

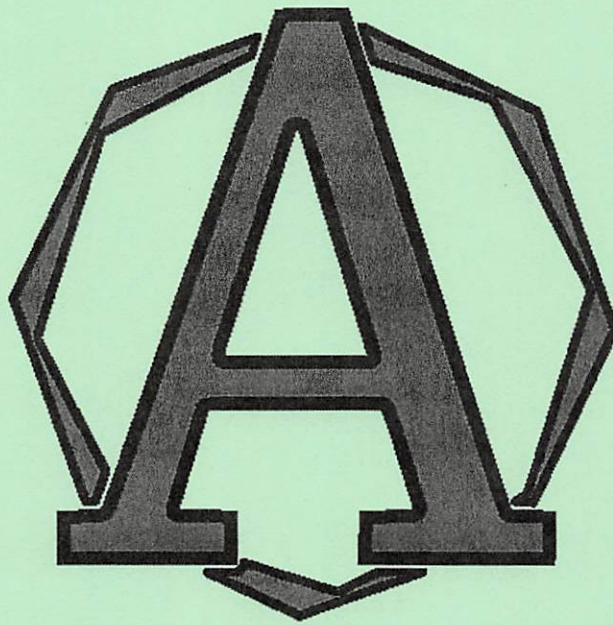
# Akron Central School District Annual Report

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2015-16  
Proposed Budget

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Budget Vote on May 19, 2015



**Orange Gym**  
**Noon—9:00 p.m.**

**BUDGET HEARING  
&  
MEET THE CANDIDATES NIGHT**

**Tuesday, May 12, 2015  
Edward Allen Auditorium  
7:00 p.m.**

**ANNUAL DISTRICT MEETING**

**Tuesday, May 19, 2015  
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 12, 2015  
7:00 P.M.**

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**ANNUAL DISTRICT MEETING  
HIGH SCHOOL ORANGE GYM  
TUESDAY, MAY 19, 2015  
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 2015-16 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 2015-16 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.

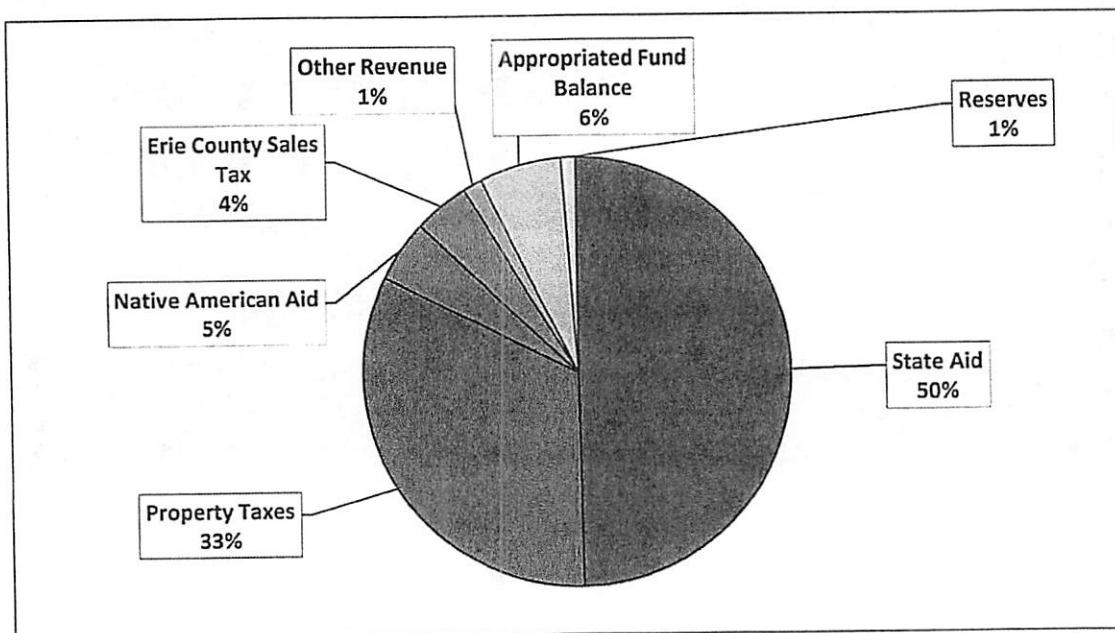


# 2015-16 General Fund Budget



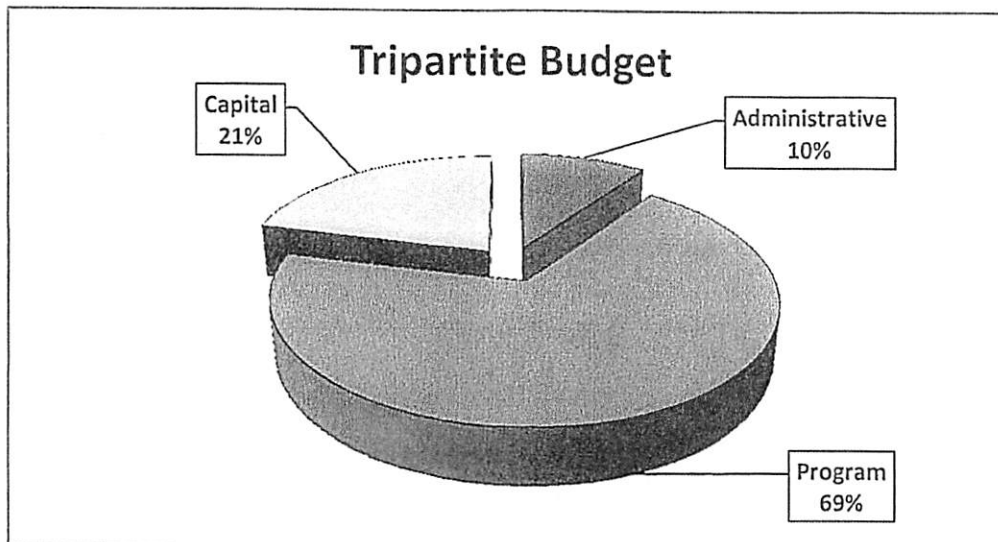
**Akron Central School District  
Proposed General Fund Revenues**

	Adopted 2014-15	Proposed 2015-16	\$ Change
<b>Proposed State Aid:</b>			
Foundation Aid/General Aid	\$ 9,270,091	\$ 9,304,390	\$ 34,299
Excess Cost Aid	\$ 489,336	\$ 516,205	\$ 26,869
BOCES	\$ 920,000	\$ 871,956	\$ (48,044)
Hardware and Technology	\$ 25,374	\$ 25,000	\$ (374)
Textbook, Software, Library	\$ 116,754	\$ 116,000	\$ (754)
Transportation	\$ 1,200,000	\$ 1,100,000	\$ (100,000)
Building	\$ 3,252,923	\$ 3,019,446	\$ (233,477)
Gap Elimination Adjustment	\$ (1,293,517)	\$ (466,041)	\$ 827,476
<b>Total Proposed Aid</b>	<b>\$ 13,980,961</b>	<b>\$ 14,486,956</b>	<b>\$ 505,995</b>
<b>Other Revenue:</b>			
Native American Aid	\$ 1,354,000	\$ 1,354,000	\$ -
Erie County Sales Tax	\$ 1,200,000	\$ 1,200,000	\$ -
Other Revenues	\$ 329,281	\$ 420,463	\$ 91,182
Appropriated Fund Balance	\$ 1,800,000	\$ 1,800,000	\$ -
Use of Reserves	\$ 400,000	\$ 315,000	\$ (85,000)
	<b>\$ 5,083,281</b>	<b>\$ 5,089,463</b>	<b>\$ 6,182</b>
<b>Proposed Real Property Tax Levy:</b>	<b>\$ 9,435,800</b>	<b>\$ 9,525,000</b>	<b>\$ 89,200</b>
<b>Total Proposed Revenues:</b>	<b>\$ 28,500,042</b>	<b>\$ 29,101,419</b>	<b>\$ 601,377</b>



**Akron Central School District**  
**General Fund Appropriations**

	Adopted 2014-15	Proposed 2015-16	\$ Change
<b>Administrative Component</b>			
Board of Education/District Clerk	\$ 20,938	\$ 21,150	\$ 212
Central Office/District Services	\$ 1,210,386	\$ 1,190,524	\$ (19,862)
Legal & Personnel	\$ 133,495	\$ 151,750	\$ 18,255
Instructional Administration	\$ 810,255	\$ 830,353	\$ 20,098
Allocated Employee Benefits	\$ 648,215	\$ 628,503	\$ (19,712)
	<u>\$ 2,823,289</u>	<u>\$ 2,822,280</u>	<u>\$ (1,009)</u>
<b>Program Component</b>			
Instruction	\$ 9,120,803	\$ 9,364,125	\$ 243,322
Exceptional Education	\$ 3,406,751	\$ 3,673,584	\$ 266,833
Co-Curricular & Athletics	\$ 406,050	\$ 501,050	\$ 95,000
Transportation	\$ 1,245,690	\$ 1,255,157	\$ 9,467
Allocated Employee Benefits	\$ 5,118,589	\$ 5,251,022	\$ 132,433
	<u>\$ 19,297,883</u>	<u>\$ 20,044,938</u>	<u>\$ 747,055</u>
<b>Capital Component</b>			
Operations & Maintenance	\$ 1,973,292	\$ 2,042,793	\$ 69,501
Debt Service	\$ 3,975,252	\$ 3,713,820	\$ (261,432)
Allocated Employee Benefits	\$ 430,326	\$ 477,588	\$ 47,262
	<u>\$ 6,378,870</u>	<u>\$ 6,234,201</u>	<u>\$ (144,669)</u>
<b>Total Expenditures</b>	<u><u>\$ 28,500,042</u></u>	<u><u>\$ 29,101,419</u></u>	<u><u>\$ 601,377</u></u>



## **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 2015-16 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 \$83,300 in 2013.

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.

### **Contingent Budget Spending**

Contingency budget estimates are based on Section 2023 of the Education Law. A contingent budget for Akron CSD for 2015-16 is anticipated to result in a decrease of approximately \$152,200 from the original budget of \$29,101,419.

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.

**Akron Central School District  
General Fund Appropriations**

**ADMINISTRATIVE EXPENSES**

CODE	DESCRIPTION	2014-15 BUDGET	2015-16 BUDGET
A1010	<u>Board of Education</u> Expenditures incurred by the Board for supplies, travel, meetings, and conferences	\$ 13,895	\$ 14,100
A1040	<u>District Clerk</u> Expenditures incurred for salary, meeting supplies, and advertising costs.	\$ 4,793	\$ 4,800
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>\$ 20,938</b>	<b>\$ 21,150</b>
A1240	<u>Central Office</u> Salaries for the Superintendent, the superintendent's secretary, travel, supplies and periodicals	\$ 209,361	\$ 227,067
A1310	<u>Business Administrator</u> Salaries for our shared School Business Administrator, her staff of 3.5 full time employees, consultant fees, travel, appraisal fees and supplies	\$ 288,964	\$ 318,557
A1320	<u>Auditing Services</u> Annual audit by External Auditor, Internal Auditor, and Internal Claims Auditor	\$ 25,400	\$ 26,900
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	\$ 15,100	\$ 15,600
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.	\$ 45,500	\$ 41,000
A1680	<u>Data Processing - BOCES</u> Computer costs for attendance, student scheduling, test scoring, report cards, and related hardware costs	\$ 387,475	\$ 304,350
A1910	<u>Insurance</u> Insurance premiums for fire, auto, liability, and vandalism	\$ 50,710	\$ 64,500
A1920	<u>School Association Dues</u> Costs of memberships in State, regional, and county associations	\$ 35,926	\$ 41,100
A1981	<u>Administrative Charge - BOCES</u> District's portion of BOCES administrative expenses	\$ 150,500	\$ 150,000
	<b>TOTAL CENTRAL OFFICE AND DISTRICT SERVICES</b>	<b>\$ 1,210,386</b>	<b>\$ 1,190,524</b>

**Akron Central School District  
General Fund Appropriations**

A1420	<u>Legal Services</u> School District Attorney and other legal fees	\$ 112,071	\$ 133,500
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	\$ 21,424	\$ 18,250
	<b>TOTAL LEGAL AND PERSONNEL</b>	<b>\$ 133,495</b>	<b>\$ 151,750</b>
A2010	<u>Curriculum Development</u> Salary for .5 Director of Curriculum, cost of training consultants, travel and supply expenses	\$ 61,893	\$ 63,698
A2020	<u>Administrative Supervision</u> Salaries of 3 principals, 1.5 assistant principals, .5 Director of Special Education, .5 Athletic Director along with travel and supplies for each	\$ 705,812	\$ 731,655
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	\$ 42,550	\$ 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>\$ 810,255</b>	<b>\$ 830,353</b>
	<b>ALLOCATED EMPLOYEE BENEFITS - SEE DETAIL BELOW</b>	<b>\$ 648,215</b>	<b>\$ 628,503</b>
	<b>TOTAL ADMINISTRATIVE EXPENSES</b>	<b>\$ 2,823,289</b>	<b>\$ 2,822,280</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	\$ 107,290	\$ 98,500
A2110.12	Salaries of K-6 Teachers	\$ 2,979,855	\$ 3,201,040
A2110.13	Salaries of 7-12 Teachers	\$ 3,249,445	\$ 3,395,915
A2110.14	Salaries for Substitute Teachers	\$ 235,025	\$ 205,000
A2110.16	Salaries for Classroom Paraprofessionals - Teacher aides, monitors, lifeguards, etc.	\$ 150,759	\$ 173,379
A2110	Classroom supplies, Equipment and Other Expenses	\$ 226,906	\$ 267,606
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	\$ 39,500	\$ 26,500



**Akron Central School District  
General Fund Appropriations**

A2110.48	<u>Textbooks/Workbooks</u>	\$ 95,996	\$ 95,996
A2110.49	<u>BOCES</u> Includes testing, tuition, staff development costs, and contracted instructional services	\$ 312,955	\$ 196,000
A2330	<u>Special Schools</u> Costs to operate summer school and other supplemental programs	\$ 43,500	\$ 43,500
A2610	<u>School Library &amp; Audio Visual</u> Salaries of librarians, supplies, contractual services including BOCES, and equipment	\$ 332,505	\$ 342,605
A2630	<u>Computer Assisted Instruction</u> Computer hardware and software and state aided computer expenditures	\$ 640,453	\$ 677,842
A2810	<u>Guidance</u> Salaries of guidance counselors, clerical staff, equipment, supplies and other expenses	\$ 376,973	\$ 334,851
A2815	<u>Health Services/School Nurses</u> Salaries of the two school nurses along with costs for supplies, equipment and other expenses	\$ 113,141	\$ 115,691
A2820	<u>Psychological Services</u> Salaries of school psychologists along with equipment, supplies and other expenses	\$ 206,500	\$ 159,700
A2825	<u>Social Work</u> Costs of contracted social work services	\$ 10,000	\$ 30,000
	<b>TOTAL INSTRUCTIONAL</b>	<b>\$ 9,120,803</b>	<b>\$ 9,364,125</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	\$ 2,953,364	\$ 3,179,552
A2280.49	Occupational Education	\$ 422,587	\$ 463,232
A9901	Transfer to Special Aid	\$ 30,800	\$ 30,800
	<b>TOTAL EXCEPTIONAL EDUCATION</b>	<b>\$ 3,406,751</b>	<b>\$ 3,673,584</b>
A2850	<u>Co-Curricular Activities</u> Salaries for chaperones, and class advisors as well as supplies	\$ 141,000	\$ 151,000
A2855	<u>Interscholastic Sports</u> Salaries of coaches, uniforms, equipment awards, officials, dues, fees and other costs	\$ 265,050	\$ 350,050
	<b>TOTAL CO-CURRICULAR &amp; ATHLETICS</b>	<b>\$ 406,050</b>	<b>\$ 501,050</b>
A5510 & A5530	<u>Transportation</u> Costs for drivers, mechanics, fuels, equipment, supplies, insurance, etc as well as the salary cost for our shared Director of Transportation	\$ 1,245,690	\$ 1,255,157
	<b>TOTAL TRANSPORTATION</b>	<b>\$ 1,245,690</b>	<b>\$ 1,255,157</b>
	<b>ALLOCATED EMPLOYEE BENEFITS - SEE DETAIL BELOW</b>	<b>\$ 5,118,589</b>	<b>\$ 5,251,022</b>
	<b>TOTAL PROGRAM EXPENSES</b>	<b>\$ 19,297,883</b>	<b>\$ 20,044,938</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 shared Director of Facilities, equipment, supplies, service contracts, etc.	\$ 1,943,292	\$ 2,012,793
A1964	Refund of Real Property Taxes	\$ 30,000	\$ 30,000
	<b>TOTAL OPERATIONS &amp; MAINTENANCE</b>	<b>\$ 1,973,292</b>	<b>\$ 2,042,793</b>
A9710	<u>Principal &amp; Interest</u> Long term debt service and short-term borrowing	\$ 3,975,252	\$ 3,713,820
	<b>TOTAL DEBT SERVICE</b>	<b>\$ 3,975,252</b>	<b>\$ 3,713,820</b>
	<b>ALLOCATED EMPLOYEE BENEFITS - SEE DETAIL BELOW</b>	<b>\$ 430,326</b>	<b>\$ 477,588</b>
	<b>TOTAL CAPITAL EXPENSES</b>	<b>\$ 6,378,870</b>	<b>\$ 6,234,201</b>

**TOTAL GENERAL FUND EXPENSES                      \$ 28,500,042    \$ 29,101,419**

**EMPLOYEE BENEFIT EXPENSES**

A9010.800	<u>State Retirement</u> District's share of retirement plan for non-instructional employees	\$ 537,156	\$ 549,388
A9020.800	<u>Teacher's Retirement</u> District's share of retirement plan for instructional employees	\$ 1,603,825	\$ 1,364,604
A9020.810	<u>403b Retirement Benefit</u> Costs for contractual contributions to employee 403b plans	\$ 83,000	\$ 85,200
A9030.800	<u>Social Security</u> District's share of Social Security and Medicare payments for employees	\$ 929,750	\$ 1,016,250
A9040.800	<u>Worker's Compensation</u> Premiums paid by the District as required by law.	\$ 201,250	\$ 225,000
A9045-800	<u>Life Insurance</u> Costs for contractual contributions to life insurance policies for certain employees	\$ 22,500	\$ 22,500
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.	\$ 2,779,649	\$ 3,019,171
A9060-821	<u>Flexible Benefits</u> Costs associated with contractual benefits for a Flexible Benefits Plan for employees	\$ 35,000	\$ 35,000
	<b>TOTAL EMPLOYEE BENEFITS</b>	<b>\$ 6,232,130</b>	<b>\$ 6,357,113</b>
<b>ALLOCATION OF BENEFITS TO ADMINISTRATIVE COMPONENT</b>		<b>\$ 648,215</b>	<b>\$ 628,503</b>
<b>ALLOCATION OF BENEFITS TO PROGRAM COMPONENT</b>		<b>\$ 5,118,589</b>	<b>\$ 5,251,022</b>
<b>ALLOCATION OF BENEFITS TO CAPITAL COMPONENT</b>		<b>\$ 430,326</b>	<b>\$ 477,588</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 shared 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 shared 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 shared 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.

# **NYS DISTRICT REPORT CARD**



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

**NAME:** AKRON CSD

**BEDS Code:** 142101040000

**ADDRESS:** 47 BLOOMINGDALE AVE, AKRON, NY 14001

**PHONE:** (716) 542-5006

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

**AKRON CSD Enrollment (2013 - 14)**
**K-12 Enrollment: 1,431**

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

**Students by Gender**

Male		Female	
716	50%	715	50%

**Students by Ethnicity**

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
174	8	11	4	1,218	16
12%	1%	1%	0%	85%	1%

**Other Groups**

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
—	—	151	11%	476	33%

\*Fields with dashes have data suppressed in order to prevent reporting personally identifiable information.

**Students by Grade**

Pre-K (Half Day)	Pre-K (Full Day)	Kindergarten (Full Day)	1st Grade	2nd Grade	3rd Grade
50	2	80	112	87	118
4th Grade	5th Grade	6th Grade	Ungraded Elementary	7th Grade	8th Grade
109	115	123	7	109	128
9th Grade	10th Grade	11th Grade	12th Grade	Ungraded Secondary	
114	114	105	109	1	

### Average Class Size (2013 - 14)

Common Branch

23

Grade 8 English

18

Grade 8 Mathematics

17

Grade 8 Science

26

Grade 8 Social Studies

26

Grade 10 English

21

Grade 10 Mathematics

19

Grade 10 Science

23

Grade 10 Social Studies

23

### Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch

345

24%

Eligible for Reduced-Price Lunch

116

8%

### Attendance and Suspensions (2012 - 13)

Annual Attendance Rate

96%

Student Suspensions

80

5%

### Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience

0%

Turnover Rate of All Teachers

9%

### Staff Counts (2013 - 14)

Principals

3

Assistant Principals

2

Other Professional Staff

13

Paraprofessionals

18



Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	111	101	94
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	2%	1%	2%
Percent with Fewer Than Three Years of Experience	0%	1%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	9%	9%	10%
Total Number of Core Classes	272	252	215
Percent Not Taught by Highly Qualified Teachers in This District	1%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	457	387	361
Percent Taught by Teachers Without Appropriate Certification	2%	2%	3%

# High School Completers (2013 - 14)

## Results by Student Group

Number of Students	Number of Students	Regents Diploma		Regents with Advanced Designation	
		Number of Students	Percent of Graduates	Number of Students	Percent of Graduates
109	109	108	99%	62	57%
101	101	100	99%	61	60%
8	8	8	100%	1	13%

## Results by Student Group

Regents with CTE Endorsement		Local Diplomas		Commencement Credentials	
Number of Students	Percent of Graduates	Number of Students	Percent of Graduates	Number of Students	Percent of Completers
18	17%	1	1%	0	0%
16	16%	1	1%	0	0%
2	25%	0	0%	0	0%

# High School Non-completers (2013 - 14)

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

# Post-graduation Plans of Completers (2013 - 14)

Results by Student Group	To Four-Year College		To Two-Year College		To Other Post-Secondary		To the Military	
	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers
All Students	46	42%	42	39%	2	2%	5	5%
General Education	44	44%	39	39%	2	2%	5	5%
Students with Disabilities	2	25%	3	38%	0	0%	0	0%

Results by Student Group	To Employment		To Adult Services		To Other Known Plans		Plan Unknown	
	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers
All Students	13	12%	0	0%	0	0%	1	1%
General Education	10	10%	0	0%	0	0%	1	1%
Students with Disabilities	3	38%	0	0%	0	0%	0	0%

## Mean Score

2014							2013					
299							304					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	109	29	38	31	2	33	108	25	39	33	3	36
General Education	97	22	41	35	2	37	93	16	43	38	3	41
Students with Disabilities	12	92	8	0	0	0	15	80	13	7	0	7
American Indian or Alaska Native	14	—	—	—	—	—	11	73	18	9	0	9
Hispanic or Latino	2	—	—	—	—	—	0	0	0	0	0	0
White	93	26	38	34	2	37	97	20	41	36	3	39
Small Group Total	16	50	38	13	0	13	0	0	0	0	0	0
Female	57	25	39	35	2	37	55	24	36	36	4	40
Male	52	35	37	27	2	29	53	26	42	30	2	32
English Proficient	109	29	38	31	2	33	108	25	39	33	3	36
Economically Disadvantaged	43	42	44	12	2	14	33	48	27	24	0	24
Not Economically Disadvantaged	66	21	33	44	2	45	75	15	44	37	4	41
Not Migrant	109	29	38	31	2	33	108	25	39	33	3	36

Grade 4 English Language Arts

Mean Score

Results by Student Group	2014						2013					
	306						308					
	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	104	25	32	30	13	43	113	24	36	24	16	40
General Education	87	14	36	34	16	51	103	17	40	26	17	44
Students with Disabilities	17	82	12	6	0	6	10	100	0	0	0	0
American Indian or Alaska Native	12	—	—	—	—	—	15	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	—	—	—	—	—
Black or African American	1	—	—	—	—	—	0	0	0	0	0	0
White	90	20	32	33	14	48	96	22	35	24	19	43
Multiracial	1	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	14	57	29	7	7	14	17	35	41	24	0	24
Female	52	19	38	25	17	42	64	20	34	25	20	45
Male	52	31	25	35	10	44	49	29	39	22	10	33
English Proficient	104	25	32	30	13	43	113	24	36	24	16	40
Economically Disadvantaged	34	38	32	21	9	29	37	35	35	19	11	30
Not Economically Disadvantaged	70	19	31	34	16	50	76	18	37	26	18	45
Not Migrant	104	25	32	30	13	43	113	24	36	24	16	40

## Mean Score

2014							2013					
293							304					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	111	43	30	20	7	27	122	28	39	25	8	33
General Education	101	38	33	22	8	30	106	21	42	28	9	38
Students with Disabilities	10	100	0	0	0	0	16	75	25	0	0	0
American Indian or Alaska Native	16	—	—	—	—	—	13	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	1	—	—	—	—	—	0	0	0	0	0	0
White	91	42	26	24	8	32	108	27	38	26	9	35
Multiracial	2	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	20	50	45	0	5	5	14	36	50	14	0	14
Female	63	38	29	25	8	33	61	23	38	30	10	39
Male	48	50	31	13	6	19	61	33	41	20	7	26
English Proficient	111	43	30	20	7	27	122	28	39	25	8	33
Economically Disadvantaged	38	53	34	13	0	13	37	38	41	16	5	22
Not Economically Disadvantaged	73	38	27	23	11	34	85	24	39	28	9	38
Not Migrant	111	43	30	20	7	27	122	28	39	25	8	33



Grade 6 English Language Arts

Mean Score

2014

2013

317

317

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	118	13	38	19	30	49	104	9	42	25	24	49
General Education	104	5	39	22	34	56	96	5	42	27	26	53
Students with Disabilities	14	71	29	0	0	0	8	50	50	0	0	0
American Indian or Alaska Native	16	—	—	—	—	—	13	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	—	—	—	—	—
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	1	—	—	—	—	—
White	101	10	36	22	33	54	88	8	40	26	26	52
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	17	29	53	6	12	18	16	13	56	19	13	31
Female	61	13	38	13	36	49	53	4	34	30	32	62
Male	57	12	39	26	23	49	51	14	51	20	16	35
English Proficient	118	13	38	19	30	49	104	9	42	25	24	49
Economically Disadvantaged	43	19	40	16	26	42	27	19	63	11	7	19
Not Economically Disadvantaged	75	9	37	21	32	53	77	5	35	30	30	60
Not Migrant	118	13	38	19	30	49	104	9	42	25	24	49

Grade 7 English Language Arts

Mean Score

Results by Student Group	2014						2013					
	309						303					
	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	103	20	39	33	8	41	131	27	38	27	8	35
General Education	95	16	40	36	8	44	117	21	40	31	9	39
Students with Disabilities	8	75	25	0	0	0	14	79	21	0	0	0
American Indian or Alaska Native	11	36	36	27	0	27	20	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	0	0	0	0	0	0
Black or African American	1	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	1	—	—	—	—	—	1	—	—	—	—	—
White	86	16	41	34	9	43	110	20	39	32	9	41
Multiracial	2	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	6	50	17	33	0	33	21	62	33	5	0	5
Female	55	13	36	38	13	51	56	14	38	38	11	48
Male	48	29	42	27	2	29	75	36	39	20	5	25
English Proficient	103	20	39	33	8	41	131	27	38	27	8	35
Economically Disadvantaged	27	41	30	26	4	30	38	55	32	13	0	13
Not Economically Disadvantaged	76	13	42	36	9	45	93	15	41	33	11	44
Not Migrant	103	20	39	33	8	41	131	27	38	27	8	35

Grade 8 English Language Arts

Mean Score

2014

2013

310

304

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	124	17	36	27	19	47	110	22	41	25	13	37
General Education	111	11	37	31	22	52	95	18	40	27	15	42
Students with Disabilities	13	69	31	0	0	0	15	47	47	7	0	7
American Indian or Alaska Native	16	—	—	—	—	—	17	—	—	—	—	—
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
White	107	16	33	29	22	51	92	21	39	26	14	40
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	17	24	59	18	0	18	18	28	50	17	6	22
Female	56	7	27	39	27	66	58	16	47	24	14	38
Male	68	25	44	18	13	31	52	29	35	25	12	37
English Proficient	124	17	36	27	19	47	110	22	41	25	13	37
Economically Disadvantaged	34	35	50	12	3	15	34	21	53	12	15	26
Not Economically Disadvantaged	90	10	31	33	26	59	76	22	36	30	12	42
Not Migrant	124	17	36	27	19	47	110	22	41	25	13	37

## Mean Score

2014

2013

302

298

Results by Student Group												
	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	111	22	41	24	13	37	108	34	31	28	7	35
General Education	98	14	44	28	14	42	93	27	33	32	8	40
Students with Disabilities	13	77	23	0	0	0	15	80	13	0	7	7
American Indian or Alaska Native	14	—	—	—	—	—	11	82	18	0	0	0
Hispanic or Latino	2	—	—	—	—	—	0	0	0	0	0	0
White	95	19	41	26	14	40	97	29	32	31	8	39
Small Group Total	16	38	44	13	6	19	0	0	0	0	0	0
Female	56	18	50	18	14	32	55	31	35	27	7	35
Male	55	25	33	31	11	42	53	38	26	28	8	36
English Proficient	111	22	41	24	13	37	108	34	31	28	7	35
Economically Disadvantaged	45	29	49	18	4	22	33	48	30	21	0	21
Not Economically Disadvantaged	66	17	36	29	18	47	75	28	31	31	11	41
Not Migrant	111	22	41	24	13	37	108	34	31	28	7	35



Grade 4 Mathematics

Mean Score

		2014						2013					
		312						302					
Results by Student Group		2014						2013					
		Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
			1	2	3	4			1	2	3	4	
All Students		108	19	31	26	25	51	112	28	32	29	11	40
General Education		90	10	34	27	29	56	103	23	33	32	12	44
Students with Disabilities		18	61	11	22	6	28	9	78	22	0	0	0
American Indian or Alaska Native		12	—	—	—	—	—	15	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander		0	0	0	0	0	0	1	—	—	—	—	—
Black or African American		2	—	—	—	—	—	0	0	0	0	0	0
White		93	15	30	29	26	55	95	24	31	33	13	45
Multiracial		1	—	—	—	—	—	1	—	—	—	—	—
Small Group Total		15	40	33	7	20	27	17	47	41	12	0	12
Female		53	11	42	25	23	47	64	28	31	30	11	41
Male		55	25	20	27	27	55	48	27	33	29	10	40
English Proficient		108	19	31	26	25	51	112	28	32	29	11	40
Economically Disadvantaged		33	33	30	18	18	36	36	42	31	22	6	28
Not Economically Disadvantaged		75	12	31	29	28	57	76	21	33	33	13	46
Not Migrant		108	19	31	26	25	51	112	28	32	29	11	40

## Mean Score

2014							2013					
315							300					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	108	25	27	30	19	48	119	40	30	22	8	29
General Education	100	21	27	32	20	52	104	36	31	25	9	34
Students with Disabilities	8	75	25	0	0	0	15	73	27	0	0	0
American Indian or Alaska Native	15	—	—	—	—	—	13	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	0	0	0	0	0	0
White	90	23	23	33	20	53	105	37	31	23	9	31
Multiracial	2	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	18	33	44	11	11	22	14	64	21	14	0	14
Female	63	25	32	22	21	43	59	34	32	25	8	34
Male	45	24	20	40	16	56	60	47	28	18	7	25
English Proficient	108	25	27	30	19	48	119	40	30	22	8	29
Economically Disadvantaged	38	39	34	13	13	26	37	57	16	22	5	27
Not Economically Disadvantaged	70	17	23	39	21	60	82	33	37	22	9	30
Not Migrant	108	25	27	30	19	48	119	40	30	22	8	29

## Mean Score

Results by Student Group	2014						2013					
	314						305					
	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	115	17	34	26	23	50	105	21	50	19	10	30
General Education	101	8	37	29	27	55	97	16	53	20	11	31
Students with Disabilities	14	79	14	7	0	7	8	75	13	13	0	13
American Indian or Alaska Native	15	—	—	—	—	—	13	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	2	—	—	—	—	—
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	1	—	—	—	—	—
White	99	15	28	30	26	57	88	18	51	18	13	31
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	16	25	69	0	6	6	17	35	41	24	0	24
Female	59	12	29	36	24	59	54	13	52	22	13	35
Male	56	21	39	16	23	39	51	29	47	16	8	24
English Proficient	115	17	34	26	23	50	105	21	50	19	10	30
Economically Disadvantaged	42	12	45	24	19	43	27	41	41	19	0	19
Not Economically Disadvantaged	73	19	27	27	26	53	78	14	53	19	14	33
Not Migrant	115	17	34	26	23	50	105	21	50	19	10	30



## Mean Score

Results by Student Group	2014						2013					
	314						310					
	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	102	20	32	38	10	48	130	28	32	30	10	40
General Education	94	14	34	41	11	52	117	27	29	32	11	44
Students with Disabilities	8	88	13	0	0	0	13	38	54	8	0	8
American Indian or Alaska Native	11	36	36	27	0	27	19	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	0	0	0	0	0	0
Black or African American	1	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	1	—	—	—	—	—	1	—	—	—	—	—
White	85	18	32	39	12	51	110	25	31	33	12	45
Multiracial	2	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	6	17	33	50	0	50	20	50	35	15	0	15
Female	55	13	33	42	13	55	56	21	29	39	11	50
Male	47	28	32	34	6	40	74	34	34	23	9	32
English Proficient	102	20	32	38	10	48	130	28	32	30	10	40
Economically Disadvantaged	27	44	22	33	0	33	37	51	38	11	0	11
Not Economically Disadvantaged	75	11	36	40	13	53	93	19	29	38	14	52
Not Migrant	102	20	32	38	10	48	130	28	32	30	10	40

## Mean Score

2014

2013

309

307

## Results by Student Group

2014

2013

Total Tested	Percent Scoring at Level(s)					% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
	1	2	3	4	1			2	3	4		
110	19	46	26	8	35		110	17	59	17	6	24
96	13	48	30	9	40		95	9	63	20	7	27
14	64	36	0	0	0		15	67	33	0	0	0
15	—	—	—	—	—		17	—	—	—	—	—
0	0	0	0	0	0		1	—	—	—	—	—
94	18	44	29	10	38		92	15	60	18	7	25
1	—	—	—	—	—		0	0	0	0	0	0
16	25	63	13	0	13		18	28	56	11	6	17
48	13	40	35	13	48		57	18	63	16	4	19
62	24	52	19	5	24		53	17	55	19	9	28
110	19	46	26	8	35		110	17	59	17	6	24
34	35	47	15	3	18		34	24	56	18	3	21
76	12	46	32	11	42		76	14	61	17	8	25
110	19	46	26	8	35		110	17	59	17	6	24

## Mean Score

2014

2013

82

82

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	111	4	7	32	58	89	112	1	8	40	51	91
General Education	93	0	4	32	63	96	102	0	5	40	55	95
Students with Disabilities	18	22	22	28	28	56	10	10	40	40	10	50
American Indian or Alaska Native	12	—	—	—	—	—	15	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	—	—	—	—	—
Black or African American	2	—	—	—	—	—	0	0	0	0	0	0
White	96	3	5	29	63	92	95	1	7	38	54	92
Multiracial	1	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	15	7	20	47	27	73	17	0	12	53	35	88
Female	54	0	9	33	57	91	64	2	6	41	52	92
Male	57	7	5	30	58	88	48	0	10	40	50	90
English Proficient	111	4	7	32	58	89	112	1	8	40	51	91
Economically Disadvantaged	35	3	14	40	43	83	37	0	16	51	32	84
Not Economically Disadvantaged	76	4	4	28	64	92	75	1	4	35	60	95
Not Migrant	111	4	7	32	58	89	112	1	8	40	51	91

## 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

Results by Student Group	2014						2013					
	83						84					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	102	0	3	45	52	97	88	1	6	36	57	93
General Education	88	0	1	43	56	99	72	0	3	33	64	97
Students with Disabilities	14	0	14	57	29	86	16	6	19	50	25	75
American Indian or Alaska Native	16	—	—	—	—	—	15	0	13	47	40	87
White	85	0	2	44	54	98	73	1	4	34	60	95
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	17	0	6	53	41	94	0	0	0	0	0	0
Female	40	0	3	35	63	98	47	0	6	38	55	94
Male	62	0	3	52	45	97	41	2	5	34	59	93
English Proficient	102	0	3	45	52	97	88	1	6	36	57	93
Economically Disadvantaged	36	0	3	64	33	97	28	0	11	43	46	89
Not Economically Disadvantaged	66	0	3	35	62	97	60	2	3	33	62	95
Not Migrant	102	0	3	45	52	97	88	1	6	36	57	93

## Grade 8 Students Taking a Regents Science Test

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

### Results by Student Group

2014

2013

	2014					2013				
	Total Tested	Percent Scoring at Level(s)				Total Tested	Percent Scoring at Level(s)			
		1	2	3	4		1	2	3	4
All Students	28	0	0	0	100	22	0	0	27	73
					% Proficient (Levels 3 and 4)					% Proficient (Levels 3 and 4)



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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

\*Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

\*Reporting standards not met.

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

NAEP Participation Rates

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



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

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

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 & above)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4 & above			1	2	3	4	
All Students	117	0	1	56	36	92	155	1	1	46	45	91
General Education	102	0	1	57	41	98	145	0	1	47	48	94
Students with Disabilities	15	0	0	53	0	53	10	10	0	30	10	40
American Indian or Alaska Native	11	—	—	—	—	—	16	—	—	—	—	—
Black or African American	1	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	1	—	—	—	—	—	3	—	—	—	—	—
White	104	0	0	58	38	96	135	1	1	44	48	92
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	13	0	8	46	15	62	20	0	0	60	25	85
Female	57	0	2	51	44	95	70	1	0	37	59	96
Male	60	0	0	62	28	90	85	0	1	53	34	87
English Proficient	117	0	1	56	36	92	155	1	1	46	45	91
Economically Disadvantaged	29	0	3	66	21	86	30	0	0	67	23	90
Not Economically Disadvantaged	88	0	0	53	41	94	125	1	1	41	50	91
Not Migrant	117	0	1	56	36	92	155	1	1	46	45	91

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

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

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 & above)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4 & above			1	2	3	4	
All Students	117	1	0	49	47	96	155	1	0	42	53	95
General Education	102	0	0	46	54	100	145	1	0	41	57	98
Students with Disabilities	15	7	0	67	0	67	10	10	0	50	0	50
American Indian or Alaska Native	11	—	—	—	—	—	16	—	—	—	—	—
Black or African American	1	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	1	—	—	—	—	—	3	—	—	—	—	—
White	104	1	0	47	50	97	135	1	0	39	56	95
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	13	0	0	62	23	85	20	5	0	65	30	95
Female	57	0	0	40	58	98	70	0	0	36	63	99
Male	60	2	0	57	37	93	85	2	0	47	45	92
English Proficient	117	1	0	49	47	96	155	1	0	42	53	95
Economically Disadvantaged	29	3	0	62	34	97	30	0	0	73	27	100
Not Economically Disadvantaged	88	0	0	44	51	95	125	2	0	34	59	94
Not Migrant	117	1	0	49	47	96	155	1	0	42	53	95

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

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

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	117	0	2	50	44	94	155	1	3	43	48	91
General Education	102	0	1	48	50	98	145	1	2	43	51	94
Students with Disabilities	15	0	7	60	7	67	10	0	10	40	10	50
American Indian or Alaska Native	11	—	—	—	—	—	16	—	—	—	—	—
Black or African American	1	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	1	—	—	—	—	—	3	—	—	—	—	—
White	104	0	1	50	47	97	135	1	2	39	52	91
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	13	0	8	46	23	69	20	5	5	65	25	90
Female	57	0	2	54	42	96	70	0	0	46	51	97
Male	60	0	2	45	47	92	85	2	5	40	46	86
English Proficient	117	0	2	50	44	94	155	1	3	43	48	91
Economically Disadvantaged	29	0	7	62	28	90	30	0	7	67	23	90
Not Economically Disadvantaged	88	0	0	45	50	95	125	2	2	37	54	91
Not Migrant	117	0	2	50	44	94	155	1	3	43	48	91

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

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

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	117	1	0	27	66	93	155	0	1	27	63	90
General Education	102	1	0	25	73	98	145	0	1	27	66	93
Students with Disabilities	15	0	0	40	20	60	10	0	0	30	10	40
American Indian or Alaska Native	11	—	—	—	—	—	16	—	—	—	—	—
Black or African American	1	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	1	—	—	—	—	—	3	—	—	—	—	—
White	104	1	0	25	71	96	135	0	1	24	67	90
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	13	0	0	46	23	69	20	0	0	50	35	85
Female	57	0	0	33	63	96	70	0	1	26	69	94
Male	60	2	0	22	68	90	85	0	0	28	58	86
English Proficient	117	1	0	27	66	93	155	0	1	27	63	90
Economically Disadvantaged	29	3	0	34	52	86	30	0	3	37	50	87
Not Economically Disadvantaged	88	0	0	25	70	95	125	0	0	25	66	90
Not Migrant	117	1	0	27	66	93	155	0	1	27	63	90



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

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

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	117	0	0	42	54	96	155	0	2	38	57	95
General Education	102	0	0	40	60	100	145	0	1	37	61	97
Students with Disabilities	15	0	0	53	13	67	10	0	20	60	0	60
American Indian or Alaska Native	11	—	—	—	—	—	16	—	—	—	—	—
Black or African American	1	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	1	—	—	—	—	—	3	—	—	—	—	—
White	104	0	0	38	59	97	135	0	1	36	61	96
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	13	0	0	69	15	85	20	0	5	55	30	85
Female	57	0	0	44	54	98	70	0	0	34	64	99
Male	60	0	0	40	53	93	85	0	4	41	51	92
English Proficient	117	0	0	42	54	96	155	0	2	38	57	95
Economically Disadvantaged	29	0	0	59	38	97	30	0	3	53	40	93
Not Economically Disadvantaged	88	0	0	36	59	95	125	0	2	34	61	95
Not Migrant	117	0	0	42	54	96	155	0	2	38	57	95

# Regents Examination Results (2013 - 14)

## Results by Student Group

### Comprehensive English

### Integrated Algebra

	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	128	99	95	49	120	98	97	37
General Education	112	99	96	55	106	99	98	42
Students with Disabilities	16	100	94	6	14	86	86	0
American Indian or Alaska Native	15	—	—	—	16	—	—	—
Black or African American	0	0	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	1	—	—	—
White	112	99	96	52	103	97	96	42
Multiracial	1	—	—	—	0	0	0	0
Small Group Total	16	100	88	31	17	100	100	6
Female	59	98	95	58	62	100	98	39
Male	69	100	96	42	58	95	95	34
English Proficient	128	99	95	49	120	98	97	37
Economically Disadvantaged	37	100	97	32	31	94	94	26
Not Economically Disadvantaged	91	99	95	56	89	99	98	40
Not Migrant	128	99	95	49	120	98	97	37

# Regents Examination Results (2013 - 14)

## Results by Student Group

### English Language Arts (Common Core)

### Algebra I (Common Core)

	Total Tested	Percent of students scoring at					Total Tested	Percent of students scoring at				
		Level 1	Level 2	Level 3	Level 4	Level 5		Level 1	Level 2	Level 3	Level 4	Level 5
All Students	0	0	0	0	0	0	99	4	5	44	40	6
General Education	0	0	0	0	0	0	91	0	5	45	43	7
Students with Disabilities	0	0	0	0	0	0	8	50	0	38	13	0
American Indian or Alaska Native	0	0	0	0	0	0	14	7	7	71	14	0
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	85	4	5	40	45	7
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0
Small Group Total	0	0	0	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	55	4	5	45	38	7
Male	0	0	0	0	0	0	44	5	5	43	43	5
English Proficient	0	0	0	0	0	0	99	4	5	44	40	6
Economically Disadvantaged	0	0	0	0	0	0	26	0	0	62	38	0
Not Economically Disadvantaged	0	0	0	0	0	0	73	5	7	38	41	8
Not Migrant	0	0	0	0	0	0	99	4	5	44	40	6

# Regents Examination Results (2013 - 14)

## Results by Student Group

### Geometry

### Algebra 2/Trigonometry

	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	95	98	94	41	88	97	86	43
General Education	94	—	—	—	86	—	—	—
Students with Disabilities	1	—	—	—	2	—	—	—
American Indian or Alaska Native	9	—	—	—	5	100	80	40
Black or African American	1	—	—	—	0	0	0	0
Hispanic or Latino	1	—	—	—	0	0	0	0
White	84	98	95	43	83	96	87	43
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	11	100	82	27	0	0	0	0
Female	50	96	96	38	51	100	92	51
Male	45	100	91	44	37	92	78	32
English Proficient	95	98	94	41	88	97	86	43
Economically Disadvantaged	26	92	88	38	23	96	91	43
Not Economically Disadvantaged	69	100	96	42	65	97	85	43
Not Migrant	95	98	94	41	88	97	86	43



# Regents Examination Results (2013 - 14)

## Results by Student Group

### Global History and Geography

### U.S. History & Government

	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	119	93	87	52	117	98	95	65
General Education	106	95	89	56	105	98	96	70
Students with Disabilities	13	77	69	23	12	100	83	25
American Indian or Alaska Native	18	—	—	—	12	—	—	—
Black or African American	0	0	0	0	0	0	0	0
Hispanic or Latino	2	—	—	—	1	—	—	—
White	99	97	91	58	103	98	94	70
Multiracial	0	0	0	0	1	—	—	—
Small Group Total	20	75	65	25	14	100	100	29
Female	68	93	84	56	57	98	91	63
Male	51	94	90	47	60	98	98	67
English Proficient	119	93	87	52	117	98	95	65
Economically Disadvantaged	34	85	71	41	35	97	91	49
Not Economically Disadvantaged	85	96	93	56	82	99	96	72
Not Migrant	119	93	87	52	117	98	95	65

# Regents Examination Results (2013 - 14)

## Results by Student Group

### Living Environment

### Physical Setting/Earth Science

	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	123	98	93	54	105	95	84	36
General Education	109	99	97	58	99	95	85	37
Students with Disabilities	14	93	57	29	6	100	67	17
American Indian or Alaska Native	19	100	89	26	19	—	—	—
Black or African American	0	0	0	0	1	—	—	—
Hispanic or Latino	0	0	0	0	2	—	—	—
White	104	98	93	60	83	96	92	43
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	0	0	0	0	22	91	55	9
Female	67	99	94	57	56	93	82	32
Male	56	98	91	52	49	98	86	41
English Proficient	123	98	93	54	105	95	84	36
Economically Disadvantaged	40	100	88	38	33	91	76	39
Not Economically Disadvantaged	83	98	95	63	72	97	88	35
Not Migrant	123	98	93	54	105	95	84	36

# Regents Examination Results (2013 - 14)

## Results by Student Group

	Physical Setting/Chemistry				Physical Setting/Physics			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	71	99	87	24	27	96	78	41
General Education	71	99	87	24	27	96	78	41
Students with Disabilities	0	0	0	0	0	0	0	0
American Indian or Alaska Native	3	—	—	—	1	—	—	—
Black or African American	0	0	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	0	0
White	68	—	—	—	26	—	—	—
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	71	99	87	24	27	96	78	41
Female	48	98	83	25	14	100	86	36
Male	23	100	96	22	13	92	69	46
English Proficient	71	99	87	24	27	96	78	41
Economically Disadvantaged	12	100	83	33	5	80	80	40
Not Economically Disadvantaged	59	98	88	22	22	100	77	41
Not Migrant	71	99	87	24	27	96	78	41

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

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



# Elementary/Middle-Level English Language Arts Results for Accountability

All accountability groups made AYP: YES

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI ≥ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	713	95%	✓	668	120	85	85
American Indian or Alaska Native	✓	✓	87	98%	✓	82	78	58	58
Black or African American	—	—	3	—	—	2	—	—	—
Hispanic or Latino	—	—	4	—	—	4	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	3	—	—	3	—	—	—
White	✓	✓	1,212*	97%*	✓	570	127	104	104
Multiracial	—	—	7	—	—	7	—	—	—
Students With Disabilities	✓	✓	173*	97%*	✓	85†	38†	37	37
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	✓	✓	446*	96%*	✓	216	89	67	67

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	1,238*	97%*	586	126
Not Black or African American	710	95%	666	120
Not Hispanic or Latino	709	95%	664	120
Not Asian or Native Hawaiian/Other Pacific Islander	710	95%	665	120
Not White	104	97%	98	78
Not Multiracial	706	95%	661	121
General Education	627	95%	589	131
English Proficient	713	95%	668	120
Not Economically Disadvantaged	477	95%	452	135
Male	702*	96%*	326	110
Female	359	97%	342	130
Migrant	0	—	0	—
Not Migrant	713	95%	668	120

es  
No  
— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.  
\*The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.  
† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

# Elementary/Middle-Level Mathematics Results for Accountability

All accountability groups made AYP: YES

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI ≥ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	713	95%	✓	669	128	82	82
American Indian or Alaska Native	✓	✓	177*	97%*	✓	79	80	58	58
Black or African American	—	—	3	—	—	3	—	—	—
Hispanic or Latino	—	—	3	—	—	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	3	—	—	3	—	—	—
White	✓	✓	610	95%	✓	574	134	100	100
Multiracial	—	—	7	—	—	7	—	—	—
Students With Disabilities	✓	✓	86	95%	✓	85†	53†	38	38
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	✓	✓	445*	96%*	✓	217	100	64	64

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	626	95%	590	134
Not Black or African American	710	95%	666	127
Not Hispanic or Latino	710	95%	666	128
Not Asian or Native Hawaiian/Other Pacific Islander	710	95%	666	127
Not White	103	95%	95	88
Not Multiracial	706	95%	662	128
General Education	627	95%	590	138
English Proficient	713	95%	669	128
Not Economically Disadvantaged	478	95%	452	141
Male	704*	96%*	327	120
Female	359	96%	342	134
Migrant	0	—	0	—
Not Migrant	713	95%	669	128

✓ Yes

✗ No

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

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

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

# Elementary/Middle-Level Science Results for Accountability

All accountability groups made AYP: YES

Student Group	Made AYP	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI ≥ EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✓	✓	248	99%	✓	240	193	176	176
American Indian or Alaska Native	—	—	28	—	—	27	—	—	—
Black or African American	—	—	2	—	—	2	—	—	—
Hispanic or Latino	—	—	0	—	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	0	—	—	0	—	—	—
White	✓	✓	216	99%	✓	209	195	184	184
Multiracial	—	—	2	—	—	2	—	—	—
Students With Disabilities	✓	—	37	—	✓	34†	165†	145	1
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	✓	✓	75	97%	✓	71	190	163	163

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	220	99%	213	195
Not Black or African American	246	99%	238	193
Not Hispanic or Latino	248	99%	240	193
Not Asian or Native Hawaiian/Other Pacific Islander	248	99%	240	193
Not White	32	—	31	181
Not Multiracial	246	99%	238	193
General Education	211	99%	206	198
English Proficient	248	99%	240	193
Not Economically Disadvantaged	173	99%	169	195
Male	133	99%	129	191
Female	115	98%	111	195
Migrant	0	—	0	—
Not Migrant	248	99%	240	193

Yes

No

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

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



# Secondary-Level English Language Arts Results for Accountability

All accountability groups made AYP: YES

Student Group	Made AYP	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores	PI >= EAMO or Safe Harbor Target	2010 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	✓	112	99%	✓	109	176	156	156
American Indian or Alaska Native	—	—	7	—	—	7	—	—	—
Black or African American	—	—	1	—	—	1	—	—	—
Hispanic or Latino	—	—	1	—	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	0	—	—	0	—	—	—
White	✓	✓	103	99%	✓	100	179	168	168
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	9	—	—	9	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	26	—	—	26	—	—	—

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

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2010 Accountability Cohort Members	PI
Not American Indian or Alaska Native	105	99%	102	179
Not Black or African American	111	99%	108	176
Not Hispanic or Latino	111	99%	108	176
Not Asian or Native Hawaiian/Other Pacific Islander	112	99%	109	176
Not White	9	—	9	—
Not Multiracial	112	99%	109	176
General Education	103	100%	100	182
English Proficient	112	99%	109	176
Not Economically Disadvantaged	86	99%	83	182
Male	56	98%	55	169
Female	56	100%	54	183
Migrant	0	—	0	—
Not Migrant	112	99%	109	176

✓ Yes

✗ No

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

Secondary-Level Mathematics Results for Accountability  
All accountability groups made AYP: YES

Student Group	Made AYP	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores	PI >= EAMO or Safe Harbor Target	2010 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	✓	112	100%	✓	109	176	138	138
American Indian or Alaska Native	—	—	7	—	—	7	—	—	—
Black or African American	—	—	1	—	—	1	—	—	—
Hispanic or Latino	—	—	1	—	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	0	—	—	0	—	—	—
White	✓	✓	103	100%	✓	100	179	152	152
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	9	—	—	9	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	26	—	—	26	—	—	—

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

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2010 Accountability Cohort Members	PI
Not American Indian or Alaska Native	105	100%	102	179
Not Black or African American	111	100%	108	176
Not Hispanic or Latino	111	100%	108	176
Not Asian or Native Hawaiian/Other Pacific Islander	112	100%	109	176
Not White	9	—	9	—
Not Multiracial	112	100%	109	176
General Education	103	100%	100	181
English Proficient	112	100%	109	176
Not Economically Disadvantaged	86	100%	83	177
Male	56	100%	55	169
Female	56	100%	54	183
Migrant	0	—	0	—
Not Migrant	112	100%	109	176

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

# Unweighted Combined ELA and Math PIs

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	120	128	176	176	150
American Indian or Alaska Native	78	80	—	—	79
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	127	134	179	179	155
Multiracial	—	—	—	—	—
Students With Disabilities	38	53	—	—	46
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	89	100	—	—	95

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

Overall Graduation Rate for Accountability

All accountability groups made AYP: YES

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

✓ Made AYP

✗ Did not make AYP

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

# Four-Year Graduation-Rate Total Cohort for Accountability

Student Group	Met Graduation-Rate Criterion	2009 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	155	88%	80%	80%
American Indian or Alaska Native	—	16	—	—	—
Black or African American	—	0	—	—	—
Hispanic or Latino	—	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	✓	135	89%	80%	80%
Multiracial	—	1	—	—	—
Students With Disabilities	—	10	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✓	30	90%	80%	77%

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

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

— There were fewer than 30 students in the cohort.



# Five-Year Graduation-Rate Total Cohort for Accountability

Student Group	Met Graduation-Rate Criterion	2008 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	123	93%	80%	80%
American Indian or Alaska Native	—	14	—	—	—
Black or African American	—	1	—	—	—
Hispanic or Latino	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	✓	108	94%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	—	11	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✓	32	88%	80%	80%

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

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

— There were fewer than 30 students in the cohort.

# Graduation Rates for Non-AYP Groups for Accountability

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

Student Group	Four-Year Graduation-Rate Total Cohort		Five-Year Graduation-Rate Total Cohort	
	2009 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2008 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	139	88%	109	93%
Not Black or African American	155	88%	122	93%
Not Hispanic or Latino	152	88%	123	93%
Not Asian or Native Hawaiian/Other Pacific Islander	155	88%	123	93%
Not White	20	—	15	—
Not Multiracial	154	89%	123	93%
General Education	145	92%	112	96%
English Proficient	155	88%	123	93%
Not Economically Disadvantaged	125	88%	91	95%
Male	85	84%	73	92%
Female	70	94%	50	94%
Migrant	0	—	0	—
Not Migrant	155	88%	123	93%

— There were fewer than 30 students in the cohort.

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

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

Regents Diploma with an Advanced Designation (This District)	Regents Diploma with an Advanced Designation (Statewide)	Percentage in This District Exceeded Statewide
63%	31%	YES
Regents Diploma with CTE Endorsement (This District)	Regents Diploma with CTE Endorsement (Statewide)	Percentage in This District Exceeded Statewide
13%	4%	YES



## Glossary of Terms - Report Cards Data

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

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

### Attendance Rate

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

### Average Class Size

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

### Completers

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

### Core Classes

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

### Disability Status

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

### Dropouts

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

### Economically Disadvantaged

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

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

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

### Gender

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

### Grade Level

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

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

## **Graduates**

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

## **High School Completers**

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

## **Highly Qualified Teachers**

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

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

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

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

## **Limited English Proficiency**

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

## **National Assessment of Educational Progress (NAEP)**

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

## **New York State Alternate Assessment (NYSAA)**

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

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

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

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

### **New York State Testing Program (NYSTP)**

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

### **Non-completers**

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

### **Out of Certification**

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

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

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

### **Performance Levels**

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

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

### **Race/Ethnicity**

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

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

### **Recently Arrived LEP Students**

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

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

**Regents Competency Tests**

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

**Regents Examinations**

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

**Staff Counts**

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

**Suspensions**

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

**Teacher Turnover Rate**

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

**Total Cohort**

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

## Glossary of Terms - Accountability Data

### Overview of Accountability Data in New York State Report Cards

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

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

### Adequate Yearly Progress

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

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

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

### Standards for English Language Arts, Mathematics, and Science

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

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

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

### Standards for Graduation Rate

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

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

**BEDS Day**

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

**Cohort**

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

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

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

**Effective Annual Measurable Objective (EAMO)**

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

**Graduation Rate**

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

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

**Medically Excused**

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

**Performance Index (PI)**

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

**Elementary/middle-level ELA/math:** Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: 
$$\frac{([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100}$$

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

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

**Progress Target**

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

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

**Five-year Graduation Rate:** The Progress Target for the current five-year graduation-rate total cohort is



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

### **Safe Harbor Target**

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

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

### **Unweighted Combined PI**

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

**FISCAL  
ACCOUNTABILITY  
SUPPLEMENT**

## Fiscal Accountability Summary

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

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

This School District	General Education	Special Education
Instructional Expenditures	\$12,048,602	\$4,183,742
Pupils	1,481	146
Expenditures Per Pupil	\$8,135	\$28,656
Similar District Group (Average Needs)	General Education	Special Education
Instructional Expenditures	\$7,959,898,164	\$3,121,828,901
Pupils	775,402	106,702
Expenditures Per Pupil	\$10,266	\$29,257
All School Districts	General Education	Special Education
Instructional Expenditures	\$30,025,916,685	\$12,279,242,539
Pupils	2,666,629	410,379
Expenditures Per Pupil	\$11,260	\$29,922

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

The pupil count for General Education is K-12 average daily membership plus K-12 pupils for whom the district pays tuition to another school district. This number represents all pupils, including those classified as having disabilities and those not classified, excluding only students with disabilities placed out of

district. Pupils resident in the district but attending a charter school are included. For districts in which a county jail is located, this number includes incarcerated youth to whom the district must provide an education program.

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

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

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

### **Total Expenditures Per Pupil**

<b>This School District</b>	<b>Similar District Group</b>	<b>NY State</b>
<b>\$17,083</b>	<b>\$19,721</b>	<b>\$21,118</b>

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

### **Information about Students with Disabilities (2013 - 14)**

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

Student Placement (Percent of Time Inside Regular Classroom)	This School District		Similar District Group (Average Needs)	NY State
	Number of Students	Percent of Students	Percent of Students	Percent of Students
80% or more	116	80.0%	56.9%	58.4%
40% - 79%	5	3.4%	19.2%	11.8%
Less than 40%	11	7.6%	17.1%	21.5%
Separate Settings	13	9.0%	4.3%	5.7%
Other Settings	0	0.0%	2.5%	2.5%

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

### School-age Students with Disabilities Classification Rate

This School District	Similar District Group	NY State
10.6%	12.4%	13.2%

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

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

**EXEMPTION  
IMPACT  
REPORT  
BY TOWN**



NYS - Real Property System  
County of Genesee  
Town of Alabama  
SWIS Code - 182000

Assessor's Report - 2014 - Prior Year File  
S495 Exemption Impact Report  
School Detail Report

RPS221/V04/L001  
Date/Time - 3/9/2015 17:15:17  
Total Assessed Value 12,511,584  
Uniform Percentage 97.00

Equalized Total Assessed Value 12,898,540

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	1,134	0.01
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	1,469,897	11.40
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	2	52,529	0.41
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	10	258,632	2.01
41804	PERSONS AGE 65 OR OVER	RPTL 467	3	133,196	1.03
41805	PERSONS AGE 65 OR OVER	RPTL 467	1	57,990	0.45
41834	ENHANCED STAR	RPTL 425	15	936,177	7.26
41854	BASIC STAR 1999-2000	RPTL 425	25	750,000	5.81
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	4	11,854	0.09
42120	TEMPORARY GREENHOUSES	RPTL 483-c	1	8,247	0.06
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	17	2,868,143	22.24
Total Exemptions Exclusive of System Exemptions:			63	3,679,656	28.53
Total System Exemptions:			17	2,868,143	22.24
Totals:			80	6,547,799	50.76

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: \_\_\_\_\_

NYS - Real Property System  
County of Erie  
Town of Alden  
SWIS Code - 142089

Assessor's Report - 2014 - Prior Year File  
S495 Exemption Impact Report  
School Detail Report

RPS221/V04/L001  
Date/Time - 4/29/2015 09:14:41  
Total Assessed Value 4,631,557  
Uniform Percentage 47.60

Equalized Total Assessed Value 9,760,646

School District - 145801 Akron Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41700	AGRICULTURAL BUILDING	RPTL 483	2	91,368	0.94
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	6	226,640	2.32
41800	PERSONS AGE 65 OR OVER	RPTL 467	1	86,211	0.88
41804	PERSONS AGE 65 OR OVER	RPTL 467	1	47,821	0.49
41834	ENHANCED STAR	RPTL 425	12	810,948	8.32
41854	BASIC STAR 1999-2000	RPTL 425	32	1,010,528	10.36
Total Exemptions Exclusive of System Exemptions:			54	2,273,516	23.32
Total System Exemptions:			0	0	0.00
Totals:			54	2,273,516	23.32

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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: \_\_\_\_\_

CLARENCE

Equalized Total Assessed Value 4,934,916

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	3.24
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	5	338,100	6.85
41806	PERSONS AGE 65 OR OVER	RPTL 467	1	24,200	0.49
41834	ENHANCED STAR	RPTL 425	4	256,800	5.20
41854	BASIC STAR 1999-2000	RPTL 425	14	420,000	8.51
Total Exemptions Exclusive of System Exemptions:			26	1,199,100	24.30
Total System Exemptions:			0	0	0.00
Totals:			26	1,199,100	24.30

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: \_\_\_\_\_

LOCKPORT

Equalized Total Assessed Value 3,811,433

School District - 145601 Akron

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	2	56,400	1.48
834	ENHANCED STAR	RPTL 425	7	443,100	11.63
854	BASIC STAR 1999-2000	RPTL 425	15	450,000	11.81
Total Exemptions Exclusive of System Exemptions:			24	949,500	24.91
Total System Exemptions:			0	0	0.00
Totals:			24	949,500	24.91

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: \_\_\_\_\_

04-10-14 11:36 FROM-town of Lockport

NYS - Real Property System  
County of Erie county  
NEWSTEAD

Assessor's Report - 2014 - Prior Year File  
S495 Exemption Impact Report  
School District Summary

RPS221/V04/L001  
Date/Time - 3/10/2015 08:12:26  
Total Assessed Value 534,274,581

Equalized Total Assessed Value 534,274,581

School District - 145601 Akron Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	6	119,200	0.02
13100	CO - GENERALLY	RPTL 406(1)	7	1,631,700	0.31
13500	TOWN - GENERALLY	RPTL 406(1)	16	3,409,400	0.64
13650	VG - GENERALLY	RPTL 406(1)	24	3,931,700	0.74
13660	VG - CEMETERY LAND	RPTL 446	2	100,600	0.02
13660	VG - CEMETERY LAND	RPTL 446	2	100,600	0.02
13660	VG - CEMETERY LAND	RPTL 446	2	100,600	0.02
13800	SCHOOL DISTRICT	RPTL 408	5	27,516,600	5.15
14100	USA - GENERALLY	RPTL 400(1)	1	378,000	0.07
14300	INDIAN RESERVATION	RPTL 454	1	1,459,000	0.27
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	4	2,169,700	0.41
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	12	7,730,000	1.45
25120	NONPROF CORP - EDUC( CONST PRC	RPTL 420-a	2	381,800	0.07
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	2	75,800	0.01
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	2	434,000	0.08
26100	VETERANS ORGANIZATION	RPTL 452	3	457,600	0.09
26250	HISTORICAL SOCIETY	RPTL 444	1	210,300	0.04
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	6	2,372,800	0.44
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	6	306,875	0.06
29300	HOSP CORP FOR BENEFIT OF CITY	RPTL 438	1	245,100	0.05
41700	AGRICULTURAL BUILDING	RPTL 483	13	539,300	0.10
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	249	10,841,343	2.03
41800	PERSONS AGE 65 OR OVER	RPTL 467	124	5,616,658	1.05
41806	PERSONS AGE 65 OR OVER	RPTL 467	70	2,497,624	0.47
41834	ENHANCED STAR	RPTL 425	622	32,188,742	6.02
41854	BASIC STAR 1999-2000	RPTL 425	1,544	45,029,300	8.43
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	16	214,135	0.04
42120	TEMPORARY GREENHOUSES	RPTL 483-c	3	507,500	0.09
44440	RESIDENTIAL PROPERTY IMPROVEME	RPTL 485-l	9	0	0.00
49530	INDUSTRIAL WASTE TREATMENT FAC	RPTL 477	1	76,600	0.01

NYS - Real Property System  
County of Erie county

NEWSTEAD

Assessor's Report - 2014 - Prior Year File  
S495 Exemption Impact Report  
School District Summary

RPS221/V04/L001  
Date/Time - 3/10/2015 08:12:26  
Total Assessed Value 534,274,581

Equalized Total Assessed Value 534,274,581

School District - 145601 Akron Central

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	1	1,400	0.00
Total Exemptions Exclusive of System Exemptions:			2,752	150,441,477	28.16
Total System Exemptions:			1	1,400	0.00
Totals:			2,753	150,442,877	28.16

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: \_\_\_\_\_



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

Assessor's Report - 2014 - Prior Year File  
S495 Exemption Impact Report  
School Detail Report

RPS2014041001  
Date/Time - 3/9/2015 17:15:17  
Total Assessed Value 16,040,862  
Uniform Percentage 100.00

Equalized Total Assessed Value 16,040,862

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	1.87
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	19,800	0.12
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	7	150,276	0.94
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	7	297,118	1.85
41804	PERSONS AGE 65 OR OVER	RPTL 467	1	37,800	0.24
41834	ENHANCED STAR	RPTL 425	23	1,450,200	9.04
41854	BASIC STAR 1999-2000	RPTL 425	48	1,440,000	8.98
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	2	9,200	0.06

Total Exemptions Exclusive of System Exemptions:

Total System Exemptions:

Totals:

90	3,704,394	23.09
0	0	0.00
90	3,704,394	23.09

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:

ROYALTON

JUN 24 2014

Total Assessed Value

77,682,448

Equalized Total Assessed Value 77,682,448

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	2,843,000	3.66
14300	INDIAN RESERVATION	RPTL 454	2	247,500	0.32
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	2	636,100	0.82
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	1	354,800	0.46
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	2	26,200	0.03
41700	AGRICULTURAL BUILDING	RPTL 483	9	128,300	0.17
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	49	1,841,800	2.37
41800	PERSONS AGE 65 OR OVER	RPTL 467	2	89,775	0.12
41804	PERSONS AGE 65 OR OVER	RPTL 467	4	164,900	0.21
41805	PERSONS AGE 65 OR OVER	RPTL 467	4	178,300	0.23
41834	ENHANCED STAR	RPTL 425	113	7,003,475	9.02
41854	BASIC STAR 1999-2000	RPTL 425	262	7,860,000	10.12
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	4	12,200	0.02
Total Exemptions Exclusive of System Exemptions:			457	21,386,350	27.53
Total System Exemptions:			0	0	0.00
Totals:			457	21,386,350	27.53

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**

Property Tax Report Card  
142101 - AKRON CSD

2014-2015 - Page 1  
Official - as of 04/17/2015 03:20 PM

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/mgtiserv/propertytax/taxcap/>.

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

Form Due - April 27, 2015

Form Preparer Name:

CYNTHIA M. TRETTER

Preparer's Telephone Number:

716-542-5020

<u>Shaded Fields Will Calculate</u>	Budgeted 2014-15 (A)	Proposed Budget 2015- 16 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	28,500,042	29,101,419	2.11%
A. Proposed Tax Levy to Support the Total Budgeted Amount <sup>1</sup>	9,435,800	9,525,000	
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)	9,435,800	9,525,000	0.95%
F. Permissible Exclusions to the School Tax Levy Limit	438,383	434,461	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions <sup>3</sup>	8,997,425	9,214,581	
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)	8,997,417	9,090,539	
I. Difference: (G-H); (negative value requires 60.0% voter approval) <sup>2</sup>	8	124,042	
Public School Enrollment	1,518	1,499	-1.25%
Consumer Price Index			-1.62%

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

	Actual 2014-15 (D)	Estimated 2015- 16 (E)
Adjusted Restricted Fund Balance	6,771,043	5,500,000
Assigned Appropriated Fund Balance	2,142,681	2,000,000
Adjusted Unrestricted Fund Balance	1,122,121	1,150,000



# **ADMINISTRATIVE SALARY**



Salary: Administrative Compensation Information 2014-2015 - Page 1  
142101 - AKRON CSD Official - as of 04/29/2015 09:05 AM

Form Due May 11, 2015

2015-2016 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 2015-2016.

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 2015-2016 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	164,406	51,274	

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 2014-2015 - Page 3  
142101 - AKRON CSD Official - as of 04/29/2015 09:05 AM

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

71.	HIGH SCHOOL PRINCIPAL	145,639
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