

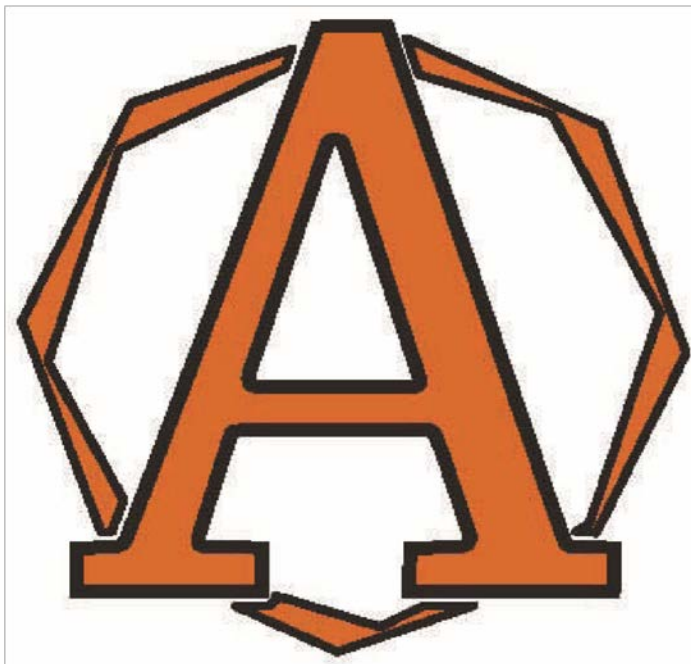
# Akron Central School District Annual Report

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2016-17  
Proposed Budget

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Budget Vote on May 17, 2016



**Orange Gym**  
**Noon—9:00 p.m.**

**BUDGET HEARING  
&  
MEET THE CANDIDATES NIGHT**

**Tuesday, May 10, 2016  
Edward Allen Auditorium  
7:00 p.m.**

**ANNUAL DISTRICT MEETING**

**Tuesday, May 17, 2016  
12:00 Noon to 9:00 p.m.  
High School Orange Gym**

**ACS BOARD OF EDUCATION**

*Daniel Caprio, President*  
*Philip Kenline, Vice President*  
*Jody Brege      Shannon Cinotti      William Murty*  
*David Penn      Diane Snyder*

# ANNUAL MEETING AGENDA



**ANNUAL BUDGET HEARING & MEET THE CANDIDATES NIGHT  
EDWARD ALLEN AUDITORIUM  
TUESDAY, MAY 10, 2016  
7:00 P.M.**

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**ANNUAL DISTRICT MEETING  
HIGH SCHOOL ORANGE GYM  
TUESDAY, MAY 17, 2016  
12:00 Noon – 9:00 P.M. E.D.S.T.**

**AGENDA**

**12:00 Noon**

1. Call to order by the District Clerk, Roxanne Rebmann.
2. Reading by District Clerk of Notice of Meeting and Qualifications of Voters.
3. Reading by District Clerk of 2016-17 school district budget summary.
4. Declaration by Chairman of polls open for voting.
5. Voting on Board of Education members and one proposition.

**9:00 P.M.**

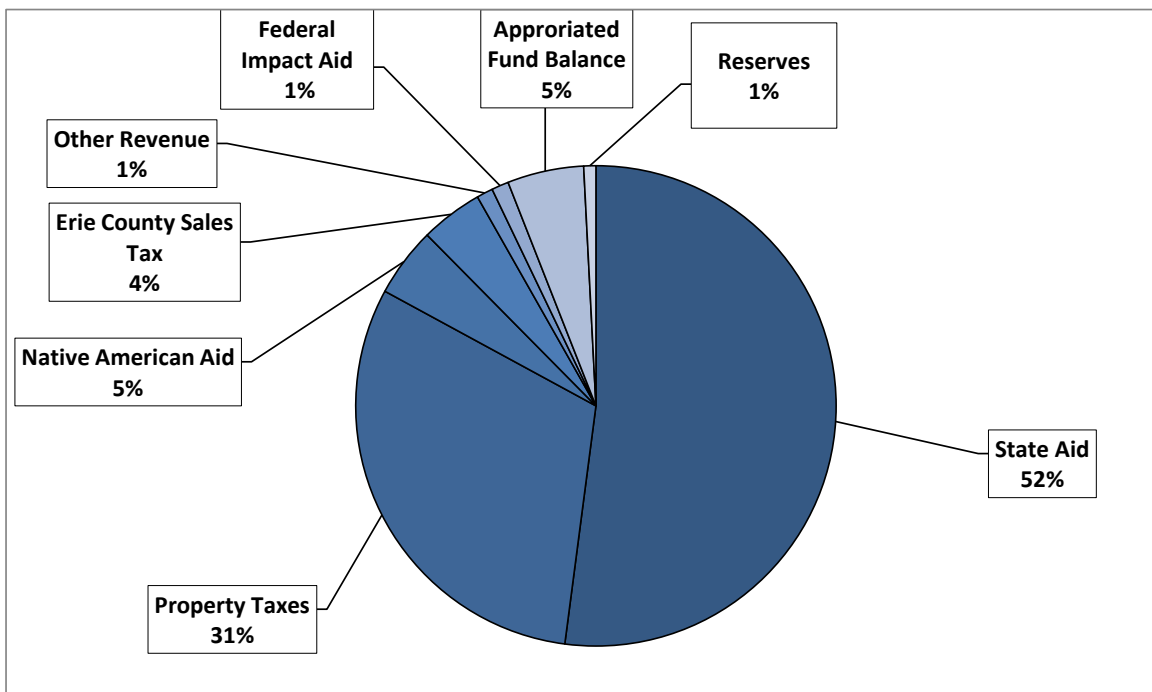
6. Announcement by Chairman of closing of polls for voting on proposition and school board members.
7. Tabulation and announcement of vote on 2016-17 school district budget.
8. Tabulation and announcement of vote on school board member positions.
9. Call by Chairman of any other business, which may properly come before meeting/adjourn.

# 2016-17 General Fund Budget



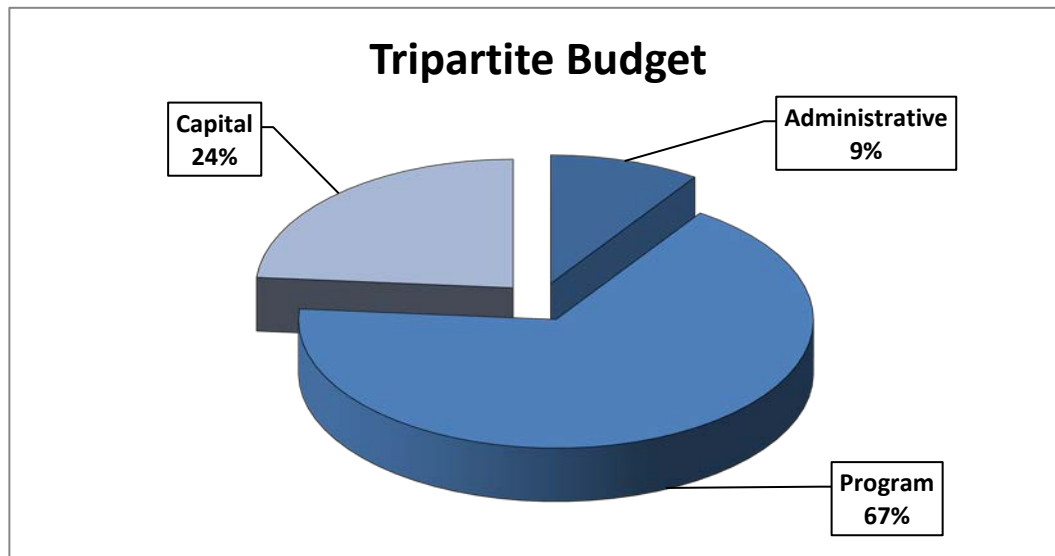
## Akron Central School District Proposed General Fund Revenues

	Adopted 2015-16	Proposed 2016-17	\$ Change
<b>Proposed State Aid:</b>			
Foundation Aid/General Aid	\$ 9,304,390	\$ 9,396,885	\$ 92,495
Excess Cost Aid	\$ 516,205	\$ 534,338	\$ 18,133
BOCES	\$ 871,956	\$ 896,060	\$ 24,104
Hardware and Technology	\$ 25,000	\$ 24,899	\$ (101)
Textbook, Software, Library	\$ 116,000	\$ 115,356	\$ (644)
Transportation	\$ 1,100,000	\$ 1,025,000	\$ (75,000)
Building	\$ 3,019,446	\$ 4,203,326	\$ 1,183,880
Gap Elimination Adjustment	\$ (466,041)	\$ -	\$ 466,041
<b>Total Proposed Aid</b>	<b>\$ 14,486,956</b>	<b>\$ 16,195,864</b>	<b>\$ 1,708,908</b>
<b>Other Revenue:</b>			
Native American Aid	\$ 1,354,000	\$ 1,454,000	\$ 100,000
Erie County Sales Tax	\$ 1,200,000	\$ 1,200,000	\$ -
Federal Impact Aid	\$ -	\$ 358,516	\$ 358,516
Other Revenues	\$ 420,463	\$ 340,987	\$ (79,476)
Appropriated Fund Balance	\$ 1,800,000	\$ 1,600,000	\$ (200,000)
Use of Reserves	\$ 315,000	\$ 253,495	\$ (61,505)
	<b>\$ 5,089,463</b>	<b>\$ 5,206,998</b>	<b>\$ 117,535</b>
<b>Proposed Real Property Tax Levy:</b>	<b>\$ 9,525,000</b>	<b>\$ 9,595,000</b>	<b>\$ 70,000</b>
<b>Total Proposed Revenues:</b>	<b>\$ 29,101,419</b>	<b>\$ 30,997,862</b>	<b>\$ 1,896,443</b>



**Akron Central School District  
General Fund Appropriations**

	<b>Adopted 2015-16</b>	<b>Proposed 2016-17</b>	<b>\$ Change</b>
<b>Administrative Component</b>			
Board of Education/District Clerk	\$ 21,150	\$ 18,150	\$ (3,000)
Central Office/District Services	\$ 1,190,524	\$ 1,237,686	\$ 47,162
Legal & Personnel	\$ 151,750	\$ 114,550	\$ (37,200)
Instructional Administration	\$ 830,353	\$ 943,867	\$ 113,514
Allocated Employee Benefits	\$ 628,503	\$ 623,696	\$ (4,807)
	<u>\$ 2,822,280</u>	<u>\$ 2,937,949</u>	<u>\$ 115,669</u>
<b>Program Component</b>			
Instruction	\$ 9,364,125	\$ 9,499,560	\$ 135,435
Exceptional Education	\$ 3,673,584	\$ 4,347,012	\$ 673,428
Co-Curricular & Athletics	\$ 501,050	\$ 658,650	\$ 157,600
Transportation	\$ 1,255,157	\$ 1,315,772	\$ 60,615
Allocated Employee Benefits	\$ 5,251,022	\$ 4,892,351	\$ (358,671)
	<u>\$ 20,044,938</u>	<u>\$ 20,713,345</u>	<u>\$ 668,407</u>
<b>Capital Component</b>			
Operations & Maintenance	\$ 2,042,793	\$ 2,095,075	\$ 52,282
Debt Service	\$ 3,713,820	\$ 4,805,657	\$ 1,091,837
Allocated Employee Benefits	\$ 477,588	\$ 445,836	\$ (31,752)
	<u>\$ 6,234,201</u>	<u>\$ 7,346,568</u>	<u>\$ 1,112,367</u>
<b>Total Expenditures</b>	<u>\$ 29,101,419</u>	<u>\$ 30,997,862</u>	<u>\$ 1,896,443</u>



**Akron Central School District  
General Fund Appropriations**

**ADMINISTRATIVE EXPENSES**

CODE	DESCRIPTION	2015-16 BUDGET	2016-17 BUDGET
A1010	<u>Board of Education</u> Expenditures incurred by the Board for supplies, travel, meetings, and conferences	\$ 14,100	\$ 10,950
A1040	<u>District Clerk</u> Expenditures incurred for salary, meeting supplies, and advertising costs.	\$ 4,800	\$ 4,950
A1060	<u>District Meeting</u> Expenditures for printing, advertising, payments to election officials, absentee ballots, and supplies	\$ 2,250	\$ 2,250
	<b>TOTAL BOARD OF EDUCATION/DISTRICT CLERK</b>	<b>\$ 21,150</b>	<b>\$ 18,150</b>
A1240	<u>Central Office</u> Salaries for the Superintendent, the superintendent's secretary, travel, supplies and periodicals	\$ 227,067	\$ 236,125
A1310	<u>Business Administrator</u> Salaries for our School Business Administrator, her staff of 3.5 full time employees, consultant fees, travel, appraisal fees and supplies	\$ 318,557	\$ 365,760
A1320	<u>Auditing Services</u> Annual audit by External Auditor, Internal Auditor, and Internal Claims Auditor	\$ 26,900	\$ 27,900
A1325	<u>Treasurer</u> Expenditures for supplies and debt service needs	\$ 950	\$ 950
A1330	<u>Tax Collection</u> Contractual costs for tax collection services through the Town of Newstead, required supplies, and fees to Erie County for Tax Bills	\$ 15,600	\$ 15,000
A1480	<u>Public Information</u> Budget brochures and newsletters	\$ 500	\$ 500
A1670	<u>Central Mail</u> Costs for postage associated with district and building level mailings along with the fees to BOCES for production of forms, report cards, etc.	\$ 41,000	\$ 41,000
A1680	<u>Data Processing - BOCES</u> Computer costs for attendance, student scheduling, test scoring, report cards, and related hardware costs	\$ 304,350	\$ 307,851
A1910	<u>Insurance</u> Insurance premiums for fire, auto, liability, and vandalism	\$ 64,500	\$ 64,500
A1920	<u>School Association Dues</u> Costs of memberships in State, regional, and county associations	\$ 41,100	\$ 41,100
A1981	<u>Administrative Charge - BOCES</u> District's portion of BOCES administrative expenses	\$ 150,000	\$ 137,000
	<b>TOTAL CENTRAL OFFICE AND DISTRICT SERVICES</b>	<b>\$ 1,190,524</b>	<b>\$ 1,237,686</b>



**Akron Central School District  
General Fund Appropriations**

A1420	<u>Legal Services</u> School District Attorney and other legal fees	\$ 133,500	\$ 93,800
A1430	<u>Personnel</u> Costs for mandated employee physicals, arbitration fees, and advertising costs associated with recruitment of staff. Also the BOCES cost for substitute call in and certification services	\$ 18,250	\$ 20,750
	<b>TOTAL LEGAL AND PERSONNEL</b>	<b>\$ 151,750</b>	<b>\$ 114,550</b>
A2010	<u>Curriculum Development</u> Salary for our Director of Educational Services, cost of training consultants, travel and supply expenses	\$ 63,698	\$ 110,149
A2020	<u>Administrative Supervision</u> Salaries of 3 principals, 1.5 assistant principals, Director of Special Education, .5 Athletic Director along with travel and supplies for each	\$ 731,655	\$ 798,718
A2060	<u>Administrative BOCES Fees</u> Cost for GASB required actuarial valuation services, health and safety risk specialist, AED/CPR services, and participation in Finance and Legislative services	\$ 35,000	\$ 35,000
A2630	<u>Director of Technology</u> Salary for the Director of Technology	\$ -	\$ -
A2330	<u>Special School Salaries</u> Non-Instructional salaries associated with running a district operated community education program	\$ -	\$ -
	<b>TOTAL INSTRUCTIONAL ADMINISTRATION</b>	<b>\$ 830,353</b>	<b>\$ 943,867</b>
	<b>ALLOCATED EMPLOYEE BENEFITS - SEE DETAIL BELOW</b>	<b>\$ 628,503</b>	<b>\$ 623,696</b>
	<b>TOTAL ADMINISTRATIVE EXPENSES</b>	<b>\$ 2,822,280</b>	<b>\$ 2,937,949</b>

**PROGRAM EXPENSES**

A2070	<u>In Service</u> Salaries and contractual costs for professional development activities at the district, along with BOCES costs for school improvement activities	\$ 98,500	\$ 77,500
A2110.12	Salaries of K-6 Teachers	\$ 3,201,040	\$ 3,358,818
A2110.13	Salaries of 7-12 Teachers	\$ 3,395,915	\$ 3,584,810
A2110.14	Salaries for Substitute Teachers	\$ 205,000	\$ 210,000
A2110.16	Salaries for Classroom Paraprofessionals - Teacher aides, monitors, lifeguards, etc.	\$ 173,379	\$ 191,796
A2110	Classroom supplies, Equipment and Other Expenses	\$ 267,606	\$ 287,706
A2110.47	<u>Foster and Health Tuition</u> The District pays tuition to other school districts for students who entered foster care while living in Akron but who now live outside the District	\$ 26,500	\$ 20,000

**Akron Central School District  
General Fund Appropriations**

A2110.48	<u>Textbooks/Workbooks</u>	\$ 95,996	\$ 95,000
A2110.49	<u>BOCES</u> Includes testing, tuition, staff development costs, and contracted instructional services	\$ 196,000	\$ 98,000
A2330	<u>Special Schools</u> Costs to operate summer school and other supplemental programs	\$ 43,500	\$ 52,500
A2610	<u>School Library &amp; Audio Visual</u> Salaries of librarians, supplies, contractual services including BOCES, and equipment	\$ 342,605	\$ 350,605
A2630	<u>Computer Assisted Instruction</u> Computer hardware and software and state aided computer expenditures	\$ 677,842	\$ 518,343
A2810	<u>Guidance</u> Salaries of guidance counselors, clerical staff, equipment, supplies and other expenses	\$ 334,851	\$ 316,240
A2815	<u>Health Services/School Nurses</u> Salaries of the two school nurses along with costs for supplies, equipment and other expenses	\$ 115,691	\$ 131,042
A2820	<u>Psychological Services</u> Salaries of school psychologists along with equipment, supplies and other expenses	\$ 159,700	\$ 117,200
A2825	<u>Social Work</u> Costs of contracted social work services	\$ 30,000	\$ 90,000
	<b>TOTAL INSTRUCTIONAL</b>	<b>\$ 9,364,125</b>	<b>\$ 9,499,560</b>
A2250	<u>Special Education</u> Salaries of special education teachers and paraprofessionals, equipment, supplies, BOCES services, residential and contracted tuition, and other expenses. Includes testing, tuition, staff development costs, and contracted instructional services	\$ 3,179,552	\$ 3,812,387
A2280.49	Occupational Education	\$ 463,232	\$ 494,625
A9901	Transfer to Special Aid	\$ 30,800	\$ 40,000
	<b>TOTAL EXCEPTIONAL EDUCATION</b>	<b>\$ 3,673,584</b>	<b>\$ 4,347,012</b>
A2850	<u>Co-Curricular Activities</u> Salaries for chaperones, and class advisors as well as supplies	\$ 151,000	\$ 159,600
A2855	<u>Interscholastic Sports</u> Salaries of coaches, uniforms, equipment awards, officials, dues, fees and other costs	\$ 350,050	\$ 499,050
	<b>TOTAL CO-CURRICULAR &amp; ATHLETICS</b>	<b>\$ 501,050</b>	<b>\$ 658,650</b>
A5510 & A5530	<u>Transportation</u> Costs for drivers, mechanics, fuels, equipment, supplies, insurance, etc as well as the salary cost for our Director of Transportation	\$ 1,255,157	\$ 1,315,772
	<b>TOTAL TRANSPORTATION</b>	<b>\$ 1,255,157</b>	<b>\$ 1,315,772</b>
	<b>ALLOCATED EMPLOYEE BENEFITS - SEE DETAIL BELOW</b>	<b>\$ 5,251,022</b>	<b>\$ 4,892,351</b>
	<b>TOTAL PROGRAM EXPENSES</b>	<b>\$ 20,044,938</b>	<b>\$ 20,713,345</b>

**Akron Central School District  
General Fund Appropriations**

CAPITAL EXPENSES			
A1620	<u>Operations &amp; Maintenance</u> Salaries of the maintenance and grounds staff, salary for our Director of Facilities, equipment, supplies, service contracts, etc.	\$ 2,012,793	\$ 2,075,075
A1964	Refund of Real Property Taxes	\$ 30,000	\$ 20,000
	<b>TOTAL OPERATIONS &amp; MAINTENANCE</b>	<b>\$ 2,042,793</b>	<b>\$ 2,095,075</b>
A9710	<u>Principal &amp; Interest</u> Long term debt service and short-term borrowing	\$ 3,713,820	\$ 4,805,657
	<b>TOTAL DEBT SERVICE</b>	<b>\$ 3,713,820</b>	<b>\$ 4,805,657</b>
	<b>ALLOCATED EMPLOYEE BENEFITS - SEE DETAIL BELOW</b>	<b>\$ 477,588</b>	<b>\$ 445,836</b>
	<b>TOTAL CAPITAL EXPENSES</b>	<b>\$ 6,234,201</b>	<b>\$ 7,346,568</b>

<b>TOTAL GENERAL FUND EXPENSES</b>	<b>\$ 29,101,419</b>	<b>\$ 30,997,862</b>
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EMPLOYEE BENEFIT EXPENSES			
A9010.800	<u>State Retirement</u> District's share of retirement plan for non-instructional employees	\$ 549,388	\$ 459,500
A9020.800	<u>Teacher's Retirement</u> District's share of retirement plan for instructional employees	\$ 1,364,604	\$ 1,223,635
A9020.810	<u>403b Retirement Benefit</u> Costs for contractual contributions to employee 403b plans	\$ 85,200	\$ 75,000
A9030.800	<u>Social Security</u> District's share of Social Security and Medicare payments for employees	\$ 1,016,250	\$ 977,748
A9040.800	<u>Worker's Compensation</u> Premiums paid by the District as required by law.	\$ 225,000	\$ 225,000
A9045-800	<u>Life Insurance</u> Costs for contractual contributions to life insurance policies for certain employees	\$ 22,500	\$ 14,500
A9050-800	<u>Unemployment Insurance</u> Costs to pay the unemployment claims of staff who qualify for those benefits under state and federal law	\$ 40,000	\$ 40,000
A9060-810 & A9060-820	<u>Health &amp; Dental Insurance</u> District's share of health and dental insurance premiums for their employees.	\$ 3,019,171	\$ 2,931,500
A9060-821	<u>Flexible Benefits</u> Costs associated with contractual benefits for a Flexible Benefits Plan for employees	\$ 35,000	\$ 15,000
	<b>TOTAL EMPLOYEE BENEFITS</b>	<b>\$ 6,357,113</b>	<b>\$ 5,961,883</b>
	<b>ALLOCATION OF BENEFITS TO ADMINISTRATIVE COMPONENT</b>	<b>\$ 628,503</b>	<b>\$ 623,696</b>
	<b>ALLOCATION OF BENEFITS TO PROGRAM COMPONENT</b>	<b>\$ 5,251,022</b>	<b>\$ 4,892,351</b>
	<b>ALLOCATION OF BENEFITS TO CAPITAL COMPONENT</b>	<b>\$ 477,588</b>	<b>\$ 445,836</b>

## **Administrative Component**

### **Board of Education & District Clerk**

This administrative section covers all expenses related to the Board of Education, including the costs for advertising and election staff as well as supplies needed for the Annual Meeting. In addition, this category provides funds for board members to attend local and state conferences as well as purchase materials and supplies for the Board to carry out its duties and obligations. Note: your school board members serve the district on a volunteer basis.

### **Central Office & District Services**

This section includes the cost of salaries for the Superintendent and his staff and our School Business Administrator and her staff. It also includes budget resources for travel and conference expenses, workshops, books, periodicals, office supplies, central mailing and data processing costs and BOCES services provided to these departmental areas. This section also includes costs to cover expenses for the preparation and publication of various informational materials for district parents and community members as well as public liability and student insurance expenses, school association dues, and the administrative charge for the use of BOCES services and facilities. This section also includes the cost of our independent auditors, internal claims auditor, treasurer and tax collector supplies and services.

### **Legal & Personnel**

These costs cover expenses for our outside legal firm as well as our subscription to the personnel legal resources through BOCES. In addition, there are resources included which cover advertising and arbitration expenses for the district.

### **Instructional Administration**

This category includes the salaries of our administrative team, travel and conference expenses, office materials and supplies and subscription to various BOCES services, such as our health and safety risk specialist.

## **Capital Component**

### **Operations & Maintenance**

This section captures all the costs associated with the operation and maintenance of the school buildings and grounds, including activities concerned with keeping the physical plant open, comfortable, and safe for use. It also includes keeping the buildings, grounds and equipment in effective working condition and state of repair. These include the activities of maintaining safety in buildings, on the grounds, and in the vicinity of the school. Costs include salaries for the building custodians and cleaners as well as the costs for our Director of Facilities. Also included are anticipated costs for equipment replacement, service contracts for trash removal, maintenance on certain equipment and insurance. In addition, we have budgeted for the costs of utilities, water, sewer and telephone. Expenses for travel and conferences, which are necessary to maintain specific certifications, are also included. We also include costs for possible repairs to boilers and machinery. In addition, the cost for refunds of real property taxes of prior years is included in this category.

### **Debt Service**

This item represents the total principal and interest payments, which will be paid during the next fiscal year for projects that were previously approved by the voters of the district.

## **Program Component**

### **Instruction**

Instruction is the core of the school budget and includes salaries for regular K-12 instruction, teacher substitutes, classroom aides, monitors, library, audiovisual and computer personnel as well as student support services (guidance), health professionals, and psychologists. It also covers the cost of supplies, textbooks and equipment needs associated with the operation of the instructional program of the district. Other expenses include travel and conferences for teachers, bookbinding, tuition costs for foster children, and copier service contracts.

### **Exceptional Education**

The programs in this category provide for students with special learning needs. Costs include the salaries of the special education team, equipment needed to serve the children, and travel and conference expenses for various programmatic enhancements. This category also provides for students' tuition to various other programs as determined necessary by the Committee on Special Education. It also includes shared instructional BOCES services including Occupational Education.

### **Co-Curricular & Athletics**

Co-curricular activities include school club programs, athletic supervision and intramural athletics. Interscholastic athletics includes program costs for sports activities both at home and while visiting other districts. This section captures the salary costs for all coaches, supervisors, advisors and officials. Also included are costs for the district's athletic trainer, travel & conference costs for staff, and materials & supplies for both areas. In addition, budget resources have been provided for the reconditioning of athletic equipment.

### **Transportation**

The Akron Central School District provides regular transportation within and outside the district, for special education programs, interscholastic activities at other locations, and field trips for its educational programs. This category provides funding to transport students under district policy and mandated State Education Department regulations. Salary for our Director of Transportation along with the salaries for bus drivers, bus attendants, and mechanics are included within these totals. Insurance for buses, as well as parts, tires, repairs and fuel have also been budgeted.

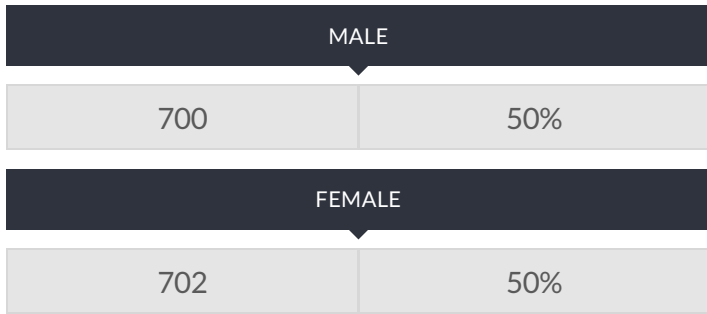
## **Contingent Budget Spending**

Contingency budget estimates are based on Section 2023 of the Education Law. A contingent budget for Akron CSD for 2016-17 is anticipated to result in a decrease of approximately \$336,061 from the original budget of \$30,997,862.

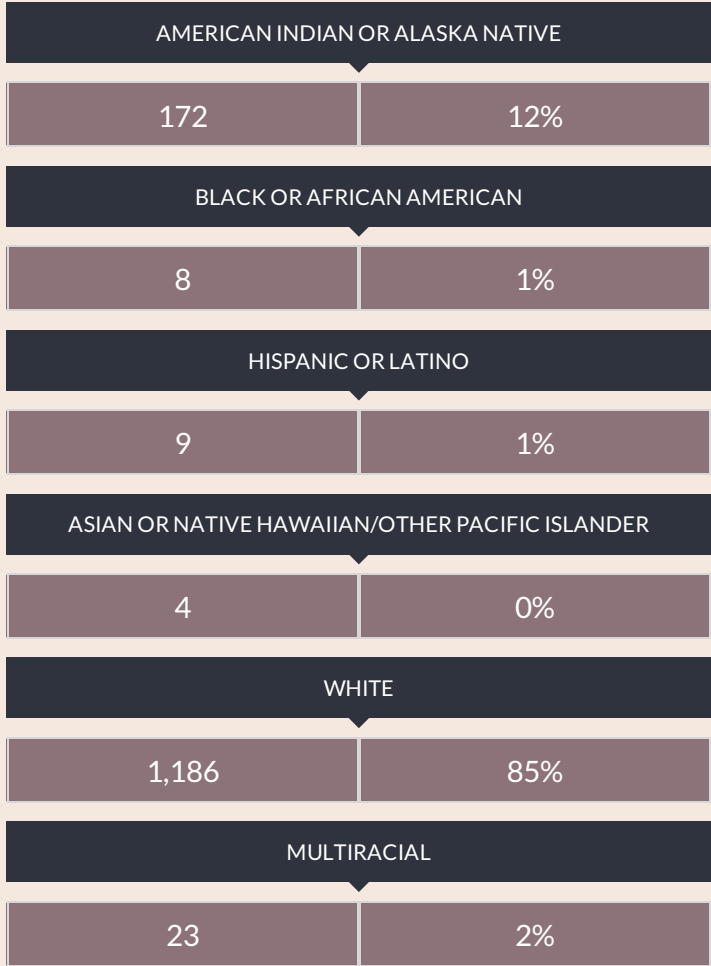
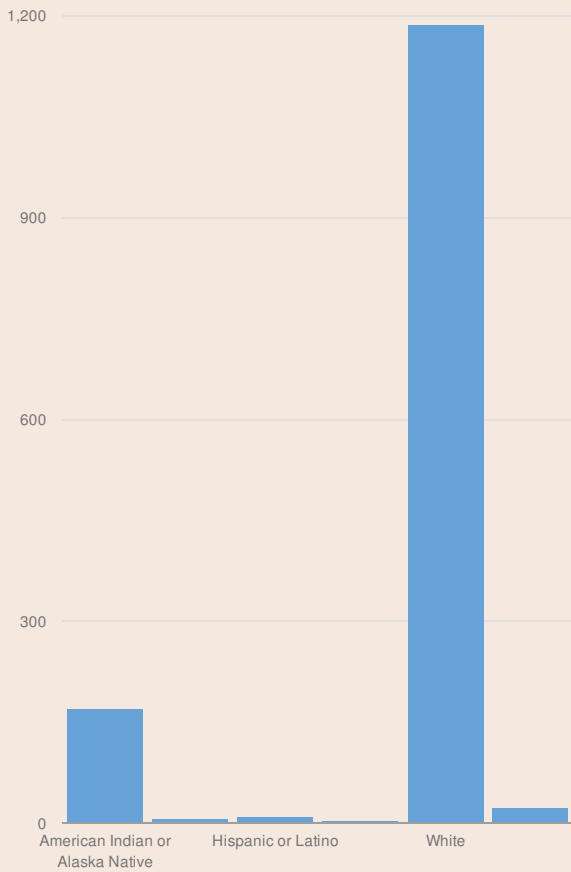
Under a contingency budget, state law allows a school district to operate the regular instructional program, preserve the health and safety of students and staff, and protect the district's property. Districts are prohibited from spending money on items such as new equipment or nonessential maintenance projects. In addition, a district would be required to charge for public use of their facilities, except when there is no cost to the district.

# **NYS DISTRICT REPORT CARD**

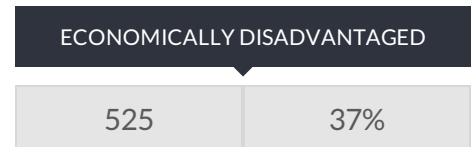
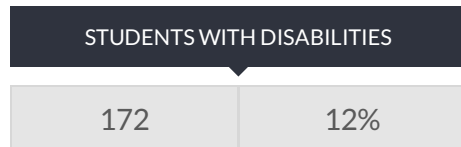
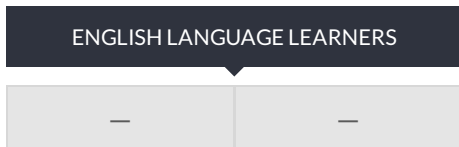
### ENROLLMENT BY GENDER



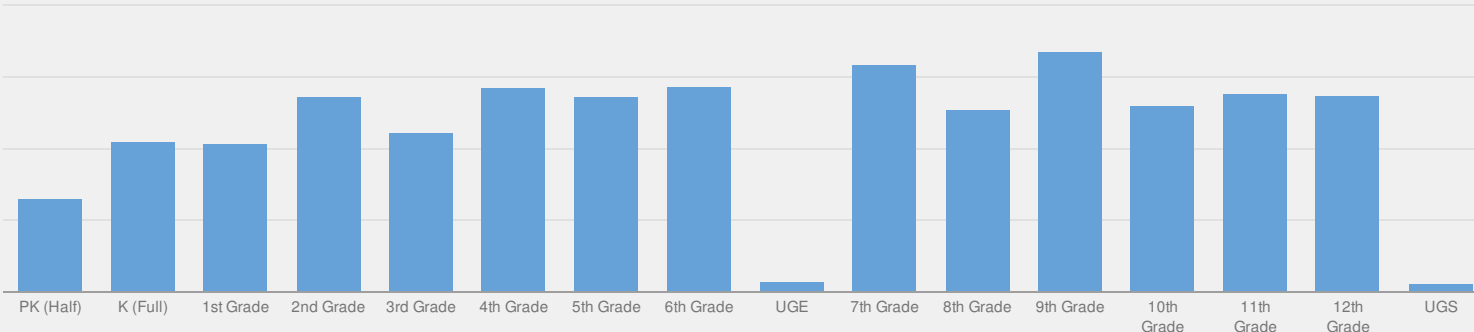
### ENROLLMENT BY ETHNICITY



### OTHER GROUPS



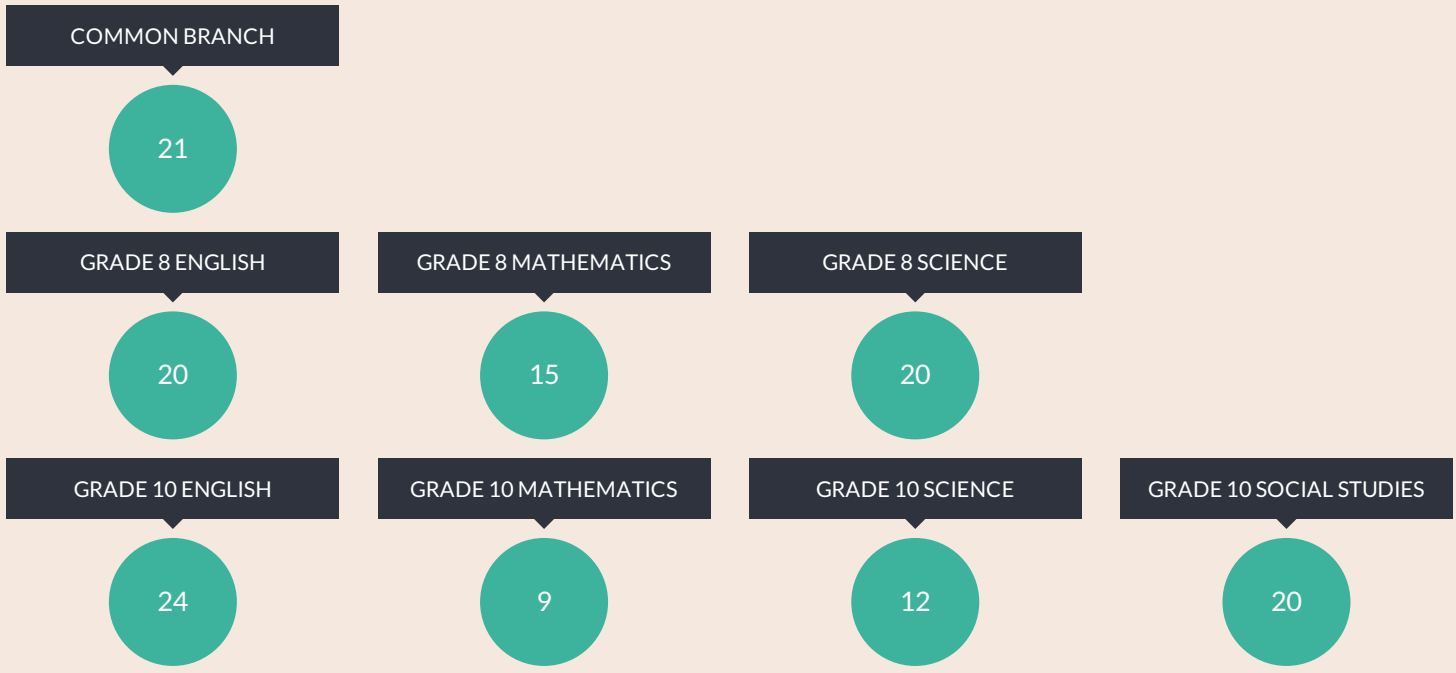
# ENROLLMENT BY GRADE



<b>PRE-K (HALF DAY)</b>	<b>K (FULL DAY)</b>	<b>1ST GRADE</b>	<b>2ND GRADE</b>
52   4%	84   6%	83   6%	109   8%
<b>3RD GRADE</b>	<b>4TH GRADE</b>	<b>5TH GRADE</b>	<b>6TH GRADE</b>
89   6%	114   8%	109   8%	115   8%
<b>UNGRADED ELEMENTARY</b>	<b>7TH GRADE</b>	<b>8TH GRADE</b>	<b>9TH GRADE</b>
6   0%	127   9%	102   7%	134   10%
<b>10TH GRADE</b>	<b>11TH GRADE</b>	<b>12TH GRADE</b>	<b>UNGRADED SECONDARY</b>
104   7%	111   8%	110   8%	5   0%



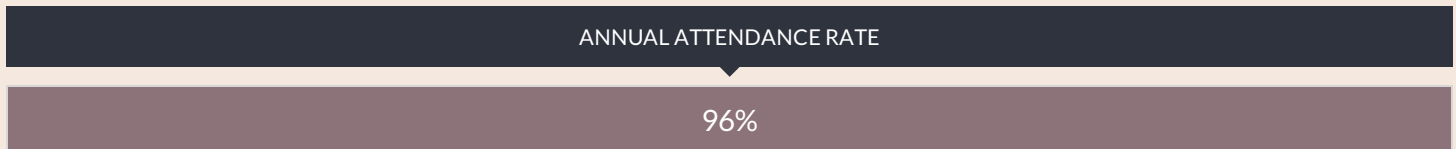
## AVERAGE CLASS SIZE (2014 - 15)



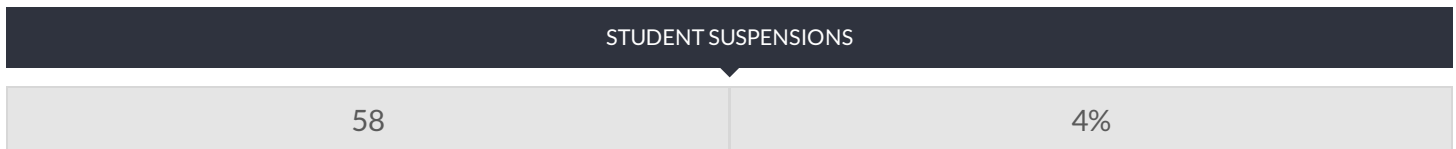
## FREE AND REDUCED-PRICE LUNCH (2014 - 15)



## ATTENDANCE (2013 - 14)



## STUDENT SUSPENSIONS (2013 - 14)



## TEACHER TURNOVER RATE (2013-14 TO 2014-15)



## STAFF COUNTS (2014 - 15)

PRINCIPALS

3

ASSISTANT PRINCIPALS

1

OTHER PROFESSIONAL STAFF

16

PARAPROFESSIONALS

25

## TEACHER QUALIFICATIONS (2014 - 15)

TOTAL TEACHERS: 104

PERCENT WITH NO VALID TEACHING CERTIFICATE

0%

PERCENT TEACHING OUT OF CERTIFICATION

4%

PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE

4%

PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE

13%

TOTAL NUMBER OF CORE CLASSES

257

PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS DISTRICT

2%

TOTAL NUMBER OF CLASSES

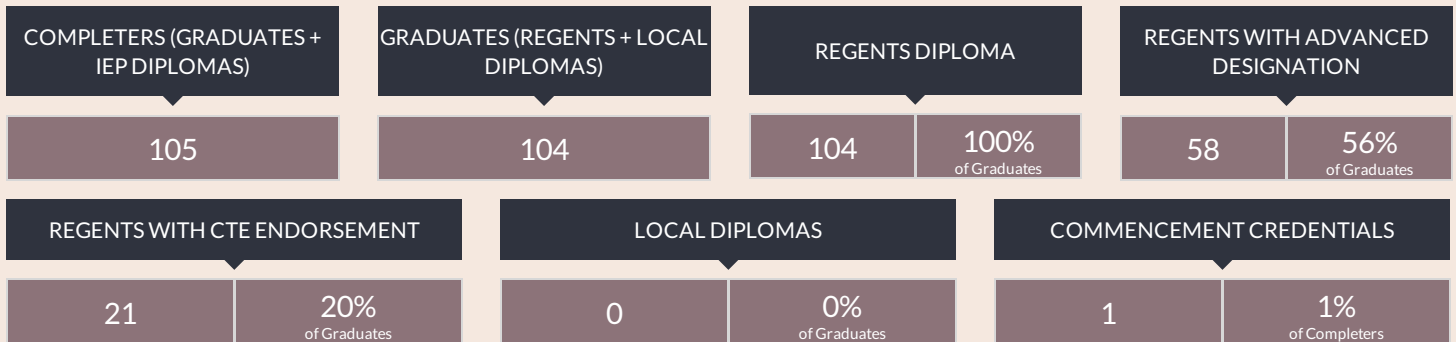
416

PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION

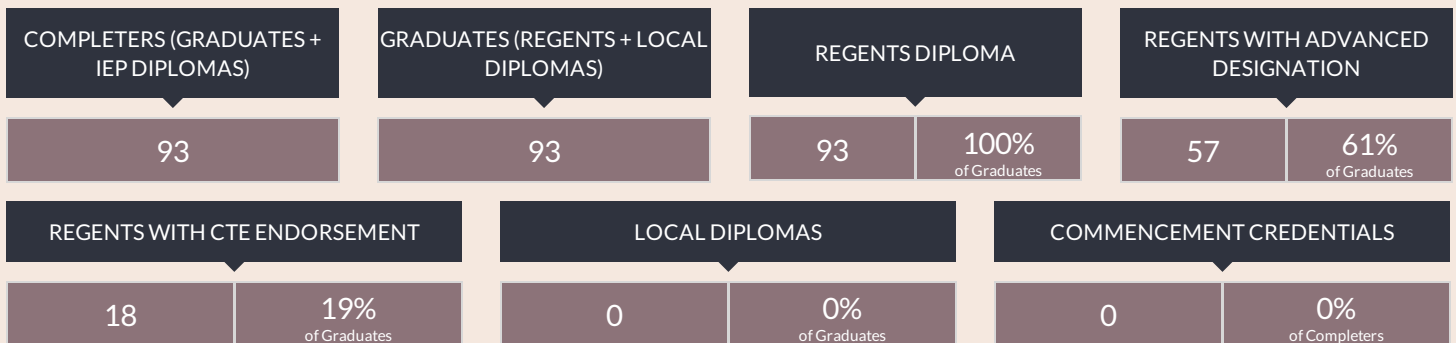
4%

## HIGH SCHOOL COMPLETERS (2014 - 15)

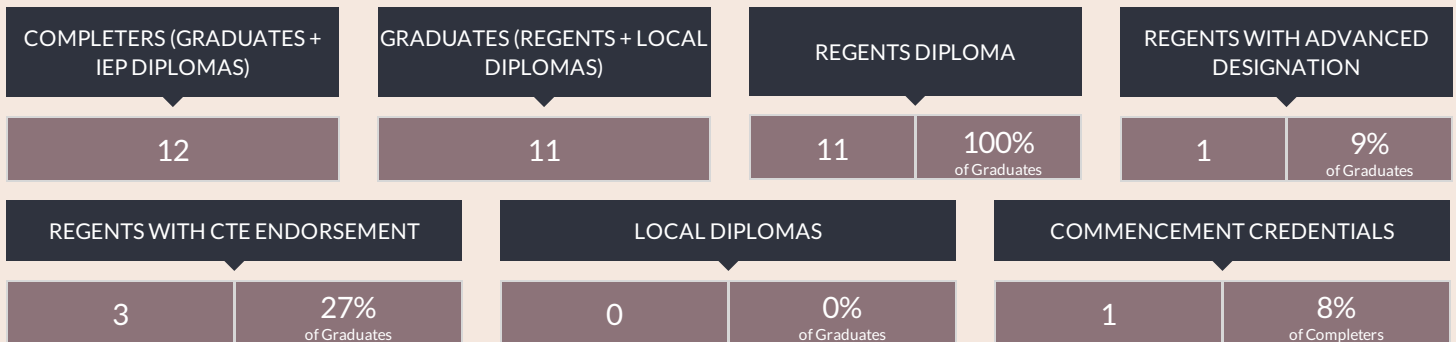
### ALL STUDENTS



### GENERAL EDUCATION

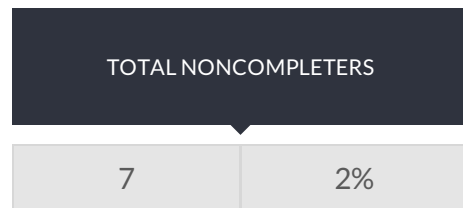
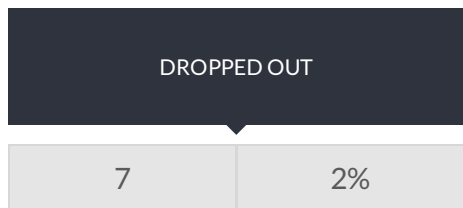


### STUDENTS WITH DISABILITIES

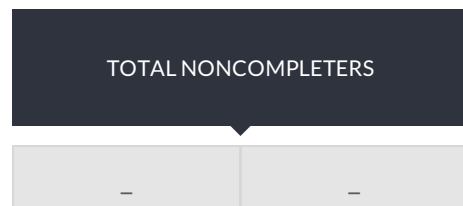
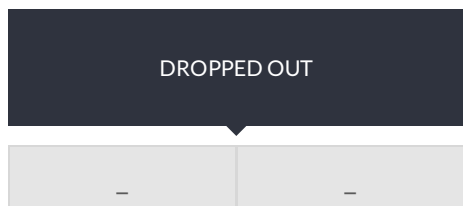


# HIGH SCHOOL NON-COMPLETERS (2014 - 15)

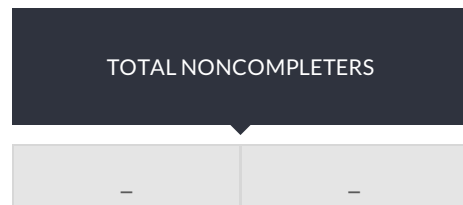
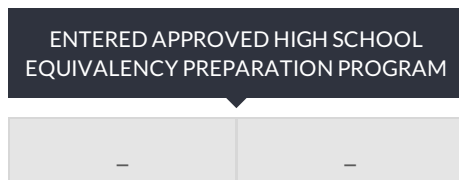
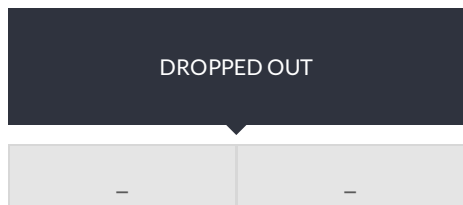
## ALL STUDENTS



## GENERAL EDUCATION



## STUDENTS WITH DISABILITIES



## POST-GRADUATION PLANS OF COMPLETERS (2014 - 15)

### ALL STUDENTS

TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
41	39%	38	36%	1	1%	3	3%
TO EMPLOYMENT		TO ADULT SERVICES		TO OTHER KNOWN PLANS		PLAN UNKNOWN	
18	17%	0	0%	0	0%	4	4%

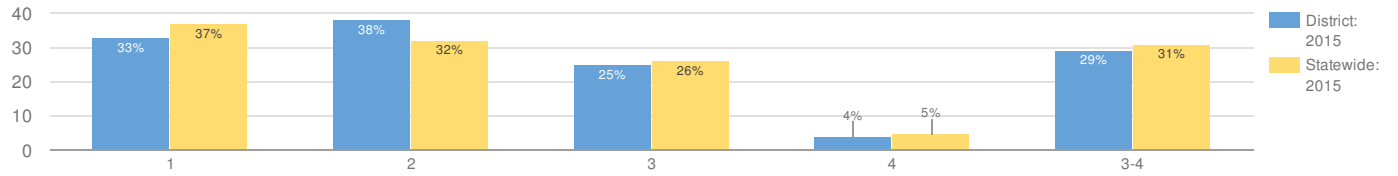
### GENERAL EDUCATION

TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
41	44%	34	37%	0	0%	3	3%
TO EMPLOYMENT		TO ADULT SERVICES		TO OTHER KNOWN PLANS		PLAN UNKNOWN	
13	14%	0	0%	0	0%	2	2%

### STUDENTS WITH DISABILITIES

TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
0	0%	4	33%	1	8%	0	0%
TO EMPLOYMENT		TO ADULT SERVICES		TO OTHER KNOWN PLANS		PLAN UNKNOWN	
5	42%	0	0%	0	0%	2	17%

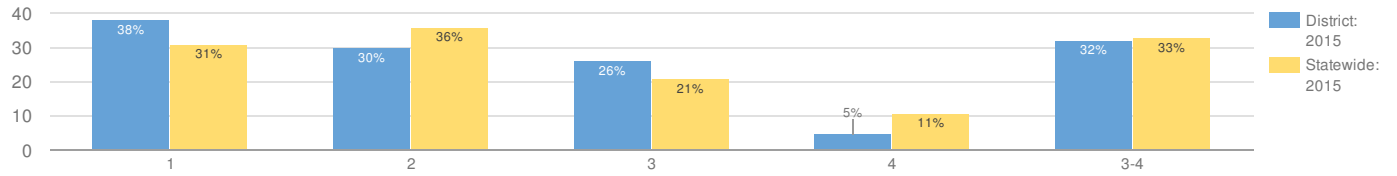
# GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 303

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	69	29%	23	33%	26	38%	17	25%	3	4%
GENERAL EDUCATION	62	32%	16	26%	26	42%	17	27%	3	5%
STUDENTS WITH DISABILITIES	7	0%	7	100%	0	0%	0	0%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	9	11%	5	56%	3	33%	1	11%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
WHITE	55	33%	16	29%	21	38%	15	27%	3	5%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	20%	2	40%	2	40%	1	20%	0	0%
FEMALE	37	30%	13	35%	13	35%	8	22%	3	8%
MALE	32	28%	10	31%	13	41%	9	28%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	69	29%	23	33%	26	38%	17	25%	3	4%
ECONOMICALLY DISADVANTAGED	38	21%	17	45%	13	34%	6	16%	2	5%
NOTECONOMICALLY DISADVANTAGED	31	39%	6	19%	13	42%	11	35%	1	3%
NOT MIGRANT	69	29%	23	33%	26	38%	17	25%	3	4%

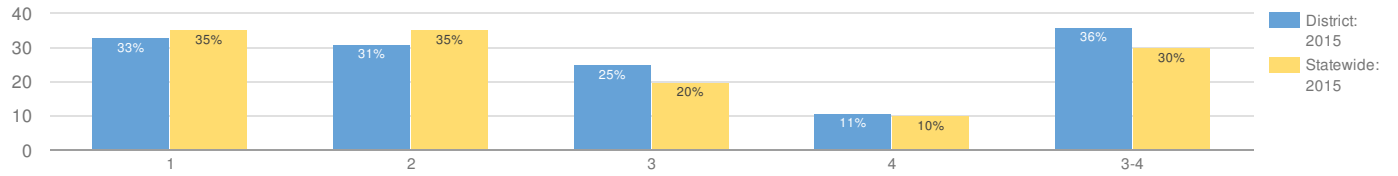
# GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 298

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	76	32%	29	38%	23	30%	20	26%	4	5%
GENERAL EDUCATION	68	35%	21	31%	23	34%	20	29%	4	6%
STUDENTS WITH DISABILITIES	8	0%	8	100%	0	0%	0	0%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	8	25%	5	63%	1	13%	2	25%	0	0%
WHITE	68	32%	24	35%	22	32%	18	26%	4	6%
FEMALE	39	36%	13	33%	12	31%	11	28%	3	8%
MALE	37	27%	16	43%	11	30%	9	24%	1	3%
NON-ENGLISH LANGUAGE LEARNERS	76	32%	29	38%	23	30%	20	26%	4	5%
ECONOMICALLY DISADVANTAGED	28	14%	18	64%	6	21%	4	14%	0	0%
NOTECONOMICALLY DISADVANTAGED	48	42%	11	23%	17	35%	16	33%	4	8%
NOT MIGRANT	76	32%	29	38%	23	30%	20	26%	4	5%

# GRADE 5 ENGLISH LANGUAGE ARTS

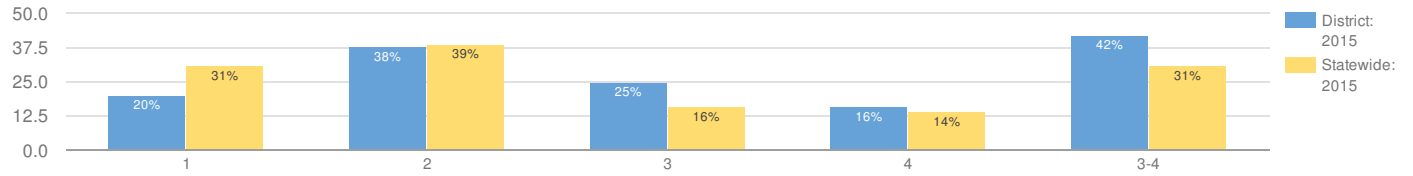


MEAN SCORE: 300

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	75	36%	25	33%	23	31%	19	25%	8	11%
GENERAL EDUCATION	64	41%	15	23%	23	36%	18	28%	8	13%
STUDENTS WITH DISABILITIES	11	9%	10	91%	0	0%	1	9%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	10	_%	-	-	-	-	-	-	-	-
WHITE	64	41%	15	23%	23	36%	18	28%	8	13%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	11	9%	10	91%	0	0%	1	9%	0	0%
FEMALE	39	36%	12	31%	13	33%	8	21%	6	15%
MALE	36	36%	13	36%	10	28%	11	31%	2	6%
NON-ENGLISH LANGUAGE LEARNERS	75	36%	25	33%	23	31%	19	25%	8	11%
ECONOMICALLY DISADVANTAGED	25	12%	15	60%	7	28%	3	12%	0	0%
NOT ECONOMICALLY DISADVANTAGED	50	48%	10	20%	16	32%	16	32%	8	16%
NOT MIGRANT	75	36%	25	33%	23	31%	19	25%	8	11%



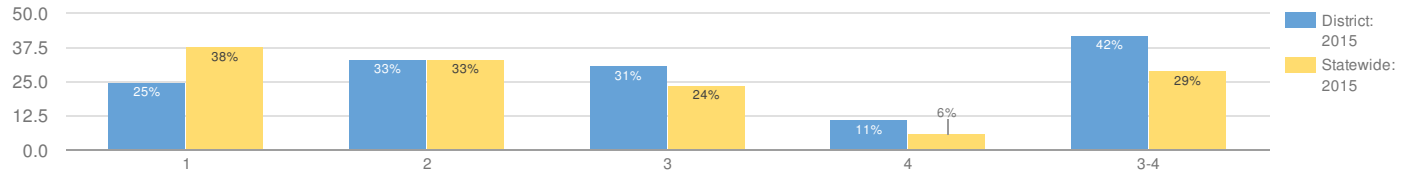
# GRADE 6 ENGLISH LANGUAGE ARTS



MEAN SCORE: 308

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	79	42%	16	20%	30	38%	20	25%	13	16%
GENERAL EDUCATION	72	46%	11	15%	28	39%	20	28%	13	18%
STUDENTS WITH DISABILITIES	7	0%	5	71%	2	29%	0	0%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	12	_%	-	-	-	-	-	-	-	-
WHITE	65	48%	10	15%	24	37%	18	28%	13	20%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	14	14%	6	43%	6	43%	2	14%	0	0%
FEMALE	45	42%	8	18%	18	40%	11	24%	8	18%
MALE	34	41%	8	24%	12	35%	9	26%	5	15%
NON-ENGLISH LANGUAGE LEARNERS	79	42%	16	20%	30	38%	20	25%	13	16%
ECONOMICALLY DISADVANTAGED	32	19%	10	31%	16	50%	4	13%	2	6%
NOT ECONOMICALLY DISADVANTAGED	47	57%	6	13%	14	30%	16	34%	11	23%
NOT MIGRANT	79	42%	16	20%	30	38%	20	25%	13	16%

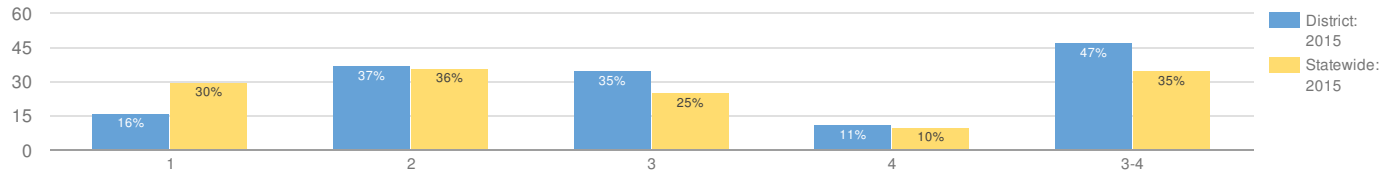
# GRADE 7 ENGLISH LANGUAGE ARTS



MEAN SCORE: 305

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	81	42%	20	25%	27	33%	25	31%	9	11%
GENERAL EDUCATION	70	49%	11	16%	25	36%	25	36%	9	13%
STUDENTS WITH DISABILITIES	11	0%	9	82%	2	18%	0	0%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	15	_%	-	-	-	-	-	-	-	-
WHITE	65	51%	10	15%	22	34%	24	37%	9	14%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	16	6%	10	63%	5	31%	1	6%	0	0%
FEMALE	38	50%	9	24%	10	26%	13	34%	6	16%
MALE	43	35%	11	26%	17	40%	12	28%	3	7%
NON-ENGLISH LANGUAGE LEARNERS	81	42%	20	25%	27	33%	25	31%	9	11%
ECONOMICALLY DISADVANTAGED	31	26%	12	39%	11	35%	7	23%	1	3%
NOT ECONOMICALLY DISADVANTAGED	50	52%	8	16%	16	32%	18	36%	8	16%
NOT MIGRANT	81	42%	20	25%	27	33%	25	31%	9	11%

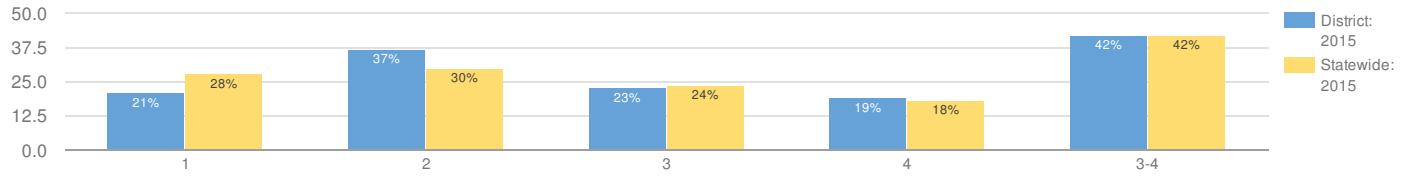
# GRADE 8 ENGLISH LANGUAGE ARTS



MEAN SCORE: 309

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	62	47%	10	16%	23	37%	22	35%	7	11%
GENERAL EDUCATION	58	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-	-	-	-	-
AMERICAN INDIAN OR ALASKA NATIVE	6	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
WHITE	54	46%	8	15%	21	39%	18	33%	7	13%
SMALL GROUP TOTAL	8	50%	2	25%	2	25%	4	50%	0	0%
FEMALE	31	61%	3	10%	9	29%	13	42%	6	19%
MALE	31	32%	7	23%	14	45%	9	29%	1	3%
NON-ENGLISH LANGUAGE LEARNERS	62	47%	10	16%	23	37%	22	35%	7	11%
ECONOMICALLY DISADVANTAGED	16	31%	2	13%	9	56%	4	25%	1	6%
NOTECONOMICALLY DISADVANTAGED	46	52%	8	17%	14	30%	18	39%	6	13%
NOT MIGRANT	62	47%	10	16%	23	37%	22	35%	7	11%

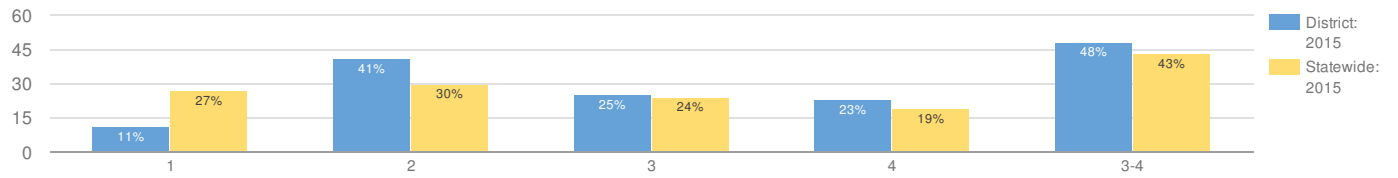
# GRADE 3 MATHEMATICS



MEAN SCORE: 309

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	62	42%	13	21%	23	37%	14	23%	12	19%
GENERAL EDUCATION	56	46%	9	16%	21	38%	14	25%	12	21%
STUDENTS WITH DISABILITIES	6	0%	4	67%	2	33%	0	0%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	8	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
WHITE	50	48%	7	14%	19	38%	12	24%	12	24%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	12	17%	6	50%	4	33%	2	17%	0	0%
FEMALE	35	40%	9	26%	12	34%	8	23%	6	17%
MALE	27	44%	4	15%	11	41%	6	22%	6	22%
NON-ENGLISH LANGUAGE LEARNERS	62	42%	13	21%	23	37%	14	23%	12	19%
ECONOMICALLY DISADVANTAGED	31	29%	10	32%	12	39%	4	13%	5	16%
NOTECONOMICALLY DISADVANTAGED	31	55%	3	10%	11	35%	10	32%	7	23%
NOT MIGRANT	62	42%	13	21%	23	37%	14	23%	12	19%

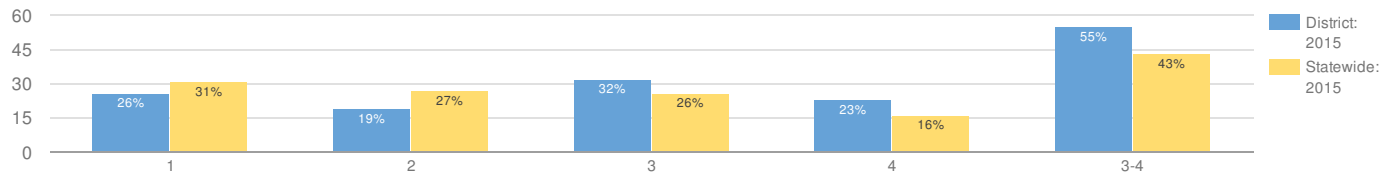
# GRADE 4 MATHEMATICS



MEAN SCORE: 313

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	71	48%	8	11%	29	41%	18	25%	16	23%
GENERAL EDUCATION	65	52%	4	6%	27	42%	18	28%	16	25%
STUDENTS WITH DISABILITIES	6	0%	4	67%	2	33%	0	0%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	8	25%	2	25%	4	50%	2	25%	0	0%
WHITE	63	51%	6	10%	25	40%	16	25%	16	25%
FEMALE	37	43%	4	11%	17	46%	10	27%	6	16%
MALE	34	53%	4	12%	12	35%	8	24%	10	29%
NON-ENGLISH LANGUAGE LEARNERS	71	48%	8	11%	29	41%	18	25%	16	23%
ECONOMICALLY DISADVANTAGED	28	32%	6	21%	13	46%	6	21%	3	11%
NOTECONOMICALLY DISADVANTAGED	43	58%	2	5%	16	37%	12	28%	13	30%
NOT MIGRANT	71	48%	8	11%	29	41%	18	25%	16	23%

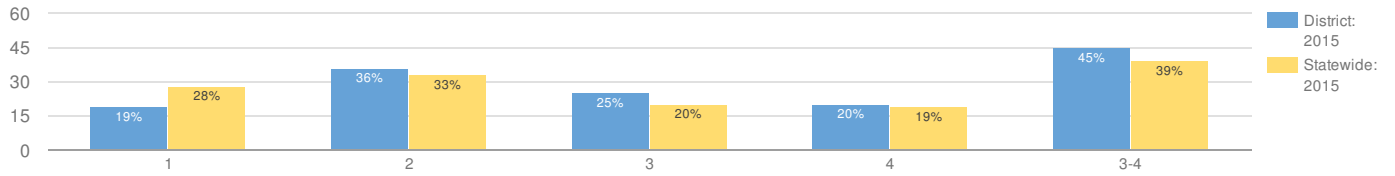
# GRADE 5 MATHEMATICS



MEAN SCORE: 319

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	73	55%	19	26%	14	19%	23	32%	17	23%
GENERAL EDUCATION	63	59%	13	21%	13	21%	20	32%	17	27%
STUDENTS WITH DISABILITIES	10	30%	6	60%	1	10%	3	30%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	9	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
WHITE	62	61%	12	19%	12	19%	22	35%	16	26%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	11	18%	7	64%	2	18%	1	9%	1	9%
FEMALE	37	49%	9	24%	10	27%	12	32%	6	16%
MALE	36	61%	10	28%	4	11%	11	31%	11	31%
NON-ENGLISH LANGUAGE LEARNERS	73	55%	19	26%	14	19%	23	32%	17	23%
ECONOMICALLY DISADVANTAGED	22	36%	11	50%	3	14%	4	18%	4	18%
NOTECONOMICALLY DISADVANTAGED	51	63%	8	16%	11	22%	19	37%	13	25%
NOT MIGRANT	73	55%	19	26%	14	19%	23	32%	17	23%

# GRADE 6 MATHEMATICS

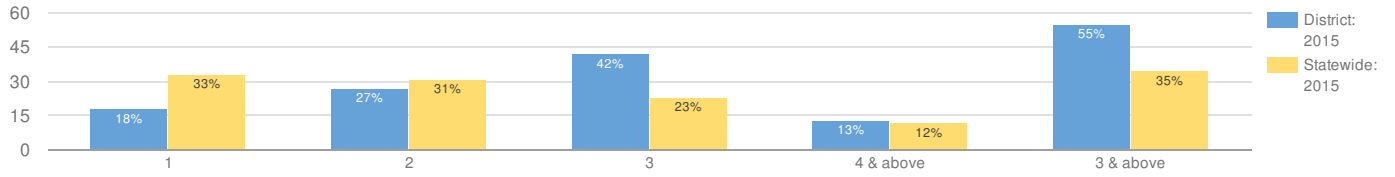


MEAN SCORE: 314

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	64	45%	12	19%	23	36%	16	25%	13	20%
GENERAL EDUCATION	58	48%	7	12%	23	40%	15	26%	13	22%
STUDENTS WITH DISABILITIES	6	17%	5	83%	0	0%	1	17%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	11	_%	-	-	-	-	-	-	-	-
WHITE	51	55%	8	16%	15	29%	15	29%	13	25%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	13	8%	4	31%	8	62%	1	8%	0	0%
FEMALE	34	38%	8	24%	13	38%	7	21%	6	18%
MALE	30	53%	4	13%	10	33%	9	30%	7	23%
NON-ENGLISH LANGUAGE LEARNERS	64	45%	12	19%	23	36%	16	25%	13	20%
ECONOMICALLY DISADVANTAGED	25	20%	10	40%	10	40%	5	20%	0	0%
NOT ECONOMICALLY DISADVANTAGED	39	62%	2	5%	13	33%	11	28%	13	33%
NOT MIGRANT	64	45%	12	19%	23	36%	16	25%	13	20%

# GRADE 7 MATHEMATICS

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



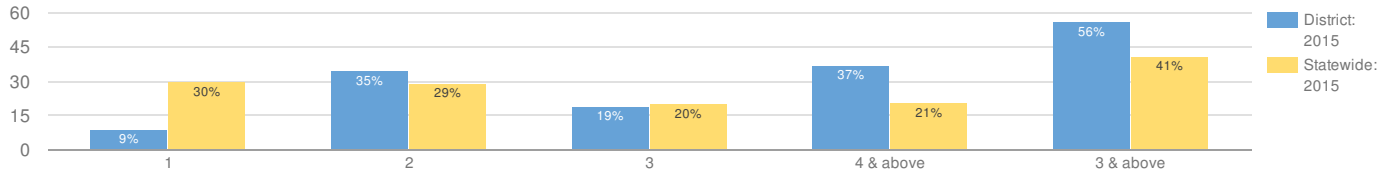
MEAN SCORE: 317

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	71	55%	13	18%	19	27%	30	42%	9	13%
GENERAL EDUCATION	61	64%	4	7%	18	30%	30	49%	9	15%
STUDENTS WITH DISABILITIES	10	0%	9	90%	1	10%	0	0%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	12	_%	-	-	-	-	-	-	-	-
WHITE	58	62%	9	16%	13	22%	27	47%	9	16%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	13	23%	4	31%	6	46%	3	23%	0	0%
FEMALE	33	61%	7	21%	6	18%	13	39%	7	21%
MALE	38	50%	6	16%	13	34%	17	45%	2	5%
NON-ENGLISH LANGUAGE LEARNERS	71	55%	13	18%	19	27%	30	42%	9	13%
ECONOMICALLY DISADVANTAGED	26	38%	7	27%	9	35%	8	31%	2	8%
NOT ECONOMICALLY DISADVANTAGED	45	64%	6	13%	10	22%	22	49%	7	16%
NOT MIGRANT	71	55%	13	18%	19	27%	30	42%	9	13%



# GRADE 8 MATHEMATICS

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



MEAN SCORE: 308

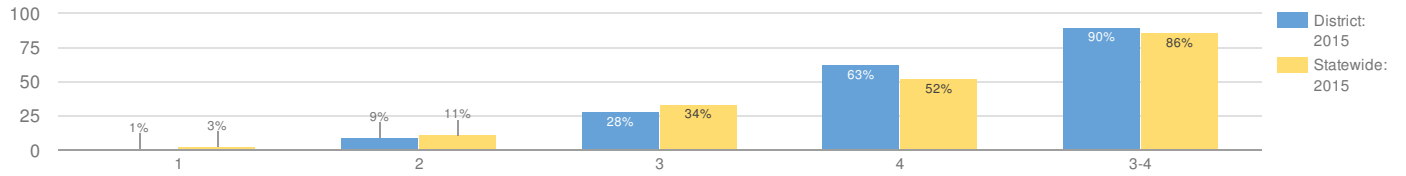
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	35	31%	5	14%	19	54%	10	29%	1	3%
GENERAL EDUCATION	32	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
AMERICAN INDIAN OR ALASKA NATIVE	3	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
WHITE	30	33%	3	10%	17	57%	9	30%	1	3%
SMALL GROUP TOTAL	5	20%	2	40%	2	40%	1	20%	0	0%
FEMALE	16	38%	1	6%	9	56%	5	31%	1	6%
MALE	19	26%	4	21%	10	53%	5	26%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	35	31%	5	14%	19	54%	10	29%	1	3%
ECONOMICALLY DISADVANTAGED	13	15%	4	31%	7	54%	1	8%	1	8%
NOTECONOMICALLY DISADVANTAGED	22	41%	1	5%	12	55%	9	41%	0	0%
NOT MIGRANT	35	31%	5	14%	19	54%	10	29%	1	3%

## GRADE 8 STUDENTS TAKING A REGENTS MATH TEST

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

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	4 & ABOVE	3 & ABOVE					
ALL STUDENTS	19	0	0%	0	0%	0	0%	19	100%	19	100%

# GRADE 4 SCIENCE

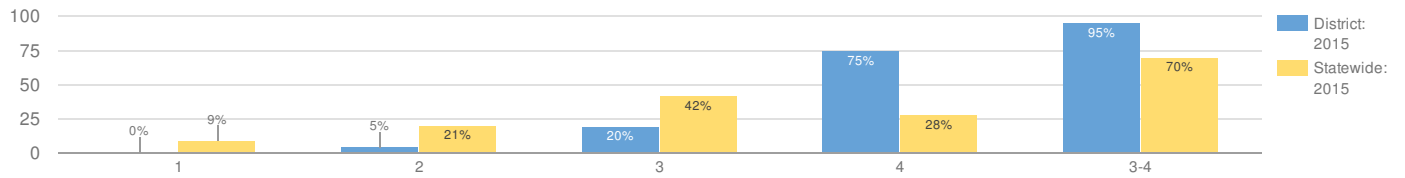


MEAN SCORE: 84

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	80	90%	1	1%	7	9%	22	28%	50	63%
GENERAL EDUCATION	73	95%	0	0%	4	5%	19	26%	50	68%
STUDENTS WITH DISABILITIES	7	43%	1	14%	3	43%	3	43%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	8	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	71	93%	0	0%	5	7%	18	25%	48	68%
SMALL GROUP TOTAL	9	67%	1	11%	2	22%	4	44%	2	22%
FEMALE	40	88%	1	3%	4	10%	13	33%	22	55%
MALE	40	93%	0	0%	3	8%	9	23%	28	70%
NON-ENGLISH LANGUAGE LEARNERS	80	90%	1	1%	7	9%	22	28%	50	63%
ECONOMICALLY DISADVANTAGED	28	82%	1	4%	4	14%	12	43%	11	39%
NOT ECONOMICALLY DISADVANTAGED	52	94%	0	0%	3	6%	10	19%	39	75%
NOT MIGRANT	80	90%	1	1%	7	9%	22	28%	50	63%

# 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: 84

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	38	92%	0	0%	3	8%	11	29%	24	63%
GENERAL EDUCATION	35	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
WHITE	34	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	38	92%	0	0%	3	8%	11	29%	24	63%
FEMALE	18	94%	0	0%	1	6%	4	22%	13	72%
MALE	20	90%	0	0%	2	10%	7	35%	11	55%
NON-ENGLISH LANGUAGE LEARNERS	38	92%	0	0%	3	8%	11	29%	24	63%
ECONOMICALLY DISADVANTAGED	11	82%	0	0%	2	18%	3	27%	6	55%
NOT ECONOMICALLY DISADVANTAGED	27	96%	0	0%	1	4%	8	30%	18	67%
NOT MIGRANT	38	92%	0	0%	3	8%	11	29%	24	63%

## GRADE 8 STUDENTS TAKING A REGENTS SCIENCE TEST

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

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	22	100%	0	0%	0	0%	1	5%	21	95%

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

GRADE: 4  
READING

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

MATHEMATICS

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

GRADE: 8  
READING

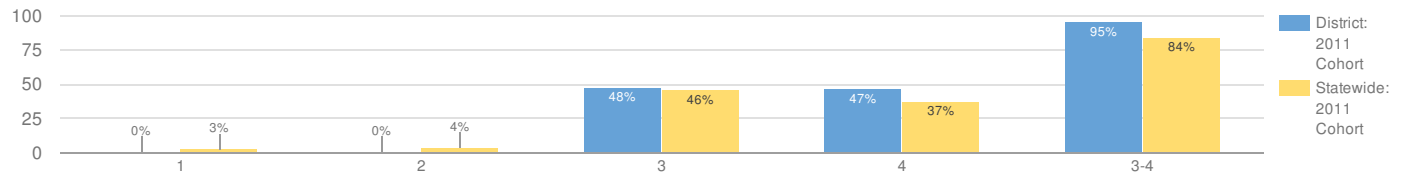
GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	27%	40%	29%	4%	
AMERICAN INDIAN OR ALASK...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIAN...	19%	39%	34%	8%	
BLACK OR AFRICAN AMERICA...	42%	41%	16%	1%	
HISPANIC OR LATINO	35%	43%	20%	2%	
WHITE	18%	39%	38%	5%	
MULTIRACIAL	*%	*%	*%	*%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

MATHEMATICS

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

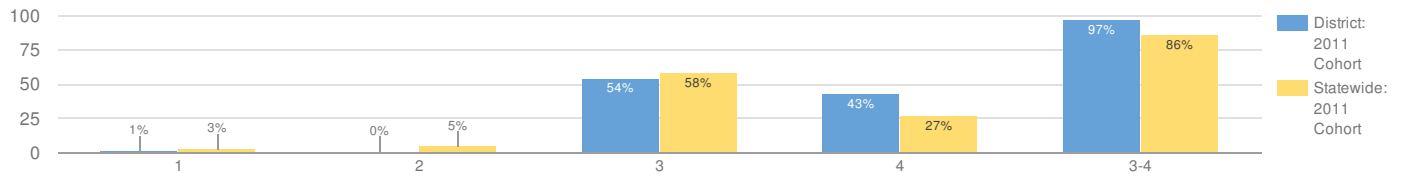
ASIAN OR NATIVE HAWAIIAN...	18%	30%	33%	19%	
BLACK OR AFRICAN AMERICA...	48%	37%	13%	2%	
HISPANIC OR LATINO	41%	40%	16%	3%	
WHITE	20%	40%	31%	9%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITIES	64%	27%	8%	1%	99
LIMITED ENGLISH PROFICIENT	72%	21%	6%	1%	94
ECONOMICALLY DISADVANT...	40%	39%	17%	4%	

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



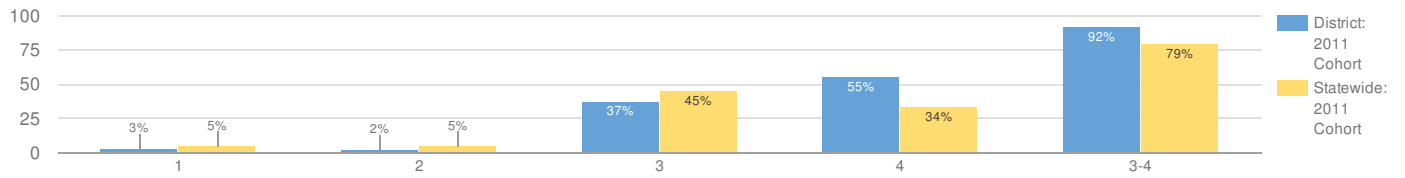
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4					
ALL STUDENTS	115	95%	0	0%	0	0%	55	48%	54	47%	
GENERAL EDUCATION	100	97%	0	0%	0	0%	45	45%	52	52%	
STUDENTS WITH DISABILITIES	15	80%	0	0%	0	0%	10	67%	2	13%	
AMERICAN INDIAN OR ALASKA NATIVE	14	_%	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-	-
WHITE	99	96%	0	0%	0	0%	47	47%	48	48%	
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-	
SMALL GROUP TOTAL	16	88%	0	0%	0	0%	8	50%	6	38%	
FEMALE	56	98%	0	0%	0	0%	25	45%	30	54%	
MALE	59	92%	0	0%	0	0%	30	51%	24	41%	
NON-ENGLISH LANGUAGE LEARNERS	115	95%	0	0%	0	0%	55	48%	54	47%	
ECONOMICALLY DISADVANTAGED	34	97%	0	0%	0	0%	19	56%	14	41%	
NOTECONOMICALLY DISADVANTAGED	81	94%	0	0%	0	0%	36	44%	40	49%	
NOT MIGRANT	115	95%	0	0%	0	0%	55	48%	54	47%	

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



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	115	97%	1	1%	0	0%	62	54%	49	43%
GENERAL EDUCATION	100	98%	0	0%	0	0%	50	50%	48	48%
STUDENTS WITH DISABILITIES	15	87%	1	7%	0	0%	12	80%	1	7%
AMERICAN INDIAN OR ALASKA NATIVE	14	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	99	98%	1	1%	0	0%	52	53%	45	45%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	16	88%	0	0%	0	0%	10	63%	4	25%
FEMALE	56	100%	0	0%	0	0%	29	52%	27	48%
MALE	59	93%	1	2%	0	0%	33	56%	22	37%
NON-ENGLISH LANGUAGE LEARNERS	115	97%	1	1%	0	0%	62	54%	49	43%
ECONOMICALLY DISADVANTAGED	34	100%	0	0%	0	0%	21	62%	13	38%
NOTECONOMICALLY DISADVANTAGED	81	95%	1	1%	0	0%	41	51%	36	44%
NOT MIGRANT	115	97%	1	1%	0	0%	62	54%	49	43%

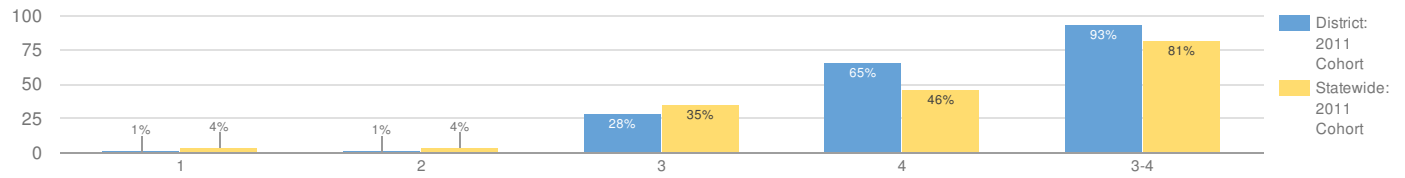
# TOTAL COHORT RESULTS IN SECONDARY-LEVEL GLOBAL HISTORY AND GEOGRAPHY AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	115	92%	3	3%	2	2%	43	37%	63	55%
GENERAL EDUCATION	100	95%	1	1%	1	1%	37	37%	58	58%
STUDENTS WITH DISABILITIES	15	73%	2	13%	1	7%	6	40%	5	33%
AMERICAN INDIAN OR ALASKA NATIVE	14	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	99	94%	3	3%	1	1%	37	37%	56	57%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	16	81%	0	0%	1	6%	6	38%	7	44%
FEMALE	56	93%	1	2%	2	4%	22	39%	30	54%
MALE	59	92%	2	3%	0	0%	21	36%	33	56%
NON-ENGLISH LANGUAGE LEARNERS	115	92%	3	3%	2	2%	43	37%	63	55%
ECONOMICALLY DISADVANTAGED	34	94%	1	3%	1	3%	13	38%	19	56%
NOTECONOMICALLY DISADVANTAGED	81	91%	2	2%	1	1%	30	37%	44	54%
NOT MIGRANT	115	92%	3	3%	2	2%	43	37%	63	55%

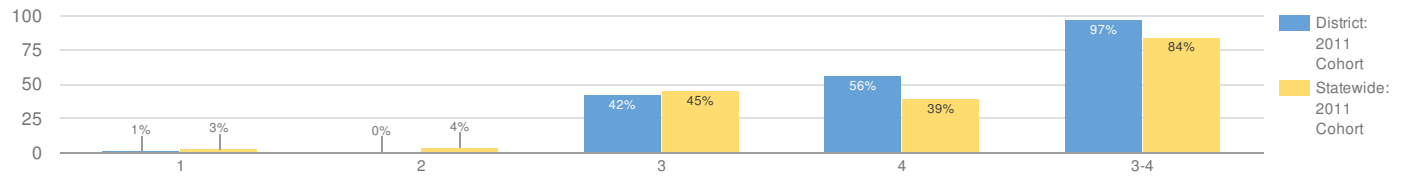


# TOTAL COHORT RESULTS IN SECONDARY-LEVEL U.S. HISTORY AND GOVERNMENT AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	115	93%	1	1%	1	1%	32	28%	75	65%
GENERAL EDUCATION	100	95%	0	0%	1	1%	24	24%	71	71%
STUDENTS WITH DISABILITIES	15	80%	1	7%	0	0%	8	53%	4	27%
AMERICAN INDIAN OR ALASKA NATIVE	14	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	99	95%	1	1%	1	1%	24	24%	70	71%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	16	81%	0	0%	0	0%	8	50%	5	31%
FEMALE	56	95%	0	0%	1	2%	18	32%	35	63%
MALE	59	92%	1	2%	0	0%	14	24%	40	68%
NON-ENGLISH LANGUAGE LEARNERS	115	93%	1	1%	1	1%	32	28%	75	65%
ECONOMICALLY DISADVANTAGED	34	94%	0	0%	0	0%	12	35%	20	59%
NOTECONOMICALLY DISADVANTAGED	81	93%	1	1%	1	1%	20	25%	55	68%
NOT MIGRANT	115	93%	1	1%	1	1%	32	28%	75	65%

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



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	115	97%	1	1%	0	0%	48	42%	64	56%
GENERAL EDUCATION	100	99%	0	0%	0	0%	38	38%	61	61%
STUDENTS WITH DISABILITIES	15	87%	1	7%	0	0%	10	67%	3	20%
AMERICAN INDIAN OR ALASKA NATIVE	14	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	99	98%	1	1%	0	0%	37	37%	60	61%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	16	94%	0	0%	0	0%	11	69%	4	25%
FEMALE	56	100%	0	0%	0	0%	25	45%	31	55%
MALE	59	95%	1	2%	0	0%	23	39%	33	56%
NON-ENGLISH LANGUAGE LEARNERS	115	97%	1	1%	0	0%	48	42%	64	56%
ECONOMICALLY DISADVANTAGED	34	100%	0	0%	0	0%	18	53%	16	47%
NOTECONOMICALLY DISADVANTAGED	81	96%	1	1%	0	0%	30	37%	48	59%
NOT MIGRANT	115	97%	1	1%	0	0%	48	42%	64	56%

## COMPREHENSIVE ENGLISH

### REGENTS COMPREHENSIVE ENGLISH

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	98	97	99%	90	92%	46	47%
GENERAL EDUCATION	85	85	100%	81	95%	44	52%
STUDENTS WITH DISABILITIES	13	12	92%	9	69%	2	15%
AMERICAN INDIAN OR ALASKA NATIVE	17	-	-	-	-	-	-
HISPANIC OR LATINO	2	-	-	-	-	-	-
WHITE	79	78	99%	73	92%	42	53%
SMALL GROUP TOTAL	19	19	100%	17	89%	4	21%
FEMALE	48	48	100%	46	96%	26	54%
MALE	50	49	98%	44	88%	20	40%
NON-ENGLISH LANGUAGE LEARNERS	98	97	99%	90	92%	46	47%
ECONOMICALLY DISADVANTAGED	31	31	100%	28	90%	11	35%
NOT ECONOMICALLY DISADVANTAGED	67	66	99%	62	93%	35	52%
NOT MIGRANT	98	97	99%	90	92%	46	47%

## ENGLISH LANGUAGE ARTS (COMMON CORE)

### ENGLISH LANGUAGE ARTS (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	1	-	-	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-	-	-	-	-	-
WHITE	1	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	1	-	-	-	-	-	-	-	-	-	-
MALE	1	-	-	-	-	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	1	-	-	-	-	-	-	-	-	-	-
NOT MIGRANT	1	-	-	-	-	-	-	-	-	-	-

# INTEGRATED ALGEBRA

## REGENTS INTEGRATED ALGEBRA

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	28	24	86%	22	79%	7	25%
GENERAL EDUCATION	16	16	100%	15	94%	7	44%
STUDENTS WITH DISABILITIES	12	8	67%	7	58%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	4	-	-	-	-	-	-
WHITE	24	-	-	-	-	-	-
SMALL GROUP TOTAL	28	24	86%	22	79%	7	25%
FEMALE	13	12	92%	11	85%	4	31%
MALE	15	12	80%	11	73%	3	20%
NON-ENGLISH LANGUAGE LEARNERS	28	24	86%	22	79%	7	25%
ECONOMICALLY DISADVANTAGED	6	5	83%	4	67%	1	17%
NOT ECONOMICALLY DISADVANTAGED	22	19	86%	18	82%	6	27%
NOT MIGRANT	28	24	86%	22	79%	7	25%

# GEOMETRY

## REGENTS GEOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	90	90	100%	84	93%	32	36%
GENERAL EDUCATION	87	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	-	-	-	-	-	-
AMERICAN INDIAN OR ALASKA NATIVE	10	10	100%	9	90%	1	10%
WHITE	80	80	100%	75	94%	31	39%
FEMALE	51	51	100%	51	100%	17	33%
MALE	39	39	100%	33	85%	15	38%
NON-ENGLISH LANGUAGE LEARNERS	90	90	100%	84	93%	32	36%
ECONOMICALLY DISADVANTAGED	19	19	100%	16	84%	3	16%
NOT ECONOMICALLY DISADVANTAGED	71	71	100%	68	96%	29	41%
NOT MIGRANT	90	90	100%	84	93%	32	36%

# ALGEBRA 2/TRIGONOMETRY

## REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED		55		65		85	
ALL STUDENTS	86	76	88%	68	79%	23	27%	
GENERAL EDUCATION	86	76	88%	68	79%	23	27%	
AMERICAN INDIAN OR ALASKA NATIVE	7	-	-	-	-	-	-	
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-	
WHITE	78	69	88%	63	81%	21	27%	
SMALL GROUP TOTAL	8	7	88%	5	63%	2	25%	
FEMALE	44	40	91%	34	77%	10	23%	
MALE	42	36	86%	34	81%	13	31%	
NON-ENGLISH LANGUAGE LEARNERS	86	76	88%	68	79%	23	27%	
ECONOMICALLY DISADVANTAGED	19	16	84%	15	79%	3	16%	
NOTECONOMICALLY DISADVANTAGED	67	60	90%	53	79%	20	30%	
NOT MIGRANT	86	76	88%	68	79%	23	27%	

# ALGEBRA I (COMMON CORE)

## ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED		LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	132	3	2%	13	10%	60	45%	48	36%	8	6%	
GENERAL EDUCATION	119	0	0%	8	7%	55	46%	48	40%	8	7%	
STUDENTS WITH DISABILITIES	13	3	23%	5	38%	5	38%	0	0%	0	0%	
AMERICAN INDIAN OR ALASKA NATIVE	22	-	-	-	-	-	-	-	-	-	-	
WHITE	109	3	3%	7	6%	48	44%	44	40%	7	6%	
MULTIRACIAL	1	-	-	-	-	-	-	-	-	-	-	
SMALL GROUP TOTAL	23	0	0%	6	26%	12	52%	4	17%	1	4%	
FEMALE	68	1	1%	5	7%	24	35%	32	47%	6	9%	
MALE	64	2	3%	8	13%	36	56%	16	25%	2	3%	
NON-ENGLISH LANGUAGE LEARNERS	132	3	2%	13	10%	60	45%	48	36%	8	6%	
ECONOMICALLY DISADVANTAGED	36	0	0%	8	22%	17	47%	9	25%	2	6%	
NOTECONOMICALLY DISADVANTAGED	96	3	3%	5	5%	43	45%	39	41%	6	6%	
NOT MIGRANT	132	3	2%	13	10%	60	45%	48	36%	8	6%	

# GEOMETRY (COMMON CORE)

## GEOMETRY (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	81	0	0%	7	9%	36	44%	19	23%	19	23%
GENERAL EDUCATION	79	-	-	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-	-	-	-	-	-
AMERICAN INDIAN OR ALASKA NATIVE	8	0	0%	0	0%	4	50%	4	50%	0	0%
WHITE	73	0	0%	7	10%	32	44%	15	21%	19	26%
FEMALE	47	0	0%	3	6%	25	53%	9	19%	10	21%
MALE	34	0	0%	4	12%	11	32%	10	29%	9	26%
NON-ENGLISH LANGUAGE LEARNERS	81	0	0%	7	9%	36	44%	19	23%	19	23%
ECONOMICALLY DISADVANTAGED	16	0	0%	3	19%	7	44%	4	25%	2	13%
NOT ECONOMICALLY DISADVANTAGED	65	0	0%	4	6%	29	45%	15	23%	17	26%
NOT MIGRANT	81	0	0%	7	9%	36	44%	19	23%	19	23%

# GLOBAL HISTORY AND GEOGRAPHY

## REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	120	112	93%	94	78%	51	43%
GENERAL EDUCATION	100	96	96%	83	83%	49	49%
STUDENTS WITH DISABILITIES	20	16	80%	11	55%	2	10%
AMERICAN INDIAN OR ALASKA NATIVE	22	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
WHITE	97	90	93%	79	81%	46	47%
SMALL GROUP TOTAL	23	22	96%	15	65%	5	22%
FEMALE	62	57	92%	44	71%	21	34%
MALE	58	55	95%	50	86%	30	52%
NON-ENGLISH LANGUAGE LEARNERS	120	112	93%	94	78%	51	43%
ECONOMICALLY DISADVANTAGED	40	36	90%	27	68%	14	35%
NOT ECONOMICALLY DISADVANTAGED	80	76	95%	67	84%	37	46%
NOT MIGRANT	120	112	93%	94	78%	51	43%

# U.S. HISTORY & GOVERNMENT

## REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	121	120	99%	111	92%	61	50%
GENERAL EDUCATION	109	109	100%	101	93%	59	54%
STUDENTS WITH DISABILITIES	12	11	92%	10	83%	2	17%
AMERICAN INDIAN OR ALASKA NATIVE	16	-	-	-	-	-	-
HISPANIC OR LATINO	2	-	-	-	-	-	-
WHITE	103	102	99%	97	94%	57	55%
SMALL GROUP TOTAL	18	18	100%	14	78%	4	22%
FEMALE	68	67	99%	64	94%	36	53%
MALE	53	53	100%	47	89%	25	47%
NON-ENGLISH LANGUAGE LEARNERS	121	120	99%	111	92%	61	50%
ECONOMICALLY DISADVANTAGED	36	36	100%	31	86%	13	36%
NOT ECONOMICALLY DISADVANTAGED	85	84	99%	80	94%	48	56%
NOT MIGRANT	121	120	99%	111	92%	61	50%

# LIVING ENVIRONMENT

## REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	133	131	98%	123	92%	69	52%
GENERAL EDUCATION	115	113	98%	109	95%	65	57%
STUDENTS WITH DISABILITIES	18	18	100%	14	78%	4	22%
AMERICAN INDIAN OR ALASKA NATIVE	18	-	-	-	-	-	-
WHITE	114	113	99%	109	96%	63	55%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	19	18	95%	14	74%	6	32%
FEMALE	64	64	100%	61	95%	42	66%
MALE	69	67	97%	62	90%	27	39%
NON-ENGLISH LANGUAGE LEARNERS	133	131	98%	123	92%	69	52%
ECONOMICALLY DISADVANTAGED	45	43	96%	36	80%	14	31%
NOT ECONOMICALLY DISADVANTAGED	88	88	100%	87	99%	55	63%
NOT MIGRANT	133	131	98%	123	92%	69	52%

# PHYSICAL SETTING/EARTH SCIENCE

## REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	109	104	95%	95	87%	29	27%
GENERAL EDUCATION	98	94	96%	87	89%	27	28%
STUDENTS WITH DISABILITIES	11	10	91%	8	73%	2	18%
AMERICAN INDIAN OR ALASKA NATIVE	21	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	87	83	95%	79	91%	27	31%
SMALL GROUP TOTAL	22	21	95%	16	73%	2	9%
FEMALE	61	57	93%	53	87%	13	21%
MALE	48	47	98%	42	88%	16	33%
NON-ENGLISH LANGUAGE LEARNERS	109	104	95%	95	87%	29	27%
ECONOMICALLY DISADVANTAGED	30	28	93%	22	73%	5	17%
NOT ECONOMICALLY DISADVANTAGED	79	76	96%	73	92%	24	30%
NOT MIGRANT	109	104	95%	95	87%	29	27%

# PHYSICAL SETTING/CHEMISTRY

## REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	64	62	97%	57	89%	16	25%
GENERAL EDUCATION	64	62	97%	57	89%	16	25%
AMERICAN INDIAN OR ALASKA NATIVE	2	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
WHITE	61	-	-	-	-	-	-
SMALL GROUP TOTAL	64	62	97%	57	89%	16	25%
FEMALE	32	31	97%	30	94%	7	22%
MALE	32	31	97%	27	84%	9	28%
NON-ENGLISH LANGUAGE LEARNERS	64	62	97%	57	89%	16	25%
ECONOMICALLY DISADVANTAGED	17	17	100%	14	82%	6	35%
NOT ECONOMICALLY DISADVANTAGED	47	45	96%	43	91%	10	21%
NOT MIGRANT	64	62	97%	57	89%	16	25%



# PHYSICAL SETTING/PHYSICS

## REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	22	17	77%	16	73%	5	23%
GENERAL EDUCATION	22	17	77%	16	73%	5	23%
AMERICAN INDIAN OR ALASKA NATIVE	2	-	-	-	-	-	-
WHITE	20	-	-	-	-	-	-
SMALL GROUP TOTAL	22	17	77%	16	73%	5	23%
FEMALE	11	7	64%	7	64%	3	27%
MALE	11	10	91%	9	82%	2	18%
NON-ENGLISH LANGUAGE LEARNERS	22	17	77%	16	73%	5	23%
ECONOMICALLY DISADVANTAGED	6	5	83%	5	83%	1	17%
NOT ECONOMICALLY DISADVANTAGED	16	12	75%	11	69%	4	25%
NOT MIGRANT	22	17	77%	16	73%	5	23%

NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA) RESULTS (2014 - 15)

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



ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

ALL STUDENTS

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
<b>NO</b>	1,378*	82%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
<b>YES</b>	445	111	92	92

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
<b>NO</b>	166*	87%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
<b>NO</b>	60	52	67	67

BLACK OR AFRICAN AMERICAN

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	5	—		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	3	—	—	—

HISPANIC OR LATINO

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	3	—		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	0	—	—	—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	4	—		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	2	—	—	—

WHITE

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
<b>NO</b>	1,174*	81%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
<b>YES</b>	374	120	108	108

MULTIRACIAL

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	9	—		

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	6	—	—	—

STUDENTS WITH DISABILITIES

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
<b>NO</b>	171*	80%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
<b>NO</b>	59†	39†	47	47

LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	0	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	0	—	—	—

ECONOMICALLY DISADVANTAGED

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
<b>NO</b>	489*	81%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
<b>YES</b>	173	78	76	76

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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,212\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

81%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

385

PI

120

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,370\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

82%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

442

PI

111

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,371\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

82%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

445

PI

111

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,371\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

82%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

443

PI

111

## NOT WHITE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

204\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

84%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

71

PI

61

## NOT MULTIRACIAL

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,362\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

82%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

439

PI

111

GENERAL EDUCATION

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,207\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

82%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

390

PI

122

ENGLISH PROFICIENT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,378\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

82%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

445

PI

111

NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

889\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

82%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

272

PI

132

MALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

675\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

81%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

216

PI

104

FEMALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

703\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

82%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

229

PI

117

MIGRANT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

TESTED STUDENTS ENROLLED ON BEDS DAY

0

PI

—

NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI



THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
1,378*	82%*	445	111

— 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**

#### ALL STUDENTS

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
<b>NO</b>	1,380*	78%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
<b>YES</b>	395	133	88	88

#### AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
<b>NO</b>	169*	80%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
<b>YES</b>	50	70	66	66

#### BLACK OR AFRICAN AMERICAN

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
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—	5	—	—	—
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	3	—	—	—

HISPANIC OR LATINO

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	—	—
—	3	—	—	—
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	0	—	—	—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	—	—
—	4	—	—	—
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	2	—	—	—

WHITE

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	NO	1,174*	78%*
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	104
YES	334	143	104	104	104

MULTIRACIAL

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	9	—		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	6	—	—	—

STUDENTS WITH DISABILITIES

MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
NO	171*	77%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	51†	55†	49	49

LIMITED ENGLISH PROFICIENT

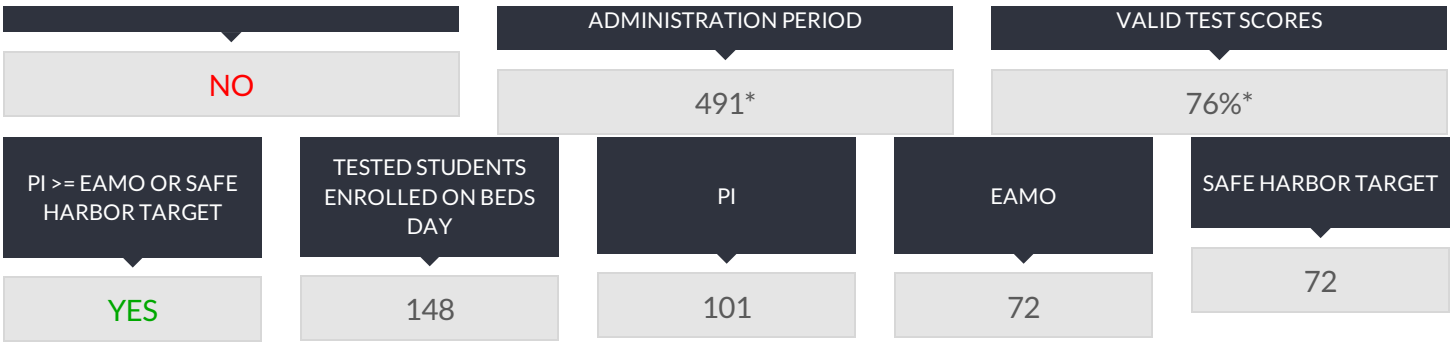
MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	0	—		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	0	—	—	—

ECONOMICALLY DISADVANTAGED

MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST	PERCENT OF ENROLLED STUDENTS WITH
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# RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

## NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,211\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

78%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

345

PI

143

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,372\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

78%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

392

PI

133

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,374\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

78%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

395

PI

133

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,373\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

78%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

393

PI

134

## NOT WHITE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

206\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

79%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

61

PI

82

## NOT MULTIRACIAL

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,364\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

78%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

389

PI

133

GENERAL EDUCATION

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,209\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

78%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

347

PI

145

ENGLISH PROFICIENT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,380\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

78%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

395

PI

133

NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

889\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

80%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

247

PI

153

MALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

676\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

78%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

190

PI

135

FEMALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

704\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

79%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

205

PI

132

MIGRANT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

TESTED STUDENTS ENROLLED ON BEDS DAY

0

PI

—

NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
1,380*	78%*	395	133

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

ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

ALL STUDENTS

MADE AYP: **YES**

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	465*	83%*		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	143	192	176	176

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	23	—		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	9	—	—	—

BLACK OR AFRICAN AMERICAN

MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
------------	---	---

—	1	—	—	—
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	1	—	—	—

HISPANIC OR LATINO

MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	3	—		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	1	—	—	—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	2	—		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	1	—	—	—

WHITE

MADE AYP: YES

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	402*	85%*		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	130	195	184	184



MULTIRACIAL

MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	2	—		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	1	—	—	—

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	27	—		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	13	—	—	—

LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	0	—		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	0	—	—	—

ECONOMICALLY DISADVANTAGED

MADE AYP: NO

TESTED 80%	STUDENTS ENROLLED DURING THE TEST	PERCENT OF ENROLLED STUDENTS WITH
------------	-----------------------------------	-----------------------------------

		ADMINISTRATION PERIOD		VALID TEST SCORES
	NO		154*	75%*
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	42	181	162	162

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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

414\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

85%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

134

PI

193

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

462\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

83%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

142

PI

192

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

462\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

84%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

142

PI

192

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

463\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

84%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

142

PI

192

## NOT WHITE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

31

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

TESTED STUDENTS ENROLLED ON BEDS DAY

13

PI

—

## NOT MULTIRACIAL

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

461\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

84%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

142

PI

192

GENERAL EDUCATION

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

401\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

85%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

130

PI

196

ENGLISH PROFICIENT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

465\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

83%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

143

PI

192

NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

311\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

88%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

101

PI

196

MALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

240\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

83%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

67

PI

193

FEMALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

225\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

84%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

76

PI

191

MIGRANT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

TESTED STUDENTS ENROLLED ON BEDS DAY

0

PI

—

NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
465*	83%*	143	192

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

## SECONDARY-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

### ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

#### ALL STUDENTS

MADE AYP: **YES**

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
<b>YES</b>	109	99%		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
<b>YES</b>	110	178	160	160

#### AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
—	10	—		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	12	—	—	—

#### BLACK OR AFRICAN AMERICAN

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
—	0	—		

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	0	—	—	—

HISPANIC OR LATINO

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
—	1	—

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	1	—	—	—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
—	0	—

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	0	—	—	—

WHITE

MADE AYP: YES

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
YES	97	99%

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
YES	96	179	171	171

MULTIRACIAL

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
—	1	—		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	1	—	—	—

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
—	13	—		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	13	—	—	—

LIMITED ENGLISH PROFICIENT

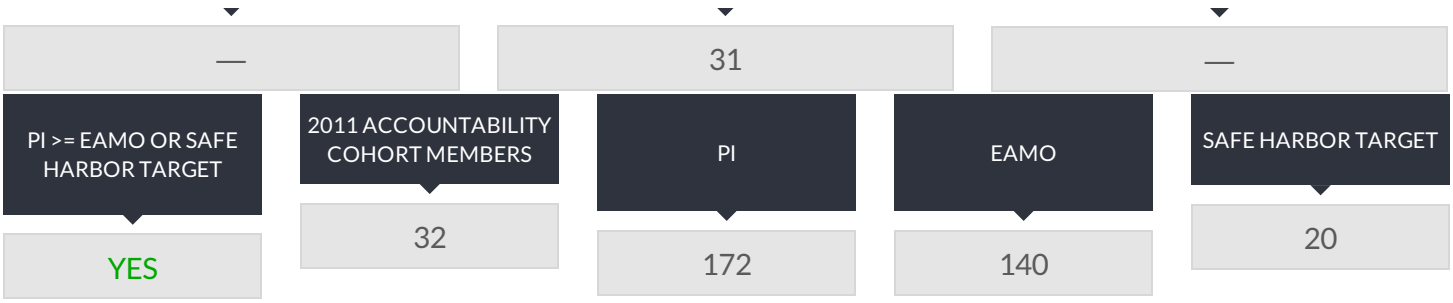
MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
—	0	—		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	0	—	—	—

ECONOMICALLY DISADVANTAGED

MADE AYP: YES

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
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# RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

## NOT AMERICAN INDIAN OR ALASKA NATIVE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
99	99%	98	179

## NOT BLACK OR AFRICAN AMERICAN

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
109	99%	110	178

## NOT HISPANIC OR LATINO

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
108	99%	109	178

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
109	99%	110	178

## NOT WHITE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
12	—	14	—

## NOT MULTIRACIAL

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
108	99%	109	179

## GENERAL EDUCATION

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI

96	100%	97	182
ENGLISH PROFICIENT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
109	99%	110	178
NOT ECONOMICALLY DISADVANTAGED			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
78	99%	78	181
MALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
57	98%	56	177
FEMALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
52	100%	54	180
MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
0	—	0	—
NOT MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
109	99%	110	178

— 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 2011 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

## SECONDARY-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

# ALL ACCOUNTABILITY GROUPS MADE AYP: YES

## ALL STUDENTS

MADE AYP: YES

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
YES	109	100%		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
YES	110	166	144	144

## AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
—	10	—		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	12	—	—	—

## BLACK OR AFRICAN AMERICAN

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
—	0	—		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	0	—	—	—

## HISPANIC OR LATINO

MADE AYP: —

TESTED 95%		12TH GRADERS		PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	
—		1		—	
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET	
—	1	—	—	—	

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

TESTED 95%		12TH GRADERS		PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	
—		0		—	
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET	
—	0	—	—	—	

WHITE

MADE AYP: YES

TESTED 95%		12TH GRADERS		PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	
YES		97		100%	
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET	
YES	96	170	156	156	

MULTIRACIAL

MADE AYP: —

TESTED 95%		12TH GRADERS		PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	
—		1		—	
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET	
—	—	—	—	—	

—	1	—	—	—
---	---	---	---	---

**STUDENTS WITH DISABILITIES**

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
—	13	—		

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	13	—	—	—

**LIMITED ENGLISH PROFICIENT**

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
—	0	—		

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	0	—	—	—

**ECONOMICALLY DISADVANTAGED**

MADE AYP: **YES**

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
—	31	—		

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
<b>YES</b>	32	156	121	20

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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
99	100%	98	170

## NOT BLACK OR AFRICAN AMERICAN

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
109	100%	110	166

## NOT HISPANIC OR LATINO

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
108	100%	109	166

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
109	100%	110	166

## NOT WHITE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
12	—	14	—

## NOT MULTIRACIAL

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
108	100%	109	166

## GENERAL EDUCATION

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
--------------	--	------------------------------------	----

96	100%	97	171
----	------	----	-----

**ENGLISH PROFICIENT**

<b>12TH GRADERS</b>	<b>PERCENT OF 12TH GRADERS WITH VALID TEST SCORES</b>	<b>2011 ACCOUNTABILITY COHORT MEMBERS</b>	<b>PI</b>
109	100%	110	166

**NOT ECONOMICALLY DISADVANTAGED**

<b>12TH GRADERS</b>	<b>PERCENT OF 12TH GRADERS WITH VALID TEST SCORES</b>	<b>2011 ACCOUNTABILITY COHORT MEMBERS</b>	<b>PI</b>
78	100%	78	171

**MALE**

<b>12TH GRADERS</b>	<b>PERCENT OF 12TH GRADERS WITH VALID TEST SCORES</b>	<b>2011 ACCOUNTABILITY COHORT MEMBERS</b>	<b>PI</b>
57	100%	56	164

**FEMALE**

<b>12TH GRADERS</b>	<b>PERCENT OF 12TH GRADERS WITH VALID TEST SCORES</b>	<b>2011 ACCOUNTABILITY COHORT MEMBERS</b>	<b>PI</b>
52	100%	54	169

**MIGRANT**

<b>12TH GRADERS</b>	<b>PERCENT OF 12TH GRADERS WITH VALID TEST SCORES</b>	<b>2011 ACCOUNTABILITY COHORT MEMBERS</b>	<b>PI</b>
0	—	0	—

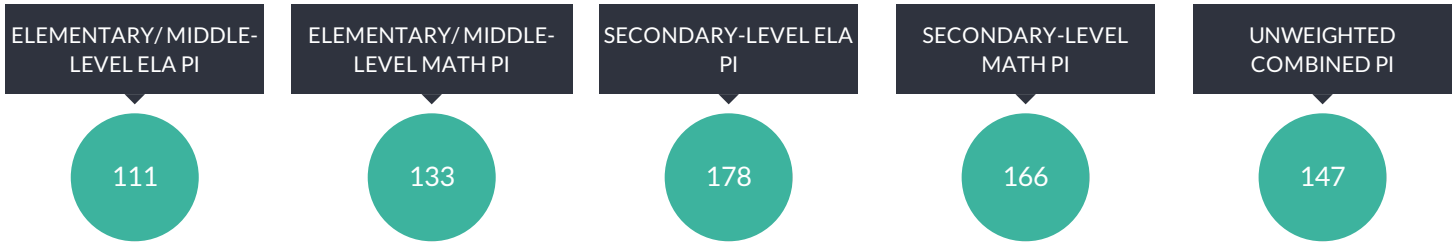
**NOT MIGRANT**

<b>12TH GRADERS</b>	<b>PERCENT OF 12TH GRADERS WITH VALID TEST SCORES</b>	<b>2011 ACCOUNTABILITY COHORT MEMBERS</b>	<b>PI</b>
109	100%	110	166

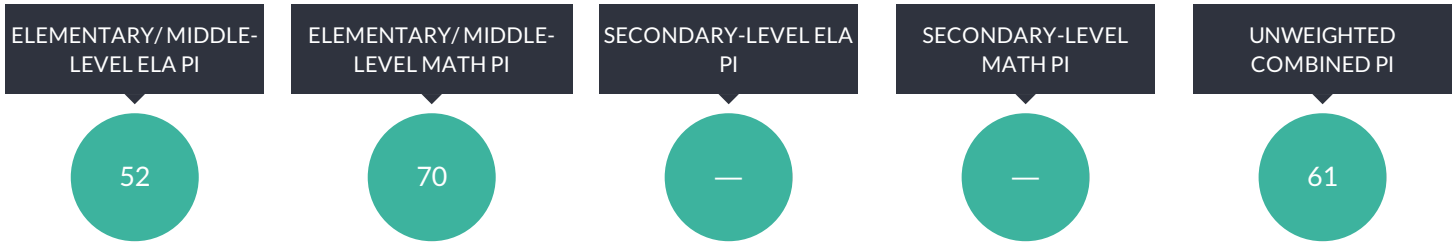
— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2011 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

**UNWEIGHTED COMBINED ELA AND MATH PIS**

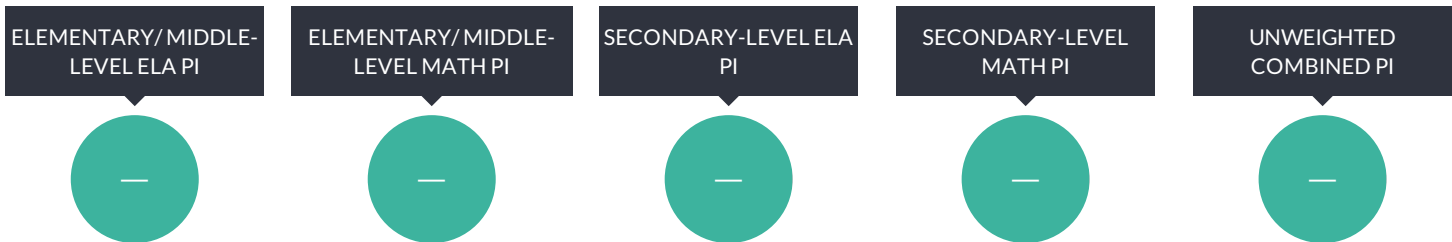
**ALL STUDENTS**



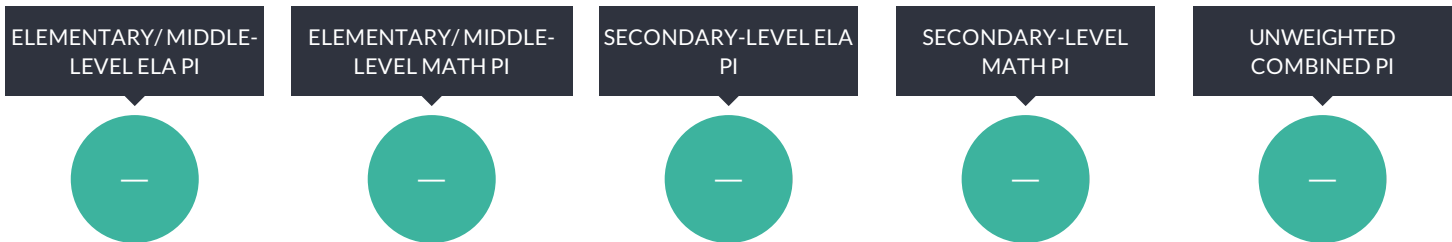
AMERICAN INDIAN OR ALASKA NATIVE



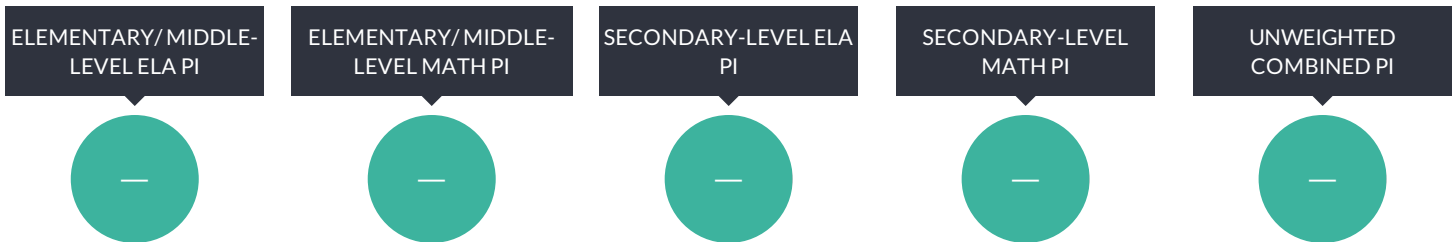
BLACK OR AFRICAN AMERICAN



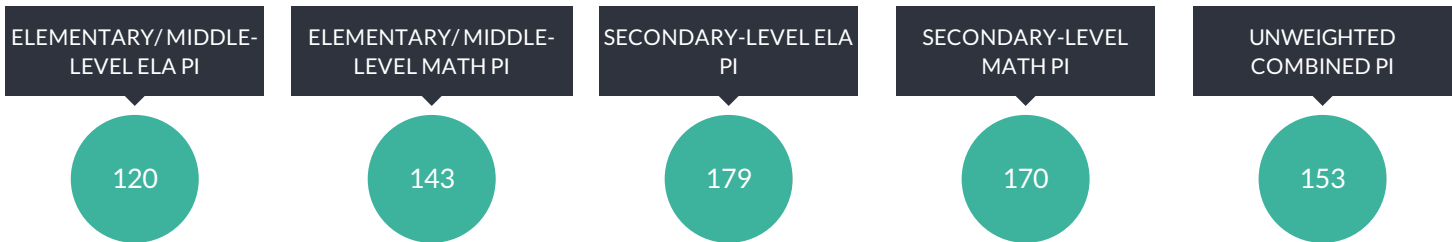
HISPANIC OR LATINO



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



WHITE



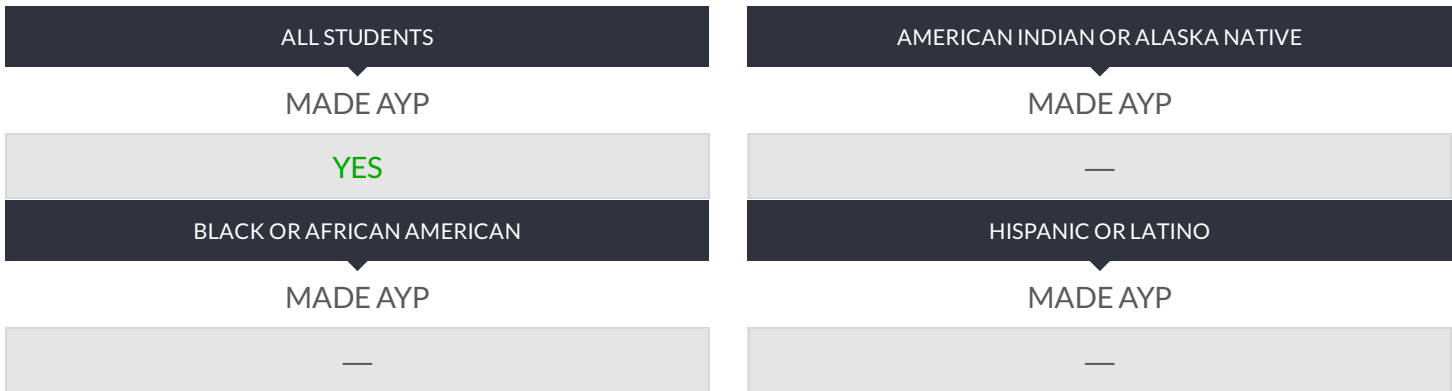




— There were not enough students to determine a Performance Index.

### OVERALL GRADUATION RATE FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	WHITE
MADE AYP	MADE AYP
—	YES
MULTIRACIAL	STUDENTS WITH DISABILITIES
MADE AYP	MADE AYP
—	—
LIMITED ENGLISH PROFICIENT	ECONOMICALLY DISADVANTAGED
MADE AYP	MADE AYP
—	—

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

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



1

—

—

—

HISPANIC OR LATINO

Met Graduation-Rate Criterion: —

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT

GRADUATION RATE

STATE STANDARD

PROGRESS TARGET

1

—

—

—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

Met Graduation-Rate Criterion: —

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT

GRADUATION RATE

STATE STANDARD

PROGRESS TARGET

0

—

—

—

WHITE

Met Graduation-Rate Criterion: YES

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT

GRADUATION RATE

STATE STANDARD

PROGRESS TARGET

104

94%

80%

80%

MULTIRACIAL

Met Graduation-Rate Criterion: —

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT

GRADUATION RATE

STATE STANDARD

PROGRESS TARGET

0

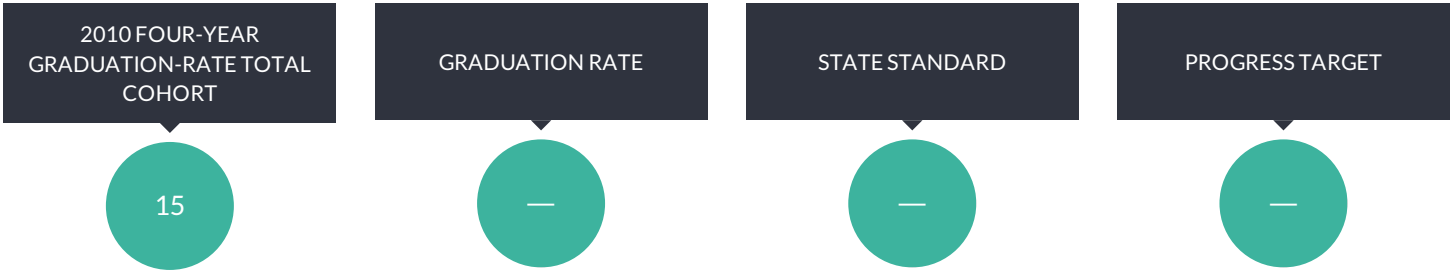
—

—

—

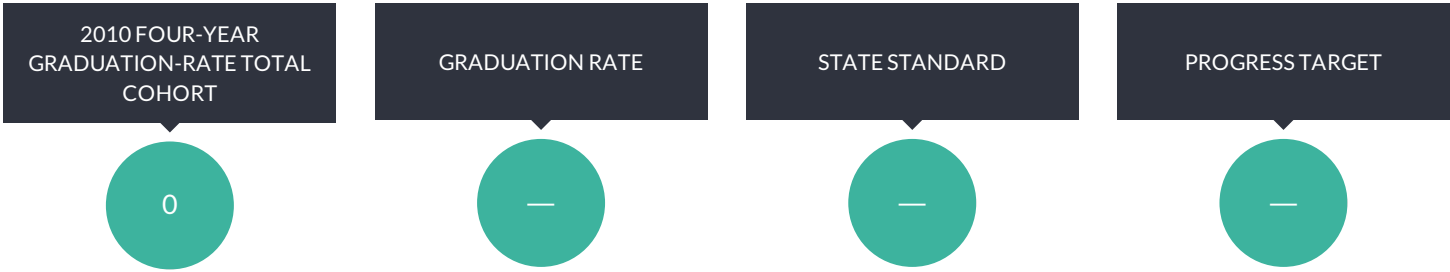
STUDENTS WITH DISABILITIES

Met Graduation-Rate Criterion: —



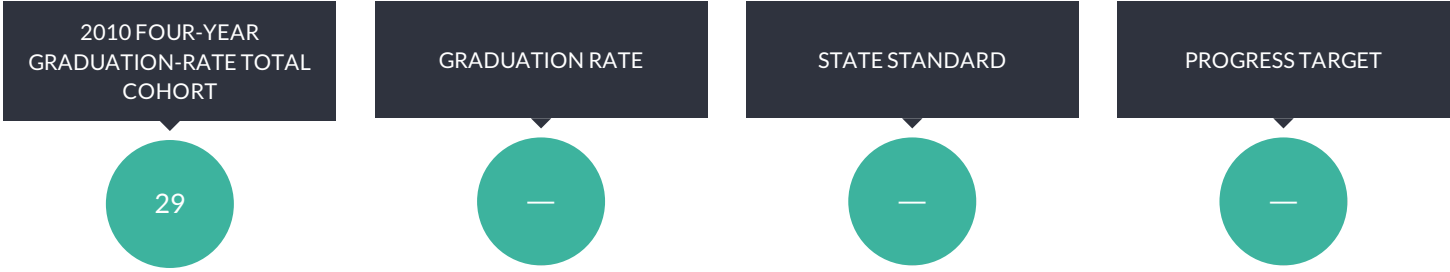
LIMITED ENGLISH PROFICIENT

Met Graduation-Rate Criterion: —



ECONOMICALLY DISADVANTAGED

Met Graduation-Rate Criterion: —

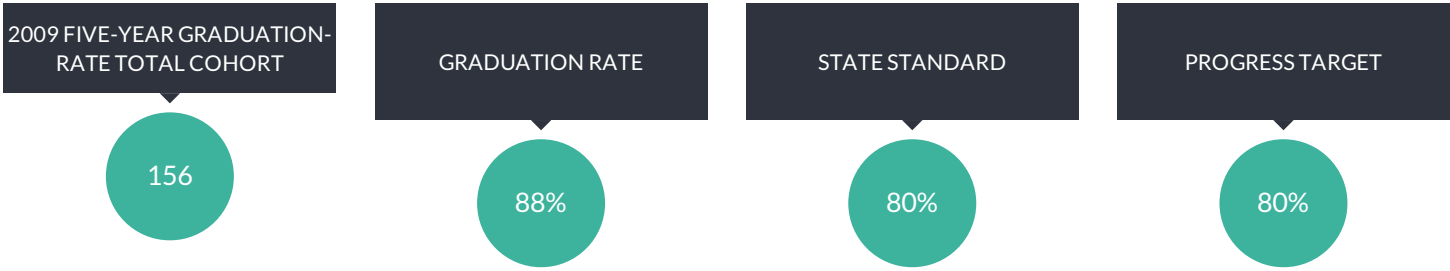


**YES** Graduation rate is equal to or greater than the State Standard or the group's Progress Target.  
**NO** Graduation rate is less than the State Standard and the group's Progress Target.  
 — There were fewer than 30 students in the cohort.

FIVE-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

ALL STUDENTS

Met Graduation-Rate Criterion: **YES**



AMERICAN INDIAN OR ALASKA NATIVE

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

16

GRADUATION RATE

—

STATE STANDARD

—

PROGRESS TARGET

—

BLACK OR AFRICAN AMERICAN

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

0

GRADUATION RATE

—

STATE STANDARD

—

PROGRESS TARGET

—

HISPANIC OR LATINO

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

3

GRADUATION RATE

—

STATE STANDARD

—

PROGRESS TARGET

—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

0

GRADUATION RATE

—

STATE STANDARD

—

PROGRESS TARGET

—

WHITE

Met Graduation-Rate Criterion: **YES**

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

136

GRADUATION RATE

89%

STATE STANDARD

80%

PROGRESS TARGET

80%

MULTIRACIAL

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

1

GRADUATION RATE

—

STATE STANDARD

—

PROGRESS TARGET

—

STUDENTS WITH DISABILITIES

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

11

GRADUATION RATE

—

STATE STANDARD

—

PROGRESS TARGET

—

LIMITED ENGLISH PROFICIENT

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

0

GRADUATION RATE

—

STATE STANDARD

—

PROGRESS TARGET

—

ECONOMICALLY DISADVANTAGED

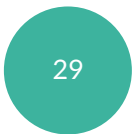
Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

GRADUATION RATE

STATE STANDARD

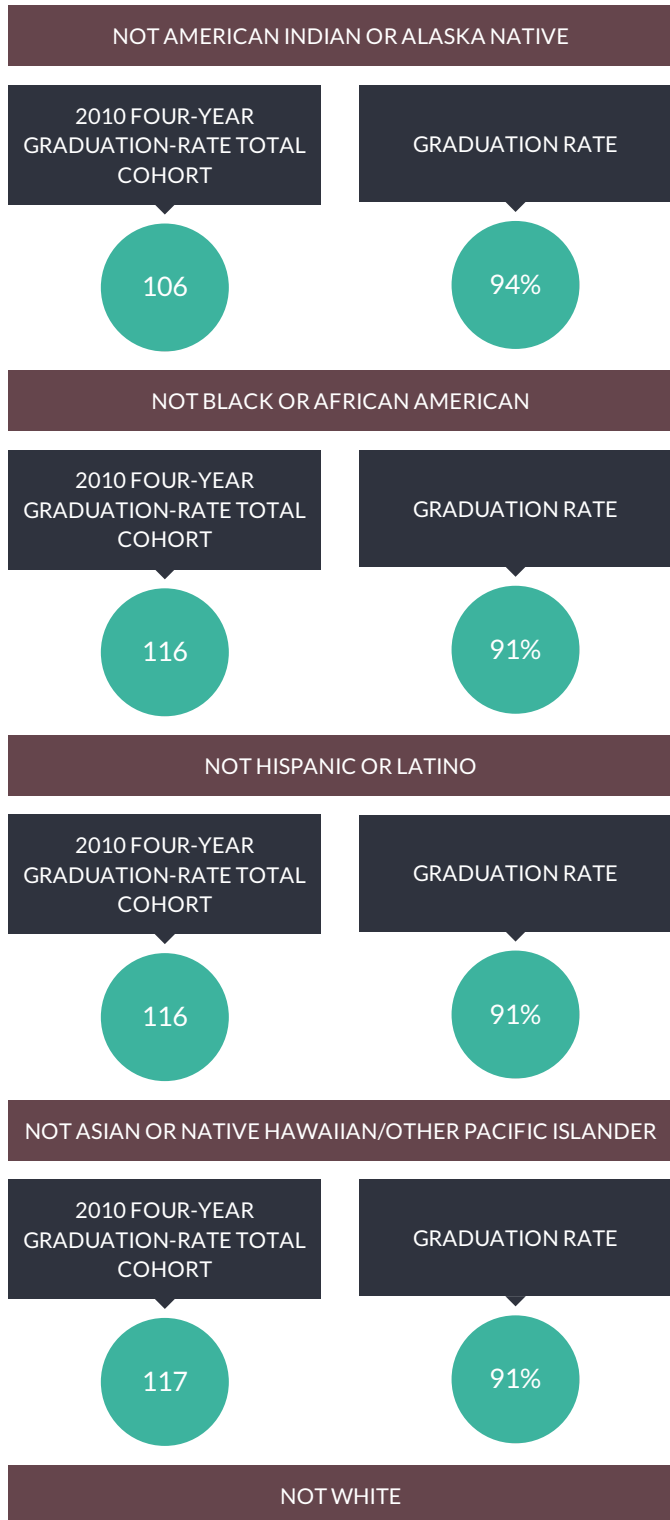
PROGRESS TARGET



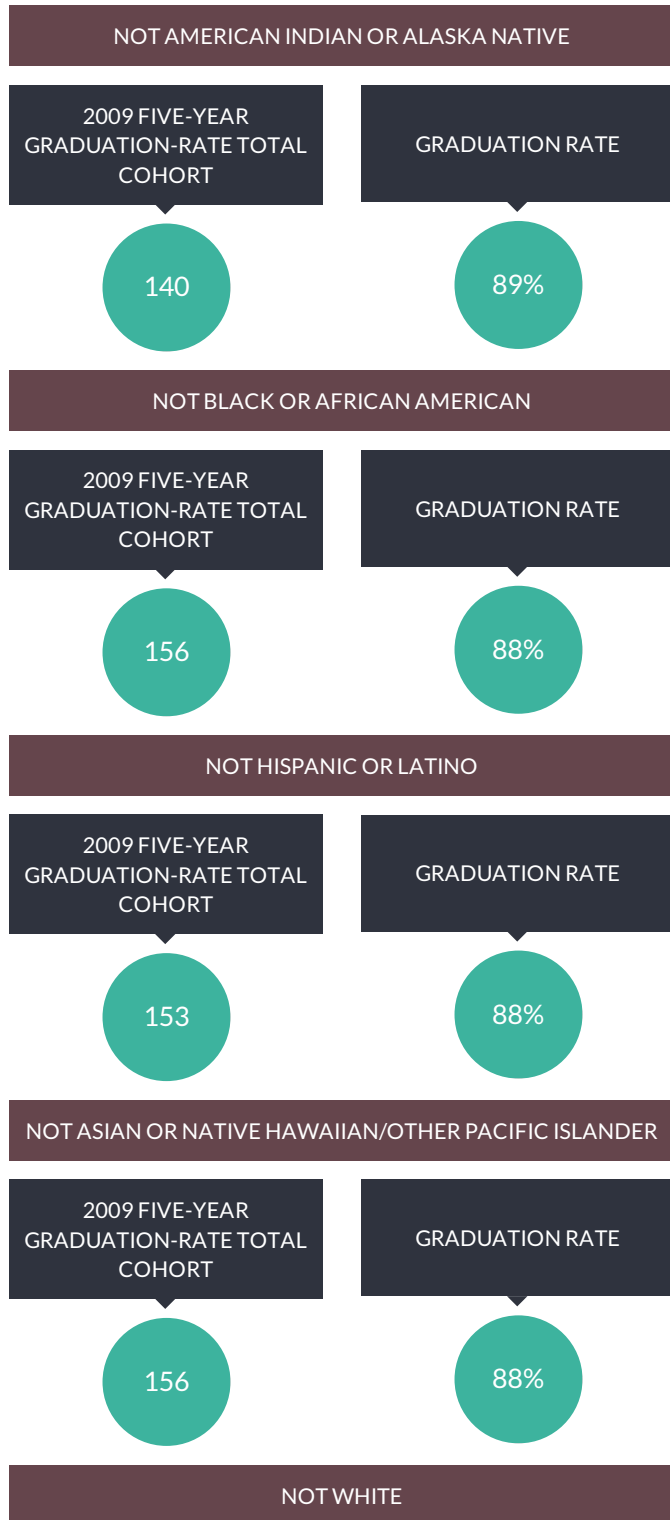
**YES** Graduation rate is equal to or greater than the State Standard or the group's Progress Target.  
**NO** Graduation rate is less than the State Standard and the group's Progress Target.  
 — There were fewer than 30 students in the cohort.

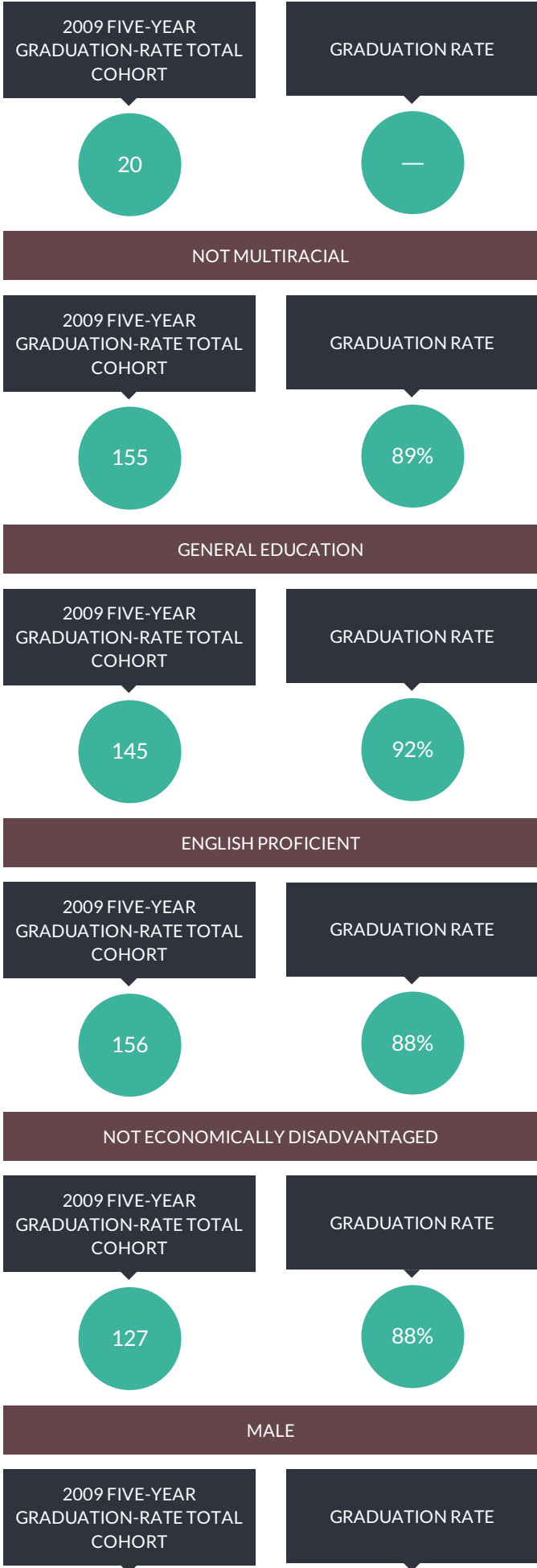
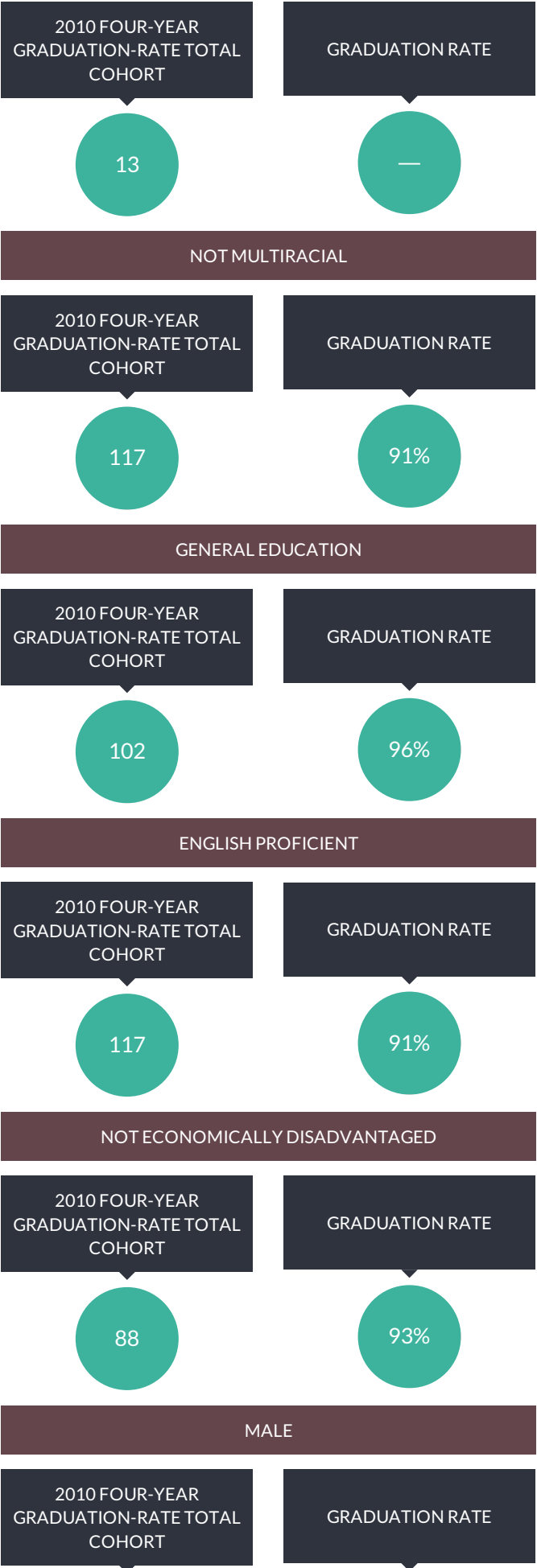
## GRADUATION RATES FOR NON-AYP GROUPS FOR ACCOUNTABILITY

### FOUR-YEAR GRADUATION-RATE TOTAL COHORT

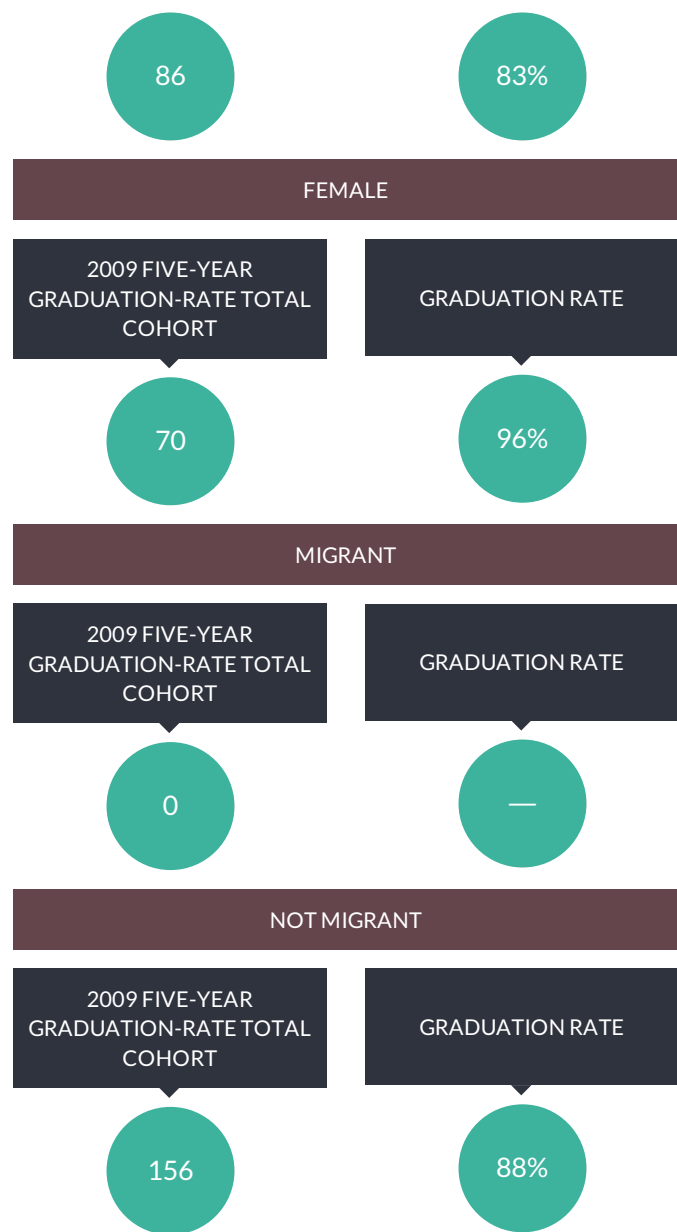
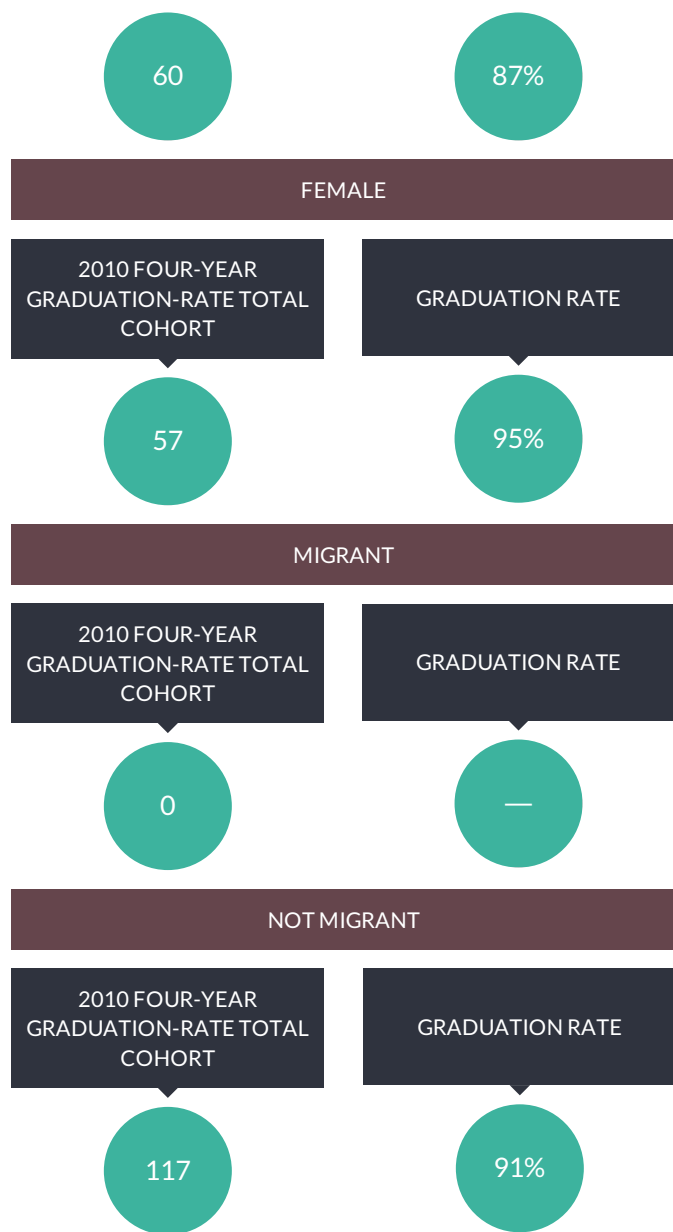


### FIVE-YEAR GRADUATION-RATE TOTAL COHORT





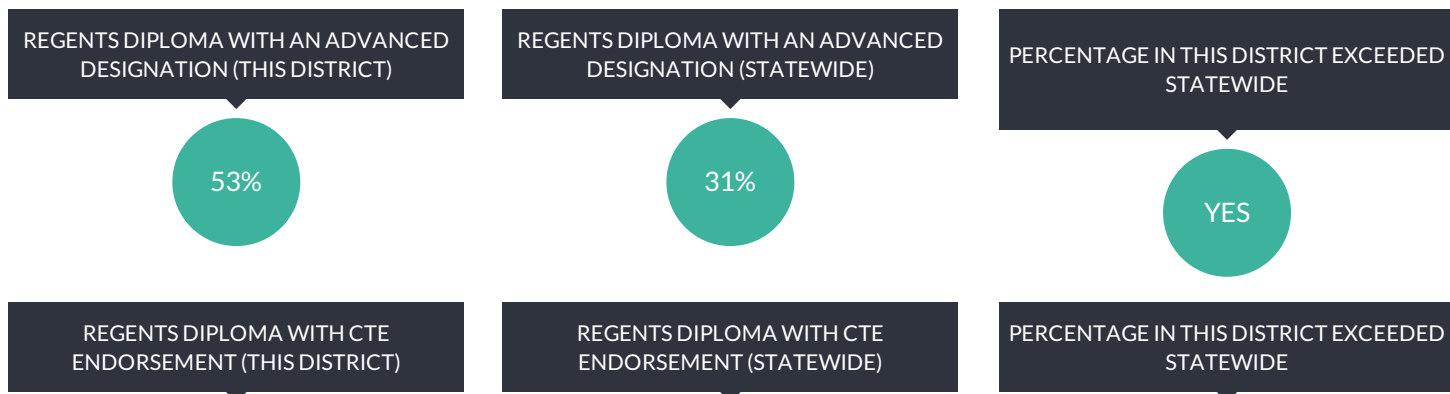




— There were fewer than 30 students in the cohort.

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

Percentage of 2010 Graduation-Rate Total Cohort members who graduated as of August 31, 2014 with:



15%

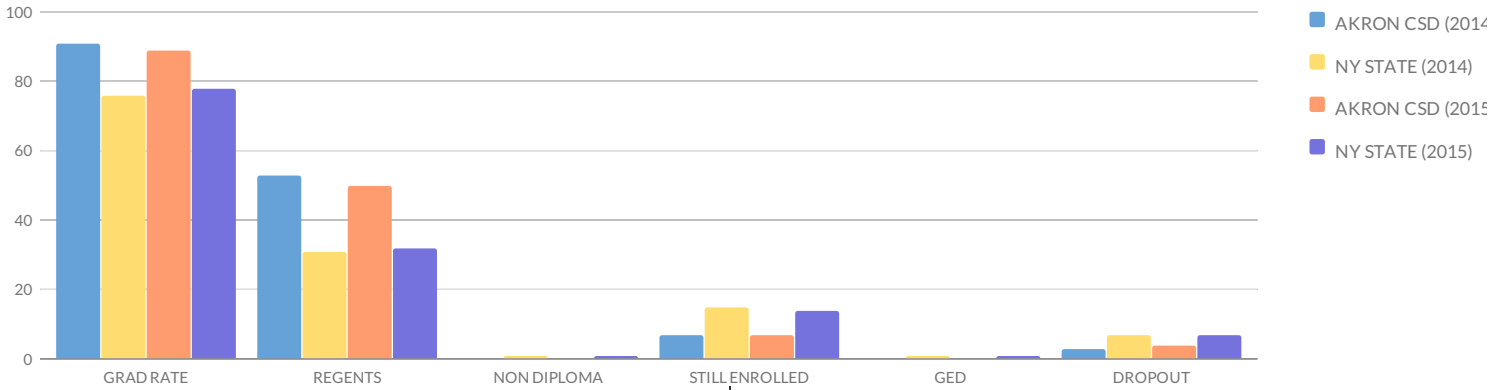
4%

YES

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THIS DOCUMENT WAS CREATED ON: APRIL 21, 2016, 9:37 AM EST

# AKRON CSD GRADUATION RATE DATA 4 YEAR OUTCOME AS OF JUNE

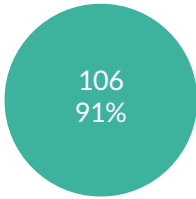
Graduate data are reported for a 9th grade cohort for the first time at the end of June of the 4th year of high school. The graduation rate as of August of the 4th year, June of the 5th year, and June of the 6th year of high school are also calculated and available. For complete information on the types of diploma credentials which can be earned and the criteria for each see [Diploma Requirements](#).



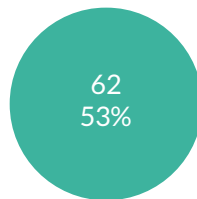
## 2014

ALL STUDENTS

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 117

NON DIPLOMA CRED

0	0%
---	----

STILL ENROLLED

8	7%
---	----

GED TRANSFER

0	0%
---	----

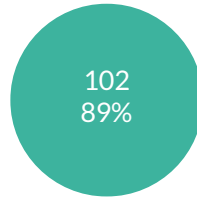
DROPOUT

3	3%
---	----

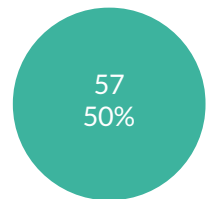
## 2015

ALL STUDENTS

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 115

NON DIPLOMA CRED

0	0%
---	----

STILL ENROLLED

8	7%
---	----

GED TRANSFER

0	0%
---	----

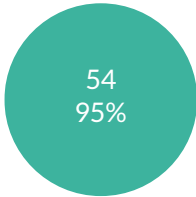
DROPOUT

5	4%
---	----

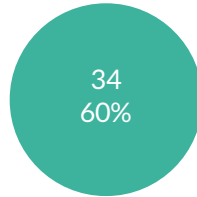
## BY GENDER

FEMALE

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 57

NON DIPLOMA CRED

0	0%
---	----

STILL ENROLLED

2	4%
---	----

GED TRANSFER

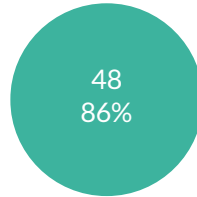
0	0%
---	----

DROPOUT

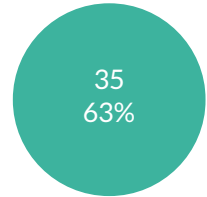
1	2%
---	----

FEMALE

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 56

NON DIPLOMA CRED

0	0%
---	----

STILL ENROLLED

6	11%
---	-----

GED TRANSFER

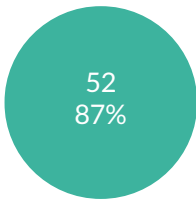
0	0%
---	----

DROPOUT

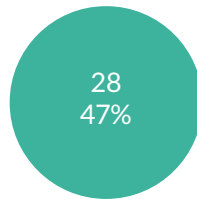
2	4%
---	----

MALE

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 60

NON DIPLOMA CRED

0	0%
---	----

STILL ENROLLED

6	10%
---	-----

GED TRANSFER

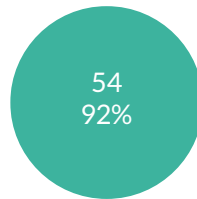
0	0%
---	----

DROPOUT

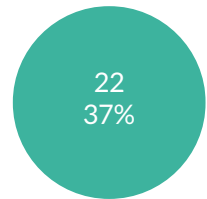
2	3%
---	----

MALE

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 59

NON DIPLOMA CRED

0	0%
---	----

STILL ENROLLED

2	3%
---	----

GED TRANSFER

0	0%
---	----

DROPOUT

3	5%
---	----

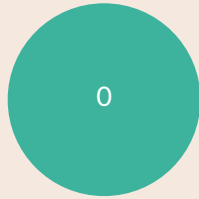
# BY ETHNICITY

## MULTIRACIAL

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: 0

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



## AMERICAN INDIAN OR ALASKA NATIVE

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: -

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

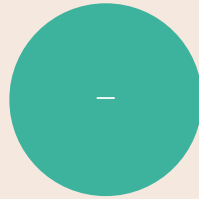


DROPOUT

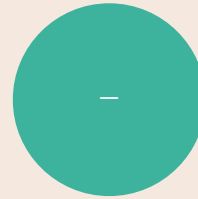


## MULTIRACIAL

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: -

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

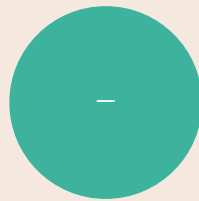


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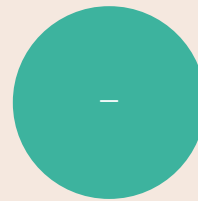


## AMERICAN INDIAN OR ALASKA NATIVE

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: -

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT

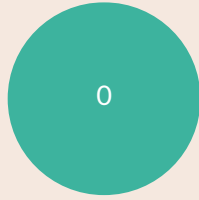


ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: 0

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

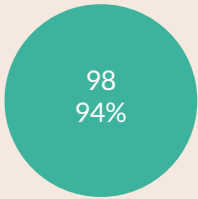


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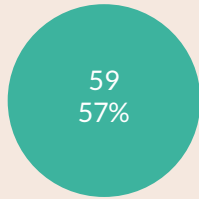


WHITE

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 104

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

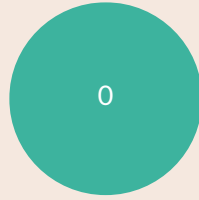


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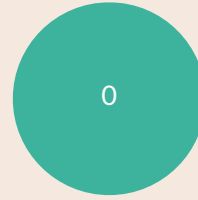


ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: 0

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

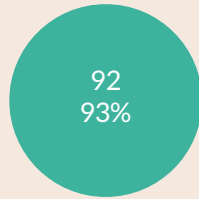


DROPOUT

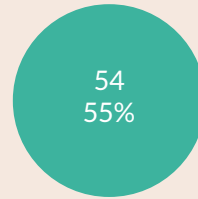


WHITE

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 99

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT

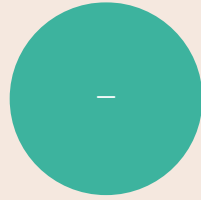


BLACK OR AFRICAN AMERICAN

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: -

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT

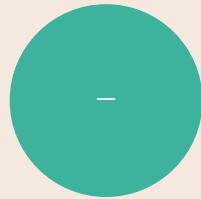


HISPANIC OR LATINO

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: -

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

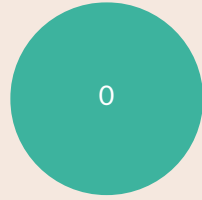


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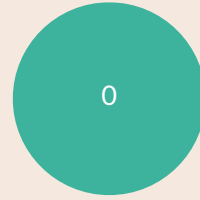


BLACK OR AFRICAN AMERICAN

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: 0

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

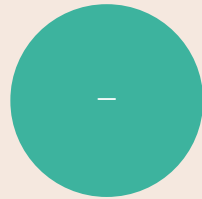


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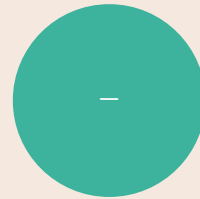


HISPANIC OR LATINO

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: -

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



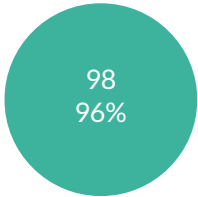
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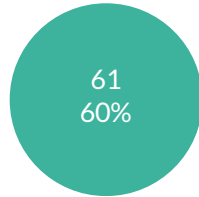
# OTHER GROUPS

## GENERAL-EDUCATION STUDENTS

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 102

NON DIPLOMA CRED

0	0%
---	----

STILL ENROLLED

3	3%
---	----

GED TRANSFER

0	0%
---	----

DROPOUT

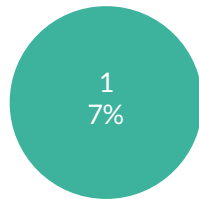
1	1%
---	----

## STUDENTS WITH DISABILITIES

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 15

NON DIPLOMA CRED

0	0%
---	----

STILL ENROLLED

5	33%
---	-----

GED TRANSFER

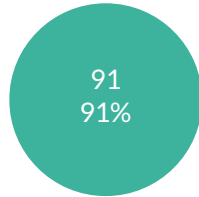
0	0%
---	----

DROPOUT

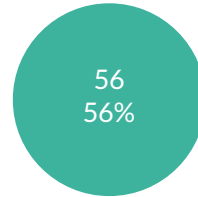
2	13%
---	-----

## GENERAL-EDUCATION STUDENTS

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 100

NON DIPLOMA CRED

0	0%
---	----

STILL ENROLLED

5	5%
---	----

GED TRANSFER

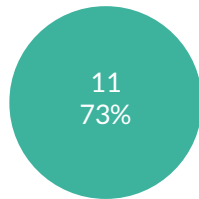
0	0%
---	----

DROPOUT

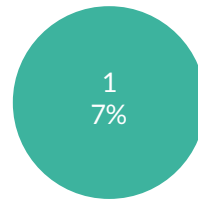
4	4%
---	----

## STUDENTS WITH DISABILITIES

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 15

NON DIPLOMA CRED

0	0%
---	----

STILL ENROLLED

3	20%
---	-----

GED TRANSFER

0	0%
---	----

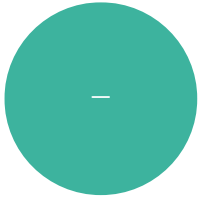
DROPOUT

1	7%
---	----

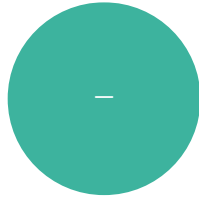


NON-ENGLISH LANGUAGE LEARNERS

GRAD RATE



REGENTS WITH A...

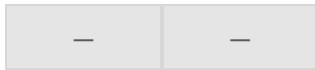


TOTAL STUDENTS: -

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

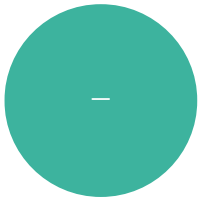


DROPOUT

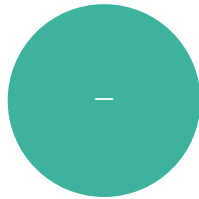


ENGLISH LANGUAGE LEARNERS

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: -

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

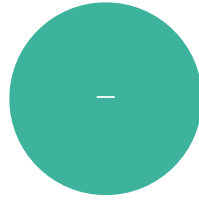


DROPOUT

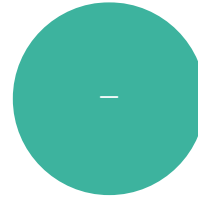


NON-ENGLISH LANGUAGE LEARNERS

GRAD RATE

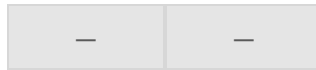


REGENTS WITH A...

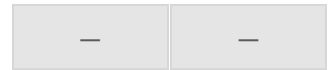


TOTAL STUDENTS: -

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

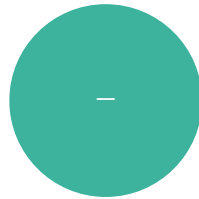


DROPOUT

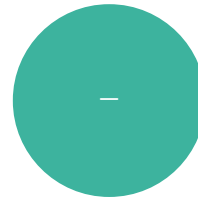


ENGLISH LANGUAGE LEARNERS

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: -

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

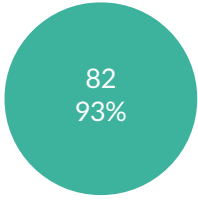


DROPOUT

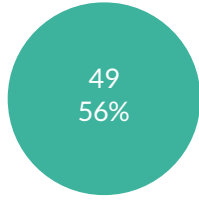


NOT ECONOMICALLY DISADVANTAGED

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 88

NON DIPLOMA CRED

0	0%
---	----

STILL ENROLLED

6	7%
---	----

GED TRANSFER

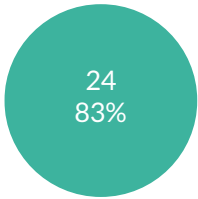
0	0%
---	----

DROPOUT

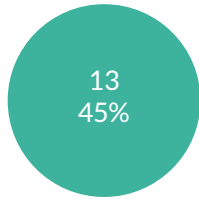
0	0%
---	----

ECONOMICALLY DISADVANTAGED

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 29

NON DIPLOMA CRED

0	0%
---	----

STILL ENROLLED

2	7%
---	----

GED TRANSFER

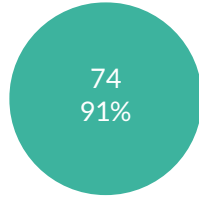
0	0%
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DROPOUT

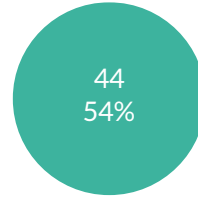
3	10%
---	-----

NOT ECONOMICALLY DISADVANTAGED

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 81

NON DIPLOMA CRED

0	0%
---	----

STILL ENROLLED

4	5%
---	----

GED TRANSFER

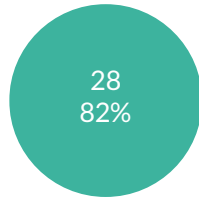
0	0%
---	----

DROPOUT

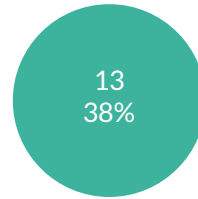
3	4%
---	----

ECONOMICALLY DISADVANTAGED

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 34

NON DIPLOMA CRED

0	0%
---	----

STILL ENROLLED

4	12%
---	-----

GED TRANSFER

0	0%
---	----

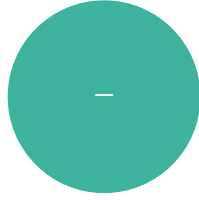
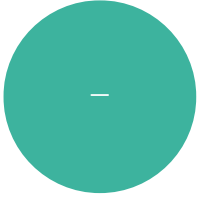
DROPOUT

2	6%
---	----

NOT MIGRANT

GRAD RATE

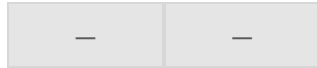
REGENTS WITH A...



TOTAL STUDENTS: —

NON DIPLOMA CRED

STILL ENROLLED



GED TRANSFER

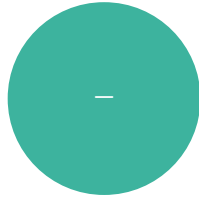
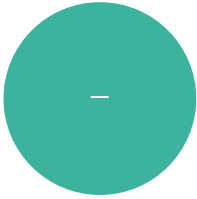
DROPOUT



MIGRANT

GRAD RATE

REGENTS WITH A...



TOTAL STUDENTS: —

NON DIPLOMA CRED

STILL ENROLLED



GED TRANSFER

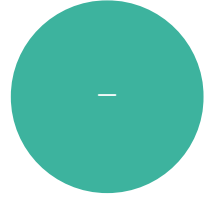
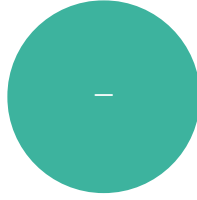
DROPOUT



NOT MIGRANT

GRAD RATE

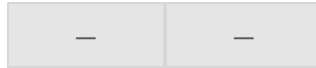
REGENTS WITH A...



TOTAL STUDENTS: —

NON DIPLOMA CRED

STILL ENROLLED



GED TRANSFER

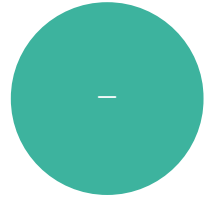
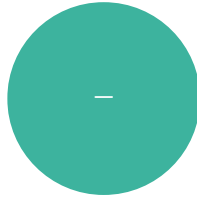
DROPOUT



MIGRANT

GRAD RATE

REGENTS WITH A...



TOTAL STUDENTS: —

NON DIPLOMA CRED

STILL ENROLLED



GED TRANSFER

DROPOUT



**FISCAL  
ACCOUNTABILITY  
SUPPLEMENT**

# FISCAL ACCOUNTABILITY SUMMARY (2013 - 14)

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

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

## THIS SCHOOL DISTRICT

### GENERAL EDUCATION

#### INSTRUCTIONAL EXPENDITURES

\$12,387,045

#### PUPILS

1,431

#### EXPENDITURES PER PUPIL

\$8,656

### SPECIAL EDUCATION

#### INSTRUCTIONAL EXPENDITURES

\$3,999,708

#### PUPILS

160

#### EXPENDITURES PER PUPIL

\$24,998

## SIMILAR DISTRICT GROUP AVERAGE NEED/RESOURCE CAPACITY

### GENERAL EDUCATION

#### INSTRUCTIONAL EXPENDITURES

\$8,165,063,757

#### PUPILS

764,707

#### EXPENDITURES PER PUPIL

\$10,677

### SPECIAL EDUCATION

#### INSTRUCTIONAL EXPENDITURES

\$3,244,954,913

#### PUPILS

107,424

#### EXPENDITURES PER PUPIL

\$30,207

# ALL SCHOOL DISTRICTS

## GENERAL EDUCATION

<b>INSTRUCTIONAL EXPENDITURES</b>
\$31,235,849,883
<b>PUPILS</b>
2,660,775
<b>EXPENDITURES PER PUPIL</b>
\$11,739

## SPECIAL EDUCATION

<b>INSTRUCTIONAL EXPENDITURES</b>
\$13,185,189,540
<b>PUPILS</b>
418,555
<b>EXPENDITURES PER PUPIL</b>
\$31,502

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

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

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

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

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

## TOTAL EXPENDITURES PER PUPIL

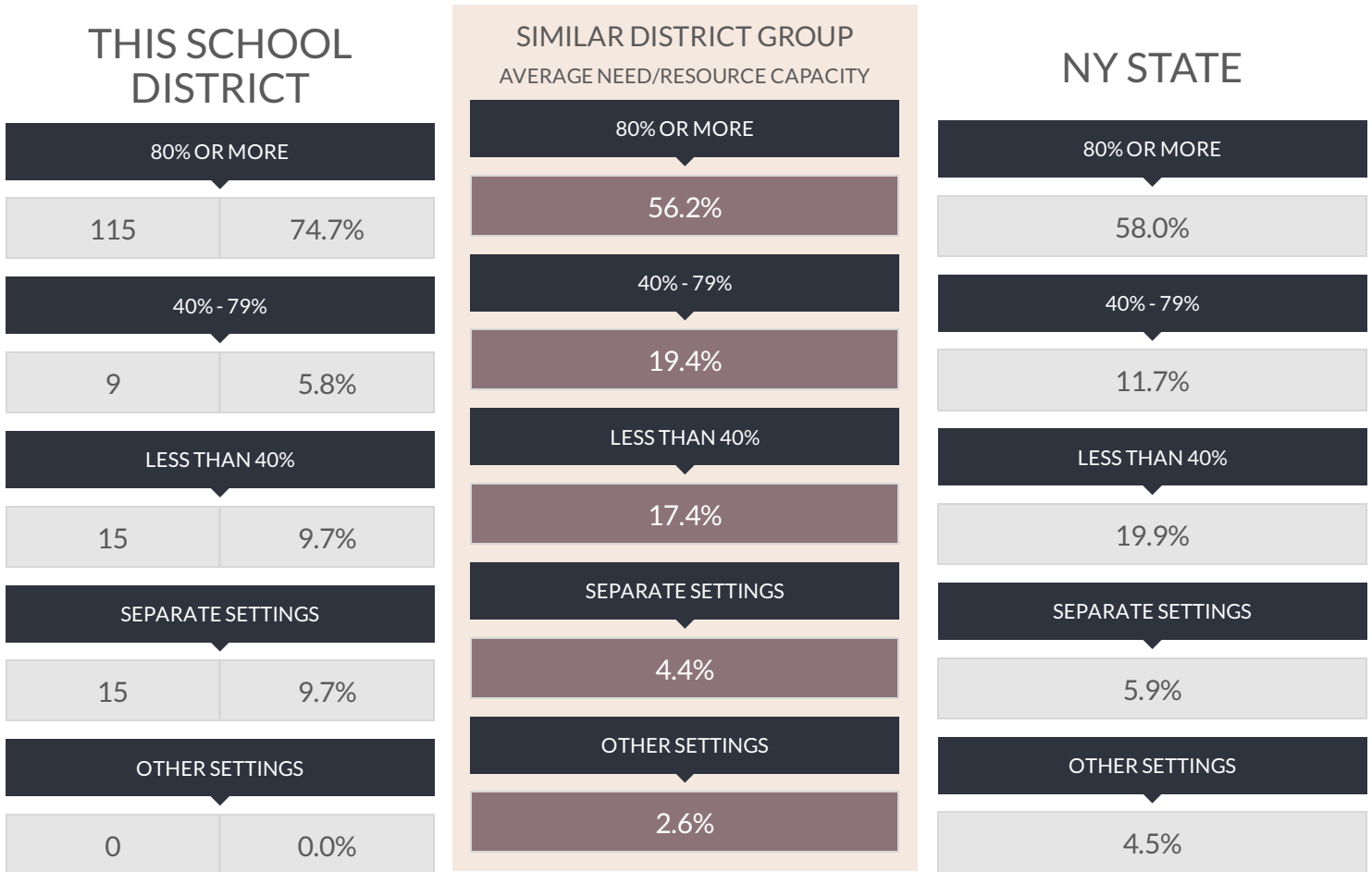
<b>THIS SCHOOL DISTRICT</b>	<b>SIMILAR DISTRICT GROUP</b>	<b>NY STATE</b>
\$18,023	\$20,538	\$21,812

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 (2014 - 15)

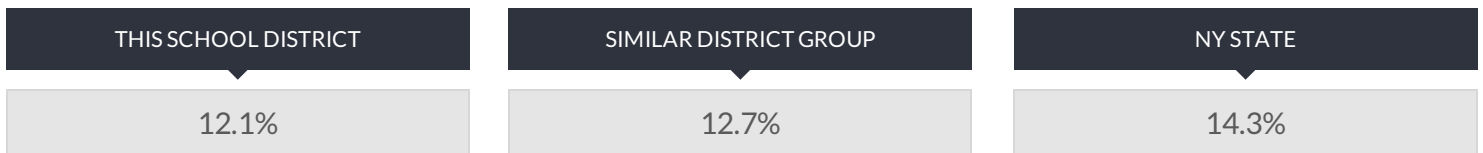
Commissioner's Regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required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

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



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

### SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE



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

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

**EXEMPTION  
IMPACT  
REPORT  
BY TOWN**



Equalized Total Assessed Value 14,633,198

School District - 145601 Akron School

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13500	TOWN - GENERALLY	RPTL 406(1)	1	1,100	0.01
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	1,425,800	9.74
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	2	160,979	1.10
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	10	629,030	4.30
41804	PERSONS AGE 65 OR OVER	RPTL 467	4	168,707	1.15
41805	PERSONS AGE 65 OR OVER	RPTL 467	1	58,100	0.40
41834	ENHANCED STAR	RPTL 425	15	1,057,680	7.23
41854	BASIC STAR 1999-2000	RPTL 425	26	881,920	6.03
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	4	11,500	0.08
42120	TEMPORARY GREENHOUSES	RPTL 483-c	1	8,000	0.05
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	17	3,965,600	27.10
<b>Total Exemptions Exclusive of System Exemptions:</b>			<b>65</b>	<b>4,402,816</b>	<b>30.09</b>
<b>Total System Exemptions:</b>			<b>17</b>	<b>3,965,600</b>	<b>27.10</b>
<b>Totals:</b>			<b>82</b>	<b>8,368,416</b>	<b>57.19</b>

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Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

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

ALDEN

Equalized Total Assessed Value 10,282,200

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41700	AGRICULTURAL BUILDING	RPTL 483	2	270,359	2.63
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	6	114,942	1.12
41800	PERSONS AGE 65 OR OVER	RPTL 467	1	96,500	0.94
41804	PERSONS AGE 65 OR OVER	RPTL 467	1	49,000	0.48
41834	ENHANCED STAR	RPTL 425	12	830,760	8.08
41854	BASIC STAR 1999-2000	RPTL 425	33	1,049,730	10.21
Total Exemptions Exclusive of System Exemptions:			55	2,411,291	23.45
Total System Exemptions:			0	0	0.00
Totals:			55	2,411,291	23.45

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

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

CLARENCE

Equalized Total Assessed Value 5,482,709

School District - 145601 Akron Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13500	TOWN - GENERALLY	RPTL 406(1)	2	160,000	2.92
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	5	334,400	6.10
41806	PERSONS AGE 65 OR OVER	RPTL 467	1	31,400	0.57
41834	ENHANCED STAR	RPTL 425	4	280,800	5.12
41854	BASIC STAR 1999-2000	RPTL 425	15	483,750	8.82
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	1	5,699	0.10
<b>Total Exemptions Exclusive of System Exemptions:</b>			<b>28</b>	<b>1,296,049</b>	<b>23.64</b>
<b>Total System Exemptions:</b>			<b>0</b>	<b>0</b>	<b>0.00</b>
<b>Totals:</b>			<b>28</b>	<b>1,296,049</b>	<b>23.64</b>

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

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

04-14-'16 11:03 FBOM - T-827 P0002/0002 F-687

LOCKPORT

Equalized Total Assessed Value 3,873,533

School District - 145601 Akron

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	2	55,700	1.44
41834	ENHANCED STAR	RPTL 425	8	522,400	13.49
41854	BASIC STAR 1999-2000	RPTL 425	14	420,000	10.84
<b>Total Exemptions Exclusive of System Exemptions:</b>			<b>24</b>	<b>998,100</b>	<b>25.77</b>
<b>Total System Exemptions:</b>			<b>0</b>	<b>0</b>	<b>0.00</b>
<b>Totals:</b>			<b>24</b>	<b>998,100</b>	<b>25.77</b>

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

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

04-20-15 11:31 FROM-town of Lockport

T-971 P002/002 F-993

*NEWSTEAD*

Equalized Total Assessed Value 543,646,528

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	7	183,737	0.03
13100	CO - GENERALLY	RPTL 406(1)	6	108,990	0.02
13500	TOWN - GENERALLY	RPTL 406(1)	17	4,718,788	0.87
13650	VG - GENERALLY	RPTL 406(1)	24	3,971,413	0.73
13660	VG - CEMETERY LAND	RPTL 446	2	101,616	0.02
13800	SCHOOL DISTRICT	RPTL 408	5	27,794,546	5.11
14100	USA - GENERALLY	RPTL 400(1)	1	381,818	0.07
14300	INDIAN RESERVATION	RPTL 454	1	1,473,737	0.27
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	4	2,191,616	0.40
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	11	7,378,283	1.36
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	2	385,758	0.07
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	2	76,566	0.01
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	2	438,384	0.08
26100	VETERANS ORGANIZATION	RPTL 452	3	462,222	0.09
26250	HISTORICAL SOCIETY	RPTL 444	1	212,424	0.04
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	6	2,396,768	0.44
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	6	309,975	0.06
41700	AGRICULTURAL BUILDING	RPTL 483	14	568,841	0.10
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	248	10,652,510	1.96
41800	PERSONS AGE 65 OR OVER	RPTL 467	109	4,846,541	0.89
41806	PERSONS AGE 65 OR OVER	RPTL 467	75	2,595,014	0.48
41834	ENHANCED STAR	RPTL 425	600	32,151,778	5.91
41854	BASIC STAR 1999-2000	RPTL 425	1,578	46,249,452	8.51
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	16	216,297	0.04
42120	TEMPORARY GREENHOUSES	RPTL 483-c	3	512,627	0.09
44440	RESIDENTIAL PROPERTY IMPROVEME	RPTL 485-l	11	0	0.00
49530	INDUSTRIAL WASTE TREATMENT FAC	RPTL 477	1	77,374	0.01

Equalized Total Assessed Value 543,646,528

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	2	58,485	0.01
Total Exemptions Exclusive of System Exemptions:			2,755	150,457,075	27.68
Total System Exemptions:			2	58,485	0.01
Totals:			2,757	150,515,560	27.69

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Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

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

NYS - Real Property System  
 County of Genesee  
 Town of Pembroke  
 SWIS Code - 184289

Assessor's Report - 2015 - Prior Year File  
 S495 Exemption Impact Report  
 School Detail Report

RPS221/V04/L001  
 Date/Time - 3/9/2016 13:14:23  
 Total Assessed Value 15,994,293  
 Uniform Percentage 100.00

Equalized Total Assessed Value 15,994,293

School District - 145601 Akron School

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	1	300,000	1.88
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	19,800	0.12
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	8	172,878	1.08
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	7	291,239	1.82
41834	ENHANCED STAR	RPTL 425	23	1,501,900	9.39
41854	BASIC STAR 1999-2000	RPTL 425	46	1,380,000	8.63
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	2	9,200	0.06
<b>Total Exemptions Exclusive of System Exemptions:</b>			<b>88</b>	<b>3,675,017</b>	<b>22.98</b>
<b>Total System Exemptions:</b>			<b>0</b>	<b>0</b>	<b>0.00</b>
<b>Totals:</b>			<b>88</b>	<b>3,675,017</b>	<b>22.98</b>

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Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

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

Equalized Total Assessed Value 79,574,340

ROYALTON

School District - 145601 Akron

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12350	PUBLIC AUTHORITY - STATE	RPTL 412	3	2,901,020	3.65
14300	INDIAN RESERVATION	RPTL 454	2	252,551	0.32
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	2	649,082	0.82
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	1	362,041	0.45
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	2	26,735	0.03
41700	AGRICULTURAL BUILDING	RPTL 483	10	142,754	0.18
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	52	1,881,940	2.37
41800	PERSONS AGE 65 OR OVER	RPTL 467	1	48,291	0.06
41804	PERSONS AGE 65 OR OVER	RPTL 467	3	148,806	0.19
41805	PERSONS AGE 65 OR OVER	RPTL 467	3	142,092	0.18
41834	ENHANCED STAR	RPTL 425	104	6,763,096	8.50
41854	BASIC STAR 1999-2000	RPTL 425	262	8,020,344	10.08
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	4	12,448	0.02
<b>Total Exemptions Exclusive of System Exemptions:</b>			<b>449</b>	<b>21,351,200</b>	<b>26.83</b>
<b>Total System Exemptions:</b>			<b>0</b>	<b>0</b>	<b>0.00</b>
<b>Totals:</b>			<b>449</b>	<b>21,351,200</b>	<b>26.83</b>

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

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



**PROPERTY  
TAX  
REPORT  
CARD**

**And**

**STAR**

Property Tax Report Card  
142101 - AKRON CSD

2015-2016 - Page 1  
Official - as of 03/21/2016 09:39 AM

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

**Please also submit an electronic version (PDF or Word) of your school district's 2016-17 Budget Notice to: emscmgt@nysed.gov. This will enable us to help correct any formula or data entry discrepancy quickly.**

Form Due - April 25, 2016

Form Preparer Name:

CYNTHIA M. TRETTER

Preparer's Telephone Number:

716-542-5015

<u>Shaded Fields Will Calculate</u>	Budgeted 2015-16 (A)	Proposed Budget 2016-17 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	29,101,419	30,997,862	6.52 %
A. Proposed Tax Levy to Support the Total Budgeted Amount, Net of Reserve <sup>1</sup>	9,525,000	9,595,000	
B. Tax Levy to Support Library Debt, if Applicable	0	0	
C. Tax Levy for Non-Excludable Propositions, if Applicable <sup>2</sup>	0	0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0	
E. Total Proposed School Year Tax Levy (A+B+C-D)	9,525,000	9,595,000	0.73 %
F. Permissible Exclusions to the School Tax Levy Limit	434,461	425,531	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions <sup>3</sup>	9,214,581	9,172,986	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	9,090,539	9,169,469	
I. Difference: (G-H);(negative value requires 60.0% voter approval) <sup>2</sup>	124,042	3,517	
Public School Enrollment	1,499	1,478	-1.40 %
Consumer Price Index			0.12 %

<sup>1</sup> Include any prior year reserve for excess tax levy, including interest.

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

<sup>3</sup> For 2016-17, includes any carryover from 2015-16 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

Actual 2015-16  
(D)

Estimated 2016-17  
(E)

Adjusted Restricted Fund Balance	5,500,000	6,500,000
Assigned Appropriated Fund Balance	2,000,000	1,700,000
Adjusted Unrestricted Fund Balance	1,150,000	1,200,000
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	3.95 %	3.87 %

## STAR Program

The New York State School Tax Relief Program (STAR) provides New York homeowners with partial exemptions from school property taxes. If you earn less than \$500,000 and own and live in your home, you are probably eligible for the STAR exemption.

**Basic STAR** is available for owner-occupied, primary residences where the owners' total income is less than \$500,000. Basic STAR works by exempting the first \$30,000 of the full value of a home from school taxes.

**Enhanced STAR** provides an increased benefit for the primary residences of senior citizens (age 65 and older) with qualifying incomes. For qualifying seniors, Enhanced STAR exempts the first **\$65,300** of the full value of their home from school taxes. For the **2016-17** school year, senior citizens applying for the Enhanced STAR exemption must demonstrate that the combined income of all of the owners of the property was no greater than **\$84,550** in **2014**.

Beginning with the 2011-12 school tax bills, the savings resulting from the Basic or Enhanced STAR exemptions are limited to a 2% increase over the prior year.
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**ADMINISTRATIVE  
SALARY**

**Salary: Administrative Compensation Information 2015-2016 - Page 1**  
**142101 - AKRON CSD Official - as of 04/21/2016 10:29 AM**

Form Due May 9, 2016

**2016-2017 Salary Threshold = \$130,000**

In response to legislative efforts to encourage greater cost sharing in service provision and local government administration, we now provide a section for districts that share administrative staff to highlight these efforts for the upcoming school year. Each sharing district should identify in the form the other district(s) with which they will be sharing administrative staff for school year 2016-2017.

If you will be sharing a Superintendent, list the other district (or districts) in the text box. If you will be sharing other administrative staff required to be reported, please send an email to [EMSCMGTS@nysed.gov](mailto:EMSCMGTS@nysed.gov) indicating the title of the staff persons(s) as well as the other district(s) involved in the cost-sharing.

*The salaries, benefits and other compensation reported in the form should reflect only the financial support or commitment that your district will be making. They should **not** reflect the total amounts budgeted to be paid by all participating districts over the school year.*

Report Estimated Salaries in the Budget for the 2016-2017 School Year

Sections 1608 and 1716 of the Education Law  
 (Please read the instructions and definitions before completing this form.)

	Title	Salary	Employee Benefits	Other Remuneration
1.	Superintendent of Schools	169,996	47,702	

Please list the district or districts with which you will be sharing a superintendent (if applicable):

Associate, Assistant and Deputy Superintendents

(Example Titles: Associate Superintendent for Instruction, Deputy Superintendent, Assistant Superintendent for Business, etc.)

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**Salary: Administrative Compensation Information 2015-2016 - Page 2**  
**142101 - AKRON CSD Official - as of 04/21/2016 10:29 AM**

Title	Salary	Employee Benefits	Other Remuneration
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**Salary: Administrative Compensation Information 2015-2016 - Page 3**  
**142101 - AKRON CSD Official - as of 04/21/2016 10:29 AM**

Other Supervisory and Administrative Employees Scheduled to Receive \$130,000 or More in Salary

71.	HIGH SCHOOL PRINCIPAL	152,331
72.	SCHOOL BUSINESS ADMINISTRATOR	146,543
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