	71	55	4	42	51	4	55
Male	37	11	27	51	11	62	51	22	35	35	8	43
English Proficient	74	—	—	—	—	—	101	12	38	45	6	50
Limited English Proficient	1	—	—	—	—	—	5	20	60	20	0	20
Economically Disadvantaged	1	—	—	—	—	—	1	—	—	—	—	—
Not Economically Disadvantaged	74	—	—	—	—	—	105	—	—	—	—	—
Not Migrant	75	9	24	56	11	67	106	12	39	43	6	49

Grade 4 English Language Arts

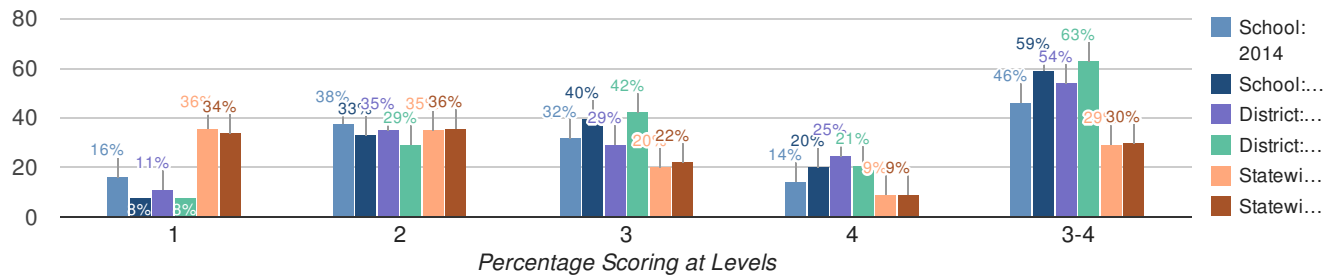


Mean Score

2014	2013
309	320

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	104	13	44	34	9	42	77	12	32	38	18	56
General Education	91	4	48	37	10	47	68	7	34	38	21	59
Students with Disabilities	13	77	15	8	0	8	9	44	22	33	0	33
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	46	—	—	—	—	—	23	—	—	—	—	—
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	1	—	—	—	—	—	2	—	—	—	—	—
White	55	20	47	27	5	33	51	14	27	41	18	59
Multiracial	2	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	49	6	41	41	12	53	26	8	42	31	19	50
Female	57	9	44	37	11	47	43	16	33	37	14	51
Male	47	19	45	30	6	36	34	6	32	38	24	62
English Proficient	100	—	—	—	—	—	77	12	32	38	18	56
Limited English Proficient	4	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	1	—	—	—	—	—	0	0	0	0	0	0
Not Economically Disadvantaged	103	—	—	—	—	—	77	12	32	38	18	56
Not Migrant	104	13	44	34	9	42	77	12	32	38	18	56

Grade 5 English Language Arts

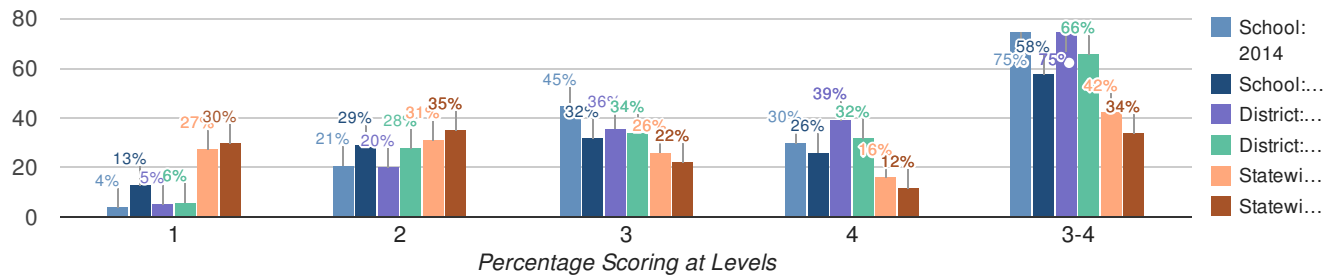


Mean Score

2014	2013
314	323

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	74	16	38	32	14	46	86	8	33	40	20	59
General Education	66	12	38	35	15	50	79	5	32	42	22	63
Students with Disabilities	8	50	38	13	0	13	7	43	43	14	0	14
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	22	—	—	—	—	—	29	—	—	—	—	—
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	2	—	—	—	—	—	4	—	—	—	—	—
White	49	18	41	29	12	41	53	11	34	43	11	55
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0
Small Group Total	25	12	32	40	16	56	33	3	30	33	33	67
Female	41	17	34	29	20	49	47	6	36	40	17	57
Male	33	15	42	36	6	42	39	10	28	38	23	62
English Proficient	74	16	38	32	14	46	82	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	4	—	—	—	—	—
Economically Disadvantaged	2	—	—	—	—	—	0	0	0	0	0	0
Not Economically Disadvantaged	72	—	—	—	—	—	86	8	33	40	20	59
Not Migrant	74	16	38	32	14	46	86	8	33	40	20	59

Grade 3 Mathematics

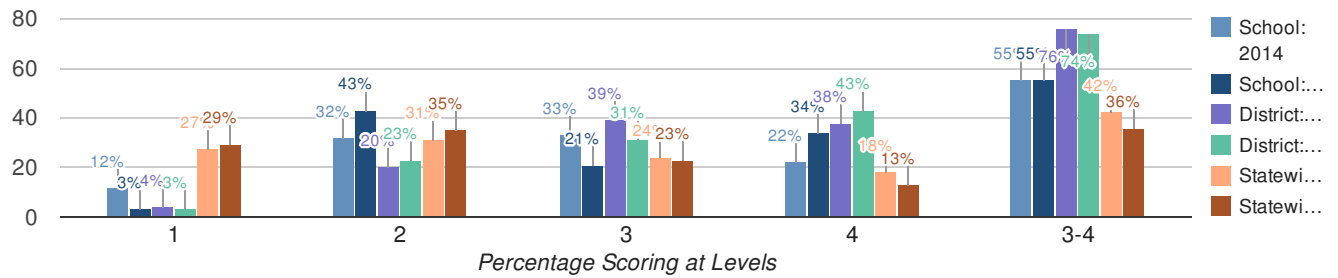


Mean Score

2014	2013
329	318

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	71	4	21	45	30	75	108	13	29	32	26	58
General Education	65	2	22	45	32	77	91	3	31	36	30	66
Students with Disabilities	6	33	17	50	0	50	17	65	18	12	6	18
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	27	—	—	—	—	—	45	—	—	—	—	—
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	3	—	—	—	—	—	1	—	—	—	—	—
White	41	7	32	37	24	61	60	20	33	32	15	47
Multiracial	0	0	0	0	0	0	2	—	—	—	—	—
Small Group Total	30	0	7	57	37	93	48	4	23	33	40	73
Female	37	8	22	49	22	70	57	9	33	32	26	58
Male	34	0	21	41	38	79	51	18	24	33	25	59
English Proficient	70	—	—	—	—	—	101	14	29	32	26	57
Limited English Proficient	1	—	—	—	—	—	7	0	29	43	29	71
Economically Disadvantaged	1	—	—	—	—	—	1	—	—	—	—	—
Not Economically Disadvantaged	70	—	—	—	—	—	107	—	—	—	—	—
Not Migrant	71	4	21	45	30	75	108	13	29	32	26	58

Grade 4 Mathematics

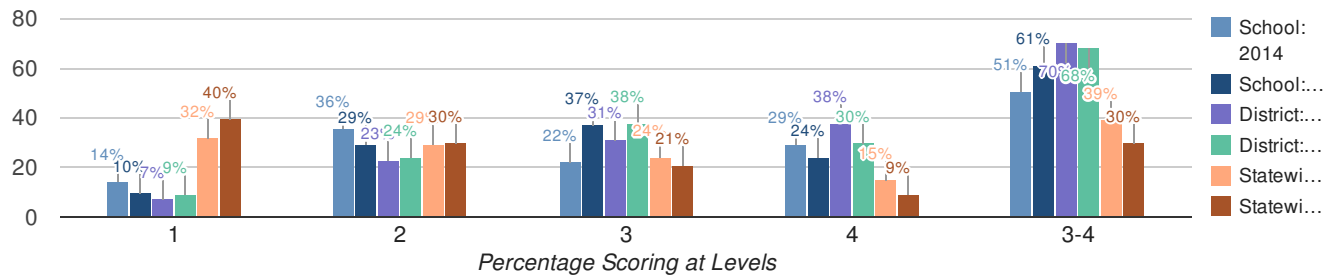


Mean Score

2014	2013
315	322

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	105	12	32	33	22	55	77	3	43	21	34	55
General Education	92	4	35	36	25	61	68	0	41	22	37	59
Students with Disabilities	13	69	15	15	0	15	9	22	56	11	11	22
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	47	—	—	—	—	—	23	—	—	—	—	—
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	1	—	—	—	—	—	2	—	—	—	—	—
White	55	18	40	33	9	42	51	4	51	20	25	45
Multiracial	2	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	50	6	24	34	36	70	26	0	27	23	50	73
Female	57	11	35	33	21	54	43	2	51	21	26	47
Male	48	15	29	33	23	56	34	3	32	21	44	65
English Proficient	100	13	33	33	21	54	77	3	43	21	34	55
Limited English Proficient	5	0	20	40	40	80	0	0	0	0	0	0
Economically Disadvantaged	1	—	—	—	—	—	0	0	0	0	0	0
Not Economically Disadvantaged	104	—	—	—	—	—	77	3	43	21	34	55
Not Migrant	105	12	32	33	22	55	77	3	43	21	34	55

Grade 5 Mathematics

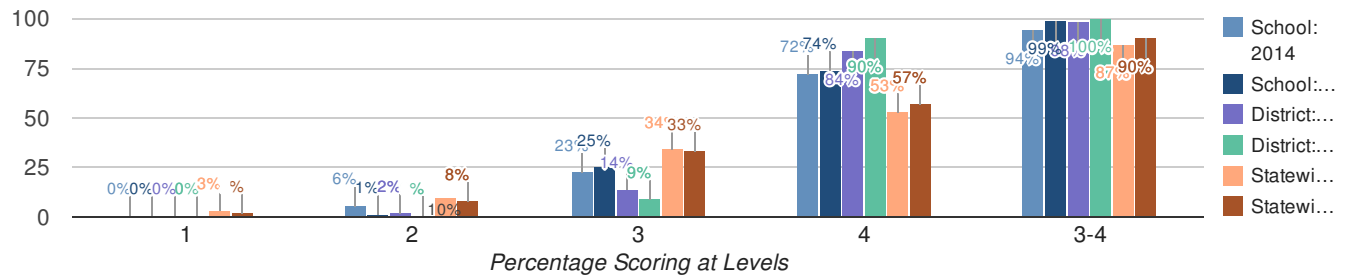


Mean Score

2014	2013
324	330

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	73	14	36	22	29	51	87	10	29	37	24	61
General Education	65	11	32	25	32	57	80	9	25	40	26	66
Students with Disabilities	8	38	63	0	0	0	7	29	71	0	0	0
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	22	—	—	—	—	—	30	—	—	—	—	—
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	2	—	—	—	—	—	4	—	—	—	—	—
White	48	19	42	21	19	40	53	13	38	38	11	49
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0
Small Group Total	25	4	24	24	48	72	34	6	15	35	44	79
Female	40	15	40	28	18	45	48	17	35	35	13	48
Male	33	12	30	15	42	58	39	3	21	38	38	77
English Proficient	73	14	36	22	29	51	82	11	28	37	24	61
Limited English Proficient	0	0	0	0	0	0	5	0	40	40	20	60
Economically Disadvantaged	2	—	—	—	—	—	0	0	0	0	0	0
Not Economically Disadvantaged	71	—	—	—	—	—	87	10	29	37	24	61
Not Migrant	73	14	36	22	29	51	87	10	29	37	24	61

Grade 4 Science



Mean Score

2014	2013
88	90

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	106	0	6	23	72	94	77	0	1	25	74	99
General Education	92	0	0	20	80	100	68	0	0	24	76	100
Students with Disabilities	14	0	43	43	14	57	9	0	11	33	56	89
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	47	—	—	—	—	—	23	—	—	—	—	—
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	1	—	—	—	—	—	2	—	—	—	—	—
White	56	0	7	25	68	93	51	0	2	27	71	98
Multiracial	2	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	50	0	4	20	76	96	26	0	0	19	81	100
Female	57	0	4	19	77	96	43	0	0	30	70	100
Male	49	0	8	27	65	92	34	0	3	18	79	97
English Proficient	101	0	6	22	72	94	77	0	1	25	74	99
Limited English Proficient	5	0	0	40	60	100	0	0	0	0	0	0
Economically Disadvantaged	1	—	—	—	—	—	0	0	0	0	0	0
Not Economically Disadvantaged	105	—	—	—	—	—	77	0	1	25	74	99
Not Migrant	106	0	6	23	72	94	77	0	1	25	74	99

Recently Arrived LEP Students Taking NYSESLAT in Lieu of NYSTP: Grade 3

2014	2013
0	1

Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3

2014	2013
0	1

Recently Arrived LEP Students Taking NYSESLAT in Lieu of NYSTP: Grade 4

2014	2013
1	0

Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4

2014	2013
1	0

Recently Arrived LEP Students Taking NYSESLAT in Lieu of NYSTP: Grade 5

2014	2013
0	1

Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5

2014	2013
0	1

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

*Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

*Reporting standards not met.

NAEP Participation Rates

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

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

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

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

Grade 1	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	2	—	—	—	—
General Education	2	—	—	—	—
Grade 2	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	2	—	—	—	—
General Education	2	—	—	—	—
Grade 3	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
General Education	1	—	—	—	—
Grade 4	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	5	20%	0%	60%	20%
General Education	4	—	—	—	—
Students with Disabilities	1	—	—	—	—

Elementary/Middle-Level English Language Arts Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI ≥ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	263	98%	✓	254	143	82	82
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	—	—	0	—	—	0	—	—	—
Hispanic or Latino	—	—	6	—	—	5	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	98	100%	✓	96	161	110	110
White	✓	✓	156	96%	✓	150	131	101	101
Multiracial	—	—	2	—	—	2	—	—	—
Students With Disabilities	✓	—	32	—	✓	35†	83†	32	32
Limited English Proficient	—	—	6	—	—	5	—	—	—
Economically Disadvantaged	—	—	4	—	—	3	—	—	—

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	262	98%	253	143
Not Black or African American	263	98%	254	143
Not Hispanic or Latino	257	98%	249	142
Not Asian or Native Hawaiian/Other Pacific Islander	165	96%	158	131
Not White	107	100%	104	160
Not Multiracial	261	98%	252	143
General Education	231	98%	223	152
English Proficient	257	98%	249	143
Not Economically Disadvantaged	259	98%	251	143
Male	125	96%	119	137
Female	138	99%	135	147
Migrant	0	—	0	—
Not Migrant	263	98%	254	143

✓ Yes

✗ No

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

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

Elementary/Middle-Level Mathematics Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI ≥ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	262	96%	✓	250	150	79	79
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	—	—	0	—	—	0	—	—	—
Hispanic or Latino	—	—	6	—	—	5	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	97	99%	✓	95	179	125	125
White	✓	✓	321*	97%*	✓	147	133	96	96
Multiracial	—	—	2	—	—	2	—	—	—
Students With Disabilities	✓	—	32	—	✓	34†	91†	32	32
Limited English Proficient	—	—	6	—	—	6	—	—	—
Economically Disadvantaged	—	—	4	—	—	3	—	—	—

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	261	96%	249	151
Not Black or African American	262	96%	250	150
Not Hispanic or Latino	256	96%	245	150
Not Asian or Native Hawaiian/Other Pacific Islander	165	95%	155	133
Not White	106	99%	103	176
Not Multiracial	260	96%	248	151
General Education	230	97%	220	160
English Proficient	256	96%	244	150
Not Economically Disadvantaged	258	96%	247	151
Male	249*	97%*	117	155
Female	137	99%	133	147
Migrant	0	—	0	—
Not Migrant	262	96%	250	150

✓ Yes

✗ No

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

Student Group	Made AYP	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✓	✓	111	97%	✓	107	194	173	173
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	0	—	—	0	—	—	—
Hispanic or Latino	—	—	1	—	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	47	100%	✓	46	198	175	1
White	✓	✓	61	95%	✓	58	193	179	179
Multiracial	—	—	2	—	—	2	—	—	—
Students With Disabilities	—	—	16	—	—	16	—	—	—
Limited English Proficient	—	—	5	—	—	5	—	—	—
Economically Disadvantaged	—	—	1	—	—	1	—	—	—

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	111	97%	107	194
Not Black or African American	111	97%	107	194
Not Hispanic or Latino	110	97%	106	194
Not Asian or Native Hawaiian/Other Pacific Islander	64	95%	61	192
Not White	50	100%	49	196
Not Multiracial	109	97%	105	195
General Education	95	97%	91	200
English Proficient	106	97%	102	194
Not Economically Disadvantaged	110	97%	106	194
Male	52	96%	50	192
Female	59	98%	57	196
Migrant	0	—	0	—
Not Migrant	111	97%	107	194

✓ Yes

✗ No

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

Unweighted Combined ELA and Math PIs

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	143	150	—	—	147
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	161	179	—	—	170
White	131	133	—	—	132
Multiracial	—	—	—	—	—
Students With Disabilities	83	91	—	—	87
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—

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

**Alternative High School
Equivalency Preparation
Program (AHSEPP)**

A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

Attendance Rate

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.

Average Class Size

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

Completers

Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP).

Core Classes

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages.

Disability Status

Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

Dropouts

Dropouts are students in grades 7-12 and ungraded secondary students whose last enrollment record indicated they dropped out of school. The number of enrolled students used as the denominator for determining the percentage of students who dropped out is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

**Economically
Disadvantaged**

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

**Free and Reduced-Price
Lunch (FRPL)**

Eligible for Free Lunch and Eligible for Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

Gender

Gender of the student being reported, as identified by the parent/guardian.

Grade Level

Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts.

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

Graduates

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

High School Completers

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

Highly Qualified Teachers

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

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

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

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

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

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

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

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

Regents Competency Tests

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

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

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

Total Cohort

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

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

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

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

Safe Harbor Target

Safe harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EA Os 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, E ELA = 150, E ath = 180, S ELA = 140, S ath = 160: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.

Section 5: School Report Card
South Grove Elementary School



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

NAME: SOUTH GROVE ELEMENTARY SCHOOL

BEDS Code: 280502060007

ADDRESS: 60 COLONY LN, SYOSSET, NY 11791

PHONE: (516) 364-5810

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

SOUTH GROVE ELEMENTARY SCHOOL Enrollment (2013 - 14)**K-12 Enrollment: 417**

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

Students by Gender

Male		Female	
231	55%	186	45%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
1	2	20	195	183	16
0%	0%	5%	47%	44%	4%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
17	4%	36	9%	6	1%

Students by Grade

Kindergarten (Full Day)	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
71	66	51	77	71	81

Average Class Size (2013 - 14)

Common Branch

21

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch

5

1%

Eligible for Reduced-Price Lunch

0

0%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate

98%

Student Suspensions

2

0%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience

0%

Turnover Rate of All Teachers

27%

Staff Counts (2013 - 14)

Principals

1

Assistant Principals

0

Other Professional Staff

3

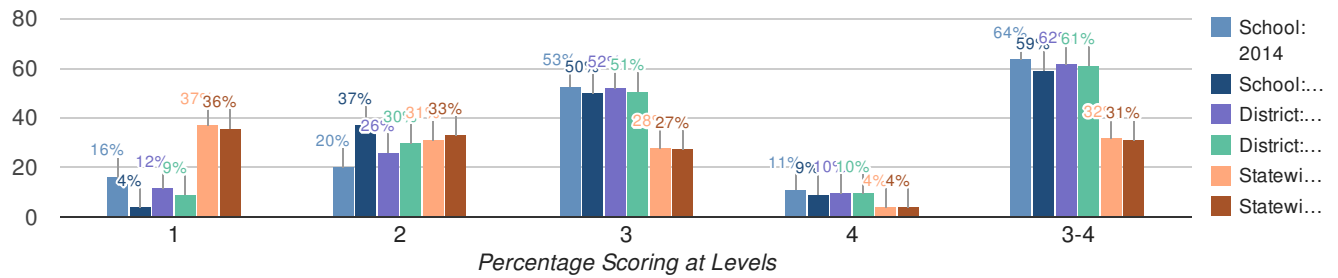
Paraprofessionals

0

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	30	30	27
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	0%	0%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate	93%	87%	78%
Total Number of Core Classes	33	36	32
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	48	51	40
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

Grade 3 English Language Arts

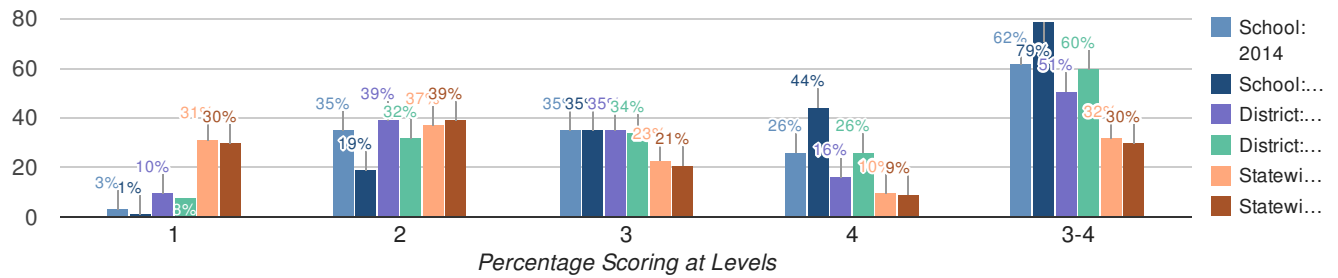


Mean Score

2014	2013
320	322

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	75	16	20	53	11	64	68	4	37	50	9	59
General Education	64	9	20	59	11	70	64	—	—	—	—	—
Students with Disabilities	11	55	18	18	9	27	4	—	—	—	—	—
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	29	10	28	52	10	62	31	0	32	55	13	68
Black or African American	2	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	9	22	0	78	0	78	2	—	—	—	—	—
White	30	20	20	47	13	60	32	9	44	41	6	47
Multiracial	5	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	7	14	14	57	14	71	5	0	20	80	0	80
Female	32	16	19	53	13	66	27	4	44	41	11	52
Male	43	16	21	53	9	63	41	5	32	56	7	63
English Proficient	73	—	—	—	—	—	67	—	—	—	—	—
Limited English Proficient	2	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	2	—	—	—	—	—	0	0	0	0	0	0
Not Economically Disadvantaged	73	—	—	—	—	—	68	4	37	50	9	59
Not Migrant	75	16	20	53	11	64	68	4	37	50	9	59

Grade 4 English Language Arts

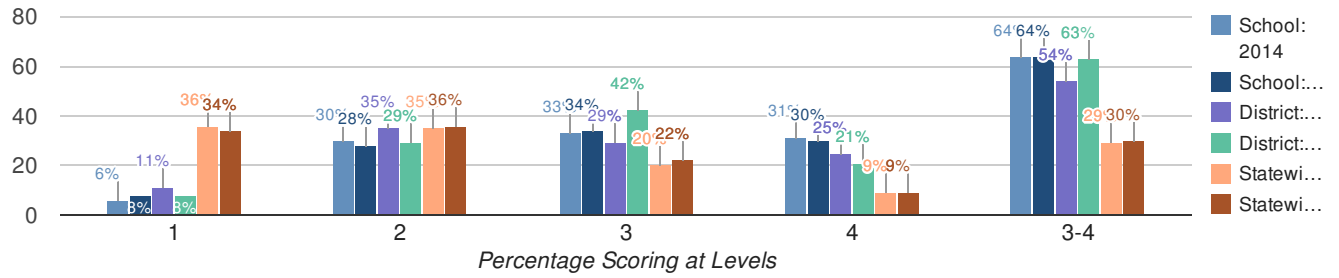


Mean Score

2014	2013
327	337

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	68	3	35	35	26	62	77	1	19	35	44	79
General Education	64	—	—	—	—	—	66	2	14	38	47	85
Students with Disabilities	4	—	—	—	—	—	11	0	55	18	27	45
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	33	3	36	24	36	61	33	0	9	30	61	91
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	2	—	—	—	—	—	2	—	—	—	—	—
White	30	3	33	50	13	63	39	3	28	41	28	69
Multiracial	3	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	5	0	40	20	40	60	5	0	20	20	60	80
Female	29	3	38	31	28	59	32	3	16	28	53	81
Male	39	3	33	38	26	64	45	0	22	40	38	78
English Proficient	67	—	—	—	—	—	77	1	19	35	44	79
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	1	—	—	—	—	—	0	0	0	0	0	0
Not Economically Disadvantaged	67	—	—	—	—	—	77	1	19	35	44	79
Not Migrant	68	3	35	35	26	62	77	1	19	35	44	79

Grade 5 English Language Arts

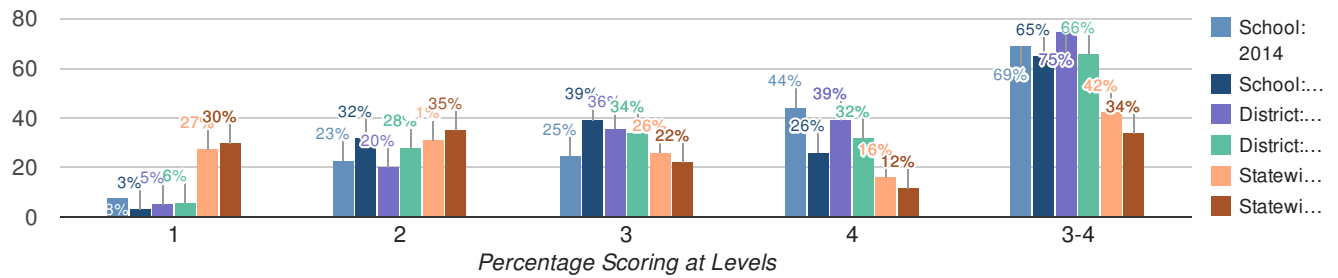


Mean Score

2014							2013						
327							328						

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	81	6	30	33	31	64	74	8	28	34	30	64
General Education	70	4	26	37	33	70	62	2	24	39	35	74
Students with Disabilities	11	18	55	9	18	27	12	42	50	8	0	8
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	37	0	16	41	43	84	31	10	23	42	26	68
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	2	—	—	—	—	—	5	0	20	80	0	80
White	39	13	44	26	18	44	33	9	39	15	36	52
Multiracial	2	—	—	—	—	—	5	0	0	60	40	100
Small Group Total	5	0	20	40	40	80	0	0	0	0	0	0
Female	34	3	41	26	29	56	33	6	27	30	36	67
Male	47	9	21	38	32	70	41	10	29	37	24	61
English Proficient	81	6	30	33	31	64	73	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	0	0	0	0	0	0	0	0	0	0	0	0
Not Economically Disadvantaged	81	6	30	33	31	64	74	8	28	34	30	64
Not Migrant	81	6	30	33	31	64	74	8	28	34	30	64

Grade 3 Mathematics

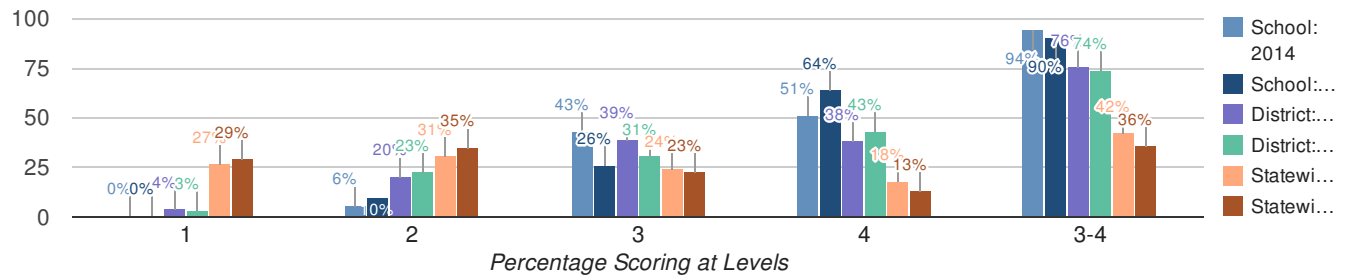


Mean Score

2014	2013
328	324

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	77	8	23	25	44	69	69	3	32	39	26	65
General Education	67	3	21	28	48	76	65	—	—	—	—	—
Students with Disabilities	10	40	40	0	20	20	4	—	—	—	—	—
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	31	0	16	32	52	84	32	0	31	34	34	69
Black or African American	2	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	10	20	20	40	20	60	2	—	—	—	—	—
White	29	10	34	14	41	55	32	6	31	47	16	63
Multiracial	5	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	7	14	14	14	57	71	5	0	40	20	40	60
Female	34	9	21	35	35	71	28	7	29	36	29	64
Male	43	7	26	16	51	67	41	0	34	41	24	66
English Proficient	73	—	—	—	—	—	67	—	—	—	—	—
Limited English Proficient	4	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	2	—	—	—	—	—	0	0	0	0	0	0
Not Economically Disadvantaged	75	—	—	—	—	—	69	3	32	39	26	65
Not Migrant	77	8	23	25	44	69	69	3	32	39	26	65

Grade 4 Mathematics

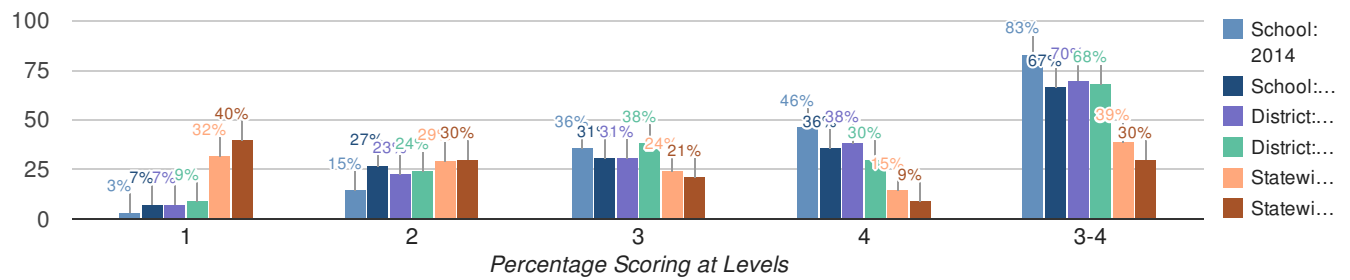


Mean Score

2014	2013
348	349

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	67	0	6	43	51	94	77	0	10	26	64	90
General Education	63	—	—	—	—	—	66	0	3	26	71	97
Students with Disabilities	4	—	—	—	—	—	11	0	55	27	18	45
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	33	0	3	42	55	97	33	0	3	9	88	97
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	2	—	—	—	—	—	2	—	—	—	—	—
White	29	0	7	45	48	93	39	0	13	41	46	87
Multiracial	3	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	5	0	20	40	40	80	5	0	40	20	40	60
Female	28	0	11	57	32	89	32	0	9	41	50	91
Male	39	0	3	33	64	97	45	0	11	16	73	89
English Proficient	66	—	—	—	—	—	77	0	10	26	64	90
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	0	0	0	0	0	0	0	0	0	0	0	0
Not Economically Disadvantaged	67	0	6	43	51	94	77	0	10	26	64	90
Not Migrant	67	0	6	43	51	94	77	0	10	26	64	90

Grade 5 Mathematics

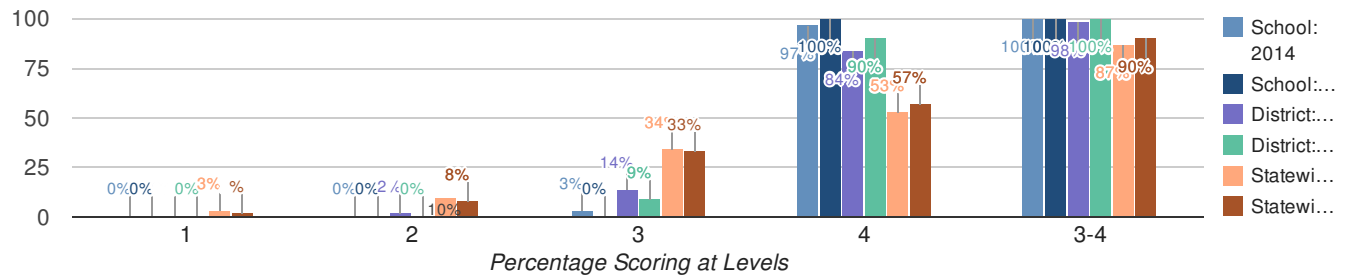


Mean Score

2014	2013
343	330

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	80	3	15	36	46	83	75	7	27	31	36	67
General Education	70	0	13	37	50	87	63	2	22	33	43	76
Students with Disabilities	10	20	30	30	20	50	12	33	50	17	0	17
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	37	0	5	22	73	95	32	3	19	25	53	78
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	2	—	—	—	—	—	5	0	40	60	0	60
White	38	5	24	47	24	71	33	12	36	27	24	52
Multiracial	2	—	—	—	—	—	5	0	0	60	40	100
Small Group Total	5	0	20	60	20	80	0	0	0	0	0	0
Female	34	3	18	41	38	79	34	9	29	32	29	62
Male	46	2	13	33	52	85	41	5	24	29	41	71
English Proficient	80	3	15	36	46	83	73	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	2	—	—	—	—	—
Economically Disadvantaged	0	0	0	0	0	0	0	0	0	0	0	0
Not Economically Disadvantaged	80	3	15	36	46	83	75	7	27	31	36	67
Not Migrant	80	3	15	36	46	83	75	7	27	31	36	67

Grade 4 Science



Mean Score

2014	2013
94	96

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	70	0	0	3	97	100	77	0	0	0	100	100
General Education	66	—	—	—	—	—	66	0	0	0	100	100
Students with Disabilities	4	—	—	—	—	—	11	0	0	0	100	100
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	33	0	0	3	97	100	33	0	0	0	100	100
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	2	—	—	—	—	—	2	—	—	—	—	—
White	32	0	0	3	97	100	39	0	0	0	100	100
Multiracial	3	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	5	0	0	0	100	100	5	0	0	0	100	100
Female	30	0	0	3	97	100	32	0	0	0	100	100
Male	40	0	0	3	98	100	45	0	0	0	100	100
English Proficient	69	—	—	—	—	—	77	0	0	0	100	100
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	1	—	—	—	—	—	0	0	0	0	0	0
Not Economically Disadvantaged	69	—	—	—	—	—	77	0	0	0	100	100
Not Migrant	70	0	0	3	97	100	77	0	0	0	100	100

Recently Arrived LEP Students Taking NYSESLAT in Lieu of NYSTP: Grade 3

2014	2013
2	1

Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3

2014	2013
2	1

Recently Arrived LEP Students Taking NYSESLAT in Lieu of NYSTP: Grade 5

2014	2013
0	1

Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5

2014	2013
0	1

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

*Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

*Reporting standards not met.

NAEP Participation Rates

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

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

Kindergarten	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	3	—	—	—	—
General Education	3	—	—	—	—
Grade 1	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	9	0%	11%	22%	67%
General Education	8	—	—	—	—
Students with Disabilities	1	—	—	—	—
Grade 2	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
General Education	1	—	—	—	—
Grade 3	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	4	—	—	—	—
General Education	4	—	—	—	—
Grade 4	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
General Education	1	—	—	—	—

Elementary/Middle-Level English Language Arts Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	231	98%	✓	221	159	82	82
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	—	—	2	—	—	2	—	—	—
Hispanic or Latino	—	—	14	—	—	13	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	101	100%	✓	96	169	110	110
White	✓	✓	102	97%	✓	99	149	99	99
Multiracial	—	—	11	—	—	10	—	—	—
Students With Disabilities	—	—	28	—	—	26	—	—	—
Limited English Proficient	—	—	5	—	—	3	—	—	—
Economically Disadvantaged	—	—	3	—	—	3	—	—	—

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	230	98%	220	159
Not Black or African American	229	98%	219	160
Not Hispanic or Latino	217	98%	208	159
Not Asian or Native Hawaiian/Other Pacific Islander	130	96%	125	152
Not White	129	98%	122	167
Not Multiracial	220	98%	211	159
General Education	203	99%	195	169
English Proficient	226	98%	218	160
Not Economically Disadvantaged	228	98%	218	160
Male	133	98%	129	158
Female	98	98%	92	161
Migrant	0	—	0	—
Not Migrant	231	98%	221	159

✓ Yes

✗ No

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

Elementary/Middle-Level Mathematics Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI ≥ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	231	97%	✓	220	178	79	79
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	—	—	2	—	—	2	—	—	—
Hispanic or Latino	—	—	14	—	—	14	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	101	100%	✓	97	193	125	125
White	✓	✓	206*	97%*	✓	96	168	95	95
Multiracial	—	—	11	—	—	10	—	—	—
Students With Disabilities	—	—	28	—	—	24	—	—	—
Limited English Proficient	—	—	5	—	—	4	—	—	—
Economically Disadvantaged	—	—	3	—	—	2	—	—	—

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	230	97%	219	178
Not Black or African American	229	97%	218	178
Not Hispanic or Latino	217	97%	206	180
Not Asian or Native Hawaiian/Other Pacific Islander	130	95%	123	166
Not White	129	99%	124	185
Not Multiracial	220	97%	210	177
General Education	203	99%	196	186
English Proficient	226	97%	216	177
Not Economically Disadvantaged	228	97%	218	178
Male	133	96%	127	180
Female	98	98%	93	174
Migrant	0	—	0	—
Not Migrant	231	97%	220	178

✓ Yes

✗ No

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

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

Elementary/Middle-Level Science Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✓	✓	70	100%	✓	70	200	172	172
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	0	—	—	0	—	—	—
Hispanic or Latino	—	—	2	—	—	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	—	33	—	✓	33	200	172	172
White	✓	—	32	—	✓	32	200	175	175
Multiracial	—	—	3	—	—	3	—	—	—
Students With Disabilities	—	—	4	—	—	4	—	—	—
Limited English Proficient	—	—	1	—	—	1	—	—	—
Economically Disadvantaged	—	—	1	—	—	1	—	—	—

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	70	100%	70	200
Not Black or African American	70	100%	70	200
Not Hispanic or Latino	68	100%	68	200
Not Asian or Native Hawaiian/Other Pacific Islander	37	—	37	200
Not White	38	—	38	200
Not Multiracial	67	100%	67	200
General Education	66	100%	66	200
English Proficient	69	100%	69	200
Not Economically Disadvantaged	69	100%	69	200
Male	40	100%	40	200
Female	30	—	30	200
Migrant	0	—	0	—
Not Migrant	70	100%	70	200

✓ Yes

✗ No

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

Unweighted Combined ELA and Math PIs

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	159	178	—	—	169
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	169	193	—	—	181
White	149	168	—	—	159
Multiracial	—	—	—	—	—
Students With Disabilities	—	—	—	—	—
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—

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

**Alternative High School
Equivalency Preparation
Program (AHSEPP)**

A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

Attendance Rate

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.

Average Class Size

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

Completers

Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP).

Core Classes

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages.

Disability Status

Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

Dropouts

Dropouts are students in grades 7-12 and ungraded secondary students whose last enrollment record indicated they dropped out of school. The number of enrolled students used as the denominator for determining the percentage of students who dropped out is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

**Economically
Disadvantaged**

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

**Free and Reduced-Price
Lunch (FRPL)**

Eligible for Free Lunch and Eligible for Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

Gender

Gender of the student being reported, as identified by the parent/guardian.

Grade Level

Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts.

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

Graduates

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

High School Completers

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

Highly Qualified Teachers

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

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

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

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

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

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

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

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

Regents Competency Tests

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

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

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

Total Cohort

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

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

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

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

Safe Harbor Target

Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EA Os 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, E ELA = 150, E ath = 180, HS ELA = 140, HS ath = 160: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.

Section 6: School Report Card
Village Elementary School



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

NAME: VILLAGE ELEMENTARY SCHOOL

BEDS Code: 280502060010

ADDRESS: 90 CONVENT RD, SYOSSET, NY 11791

PHONE: (516) 364-5817

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

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

Students by Gender

Male		Female	
210	54%	177	46%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
1	2	27	117	236	4
0%	1%	7%	30%	61%	1%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
13	3%	31	8%	5	1%

Students by Grade

Kindergarten (Full Day)	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
57	54	58	72	74	71
Ungraded Elementary					
1					

Average Class Size (2013 - 14)

Common Branch

22

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch

3

1%

Eligible for Reduced-Price Lunch

1

0%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate

98%

Student Suspensions

1

0%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience

0%

Turnover Rate of All Teachers

13%

Staff Counts (2013 - 14)

Principals

1

Assistant Principals

0

Other Professional Staff

3

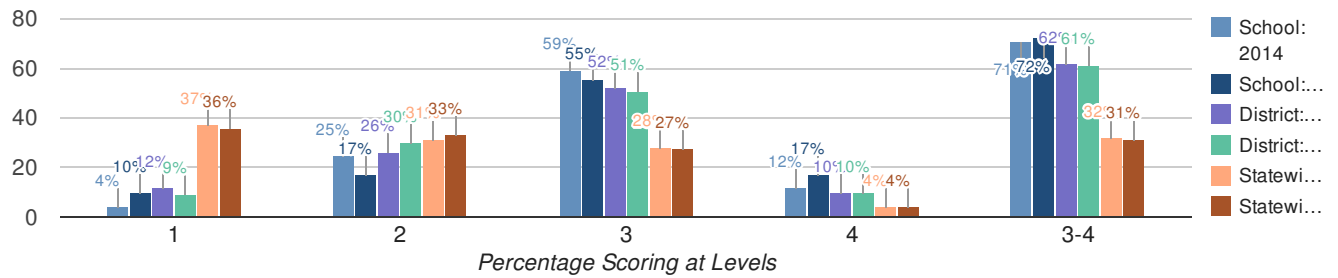
Paraprofessionals

0

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	30	31	31
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	0%	3%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	87%	84%	87%
Total Number of Core Classes	40	40	41
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	51	53	54
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

Grade 3 English Language Arts

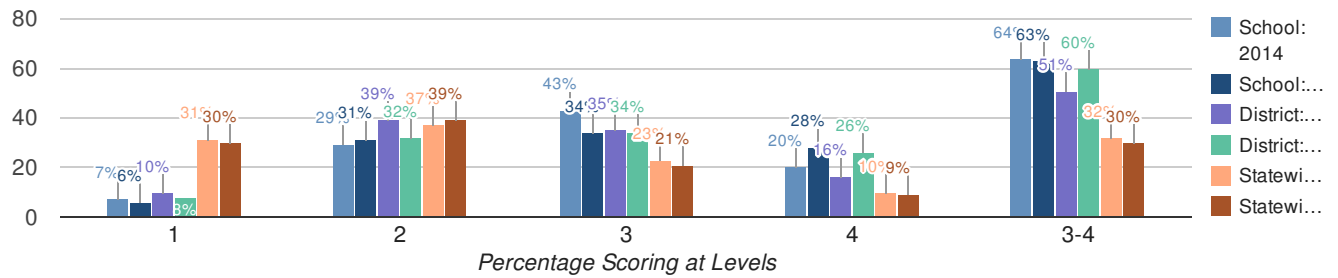


Mean Score

2014	2013
329	330

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	68	4	25	59	12	71	69	10	17	55	17	72
General Education	65	—	—	—	—	—	62	3	19	58	19	77
Students with Disabilities	3	—	—	—	—	—	7	71	0	29	0	29
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	25	4	20	56	20	76	18	0	11	44	44	89
Black or African American	1	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	6	—	—	—	—	—	3	—	—	—	—	—
White	36	6	28	58	8	67	45	13	20	58	9	67
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0
Small Group Total	7	0	29	71	0	71	6	17	17	67	0	67
Female	29	0	14	72	14	86	33	6	12	61	21	82
Male	39	8	33	49	10	59	36	14	22	50	14	64
English Proficient	68	4	25	59	12	71	69	10	17	55	17	72
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	1	—	—	—	—	—	0	0	0	0	0	0
Not Economically Disadvantaged	67	—	—	—	—	—	69	10	17	55	17	72
Not Migrant	68	4	25	59	12	71	69	10	17	55	17	72

Grade 4 English Language Arts

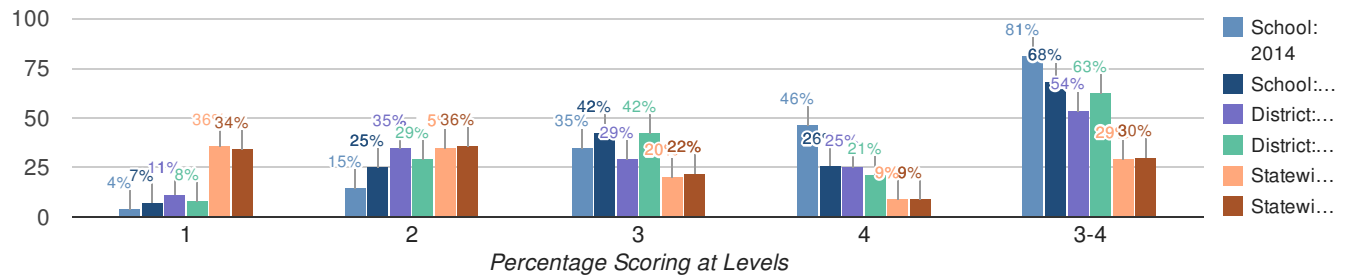


Mean Score

2014	2013
324	325

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	69	7	29	43	20	64	67	6	31	34	28	63
General Education	62	3	27	47	23	69	61	3	28	38	31	69
Students with Disabilities	7	43	43	14	0	14	6	33	67	0	0	0
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	22	0	18	55	27	82	24	—	—	—	—	—
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	2	—	—	—	—	—
White	42	12	33	38	17	55	40	10	35	40	15	55
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0
Small Group Total	5	0	40	40	20	60	27	0	26	26	48	74
Female	37	5	32	38	24	62	38	3	26	34	37	71
Male	32	9	25	50	16	66	29	10	38	34	17	52
English Proficient	66	—	—	—	—	—	67	6	31	34	28	63
Limited English Proficient	3	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	1	—	—	—	—	—	1	—	—	—	—	—
Not Economically Disadvantaged	68	—	—	—	—	—	66	—	—	—	—	—
Not Migrant	69	7	29	43	20	64	67	6	31	34	28	63

Grade 5 English Language Arts

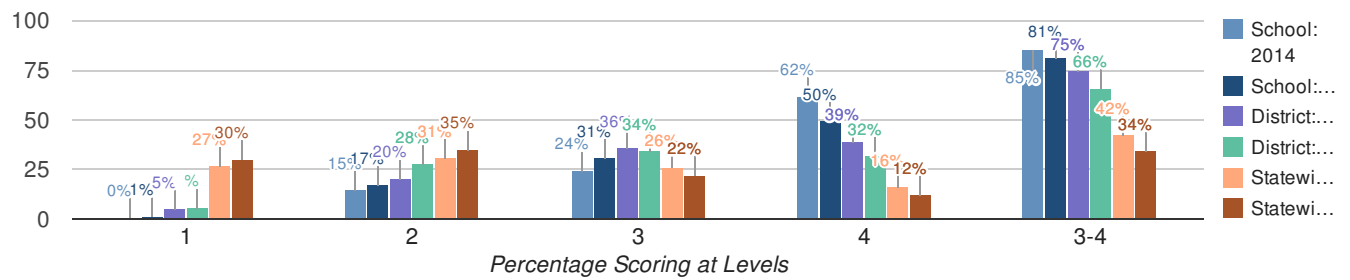


Mean Score

2014	2013
338	328

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	68	4	15	35	46	81	73	7	25	42	26	68
General Education	63	2	13	37	49	86	69	—	—	—	—	—
Students with Disabilities	5	40	40	20	0	20	4	—	—	—	—	—
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	27	—	—	—	—	—	25	—	—	—	—	—
Black or African American	1	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	2	—	—	—	—	—	1	—	—	—	—	—
White	38	5	24	39	32	71	47	9	28	40	23	64
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0
Small Group Total	30	3	3	30	63	93	26	4	19	46	31	77
Female	40	3	13	30	55	85	41	7	24	41	27	68
Male	28	7	18	43	32	75	32	6	25	44	25	69
English Proficient	67	—	—	—	—	—	71	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	0	0	0	0	0	0	1	—	—	—	—	—
Not Economically Disadvantaged	68	4	15	35	46	81	72	—	—	—	—	—
Not Migrant	68	4	15	35	46	81	73	7	25	42	26	68

Grade 3 Mathematics

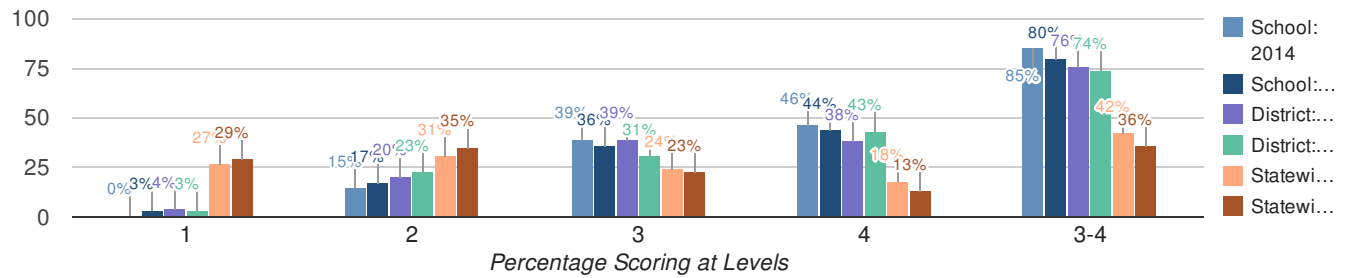


Mean Score

2014	2013
346	339

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	68	0	15	24	62	85	70	1	17	31	50	81
General Education	64	—	—	—	—	—	63	2	14	29	56	84
Students with Disabilities	4	—	—	—	—	—	7	0	43	57	0	57
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	25	0	4	16	80	96	19	0	11	21	68	89
Black or African American	1	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	6	—	—	—	—	—	3	—	—	—	—	—
White	36	0	25	28	47	75	45	2	20	31	47	78
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0
Small Group Total	7	0	0	29	71	100	6	0	17	67	17	83
Female	29	0	10	28	62	90	34	0	9	38	53	91
Male	39	0	18	21	62	82	36	3	25	25	47	72
English Proficient	68	0	15	24	62	85	69	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	1	—	—	—	—	—	0	0	0	0	0	0
Not Economically Disadvantaged	67	—	—	—	—	—	70	1	17	31	50	81
Not Migrant	68	0	15	24	62	85	70	1	17	31	50	81

Grade 4 Mathematics

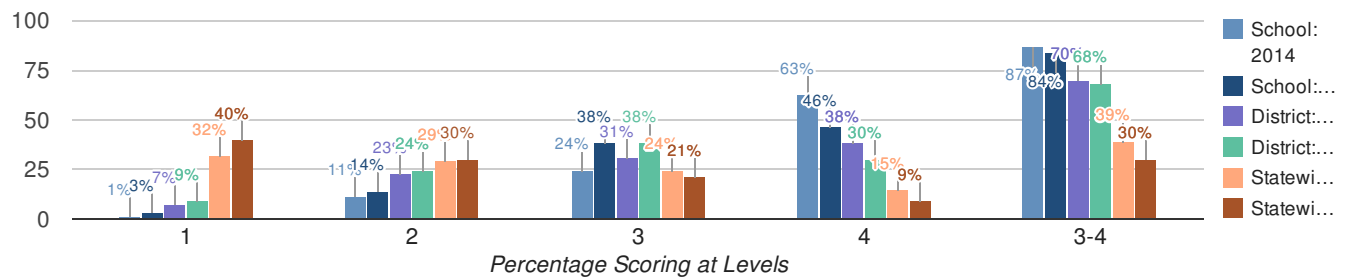


Mean Score

2014	2013
338	337

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	72	0	15	39	46	85	70	3	17	36	44	80
General Education	65	0	12	37	51	88	64	0	17	34	48	83
Students with Disabilities	7	0	43	57	0	57	6	33	17	50	0	50
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	23	0	4	17	78	96	26	—	—	—	—	—
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	2	—	—	—	—	—
White	44	0	20	45	34	80	41	5	27	46	22	68
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0
Small Group Total	5	0	20	80	0	80	29	0	3	21	76	97
Female	38	0	16	34	50	84	39	5	13	31	51	82
Male	34	0	15	44	41	85	31	0	23	42	35	77
English Proficient	68	—	—	—	—	—	68	—	—	—	—	—
Limited English Proficient	4	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	1	—	—	—	—	—	1	—	—	—	—	—
Not Economically Disadvantaged	71	—	—	—	—	—	69	—	—	—	—	—
Not Migrant	72	0	15	39	46	85	70	3	17	36	44	80

Grade 5 Mathematics

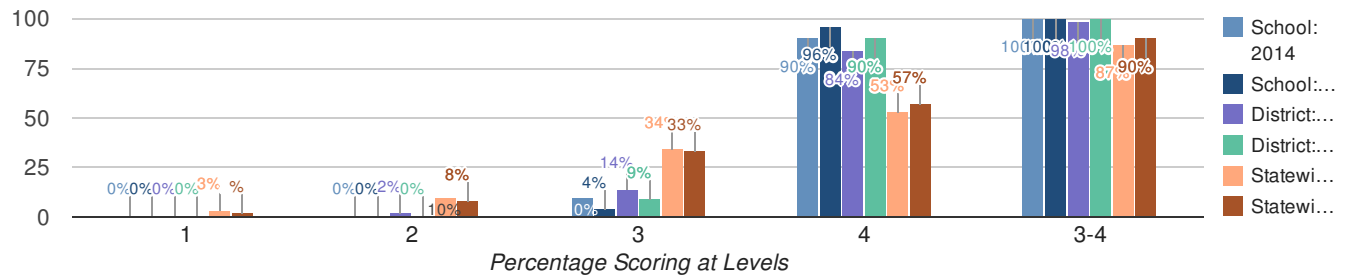


Mean Score

2014	2013
355	341

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	70	1	11	24	63	87	74	3	14	38	46	84
General Education	65	0	11	23	66	89	70	—	—	—	—	—
Students with Disabilities	5	20	20	40	20	60	4	—	—	—	—	—
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	28	—	—	—	—	—	26	—	—	—	—	—
Black or African American	1	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	2	—	—	—	—	—	1	—	—	—	—	—
White	39	3	18	38	41	79	47	2	17	38	43	81
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0
Small Group Total	31	0	3	6	90	97	27	4	7	37	52	89
Female	39	0	8	26	67	92	42	2	17	38	43	81
Male	31	3	16	23	58	81	32	3	9	38	50	88
English Proficient	68	—	—	—	—	—	71	—	—	—	—	—
Limited English Proficient	2	—	—	—	—	—	3	—	—	—	—	—
Economically Disadvantaged	0	0	0	0	0	0	1	—	—	—	—	—
Not Economically Disadvantaged	70	1	11	24	63	87	73	—	—	—	—	—
Not Migrant	70	1	11	24	63	87	74	3	14	38	46	84

Grade 4 Science



Mean Score

2014	2013
92	94

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	73	0	0	10	90	100	70	0	0	4	96	100
General Education	66	0	0	6	94	100	64	0	0	2	98	100
Students with Disabilities	7	0	0	43	57	100	6	0	0	33	67	100
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	23	0	0	0	100	100	26	—	—	—	—	—
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	2	—	—	—	—	—
White	45	0	0	13	87	100	41	0	0	7	93	100
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0
Small Group Total	5	0	0	20	80	100	29	0	0	0	100	100
Female	38	0	0	8	92	100	39	0	0	3	97	100
Male	35	0	0	11	89	100	31	0	0	6	94	100
English Proficient	69	—	—	—	—	—	68	—	—	—	—	—
Limited English Proficient	4	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	1	—	—	—	—	—	1	—	—	—	—	—
Not Economically Disadvantaged	72	—	—	—	—	—	69	—	—	—	—	—
Not Migrant	73	0	0	10	90	100	70	0	0	4	96	100

Recently Arrived LEP Students Taking NYSESLAT in Lieu of NYSTP: Grade 3

2014	2013
0	1

Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3

2014	2013
0	1

Recently Arrived LEP Students Taking NYSESLAT in Lieu of NYSTP: Grade 4

2014	2013
1	2

Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4

2014	2013
1	2

Recently Arrived LEP Students Taking NYSESLAT in Lieu of NYSTP: Grade 5

2014	2013
1	1

Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5

2014	2013
1	1

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

*Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

*Reporting standards not met.

NAEP Participation Rates

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

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

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

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

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

Elementary/Middle-Level English Language Arts Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI ≥ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	218	95%	✓	203	167	81	81
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	—	—	2	—	—	2	—	—	—
Hispanic or Latino	—	—	12	—	—	12	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	75	100%	✓	71	185	109	109
White	✓	✓	262*	95%*	✓	117	158	99	99
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	19	—	—	15	—	—	—
Limited English Proficient	—	—	6	—	—	4	—	—	—
Economically Disadvantaged	—	—	2	—	—	2	—	—	—

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	217	95%	202	167
Not Black or African American	216	95%	201	167
Not Hispanic or Latino	206	95%	191	169
Not Asian or Native Hawaiian/Other Pacific Islander	287*	96%*	132	158
Not White	90	100%	86	180
Not Multiracial	218	95%	203	167
General Education	199	96%	188	175
English Proficient	212	95%	199	168
Not Economically Disadvantaged	216	95%	201	167
Male	210*	95%*	98	158
Female	107	98%	105	176
Migrant	0	—	0	—
Not Migrant	218	95%	203	167

✓ Yes

✗ No

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

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	218	96%	✓	208	186	78	78
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	—	—	2	—	—	2	—	—	—
Hispanic or Latino	—	—	12	—	—	12	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	75	100%	✓	73	196	124	124
White	✓	✓	262*	97%*	✓	120	178	96	96
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	19	—	—	16	—	—	—
Limited English Proficient	—	—	6	—	—	6	—	—	—
Economically Disadvantaged	—	—	2	—	—	2	—	—	—

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	217	96%	207	186
Not Black or African American	216	96%	206	185
Not Hispanic or Latino	206	96%	196	185
Not Asian or Native Hawaiian/Other Pacific Islander	287*	97%*	135	180
Not White	90	100%	88	195
Not Multiracial	218	96%	208	186
General Education	199	97%	192	189
English Proficient	212	96%	202	186
Not Economically Disadvantaged	216	96%	206	185
Male	111	95%	103	182
Female	107	98%	105	190
Migrant	0	—	0	—
Not Migrant	218	96%	208	186

✓ Yes

✗ No

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

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

Elementary/Middle-Level Science Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✓	✓	74	99%	✓	73	200	172	172
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	—	—	0	—	—	0	—	—	—
Hispanic or Latino	—	—	4	—	—	4	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	23	—	—	23	—	—	—
White	✓	✓	46	98%	✓	45	200	178	178
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	7	—	—	7	—	—	—
Limited English Proficient	—	—	4	—	—	4	—	—	—
Economically Disadvantaged	—	—	1	—	—	1	—	—	—

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	73	99%	72	200
Not Black or African American	74	99%	73	200
Not Hispanic or Latino	70	99%	69	200
Not Asian or Native Hawaiian/Other Pacific Islander	51	98%	50	200
Not White	28	—	28	—
Not Multiracial	74	99%	73	200
General Education	67	99%	66	200
English Proficient	70	99%	69	200
Not Economically Disadvantaged	73	99%	72	200
Male	36	—	35	200
Female	38	—	38	200
Migrant	0	—	0	—
Not Migrant	74	99%	73	200

✓ Yes

✗ No

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

Unweighted Combined ELA and Math PIs

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	167	186	—	—	177
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	185	196	—	—	191
White	158	178	—	—	168
Multiracial	—	—	—	—	—
Students With Disabilities	—	—	—	—	—
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—

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

**Alternative High School
Equivalency Preparation
Program (AHSEPP)**

A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

Attendance Rate

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.

Average Class Size

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

Completers

Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP).

Core Classes

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages.

Disability Status

Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

Dropouts

Dropouts are students in grades 7-12 and ungraded secondary students whose last enrollment record indicated they dropped out of school. The number of enrolled students used as the denominator for determining the percentage of students who dropped out is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

**Economically
Disadvantaged**

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

**Free and Reduced-Price
Lunch (FRPL)**

Eligible for Free Lunch and Eligible for Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

Gender

Gender of the student being reported, as identified by the parent/guardian.

Grade Level

Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts.

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

Graduates

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

High School Completers

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

Highly Qualified Teachers

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

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

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

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 (A SEPP). The number of enrolled students used as the denominator for determining the percentage of noncompleters is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

Out of Certification

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

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

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

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

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

Regents Competency Tests

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

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

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

Total Cohort

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

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

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

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

Safe Harbor Target

Safe harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EA Os 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, E ELA = 150, E ath = 180, S ELA = 140, S ath = 160: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.

Section 7: School Report Card
Walt Whitman Elementary School



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

NAME: WALT WHITMAN ELEMENTARY SCHOOL

BEDS Code: 280502060001

ADDRESS: 482 WOODBURY RD, WOODBURY, NY 11797

PHONE: (516) 364-5823

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

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

Students by Gender

Male		Female	
130	54%	112	46%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
1	3	8	36	189	5
0%	1%	3%	15%	78%	2%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
5	2%	28	12%	—	—

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

Students by Grade

Kindergarten (Full Day)	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
36	34	35	41	58	38

Average Class Size (2013 - 14)

Common Branch

19

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch

2

1%

Eligible for Reduced-Price Lunch

0

0%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate

98%

Student Suspensions

1

0%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience

0%

Turnover Rate of All Teachers

27%

Staff Counts (2013 - 14)

Principals

1

Assistant Principals

0

Other Professional Staff

3

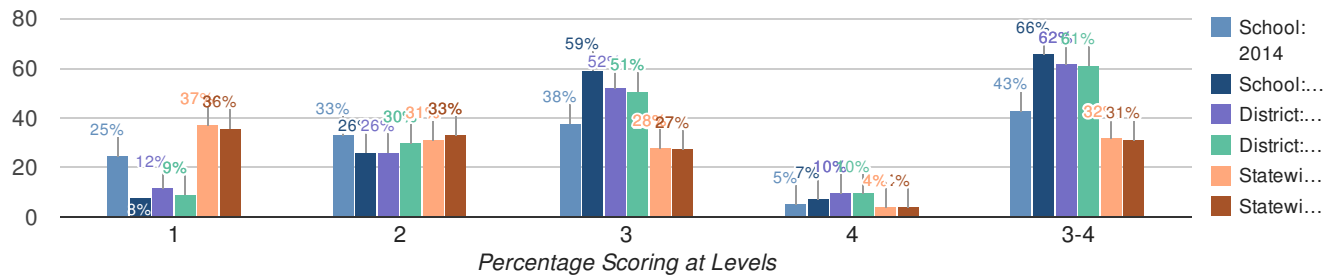
Paraprofessionals

0

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	28	26	23
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	0%	0%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate	89%	96%	87%
Total Number of Core Classes	45	36	36
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	52	58	57
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

Grade 3 English Language Arts

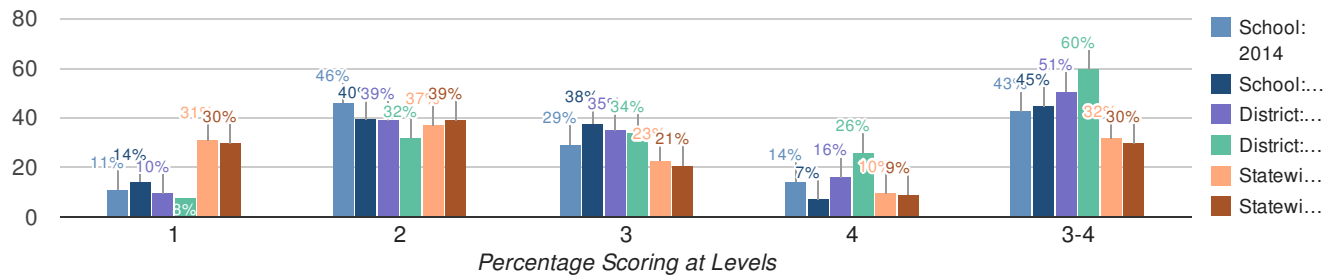


Mean Score

2014	2013
309	326

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	40	25	33	38	5	43	61	8	26	59	7	66
General Education	35	17	37	40	6	46	53	6	23	64	8	72
Students with Disabilities	5	80	0	20	0	20	8	25	50	25	0	25
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	10	—	—	—	—	—	6	17	17	50	17	67
Black or African American	1	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	4	—	—	—	—	—
White	28	25	39	29	7	36	49	8	24	61	6	67
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	12	25	17	58	0	58	6	0	50	50	0	50
Female	16	19	31	38	13	50	27	4	22	67	7	74
Male	24	29	33	38	0	38	34	12	29	53	6	59
English Proficient	37	—	—	—	—	—	59	—	—	—	—	—
Limited English Proficient	3	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	0	0	0	0	0	0	3	—	—	—	—	—
Not Economically Disadvantaged	40	25	33	38	5	43	58	—	—	—	—	—
Not Migrant	40	25	33	38	5	43	61	8	26	59	7	66

Grade 4 English Language Arts

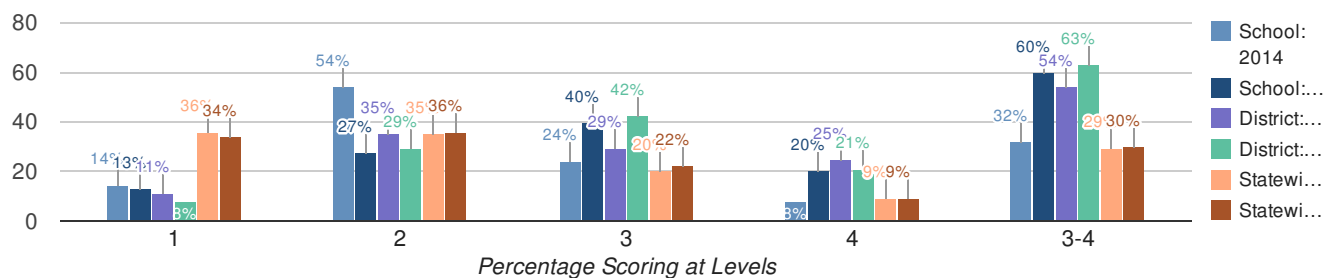


Mean Score

2014	2013
314	311

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	56	11	46	29	14	43	42	14	40	38	7	45
General Education	47	6	43	34	17	51	37	8	41	43	8	51
Students with Disabilities	9	33	67	0	0	0	5	60	40	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—	—	8	—	—	—	—	—
Black or African American	1	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	2	—	—	—	—	—
White	45	9	47	31	13	44	31	13	42	45	0	45
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	11	18	45	18	18	36	11	18	36	18	27	45
Female	28	4	54	29	14	43	16	6	50	31	13	44
Male	28	18	39	29	14	43	26	19	35	42	4	46
English Proficient	55	—	—	—	—	—	41	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	1	—	—	—	—	—	1	—	—	—	—	—
Not Economically Disadvantaged	55	—	—	—	—	—	41	—	—	—	—	—
Not Migrant	56	11	46	29	14	43	42	14	40	38	7	45

Grade 5 English Language Arts

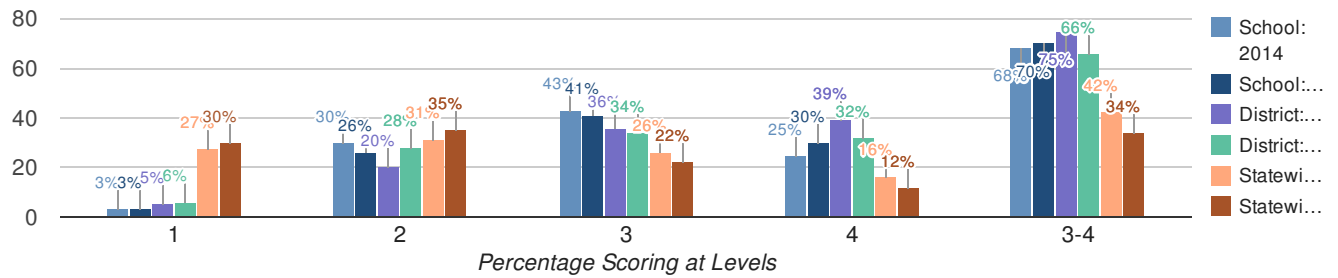


Mean Score

2014	2013
309	321

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	37	14	54	24	8	32	60	13	27	40	20	60
General Education	29	0	59	31	10	41	45	2	27	49	22	71
Students with Disabilities	8	63	38	0	0	0	15	47	27	13	13	27
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	—	—	4	—	—	—	—	—
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	1	—	—	—	—	—	2	—	—	—	—	—
White	29	14	62	21	3	24	54	13	30	37	20	57
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	8	13	25	38	25	63	6	17	0	67	17	83
Female	16	13	63	19	6	25	32	9	28	47	16	63
Male	21	14	48	29	10	38	28	18	25	32	25	57
English Proficient	37	14	54	24	8	32	60	13	27	40	20	60
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	0	0	0	0	0	0	1	—	—	—	—	—
Not Economically Disadvantaged	37	14	54	24	8	32	59	—	—	—	—	—
Not Migrant	37	14	54	24	8	32	60	13	27	40	20	60

Grade 3 Mathematics

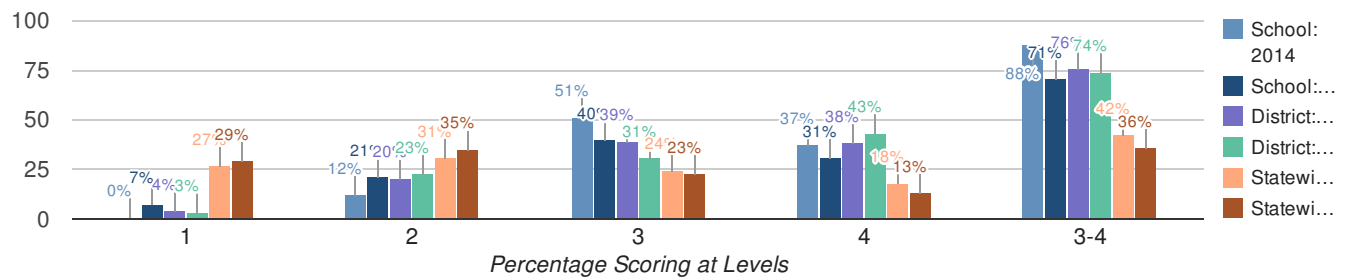


Mean Score

2014	2013
323	329

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	40	3	30	43	25	68	61	3	26	41	30	70
General Education	35	3	20	49	29	77	53	0	23	43	34	77
Students with Disabilities	5	0	100	0	0	0	8	25	50	25	0	25
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	10	—	—	—	—	—	6	17	17	33	33	67
Black or African American	1	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	4	—	—	—	—	—
White	28	0	39	36	25	61	49	2	22	45	31	76
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	12	8	8	58	25	83	6	0	67	17	17	33
Female	16	0	25	56	19	75	27	0	30	37	33	70
Male	24	4	33	33	29	63	34	6	24	44	26	71
English Proficient	37	—	—	—	—	—	59	—	—	—	—	—
Limited English Proficient	3	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	0	0	0	0	0	0	3	—	—	—	—	—
Not Economically Disadvantaged	40	3	30	43	25	68	58	—	—	—	—	—
Not Migrant	40	3	30	43	25	68	61	3	26	41	30	70

Grade 4 Mathematics

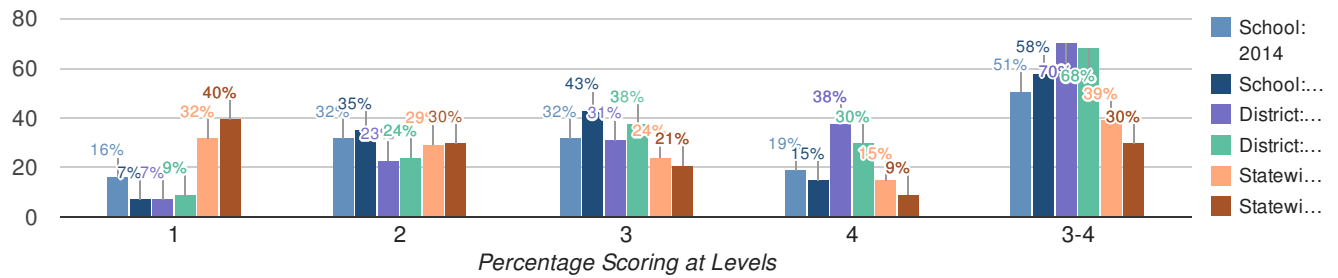


Mean Score

2014	2013
338	324

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	57	0	12	51	37	88	42	7	21	40	31	71
General Education	48	0	8	48	44	92	37	3	24	41	32	73
Students with Disabilities	9	0	33	67	0	67	5	40	0	40	20	60
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—	—	8	—	—	—	—	—
Black or African American	1	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	2	—	—	—	—	—
White	46	0	9	54	37	91	31	10	19	45	26	71
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	11	0	27	36	36	73	11	0	27	27	45	73
Female	28	0	11	46	43	89	16	13	19	44	25	69
Male	29	0	14	55	31	86	26	4	23	38	35	73
English Proficient	56	—	—	—	—	—	41	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	1	—	—	—	—	—	1	—	—	—	—	—
Not Economically Disadvantaged	56	—	—	—	—	—	41	—	—	—	—	—
Not Migrant	57	0	12	51	37	88	42	7	21	40	31	71

Grade 5 Mathematics

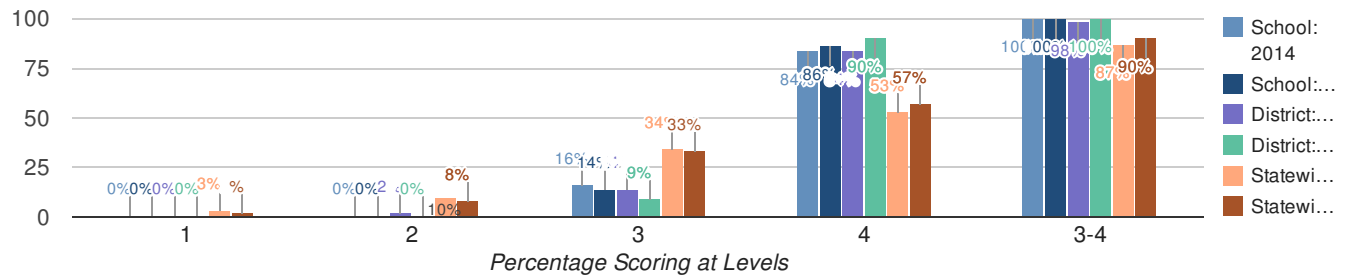


Mean Score

2014	2013
322	324

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	37	16	32	32	19	51	60	7	35	43	15	58
General Education	30	3	37	37	23	60	45	2	31	49	18	67
Students with Disabilities	7	71	14	14	0	14	15	20	47	27	7	33
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	—	—	4	—	—	—	—	—
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	1	—	—	—	—	—	2	—	—	—	—	—
White	29	17	34	34	14	48	54	6	37	43	15	57
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	8	13	25	25	38	63	6	17	17	50	17	67
Female	15	20	40	27	13	40	32	3	41	53	3	56
Male	22	14	27	36	23	59	28	11	29	32	29	61
English Proficient	37	16	32	32	19	51	60	7	35	43	15	58
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	0	0	0	0	0	0	1	—	—	—	—	—
Not Economically Disadvantaged	37	16	32	32	19	51	59	—	—	—	—	—
Not Migrant	37	16	32	32	19	51	60	7	35	43	15	58

Grade 4 Science



Mean Score

2014	2013
91	91

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	57	0	0	16	84	100	42	0	0	14	86	100
General Education	48	0	0	8	92	100	37	0	0	14	86	100
Students with Disabilities	9	0	0	56	44	100	5	0	0	20	80	100
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—	—	8	—	—	—	—	—
Black or African American	1	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	2	—	—	—	—	—
White	46	0	0	15	85	100	31	0	0	13	87	100
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	11	0	0	18	82	100	11	0	0	18	82	100
Female	28	0	0	11	89	100	16	0	0	19	81	100
Male	29	0	0	21	79	100	26	0	0	12	88	100
English Proficient	56	—	—	—	—	—	41	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	1	—	—	—	—	—	1	—	—	—	—	—
Not Economically Disadvantaged	56	—	—	—	—	—	41	—	—	—	—	—
Not Migrant	57	0	0	16	84	100	42	0	0	14	86	100

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

*Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

*Reporting standards not met.

NAEP Participation Rates

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

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

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

Elementary/Middle-Level English Language Arts Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI ≥ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	138	96%	✓	131	129	80	80
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	2	—	—	2	—	—	—
Hispanic or Latino	—	—	4	—	—	4	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	23	—	—	22	—	—	—
White	✓	✓	107	95%	✓	101	128	99	99
Multiracial	—	—	2	—	—	2	—	—	—
Students With Disabilities	—	—	22	—	—	21	—	—	—
Limited English Proficient	—	—	4	—	—	4	—	—	—
Economically Disadvantaged	—	—	1	—	—	1	—	—	—

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	138	96%	131	129
Not Black or African American	136	96%	129	131
Not Hispanic or Latino	134	96%	127	131
Not Asian or Native Hawaiian/Other Pacific Islander	115	96%	109	123
Not White	31	—	30	133
Not Multiracial	136	96%	129	129
General Education	116	96%	110	144
English Proficient	134	96%	127	131
Not Economically Disadvantaged	137	96%	130	129
Male	75	97%	73	123
Female	63	95%	58	136
Migrant	0	—	0	—
Not Migrant	138	96%	131	129

✓ Yes

✗ No

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

Elementary/Middle-Level Mathematics Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI ≥ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	138	97%	✓	132	169	77	77
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	2	—	—	2	—	—	—
Hispanic or Latino	—	—	4	—	—	4	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	23	—	—	22	—	—	—
White	✓	✓	107	96%	✓	102	170	95	95
Multiracial	—	—	2	—	—	2	—	—	—
Students With Disabilities	—	—	22	—	—	20	—	—	—
Limited English Proficient	—	—	4	—	—	4	—	—	—
Economically Disadvantaged	—	—	1	—	—	1	—	—	—

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	138	97%	132	169
Not Black or African American	136	97%	130	169
Not Hispanic or Latino	134	97%	128	170
Not Asian or Native Hawaiian/Other Pacific Islander	115	97%	110	168
Not White	31	—	30	167
Not Multiracial	136	97%	130	169
General Education	116	97%	112	179
English Proficient	134	97%	128	172
Not Economically Disadvantaged	137	97%	131	169
Male	75	100%	75	167
Female	138*	97%*	57	172
Migrant	0	—	0	—
Not Migrant	138	97%	132	169

✓ Yes

✗ No

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

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

Elementary/Middle-Level Science Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✓	✓	58	98%	✓	56	200	170	170
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	1	—	—	1	—	—	—
Hispanic or Latino	—	—	2	—	—	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	7	—	—	6	—	—	—
White	✓	✓	47	98%	✓	46	200	178	178
Multiracial	—	—	1	—	—	1	—	—	—
Students With Disabilities	—	—	9	—	—	9	—	—	—
Limited English Proficient	—	—	1	—	—	1	—	—	—
Economically Disadvantaged	—	—	1	—	—	1	—	—	—

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	58	98%	56	200
Not Black or African American	57	98%	55	200
Not Hispanic or Latino	56	98%	54	200
Not Asian or Native Hawaiian/Other Pacific Islander	51	98%	50	200
Not White	11	—	10	—
Not Multiracial	57	98%	55	200
General Education	49	98%	47	200
English Proficient	57	98%	55	200
Not Economically Disadvantaged	57	98%	55	200
Male	29	—	29	—
Female	29	—	27	—
Migrant	0	—	0	—
Not Migrant	58	98%	56	200

✓ Yes

✗ No

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

Unweighted Combined ELA and Math PIs

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	129	169	—	—	149
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	128	170	—	—	149
Multiracial	—	—	—	—	—
Students With Disabilities	—	—	—	—	—
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—

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

**Alternative High School
Equivalency Preparation
Program (AHSEPP)**

A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

Attendance Rate

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.

Average Class Size

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

Completers

Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP).

Core Classes

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages.

Disability Status

Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

Dropouts

Dropouts are students in grades 7-12 and ungraded secondary students whose last enrollment record indicated they dropped out of school. The number of enrolled students used as the denominator for determining the percentage of students who dropped out is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

**Economically
Disadvantaged**

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

**Free and Reduced-Price
Lunch (FRPL)**

Eligible for Free Lunch and Eligible for Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

Gender

Gender of the student being reported, as identified by the parent/guardian.

Grade Level

Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts.

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

Graduates

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

High School Completers

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

Highly Qualified Teachers

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

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

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

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

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

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

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

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

Regents Competency Tests

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

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

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

Total Cohort

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

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

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

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

Safe Harbor Target

Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs in elementary/middle- and secondary-level ELA and mathematics. The current year's Safe Harbor Target is calculated using the following formula: Previous Year's PI + (200 - 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: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.

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



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

NAME: WILLITS ELEMENTARY SCHOOL

BEDS Code: 280502060002

ADDRESS: 99 NANA PL, SYOSSET, NY 11791

PHONE: (516) 364-5829

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

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

Students by Gender

Male		Female	
189	56%	150	44%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
1	2	10	92	231	3
0%	1%	3%	27%	68%	1%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
12	4%	40	12%	—	—

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

Students by Grade

Kindergarten (Full Day)	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
48	61	42	61	63	61
Ungraded Elementary					
3					

Average Class Size (2013 - 14)

Common Branch

20

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch

2

1%

Eligible for Reduced-Price Lunch

1

0%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate

98%

Student Suspensions

4

1%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience

0%

Turnover Rate of All Teachers

6%

Staff Counts (2013 - 14)

Principals

1

Assistant Principals

0

Other Professional Staff

3

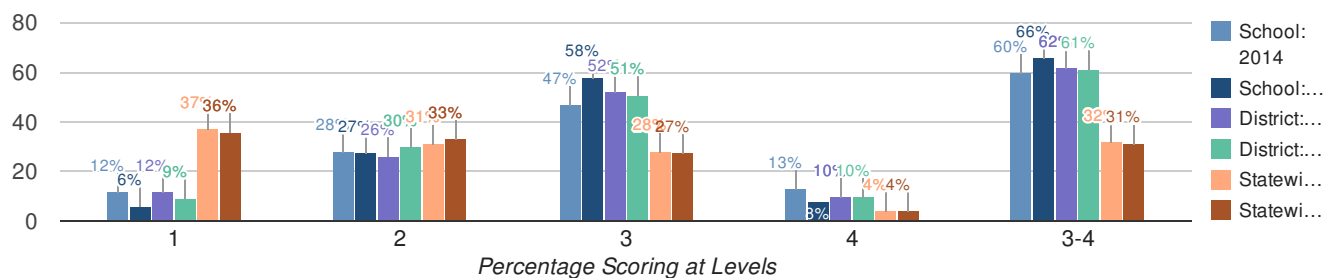
Paraprofessionals

0

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	29	31	31
Percent with No Valid Teaching Certificate	3%	3%	0%
Percent Teaching Out of Certification	3%	3%	0%
Percent with Fewer Than Three Years of Experience	3%	0%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate	79%	77%	81%
Total Number of Core Classes	34	40	42
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	65	89	82
Percent Taught by Teachers Without Appropriate Certification	3%	7%	0%

Grade 3 English Language Arts

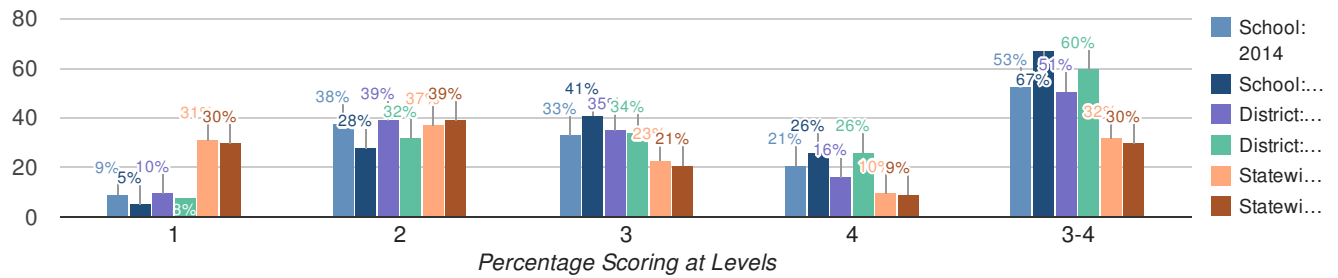


Mean Score

2014	2013
320	326

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	60	12	28	47	13	60	62	6	27	58	8	66
General Education	51	8	25	51	16	67	56	4	27	61	9	70
Students with Disabilities	9	33	44	22	0	22	6	33	33	33	0	33
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	20	—	—	—	—	—	13	—	—	—	—	—
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	2	—	—	—	—	—
White	38	16	26	50	8	58	46	7	28	59	7	65
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0
Small Group Total	22	5	32	41	23	64	16	6	25	56	13	69
Female	25	4	32	52	12	64	32	6	28	59	6	66
Male	35	17	26	43	14	57	30	7	27	57	10	67
English Proficient	59	—	—	—	—	—	62	6	27	58	8	66
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	0	0	0	0	0	0	1	—	—	—	—	—
Not Economically Disadvantaged	60	12	28	47	13	60	61	—	—	—	—	—
Not Migrant	60	12	28	47	13	60	62	6	27	58	8	66

Grade 4 English Language Arts

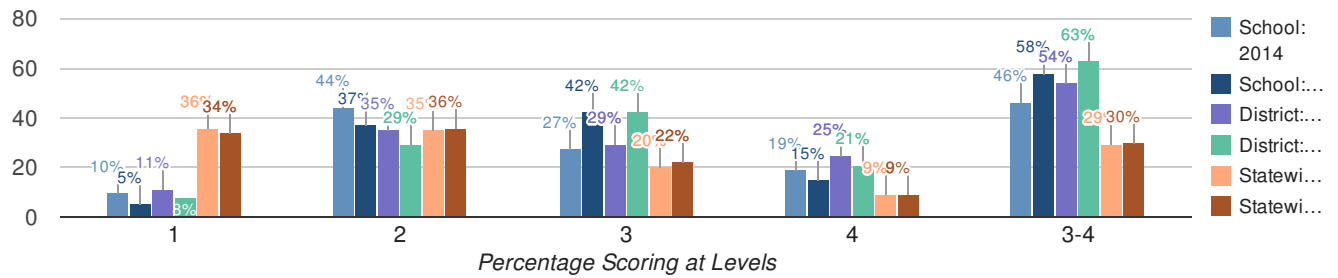


Mean Score

2014	2013
321	325

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	58	9	38	33	21	53	58	5	28	41	26	67
General Education	50	6	36	36	22	58	50	0	26	46	28	74
Students with Disabilities	8	25	50	13	13	25	8	38	38	13	13	25
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	15	—	—	—	—	—	15	0	13	33	53	87
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	3	—	—	—	—	—
White	41	10	41	34	15	49	38	8	32	45	16	61
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0
Small Group Total	17	6	29	29	35	65	5	0	40	40	20	60
Female	30	10	37	33	20	53	28	4	25	36	36	71
Male	28	7	39	32	21	54	30	7	30	47	17	63
English Proficient	57	—	—	—	—	—	56	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	0	0	0	0	0	0	1	—	—	—	—	—
Not Economically Disadvantaged	58	9	38	33	21	53	57	—	—	—	—	—
Not Migrant	58	9	38	33	21	53	58	5	28	41	26	67

Grade 5 English Language Arts

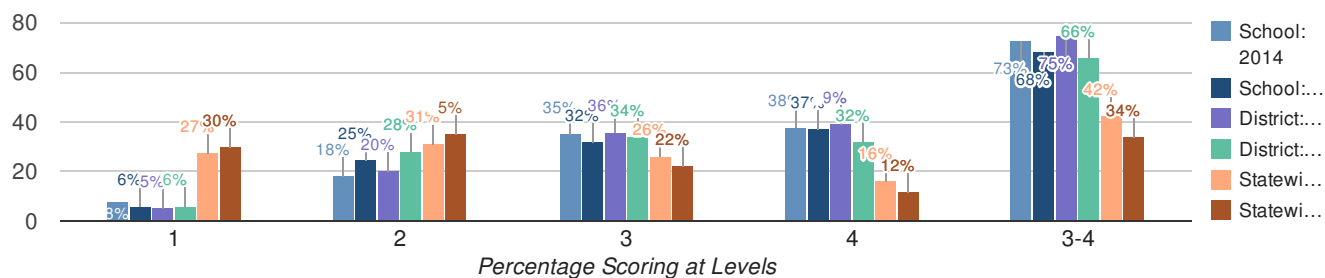


Mean Score

2014	2013
316	321

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	59	10	44	27	19	46	59	5	37	42	15	58
General Education	53	6	45	30	19	49	49	0	33	49	18	67
Students with Disabilities	6	50	33	0	17	17	10	30	60	10	0	10
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	15	0	27	33	40	73	17	—	—	—	—	—
Black or African American	1	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	3	—	—	—	—	—	3	—	—	—	—	—
White	39	13	54	23	10	33	38	3	50	39	8	47
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	5	20	20	40	20	60	21	10	14	48	29	76
Female	27	4	37	37	22	59	28	0	39	46	14	61
Male	32	16	50	19	16	34	31	10	35	39	16	55
English Proficient	58	—	—	—	—	—	58	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	1	—	—	—	—	—	0	0	0	0	0	0
Not Economically Disadvantaged	58	—	—	—	—	—	59	5	37	42	15	58
Not Migrant	59	10	44	27	19	46	59	5	37	42	15	58

Grade 3 Mathematics

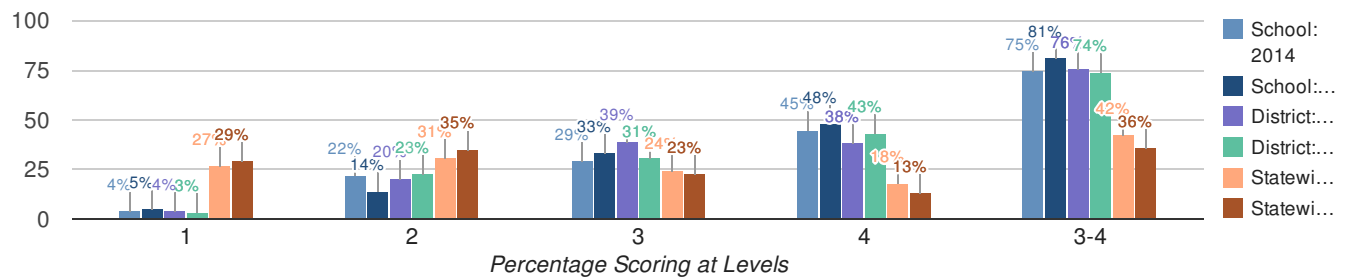


Mean Score

2014	2013
330	326

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	60	8	18	35	38	73	63	6	25	32	37	68
General Education	51	4	18	35	43	78	57	4	21	35	40	75
Students with Disabilities	9	33	22	33	11	44	6	33	67	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	20	—	—	—	—	—	14	—	—	—	—	—
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	2	—	—	—	—	—
White	38	11	21	39	29	68	46	7	30	35	28	63
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0
Small Group Total	22	5	14	27	55	82	17	6	12	24	59	82
Female	25	4	20	44	32	76	33	6	24	30	39	70
Male	35	11	17	29	43	71	30	7	27	33	33	67
English Proficient	59	—	—	—	—	—	62	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	0	0	0	0	0	0	1	—	—	—	—	—
Not Economically Disadvantaged	60	8	18	35	38	73	62	—	—	—	—	—
Not Migrant	60	8	18	35	38	73	63	6	25	32	37	68

Grade 4 Mathematics

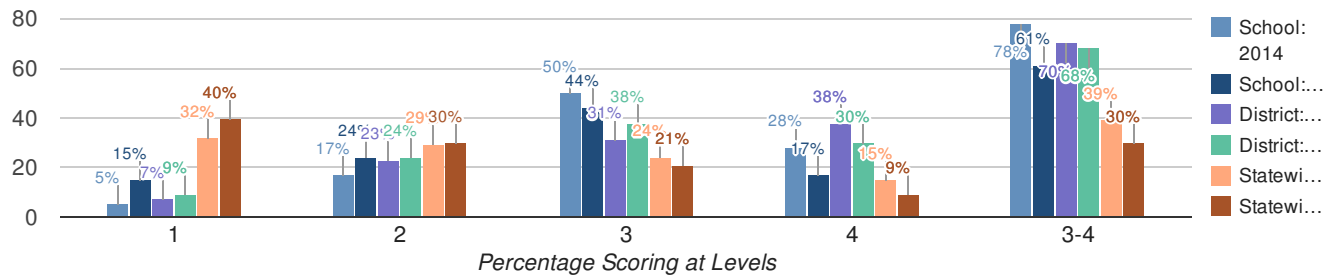


Mean Score

2014	2013
333	337

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	55	4	22	29	45	75	58	5	14	33	48	81
General Education	49	0	18	33	49	82	50	2	12	32	54	86
Students with Disabilities	6	33	50	0	17	17	8	25	25	38	13	50
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	15	—	—	—	—	—	15	0	7	13	80	93
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	3	—	—	—	—	—
White	38	3	29	26	42	68	38	8	13	45	34	79
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0
Small Group Total	17	6	6	35	53	88	5	0	40	0	60	60
Female	28	4	21	36	39	75	28	0	21	36	43	79
Male	27	4	22	22	52	74	30	10	7	30	53	83
English Proficient	54	—	—	—	—	—	56	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	0	0	0	0	0	0	1	—	—	—	—	—
Not Economically Disadvantaged	55	4	22	29	45	75	57	—	—	—	—	—
Not Migrant	55	4	22	29	45	75	58	5	14	33	48	81

Grade 5 Mathematics

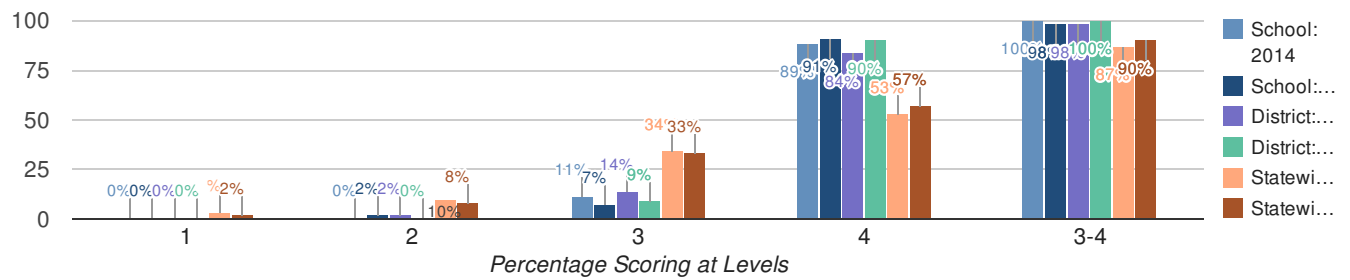


Mean Score

2014	2013
333	322

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	58	5	17	50	28	78	59	15	24	44	17	61
General Education	52	2	15	54	29	83	49	10	22	47	20	67
Students with Disabilities	6	33	33	17	17	33	10	40	30	30	0	30
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	15	0	7	53	40	93	17	—	—	—	—	—
Black or African American	1	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	3	—	—	—	—	—	3	—	—	—	—	—
White	38	5	21	53	21	74	38	18	24	45	13	58
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	5	20	20	20	40	60	21	10	24	43	24	67
Female	26	4	19	54	23	77	28	21	29	36	14	50
Male	32	6	16	47	31	78	31	10	19	52	19	71
English Proficient	57	—	—	—	—	—	58	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	1	—	—	—	—	—	0	0	0	0	0	0
Not Economically Disadvantaged	57	—	—	—	—	—	59	15	24	44	17	61
Not Migrant	58	5	17	50	28	78	59	15	24	44	17	61

Grade 4 Science



Mean Score

2014	2013
93	93

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	61	0	0	11	89	100	58	0	2	7	91	98
General Education	50	0	0	10	90	100	50	0	0	2	98	100
Students with Disabilities	11	0	0	18	82	100	8	0	13	38	50	88
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	15	—	—	—	—	—	15	0	0	0	100	100
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	3	—	—	—	—	—
White	44	0	0	14	86	100	38	0	3	8	89	97
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0
Small Group Total	17	0	0	6	94	100	5	0	0	20	80	100
Female	32	0	0	19	81	100	28	0	0	11	89	100
Male	29	0	0	3	97	100	30	0	3	3	93	97
English Proficient	60	—	—	—	—	—	56	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	0	0	0	0	0	0	1	—	—	—	—	—
Not Economically Disadvantaged	61	0	0	11	89	100	57	—	—	—	—	—
Not Migrant	61	0	0	11	89	100	58	0	2	7	91	98

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

*Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

*Reporting standards not met.

NAEP Participation Rates

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

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

Grade/Subject	Total Tested	Number Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4	
Grade 5 ELA	1	—	—	—	—	—
Grade 5 Math	1	—	—	—	—	—
Grade 6 ELA	2	—	—	—	—	—
Grade 6 Math	2	—	—	—	—	—

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

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

Elementary/Middle-Level English Language Arts Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	185	97%	✓	180	148	81	81
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	—	—	1	—	—	1	—	—	—
Hispanic or Latino	—	—	7	—	—	7	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	50	100%	✓	50	162	107	107
White	✓	✓	126	96%	✓	121	141	100	100
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	30	—	—	26	—	—	—
Limited English Proficient	—	—	3	—	—	3	—	—	—
Economically Disadvantaged	—	—	1	—	—	1	—	—	—

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	184	97%	179	147
Not Black or African American	184	97%	179	148
Not Hispanic or Latino	178	97%	173	147
Not Asian or Native Hawaiian/Other Pacific Islander	135	96%	130	142
Not White	59	100%	59	161
Not Multiracial	185	97%	180	148
General Education	155	99%	154	156
English Proficient	182	97%	177	149
Not Economically Disadvantaged	184	97%	179	148
Male	99	98%	97	141
Female	86	97%	83	155
Migrant	0	—	0	—
Not Migrant	185	97%	180	148

✓ Yes

✗ No

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

Elementary/Middle-Level Mathematics Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	185	95%	✓	176	170	78	78
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	—	—	1	—	—	1	—	—	—
Hispanic or Latino	—	—	7	—	—	7	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	50	100%	✓	50	182	122	122
White	✓	✓	250*	96%*	✓	117	165	95	95
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	30	—	—	24	—	—	—
Limited English Proficient	—	—	3	—	—	3	—	—	—
Economically Disadvantaged	—	—	1	—	—	1	—	—	—

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	184	95%	175	170
Not Black or African American	184	95%	175	170
Not Hispanic or Latino	178	95%	169	170
Not Asian or Native Hawaiian/Other Pacific Islander	271*	97%*	126	165
Not White	59	100%	59	180
Not Multiracial	185	95%	176	170
General Education	155	98%	152	179
English Proficient	182	95%	173	171
Not Economically Disadvantaged	184	95%	175	170
Male	99	97%	96	168
Female	176*	97%*	80	173
Migrant	0	—	0	—
Not Migrant	185	95%	176	170

✓ Yes

✗ No

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

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

Elementary/Middle-Level Science Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✓	✓	61	100%	✓	61	200	171	171
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	0	—	—	0	—	—	—
Hispanic or Latino	—	—	2	—	—	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	15	—	—	15	—	—	—
White	✓	✓	44	100%	✓	44	200	177	177
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	11	—	—	11	—	—	—
Limited English Proficient	—	—	1	—	—	1	—	—	—
Economically Disadvantaged	—	—	0	—	—	0	—	—	—

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	61	100%	61	200
Not Black or African American	61	100%	61	200
Not Hispanic or Latino	59	100%	59	200
Not Asian or Native Hawaiian/Other Pacific Islander	46	100%	46	200
Not White	17	—	17	—
Not Multiracial	61	100%	61	200
General Education	50	100%	50	200
English Proficient	60	100%	60	200
Not Economically Disadvantaged	61	100%	61	200
Male	29	—	29	—
Female	32	—	32	200
Migrant	0	—	0	—
Not Migrant	61	100%	61	200

✓ Yes

✗ No

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

Unweighted Combined ELA and Math PIs

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	148	170	—	—	159
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	162	182	—	—	172
White	141	165	—	—	153
Multiracial	—	—	—	—	—
Students With Disabilities	—	—	—	—	—
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—

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

**Alternative High School
Equivalency Preparation
Program (AHSEPP)**

A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

Attendance Rate

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.

Average Class Size

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

Completers

Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP).

Core Classes

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages.

Disability Status

Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

Dropouts

Dropouts are students in grades 7-12 and ungraded secondary students whose last enrollment record indicated they dropped out of school. The number of enrolled students used as the denominator for determining the percentage of students who dropped out is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

**Economically
Disadvantaged**

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

**Free and Reduced-Price
Lunch (FRPL)**

Eligible for Free Lunch and Eligible for Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

Gender

Gender of the student being reported, as identified by the parent/guardian.

Grade Level

Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts.

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

Graduates

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

High School Completers

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

Highly Qualified Teachers

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

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

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

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

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

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

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

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

Regents Competency Tests

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

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

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

Total Cohort

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

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

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

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

Safe Harbor Target

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

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

Unweighted Combined PI

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

Section 9: School Report Card
South Woods Middle School



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

NAME: SOUTH WOODS MIDDLE SCHOOL

BEDS Code: 280502060012

ADDRESS: 99 PELL LN, SYOSSET, NY 11791

PHONE: (516) 364-5621

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

SOUTH WOODS MIDDLE SCHOOL Enrollment (2013 - 14)**K-12 Enrollment: 734**

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

Students by Gender

Male		Female	
378	51%	356	49%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
0	4	24	212	482	12
0%	1%	3%	29%	66%	2%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
11	1%	90	12%	23	3%

Students by Grade

6th Grade	Ungraded Elementary	7th Grade	8th Grade
237	1	214	282

Average Class Size (2013 - 14)

Grade 8 English	Grade 8 Mathematics	Grade 8 Science	Grade 8 Social Studies
16	23	22	23

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
11	1%	5	1%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate	Student Suspensions	
97%	8	1%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience	Turnover Rate of All Teachers
33%	4%

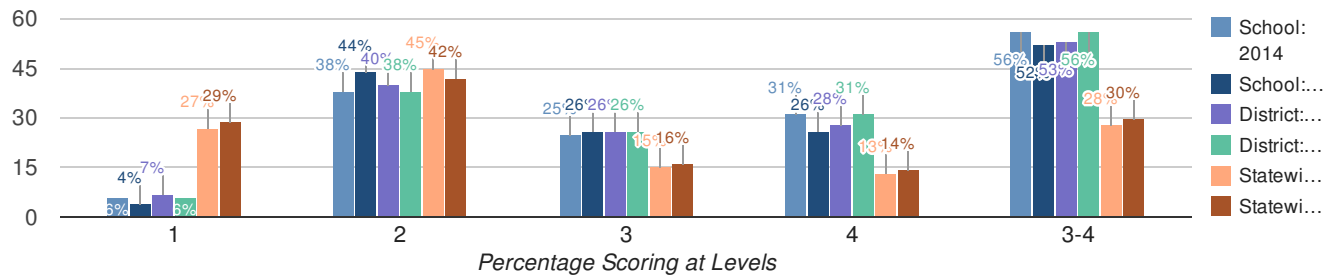
Staff Counts (2013 - 14)

Principals	Assistant Principals	Other Professional Staff	Paraprofessionals
1	2	6	0

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	75	75	76
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	4%	4%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	80%	84%	82%
Total Number of Core Classes	294	235	230
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	360	358	356
Percent Taught by Teachers Without Appropriate Certification	1%	1%	1%

Grade 6 English Language Arts

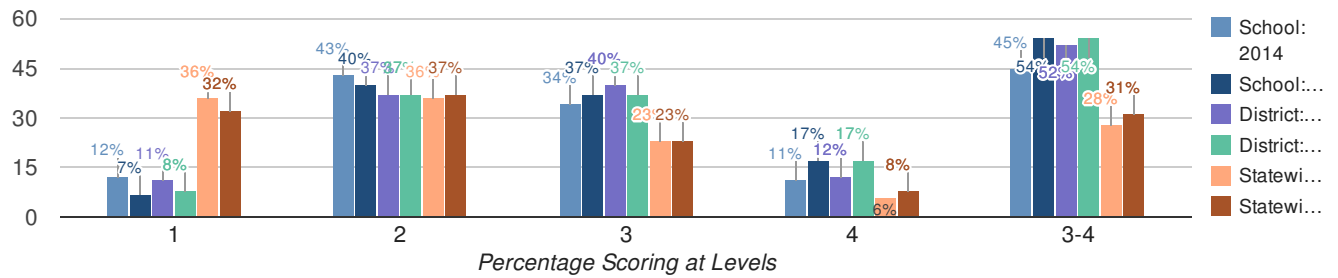


Mean Score

2014	2013
321	321

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	232	6	38	25	31	56	209	4	44	26	26	52
General Education	204	2	35	28	35	63	179	2	40	29	28	58
Students with Disabilities	28	39	54	0	7	7	30	17	63	10	10	20
Asian or Native Hawaiian/Other Pacific Islander	79	1	30	29	39	68	53	4	34	42	21	62
Black or African American	1	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	7	—	—	—	—	—	8	—	—	—	—	—
White	142	10	41	21	28	49	144	5	45	22	28	50
Multiracial	3	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	11	0	45	36	18	55	12	0	67	8	25	33
Female	119	4	38	24	34	58	97	2	38	27	33	60
Male	113	9	37	26	28	54	112	6	48	26	20	46
English Proficient	226	6	37	25	32	57	208	—	—	—	—	—
Limited English Proficient	6	17	67	17	0	17	1	—	—	—	—	—
Economically Disadvantaged	9	22	44	0	33	33	5	0	100	0	0	0
Not Economically Disadvantaged	223	6	37	26	31	57	204	4	42	27	26	53
Not Migrant	232	6	38	25	31	56	209	4	44	26	26	52

Grade 7 English Language Arts

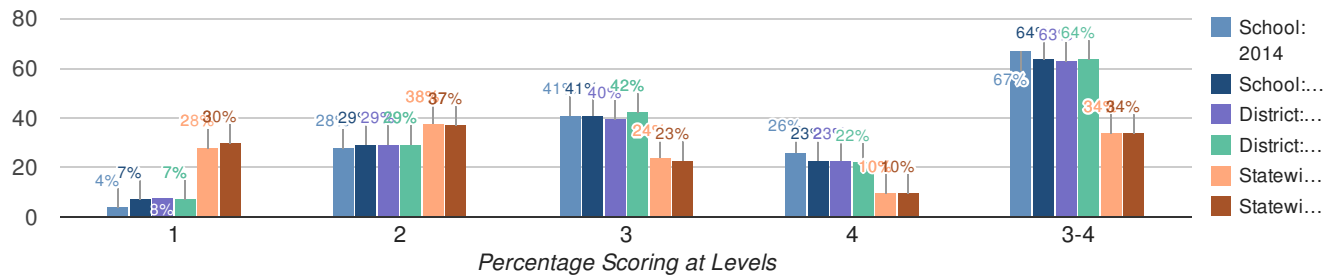


Mean Score

2014	2013
314	321

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	196	12	43	34	11	45	281	7	40	37	17	54
General Education	171	8	42	37	13	50	251	4	38	39	19	58
Students with Disabilities	25	40	52	8	0	8	30	30	53	17	0	17
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	56	4	41	41	14	55	76	4	32	36	29	64
Black or African American	0	0	0	0	0	0	3	—	—	—	—	—
Hispanic or Latino	9	—	—	—	—	—	11	27	36	27	9	36
White	127	16	42	32	10	43	188	6	41	39	13	52
Multiracial	4	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	13	8	69	15	8	23	6	17	83	0	0	0
Female	90	8	38	40	14	54	133	10	36	35	19	54
Male	106	15	48	28	8	37	148	4	43	39	15	53
English Proficient	194	—	—	—	—	—	281	7	40	37	17	54
Limited English Proficient	2	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	4	—	—	—	—	—	8	25	50	13	13	25
Not Economically Disadvantaged	192	—	—	—	—	—	273	6	39	38	17	55
Not Migrant	196	12	43	34	11	45	281	7	40	37	17	54

Grade 8 English Language Arts

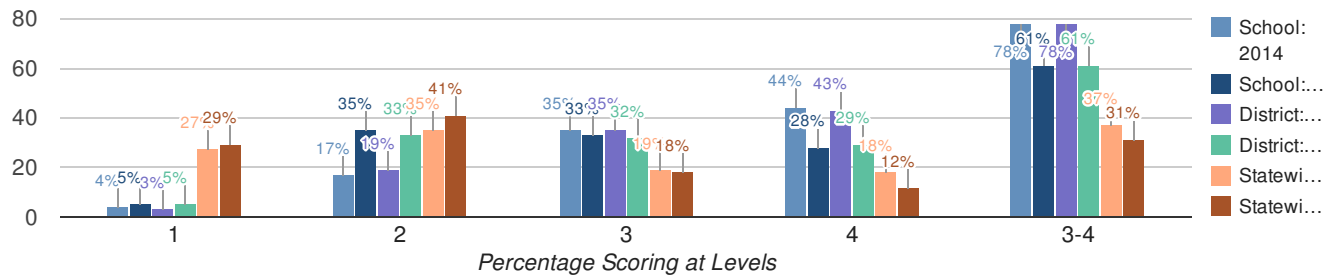


Mean Score

2014	2013
325	321

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	272	4	28	41	26	67	244	7	29	41	23	64
General Education	242	2	26	43	29	72	216	3	28	44	25	69
Students with Disabilities	30	23	50	27	0	27	28	36	39	21	4	25
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	77	5	18	32	44	77	69	3	26	41	30	71
Black or African American	3	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	9	0	33	56	11	67	4	—	—	—	—	—
White	179	4	32	44	20	63	169	8	30	42	20	62
Multiracial	4	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	7	0	29	57	14	71	6	17	50	17	17	33
Female	127	5	29	40	26	66	118	3	27	43	26	69
Male	145	4	28	42	26	68	126	10	31	39	20	59
English Proficient	271	—	—	—	—	—	241	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	3	—	—	—	—	—
Economically Disadvantaged	10	0	30	60	10	70	7	14	0	71	14	86
Not Economically Disadvantaged	262	5	28	40	27	67	237	7	30	40	23	63
Not Migrant	272	4	28	41	26	67	244	7	29	41	23	64

Grade 6 Mathematics

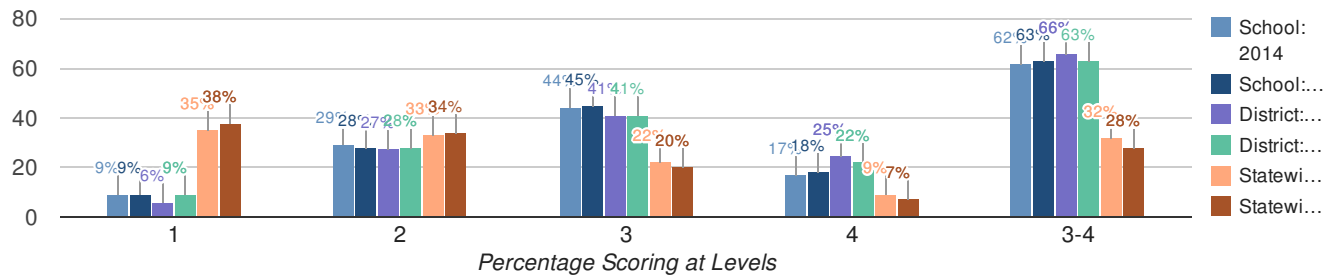


Mean Score

2014	2013
334	324

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	225	4	17	35	44	78	211	5	35	33	28	61
General Education	199	2	15	36	48	84	181	2	29	36	33	69
Students with Disabilities	26	27	38	23	12	35	30	20	67	13	0	13
Asian or Native Hawaiian/Other Pacific Islander	79	3	5	29	63	92	55	2	27	31	40	71
Black or African American	1	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	8	—	—	—	—	—	8	—	—	—	—	—
White	134	5	24	37	34	71	144	6	37	33	24	58
Multiracial	3	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	12	8	25	50	17	67	12	8	42	33	17	50
Female	115	3	20	34	43	77	98	6	35	34	26	59
Male	110	6	15	35	44	79	113	4	35	32	30	62
English Proficient	218	4	18	35	43	78	208	—	—	—	—	—
Limited English Proficient	7	29	0	14	57	71	3	—	—	—	—	—
Economically Disadvantaged	9	33	22	22	22	44	5	20	80	0	0	0
Not Economically Disadvantaged	216	3	17	35	44	80	206	4	33	33	29	62
Migrant	1	—	—	—	—	—	0	0	0	0	0	0
Not Migrant	224	—	—	—	—	—	211	5	35	33	28	61

Grade 7 Mathematics

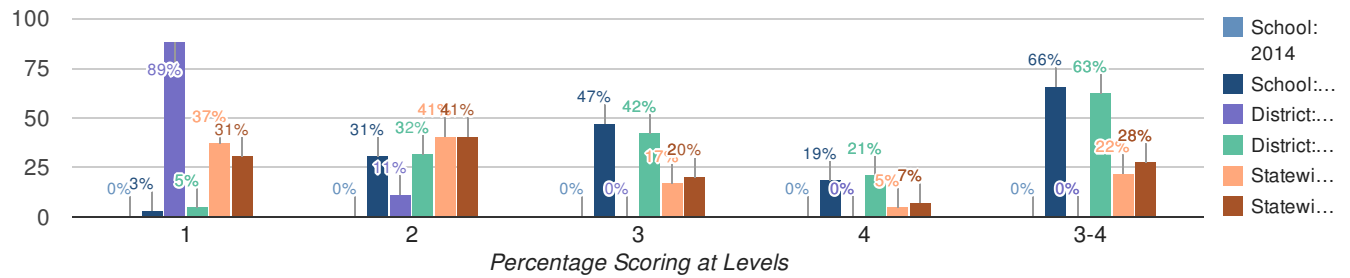


Mean Score

2014	2013
325	327

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	189	9	29	44	17	62	282	9	28	45	18	63
General Education	164	4	28	48	20	68	252	6	25	49	21	69
Students with Disabilities	25	40	36	24	0	24	30	40	50	10	0	10
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	57	4	19	49	28	77	76	7	16	46	32	78
Black or African American	0	0	0	0	0	0	3	—	—	—	—	—
Hispanic or Latino	9	—	—	—	—	—	11	27	36	27	9	36
White	119	11	32	44	13	57	189	10	31	46	14	60
Multiracial	4	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	13	15	46	31	8	38	6	0	67	17	17	33
Female	86	12	27	44	17	62	134	12	28	46	15	60
Male	103	7	31	45	17	62	148	7	28	44	22	66
English Proficient	185	—	—	—	—	—	281	—	—	—	—	—
Limited English Proficient	4	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	4	—	—	—	—	—	8	13	63	13	13	25
Not Economically Disadvantaged	185	—	—	—	—	—	274	9	27	46	19	64
Not Migrant	189	9	29	44	17	62	282	9	28	45	18	63

Grade 8 Mathematics



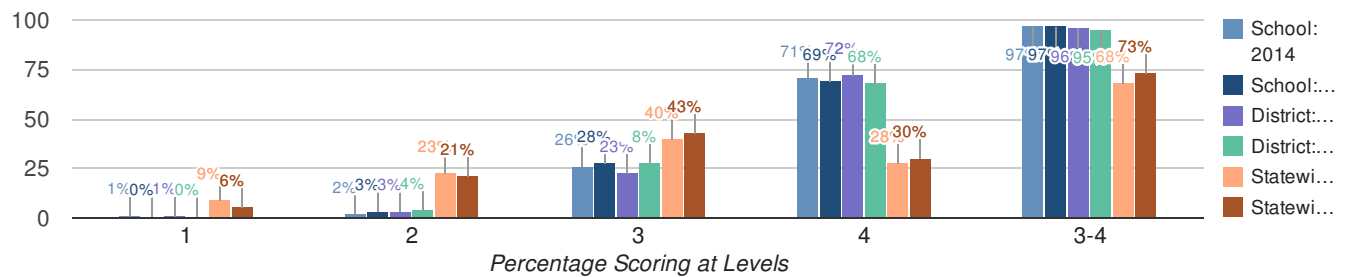
Mean Score

2014	2013
0	330

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	0	0	0	0	0	0	246	3	31	47	19	66
General Education	0	0	0	0	0	0	218	1	28	50	21	72
Students with Disabilities	0	0	0	0	0	0	28	21	57	18	4	21
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	71	0	20	44	37	80
Black or African American	0	0	0	0	0	0	2	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	4	—	—	—	—	—
White	0	0	0	0	0	0	169	4	35	49	12	61
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0
Small Group Total	0	0	0	0	0	0	6	17	50	33	0	33
Female	0	0	0	0	0	0	119	2	29	54	16	70
Male	0	0	0	0	0	0	127	5	33	40	22	62
English Proficient	0	0	0	0	0	0	241	3	31	46	19	66
Limited English Proficient	0	0	0	0	0	0	5	0	20	60	20	80
Economically Disadvantaged	0	0	0	0	0	0	8	13	25	63	0	63
Not Economically Disadvantaged	0	0	0	0	0	0	238	3	31	46	20	66
Not Migrant	0	0	0	0	0	0	246	3	31	47	19	66

Grade 8 Science

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



Mean Score

2014	2013
71	72

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	12	0	8	83	8	92	20	0	15	75	10	85
General Education	8	—	—	—	—	—	16	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	4	—	—	—	—	—
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	4	—	—	—	—	—
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	3	—	—	—	—	—	1	—	—	—	—	—
White	7	0	14	86	0	86	15	0	13	80	7	87
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0
Small Group Total	5	0	0	80	20	100	5	0	20	60	20	80
Female	4	—	—	—	—	—	8	0	0	100	0	100
Male	8	—	—	—	—	—	12	0	25	58	17	75
English Proficient	12	0	8	83	8	92	20	0	15	75	10	85
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	1	—	—	—	—	—	3	—	—	—	—	—
Not Economically Disadvantaged	11	—	—	—	—	—	17	—	—	—	—	—
Not Migrant	12	0	8	83	8	92	20	0	15	75	10	85

Grade 8 Students Taking a Regents Science Test

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

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	267	1	2	24	73	97	226	0	2	24	74	98

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

2014	2013
1	2

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

2014	2013
1	2

Recently Arrived LEP Students Taking NYSESLAT in Lieu of NYSTP: Grade 7

2014	2013
2	1

Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7

2014	2013
2	1

Recently Arrived LEP Students Taking NYSESLAT in Lieu of NYSTP: Grade 8

2014	2013
1	3

Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8

2014	2013
1	2

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

Reporting standards not met.

NAEP Participation Rates

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

Regents Examination Results (2013 - 14)

Results by Student Group	Comprehensive English				Integrated Algebra			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	0	0	0	0	275	100	98	68
General Education	0	0	0	0	244	100	100	75
Students with Disabilities	0	0	0	0	31	97	84	16
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	74	100	99	81
Black or African American	0	0	0	0	3	—	—	—
Hispanic or Latino	0	0	0	0	9	100	100	33
White	0	0	0	0	185	99	98	65
Multiracial	0	0	0	0	4	—	—	—
Small Group Total	0	0	0	0	7	100	100	57
Female	0	0	0	0	129	100	98	71
Male	0	0	0	0	146	99	98	66
English Proficient	0	0	0	0	273	—	—	—
Limited English Proficient	0	0	0	0	2	—	—	—
Economically Disadvantaged	0	0	0	0	10	100	100	40
Not Economically Disadvantaged	0	0	0	0	265	100	98	69
Not Migrant	0	0	0	0	275	100	98	68

Regents Examination Results (2013 - 14)

Results by Student Group	English Language Arts (Common Core)						Algebra I (Common Core)					
	Total Tested	Percent of students scoring at					Total Tested	Percent of students scoring at				
		Level 1	Level 2	Level 3	Level 4	Level 5		Level 1	Level 2	Level 3	Level 4	Level 5
All Students	0	0	0	0	0	0	276	0	2	22	48	28
General Education	0	0	0	0	0	0	245	0	0	18	50	31
Students with Disabilities	0	0	0	0	0	0	31	0	16	52	32	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	74	0	0	18	36	46
Black or African American	0	0	0	0	0	0	3	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	9	0	0	56	44	0
White	0	0	0	0	0	0	186	0	3	22	54	22
Multiracial	0	0	0	0	0	0	4	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	7	0	0	43	29	29
Female	0	0	0	0	0	0	131	0	2	21	51	26
Male	0	0	0	0	0	0	145	0	2	23	46	29
English Proficient	0	0	0	0	0	0	274	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	2	—	—	—	—	—
Economically Disadvantaged	0	0	0	0	0	0	10	0	0	40	40	20
Not Economically Disadvantaged	0	0	0	0	0	0	266	0	2	21	48	28
Not Migrant	0	0	0	0	0	0	276	0	2	22	48	28

Regents Examination Results (2013 - 14)

Results by Student Group	Geometry				Algebra 2/Trigonometry			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	2	—	—	—	0	0	0	0
General Education	2	—	—	—	0	0	0	0
Students with Disabilities	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	2	—	—	—	0	0	0	0
Female	1	—	—	—	0	0	0	0
Male	1	—	—	—	0	0	0	0
English Proficient	2	—	—	—	0	0	0	0
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	0	0	0	0	0	0	0	0
Not Economically Disadvantaged	2	—	—	—	0	0	0	0
Not Migrant	2	—	—	—	0	0	0	0

Regents Examination Results (2013 - 14)

Results by Student Group	Living Environment				Physical Setting/Earth Science			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	0	0	0	0	267	99	97	73
General Education	0	0	0	0	240	99	98	77
Students with Disabilities	0	0	0	0	27	96	85	41
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	75	97	93	77
Black or African American	0	0	0	0	3	—	—	—
Hispanic or Latino	0	0	0	0	6	100	100	50
White	0	0	0	0	179	99	99	73
Multiracial	0	0	0	0	4	—	—	—
Small Group Total	0	0	0	0	7	100	86	57
Female	0	0	0	0	128	98	96	71
Male	0	0	0	0	139	100	98	76
English Proficient	0	0	0	0	265	—	—	—
Limited English Proficient	0	0	0	0	2	—	—	—
Economically Disadvantaged	0	0	0	0	9	100	89	44
Not Economically Disadvantaged	0	0	0	0	258	99	97	74
Not Migrant	0	0	0	0	267	99	97	73

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

Grade 6	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	7	14%	0%	86%	0%
General Education	6	—	—	—	—
Students with Disabilities	1	—	—	—	—
Grade 7	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	4	—	—	—	—
General Education	4	—	—	—	—
Grade 8	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	2	—	—	—	—
General Education	2	—	—	—	—

Elementary/Middle-Level English Language Arts Results for Accountability

All accountability groups made AYP: **NO**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI ≥ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	737	96%	✓	693	156	85	85
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	4	—	—	4	—	—	—
Hispanic or Latino	—	—	26	—	—	24	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	215	100%	✓	207	171	112	112
White	✓	✓	987	96%	✓	447	149	104	104
Multiracial	—	—	11	—	—	11	—	—	—
Students With Disabilities	✗	✗	181	94%	✓	87†	89†	37	37
Limited English Proficient	—	—	13	—	—	8	—	—	—
Economically Disadvantaged	—	—	24	—	—	23	—	—	—

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	737	96%	693	156
Not Black or African American	733	96%	689	156
Not Hispanic or Latino	711	95%	669	156
Not Asian or Native Hawaiian/Other Pacific Islander	1,063	97%	486	149
Not White	256	100%	246	167
Not Multiracial	726	95%	682	155
General Education	644	96%	612	165
English Proficient	724	95%	685	156
Not Economically Disadvantaged	713	95%	670	156
Male	379	97%	363	152
Female	714	97%	330	160
Migrant	1	—	0	—
Not Migrant	736	96%	693	156

✓ Yes

✗ No

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

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

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

Elementary/Middle-Level Mathematics Results for Accountability

All accountability groups made AYP: **NO**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI ≥ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	1,481	97%	✓	684	179	82	82
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	4	—	—	4	—	—	—
Hispanic or Latino	—	—	26	—	—	24	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	215	99%	✓	207	189	127	127
White	✓	✓	988	95%	✓	438	174	100	100
Multiracial	—	—	11	—	—	11	—	—	—
Students With Disabilities	✗	✗	181	94%	✓	85†	128†	38	38
Limited English Proficient	—	—	13	—	—	11	—	—	—
Economically Disadvantaged	—	—	24	—	—	22	—	—	—

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	1,481	97%	684	179
Not Black or African American	1,471	97%	680	179
Not Hispanic or Latino	1,432	97%	660	179
Not Asian or Native Hawaiian/Other Pacific Islander	1,064	96%	477	174
Not White	256	99%	246	186
Not Multiracial	1,464	97%	673	179
General Education	645	95%	605	186
English Proficient	1,459	97%	673	179
Not Economically Disadvantaged	1,436	97%	662	179
Male	379	95%	357	180
Female	714	96%	327	177
Migrant	1	—	0	—
Not Migrant	1,480	97%	684	179

✓ Yes

✗ No

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

Student Group	Made AYP	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI ≥ EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✓	✓	280	100%	✓	278	196	176	176
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	3	—	—	3	—	—	—
Hispanic or Latino	—	—	9	—	—	9	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	77	100%	✓	77	191	178	178
White	✓	✓	187	99%	✓	185	198	184	184
Multiracial	—	—	4	—	—	4	—	—	—
Students With Disabilities	✓	—	31	—	✓	30†	180†	145	1
Limited English Proficient	—	—	2	—	—	2	—	—	—
Economically Disadvantaged	—	—	10	—	—	10	—	—	—

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	280	100%	278	196
Not Black or African American	277	100%	275	196
Not Hispanic or Latino	271	100%	269	196
Not Asian or Native Hawaiian/Other Pacific Islander	203	100%	201	198
Not White	93	100%	93	191
Not Multiracial	276	100%	274	196
General Education	249	100%	248	198
English Proficient	278	100%	276	196
Not Economically Disadvantaged	270	100%	268	196
Male	147	100%	146	198
Female	133	99%	132	193
Migrant	0	—	0	—
Not Migrant	280	100%	278	196

✓ Yes

✗ No

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

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

Unweighted Combined ELA and Math PIs

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	156	179	—	—	168
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	171	189	—	—	180
White	149	174	—	—	162
Multiracial	—	—	—	—	—
Students With Disabilities	89	128	—	—	109
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—

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

**Alternative High School
Equivalency Preparation
Program (AHSEPP)**

A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

Attendance Rate

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.

Average Class Size

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

Completers

Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP).

Core Classes

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages.

Disability Status

Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

Dropouts

Dropouts are students in grades 7-12 and ungraded secondary students whose last enrollment record indicated they dropped out of school. The number of enrolled students used as the denominator for determining the percentage of students who dropped out is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

**Economically
Disadvantaged**

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

**Free and Reduced-Price
Lunch (FRPL)**

Eligible for Free Lunch and Eligible for Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

Gender

Gender of the student being reported, as identified by the parent/guardian.

Grade Level

Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts.

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

Graduates

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

High School Completers

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

Highly Qualified Teachers

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

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

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

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

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

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

Performance Levels

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

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

Race/Ethnicity

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

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American: A person having origins in any of the black racial groups of Africa.

Hispanic or Latino: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Native Hawaiian/Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Recently Arrived LEP Students

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

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

Regents Competency Tests

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

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

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

Total Cohort

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

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

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

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

Safe Harbor Target

Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EA Os 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, E ELA = 150, E ath = 180, HS ELA = 140, HS ath = 160: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.

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



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

NAME: H B THOMPSON MIDDLE SCHOOL

BEDS Code: 280502060011

ADDRESS: 98 ANN DR, SYOSSET, NY 11791

PHONE: (516) 364-5760

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

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

Students by Gender

Male		Female	
424	54%	368	46%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
1	4	26	206	544	11
0%	1%	3%	26%	69%	1%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
11	1%	111	14%	19	2%

Students by Grade

6th Grade	Ungraded Elementary	7th Grade	8th Grade	Ungraded Secondary
265	1	242	279	5

Average Class Size (2013 - 14)

Grade 8 English	Grade 8 Mathematics	Grade 8 Science	Grade 8 Social Studies
18	22	23	22

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
8	1%	7	1%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate	Student Suspensions	
97%	13	2%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience	Turnover Rate of All Teachers
0%	8%

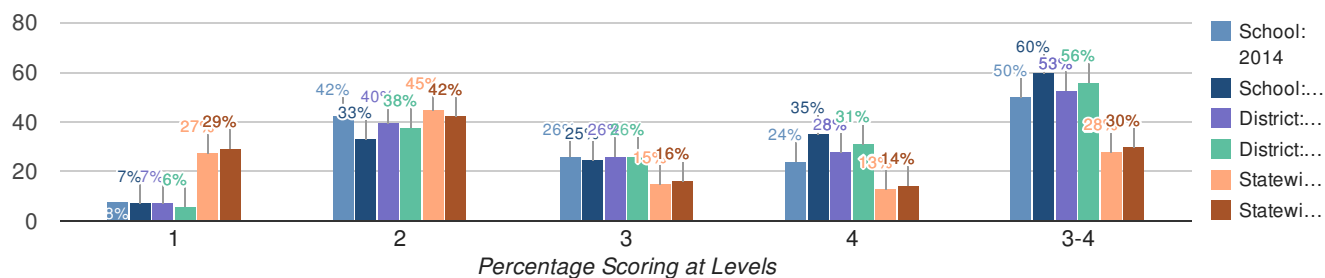
Staff Counts (2013 - 14)

Principals	Assistant Principals	Other Professional Staff	Paraprofessionals
1	2	6	0

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	85	83	85
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	2%	0%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate	76%	77%	79%
Total Number of Core Classes	319	261	261
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	433	414	420
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

Grade 6 English Language Arts

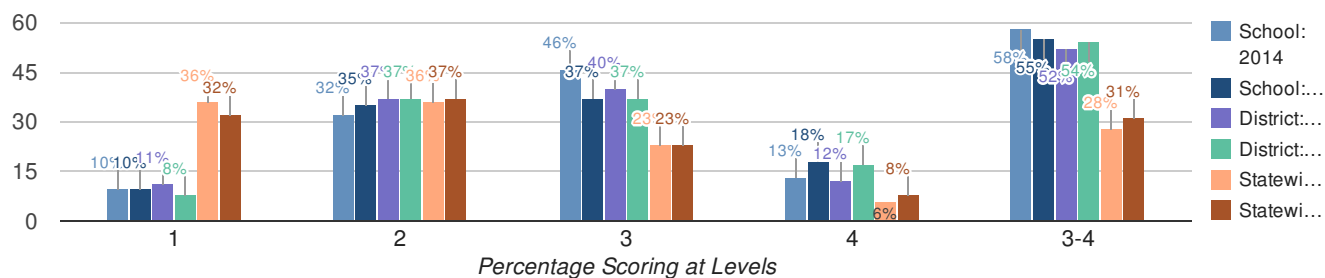


Mean Score

2014	2013
316	324

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	262	8	42	26	24	50	242	7	33	25	35	60
General Education	223	4	39	30	27	58	211	1	33	27	39	66
Students with Disabilities	39	31	62	3	5	8	31	48	35	10	6	16
Asian or Native Hawaiian/Other Pacific Islander	75	4	28	31	37	68	60	2	25	17	57	73
Black or African American	2	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	15	20	40	20	20	40	5	—	—	—	—	—
White	165	8	50	24	18	42	174	9	37	26	28	54
Multiracial	5	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	7	14	14	43	29	71	8	0	13	75	13	88
Female	131	4	43	30	24	53	108	5	31	22	42	64
Male	131	11	41	23	24	47	134	9	34	28	29	57
English Proficient	260	—	—	—	—	—	241	—	—	—	—	—
Limited English Proficient	2	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	8	38	25	13	25	38	5	0	60	20	20	40
Not Economically Disadvantaged	254	7	43	27	24	51	237	7	32	25	35	60
Not Migrant	262	8	42	26	24	50	242	7	33	25	35	60

Grade 7 English Language Arts

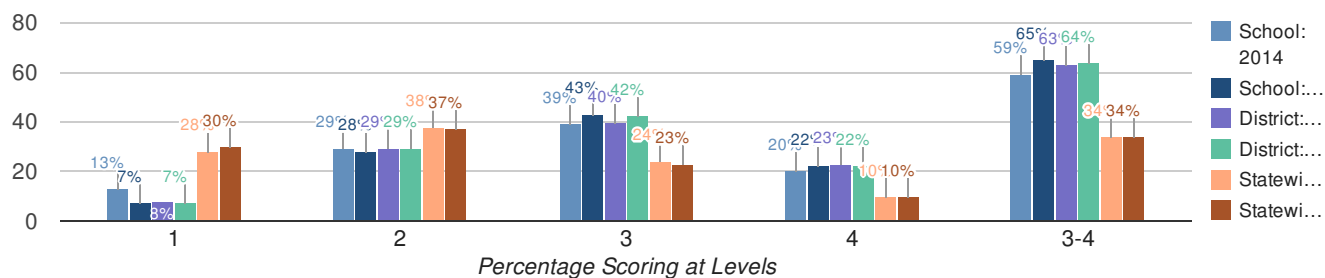


Mean Score

2014	2013
317	319

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	237	10	32	46	13	58	276	10	35	37	18	55
General Education	211	4	33	49	14	63	240	4	35	41	20	61
Students with Disabilities	26	54	27	19	0	19	36	53	36	11	0	11
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	63	5	22	46	27	73	64	5	27	41	28	69
Black or African American	2	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	6	0	33	67	0	67
White	167	12	36	45	7	52	201	11	38	35	15	51
Multiracial	1	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	7	0	29	57	14	71	5	60	20	20	0	20
Female	103	7	31	47	16	62	131	9	31	42	18	60
Male	134	12	33	45	10	55	145	11	39	32	18	50
English Proficient	236	—	—	—	—	—	271	10	35	37	18	55
Limited English Proficient	1	—	—	—	—	—	5	40	40	20	0	20
Economically Disadvantaged	3	—	—	—	—	—	7	43	14	43	0	43
Not Economically Disadvantaged	234	—	—	—	—	—	269	9	36	37	18	55
Not Migrant	237	10	32	46	13	58	276	10	35	37	18	55

Grade 8 English Language Arts

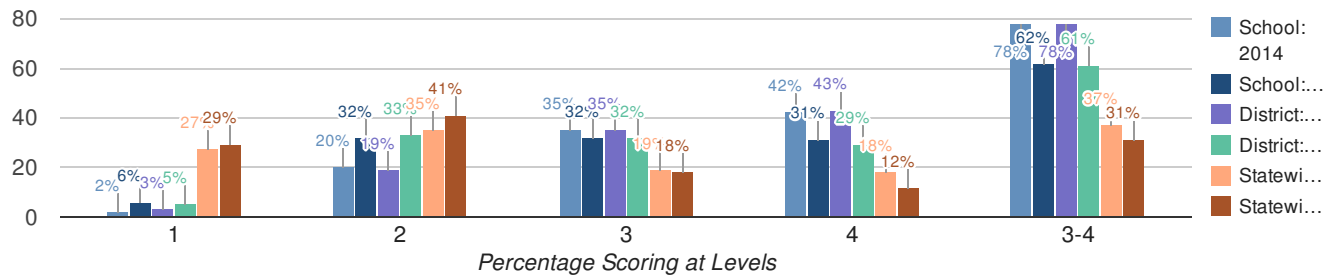


Mean Score

2014	2013
317	323

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	256	13	29	39	20	59	289	7	28	43	22	65
General Education	225	5	30	43	22	65	252	4	26	46	25	71
Students with Disabilities	31	68	19	13	0	13	37	30	46	22	3	24
American Indian or Alaska Native	1	—	—	—	—	—	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	69	12	22	41	26	67	91	3	20	43	34	77
Black or African American	1	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	6	—	—	—	—	—	5	—	—	—	—	—
White	177	11	32	39	18	56	189	8	32	42	17	59
Multiracial	2	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	10	40	10	40	10	50	9	11	33	44	11	56
Female	117	9	26	44	21	65	132	5	34	42	19	61
Male	139	16	30	36	18	54	157	8	24	43	25	68
English Proficient	251	12	29	40	20	60	284	6	29	43	23	65
Limited English Proficient	5	60	20	20	0	20	5	60	20	20	0	20
Economically Disadvantaged	9	33	56	11	0	11	9	0	78	11	11	22
Not Economically Disadvantaged	247	12	28	40	20	61	280	7	27	44	23	66
Not Migrant	256	13	29	39	20	59	289	7	28	43	22	65

Grade 6 Mathematics

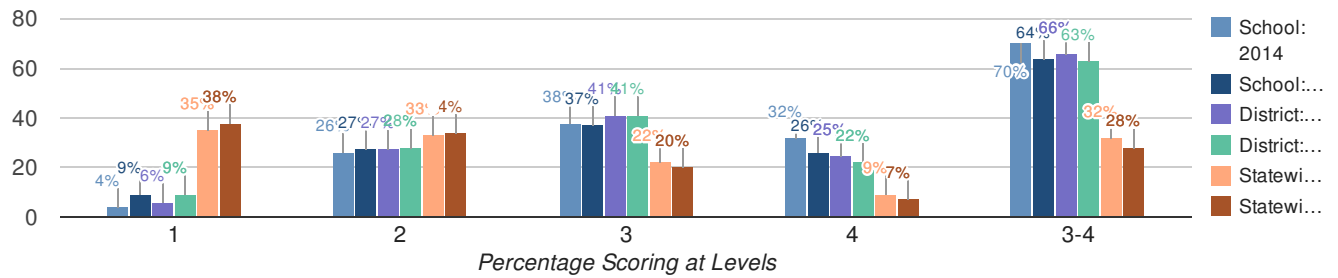


Mean Score

2014	2013
334	326

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	262	2	20	35	42	78	242	6	32	32	31	62
General Education	224	0	16	37	47	84	211	2	30	34	34	68
Students with Disabilities	38	13	47	26	13	39	31	32	45	16	6	23
Asian or Native Hawaiian/Other Pacific Islander	77	0	13	29	58	87	60	2	13	20	65	85
Black or African American	2	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	15	7	33	33	27	60	5	—	—	—	—	—
White	163	2	23	39	36	75	174	7	37	35	20	55
Multiracial	5	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	7	0	14	29	57	86	8	0	50	50	0	50
Female	129	1	25	40	35	74	108	4	38	31	27	58
Male	133	3	16	32	50	81	134	7	27	32	34	66
English Proficient	258	—	—	—	—	—	241	—	—	—	—	—
Limited English Proficient	4	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	7	14	43	14	29	43	5	0	60	20	20	40
Not Economically Disadvantaged	255	2	20	36	43	79	237	6	31	32	31	63
Migrant	0	0	0	0	0	0	0	0	0	0	0	0
Not Migrant	262	2	20	35	42	78	242	6	32	32	31	62

Grade 7 Mathematics

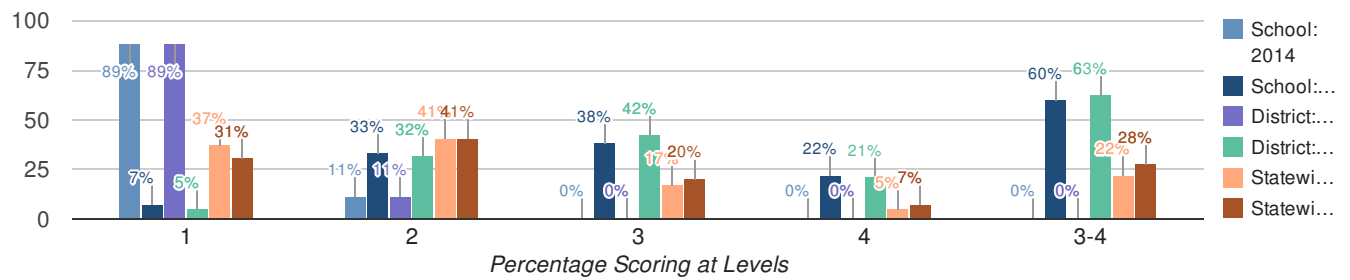


Mean Score

2014	2013
333	327

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	237	4	26	38	32	70	277	9	27	37	26	64
General Education	213	2	22	41	35	76	241	3	25	41	30	72
Students with Disabilities	24	21	63	13	4	17	36	50	42	8	0	8
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	64	3	9	33	55	88	65	3	23	37	37	74
Black or African American	2	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	6	0	33	17	50	67
White	166	4	32	40	24	64	201	11	28	38	23	61
Multiracial	1	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	7	0	43	57	0	57	5	40	40	20	0	20
Female	102	1	30	41	27	69	131	10	31	39	21	60
Male	135	6	23	36	35	71	146	9	24	36	32	67
English Proficient	234	—	—	—	—	—	271	9	27	38	26	64
Limited English Proficient	3	—	—	—	—	—	6	17	33	17	33	50
Economically Disadvantaged	3	—	—	—	—	—	7	29	71	0	0	0
Not Economically Disadvantaged	234	—	—	—	—	—	270	9	26	38	27	65
Not Migrant	237	4	26	38	32	70	277	9	27	37	26	64

Grade 8 Mathematics



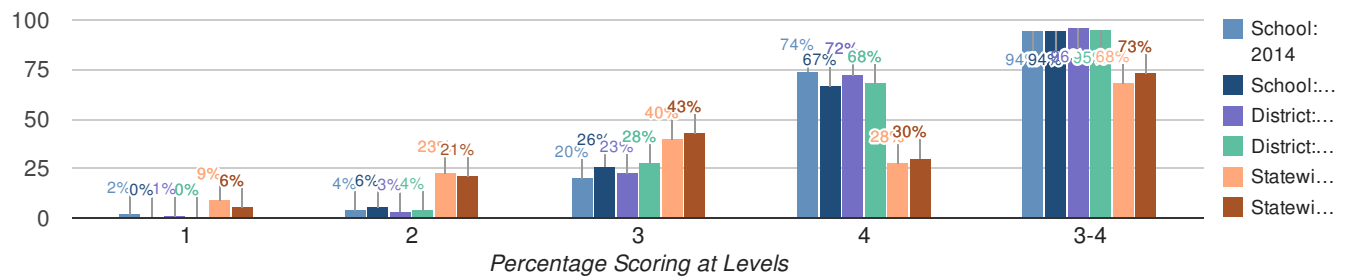
Mean Score

2014	2013
246	326

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	9	89	11	0	0	0	288	7	33	38	22	60
General Education	0	0	0	0	0	0	252	2	31	42	25	67
Students with Disabilities	9	89	11	0	0	0	36	44	47	8	0	8
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	92	0	14	45	41	86
Black or African American	0	0	0	0	0	0	2	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	4	—	—	—	—	—
White	7	—	—	—	—	—	188	9	41	36	14	49
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	9	89	11	0	0	0	8	38	50	13	0	13
Female	2	—	—	—	—	—	132	6	39	40	14	55
Male	7	—	—	—	—	—	156	8	28	36	29	65
English Proficient	8	—	—	—	—	—	283	7	33	38	23	60
Limited English Proficient	1	—	—	—	—	—	5	20	40	40	0	40
Economically Disadvantaged	0	0	0	0	0	0	9	11	22	56	11	67
Not Economically Disadvantaged	9	89	11	0	0	0	279	7	33	37	23	60
Not Migrant	9	89	11	0	0	0	288	7	33	38	22	60

Grade 8 Science

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



Mean Score

2014	2013
79	77

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	127	4	9	43	45	87	125	1	14	54	32	86
General Education	94	0	4	41	54	96	91	0	3	58	38	97
Students with Disabilities	33	15	21	45	18	64	34	3	41	41	15	56
American Indian or Alaska Native	1	—	—	—	—	—	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	26	8	12	23	58	81	22	0	5	50	45	95
Black or African American	1	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	5	—	—	—	—	—
White	94	2	7	49	41	90	95	1	14	55	31	85
Multiracial	1	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	7	14	14	29	43	71	8	0	38	50	13	63
Female	60	2	5	50	43	93	65	0	12	62	26	88
Male	67	6	12	36	46	82	60	2	15	45	38	83
English Proficient	123	—	—	—	—	—	120	1	13	54	33	87
Limited English Proficient	4	—	—	—	—	—	5	0	40	40	20	60
Economically Disadvantaged	7	0	29	43	29	71	6	0	17	67	17	83
Not Economically Disadvantaged	120	4	8	43	46	88	119	1	13	53	33	86
Not Migrant	127	4	9	43	45	87	125	1	14	54	32	86

Grade 8 Students Taking a Regents Science Test

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

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	153	0	0	1	99	100	166	0	0	6	94	100

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

2014	2013
2	0

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

2014	2013
2	0

Recently Arrived LEP Students Taking NYSESLAT in Lieu of NYSTP: Grade 7

2014	2013
2	1

Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7

2014	2013
2	1

Recently Arrived LEP Students Taking NYSESLAT in Lieu of NYSTP: Grade 8

2014	2013
1	0

Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8

2014	2013
1	0

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

Reporting standards not met.

NAEP Participation Rates

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

Regents Examination Results (2013 - 14)

Results by Student Group	Comprehensive English				Integrated Algebra			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	0	0	0	0	268	100	99	64
General Education	0	0	0	0	246	100	98	70
Students with Disabilities	0	0	0	0	22	100	100	0
American Indian or Alaska Native	0	0	0	0	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	69	99	97	78
Hispanic or Latino	0	0	0	0	6	—	—	—
White	0	0	0	0	190	100	99	59
Multiracial	0	0	0	0	2	—	—	—
Small Group Total	0	0	0	0	9	100	100	44
Female	0	0	0	0	128	100	99	69
Male	0	0	0	0	140	99	98	59
English Proficient	0	0	0	0	263	100	99	64
Limited English Proficient	0	0	0	0	5	80	60	60
Economically Disadvantaged	0	0	0	0	8	100	100	25
Not Economically Disadvantaged	0	0	0	0	260	100	98	65
Not Migrant	0	0	0	0	268	100	99	64

Regents Examination Results (2013 - 14)

Results by Student Group	English Language Arts (Common Core)						Algebra I (Common Core)					
	Total Tested	Percent of students scoring at					Total Tested	Percent of students scoring at				
		Level 1	Level 2	Level 3	Level 4	Level 5		Level 1	Level 2	Level 3	Level 4	Level 5
All Students	0	0	0	0	0	0	268	0	3	32	43	22
General Education	0	0	0	0	0	0	246	0	2	28	46	24
Students with Disabilities	0	0	0	0	0	0	22	0	18	73	9	0
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	69	0	3	22	41	35
Hispanic or Latino	0	0	0	0	0	0	6	—	—	—	—	—
White	0	0	0	0	0	0	190	0	2	37	43	18
Multiracial	0	0	0	0	0	0	2	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	9	0	22	11	56	11
Female	0	0	0	0	0	0	128	0	2	37	43	18
Male	0	0	0	0	0	0	140	0	4	28	42	26
English Proficient	0	0	0	0	0	0	263	0	3	32	43	22
Limited English Proficient	0	0	0	0	0	0	5	0	20	20	20	40
Economically Disadvantaged	0	0	0	0	0	0	8	0	25	63	0	13
Not Economically Disadvantaged	0	0	0	0	0	0	260	0	2	31	44	23
Not Migrant	0	0	0	0	0	0	268	0	3	32	43	22

Regents Examination Results (2013 - 14)

Results by Student Group	Living Environment				Physical Setting/Earth Science			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	0	0	0	0	153	100	100	99
General Education	0	0	0	0	152	—	—	—
Students with Disabilities	0	0	0	0	1	—	—	—
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	45	—	—	—
Hispanic or Latino	0	0	0	0	2	—	—	—
White	0	0	0	0	104	100	100	99
Multiracial	0	0	0	0	2	—	—	—
Small Group Total	0	0	0	0	49	100	100	98
Female	0	0	0	0	72	100	100	99
Male	0	0	0	0	81	100	100	99
English Proficient	0	0	0	0	151	—	—	—
Limited English Proficient	0	0	0	0	2	—	—	—
Economically Disadvantaged	0	0	0	0	2	—	—	—
Not Economically Disadvantaged	0	0	0	0	151	—	—	—
Not Migrant	0	0	0	0	153	100	100	99

Regents Examination Results (2013 - 14)

Results by Student Group	Physical Setting/Chemistry				Physical Setting/Physics			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	1	—	—	—	1	—	—	—
General Education	0	0	0	0	0	0	0	0
Students with Disabilities	1	—	—	—	1	—	—	—
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	0	0
White	1	—	—	—	1	—	—	—
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	1	—	—	—	1	—	—	—
Female	0	0	0	0	0	0	0	0
Male	1	—	—	—	1	—	—	—
English Proficient	1	—	—	—	1	—	—	—
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	0	0	0	0	0	0	0	0
Not Economically Disadvantaged	1	—	—	—	1	—	—	—
Not Migrant	1	—	—	—	1	—	—	—

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

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

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

Grade 6	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	4	—	—	—	—
General Education	4	—	—	—	—
Grade 7	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	3	—	—	—	—
General Education	3	—	—	—	—
Grade 8	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	6	0%	33%	17%	50%
General Education	5	—	—	—	—
Students with Disabilities	1	—	—	—	—

Elementary/Middle-Level English Language Arts Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI ≥ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	798	96%	✓	752	153	85	85
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	—	—	5	—	—	4	—	—	—
Hispanic or Latino	—	—	26	—	—	25	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	212	100%	✓	202	169	112	112
White	✓	✓	1,115	97%	✓	512	147	104	104
Multiracial	—	—	11	—	—	8	—	—	—
Students With Disabilities	✓	✓	223	96%	✓	105†	76†	38	38
Limited English Proficient	—	—	13	—	—	8	—	—	—
Economically Disadvantaged	—	—	20	—	—	19	—	—	—

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	797	96%	751	153
Not Black or African American	793	96%	748	153
Not Hispanic or Latino	772	96%	727	153
Not Asian or Native Hawaiian/Other Pacific Islander	1,186	97%	550	147
Not White	255	98%	240	165
Not Multiracial	787	96%	744	153
General Education	688	96%	652	165
English Proficient	785	96%	744	154
Not Economically Disadvantaged	778	96%	733	154
Male	429	96%	404	147
Female	369	95%	348	160
Migrant	0	—	0	—
Not Migrant	798	96%	752	153

✓ Yes

✗ No

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

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

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

Elementary/Middle-Level Mathematics Results for Accountability

All accountability groups made AYP: **NO**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI ≥ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	797	98%	✓	771	179	82	82
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	—	—	5	—	—	3	—	—	—
Hispanic or Latino	—	—	25	—	—	25	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	212	100%	✓	205	189	127	127
White	✓	✓	543	97%	✓	529	176	100	100
Multiracial	—	—	11	—	—	8	—	—	—
Students With Disabilities	✗	✗	222	94%	✓	103†	133†	39	39
Limited English Proficient	—	—	13	—	—	11	—	—	—
Economically Disadvantaged	—	—	20	—	—	17	—	—	—

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	796	98%	770	179
Not Black or African American	792	98%	768	179
Not Hispanic or Latino	772	98%	746	180
Not Asian or Native Hawaiian/Other Pacific Islander	585	97%	566	176
Not White	254	98%	242	187
Not Multiracial	786	98%	763	179
General Education	688	99%	674	187
English Proficient	784	98%	760	180
Not Economically Disadvantaged	777	98%	754	180
Male	428	98%	414	179
Female	369	98%	357	180
Migrant	0	—	0	—
Not Migrant	797	98%	771	179

✓ Yes

✗ No

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

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

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

Elementary/Middle-Level Science Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI ≥ EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✓	✓	284	100%	✓	282	192	177	177
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	—	—	1	—	—	1	—	—	—
Hispanic or Latino	—	—	6	—	—	6	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	71	100%	✓	70	190	178	178
White	✓	✓	202	100%	✓	201	194	184	184
Multiracial	—	—	3	—	—	3	—	—	—
Students With Disabilities	✓	—	38	—	✓	38†	150†	146	146
Limited English Proficient	—	—	6	—	—	5	—	—	—
Economically Disadvantaged	—	—	9	—	—	9	—	—	—

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	283	100%	281	192
Not Black or African American	283	100%	281	192
Not Hispanic or Latino	278	100%	276	192
Not Asian or Native Hawaiian/Other Pacific Islander	213	100%	212	192
Not White	82	100%	81	188
Not Multiracial	281	100%	279	192
General Education	246	100%	245	198
English Proficient	278	100%	277	193
Not Economically Disadvantaged	275	100%	273	192
Male	152	99%	151	188
Female	132	100%	131	196
Migrant	0	—	0	—
Not Migrant	284	100%	282	192

✓ Yes

✗ No

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

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

Unweighted Combined ELA and Math PIs

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	153	179	—	—	166
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	169	189	—	—	179
White	147	176	—	—	162
Multiracial	—	—	—	—	—
Students With Disabilities	76	133	—	—	105
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—

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

Alternative High School Equivalency Preparation Program (AHSEPP)

A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

Attendance Rate

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.

Average Class Size

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

Completers

Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP).

Core Classes

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages.

Disability Status

Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

Dropouts

Dropouts are students in grades 7-12 and ungraded secondary students whose last enrollment record indicated they dropped out of school. The number of enrolled students used as the denominator for determining the percentage of students who dropped out is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

Economically Disadvantaged

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

Free and Reduced-Price Lunch (FRPL)

Eligible for Free Lunch and Eligible for Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

Gender

Gender of the student being reported, as identified by the parent/guardian.

Grade Level

Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts.

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

Graduates

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

High School Completers

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

Highly Qualified Teachers

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

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

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

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

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

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

Performance Levels

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

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

Race/Ethnicity

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

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American: A person having origins in any of the black racial groups of Africa.

Hispanic or Latino: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Native Hawaiian/Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Recently Arrived LEP Students

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

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

Regents Competency Tests

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

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

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

Total Cohort

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

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

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

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

Safe Harbor Target

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

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

Unweighted Combined PI

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

Section 11: School Report Card
Syosset High School



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

NAME: SYOSSET SENIOR HIGH SCHOOL

BEDS Code: 280502060014

ADDRESS: 70 S WOODS RD, SYOSSET, NY 11791

PHONE: (516) 364-5675

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

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

Students by Gender

Male		Female	
1,150	53%	1,037	47%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
2	13	52	580	1,533	7
0%	1%	2%	27%	70%	0%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
23	1%	237	11%	68	3%

Students by Grade

9th Grade	10th Grade	11th Grade	12th Grade	Ungraded Secondary
535	520	541	582	9

Average Class Size (2013 - 14)

Grade 8 Mathematics			
30			
Grade 10 English	Grade 10 Mathematics	Grade 10 Science	Grade 10 Social Studies
22	22	19	21

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
41	2%	13	1%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate	Student Suspensions	
96%	81	4%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience	Turnover Rate of All Teachers
30%	6%

Staff Counts (2013 - 14)

Principals	Assistant Principals	Other Professional Staff	Paraprofessionals
1	2	23	0

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	202	208	210
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	2%	3%	1%
Percentage with Master's Degree Plus 30 Hours or Doctorate	73%	71%	71%
Total Number of Core Classes	730	754	787
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	879	916	938
Percent Taught by Teachers Without Appropriate Certification	1%	1%	1%

High School Completers (2013 - 14)

Results by Student Group	Completers (Graduates + IEP Diplomas)	Graduates (Regents + Local Diplomas)	Regents Diploma		Regents with Advanced Designation	
	Number of Students	Number of Students	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates
All Students	572	572	563	98%	467	82%
General Education	514	514	509	99%	453	88%
Students with Disabilities	58	58	54	93%	14	24%

Results by Student Group	Regents with CTE Endorsement		Local Diplomas		Commencement Credentials	
	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates	Number of Students	Percent of Completers
All Students	0	0%	9	2%	0	0%
General Education	0	0%	5	1%	0	0%
Students with Disabilities	0	0%	4	7%	0	0%

Post-graduation Plans of Completers (2013 - 14)

Results by Student Group	To Four-Year College		To Two-Year College		To Other Post-Secondary		To the Military	
	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers
All Students	520	91%	38	7%	2	0%	2	0%
General Education	484	94%	21	4%	1	0%	2	0%
Students with Disabilities	36	62%	17	29%	1	2%	0	0%

Results by Student Group	To Employment		To Adult Services		To Other Known Plans		Plan Unknown	
	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers
All Students	8	1%	0	0%	0	0%	2	0%
General Education	4	1%	0	0%	0	0%	2	0%
Students with Disabilities	4	7%	0	0%	0	0%	0	0%

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

*Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

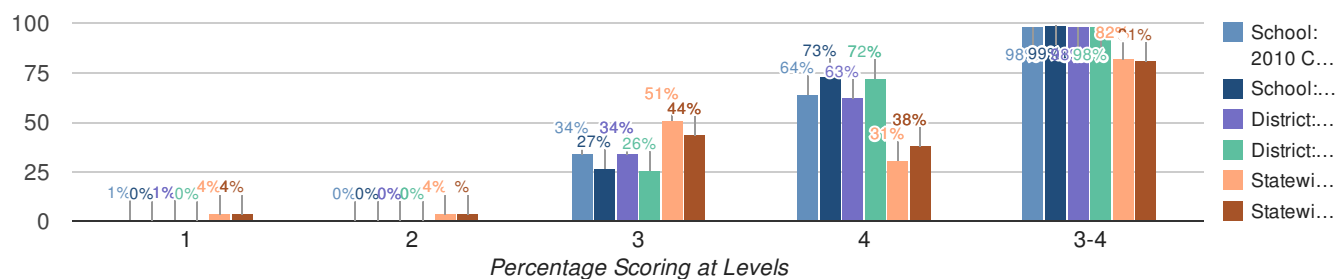
*Reporting standards not met.

NAEP Participation Rates

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

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

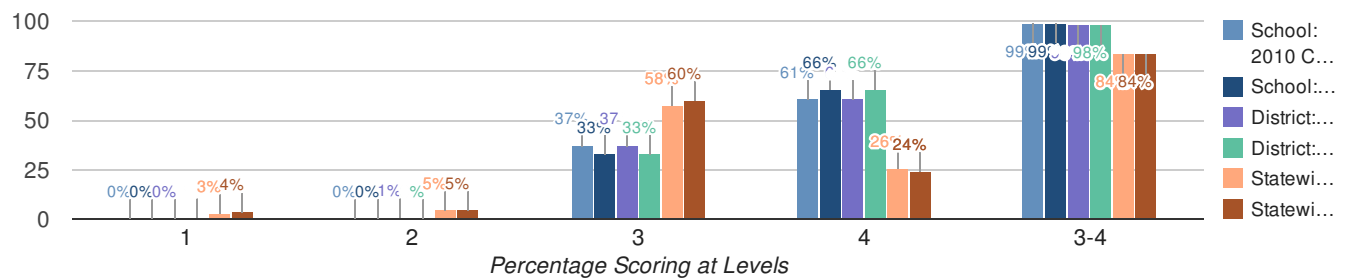
Total cohort results are those for New York State Regents and alternatives to Regents examinations only.



Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 & above)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4 & above			1	2	3	4	
All Students	580	1	0	34	64	98	576	0	0	27	73	99
General Education	514	0	0	30	70	100	525	0	0	22	78	100
Students with Disabilities	66	8	2	68	18	86	51	2	2	76	16	92
Asian or Native Hawaiian/Other Pacific Islander	136	0	0	20	79	99	138	0	0	25	75	100
Black or African American	1						2					
Hispanic or Latino	9						16					
White	434	1	0	38	60	98	418	0	0	26	73	99
Multiracial	0	0	0	0	0	0	2					
Small Group Total	10	0	0	60	40	100	20	0	0	50	50	100
Female	273	1	0	24	75	99	285	0	0	25	75	100
Male	307	1	0	44	54	98	291	0	0	29	70	98
English Proficient	578						567	0	0	26	74	99
Limited English Proficient	2						9	0	0	89	11	100
Economically Disadvantaged	19	0	0	58	42	100	17	0	0	47	53	100
Not Economically Disadvantaged	561	1	0	34	65	98	559	0	0	26	73	99
Migrant	0	0	0	0	0	0	1					
Not Migrant	580	1	0	34	64	98	575					

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

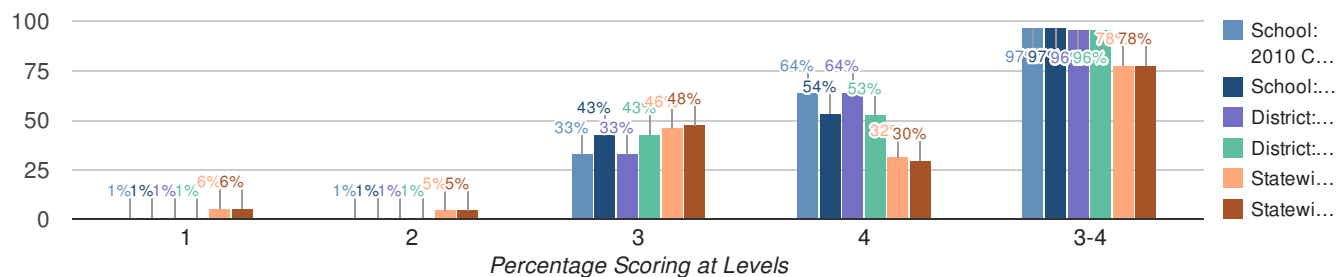
Total cohort results are those for New York State Regents and alternatives to Regents examinations only.



Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 & above)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4 & above			1	2	3	4	
All Students	580	0	0	37	61	99	576	0	0	33	66	99
General Education	514	0	0	32	68	100	525	0	0	29	71	100
Students with Disabilities	66	2	3	79	9	88	51	4	4	69	22	90
Asian or Native Hawaiian/Other Pacific Islander	136	0	0	20	79	99	138	0	0	16	84	100
Black or African American	1						2					
Hispanic or Latino	9						16					
White	434	0	0	42	56	98	418	0	0	37	62	99
Multiracial	0	0	0	0	0	0	2					
Small Group Total	10	0	0	50	50	100	20	5	0	55	40	95
Female	273	0	0	32	67	99	285	0	0	31	68	99
Male	307	0	1	42	56	99	291	0	0	34	65	99
English Proficient	578						567	0	0	33	66	99
Limited English Proficient	2						9	0	0	22	78	100
Economically Disadvantaged	19	0	0	63	37	100	17	6	6	71	18	88
Not Economically Disadvantaged	561	0	0	36	62	99	559	0	0	32	68	99
Migrant	0	0	0	0	0	0	1					
Not Migrant	580	0	0	37	61	99	575					

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

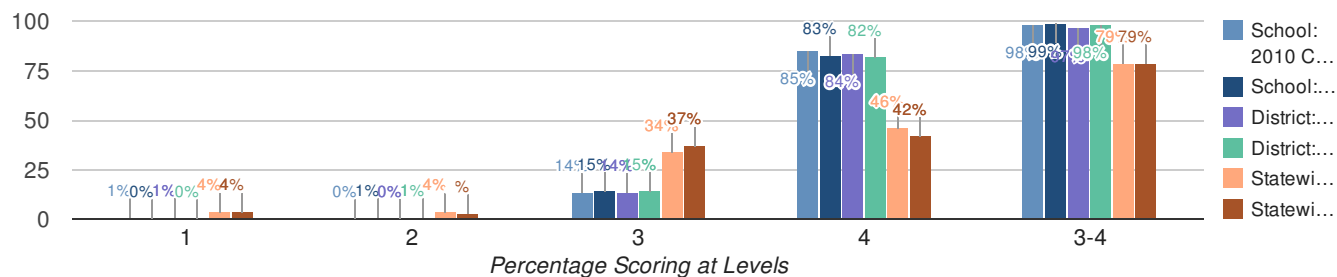
Total cohort results are those for New York State Regents and alternatives to Regents examinations only.



Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	580	1	1	33	64	97	576	1	1	43	54	97
General Education	514	0	0	28	70	98	525	0	0	40	58	98
Students with Disabilities	66	8	5	67	17	83	51	6	6	75	10	84
Asian or Native Hawaiian/Other Pacific Islander	136	0	0	20	76	96	138	1	0	30	62	93
Black or African American	1						2					
Hispanic or Latino	9						16					
White	434	1	1	36	61	97	418	0	1	47	51	98
Multiracial	0	0	0	0	0	0	2					
Small Group Total	10	0	0	60	40	100	20	0	0	55	40	95
Female	273	1	0	31	66	97	285	0	1	44	53	97
Male	307	1	1	35	62	96	291	1	0	42	55	97
English Proficient	578						567	1	1	43	54	98
Limited English Proficient	2						9	0	0	22	0	22
Economically Disadvantaged	19	0	0	47	47	95	17	6	0	59	35	94
Not Economically Disadvantaged	561	1	1	32	65	97	559	0	1	43	54	97
Migrant	0	0	0	0	0	0	1					
Not Migrant	580	1	1	33	64	97	575					

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

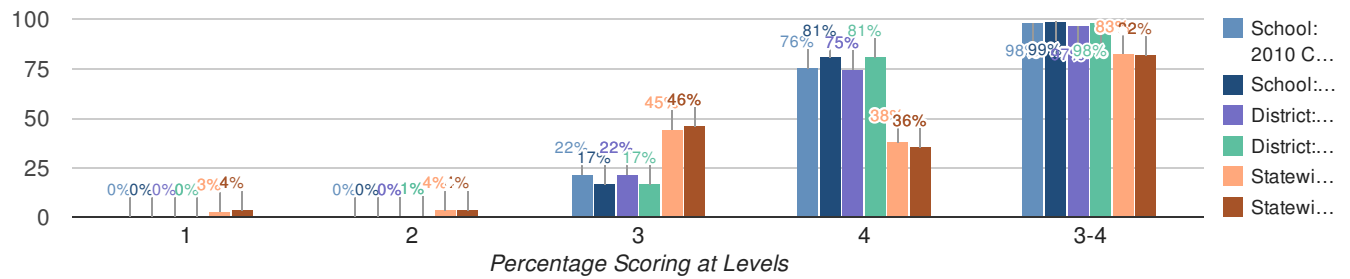
Total cohort results are those for New York State Regents and alternatives to Regents examinations only.



Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	580	1	0	14	85	98	576	0	1	15	83	99
General Education	514	0	0	11	89	100	525	0	0	13	87	100
Students with Disabilities	66	8	3	38	47	85	51	2	8	45	43	88
Asian or Native Hawaiian/Other Pacific Islander	136	0	0	4	95	99	138	0	1	9	91	99
Black or African American	1						2					
Hispanic or Latino	9						16					
White	434	1	0	16	82	98	418	0	1	17	82	98
Multiracial	0	0	0	0	0	0	2					
Small Group Total	10	0	0	20	80	100	20	0	0	35	65	100
Female	273	1	0	12	86	99	285	0	1	18	81	99
Male	307	1	0	15	83	98	291	0	1	13	85	98
English Proficient	578						567	0	1	15	84	99
Limited English Proficient	2						9	0	11	33	56	89
Economically Disadvantaged	19	0	0	26	74	100	17	0	6	35	59	94
Not Economically Disadvantaged	561	1	0	13	85	98	559	0	1	15	84	99
Migrant	0	0	0	0	0	0	1					
Not Migrant	580	1	0	14	85	98	575					

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

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



Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	580	0	0	22	76	98	576	0	0	17	81	99
General Education	514	0	0	16	83	99	525	0	0	14	86	100
Students with Disabilities	66	0	3	64	23	86	51	2	4	53	37	90
Asian or Native Hawaiian/Other Pacific Islander	136	0	0	11	86	97	138	0	1	12	87	99
Black or African American	1						2					
Hispanic or Latino	9						16					
White	434	0	0	24	73	98	418	0	0	19	80	99
Multiracial	0	0	0	0	0	0	2					
Small Group Total	10	0	0	40	60	100	20	0	0	25	70	95
Female	273	0	0	21	76	97	285	0	0	18	82	100
Male	307	0	0	22	76	98	291	0	0	17	81	98
English Proficient	578						567	0	0	16	82	99
Limited English Proficient	2						9	0	0	78	22	100
Economically Disadvantaged	19	0	0	16	79	95	17	0	6	41	53	94
Not Economically Disadvantaged	561	0	0	22	76	98	559	0	0	17	82	99
Migrant	0	0	0	0	0	0	1					
Not Migrant	580	0	0	22	76	98	575					

Regents Examination Results (2013 - 14)

Results by Student Group	Comprehensive English				Integrated Algebra			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	548	100	99	69	51	96	86	27
General Education	494	100	100	76	33	100	97	42
Students with Disabilities	54	100	91	13	18	89	67	0
American Indian or Alaska Native	1				0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	135	100	99	79	21	100	95	62
Black or African American	3				0	0	0	0
Hispanic or Latino	17				4			
White	392	100	99	68	25	92	76	0
Multiracial	0	0	0	0	1			
Small Group Total	21	100	95	43	5	100	100	20
Female	267	100	99	70	17	100	88	29
Male	281	100	99	69	34	94	85	26
English Proficient	545				40	95	83	20
Limited English Proficient	3				11	100	100	55
Economically Disadvantaged	18	100	94	44	4			
Not Economically Disadvantaged	530	100	99	70	47			
Not Migrant	548	100	99	69	51	96	86	27

Regents Examination Results (2013 - 14)

Results by Student Group	English Language Arts (Common Core)						Algebra I (Common Core)					
	Total Tested	Percent of students scoring at					Total Tested	Percent of students scoring at				
		Level 1	Level 2	Level 3	Level 4	Level 5		Level 1	Level 2	Level 3	Level 4	Level 5
All Students	0	0	0	0	0	0	33	9	30	36	12	12
General Education	0	0	0	0	0	0	18	0	6	50	22	22
Students with Disabilities	0	0	0	0	0	0	15	20	60	20	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	14					
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	2					
White	0	0	0	0	0	0	17	18	53	29	0	0
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0
Small Group Total	0	0	0	0	0	0	16	0	6	44	25	25
Female	0	0	0	0	0	0	9	11	33	44	0	11
Male	0	0	0	0	0	0	24	8	29	33	17	13
English Proficient	0	0	0	0	0	0	25	12	40	36	8	4
Limited English Proficient	0	0	0	0	0	0	8	0	0	38	25	38
Economically Disadvantaged	0	0	0	0	0	0	2					
Not Economically Disadvantaged	0	0	0	0	0	0	31					
Not Migrant	0	0	0	0	0	0	33	9	30	36	12	12

Regents Examination Results (2013 - 14)

Results by Student Group	Geometry				Algebra 2/Trigonometry			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	525	100	98	66	499	97	93	57
General Education	481	100	98	71	463	98	94	60
Students with Disabilities	44	100	93	18	36	92	78	17
American Indian or Alaska Native	1				1			
Asian or Native Hawaiian/Other Pacific Islander	175	100	99	79	131	100	98	70
Black or African American	4				5			
Hispanic or Latino	8	100	88	38	18	94	83	39
White	337	99	97	61	341	96	91	52
Multiracial	0	0	0	0	3			
Small Group Total	5	100	100	40	9	89	89	67
Female	251	100	98	67	231	100	94	56
Male	274	100	98	66	268	95	92	57
English Proficient	513	100	98	66	497			
Limited English Proficient	12	100	100	75	2			
Economically Disadvantaged	13	100	100	31	13	92	92	54
Not Economically Disadvantaged	512	100	98	67	486	97	93	57
Not Migrant	525	100	98	66	499	97	93	57

Regents Examination Results (2013 - 14)

Results by Student Group	Global History and Geography				U.S. History & Government			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	528	99	96	72	543	100	99	89
General Education	464	100	99	78	494	100	100	93
Students with Disabilities	64	95	75	28	49	100	96	57
American Indian or Alaska Native	0	0	0	0	1			
Asian or Native Hawaiian/Other Pacific Islander	136	99	98	80	134	100	100	93
Black or African American	5				3			
Hispanic or Latino	21	100	95	71	16			
White	363	99	95	68	389	100	99	88
Multiracial	3				0	0	0	0
Small Group Total	8	100	88	75	20	100	95	85
Female	246	99	96	68	268	100	99	86
Male	282	99	96	75	275	100	99	92
English Proficient	523	99	96	72	540			
Limited English Proficient	5	100	100	40	3			
Economically Disadvantaged	22	95	91	32	18	100	94	67
Not Economically Disadvantaged	506	99	96	73	525	100	99	90
Not Migrant	528	99	96	72	543	100	99	89

Regents Examination Results (2013 - 14)

Results by Student Group	Living Environment				Physical Setting/Earth Science			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	564	100	99	73	175	97	92	52
General Education	495	100	100	80	132	99	96	61
Students with Disabilities	69	99	94	23	43	91	79	23
American Indian or Alaska Native	0	0	0	0	1			
Asian or Native Hawaiian/Other Pacific Islander	170	100	100	86	47	98	96	60
Black or African American	4				1			
Hispanic or Latino	14				6			
White	376	100	99	68	120	98	92	50
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	18	100	100	61	8	88	75	38
Female	264	100	99	72	87	98	95	55
Male	300	100	99	74	88	97	89	49
English Proficient	559	100	99	73	160	98	93	52
Limited English Proficient	5	100	100	80	15	93	87	53
Economically Disadvantaged	17	100	100	59	8	100	88	50
Not Economically Disadvantaged	547	100	99	74	167	97	92	52
Not Migrant	564	100	99	73	175	97	92	52

Regents Examination Results (2013 - 14)

Results by Student Group	Physical Setting/Chemistry				Physical Setting/Physics			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	485	100	98	49	347	98	94	60
General Education	457	100	98	51	346			
Students with Disabilities	28	100	96	18	1			
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	129	100	97	59	110	98	97	64
Black or African American	4				1			
Hispanic or Latino	14	100	100	43	9			
White	335	100	99	46	227	98	93	59
Multiracial	3				0	0	0	0
Small Group Total	7	100	100	43	10	100	70	40
Female	233	100	97	45	162	98	94	54
Male	252	100	99	53	185	99	94	65
English Proficient	485	100	98	49	347	98	94	60
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	13	100	100	31	6	100	100	33
Not Economically Disadvantaged	472	100	98	50	341	98	94	61
Not Migrant	485	100	98	49	347	98	94	60

Regents Competency Test Results (2013 - 14)

Results by Student Group	Reading		Writing		Math	
	Total Tested	Percent Passing	Total Tested	Percent Passing	Total Tested	Percent Passing
All Students	2		2		2	
Students with Disabilities	2		2		2	
White	2		2		2	
Small Group Total	2		2		2	
Female	1		0	0	2	
Male	1		2		0	0
English Proficient	2		2		2	
Not Economically Disadvantaged	2		2		2	
Not Migrant	2		2		2	

Regents Competency Test Results (2013 - 14)

Results by Student Group	Global Studies		U.S. History & Government		Science	
	Total Tested	Percent Passing	Total Tested	Percent Passing	Total Tested	Percent Passing
All Students	0	0	4		0	0
Students with Disabilities	0	0	4		0	0
White	0	0	4		0	0
Small Group Total	0	0	4		0	0
Female	0	0	3		0	0
Male	0	0	1		0	0
English Proficient	0	0	4		0	0
Not Economically Disadvantaged	0	0	4		0	0
Not Migrant	0	0	4		0	0

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

Grade/Subject	Total Tested	Number Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4	
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 (2013 - 14)

Grade 9	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	12	0%	25%	42%	33%
General Education	12	0%	25%	42%	33%
Grade 10	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	8	0%	0%	38%	63%
General Education	8	0%	0%	38%	63%
Grade 11	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1				
General Education	1				
Grade 12	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	2				
General Education	2				

Secondary-Level English Language Arts Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores	PI ≥ EAMO or Safe Harbor Target	2010 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	✓	582	100%	✓	572	190	161	161
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	1	—	—	1	—	—	—
Hispanic or Latino	—	—	9	—	—	8	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	136	100%	✓	132	196	168	168
White	✓	✓	436	100%	✓	431	189	173	173
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	✓	✓	64	98%	✓	73†	152†	105	105
Limited English Proficient	—	—	2	—	—	1	—	—	—
Economically Disadvantaged	—	—	19	—	—	19	—	—	—

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

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2010 Accountability Cohort Members	PI
Not American Indian or Alaska Native	582	100%	572	190
Not Black or African American	581	100%	571	191
Not Hispanic or Latino	573	100%	564	190
Not Asian or Native Hawaiian/Other Pacific Islander	446	100%	440	189
Not White	146	100%	141	196
Not Multiracial	582	100%	572	190
General Education	518	100%	510	195
English Proficient	580	100%	571	190
Not Economically Disadvantaged	563	100%	553	190
Male	308	100%	301	187
Female	274	100%	271	194
Migrant	0	—	0	—
Not Migrant	582	100%	572	190

✓ Yes

✗ No

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

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

Secondary-Level Mathematics Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores	PI >= EAMO or Safe Harbor Target	2010 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	✓	582	100%	✓	572	180	143	143
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	1	—	—	1	—	—	—
Hispanic or Latino	—	—	9	—	—	8	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	136	100%	✓	132	192	162	162
White	✓	✓	436	100%	✓	431	177	157	157
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	✓	✓	64	100%	✓	73†	130†	93	93
Limited English Proficient	—	—	2	—	—	1	—	—	—
Economically Disadvantaged	—	—	19	—	—	19	—	—	—

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

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2010 Accountability Cohort Members	PI
Not American Indian or Alaska Native	582	100%	572	180
Not Black or African American	581	100%	571	180
Not Hispanic or Latino	573	100%	564	180
Not Asian or Native Hawaiian/Other Pacific Islander	446	100%	440	177
Not White	146	100%	141	191
Not Multiracial	582	100%	572	180
General Education	518	100%	510	187
English Proficient	580	100%	571	180
Not Economically Disadvantaged	563	100%	553	181
Male	308	100%	301	177
Female	274	100%	271	185
Migrant	0	—	0	—
Not Migrant	582	100%	572	180

✓ Yes

✗ No

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

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

Unweighted Combined ELA and Math PIs

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	—	—	190	180	185
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	196	192	194
White	—	—	189	177	183
Multiracial	—	—	—	—	—
Students With Disabilities	—	—	152	130	141
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—

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

Overall Graduation Rate for Accountability

All accountability groups made AYP: **YES**

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

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

Four-Year Graduation-Rate Total Cohort for Accountability

Student Group	Met Graduation-Rate Criterion	2009 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓				
American Indian or Alaska Native					
Black or African American					
Hispanic or Latino					
Asian or Native Hawaiian/Other Pacific Islander	✓				
White	✓				
Multiracial					
Students With Disabilities	✓				
Limited English Proficient					
Economically Disadvantaged					

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target. __
✗ Graduation rate is less than the State Standard and the group's Progress Target. __
— There were fewer than 30 students in the cohort.__
† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.__

Five-Year Graduation-Rate Total Cohort for Accountability

Student Group	Met Graduation-Rate Criterion	2008 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓				
American Indian or Alaska Native					
Black or African American					
Hispanic or Latino					
Asian or Native Hawaiian/Other Pacific Islander	✓				
White	✓				
Multiracial					
Students With Disabilities	✓				
Limited English Proficient					
Economically Disadvantaged					

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

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

— There were fewer than 30 students in the cohort. __

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

Graduation Rates for Non-AYP Groups for Accountability

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

Student Group	Four-Year Graduation-Rate Total Cohort		Five-Year Graduation-Rate Total Cohort	
	2009 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2008 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native				
Not Black or African American				
Not Hispanic or Latino				
Not Asian or Native Hawaiian/Other Pacific Islander				
Not White				
Not Multiracial				
General Education				
English Proficient				
Not Economically Disadvantaged				
Male				
Female				
Migrant				
Not Migrant				

— There were fewer than 30 students in the cohort.

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

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

Regents Diploma with an Advanced Designation (This School)	Regents Diploma with an Advanced Designation (Statewide)	Percentage in This School Exceeded Statewide
---	---	--

Alternative High School Equivalency Preparation Program (AHSEPP)

A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

Attendance Rate

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.

Average Class Size

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

Completers

Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP).

Core Classes

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages.

Disability Status

Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

Dropouts

Dropouts are students in grades 7-12 and ungraded secondary students whose last enrollment record indicated they dropped out of school. The number of enrolled students used as the denominator for determining the percentage of students who dropped out is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

Economically Disadvantaged

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

Free and Reduced-Price Lunch (FRPL)

Eligible for Free Lunch and Eligible for Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

Gender

Gender of the student being reported, as identified by the parent/guardian.

Grade Level

Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts.

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

Graduates

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

High School Completers

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

Highly Qualified Teachers

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

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

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

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

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

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

Performance Levels

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

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

Race/Ethnicity

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

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American: A person having origins in any of the black racial groups of Africa.

Hispanic or Latino: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Native Hawaiian/Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Recently Arrived LEP Students

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

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

Regents Competency Tests

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

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

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

Total Cohort

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

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

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

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

Safe Harbor Target

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

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

Unweighted Combined PI

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

APRIL 21, 2015

b-3

WORK YEAR (MOS)	TITLE	SALARY	BENEFITS*	OTHER REMUN- ERATION
10	PRINCIPAL	163,968	53,130	4,866
12	COORDINATOR	174,675	54,705	0
10	PRINCIPAL	181,452	54,870	5,310
12	DIRECTOR	155,000	51,811	0
10	ADMINISTRATIVE ASST	154,492	58,333	2,317
10	PRINCIPAL	181,452	55,702	5,310
12	ASST. SUPERINTENDENT	178,075	62,297	2,500
11	ASST. PRINCIPAL	174,920	54,741	4,373
12	COORDINATOR	144,372	50,247	0
12	ASST. SUPERINTENDENT	205,000	66,831	5,000
11	ASST. PRINCIPAL	166,026	53,433	4,151
12	DIRECTOR	169,624	53,962	0
11	PRINCIPAL	215,451	60,703	5,387
11	PRINCIPAL	189,752	56,923	4,744
12	COORDINATOR	157,395	40,533	0
12	COORDINATOR	160,343	52,597	0
11	ASST. PRINCIPAL	168,120	53,741	4,203
10	PRINCIPAL	180,359	55,541	5,271
12	DEPUTY SUPERINTENDENT	300,064	82,277	60,000
10	PRINCIPAL	166,155	41,822	4,905
12	COORDINATOR	148,988	39,297	0
10	ADMINISTRATIVE ASST	148,963	50,923	2,234
11	PRINCIPAL	201,551	58,658	5,038
10	PRINCIPAL	173,142	54,479	5,081
10	ADMINISTRATIVE ASST	155,714	42,187	2,335
12	SUPERINTENDENT	279,000	76,597	0
10	ADMINISTRATIVE ASST	154,492	51,736	2,317
12	ASST. DIRECTOR	133,575	37,029	0
10	PRINCIPAL	173,142	54,479	4,252
11	ASST. PRINCIPAL	159,845	52,523	3,997
10	ADMINISTRATIVE ASST	157,626	52,197	2,364
11	ASST. PRINCIPAL	173,385	54,515	4,334
12	COORDINATOR	177,358	44,302	0
10	ADMINISTRATIVE ASST	144,238	50,228	2,164
10	ADMINISTRATIVE ASST	157,626	52,197	2,364
11	ASST. PRINCIPAL	178,706	55,298	4,468

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



**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: 02/06/2014

Taxing Jurisdiction: 28

Fiscal Year Beginning: 2014

School District: 282402 Syosset

Total equalized value in taxing jurisdiction: 8,698,725,200

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	49,862,100	0.57%
13100	CO - GENERALLY	RPTL 406(1)	114	222,020,100	2.55%
13500	TOWN - GENERALLY	RPTL 406(1)	54	179,958,700	2.07%
13650	VG - GENERALLY	RPTL 406(1)	6	2,709,800	0.03%
13800	SCHOOL DISTRICT	RPTL 408	27	313,173,800	3.60%
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	14	36,892,900	0.42%
14110	USA - SPECIFIED USES	STATE L 54	2	3,561,800	0.04%
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	11	81,704,500	0.94%
19950	MUNICIPAL RAILROAD	RPTL 456	13	3,085,300	0.04%
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	8	4,048,000	0.05%
25120	NONPROF CORP - EDUC(CONST PRO	RPTL 420-a	13	32,194,200	0.37%
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	3	37,019,200	0.43%
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	11	48,098,100	0.55%
26100	VETERANS ORGANIZATION	RPTL 452	3	1,938,300	0.02%
26300	INTERDENOMINATIONAL CENTER	RPTL 430	31	285,996,800	3.29%
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	12	9,556,500	0.11%
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	8	941,500	0.01%
28100	NOT-FOR-PROFIT HOUSING CO	RPTL 422	1	7,207,600	0.08%
41300	PARAPLEGIC VETS	RPTL 458(3)	3	1,628,000	0.02%
41400	CLERGY	RPTL 460	7	3,422,400	0.04%
41680	VOLUNTEER FIREFIGHTERS AND AMB	RPTL 466-c	57	2,637,200	0.03%
41800	PERSONS AGE 65 OR OVER	RPTL 467	142	28,418,400	0.33%
41834	ENHANCED STAR	RPTL 425	1091	109,097,352	1.25%
41854	BASIC STAR	RPTL 425	7687	483,839,628	5.56%
41900	PHYSICALLY DISABLED	RPTL 459	11	1,421,600	0.02%
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	4	816,800	0.01%
48670	REDEVELOPMENT HOUSING CO	P H F I L 125 & 127	28	53,663,200	0.62%
Totals:			9393	2,004,913,780	23.05%



Friday, May 01, 2015
Today's Hours: 10 AM - 6 PM

Main Menu

Home

About Us

Library Cards
Loan Rules
Library Administration
Board Meetings
Hours
Phone & Email Directory
Mission Statement
Budget
Know Your Library Board
Candidates
Voter Information
Long Range Plan
Library History
Computer Use & Safety Policy
Disclaimer

My Account

Kids

Teens

Featured Services

Museum Pass Program

Community

Friends of the Library

Wireless Printing

Select Language ▼

Directions

Hours

Contact

Quotes About

Libraries

Libraries store the energy that fuels the imagination. They open up windows to the world and inspire us to explore and achieve, and contribute to improving our quality of life. Libraries change lives for the better.

- Sidney Sheldon

Share



SHARE

Home > About Us > Budget

Proposed Budget 2015-2016



		BUDGET 2014-2015	PROPOSED 2015-2016
Library Collection & Programs	Books	248,000	248,000
	DVDs	45,000	43,000
	CDs - Music & Books on CD	35,000	33,000
	Magazines, Newspapers	35,000	35,000
	Online Databases	78,000	88,000
	Community Information and Programs	106,000	106,000
		547,000	553,000
Technology	Computers, Servers, Peripherals	55,000	55,000
	Circulation Software/Maintenance	50,000	50,000
	Contracts - Automation Support	105,000	105,000
		210,000	210,000
Library Operational Expenses	Library Supplies	30,000	30,000
	Contracts with Other Libraries, Postage & Freight	51,000	53,000
	Insurance	66,000	66,000
	Office Equipment Contracts	14,000	14,000
	Library Furniture & Equipment	25,000	25,000
		186,000	188,000
Building Maintenance	Utilities	203,000	194,000
	Building Maintenance Contracts	85,000	80,000
	Telephone	28,000	26,000
	Building & Plant Repairs	60,000	60,000
	Custodial Supplies	22,000	22,000
		396,000	382,000
Salaries & Administration	Professional, Clerical, Custodial, Pages	3,094,500	3,168,000
	Pension, Social Security, Health, etc.	1,375,730	1,390,852
	Professional Fees - Legal, Acct., MTA Payroll	141,521	154,271
		4,611,751	4,713,123
OPERATING BUDGET		5,950,751	6,046,123
Income Sources	Fines, Fees, Books Sold, etc.	55,000	55,000
	New York State Aid	8,000	8,000
		63,000	63,000
Anticipated Income		63,000	63,000
Bond Debt Services Approved by Voters - June 2003		952,181	916,075
AMOUNT TO BE RAISED BY TAXES		6,839,932	6,899,198
Total Includes Operating Budget, less Anticipated Income, plus Bond Debt Service			