

ALDEN CENTRAL SCHOOL DISTRICT

2017-2018

BUDGET PROPOSAL

Proposed Budget	\$34,379,776	1.38% Increase
Projected Tax Levy	\$14,554,604	0.00% Increase

The proposed budget for the 2017-18 school year of \$34,379,776 represents an increase of \$468,670 or 1.38% over the 2016-17 school year.



ADAM STOLTMAN
SUPERINTENDENT OF SCHOOLS

PAUL J. KARPIK, CPA
SCHOOL BUSINESS ADMINISTRATOR

BOARD OF EDUCATION

JILL HOPCIA, PRESIDENT
MICHAEL BENNETT, VICE PRESIDENT
ROSANNE JOHNSON
RICHARD KARALUS
MICHAEL KARPIE
KEN STOLDT
JAMES YOERG

2017-18 OPERATING BUDGET

We are pleased to present to you the proposed budget for the 2017-18 school year. The mission of the Alden Central School District is to encourage the development of lifelong learners who will become responsible adults. The District goals continue to include a commitment to long-range planning in the areas of curriculum development, staffing, finance, facilities management and transportation. The proposed budget and propositions will allow us to work towards achieving each of our goals.

The 2017-18 proposed budget of \$34,379,776 maintains all current programs K-12, a full assortment of High School electives and enhances the current education program. In addition, the District is increasing the services of a school resource officer to enhance safety and security, and is realigning the elementary music program to provide a 3rd grade chorus experience. The proposed year-to-year budget increase is \$468,670 or 1.38%.

Salaries are anticipated to increase by 2.5% next year. The increase in salaries and wages includes employee retirements and contractual increases based on negotiated agreements. The District is proposing adding a new microcomputer repair technician, currently purchased through BOCES. The new position will provide the District with more flexibility in servicing the educational needs of our students.

Districtwide contractual costs are increasing by \$75,000. The District is proposing to increase the services of a school resource officer from one day per week to two and a half days per week for next year. Additionally, the District is shifting certain special education costs from BOCES to private tuition and related service agencies as a result of student needs or cost savings.

Proposed equipment purchases include needed replacement of classroom technology and maintenance equipment such as floor scrubbers and carpet extractors. The budget also includes automated external defibrillators, music and band equipment and classroom equipment. The District continues to upgrade the High School Industrial Arts programs as a result of increased student interest and post graduate career opportunities. Some of the proposed equipment for this program include new MIG welders, a Tennsmith foot shear, a throatless shear and a bench punch.

Debt service costs are increasing by \$203,000 next year. This expenditure item includes principal and interest payments on the community approved capital projects. The increase for 2017-18 is related to financing Renovations 2014. The increased debt service for this project was offset by a corresponding increase in State Building Aid revenue. As previously noted, there will be no future tax impact to the community for Renovations 2014.

The employee benefits category is anticipated to increase in 2017-18 by approximately \$58,000. Health insurance costs are expected to increase by approximately 7% next year. Pension costs relating to the NYS Teachers' Retirement System (TRS) are anticipated to decrease again for 2017-18 and will help to offset the increase in health insurance. TRS rates are expected to decrease from 12% of eligible salaries this year to 10% next year. We are required by NY State to provide and pay this benefit. Additionally, unemployment costs are expected to decrease.

On the revenue side, the District anticipates an increase in State Aid revenue of approximately \$462,000 or 3.2% over the current year, \$217,000 of which is due to an increase in Building Aid. Most of the Building Aid increase is associated with the corresponding debt service expenditure increase (principal and interest payments) associated with Renovations 2014. Erie County Sales Tax revenue is expected to increase next year by approximately \$75,000. Most other revenue sources will remain relatively unchanged.

With the additional State Aid projected and the District's efforts to contain costs, **there will be no tax levy increase in the proposed 2017-18 budget.** This is the third consecutive year that the District has not proposed increasing the tax levy, thus remaining the same as the approved 2014-15 budget.

Over the past several years, the District has established several reserve funds as part of a long-range financial plan to insulate us from the State budget issues, unfunded mandates, the property tax cap, etc. The need to utilize fund balance reserves is always a consideration. It is important that we use fund balance reserves conservatively to help protect us from future reductions in State Aid. Some reserve funds are limited and can only be used for specific purposes. The District's current reserve fund levels have improved our credit rating, reduced our interest payments and have helped to stabilize the tax levy over the years.

In summary, the 2017-18 expenditure budget of \$34,379,776 represents an increase over the current year of \$468,670 or 1.38%. There will be **no tax levy increase** for the 2017-18 budget year.

PROPOSITIONS ON THE BALLOT

Proposition No. 1 – Budget: The Board of Education of the Alden Central School District is seeking voter authorization to adopt the 2017-18 budget of \$34,379,776 which represents an increase of \$468,670 or 1.38% over the current school year. **There will be no tax levy increase for the third year in a row.**

Proposition No. 2 - Purchase of Buses

The Board of Education of the Alden Central School District is seeking authorization to expend \$541,500 from the voter approved School Bus Reserve Fund to purchase three (3) 66-passenger school buses and three (3) 28-passenger buses for use in the transportation program.



The District's transportation department maintains a fleet of 54 buses. Our well-trained drivers ensure safe, efficient transportation of students to and from Alden Schools as well as a number of private, alternative learning centers and parochial schools. Last year, our bus fleet traveled over 538,000 miles.

The proposed bus purchase is a continuation of an on-going bus replacement program instituted by the District. Annual replacement of vehicles over 10

years old and in excess of 100,000 miles is recommended. When a bus becomes cost prohibitive to maintain, and it meets the District's criteria, it is identified for replacement. With voter approval, the District will continue on its established bus replacement schedule with the purchase of three (3) 66-passenger buses and three (3) 28-passenger buses.

Note: The cost of buses is supported by the School Bus Reserve Funds and has no impact on the tax levy.

Proposition No. 3 - Purchase of Buildings and Grounds Equipment

The Board of Education is seeking authorization to expend \$117,500 from the voter approved Buildings and Grounds Equipment Capital Reserve Fund to purchase:

Item #1 – One-Ton, Four-Wheel Drive Pick-Up Truck

Our pick-up trucks are utilized year round for day-to-day operations, including snow removal, which takes a toll on the vehicle. The new truck will be used for the same type of duties.

Item #2 – 65 Horsepower Tractor with Bucket

The District is seeking to purchase a new tractor with a front loader bucket to replace a similar 28-year-old vehicle. The tractor is used regularly to remove snow in the winter and for general landscaping and field maintenance during the other seasons.

Item #3 – 17' Cutting Width Turf Batwing Mower Attachment

The District is seeking authorization to purchase a 17-foot cutting width turf batwing mower attachment. The mower will be used to maintain the grounds and athletic fields on the District property.

Note: The cost of equipment is supported by Buildings and Grounds Equipment Reserve Funds and has no impact on the tax levy.



Proposition No. 4 – Establish a Capital Reserve Fund

The District is seeking voter authorization to establish a new reserve, Capital Reserve Fund – 2017. This fund shall be used to fund all or a portion of the costs of the acquisition, construction, reconstruction, expansion, renovation, alteration and improvement of the District's buildings, facilities, grounds and property, including the purchase of furnishings, equipment, machinery and apparatus.

Renovations 2014 was helpful in repairing our buildings and infrastructure; however, a significant amount of work still needs to be completed. The District completed a new Building Conditions Survey, which is required by law every five (5) years. The survey indicated that the District needs to make approximately \$35 million in additional repairs and upgrades for items identified with a useful life of 7 years or less. The proposed reserve will allow the District to offset the local share and tax impact of future renovations, repairs and equipment needs. This fund shall not exceed \$8,000,000.

Note: The creation of the reserve will have no impact on the tax levy.

ALDEN CENTRAL SCHOOL DISTRICT
2017-2018 Proposed Budget
PROJECTED EXPENDITURES

PROGRAM COMPONENT

Program costs include the salaries and benefits of all teachers and staff delivering pupil services (i.e. health, guidance, psychological & social services, library and athletics). Also included are textbooks, instructional materials, equipment, extracurricular student activities, BOCES program costs, and all costs of the transportation program except bus purchases.

<u>Item</u>	<u>2016-17</u>	<u>2017-18</u>	<u>Change</u>
Salaries	\$13,941,501	\$14,331,825	\$390,324
Benefits	\$6,972,082	\$6,908,204	(\$63,878)
Equipment	\$153,785	\$145,385	(\$8,400)
Supplies	\$832,237	\$791,941	(\$40,296)
Contractual	\$1,472,510	\$1,629,135	\$156,625
BOCES	\$1,778,698	\$1,637,855	(\$140,843)
Program Component Total	\$25,150,813	\$25,444,345	\$293,532

ADMINISTRATIVE COMPONENT

Administrative costs include the salaries and benefits of all certified staff that spend 50% or more of their time in administration, plus the salaries and benefits of clerical staff. Also included are school board costs, curriculum development, staff development, financial services, tax collection, legal and auditing costs, central printing, central data processing, BOCES administrative costs, research, planning and evaluation.

<u>Item</u>	<u>2016-17</u>	<u>2017-18</u>	<u>Change</u>
Salaries	\$1,477,463	\$1,453,625	(\$23,838)
Benefits	\$548,865	\$614,169	\$65,304
Equipment	\$8,800	\$500	(\$8,300)
Supplies	\$35,247	\$37,450	\$2,203
Contractual	\$383,147	\$388,135	\$4,988
BOCES	\$738,228	\$676,859	(\$61,369)
Administrative Component Total	\$3,191,750	\$3,170,738	(\$21,012)

CAPITAL COMPONENT

Capital costs include the salaries and benefits of maintenance and custodial staff, plus debt service, utilities, general insurance, and court ordered expenses such as tax refunds.

<u>Item</u>	<u>2016-17</u>	<u>2017-18</u>	<u>Change</u>
Salaries	\$1,328,672	\$1,377,672	\$49,000
Benefits	\$675,198	\$732,152	\$56,954
Equipment	\$82,732	\$46,650	(\$36,082)
Supplies	\$214,283	\$224,000	\$9,717
Contractual	\$1,111,180	\$1,024,916	(\$86,264)
Debt Service	\$2,056,478	\$2,259,303	\$202,825
Transfer to Capital	\$100,000	\$100,000	\$0
Capital Component Total	\$5,568,543	\$5,764,693	\$196,150
Total Proposed Expenditures	\$33,911,106	\$34,379,776	\$468,670

ALDEN CENTRAL SCHOOL DISTRICT
2017-2018 Proposed Budget
PROJECTED EXPENDITURES VARIANCES

BUDGET INCREASES:

- **Salaries** **\$415,486**
Salaries are anticipated to increase by 2.5% next year. The increase in salaries and wages includes employee retirements and contractual increases based on negotiated agreements. The District is proposing adding a new microcomputer repair technician, currently purchased through BOCES. The new position will provide the District with more flexibility in servicing the education needs of our students. The budget proposal maintains all current programs K-12, a full assortment of High School electives and enhances the current educational program.
- **Debt Service** **\$202,825**
The District has issued serial bonds for all approved capital projects. The increase in the debt service category is related to financing Renovations 2014. The increased debt service for this project was offset by a corresponding increase in State Building Aid revenue. As previously stated, there will be no future tax impact to the community for Renovations 2014.
- **Contractual** **\$75,349**
The majority of the increase is attributable to two items. First, the District is planning to purchase the services of a 0.5 FTE school resource officer to enhance security. Second, the District continues to shift certain special education costs from BOCES to private tuition and related service agencies due to student needs or cost savings.
- **Benefits** **\$58,380**
Benefits are the second largest expenditure category for the District. Health insurance costs are expected to increase by approximately 7% next year. Pension costs relating to the NYS Teachers' Retirement System (TRS) are anticipated to decrease again for 2017-18 and will help to offset the increase in health insurance. TRS rates are expected to decrease from 12% of eligible salaries this year to 10% next year. We are required by NY State to provide and pay this benefit. Additionally, unemployment costs are expected to decrease.

BUDGET DECREASES:

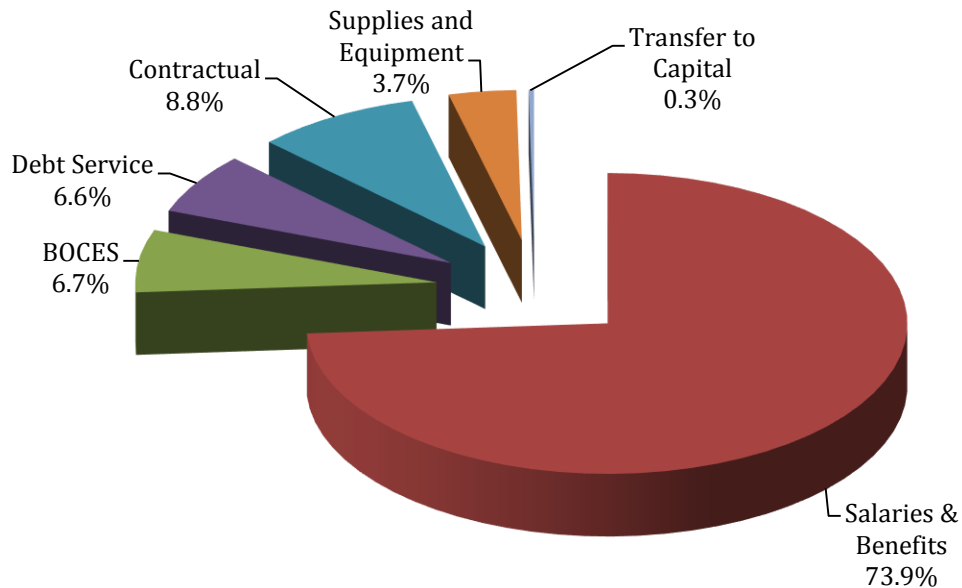
- **BOCES** **(\$202,212)**
The decrease in BOCES services is largely due to two items. First as noted above in the salary category, the District is planning to add a microcomputer repair technician in-lieu of purchasing this service thru BOCES. Second, the District is utilizing more private tuition and service agencies due to student needs and costs. The state reimburses the District at a rate of 67% for all eligible BOCES expenses. Special education costs are not eligible for BOCES aid.
- **Equipment** **(\$52,782)**
This budget line, totaling \$192,535, includes equipment for educational programs, State aided classroom technology, security cameras and facilities maintenance. The District anticipated reducing the equipment category for the 2017-18 year based on needs.
- **Supplies** **(\$28,376)**
Costs in this category, including fuel and utility costs, will be in-line with the current year. The District continues to look for ways to reduce costs in all departments and operational areas.

ADDITIONAL INFORMATION:

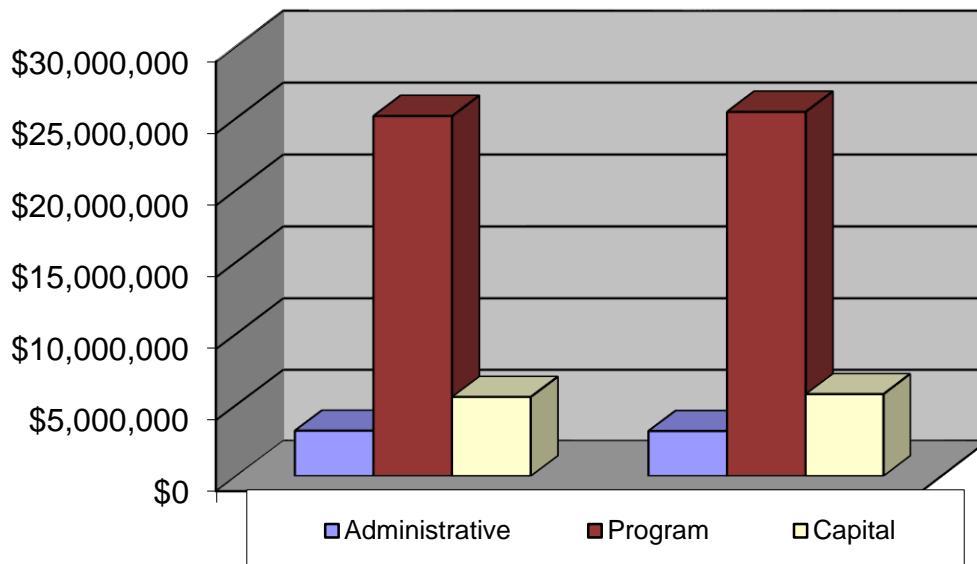
➤ Transfer to Capital (Capital Outlay Project)

A Transfer to Capital expenditure of \$100,000 is required to replace the metal framed entrance systems and exterior doors at the High School front entrance and athletic entrance. The District will receive approximately 77% of the repair cost back the following year in Building Aid revenue.

Expenditure Breakdown by Category

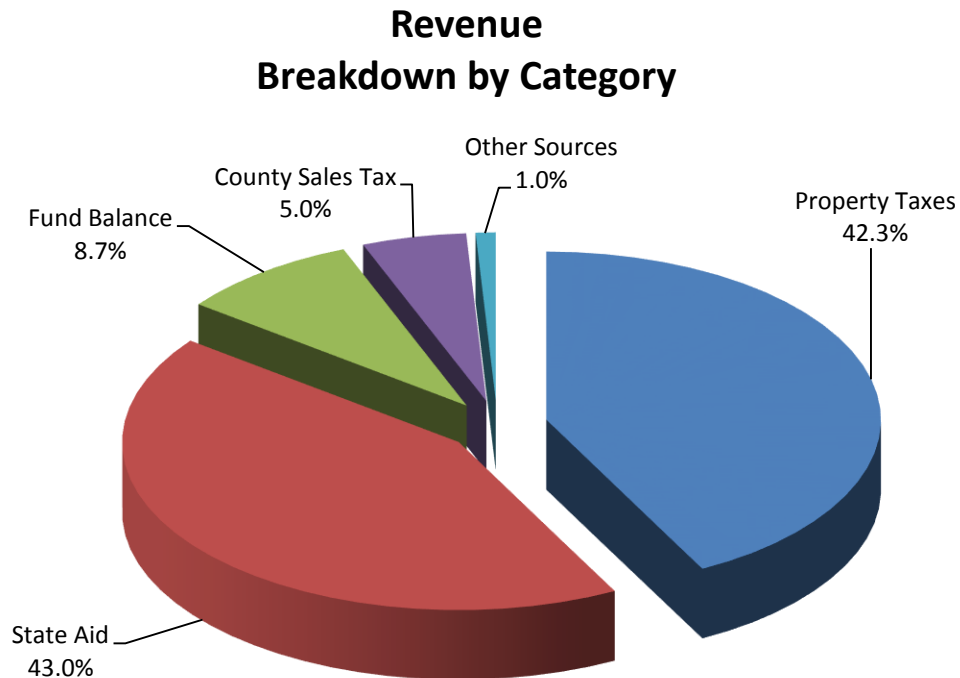


Expenditure Breakdown by Component Area



**ALDEN CENTRAL SCHOOL DISTRICT
2017-2018 PROPOSED BUDGET
PROJECTED REVENUE**

<u>Revenue Description</u>	<u>2016-17</u>	<u>2017-18</u>	<u>Change</u>
State Aid	\$14,309,112	\$14,770,618	\$461,506
County Sales Tax	\$1,650,000	\$1,725,000	\$75,000
Local Sources	\$347,390	\$279,554	(\$67,836)
Federal Sources	\$50,000	\$50,000	\$0
Fund Balance - Appropriated for Taxes	\$3,000,000	\$3,000,000	\$0
Property Tax Levy	\$14,554,604	\$14,554,604	\$0
Total Projected Revenue	\$33,911,106	\$34,379,776	\$468,670



**Annual Budget Vote
Tuesday, May 16, 2017
6:00 a.m. to 9:00 p.m.
High School Cafeteria**

Voter Qualifications

All voters must be United States citizens, age 18 or older on the day of the vote, and residents of the Alden Central School District for 30 days immediately prior to the voting day.

Absentee Ballots

Voters may vote by absentee ballot, if they are unable to appear at the polling place on May 16, 2017.

To receive an absentee ballot, voters may obtain an application form from Tracy Rogers, District Clerk. The application must be returned to her at least seven (7) days before the election, if the ballot is to be mailed to the voter, or at least one (1) day before the election if the ballot is to be picked up personally by the voter at the District Office from 8:00 a.m. to 4:00 p.m.

Absentee ballots will be counted only if they are returned to the District Clerk by 5:00 p.m. on the day of the budget vote and election. For more information, contact Tracy Rogers at 716-937-9116, extension 4171.

Board of Education Vote

Two (2) of the seven (7) seats on the Board of Education are up for election on May 16, 2017. Board members serve a five-year term with no pay. The candidate receiving the highest vote total shall be elected to a full five-year term to commence on July 1, 2017, and expire on June 30, 2022, and the candidate receiving the second highest vote total shall be elected to the term to commence upon election and to expire June 30, 2019. Nominating petitions for Board candidates were due by April 17, 2017.

Residents will have an opportunity to meet the candidates at the Budget Hearing on May 9, 2017, at 7:00 p.m. in the High School Library, in addition to hearing an overview of the proposed budget.

The following propositions will appear on the ballot along with the election of two (2) school board members.

Proposition No. 1 – Budget

Authorization to adopt the 2017-18 Budget of \$34,379,776
Budget Increase 1.38%
Projected Tax Levy Increase 0.00%

Proposition No. 2 – Purchase of Buses

Authorization to purchase various school buses and similar vehicles (and related equipment and supplies) for use in the transportation program of the District at an estimated maximum cost of \$541,500, with such amount to be paid by an expenditure of \$541,500 from the District's "School Bus Reserve Fund 2014," that was established by the voters of the District in May of 2014.

Proposition No. 3 – Purchase of Buildings and Grounds Equipment

Authorization to expend \$117,500 from the capital reserve fund of the District known as the "Buildings and Grounds Equipment Capital Reserve Fund (2010)" for purposes of purchasing the following items of equipment (or their substantial equivalents) for use in the buildings and grounds maintenance program of the District: (a) a one-ton four-wheel drive pick-up truck, (b) a four-wheel drive 65 horsepower tractor with a front loader bucket and (c) a 17 foot cutting width turf batwing mower attachment.

Proposition No. 4 – Establish Capital Reserve Fund

Authorization to establish a capital improvements reserve fund pursuant to Section 3651 of the Education Law of the State of New York (the "Fund"); that the Fund shall be known as the "Capital Improvements Reserve Fund, 2017" of the District; that the Fund shall be established for the purpose of financing, in whole or in part, the acquisition, construction, reconstruction, expansion, renovation, alteration and improvement of buildings, facilities, sites and real property by the District, or the District's share of the cost of any capital improvements project undertaken by a Board of Cooperative Educational Services ("BOCES") of which the District is or may be a component district including, in all cases, the acquisition of necessary furnishings, equipment, machinery and apparatus; that the ultimate amount of such Fund shall be not greater than \$8,000,000 (plus interest earned thereon); that the probable term of such Fund shall be not longer than fifteen (15) years; and that the permissible sources from which the Board is authorized to appropriate monies to such Fund from time to time shall be (a) unappropriated fund balance of the District, (b) State aid received as reimbursement for expenditures by the District in connection with District capital improvements or a BOCES project (whether or not financed in whole or in part from the Fund), (c) the proceeds from the sale of unneeded District real or personal property and (d) such other sources as the Board or the voters of the District may direct from time to time, all as may be permitted by law.

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

Please also submit an electronic version (PDF or Word) of your school district's 2017-18 Budget Notice to: emscmgrts@nysed.gov. This will enable us to help correct any formula or data entry discrepancy quickly.

Form Due - April 24, 2017

Form Preparer Name:
Preparer's Telephone Number:

PAUL KARPIK
716-937-9116

<u>Shaded Fields Will Calculate</u>	Budgeted 2016-17 (A)	Proposed Budget 2017- 18 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	33,911,106	34,379,776	1.38 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	14,554,604	14,554,604	
B. Tax Levy to Support Library Debt, if Applicable	0	0	
C. Tax Levy for Non-Excludable Propositions, if Applicable ²	0	0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0	
E. Total Proposed School Year Tax Levy (A+B+C-D)	14,554,604	14,554,604	0.00 %
F. Permissible Exclusions to the School Tax Levy Limit	0	0	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	14,882,558	15,142,157	
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)	14,554,604	14,554,604	
I. Difference: (G-H); (negative value requires 60.0% voter approval) ²	327,954	587,553	
Public School Enrollment	1,726	1,693	-1.91 %
Consumer Price Index			1.26 %

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

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

³ For 2017-18, includes any carryover from 2016-17 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2016-17 (D)	Estimated 2017- 18 (E)
Adjusted Restricted Fund Balance	11,629,902	11,500,000
Assigned Appropriated Fund Balance	3,474,519	3,000,000

Adjusted Unrestricted Fund Balance
Adjusted Unrestricted Fund Balance as a
Percent of the Total Budget

1,356,444		1,375,191	
4.00	%	4.00	%

ALDEN CSD ENROLLMENT (2015 - 16)

K-12 ENROLLMENT	1,637
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ENROLLMENT BY GENDER

MALE		FEMALE	
837	51%	800	49%

ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
AMERICAN INDIAN OR ALASKA NATIVE	5	0%
BLACK OR AFRICAN AMERICAN	16	1%
HISPANIC OR LATINO	18	1%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	8	0%
WHITE	1,580	97%
MULTIRACIAL	10	1%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
7	0%	202	12%	501	31%

ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
PRE-K (HALF DAY)	55	3%
K (FULL DAY)	110	7%
1ST GRADE	116	7%
2ND GRADE	103	6%
3RD GRADE	105	6%
4TH GRADE	120	7%
5TH GRADE	129	8%
6TH GRADE	116	7%
UNGRADED ELEMENTARY	6	0%
7TH GRADE	133	8%
8TH GRADE	125	8%
9TH GRADE	138	8%
10TH GRADE	159	10%
11TH GRADE	141	9%
12TH GRADE	125	8%
UNGRADED SECONDARY	11	1%

AVERAGE CLASS SIZE (2015 - 16)

GROUP	CLASS SIZE
COMMON BRANCH	21
GRADE 8 ENGLISH	25
GRADE 8 MATHEMATICS	25
GRADE 8 SCIENCE	24
GRADE 8 SOCIAL STUDIES	24
GRADE 10 ENGLISH	23
GRADE 10 MATHEMATICS	22
GRADE 10 SCIENCE	20
GRADE 10 SOCIAL STUDIES	18

FREE AND REDUCED-PRICE LUNCH (2015 - 16)

ELIGIBLE FOR FREE LUNCH	ELIGIBLE FOR REDUCED-PRICE LUNCH
300	18%
113	7%

STUDENT SUSPENSIONS (2014 - 15)

60	4%
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TEACHER QUALIFICATIONS (2015 - 16)

TOTAL TEACHERS	140
PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
PERCENT TEACHING OUT OF CERTIFICATE	4%
PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE	2%
PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE	8%
TOTAL NUMBER OF CORE CLASSES	285
PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS DISTRICT	285
TOTAL NUMBER OF CLASSES	480
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	5%

HIGH SCHOOL COMPLETERS (2015 - 16)

GROUP	COMPLETERS (GRADUATES + COMMENCEMENT CREDENTIALS)		GRADUATES (REGENTS + LOCAL DIPLOMAS)			REGENTS DIPLOMA	
ALL STUDENTS	134		131			122	93%
GENERAL EDUCATION	114		114			113	99%
STUDENTS WITH DISABILITIES	20		17			9	53%
GROUP	REGENTS WITH ADVANCED DESIGNATION		REGENTS WITH CTE ENDORSEMENT		LOCAL DIPLOMAS		COMMENCEMENT CREDENTIALS
ALL STUDENTS	43	33%	17	13%	9	7%	3 2%
GENERAL EDUCATION	43	38%	15	13%	1	1%	0 0%
STUDENTS WITH DISABILITIES	0	0%	2	12%	8	47%	3 15%

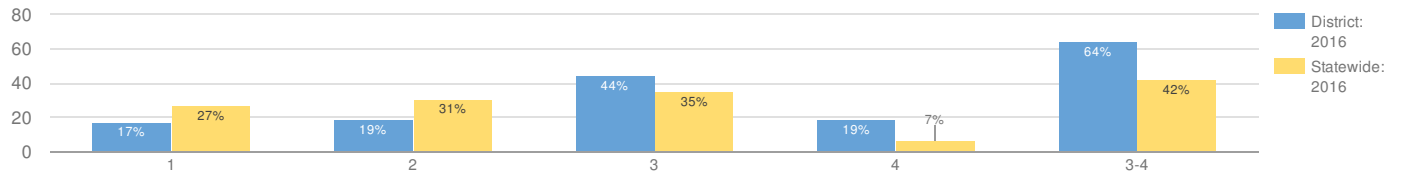
HIGH SCHOOL NON-COMPLETERS (2015 - 16)

GROUP	DROPPED OUT		ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM		TOTAL NONCOMPLETERS	
ALL STUDENTS	9	2%	0	0%	9	2%
GENERAL EDUCATION	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	-	-	-	-	-	-

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GRADE 3 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

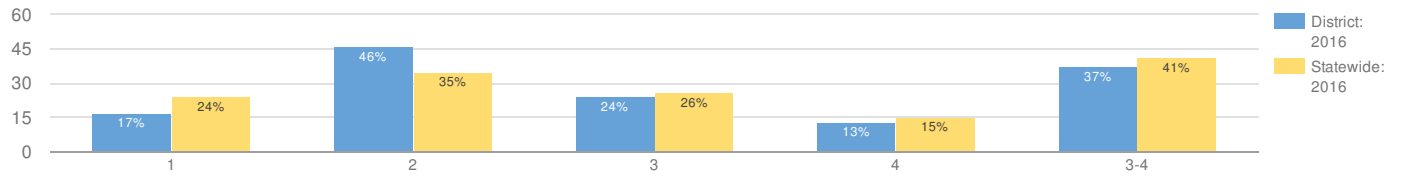


MEAN SCORE: 326

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	72	64%	12	17%	14	19%	32	44%	14	19%
GENERAL EDUCATION	69	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
AMERICAN INDIAN OR ALASKA NATIVE	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	69	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	72	64%	12	17%	14	19%	32	44%	14	19%
FEMALE	34	71%	2	6%	8	24%	15	44%	9	26%
MALE	38	58%	10	26%	6	16%	17	45%	5	13%
NON-ENGLISH LANGUAGE LEARNERS	72	64%	12	17%	14	19%	32	44%	14	19%
ECONOMICALLY DISADVANTAGED	19	47%	5	26%	5	26%	7	37%	2	11%
NOT ECONOMICALLY DISADVANTAGED	53	70%	7	13%	9	17%	25	47%	12	23%
NOT MIGRANT	72	64%	12	17%	14	19%	32	44%	14	19%

GRADE 4 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

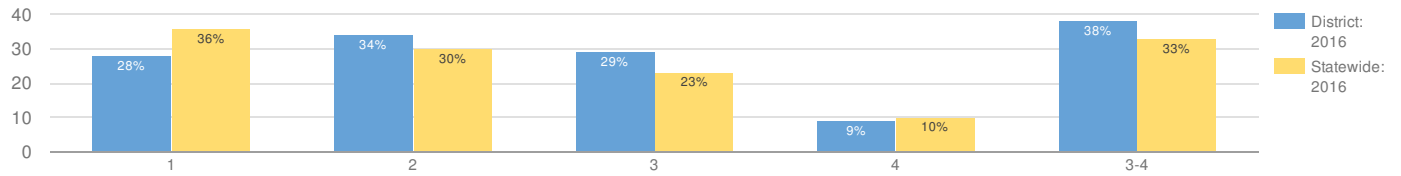


MEAN SCORE: 310

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	70	37%	12	17%	32	46%	17	24%	9	13%
GENERAL EDUCATION	60	42%	8	13%	27	45%	16	27%	9	15%
STUDENTS WITH DISABILITIES	10	10%	4	40%	5	50%	1	10%	0	0%
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	67	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	70	37%	12	17%	32	46%	17	24%	9	13%
FEMALE	30	43%	4	13%	13	43%	9	30%	4	13%
MALE	40	33%	8	20%	19	48%	8	20%	5	13%
NON-ENGLISH LANGUAGE LEARNERS	70	37%	12	17%	32	46%	17	24%	9	13%
ECONOMICALLY DISADVANTAGED	26	31%	8	31%	10	38%	6	23%	2	8%
NOT ECONOMICALLY DISADVANTAGED	44	41%	4	9%	22	50%	11	25%	7	16%
NOT MIGRANT	70	37%	12	17%	32	46%	17	24%	9	13%

GRADE 5 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

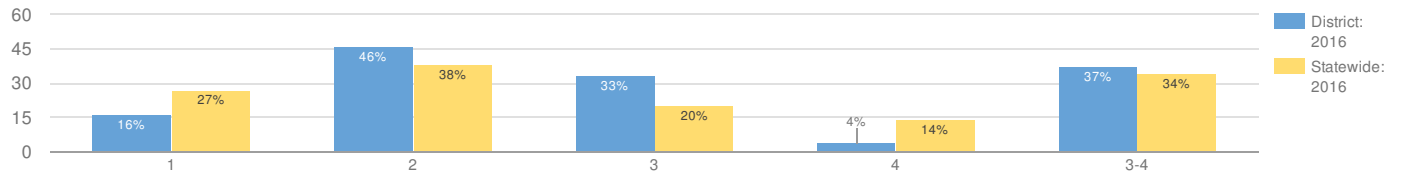


MEAN SCORE: 303

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	79	38%	22	28%	27	34%	23	29%	7	9%
GENERAL EDUCATION	70	43%	14	20%	26	37%	23	33%	7	10%
STUDENTS WITH DISABILITIES	9	0%	8	89%	1	11%	0	0%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	75	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	79	38%	22	28%	27	34%	23	29%	7	9%
FEMALE	45	44%	7	16%	18	40%	14	31%	6	13%
MALE	34	29%	15	44%	9	26%	9	26%	1	3%
NON-ENGLISH LANGUAGE LEARNERS	79	38%	22	28%	27	34%	23	29%	7	9%
ECONOMICALLY DISADVANTAGED	25	32%	8	32%	9	36%	7	28%	1	4%
NOT ECONOMICALLY DISADVANTAGED	54	41%	14	26%	18	33%	16	30%	6	11%
NOT MIGRANT	79	38%	22	28%	27	34%	23	29%	7	9%

GRADE 6 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

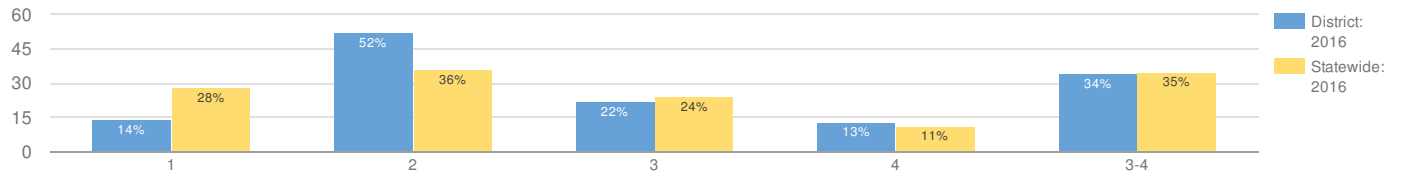


MEAN SCORE: 303

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	67	37%	11	16%	31	46%	22	33%	3	4%
GENERAL EDUCATION	58	41%	6	10%	28	48%	21	36%	3	5%
STUDENTS WITH DISABILITIES	9	11%	5	56%	3	33%	1	11%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
WHITE	66	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	67	37%	11	16%	31	46%	22	33%	3	4%
FEMALE	33	45%	5	15%	13	39%	12	36%	3	9%
MALE	34	29%	6	18%	18	53%	10	29%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	66	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	18	39%	6	33%	5	28%	6	33%	1	6%
NOT ECONOMICALLY DISADVANTAGED	49	37%	5	10%	26	53%	16	33%	2	4%
NOT MIGRANT	67	37%	11	16%	31	46%	22	33%	3	4%

GRADE 7 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

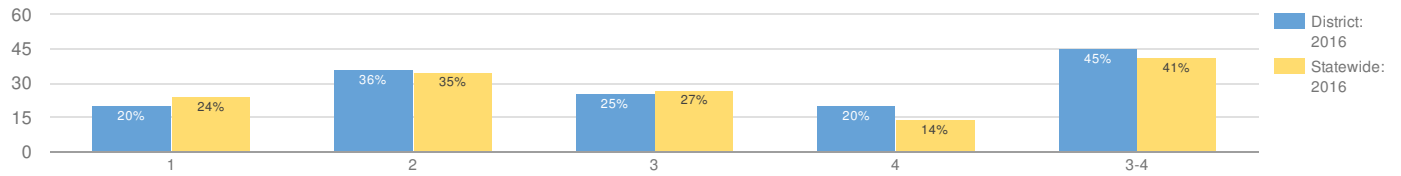


MEAN SCORE: 312

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	64	34%	9	14%	33	52%	14	22%	8	13%
GENERAL EDUCATION	58	38%	5	9%	31	53%	14	24%	8	14%
STUDENTS WITH DISABILITIES	6	0%	4	67%	2	33%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
WHITE	63	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	64	34%	9	14%	33	52%	14	22%	8	13%
FEMALE	27	48%	2	7%	12	44%	9	33%	4	15%
MALE	37	24%	7	19%	21	57%	5	14%	4	11%
NON-ENGLISH LANGUAGE LEARNERS	63	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	14	14%	4	29%	8	57%	2	14%	0	0%
NOT ECONOMICALLY DISADVANTAGED	50	40%	5	10%	25	50%	12	24%	8	16%
NOT MIGRANT	64	34%	9	14%	33	52%	14	22%	8	13%

GRADE 8 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

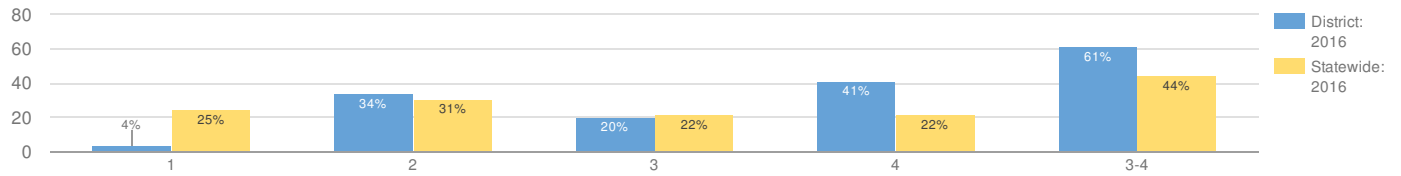


MEAN SCORE: 308

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	56	45%	11	20%	20	36%	14	25%	11	20%
GENERAL EDUCATION	43	56%	5	12%	14	33%	14	33%	10	23%
STUDENTS WITH DISABILITIES	13	8%	6	46%	6	46%	0	0%	1	8%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	53	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	56	45%	11	20%	20	36%	14	25%	11	20%
FEMALE	30	70%	1	3%	8	27%	11	37%	10	33%
MALE	26	15%	10	38%	12	46%	3	12%	1	4%
NON-ENGLISH LANGUAGE LEARNERS	56	45%	11	20%	20	36%	14	25%	11	20%
ECONOMICALLY DISADVANTAGED	17	18%	7	41%	7	41%	1	6%	2	12%
NOT ECONOMICALLY DISADVANTAGED	39	56%	4	10%	13	33%	13	33%	9	23%
NOT MIGRANT	56	45%	11	20%	20	36%	14	25%	11	20%

GRADE 3 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

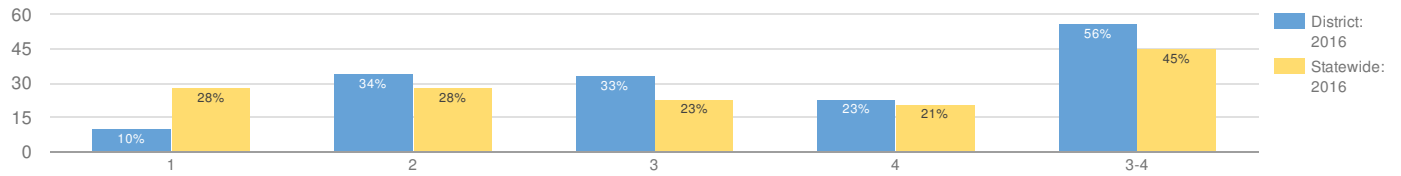


MEAN SCORE: 325

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	70	61%	3	4%	24	34%	14	20%	29	41%
GENERAL EDUCATION	67	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
AMERICAN INDIAN OR ALASKA NATIVE	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	67	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	70	61%	3	4%	24	34%	14	20%	29	41%
FEMALE	34	62%	1	3%	12	35%	9	26%	12	35%
MALE	36	61%	2	6%	12	33%	5	14%	17	47%
NON-ENGLISH LANGUAGE LEARNERS	70	61%	3	4%	24	34%	14	20%	29	41%
ECONOMICALLY DISADVANTAGED	17	53%	2	12%	6	35%	3	18%	6	35%
NOT ECONOMICALLY DISADVANTAGED	53	64%	1	2%	18	34%	11	21%	23	43%
NOT MIGRANT	70	61%	3	4%	24	34%	14	20%	29	41%

GRADE 4 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

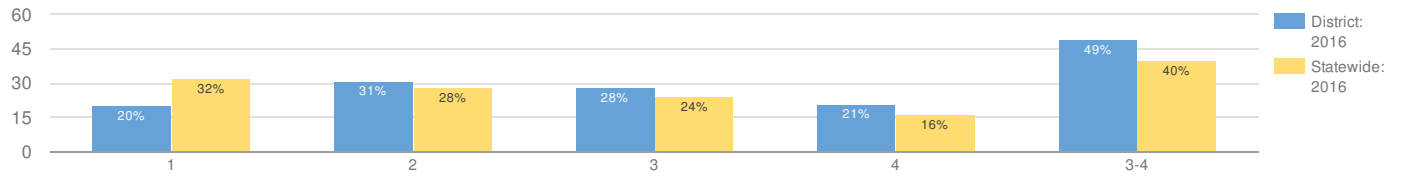


MEAN SCORE: 317

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	70	56%	7	10%	24	34%	23	33%	16	23%
GENERAL EDUCATION	60	65%	0	0%	21	35%	23	38%	16	27%
STUDENTS WITH DISABILITIES	10	0%	7	70%	3	30%	0	0%	0	0%
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	67	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	70	56%	7	10%	24	34%	23	33%	16	23%
FEMALE	31	55%	1	3%	13	42%	10	32%	7	23%
MALE	39	56%	6	15%	11	28%	13	33%	9	23%
NON-ENGLISH LANGUAGE LEARNERS	70	56%	7	10%	24	34%	23	33%	16	23%
ECONOMICALLY DISADVANTAGED	24	42%	4	17%	10	42%	6	25%	4	17%
NOT ECONOMICALLY DISADVANTAGED	46	63%	3	7%	14	30%	17	37%	12	26%
NOT MIGRANT	70	56%	7	10%	24	34%	23	33%	16	23%

GRADE 5 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

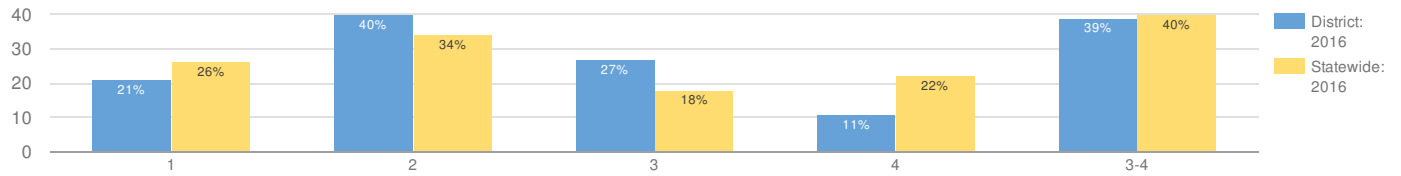


MEAN SCORE: 317

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	75	49%	15	20%	23	31%	21	28%	16	21%
GENERAL EDUCATION	67	55%	11	16%	19	28%	21	31%	16	24%
STUDENTS WITH DISABILITIES	8	0%	4	50%	4	50%	0	0%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
WHITE	73	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	75	49%	15	20%	23	31%	21	28%	16	21%
FEMALE	42	55%	8	19%	11	26%	12	29%	11	26%
MALE	33	42%	7	21%	12	36%	9	27%	5	15%
NON-ENGLISH LANGUAGE LEARNERS	75	49%	15	20%	23	31%	21	28%	16	21%
ECONOMICALLY DISADVANTAGED	22	36%	5	23%	9	41%	4	18%	4	18%
NOT ECONOMICALLY DISADVANTAGED	53	55%	10	19%	14	26%	17	32%	12	23%
NOT MIGRANT	75	49%	15	20%	23	31%	21	28%	16	21%

GRADE 6 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.



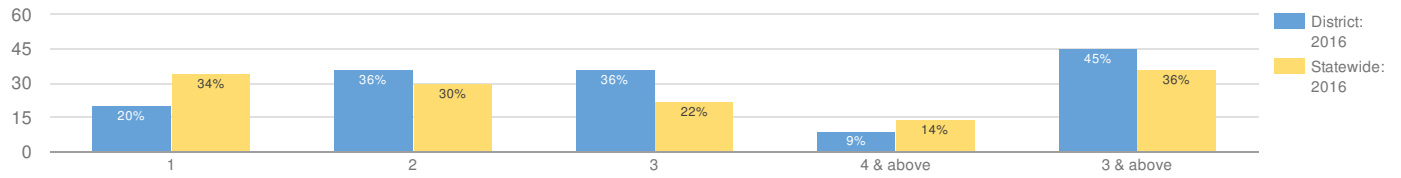
MEAN SCORE: 305

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	62	39%	13	21%	25	40%	17	27%	7	11%
GENERAL EDUCATION	53	45%	7	13%	22	42%	17	32%	7	13%
STUDENTS WITH DISABILITIES	9	0%	6	67%	3	33%	0	0%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
WHITE	61	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	62	39%	13	21%	25	40%	17	27%	7	11%
FEMALE	30	47%	7	23%	9	30%	9	30%	5	17%
MALE	32	31%	6	19%	16	50%	8	25%	2	6%
NON-ENGLISH LANGUAGE LEARNERS	61	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	16	19%	6	38%	7	44%	2	13%	1	6%
NOT ECONOMICALLY DISADVANTAGED	46	46%	7	15%	18	39%	15	33%	6	13%
NOT MIGRANT	62	39%	13	21%	25	40%	17	27%	7	11%

GRADE 7 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

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



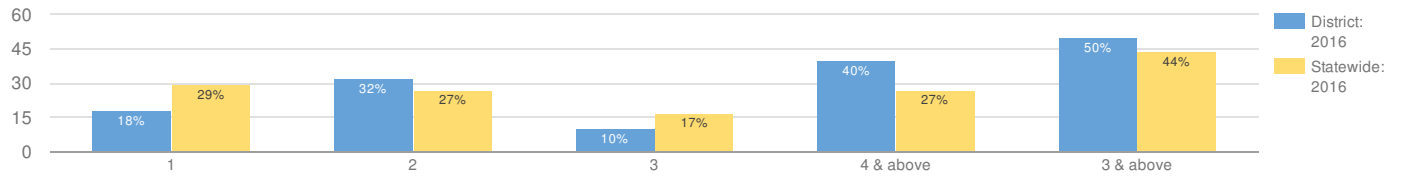
MEAN SCORE: 316

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	56	45%	11	20%	20	36%	20	36%	5	9%
GENERAL EDUCATION	50	50%	8	16%	17	34%	20	40%	5	10%
STUDENTS WITH DISABILITIES	6	0%	3	50%	3	50%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
WHITE	55	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	56	45%	11	20%	20	36%	20	36%	5	9%
FEMALE	24	46%	3	13%	10	42%	8	33%	3	13%
MALE	32	44%	8	25%	10	31%	12	38%	2	6%
NON-ENGLISH LANGUAGE LEARNERS	55	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	12	33%	4	33%	4	33%	4	33%	0	0%
NOT ECONOMICALLY DISADVANTAGED	44	48%	7	16%	16	36%	16	36%	5	11%
NOT MIGRANT	56	45%	11	20%	20	36%	20	36%	5	9%

GRADE 8 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

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



MEAN SCORE: 294

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	36	17%	11	31%	19	53%	6	17%	0	0%
GENERAL EDUCATION	25	24%	4	16%	15	60%	6	24%	0	0%
STUDENTS WITH DISABILITIES	11	0%	7	64%	4	36%	0	0%	0	0%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	33	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	36	17%	11	31%	19	53%	6	17%	0	0%
FEMALE	16	13%	4	25%	10	63%	2	13%	0	0%
MALE	20	20%	7	35%	9	45%	4	20%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	36	17%	11	31%	19	53%	6	17%	0	0%
ECONOMICALLY DISADVANTAGED	12	25%	2	17%	7	58%	3	25%	0	0%
NOT ECONOMICALLY DISADVANTAGED	24	13%	9	38%	12	50%	3	13%	0	0%
NOT MIGRANT	36	17%	11	31%	19	53%	6	17%	0	0%

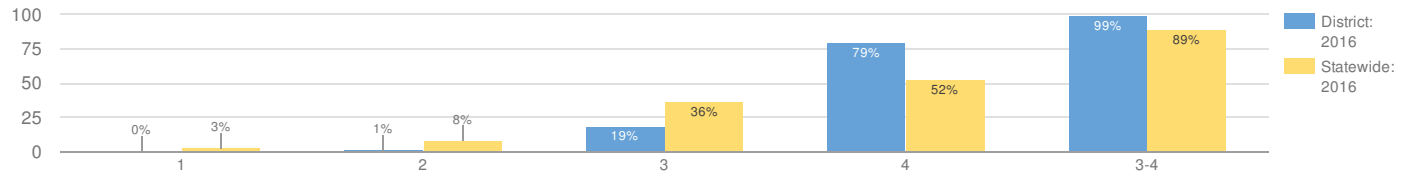
GRADE 8 STUDENTS TAKING A REGENTS MATH TEST

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

GROUP	TOTAL TESTED		LEVEL 1		LEVEL 2		LEVEL 3		4 & ABOVE		3 & ABOVE	
ALL STUDENTS	24		0	0%	0	0%	0	0%	24	100%	24	100%

GRADE 4 SCIENCE

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.



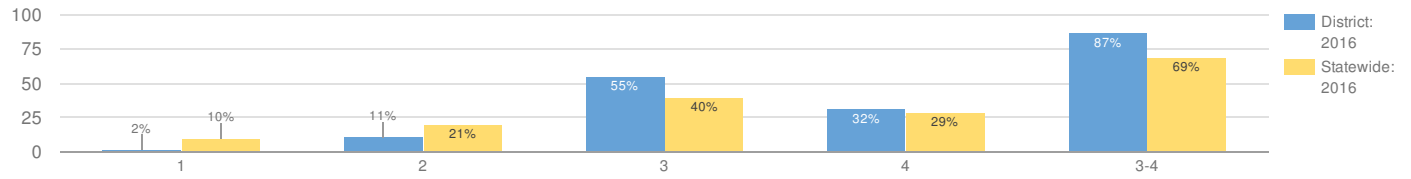
MEAN SCORE: 89

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	67	99%	0	0%	1	1%	13	19%	53	79%
GENERAL EDUCATION	61	100%	0	0%	0	0%	10	16%	51	84%
STUDENTS WITH DISABILITIES	6	83%	0	0%	1	17%	3	50%	2	33%
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	64	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	67	99%	0	0%	1	1%	13	19%	53	79%
FEMALE	31	97%	0	0%	1	3%	11	35%	19	61%
MALE	36	100%	0	0%	0	0%	2	6%	34	94%
NON-ENGLISH LANGUAGE LEARNERS	67	99%	0	0%	1	1%	13	19%	53	79%
ECONOMICALLY DISADVANTAGED	23	96%	0	0%	1	4%	6	26%	16	70%
NOT ECONOMICALLY DISADVANTAGED	44	100%	0	0%	0	0%	7	16%	37	84%
NOT MIGRANT	67	99%	0	0%	1	1%	13	19%	53	79%

GRADE 8 SCIENCE

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

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: 76

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	47	87%	1	2%	5	11%	26	55%	15	32%
GENERAL EDUCATION	36	94%	0	0%	2	6%	19	53%	15	42%
STUDENTS WITH DISABILITIES	11	64%	1	9%	3	27%	7	64%	0	0%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	44	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	47	87%	1	2%	5	11%	26	55%	15	32%
FEMALE	26	88%	0	0%	3	12%	10	38%	13	50%
MALE	21	86%	1	5%	2	10%	16	76%	2	10%
NON-ENGLISH LANGUAGE LEARNERS	47	87%	1	2%	5	11%	26	55%	15	32%
ECONOMICALLY DISADVANTAGED	13	85%	0	0%	2	15%	9	69%	2	15%
NOT ECONOMICALLY DISADVANTAGED	34	88%	1	3%	3	9%	17	50%	13	38%
NOT MIGRANT	47	87%	1	2%	5	11%	26	55%	15	32%

GRADE: 4
READING

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

MATHEMATICS

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

GRADE: 8
READING

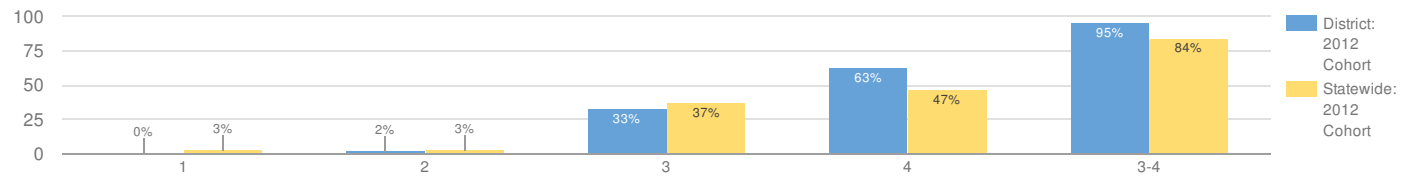
GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	27%	40%	29%	4%	
AMERICAN INDIAN OR ALASK...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIAN...	19%	39%	34%	8%	
BLACK OR AFRICAN AMERICA...	42%	41%	16%	1%	
HISPANIC OR LATINO	35%	43%	20%	2%	
WHITE	18%	39%	38%	5%	
MULTIRACIAL	*%	*%	*%	*%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

MATHEMATICS

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

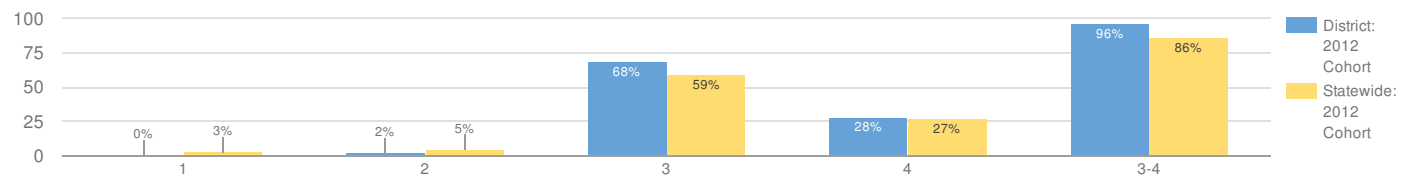
ASIAN OR NATIVE HAWAIIAN...	18%	30%	33%	19%	
BLACK OR AFRICAN AMERICA...	48%	37%	13%	2%	
HISPANIC OR LATINO	41%	40%	16%	3%	
WHITE	20%	40%	31%	9%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITIES	64%	27%	8%	1%	99
ENGLISH LANGUAGE LEARNER...	72%	21%	6%	1%	94
ECONOMICALLY DISADVANT...	40%	39%	17%	4%	

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



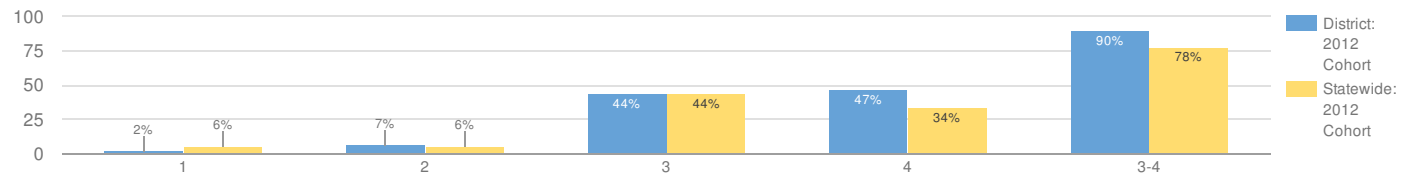
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	131	95%	0	0%	2	2%	43	33%	82	63%
GENERAL EDUCATION	111	98%	0	0%	1	1%	29	26%	80	72%
STUDENTS WITH DISABILITIES	20	80%	0	0%	1	5%	14	70%	2	10%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	4	_%	-	-	-	-	-	-	-	-
WHITE	126	96%	0	0%	2	2%	39	31%	82	65%
SMALL GROUP TOTAL	5	80%	0	0%	0	0%	4	80%	0	0%
FEMALE	55	100%	0	0%	0	0%	14	25%	41	75%
MALE	76	92%	0	0%	2	3%	29	38%	41	54%
NON-ENGLISH LANGUAGE LEARNERS	131	95%	0	0%	2	2%	43	33%	82	63%
ECONOMICALLY DISADVANTAGED	34	94%	0	0%	1	3%	14	41%	18	53%
NOT ECONOMICALLY DISADVANTAGED	97	96%	0	0%	1	1%	29	30%	64	66%
NOT MIGRANT	131	95%	0	0%	2	2%	43	33%	82	63%

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



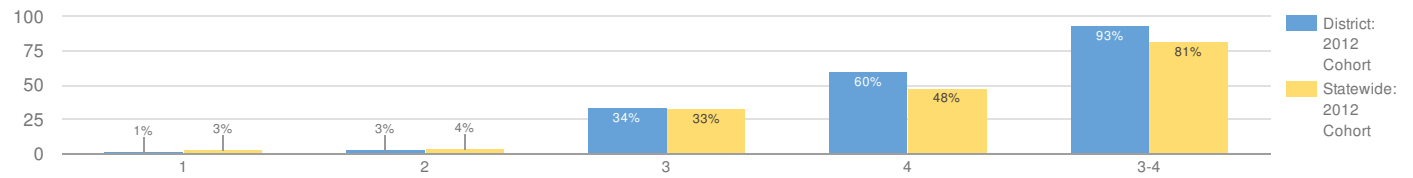
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	131	96%	0	0%	3	2%	89	68%	37	28%
GENERAL EDUCATION	111	99%	0	0%	1	1%	73	66%	37	33%
STUDENTS WITH DISABILITIES	20	80%	0	0%	2	10%	16	80%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	4	_%	-	-	-	-	-	-	-	-
WHITE	126	97%	0	0%	3	2%	85	67%	37	29%
SMALL GROUP TOTAL	5	80%	0	0%	0	0%	4	80%	0	0%
FEMALE	55	100%	0	0%	0	0%	37	67%	18	33%
MALE	76	93%	0	0%	3	4%	52	68%	19	25%
NON-ENGLISH LANGUAGE LEARNERS	131	96%	0	0%	3	2%	89	68%	37	28%
ECONOMICALLY DISADVANTAGED	34	94%	0	0%	1	3%	24	71%	8	24%
NOT ECONOMICALLY DISADVANTAGED	97	97%	0	0%	2	2%	65	67%	29	30%
NOT MIGRANT	131	96%	0	0%	3	2%	89	68%	37	28%

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



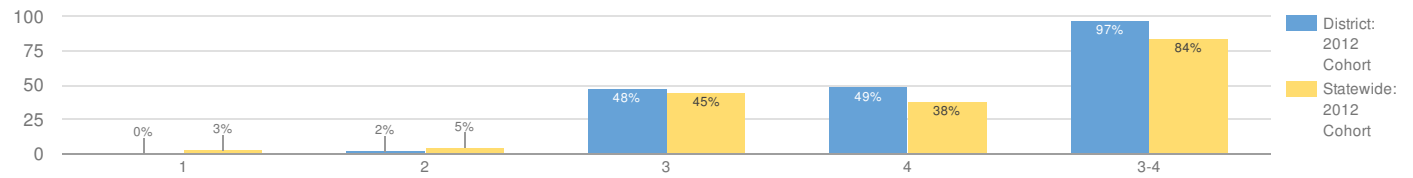
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	131	90%	2	2%	9	7%	57	44%	61	47%
GENERAL EDUCATION	111	97%	0	0%	3	3%	47	42%	61	55%
STUDENTS WITH DISABILITIES	20	50%	2	10%	6	30%	10	50%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	4	_%	-	-	-	-	-	-	-	-
WHITE	126	91%	2	2%	8	6%	55	44%	60	48%
SMALL GROUP TOTAL	5	60%	0	0%	1	20%	2	40%	1	20%
FEMALE	55	93%	1	2%	3	5%	23	42%	28	51%
MALE	76	88%	1	1%	6	8%	34	45%	33	43%
NON-ENGLISH LANGUAGE LEARNERS	131	90%	2	2%	9	7%	57	44%	61	47%
ECONOMICALLY DISADVANTAGED	34	88%	1	3%	2	6%	19	56%	11	32%
NOT ECONOMICALLY DISADVANTAGED	97	91%	1	1%	7	7%	38	39%	50	52%
NOT MIGRANT	131	90%	2	2%	9	7%	57	44%	61	47%

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



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	131	93%	1	1%	4	3%	44	34%	78	60%
GENERAL EDUCATION	111	98%	0	0%	1	1%	32	29%	77	69%
STUDENTS WITH DISABILITIES	20	65%	1	5%	3	15%	12	60%	1	5%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	4	_%	-	-	-	-	-	-	-	-
WHITE	126	94%	1	1%	4	3%	41	33%	77	61%
SMALL GROUP TOTAL	5	80%	0	0%	0	0%	3	60%	1	20%
FEMALE	55	98%	0	0%	1	2%	20	36%	34	62%
MALE	76	89%	1	1%	3	4%	24	32%	44	58%
NON-ENGLISH LANGUAGE LEARNERS	131	93%	1	1%	4	3%	44	34%	78	60%
ECONOMICALLY DISADVANTAGED	34	91%	0	0%	2	6%	15	44%	16	47%
NOT ECONOMICALLY DISADVANTAGED	97	94%	1	1%	2	2%	29	30%	62	64%
NOT MIGRANT	131	93%	1	1%	4	3%	44	34%	78	60%

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



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	131	97%	0	0%	3	2%	63	48%	64	49%
GENERAL EDUCATION	111	100%	0	0%	0	0%	48	43%	63	57%
STUDENTS WITH DISABILITIES	20	80%	0	0%	3	15%	15	75%	1	5%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	4	_%	-	-	-	-	-	-	-	-
WHITE	126	98%	0	0%	3	2%	59	47%	64	51%
SMALL GROUP TOTAL	5	80%	0	0%	0	0%	4	80%	0	0%
FEMALE	55	100%	0	0%	0	0%	30	55%	25	45%
MALE	76	95%	0	0%	3	4%	33	43%	39	51%
NON-ENGLISH LANGUAGE LEARNERS	131	97%	0	0%	3	2%	63	48%	64	49%
ECONOMICALLY DISADVANTAGED	34	97%	0	0%	0	0%	20	59%	13	38%
NOT ECONOMICALLY DISADVANTAGED	97	97%	0	0%	3	3%	43	44%	51	53%
NOT MIGRANT	131	97%	0	0%	3	2%	63	48%	64	49%

COMPREHENSIVE ENGLISH

REGENTS COMPREHENSIVE ENGLISH

GROUP	TOTAL TESTED	55	65	85
ALL STUDENTS	2	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-
WHITE	2	-	-	-
SMALL GROUP TOTAL	2	-	-	-
MALE	2	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	2	-	-	-
NOT ECONOMICALLY DISADVANTAGED	2	-	-	-
NOT MIGRANT	2	-	-	-

ENGLISH LANGUAGE ARTS (COMMON CORE)

ENGLISH LANGUAGE ARTS (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	141	2	1%	1	1%	17	12%	21	15%	100	71%
GENERAL EDUCATION	125	0	0%	0	0%	9	7%	20	16%	96	77%
STUDENTS WITH DISABILITIES	16	2	13%	1	6%	8	50%	1	6%	4	25%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	–	–	–	–	–	–	–	–	–	–
BLACK OR AFRICAN AMERICAN	1	–	–	–	–	–	–	–	–	–	–
HISPANIC OR LATINO	1	–	–	–	–	–	–	–	–	–	–
WHITE	135	2	1%	1	1%	17	13%	21	16%	94	70%
MULTIRACIAL	2	–	–	–	–	–	–	–	–	–	–
SMALL GROUP TOTAL	6	0	0%	0	0%	0	0%	0	0%	6	100%
FEMALE	66	0	0%	1	2%	2	3%	10	15%	53	80%
MALE	75	2	3%	0	0%	15	20%	11	15%	47	63%
NON-ENGLISH LANGUAGE LEARNERS	141	2	1%	1	1%	17	12%	21	15%	100	71%
ECONOMICALLY DISADVANTAGED	38	0	0%	0	0%	4	11%	8	21%	26	68%
NOT ECONOMICALLY DISADVANTAGED	103	2	2%	1	1%	13	13%	13	13%	74	72%
NOT MIGRANT	141	2	1%	1	1%	17	12%	21	15%	100	71%

GEOMETRY

REGENTS GEOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	4	-	-	-	-	-	-
GENERAL EDUCATION	4	-	-	-	-	-	-
WHITE	3	-	-	-	-	-	-
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	4	-	-	-	-	-	-
FEMALE	3	-	-	-	-	-	-
MALE	1	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	4	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	1	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	3	-	-	-	-	-	-
NOT MIGRANT	4	-	-	-	-	-	-

ALGEBRA 2/TRIGONOMETRY

REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	84	79	94%	67	80%	29	35%
GENERAL EDUCATION	81	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-
WHITE	79	74	94%	63	80%	27	34%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	5	5	100%	4	80%	2	40%
FEMALE	52	49	94%	41	79%	22	42%
MALE	32	30	94%	26	81%	7	22%
NON-ENGLISH LANGUAGE LEARNERS	83	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	20	17	85%	13	65%	5	25%
NOT ECONOMICALLY DISADVANTAGED	64	62	97%	54	84%	24	38%
NOT MIGRANT	84	79	94%	67	80%	29	35%

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	150	4	3%	10	7%	70	47%	42	28%	24	16%
GENERAL EDUCATION	129	1	1%	7	5%	59	46%	38	29%	24	19%
STUDENTS WITH DISABILITIES	21	3	14%	3	14%	11	52%	4	19%	0	0%
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-	-	-	-	-
WHITE	146	-	-	-	-	-	-	-	-	-	-
MULTIRACIAL	1	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	150	4	3%	10	7%	70	47%	42	28%	24	16%
FEMALE	89	2	2%	5	6%	33	37%	29	33%	20	22%
MALE	61	2	3%	5	8%	37	61%	13	21%	4	7%
NON-ENGLISH LANGUAGE LEARNERS	150	4	3%	10	7%	70	47%	42	28%	24	16%
ECONOMICALLY DISADVANTAGED	32	3	9%	3	9%	17	53%	6	19%	3	9%
NOT ECONOMICALLY DISADVANTAGED	118	1	1%	7	6%	53	45%	36	31%	21	18%
NOT MIGRANT	150	4	3%	10	7%	70	47%	42	28%	24	16%

GEOMETRY (COMMON CORE)

GEOMETRY (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	139	12	9%	21	15%	78	56%	23	17%	5	4%
GENERAL EDUCATION	127	9	7%	19	15%	71	56%	23	18%	5	4%
STUDENTS WITH DISABILITIES	12	3	25%	2	17%	7	58%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-	-	-	-	-
WHITE	136	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	139	12	9%	21	15%	78	56%	23	17%	5	4%
FEMALE	60	6	10%	11	18%	34	57%	7	12%	2	3%
MALE	79	6	8%	10	13%	44	56%	16	20%	3	4%
NON-ENGLISH LANGUAGE LEARNERS	137	-	-	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	-	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	41	3	7%	8	20%	23	56%	5	12%	2	5%
NOT ECONOMICALLY DISADVANTAGED	98	9	9%	13	13%	55	56%	18	18%	3	3%
NOT MIGRANT	139	12	9%	21	15%	78	56%	23	17%	5	4%

ALGEBRA II (COMMON CORE)

ALGEBRA II (COMMON CORE)

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

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	172	163	95%	152	88%	73	42%
GENERAL EDUCATION	152	148	97%	139	91%	70	46%
STUDENTS WITH DISABILITIES	20	15	75%	13	65%	3	15%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
WHITE	169	-	-	-	-	-	-
SMALL GROUP TOTAL	172	163	95%	152	88%	73	42%
FEMALE	80	75	94%	68	85%	35	44%
MALE	92	88	96%	84	91%	38	41%
NON-ENGLISH LANGUAGE LEARNERS	170	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	44	42	95%	36	82%	18	41%
NOT ECONOMICALLY DISADVANTAGED	128	121	95%	116	91%	55	43%
NOT MIGRANT	172	163	95%	152	88%	73	42%

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	143	139	97%	134	94%	91	64%
GENERAL EDUCATION	127	127	100%	124	98%	83	65%
STUDENTS WITH DISABILITIES	16	12	75%	10	63%	8	50%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	137	133	97%	128	93%	87	64%
MULTIRACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	6	6	100%	6	100%	4	67%
FEMALE	67	66	99%	65	97%	46	69%
MALE	76	73	96%	69	91%	45	59%
NON-ENGLISH LANGUAGE LEARNERS	143	139	97%	134	94%	91	64%
ECONOMICALLY DISADVANTAGED	38	37	97%	36	95%	25	66%
NOT ECONOMICALLY DISADVANTAGED	105	102	97%	98	93%	66	63%
NOT MIGRANT	143	139	97%	134	94%	91	64%

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	143	142	99%	138	97%	51	36%
GENERAL EDUCATION	117	117	100%	114	97%	45	38%
STUDENTS WITH DISABILITIES	26	25	96%	24	92%	6	23%
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	140	-	-	-	-	-	-
SMALL GROUP TOTAL	143	142	99%	138	97%	51	36%
FEMALE	73	72	99%	69	95%	26	36%
MALE	70	70	100%	69	99%	25	36%
NON-ENGLISH LANGUAGE LEARNERS	143	142	99%	138	97%	51	36%
ECONOMICALLY DISADVANTAGED	45	44	98%	42	93%	12	27%
NOT ECONOMICALLY DISADVANTAGED	98	98	100%	96	98%	39	40%
NOT MIGRANT	143	142	99%	138	97%	51	36%

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	154	153	99%	148	96%	92	60%
GENERAL EDUCATION	141	141	100%	136	96%	89	63%
STUDENTS WITH DISABILITIES	13	12	92%	12	92%	3	23%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
WHITE	151	-	-	-	-	-	-
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	154	153	99%	148	96%	92	60%
FEMALE	72	71	99%	67	93%	39	54%
MALE	82	82	100%	81	99%	53	65%
NON-ENGLISH LANGUAGE LEARNERS	152	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	40	39	98%	38	95%	18	45%
NOT ECONOMICALLY DISADVANTAGED	114	114	100%	110	96%	74	65%
NOT MIGRANT	154	153	99%	148	96%	92	60%

PHYSICAL SETTING/CHEMISTRY

REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	84	83	99%	75	89%	22	26%
GENERAL EDUCATION	81	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	3	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	79	78	99%	70	89%	20	25%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	5	5	100%	5	100%	2	40%
FEMALE	52	51	98%	47	90%	13	25%
MALE	32	32	100%	28	88%	9	28%
NON-ENGLISH LANGUAGE LEARNERS	84	83	99%	75	89%	22	26%
ECONOMICALLY DISADVANTAGED	21	20	95%	15	71%	3	14%
NOT ECONOMICALLY DISADVANTAGED	63	63	100%	60	95%	19	30%
NOT MIGRANT	84	83	99%	75	89%	22	26%

PHYSICAL SETTING/PHYSICS

REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	23	22	96%	19	83%	14	61%
GENERAL EDUCATION	23	22	96%	19	83%	14	61%
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
WHITE	22	-	-	-	-	-	-
SMALL GROUP TOTAL	23	22	96%	19	83%	14	61%
FEMALE	9	9	100%	8	89%	7	78%
MALE	14	13	93%	11	79%	7	50%
NON-ENGLISH LANGUAGE LEARNERS	23	22	96%	19	83%	14	61%
ECONOMICALLY DISADVANTAGED	5	4	80%	3	60%	1	20%
NOT ECONOMICALLY DISADVANTAGED	18	18	100%	16	89%	13	72%
NOT MIGRANT	23	22	96%	19	83%	14	61%

NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA) RESULTS (2015 - 16)

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

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2015 - 16)

KINDERGARTEN

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

GRADE 1

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

GRADE 10

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

ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	1,512*	56%*	YES	409	126	99	99
AMERICAN INDIAN OR ALASKA NATIVE	—	—	4	—	—	3	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	6	—	—	2	—	—	—
HISPANIC OR LATINO	—	—	10	—	—	5	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	1	—	—	1	—	—	—
WHITE	NO	NO	1,459*	56%*	YES	395	126	113	113
MULTIRACIAL	—	—	5	—	—	3	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	228*	54%*	YES	61†	69†	61	61
LIMITED ENGLISH PROFICIENT	—	—	2	—	—	2	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	515*	51%*	YES	118	107	83	83

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	1,507*	56%*	406	126
NOT BLACK OR AFRICAN AMERICAN	1,497*	56%*	407	126
NOT HISPANIC OR LATINO	1,491*	56%*	404	126
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	1,510*	56%*	408	125
NOT WHITE	26	—	14	—
NOT MULTIRACIAL	1,502*	56%*	406	126
GENERAL EDUCATION	1,284*	56%*	355	135
ENGLISH PROFICIENT	1,508*	56%*	407	126
NOT ECONOMICALLY DISADVANTAGED	997*	58%*	291	133
MALE	759*	56%*	207	108
FEMALE	753*	56%*	202	144
MIGRANT	0	—	0	—
NOT MIGRANT	1,512*	56%*	409	126

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

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

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

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	1,513*	52%*	YES	395	136	95	95
AMERICAN INDIAN OR ALASKA NATIVE	—	—	4	—	—	3	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	6	—	—	2	—	—	—
HISPANIC OR LATINO	—	—	10	—	—	4	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	1	—	—	1	—	—	—
WHITE	NO	NO	1,460*	52%*	YES	383	137	109	109
MULTIRACIAL	—	—	5	—	—	2	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	229*	50%*	YES	59†	68†	61	61
LIMITED ENGLISH PROFICIENT	—	—	2	—	—	2	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	516*	44%*	YES	104	121	81	81

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	1,508*	52%*	392	136
NOT BLACK OR AFRICAN AMERICAN	1,498*	53%*	393	137
NOT HISPANIC OR LATINO	1,492*	53%*	391	136
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	1,511*	52%*	394	136
NOT WHITE	26	—	12	—
NOT MULTIRACIAL	1,503*	52%*	393	137
GENERAL EDUCATION	1,284*	53%*	344	148
ENGLISH PROFICIENT	1,509*	52%*	393	136
NOT ECONOMICALLY DISADVANTAGED	997*	57%*	291	142
MALE	760*	52%*	192	128
FEMALE	753*	53%*	203	144
MIGRANT	0	—	0	—
NOT MIGRANT	1,513*	52%*	395	136

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

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

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

ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
ALL STUDENTS	NO	NO	520*	53%*	YES	115	191	177	177
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	3	—	—	1	—	—	—
HISPANIC OR LATINO	—	—	5	—	—	3	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	0	—	—	0	—	—	—
WHITE	NO	NO	499*	53%*	YES	109	194	184	184
MULTIRACIAL	—	—	3	—	—	2	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	84*	54%*	YES	46 ^o	172	157	157
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	184*	46%*	YES	36	192	164	164

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	520*	53%*	115	191
NOT BLACK OR AFRICAN AMERICAN	513*	53%*	114	191
NOT HISPANIC OR LATINO	511*	53%*	112	193
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	520*	53%*	115	191
NOT WHITE	11	—	6	—
NOT MULTIRACIAL	515*	52%*	113	192
GENERAL EDUCATION	436*	53%*	95	198
ENGLISH PROFICIENT	520*	53%*	115	191
NOT ECONOMICALLY DISADVANTAGED	336*	56%*	79	191
MALE	252*	55%*	56	189
FEMALE	268*	51%*	59	193
MIGRANT	0	—	0	—
NOT MIGRANT	520*	53%*	115	191

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

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

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

SECONDARY-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

GROUP	MADE AYP	TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	2012 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	131	100%	YES	127	186	165	165
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	2	—	—	2	—	—	—
HISPANIC OR LATINO	—	—	0	—	—	0	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	1	—	—	1	—	—	—
WHITE	YES	YES	128	100%	YES	124	186	174	174
MULTIRACIAL	—	—	0	—	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	—	18	—	—	18	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	YES	—	34	—	YES	33	179	145	145

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

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2012 ACCOUNTABILITY COHORT MEMBERS	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	131	100%	127	186
NOT BLACK OR AFRICAN AMERICAN	129	100%	125	186
NOT HISPANIC OR LATINO	131	100%	127	186
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	130	100%	126	186
NOT WHITE	3	—	3	—
NOT MULTIRACIAL	131	100%	127	186
GENERAL EDUCATION	113	100%	109	193
ENGLISH PROFICIENT	131	100%	127	186
NOT ECONOMICALLY DISADVANTAGED	97	100%	94	188
MALE	75	100%	73	179
FEMALE	56	100%	54	194
MIGRANT	0	—	0	—
NOT MIGRANT	131	100%	127	186

— 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 2012 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

SECONDARY-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	2012 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	YES	131	100%	NO	127	147	150	150
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	2	—	—	2	—	—	—
HISPANIC OR LATINO	—	—	0	—	—	0	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	1	—	—	1	—	—	—
WHITE	NO	YES	128	100%	NO	124	148	161	161
MULTIRACIAL	—	—	0	—	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	—	18	—	—	18	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	YES	—	34	—	YES	33	136	129	129

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

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2012 ACCOUNTABILITY COHORT MEMBERS	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	131	100%	127	147
NOT BLACK OR AFRICAN AMERICAN	129	100%	125	148
NOT HISPANIC OR LATINO	131	100%	127	147
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	130	100%	126	148
NOT WHITE	3	—	3	—
NOT MULTIRACIAL	131	100%	127	147
GENERAL EDUCATION	113	100%	109	154
ENGLISH PROFICIENT	131	100%	127	147
NOT ECONOMICALLY DISADVANTAGED	97	100%	94	151
MALE	75	100%	73	142
FEMALE	56	100%	54	154
MIGRANT	0	—	0	—
NOT MIGRANT	131	100%	127	147

— 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 2012 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

UNWEIGHTED COMBINED ELA AND MATH PIS

GROUP	ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
ALL STUDENTS	126	136	186	147	149
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	—	—	—	—	0
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	—	—	0
WHITE	126	137	186	148	149
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	69	68	—	—	69
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	107	121	179	136	136

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

OVERALL GRADUATION RATE FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

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

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

FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

GROUP	MET GRADUATION-RATE CRITERION:	2011 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
ALL STUDENTS	YES	157	91%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	2	—	—	—
HISPANIC OR LATINO	—	1	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	2	—	—	—
WHITE	YES	151	91%	80%	80%
MULTIRACIAL	—	1	—	—	—
STUDENTS WITH DISABILITIES	—	20	—	—	—
LIMITED ENGLISH PROFICIENT	—	2	—	—	—
ECONOMICALLY DISADVANTAGED	YES	52	90%	80%	80%

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

FIVE-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

GROUP	MET GRADUATION-RATE CRITERION:	2010 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
ALL STUDENTS	YES	172	88%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	2	—	—	—
BLACK OR AFRICAN AMERICAN	—	0	—	—	—
HISPANIC OR LATINO	—	3	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	0	—	—	—
WHITE	YES	166	89%	80%	80%
MULTIRACIAL	—	1	—	—	—
STUDENTS WITH DISABILITIES	—	25	—	—	—
LIMITED ENGLISH PROFICIENT	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	YES	53	85%	80%	80%

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

GRADUATION RATES FOR NON-AYP GROUPS FOR ACCOUNTABILITY

GROUP	FOUR-YEAR GRADUATION-RATE TOTAL COHORT		FIVE-YEAR GRADUATION-RATE TOTAL COHORT	
	2011 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE
NOT AMERICAN INDIAN OR ALASKA NATIVE	157	91%	170	89%
NOT BLACK OR AFRICAN AMERICAN	155	91%	172	88%
NOT HISPANIC OR LATINO	156	91%	169	89%
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	155	91%	172	88%
NOT WHITE	6	—	6	—
NOT MULTIRACIAL	156	91%	171	88%
GENERAL EDUCATION	137	95%	147	93%
ENGLISH PROFICIENT	155	91%	172	88%
NOT ECONOMICALLY DISADVANTAGED	105	91%	119	90%
MALE	86	88%	94	82%
FEMALE	71	94%	78	96%
MIGRANT	0	—	0	—
NOT MIGRANT	157	91%	172	88%

— There were fewer than 30 students in the cohort.

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

Percentage of 2011 Graduation-Rate Total Cohort members who graduated as of August 31, 2015 with:



FISCAL ACCOUNTABILITY SUMMARY (2015 - 16)

INFORMATION ABOUT EXPENDITURE RATIOS (2014 - 15)

(Data are lagged a year.)

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

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

THIS SCHOOL DISTRICT

GENERAL EDUCATION	SPECIAL EDUCATION
INSTRUCTIONAL EXPENDITURES	INSTRUCTIONAL EXPENDITURES
\$15,347,606	\$5,243,147
PUPILS	PUPILS
1,738	238
EXPENDITURES PER PUPIL	EXPENDITURES PER PUPIL
\$8,831	\$22,030

SIMILAR DISTRICT GROUP AVERAGE NEED/RESOURCE CAPACITY

GENERAL EDUCATION	SPECIAL EDUCATION
INSTRUCTIONAL EXPENDITURES	INSTRUCTIONAL EXPENDITURES
\$8,350,687,803	\$3,410,928,067
PUPILS	PUPILS
755,628	108,828
EXPENDITURES PER PUPIL	EXPENDITURES PER PUPIL
\$11,051	\$31,342

ALL SCHOOL DISTRICTS

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$31,780,970,752

PUPILS

2,659,777

EXPENDITURES PER PUPIL

\$11,949

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$13,848,179,596

PUPILS

451,571

EXPENDITURES PER PUPIL

\$30,667

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

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

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

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

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

TOTAL EXPENDITURES PER PUPIL

THIS SCHOOL DISTRICT

\$17,211

SIMILAR DISTRICT GROUP

\$21,471

NY STATE

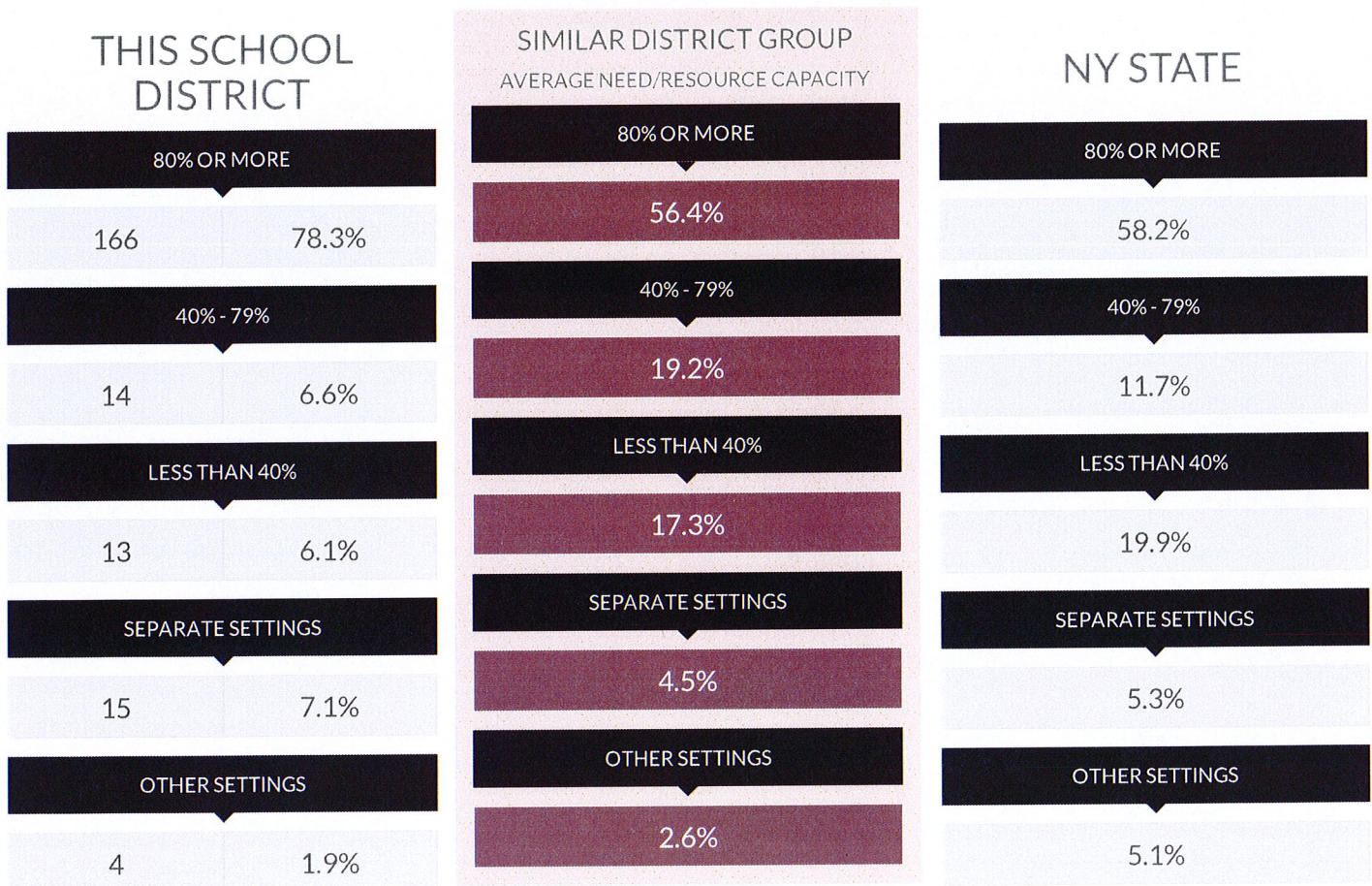
\$22,556

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 (2015 - 16)

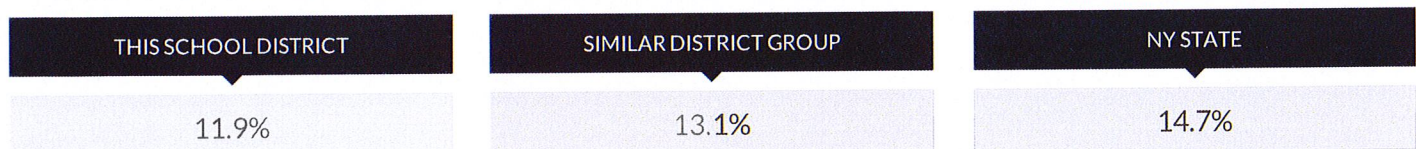
Commissioner's Regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required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

STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)



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

SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE



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

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

Form Due May 8, 2017

2017-2018 Salary Threshold =
\$132,000

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 2017-2018.

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 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 2017-2018 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	149,350	32,662	0

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

140101 - ALDEN CSD

2016-2017 - Page 2
Official - as of 04/12/2017 05:20 PM

	Title	Salary	Employee Benefits	Other Remuneration
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Salary: Administrative Compensation Information

140101 - ALDEN CSD

2016-2017 Claim Year - Page 3
Official - as of 04/12/2017 05:20 PM

Other Supervisory and Administrative Employees Scheduled to Receive \$132,000 or More in Salary

71.	PRIMARY SCHOOL PRINCIPAL	141,884
72.	EDUCATIONAL PROGRAM DIRECTOR - ECCF	139,569
73.	HIGH SCHOOL PRINCIPAL	135,383
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Salary: Administrative Compensation Information

140101 - ALDEN CSD

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2016-2017 Claim Year - Page 4
Official - as of 04/12/2017 05:20
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NYS BOARD OF REAL PROPERTY SERVICES
LOCAL GOVERNMENT EXEMPTION IMPACT REPORT
(for local use only -- not to be filed with NYS Board of Real Property Services)

Date: 3/9/2017

Taxing Jurisdiction: Alden Central #142001

Fiscal Year Beginning: July 1, 2016

Total equalized value in taxing jurisdiction: **\$862,197,663**

TOWN OF ALDEN					
Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Total Equalized Value (Column E)	Percentage of Value Exempted (Column F)
12100	NYS-GENERALLY	RPTL 404(1)	2	130,640,000	15.15
12350	PUBLIC AUTHORITY - STATE	RPTL 412	1	3,000,000	0.35
12450	NYS MED CARE FACILITY FIN AGEN	MC K UCON L 7421	1	220,000	0.03
13100	CO - GENERALLY	RPTL 406(1)	7	74,827,900	8.68
13500	TOWN -GENERALLY	RPTL 406(1)	12	3,166,300	0.37
13510	CEMETERY LAND	RPTL 446	2	65,800	0.01
13650	VG-GENERALLY	RPTL 406(1)	14	2,632,600	0.31
13800	SCHOOL DISTRICT	RPTL 408	4	25,322,600	2.94
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	4,301,900	0.50
21600	RES OF CLERGY RELIG CORP OWN	RPTL 462	2	340,000	0.04
25110	NONPROF CORP- RELIG (CONST PRO)	RPTL 420-a	17	8,111,000	0.94
25120	NONPROF CORP-EDUCL (CONST PRO)	RPTL 420-a	3	482,600	0.06
25130	NONPROF CORP-CHAR (CONST PRO)	RPTL 420-a	1	248,000	0.03
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	6	1,814,300	0.21
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	5	960,400	0.11
28540	NOT FOR PROFIT HOUS CO -HOSTE	RPTL 422	1	400,000	0.05
41120	ALT VET EX-WAR PERIOD-NON COMB	RPTL 458-a	257	1,542,000	0.18
41124	ALT VET EX-WAR PERIOD-NON COMB	RPTL 458-a	22	132,000	0.02
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	167	1,670,000	0.19
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	34	340,000	0.04
41140	ALT VET EX-WAR PERIOD-DISABILITY	RPTL 458-a	58	976,766	0.11
41144	ALT VET EX-WAR PERIOD-DISABILITY	RPTL 458-a	15	215,540	0.02
41400	CLERGY	RPTL 460	1	1,500	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	2	242,310	0.03
41720	AGRICULTURAL DISTRICT	AG-MKTS L305	74	2,775,452	0.32
41730	AGRIC LAND- INDIV NOT IN AG DIS	AG-MKTS L306	2	105,060	0.01
41800	PERSONS AGE 65 OR OVER	RPTL 467	98	7,005,106	0.81
41805	PERSONS AGE 65 OR OVER	RPTL 467	90	3,256,976	0.38
41834	ENHANCED STAR	RPTL 425	661	42,665,291	4.95
41854	BASIC STAR	RPTL 425	1798	54,589,465	6.33
41930	DISABILITIES AND LIMITED INCOME	RPTL 459-c	7	484,019	0.06
41935	DISABILITIES AND LIMITED INCOME	RPTL 459-C	2	71,700	0.01
Totals			3,367	372,606,585	43.22

The exempt amounts do not take into consideration any payments for municipal services.

Amount, if any, attributed to payments in lieu of taxes: \$ 24,851.19
(details contained on RP-495-PILOT)



NYS BOARD OF REAL PROPERTY SERVICES
LOCAL GOVERNMENT EXEMPTION IMPACT REPORT
(for local use only -- not to be filed with NYS Board of Real Property Services)

Date: 3/9/2017

Taxing Jurisdiction: **ALDEN CENTRAL SCHOOL**

Fiscal Year Beginning: **July 1, 2016**

Total equalized value in taxing jurisdiction:

\$59,985,423

TOWN OF LANCASTER

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Total Equalized Value (Column E)	Percentage of Value Exempted (Column F)
13500	TOWN-GENERALLY	RPTL 406(1)	1	\$23,789	0.04
18020	MUNICIPAL INDUSTRIAL DEV AGENCY	RPTL 412-a	3	\$2,256,842	3.76
25110	NONPROF CORP- RELIG (CONST PRO)	RPTL 420-a	2	\$652,631	1.09
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	2	\$655,158	1.09
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	27	\$162,000	0.27
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	15	\$150,000	0.25
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	2	\$20,000	0.03
41140	ALT VET EX-WAR PERIOD-DISABILITY	RPTL 458-a	9	\$148,022	0.25
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	10	\$539,790	0.90
41800	PERSONS AGE 65 OR OVER	RPTL 467	12	\$846,738	1.41
41804	PERSONS AGE 65 OR OVER	RPTL 467	5	\$173,063	0.29
41834	ENHANCED STAR	RPTL 425	54	\$3,545,732	5.91
41854	BASIC STAR 1999-2000	RPTL 425	173	\$5,353,831	8.93
41930	DISABILITIES AND LIMITED INCOME	RPTL 459-c	2	\$115,790	0.19
Totals			317	\$14,643,386	24.41

The exempt amounts do not take into consideration any payments for municipal services.

Amount, if any, attributed to payments in lieu of taxes: \$ 21,948.76
(details contained on RP-495-PILOT)



NYS BOARD OF REAL PROPERTY SERVICES
LOCAL GOVERNMENT EXEMPTION IMPACT REPORT
(for local use only -- not to be filed with NYS Board of Real Property Services)

Date: 3/15/2017

Taxing Jurisdiction: **ALDEN CENTRAL SCHOOL**

Fiscal Year Beginning: **July 1, 2016**

Total equalized value in taxing jurisdiction:

\$133,557,309

TOWN OF MARILLA

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Total Equalized Value (Column E)	Percentage of Value Exempted (Column F)
13500	TOWN-GENERALLY	RPTL 406(1)	2	\$21,628	0.02
41120	ALT VET EX-WAR PERIOD-NON COMB	RPTL 458-a	49	\$300,860	0.23
41124	ALT VET EX-WAR PERIOD-NON COMB	RPTL 458-a	3	\$18,420	0.01
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	26	\$266,058	0.20
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	2	\$20,466	0.02
41140	ALT VET EX-WAR PEIROD-DISABILITY	RPTL 458-a	9	\$173,999	0.13
41400	CLERGY	RPTL 460	1	\$3,488	0.00
41700	AGRICULTURAL - BUILDING	RPTL 483	4	\$97,209	0.07
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	54	\$1,851,007	1.38
41800	PERSONS AGE 65 OR OVER	RPTL 467	29	\$1,900,485	1.42
41834	ENHANCED STAR	RPTL 425	139	\$9,918,332	7.43
41854	BASIC STAR 1999-2000	RPTL 425	346	\$11,924,038	8.93
Totals			664	\$26,495,990	\$19.84

The exempt amounts do not take into consideration any payments for municipal services.

Amount, if any, attributed to payments in lieu of taxes: \$0.00
(details contained on RP-495-PILOT)



RP-495 (9/09)

NYS BOARD OF REAL PROPERTY SERVICES
LOCAL GOVERNMENT EXEMPTION IMPACT REPORT
(for local use only -- not to be filed with NYS Board of Real Property Services)

Date: 3/8/2017Taxing Jurisdiction: **ALDEN CENTRAL SCHOOL**Fiscal Year Beginning: **July 1, 2016**

Total equalized value in taxing jurisdiction:

\$7,280,741**TOWN OF NEWSTEAD**

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Total Equalized Value (Column E)	Percentage of Value Exempted (Column F)
12100	NYS- GENERALLY	RPTL 404(1)	1	\$0	0.000
25230	NONPROF CORP- MORAL/MENTAL IM	RPTL 420-a	1	\$267,005	3.676
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	2	\$12,000	0.165
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	2	\$20,000	0.270
41140	ALT VET EX-WAR PERIOD-DISABILITY	RPTL 458-a	2	\$32,101	0.440
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	5	\$100,804	1.380
41800	PERSONS AGE 65 OR OVER	RPTL 467	1	\$41,675	0.570
41805	PERSONS AGE 65 OR OVER	RPTL 467	3	\$33,106	0.455
41834	ENHANCED STAR	RPTL 425	10	\$435,180	5.980
41854	BASIC STAR 1999-2000	RPTL 425	24	\$506,089	6.950
Totals			51	\$1,447,960	19.89

The exempt amounts do not take into consideration any payments for municipal services.

Amount, if any, attributed to payments in lieu of taxes: \$0.00
(details contained on RP-495-PILOT)



NYS BOARD OF REAL PROPERTY SERVICES
LOCAL GOVERNMENT EXEMPTION IMPACT REPORT
(for local use only -- not to be filed with NYS Board of Real Property Services)

Date: 3/8/2017

Taxing Jurisdiction: **ALDEN CENTRAL SCHOOL**

Fiscal Year Beginning: July 1, 2016

Total equalized value in taxing jurisdiction:

\$33,231,744

TOWN OF DARIEN

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Total Equalized Value (Column E)	Percentage of Value Exempted (Column F)
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	2	\$26,083	0.08
41120	ALT VET EX-WAR PERIOD NON-COMB	RPTL 458-a	10	\$61,860	0.18
41130	ALT VET EX-WAR PERIOD COMBAT	RPTL 458-a	7	\$72,163	0.21
41140	ALT VET EX-WAR PERIOD DISABILITY	RPTL 458-a	2	\$29,067	0.08
41700	AGRICULTURAL BUILDING	RPTL 483	1	\$5,155	0.01
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	17	\$517,136	1.49
41804	PERSONS AGE 65 OR OVER	RPTL 467	2	\$131,083	0.38
41805	PERSONS AGE 65 OR OVER	RPTL 467	1	\$43,608	0.13
41834	ENHANCED STAR AGE	RPTL 425	23	\$1,500,988	4.34
41854	BASIC STAR 1999-2000	RPTL 425	106	\$3,278,368	9.47
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	\$71,582	0.21
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	1	\$11,856	0.03
Totals			173	5,748,949	16.61

The exempt amounts do not take into consideration any payments for municipal services.

Amount, if any, attributed to payments in lieu of taxes: **\$0.00**
(details contained on RP-495-PILOT)



NYS BOARD OF REAL PROPERTY SERVICES
LOCAL GOVERNMENT EXEMPTION IMPACT REPORT
(for local use only -- not to be filed with NYS Board of Real Property Services)

Date: 3/9/2017

Taxing Jurisdiction: **ALDEN CENTRAL SCHOOL**

Fiscal Year Beginning: **July 01, 2016**

Total equalized value in taxing jurisdiction:

\$30,737,007

TOWN OF BENNINGTON

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Total Equalized Value (Column E)	Percentage of Value Exempted (Column F)
13500	TOWN-GENERALLY	RPTL 406(1)	1	\$67,778	0.22
41120	ALT VET EXWAR PERIOD-NON-COMB	RPTL 458-a	14	\$84,000	0.27
41130	ALT VET EXWAR PERIOD COMBAT	RPTL 458-a	8	\$80,000	0.26
41140	ALT VET EXWAR PERIOD-DISABILITY	RPTL 458-a	5	\$87,911	0.29
41300	PARAPLEGIC VETS	RPTL 458(3)	1	\$264,222	0.86
41400	CLERGY	RPTL 460	2	\$6,666	0.02
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	2	\$76,524	0.25
41800	PERSONS AGE 65 OR OVER	RPTL 467	1	\$50,000	0.16
41804	PERSONS AGE 65 OR OVER	RPTL 467	7	\$500,913	1.63
41834	ENHANCED STAR AGE	RPTL 425	36	\$2,319,463	7.55
41854	BASIC STAR 1999-2000	RPTL 425	89	\$2,670,000	8.69
Totals			166	\$6,207,477	20.20

The exempt amounts do not take into consideration any payments for municipal services.

Amount, if any, attributed to payments in lieu of taxes: **\$0.00**
(details contained on RP-495-PILOT)