



*Every Student...Every Day*

## 2017-18 Budget Presentation



**Fonda-Fultonville**

CENTRAL SCHOOL DISTRICT

*A Legacy of Families First*





# *Every Student...Every Day*



**Fonda-Fultonville**  
CENTRAL SCHOOL DISTRICT

## **Goals:**

- Success for all: Engaging and challenging every student
- Innovation: Integration of technology.
- College and career readiness: Compete at a global level.
- School and community partnerships.





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CENTRAL SCHOOL DISTRICT

## NYS Scholar Athlete Award







## External/Mandated

### Cost Drivers

- Health Insurance
- Retirement System
- Homeless student regulations

## Instructional Cost Drivers

- Instructional program: literacy curriculum and assessment materials
- Program Offerings and Supports: Special education, BOCES services, and ELL.
- Professional Development
- Mental Health Supports
- Academic Intervention (AIS) - materials and curriculum
- Technology Integration: Expanding chrome book access and Distance Learning
- Focus on primary education: PK - 1

## Operational

### Cost Drivers

- Contractual Obligations
- Upgrading security and entry access
- Transportation - BOCES (off-campus programs)
- Debt Service Payment



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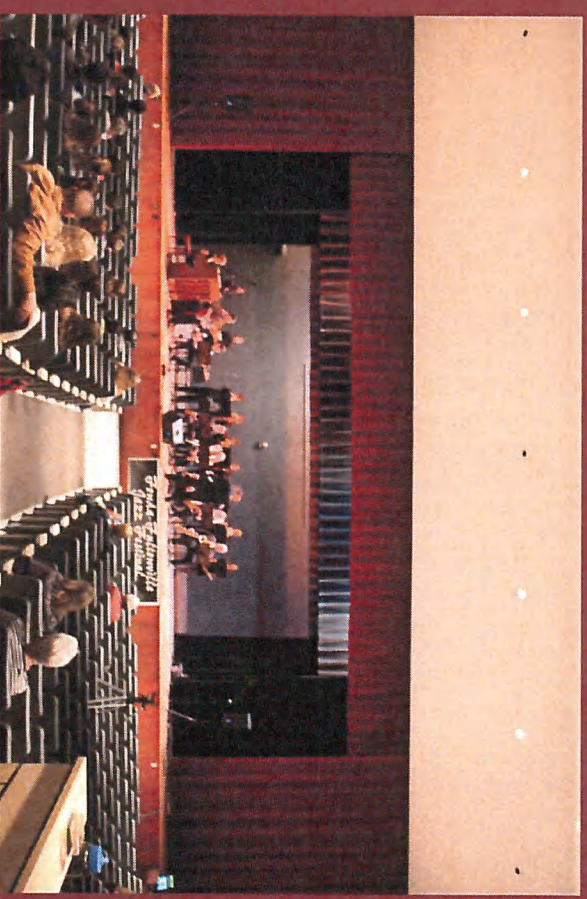
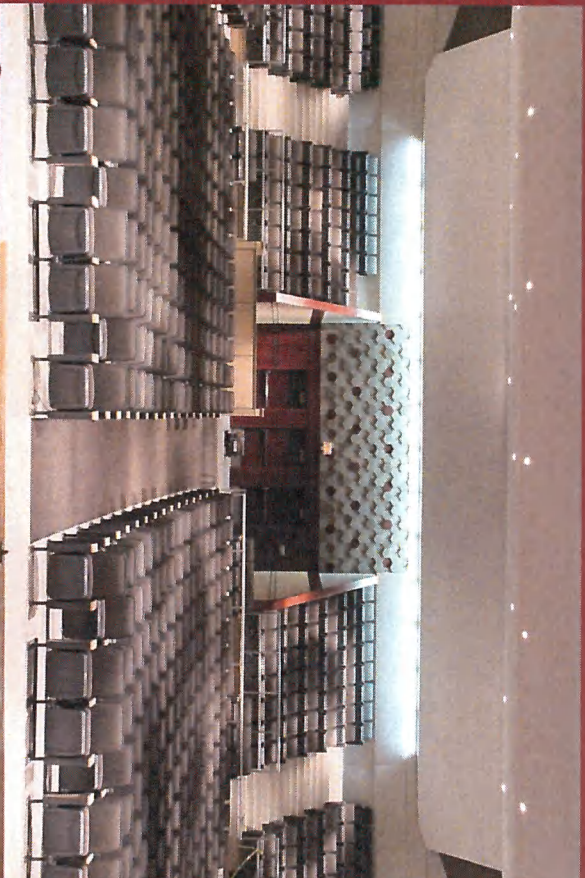
Appropriations					
	2015/16	2016/17	2017/18	Difference	% Difference
General Operations and Central Admin	\$ 3,239,814	\$ 3,262,984	\$ 3,287,745	\$ 24,761	0.76%
Instruction	\$ 12,104,536	\$ 12,534,228	\$ 13,039,625	\$ 505,397	4.03%
Transportation	\$ 2,097,100	\$ 2,161,245	\$ 2,229,973	\$ 68,728	3.18%
Benefits	\$ 6,441,453	\$ 6,553,111	\$ 6,969,469	\$ 416,358	6.35%
Debt Service	\$ 2,121,500	\$ 2,206,360	\$ 2,679,068	\$ 472,708	21.42%
Interfund Transfer	\$ 5,000	\$ 5,000	\$ 5,000	\$ -	0.00%
Total	\$ 26,009,403	\$ 26,722,928	\$ 28,210,880	\$ 1,487,952	5.57%



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## **Paying debt service without applying tax levy**

- Initial Bond payment for current Capital Project begin 2017-18
- 2.5% increase to overall budget - **\$0 impact to tax levy**
- Paid for by State Building Aid and District debt reserve





## Dollar Change Year to Year





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CENTRAL SCHOOL DISTRICT

## Estimated Expenses

**\$28,210,880**

## Estimated Revenue

**\$27,729,578**

Tax Levy Increase 1.9%

**\$ 192,753**

Appropriated Reserves

**\$ 195,000**

Appropriated Fund Balance

**\$ 93,549**

**Total Revenue**

**\$28,210,880**

A home assessed at \$100,000 will see their tax bill increase on average by an estimated \$50. This will vary based on equalization rates, which will be finalized this summer.



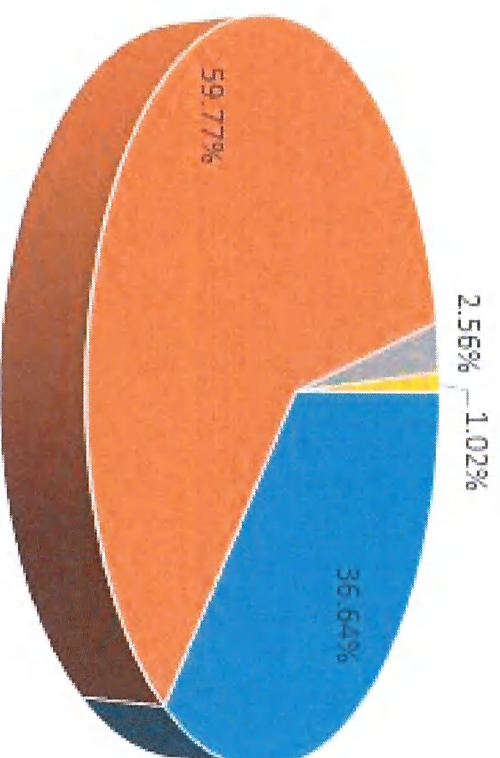


# Every Student...Every Day

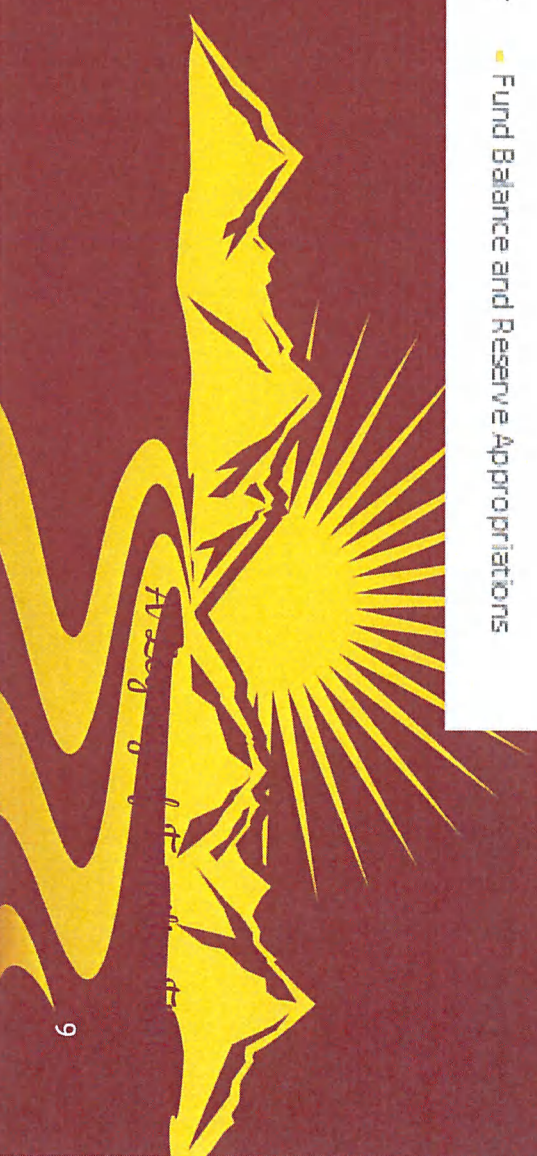


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CENTRAL SCHOOL DISTRICT

## 2017/18 Revenues



- Tax Levy
- State Aid
- Other
- Fund Balance and Reserve Appropriations





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CENTRAL SCHOOL DISTRICT

<b>District Level Efficiencies</b>	Restructuring of buildings and grounds to increase ability to meet facility and grounds needs.	\$15K per year
	Reduction in overall printing costs due to new copier lease agreement.	\$15K a year for 5 years
<b>Mandated Cost Changes</b>	Cost savings stemming from reduction in the Teacher's Retirement Rate.	\$60K
<b>Expanding Instructional Programs</b>	Alternative to sending students to outside programs	\$150K per year
<b>Total Savings</b>		\$240K



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**1.0 FTE Special Education Teacher:**

Creating a life skills program to ensure a consistent educational experience through high school completion.

**\$65K** (includes salary, benefits, and retirement costs)

**CDOS Coordinator:**

Developing a Career Development and Occupational Studies Pathway to support the NYS CDOS Commencement Credential  
This position will coordinate work based learning experiences through school and community business partnerships.

**\$3-5K**

**Mental Health Services** - increasing school based counseling support by partnering with community agencies, ie Catholic Charities/Family Counseling Center

**\$15K**

**Total Reinvestment**

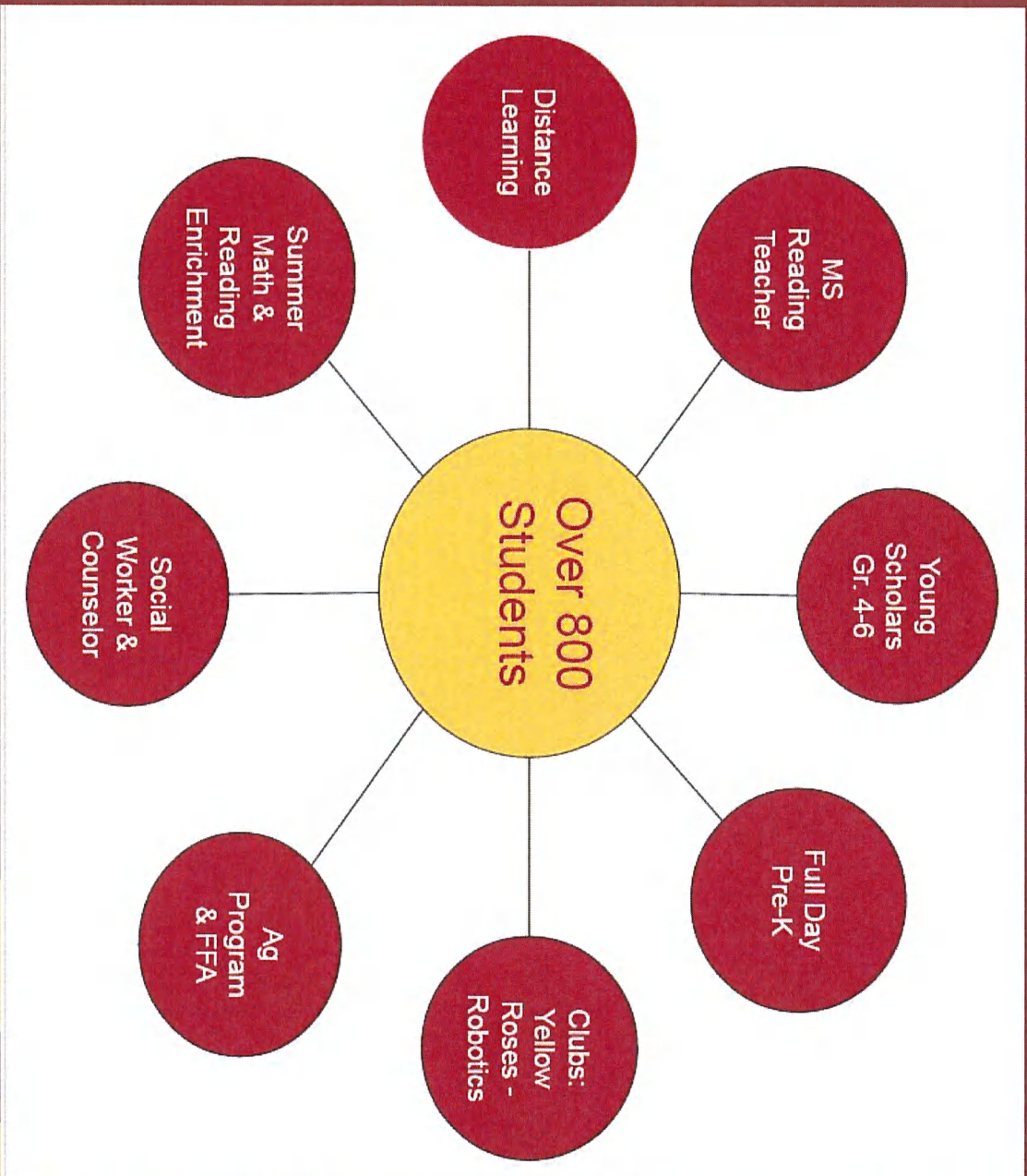
**\$90K**



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CENTRAL SCHOOL DISTRICT





# Every Student...Every Day



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CENTRAL SCHOOL DISTRICT

## Bus lease

One 66-passenger bus and one 20-passenger bus.

- Pre-K transportation.
- Field trips during the school day.
- Summer enrichment programs.
- Support the late bus program.
- Support athletic programs.
- To transport senior citizens to school events.

Leasing these buses for four years will cost a total of \$93,480, or \$23,370 annually. It represents a cost savings of more than \$50,000 a year.

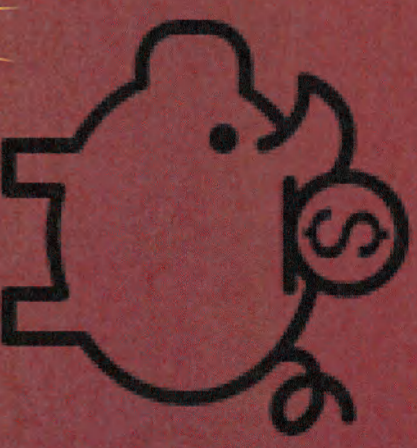






## Establish a Capital Reserve

- Set aside savings for future construction projects and major purchases
- Zero balance upon creation. Money for the fund may come from annual end-of-year savings and any interest accrued over the fund's 10-year term.
- Can hold up to \$1 million.
- Fund cannot be established without voter approval AND reserve funds cannot be spent without voter approval.





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## Other Referendums:

1. 2 available BOE Seats
2. Tax Levy - 2 Libraries
  - a. Frothingham Free Library Increase to \$16,198
  - b. Fort Hunter Free remain same at \$12,000

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**Budget Vote  
at FFCS Auditorium  
May 16, 2017 Noon - 9PM**

If you have any questions, please feel free to contact Mr. Joe Karas,  
School Business Administrator.

[jkaras@ffcsd.org](mailto:jkaras@ffcsd.org) - 853-4415 x4233

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## School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2016-17 School Year	Budget Proposed for the 2017-18 School Year	Contingency Budget for the 2017-18 School Year *
Total Budgeted Amount, Not Including Separate Propositions	\$ 26,722,928	\$ 28,210,880	\$ 28,018,127
Increase/Decrease for the 2017-18 School Year		\$ 1,487,952	\$ 1,295,199
Percentage Increase/Decrease in Proposed Budget		5.57 %	4.85%
Change in the Consumer Price Index		1.26%	
A. Proposed Levy to Support the Total Budgeted Amount	\$ 10,116,807	\$ 10,309,451	
B. Levy to Support Library Debt, if Applicable	\$ 28,089	\$ 28,198	
C. Levy for Non-Excludable Propositions, if Applicable **	\$ 0	\$ 0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$ 0	\$ 0	
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$ 10,144,896	\$ 10,337,649	\$ 10,144,896
F. Total Permissible Exclusions	\$ 141,717	\$ 134,860	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$ 10,068,640	\$ 10,254,530	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D)	\$ 9,975,090	\$ 10,174,591	
I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	\$ 93,550	\$ 79,939	
Administrative Component	\$ 1,734,060	\$ 1,835,588	\$ 1,806,368
Program Component	\$ 21,243,635	\$ 22,372,814	\$ 22,242,814
Capital Component	\$ 3,745,233	\$ 4,002,478	\$ 3,968,945
<p>* Provide a statement of assumptions made in projecting a contingency budget for the 2017-18 school year, should the proposed budget be defeated pursuant to Section 2023 of the Education Law.</p>			
<p>** List Separate Propositions that are not included in the Total Budgeted Amount: (Tax Levy associated with educational or transportation services propositions are not eligible for exclusion and may affect voter approval requirements)</p>			
Description		Amount	

NOTE: Please submit an electronic version (Word or PDF) of this completed form to: [emscmqts@nysed.gov](mailto:emscmqts@nysed.gov)

Under the Budget Proposed  
for the 2017-18 School Year

### Estimated Basic STAR Exemption Savings<sup>1</sup>

\$ 510

The annual budget vote for the fiscal year 2017-18 by the qualified voters of the Fonda-Fultonville Central School District, Montgomery County, New York, will be held at High school in said district on Tuesday, May 16, 2017 between the hours of 12:00 pm and 9:00pm, prevailing time in the Fonda-Fultonville Central School, at which time the polls will be opened to vote by voting ballot or machine.

1. The basic school tax relief (STAR) exemption is authorized by section 425 of the Real Property Tax Law.

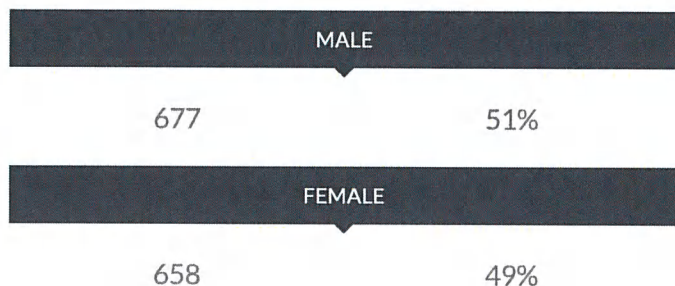


These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2015 - 16 school year. For nonpublic school enrollment data please see the [Non-Public School Enrollment and Staff information](#) on our Information and Reporting Services webpage.

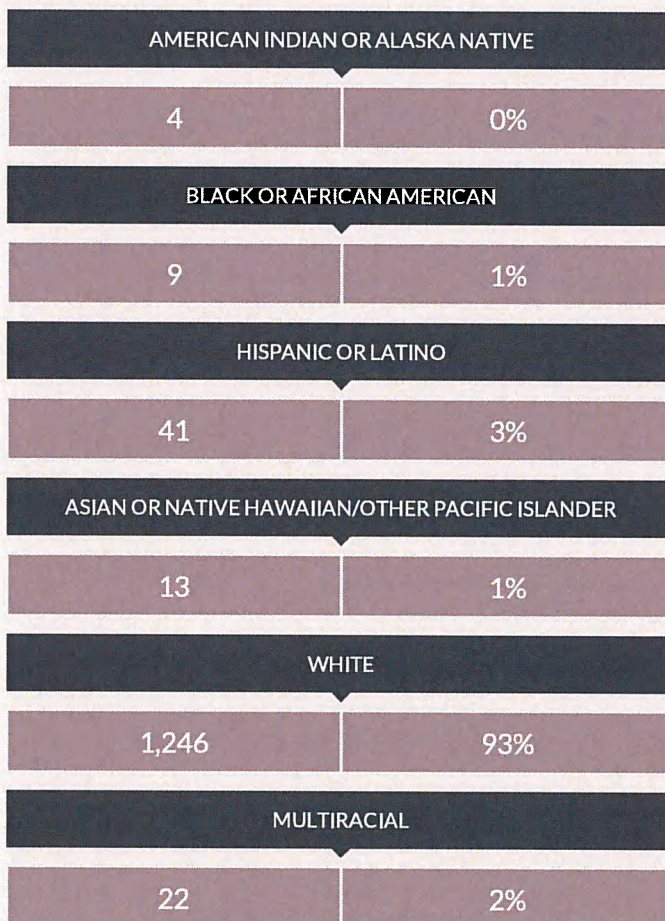
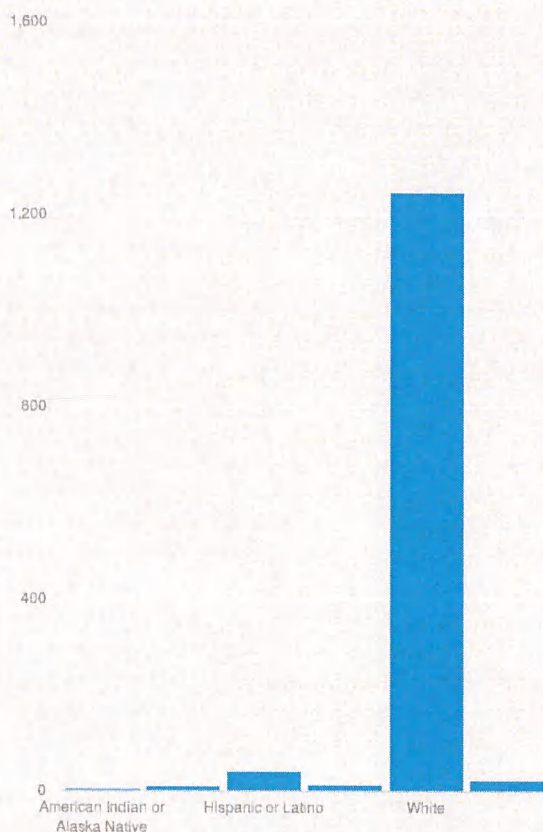
## FONDA-FULTONVILLE CSD ENROLLMENT (2015 - 16)

K-12 Enrollment: 1,335

### ENROLLMENT BY GENDER



### ENROLLMENT BY ETHNICITY

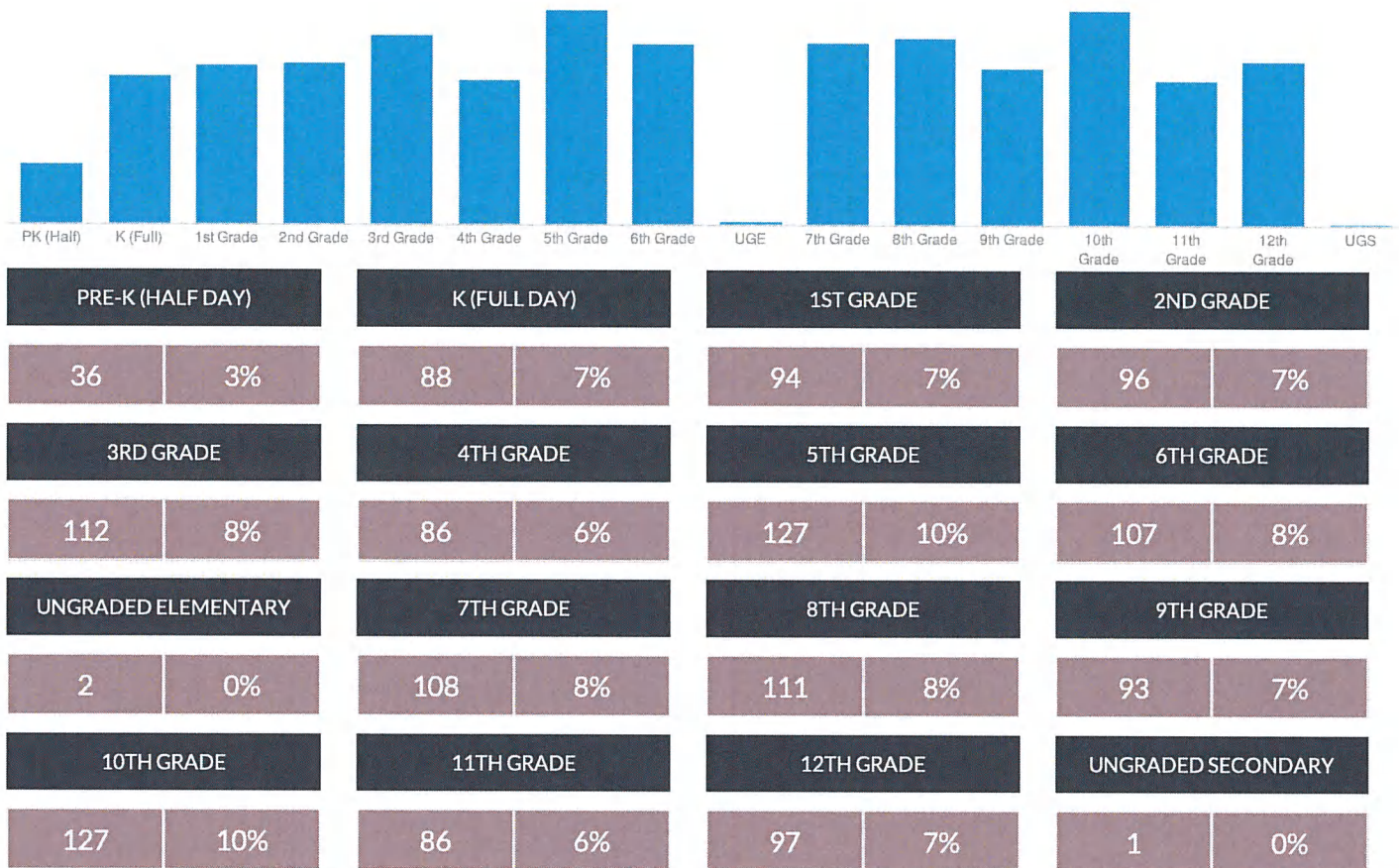


### OTHER GROUPS





## ENROLLMENT BY GRADE



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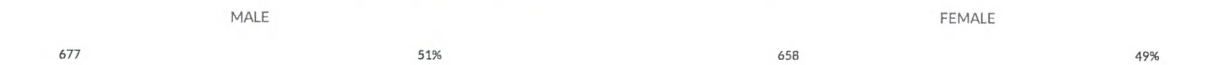


FONDA-FULTONVILLE CSD ENROLLMENT (2015 - 16)

K-12 ENROLLMENT

1,335

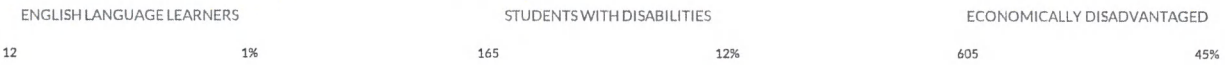
ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
AMERICAN INDIAN OR ALASKA NATIVE	4	0%
BLACK OR AFRICAN AMERICAN	9	1%
HISPANIC OR LATINO	41	3%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	13	1%
WHITE	1,246	93%
MULTIRACIAL	22	2%

OTHER GROUPS



ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
PRE-K (HALF DAY)	36	3%
K (FULL DAY)	88	7%
1ST GRADE	94	7%
2ND GRADE	96	7%
3RD GRADE	112	8%
4TH GRADE	86	6%
5TH GRADE	127	10%
6TH GRADE	107	8%
UNGRADED ELEMENTARY	2	0%
7TH GRADE	108	8%
8TH GRADE	111	8%
9TH GRADE	93	7%
10TH GRADE	127	10%
11TH GRADE	86	6%
12TH GRADE	97	7%
UNGRADED SECONDARY	1	0%



## AVERAGE CLASS SIZE (2015 - 16)

GROUP	CLASS SIZE
COMMON BRANCH	22
GRADE 8 ENGLISH	27
GRADE 8 MATHEMATICS	27
GRADE 8 SCIENCE	23
GRADE 8 SOCIAL STUDIES	29
GRADE 10 ENGLISH	23
GRADE 10 MATHEMATICS	12
GRADE 10 SCIENCE	22
GRADE 10 SOCIAL STUDIES	28

## FREE AND REDUCED-PRICE LUNCH (2015 - 16)

ELIGIBLE FOR FREE LUNCH	ELIGIBLE FOR REDUCED-PRICE LUNCH
444	114
33%	9%

## ATTENDANCE (2014 - 15)

ANNUAL ATTENDANCE RATE	95%
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## STUDENT SUSPENSIONS (2014 - 15)

37	3%
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## STAFF COUNTS (2015 - 16)

GROUP	STAFF
PRINCIPALS	3
ASSISTANT PRINCIPALS	0
OTHER PROFESSIONAL STAFF	4
PARAPROFESSIONALS	19

## TEACHER QUALIFICATIONS (2015 - 16)

TOTAL TEACHERS	101
PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
PERCENT TEACHING OUT OF CERTIFICATE	2%
PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE	3%
PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE	4%
TOTAL NUMBER OF CORE CLASSES	218
PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS DISTRICT	218
TOTAL NUMBER OF CLASSES	405
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	3%



## HIGH SCHOOL COMPLETERS (2015 - 16)

GROUP	COMPLETERS (GRADUATES + COMMENCEMENT CREDENTIALS)		GRADUATES (REGENTS + LOCAL DIPLOMAS)		REGENTS DIPLOMA	
ALL STUDENTS	103		100		95	95%
GENERAL EDUCATION	88		88		88	100%
STUDENTS WITH DISABILITIES	15		12		7	58%

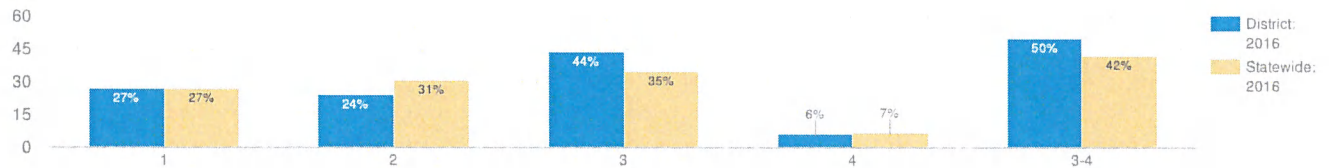
GROUP	REGENTS WITH ADVANCED DESIGNATION		REGENTS WITH CTE ENDORSEMENT		LOCAL DIPLOMAS		COMMENCEMENT CREDENTIALS	
ALL STUDENTS	58	58%	19	19%	5	5%	3	3%
GENERAL EDUCATION	58	66%	15	17%	0	0%	0	0%
STUDENTS WITH DISABILITIES	0	0%	4	33%	5	42%	3	20%

## HIGH SCHOOL NON-COMPLETERS (2015 - 16)

GROUP	DROPPED OUT		ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM		TOTAL NON-COMPLETERS	
ALL STUDENTS	15	4%	0	0%	15	4%
GENERAL EDUCATION	10	3%	0	0%	10	3%
STUDENTS WITH DISABILITIES	5	10%	0	0%	5	10%

## GRADE 3 ENGLISH LANGUAGE ARTS

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



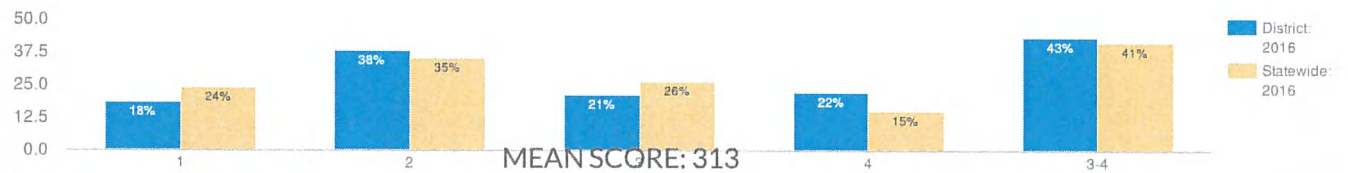
MEAN SCORE: 310

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	101	50%	27	27%	24	24%	44	44%	6	6%
GENERAL EDUCATION	91	55%	18	20%	23	25%	44	48%	6	7%
STUDENTS WITH DISABILITIES	10	0%	9	90%	1	10%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	98	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	101	50%	27	27%	24	24%	44	44%	6	6%
FEMALE	50	64%	7	14%	11	22%	28	56%	4	8%
MALE	51	35%	20	39%	13	25%	16	31%	2	4%
NON-ENGLISH LANGUAGE LEARNERS	101	50%	27	27%	24	24%	44	44%	6	6%
ECONOMICALLY DISADVANTAGED	46	35%	20	43%	10	22%	15	33%	1	2%
NOT ECONOMICALLY DISADVANTAGED	55	62%	7	13%	14	25%	29	53%	5	9%
NOT MIGRANT	101	50%	27	27%	24	24%	44	44%	6	6%

## GRADE 4 ENGLISH LANGUAGE ARTS

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

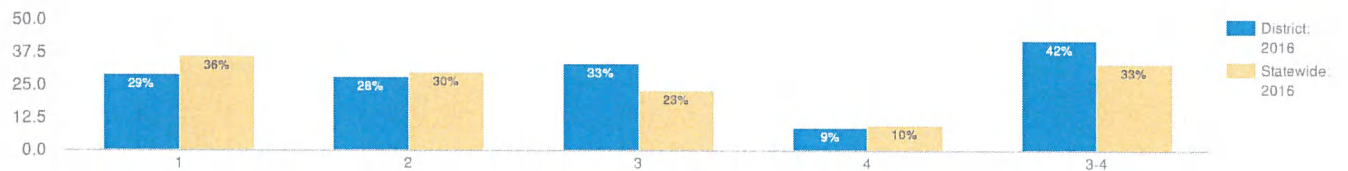




GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	76	43%	14	18%	29	38%	16	21%	17	22%
GENERAL EDUCATION	69	48%	10	14%	26	38%	16	23%	17	25%
STUDENTS WITH DISABILITIES	7	0%	4	57%	3	43%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	69	42%	12	17%	28	41%	14	20%	15	22%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	57%	2	29%	1	14%	2	29%	2	29%
FEMALE	42	57%	5	12%	13	31%	12	29%	12	29%
MALE	34	26%	9	26%	16	47%	4	12%	5	15%
NON-ENGLISH LANGUAGE LEARNERS	75	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	31	16%	11	35%	15	48%	2	6%	3	10%
NOT ECONOMICALLY DISADVANTAGED	45	62%	3	7%	14	31%	14	31%	14	31%
NOT MIGRANT	76	43%	14	18%	29	38%	16	21%	17	22%

## GRADE 5 ENGLISH LANGUAGE ARTS

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



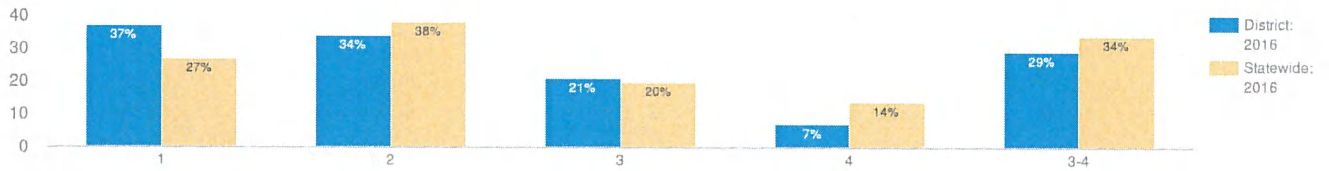
MEAN SCORE: 302

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	102	42%	30	29%	29	28%	34	33%	9	9%
GENERAL EDUCATION	91	46%	21	23%	28	31%	34	37%	8	9%
STUDENTS WITH DISABILITIES	11	9%	9	82%	1	9%	0	0%	1	9%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	98	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	102	42%	30	29%	29	28%	34	33%	9	9%
FEMALE	50	44%	12	24%	16	32%	16	32%	6	12%
MALE	52	40%	18	35%	13	25%	18	35%	3	6%
NON-ENGLISH LANGUAGE LEARNERS	101	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	45	29%	17	38%	15	33%	11	24%	2	4%
NOT ECONOMICALLY DISADVANTAGED	57	53%	13	23%	14	25%	23	40%	7	12%
MIGRANT	1	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	101	_%	-	-	-	-	-	-	-	-



## GRADE 6 ENGLISH LANGUAGE ARTS

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

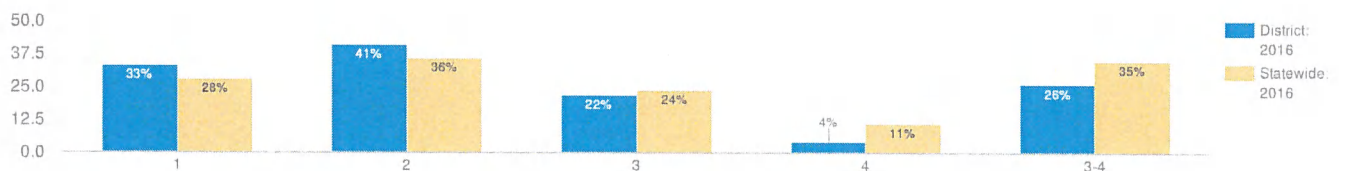


MEAN SCORE: 292

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	70	29%	26	37%	24	34%	15	21%	5	7%
GENERAL EDUCATION	61	33%	18	30%	23	38%	15	25%	5	8%
STUDENTS WITH DISABILITIES	9	0%	8	89%	1	11%	0	0%	0	0%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	67	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	70	29%	26	37%	24	34%	15	21%	5	7%
FEMALE	32	41%	10	31%	9	28%	9	28%	4	13%
MALE	38	18%	16	42%	15	39%	6	16%	1	3%
NON-ENGLISH LANGUAGE LEARNERS	70	29%	26	37%	24	34%	15	21%	5	7%
ECONOMICALLY DISADVANTAGED	29	24%	17	59%	5	17%	7	24%	0	0%
NOT ECONOMICALLY DISADVANTAGED	41	32%	9	22%	19	46%	8	20%	5	12%
NOT MIGRANT	70	29%	26	37%	24	34%	15	21%	5	7%

## GRADE 7 ENGLISH LANGUAGE ARTS

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



MEAN SCORE: 296

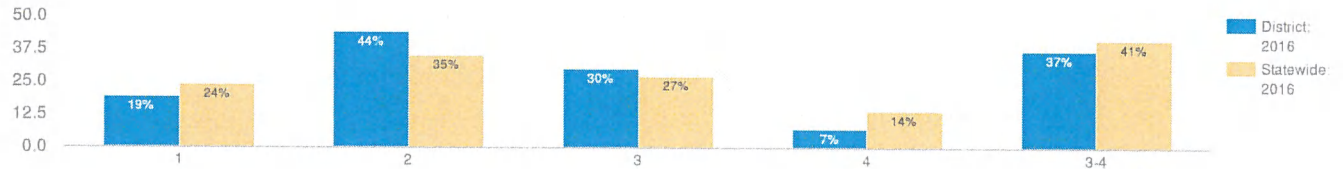
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	82	26%	27	33%	34	41%	18	22%	3	4%
GENERAL EDUCATION	70	30%	17	24%	32	46%	18	26%	3	4%
STUDENTS WITH DISABILITIES	12	0%	10	83%	2	17%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	0%	5	83%	1	17%	0	0%	0	0%
WHITE	71	25%	21	30%	32	45%	16	23%	2	3%
SMALL GROUP TOTAL	5	60%	1	20%	1	20%	2	40%	1	20%
FEMALE	40	30%	8	20%	20	50%	9	23%	3	8%
MALE	42	21%	19	45%	14	33%	9	21%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	81	%								



ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	
ECONOMICALLY DISADVANTAGED	34	9%	16	47%	15	44%	3	9%	0	0%
NOT ECONOMICALLY DISADVANTAGED	48	38%	11	23%	19	40%	15	31%	3	6%
NOT MIGRANT	82	26%	27	33%	34	41%	18	22%	3	4%

## GRADE 8 ENGLISH LANGUAGE ARTS

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

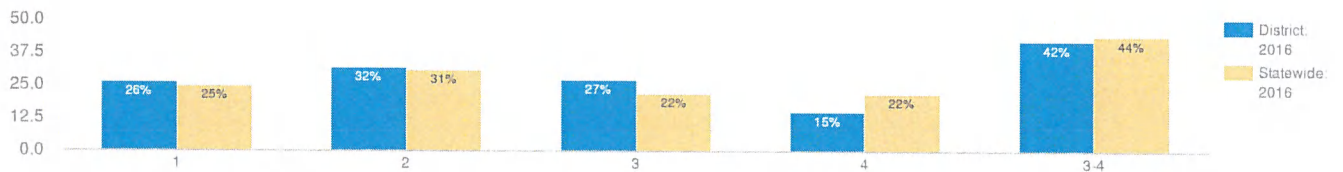


MEAN SCORE: 302

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	70	37%	13	19%	31	44%	21	30%	5	7%
GENERAL EDUCATION	62	42%	6	10%	30	48%	21	34%	5	8%
STUDENTS WITH DISABILITIES	8	0%	7	88%	1	13%	0	0%	0	0%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	66	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	70	37%	13	19%	31	44%	21	30%	5	7%
FEMALE	29	41%	1	3%	16	55%	8	28%	4	14%
MALE	41	34%	12	29%	15	37%	13	32%	1	2%
NON-ENGLISH LANGUAGE LEARNERS	70	37%	13	19%	31	44%	21	30%	5	7%
ECONOMICALLY DISADVANTAGED	30	27%	9	30%	13	43%	7	23%	1	3%
NOT ECONOMICALLY DISADVANTAGED	40	45%	4	10%	18	45%	14	35%	4	10%
MIGRANT	1	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	69	_%	-	-	-	-	-	-	-	-

## GRADE 3 MATHEMATICS

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



MEAN SCORE: 304

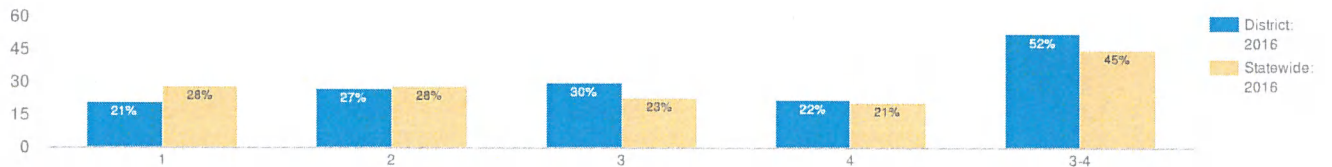
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	97	42%	25	26%	31	32%	26	27%	15	15%
GENERAL EDUCATION	88	45%	18	20%	30	34%	25	28%	15	17%
STUDENTS WITH DISABILITIES	9	11%	7	78%	1	11%	1	11%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	94	_%	-	-	-	-	-	-	-	-



SMALL GROUP TOTAL	97	42%	25	26%	31	32%	26	27%	15	15%
FEMALE	48	50%	9	19%	15	31%	16	33%	8	17%
MALE	49	35%	16	33%	16	33%	10	20%	7	14%
NON-ENGLISH LANGUAGE LEARNERS	97	42%	25	26%	31	32%	26	27%	15	15%
ECONOMICALLY DISADVANTAGED	42	24%	17	40%	15	36%	7	17%	3	7%
NOT ECONOMICALLY DISADVANTAGED	55	56%	8	15%	16	29%	19	35%	12	22%
NOT MIGRANT	97	42%	25	26%	31	32%	26	27%	15	15%

## GRADE 4 MATHEMATICS

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

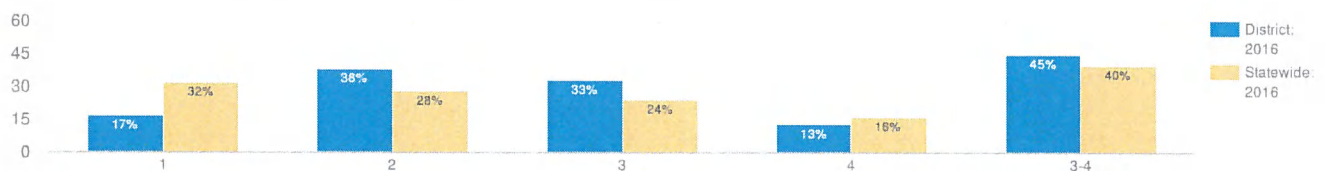


MEAN SCORE: 311

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	77	52%	16	21%	21	27%	23	30%	17	22%
GENERAL EDUCATION	70	57%	10	14%	20	29%	23	33%	17	24%
STUDENTS WITH DISABILITIES	7	0%	6	86%	1	14%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	70	51%	13	19%	21	30%	20	29%	16	23%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	57%	3	43%	0	0%	3	43%	1	14%
FEMALE	41	54%	7	17%	12	29%	13	32%	9	22%
MALE	36	50%	9	25%	9	25%	10	28%	8	22%
NON-ENGLISH LANGUAGE LEARNERS	76	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	31	29%	12	39%	10	32%	9	29%	0	0%
NOT ECONOMICALLY DISADVANTAGED	46	67%	4	9%	11	24%	14	30%	17	37%
NOT MIGRANT	77	52%	16	21%	21	27%	23	30%	17	22%

## GRADE 5 MATHEMATICS

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



MEAN SCORE: 314

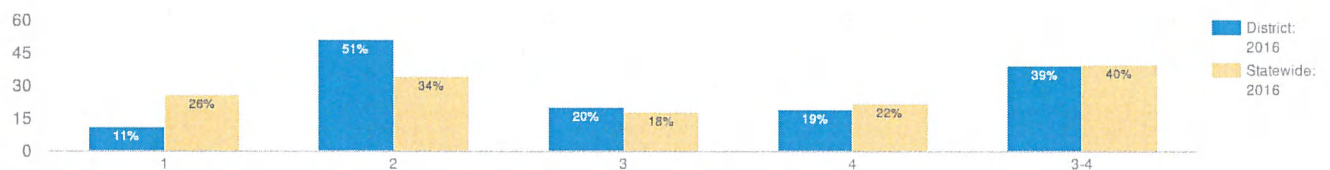
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	95	45%	16	17%	36	38%	31	33%	12	13%
GENERAL EDUCATION	82	50%	9	11%	32	39%	30	37%	11	13%



STUDENTS WITH DISABILITIES	13	15%	7	54%	4	31%	1	8%	1	8%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	92	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	95	45%	16	17%	36	38%	31	33%	12	13%
FEMALE	47	45%	6	13%	20	43%	16	34%	5	11%
MALE	48	46%	10	21%	16	33%	15	31%	7	15%
NON-ENGLISH LANGUAGE LEARNERS	94	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	39	28%	11	28%	17	44%	9	23%	2	5%
NOT ECONOMICALLY DISADVANTAGED	56	57%	5	9%	19	34%	22	39%	10	18%
MIGRANT	1	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	94	_%	-	-	-	-	-	-	-	-

## GRADE 6 MATHEMATICS

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



MEAN SCORE: 310

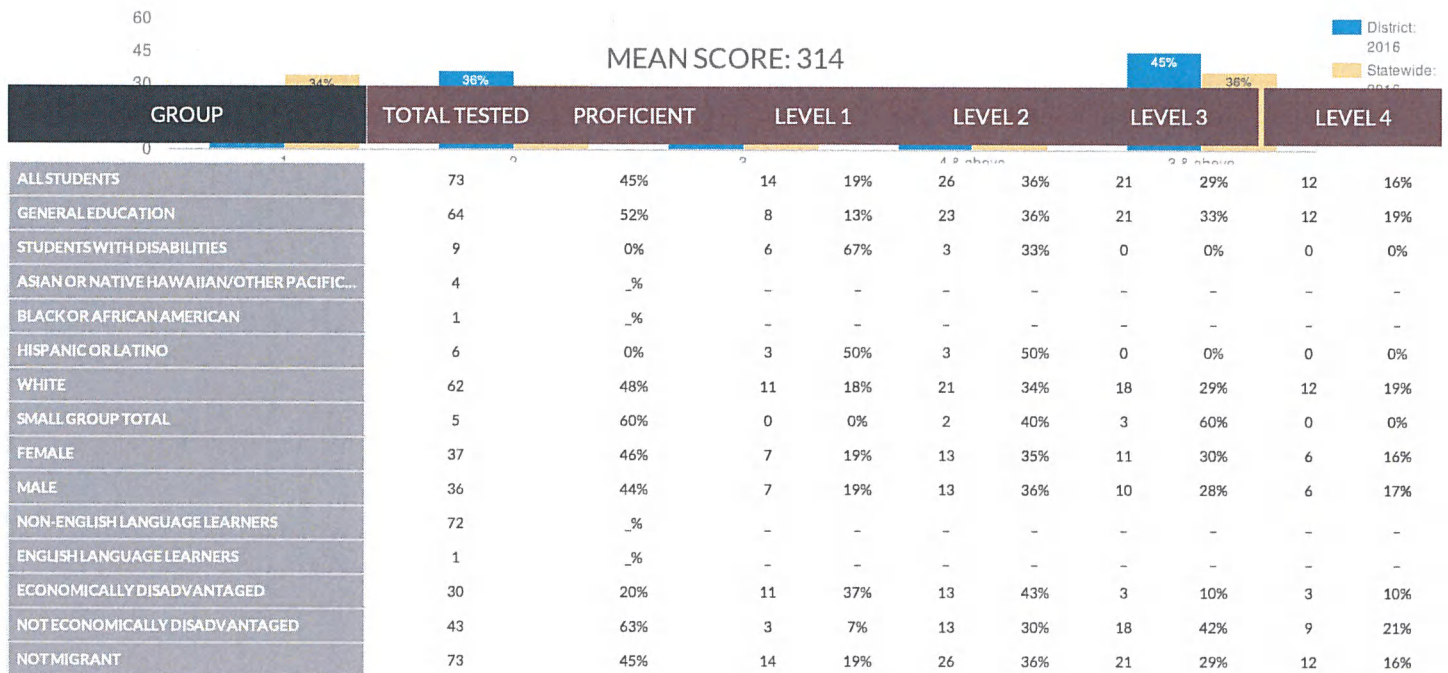
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	75	39%	8	11%	38	51%	15	20%	14	19%
GENERAL EDUCATION	66	44%	3	5%	34	52%	15	23%	14	21%
STUDENTS WITH DISABILITIES	9	0%	5	56%	4	44%	0	0%	0	0%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	72	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	75	39%	8	11%	38	51%	15	20%	14	19%
FEMALE	36	42%	2	6%	19	53%	8	22%	7	19%
MALE	39	36%	6	15%	19	49%	7	18%	7	18%
NON-ENGLISH LANGUAGE LEARNERS	75	39%	8	11%	38	51%	15	20%	14	19%
ECONOMICALLY DISADVANTAGED	31	35%	6	19%	14	45%	6	19%	5	16%
NOT ECONOMICALLY DISADVANTAGED	44	41%	2	5%	24	55%	9	20%	9	20%
NOT MIGRANT	75	39%	8	11%	38	51%	15	20%	14	19%

## GRADE 7 MATHEMATICS

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

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

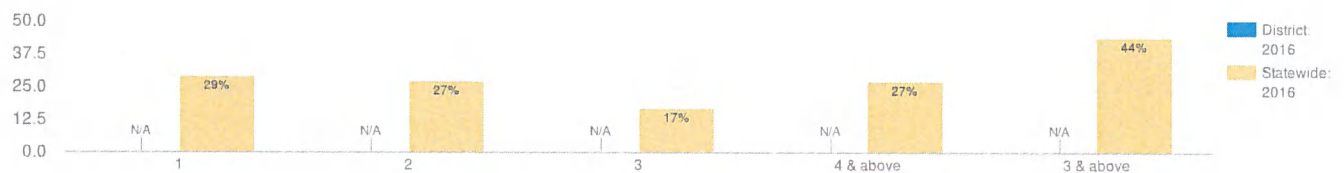




## GRADE 8 MATHEMATICS

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

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



MEAN SCORE: 309

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	55	42%	15	27%	17	31%
GENERAL EDUCATION	52	_%	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-
WHITE	53	_%	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-
SMALL GROUP TOTAL	55	42%	15	27%	17	31%
FEMALE	25	36%	7	28%	9	36%
MALE	30	47%	8	27%	8	27%
NON-ENGLISH LANGUAGE LEARNERS	55	42%	15	27%	17	31%
ECONOMICALLY DISADVANTAGED	20	30%	7	35%	7	35%
NOT ECONOMICALLY DISADVANTAGED	35	49%	8	23%	10	29%
MIGRANT	1	_%	-	-	-	-
NOT MIGRANT	54	_%	-	-	-	-

### 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.

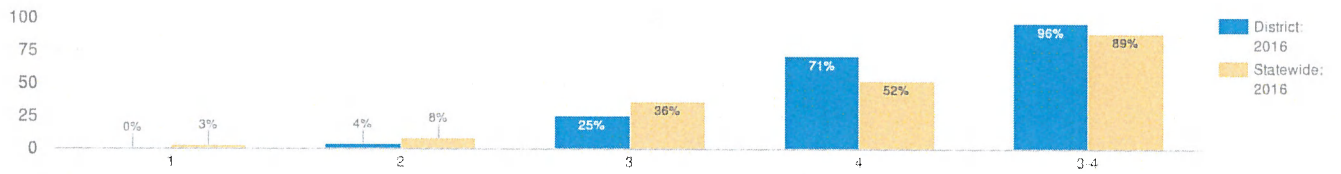


GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	4 & ABOVE	3 & ABOVE
ALL STUDENTS	4	-	-	-	-	-



# GRADE 4 SCIENCE

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



MEAN SCORE: 87

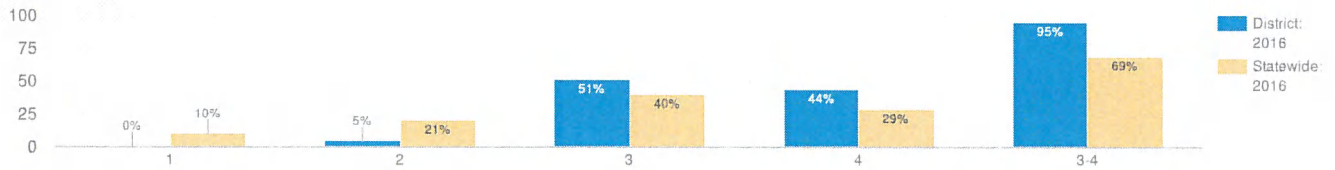
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	80	96%	0	0%	3	4%	20	25%	57	71%
GENERAL EDUCATION	73	97%	0	0%	2	3%	16	22%	55	75%
STUDENTS WITH DISABILITIES	7	86%	0	0%	1	14%	4	57%	2	29%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	73	96%	0	0%	3	4%	19	26%	51	70%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	100%	0	0%	0	0%	1	14%	6	86%
FEMALE	43	95%	0	0%	2	5%	12	28%	29	67%
MALE	37	97%	0	0%	1	3%	8	22%	28	76%
NON-ENGLISH LANGUAGE LEARNERS	79	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	33	91%	0	0%	3	9%	15	45%	15	45%
NOT ECONOMICALLY DISADVANTAGED	47	100%	0	0%	0	0%	5	11%	42	89%
NOT MIGRANT	80	96%	0	0%	3	4%	20	25%	57	71%



# GRADE 8 SCIENCE

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

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



MEAN SCORE: 81

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	61	95%	0	0%	3	5%	31	51%	27	44%
GENERAL EDUCATION	59	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	58	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	61	95%	0	0%	3	5%	31	51%	27	44%
FEMALE	28	96%	0	0%	1	4%	18	64%	9	32%
MALE	33	94%	0	0%	2	6%	13	39%	18	55%
NON-ENGLISH LANGUAGE LEARNERS	61	95%	0	0%	3	5%	31	51%	27	44%
ECONOMICALLY DISADVANTAGED	19	100%	0	0%	0	0%	13	68%	6	32%
NOT ECONOMICALLY DISADVANTAGED	42	93%	0	0%	3	7%	18	43%	21	50%
MIGRANT	1	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	60	_%	-	-	-	-	-	-	-	-

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
ENGLISH LANGUAGE LEARNER...	74%	21%	4%	1%	88
ECONOMICALLY DISADVANT...	43%	36%	18%	3%	

## MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	21%	44%	30%	5%	



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

## GRADE: 8 READING

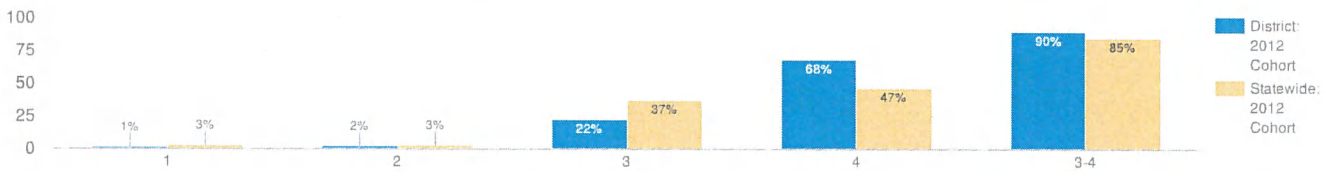
GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	27%	40%	29%	4%	
AMERICAN INDIAN OR ALASK...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIAN...	19%	39%	34%	8%	
BLACK OR AFRICAN AMERICA...	42%	41%	16%	1%	
HISPANIC OR LATINO	35%	43%	20%	2%	
WHITE	18%	39%	38%	5%	
MULTIRACIAL	*%	*%	*%	*%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

## MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	31%	38%	24%	7%	
AMERICAN INDIAN OR ALASK...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIAN...	18%	30%	33%	19%	
BLACK OR AFRICAN AMERICA...	48%	37%	13%	2%	
HISPANIC OR LATINO	41%	40%	16%	3%	
WHITE	20%	40%	31%	9%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITIES	64%	27%	8%	1%	99
ENGLISH LANGUAGE LEARNER...	72%	21%	6%	1%	94
ECONOMICALLY DISADVANT...	40%	39%	17%	4%	

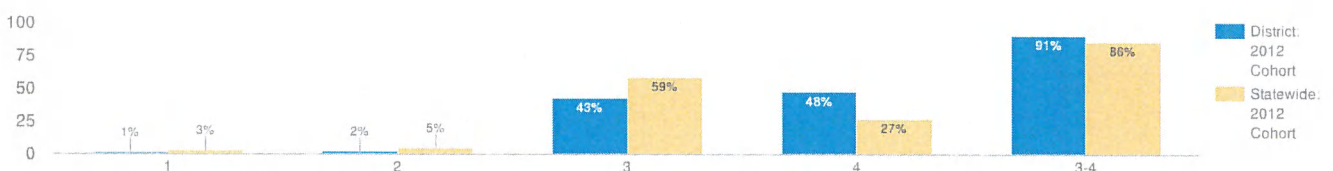


## TOTAL COHORT RESULTS IN SECONDARY-LEVEL ENGLISH LANGUAGE ARTS AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	108	90%	1	1%	2	2%	24	22%	73	68%
GENERAL EDUCATION	91	96%	0	0%	1	1%	16	18%	71	78%
STUDENTS WITH DISABILITIES	17	59%	1	6%	1	6%	8	47%	2	12%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	5	_%	-	-	-	-	-	-	-	-
WHITE	99	92%	1	1%	2	2%	23	23%	68	69%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	67%	0	0%	0	0%	1	11%	5	56%
FEMALE	53	94%	0	0%	1	2%	11	21%	39	74%
MALE	55	85%	1	2%	1	2%	13	24%	34	62%
NON-ENGLISH LANGUAGE LEARNERS	107	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	52	87%	1	2%	1	2%	17	33%	28	54%
NOT ECONOMICALLY DISADVANTAGED	56	93%	0	0%	1	2%	7	13%	45	80%
MIGRANT	2	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	106	_%	-	-	-	-	-	-	-	-

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

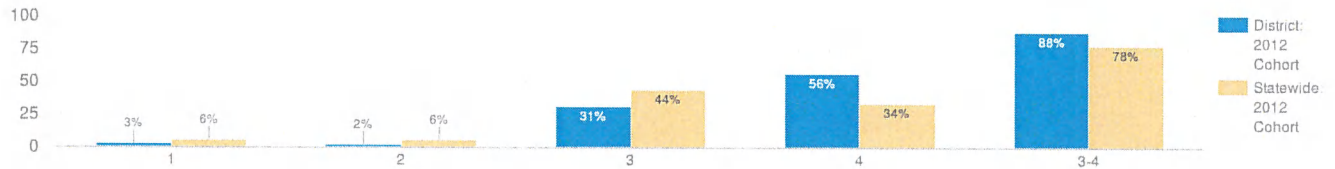


GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	108	91%	1	1%	2	2%	46	43%	52	48%
GENERAL EDUCATION	91	97%	0	0%	0	0%	36	40%	52	57%
STUDENTS WITH DISABILITIES	17	59%	1	6%	2	12%	10	59%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	5	_%	-	-	-	-	-	-	-	-
WHITE	99	93%	1	1%	2	2%	43	43%	49	49%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	67%	0	0%	0	0%	3	33%	3	33%
FEMALE	53	96%	0	0%	0	0%	26	49%	25	47%
MALE	55	85%	1	2%	2	4%	20	36%	27	49%
NON-ENGLISH LANGUAGE LEARNERS	107	_%	-	-	-	-	-	-	-	-



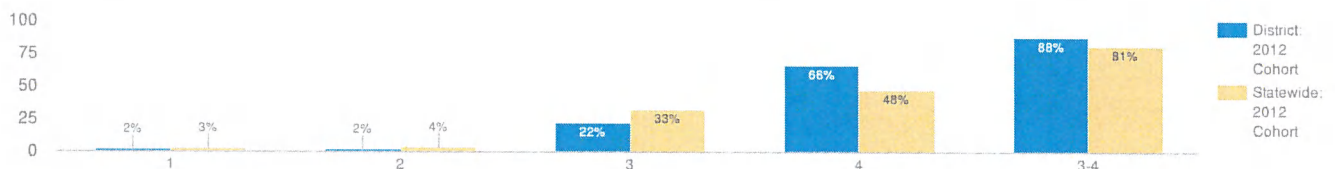
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	52	87%	1	2%	2	4%	26	50%	19	37%
NOT ECONOMICALLY DISADVANTAGED	56	95%	0	0%	0	0%	20	36%	33	59%
MIGRANT	2	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	106	_%	-	-	-	-	-	-	-	-

## 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	108	88%	3	3%	2	2%	34	31%	61	56%
GENERAL EDUCATION	91	95%	0	0%	1	1%	26	29%	60	66%
STUDENTS WITH DISABILITIES	17	53%	3	18%	1	6%	8	47%	1	6%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	5	_%	-	-	-	-	-	-	-	-
WHITE	99	90%	3	3%	2	2%	32	32%	57	58%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	67%	0	0%	0	0%	2	22%	4	44%
FEMALE	53	96%	0	0%	0	0%	19	36%	32	60%
MALE	55	80%	3	5%	2	4%	15	27%	29	53%
NON-ENGLISH LANGUAGE LEARNERS	107	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	52	83%	2	4%	2	4%	21	40%	22	42%
NOT ECONOMICALLY DISADVANTAGED	56	93%	1	2%	0	0%	13	23%	39	70%
MIGRANT	2	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	106	_%	-	-	-	-	-	-	-	-

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

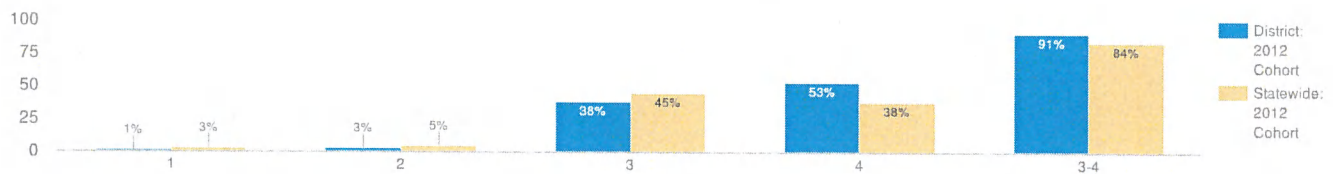


GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	108	88%	2	2%	2	2%	24	22%	71	66%
GENERAL EDUCATION	91	95%	0	0%	1	1%	18	20%	68	75%
STUDENTS WITH DISABILITIES	17	53%	2	12%	1	6%	6	35%	3	18%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	5	_%	-	-	-	-	-	-	-	-
WHITE	99	89%	2	2%	2	2%	22	22%	66	67%



MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	78%	0	0%	0	0%	2	22%	5	56%
FEMALE	53	94%	0	0%	1	2%	13	25%	37	70%
MALE	55	82%	2	4%	1	2%	11	20%	34	62%
NON-ENGLISH LANGUAGE LEARNERS	107	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	52	81%	2	4%	2	4%	16	31%	26	50%
NOT ECONOMICALLY DISADVANTAGED	56	95%	0	0%	0	0%	8	14%	45	80%
MIGRANT	2	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	106	_%	-	-	-	-	-	-	-	-

## 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	108	91%	1	1%	3	3%	41	38%	57	53%
GENERAL EDUCATION	91	97%	0	0%	0	0%	32	35%	56	62%
STUDENTS WITH DISABILITIES	17	59%	1	6%	3	18%	9	53%	1	6%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	5	_%	-	-	-	-	-	-	-	-
WHITE	99	93%	1	1%	3	3%	39	39%	53	54%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	67%	0	0%	0	0%	2	22%	4	44%
FEMALE	53	96%	0	0%	0	0%	22	42%	29	55%
MALE	55	85%	1	2%	3	5%	19	35%	28	51%
NON-ENGLISH LANGUAGE LEARNERS	107	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	52	88%	1	2%	2	4%	25	48%	21	40%
NOT ECONOMICALLY DISADVANTAGED	56	93%	0	0%	1	2%	16	29%	36	64%
MIGRANT	2	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	106	_%	-	-	-	-	-	-	-	-

### Regents Examination Results (2015 - 16)

## COMPREHENSIVE ENGLISH REGENTS COMPREHENSIVE ENGLISH

GROUP	TOTAL TESTED		55		65		85	
ALL STUDENTS	26	26	100%	22	85%	11	42%	
GENERALEDCATION	23	-	-	-	-	-	-	
STUDENTS WITH DISABILITIES	3	-	-	-	-	-	-	
HISPANIC OR LATINO	1	-	-	-	-	-	-	
WHITE	25	-	-	-	-	-	-	
SMALL GROUP TOTAL	26	26	100%	22	85%	11	42%	



FEMALE	10	10	100%	9	90%	6	60%
MALE	16	16	100%	13	81%	5	31%
NON-ENGLISH LANGUAGE LEARNERS	26	26	100%	22	85%	11	42%
ECONOMICALLY DISADVANTAGED	14	14	100%	11	79%	4	29%
NOT ECONOMICALLY DISADVANTAGED	12	12	100%	11	92%	7	58%
NOT MIGRANT	26	26	100%	22	85%	11	42%

## 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	102	3	3%	2	2%	34	33%	17	17%	46	45%
GENERAL EDUCATION	88	1	1%	1	1%	23	26%	17	19%	46	52%
STUDENTS WITH DISABILITIES	14	2	14%	1	7%	11	79%	0	0%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	3	-	-	-	-	-	-	-	-	-	-
WHITE	95	2	2%	2	2%	34	36%	17	18%	40	42%
MULTIRACIAL	1	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	1	14%	0	0%	0	0%	0	0%	6	86%
FEMALE	43	1	2%	0	0%	14	33%	5	12%	23	53%
MALE	59	2	3%	2	3%	20	34%	12	20%	23	39%
NON-ENGLISH LANGUAGE LEARNERS	102	3	3%	2	2%	34	33%	17	17%	46	45%
ECONOMICALLY DISADVANTAGED	47	2	4%	1	2%	20	43%	11	23%	13	28%
NOT ECONOMICALLY DISADVANTAGED	55	1	2%	1	2%	14	25%	6	11%	33	60%
NOT MIGRANT	102	3	3%	2	2%	34	33%	17	17%	46	45%



## INTEGRATED ALGEBRA

### REGENTS INTEGRATED ALGEBRA

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	2	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-	-
WHITE	2	-	-	-	-	-	-
SMALL GROUP TOTAL	2	-	-	-	-	-	-
FEMALE	1	-	-	-	-	-	-
MALE	1	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	2	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	2	-	-	-	-	-	-
NOT MIGRANT	2	-	-	-	-	-	-

## ALGEBRA 2/TRIGONOMETRY

### REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	32	29	91%	27	84%	7	22%
GENERAL EDUCATION	32	29	91%	27	84%	7	22%
HISPANIC OR LATINO	4	-	-	-	-	-	-
WHITE	28	-	-	-	-	-	-
SMALL GROUP TOTAL	32	29	91%	27	84%	7	22%
FEMALE	20	18	90%	17	85%	6	30%
MALE	12	11	92%	10	83%	1	8%
NON-ENGLISH LANGUAGE LEARNERS	32	29	91%	27	84%	7	22%
ECONOMICALLY DISADVANTAGED	13	12	92%	11	85%	3	23%
NOT ECONOMICALLY DISADVANTAGED	19	17	89%	16	84%	4	21%
MIGRANT	1	-	-	-	-	-	-
NOT MIGRANT	31	-	-	-	-	-	-



## ALGEBRA I (COMMON CORE)

### ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	102	9	9%	4	4%	38	37%	25	25%	26	25%
GENERAL EDUCATION	81	3	4%	0	0%	29	36%	23	28%	26	32%
STUDENTS WITH DISABILITIES	21	6	29%	4	19%	9	43%	2	10%	0	0%
HISPANIC OR LATINO	4	-	-	-	-	-	-	-	-	-	-
WHITE	98	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	102	9	9%	4	4%	38	37%	25	25%	26	25%
FEMALE	45	4	9%	0	0%	18	40%	10	22%	13	29%
MALE	57	5	9%	4	7%	20	35%	15	26%	13	23%
NON-ENGLISH LANGUAGE LEARNERS	102	9	9%	4	4%	38	37%	25	25%	26	25%
ECONOMICALLY DISADVANTAGED	51	7	14%	1	2%	26	51%	12	24%	5	10%
NOT ECONOMICALLY DISADVANTAGED	51	2	4%	3	6%	12	24%	13	25%	21	41%
MIGRANT	1	-	-	-	-	-	-	-	-	-	-
NOT MIGRANT	101	-	-	-	-	-	-	-	-	-	-

## GEOMETRY (COMMON CORE)

### GEOMETRY (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	86	2	2%	11	13%	55	64%	10	12%	8	9%
GENERAL EDUCATION	81	2	2%	9	11%	52	64%	10	12%	8	10%
STUDENTS WITH DISABILITIES	5	0	0%	2	40%	3	60%	0	0%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-	-	-	-	-
WHITE	82	-	-	-	-	-	-	-	-	-	-
MULTIRACIAL	1	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	86	2	2%	11	13%	55	64%	10	12%	8	9%
FEMALE	51	2	4%	7	14%	30	59%	5	10%	7	14%
MALE	35	0	0%	4	11%	25	71%	5	14%	1	3%
NON-ENGLISH LANGUAGE LEARNERS	86	2	2%	11	13%	55	64%	10	12%	8	9%
ECONOMICALLY DISADVANTAGED	33	1	3%	6	18%	21	64%	2	6%	3	9%
NOT ECONOMICALLY DISADVANTAGED	53	1	2%	5	9%	34	64%	8	15%	5	9%
NOT MIGRANT	86	2	2%	11	13%	55	64%	10	12%	8	9%



## ALGEBRA II (COMMON CORE)

### ALGEBRA II (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	36	0	0%	1	3%	3	8%	18	50%	14	39%
GENERAL EDUCATION	36	0	0%	1	3%	3	8%	18	50%	14	39%
HISPANIC OR LATINO	1	-	-	-	-	-	-	-	-	-	-
WHITE	35	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	36	0	0%	1	3%	3	8%	18	50%	14	39%
FEMALE	15	0	0%	0	0%	1	7%	9	60%	5	33%
MALE	21	0	0%	1	5%	2	10%	9	43%	9	43%
NON-ENGLISH LANGUAGE LEARNERS	36	0	0%	1	3%	3	8%	18	50%	14	39%
ECONOMICALLY DISADVANTAGED	10	0	0%	1	10%	1	10%	6	60%	2	20%
NOT ECONOMICALLY DISADVANTAGED	26	0	0%	0	0%	2	8%	12	46%	12	46%
NOT MIGRANT	36	0	0%	1	3%	3	8%	18	50%	14	39%

## GLOBAL HISTORY AND GEOGRAPHY

### REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	153	143	93%	137	90%	62	41%
GENERAL EDUCATION	130	123	95%	119	92%	62	48%
STUDENTS WITH DISABILITIES	23	20	87%	18	78%	0	0%
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
HISPANIC OR LATINO	3	-	-	-	-	-	-
WHITE	148	138	93%	132	89%	60	41%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	5	5	100%	5	100%	2	40%
FEMALE	77	74	96%	73	95%	31	40%
MALE	76	69	91%	64	84%	31	41%
NON-ENGLISH LANGUAGE LEARNERS	151	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	83	76	92%	72	87%	23	28%
NOT ECONOMICALLY DISADVANTAGED	70	67	96%	65	93%	39	56%
MIGRANT	2	-	-	-	-	-	-
NOT MIGRANT	151	-	-	-	-	-	-



## U.S. HISTORY & GOVERNMENT

### REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	88	87	99%	84	95%	63	72%
GENERAL EDUCATION	77	76	99%	74	96%	60	78%
STUDENTS WITH DISABILITIES	11	11	100%	10	91%	3	27%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-
HISPANIC OR LATINO	2	-	-	-	-	-	-
WHITE	82	81	99%	78	95%	58	71%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	6	6	100%	6	100%	5	83%
FEMALE	39	39	100%	37	95%	29	74%
MALE	49	48	98%	47	96%	34	69%
NON-ENGLISH LANGUAGE LEARNERS	88	87	99%	84	95%	63	72%
ECONOMICALLY DISADVANTAGED	39	38	97%	35	90%	20	51%
NOT ECONOMICALLY DISADVANTAGED	49	49	100%	49	100%	43	88%
NOT MIGRANT	88	87	99%	84	95%	63	72%

## LIVING ENVIRONMENT

### REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	128	127	99%	125	98%	54	42%
GENERAL EDUCATION	113	113	100%	112	99%	52	46%
STUDENTS WITH DISABILITIES	15	14	93%	13	87%	2	13%
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
WHITE	127	-	-	-	-	-	-
SMALL GROUP TOTAL	128	127	99%	125	98%	54	42%
FEMALE	70	69	99%	69	99%	25	36%
MALE	58	58	100%	56	97%	29	50%
NON-ENGLISH LANGUAGE LEARNERS	128	127	99%	125	98%	54	42%
ECONOMICALLY DISADVANTAGED	66	65	98%	64	97%	21	32%
NOT ECONOMICALLY DISADVANTAGED	62	62	100%	61	98%	33	53%
NOT MIGRANT	128	127	99%	125	98%	54	42%

# PHYSICAL SETTING/EARTH SCIENCE

## REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	132	102	77%	76	58%	33	25%
GENERAL EDUCATION	112	92	82%	71	63%	31	28%
STUDENTS WITH DISABILITIES	20	10	50%	5	25%	2	10%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	-	-	-	-	-	-
HISPANIC OR LATINO	4	-	-	-	-	-	-
WHITE	125	99	79%	73	58%	31	25%
MULTIRACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	7	3	43%	3	43%	2	29%
FEMALE	67	54	81%	38	57%	18	27%
MALE	65	48	74%	38	58%	15	23%
NON-ENGLISH LANGUAGE LEARNERS	130	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	69	48	70%	32	46%	11	16%
NOT ECONOMICALLY DISADVANTAGED	63	54	86%	44	70%	22	35%
MIGRANT	2	-	-	-	-	-	-
NOT MIGRANT	130	-	-	-	-	-	-

# PHYSICAL SETTING/CHEMISTRY

## REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED			55		65		85	
ALL STUDENTS	38	37	97%	34	89%	9	24%		
GENERAL EDUCATION	37	-	-	-	-	-	-		
STUDENTS WITH DISABILITIES	1	-	-	-	-	-	-		
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-		
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-		
HISPANIC OR LATINO	2	-	-	-	-	-	-		
WHITE	34	-	-	-	-	-	-		
SMALL GROUP TOTAL	38	37	97%	34	89%	9	24%		
FEMALE	18	18	100%	16	89%	4	22%		
MALE	20	19	95%	18	90%	5	25%		
NON-ENGLISH LANGUAGE LEARNERS	38	37	97%	34	89%	9	24%		
ECONOMICALLY DISADVANTAGED	9	8	89%	8	89%	0	0%		
NOT ECONOMICALLY DISADVANTAGED	29	29	100%	26	90%	9	31%		
NOT MIGRANT	38	37	97%	34	89%	9	24%		



## PHYSICAL SETTING/PHYSICS

### REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED	55			65		85	
ALL STUDENTS	18	18	100%	18	100%	11	61%	
GENERAL EDUCATION	18	18	100%	18	100%	11	61%	
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-	
WHITE	17	-	-	-	-	-	-	
SMALL GROUP TOTAL	18	18	100%	18	100%	11	61%	
FEMALE	5	5	100%	5	100%	3	60%	
MALE	13	13	100%	13	100%	8	62%	
NON-ENGLISH LANGUAGE LEARNERS	18	18	100%	18	100%	11	61%	
ECONOMICALLY DISADVANTAGED	4	-	-	-	-	-	-	
NOT ECONOMICALLY DISADVANTAGED	14	-	-	-	-	-	-	
NOT MIGRANT	18	18	100%	18	100%	11	61%	

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

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

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

## KINDERGARTEN

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

## GRADE 1

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

## GRADE 4

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

## GRADE 5

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

## GRADE 7

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

## GRADE 10

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

### ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

### ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	1,303*	73%*	YES	495	113	99	99
AMERICAN INDIAN OR ALASKA NATIVE	—	—	1	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	4	—	—	4	—	—	—
HISPANIC OR LATINO	—	—	17	—	—	13	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	8	—	—	8	—	—	—
WHITE	NO	NO	1,229*	73%*	YES	463	114	114	111
MULTIRACIAL	—	—	8	—	—	7	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	187*	66%*	NO	64†	36†	61	51
LIMITED ENGLISH PROFICIENT	—	—	3	—	—	3	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	567*	71%*	YES	210	85	85	82

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	1,300*	73%*	495	113
NOT BLACK OR AFRICAN AMERICAN	1,295*	73%*	491	113
NOT HISPANIC OR LATINO	1,272*	73%*	482	115
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	1,287*	73%*	487	113
NOT WHITE	38	—	32	103
NOT MULTIRACIAL	1,287*	73%*	488	114
GENERAL EDUCATION	1,116*	74%*	438	124



ENGLISH PROFICIENT	1,297*	73%*	492	114
NOT ECONOMICALLY DISADVANTAGED	736*	75%*	285	134
MALE	687*	72%*	255	97
FEMALE	616*	75%*	240	131
MIGRANT	2	—	2	—
NOT MIGRANT	1,300*	73%*	493	113

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

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

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

## ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

### ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI ≥ EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	1,301*	68%*	YES	475	126	96	96
AMERICAN INDIAN OR ALASKA NATIVE	—	—	1	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	4	—	—	3	—	—	—
HISPANIC OR LATINO	—	—	17	—	—	13	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	8	—	—	8	—	—	—
WHITE	NO	NO	1,227*	68%*	YES	446	127	110	110
MULTIRACIAL	—	—	8	—	—	5	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	187*	59%*	NO	59†	54†	61	61
LIMITED ENGLISH PROFICIENT	—	—	3	—	—	3	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	565*	62%*	YES	193	96	83	83

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	1,298*	68%*	475	126
NOT BLACK OR AFRICAN AMERICAN	1,293*	68%*	472	126
NOT HISPANIC OR LATINO	1,270*	68%*	462	127
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	1,285*	68%*	467	125
NOT WHITE	38	—	29	—
NOT MULTIRACIAL	1,285*	68%*	470	126
GENERAL EDUCATION	1,114*	70%*	423	136
ENGLISH PROFICIENT	1,295*	68%*	472	126
NOT ECONOMICALLY DISADVANTAGED	736*	73%*	282	146
MALE	686*	67%*	243	121
FEMALE	615*	70%*	232	131
MIGRANT	2	—	2	—
NOT MIGRANT	1,298*	68%*	473	126

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

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

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

## ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

### ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
ALL STUDENTS	NO	NO	415*	71%*	YES	141	196	178	178
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	2	—	—	2	—	—	—
HISPANIC OR LATINO	—	—	4	—	—	3	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	2	—	—	2	—	—	—
WHITE	NO	NO	395*	71%*	YES	131	195	185	185
MULTIRACIAL	—	—	4	—	—	3	—	—	—
STUDENTS WITH DISABILITIES	—	—	22	—	—	9	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	1	—	—	1	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	173*	62%*	YES	51	194	167	167

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	415*	71%*	141	196
NOT BLACK OR AFRICAN AMERICAN	413*	71%*	139	196
NOT HISPANIC OR LATINO	408*	71%*	138	196
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	411*	71%*	139	196
NOT WHITE	12	—	10	—
NOT MULTIRACIAL	408*	71%*	138	196
GENERAL EDUCATION	361*	72%*	132	196
ENGLISH PROFICIENT	413*	71%*	140	196
NOT ECONOMICALLY DISADVANTAGED	242*	77%*	90	197
MALE	215*	70%*	70	196
FEMALE	200*	73%*	71	196
MIGRANT	1	—	1	—
NOT MIGRANT	413*	71%*	140	196

— 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.

## SECONDARY-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

### ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

GROUP	MADE AYP	TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	2012 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	101	100%	YES	101	176	164	164
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	2	—	—	2	—	—	—



HISPANIC OR LATINO	—	—	3	—	—	3	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	1	—	—	1	—	—	—
WHITE	YES	YES	95	100%	YES	95	175	173	169
MULTIRACIAL	—	—	0	—	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	—	13	—	—	14	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	YES	YES	46	100%	YES	49	165	148	148

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

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2012 ACCOUNTABILITY COHORT MEMBERS	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	101	100%	101	176
NOT BLACK OR AFRICAN AMERICAN	99	100%	99	176
NOT HISPANIC OR LATINO	98	100%	98	176
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	100	100%	100	176
NOT WHITE	6	—	6	—
NOT MULTIRACIAL	101	100%	101	176
GENERAL EDUCATION	88	100%	87	186
ENGLISH PROFICIENT	101	100%	101	176
NOT ECONOMICALLY DISADVANTAGED	55	100%	52	187
MALE	51	100%	50	164
FEMALE	50	100%	51	188
MIGRANT	1	—	1	—
NOT MIGRANT	100	100%	100	176

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2012 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

## SECONDARY-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

### ALL ACCOUNTABILITY GROUPS MADE AYP: YES

GROUP	MADE AYP	TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	2012 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	101	100%	YES	101	171	149	149
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	2	—	—	2	—	—	—
HISPANIC OR LATINO	—	—	3	—	—	3	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	1	—	—	1	—	—	—
WHITE	YES	YES	95	100%	YES	95	171	160	160
MULTIRACIAL	—	—	0	—	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	—	13	—	—	14	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	YES	YES	46	100%	YES	49	159	132	132

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

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2012 ACCOUNTABILITY COHORT MEMBERS	PI
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GROUP	TEST SCORES			
	PI	EAMO	Safe Harbor Target	Safe Harbor Target
NOT AMERICAN INDIAN OR ALASKA NATIVE	101	100%	101	171
NOT BLACK OR AFRICAN AMERICAN	99	100%	99	172
NOT HISPANIC OR LATINO	98	100%	98	170
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	100	100%	100	171
NOT WHITE	6	—	6	—
NOT MULTIRACIAL	101	100%	101	171
GENERAL EDUCATION	88	100%	87	184
ENGLISH PROFICIENT	101	100%	101	171
NOT ECONOMICALLY DISADVANTAGED	55	100%	52	183
MALE	51	100%	50	158
FEMALE	50	100%	51	184
MIGRANT	1	—	1	—
NOT MIGRANT	100	100%	100	171

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2012 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

## UNWEIGHTED COMBINED ELA AND MATH PIS

GROUP	ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
ALL STUDENTS	113	126	176	171	147
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	—	—	—	—	0
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	—	—	0
WHITE	114	127	175	171	147
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	36	54	—	—	45
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	85	96	165	159	126

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

## OVERALL GRADUATION RATE FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

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



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

## FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

GROUP	MET GRADUATION-RATE CRITERION:	2011 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
ALL STUDENTS	YES	103	83%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	—	0	—	—	—
HISPANIC OR LATINO	—	3	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	0	—	—	—
WHITE	YES	99	84%	80%	80%
MULTIRACIAL	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	17	—	—	—
LIMITED ENGLISH PROFICIENT	—	1	—	—	—
ECONOMICALLY DISADVANTAGED	NO	38	74%	80%	80%

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

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

— There were fewer than 30 students in the cohort.



## FIVE-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

GROUP	MET GRADUATION-RATE CRITERION:	2010 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
ALL STUDENTS	YES	129	93%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	—	0	—	—	—
HISPANIC OR LATINO	—	1	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	4	—	—	—
WHITE	YES	122	94%	80%	80%
MULTIRACIAL	—	1	—	—	—
STUDENTS WITH DISABILITIES	—	19	—	—	—
LIMITED ENGLISH PROFICIENT	—	2	—	—	—
ECONOMICALLY DISADVANTAGED	YES	46	89%	80%	80%

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

## GRADUATION RATES FOR NON-AYP GROUPS FOR ACCOUNTABILITY

GROUP	FOUR-YEAR GRADUATION-RATE TOTAL COHORT		FIVE-YEAR GRADUATION-RATE TOTAL COHORT	
	2011 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE
NOT AMERICAN INDIAN OR ALASKA NATIVE	102	82%	128	93%
NOT BLACK OR AFRICAN AMERICAN	103	83%	129	93%
NOT HISPANIC OR LATINO	100	84%	128	93%
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	103	83%	125	94%
NOT WHITE	4	—	7	—
NOT MULTIRACIAL	103	83%	128	94%
GENERAL EDUCATION	86	92%	110	96%
ENGLISH PROFICIENT	102	83%	127	94%
NOT ECONOMICALLY DISADVANTAGED	65	88%	83	95%
MALE	52	79%	63	92%
FEMALE	51	86%	66	94%
MIGRANT	1	—	0	—
NOT MIGRANT	102	83%	129	93%

— There were fewer than 30 students in the cohort.



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

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

REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (THIS DISTRICT)	40%
REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (STATEWIDE)	32%
PERCENTAGE IN THIS DISTRICT EXCEEDED STATEWIDE	YES
REGENTS DIPLOMA WITH CTE ENDORSEMENT (THIS DISTRICT)	7%
	5%
	YES
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## Salary: Administrative Compensation Information

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Official - as of 04/25/2017  
04:35 PM

Form Due May 8, 2017

2017-2018 Salary Threshold  
= \$132,000

In response to legislative efforts to encourage greater cost sharing in service provision and local government administration, we now provide a section for districts that share administrative staff to highlight these efforts for the upcoming school year. Each sharing district should identify in the form the other district(s) with which they will be sharing administrative staff for school year 2017-2018.

If you will be sharing a Superintendent, list the other district (or districts) in the text box. If you will be sharing other administrative staff required to be reported, please send an email to [EMSCMGTS@nysed.gov](mailto:EMSCMGTS@nysed.gov) indicating the title of the staff persons(s) as well as the other district(s) involved in the cost-sharing.

The salaries, benefits and other compensation reported in the form should reflect only the financial support or commitment that your district will be making. They should **not** reflect the total amounts budgeted to be paid by all participating districts over the school year.

Report Estimated Salaries in the Budget for the 2017-2018 School Year

Sections 1608 and 1716 of the Education Law  
(Please read the instructions and definitions before completing this form.)

	Title	Salary	Employee Benefits	Other Remuneration
1.	Superintendent of Schools	130,688	9,998	

Please list the district or districts with which you will be sharing a superintendent (if applicable):

Associate, Assistant and Deputy Superintendents  
(Example Titles: Associate Superintendent for Instruction, Deputy Superintendent, Assistant Superintendent for Business, etc.)

2.				
3.				
4.				
5.				
6.				





Equalized Total Assessed Value 1,526,320

School District - 272801 Fonda-Fultonville

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	1	120,142	7.87
41804	PERSONS AGE 65 OR OVER	RPTL 467	1	16,740	1.10
41834	ENHANCED STAR	RPTL 425	2	85,760	5.62
41854	BASIC STAR 1999-2000	RPTL 425	4	120,000	7.86
Total Exemptions Exclusive of System Exemptions:					
				342,642	22.45
Total System Exemptions:				0	0.00
Totals:				342,642	22.45

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: \_\_\_\_\_



## LOCAL GOVERNMENT EXEMPTION IMPACT REPORT

(for local use only -- not to be filed with NYS Department of Taxation & Finance - Office of Real Property Tax Services)

Date: \_\_\_\_\_

**Taxing Jurisdiction:** \_\_\_\_\_

Fiscal Year Begining: \_\_\_\_\_

**Total equalized value in taxing jurisdiction: \$** \_\_\_\_\_

[illegible]