

BALDWINSVILLE CENTRAL SCHOOL DISTRICT

PUBLIC BUDGET DOCUMENT FOR THE 2018 - 2019 BUDGET

L PEARL PALMER ELEMENTARY SCHOOL

<i>Plain Language Explanation of 2018-19 General Fund Budget</i>	<i>Page 1-16</i>
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BALDWINSVILLE CSD - SCHOOL REPORT CARD DATA [2016 - 17]

BALDWINSVILLE CSD ENROLLMENT (2016 - 17)

K-12 ENROLLMENT

5,520

ENROLLMENT BY GENDER

MALE	FEMALE
2,851	2,669
52%	48%

ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
AMERICAN INDIAN OR ALASKA NATIVE	15	0%
BLACK OR AFRICAN AMERICAN	115	2%
HISPANIC OR LATINO	233	4%
ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC ISLANDER	67	1%
WHITE	4,860	88%
MULTIRACIAL	230	4%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS	STUDENTS WITH DISABILITIES	ECONOMICALLY DISADVANTAGED
37	790	1,574
1%	14%	29%

ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
K (FULL DAY)	387	7%
1ST GRADE	404	7%
2ND GRADE	383	7%
3RD GRADE	396	7%
4TH GRADE	434	8%
5TH GRADE	412	7%
6TH GRADE	411	7%
UNGRADED ELEMENTARY	9	0%
7TH GRADE	440	8%
8TH GRADE	411	7%
9TH GRADE	431	8%
10TH GRADE	437	8%
11TH GRADE	445	8%
12TH GRADE	500	9%
UNGRADED SECONDARY	20	0%

AVERAGE CLASS SIZE (2016 - 17)

GROUP	CLASS SIZE
COMMON BRANCH	23
GRADE 8 ENGLISH	21
GRADE 8 MATHEMATICS	18
GRADE 8 SCIENCE	14
GRADE 8 SOCIAL STUDIES	21
GRADE 10 ENGLISH	22
GRADE 10 MATHEMATICS	23
GRADE 10 SCIENCE	24
GRADE 10 SOCIAL STUDIES	26

FREE AND REDUCED-PRICE LUNCH (2016 - 17)

ELIGIBLE FOR FREE LUNCH	ELIGIBLE FOR REDUCED-PRICE LUNCH
1294	170
23%	3%

ATTENDANCE (2015 - 16)

ANNUAL ATTENDANCE RATE	95%
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STUDENT SUSPENSIONS (2015 - 16)

227	4%
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TEACHER TURNOVER RATE (2015-16 TO 2016-17)

TURNOVER RATE OF TEACHERS WITH FEWER THAN FIVE YEARS OF EXPERIENCE	TURNOVER RATE OF ALL TEACHERS
19%	6%

STAFF COUNTS (2016 - 17)

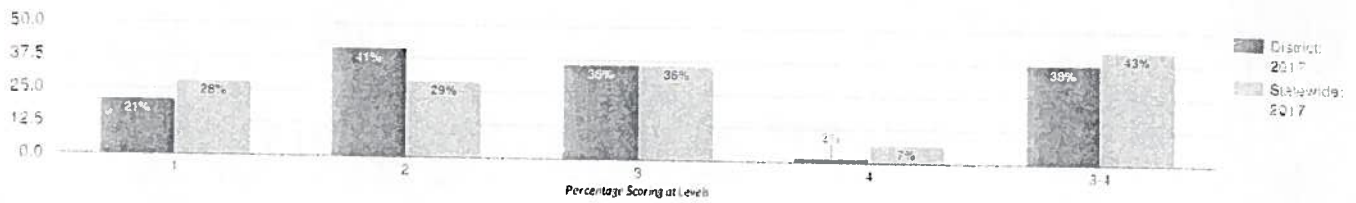
GROUP	STAFF
PRINCIPALS	8
ASSISTANT PRINCIPALS	8
OTHER PROFESSIONAL STAFF	57
PARA PROFESSIONALS	141

TEACHER QUALIFICATIONS (2016 - 17)

TOTAL TEACHERS	400
PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
PERCENT TEACHING OUT OF CERTIFICATE	0%
PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE	4%
PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE	7%
TOTAL NUMBER OF CLASSES	1,132
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	0%

BALDWINVILLE CSD - SCHOOL REPORT CARD DATA [2016 - 17]

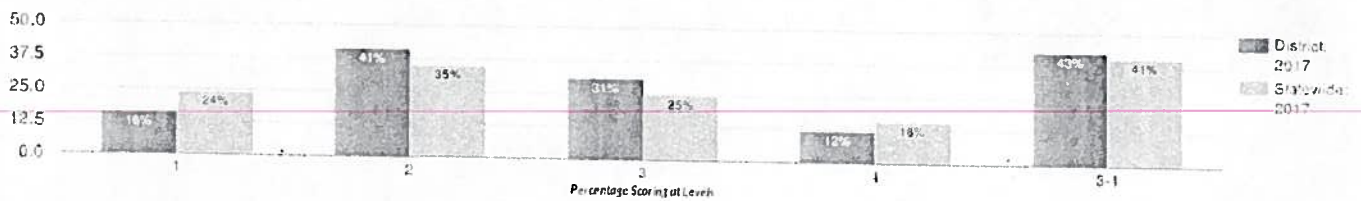
GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 310

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	366	38%	77	21%	150	41%	133	36%	6	2%
GENERAL EDUCATION	322	43%	44	14%	140	43%	132	41%	6	2%
STUDENTS WITH DISABILITIES	44	2%	33	75%	10	23%	1	2%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	4	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	11	18%	5	45%	4	36%	2	18%	0	0%
WHITE	330	39%	63	19%	137	42%	125	38%	5	2%
MULTIRACIAL	18	22%	6	33%	8	44%	3	17%	1	6%
SMALL GROUP TOTAL	7	43%	3	43%	1	14%	3	43%	0	0%
FEMALE	192	45%	27	14%	79	41%	82	43%	4	2%
MALE	174	30%	50	29%	71	41%	51	29%	2	1%
NON-ENGLISH LANGUAGE LEARNERS	361	38%	77	21%	146	40%	132	37%	6	2%
ENGLISH LANGUAGE LEARNERS	5	20%	0	0%	4	80%	1	20%	0	0%
ECONOMICALLY DISADVANTAGED	102	26%	35	34%	40	39%	26	25%	1	1%
NOT ECONOMICALLY DISADVANTAGED	264	42%	42	16%	110	42%	107	41%	5	2%
NON-MIGRANT	366	38%	77	21%	150	41%	133	36%	6	2%

GRADE 4 ENGLISH LANGUAGE ARTS

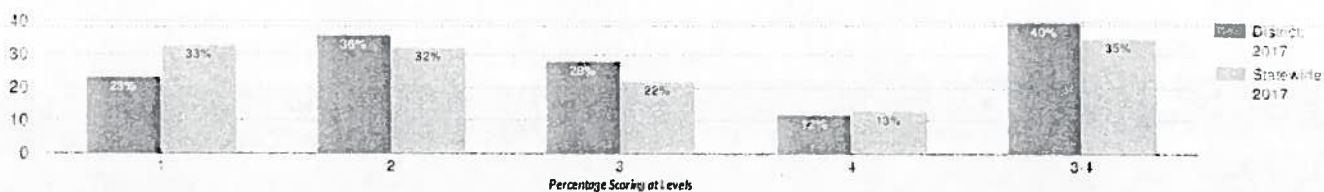


MEAN SCORE: 309

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	362	43%	59	16%	149	41%	112	31%	42	12%
GENERAL EDUCATION	311	49%	32	10%	128	41%	109	35%	42	14%
STUDENTS WITH DISABILITIES	51	6%	27	53%	21	41%	3	6%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	0%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	2	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	7	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	24	29%	6	25%	11	46%	6	25%	1	4%
WHITE	306	44%	49	16%	121	40%	98	32%	38	12%
MULTIRACIAL	22	36%	2	9%	12	55%	6	27%	2	9%
SMALL GROUP TOTAL	10	30%	2	20%	5	50%	2	20%	1	10%
FEMALE	187	52%	25	13%	65	35%	69	37%	28	15%

MALE	175	33%	34	19%	84	48%	43	25%	14	8%
NON-ENGLISH LANGUAGE LEARNERS	358	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	125	26%	38	30%	55	44%	24	19%	8	6%
NOT ECONOMICALLY DISADVANTAGED	237	51%	21	9%	94	40%	88	37%	34	14%
NOT MIGRANT	362	43%	59	16%	149	41%	112	31%	42	12%

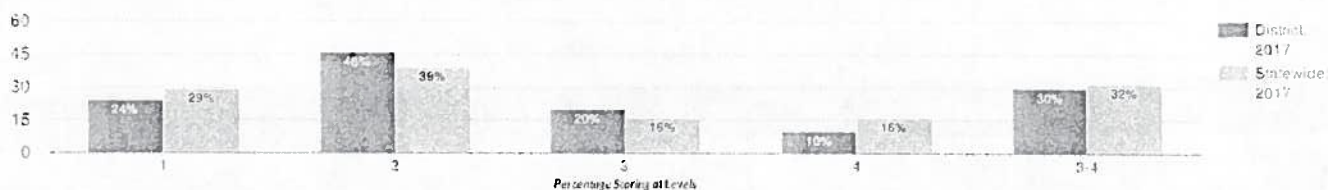
GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 308

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	342	40%	80	23%	124	36%	97	28%	41	12%
GENERAL EDUCATION	299	45%	47	16%	118	39%	93	31%	41	14%
STUDENTS WITH DISABILITIES	43	9%	33	77%	6	14%	4	9%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	18	33%	8	44%	4	22%	4	22%	2	11%
WHITE	301	40%	66	22%	115	38%	85	28%	35	12%
MULTIRACIAL	16	50%	6	38%	2	13%	5	31%	3	19%
SMALL GROUP TOTAL	7	57%	0	0%	3	43%	3	43%	1	14%
FEMALE	163	47%	27	17%	59	36%	49	30%	28	17%
MALE	179	34%	53	30%	65	36%	48	27%	13	7%
NON-ENGLISH LANGUAGE LEARNERS	340	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	95	20%	41	43%	35	37%	12	13%	7	7%
NOT ECONOMICALLY DISADVANTAGED	247	48%	39	16%	89	36%	85	34%	34	14%
NOT MIGRANT	342	40%	80	23%	124	36%	97	28%	41	12%

GRADE 6 ENGLISH LANGUAGE ARTS

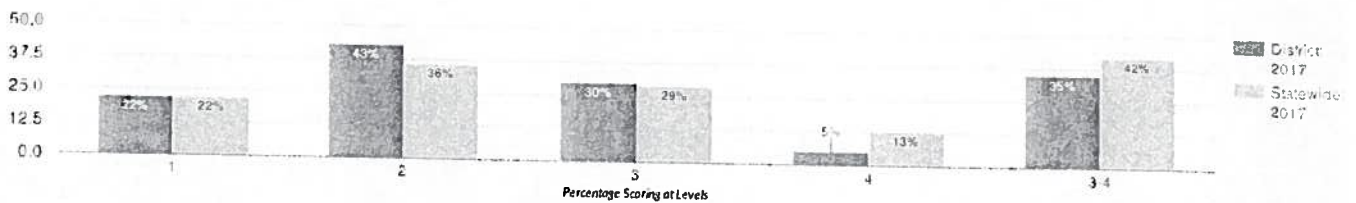


MEAN SCORE: 303

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	302	30%	71	24%	139	46%	61	20%	31	10%
GENERAL EDUCATION	269	34%	42	16%	136	51%	60	22%	31	12%
STUDENTS WITH DISABILITIES	33	3%	29	88%	3	9%	1	3%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	3	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	5	0%	3	60%	2	40%	0	0%	0	0%

HISPANIC OR LATINO	15	20%	8	53%	4	27%	1	7%	2	13%
WHITE	264	30%	56	21%	128	48%	56	21%	24	9%
MULTIRACIAL	13	54%	3	23%	3	23%	4	31%	3	23%
SMALL GROUP TOTAL	5	40%	1	20%	2	40%	0	0%	2	40%
FEMALE	137	36%	23	17%	65	47%	31	23%	18	13%
MALE	165	26%	48	29%	74	45%	30	18%	13	8%
NON-ENGLISH LANGUAGE LEARNERS	302	30%	71	24%	139	46%	61	20%	31	10%
ECONOMICALLY DISADVANTAGED	62	11%	23	37%	32	52%	5	8%	2	3%
NOT ECONOMICALLY DISADVANTAGED	240	35%	48	20%	107	45%	56	23%	29	12%
NOT MIGRANT	302	30%	71	24%	139	46%	61	20%	31	10%

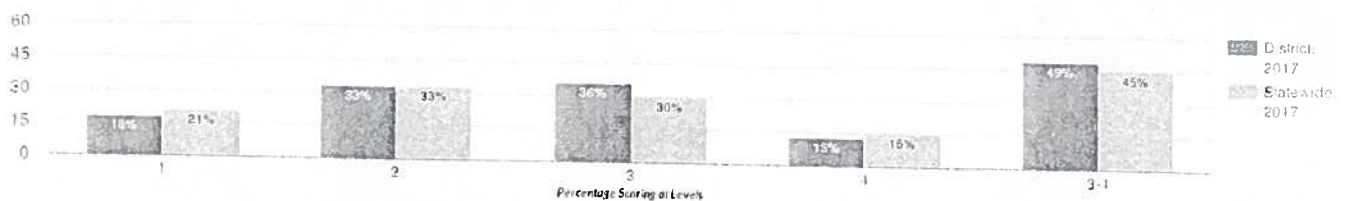
GRADE 7 ENGLISH LANGUAGE ARTS



MEAN SCORE: 305

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	258	35%	57	22%	111	43%	78	30%	12	5%
GENERAL EDUCATION	223	40%	29	13%	104	47%	78	35%	12	5%
STUDENTS WITH DISABILITIES	35	0%	28	80%	7	20%	0	0%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	2	0%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	3	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	16	13%	4	25%	10	63%	2	13%	0	0%
WHITE	224	38%	42	19%	96	43%	74	33%	12	5%
MULTIRACIAL	10	10%	5	50%	4	40%	1	10%	0	0%
SMALL GROUP TOTAL	8	13%	6	75%	1	13%	1	13%	0	0%
FEMALE	136	39%	27	20%	56	41%	44	32%	9	7%
MALE	122	30%	30	25%	55	45%	34	28%	3	2%
NON-ENGLISH LANGUAGE LEARNERS	258	35%	57	22%	111	43%	78	30%	12	5%
ECONOMICALLY DISADVANTAGED	68	12%	34	50%	26	38%	8	12%	0	0%
NOT ECONOMICALLY DISADVANTAGED	190	43%	23	12%	85	45%	70	37%	12	6%
NOT MIGRANT	258	35%	57	22%	111	43%	78	30%	12	5%

GRADE 8 ENGLISH LANGUAGE ARTS



MEAN SCORE: 308

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	231	49%	41	18%	76	33%	83	36%	31	13%
GENERAL EDUCATION	201	56%	20	10%	69	34%	82	41%	30	15%

STUDENTS WITH DISABILITIES	30	7%	21	70%	7	23%	1	3%	1	3%
AMERICAN INDIAN OR ALASKA NATIVE	1	0%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	3	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	5	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	11	18%	4	36%	5	45%	2	18%	0	0%
WHITE	199	53%	31	16%	63	32%	76	38%	29	15%
MULTIRACIAL	12	25%	3	25%	6	50%	3	25%	0	0%
SMALL GROUP TOTAL	9	44%	3	33%	2	22%	2	22%	2	22%
FEMALE	116	54%	14	12%	39	34%	45	39%	18	16%
MALE	115	44%	27	23%	37	32%	38	33%	13	11%
NON-ENGLISH LANGUAGE LEARNERS	230	0%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	0%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	57	30%	20	35%	20	35%	15	26%	2	4%
NOT ECONOMICALLY DISADVANTAGED	174	56%	21	12%	56	32%	68	39%	29	17%
NOT MIGRANT	231	49%	41	18%	76	33%	83	36%	31	13%

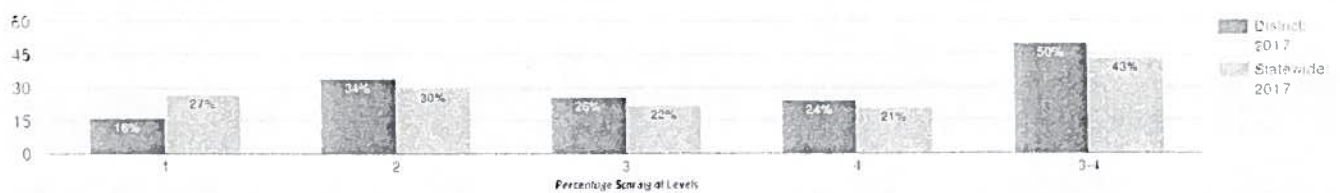
GRADE 3 MATHEMATICS



MEAN SCORE: 316

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	363	58%	56	15%	95	26%	127	35%	85	23%
GENERAL EDUCATION	319	64%	29	9%	85	27%	121	38%	84	26%
STUDENTS WITH DISABILITIES	44	16%	27	61%	10	23%	6	14%	1	2%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	4	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	10	50%	4	40%	1	10%	2	20%	3	30%
WHITE	327	59%	44	13%	89	27%	119	36%	75	23%
MULTIRACIAL	19	53%	7	37%	2	11%	6	32%	4	21%
SMALL GROUP TOTAL	7	43%	1	14%	3	43%	0	0%	3	43%
FEMALE	189	61%	24	13%	49	26%	69	37%	47	25%
MALE	174	55%	32	18%	46	26%	58	33%	38	22%
NON-ENGLISH LANGUAGE LEARNERS	358	59%	55	15%	93	26%	126	35%	84	23%
ENGLISH LANGUAGE LEARNERS	5	40%	1	20%	2	40%	1	20%	1	20%
ECONOMICALLY DISADVANTAGED	99	39%	28	28%	32	32%	28	28%	11	11%
NOT ECONOMICALLY DISADVANTAGED	264	66%	28	11%	63	24%	99	38%	74	28%
NOT MIGRANT	363	58%	56	15%	95	26%	127	35%	85	23%

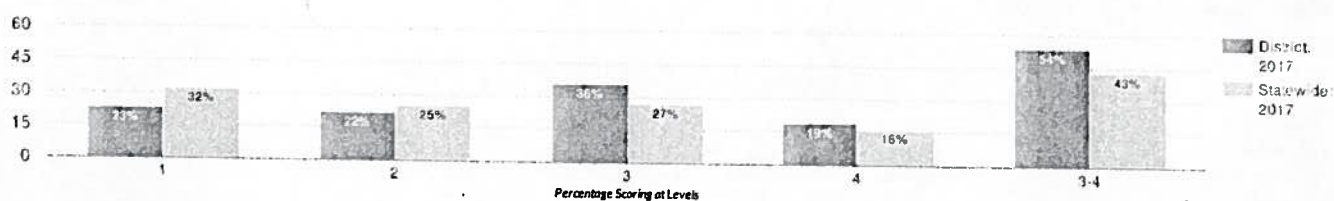
GRADE 4 MATHEMATICS



MEAN SCORE: 312

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	367	50%	59	16%	125	34%	94	26%	89	24%
GENERAL EDUCATION	313	57%	31	10%	105	34%	88	28%	89	28%
STUDENTS WITH DISABILITIES	54	11%	28	52%	20	37%	6	11%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	0%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	3	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	8	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	24	50%	7	29%	5	21%	5	21%	7	29%
WHITE	310	51%	44	14%	108	35%	84	27%	74	24%
MULTIRACIAL	21	33%	5	24%	9	43%	4	19%	3	14%
SMALL GROUP TOTAL	12	50%	3	25%	3	25%	1	8%	5	42%
FEMALE	183	50%	29	16%	63	34%	45	25%	46	25%
MALE	184	50%	30	16%	62	34%	49	27%	43	23%
NON-ENGLISH LANGUAGE LEARNERS	362	50%	59	16%	121	33%	93	26%	89	25%
ENGLISH LANGUAGE LEARNERS	5	20%	0	0%	4	80%	1	20%	0	0%
ECONOMICALLY DISADVANTAGED	121	31%	40	33%	44	36%	24	20%	13	11%
NOT ECONOMICALLY DISADVANTAGED	246	59%	19	8%	81	33%	70	28%	76	31%
NOT MIGRANT	367	50%	59	16%	125	34%	94	26%	89	24%

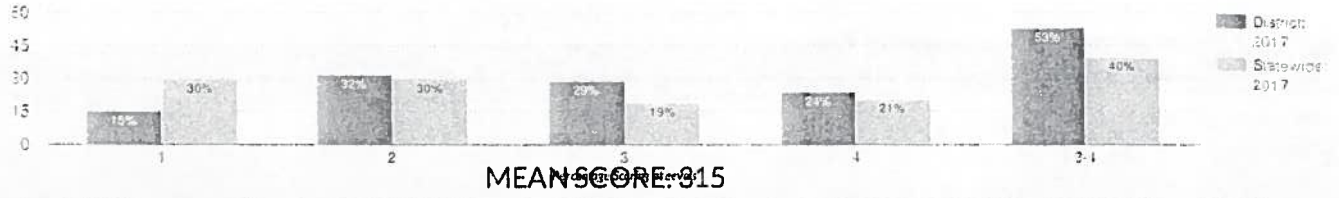
GRADE 5 MATHEMATICS



MEAN SCORE: 317

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	336	54%	78	23%	75	22%	120	36%	63	19%
GENERAL EDUCATION	295	60%	53	18%	66	22%	115	39%	61	21%
STUDENTS WITH DISABILITIES	41	17%	25	61%	9	22%	5	12%	2	5%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	4	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	18	39%	10	56%	1	6%	4	22%	3	17%
WHITE	297	56%	64	22%	67	23%	113	38%	53	18%
MULTIRACIAL	15	47%	3	20%	5	33%	2	13%	5	33%
SMALL GROUP TOTAL	6	50%	1	17%	2	33%	1	17%	2	33%
FEMALE	158	49%	42	27%	39	25%	46	29%	31	20%
MALE	178	60%	36	20%	36	20%	74	42%	32	18%
NON-ENGLISH LANGUAGE LEARNERS	334	0%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	0%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	89	31%	39	44%	22	25%	17	19%	11	12%
NOT ECONOMICALLY DISADVANTAGED	247	63%	39	16%	53	21%	103	42%	52	21%
NOT MIGRANT	336	54%	78	23%	75	22%	120	36%	63	19%

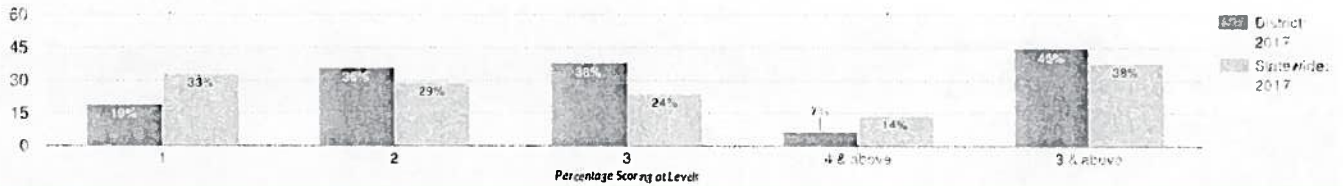
GRADE 6 MATHEMATICS



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	304	53%	47	15%	96	32%	88	29%	73	24%
GENERAL EDUCATION	272	59%	21	8%	91	33%	87	32%	73	27%
STUDENTS WITH DISABILITIES	32	3%	26	81%	5	16%	1	3%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	2	0%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	3	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	5	0%	3	60%	2	40%	0	0%	0	0%
HISPANIC OR LATINO	13	31%	5	38%	4	31%	2	15%	2	15%
WHITE	268	53%	36	13%	89	33%	77	29%	66	25%
MULTIRACIAL	13	77%	2	15%	1	8%	8	62%	2	15%
SMALL GROUP TOTAL	5	80%	1	20%	0	0%	1	20%	3	60%
FEMALE	138	51%	20	14%	47	34%	43	31%	28	20%
MALE	166	54%	27	16%	49	30%	45	27%	45	27%
NON-ENGLISH LANGUAGE LEARNERS	304	53%	47	15%	96	32%	88	29%	73	24%
ECONOMICALLY DISADVANTAGED	65	23%	22	34%	28	43%	12	18%	3	5%
NOT ECONOMICALLY DISADVANTAGED	239	61%	25	10%	68	28%	76	32%	70	29%
NOT MIGRANT	304	53%	47	15%	96	32%	88	29%	73	24%

GRADE 7 MATHEMATICS

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



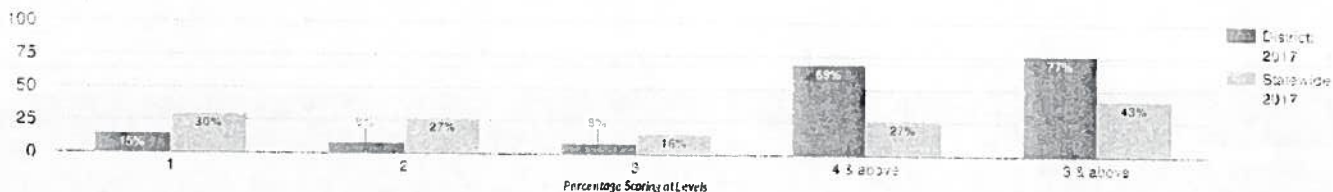
MEAN SCORE: 313

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	260	45%	49	19%	93	36%	100	38%	18	7%
GENERAL EDUCATION	228	52%	26	11%	84	37%	100	44%	18	8%
STUDENTS WITH DISABILITIES	32	0%	23	72%	9	28%	0	0%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	2	0%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	3	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	4	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	17	24%	5	29%	8	47%	3	18%	1	6%
WHITE	225	50%	34	15%	79	35%	96	43%	16	7%
MULTIRACIAL	9	11%	4	44%	4	44%	0	0%	1	11%
SMALL GROUP TOTAL	9	11%	6	67%	2	22%	1	11%	0	0%
FEMALE	141	41%	25	18%	58	41%	49	35%	9	6%
MALE	119	50%	24	20%	35	29%	51	43%	9	8%
NON-ENGLISH LANGUAGE LEARNERS	260	45%	49	19%	93	36%	100	38%	18	7%
ECONOMICALLY DISADVANTAGED	72	22%	32	44%	24	33%	12	17%	4	6%

NOTECONOMICALLY DISADVANTAGED	188	54%	17	9%	69	37%	88	47%	14	7%
NOTMIGRANT	260	45%	49	19%	93	36%	100	38%	18	7%

GRADE 8 MATHEMATICS

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



MEAN SCORE: 273

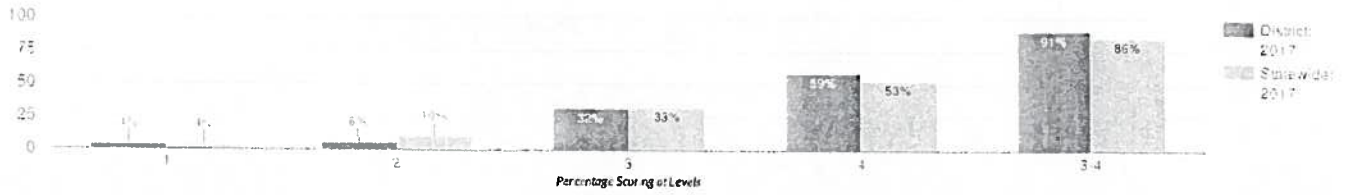
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	74	5%	46	62%	24	32%	4	5%	0	0%
GENERAL EDUCATION	48	4%	27	56%	19	40%	2	4%	0	0%
STUDENTS WITH DISABILITIES	26	8%	19	73%	5	19%	2	8%	0	0%
BLACK OR AFRICAN AMERICAN	2	%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	7	%	-	-	-	-	-	-	-	-
WHITE	57	7%	31	54%	22	39%	4	7%	0	0%
MULTIRACIAL	8	0%	7	88%	1	13%	0	0%	0	0%
SMALL GROUP TOTAL	9	0%	8	89%	1	11%	0	0%	0	0%
FEMALE	38	5%	25	66%	11	29%	2	5%	0	0%
MALE	36	6%	21	58%	13	36%	2	6%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	73	%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	27	7%	17	63%	8	30%	2	7%	0	0%
NOTECONOMICALLY DISADVANTAGED	47	4%	29	62%	16	34%	2	4%	0	0%
NOTMIGRANT	74	5%	46	62%	24	32%	4	5%	0	0%

GRADE 8 STUDENTS TAKING A REGENTS MATH TEST

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

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	4 & ABOVE	3 & ABOVE					
ALL STUDENTS	233	0	0%	0	0%	20	9%	213	91%	233	100%

GRADE 4 SCIENCE

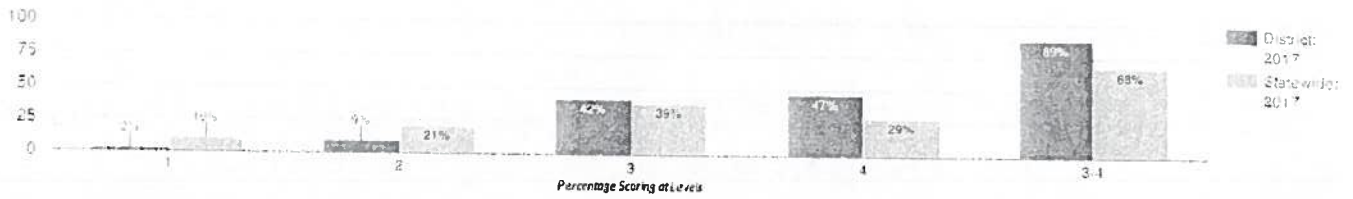


MEAN SCORE: 83

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	394	91%	14	4%	23	6%	125	32%	232	59%
GENERAL EDUCATION	337	95%	5	1%	12	4%	99	29%	221	66%
STUDENTS WITH DISABILITIES	57	65%	9	16%	11	19%	26	46%	11	19%
AMERICAN INDIAN OR ALASKA NATIVE	1	%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	3	%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	9	%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	24	88%	1	4%	2	8%	10	42%	11	46%
WHITE	334	91%	13	4%	17	5%	103	31%	201	60%
MULTIRACIAL	23	87%	0	0%	3	13%	6	26%	14	61%
SMALL GROUP TOTAL	13	92%	0	0%	1	8%	6	46%	6	46%
FEMALE	200	92%	6	3%	11	6%	61	31%	122	61%
MALE	194	90%	8	4%	12	6%	64	33%	110	57%
NON-ENGLISH LANGUAGE LEARNERS	390	%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	136	78%	13	10%	17	13%	56	41%	50	37%
NOT ECONOMICALLY DISADVANTAGED	258	97%	1	0%	6	2%	69	27%	182	71%
NOT MIGRANT	394	91%	14	4%	23	6%	125	32%	232	59%

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: 64

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	63	49%	5	8%	27	43%
GENERAL EDUCATION	42	60%	1	2%	16	38%
STUDENTS WITH DISABILITIES	21	29%	4	19%	11	52%
BLACK OR AFRICAN AMERICAN	2	0%	-	-	-	-
HISPANIC OR LATINO	9	33%	0	0%	6	67%
WHITE	47	57%	4	9%	16	34%
MULTIRACIAL	5	0%	-	-	-	-
SMALL GROUP TOTAL	7	14%	1	14%	5	71%
FEMALE	30	37%	0	0%	19	63%
MALE	33	61%	5	15%	8	24%
NON-ENGLISH LANGUAGE LEARNERS	62	0%	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	0%	-	-	-	-
ECONOMICALLY DISADVANTAGED	26	58%	2	8%	9	35%
NOT ECONOMICALLY DISADVANTAGED	37	43%	3	8%	18	49%
NOT MIGRANT	63	49%	5	8%	27	43%

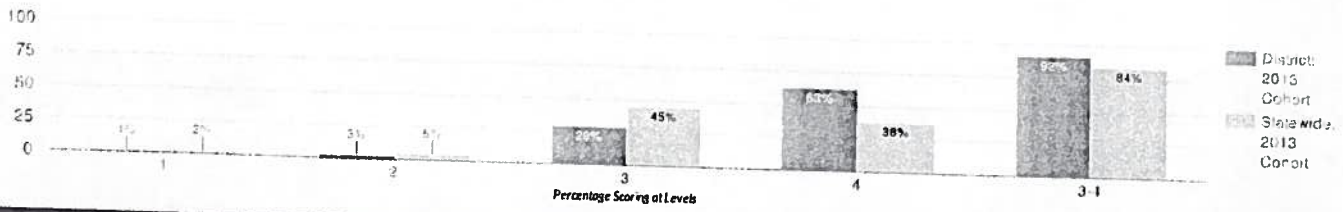
GRADE 8 STUDENTS TAKING A REGENTS SCIENCE TEST

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

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	259	99%	0	0%	2	1%

ALL STUDENTS	528	90%	4	1%	16	3%	124	23%	352	67%
GENERAL EDUCATION	463	95%	0	0%	5	1%	106	23%	336	73%
STUDENTS WITH DISABILITIES	65	52%	4	6%	11	17%	18	28%	16	25%
AMERICAN INDIAN OR ALASKA NATIVE	2	-	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	13	%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	15	73%	0	0%	1	7%	7	47%	4	27%
HISPANIC OR LATINO	25	96%	0	0%	1	4%	8	32%	16	64%
WHITE	458	91%	4	1%	14	3%	101	22%	315	69%
MULTIRACIAL	15	73%	0	0%	0	0%	5	33%	6	40%
SMALL GROUP TOTAL	15	93%	0	0	0	0%	3	20%	11	73%
FEMALE	250	90%	2	1%	8	3%	60	24%	164	66%
MALE	278	91%	2	1%	8	3%	64	23%	188	68%
NON-ENGLISH LANGUAGE LEARNERS	527	%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	120	75%	2	2%	9	8%	42	35%	48	40%
NOT ECONOMICALLY DISADVANTAGED	408	95%	2	0%	7	2%	82	20%	304	75%
NOT MIGRANT	528	90%	4	1%	16	3%	124	23%	352	67%

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



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	528	92%	4	1%	17	3%	151	29%	334	63%
GENERAL EDUCATION	463	96%	1	0%	8	2%	122	26%	323	70%
STUDENTS WITH DISABILITIES	65	62%	3	5%	9	14%	29	45%	11	17%
AMERICAN INDIAN OR ALASKA NATIVE	2	%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	13	%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	15	73%	1	7%	2	13%	7	47%	4	27%
HISPANIC OR LATINO	25	92%	0	0%	0	0%	12	48%	11	44%
WHITE	458	93%	2	0%	14	3%	126	28%	301	66%
MULTIRACIAL	15	67%	1	7%	1	7%	4	27%	6	40%
SMALL GROUP TOTAL	15	93%	0	0%	0	0%	2	13%	12	80%
FEMALE	250	91%	2	1%	7	3%	75	30%	153	61%
MALE	278	92%	2	1%	10	4%	76	27%	181	65%
NON-ENGLISH LANGUAGE LEARNERS	527	%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	120	80%	3	3%	9	8%	52	43%	44	37%
NOT ECONOMICALLY DISADVANTAGED	408	95%	1	0%	8	2%	99	24%	290	71%
NOT MIGRANT	528	92%	4	1%	17	3%	151	29%	334	63%

Regents Examination Results (2016 - 17)

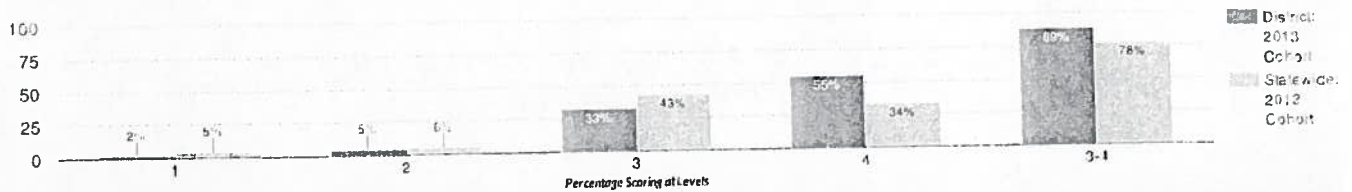
ENGLISH LANGUAGE ARTS (COMMON CORE)

ENGLISH LANGUAGE ARTS (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
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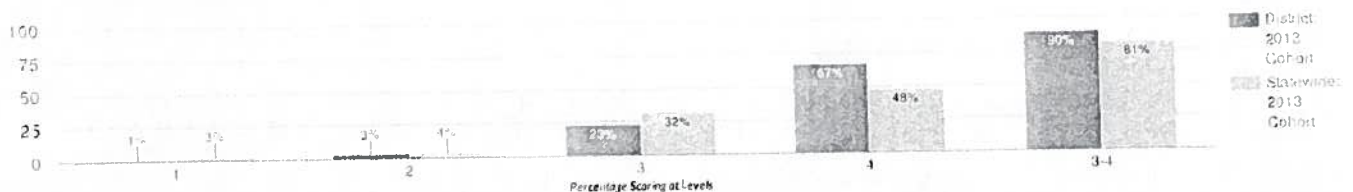
BLACK OR AFRICAN AMERICAN	15	80%	3	20%	0	0%	10	67%	2	13%
HISPANIC OR LATINO	25	96%	0	0%	0	0%	15	60%	9	36%
WHITE	458	92%	4	1%	19	4%	194	42%	229	50%
MULTIRACIAL	15	73%	0	0%	2	13%	7	47%	4	27%
SMALL GROUP TOTAL	15	87%	1	7%	0	0%	4	27%	9	60%
FEMALE	250	92%	2	1%	10	4%	103	41%	126	50%
MALE	278	91%	6	2%	11	4%	127	46%	127	46%
NON-ENGLISH LANGUAGE LEARNERS	527	%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	120	84%	6	5%	7	6%	76	63%	25	21%
NOT ECONOMICALLY DISADVANTAGED	408	94%	2	0%	14	3%	154	38%	228	56%
NOT MIGRANT	528	91%	8	2%	21	4%	230	44%	253	48%

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



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	528	89%	9	2%	24	5%	175	33%	293	55%
GENERAL EDUCATION	463	95%	2	0%	12	3%	159	34%	280	60%
STUDENTS WITH DISABILITIES	65	45%	7	11%	12	18%	16	25%	13	20%
AMERICAN INDIAN OR ALASKA NATIVE	2	%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	13	%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	15	73%	1	7%	1	7%	8	53%	3	20%
HISPANIC OR LATINO	25	92%	0	0%	0	0%	12	48%	11	44%
WHITE	458	90%	8	2%	20	4%	147	32%	263	57%
MULTIRACIAL	15	67%	0	0%	3	20%	6	40%	4	27%
SMALL GROUP TOTAL	15	93%	0	0%	0	0%	2	13%	12	80%
FEMALE	250	88%	2	1%	13	5%	83	33%	136	54%
MALE	278	90%	7	3%	11	4%	92	33%	157	56%
NON-ENGLISH LANGUAGE LEARNERS	527	%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	120	73%	5	4%	13	11%	52	43%	36	30%
NOT ECONOMICALLY DISADVANTAGED	408	93%	4	1%	11	3%	123	30%	257	63%
NOT MIGRANT	528	89%	9	2%	24	5%	175	33%	293	55%

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



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
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ALL STUDENTS	457	20	4%	9	2%	49	11%	61	3%	318	70%
GENERAL EDUCATION	410	9	2%	5	1%	39	10%	46	11%	311	76%
STUDENTS WITH DISABILITIES	47	11	23%	4	9%	10	21%	15	32%	7	15%
AMERICAN INDIAN OR ALASKA NATIVE	3										
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	8										
BLACK OR AFRICAN AMERICAN	14	3	21%	1	7%	1	7%	3	21%	6	43%
HISPANIC OR LATINO	11	0	0%	0	0%	2	18%	1	9%	8	73%
WHITE	407	17	4%	7	2%	43	11%	56	4%	284	70%
MULTIRACIAL	14	0	0%	1	7%	3	21%	1	7%	9	64%
SMALL GROUP TOTAL	11	0	0%	0	0%	0	0%	0	0%	11	100%
FEMALE	209	3	1%	3	1%	15	7%	20	10%	168	80%
MALE	248	17	7%	6	2%	34	14%	41	17%	150	60%
NON-ENGLISH LANGUAGE LEARNERS	457	20	4%	9	2%	49	11%	61	13%	318	70%
ECONOMICALLY DISADVANTAGED	105	10	10%	4	4%	24	23%	25	24%	42	40%
NOT ECONOMICALLY DISADVANTAGED	352	10	3%	5	1%	25	7%	36	10%	276	78%
NOT MIGRANT	457	20	4%	9	2%	49	11%	61	13%	318	70%

ALGEBRA 2/TRIGONOMETRY

REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	15	8	53%	6	40%	3	20%
GENERAL EDUCATION	14						
STUDENTS WITH DISABILITIES	1						
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	1						
WHITE	13						
MULTIRACIAL	1						
SMALL GROUP TOTAL	15	8	53%	6	40%	3	20%
FEMALE	10	4	40%	2	20%	1	10%
MALE	5	4	80%	4	80%	2	40%
NON-ENGLISH LANGUAGE LEARNERS	15	8	53%	6	40%	3	20%
ECONOMICALLY DISADVANTAGED	3						
NOT ECONOMICALLY DISADVANTAGED	12						
NOT MIGRANT	15	8	53%	6	40%	3	20%

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	599	22	4%	41	7%	170	28%	185	31%	181	30%
GENERAL EDUCATION	514	3	1%	20	4%	136	26%	177	34%	178	35%
STUDENTS WITH DISABILITIES	85	19	22%	21	25%	34	40%	8	9%	3	4%
AMERICAN INDIAN OR ALASKA NATIVE	2	-	-	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	13	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	15	2	13%	2	13%	9	60%	2	13%	0	0%
HISPANIC OR LATINO	17	0	0%	1	6%	8	47%	4	24%	4	24%
WHITE	535	20	4%	38	7%	145	27%	163	30%	169	32%
MULTIRACIAL	17	0	0%	0	0%	5	29%	9	53%	3	18%
SMALL GROUP TOTAL	15	0	0%	0	0%	3	20%	7	47%	5	33%
FEMALE	289	9	3%	13	4%	72	25%	102	35%	93	32%
MALE	310	13	4%	28	9%	98	32%	83	27%	88	28%
NON-ENGLISH LANGUAGE LEARNERS	594	22	4%	41	7%	168	28%	183	31%	180	30%
ENGLISH LANGUAGE LEARNERS	5	0	0%	0	0%	2	40%	2	40%	1	20%
ECONOMICALLY DISADVANTAGED	167	14	8%	18	11%	82	49%	35	21%	18	11%
NOT ECONOMICALLY DISADVANTAGED	432	8	2%	23	5%	88	20%	150	35%	163	38%
NOT MIGRANT	599	22	4%	41	7%	170	28%	185	31%	181	30%

COMMON CORE GEOMETRY

REGENTS COMMON CORE GEOMETRY

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	429	43	10%	61	14%	165	38%	49	11%	111	26%
GENERAL EDUCATION	416	40	10%	57	14%	160	38%	48	12%	111	27%
STUDENTS WITH DISABILITIES	13	3	23%	4	31%	5	38%	1	8%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	5	0	0%	0	0%	2	40%	0	0%	3	60%
BLACK OR AFRICAN AMERICAN	7	4	57%	2	29%	1	14%	0	0%	0	0%
HISPANIC OR LATINO	13	2	15%	2	15%	6	46%	2	15%	1	8%
WHITE	393	34	9%	54	14%	151	38%	47	12%	107	27%
MULTIRACIAL	11	3	27%	3	27%	5	45%	0	0%	0	0%
FEMALE	205	19	9%	29	14%	74	36%	27	13%	56	27%
MALE	224	24	11%	32	14%	91	41%	22	10%	55	25%
NON-ENGLISH LANGUAGE LEARNERS	427	-	-	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	-	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	83	15	18%	22	27%	32	39%	9	11%	5	6%
NOT ECONOMICALLY DISADVANTAGED	346	28	8%	39	11%	133	38%	40	12%	106	31%
NOT MIGRANT	429	43	10%	61	14%	165	38%	49	11%	111	26%

ALGEBRA II (COMMON CORE)

ALGEBRA II (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	315	13	4%	21	7%	153	49%	84	27%	44	14%
GENERAL EDUCATION	304	13	4%	18	6%	146	48%	83	27%	44	14%
STUDENTS WITH DISABILITIES	11	0	0%	3	27%	7	64%	1	9%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	2	-	-	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	7	0	0%	0	0%	3	43%	2	29%	2	29%
BLACK OR AFRICAN AMERICAN	4	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	7	1	14%	1	14%	4	57%	1	14%	0	0%
WHITE	288	10	3%	19	7%	139	48%	78	27%	42	15%
MULTIRACIAL	7	1	14%	1	14%	4	57%	1	14%	0	0%
SMALL GROUP TOTAL	6	1	17%	0	0%	3	50%	2	33%	0	0%
FEMALE	166	11	7%	13	8%	67	40%	50	30%	25	15%
MALE	149	2	1%	8	5%	86	58%	34	23%	19	13%
NON-ENGLISH LANGUAGE LEARNERS	315	13	4%	21	7%	153	49%	84	27%	44	14%
ECONOMICALLY DISADVANTAGED	51	7	14%	6	12%	28	55%	8	16%	2	4%
NOT ECONOMICALLY DISADVANTAGED	264	6	2%	15	6%	125	47%	76	29%	42	16%
NOT MIGRANT	315	13	4%	21	7%	153	49%	84	27%	44	14%

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	497	444	89%	402	81%	218	44%
GENERAL EDUCATION	422	398	94%	370	88%	213	50%
STUDENTS WITH DISABILITIES	75	46	61%	32	43%	5	7%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	4	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	14	8	57%	6	43%	0	0%
HISPANIC OR LATINO	14	13	93%	13	93%	5	36%
WHITE	452	408	90%	370	82%	205	45%
MULTIRACIAL	12	10	83%	8	67%	3	25%
SMALL GROUP TOTAL	5	5	100%	5	100%	5	100%
FEMALE	235	225	96%	201	86%	106	45%
MALE	262	219	84%	201	77%	112	43%
NON-ENGLISH LANGUAGE LEARNERS	494	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	14	11	82%	9	67%	3	22%
NOT ECONOMICALLY DISADVANTAGED	354	327	92%	306	86%	186	53%
NOT MIGRANT	497	444	89%	402	81%	218	44%

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	462	446	97%	424	92%	301	65%
GENERAL EDUCATION	416	407	98%	396	95%	289	69%
STUDENTS WITH DISABILITIES	46	39	85%	28	61%	12	26%
AMERICAN INDIAN OR ALASKA NATIVE	3	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	8	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	17	15	88%	12	71%	3	18%
HISPANIC OR LATINO	10	10	100%	9	90%	7	70%
WHITE	410	396	97%	378	92%	276	67%
MULTIRACIAL	14	14	100%	14	100%	6	43%
SMALL GROUP TOTAL	11	11	100%	11	100%	9	82%
FEMALE	218	214	98%	202	93%	144	66%
MALE	244	232	95%	222	91%	157	64%
NON-ENGLISH LANGUAGE LEARNERS	462	446	97%	424	92%	301	65%
ECONOMICALLY DISADVANTAGED	115	106	92%	92	80%	45	39%
NOT ECONOMICALLY DISADVANTAGED	347	340	98%	332	96%	256	74%
NOT MIGRANT	462	446	97%	424	92%	301	65%

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	719	695	97%	663	92%	380	53%
GENERAL EDUCATION	656	645	98%	627	96%	370	56%
STUDENTS WITH DISABILITIES	63	50	79%	36	57%	10	16%
AMERICAN INDIAN OR ALASKA NATIVE	2	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	16	16	100%	16	100%	13	81%
BLACK OR AFRICAN AMERICAN	14	-	-	-	-	-	-
HISPANIC OR LATINO	19	19	100%	17	89%	7	37%
WHITE	647	627	97%	603	93%	353	55%
MULTIRACIAL	21	21	100%	19	90%	5	24%
SMALL GROUP TOTAL	16	12	75%	8	50%	2	13%
FEMALE	356	348	98%	331	93%	180	51%
MALE	363	347	96%	332	91%	200	55%
NON-ENGLISH LANGUAGE LEARNERS	715	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	160	143	89%	120	75%	38	24%
NOT ECONOMICALLY DISADVANTAGED	559	552	99%	543	97%	342	61%
NOT MIGRANT	719	695	97%	663	92%	380	53%

PHYSICAL SETTING/PHYSICS

REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED	55	65	85
ALL STUDENTS	67	67	100%	65
GENERAL EDUCATION	67	67	100%	65
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	1	-	-	-
BLACK OR AFRICAN AMERICAN	2	-	-	-
HISPANIC OR LATINO	1	-	-	-
WHITE	61	61	100%	59
MULTIRACIAL	2	-	-	-
SMALL GROUP TOTAL	6	6	100%	6
FEMALE	25	25	100%	25
MALE	42	42	100%	40
NON-ENGLISH LANGUAGE LEARNERS	67	67	100%	65
ECONOMICALLY DISADVANTAGED	1	-	-	-
NOT ECONOMICALLY DISADVANTAGED	66	66	100%	65
NOT MIGRANT	67	67	100%	65

NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA) RESULTS (2016 - 17)

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE 3 ELA	3	%				
GRADE 3 MATH	3	%				
GRADE 4 ELA	1	%				
GRADE 4 MATH	1	%				
GRADE 4 SCIENCE	2	%				
GRADE 5 ELA	2	%				
GRADE 5 MATH	2	%				
GRADE 6 ELA	2	%				
GRADE 6 MATH	2	%				
GRADE 7 ELA	1	%				
GRADE 7 MATH	1	%				
GRADE 8 ELA	7	100%	0	0	7	0
GRADE 8 MATH	7	43%	1	3	3	0
GRADE 8 SCIENCE	6	83%	0	1	5	0
SECONDARY-LEVEL ELA	3	%				
SECONDARY-LEVEL MATH	3	%				
SECONDARY-LEVEL SCIENCE	3	%				
SECONDARY-LEVEL SOCIAL STUDIES	3	%				

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2016 - 17)

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

GRADE 1						
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PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	67	47	70%	33	49%	5	7%
GENERAL EDUCATION	32	27	84%	19	59%	3	9%
STUDENTS WITH DISABILITIES	35	20	57%	14	40%	2	6%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	4	-	-	-	-	-	-
HISPANIC OR LATINO	3	-	-	-	-	-	-
WHITE	55	40	73%	29	53%	4	7%
MULTIRACIAL	3	-	-	-	-	-	-
SMALL GROUP TOTAL	12	7	58%	4	33%	1	8%
FEMALE	24	15	63%	11	46%	1	4%
MALE	43	32	74%	22	51%	4	9%
NON-ENGLISH LANGUAGE LEARNERS	66	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	33	22	67%	14	42%	1	3%
NOT ECONOMICALLY DISADVANTAGED	34	25	74%	19	56%	4	12%
NOT MIGRANT	67	47	70%	33	49%	5	7%

PHYSICAL SETTING/CHEMISTRY

REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	430	401	93%	347	81%	96	22%
GENERAL EDUCATION	419	391	93%	342	82%	95	23%
STUDENTS WITH DISABILITIES	11	10	91%	5	45%	1	9%
AMERICAN INDIAN OR ALASKA NATIVE	3	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	7	6	86%	5	71%	2	29%
BLACK OR AFRICAN AMERICAN	4	-	-	-	-	-	-
HISPANIC OR LATINO	10	10	100%	8	80%	0	0%
WHITE	397	372	94%	323	81%	93	23%
MULTIRACIAL	9	6	67%	6	67%	0	0%
SMALL GROUP TOTAL	7	7	100%	5	71%	1	14%
FEMALE	222	209	94%	183	82%	56	25%
MALE	208	192	92%	164	79%	40	19%
NON-ENGLISH LANGUAGE LEARNERS	429	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	69	60	87%	46	67%	10	14%
NOT ECONOMICALLY DISADVANTAGED	61	341	94%	3	83%	86	24%
NOT MIGRANT	430	401	93%	347	81%	96	22%

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	6	0%	33%	17%	50%	0%
GENERAL EDUCATION	5	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 2

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	5	0%	0%	0%	80%	20%
GENERAL EDUCATION	4	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 3

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	7	0%	14%	0%	57%	29%
GENERAL EDUCATION	7	0%	14%	0%	57%	29%

GRADE 4

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	5	0%	0%	20%	40%	40%
GENERAL EDUCATION	4	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 5

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

GRADE 8

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

GRADE 9

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	4	-	-	-	-	-
GENERAL EDUCATION	4	-	-	-	-	-

GRADE 10

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
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ALL STUDENTS	3	-	-	-	-	-
GENERAL EDUCATION	3	-	-	-	-	-

GRADE 12

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	1	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

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BALDWINVILLE CSD - SCHOOL REPORT CARD DATA [2016 - 17]

ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI - EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDSDAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	5,050*	74%*	YES	1,848	120	108	108
AMERICAN INDIAN OR ALASKA NATIVE	—	—	7	—	—	6	—	—	—
BLACK OR AFRICAN AMERICAN	NO	NO	87*	67%*	NO	53	77	85	82
HISPANIC OR LATINO	NO	NO	231*	80%*	NO	94	88	92	92
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	—	25	—	—	20	—	—	—
WHITE	NO	NO	4,432*	73%*	YES	1,614	122	121	121
MULTIRACIAL	NO	NO	228*	73%*	YES	88	111	101	101
STUDENTS WITH DISABILITIES	NO	NO	751*	68%*	NO	272†	47†	78	62
LIMITED ENGLISH PROFICIENT	—	—	15	—	—	12	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	1,486*	70%*	NO	504	88	97	94

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDSDAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	5,035*	74%*	1,842	120
NOT BLACK OR AFRICAN AMERICAN	4,963*	74%*	1,822	120
NOT HISPANIC OR LATINO	4,819*	73%*	1,754	121
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PA	4,993*	73%*	1,826	119
NOT WHITE	618*	76%*	234	100
NOT MULTIRACIAL	4,822*	74%*	1,760	120
GENERAL EDUCATION	4,299*	75%*	1,604	131
ENGLISH PROFICIENT	5,024*	73%*	1,836	120
NOT ECONOMICALLY DISADVANTAGED	3,564*	75%*	1,344	102
MALE	2,570*	73%*	922	108
FEMALE	2,480*	74%*	926	131
MIGRANT	0	—	0	—
NOT MIGRANT	5,050*	74%*	1,848	120

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

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI - EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDSDAY	PI	EAMO	SAFE HARBOR TARGET
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ALL STUDENTS	NO	NO	5,042*	75%*	YES	1,923	140	107	107
AMERICAN INDIAN OR ALASKA NATIVE	—	—	7	—	—	6	—	—	—
BLACK OR AFRICAN AMERICAN	NO	NO	88*	61%*	NO	47*	72	80	78
HISPANIC OR LATINO	NO	NO	228*	80%*	YES	94	103	90	90
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	—	25	—	—	22	—	—	—
WHITE	NO	NO	4,428*	75%*	YES	1,691	144	118	118
MULTIRACIAL	NO	NO	226*	73%*	YES	88	116	95	95
STUDENTS WITH DISABILITIES	NO	NO	750*	66%*	NO	269†	62†	79	74
LIMITED ENGLISH PROFICIENT	—	—	15	—	—	13	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	1,482*	68%*	YES	498	100	95	95

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	5,027*	75%*	1,917	140
NOT BLACK OR AFRICAN AMERICAN	4,954*	76%*	1,901	141
NOT HISPANIC OR LATINO	4,814*	75%*	1,829	142
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	4,985*	75%*	1,901	140
NOT WHITE	614*	75%*	232	111
NOT MULTIRACIAL	4,816*	75%*	1,835	141
GENERAL EDUCATION	4,292*	77%*	1,681	152
ENGLISH PROFICIENT	5,016*	75%*	1,910	140
NOT ECONOMICALLY DISADVANTAGED	3,560*	79%*	1,425	154
MALE	2,566*	75%*	955	141
FEMALE	2,476*	76%*	968	140
MIGRANT	0	—	0	—
NOT MIGRANT	5,042*	75%*	1,923	140

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

ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

GROUP	MADE AYP	TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI ≥ EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
ALL STUDENTS	YES	YES	845	86%	YES	716	188	185	185
AMERICAN INDIAN OR ALASKA NATIVE	—	—	2	—	—	2	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	16	—	—	12	—	—	—
HISPANIC OR LATINO	YES	YES	43	86%	YES	37	173	165	1
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	—	9	—	—	9	—	—	—
WHITE	NO	YES	727	86%	NO	619	190	191	191
MULTIRACIAL	NO	NO	81*	74%*	YES	37	178	178	1
STUDENTS WITH DISABILITIES	NO	NO	246*	70%*	YES	104†	153†	165	150
LIMITED ENGLISH PROFICIENT	—	—	5	—	—	5	—	—	—

ECONOMICALLY DISADVANTAGED	NO	NO	491*	74%*	YES	193	173	175	173
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RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	843	86%	714	188
NOT BLACK OR AFRICAN AMERICAN	829	86%	704	188
NOT HISPANIC OR LATINO	802	86%	679	189
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	836	86%	707	188
NOT WHITE	118	83%	97	177
NOT MULTIRACIAL	797	86%	679	189
GENERAL EDUCATION	710	89%	625	194
ENGLISH PROFICIENT	840	86%	711	188
NOT ECONOMICALLY DISADVANTAGED	586	90%	523	194
MALE	422	84%	350	187
FEMALE	423	87%	366	189
MIGRANT	0	—	0	—
NOT MIGRANT	845	86%	716	188

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

SECONDARY-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

GROUP	MADE AYP	TESTED %	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI ** EAMO OR SAFE HARBOR TARGET	2013 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	513	99%	YES	499	180	173	173
AMERICAN INDIAN OR ALASKA NATIVE	—	—	3	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	12	—	—	15	—	—	—
HISPANIC OR LATINO	—	—	24	—	—	25	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	—	—	13	—	—	13	—	—	—
WHITE	YES	YES	453	99%	YES	435	183	181	181
MULTIRACIAL	—	—	8	—	—	11	—	—	—
STUDENTS WITH DISABILITIES	NO	YES	55	95%	NO	60†	122†	132	132
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	1	—	—	—
ECONOMICALLY DISADVANTAGED	NO	YES	113	97%	NO	108	152	158	158

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

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2013 ACCOUNTABILITY COHORT MEMBERS	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	510	99%	499	180

NOT BLACK OR AFRICAN AMERICAN	501	99%	484	182
NOT HISPANIC OR LATINO	489	99%	474	180
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PA...	500	99%	486	180
NOT WHITE	60	100%	64	164
NOT MULTIRACIAL	505	99%	488	181
GENERAL EDUCATION	458	100%	440	188
ENGLISH PROFICIENT	513	99%	498	181
NOT ECONOMICALLY DISADVANTAGED	400	100%	391	188
MALE	273	99%	265	176
FEMALE	240	99%	234	185
MIGRANT	0	—	0	—
NOT MIGRANT	513	99%	499	180

— 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 2013 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: NO

GROUP	MADE AYP	TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI ≥ EAMO OR SAFE HARBOR TARGET	2013 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	YES	513	99%	NO	499	153	160	160
AMERICAN INDIAN OR ALASKA NATIVE	—	—	3	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	12	—	—	15	—	—	—
HISPANIC OR LATINO	—	—	24	—	—	25	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	13	—	—	13	—	—	—
WHITE	NO	YES	453	100%	NO	435	155	170	170
MULTIRACIAL	—	—	8	—	—	11	—	—	—
STUDENTS WITH DISABILITIES	NO	YES	55	98%	NO	60†	82†	124	112
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	1	—	—	—
ECONOMICALLY DISADVANTAGED	NO	YES	113	99%	NO	108	120	144	142

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

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2013 ACCOUNTABILITY COHORT MEMBERS	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	510	99%	499	153
NOT BLACK OR AFRICAN AMERICAN	501	99%	484	155
NOT HISPANIC OR LATINO	489	100%	474	154
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PA...	500	99%	486	153
NOT WHITE	60	93%	64	139
NOT MULTIRACIAL	505	99%	488	154
GENERAL EDUCATION	458	100%	440	163
ENGLISH PROFICIENT	513	99%	498	154
NOT ECONOMICALLY DISADVANTAGED	400	100%	391	162
MALE	273	99%	265	151
FEMALE	240	100%	234	156
MIGRANT	0	—	0	—

NOT MIGRANT

513

99%

499

153

— 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 2013 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.
 † Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

UNWEIGHTED COMBINED ELA AND MATH PIS

GROUP	ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
ALL STUDENTS	120	140	180	153	148
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	88	103	—	—	96
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	—	—	—	0
WHITE	122	144	183	155	151
MULTIRACIAL	111	116	—	—	114
STUDENTS WITH DISABILITIES	47	62	122	82	78
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	88	100	152	120	115

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

OVERALL GRADUATION RATE FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

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

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

FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

GROUP	MET GRADUATION RATE CRITERION	2012 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
ALL STUDENTS	YES	464	92%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	7	—	—	—
BLACK OR AFRICAN AMERICAN	—	4	—	—	—
HISPANIC OR LATINO	—	16	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	8	—	—	—
WHITE	YES	417	92%	80%	80%
MULTIRACIAL	—	12	—	—	—
STUDENTS WITH DISABILITIES	YES	56†	70%†	80%	69%
LIMITED ENGLISH PROFICIENT	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	YES	99	83%	80%	80%

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

NO Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† 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

GROUP	MET GRADUATION-RATE CRITERION	2011 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
ALL STUDENTS	YES	483	94%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	2	—	—	—
BLACK OR AFRICAN AMERICAN	—	9	—	—	—
HISPANIC OR LATINO	—	10	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	9	—	—	—
WHITE	YES	442	95%	80%	80%
MULTIRACIAL	—	11	—	—	—
STUDENTS WITH DISABILITIES	YES	54 †	69% †	80%	66%
LIMITED ENGLISH PROFICIENT	—	1	—	—	—
ECONOMICALLY DISADVANTAGED	YES	86	83%	80%	80%

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

NO Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

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

GRADUATION RATES FOR NON-AYP GROUPS FOR ACCOUNTABILITY

GROUP	FOUR-YEAR GRADUATION-RATE TOTAL COHORT		FIVE-YEAR GRADUATION-RATE TOTAL COHORT	
	2012 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	2011 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE
NOT AMERICAN INDIAN OR ALASKA NATIVE	457	93%	48	94%
NOT BLACK OR AFRICAN AMERICAN	460	92%	474	95%
NOT HISPANIC OR LATINO	448	92%	473	94%
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PA	456	92%	474	94%
NOT WHITE	47	91%	41	90%
NOT MULTIRACIAL	452	92%	472	94
GENERAL EDUCATION	408	95%	430	97%
ENGLISH PROFICIENT	464	92%	482	94%
NOT ECONOMICALLY DISADVANTAGED	365	95%	397	97%
MALE	247	90%	250	91%
FEMALE	217	95%	233	97%
MIGRANT	0	—	0	—
NOT MIGRANT	464	92%	483	94%

— There were fewer than 30 students in the cohort

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

Percentage of 2012 Graduation-Rate Total Cohort members who graduated as of August 31, 2016 with:

REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (THIS DISTRICT) 56%

REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (STATEWIDE) 31%

PERCENTAGE IN THIS DISTRICT EXCEEDED STATEWIDE YES

REGENTS DIPLOMA WITH CTE ENDORSEMENT (THIS DISTRICT) 7%

REGENTS DIPLOMA WITH CTE ENDORSEMENT (STATEWIDE) 5%

PERCENTAGE IN THIS DISTRICT EXCEEDED STATEWIDE YES

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BALDWINVILLE CSD - SCHOOL REPORT CARD DATA [2016 - 17]

HIGH SCHOOL COMPLETERS (2016 - 17)

GROUP	COMPLETERS (GRADUATES + COMMENCEMENT CREDENTIALS)	GRADUATES (REGENTS + LOCAL DIPLOMAS)	REGENTS DIPLOMA
ALL STUDENTS	508	497	473 95%
GENERAL EDUCATION	446	443	443 99%
STUDENTS WITH DISABILITIES	60	49	30 61%

GROUP	REGENTS WITH ADVANCED DESIGNATION	REGENTS WITH CTE ENDORSEMENT	LOCAL DIPLOMAS	COMMENCEMENT CREDENTIALS
ALL STUDENTS	285 57%	29 6%	24 5%	11 2%
GENERAL EDUCATION	276 62%	25 6%	5 1%	0 0%
STUDENTS WITH DISABILITIES	9 18%	4 8%	19 39%	11 18%

HIGH SCHOOL NON-COMPLETERS (2016 - 17)

GROUP	DROPPED OUT	ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM	TOTAL NON-COMPLETERS
ALL STUDENTS	21 1%	2 0%	23 1%
GENERAL EDUCATION	16 1%	0 0%	16 1%
STUDENTS WITH DISABILITIES	5 2%	2 1%	7 3%

POST-GRADUATION PLANS OF COMPLETERS (2016 - 17)

GROUP	TO FOUR-YEAR COLLEGE	TO TWO-YEAR COLLEGE	TO OTHER POST-SECONDARY	TO THE MILITARY
ALL STUDENTS	282 56%	156 31%	8 2%	10 2%
GENERAL EDUCATION	274 61%	127 28%	2 0%	10 2%
STUDENTS WITH DISABILITIES	8 13%	29 48%	6 10%	0 0%

GROUP	TO EMPLOYMENT	TO ADULT SERVICES	TO OTHER KNOWN PLANS	PLANS UNKNOWN
ALL STUDENTS	44 9%	1 0%	4 1%	3 1%
GENERAL EDUCATION	29 6%	0 0%	4 1%	2 0%
STUDENTS WITH DISABILITIES	15 25%	1 2%	0 0%	1 2%

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FISCAL ACCOUNTABILITY SUMMARY (2016 - 17)

INFORMATION ABOUT EXPENDITURE RATIOS (2015 - 16)

(Data are lagged a year.)

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

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

THIS SCHOOL DISTRICT

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$52,548,115

PUPILS

5,542

EXPENDITURES PER PUPIL

\$9,482

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$18,374,693

PUPILS

743

EXPENDITURES PER PUPIL

\$24,730

SIMILAR DISTRICT GROUP AVERAGE NEED/RESOURCE CAPACITY

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$8,395,886,432

PUPILS

747,643

EXPENDITURES PER PUPIL

\$11,230

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$3,487,990,842

PUPILS

110,460

EXPENDITURES PER PUPIL

\$31,577

ALL SCHOOL DISTRICTS

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$33,423,609,457

PUPILS

2,649,519

EXPENDITURES PER PUPIL

\$12,615

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$14,485,942,729

PUPILS

460,996

EXPENDITURES PER PUPIL

\$31,423

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

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

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

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

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

TOTAL EXPENDITURES PER PUPIL

THIS SCHOOL DISTRICT

\$17,873

SIMILAR DISTRICT GROUP

\$21,790

NY STATE

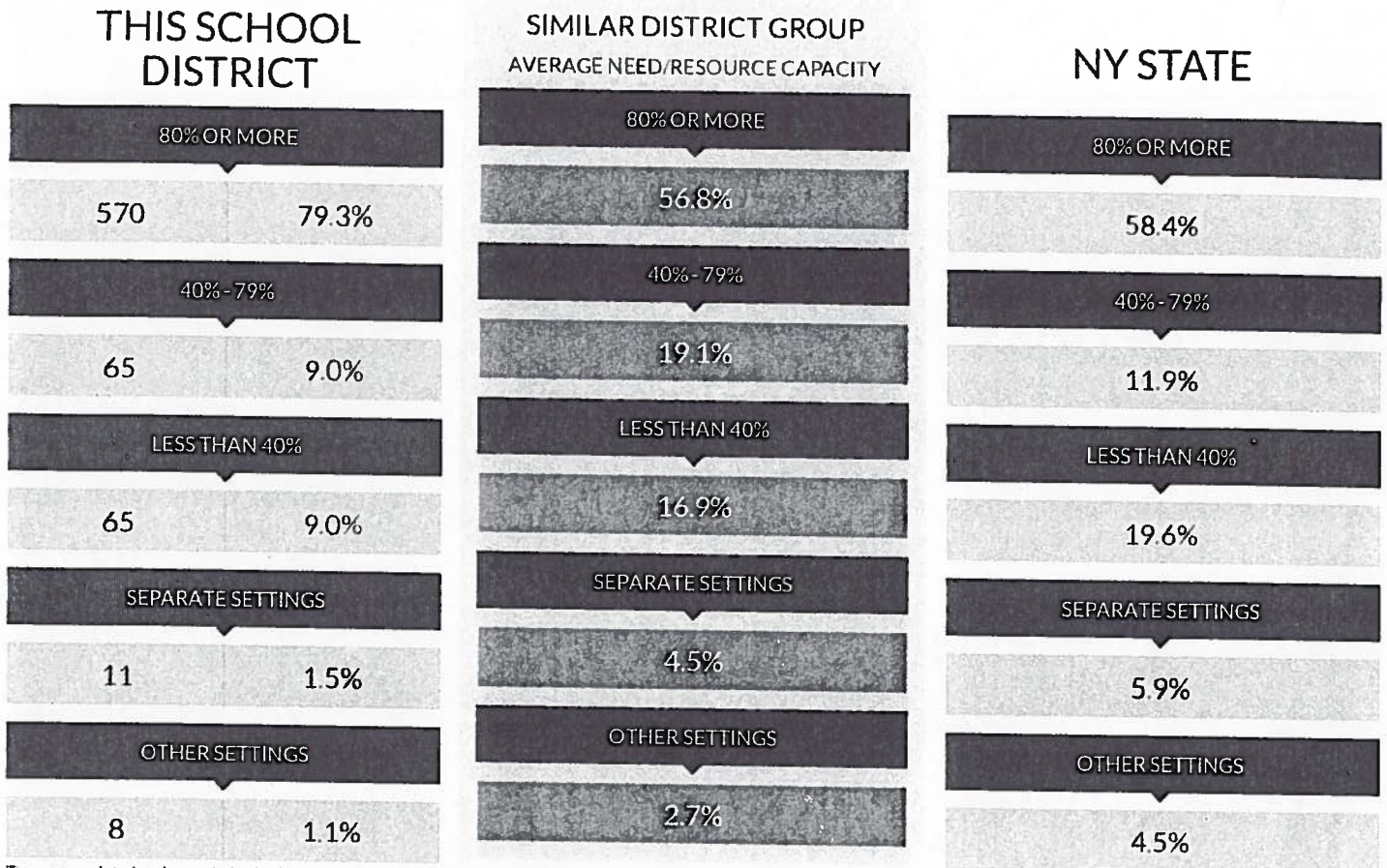
\$23,361

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 (2016 - 17)

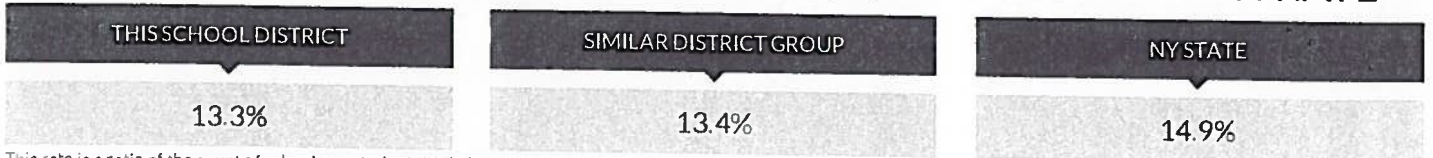
Commissioner's Regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required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

STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)



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

SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE



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

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

L PEARL PALMER ELEMENTARY SCHOOL - SCHOOL REPORT CARD DATA [2016 - 17]

L PEARL PALMER ELEMENTARY SCHOOL ENROLLMENT (2016 - 17)

K-12 ENROLLMENT

438

ENROLLMENT BY GENDER

MALE	FEMALE
230	208
52%	47%

ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
AMERICAN INDIAN OR ALASKA NATIVE	1	0%
BLACK OR AFRICAN AMERICAN	4	1%
HISPANIC OR LATINO	13	3%
ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC ISLANDER	1	0%
WHITE	397	91%
MULTIRACIAL	22	5%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS	STUDENTS WITH DISABILITIES	ECONOMICALLY DISADVANTAGED
-	48	65
-	11%	15%

ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
K (FULL DAY)	68	16%
1ST GRADE	78	18%
2ND GRADE	64	15%
3RD GRADE	84	19%
4TH GRADE	71	16%
5TH GRADE	71	16%
UNGRADED ELEMENTARY	2	0%

AVERAGE CLASS SIZE (2016 - 17)

GROUP	CLASS SIZE
COMMON BRANCH	22

FREE AND REDUCED-PRICE LUNCH (2016 - 17)

ELIGIBLE FOR FREE LUNCH	ELIGIBLE FOR REDUCED-PRICE LUNCH
50	26
114	10

ATTENDANCE (2015 - 16)

ANNUAL ATTENDANCE RATE	96%
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STUDENT SUSPENSIONS (2015 - 16)

4	1%
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STAFF COUNTS (2016 - 17)

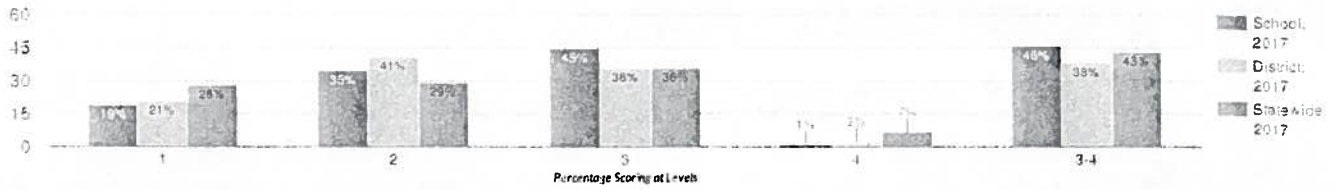
GROUP	STAFF
PRINCIPALS	1
ASSISTANT PRINCIPALS	0
OTHER PROFESSIONAL STAFF	3
PARAPROFESSIONALS	0

TEACHER QUALIFICATIONS (2016 - 17)

TOTAL TEACHERS	12
PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
PERCENT TEACHING OUT OF CERTIFICATE	0%
PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE	9%
PERCENTAGE WITH MASTER'S DEGREE PLUS 10 HOURS OR DOCTORATE	0%
TOTAL NUMBER OF CLASSES	57
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	0%

L PEARL PALMER ELEMENTARY SCHOOL - SCHOOL REPORT CARD DATA [2016 - 17]

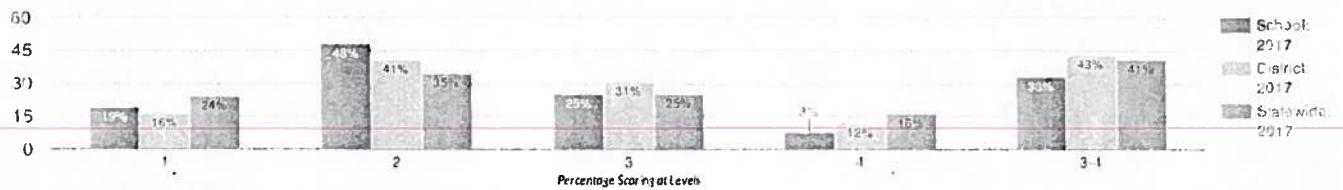
GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 314

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	85	46%	16	19%	30	35%	38	45%	1	1%
GENERAL EDUCATION	79	49%	11	14%	29	37%	38	48%	1	1%
STUDENTS WITH DISABILITIES	6	0%	5	83%	1	17%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	1	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	0%	-	-	-	-	-	-	-	-
WHITE	77	48%	12	16%	28	36%	36	47%	1	1%
MULTIRACIAL	4	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	8	25%	4	50%	2	25%	2	25%	0	0%
FEMALE	42	60%	4	10%	13	31%	25	60%	0	0%
MALE	43	33%	12	28%	17	40%	13	30%	1	2%
NON-ENGLISH LANGUAGE LEARNERS	85	46%	16	19%	30	35%	38	45%	1	1%
ECONOMICALLY DISADVANTAGED	10	40%	4	40%	2	20%	4	40%	0	0%
NOT ECONOMICALLY DISADVANTAGED	75	47%	12	16%	28	37%	34	45%	1	1%
NOT MIGRANT	85	46%	16	19%	30	35%	38	45%	1	1%

GRADE 4 ENGLISH LANGUAGE ARTS

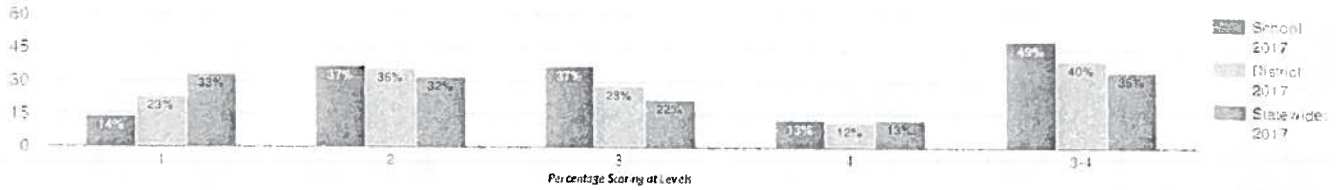


MEAN SCORE: 303

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	64	33%	12	19%	31	48%	16	25%	5	8%
GENERAL EDUCATION	58	36%	7	12%	30	52%	16	28%	5	9%
STUDENTS WITH DISABILITIES	6	0%	5	83%	1	17%	0	0%	0	0%
BLACK OR AFRICAN AMERICAN	1	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	0%	-	-	-	-	-	-	-	-
WHITE	58	34%	12	21%	26	45%	15	26%	5	9%
MULTIRACIAL	4	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	17%	0	0%	5	83%	1	17%	0	0%
FEMALE	31	45%	4	13%	13	42%	11	35%	3	10%
MALE	33	21%	8	24%	18	55%	5	15%	2	6%
NON-ENGLISH LANGUAGE LEARNERS	64	33%	12	19%	31	48%	16	25%	5	8%
ECONOMICALLY DISADVANTAGED	13	8%	6	46%	6	46%	1	8%	0	0%

NOT ECONOMICALLY DISADVANTAGED	51	39%	6	12%	25	49%	15	29%	5	10%
NOT MIGRANT	64	33%	12	19%	31	48%	16	25%	5	8%

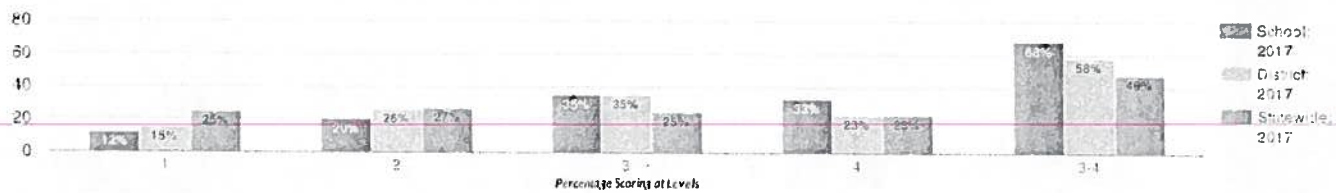
GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 315

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	63	49%	9	14%	23	37%	23	37%	8	13%
GENERAL EDUCATION	57	53%	6	11%	21	37%	22	39%	8	14%
STUDENTS WITH DISABILITIES	6	17%	3	50%	2	33%	1	17%	0	0%
BLACK OR AFRICAN AMERICAN	1	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	3	0%	-	-	-	-	-	-	-	-
WHITE	57	49%	8	14%	21	37%	20	35%	8	14%
MULTIRACIAL	2	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	50%	1	17%	2	33%	3	50%	0	0%
FEMALE	28	57%	4	14%	8	29%	9	32%	7	25%
MALE	35	43%	5	14%	15	43%	14	40%	1	3%
NON-ENGLISH LANGUAGE LEARNERS	63	49%	9	14%	23	37%	23	37%	8	13%
ECONOMICALLY DISADVANTAGED	11	27%	1	9%	7	64%	1	9%	2	18%
NOT ECONOMICALLY DISADVANTAGED	52	54%	8	15%	16	31%	22	42%	6	12%
NOT MIGRANT	63	49%	9	14%	23	37%	23	37%	8	13%

GRADE 3 MATHEMATICS

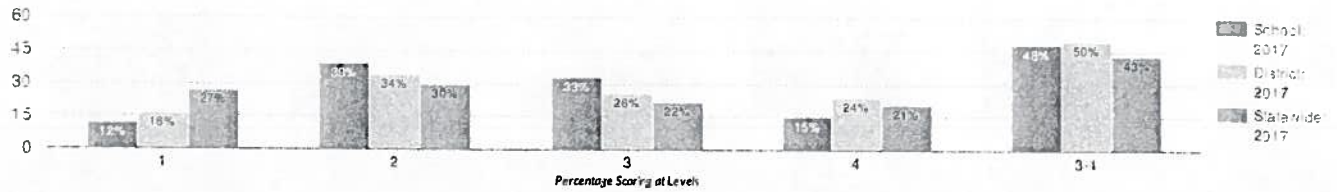


MEAN SCORE: 323

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	85	68%	10	12%	17	20%	30	35%	28	33%
GENERAL EDUCATION	79	72%	6	8%	16	20%	29	37%	28	35%
STUDENTS WITH DISABILITIES	6	17%	4	67%	1	17%	1	17%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	0%	-	-	-	-	-	-	-	-
WHITE	78	69%	8	10%	16	21%	28	36%	26	33%
MULTIRACIAL	3	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	57%	2	29%	1	14%	2	29%	2	29%
FEMALE	42	79%	3	7%	6	14%	16	38%	17	40%
MALE	43	58%	7	16%	11	26%	14	33%	11	26%
NON-ENGLISH LANGUAGE LEARNERS	85	68%	10	12%	17	20%	30	35%	28	33%

ECONOMICALLY DISADVANTAGED	9	56%	4	44%	0	0%	3	33%	2	22%
NOT ECONOMICALLY DISADVANTAGED	76	70%	6	8%	17	22%	27	36%	26	34%
NOT MIGRANT	85	68%	10	12%	17	20%	30	35%	28	33%

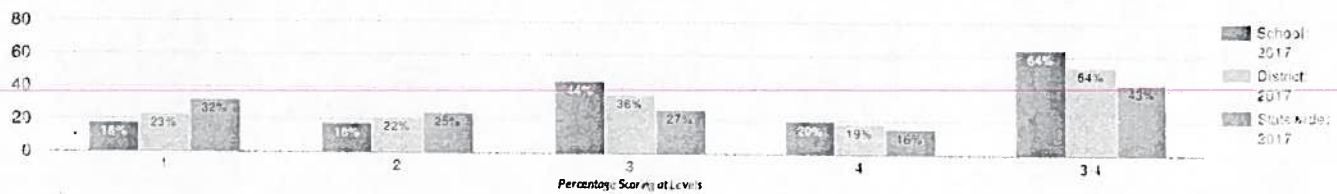
GRADE 4 MATHEMATICS



MEAN SCORE: 306

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	66	48%	8	12%	26	39%	22	33%	10	15%
GENERAL EDUCATION	60	53%	4	7%	24	40%	22	37%	10	17%
STUDENTS WITH DISABILITIES	6	0%	4	67%	2	33%	0	0%	0	0%
BLACK OR AFRICAN AMERICAN	1	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	0%	-	-	-	-	-	-	-	-
WHITE	60	50%	8	13%	22	37%	20	33%	10	17%
MULTIRACIAL	4	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	33%	0	0%	4	67%	2	33%	0	0%
FEMALE	31	55%	4	13%	10	32%	12	39%	5	16%
MALE	35	43%	4	11%	16	46%	10	29%	5	14%
NON-ENGLISH LANGUAGE LEARNERS	66	48%	8	12%	26	39%	22	33%	10	15%
ECONOMICALLY DISADVANTAGED	13	23%	4	31%	6	46%	3	23%	0	0%
NOT ECONOMICALLY DISADVANTAGED	53	55%	4	8%	20	38%	19	36%	10	19%
NOT MIGRANT	66	48%	8	12%	26	39%	22	33%	10	15%

GRADE 5 MATHEMATICS

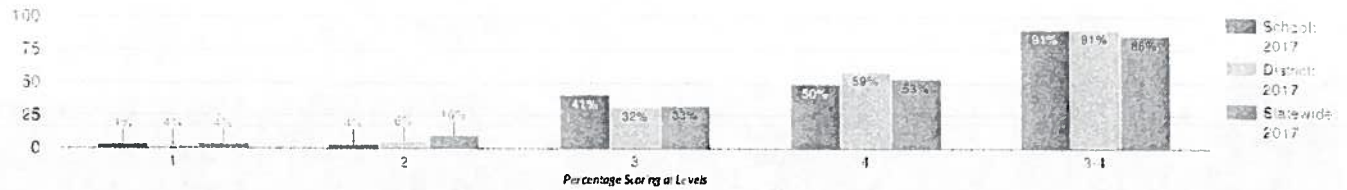


MEAN SCORE: 322

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	61	64%	11	18%	11	18%	27	44%	12	20%
GENERAL EDUCATION	56	68%	9	16%	9	16%	27	48%	11	20%
STUDENTS WITH DISABILITIES	5	20%	2	40%	2	40%	0	0%	1	20%
BLACK OR AFRICAN AMERICAN	1	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	3	0%	-	-	-	-	-	-	-	-
WHITE	56	64%	10	18%	10	18%	26	46%	10	18%
MULTIRACIAL	1	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	60%	1	20%	1	20%	1	20%	2	40%
FEMALE	26	50%	6	23%	7	27%	10	38%	3	12%
MALE	35	74%	5	14%	4	11%	17	49%	9	26%
NON-ENGLISH LANGUAGE LEARNERS	61	64%	11	18%	11	18%	27	44%	12	20%

ECONOMICALLY DISADVANTAGED	10	40%	3	30%	3	30%	3	30%	1	10%
NOT ECONOMICALLY DISADVANTAGED	51	69%	8	16%	8	16%	24	47%	11	22%
NOT MIGRANT	61	64%	11	18%	11	18%	27	44%	12	20%

GRADE 4 SCIENCE



MEAN SCORE: 81

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	70	91%	3	4%	3	4%	29	41%	35	50%
GENERAL EDUCATION	64	97%	1	2%	1	2%	28	44%	34	53%
STUDENTS WITH DISABILITIES	6	33%	2	33%	2	33%	1	17%	1	17%
BLACK OR AFRICAN AMERICAN	1	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	0%	-	-	-	-	-	-	-	-
WHITE	64	91%	3	5%	3	5%	25	39%	33	52%
MULTIRACIAL	4	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	100%	0	0%	0	0%	4	67%	2	33%
FEMALE	33	91%	2	6%	1	3%	11	33%	19	58%
MALE	37	92%	1	3%	2	5%	18	49%	16	43%
NON-ENGLISH LANGUAGE LEARNERS	70	91%	3	4%	3	4%	29	41%	35	50%
ECONOMICALLY DISADVANTAGED	15	73%	3	20%	1	7%	6	40%	5	33%
NOT ECONOMICALLY DISADVANTAGED	55	96%	0	0%	2	4%	23	42%	30	55%
NOT MIGRANT	70	91%	3	4%	3	4%	29	41%	35	50%

NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA) RESULTS (2016 - 17)

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE 3 ELA	1	0%	-	-	-	-
GRADE 3 MATH	1	0%	-	-	-	-

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2016 - 17)

GRADE 1

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

GRADE 2

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

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THIS DOCUMENT WAS CREATED ON: APRIL 24, 2018, 3:15 PM EST

L PEARL PALMER ELEMENTARY SCHOOL - SCHOOL REPORT CARD DATA [2016 - 17]

ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	476*	88%*	YES	202	127	103	103
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	3	—	—	3	—	—	—
HISPANIC OR LATINO	—	—	7	—	—	6	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	1	—	—	1	—	—	—
WHITE	NO	NO	435*	87%	YES	183	129	116	116
MULTIRACIAL	—	—	11	—	—	9	—	—	—
STUDENTS WITH DISABILITIES	—	—	23	—	—	15	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	90*	82%*	YES	30	107	85	85

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	476*	88%*	202	127
NOT BLACK OR AFRICAN AMERICAN	471*	87%*	199	128
NOT HISPANIC OR LATINO	461*	88%*	196	128
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PA...	474*	88%*	201	128
NOT WHITE	22	—	19	—
NOT MULTIRACIAL	457*	87%*	193	127
GENERAL EDUCATION	425*	88%*	187	134
ENGLISH PROFICIENT	476*	88%*	202	127
NOT ECONOMICALLY DISADVANTAGED	386*	89%*	172	131
MALE	261*	87%*	103	114
FEMALE	215*	89%*	99	141
MIGRANT	0	—	0	—
NOT MIGRANT	476*	88%*	202	127

— 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: NO

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	472*	88%*	YES	204	149	101	101

AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	3	—	—	3	—	—	—
HISPANIC OR LATINO	—	—	7	—	—	6	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	—	1	—	—	1	—	—	—
WHITE	NO	NO	134*	87%	YES	186	150	113	113
MULTIRACIAL	—	—	10	—	—	8	—	—	—
STUDENTS WITH DISABILITIES	—	—	23	—	—	15	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	88*	78%*	ES	30	113	83	83

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	472*	88%*	204	149
NOT BLACK OR AFRICAN AMERICAN	467*	87%*	201	150
NOT HISPANIC OR LATINO	459*	87%*	198	149
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	470*	87%*	203	149
NOT WHITE	21	—	18	—
NOT MULTIRACIAL	454*	87%*	196	148
GENERAL EDUCATION	422*	89%*	189	155
ENGLISH PROFICIENT	472*	88%*	204	149
NOT ECONOMICALLY DISADVANTAGED	384*	90%*	174	155
MALE	258*	88%*	107	148
FEMALE	214*	87%*	97	149
MIGRANT	0	—	0	—
NOT MIGRANT	472*	88%*	204	149

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

ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

GROUP	MADE AYP	TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
ALL STUDENTS	YES	YES	73	96%	YES	67	193	177	177
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	1	—	—	1	—	—	—
HISPANIC OR LATINO	—	—	1	—	—	1	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	—	0	—	—	0	—	—	—
WHITE	YES	YES	66	97%	YES	61	192	183	183
MULTIRACIAL	—	—	5	—	—	4	—	—	—
STUDENTS WITH DISABILITIES	—	—	6	—	—	5	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	16	—	—	13	—	—	—

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	73	96%	67	193
NOT BLACK OR AFRICAN AMERICAN	72	96%	66	192
NOT HISPANIC OR LATINO	72	96%	66	192
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	73	96%	67	193
NOT WHITE	7	—	6	—
NOT MULTIRACIAL	48	97%	63	192
GENERAL EDUCATION	67	96%	62	198
ENGLISH PROFICIENT	73	96%	67	193
NOT ECONOMICALLY DISADVANTAGED	57	96%	54	196
MALE	37	—	35	194
FEMALE	36	—	32	191
MIGRANT	0	—	0	—
NOT MIGRANT	73	96%	67	193

— 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

GROUP	ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
ALL STUDENTS	127	149	—	—	138
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	—	—	—	—	0
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	—	—	—	—	0
WHITE	129	150	—	—	140
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	—	—	—	—	0
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	107	113	—	—	110

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