

COPIAGUE PUBLIC SCHOOLS

PROPOSED BUDGET

2015-2016

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- ❖ The report cards are available from the New York State Education Department. Visit their website at: <http://www.p12.nysed.gov/irs/reportcard/> for their latest information.
- ❖ More information can be found on the **district website:** www.copiague.k12.ny.us

COPIAGUE UNION FREE SCHOOL DISTRICT

BUDGET DEVELOPMENT MISSION STATEMENT

The Copiague School District believes that we exist to serve the needs of our community of learners. Each student is unique and comes to us a learner. The district's mission is to provide instruction, programs, strategies and challenges in a caring, positive learning environment. The budget development process will support the goals of the Board of Education which reflect the vision, philosophy, and beliefs of our district and community. Through sound fiscal management and strategic planning the following goals will be realized:

BUDGET GOALS 2015-2016

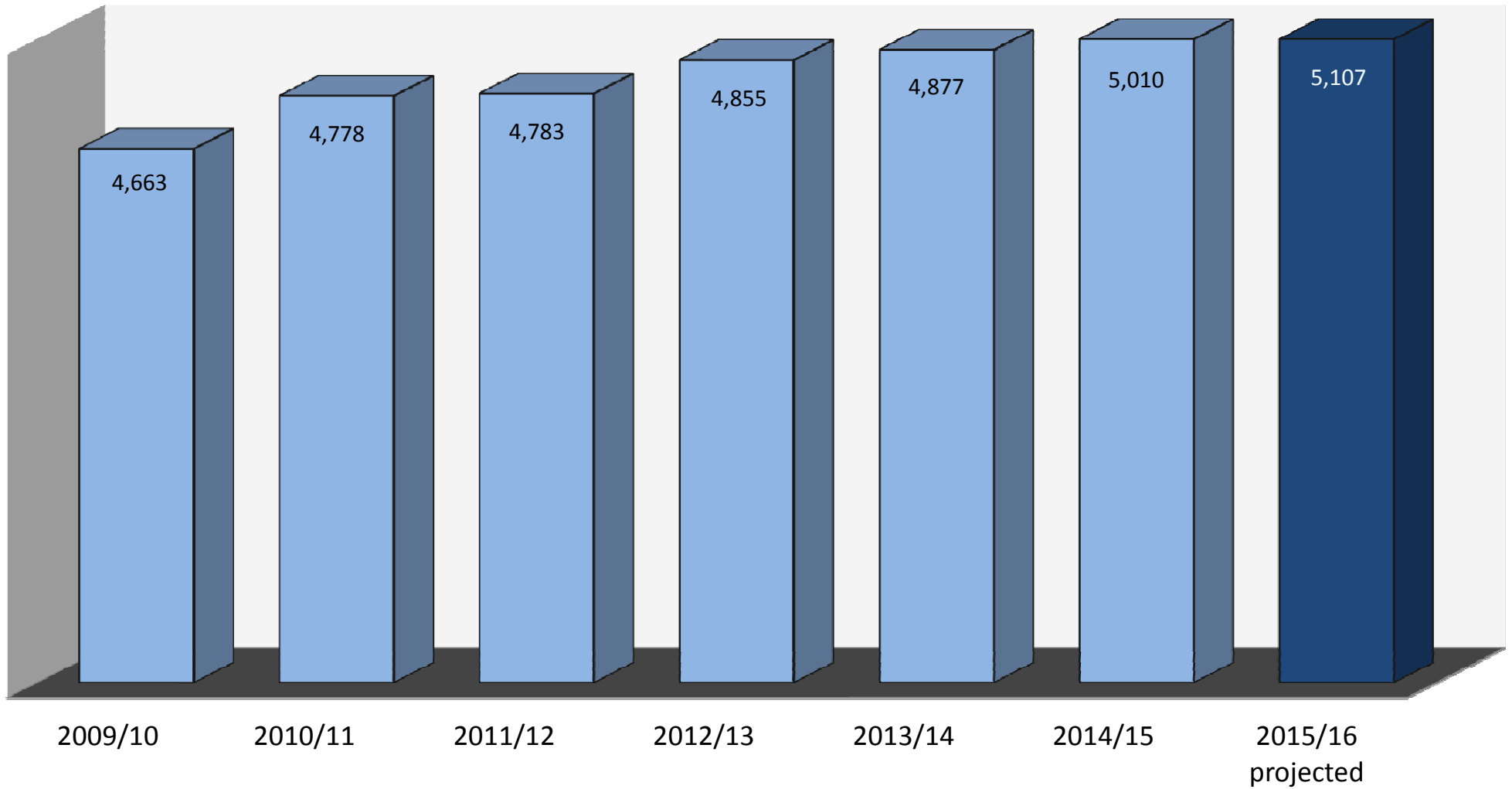
- Provide an Expenditure and Revenue Plan that is student centered which is focused on increased achievement.
- Support a Staff Development Plan consistent with the Copiague School District Plan for professional development to ensure that classroom strategies and practices are aligned with New York State Standards and Assessments.
- Support a staffing plan that ensures all children meet or exceed the New York State Learning Standards.
- Continue to implement the District's Technology Plan.
- Provide facilities for students, employees, and the community that are safe, well maintained and conducive to the activities of the district.
- Continue the review of existing Instructional Programs, Administrative Support Services, and all co-curricular and inter-scholastic activities to evaluate equity and efficiency in determining their continuation or modification.
- Actively seek out new revenue sources and implement cost containment strategies to minimize the tax burden and broaden student programming.
- Where possible, begin the process of rebuilding Fund Balance/Reserves.
- Total budgetary and tax rate increase will be in line with Board of Education and community expectations.
- Present a budget for voter approval that:
 - Provides full disclosure
 - Is easy to understand
 - Is free from error
 - Is sensitive to the needs of our District residents

COPIAGUE PUBLIC SCHOOLS

II. TREND DATA

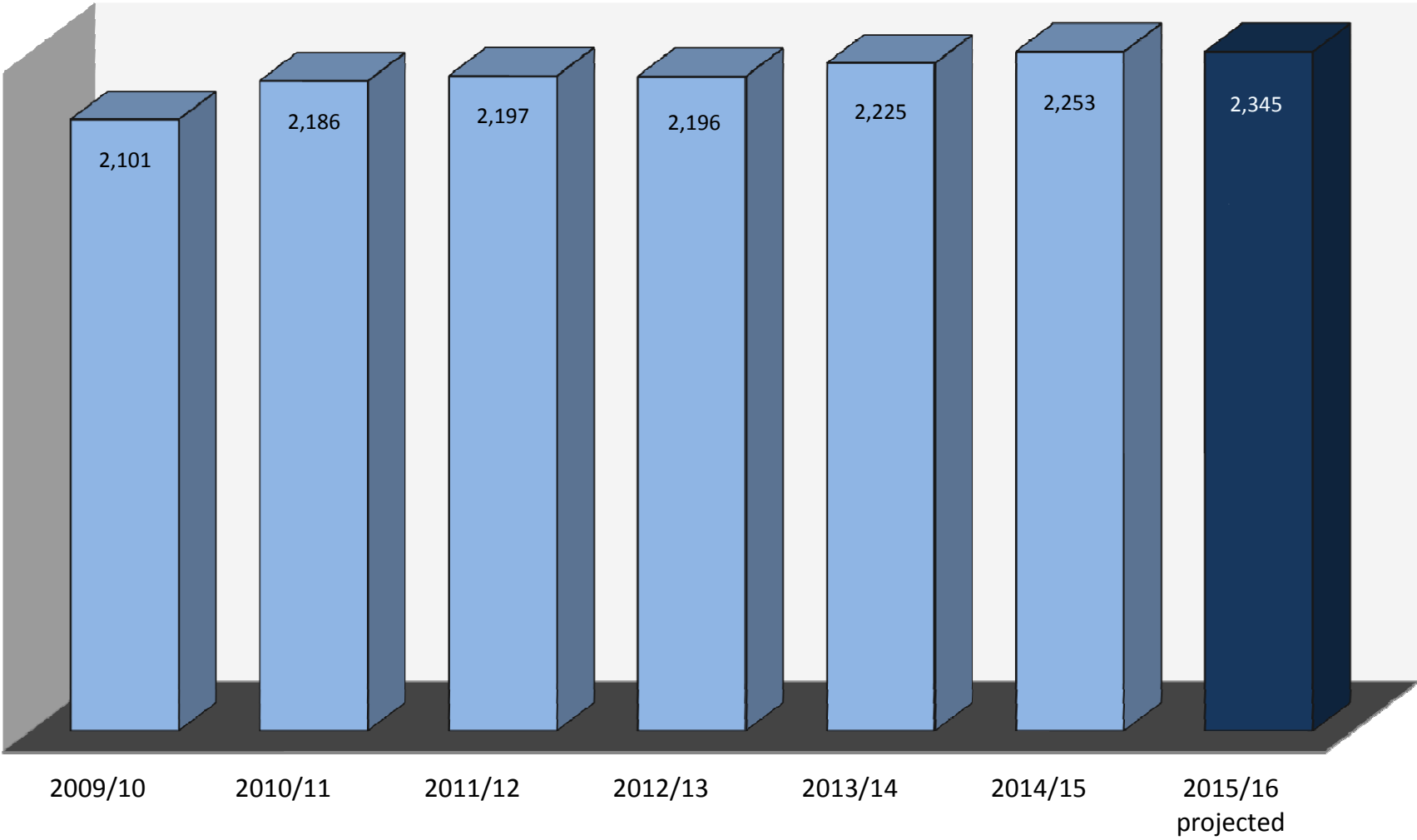
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IN-DISTRICT ENROLLMENT



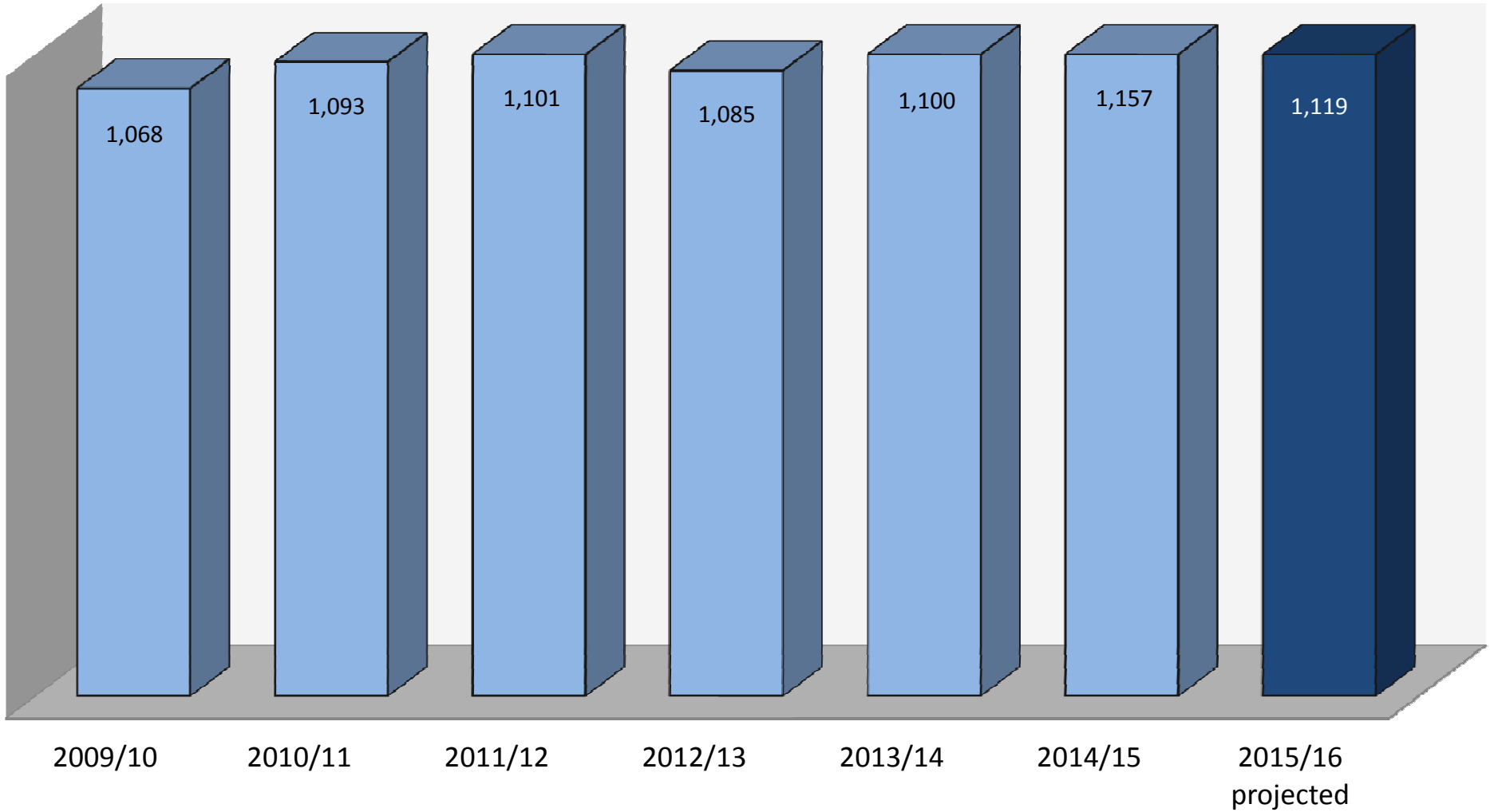
Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. (Projected data is as of March 1st)

ELEMENTARY ENROLLMENT



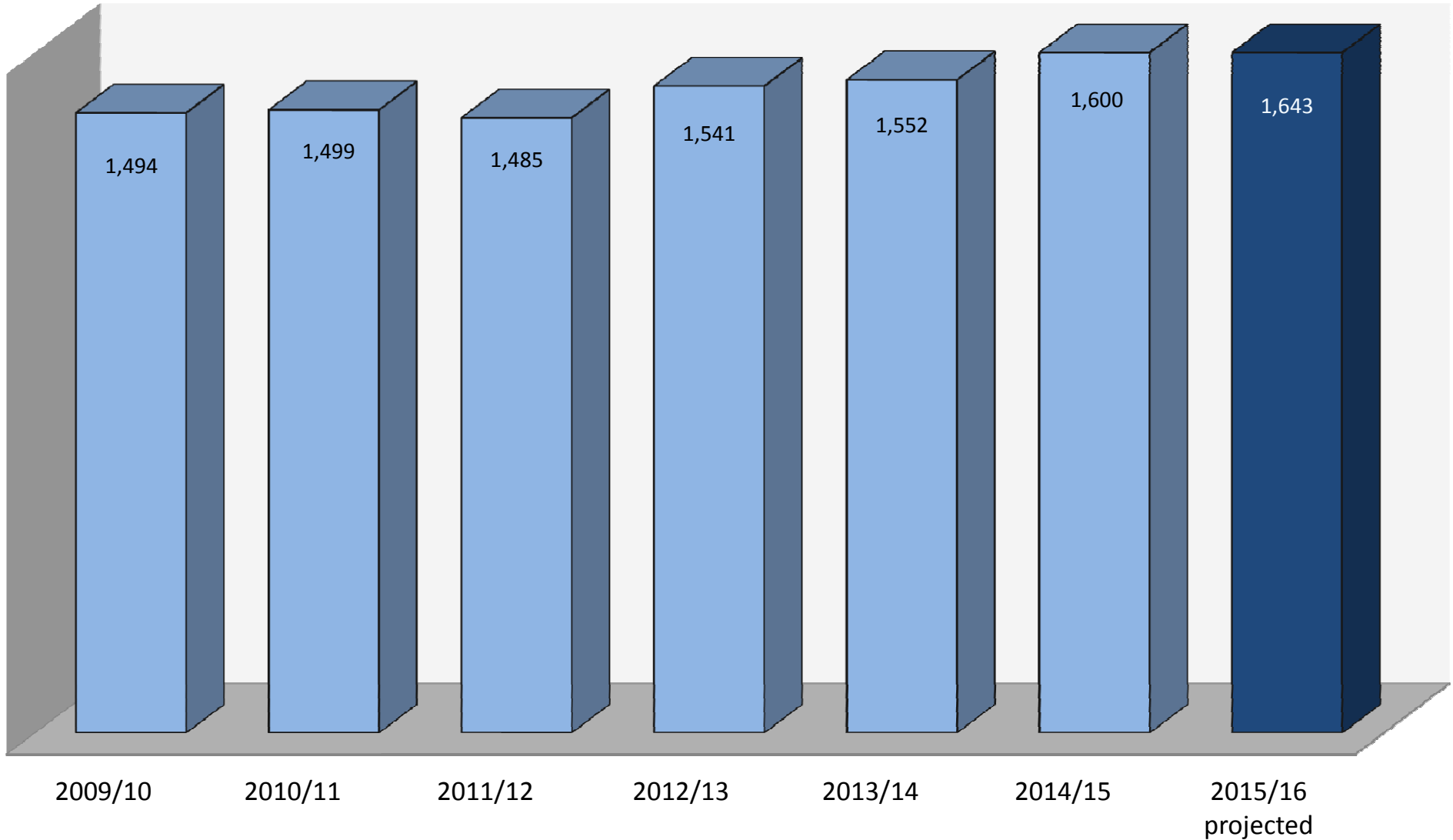
Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. (Projected data is as of March 1st)

MIDDLE SCHOOL ENROLLMENT



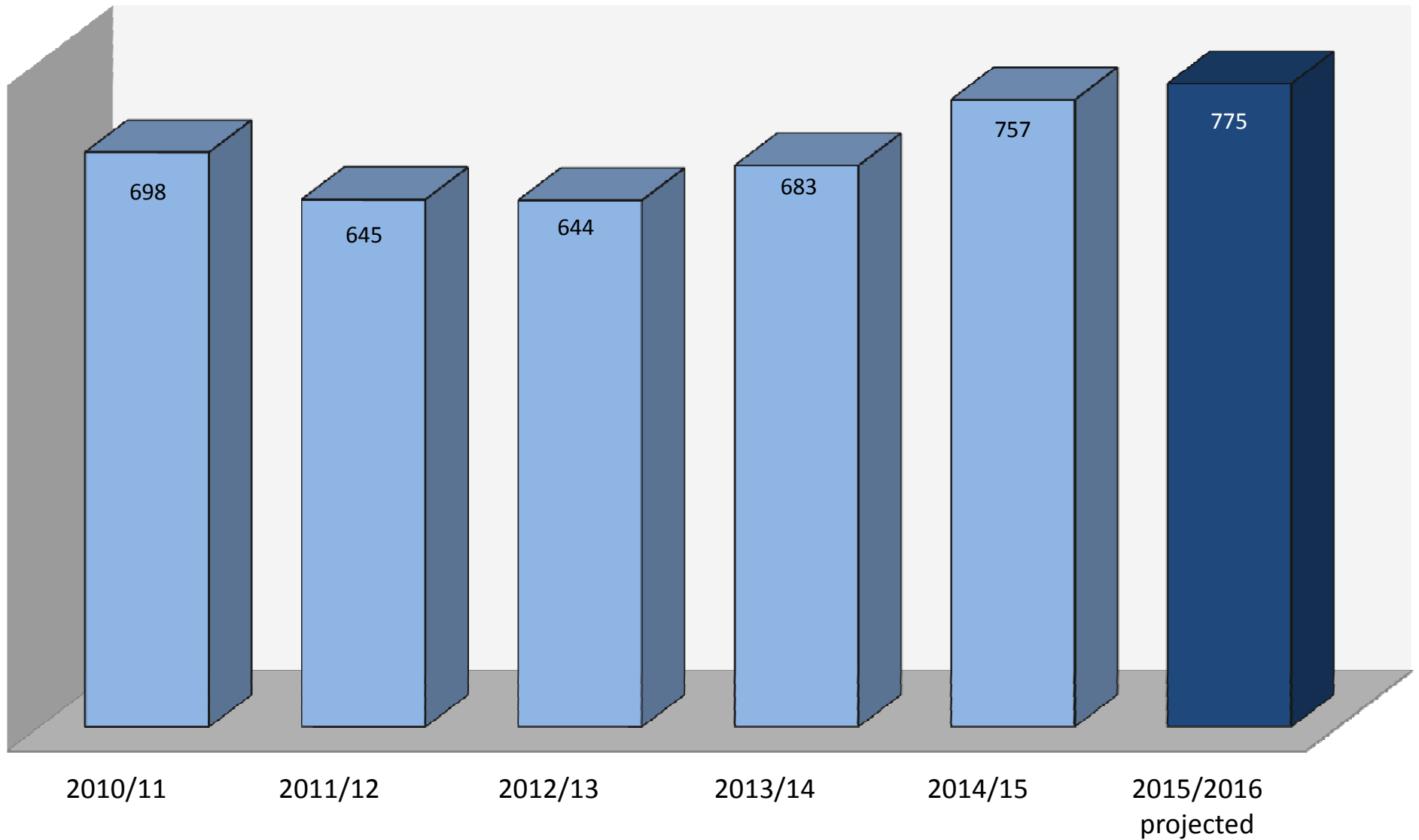
Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. (Projected data is as of March 1st)

HIGH SCHOOL ENROLLMENT



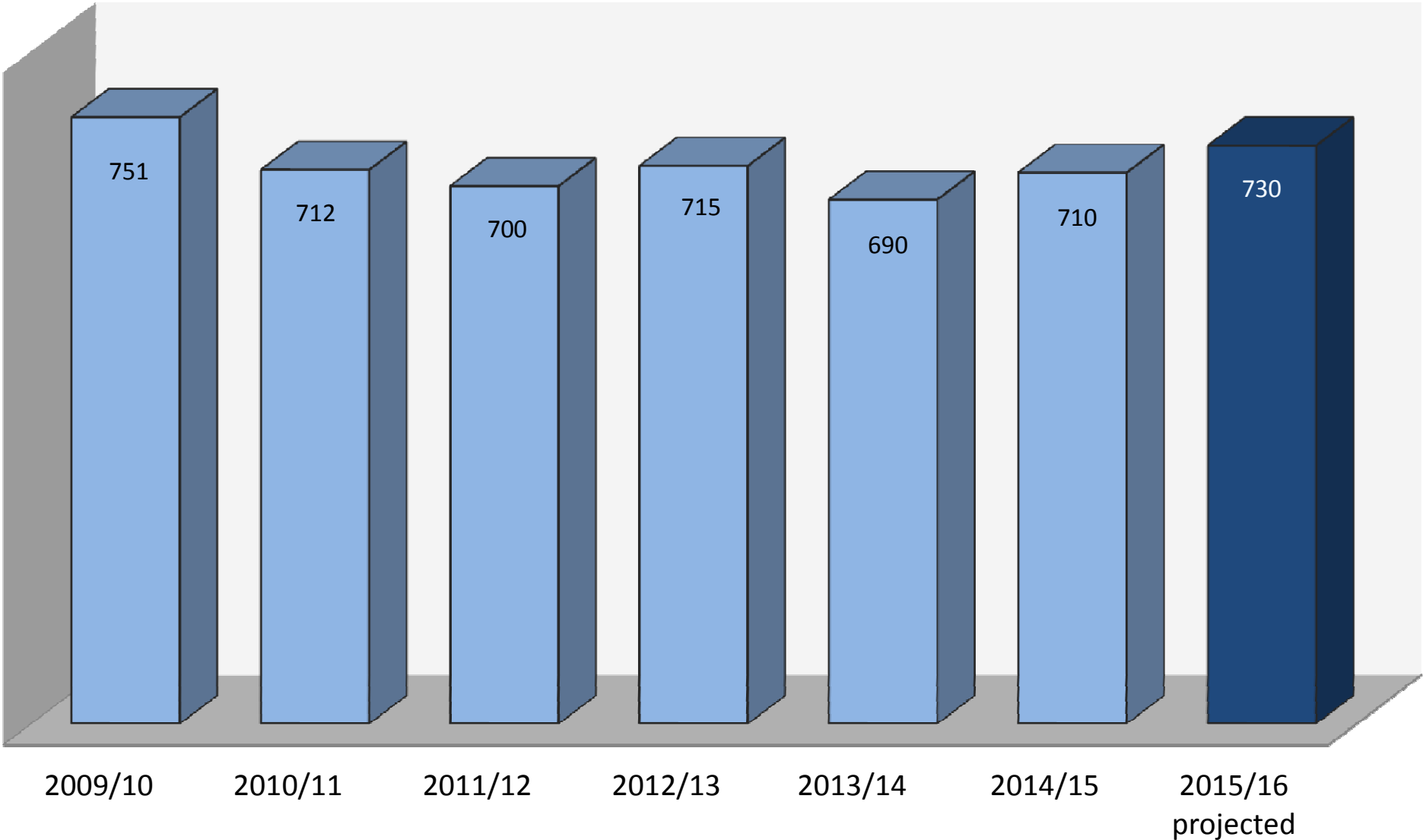
Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. (Projected data is as of March 1st)

ESL/BILINGUAL ENROLLMENT



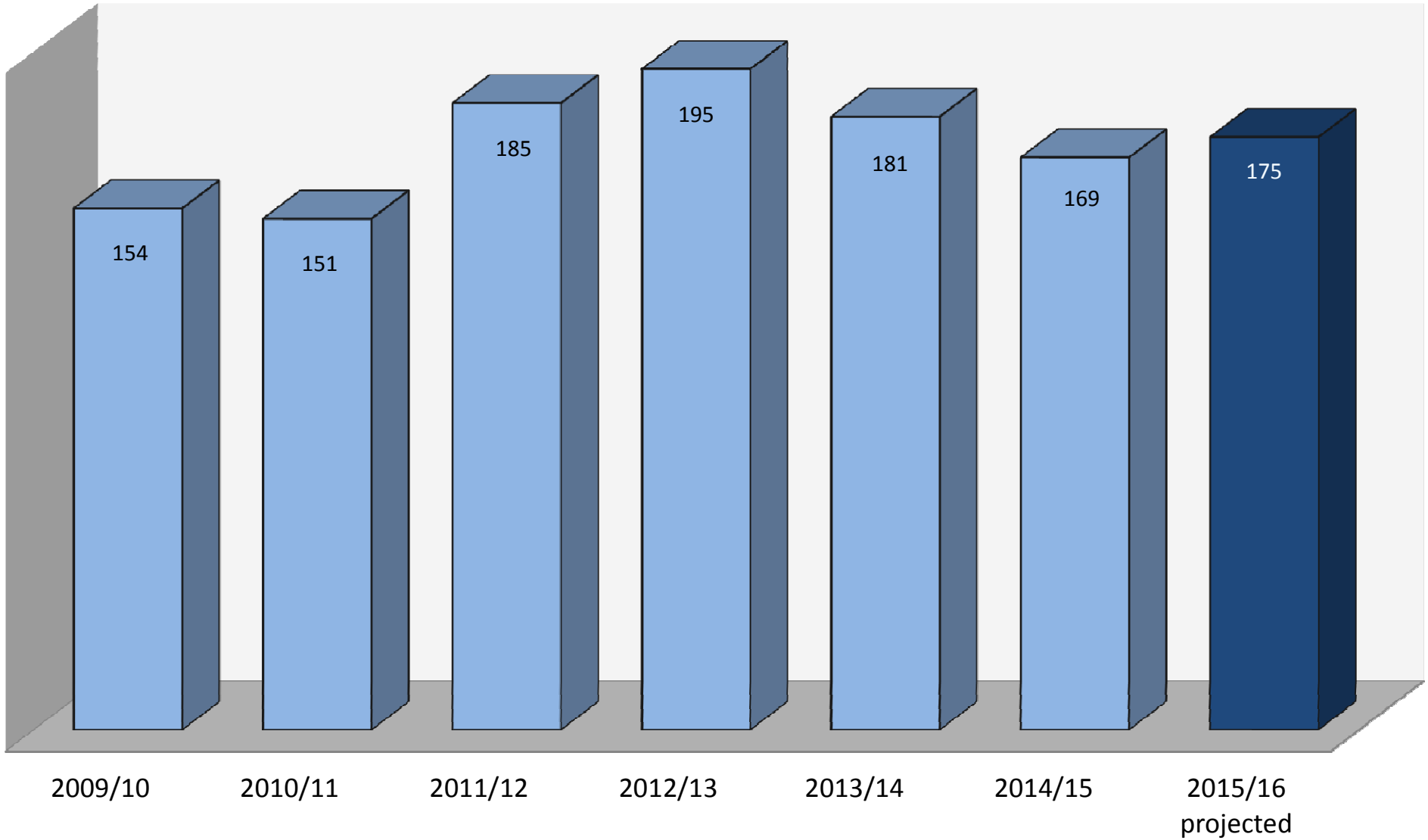
ESL/Bilingual enrollment numbers are from March 1st data within the given school year.

SPECIAL EDUCATION CLASSIFIED STUDENTS



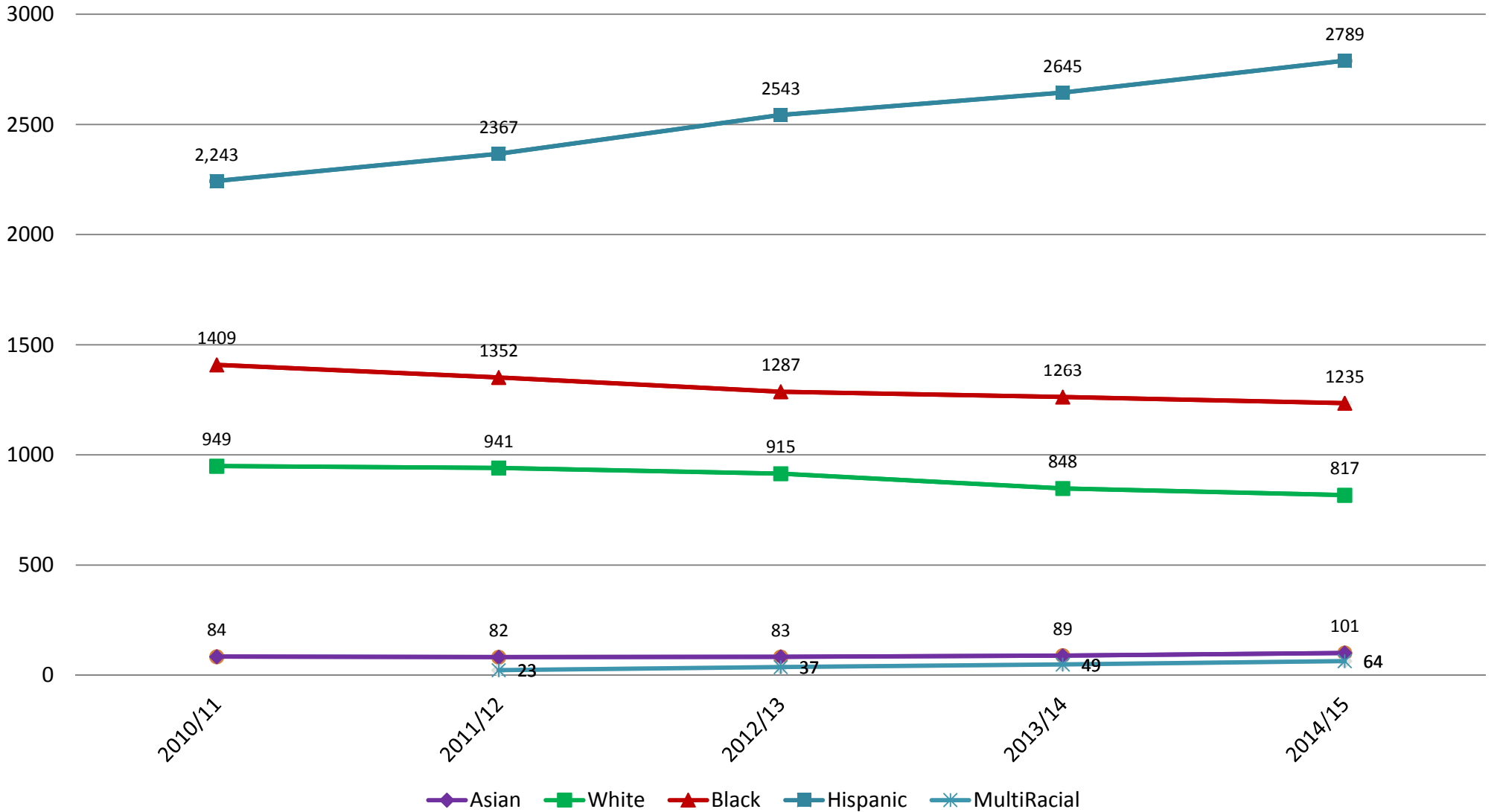
Special Education Classified Students numbers are from March 1st data within the given school year.

SPECIAL EDUCATION POPULATION ATTENDING BOCES PROGRAMS ALL GRADES



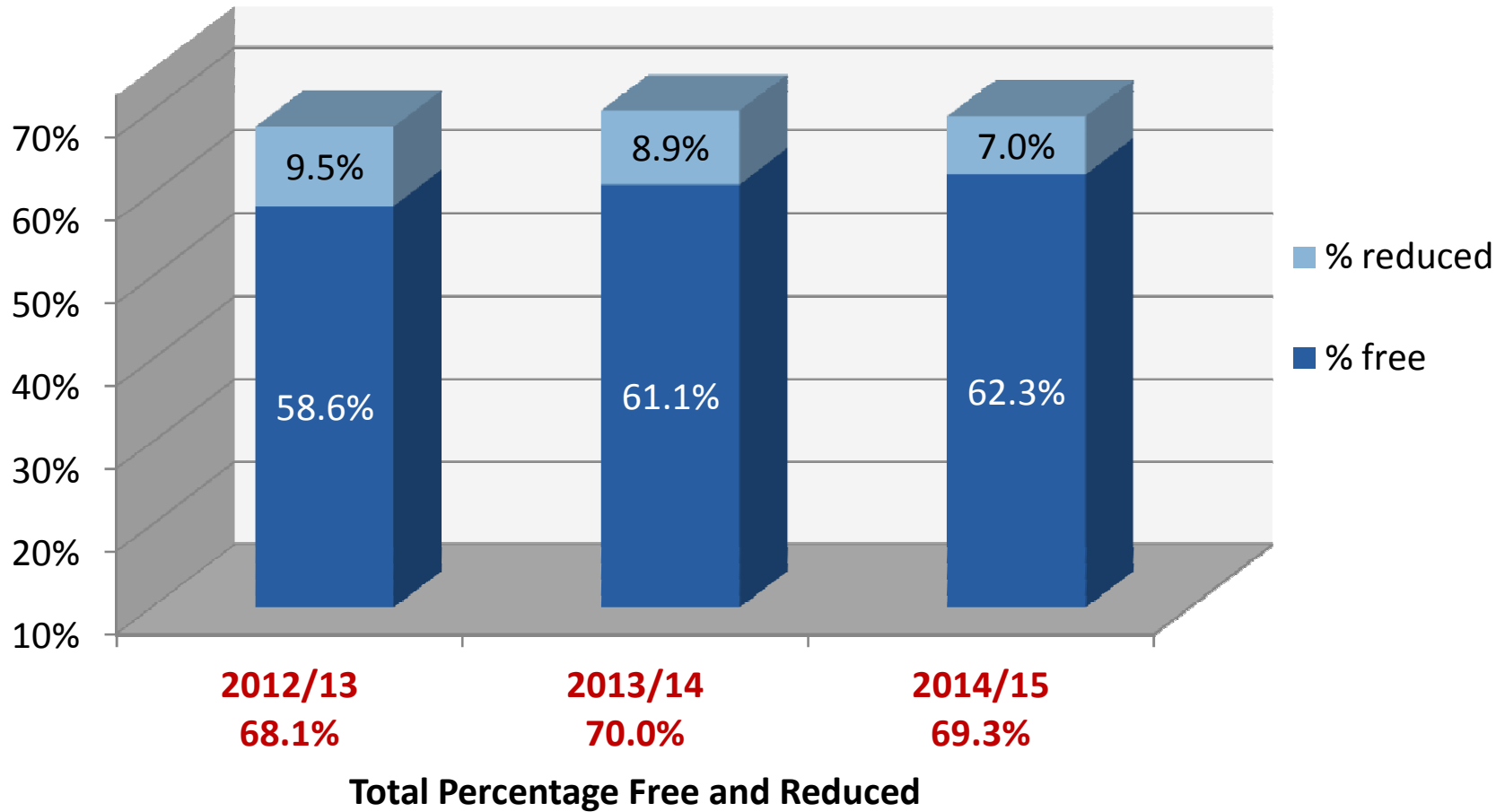
Special Education Population Attending BOCES Programs numbers are from March 1st data within the given school year.

COPIAGUE SCHOOL IN-DISTRICT DEMOGRAPHICS
 (Students attending schools within the District)



Data for 2011-12 forward is taken on or close to BEDS day (1st Wednesday in October)

Free and Reduced Lunch Trends



Free and Reduced Lunch Trend numbers are from March 1st data within the given school year.

Copiague Public Schools
General Fund Budget Expenditures
Summary

Budget Component	2013-14 BUDGET	2014-15 BUDGET	2015-16 BUDGET	Increase (Decrease) Amount
ADMINISTRATIVE	8,085,231	8,381,465	8,844,326	462,861
PROGRAM	88,266,458	90,731,807	92,909,530	2,177,723
CAPITAL	10,550,867	10,504,801	10,724,538	219,738
TOTALS	106,902,556	109,618,073	112,478,394	2,860,321

<u>Budget to Budget Comparison</u>	<u>2014-15</u>	<u>2015-16</u>
Yearly Amount Change	2,715,517	2,860,321
Yearly Percent Change	2.53%	2.61%

**Copiague Public Schools
Administrative Expenditures**

Budget Code	Function Description	2013-14 BUDGET	2014-15 BUDGET	2015-16 BUDGET	Increase (Decrease)
1010	BOARD OF EDUCATION	13,410	13,410	14,600	1,190
1040	DISTRICT CLERK	1,665	1,400	1,200	(200)
1060	DISTRICT MEETING (VOTE)	10,475	13,475	19,475	6,000
1240	SUPERINTENDENT OFFICE	376,031	389,065	373,691	(15,374)
1310	BUSINESS & FINANCE	599,689	619,517	629,239	9,722
1320	AUDITING	195,000	195,000	195,000	0
1325	TREASURER	8,000	8,000	7,000	(1,000)
1345	PURCHASING	10,800	11,000	11,000	0
1420	LEGAL	28,000	28,000	28,000	0
1430	HUMAN RESOURCES	417,355	438,760	448,449	9,689
1460	RECORDS MANAGEMENT	-	-	-	-
1480	PUBLIC INFORMATION SERVICES	97,422	98,583	97,500	(1,083)
1670	CENTRAL PRINTING AND MAILING	203,000	199,600	201,726	2,126
1680	CENTRAL DATA PROCESSING	332,273	387,273	487,500	100,227
1910	PROPERTY AND CASUALTY INSURANCE	350,000	385,000	395,000	10,000
1920	SCHOOL ASSOCIATION DUES	31,000	31,000	32,000	1,000
1930	JUDGEMENT AND CLAIMS				
1980	MTA PAYROLL TAX	-	500	-	(500)
1981	ADMIN, CAPITAL, RENTAL CHARGE-BOCES	350,069	357,263	368,166	10,903
2010	CURRICULUM	328,827	358,003	333,904	(24,099)
2020	SUPERVISION - REGULAR SCHOOLS	2,892,426	2,988,709	3,138,720	150,011
2040	STUDENT SERVICES OFFICE	3,500	3,000	2,000	(1,000)
2060	RESEARCH, PLANNING AND EVALUATION	91,641	66,641	67,500	859
9010	STATE RETIREMENT (CIVIL SERVICE)	275,063	256,796	322,626	65,830
9020	TEACHERS RETIREMENT (INSTRUCTION)	329,444	376,875	361,028	(15,847)
9030	SOCIAL SECURITY (FICA)	376,326	385,608	400,286	14,678
9040	WORKMEN'S COMPENSATION	56,100	59,500	48,000	(11,500)
9045	LIFE INSURANCE	5,040	5,040	10,400	5,360
9050	UNEMPLOYMENT	20,000	20,000	15,000	(5,000)
9055	DISABILITY INSURANCE	7,000	6,500	8,840	2,340
9060	HEALTH INSURANCE	616,175	614,946	776,976	162,030
9065	DENTAL INSURANCE	59,500	63,000	49,500	(13,500)
TOTALS		8,085,231	8,381,465	8,844,326	462,861

OBJECT CODE OF THE EXPENSES

- .1000 = SALARIES
- .2000 = EQUIPMENT
- .4000 = CONTRACTUAL
- .5000 = SUPPLIES
- .6000 = DEBT PRINCIPAL
- .7000 = DEBT INTEREST
- .8000 = EMPLOYEE BENEFITS

**Copiague Public Schools
Program Expenditures - Summary**

Budget Code	Function Description	2013-14 BUDGET	2014-15 BUDGET	2015-16 BUDGET	Increase (Decrease)
1420	LEGAL	52,000	52,000	52,000	0
2070	INSERVICE TRAINING - INSTRUCTION	40,800	70,014	178,772	108,758
2110	TEACHING - REGULAR SCHOOLS	30,525,442	31,080,087	32,208,600	1,128,513
2250	STUDENTS WITH DISABILITIES	21,163,513	21,907,072	23,069,611	1,162,539
2280	OCCUPATIONAL EDUCATION	1,960,050	1,736,654	1,516,200	(220,454)
2330	TEACHING - SUMMER SCHOOL/ADULT ED	291,500	259,000	251,500	(7,500)
2610	SCHOOL LIBRARY AND AUDIOVISUAL	596,448	563,366	418,696	(144,670)
2630	COMPUTER ASSISTED INSTRUCTION	1,942,169	1,860,622	1,916,556	55,934
2805	ATTENDANCE	223,399	234,935	236,513	1,578
2810	GUIDANCE SERVICES	1,504,834	1,460,826	1,449,239	(11,587)
2815	HEALTH SERVICES	726,942	737,992	750,710	12,718
2820	PSYCHOLOGY SERVICES	275,299	521,133	659,469	138,336
2825	SOCIAL WORK SERVICES	450,157	532,547	561,566	29,019
2850	CO-CURRICULAR ACTIVITIES	250,354	259,077	264,190	5,113
2855	INTERSCHOLASTIC ATHLETICS	959,876	969,518	990,746	21,228
5510	DISTRICT TRANSPORTATION SERVICES	228,683	227,039	238,913	11,874
5540	CONTRACTED TRANSPORTATION	9,548,032	9,692,487	10,383,827	691,340
9010	STATE RETIREMENT (CIVIL SERVICE)	467,606	436,554	334,575	(101,979)
9020	TEACHERS RETIREMENT (INSTRUCTION)	6,259,436	7,160,629	5,656,103	(1,504,526)
9030	SOCIAL SECURITY (FICA)	3,123,509	3,200,546	3,282,344	81,798
9040	WORKMEN'S COMPENSATION	217,800	231,000	176,000	(55,000)
9045	LIFE INSURANCE	33,600	33,600	39,000	5,400
9050	UNEMPLOYMENT	160,000	160,000	130,500	(29,500)
9055	DISABILITY INSURANCE	57,400	53,300	57,120	3,820
9060	HEALTH INSURANCE	6,546,858	6,533,810	7,251,780	717,970
9065	DENTAL INSURANCE	335,750	355,500	369,000	13,500
9080	NON-CASH EMPLOYEE BENEFITS	125,000	187,500	236,000	48,500
9901	TRANSFER TO SPECIAL AID FUND	200,000	215,000	230,000	15,000
9902	TRANSFER TO DEBT SERVICE FUND	-	-	-	-
TOTALS		88,266,458	90,731,807	92,909,530	2,177,723

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**Copiague Public Schools
Capital Expenditures - Summary**

Budget Code	Function Description	2013-14 BUDGET	2014-15 BUDGET	2015-16 BUDGET	Increase (Decrease)
1620	BUILDINGS & GROUNDS	5,479,912	5,440,312	5,467,694	27,382
1621	DISTRICT SECURITY	1,316,938	1,346,886	1,384,512	37,626
1930	JUDGEMENT AND CLAIMS	-	-	500	500
9010	STATE RETIREMENT (CIVIL SERVICE)	632,644	590,632	537,710	(52,922)
9020	TEACHERS RETIREMENT (INSTRUCTION)	-	-	-	-
9030	SOCIAL SECURITY (FICA)	263,428	269,925	320,229	50,304
9040	WORKMEN'S COMPENSATION	56,100	59,500	176,000	116,500
9045	LIFE INSURANCE	3,360	3,360	2,600	(760)
9050	UNEMPLOYMENT	20,000	20,000	4,500	(15,500)
9055	DISABILITY INSURANCE	5,600	5,200	2,040	(3,160)
9060	HEALTH INSURANCE	539,153	538,078	604,315	66,237
9065	DENTAL INSURANCE	29,750	31,500	31,500	0
9710	SERIAL BOND - COPIAGUE LIBRARY	287,132	275,782	269,294	(6,488)
9711	SERIAL BOND - SCHOOLS	1,591,850	1,598,625	1,598,644	19
9731	BOND ANTICIPATION NOTES	-	-	-	-
9760	TAN (TAX ANTICIPATION NOTE)	325,000	325,000	325,000	0
TOTALS		10,550,867	10,504,801	10,724,538	219,738

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Administrative

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 1010-4000
FUNCTION: Board of Education
OBJECT: Contractual Expenses

	2012-13	2013-14	2014-15	2015-16
BUDGET	12,810	12,810	12,810	14,000
ACTUAL	12,766	13,521		

Includes: Expenditures by the Board of Education for items other than supply and equipment purchases.

Workshops & conferences for Board of Education members.

1010-4000-91

1010-4900-91

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 1010-5000
FUNCTION: Board of Education
OBJECT: Materials and Supplies

	2012-13	2013-14	2014-15	2015-16
BUDGET	600	600	600	600
ACTUAL	362	577		

Includes: Supplies used by the Board of Education in the conduct of Board meetings and by individual Board members for the conduct of Board of Education business.

Office Supplies and Student Commendations

1010-5000-91

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 1040-1600
FUNCTION: District Clerk
OBJECT: Salaries

	2012-13	2013-14	2014-15	2015-16
BUDGET	-	-	-	-
ACTUAL	-	-		

Includes: The District Clerk was employed on a full time basis for the purpose of recording the minutes of the Board of Education meetings, running District elections, maintaining certain official files, and preparing correspondence for Officers of the Board. The position was combined with Secretary to Superintendent in 2010-11.

1040-1600-91

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 1040-4000
FUNCTION: District Clerk
OBJECT: Contractual Expenses

	2012-13	2013-14	2014-15	2015-16
BUDGET	1,000	1,000	700	500
ACTUAL	1,286	301		

Includes: Cost of conferences and travel for staff development of the District Clerk.

1040-4000-91

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 1040-5000
FUNCTION: District Clerk
OBJECT: Supplies

	2012-13	2013-14	2014-15	2015-16
BUDGET	665	665	700	700
ACTUAL	714	656		

Includes: Cost of supplies associated with the District Clerk function.

1040-5000-91

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 1060-4000
FUNCTION: District Meeting
OBJECT: Contractual Expenses

	2012-13	2013-14	2014-15	2015-16
BUDGET	10,000	10,000	13,000	19,000
ACTUAL	7,477	7,523		

Includes: Expenses for services and items used in the conduct of the annual District vote such as legal notices in newspapers, set-up of voting machines and Election Official expenses.

2014-15 and 2015-16 added cost for Capital Project Vote & possible move away from lever voting machines

1060-4000-91

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 1060-5000
FUNCTION: District Meeting (Vote)
OBJECT: Supplies

	2012-13	2013-14	2014-15	2015-16
BUDGET	475	475	475	475
ACTUAL	120	235		

Includes: Cost of supplies used in preparing for and conducting the annual District vote.

1060-5000-91

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 1240-1000
FUNCTION: Chief School Administrator
OBJECT: Salaries

	2012-13	2013-14	2014-15	2015-16
BUDGET	360,612	360,931	373,965	358,591
ACTUAL	356,361	370,235		

Includes: Salary for the Superintendent of Schools and clerical personnel assigned to the office of the Superintendent.

Staffing:	
1 - Superintendent of Schools	240,285
1.5 - Clerical Staff (.5 clerical is shared with A1430, Human Resources)	112,306
Substitutes/Overtime	6,000
Total	358,591

Note: Total can increase due to reimbursement of unused vacation days

- 1240-1500-85
- 1240-1600-85
- 1240-1690-90

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 1240-4000
FUNCTION: Chief School Administrator
OBJECT: Contractual Expenses

	2012-13	2013-14	2014-15	2015-16
BUDGET	13,600	13,600	13,600	13,600
ACTUAL	11,407	11,239		

Includes: Expenditures for items other than supplies and materials necessary for the operation of the office of the Superintendent.

Memberships:	
NYSCSS, ASCD, MASLA, AASPA, NASPA, SCSSA, LEAF	5,000
Administrative Workshops	1,450
Consultant/Facilitator for staff development (as needed)	-
Conferences and Travel	5,200
Professional publications	1,950
Total	<u><u>13,600</u></u>

1240-4000-90

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 1240-5000
FUNCTION: Chief School Administrator
OBJECT: Materials and Supplies

	2012-13	2013-14	2014-15	2015-16
BUDGET	1,500	1,500	1,500	1,500
ACTUAL	1,643	1,828		

Includes: Materials and supplies used in the operation of the office of the Superintendent.

1240-5000-90

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 1310-1000
FUNCTION: Business Administration
OBJECT: Salaries

	2012-13	2013-14	2014-15	2015-16
BUDGET	576,909	530,189	559,017	568,739
ACTUAL	643,779	545,989		

Includes: Salaries of personnel assigned to the Business Office of the District's Central Administration.

65% Assistant Superintendent of Finance & Operations (35% is charged to pupil transportation - supervisory function A5510)	138,705
1 - Accountant, 1 - Principal Account Clerk, 4- Senior Account Clerks, 1-Senior Clerk Typist	416,034
Substitutes/Overtime	14,000
Cost decrease in 2013/14 due to retirement of Account Clerk	
Total	<u><u>568,739</u></u>

Note: Total can increase due to reimbursement of unused personal/vacation days

1310-1500-85
 1310-1600-85
 1310-1690-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 1310-2000
FUNCTION: Business Administration
OBJECT: Equipment

	2012-13	2013-14	2014-15	2015-16
BUDGET	1,100	-	-	-
ACTUAL	5,528	-		

Includes: No equipment requested this year. In 2012-13 the District purchased a high speed folding machine to assist with District mailings.

1310.2000.89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 1310-4000
FUNCTION: Business Administration
OBJECT: Contractual Expenses

	2012-13	2013-14	2014-15	2015-16
BUDGET	62,500	62,500	54,500	54,500
ACTUAL	74,421	43,038		

Includes: Expenses for items other than equipment and supplies used in the operation of the Business Office.

Memberships (ASBO, GFOA, NYSNA, SAMPO), repairs,
mileage, microfilming, workshops and conferences 20,000
BOCES services: 34,500
State Aid Planning, 125 Plan Administration, Risk Management Services

Total 54,500

1310-4000-89

1310-4900-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 1310-5000
FUNCTION: Business Administration
OBJECT: Materials and Supplies

	2012-13	2013-14	2014-15	2015-16
BUDGET	7,000	7,000	6,000	6,000
ACTUAL	3,766	2,735		

Includes: The purchase of supplies and computer supplies used in the Business Office.

1310-5000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 1320-4000
FUNCTION: Auditing
OBJECT: Contractual Expenses

	2012-13	2013-14	2014-15	2015-16
BUDGET	190,000	195,000	195,000	195,000
ACTUAL	181,198	192,637		

Includes: Fees paid for Auditing services, including the annual examination of the District's records and special financial consultant services.

Estimate:	State Aid Recovery Audits	56,500
	Annual External Audit	49,000
	Internal Audit Contract	58,000
	Accounts Payable Claims Auditor	16,000
	Employee Benefit Compliance	9,000
	Fixed Asset Valuation	1,500
	Special Services - as requested	5,000
	Total	<u>195,000</u>

1320-4000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 1325-1000
FUNCTION: Treasurer
OBJECT: Salaries

	2012-13	2013-14	2014-15	2015-16
BUDGET	8,000	8,000	8,000	7,000
ACTUAL	8,000	8,000		

Includes: Fees paid to the District's Treasurer in performance of the treasury function.

1325-1000-85

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 1345-4000
FUNCTION: Purchasing
OBJECT: Contractual Expenses

	2012-13	2013-14	2014-15	2015-16
BUDGET	8,300	10,800	11,000	11,000
ACTUAL	10,551	8,314		

Includes: Expense of cooperative purchasing bidding services through BOCES.

1345-4900-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 1420-4000
FUNCTION: Legal - Administrative
OBJECT: Contractual Expenses

	2012-13	2013-14	2014-15	2015-16
BUDGET	31,850	28,000	28,000	28,000
ACTUAL	19,713	28,856		

Includes:

Fees paid for the professional services performed by the School District's legal counsel, for consultations with the Board of Education and Superintendent of Schools.

Professional Fees (Total budget - \$80,000) \$28,000 charged to Administrative component, \$52,000 charged to Program component for student related matters.

1420-4000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 1430-1000
FUNCTION: Human Resources
OBJECT: Salaries

	2012-13	2013-14	2014-15	2015-16
BUDGET	312,142	315,355	336,660	347,949
ACTUAL	316,097	339,984		

Includes: Salary cost of Central Administration of the Human Resources function.

1 - Executive Director of Human Resources	193,530
2.7 - Clerical Staff	152,419
(.5 clerical shared with A1240, Superintendents office)	
(1.2 clerical used for Central Reception)	
substitutes as needed	<u>2,000</u>
Total	<u><u>347,949</u></u>

Note: Total can increase due to reimbursement of unused personal/vacation days

1430-1000-85

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 1430-4000
FUNCTION: Human Resources
OBJECT: Contractual Expenses

	2012-13	2013-14	2014-15	2015-16
BUDGET	100,000	100,000	99,600	98,000
ACTUAL	78,954	75,349		

Includes: Expenses of the Human Resources Office for items other than supplies and materials.

BOCES Services:		
Staff Recruitment (advertising)		
Staff Substitute Calling Services		
Teacher Certifications		70,000
Employee Benefit Plan (EAP Program):		
Arbitration Expense, Memberships, Conferences		28,000
	Total	<u><u>98,000</u></u>

1430-4000-89

1430-4900-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 1430-5000
FUNCTION: Human Resources
OBJECT: Materials and Supplies

	2012-13	2013-14	2014-15	2015-16
BUDGET	2,000	2,000	2,500	2,500
ACTUAL	1,344	2,001		

Includes: Supplies and Materials for the Human Resources Office.

1430-5000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 1460-1000
FUNCTION: Non-Instructional Records Management
OBJECT: Salaries

	2012-13	2013-14	2014-15	2015-16
BUDGET	-	-	-	-
ACTUAL	-	-		

Includes: Grant was fully expended in 2011-12.

1460.1600-85-9812

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 1460-5000
FUNCTION: Non-Instructional Records Management
OBJECT: Materials and Supplies

	2012-13	2013-14	2014-15	2015-16
BUDGET	-	-	-	-
ACTUAL	-	-		

Includes: Grant was fully expended in 2011-12.

1460-5000-89-9812

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 1480-4000
FUNCTION: Public Information and Services
OBJECT: Contractual Expenses

	2012-13	2013-14	2014-15	2015-16
BUDGET	97,422	97,422	98,583	97,500
ACTUAL	85,600	88,336		

Includes: Expenses for Public information services other than supplies and materials.
 BOCES service cost of public relations firm and printer charges.

Public Relations Printing	7,500
Public Relations BOCES Services	90,000
Total	<u>97,500</u>

1480-4000-90

1480-4900-90

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 1670-1000
FUNCTION: Central Printing and Mailing
OBJECT: Salaries

	2012-13	2013-14	2014-15	2015-16
BUDGET	52,339	43,000	39,600	44,226
ACTUAL	56,209	34,598		

Includes: Salary cost of Central Printing & Mailing Courier staff (2 part time employees). Cost reduction due to realignment of function.

1670-1000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 1670-4000
FUNCTION: Central Printing and Mailing
OBJECT: Contractual Expenses

	2012-13	2013-14	2014-15	2015-16
BUDGET	155,000	150,000	150,000	150,000
ACTUAL	123,144	144,500		

Includes: Cost of District-wide printing and mailing.

Postage	75,000
Postage machine lease (year 5 of 5)	2,928
Outside Printing cost per annual printing bid	72,072
Total	<u><u>150,000</u></u>

1670-4000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 1670-5000
FUNCTION: Central Printing and Mailing
OBJECT: Material and Supplies

	2012-13	2013-14	2014-15	2015-16
BUDGET	10,000	10,000	10,000	7,500
ACTUAL	3,327	7,153		

Includes: Expenses of the District's central printing and mailing office for material and supply items.

1670-5000-89

1670-5900-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 1680-4000
FUNCTION: Central Data Processing
OBJECT: Contractual Expenses

	2012-13	2013-14	2014-15	2015-16
BUDGET	312,172	332,273	387,273	487,500
ACTUAL	422,819	515,681		

Includes: Technology services for financial systems, student systems, telecommunications, parent notification software, and technical support.

Estimate:

Financial systems, student systems, copy machines and telecommunications. Maintained by Eastern Suffolk BOCES.	319,750
Test Reporting and Scoring - BOCES Services	116,000
Multi-year lease purchase from Eastern Suffolk BOCES for surveillance cameras & door locking systems	50,250
Miscellaneous Maintenance Contracts	1,500
Total	<u><u>487,500</u></u>

1680-4000-82

1680-4900-82

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 1910-4000
FUNCTION: Unallocated Insurance
OBJECT: Contractual Expenses

	2012-13	2013-14	2014-15	2015-16
BUDGET	350,000	350,000	385,000	395,000
ACTUAL	344,425	381,768		

Includes: District insurance including commercial package, school board liability, automobile, boilers, employers excess liability and umbrella.

Estimate: Insurance premiums for:

Commercial Package	371,600
Student Accident Insurance	45,000
Crime and Employee Dishonesty	5,900
Storage Tank Insurance	7,500
10% Allocated to Transportation Program (A5510.4)	(35,000)
Total	<u><u>395,000</u></u>

1910-4000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 1920-4000
FUNCTION: District Dues
OBJECT: Contractual Expenses

	2012-13	2013-14	2014-15	2015-16
BUDGET	30,425	31,000	31,000	32,000
ACTUAL	27,780	27,611		

Includes: District Dues to various organizations

Nassau & Suffolk County School Boards	3,600
New York State School Boards	12,000
SCOPE	3,500
National School Boards Association	5,500
R.E.F.I.T.	650
NYSSBA Workshops	3,300
Central New York School Boards 475	600
Contingency	2,850
Total	<u><u>32,000</u></u>

1920-4000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 1930-4000
FUNCTION: Judgment and Claims
OBJECT: Contractual Expenses

	2012-13	2013-14	2014-15	2015-16
BUDGET	-	-	500	<i>moved to Capital</i>
ACTUAL	-	-		

Includes: Reclassified under Capital in 2015-16 to reflect the correct reporting code.

1930-4000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 1980-4000
FUNCTION: MTA Tax
OBJECT: Contractual Expenses

	2012-13	2013-14	2014-15	2015-16
BUDGET	-	-	-	-
ACTUAL	-	-	-	-

Includes: MTA payroll tax liability: Cost of unfunded mandate effective September 1, 2009. The first year was 2009-10 for this new unfunded mandate. This expense is to be reimbursed by New York State on an annual basis through legislation.

NYS Legislative Repealed this tax effective April 1, 2012

1980-4000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 1981-4000
FUNCTION: Administrative Charge - BOCES
OBJECT: Contractual Expenses

	2012-13	2013-14	2014-15	2015-16
BUDGET	340,000	350,069	357,263	368,166
ACTUAL	341,219	350,069		

Includes: Administrative and rental charges of BOCES.

The District's pro-rata share of Western Suffolk BOCES Administration, Rental, and Capital costs shared among all component schools based on student counts.

Administrative	220,869
Capital improvements & facilities rentals	147,297
Total	<u><u>368,166</u></u>

1981-4000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2010-1000
FUNCTION: Curriculum Development and Supervision
OBJECT: Salaries

	2012-13	2013-14	2014-15	2015-16
BUDGET	322,225	315,827	350,003	329,904
ACTUAL	312,844	307,578		

Includes: Salary payments for the Associate Superintendent and related clerical staff.

Estimate:	1 Associate Superintendent (July/August)	36,210
	1 Assistant Superintendent (Sept.-June)	147,917
	3 Clerical Support Staff	144,777
	Substitutes/Overtime	1,000
	Total	<u><u>329,904</u></u>

2010-1500-85

2010-1600-85

2010-1690-87

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2010-2000
FUNCTION: Curriculum Development and Supervision
OBJECT: Equipment

	2012-13	2013-14	2014-15	2015-16
BUDGET	-	-	-	-
ACTUAL	670	-		

Includes: The 2012-13 expense was for a desk for the Director of Data and Assessments.

2010-2000-87

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2010-4000
FUNCTION: Curriculum Development and Supervision
OBJECT: Contractual Expenses

	2012-13	2013-14	2014-15	2015-16
BUDGET	9,200	11,000	6,000	2,000
ACTUAL	24,628	-		

Includes: Expenses other than equipment and supply purchases of the District's Instruction-Related Office.

Estimate:

Printing, repairs and mileage	-
BOCES services for curriculum development	2,000
Total	<u><u>2,000</u></u>

2010-4000-87

2010-4900-87

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2010-5000
FUNCTION: Curriculum Development and Supervision
OBJECT: Materials and Supplies

	2012-13	2013-14	2014-15	2015-16
BUDGET	2,000	2,000	2,000	2,000
ACTUAL	1,956	1,759		

Includes: Supplies purchased for use in the Curriculum and Instruction Office.

2010-5000-87

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2020-1000
FUNCTION: Supervision - Regular School
OBJECT: Salaries

	2012-13	2013-14	2014-15	2015-16
BUDGET	2,809,394	2,886,326	2,982,085	3,134,120
ACTUAL	2,853,812	2,959,372		

Includes: Salaries for Principals, Assistant Principals, and related clerical staff.

6 - Principals & 10 - Assistant Principals (4 High School, 2 Middle School & 4 part time elementary schools)	1,996,064
18 - Full time Clerical Support	889,056
13 - Part time Clerical Support	224,000
Substitutes/Overtime	25,000
Total	<u><u>3,134,120</u></u>

Note: Total can increase due to reimbursement of unused personal days

2020-1500-85
 2020-1600-85
 2020-1690-85

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2020-2000
FUNCTION: Supervision - Regular School
OBJECT: Equipment

	2012-13	2013-14	2014-15	2015-16
BUDGET	3,500	-	1,124	-
ACTUAL	3,402	-		

Includes: Equipment items purchased for use in the various offices in the school buildings. The 2012-13 expense was for office furniture and a safe for Deauville Gardens Elementary School.

2014-15 budget was for a desk and return for the High School main office.

2020-2000-04

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2020-4000
FUNCTION: Supervision - Regular School
OBJECT: Contractual Expenses

	2012-13	2013-14	2014-15	2015-16
BUDGET	2,700	2,200	1,700	1,700
ACTUAL	564	260		

Includes: Expenditures for items of a non-equipment or supply nature to be used in the offices of Building Principals.

Estimate: Risograph machine service agreements and Lease costs.

All 2020-4000's

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2020-5000
FUNCTION: Supervision - Regular School
OBJECT: Materials and Supplies

	2012-13	2013-14	2014-15	2015-16
BUDGET	900	3,900	3,800	2,900
ACTUAL	459	1,179		

Includes: Supplies purchased for use in the offices of school buildings.

All 2020-5000's

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2040-1000
FUNCTION: Office of Student Services
OBJECT: Salaries

	2012-13	2013-14	2014-15	2015-16
BUDGET		2,500	2,000	1,000
ACTUAL		-		

Includes: Estimated cost for compensatory, overtime, and substitute salaries for the Office of Student Services. New budget line for 2013-14.

2040-1690-84

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2040-5000
FUNCTION: Office of Student Services
OBJECT: Materials and Supplies

	2012-13	2013-14	2014-15	2015-16
BUDGET	2,500	1,000	1,000	1,000
ACTUAL	297	608		

Includes: Office supplies purchased for Student Services Department.

2040-5000-84

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2060-1000
FUNCTION: Research Planning and Evaluation
OBJECT: Salaries

	2012-13	2013-14	2014-15	2015-16
BUDGET	68,000	80,000	55,000	55,000
ACTUAL	99,959	63,851		

Includes:

Planning and Evaluation stipends for mentoring of new staff.	40,000
Curriculum writing projects	15,000
Total	<u><u>55,000</u></u>

2060-1000-87

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2060-4000
FUNCTION: Research Planning and Evaluation
OBJECT: Contractual Expenses

	2012-13	2013-14	2014-15	2015-16
BUDGET	10,270	11,641	11,641	12,500
ACTUAL	31,171	15,139		

Includes: BOCES services including ID Card System and Visitor Management System.

2060-4000-87
2060-4900-87
2060-4900-82

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 9010-8000
FUNCTION: State Retirement - Administrative
OBJECT: Employee Benefits

	2012-13	2013-14	2014-15	2015-16
BUDGET	230,743	275,063	256,796	322,626
ACTUAL	237,478	233,841		

Includes:

27% of the District contribution to the New York State Employees' Retirement System is allocated to the Administrative Budget component (45% to Capital and 28% to Program). Rate increased from approximately 18.5% in 2014-15 to 18.7% in 2015-16.

9010-8000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 9020-8000
FUNCTION: Teacher Retirement - Administrative
OBJECT: Employee Benefits

	2012-13	2013-14	2014-15	2015-16
BUDGET	246,346	329,444	376,875	361,028
ACTUAL	245,080	338,112		

Includes: 6% of District contributions to the New York State Teachers' Retirement System allocated to Administrative budget component (94% to Program).

9020-8000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 9030-8000
FUNCTION: Social Security - Administrative
OBJECT: Employee Benefits

	2012-13	2013-14	2014-15	2015-16
BUDGET	362,363	376,326	385,608	400,286
ACTUAL	366,106	366,271		

Includes: 10% of the District contribution to the Social Security Administration Office of the Federal Government on all taxable salaries to be paid during the 2015-16 school year is allocated to Administrative Budget (8% to Capital and 82% to Program) .

9030-8000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 9040-8000
FUNCTION: Workers' Compensation - Administrative
OBJECT: Employee Benefits

	2012-13	2013-14	2014-15	2015-16
BUDGET	53,550	56,100	59,500	48,000
ACTUAL	80,072	69,082		

Includes: 12% of Payments for Workers' Compensation claims is allocated to the Administrative Budget component (44% to Capital and 44% to Program). The district pays for claims incurred through a self insurance fund.

9040-8000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 9045-8000
FUNCTION: Life Insurance - Administrative
OBJECT: Employee Benefits

	2012-13	2013-14	2014-15	2015-16
BUDGET	5,280	5,040	5,040	10,400
ACTUAL	4,423	4,587		

Includes: 20% of Life insurance premiums charged to the Administrative budget component.
(75% to Program and 5% to Capital)

The significant change in 2015-16 resulted from a detailed analysis of cost by staff type.

9045-8000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 9050-8000
FUNCTION: Unemployment Insurance - Administrative
OBJECT: Employee Benefits

	2012-13	2013-14	2014-15	2015-16
BUDGET	20,000	20,000	20,000	15,000
ACTUAL	7,988	6,396		

Includes: 10% of the District reimbursement to the New York State Department of Labor for the payment of Unemployment Insurance claims allocated to the Administrative Budget component (3% to Capital and 87% to Program). The district pays claims on a self funded basis.

9050-8000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 9055-8000
FUNCTION: Disability Insurance - Administrative
OBJECT: Employee Benefits

	2012-13	2013-14	2014-15	2015-16
BUDGET	6,200	7,000	6,500	8,840
ACTUAL	6,153	6,427		

Includes: District cost of disability premiums covering Administrative staff. (13% to Administrative, 84% to Program and 3% to Capital).

9055-8000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 9060-8000
FUNCTION: Hospital & Medical Insurance - Administrative
OBJECT: Employee Benefits

	2012-13	2013-14	2014-15	2015-16
BUDGET	638,152	616,175	614,946	776,976
ACTUAL	619,048	584,249		

Includes: Hospital & Medical Insurance for staff charged to the Administrative budget component.

The significant change in 2015-16 resulted from a detailed analysis of cost by staff type and a forecasted increase in medical premiums.

9060-8000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: 9065-8000
FUNCTION: Dental Insurance - Administrative
OBJECT: Employee Benefits

	2012-13	2013-14	2014-15	2015-16
BUDGET	59,500	59,500	63,000	49,500
ACTUAL	51,212	50,087		

Includes: District cost of dental insurance premiums for Administrative staff.
Some employee groups have dental coverage which pays claims on a self funded basis.

9065-8000-89

Program

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 1420-4000
FUNCTION: Legal - Program
OBJECT: Contractual Expenses

	2012-13	2013-14	2014-15	2015-16
BUDGET	59,150	52,000	52,000	52,000
ACTUAL	36,611	53,591		

Includes:

Fees paid for the professional services performed by the School District's legal counsel; for consultations with the Board of Education and Superintendent of Schools.

Professional Fees (Total budget - \$80,000) \$52,000 (65%) charged to Program component for student related matters. \$28,000 (35%) charged to Administrative budget component.

1420-4000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2014 - 2015

CODE: A 2070-1000
FUNCTION: Staff Development
OBJECT: Salaries

	2012-13	2013-14	2014-15	2015-16
BUDGET		-	27,314	135,072
ACTUAL		-		

Includes: Salaries paid to personnel directly involved in Staff Development.

6.6 Staff Developers	733,066
Salaries charged to grants	(597,994)
Total	<u><u>135,072</u></u>

Note: Prior to 2014-15 all staff developers were charged to grants.

2070-1500-85

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2070-4000
FUNCTION: Staff Development
OBJECT: Contractual Expenses

	2012-13	2013-14	2014-15	2015-16
BUDGET	40,375	32,500	38,700	39,700
ACTUAL	33,227	20,808		

Includes: Expenses for items other than equipment and supplies necessary to conduct staff development programs for instructional and non-instructional personnel.

Staff development programs, conferences & travel for various locations.

<u>Location</u>	<u>Amount</u>
Deauville Gardens West	800
Great Neck Road	3,000
Deauville Gardens East	800
Susan E. Wiley	2,500
Middle School	10,000
High School	11,600
Student Services	1,000
Curriculum and Instruction	10,000
Total	<u><u>39,700</u></u>

2070-4000's

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2070-5000
FUNCTION: Staff Development
OBJECT: Materials and Supplies

	2012-13	2013-14	2014-15	2015-16
BUDGET	5,998	8,300	4,000	4,000
ACTUAL	6,638	1,967		

Includes: Supplies used in the conduct of in-service training and staff development programs for instructional personnel.

2070-5000

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2110-1000
FUNCTION: Teaching - Regular School
OBJECT: Salaries

	2012-13	2013-14	2014-15	2015-16
BUDGET	27,445,792	28,493,831	29,117,050	30,308,150
ACTUAL	28,387,345	27,508,360		

Includes: Salaries paid to personnel directly involved in the instructional process of the Regular Day School.

134 FT & 4 PT - Elementary Teachers (includes 6th grade)	13,739,537
128 FT & 3 PT - Secondary Teachers	13,459,868
Salaries charged to grants	(135,072)
Teacher Substitutes	1,050,800
20 - Teacher Assistants	335,933
Salaries charged to grants	(81,702)
Push-in Instruction, Period Coverage, Degree Change Pay	348,368
In School Suspension Program	50,000
6 Chairpeople (HS Math, Science, Social Studies & MS Math, Science, English)	807,191
1 Director of Data & Assessments	139,988
2 Coordinators (Fine Arts & English Language Learning)	268,239
Extended Day Instruction:	
Middle School	35,000
High School	20,000
Wilson Reading	10,000
33 - Teacher Aides/Monitors	260,000
Total	30,308,150

Note: Total can increase due to reimbursement of unused personal days

Budget savings due to retirement/position changes: \$257,105 included in above amounts

All 2110-1000's

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2110-2000
FUNCTION: Teaching - Regular School
OBJECT: Equipment

	2012-13	2013-14	2014-15	2015-16
BUDGET	600	12,000	29,366	7,400
ACTUAL	8,487	23,550		

Includes: Classroom equipment for all school buildings and all subject areas for use in the instructional program of the Regular Day School.

High School - Equipment for new sculpture studio and additional items for Robotics Program	5,000
Great Neck Road - Classroom whiteboards (rooms 207, 210 & 213)	2,400
Total	<u><u>7,400</u></u>

All 2110-2000's

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2110-4000
FUNCTION: Teaching - Regular School
OBJECT: Contractual Expenses

	2012-13	2013-14	2014-15	2015-16
BUDGET	1,606,917	1,225,562	1,194,919	1,084,885
ACTUAL	1,172,420	1,093,549		

Includes: Expenditures for items other than equipment and supplies used in the instructional program of the Regular Day School. The 2015-16 amounts have been determined by School Principal allocations, Associate Superintendent, Assistant Superintendent of Student Services, Director of Technology and the Coordinator of Fine Arts.

Honor Society Membership, 6th Grade Orientation, 9th grade Orientation, Publications, ASCD Memberships, Education Week, International Night/Career Day, Teacher Subscriptions, Continental Math League, L.I. Math Fair, Math Olympiad, Museum of Mathematics, Arts & Activities Subscription, NYS Science Olympiad, L.I. Science Congress, American Scholastic Press Contest Eagle Newsletter, Band Uniforms Cleaned, Robotics, Audio / Video Repairs	41,245
Instructional Program regular day school	2,000
Lease/maintenance laminators & risographs	2,880
Contracts for tutoring services for general ed. Students	118,000
Marching Band Staffing, Musical Production Staffing & Services (pit orchestra, lighting designer, rentals, set materials, copyrights, etc.), District Supplemental Repairs, District Instrument Repairs, Piano Maintenance & Tuning, Dry Cleaning, Memberships, dues, participation fees, contest entry fees	59,300
BOCES services by functional area:	
Student Services (Alt. Ed. slots, parochial textbooks)	760,400
Technology Programs (Model schools, Odysseyware)	35,000
Curriculum and Instruction (Arts in Ed., School Improvement Curriculum)	66,060
Total	1,084,885

2110-4000's
 2110-4900's

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2110-4700
FUNCTION: Teaching - Regular School
OBJECT: Tuition

	2012-13	2013-14	2014-15	2015-16
BUDGET	100,000	60,000	50,000	50,000
ACTUAL	2,369	16,818		

Includes: Tuition paid to other School Districts for Foster children whose natural parents resided within the District at the time of placement in foster care. Also, budgeted is amounts for Charter Schools.

Tuition cost of foster students attending out-of-District schools	25,000
Tuition cost of in-District students attending Charter Schools	25,000
Total	<u>50,000</u>

2110-4700-84

2110-4730-87

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2110-4800
FUNCTION: Teaching - Regular School
OBJECT: Textbooks

	2012-13	2013-14	2014-15	2015-16
BUDGET	363,108	368,223	328,222	318,484
ACTUAL	364,809	348,135		

Includes: Expenditures for textbooks that are used in instructional programs. Offset by State Aid at \$58.25 per student.

School Allocation	297,484
Office of Instruction	15,000
Fine Arts Department	6,000
Total	<u><u>318,484</u></u>

All 2110-4800's
 2110-4800

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2110-5000
FUNCTION: Teaching - Regular School
OBJECT: Materials and Supplies

	2012-13	2013-14	2014-15	2015-16
BUDGET	354,451	365,826	360,530	439,681
ACTUAL	347,344	329,222		

Includes: Supplies purchased for use in the instructional program of the Regular Day School. In general, supplies are items costing less than \$500 or consumed with use. Example: K-5 colored paper, paint, staples, tape, grades 7-12 maps, calculators, folders, and materials to support curriculum areas such as Science, Home and Career, etc.

<u>Supplies by Location</u>	<u>Amount</u>
Deauville Gardens West	34,149
Great Neck Road	34,781
Deauville Gardens East	32,770
Susan E. Wiley	60,510
Middle School	99,439
High School	116,295
Curriculum and Instruction	10,000
Student Services	2,000
Fine Arts	33,437
subtotal	<u>423,381</u>

<u>Student Awards/Graduation Supplies by Location</u>	<u>Amount</u>
Deauville Gardens West	500
Deauville Gardens East	500
Susan E. Wiley	300
Middle School	1,500
High School	13,500
	<u>16,300</u>

All 2110-5000's		
2110-5006	Total	<u><u>439,681</u></u>

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2250-1000
FUNCTION: Programs for Children with Disabilities
OBJECT: Salaries

	2012-13	2013-14	2014-15	2015-16
BUDGET	5,143,008	5,039,012	5,432,572	5,601,206
ACTUAL	5,215,938	4,440,475		

Includes: Salaries paid to personnel in connection with Programs for Children with Disabilities.

60% Assistant Superintendent for Student Services (40% is charged to attendance function A2805)	119,625
46 Special Education Teachers	4,820,143
Salaries charged to grants	(516,157)
3 FT & 1 PT Clerical Support Staff	164,475
Salaries charged to grants	(121,277)
4 Teacher Aides and 70 Teacher Assistants	1,127,897
Summer School Teachers	6,500
Total	<u><u>5,601,206</u></u>

Note: Total can increase due to reimbursement of unused personal days

Retirement savings of \$160,040 included in Budget.

2250-1200-84
 2250-1200-85
 2250-1440-85
 2250-1500-85
 2250-1500-84
 2250-1600-85
 2250-1690-85

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2250-2000
FUNCTION: Programs for Children with Disabilities
OBJECT: Equipment

	2012-13	2013-14	2014-15	2015-16
BUDGET	3,000	-	-	-
ACTUAL	-	-		

Includes: Equipment allowance for those students moving into the District that may require equipment as mandated per their Individualized Education Plan.

2250-2000

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2250-4000
FUNCTION: Programs for Children with Disabilities
OBJECT: Contractual Expenses

	2012-13	2013-14	2014-15	2015-16
BUDGET	13,375,000	14,790,201	15,116,100	16,010,005
ACTUAL	13,912,325	14,676,817		

Includes: Expenses for services necessary to provide Programs for Children with Disabilities. Examples include, tutoring, parent training, therapy and nursing services.

Contracts for services provided for children with disabilities, including tutoring, parent training, therapy, nursing services, etc.	1,035,000
BOCES Programs for children with disabilities	14,975,005
Total	<u><u>16,010,005</u></u>

2250-4000-84
 2250-4900-84

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2250-4700
FUNCTION: Programs for Children with Disabilities
OBJECT: Tuition-Special Education Placements

	2012-13	2013-14	2014-15	2015-16
BUDGET	1,570,000	1,325,200	1,350,000	1,450,000
ACTUAL	1,129,682	1,276,933		

Includes: Tuition cost for Children with Disabilities attending public schools and/or private agencies per Committee on Special Education (CSE) recommendation.

Tuition public schools	600,000
Tuition private schools	850,000
Total	<u><u>1,450,000</u></u>

2250-4710-84

2250-4720-84

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2250.5000
FUNCTION: Programs for Students with Disabilities
OBJECT: Materials and Supplies

	2012-13	2013-14	2014-15	2015-16
BUDGET	8,600	9,100	8,400	8,400
ACTUAL	2,611	4,556		

Includes: Supplies used in the instruction of Students with Disabilities

2250-5000

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2280-4000
FUNCTION: Occupational Education
OBJECT: Contractual Expenses

	2012-13	2013-14	2014-15	2015-16
BUDGET	2,118,600	1,960,050	1,736,654	1,516,200
ACTUAL	2,118,600	1,972,061		

Includes: Contractual expenses for BOCES Occupational Education Program tuition.
133 students at \$11,400 per slot. The District has been steadily reducing the number of slots from a high of 189 in 2012-13.

2280-4900-84

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2330-1000
FUNCTION: Teaching - Special Schools
OBJECT: Salaries

	2012-13	2013-14	2014-15	2015-16
BUDGET	255,300	281,300	248,800	240,300
ACTUAL	281,086	295,643		

Includes: Salary paid to instructional personnel assigned to programs other than the Regular Day School, including Summer School and Continuing Education.

Secondary level (grade 6-12) summer school	219,000
Adult Education	21,300
Total	<u><u>240,300</u></u>

Note: Elementary summer school is charged to the Title I grant.

All 2330-1000's
 All 2331-1000's

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2330-4000
FUNCTION: Teaching - Special School
OBJECT: Contractual Expenses

	2012-13	2013-14	2014-15	2015-16
BUDGET	12,000	9,000	9,000	10,000
ACTUAL	4,749	8,864		

Includes: Expenses of Equivalent Attendance Program provided by BOCES. Also, costs of Continuing Education programs for items other than supplies.

BOCES Equivalent Attendance Program	8,000
Continuing Education Program	2,000
Total	<u>10,000</u>

2330-4900's

2331-4000's

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2330-5000
FUNCTION: Teaching - Special School
OBJECT: Materials and Supplies

	2012-13	2013-14	2014-15	2015-16
BUDGET	1,500	1,200	1,200	1,200
ACTUAL	742	116		

Includes: Supplies purchased for use in instructional programs at Summer School and Continuing Education

2330-5000
2331-5000

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2610-1000
FUNCTION: School Library and Audio-Visual
OBJECT: Salaries

	2012-13	2013-14	2014-15	2015-16
BUDGET	558,268	544,003	508,540	368,876
ACTUAL	518,667	498,236		

Includes: Salaries paid to individuals assigned to the District's Libraries.

3 - Library Media Specialists	336,476
1 - Clerical Support Staff	28,400
4 - Student Workers	4,000
Total	<u><u>368,876</u></u>

Budget decrease from retirement savings and staff not being replaced \$135,966 (1.4 full time employee).

2610-1500-85
 2610-1600-85
 2610-1730-85

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2610-2000
FUNCTION: School Library and Audio-Visual
OBJECT: Equipment

	2012-13	2013-14	2014-15	2015-16
BUDGET	-	-	-	-
ACTUAL	-	-		

Includes: Equipment purchased for use in the school's libraries.

2610-2000

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2610-4000
FUNCTION: School Library and Audio-Visual
OBJECT: Contractual Expenses

	2012-13	2013-14	2014-15	2015-16
BUDGET	58,556	50,245	52,426	47,420
ACTUAL	52,221	44,799		

Includes: Expenditures of the district's libraries items other than equipment and supplies.
 Library materials are New York State aided in the amount of \$6.25 per student.
 Budget amounts in excess of aid are based on School Principal determined needs.

<u>Library Books State Aidable by Location</u>	<u>Amount</u>
Deauville Gardens West	3,188
Great Neck Road	3,394
Deauville Gardens East	3,050
Susan E. Wiley	5,025
Middle School	6,994
High School	10,269
Subtotal	<u>31,920</u>
BOCES Services: Research Databases	13,000
Library Contractual misc. expense (H.S.)	2,500
Total	<u><u>47,420</u></u>

2610-4000's
 2610-4900-87

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2610-5000
FUNCTION: School Library and Audio-Visual
OBJECT: Materials and Supplies

	2012-13	2013-14	2014-15	2015-16
BUDGET	9,440	2,200	2,400	2,400
ACTUAL	6,998	1,423		

Includes: Covers the cost to purchase various Library and Audio Visual supplies and materials at all school libraries.

All 2610-5000's

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2630-1000
FUNCTION: Computer-Assisted Instruction
OBJECT: Salaries

	2012-13	2013-14	2014-15	2015-16
BUDGET	228,508	232,476	243,816	254,053
ACTUAL	238,576	250,196		

Includes: Staffing cost for the District Technology Program

1 - Director of Technology	190,408
1 - Senior Clerk Typist	63,645
Total	<u><u>254,053</u></u>

Note: Total can increase due to reimbursement of unused personal/vacation days

2630-1500-85
 2630-1600-85

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2630-2000
FUNCTION: Computer-Assisted Instruction
OBJECT: Equipment

	2012-13	2013-14	2014-15	2015-16
BUDGET	60,000	60,000	60,000	65,000
ACTUAL	51,264	62,567		

Includes: Equipment purchased for use in Computer Assisted Instruction Program activities. To be offset by New York State Computer Hardware Aid. Purchases can include Smartboards, laptops and projectors which have a unit cost greater than \$500.

2630-2000

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2630-4000
FUNCTION: Computer-Assisted Instruction
OBJECT: Contractual Expenses

	2012-13	2013-14	2014-15	2015-16
BUDGET	1,552,290	1,575,293	1,472,227	1,503,503
ACTUAL	1,698,816	1,546,111		

Includes: Expenses of the Computer Assisted Instruction Program for items other than equipment and supplies. BOCES services make up most of this cost.

Software - Computer software is New York State aidable at \$14.98 per student.	76,503
Computer Instruction Contractual	22,000
Computer Instruction - BOCES services including instructional software & network services.	604,884
Multi-year lease purchase agreements for computer equipment thru BOCES	800,116
Total	<u><u>1,503,503</u></u>

2630-4600's
 2630-4000-82
 2630-4900-82

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2630-5000
FUNCTION: Computer-Assisted Instruction
OBJECT: Materials and Supplies

	2012-13	2013-14	2014-15	2015-16
BUDGET	92,437	74,400	84,579	94,000
ACTUAL	61,544	73,217		

Includes: Computer supplies used in Computer Assisted Instruction Program activities throughout the District.

<u>Location</u>	<u>Amount</u>
Deauville Gardens West	9,000
Great Neck Road	10,000
Deauville Gardens East	9,000
Susan E. Wiley	10,000
Middle School	20,000
High School	16,000
Curriculum and Instruction	20,000
Total	<u><u>94,000</u></u>

2630-5000-87

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2805-1000
FUNCTION: Attendance
OBJECT: Salaries

	2012-13	2013-14	2014-15	2015-16
BUDGET	218,334	220,899	232,435	235,513
ACTUAL	211,397	212,443		

Includes: Salaries charged to the attendance function including the Central Registration Department.

40% Assistant Superintendent for Student Services (60% is charged to special ed. function A2250)	79,750
3 - Clerical Support Staff	131,263
Project Intercept (residency) Professional Staff	18,000
Project Intercept (residency) Support Staff	500
Substitutes/Overtime	6,000
Total	<u><u>235,513</u></u>

2805-1000

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2805-2000
FUNCTION: Attendance
OBJECT: Equipment

	2012-13	2013-14	2014-15	2015-16
BUDGET	-	-	-	-
ACTUAL	-	-		

Includes: District expense for equipment cost for the Attendance function.

2805-2000

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2805-4000
FUNCTION: Attendance
OBJECT: Contractual Services

	2012-13	2013-14	2014-15	2015-16
BUDGET	1,500	2,000	2,000	500
ACTUAL	1,797	-		

Includes: District expense for purchased services cost for the Attendance function. Software contract to assist with residency verification.

2805-4000

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2805-5000
FUNCTION: Attendance
OBJECT: Materials and Supplies

	2012-13	2013-14	2014-15	2015-16
BUDGET	500	500	500	500
ACTUAL	597	245		

Includes: District Budget for supplies for the Attendance office.

2805-5000

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2810-1000
FUNCTION: Guidance - Regular School
OBJECT: Salaries

	2012-13	2013-14	2014-15	2015-16
BUDGET	1,408,454	1,462,984	1,436,126	1,427,439
ACTUAL	1,435,750	1,521,173		

Includes: Salaries paid to personnel assigned to the various building Guidance Offices.

Director of Guidance K-12	163,120
12 full time & 1 part time Guidance Counselors	1,192,322
Salaries charged to grants	(112,825)
Summer Work	22,000
3 - Clerical Support Staff	162,822
Total	<u><u>1,427,439</u></u>

Total can increase due to reimbursement of unused personal days

- 2810-1500-84
- 2810-1500-85
- 2810-1520-85
- 2810-1590-85
- 2810-1600-85
- 2810-1690-85

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2810-2000
FUNCTION: Guidance - Regular School
OBJECT: Equipment

	2012-13	2013-14	2014-15	2015-16
BUDGET	-	-	2,900	-
ACTUAL	-	-		

Includes: Equipment purchased for use in the District's Guidance Offices.

Budgeted for a new microfiche machine (2014-15) subsequently repaired it at less cost.

2810-2000-84

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2810-4000
FUNCTION: Guidance - Regular School
OBJECT: Contractual Expenses

	2012-13	2013-14	2014-15	2015-16
BUDGET	27,200	26,050	6,050	5,950
ACTUAL	29,106	24,939		

Includes: Expenditures of the District's Guidance Offices for items other than equipment and supplies, such as:

Fall/Spring college fair membership, Employment Day membership, Fall/Spring mini college fairs, microfilming, conferences/mileage reimbursement.

2810-4000-84

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2810-5000
FUNCTION: Guidance - Regular School
OBJECT: Materials and Supplies

	2012-13	2013-14	2014-15	2015-16
BUDGET	15,650	15,800	15,750	15,850
ACTUAL	12,678	11,317		

Includes: Supplies purchased for use in the District's Guidance Offices and College Day supplies.

Supplies	10,850
College Day	5,000
Total	<u><u>15,850</u></u>

2810-5000-84
 2810-5009-84

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2815-1000
FUNCTION: Health Services - Regular School
OBJECT: Salaries

	2012-13	2013-14	2014-15	2015-16
BUDGET	390,541	337,392	347,292	363,210
ACTUAL	381,959	363,538		

Includes: Salaries paid to individuals assigned to the District's Public Health Offices.

5 Full Time Registered Nurses	273,896
3 Part Time Nurses (High School, Middle School and Deauville Gardens)	71,314
Substitutes/Overtime/Summer School	18,000
Total	<u><u>363,210</u></u>

2815-1630-85
 2815-1680-85
 2815-1690-84

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2815-2000
FUNCTION: Health Services - Regular School
OBJECT: Equipment

	2012-13	2013-14	2014-15	2015-16
BUDGET	10,000	-	-	-
ACTUAL	-	-		

Includes: Equipment anticipated for the schools Health Office.

2815-2000-84

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2815-4000
FUNCTION: Health Services - Regular School
OBJECT: Contractual Expenses

	2012-13	2013-14	2014-15	2015-16
BUDGET	366,000	381,000	382,200	380,000
ACTUAL	360,549	350,396		

Includes: Expenditures of District Public and Non- Public School Health Offices for items other than equipment and supplies.

School Physician (Medical Director) Services	30,000
Health Services for Private/Parochial Students	350,000
Total	<u><u>380,000</u></u>

2815-4000-84

2815-4900-84

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2815-5000
FUNCTION: Health Services - Regular School
OBJECT: Materials and Supplies

	2012-13	2013-14	2014-15	2015-16
BUDGET	8,500	8,550	8,500	7,500
ACTUAL	7,084	4,304		

Includes: Supplies purchased for use in the School Nurse's Offices.

All 2815-5000's

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2820-1000
FUNCTION: Psychological Services - Regular School
OBJECT: Salaries

	2012-13	2013-14	2014-15	2015-16
BUDGET	343,678	274,299	520,633	658,969
ACTUAL	359,612	527,168		

Includes: Salaries of individuals performing psychological services for the District.

8 full time psychologists	832,006
Salaries charged to grants	(208,037)
Summer work	35,000
Total	<u><u>658,969</u></u>

Increase in 2014-15 forward resulted from the reclassification of time split to A2250 Special Ed. function. Now all staff coded at 100% to A2820.

2820-1500-84
 2820-1500-85

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2820-5000
FUNCTION: Psychological Services - Regular Schools
OBJECT: Materials and Supplies

	2012-13	2013-14	2014-15	2015-16
BUDGET	1,800	1,000	500	500
ACTUAL	-	-		

Includes: Supplies purchased for use in the psychological program in the District's Public Schools.

2820-5000-84

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2825-1000
FUNCTION: Social Work Services - Regular School
OBJECT: Salaries

	2012-13	2013-14	2014-15	2015-16
BUDGET	431,441	449,157	532,047	560,566
ACTUAL	441,092	508,139		

Includes: Salaries of individuals assigned to the District's Social Work function.

5 Full time Social Workers	554,066
Summer Work	6,500
Total	<u><u>560,566</u></u>

2825-1500-84

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2825-5000
FUNCTION: Social Work Services
OBJECT: Supplies

	2012-13	2013-14	2014-15	2015-16
BUDGET	1,000	1,000	500	1,000
ACTUAL	122	85		

Includes: Cost of supplies used in the Social Work function.

2825-1500-84

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2850-1000
FUNCTION: Co-Curricular Activities - Regular School
OBJECT: Salaries

	2012-13	2013-14	2014-15	2015-16
BUDGET	237,840	250,354	259,077	264,190
ACTUAL	249,370	248,449		

Includes: Salaries of Class Advisors for Club Activities plus Intramurals.

Student Club Advisors	235,054
Intramural sports (Grades 7-12)	29,136
Total	<u><u>264,190</u></u>

2850-1500-85

2850-1510-88

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2850-4000
FUNCTION: Co-Curricular Activities - Regular School
OBJECT: Contractual Expenses

	2012-13	2013-14	2014-15	2015-16
BUDGET	-	-	-	-
ACTUAL	-	-		

Includes: Student Club Contractual expenses.

2850-4000

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2855-1000
FUNCTION: Interscholastic Athletics - Regular School
OBJECT: Salaries

	2012-13	2013-14	2014-15	2015-16
BUDGET	674,139	678,096	691,977	709,362
ACTUAL	671,555	683,358		

Includes: Salaries of individuals assigned to the District's Interscholastic Athletic Programs.

1 - Director of Physical Education & Athletics	161,620
1 - Clerical Support Staff	63,795
Coaches	411,947
Chaperones	72,000
Total	<u><u>709,362</u></u>

Note: Total can increase due to reimbursement of unused personal days

2855-1500-88

2855-1600-88

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2855-2000
FUNCTION: Interscholastic Athletics - Regular School
OBJECT: Equipment

	2012-13	2013-14	2014-15	2015-16
BUDGET	5,000	5,435	2,891	12,580
ACTUAL	2,106	5,930		

Includes: Expenses of the District's Interscholastic Athletic Programs for equipment.

Wrestling mat for the High School.

2855-2000

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2855-4000
FUNCTION: Interscholastic Athletics - Regular School
OBJECT: Contractual Expense

	2012-13	2013-14	2014-15	2015-16
BUDGET	186,041	191,345	191,350	185,504
ACTUAL	170,200	159,942		

Includes: Expenses of the District's Interscholastic Athletic Programs for items other than equipment and supplies.

Travel and Conference	3,500
NYSPHSAA Association dues	2,600
Repairs	5,800
Officials fees	70,600
Equipment Reconditioning, videotaping, contractual other	40,000
Athletic Trainer	29,004
Entry fees / tournaments / invitationals	7,000
Awards Dinners - special recognition	4,000
Maintenance contracts: weight room/project adventure	3,000
Summer leagues / tournaments / fees	5,000
Section XI service charges	15,000
Total	<u><u>185,504</u></u>

2855-4000-88
 2855-4900-88

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 2855-5000
FUNCTION: Interscholastic Athletics - Regular School
OBJECT: Materials and Supplies

	2012-13	2013-14	2014-15	2015-16
BUDGET	80,000	85,000	83,300	83,300
ACTUAL	90,635	84,936		

Includes: Supplies and team uniforms purchased for use in the District's Interscholastic Programs

Estimate: Athletic Supplies - All Sports

2855-5000-88

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 5510-1000
FUNCTION: District Transportation Services
OBJECT: Salaries

	2012-13	2013-14	2014-15	2015-16
BUDGET	135,711	156,788	163,138	167,155
ACTUAL	165,883	156,870		

Includes: Salaries paid to individuals assigned to the District's Transportation Department. These costs are directly reimbursable by the State Aid Transportation formula.

35% Assistant Superintendent for Finance and Operations (65% charged to Business Administration function A1310)	74,687
1 Transportation Assistant	76,690
1 Clerical - July and August to assist with transportation set-up for 2015/16 school year	8,778
Overtime/Substitutes	7,000
Total	<u><u>167,155</u></u>

Note: Total can increase due to reimbursement of unused personal days

5510-1500-85

5510-1600-85

5510-1690-83

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 5510-4000
FUNCTION: District Transportation Services
OBJECT: Contractual Expenses

	2012-13	2013-14	2014-15	2015-16
BUDGET	64,592	68,395	60,401	68,758
ACTUAL	62,079	52,878		

Includes: District cost of Contractual Services used in the Transportation Department.

Insurance (10%) to cover transportation operations (90% allocated to A1910)	35,000
Routing Contract - year 2 of 3 with EBT	28,358
Bus Routing Software Maintenance Contract	5,150
NYAPT Membership	250
Total	<u><u>68,758</u></u>

5510-4000

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 5510-5000
FUNCTION: District Transportation Services
OBJECT: Materials and Supplies

	2012-13	2013-14	2014-15	2015-16
BUDGET	3,500	3,500	3,500	3,000
ACTUAL	2,932	2,260		

Includes: Supplies for Transportation Office such as bus passes and discipline forms.

5510-5000

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 5540-4000
FUNCTION: Contract Transportation
OBJECT: Contractual Expenses

	2012-13	2013-14	2014-15	2015-16
BUDGET	9,461,604	9,548,032	9,692,487	10,383,827
ACTUAL	9,545,439	9,521,239		

Includes: Contract Transportation provided by Educational Bus Transportation, Inc. Increase due to consumer price increase allowed for contract renewals. New in 2012-2013: Cost of shared transportation services provided by BOCES

Bus contract extension and van extension estimated at 2% (consumer price index)

Transportation for In-District Schools	4,352,354
Fuel for buses	263,250
BOCES shared transportation	50,000
Transportation for displaced students (included with outside District runs)	-
Transportation for Students attending non-public schools outside the District	1,217,317
Transportation for Students with Disabilities outside the District	4,192,813
Transportation for Field Trips for all District schools	62,543
Transportation for Marching Band, Winter Guard & miscellaneous H.S. Field Trips for Fine Arts Program	55,550
Transportation for Athletics	190,000

Total	<u><u>10,383,827</u></u>
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All 5540-4000's
 5540-4900-83

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 9010-8000
FUNCTION: State Retirement - Program
OBJECT: Employee Benefits

	2012-13	2013-14	2014-15	2015-16
BUDGET	392,263	467,606	436,554	334,575
ACTUAL	403,712	397,529		

Includes:

28% of the District contribution to the New York State Employees' Retirement System is allocated to the Program Budget component (45% to Capital and 27% to Administrative). The Retirement System is feeling the effects of the market decline. Rate increased from 18.5% of salaries in 2014-15 to 18.7% in 2015-16.

9010-8000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 9020-8000
FUNCTION: Teacher Retirement - Program
OBJECT: Employee Benefits

	2012-13	2013-14	2014-15	2015-16
BUDGET	4,680,568	6,259,436	7,160,629	5,656,103
ACTUAL	4,656,512	6,424,128		

Includes: 94% of District contributions to the New York State Teachers' Retirement System allocated to Program budget component (6% to Administrative). Rate increased to 17.53% in 2014-15 and dropped to 13.5% for 2015-16.

9020-8000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 9030-8000
FUNCTION: Social Security - Program
OBJECT: Employee Benefits

	2012-13	2013-14	2014-15	2015-16
BUDGET	3,007,616	3,123,509	3,200,546	3,282,344
ACTUAL	3,038,676	3,040,045		

Includes: 82% of the District contribution to the Social Security Administration Office of the Federal Government on all taxable salaries to be paid during the 2015-16 school year is allocated to Program Budget (8% to Capital and 10% to Administrative) .

9030-8000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 9040-8000
FUNCTION: Workers' Compensation - Program
OBJECT: Employee Benefits

	2012-13	2013-14	2014-15	2015-16
BUDGET	207,900	217,800	231,000	176,000
ACTUAL	310,868	268,200		

Includes: 44% of Payments for Workers' Compensation claims is allocated to the Program Budget component (44% to Capital and 12% to Administrative). The district pays for claims incurred through a self insurance fund.

9040-8000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 9045-8000
FUNCTION: Life Insurance - Program
OBJECT: Employee Benefits

	2012-13	2013-14	2014-15	2015-16
BUDGET	35,200	33,600	33,600	39,000
ACTUAL	29,489	30,582		

Includes: 75% of Life insurance premiums charged to the Program budget component. (20% to Administrative and 5% to Capital)

9045-8000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 9050-8000
FUNCTION: Unemployment Insurance - Program
OBJECT: Employee Benefits

	2012-13	2013-14	2014-15	2015-16
BUDGET	160,000	160,000	160,000	130,500
ACTUAL	63,904	51,170		

Includes: 87% of the District reimbursement to the New York State Department of Labor for the payment of Unemployment Insurance claims allocated to the Program Budget component (3% to Capital and 10% to Administrative). The district pays claims on a self funded basis.

The significant change in 2015-16 resulted from a detailed analysis of open and paid claims by staff type.

9050-8000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 9055-8000
FUNCTION: Disability Insurance - Program
OBJECT: Employee Benefits

	2012-13	2013-14	2014-15	2015-16
BUDGET	50,840	57,400	53,300	57,120
ACTUAL	50,452	52,703		

Includes: District cost of premiums for Disability Insurance for Program Staff (84% to Program, 13% to Administrative and 3% to Capital).

9055-8000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 9060-8000
FUNCTION: Hospital & Medical Insurance - Program
OBJECT: Employee Benefits

	2012-13	2013-14	2014-15	2015-16
BUDGET	6,780,368	6,546,858	6,533,810	7,251,780
ACTUAL	6,577,382	6,207,649		

Includes: Hospital & Medical Insurance premiums for Program Staff.

The significant change in 2015-16 resulted from a detailed analysis by staff type and the increase in premium cost.

9060-8000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 9065-8000
FUNCTION: Dental Insurance - Program
OBJECT: Employee Benefits

	2012-13	2013-14	2014-15	2015-16
BUDGET	335,750	335,750	355,500	369,000
ACTUAL	288,980	282,634		

Includes: District cost of dental insurance premiums for Program Staff, self funded for some staff groups.

9065-8000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 9080-8000
FUNCTION: Group Legal Plan - Program
OBJECT: Employee Benefits

	2012-13	2013-14	2014-15	2015-16
BUDGET	12,000	25,000	32,000	35,000
ACTUAL	27,141	31,286		

Includes: Amounts budgeted to cover various fringe benefits that are contained in the employment agreements for District staff. Types of coverage include legal services, tax sheltered annuities, and health/medical expense reimbursements.

9080-8000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 9089-8000
FUNCTION: Retirement Enhancement
OBJECT: Employee Benefits

	2012-13	2013-14	2014-15	2015-16
BUDGET	-	100,000	155,500	201,000
ACTUAL	431,141	333,006		

Includes: Cost of our Retirement Incentive Programs that have been added to various Labor Contracts covering District staff.

9080-8000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 9901-9000
FUNCTION: Transfer to Other Funds
OBJECT: Inter-Fund Transfer

	2012-13	2013-14	2014-15	2015-16
BUDGET	200,000	200,000	215,000	230,000
ACTUAL	215,696	227,224		

Includes: District 20% cost sharing of summer placements for Students with Disabilities as determined by the Committee on Special Education (CSE). The remaining 80% is paid from Federal Grant Funds.

9901-9000

Capital

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 2016

CODE: A 1620-1000
FUNCTION: Operation
OBJECT: Salaries

	2012-13	2013-14	2014-15	2015-16
BUDGET	3,181,835	3,089,312	3,004,712	2,997,094
ACTUAL	3,014,500	2,952,165		

Includes: Salaries of individuals assigned to the District's Buildings and Grounds Department.

1 - Plant Facilities Administrator	131,063
1 - Clerical	63,645
3 - Head Custodians, 2 - Chief Custodians & 29 - Full-Time Custodians	2,234,114
18 - Part-Time Custodians	253,272
Overtime	230,000
Substitutes	85,000
Total	<u>2,997,094</u>

Note: Total can increase due to reimbursement of unused personal/vacation days

All 1620-1600's

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 2016

CODE: A 1620-2000
FUNCTION: Operation
OBJECT: Equipment

	2012-13	2013-14	2014-15	2015-16
BUDGET	35,000	25,000	25,000	90,000
ACTUAL	30,998	155,908		

Includes:

Contingency funds to purchase District wide equipment on an as needed basis.	44,000
Replace 1995 grounds vehicle with heavy duty pickup truck with snow plow and salt/sander attachment.	46,000
Total	<u><u>90,000</u></u>

1620-2000-81

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 2016

CODE: A 1620-4000
FUNCTION: Operation
OBJECT: Contractual Expenses

	2012-13	2013-14	2014-15	2015-16
BUDGET	1,977,600	2,007,600	2,052,600	2,090,600
ACTUAL	2,356,609	2,216,063		

Includes: Expenses of the District's Buildings and Grounds operation for items other than equipment and salaries.

Repair Contracts	502,600
Service Contracts	200,000
Utilities: Electricity	625,000
Oil Heat and Natural Gas Hot Water	585,000
Water	20,000
Telephone	30,000
Vehicle Fuel	15,000
Capital Project Repair Reserve	113,000
Total	<u><u>2,090,600</u></u>

All 1620-4000's

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 2016

CODE: A 1620-5000
FUNCTION: Operation
OBJECT: Materials and Supplies

	2012-13	2013-14	2014-15	2015-16
BUDGET	366,000	358,000	358,000	290,000
ACTUAL	232,261	249,056		

Includes: Expenditures for supplies and repairs necessary in the operation of the District's physical plant.

Estimate: Custodial/Cleaner Supplies - General Housekeeping. General Building Supplies and Repair Parts

All 1620-5000's

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 2016

CODE: A 1621-1000
FUNCTION: Operation - Security
OBJECT: Salaries

	2012-13	2013-14	2014-15	2015-16
BUDGET	1,252,510	1,271,428	1,292,086	1,329,712
ACTUAL	1,354,721	1,282,952		

Includes: Salaries of individuals assigned to the District's Security Force.

19 - Full Time Security Guards	667,897
14 - Part Time Security Guards	358,815
Summer Coverage	68,000
Overtime	160,000
Substitutes	75,000
Total	<u><u>1,329,712</u></u>

1621-1600-85

1621-1600-92

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 2016

CODE: A 1621-2000
FUNCTION: Operation - District Security
OBJECT: Equipment

	2012-13	2013-14	2014-15	2015-16
BUDGET	-	-	18,000	18,000
ACTUAL	1,050	-		

Includes: The cost of new or replacement equipment used in operations of the District's Security Department.

Cost of upgrading and replacing surveillance cameras as needed within the District buildings.

1621-2000-92

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 2016

CODE: A 1621-4000
FUNCTION: Operation - District Security
OBJECT: Contractual Expenses

	2012-13	2013-14	2014-15	2015-16
BUDGET	35,000	29,310	22,600	22,600
ACTUAL	23,514	17,645		

Includes: Expenses of the District's Security operation for items other than equipment and salaries.

Contractual: Service Agreements, Equipment Leases.

Surveillance Camera Maintenance Agreement thru ESBOCES	20,000
Visitor Management Software Maintenance	2,000
CPR/AED Training for Staff	600
Total	<u><u>22,600</u></u>

All 1621-4000's-92

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 2016

CODE: A 1621-5000
FUNCTION: Operation - District Security
OBJECT: Materials and Supplies

	2012-13	2013-14	2014-15	2015-16
BUDGET	20,000	16,200	14,200	14,200
ACTUAL	9,494	18,355		

Includes: Expenditures for supplies necessary in the operation of the District's Security Department.

Uniforms, ID cards, Visitor Badges, Surveillance Radios and Supplies

All 1621-5000-92

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 - 2016

CODE: A 1930-4000
FUNCTION: Judgment and Claims
OBJECT: Contractual Expenses

	2012-13	2013-14	2014-15	2015-16
BUDGET	-	-		500
ACTUAL	-	-		

Includes: Contingency funds to pay for injury claims presented to the District after all insurance coverages are exhausted.

Note: Moved from the Administrative portion of the budget in 2015-16.

1930-4000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 2016

CODE: A 9010-8000
FUNCTION: State Retirement - Capital
OBJECT: Employee Benefits

	2012-13	2013-14	2014-15	2015-16
BUDGET	530,708	632,644	590,632	537,710
ACTUAL	546,198	537,834		

Includes: 45% of the District contribution to the New York State Employees' Retirement System is allocated to the Capital Budget component (28% to Program and 27% to Administrative). The Retirement Systems Rate increased from approximately 18.5% of salaries in 2014-15 to 18.7% for 2015-16.

9010-8000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 2016

CODE: A 9020-8000
FUNCTION: Teacher Retirement - Capital
OBJECT: Employee Benefits

	2012-13	2013-14	2014-15	2015-16
BUDGET	-	-	-	-
ACTUAL	-	-		

Includes: District contributions to the New York State Teachers' Retirement System.

Note: Not applicable as all staff paid in the Capital component of the budget are Civil Servants who belong to the Employee Retirement System (ERS).

9020-8000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 2016

CODE: A 9030-8000
FUNCTION: Social Security - Capital
OBJECT: Employee Benefits

	2012-13	2013-14	2014-15	2015-16
BUDGET	253,654	263,428	269,925	320,229
ACTUAL	256,274	256,389		

Includes: 8% of the District contribution to the Social Security Administration Office of the Federal Government on all taxable salaries to be paid during the 2015-16 school year is allocated to Capital Budget (82% to Program and 10% to Administrative).

9030-8000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 2016

CODE: A 9040-8000
FUNCTION: Workers' Compensation - Capital
OBJECT: Employee Benefits

	2012-13	2013-14	2014-15	2015-16
BUDGET	53,550	56,100	59,500	176,000
ACTUAL	80,072	69,082		

Includes: 44% of Payments for Workers' Compensation claims is allocated to the Capital Budget component (44% to Program and 12% to Administrative). The district pays for claims incurred through a self insurance fund.

Note: The significant increase for 2015-16 is based on a detailed analysis of all prior paid and open claims by staff type.

9040-8000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 2016

CODE: A 9045-8000
FUNCTION: Life Insurance - Capital
OBJECT: Employee Benefits

	2012-13	2013-14	2014-15	2015-16
BUDGET	3,520	3,360	3,360	2,600
ACTUAL	2,949	3,058		

Includes: 5% of Life insurance premiums charged to the Capital Budget component. (20% to Administrative and 75% to Program)

9045-8000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 2016

CODE: A 9050-8000
FUNCTION: Unemployment Insurance - Capital
OBJECT: Employee Benefits

	2012-13	2013-14	2014-15	2015-16
BUDGET	20,000	20,000	20,000	4,500
ACTUAL	7,988	6,396		

Includes: 3% of the District reimbursement to the New York State Department of Labor for the payment of Unemployment Insurance claims allocated to the Capital Budget component (87% to Program and 10% to Administrative). The district pays claims on a self funded basis.

The significant change in 2015-16 resulted from a detailed analysis of prior and open claims by staff type.

9050-8000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 2016

CODE: A 9055-8000
FUNCTION: Disability Insurance - Capital
OBJECT: Employee Benefits

	2012-13	2013-14	2014-15	2015-16
BUDGET	4,960	5,600	5,200	2,040
ACTUAL	4,922	5,142		

Includes: District contribution for Disability Insurance for Facilities Staff. (3% to Capital, 13% to Administration and 84% to Program).

9055-8000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 2016

CODE: A 9060-8000
FUNCTION: Hospital & Medical Insurance - Capital
OBJECT: Employee Benefits

	2012-13	2013-14	2014-15	2015-16
BUDGET	558,383	539,153	538,078	604,315
ACTUAL	541,667	511,218		

Includes: District contribution for Hospital & Medical Insurance for Facilities staff only.

9060-8000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 2016

CODE: A9065-8000
FUNCTION: Dental Insurance - Capital
OBJECT: Employee Benefits

	2012-13	2013-14	2014-15	2015-16
BUDGET	29,750	29,750	31,500	31,500
ACTUAL	25,606	25,043		

Includes: District contribution for Dental Insurance for Facilities staff only.

9065-8000-89

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 2016

CODE: A 9710-6000
FUNCTION: Serial Bonds - Library
OBJECT: Principal

	2012-13	2013-14	2014-15	2015-16
BUDGET	200,000	205,000	205,000	210,000
ACTUAL	200,000	205,000		

Includes: Two borrowings by the Copiague Public Library which are reimbursed 100% to the school district by tax levied for library expenses.

1987 borrowing at 7.38%	115,000
2010 borrowing at 3.44%	95,000
Total	<u><u>210,000</u></u>

9710-6000

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 2016

CODE: A 9710-7000
FUNCTION: Serial Bonds - Library
OBJECT: Interest

	2012-13	2013-14	2014-15	2015-16
BUDGET	93,294	82,132	70,782	59,294
ACTUAL	93,294	82,131		

Includes: Two borrowings by the Copiague Public Library which are reimbursed 100% to the school district by tax levied for library expenses.

1987 borrowing at 7.38%	16,963
2010 borrowing at 3.44%	42,331
Total	<u><u>59,294</u></u>

9710-7000

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 2016

CODE: A 9711-6000
FUNCTION: Serial Bonds - School
OBJECT: Principal

	2012-13	2013-14	2014-15	2015-16
BUDGET	1,235,000	1,280,000	1,320,000	1,355,000
ACTUAL	1,235,000	1,280,000		

Includes: Debt Service on the two borrowings outstanding.
 Note: Refinanced 2004 Borrowing in September 2011
 \$7,595,000 School District Serial Bond - 2008 @3.77%
 \$5,195,000 School District Serial Bond - 2011 @2.00%

2008 Principal payment	525,000
2011 Principal payment	830,000
Total	<u><u>1,355,000</u></u>

9711-6000

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 2016

CODE: A 9711-7000
FUNCTION: Serial Bonds - School
OBJECT: Interest

	2012-13	2013-14	2014-15	2015-16
BUDGET	357,684	311,850	278,625	243,644
ACTUAL	357,684	311,850		

Includes: Interest expense on the two outstanding borrowings.
 Note: Refinanced 2004 Borrowing in September 2011

\$7,595,000 School District Serial Bond - 2008 (3.77% interest rate)

\$5,195,000 School District Serial Bond - 2011 (2.00% interest rate)

2008 borrowing interest	175,244
2011 borrowing interest	68,400
Total	<u><u>243,644</u></u>

9711-7000

COPIAGUE PUBLIC SCHOOLS

ANNUAL SCHOOL BUDGET 2015 2016

CODE: A 9760-7000
FUNCTION: Tax Anticipation Notes
OBJECT: Interest

	2012-13	2013-14	2014-15	2015-16
BUDGET	325,000	325,000	325,000	325,000
ACTUAL	72,404	111,875		

Includes: Interest expense on borrowing required to meet cash flow needs in anticipation of school taxes.

Borrowing interest held to historical lows based on financial market conditions.

9760-7000

COPIAGUE PUBLIC SCHOOLS

IV. REVENUES

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COPIAGUE PUBLIC SCHOOLS

Estimated Tax Rate 2015 - 2016

<u>Tax Rate Information</u>		<u>Rate</u>	<u>Revenue Summary</u>		
			<u>Source</u>	<u>Amount</u>	<u>Percent</u>
Estimated	Tax Rate per \$100 Assessed Value for 2015-16	\$193.16			
Actual	Tax Rate per \$100 Assessed Value for 2014-15	<u>\$188.32</u>	State Support	\$50,606,883	44.99%
			Other Revenue	2,160,818	1.92%
			Fund Balance:		
Estimated	Increase in Tax Rate per \$100 Assessed Value	\$4.84	- Restricted	144,000	0.13%
			- UnRestrictec	1,000,000	0.89%
			Property Taxes	<u>58,566,693</u>	<u>52.07%</u>
Percent Increase in Tax Rate estimated for 2015 - 2016		2.57%	Total Revenue	\$112,478,394	100.00%

<u>2015 - 2016 Revenue & Tax Rate Assumptions</u>	<u>District Property Assessed Values</u>	
District Property Assessed Value not changed from 2014-15	2015 - 2016	\$30,320,205 Estimated
Fund Balance (FB):		
- UnRestricted FB is significantly reduced from \$2,500,000 to 1,000,000 as Budgets have become tighter.	2014 - 2015	\$30,320,205 Actual
- Restricted FB will use all remaining amounts left in Retirement System Account of \$108,000 and Unemployment Account of \$36,000.		

***Estimated School Tax Impact on Average Home in Coplague School District**

<u>Year</u>	<u>Tax Rate</u>	<u>Average Home Value</u>	<u>Estimated Tax Bill</u>	
2014 - 2015	\$188.32	2,548	\$4,798.39	Actual Bill
2015-2016	\$193.16	2,548	\$4,921.74	Estimated Bill
Tax Increase:				
		per Year	\$123.35	
		per Month	\$10.28	
		per Day	\$0.34 cents	

*** Average Home Value provided by Town of Babylon Assessor's Office Final roll 2014-15**

**COPIAGUE PUBLIC SCHOOLS
Revenue Budget 2015 - 2016**

REVENUE DESCRIPTION	BUDGET 2013-14	BUDGET 2014-15	Estimated BUDGET 2015-16	Budget 14-15 to Budget 15-16	Revenue Budget Notes:
Rental of District Facilities	3,000	3,000	3,000	0	
Textbook Charges (lost books)	7,500	7,500	7,500	0	
Adult Education Tuition	13,000	13,000	8,525	(4,475)	Reflects Actual Receipts
Insurance Recoveries	15,000	15,000	15,000	0	
Cafeteria Fund Reimbursement	0	0	0	0	
Medicaid Reimbursements	140,000	140,000	100,000	(40,000)	Reflects Actual Receipts
Miscellaneous Revenue (unclassified)	53,500	53,500	53,500	0	
Bank Interest Earnings	75,000	50,000	25,000	(25,000)	Reflects actual receipts over the past 3 years
MTA Payroll Tax Reimbursement	0	0	0	0	
Other Taxes (Copiague Library Debt Repayment)	287,132	287,132	269,293	(17,839)	Lower Library Debt
Refund Pnor Year - BOCES & eRate	275,000	275,000	269,000	(6,000)	BOCES Budgets tighter
Tuition from other school districts	350,000	350,000	350,000	0	
Other: Microsoft Settlement Reimburse	0	156,748	0	(156,748)	All Funds rec'd in 2014-15
Other: Taxes (PILOT IDA Properties)	1,480,000	1,180,000	1,060,000	(120,000)	Pilot on 2 steel properties awarded refund
Other: State Aid (NYS Senate/Assy)	40,000	40,000	0	(40,000)	Bullet Aid to continue (TBD)
Estimated BOCES Aid	3,025,325	2,856,012	2,650,000	(206,012)	Actual 14-15 is \$2,694,658 (decrease in CTE slots)
Estimated State Aid	40,190,136	44,020,365	47,956,883	3,936,518	Total State Aid (including Boces 50,606,883)
TOTAL REVENUES (before FB and Taxes)	46,964,693	49,447,267	52,767,701	3,320,444	Revised for 3/31 NYS Budget adoption 7.98%;
Reserve Activity "Bank Account"					
	Budget	Budget	Proposed		
	2013-14	2014-15	2015-16		
Fund Balance Transfers					
I. - Un-Reserved (current year amt)	3,034,506	2,500,000	1,000,000	(1,500,000)	Tighter Budgets have not replenished FB
- Increase in Transfer to meet Est Tax Rate	548,000	0	0		Nov. 2013 BOE authorized 548,000 due AV drop
Sub-total Un-Reserved FB	3,582,506	2,500,000	1,000,000	(1,500,000)	
II. - Reserved (restricted FB)					Restricted FB transfers began in 2011-12
- EBALR Emp Benefit Accrued Liab	100,000	0	0		
- Retirement Sys. Reserve for ERS	800,000	395,000	108,000	(287,000)	
- Workers Compensation Reserve	200,000	154,000	0	(154,000)	
- Unemployment Reserve	100,000	21,300	36,000	14,700	
Sub-total Reserved FB	1,200,000	570,300	144,000	(426,300)	
Total (I & II) FB Reserve Transfers	4,782,506	3,070,300	1,144,000	(1,926,300)	Multi year spend down of reserves is complete with 2015-16 Proposed Budget !!
Total Revenue & Fund Balance	50,737,099	52,617,567	53,911,701	1,394,144	State Aid gain reduced by FB decreases
Property Tax Levy: Cap w/exemptions	56,721,457	57,629,516	58,566,693	1,466,177	
- Increase in FB Transfer to meet Est Tax Rate	(548,000)	(548,000)			Nov 2013 BOE authorized 548,000 due AV drop
Revised Levy to Actual	56,173,457	57,100,516	58,566,693	1,466,177	Tax Levy increase 2.57% (not exceeding Cap)
PROPOSED REVENUE BUDGET	106,910,656	109,618,073	112,478,394	2,860,321	

**Copiague Public School
Schedule of Federal State Grants
2014-2015**

Grant Title	Amount
TITLE I A& D Improve Academic Achievement for the Disadvantaged	841,689
TITLE II Part A Teacher/Principal Training/Recruitment	168,526
TITLE IIIA-LEP (Language Instruction for <u>L</u> imited <u>E</u> nglish <u>P</u> roficient & Immegra	128,043
TITLE IIIA - Immigrant	9,707
UPK (<u>U</u> niversal <u>P</u> re- <u>K</u> indergarten Program)	516,977
Teachers of Tomorrow	122,400
IDEA Part B, Section 611	1,277,482
IDEA Part B, Section 619	81,842
Total of All Grants	<u>3,146,666</u>

V. ADDENDUM

REPORT CARDS AND REQUIRED DISCLOSURES

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Deauville Gardens East Elementary School		28 pages
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❖ The report cards are available from the New York State Education Department. Visit their website at: <http://data.nysed.gov> for their latest information.

❖ More information can be found on the **district website:** www.copiague.k12.ny.us

SCHOOL REPORT

CARD DATA

2013-2014

SECTION A

District

Walter G. O'Connell Copiague High School

Middle School

Deauville Gardens East Elementary School

Deauville Gardens West Elementary School

Great Neck Road Elementary School

Susan E. Wiley Elementary School

DISTRICT

Report Card

SECTION A

(60 pages)



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

NAME: COPIAGUE UFSD

BEDS Code: 580105030000

ADDRESS: 2650 GREAT NECK RD, COPIAGUE, NY 11726

PHONE: (631) 842-4015

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

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

Students by Gender

Male		Female	
2,482	51%	2,395	49%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
4	1,254	2,643	85	836	55
0%	26%	54%	2%	17%	1%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
677	14%	568	12%	3,532	72%

Students by Grade

Pre-K (Half Day)	Kindergarten (Full Day)	1st Grade	2nd Grade	3rd Grade	4th Grade
170	360	405	377	364	331
5th Grade	6th Grade	Ungraded Elementary	7th Grade	8th Grade	9th Grade
384	353	6	394	346	443
10th Grade	11th Grade	12th Grade	Ungraded Secondary		
421	347	333	13		

Average Class Size (2013 - 14)

Common Branch			
24			
Grade 8 English	Grade 8 Mathematics	Grade 8 Science	Grade 8 Social Studies
20	26	23	25
Grade 10 English	Grade 10 Mathematics		Grade 10 Social Studies
24	23		24

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
2,401	49%	395	8%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate	Student Suspensions	
95%	259	5%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience	Turnover Rate of All Teachers
37%	13%

Staff Counts (2013 - 14)

Principals	Assistant Principals	Other Professional Staff	Paraprofessionals
6	8	49	39

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	327	329	319
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	5%	4%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	60%	61%	61%
Total Number of Core Classes	792	808	807
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	1,146	1,154	1,111
Percent Taught by Teachers Without Appropriate Certification	1%	1%	0%

High School Completers (2013 - 14)

Results by Student Group	Completers (Graduates + IEP Diplomas)	Graduates (Regents + Local Diplomas)	Regents Diploma		Regents with Advanced Designation	
	Number of Students	Number of Students	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates
All Students	344	339	304	90%	88	26%
General Education	284	284	279	98%	87	31%
Students with Disabilities	60	55	25	45%	1	2%

Results by Student Group	Regents with CTE Endorsement		Local Diplomas		Commencement Credentials	
	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates	Number of Students	Percent of Completers
All Students	0	0%	35	10%	5	1%
General Education	0	0%	5	2%	0	0%
Students with Disabilities	0	0%	30	55%	5	8%

High School Non-completers (2013 - 14)

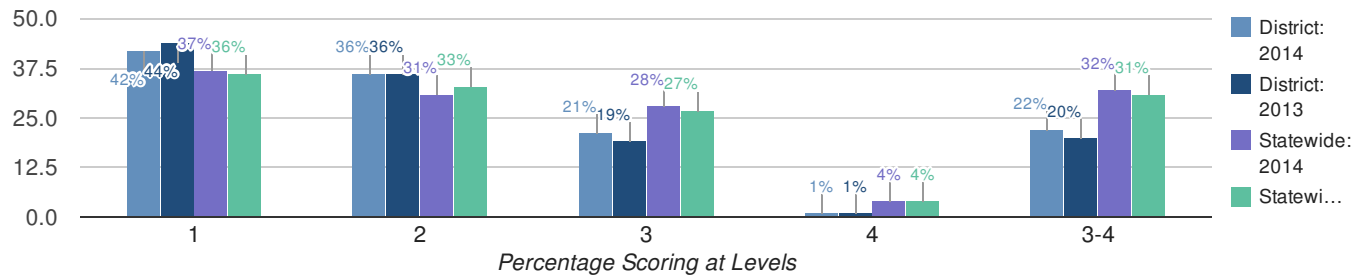
Results by Student Group	Dropped Out		Entered Approved High School Equivalency Preparation Program		Total Noncompleters	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
All Students	40	3%	10	1%	50	3%
General Education	29	2%	10	1%	39	3%
Students with Disabilities	11	5%	0	0%	11	5%

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	95	28%	156	45%	0	0%	9	3%
General Education	90	32%	128	45%	0	0%	6	2%
Students with Disabilities	5	8%	28	47%	0	0%	3	5%

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	50	15%	2	1%	30	9%	2	1%
General Education	39	14%	0	0%	21	7%	0	0%
Students with Disabilities	11	18%	2	3%	9	15%	2	3%

Grade 3 English Language Arts

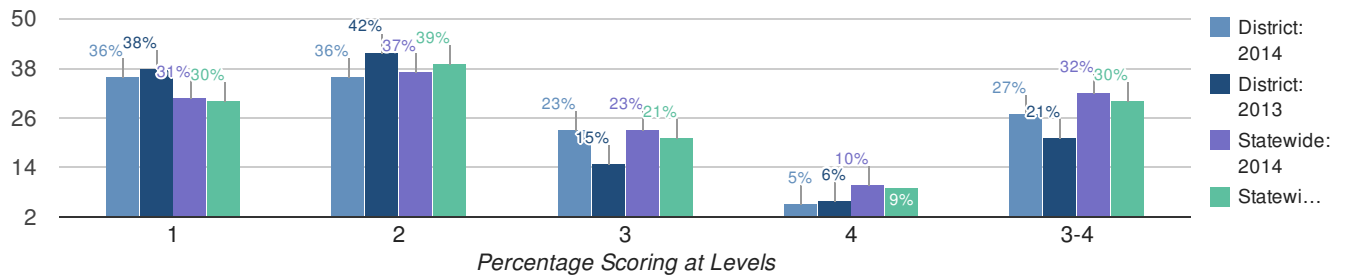


Mean Score

2014	2013
293	292

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	348	42	36	21	1	22	330	44	36	19	1	20
General Education	314	36	40	23	1	24	290	40	38	21	1	22
Students with Disabilities	34	91	6	3	0	3	40	75	18	8	0	8
Asian or Native Hawaiian/Other Pacific Islander	7	29	14	57	0	57	8	—	—	—	—	—
Black or African American	94	47	35	18	0	18	90	52	37	10	1	11
Hispanic or Latino	185	42	38	20	1	21	175	50	31	18	0	18
White	53	34	38	26	2	28	55	16	45	36	2	38
Multiracial	9	44	33	22	0	22	2	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	10	20	50	30	0	30
Female	154	32	40	28	0	28	147	44	33	22	1	22
Male	194	49	34	16	1	17	183	44	38	17	1	18
English Proficient	322	39	38	23	1	23	282	40	38	22	1	23
Limited English Proficient	26	81	15	4	0	4	48	71	25	4	0	4
Economically Disadvantaged	266	45	35	19	0	20	231	49	36	15	0	15
Not Economically Disadvantaged	82	29	41	28	1	29	99	32	35	30	2	32
Not Migrant	348	42	36	21	1	22	330	44	36	19	1	20

Grade 4 English Language Arts

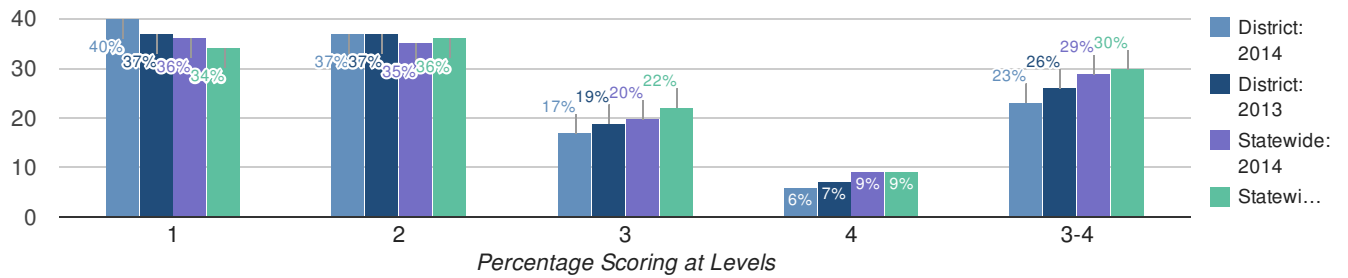


Mean Score

2014	2013
294	292

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	324	36	36	23	5	27	379	38	42	15	6	21
General Education	284	29	40	26	6	31	341	32	46	16	6	23
Students with Disabilities	40	90	10	0	0	0	38	92	5	3	0	3
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	—	—	5	—	—	—	—	—
Black or African American	91	37	42	15	5	21	99	34	48	14	3	17
Hispanic or Latino	179	42	33	22	3	25	193	45	39	11	5	16
White	43	16	40	35	9	44	80	29	38	24	10	34
Multiracial	3	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	11	9	36	36	18	55	7	0	57	14	29	43
Female	144	35	34	25	6	31	180	33	43	17	7	24
Male	180	37	38	21	4	24	199	42	40	13	5	18
English Proficient	287	29	40	25	6	31	342	33	44	16	6	23
Limited English Proficient	37	89	11	0	0	0	37	84	16	0	0	0
Economically Disadvantaged	233	41	39	18	3	20	255	44	42	11	2	14
Not Economically Disadvantaged	91	23	31	35	11	46	124	25	40	22	13	35
Not Migrant	324	36	36	23	5	27	379	38	42	15	6	21

Grade 5 English Language Arts

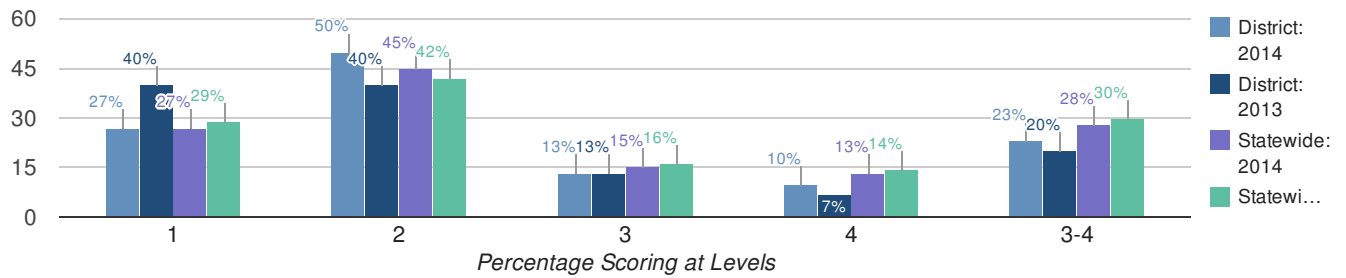


Mean Score

2014	2013
293	296

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	371	40	37	17	6	23	349	37	37	19	7	26
General Education	333	34	41	18	7	25	311	32	40	20	8	29
Students with Disabilities	38	95	3	3	0	3	38	84	11	5	0	5
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	9	11	33	11	44	56
Black or African American	95	35	44	17	4	21	99	44	39	10	6	16
Hispanic or Latino	196	47	33	15	4	19	182	40	34	22	5	27
White	72	25	43	21	11	32	54	19	44	24	13	37
Multiracial	4	—	—	—	—	—	5	60	20	20	0	20
Small Group Total	8	63	0	13	25	38	0	0	0	0	0	0
Female	182	32	43	18	7	25	173	36	39	18	8	25
Male	189	48	31	16	5	21	176	39	35	19	7	27
English Proficient	334	35	41	18	7	24	321	33	39	20	8	28
Limited English Proficient	37	86	5	8	0	8	28	86	7	7	0	7
Economically Disadvantaged	266	45	38	13	3	17	234	43	36	18	4	21
Not Economically Disadvantaged	105	28	34	26	12	38	115	26	38	21	15	36
Migrant	0	0	0	0	0	0	1	—	—	—	—	—
Not Migrant	371	40	37	17	6	23	348	—	—	—	—	—

Grade 6 English Language Arts

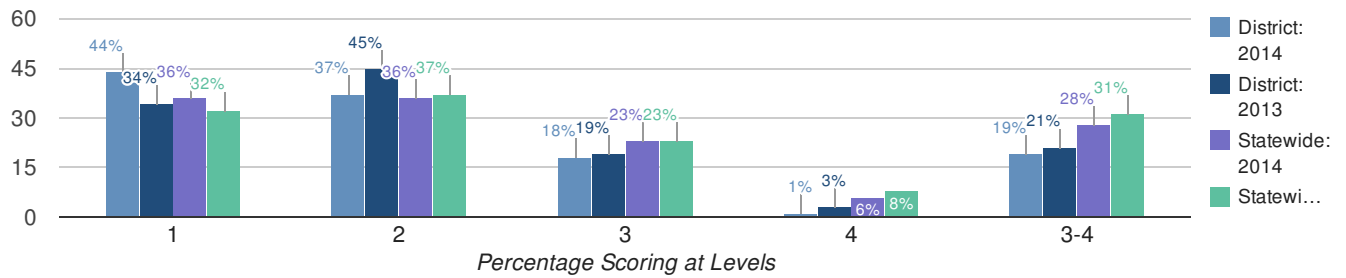


Mean Score

2014	2013
297	289

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	349	27	50	13	10	23	377	40	40	13	7	20
General Education	302	17	56	16	12	27	327	31	46	15	8	23
Students with Disabilities	47	87	13	0	0	0	50	98	2	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	10	0	40	20	40	60	5	—	—	—	—	—
Black or African American	97	27	59	8	6	14	105	38	42	12	8	20
Hispanic or Latino	190	32	47	13	9	22	194	46	40	10	4	13
White	47	13	43	28	17	45	71	25	39	23	13	35
Multiracial	5	20	80	0	0	0	2	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	7	43	29	14	14	29
Female	172	23	55	12	10	23	171	27	49	16	8	23
Male	177	31	45	15	10	24	206	50	33	11	6	17
English Proficient	315	21	53	15	11	26	352	36	43	14	7	21
Limited English Proficient	34	76	24	0	0	0	25	92	8	0	0	0
Economically Disadvantaged	260	30	51	11	8	19	253	42	42	10	6	16
Not Economically Disadvantaged	89	17	46	20	17	37	124	35	37	19	9	27
Not Migrant	349	27	50	13	10	23	377	40	40	13	7	20

Grade 7 English Language Arts

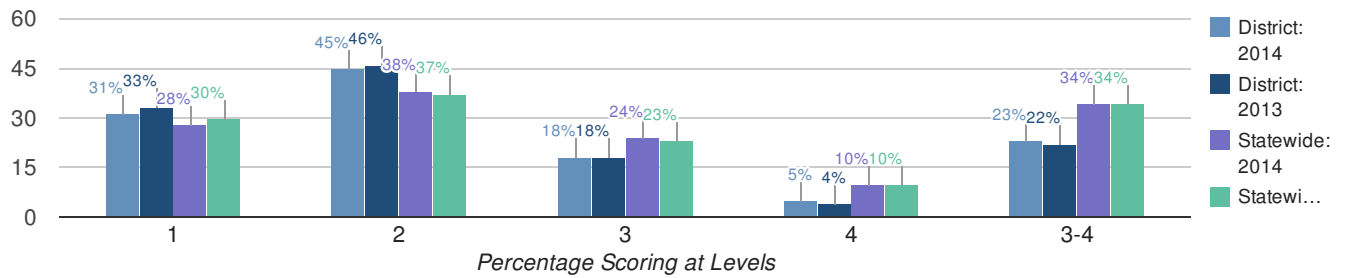


Mean Score

2014	2013
288	295

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	375	44	37	18	1	19	346	34	45	19	3	21
General Education	320	36	42	21	1	23	300	27	49	22	3	25
Students with Disabilities	55	93	7	0	0	0	46	78	22	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—	—	2	—	—	—	—	—
Black or African American	107	49	36	15	1	16	105	33	44	21	2	23
Hispanic or Latino	197	48	36	17	0	17	172	41	46	12	1	13
White	61	28	43	25	5	30	65	—	—	—	—	—
Multiracial	3	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	10	30	30	40	0	40	69	14	45	32	9	41
Female	173	36	39	23	2	25	180	26	46	24	4	28
Male	202	51	35	14	0	14	166	42	45	13	1	14
English Proficient	342	39	40	20	1	21	316	28	49	20	3	23
Limited English Proficient	33	97	3	0	0	0	30	90	7	3	0	3
Economically Disadvantaged	283	47	36	16	1	17	214	39	45	15	1	16
Not Economically Disadvantaged	92	36	38	25	1	26	132	25	45	24	5	30
Migrant	0	0	0	0	0	0	1	—	—	—	—	—
Not Migrant	375	44	37	18	1	19	345	—	—	—	—	—

Grade 8 English Language Arts

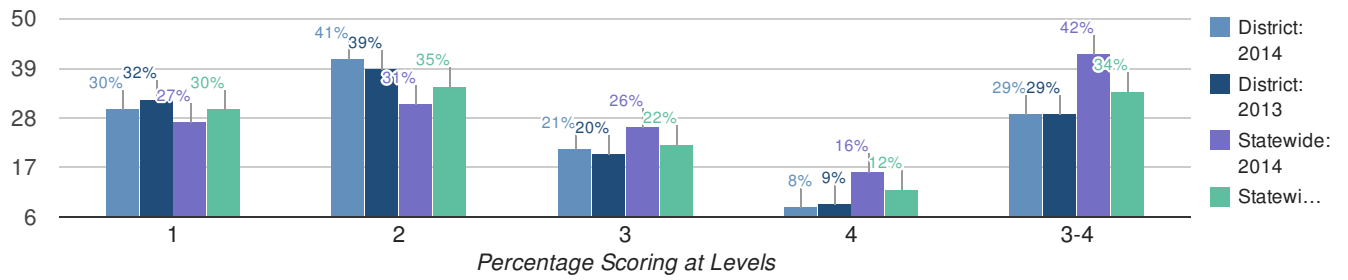


Mean Score

2014	2013
294	293

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	343	31	45	18	5	23	356	33	46	18	4	22
General Education	290	23	50	21	6	27	304	24	51	21	5	25
Students with Disabilities	53	77	19	4	0	4	52	83	17	0	0	0
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	9	—	—	—	—	—
Black or African American	104	31	42	19	8	27	99	35	51	11	3	14
Hispanic or Latino	172	38	45	14	3	17	176	39	46	14	1	15
White	58	16	50	31	3	34	70	17	37	34	11	46
Multiracial	3	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	9	11	56	11	22	33	11	9	55	27	9	36
Female	179	23	46	22	9	31	177	25	48	20	7	27
Male	164	41	45	14	1	15	179	40	44	16	1	17
English Proficient	313	26	49	20	5	26	321	26	50	19	4	24
Limited English Proficient	30	90	10	0	0	0	35	89	9	3	0	3
Economically Disadvantaged	230	38	45	14	3	17	218	39	44	15	3	18
Not Economically Disadvantaged	113	19	45	27	9	36	138	23	49	22	6	28
Migrant	0	0	0	0	0	0	1	—	—	—	—	—
Not Migrant	343	31	45	18	5	23	355	—	—	—	—	—

Grade 3 Mathematics

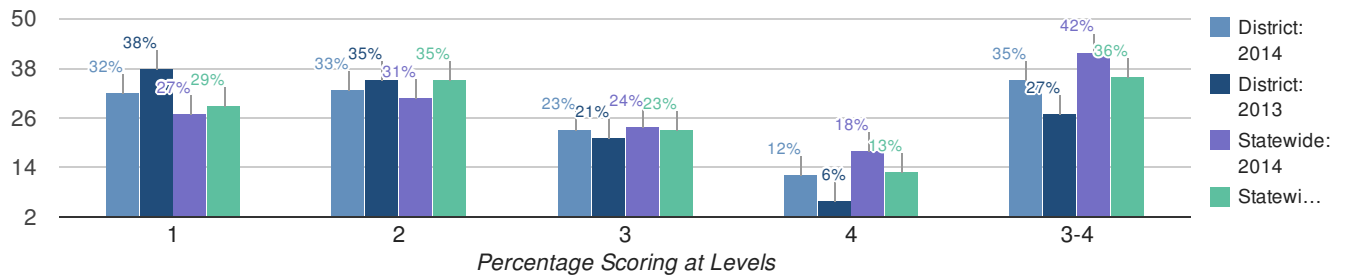


Mean Score

2014	2013
298	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	360	30	41	21	8	29	337	32	39	20	9	29
General Education	325	27	41	22	9	31	296	27	40	22	10	32
Students with Disabilities	35	51	40	9	0	9	41	63	32	5	0	5
Asian or Native Hawaiian/Other Pacific Islander	7	0	57	29	14	43	8	—	—	—	—	—
Black or African American	94	33	41	19	6	26	90	38	43	14	4	19
Hispanic or Latino	196	32	40	20	8	28	182	34	38	21	7	28
White	54	19	43	26	13	39	55	22	36	20	22	42
Multiracial	9	33	44	22	0	22	2	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	10	0	30	60	10	70
Female	158	25	44	25	6	32	151	36	37	17	9	26
Male	202	34	39	18	9	27	186	28	41	23	9	31
English Proficient	324	24	44	23	9	32	284	26	40	23	11	33
Limited English Proficient	36	78	17	3	3	6	53	62	32	6	0	6
Economically Disadvantaged	277	34	39	19	8	27	238	34	41	21	5	26
Not Economically Disadvantaged	83	16	47	28	10	37	99	27	35	19	18	37
Not Migrant	360	30	41	21	8	29	337	32	39	20	9	29

Grade 4 Mathematics

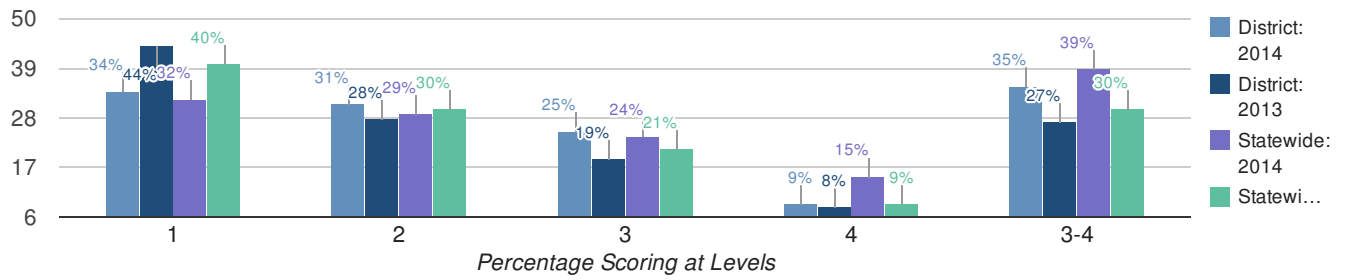


Mean Score

2014	2013
298	291

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	336	32	33	23	12	35	388	38	35	21	6	27
General Education	296	26	35	26	14	40	350	33	37	23	7	30
Students with Disabilities	40	75	23	0	3	3	38	87	11	3	0	3
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—	—	—	5	—	—	—	—	—
Black or African American	92	36	40	15	9	24	100	38	35	25	2	27
Hispanic or Latino	189	35	30	25	11	35	201	44	35	15	5	20
White	43	16	33	28	23	51	80	24	31	31	14	45
Multiracial	3	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	12	0	42	33	25	58	7	29	43	14	14	29
Female	146	34	33	25	9	34	186	37	37	20	6	26
Male	190	30	34	22	15	36	202	40	32	22	6	28
English Proficient	289	25	35	26	14	40	343	32	37	23	7	30
Limited English Proficient	47	70	26	4	0	4	45	82	13	4	0	4
Economically Disadvantaged	241	35	35	22	8	30	263	45	35	16	3	19
Not Economically Disadvantaged	95	22	29	26	22	48	125	23	33	32	12	44
Not Migrant	336	32	33	23	12	35	388	38	35	21	6	27

Grade 5 Mathematics

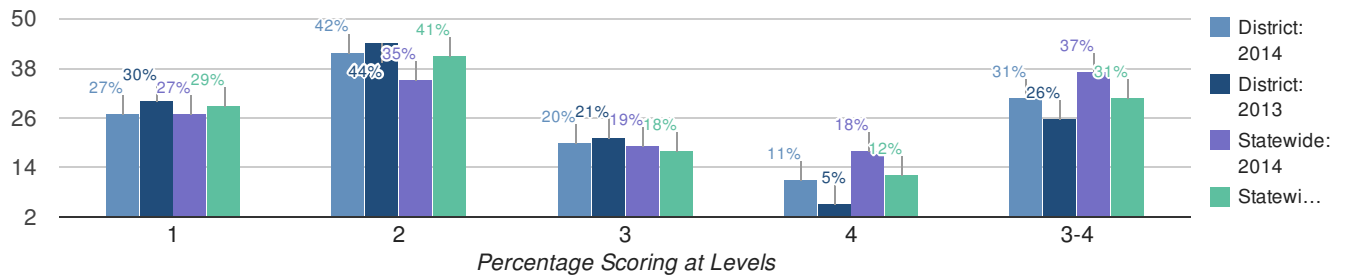


Mean Score

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	382	34	31	25	9	35	353	44	28	19	8	27
General Education	346	28	34	28	10	38	315	40	30	22	9	30
Students with Disabilities	36	89	8	3	0	3	38	84	11	0	5	5
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	9	22	11	22	44	67
Black or African American	96	33	31	24	11	35	99	53	25	18	4	22
Hispanic or Latino	208	40	30	24	5	29	186	47	27	19	6	25
White	71	15	35	31	18	49	54	26	37	24	13	37
Multiracial	3	—	—	—	—	—	5	20	40	0	40	40
Small Group Total	7	43	14	29	14	43	0	0	0	0	0	0
Female	189	31	33	25	12	37	174	47	29	19	5	24
Male	193	37	30	26	7	33	179	42	27	20	12	31
English Proficient	332	27	33	29	11	39	319	39	30	21	9	30
Limited English Proficient	50	80	16	4	0	4	34	91	6	3	0	3
Economically Disadvantaged	277	38	33	22	6	29	237	49	30	16	5	21
Not Economically Disadvantaged	105	24	26	33	17	50	116	36	23	26	15	41
Migrant	0	0	0	0	0	0	1	—	—	—	—	—
Not Migrant	382	34	31	25	9	35	352	—	—	—	—	—

Grade 6 Mathematics

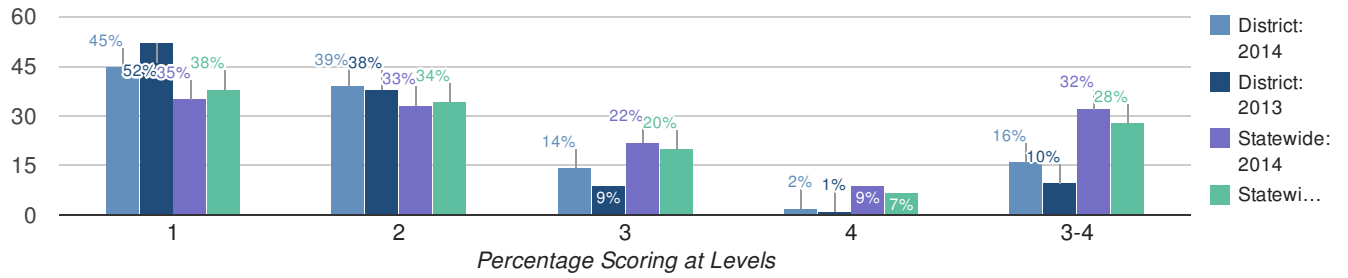


Mean Score

2014	2013
299	295

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	351	27	42	20	11	31	387	30	44	21	5	26
General Education	308	19	46	22	13	35	339	22	48	24	6	30
Students with Disabilities	43	79	16	2	2	5	48	83	17	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	10	10	20	20	50	70	5	—	—	—	—	—
Black or African American	94	23	44	26	7	33	105	30	46	20	5	25
Hispanic or Latino	197	32	41	17	9	26	204	35	43	19	4	23
White	45	13	49	16	22	38	71	18	45	30	7	37
Multiracial	5	20	40	40	0	40	2	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	7	14	43	14	29	43
Female	172	22	49	21	8	28	176	23	48	23	6	28
Male	179	31	35	18	15	34	211	36	40	19	5	24
English Proficient	307	20	45	22	13	35	351	26	46	23	6	29
Limited English Proficient	44	75	20	5	0	5	36	72	28	0	0	0
Economically Disadvantaged	262	30	44	19	7	26	262	29	47	19	4	23
Not Economically Disadvantaged	89	18	37	21	24	45	125	31	37	24	8	32
Not Migrant	351	27	42	20	11	31	387	30	44	21	5	26

Grade 7 Mathematics

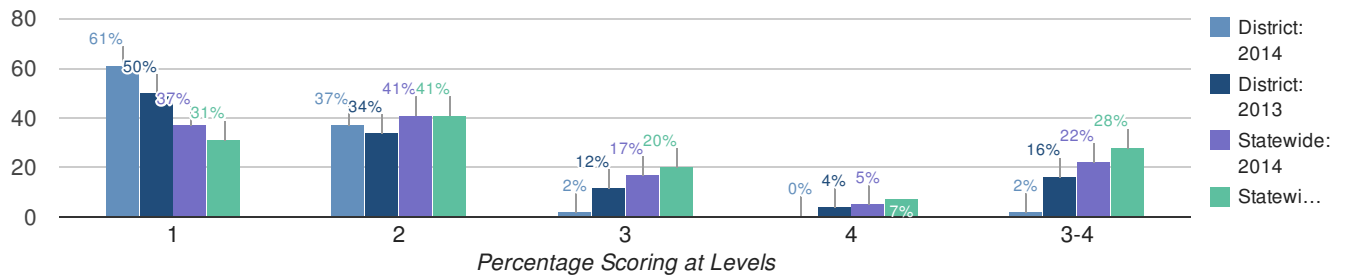


Mean Score

2014	2013
293	287

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	377	45	39	14	2	16	357	52	38	9	1	10
General Education	322	37	44	16	2	19	310	46	44	9	1	10
Students with Disabilities	55	95	5	0	0	0	47	94	2	4	0	4
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—	—	2	—	—	—	—	—
Black or African American	104	46	34	17	3	20	108	58	32	9	0	9
Hispanic or Latino	204	51	38	9	1	10	180	62	32	4	1	6
White	59	29	46	24	2	25	65	—	—	—	—	—
Multiracial	3	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	10	10	60	20	10	30	69	16	64	19	1	20
Female	176	40	42	16	2	18	183	47	42	10	2	11
Male	201	50	36	12	2	14	174	57	35	7	0	7
English Proficient	336	42	40	16	2	18	318	47	42	9	1	10
Limited English Proficient	41	71	29	0	0	0	39	92	5	3	0	3
Economically Disadvantaged	286	48	38	13	1	14	223	61	34	5	0	5
Not Economically Disadvantaged	91	36	42	16	5	22	134	37	46	15	1	16
Migrant	0	0	0	0	0	0	1	—	—	—	—	—
Not Migrant	377	45	39	14	2	16	356	—	—	—	—	—

Grade 8 Mathematics

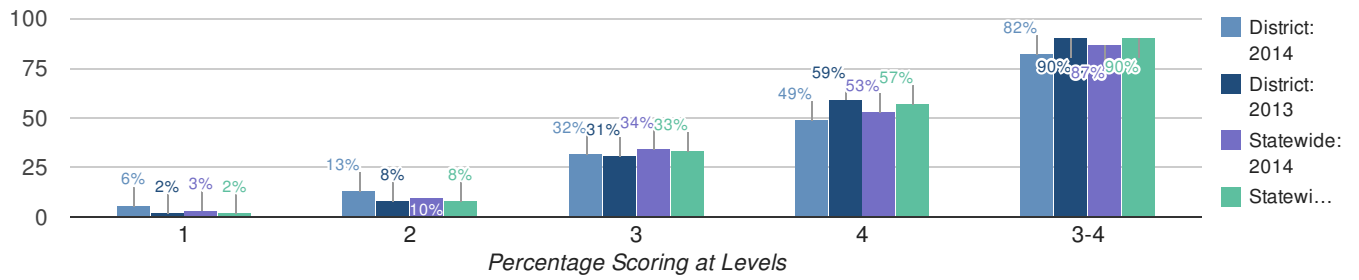


Mean Score

2014	2013
274	285

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	283	61	37	2	0	2	362	50	34	12	4	16
General Education	232	56	42	2	0	2	310	44	38	14	5	18
Students with Disabilities	51	88	12	0	0	0	52	88	12	0	0	0
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	9	—	—	—	—	—
Black or African American	84	69	29	2	0	2	100	52	34	11	3	14
Hispanic or Latino	158	64	35	1	0	1	183	56	36	5	3	9
White	33	39	58	3	0	3	68	35	32	26	6	32
Multiracial	3	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	8	25	63	13	0	13	11	27	27	27	18	45
Female	138	62	36	2	0	2	179	46	36	13	4	17
Male	145	61	37	1	0	1	183	54	32	10	4	14
English Proficient	247	58	40	2	0	2	319	46	36	13	5	18
Limited English Proficient	36	83	17	0	0	0	43	77	23	0	0	0
Economically Disadvantaged	209	67	32	0	0	0	223	54	35	9	3	12
Not Economically Disadvantaged	74	45	50	5	0	5	139	44	34	16	6	22
Migrant	0	0	0	0	0	0	1	—	—	—	—	—
Not Migrant	283	61	37	2	0	2	361	—	—	—	—	—

Grade 4 Science



Mean Score

2014	2013
79	83

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	336	6	13	32	49	82	385	2	8	31	59	90
General Education	297	4	10	31	55	86	347	1	5	30	63	94
Students with Disabilities	39	15	36	44	5	49	38	5	37	39	18	58
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—	—	—	5	—	—	—	—	—
Black or African American	94	2	17	35	46	81	100	2	9	36	53	89
Hispanic or Latino	185	8	14	33	45	78	198	2	10	36	53	88
White	45	4	2	27	67	93	80	0	5	14	81	95
Multiracial	3	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	12	0	0	17	83	100	7	0	0	29	71	100
Female	146	6	13	32	49	81	182	1	8	29	62	91
Male	190	5	13	33	49	82	203	2	8	33	56	90
English Proficient	289	2	10	32	56	88	341	1	6	30	64	94
Limited English Proficient	47	30	30	32	9	40	44	9	30	39	23	61
Economically Disadvantaged	242	5	16	35	45	79	262	2	11	37	50	87
Not Economically Disadvantaged	94	9	4	26	62	87	123	2	2	19	77	96
Not Migrant	336	6	13	32	49	82	385	2	8	31	59	90

Grade 8 Science

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

Mean Score

2014	2013
70	70

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	287	3	28	57	13	69	300	4	26	53	17	70
General Education	235	1	24	60	14	74	247	4	20	56	20	77
Students with Disabilities	52	12	42	42	4	46	53	8	53	36	4	40
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	7	—	—	—	—	—
Black or African American	89	4	29	55	11	66	82	2	37	48	13	61
Hispanic or Latino	159	3	30	58	9	67	168	6	26	51	17	68
White	33	0	9	58	33	91	41	2	5	73	20	93
Multiracial	2	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	6	0	33	50	17	67	9	0	11	44	44	89
Female	139	2	28	57	13	70	145	3	26	53	18	71
Male	148	4	27	57	12	69	155	6	25	52	17	69
English Proficient	251	2	23	61	14	75	256	1	21	58	20	78
Limited English Proficient	36	11	61	28	0	28	44	23	52	23	2	25
Economically Disadvantaged	213	3	30	57	10	67	194	4	30	50	15	65
Not Economically Disadvantaged	74	3	20	57	20	77	106	5	17	58	21	78
Migrant	0	0	0	0	0	0	1	—	—	—	—	—
Not Migrant	287	3	28	57	13	69	299	—	—	—	—	—

Grade 8 Students Taking a Regents Science Test

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

Results by Student Group	2014					2013						
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	61	0	0	8	92	100	63	0	0	10	90	100

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

2014	2013
8	5

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

2014	2013
8	5

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

2014	2013
9	8

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

2014	2013
9	8

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

2014	2013
12	6

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

2014	2013
12	6

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

2014	2013
10	11

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

2014	2013
10	11

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

2014	2013
9	9

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

2014	2013
9	9

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

2014	2013
7	8

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

2014	2013
7	8

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	401	5	4	63	15	78	407	5	3	65	17	82
General Education	321	2	1	68	18	86	326	1	2	69	21	89
Students with Disabilities	80	20	14	43	1	44	81	21	9	51	1	52
American Indian or Alaska Native	1	—	—	—	—	—	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	9	—	—	—	—	—
Black or African American	107	6	6	67	13	80	134	9	4	66	14	81
Hispanic or Latino	199	6	4	63	10	72	184	3	4	66	14	79
White	90	4	2	57	29	86	78	1	3	63	27	90
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	5	0	0	60	20	80	11	9	0	55	27	82
Female	205	3	4	60	22	82	185	3	2	66	20	86
Male	196	7	4	65	8	72	222	7	5	64	14	78
English Proficient	364	4	4	63	16	80	378	4	3	68	18	86
Limited English Proficient	37	16	5	54	0	54	29	14	14	31	0	31
Economically Disadvantaged	231	6	5	70	13	82	199	4	3	74	15	88
Not Economically Disadvantaged	170	5	2	53	18	71	208	6	4	57	19	75
Not Migrant	401	5	4	63	15	78	407	5	3	65	17	82

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	401	2	5	72	13	85	407	4	3	75	14	89
General Education	321	1	3	75	16	91	326	1	2	79	17	96
Students with Disabilities	80	6	16	60	1	61	81	15	11	59	4	63
American Indian or Alaska Native	1	—	—	—	—	—	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	9	—	—	—	—	—
Black or African American	107	2	5	77	11	88	134	6	5	78	7	85
Hispanic or Latino	199	2	8	75	6	81	184	3	2	78	13	91
White	90	2	1	60	31	91	78	4	1	65	28	94
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	5	0	0	80	20	100	11	0	18	55	27	82
Female	205	1	3	73	18	91	185	3	2	78	14	92
Male	196	3	8	72	8	80	222	5	5	73	14	87
English Proficient	364	2	5	71	14	85	378	3	3	75	15	90
Limited English Proficient	37	0	8	84	0	84	29	10	10	76	0	76
Economically Disadvantaged	231	0	7	81	11	92	199	3	4	80	14	94
Not Economically Disadvantaged	170	4	4	61	15	76	208	5	3	70	14	85
Not Migrant	401	2	5	72	13	85	407	4	3	75	14	89

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	401	6	6	54	24	78	407	3	6	60	21	82
General Education	321	2	4	57	29	85	326	0	4	63	25	89
Students with Disabilities	80	21	15	43	6	49	81	16	16	48	5	53
American Indian or Alaska Native	1	—	—	—	—	—	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	9	—	—	—	—	—
Black or African American	107	9	7	51	25	77	134	6	7	63	16	80
Hispanic or Latino	199	4	7	59	16	75	184	3	7	64	15	79
White	90	6	2	48	38	86	78	0	4	47	44	91
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	5	0	0	20	80	100	11	0	9	45	27	73
Female	205	5	5	54	28	81	185	4	4	62	21	83
Male	196	7	7	54	20	74	222	3	8	59	22	81
English Proficient	364	5	5	54	26	79	378	3	4	63	23	85
Limited English Proficient	37	11	11	57	11	68	29	7	28	28	3	31
Economically Disadvantaged	231	6	7	60	24	84	199	2	7	66	21	87
Not Economically Disadvantaged	170	6	4	46	24	70	208	5	6	54	22	76
Not Migrant	401	6	6	54	24	78	407	3	6	60	21	82

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	401	5	4	48	30	78	407	3	4	47	36	83
General Education	321	2	1	50	36	86	326	1	2	45	44	89
Students with Disabilities	80	18	19	36	6	43	81	11	11	53	6	59
American Indian or Alaska Native	1	—	—	—	—	—	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	9	—	—	—	—	—
Black or African American	107	9	7	50	26	76	134	4	7	53	29	82
Hispanic or Latino	199	4	3	53	22	75	184	3	2	48	33	80
White	90	2	3	37	48	84	78	1	4	31	58	88
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	5	0	0	0	100	100	11	0	0	64	27	91
Female	205	3	5	48	33	81	185	3	3	50	35	84
Male	196	7	4	47	27	74	222	3	5	44	37	82
English Proficient	364	4	4	47	32	79	378	2	4	47	38	85
Limited English Proficient	37	8	5	57	8	65	29	10	3	41	7	48
Economically Disadvantaged	231	4	5	56	27	84	199	2	4	54	36	90
Not Economically Disadvantaged	170	5	4	36	34	69	208	4	4	40	36	76
Not Migrant	401	5	4	48	30	78	407	3	4	47	36	83

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	401	3	5	57	26	83	407	4	6	56	28	84
General Education	321	1	3	56	32	88	326	2	3	57	34	90
Students with Disabilities	80	11	13	61	1	63	81	11	17	54	5	59
American Indian or Alaska Native	1	—	—	—	—	—	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	9	—	—	—	—	—
Black or African American	107	3	6	63	23	86	134	3	10	62	20	82
Hispanic or Latino	199	3	7	61	17	78	184	4	5	60	22	82
White	90	4	1	42	48	90	78	4	3	38	54	92
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	5	0	0	60	40	100	11	0	0	55	36	91
Female	205	2	4	57	30	87	185	4	6	57	27	84
Male	196	4	6	58	21	80	222	3	5	56	29	85
English Proficient	364	2	4	58	29	86	378	2	5	58	30	88
Limited English Proficient	37	11	22	54	0	54	29	21	21	31	0	31
Economically Disadvantaged	231	3	7	65	22	87	199	3	6	64	25	88
Not Economically Disadvantaged	170	4	2	46	31	78	208	4	6	49	31	80
Not Migrant	401	3	5	57	26	83	407	4	6	56	28	84

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	439	85	70	17	574	87	70	12
General Education	369	89	75	19	450	94	82	15
Students with Disabilities	70	60	43	7	124	60	27	1
American Indian or Alaska Native	0	0	0	0	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	9	78	78	56	13	100	85	23
Black or African American	128	87	70	9	169	85	67	12
Hispanic or Latino	221	81	67	13	297	86	69	8
White	81	91	78	35	88	91	80	22
Multiracial	0	0	0	0	5	—	—	—
Small Group Total	0	0	0	0	7	86	29	0
Female	206	91	77	22	288	89	76	15
Male	233	79	64	12	286	84	65	8
English Proficient	390	89	74	19	466	88	72	13
Limited English Proficient	49	49	35	0	108	79	61	5
Economically Disadvantaged	288	81	65	13	386	85	67	8
Not Economically Disadvantaged	151	92	79	25	188	89	76	20
Not Migrant	439	85	70	17	574	87	70	12

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	216	47	18	24	9	3	443	33	38	23	5	0
General Education	191	43	18	26	9	3	375	25	41	27	6	0
Students with Disabilities	25	72	12	4	12	0	68	78	22	0	0	0
American Indian or Alaska Native	1	—	—	—	—	—	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	12	25	25	42	8	0
Black or African American	68	47	21	25	7	0	125	35	38	22	6	0
Hispanic or Latino	105	46	18	23	12	1	231	37	42	19	3	0
White	39	—	—	—	—	—	70	20	31	39	9	1
Multiracial	0	0	0	0	0	0	4	—	—	—	—	—
Small Group Total	43	49	12	23	5	12	5	40	40	20	0	0
Female	98	44	14	23	13	5	230	31	38	24	7	0
Male	118	49	20	24	6	1	213	36	39	22	3	0
English Proficient	187	40	19	27	11	3	363	29	40	25	6	0
Limited English Proficient	29	90	10	0	0	0	80	54	31	15	0	0
Economically Disadvantaged	148	53	18	22	6	1	303	38	41	19	3	0
Not Economically Disadvantaged	68	32	18	28	16	6	140	24	33	33	9	1
Not Migrant	216	47	18	24	9	3	443	33	38	23	5	0

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	338	79	51	11	192	85	70	15
General Education	327	80	52	12	188	—	—	—
Students with Disabilities	11	36	18	0	4	—	—	—
American Indian or Alaska Native	0	0	0	0	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	100	100	57	9	—	—	—
Black or African American	102	84	48	6	54	78	67	9
Hispanic or Latino	155	74	45	9	75	87	67	15
White	74	80	62	19	53	89	79	19
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	0	0	0	0	10	90	70	30
Female	175	80	56	12	104	83	67	13
Male	163	78	45	10	88	88	74	18
English Proficient	311	82	53	12	189	—	—	—
Limited English Proficient	27	48	22	4	3	—	—	—
Economically Disadvantaged	214	79	48	10	111	85	67	13
Not Economically Disadvantaged	124	78	56	14	81	85	75	19
Not Migrant	338	79	51	11	192	85	70	15

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	602	72	56	18	496	87	74	32
General Education	475	82	67	22	427	90	79	35
Students with Disabilities	127	38	14	2	69	67	42	12
American Indian or Alaska Native	0	0	0	0	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	12	—	—	—	9	—	—	—
Black or African American	193	66	49	12	140	86	71	25
Hispanic or Latino	308	74	56	15	264	85	72	28
White	88	80	64	33	81	94	86	53
Multiracial	1	—	—	—	1	—	—	—
Small Group Total	13	92	92	69	11	82	55	45
Female	282	72	55	17	237	87	73	35
Male	320	73	57	18	259	86	75	29
English Proficient	508	74	57	20	407	90	79	36
Limited English Proficient	94	63	48	5	89	71	51	15
Economically Disadvantaged	421	70	54	14	328	84	71	27
Not Economically Disadvantaged	181	77	61	28	168	92	80	40
Not Migrant	602	72	56	18	496	87	74	32

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	604	86	70	18	454	80	57	16
General Education	500	92	78	22	404	84	61	18
Students with Disabilities	104	61	33	1	50	48	24	0
American Indian or Alaska Native	2	—	—	—	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	10	100	100	70	9	—	—	—
Black or African American	152	86	68	17	138	78	60	14
Hispanic or Latino	347	84	65	11	222	77	48	10
White	90	97	93	42	83	94	72	31
Multiracial	3	—	—	—	2	—	—	—
Small Group Total	5	60	40	20	11	82	73	27
Female	300	88	73	19	230	84	60	20
Male	304	85	68	17	224	76	54	11
English Proficient	446	90	76	23	418	83	61	17
Limited English Proficient	158	77	53	3	36	47	11	0
Economically Disadvantaged	441	85	67	13	290	76	51	10
Not Economically Disadvantaged	163	90	79	33	164	87	68	26
Not Migrant	604	86	70	18	454	80	57	16

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	188	95	64	7	51	76	39	4
General Education	185	—	—	—	51	76	39	4
Students with Disabilities	3	—	—	—	0	0	0	0
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	2	—	—	—
Black or African American	57	91	70	5	15	67	33	0
Hispanic or Latino	79	95	59	6	14	—	—	—
White	42	100	67	12	19	84	53	0
Multiracial	1	—	—	—	0	0	0	0
Small Group Total	10	100	60	10	17	76	29	12
Female	97	92	63	7	30	73	37	3
Male	91	99	66	8	21	81	43	5
English Proficient	188	95	64	7	51	76	39	4
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	116	95	60	5	28	82	36	0
Not Economically Disadvantaged	72	96	71	11	23	70	43	9
Not Migrant	188	95	64	7	51	76	39	4

Regents Competency Test Results (2013 - 14)

Results by Student Group	Reading		Writing		Math	
	Total Tested	Percent Passing	Total Tested	Percent Passing	Total Tested	Percent Passing
All Students	13	46	12	92	4	—
Students with Disabilities	13	46	12	92	4	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	0	0	0	0
Black or African American	4	—	5	80	2	—
Hispanic or Latino	6	33	4	—	1	—
White	2	—	3	—	1	—
Small Group Total	7	57	7	100	4	—
Female	5	60	3	—	2	—
Male	8	38	9	—	2	—
English Proficient	11	—	11	—	4	—
Limited English Proficient	2	—	1	—	0	0
Economically Disadvantaged	5	0	4	—	1	—
Not Economically Disadvantaged	8	75	8	—	3	—
Not Migrant	13	46	12	92	4	—

Regents Competency Test Results (2013 - 14)

Results by Student Group	Global Studies		U.S. History & Government		Science	
	Total Tested	Percent Passing	Total Tested	Percent Passing	Total Tested	Percent Passing
All Students	9	56	13	69	6	83
Students with Disabilities	9	56	13	69	6	83
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0
Black or African American	4	—	6	—	1	—
Hispanic or Latino	3	—	6	67	3	—
White	2	—	1	—	2	—
Small Group Total	9	56	7	71	6	83
Female	1	—	4	—	2	—
Male	8	—	9	—	4	—
English Proficient	9	56	11	—	5	—
Limited English Proficient	0	0	2	—	1	—
Economically Disadvantaged	1	—	6	100	2	—
Not Economically Disadvantaged	8	—	7	43	4	—
Not Migrant	9	56	13	69	6	83

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	9	3	4	2	0	22
Grade 3 Math	9	5	3	1	0	11
Grade 4 ELA	7	0	1	6	0	86
Grade 4 Math	7	0	1	6	0	86
Grade 4 Science	7	0	1	6	0	86
Grade 5 ELA	8	2	3	3	0	38
Grade 5 Math	8	1	2	5	0	63
Grade 6 ELA	7	1	2	4	0	57
Grade 6 Math	7	0	2	4	1	71
Grade 7 ELA	11	2	4	5	0	45
Grade 7 Math	11	2	5	1	3	36
Grade 8 ELA	8	3	1	4	0	50
Grade 8 Math	8	1	0	6	1	88
Grade 8 Science	8	0	7	1	0	13
Secondary-Level ELA	9	0	3	6	0	67
Secondary-Level Math	9	0	4	5	0	56
Secondary-Level Science	9	0	2	7	0	78
Secondary-Level Social Studies	9	0	1	8	0	89

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

Kindergarten	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	95	5%	22%	39%	34%
General Education	87	6%	18%	39%	37%
Students with Disabilities	8	0%	63%	38%	0%
Grade 1	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	74	8%	28%	50%	14%
General Education	65	5%	28%	52%	15%
Students with Disabilities	9	33%	33%	33%	0%
Grade 2	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	65	9%	9%	52%	29%
General Education	54	9%	4%	54%	33%
Students with Disabilities	11	9%	36%	45%	9%
Grade 3	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	38	26%	32%	37%	5%
General Education	30	27%	20%	47%	7%
Students with Disabilities	8	25%	75%	0%	0%
Grade 4	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	47	23%	19%	34%	23%
General Education	34	29%	15%	29%	26%
Students with Disabilities	13	8%	31%	46%	15%
Grade 5	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	52	17%	27%	38%	17%
General Education	36	25%	14%	39%	22%
Students with Disabilities	16	0%	56%	38%	6%
Grade 6	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	45	31%	16%	38%	16%
General Education	36	33%	17%	33%	17%
Students with Disabilities	9	22%	11%	56%	11%

Grade 7	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	46	37%	24%	26%	13%
General Education	36	39%	25%	19%	17%
Students with Disabilities	10	30%	20%	50%	0%
Grade 8	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	37	32%	19%	32%	16%
General Education	31	35%	19%	29%	16%
Students with Disabilities	6	17%	17%	50%	17%
Grade 9	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	112	37%	35%	14%	14%
General Education	95	43%	38%	8%	11%
Students with Disabilities	17	0%	18%	47%	35%
Grade 10	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	56	9%	32%	38%	21%
General Education	46	9%	26%	41%	24%
Students with Disabilities	10	10%	60%	20%	10%
Grade 11	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	27	7%	37%	41%	15%
General Education	20	0%	35%	45%	20%
Students with Disabilities	7	29%	43%	29%	0%
Grade 12	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	38	16%	21%	50%	13%
General Education	28	4%	21%	57%	18%
Students with Disabilities	10	50%	20%	30%	0%

Elementary/Middle-Level English Language Arts Results for Accountability

All accountability groups made AYP: **NO**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	2,246	99%	✓	2,108	90	87	87
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	✓	✓	607	99%	✓	577	86	64	64
Hispanic or Latino	✓	✓	1,204	99%	✓	1,123	81	71	71
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	42	98%	✓	37	146	104	104
White	✓	✓	364	96%	✓	343	118	103	103
Multiracial	—	—	28	—	—	27	—	—	—
Students With Disabilities	✗	✓	323	98%	✗	324†	34†	42	42
Limited English Proficient	✗	✓	265	99%	✗	331‡	41‡	45	45
Economically Disadvantaged	✓	✓	1,618	99%	✓	1,524	80	72	72

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	2,245	99%	2,107	90
Not Black or African American	1,639	98%	1,531	91
Not Hispanic or Latino	1,042	98%	985	99
Not Asian or Native Hawaiian/Other Pacific Islander	2,204	99%	2,071	89
Not White	1,882	99%	1,765	84
Not Multiracial	2,218	99%	2,081	90
General Education	1,923	99%	1,805	100
English Proficient	1,981	99%	1,904	97
Not Economically Disadvantaged	628	98%	584	115
Male	1,192	98%	1,109	80
Female	1,054	99%	999	101
Migrant	0	—	0	—
Not Migrant	2,246	99%	2,108	90

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

Elementary/Middle-Level Mathematics Results for Accountability

All accountability groups made AYP: **NO**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	2,246	98%	✓	2,119	94	84	84
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	✓	✓	609	98%	✓	569	90	56	56
Hispanic or Latino	✓	✓	1,204	99%	✓	1,148	85	69	69
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	43	98%	✓	37	151	119	119
White	✓	✓	361	95%	✓	338	124	99	99
Multiracial	—	—	28	—	—	26	—	—	—
Students With Disabilities	✗	✓	323	96%	✗	318†	42†	43	43
Limited English Proficient	✓	✓	267	99%	✓	363‡	50‡	48	48
Economically Disadvantaged	✓	✓	1,617	98%	✓	1,538	84	69	69

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	2,245	98%	2,118	94
Not Black or African American	1,637	98%	1,550	95
Not Hispanic or Latino	1,042	97%	971	104
Not Asian or Native Hawaiian/Other Pacific Islander	2,203	98%	2,082	93
Not White	1,885	98%	1,781	88
Not Multiracial	2,218	98%	2,093	94
General Education	1,923	98%	1,822	103
English Proficient	1,979	98%	1,883	101
Not Economically Disadvantaged	629	97%	581	119
Male	1,193	97%	1,116	91
Female	1,053	98%	1,003	97
Migrant	0	—	0	—
Not Migrant	2,246	98%	2,119	94

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

Elementary/Middle-Level Science Results for Accountability

All accountability groups made AYP: **NO**

Student Group	Made AYP	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI \geq EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✗	✓	710	98%	✗	671	175	179	179
American Indian or Alaska Native	—	—	1	—	—	0	—	—	—
Black or African American	✓	✓	208	99%	✓	196	173	160	160
Hispanic or Latino	✓	✓	371	98%	✓	349	170	166	166
Asian or Native Hawaiian/Other Pacific Islander	—	—	14	—	—	11	—	—	—
White	✓	✓	110	100%	✓	109	191	182	182
Multiracial	—	—	6	—	—	6	—	—	—
Students With Disabilities	✗	✓	110	96%	✗	110†	138†	152	152
Limited English Proficient	✗	✓	86	99%	✗	98‡	132‡	149	149
Economically Disadvantaged	✓	✓	488	99%	✓	465	171	169	169

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	709	99%	671	175
Not Black or African American	502	98%	475	176
Not Hispanic or Latino	339	99%	322	180
Not Asian or Native Hawaiian/Other Pacific Islander	696	98%	660	174
Not White	600	98%	562	172
Not Multiracial	704	98%	665	175
General Education	600	99%	568	182
English Proficient	624	98%	596	182
Not Economically Disadvantaged	222	98%	206	183
Male	375	98%	350	174
Female	335	99%	321	176
Migrant	0	—	0	—
Not Migrant	710	98%	671	175

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

Secondary-Level English Language Arts Results for Accountability

All accountability groups made AYP: **NO**

Student Group	Made AYP	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores	PI \geq EAMO or Safe Harbor Target	2010 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	X	✓	382	99%	X	355	132	160	142
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	X	✓	105	99%	X	98	122	136	133
Hispanic or Latino	X	✓	184	99%	X	167	124	141	136
Asian or Native Hawaiian/Other Pacific Islander	—	—	4	—	—	4	—	—	—
White	X	✓	88	100%	X	85	159	167	165
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	X	✓	69	99%	X	70†	83†	105	98
Limited English Proficient	✓	—	36	—	✓	37‡	81‡	103	20
Economically Disadvantaged	X	✓	231	99%	X	215	127	144	142

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	381	99%	354	132
Not Black or African American	277	99%	257	136
Not Hispanic or Latino	198	99%	188	139
Not Asian or Native Hawaiian/Other Pacific Islander	378	99%	351	132
Not White	294	99%	270	124
Not Multiracial	382	99%	355	132
General Education	313	99%	286	144
English Proficient	346	99%	324	137
Not Economically Disadvantaged	151	99%	140	139
Male	183	99%	172	118
Female	199	99%	183	145
Migrant	0	—	0	—
Not Migrant	382	99%	355	132

✓ Yes

X No

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

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

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

Secondary-Level Mathematics Results for Accountability

All accountability groups made AYP: **NO**

Student Group	Made AYP	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores	PI \geq EAMO or Safe Harbor Target	2010 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✗	✓	382	100%	✗	355	131	142	137
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	✓	✓	105	100%	✓	98	129	111	111
Hispanic or Latino	✓	✓	184	100%	✓	167	120	117	117
Asian or Native Hawaiian/Other Pacific Islander	—	—	4	—	—	4	—	—	—
White	✓	✓	88	100%	✓	85	153	151	151
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	✗	✓	69	100%	✗	70†	86†	93	93
Limited English Proficient	✓	—	36	—	✓	37‡	103‡	103	20
Economically Disadvantaged	✓	✓	231	100%	✓	215	127	123	123

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	381	100%	354	131
Not Black or African American	277	100%	257	132
Not Hispanic or Latino	198	100%	188	140
Not Asian or Native Hawaiian/Other Pacific Islander	378	100%	351	130
Not White	294	100%	270	124
Not Multiracial	382	100%	355	131
General Education	313	100%	286	142
English Proficient	346	100%	324	134
Not Economically Disadvantaged	151	100%	140	136
Male	183	100%	172	120
Female	199	100%	183	141
Migrant	0	—	0	—
Not Migrant	382	100%	355	131

✓ Yes

✗ No

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

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

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

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	90	94	132	131	112
American Indian or Alaska Native	—	—	—	—	—
Black or African American	86	90	122	129	107
Hispanic or Latino	81	85	124	120	103
Asian or Native Hawaiian/Other Pacific Islander	146	151	—	—	149
White	118	124	159	153	139
Multiracial	—	—	—	—	—
Students With Disabilities	34	42	83	86	61
Limited English Proficient	41	50	81	103	69
Economically Disadvantaged	80	84	127	127	105

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

Overall Graduation Rate for Accountability

All accountability groups made AYP: **NO**

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	✓	408	85%	80%	80%
American Indian or Alaska Native	—	1	—	—	—
Black or African American	✓	135	88%	80%	80%
Hispanic or Latino	✓	184	80%	80%	74%
Asian or Native Hawaiian/Other Pacific Islander	—	9	—	—	—
White	✓	78	91%	80%	80%
Multiracial	—	1	—	—	—
Students With Disabilities	✓	82†	77%†	80%	68%
Limited English Proficient	—	29	—	—	—
Economically Disadvantaged	✓	200	91%	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.
 † Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

Five-Year Graduation-Rate Total Cohort for Accountability

Student Group	Met Graduation-Rate Criterion	2008 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	378	85%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	123	90%	80%	80%
Hispanic or Latino	✓	164	80%	80%	80%
Asian or Native Hawaiian/Other Pacific Islander	—	9	—	—	—
White	✓	80	85%	80%	80%
Multiracial	—	2	—	—	—
Students With Disabilities	✓	68†	75%†	80%	74%
Limited English Proficient	✗	45‡	62%‡	80%	80%
Economically Disadvantaged	✓	160	91%	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.

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

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

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	407	85%	378	85%
Not Black or African American	273	83%	255	83%
Not Hispanic or Latino	224	89%	214	89%
Not Asian or Native Hawaiian/Other Pacific Islander	399	85%	369	85%
Not White	330	83%	298	85%
Not Multiracial	407	85%	376	85%
General Education	327	87%	311	87%
English Proficient	379	88%	342	89%
Not Economically Disadvantaged	208	79%	218	81%
Male	222	84%	188	79%
Female	186	85%	190	91%
Migrant	0	—	0	—
Not Migrant	408	85%	378	85%

— 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
27%	31%	NO
Regents Diploma with CTE Endorsement (This District)	Regents Diploma with CTE Endorsement (Statewide)	Percentage in This District Exceeded Statewide
6%	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 HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

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

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

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

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

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

Regents Competency Tests

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

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

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

Total Cohort

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

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

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

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

Safe Harbor Target

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

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

Unweighted Combined PI

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

WALTER G. O'CONNELL
HIGH SCHOOL

Report Card

SECTION C

(39 pages)



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

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

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

Students by Gender

Male		Female	
775	50%	776	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
3	438	792	30	283	5
0%	28%	51%	2%	18%	0%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
215	14%	209	13%	1,059	68%

Students by Grade

9th Grade	10th Grade	11th Grade	12th Grade	Ungraded Secondary
443	421	347	333	7

Average Class Size (2013 - 14)

Grade 10 English	Grade 10 Mathematics	Grade 10 Social Studies
24	23	24

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
778	50%	108	7%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate	Student Suspensions	
96%	106	7%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience	Turnover Rate of All Teachers
29%	14%

Staff Counts (2013 - 14)

Principals	Assistant Principals	Other Professional Staff	Paraprofessionals
1	4	10	0

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	102	103	99
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	1%	0%	0%
Percent with Fewer Than Three Years of Experience	4%	2%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	58%	62%	63%
Total Number of Core Classes	330	361	337
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	468	470	432
Percent Taught by Teachers Without Appropriate Certification	2%	1%	1%

High School Completers (2013 - 14)

Results by Student Group	Completers (Graduates + IEP Diplomas)	Graduates (Regents + Local Diplomas)	Regents Diploma		Regents with Advanced Designation	
	Number of Students	Number of Students	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates
All Students	307	307	282	92%	88	29%
General Education	269	269	264	98%	87	32%
Students with Disabilities	38	38	18	47%	1	3%

Results by Student Group	Regents with CTE Endorsement		Local Diplomas		Commencement Credentials	
	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates	Number of Students	Percent of Completers
All Students	0	0%	25	8%	0	0%
General Education	0	0%	5	2%	0	0%
Students with Disabilities	0	0%	20	53%	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	24	2%	5	0%	29	2%
General Education	—	—	—	—	—	—
Students with Disabilities	—	—	—	—	—	—

Post-graduation Plans of Completers (2013 - 14)

Results by Student Group	To Four-Year College		To Two-Year College		To Other Post-Secondary		To the Military	
	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers
All Students	95	31%	143	47%	0	0%	8	3%
General Education	90	33%	121	45%	0	0%	6	2%
Students with Disabilities	5	13%	22	58%	0	0%	2	5%

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	38	12%	0	0%	23	7%	0	0%
General Education	34	13%	0	0%	18	7%	0	0%
Students with Disabilities	4	11%	0	0%	5	13%	0	0%

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

*Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

*Reporting standards not met.

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

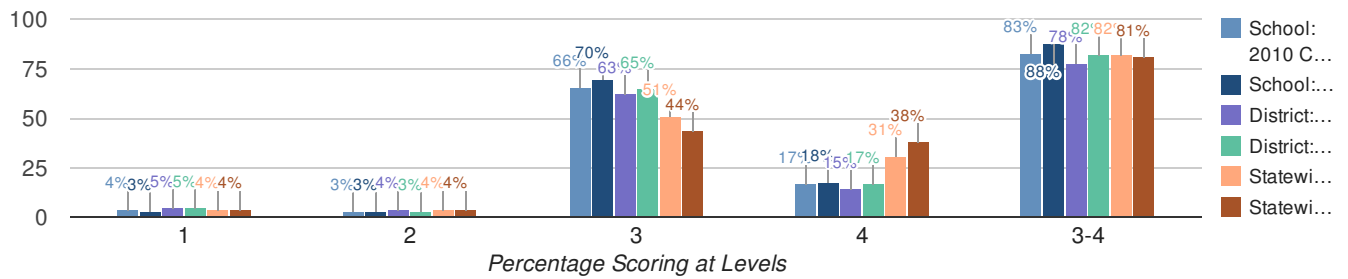
Grade 4 Mathematics	Participation Rate
Students with Disabilities	94
Limited English Proficient	93

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

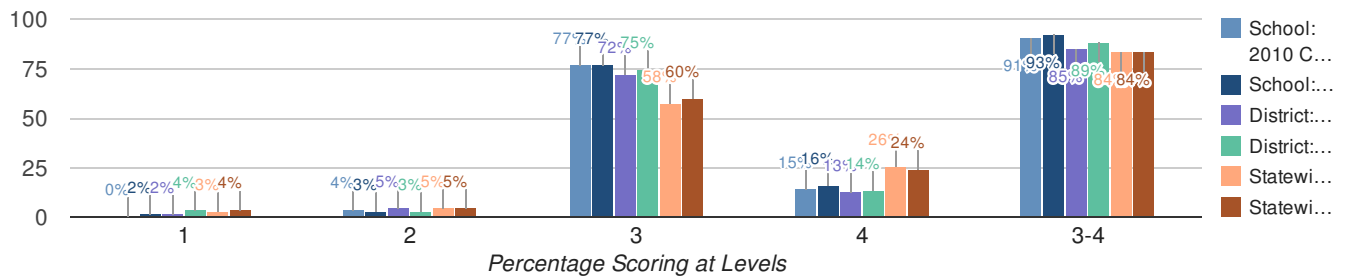
Total cohort results are those for New York State Regents and alternatives to Regents examinations only.



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	344	4	3	66	17	83	352	3	3	70	18	88
General Education	297	1	1	68	20	88	297	1	2	71	22	92
Students with Disabilities	47	21	17	55	0	55	55	15	11	65	2	67
American Indian or Alaska Native	1	—	—	—	—	—	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	9	—	—	—	—	—
Black or African American	91	4	7	71	15	87	110	3	5	75	16	91
Hispanic or Latino	175	5	3	66	11	77	163	4	3	69	15	84
White	73	1	1	60	34	95	69	1	1	65	29	94
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0
Small Group Total	5	0	0	60	20	80	10	10	0	60	30	90
Female	182	3	4	64	24	88	167	2	2	71	21	92
Male	162	6	3	69	9	78	185	4	4	69	16	85
English Proficient	313	3	3	67	19	86	325	2	2	73	20	93
Limited English Proficient	31	19	6	58	0	58	27	15	15	33	0	33
Economically Disadvantaged	221	5	5	70	13	83	189	3	3	76	15	91
Not Economically Disadvantaged	123	2	1	60	24	85	163	3	3	63	22	85
Not Migrant	344	4	3	66	17	83	352	3	3	70	18	88

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

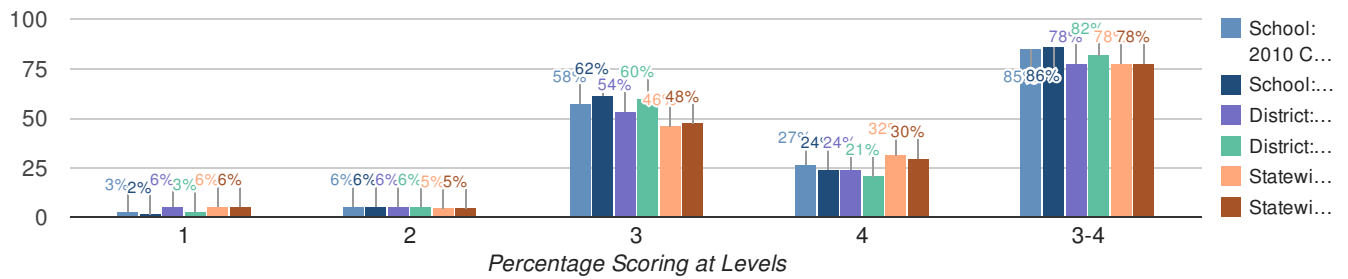
Total cohort results are those for New York State Regents and alternatives to Regents examinations only.



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	344	0	4	77	15	91	352	2	3	77	16	93
General Education	297	0	2	76	17	93	297	1	1	79	18	97
Students with Disabilities	47	0	17	83	0	83	55	9	15	69	5	75
American Indian or Alaska Native	1	—	—	—	—	—	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	9	—	—	—	—	—
Black or African American	91	0	3	82	13	96	110	1	5	85	8	93
Hispanic or Latino	175	1	6	80	6	86	163	2	1	80	14	94
White	73	0	1	62	36	97	69	4	1	62	32	94
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0
Small Group Total	5	0	0	80	20	100	10	0	10	60	30	90
Female	182	0	2	76	20	96	167	2	1	80	16	96
Male	162	1	7	77	9	86	185	3	4	75	17	91
English Proficient	313	0	4	75	16	91	325	2	2	77	18	94
Limited English Proficient	31	0	3	97	0	97	27	11	7	81	0	81
Economically Disadvantaged	221	0	6	82	11	93	189	2	3	81	14	96
Not Economically Disadvantaged	123	0	2	67	20	88	163	3	3	72	18	91
Not Migrant	344	0	4	77	15	91	352	2	3	77	16	93

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

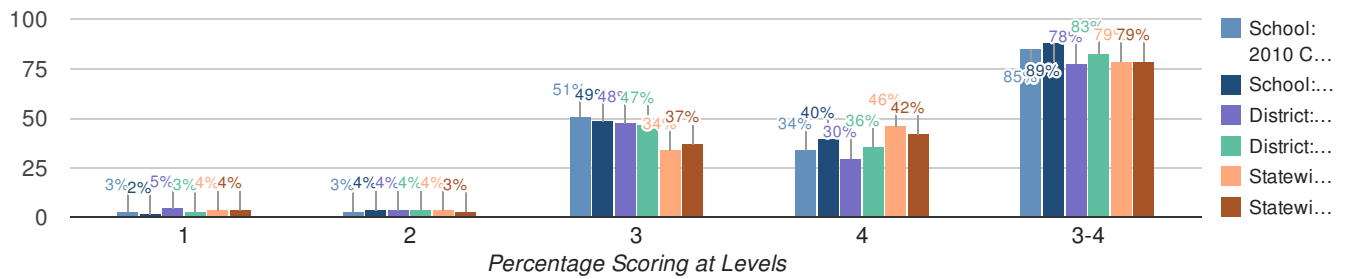
Total cohort results are those for New York State Regents and alternatives to Regents examinations only.



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	344	3	6	58	27	85	352	2	6	62	24	86
General Education	297	2	4	57	30	87	297	0	3	63	28	90
Students with Disabilities	47	13	17	64	6	70	55	11	20	60	4	64
American Indian or Alaska Native	1	—	—	—	—	—	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	9	—	—	—	—	—
Black or African American	91	7	8	54	30	84	110	3	5	68	19	87
Hispanic or Latino	175	3	7	63	17	80	163	2	7	66	17	83
White	73	1	1	51	45	96	69	0	3	45	48	93
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0
Small Group Total	5	0	0	20	80	100	10	0	10	50	30	80
Female	182	4	4	57	31	88	167	3	5	65	21	86
Male	162	3	7	58	23	81	185	1	7	59	26	86
English Proficient	313	3	5	57	29	86	325	2	4	65	26	91
Limited English Proficient	31	6	13	65	10	74	27	7	30	26	4	30
Economically Disadvantaged	221	5	8	60	24	85	189	2	6	67	22	88
Not Economically Disadvantaged	123	0	2	53	32	85	163	2	6	57	26	83
Not Migrant	344	3	6	58	27	85	352	2	6	62	24	86

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

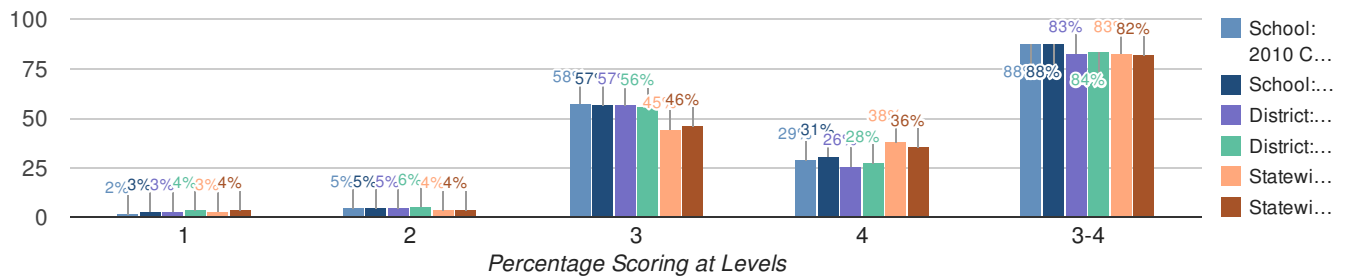
Total cohort results are those for New York State Regents and alternatives to Regents examinations only.



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	344	3	3	51	34	85	352	2	4	49	40	89
General Education	297	1	0	51	38	89	297	1	2	45	47	92
Students with Disabilities	47	15	21	51	9	60	55	5	15	67	5	73
American Indian or Alaska Native	1	—	—	—	—	—	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	9	—	—	—	—	—
Black or African American	91	7	4	55	31	86	110	0	7	56	35	91
Hispanic or Latino	175	3	2	55	25	81	163	3	2	51	35	86
White	73	0	3	38	56	95	69	1	3	29	64	93
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0
Small Group Total	5	0	0	0	100	100	10	0	0	70	30	100
Female	182	3	3	52	37	88	167	2	3	53	38	90
Male	162	4	2	50	31	81	185	1	5	45	43	88
English Proficient	313	3	3	50	37	86	325	1	4	49	43	92
Limited English Proficient	31	10	3	65	10	74	27	11	4	44	7	52
Economically Disadvantaged	221	5	4	57	28	86	189	2	4	54	38	92
Not Economically Disadvantaged	123	1	2	39	46	85	163	2	4	42	44	86
Not Migrant	344	3	3	51	34	85	352	2	4	49	40	89

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	344	2	5	58	29	88	352	3	5	57	31	88
General Education	297	1	3	56	34	90	297	2	2	56	36	92
Students with Disabilities	47	6	19	72	2	74	55	11	16	64	5	69
American Indian or Alaska Native	1	—	—	—	—	—	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	9	—	—	—	—	—
Black or African American	91	1	7	63	27	90	110	2	5	66	24	90
Hispanic or Latino	175	2	6	63	19	82	163	4	5	61	23	85
White	73	1	1	41	56	97	69	4	3	33	59	93
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0
Small Group Total	5	0	0	60	40	100	10	0	0	60	40	100
Female	182	2	4	58	34	92	167	4	5	59	29	88
Male	162	2	6	59	25	83	185	3	4	56	33	89
English Proficient	313	1	4	58	32	90	325	2	3	59	34	93
Limited English Proficient	31	10	23	61	0	61	27	22	22	33	0	33
Economically Disadvantaged	221	3	7	65	23	88	189	3	5	65	26	90
Not Economically Disadvantaged	123	0	2	47	41	88	163	4	4	49	37	86
Not Migrant	344	2	5	58	29	88	352	3	5	57	31	88

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	404	85	71	18	486	86	69	5
General Education	352	89	76	19	383	93	80	6
Students with Disabilities	52	56	38	6	103	61	29	0
American Indian or Alaska Native	0	0	0	0	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	9	78	78	56	12	100	83	17
Black or African American	115	88	72	10	144	84	65	6
Hispanic or Latino	207	82	68	14	269	85	69	3
White	73	90	78	34	55	95	80	7
Multiracial	0	0	0	0	4	—	—	—
Small Group Total	0	0	0	0	6	83	33	0
Female	193	92	78	23	237	87	73	4
Male	211	79	65	13	249	85	65	5
English Proficient	357	90	76	20	378	88	71	4
Limited English Proficient	47	49	34	0	108	79	61	5
Economically Disadvantaged	277	82	66	13	355	85	66	4
Not Economically Disadvantaged	127	93	81	27	131	90	77	6
Not Migrant	404	85	71	18	486	86	69	5

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	212	46	18	24	9	3	385	38	44	17	1	0
General Education	190	43	18	26	9	3	317	30	49	21	1	0
Students with Disabilities	22	73	14	5	9	0	68	78	22	0	0	0
American Indian or Alaska Native	1	—	—	—	—	—	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	11	27	27	45	0	0
Black or African American	68	47	21	25	7	0	108	41	44	16	0	0
Hispanic or Latino	103	46	18	23	12	1	214	40	44	16	0	0
White	37	—	—	—	—	—	47	30	47	19	4	0
Multiracial	0	0	0	0	0	0	4	—	—	—	—	—
Small Group Total	41	46	12	24	5	12	5	40	40	20	0	0
Female	95	43	15	24	13	5	189	38	46	16	1	0
Male	117	49	21	24	6	1	196	39	42	18	1	0
English Proficient	183	39	19	28	10	3	305	34	47	18	1	0
Limited English Proficient	29	90	10	0	0	0	80	54	31	15	0	0
Economically Disadvantaged	146	53	18	22	6	1	281	41	44	15	0	0
Not Economically Disadvantaged	66	32	18	29	15	6	104	33	44	22	1	0
Not Migrant	212	46	18	24	9	3	385	38	44	17	1	0

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	333	79	51	11	190	85	71	15
General Education	325	81	52	12	188	—	—	—
Students with Disabilities	8	25	13	0	2	—	—	—
American Indian or Alaska Native	0	0	0	0	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	100	100	57	9	—	—	—
Black or African American	102	84	48	6	54	78	67	9
Hispanic or Latino	153	75	45	9	75	87	67	15
White	71	80	63	20	51	90	80	20
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	0	0	0	0	10	90	70	30
Female	173	80	56	12	104	83	67	13
Male	160	78	46	11	86	88	74	19
English Proficient	306	82	54	12	187	—	—	—
Limited English Proficient	27	48	22	4	3	—	—	—
Economically Disadvantaged	213	80	48	10	110	85	67	13
Not Economically Disadvantaged	120	78	56	14	80	85	75	19
Not Migrant	333	79	51	11	190	85	71	15

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	565	75	58	19	459	88	76	34
General Education	464	83	68	23	410	90	80	36
Students with Disabilities	101	42	14	2	49	67	43	10
American Indian or Alaska Native	0	0	0	0	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	12	—	—	—	9	—	—	—
Black or African American	180	69	51	13	125	89	76	28
Hispanic or Latino	294	76	58	16	251	86	73	29
White	78	86	69	37	72	96	89	57
Multiracial	1	—	—	—	1	—	—	—
Small Group Total	13	92	92	69	11	82	55	45
Female	270	73	56	18	222	88	74	36
Male	295	77	60	20	237	88	77	31
English Proficient	474	77	60	22	371	92	82	38
Limited English Proficient	91	65	49	5	88	70	50	15
Economically Disadvantaged	407	71	55	14	320	85	72	28
Not Economically Disadvantaged	158	85	68	32	139	96	85	47
Not Migrant	565	75	58	19	459	88	76	34

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	580	87	72	18	380	78	51	4
General Education	489	92	79	22	342	81	54	4
Students with Disabilities	91	63	34	0	38	53	29	0
American Indian or Alaska Native	2	—	—	—	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	10	100	100	70	8	—	—	—
Black or African American	141	87	71	18	118	75	55	3
Hispanic or Latino	340	84	66	11	200	76	45	3
White	84	100	96	44	53	94	64	9
Multiracial	3	—	—	—	1	—	—	—
Small Group Total	5	60	40	20	9	78	67	11
Female	292	88	74	20	185	82	51	4
Male	288	86	70	17	195	75	52	4
English Proficient	424	91	78	24	345	82	55	4
Limited English Proficient	156	77	54	3	35	46	11	0
Economically Disadvantaged	436	85	68	13	264	75	47	3
Not Economically Disadvantaged	144	94	84	36	116	87	62	6
Not Migrant	580	87	72	18	380	78	51	4

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	188	95	64	7	51	76	39	4
General Education	185	—	—	—	51	76	39	4
Students with Disabilities	3	—	—	—	0	0	0	0
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	2	—	—	—
Black or African American	57	91	70	5	15	67	33	0
Hispanic or Latino	79	95	59	6	14	—	—	—
White	42	100	67	12	19	84	53	0
Multiracial	1	—	—	—	0	0	0	0
Small Group Total	10	100	60	10	17	76	29	12
Female	97	92	63	7	30	73	37	3
Male	91	99	66	8	21	81	43	5
English Proficient	188	95	64	7	51	76	39	4
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	116	95	60	5	28	82	36	0
Not Economically Disadvantaged	72	96	71	11	23	70	43	9
Not Migrant	188	95	64	7	51	76	39	4

Regents Competency Test Results (2013 - 14)

Results by Student Group	Reading		Writing		Math	
	Total Tested	Percent Passing	Total Tested	Percent Passing	Total Tested	Percent Passing
All Students	7	14	6	100	0	0
Students with Disabilities	7	14	6	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	—	0	0	0	0
Black or African American	1	—	2	—	0	0
Hispanic or Latino	4	—	3	—	0	0
White	1	—	1	—	0	0
Small Group Total	7	14	6	100	0	0
Female	2	—	1	—	0	0
Male	5	—	5	—	0	0
English Proficient	5	—	5	—	0	0
Limited English Proficient	2	—	1	—	0	0
Economically Disadvantaged	5	—	4	—	0	0
Not Economically Disadvantaged	2	—	2	—	0	0
Not Migrant	7	14	6	100	0	0

Regents Competency Test Results (2013 - 14)

Results by Student Group	Global Studies		U.S. History & Government		Science	
	Total Tested	Percent Passing	Total Tested	Percent Passing	Total Tested	Percent Passing
All Students	1	—	6	100	2	—
Students with Disabilities	1	—	6	100	2	—
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0
Black or African American	1	—	3	—	0	0
Hispanic or Latino	0	0	3	—	2	—
White	0	0	0	0	0	0
Small Group Total	1	—	6	100	2	—
Female	0	0	2	—	1	—
Male	1	—	4	—	1	—
English Proficient	1	—	4	—	1	—
Limited English Proficient	0	0	2	—	1	—
Economically Disadvantaged	1	—	6	100	2	—
Not Economically Disadvantaged	0	0	0	0	0	0
Not Migrant	1	—	6	100	2	—

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

Grade/Subject	Total Tested	Number Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4	
Secondary-Level ELA	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 (2013 - 14)

Grade 9	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	112	37%	35%	14%	14%
General Education	95	43%	38%	8%	11%
Students with Disabilities	17	0%	18%	47%	35%
Grade 10	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	51	8%	29%	41%	22%
General Education	46	9%	26%	41%	24%
Students with Disabilities	5	0%	60%	40%	0%
Grade 11	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	24	4%	33%	46%	17%
General Education	20	—	—	—	—
Students with Disabilities	4	—	—	—	—
Grade 12	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	32	6%	22%	59%	13%
General Education	27	4%	22%	59%	15%
Students with Disabilities	5	20%	20%	60%	0%

Secondary-Level English Language Arts Results for Accountability

All accountability groups made AYP: **NO**

Student Group	Made AYP	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores	PI \geq EAMO or Safe Harbor Target	2010 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✗	✓	339	99%	✗	322	137	160	147
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	✗	✓	92	100%	✗	89	130	135	135
Hispanic or Latino	✗	✓	169	99%	✗	154	127	141	141
Asian or Native Hawaiian/Other Pacific Islander	—	—	4	—	—	4	—	—	—
White	✓	✓	73	100%	✓	74	168	167	167
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	✗	✓	44	100%	✗	49†	92†	102	102
Limited English Proficient	—	—	34	—	—	28	—	—	—
Economically Disadvantaged	✗	✓	222	99%	✗	211	128	144	144

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	338	99%	321	137
Not Black or African American	247	99%	233	140
Not Hispanic or Latino	170	99%	168	147
Not Asian or Native Hawaiian/Other Pacific Islander	335	100%	318	137
Not White	266	99%	248	128
Not Multiracial	339	99%	322	137
General Education	295	99%	274	146
English Proficient	305	100%	294	143
Not Economically Disadvantaged	117	100%	111	155
Male	157	99%	149	126
Female	182	99%	173	147
Migrant	0	—	0	—
Not Migrant	339	99%	322	137

✓ Yes

✗ No

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

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

Secondary-Level Mathematics Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores	PI \geq EAMO or Safe Harbor Target	2010 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓✱	✓	339	100%	✗	322	136	142	141
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	✓	✓	92	100%	✓	89	136	110	110
Hispanic or Latino	✓	✓	169	100%	✓	154	123	117	117
Asian or Native Hawaiian/Other Pacific Islander	—	—	4	—	—	4	—	—	—
White	✓	✓	73	100%	✓	74	162	151	151
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	✓	✓	44	100%	✓	49†	96†	90	90
Limited English Proficient	—	—	34	—	—	28	—	—	—
Economically Disadvantaged	✓	✓	222	100%	✓	211	128	123	123

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	338	100%	321	136
Not Black or African American	247	100%	233	136
Not Hispanic or Latino	170	100%	168	148
Not Asian or Native Hawaiian/Other Pacific Islander	335	100%	318	136
Not White	266	100%	248	128
Not Multiracial	339	100%	322	136
General Education	295	100%	274	143
English Proficient	305	100%	294	139
Not Economically Disadvantaged	117	100%	111	151
Male	157	100%	149	126
Female	182	100%	173	145
Migrant	0	—	0	—
Not Migrant	339	100%	322	136

✓ Yes
 ✗ No
 — There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2010 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.
 † Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.
 ✱ All accountability groups except All Students for which the district/school was accountable met the performance criterion, so the All Students group is considered to have met the performance criterion.

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	—	—	137	136	137
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	130	136	133
Hispanic or Latino	—	—	127	123	125
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	—	—	168	162	165
Multiracial	—	—	—	—	—
Students With Disabilities	—	—	92	96	94
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	128	128	128

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

Overall Graduation Rate for Accountability

All accountability groups made AYP: **NO**

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	✓	353	91%	80%	80%
American Indian or Alaska Native	—	1	—	—	—
Black or African American	✓	111	94%	80%	80%
Hispanic or Latino	✓	163	86%	80%	80%
Asian or Native Hawaiian/Other Pacific Islander	—	9	—	—	—
White	✓	69	97%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	✓	56 †	89% †	80%	80%
Limited English Proficient	—	27	—	—	—
Economically Disadvantaged	✓	190	92%	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.
 † Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

Five-Year Graduation-Rate Total Cohort for Accountability

Student Group	Met Graduation-Rate Criterion	2008 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	330	89%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	107	94%	80%	80%
Hispanic or Latino	✓	147	84%	80%	80%
Asian or Native Hawaiian/Other Pacific Islander	—	8	—	—	—
White	✓	67	91%	80%	80%
Multiracial	—	1	—	—	—
Students With Disabilities	✓	41 †	88% †	80%	80%
Limited English Proficient	✗	39 ‡	67% ‡	80%	80%
Economically Disadvantaged	✓	153	93%	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.
 † Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.
 ‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

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	352	91%	330	89%
Not Black or African American	242	89%	223	87%
Not Hispanic or Latino	190	95%	183	93%
Not Asian or Native Hawaiian/Other Pacific Islander	344	91%	322	89%
Not White	284	89%	263	89%
Not Multiracial	353	91%	329	89%
General Education	298	91%	290	90%
English Proficient	326	95%	300	93%
Not Economically Disadvantaged	163	89%	177	86%
Male	185	91%	158	85%
Female	168	90%	172	93%
Migrant	0	—	0	—
Not Migrant	353	91%	330	89%

— There were fewer than 30 students in the cohort.

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

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

Regents Diploma with an Advanced Designation (This School)	Regents Diploma with an Advanced Designation (Statewide)	Percentage in This School Exceeded Statewide
31%	31%	NO
Regents Diploma with CTE Endorsement (This School)	Regents Diploma with CTE Endorsement (Statewide)	Percentage in This School Exceeded Statewide
7%	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 HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

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

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

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

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

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

Regents Competency Tests

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

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

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

Total Cohort

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

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

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

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

Safe Harbor Target

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

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

Unweighted Combined PI

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

MIDDLE SCHOOL

Report Card

SECTION C

(32 pages)



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

NAME: COPIAGUE MIDDLE SCHOOL

BEDS Code: 580105030006

ADDRESS: 2650 GREAT NECK RD, COPIAGUE, NY 11726

PHONE: (631) 842-4011

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

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

Students by Gender

Male		Female	
550	50%	550	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
1	302	596	19	171	11
0%	27%	54%	2%	16%	1%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
119	11%	151	14%	818	74%

Students by Grade

6th Grade	Ungraded Elementary	7th Grade	8th Grade	Ungraded Secondary
353	1	394	346	6

Average Class Size (2013 - 14)

Grade 8 English	Grade 8 Mathematics	Grade 8 Science	Grade 8 Social Studies
20	26	23	26

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
592	54%	101	9%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate	Student Suspensions	
96%	98	9%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience	Turnover Rate of All Teachers
29%	7%

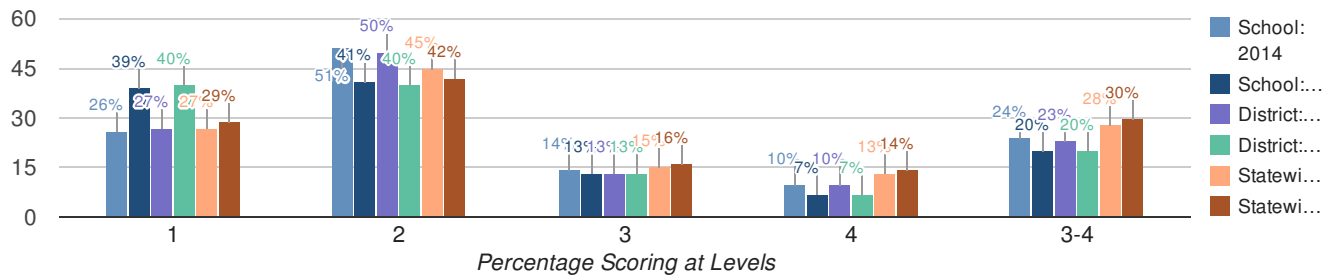
Staff Counts (2013 - 14)

Principals	Assistant Principals	Other Professional Staff	Paraprofessionals
1	2	8	0

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	81	81	81
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	2%	5%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	60%	63%	63%
Total Number of Core Classes	276	263	288
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	389	382	385
Percent Taught by Teachers Without Appropriate Certification	2%	1%	0%

Grade 6 English Language Arts

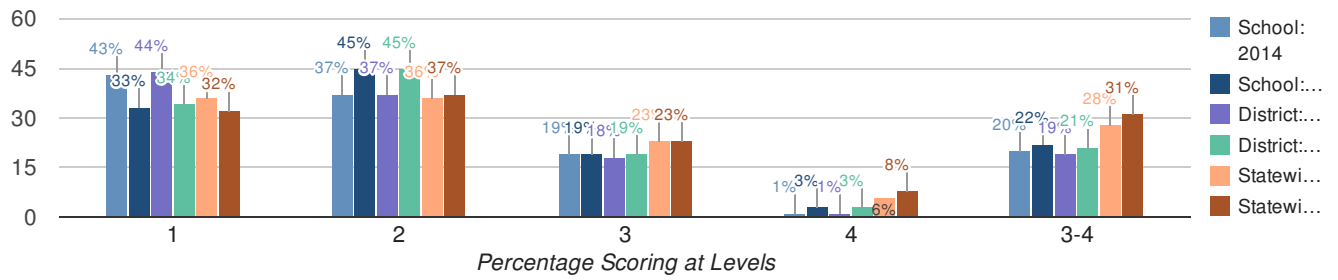


Mean Score

2014	2013
298	291

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	344	26	51	14	10	24	367	39	41	13	7	20
General Education	302	17	56	16	12	27	325	31	46	15	8	23
Students with Disabilities	42	86	14	0	0	0	42	98	2	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	10	0	40	20	40	60	5	—	—	—	—	—
Black or African American	95	25	60	8	6	15	102	36	43	13	8	21
Hispanic or Latino	188	31	47	13	9	22	191	46	40	10	4	14
White	46	11	43	28	17	46	67	22	40	24	13	37
Multiracial	5	20	80	0	0	0	2	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	7	43	29	14	14	29
Female	172	23	55	12	10	23	169	27	49	16	8	24
Male	172	28	47	15	10	25	198	49	34	11	6	17
English Proficient	310	20	54	15	11	26	343	35	43	14	7	22
Limited English Proficient	34	76	24	0	0	0	24	96	4	0	0	0
Economically Disadvantaged	259	30	51	11	8	19	252	42	42	10	6	16
Not Economically Disadvantaged	85	13	48	21	18	39	115	31	39	20	10	30
Not Migrant	344	26	51	14	10	24	367	39	41	13	7	20

Grade 7 English Language Arts

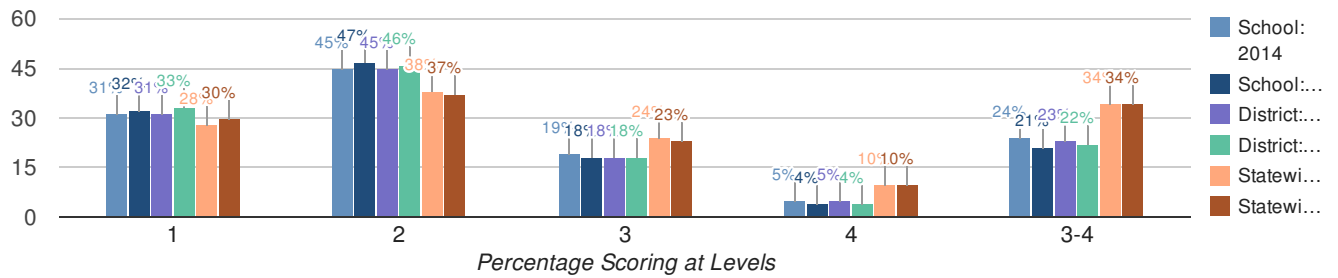


Mean Score

2014	2013
289	295

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	365	43	37	19	1	20	343	33	45	19	3	22
General Education	318	36	42	21	1	23	300	27	49	22	3	25
Students with Disabilities	47	91	9	0	0	0	43	77	23	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—	—	2	—	—	—	—	—
Black or African American	104	47	37	15	1	16	102	31	45	22	2	24
Hispanic or Latino	194	47	36	17	0	17	172	41	46	12	1	13
White	57	25	44	26	5	32	65	—	—	—	—	—
Multiracial	3	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	10	30	30	40	0	40	69	14	45	32	9	41
Female	170	36	39	24	2	25	179	26	46	25	4	28
Male	195	49	36	14	1	15	164	41	45	13	1	14
English Proficient	333	38	41	20	1	22	313	27	49	20	3	23
Limited English Proficient	32	97	3	0	0	0	30	90	7	3	0	3
Economically Disadvantaged	282	47	36	16	1	17	214	39	45	15	1	16
Not Economically Disadvantaged	83	30	41	28	1	29	129	23	47	25	5	30
Migrant	0	0	0	0	0	0	1	—	—	—	—	—
Not Migrant	365	43	37	19	1	20	342	—	—	—	—	—

Grade 8 English Language Arts

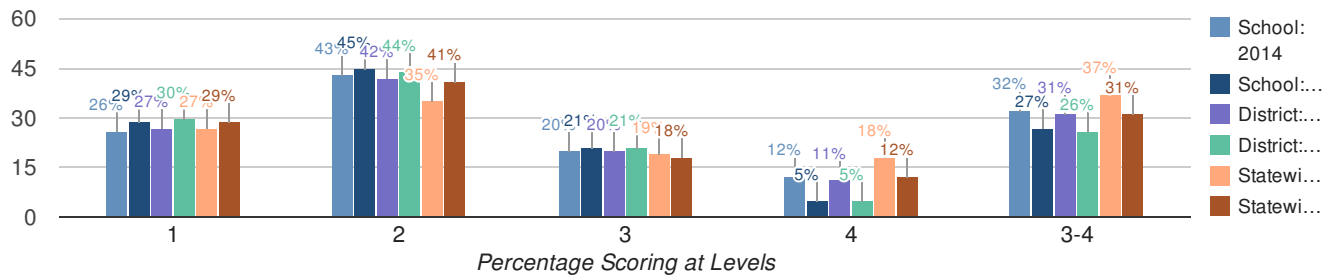


Mean Score

2014	2013
295	293

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	336	31	45	19	5	24	350	32	47	18	4	21
General Education	289	23	50	21	6	27	301	24	51	21	4	25
Students with Disabilities	47	79	17	4	0	4	49	82	18	0	0	0
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	9	—	—	—	—	—
Black or African American	99	28	43	20	8	28	96	34	52	11	2	14
Hispanic or Latino	171	39	44	14	3	17	175	38	46	14	1	15
White	57	16	49	32	4	35	68	16	38	34	12	46
Multiracial	3	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	9	11	56	11	22	33	11	9	55	27	9	36
Female	176	23	45	23	9	32	175	25	49	20	6	26
Male	160	39	46	14	1	15	175	39	45	15	1	17
English Proficient	306	25	49	21	6	26	315	26	51	19	4	23
Limited English Proficient	30	90	10	0	0	0	35	89	9	3	0	3
Economically Disadvantaged	226	38	45	14	3	17	217	38	44	15	3	18
Not Economically Disadvantaged	110	16	46	28	9	37	133	22	51	22	5	27
Migrant	0	0	0	0	0	0	1	—	—	—	—	—
Not Migrant	336	31	45	19	5	24	349	—	—	—	—	—

Grade 6 Mathematics

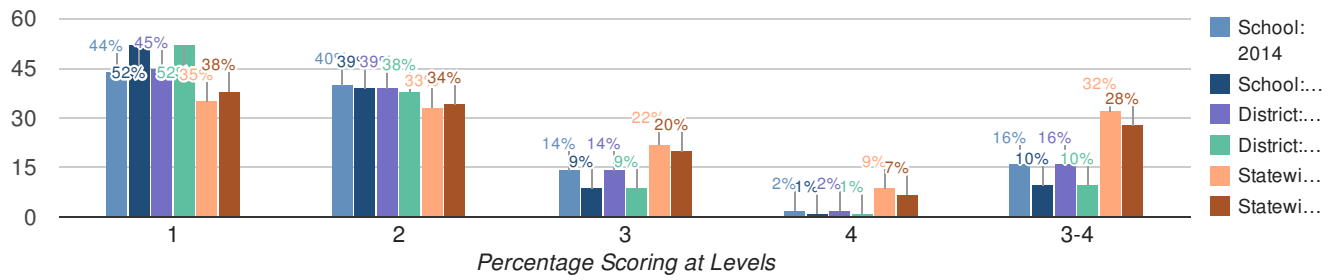


Mean Score

2014	2013
300	295

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	346	26	43	20	12	32	379	29	45	21	5	27
General Education	308	19	46	22	13	35	338	22	48	24	6	30
Students with Disabilities	38	76	18	3	3	5	41	83	17	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	10	10	20	20	50	70	5	—	—	—	—	—
Black or African American	92	22	45	26	8	34	102	27	47	21	5	25
Hispanic or Latino	195	32	42	17	9	27	202	34	43	19	4	23
White	44	11	50	16	23	39	68	16	46	31	7	38
Multiracial	5	20	40	40	0	40	2	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	7	14	43	14	29	43
Female	172	22	49	21	8	28	174	22	49	23	6	29
Male	174	29	36	19	16	34	205	34	41	20	5	25
English Proficient	302	19	46	22	13	35	343	24	46	24	6	29
Limited English Proficient	44	75	20	5	0	5	36	72	28	0	0	0
Economically Disadvantaged	261	30	44	19	7	26	262	29	47	19	4	23
Not Economically Disadvantaged	85	14	39	22	25	47	117	27	38	26	9	34
Not Migrant	346	26	43	20	12	32	379	29	45	21	5	27

Grade 7 Mathematics

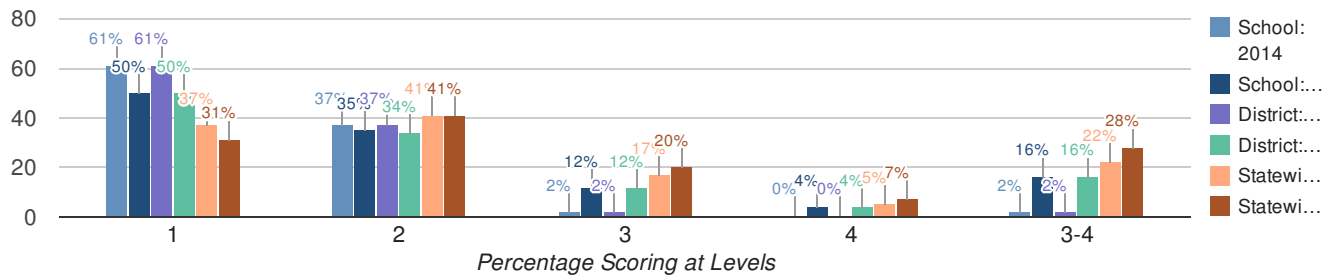


Mean Score

2014	2013
294	288

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	369	44	40	14	2	16	353	52	39	9	1	10
General Education	322	37	44	16	2	19	310	46	44	9	1	10
Students with Disabilities	47	94	6	0	0	0	43	93	2	5	0	5
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—	—	2	—	—	—	—	—
Black or African American	101	45	35	18	3	21	104	57	34	10	0	10
Hispanic or Latino	202	51	39	9	1	10	180	62	32	4	1	6
White	56	25	48	25	2	27	65	—	—	—	—	—
Multiracial	3	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	10	10	60	20	10	30	69	16	64	19	1	20
Female	175	40	42	16	2	18	182	47	42	10	2	12
Male	194	48	37	13	2	15	171	57	36	8	0	8
English Proficient	328	41	41	16	2	18	314	46	43	10	1	11
Limited English Proficient	41	71	29	0	0	0	39	92	5	3	0	3
Economically Disadvantaged	286	48	38	13	1	14	223	61	34	5	0	5
Not Economically Disadvantaged	83	30	46	18	6	24	130	35	48	15	2	17
Migrant	0	0	0	0	0	0	1	—	—	—	—	—
Not Migrant	369	44	40	14	2	16	352	—	—	—	—	—

Grade 8 Mathematics



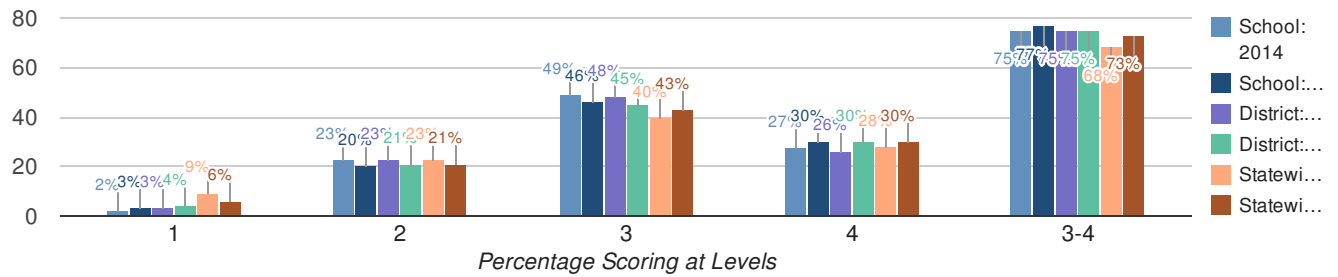
Mean Score

2014	2013
275	285

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	277	61	37	2	0	2	356	50	35	12	4	16
General Education	231	55	42	2	0	2	307	44	38	14	5	18
Students with Disabilities	46	89	11	0	0	0	49	88	12	0	0	0
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	9	—	—	—	—	—
Black or African American	80	68	30	3	0	3	96	51	35	11	2	14
Hispanic or Latino	157	64	36	1	0	1	182	55	36	5	3	9
White	32	41	56	3	0	3	67	36	31	27	6	33
Multiracial	3	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	8	25	63	13	0	13	11	27	27	27	18	45
Female	135	61	36	2	0	2	177	46	37	14	3	17
Male	142	61	38	1	0	1	179	53	32	10	4	15
English Proficient	241	58	40	2	0	2	313	46	36	13	4	18
Limited English Proficient	36	83	17	0	0	0	43	77	23	0	0	0
Economically Disadvantaged	205	67	32	0	0	0	222	54	35	9	3	12
Not Economically Disadvantaged	72	43	51	6	0	6	134	43	34	16	6	22
Migrant	0	0	0	0	0	0	1	—	—	—	—	—
Not Migrant	277	61	37	2	0	2	355	—	—	—	—	—

Grade 8 Science

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



Mean Score

2014	2013
70	71

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	280	2	28	58	13	70	292	4	25	54	17	72
General Education	235	1	24	60	14	74	245	4	20	57	20	77
Students with Disabilities	45	7	47	44	2	47	47	4	51	40	4	45
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	7	—	—	—	—	—
Black or African American	83	1	30	57	12	69	78	1	35	50	14	64
Hispanic or Latino	159	3	30	58	9	67	166	6	25	51	17	69
White	32	0	9	59	31	91	39	0	5	77	18	95
Multiracial	2	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	6	0	33	50	17	67	9	0	11	44	44	89
Female	136	2	29	57	13	69	144	3	26	53	18	72
Male	144	2	27	58	13	71	148	5	24	55	17	72
English Proficient	244	1	23	62	14	76	248	0	20	60	20	80
Limited English Proficient	36	11	61	28	0	28	44	23	52	23	2	25
Economically Disadvantaged	209	3	31	57	10	67	192	4	30	51	16	66
Not Economically Disadvantaged	71	0	20	59	21	80	100	3	15	61	21	82
Migrant	0	0	0	0	0	0	1	—	—	—	—	—
Not Migrant	280	2	28	58	13	70	291	—	—	—	—	—

Grade 8 Students Taking a Regents Science Test

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

Results by Student Group	2014					2013						
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	61	0	0	8	92	100	63	0	0	10	90	100

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

2014	2013
10	11

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

2014	2013
10	11

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

2014	2013
9	9

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

2014	2013
9	9

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

2014	2013
6	8

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

2014	2013
6	8

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

Regents Examination Results (2013 - 14)

Results by Student Group	Comprehensive English				Integrated Algebra			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	0	0	0	0	58	100	100	72
General Education	0	0	0	0	58	100	100	72
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	1	—	—	—
Black or African American	0	0	0	0	17	—	—	—
Hispanic or Latino	0	0	0	0	17	100	100	82
White	0	0	0	0	23	100	100	61
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	0	0	0	0	18	100	100	78
Female	0	0	0	0	41	100	100	78
Male	0	0	0	0	17	100	100	59
English Proficient	0	0	0	0	58	100	100	72
Economically Disadvantaged	0	0	0	0	22	100	100	64
Not Economically Disadvantaged	0	0	0	0	36	100	100	78
Not Migrant	0	0	0	0	58	100	100	72

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	58	0	2	64	33	2
General Education	0	0	0	0	0	0	58	0	2	64	33	2
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	—	—	—	—	—
Black or African American	0	0	0	0	0	0	17	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	17	0	6	53	41	0
White	0	0	0	0	0	0	23	0	0	78	17	4
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0
Small Group Total	0	0	0	0	0	0	18	0	0	56	44	0
Female	0	0	0	0	0	0	41	0	2	61	34	2
Male	0	0	0	0	0	0	17	0	0	71	29	0
English Proficient	0	0	0	0	0	0	58	0	2	64	33	2
Economically Disadvantaged	0	0	0	0	0	0	22	0	5	64	32	0
Not Economically Disadvantaged	0	0	0	0	0	0	36	0	0	64	33	3
Not Migrant	0	0	0	0	0	0	58	0	2	64	33	2

Regents Examination Results (2013 - 14)

Results by Student Group	Living Environment				Physical Setting/Earth Science			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	0	0	0	0	61	100	100	92
General Education	0	0	0	0	61	100	100	92
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	1	—	—	—
Black or African American	0	0	0	0	17	100	100	100
Hispanic or Latino	0	0	0	0	16	—	—	—
White	0	0	0	0	26	100	100	81
Multiracial	0	0	0	0	1	—	—	—
Small Group Total	0	0	0	0	18	100	100	100
Female	0	0	0	0	43	100	100	93
Male	0	0	0	0	18	100	100	89
English Proficient	0	0	0	0	61	100	100	92
Economically Disadvantaged	0	0	0	0	23	100	100	91
Not Economically Disadvantaged	0	0	0	0	38	100	100	92
Not Migrant	0	0	0	0	61	100	100	92

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 6 ELA	1	—	—	—	—	—
Grade 6 Math	1	—	—	—	—	—
Grade 7 ELA	3	—	—	—	—	—
Grade 7 Math	3	—	—	—	—	—
Grade 8 ELA	3	—	—	—	—	—
Grade 8 Math	3	—	—	—	—	—
Grade 8 Science	3	—	—	—	—	—

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

Grade 6	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	44	30%	16%	39%	16%
General Education	36	33%	17%	33%	17%
Students with Disabilities	8	13%	13%	63%	13%

Grade 7	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	44	34%	25%	27%	14%
General Education	36	39%	25%	19%	17%
Students with Disabilities	8	13%	25%	63%	0%

Grade 8	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	36	31%	19%	33%	17%
General Education	31	35%	19%	29%	16%
Students with Disabilities	5	0%	20%	60%	20%

Elementary/Middle-Level English Language Arts Results for Accountability

All accountability groups made AYP: **NO**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	1,090	99%	✓	1,025	93	86	86
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	✓	✓	299	100%	✓	286	91	63	63
Hispanic or Latino	✓	✓	588	99%	✓	552	83	69	69
Asian or Native Hawaiian/Other Pacific Islander	—	—	22	—	—	18	—	—	—
White	✓	✓	169	95%	✓	157	125	101	101
Multiracial	—	—	11	—	—	11	—	—	—
Students With Disabilities	✗	✓	147	97%	✗	144†	26†	39	39
Limited English Proficient	✗	✓	125	99%	✗	138‡	28‡	42	42
Economically Disadvantaged	✓	✓	805	99%	✓	758	83	71	71

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	1,089	99%	1,024	93
Not Black or African American	791	98%	739	94
Not Hispanic or Latino	502	98%	473	105
Not Asian or Native Hawaiian/Other Pacific Islander	1,068	99%	1,007	92
Not White	921	99%	868	87
Not Multiracial	1,079	99%	1,014	93
General Education	943	99%	888	104
English Proficient	965	99%	928	101
Not Economically Disadvantaged	285	99%	267	121
Male	550	99%	512	83
Female	540	99%	513	103
Migrant	0	—	0	—
Not Migrant	1,090	99%	1,025	93

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

Elementary/Middle-Level Mathematics Results for Accountability

All accountability groups made AYP: **NO**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	1,086	97%	✓	1,019	85	83	83
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	✓	✓	300	97%	✓	277	87	54	54
Hispanic or Latino	✓	✓	585	98%	✓	559	73	67	67
Asian or Native Hawaiian/Other Pacific Islander	—	—	22	—	—	18	—	—	—
White	✓	✓	368*	97%*	✓	153	118	97	97
Multiracial	—	—	11	—	—	11	—	—	—
Students With Disabilities	✗	✓	146	95%	✗	139†	26†	40	40
Limited English Proficient	✗	✓	125	99%	✗	152‡	34‡	46	46
Economically Disadvantaged	✓	✓	802	97%	✓	755	74	68	68

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	1,085	97%	1,018	85
Not Black or African American	786	97%	742	84
Not Hispanic or Latino	501	96%	460	99
Not Asian or Native Hawaiian/Other Pacific Islander	1,064	97%	1,001	84
Not White	919	98%	866	79
Not Multiracial	1,075	97%	1,008	85
General Education	940	98%	887	94
English Proficient	961	97%	908	92
Not Economically Disadvantaged	284	98%	264	116
Male	548	97%	506	81
Female	538	98%	513	89
Migrant	0	—	0	—
Not Migrant	1,086	97%	1,019	85

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

Elementary/Middle-Level Science Results for Accountability

All accountability groups made AYP: **NO**

Student Group	Made AYP	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI \geq EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✗	✓	348	99%	✗	331	174	177	177
American Indian or Alaska Native	—	—	1	—	—	0	—	—	—
Black or African American	✓	✓	101	100%	✓	96	173	158	158
Hispanic or Latino	✓	✓	180	98%	✓	172	167	164	164
Asian or Native Hawaiian/Other Pacific Islander	—	—	5	—	—	3	—	—	—
White	✓	✓	58	100%	✓	57	195	179	179
Multiracial	—	—	3	—	—	3	—	—	—
Students With Disabilities	✗	✓	50	96%	✗	49†	137†	148	148
Limited English Proficient	✓	—	37	—	✓	46‡	126‡	145	123
Economically Disadvantaged	✓	✓	238	99%	✓	226	167	167	167

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	347	99%	331	174
Not Black or African American	247	98%	235	174
Not Hispanic or Latino	168	99%	159	181
Not Asian or Native Hawaiian/Other Pacific Islander	343	99%	328	173
Not White	290	99%	274	169
Not Multiracial	345	99%	328	174
General Education	298	99%	284	180
English Proficient	311	99%	297	180
Not Economically Disadvantaged	110	99%	105	189
Male	167	98%	155	173
Female	181	99%	176	174
Migrant	0	—	0	—
Not Migrant	348	99%	331	174

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

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	93	85	—	—	89
American Indian or Alaska Native	—	—	—	—	—
Black or African American	91	87	—	—	89
Hispanic or Latino	83	73	—	—	78
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	125	118	—	—	122
Multiracial	—	—	—	—	—
Students With Disabilities	26	26	—	—	26
Limited English Proficient	28	34	—	—	31
Economically Disadvantaged	83	74	—	—	79

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

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 HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

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

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

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

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

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

Regents Competency Tests

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

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

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

Total Cohort

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

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

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

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

Safe Harbor Target

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

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

Unweighted Combined PI

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

DEAUVILLE GARDENS
EAST ELEMENTARY
SCHOOL

Report Card

SECTION C

(28 pages)



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

NAME: **DEAUVILLE GARDENS EAST ELEMENTARY**

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

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

Students by Gender

Male		Female	
237	49%	248	51%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
0	118	244	7	106	10
0%	24%	50%	1%	22%	2%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
59	12%	38	8%	355	73%

Students by Grade

Kindergarten (Full Day)	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
76	75	95	75	77	85
Ungraded Elementary					
2					

Average Class Size (2013 - 14)

Common Branch
25

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
241	50%	35	7%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate	Student Suspensions	
94%	16	3%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience	Turnover Rate of All Teachers
50%	10%

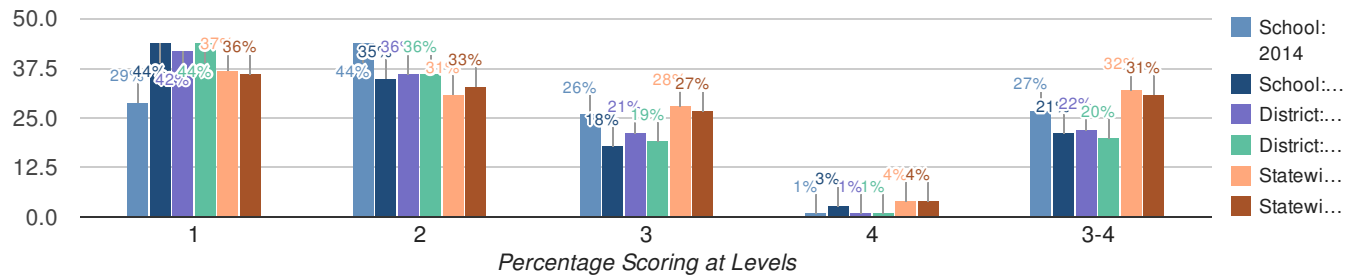
Staff Counts (2013 - 14)

Principals	Assistant Principals	Other Professional Staff	Paraprofessionals
1	0	2	0

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	58	21	22
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	14%	0%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate	55%	67%	73%
Total Number of Core Classes	64	21	21
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	99	21	25
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

Grade 3 English Language Arts

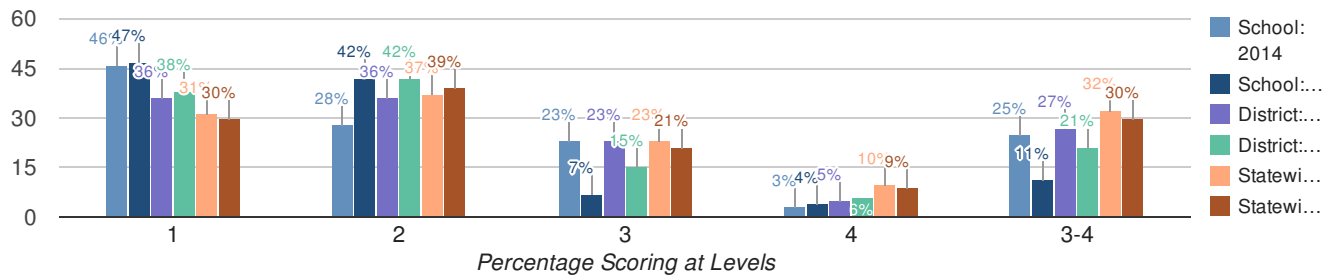


Mean Score

2014	2013
301	290

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	73	29	44	26	1	27	71	44	35	18	3	21
General Education	72	—	—	—	—	—	65	38	38	20	3	23
Students with Disabilities	1	—	—	—	—	—	6	100	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	25	36	44	20	0	20	21	48	38	10	5	14
Hispanic or Latino	28	29	57	14	0	14	33	48	30	21	0	21
White	18	—	—	—	—	—	17	29	41	24	6	29
Multiracial	2	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	20	20	25	50	5	55	0	0	0	0	0	0
Female	37	19	54	27	0	27	37	49	27	22	3	24
Male	36	39	33	25	3	28	34	38	44	15	3	18
English Proficient	71	—	—	—	—	—	63	38	38	21	3	24
Limited English Proficient	2	—	—	—	—	—	8	88	13	0	0	0
Economically Disadvantaged	51	33	47	20	0	20	49	49	33	18	0	18
Not Economically Disadvantaged	22	18	36	41	5	45	22	32	41	18	9	27
Not Migrant	73	29	44	26	1	27	71	44	35	18	3	21

Grade 4 English Language Arts

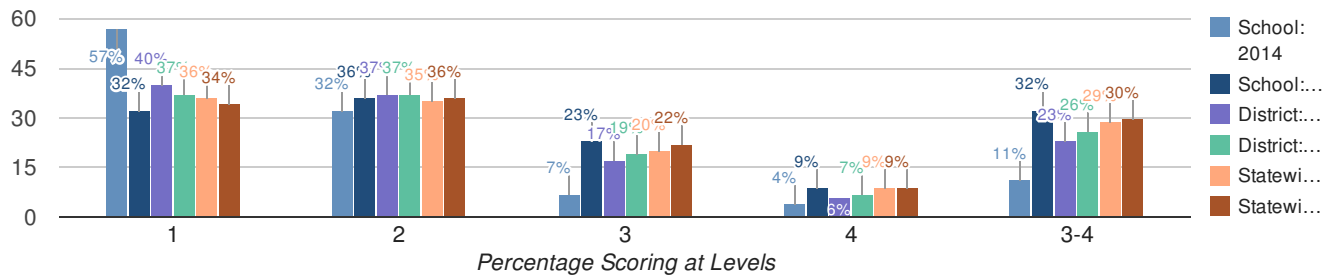


Mean Score

2014	2013
293	278

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	71	46	28	23	3	25	85	47	42	7	4	11
General Education	66	42	30	24	3	27	67	34	52	9	4	13
Students with Disabilities	5	100	0	0	0	0	18	94	6	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	—	—	—	—	—
Black or African American	20	55	30	10	5	15	22	41	55	5	0	5
Hispanic or Latino	36	53	22	25	0	25	43	56	35	7	2	9
White	14	—	—	—	—	—	19	—	—	—	—	—
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	15	20	40	33	7	40	20	35	45	10	10	20
Female	35	49	20	29	3	31	43	35	49	12	5	16
Male	36	44	36	17	3	19	42	60	36	2	2	5
English Proficient	63	40	32	25	3	29	75	41	47	8	4	12
Limited English Proficient	8	100	0	0	0	0	10	90	10	0	0	0
Economically Disadvantaged	52	54	29	17	0	17	61	54	41	3	2	5
Not Economically Disadvantaged	19	26	26	37	11	47	24	29	46	17	8	25
Not Migrant	71	46	28	23	3	25	85	47	42	7	4	11

Grade 5 English Language Arts

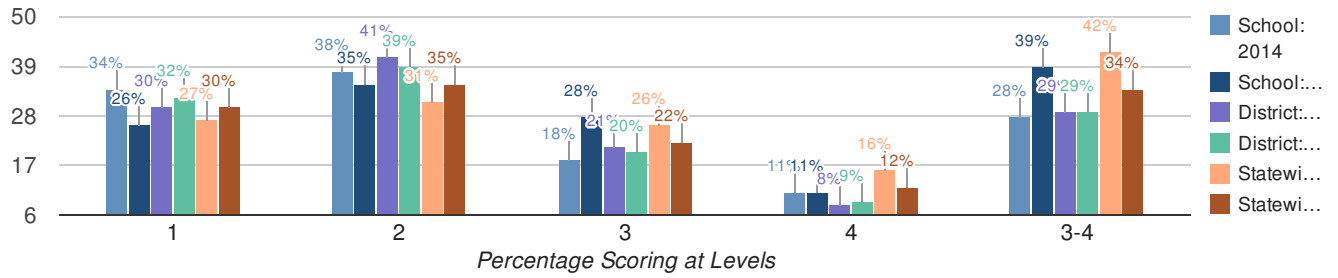


Mean Score

2014	2013
282	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	81	57	32	7	4	11	53	32	36	23	9	32
General Education	63	44	41	10	5	14	52	—	—	—	—	—
Students with Disabilities	18	100	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	3	—	—	—	—	—
Black or African American	22	59	32	9	0	9	13	46	38	15	0	15
Hispanic or Latino	41	63	32	2	2	5	25	36	28	32	4	36
White	17	—	—	—	—	—	10	10	50	10	30	40
Multiracial	0	0	0	0	0	0	2	—	—	—	—	—
Small Group Total	18	39	33	17	11	28	5	20	40	20	20	40
Female	42	40	45	10	5	14	26	35	35	23	8	31
Male	39	74	18	5	3	8	27	30	37	22	11	33
English Proficient	71	51	37	8	4	13	46	24	41	24	11	35
Limited English Proficient	10	100	0	0	0	0	7	86	0	14	0	14
Economically Disadvantaged	60	60	32	3	5	8	37	41	27	27	5	32
Not Economically Disadvantaged	21	48	33	19	0	19	16	13	56	13	19	31
Migrant	0	0	0	0	0	0	0	0	0	0	0	0
Not Migrant	81	57	32	7	4	11	53	32	36	23	9	32

Grade 3 Mathematics

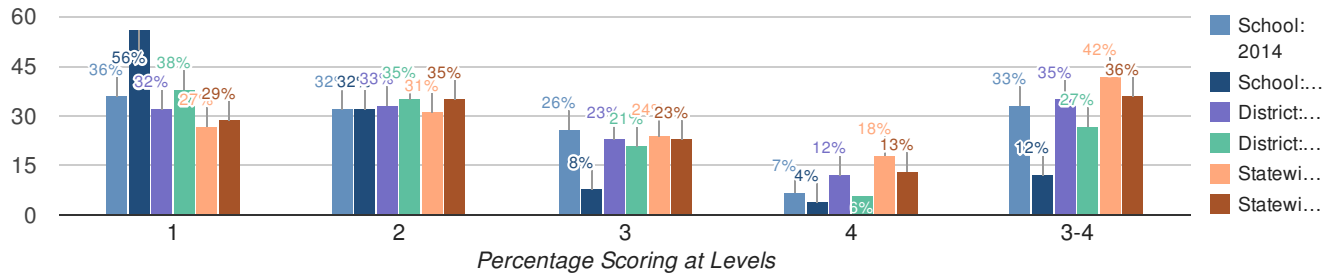


Mean Score

2014	2013
298	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	74	34	38	18	11	28	72	26	35	28	11	39
General Education	73	—	—	—	—	—	66	21	36	30	12	42
Students with Disabilities	1	—	—	—	—	—	6	83	17	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	25	32	40	20	8	28	21	29	48	19	5	24
Hispanic or Latino	28	39	46	11	4	14	34	29	29	29	12	41
White	19	—	—	—	—	—	17	18	29	35	18	53
Multiracial	2	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	21	29	24	24	24	48	0	0	0	0	0	0
Female	37	24	43	22	11	32	38	32	34	21	13	34
Male	37	43	32	14	11	24	34	21	35	35	9	44
English Proficient	72	—	—	—	—	—	63	19	38	30	13	43
Limited English Proficient	2	—	—	—	—	—	9	78	11	11	0	11
Economically Disadvantaged	52	40	37	12	12	23	50	26	38	28	8	36
Not Economically Disadvantaged	22	18	41	32	9	41	22	27	27	27	18	45
Not Migrant	74	34	38	18	11	28	72	26	35	28	11	39

Grade 4 Mathematics

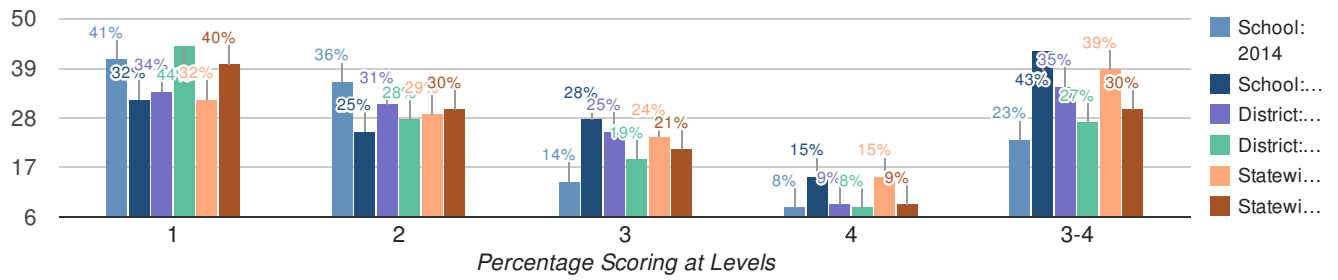


Mean Score

2014	2013
295	276

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	73	36	32	26	7	33	85	56	32	8	4	12
General Education	68	32	32	28	7	35	67	46	39	10	4	15
Students with Disabilities	5	80	20	0	0	0	18	94	6	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	1	—	—	—	—	—
Black or African American	19	37	42	21	0	21	22	55	36	9	0	9
Hispanic or Latino	37	41	27	24	8	32	43	63	30	2	5	7
White	15	—	—	—	—	—	19	—	—	—	—	—
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	17	24	29	35	12	47	20	45	30	20	5	25
Female	34	41	24	32	3	35	43	47	42	9	2	12
Male	39	31	38	21	10	31	42	67	21	7	5	12
English Proficient	64	28	34	30	8	38	75	51	36	9	4	13
Limited English Proficient	9	89	11	0	0	0	10	100	0	0	0	0
Economically Disadvantaged	53	38	34	23	6	28	61	62	33	2	3	5
Not Economically Disadvantaged	20	30	25	35	10	45	24	42	29	25	4	29
Not Migrant	73	36	32	26	7	33	85	56	32	8	4	12

Grade 5 Mathematics

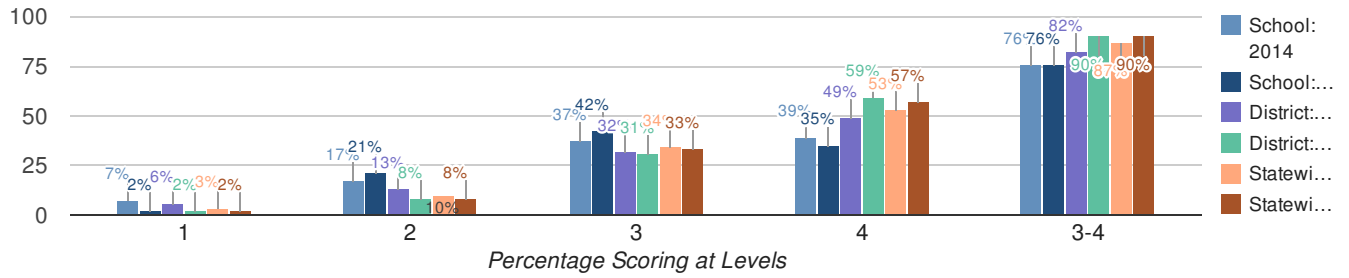


Mean Score

2014	2013
289	309

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	83	41	36	14	8	23	53	32	25	28	15	43
General Education	65	25	46	18	11	29	52	—	—	—	—	—
Students with Disabilities	18	100	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	3	—	—	—	—	—
Black or African American	22	45	32	14	9	23	13	38	38	23	0	23
Hispanic or Latino	43	44	40	14	2	16	25	40	20	28	12	40
White	17	—	—	—	—	—	10	10	20	40	30	70
Multiracial	0	0	0	0	0	0	2	—	—	—	—	—
Small Group Total	18	28	33	17	22	39	5	20	20	20	40	60
Female	44	30	39	16	16	32	26	42	31	19	8	27
Male	39	54	33	13	0	13	27	22	19	37	22	59
English Proficient	72	32	42	17	10	26	46	24	26	33	17	50
Limited English Proficient	11	100	0	0	0	0	7	86	14	0	0	0
Economically Disadvantaged	61	41	41	13	5	18	37	38	30	16	16	32
Not Economically Disadvantaged	22	41	23	18	18	36	16	19	13	56	13	69
Migrant	0	0	0	0	0	0	0	0	0	0	0	0
Not Migrant	83	41	36	14	8	23	53	32	25	28	15	43

Grade 4 Science



Mean Score

2014	2013
76	76

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	75	7	17	37	39	76	84	2	21	42	35	76
General Education	70	6	16	37	41	79	66	2	12	42	44	86
Students with Disabilities	5	20	40	40	0	40	18	6	56	39	0	39
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	1	—	—	—	—	—
Black or African American	21	5	29	43	24	67	22	5	23	45	27	73
Hispanic or Latino	37	8	16	38	38	76	42	2	26	45	26	71
White	15	—	—	—	—	—	19	—	—	—	—	—
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	17	6	6	29	59	88	20	0	10	30	60	90
Female	36	8	25	25	42	67	42	0	17	36	48	83
Male	39	5	10	49	36	85	42	5	26	48	21	69
English Proficient	66	2	15	39	44	83	74	1	16	43	39	82
Limited English Proficient	9	44	33	22	0	22	10	10	60	30	0	30
Economically Disadvantaged	55	5	22	38	35	73	61	3	28	43	26	69
Not Economically Disadvantaged	20	10	5	35	50	85	23	0	4	39	57	96
Not Migrant	75	7	17	37	39	76	84	2	21	42	35	76

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

2014	2013
0	1

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

2014	2013
0	1

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

2014	2013
1	0

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

2014	2013
1	0

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

2014	2013
1	0

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

2014	2013
1	0

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

*Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

*Reporting standards not met.

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

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 5 ELA	1	—	—	—	—	—
Grade 5 Math	1	—	—	—	—	—

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

Kindergarten	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	18	6%	17%	22%	56%
General Education	17	—	—	—	—
Students with Disabilities	1	—	—	—	—
Grade 1	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	9	0%	44%	44%	11%
General Education	8	—	—	—	—
Students with Disabilities	1	—	—	—	—
Grade 2	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	11	9%	18%	36%	36%
General Education	11	9%	18%	36%	36%
Grade 3	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	2	—	—	—	—
General Education	2	—	—	—	—
Grade 4	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	9	22%	22%	44%	11%
General Education	8	—	—	—	—
Students with Disabilities	1	—	—	—	—
Grade 5	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	12	0%	58%	42%	0%
General Education	3	—	—	—	—
Students with Disabilities	9	—	—	—	—

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 \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✔✳️	✔	232	99%	✘	223	78	82	82
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	✔	✔	68	99%	✔	65	66	57	57
Hispanic or Latino	✔	✔	108	100%	✔	104	66	64	64
Asian or Native Hawaiian/Other Pacific Islander	—	—	1	—	—	1	—	—	—
White	✔	✔	52	96%	✔	50	116	96	96
Multiracial	—	—	3	—	—	3	—	—	—
Students With Disabilities	—	—	27	—	—	24	—	—	—
Limited English Proficient	—	—	23	—	—	20	—	—	—
Economically Disadvantaged	✔	✔	167	99%	✔	163	67	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	232	99%	223	78
Not Black or African American	164	99%	158	84
Not Hispanic or Latino	124	98%	119	89
Not Asian or Native Hawaiian/Other Pacific Islander	231	99%	222	79
Not White	180	99%	173	68
Not Multiracial	229	99%	220	77
General Education	205	99%	199	86
English Proficient	209	99%	203	85
Not Economically Disadvantaged	65	98%	60	110
Male	116	97%	110	67
Female	116	100%	113	89
Migrant	0	—	0	—
Not Migrant	232	99%	223	78

✔ 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.
 ✳️ All accountability groups except All Students for which the district/school was accountable met the performance criterion, so the All Students group is considered to have met the performance criterion.

Elementary/Middle-Level Mathematics Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	234	99%	✓	225	92	79	79
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	✓	✓	68	97%	✓	64	86	49	49
Hispanic or Latino	✓	✓	109	100%	✓	105	83	62	62
Asian or Native Hawaiian/Other Pacific Islander	—	—	2	—	—	1	—	—	—
White	✓	✓	52	100%	✓	52	119	92	92
Multiracial	—	—	3	—	—	3	—	—	—
Students With Disabilities	—	—	27	—	—	24	—	—	—
Limited English Proficient	—	—	23	—	—	21	—	—	—
Economically Disadvantaged	✓	✓	169	99%	✓	164	84	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	234	99%	225	92
Not Black or African American	166	100%	161	95
Not Hispanic or Latino	125	98%	120	101
Not Asian or Native Hawaiian/Other Pacific Islander	232	99%	224	93
Not White	182	99%	173	84
Not Multiracial	231	99%	222	92
General Education	207	100%	201	101
English Proficient	211	99%	204	100
Not Economically Disadvantaged	65	98%	61	116
Male	117	99%	113	81
Female	117	99%	112	104
Migrant	0	—	0	—
Not Migrant	234	99%	225	92

✓ Yes

✗ No

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

Elementary/Middle-Level Science Results for Accountability

All accountability groups made AYP: **NO**

Student Group	Made AYP	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI \geq EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✗	✓	75	100%	✗	72	168	172	172
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	21	—	—	20	—	—	—
Hispanic or Latino	✓	—	37	—	✓	36	167	156	156
Asian or Native Hawaiian/Other Pacific Islander	—	—	1	—	—	0	—	—	—
White	—	—	15	—	—	15	—	—	—
Multiracial	—	—	1	—	—	1	—	—	—
Students With Disabilities	—	—	5	—	—	5	—	—	—
Limited English Proficient	—	—	9	—	—	9	—	—	—
Economically Disadvantaged	✓	✓	55	100%	✓	53	166	161	161

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	75	100%	72	168
Not Black or African American	54	100%	52	171
Not Hispanic or Latino	38	—	36	169
Not Asian or Native Hawaiian/Other Pacific Islander	74	100%	72	168
Not White	60	100%	57	165
Not Multiracial	74	100%	71	168
General Education	70	100%	67	172
English Proficient	66	100%	63	181
Not Economically Disadvantaged	20	—	19	—
Male	39	—	37	178
Female	36	—	35	157
Migrant	0	—	0	—
Not Migrant	75	100%	72	168

✓ Yes

✗ No

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

Unweighted Combined ELA and Math PIs

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	78	92	—	—	85
American Indian or Alaska Native	—	—	—	—	—
Black or African American	66	86	—	—	76
Hispanic or Latino	66	83	—	—	75
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	116	119	—	—	118
Multiracial	—	—	—	—	—
Students With Disabilities	—	—	—	—	—
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	67	84	—	—	76

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

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 HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

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

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

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

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

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

Regents Competency Tests

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

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

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

Total Cohort

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

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

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

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

Safe Harbor Target

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

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

Unweighted Combined PI

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

DEAUVILLE GARDENS
WEST ELEMENTARY
SCHOOL

Report Card

SECTION C

(27 pages)



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

NAME: DEAUVILLE GARDENS WEST ELEMENTARY

BEDS Code: 580105030007

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

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

Students by Gender

Male		Female	
253	54%	215	46%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
0	101	263	8	89	7
0%	22%	56%	2%	19%	1%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
74	16%	74	16%	346	74%

Students by Grade

Kindergarten (Full Day)	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
81	105	71	69	67	75

Average Class Size (2013 - 14)

Common Branch
24

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
203	43%	28	6%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate	Student Suspensions	
95%	10	2%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience	Turnover Rate of All Teachers
33%	12%

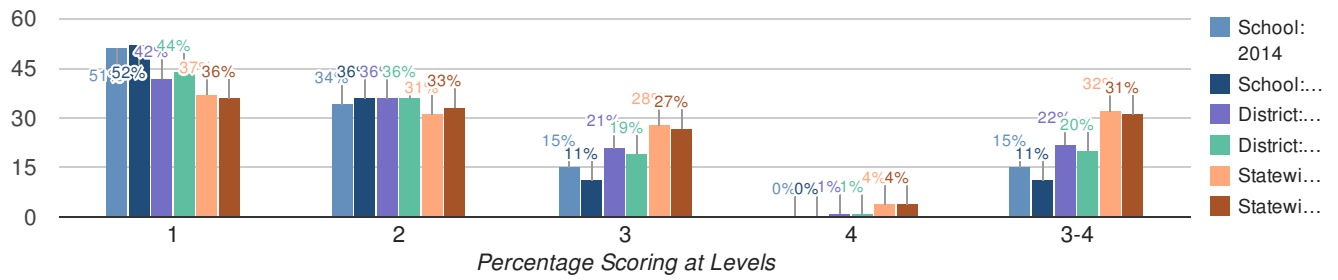
Staff Counts (2013 - 14)

Principals	Assistant Principals	Other Professional Staff	Paraprofessionals
1	0	2	0

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	0	26	28
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	0%	15%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	0%	42%	46%
Total Number of Core Classes	0	21	20
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	0	26	40
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

Grade 3 English Language Arts

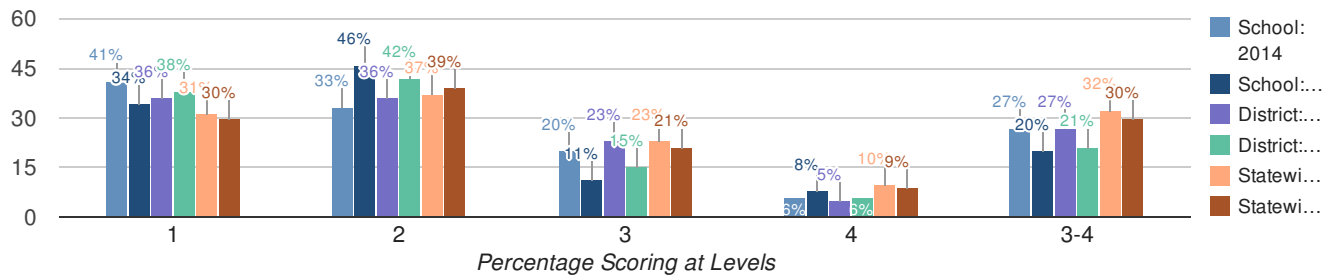


Mean Score

2014	2013
283	287

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	67	51	34	15	0	15	61	52	36	11	0	11
General Education	55	40	42	18	0	18	54	46	41	13	0	13
Students with Disabilities	12	100	0	0	0	0	7	100	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	2	—	—	—	—	—
Black or African American	15	40	47	13	0	13	13	69	15	15	0	15
Hispanic or Latino	35	54	29	17	0	17	40	53	38	10	0	10
White	11	64	27	9	0	9	5	—	—	—	—	—
Multiracial	2	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	6	33	50	17	0	17	8	25	63	13	0	13
Female	27	37	33	30	0	30	28	39	50	11	0	11
Male	40	60	35	5	0	5	33	64	24	12	0	12
English Proficient	61	46	38	16	0	16	51	47	39	14	0	14
Limited English Proficient	6	100	0	0	0	0	10	80	20	0	0	0
Economically Disadvantaged	53	55	30	15	0	15	44	57	34	9	0	9
Not Economically Disadvantaged	14	36	50	14	0	14	17	41	41	18	0	18
Not Migrant	67	51	34	15	0	15	61	52	36	11	0	11

Grade 4 English Language Arts

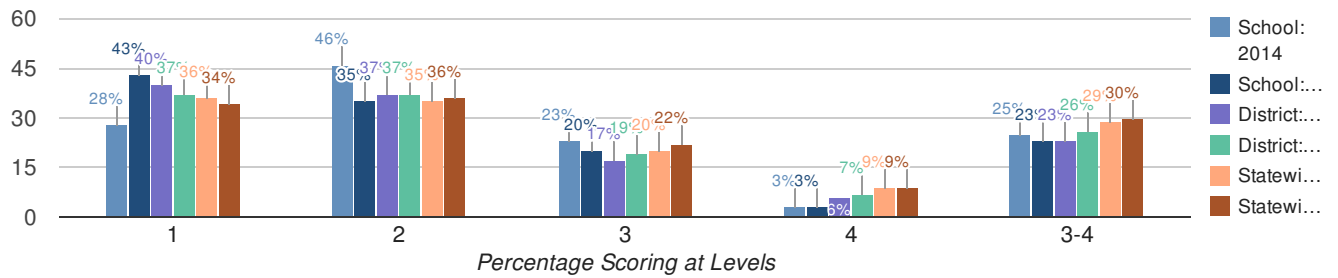


Mean Score

2014	2013
293	294

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	64	41	33	20	6	27	71	34	46	11	8	20
General Education	54	30	39	24	7	31	66	29	50	12	9	21
Students with Disabilities	10	100	0	0	0	0	5	100	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	0	0	0	0	0	0
Black or African American	15	40	33	13	13	27	20	40	45	10	5	15
Hispanic or Latino	41	46	29	22	2	24	33	33	48	9	9	18
White	5	—	—	—	—	—	18	28	44	17	11	28
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	8	13	50	25	13	38	0	0	0	0	0	0
Female	30	30	33	27	10	37	30	30	37	20	13	33
Male	34	50	32	15	3	18	41	37	54	5	5	10
English Proficient	56	32	38	23	7	30	69	—	—	—	—	—
Limited English Proficient	8	100	0	0	0	0	2	—	—	—	—	—
Economically Disadvantaged	49	45	31	18	6	24	43	40	53	2	5	7
Not Economically Disadvantaged	15	27	40	27	7	33	28	25	36	25	14	39
Not Migrant	64	41	33	20	6	27	71	34	46	11	8	20

Grade 5 English Language Arts

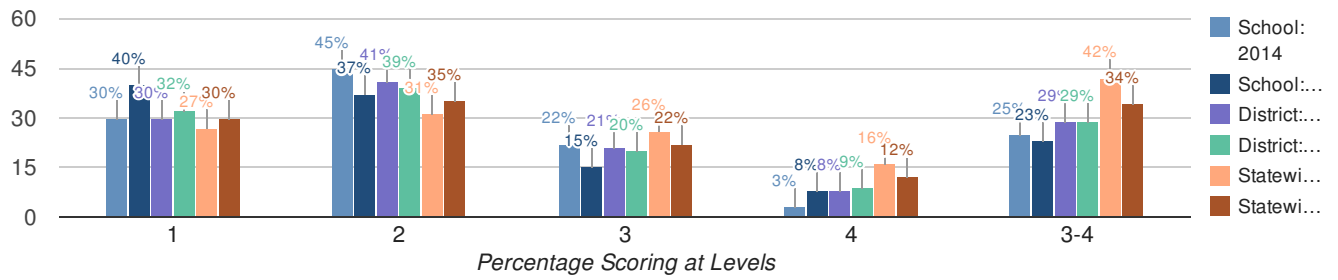


Mean Score

2014	2013
300	288

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	71	28	46	23	3	25	75	43	35	20	3	23
General Education	69	—	—	—	—	—	61	31	41	25	3	28
Students with Disabilities	2	—	—	—	—	—	14	93	7	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	—	—	—	—	—
Black or African American	18	22	61	11	6	17	18	50	33	17	0	17
Hispanic or Latino	37	35	41	24	0	24	38	47	34	16	3	18
White	15	—	—	—	—	—	15	—	—	—	—	—
Multiracial	1	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	16	19	44	31	6	38	19	26	37	32	5	37
Female	31	19	55	19	6	26	35	29	37	29	6	34
Male	40	35	40	25	0	25	40	55	33	13	0	13
English Proficient	68	—	—	—	—	—	71	—	—	—	—	—
Limited English Proficient	3	—	—	—	—	—	4	—	—	—	—	—
Economically Disadvantaged	51	39	43	16	2	18	50	52	36	12	0	12
Not Economically Disadvantaged	20	0	55	40	5	45	25	24	32	36	8	44
Migrant	0	0	0	0	0	0	1	—	—	—	—	—
Not Migrant	71	28	46	23	3	25	74	—	—	—	—	—

Grade 3 Mathematics

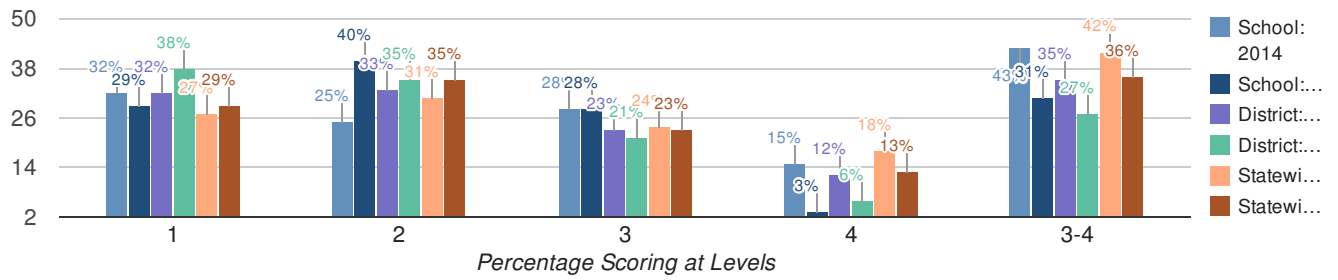


Mean Score

2014	2013
294	294

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	69	30	45	22	3	25	65	40	37	15	8	23
General Education	56	23	46	27	4	30	57	35	39	18	9	26
Students with Disabilities	13	62	38	0	0	0	8	75	25	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	2	—	—	—	—	—
Black or African American	15	33	47	20	0	20	13	38	38	8	15	23
Hispanic or Latino	37	38	38	19	5	24	44	43	39	14	5	18
White	11	18	55	27	0	27	5	—	—	—	—	—
Multiracial	2	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	6	0	67	33	0	33	8	25	25	38	13	50
Female	27	26	48	19	7	26	29	41	38	14	7	21
Male	42	33	43	24	0	24	36	39	36	17	8	25
English Proficient	61	23	49	25	3	28	53	34	42	15	9	25
Limited English Proficient	8	88	13	0	0	0	12	67	17	17	0	17
Economically Disadvantaged	55	38	38	20	4	24	48	44	33	19	4	23
Not Economically Disadvantaged	14	0	71	29	0	29	17	29	47	6	18	24
Not Migrant	69	30	45	22	3	25	65	40	37	15	8	23

Grade 4 Mathematics

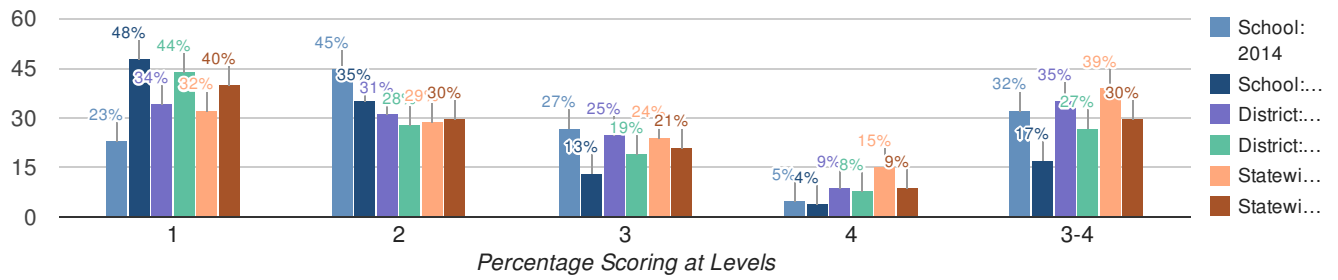


Mean Score

2014	2013
300	295

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	68	32	25	28	15	43	72	29	40	28	3	31
General Education	58	22	28	33	17	50	67	25	42	30	3	33
Students with Disabilities	10	90	10	0	0	0	5	80	20	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	0	0	0	0	0	0
Black or African American	17	35	24	24	18	41	20	40	30	30	0	30
Hispanic or Latino	43	35	28	26	12	37	34	29	53	12	6	18
White	5	—	—	—	—	—	18	17	28	56	0	56
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	8	13	13	50	25	75	0	0	0	0	0	0
Female	30	27	27	33	13	47	30	27	37	30	7	37
Male	38	37	24	24	16	39	42	31	43	26	0	26
English Proficient	58	28	22	33	17	50	69	—	—	—	—	—
Limited English Proficient	10	60	40	0	0	0	3	—	—	—	—	—
Economically Disadvantaged	52	35	23	29	13	42	44	41	45	14	0	14
Not Economically Disadvantaged	16	25	31	25	19	44	28	11	32	50	7	57
Not Migrant	68	32	25	28	15	43	72	29	40	28	3	31

Grade 5 Mathematics

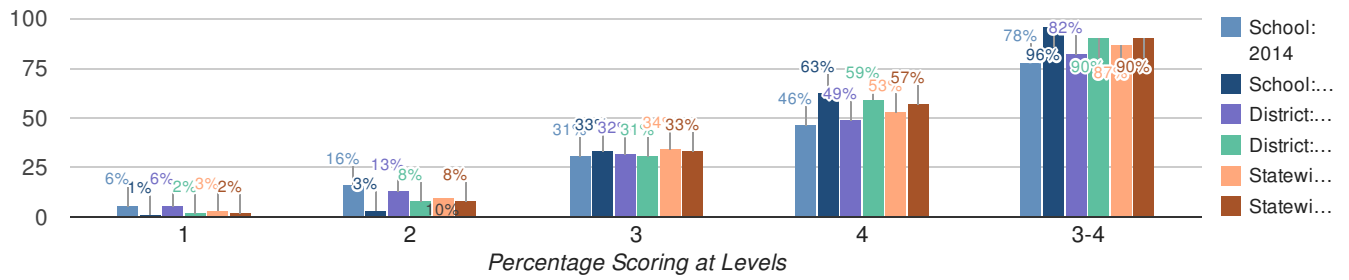


Mean Score

2014	2013
307	291

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	75	23	45	27	5	32	75	48	35	13	4	17
General Education	73	—	—	—	—	—	61	38	41	16	5	21
Students with Disabilities	2	—	—	—	—	—	14	93	7	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	—	—	—	—	—
Black or African American	18	28	39	22	11	33	18	61	22	17	0	17
Hispanic or Latino	40	28	45	28	0	28	38	55	32	13	0	13
White	16	—	—	—	—	—	15	—	—	—	—	—
Multiracial	1	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	17	6	53	29	12	41	19	21	53	11	16	26
Female	33	21	45	21	12	33	35	31	46	23	0	23
Male	42	24	45	31	0	31	40	63	25	5	8	13
English Proficient	68	19	46	29	6	35	71	—	—	—	—	—
Limited English Proficient	7	57	43	0	0	0	4	—	—	—	—	—
Economically Disadvantaged	54	28	50	20	2	22	50	56	30	10	4	14
Not Economically Disadvantaged	21	10	33	43	14	57	25	32	44	20	4	24
Migrant	0	0	0	0	0	0	1	—	—	—	—	—
Not Migrant	75	23	45	27	5	32	74	—	—	—	—	—

Grade 4 Science



Mean Score

2014	2013
78	85

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	67	6	16	31	46	78	72	1	3	33	63	96
General Education	57	4	11	32	54	86	67	0	1	31	67	99
Students with Disabilities	10	20	50	30	0	30	5	20	20	60	0	60
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	0	0	0	0	0	0
Black or African American	17	6	12	24	59	82	20	5	0	40	55	95
Hispanic or Latino	42	5	21	38	36	74	33	0	3	39	58	97
White	5	—	—	—	—	—	19	0	5	16	79	95
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	8	13	0	13	75	88	0	0	0	0	0	0
Female	29	0	14	31	55	86	30	0	7	23	70	93
Male	38	11	18	32	39	71	42	2	0	40	57	98
English Proficient	57	4	11	32	54	86	69	—	—	—	—	—
Limited English Proficient	10	20	50	30	0	30	3	—	—	—	—	—
Economically Disadvantaged	51	6	18	35	41	76	45	0	4	44	51	96
Not Economically Disadvantaged	16	6	13	19	63	81	27	4	0	15	81	96
Not Migrant	67	6	16	31	46	78	72	1	3	33	63	96

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

2014	2013
2	2

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

2014	2013
2	2

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

2014	2013
2	1

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

2014	2013
2	1

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

2014	2013
4	0

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

2014	2013
4	0

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

*Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

*Reporting standards not met.

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

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

Kindergarten	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	27	4%	41%	22%	33%
General Education	20	5%	30%	20%	45%
Students with Disabilities	7	0%	71%	29%	0%
Grade 1	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	19	5%	21%	63%	11%
General Education	14	0%	14%	71%	14%
Students with Disabilities	5	20%	40%	40%	0%
Grade 2	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	12	17%	0%	42%	42%
General Education	9	—	—	—	—
Students with Disabilities	3	—	—	—	—
Grade 3	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	8	25%	63%	13%	0%
General Education	4	—	—	—	—
Students with Disabilities	4	—	—	—	—
Grade 4	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	10	20%	30%	50%	0%
General Education	6	—	—	—	—
Students with Disabilities	4	—	—	—	—
Grade 5	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	7	43%	14%	43%	0%
General Education	6	—	—	—	—
Students with Disabilities	1	—	—	—	—

Elementary/Middle-Level English Language Arts Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	214	98%	✓	196	83	81	81
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	✓	✓	50	96%	✓	45	87	55	55
Hispanic or Latino	✓	✓	121	99%	✓	110	77	64	64
Asian or Native Hawaiian/Other Pacific Islander	—	—	6	—	—	6	—	—	—
White	✓	—	33	—	✓	31	97	92	92
Multiracial	—	—	4	—	—	4	—	—	—
Students With Disabilities	—	—	25	—	—	23	—	—	—
Limited English Proficient	—	—	25	—	—	17	—	—	—
Economically Disadvantaged	✓	✓	163	98%	✓	149	73	66	66

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	214	98%	196	83
Not Black or African American	164	99%	151	82
Not Hispanic or Latino	93	97%	86	91
Not Asian or Native Hawaiian/Other Pacific Islander	208	98%	190	83
Not White	181	98%	165	81
Not Multiracial	210	98%	192	83
General Education	189	98%	173	94
English Proficient	189	98%	179	91
Not Economically Disadvantaged	51	100%	47	115
Male	124	97%	112	67
Female	90	100%	84	105
Migrant	0	—	0	—
Not Migrant	214	98%	196	83

✓ Yes

✗ No

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

Elementary/Middle-Level Mathematics Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	214	99%	✓	202	106	78	78
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	✓	✓	50	100%	✓	47	98	47	47
Hispanic or Latino	✓	✓	121	99%	✓	113	100	62	62
Asian or Native Hawaiian/Other Pacific Islander	—	—	6	—	—	6	—	—	—
White	✓	—	33	—	✓	32	128	88	88
Multiracial	—	—	4	—	—	4	—	—	—
Students With Disabilities	—	—	25	—	—	24	—	—	—
Limited English Proficient	—	—	25	—	—	21	—	—	—
Economically Disadvantaged	✓	✓	163	99%	✓	154	97	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	214	99%	202	106
Not Black or African American	164	99%	155	109
Not Hispanic or Latino	93	99%	89	115
Not Asian or Native Hawaiian/Other Pacific Islander	208	99%	196	105
Not White	181	99%	170	102
Not Multiracial	210	99%	198	106
General Education	189	99%	178	117
English Proficient	189	99%	181	114
Not Economically Disadvantaged	51	100%	48	138
Male	124	98%	116	103
Female	90	100%	86	110
Migrant	0	—	0	—
Not Migrant	214	99%	202	106

✓ Yes

✗ No

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

Elementary/Middle-Level Science Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI \geq EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✓	✓	67	100%	✓	63	175	171	171
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	17	—	—	16	—	—	—
Hispanic or Latino	✓	✓	42	100%	✓	39	174	156	156
Asian or Native Hawaiian/Other Pacific Islander	—	—	2	—	—	2	—	—	—
White	—	—	5	—	—	5	—	—	—
Multiracial	—	—	1	—	—	1	—	—	—
Students With Disabilities	—	—	10	—	—	9	—	—	—
Limited English Proficient	—	—	10	—	—	8	—	—	—
Economically Disadvantaged	✓	✓	51	100%	✓	48	173	160	160

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	67	100%	63	175
Not Black or African American	50	100%	47	174
Not Hispanic or Latino	25	—	24	—
Not Asian or Native Hawaiian/Other Pacific Islander	65	100%	61	174
Not White	62	100%	58	176
Not Multiracial	66	100%	62	174
General Education	57	100%	54	187
English Proficient	57	100%	55	182
Not Economically Disadvantaged	16	—	15	—
Male	38	—	35	166
Female	29	—	28	—
Migrant	0	—	0	—
Not Migrant	67	100%	63	175

✓ Yes

✗ No

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

Unweighted Combined ELA and Math PIs

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	83	106	—	—	95
American Indian or Alaska Native	—	—	—	—	—
Black or African American	87	98	—	—	93
Hispanic or Latino	77	100	—	—	89
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	97	128	—	—	113
Multiracial	—	—	—	—	—
Students With Disabilities	—	—	—	—	—
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	73	97	—	—	85

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

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 HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

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

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

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

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

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

Regents Competency Tests

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

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

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

Total Cohort

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

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

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

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

Safe Harbor Target

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

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

Unweighted Combined PI

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

GREAT NECK ROAD
ELEMENTARY SCHOOL

Report Card

SECTION C

(28 pages)



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

NAME: GREAT NECK ROAD ELEMENTARY SCHOOL

BEDS Code: 580105030002

ADDRESS: 1400 GREAT NECK RD, COPIAGUE, NY 11726

PHONE: (631) 842-4013

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

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

Students by Gender

Male		Female	
260	52%	241	48%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
0	133	289	8	65	6
0%	27%	58%	2%	13%	1%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
95	19%	36	7%	397	79%

Students by Grade

Kindergarten (Full Day)	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
75	75	75	98	73	102
Ungraded Elementary					
3					

Average Class Size (2013 - 14)

Common Branch
24

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
231	46%	61	12%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate	Student Suspensions	
95%	9	2%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience	Turnover Rate of All Teachers
0%	13%

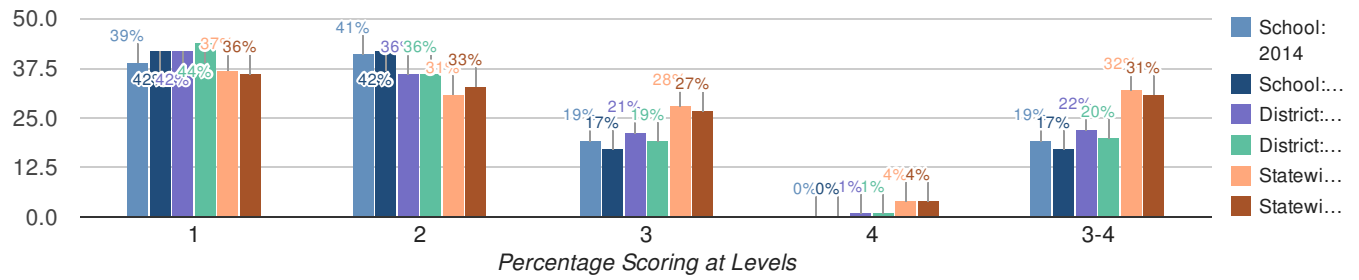
Staff Counts (2013 - 14)

Principals	Assistant Principals	Other Professional Staff	Paraprofessionals
1	1	2	0

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	32	32	28
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	3%	3%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	75%	75%	75%
Total Number of Core Classes	32	31	31
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	63	63	52
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

Grade 3 English Language Arts

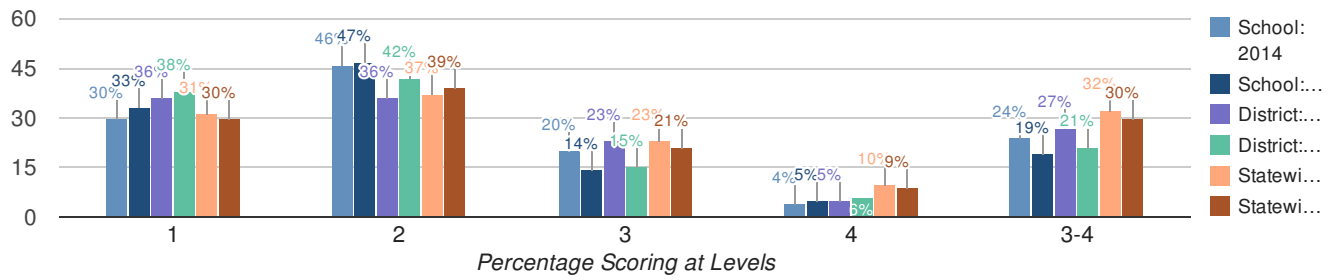


Mean Score

2014	2013
295	293

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	94	39	41	19	0	19	77	42	42	17	0	17
General Education	86	35	44	21	0	21	68	41	43	16	0	16
Students with Disabilities	8	88	13	0	0	0	9	44	33	22	0	22
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	2	—	—	—	—	—
Black or African American	24	46	33	21	0	21	22	50	36	14	0	14
Hispanic or Latino	57	37	47	16	0	16	40	48	35	18	0	18
White	8	38	50	13	0	13	12	—	—	—	—	—
Multiracial	2	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	5	40	0	60	0	60	15	13	67	20	0	20
Female	42	33	45	21	0	21	35	46	34	20	0	20
Male	52	44	38	17	0	17	42	38	48	14	0	14
English Proficient	86	35	44	21	0	21	62	39	44	18	0	18
Limited English Proficient	8	88	13	0	0	0	15	53	33	13	0	13
Economically Disadvantaged	81	42	40	19	0	19	57	42	42	16	0	16
Not Economically Disadvantaged	13	23	54	23	0	23	20	40	40	20	0	20
Not Migrant	94	39	41	19	0	19	77	42	42	17	0	17

Grade 4 English Language Arts

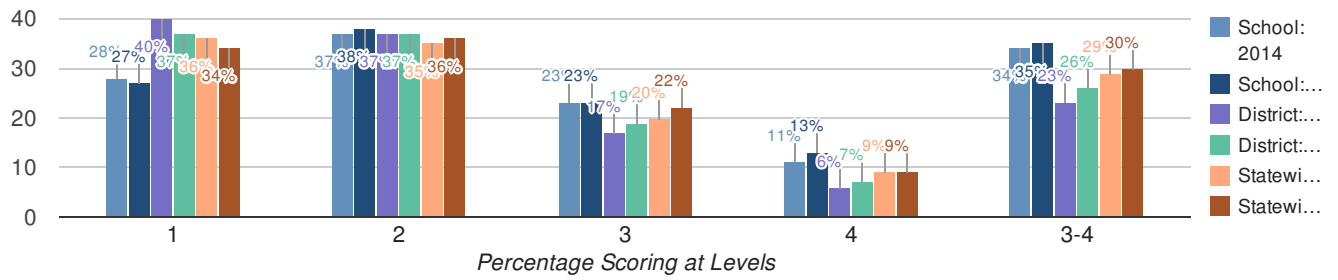


Mean Score

2014	2013
295	296

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	71	30	46	20	4	24	99	33	47	14	5	19
General Education	64	25	48	22	5	27	95	—	—	—	—	—
Students with Disabilities	7	71	29	0	0	0	4	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	1	—	—	—	—	—
Black or African American	21	24	57	14	5	19	28	29	57	11	4	14
Hispanic or Latino	40	38	40	20	3	23	52	38	44	12	6	17
White	7	—	—	—	—	—	17	—	—	—	—	—
Multiracial	1	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	10	10	50	30	10	40	19	26	42	26	5	32
Female	36	33	39	25	3	28	51	35	45	10	10	20
Male	35	26	54	14	6	20	48	31	50	19	0	19
English Proficient	60	22	50	23	5	28	83	25	52	17	6	23
Limited English Proficient	11	73	27	0	0	0	16	75	25	0	0	0
Economically Disadvantaged	53	30	47	19	4	23	70	39	49	10	3	13
Not Economically Disadvantaged	18	28	44	22	6	28	29	21	45	24	10	34
Not Migrant	71	30	46	20	4	24	99	33	47	14	5	19

Grade 5 English Language Arts

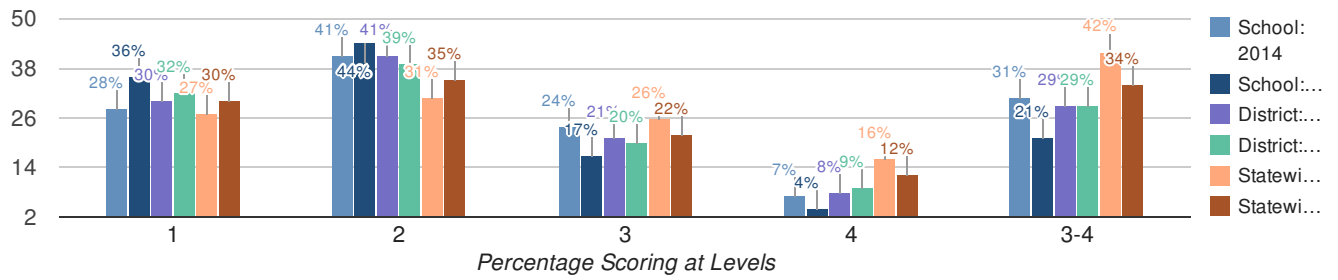


Mean Score

2014	2013
304	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	
All Students	99	28	37	23	11	34	93	27	38	23	13	35
General Education	89	21	42	25	12	37	84	23	39	24	14	38
Students with Disabilities	10	90	0	10	0	10	9	67	22	11	0	11
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	1	—	—	—	—	—
Black or African American	28	18	50	25	7	32	25	28	36	12	24	36
Hispanic or Latino	52	37	33	23	8	31	58	31	36	28	5	33
White	17	—	—	—	—	—	9	—	—	—	—	—
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	19	21	32	21	26	47	10	0	50	20	30	50
Female	52	23	38	23	15	38	43	33	37	19	12	30
Male	47	34	36	23	6	30	50	22	38	26	14	40
English Proficient	84	18	44	25	13	38	83	19	42	24	14	39
Limited English Proficient	15	87	0	13	0	13	10	90	0	10	0	10
Economically Disadvantaged	73	32	44	19	5	25	67	33	42	21	4	25
Not Economically Disadvantaged	26	19	19	35	27	62	26	12	27	27	35	62
Migrant	0	0	0	0	0	0	0	0	0	0	0	0
Not Migrant	99	28	37	23	11	34	93	27	38	23	13	35

Grade 3 Mathematics

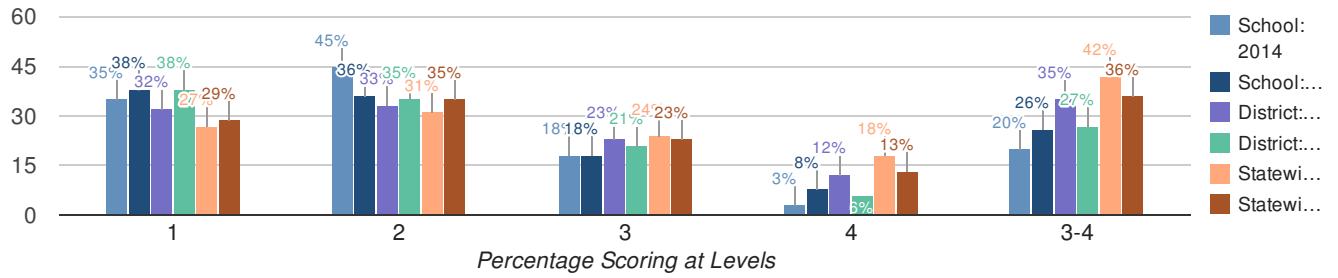


Mean Score

2014	2013
300	293

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	97	28	41	24	7	31	78	36	44	17	4	21
General Education	89	26	40	26	8	34	69	33	45	17	4	22
Students with Disabilities	8	50	50	0	0	0	9	56	33	11	0	11
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	2	—	—	—	—	—
Black or African American	24	33	33	25	8	33	22	45	36	18	0	18
Hispanic or Latino	60	25	45	23	7	30	41	37	44	15	5	20
White	8	25	50	25	0	25	12	—	—	—	—	—
Multiracial	2	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	5	40	20	20	20	40	15	20	53	20	7	27
Female	45	27	42	29	2	31	36	47	33	14	6	19
Male	52	29	40	19	12	31	42	26	52	19	2	21
English Proficient	87	23	43	26	8	34	62	32	42	21	5	26
Limited English Proficient	10	70	30	0	0	0	16	50	50	0	0	0
Economically Disadvantaged	83	29	41	23	7	30	58	38	38	19	5	24
Not Economically Disadvantaged	14	21	43	29	7	36	20	30	60	10	0	10
Not Migrant	97	28	41	24	7	31	78	36	44	17	4	21

Grade 4 Mathematics

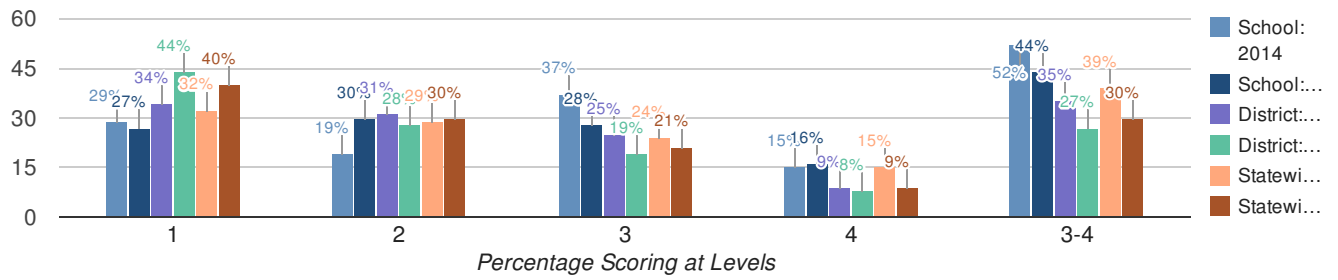


Mean Score

2014	2013
289	292

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	74	35	45	18	3	20	100	38	36	18	8	26
General Education	67	31	46	19	3	22	96	—	—	—	—	—
Students with Disabilities	7	71	29	0	0	0	4	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	1	—	—	—	—	—
Black or African American	21	33	52	10	5	14	29	38	41	14	7	21
Hispanic or Latino	43	42	30	26	2	28	52	46	29	21	4	25
White	7	—	—	—	—	—	17	—	—	—	—	—
Multiracial	1	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	10	10	90	0	0	0	19	16	47	16	21	37
Female	38	37	45	16	3	18	52	44	31	15	10	25
Male	36	33	44	19	3	22	48	31	42	21	6	27
English Proficient	60	30	48	18	3	22	83	31	39	20	10	30
Limited English Proficient	14	57	29	14	0	14	17	71	24	6	0	6
Economically Disadvantaged	55	42	40	16	2	18	71	48	30	18	4	23
Not Economically Disadvantaged	19	16	58	21	5	26	29	14	52	17	17	34
Not Migrant	74	35	45	18	3	20	100	38	36	18	8	26

Grade 5 Mathematics

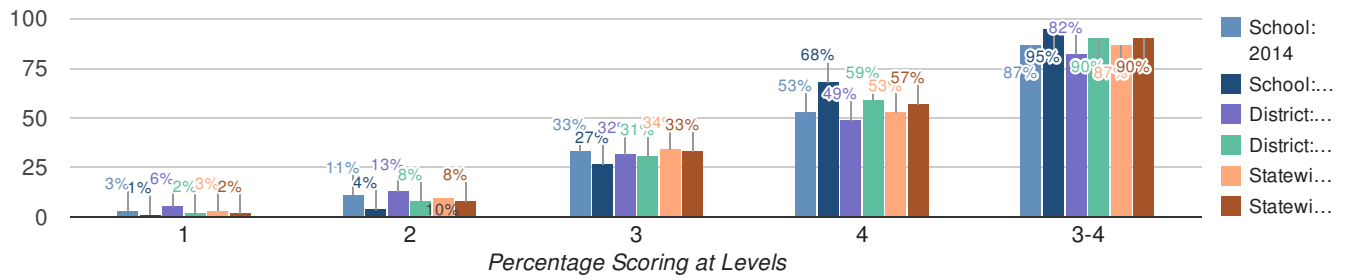


Mean Score

2014	2013
312	312

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	104	29	19	37	15	52	94	27	30	28	16	44
General Education	94	24	19	39	17	56	85	22	31	31	16	47
Students with Disabilities	10	70	20	10	0	10	9	67	22	0	11	11
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	1	—	—	—	—	—
Black or African American	28	21	25	36	18	54	25	28	16	40	16	56
Hispanic or Latino	57	37	18	37	9	46	59	31	34	22	14	36
White	17	—	—	—	—	—	9	—	—	—	—	—
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	19	16	16	37	32	68	10	0	40	30	30	60
Female	55	25	24	35	16	51	44	36	27	25	11	36
Male	49	33	14	39	14	53	50	18	32	30	20	50
English Proficient	84	17	19	45	19	64	82	17	34	30	18	49
Limited English Proficient	20	80	20	0	0	0	12	92	0	8	0	8
Economically Disadvantaged	78	36	22	29	13	42	68	34	34	28	4	32
Not Economically Disadvantaged	26	8	12	58	23	81	26	8	19	27	46	73
Migrant	0	0	0	0	0	0	0	0	0	0	0	0
Not Migrant	104	29	19	37	15	52	94	27	30	28	16	44

Grade 4 Science



Mean Score

2014	2013
81	86

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	75	3	11	33	53	87	100	1	4	27	68	95
General Education	68	1	9	32	57	90	96	—	—	—	—	—
Students with Disabilities	7	14	29	43	14	57	4	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	1	—	—	—	—	—
Black or African American	22	0	18	36	45	82	29	0	10	28	62	90
Hispanic or Latino	43	5	9	33	53	86	52	2	2	35	62	96
White	7	—	—	—	—	—	17	—	—	—	—	—
Multiracial	1	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	10	0	0	30	70	100	19	0	0	5	95	100
Female	38	5	8	39	47	87	52	0	8	31	62	92
Male	37	0	14	27	59	86	48	2	0	23	75	98
English Proficient	61	2	7	33	59	92	83	0	2	23	75	98
Limited English Proficient	14	7	29	36	29	64	17	6	12	47	35	82
Economically Disadvantaged	56	4	13	30	54	84	71	1	6	31	62	93
Not Economically Disadvantaged	19	0	5	42	53	95	29	0	0	17	83	100
Not Migrant	75	3	11	33	53	87	100	1	4	27	68	95

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

2014	2013
2	1

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

2014	2013
2	1

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

2014	2013
2	1

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

2014	2013
2	1

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

2014	2013
4	2

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

2014	2013
4	2

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

*Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

*Reporting standards not met.

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

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 4 ELA	2	—	—	—	—	—
Grade 4 Math	2	—	—	—	—	—
Grade 4 Science	2	—	—	—	—	—
Grade 5 ELA	1	—	—	—	—	—
Grade 5 Math	1	—	—	—	—	—

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

Kindergarten	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	30	3%	13%	43%	40%
General Education	30	3%	13%	43%	40%
Grade 1	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	15	7%	13%	40%	40%
General Education	15	7%	13%	40%	40%
Grade 2	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	15	0%	0%	73%	27%
General Education	14	—	—	—	—
Students with Disabilities	1	—	—	—	—
Grade 3	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	10	20%	40%	40%	0%
General Education	9	—	—	—	—
Students with Disabilities	1	—	—	—	—
Grade 4	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	14	21%	7%	29%	43%
General Education	12	—	—	—	—
Students with Disabilities	2	—	—	—	—
Grade 5	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	21	19%	14%	33%	33%
General Education	16	25%	6%	31%	38%
Students with Disabilities	5	0%	40%	40%	20%

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 \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	277	99%	✓	260	97	82	82
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	✓	✓	75	99%	✓	72	99	58	58
Hispanic or Latino	✓	✓	159	99%	✓	146	88	65	65
Asian or Native Hawaiian/Other Pacific Islander	—	—	6	—	—	6	—	—	—
White	✓	—	33	—	✓	32	116	92	92
Multiracial	—	—	4	—	—	4	—	—	—
Students With Disabilities	—	—	28	—	—	27	—	—	—
Limited English Proficient	✓	✓	43	100%	✓	64‡	55‡	39	39
Economically Disadvantaged	✓	✓	217	100%	✓	204	90	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	277	99%	260	97
Not Black or African American	202	100%	188	96
Not Hispanic or Latino	118	99%	114	107
Not Asian or Native Hawaiian/Other Pacific Islander	271	99%	254	94
Not White	244	99%	228	94
Not Multiracial	273	99%	256	97
General Education	249	99%	233	103
English Proficient	234	99%	227	107
Not Economically Disadvantaged	60	98%	56	121
Male	139	99%	135	90
Female	138	99%	125	103
Migrant	0	—	0	—
Not Migrant	277	99%	260	97

✓ 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.

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

Elementary/Middle-Level Mathematics Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	279	100%	✓	266	109	79	79
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	✓	✓	75	99%	✓	72	107	50	50
Hispanic or Latino	✓	✓	161	100%	✓	152	106	64	64
Asian or Native Hawaiian/Other Pacific Islander	—	—	6	—	—	6	—	—	—
White	✓	—	33	—	✓	32	134	88	88
Multiracial	—	—	4	—	—	4	—	—	—
Students With Disabilities	—	—	28	—	—	27	—	—	—
Limited English Proficient	✓	✓	45	100%	✓	70‡	71‡	43	43
Economically Disadvantaged	✓	✓	219	100%	✓	208	101	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	279	100%	266	109
Not Black or African American	204	100%	194	110
Not Hispanic or Latino	118	99%	114	114
Not Asian or Native Hawaiian/Other Pacific Islander	273	100%	260	108
Not White	246	100%	234	106
Not Multiracial	275	100%	262	111
General Education	251	100%	239	115
English Proficient	234	100%	228	121
Not Economically Disadvantaged	60	100%	58	140
Male	140	99%	136	109
Female	139	100%	130	110
Migrant	0	—	0	—
Not Migrant	279	100%	266	109

✓ 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.

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

Elementary/Middle-Level Science Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI \geq EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✓	✓	77	100%	✓	74	185	172	172
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	23	—	—	22	—	—	—
Hispanic or Latino	✓	✓	43	100%	✓	41	183	157	157
Asian or Native Hawaiian/Other Pacific Islander	—	—	2	—	—	2	—	—	—
White	—	—	8	—	—	8	—	—	—
Multiracial	—	—	1	—	—	1	—	—	—
Students With Disabilities	—	—	9	—	—	9	—	—	—
Limited English Proficient	—	—	14	—	—	12	—	—	—
Economically Disadvantaged	✓	✓	57	100%	✓	55	182	161	161

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	77	100%	74	185
Not Black or African American	54	100%	52	187
Not Hispanic or Latino	34	—	33	188
Not Asian or Native Hawaiian/Other Pacific Islander	75	100%	72	185
Not White	69	100%	66	183
Not Multiracial	76	100%	73	185
General Education	68	100%	65	189
English Proficient	63	100%	62	190
Not Economically Disadvantaged	20	—	19	—
Male	39	—	39	187
Female	38	—	35	183
Migrant	0	—	0	—
Not Migrant	77	100%	74	185

✓ Yes

✗ No

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

Unweighted Combined ELA and Math PIs

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	97	109	—	—	103
American Indian or Alaska Native	—	—	—	—	—
Black or African American	99	107	—	—	103
Hispanic or Latino	88	106	—	—	97
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	116	134	—	—	125
Multiracial	—	—	—	—	—
Students With Disabilities	—	—	—	—	—
Limited English Proficient	55	71	—	—	63
Economically Disadvantaged	90	101	—	—	96

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

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 HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

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

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

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

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

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

Regents Competency Tests

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

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

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

Total Cohort

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

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

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

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

Safe Harbor Target

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

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

Unweighted Combined PI

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

SUSAN E. WILEY
ELEMENTARY SCHOOL

Report Card

SECTION C

(27 pages)



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

NAME: SUSAN E WILEY SCHOOL

BEDS Code: 580105030004

ADDRESS: SCUDDER AVE, COPIAGUE, NY 11726

PHONE: (631) 842-4014

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

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

Students by Gender

Male		Female	
407	53%	365	47%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
0	162	459	13	122	16
0%	21%	59%	2%	16%	2%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
115	15%	60	8%	557	72%

Students by Grade

Kindergarten (Full Day)	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
128	150	136	122	114	122

Average Class Size (2013 - 14)

Common Branch
24

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
356	46%	62	8%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate	Student Suspensions	
94%	20	3%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience	Turnover Rate of All Teachers
25%	12%

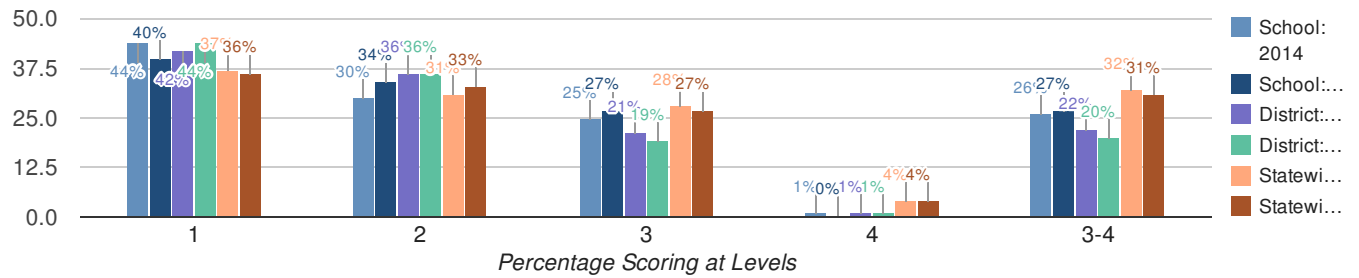
Staff Counts (2013 - 14)

Principals	Assistant Principals	Other Professional Staff	Paraprofessionals
1	1	4	0

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	41	41	40
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	5%	0%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	56%	54%	48%
Total Number of Core Classes	43	43	42
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	71	70	63
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

Grade 3 English Language Arts

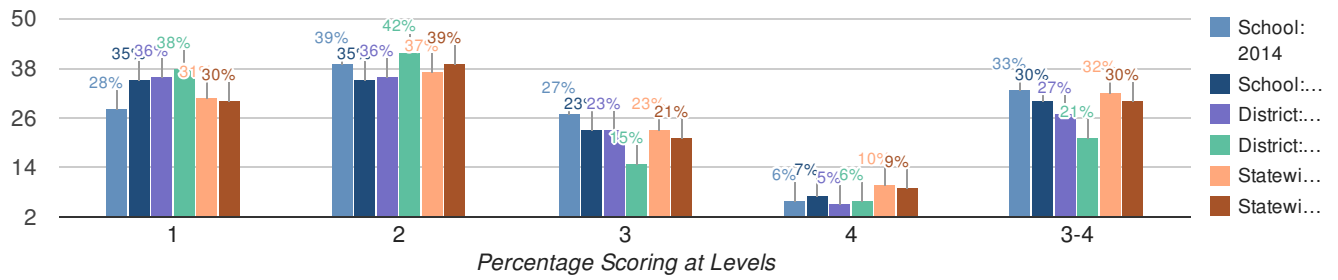


Mean Score

2014	2013
295	297

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	107	44	30	25	1	26	116	40	34	27	0	27
General Education	101	42	32	26	1	27	103	37	34	29	0	29
Students with Disabilities	6	83	0	17	0	17	13	62	31	8	0	8
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	4	—	—	—	—	—
Black or African American	25	52	28	20	0	20	31	45	48	6	0	6
Hispanic or Latino	64	45	25	28	2	30	60	50	27	23	0	23
White	15	—	—	—	—	—	21	—	—	—	—	—
Multiracial	3	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	18	28	50	22	0	22	25	8	32	60	0	60
Female	46	37	28	35	0	35	47	43	28	30	0	30
Male	61	49	31	18	2	20	69	38	38	25	0	25
English Proficient	97	41	31	27	1	28	102	35	34	30	0	30
Limited English Proficient	10	70	20	10	0	10	14	71	29	0	0	0
Economically Disadvantaged	79	49	27	23	1	24	81	51	35	15	0	15
Not Economically Disadvantaged	28	29	39	32	0	32	35	14	31	54	0	54
Not Migrant	107	44	30	25	1	26	116	40	34	27	0	27

Grade 4 English Language Arts

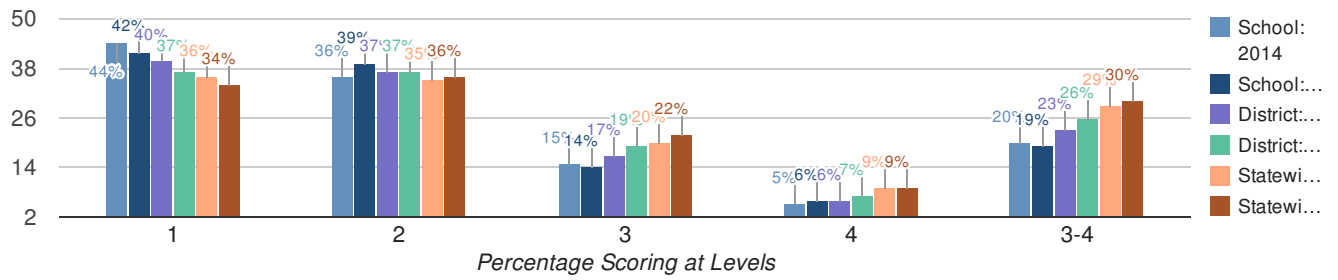


Mean Score

2014	2013
299	299

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	112	28	39	27	6	33	120	35	35	23	7	30
General Education	100	21	42	30	7	37	113	31	37	25	7	32
Students with Disabilities	12	83	17	0	0	0	7	100	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	3	—	—	—	—	—
Black or African American	31	26	48	23	3	26	29	31	38	28	3	31
Hispanic or Latino	60	33	38	23	5	28	63	46	35	16	3	19
White	17	—	—	—	—	—	24	—	—	—	—	—
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	21	14	29	43	14	57	28	14	32	36	18	54
Female	42	26	43	21	10	31	56	30	41	25	4	29
Male	70	29	37	30	4	34	64	39	30	22	9	31
English Proficient	103	22	42	29	7	36	112	30	38	25	7	32
Limited English Proficient	9	89	11	0	0	0	8	100	0	0	0	0
Economically Disadvantaged	77	36	45	17	1	18	80	43	33	24	1	25
Not Economically Disadvantaged	35	9	26	49	17	66	40	20	40	23	18	40
Not Migrant	112	28	39	27	6	33	120	35	35	23	7	30

Grade 5 English Language Arts

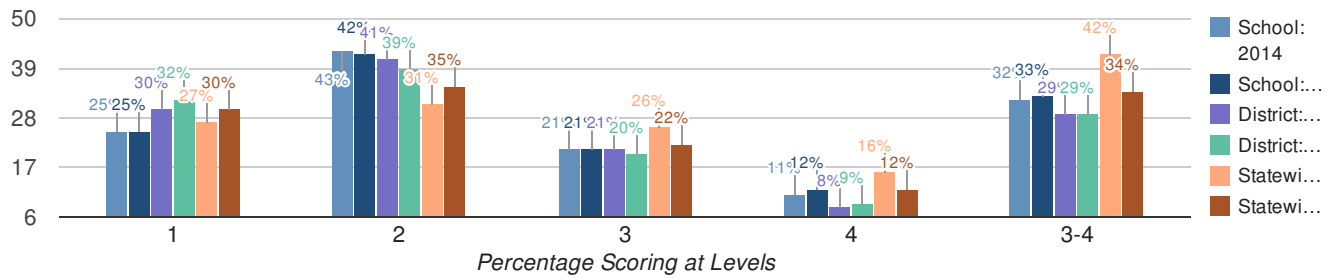


Mean Score

2014	2013
292	292

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	116	44	36	15	5	20	124	42	39	14	6	19
General Education	112	—	—	—	—	—	114	39	41	14	6	20
Students with Disabilities	4	—	—	—	—	—	10	80	10	10	0	10
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	4	—	—	—	—	—
Black or African American	27	41	37	19	4	22	41	49	46	5	0	5
Hispanic or Latino	64	52	31	13	5	17	60	43	33	17	7	23
White	21	—	—	—	—	—	19	—	—	—	—	—
Multiracial	2	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	25	28	48	16	8	24	23	26	39	22	13	35
Female	57	40	40	18	2	19	69	42	42	10	6	16
Male	59	47	32	12	8	20	55	42	35	18	5	24
English Proficient	108	42	38	15	6	20	117	39	40	15	6	21
Limited English Proficient	8	75	13	13	0	13	7	86	14	0	0	0
Economically Disadvantaged	82	50	35	13	1	15	80	46	35	14	5	19
Not Economically Disadvantaged	34	29	38	18	15	32	44	34	45	14	7	20
Migrant	0	0	0	0	0	0	0	0	0	0	0	0
Not Migrant	116	44	36	15	5	20	124	42	39	14	6	19

Grade 3 Mathematics

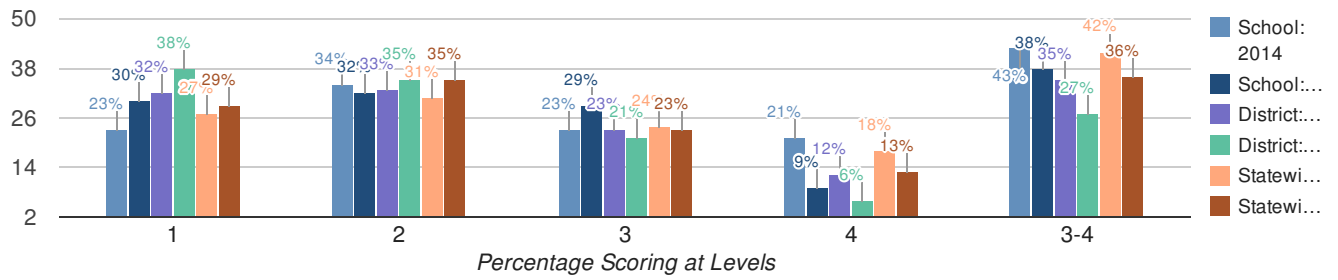


Mean Score

2014	2013
301	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	113	25	43	21	11	32	117	25	42	21	12	33
General Education	107	26	42	21	11	32	104	23	40	23	13	37
Students with Disabilities	6	0	67	33	0	33	13	38	54	8	0	8
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	4	—	—	—	—	—
Black or African American	25	20	56	16	8	24	31	32	52	13	3	16
Hispanic or Latino	70	33	34	21	11	33	61	25	41	26	8	34
White	15	—	—	—	—	—	21	—	—	—	—	—
Multiracial	3	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	18	0	61	28	11	39	25	16	32	20	32	52
Female	47	19	45	30	6	36	48	29	42	19	10	29
Male	66	29	42	15	14	29	69	22	42	23	13	36
English Proficient	97	16	48	24	11	35	102	20	42	25	14	38
Limited English Proficient	16	75	13	6	6	13	15	60	40	0	0	0
Economically Disadvantaged	85	31	41	20	8	28	82	29	49	18	4	22
Not Economically Disadvantaged	28	7	50	25	18	43	35	14	26	29	31	60
Not Migrant	113	25	43	21	11	32	117	25	42	21	12	33

Grade 4 Mathematics

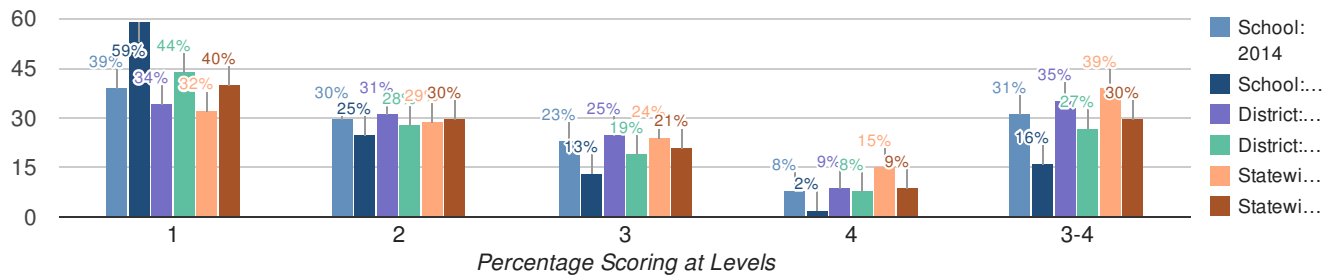


Mean Score

2014	2013
306	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	115	23	34	23	21	43	127	30	32	29	9	38
General Education	103	19	33	25	22	48	120	26	34	31	9	40
Students with Disabilities	12	50	42	0	8	8	7	100	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	3	—	—	—	—	—
Black or African American	31	29	45	13	13	26	29	24	31	45	0	45
Hispanic or Latino	64	25	33	25	17	42	70	39	34	21	6	27
White	16	—	—	—	—	—	24	—	—	—	—	—
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	20	5	20	30	45	75	28	14	29	32	25	57
Female	43	28	35	21	16	37	61	28	39	26	7	33
Male	72	19	33	24	24	47	66	32	26	32	11	42
English Proficient	102	16	35	25	24	49	113	23	35	32	10	42
Limited English Proficient	13	77	23	0	0	0	14	86	7	7	0	7
Economically Disadvantaged	79	28	41	20	11	32	86	33	37	26	5	30
Not Economically Disadvantaged	36	11	19	28	42	69	41	24	22	37	17	54
Not Migrant	115	23	34	23	21	43	127	30	32	29	9	38

Grade 5 Mathematics

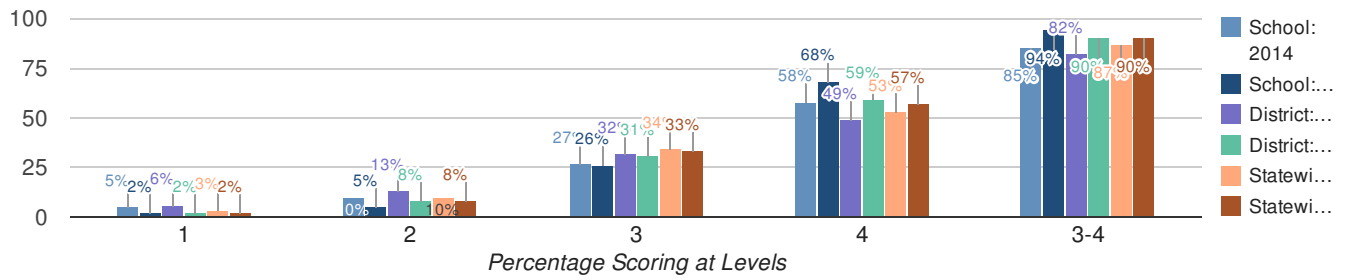


Mean Score

2014	2013
300	289

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	117	39	30	23	8	31	127	59	25	13	2	16
General Education	114	—	—	—	—	—	117	57	26	15	2	16
Students with Disabilities	3	—	—	—	—	—	10	80	10	0	10	10
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	4	—	—	—	—	—
Black or African American	28	39	32	21	7	29	41	66	29	5	0	5
Hispanic or Latino	66	47	27	18	8	26	63	60	22	16	2	17
White	20	—	—	—	—	—	19	—	—	—	—	—
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	23	17	35	39	9	48	23	43	26	22	9	30
Female	57	42	30	25	4	28	69	64	22	13	1	14
Male	60	37	30	22	12	33	58	53	29	14	3	17
English Proficient	106	36	32	24	8	32	116	56	27	15	3	17
Limited English Proficient	11	73	9	18	0	18	11	91	9	0	0	0
Economically Disadvantaged	84	44	27	24	5	29	82	61	28	10	1	11
Not Economically Disadvantaged	33	27	36	21	15	36	45	56	20	20	4	24
Migrant	0	0	0	0	0	0	0	0	0	0	0	0
Not Migrant	117	39	30	23	8	31	127	59	25	13	2	16

Grade 4 Science



Mean Score

2014	2013
82	86

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	114	5	10	27	58	85	124	2	5	26	68	94
General Education	102	6	6	25	64	88	118	2	4	25	69	94
Students with Disabilities	12	0	42	50	8	58	6	0	17	50	33	83
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	3	—	—	—	—	—
Black or African American	31	0	13	29	58	87	29	0	3	34	62	97
Hispanic or Latino	61	10	11	28	51	79	68	3	7	29	60	90
White	18	—	—	—	—	—	23	—	—	—	—	—
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	22	0	0	23	77	100	27	0	0	7	93	100
Female	43	9	7	30	53	84	58	3	3	24	69	93
Male	71	3	11	25	61	86	66	0	6	27	67	94
English Proficient	101	0	9	26	65	91	111	0	2	25	73	98
Limited English Proficient	13	46	15	38	0	38	13	15	31	31	23	54
Economically Disadvantaged	79	4	14	34	48	82	83	1	6	34	59	93
Not Economically Disadvantaged	35	9	0	11	80	91	41	2	2	10	85	95
Not Migrant	114	5	10	27	58	85	124	2	5	26	68	94

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

2014	2013
4	1

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

2014	2013
4	1

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

2014	2013
4	6

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

2014	2013
4	6

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

2014	2013
3	4

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

2014	2013
3	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

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

Kindergarten	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	20	10%	15%	70%	5%
General Education	20	10%	15%	70%	5%
Grade 1	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	31	13%	35%	48%	3%
General Education	28	—	—	—	—
Students with Disabilities	3	—	—	—	—
Grade 2	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	27	11%	15%	52%	22%
General Education	20	10%	0%	60%	30%
Students with Disabilities	7	14%	57%	29%	0%
Grade 3	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	16	25%	19%	44%	13%
General Education	15	—	—	—	—
Students with Disabilities	1	—	—	—	—
Grade 4	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	13	31%	15%	23%	31%
General Education	8	50%	13%	13%	25%
Students with Disabilities	5	0%	20%	40%	40%
Grade 5	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	11	18%	18%	45%	18%
General Education	11	18%	18%	45%	18%

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 \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	356	97%	✓	329	92	83	83
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	✓	✓	84	100%	✓	80	89	58	58
Hispanic or Latino	✓	✓	202	98%	✓	185	83	66	66
Asian or Native Hawaiian/Other Pacific Islander	—	—	7	—	—	6	—	—	—
White	✓	✓	121*	97%*	✓	53	126	96	96
Multiracial	—	—	6	—	—	5	—	—	—
Students With Disabilities	—	—	22	—	—	22	—	—	—
Limited English Proficient	✓	✓	40	95%	—	27	—	—	—
Economically Disadvantaged	✓	✓	252	98%	✓	236	77	68	68

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	356	97%	329	92
Not Black or African American	272	96%	249	93
Not Hispanic or Latino	154	96%	144	103
Not Asian or Native Hawaiian/Other Pacific Islander	349	97%	323	91
Not White	299	98%	276	85
Not Multiracial	350	97%	324	93
General Education	334	97%	307	97
English Proficient	316	97%	302	97
Not Economically Disadvantaged	104	95%	93	130
Male	206	96%	185	86
Female	150	99%	144	99
Migrant	0	—	0	—
Not Migrant	356	97%	329	92

✓ Yes

✗ No

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

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

Elementary/Middle-Level 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 \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	355	97%	✓	335	108	80	80
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	✓	✓	84	100%	✓	80	98	50	50
Hispanic or Latino	✓	✓	202	99%	✓	194	101	64	64
Asian or Native Hawaiian/Other Pacific Islander	—	—	7	—	—	6	—	—	—
White	✓	✓	120*	96%*	✓	51	149	92	92
Multiracial	—	—	6	—	—	4	—	—	—
Students With Disabilities	—	—	22	—	—	21	—	—	—
Limited English Proficient	✓	✓	40	100%	✓	68‡	66‡	42	42
Economically Disadvantaged	✓	✓	251	99%	✓	244	96	65	65

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	355	97%	335	108
Not Black or African American	271	96%	255	112
Not Hispanic or Latino	153	95%	141	119
Not Asian or Native Hawaiian/Other Pacific Islander	348	97%	329	107
Not White	299	98%	284	101
Not Multiracial	349	98%	331	109
General Education	333	97%	314	111
English Proficient	315	97%	299	117
Not Economically Disadvantaged	225*	97%*	91	141
Male	205	97%	191	110
Female	150	98%	144	106
Migrant	0	—	0	—
Not Migrant	355	97%	335	108

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

Elementary/Middle-Level Science Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI \geq EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✓	✓	117	97%	✓	108	184	173	173
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	✓	—	31	—	✓	30	187	151	1
Hispanic or Latino	✓	✓	64	95%	✓	56	177	159	159
Asian or Native Hawaiian/Other Pacific Islander	—	—	4	—	—	4	—	—	—
White	—	—	18	—	—	18	—	—	—
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	12	—	—	12	—	—	—
Limited English Proficient	—	—	13	—	—	10	—	—	—
Economically Disadvantaged	✓	✓	80	99%	✓	76	180	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	117	97%	108	184
Not Black or African American	86	97%	78	183
Not Hispanic or Latino	53	100%	52	192
Not Asian or Native Hawaiian/Other Pacific Islander	113	97%	104	184
Not White	99	97%	90	181
Not Multiracial	117	97%	108	184
General Education	105	97%	96	188
English Proficient	104	97%	98	191
Not Economically Disadvantaged	37	—	32	194
Male	73	97%	67	185
Female	44	98%	41	183
Migrant	0	—	0	—
Not Migrant	117	97%	108	184

✓ Yes

✗ No

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

Unweighted Combined ELA and Math PIs

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	92	108	—	—	100
American Indian or Alaska Native	—	—	—	—	—
Black or African American	89	98	—	—	94
Hispanic or Latino	83	101	—	—	92
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	126	149	—	—	138
Multiracial	—	—	—	—	—
Students With Disabilities	—	—	—	—	—
Limited English Proficient	—	66	—	—	66
Economically Disadvantaged	77	96	—	—	87

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

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 HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

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

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

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

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

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

Regents Competency Tests

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

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

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

Total Cohort

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

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

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

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

Safe Harbor Target

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

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

Unweighted Combined PI

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

EDUCATOR
EVALUATION DATA

2013-14

*Annual Professional Performance
Review (APPR) Ratings*

&

State-Provided Growth Ratings

SECTION D

(3 pages)

COPIAGUE UFSD - Educator Evaluation Data



2013-14 Annual Professional Performance Review (APPR) Ratings

APPR is the term used to describe NY State's teacher and principal evaluation system. Below are 2013 - 14 APPR data for teachers and principals. Data has only been included for those districts and BOCES with an approved APPR plan for the 2013 - 14 school year. Each classroom teacher and building principal must receive an overall rating of Highly Effective, Effective, Developing, or Ineffective (HEDI). This rating is based on a single composite effectiveness score (ranging from 0-100 points) that is calculated based on the scores received by the teacher or principal in each of the three subcomponents (State Growth or Other Comparable Measures, Locally-Selected Measures, and Other Measures of Educator Effectiveness) .1

The figure below shows the percentage of educators in each rating category for the three subcomponents and the Overall Composite score: Overall Composite Rating (first row), State Growth or Other Comparable Measures (second row), Locally-Selected Measures (third row), and Other Measures of Educator Effectiveness (last row).

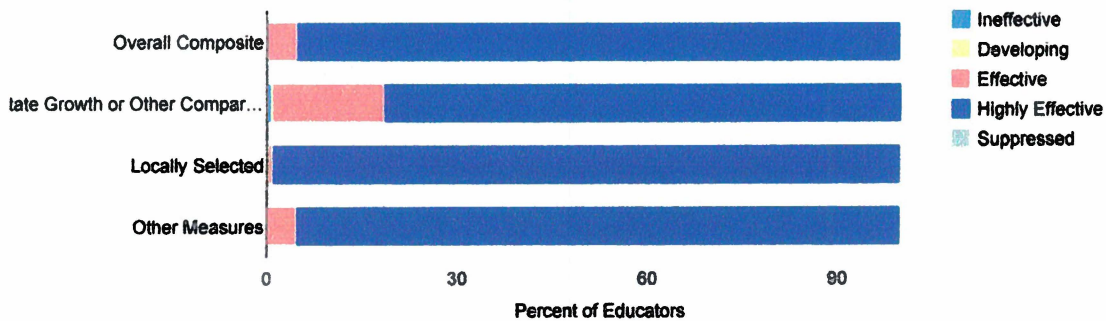
You can also view:

- a [summary of the law](#) and regulations requiring APPR
- [detailed guidance](#) about planning and implementing APPR
- the [full text](#) of the Commissioner's Regulations regarding APPR
- [Approved APPR Plan](#)

[Evaluation Data - Glossary of Terms](#) | [FAQ](#) | [Business Rules](#)

[read less](#)

Distribution of Educators by Rating Category (HEDI) [2013-2014]



Filter this report

Overall Composite Rating

[Display Last Year's Data](#)

Each classroom teacher and building principal must receive an overall rating based on a single composite effectiveness score that is calculated based on the scores received by the teacher or principal in each of the three subcomponents. View more [detailed information about the Overall Composite Rating](#).

Ineffective	Developing	Effective	Highly Effective
0	0	15	301
0%	0%	5%	95%

TOTAL EDUCATORS: 316

State Growth or Other Comparable Measures Rating

Education Law §3012-c requires that 20% of a teacher's or principal's evaluation be based on State Growth or Other Comparable Measures (Student Learning Objectives (SLOs)) (for teachers and principals with a State-Provided Growth score, only, this measure increases to 25% with the approved value-added model). A State Growth or Other Comparable Measure must measure student growth. View more [detailed information about the State Growth or Other Comparable Measures Rating](#).

Ineffective	Developing	Effective	Highly Effective
2	1	55	258
1%	0%	17%	82%
TOTAL EDUCATORS: 316			

Locally-Selected Measures

Education Law §3012-c requires that 20% of a teacher's or principal's evaluation be based on Locally-Selected Measures (decreases to 15% with the approved value-added model). A Locally-Selected Measure may either measure growth or achievement from a selection of available assessment options. View more [detailed information about the Locally-Selected Measures](#).

Ineffective	Developing	Effective	Highly Effective
0	1	2	313
0%	0%	1%	99%
TOTAL EDUCATORS: 316			

Other Measures of Educator Effectiveness Rating

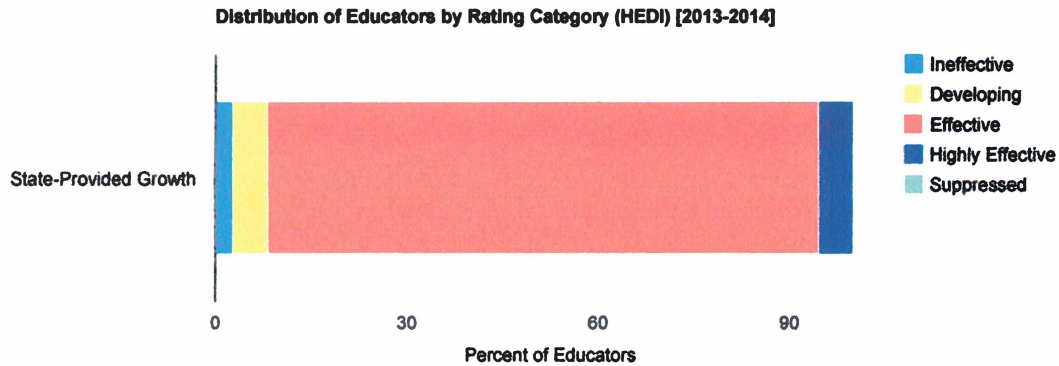
Education Law §3012-c requires that 60% of teacher and principal evaluations be based on multiple measures of teacher/principal effectiveness consistent with standards prescribed by the Commissioner in regulation. This will include the extent to which the educator demonstrates proficiency in meeting New York State's teaching or leadership standards. View more [detailed information about the Other Measures of Educator Effectiveness Rating](#).

Ineffective	Developing	Effective	Highly Effective
0	0	15	301
0%	0%	5%	95%
TOTAL EDUCATORS: 316			

Pursuant to Education Law §3012-c(10), viewers of this site will not be able to find personally identifiable information for any teacher or principal, including an individual educator's evaluation ratings by name anywhere on this website. However, parents or legal guardians may contact their child's district or BOCES to obtain information about their child's teacher(s) or principal(s) composite effectiveness score and/or their final overall rating.

COPIAGUE UFSD - Educator Evaluation Data

2013-14 State-Provided Growth Ratings



Filter this report

State-Provided Growth Ratings

The State-Provided Growth measure shows the growth obtained by an educator's students on State assessments. The growth of each student is compared to similar students (based on past assessment scores and certain characteristics (SWD status, poverty status and ELL status)). View more [detailed information about the State-Provided Growth Ratings](#).

[Evaluation Data - Glossary of Terms](#) | [FAQ](#) | [Business Rules](#)

Ineffective	Developing	Effective	Highly Effective
2	4	63	4
3%	5%	86%	5%
TOTAL EDUCATORS: 73			

Pursuant to Education Law §3012-c(10), viewers of this site will not be able to find personally identifiable information for any teacher or principal, including an individual educator's evaluation ratings by name anywhere on this website. However, parents or legal guardians may contact their child's district or BOCES to obtain information about their child's teacher(s) or principal(s) composite effectiveness score and/or their final overall rating.

PROPERTY TAX
REPORT CARD

2014-2015

SECTION C

(1 page)

New York State Education Department State Aid Management System (SAMS)

Property Tax Report Card 2014-2015 - Page 1
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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 2015-16 Budget Notice to: 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: PETER H MICHAELSEN
 Preparer's Telephone Number: 631 8424015 530

<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	109,618,073	112,478,394	2.61 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	57,100,506	58,566,693	
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)	57,100,506	58,566,693	2.57 %
F. Permissible Exclusions to the School Tax Levy Limit	285,438	220,589	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	56,815,068	58,346,104	
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)	56,815,068	58,346,104	
I. Difference: (G-H); (negative value requires 60.0% voter approval) ²	0	0	
Public School Enrollment	5,010	5,107	1.94 %
Consumer Price Index			1.62 %

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 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	3,279,421	3,135,421
Assigned Appropriated Fund Balance	2,500,000	1,000,000
Adjusted Unrestricted Fund Balance	588,860	791,100
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	0.54 %	0.70 %

ADMINISTRATIVE
SALARY
DISCLOSURE

2015-2016

SECTION D

(1 page)

**COPIAGUE UFSD
2015-16
ADMINISTRATIVE SALARY DISCLOSURE**

SUPERINTENDENT, ASSOCIATE SUPERINTENDENT & ASSISTANT SUPERINTENDENTS

	<u>Salary</u>	<u>Benefits</u>	<u>Other</u>	<u>Total</u>
SUPERINTENDENT	\$ 236,521	\$ 64,636	\$ 7,458	\$ 308,615
ASSOCIATE SUPERINTENDENT (Jul-Aug 2015)	\$ 190,867	\$ 58,260	\$ 7,500	\$ 256,627
ASSISTANT SUPERINTENDENT CURRICULUM (Sep 2015-Jun 2016)				
ASSISTANT SUPERINTENDENT FINANCE & OPERATIONS	\$ 208,834	\$ 60,438	\$ 7,500	\$ 276,772
ASSISTANT SUPERINTENDENT STUDENT SERVICES	\$ 194,820	\$ 58,319	\$ 7,500	\$ 260,639
ASSISTANT SUPERINTENDENT HUMAN RESOURCES	\$ 188,978	\$ 56,761	\$ 7,500	\$ 253,239

ADMINISTRATORS \$130,000 OR HIGHER

EXECUTIVE DIRECTOR TECHNOLOGY	\$ 190,356
PRINCIPAL - MIDDLE SCHOOL	\$ 179,487
PRINCIPAL - HIGH SCHOOL	\$ 177,346
PRINCIPAL - ELEMENTARY SCHOOL	\$ 171,596
DIRECTOR OF GUIDANCE	\$ 163,120
DIRECTOR OF PHYSICAL EDUCATION & ATHLETICS	\$ 161,620
ASSISTANT PRINCIPAL - HIGH SCHOOL	\$ 159,757
PRINCIPAL - ELEMENTARY SCHOOL	\$ 157,879
ASSISTANT PRINCIPAL - HIGH SCHOOL	\$ 148,431
CHAIRPERSON - MIDDLE SCHOOL SCIENCE	\$ 145,848
PRINCIPAL - ELEMENTARY SCHOOL	\$ 144,966
COORDINATOR FINE ARTS	\$ 144,488
PRINCIPAL - ELEMENTARY SCHOOL	\$ 144,282
CHAIR- MIDDLE SCHOOL ENGLISH	\$ 141,570
ASSISTANT PRINCIPAL - HIGH SCHOOL	\$ 141,109
DIRECTOR DATA & ASSESSMENT	\$ 139,988
ASSISTANT PRINCIPAL - HIGH SCHOOL	\$ 138,859
CHAIRPERSON - HIGH SCHOOL SCIENCE	\$ 137,739
CHAIRPERSON - HIGH SCHOOL MATH	\$ 135,744
ASSISTANT PRINCIPAL - MIDDLE SCHOOL	\$ 131,232
PLANT FACILITIES ADMINISTRATOR	\$ 131,025

Benefits: Description

FICA-Social Security
 FICA-Medicare
 Teachers Retirement System
 Life Insurance
 Long Term Disability
 Health Insurance
 Dental Insurance

Other: Description

Annuity
 Mileage
 Reimbursement - expenses
 Reimbursement - medical

FISCAL
ACCOUNTABILITY
SUMMARY

SECTION E

(3 pages)

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	\$50,878,154	\$28,690,136
Pupils	4,883	690
Expenditures Per Pupil	\$10,419	\$41,580
Similar District Group (Urban-Suburban High Needs)	General Education	Special Education
Instructional Expenditures	\$2,254,313,332	\$960,015,132
Pupils	205,070	32,489
Expenditures Per Pupil	\$10,993	\$29,549
All School Districts	General Education	Special Education
Instructional Expenditures	\$30,025,916,685	\$12,279,242,539
Pupils	2,666,629	410,379
Expenditures Per Pupil	\$11,260	\$29,922

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

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

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

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

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

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

Total Expenditures Per Pupil

This School District	Similar District Group	NY State
\$21,185	\$20,326	\$21,118

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

Information about Students with Disabilities (2013 - 14)

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

Student Placement (Percent of Time Inside Regular Classroom)	This School District		Similar District Group (Urban-Suburban High Needs)	NY State
	Number of Students	Percent of Students	Percent of Students	Percent of Students
80% or more	286	44.8%	47.6%	58.4%
40% - 79%	155	24.3%	18.3%	11.8%
Less than 40%	128	20.0%	25.0%	21.5%
Separate Settings	69	10.8%	6.0%	5.7%
Other Settings	1	0.2%	3.1%	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
13.2%	12.7%	13.2%

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

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

TAX EXEMPTION
DISCLOSURE

2014-2015

SECTION F

(1 page)

EXEMPTION IMPACT SUMMARY BY DISTRICT 2014/2015

SC005 SCHOOL DIST. - COPIAGUE

ASSESSED VALUE	35,745,522	100.00%
EXEMPTION AMOUNT	5,425,317	15.17%
STAR EXEMPTIONS	4,555,200	
TAXABLE VALUE	25,765,005	84.83%

PARTIALLY EXEMPT PRIVATE

AGED (A)	541,620	1.52%
CLERGY (C)	18,000	.05%
RESIDENTIAL (R)	7,280	.02%
VETERAN (V)	4,780	.01%
FIRE FIGHTERS (Z)	16,210	.05%
BUSINESS (B)	0	.00%
DISABLED LIMITED INCOME (D)	25,990	.07%
FIRST TIME HOMEBUYERS (Y)	11,840	.03%
TOTAL	625,720	1.75%

PARTIALLY EXEMPT PUBLIC

COUNTY (O)	0	.00%
NYS TAXABLE LAND (T)	0	.00%
TOTAL	0	.00%

WHOLLY EXEMPT PRIVATE

TOTAL	3,030,775	8.48%
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WHOLLY EXEMPT PUBLIC

TOTAL	595,102	1.66%
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IDA 3300

TOTAL	1,173,720	3.28%
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