

COPIAGUE PUBLIC SCHOOLS

PROPOSED BUDGET

2016-2017

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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

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 2016-2017

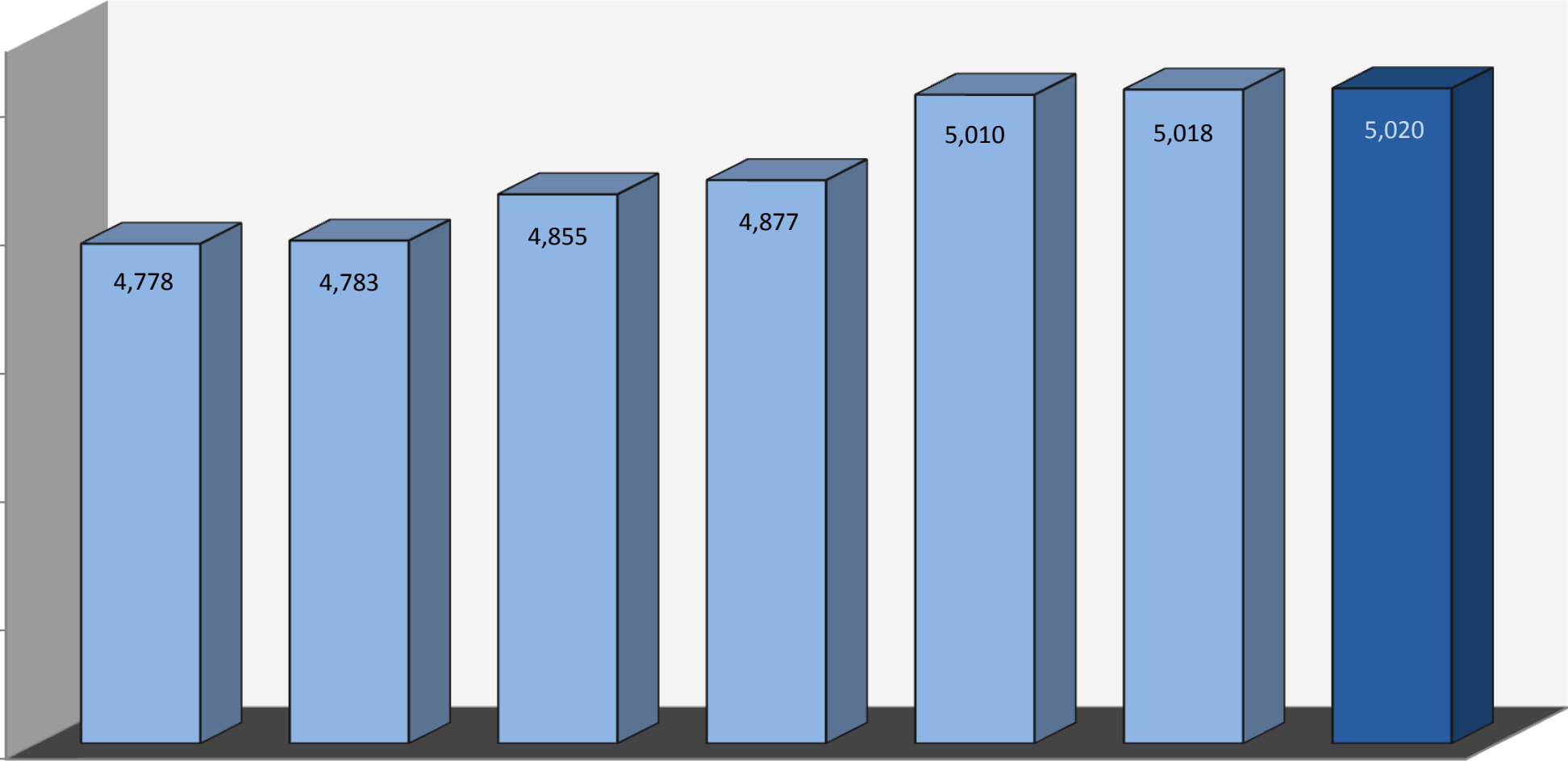
- Provide an Expenditure and Revenue Plan that is student centered which is focused on increased achievement.
- Support a Staff Development Plan consistent with the Copiague School District Plan for professional development to ensure that classroom strategies and practices are aligned with New York State 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.
- Coordinate the implementation of the voter approved Bond Referendum which addresses District-Wide School Facilities priorities for space and repairs.
- 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



2010/11

2011/12

2012/13

2013/14

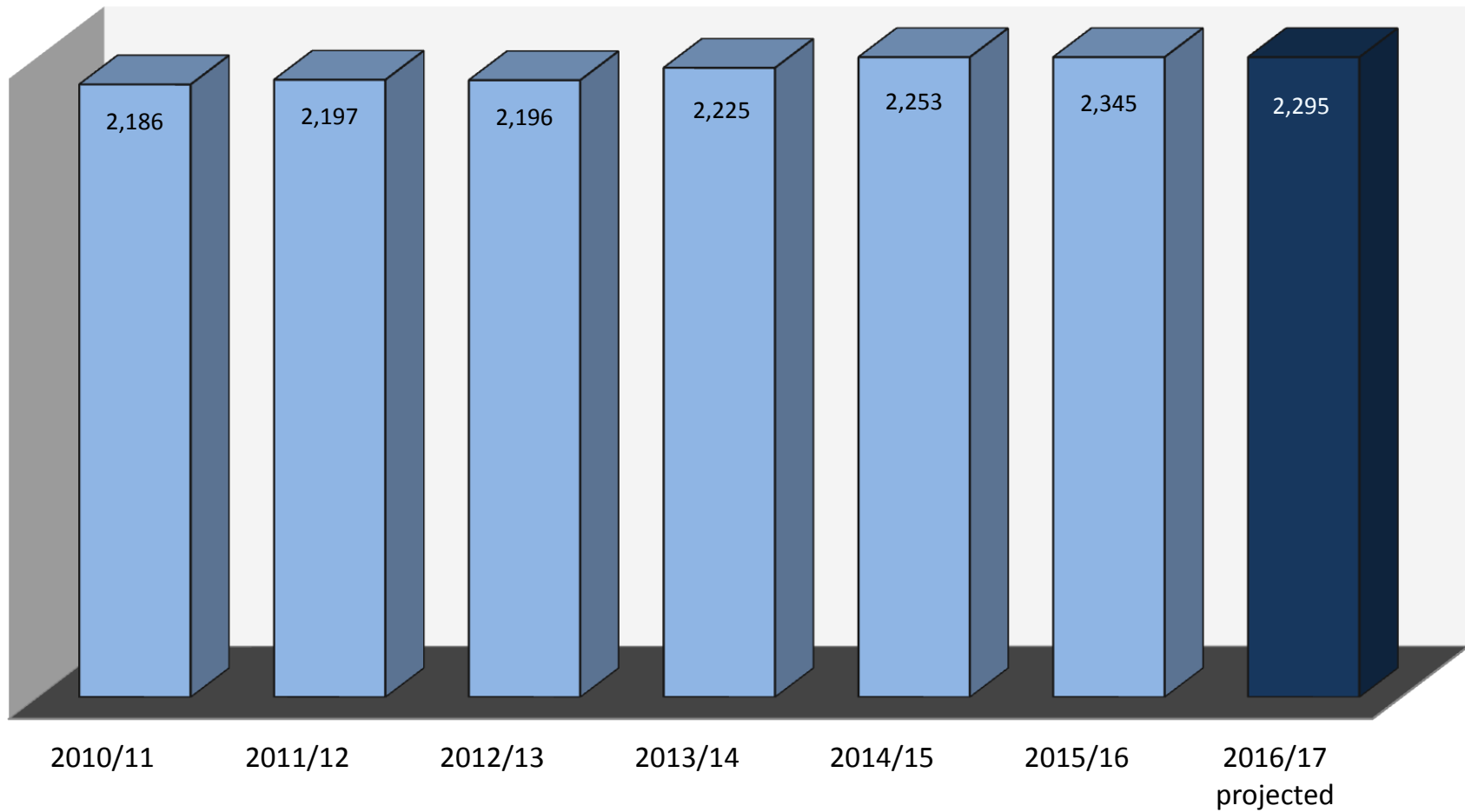
2014/15

2015/16

2016/17
projected

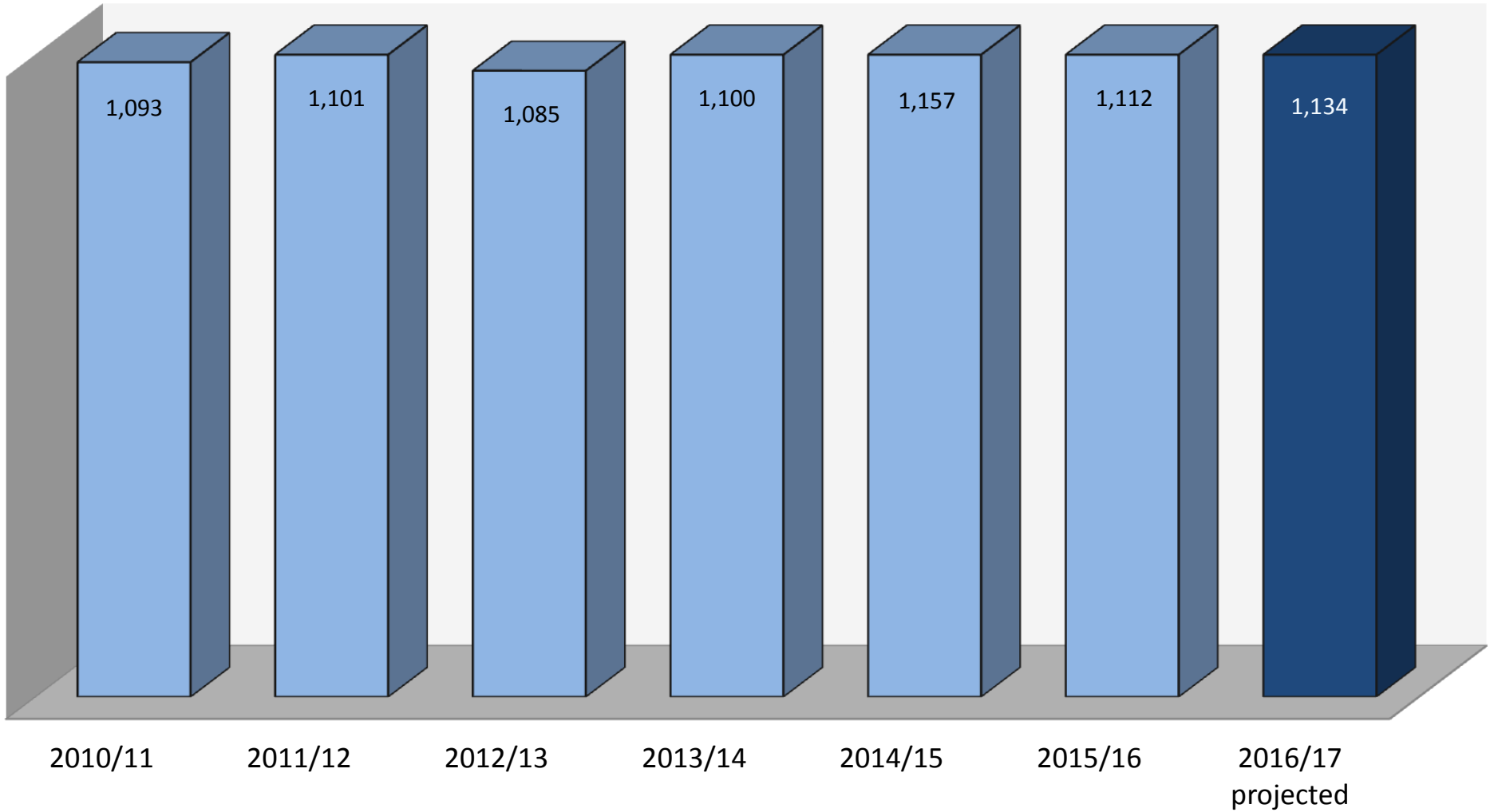
Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. (Projected data is as of March 1st)

ELEMENTARY ENROLLMENT



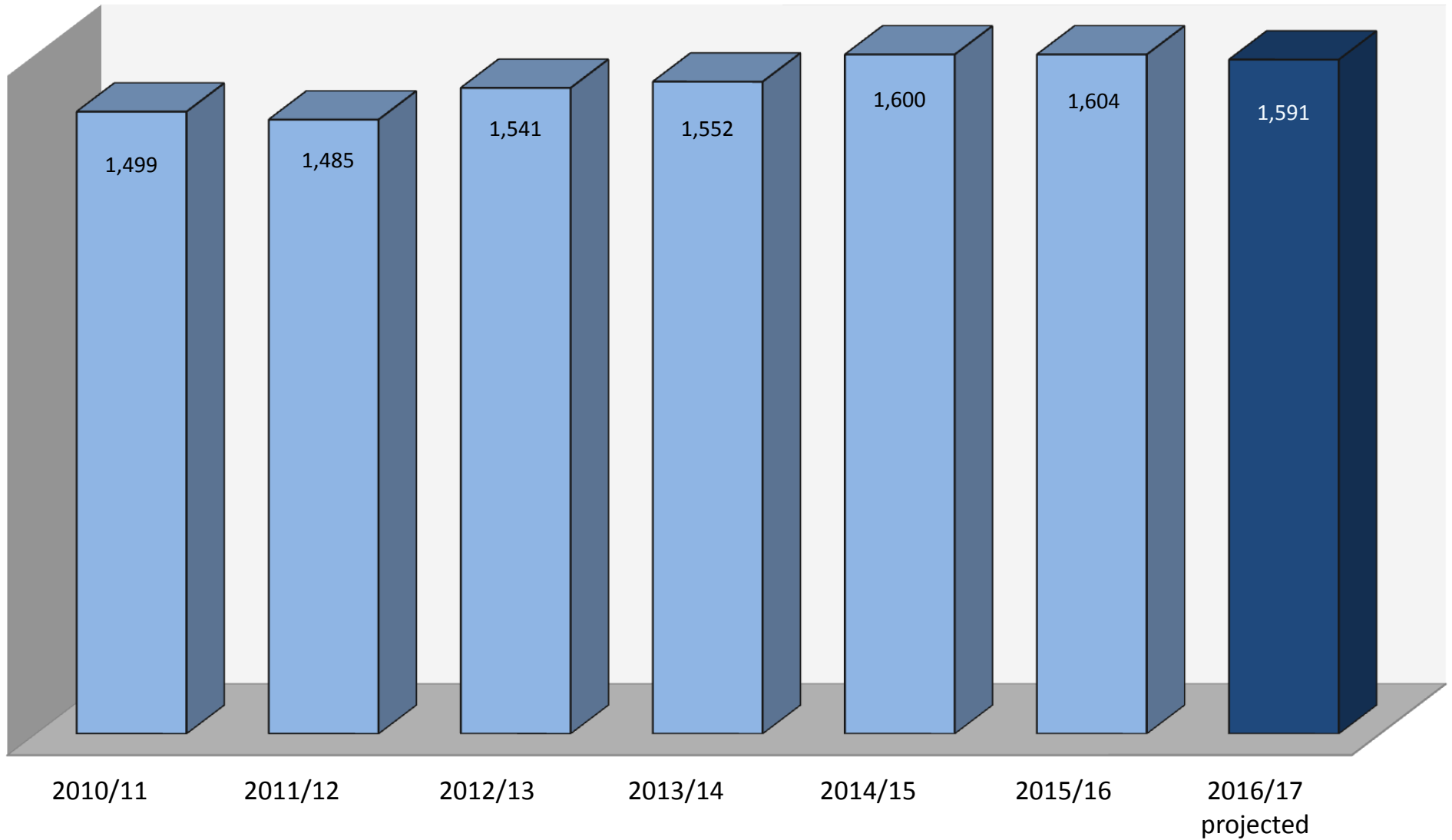
Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. (Projected data is as of March 1st)

MIDDLE SCHOOL ENROLLMENT



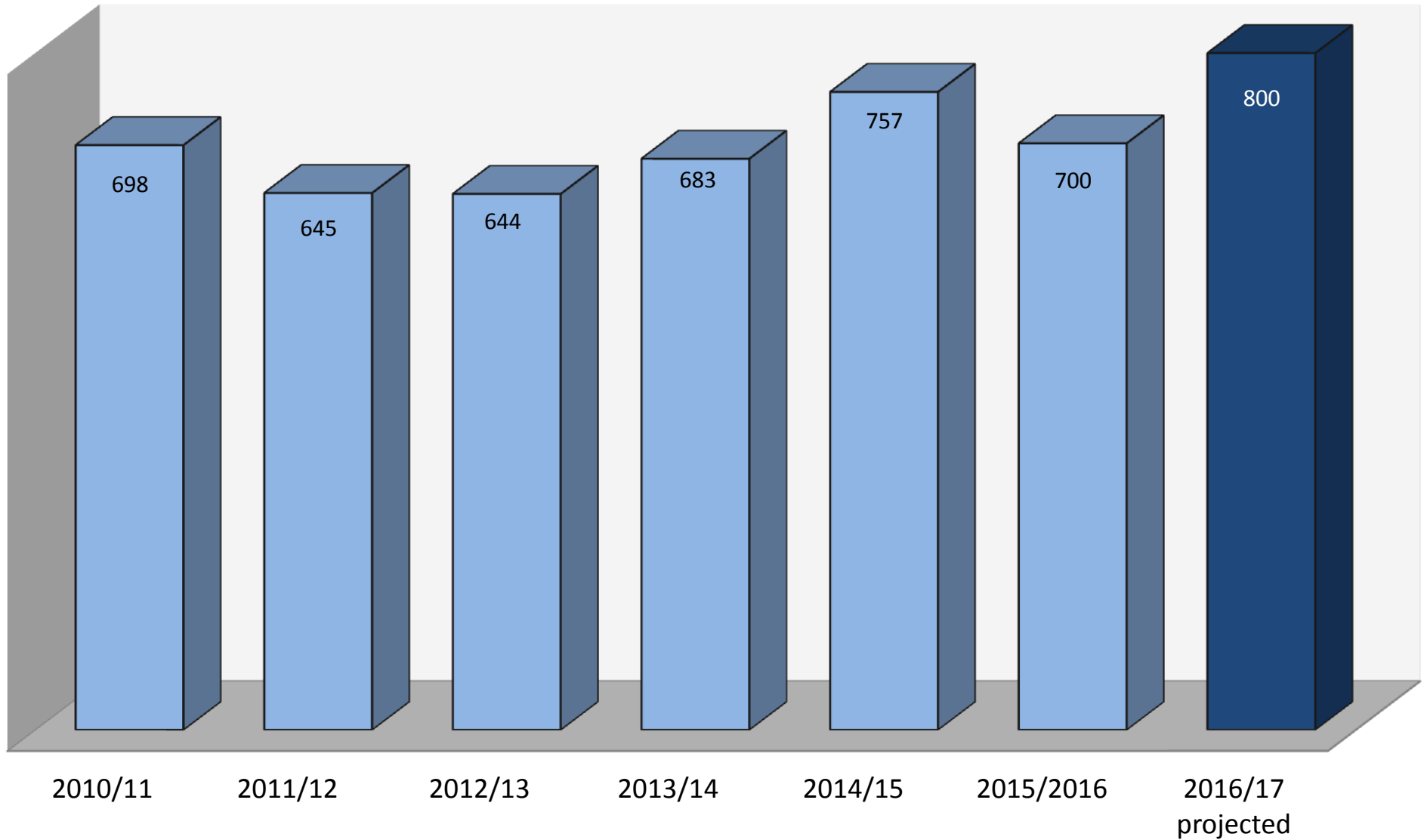
Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. (Projected data is as of March 1st)

HIGH SCHOOL ENROLLMENT



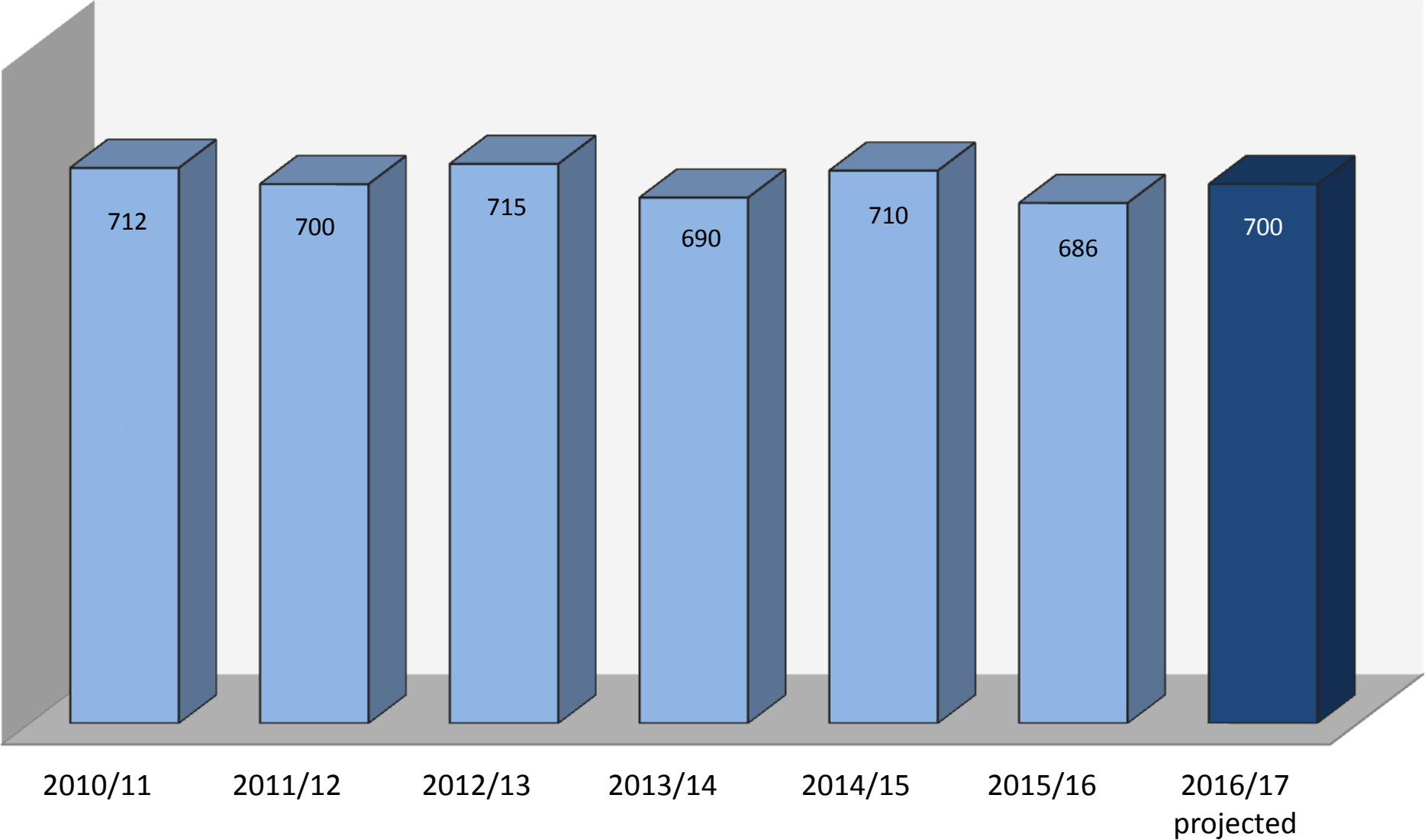
Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. (Projected data is as of March 1st)

ESL/BILINGUAL ENROLLMENT



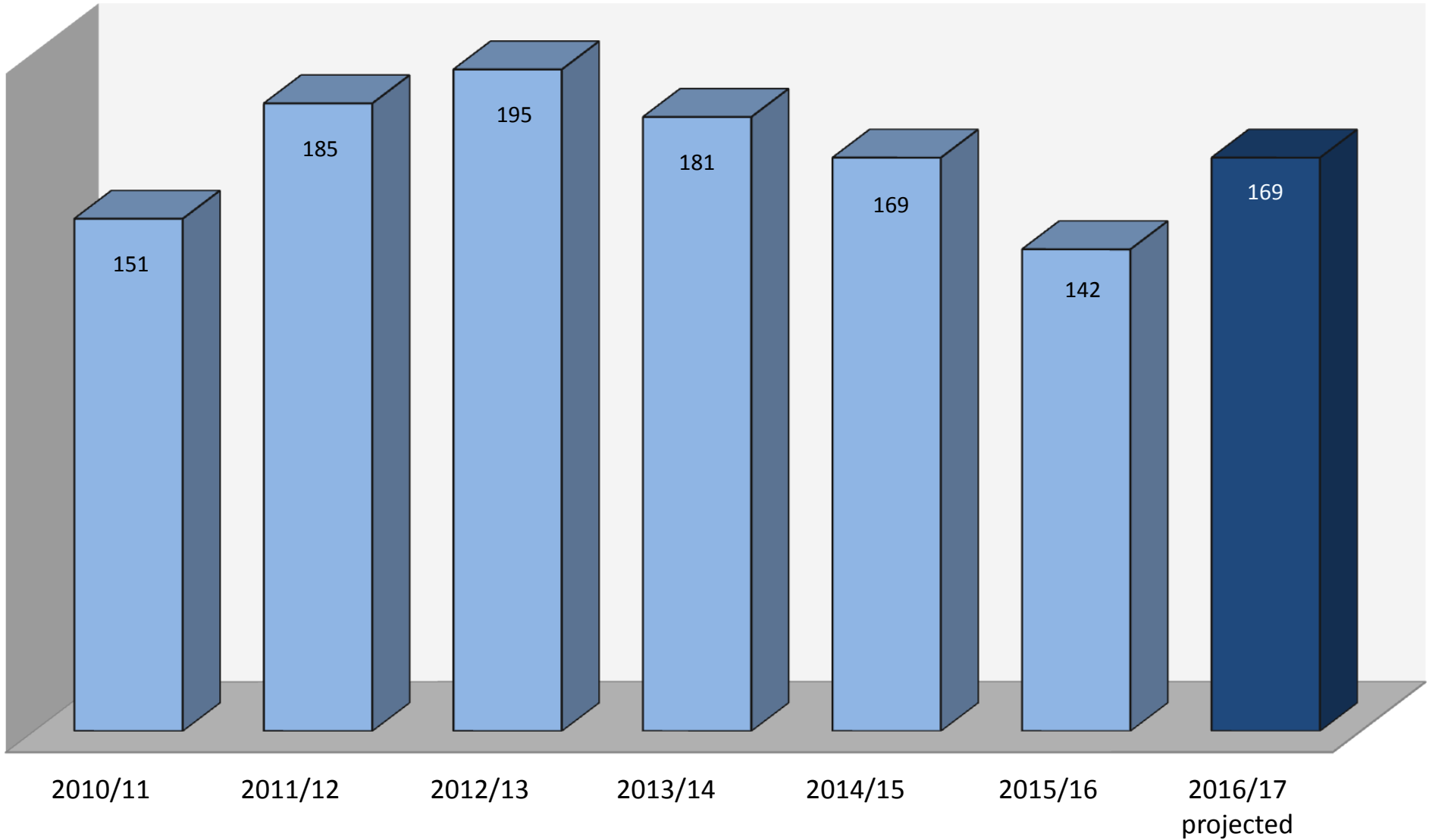
ESL/Bilingual enrollment numbers are from March 1st data within the given school year.

SPECIAL EDUCATION CLASSIFIED STUDENTS



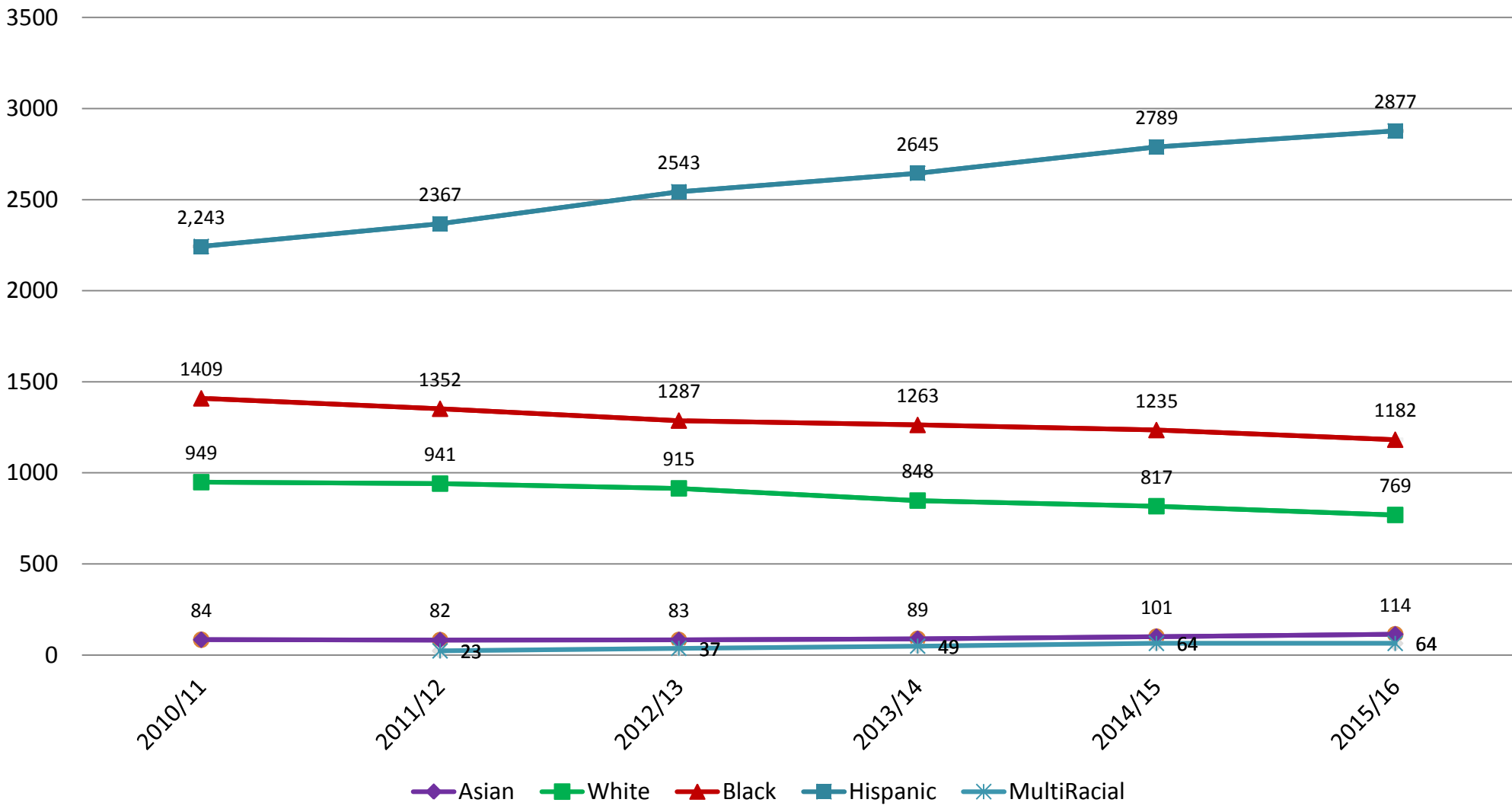
Special Education Classified Students numbers are from March 1st data within the given school year.

SPECIAL EDUCATION POPULATION ATTENDING BOCES PROGRAMS ALL GRADES



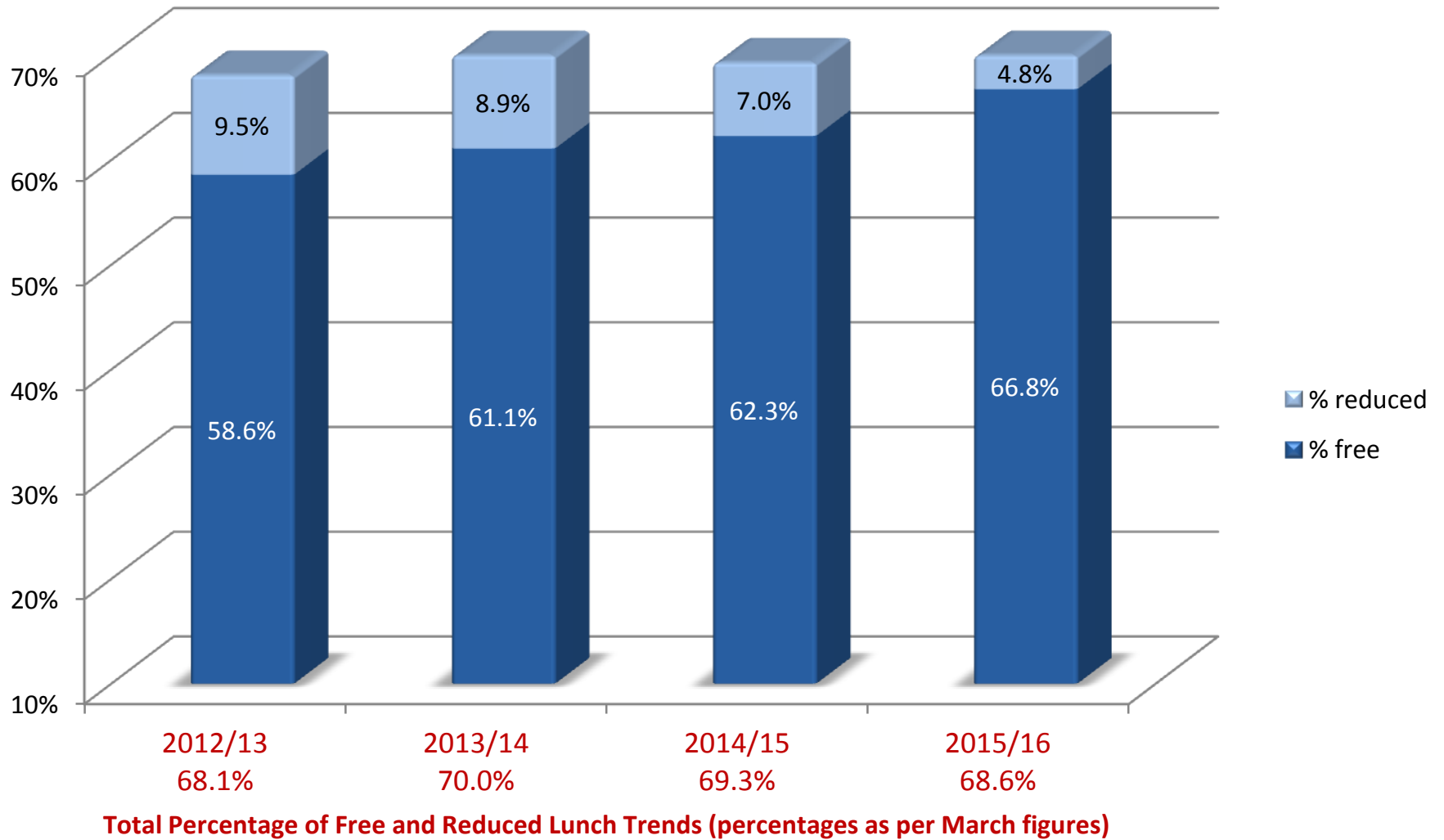
Special Education Population Attending BOCES Programs numbers are from March 1st data within the given school year.

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



III. THREE PART BUDGET

Administrative

Program

Capital

**Copiague Public Schools
General Fund Budget Expenditures
Summary**

*Adopted
April 19, 2016*

Budget Component	2014-15 BUDGET	2015-16 BUDGET	2016-17 BUDGET	Increase (Decrease) Amount
ADMINISTRATIVE	8,381,465	8,844,326	9,299,074	454,748
PROGRAM	90,731,807	92,909,530	94,883,719	1,974,189
CAPITAL	10,504,801	10,724,538	10,986,840	262,302
TOTALS	109,618,073	112,478,394	115,169,633	2,691,239

Budget to Budget Comparison

	<u>2015-16</u>	<u>2016-17</u>
Yearly Amount Change	2,860,321	2,691,239
Yearly Percent Change	2.61%	2.39%

**Copiague Public Schools
Administrative Expenditures**

*Adopted
April 19, 2016*

Budget Code	Function Description	2014-15 BUDGET	2015-16 BUDGET	2016-17 BUDGET	Increase (Decrease)
1010	BOARD OF EDUCATION	13,410	14,600	21,600	7,000
1040	DISTRICT CLERK	1,400	1,200	1,100	(100)
1060	DISTRICT MEETING (VOTE)	13,475	19,475	12,400	(7,075)
1240	SUPERINTENDENT OFFICE	389,065	373,691	358,295	(15,396)
1310	BUSINESS & FINANCE	619,517	629,239	651,213	21,974
1320	AUDITING	195,000	195,000	190,000	(5,000)
1325	TREASURER	8,000	7,000	7,000	0
1345	PURCHASING	11,000	11,000	11,000	0
1420	LEGAL	28,000	28,000	36,750	8,750
1430	HUMAN RESOURCES	438,760	448,449	489,433	40,984
1460	RECORDS MANAGEMENT	-	-	-	0
1480	PUBLIC INFORMATION SERVICES	98,583	97,500	99,500	2,000
1670	CENTRAL PRINTING AND MAILING	199,600	201,726	203,000	1,274
1680	CENTRAL DATA PROCESSING	387,273	487,500	440,949	(46,551)
1910	PROPERTY AND CASUALTY INSURANCE	385,000	395,000	405,000	10,000
1920	SCHOOL ASSOCIATION DUES	31,000	32,000	32,000	0
1930	JUDGEMENT AND CLAIMS	500	----- moved to capital -----	-----	0
1980	MTA PAYROLL TAX	-	-	-	0
1981	ADMIN, CAPITAL, RENTAL CHARGE-BOCES	357,263	368,166	385,928	17,762
2010	CURRICULUM	358,003	333,904	354,172	20,268
2020	SUPERVISION - REGULAR SCHOOLS	2,988,709	3,138,720	3,167,549	28,829
2040	STUDENT SERVICES OFFICE	3,000	2,000	125,172	123,172
2060	RESEARCH, PLANNING AND EVALUATION	66,641	67,500	81,000	13,500
9010	STATE RETIREMENT (CIVIL SERVICE)	256,796	322,626	364,900	42,274
9020	TEACHERS RETIREMENT (INSTRUCTION)	376,875	361,028	388,499	27,471
9030	SOCIAL SECURITY (FICA)	385,608	400,286	413,846	13,560
9040	WORKMEN'S COMPENSATION	59,500	48,000	48,000	0
9045	LIFE INSURANCE	5,040	10,400	10,000	(400)
9050	UNEMPLOYMENT	20,000	15,000	12,500	(2,500)
9055	DISABILITY INSURANCE	6,500	8,840	10,608	1,768
9060	HEALTH INSURANCE	614,946	776,976	928,160	151,184
9065	DENTAL INSURANCE	63,000	49,500	49,500	0
TOTALS		8,381,465	8,844,326	9,299,074	454,748

OBJECT CODE OF THE EXPENSES

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

**Copiate Public Schools
Program Expenditures - Summary**

*Adopted
April 19, 2016*

Budget Code	Function Description	2014-15 BUDGET	2015-16 BUDGET	2016-17 BUDGET	Increase (Decrease)
1420	LEGAL	52,000	52,000	68,250	16,250
2070	INSERVICE TRAINING - INSTRUCTION	70,014	178,772	60,331	(118,441)
2110	TEACHING - REGULAR SCHOOLS	31,080,087	32,208,600	33,642,049	1,433,449
2250	STUDENTS WITH DISABILITIES	21,907,072	23,069,611	23,565,812	496,201
2280	OCCUPATIONAL EDUCATION	1,736,654	1,516,200	1,392,000	(124,200)
2330	TEACHING - SUMMER SCHOOL/ADULT ED	259,000	251,500	283,500	32,000
2610	SCHOOL LIBRARY AND AUDIOVISUAL	563,366	418,696	458,501	39,805
2630	COMPUTER ASSISTED INSTRUCTION	1,860,622	1,916,556	1,811,263	(105,293)
2805	ATTENDANCE	234,935	236,513	236,066	(447)
2810	GUIDANCE SERVICES	1,460,826	1,449,239	1,509,993	60,754
2815	HEALTH SERVICES	737,992	750,710	781,994	31,284
2820	PSYCHOLOGY SERVICES	521,133	659,469	665,391	5,922
2825	SOCIAL WORK SERVICES	532,547	561,566	585,032	23,466
2850	CO-CURRICULAR ACTIVITIES	259,077	264,190	269,664	5,474
2855	INTERSCHOLASTIC ATHLETICS	969,518	990,746	1,022,444	31,698
5510	DISTRICT TRANSPORTATION SERVICES	227,039	238,913	237,701	(1,212)
5540	CONTRACTED TRANSPORTATION	9,692,487	10,383,827	10,401,154	17,327
9010	STATE RETIREMENT (CIVIL SERVICE)	436,554	334,575	279,041	(55,534)
9020	TEACHERS RETIREMENT (INSTRUCTION)	7,160,629	5,656,103	5,161,481	(494,622)
9030	SOCIAL SECURITY (FICA)	3,200,546	3,282,344	3,393,536	111,192
9040	WORKMEN'S COMPENSATION	231,000	176,000	176,000	0
9045	LIFE INSURANCE	33,600	39,000	37,500	(1,500)
9050	UNEMPLOYMENT	160,000	130,500	108,750	(21,750)
9055	DISABILITY INSURANCE	53,300	57,120	68,544	11,424
9060	HEALTH INSURANCE	6,533,810	7,251,780	7,703,721	451,941
9065	DENTAL INSURANCE	355,500	369,000	369,000	0
9080	NON-CASH EMPLOYEE BENEFITS	187,500	236,000	335,000	99,000
9901	TRANSFER TO SPECIAL AID FUND	215,000	230,000	260,000	30,000
9902	TRANSFER TO DEBT SERVICE FUND	-	-	-	0
TOTALS		90,731,807	92,909,530	94,883,719	1,974,189

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**Copiague Public Schools
Capital Expenditures - Summary**

*Adopted
April 19, 2016*

Budget Code	Function Description	2014-15 BUDGET	2015-16 BUDGET	2016-17 BUDGET	Increase (Decrease)
1620	BUILDINGS & GROUNDS	5,440,312	5,467,694	5,613,792	146,098
1621	DISTRICT SECURITY	1,346,886	1,384,512	1,485,046	100,534
1930	JUDGEMENT AND CLAIMS	-	500	2,500	2,000
9010	STATE RETIREMENT (CIVIL SERVICE)	590,632	537,710	429,294	(108,416)
9020	TEACHERS RETIREMENT (INSTRUCTION)	-	-	-	0
9030	SOCIAL SECURITY (FICA)	269,925	320,229	331,077	10,848
9040	WORKMEN'S COMPENSATION	59,500	176,000	176,000	0
9045	LIFE INSURANCE	3,360	2,600	2,500	(100)
9050	UNEMPLOYMENT	20,000	4,500	3,750	(750)
9055	DISABILITY INSURANCE	5,200	2,040	2,448	408
9060	HEALTH INSURANCE	538,078	604,315	649,711	45,396
9065	DENTAL INSURANCE	31,500	31,500	31,500	0
9710	SERIAL BOND - COPIAGUE LIBRARY	275,782	269,294	262,644	(6,650)
9711	SERIAL BOND - SCHOOLS	1,598,625	1,598,644	1,596,981	(1,663)
9731	BOND ANTICIPATION NOTES	-	-	52,597	52,597
9760	TAN (TAX ANTICIPATION NOTE)	325,000	325,000	325,000	0
9950	INTERFUND TO CAPITAL PROJECTS			22,000	22,000
TOTALS		10,504,801	10,724,538	10,986,840	262,302

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Administrative

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	12,810	12,810	14,000	21,000
ACTUAL	13,521	20,060		

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

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	600	600	600	600
ACTUAL	577	657		

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

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	-	-	-	-
ACTUAL	-	-		

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.

Includes:

1040-1600-91

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	1,000	700	500	400
ACTUAL	301	59		

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

1040-4000-91

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	665	700	700	700
ACTUAL	656	405		

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

1040-5000-91

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	10,000	13,000	19,000	12,000
ACTUAL	7,523	15,432		

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

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	475	475	475	400
ACTUAL	235	401		

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

1060-5000-91

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	360,931	373,965	358,591	342,195
ACTUAL	370,235	379,897		

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

Staffing:

1 Superintendent of Schools	255,450
1 Clerical Support Staff	80,745
Substitutes/Overtime	<u>6,000</u>
Total	<u><u>342,195</u></u>

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

1240-1500-85

1240-1600-85

1240-1690-90

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	13,600	13,600	13,600	13,600
ACTUAL	11,239	12,208		

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		13,600

1240-4000-90

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	1,500	1,500	1,500	2,500
ACTUAL	1,828	1,085		

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

1240-5000-90

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	530,189	559,017	568,739	587,513
ACTUAL	545,989	566,277		

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)	142,728
1 - Accountant, 1 - Principal Account Clerk, 4- Senior Account Clerks, 1-Senior Clerk Typist	428,785
Substitutes/Overtime	16,000
Total	<u><u>587,513</u></u>

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

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

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	-	-	-	-
ACTUAL	-	-		

Includes: No equipment requested in 2016-2017.

1310.2000.89

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	62,500	54,500	54,500	58,700
ACTUAL	43,038	31,267		

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: 38,700
State Aid Planning, 125 Plan Administration, Risk Management Services

Total 58,700

1310-4000-89

1310-4900-89

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	7,000	6,000	6,000	5,000
ACTUAL	2,735	1,895		

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

1310-5000-89

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	195,000	195,000	195,000	190,000
ACTUAL	192,637	190,080		

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	40,000
	Annual External Audit	51,000
	Internal Audit Contract	59,000
	Accounts Payable Claims Auditor	17,000
	Employee Benefit Compliance	4,000
	Fixed Asset Valuation	4,000
	Special Services - as requested	15,000
	Total	<u>190,000</u>

1320-4000-89

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	8,000	8,000	7,000	7,000
ACTUAL	8,000	8,000		

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

1325-1000-85

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	10,800	11,000	11,000	11,000
ACTUAL	8,314	8,480		

Includes: Expense of cooperative purchasing bidding services through BOCES (Western, Eastern & Nassau).

1345-4900-89

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	28,000	28,000	28,000	36,750
ACTUAL	28,856	38,643		

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 - \$105,000) 35% charged to Administrative component, 65% charged to Program component for student related matters.

1420-4000-89

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	315,355	336,660	347,949	393,133
ACTUAL	339,984	350,236		

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

1 Assistant Superintendent	197,078
3 Clerical Support Staff	195,055
Substitute Clerical Support as needed	1,000
Total	<u><u>393,133</u></u>

2016-17 increase is due to .5 fte internal transfer of clerical support staff from the Superintendent's office.

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

1430-1000-85

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	100,000	99,600	98,000	93,300
ACTUAL	75,349	78,351		

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

BOCES Services:		
Staff Recruitment (advertising):		
Substitute Calling		
Teacher Certifications		63,300
Employee Benefit Plan (EAP Program):		
Arbitration Expense, Memberships, Conferences		30,000
Total		93,300

1430-4000-89

1430-4900-89

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	2,000	2,500	2,500	3,000
ACTUAL	2,001	2,413		

Includes: Supplies and Materials for the Human Resources Office.

1430-5000-89

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	-	-	-	-
ACTUAL	-	-		

Includes: Grant was fully expended in 2011-12.

1460.1600-85-9812

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	-	-	-	-
ACTUAL	-	-		

Includes: Grant was fully expended in 2011-12.

1460-5000-89-9812

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	97,422	98,583	97,500	99,500
ACTUAL	88,336	89,407		

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

Public Relations Printing	7,000
Public Relations BOCES Services	92,500
Total	99,500

1480-4000-90

1480-4900-90

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	43,000	39,600	44,226	46,000
ACTUAL	34,598	45,057		

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

1670-1000-89

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	150,000	150,000	150,000	150,000
ACTUAL	144,500	148,022		

Includes: Cost of District-wide printing and mailing.

Postage		75,000
Postage machine lease (year 1 of 5 cost estimate)		2,928
Outside Printing cost per annual printing bid		72,072
	Total	150,000

1670-4000-89

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	10,000	10,000	7,500	7,000
ACTUAL	7,153	477		

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

1670-5000-89

1670-5900-89

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	332,273	387,273	487,500	440,949
ACTUAL	515,681	442,021		

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.	318,070
	Test Reporting and Scoring - BOCES Services	82,000
	Multi year lease purchase for surveillance cameras (year 5 of 5)	39,379
	Miscellaneous Maintenance Contracts	1,500
	Total	<u>440,949</u>

1680-4000-82

1680-4900-82

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	350,000	385,000	395,000	405,000
ACTUAL	381,768	381,315		

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

Estimate: Insurance premiums for:

Commercial Package	373,475
Student Accident Insurance	45,000
Crime and Employee Dishonesty	6,000
Cyber Insurance	10,000
Storage Tank Insurance	7,800
10% Allocated to Transportation Program (A5510.4)	(37,275)
Total	405,000

1910-4000-89

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	31,000	31,000	32,000	32,000
ACTUAL	27,611	27,575		

Includes: District Dues to various organizations

Nassau & Suffolk County School Boards	3,600
New York State School Boards	13,000
SCOPE	3,300
National School Boards Association	900
R.E.F.I.T.	600
NYSSBA Policy Update Services	4,000
Central New York School Boards	600
Contingency	6,000
Total	32,000

1920-4000-89

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	-	500	<i>moved to Capital</i>	<i>moved to Capital</i>
ACTUAL	-			

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

1930-4000-89

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
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

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	350,069	357,263	368,166	385,928
ACTUAL	350,069	357,263		

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	230,818
Capital improvements & facilities rentals	155,110
Total	385,928

1981-4000-89

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	315,827	350,003	329,904	346,172
ACTUAL	307,578	361,837		

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

1 Assistant Superintendent	194,550
3 Clerical Support Staff	150,622
Substitutes/Overtime	1,000
Total	<u><u>346,172</u></u>

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

2010-1500-85

2010-1600-85

2010-1690-87

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	-	-	-	-
ACTUAL	-	-		

Includes: No equipment requested in 2016-2017.

2010-2000-87

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	11,000	6,000	2,000	6,000
ACTUAL	-	4,145		

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	6,000
	Total	6,000

2010-4000-87

2010-4900-87

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	2,000	2,000	2,000	2,000
ACTUAL	1,759	1,990		

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

2010-5000-87

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	2,886,326	2,982,085	3,134,120	3,164,049
ACTUAL	2,959,372	3,064,598		

Includes:

6 Principals & 10 Assistant Principals (4 High School, 2 Middle School & 1.5 Elementary schools)	2,030,003
17 Full time Clerical Support	848,046
15 Part time Clerical Support	246,000
Substitutes/Overtime	40,000
Total	3,164,049

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

2020-1500-85

2020-1600-85

2020-1690-85

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	-	1,124	-	-
ACTUAL	-	1,124		

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

2020-2000-04

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	2,200	1,700	1,700	1,100
ACTUAL	260	200		

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

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	3,900	3,800	2,900	2,400
ACTUAL	1,179	2,142		

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

All 2020-5000's

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	2,500	2,000	1,000	124,172
ACTUAL	-	153		

Salaries for the Office of Student Services. New budget line for 2013/14 & revised in 2016/17 to reassign cost previously charged to A2250 (special ed).

Includes:	60% Assistant Superintendent for Student Services (40% is charged to Attendance function A2805)	123,172
	Estimated cost of overtime & substitute salaries	1,000
	Total	124,172

2040-1690-84

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	1,000	1,000	1,000	1,000
ACTUAL	608	947		

Includes: Office supplies purchased for Student Services Department.

2040-5000-84

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	80,000	55,000	55,000	55,000
ACTUAL	63,851	26,314		

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

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	11,641	11,641	12,500	26,000
ACTUAL	15,139	30,729		

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

2060-4000-87

2060-4900-87

2060-4900-82

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	275,063	256,796	322,626	364,900
ACTUAL	233,841	199,762		

Includes: 34% of the District contribution to the New York State Employees' Retirement System is allocated to the Administrative Budget component (40% to Capital and 26% to Program). Rate increased from approximately 18.5% in 2014-15 to 18.7% in 2015-16, and decreased to 15.9% in 2016-17.

9010-8000-89

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	329,444	376,875	361,028	388,499
ACTUAL	338,112	366,081		

Includes: 7% of District contributions to the New York State Teachers' Retirement System allocated to Administrative budget component (93% to Program).

9020-8000-89

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	376,326	385,608	400,286	413,846
ACTUAL	366,271	361,593		

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

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	56,100	59,500	48,000	48,000
ACTUAL	69,082	65,503		

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

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	5,040	5,040	10,400	10,000
ACTUAL	4,587	4,722		

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

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	20,000	20,000	15,000	12,500
ACTUAL	6,396	3,180		

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

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	7,000	6,500	8,840	10,608
ACTUAL	6,427	6,811		

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

9055-8000-89

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	616,175	614,946	776,976	928,160
ACTUAL	584,249	596,128		

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

Administrative
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	59,500	63,000	49,500	49,500
ACTUAL	50,087	55,369		

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

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	52,000	52,000	52,000	68,250
ACTUAL	53,591	71,765		

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 - 65% charged to Program component for student related matters and 35% charged to Administrative budget component.

1420-4000-89

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	-	27,314	135,072	17,831
ACTUAL	-	-		

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

5.5 Staff Developers	661,264
Salaries charged to grants	(643,433)
Total	<u>17,831</u>

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

2070-1500-85

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	32,500	38,700	39,700	39,800
ACTUAL	20,808	26,933		

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	1,000
Great Neck Road	4,000
Deauville Gardens East	800
Susan E. Wiley	2,000
Middle School	9,000
High School	9,000
Student Services	4,000
Curriculum and Instruction	10,000
Total	39,800

2070-4000's

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	8,300	4,000	4,000	2,700
ACTUAL	1,967	2,443		

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

2070-5000

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	28,493,831	29,117,050	30,308,150	31,762,884
ACTUAL	28,348,741	28,297,766		

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

130 FT & 2 PT - Elementary Teachers (includes 6th grade)	14,093,659
134 FT & 2 PT - Secondary Teachers	14,302,837
Salaries charged to grants	(139,670)
Teacher Substitutes	1,137,100
21 Teacher Assistants	333,288
Salaries charged to grants	(98,805)
Push-in Instruction, Period Coverage, Degree Change Pay	358,064
In School Suspension Program	50,000
7 Chairpeople (HS Math, Science, Social Studies, English & MS Math, Science, English)	963,827
1 Director of Data & Assessments	146,791
2 Coordinators (Fine Arts & English Language Learning)	277,116
Extended Day Instruction:	
Middle School	35,000
High School	20,000
Wilson Reading	10,000
33 - Teacher Aides/Monitors	273,677
Total	31,762,884

Note: Total can increase due to reimbursement of unused personal days.
 Retirement savings of \$338,117 are reflected in budget.

All 2110-1000's

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	12,000	29,366	7,400	34,209
ACTUAL	23,550	44,570		

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

	High School	Office Furniture	5,000
	Middle School	Cafeteria Tables	28,000
	Susan E. Wiley	Outdoor Bulletin Bd.	1,209
	Total		\$ 34,209

All 2110-2000's

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	1,225,562	1,194,919	1,084,885	1,071,830
ACTUAL	1,093,549	1,147,148		

Expenditures for items other than equipment and supplies used in the instructional program of the Regular Day School. The 2016-17 amounts have been determined by School Principal allocations, Assistant Superintendents for Curriculum & Instruction and Student Services, Director of Technology, and the Coordinator of Fine Arts.

Includes:

Secondary Level Expenses (Middle & High School):

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, Robotics, Audio / Video Repairs 40,085
 Lease/maintenance laminators & risographs in Elementary Schools 4,100
 Contracts for tutoring services for general ed. students 200,000

Fine Arts Program Expenses:

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 61,000

BOCES services by functional area:

Student Services - Alternative Education 571,050
 Student Services - Privat/Parochial Textbooks 105,000
 Technology Programs (Model schools, APEX, Video Conferencing) 24,535
 Curriculum and Instruction (Arts in Ed., School Improvement) 66,060

Total

1,071,830

2110-4000's

2110-4900's

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	60,000	50,000	50,000	60,000
ACTUAL	16,818	19,333		

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	35,000
Total	60,000

2110-4700-84
2110-4730-87

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	368,223	328,222	318,484	313,416
ACTUAL	348,135	285,348		

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

School Allocation (5,020 students)	292,416
Office of Instruction	15,000
Fine Arts Department	6,000
Total	313,416

All 2110-4800's

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	365,826	360,530	439,681	399,710
ACTUAL	329,222	332,982		

Supplies purchased for use in the instructional program of the Regular Day School. In general, supplies are items costing less than \$1,000 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.

Includes:

<u>Supplies by Location</u>	<u>Amount</u>
Deauville Gardens West	27,054
Great Neck Road	34,728
Deauville Gardens East	32,956
Susan E. Wiley	56,991
Middle School	74,824
High School	112,057
Curriculum and Instruction	10,000
Student Services	2,000
Fine Arts	38,000
subtotal	388,610

<u>Student Awards/Graduation Supplies by Location</u>	<u>Amount</u>
Deauville Gardens West	750
Deauville Gardens East	500
Susan E. Wiley	350
Middle School	1,500
High School	8,000
	11,100

All 2110-5000's

Total	399,710
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Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	5,039,012	5,432,572	5,601,206	5,530,862
ACTUAL	5,265,410	5,248,531		

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

43 Special Education Teachers	4,760,658
Salaries charged to grants	(537,756)
2 FT & 1 PT Clerical Support Staff	150,330
Salaries charged to grants	(8,376)
4 Teacher Aides and 66 Teacher Assistants	1,156,006
Summer School Teachers	10,000
Total	5,530,862

Note: Total can increase due to reimbursement of unused personal days
 Retirement savings of \$70,647 included in budget.

All 2250.1000's

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	-	-	-	-
ACTUAL	-	-		

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

2250-2000

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	14,790,201	15,116,100	16,010,005	16,361,050
ACTUAL	14,676,817	15,547,347		

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.	1,300,000
BOCES Programs for children with disabilities (169 slots)	15,061,050
Total	16,361,050

2250-4000-84

2250-4900-84

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	1,325,200	1,350,000	1,450,000	1,650,000
ACTUAL	1,276,933	1,587,382		

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

Tuition public schools	450,000
Tuition private schools	1,200,000
Total	1,650,000

2250-4710-84

2250-4720-84

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	9,100	8,400	8,400	23,900
ACTUAL	4,556	4,990		

Includes: Supplies used in the instruction of Students with Disabilities.
Significant increase in 2016-17 resulted from the transfer of supplies out of grants.

2250-5000

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	1,960,050	1,736,654	1,516,200	1,392,000
ACTUAL	1,972,061	1,732,500		

Includes: Contractual expenses for BOCES Occupational Education Program tuition.
 120 students at \$11,600 per slot. The District has been steadily reducing the number of slots from a high of 189 in 2012-13.

2280-4900-84

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	281,300	248,800	240,300	270,300
ACTUAL	295,643	221,091		

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	249,000
Adult/Community Education	21,300
Total	270,300

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

All 2330-1000's

All 2331-1000's

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	9,000	9,000	10,000	12,000
ACTUAL	8,864	14,139		

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

BOCES Equivalent Attendance Program		10,000
Adult/Continuing Education Program		2,000
	Total	12,000

2330-4900's
2331-4000's

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	1,200	1,200	1,200	1,200
ACTUAL	116	689		

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

2330-5000

2331-5000

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	544,003	508,540	368,876	409,724
ACTUAL	498,236	512,076		

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

3 Library Media Specialists	346,048
1 Clerical Support Staff	51,676
8 Student Workers	12,000
Total	409,724

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

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	-	-	-	-
ACTUAL	-	-		

Includes: Equipment purchased for use in the school's libraries. None requested in 2016-2017.

2610-2000

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	50,245	52,426	47,420	46,876
ACTUAL	44,799	39,850		

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	2,981
Great Neck Road	3,369
Deauville Gardens East	3,144
Susan E. Wiley	4,850
Middle School	7,088
High School	9,944
Subtotal	31,376
BOCES Services: Research Databases	13,000
Library misc. expense (H.S. & Curriculum)	2,500
Total	46,876

2610-4000's
2610-4900-87

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	2,200	2,400	2,400	1,900
ACTUAL	1,423	1,407		

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

All 2610-5000's

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	232,476	243,816	254,053	262,747
ACTUAL	250,196	258,829		

Includes: Staffing cost for the District Technology Program
1 Director of Technology
1 Network Support Staff (Proposed)
1 Senior Clerk Typist

Total 262,747

2630-1500-85

2630-1600-85

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	60,000	60,000	65,000	65,000
ACTUAL	62,567	63,732		

Includes: Equipment purchased for use in Computer Assisted Instruction Program activities. To be offset by New York State Computer Hardware Aid. Purchases can include Smart Boards, laptops and projectors which have a unit cost greater than \$1,000, and graphing calculators regardless of unit cost (costs closer to \$100/unit).

2630-2000

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	1,575,293	1,472,227	1,503,503	1,367,226
ACTUAL	1,546,111	1,556,796		

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.	75,198
Computer Instruction Maintenance & Repair	23,000
Computer Instruction - BOCES services including instructional software & network services.	606,197
Multi-year lease purchase agreements for computer equipment thru BOCES	662,831
Total	1,367,226

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

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	74,400	84,579	94,000	116,290
ACTUAL	73,217	114,184		

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	11,000
Deauville Gardens East	9,000
Susan E. Wiley	10,290
Middle School	20,000
High School	27,000
Curriculum and Instruction	30,000
Total	116,290

2630-5000-87

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	220,899	232,435	235,513	235,066
ACTUAL	212,443	223,775		

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

40% Assistant Superintendent for Student Services (60% is charged to Student Services function A2040)	82,114
3 Clerical Support Staff	126,952
Project Intercept (residency) Professional Staff	18,000
Project Intercept (residency) Support Staff	2,000
Substitutes/Overtime	6,000
Total	235,066

2805-1000

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	-	-	-	-
ACTUAL	-	-		

Includes: District expense for equipment cost for the Attendance function.
None requested in 2016-2017.

2805-2000

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	2,000	2,000	500	500
ACTUAL	-	-		

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

2805-4000

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	500	500	500	500
ACTUAL	245	436		

Includes: District Budget for supplies for the Attendance office.

2805-5000

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	1,462,984	1,436,126	1,427,439	1,488,193
ACTUAL	1,521,173	1,347,008		

Includes:

Director of Guidance K-12	126,581
11 full time & 1 part time Guidance Counselors	1,210,691
Salaries charged to grants	(84,796)
Summer Work	15,000
5 Clerical Support Staff	220,717
Total	<u>1,488,193</u>

Total can increase due to reimbursement of unused personal days.

All 2810.1000's

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	-	2,900	-	-
ACTUAL	-	-		

Includes: Equipment purchased for use in the District's Guidance Offices. None requested in 2016-2017.

2810-2000-84

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	26,050	6,050	5,950	6,000
ACTUAL	24,939	3,451		

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

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	15,800	15,750	15,850	15,800
ACTUAL	11,317	10,209		

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

	Supplies	10,800
	College Day	5,000
	Total	15,800

2810-5000-84

2810-5009-84

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	337,392	347,292	363,210	394,444
ACTUAL	363,538	346,325		

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

5 Full Time Registered Nurses	284,489
4 Part Time Nurses (High School, Middle School and Deauville Gardens)	89,955
Substitutes/Overtime/Summer School	20,000
Total	394,444

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

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	-	-	-	-
ACTUAL	-	-		

Includes: No equipment requested in 2016-2017.

2815-2000-84

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	381,000	382,200	380,000	380,000
ACTUAL	350,396	340,813		

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	380,000

2815-4000-84

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	8,550	8,500	7,500	7,550
ACTUAL	4,304	5,657		

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

All 2815-5000's

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	274,299	520,633	658,969	655,391
ACTUAL	527,168	482,741		

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

8 full time psychologists	856,433
Salaries charged to grants	(236,042)
Summer work	35,000
Total	655,391

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

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	1,000	500	500	10,000
ACTUAL	-	-		

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

2820-5000-84

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	449,157	532,047	560,566	584,032
ACTUAL	508,139	530,063		

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

5 Full time Social Workers	577,532	
Summer Work	6,500	
Total		584,032

2825-1500-84

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	1,000	500	1,000	1,000
ACTUAL	85	337		

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

2825-1500-84

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	250,354	259,077	264,190	269,664
ACTUAL	248,449	256,695		

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

Student Club Advisors	240,000
Intramural sports (Grades 7-12)	29,664
Total	269,664

2850-1500-85

2850-1510-88

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	-	-	-	-
ACTUAL	-	-		

Includes: Student Club Contractual expenses.

2850-4000

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	678,096	691,977	709,362	754,383
ACTUAL	683,358	706,959		

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

1 Director of Physical Education & Athletics	164,319
1 Clerical Support Staff	64,734
Coaches	450,330
Chaperones	75,000
Total	754,383

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

2855-1500-88

2855-1600-88

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	5,435	2,891	12,580	5,830
ACTUAL	5,930	14,565		

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

Gymnastics Uneven Bars 5,830

2855-2000

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	191,345	191,350	185,504	178,931
ACTUAL	159,942	156,837		

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

Travel and Conference	3,500
NYSPPHSAA Association dues	2,600
Repairs	5,800
Officials fees	75,000
Equipment Reconditioning, videotaping, contractual other	30,000
Athletic Trainer	28,031
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>178,931</u></u>

2855-4000-88

2855-4900-88

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	85,000	83,300	83,300	83,300
ACTUAL	84,936	93,332		

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

Estimate: Athletic Supplies - All Sports

2855-5000-88

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	156,788	163,138	167,155	161,676
ACTUAL	156,870	173,411		

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)	76,853
1 Transportation Assistant	77,823
Overtime/Substitutes	7,000
Total	161,676

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

5510-1500-85

5510-1600-85

5510-1690-83

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	68,395	60,401	68,758	73,025
ACTUAL	52,878	65,988		

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

Insurance (10%) to cover transportation operations (90% allocated to A1910)	37,275
Vehicle Routing Contract	30,000
Bus Routing Software Maintenance Contract	5,500
NYAPT Membership	250
Total	73,025

5510-4000

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	3,500	3,500	3,000	3,000
ACTUAL	2,260	3,087		

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

5510-5000

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	9,548,032	9,692,487	10,383,827	10,401,154
ACTUAL	9,521,239	10,040,348		

Includes: Contract Transportation provided by Educational Bus Transportation, Inc. Increase due to consumer price increase allowed for contract renewals.

Bus contract extension and van extension estimated at < 1% (consumer price index)

Transportation for In-District Schools	4,210,630
Fuel for buses	222,750
BOCES shared transportation	75,000
Transportation for displaced students (included with outside District runs)	-
Transportation for Students attending non-public schools outside the District	1,292,317
Transportation for Students with Disabilities outside the District	4,284,537
Transportation for Field Trips for all District schools	65,920
Transportation for Marching Band, Winter Guard & miscellaneous H.S. Field Trips for Fine Arts Program	50,000
Transportation for Athletics	200,000
Total	<u><u>10,401,154</u></u>

All 5540-4000's
5540-4900-83

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	467,606	436,554	334,575	279,041
ACTUAL	397,529	339,596		

Includes: 26% of the District contribution to the New York State Employees' Retirement System is allocated to the Program Budget component (40% to Capital and 34% to Administrative). The Retirement System's Rate decreased from approximately 18.7% of salaries in 2015-16 to 15.9% for 2016-17.

9010-8000-89

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	6,259,436	7,160,629	5,656,103	5,161,481
ACTUAL	6,424,128	6,955,546		

Includes: 93% of District contributions to the New York State Teachers' Retirement System allocated to Program budget component (7% to Administrative).
The Retirement System's Rate decreased from 17.53% of salaries in 2014-15 to 13.26% in 2015-16 and to 12% for 2016-17.

9020-8000-89

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	3,123,509	3,200,546	3,282,344	3,393,536
ACTUAL	3,040,045	3,001,225		

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 2016-17 school year is allocated to Program Budget (8% to Capital and 10% to Administrative) .

9030-8000-89

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	217,800	231,000	176,000	176,000
ACTUAL	268,200	254,305		

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

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	33,600	33,600	39,000	37,500
ACTUAL	30,582	31,477		

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

9045-8000-89

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	160,000	160,000	130,500	108,750
ACTUAL	51,170	25,440		

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

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	57,400	53,300	57,120	68,544
ACTUAL	52,703	55,851		

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

9055-8000-89

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	6,546,858	6,533,810	7,251,780	7,703,721
ACTUAL	6,207,649	6,333,860		

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

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	335,750	355,500	369,000	369,000
ACTUAL	282,634	312,440		

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

9065-8000-89

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	25,000	32,000	35,000	35,000
ACTUAL	31,286	30,903		

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

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	100,000	155,500	201,000	300,000
ACTUAL	333,006	506,098		

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

9080-8000-89

Program
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	200,000	215,000	230,000	260,000
ACTUAL	227,224	242,492		

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

Capital
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	3,089,312	3,004,712	2,997,094	3,178,192
ACTUAL	2,952,165	2,892,993		

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

1 Plant Facilities Administrator	133,646
1 Clerical	64,584
4 Head Custodians, 2 Chief Custodians & 29 Full-Time Custodians	2,325,274
17 Part-Time Custodians	304,688
Overtime	275,000
Substitutes	75,000
Total	3,178,192

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

All 1620-1600's

Capital
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	25,000	25,000	90,000	35,000
ACTUAL	155,908	23,578		

Includes:

Contingency funds to purchase District wide equipment on an as needed basis. Examples could include floor scrubbers and other safety related equipment that is more economical to replace rather than repair.

1620-2000-81

Capital
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	2,007,600	2,052,600	2,090,600	2,063,600
ACTUAL	2,216,063	2,108,138		

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

Repair Contracts	477,600
Service Contracts	210,000
Utilities: Electricity	625,000
Oil Heat and Natural Gas Hot Water	580,000
Water	20,000
Telephone & BOCES Phone Services	70,000
Vehicle Fuel	15,000
Capital Project Repair Reserve	66,000
Total	2,063,600

All 1620-4000's

Capital
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	358,000	358,000	290,000	337,000
ACTUAL	249,056	252,395		

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

Capital
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	1,271,428	1,292,086	1,329,712	1,428,246
ACTUAL	1,282,952	1,277,588		

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

19 Full Time Security Guards	693,161
18 Part Time Security Guards	431,085
Summer Coverage	69,000
Overtime	160,000
Substitutes	75,000
Total	1,428,246

1621-1600-85

1621-1600-92

Capital
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	-	18,000	18,000	18,000
ACTUAL	-	13,591		

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

Capital
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	29,310	22,600	22,600	24,600
ACTUAL	17,645	8,988		

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	3,000
CPR/AED Training for Security Staff	1,600
Total	24,600

All 1621-4000's-92

Capital
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	16,200	14,200	14,200	14,200
ACTUAL	18,355	14,195		

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

Capital
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	-	500	500	2,500
ACTUAL	-	389		

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 2014-15.

1930-4000-89

Capital
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	632,644	590,632	537,710	429,294
ACTUAL	537,834	459,453		

Includes: 40% of the District contribution to the New York State Employees' Retirement System is allocated to the Capital Budget component (26% to Program and 34% to Administrative). The Retirement System's Rate decreased from approximately 18.7% of salaries in 2015-16 to 15.9% for 2016-17.

9010-8000-89

Capital
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
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

Capital
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	263,428	269,925	320,229	331,077
ACTUAL	256,389	253,115		

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 2016-17 school year is allocated to Capital Budget (82% to Program and 10% to Administrative).

9030-8000-89

Capital
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	56,100	59,500	176,000	176,000
ACTUAL	69,082	65,503		

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

Capital
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	3,360	3,360	2,600	2,500
ACTUAL	3,058	3,148		

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

9045-8000-89

Capital
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	20,000	20,000	4,500	3,750
ACTUAL	6,396	3,180		

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

Capital
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	5,600	5,200	2,040	2,448
ACTUAL	5,142	5,449		

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

9055-8000-89

Capital
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	539,153	538,078	604,315	649,711
ACTUAL	511,218	521,612		

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

9060-8000-89

Capital
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	29,750	31,500	31,500	31,500
ACTUAL	25,043	27,685		

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

9065-8000-89

Capital
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	205,000	205,000	210,000	215,000
ACTUAL	205,000	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%	100,000
	Total	<u>215,000</u>

9710-6000

Capital
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	82,132	70,782	59,294	47,644
ACTUAL	82,131	70,782		

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%	8,481
	2010 borrowing at 3.44%	39,163
	Total	47,644

9710-7000

Capital
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	1,280,000	1,320,000	1,355,000	1,390,000
ACTUAL	1,280,000	1,320,000		

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		545,000.00
2011 Principal payment		<u>845,000.00</u>
Total		<u><u>1,390,000.00</u></u>

9711-6000

Capital
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	311,850	278,625	243,644	206,981
ACTUAL	311,850	278,625		

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	155,181
	2011 borrowing interest	<u>51,800</u>
	Total	<u><u>206,981</u></u>

9711-7000

Capital
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

CODE: A 9731-7000
FUNCTION: Bond Anticipation Notes
OBJECT: Interest

	2013-14	2014-15	2015-16	2016-17
BUDGET				52,597
ACTUAL				

Includes: Interest expense on borrowing required to meet cash flow needs in anticipation of Capital Project expenses. \$5 million borrowing at 1.05%. Due April 30, 2017.

9731-7000

Capital
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

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

	2013-14	2014-15	2015-16	2016-17
BUDGET	325,000	325,000	325,000	325,000
ACTUAL	111,875	162,231		

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

Capital
COPIAGUE PUBLIC SCHOOLS
ANNUAL SCHOOL BUDGET 2016 - 2017

CODE: A 9950-9000

FUNCTION: Interfund Transfer

OBJECT: Transfer to Capital Project Funds

	2013-14	2014-15	2015-16	2016-17
BUDGET				22,000
ACTUAL				

Includes: To cover shortfall in Capital Project Fund from EXCEL funds reimbursement.

9760-7000

IV. REVENUES

- Estimated Tax Rate 2016-17 & Homeowner Impact
- Estimated Revenues 2016-2017
- Schedule of New York State & Federal Grant Awards (2015-2016 actual)

COPIAGUE PUBLIC SCHOOLS

Estimated Tax Rate 2016 - 2017

<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 2016-17	\$194.70	State Support	\$52,424,898	45.52%
Actual	Tax Rate per \$100 Assessed Value for 2015-16	\$193.68	Other Revenue	2,769,302	2.40%
Estimated	Increase in Tax Rate per \$100 Assessed Value	\$1.02	Fund Balance:		
			- Restricted	0	0.00%
			- UnRestricted	1,100,000	0.96%
			Property Taxes	58,875,433	51.12%
Percent Increase in Tax Rate estimated for 2016 - 2017		0.53%	Total Revenue	\$115,169,633	100.00%

<u>2016 - 2017 Revenue & Tax Rate Assumptions</u>	<u>District Property Assessed Values</u>	
District Property Assessed Value not changed from 2014-15	2016 - 2017	\$30,239,749 Estimated
Fund Balance (FB):		
- UnRestricted FB is increased to 1,100,000 from 1,000,000	2015 - 2016	\$30,239,749 Actual
- Restricted FB accounts have been exhausted in 2015-16		

*Estimated School Tax Impact on Average Home in Copiague School District				
<u>Year</u>	<u>Tax Rate</u>	<u>Average Home Value</u>	<u>Estimated Tax Bill</u>	
2015 - 2016	\$193.68	3,181	\$6,160.96	Actual Bill
*2016-2017	\$194.70	3,181	\$6,193.28	Estimated Bill
				Tax Increase:
			per Year	\$32.32
			per Month	\$2.69
			per Day	\$0.09 cents
* Average Home Value provided by Town of Babylon Assessor's Office Final roll 2015-16				

**COPIAGUE PUBLIC SCHOOLS
Revenue Budget 2016 - 2017**

REVENUE DESCRIPTION	BUDGET 2014-15	BUDGET 2015-16	Estimated 4/19/16 BUDGET 2016-17	Budget 15-16 to Budget 2016-17	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	8,525	8,525	0	Reflects Actual Receipts
Insurance Recoveries	15,000	15,000	15,000	0	
Cafeteria Fund Reimbursement	0	0	0	0	
Medicaid Reimbursements	140,000	100,000	121,371	21,371	\$100K Incr: BOCES speech (15-16 receipts low)
Miscellaneous Revenue (unclassified)	53,500	53,500	53,500	0	
Bank Interest Earnings	50,000	25,000	25,000	0	Reflects actual receipts over the past 4 years
MTA Payroll Tax Reimbursement	0	0	0	0	
Other Taxes (Copiague Library Debt Repay)	287,132	269,293	269,293	0	Lower Library Debt
Refund Prior Year - BOCES & eRate	275,000	269,000	250,000	(19,000)	BOCES Budget tight (reduced for Medicaid Speech)
Tuition from other school districts	350,000	350,000	350,000	0	
Other: Microsoft Settlement Reimburse	156,748	0	0	0	All Funds received in 2014-15
Other: Taxes (PILOT: IDA Properties)	1,180,000	1,060,000	1,321,113	261,113	Refunds being paid off in 2015-16 incr amt for 16-17
Other: State Aid (TBD)	40,000	0	0	0	Bullet Aid to continue (TBD)
Interfund Transfer from Debt Service	0	0	345,000	345,000	New Source (prior Capital Projects - Interest)
Estimated BOCES Aid	2,856,012	2,650,000	2,600,000	(50,000)	BOCES (reduced for due to CTE Slot reduction)
Estimated State Aid	44,020,365	47,956,883	49,824,898	1,868,015	Total Est. State Aid (including Boces 52,424,898)
TOTAL REVENUES (before FB and Taxes)	49,447,257	52,767,701	55,194,200	2,426,499	or 3.22% revised from NYS Budget Adopt 3.59%
Reserve Activity "Bank Account"				Budget 15-16	
	Budget	Budget	Proposed	to	
	2014-15	2015-16	2016-17	Budget 2016-17	
Fund Balance Transfers					
I. - Un-Reserved (current year amt)	2,500,000	1,000,000	1,100,000	100,000	Tighter Budgets can not replenish Fund Balance
- Increase in Transfer to meet Est. Tax F	0	0	0	0	Discontinued
Sub-total Un-Reserved FB	2,500,000	1,000,000	1,100,000	100,000	
II. - Reserved (restricted FB)					Restricted FB transfers began in 2011-12
- EBALR Emp Benefit Accrued Liab	0	0	0	0	
- Retirement Sys. Reserve for ERS	395,000	108,000	0	(108,000)	Restricted FB accounts are depleted
- Workers Compensation Reserve	154,000	0	0	0	" " " " "
- Unemployment Reserve	21,300	36,000	0	(36,000)	" " " " "
Sub-total Reserved FB	570,300	144,000	0	(144,000)	
Total (I & II) FB Reserve Transfers	3,070,300	1,144,000	1,100,000	(44,000)	Multi year spend down of reserves is complete with 2015-16 Proposed Budget.
Total Revenue & Fund Balance	52,517,557	53,911,701	56,294,200	2,382,499	State Aid gain reduced by FB decreases
Property Tax Levy: Cap w/exemption	57,629,516	58,566,693	58,875,433	308,740	.4209% Updated for BAN Interest & Pilot .5272%
- Increase in FB Transfer to meet Est. Tax F	(548,000)				Nov 2013 BOE authorized 548,000 due AV drop
Revised Levy to Actual	57,100,516	58,585,693	58,875,433	308,740	Tax Levy increase .5272% (not exceeding Cap)
PROPOSED REVENUE BUDGET	109,618,073	112,478,394	115,169,633	2,691,239	2.39%

Copiague Public School
Schedule of Federal/State Grants
2015- 2016

Grant Title	Amount
TITLE I A& D Improve Academic Achievement for the Disadvantaged	932,555
TITLE II PART A Teacher/Principal Training/Recruitment	165,134
TITLE IIIA-LEP (Language Instruction for Limited English Proficient)	132,382
TITLE IIIA-Immigrant Education	66,938
TITLE IIIA -Immigrant Education Supplemental	24,996
UPK (Universal Pre-Kindergarten Program)	516,977
PRE-K EXPANSION	528,465
Child Nutrition Equipment Assistance Grant	55,644
Teachers of Tomorrow	119,000
IDEA Part B, Section 611	1,116,202
IDEA Part B, Section 619	57,837
Total of All Grants	<u>\$ 3,716,130</u>

V. ADDENDUM

REPORT CARDS AND REQUIRED DISCLOSURES

<u>TABLE OF CONTENTS</u>	<u>SECTION</u>	<u># OF PAGES</u>
School Report Card Data – 2014-2015	A	
District		79 pages
Walter G. O’Connell Copiague High School		43 pages
Copiague Middle School		37 pages
Deauville Gardens East Elementary School		36 pages
Deauville Gardens West Elementary School		34 pages
Great Neck Road Elementary School		36 pages
Susan E. Wiley Elementary School		34 pages
Property Tax Report Card	B	1 page
Administrative Salary Disclosure	C	1 page
Fiscal Accountability Summary	D	3 pages
Tax Exemption Disclosure	E	1 page

- ❖ 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

2014-2015

SECTION A

District

Walter G. O'Connell Copiague High School

Copiague Middle School

Deauville Gardens East Elementary School

Deauville Gardens West Elementary School

Great Neck Road Elementary School

Susan E. Wiley Elementary School

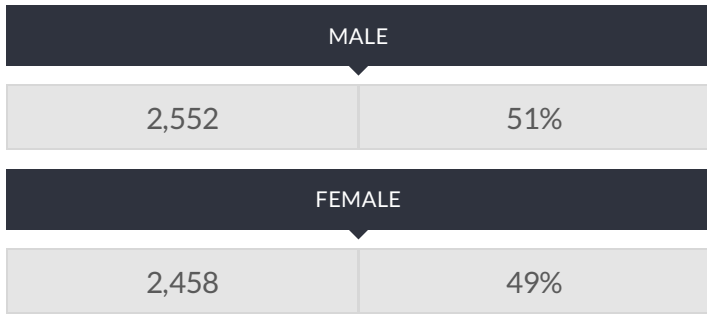
DISTRICT

Report Card

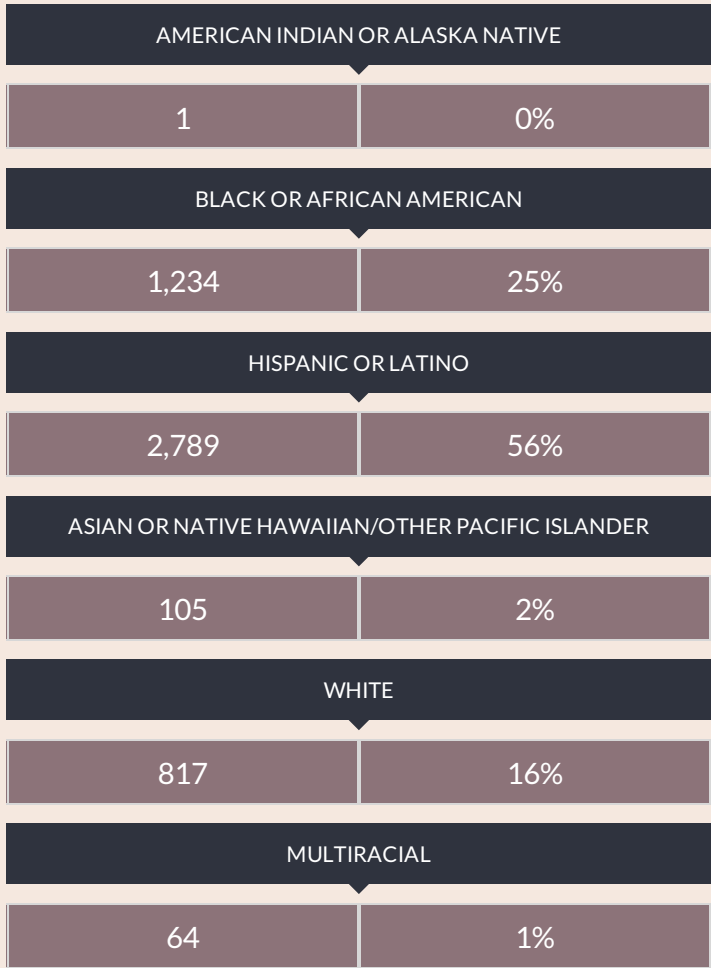
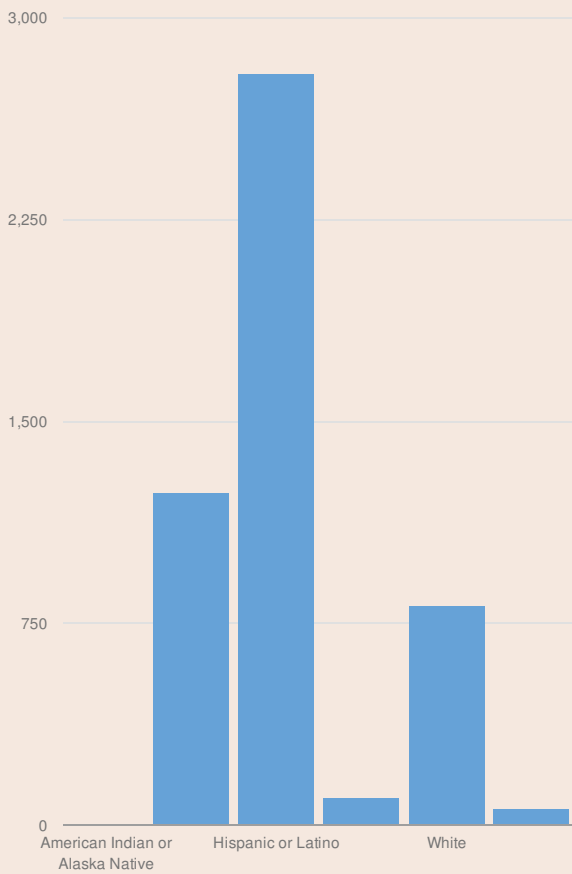
SECTION A

(79 pages)

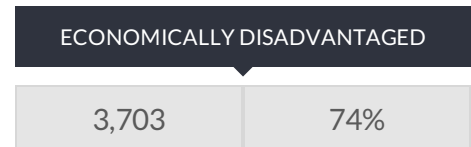
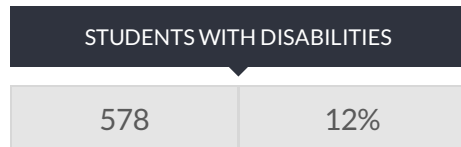
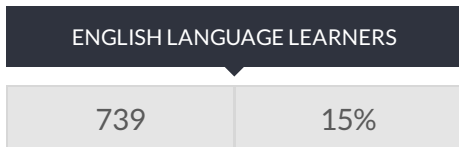
ENROLLMENT BY GENDER



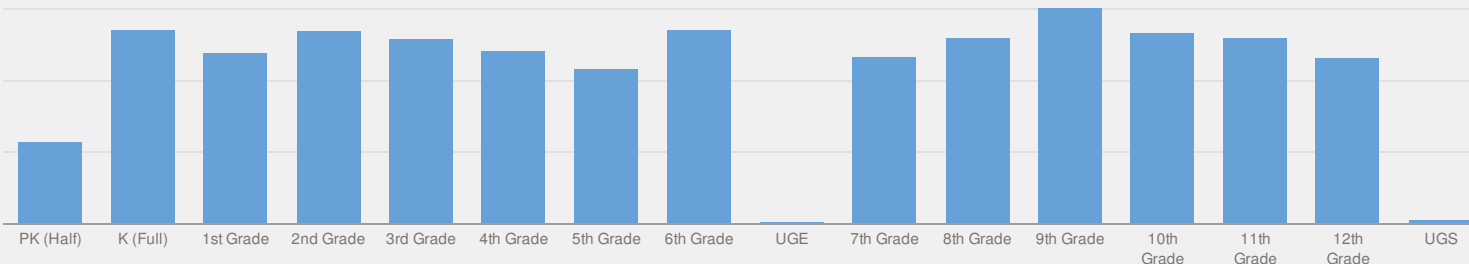
ENROLLMENT BY ETHNICITY



OTHER GROUPS

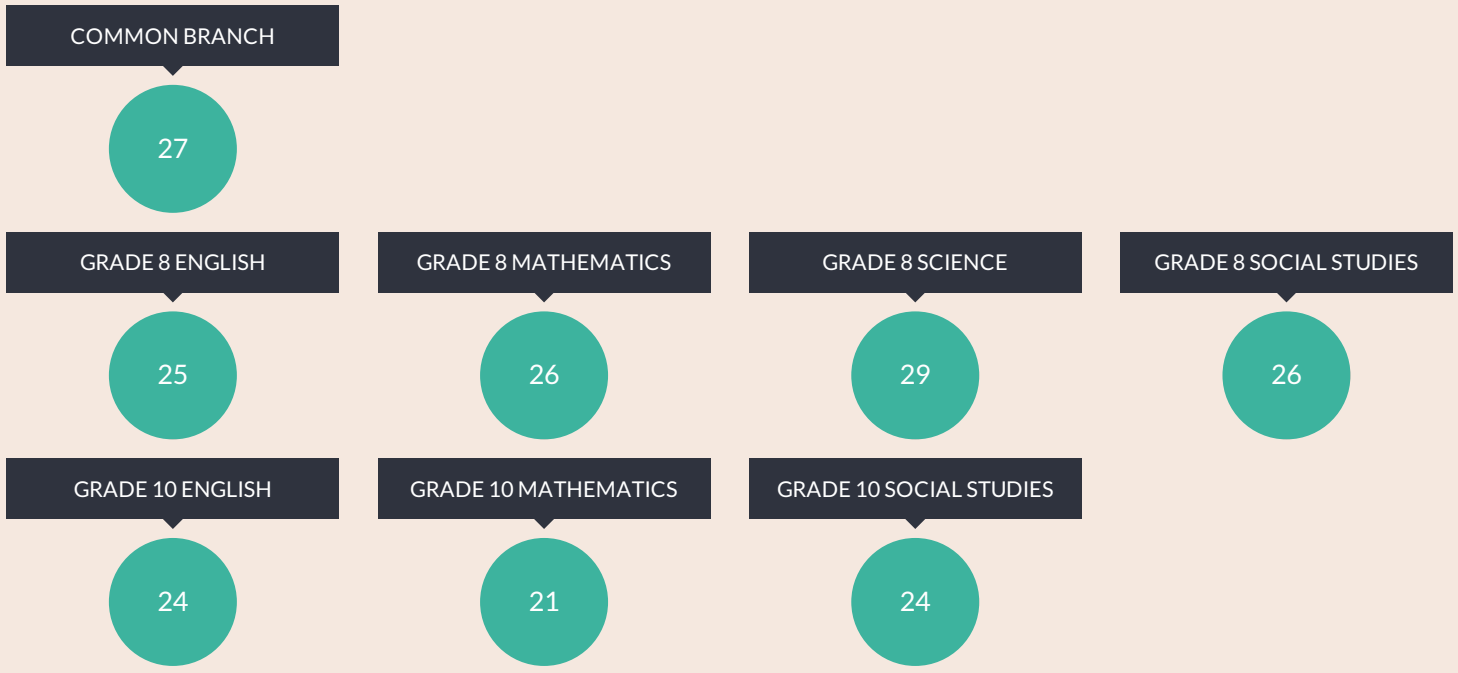


ENROLLMENT BY GRADE



PRE-K (HALF DAY)	K (FULL DAY)	1ST GRADE	2ND GRADE
175 3%	407 8%	360 7%	405 8%
3RD GRADE	4TH GRADE	5TH GRADE	6TH GRADE
388 8%	364 7%	326 7%	407 8%
UNGRADED ELEMENTARY	7TH GRADE	8TH GRADE	9TH GRADE
5 0%	352 7%	392 8%	452 9%
10TH GRADE	11TH GRADE	12TH GRADE	UNGRADED SECONDARY
403 8%	390 8%	349 7%	10 0%

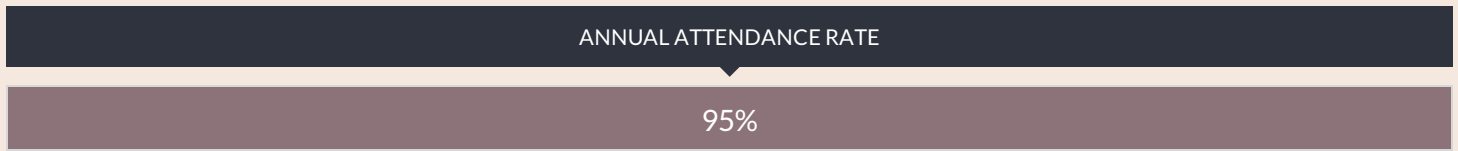
AVERAGE CLASS SIZE (2014 - 15)



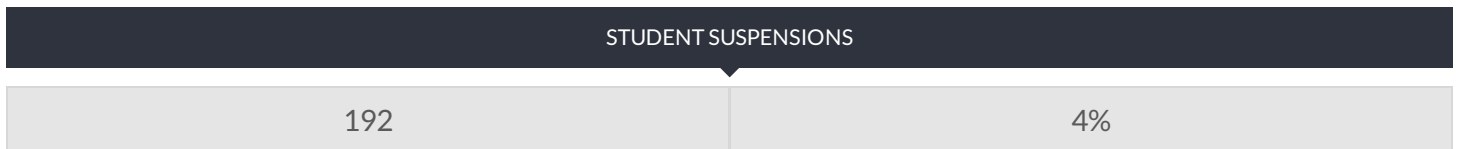
FREE AND REDUCED-PRICE LUNCH (2014 - 15)



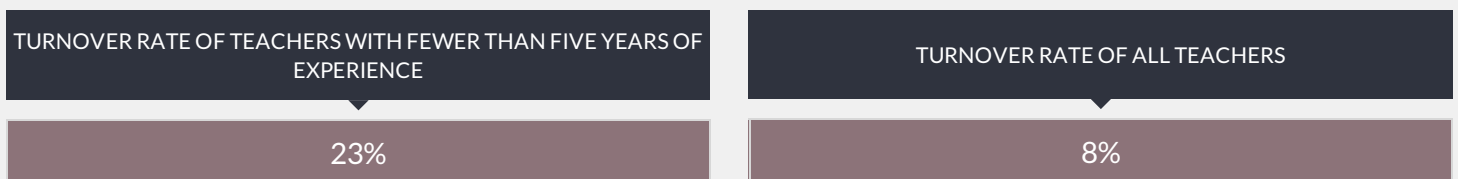
ATTENDANCE (2013 - 14)



STUDENT SUSPENSIONS (2013 - 14)



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



STAFF COUNTS (2014 - 15)

PRINCIPALS

6

ASSISTANT PRINCIPALS

8

OTHER PROFESSIONAL STAFF

61

PARAPROFESSIONALS

40

TEACHER QUALIFICATIONS (2014 - 15)

TOTAL TEACHERS: 314

PERCENT WITH NO VALID TEACHING CERTIFICATE

0%

PERCENT TEACHING OUT OF CERTIFICATION

0%

PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE

3%

PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE

63%

TOTAL NUMBER OF CORE CLASSES

801

PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS DISTRICT

0%

TOTAL NUMBER OF CLASSES

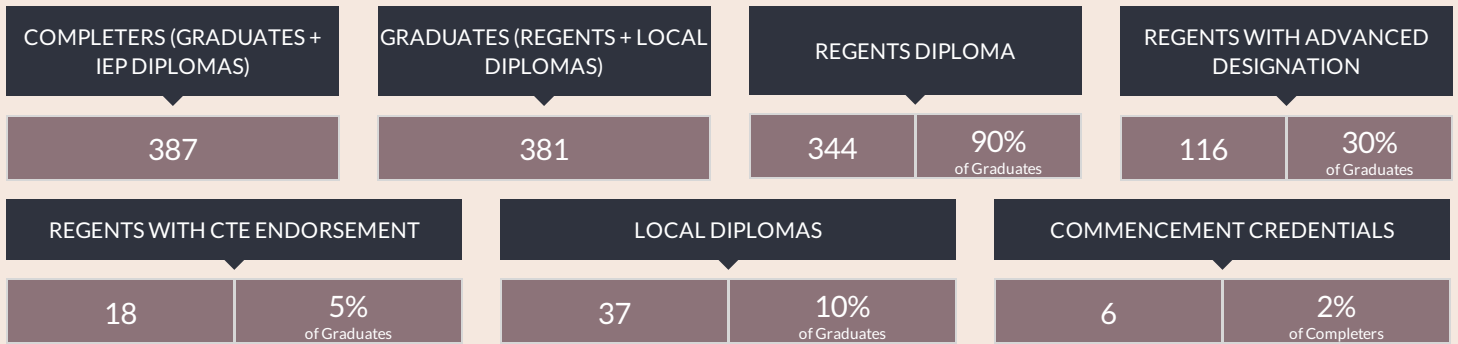
1,108

PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION

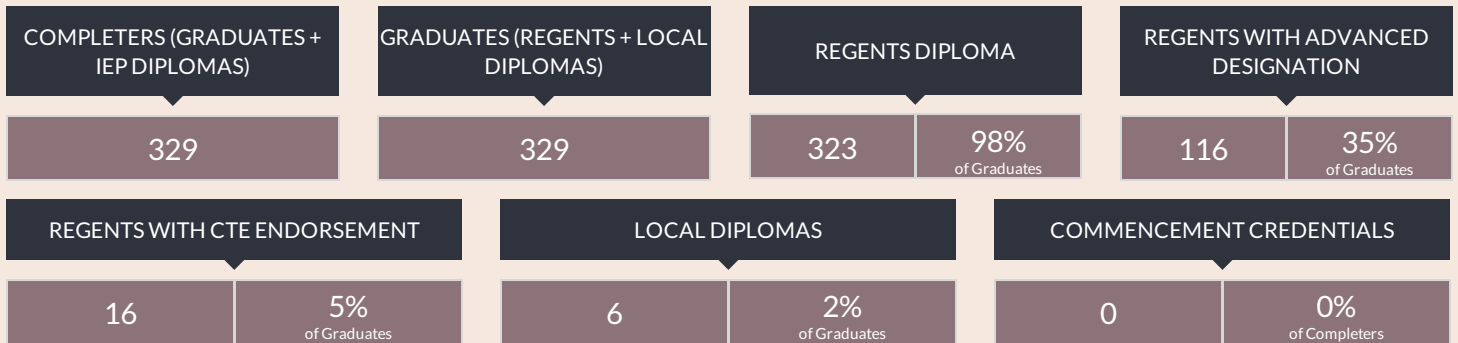
0%

HIGH SCHOOL COMPLETERS (2014 - 15)

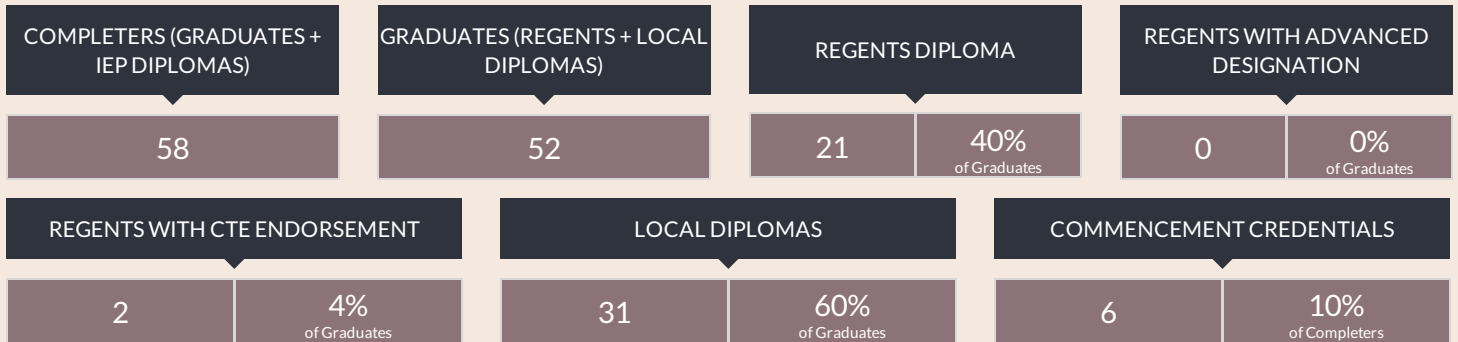
ALL STUDENTS



GENERAL EDUCATION

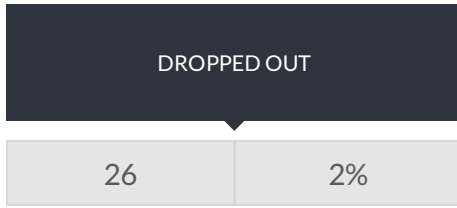


STUDENTS WITH DISABILITIES

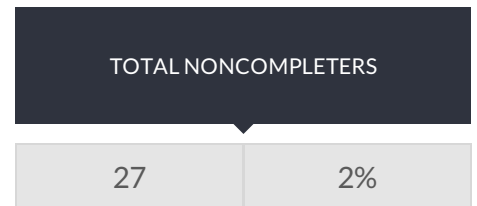
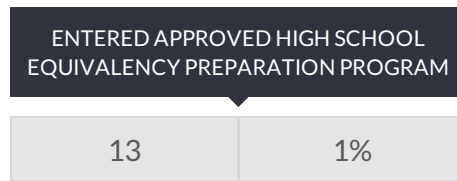
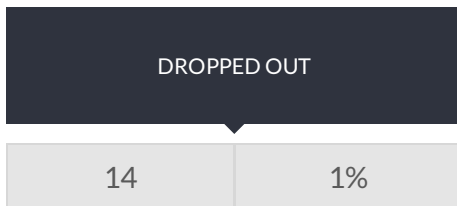


HIGH SCHOOL NON-COMPLETERS (2014 - 15)

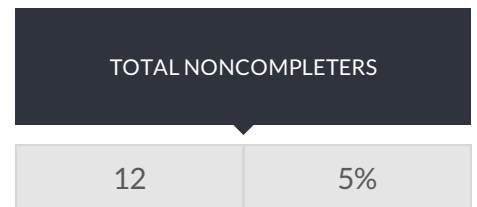
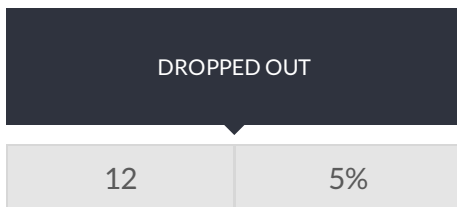
ALL STUDENTS



GENERAL EDUCATION



STUDENTS WITH DISABILITIES



POST-GRADUATION PLANS OF COMPLETERS (2014 - 15)

ALL STUDENTS

TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
116	30%	148	38%	20	5%	16	4%
TO EMPLOYMENT		TO ADULT SERVICES		TO OTHER KNOWN PLANS		PLAN UNKNOWN	
83	21%	2	1%	0	0%	2	1%

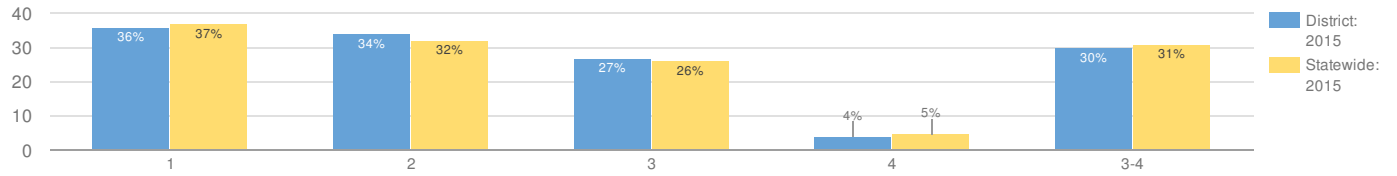
GENERAL EDUCATION

TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
114	35%	121	37%	10	3%	14	4%
TO EMPLOYMENT		TO ADULT SERVICES		TO OTHER KNOWN PLANS		PLAN UNKNOWN	
68	21%	0	0%	0	0%	2	1%

STUDENTS WITH DISABILITIES

TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
2	3%	27	47%	10	17%	2	3%
TO EMPLOYMENT		TO ADULT SERVICES		TO OTHER KNOWN PLANS		PLAN UNKNOWN	
15	26%	2	3%	0	0%	0	0%

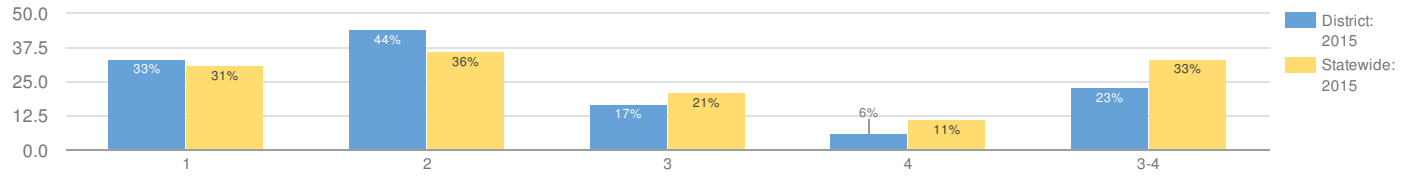
GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 298

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	352	30%	126	36%	119	34%	94	27%	13	4%
GENERAL EDUCATION	316	34%	97	31%	112	35%	94	30%	13	4%
STUDENTS WITH DISABILITIES	36	0%	29	81%	7	19%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	7	57%	0	0%	3	43%	4	57%	0	0%
BLACK OR AFRICAN AMERICAN	81	35%	33	41%	20	25%	26	32%	2	2%
HISPANIC OR LATINO	205	22%	84	41%	76	37%	40	20%	5	2%
WHITE	54	50%	9	17%	18	33%	21	39%	6	11%
MULTIRACIAL	5	60%	0	0%	2	40%	3	60%	0	0%
FEMALE	180	35%	54	30%	63	35%	55	31%	8	4%
MALE	172	26%	72	42%	56	33%	39	23%	5	3%
NON-ENGLISH LANGUAGE LEARNERS	310	34%	91	29%	115	37%	91	29%	13	4%
ENGLISH LANGUAGE LEARNERS	42	7%	35	83%	4	10%	3	7%	0	0%
ECONOMICALLY DISADVANTAGED	285	26%	115	40%	96	34%	66	23%	8	3%
NOTECONOMICALLY DISADVANTAGED	67	49%	11	16%	23	34%	28	42%	5	7%
NOT MIGRANT	352	30%	126	36%	119	34%	94	27%	13	4%

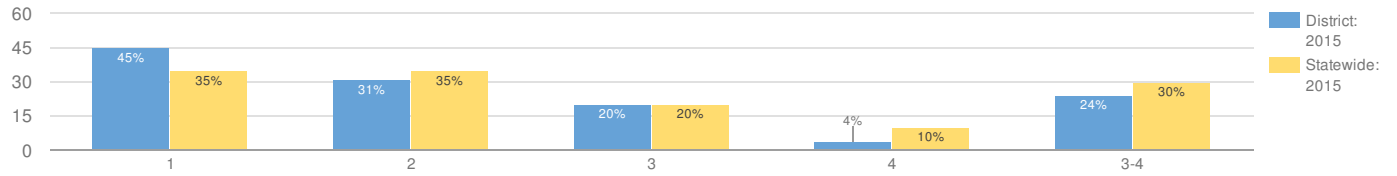
GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 294

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	333	23%	109	33%	148	44%	55	17%	21	6%
GENERAL EDUCATION	306	25%	89	29%	141	46%	55	18%	21	7%
STUDENTS WITH DISABILITIES	27	0%	20	74%	7	26%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	7	29%	1	14%	4	57%	1	14%	1	14%
BLACK OR AFRICAN AMERICAN	89	24%	31	35%	37	42%	15	17%	6	7%
HISPANIC OR LATINO	188	19%	67	36%	86	46%	26	14%	9	5%
WHITE	44	41%	9	20%	17	39%	13	30%	5	11%
MULTIRACIAL	5	0%	1	20%	4	80%	0	0%	0	0%
FEMALE	148	25%	33	22%	78	53%	25	17%	12	8%
MALE	185	21%	76	41%	70	38%	30	16%	9	5%
NON-ENGLISH LANGUAGE LEARNERS	302	25%	86	28%	141	47%	54	18%	21	7%
ENGLISH LANGUAGE LEARNERS	31	3%	23	74%	7	23%	1	3%	0	0%
ECONOMICALLY DISADVANTAGED	261	19%	94	36%	118	45%	39	15%	10	4%
NOTECONOMICALLY DISADVANTAGED	72	38%	15	21%	30	42%	16	22%	11	15%
NOT MIGRANT	333	23%	109	33%	148	44%	55	17%	21	6%

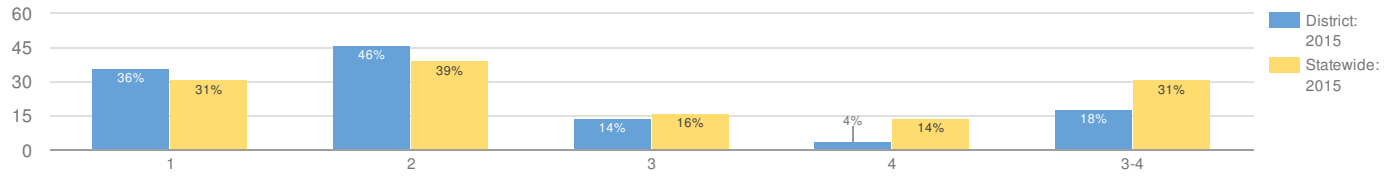
GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 288

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	297	24%	135	45%	92	31%	58	20%	12	4%
GENERAL EDUCATION	261	26%	102	39%	90	34%	57	22%	12	5%
STUDENTS WITH DISABILITIES	36	3%	33	92%	2	6%	1	3%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	10	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	77	18%	37	48%	26	34%	12	16%	2	3%
HISPANIC OR LATINO	170	22%	79	46%	54	32%	34	20%	3	2%
WHITE	37	32%	14	38%	11	30%	8	22%	4	11%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	13	54%	5	38%	1	8%	4	31%	3	23%
FEMALE	130	33%	51	39%	36	28%	36	28%	7	5%
MALE	167	16%	84	50%	56	34%	22	13%	5	3%
NON-ENGLISH LANGUAGE LEARNERS	263	27%	104	40%	89	34%	58	22%	12	5%
ENGLISH LANGUAGE LEARNERS	34	0%	31	91%	3	9%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	218	21%	112	51%	60	28%	40	18%	6	3%
NOT ECONOMICALLY DISADVANTAGED	79	30%	23	29%	32	41%	18	23%	6	8%
NOT MIGRANT	297	24%	135	45%	92	31%	58	20%	12	4%

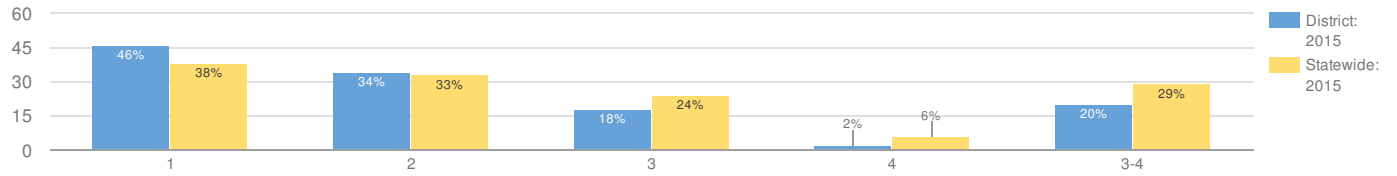
GRADE 6 ENGLISH LANGUAGE ARTS



MEAN SCORE: 288

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	357	18%	128	36%	166	46%
GENERAL EDUCATION	311	20%	88	28%	161	52%
STUDENTS WITH DISABILITIES	46	2%	40	87%	5	11%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	4	_%	-	-	-	-
BLACK OR AFRICAN AMERICAN	100	16%	36	36%	48	48%
HISPANIC OR LATINO	193	16%	81	42%	82	42%
WHITE	57	26%	10	18%	32	56%
MULTIRACIAL	3	_%	-	-	-	-
SMALL GROUP TOTAL	7	29%	1	14%	4	57%
FEMALE	170	23%	42	25%	89	52%
MALE	187	13%	86	46%	77	41%
NON-ENGLISH LANGUAGE LEARNERS	317	20%	93	29%	161	51%
ENGLISH LANGUAGE LEARNERS	40	0%	35	88%	5	13%
ECONOMICALLY DISADVANTAGED	267	14%	112	42%	118	44%
NOT ECONOMICALLY DISADVANTAGED	90	29%	16	18%	48	53%
NOT MIGRANT	357	18%	128	36%	166	46%

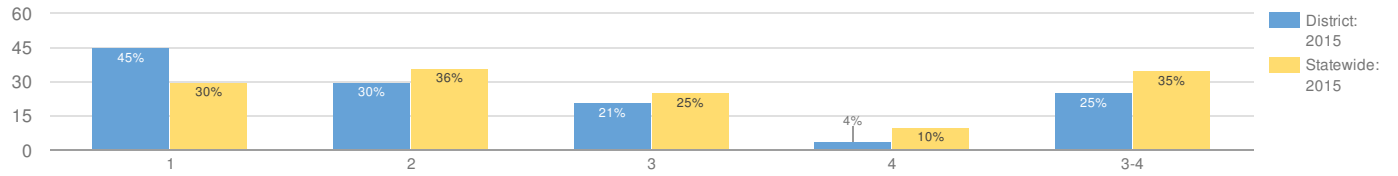
GRADE 7 ENGLISH LANGUAGE ARTS



MEAN SCORE: 285

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	316	20%	144	46%	108	34%	57	18%	7	2%
GENERAL EDUCATION	273	23%	101	37%	108	40%	57	21%	7	3%
STUDENTS WITH DISABILITIES	43	0%	43	100%	0	0%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	10	50%	1	10%	4	40%	4	40%	1	10%
BLACK OR AFRICAN AMERICAN	85	15%	41	48%	31	36%	11	13%	2	2%
HISPANIC OR LATINO	186	19%	91	49%	60	32%	32	17%	3	2%
WHITE	30	37%	9	30%	10	33%	10	33%	1	3%
MULTIRACIAL	5	0%	2	40%	3	60%	0	0%	0	0%
FEMALE	156	24%	58	37%	61	39%	34	22%	3	2%
MALE	160	17%	86	54%	47	29%	23	14%	4	3%
NON-ENGLISH LANGUAGE LEARNERS	283	23%	113	40%	106	37%	57	20%	7	2%
ENGLISH LANGUAGE LEARNERS	33	0%	31	94%	2	6%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	236	16%	120	51%	79	33%	34	14%	3	1%
NOTECONOMICALLY DISADVANTAGED	80	34%	24	30%	29	36%	23	29%	4	5%
NOT MIGRANT	316	20%	144	46%	108	34%	57	18%	7	2%

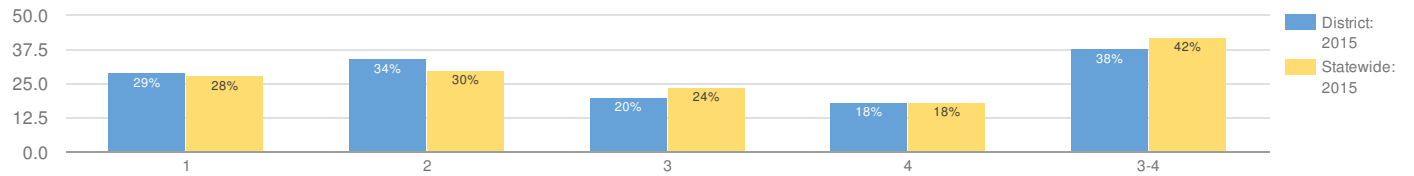
GRADE 8 ENGLISH LANGUAGE ARTS



MEAN SCORE: 286

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	317	25%	142	45%	96	30%	65	21%	14	4%
GENERAL EDUCATION	280	28%	108	39%	93	33%	65	23%	14	5%
STUDENTS WITH DISABILITIES	37	0%	34	92%	3	8%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	6	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	90	29%	38	42%	26	29%	21	23%	5	6%
HISPANIC OR LATINO	184	20%	95	52%	53	29%	30	16%	6	3%
WHITE	35	40%	9	26%	12	34%	12	34%	2	6%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	8	38%	0	0%	5	63%	2	25%	1	13%
FEMALE	152	29%	60	39%	48	32%	36	24%	8	5%
MALE	165	21%	82	50%	48	29%	29	18%	6	4%
NON-ENGLISH LANGUAGE LEARNERS	285	28%	110	39%	96	34%	65	23%	14	5%
ENGLISH LANGUAGE LEARNERS	32	0%	32	100%	0	0%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	244	19%	119	49%	78	32%	43	18%	4	2%
NOT ECONOMICALLY DISADVANTAGED	73	44%	23	32%	18	25%	22	30%	10	14%
NOT MIGRANT	317	25%	142	45%	96	30%	65	21%	14	4%

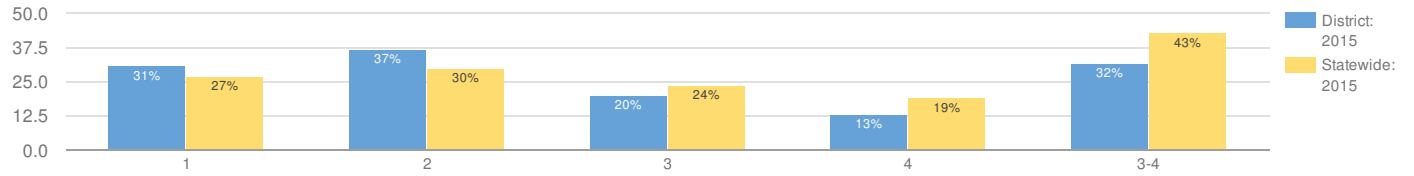
GRADE 3 MATHEMATICS



MEAN SCORE: 302

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	349	38%	100	29%	117	34%	70	20%	62	18%
GENERAL EDUCATION	313	42%	73	23%	110	35%	70	22%	60	19%
STUDENTS WITH DISABILITIES	36	6%	27	75%	7	19%	0	0%	2	6%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	7	86%	1	14%	0	0%	2	29%	4	57%
BLACK OR AFRICAN AMERICAN	80	36%	23	29%	28	35%	18	23%	11	14%
HISPANIC OR LATINO	207	29%	71	34%	76	37%	37	18%	23	11%
WHITE	50	68%	4	8%	12	24%	12	24%	22	44%
MULTIRACIAL	5	60%	1	20%	1	20%	1	20%	2	40%
FEMALE	178	38%	47	26%	63	35%	42	24%	26	15%
MALE	171	37%	53	31%	54	32%	28	16%	36	21%
NON-ENGLISH LANGUAGE LEARNERS	297	43%	61	21%	107	36%	68	23%	61	21%
ENGLISH LANGUAGE LEARNERS	52	6%	39	75%	10	19%	2	4%	1	2%
ECONOMICALLY DISADVANTAGED	283	33%	95	34%	96	34%	53	19%	39	14%
NOTECONOMICALLY DISADVANTAGED	66	61%	5	8%	21	32%	17	26%	23	35%
NOT MIGRANT	349	38%	100	29%	117	34%	70	20%	62	18%

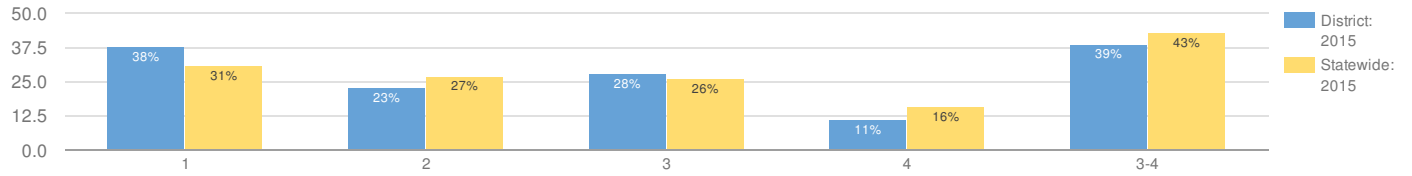
GRADE 4 MATHEMATICS



MEAN SCORE: 298

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	328	32%	102	31%	120	37%	64	20%	42	13%
GENERAL EDUCATION	301	35%	84	28%	113	38%	62	21%	42	14%
STUDENTS WITH DISABILITIES	27	7%	18	67%	7	26%	2	7%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	7	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	85	26%	31	36%	32	38%	12	14%	10	12%
HISPANIC OR LATINO	190	29%	61	32%	73	38%	36	19%	20	11%
WHITE	43	56%	8	19%	11	26%	12	28%	12	28%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	10	40%	2	20%	4	40%	4	40%	0	0%
FEMALE	144	40%	36	25%	51	35%	41	28%	16	11%
MALE	184	27%	66	36%	69	38%	23	13%	26	14%
NON-ENGLISH LANGUAGE LEARNERS	288	36%	70	24%	113	39%	63	22%	42	15%
ENGLISH LANGUAGE LEARNERS	40	3%	32	80%	7	18%	1	3%	0	0%
ECONOMICALLY DISADVANTAGED	256	28%	86	34%	99	39%	43	17%	28	11%
NOT ECONOMICALLY DISADVANTAGED	72	49%	16	22%	21	29%	21	29%	14	19%
NOT MIGRANT	328	32%	102	31%	120	37%	64	20%	42	13%

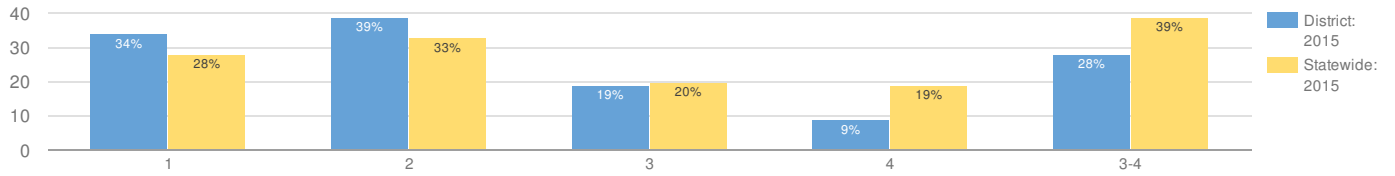
GRADE 5 MATHEMATICS



MEAN SCORE: 302

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	288	39%	108	38%	67	23%	82	28%	31	11%
GENERAL EDUCATION	254	43%	81	32%	63	25%	79	31%	31	12%
STUDENTS WITH DISABILITIES	34	9%	27	79%	4	12%	3	9%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	10	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	73	29%	31	42%	21	29%	15	21%	6	8%
HISPANIC OR LATINO	168	38%	66	39%	39	23%	45	27%	18	11%
WHITE	35	57%	10	29%	5	14%	17	49%	3	9%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	12	75%	1	8%	2	17%	5	42%	4	33%
FEMALE	127	39%	51	40%	26	20%	37	29%	13	10%
MALE	161	39%	57	35%	41	25%	45	28%	18	11%
NON-ENGLISH LANGUAGE LEARNERS	246	44%	75	30%	62	25%	78	32%	31	13%
ENGLISH LANGUAGE LEARNERS	42	10%	33	79%	5	12%	4	10%	0	0%
ECONOMICALLY DISADVANTAGED	211	35%	89	42%	49	23%	54	26%	19	9%
NOT ECONOMICALLY DISADVANTAGED	77	52%	19	25%	18	23%	28	36%	12	16%
NOT MIGRANT	288	39%	108	38%	67	23%	82	28%	31	11%

GRADE 6 MATHEMATICS

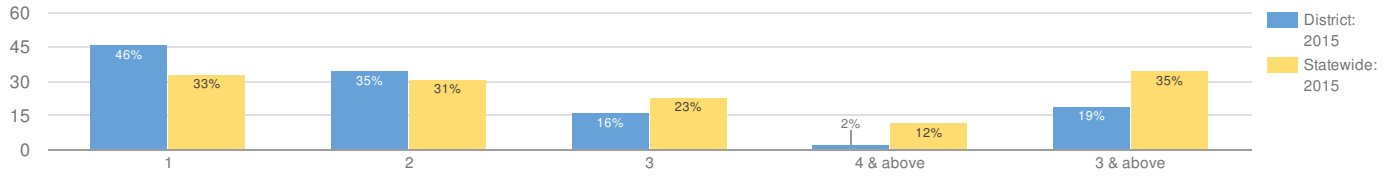


MEAN SCORE: 295

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	347	28%	117	34%	134	39%
GENERAL EDUCATION	304	31%	80	26%	129	42%
STUDENTS WITH DISABILITIES	43	2%	37	86%	5	12%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	5	_%	-	-	-	-
BLACK OR AFRICAN AMERICAN	92	24%	30	33%	40	43%
HISPANIC OR LATINO	195	24%	79	41%	70	36%
WHITE	54	48%	7	13%	21	39%
MULTIRACIAL	1	_%	-	-	-	-
SMALL GROUP TOTAL	6	33%	1	17%	3	50%
FEMALE	166	31%	42	25%	73	44%
MALE	181	25%	75	41%	61	34%
NON-ENGLISH LANGUAGE LEARNERS	294	32%	73	25%	127	43%
ENGLISH LANGUAGE LEARNERS	53	4%	44	83%	7	13%
ECONOMICALLY DISADVANTAGED	260	23%	104	40%	97	37%
NOT ECONOMICALLY DISADVANTAGED	87	43%	13	15%	37	43%
NOT MIGRANT	347	28%	117	34%	134	39%

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.

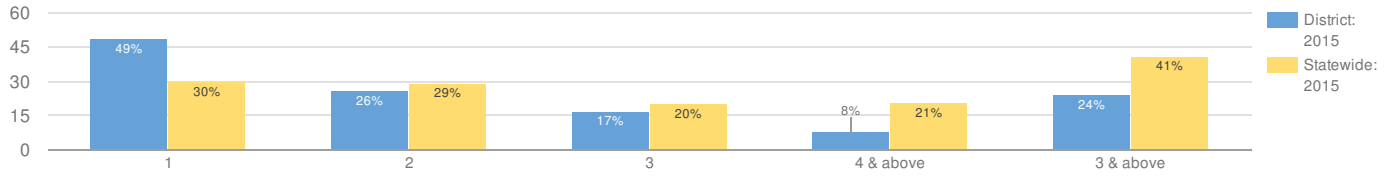


MEAN SCORE: 292

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	296	19%	136	46%	105	35%	48	16%	7	2%
GENERAL EDUCATION	262	21%	104	40%	103	39%	48	18%	7	3%
STUDENTS WITH DISABILITIES	34	0%	32	94%	2	6%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	8	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	75	13%	32	43%	33	44%	9	12%	1	1%
HISPANIC OR LATINO	184	16%	99	54%	56	30%	25	14%	4	2%
WHITE	25	40%	3	12%	12	48%	10	40%	0	0%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	12	50%	2	17%	4	33%	4	33%	2	17%
FEMALE	140	16%	60	43%	57	41%	22	16%	1	1%
MALE	156	21%	76	49%	48	31%	26	17%	6	4%
NON-ENGLISH LANGUAGE LEARNERS	253	22%	99	39%	99	39%	48	19%	7	3%
ENGLISH LANGUAGE LEARNERS	43	0%	37	86%	6	14%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	219	12%	114	52%	79	36%	23	11%	3	1%
NOT ECONOMICALLY DISADVANTAGED	77	38%	22	29%	26	34%	25	32%	4	5%
NOT MIGRANT	296	19%	136	46%	105	35%	48	16%	7	2%

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

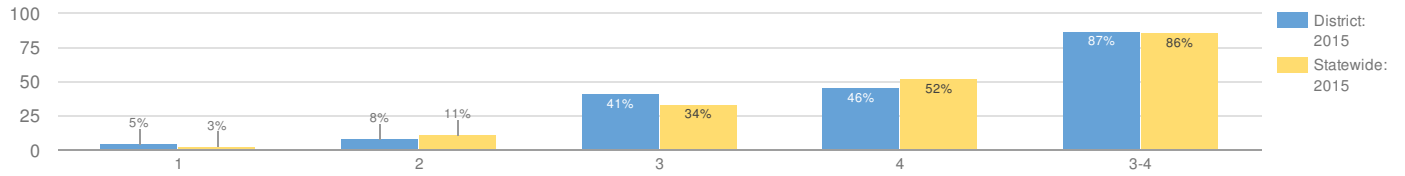
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	205	2%	131	64%	69	34%	5	2%	0	0%
GENERAL EDUCATION	181	3%	109	60%	67	37%	5	3%	0	0%
STUDENTS WITH DISABILITIES	24	0%	22	92%	2	8%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	3	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	46	0%	32	70%	14	30%	0	0%	0	0%
HISPANIC OR LATINO	136	2%	92	68%	41	30%	3	2%	0	0%
WHITE	19	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	23	9%	7	30%	14	61%	2	9%	0	0%
FEMALE	92	2%	56	61%	34	37%	2	2%	0	0%
MALE	113	3%	75	66%	35	31%	3	3%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	166	3%	100	60%	61	37%	5	3%	0	0%
ENGLISH LANGUAGE LEARNERS	39	0%	31	79%	8	21%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	162	2%	108	67%	51	31%	3	2%	0	0%
NOT ECONOMICALLY DISADVANTAGED	43	5%	23	53%	18	42%	2	5%	0	0%
NOT MIGRANT	205	2%	131	64%	69	34%	5	2%	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	60	0	0%	1	2%	39	65%	20	33%	59	98%

GRADE 4 SCIENCE

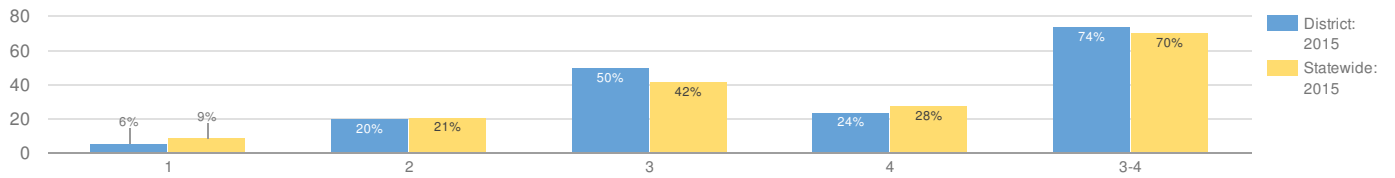


MEAN SCORE: 80

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	347	87%	16	5%	28	8%	143	41%	160	46%
GENERAL EDUCATION	320	89%	12	4%	23	7%	130	41%	155	48%
STUDENTS WITH DISABILITIES	27	67%	4	15%	5	19%	13	48%	5	19%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	7	100%	0	0%	0	0%	2	29%	5	71%
BLACK OR AFRICAN AMERICAN	90	89%	4	4%	6	7%	43	48%	37	41%
HISPANIC OR LATINO	197	84%	11	6%	20	10%	82	42%	84	43%
WHITE	47	94%	1	2%	2	4%	13	28%	31	66%
MULTIRACIAL	6	100%	0	0%	0	0%	3	50%	3	50%
FEMALE	156	90%	3	2%	12	8%	63	40%	78	50%
MALE	191	85%	13	7%	16	8%	80	42%	82	43%
NON-ENGLISH LANGUAGE LEARNERS	306	92%	7	2%	16	5%	128	42%	155	51%
ENGLISH LANGUAGE LEARNERS	41	49%	9	22%	12	29%	15	37%	5	12%
ECONOMICALLY DISADVANTAGED	271	85%	16	6%	25	9%	119	44%	111	41%
NOTECONOMICALLY DISADVANTAGED	76	96%	0	0%	3	4%	24	32%	49	64%
NOT MIGRANT	347	87%	16	5%	28	8%	143	41%	160	46%

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: 67

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	301	67%	23	8%	75	25%	175	58%	28	9%
GENERAL EDUCATION	260	73%	16	6%	55	21%	162	62%	27	10%
STUDENTS WITH DISABILITIES	41	34%	7	17%	20	49%	13	32%	1	2%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	3	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	77	62%	8	10%	21	27%	43	56%	5	6%
HISPANIC OR LATINO	187	66%	15	8%	49	26%	108	58%	15	8%
WHITE	32	84%	0	0%	5	16%	19	59%	8	25%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	100%	0	0%	0	0%	5	100%	0	0%
FEMALE	140	63%	15	11%	37	26%	80	57%	8	6%
MALE	161	71%	8	5%	38	24%	95	59%	20	12%
NON-ENGLISH LANGUAGE LEARNERS	249	74%	11	4%	54	22%	156	63%	28	11%
ENGLISH LANGUAGE LEARNERS	52	37%	12	23%	21	40%	19	37%	0	0%
ECONOMICALLY DISADVANTAGED	237	65%	23	10%	60	25%	135	57%	19	8%
NOTECONOMICALLY DISADVANTAGED	64	77%	0	0%	15	23%	40	63%	9	14%
NOT MIGRANT	301	67%	23	8%	75	25%	175	58%	28	9%

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.

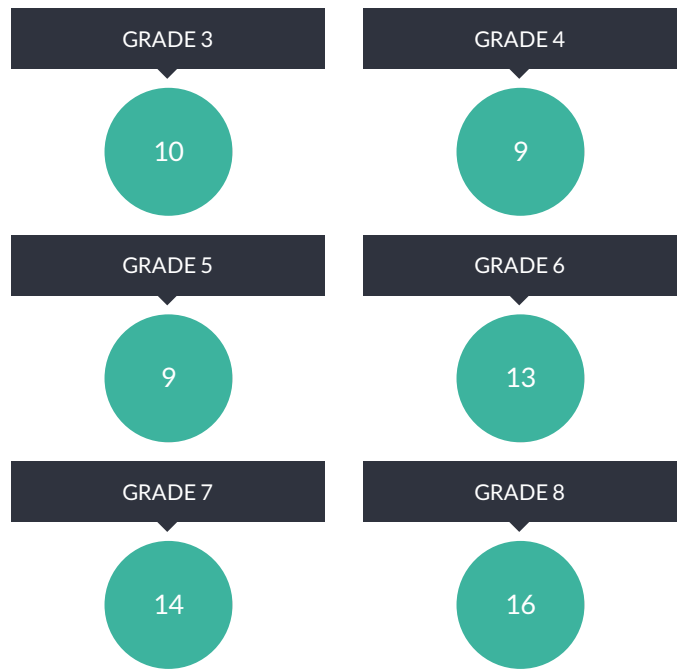
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	75	100%	0	0%	0	0%	14	19%	61	81%

RECENTLY ARRIVED LEP STUDENTS (2014 - 15)

RECENTLY ARRIVED LEP STUDENTS TAKING NYSESLAT IN LIEU OF NYSTP



RECENTLY ARRIVED LEP STUDENTS NOT TESTED ON THE ELA NYSTP



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

GRADE: 4
READING

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

MATHEMATICS

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

GRADE: 8
READING

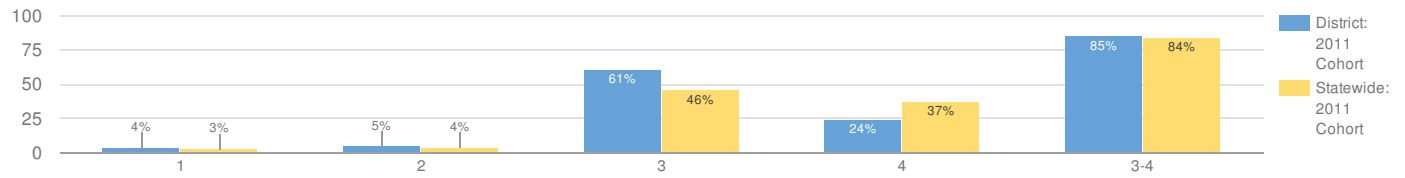
GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	27%	40%	29%	4%	
AMERICAN INDIAN OR ALASK...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIAN...	19%	39%	34%	8%	
BLACK OR AFRICAN AMERICA...	42%	41%	16%	1%	
HISPANIC OR LATINO	35%	43%	20%	2%	
WHITE	18%	39%	38%	5%	
MULTIRACIAL	*%	*%	*%	*%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

MATHEMATICS

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

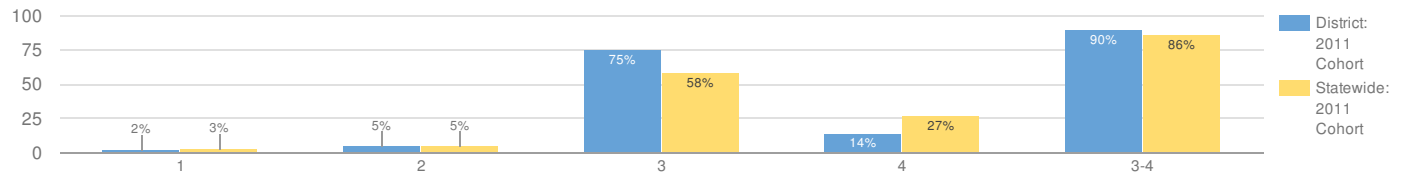
ASIAN OR NATIVE HAWAIIAN...	18%	30%	33%	19%	
BLACK OR AFRICAN AMERICA...	48%	37%	13%	2%	
HISPANIC OR LATINO	41%	40%	16%	3%	
WHITE	20%	40%	31%	9%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITIES	64%	27%	8%	1%	99
LIMITED ENGLISH PROFICIENT	72%	21%	6%	1%	94
ECONOMICALLY DISADVANT...	40%	39%	17%	4%	

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



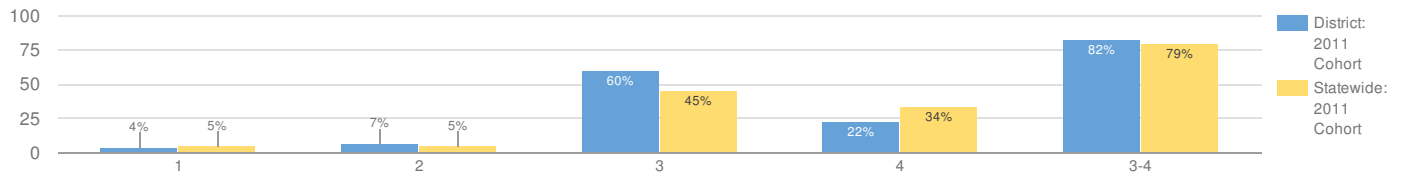
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	395	85%	16	4%	19	5%	240	61%	94	24%
GENERAL EDUCATION	330	91%	9	3%	7	2%	213	65%	88	27%
STUDENTS WITH DISABILITIES	65	51%	7	11%	12	18%	27	42%	6	9%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	10	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	120	88%	2	2%	8	7%	84	70%	21	18%
HISPANIC OR LATINO	185	82%	12	6%	8	4%	111	60%	40	22%
WHITE	79	89%	1	1%	2	3%	42	53%	28	35%
SMALL GROUP TOTAL	11	73%	1	9%	1	9%	3	27%	5	45%
FEMALE	191	88%	4	2%	6	3%	112	59%	56	29%
MALE	204	81%	12	6%	13	6%	128	63%	38	19%
NON-ENGLISH LANGUAGE LEARNERS	367	89%	9	2%	15	4%	232	63%	94	26%
ENGLISH LANGUAGE LEARNERS	28	29%	7	25%	4	14%	8	29%	0	0%
ECONOMICALLY DISADVANTAGED	250	86%	12	5%	15	6%	165	66%	49	20%
NOT ECONOMICALLY DISADVANTAGED	145	83%	4	3%	4	3%	75	52%	45	31%
NOT MIGRANT	395	85%	16	4%	19	5%	240	61%	94	24%

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



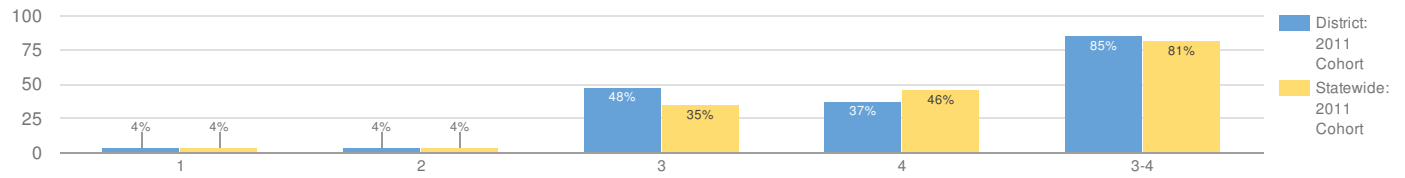
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	395	90%	6	2%	20	5%	298	75%	57	14%
GENERAL EDUCATION	330	96%	2	1%	6	2%	262	79%	55	17%
STUDENTS WITH DISABILITIES	65	58%	4	6%	14	22%	36	55%	2	3%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	10	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	120	94%	2	2%	3	3%	98	82%	15	13%
HISPANIC OR LATINO	185	88%	3	2%	13	7%	142	77%	21	11%
WHITE	79	89%	1	1%	3	4%	52	66%	18	23%
SMALL GROUP TOTAL	11	82%	0	0%	1	9%	6	55%	3	27%
FEMALE	191	90%	1	1%	11	6%	143	75%	28	15%
MALE	204	90%	5	2%	9	4%	155	76%	29	14%
NON-ENGLISH LANGUAGE LEARNERS	367	92%	4	1%	14	4%	283	77%	56	15%
ENGLISH LANGUAGE LEARNERS	28	57%	2	7%	6	21%	15	54%	1	4%
ECONOMICALLY DISADVANTAGED	250	92%	3	1%	14	6%	199	80%	30	12%
NOT ECONOMICALLY DISADVANTAGED	145	87%	3	2%	6	4%	99	68%	27	19%
NOT MIGRANT	395	90%	6	2%	20	5%	298	75%	57	14%

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



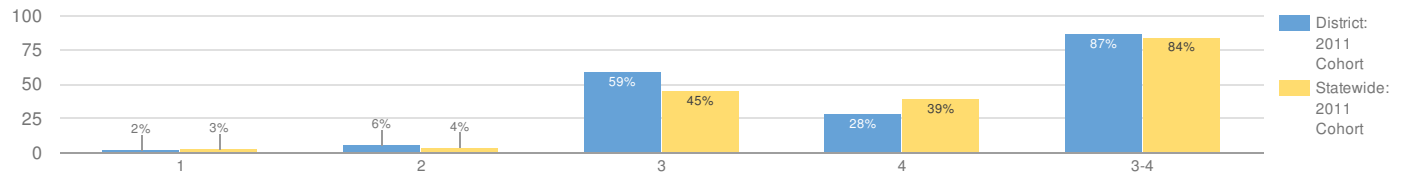
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	395	82%	16	4%	29	7%	238	60%	86	22%
GENERAL EDUCATION	330	90%	3	1%	12	4%	215	65%	83	25%
STUDENTS WITH DISABILITIES	65	40%	13	20%	17	26%	23	35%	3	5%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	10	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	120	79%	6	5%	12	10%	77	64%	18	15%
HISPANIC OR LATINO	185	83%	7	4%	12	6%	119	64%	34	18%
WHITE	79	86%	3	4%	4	5%	39	49%	29	37%
SMALL GROUP TOTAL	11	73%	0	0%	1	9%	3	27%	5	45%
FEMALE	191	83%	7	4%	15	8%	113	59%	46	24%
MALE	204	81%	9	4%	14	7%	125	61%	40	20%
NON-ENGLISH LANGUAGE LEARNERS	367	85%	12	3%	25	7%	227	62%	85	23%
ENGLISH LANGUAGE LEARNERS	28	43%	4	14%	4	14%	11	39%	1	4%
ECONOMICALLY DISADVANTAGED	250	84%	9	4%	22	9%	167	67%	43	17%
NOT ECONOMICALLY DISADVANTAGED	145	79%	7	5%	7	5%	71	49%	43	30%
NOT MIGRANT	395	82%	16	4%	29	7%	238	60%	86	22%

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



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	395	85%	15	4%	15	4%	190	48%	147	37%
GENERAL EDUCATION	330	91%	8	2%	9	3%	160	48%	139	42%
STUDENTS WITH DISABILITIES	65	58%	7	11%	6	9%	30	46%	8	12%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	10	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	120	88%	4	3%	5	4%	70	58%	36	30%
HISPANIC OR LATINO	185	84%	8	4%	6	3%	90	49%	66	36%
WHITE	79	86%	2	3%	3	4%	27	34%	41	52%
SMALL GROUP TOTAL	11	64%	1	9%	1	9%	3	27%	4	36%
FEMALE	191	86%	7	4%	6	3%	88	46%	77	40%
MALE	204	84%	8	4%	9	4%	102	50%	70	34%
NON-ENGLISH LANGUAGE LEARNERS	367	89%	13	4%	10	3%	180	49%	145	40%
ENGLISH LANGUAGE LEARNERS	28	43%	2	7%	5	18%	10	36%	2	7%
ECONOMICALLY DISADVANTAGED	250	88%	10	4%	11	4%	135	54%	84	34%
NOT ECONOMICALLY DISADVANTAGED	145	81%	5	3%	4	3%	55	38%	63	43%
NOT MIGRANT	395	85%	15	4%	15	4%	190	48%	147	37%

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	395	87%	7	2%	24	6%	235	59%	110	28%
GENERAL EDUCATION	330	93%	2	1%	11	3%	200	61%	108	33%
STUDENTS WITH DISABILITIES	65	57%	5	8%	13	20%	35	54%	2	3%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	10	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	120	92%	1	1%	5	4%	85	71%	25	21%
HISPANIC OR LATINO	185	85%	6	3%	14	8%	111	60%	46	25%
WHITE	79	89%	0	0%	4	5%	36	46%	34	43%
SMALL GROUP TOTAL	11	73%	0	0%	1	9%	3	27%	5	45%
FEMALE	191	88%	3	2%	11	6%	110	58%	59	31%
MALE	204	86%	4	2%	13	6%	125	61%	51	25%
NON-ENGLISH LANGUAGE LEARNERS	367	91%	4	1%	16	4%	224	61%	109	30%
ENGLISH LANGUAGE LEARNERS	28	43%	3	11%	8	29%	11	39%	1	4%
ECONOMICALLY DISADVANTAGED	250	90%	5	2%	18	7%	166	66%	58	23%
NOT ECONOMICALLY DISADVANTAGED	145	83%	2	1%	6	4%	69	48%	52	36%
NOT MIGRANT	395	87%	7	2%	24	6%	235	59%	110	28%

COMPREHENSIVE ENGLISH

REGENTS COMPREHENSIVE ENGLISH

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	520	450	87%	384	74%	87	17%
GENERAL EDUCATION	422	387	92%	349	83%	86	20%
STUDENTS WITH DISABILITIES	98	63	64%	35	36%	1	1%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	10	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	157	144	92%	122	78%	21	13%
HISPANIC OR LATINO	267	216	81%	180	67%	36	13%
WHITE	84	79	94%	72	86%	25	30%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	12	11	92%	10	83%	5	42%
FEMALE	231	209	90%	183	79%	41	18%
MALE	289	241	83%	201	70%	46	16%
NON-ENGLISH LANGUAGE LEARNERS	460	415	90%	365	79%	87	19%
ENGLISH LANGUAGE LEARNERS	60	35	58%	19	32%	0	0%
ECONOMICALLY DISADVANTAGED	359	307	86%	258	72%	45	13%
NOT ECONOMICALLY DISADVANTAGED	161	143	89%	126	78%	42	26%
NOT MIGRANT	520	450	87%	384	74%	87	17%

ENGLISH LANGUAGE ARTS (COMMON CORE)

ENGLISH LANGUAGE ARTS (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	315	72	23%	40	13%	100	32%	30	10%	73	23%
GENERAL EDUCATION	273	50	18%	31	11%	92	34%	30	11%	70	26%
STUDENTS WITH DISABILITIES	42	22	52%	9	21%	8	19%	0	0%	3	7%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	7	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	97	13	13%	12	12%	37	38%	11	11%	24	25%
HISPANIC OR LATINO	165	49	30%	24	15%	48	29%	15	9%	29	18%
WHITE	45	8	18%	3	7%	14	31%	4	9%	16	36%
MULTIRACIAL	1	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	8	2	25%	1	13%	1	13%	0	0%	4	50%
FEMALE	145	35	24%	16	11%	48	33%	15	10%	31	21%
MALE	170	37	22%	24	14%	52	31%	15	9%	42	25%
NON-ENGLISH LANGUAGE LEARNERS	282	46	16%	36	13%	97	34%	30	11%	73	26%
ENGLISH LANGUAGE LEARNERS	33	26	79%	4	12%	3	9%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	220	57	26%	31	14%	70	32%	21	10%	41	19%
NOT ECONOMICALLY DISADVANTAGED	95	15	16%	9	9%	30	32%	9	9%	32	34%
NOT MIGRANT	315	72	23%	40	13%	100	32%	30	10%	73	23%

INTEGRATED ALGEBRA

REGENTS INTEGRATED ALGEBRA

GROUP	TOTAL TESTED		55		65		85	
ALL STUDENTS	269	191	71%	117	43%	1	0%	
GENERAL EDUCATION	144	120	83%	88	61%	1	1%	
STUDENTS WITH DISABILITIES	125	71	57%	29	23%	0	0%	
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-	
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	3	-	-	-	-	-	-	
BLACK OR AFRICAN AMERICAN	82	55	67%	34	41%	1	1%	
HISPANIC OR LATINO	156	114	73%	68	44%	0	0%	
WHITE	25	17	68%	12	48%	0	0%	
MULTIRACIAL	2	-	-	-	-	-	-	
SMALL GROUP TOTAL	6	5	83%	3	50%	0	0%	
FEMALE	111	81	73%	49	44%	1	1%	
MALE	158	110	70%	68	43%	0	0%	
NON-ENGLISH LANGUAGE LEARNERS	182	127	70%	77	42%	1	1%	
ENGLISH LANGUAGE LEARNERS	87	64	74%	40	46%	0	0%	
ECONOMICALLY DISADVANTAGED	204	146	72%	86	42%	0	0%	
NOT ECONOMICALLY DISADVANTAGED	65	45	69%	31	48%	1	2%	
NOT MIGRANT	269	191	71%	117	43%	1	0%	

GEOMETRY

REGENTS GEOMETRY

GROUP	TOTAL TESTED		55		65		85	
ALL STUDENTS	390	326	84%	248	64%	44	11%	
GENERAL EDUCATION	378	319	84%	243	64%	44	12%	
STUDENTS WITH DISABILITIES	12	7	58%	5	42%	0	0%	
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	9	-	-	-	-	-	-	
BLACK OR AFRICAN AMERICAN	111	93	84%	69	62%	11	10%	
HISPANIC OR LATINO	189	152	80%	113	60%	15	8%	
WHITE	80	72	90%	59	74%	17	21%	
MULTIRACIAL	1	-	-	-	-	-	-	
SMALL GROUP TOTAL	10	9	90%	7	70%	1	10%	
FEMALE	203	171	84%	137	67%	26	13%	
MALE	187	155	83%	111	59%	18	10%	
NON-ENGLISH LANGUAGE LEARNERS	367	311	85%	240	65%	43	12%	
ENGLISH LANGUAGE LEARNERS	23	15	65%	8	35%	1	4%	
ECONOMICALLY DISADVANTAGED	243	196	81%	148	61%	19	8%	
NOT ECONOMICALLY DISADVANTAGED	147	130	88%	100	68%	25	17%	
NOT MIGRANT	390	326	84%	248	64%	44	11%	

ALGEBRA 2/TRIGONOMETRY

REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED		55		65		85	
ALL STUDENTS	148	124	84%	92	62%	19	13%	
GENERAL EDUCATION	147	-	-	-	-	-	-	
STUDENTS WITH DISABILITIES	1	-	-	-	-	-	-	
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	9	-	-	-	-	-	-	
BLACK OR AFRICAN AMERICAN	37	29	78%	18	49%	4	11%	
HISPANIC OR LATINO	59	49	83%	35	59%	5	8%	
WHITE	42	36	86%	30	71%	7	17%	
MULTIRACIAL	1	-	-	-	-	-	-	
SMALL GROUP TOTAL	10	10	100%	9	90%	3	30%	
FEMALE	88	72	82%	52	59%	11	13%	
MALE	60	52	87%	40	67%	8	13%	
NON-ENGLISH LANGUAGE LEARNERS	148	124	84%	92	62%	19	13%	
ECONOMICALLY DISADVANTAGED	90	74	82%	52	58%	12	13%	
NOT ECONOMICALLY DISADVANTAGED	58	50	86%	40	69%	7	12%	
NOT MIGRANT	148	124	84%	92	62%	19	13%	

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	300	49	16%	88	29%	138	46%	23	8%	2	1%
GENERAL EDUCATION	286	45	16%	81	28%	136	48%	22	8%	2	1%
STUDENTS WITH DISABILITIES	14	4	29%	7	50%	2	14%	1	7%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	7	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	97	17	18%	27	28%	47	48%	6	6%	0	0%
HISPANIC OR LATINO	144	30	21%	49	34%	56	39%	8	6%	1	1%
WHITE	48	2	4%	9	19%	28	58%	8	17%	1	2%
MULTIRACIAL	4	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	11	0	0%	3	27%	7	64%	1	9%	0	0%
FEMALE	154	26	17%	44	29%	71	46%	12	8%	1	1%
MALE	146	23	16%	44	30%	67	46%	11	8%	1	1%
NON-ENGLISH LANGUAGE LEARNERS	285	43	15%	84	29%	133	47%	23	8%	2	1%
ENGLISH LANGUAGE LEARNERS	15	6	40%	4	27%	5	33%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	205	40	20%	66	32%	86	42%	12	6%	1	0%
NOT ECONOMICALLY DISADVANTAGED	95	9	9%	22	23%	52	55%	11	12%	1	1%
NOT MIGRANT	300	49	16%	88	29%	138	46%	23	8%	2	1%

GEOMETRY (COMMON CORE)

GEOMETRY (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
ALL STUDENTS	250	113 45%	68 27%	56 22%	10 4%	3 1%
GENERAL EDUCATION	241	105 44%	67 28%	56 23%	10 4%	3 1%
STUDENTS WITH DISABILITIES	9	8 89%	1 11%	0 0%	0 0%	0 0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	8	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	64	26 41%	22 34%	13 20%	1 2%	2 3%
HISPANIC OR LATINO	126	70 56%	31 25%	20 16%	5 4%	0 0%
WHITE	51	15 29%	13 25%	19 37%	3 6%	1 2%
MULTIRACIAL	1	-	-	-	-	-
SMALL GROUP TOTAL	9	2 22%	2 22%	4 44%	1 11%	0 0%
FEMALE	130	61 47%	29 22%	33 25%	6 5%	1 1%
MALE	120	52 43%	39 33%	23 19%	4 3%	2 2%
NON-ENGLISH LANGUAGE LEARNERS	229	96 42%	65 28%	55 24%	10 4%	3 1%
ENGLISH LANGUAGE LEARNERS	21	17 81%	3 14%	1 5%	0 0%	0 0%
ECONOMICALLY DISADVANTAGED	161	82 51%	46 29%	28 17%	5 3%	0 0%
NOT ECONOMICALLY DISADVANTAGED	89	31 35%	22 25%	28 31%	5 6%	3 3%
NOT MIGRANT	250	113 45%	68 27%	56 22%	10 4%	3 1%

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED	55	65	85
ALL STUDENTS	649	516 80%	410 63%	129 20%
GENERAL EDUCATION	492	437 89%	368 75%	128 26%
STUDENTS WITH DISABILITIES	157	79 50%	42 27%	1 1%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	15	-	-	-
BLACK OR AFRICAN AMERICAN	205	153 75%	113 55%	31 15%
HISPANIC OR LATINO	329	259 79%	206 63%	54 16%
WHITE	98	87 89%	75 77%	35 36%
MULTIRACIAL	2	-	-	-
SMALL GROUP TOTAL	17	17 100%	16 94%	9 53%
FEMALE	326	278 85%	219 67%	71 22%
MALE	323	238 74%	191 59%	58 18%
NON-ENGLISH LANGUAGE LEARNERS	553	451 82%	364 66%	122 22%
ENGLISH LANGUAGE LEARNERS	96	65 68%	46 48%	7 7%
ECONOMICALLY DISADVANTAGED	464	362 78%	278 60%	82 18%
NOT ECONOMICALLY DISADVANTAGED	185	154 83%	132 71%	47 25%
NOT MIGRANT	649	516 80%	410 63%	129 20%

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	611	529	87%	452	74%	194	32%
GENERAL EDUCATION	500	456	91%	399	80%	187	37%
STUDENTS WITH DISABILITIES	111	73	66%	53	48%	7	6%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	12	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	162	143	88%	126	78%	52	32%
HISPANIC OR LATINO	356	301	85%	247	69%	99	28%
WHITE	79	73	92%	67	85%	33	42%
MULTIRACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	14	12	86%	12	86%	10	71%
FEMALE	298	267	90%	234	79%	94	32%
MALE	313	262	84%	218	70%	100	32%
NON-ENGLISH LANGUAGE LEARNERS	455	412	91%	372	82%	170	37%
ENGLISH LANGUAGE LEARNERS	156	117	75%	80	51%	24	15%
ECONOMICALLY DISADVANTAGED	438	376	86%	314	72%	118	27%
NOT ECONOMICALLY DISADVANTAGED	173	153	88%	138	80%	76	44%
NOT MIGRANT	611	529	87%	452	74%	194	32%

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	555	487	88%	404	73%	125	23%
GENERAL EDUCATION	433	408	94%	359	83%	120	28%
STUDENTS WITH DISABILITIES	122	79	65%	45	37%	5	4%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	10	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	158	134	85%	109	69%	34	22%
HISPANIC OR LATINO	314	272	87%	219	70%	46	15%
WHITE	69	67	97%	64	93%	40	58%
MULTIRACIAL	4	-	-	-	-	-	-
SMALL GROUP TOTAL	14	14	100%	12	86%	5	36%
FEMALE	281	249	89%	212	75%	70	25%
MALE	274	238	87%	192	70%	55	20%
NON-ENGLISH LANGUAGE LEARNERS	434	397	91%	339	78%	118	27%
ENGLISH LANGUAGE LEARNERS	121	90	74%	65	54%	7	6%
ECONOMICALLY DISADVANTAGED	409	351	86%	282	69%	59	14%
NOT ECONOMICALLY DISADVANTAGED	146	136	93%	122	84%	66	45%
NOT MIGRANT	555	487	88%	404	73%	125	23%

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	442	374	85%	287	65%	91	21%
GENERAL EDUCATION	397	350	88%	273	69%	91	23%
STUDENTS WITH DISABILITIES	45	24	53%	14	31%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	8	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	126	103	82%	81	64%	20	16%
HISPANIC OR LATINO	237	197	83%	141	59%	40	17%
WHITE	67	62	93%	56	84%	27	40%
MULTIRACIAL	4	-	-	-	-	-	-
SMALL GROUP TOTAL	12	12	100%	9	75%	4	33%
FEMALE	227	194	85%	145	64%	46	20%
MALE	215	180	84%	142	66%	45	21%
NON-ENGLISH LANGUAGE LEARNERS	415	358	86%	278	67%	90	22%
ENGLISH LANGUAGE LEARNERS	27	16	59%	9	33%	1	4%
ECONOMICALLY DISADVANTAGED	310	259	84%	194	63%	55	18%
NOT ECONOMICALLY DISADVANTAGED	132	115	87%	93	70%	36	27%
NOT MIGRANT	442	374	85%	287	65%	91	21%

PHYSICAL SETTING/CHEMISTRY

REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	183	167	91%	120	66%	33	18%
GENERAL EDUCATION	180	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	9	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	45	37	82%	24	53%	6	13%
HISPANIC OR LATINO	72	65	90%	43	60%	8	11%
WHITE	56	55	98%	44	79%	15	27%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	10	10	100%	9	90%	4	40%
FEMALE	95	89	94%	65	68%	17	18%
MALE	88	78	89%	55	63%	16	18%
NON-ENGLISH LANGUAGE LEARNERS	183	167	91%	120	66%	33	18%
ECONOMICALLY DISADVANTAGED	97	87	90%	60	62%	16	16%
NOT ECONOMICALLY DISADVANTAGED	86	80	93%	60	70%	17	20%
NOT MIGRANT	183	167	91%	120	66%	33	18%

PHYSICAL SETTING/PHYSICS

REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED	55	65	85
ALL STUDENTS	55	47	85%	37
GENERAL EDUCATION	55	47	85%	37
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	3	-	-	-
BLACK OR AFRICAN AMERICAN	13	-	-	-
HISPANIC OR LATINO	22	18	82%	11
WHITE	17	16	94%	15
SMALL GROUP TOTAL	16	13	81%	11
FEMALE	20	16	80%	10
MALE	35	31	89%	27
NON-ENGLISH LANGUAGE LEARNERS	55	47	85%	37
ECONOMICALLY DISADVANTAGED	32	25	78%	19
NOT ECONOMICALLY DISADVANTAGED	23	22	96%	18
NOT MIGRANT	55	47	85%	37

REGENTS COMPETENCY TEST RESULTS (2014 - 15)

GROUP	READING		WRITING		MATH		GLOBAL STUDIES		US HIST & GOV'T	
ALL STUDENTS	1	-	1	-	1	-	4	-	3	-
STUDENTS WITH DISABILITIES	1	-	1	-	1	-	4	-	3	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1				-					
BLACK OR AFRICAN AMERICAN	1		-		1		-			
HISPANIC OR LATINO	1		-		2		-		1	
WHITE	1		-		1		-		1	
SMALL GROUP TOTAL	1	-	1	-	1	-	4	-	3	-
FEMALE	1				-					
MALE	1	-	1	-	1	-	3	-	3	-
NON-ENGLISH LANGUAGE LEARNERS	1	-	1	-	1	-	3	-	3	-
ENGLISH LANGUAGE LEARNERS	1				-					
ECONOMICALLY DISADVANTAGED	1		-		1		-			
NOT ECONOMICALLY DISADVANTAGED	1	-	1	-	-	3	-	3	-	-
NOT MIGRANT	1	-	1	-	1	-	4	-	3	-

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

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE 3 ELA	3	_%	-	-	-	-
GRADE 3 MATH	3	_%	-	-	-	-
GRADE 4 ELA	9	100%	0	0	5	4
GRADE 4 MATH	9	100%	0	0	9	0
GRADE 4 SCIENCE	9	100%	0	0	9	0
GRADE 5 ELA	7	100%	0	0	4	3
GRADE 5 MATH	7	100%	0	0	4	3
GRADE 6 ELA	5	100%	0	0	5	0
GRADE 6 MATH	5	100%	0	0	3	2
GRADE 7 ELA	9	78%	0	2	4	3
GRADE 7 MATH	9	78%	0	2	4	3
GRADE 8 ELA	12	92%	0	1	3	8
GRADE 8 MATH	12	100%	0	0	7	5
GRADE 8 SCIENCE	12	100%	0	0	11	1
SECONDARY-LEVEL ELA	7	86%	0	1	5	1
SECONDARY-LEVEL MATH	7	86%	0	1	3	3
SECONDARY-LEVEL SCIENCE	7	86%	0	1	4	2
SECONDARY-LEVEL SOCIAL STUDIES	7	100%	0	0	7	0

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2014 - 15)

KINDERGARTEN

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	108	6%	7%	9%	49%	29%
GENERAL EDUCATION	97	3%	4%	10%	52%	31%
STUDENTS WITH DISABILITIES	11	27%	36%	0%	27%	9%

GRADE 1

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	65	3%	25%	15%	55%	2%
GENERAL EDUCATION	53	4%	19%	11%	64%	2%
STUDENTS WITH DISABILITIES	12	0%	50%	33%	17%	0%

GRADE 2

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	69	13%	13%	3%	46%	25%
GENERAL EDUCATION	59	14%	5%	2%	53%	27%
STUDENTS WITH DISABILITIES	10	10%	60%	10%	10%	10%

GRADE 3

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	53	26%	17%	23%	26%	8%
GENERAL EDUCATION	40	25%	13%	20%	33%	10%
STUDENTS WITH DISABILITIES	13	31%	31%	31%	8%	0%

GRADE 4

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	43	28%	7%	7%	33%	26%
GENERAL EDUCATION	35	29%	3%	9%	31%	29%
STUDENTS WITH DISABILITIES	8	25%	25%	0%	38%	13%

GRADE 5

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	44	27%	7%	9%	45%	11%
GENERAL EDUCATION	30	33%	3%	10%	40%	13%
STUDENTS WITH DISABILITIES	14	14%	14%	7%	57%	7%

GRADE 6

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
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ALL STUDENTS	55	38%	5%	7%	35%	15%
GENERAL EDUCATION	35	46%	3%	3%	26%	23%
STUDENTS WITH DISABILITIES	20	25%	10%	15%	50%	0%

GRADE 7

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	48	46%	8%	10%	21%	15%
GENERAL EDUCATION	39	49%	10%	13%	10%	18%
STUDENTS WITH DISABILITIES	9	33%	0%	0%	67%	0%

GRADE 8

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	60	35%	12%	13%	32%	8%
GENERAL EDUCATION	47	38%	11%	13%	30%	9%
STUDENTS WITH DISABILITIES	13	23%	15%	15%	38%	8%

GRADE 9

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	114	34%	18%	18%	21%	9%
GENERAL EDUCATION	103	33%	17%	17%	22%	10%
STUDENTS WITH DISABILITIES	11	45%	27%	18%	9%	0%

GRADE 10

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	59	7%	12%	31%	39%	12%
GENERAL EDUCATION	49	8%	14%	31%	35%	12%
STUDENTS WITH DISABILITIES	10	0%	0%	30%	60%	10%

GRADE 11

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	30	10%	23%	7%	43%	17%
GENERAL EDUCATION	25	4%	16%	8%	52%	20%
STUDENTS WITH DISABILITIES	5	40%	60%	0%	0%	0%

GRADE 12

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	27	26%	11%	0%	44%	19%
GENERAL EDUCATION	16	0%	6%	0%	63%	31%
STUDENTS WITH DISABILITIES	11	64%	18%	0%	18%	0%

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

ALL STUDENTS

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
NO	4,567*	94%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
NO	1,957	85	95	95

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

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

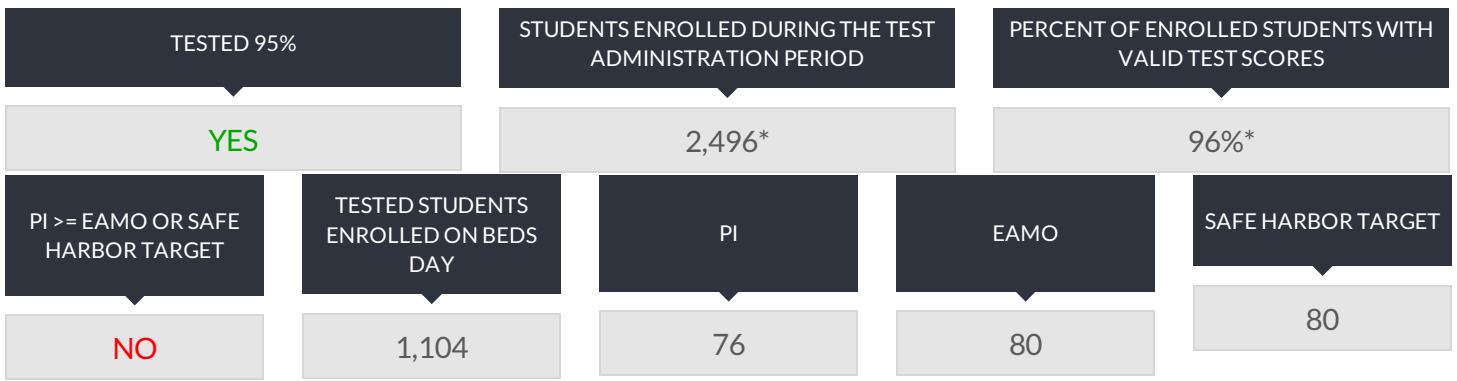
BLACK OR AFRICAN AMERICAN

MADE AYP: **YES**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	1,196*	95%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	518	83	73	73

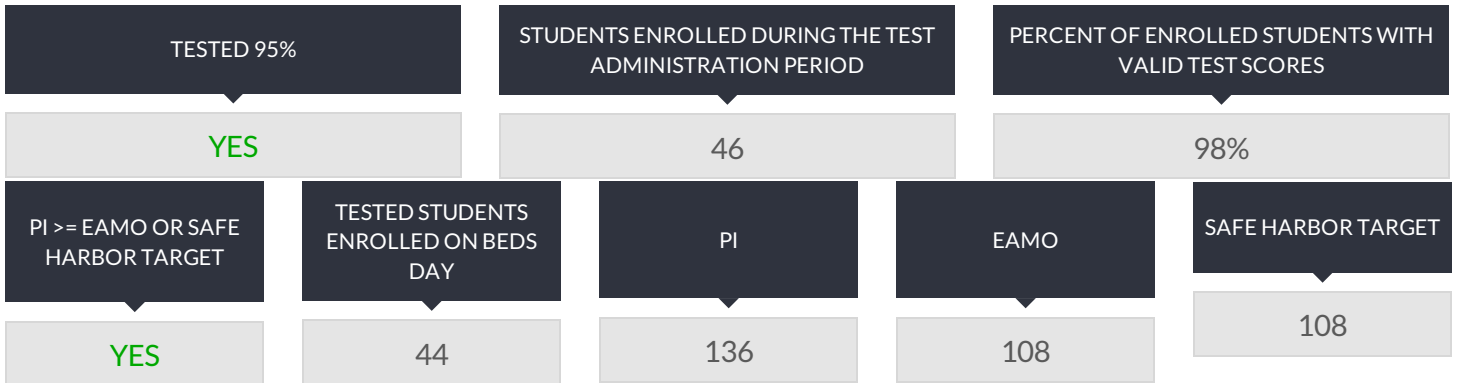
HISPANIC OR LATINO

MADE AYP: **NO**



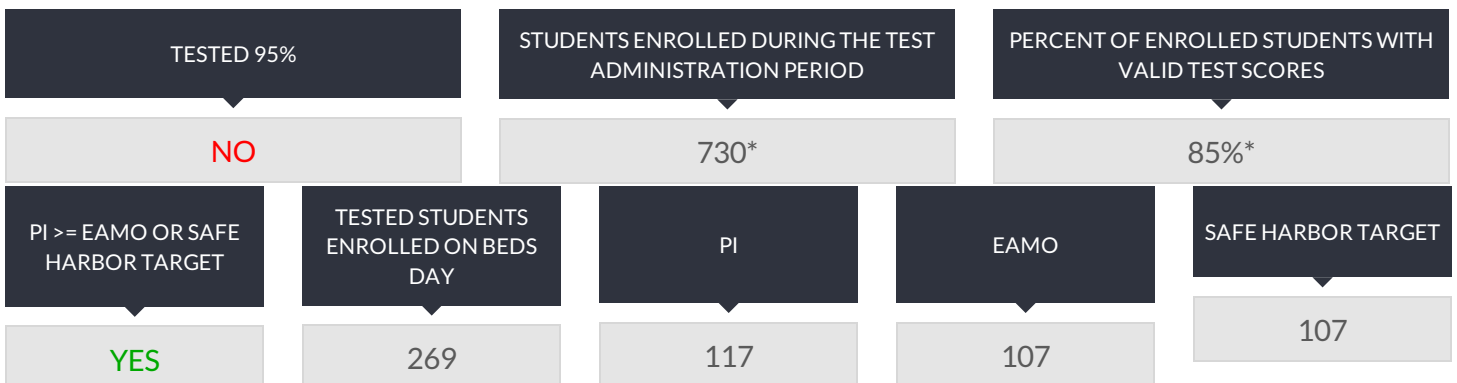
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: YES



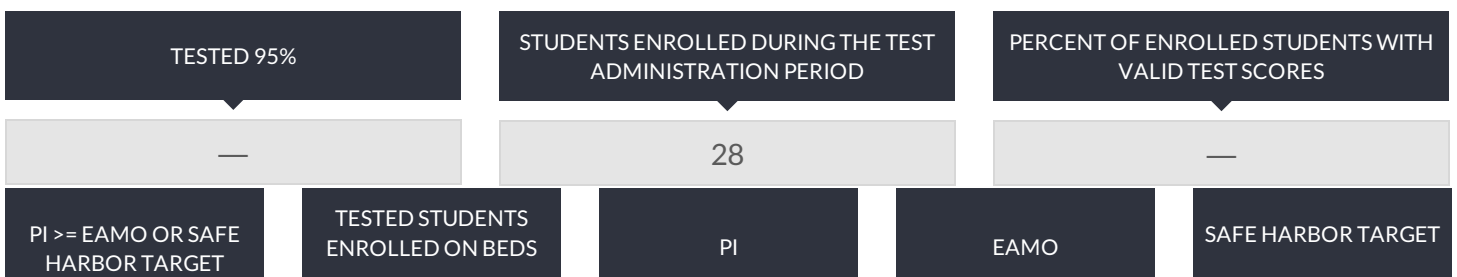
WHITE

MADE AYP: NO



MULTIRACIAL

MADE AYP: —



—	DAY	—	—	—
—	22	—	—	—

STUDENTS WITH DISABILITIES

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
NO	647*	91%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
NO	283†	36†	54	50

LIMITED ENGLISH PROFICIENT

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	302	96%		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
NO	298‡	33‡	57	57

ECONOMICALLY DISADVANTAGED

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	3,355*	95%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
NO	1,491	76	81	81

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

4,566*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

94%*

TESTED STUDENTS ENROLLED ON BEDS DAY

1,957

PI

85

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

3,371*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

94%*

TESTED STUDENTS ENROLLED ON BEDS DAY

1,439

PI

86

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

2,071*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

92%*

TESTED STUDENTS ENROLLED ON BEDS DAY

853

PI

97

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

4,479*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

94%*

TESTED STUDENTS ENROLLED ON BEDS DAY

1,913

PI

84

NOT WHITE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

3,837*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

96%*

TESTED STUDENTS ENROLLED ON BEDS DAY

1,688

PI

80

NOT MULTIRACIAL

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

4,511*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

94%*

TESTED STUDENTS ENROLLED ON BEDS DAY

1,935

PI

85

GENERAL EDUCATION

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

3,920*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

95%*

TESTED STUDENTS ENROLLED ON BEDS DAY

1,695

PI

93

ENGLISH PROFICIENT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

4,000*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

94%*

TESTED STUDENTS ENROLLED ON BEDS DAY

1,752

PI

93

NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,212*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

92%*

TESTED STUDENTS ENROLLED ON BEDS DAY

466

PI

115

MALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

2,419*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

94%*

TESTED STUDENTS ENROLLED ON BEDS DAY

1,038

PI

74

FEMALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

2,148*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

94%*

TESTED STUDENTS ENROLLED ON BEDS DAY

919

PI

97

MIGRANT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

TESTED STUDENTS ENROLLED ON BEDS DAY

0

PI

—

NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
4,567*	94%*	1,957	85

— 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 english language learner students because the number of english language learner 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**

ALL STUDENTS

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
NO	4,567*	90%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	1,839	96	91	91

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

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

BLACK OR AFRICAN AMERICAN

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
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NO	1,199*	90%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	472	90	67	67

HISPANIC OR LATINO

MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
NO	2,497*	92%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	1,058	86	78	78

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
NO	89*	94%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	41	154	122	122

WHITE

MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
NO	727*	82%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	252	138	103	103

MULTIRACIAL

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	26	—		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	16	—	—	—

STUDENTS WITH DISABILITIES

MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
NO	645*	86%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
NO	254†	48†	55	55

LIMITED ENGLISH PROFICIENT

MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	570*	95%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
NO	323‡	41‡	60	60

ECONOMICALLY DISADVANTAGED

MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST	PERCENT OF ENROLLED STUDENTS WITH
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		ADMINISTRATION PERIOD		VALID TEST SCORES
			3,354*	91%*
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	1,391	86	78	78
NO				

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

4,566*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

90%*

TESTED STUDENTS ENROLLED ON BEDS DAY

1,839

PI

96

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

3,368*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

90%*

TESTED STUDENTS ENROLLED ON BEDS DAY

1,367

PI

98

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

2,070*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

87%*

TESTED STUDENTS ENROLLED ON BEDS DAY

781

PI

110

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

4,478*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

90%*

TESTED STUDENTS ENROLLED ON BEDS DAY

1,798

PI

95

NOT WHITE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

3,840*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

92%*

TESTED STUDENTS ENROLLED ON BEDS DAY

1,587

PI

90

NOT MULTIRACIAL

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

4,513*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

90%*

TESTED STUDENTS ENROLLED ON BEDS DAY

1,823

PI

96

GENERAL EDUCATION

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

3,922*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

91%*

TESTED STUDENTS ENROLLED ON BEDS DAY

1,603

PI

104

ENGLISH PROFICIENT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

3,997*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

89%*

TESTED STUDENTS ENROLLED ON BEDS DAY

1,601

PI

106

NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,213*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

89%*

TESTED STUDENTS ENROLLED ON BEDS DAY

448

PI

128

MALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

2,420*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

90%*

TESTED STUDENTS ENROLLED ON BEDS DAY

981

PI

92

FEMALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

2,147*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

90%*

TESTED STUDENTS ENROLLED ON BEDS DAY

858

PI

102

MIGRANT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

TESTED STUDENTS ENROLLED ON BEDS DAY

0

PI

—

NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
4,567*	90%*	1,839	96

— 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 english language learner students because the number of english language learner 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**

ALL STUDENTS

MADE AYP: **YES**

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	808	92%		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	701	179	181	176

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

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

BLACK OR AFRICAN AMERICAN

MADE AYP: **YES**

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
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YES		205		92%
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	179	176	164	164

HISPANIC OR LATINO

MADE AYP: YES

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	460	93%		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	396	176	169	169

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	13	—		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	12	—	—	—

WHITE

MADE AYP: YES

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	120	90%		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	106	192	183	183

MULTIRACIAL

MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	10	—		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	8	—	—	—

STUDENTS WITH DISABILITIES

MADE AYP: YES

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	222*	88%*		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	88†	152†	155	139

LIMITED ENGLISH PROFICIENT

MADE AYP: YES

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	104	96%		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	104‡	144‡	154	133

ECONOMICALLY DISADVANTAGED

MADE AYP: YES

TESTED 80%	STUDENTS ENROLLED DURING THE TEST	PERCENT OF ENROLLED STUDENTS WITH
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		ADMINISTRATION PERIOD		VALID TEST SCORES	
	YES		610	93%	
PI >= EAMO OR PROGRESS TARGET		TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	536	175	172	172	

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

808

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

92%

TESTED STUDENTS ENROLLED ON BEDS DAY

701

PI

179

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

603

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

92%

TESTED STUDENTS ENROLLED ON BEDS DAY

522

PI

180

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

348

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

91%

TESTED STUDENTS ENROLLED ON BEDS DAY

305

PI

183

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

795

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

92%

TESTED STUDENTS ENROLLED ON BEDS DAY

689

PI

179

NOT WHITE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

688

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

92%

TESTED STUDENTS ENROLLED ON BEDS DAY

595

PI

177

NOT MULTIRACIAL

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

798

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

92%

TESTED STUDENTS ENROLLED ON BEDS DAY

693

PI

179

GENERAL EDUCATION

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

696

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

94%

TESTED STUDENTS ENROLLED ON BEDS DAY

618

PI

183

ENGLISH PROFICIENT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

704

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

91%

TESTED STUDENTS ENROLLED ON BEDS DAY

619

PI

185

NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

198

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

89%

TESTED STUDENTS ENROLLED ON BEDS DAY

165

PI

191

MALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

433

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

92%

TESTED STUDENTS ENROLLED ON BEDS DAY

380

PI

178

FEMALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

375

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

92%

TESTED STUDENTS ENROLLED ON BEDS DAY

321

PI

180

MIGRANT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

TESTED STUDENTS ENROLLED ON BEDS DAY

0

PI

—

NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
808	92%	701	179

— 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.
 ‡ Includes former english language learner students because the number of english language learner 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**

ALL STUDENTS

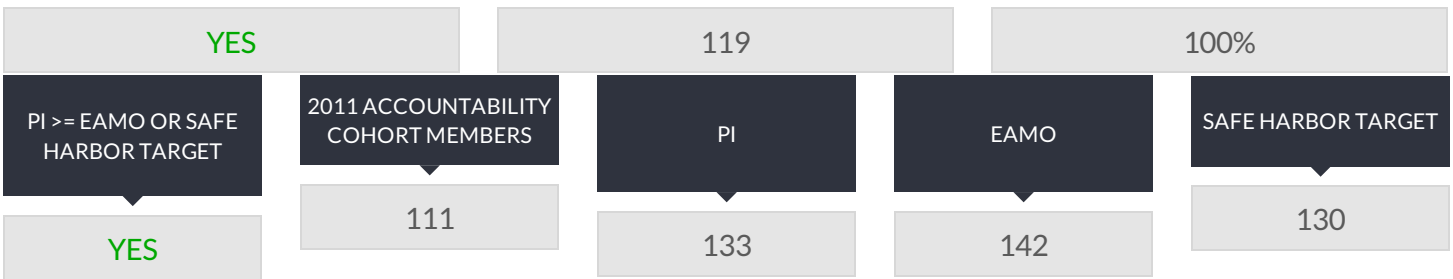
MADE AYP: YES				
TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
YES	404	100%		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
YES	366	140	164	139

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —				
TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
—	0	—		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	1	—	—	—

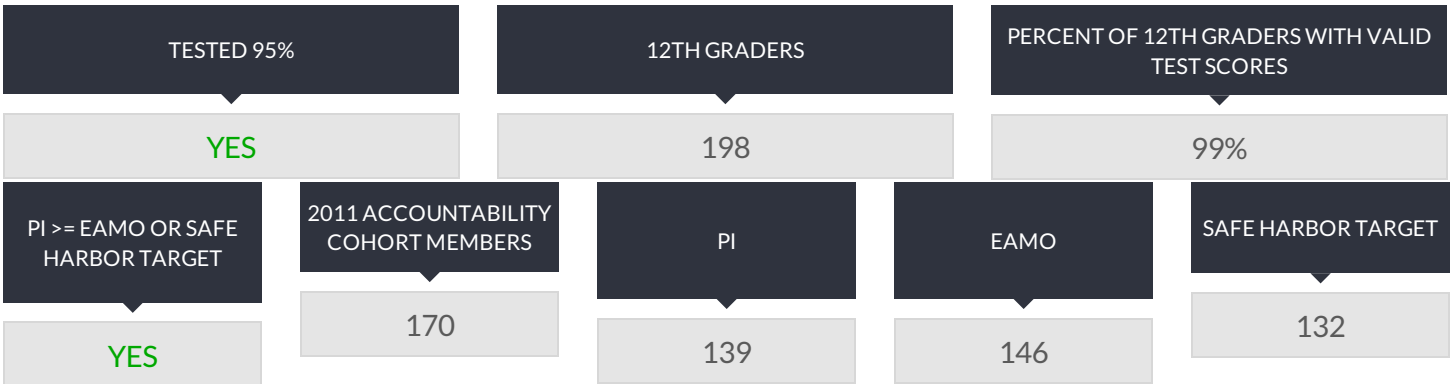
BLACK OR AFRICAN AMERICAN

MADE AYP: YES		
TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES



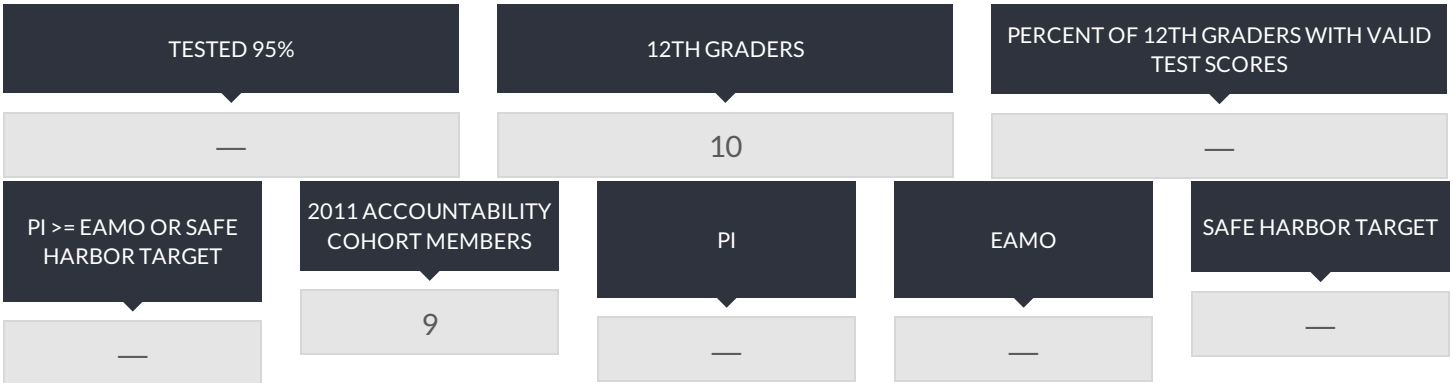
HISPANIC OR LATINO

MADE AYP: YES



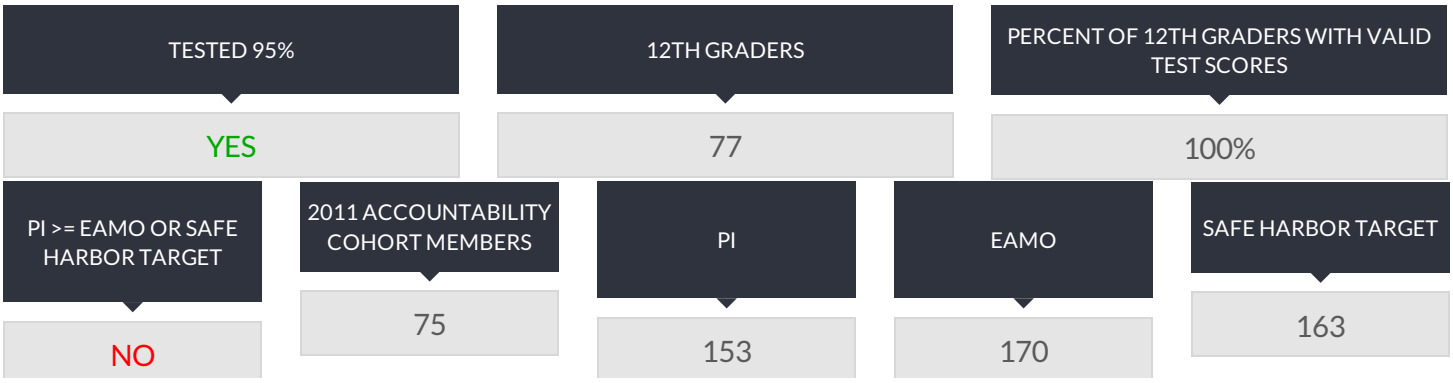
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —



WHITE

MADE AYP: NO



MULTIRACIAL

MADE AYP: —

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

STUDENTS WITH DISABILITIES

MADE AYP: NO

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
YES	63	100%		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
NO	59†	90†	112	95

LIMITED ENGLISH PROFICIENT

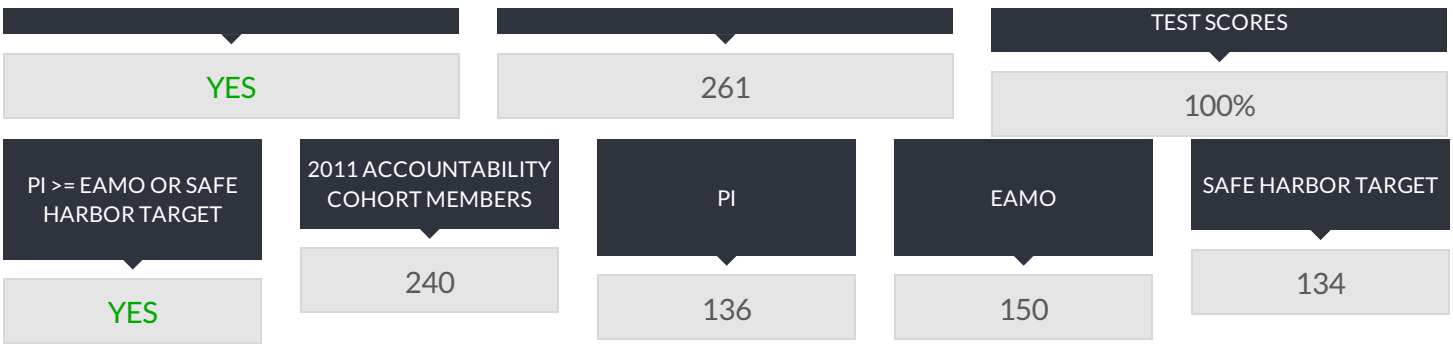
MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
—	30	—		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	18	—	—	—

ECONOMICALLY DISADVANTAGED

MADE AYP: YES

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
404	100%	365	141

NOT BLACK OR AFRICAN AMERICAN

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
285	99%	255	144

NOT HISPANIC OR LATINO

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
206	100%	196	141

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
394	100%	357	140

NOT WHITE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
327	99%	291	137

NOT MULTIRACIAL

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
404	100%	366	140

GENERAL EDUCATION

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

341	99%	307	150
ENGLISH PROFICIENT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
374	99%	348	145
NOT ECONOMICALLY DISADVANTAGED			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
143	99%	126	149
MALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
213	100%	189	130
FEMALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
191	99%	177	152
MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
0	—	0	—
NOT MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
404	100%	366	140

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

† 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**

ALL STUDENTS

MADE AYP: **NO**

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
YES	404	99%		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
NO	366	128	148	138

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
—	0	—		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	1	—	—	—

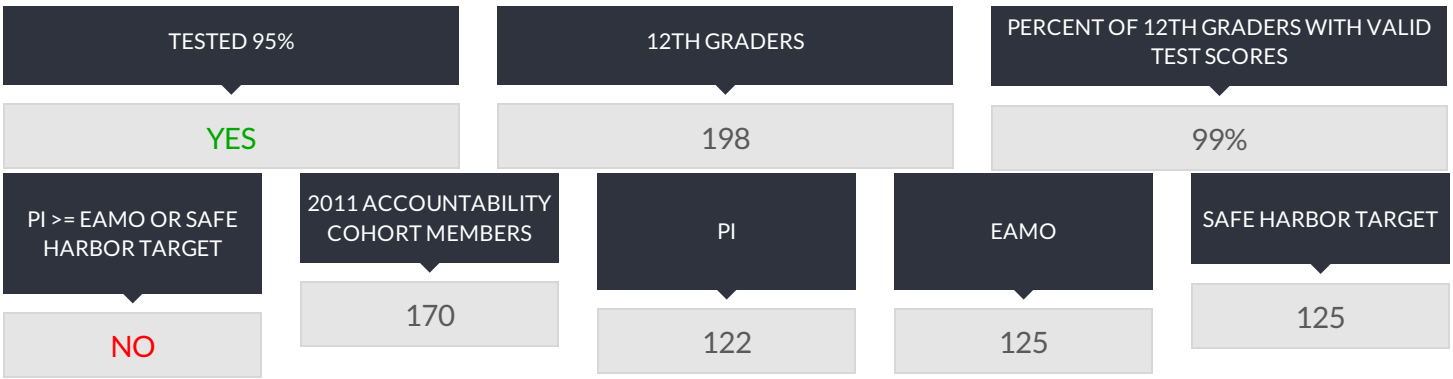
BLACK OR AFRICAN AMERICAN

MADE AYP: **YES**

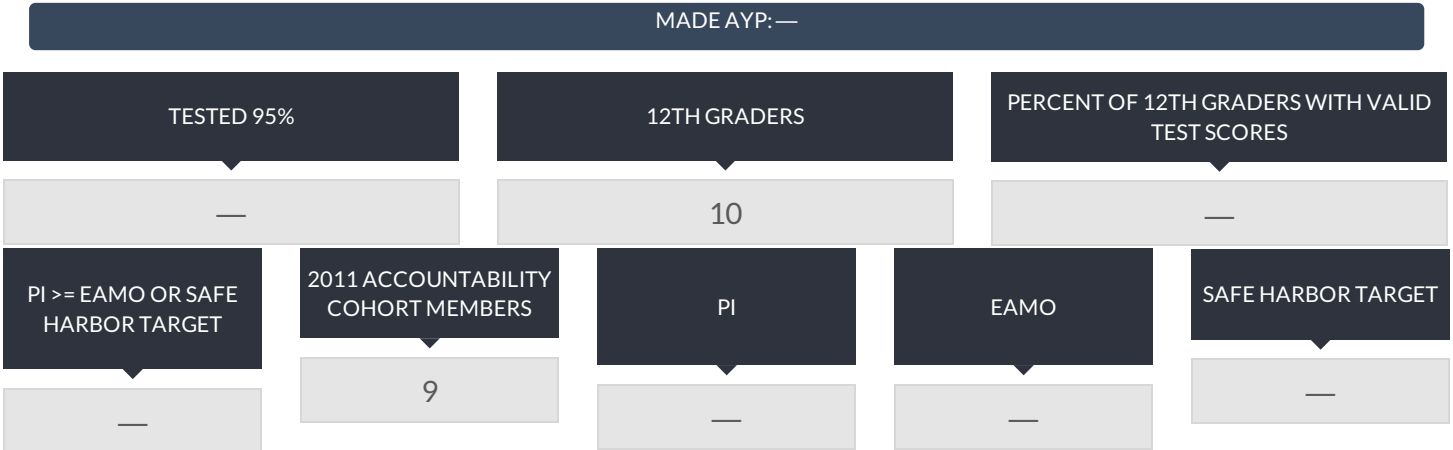
TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
YES	119	100%		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
YES	111	130	119	119

HISPANIC OR LATINO

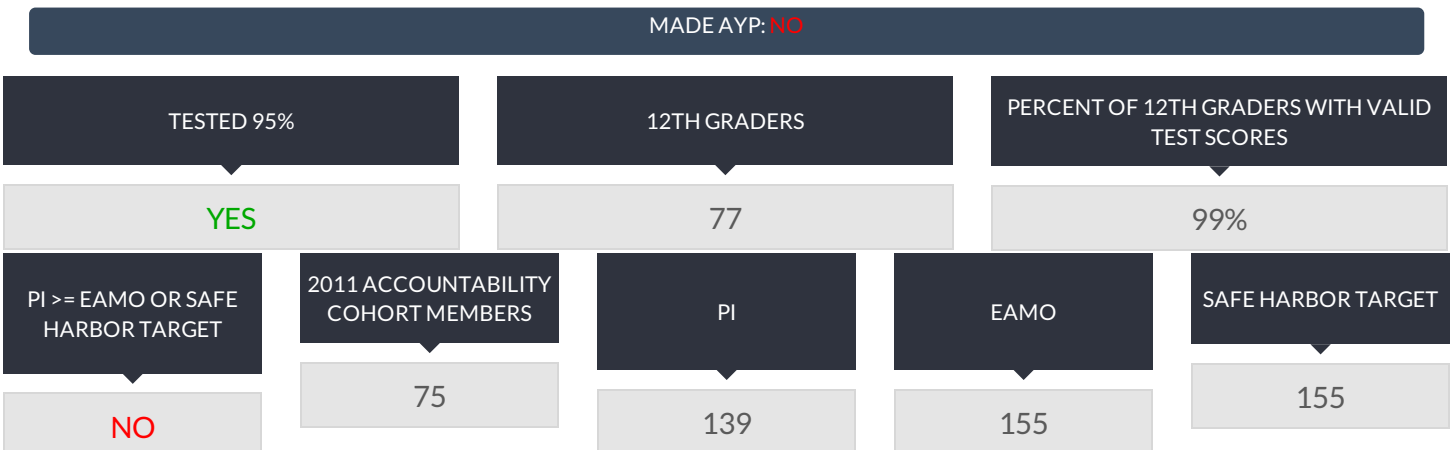
MADE AYP: **NO**



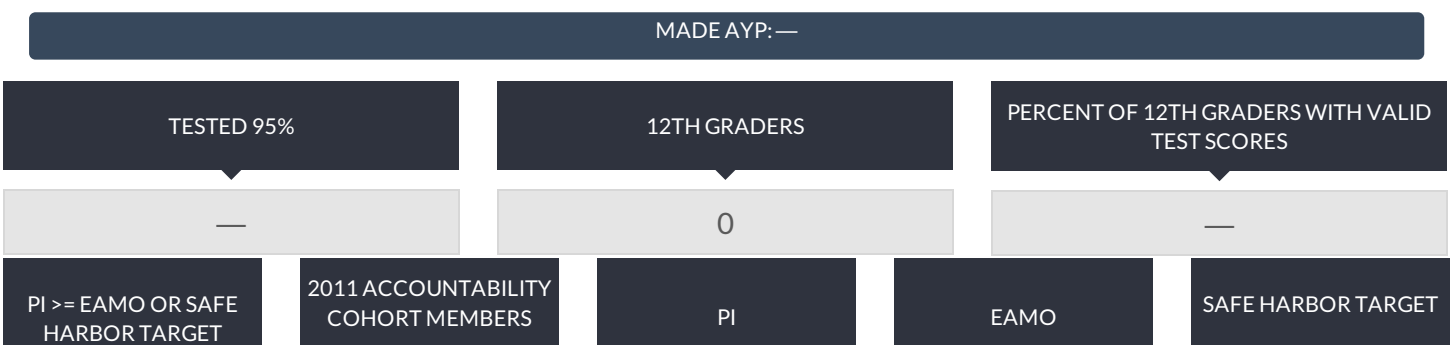
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



WHITE



MULTIRACIAL



—	0	—	—	—
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STUDENTS WITH DISABILITIES

MADE AYP: **NO**

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
YES	63	97%		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
NO	59†	85†	101	97

LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
—	30	—		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	18	—	—	—

ECONOMICALLY DISADVANTAGED

MADE AYP: **NO**

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
YES	261	99%		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
NO	240	123	131	131

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
404	99%	365	128

NOT BLACK OR AFRICAN AMERICAN

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
285	99%	255	127

NOT HISPANIC OR LATINO

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
206	99%	196	133

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
394	99%	357	127

NOT WHITE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
327	99%	291	125

NOT MULTIRACIAL

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
404	99%	366	128

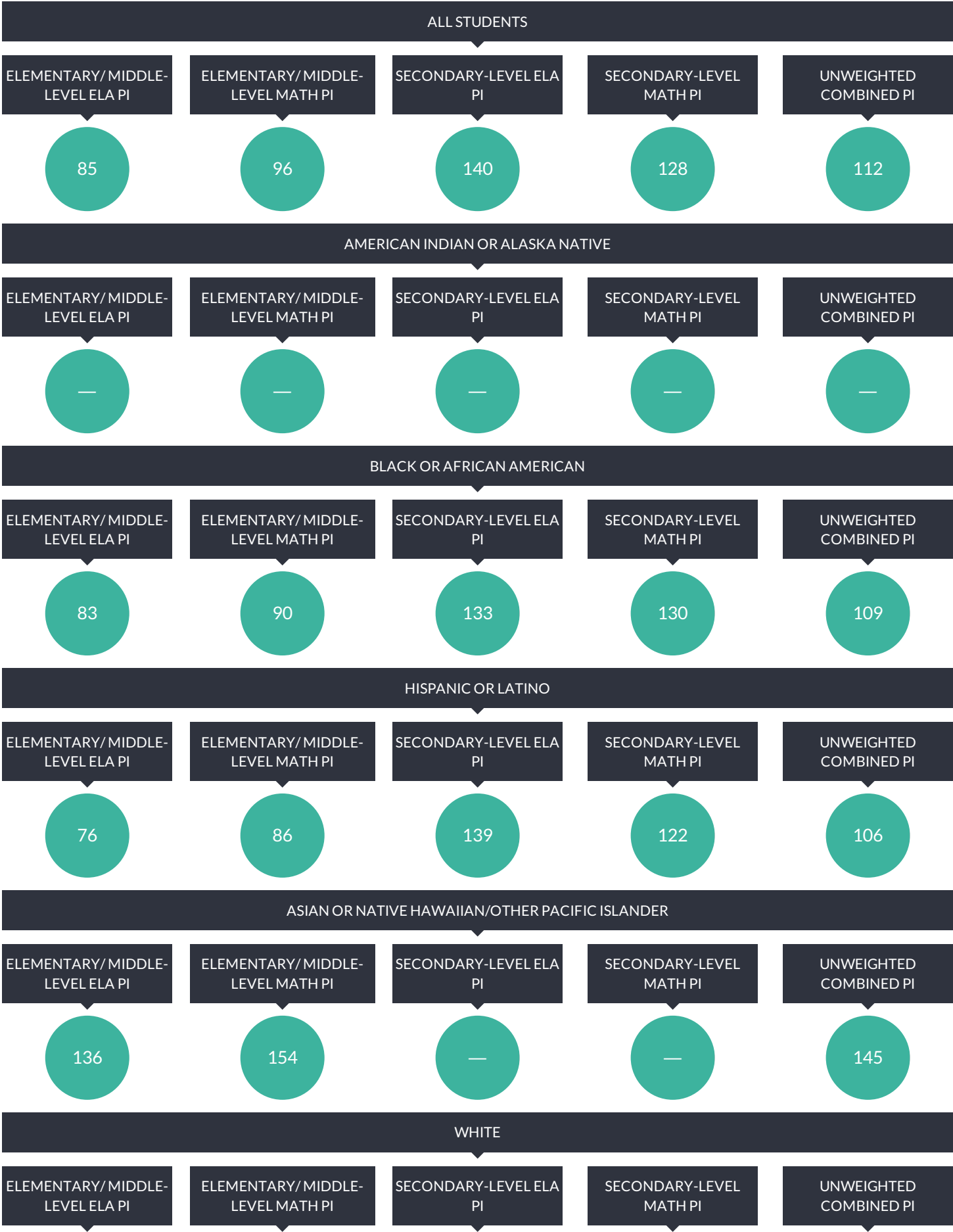
GENERAL EDUCATION

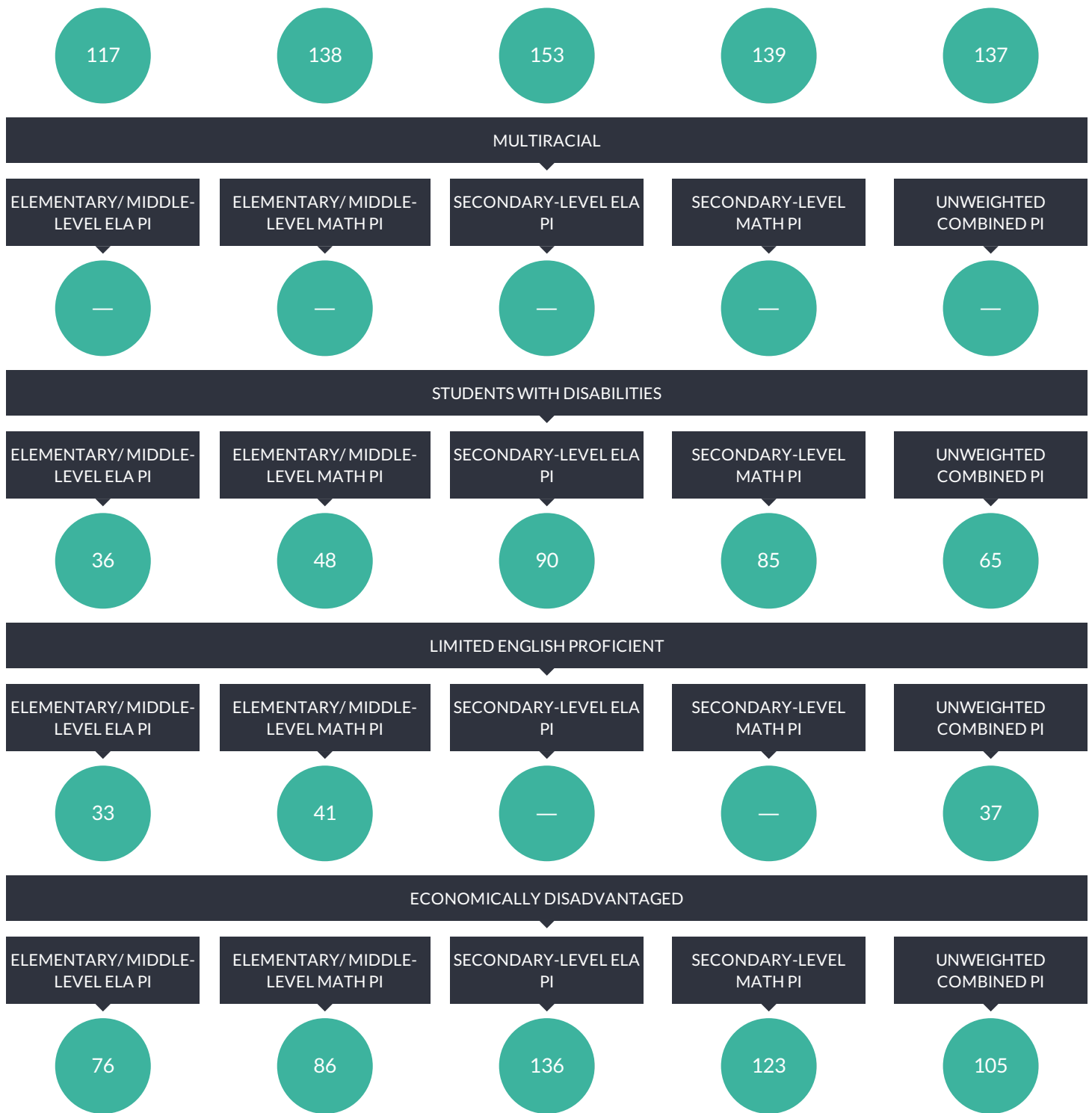
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI

341	100%	307	136
ENGLISH PROFICIENT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
374	99%	348	130
NOT ECONOMICALLY DISADVANTAGED			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
143	99%	126	138
MALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
213	100%	189	124
FEMALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
191	99%	177	132
MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
0	—	0	—
NOT MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
404	99%	366	128

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

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



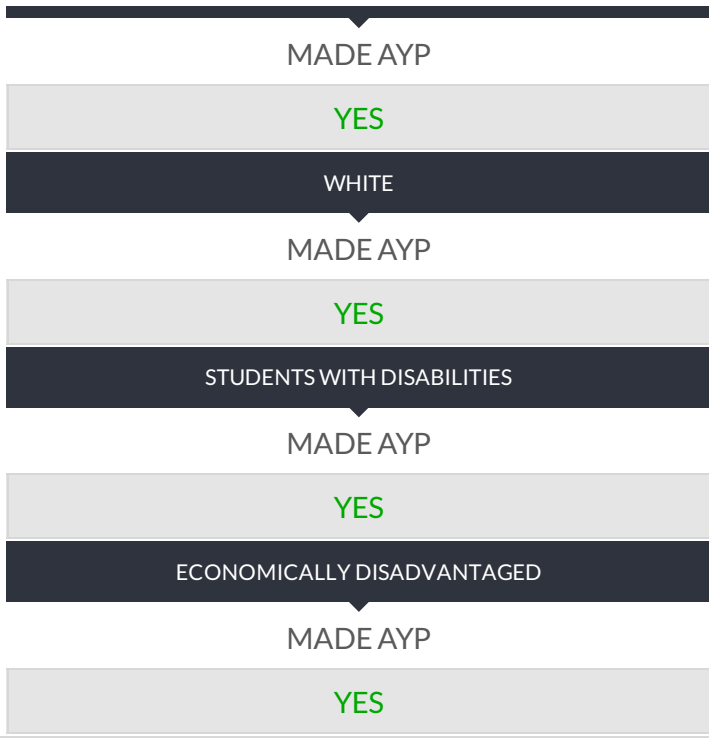
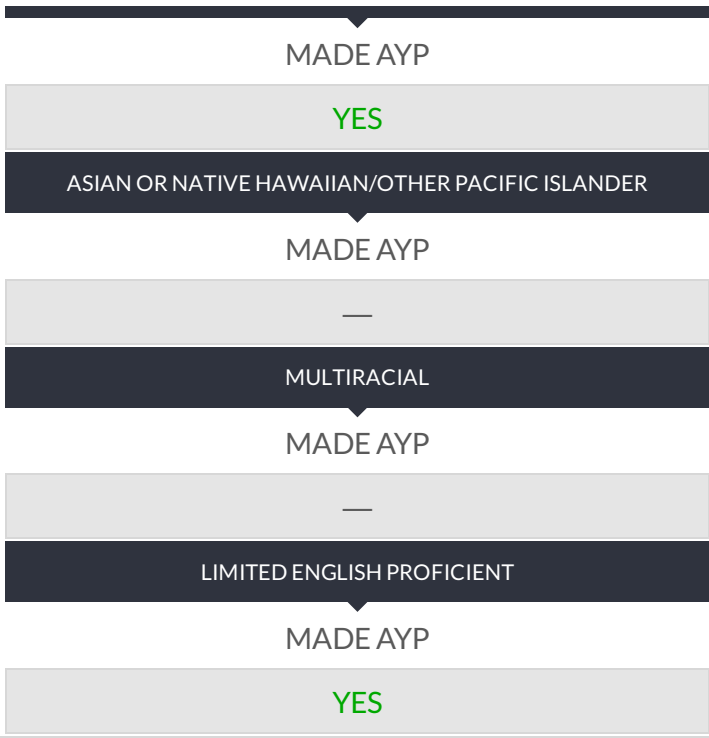


— There were not enough students to determine a Performance Index.

OVERALL GRADUATION RATE FOR ACCOUNTABILITY

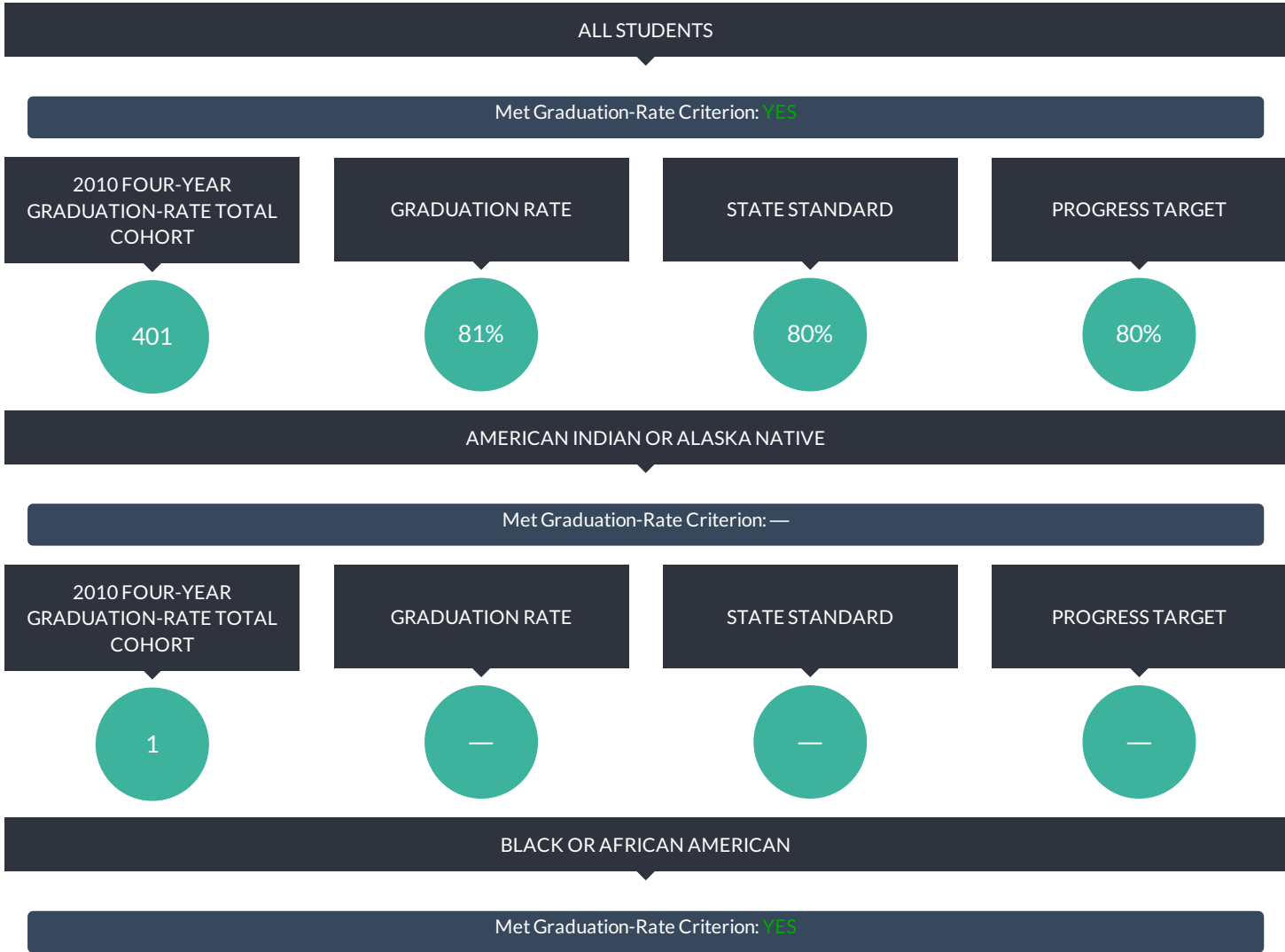
ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

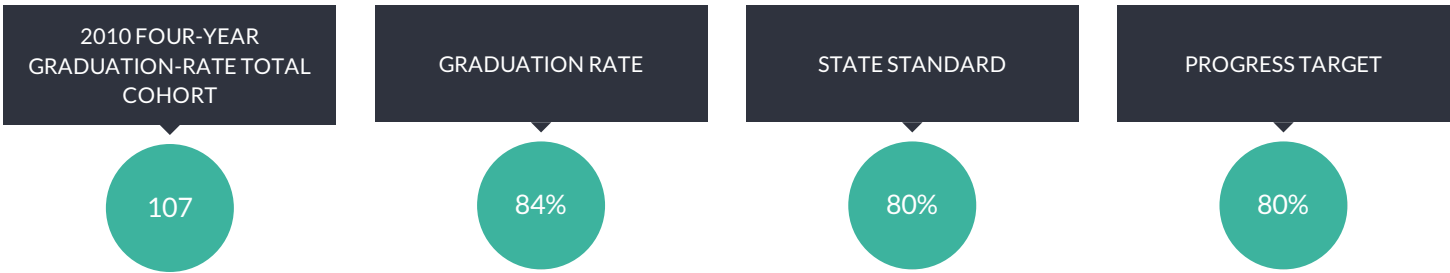




— There were not enough students to make an AYP determination.

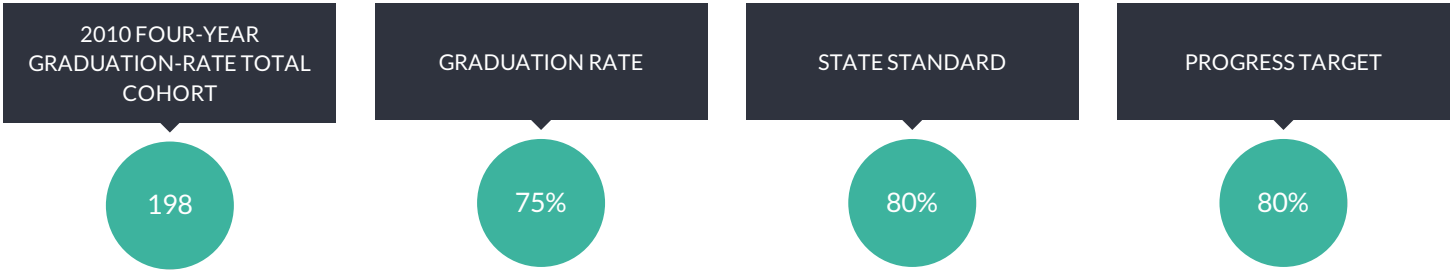
FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY





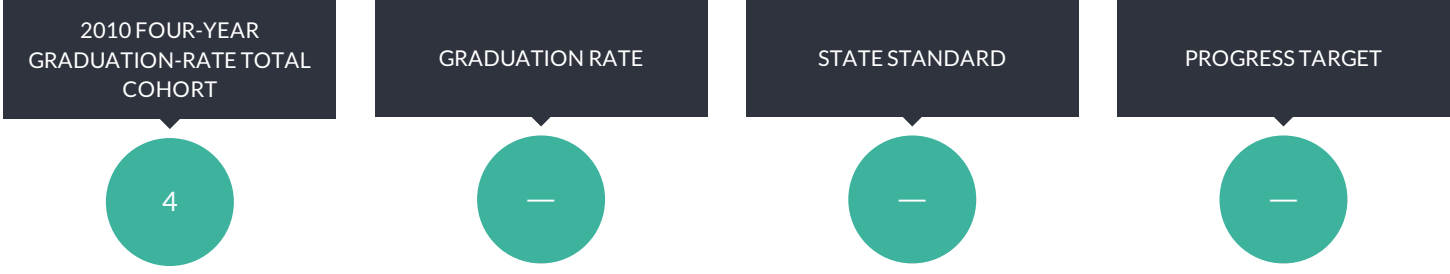
HISPANIC OR LATINO

Met Graduation-Rate Criterion: **NO**



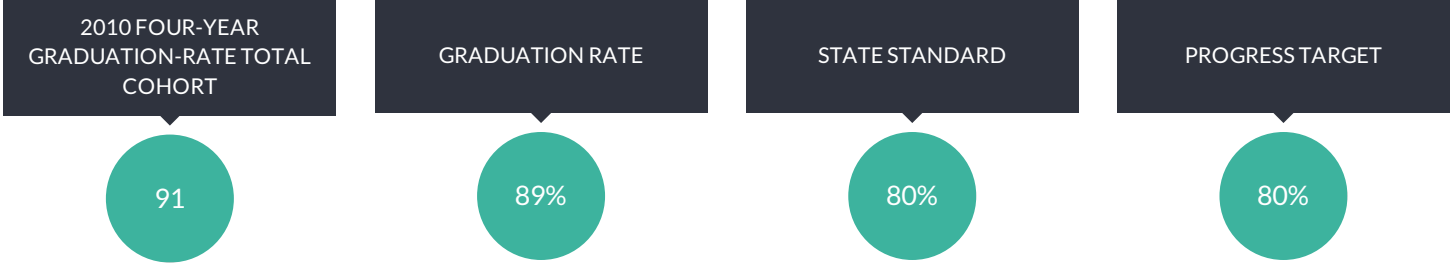
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

Met Graduation-Rate Criterion: —



WHITE

Met Graduation-Rate Criterion: **YES**



MULTIRACIAL

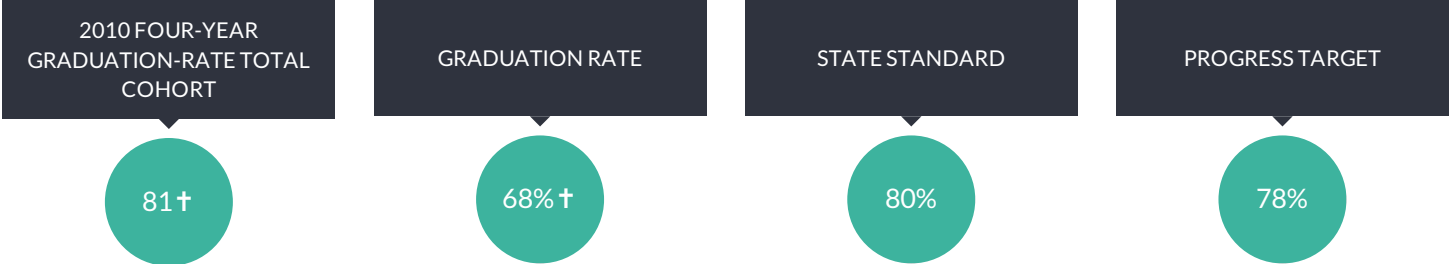
Met Graduation-Rate Criterion: —





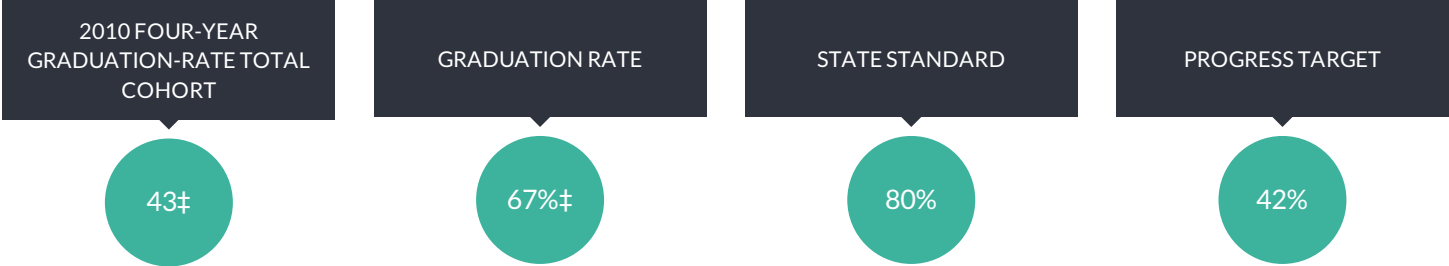
STUDENTS WITH DISABILITIES

Met Graduation-Rate Criterion: **NO**



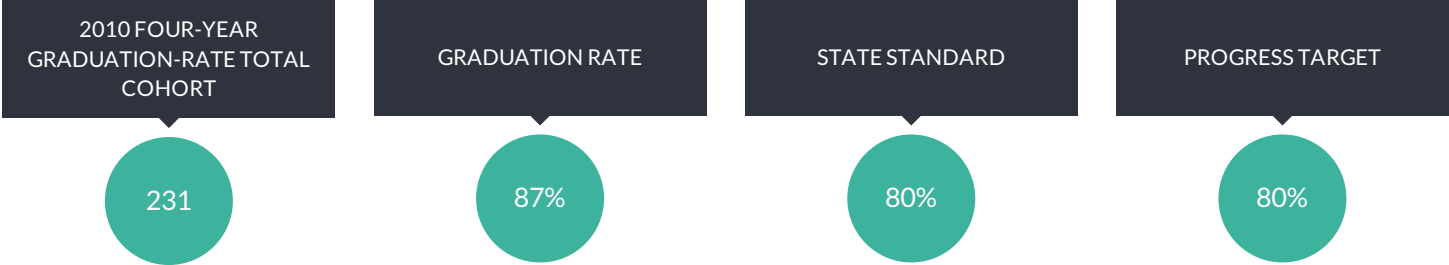
LIMITED ENGLISH PROFICIENT

Met Graduation-Rate Criterion: **YES**



ECONOMICALLY DISADVANTAGED

Met Graduation-Rate Criterion: **YES**



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.
 ‡ Includes former english language learner students because the number of english language learner students in the current year is equal to or greater than 30.

FIVE-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

ALL STUDENTS

Met Graduation-Rate Criterion: **YES**



409

87%

80%

80%

AMERICAN INDIAN OR ALASKA NATIVE

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

GRADUATION RATE

STATE STANDARD

PROGRESS TARGET

1

—

—

—

BLACK OR AFRICAN AMERICAN

Met Graduation-Rate Criterion: YES

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

GRADUATION RATE

STATE STANDARD

PROGRESS TARGET

133

92%

80%

80%

HISPANIC OR LATINO

Met Graduation-Rate Criterion: YES

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

GRADUATION RATE

STATE STANDARD

PROGRESS TARGET

187

83%

80%

80%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

GRADUATION RATE

STATE STANDARD

PROGRESS TARGET

9



WHITE

Met Graduation-Rate Criterion: **YES**

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
78	91%	80%	80%

MULTIRACIAL

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
1	—	—	—

STUDENTS WITH DISABILITIES

Met Graduation-Rate Criterion: **YES**

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
82+	78%+	80%	76%

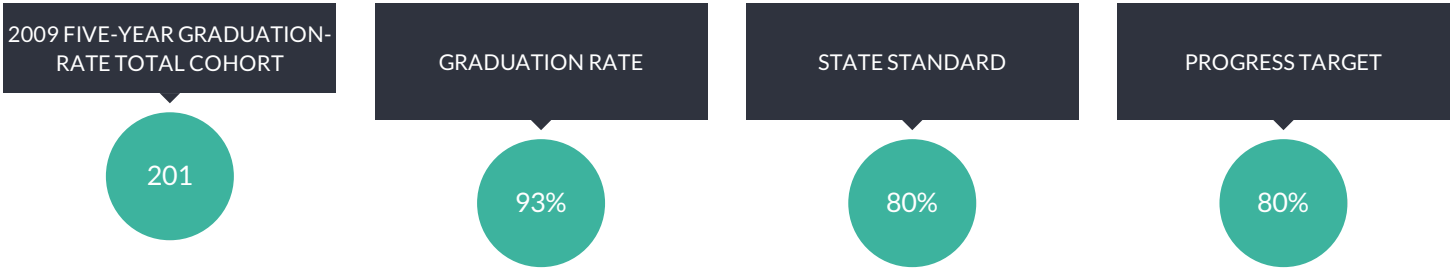
LIMITED ENGLISH PROFICIENT

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
28	—	—	—

ECONOMICALLY DISADVANTAGED

Met Graduation-Rate Criterion: **YES**



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

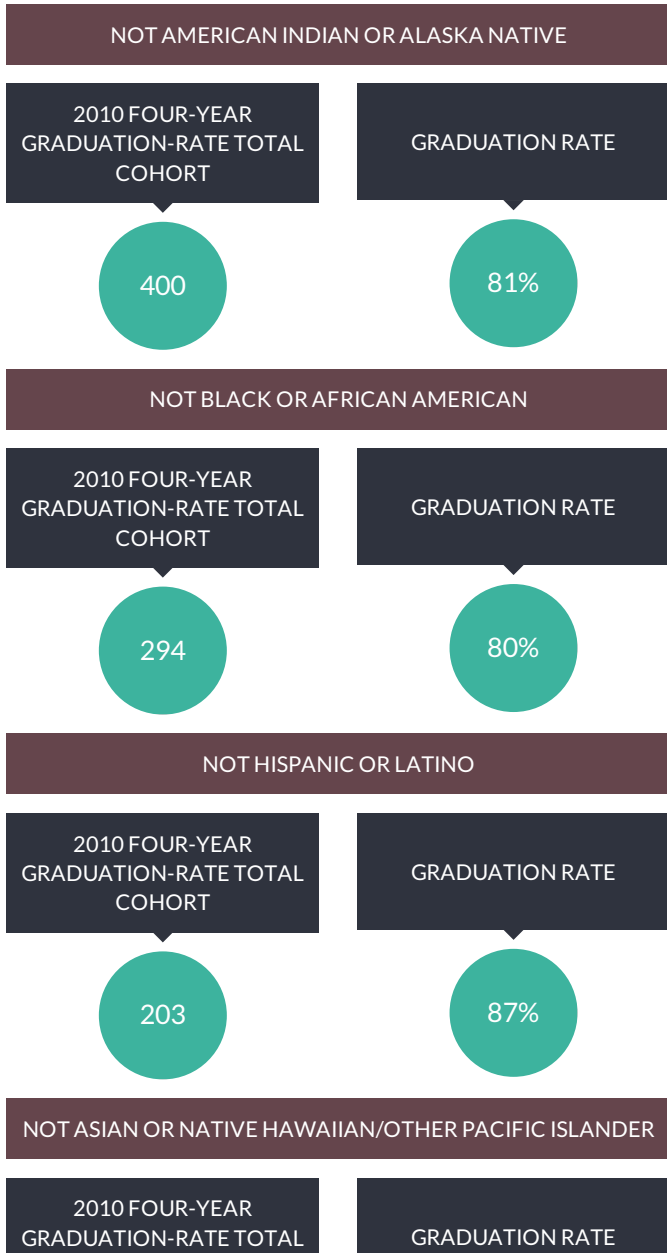
NO Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

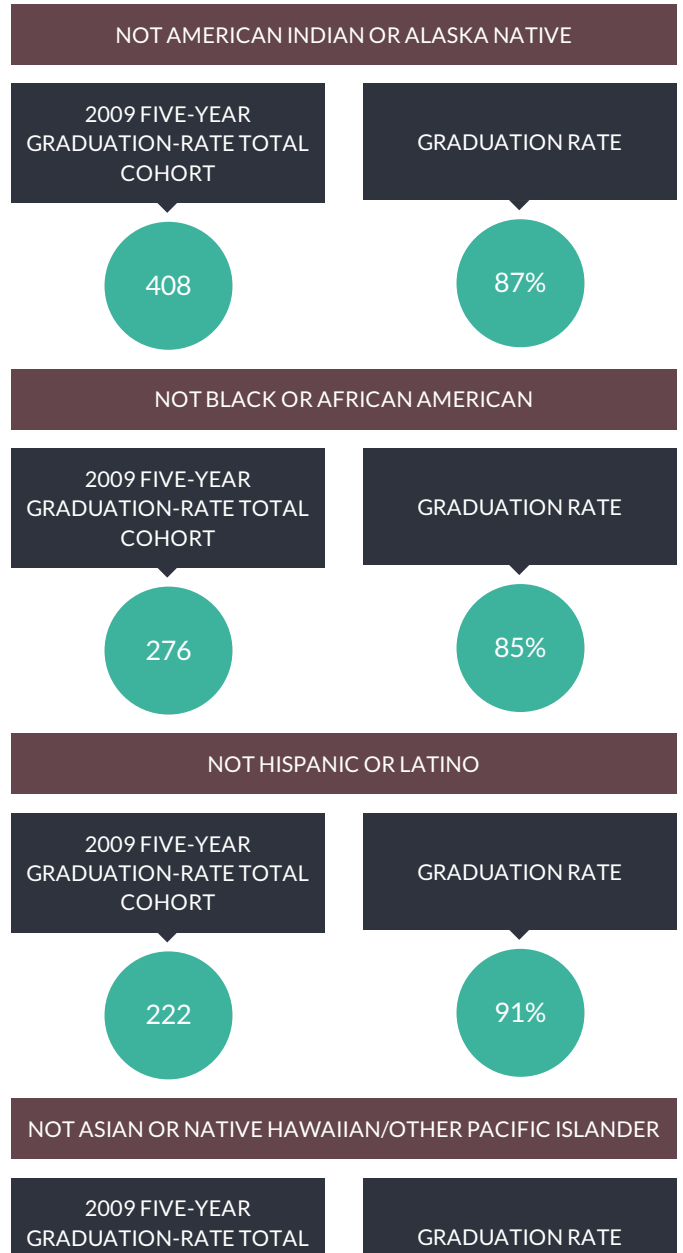
† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

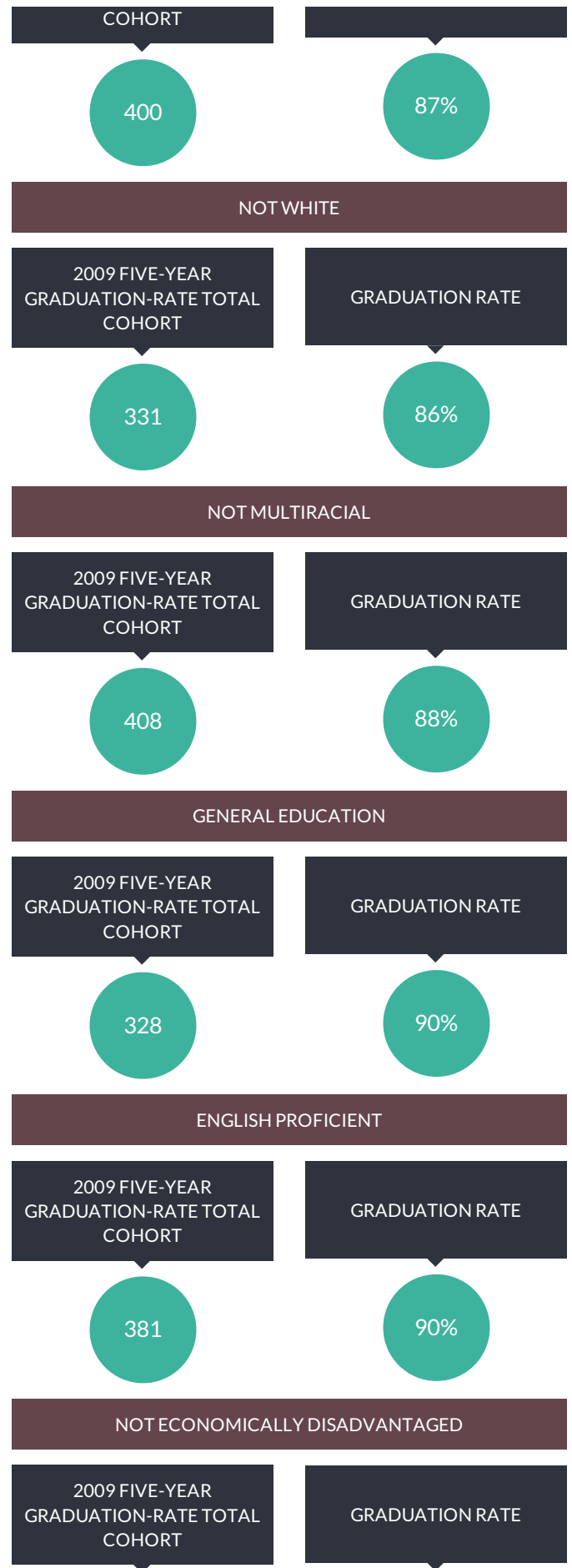
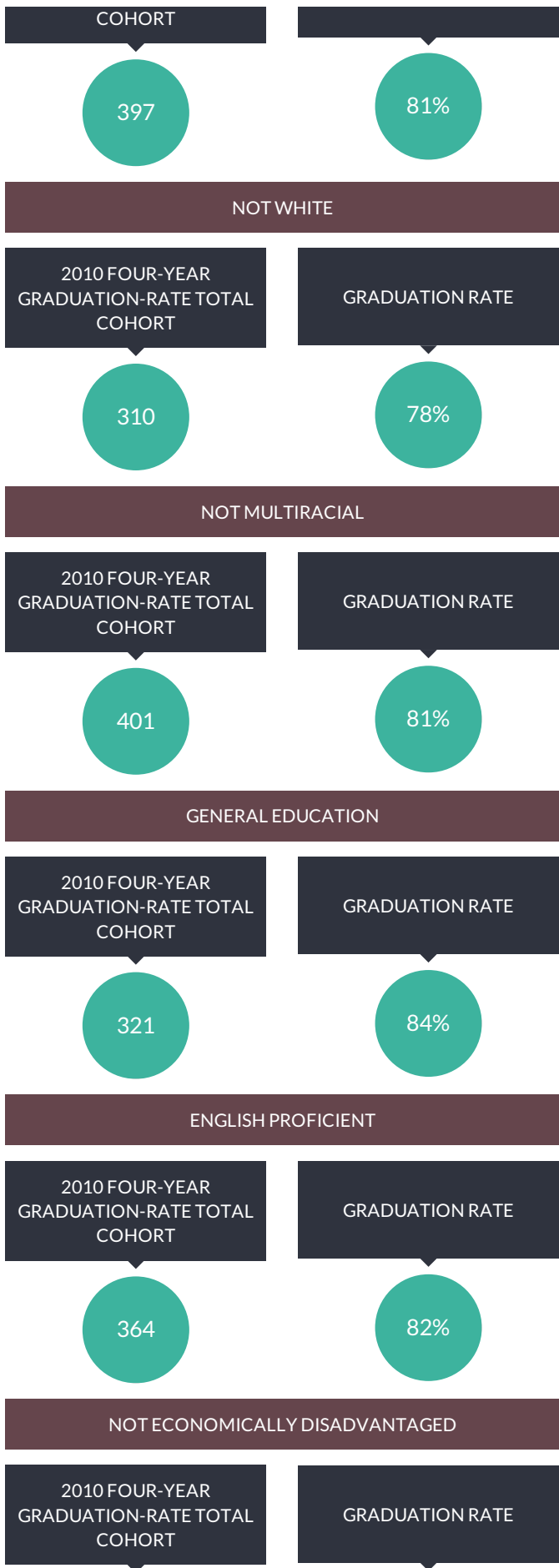
GRADUATION RATES FOR NON-AYP GROUPS FOR ACCOUNTABILITY

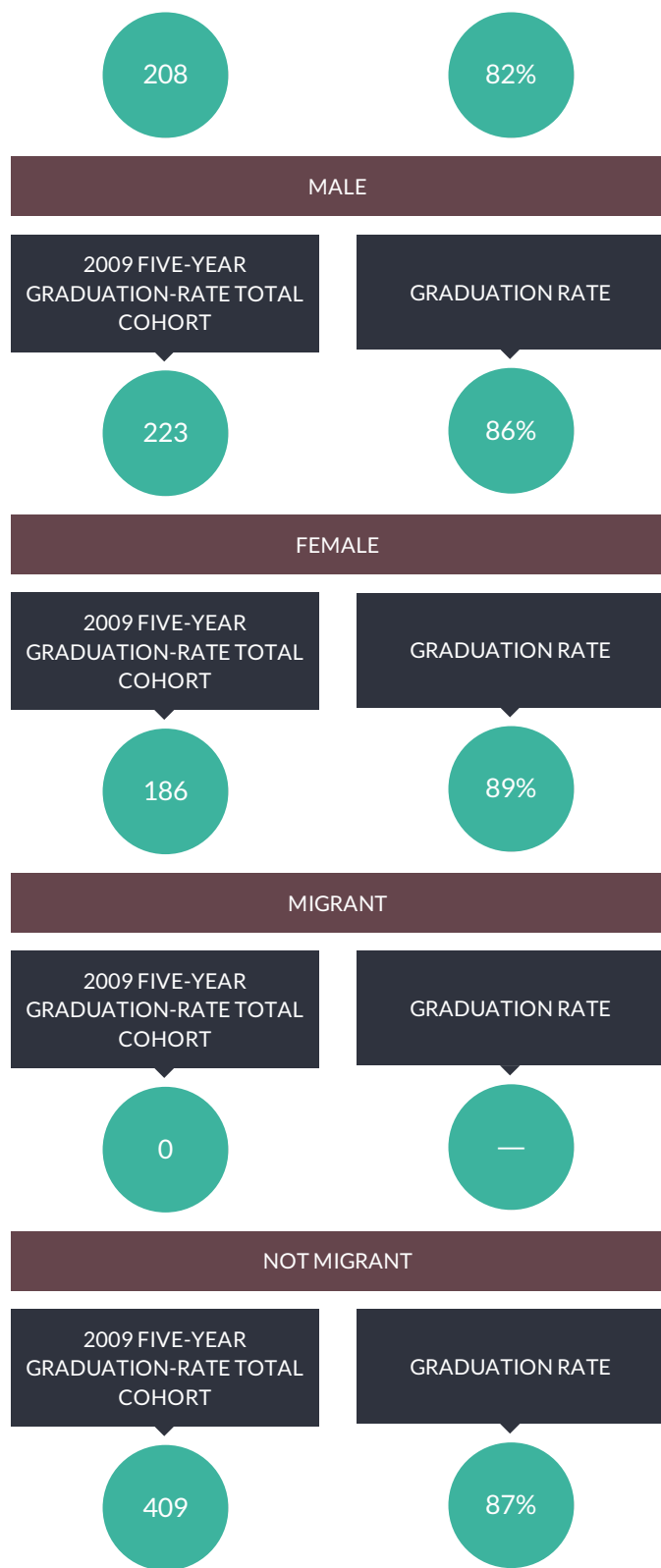
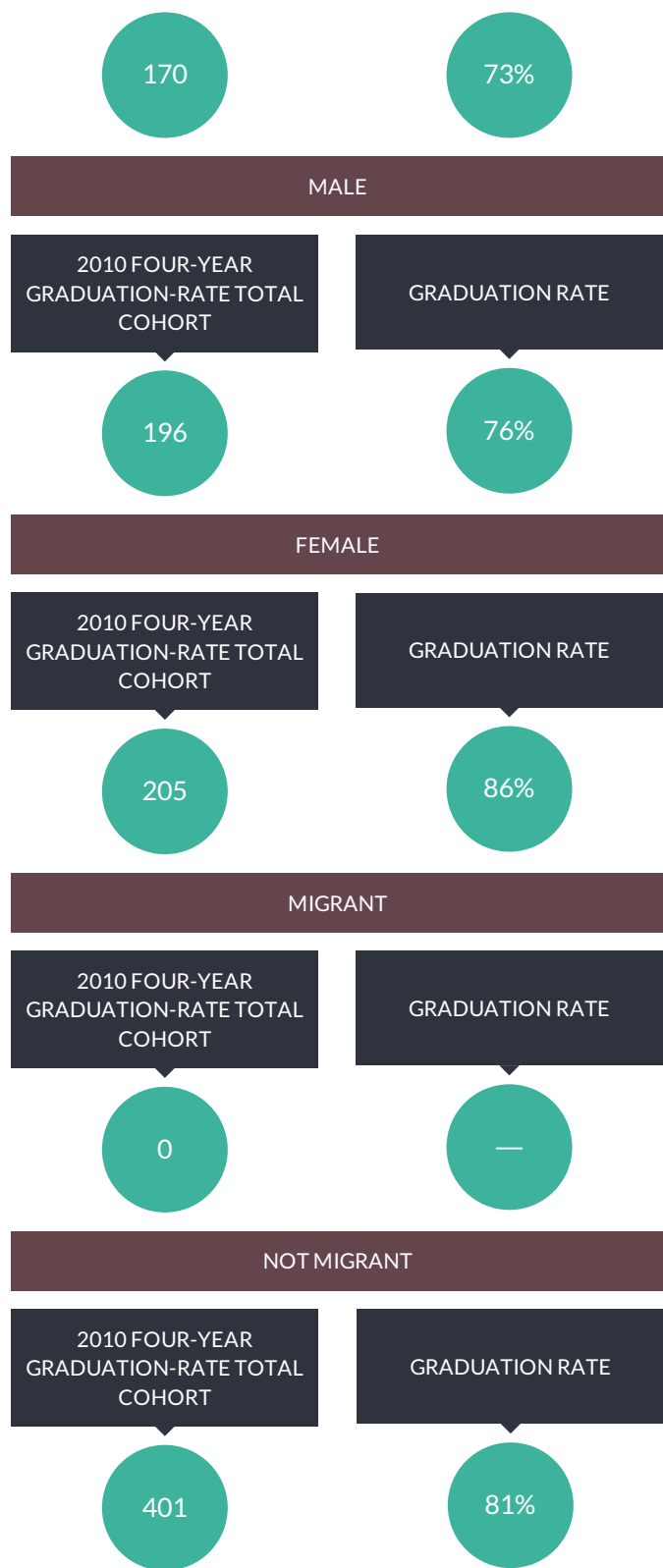
FOUR-YEAR GRADUATION-RATE TOTAL COHORT



FIVE-YEAR GRADUATION-RATE TOTAL COHORT



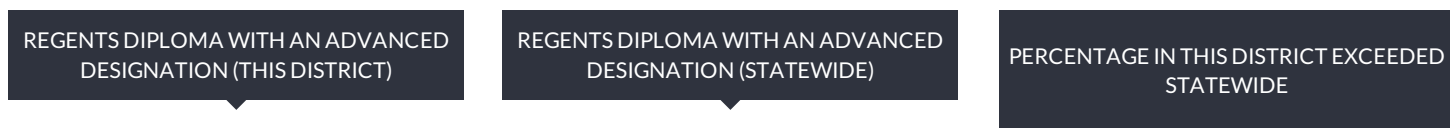




— There were fewer than 30 students in the cohort.

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

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



22%

31%

NO

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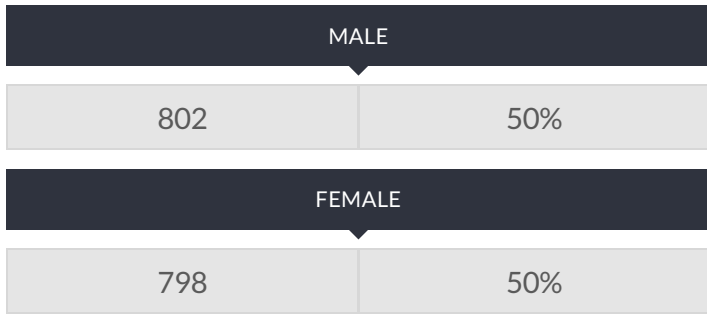
THIS DOCUMENT WAS CREATED ON: APRIL 11, 2016, 11:52 AM EST

WALTER G. O'CONNELL
COPIAGUE
HIGH SCHOOL
Report Card

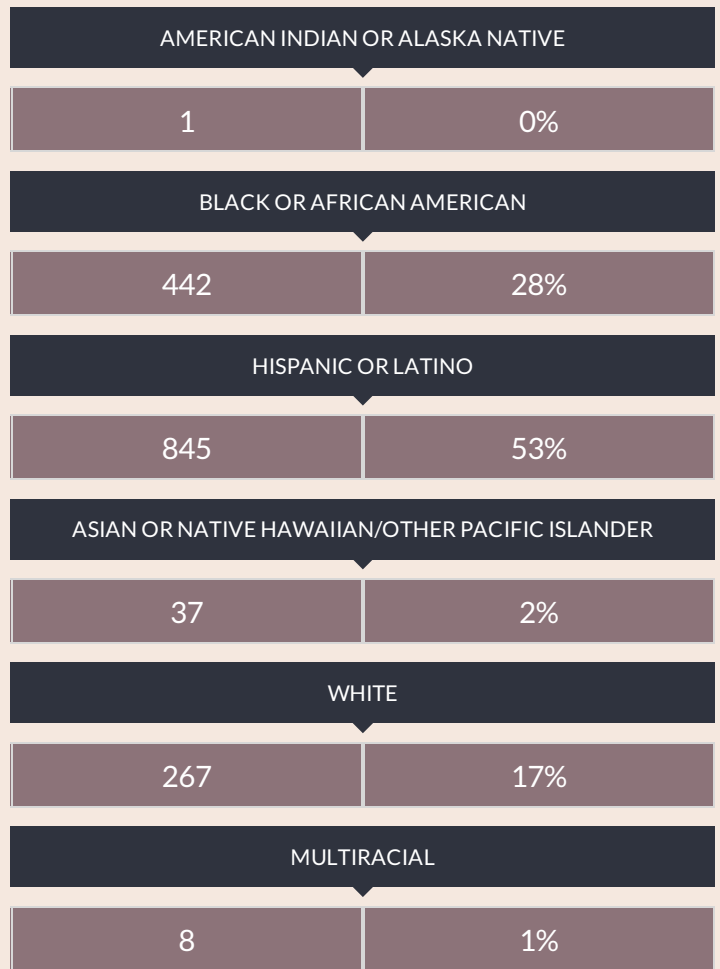
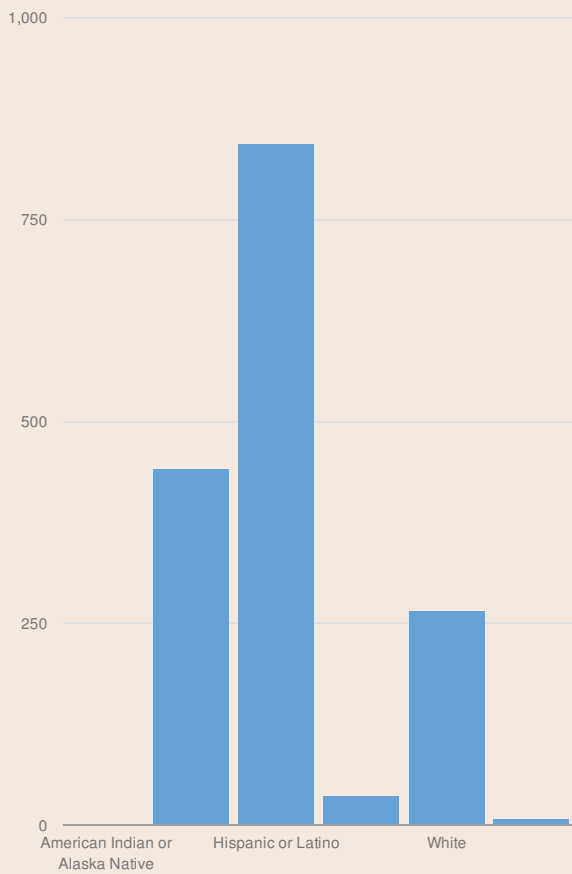
SECTION A

(43 pages)

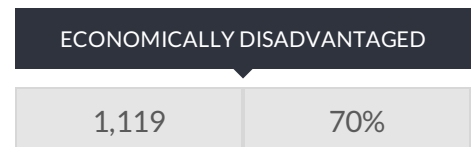
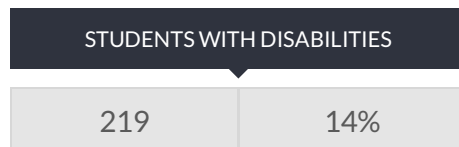
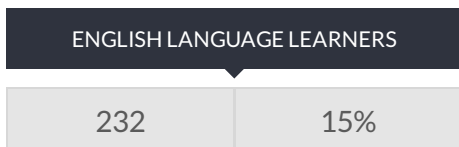
ENROLLMENT BY GENDER



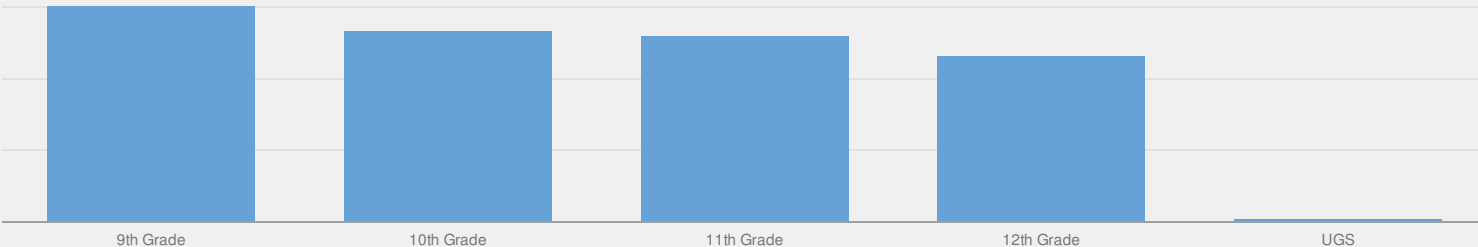
ENROLLMENT BY ETHNICITY



OTHER GROUPS



ENROLLMENT BY GRADE



9TH GRADE

452	28%
-----	-----

10TH GRADE

403	25%
-----	-----

11TH GRADE

390	24%
-----	-----

12TH GRADE

349	22%
-----	-----

UNGRADED SECONDARY

6	0%
---	----

AVERAGE CLASS SIZE (2014 - 15)

GRADE 10 ENGLISH

24

GRADE 10 MATHEMATICS

21

GRADE 10 SOCIAL STUDIES

24

FREE AND REDUCED-PRICE LUNCH (2014 - 15)

ELIGIBLE FOR FREE LUNCH

917

57%

ELIGIBLE FOR REDUCED-PRICE LUNCH

115

7%

ATTENDANCE (2013 - 14)

ANNUAL ATTENDANCE RATE

96%

STUDENT SUSPENSIONS (2013 - 14)

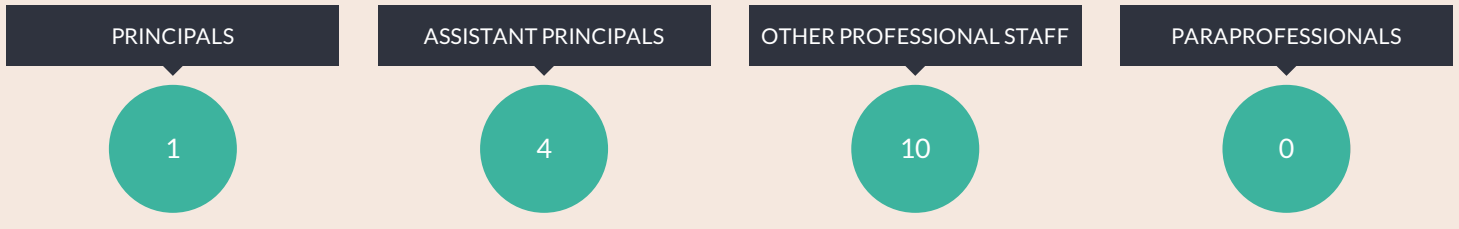
STUDENT SUSPENSIONS

100

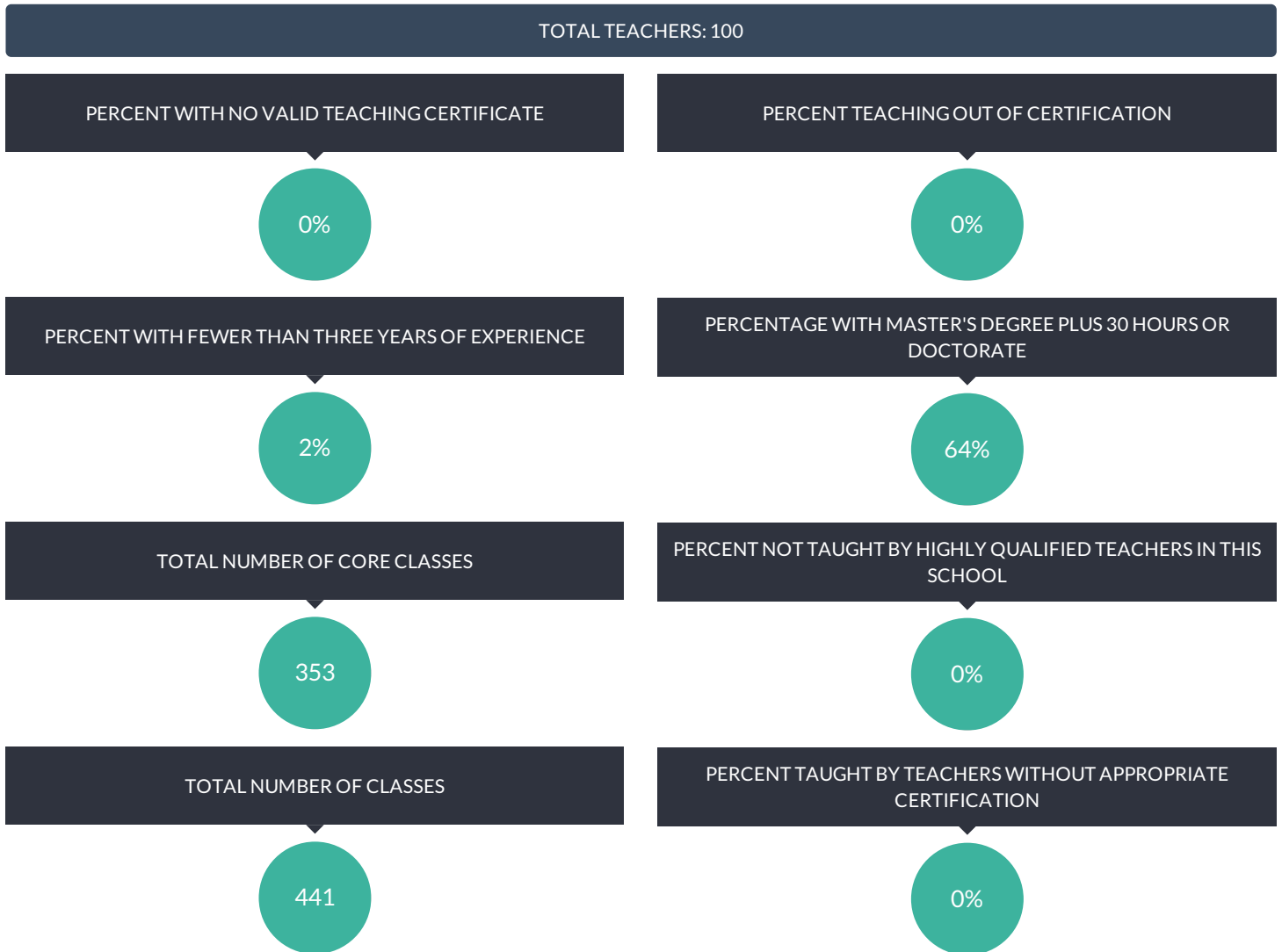
6%

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

STAFF COUNTS (2014 - 15)

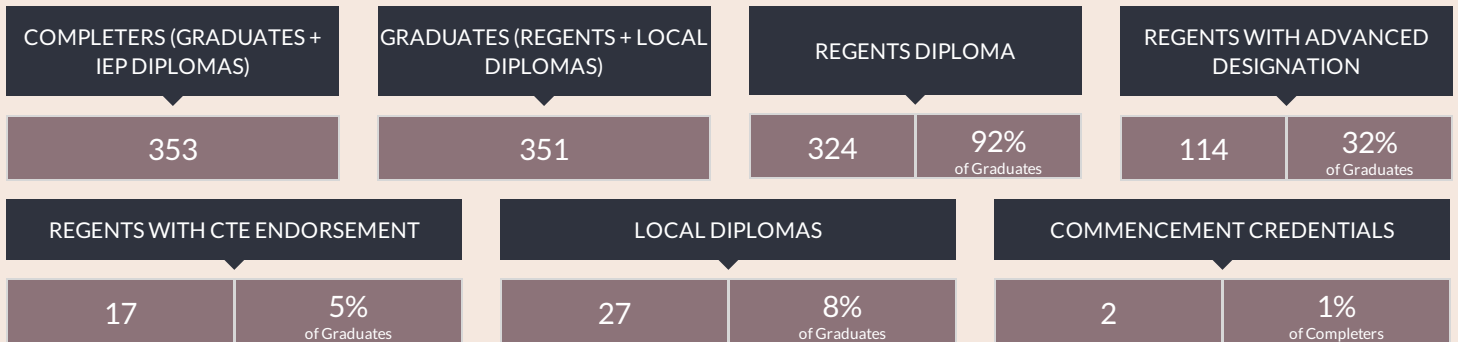


TEACHER QUALIFICATIONS (2014 - 15)

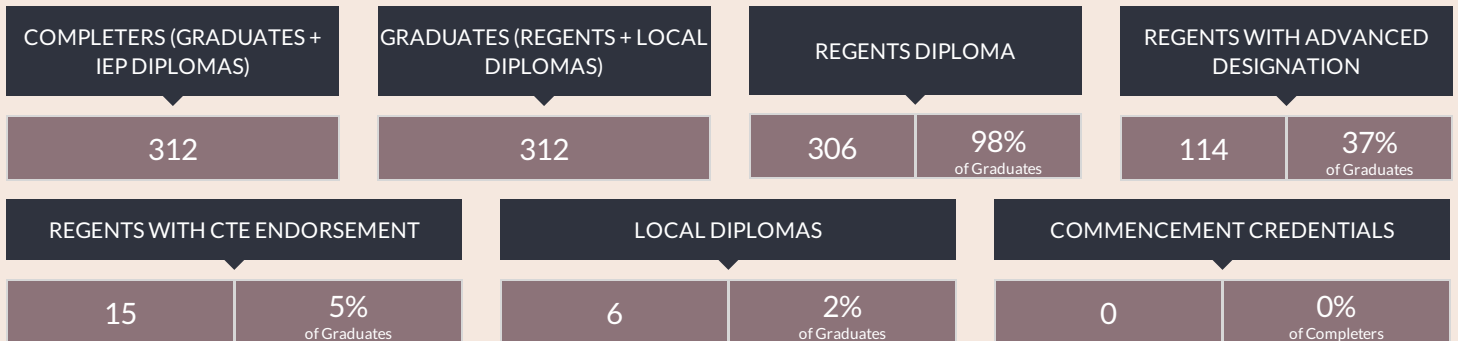


HIGH SCHOOL COMPLETERS (2014 - 15)

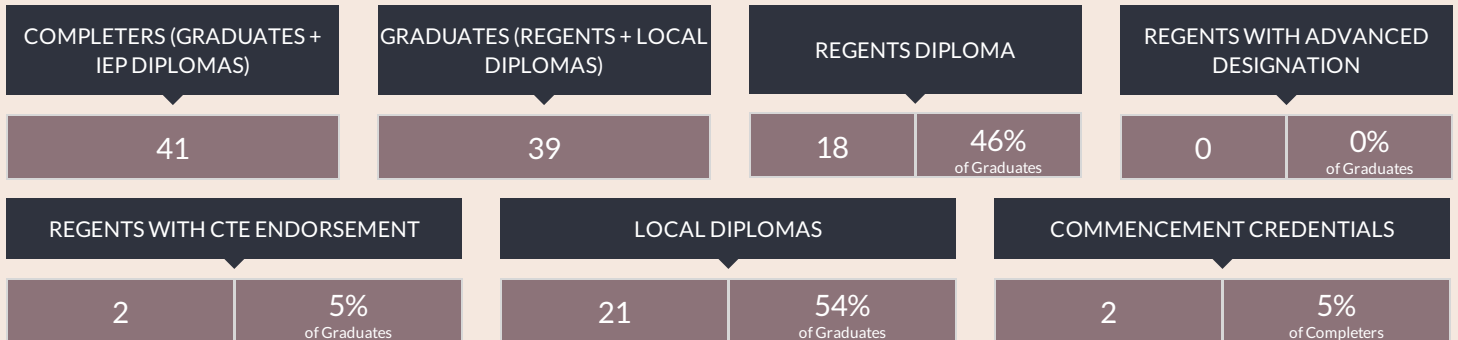
ALL STUDENTS



GENERAL EDUCATION



STUDENTS WITH DISABILITIES



HIGH SCHOOL NON-COMPLETERS (2014 - 15)

ALL STUDENTS

DROPPED OUT	
14	1%

ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM	
10	1%

TOTAL NONCOMPLETERS	
24	2%

GENERAL EDUCATION

DROPPED OUT	
-	-

ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM	
-	-

TOTAL NONCOMPLETERS	
-	-

STUDENTS WITH DISABILITIES

DROPPED OUT	
-	-

ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM	
-	-

TOTAL NONCOMPLETERS	
-	-

POST-GRADUATION PLANS OF COMPLETERS (2014 - 15)

ALL STUDENTS

TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
116	33%	131	37%	15	4%	16	5%
TO EMPLOYMENT		TO ADULT SERVICES		TO OTHER KNOWN PLANS		PLAN UNKNOWN	
72	20%	1	0%	0	0%	2	1%

GENERAL EDUCATION

TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
114	37%	108	35%	10	3%	14	4%
TO EMPLOYMENT		TO ADULT SERVICES		TO OTHER KNOWN PLANS		PLAN UNKNOWN	
64	21%	0	0%	0	0%	2	1%

STUDENTS WITH DISABILITIES

TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
2	5%	23	56%	5	12%	2	5%
TO EMPLOYMENT		TO ADULT SERVICES		TO OTHER KNOWN PLANS		PLAN UNKNOWN	
8	20%	1	2%	0	0%	0	0%

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

GRADE: 4
READING

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

MATHEMATICS

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

GRADE: 8
READING

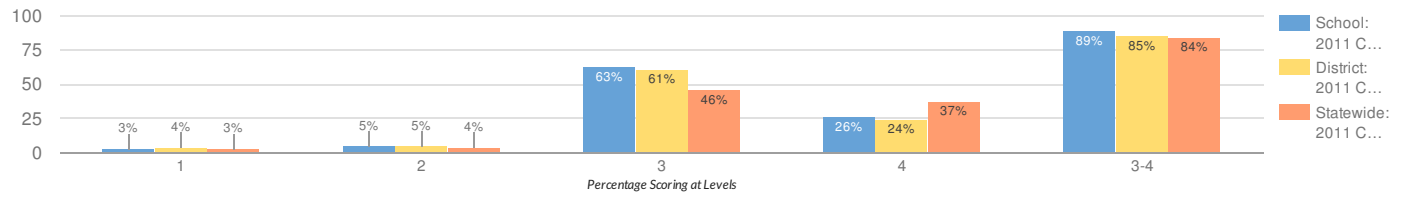
GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	27%	40%	29%	4%	
AMERICAN INDIAN OR ALASK...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIAN...	19%	39%	34%	8%	
BLACK OR AFRICAN AMERICA...	42%	41%	16%	1%	
HISPANIC OR LATINO	35%	43%	20%	2%	
WHITE	18%	39%	38%	5%	
MULTIRACIAL	*%	*%	*%	*%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

MATHEMATICS

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

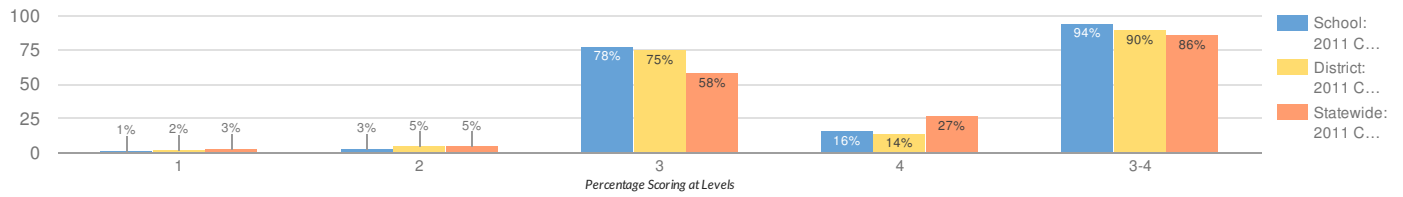
ASIAN OR NATIVE HAWAIIAN...	18%	30%	33%	19%	
BLACK OR AFRICAN AMERICA...	48%	37%	13%	2%	
HISPANIC OR LATINO	41%	40%	16%	3%	
WHITE	20%	40%	31%	9%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITIES	64%	27%	8%	1%	99
LIMITED ENGLISH PROFICIENT	72%	21%	6%	1%	94
ECONOMICALLY DISADVANT...	40%	39%	17%	4%	

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



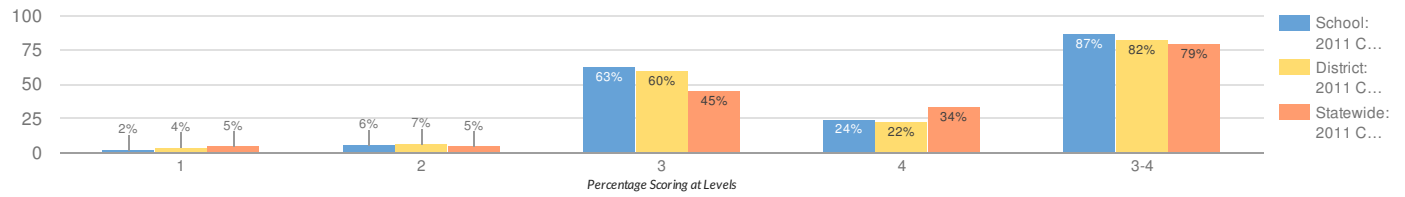
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	345	89%	12	3%	16	5%	217	63%	89	26%
GENERAL EDUCATION	305	92%	8	3%	6	2%	195	64%	86	28%
STUDENTS WITH DISABILITIES	40	63%	4	10%	10	25%	22	55%	3	8%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	9	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	103	90%	2	2%	7	7%	73	71%	20	19%
HISPANIC OR LATINO	166	86%	9	5%	7	4%	105	63%	37	22%
WHITE	66	97%	0	0%	1	2%	37	56%	27	41%
SMALL GROUP TOTAL	10	70%	1	10%	1	10%	2	20%	5	50%
FEMALE	176	91%	4	2%	5	3%	105	60%	55	31%
MALE	169	86%	8	5%	11	7%	112	66%	34	20%
NON-ENGLISH LANGUAGE LEARNERS	320	93%	6	2%	12	4%	209	65%	89	28%
ENGLISH LANGUAGE LEARNERS	25	32%	6	24%	4	16%	8	32%	0	0%
ECONOMICALLY DISADVANTAGED	231	87%	10	4%	12	5%	154	67%	48	21%
NOT ECONOMICALLY DISADVANTAGED	114	91%	2	2%	4	4%	63	55%	41	36%
NOT MIGRANT	345	89%	12	3%	16	5%	217	63%	89	26%

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



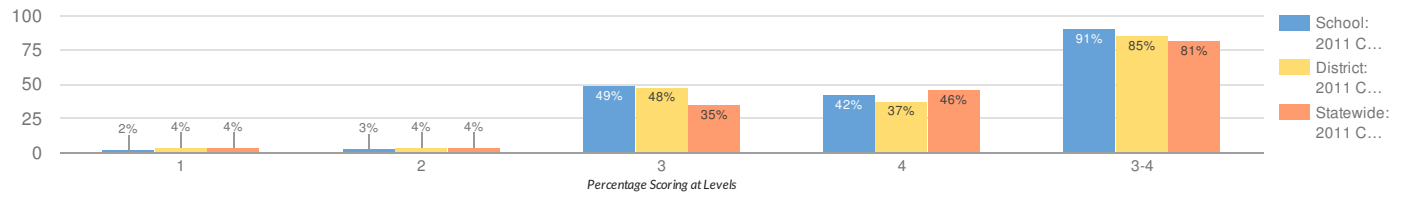
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	345	94%	3	1%	12	3%	270	78%	55	16%
GENERAL EDUCATION	305	97%	1	0%	4	1%	242	79%	54	18%
STUDENTS WITH DISABILITIES	40	73%	2	5%	8	20%	28	70%	1	3%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	9	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	103	97%	0	0%	2	2%	85	83%	15	15%
HISPANIC OR LATINO	166	92%	3	2%	8	5%	134	81%	19	11%
WHITE	66	97%	0	0%	1	2%	46	70%	18	27%
SMALL GROUP TOTAL	10	80%	0	0%	1	10%	5	50%	3	30%
FEMALE	176	93%	1	1%	7	4%	135	77%	28	16%
MALE	169	96%	2	1%	5	3%	135	80%	27	16%
NON-ENGLISH LANGUAGE LEARNERS	320	97%	1	0%	7	2%	255	80%	54	17%
ENGLISH LANGUAGE LEARNERS	25	64%	2	8%	5	20%	15	60%	1	4%
ECONOMICALLY DISADVANTAGED	231	94%	2	1%	10	4%	188	81%	28	12%
NOT ECONOMICALLY DISADVANTAGED	114	96%	1	1%	2	2%	82	72%	27	24%
NOT MIGRANT	345	94%	3	1%	12	3%	270	78%	55	16%

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



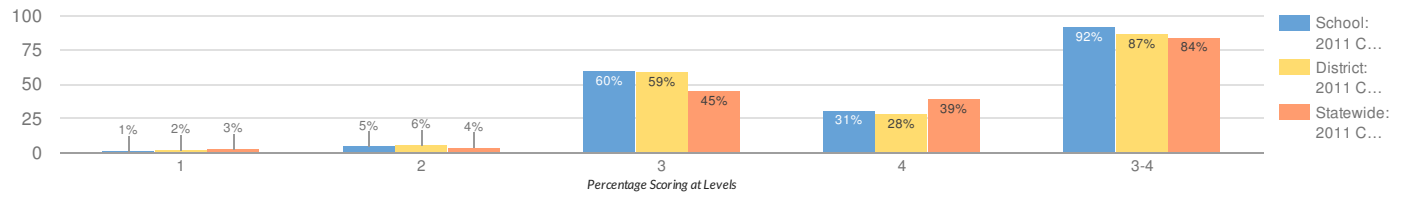
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	345	87%	8	2%	22	6%	217	63%	84	24%
GENERAL EDUCATION	305	92%	2	1%	8	3%	199	65%	82	27%
STUDENTS WITH DISABILITIES	40	50%	6	15%	14	35%	18	45%	2	5%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	9	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	103	83%	3	3%	10	10%	68	66%	18	17%
HISPANIC OR LATINO	166	87%	4	2%	9	5%	113	68%	32	19%
WHITE	66	95%	1	2%	2	3%	34	52%	29	44%
SMALL GROUP TOTAL	10	70%	0	0%	1	10%	2	20%	5	50%
FEMALE	176	88%	4	2%	11	6%	108	61%	46	26%
MALE	169	87%	4	2%	11	7%	109	64%	38	22%
NON-ENGLISH LANGUAGE LEARNERS	320	90%	5	2%	18	6%	206	64%	83	26%
ENGLISH LANGUAGE LEARNERS	25	48%	3	12%	4	16%	11	44%	1	4%
ECONOMICALLY DISADVANTAGED	231	87%	7	3%	18	8%	157	68%	43	19%
NOT ECONOMICALLY DISADVANTAGED	114	89%	1	1%	4	4%	60	53%	41	36%
NOT MIGRANT	345	87%	8	2%	22	6%	217	63%	84	24%

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



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	345	91%	8	2%	12	3%	169	49%	144	42%
GENERAL EDUCATION	305	92%	5	2%	7	2%	145	48%	137	45%
STUDENTS WITH DISABILITIES	40	78%	3	8%	5	13%	24	60%	7	18%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	9	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	103	94%	2	2%	3	3%	61	59%	36	35%
HISPANIC OR LATINO	166	89%	5	3%	6	4%	83	50%	64	39%
WHITE	66	95%	0	0%	2	3%	23	35%	40	61%
SMALL GROUP TOTAL	10	60%	1	10%	1	10%	2	20%	4	40%
FEMALE	176	90%	5	3%	5	3%	82	47%	77	44%
MALE	169	91%	3	2%	7	4%	87	51%	67	40%
NON-ENGLISH LANGUAGE LEARNERS	320	94%	6	2%	7	2%	159	50%	142	44%
ENGLISH LANGUAGE LEARNERS	25	48%	2	8%	5	20%	10	40%	2	8%
ECONOMICALLY DISADVANTAGED	231	90%	7	3%	10	4%	123	53%	84	36%
NOT ECONOMICALLY DISADVANTAGED	114	93%	1	1%	2	2%	46	40%	60	53%
NOT MIGRANT	345	91%	8	2%	12	3%	169	49%	144	42%

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	345	92%	5	1%	16	5%	208	60%	108	31%
GENERAL EDUCATION	305	94%	2	1%	8	3%	179	59%	108	35%
STUDENTS WITH DISABILITIES	40	73%	3	8%	8	20%	29	73%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	9	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	103	94%	1	1%	2	2%	72	70%	25	24%
HISPANIC OR LATINO	166	89%	4	2%	11	7%	103	62%	45	27%
WHITE	66	97%	0	0%	2	3%	31	47%	33	50%
SMALL GROUP TOTAL	10	70%	0	0%	1	10%	2	20%	5	50%
FEMALE	176	92%	2	1%	7	4%	103	59%	59	34%
MALE	169	91%	3	2%	9	5%	105	62%	49	29%
NON-ENGLISH LANGUAGE LEARNERS	320	95%	2	1%	9	3%	197	62%	107	33%
ENGLISH LANGUAGE LEARNERS	25	48%	3	12%	7	28%	11	44%	1	4%
ECONOMICALLY DISADVANTAGED	231	91%	5	2%	14	6%	153	66%	57	25%
NOT ECONOMICALLY DISADVANTAGED	114	93%	0	0%	2	2%	55	48%	51	45%
NOT MIGRANT	345	92%	5	1%	16	5%	208	60%	108	31%

COMPREHENSIVE ENGLISH

REGENTS COMPREHENSIVE ENGLISH

GROUP	TOTAL TESTED		55		65		85	
ALL STUDENTS	486	426	88%	365	75%	86	18%	
GENERAL EDUCATION	406	372	92%	336	83%	85	21%	
STUDENTS WITH DISABILITIES	80	54	68%	29	36%	1	1%	
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-	
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	9	-	-	-	-	-	-	
BLACK OR AFRICAN AMERICAN	143	131	92%	112	78%	21	15%	
HISPANIC OR LATINO	254	209	82%	174	69%	35	14%	
WHITE	78	75	96%	69	88%	25	32%	
MULTIRACIAL	1	-	-	-	-	-	-	
SMALL GROUP TOTAL	11	11	100%	10	91%	5	45%	
FEMALE	226	204	90%	178	79%	41	18%	
MALE	260	222	85%	187	72%	45	17%	
NON-ENGLISH LANGUAGE LEARNERS	428	391	91%	346	81%	86	20%	
ENGLISH LANGUAGE LEARNERS	58	35	60%	19	33%	0	0%	
ECONOMICALLY DISADVANTAGED	341	292	86%	246	72%	45	13%	
NOT ECONOMICALLY DISADVANTAGED	145	134	92%	119	82%	41	28%	
NOT MIGRANT	486	426	88%	365	75%	86	18%	

ENGLISH LANGUAGE ARTS (COMMON CORE)

ENGLISH LANGUAGE ARTS (COMMON CORE)

GROUP	TOTAL TESTED		LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	302	66	22%	39	13%	97	32%	30	10%	70	23%	
GENERAL EDUCATION	268	49	18%	31	12%	89	33%	30	11%	69	26%	
STUDENTS WITH DISABILITIES	34	17	50%	8	24%	8	24%	0	0%	1	3%	
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	6	-	-	-	-	-	-	-	-	-	-	
BLACK OR AFRICAN AMERICAN	91	12	13%	11	12%	36	40%	11	12%	21	23%	
HISPANIC OR LATINO	161	47	29%	24	15%	46	29%	15	9%	29	18%	
WHITE	43	6	14%	3	7%	14	33%	4	9%	16	37%	
MULTIRACIAL	1	-	-	-	-	-	-	-	-	-	-	
SMALL GROUP TOTAL	7	1	14%	1	14%	1	14%	0	0%	4	57%	
FEMALE	141	34	24%	15	11%	47	33%	15	11%	30	21%	
MALE	161	32	20%	24	15%	50	31%	15	9%	40	25%	
NON-ENGLISH LANGUAGE LEARNERS	270	41	15%	35	13%	94	35%	30	11%	70	26%	
ENGLISH LANGUAGE LEARNERS	32	25	78%	4	13%	3	9%	0	0%	0	0%	
ECONOMICALLY DISADVANTAGED	214	55	26%	31	14%	68	32%	21	10%	39	18%	
NOT ECONOMICALLY DISADVANTAGED	88	11	13%	8	9%	29	33%	9	10%	31	35%	
NOT MIGRANT	302	66	22%	39	13%	97	32%	30	10%	70	23%	

INTEGRATED ALGEBRA

REGENTS INTEGRATED ALGEBRA

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	250	182	73%	114	46%	1	0%
GENERAL EDUCATION	139	117	84%	86	62%	1	1%
STUDENTS WITH DISABILITIES	111	65	59%	28	25%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	3	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	73	50	68%	32	44%	1	1%
HISPANIC OR LATINO	152	111	73%	67	44%	0	0%
WHITE	20	16	80%	12	60%	0	0%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	5	5	100%	3	60%	0	0%
FEMALE	107	80	75%	49	46%	1	1%
MALE	143	102	71%	65	45%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	163	118	72%	74	45%	1	1%
ENGLISH LANGUAGE LEARNERS	87	64	74%	40	46%	0	0%
ECONOMICALLY DISADVANTAGED	197	142	72%	85	43%	0	0%
NOT ECONOMICALLY DISADVANTAGED	53	40	75%	29	55%	1	2%
NOT MIGRANT	250	182	73%	114	46%	1	0%

GEOMETRY

REGENTS GEOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	387	324	84%	247	64%	44	11%
GENERAL EDUCATION	375	317	85%	242	65%	44	12%
STUDENTS WITH DISABILITIES	12	7	58%	5	42%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	9	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	111	93	84%	69	62%	11	10%
HISPANIC OR LATINO	188	151	80%	113	60%	15	8%
WHITE	78	71	91%	58	74%	17	22%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	10	9	90%	7	70%	1	10%
FEMALE	201	170	85%	137	68%	26	13%
MALE	186	154	83%	110	59%	18	10%
NON-ENGLISH LANGUAGE LEARNERS	364	309	85%	239	66%	43	12%
ENGLISH LANGUAGE LEARNERS	23	15	65%	8	35%	1	4%
ECONOMICALLY DISADVANTAGED	241	195	81%	148	61%	19	8%
NOT ECONOMICALLY DISADVANTAGED	146	129	88%	99	68%	25	17%
NOT MIGRANT	387	324	84%	247	64%	44	11%

ALGEBRA 2/TRIGONOMETRY

REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED		55		65		85	
ALL STUDENTS	148	124	84%	92	62%	19	13%	
GENERAL EDUCATION	147	-	-	-	-	-	-	
STUDENTS WITH DISABILITIES	1	-	-	-	-	-	-	
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	9	-	-	-	-	-	-	
BLACK OR AFRICAN AMERICAN	37	29	78%	18	49%	4	11%	
HISPANIC OR LATINO	59	49	83%	35	59%	5	8%	
WHITE	42	36	86%	30	71%	7	17%	
MULTIRACIAL	1	-	-	-	-	-	-	
SMALL GROUP TOTAL	10	10	100%	9	90%	3	30%	
FEMALE	88	72	82%	52	59%	11	13%	
MALE	60	52	87%	40	67%	8	13%	
NON-ENGLISH LANGUAGE LEARNERS	148	124	84%	92	62%	19	13%	
ECONOMICALLY DISADVANTAGED	90	74	82%	52	58%	12	13%	
NOT ECONOMICALLY DISADVANTAGED	58	50	86%	40	69%	7	12%	
NOT MIGRANT	148	124	84%	92	62%	19	13%	

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	234	46	20%	85	36%	99	42%	4	2%	0	0%
GENERAL EDUCATION	226	45	20%	80	35%	97	43%	4	2%	0	0%
STUDENTS WITH DISABILITIES	8	1	13%	5	63%	2	25%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	5	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	70	14	20%	24	34%	31	44%	1	1%	0	0%
HISPANIC OR LATINO	122	30	25%	49	40%	41	34%	2	2%	0	0%
WHITE	33	2	6%	9	27%	21	64%	1	3%	0	0%
MULTIRACIAL	4	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	0	0%	3	33%	6	67%	0	0%	0	0%
FEMALE	121	26	21%	42	35%	51	42%	2	2%	0	0%
MALE	113	20	18%	43	38%	48	42%	2	2%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	219	40	18%	81	37%	94	43%	4	2%	0	0%
ENGLISH LANGUAGE LEARNERS	15	6	40%	4	27%	5	33%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	166	40	24%	64	39%	60	36%	2	1%	0	0%
NOT ECONOMICALLY DISADVANTAGED	68	6	9%	21	31%	39	57%	2	3%	0	0%
NOT MIGRANT	234	46	20%	85	36%	99	42%	4	2%	0	0%

GEOMETRY (COMMON CORE)

GEOMETRY (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
ALL STUDENTS	249	112 45%	68 27%	56 22%	10 4%	3 1%
GENERAL EDUCATION	240	104 43%	67 28%	56 23%	10 4%	3 1%
STUDENTS WITH DISABILITIES	9	8 89%	1 11%	0 0%	0 0%	0 0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	8	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	64	26 41%	22 34%	13 20%	1 2%	2 3%
HISPANIC OR LATINO	125	69 55%	31 25%	20 16%	5 4%	0 0%
WHITE	51	15 29%	13 25%	19 37%	3 6%	1 2%
MULTIRACIAL	1	-	-	-	-	-
SMALL GROUP TOTAL	9	2 22%	2 22%	4 44%	1 11%	0 0%
FEMALE	129	60 47%	29 22%	33 26%	6 5%	1 1%
MALE	120	52 43%	39 33%	23 19%	4 3%	2 2%
NON-ENGLISH LANGUAGE LEARNERS	228	95 42%	65 29%	55 24%	10 4%	3 1%
ENGLISH LANGUAGE LEARNERS	21	17 81%	3 14%	1 5%	0 0%	0 0%
ECONOMICALLY DISADVANTAGED	160	81 51%	46 29%	28 18%	5 3%	0 0%
NOT ECONOMICALLY DISADVANTAGED	89	31 35%	22 25%	28 31%	5 6%	3 3%
NOT MIGRANT	249	112 45%	68 27%	56 22%	10 4%	3 1%

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED	55	65	85
ALL STUDENTS	600	486 81%	390 65%	127 21%
GENERAL EDUCATION	472	422 89%	358 76%	126 27%
STUDENTS WITH DISABILITIES	128	64 50%	32 25%	1 1%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	15	-	-	-
BLACK OR AFRICAN AMERICAN	185	142 77%	107 58%	31 17%
HISPANIC OR LATINO	311	248 80%	199 64%	52 17%
WHITE	88	80 91%	69 78%	35 40%
MULTIRACIAL	1	-	-	-
SMALL GROUP TOTAL	16	16 100%	15 94%	9 56%
FEMALE	317	273 86%	216 68%	71 22%
MALE	283	213 75%	174 61%	56 20%
NON-ENGLISH LANGUAGE LEARNERS	504	421 84%	344 68%	120 24%
ENGLISH LANGUAGE LEARNERS	96	65 68%	46 48%	7 7%
ECONOMICALLY DISADVANTAGED	439	346 79%	268 61%	81 18%
NOT ECONOMICALLY DISADVANTAGED	161	140 87%	122 76%	46 29%
NOT MIGRANT	600	486 81%	390 65%	127 21%

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	578	507	88%	434	75%	191	33%
GENERAL EDUCATION	485	444	92%	389	80%	185	38%
STUDENTS WITH DISABILITIES	93	63	68%	45	48%	6	6%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	12	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	148	132	89%	117	79%	50	34%
HISPANIC OR LATINO	344	294	85%	241	70%	98	28%
WHITE	72	69	96%	64	89%	33	46%
MULTIRACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	14	12	86%	12	86%	10	71%
FEMALE	289	261	90%	228	79%	92	32%
MALE	289	246	85%	206	71%	99	34%
NON-ENGLISH LANGUAGE LEARNERS	423	390	92%	354	84%	167	39%
ENGLISH LANGUAGE LEARNERS	155	117	75%	80	52%	24	15%
ECONOMICALLY DISADVANTAGED	424	366	86%	305	72%	117	28%
NOT ECONOMICALLY DISADVANTAGED	154	141	92%	129	84%	74	48%
NOT MIGRANT	578	507	88%	434	75%	191	33%

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	533	468	88%	389	73%	122	23%
GENERAL EDUCATION	420	395	94%	347	83%	119	28%
STUDENTS WITH DISABILITIES	113	73	65%	42	37%	3	3%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	10	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	145	123	85%	101	70%	33	23%
HISPANIC OR LATINO	307	266	87%	214	70%	46	15%
WHITE	67	65	97%	62	93%	38	57%
MULTIRACIAL	4	-	-	-	-	-	-
SMALL GROUP TOTAL	14	14	100%	12	86%	5	36%
FEMALE	273	241	88%	205	75%	67	25%
MALE	260	227	87%	184	71%	55	21%
NON-ENGLISH LANGUAGE LEARNERS	412	378	92%	324	79%	115	28%
ENGLISH LANGUAGE LEARNERS	121	90	74%	65	54%	7	6%
ECONOMICALLY DISADVANTAGED	396	339	86%	273	69%	57	14%
NOT ECONOMICALLY DISADVANTAGED	137	129	94%	116	85%	65	47%
NOT MIGRANT	533	468	88%	389	73%	122	23%

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	348	294	84%	208	60%	30	9%
GENERAL EDUCATION	318	273	86%	197	62%	30	9%
STUDENTS WITH DISABILITIES	30	21	70%	11	37%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	6	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	101	82	81%	61	60%	5	5%
HISPANIC OR LATINO	198	166	84%	110	56%	16	8%
WHITE	40	37	93%	31	78%	7	18%
MULTIRACIAL	3	-	-	-	-	-	-
SMALL GROUP TOTAL	9	9	100%	6	67%	2	22%
FEMALE	181	152	84%	103	57%	12	7%
MALE	167	142	85%	105	63%	18	11%
NON-ENGLISH LANGUAGE LEARNERS	322	278	86%	199	62%	29	9%
ENGLISH LANGUAGE LEARNERS	26	16	62%	9	35%	1	4%
ECONOMICALLY DISADVANTAGED	256	209	82%	145	57%	16	6%
NOT ECONOMICALLY DISADVANTAGED	92	85	92%	63	68%	14	15%
NOT MIGRANT	348	294	84%	208	60%	30	9%

PHYSICAL SETTING/CHEMISTRY

REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	182	166	91%	119	65%	33	18%
GENERAL EDUCATION	180	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	9	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	45	37	82%	24	53%	6	13%
HISPANIC OR LATINO	72	65	90%	43	60%	8	11%
WHITE	55	54	98%	43	78%	15	27%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	10	10	100%	9	90%	4	40%
FEMALE	95	89	94%	65	68%	17	18%
MALE	87	77	89%	54	62%	16	18%
NON-ENGLISH LANGUAGE LEARNERS	182	166	91%	119	65%	33	18%
ECONOMICALLY DISADVANTAGED	97	87	90%	60	62%	16	16%
NOT ECONOMICALLY DISADVANTAGED	85	79	93%	59	69%	17	20%
NOT MIGRANT	182	166	91%	119	65%	33	18%

PHYSICAL SETTING/PHYSICS

REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	55	47	85%	37	67%	11	20%
GENERAL EDUCATION	55	47	85%	37	67%	11	20%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	3	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	13	-	-	-	-	-	-
HISPANIC OR LATINO	22	18	82%	11	50%	4	18%
WHITE	17	16	94%	15	88%	6	35%
SMALL GROUP TOTAL	16	13	81%	11	69%	1	6%
FEMALE	20	16	80%	10	50%	2	10%
MALE	35	31	89%	27	77%	9	26%
NON-ENGLISH LANGUAGE LEARNERS	55	47	85%	37	67%	11	20%
ECONOMICALLY DISADVANTAGED	32	25	78%	19	59%	6	19%
NOT ECONOMICALLY DISADVANTAGED	23	22	96%	18	78%	5	22%
NOT MIGRANT	55	47	85%	37	67%	11	20%

REGENTS COMPETENCY TEST RESULTS (2014 - 15)

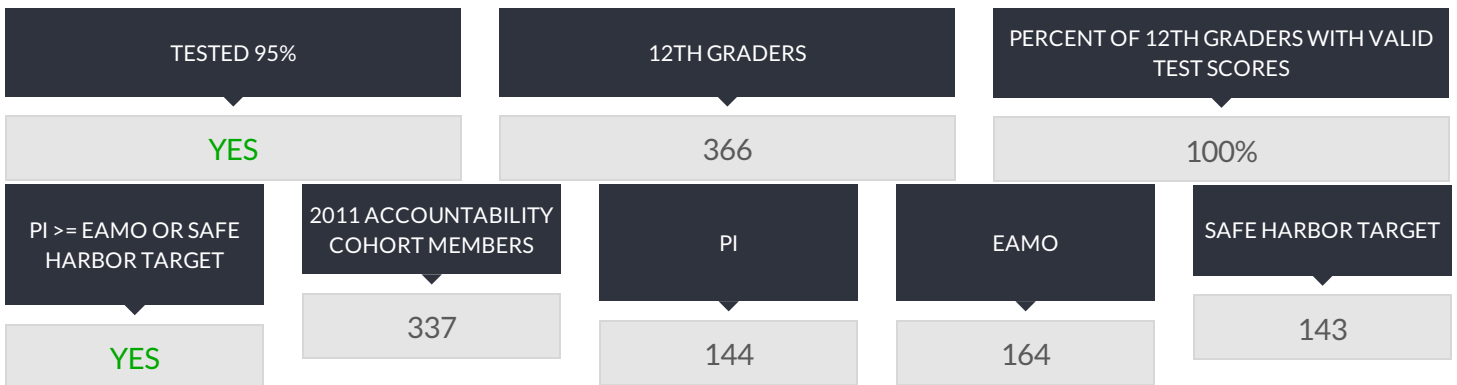
GROUP	WRITING	
ALL STUDENTS	1	-
STUDENTS WITH DISABILITIES	1	-
HISPANIC OR LATINO	1	-
SMALL GROUP TOTAL	1	-
MALE	1	-
NON-ENGLISH LANGUAGE LEARNERS	1	-
ECONOMICALLY DISADVANTAGED	1	-
NOT MIGRANT	1	-

SECONDARY-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

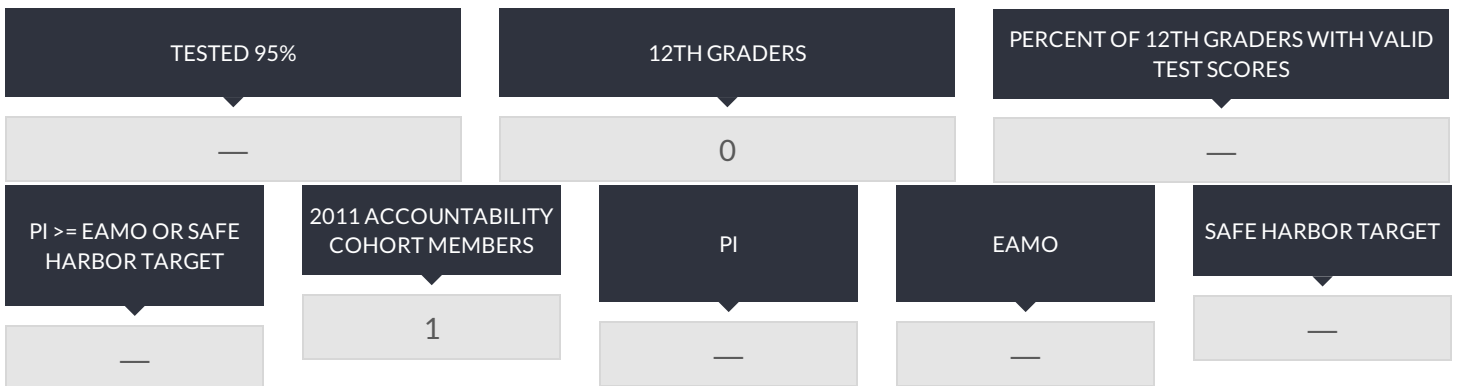
ALL STUDENTS

MADE AYP: **YES**



AMERICAN INDIAN OR ALASKA NATIVE

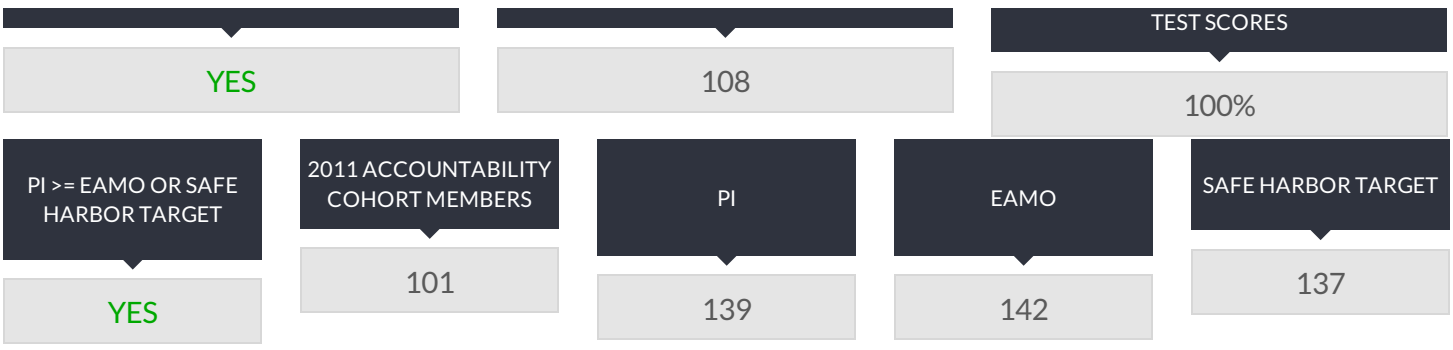
MADE AYP: —



BLACK OR AFRICAN AMERICAN

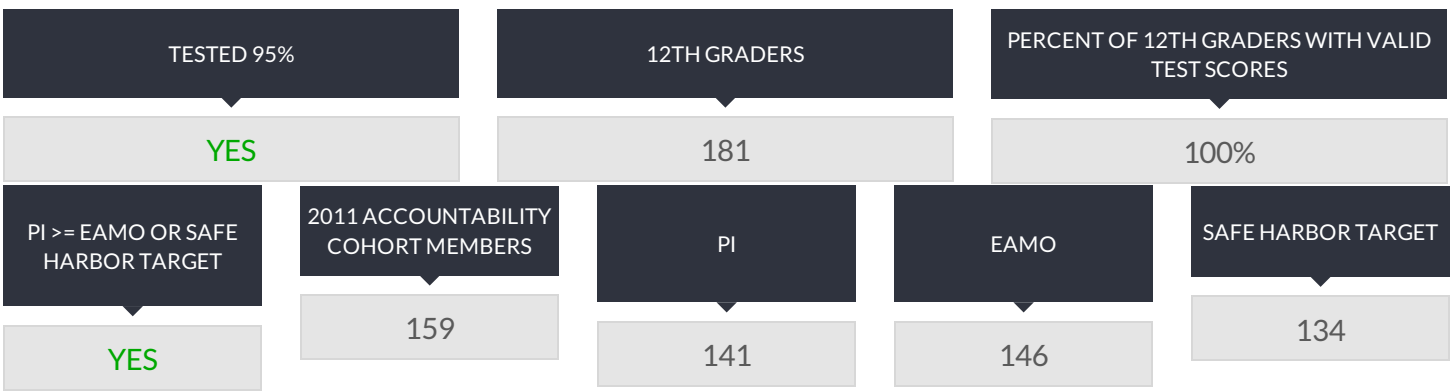
MADE AYP: **YES**





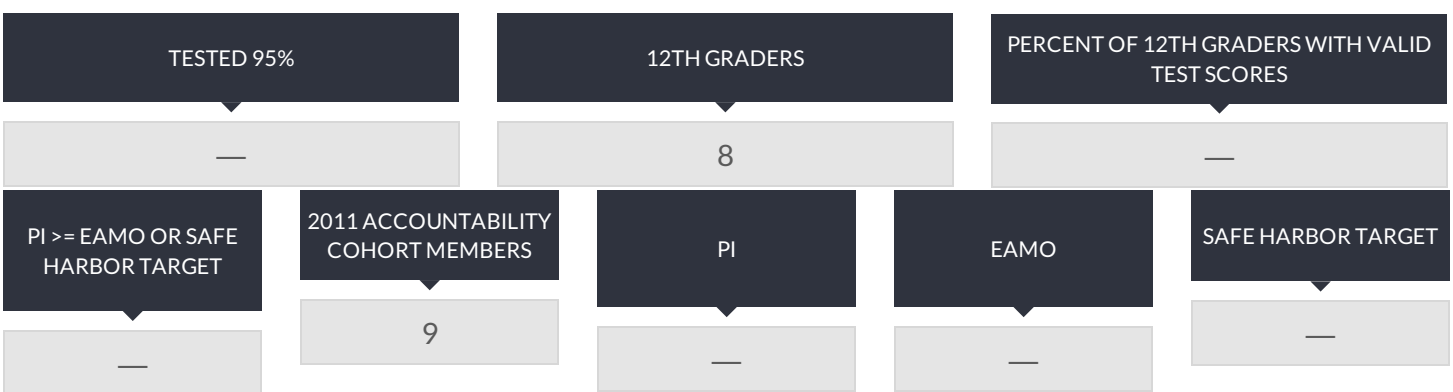
HISPANIC OR LATINO

MADE AYP: YES



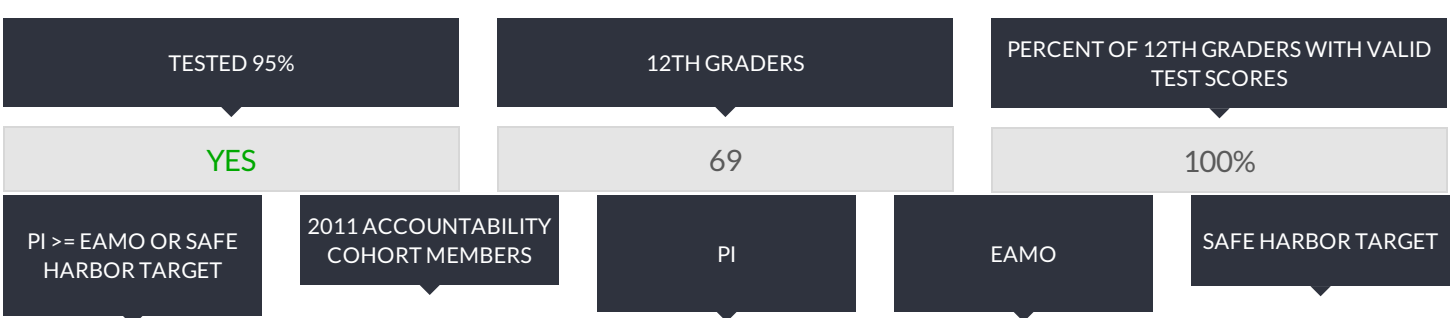
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —



WHITE

MADE AYP: NO



NO	67	158	169	169
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MULTIRACIAL

MADE AYP: —

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

STUDENTS WITH DISABILITIES

MADE AYP: NO

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
YES	43	100%		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
NO	37†	81†	109	103

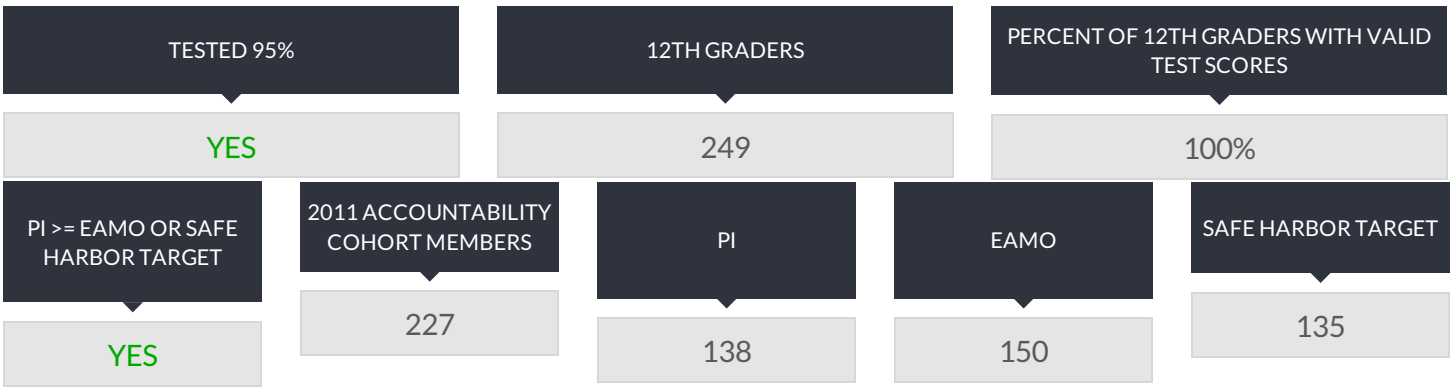
LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
—	29	—		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	16	—	—	—

ECONOMICALLY DISADVANTAGED

MADE AYP: YES



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

NOT AMERICAN INDIAN OR ALASKA NATIVE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
366	100%	336	144

NOT BLACK OR AFRICAN AMERICAN

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
258	100%	236	146

NOT HISPANIC OR LATINO

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
185	99%	178	146

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
358	100%	328	144

NOT WHITE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
297	100%	270	140

NOT MULTIRACIAL

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
366	100%	337	144

GENERAL EDUCATION

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

323	100%	300	151
ENGLISH PROFICIENT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
337	100%	321	148
NOT ECONOMICALLY DISADVANTAGED			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
117	100%	110	155
MALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
187	100%	169	133
FEMALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
179	99%	168	154
MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
0	—	0	—
NOT MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
366	100%	337	144

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

† 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**

ALL STUDENTS

MADE AYP: **NO**

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
YES	366	99%		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
NO	337	131	148	142

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
—	0	—		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	1	—	—	—

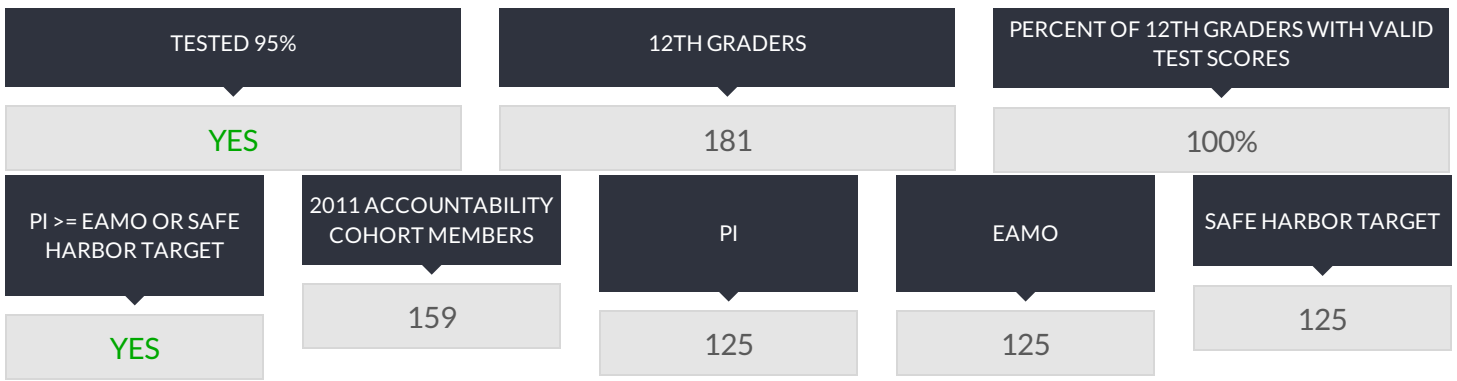
BLACK OR AFRICAN AMERICAN

MADE AYP: **YES**

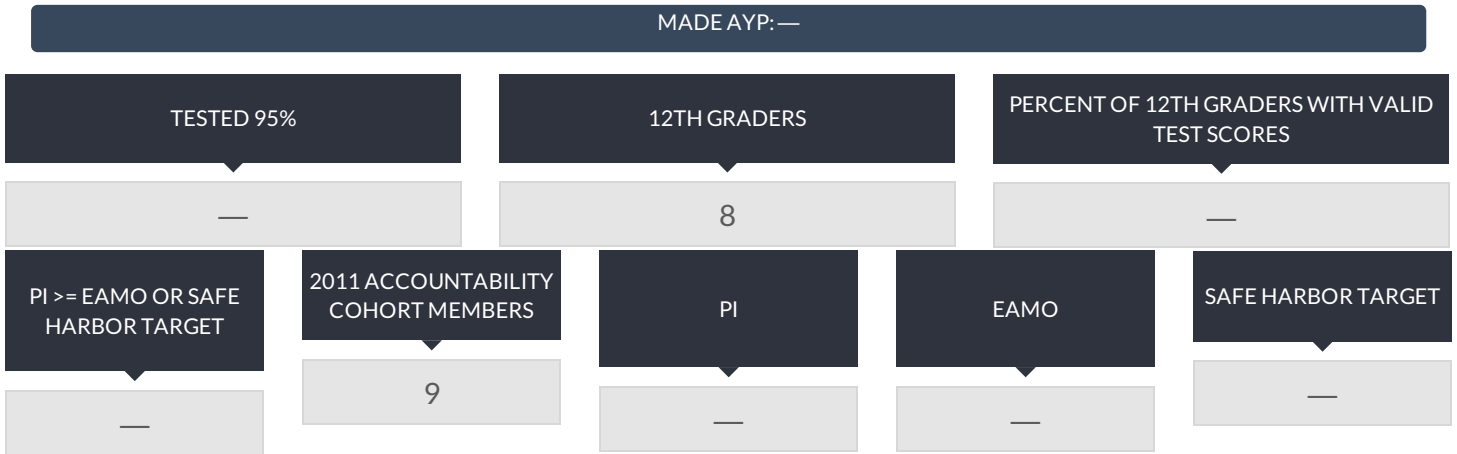
TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
YES	108	100%		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
YES	101	134	119	119

HISPANIC OR LATINO

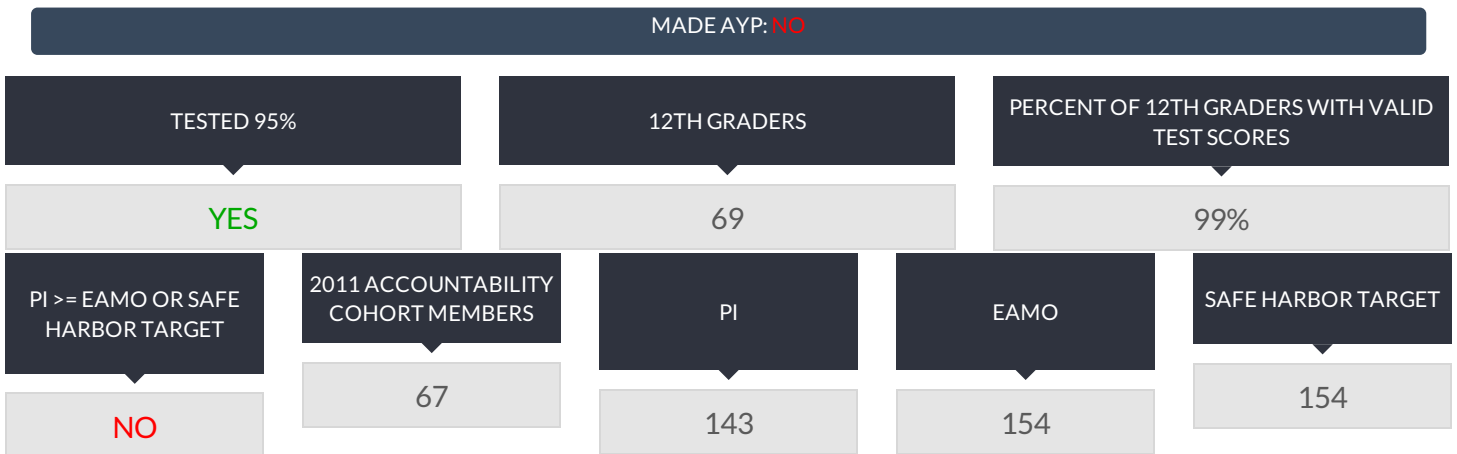
MADE AYP: **YES**



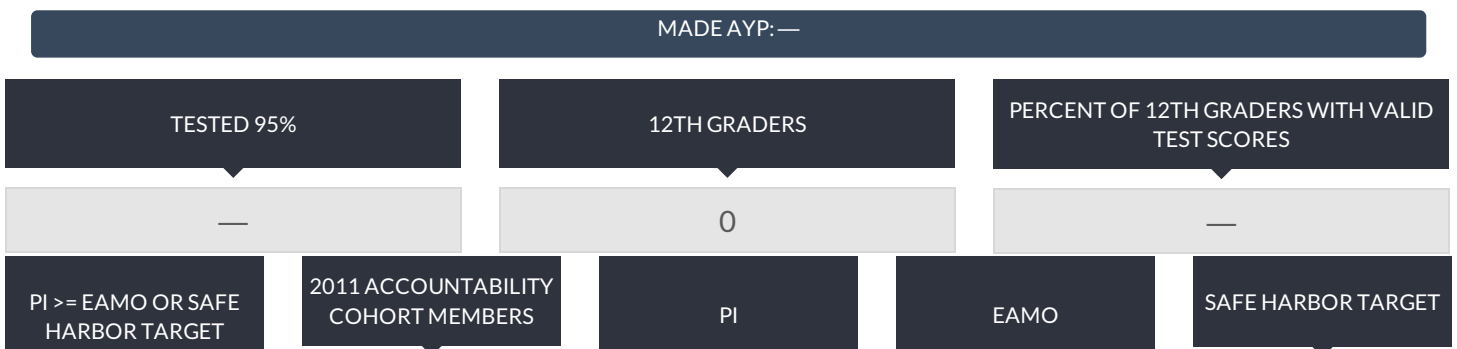
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



WHITE



MULTIRACIAL



—	0	—	—	—
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STUDENTS WITH DISABILITIES

MADE AYP: **NO**

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
YES	43	98%		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
NO	37†	86†	98	98

LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
—	29	—		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	16	—	—	—

ECONOMICALLY DISADVANTAGED

MADE AYP: **NO**

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
YES	249	99%		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
NO	227	125	131	131

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
366	99%	336	132

NOT BLACK OR AFRICAN AMERICAN

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
258	99%	236	131

NOT HISPANIC OR LATINO

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
185	99%	178	137

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
358	100%	328	131

NOT WHITE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
297	100%	270	129

NOT MULTIRACIAL

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
366	99%	337	131

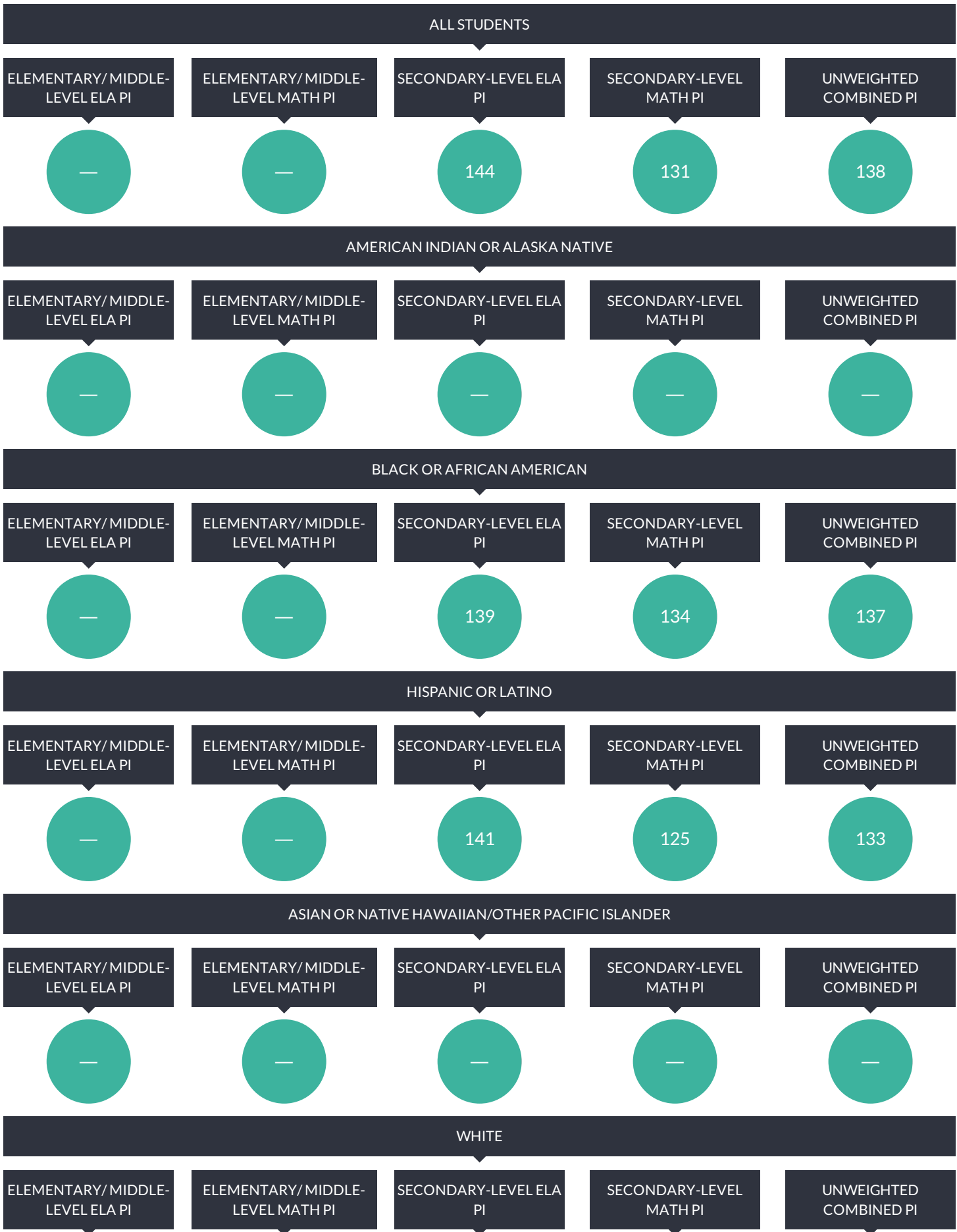
GENERAL EDUCATION

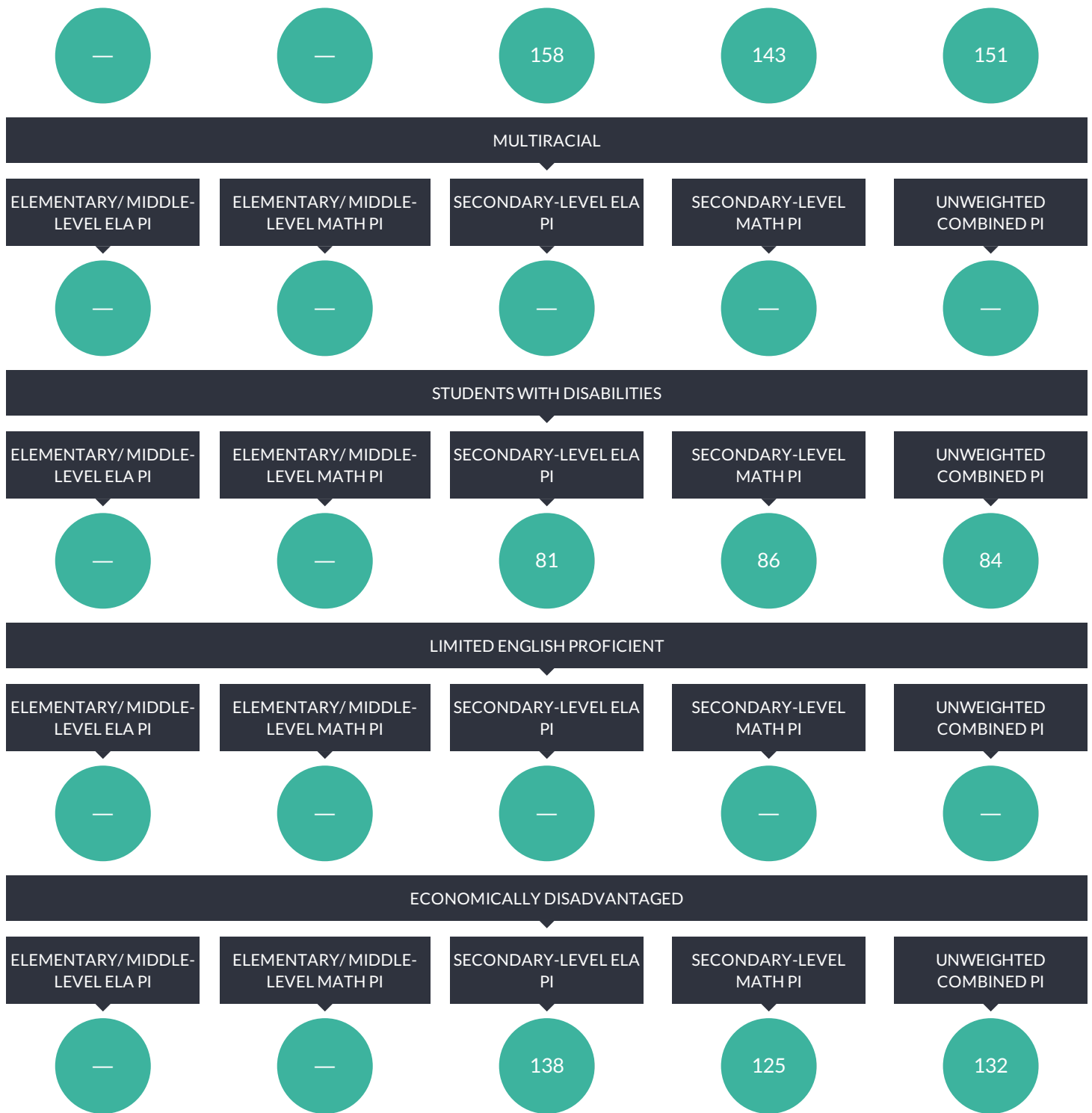
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI

323	100%	300	137
ENGLISH PROFICIENT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
337	99%	321	133
NOT ECONOMICALLY DISADVANTAGED			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
117	100%	110	145
MALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
187	100%	169	128
FEMALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
179	99%	168	135
MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
0	—	0	—
NOT MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
366	99%	337	131

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

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



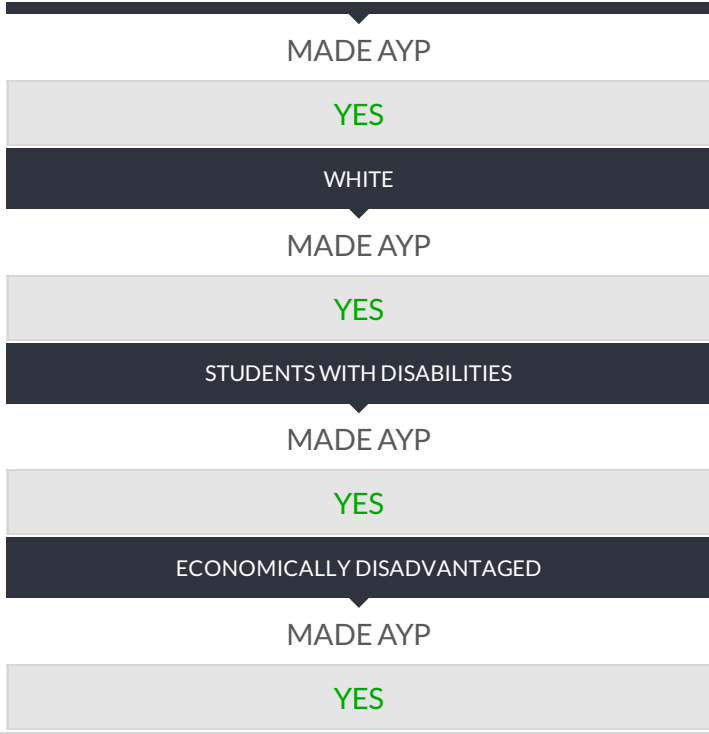
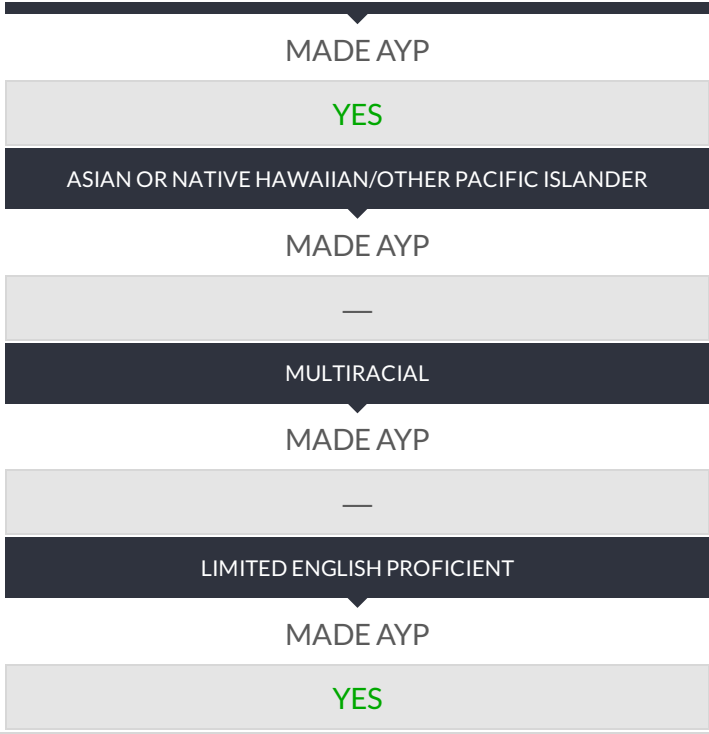


— There were not enough students to determine a Performance Index.

OVERALL GRADUATION RATE FOR ACCOUNTABILITY

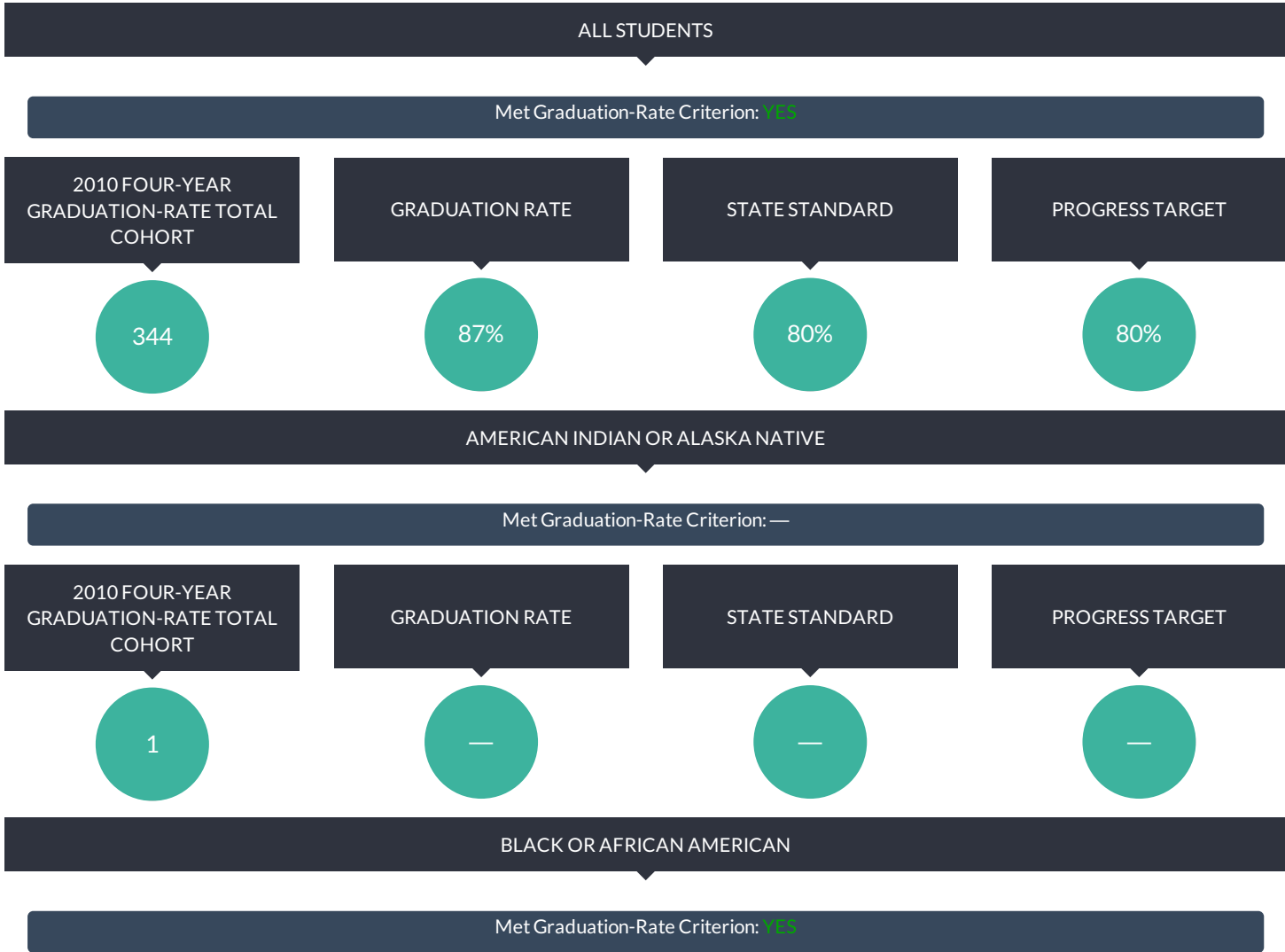
ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

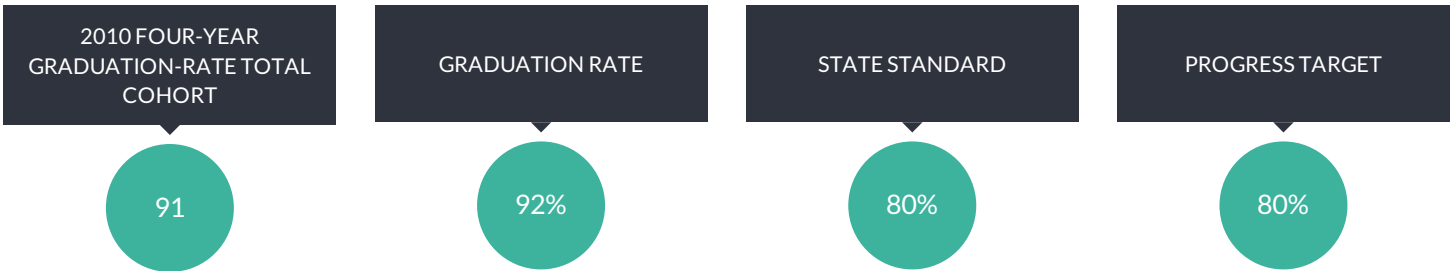




— There were not enough students to make an AYP determination.

FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY





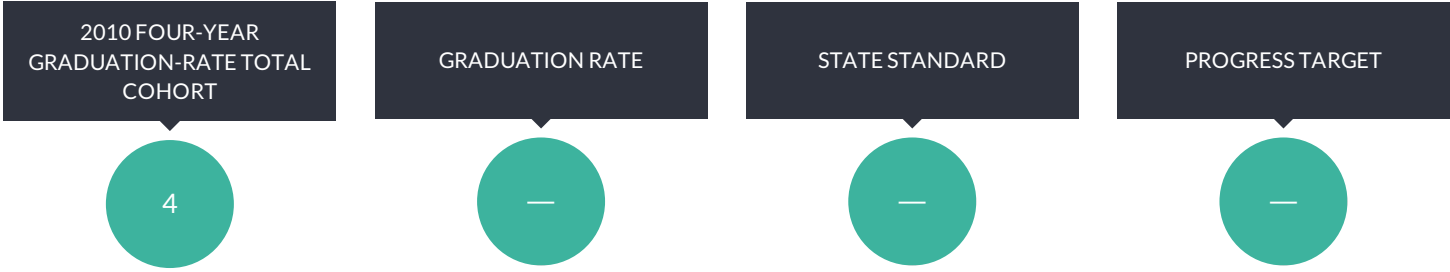
HISPANIC OR LATINO

Met Graduation-Rate Criterion: **NO**



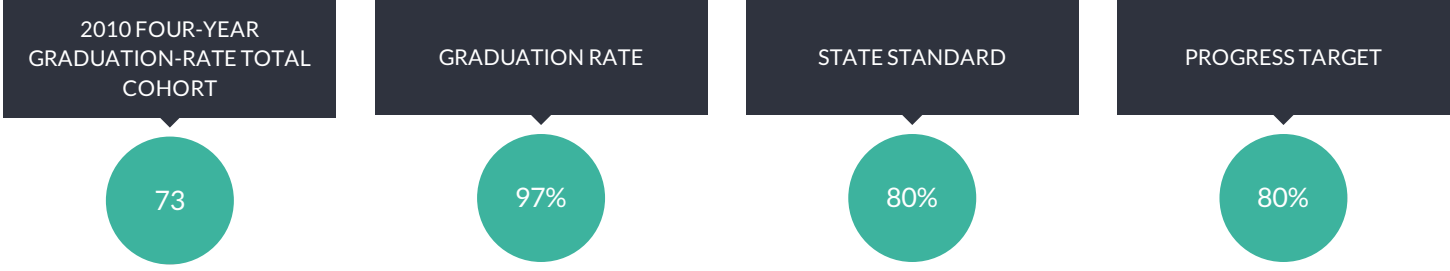
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

Met Graduation-Rate Criterion: —



WHITE

Met Graduation-Rate Criterion: **YES**



MULTIRACIAL

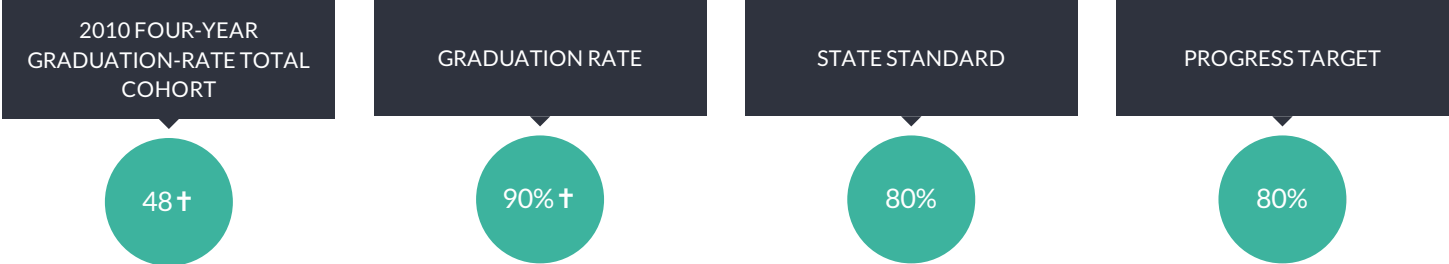
Met Graduation-Rate Criterion: —





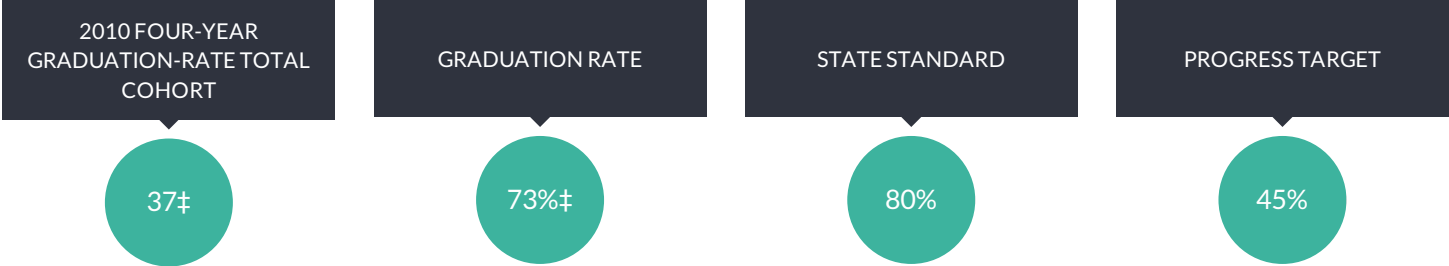
STUDENTS WITH DISABILITIES

Met Graduation-Rate Criterion: YES



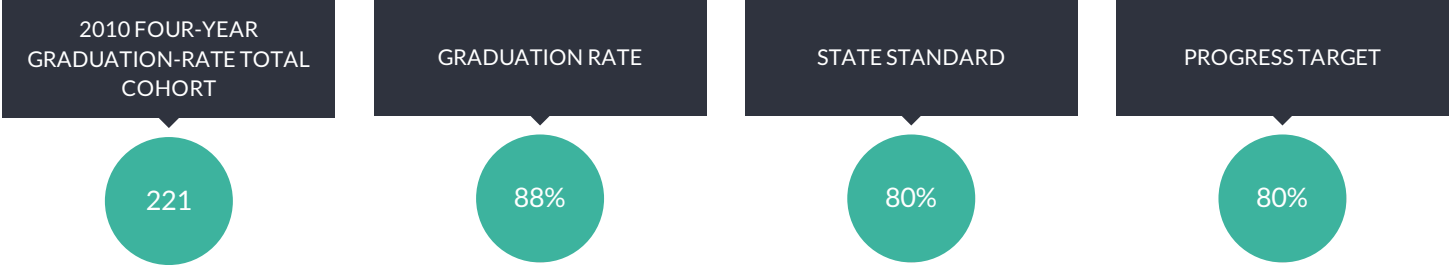
LIMITED ENGLISH PROFICIENT

Met Graduation-Rate Criterion: YES



ECONOMICALLY DISADVANTAGED

Met Graduation-Rate Criterion: YES



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.
 ‡ Includes former english language learner students because the number of english language learner students in the current year is equal to or greater than 30.

FIVE-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

ALL STUDENTS

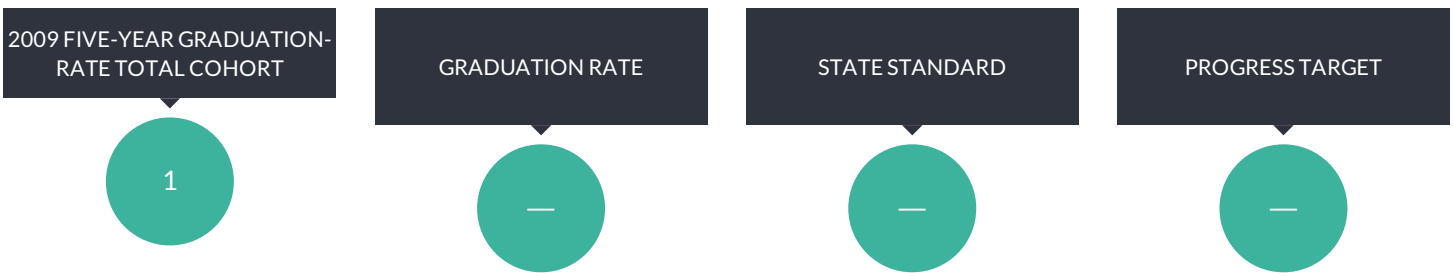
Met Graduation-Rate Criterion: YES





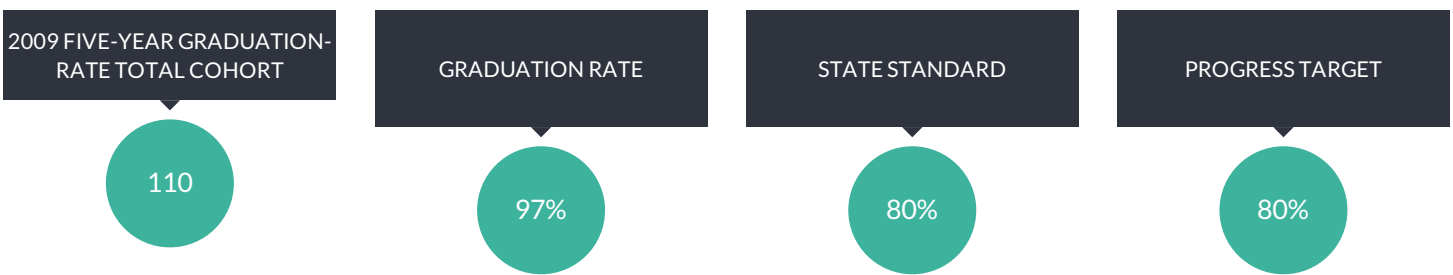
AMERICAN INDIAN OR ALASKA NATIVE

Met Graduation-Rate Criterion: —



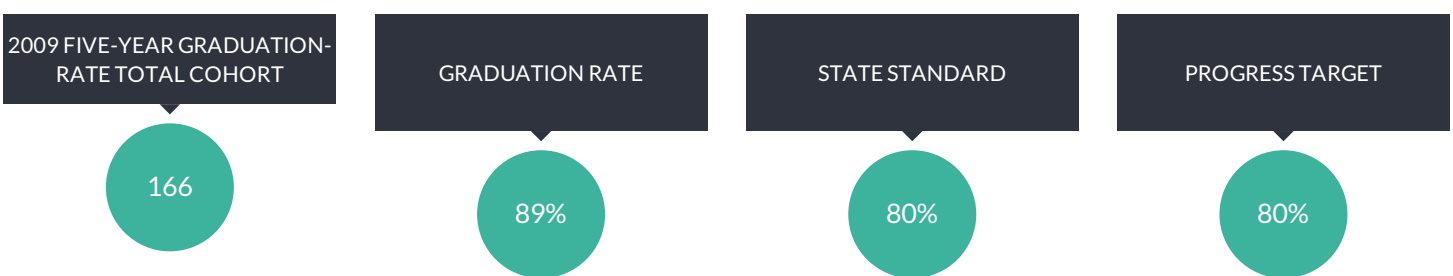
BLACK OR AFRICAN AMERICAN

Met Graduation-Rate Criterion: YES



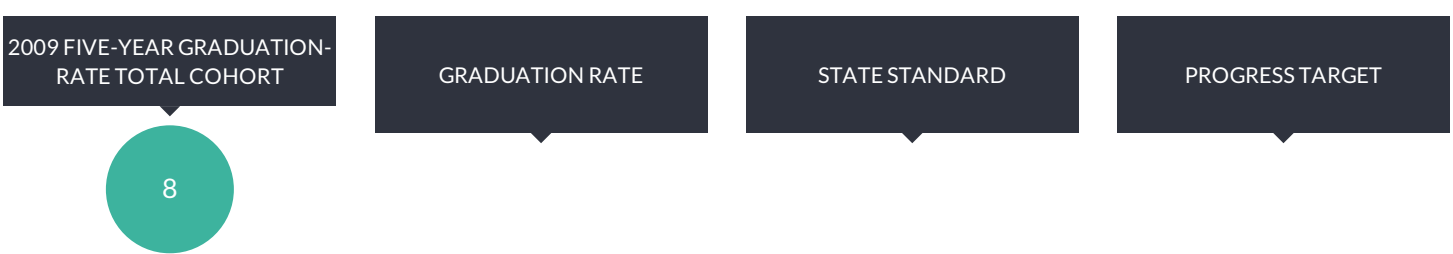
HISPANIC OR LATINO

Met Graduation-Rate Criterion: YES



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

Met Graduation-Rate Criterion: —





WHITE

Met Graduation-Rate Criterion: **YES**

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

70

GRADUATION RATE

96%

STATE STANDARD

80%

PROGRESS TARGET

80%

MULTIRACIAL

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

0

GRADUATION RATE

—

STATE STANDARD

—

PROGRESS TARGET

—

STUDENTS WITH DISABILITIES

Met Graduation-Rate Criterion: **YES**

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

53+

GRADUATION RATE

92%+

STATE STANDARD

80%

PROGRESS TARGET

80%

LIMITED ENGLISH PROFICIENT

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

26

GRADUATION RATE

—

STATE STANDARD

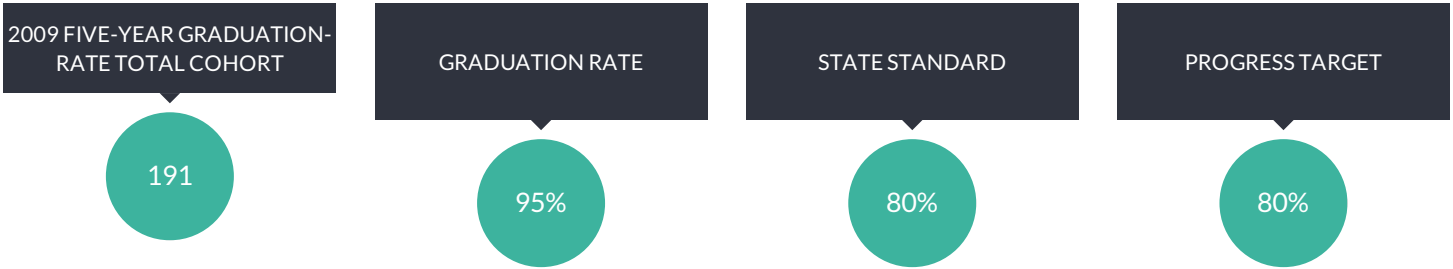
—

PROGRESS TARGET

—

ECONOMICALLY DISADVANTAGED

Met Graduation-Rate Criterion: **YES**



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

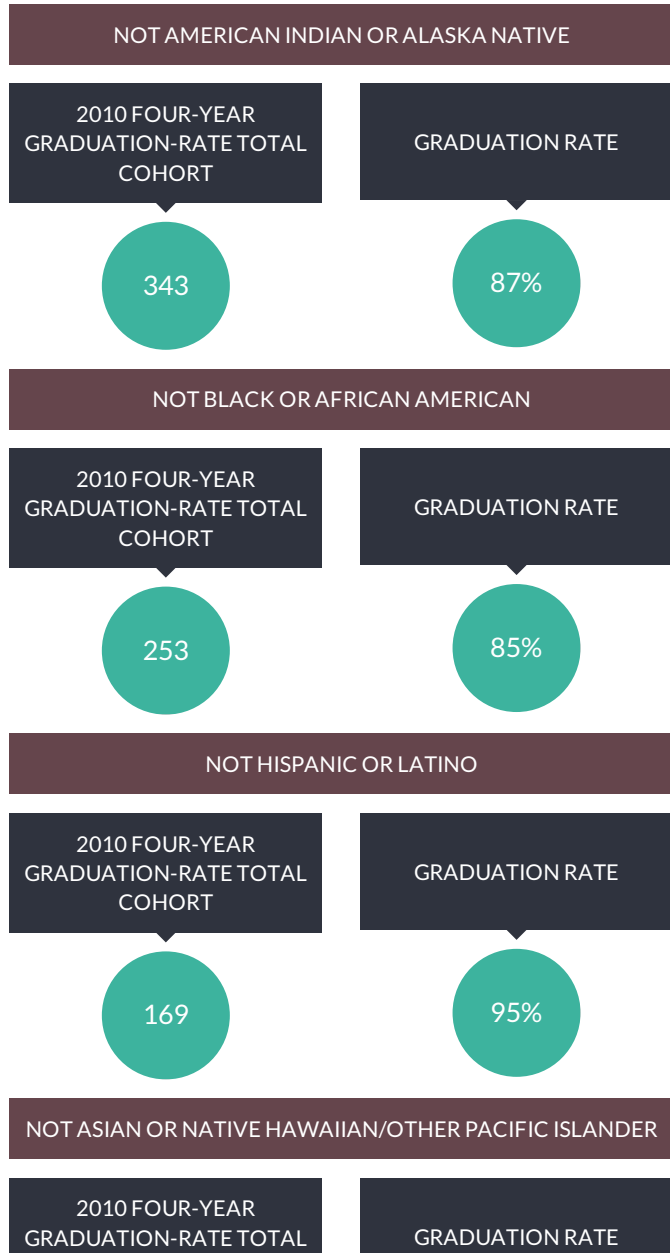
NO Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

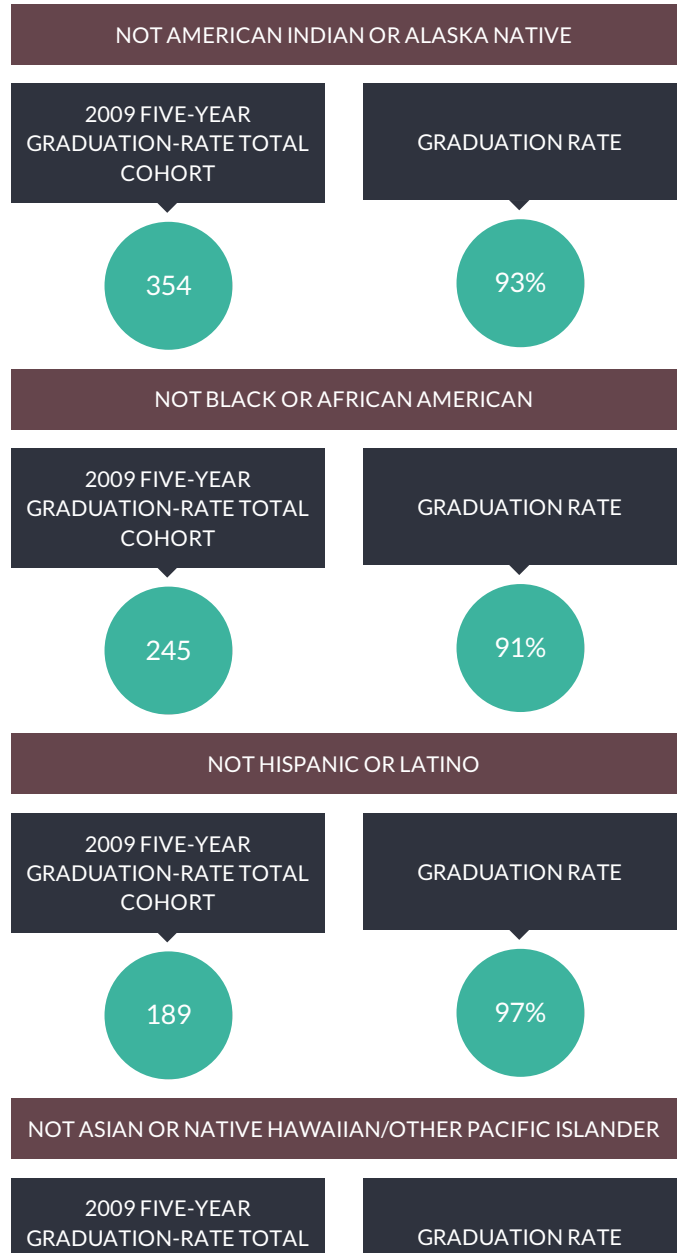
† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

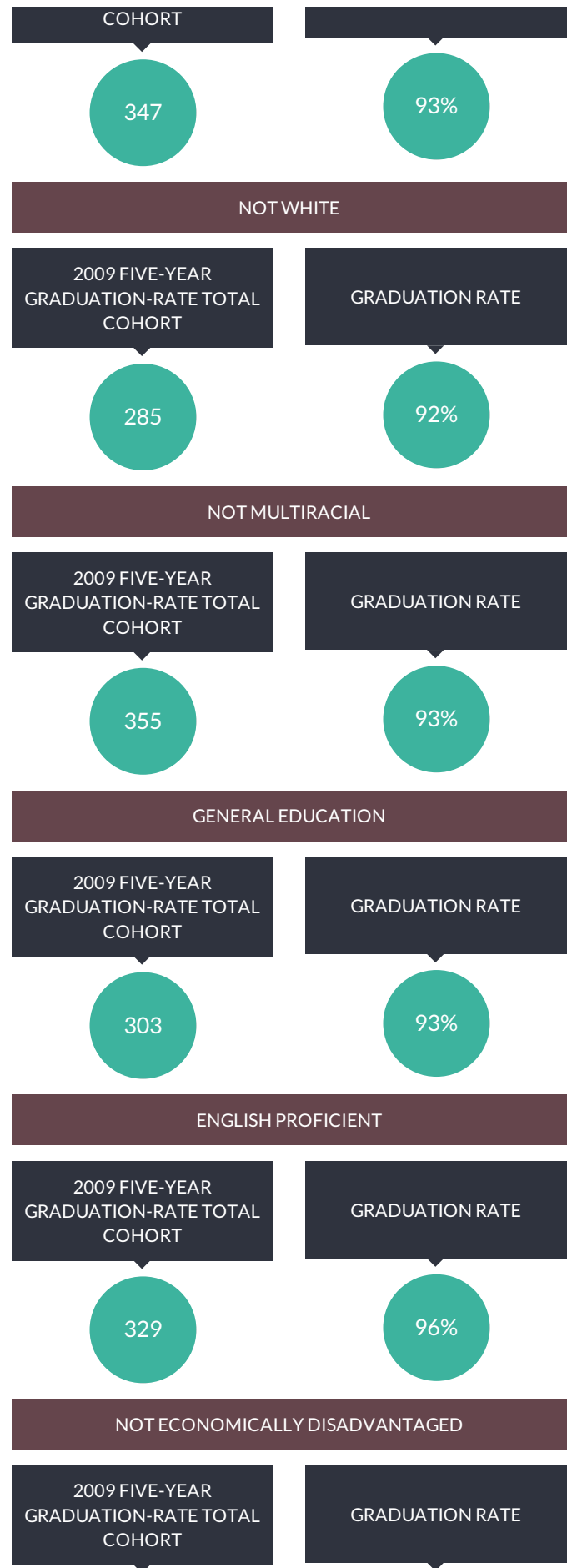
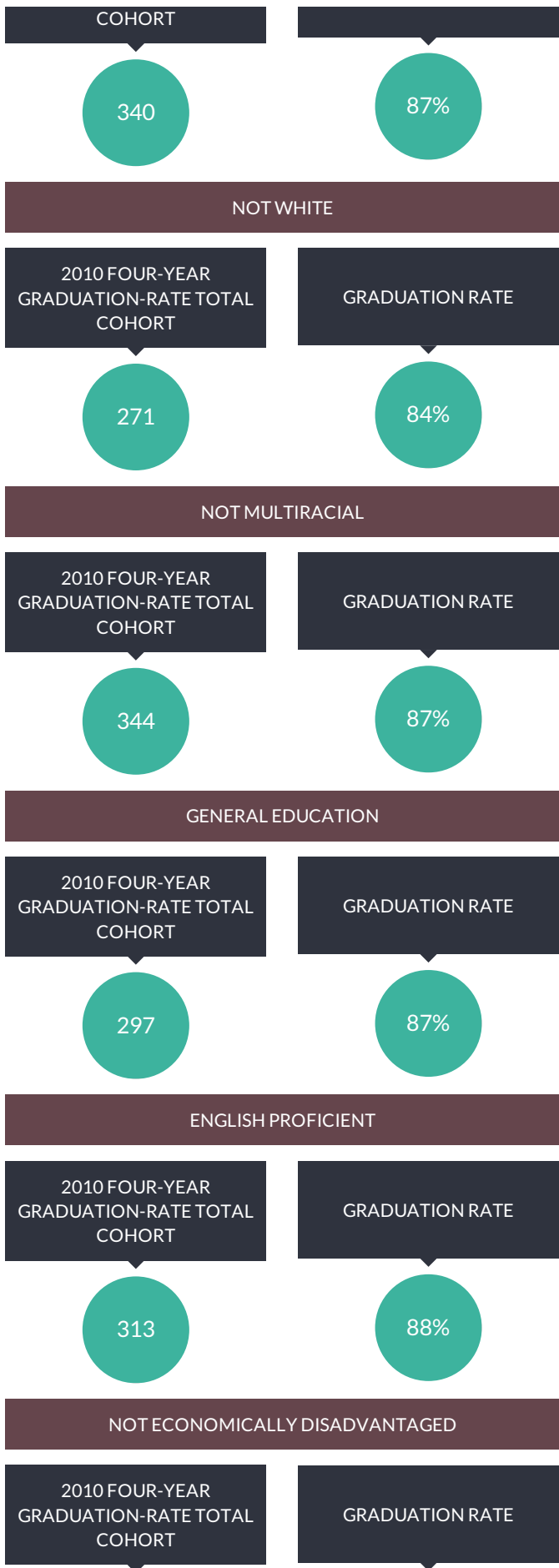
GRADUATION RATES FOR NON-AYP GROUPS FOR ACCOUNTABILITY

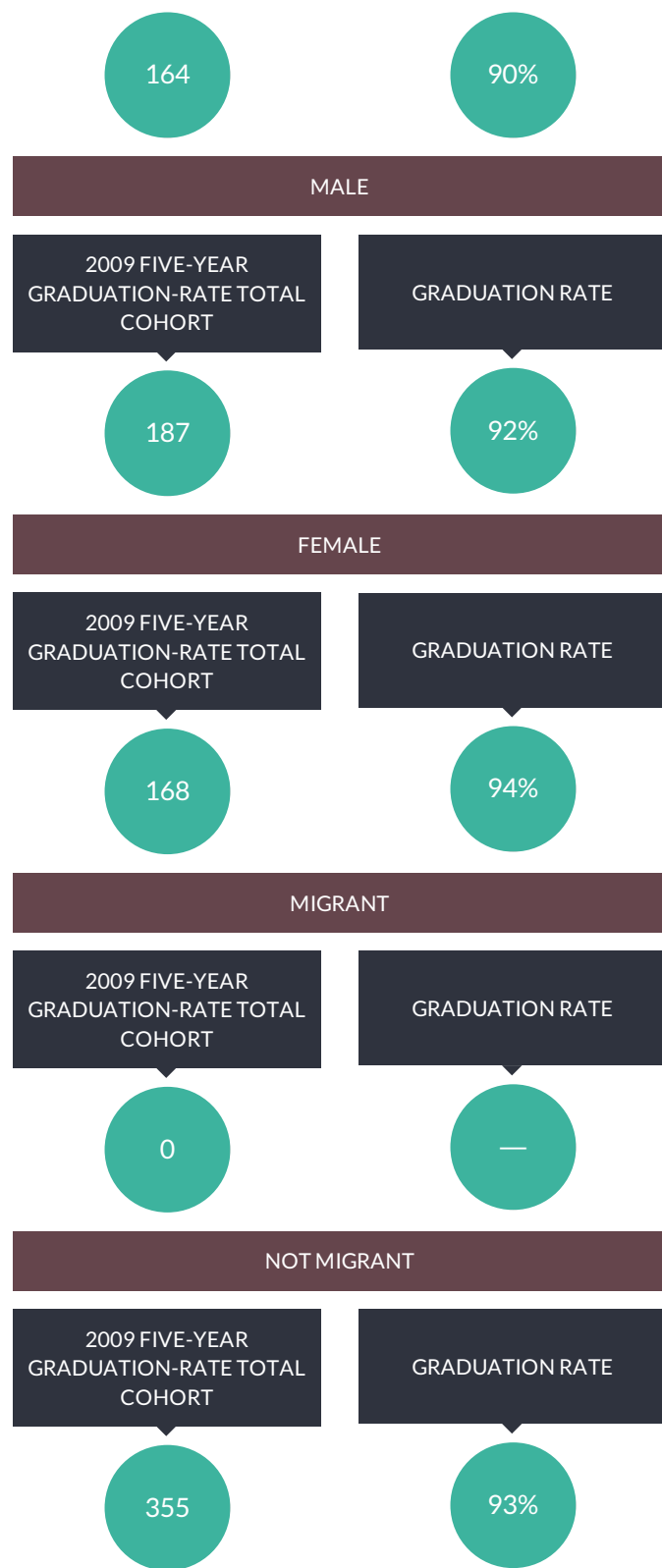
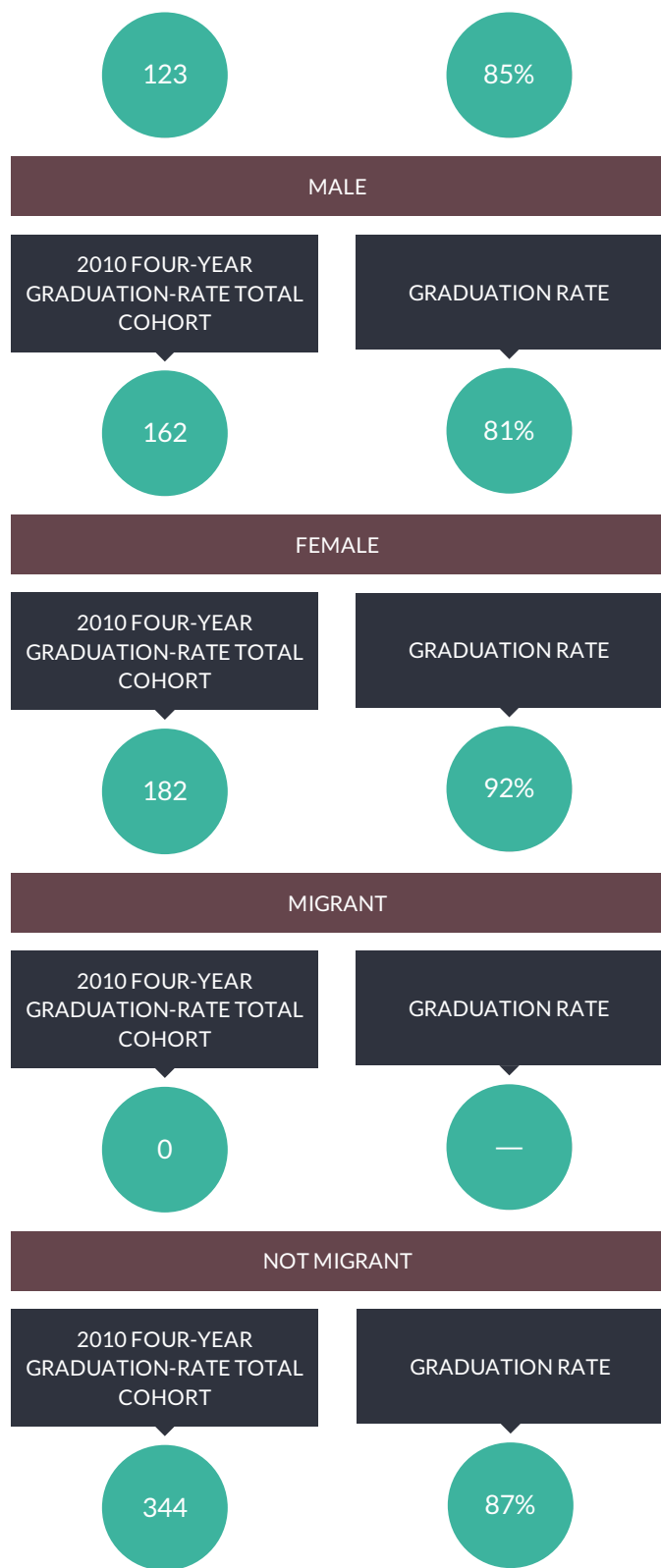
FOUR-YEAR GRADUATION-RATE TOTAL COHORT



FIVE-YEAR GRADUATION-RATE TOTAL COHORT



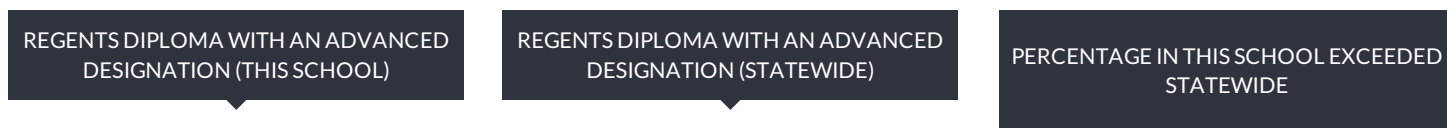




— There were fewer than 30 students in the cohort.

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

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



26%

31%

NO

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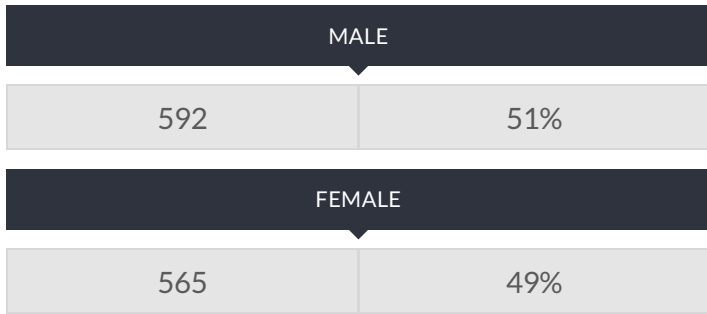
COPIAGUE
MIDDLE SCHOOL

Report Card

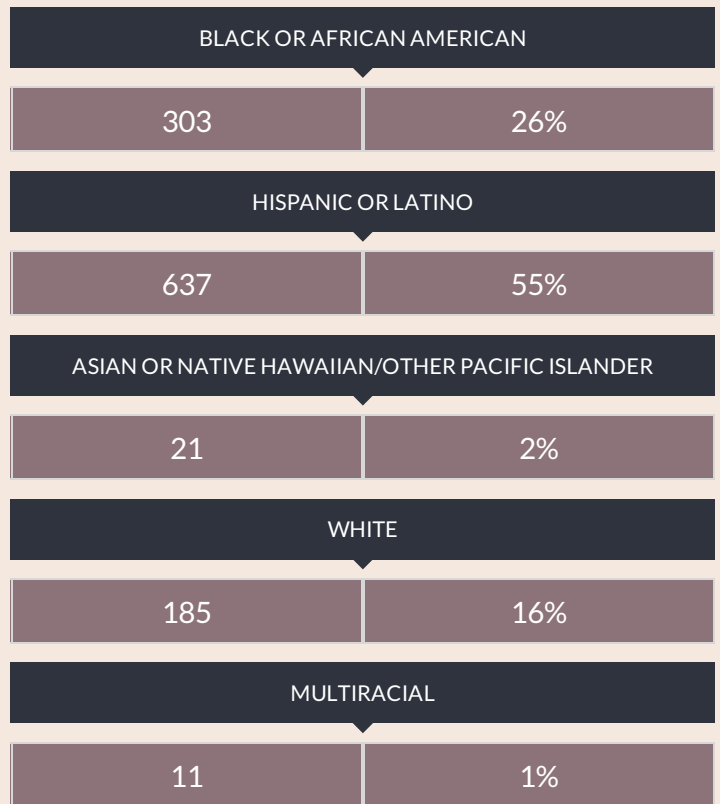
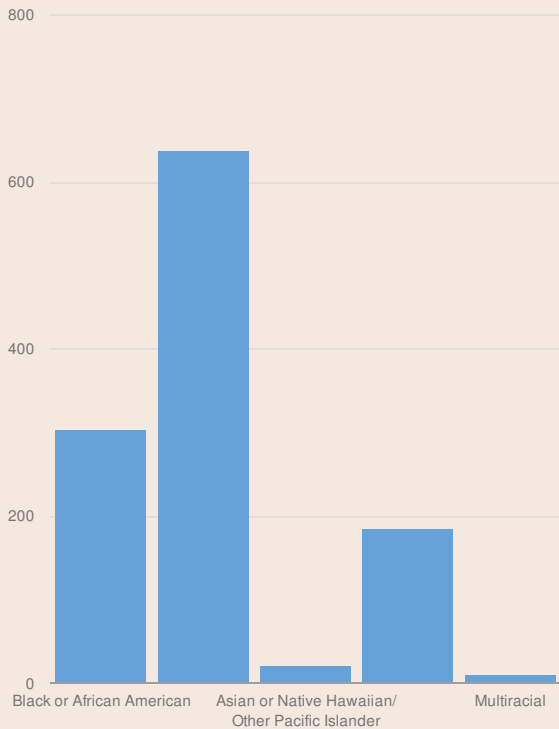
SECTION A

(37 pages)

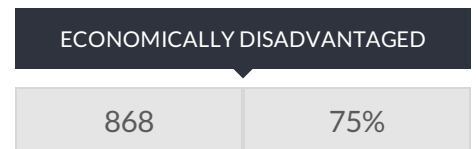
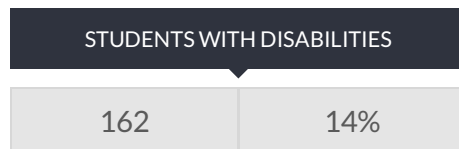
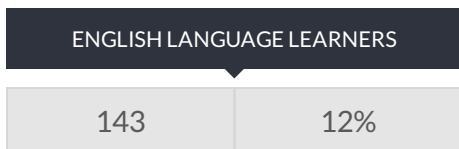
ENROLLMENT BY GENDER



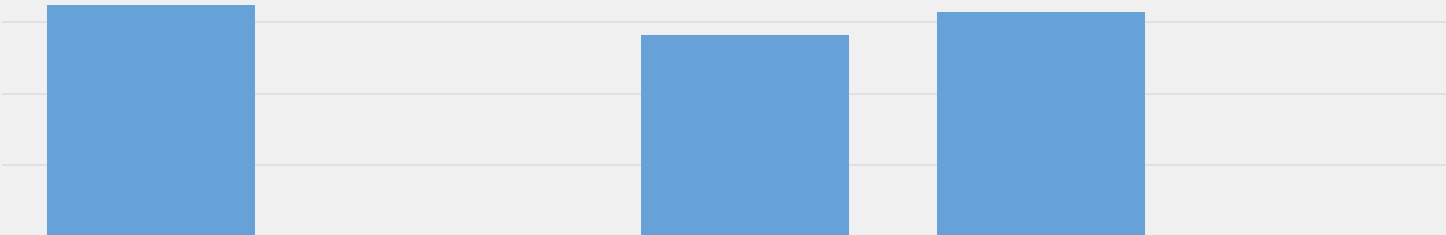
ENROLLMENT BY ETHNICITY



OTHER GROUPS



ENROLLMENT BY GRADE



6th Grade

UGE

7th Grade

8th Grade

UGS

6TH GRADE

UNGRADED ELEMENTARY

7TH GRADE

8TH GRADE

407 | 35%

2 | 0%

352 | 30%

392 | 34%

UNGRADED SECONDARY

4 | 0%

AVERAGE CLASS SIZE (2014 - 15)

GRADE 8 ENGLISH

25

GRADE 8 MATHEMATICS

24

GRADE 8 SCIENCE

29

GRADE 8 SOCIAL STUDIES

26

FREE AND REDUCED-PRICE LUNCH (2014 - 15)

ELIGIBLE FOR FREE LUNCH

724

63%

ELIGIBLE FOR REDUCED-PRICE LUNCH

103

9%

ATTENDANCE (2013 - 14)

ANNUAL ATTENDANCE RATE

96%

STUDENT SUSPENSIONS (2013 - 14)

STUDENT SUSPENSIONS

62

6%

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

STAFF COUNTS (2014 - 15)

PRINCIPALS

1

ASSISTANT PRINCIPALS

2

OTHER PROFESSIONAL STAFF

8

PARAPROFESSIONALS

0

TEACHER QUALIFICATIONS (2014 - 15)

TOTAL TEACHERS: 79

PERCENT WITH NO VALID TEACHING CERTIFICATE

0%

PERCENT TEACHING OUT OF CERTIFICATION

0%

PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE

4%

PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE

67%

TOTAL NUMBER OF CORE CLASSES

274

PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS SCHOOL

0%

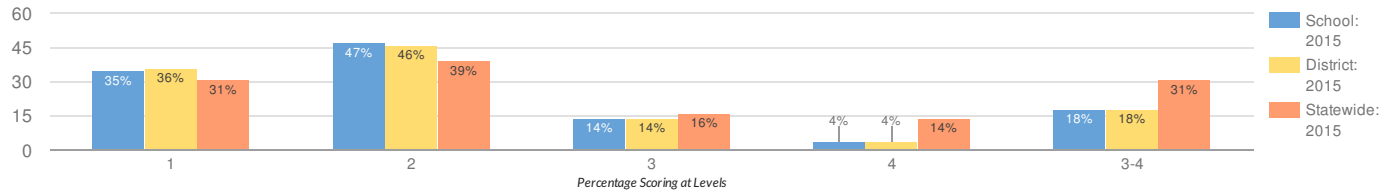
TOTAL NUMBER OF CLASSES

374

PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION

0%

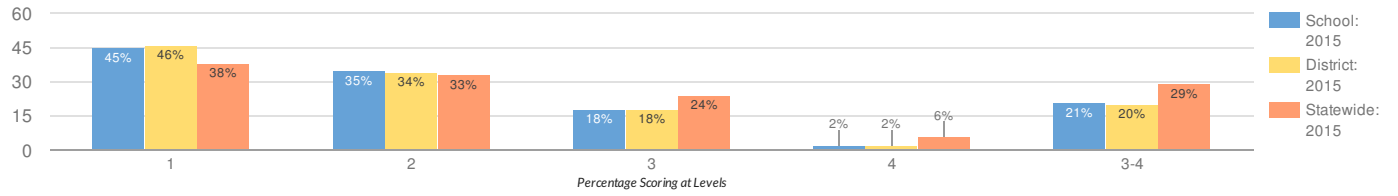
GRADE 6 ENGLISH LANGUAGE ARTS



MEAN SCORE: 289

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	355	18%	126	35%	166	47%
GENERAL EDUCATION	311	20%	88	28%	161	52%
STUDENTS WITH DISABILITIES	44	2%	38	86%	5	11%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	4	_%	-	-	-	-
BLACK OR AFRICAN AMERICAN	100	16%	36	36%	48	48%
HISPANIC OR LATINO	192	16%	80	42%	82	43%
WHITE	56	27%	9	16%	32	57%
MULTIRACIAL	3	_%	-	-	-	-
SMALL GROUP TOTAL	7	29%	1	14%	4	57%
FEMALE	170	23%	42	25%	89	52%
MALE	185	13%	84	45%	77	42%
NON-ENGLISH LANGUAGE LEARNERS	316	20%	92	29%	161	51%
ENGLISH LANGUAGE LEARNERS	39	0%	34	87%	5	13%
ECONOMICALLY DISADVANTAGED	265	14%	110	42%	118	45%
NOT ECONOMICALLY DISADVANTAGED	90	29%	16	18%	48	53%
NOT MIGRANT	355	18%	126	35%	166	47%

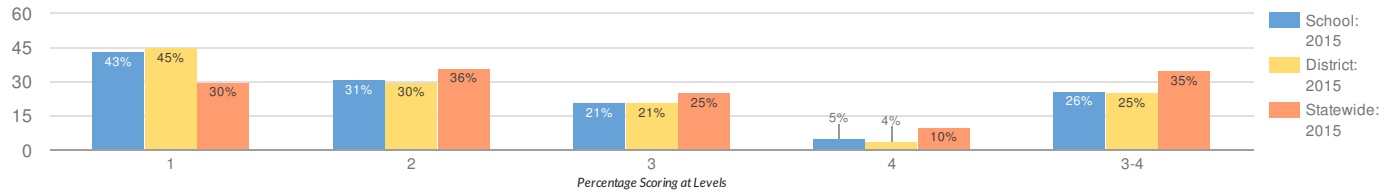
GRADE 7 ENGLISH LANGUAGE ARTS



MEAN SCORE: 287

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	310	21%	138	45%	108	35%	57	18%	7	2%
GENERAL EDUCATION	273	23%	101	37%	108	40%	57	21%	7	3%
STUDENTS WITH DISABILITIES	37	0%	37	100%	0	0%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	10	50%	1	10%	4	40%	4	40%	1	10%
BLACK OR AFRICAN AMERICAN	83	16%	39	47%	31	37%	11	13%	2	2%
HISPANIC OR LATINO	182	19%	87	48%	60	33%	32	18%	3	2%
WHITE	30	37%	9	30%	10	33%	10	33%	1	3%
MULTIRACIAL	5	0%	2	40%	3	60%	0	0%	0	0%
FEMALE	155	24%	57	37%	61	39%	34	22%	3	2%
MALE	155	17%	81	52%	47	30%	23	15%	4	3%
NON-ENGLISH LANGUAGE LEARNERS	278	23%	108	39%	106	38%	57	21%	7	3%
ENGLISH LANGUAGE LEARNERS	32	0%	30	94%	2	6%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	233	16%	117	50%	79	34%	34	15%	3	1%
NOTECONOMICALLY DISADVANTAGED	77	35%	21	27%	29	38%	23	30%	4	5%
NOT MIGRANT	310	21%	138	45%	108	35%	57	18%	7	2%

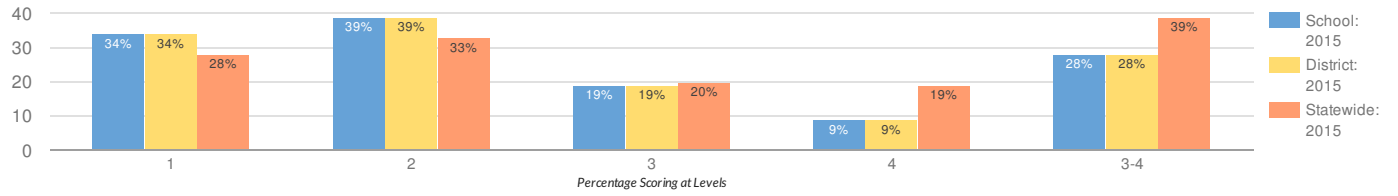
GRADE 8 ENGLISH LANGUAGE ARTS



MEAN SCORE: 288

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	309	26%	134	43%	96	31%	65	21%	14	5%
GENERAL EDUCATION	279	28%	107	38%	93	33%	65	23%	14	5%
STUDENTS WITH DISABILITIES	30	0%	27	90%	3	10%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	6	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	87	30%	35	40%	26	30%	21	24%	5	6%
HISPANIC OR LATINO	181	20%	92	51%	53	29%	30	17%	6	3%
WHITE	33	42%	7	21%	12	36%	12	36%	2	6%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	8	38%	0	0%	5	63%	2	25%	1	13%
FEMALE	149	30%	57	38%	48	32%	36	24%	8	5%
MALE	160	22%	77	48%	48	30%	29	18%	6	4%
NON-ENGLISH LANGUAGE LEARNERS	278	28%	103	37%	96	35%	65	23%	14	5%
ENGLISH LANGUAGE LEARNERS	31	0%	31	100%	0	0%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	239	20%	114	48%	78	33%	43	18%	4	2%
NOT ECONOMICALLY DISADVANTAGED	70	46%	20	29%	18	26%	22	31%	10	14%
NOT MIGRANT	309	26%	134	43%	96	31%	65	21%	14	5%

GRADE 6 MATHEMATICS

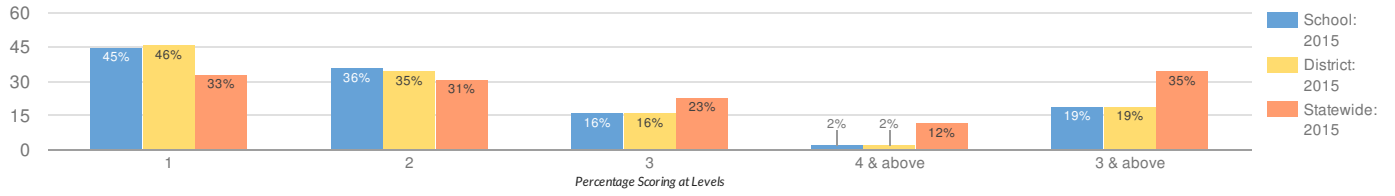


MEAN SCORE: 295

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	346	28%	116	34%	134	39%
GENERAL EDUCATION	304	31%	80	26%	129	42%
STUDENTS WITH DISABILITIES	42	2%	36	86%	5	12%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	5	_%	-	-	-	-
BLACK OR AFRICAN AMERICAN	92	24%	30	33%	40	43%
HISPANIC OR LATINO	194	24%	78	40%	70	36%
WHITE	54	48%	7	13%	21	39%
MULTIRACIAL	1	_%	-	-	-	-
SMALL GROUP TOTAL	6	33%	1	17%	3	50%
FEMALE	166	31%	42	25%	73	44%
MALE	180	25%	74	41%	61	34%
NON-ENGLISH LANGUAGE LEARNERS	294	32%	73	25%	127	43%
ENGLISH LANGUAGE LEARNERS	52	4%	43	83%	7	13%
ECONOMICALLY DISADVANTAGED	259	23%	103	40%	97	37%
NOT ECONOMICALLY DISADVANTAGED	87	43%	13	15%	37	43%
NOT MIGRANT	346	28%	116	34%	134	39%

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.

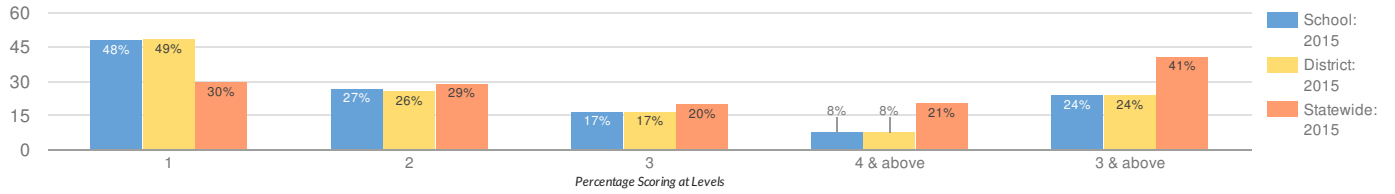


MEAN SCORE: 292

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	291	19%	131	45%	105	36%	48	16%	7	2%
GENERAL EDUCATION	262	21%	104	40%	103	39%	48	18%	7	3%
STUDENTS WITH DISABILITIES	29	0%	27	93%	2	7%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	8	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	74	14%	31	42%	33	45%	9	12%	1	1%
HISPANIC OR LATINO	180	16%	95	53%	56	31%	25	14%	4	2%
WHITE	25	40%	3	12%	12	48%	10	40%	0	0%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	12	50%	2	17%	4	33%	4	33%	2	17%
FEMALE	140	16%	60	43%	57	41%	22	16%	1	1%
MALE	151	21%	71	47%	48	32%	26	17%	6	4%
NON-ENGLISH LANGUAGE LEARNERS	249	22%	95	38%	99	40%	48	19%	7	3%
ENGLISH LANGUAGE LEARNERS	42	0%	36	86%	6	14%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	216	12%	111	51%	79	37%	23	11%	3	1%
NOT ECONOMICALLY DISADVANTAGED	75	39%	20	27%	26	35%	25	33%	4	5%
NOT MIGRANT	291	19%	131	45%	105	36%	48	16%	7	2%

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: 274

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	199	3%	125	63%	69	35%	5	3%	0	0%
GENERAL EDUCATION	180	3%	108	60%	67	37%	5	3%	0	0%
STUDENTS WITH DISABILITIES	19	0%	17	89%	2	11%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	3	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	44	0%	30	68%	14	32%	0	0%	0	0%
HISPANIC OR LATINO	133	2%	89	67%	41	31%	3	2%	0	0%
WHITE	18	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	22	9%	6	27%	14	64%	2	9%	0	0%
FEMALE	89	2%	53	60%	34	38%	2	2%	0	0%
MALE	110	3%	72	65%	35	32%	3	3%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	161	3%	95	59%	61	38%	5	3%	0	0%
ENGLISH LANGUAGE LEARNERS	38	0%	30	79%	8	21%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	158	2%	104	66%	51	32%	3	2%	0	0%
NOT ECONOMICALLY DISADVANTAGED	41	5%	21	51%	18	44%	2	5%	0	0%
NOT MIGRANT	199	3%	125	63%	69	35%	5	3%	0	0%

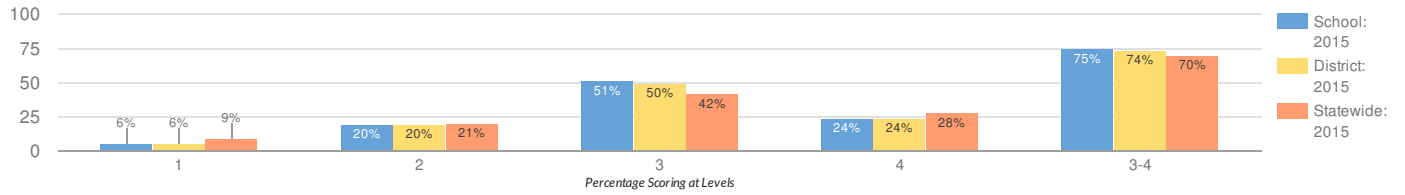
GRADE 8 STUDENTS TAKING A REGENTS MATH TEST

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	59	0	0%	1	2%	38	64%	20	34%	58	98%

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: 68

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	295	68%	21	7%	72	24%	174	59%	28	9%
GENERAL EDUCATION	260	73%	16	6%	55	21%	162	62%	27	10%
STUDENTS WITH DISABILITIES	35	37%	5	14%	17	49%	12	34%	1	3%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	3	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	74	65%	6	8%	20	27%	43	58%	5	7%
HISPANIC OR LATINO	186	66%	15	8%	48	26%	108	58%	15	8%
WHITE	30	87%	0	0%	4	13%	18	60%	8	27%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	100%	0	0%	0	0%	5	100%	0	0%
FEMALE	139	63%	15	11%	36	26%	80	58%	8	6%
MALE	156	73%	6	4%	36	23%	94	60%	20	13%
NON-ENGLISH LANGUAGE LEARNERS	243	75%	9	4%	51	21%	155	64%	28	12%
ENGLISH LANGUAGE LEARNERS	52	37%	12	23%	21	40%	19	37%	0	0%
ECONOMICALLY DISADVANTAGED	234	66%	21	9%	59	25%	135	58%	19	8%
NOTECONOMICALLY DISADVANTAGED	61	79%	0	0%	13	21%	39	64%	9	15%
NOT MIGRANT	295	68%	21	7%	72	24%	174	59%	28	9%

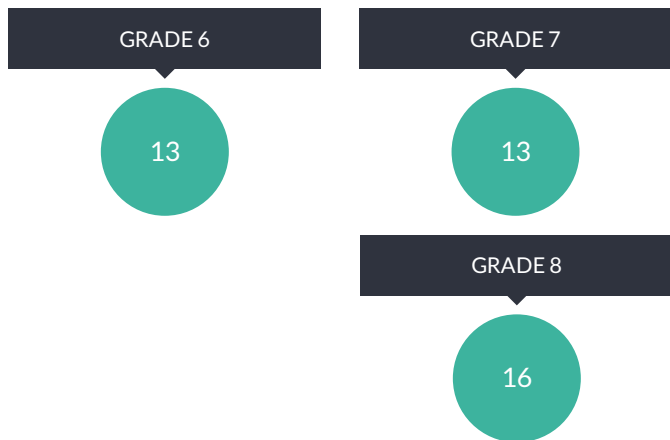
GRADE 8 STUDENTS TAKING A REGENTS SCIENCE TEST

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

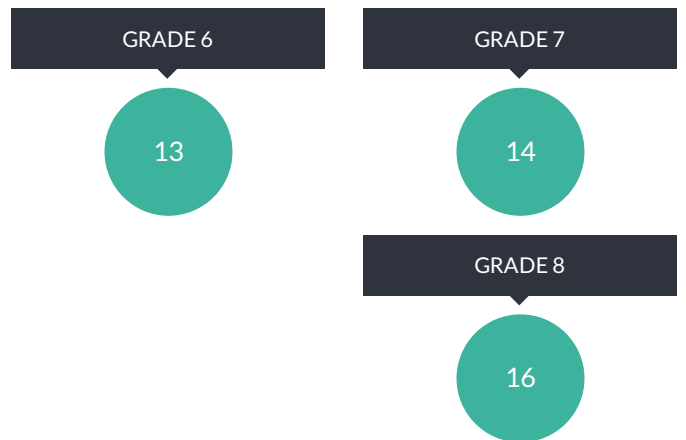
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	74	100%	0	0%	0	0%	13	18%	61	82%

RECENTLY ARRIVED LEP STUDENTS (2014 - 15)

RECENTLY ARRIVED LEP STUDENTS TAKING NYSESLAT IN LIEU OF NYSTP



RECENTLY ARRIVED LEP STUDENTS NOT TESTED ON THE ELA NYSTP



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

GRADE: 4
READING

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

MATHEMATICS

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

GRADE: 8
READING

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

MATHEMATICS

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

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

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
ALL STUDENTS	59	0	0%	1	2%	38	64%	18	31%	2	3%
GENERAL EDUCATION	59	0	0%	1	2%	38	64%	18	31%	2	3%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	21	0	0%	1	5%	15	71%	5	24%	0	0%
HISPANIC OR LATINO	21	0	0%	0	0%	15	71%	5	24%	1	5%
WHITE	15	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	17	0	0%	0	0%	8	47%	8	47%	1	6%
FEMALE	32	0	0%	1	3%	20	63%	10	31%	1	3%
MALE	27	0	0%	0	0%	18	67%	8	30%	1	4%
NON-ENGLISH LANGUAGE LEARNERS	59	0	0%	1	2%	38	64%	18	31%	2	3%
ECONOMICALLY DISADVANTAGED	36	0	0%	1	3%	25	69%	9	25%	1	3%
NOT ECONOMICALLY DISADVANTAGED	23	0	0%	0	0%	13	57%	9	39%	1	4%
NOT MIGRANT	59	0	0%	1	2%	38	64%	18	31%	2	3%

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55		65		85	
		Count	Percentage	Count	Percentage	Count	Percentage
ALL STUDENTS	74	74	100%	74	100%	61	82%
GENERAL EDUCATION	74	74	100%	74	100%	61	82%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	19	-	-	-	-	-	-
HISPANIC OR LATINO	29	29	100%	29	100%	24	83%
WHITE	24	24	100%	24	100%	20	83%
SMALL GROUP TOTAL	21	21	100%	21	100%	17	81%
FEMALE	41	41	100%	41	100%	34	83%
MALE	33	33	100%	33	100%	27	82%
NON-ENGLISH LANGUAGE LEARNERS	74	74	100%	74	100%	61	82%
ECONOMICALLY DISADVANTAGED	46	46	100%	46	100%	39	85%
NOT ECONOMICALLY DISADVANTAGED	28	28	100%	28	100%	22	79%
NOT MIGRANT	74	74	100%	74	100%	61	82%

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

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

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2014 - 15)

GRADE 6

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	54	39%	6%	7%	33%	15%
GENERAL EDUCATION	35	46%	3%	3%	26%	23%
STUDENTS WITH DISABILITIES	19	26%	11%	16%	47%	0%

GRADE 7

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	47	45%	9%	11%	21%	15%
GENERAL EDUCATION	39	49%	10%	13%	10%	18%
STUDENTS WITH DISABILITIES	8	25%	0%	0%	75%	0%

GRADE 8

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	57	33%	12%	14%	32%	9%
GENERAL EDUCATION	46	39%	11%	13%	28%	9%
STUDENTS WITH DISABILITIES	11	9%	18%	18%	45%	9%

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

ALL STUDENTS

MADE AYP: **NO**

TESTED 95%		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
NO		2,257*		93%*	
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
NO	949	81	93	93	

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

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

BLACK OR AFRICAN AMERICAN

MADE AYP: **YES**

TESTED 95%		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
YES		601*		95%*	
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
YES	258	81	71	71	

HISPANIC OR LATINO

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	1,240*	95%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
NO	543	72	78	78

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	22	—		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	20	—	—	—

WHITE

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
NO	349*	81%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	119	114	104	104

MULTIRACIAL

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	11	—		

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	9	—	—	—

STUDENTS WITH DISABILITIES

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
NO	304*	87%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
NO	119†	18†	50	43

LIMITED ENGLISH PROFICIENT

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
YES	283*	96%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
NO	132‡	24‡	54	45

ECONOMICALLY DISADVANTAGED

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
NO	1,677*	94%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
NO	715	71	80	80

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

2,256*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

93%*

TESTED STUDENTS ENROLLED ON BEDS DAY

949

PI

81

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,656*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

92%*

TESTED STUDENTS ENROLLED ON BEDS DAY

691

PI

81

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,017*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

90%*

TESTED STUDENTS ENROLLED ON BEDS DAY

406

PI

94

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

2,213*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

93%*

TESTED STUDENTS ENROLLED ON BEDS DAY

929

PI

80

NOT WHITE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,908*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

95%*

TESTED STUDENTS ENROLLED ON BEDS DAY

830

PI

77

NOT MULTIRACIAL

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

2,235*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

93%*

TESTED STUDENTS ENROLLED ON BEDS DAY

940

PI

81

GENERAL EDUCATION

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,953*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

94%*

TESTED STUDENTS ENROLLED ON BEDS DAY

835

PI

90

ENGLISH PROFICIENT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,974*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

93%*

TESTED STUDENTS ENROLLED ON BEDS DAY

851

PI

89

NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

580*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

91%*

TESTED STUDENTS ENROLLED ON BEDS DAY

234

PI

114

MALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,150*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

93%*

TESTED STUDENTS ENROLLED ON BEDS DAY

490

PI

70

FEMALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,107*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

93%*

TESTED STUDENTS ENROLLED ON BEDS DAY

459

PI

93

MIGRANT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

TESTED STUDENTS ENROLLED ON BEDS DAY

0

PI

—

NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
2,257*	93%*	949	81

— 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 english language learner students because the number of english language learner 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**

ALL STUDENTS

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
NO	2,253*	87%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
NO	860	86	90	90

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

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

BLACK OR AFRICAN AMERICAN

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
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NO	603*	87%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	222	85	65	65

HISPANIC OR LATINO

MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
NO	1,238*	90%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
NO	503	73	76	76

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	22	—		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	17	—	—	—

WHITE

MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
NO	347*	78%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	112	134	100	100

MULTIRACIAL

MADE AYP: —

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

STUDENTS WITH DISABILITIES

MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
NO	302*	78%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
NO	99†	26†	52	43

LIMITED ENGLISH PROFICIENT

MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
NO	284*	92%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
NO	144‡	29‡	57	51

ECONOMICALLY DISADVANTAGED

MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST	PERCENT OF ENROLLED STUDENTS WITH
------------	-----------------------------------	-----------------------------------

		ADMINISTRATION PERIOD		VALID TEST SCORES
			1,673*	87%*
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
NO	638	74	77	77

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

2,252*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

87%*

TESTED STUDENTS ENROLLED ON BEDS DAY

860

PI

86

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,650*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

87%*

TESTED STUDENTS ENROLLED ON BEDS DAY

638

PI

86

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,015*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

84%*

TESTED STUDENTS ENROLLED ON BEDS DAY

357

PI

104

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

2,209*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

87%*

TESTED STUDENTS ENROLLED ON BEDS DAY

843

PI

84

NOT WHITE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,906*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

89%*

TESTED STUDENTS ENROLLED ON BEDS DAY

748

PI

78

NOT MULTIRACIAL

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

2,233*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

87%*

TESTED STUDENTS ENROLLED ON BEDS DAY

854

PI

85

GENERAL EDUCATION

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,951*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

88%*

TESTED STUDENTS ENROLLED ON BEDS DAY

766

PI

93

ENGLISH PROFICIENT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,969*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

86%*

TESTED STUDENTS ENROLLED ON BEDS DAY

746

PI

95

NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

580*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

87%*

TESTED STUDENTS ENROLLED ON BEDS DAY

222

PI

120

MALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,148*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

87%*

TESTED STUDENTS ENROLLED ON BEDS DAY

450

PI

80

FEMALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,105*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

87%*

TESTED STUDENTS ENROLLED ON BEDS DAY

410

PI

92

MIGRANT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

TESTED STUDENTS ENROLLED ON BEDS DAY

0

PI

—

NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
2,253*	87%*	860	86

— 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 english language learner students because the number of english language learner 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**

ALL STUDENTS

MADE AYP: **YES**

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	409	91%		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	345	175	179	175

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

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

BLACK OR AFRICAN AMERICAN

MADE AYP: **YES**

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

YES		104		89%
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	87	171	161	161

HISPANIC OR LATINO

MADE AYP: YES

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	236	92%		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	198	171	167	167

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	6	—		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	5	—	—	—

WHITE

MADE AYP: YES

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	61	89%		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	53	192	180	180

MULTIRACIAL

MADE AYP: —

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

STUDENTS WITH DISABILITIES

MADE AYP: NO

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	106*	81%*		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
NO	35 †	134 †	150	138

LIMITED ENGLISH PROFICIENT

MADE AYP: YES

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	57	96%		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	51 †	143 †	151	127

ECONOMICALLY DISADVANTAGED

MADE AYP: YES

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

		ADMINISTRATION PERIOD		VALID TEST SCORES	
	YES		308	92%	
PI >= EAMO OR PROGRESS TARGET		TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	260	171	170	168	

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

409

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

91%

TESTED STUDENTS ENROLLED ON BEDS DAY

345

PI

175

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

305

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

91%

TESTED STUDENTS ENROLLED ON BEDS DAY

258

PI

176

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

173

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

89%

TESTED STUDENTS ENROLLED ON BEDS DAY

147

PI

180

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

403

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

91%

TESTED STUDENTS ENROLLED ON BEDS DAY

340

PI

175

NOT WHITE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

348

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

91%

TESTED STUDENTS ENROLLED ON BEDS DAY

292

PI

172

NOT MULTIRACIAL

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

407

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

91%

TESTED STUDENTS ENROLLED ON BEDS DAY

343

PI

175

GENERAL EDUCATION

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

353

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

95%

TESTED STUDENTS ENROLLED ON BEDS DAY

310

PI

180

ENGLISH PROFICIENT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

352

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

90%

TESTED STUDENTS ENROLLED ON BEDS DAY

304

PI

181

NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

101

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

89%

TESTED STUDENTS ENROLLED ON BEDS DAY

85

PI

187

MALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

208

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

91%

TESTED STUDENTS ENROLLED ON BEDS DAY

179

PI

177

FEMALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

201

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

91%

TESTED STUDENTS ENROLLED ON BEDS DAY

166

PI

173

MIGRANT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

TESTED STUDENTS ENROLLED ON BEDS DAY

0

PI

—

NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

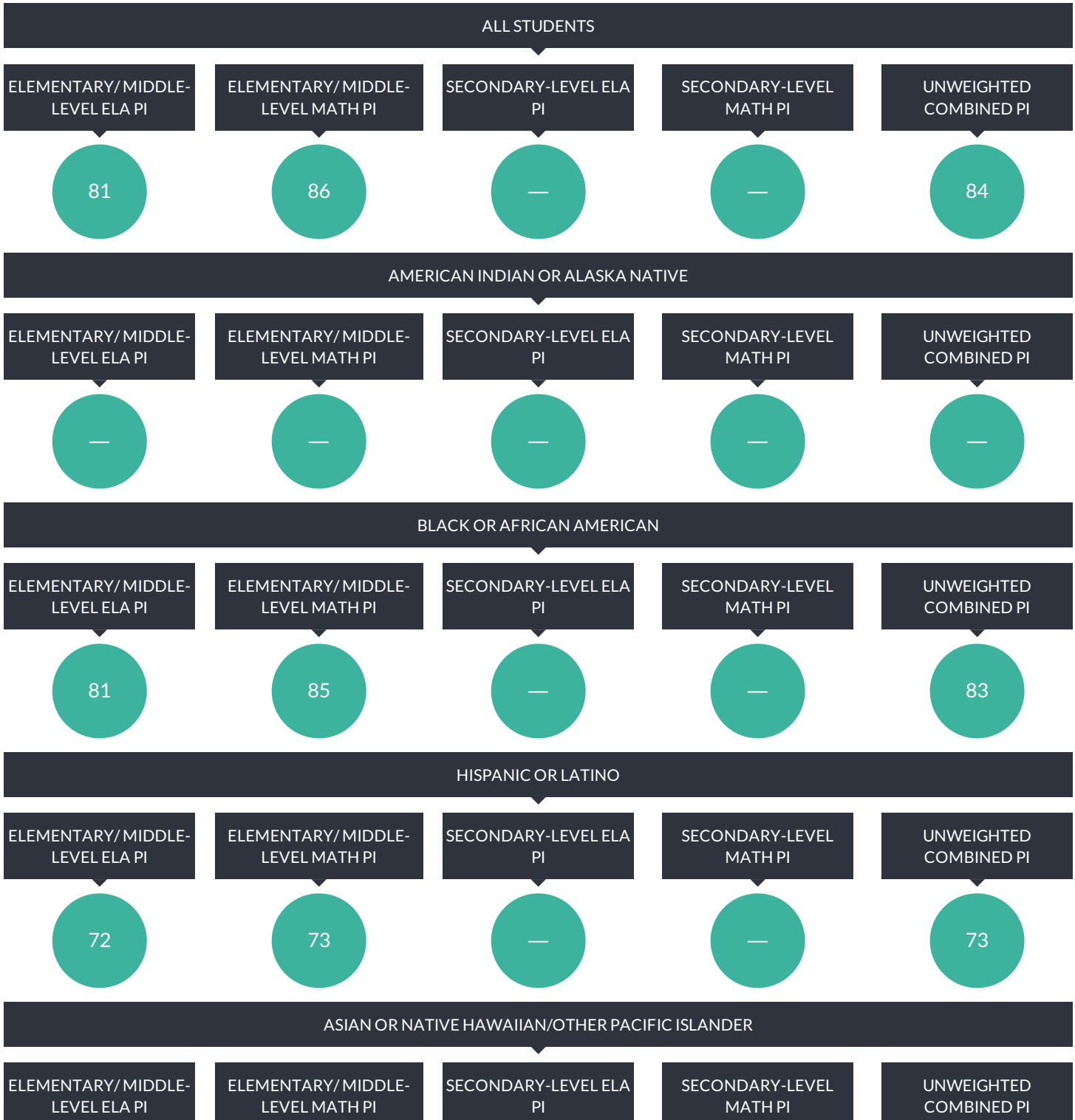
TESTED STUDENTS ENROLLED

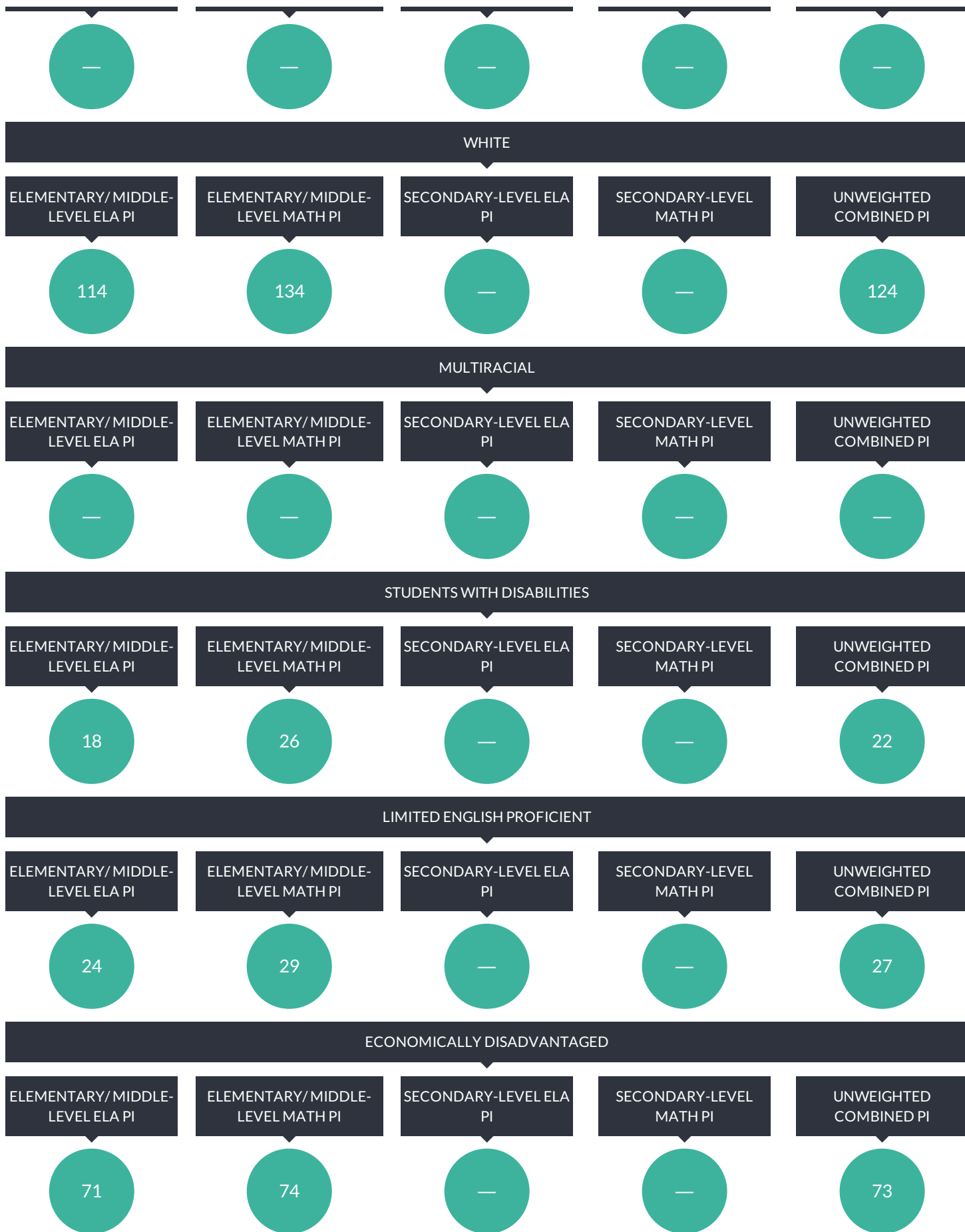
PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
409	91%	345	175

— 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.
 ‡ Includes former english language learner students because the number of english language learner students in the current year is equal to or greater than 30.

UNWEIGHTED COMBINED ELA AND MATH PIS





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

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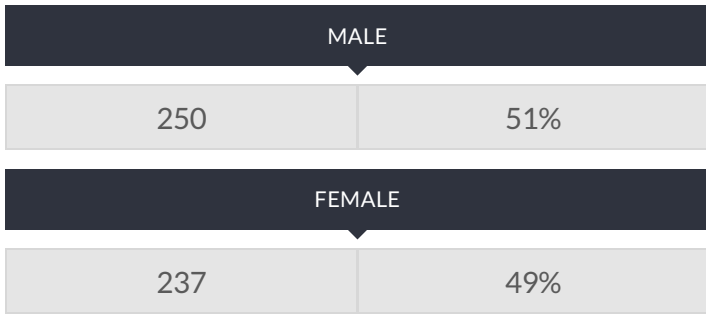
DEAUVILLE GARDENS
EAST ELEMENTARY
SCHOOL

Report Card

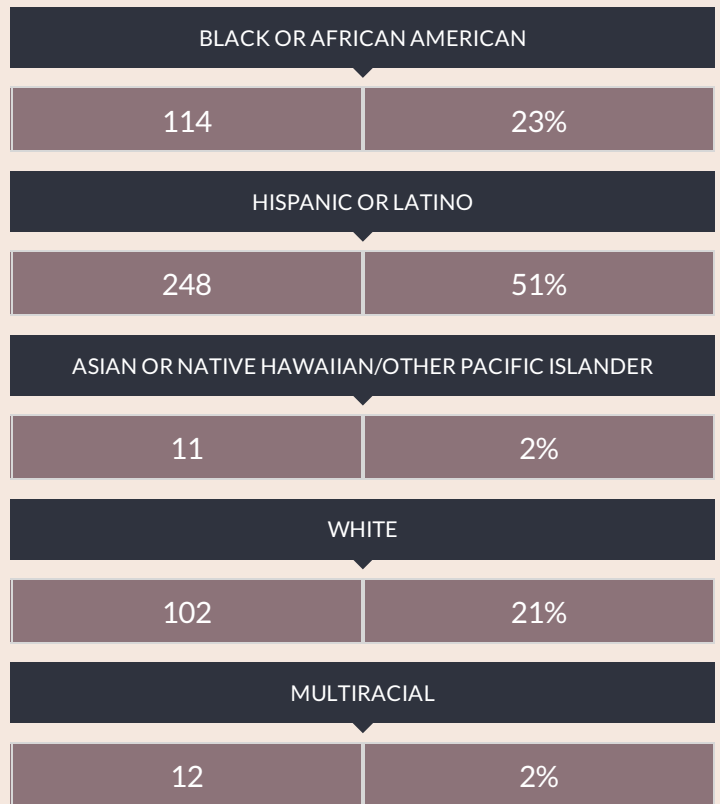
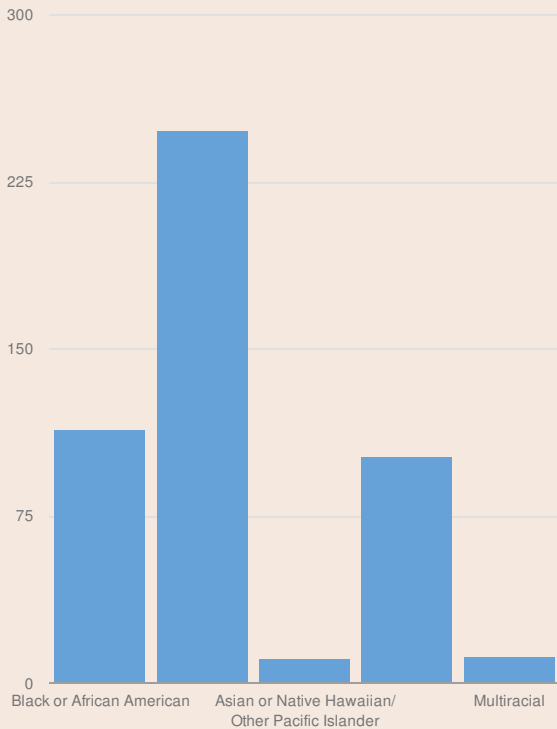
SECTION A

(36 pages)

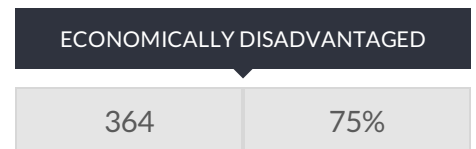
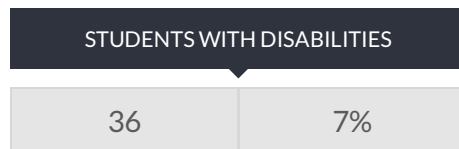
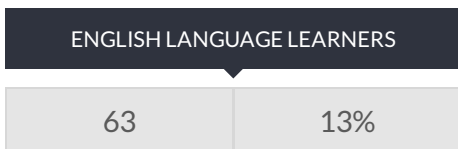
ENROLLMENT BY GENDER



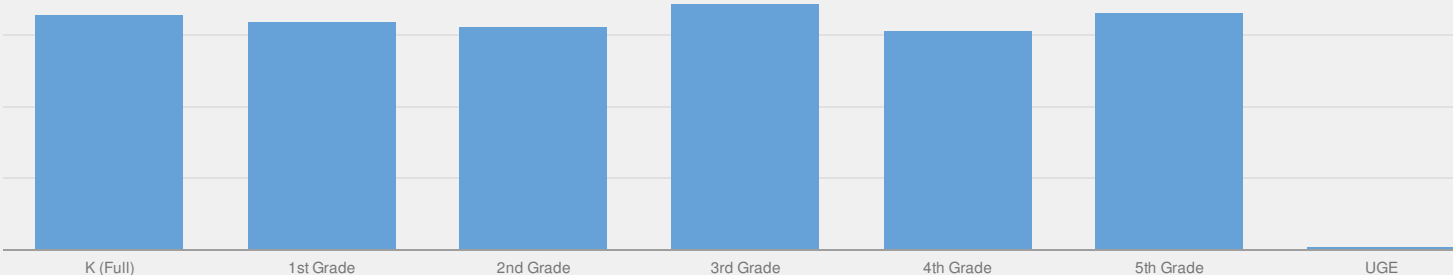
ENROLLMENT BY ETHNICITY



OTHER GROUPS



ENROLLMENT BY GRADE



K (FULL DAY)	1ST GRADE	2ND GRADE	3RD GRADE
82 17%	80 16%	78 16%	86 18%
4TH GRADE	5TH GRADE	UNGRADED ELEMENTARY	
77 16%	83 17%	1 0%	

AVERAGE CLASS SIZE (2014 - 15)

COMMON BRANCH

26

FREE AND REDUCED-PRICE LUNCH (2014 - 15)

ELIGIBLE FOR FREE LUNCH

302

62%

ELIGIBLE FOR REDUCED-PRICE LUNCH

34

7%

ATTENDANCE (2013 - 14)

ANNUAL ATTENDANCE RATE

95%

STUDENT SUSPENSIONS (2013 - 14)

STUDENT SUSPENSIONS

7

1%

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

STAFF COUNTS (2014 - 15)

PRINCIPALS

1

ASSISTANT PRINCIPALS

0

OTHER PROFESSIONAL STAFF

2

PARAPROFESSIONALS

0

TEACHER QUALIFICATIONS (2014 - 15)

TOTAL TEACHERS: 22

PERCENT WITH NO VALID TEACHING CERTIFICATE

0%

PERCENT TEACHING OUT OF CERTIFICATION

0%

PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE

5%

PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE

68%

TOTAL NUMBER OF CORE CLASSES

19

PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS SCHOOL

0%

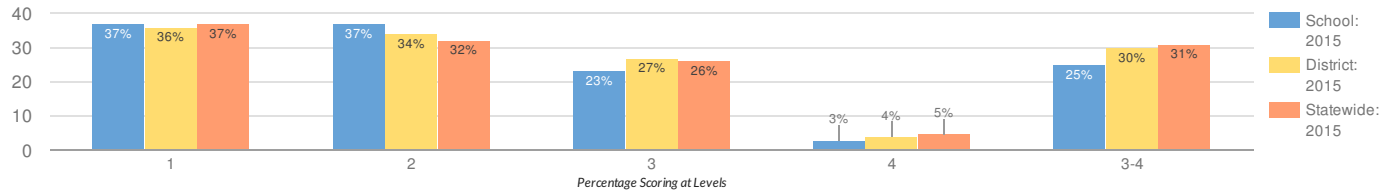
TOTAL NUMBER OF CLASSES

28

PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION

0%

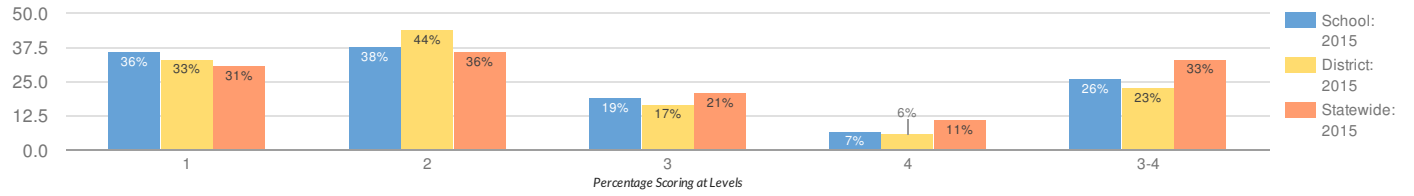
GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 296

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	75	25%	28	37%	28	37%	17	23%	2	3%
GENERAL EDUCATION	70	27%	25	36%	26	37%	17	24%	2	3%
STUDENTS WITH DISABILITIES	5	0%	3	60%	2	40%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	21	24%	9	43%	7	33%	5	24%	0	0%
HISPANIC OR LATINO	38	13%	19	50%	14	37%	3	8%	2	5%
WHITE	11	45%	0	0%	6	55%	5	45%	0	0%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	80%	0	0%	1	20%	4	80%	0	0%
FEMALE	41	34%	14	34%	13	32%	12	29%	2	5%
MALE	34	15%	14	41%	15	44%	5	15%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	70	27%	24	34%	27	39%	17	24%	2	3%
ENGLISH LANGUAGE LEARNERS	5	0%	4	80%	1	20%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	61	20%	25	41%	24	39%	10	16%	2	3%
NOT ECONOMICALLY DISADVANTAGED	14	50%	3	21%	4	29%	7	50%	0	0%
NOT MIGRANT	75	25%	28	37%	28	37%	17	23%	2	3%

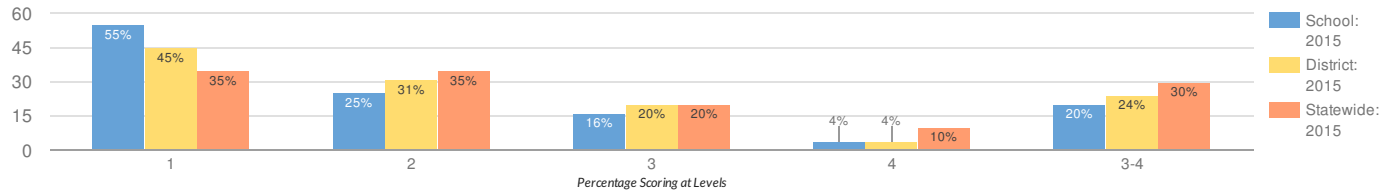
GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 293

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	73	26%	26	36%	28	38%	14	19%	5	7%
GENERAL EDUCATION	69	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	26	19%	8	31%	13	50%	4	15%	1	4%
HISPANIC OR LATINO	29	14%	14	48%	11	38%	4	14%	0	0%
WHITE	17	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	18	56%	4	22%	4	22%	6	33%	4	22%
FEMALE	37	32%	9	24%	16	43%	8	22%	4	11%
MALE	36	19%	17	47%	12	33%	6	17%	1	3%
NON-ENGLISH LANGUAGE LEARNERS	70	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	52	19%	21	40%	21	40%	9	17%	1	2%
NOTECONOMICALLY DISADVANTAGED	21	43%	5	24%	7	33%	5	24%	4	19%
NOT MIGRANT	73	26%	26	36%	28	38%	14	19%	5	7%

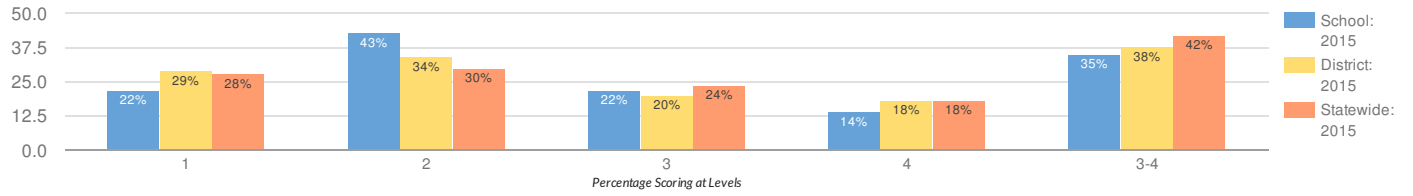
GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 279

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	80	20%	44	55%	20	25%	13	16%	3	4%
GENERAL EDUCATION	65	25%	29	45%	20	31%	13	20%	3	5%
STUDENTS WITH DISABILITIES	15	0%	15	100%	0	0%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	21	19%	12	57%	5	24%	3	14%	1	5%
HISPANIC OR LATINO	40	20%	23	58%	9	23%	7	18%	1	3%
WHITE	17	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	19	21%	9	47%	6	32%	3	16%	1	5%
FEMALE	33	30%	16	48%	7	21%	9	27%	1	3%
MALE	47	13%	28	60%	13	28%	4	9%	2	4%
NON-ENGLISH LANGUAGE LEARNERS	70	23%	34	49%	20	29%	13	19%	3	4%
ENGLISH LANGUAGE LEARNERS	10	0%	10	100%	0	0%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	57	16%	35	61%	13	23%	8	14%	1	2%
NOT ECONOMICALLY DISADVANTAGED	23	30%	9	39%	7	30%	5	22%	2	9%
NOT MIGRANT	80	20%	44	55%	20	25%	13	16%	3	4%

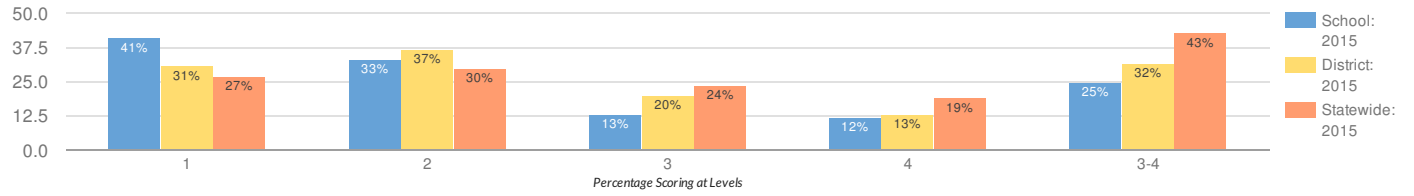
GRADE 3 MATHEMATICS



MEAN SCORE: 301

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	74	35%	16	22%	32	43%
GENERAL EDUCATION	68	37%	11	16%	32	47%
STUDENTS WITH DISABILITIES	6	17%	5	83%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	4	_%	-	-	-	-
BLACK OR AFRICAN AMERICAN	21	24%	5	24%	11	52%
HISPANIC OR LATINO	37	24%	11	30%	17	46%
WHITE	11	64%	0	0%	4	36%
MULTIRACIAL	1	_%	-	-	-	-
SMALL GROUP TOTAL	5	100%	0	0%	0	0%
FEMALE	41	37%	8	20%	18	44%
MALE	33	33%	8	24%	14	42%
NON-ENGLISH LANGUAGE LEARNERS	68	38%	11	16%	31	46%
ENGLISH LANGUAGE LEARNERS	6	0%	5	83%	1	17%
ECONOMICALLY DISADVANTAGED	60	30%	15	25%	27	45%
NOT ECONOMICALLY DISADVANTAGED	14	57%	1	7%	5	36%
NOT MIGRANT	74	35%	16	22%	32	43%

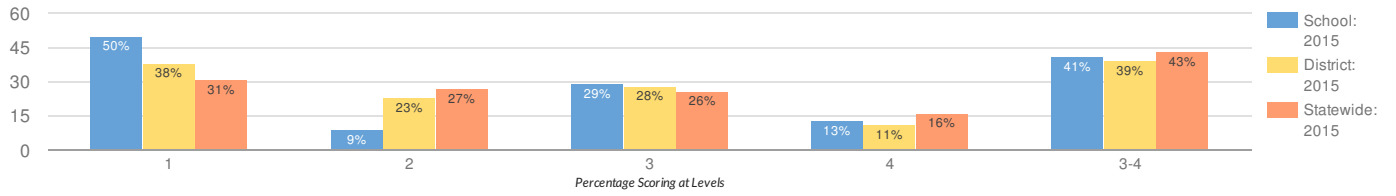
GRADE 4 MATHEMATICS



MEAN SCORE: 286

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	75	25%	31	41%	25	33%	10	13%	9	12%
GENERAL EDUCATION	71	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	25	20%	12	48%	8	32%	3	12%	2	8%
HISPANIC OR LATINO	32	13%	16	50%	12	38%	3	9%	1	3%
WHITE	17	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	18	56%	3	17%	5	28%	4	22%	6	33%
FEMALE	39	33%	14	36%	12	31%	8	21%	5	13%
MALE	36	17%	17	47%	13	36%	2	6%	4	11%
NON-ENGLISH LANGUAGE LEARNERS	69	28%	25	36%	25	36%	10	14%	9	13%
ENGLISH LANGUAGE LEARNERS	6	0%	6	100%	0	0%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	54	22%	25	46%	17	31%	6	11%	6	11%
NOTECONOMICALLY DISADVANTAGED	21	33%	6	29%	8	38%	4	19%	3	14%
NOT MIGRANT	75	25%	31	41%	25	33%	10	13%	9	12%

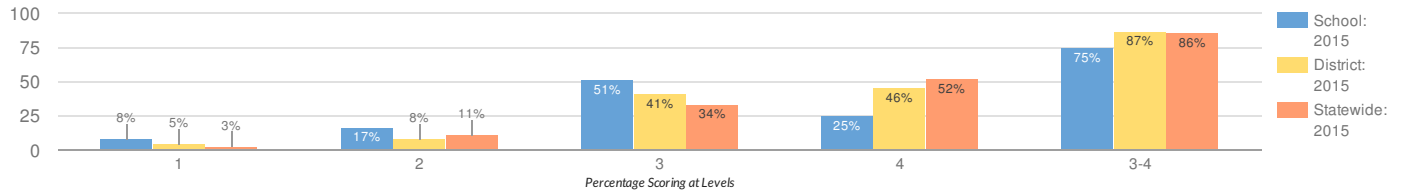
GRADE 5 MATHEMATICS



MEAN SCORE: 298

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	80	41%	40	50%	7	9%	23	29%	10	13%
GENERAL EDUCATION	66	50%	26	39%	7	11%	23	35%	10	15%
STUDENTS WITH DISABILITIES	14	0%	14	100%	0	0%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	22	32%	13	59%	2	9%	4	18%	3	14%
HISPANIC OR LATINO	41	39%	21	51%	4	10%	11	27%	5	12%
WHITE	15	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	17	59%	6	35%	1	6%	8	47%	2	12%
FEMALE	33	48%	16	48%	1	3%	11	33%	5	15%
MALE	47	36%	24	51%	6	13%	12	26%	5	11%
NON-ENGLISH LANGUAGE LEARNERS	69	48%	29	42%	7	10%	23	33%	10	14%
ENGLISH LANGUAGE LEARNERS	11	0%	11	100%	0	0%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	57	35%	33	58%	4	7%	15	26%	5	9%
NOT ECONOMICALLY DISADVANTAGED	23	57%	7	30%	3	13%	8	35%	5	22%
NOT MIGRANT	80	41%	40	50%	7	9%	23	29%	10	13%

GRADE 4 SCIENCE

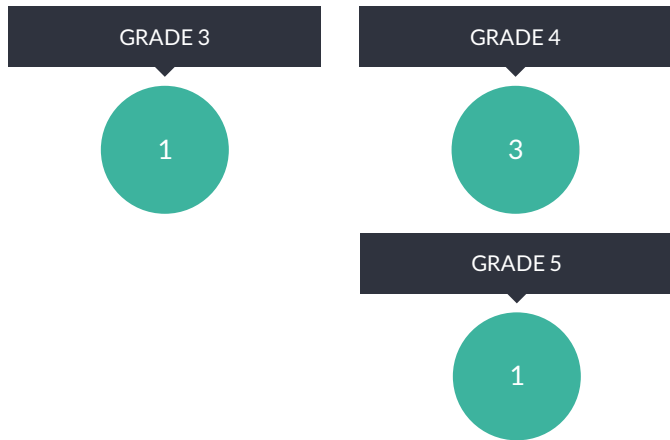


MEAN SCORE: 72

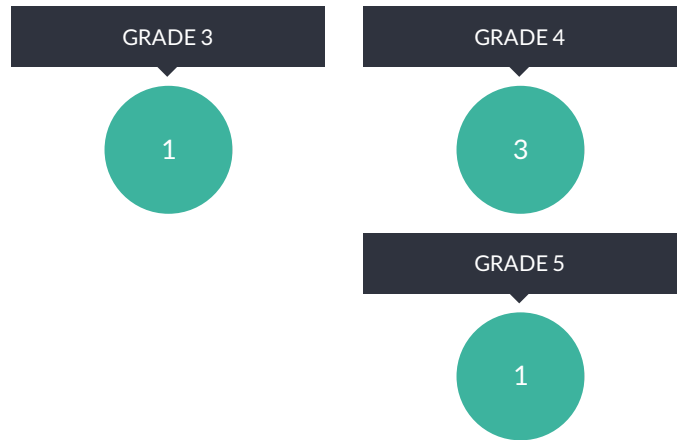
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	77	75%	6	8%	13	17%
GENERAL EDUCATION	73	_%	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-
BLACK OR AFRICAN AMERICAN	26	77%	1	4%	5	19%
HISPANIC OR LATINO	33	70%	4	12%	6	18%
WHITE	17	_%	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-
SMALL GROUP TOTAL	18	83%	1	6%	2	11%
FEMALE	39	79%	2	5%	6	15%
MALE	38	71%	4	11%	7	18%
NON-ENGLISH LANGUAGE LEARNERS	71	79%	4	6%	11	15%
ENGLISH LANGUAGE LEARNERS	6	33%	2	33%	2	33%
ECONOMICALLY DISADVANTAGED	56	71%	6	11%	10	18%
NOTECONOMICALLY DISADVANTAGED	21	86%	0	0%	3	14%
NOT MIGRANT	77	75%	6	8%	13	17%

RECENTLY ARRIVED LEP STUDENTS (2014 - 15)

RECENTLY ARRIVED LEP STUDENTS TAKING NYSESLAT IN LIEU OF NYSTP



RECENTLY ARRIVED LEP STUDENTS NOT TESTED ON THE ELA NYSTP



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

GRADE: 4
READING

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

MATHEMATICS

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

GRADE: 8
READING

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

MATHEMATICS

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

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

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

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

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2014 - 15)

KINDERGARTEN

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	23	9%	0%	4%	22%	65%
GENERAL EDUCATION	22	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 1

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	10	0%	40%	20%	40%	0%
GENERAL EDUCATION	9	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 2

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	9	11%	11%	0%	67%	11%
GENERAL EDUCATION	9	11%	11%	0%	67%	11%

GRADE 3

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	6	33%	0%	50%	17%	0%
GENERAL EDUCATION	3	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	-	-	-	-	-

GRADE 4

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	6	33%	17%	0%	17%	33%
GENERAL EDUCATION	6	33%	17%	0%	17%	33%

GRADE 5

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	12	17%	17%	8%	42%	17%
GENERAL EDUCATION	5	40%	0%	0%	20%	40%
STUDENTS WITH DISABILITIES	7	0%	29%	14%	57%	0%

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

ALL STUDENTS

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	484*	96%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
NO	221	83	90	90

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

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

BLACK OR AFRICAN AMERICAN

MADE AYP: **YES**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	142*	95%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	65	78	66	66

HISPANIC OR LATINO

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	117	96%		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
NO	102	67	73	73

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

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

WHITE

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
NO	105*	91%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	46	117	100	100

MULTIRACIAL

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	3	—		

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	3	—	—	—

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	29	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	22	—	—	—

LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	23	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	18	—	—	—

ECONOMICALLY DISADVANTAGED

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
YES	356*	96%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
NO	166	73	76	76

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

484*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

96%*

TESTED STUDENTS ENROLLED ON BEDS DAY

221

PI

83

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

342*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

96%*

TESTED STUDENTS ENROLLED ON BEDS DAY

156

PI

85

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

259*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

94%*

TESTED STUDENTS ENROLLED ON BEDS DAY

119

PI

97

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

478*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

96%*

TESTED STUDENTS ENROLLED ON BEDS DAY

216

PI

81

NOT WHITE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

379*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

97%*

TESTED STUDENTS ENROLLED ON BEDS DAY

175

PI

74

NOT MULTIRACIAL

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

478*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

96%*

TESTED STUDENTS ENROLLED ON BEDS DAY

218

PI

83

GENERAL EDUCATION

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

428*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

96%*

TESTED STUDENTS ENROLLED ON BEDS DAY

199

PI

90

ENGLISH PROFICIENT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

438*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

95%*

TESTED STUDENTS ENROLLED ON BEDS DAY

203

PI

90

NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

128*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

95%*

TESTED STUDENTS ENROLLED ON BEDS DAY

55

PI

113

MALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

128

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

95%

TESTED STUDENTS ENROLLED ON BEDS DAY

112

PI

70

FEMALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

240*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

95%*

TESTED STUDENTS ENROLLED ON BEDS DAY

109

PI

97

MIGRANT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

TESTED STUDENTS ENROLLED ON BEDS DAY

0

PI

—

NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
484*	96%*	221	83

— 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**

ALL STUDENTS

MADE AYP: **YES**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	486*	95%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	220	99	87	87

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

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

BLACK OR AFRICAN AMERICAN

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
NO	142*	94%*		

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	65	82	60	60

HISPANIC OR LATINO

MADE AYP: YES

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
YES	226*	97%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	103	85	71	71

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	5	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	5	—	—	—

WHITE

MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
NO	105*	91%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	44	141	95	95

MULTIRACIAL

MADE AYP: —

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

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	29	—		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	21	—	—	—

LIMITED ENGLISH PROFICIENT

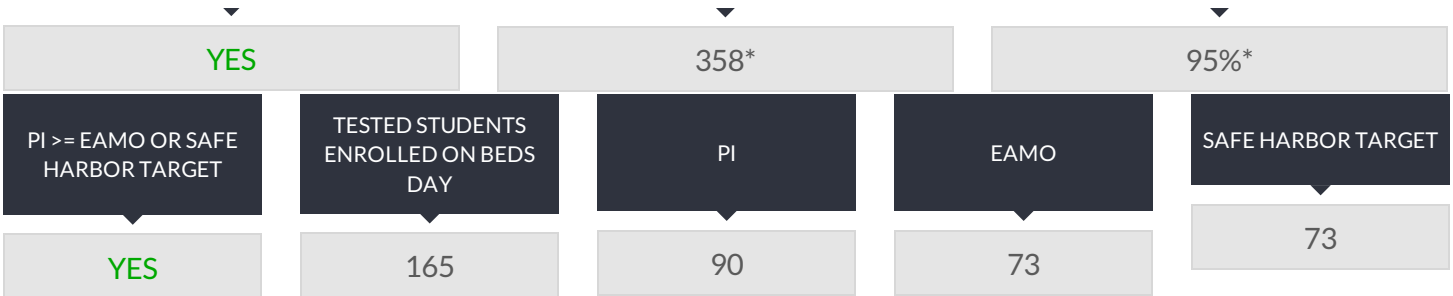
MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	23	—		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	21	—	—	—

ECONOMICALLY DISADVANTAGED

MADE AYP: YES

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

486*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

95%*

TESTED STUDENTS ENROLLED ON BEDS DAY

220

PI

99

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

344*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

95%*

TESTED STUDENTS ENROLLED ON BEDS DAY

155

PI

106

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

260*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

93%*

TESTED STUDENTS ENROLLED ON BEDS DAY

117

PI

110

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

479*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

95%*

TESTED STUDENTS ENROLLED ON BEDS DAY

215

PI

97

NOT WHITE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

381*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

96%*

TESTED STUDENTS ENROLLED ON BEDS DAY

176

PI

88

NOT MULTIRACIAL

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

480*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

95%*

TESTED STUDENTS ENROLLED ON BEDS DAY

217

PI

98

GENERAL EDUCATION

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

430*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

96%*

TESTED STUDENTS ENROLLED ON BEDS DAY

199

PI

107

ENGLISH PROFICIENT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

440*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

95%*

TESTED STUDENTS ENROLLED ON BEDS DAY

199

PI

109

NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

128*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

95%*

TESTED STUDENTS ENROLLED ON BEDS DAY

55

PI

125

MALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

245*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

95%*

TESTED STUDENTS ENROLLED ON BEDS DAY

109

PI

93

FEMALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

241*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

95%*

TESTED STUDENTS ENROLLED ON BEDS DAY

111

PI

105

MIGRANT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

TESTED STUDENTS ENROLLED ON BEDS DAY

0

PI

—

NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
486*	95%*	220	99

— 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

ALL STUDENTS

MADE AYP: YES

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	80	98%		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	73	171	174	169

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

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

BLACK OR AFRICAN AMERICAN

MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	27	—		

PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	25	—	—	—

HISPANIC OR LATINO

MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	33	—

PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	29	—	—	—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	0	—

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

WHITE

MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	19	—

PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	18	—	—	—

MULTIRACIAL

MADE AYP: —

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

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	6	—		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	3	—	—	—

LIMITED ENGLISH PROFICIENT

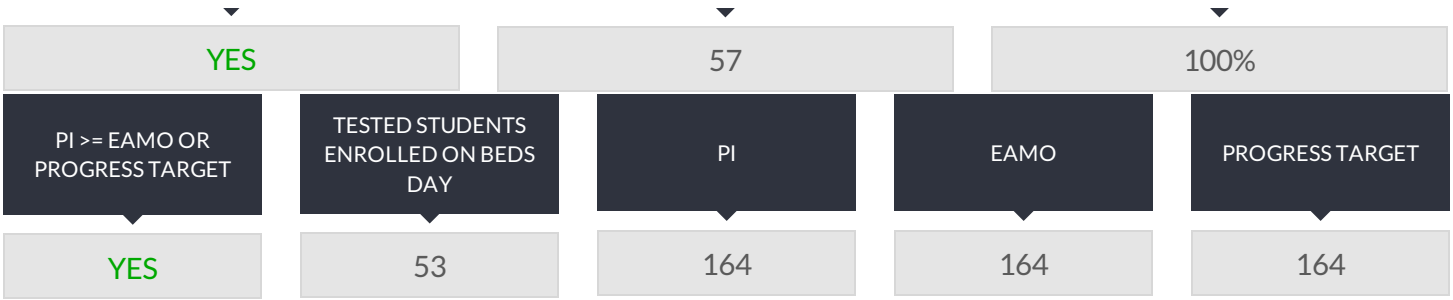
MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	6	—		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	6	—	—	—

ECONOMICALLY DISADVANTAGED

MADE AYP: YES

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
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RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

80

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

98%

TESTED STUDENTS ENROLLED ON BEDS DAY

73

PI

171

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

53

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

98%

TESTED STUDENTS ENROLLED ON BEDS DAY

48

PI

169

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

47

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

96%

TESTED STUDENTS ENROLLED ON BEDS DAY

44

PI

177

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

80

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

98%

TESTED STUDENTS ENROLLED ON BEDS DAY

73

PI

171

NOT WHITE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

61

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

98%

TESTED STUDENTS ENROLLED ON BEDS DAY

55

PI

169

NOT MULTIRACIAL

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

79

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

97%

TESTED STUDENTS ENROLLED ON BEDS DAY

72

PI

171

GENERAL EDUCATION

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

74

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

99%

TESTED STUDENTS ENROLLED ON BEDS DAY

70

PI

171

ENGLISH PROFICIENT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

74

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

97%

TESTED STUDENTS ENROLLED ON BEDS DAY

67

PI

178

NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

23

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

TESTED STUDENTS ENROLLED ON BEDS DAY

20

PI

—

MALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

40

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

98%

TESTED STUDENTS ENROLLED ON BEDS DAY

34

PI

168

FEMALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

40

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

98%

TESTED STUDENTS ENROLLED ON BEDS DAY

39

PI

174

MIGRANT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

TESTED STUDENTS ENROLLED ON BEDS DAY

0

PI

—

NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

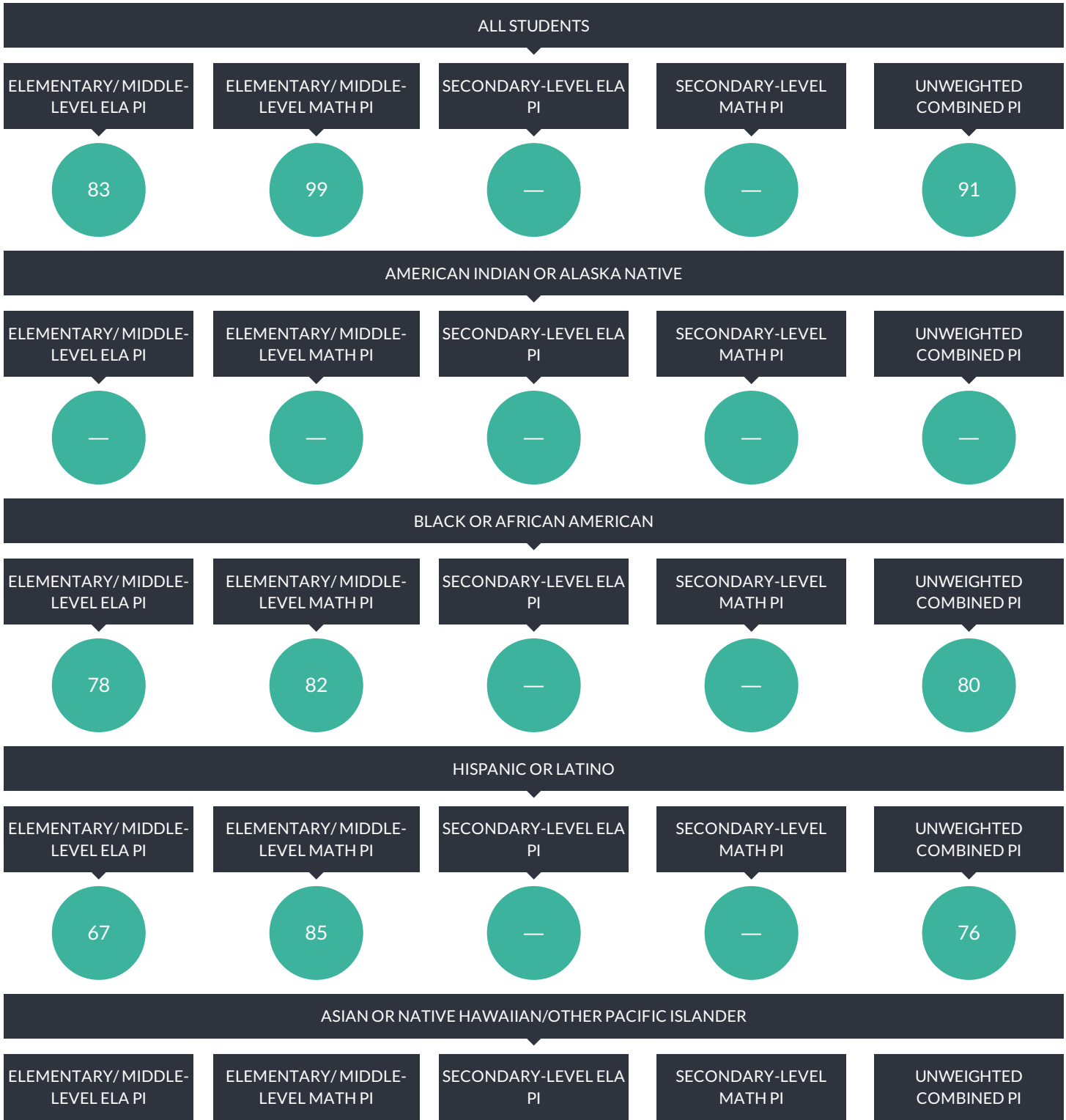
TESTED STUDENTS ENROLLED

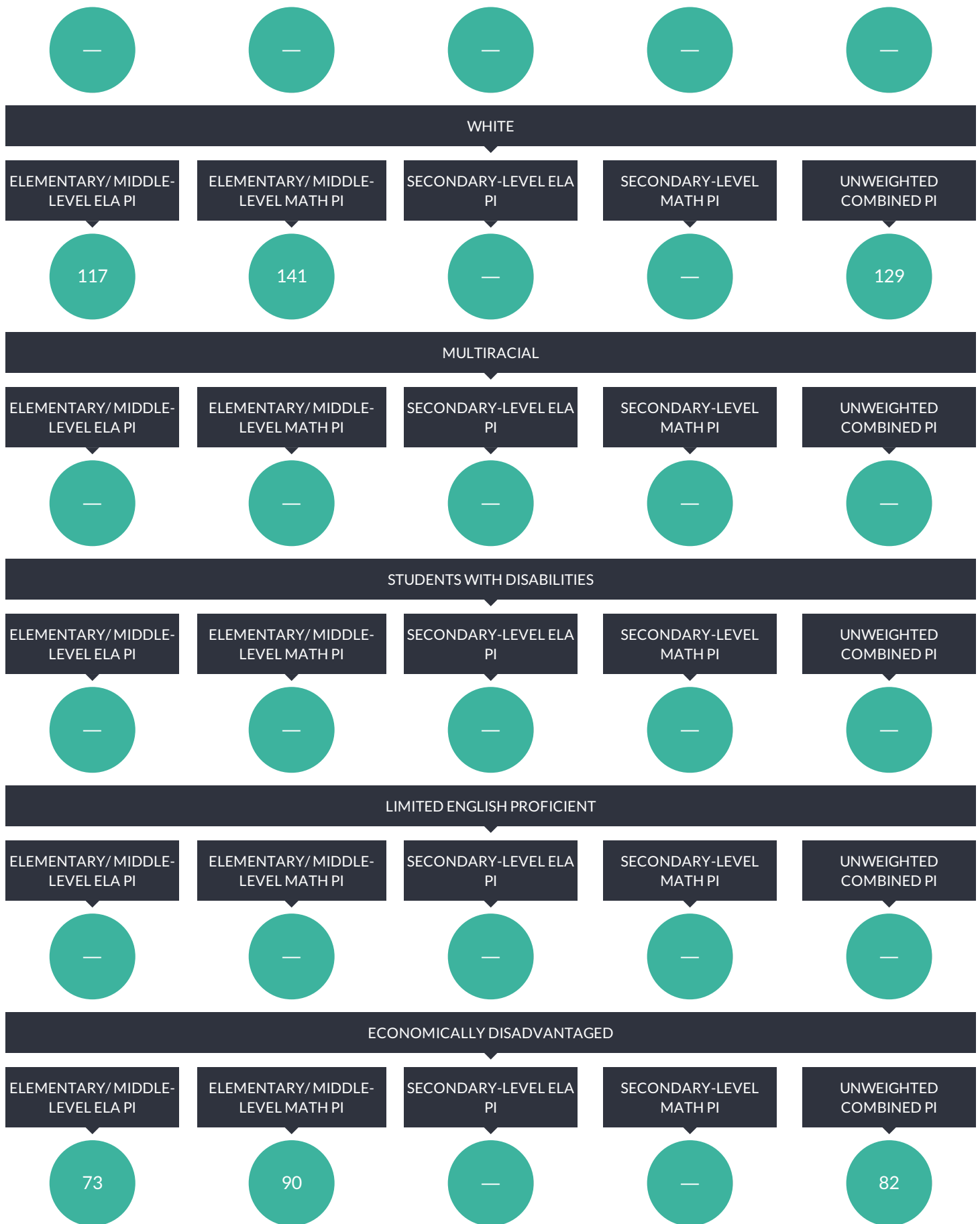
PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
80	98%	73	171

— 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





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

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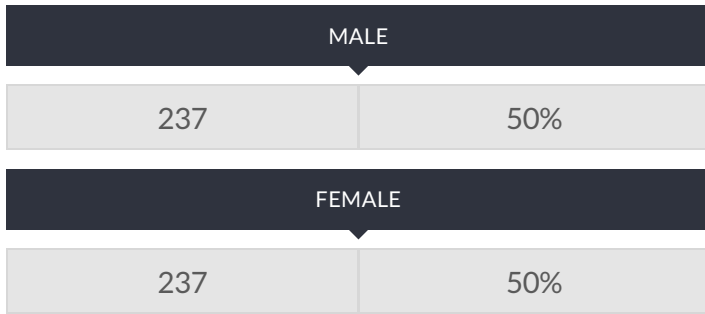
DEAUVILLE GARDENS
WEST ELEMENTARY
SCHOOL

Report Card

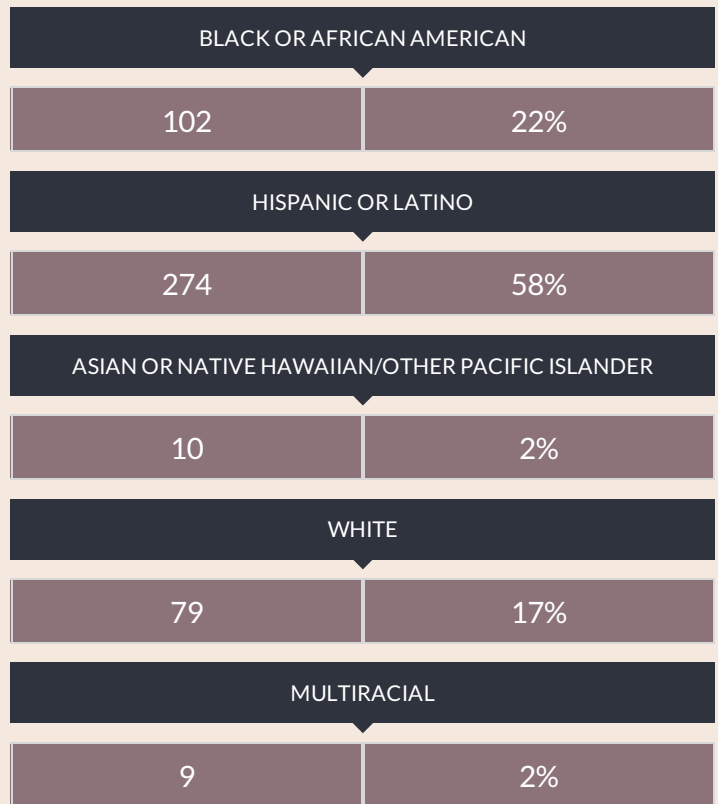
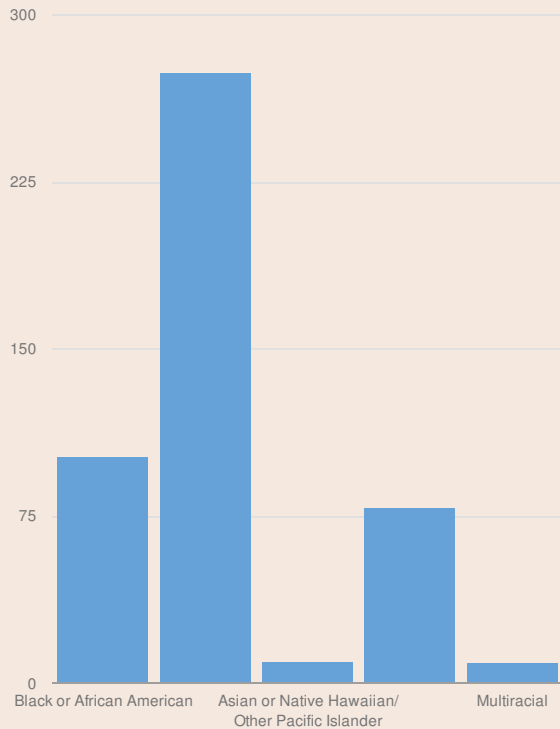
SECTION A

(34 pages)

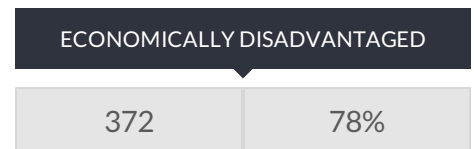
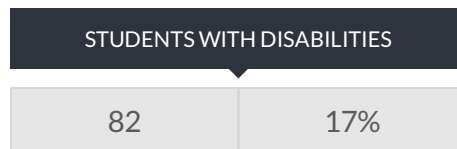
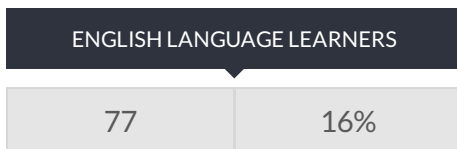
ENROLLMENT BY GENDER



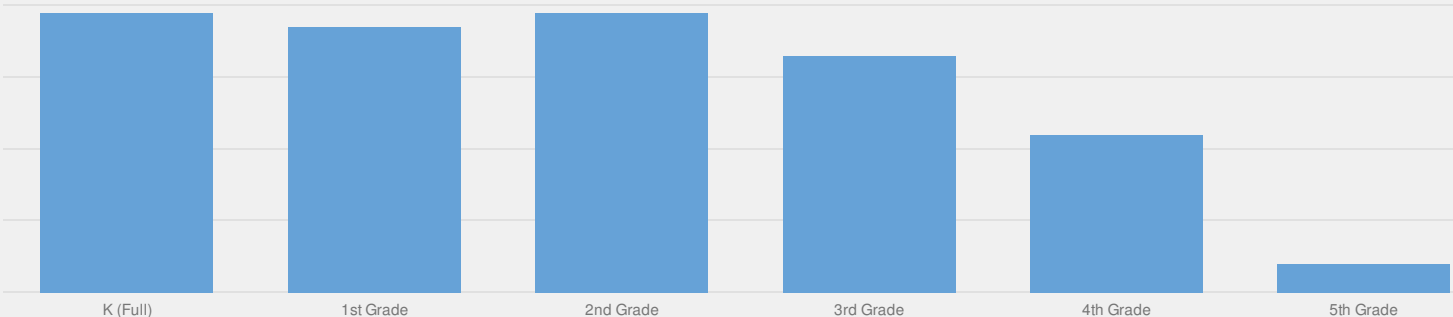
ENROLLMENT BY ETHNICITY



OTHER GROUPS



ENROLLMENT BY GRADE



K (FULL DAY)

89 | 19%

1ST GRADE

87 | 18%

2ND GRADE

89 | 19%

3RD GRADE

83 | 18%

4TH GRADE

72 | 15%

5TH GRADE

54 | 11%

AVERAGE CLASS SIZE (2014 - 15)

COMMON BRANCH

27

FREE AND REDUCED-PRICE LUNCH (2014 - 15)

ELIGIBLE FOR FREE LUNCH

311

66%

ELIGIBLE FOR REDUCED-PRICE LUNCH

35

7%

ATTENDANCE (2013 - 14)

ANNUAL ATTENDANCE RATE

95%

STUDENT SUSPENSIONS (2013 - 14)

STUDENT SUSPENSIONS

2

0%

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

STAFF COUNTS (2014 - 15)

PRINCIPALS

1

ASSISTANT PRINCIPALS

0

OTHER PROFESSIONAL STAFF

3

PARAPROFESSIONALS

0

TEACHER QUALIFICATIONS (2014 - 15)

TOTAL TEACHERS: 24

PERCENT WITH NO VALID TEACHING CERTIFICATE

0%

PERCENT TEACHING OUT OF CERTIFICATION

0%

PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE

0%

PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE

54%

TOTAL NUMBER OF CORE CLASSES

18

PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS SCHOOL

0%

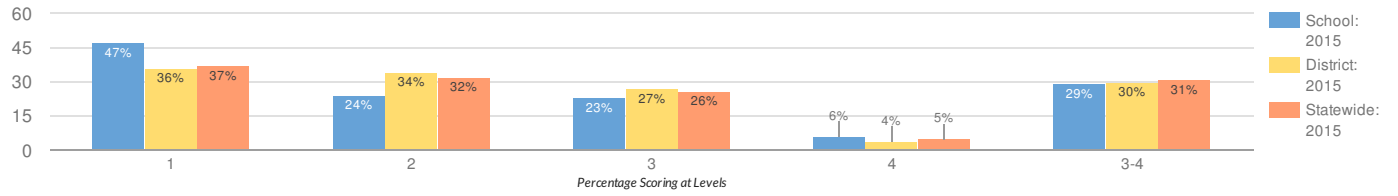
TOTAL NUMBER OF CLASSES

34

PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION

0%

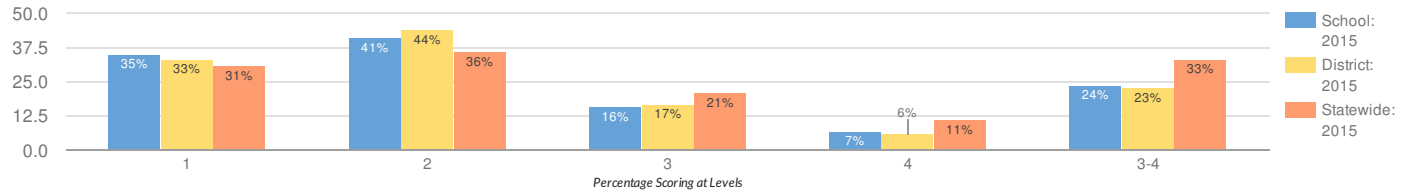
GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 292

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	70	29%	33	47%	17	24%	16	23%	4	6%
GENERAL EDUCATION	57	35%	23	40%	14	25%	16	28%	4	7%
STUDENTS WITH DISABILITIES	13	0%	10	77%	3	23%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	17	35%	10	59%	1	6%	6	35%	0	0%
HISPANIC OR LATINO	36	19%	19	53%	10	28%	6	17%	1	3%
WHITE	14	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	17	41%	4	24%	6	35%	4	24%	3	18%
FEMALE	34	35%	14	41%	8	24%	10	29%	2	6%
MALE	36	22%	19	53%	9	25%	6	17%	2	6%
NON-ENGLISH LANGUAGE LEARNERS	66	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	57	23%	31	54%	13	23%	12	21%	1	2%
NOT ECONOMICALLY DISADVANTAGED	13	54%	2	15%	4	31%	4	31%	3	23%
NOT MIGRANT	70	29%	33	47%	17	24%	16	23%	4	6%

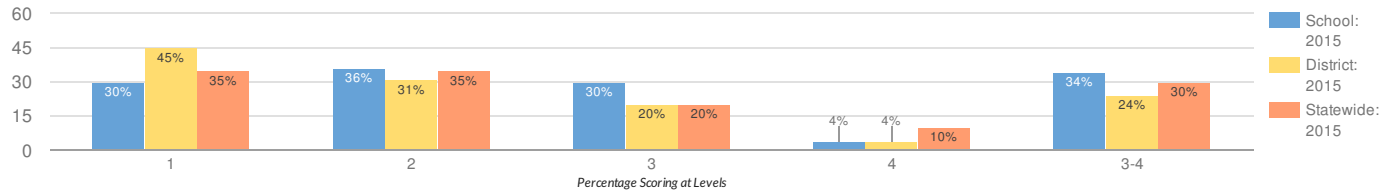
GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 294

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	68	24%	24	35%	28	41%	11	16%	5	7%
GENERAL EDUCATION	58	28%	17	29%	25	43%	11	19%	5	9%
STUDENTS WITH DISABILITIES	10	0%	7	70%	3	30%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	17	29%	6	35%	6	35%	3	18%	2	12%
HISPANIC OR LATINO	36	25%	14	39%	13	36%	7	19%	2	6%
WHITE	10	10%	2	20%	7	70%	1	10%	0	0%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	20%	2	40%	2	40%	0	0%	1	20%
FEMALE	25	28%	8	32%	10	40%	3	12%	4	16%
MALE	43	21%	16	37%	18	42%	8	19%	1	2%
NON-ENGLISH LANGUAGE LEARNERS	61	26%	18	30%	27	44%	11	18%	5	8%
ENGLISH LANGUAGE LEARNERS	7	0%	6	86%	1	14%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	55	22%	22	40%	21	38%	9	16%	3	5%
NOT ECONOMICALLY DISADVANTAGED	13	31%	2	15%	7	54%	2	15%	2	15%
NOT MIGRANT	68	24%	24	35%	28	41%	11	16%	5	7%

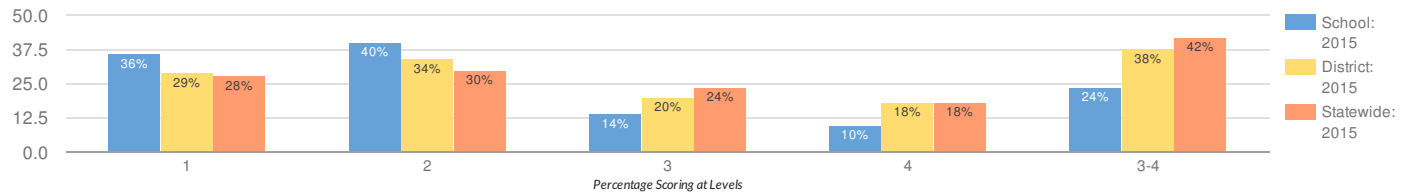
GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 301

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	50	34%	15	30%	18	36%
GENERAL EDUCATION	50	34%	15	30%	18	36%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	_%	-	-	-	-
BLACK OR AFRICAN AMERICAN	13	38%	4	31%	4	31%
HISPANIC OR LATINO	31	29%	10	32%	12	39%
WHITE	3	_%	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-
SMALL GROUP TOTAL	6	50%	1	17%	2	33%
FEMALE	29	38%	5	17%	13	45%
MALE	21	29%	10	48%	5	24%
NON-ENGLISH LANGUAGE LEARNERS	45	38%	11	24%	17	38%
ENGLISH LANGUAGE LEARNERS	5	0%	4	80%	1	20%
ECONOMICALLY DISADVANTAGED	38	34%	14	37%	11	29%
NOTECONOMICALLY DISADVANTAGED	12	33%	1	8%	7	58%
NOT MIGRANT	50	34%	15	30%	18	36%

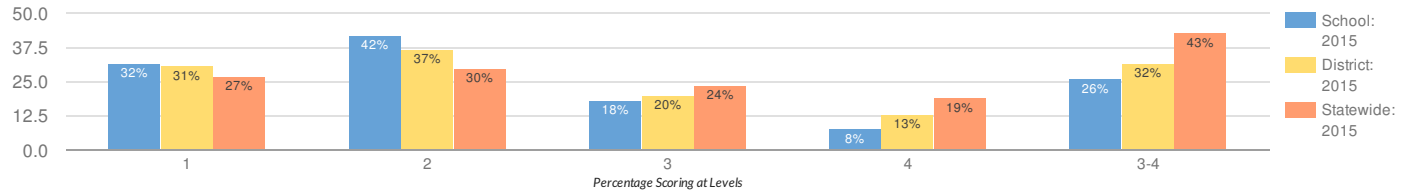
GRADE 3 MATHEMATICS



MEAN SCORE: 295

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	70	24%	25	36%	28	40%	10	14%	7	10%
GENERAL EDUCATION	57	30%	17	30%	23	40%	10	18%	7	12%
STUDENTS WITH DISABILITIES	13	0%	8	62%	5	38%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	17	18%	7	41%	7	41%	2	12%	1	6%
HISPANIC OR LATINO	38	16%	16	42%	16	42%	5	13%	1	3%
WHITE	12	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	15	53%	2	13%	5	33%	3	20%	5	33%
FEMALE	35	29%	12	34%	13	37%	7	20%	3	9%
MALE	35	20%	13	37%	15	43%	3	9%	4	11%
NON-ENGLISH LANGUAGE LEARNERS	63	27%	19	30%	27	43%	10	16%	7	11%
ENGLISH LANGUAGE LEARNERS	7	0%	6	86%	1	14%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	57	16%	24	42%	24	42%	6	11%	3	5%
NOT ECONOMICALLY DISADVANTAGED	13	62%	1	8%	4	31%	4	31%	4	31%
NOT MIGRANT	70	24%	25	36%	28	40%	10	14%	7	10%

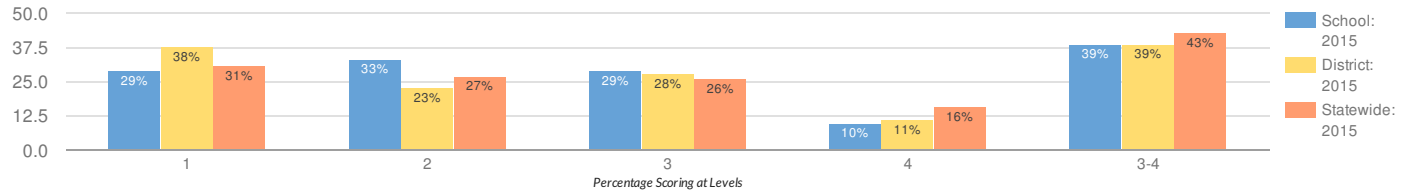
GRADE 4 MATHEMATICS



MEAN SCORE: 298

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	66	26%	21	32%	28	42%
GENERAL EDUCATION	57	30%	16	28%	24	42%
STUDENTS WITH DISABILITIES	9	0%	5	56%	4	44%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	4	_%	-	-	-	-
BLACK OR AFRICAN AMERICAN	17	12%	7	41%	8	47%
HISPANIC OR LATINO	37	27%	11	30%	16	43%
WHITE	8	_%	-	-	-	-
SMALL GROUP TOTAL	12	42%	3	25%	4	33%
FEMALE	23	26%	5	22%	12	52%
MALE	43	26%	16	37%	16	37%
NON-ENGLISH LANGUAGE LEARNERS	58	29%	15	26%	26	45%
ENGLISH LANGUAGE LEARNERS	8	0%	6	75%	2	25%
ECONOMICALLY DISADVANTAGED	53	21%	18	34%	24	45%
NOTECONOMICALLY DISADVANTAGED	13	46%	3	23%	4	31%
NOT MIGRANT	66	26%	21	32%	28	42%

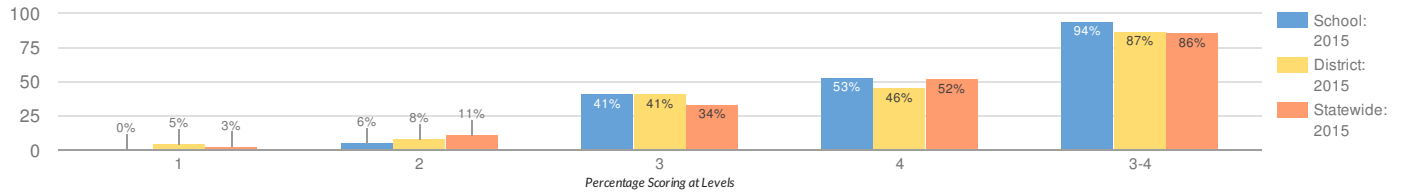
GRADE 5 MATHEMATICS



MEAN SCORE: 306

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	49	39%	14	29%	16	33%
GENERAL EDUCATION	49	39%	14	29%	16	33%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	_%	-	-	-	-
BLACK OR AFRICAN AMERICAN	12	25%	2	17%	7	58%
HISPANIC OR LATINO	32	38%	11	34%	9	28%
WHITE	2	_%	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-
SMALL GROUP TOTAL	5	80%	1	20%	0	0%
FEMALE	28	39%	7	25%	10	36%
MALE	21	38%	7	33%	6	29%
NON-ENGLISH LANGUAGE LEARNERS	43	42%	11	26%	14	33%
ENGLISH LANGUAGE LEARNERS	6	17%	3	50%	2	33%
ECONOMICALLY DISADVANTAGED	39	33%	13	33%	13	33%
NOTECONOMICALLY DISADVANTAGED	10	60%	1	10%	3	30%
NOT MIGRANT	49	39%	14	29%	16	33%

GRADE 4 SCIENCE

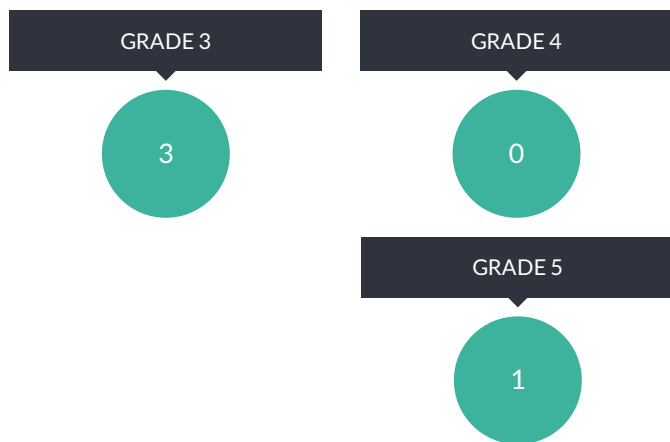


MEAN SCORE: 84

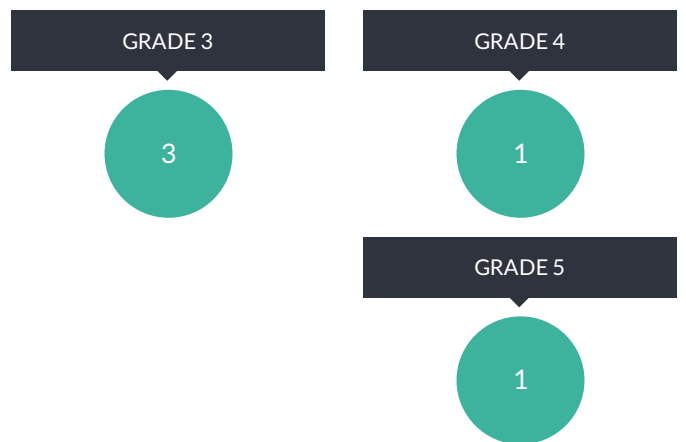
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	68	94%	0	4	28	36
GENERAL EDUCATION	59	95%	0	3	22	34
STUDENTS WITH DISABILITIES	9	89%	0	1	6	2
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	4	_%	-	-	-	-
BLACK OR AFRICAN AMERICAN	17	100%	0	0	7	10
HISPANIC OR LATINO	35	89%	0	4	16	15
WHITE	11	100%	0	0	3	8
MULTIRACIAL	1	_%	-	-	-	-
SMALL GROUP TOTAL	5	100%	0	0	2	3
FEMALE	25	96%	0	1	11	13
MALE	43	93%	0	3	17	23
NON-ENGLISH LANGUAGE LEARNERS	61	97%	0	2	24	35
ENGLISH LANGUAGE LEARNERS	7	71%	0	2	4	1
ECONOMICALLY DISADVANTAGED	55	93%	0	4	25	26
NOT ECONOMICALLY DISADVANTAGED	13	100%	0	0	3	10
NOT MIGRANT	68	94%	0	4	28	36

RECENTLY ARRIVED LEP STUDENTS (2014 - 15)

RECENTLY ARRIVED LEP STUDENTS TAKING NYSESLAT IN LIEU OF NYSTP



RECENTLY ARRIVED LEP STUDENTS NOT TESTED ON THE ELA NYSTP



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

GRADE: 4
READING

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

MATHEMATICS

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

GRADE: 8
READING

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

MATHEMATICS

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

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

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

ALL STUDENTS

MADE AYP: **YES**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	419*	96%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	183	90	89	89

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

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

BLACK OR AFRICAN AMERICAN

MADE AYP: **YES**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	49	96%		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	46	89	64	64

HISPANIC OR LATINO

MADE AYP: **YES**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	113	PI	EAMO	SAFE HARBOR TARGET
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	84	73	73
YES	99			

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	7	PI	EAMO	SAFE HARBOR TARGET
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	—	—	—
—	7			

WHITE

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	32	PI	EAMO	SAFE HARBOR TARGET
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	—	—	—
—	27			

MULTIRACIAL

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	4	PI	EAMO	SAFE HARBOR TARGET
—				

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	4	—	—	—

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	25	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	22	—	—	—

LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	20	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	13	—	—	—

ECONOMICALLY DISADVANTAGED

MADE AYP: YES

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
YES	159	97%

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	148	81	75	75

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

419*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

96%*

TESTED STUDENTS ENROLLED ON BEDS DAY

183

PI

90

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

320*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

96%*

TESTED STUDENTS ENROLLED ON BEDS DAY

137

PI

91

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

185*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

95%*

TESTED STUDENTS ENROLLED ON BEDS DAY

84

PI

98

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

406*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

96%*

TESTED STUDENTS ENROLLED ON BEDS DAY

176

PI

90

NOT WHITE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

173

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

95%

TESTED STUDENTS ENROLLED ON BEDS DAY

156

PI

88

NOT MULTIRACIAL

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

411*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

96%*

TESTED STUDENTS ENROLLED ON BEDS DAY

179

PI

89

GENERAL EDUCATION

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

369*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

96%*

TESTED STUDENTS ENROLLED ON BEDS DAY

161

PI

99

ENGLISH PROFICIENT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

374*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

95%*

TESTED STUDENTS ENROLLED ON BEDS DAY

170

PI

96

NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

97*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

92%*

TESTED STUDENTS ENROLLED ON BEDS DAY

35

PI

129

MALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

235*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

95%*

TESTED STUDENTS ENROLLED ON BEDS DAY

98

PI

79

FEMALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

94

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

95%

TESTED STUDENTS ENROLLED ON BEDS DAY

85

PI

104

MIGRANT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

TESTED STUDENTS ENROLLED ON BEDS DAY

0

PI

—

NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
419*	96%*	183	90

— 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**

ALL STUDENTS

MADE AYP: **YES**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	420*	95%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	178	98	86	86

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

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

BLACK OR AFRICAN AMERICAN

MADE AYP: **YES**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	99*	97%*		

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	45	82	58	58

HISPANIC OR LATINO

MADE AYP: YES

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
YES	235*	97%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	101	93	71	71

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	7	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	7	—	—	—

WHITE

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	32	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	22	—	—	—

MULTIRACIAL

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	4	—		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	3	—	—	—

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	25	—		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	21	—	—	—

LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	21	—		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	16	—	—	—

ECONOMICALLY DISADVANTAGED

MADE AYP: YES

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

420*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

95%*

TESTED STUDENTS ENROLLED ON BEDS DAY

178

PI

98

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

321*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

94%*

TESTED STUDENTS ENROLLED ON BEDS DAY

133

PI

103

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

185*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

92%*

TESTED STUDENTS ENROLLED ON BEDS DAY

77

PI

104

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

407*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

94%*

TESTED STUDENTS ENROLLED ON BEDS DAY

171

PI

96

NOT WHITE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

355*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

97%*

TESTED STUDENTS ENROLLED ON BEDS DAY

156

PI

92

NOT MULTIRACIAL

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

412*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

95%*

TESTED STUDENTS ENROLLED ON BEDS DAY

175

PI

97

GENERAL EDUCATION

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

370*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

95%*

TESTED STUDENTS ENROLLED ON BEDS DAY

157

PI

106

ENGLISH PROFICIENT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

374*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

94%*

TESTED STUDENTS ENROLLED ON BEDS DAY

162

PI

104

NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

97*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

90%*

TESTED STUDENTS ENROLLED ON BEDS DAY

33

PI

145

MALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

236*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

94%*

TESTED STUDENTS ENROLLED ON BEDS DAY

96

PI

93

FEMALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

184*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

96%*

TESTED STUDENTS ENROLLED ON BEDS DAY

82

PI

104

MIGRANT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

TESTED STUDENTS ENROLLED ON BEDS DAY

0

PI

—

NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
420*	95%*	178	98

— 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**

ALL STUDENTS

MADE AYP: **YES**

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	73	93%		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	64	194	173	173

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

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

BLACK OR AFRICAN AMERICAN

MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	17	—		

PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	16	—	—	—

HISPANIC OR LATINO

MADE AYP: **YES**

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	39	—

PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	32	188	158	158

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	4	—

PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	4	—	—	—

WHITE

MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	12	—

PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	11	—	—	—

MULTIRACIAL

MADE AYP: —

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

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	11	—		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	8	—	—	—

LIMITED ENGLISH PROFICIENT

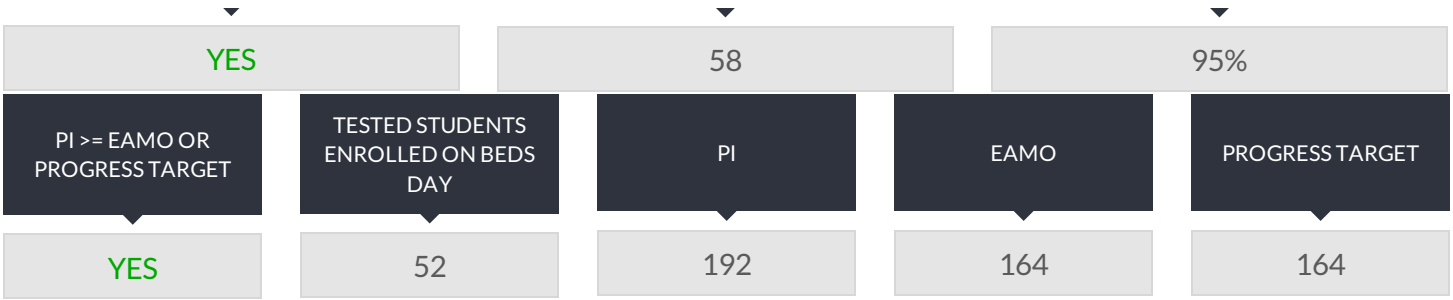
MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	8	—		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	4	—	—	—

ECONOMICALLY DISADVANTAGED

MADE AYP: YES

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
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RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

73

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

93%

TESTED STUDENTS ENROLLED ON BEDS DAY

64

PI

194

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

56

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

91%

TESTED STUDENTS ENROLLED ON BEDS DAY

48

PI

192

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

34

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

TESTED STUDENTS ENROLLED ON BEDS DAY

32

PI

200

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

69

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

93%

TESTED STUDENTS ENROLLED ON BEDS DAY

60

PI

193

NOT WHITE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

61

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

93%

TESTED STUDENTS ENROLLED ON BEDS DAY

53

PI

192

NOT MULTIRACIAL

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

72

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

93%

TESTED STUDENTS ENROLLED ON BEDS DAY

63

PI

194

GENERAL EDUCATION

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

62

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

95%

TESTED STUDENTS ENROLLED ON BEDS DAY

56

PI

195

ENGLISH PROFICIENT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

65

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

94%

TESTED STUDENTS ENROLLED ON BEDS DAY

60

PI

197

NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

15

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

TESTED STUDENTS ENROLLED ON BEDS DAY

12

PI

—

MALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

46

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

93%

TESTED STUDENTS ENROLLED ON BEDS DAY

42

PI

193

FEMALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

27

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

TESTED STUDENTS ENROLLED ON BEDS DAY

22

PI

—

MIGRANT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

TESTED STUDENTS ENROLLED ON BEDS DAY

0

PI

—

NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

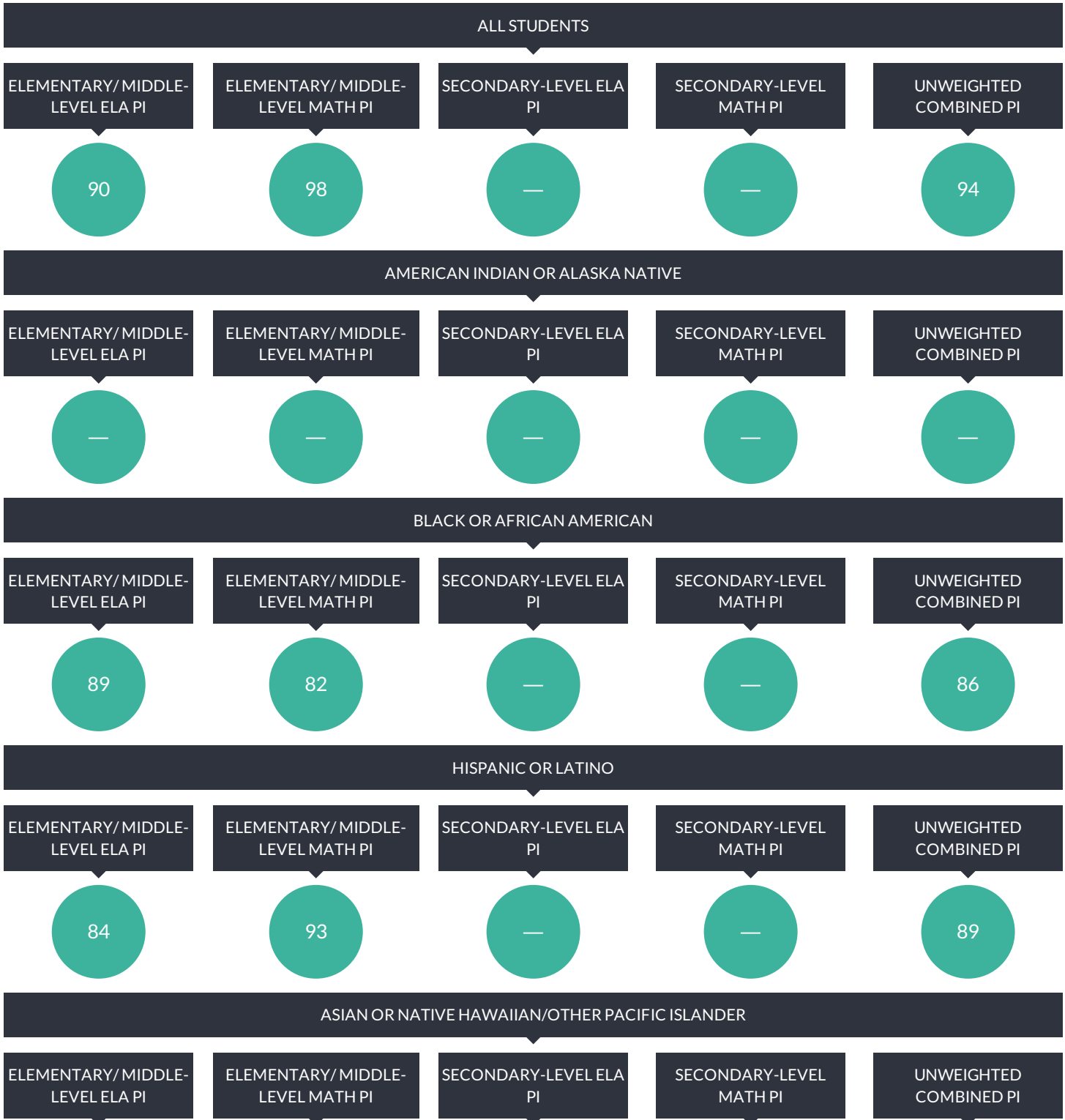
TESTED STUDENTS ENROLLED

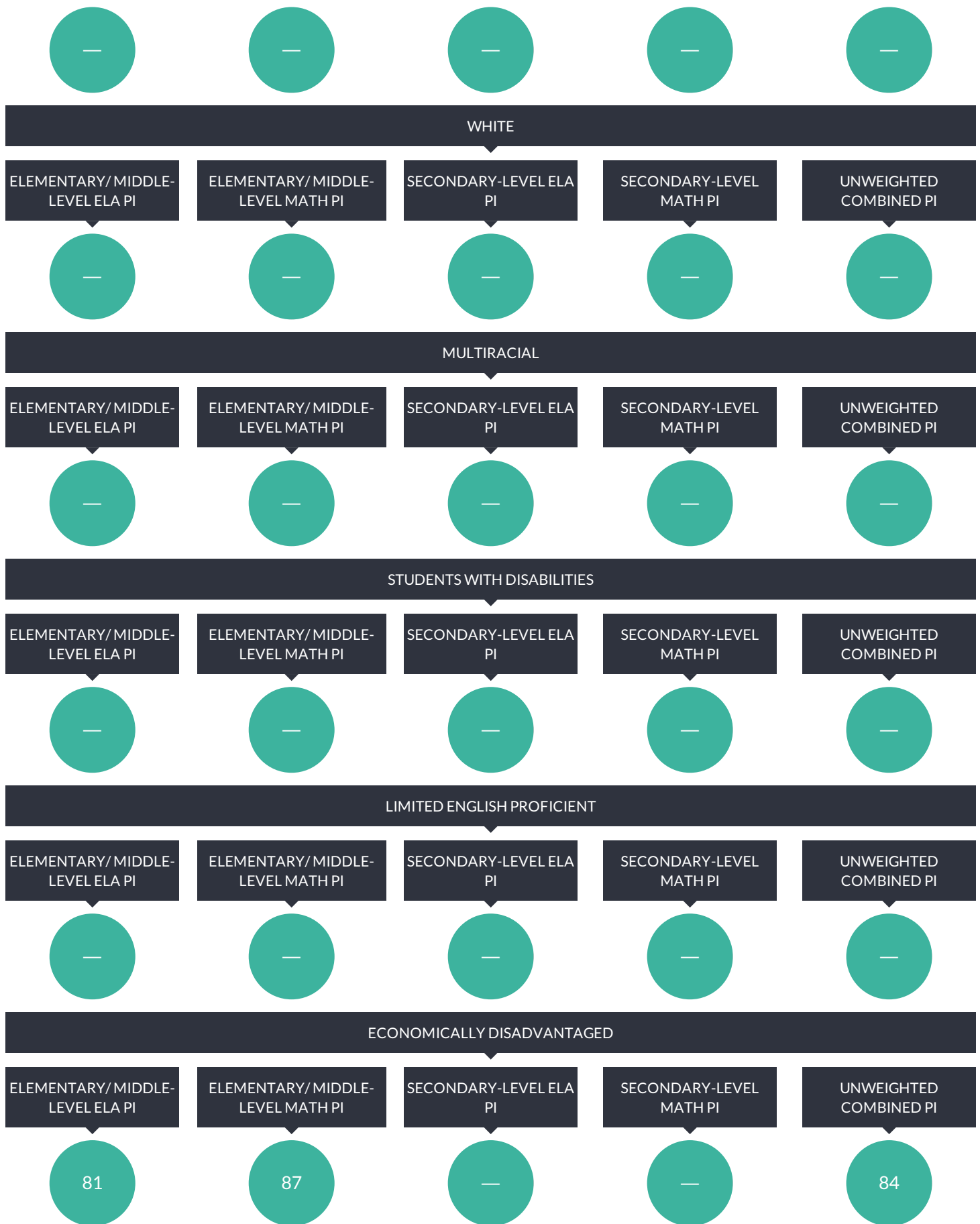
PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
73	93%	64	194

— 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





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

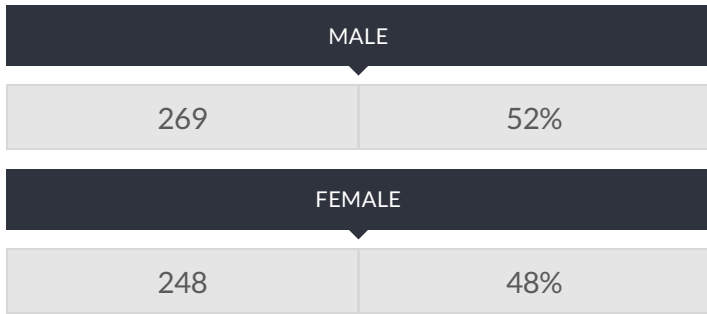
GREAT NECK ROAD
ELEMENTARY SCHOOL

Report Card

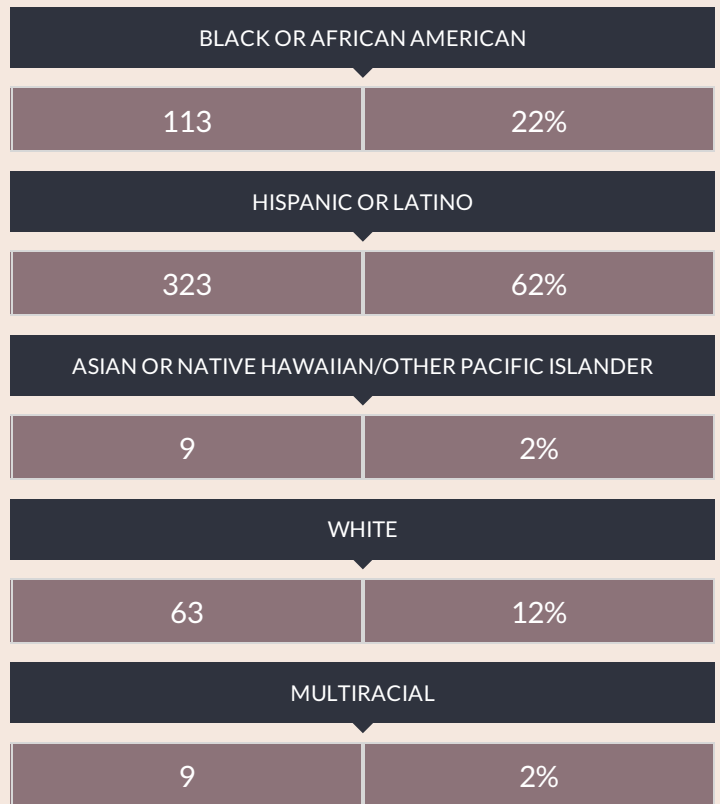
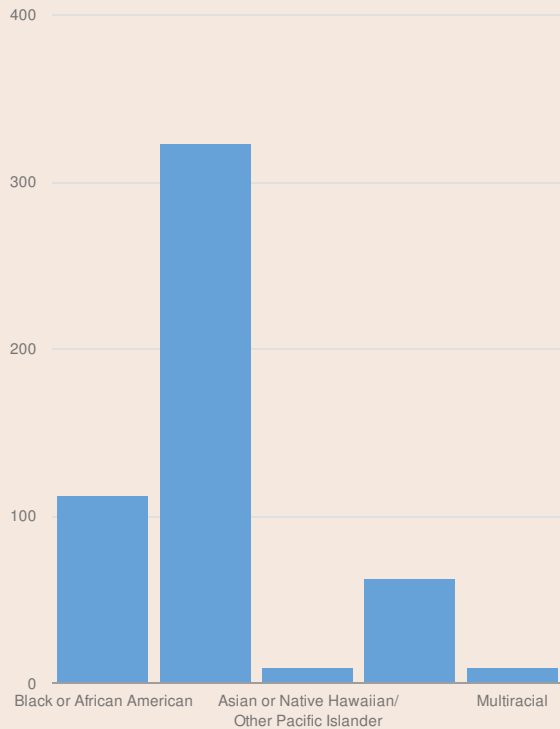
SECTION A

(36 pages)

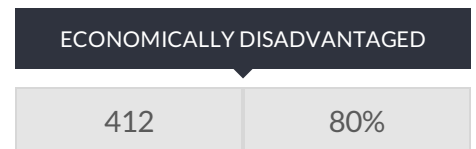
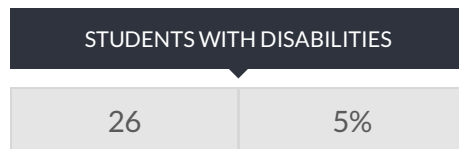
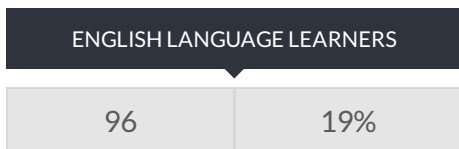
ENROLLMENT BY GENDER



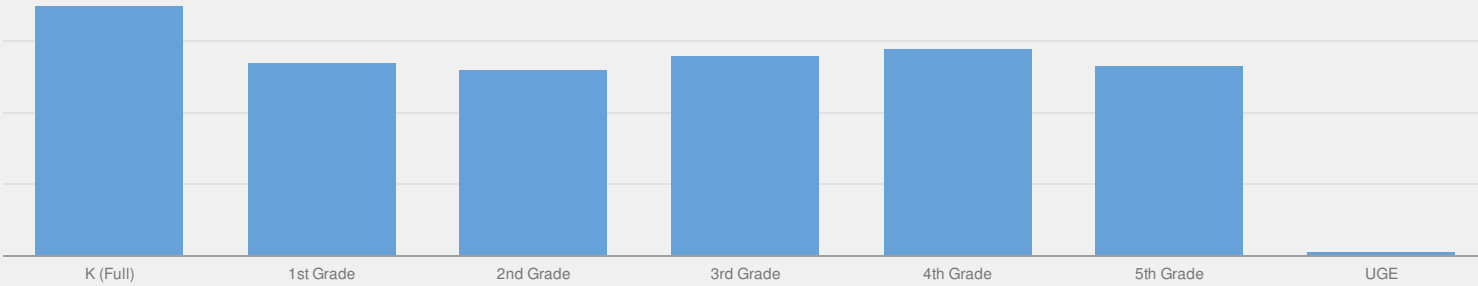
ENROLLMENT BY ETHNICITY



OTHER GROUPS



ENROLLMENT BY GRADE



K (FULL DAY)

105	20%
-----	-----

1ST GRADE

81	16%
----	-----

2ND GRADE

78	15%
----	-----

3RD GRADE

84	16%
----	-----

4TH GRADE

87	17%
----	-----

5TH GRADE

80	15%
----	-----

UNGRADED ELEMENTARY

2	0%
---	----

AVERAGE CLASS SIZE (2014 - 15)

COMMON BRANCH

27

FREE AND REDUCED-PRICE LUNCH (2014 - 15)

ELIGIBLE FOR FREE LUNCH

326

63%

ELIGIBLE FOR REDUCED-PRICE LUNCH

60

12%

ATTENDANCE (2013 - 14)

ANNUAL ATTENDANCE RATE

96%

STUDENT SUSPENSIONS (2013 - 14)

STUDENT SUSPENSIONS

7

1%

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

STAFF COUNTS (2014 - 15)

PRINCIPALS

1

ASSISTANT PRINCIPALS

1

OTHER PROFESSIONAL STAFF

2

PARAPROFESSIONALS

0

TEACHER QUALIFICATIONS (2014 - 15)

TOTAL TEACHERS: 22

PERCENT WITH NO VALID TEACHING CERTIFICATE

0%

PERCENT TEACHING OUT OF CERTIFICATION

0%

PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE

5%

PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE

82%

TOTAL NUMBER OF CORE CLASSES

24

PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS SCHOOL

0%

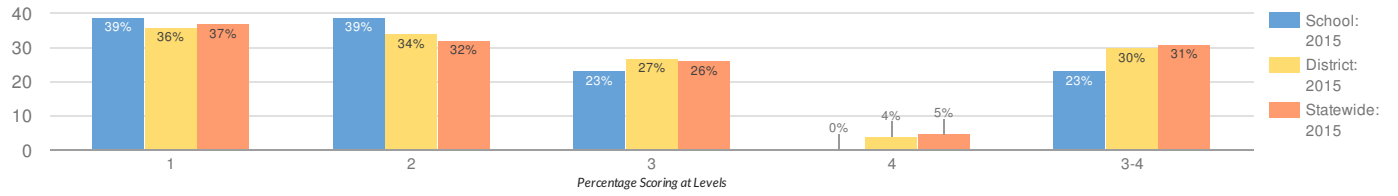
TOTAL NUMBER OF CLASSES

34

PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION

0%

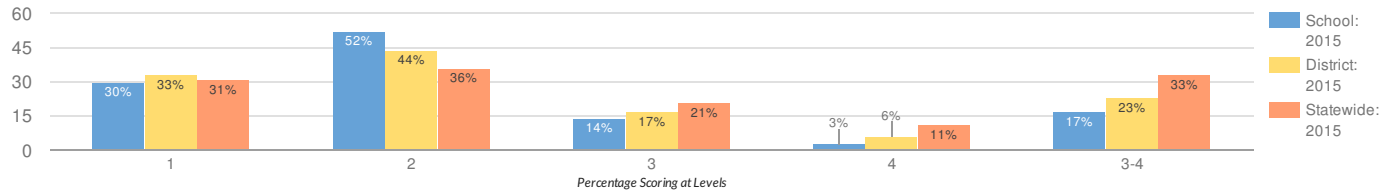
GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 293

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	83	23%	32	39%	32	39%	19	23%	0	0%
GENERAL EDUCATION	75	25%	24	32%	32	43%	19	25%	0	0%
STUDENTS WITH DISABILITIES	8	0%	8	100%	0	0%	0	0%	0	0%
BLACK OR AFRICAN AMERICAN	20	25%	7	35%	8	40%	5	25%	0	0%
HISPANIC OR LATINO	54	20%	22	41%	21	39%	11	20%	0	0%
WHITE	8	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	33%	3	33%	3	33%	3	33%	0	0%
FEMALE	39	21%	16	41%	15	38%	8	21%	0	0%
MALE	44	25%	16	36%	17	39%	11	25%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	69	28%	19	28%	31	45%	19	28%	0	0%
ENGLISH LANGUAGE LEARNERS	14	0%	13	93%	1	7%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	72	19%	31	43%	27	38%	14	19%	0	0%
NOTECONOMICALLY DISADVANTAGED	11	45%	1	9%	5	45%	5	45%	0	0%
NOT MIGRANT	83	23%	32	39%	32	39%	19	23%	0	0%

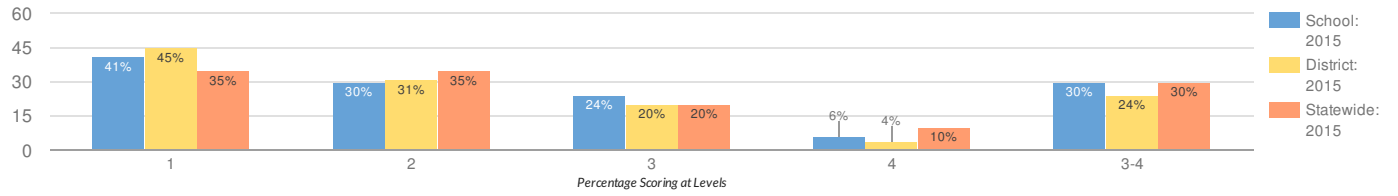
GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 297

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	86	17%	26	30%	45	52%
GENERAL EDUCATION	81	19%	23	28%	43	53%
STUDENTS WITH DISABILITIES	5	0%	3	60%	2	40%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-
BLACK OR AFRICAN AMERICAN	22	27%	6	27%	10	45%
HISPANIC OR LATINO	54	15%	18	33%	28	52%
WHITE	7	_%	-	-	-	-
MULTIRACIAL	2	_%	-	-	-	-
SMALL GROUP TOTAL	10	10%	2	20%	7	70%
FEMALE	40	23%	8	20%	23	58%
MALE	46	13%	18	39%	22	48%
NON-ENGLISH LANGUAGE LEARNERS	79	19%	21	27%	43	54%
ENGLISH LANGUAGE LEARNERS	7	0%	5	71%	2	29%
ECONOMICALLY DISADVANTAGED	70	19%	21	30%	36	51%
NOT ECONOMICALLY DISADVANTAGED	16	13%	5	31%	9	56%
NOT MIGRANT	86	17%	26	30%	45	52%

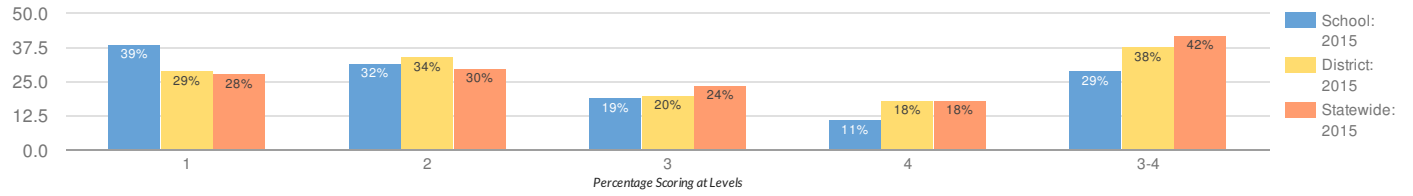
GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 296

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	71	30%	29	41%	21	30%	17	24%	4	6%
GENERAL EDUCATION	66	32%	25	38%	20	30%	17	26%	4	6%
STUDENTS WITH DISABILITIES	5	0%	4	80%	1	20%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	3	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	20	20%	7	35%	9	45%	3	15%	1	5%
HISPANIC OR LATINO	42	31%	18	43%	11	26%	13	31%	0	0%
WHITE	5	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	44%	4	44%	1	11%	1	11%	3	33%
FEMALE	41	34%	16	39%	11	27%	10	24%	4	10%
MALE	30	23%	13	43%	10	33%	7	23%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	63	33%	23	37%	19	30%	17	27%	4	6%
ENGLISH LANGUAGE LEARNERS	8	0%	6	75%	2	25%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	56	32%	22	39%	16	29%	15	27%	3	5%
NOT ECONOMICALLY DISADVANTAGED	15	20%	7	47%	5	33%	2	13%	1	7%
NOT MIGRANT	71	30%	29	41%	21	30%	17	24%	4	6%

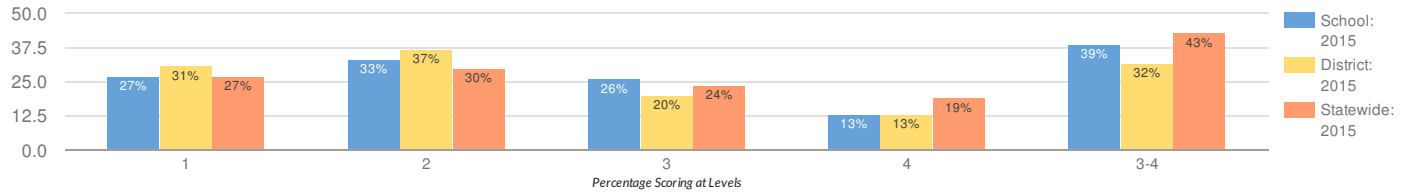
GRADE 3 MATHEMATICS



MEAN SCORE: 293

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	85	29%	33	39%	27	32%	16	19%	9	11%
GENERAL EDUCATION	77	32%	25	32%	27	35%	16	21%	9	12%
STUDENTS WITH DISABILITIES	8	0%	8	100%	0	0%	0	0%	0	0%
BLACK OR AFRICAN AMERICAN	19	37%	5	26%	7	37%	5	26%	2	11%
HISPANIC OR LATINO	57	25%	26	46%	17	30%	10	18%	4	7%
WHITE	8	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	44%	2	22%	3	33%	1	11%	3	33%
FEMALE	39	21%	19	49%	12	31%	7	18%	1	3%
MALE	46	37%	14	30%	15	33%	9	20%	8	17%
NON-ENGLISH LANGUAGE LEARNERS	67	36%	18	27%	25	37%	15	22%	9	13%
ENGLISH LANGUAGE LEARNERS	18	6%	15	83%	2	11%	1	6%	0	0%
ECONOMICALLY DISADVANTAGED	72	26%	31	43%	22	31%	14	19%	5	7%
NOTECONOMICALLY DISADVANTAGED	13	46%	2	15%	5	38%	2	15%	4	31%
NOT MIGRANT	85	29%	33	39%	27	32%	16	19%	9	11%

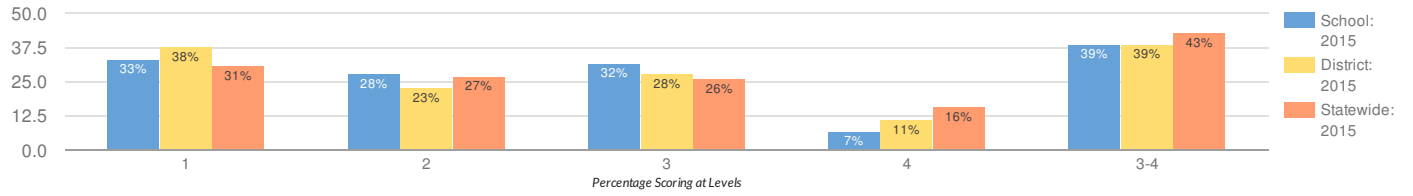
GRADE 4 MATHEMATICS



MEAN SCORE: 303

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	84	39%	23	27%	28	33%	22	26%	11	13%
GENERAL EDUCATION	79	41%	20	25%	27	34%	21	27%	11	14%
STUDENTS WITH DISABILITIES	5	20%	3	60%	1	20%	1	20%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	21	33%	8	38%	6	29%	2	10%	5	24%
HISPANIC OR LATINO	53	42%	11	21%	20	38%	16	30%	6	11%
WHITE	8	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	10	40%	4	40%	2	20%	4	40%	0	0%
FEMALE	38	53%	10	26%	8	21%	15	39%	5	13%
MALE	46	28%	13	28%	20	43%	7	15%	6	13%
NON-ENGLISH LANGUAGE LEARNERS	77	42%	19	25%	26	34%	21	27%	11	14%
ENGLISH LANGUAGE LEARNERS	7	14%	4	57%	2	29%	1	14%	0	0%
ECONOMICALLY DISADVANTAGED	68	37%	18	26%	25	37%	16	24%	9	13%
NOT ECONOMICALLY DISADVANTAGED	16	50%	5	31%	3	19%	6	38%	2	13%
NOT MIGRANT	84	39%	23	27%	28	33%	22	26%	11	13%

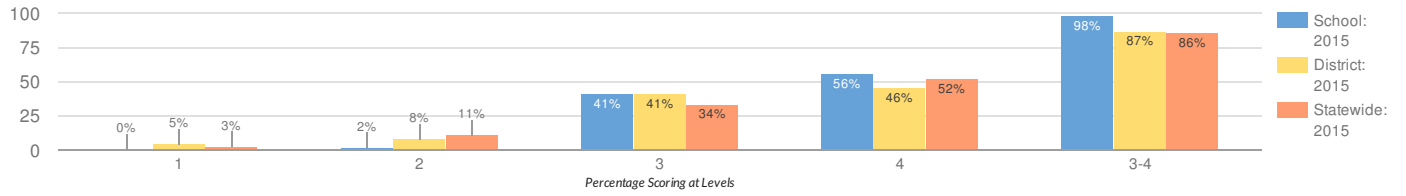
GRADE 5 MATHEMATICS



MEAN SCORE: 302

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	69	39%	23	33%	19	28%
GENERAL EDUCATION	64	41%	20	31%	18	28%
STUDENTS WITH DISABILITIES	5	20%	3	60%	1	20%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	3	_%	-	-	-	-
BLACK OR AFRICAN AMERICAN	19	37%	7	37%	5	26%
HISPANIC OR LATINO	41	39%	14	34%	11	27%
WHITE	6	_%	-	-	-	-
SMALL GROUP TOTAL	9	44%	2	22%	3	33%
FEMALE	39	38%	15	38%	9	23%
MALE	30	40%	8	27%	10	33%
NON-ENGLISH LANGUAGE LEARNERS	56	45%	15	27%	16	29%
ENGLISH LANGUAGE LEARNERS	13	15%	8	62%	3	23%
ECONOMICALLY DISADVANTAGED	55	45%	18	33%	12	22%
NOTECONOMICALLY DISADVANTAGED	14	14%	5	36%	7	50%
NOT MIGRANT	69	39%	23	33%	19	28%

GRADE 4 SCIENCE



MEAN SCORE: 84

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	87	98%	0	2	36	49
GENERAL EDUCATION	82	98%	0	2	32	48
STUDENTS WITH DISABILITIES	5	100%	0	0	4	1
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-
BLACK OR AFRICAN AMERICAN	22	100%	0	0	13	9
HISPANIC OR LATINO	54	96%	0	2	18	34
WHITE	8	_%	-	-	-	-
MULTIRACIAL	2	_%	-	-	-	-
SMALL GROUP TOTAL	11	100%	0	0	5	6
FEMALE	41	98%	0	1	13	27
MALE	46	98%	0	1	23	22
NON-ENGLISH LANGUAGE LEARNERS	80	99%	0	1	32	47
ENGLISH LANGUAGE LEARNERS	7	86%	0	1	4	2
ECONOMICALLY DISADVANTAGED	71	97%	0	2	31	38
NOT ECONOMICALLY DISADVANTAGED	16	100%	0	0	5	11
NOT MIGRANT	87	98%	0	2	36	49

RECENTLY ARRIVED LEP STUDENTS (2014 - 15)

RECENTLY ARRIVED LEP STUDENTS TAKING NYSESLAT IN LIEU OF NYSTP



RECENTLY ARRIVED LEP STUDENTS NOT TESTED ON THE ELA NYSTP



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

GRADE: 4
READING

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

MATHEMATICS

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

GRADE: 8
READING

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

MATHEMATICS

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

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

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

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE 5 ELA	2	_%	-	-	-	-
GRADE 5 MATH	2	_%	-	-	-	-

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2014 - 15)

KINDERGARTEN

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	33	3%	6%	6%	67%	18%
GENERAL EDUCATION	32	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 1

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	19	5%	11%	0%	79%	5%
GENERAL EDUCATION	19	5%	11%	0%	79%	5%

GRADE 2

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	11	18%	9%	0%	73%	0%
GENERAL EDUCATION	11	18%	9%	0%	73%	0%

GRADE 3

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	18	22%	28%	28%	22%	0%
GENERAL EDUCATION	13	23%	15%	31%	31%	0%
STUDENTS WITH DISABILITIES	5	20%	60%	20%	0%	0%

GRADE 4

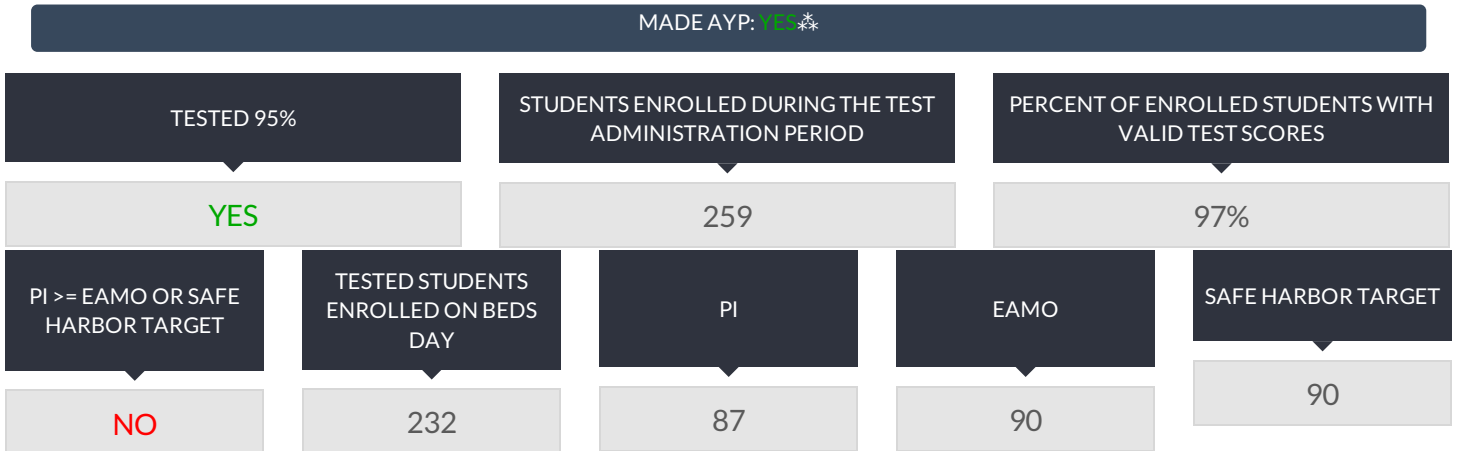
GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	7	0%	0%	14%	57%	29%
GENERAL EDUCATION	7	0%	0%	14%	57%	29%

GRADE 5

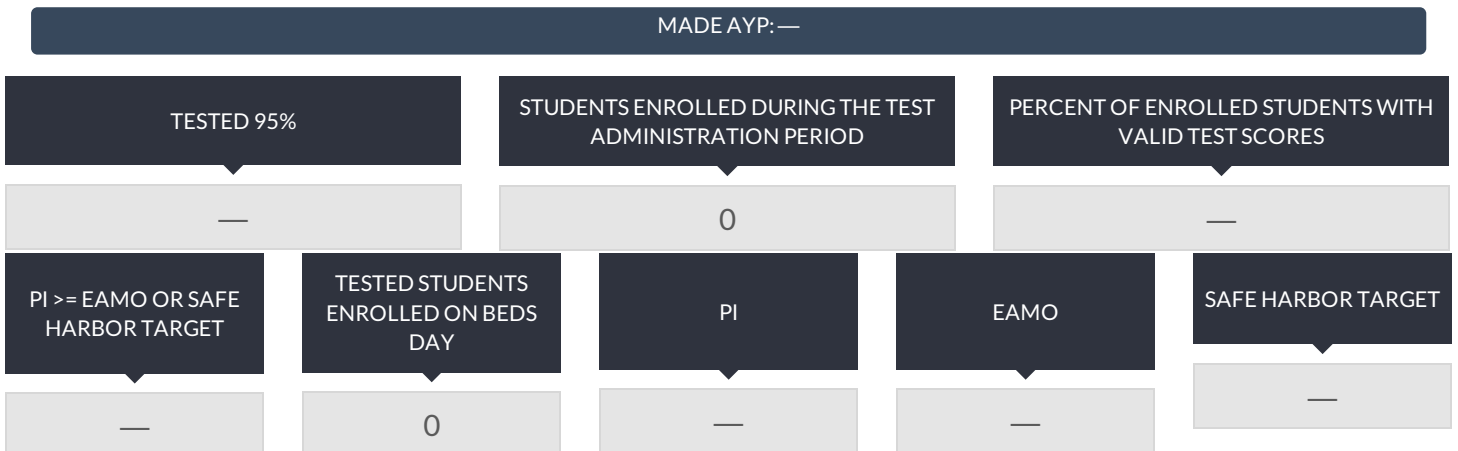
GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	14	43%	0%	7%	43%	7%
GENERAL EDUCATION	12	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

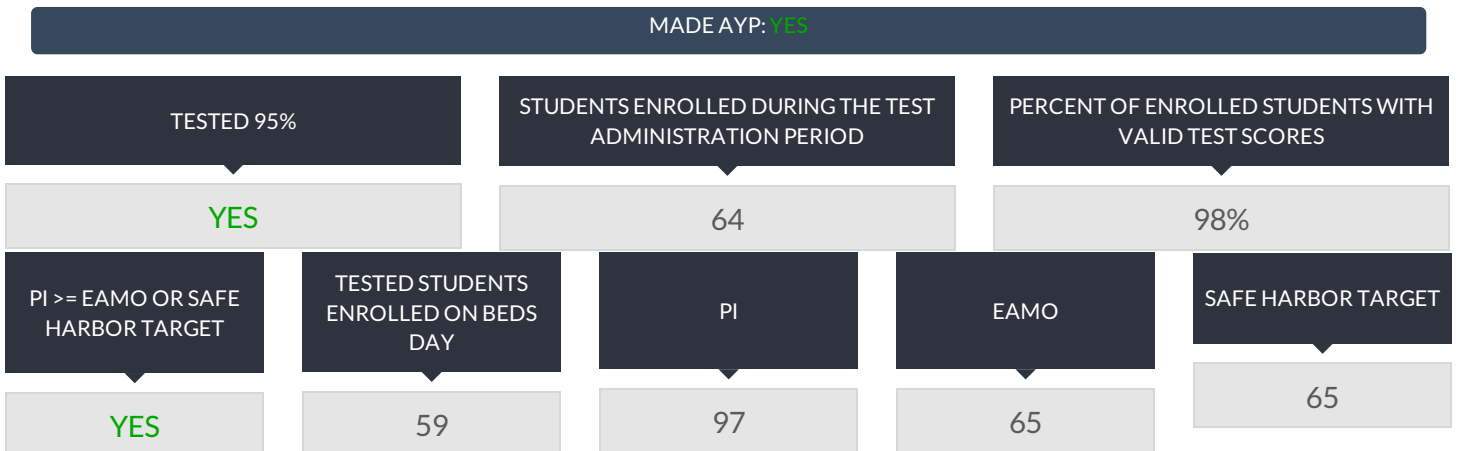
ALL STUDENTS



AMERICAN INDIAN OR ALASKA NATIVE



BLACK OR AFRICAN AMERICAN



HISPANIC OR LATINO

MADE AYP: **YES**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	159	99%		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	144	81	74	74

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

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

WHITE

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	28	—		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	21	—	—	—

MULTIRACIAL

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	4	—		

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	4	—	—	—

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	21	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	19	—	—	—

LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	38	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	29	—	—	—

ECONOMICALLY DISADVANTAGED

MADE AYP: YES

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
YES	208	99%

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	192	85	76	76

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
259	97%	232	87

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
195	96%	173	84

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
218*	96%*	88	98

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
255	97%	228	85

NOT WHITE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
231	99%	211	87

NOT MULTIRACIAL

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
255	97%	228	87

GENERAL EDUCATION

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

238

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

97%

TESTED STUDENTS ENROLLED ON BEDS DAY

213

PI

92

ENGLISH PROFICIENT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

221

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

96%

TESTED STUDENTS ENROLLED ON BEDS DAY

203

PI

97

NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

111*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

95%*

TESTED STUDENTS ENROLLED ON BEDS DAY

40

PI

98

MALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

135

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

96%

TESTED STUDENTS ENROLLED ON BEDS DAY

119

PI

82

FEMALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

124

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

98%

TESTED STUDENTS ENROLLED ON BEDS DAY

113

PI

92

MIGRANT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

TESTED STUDENTS ENROLLED ON BEDS DAY

0

PI

—

NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
259	97%	232	87

— 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.

✳ 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**

ALL STUDENTS

MADE AYP: **YES**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	538*	96%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	225	104	87	87

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

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

BLACK OR AFRICAN AMERICAN

MADE AYP: **YES**

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

YES		139*		96%*	
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
YES	56	102	59	59	

HISPANIC OR LATINO

MADE AYP: YES

TESTED 95%		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
YES		159		95%	
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
YES	141	103	72	72	

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

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

WHITE

MADE AYP: —

TESTED 95%		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
—		28		—	
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
—	22	—	—	—	

MULTIRACIAL

MADE AYP: —

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

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	21	—		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	19	—	—	—

LIMITED ENGLISH PROFICIENT

MADE AYP: YES

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	38	—		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	49‡	53‡	52	52

ECONOMICALLY DISADVANTAGED

MADE AYP: YES

TESTED 95%	STUDENTS ENROLLED DURING THE TEST	PERCENT OF ENROLLED STUDENTS WITH
------------	-----------------------------------	-----------------------------------

		ADMINISTRATION PERIOD		VALID TEST SCORES
	YES		427*	97%*
PI >= EAMO OR SAFE HARBOR TARGET		TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO
YES	185	101	73	SAFE HARBOR TARGET
				73

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

538*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

96%*

TESTED STUDENTS ENROLLED ON BEDS DAY

225

PI

104

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

399*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

96%*

TESTED STUDENTS ENROLLED ON BEDS DAY

169

PI

105

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

218*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

95%*

TESTED STUDENTS ENROLLED ON BEDS DAY

84

PI

106

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

528*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

96%*

TESTED STUDENTS ENROLLED ON BEDS DAY

221

PI

102

NOT WHITE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

477*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

97%*

TESTED STUDENTS ENROLLED ON BEDS DAY

203

PI

104

NOT MULTIRACIAL

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

530*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

97%*

TESTED STUDENTS ENROLLED ON BEDS DAY

223

PI

104

GENERAL EDUCATION

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

489*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

96%*

TESTED STUDENTS ENROLLED ON BEDS DAY

206

PI

109

ENGLISH PROFICIENT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

455*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

96%*

TESTED STUDENTS ENROLLED ON BEDS DAY

192

PI

115

NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

111*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

94%*

TESTED STUDENTS ENROLLED ON BEDS DAY

40

PI

120

MALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

275*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

96%*

TESTED STUDENTS ENROLLED ON BEDS DAY

117

PI

108

FEMALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

263*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

97%*

TESTED STUDENTS ENROLLED ON BEDS DAY

108

PI

100

MIGRANT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

TESTED STUDENTS ENROLLED ON BEDS DAY

0

PI

—

NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
538*	96%*	225	104

— 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 english language learner students because the number of english language learner 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**

ALL STUDENTS

MADE AYP: **YES**

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	88	99%		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	85	198	174	174

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

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

BLACK OR AFRICAN AMERICAN

MADE AYP: —

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

—	22	—	—	—
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	21	—	—	—

HISPANIC OR LATINO

MADE AYP: **YES**

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	55	98%		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	53	196	162	162

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

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

WHITE

MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	8	—		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	8	—	—	—

MULTIRACIAL

MADE AYP: —

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

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	5	—		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	4	—	—	—

LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	7	—		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	7	—	—	—

ECONOMICALLY DISADVANTAGED

MADE AYP: YES

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

		ADMINISTRATION PERIOD		VALID TEST SCORES	
	YES		72	99%	
PI >= EAMO OR PROGRESS TARGET		TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	71	197	166	166	

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

88

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

99%

TESTED STUDENTS ENROLLED ON BEDS DAY

85

PI

198

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

66

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

98%

TESTED STUDENTS ENROLLED ON BEDS DAY

64

PI

197

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

33

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

TESTED STUDENTS ENROLLED ON BEDS DAY

32

PI

200

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

87

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

99%

TESTED STUDENTS ENROLLED ON BEDS DAY

84

PI

198

NOT WHITE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

80

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

99%

TESTED STUDENTS ENROLLED ON BEDS DAY

77

PI

197

NOT MULTIRACIAL

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

86

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

99%

TESTED STUDENTS ENROLLED ON BEDS DAY

83

PI

198

GENERAL EDUCATION

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

83

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

99%

TESTED STUDENTS ENROLLED ON BEDS DAY

81

PI

198

ENGLISH PROFICIENT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

81

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

99%

TESTED STUDENTS ENROLLED ON BEDS DAY

78

PI

199

NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

16

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

TESTED STUDENTS ENROLLED ON BEDS DAY

14

PI

—

MALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

47

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

98%

TESTED STUDENTS ENROLLED ON BEDS DAY

46

PI

198

FEMALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

41

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

100%

TESTED STUDENTS ENROLLED ON BEDS DAY

39

PI

197

MIGRANT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

TESTED STUDENTS ENROLLED ON BEDS DAY

0

PI

—

NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

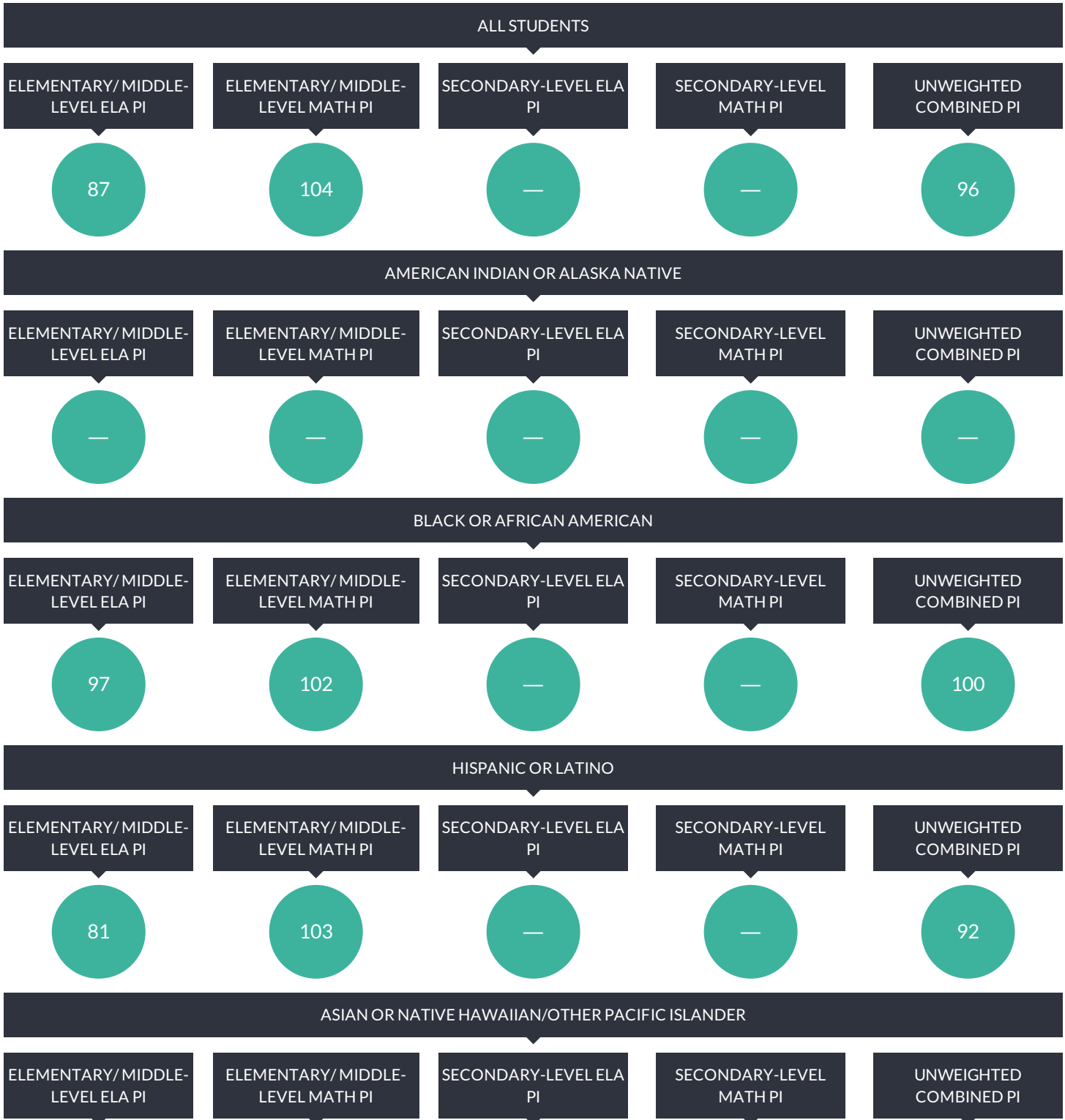
TESTED STUDENTS ENROLLED

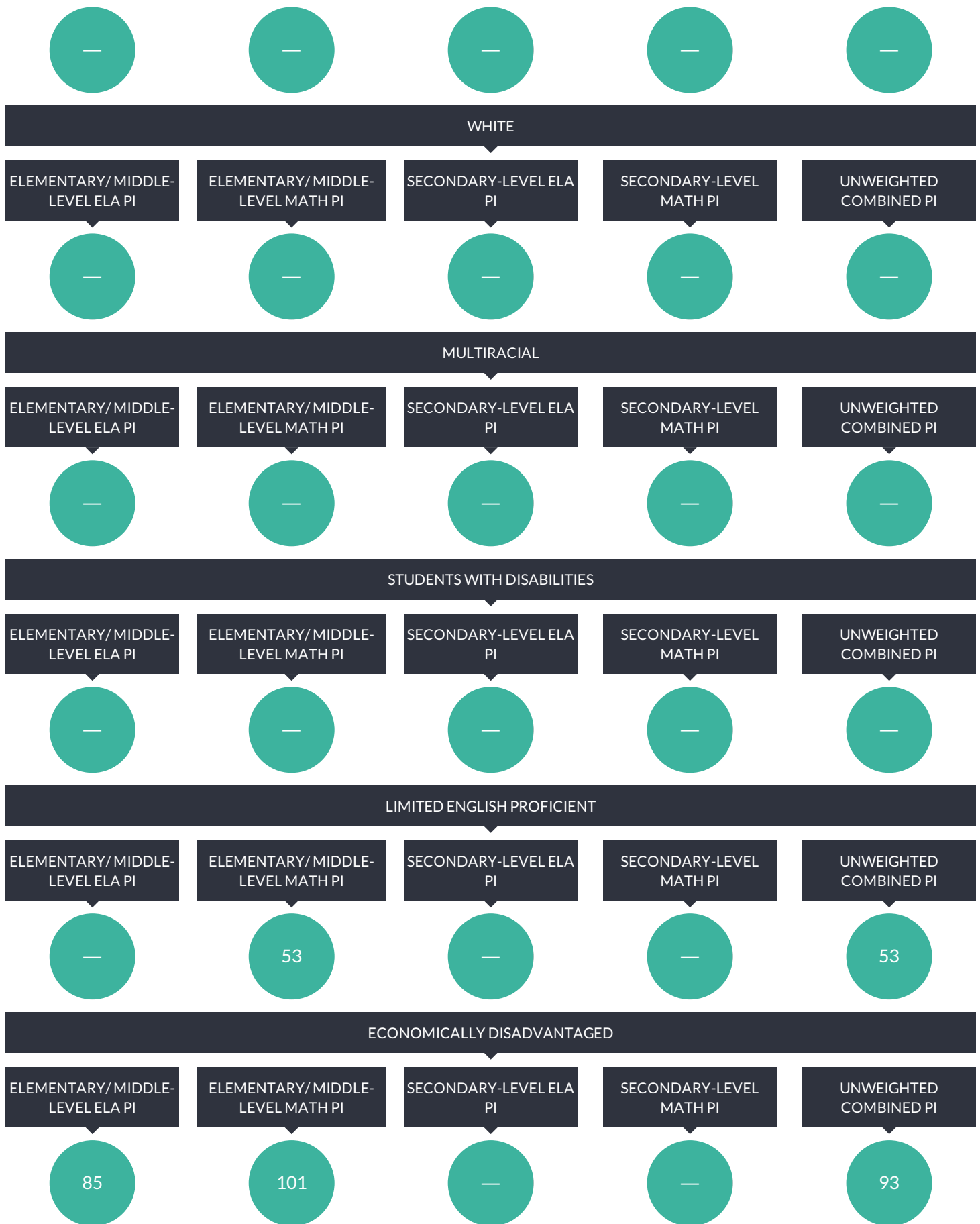
PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
88	99%	85	198

— 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





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

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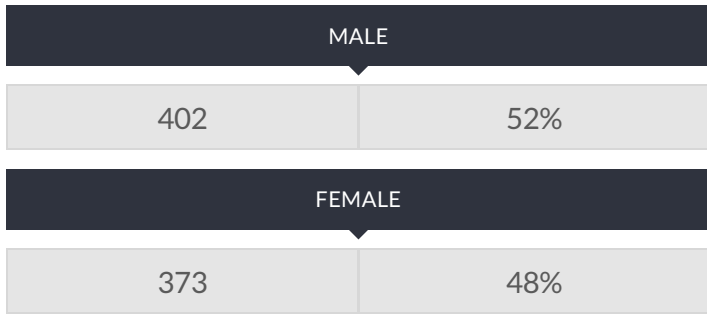
SUSAN E. WILEY
ELEMENTARY SCHOOL

Report Card

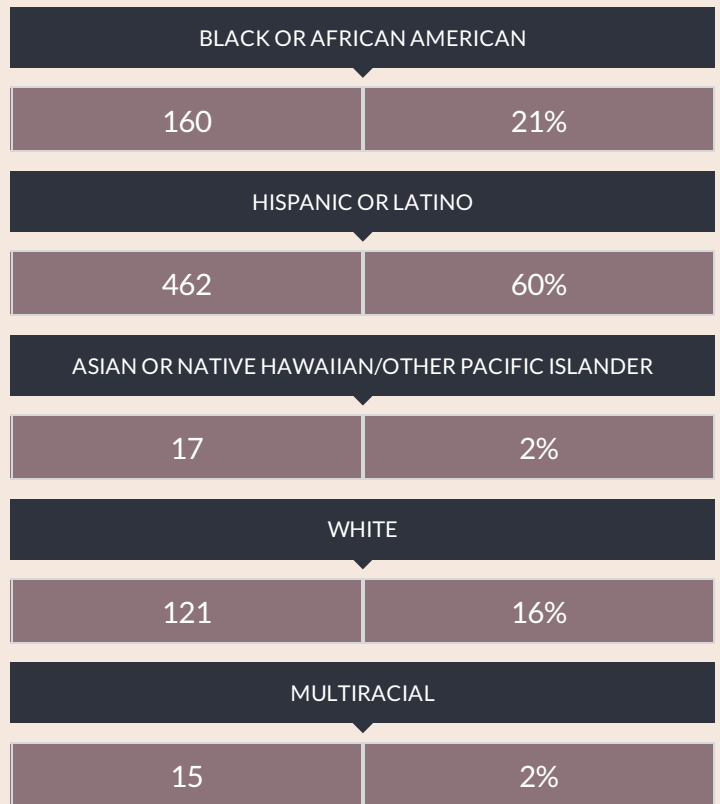
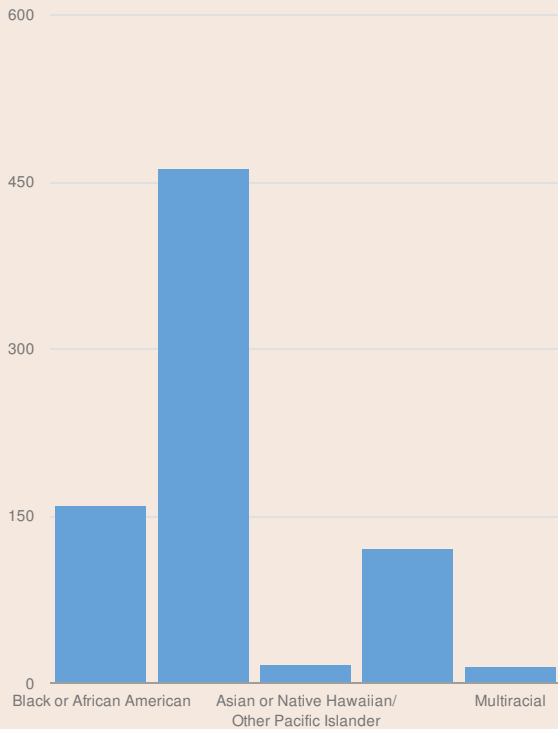
SECTION A

(34 pages)

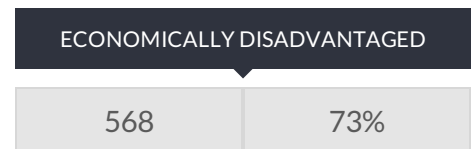
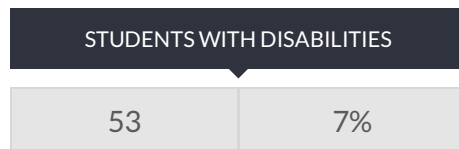
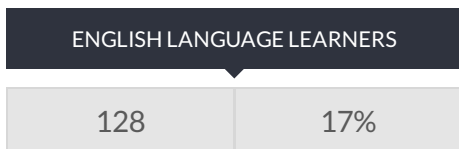
ENROLLMENT BY GENDER



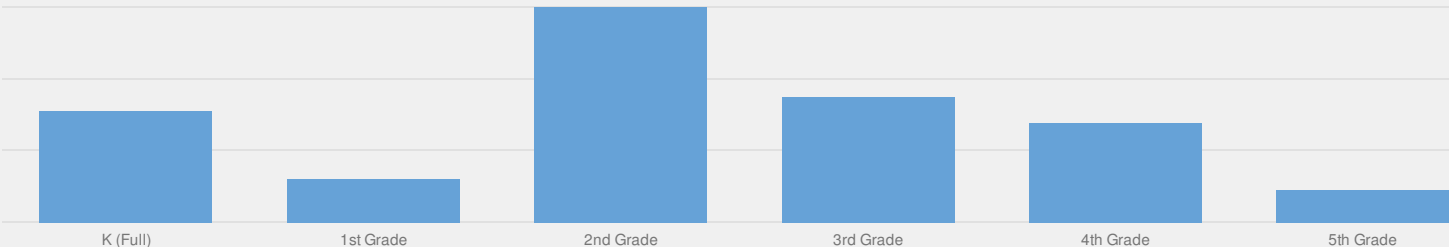
ENROLLMENT BY ETHNICITY



OTHER GROUPS



ENROLLMENT BY GRADE



K (FULL DAY)

131 | 17%

1ST GRADE

112 | 14%

2ND GRADE

160 | 21%

3RD GRADE

135 | 17%

4TH GRADE

128 | 17%

5TH GRADE

109 | 14%

AVERAGE CLASS SIZE (2014 - 15)

COMMON BRANCH

26

FREE AND REDUCED-PRICE LUNCH (2014 - 15)

ELIGIBLE FOR FREE LUNCH

474

61%

ELIGIBLE FOR REDUCED-PRICE LUNCH

66

9%

ATTENDANCE (2013 - 14)

ANNUAL ATTENDANCE RATE

95%

STUDENT SUSPENSIONS (2013 - 14)

STUDENT SUSPENSIONS

14

2%

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

STAFF COUNTS (2014 - 15)

PRINCIPALS

1

ASSISTANT PRINCIPALS

1

OTHER PROFESSIONAL STAFF

4

PARAPROFESSIONALS

0

TEACHER QUALIFICATIONS (2014 - 15)

TOTAL TEACHERS: 35

PERCENT WITH NO VALID TEACHING CERTIFICATE

0%

PERCENT TEACHING OUT OF CERTIFICATION

0%

PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE

3%

PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE

43%

TOTAL NUMBER OF CORE CLASSES

42

PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS SCHOOL

0%

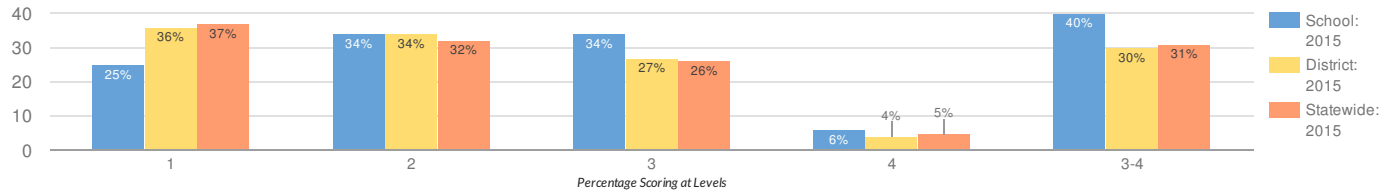
TOTAL NUMBER OF CLASSES

63

PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION

0%

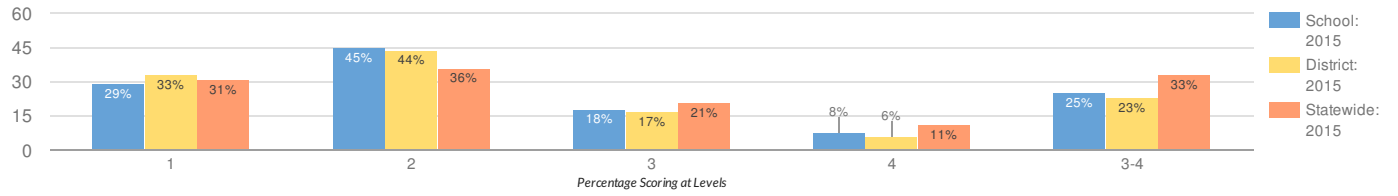
GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 307

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	122	40%	31	25%	42	34%
GENERAL EDUCATION	114	43%	25	22%	40	35%
STUDENTS WITH DISABILITIES	8	0%	6	75%	2	25%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	_%	-	-	-	-
BLACK OR AFRICAN AMERICAN	22	55%	6	27%	4	18%
HISPANIC OR LATINO	77	29%	24	31%	31	40%
WHITE	20	_%	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-
SMALL GROUP TOTAL	23	65%	1	4%	7	30%
FEMALE	66	44%	10	15%	27	41%
MALE	56	36%	21	38%	15	27%
NON-ENGLISH LANGUAGE LEARNERS	103	45%	17	17%	40	39%
ENGLISH LANGUAGE LEARNERS	19	16%	14	74%	2	11%
ECONOMICALLY DISADVANTAGED	95	37%	28	29%	32	34%
NOT ECONOMICALLY DISADVANTAGED	27	52%	3	11%	10	37%
NOT MIGRANT	122	40%	31	25%	42	34%

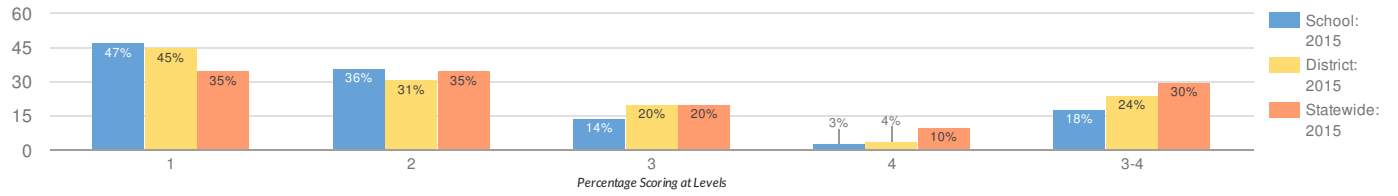
GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 295

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	102	25%	30	29%	46	45%	18	18%	8	8%
GENERAL EDUCATION	98	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	21	24%	8	38%	8	38%	2	10%	3	14%
HISPANIC OR LATINO	68	21%	21	31%	33	49%	10	15%	4	6%
WHITE	10	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	13	54%	1	8%	5	38%	6	46%	1	8%
FEMALE	45	20%	7	16%	29	64%	6	13%	3	7%
MALE	57	30%	23	40%	17	30%	12	21%	5	9%
NON-ENGLISH LANGUAGE LEARNERS	88	28%	20	23%	43	49%	17	19%	8	9%
ENGLISH LANGUAGE LEARNERS	14	7%	10	71%	3	21%	1	7%	0	0%
ECONOMICALLY DISADVANTAGED	80	18%	27	34%	39	49%	10	13%	4	5%
NOT ECONOMICALLY DISADVANTAGED	22	55%	3	14%	7	32%	8	36%	4	18%
NOT MIGRANT	102	25%	30	29%	46	45%	18	18%	8	8%

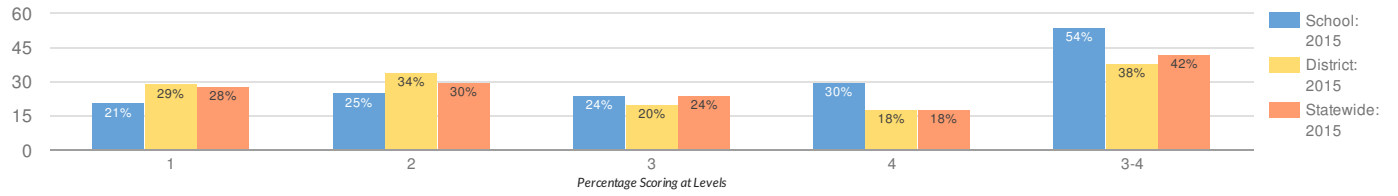
GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 286

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	90	18%	42	47%	32	36%
GENERAL EDUCATION	79	19%	33	42%	31	39%
STUDENTS WITH DISABILITIES	11	9%	9	82%	1	9%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	4	_%	-	-	-	-
BLACK OR AFRICAN AMERICAN	19	5%	11	58%	7	37%
HISPANIC OR LATINO	55	13%	26	47%	22	40%
WHITE	12	_%	-	-	-	-
SMALL GROUP TOTAL	16	50%	5	31%	3	19%
FEMALE	27	30%	14	52%	5	19%
MALE	63	13%	28	44%	27	43%
NON-ENGLISH LANGUAGE LEARNERS	80	20%	32	40%	32	40%
ENGLISH LANGUAGE LEARNERS	10	0%	10	100%	0	0%
ECONOMICALLY DISADVANTAGED	62	10%	37	60%	19	31%
NOTECONOMICALLY DISADVANTAGED	28	36%	5	18%	13	46%
NOT MIGRANT	90	18%	42	47%	32	36%

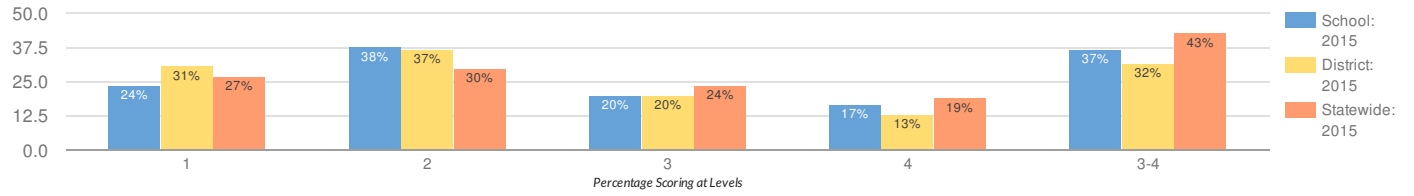
GRADE 3 MATHEMATICS



MEAN SCORE: 314

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	119	54%	25	21%	30	25%	28	24%	36	30%
GENERAL EDUCATION	111	57%	20	18%	28	25%	28	25%	35	32%
STUDENTS WITH DISABILITIES	8	13%	5	63%	2	25%	0	0%	1	13%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	22	64%	5	23%	3	14%	6	27%	8	36%
HISPANIC OR LATINO	75	41%	18	24%	26	35%	16	21%	15	20%
WHITE	19	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	22	86%	2	9%	1	5%	6	27%	13	59%
FEMALE	63	56%	8	13%	20	32%	20	32%	15	24%
MALE	56	52%	17	30%	10	18%	8	14%	21	38%
NON-ENGLISH LANGUAGE LEARNERS	98	63%	12	12%	24	24%	27	28%	35	36%
ENGLISH LANGUAGE LEARNERS	21	10%	13	62%	6	29%	1	5%	1	5%
ECONOMICALLY DISADVANTAGED	94	49%	25	27%	23	24%	21	22%	25	27%
NOT ECONOMICALLY DISADVANTAGED	25	72%	0	0%	7	28%	7	28%	11	44%
NOT MIGRANT	119	54%	25	21%	30	25%	28	24%	36	30%

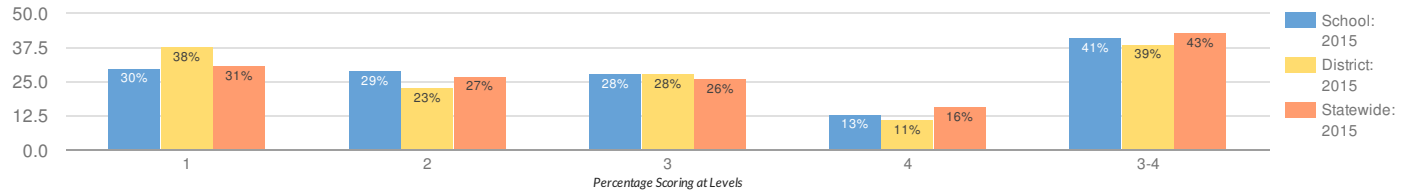
GRADE 4 MATHEMATICS



MEAN SCORE: 304

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	99	37%	24	24%	38	38%	20	20%	17	17%
GENERAL EDUCATION	94	38%	20	21%	38	40%	19	20%	17	18%
STUDENTS WITH DISABILITIES	5	20%	4	80%	0	0%	1	20%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	19	42%	2	11%	9	47%	6	32%	2	11%
HISPANIC OR LATINO	67	30%	22	33%	25	37%	10	15%	10	15%
WHITE	10	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	13	69%	0	0%	4	31%	4	31%	5	38%
FEMALE	43	42%	7	16%	18	42%	15	35%	3	7%
MALE	56	34%	17	30%	20	36%	5	9%	14	25%
NON-ENGLISH LANGUAGE LEARNERS	80	46%	8	10%	35	44%	20	25%	17	21%
ENGLISH LANGUAGE LEARNERS	19	0%	16	84%	3	16%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	77	30%	22	29%	32	42%	15	19%	8	10%
NOT ECONOMICALLY DISADVANTAGED	22	64%	2	9%	6	27%	5	23%	9	41%
NOT MIGRANT	99	37%	24	24%	38	38%	20	20%	17	17%

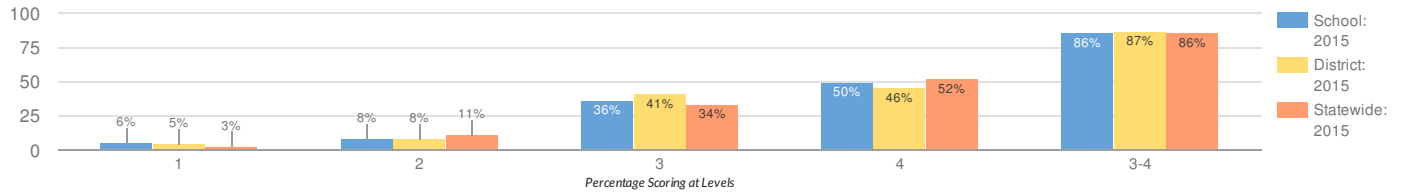
GRADE 5 MATHEMATICS



MEAN SCORE: 308

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	83	41%	25	30%	24	29%
GENERAL EDUCATION	74	43%	21	28%	21	28%
STUDENTS WITH DISABILITIES	9	22%	4	44%	3	33%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	4	_%	-	-	-	-
BLACK OR AFRICAN AMERICAN	15	27%	5	33%	6	40%
HISPANIC OR LATINO	52	37%	18	35%	15	29%
WHITE	12	_%	-	-	-	-
SMALL GROUP TOTAL	16	69%	2	13%	3	19%
FEMALE	26	31%	12	46%	6	23%
MALE	57	46%	13	23%	18	32%
NON-ENGLISH LANGUAGE LEARNERS	72	46%	15	21%	24	33%
ENGLISH LANGUAGE LEARNERS	11	9%	10	91%	0	0%
ECONOMICALLY DISADVANTAGED	54	28%	20	37%	19	35%
NOTECONOMICALLY DISADVANTAGED	29	66%	5	17%	5	17%
NOT MIGRANT	83	41%	25	30%	24	29%

GRADE 4 SCIENCE

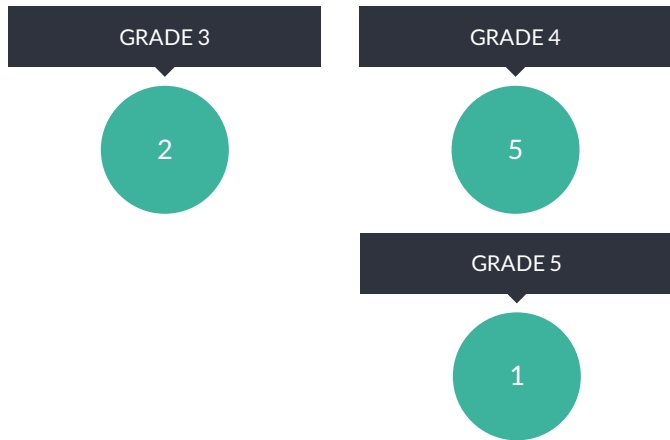


MEAN SCORE: 80

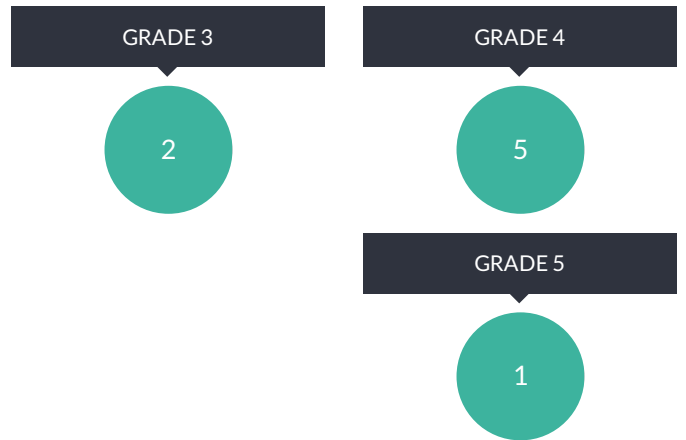
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	111	86%	7	6%	9	8%	40	36%	55	50%
GENERAL EDUCATION	106	88%	6	6%	7	7%	39	37%	54	51%
STUDENTS WITH DISABILITIES	5	40%	1	20%	2	40%	1	20%	1	20%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	22	95%	0	0%	1	5%	9	41%	12	55%
HISPANIC OR LATINO	74	80%	7	9%	8	11%	28	38%	31	42%
WHITE	11	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	15	100%	0	0%	0	0%	3	20%	12	80%
FEMALE	50	92%	0	0%	4	8%	19	38%	27	54%
MALE	61	80%	7	11%	5	8%	21	34%	28	46%
NON-ENGLISH LANGUAGE LEARNERS	90	98%	0	0%	2	2%	35	39%	53	59%
ENGLISH LANGUAGE LEARNERS	21	33%	7	33%	7	33%	5	24%	2	10%
ECONOMICALLY DISADVANTAGED	85	81%	7	8%	9	11%	32	38%	37	44%
NOT ECONOMICALLY DISADVANTAGED	26	100%	0	0%	0	0%	8	31%	18	69%
NOT MIGRANT	111	86%	7	6%	9	8%	40	36%	55	50%

RECENTLY ARRIVED LEP STUDENTS (2014 - 15)

RECENTLY ARRIVED LEP STUDENTS TAKING NYSESLAT IN LIEU OF NYSTP



RECENTLY ARRIVED LEP STUDENTS NOT TESTED ON THE ELA NYSTP



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

GRADE: 4
READING

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

MATHEMATICS

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

GRADE: 8
READING

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

MATHEMATICS

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

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

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

ALL STUDENTS

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
NO	722*	93%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	303	96	91	91

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

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

BLACK OR AFRICAN AMERICAN

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
NO	156*	94%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	61	87	66	66

HISPANIC OR LATINO

MADE AYP: **YES**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	427*	95%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	191	86	75	75

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	8	—		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	8	—	—	—

WHITE

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
NO	112*	85%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	41	151	99	99

MULTIRACIAL

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	6	—		

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	2	—	—	—

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	27	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	22	—	—	—

LIMITED ENGLISH PROFICIENT

MADE AYP: YES

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
YES	53	96%

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	65‡	52‡	51	20

ECONOMICALLY DISADVANTAGED

MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
NO	521*	94%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	229	85	77	77

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

722*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

93%*

TESTED STUDENTS ENROLLED ON BEDS DAY

303

PI

96

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

566*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

92%*

TESTED STUDENTS ENROLLED ON BEDS DAY

242

PI

98

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

295*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

89%*

TESTED STUDENTS ENROLLED ON BEDS DAY

112

PI

113

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

707*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

93%*

TESTED STUDENTS ENROLLED ON BEDS DAY

295

PI

96

NOT WHITE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

610*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

94%*

TESTED STUDENTS ENROLLED ON BEDS DAY

262

PI

87

NOT MULTIRACIAL

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

710*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

93%*

TESTED STUDENTS ENROLLED ON BEDS DAY

301

PI

95

GENERAL EDUCATION

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

673*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

93%*

TESTED STUDENTS ENROLLED ON BEDS DAY

281

PI

101

ENGLISH PROFICIENT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

629*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

92%*

TESTED STUDENTS ENROLLED ON BEDS DAY

265

PI

105

NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

201*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

88%*

TESTED STUDENTS ENROLLED ON BEDS DAY

74

PI

130

MALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

407*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

93%*

TESTED STUDENTS ENROLLED ON BEDS DAY

171

PI

82

FEMALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

315*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

92%*

TESTED STUDENTS ENROLLED ON BEDS DAY

132

PI

113

MIGRANT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

TESTED STUDENTS ENROLLED ON BEDS DAY

0

PI

—

NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
722*	93%*	303	96

— 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 english language learner students because the number of english language learner 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**

ALL STUDENTS

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
NO	721*	90%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	289	123	88	88

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

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

BLACK OR AFRICAN AMERICAN

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
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NO		156*		90%*
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	55	125	59	59

HISPANIC OR LATINO

MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
NO	427*	92%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	184	110	73	73

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	8	—		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	8	—	—	—

WHITE

MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
NO	111*	83%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	40	173	95	95

MULTIRACIAL

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	6	—		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	2	—	—	—

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	27	—		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	21	—	—	—

LIMITED ENGLISH PROFICIENT

MADE AYP: YES

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	53	96%		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	69‡	61‡	54	54

ECONOMICALLY DISADVANTAGED

MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST	PERCENT OF ENROLLED STUDENTS WITH
------------	-----------------------------------	-----------------------------------

		ADMINISTRATION PERIOD		VALID TEST SCORES
	NO		520*	91%*
PI >= EAMO OR SAFE HARBOR TARGET		TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO
YES		216	111	73
				SAFE HARBOR TARGET
				73

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

721*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

90%*

TESTED STUDENTS ENROLLED ON BEDS DAY

289

PI

123

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

565*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

90%*

TESTED STUDENTS ENROLLED ON BEDS DAY

234

PI

122

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

294*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

86%*

TESTED STUDENTS ENROLLED ON BEDS DAY

105

PI

146

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

706*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

90%*

TESTED STUDENTS ENROLLED ON BEDS DAY

281

PI

122

NOT WHITE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

610*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

91%*

TESTED STUDENTS ENROLLED ON BEDS DAY

249

PI

115

NOT MULTIRACIAL

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

709*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

90%*

TESTED STUDENTS ENROLLED ON BEDS DAY

287

PI

123

GENERAL EDUCATION

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

672*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

90%*

TESTED STUDENTS ENROLLED ON BEDS DAY

268

PI

128

ENGLISH PROFICIENT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

628*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

88%*

TESTED STUDENTS ENROLLED ON BEDS DAY

245

PI

139

NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

201*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

86%*

TESTED STUDENTS ENROLLED ON BEDS DAY

73

PI

159

MALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

406*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

90%*

TESTED STUDENTS ENROLLED ON BEDS DAY

163

PI

117

FEMALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

315*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

89%*

TESTED STUDENTS ENROLLED ON BEDS DAY

126

PI

130

MIGRANT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

TESTED STUDENTS ENROLLED ON BEDS DAY

0

PI

—

NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
721*	90%*	289	123

— 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 english language learner students because the number of english language learner 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**

ALL STUDENTS

MADE AYP: **YES**

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	125	89%		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	105	179	175	175

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

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

BLACK OR AFRICAN AMERICAN

MADE AYP: —

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

—	25	—		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	21	—	—	—

HISPANIC OR LATINO

MADE AYP: **YES**

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	81	91%		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	70	170	164	164

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

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

WHITE

MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	13	—		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	10	—	—	—

MULTIRACIAL

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

4

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

PI >= EAMO OR PROGRESS TARGET

—

TESTED STUDENTS ENROLLED ON BEDS DAY

2

PI

—

EAMO

—

PROGRESS TARGET

—

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

5

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

PI >= EAMO OR PROGRESS TARGET

—

TESTED STUDENTS ENROLLED ON BEDS DAY

5

PI

—

EAMO

—

PROGRESS TARGET

—

LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

21

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

PI >= EAMO OR PROGRESS TARGET

—

TESTED STUDENTS ENROLLED ON BEDS DAY

20

PI

—

EAMO

—

PROGRESS TARGET

—

ECONOMICALLY DISADVANTAGED

MADE AYP: YES

TESTED 80%

STUDENTS ENROLLED DURING THE TEST

PERCENT OF ENROLLED STUDENTS WITH

		ADMINISTRATION PERIOD		VALID TEST SCORES	
	YES		94	90%	
PI >= EAMO OR PROGRESS TARGET		TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	82	173	166	166	

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

125

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

89%

TESTED STUDENTS ENROLLED ON BEDS DAY

105

PI

179

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

100

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

89%

TESTED STUDENTS ENROLLED ON BEDS DAY

84

PI

175

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

44

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

84%

TESTED STUDENTS ENROLLED ON BEDS DAY

35

PI

197

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

123

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

89%

TESTED STUDENTS ENROLLED ON BEDS DAY

103

PI

179

NOT WHITE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

112

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

89%

TESTED STUDENTS ENROLLED ON BEDS DAY

95

PI

177

NOT MULTIRACIAL

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

121

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

90%

TESTED STUDENTS ENROLLED ON BEDS DAY

103

PI

179

GENERAL EDUCATION

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

120

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

88%

TESTED STUDENTS ENROLLED ON BEDS DAY

100

PI

182

ENGLISH PROFICIENT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

104

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

87%

TESTED STUDENTS ENROLLED ON BEDS DAY

85

PI

198

NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

31

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

TESTED STUDENTS ENROLLED ON BEDS DAY

23

PI

—

MALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

71

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

86%

TESTED STUDENTS ENROLLED ON BEDS DAY

59

PI

168

FEMALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

54

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

93%

TESTED STUDENTS ENROLLED ON BEDS DAY

46

PI

193

MIGRANT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

TESTED STUDENTS ENROLLED ON BEDS DAY

0

PI

—

NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

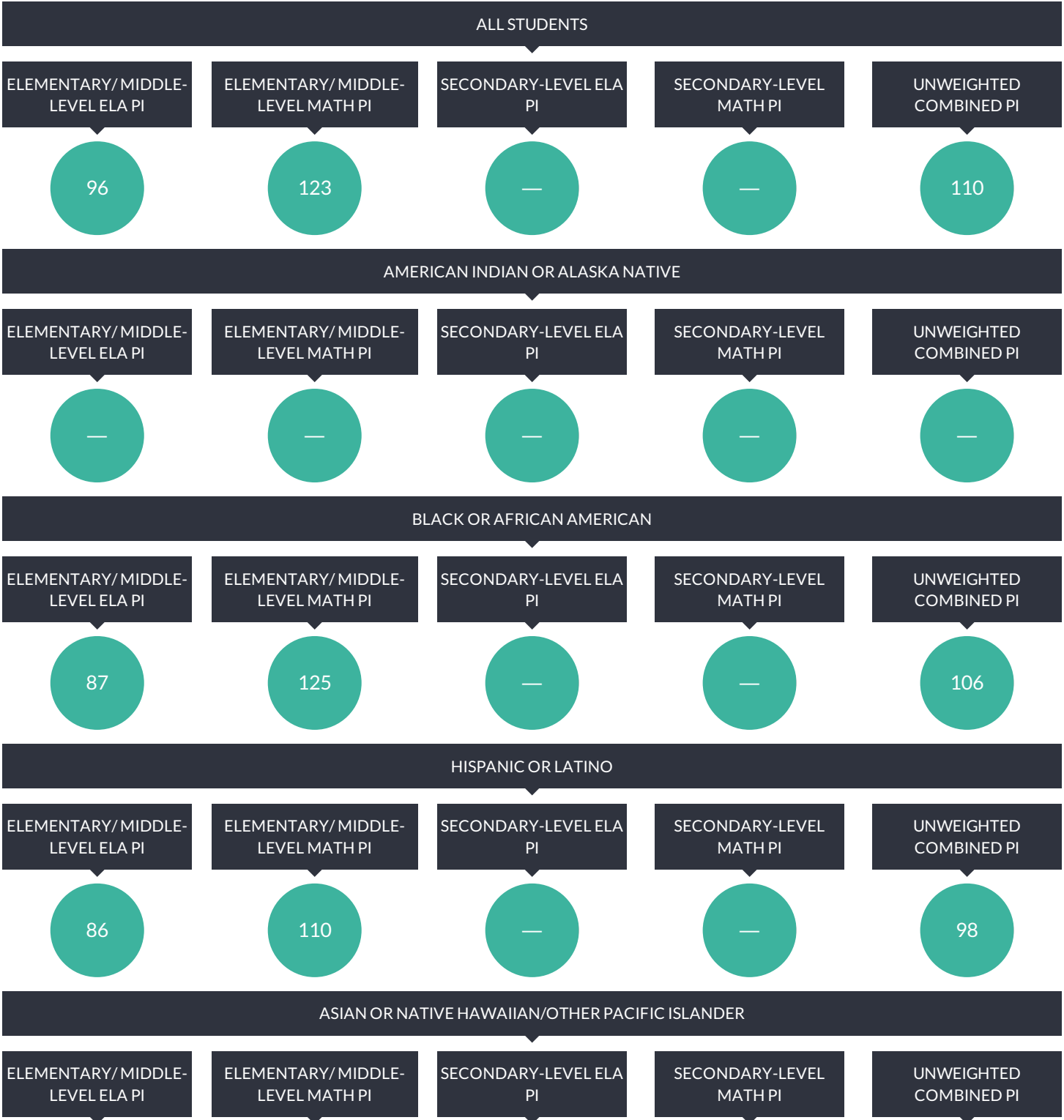
TESTED STUDENTS ENROLLED

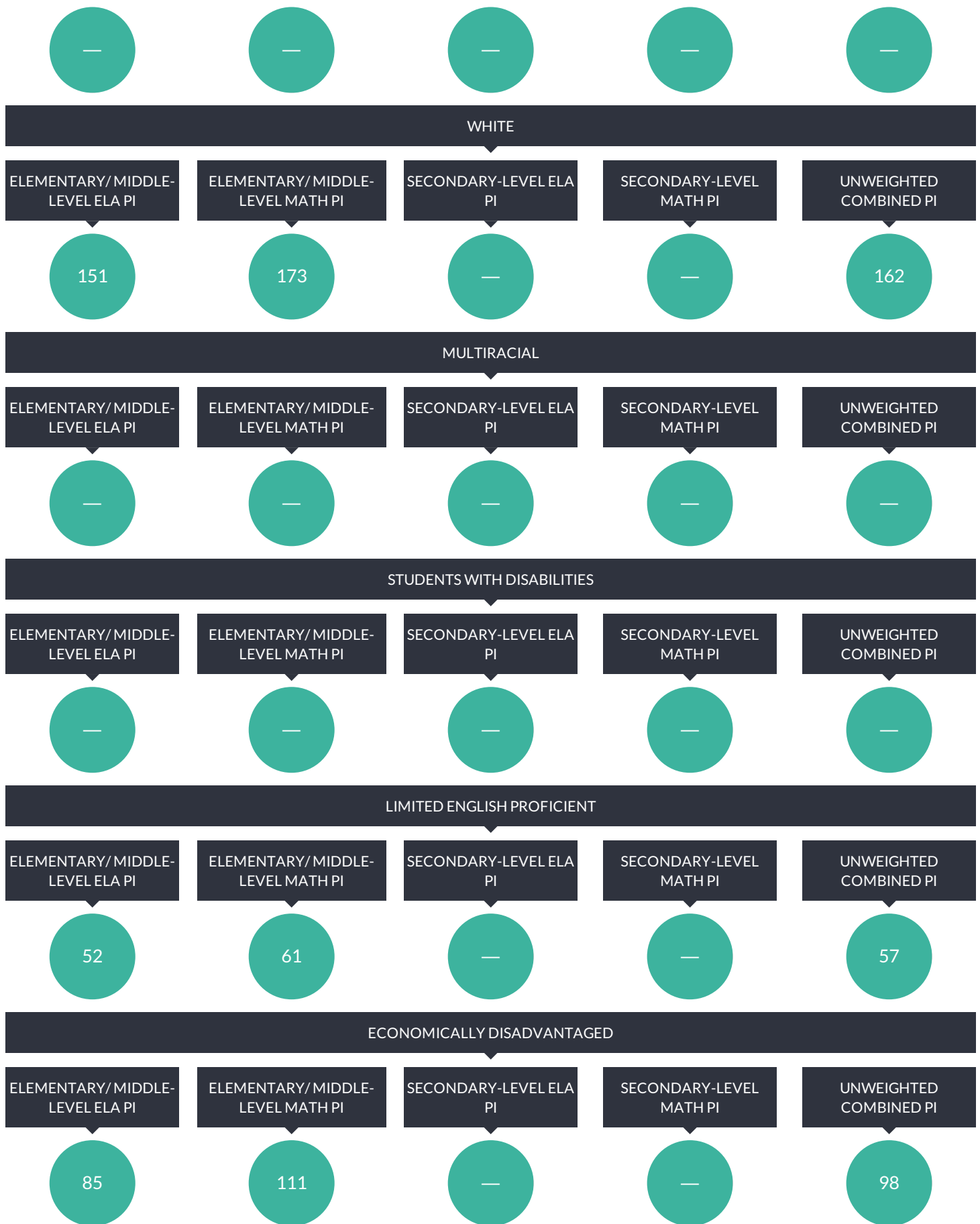
PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
125	89%	105	179

— 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





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

2015-2016
PROPERTY TAX
REPORT CARD

SECTION B

(1 page)

<u>Shaded Fields Will Calculate</u>	Budgeted 2015-16 (A)	Proposed Budget 2016-17 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	112,478,394	115,169,633	2.39 %
A. Proposed Tax Levy to Support the Total Budgeted Amount, Net of Reserve ¹	58,566,693	58,875,433	
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)	58,566,693	58,875,433	0.53 %
F. Permissible Exclusions to the School Tax Levy Limit	220,589	256,601	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	58,346,104	58,618,832	
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)	58,346,104	58,618,832	
I. Difference: (G-H);(negative value requires 60.0% voter approval) ²	0	0	
Public School Enrollment	5,018	5,020	0.04 %
Consumer Price Index			0.12 %

¹ Exclude 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 2016-17, includes any carryover from 2015-16 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2015-16 (D)	Estimated 2016-17 (E)
Adjusted Restricted Fund Balance	2,951,517	2,488,907
Assigned Appropriated Fund Balance	1,000,000	1,100,000
Adjusted Unrestricted Fund Balance	1,650,431	3,575,000
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	1.47 %	3.10 %

ADMINISTRATIVE SALARY DISCLOSURE

SECTION C

(1 page)

**COPIAGUE UFSD
2016-17
ADMINISTRATIVE SALARY DISCLOSURE**

SUPERINTENDENT & ASSISTANT SUPERINTENDENTS

	<u>Salary</u>	<u>Benefits</u>	<u>Other</u>	<u>Total</u>
SUPERINTENDENT	\$ 250,950	\$ 64,118	\$ 7,500	\$ 322,568
ASSISTANT SUPERINTENDENT CURRICULUM & INSTRUCTION	\$ 190,050	\$ 55,870	\$ 7,500	\$ 253,420
ASSISTANT SUPERINTENDENT FINANCE & OPERATIONS	\$ 215,081	\$ 59,255	\$ 7,500	\$ 281,836
ASSISTANT SUPERINTENDENT STUDENT SERVICES	\$ 200,786	\$ 57,309	\$ 7,500	\$ 265,595
ASSISTANT SUPERINTENDENT HUMAN RESOURCES	\$ 192,578	\$ 56,196	\$ 7,500	\$ 256,274

ADMINISTRATORS \$130,000 OR HIGHER

PRINCIPAL - HIGH SCHOOL	\$ 185,760
PRINCIPAL - MIDDLE SCHOOL	\$ 183,037
PRINCIPAL - ELEMENTARY SCHOOL	\$ 174,857
PRINCIPAL - ELEMENTARY SCHOOL	\$ 165,999
DIRECTOR OF PHYSICAL EDUCATION & ATHLETICS	\$ 164,319
ASSISTANT PRINCIPAL - HIGH SCHOOL	\$ 162,586
ASSISTANT PRINCIPAL - HIGH SCHOOL	\$ 154,637
PRINCIPAL-ELEMENTARY SCHOOL	\$ 153,620
CHAIR - MIDDLE SCHOOL SCIENCE	\$ 150,749
PRINCIPAL - ELEMENTARY SCHOOL	\$ 150,680
DIRECTOR OF TECHNOLOGY	\$ 150,000
COORDINATOR FINE ARTS	\$ 149,476
CHAIR - MIDDLE SCHOOL ENGLISH	\$ 149,320
ASSISTANT PRINCIPAL - HIGH SCHOOL	\$ 147,580
ASSISTANT PRINCIPAL - HIGH SCHOOL	\$ 147,580
DIRECTOR DATA & ASSESSMENT	\$ 146,790
CHAIR - HIGH SCHOOL SCIENCE	\$ 142,346
CHAIR - HIGH SCHOOL MATH	\$ 141,653
ASSISTANT PRINCIPAL - MIDDLE SCHOOL	\$ 137,593
PLANT FACILITIES ADMINISTRATOR	\$ 133,646
CHAIR - MIDDLE SCHOOL MATH	\$ 132,217

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

(2013-14)

SECTION D

(3 pages)

FISCAL ACCOUNTABILITY SUMMARY (2013 - 14)

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

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

THIS SCHOOL DISTRICT

GENERAL EDUCATION	SPECIAL EDUCATION
INSTRUCTIONAL EXPENDITURES	INSTRUCTIONAL EXPENDITURES
\$51,356,315	\$29,880,752
PUPILS	PUPILS
4,922	683
EXPENDITURES PER PUPIL	EXPENDITURES PER PUPIL
\$10,434	\$43,749

SIMILAR DISTRICT GROUP HIGH NEED/RESOURCE CAPACITY URBAN OR SUBURBAN

GENERAL EDUCATION	SPECIAL EDUCATION
INSTRUCTIONAL EXPENDITURES	INSTRUCTIONAL EXPENDITURES
\$2,327,717,503	\$994,448,752
PUPILS	PUPILS
208,804	33,348
EXPENDITURES PER PUPIL	EXPENDITURES PER PUPIL
\$11,148	\$29,820

ALL SCHOOL DISTRICTS

GENERAL EDUCATION

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

SPECIAL EDUCATION

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

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

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

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

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

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

TOTAL EXPENDITURES PER PUPIL

THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP	NY STATE
\$21,380	\$20,706	\$21,812

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

INFORMATION ABOUT STUDENTS WITH DISABILITIES (2014 - 15)

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

STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)

THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP HIGH NEED/RESOURCE CAPACITY URBAN OR SUBURBAN	NY STATE
80% OR MORE	80% OR MORE	80% OR MORE
243 38.3%	47.3%	58.0%
40% - 79%	40% - 79%	40% - 79%
197 31.1%	18.5%	11.7%
LESS THAN 40%	LESS THAN 40%	LESS THAN 40%
108 17.0%	24.6%	19.9%
SEPARATE SETTINGS	SEPARATE SETTINGS	SEPARATE SETTINGS
85 13.4%	6.5%	5.9%
OTHER SETTINGS	OTHER SETTINGS	OTHER SETTINGS
1 0.2%	3.2%	4.5%

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
12.8%	12.5%	14.3%

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

SECTION E

(1 page)

REPORT ISSUED - 07/22/2015

TOWN OF BABYLON

PROGRAM NAME - ASB262

EXEMPTION IMPACT SUMMARY BY DISTRICT 2015/2016

SC005 SCHOOL DIST. - COPIAGUE

ASSESSED VALUE	35,726,426	100.00%
EXEMPTION AMOUNT	5,486,677	15.36%
STAR EXEMPTIONS	4,547,430	
TAXABLE VALUE	25,692,319	84.64%

PARTIALLY EXEMPT PRIVATE

AGED (A)	487,340	1.36%
CLERGY (C)	16,500	.05%
RESIDENTIAL (R)	5,000	.01%
VETERAN (V)	138,580	.39%
FIRE FIGHTERS (Z)	16,070	.04%
BUSINESS (B)	0	.00%
DISABLED LIMITED INCOME (D)	24,550	.07%
FIRST TIME HOMEBUYERS (Y)	19,560	.05%
TOTAL	707,600	1.98%

PARTIALLY EXEMPT PUBLIC

COUNTY (O)	0	.00%
NYS TAXABLE LAND (T)	41,470	.12%
TOTAL	41,470	.12%

WHOLLY EXEMPT PRIVATE

TOTAL	3,040,575	8.51%
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WHOLLY EXEMPT PUBLIC

TOTAL	593,162	1.66%
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IDA 3300

TOTAL	1,103,870	3.09%
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