

Pittsford Schools

Proposed Budget Information

2014- 2015

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Budget Newsletter

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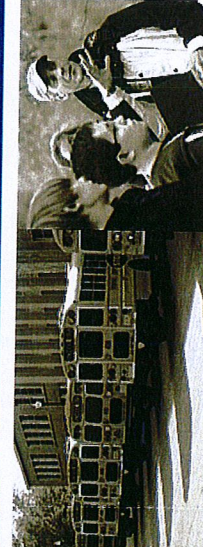
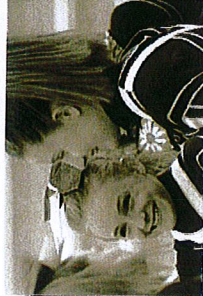
**Budget Information &
Administrative Salaries**

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- **School Report Cards**
- **Budget Notice & Star
Exemption**
- **Exemption Report**

Budget Development

TOTAL PROGRAM SERVICES	Approved 2013-2014	Proposed 2014-2015	\$ Change	% Change
Elementary, Middle and High School Programs	\$46,481,678	\$47,423,439	\$941,761	2.03%
Special Education and Non-Public Programs	\$8,114,135	\$8,201,908	\$87,773	1.08%
Technology, Professional Development & other Instructional Services	\$3,204,093	\$3,300,407	\$96,314	3.01%
Transportation, Maintenance, Utilities, and other Support Services	\$14,772,344	\$14,856,938	\$84,594	0.57%
Central Administration and Board of Education	\$339,027	\$347,476	\$8,449	2.49%
Debt Service, Insurance and Fringe Benefits	\$44,339,952	\$45,774,940	\$1,434,988	3.24%
Total Budget	\$117,251,229	\$119,905,108	\$2,653,879	2.26%



Administrative Efficiency Aid

PCSD earned additional state aid for Administrative Efficiency. Fewer than 10% of districts are considered to be administratively efficient, according to New York State.

Estimated Revenue

Description	2013-14 Approved Budget	2014-15 Proposed Budget	\$ Increase (Decrease)	% Increase (Decrease)	% of Total Budget
Local Property Tax Levy	\$91,075,881	\$92,666,331	\$1,590,450	1.75%	77.28%
Foundation Aid with Gap Elimination Adjustment	\$7,592,747	\$8,044,077	\$451,330	5.94%	6.71%
Categorical Aid & Building Aid	\$10,542,119	\$11,029,406	\$487,287	4.62%	9.20%
Sales Tax	\$4,600,000	\$4,900,000	\$300,000	6.52%	4.09%
Interest	\$98,000	\$69,125	\$(28,875)	-29.46%	0.06%
Misc. Revenues (incl Cnty Pmts in Lieu of Tax)	\$1,399,482	\$1,253,169	\$(146,313)	-10.45%	1.05%
Use of Fund Balance & Reserves	\$1,943,000	\$1,943,000	\$ 0	0.00%	1.62%
Total Revenue	\$117,251,229	\$119,905,108	\$2,653,879	2.26%	100.0%

Estimated Tax Impact

Tax Levy	\$92,666,331
Tax Levy Increase	1.75% (within tax cap)
Estimated Full Value Tax Rate	\$25.41 per \$1,000 Full Value Assessed

Example:

The estimated impact on the average PCSD homeowner with a \$250,000 full-value assessed home with Basic STAR



Estimated Increase: \$73

Actual 2013-2014 Tax Bill: \$5,518

Estimated 2014-2015 Tax Bill: \$5,591

Quick Facts:

1.33%
Estimated Tax Rate Increase

2.26%
Budget Increase

1.75% Tax Levy Increase Within Allowable Tax Cap again

State Aid Shortfalls & Implications

Evolution of School Funding Laws

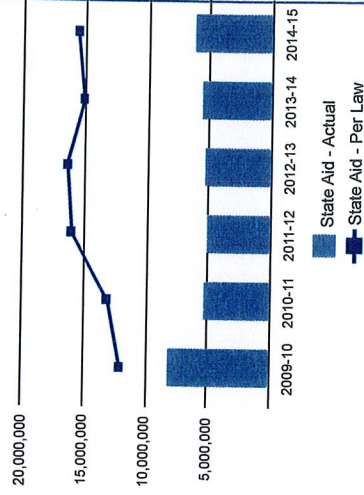
2007 • An historic court ruling provided a \$7 billion school funding law, over four years, to enable districts to develop long-term fiscal plans.

2009 • 2007 ruling is ignored, Foundation Aid is frozen and further reduced through the introduction of the Gap Elimination Adjustment (GEA). These income taxes were moved to balance other parts of the NYS budget.

2011 • The Tax Levy Cap Law and formula are legislated. For PCSD, 80% of its budget is collected from local tax payers, and therefore, the largest part of its budget is capped. The cap has a less significant impact on lower wealth districts because their funding structure relies more on state aid.

2014 • PCSD is experiencing reductions in state aid on one side and a state-mandated cap on the other. In addition, the state has issued several new and expensive mandates with no relief from existing state mandates.

Actual State Aid vs. State's Legal Obligation



NYS has "adjusted" PCSD state aid so taxpayers pay more and less is returned in state aid.



Cumulative loss of state aid to PCSD since 2007-2008 is over \$60 million.

Pittsford Schools

Pittsford Central School District
75 Barker Road
Pittsford, New York 14534
585.267.1000
www.pittsfordschools.org



BUDGET VOTE

Tuesday, May 20, 7 am - 9 pm
Barker Road Middle School
75 Barker Road

Superintendent of Schools

Michael Pero
Board of Education
Kim McCluski, *President*
Peter Sullivan, *Vice President*
Ray Brown
Brent Kecskemeti
Irene Feldman Narotsky
Alka Phatak
Amy Thomas
Editor
Nancy Wayman

Note: Qualified voters must present identification. Proof of residency may include the following valid and current documents: New York State driver's license; New York State non-driver identification card; utility bill; or, voter registration card. Voters shall also be required to provide their signature, printed name and address. Qualified voters must be a U.S. Citizen, resident of the district for at least 30 days prior to the election, and 18 years of age or older.

Non Profit Org.
U.S. Postage
PAID
Pittsford NY 14534
Permit No. 12



Budget Vote May 20 Pittsford Schools

2014-2015 Budget Vote
May 20, 2014

7 am - 9 pm

Barker Road Middle School, gymnasium
75 Barker Road

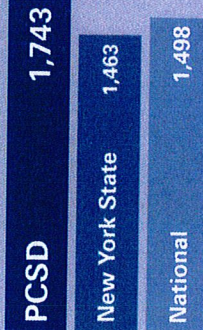
Voter Identification Required

**Budget
VOTE**
May 20,
2014



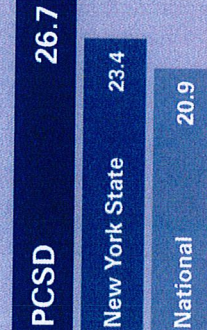
Maintaining Excellence

Composite SAT

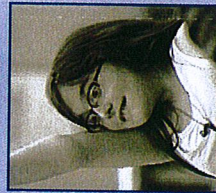


99%
Graduation
Rate

Composite ACT



96%
College bound
students



471 Advanced
Placement Scholars

The Pittsford Central School District and its individual schools consistently provide a **nationally ranked academic program**, and are recognized to be among the highest achieving in New York State and Monroe County.

Notable achievements and activities:

- Both high schools: ranked among the best in the nation by *The Washington Post*, *Newsweek* and *U.S. News and World Report*.
- Barker Road and Calkins Road Middle Schools: *New York State's Essential Elements: Schools-to-Watch*.
- Barker Road Middle School and Park Road Elementary School: U.S. Department of Education "Blue Ribbon School."
- Allen Creek Elementary School: A NYS and National *School of Character*.
- Students at all grade levels—K through 12—participate in many community service and service learning programs. Students participate in enrichment opportunities including:
 - internships
 - clubs
 - intramurals
 - music
 - fine arts
 - performing arts
 - interscholastic sports

National Merit
Scholarship

12 Finalists

30 Commended



The Washington Post

Data based on 2012-2013 statistics.

Voting on:

☒ **2.26%**
Budget Increase

Within tax cap again
Third year in a row

\$119,905,108
Proposed Budget

☒ **12** Replacement Buses

Authorization to purchase 12 replacement buses at a total maximum cost of \$1,276,000 from the existing bus purchase capital reserve fund (savings account). Proposition will NOT result in any new taxes. Using reserves for this purchase will result in over \$720,000 in state aid to replenish this account.

Bus Proposition will NOT impact taxes and will generate State Aid if approved by voters.

☒ Establish Instructional Technology Fund

- Authorization to **establish** a Capital Reserve Fund (savings account) to finance the purchase of hardware, software, networking infrastructure, peripheral equipment and apparatus
- The ultimate amount not to exceed \$70,000,000, plus interest, for a term of 10 years, or until liquidated
- Future reserve funding sources could include unappropriated fund balance, budget appropriation, transfer from reserves

☒ **2** Board of Education Seats

School Funding Changes

Within Tax Cap Again
Third Year in a row

Legislation signed into law in June 2011 requires districts to calculate their own tax levy limits annually. The law requires use of a complicated formula based on several factors.

Contingent Budget

Under state law, school boards can submit a budget to voters a maximum of two times. If the proposed budget is defeated twice, the board must adopt a contingency budget. The board also has the option of going directly to a contingent budget immediately after the first budget defeat. Under a contingent budget, the district must adopt a budget with the same tax levy as the prior year – essentially a zero percent cap – resulting in \$1.5 million in cuts.

Gap Elimination Adjustment (GEA)

A mechanism implemented by the state that significantly reduces state aid allocations to each district. These funds are then moved to other parts of the state budget to reduce the state's debt. Since 2010, the state has taken almost \$8.5 billion in state aid from NYS schools.

Tax Cap Override or "Super Majority"

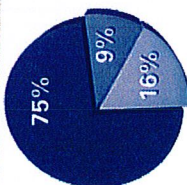
A school district may choose to go beyond what is allowed in the tax levy limit formula at which time voters must obtain approval with a 60 percent majority. This is commonly referred to as a "Super Majority." If a Super Majority vote fails, the board of education has the option of going out to vote one more time on the same, or amended budget, or, exercising the terms under a contingency budget. If the budget is defeated twice, the board must adopt a contingency budget.

2014 - 2015 Three Part Budget

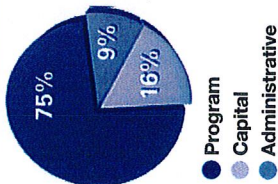
Proposed Budget Expenditures (State-required three-part budget)

TOTAL BUDGET
\$119,905,108

Current 2013-2014
Three Part Budget



Proposed 2014-2015
Three Part Budget



9%
of budget

Administrative Component
\$10,881,131

The Administrative Component provides for overall general support and management activities including:

- District Clerk and Superintendent's office
- Business office operations
- Personnel, legal, liability and property insurance
- Auditing services
- Costs for the administration and supervision of each of the District's nine schools
- Employee benefits for all administrative and clerical support staff including social security, workers' compensation, pensions, health insurance and unemployment

75%
of budget

Program Component
\$90,479,526

The Program Component provides funding for the instruction of and educational support services for the District's students. Funds are also included for:

- Transporting approximately 6,500 students
- Salary expenditures for instructional staff
- Related support personnel in K-12 programs
- Programs for Special Education services
- Benefits for approximately 1,000 instructional employees, including over 600 retirees in group health insurance
- Social security, teacher and non-teaching retirement
- Workers' compensation, group insurance (life, health, dental, disability), employee assistance program and unemployment insurance

16%
of budget

Capital Component
\$18,544,451

The Capital Component pays for:

- Maintaining nine schools and two additional buildings
- Upkeep of over 70 acres of property and telephone services
- Electricity, gas heat, water and sewer, and telephone services
- "Mortgage" or debt service payments on capital projects (principal and interest payments)
- Refund of taxes for claims against property assessments
- Benefits for maintenance and custodial staff including group health insurance, social security, non-teaching retirement, workers' compensation, life, dental, disability and an employee assistance program

Board Proposed Budget

The Pittsford Board of Education presents the proposed 2014-2015 budget which is within the State mandated Tax Cap. We invite PCSD residents to call with questions and to vote on May 20, 2014.

Kim McCluski,
President
748-6278

Peter Sullivan,
Vice President
249-0377

Ray Brown
749-2929

Brent Keckemety
248-2791

Irene Feldman Narotsky
387-9678

Alka Phatak
381-6315

Amy Thomas
381-5267

Board Candidates

Four Candidates are Running for Two Seats.

Thomas Doggett
73 Crestview Drive
tdoggett@comcast.net
(585) 455-1137



- Seeking first term on the Board of Education
- Senior Corporate Account Manager, Recognition Experts
- Serves on Board of Directors for Pittsford Little League
- Served on Board of Directors at The Country Club of Rochester
- A.S. in Business Administration from Monroe Community College and B.S. in Business Administration from Nazareth College
- Married and parent of one Sutherland High School graduate, one child at Sutherland High School, and one child at Calkins Road Middle School

Kim McCluski
10 Grandhill Way
kimccluski@gmail.com
(585) 748-6278



- Seeking seventh term on Board of Education
- Leadership Coach and Consultant for local and state Boards/Superintendents
- Currently serving as PCSD Board President (2000-2003 and 2012 to Present) and has served as Vice President (1997-2000 and 2007-2008)
- Past president of the Monroe County School Boards Association and Pittsford District PTSA
- Served on the NYS Regents Advisory Committee, past Area 2 NYS School Board Ambassador, past Federal Relations Network Representative
- Current Board member and Executive Committee member for Golisano Children's Hospital and member of the Board of Trustees for Nazareth College
- Holds a B.S. in Accounting from Ithaca College
- Married with two children who graduated from Sutherland High School



Mark Pringle, Ed.D.
76 Reitz Parkway
mpringle@rochester.rr.com
(585) 383-6012

- Seeking first term on the Board of Education
- High School Counselor in the Geneva City School District
- Instructor at Medaille College, Rochester campus
- Former Assistant Principal and Director of Student Management and Student Safety at Rush-Henrietta Central School District
- B.A. in Psychology and M.S. in Education from SUNY Brockport and Ed.D. from University of Rochester
- Married with three sons, one a kindergarten teacher, one currently attending Sutherland High School and one at Jefferson Road Elementary School



Ted Aroesty
7 Leeward Lane
tarosty@gmail.com
(585) 271-2863

- Seeking first term on Board of Education
- Executive Director of Brighton Fire District and co-owner of Jet-X Courier and Delivery Service
- Brighton Fire Department Volunteer for 28 years, served as Chief, 2003-2005
- Serving on Board of Directors and as Treasurer for Pittsford Youth Services, Holiday Outreach and Hunt Hollow Ski Club
- Former Pittsford Mustangs Soccer Coach, 2006-2012
- Participated in Monroe County School Boards Association's School Board Candidate Training
- B.S. in Business from Indiana University
- Married with two daughters at Sutherland High School and one daughter at Allen Creek Elementary School

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Budget Information & Administrative Salaries

PITTSFORD CENTRAL SCHOOL DISTRICT
2014-15 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2013-14 ACTUAL BUDGET	2014-15 PROPOSED BUDGET	% BUDGET INCREASE	2014-15 ADMIN. PORTION	2014-15 PROGRAM PORTION	2014-15 CAPITAL PORTION
100	ELEMENTARY SCHOOLS	16,439,875	16,732,960	1.78%	852,597	15,880,363	
200	MIDDLE SCHOOL	12,140,515	12,534,279	3.24%	558,034	11,976,245	
300	SECONDARY SCHOOLS	17,901,288	18,156,200	1.42%	832,221	17,323,979	
410	SPECIAL EDUCATION OFFICE	444,207	486,839	9.60%	210,948	275,891	
420	SPECIAL EDUCATION SERVICES	909,766	902,787	-0.77%		902,787	
430	OUT OF DISTRICT SPEC ED PROGRAMS	5,364,470	5,586,414	4.14%		5,586,414	
440	SPECIAL STUDENT SERVICES	503,256	455,699	-9.45%		455,699	
450	SUMMER SCHOOL PROGRAMS	35,000	15,000	-57.14%		15,000	
460	NON-PUBLIC SERVICES	395,362	417,596	5.62%		417,596	
470	BOCES INSTRUCTIONAL SERVICES	462,074	337,573	-26.94%		337,573	
510	CURRICULUM & INSTRUCTIONAL SERVICES	740,829	648,617	-12.45%	430,617	218,000	
511	STANDARDS OF PERFORMANCE	431,612	431,476	-0.03%	431,476		
520	PUPIL SERVICES OFFICE	395,403	389,764	-1.43%	389,764		
530	INSTRUCTIONAL TECHNOLOGY SERVICES	1,380,482	1,570,129	13.74%	159,821	1,410,308	
540	PROFESSIONAL DEVELOPMENT SERVICES	255,767	260,421	1.82%		260,421	
610	FINANCE SERVICES	809,700	845,157	4.38%	845,157		
620	PERSONNEL SERVICES	339,966	353,223	3.90%	336,223	17,000	
630	PUBLIC INFORMATION SERVICES	204,733	205,187	0.22%	205,187		
640	OPERATION & MAINTENANCE	7,845,625	7,811,628	-0.43%			7,811,628
650	CENTRAL PRINTING & MAILING SERVICES	229,545	234,203	2.03%	187,703	46,500	
660	SUPPORT SERVICES TECHNOLOGY	1,011,994	1,049,555	3.71%	130,145	919,410	
670	TRANSPORTATION	4,330,781	4,357,985	0.63%		4,357,985	
710	BOARD OF EDUCATION	60,514	62,122	2.66%	62,122		
720	SUPERINTENDENT OF SCHOOLS	278,513	285,354	2.46%	285,354		
810	DEBT SERVICE & INTERFUND TRANSFERS	8,788,635	8,652,719	-1.55%	5,000	125,000	8,522,719
820	INSURANCE AND FEES	1,675,410	1,645,660	-1.78%	1,635,027		10,633
830	EMPLOYEE BENEFITS	33,875,907	35,476,561	4.73%	3,323,735	29,953,355	2,199,471
TOTAL APPROPRIATIONS		117,251,229	119,905,108	2.26%	10,881,131	90,479,526	18,544,451
% of Budget					9.075%	75.459%	15.466%

2014-15 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2013-14 ACTUAL BUDGET	2014-15 PROPOSED BUDGET	% BUDGET INCREASE	2014-15 ADMIN. PORTION	2014-15 PROGRAM PORTION	2014-15 CAPITAL PORTION
100	ELEM SCHOOL PROGS & SERV - TOTAL	15,937,118	16,240,040	1.90%			
2020	PRINCIPAL'S OFFICE SALARIES	822,017	840,652	2.27%	840,652		
2100/2110	ALL ELEM. SCHOOL SALARIES	11,403,730	11,721,960	2.79%		11,721,960	
2250	SPECIAL EDUCATION SALARIES	2,117,636	2,080,741	-1.74%		2,080,741	
2610	LIBRARY SERVICES SALARIES	444,240	435,056	-2.07%		435,056	
2810	GUIDANCE SERVICES SALARIES	433,126	444,752	2.68%		444,752	
2815	HEALTH SERVICES SALARIES	480,945	490,457	1.98%		490,457	
2820	PSYCHOLOGICAL SERVICES SALARIES	195,855	189,722	-3.13%		189,722	
2850	CO-CURRICULAR ACTIVITIES SALARIES	39,569	36,700	-7.25%		36,700	
112	ALLEN CREEK ELEM SCHOOL - TOTAL	73,432	70,795	-3.59%			
2020	PRINCIPAL'S OFFICE	5,200	4,245	-18.37%	4,245		
2110	GEN BLDG EQUIPMENT, CONTR & SUPPLIES	46,572	45,736	-1.80%		45,736	
2250	SPECIAL ED EQUIPMENT, CONTR & SUPPLIES	350	350	0.00%		350	
2610	LIBRARY EQUIPMENT, CONTR & SUPPLIES	9,373	8,915	-4.89%		8,915	
2630	COMPUTER HARDWARE & SOFTWARE	10,802	10,414	-3.59%		10,414	
2810	GUIDANCE EQUIPMENT & SUPPLIES	250	250	0.00%		250	
2815	NURSE'S OFFICE CONTRACTUAL & SUPPLIES	885	885	0.00%		885	
113	JEFFERSON RD. ELEM SCHOOL - TOTAL	77,989	80,017	2.60%			
2020	PRINCIPAL'S OFFICE	1,400	1,400	0.00%	1,400		
2110	GENERAL BLDG EQUIP, CONTRACTUAL & SUPPLIES	52,261	53,157	1.71%		53,157	
2250	SPECIAL ED EQUIPMENT, CONTR & SUPPLIES	794	800	0.76%		800	
2610	LIBRARY EQUIPMENT, CONTRACTUAL & SUPPL	11,142	11,204	0.56%		11,204	
2630	COMPUTER HARDWARE & SOFTWARE	11,399	12,457	9.28%		12,457	
2810	GUIDANCE EQUIPMENT & SUPPLIES	294	300	2.04%		300	
2815	NURSE'S OFFICE CONTRACTUAL & SUPPLIES	699	699	0.00%		699	

2014-15 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2013-14 ACTUAL BUDGET	2014-15 PROPOSED BUDGET	% BUDGET INCREASE	2014-15 ADMIN. PORTION	2014-15 PROGRAM PORTION	2014-15 CAPITAL PORTION
114	MENDON CENTER ELEM SCHOOL - TOTAL	163,091	154,572	-5.22%			
2020	PRINCIPAL'S OFFICE	3,000	2,000	-33.33%	2,000		
2110	GENERAL BLDG EQUIP, CONTRACTUAL & SUPPLIES	116,762	112,183	-3.92%		112,183	
2250	SPECIAL ED EQUIPMENT, CONTR & SUPPLIES	1,000	1,000	0.00%		1,000	
2610	LIBRARY EQUIPMENT, CONTRACTUAL & SUPPLIES	15,363	13,901	-9.52%		13,901	
2630	COMPUTER HARDWARE & SOFTWARE	23,991	22,738	-5.22%		22,738	
2810	GUIDANCE EQUIPMENT & SUPPLIES	550	550	0.00%		550	
2815	NURSE'S OFFICE CONTRACTUAL & SUPPLIES	2,425	2,200	-9.28%		2,200	
115	PARK ROAD ELEM SCHOOL - TOTAL	96,962	97,065	0.11%			
2020	PRINCIPAL'S OFFICE	3,262	3,300	1.16%	3,300		
2110	GENERAL BLDG EQUIP, CONTRACTUAL & SUPPLIES	66,259	66,351	0.14%		66,351	
2250	SPECIAL ED EQUIPMENT, CONTR & SUPPLIES	500	500	0.00%		500	
2610	LIBRARY EQUIPMENT, CONTRACTUAL & SUPPLIES	11,428	11,371	-0.50%		11,371	
2630	COMPUTER HARDWARE & SOFTWARE	14,263	14,293	0.21%		14,293	
2810	GUIDANCE EQUIPMENT & SUPPLIES	200	200	0.00%		200	
2815	NURSE'S OFFICE CONTRACTUAL & SUPPLIES	1,050	1,050	0.00%		1,050	
117	THORNELL ROAD ELEM SCHOOL - TOTAL	\$91,283	\$90,471	-0.89%			
2020	PRINCIPAL'S OFFICE	1,150	1,000	-13.04%	1,000		
2110	GENERAL BLDG EQUIP, CONTRACTUAL & SUPPLIES	67,602	67,348	-0.38%		67,348	
2250	SPECIAL ED EQUIPMENT, CONTR & SUPPLIES	700	700	0.00%		700	
2610	LIBRARY EQUIPMENT, CONTRACTUAL & SUPPLIES	7,033	6,744	-4.11%		6,744	
2630	COMPUTER HARDWARE & SOFTWARE	13,578	13,459	-0.88%		13,459	
2810	GUIDANCE EQUIPMENT & SUPPLIES	200	200	0.00%		200	
2815	NURSE'S OFFICE CONTRACTUAL & SUPPLIES	930	930	0.00%		930	
2820	PSYCHOLOGICAL SERVICES SUPPLIES	90	90	0.00%		90	

2014-15 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2013-14 ACTUAL BUDGET	2014-15 PROPOSED BUDGET	% BUDGET INCREASE	2014-15 ADMIN. PORTION	2014-15 PROGRAM PORTION	2014-15 CAPITAL PORTION
200	MIDDLE SCHOOL PROGS & SERV. - TOTAL	11,818,888	12,211,760	3.32%			
2020	PRINCIPAL'S OFFICE SALARIES	560,279	549,634	-1.90%	549,634		
2110	ALL MIDDLE SCHOOL TEACHING SAL	8,540,977	8,734,816	2.27%		8,734,816	
2250	SPECIAL EDUCATION SALARIES	1,483,228	1,663,180	12.13%		1,663,180	
2610	LIBRARY SERVICES SALARIES	239,232	250,345	4.65%		250,345	
2810	GUIDANCE SERVICES SALARIES	418,600	418,600	0.00%		418,600	
2815	HEALTH SERVICES SALARIES	130,148	133,746	2.76%		133,746	
2820	PSYCHOLOGICAL SERVICES SAL	129,081	133,577	3.48%		133,577	
2850	CO-CURRICULAR ACTIVITIES SAL	111,807	117,813	5.37%		117,813	
2855	INTERSCHOLASTIC ATHLETICS	205,536	210,049	2.20%		210,049	
231	BARKER RD MIDDLE SCHOOL - TOTAL	\$166,078	\$170,312	2.55%			
2020	PRINCIPAL'S OFFICE	3,450	4,100	18.84%	4,100	126,724	
2110	GENERAL BLDG EQUIPMENT, CONTRACT & SUPPL	123,807	126,724	2.36%		1,150	
2250	SPECIAL ED EQUIPMENT, CONTR & SUPPLIES	1,150	1,150	0.00%		13,800	
2610	LIBRARY EQUIPMENT, CONTRACTUAL & SUPPLIES	13,700	13,800	0.73%		22,738	
2630	COMPUTER HARDWARE & SOFTWARE	22,171	22,738	2.56%		900	
2810	GUIDANCE EQUIPMENT & SUPPLIES	900	900	0.00%		900	
2815	NURSE'S OFFICE CONTRACTUAL & SUPPLIES	900	900	0.00%			
2850	CO-CURRICULAR ACTIVITIES SUPPLIES						
232	CALKINS RD MIDDLE SCHOOL - TOTAL	\$155,549	\$152,207	-2.15%			
2020	PRINCIPAL'S OFFICE	4,902	4,300	-12.28%	4,300	111,014	
2110	GENERAL BLDG EQUIPMENT, CONTRACT & SUPPL	113,130	111,014	-1.87%		600	
2250	SPECIAL ED EQUIPMENT, CONTR & SUPPLIES	600	600	0.00%		14,653	
2610	LIBRARY EQUIPMENT, CONTRACTUAL & SUPPLIES	14,829	14,653	-1.19%		20,380	
2630	COMPUTER HARDWARE & SOFTWARE	20,828	20,380	-2.15%		360	
2810	GUIDANCE EQUIPMENT & SUPPLIES	360	360	0.00%		900	
2815	NURSE'S OFFICE CONTRACTUAL & SUPPLIES	900	900	0.00%			
2850	CO-CURRICULAR ACTIVITIES SUPPLIES						

2014-15 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2013-14 ACTUAL BUDGET	2014-15 PROPOSED BUDGET	% BUDGET INCREASE	2014-15 ADMIN. PORTION	2014-15 PROGRAM PORTION	2014-15 CAPITAL PORTION
300	HIGH SCHOOL PROGS & SERV. - TOTAL	17,372,948	17,642,254	1.55%			
2020	PRINCIPAL'S OFFICE SALARIES	813,656	818,230	0.56%	818,230		
2110	ALL HIGH SCHOOL SALARIES	11,109,987	11,262,078	1.37%		11,262,078	
2250	SPECIAL EDUCATION SALARIES	1,890,862	1,909,614	0.99%		1,909,614	
2280	OCCUPATIONAL EDUCATION	312,236	313,993	0.56%		313,993	
2610	LIBRARY SERVICES SALARIES	453,234	463,056	2.17%		463,056	
2810	GUIDANCE SERVICES SALARIES	824,220	847,436	2.82%		847,436	
2815	HEALTH SERVICES SALARIES	128,874	122,776	-4.73%		122,776	
2820	PSYCHOLOGICAL SERVICES SALARIES	118,917	121,984	2.58%		121,984	
2850	CO-CURRICULAR ACTIVITIES SALARIES	194,854	196,222	0.70%		196,222	
2855	INTERSCHOLASTIC ATHLETICS	1,526,108	1,586,865	3.98%		1,586,865	
340	SUTHERLAND HIGH SCHOOL- TOTAL	\$262,885	\$253,675	-3.50%			
2020	PRINCIPAL'S OFFICE	7,102	6,891	-2.97%	6,891		
2110	GENERAL BLDG EQUIPMENT, CONTRACT & SUPPL	188,210	185,421	-1.48%		185,421	
2250	SPECIAL ED EQUIPMENT, CONTR & SUPPLIES	3,326	3,326	0.00%		3,326	
2610	LIBRARY EQUIPMENT, CONTRACTUAL & SUPPLIES	21,868	18,197	-16.79%		18,197	
2630	COMPUTER HARDWARE & SOFTWARE	31,484	28,945	-8.06%		28,945	
2810	GUIDANCE EQUIPMENT & SUPPLIES	5,764	5,764	0.00%		5,764	
2815	NURSE'S OFFICE CONTRACTUAL & SUPPLIES	3,008	3,008	0.00%		3,008	
2850	CO-CURRICULAR ACTIVITIES SUPPLIES	2,123	2,123	0.00%		2,123	
341	MENDON HIGH SCHOOL - TOTAL	\$265,455	\$260,271	-1.95%			
2020	PRINCIPAL'S OFFICE	7,400	7,100	-4.05%	7,100		
2110	GENERAL BLDG EQUIPMENT, CONTRACT & SUPPL	190,698	186,300	-2.31%		186,300	
2250	SPECIAL ED EQUIPMENT, CONTR & SUPPLIES	1,320	1,420	7.58%		1,420	
2610	LIBRARY EQUIPMENT, CONTRACTUAL & SUPPLIES	27,600	27,600	0.00%		27,600	
2630	COMPUTER HARDWARE & SOFTWARE	30,377	29,691	-2.26%		29,691	
2810	GUIDANCE EQUIPMENT & SUPPLIES	2,000	2,000	0.00%		2,000	
2815	NURSE'S OFFICE CONTRACTUAL & SUPPLIES	1,260	1,260	0.00%		1,260	
2850	CO-CURRICULAR ACTIVITIES SUPPLIES	4,800	4,900	2.08%		4,900	

2014-15 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2013-14 ACTUAL BUDGET	2014-15 PROPOSED BUDGET	% BUDGET INCREASE	2014-15 ADMIN. PORTION	2014-15 PROGRAM PORTION	2014-15 CAPITAL PORTION
410	SPECIAL EDUCATION OFFICE - TOTAL	\$444,207	\$486,839	9.60%			
2251	100 SPECIAL EDUC. SALARIES (INC. SUMMER SCHOOL)	\$363,102	\$384,084	5.77%	173,173	210,891	
2251	200 SPECIAL EDUC OFFICE - EQUIPMENT	0	0	0.00%			
2251	400 SPECIAL EDUC OFFICE - CONTRACTUAL	72,605	92,775	27.78%	27,775	65,000	
2251	500 SPECIAL EDUC OFFICE - SUPPLIES	8,500	10,000	17.65%	10,000		
420	SPECIAL EDUCATION SERVICES - TOTAL	\$909,766	\$902,787	-0.77%			
2255	151 SPEECH LANGUAGE SERVICES	660,101	636,473	-3.58%		636,473	
2256	151 ADAPTIVE PE SERVICES	249,665	266,314	6.67%		266,314	
430	OUT OF DISTRICT SPECIAL ED PROGRAMS	\$5,364,470	\$5,586,414	4.14%			
2252	470 TUITION	723,896	934,027	29.03%		934,027	
2253	490 BOCES SPECIAL ED SERVICES	4,640,574	4,652,387	0.25%		4,652,387	
440	SPECIAL SERVICES - TOTAL	\$503,256	\$455,699	-9.45%			
2815	400 HEALTH SERVICES - SCHOOL PHYSICIAN/CONT. NURSE	37,130	38,094	2.60%		38,094	
2820	400 PSYCHOLOGICAL SERVICES	7,969	7,969	0.00%		7,969	
2831	400 MENTAL HEALTH SERV - PITTSFORD YOUTH	63,248	76,342	20.70%		76,342	
2832	182 PREVENTION COORDINATOR SALARY	61,570	63,356	2.90%		63,356	
2832	200 PREVENTION COORDINATOR - EQUIP	0	0	0.00%		0	
2832	400 PREVENTION COORDINATOR - CONT EXP	225	225	0.00%		225	
2832	500 PREVENTION COORDINATOR - SUPPLIES	300	300	0.00%		300	
2833	161 CAREER INTERNSHIP - CLERICAL SAL	18,992	19,527	2.82%		19,527	
2833	182 CAREER INTERNSHIP - COORDINATOR'S SAL	63,530	65,374	2.90%		65,374	
2833	200 CAREER INTERNSHIP - EQUIP	0	0	0.00%		0	
2833	400 CAREER INTERNSHIP - CONT. EXP	550	550	0.00%		550	
2833	500 CAREER INTERNSHIP - SUPPLIES	2,700	2,700	0.00%		2,700	
2835	400 COMMUNITY PARTNERSHIP COUNCIL - CONTR.	980	980	0.00%		980	
2837	121 ENG AS 2ND LANG. - TCH SAL 1-5	197,561	166,160	-15.89%		166,160	
2837	131 ENG AS 2ND LANG. - TCH SAL 7-12	48,501	14,122	-70.88%		14,122	

2014-15 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2013-14 ACTUAL BUDGET	2014-15 PROPOSED BUDGET	% BUDGET INCREASE	2014-15 ADMIN. PORTION	2014-15 PROGRAM PORTION	2014-15 CAPITAL PORTION
450	SUMMER PROGRAMS - TOTAL	\$35,000	\$15,000	-57.14%			
2330	BOCES SERVICES	35,000	15,000	-57.14%		15,000	
460	NON-PUBLIC SERVICES - TOTAL	\$395,362	\$417,596	5.62%			
2630	PRIVATE SCHOOL SOFTWARE	12,500	12,500	0.00%		12,500	
2110	CHARTER SCHOOL/PRIVATE SCHOOL TEXTS	75,533	92,000	21.80%		92,000	
2153	READING - TEACHER SAL 1-5	37,409	38,745	3.57%		38,745	
2610	PRIVATE SCHOOL LIBRARY BOOKS	5,500	5,500	0.00%		5,500	
2630	PRIVATE SCHOOL EQ/SUPPLIES	13,000	13,000	0.00%		13,000	
2815	HEALTH SERVICES - NURSE/PARA SALARIES	76,920	81,151	5.50%		81,151	
2815	HEALTH SERVICES - PAYING OTHER DISTRICTS	173,000	173,000	0.00%		173,000	
2815	HEALTH SERVICES - SUPPLIES	1,500	1,700	13.33%		1,700	
2820	SCHOOL PSYCHOLOGIST - INSTR SAL						
470	INSTRUCTIONAL SERVICES - BOCES	\$462,074	\$337,573	-26.94%			
2110	BOCES SERVICES	462,074	337,573	-26.94%		337,573	
510	CURRICULUM & INSTR. OFFICE - TOTAL	\$740,829	\$648,617	-12.45%			
2010/12	CURRICULUM DEVELOPMENT	106,000	106,000	0.00%		106,000	
2010	CURR DEV. & SUPV ADMIN SAL	133,176	136,380	2.41%		136,380	
2010	SUMMER WORK - TEACHERS	3,000	3,000	0.00%		3,000	
2010	CURRICULUM CLERICAL	37,051	38,108	2.85%		38,108	
2010	CURRICULUM EQUIPMENT	2,000	2,000	0.00%		2,000	
2010	CURRICULUM CONTRACTUAL	59,000	59,000	0.00%		59,000	
2010	CURRICULUM - BOCES SERVICES	53,702	56,129	4.52%		56,129	
2010	CURRICULUM SUPPLIES	13,500	13,500	0.00%		13,500	
2012	468/500 STANDARDS	15,400	16,500	7.14%		16,500	
2110	481/200 GENERAL TEXTS/MUSIC EQUIPMENT	318,000	218,000	-31.45%		218,000	

2014-15 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2013-14 ACTUAL BUDGET	2014-15 PROPOSED BUDGET	% BUDGET INCREASE	2014-15 ADMIN. PORTION	2014-15 PROGRAM PORTION	2014-15 CAPITAL PORTION
511	STANDARDS OF PERFORMANCE - TOTAL	\$431,612	\$431,476	-0.03%			
2013-20	153/135 SUMMER WORK/STIPENDS	416,227	416,991	0.18%	416,991		
2013-20	400 CONTRACTUAL	11,435	10,685	-6.56%	10,685		
2013-2082	500 SUPPLIES	3,950	3,800	-3.80%	3,800		
520	PUPIL SERVICES OFFICE - TOTAL	\$395,403	\$389,764	-1.43%			
2830	151 PUPIL PERSONNEL ADMIN SAL.	133,684	136,915	2.42%	136,915		
2830	161 PUPIL PERSONNEL NON-INSTR SAL.	124,956	120,685	-3.42%	120,685		
2830	180 PUPIL PERSONNEL TECHNICAL	106,081	106,004	-0.07%	106,004		
2830	200 PUPIL PERSONNEL EQUIPMENT	0	0	0.00%	0		
2830	400 PUPIL PERSONNEL CONTRACTUAL EXPENSES	13,735	14,160	3.09%	14,160		
2830	500 PUPIL PERSONNEL SUPPLIES	16,947	12,000	-29.19%	12,000		
530	INSTR TECHNOLOGY SERVICES - TOTAL	\$1,380,482	\$1,570,129	13.74%			
2630	140 COMPUTER TECHNOLOGY CURRIC DEV						
2630	151 COMPUTER TECHNOLOGY DIRECTOR	119,400	122,863	2.90%	122,863		
2630	16/18 COMPUTER TECH NON-INSTR SAL	840,942	868,851	3.32%	36,958	831,893	
2630	200 COMPUTER TECHNOLOGY EQUIPMENT	49,500	167,894	239.18%		167,894	
2630	400 COMPUTER TECHNOLOGY CONTRACTUAL	56,350	60,750	7.81%		60,750	
2630	464 COMPUTER TECHNOLOGY SOFTWARE	11,700	40,877	249.38%		40,877	
2630	490 COMPUTER TECHNOLOGY BOCES SERVICE	283,460	289,664	2.19%		289,664	
2630	500 COMPUTER TECHNOLOGY SUPPLIES	19,130	19,230	0.52%		19,230	
540	TEACHERS CENTER - TOTAL	\$255,767	\$260,421	1.82%			
2173	199 TEACHER CENTER SALARIES		226,924	1.95%		226,924	
2173	200 TEACHER CENTER EQUIPMENT	0	0	0.00%			
2173	400 TEACHER CENTER CONTRACTUAL	26,425	26,739	1.19%		26,739	
2173	500 TEACHER CENTER SUPPLIES	6,750	6,758	0.12%		6,758	

2014-15 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2013-14 ACTUAL BUDGET	2014-15 PROPOSED BUDGET	% BUDGET INCREASE	2014-15 ADMIN. PORTION	2014-15 PROGRAM PORTION	2014-15 CAPITAL PORTION
610	FINANCE OFFICE - TOTAL	809,700	845,157	4.38%			
1310	150 FINANCE SALARIES INSTR.	252,672	259,999	2.90%	259,999		
1310	161/168 FINANCE SALARIES NON-INSTR.	424,158	445,488	5.03%	445,488		
1310	200 EQUIPMENT	6,000	6,000	0.00%	6,000		
1310	400 CONTRACTUAL	48,870	49,670	1.64%	49,670		
1310	500 MATERIALS & SUPPLIES	8,000	8,000	0.00%	8,000		
1320	161 INTERNAL CLAIMS AUDITOR	12,000	12,000	0.00%	12,000		
1320	400 AUDIT SERVICES	48,000	53,000	10.42%	53,000		
1330	400 TAX COLLECTION - CONTRACTUAL	10,000	11,000	10.00%	11,000		
620	PERSONNEL OFFICE - TOTAL	339,966	353,223	3.90%			
1430	150 PERSONNEL CERTIFIED SALARIES	125,950	128,974	2.40%	128,974		
1430	153/172 SUMMER WORK - INTERV. COM.	19,000	17,000	-10.53%		17,000	
1430	161/168 PERSONNEL NON-CERTIFIED	145,030	153,213	5.64%	153,213		
1430	200 EQUIPMENT	0	0	0.00%	0		
1430	400 CONTRACTUAL & BOCES	48,486	52,546	8.37%	52,546		
1430	500 MATERIALS & SUPPLIES	1,500	1,490	-0.67%	1,490		
630	PUBLIC INFORMATION - TOTAL	204,733	205,187	0.22%			
1480	161 PUBLIC INFORMATION SALARIES	128,062	137,822	7.62%	137,822		
1480	200 EQUIPMENT	3,000	3,000	0.00%	3,000		
1480	400 CONTRACTUAL	64,715	55,465	-14.29%	55,465		
1480	500 MATERIALS & SUPPLIES	8,956	8,900	-0.63%	8,900		

2014-15 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2013-14 ACTUAL BUDGET	2014-15 PROPOSED BUDGET	% BUDGET INCREASE	2014-15 ADMIN. PORTION	2014-15 PROGRAM PORTION	2014-15 CAPITAL PORTION
640	OPERATION & MAINTENANCE - TOTAL	7,845,625	7,811,628	-0.43%			
1620	161 CLERICAL SALARIES	74,168	79,207	6.79%			79,207
1620	16-8 DIR/SUP. OF BLDGS & GROUNDS	193,165	88,565	-54.15%			88,565
1620	164 MAINTENANCE SALARIES	998,012	1,055,861	5.80%			1,055,861
1620	173 MAINTENANCE SALARIES - OVERTIME	125,509	125,509	0.00%			125,509
1620	200 EQUIPMENT	75,000	75,000	0.00%			75,000
1620	400 CONTRACTUAL EXP.	492,572	492,672	0.02%			492,672
1620	500 SUPPLIES	447,275	447,275	0.00%			447,275
1621	164 CUSTODIAN SALARIES	2,159,832	2,159,832	0.00%			2,159,832
1621	173 CUSTODIAN SALARIES - OVERTIME	155,910	155,910	0.00%			155,910
1621	200 EQUIPMENT	75,000	75,000	0.00%			75,000
1621	400 CONTRACTUAL EXP.	158,829	158,829	0.00%			158,829
1621	490 BOCES SERVICES	27,790	28,902	4.00%			28,902
1621	500 SUPPLIES	210,000	210,000	0.00%			210,000
1622	418 ELECTRIC	1,315,000	1,315,000	0.00%			1,315,000
1622	420 GAS	1,050,000	1,050,000	0.00%			1,050,000
1622	444 WATER	62,000	65,000	4.84%			65,000
1622	450 TELEPHONE	30,000	30,000	0.00%			30,000
1622	490 BOCES SERVICE - TELEPHONE	87,586	91,089	4.00%			91,089
1623	400 AV CONTRACTUAL EXP.	4,500	4,500	0.00%			4,500
1623	500 AV CONTRACTUAL EXP.	1,800	1,800	0.00%			1,800
1625	180 DIRECTOR OF SECURITY	21,177	21,707	2.50%			21,707
1625	400 CONTRACTUAL EXP.	48,500	47,970	-1.09%			47,970
1625	500 SUPPLIES	32,000	32,000	0.00%			32,000
650	CENTRAL PRINT & MAILING - TOTAL	229,545	234,203	2.03%			
1670	161 MAIL CLERK - NON-INSTR SAL	33,561	34,740	3.51%	34,740		
1670	429 COPIER RENTAL	13,000	13,000	0.00%	13,000		
1670	463 POSTAGE	93,000	93,000	0.00%	46,500	46,500	
1670	490 BOCES SERVICES - PRINTER	86,984	90,463	4.00%	90,463		
1670-500	POSTAGE SUPPLIES	3,000	3,000	0.00%	3,000		

2014-15 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2013-14 ACTUAL BUDGET	2014-15 PROPOSED BUDGET	% BUDGET INCREASE	2014-15 ADMIN. PORTION	2014-15 PROGRAM PORTION	2014-15 CAPITAL PORTION
660	SUPPORT SERVICES TECHNOLOGY	1,011,994	1,049,555	3.71%			
2630	490 BOCES SERVICES	1,011,994	1,049,555	3.71%	130,145	919,410	
570	TRANSPORTATION - TOTAL	\$4,330,781	\$4,357,985	0.63%			
5510	199 TRANSPORTATION SALARIES	2,693,000	2,668,167	-0.92%		2,668,167	
5510	200 EQUIPMENT	10,000	10,000	0.00%		10,000	
5510	400 CONTRACTUAL	212,080	213,080	0.47%		213,080	
5510	500 SUPPLIES	900,600	902,600	0.22%		902,600	
5530	164 BUS GARAGE NON INSTR SAL.	38,956	38,956	0.00%		38,956	
5330	166 MECHANICS SALARIES	352,457	351,500	-0.27%		351,500	
5530	400 UTILITIES	36,000	42,000	16.67%		42,000	
5581	490 CONTRACT TRANSPORTATION W/BOCES	87,688	131,682	50.17%		131,682	
710	BOARD OF EDUCATION - TOTAL	60,514	62,122	2.66%			
1010	400 CONTRACTUAL EXP	6,200	7,020	13.23%	7,020		
1010	500 SUPPLIES	2,000	1,300	-35.00%	1,300		
1040	161 DISTRICT CLERK - SALARY	16,869	17,157	1.71%	17,157		
1040	200 DISTRICT CLERK - EQUIPMENT	0	0	0.00%	0		
1040	400 DISTRICT CLERK - CONTRACTUAL	1,800	3,000	66.67%	3,000		
1060	400 DIST MEETING - CONTRACTUAL	8,000	8,000	0.00%	8,000		
1060	500 DIST MEETING - SUPPLIES	2,350	2,350	0.00%	2,350		
1920	400 SCHOOL ASSOCIATION DUES	23,295	23,295	0.00%	23,295		
720	SUPERINTENDENT'S OFFICE - TOTAL	278,513	285,354	2.46%			
1240	150 CERTIFIED SALARIES	176,000	180,275	2.43%	180,275		
1240	161 NON-CERTIFIED SALARIES	88,462	91,028	2.90%	91,028		
1240	200 EQUIPMENT	0	0	0.00%	0		
1240	400 CONTRACTUAL	12,051	12,051	0.00%	12,051		
1240	500 MATERIALS & SUPPLIES	2,000	2,000	0.00%	2,000		

2014-15 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2013-14 ACTUAL BUDGET	2014-15 PROPOSED BUDGET	% BUDGET INCREASE	2014-15 ADMIN. PORTION	2014-15 PROGRAM PORTION	2014-15 CAPITAL PORTION
810	DEBT SERVICE & INTERFUND TRANSFERS	\$8,788,635	\$8,652,719	-1.55%			
1380	400 FISCAL AGENT FEES - CONTRACTUAL	5,000	5,000	0.00%	5,000		
9901	900 TRANSFER TO DEBT SERVICE-BONDS	7,387,341	7,395,625	0.11%			7,395,625
9901	900 TRANSFER TO DEBT SERV - EPC	877,094	877,094	0.00%		125,000	877,094
9950	900 TRANSFER TO SPECIAL AID/CAPITAL FUND	519,200	375,000	-27.77%			250,000
9951	900 TRANSFER TO BUS PURCHASE RESERVE FUND						
820	INSURANCE & FEES - TOTAL	\$1,675,410	\$1,645,660	-1.78%			
1420	426 LEGAL FEES	100,000	100,000	0.00%	100,000		
1420	490 LEGAL FEES - BOCES SERVICES	45,449	29,514	-35.06%	29,514		
1460	490 RECORDS MANAGEMENT - BOCES SERVICES	41,901	43,217	3.14%	43,217		
1910	425 UNALLOCATED INSURANCE	395,000	395,000	0.00%	395,000		
1930/50	458 ASSESSMENTS/JUDGMENTS	79,633	79,633	0.00%	69,000		10,633
1981	490 BOCES ADMINISTRATIVE COSTS	1,013,427	998,296	-1.49%	998,296		
830	EMPLOYEE BENEFITS - TOTAL	\$33,875,907	\$35,476,561	4.73%			
2070	152 INSERVICE TRAINING - TUITION REIMBURSEMENT	12,000	12,000	0.00%	12,000		
2070	430 INSERVICE TRAINING - TUITION REIMBURSEMENT	92,000	92,000	0.00%	92,000		
9089	802 CAREER AWARD - INSTRUCTIONAL	441,075	441,075	0.00%		441,075	
9010	800 STATE (EMPLOYEE) RETIREMENT	2,775,461	3,013,104	8.56%	466,232	1,851,178	695,694
9020	800 TEACHERS RETIREMENT	6,929,932	7,465,828	7.73%	485,763	6,980,065	
9030	800 SOCIAL SECURITY	4,455,584	4,435,428	-0.45%	399,132	3,751,665	284,631
9040	800 WORKERS COMP.	692,428	695,000	0.37%	62,542	587,858	44,600
9045	800 LIFE INSURANCE	52,000	52,000	0.00%	39,000	0	13,000
9050	800 UNEMPLOYMENT INS.	40,000	40,000	0.00%	3,599	33,834	2,567
9055	800 DISABILITY INS.	50,000	50,000	0.00%	37,500	0	12,500
9061	800 DENTAL INSURANCE	976,938	976,938	0.00%	87,912	826,334	62,692
9062	800 EMPLOYEE ASSISTANCE PROGRAM	25,235	25,235	0.00%	2,271	21,345	1,619
9060	800 HOSPITAL INSURANCE	17,333,254	18,177,953	4.87%	1,635,784	15,460,001	1,082,167
	TOTAL BUDGET COMPONENTS	\$117,251,229	\$119,905,108	2.26%	10,881,131	90,479,526	18,544,451
					9.075%	75.459%	15.466%

**PITTSFORD CENTRAL SCHOOLS
PROJECTED REVENUES**

2014-2015

As of 4/23/2014

	2012-13 BUDGETED REVENUES	2013-14 BUDGETED REVENUES	PROJECTED REVENUES 2014-15	\$ Increase (Decrease)	% CHG
REAL PROPERTY TAXES W/ STAR REIMBURSEMENT	87,709,370	91,075,881	92,666,331	1,590,450	1.75%
TOTAL PROPERTY TAXES	87,709,370	91,075,881	92,666,331	1,590,450	1.75%
IN LIEU OF TAXES	433,000	380,000	380,000	0	0.00%
INTEREST & PENALTIES	515	515	515	0	0.00%
MONROE COUNTY SALES TAX	4,500,000	4,600,000	4,900,000	300,000	6.52%
TEXTBOOK CHARGES/OTHER STUDENT FEES	26,327	19,939	19,650	(289)	-1.45%
ADMISSIONS	14,000	13,589	12,975	(614)	-4.52%
HEALTH SERVICES OTHER DISTRICTS	208,000	213,805	213,332	(473)	-0.22%
TUITION FROM OTHER DISTRICTS	195,000	175,000	66,000	(109,000)	-62.29%
INTEREST EARNED ON INVESTMENTS	123,968	98,000	69,125	(28,875)	-29.46%
RENTAL OF REAL PROPERTY	92,000	86,062	86,062	0	0.00%
RENTAL OF REAL PROPERTY BOCES	52,925	68,988	56,200	(12,788)	-18.54%
INSURANCE RECOVERIES	5,000	20,000	40,000	20,000	100.00%
OTHER COMPENSATION FOR LOSS	5,000	5,000	2,200	(2,800)	-56.00%
REFUND OF PRIOR YEARS	25,000	25,000	50,000	25,000	100.00%
REFUND OF BOCES AIDED SERVICES	350,000	316,584	251,235	(65,349)	-20.64%
UNCLASSIFIED REVENUES	50,000	75,000	75,000	0	0.00%
STATE AID - FOUNDATION/HARDWARE AID	8,457,483	8,679,731	8,727,899	48,168	0.55%
STATE AID - BUILDING AID	5,010,642	4,856,275	4,986,504	130,229	2.68%
STATE AID - EXCESS COST AID	823,567	903,631	685,116	(218,515)	-24.18%
STATE AID - BOCES	1,871,765	2,237,160	3,223,447	986,287	44.09%
STATE AID - TEXTBOOKS	385,965	385,683	377,537	(8,146)	-2.11%
STATE AID - URBAN/SUBURBAN	660,869	882,629	882,629	0	0.00%
STATE AID - SOFTWARE/LIBRARY MATERIALS	139,799	139,757	140,351	594	0.43%
STATE AID - STATE SUPPORTED SCHOOLS	28,181	0	0	0	0.00%
TOTAL STATE AID	17,350,090	18,084,866	19,023,483	938,617	5.19%
FEDERAL AID - MEDICAID	50,000	50,000	50,000	0	0.00%
TOTAL REVENUES	\$111,218,376	\$115,308,229	\$117,962,108	2,653,879	2.30%
APPROPRIATED FUND BALANCE/RESERVES	1,928,000	1,943,000	1,943,000	0	0.00%
TOTAL BUDGET	\$113,146,376	\$117,251,229	\$119,905,108	2,653,879	2.26%

Property Tax Report Card
261401 - PITTSFORD CSD

2013-2014 - Page 1
Official - as of 04/24/2014 08:21 AM

Important Note: Chapter 97 of the Laws of 2011 requires school districts to report data elements necessary to calculate a Property Tax Levy Limit. Data elements for the Property Tax Report Card have been renamed and redefined in accordance with these changes. Please see <http://www.p12.nysed.gov/mgt/serv/propertytax/taxcap/> for additional guidance.

Form Due - April 26, 2014

School District Contact Person:
School District Telephone Number:

MARY J. GIBSON

585-267-1036

	Budgeted 2013-14 (A)	Proposed Budget 2014-15 (B)	Percent Change (C)
Total Proposed Spending	117,251,229	119,905,108	2.26 %
Total Proposed School Year Tax Levy, Including Tax Levy to Support Library Debt ¹	91,075,881	92,666,331	1.75 %
Permissible Exclusions to the School Tax Levy Limit	3,847,603	2,657,294	
Proposed School Year Tax Levy, Not Including Levy for Permissible Exclusions or Levy to Support Library Debt	87,228,278	90,009,037	
School Tax Levy Limit ²	87,450,837	90,009,037	
Difference (positive value requires 60.0% voter approval)	-222,559	0	
Public School Enrollment	5,898	5,898	0.00 %
Consumer Price Index			1.46 %

¹ All proposed levies should exclude any prior year reserve for excess tax levy, including interest.

² For 2014-15, includes any carryover from 2013-14 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2013-14 (D)	Estimated 2014-15 (E)
Adjusted Restricted Fund Balance	17,181,993	15,877,256
Assigned Appropriated Fund Balance	1,300,000	1,300,000
Adjusted Unrestricted Fund Balance	4,690,049	4,796,204
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00 %	4.00 %

Salary: Administrative Compensation Information 2013-2014 - Page 1
261401 - PITTSFORD CSD **Official - as of 04/24/2014 08:23 AM**

Note that for the first time in many years we are amending the format of this form. In response to recent legislative efforts spurring the need for greater sharing of costs in service provision and local government administration, we wish to give those districts that have shared administrative staff in the past and are doing so at the present, the ability to highlight these efforts in the upcoming school year. Accordingly, the form will allow a district to identify the other districts with whom they will be sharing administrative staff for school year 2014-15.

If you will be sharing a superintendent, list the district (or districts) with whom you will do so in the text box on the form for that purpose and if you will be sharing other administrative staff, please send an email to EMSCMGTS@mail.nysed.gov, indicating the title of staff persons(s) as well the other district(s) involved in the cost-sharing.

When you do the data entry for the salaries, benefits and other compensation if applicable, in the form, please note that you should reflect only the financial support or commitment that your district will be making. That is to say that if a district will be sharing admin staff, the values entered here by an individual district to the cost-sharing arrangement, should **not** reflect the total amounts budgeted to be paid by all participating districts over the school year.

Submittal Form for Estimated Salaries in the Budget for the 2014-2015 School Year
 (Form Due - May 12, 2014)

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	175,275	61,925	

Please list the district or districts with whom 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.	ASST. SUPT. FOR INSTRUCTION	131,380	51,975	
3.	ASST. SUPT. FOR BUSINESS	149,509	57,550	
4.	ASST. SUPT. FOR HUMAN RESOURCE	123,974	51,599	
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Salary: Administrative Compensation Information 2013-2014 - Page 2
261401 - PITTSFORD CSD Official - as of 04/24/2014 08:23 AM

Other Supervisory and Administrative Employees Scheduled to Receive \$128,000 or More in Salary

[illegible]

Pittsford Schools

Darrin Kenney
Assistant Superintendent for Business

Administrative Offices
75 Barker Road – East Wing
Pittsford, NY 14534
585.267.1053
fax: 585.381.9368
Darrin_Kenney@pittsford.monroe.edu

Date: April 24, 2014
To: Michael Pero, Superintendent of Schools
From: Darrin T. Kenney, Assistant Superintendent for Business
Re: Exemption Reporting Requirement

DTK

Chapter 258 of the Laws of 2008 was signed into law by Governor David A. Paterson on July 7, 2008 and took effect 90 days after that date. This law adds Section 495 to the Real Property Tax Law, requiring counties, cities, towns, villages and school districts to attach to their tentative/preliminary budgets an exemption report.

Therefore, according to state directive, §495 has been appended to the Budget Statement.

DTK:kd

Pittsford Central School District Budget Notice

Overall Budget Proposal

	Budget Adopted for the 2013-14 School Year	Budget Proposed for the 2014-15 School Year	Contingency Budget for the 2014-15 School Year *
Total budgeted amount, not including separate propositions	\$117,251,229	\$119,905,108	\$118,314,658
Increase/decrease for 2014-15 school year		\$2,653,879	\$1,063,429
Percentage increase (decrease) in proposed budget		2.26%	0.91%
Change in the consumer price index		1.46%	
Total proposed School Year Tax Levy	\$91,075,881	\$92,666,331	\$91,075,881
Total permissible exclusions	\$3,847,603	\$2,657,294	
A. Proposed School Year Tax Levy, Not including Levy for Permissible Exclusions	\$87,228,278	\$90,009,037	
B. School Tax Levy Limit, Not including levy for Permissible Exclusions	\$87,450,837	\$90,009,037	
Difference: A - B (Positive Value Requires 60.0% Voter Approval - See Note below Regarding Separate Propositions)	(222,559)	-	
Administrative component	\$10,695,092	\$10,881,131	\$10,837,047
Program component	\$87,862,633	\$90,479,526	\$89,483,594
Capital component	\$18,693,504	\$18,544,451	\$17,994,017

*A contingent budget requires a 0% tax levy increase. A contingent budget would be based on the following minimum assumptions required by law: Legally prohibited expenses for the purchase of student supplies are excluded. Actual appropriations under a contingency budget would be determined by the Board of Education, should this be necessary.

List separate propositions that are not included in the Total Budgeted Amount: (Will not impact the tax levy)	Description - Capital Reserve	Amount
	Purchase of 12 replacement buses from Capital Bus Reserve	\$1,276,000
	Establish a Capital Reserve-Instructional Technology	up to \$10,000,000 over a ten year period

	Under the Budget Proposed for the 2014-15 School Year
Estimated Basic STAR Exemption Savings 1	\$756.84

The annual budget vote for the fiscal year 2014-15 by the qualified voters of the Pittsford Central School District, Monroe County, New York, will be held in the Barker Road Middle School Gymnasium, Pittsford, New York, in said district on Tuesday, May 20, 2014, between the hours of 7:00 a.m. and 9:00 p.m., prevailing time at which times the polls will be opened for voting.

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



Shelley Reddout
Ontario County Real Property Tax Services
20 Ontario St, Canandaigua, NY 14424
Phone: 585-396-4398 Fax: 585-393-2991
E-Mail: Shelley.Reddout@co.ontario.ny.us

March 10, 2014

To: School Business Managers

Fr: Shelley Reddout

Re: Budget Preparations

On July 7th, 2008 Governor Paterson signed a new bill into law that requires counties, cities, towns, villages and school districts to attach an exemption report to their tentative and final budgets. The statute became effective October 7th, 2008 and applies to budgets for fiscal years beginning after that date.

The statute requires that the report list every type of exemption that appears on the assessment rolls for the taxing jurisdiction, and the total impact of each type in either dollar amount of assessed value or as a percentage of the total assessed value on the roll. The report must also list the total impact of all exemptions granted. While the law requires that the report list any payment in lieu of tax (PILOT) amounts the taxing jurisdiction expects to receive, that information is not maintained in the RPS database, and must be updated manually.

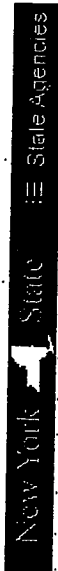
Notice of the report is required to be included in any notice of the preparation of the budget, posted on any bulletin board maintained for public notices and on any website maintained by the budgeting authority. The actual report must be attached to both the tentative and final budgets.

Since the filing deadline for tentative school budgets is prior to the filing of the Tentative Assessment Rolls, exemptions and assessments from the last final roll filed have been used. (In this case 2013)

The New York State Office of Real Property Tax Services has developed a computer program to create the report, and has amended it this year to provide a one to two page summary. You may find some slight differences in the values listed on the report and the values on the 2013-14 School Tax Roll. The differences are attributable to:

- The equalization of all exemption values, regardless of whether those numbers have actually been adjusted.
- The report may reflect changes made after the extension of school taxes.

If you have any questions, please feel free to give me a call at 585-396-4398.



The New York State
Department of Taxation and Finance
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Exemption Reporting for Taxing Jurisdictions

- [Forms](#)
- [RPTL - Section 495](#)

Chapter 258 of the Laws of 2008 added Section 495 to the Real Property Tax Law requiring counties, cities, towns, villages and school districts to attach to their tentative/preliminary budgets an exemption report. The measure is effective October 5, 2008 and applies to budgets for fiscal years commencing on and after that date.

The new exemption reports will provide taxpayers, policy makers, media and the general public with greater transparency on property tax exemptions and their effect on overall property taxes.

Exemptions are reductions in property taxes granted to certain groups of property owners (e.g., non-profits, seniors, veterans) and are paid for by increases in property taxes on all other taxpayers (except for the STAR exemption, which is funded directly by New York State). The new exemption reports will show, for each type of exemption, how much of the local property tax base has been removed from taxation.

While exemptions in general serve a valid public purpose, they also erode the tax base and shift the tax burden to other property owners within the taxing district. The extent of this impact has been largely hidden from view because, until now, no systematic reporting is done at the local level. So, while each individual exemption may seem reasonable, the overall impact of all exemptions can often lead to unexpectedly high taxes for the remaining taxpayers who must shoulder the burden.

For detailed reporting requirements and other information, please view the related links (left-side menu).

If you have questions, please contact your [ORPTS Regional Office](#) or e-mail [NYSORPS](#).

- Albany - (518) 474-8041
- Batavia - (585) 343-4363
- Hauppauge - (631) 952-3650
- Newburgh - (845) 567-2648
- Ray Brook - (518) 891-1780
- Syracuse - (315) 471-2347

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Last Modified: February 27, 2012

Equalized Total Assessed Value 4,063,573,811

School District - 264601 Pittsford Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	4	1,275,400	0.03
12350	PUBLIC AUTHORITY - STATE	RPTL 412	1	154,700	0.00
13100	CO - GENERALLY	RPTL 408(1)	14	20,438,800	0.50
13500	TOWN - GENERALLY	RPTL 408(1)	169	24,499,300	0.60
13510	TOWN - CEMETERY LAND	RPTL 446	2	58,500	0.00
13650	VG - GENERALLY	RPTL 408(1)	3	1,249,400	0.03
13740	VG O/S LIMITS - SEWER OR WATER	RPTL 408(3)	1	18,500	0.00
13800	SCHOOL DISTRICT	RPTL 408	13	122,849,700	3.02
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	5	9,544,600	0.23
14000	LOCAL AUTHORITIES SPECIFIED	RPTL 412	1	59,400	0.00
14100	USA - GENERALLY	RPTL 400(1)	1	1,155,000	0.03
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	5	20,048,600	0.49
18180	UDC OWNED NON-HOUSING PROJEC	MC K UCON L 6272	1	10,280,000	0.25
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 482	7	1,838,700	0.05
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	19	40,056,300	0.99
25120	NONPROF CORP - EDUC(CONST PRO	RPTL 420-a	21	141,330,300	3.48
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	2	2,418,100	0.06
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	2	24,428,200	0.60
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	3	6,454,300	0.16
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	4	747,600	0.02
25500	NONPROF MED, DENTAL, HOSP SVCE	RPTL 486	10	3,100,300	0.08
26300	INTERDENOMINATIONAL CENTER	RPTL 430	1	2,592,800	0.06
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 484(2)	1	199,700	0.00
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	7	14,994,900	0.37
41300	PARAPLEGIC VETS	RPTL 458(3)	1	230,700	0.01
41400	CLERGY	RPTL 480	10	15,000	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	3	67,400	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	72	6,179,163	0.15
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	1	47,378	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	287	21,357,458	0.53
41804	PERSONS AGE 65 OR OVER	RPTL 467	1	15,819	0.00
41806	PERSONS AGE 65 OR OVER	RPTL 467	46	3,623,985	0.09
41834	ENHANCED STAR	RPTL 425	1,244	78,015,738	1.92

Equalized Total Assessed Value 4,063,573,811

School District - 264601 Pittsford Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41844	ENHANCED STAR, RENTED MOBILE H	RPTL 425	1	30,050	0.00
41854	BASIC STAR 1999-2000	RPTL 425	7,927	238,762,000	5.88
41856	BASIC STAR 1999-2000	RPTL 425	1	21,520	0.00
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	11	890,525	0.02
41936	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	71,440	0.00
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	6	2,045,084	0.05
47610	BUSINESS INVESTMENT PROPERTY F	RPTL 485-b	3	2,063,800	0.05
47615	BUSINESS INVESTMENT PROPERTY F	RPTL 485-b	16	1,290,390	0.03

Total Exemptions Exclusive of System Exemptions:

Total System Exemptions:

Totals:

9,928	804,501,650	19.80
0	0	0.00
9,928	804,501,650	19.80

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:

Equalized Total Assessed Value 55,222,539

School District - 264601 Pittsford Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13100	CO - GENERALLY	RPTL 406(1)	1	876,000	1.59
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	1	701,000	1.27
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	551,300	1.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	1	100,219	0.18
41806	PERSONS AGE 65 OR OVER	RPTL 467	4	582,300	1.05
41834	ENHANCED STAR	RPTL 425	7	443,100	0.80
41854	BASIC STAR 1999-2000	RPTL 425	63	1,890,000	3.42
Total Exemptions Exclusive of System Exemptions:					
Total System Exemptions:			78	5,143,919	9.31
Totals:			0	0	0.00
			78	5,143,919	9.31

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 Board of Real Property Services)

Date: April 15, 2014

Pittsford Central School District

Taxing Jurisdiction: Town of Pittsford

Fiscal Year Beginning: 2013-14

Total equalized value in taxing jurisdiction: \$

1,276,800

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Payments in Lieu of Taxes (PILOTs) (Column E)
PILOT	Assessed Value Exempt Amount	RP-495-PILOT		32,025
Totals				32,025

RP-495 PILOT (9/08)

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

Date: April 15, 2014

Pittsford Central School District

Taxing Jurisdiction: Town of Perinton

Fiscal Year Beginning: 2013-14

Total equalized value in taxing jurisdiction: \$

13,685,430

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Payments in Lieu of Taxes (PILOTs) (Column E)
PILOT	Assessed Value Exempt Amount	RP-495-PILOT		1,655
PILOT	Assessed Value Exempt Amount	RP-495-PILOT		150,950
PILOT	Assessed Value Exempt Amount	RP-495-PILOT		111,550
PILOT	Assessed Value Exempt Amount	RP-495-PILOT		79,101
Totals				343,256

Fiscal Accountability Summary

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

The numbers used to compute the statistics on this page were collected on the State Aid Form A, the State Aid Form F, the School District Annual Financial Report (ST-3), and from the Student Information Repository System (SIRS). These data are from the 2011 - 12 school year.

This School District	General Education	Special Education
Instructional Expenditures	\$61,312,279	\$21,044,177
Pupils	5,775	534
Expenditures Per Pupil	\$10,617	\$39,409
Similar District Group (Low Need/Resource Capacity)	General Education	Special Education
Instructional Expenditures	\$5,206,266,623	\$1,876,789,686
Pupils	391,592	50,903
Expenditures Per Pupil	\$13,295	\$36,870
All School Districts	General Education	Special Education
Instructional Expenditures	\$31,088,294,986	\$12,418,610,168
Pupils	2,676,495	411,123
Expenditures Per Pupil	\$11,615	\$30,207

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 2011-12 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
\$19,161	\$23,588	\$20,906

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 (2012 - 13)

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 (Low Need/Resource Capacity)	NY State
	Number of Students	Percent of Students	Percent of Students	Percent of Students
80% or more	329	63.0%	63.4%	57.8%
40% - 79%	124	23.8%	17.1%	11.7%
Less than 40%	44	8.4%	11.4%	21.4%
Separate Settings	11	2.1%	4.8%	6.2%
Other Settings	14	2.7%	3.3%	2.9%

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 October 3, 2012. 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
8.0%	11.4%	13.1%

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.

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The New York State School Report Card [2012 - 13]

NAME: PITTSFORD CSD

BEDS Code: 261401060000

SUPERINTENDENT : Michael Pero

ADDRESS: 75 BARKER RD, PITTSFORD, NY 14534

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

PITTSFORD CSD Enrollment (2012 - 13)

K-12 Enrollment: 5,924

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 2012 - 13 school year. For nonpublic school enrollment data please see the [Non-Public School Enrollment and Staff](#) information on our Information and Reporting Services webpage

Students by Gender

Male		Female	
2,937	50%	2,987	50%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
2	146	225	559	4,828	164
0%	2%	4%	9%	81%	3%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
34	1%	525	9%	250	4%

Students by Grade

Kindergarten (Half Day)	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
293	399	396	434	476	455
6th Grade	Ungraded Elementary	7th Grade	8th Grade	9th Grade	10th Grade
471	10	500	462	499	492
11th Grade	12th Grade	Ungraded Secondary			
485	534	18			

Average Class Size (2012 - 13)

Common Branch			
22			
Grade 8 English	Grade 8 Mathematics	Grade 8 Science	Grade 8 Social Studies
22	18	22	23
Grade 10 English	Grade 10 Mathematics	Grade 10 Science	Grade 10 Social Studies
23	22	20	25

Free and Reduced-Price Lunch (2012 - 13)

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
152	3%	65	1%

Attendance and Suspensions (2011 - 12)

Annual Attendance Rate	Student Suspensions	
97%	32	1%

Teacher Turnover Rate (2011 - 12)

Turnover Rate of Teachers with Fewer Than Five Years of Experience	Turnover Rate of All Teachers
24%	8%

Teacher Qualifications (2010-11 through 2012-13)

	2010 - 11	2011 - 12	2012 - 13
Total Number of Teachers	489	489	484
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	3%	2%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	18%	17%	16%
Total Number of Core Classes	1,205	1,109	1,136
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	2%	3%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	5%	4%	6%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools			

Statewide	0%	1%	1%
Total Number of Classes	1,889	1,799	1,834
Percent Taught by Teachers Without Appropriate Certification	0%	0%	1%

High School Completers (2012 - 13)

Results by Student Group	Completers (Graduates + IEP Diplomas)	Graduates (Regents + Local Diplomas)	Regents Diploma		Regents with Advanced Designation	
	Number of Students	Number of Students	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates
All Students	532	526	522	99%	401	76%
General Education	481	481	480	100%	393	82%
Students with Disabilities	51	45	42	93%	8	18%

Results by Student Group	Regents with CTE Endorsement		Local Diplomas		Individualized Education Program (IEP) Diplomas	
	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates	Number of Students	Percent of Completers
All Students	0	0%	4	1%	6	1%
General Education	0	0%	1	0%	0	0%
Students with Disabilities	0	0%	3	7%	6	12%

High School Non-completers (2012 - 13)

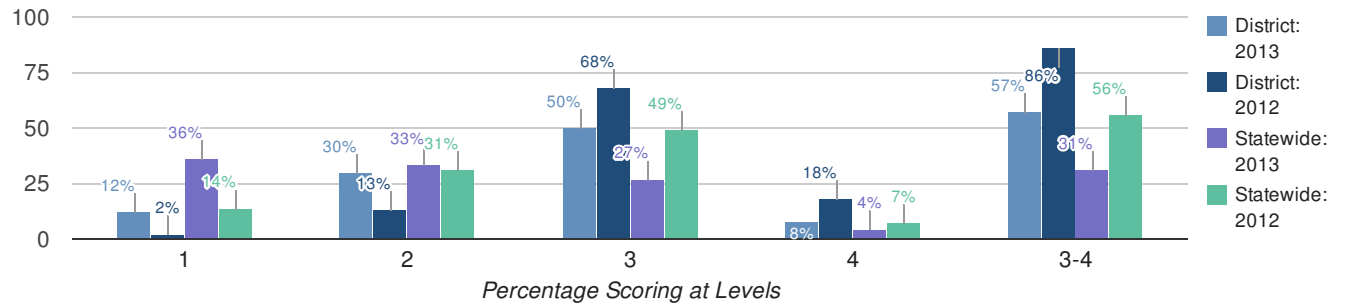
Results by Student Group	Dropped Out		Entered Approved High School Equivalency Preparation Program		Total Noncompleters	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
All Students	1	0%	5	0%	6	0%
General Education	—	—	—	—	—	—
Students with Disabilities	—	—	—	—	—	—

Post-graduation Plans of Completers (2012 - 13)

Results by Student Group	To Four-Year College		To Two-Year College		To Other Post-Secondary		To the Military	
	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers
All Students	435	82%	78	15%	0	0%	4	1%
General Education	415	86%	57	12%	0	0%	4	1%
Students with Disabilities	20	39%	21	41%	0	0%	0	0%

Results by Student Group	To Employment		To Adult Services		To Other Known Plans		Plan Unknown	
	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers
All Students	3	1%	0	0%	2	0%	10	2%
General Education	1	0%	0	0%	1	0%	3	1%
Students with Disabilities	2	4%	0	0%	1	2%	7	14%

Grade 3 English Language Arts

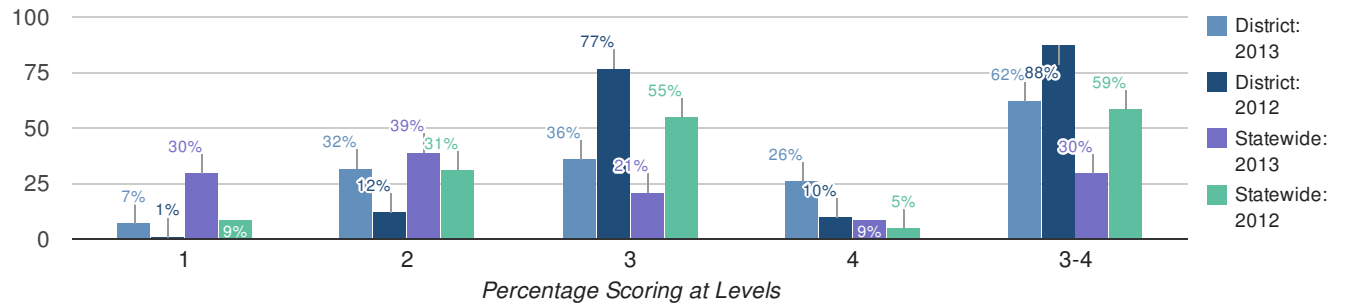


Mean Score

2013	2012
320	679

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	443	12	30	50	8	57	457	2	13	68	18	86
General Education	413	8	31	53	8	61	417	0	9	71	20	90
Students with Disabilities	30	73	20	7	0	7	40	15	48	38	0	38
Asian or Native Hawaiian/Other Pacific Islander	43	7	21	56	16	72	40	0	13	70	18	88
Black or African American	9	56	22	22	0	22	9	0	22	78	0	78
Hispanic or Latino	18	39	39	22	0	22	11	0	0	91	9	100
White	358	9	32	52	7	59	389	2	13	66	19	85
Multiracial	15	33	20	33	13	47	8	0	0	75	25	100
Female	236	9	25	56	11	67	226	1	11	69	19	88
Male	207	16	37	43	4	47	231	2	14	67	17	84
English Proficient	440	—	—	—	—	—	455	—	—	—	—	—
Limited English Proficient	3	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	21	33	33	33	0	33	19	16	21	58	5	63
Not Economically Disadvantaged	422	11	30	50	8	59	438	1	12	68	19	87
Not Migrant	443	12	30	50	8	57	457	2	13	68	18	86

Grade 4 English Language Arts

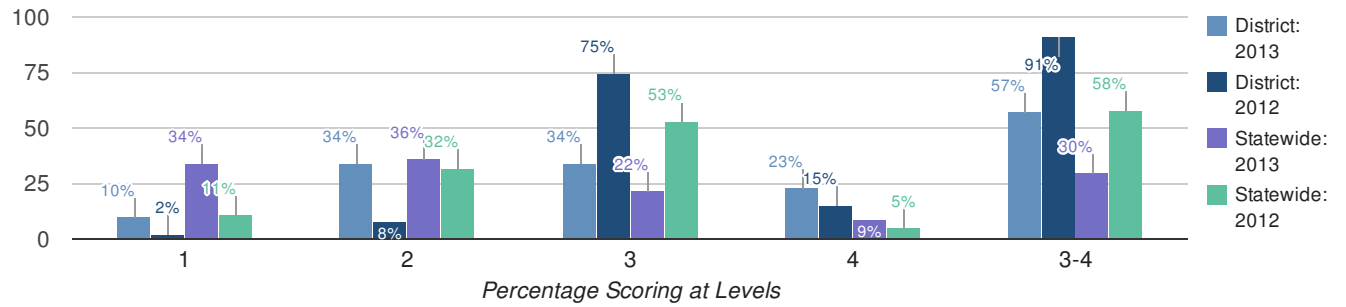


Mean Score

2013	2012
324	691

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	473	7	32	36	26	62	454	1	12	77	10	88
General Education	430	4	30	38	28	66	415	0	7	81	11	93
Students with Disabilities	43	37	49	14	0	14	39	8	56	36	0	36
Asian or Native Hawaiian/Other Pacific Islander	46	4	17	46	33	78	45	0	7	69	24	93
Black or African American	7	29	29	43	0	43	15	0	33	67	0	67
Hispanic or Latino	14	14	43	36	7	43	17	6	18	71	6	76
White	394	7	33	35	25	60	365	1	11	79	9	89
Multiracial	12	0	25	33	42	75	12	0	25	67	8	75
Female	235	6	32	34	28	62	229	1	7	77	14	92
Male	238	8	32	37	24	61	225	0	16	77	6	84
English Proficient	471	—	—	—	—	—	452	—	—	—	—	—
Limited English Proficient	2	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	22	23	41	27	9	36	27	4	26	70	0	70
Not Economically Disadvantaged	451	6	31	36	26	63	427	0	11	78	11	89
Not Migrant	473	7	32	36	26	62	454	1	12	77	10	88

Grade 5 English Language Arts

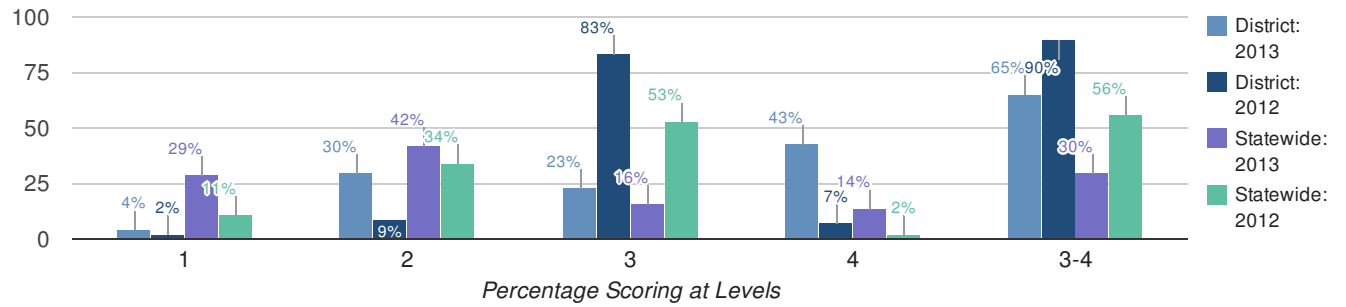


Mean Score

2013	2012
323	684

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	456	10	34	34	23	57	454	2	8	75	15	91
General Education	413	4	35	36	25	62	416	0	5	78	17	95
Students with Disabilities	43	67	23	7	2	9	38	21	39	39	0	39
Asian or Native Hawaiian/Other Pacific Islander	45	2	22	31	44	76	51	0	2	78	20	98
Black or African American	16	44	38	13	6	19	11	0	18	82	0	82
Hispanic or Latino	20	15	50	25	10	35	22	14	9	59	18	77
White	362	9	35	34	22	57	362	1	8	75	15	91
Multiracial	13	15	15	62	8	69	8	0	13	75	13	88
Female	230	7	31	33	30	62	216	0	5	77	17	94
Male	226	13	36	35	16	51	238	3	10	73	14	87
English Proficient	455	—	—	—	—	—	452	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	30	23	57	17	3	20	17	6	41	53	0	53
Not Economically Disadvantaged	426	9	32	35	24	59	437	2	6	76	16	92
Not Migrant	456	10	34	34	23	57	454	2	8	75	15	91

Grade 6 English Language Arts

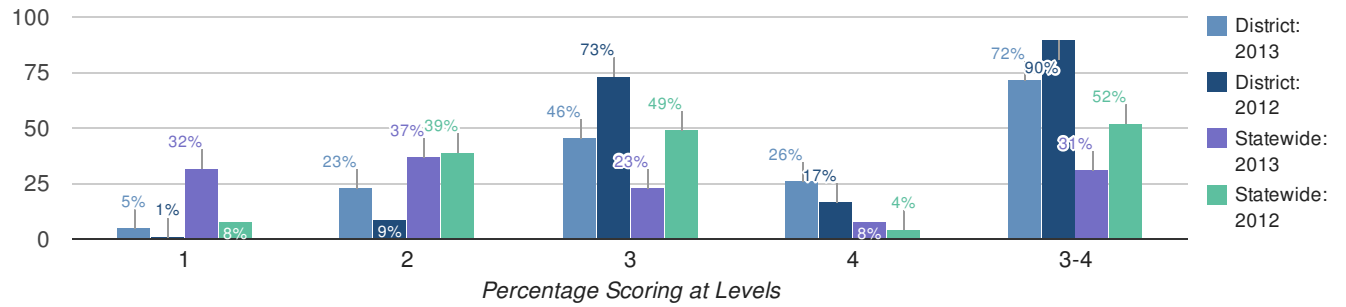


Mean Score

2013	2012
330	675

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	466	4	30	23	43	65	490	2	9	83	7	90
General Education	426	1	29	23	46	70	455	0	5	87	7	94
Students with Disabilities	40	38	45	15	3	18	35	17	51	31	0	31
Asian or Native Hawaiian/Other Pacific Islander	53	0	19	19	62	81	52	0	2	81	17	98
Black or African American	15	20	60	13	7	20	15	7	27	60	7	67
Hispanic or Latino	25	20	28	24	28	52	20	5	15	70	10	80
White	362	3	30	24	42	67	394	2	9	85	5	90
Multiracial	11	0	55	0	45	45	9	0	11	78	11	89
Female	226	2	27	23	49	72	238	0	7	86	7	93
Male	240	7	34	23	37	60	252	3	11	80	7	87
English Proficient	463	—	—	—	—	—	488	—	—	—	—	—
Limited English Proficient	3	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	21	24	38	19	19	38	17	6	12	82	0	82
Not Economically Disadvantaged	445	3	30	23	44	67	473	1	9	83	7	90
Not Migrant	466	4	30	23	43	65	490	2	9	83	7	90

Grade 7 English Language Arts

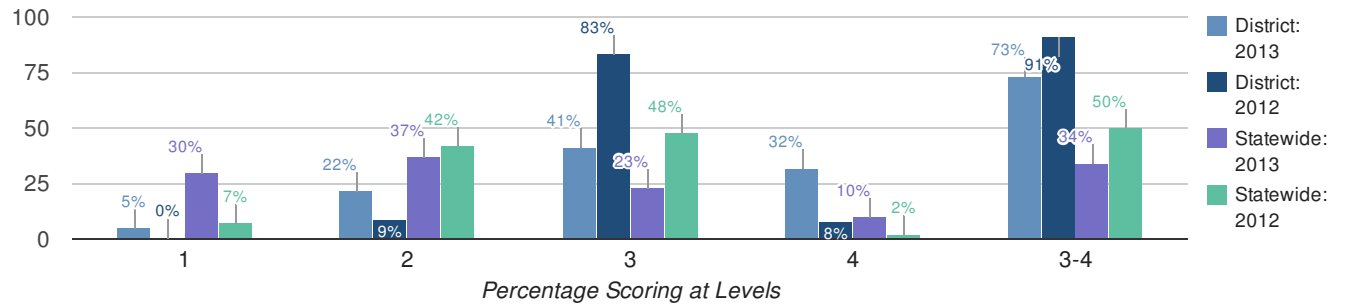


Mean Score

2013	2012
329	682

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	501	5	23	46	26	72	459	1	9	73	17	90
General Education	460	2	21	50	28	78	413	0	4	77	19	96
Students with Disabilities	41	41	49	7	2	10	46	7	54	39	0	39
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	53	4	11	43	42	85	42	0	7	52	40	93
Black or African American	15	13	33	27	27	53	18	0	28	72	0	72
Hispanic or Latino	26	15	15	46	23	69	12	0	25	67	8	75
White	392	4	24	48	24	72	378	1	8	76	15	91
Multiracial	14	—	—	—	—	—	9	0	11	67	22	89
Small Group Total	15	13	27	33	27	60	0	0	0	0	0	0
Female	246	4	20	50	27	77	255	0	8	75	17	92
Male	255	6	26	43	25	67	204	1	11	71	17	88
English Proficient	499	—	—	—	—	—	456	—	—	—	—	—
Limited English Proficient	2	—	—	—	—	—	3	—	—	—	—	—
Economically Disadvantaged	23	9	39	39	13	52	17	6	35	59	0	59
Not Economically Disadvantaged	478	5	22	46	27	73	442	0	8	74	17	91
Not Migrant	501	5	23	46	26	72	459	1	9	73	17	90

Grade 8 English Language Arts

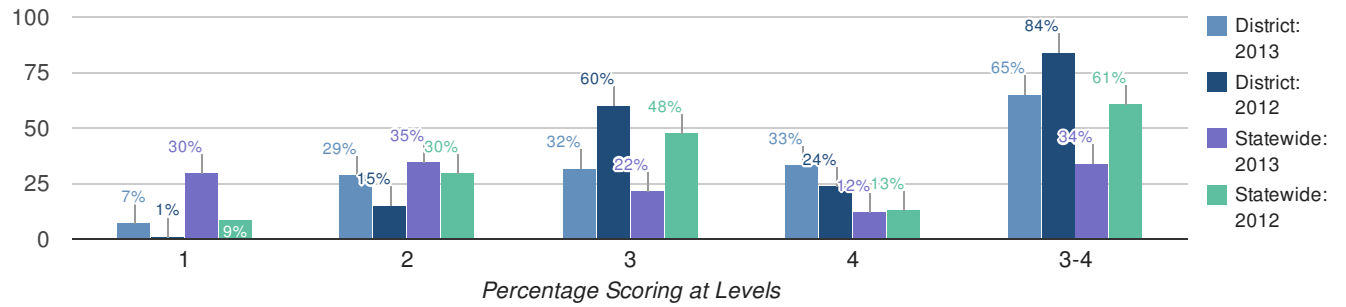


Mean Score

2013	2012
330	678

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	460	5	22	41	32	73	485	0	9	83	8	91
General Education	415	1	20	43	35	79	439	0	5	86	9	95
Students with Disabilities	45	38	40	18	4	22	46	4	46	50	0	50
Asian or Native Hawaiian/Other Pacific Islander	46	7	13	22	59	80	50	0	2	84	14	98
Black or African American	19	21	42	26	11	37	13	0	8	92	0	92
Hispanic or Latino	13	0	23	62	15	77	19	0	16	74	11	84
White	371	4	22	44	30	74	395	1	10	83	7	90
Multiracial	11	9	18	18	55	73	8	0	0	100	0	100
Female	258	4	22	43	32	74	258	0	8	80	12	92
Male	202	6	22	39	33	72	227	0	10	86	3	89
English Proficient	460	5	22	41	32	73	484	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	16	19	38	31	13	44	24	0	17	75	8	83
Not Economically Disadvantaged	444	4	21	41	33	74	461	0	8	83	8	91
Not Migrant	460	5	22	41	32	73	485	0	9	83	8	91

Grade 3 Mathematics

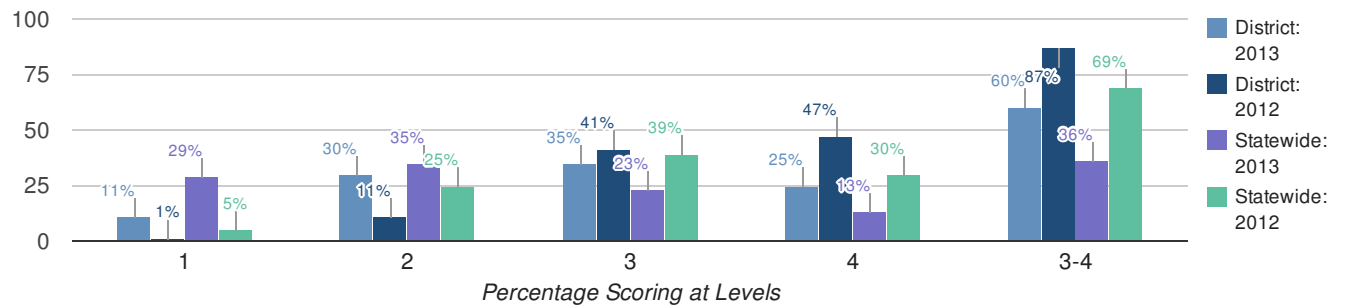


Mean Score

2013	2012
326	699

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	444	7	29	32	33	65	459	1	15	60	24	84
General Education	415	4	29	33	35	67	416	0	11	63	25	88
Students with Disabilities	29	45	31	17	7	24	43	7	53	35	5	40
Asian or Native Hawaiian/Other Pacific Islander	43	2	19	21	58	79	40	0	3	53	45	98
Black or African American	9	44	22	22	11	33	9	0	56	44	0	44
Hispanic or Latino	21	19	52	14	14	29	13	8	23	62	8	69
White	356	4	29	35	32	67	389	1	15	61	22	84
Multiracial	15	27	33	13	27	40	8	0	13	63	25	88
Female	237	5	30	32	33	65	225	0	17	64	19	83
Male	207	8	28	31	33	64	234	1	14	57	28	85
English Proficient	439	7	28	31	33	65	455	—	—	—	—	—
Limited English Proficient	5	0	60	40	0	40	4	—	—	—	—	—
Economically Disadvantaged	21	24	43	14	19	33	19	0	42	47	11	58
Not Economically Disadvantaged	423	6	28	32	34	66	440	1	14	61	24	85
Not Migrant	444	7	29	32	33	65	459	1	15	60	24	84

Grade 4 Mathematics

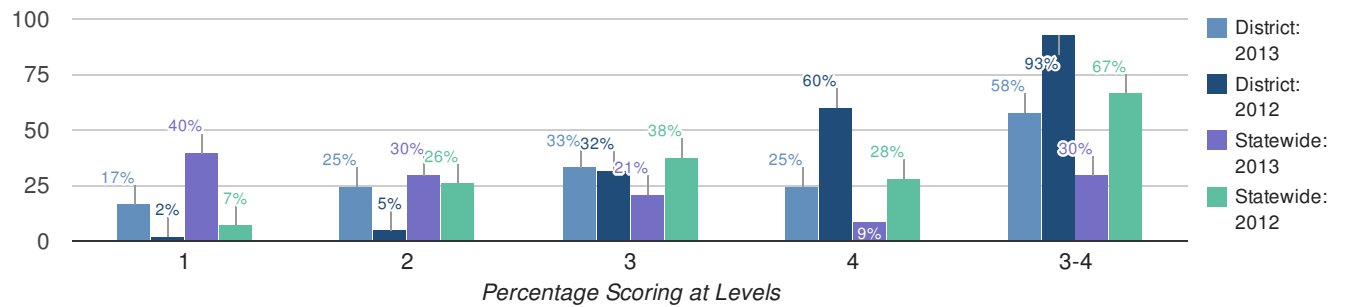


Mean Score

2013	2012
320	705

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	474	11	30	35	25	60	454	1	11	41	47	87
General Education	431	6	30	37	27	64	415	0	9	41	50	91
Students with Disabilities	43	53	23	16	7	23	39	13	41	31	15	46
Asian or Native Hawaiian/Other Pacific Islander	46	7	9	41	43	85	45	0	4	18	78	96
Black or African American	7	29	43	29	0	29	15	7	40	40	13	53
Hispanic or Latino	15	33	20	20	27	47	18	6	22	56	17	72
White	394	10	32	35	23	58	364	1	10	43	46	89
Multiracial	12	0	33	42	25	67	12	0	33	17	50	67
Female	236	14	31	32	23	55	229	2	11	41	46	87
Male	238	7	28	38	27	65	225	0	12	40	48	88
English Proficient	472	—	—	—	—	—	452	—	—	—	—	—
Limited English Proficient	2	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	22	23	59	14	5	18	28	4	29	50	18	68
Not Economically Disadvantaged	452	10	28	36	26	62	426	1	10	40	49	89
Not Migrant	474	11	30	35	25	60	454	1	11	41	47	87

Grade 5 Mathematics

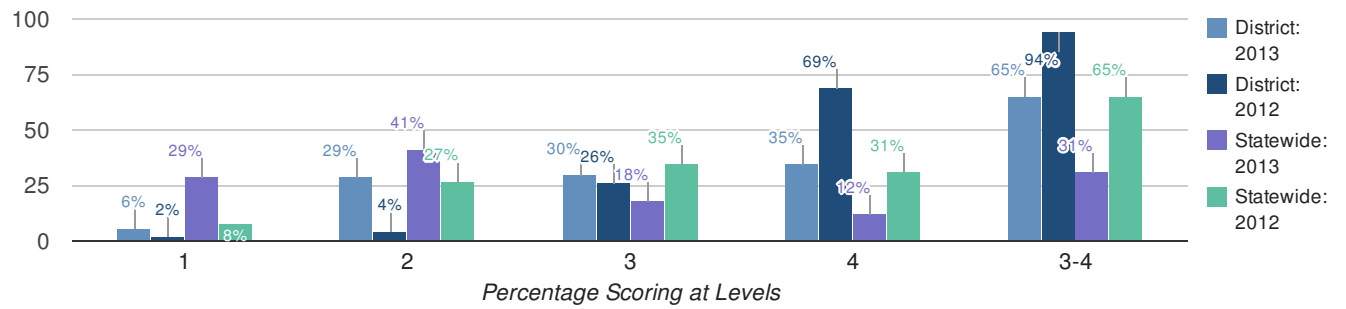


Mean Score

2013	2012
322	713

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	458	17	25	33	25	58	453	2	5	32	60	93
General Education	415	12	26	35	27	62	415	0	3	32	65	97
Students with Disabilities	43	63	21	12	5	16	38	24	29	37	11	47
Asian or Native Hawaiian/Other Pacific Islander	46	7	11	28	54	83	52	0	6	15	79	94
Black or African American	16	69	6	13	13	25	11	0	18	64	18	82
Hispanic or Latino	21	38	29	29	5	33	22	14	5	41	41	82
White	362	14	28	36	22	58	360	1	5	34	60	94
Multiracial	13	23	23	8	46	54	8	13	0	25	63	88
Female	230	17	26	36	22	58	216	2	5	30	63	93
Male	228	17	25	30	28	58	237	2	5	35	58	93
English Proficient	455	—	—	—	—	—	450	—	—	—	—	—
Limited English Proficient	3	—	—	—	—	—	3	—	—	—	—	—
Economically Disadvantaged	30	40	30	17	13	30	17	6	29	35	29	65
Not Economically Disadvantaged	428	15	25	34	25	60	436	2	4	32	61	94
Not Migrant	458	17	25	33	25	58	453	2	5	32	60	93

Grade 6 Mathematics

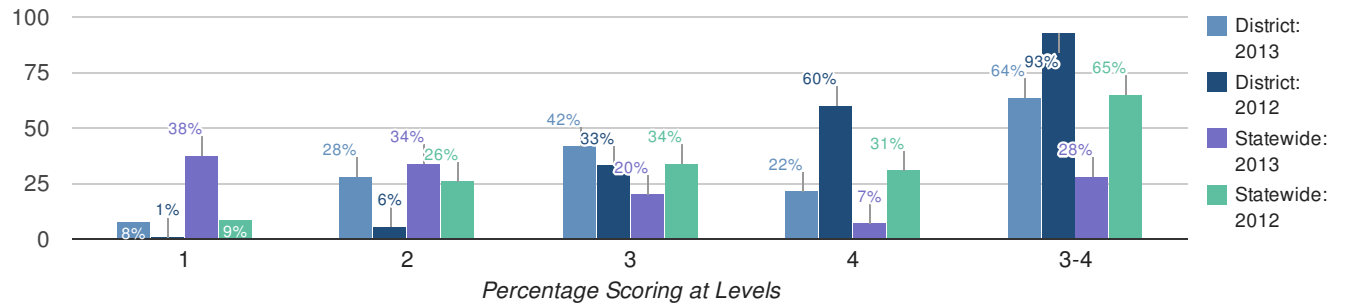


Mean Score

2013	2012
326	710

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	468	6	29	30	35	65	490	2	4	26	69	94
General Education	426	3	28	31	38	69	456	0	2	25	72	97
Students with Disabilities	42	38	43	19	0	19	34	21	24	32	24	56
Asian or Native Hawaiian/Other Pacific Islander	53	2	13	23	62	85	52	0	4	12	85	96
Black or African American	15	13	67	20	0	20	15	13	7	40	40	80
Hispanic or Latino	26	19	31	27	23	50	20	0	15	25	60	85
White	363	5	30	32	33	65	394	2	3	27	68	95
Multiracial	11	18	18	36	27	64	9	11	0	22	67	89
Female	227	5	28	31	36	67	238	1	3	29	67	97
Male	241	6	30	29	34	63	252	3	5	22	70	92
English Proficient	464	—	—	—	—	—	487	—	—	—	—	—
Limited English Proficient	4	—	—	—	—	—	3	—	—	—	—	—
Economically Disadvantaged	21	10	48	24	19	43	17	6	6	41	47	88
Not Economically Disadvantaged	447	6	28	30	36	66	473	2	4	25	69	95
Not Migrant	468	6	29	30	35	65	490	2	4	26	69	94

Grade 7 Mathematics

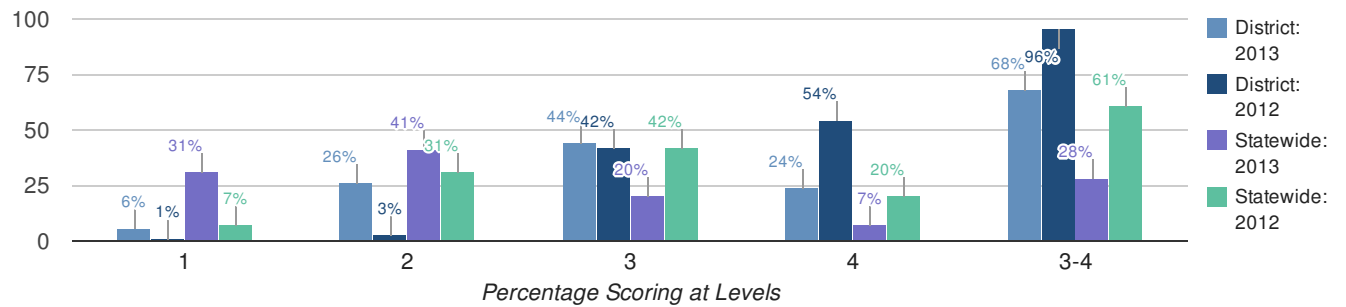


Mean Score

2013	2012
327	700

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	505	8	28	42	22	64	459	1	6	33	60	93
General Education	464	3	27	46	24	69	413	0	3	32	65	97
Students with Disabilities	41	56	37	2	5	7	46	13	35	41	11	52
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	54	4	13	41	43	83	42	0	5	7	88	95
Black or African American	15	27	27	40	7	47	18	0	28	44	28	72
Hispanic or Latino	27	22	30	33	15	48	12	0	8	25	67	92
White	394	6	30	44	20	63	378	2	5	35	58	93
Multiracial	14	—	—	—	—	—	9	0	0	56	44	100
Small Group Total	15	13	20	27	40	67	0	0	0	0	0	0
Female	248	7	30	45	18	63	255	2	7	33	58	92
Male	257	8	26	39	26	66	204	1	5	32	62	94
English Proficient	500	7	28	43	22	65	456	—	—	—	—	—
Limited English Proficient	5	60	40	0	0	0	3	—	—	—	—	—
Economically Disadvantaged	24	17	33	38	13	50	17	0	35	29	35	65
Not Economically Disadvantaged	481	7	28	42	23	65	442	1	5	33	61	94
Not Migrant	505	8	28	42	22	64	459	1	6	33	60	93

Grade 8 Mathematics

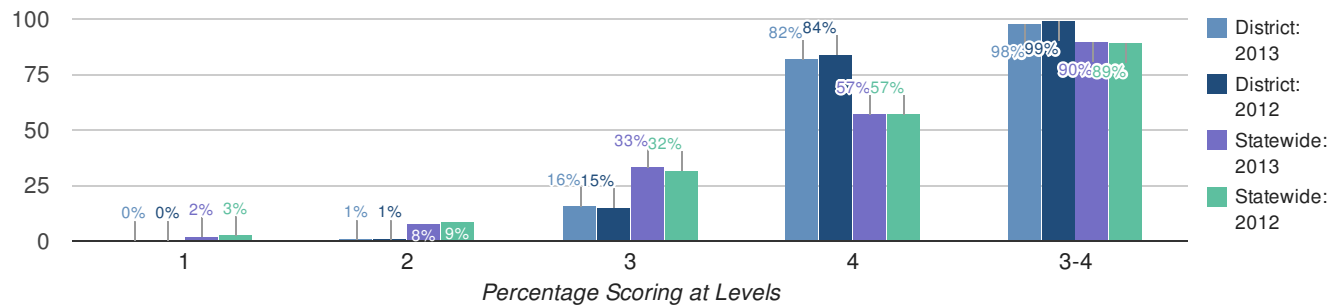


Mean Score

2013	2012
330	706

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	461	6	26	44	24	68	485	1	3	42	54	96
General Education	416	2	24	48	26	74	439	0	1	41	58	99
Students with Disabilities	45	42	49	4	4	9	46	11	20	52	17	70
Asian or Native Hawaiian/Other Pacific Islander	47	4	6	30	60	89	50	0	0	28	72	100
Black or African American	19	21	47	26	5	32	13	0	8	77	15	92
Hispanic or Latino	14	7	43	50	0	50	19	0	0	63	37	100
White	370	5	27	47	21	68	395	1	3	41	54	95
Multiracial	11	0	36	27	36	64	8	0	0	38	63	100
Female	260	5	30	45	21	65	258	1	3	38	57	95
Male	201	7	22	43	28	71	227	1	2	46	51	97
English Proficient	461	6	26	44	24	68	484	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	16	25	25	44	6	50	24	0	4	75	21	96
Not Economically Disadvantaged	445	5	27	44	24	69	461	1	3	40	56	96
Not Migrant	461	6	26	44	24	68	485	1	3	42	54	96

Grade 4 Science



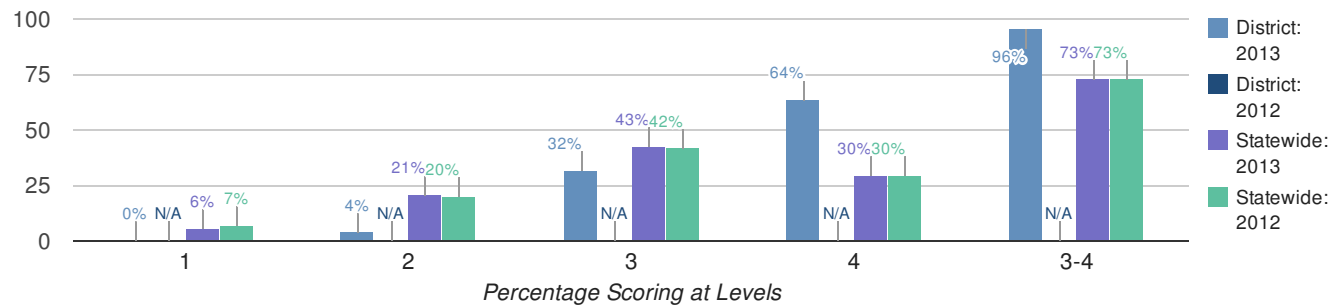
Mean Score

2013	2012
90	90

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	474	0	1	16	82	98	449	0	1	15	84	99
General Education	431	0	1	13	86	99	412	0	0	13	87	100
Students with Disabilities	43	2	7	47	44	91	37	0	14	38	49	86
Asian or Native Hawaiian/Other Pacific Islander	46	0	0	15	85	100	45	0	2	4	93	98
Black or African American	7	0	0	43	57	100	15	0	0	53	47	100
Hispanic or Latino	15	0	7	20	73	93	18	0	6	33	61	94
White	394	0	2	16	82	98	359	0	1	14	85	99
Multiracial	12	0	0	0	100	100	12	0	0	8	92	100
Female	237	0	2	19	78	98	225	0	1	14	84	99
Male	237	0	1	12	86	99	224	0	1	15	83	99
English Proficient	472	—	—	—	—	—	447	—	—	—	—	—
Limited English Proficient	2	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	22	0	5	41	55	95	28	0	0	36	64	100
Not Economically Disadvantaged	452	0	1	15	84	98	421	0	1	13	85	99
Not Migrant	474	0	1	16	82	98	449	0	1	15	84	99

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

2013	2012
85	86

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	462	0	4	32	64	96	478	0	1	32	66	98
General Education	416	0	2	29	69	98	436	0	1	30	70	99
Students with Disabilities	46	4	17	63	15	78	42	5	10	55	31	86
Asian or Native Hawaiian/Other Pacific Islander	47	0	4	15	81	96	51	0	0	31	69	100
Black or African American	19	0	21	53	26	79	13	0	8	77	15	92
Hispanic or Latino	14	0	21	43	36	79	19	0	0	32	68	100
White	371	1	2	33	65	97	387	1	2	31	67	98
Multiracial	11	0	0	36	64	100	8	0	0	0	100	100
Female	261	0	4	35	61	96	254	0	2	34	64	98
Male	201	0	3	28	68	96	224	0	1	29	69	99
English Proficient	462	0	4	32	64	96	477	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	16	0	19	38	44	81	23	0	0	61	39	100
Not Economically Disadvantaged	446	0	3	32	65	96	455	0	2	30	68	98
Not Migrant	462	0	4	32	64	96	478	0	1	32	66	98

Grade 8 Students Taking a Regents Science Test

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

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	0	0	0	0	0	0	2	—	—	—	—	—

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

2013	2012
2	1

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

2013	2012
2	1

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

2013	2012
1	1

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

2013	2012
1	1

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

2013	2012
1	0

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

2013	2012
1	0

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

2013	2012
3	0

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

2013	2012
3	0

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

*Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

*Reporting standards not met.

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

NAEP Participation Rates

Grade 4 Reading	Participation Rate
Students with Disabilities	94
Limited English Proficient	93
Grade 4 Mathematics	Participation Rate
Students with Disabilities	94
Limited English Proficient	93
Grade 8 Reading	Participation Rate
Students with Disabilities	97
Limited English Proficient	91
Grade 8 Mathematics	Participation Rate
Students with Disabilities	89
Limited English Proficient	94

Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction

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

Results by Student Group	2009 Cohort						2008 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	534	0	0	17	81	99	499	0	0	12	86	98
General Education	480	0	0	13	87	100	457	0	0	10	90	100
Students with Disabilities	54	0	4	54	31	85	42	2	2	36	45	81
Asian or Native Hawaiian/Other Pacific Islander	50	0	0	12	88	100	36	0	0	8	92	100
Black or African American	10	0	0	30	70	100	15	0	0	20	73	93
Hispanic or Latino	13	0	0	23	77	100	14	0	0	7	86	93
White	456	0	0	17	81	98	424	0	0	12	86	98
Multiracial	5	0	0	40	60	100	10	0	0	10	90	100
Female	260	0	0	15	84	99	251	0	0	10	89	99
Male	274	0	1	19	79	98	248	0	0	14	83	97
English Proficient	533	—	—	—	—	—	499	0	0	12	86	98
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	18	0	0	39	50	89	13	0	0	31	62	92
Not Economically Disadvantaged	516	0	0	16	82	99	486	0	0	11	87	98
Not Migrant	534	0	0	17	81	99	499	0	0	12	86	98

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

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

Results by Student Group	2009 Cohort						2008 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	534	0	1	29	69	99	499	0	0	33	65	98
General Education	480	0	0	24	76	100	457	0	0	30	69	100
Students with Disabilities	54	2	6	80	7	87	42	2	2	64	17	81
Asian or Native Hawaiian/Other Pacific Islander	50	0	0	16	84	100	36	0	0	14	86	100
Black or African American	10	0	0	60	40	100	15	0	0	40	53	93
Hispanic or Latino	13	0	0	46	54	100	14	0	0	50	43	93
White	456	0	1	29	69	98	424	0	0	34	64	98
Multiracial	5	0	0	40	60	100	10	0	0	30	70	100
Female	260	0	0	30	69	99	251	0	0	31	68	99
Male	274	0	1	29	69	98	248	0	0	36	61	97
English Proficient	533	—	—	—	—	—	499	0	0	33	65	98
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	18	0	6	61	33	94	13	0	0	85	8	92
Not Economically Disadvantaged	516	0	0	28	71	99	486	0	0	32	66	98
Not Migrant	534	0	1	29	69	99	499	0	0	33	65	98

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

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

Results by Student Group	2009 Cohort						2008 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	534	0	0	22	74	96	499	1	1	19	76	96
General Education	480	0	0	18	79	97	457	0	0	17	81	98
Students with Disabilities	54	2	4	61	26	87	42	7	7	43	29	71
Asian or Native Hawaiian/Other Pacific Islander	50	0	0	12	82	94	36	0	0	14	83	97
Black or African American	10	0	10	20	70	90	15	7	0	27	60	87
Hispanic or Latino	13	0	0	23	77	100	14	0	7	21	64	86
White	456	0	0	23	73	96	424	0	1	20	76	96
Multiracial	5	0	0	20	80	100	10	0	0	10	80	90
Female	260	0	0	23	72	95	251	1	1	21	76	97
Male	274	0	0	21	76	97	248	0	1	18	77	94
English Proficient	533	—	—	—	—	—	499	1	1	19	76	96
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	18	0	0	44	56	100	13	8	8	46	31	77
Not Economically Disadvantaged	516	0	0	22	74	96	486	0	1	19	77	96
Not Migrant	534	0	0	22	74	96	499	1	1	19	76	96

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

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

Results by Student Group	2009 Cohort						2008 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	534	0	0	12	86	98	499	0	0	10	88	98
General Education	480	0	0	9	91	100	457	0	0	8	91	99
Students with Disabilities	54	4	0	41	41	81	42	2	2	31	50	81
Asian or Native Hawaiian/Other Pacific Islander	50	0	0	8	92	100	36	0	0	8	89	97
Black or African American	10	0	0	30	70	100	15	0	0	20	73	93
Hispanic or Latino	13	0	0	8	92	100	14	7	0	0	86	86
White	456	0	0	12	86	98	424	0	0	10	88	98
Multiracial	5	0	0	40	60	100	10	0	0	10	90	100
Female	260	0	0	15	84	98	251	0	0	10	88	98
Male	274	0	0	9	89	98	248	0	0	10	87	97
English Proficient	533	—	—	—	—	—	499	0	0	10	88	98
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	18	0	0	22	67	89	13	8	0	38	38	77
Not Economically Disadvantaged	516	0	0	11	87	98	486	0	0	9	89	98
Not Migrant	534	0	0	12	86	98	499	0	0	10	88	98

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

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

Results by Student Group	2009 Cohort						2008 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	534	0	0	12	85	98	499	0	0	17	81	98
General Education	480	0	0	8	90	98	457	0	0	15	84	99
Students with Disabilities	54	0	0	50	43	93	42	2	0	40	45	86
Asian or Native Hawaiian/Other Pacific Islander	50	0	2	8	88	96	36	0	0	17	81	97
Black or African American	10	0	0	50	50	100	15	0	0	33	60	93
Hispanic or Latino	13	0	0	23	77	100	14	0	0	29	71	100
White	456	0	0	12	86	98	424	0	0	17	82	98
Multiracial	5	0	0	20	80	100	10	0	0	20	80	100
Female	260	0	1	13	83	97	251	0	0	16	82	98
Male	274	0	0	12	87	99	248	0	0	19	79	98
English Proficient	533	—	—	—	—	—	499	0	0	17	81	98
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	18	0	0	39	61	100	13	0	0	54	38	92
Not Economically Disadvantaged	516	0	0	11	86	98	486	0	0	16	82	98
Not Migrant	534	0	0	12	85	98	499	0	0	17	81	98

Regents Examination Results (2012 - 13)

Results by Student Group	Comprehensive English				Integrated Algebra			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	495	100	99	82	479	100	99	68
General Education	451	100	100	88	432	100	100	73
Students with Disabilities	44	98	91	20	47	100	89	19
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	41	100	98	93	49	100	100	90
Black or African American	10	100	100	60	15	100	100	40
Hispanic or Latino	14	100	100	71	16	100	100	50
White	425	100	99	82	391	100	98	67
Multiracial	5	100	100	100	8	100	100	63
Small Group Total	0	0	0	0	0	0	0	0
Female	239	100	99	85	263	100	99	71
Male	256	100	99	80	216	100	99	63
English Proficient	494	—	—	—	477	—	—	—
Limited English Proficient	1	—	—	—	2	—	—	—
Economically Disadvantaged	11	100	100	45	21	100	100	43
Not Economically Disadvantaged	484	100	99	83	458	100	99	69
Migrant	0	0	0	0	0	0	0	0
Not Migrant	495	100	99	82	479	100	99	68

Regents Examination Results (2012 - 13)

Results by Student Group	Geometry				Algebra 2/Trigonometry			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	450	100	100	66	434	97	93	63
General Education	426	100	100	67	421	98	94	63
Students with Disabilities	24	100	100	42	13	85	85	38
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	53	100	100	85	48	98	96	90
Black or African American	9	100	100	11	9	—	—	—
Hispanic or Latino	16	100	100	56	11	91	91	64
White	361	100	100	65	362	98	94	60
Multiracial	11	100	100	73	4	—	—	—
Small Group Total	0	0	0	0	13	92	77	31
Female	241	100	100	69	210	98	95	65
Male	209	100	100	63	224	97	92	61
English Proficient	450	100	100	66	434	97	93	63
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	16	100	100	38	13	92	85	46
Not Economically Disadvantaged	434	100	100	67	421	98	94	63
Migrant	0	0	0	0	0	0	0	0
Not Migrant	450	100	100	66	434	97	93	63

Regents Examination Results (2012 - 13)

Results by Student Group	Global History and Geography				U.S. History & Government			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	502	99	97	79	491	100	99	87
General Education	445	100	100	84	452	100	100	90
Students with Disabilities	57	89	81	39	39	97	87	46
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	42	100	100	90	42	100	98	95
Black or African American	15	93	87	60	9	100	100	56
Hispanic or Latino	22	100	100	64	15	100	93	60
White	412	99	97	80	420	100	99	87
Multiracial	11	100	100	64	5	100	100	100
Small Group Total	0	0	0	0	0	0	0	0
Female	246	100	99	76	237	99	98	83
Male	256	98	96	82	254	100	99	90
English Proficient	502	99	97	79	490	—	—	—
Limited English Proficient	0	0	0	0	1	—	—	—
Economically Disadvantaged	26	96	92	46	11	100	100	64
Not Economically Disadvantaged	476	99	98	81	480	100	99	87
Migrant	0	0	0	0	0	0	0	0
Not Migrant	502	99	97	79	491	100	99	87

Regents Examination Results (2012 - 13)

Results by Student Group	Living Environment				Physical Setting/Earth Science			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	503	100	99	79	508	99	98	74
General Education	449	100	100	84	456	100	99	79
Students with Disabilities	54	96	93	39	52	92	83	25
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	49	100	100	94	56	100	100	91
Black or African American	12	100	92	50	19	95	84	37
Hispanic or Latino	20	100	100	55	15	100	100	73
White	413	100	99	79	410	99	98	73
Multiracial	9	100	100	78	8	100	100	100
Small Group Total	0	0	0	0	0	0	0	0
Female	252	100	100	77	279	99	98	72
Male	251	99	99	81	229	99	97	76
English Proficient	503	100	99	79	507	—	—	—
Limited English Proficient	0	0	0	0	1	—	—	—
Economically Disadvantaged	25	100	96	44	23	100	96	48
Not Economically Disadvantaged	478	100	99	81	485	99	98	75
Migrant	0	0	0	0	0	0	0	0
Not Migrant	503	100	99	79	508	99	98	74

Regents Examination Results (2012 - 13)

Results by Student Group	Physical Setting/Chemistry				Physical Setting/Physics			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	393	100	99	55	240	99	93	55
General Education	379	100	100	55	235	99	93	55
Students with Disabilities	14	100	86	43	5	100	100	60
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	33	100	97	73	32	100	97	63
Black or African American	5	100	100	40	1	—	—	—
Hispanic or Latino	9	100	100	56	5	—	—	—
White	339	100	100	53	200	99	93	55
Multiracial	7	100	100	71	2	—	—	—
Small Group Total	0	0	0	0	8	100	100	38
Female	197	100	100	54	94	100	97	50
Male	196	100	99	55	146	99	91	58
English Proficient	393	100	99	55	240	99	93	55
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	4	—	—	—	4	—	—	—
Not Economically Disadvantaged	389	—	—	—	236	—	—	—
Migrant	0	0	0	0	0	0	0	0
Not Migrant	393	100	99	55	240	99	93	55

Regents Competency Test Results (2012 - 13)

Results by Student Group	Reading		Writing		Math	
	Total Tested	Percent Passing	Total Tested	Percent Passing	Total Tested	Percent Passing
All Students	0	0	0	0	0	0
General Education	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0
White	0	0	0	0	0	0
Multiracial	0	0	0	0	0	0
Small Group Total	0	0	0	0	0	0
Female	0	0	0	0	0	0
Male	0	0	0	0	0	0
English Proficient	0	0	0	0	0	0
Limited English Proficient	0	0	0	0	0	0
Economically Disadvantaged	0	0	0	0	0	0
Not Economically Disadvantaged	0	0	0	0	0	0
Migrant	0	0	0	0	0	0
Not Migrant	0	0	0	0	0	0

Regents Competency Test Results (2012 - 13)

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

New York State Alternate Assessment (NYSAA) Results (2012 - 13)

Grade/Subject	Total Tested	Number Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4	
Grade 3 ELA	1	—	—	—	—	—
Grade 3 Math	1	—	—	—	—	—
Grade 4 ELA	3	—	—	—	—	—
Grade 4 Math	3	—	—	—	—	—
Grade 4 Science	3	—	—	—	—	—
Grade 5 ELA	2	—	—	—	—	—
Grade 5 Math	2	—	—	—	—	—
Grade 6 ELA	8	0	6	1	1	25
Grade 6 Math	8	0	1	5	2	88
Grade 7 ELA	2	—	—	—	—	—
Grade 7 Math	2	—	—	—	—	—
Grade 8 ELA	5	0	1	0	4	80
Grade 8 Math	5	0	0	3	2	100
Grade 8 Science	5	0	0	0	5	100
Secondary-Level ELA	3	—	—	—	—	—
Secondary-Level Math	3	—	—	—	—	—

Elementary/Middle-Level English Language Arts Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI ≥ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	2,843	99%	✓	2,775	161	80	80
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	✓	✓	81	100%	✓	79	105	48	48
Hispanic or Latino	✓	✓	124	97%	✓	108	132	55	55
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	293	99%	✓	278	177	109	109
White	✓	✓	2,268	100%	✓	2,234	162	103	103
Multiracial	✓	✓	76	100%	✓	75	155	72	72
Students With Disabilities	✓	✓	272	97%	✓	266†	78†	28	28
Limited English Proficient	—	—	19	—	—	11	—	—	—
Economically Disadvantaged	✓	✓	135	99%	✓	124	116	57	57

Results for the following groups are NOT used to determine AYP.

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	2,842	99%	2,774	161
Not Black or African American	2,762	99%	2,696	163
Not Hispanic or Latino	2,719	100%	2,667	162
Not Asian or Native Hawaiian/Other Pacific Islander	2,550	99%	2,497	159
Not White	575	99%	541	155
Not Multiracial	2,767	99%	2,700	161
General Education	2,571	100%	2,517	170
English Proficient	2,824	99%	2,764	161
Not Economically Disadvantaged	2,708	99%	2,651	163
Male	1,393	100%	1,355	155
Female	1,450	99%	1,420	167
Migrant	0	—	0	—
Not Migrant	2,843	99%	2,775	161

✓ Yes

✗ No

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

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

Elementary/Middle-Level Mathematics Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI ≥ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	2,841	100%	✓	2,782	156	77	77
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	✓	✓	81	100%	✓	79	96	40	40
Hispanic or Latino	✓	✓	124	100%	✓	114	123	52	52
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	292	100%	✓	280	182	128	128
White	✓	✓	2,267	100%	✓	2,233	157	97	97
Multiracial	✓	✓	76	100%	✓	75	144	61	61
Students With Disabilities	✓	✓	272	97%	✓	267†	80†	30	30
Limited English Proficient	—	—	19	—	—	16	—	—	—
Economically Disadvantaged	✓	✓	135	100%	✓	125	112	53	53

Results for the following groups are NOT used to determine AYP.

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	2,840	100%	2,781	156
Not Black or African American	2,760	100%	2,703	157
Not Hispanic or Latino	2,717	100%	2,668	157
Not Asian or Native Hawaiian/Other Pacific Islander	2,549	100%	2,502	153
Not White	574	100%	549	152
Not Multiracial	2,765	100%	2,707	156
General Education	2,569	100%	2,523	164
English Proficient	2,822	100%	2,766	156
Not Economically Disadvantaged	2,706	100%	2,657	158
Male	1,392	100%	1,359	157
Female	1,449	100%	1,423	155
Migrant	0	—	0	—
Not Migrant	2,841	100%	2,782	156

✓ Yes

✗ No

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

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

Elementary/Middle-Level Science Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✓	✓	948	100%	✓	930	197	177	177
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	26	—	—	26	—	—	—
Hispanic or Latino	—	—	29	—	—	25	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	93	100%	✓	89	200	177	177
White	✓	✓	777	99%	✓	768	197	188	188
Multiracial	—	—	23	—	—	22	—	—	—
Students With Disabilities	✓	✓	101	96%	✓	100†	183†	148	148
Limited English Proficient	—	—	2	—	—	2	—	—	—
Economically Disadvantaged	✓	—	39	—	✓	37	189	155	155

Results for the following groups are NOT used to determine AYP.

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	948	100%	930	197
Not Black or African American	922	100%	904	197
Not Hispanic or Latino	919	100%	905	197
Not Asian or Native Hawaiian/Other Pacific Islander	855	100%	841	197
Not White	171	100%	162	196
Not Multiracial	925	100%	908	197
General Education	847	100%	834	199
English Proficient	946	100%	928	197
Not Economically Disadvantaged	909	100%	893	197
Male	444	100%	434	197
Female	504	100%	496	197
Migrant	0	—	0	—
Not Migrant	948	100%	930	197

✓ Yes

✗ No

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

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

Secondary-Level English Language Arts Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores	PI ≥ EAMO or Safe Harbor Target	2009 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	✓	536	100%	✓	529	195	158	158
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	10	—	—	9	—	—	—
Hispanic or Latino	—	—	15	—	—	13	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	50	100%	✓	50	200	162	162
White	✓	✓	456	100%	✓	452	194	171	171
Multiracial	—	—	5	—	—	5	—	—	—
Students With Disabilities	✓	✓	52	96%	✓	56†	163†	93	93
Limited English Proficient	—	—	1	—	—	1	—	—	—
Economically Disadvantaged	—	—	17	—	—	16	—	—	—

Results for the following groups are NOT used to determine AYP.

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2009 Accountability Cohort Members	PI
Not American Indian or Alaska Native	536	100%	529	195
Not Black or African American	526	100%	520	195
Not Hispanic or Latino	521	100%	516	195
Not Asian or Native Hawaiian/Other Pacific Islander	486	100%	479	194
Not White	80	100%	77	199
Not Multiracial	531	100%	524	195
General Education	484	100%	476	199
English Proficient	535	100%	528	195
Not Economically Disadvantaged	519	100%	513	195
Male	276	100%	271	194
Female	260	100%	258	195
Migrant	0	—	0	—
Not Migrant	536	100%	529	195

✓ Yes

✗ No

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2009 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

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

Secondary-Level Mathematics Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores	PI ≥ EAMO or Safe Harbor Target	2009 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	✓	536	100%	✓	529	187	137	137
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	10	—	—	9	—	—	—
Hispanic or Latino	—	—	15	—	—	13	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	50	100%	✓	50	192	155	155
White	✓	✓	456	100%	✓	452	187	153	153
Multiracial	—	—	5	—	—	5	—	—	—
Students With Disabilities	✓	✓	52	100%	✓	56†	136†	80	80
Limited English Proficient	—	—	1	—	—	1	—	—	—
Economically Disadvantaged	—	—	17	—	—	16	—	—	—

Results for the following groups are NOT used to determine AYP.

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2009 Accountability Cohort Members	PI
Not American Indian or Alaska Native	536	100%	529	187
Not Black or African American	526	100%	520	187
Not Hispanic or Latino	521	100%	516	187
Not Asian or Native Hawaiian/Other Pacific Islander	486	100%	479	187
Not White	80	100%	77	190
Not Multiracial	531	100%	524	187
General Education	484	100%	476	193
English Proficient	535	100%	528	187
Not Economically Disadvantaged	519	100%	513	188
Male	276	100%	271	188
Female	260	100%	258	186
Migrant	0	—	0	—
Not Migrant	536	100%	529	187

✓ Yes

✗ No

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2009 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.

Overall Graduation Rate for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP
✗ Did not make AYP
— There were not enough students to make an AYP determination.

Four-Year Graduation-Rate Total Cohort for Accountability

Student Group	Met Graduation-Rate Criterion	2008 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	499	97%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	15	—	—	—
Hispanic or Latino	—	14	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	36	100%	80%	80%
White	✓	424	97%	80%	80%
Multiracial	—	10	—	—	—
Students With Disabilities	✗	43†	74%†	80%	80%
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	13	—	—	—

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.
✗ Graduation rate is less than the State Standard and the group's Progress Target.
— There were fewer than 30 students in the cohort.
† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

Five-Year Graduation-Rate Total Cohort for Accountability

Student Group	Met Graduation-Rate Criterion	2007 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	510	98%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	18	—	—	—
Hispanic or Latino	—	9	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	38	97%	80%	80%
White	✓	441	98%	80%	80%
Multiracial	—	4	—	—	—
Students With Disabilities	✓	60†	85%†	80%	80%
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	21	—	—	—

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.
✗ Graduation rate is less than the State Standard and the group's Progress Target.
— There were fewer than 30 students in the cohort.
† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

Graduation Rates for Non-AYP Groups for Accountability

Results for the following groups are NOT used to determine AYP.

Student Group	Four-Year Graduation-Rate Total Cohort		Five-Year Graduation-Rate Total Cohort	
	2008 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2007 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	499	97%	510	98%
Not Black or African American	484	97%	492	98%
Not Hispanic or Latino	485	97%	501	98%
Not Asian or Native Hawaiian/Other Pacific Islander	463	97%	472	98%
Not White	75	96%	69	99%
Not Multiracial	489	97%	506	98%
General Education	457	99%	460	99%
English Proficient	499	97%	510	98%
Not Economically Disadvantaged	486	98%	489	98%
Male	248	95%	248	96%
Female	251	99%	262	99%
Migrant	0	—	0	—
Not Migrant	499	97%	510	98%

— There were fewer than 30 students in the cohort.

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

Percentage of 2008 Graduation-Rate Total Cohort members who graduated as of August 31, 2012 with:

Regents Diploma with an Advanced Designation (This District)	Regents Diploma with an Advanced Designation (Statewide)	Percentage in This District Exceeded Statewide
75%	30%	YES
Regents Diploma with CTE Endorsement (This District)	Regents Diploma with CTE Endorsement (Statewide)	Percentage in This District Exceeded Statewide
0%	3%	NO

Glossary of Terms - Report Cards Data

Alternative High School Equivalency Preparation Program (AHSEPP)

A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

Attendance Rate

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.

Average Class Size

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

Completers

Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP).

Core Classes

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages.

Disability Status

Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

Dropouts

Dropouts are students in grades 7-12 and ungraded secondary students whose last enrollment record indicated they dropped out of school. The number of enrolled students used as the denominator for determining the percentage of students who dropped out is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

Economically Disadvantaged

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

Free and Reduced-Price Lunch (FRPL)

Eligible for Free Lunch and Eligible for Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

Gender

Gender of the student being reported, as identified by the parent/guardian.

Grade Level

Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts.

Ungraded students are those assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level. The definition of 'Ungraded' does not include out-of-school youth, preschoolers, or children who are not yet school age. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

High School Completers

High school completers are Graduates plus students who received an Individualized Education Diploma (IEP).

Highly Qualified Teachers

To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with State standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

The Percent Teaching Out of Certification for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

Regents Competency Tests

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

score is included in the annual results.

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage. Teacher turnover data are lagged one year because they must be compared to prior year data.

Total Cohort

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

Glossary of Terms - Accountability Data

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

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

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

Safe Harbor Target

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

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

Unweighted Combined PI

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



The New York State School Report Card [2012 - 13]

NAME: ALLEN CREEK SCHOOL

BEDS Code: 261401060001

PRINCIPAL : Michael Biondi

ADDRESS: 3188 EAST AVE, ROCHESTER, NY 14618

PHONE: (585) 267-1202

GRADE CONFIGURATION: Half-day Kindergarten, 1, 2, 3, 4, 5

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

ALLEN CREEK SCHOOL Enrollment (2012 - 13)

K-12 Enrollment: 361

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 2012 - 13 school year. For nonpublic school enrollment data please see the [Non-Public School Enrollment and Staff](#) information on our Information and Reporting Services webpage

Students by Gender

Male		Female	
184	51%	177	49%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
0	10	12	16	307	16
0%	3%	3%	4%	85%	4%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
—	—	31	9%	24	7%

*Fields with dashes have data [suppressed](#) in order to prevent reporting personally identifiable information.

Students by Grade

Kindergarten (Half Day)	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
40	62	65	61	66	67

Average Class Size (2012 - 13)

Common Branch

21

Free and Reduced-Price Lunch (2012 - 13)

Eligible for Free Lunch

15

4%

Eligible for Reduced-Price Lunch

10

3%

Attendance and Suspensions (2011 - 12)

Annual Attendance Rate

97%

Student Suspensions

0

0%

Teacher Turnover Rate (2011 - 12)

Turnover Rate of Teachers with Fewer Than Five Years of Experience

0%

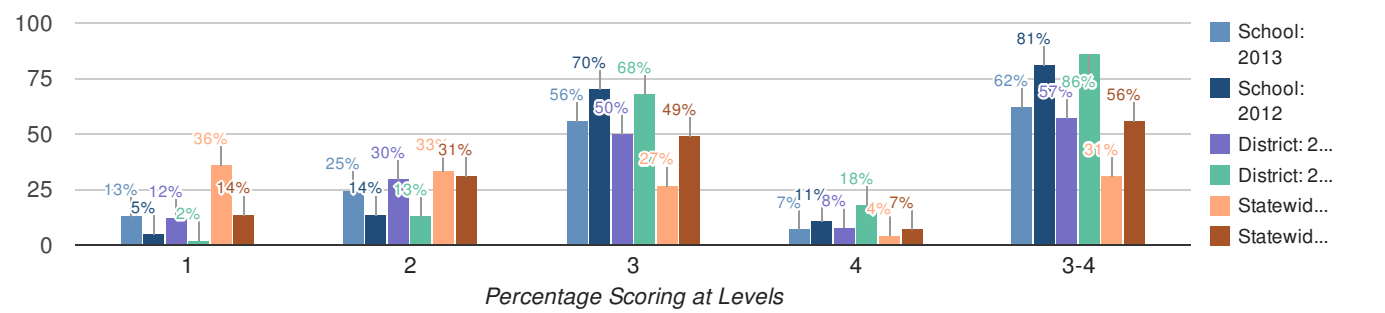
Turnover Rate of All Teachers

5%

Teacher Qualifications (2010-11 through 2012-13)

	2010 - 11	2011 - 12	2012 - 13
Total Number of Teachers	21	22	22
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	5%	5%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	14%	14%	9%
Total Number of Core Classes	21	17	19
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	2%	3%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	5%	4%	6%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	0%	1%	1%
Total Number of Classes	46	44	38
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

Grade 3 English Language Arts

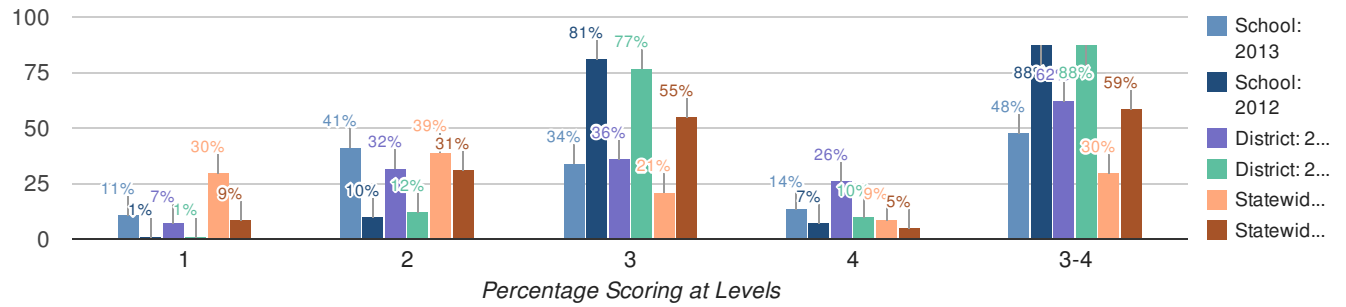


Mean Score

2013	2012
319	673

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	61	13	25	56	7	62	64	5	14	70	11	81
General Education	55	9	25	58	7	65	56	0	13	75	13	88
Students with Disabilities	6	50	17	33	0	33	8	38	25	38	0	38
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	1	—	—	—	—	—
Black or African American	1	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	1	—	—	—	—	—
White	50	8	26	58	8	66	60	—	—	—	—	—
Multiracial	3	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	11	36	18	45	0	45	64	5	14	70	11	81
Female	38	13	16	66	5	71	31	3	13	74	10	84
Male	23	13	39	39	9	48	33	6	15	67	12	79
English Proficient	59	—	—	—	—	—	64	5	14	70	11	81
Limited English Proficient	2	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	6	67	17	17	0	17	7	29	29	43	0	43
Not Economically Disadvantaged	55	7	25	60	7	67	57	2	12	74	12	86
Not Migrant	61	13	25	56	7	62	64	5	14	70	11	81

Grade 4 English Language Arts

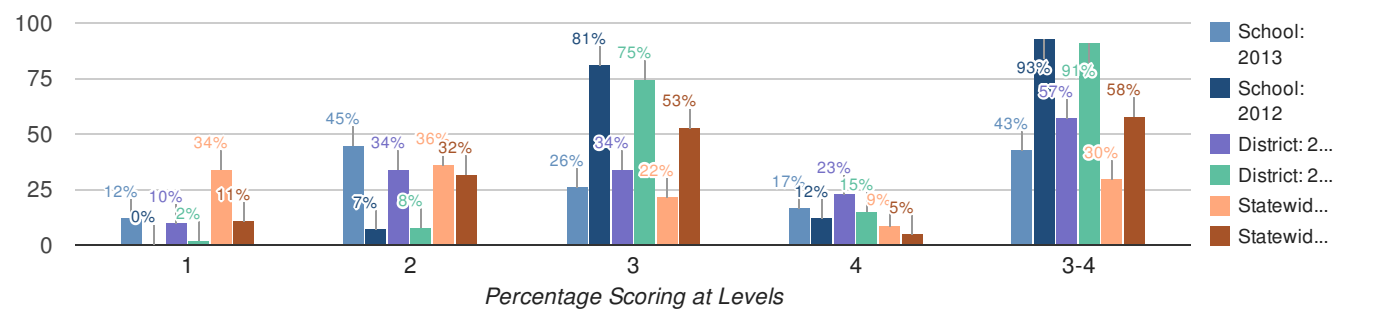


Mean Score

2013	2012
317	691

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	64	11	41	34	14	48	68	1	10	81	7	88
General Education	56	7	39	38	16	54	63	0	8	84	8	92
Students with Disabilities	8	38	50	13	0	13	5	20	40	40	0	40
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	4	—	—	—	—	—
Black or African American	1	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	4	—	—	—	—	—
White	60	—	—	—	—	—	57	2	5	84	9	93
Multiracial	2	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	64	11	41	34	14	48	11	0	36	64	0	64
Female	31	13	39	35	13	48	36	3	6	78	14	92
Male	33	9	42	33	15	48	32	0	16	84	0	84
English Proficient	64	11	41	34	14	48	68	1	10	81	7	88
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	6	50	33	17	0	17	3	—	—	—	—	—
Not Economically Disadvantaged	58	7	41	36	16	52	65	—	—	—	—	—
Not Migrant	64	11	41	34	14	48	68	1	10	81	7	88

Grade 5 English Language Arts

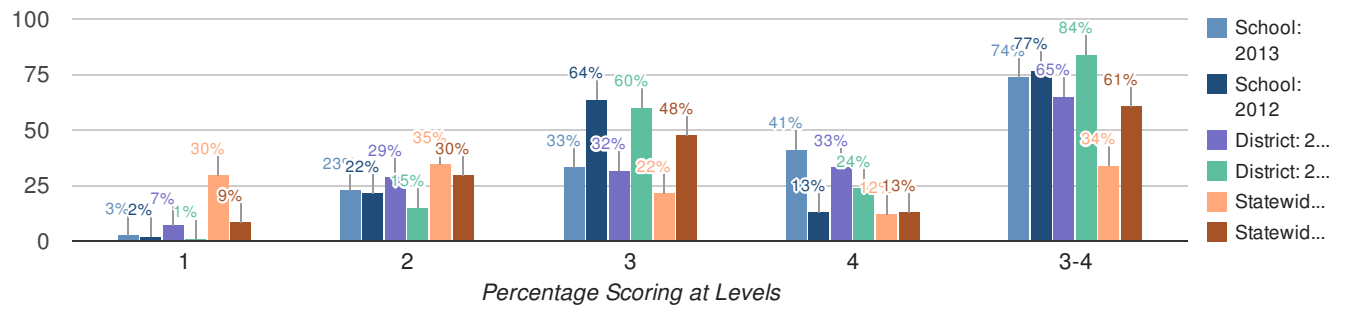


Mean Score

2013	2012
318	684

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	65	12	45	26	17	43	57	0	7	81	12	93
General Education	58	5	47	29	19	48	54	—	—	—	—	—
Students with Disabilities	7	71	29	0	0	0	3	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	1	—	—	—	—	—
Black or African American	3	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	3	—	—	—	—	—
White	53	6	47	28	19	47	49	0	6	80	14	94
Multiracial	1	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	12	42	33	17	8	25	8	0	13	88	0	88
Female	31	6	39	32	23	55	26	0	8	77	15	92
Male	34	18	50	21	12	32	31	0	6	84	10	94
English Proficient	65	12	45	26	17	43	57	0	7	81	12	93
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	3	—	—	—	—	—	4	—	—	—	—	—
Not Economically Disadvantaged	62	—	—	—	—	—	53	—	—	—	—	—
Not Migrant	65	12	45	26	17	43	57	0	7	81	12	93

Grade 3 Mathematics

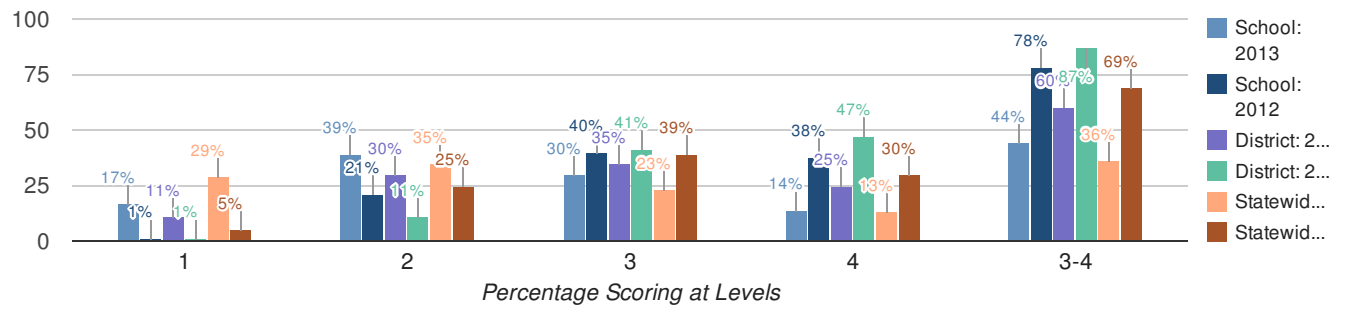


Mean Score

2013	2012
332	695

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	61	3	23	33	41	74	64	2	22	64	13	77
General Education	55	2	22	33	44	76	56	0	18	68	14	82
Students with Disabilities	6	17	33	33	17	50	8	13	50	38	0	38
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	1	—	—	—	—	—
Black or African American	1	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	1	—	—	—	—	—
White	50	2	20	34	44	78	60	—	—	—	—	—
Multiracial	3	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	11	9	36	27	27	55	64	2	22	64	13	77
Female	38	5	21	29	45	74	31	0	19	61	19	81
Male	23	0	26	39	35	74	33	3	24	67	6	73
English Proficient	59	—	—	—	—	—	64	2	22	64	13	77
Limited English Proficient	2	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	6	17	67	0	17	17	7	0	57	43	0	43
Not Economically Disadvantaged	55	2	18	36	44	80	57	2	18	67	14	81
Not Migrant	61	3	23	33	41	74	64	2	22	64	13	77

Grade 4 Mathematics

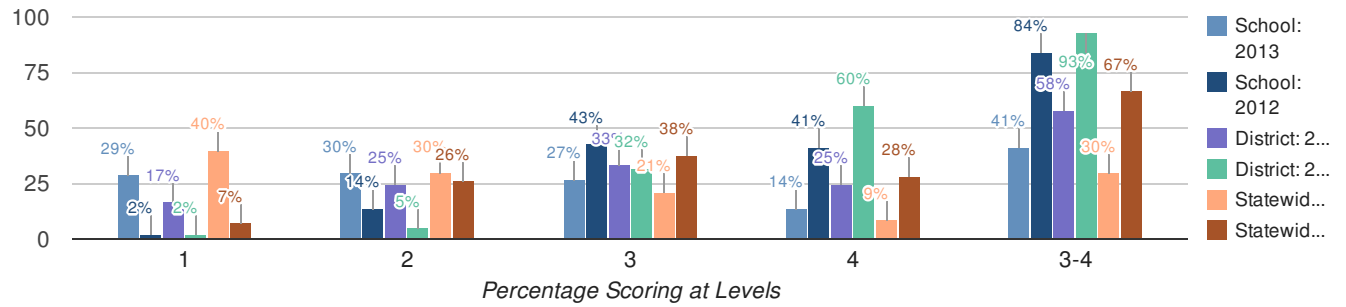


Mean Score

2013	2012
309	698

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	64	17	39	30	14	44	68	1	21	40	38	78
General Education	56	11	43	30	16	46	63	0	17	41	41	83
Students with Disabilities	8	63	13	25	0	25	5	20	60	20	0	20
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	4	—	—	—	—	—
Black or African American	1	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	4	—	—	—	—	—
White	60	—	—	—	—	—	57	2	14	42	42	84
Multiracial	2	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	64	17	39	30	14	44	11	0	55	27	18	45
Female	31	16	48	23	13	35	36	3	19	42	36	78
Male	33	18	30	36	15	52	32	0	22	38	41	78
English Proficient	64	17	39	30	14	44	68	1	21	40	38	78
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	6	33	67	0	0	0	3	—	—	—	—	—
Not Economically Disadvantaged	58	16	36	33	16	48	65	—	—	—	—	—
Not Migrant	64	17	39	30	14	44	68	1	21	40	38	78

Grade 5 Mathematics

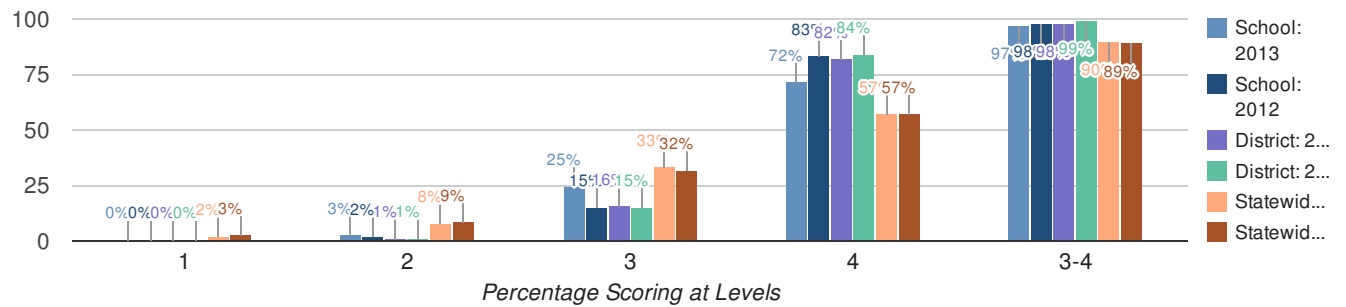


Mean Score

2013	2012
309	700

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	66	29	30	27	14	41	58	2	14	43	41	84
General Education	59	22	32	31	15	46	55	—	—	—	—	—
Students with Disabilities	7	86	14	0	0	0	3	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	40	0	40	20	60	2	—	—	—	—	—
Black or African American	3	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	3	—	—	—	—	—
White	53	21	36	28	15	43	49	2	10	43	45	88
Multiracial	1	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	8	75	13	13	0	13	9	0	33	44	22	67
Female	32	28	31	25	16	41	27	4	7	44	44	89
Male	34	29	29	29	12	41	31	0	19	42	39	81
English Proficient	65	—	—	—	—	—	57	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	3	—	—	—	—	—	4	—	—	—	—	—
Not Economically Disadvantaged	63	—	—	—	—	—	54	—	—	—	—	—
Not Migrant	66	29	30	27	14	41	58	2	14	43	41	84

Grade 4 Science



Mean Score

2013	2012
88	90

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	64	0	3	25	72	97	66	0	2	15	83	98
General Education	56	0	2	21	77	98	62	—	—	—	—	—
Students with Disabilities	8	0	13	50	38	88	4	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	4	—	—	—	—	—
Black or African American	1	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	4	—	—	—	—	—
White	60	—	—	—	—	—	55	0	0	13	87	100
Multiracial	2	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	64	0	3	25	72	97	11	0	9	27	64	91
Female	31	0	3	29	68	97	34	0	0	12	88	100
Male	33	0	3	21	76	97	32	0	3	19	78	97
English Proficient	64	0	3	25	72	97	66	0	2	15	83	98
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	6	0	17	50	33	83	3	—	—	—	—	—
Not Economically Disadvantaged	58	0	2	22	76	98	63	—	—	—	—	—
Not Migrant	64	0	3	25	72	97	66	0	2	15	83	98

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

*Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

*Reporting standards not met.

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

NAEP Participation Rates

Grade 4 Reading	Participation Rate
Students with Disabilities	94
Limited English Proficient	93
Grade 4 Mathematics	Participation Rate
Students with Disabilities	94
Limited English Proficient	93
Grade 8 Reading	Participation Rate
Students with Disabilities	97
Limited English Proficient	91
Grade 8 Mathematics	Participation Rate
Students with Disabilities	89
Limited English Proficient	94

Elementary/Middle-Level English Language Arts Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI ≥ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	191	99%	✓	189	147	74	74
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	5	—	—	5	—	—	—
Hispanic or Latino	—	—	7	—	—	7	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	10	—	—	8	—	—	—
White	✓	✓	163	100%	✓	163	154	97	97
Multiracial	—	—	6	—	—	6	—	—	—
Students With Disabilities	—	—	21	—	—	21	—	—	—
Limited English Proficient	—	—	3	—	—	2	—	—	—
Economically Disadvantaged	—	—	15	—	—	15	—	—	—

Results for the following groups are NOT used to determine AYP.

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	191	99%	189	147
Not Black or African American	186	99%	184	151
Not Hispanic or Latino	184	99%	182	147
Not Asian or Native Hawaiian/Other Pacific Islander	181	100%	181	148
Not White	28	—	26	—
Not Multiracial	185	99%	183	148
General Education	170	99%	168	157
English Proficient	188	100%	187	148
Not Economically Disadvantaged	176	99%	174	155
Male	90	100%	90	138
Female	101	99%	99	155
Migrant	0	—	0	—
Not Migrant	191	99%	189	147

✓ Yes

✗ No

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

Elementary/Middle-Level Mathematics Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	191	100%	✓	189	136	71	71
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	5	—	—	5	—	—	—
Hispanic or Latino	—	—	7	—	—	7	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	10	—	—	8	—	—	—
White	✓	✓	163	100%	✓	163	141	91	91
Multiracial	—	—	6	—	—	6	—	—	—
Students With Disabilities	—	—	21	—	—	21	—	—	—
Limited English Proficient	—	—	3	—	—	2	—	—	—
Economically Disadvantaged	—	—	15	—	—	15	—	—	—

Results for the following groups are NOT used to determine AYP.

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	191	100%	189	136
Not Black or African American	186	100%	184	138
Not Hispanic or Latino	184	100%	182	138
Not Asian or Native Hawaiian/Other Pacific Islander	181	100%	181	136
Not White	28	—	26	—
Not Multiracial	185	100%	183	137
General Education	170	100%	168	145
English Proficient	188	100%	187	136
Not Economically Disadvantaged	176	100%	174	142
Male	90	100%	90	136
Female	101	100%	99	136
Migrant	0	—	0	—
Not Migrant	191	100%	189	136

✓ Yes

✗ No

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

Elementary/Middle-Level Science Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✓	✓	64	100%	✓	64	197	169	169
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	1	—	—	1	—	—	—
Hispanic or Latino	—	—	0	—	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	1	—	—	1	—	—	—
White	✓	✓	60	100%	✓	60	197	180	180
Multiracial	—	—	2	—	—	2	—	—	—
Students With Disabilities	—	—	8	—	—	8	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	6	—	—	6	—	—	—

Results for the following groups are NOT used to determine AYP.

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	64	100%	64	197
Not Black or African American	63	100%	63	197
Not Hispanic or Latino	64	100%	64	197
Not Asian or Native Hawaiian/Other Pacific Islander	63	100%	63	197
Not White	4	—	4	—
Not Multiracial	62	100%	62	197
General Education	56	100%	56	198
English Proficient	64	100%	64	197
Not Economically Disadvantaged	58	100%	58	198
Male	33	—	33	197
Female	31	—	31	197
Migrant	0	—	0	—
Not Migrant	64	100%	64	197

✓ Yes

✗ No

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

Glossary of Terms - Report Cards Data

Alternative High School Equivalency Preparation Program (AHSEPP)	A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.
Attendance Rate	Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.
Average Class Size	Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.
Completers	Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP).
Core Classes	Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages.
Disability Status	Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.
Dropouts	Dropouts are students in grades 7-12 and ungraded secondary students whose last enrollment record indicated they dropped out of school. The number of enrolled students used as the denominator for determining the percentage of students who dropped out is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.
Economically Disadvantaged	Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.
Free and Reduced-Price Lunch (FRPL)	Eligible for Free Lunch and Eligible for Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.
Gender	Gender of the student being reported, as identified by the parent/guardian.
Grade Level	Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts.

Ungraded students are those assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level. The definition of 'Ungraded' does not include out-of-school youth, preschoolers, or children who are not yet school age. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

High School Completers

High school completers are Graduates plus students who received an Individualized Education Diploma (IEP).

Highly Qualified Teachers

To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with State standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

The Percent Teaching Out of Certification for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

Regents Competency Tests

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

score is included in the annual results.

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage. Teacher turnover data are lagged one year because they must be compared to prior year data.

Total Cohort

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

Glossary of Terms - Accountability Data

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

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

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

Safe Harbor Target

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

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

Unweighted Combined PI

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



The New York State School Report Card [2012 - 13]

NAME: JEFFERSON ROAD SCHOOL

BEDS Code: 261401060002

PRINCIPAL : Shawn Clark

ADDRESS: 15 SCHOOL LN, PITTSFORD, NY 14534

PHONE: (585) 267-1302

GRADE CONFIGURATION: Half-day Kindergarten, 1, 2, 3, 4, 5

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

JEFFERSON ROAD SCHOOL Enrollment (2012 - 13)

K-12 Enrollment: 380

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 2012 - 13 school year. For nonpublic school enrollment data please see the [Non-Public School Enrollment and Staff](#) information on our Information and Reporting Services webpage

Students by Gender

Male		Female	
200	53%	180	47%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
0	12	17	18	315	18
0%	3%	4%	5%	83%	5%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
5	1%	20	5%	22	6%

Students by Grade

Kindergarten (Half Day)	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
58	64	61	51	73	72
Ungraded Elementary					
1					

Average Class Size (2012 - 13)

Common Branch

22

Free and Reduced-Price Lunch (2012 - 13)

Eligible for Free Lunch

15

4%

Eligible for Reduced-Price Lunch

6

2%

Attendance and Suspensions (2011 - 12)

Annual Attendance Rate

97%

Student Suspensions

1

0%

Teacher Turnover Rate (2011 - 12)

Turnover Rate of Teachers with Fewer Than Five Years of Experience

0%

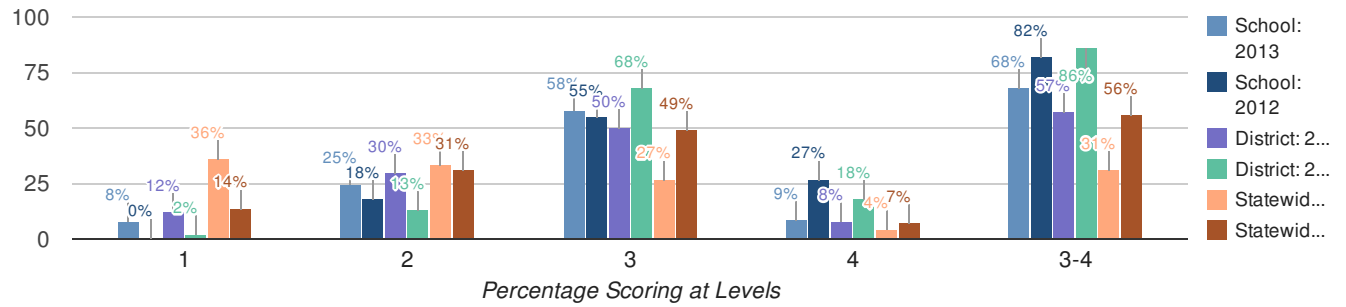
Turnover Rate of All Teachers

4%

Teacher Qualifications (2010-11 through 2012-13)

	2010 - 11	2011 - 12	2012 - 13
Total Number of Teachers	27	24	23
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	4%	4%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate	0%	0%	0%
Total Number of Core Classes	32	26	28
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	2%	3%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	5%	4%	6%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	0%	1%	1%
Total Number of Classes	70	52	50
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

Grade 3 English Language Arts

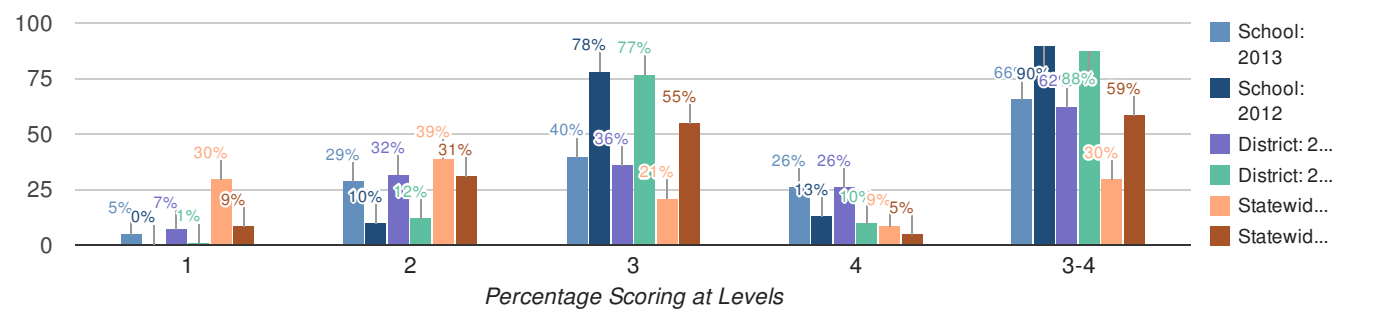


Mean Score

2013	2012
325	683

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	53	8	25	58	9	68	71	0	18	55	27	82
General Education	49	—	—	—	—	—	67	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	4	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	7	0	14	57	29	86
Black or African American	3	—	—	—	—	—	3	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	3	—	—	—	—	—
White	43	5	23	60	12	72	58	0	21	50	29	79
Multiracial	2	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	10	20	30	50	0	50	6	0	0	100	0	100
Female	24	4	17	63	17	79	31	0	16	55	29	84
Male	29	10	31	55	3	59	40	0	20	55	25	80
English Proficient	52	—	—	—	—	—	70	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	4	—	—	—	—	—	3	—	—	—	—	—
Not Economically Disadvantaged	49	—	—	—	—	—	68	—	—	—	—	—
Not Migrant	53	8	25	58	9	68	71	0	18	55	27	82

Grade 4 English Language Arts

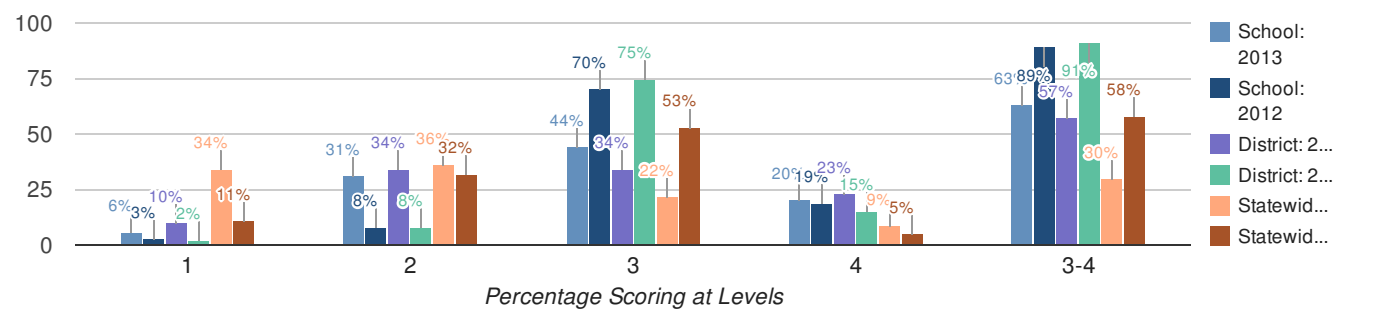


Mean Score

2013	2012
325	695

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	73	5	29	40	26	66	72	0	10	78	13	90
General Education	67	3	27	42	28	70	65	0	3	83	14	97
Students with Disabilities	6	33	50	17	0	17	7	0	71	29	0	29
Asian or Native Hawaiian/Other Pacific Islander	6	17	33	33	17	50	2	—	—	—	—	—
Black or African American	2	—	—	—	—	—	3	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	3	—	—	—	—	—
White	61	5	31	36	28	64	62	0	10	79	11	90
Multiracial	2	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	6	0	0	83	17	100	10	0	10	70	20	90
Female	30	7	27	37	30	67	31	0	10	71	19	90
Male	43	5	30	42	23	65	41	0	10	83	7	90
English Proficient	72	—	—	—	—	—	70	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	5	0	40	60	0	60	8	0	13	88	0	88
Not Economically Disadvantaged	68	6	28	38	28	66	64	0	9	77	14	91
Not Migrant	73	5	29	40	26	66	72	0	10	78	13	90

Grade 5 English Language Arts

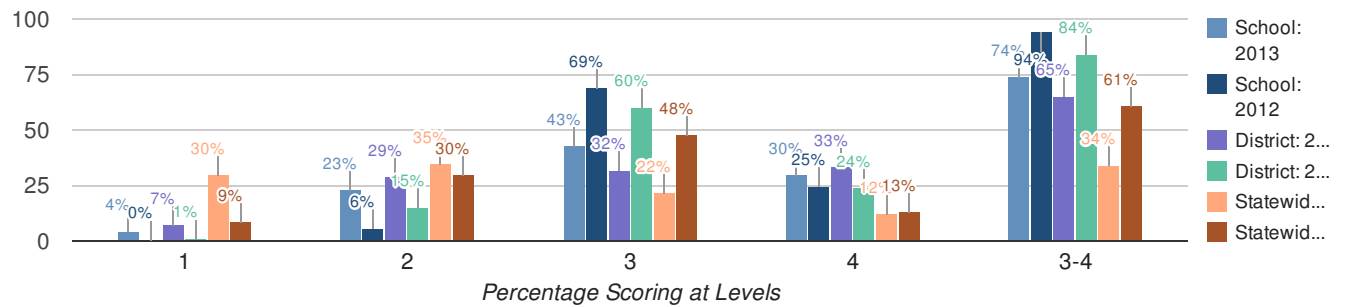


Mean Score

2013	2012
326	686

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	71	6	31	44	20	63	64	3	8	70	19	89
General Education	66	0	32	47	21	68	56	0	4	75	21	96
Students with Disabilities	5	80	20	0	0	0	8	25	38	38	0	38
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	6	—	—	—	—	—
Black or African American	3	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	2	—	—	—	—	—
White	60	5	32	43	20	63	55	2	9	67	22	89
Multiracial	2	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	11	9	27	45	18	64	9	11	0	89	0	89
Female	31	6	16	48	29	77	24	4	0	75	21	96
Male	40	5	43	40	13	53	40	3	13	68	18	85
English Proficient	70	—	—	—	—	—	64	3	8	70	19	89
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	7	14	71	14	0	14	3	—	—	—	—	—
Not Economically Disadvantaged	64	5	27	47	22	69	61	—	—	—	—	—
Not Migrant	71	6	31	44	20	63	64	3	8	70	19	89

Grade 3 Mathematics

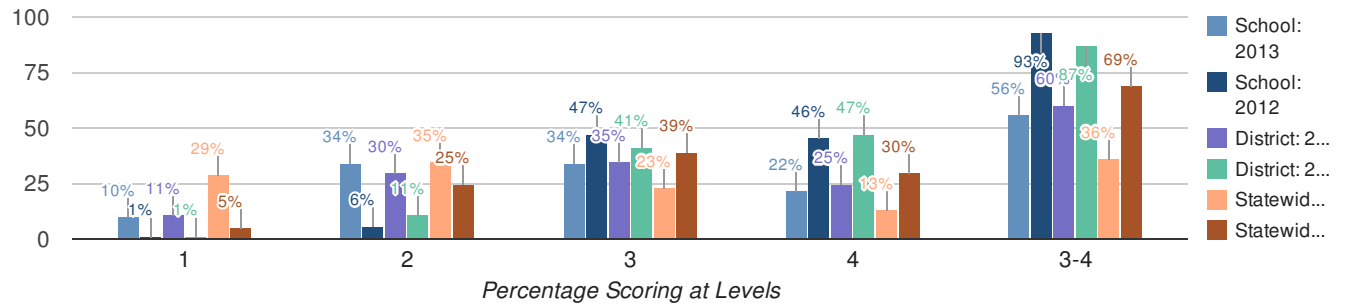


Mean Score

2013	2012
327	704

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	53	4	23	43	30	74	71	0	6	69	25	94
General Education	49	—	—	—	—	—	67	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	4	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	7	0	0	57	43	100
Black or African American	3	—	—	—	—	—	3	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	3	—	—	—	—	—
White	43	2	19	47	33	79	58	0	7	69	24	93
Multiracial	2	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	10	10	40	30	20	50	6	0	0	83	17	100
Female	24	4	29	50	17	67	31	0	6	81	13	94
Male	29	3	17	38	41	79	40	0	5	60	35	95
English Proficient	52	—	—	—	—	—	70	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	4	—	—	—	—	—	3	—	—	—	—	—
Not Economically Disadvantaged	49	—	—	—	—	—	68	—	—	—	—	—
Not Migrant	53	4	23	43	30	74	71	0	6	69	25	94

Grade 4 Mathematics

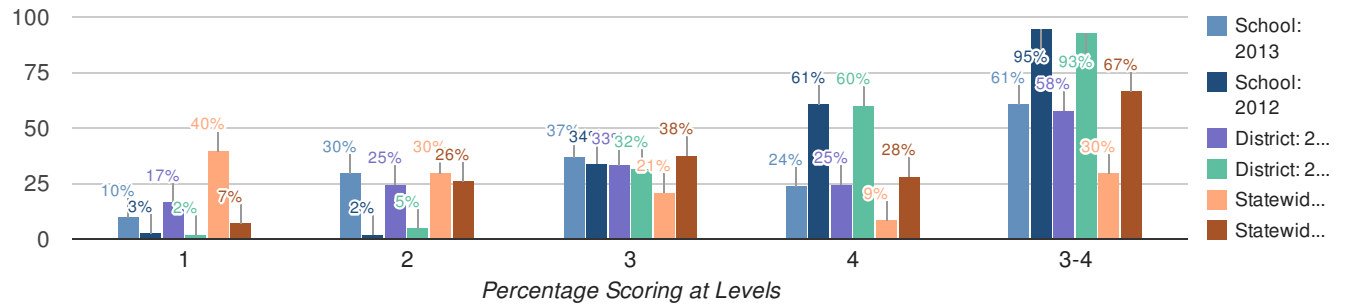


Mean Score

2013	2012
317	708

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	73	10	34	34	22	56	72	1	6	47	46	93
General Education	67	4	34	37	24	61	65	0	3	46	51	97
Students with Disabilities	6	67	33	0	0	0	7	14	29	57	0	57
Asian or Native Hawaiian/Other Pacific Islander	6	33	17	17	33	50	2	—	—	—	—	—
Black or African American	2	—	—	—	—	—	3	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	3	—	—	—	—	—
White	61	8	34	38	20	57	62	0	5	52	44	95
Multiracial	2	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	6	0	50	17	33	50	10	10	10	20	60	80
Female	30	20	30	33	17	50	31	3	3	45	48	94
Male	43	2	37	35	26	60	41	0	7	49	44	93
English Proficient	72	—	—	—	—	—	70	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	5	40	40	20	0	20	8	13	13	63	13	75
Not Economically Disadvantaged	68	7	34	35	24	59	64	0	5	45	50	95
Not Migrant	73	10	34	34	22	56	72	1	6	47	46	93

Grade 5 Mathematics

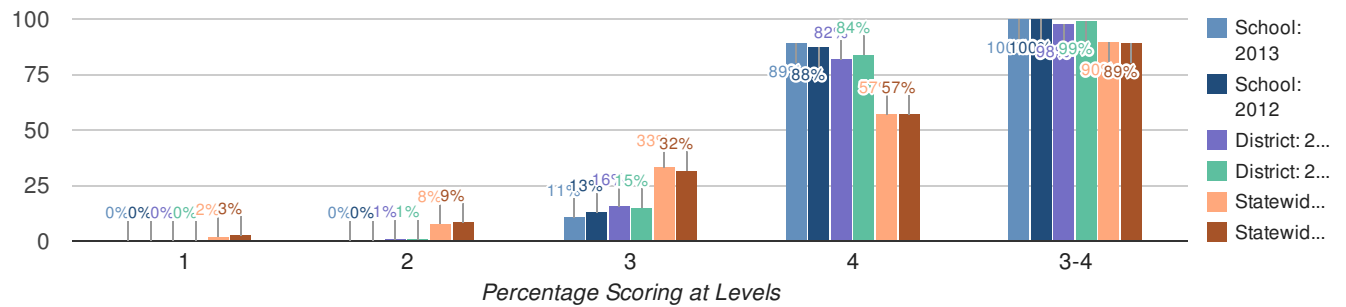


Mean Score

2013	2012
325	711

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	71	10	30	37	24	61	64	3	2	34	61	95
General Education	66	6	32	36	26	62	56	0	2	32	66	98
Students with Disabilities	5	60	0	40	0	40	8	25	0	50	25	75
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	6	—	—	—	—	—
Black or African American	3	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	2	—	—	—	—	—
White	60	8	30	40	22	62	55	2	0	31	67	98
Multiracial	2	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	11	18	27	18	36	55	9	11	11	56	22	78
Female	31	10	32	32	26	58	24	4	4	25	67	92
Male	40	10	28	40	23	63	40	3	0	40	58	98
English Proficient	70	—	—	—	—	—	64	3	2	34	61	95
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	7	29	71	0	0	0	3	—	—	—	—	—
Not Economically Disadvantaged	64	8	25	41	27	67	61	—	—	—	—	—
Not Migrant	71	10	30	37	24	61	64	3	2	34	61	95

Grade 4 Science



Mean Score

2013	2012
92	91

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	72	0	0	11	89	100	72	0	0	13	88	100
General Education	67	0	0	12	88	100	65	0	0	6	94	100
Students with Disabilities	5	0	0	0	100	100	7	0	0	71	29	100
Asian or Native Hawaiian/Other Pacific Islander	6	0	0	33	67	100	2	—	—	—	—	—
Black or African American	2	—	—	—	—	—	3	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	3	—	—	—	—	—
White	60	0	0	10	90	100	62	0	0	11	89	100
Multiracial	2	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	6	0	0	0	100	100	10	0	0	20	80	100
Female	30	0	0	17	83	100	31	0	0	16	84	100
Male	42	0	0	7	93	100	41	0	0	10	90	100
English Proficient	71	—	—	—	—	—	70	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	5	0	0	40	60	100	8	0	0	38	63	100
Not Economically Disadvantaged	67	0	0	9	91	100	64	0	0	9	91	100
Not Migrant	72	0	0	11	89	100	72	0	0	13	88	100

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

*Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

*Reporting standards not met.

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

NAEP Participation Rates

Grade 4 Reading	Participation Rate
Students with Disabilities	94
Limited English Proficient	93
Grade 4 Mathematics	Participation Rate
Students with Disabilities	94
Limited English Proficient	93
Grade 8 Reading	Participation Rate
Students with Disabilities	97
Limited English Proficient	91
Grade 8 Mathematics	Participation Rate
Students with Disabilities	89
Limited English Proficient	94

New York State Alternate Assessment (NYSAA) Results (2012 - 13)

Grade/Subject	Total Tested	Number Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4	
Grade 4 ELA	1	—	—	—	—	—
Grade 4 Math	1	—	—	—	—	—
Grade 4 Science	1	—	—	—	—	—

Elementary/Middle-Level English Language Arts Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	198	100%	✓	194	164	74	74
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	8	—	—	8	—	—	—
Hispanic or Latino	—	—	9	—	—	9	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	10	—	—	9	—	—	—
White	✓	✓	165	100%	✓	162	167	97	97
Multiracial	—	—	6	—	—	6	—	—	—
Students With Disabilities	—	—	16	—	—	16	—	—	—
Limited English Proficient	—	—	3	—	—	3	—	—	—
Economically Disadvantaged	—	—	16	—	—	15	—	—	—

Results for the following groups are NOT used to determine AYP.

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	198	100%	194	164
Not Black or African American	190	100%	186	165
Not Hispanic or Latino	189	100%	185	166
Not Asian or Native Hawaiian/Other Pacific Islander	188	100%	185	165
Not White	33	—	32	150
Not Multiracial	192	100%	188	164
General Education	182	100%	178	174
English Proficient	195	100%	191	166
Not Economically Disadvantaged	182	100%	179	167
Male	113	100%	110	161
Female	85	100%	84	169
Migrant	0	—	0	—
Not Migrant	198	100%	194	164

✓ Yes

✗ No

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

Elementary/Middle-Level Mathematics Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	198	100%	✓	194	155	71	71
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	8	—	—	8	—	—	—
Hispanic or Latino	—	—	9	—	—	9	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	10	—	—	9	—	—	—
White	✓	✓	165	100%	✓	162	158	91	91
Multiracial	—	—	6	—	—	6	—	—	—
Students With Disabilities	—	—	16	—	—	16	—	—	—
Limited English Proficient	—	—	3	—	—	3	—	—	—
Economically Disadvantaged	—	—	16	—	—	15	—	—	—

Results for the following groups are NOT used to determine AYP.

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	198	100%	194	155
Not Black or African American	190	100%	186	156
Not Hispanic or Latino	189	100%	185	155
Not Asian or Native Hawaiian/Other Pacific Islander	188	100%	185	155
Not White	33	—	32	138
Not Multiracial	192	100%	188	155
General Education	182	100%	178	163
English Proficient	195	100%	191	155
Not Economically Disadvantaged	182	100%	179	159
Male	113	100%	110	161
Female	85	100%	84	146
Migrant	0	—	0	—
Not Migrant	198	100%	194	155

✓ Yes

✗ No

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

Elementary/Middle-Level Science Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✓	✓	74	99%	✓	72	200	170	170
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	2	—	—	2	—	—	—
Hispanic or Latino	—	—	2	—	—	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	6	—	—	6	—	—	—
White	✓	✓	62	98%	✓	60	200	180	180
Multiracial	—	—	2	—	—	2	—	—	—
Students With Disabilities	—	—	7	—	—	6	—	—	—
Limited English Proficient	—	—	1	—	—	1	—	—	—
Economically Disadvantaged	—	—	5	—	—	5	—	—	—

Results for the following groups are NOT used to determine AYP.

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	74	99%	72	200
Not Black or African American	72	99%	70	200
Not Hispanic or Latino	72	99%	70	200
Not Asian or Native Hawaiian/Other Pacific Islander	68	99%	66	200
Not White	12	—	12	—
Not Multiracial	72	99%	70	200
General Education	67	100%	66	200
English Proficient	73	99%	71	200
Not Economically Disadvantaged	69	99%	67	200
Male	44	98%	42	200
Female	30	—	30	200
Migrant	0	—	0	—
Not Migrant	74	99%	72	200

✓ Yes

✗ No

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

Glossary of Terms - Report Cards Data

Alternative High School Equivalency Preparation Program (AHSEPP)	A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.
Attendance Rate	Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.
Average Class Size	Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.
Completers	Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP).
Core Classes	Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages.
Disability Status	Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.
Dropouts	Dropouts are students in grades 7-12 and ungraded secondary students whose last enrollment record indicated they dropped out of school. The number of enrolled students used as the denominator for determining the percentage of students who dropped out is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.
Economically Disadvantaged	Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.
Free and Reduced-Price Lunch (FRPL)	Eligible for Free Lunch and Eligible for Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.
Gender	Gender of the student being reported, as identified by the parent/guardian.
Grade Level	Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts.

Ungraded students are those assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level. The definition of 'Ungraded' does not include out-of-school youth, preschoolers, or children who are not yet school age. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

High School Completers

High school completers are Graduates plus students who received an Individualized Education Diploma (IEP).

Highly Qualified Teachers

To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with State standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

The Percent Teaching Out of Certification for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

Regents Competency Tests

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

score is included in the annual results.

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage. Teacher turnover data are lagged one year because they must be compared to prior year data.

Total Cohort

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

Glossary of Terms - Accountability Data

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

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

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

Safe Harbor Target

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

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

Unweighted Combined PI

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



The New York State School Report Card [2012 - 13]

NAME: MENDON CENTER ELEMENTARY SCHOOL

BEDS Code: 261401060005

PRINCIPAL : Heather Clayton

ADDRESS: 110 MENDON CENTER RD, PITTSFORD, NY 14534

PHONE: (585) 267-1402

GRADE CONFIGURATION: Half-day Kindergarten, 1, 2, 3, 4, 5

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

MENDON CENTER ELEMENTARY SCHOOL

Enrollment (2012 - 13)

K-12 Enrollment: 796

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 2012 - 13 school year. For nonpublic school enrollment data please see the [Non-Public School Enrollment and Staff](#) information on our Information and Reporting Services webpage

Students by Gender

Male		Female	
363	46%	433	54%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
0	8	35	132	579	42
0%	1%	4%	17%	73%	5%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
10	1%	56	7%	27	3%

Students by Grade

Kindergarten (Half Day)	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
85	131	125	159	146	150

Average Class Size (2012 - 13)

Common Branch

24

Free and Reduced-Price Lunch (2012 - 13)

Eligible for Free Lunch

18

2%

Eligible for Reduced-Price Lunch

7

1%

Attendance and Suspensions (2011 - 12)

Annual Attendance Rate

96%

Student Suspensions

1

0%

Teacher Turnover Rate (2011 - 12)

Turnover Rate of Teachers with Fewer Than Five Years of Experience

29%

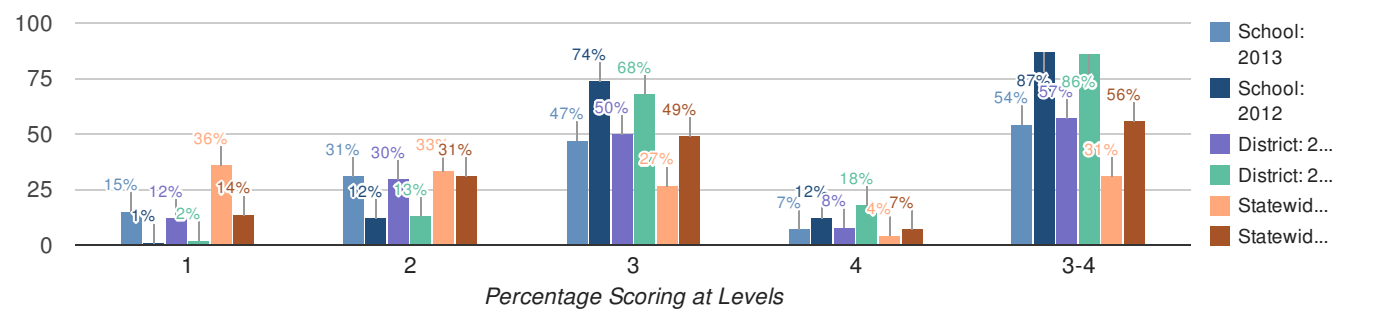
Turnover Rate of All Teachers

8%

Teacher Qualifications (2010-11 through 2012-13)

	2010 - 11	2011 - 12	2012 - 13
Total Number of Teachers	52	51	50
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	4%	2%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate	12%	10%	10%
Total Number of Core Classes	50	50	49
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	2%	3%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	5%	4%	6%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	0%	1%	1%
Total Number of Classes	98	90	89
Percent Taught by Teachers Without Appropriate Certification	0%	0%	1%

Grade 3 English Language Arts

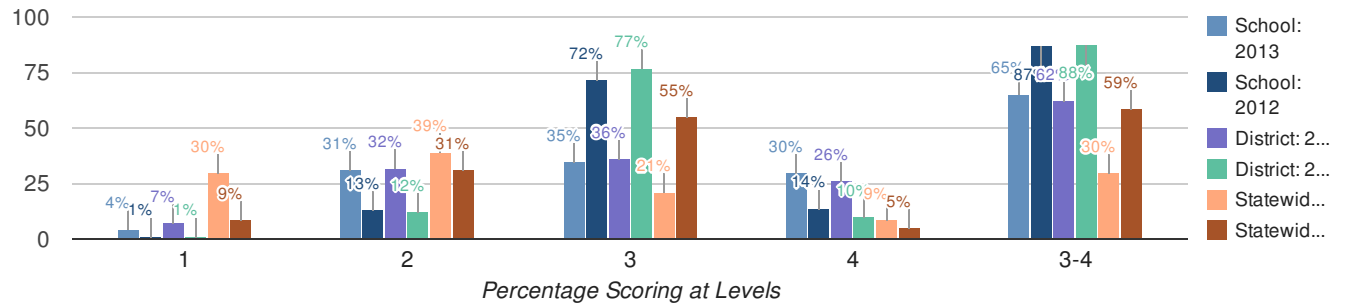


Mean Score

2013	2012
318	678

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	163	15	31	47	7	54	137	1	12	74	12	87
General Education	153	10	32	50	7	58	125	1	7	78	14	92
Students with Disabilities	10	90	10	0	0	0	12	8	58	33	0	33
Asian or Native Hawaiian/Other Pacific Islander	29	7	17	62	14	76	21	0	10	76	14	90
Black or African American	3	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	6	33	50	17	0	17	2	—	—	—	—	—
White	120	13	33	48	5	53	110	2	13	75	10	85
Multiracial	5	—	—	—	—	—	4	—	—	—	—	—
Small Group Total	8	63	25	0	13	13	6	0	0	50	50	100
Female	87	11	26	52	10	62	70	0	9	76	16	91
Male	76	20	36	42	3	45	67	3	15	73	9	82
English Proficient	163	15	31	47	7	54	136	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	3	—	—	—	—	—	5	20	0	80	0	80
Not Economically Disadvantaged	160	—	—	—	—	—	132	1	12	74	13	87
Not Migrant	163	15	31	47	7	54	137	1	12	74	12	87

Grade 4 English Language Arts

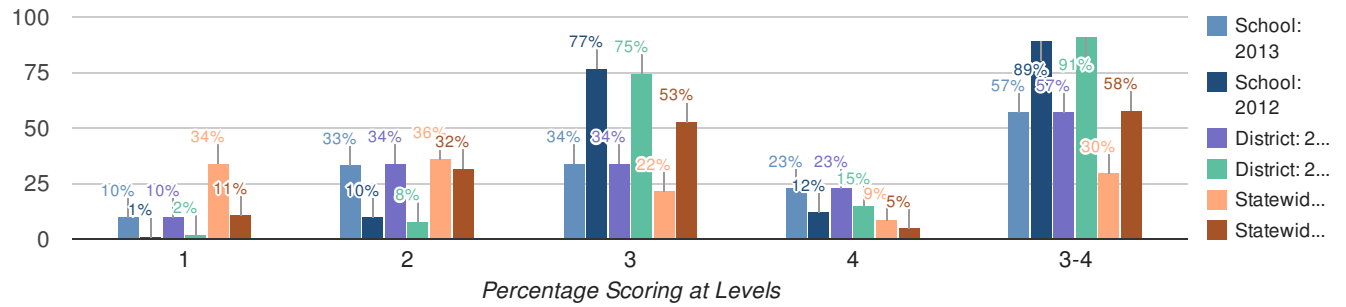


Mean Score

2013	2012
327	694

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	145	4	31	35	30	65	149	1	13	72	14	87
General Education	131	2	29	37	33	69	139	0	9	76	15	91
Students with Disabilities	14	29	50	21	0	21	10	10	60	30	0	30
Asian or Native Hawaiian/Other Pacific Islander	26	4	8	50	38	88	29	0	3	72	24	97
Black or African American	0	0	0	0	0	0	3	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	4	—	—	—	—	—
White	111	4	38	32	27	59	109	1	13	74	12	86
Multiracial	4	—	—	—	—	—	4	—	—	—	—	—
Small Group Total	8	13	13	38	38	75	11	0	36	55	9	64
Female	78	4	32	35	29	64	88	1	6	80	14	93
Male	67	4	30	36	30	66	61	0	23	62	15	77
English Proficient	145	4	31	35	30	65	149	1	13	72	14	87
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	6	17	67	0	17	17	5	20	20	60	0	60
Not Economically Disadvantaged	139	4	29	37	30	67	144	0	13	73	15	88
Not Migrant	145	4	31	35	30	65	149	1	13	72	14	87

Grade 5 English Language Arts

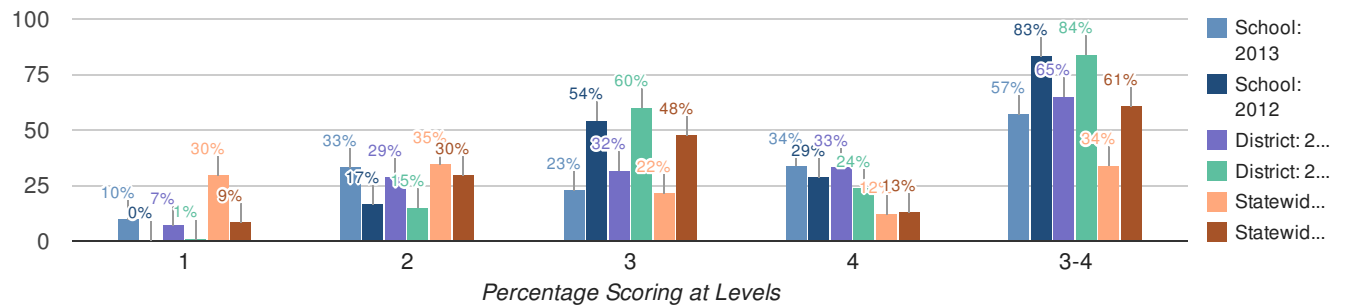


Mean Score

2013	2012
322	684

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	149	10	33	34	23	57	162	1	10	77	12	89
General Education	136	5	34	35	26	61	148	0	7	80	14	93
Students with Disabilities	13	62	23	15	0	15	14	14	43	43	0	43
Asian or Native Hawaiian/Other Pacific Islander	27	0	22	33	44	78	31	0	3	77	19	97
Black or African American	3	—	—	—	—	—	4	—	—	—	—	—
Hispanic or Latino	5	20	60	20	0	20	8	13	13	63	13	75
White	109	11	35	33	21	54	116	1	11	77	11	88
Multiracial	5	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	8	25	25	50	0	50	7	0	14	86	0	86
Female	90	4	38	31	27	58	86	0	7	83	10	93
Male	59	19	25	37	19	56	76	3	13	70	14	84
English Proficient	149	10	33	34	23	57	161	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	5	40	20	40	0	40	5	0	60	40	0	40
Not Economically Disadvantaged	144	9	33	33	24	58	157	1	8	78	13	90
Not Migrant	149	10	33	34	23	57	162	1	10	77	12	89

Grade 3 Mathematics

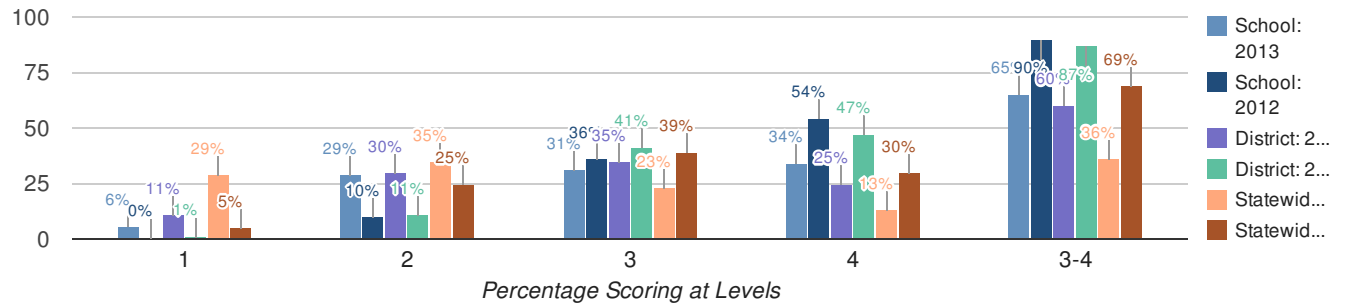


Mean Score

2013	2012
324	701

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	164	10	33	23	34	57	136	0	17	54	29	83
General Education	154	6	34	23	36	59	124	0	12	58	30	88
Students with Disabilities	10	70	10	20	0	20	12	0	67	17	17	33
Asian or Native Hawaiian/Other Pacific Islander	29	3	17	21	59	79	21	0	5	38	57	95
Black or African American	3	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	8	0	75	13	13	25	3	—	—	—	—	—
White	119	9	34	25	31	56	108	0	20	56	23	80
Multiracial	5	—	—	—	—	—	4	—	—	—	—	—
Small Group Total	8	63	25	0	13	13	7	0	0	71	29	100
Female	88	7	36	20	36	57	68	0	16	59	25	84
Male	76	14	29	25	32	57	68	0	18	50	32	82
English Proficient	163	—	—	—	—	—	134	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	3	—	—	—	—	—	5	0	40	40	20	60
Not Economically Disadvantaged	161	—	—	—	—	—	131	0	16	55	29	84
Not Migrant	164	10	33	23	34	57	136	0	17	54	29	83

Grade 4 Mathematics

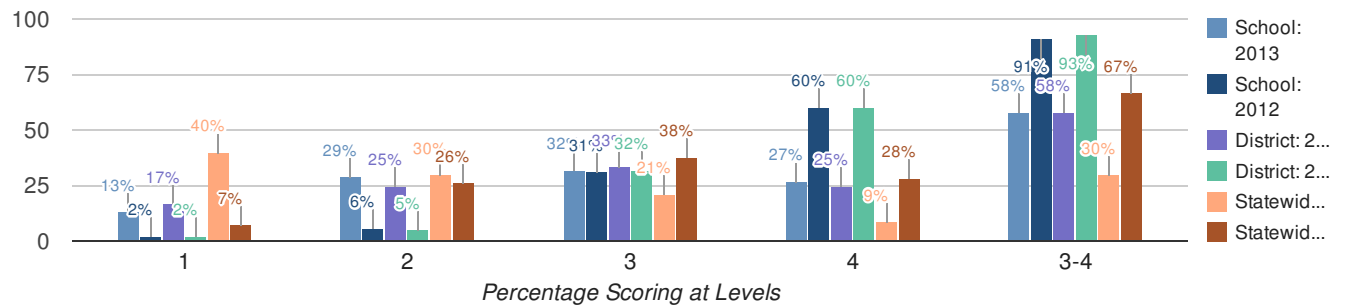


Mean Score

2013	2012
328	710

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	146	6	29	31	34	65	148	0	10	36	54	90
General Education	132	2	30	32	36	68	138	0	7	36	57	93
Students with Disabilities	14	43	21	21	14	36	10	0	50	40	10	50
Asian or Native Hawaiian/Other Pacific Islander	26	4	4	35	58	92	29	0	0	17	83	100
Black or African American	0	0	0	0	0	0	3	—	—	—	—	—
Hispanic or Latino	5	—	—	—	—	—	4	—	—	—	—	—
White	111	7	35	30	28	58	108	0	10	41	49	90
Multiracial	4	—	—	—	—	—	4	—	—	—	—	—
Small Group Total	9	0	22	33	44	78	11	0	36	36	27	64
Female	79	10	30	28	32	59	88	0	10	40	50	90
Male	67	1	27	34	37	72	60	0	10	30	60	90
English Proficient	146	6	29	31	34	65	148	0	10	36	54	90
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	6	0	100	0	0	0	5	0	40	40	20	60
Not Economically Disadvantaged	140	6	26	32	36	68	143	0	9	36	55	91
Not Migrant	146	6	29	31	34	65	148	0	10	36	54	90

Grade 5 Mathematics

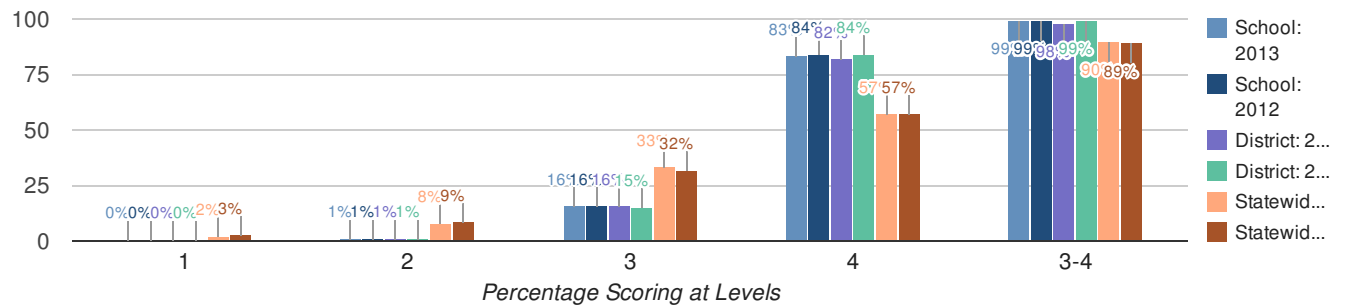


Mean Score

2013	2012
325	713

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	149	13	29	32	27	58	161	2	6	31	60	91
General Education	136	10	28	34	29	63	147	0	3	32	65	97
Students with Disabilities	13	46	38	8	8	15	14	29	43	21	7	29
Asian or Native Hawaiian/Other Pacific Islander	27	4	11	26	59	85	31	0	3	3	94	97
Black or African American	3	—	—	—	—	—	4	—	—	—	—	—
Hispanic or Latino	5	40	40	20	0	20	8	13	0	63	25	88
White	109	13	33	35	19	54	115	2	7	37	55	91
Multiracial	5	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	8	50	38	13	0	13	7	14	14	29	43	71
Female	89	13	28	38	20	58	86	2	7	33	58	91
Male	60	12	30	22	37	58	75	3	5	29	63	92
English Proficient	149	13	29	32	27	58	160	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	5	0	60	40	0	40	5	0	60	20	20	40
Not Economically Disadvantaged	144	13	28	31	28	59	156	3	4	31	62	93
Not Migrant	149	13	29	32	27	58	161	2	6	31	60	91

Grade 4 Science



Mean Score

2013	2012
90	90

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	146	0	1	16	83	99	148	0	1	16	84	99
General Education	132	0	1	12	87	99	138	0	1	14	86	99
Students with Disabilities	14	0	0	57	43	100	10	0	0	40	60	100
Asian or Native Hawaiian/Other Pacific Islander	26	0	0	8	92	100	29	0	0	3	97	100
Black or African American	0	0	0	0	0	0	3	—	—	—	—	—
Hispanic or Latino	5	—	—	—	—	—	4	—	—	—	—	—
White	111	0	1	19	80	99	108	0	1	15	84	99
Multiracial	4	—	—	—	—	—	4	—	—	—	—	—
Small Group Total	9	0	0	11	89	100	11	0	0	55	45	100
Female	79	0	1	20	78	99	87	0	1	14	85	99
Male	67	0	0	12	88	100	61	0	0	18	82	100
English Proficient	146	0	1	16	83	99	148	0	1	16	84	99
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	6	0	0	33	67	100	5	0	0	20	80	100
Not Economically Disadvantaged	140	0	1	16	84	99	143	0	1	15	84	99
Not Migrant	146	0	1	16	83	99	148	0	1	16	84	99

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

2013	2012
1	1

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

2013	2012
1	1

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

*Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

*Reporting standards not met.

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

NAEP Participation Rates

Grade 4 Reading	Participation Rate
Students with Disabilities	94
Limited English Proficient	93
Grade 4 Mathematics	Participation Rate
Students with Disabilities	94
Limited English Proficient	93
Grade 8 Reading	Participation Rate
Students with Disabilities	97
Limited English Proficient	91
Grade 8 Mathematics	Participation Rate
Students with Disabilities	89
Limited English Proficient	94

Elementary/Middle-Level English Language Arts Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI ≥ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	460	100%	✓	445	151	77	77
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	6	—	—	6	—	—	—
Hispanic or Latino	—	—	18	—	—	13	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	82	100%	✓	79	177	105	105
White	✓	✓	340	100%	✓	334	149	99	99
Multiracial	—	—	14	—	—	13	—	—	—
Students With Disabilities	✓	—	37	—	✓	38†	63†	20	20
Limited English Proficient	—	—	1	—	—	0	—	—	—
Economically Disadvantaged	—	—	14	—	—	13	—	—	—

Results for the following groups are NOT used to determine AYP.

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	460	100%	445	151
Not Black or African American	454	100%	439	152
Not Hispanic or Latino	442	100%	432	152
Not Asian or Native Hawaiian/Other Pacific Islander	378	99%	366	145
Not White	120	98%	111	155
Not Multiracial	446	100%	432	151
General Education	423	100%	408	159
English Proficient	459	100%	445	151
Not Economically Disadvantaged	446	100%	432	152
Male	203	100%	196	141
Female	257	99%	249	158
Migrant	0	—	0	—
Not Migrant	460	100%	445	151

✓ Yes

✗ No

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

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

Elementary/Middle-Level Mathematics Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI ≥ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	459	100%	✓	447	150	74	74
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	6	—	—	6	—	—	—
Hispanic or Latino	—	—	18	—	—	16	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	82	100%	✓	79	184	123	123
White	✓	✓	339	100%	✓	333	147	93	93
Multiracial	—	—	14	—	—	13	—	—	—
Students With Disabilities	✓	—	37	—	✓	38†	74†	21	21
Limited English Proficient	—	—	1	—	—	1	—	—	—
Economically Disadvantaged	—	—	14	—	—	13	—	—	—

Results for the following groups are NOT used to determine AYP.

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	459	100%	447	150
Not Black or African American	453	100%	441	152
Not Hispanic or Latino	441	100%	431	151
Not Asian or Native Hawaiian/Other Pacific Islander	377	100%	368	143
Not White	120	100%	114	161
Not Multiracial	445	100%	434	151
General Education	422	100%	410	157
English Proficient	458	100%	446	150
Not Economically Disadvantaged	445	100%	434	152
Male	203	100%	197	153
Female	256	100%	250	148
Migrant	0	—	0	—
Not Migrant	459	100%	447	150

✓ Yes

✗ No

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

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

Elementary/Middle-Level Science Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✓	✓	146	100%	✓	142	199	172	172
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	0	—	—	0	—	—	—
Hispanic or Latino	—	—	5	—	—	4	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	26	—	—	26	—	—	—
White	✓	✓	111	100%	✓	109	199	182	182
Multiracial	—	—	4	—	—	3	—	—	—
Students With Disabilities	—	—	14	—	—	14	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	6	—	—	5	—	—	—

Results for the following groups are NOT used to determine AYP.

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	146	100%	142	199
Not Black or African American	146	100%	142	199
Not Hispanic or Latino	141	100%	138	199
Not Asian or Native Hawaiian/Other Pacific Islander	120	100%	116	199
Not White	35	—	33	200
Not Multiracial	142	100%	139	199
General Education	132	100%	128	199
English Proficient	146	100%	142	199
Not Economically Disadvantaged	140	100%	137	199
Male	67	100%	65	200
Female	79	100%	77	199
Migrant	0	—	0	—
Not Migrant	146	100%	142	199

✓ Yes

✗ No

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

Glossary of Terms - Report Cards Data

Alternative High School Equivalency Preparation Program (AHSEPP)	A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.
Attendance Rate	Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.
Average Class Size	Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.
Completers	Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP).
Core Classes	Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages.
Disability Status	Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.
Dropouts	Dropouts are students in grades 7-12 and ungraded secondary students whose last enrollment record indicated they dropped out of school. The number of enrolled students used as the denominator for determining the percentage of students who dropped out is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.
Economically Disadvantaged	Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.
Free and Reduced-Price Lunch (FRPL)	Eligible for Free Lunch and Eligible for Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.
Gender	Gender of the student being reported, as identified by the parent/guardian.
Grade Level	Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts.

Ungraded students are those assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level. The definition of 'Ungraded' does not include out-of-school youth, preschoolers, or children who are not yet school age. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

High School Completers

High school completers are Graduates plus students who received an Individualized Education Diploma (IEP).

Highly Qualified Teachers

To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with State standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

The Percent Teaching Out of Certification for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

Regents Competency Tests

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

score is included in the annual results.

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage. Teacher turnover data are lagged one year because they must be compared to prior year data.

Total Cohort

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

Glossary of Terms - Accountability Data

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

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

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

Safe Harbor Target

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

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

Unweighted Combined PI

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



The New York State School Report Card [2012 - 13]

NAME: PARK ROAD SCHOOL

BEDS Code: 261401060004

PRINCIPAL : Benjamin Rudd

ADDRESS: 50 PARK RD, PITTSFORD, NY 14534

PHONE: (585) 267-1502

GRADE CONFIGURATION: Half-day Kindergarten, 1, 2, 3, 4, 5

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

PARK ROAD SCHOOL Enrollment (2012 - 13)

K-12 Enrollment: 477

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 2012 - 13 school year. For nonpublic school enrollment data please see the [Non-Public School Enrollment and Staff](#) information on our Information and Reporting Services webpage

Students by Gender

Male		Female	
238	50%	239	50%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
0	10	19	29	407	12
0%	2%	4%	6%	85%	3%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
—	—	49	10%	18	4%

*Fields with dashes have data [suppressed](#) in order to prevent reporting personally identifiable information.

Students by Grade

Kindergarten (Half Day)	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
68	75	69	79	95	82
Ungraded Elementary					
9					

Average Class Size (2012 - 13)

Common Branch

21

Free and Reduced-Price Lunch (2012 - 13)

Eligible for Free Lunch

9

2%

Eligible for Reduced-Price Lunch

3

1%

Attendance and Suspensions (2011 - 12)

Annual Attendance Rate

97%

Student Suspensions

2

0%

Teacher Turnover Rate (2011 - 12)

Turnover Rate of Teachers with Fewer Than Five Years of Experience

33%

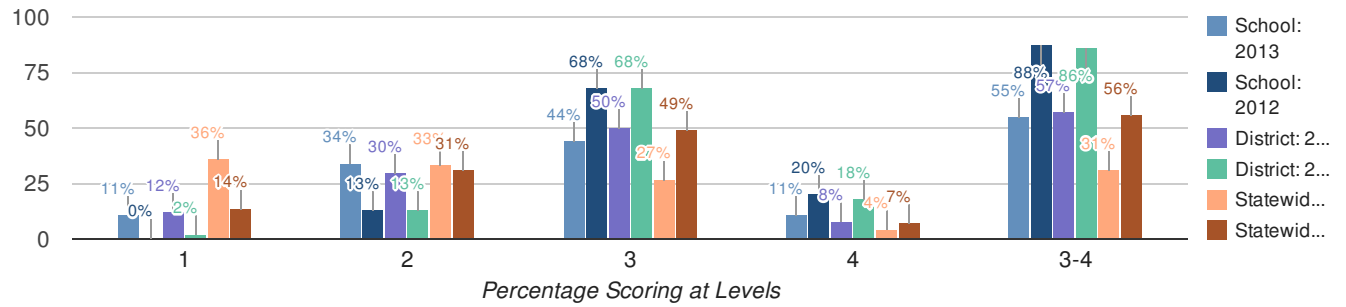
Turnover Rate of All Teachers

14%

Teacher Qualifications (2010-11 through 2012-13)

	2010 - 11	2011 - 12	2012 - 13
Total Number of Teachers	34	35	35
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	3%	3%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	15%	11%	14%
Total Number of Core Classes	36	35	46
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	2%	3%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	5%	4%	6%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	0%	1%	1%
Total Number of Classes	81	78	80
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

Grade 3 English Language Arts

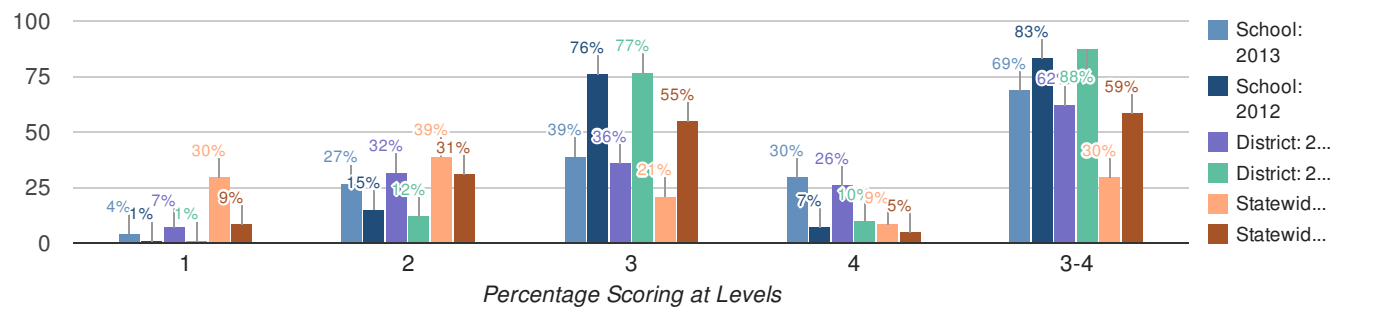


Mean Score

2013	2012
323	680

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	80	11	34	44	11	55	96	0	13	68	20	88
General Education	75	7	35	47	12	59	89	0	9	70	21	91
Students with Disabilities	5	80	20	0	0	0	7	0	57	43	0	43
Asian or Native Hawaiian/Other Pacific Islander	5	0	20	20	60	80	7	0	29	57	14	71
Black or African American	1	—	—	—	—	—	3	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	1	—	—	—	—	—
White	68	9	37	47	7	54	84	0	11	68	21	89
Multiracial	3	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	7	43	14	29	14	43	5	0	20	80	0	80
Female	44	9	25	48	18	66	50	0	12	68	20	88
Male	36	14	44	39	3	42	46	0	13	67	20	87
English Proficient	80	11	34	44	11	55	96	0	13	68	20	88
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	5	20	0	80	0	80	3	—	—	—	—	—
Not Economically Disadvantaged	75	11	36	41	12	53	93	—	—	—	—	—
Not Migrant	80	11	34	44	11	55	96	0	13	68	20	88

Grade 4 English Language Arts

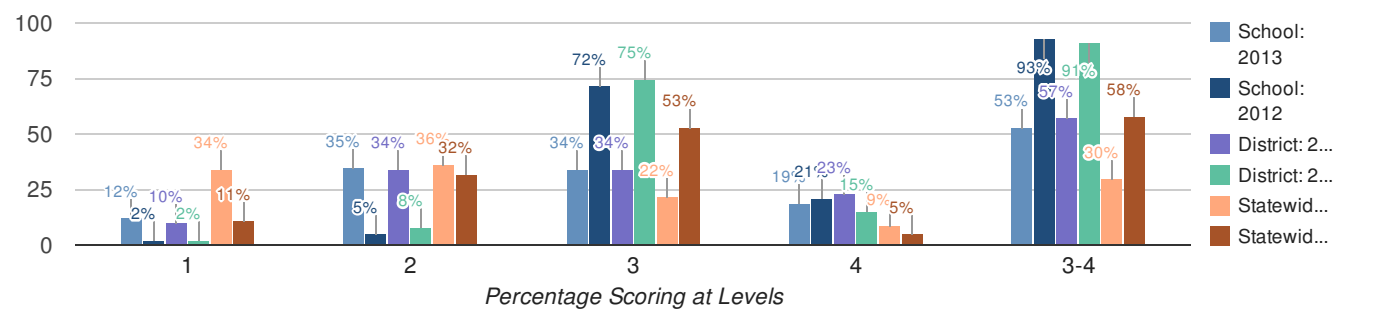


Mean Score

2013	2012
329	685

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	96	4	27	39	30	69	84	1	15	76	7	83
General Education	91	2	25	41	32	73	74	0	11	81	8	89
Students with Disabilities	5	40	60	0	0	0	10	10	50	40	0	40
Asian or Native Hawaiian/Other Pacific Islander	7	0	43	29	29	57	5	0	0	60	40	100
Black or African American	2	—	—	—	—	—	3	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	4	—	—	—	—	—
White	83	4	25	40	31	71	69	0	14	81	4	86
Multiracial	1	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	6	17	33	33	17	50	10	10	30	50	10	60
Female	50	2	28	40	30	70	39	3	10	74	13	87
Male	46	7	26	37	30	67	45	0	20	78	2	80
English Proficient	95	—	—	—	—	—	84	1	15	76	7	83
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	4	—	—	—	—	—	3	—	—	—	—	—
Not Economically Disadvantaged	92	—	—	—	—	—	81	—	—	—	—	—
Not Migrant	96	4	27	39	30	69	84	1	15	76	7	83

Grade 5 English Language Arts

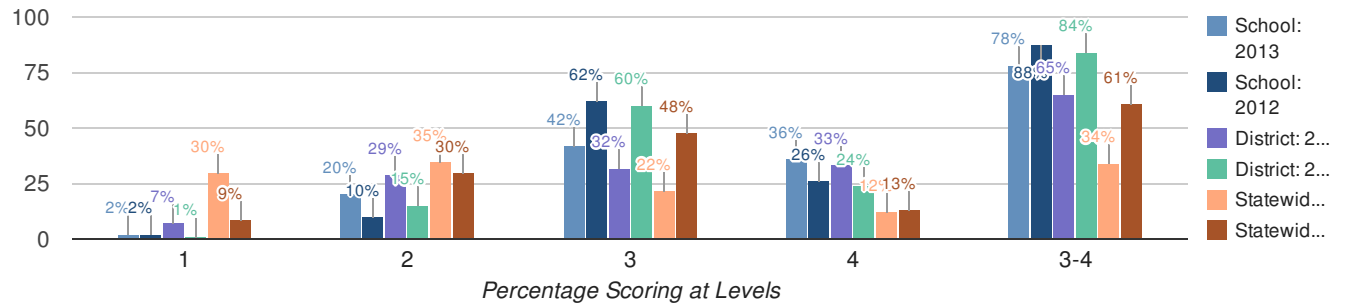


Mean Score

2013	2012
319	684

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	83	12	35	34	19	53	85	2	5	72	21	93
General Education	72	3	39	38	21	58	77	0	1	75	23	99
Students with Disabilities	11	73	9	9	9	18	8	25	38	38	0	38
Asian or Native Hawaiian/Other Pacific Islander	6	0	0	50	50	100	4	—	—	—	—	—
Black or African American	3	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	3	—	—	—	—	—
White	68	10	40	35	15	50	77	1	4	77	18	95
Multiracial	2	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	9	33	22	11	33	44	8	13	13	25	50	75
Female	39	15	23	31	31	62	33	0	3	67	30	97
Male	44	9	45	36	9	45	52	4	6	75	15	90
English Proficient	83	12	35	34	19	53	84	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	6	33	50	17	0	17	3	—	—	—	—	—
Not Economically Disadvantaged	77	10	34	35	21	56	82	—	—	—	—	—
Not Migrant	83	12	35	34	19	53	85	2	5	72	21	93

Grade 3 Mathematics

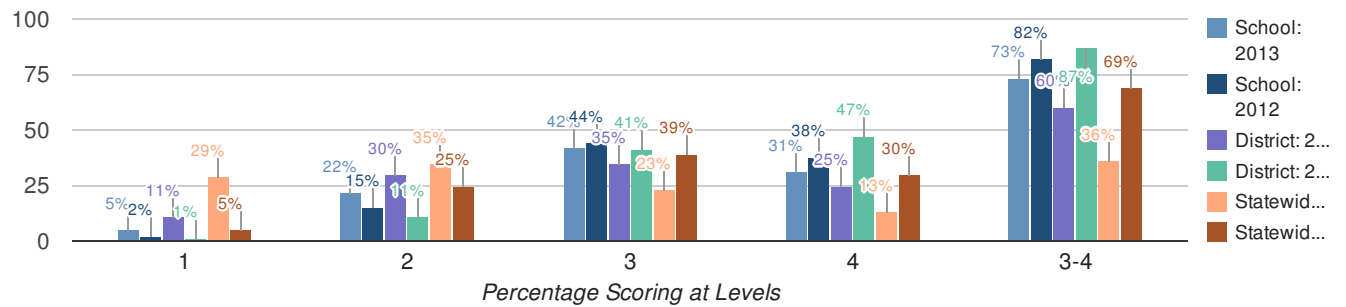


Mean Score

2013	2012
331	698

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	81	2	20	42	36	78	98	2	10	62	26	88
General Education	76	1	18	43	37	80	90	1	7	64	28	92
Students with Disabilities	5	20	40	20	20	40	8	13	50	38	0	38
Asian or Native Hawaiian/Other Pacific Islander	5	0	0	0	100	100	7	0	0	71	29	100
Black or African American	1	—	—	—	—	—	3	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	2	—	—	—	—	—
White	68	0	19	49	32	81	85	1	9	62	27	89
Multiracial	3	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	8	25	38	13	25	38	6	17	33	50	0	50
Female	44	2	20	41	36	77	50	0	12	68	20	88
Male	37	3	19	43	35	78	48	4	8	56	31	88
English Proficient	80	—	—	—	—	—	97	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	5	20	20	20	40	60	3	—	—	—	—	—
Not Economically Disadvantaged	76	1	20	43	36	79	95	—	—	—	—	—
Not Migrant	81	2	20	42	36	78	98	2	10	62	26	88

Grade 4 Mathematics

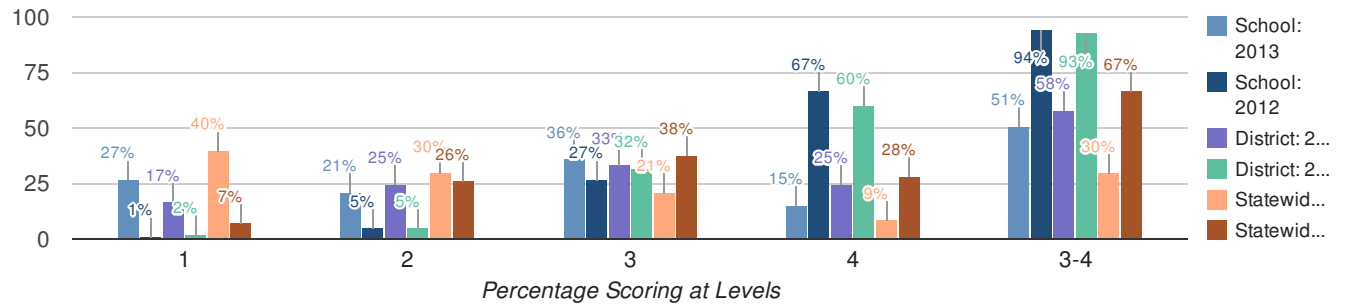


Mean Score

2013	2012
327	698

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	96	5	22	42	31	73	84	2	15	44	38	82
General Education	91	3	22	42	33	75	74	0	14	49	38	86
Students with Disabilities	5	40	20	40	0	40	10	20	30	10	40	50
Asian or Native Hawaiian/Other Pacific Islander	7	0	14	43	43	86	5	0	0	20	80	100
Black or African American	2	—	—	—	—	—	3	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	4	—	—	—	—	—
White	83	4	23	41	33	73	69	1	14	48	36	84
Multiracial	1	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	6	33	17	50	0	50	10	10	30	30	30	60
Female	50	4	28	40	28	68	39	5	15	38	41	79
Male	46	7	15	43	35	78	45	0	16	49	36	84
English Proficient	95	—	—	—	—	—	84	2	15	44	38	82
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	4	—	—	—	—	—	3	—	—	—	—	—
Not Economically Disadvantaged	92	—	—	—	—	—	81	—	—	—	—	—
Not Migrant	96	5	22	42	31	73	84	2	15	44	38	82

Grade 5 Mathematics

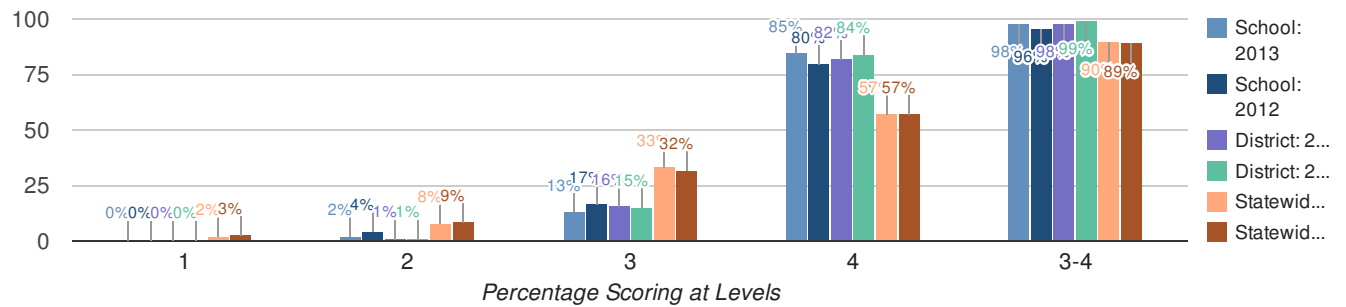


Mean Score

2013	2012
312	718

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	84	27	21	36	15	51	85	1	5	27	67	94
General Education	73	21	22	40	18	58	77	0	1	26	73	99
Students with Disabilities	11	73	18	9	0	9	8	13	38	38	13	50
Asian or Native Hawaiian/Other Pacific Islander	6	0	17	33	50	83	4	—	—	—	—	—
Black or African American	3	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	5	60	0	20	20	40	3	—	—	—	—	—
White	68	24	25	40	12	51	77	0	5	26	69	95
Multiracial	2	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	5	80	0	0	20	20	8	13	0	38	50	88
Female	39	26	18	44	13	56	33	0	6	21	73	94
Male	45	29	24	29	18	47	52	2	4	31	63	94
English Proficient	83	—	—	—	—	—	84	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	6	67	0	17	17	33	3	—	—	—	—	—
Not Economically Disadvantaged	78	24	23	37	15	53	82	—	—	—	—	—
Not Migrant	84	27	21	36	15	51	85	1	5	27	67	94

Grade 4 Science



Mean Score

2013	2012
91	88

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	96	0	2	13	85	98	83	0	4	17	80	96
General Education	91	0	2	10	88	98	73	0	0	16	84	100
Students with Disabilities	5	0	0	60	40	100	10	0	30	20	50	70
Asian or Native Hawaiian/Other Pacific Islander	7	0	0	29	71	100	5	0	0	0	100	100
Black or African American	2	—	—	—	—	—	3	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	4	—	—	—	—	—
White	83	0	1	11	88	99	68	0	3	18	79	97
Multiracial	1	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	6	0	17	17	67	83	10	0	10	20	70	90
Female	50	0	2	16	82	98	38	0	5	13	82	95
Male	46	0	2	9	89	98	45	0	2	20	78	98
English Proficient	95	—	—	—	—	—	83	0	4	17	80	96
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	4	—	—	—	—	—	3	—	—	—	—	—
Not Economically Disadvantaged	92	—	—	—	—	—	80	—	—	—	—	—
Not Migrant	96	0	2	13	85	98	83	0	4	17	80	96

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

2013	2012
1	0

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

2013	2012
1	0

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

2013	2012
1	0

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

2013	2012
1	0

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

*Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

*Reporting standards not met.

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

NAEP Participation Rates

Grade 4 Reading	Participation Rate
Students with Disabilities	94
Limited English Proficient	93
Grade 4 Mathematics	Participation Rate
Students with Disabilities	94
Limited English Proficient	93
Grade 8 Reading	Participation Rate
Students with Disabilities	97
Limited English Proficient	91
Grade 8 Mathematics	Participation Rate
Students with Disabilities	89
Limited English Proficient	94

New York State Alternate Assessment (NYSAA) Results (2012 - 13)

Grade/Subject	Total Tested	Number Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4	
Grade 4 ELA	2	—	—	—	—	—
Grade 4 Math	2	—	—	—	—	—
Grade 4 Science	2	—	—	—	—	—
Grade 5 ELA	2	—	—	—	—	—
Grade 5 Math	2	—	—	—	—	—
Grade 6 ELA	5	0	4	0	1	20
Grade 6 Math	5	0	0	4	1	100

Elementary/Middle-Level English Language Arts Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI ≥ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	270	100%	✓	262	151	75	75
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	6	—	—	6	—	—	—
Hispanic or Latino	—	—	12	—	—	8	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	21	—	—	20	—	—	—
White	✓	✓	225	100%	✓	223	152	98	98
Multiracial	—	—	6	—	—	5	—	—	—
Students With Disabilities	✓	—	30	—	✓	33†	67†	20	20
Limited English Proficient	—	—	3	—	—	1	—	—	—
Economically Disadvantaged	—	—	15	—	—	12	—	—	—

Results for the following groups are NOT used to determine AYP.

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	270	100%	262	151
Not Black or African American	264	100%	256	152
Not Hispanic or Latino	258	100%	254	154
Not Asian or Native Hawaiian/Other Pacific Islander	249	100%	242	150
Not White	45	100%	39	144
Not Multiracial	264	100%	257	150
General Education	240	100%	232	162
English Proficient	267	100%	261	152
Not Economically Disadvantaged	255	100%	250	152
Male	135	100%	129	144
Female	135	100%	133	158
Migrant	0	—	0	—
Not Migrant	270	100%	262	151

✓ Yes

✗ No

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

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

Elementary/Middle-Level Mathematics Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI ≥ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	270	100%	✓	264	157	72	72
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	6	—	—	6	—	—	—
Hispanic or Latino	—	—	12	—	—	10	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	21	—	—	20	—	—	—
White	✓	✓	225	100%	✓	223	161	92	92
Multiracial	—	—	6	—	—	5	—	—	—
Students With Disabilities	✓	—	30	—	✓	33†	112†	20	20
Limited English Proficient	—	—	3	—	—	3	—	—	—
Economically Disadvantaged	—	—	15	—	—	12	—	—	—

Results for the following groups are NOT used to determine AYP.

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	270	100%	264	157
Not Black or African American	264	100%	258	160
Not Hispanic or Latino	258	100%	254	160
Not Asian or Native Hawaiian/Other Pacific Islander	249	100%	244	155
Not White	45	100%	41	137
Not Multiracial	264	100%	259	158
General Education	240	100%	234	163
English Proficient	267	100%	261	158
Not Economically Disadvantaged	255	100%	252	160
Male	135	100%	131	156
Female	135	100%	133	158
Migrant	0	—	0	—
Not Migrant	270	100%	264	157

✓ Yes

✗ No

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

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

Elementary/Middle-Level Science Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✓	✓	98	100%	✓	97	198	171	171
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	2	—	—	2	—	—	—
Hispanic or Latino	—	—	3	—	—	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	7	—	—	7	—	—	—
White	✓	✓	85	100%	✓	85	199	181	181
Multiracial	—	—	1	—	—	1	—	—	—
Students With Disabilities	—	—	7	—	—	7	—	—	—
Limited English Proficient	—	—	1	—	—	1	—	—	—
Economically Disadvantaged	—	—	4	—	—	3	—	—	—

Results for the following groups are NOT used to determine AYP.

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	98	100%	97	198
Not Black or African American	96	100%	95	198
Not Hispanic or Latino	95	100%	95	199
Not Asian or Native Hawaiian/Other Pacific Islander	91	100%	90	198
Not White	13	—	12	—
Not Multiracial	97	100%	96	198
General Education	91	100%	90	198
English Proficient	97	100%	96	199
Not Economically Disadvantaged	94	100%	94	198
Male	47	100%	47	198
Female	51	100%	50	198
Migrant	0	—	0	—
Not Migrant	98	100%	97	198

✓ Yes

✗ No

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

Glossary of Terms - Report Cards Data

Alternative High School Equivalency Preparation Program (AHSEPP)

A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

Attendance Rate

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.

Average Class Size

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

Completers

Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP).

Core Classes

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages.

Disability Status

Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

Dropouts

Dropouts are students in grades 7-12 and ungraded secondary students whose last enrollment record indicated they dropped out of school. The number of enrolled students used as the denominator for determining the percentage of students who dropped out is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

Economically Disadvantaged

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

Free and Reduced-Price Lunch (FRPL)

Eligible for Free Lunch and Eligible for Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

Gender

Gender of the student being reported, as identified by the parent/guardian.

Grade Level

Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts.

Ungraded students are those assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level. The definition of 'Ungraded' does not include out-of-school youth, preschoolers, or children who are not yet school age. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

High School Completers

High school completers are Graduates plus students who received an Individualized Education Diploma (IEP).

Highly Qualified Teachers

To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with State standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

The Percent Teaching Out of Certification for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

Regents Competency Tests

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

score is included in the annual results.

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage. Teacher turnover data are lagged one year because they must be compared to prior year data.

Total Cohort

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

Glossary of Terms - Accountability Data

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

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

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

Safe Harbor Target

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

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

Unweighted Combined PI

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



The New York State School Report Card [2012 - 13]

NAME: THORNELL ROAD SCHOOL

BEDS Code: 261401060009

PRINCIPAL : Roger Debell

ADDRESS: 431 THORNELL RD, PITTSFORD, NY 14534

PHONE: (585) 267-1702

GRADE CONFIGURATION: Half-day Kindergarten, 1, 2, 3, 4, 5

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

THORNELL ROAD SCHOOL Enrollment (2012 - 13)

K-12 Enrollment: 449

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 2012 - 13 school year. For nonpublic school enrollment data please see the [Non-Public School Enrollment and Staff](#) information on our Information and Reporting Services webpage

Students by Gender

Male		Female	
241	54%	208	46%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
1	9	11	25	391	12
0%	2%	2%	6%	87%	3%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
—	—	38	8%	18	4%

*Fields with dashes have data [suppressed](#) in order to prevent reporting personally identifiable information.

Students by Grade

Kindergarten (Half Day)	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
42	67	76	84	96	84

Average Class Size (2012 - 13)

Common Branch

21

Free and Reduced-Price Lunch (2012 - 13)

Eligible for Free Lunch

12

3%

Eligible for Reduced-Price Lunch

1

0%

Attendance and Suspensions (2011 - 12)

Annual Attendance Rate

97%

Student Suspensions

2

0%

Teacher Turnover Rate (2011 - 12)

Turnover Rate of Teachers with Fewer Than Five Years of Experience

0%

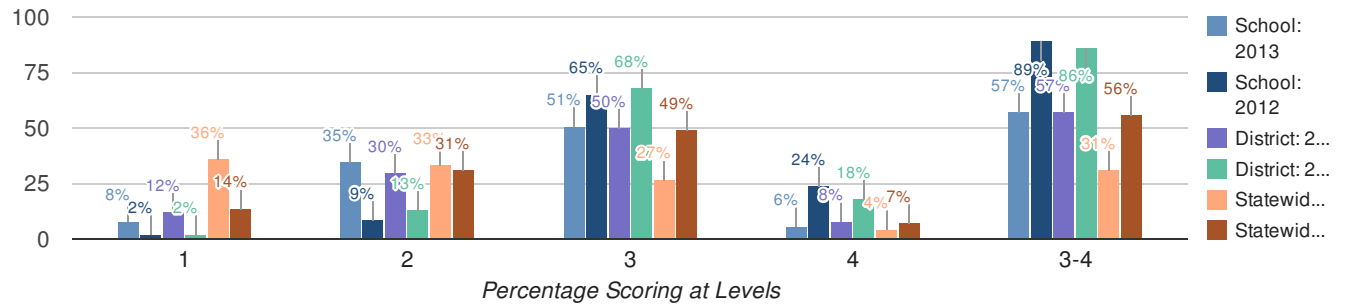
Turnover Rate of All Teachers

15%

Teacher Qualifications (2010-11 through 2012-13)

	2010 - 11	2011 - 12	2012 - 13
Total Number of Teachers	32	33	29
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	0%	0%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate	22%	18%	21%
Total Number of Core Classes	40	30	21
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	2%	3%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	5%	4%	6%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	0%	1%	1%
Total Number of Classes	73	64	54
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

Grade 3 English Language Arts

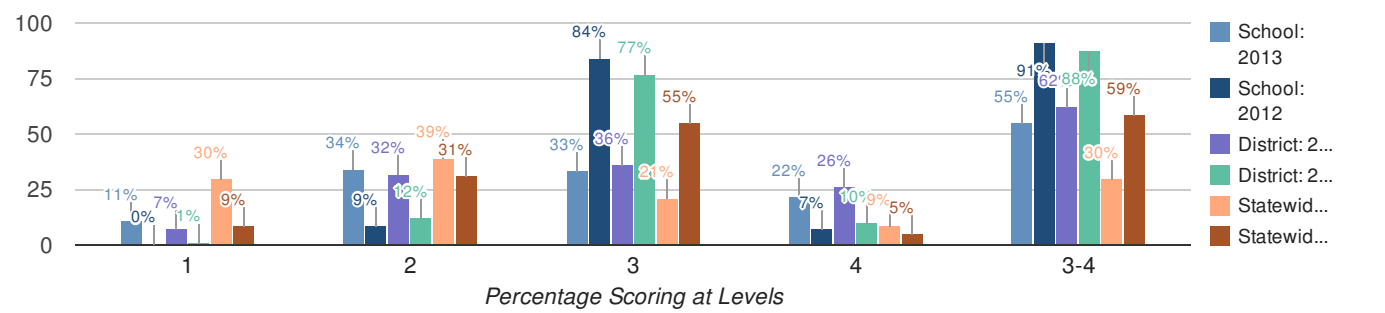


Mean Score

2013	2012
318	680

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	84	8	35	51	6	57	89	2	9	65	24	89
General Education	81	—	—	—	—	—	80	0	6	68	26	94
Students with Disabilities	3	—	—	—	—	—	9	22	33	44	0	44
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	4	—	—	—	—	—
Black or African American	1	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	4	—	—	—	—	—
White	76	8	33	53	7	59	77	3	9	62	26	88
Multiracial	2	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	8	13	50	38	0	38	12	0	8	83	8	92
Female	43	2	33	58	7	65	44	5	9	64	23	86
Male	41	15	37	44	5	49	45	0	9	67	24	91
English Proficient	84	8	35	51	6	57	89	2	9	65	24	89
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	3	—	—	—	—	—	1	—	—	—	—	—
Not Economically Disadvantaged	81	—	—	—	—	—	88	—	—	—	—	—
Not Migrant	84	8	35	51	6	57	89	2	9	65	24	89

Grade 4 English Language Arts

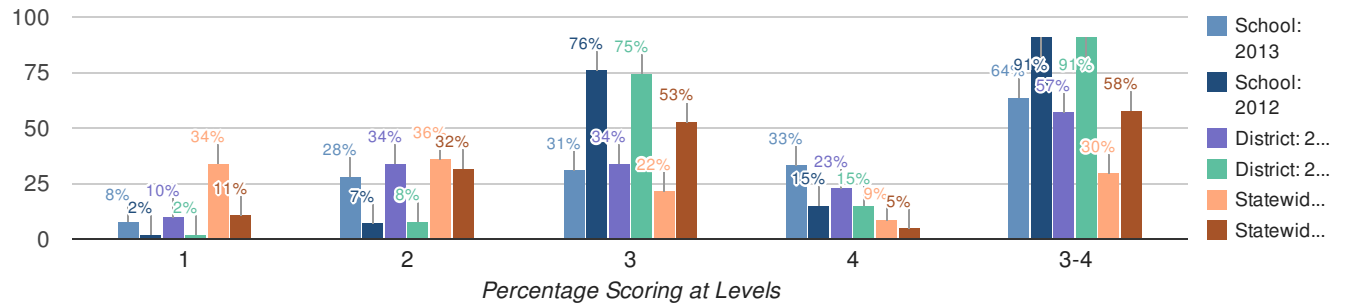


Mean Score

2013	2012
320	691

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	94	11	34	33	22	55	81	0	9	84	7	91
General Education	85	7	33	35	25	60	74	0	4	88	8	96
Students with Disabilities	9	44	44	11	0	11	7	0	57	43	0	43
Asian or Native Hawaiian/Other Pacific Islander	6	0	0	67	33	100	5	0	0	100	0	100
Black or African American	2	—	—	—	—	—	4	—	—	—	—	—
Hispanic or Latino	5	0	80	20	0	20	2	—	—	—	—	—
White	78	12	32	33	23	56	68	0	9	82	9	91
Multiracial	3	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	5	20	60	0	20	20	8	0	13	88	0	88
Female	46	9	35	26	30	57	35	0	6	80	14	94
Male	48	13	33	40	15	54	46	0	11	87	2	89
English Proficient	94	11	34	33	22	55	81	0	9	84	7	91
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	1	—	—	—	—	—	8	0	13	88	0	88
Not Economically Disadvantaged	93	—	—	—	—	—	73	0	8	84	8	92
Not Migrant	94	11	34	33	22	55	81	0	9	84	7	91

Grade 5 English Language Arts

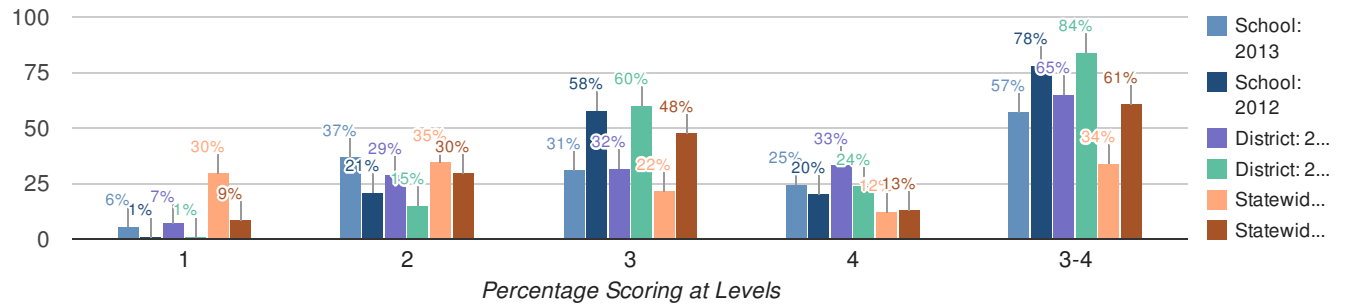


Mean Score

2013	2012
329	685

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	87	8	28	31	33	64	86	2	7	76	15	91
General Education	81	5	26	33	36	69	81	0	6	78	16	94
Students with Disabilities	6	50	50	0	0	0	5	40	20	40	0	40
Asian or Native Hawaiian/Other Pacific Islander	6	0	50	17	33	50	9	0	0	89	11	100
Black or African American	4	—	—	—	—	—	3	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	6	0	0	67	33	100
White	72	10	22	32	36	68	65	3	8	75	14	89
Multiracial	2	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	9	0	56	33	11	44	6	0	17	67	17	83
Female	39	5	28	26	41	67	47	0	4	77	19	96
Male	48	10	27	35	27	63	39	5	10	74	10	85
English Proficient	87	8	28	31	33	64	86	2	7	76	15	91
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	9	0	78	11	11	22	2	—	—	—	—	—
Not Economically Disadvantaged	78	9	22	33	36	69	84	—	—	—	—	—
Not Migrant	87	8	28	31	33	64	86	2	7	76	15	91

Grade 3 Mathematics

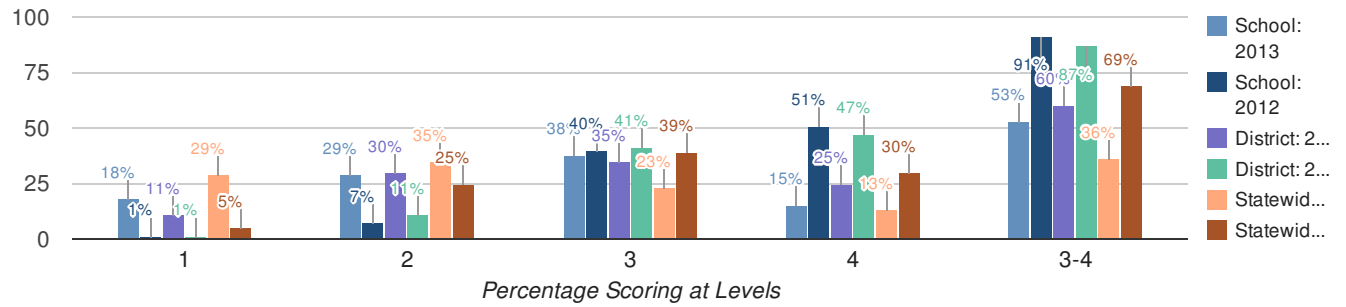


Mean Score

2013	2012
320	696

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	83	6	37	31	25	57	90	1	21	58	20	78
General Education	81	—	—	—	—	—	79	0	15	62	23	85
Students with Disabilities	2	—	—	—	—	—	11	9	64	27	0	27
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	4	—	—	—	—	—
Black or African American	1	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	4	—	—	—	—	—
White	75	4	39	32	25	57	78	1	19	58	22	79
Multiracial	2	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	8	25	25	25	25	50	12	0	33	58	8	67
Female	43	5	33	40	23	63	45	2	29	58	11	69
Male	40	8	43	23	28	50	45	0	13	58	29	87
English Proficient	83	6	37	31	25	57	90	1	21	58	20	78
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	3	—	—	—	—	—	1	—	—	—	—	—
Not Economically Disadvantaged	80	—	—	—	—	—	89	—	—	—	—	—
Not Migrant	83	6	37	31	25	57	90	1	21	58	20	78

Grade 4 Mathematics

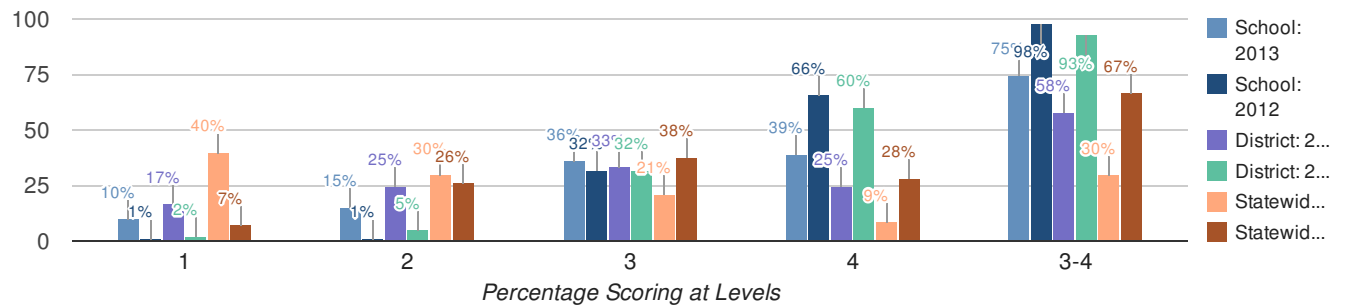


Mean Score

2013	2012
312	705

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	94	18	29	38	15	53	82	1	7	40	51	91
General Education	85	14	28	42	15	58	75	0	4	41	55	96
Students with Disabilities	9	56	33	0	11	11	7	14	43	29	14	43
Asian or Native Hawaiian/Other Pacific Islander	6	0	0	100	0	100	5	0	0	40	60	100
Black or African American	2	—	—	—	—	—	4	—	—	—	—	—
Hispanic or Latino	5	80	0	20	0	20	3	—	—	—	—	—
White	78	15	33	35	17	51	68	1	6	37	56	93
Multiracial	3	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	5	20	20	40	20	60	9	0	22	67	11	78
Female	46	26	26	35	13	48	35	0	6	46	49	94
Male	48	10	31	42	17	58	47	2	9	36	53	89
English Proficient	94	18	29	38	15	53	82	1	7	40	51	91
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	1	—	—	—	—	—	9	0	22	44	33	78
Not Economically Disadvantaged	93	—	—	—	—	—	73	1	5	40	53	93
Not Migrant	94	18	29	38	15	53	82	1	7	40	51	91

Grade 5 Mathematics

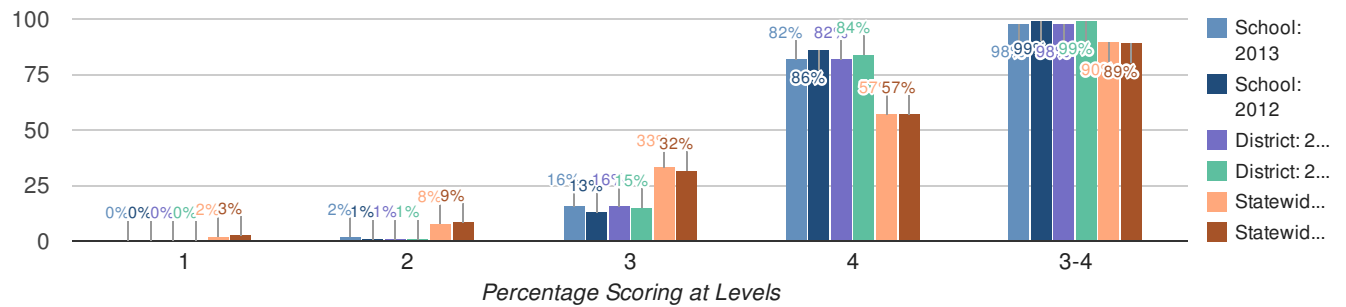


Mean Score

2013	2012
334	720

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	87	10	15	36	39	75	85	1	1	32	66	98
General Education	81	6	16	37	41	78	80	0	0	30	70	100
Students with Disabilities	6	67	0	17	17	33	5	20	20	60	0	60
Asian or Native Hawaiian/Other Pacific Islander	6	0	17	33	50	83	9	0	0	33	67	100
Black or African American	4	—	—	—	—	—	3	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	6	0	0	0	100	100
White	72	8	15	36	40	76	64	2	2	33	64	97
Multiracial	2	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	9	33	11	33	22	56	6	0	0	50	50	100
Female	39	10	18	36	36	72	46	2	0	26	72	98
Male	48	10	13	35	42	77	39	0	3	38	59	97
English Proficient	87	10	15	36	39	75	85	1	1	32	66	98
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	9	33	11	22	33	56	2	—	—	—	—	—
Not Economically Disadvantaged	78	8	15	37	40	77	83	—	—	—	—	—
Not Migrant	87	10	15	36	39	75	85	1	1	32	66	98

Grade 4 Science



Mean Score

2013	2012
90	90

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	95	0	2	16	82	98	80	0	1	13	86	99
General Education	85	0	0	12	88	100	74	0	0	9	91	100
Students with Disabilities	10	0	20	50	30	80	6	0	17	50	33	83
Asian or Native Hawaiian/Other Pacific Islander	6	0	0	0	100	100	5	0	0	0	100	100
Black or African American	2	—	—	—	—	—	4	—	—	—	—	—
Hispanic or Latino	5	0	0	40	60	100	3	—	—	—	—	—
White	79	0	3	15	82	97	66	0	2	11	88	98
Multiracial	3	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	5	0	0	20	80	100	9	0	0	33	67	100
Female	47	0	4	17	79	96	35	0	0	17	83	100
Male	48	0	0	15	85	100	45	0	2	9	89	98
English Proficient	95	0	2	16	82	98	80	0	1	13	86	99
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	1	—	—	—	—	—	9	0	0	33	67	100
Not Economically Disadvantaged	94	—	—	—	—	—	71	0	1	10	89	99
Not Migrant	95	0	2	16	82	98	80	0	1	13	86	99

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

*Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

*Reporting standards not met.

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

NAEP Participation Rates

Grade 4 Reading	Participation Rate
Students with Disabilities	94
Limited English Proficient	93
Grade 4 Mathematics	Participation Rate
Students with Disabilities	94
Limited English Proficient	93
Grade 8 Reading	Participation Rate
Students with Disabilities	97
Limited English Proficient	91
Grade 8 Mathematics	Participation Rate
Students with Disabilities	89
Limited English Proficient	94

New York State English as a Second Language Achievement Test (NYSESLAT)
Results (2012 - 13)

Grade 1	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
General Education	1	—	—	—	—

Elementary/Middle-Level English Language Arts Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	267	99%	✓	257	153	75	75
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	7	—	—	7	—	—	—
Hispanic or Latino	—	—	10	—	—	8	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	15	—	—	11	—	—	—
White	✓	✓	228	99%	✓	224	154	98	98
Multiracial	—	—	7	—	—	7	—	—	—
Students With Disabilities	—	—	20	—	—	18	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	13	—	—	13	—	—	—

Results for the following groups are NOT used to determine AYP.

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	267	99%	257	153
Not Black or African American	260	99%	250	154
Not Hispanic or Latino	257	99%	249	154
Not Asian or Native Hawaiian/Other Pacific Islander	252	99%	246	152
Not White	39	—	33	145
Not Multiracial	260	99%	250	153
General Education	247	100%	239	160
English Proficient	267	99%	257	153
Not Economically Disadvantaged	254	99%	244	155
Male	137	100%	132	146
Female	130	98%	125	161
Migrant	0	—	0	—
Not Migrant	267	99%	257	153

✓ Yes

✗ No

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

Elementary/Middle-Level Mathematics Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	267	99%	✓	256	150	72	72
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	7	—	—	7	—	—	—
Hispanic or Latino	—	—	10	—	—	8	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	15	—	—	11	—	—	—
White	✓	✓	228	99%	✓	223	152	92	92
Multiracial	—	—	7	—	—	7	—	—	—
Students With Disabilities	—	—	20	—	—	17	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	13	—	—	13	—	—	—

Results for the following groups are NOT used to determine AYP.

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	267	99%	256	150
Not Black or African American	260	99%	249	151
Not Hispanic or Latino	257	99%	248	153
Not Asian or Native Hawaiian/Other Pacific Islander	252	99%	245	149
Not White	39	—	33	136
Not Multiracial	260	99%	249	150
General Education	247	100%	239	157
English Proficient	267	99%	256	150
Not Economically Disadvantaged	254	99%	243	153
Male	137	99%	131	153
Female	130	98%	125	148
Migrant	0	—	0	—
Not Migrant	267	99%	256	150

✓ Yes

✗ No

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

Elementary/Middle-Level Science Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✓	✓	96	99%	✓	91	198	171	171
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	2	—	—	2	—	—	—
Hispanic or Latino	—	—	5	—	—	4	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	6	—	—	4	—	—	—
White	✓	✓	80	99%	✓	78	197	181	181
Multiracial	—	—	3	—	—	3	—	—	—
Students With Disabilities	—	—	11	—	—	10	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	1	—	—	1	—	—	—

Results for the following groups are NOT used to determine AYP.

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	96	99%	91	198
Not Black or African American	94	99%	89	198
Not Hispanic or Latino	91	99%	87	198
Not Asian or Native Hawaiian/Other Pacific Islander	90	99%	87	198
Not White	16	—	13	—
Not Multiracial	93	99%	88	198
General Education	85	100%	81	200
English Proficient	96	99%	91	198
Not Economically Disadvantaged	95	99%	90	198
Male	48	100%	46	200
Female	48	98%	45	196
Migrant	0	—	0	—
Not Migrant	96	99%	91	198

✓ Yes

✗ No

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

Glossary of Terms - Report Cards Data

Alternative High School Equivalency Preparation Program (AHSEPP)	A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.
Attendance Rate	Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.
Average Class Size	Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.
Completers	Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP).
Core Classes	Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages.
Disability Status	Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.
Dropouts	Dropouts are students in grades 7-12 and ungraded secondary students whose last enrollment record indicated they dropped out of school. The number of enrolled students used as the denominator for determining the percentage of students who dropped out is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.
Economically Disadvantaged	Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.
Free and Reduced-Price Lunch (FRPL)	Eligible for Free Lunch and Eligible for Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.
Gender	Gender of the student being reported, as identified by the parent/guardian.
Grade Level	Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts.

Ungraded students are those assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level. The definition of 'Ungraded' does not include out-of-school youth, preschoolers, or children who are not yet school age. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

High School Completers

High school completers are Graduates plus students who received an Individualized Education Diploma (IEP).

Highly Qualified Teachers

To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with State standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

The Percent Teaching Out of Certification for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

Regents Competency Tests

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

score is included in the annual results.

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage. Teacher turnover data are lagged one year because they must be compared to prior year data.

Total Cohort

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

Glossary of Terms - Accountability Data

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

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

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

Safe Harbor Target

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

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

Unweighted Combined PI

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



The New York State School Report Card [2012 - 13]

NAME: BARKER ROAD MIDDLE SCHOOL

BEDS Code: 261401060008

PRINCIPAL : Gerald Eckert

ADDRESS: 75 BARKER RD, PITTSFORD, NY 14534

PHONE: (585) 267-1802

GRADE CONFIGURATION: 6, 7, 8

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

BARKER ROAD MIDDLE SCHOOL Enrollment (2012 - 13)

K-12 Enrollment: 744

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 2012 - 13 school year. For nonpublic school enrollment data please see the [Non-Public School Enrollment and Staff](#) information on our Information and Reporting Services webpage

Students by Gender

Male		Female	
365	49%	379	51%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
1	22	35	86	583	17
0%	3%	5%	12%	78%	2%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
—	—	67	9%	22	3%

*Fields with dashes have data [suppressed](#) in order to prevent reporting personally identifiable information.

Students by Grade

6th Grade	7th Grade	8th Grade	Ungraded Secondary
250	250	239	5

Average Class Size (2012 - 13)

Grade 8 English	Grade 8 Mathematics	Grade 8 Science	Grade 8 Social Studies
23	19	22	24

Free and Reduced-Price Lunch (2012 - 13)

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
15	2%	5	1%

Attendance and Suspensions (2011 - 12)

Annual Attendance Rate	Student Suspensions	
95%	2	0%

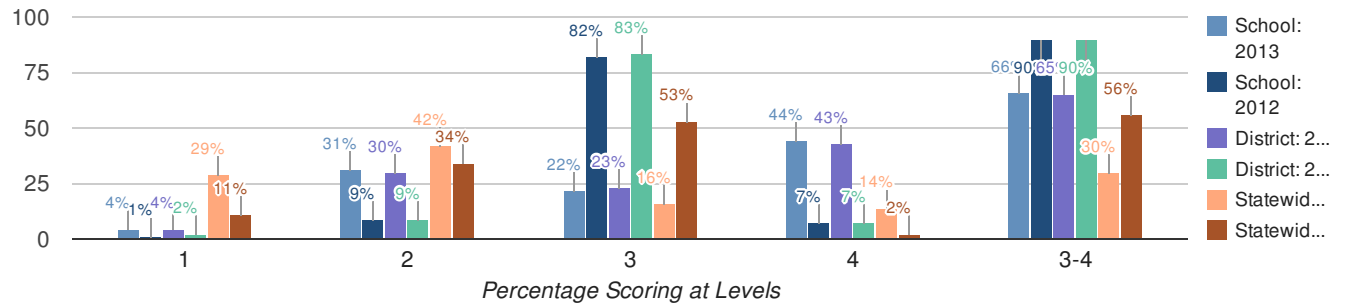
Teacher Turnover Rate (2011 - 12)

Turnover Rate of Teachers with Fewer Than Five Years of Experience	Turnover Rate of All Teachers
0%	0%

Teacher Qualifications (2010-11 through 2012-13)

	2010 - 11	2011 - 12	2012 - 13
Total Number of Teachers	61	61	64
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	3%	2%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate	15%	16%	17%
Total Number of Core Classes	176	173	195
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	2%	3%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	5%	4%	6%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	0%	1%	1%
Total Number of Classes	283	262	310
Percent Taught by Teachers Without Appropriate Certification	0%	0%	1%

Grade 6 English Language Arts

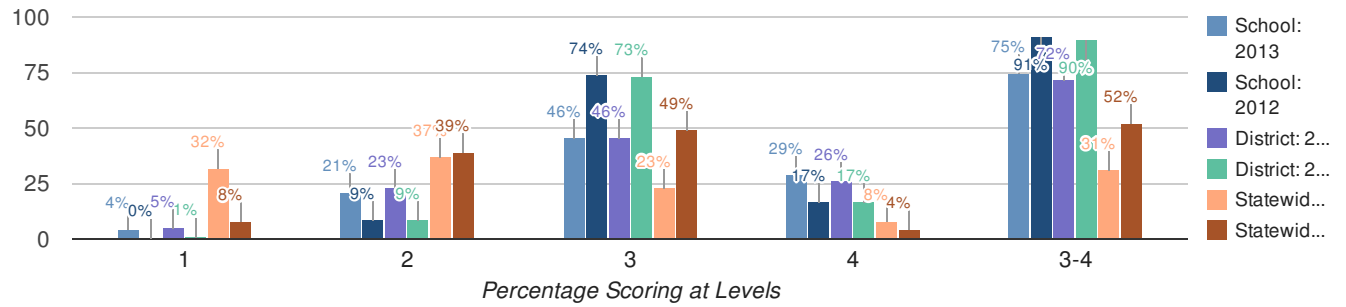


Mean Score

2013	2012
330	675

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	245	4	31	22	44	66	244	1	9	82	7	90
General Education	225	1	28	24	48	71	226	0	6	86	8	94
Students with Disabilities	20	35	60	5	0	5	18	11	56	33	0	33
Asian or Native Hawaiian/Other Pacific Islander	26	0	27	27	46	73	30	0	0	73	27	100
Black or African American	7	14	71	0	14	14	8	—	—	—	—	—
Hispanic or Latino	13	8	31	23	38	62	10	10	0	70	20	90
White	193	4	28	23	45	68	192	1	10	86	4	90
Multiracial	6	0	67	0	33	33	4	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	12	0	33	58	8	67
Female	123	2	28	20	51	71	113	0	4	88	8	96
Male	122	6	34	25	36	61	131	2	15	77	7	84
English Proficient	243	—	—	—	—	—	244	1	9	82	7	90
Limited English Proficient	2	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	10	30	60	0	10	10	7	0	29	71	0	71
Not Economically Disadvantaged	235	3	29	23	45	68	237	1	9	83	8	90
Not Migrant	245	4	31	22	44	66	244	1	9	82	7	90

Grade 7 English Language Arts

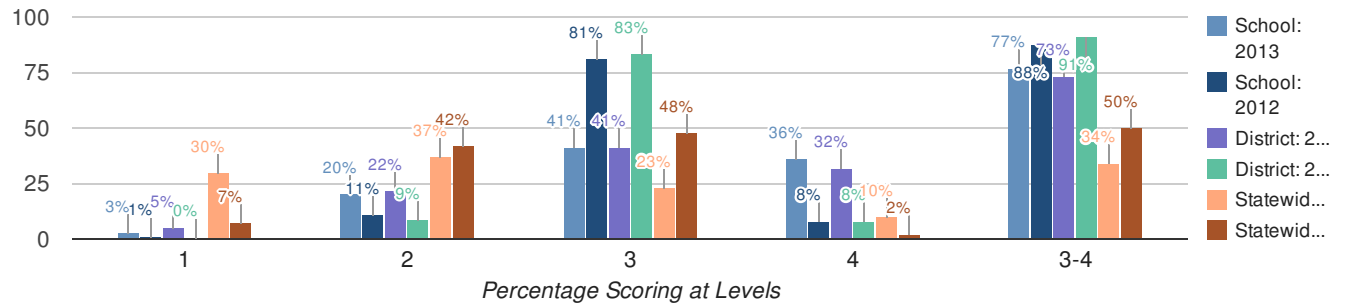


Mean Score

2013	2012
331	684

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	254	4	21	46	29	75	233	0	9	74	17	91
General Education	231	1	18	50	31	81	214	0	3	79	18	97
Students with Disabilities	23	35	52	9	4	13	19	5	68	26	0	26
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	30	3	7	30	60	90	28	0	7	57	36	93
Black or African American	8	13	50	25	13	38	8	0	0	100	0	100
Hispanic or Latino	15	13	13	47	27	73	5	—	—	—	—	—
White	195	3	23	50	25	74	188	1	9	77	14	91
Multiracial	5	—	—	—	—	—	4	—	—	—	—	—
Small Group Total	6	0	17	50	33	83	9	0	22	56	22	78
Female	119	3	16	51	30	82	128	0	8	77	16	92
Male	135	5	25	42	27	70	105	1	10	71	18	90
English Proficient	254	4	21	46	29	75	232	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	10	0	30	50	20	70	6	0	17	83	0	83
Not Economically Disadvantaged	244	4	20	46	29	75	227	0	8	74	17	91
Not Migrant	254	4	21	46	29	75	233	0	9	74	17	91

Grade 8 English Language Arts

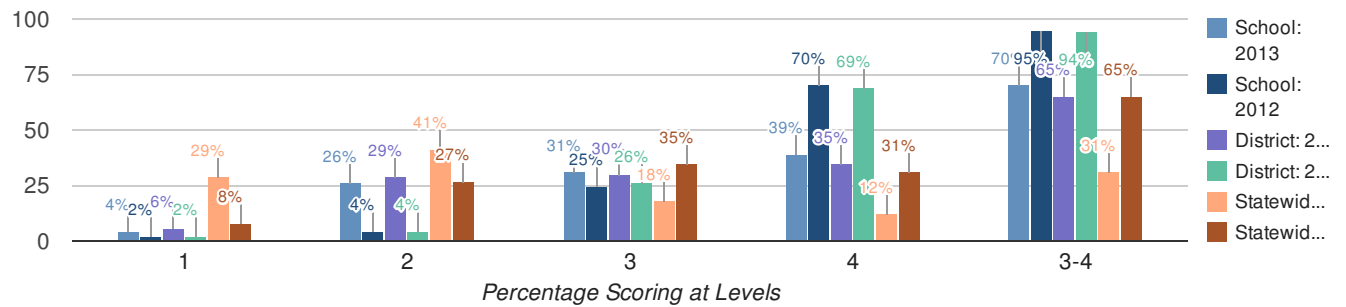


Mean Score

2013	2012
332	676

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	238	3	20	41	36	77	250	1	11	81	8	88
General Education	219	0	17	43	39	82	221	0	7	84	9	93
Students with Disabilities	19	37	47	11	5	16	29	7	38	55	0	55
Asian or Native Hawaiian/Other Pacific Islander	28	4	7	18	71	89	32	0	3	84	13	97
Black or African American	9	0	44	33	22	56	4	—	—	—	—	—
Hispanic or Latino	7	0	14	57	29	86	13	0	15	69	15	85
White	188	3	21	44	31	76	198	1	12	80	7	87
Multiracial	6	17	0	33	50	83	3	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	7	0	0	100	0	100
Female	133	3	19	44	35	78	133	1	11	77	12	89
Male	105	4	21	37	38	75	117	1	11	85	3	88
English Proficient	238	3	20	41	36	77	249	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	6	0	33	33	33	67	12	0	17	75	8	83
Not Economically Disadvantaged	232	3	19	41	36	77	238	1	11	81	8	89
Not Migrant	238	3	20	41	36	77	250	1	11	81	8	88

Grade 6 Mathematics

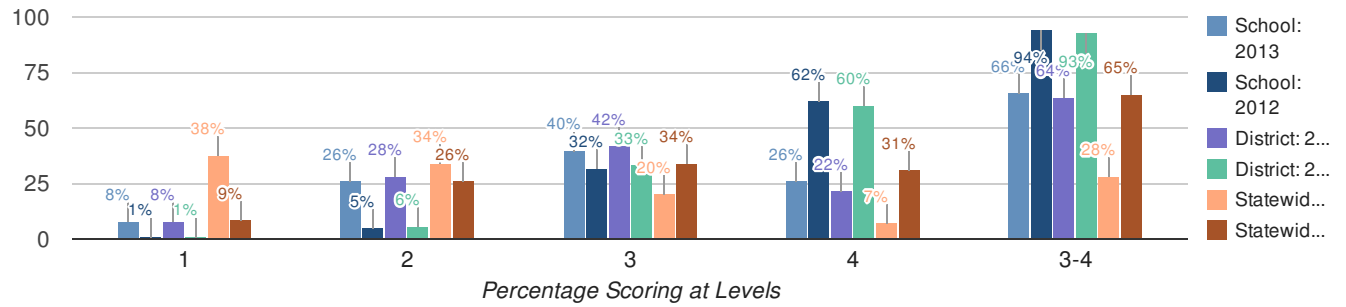


Mean Score

2013	2012
330	711

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	247	4	26	31	39	70	244	2	4	25	70	95
General Education	226	1	24	32	42	75	226	0	2	23	75	98
Students with Disabilities	21	33	48	19	0	19	18	22	22	44	11	56
Asian or Native Hawaiian/Other Pacific Islander	26	4	12	35	50	85	30	0	3	13	83	97
Black or African American	7	0	86	14	0	14	8	—	—	—	—	—
Hispanic or Latino	14	7	21	29	43	71	10	0	10	20	70	90
White	194	4	26	31	39	70	192	2	4	26	69	95
Multiracial	6	17	17	33	33	67	4	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	12	8	0	42	50	92
Female	124	4	28	27	41	68	113	1	2	25	73	97
Male	123	4	24	36	37	72	131	2	5	24	68	92
English Proficient	244	—	—	—	—	—	244	2	4	25	70	95
Limited English Proficient	3	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	10	10	70	10	10	20	7	14	0	57	29	86
Not Economically Disadvantaged	237	4	24	32	40	72	237	1	4	24	71	95
Not Migrant	247	4	26	31	39	70	244	2	4	25	70	95

Grade 7 Mathematics

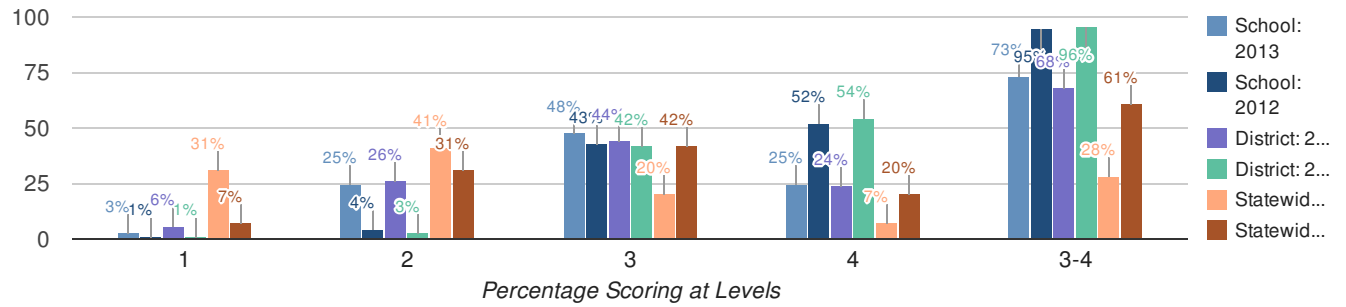


Mean Score

2013	2012
329	702

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	253	8	26	40	26	66	234	1	5	32	62	94
General Education	230	3	24	44	28	73	215	0	2	30	67	98
Students with Disabilities	23	57	39	0	4	4	19	11	32	53	5	58
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	30	0	17	33	50	83	28	0	7	11	82	93
Black or African American	8	50	0	38	13	50	8	0	13	38	50	88
Hispanic or Latino	15	20	20	33	27	60	5	—	—	—	—	—
White	194	7	28	42	23	65	189	1	4	34	61	95
Multiracial	5	—	—	—	—	—	4	—	—	—	—	—
Small Group Total	6	0	33	33	33	67	9	0	0	56	44	100
Female	118	8	27	44	21	65	129	1	5	29	65	94
Male	135	8	24	37	30	67	105	1	4	36	59	95
English Proficient	253	8	26	40	26	66	233	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	10	20	20	40	20	60	6	0	17	33	50	83
Not Economically Disadvantaged	243	7	26	40	26	67	228	1	4	32	63	95
Not Migrant	253	8	26	40	26	66	234	1	5	32	62	94

Grade 8 Mathematics



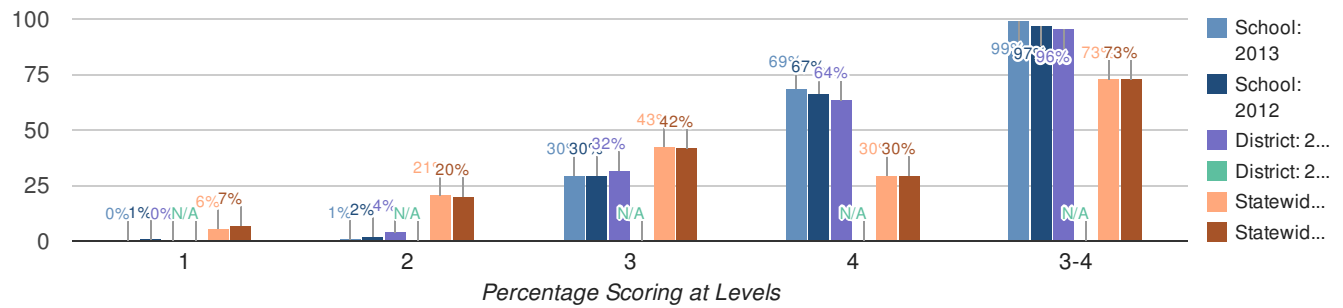
Mean Score

2013	2012
333	704

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	239	3	25	48	25	73	250	1	4	43	52	95
General Education	219	0	21	52	26	79	221	0	2	42	57	98
Students with Disabilities	20	30	60	5	5	10	29	7	21	55	17	72
Asian or Native Hawaiian/Other Pacific Islander	29	3	3	38	55	93	32	0	0	25	75	100
Black or African American	9	0	56	33	11	44	4	—	—	—	—	—
Hispanic or Latino	7	0	43	57	0	57	13	0	0	62	38	100
White	188	3	26	51	21	72	198	1	5	45	49	94
Multiracial	6	0	33	33	33	67	3	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	7	0	14	29	57	86
Female	134	2	28	46	24	69	133	1	5	41	53	94
Male	105	3	20	51	26	77	117	1	3	46	50	97
English Proficient	239	3	25	48	25	73	249	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	6	0	17	67	17	83	12	0	0	67	33	100
Not Economically Disadvantaged	233	3	25	48	25	73	238	1	4	42	53	95
Not Migrant	239	3	25	48	25	73	250	1	4	43	52	95

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

2013	2012
87	87

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	239	0	1	30	69	99	247	1	2	30	67	97
General Education	219	0	0	26	74	100	221	0	1	27	72	99
Students with Disabilities	20	5	5	75	15	90	26	8	12	54	27	81
Asian or Native Hawaiian/Other Pacific Islander	29	0	0	14	86	100	33	0	0	27	73	100
Black or African American	9	0	0	56	44	100	4	—	—	—	—	—
Hispanic or Latino	7	0	0	43	57	100	13	0	0	23	77	100
White	188	1	1	30	68	98	194	1	3	30	66	96
Multiracial	6	0	0	33	67	100	3	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	7	0	14	43	43	86
Female	134	1	0	33	66	99	131	1	3	33	63	96
Male	105	0	2	26	72	98	116	1	2	26	72	97
English Proficient	239	0	1	30	69	99	246	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	6	0	0	33	67	100	12	0	0	58	42	100
Not Economically Disadvantaged	233	0	1	30	69	99	235	1	3	28	69	97
Not Migrant	239	0	1	30	69	99	247	1	2	30	67	97

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

2013	2012
1	0

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

2013	2012
1	0

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

*Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

*Reporting standards not met.

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

NAEP Participation Rates

Grade 4 Reading	Participation Rate
Students with Disabilities	94
Limited English Proficient	93
Grade 4 Mathematics	Participation Rate
Students with Disabilities	94
Limited English Proficient	93
Grade 8 Reading	Participation Rate
Students with Disabilities	97
Limited English Proficient	91
Grade 8 Mathematics	Participation Rate
Students with Disabilities	89
Limited English Proficient	94

Regents Examination Results (2012 - 13)

Results by Student Group	Comprehensive English				Integrated Algebra			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	0	0	0	0	128	100	100	97
General Education	0	0	0	0	127	—	—	—
Students with Disabilities	0	0	0	0	1	—	—	—
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	24	100	100	100
Black or African American	0	0	0	0	2	—	—	—
Hispanic or Latino	0	0	0	0	5	—	—	—
White	0	0	0	0	95	100	100	96
Multiracial	0	0	0	0	2	—	—	—
Small Group Total	0	0	0	0	9	100	100	100
Female	0	0	0	0	74	100	100	96
Male	0	0	0	0	54	100	100	98
English Proficient	0	0	0	0	128	100	100	97
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	0	0	0	0	2	—	—	—
Not Economically Disadvantaged	0	0	0	0	126	—	—	—
Migrant	0	0	0	0	0	0	0	0
Not Migrant	0	0	0	0	128	100	100	97

Regents Examination Results (2012 - 13)

Results by Student Group	Geometry				Algebra 2/Trigonometry			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	12	100	100	100	3	—	—	—
General Education	12	100	100	100	3	—	—	—
Students with Disabilities	0	0	0	0	0	—	—	—
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	2	—	—	—
Black or African American	0	0	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	0	0
White	7	100	100	100	1	—	—	—
Multiracial	1	—	—	—	0	0	0	0
Small Group Total	5	100	100	100	3	—	—	—
Female	9	—	—	—	1	—	—	—
Male	3	—	—	—	2	—	—	—
English Proficient	12	100	100	100	3	—	—	—
Limited English Proficient	0	0	0	0	0	—	—	—
Economically Disadvantaged	0	0	0	0	0	—	—	—
Not Economically Disadvantaged	12	100	100	100	3	—	—	—
Migrant	0	0	0	0	0	—	—	—
Not Migrant	12	100	100	100	3	—	—	—

Regents Examination Results (2012 - 13)

Results by Student Group	Global History and Geography				U.S. History & Government			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	0	0	0	0	0	0	0	0
General Education	0	0	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0
Male	0	0	0	0	0	0	0	0
English Proficient	0	0	0	0	0	0	0	0
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	0	0	0	0	0	0	0	0
Not Economically Disadvantaged	0	0	0	0	0	0	0	0
Migrant	0	0	0	0	0	0	0	0
Not Migrant	0	0	0	0	0	0	0	0

Regents Examination Results (2012 - 13)

Results by Student Group	Living Environment				Physical Setting/Earth Science			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	1	—	—	—	84	100	100	100
General Education	1	—	—	—	84	100	100	100
Students with Disabilities	0	—	—	—	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	20	—	—	—
Black or African American	0	0	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	2	—	—	—
White	1	—	—	—	60	100	100	100
Multiracial	0	0	0	0	2	—	—	—
Small Group Total	1	—	—	—	24	100	100	100
Female	0	—	—	—	52	100	100	100
Male	1	—	—	—	32	100	100	100
English Proficient	1	—	—	—	84	100	100	100
Limited English Proficient	0	—	—	—	0	0	0	0
Economically Disadvantaged	0	—	—	—	0	0	0	0
Not Economically Disadvantaged	1	—	—	—	84	100	100	100
Migrant	0	—	—	—	0	0	0	0
Not Migrant	1	—	—	—	84	100	100	100

Regents Examination Results (2012 - 13)

Results by Student Group	Physical Setting/Chemistry				Physical Setting/Physics			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	0	0	0	0	0	0	0	0
General Education	0	0	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0
Male	0	0	0	0	0	0	0	0
English Proficient	0	0	0	0	0	0	0	0
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	0	0	0	0	0	0	0	0
Not Economically Disadvantaged	0	0	0	0	0	0	0	0
Migrant	0	0	0	0	0	0	0	0
Not Migrant	0	0	0	0	0	0	0	0

New York State Alternate Assessment (NYSAA) Results (2012 - 13)

Grade/Subject	Total Tested	Number Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4	
Grade 6 ELA	1	—	—	—	—	—
Grade 6 Math	1	—	—	—	—	—
Grade 7 ELA	1	—	—	—	—	—
Grade 7 Math	1	—	—	—	—	—
Grade 8 ELA	3	—	—	—	—	—
Grade 8 Math	3	—	—	—	—	—
Grade 8 Science	3	—	—	—	—	—

New York State English as a Second Language Achievement Test (NYSESLAT) Results (2012 - 13)

Grade 6	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	3	—	—	—	—
General Education	1	—	—	—	—
Students with Disabilities	2	—	—	—	—

Elementary/Middle-Level English Language Arts Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI ≥ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	747	99%	✓	733	172	78	78
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	—	—	24	—	—	22	—	—	—
Hispanic or Latino	✓	—	36	—	✓	33	164	48	20
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	86	99%	✓	84	186	105	105
White	✓	✓	583	100%	✓	576	172	100	100
Multiracial	—	—	17	—	—	17	—	—	—
Students With Disabilities	✓	✓	70	96%	✓	64†	88†	23	23
Limited English Proficient	—	—	3	—	—	2	—	—	—
Economically Disadvantaged	—	—	26	—	—	21	—	—	—

Results for the following groups are NOT used to determine AYP.

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	746	99%	732	172
Not Black or African American	723	99%	711	173
Not Hispanic or Latino	711	100%	700	172
Not Asian or Native Hawaiian/Other Pacific Islander	661	100%	649	170
Not White	164	99%	157	171
Not Multiracial	730	99%	716	172
General Education	677	100%	669	180
English Proficient	744	99%	731	172
Not Economically Disadvantaged	721	99%	712	173
Male	369	99%	359	167
Female	378	100%	374	176
Migrant	0	—	0	—
Not Migrant	747	99%	733	172

✓ Yes

✗ No

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

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

Elementary/Middle-Level Mathematics Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	746	100%	✓	735	166	75	75
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	—	—	24	—	—	22	—	—	—
Hispanic or Latino	✓	—	36	—	✓	34	156	45	20
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	85	100%	✓	85	185	123	123
White	✓	✓	583	100%	✓	576	166	94	94
Multiracial	—	—	17	—	—	17	—	—	—
Students With Disabilities	✓	✓	70	99%	✓	66†	80†	25	25
Limited English Proficient	—	—	3	—	—	3	—	—	—
Economically Disadvantaged	—	—	26	—	—	21	—	—	—

Results for the following groups are NOT used to determine AYP.

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	745	100%	734	166
Not Black or African American	722	100%	713	168
Not Hispanic or Latino	710	100%	701	167
Not Asian or Native Hawaiian/Other Pacific Islander	661	100%	650	164
Not White	163	100%	159	167
Not Multiracial	729	100%	718	166
General Education	676	100%	669	175
English Proficient	743	100%	732	167
Not Economically Disadvantaged	720	100%	714	167
Male	368	100%	360	168
Female	378	100%	375	164
Migrant	0	—	0	—
Not Migrant	746	100%	735	166

✓ Yes

✗ No

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

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

Elementary/Middle-Level Science Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✓	✓	242	100%	✓	241	198	174	174
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	9	—	—	9	—	—	—
Hispanic or Latino	—	—	7	—	—	7	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	29	—	—	29	—	—	—
White	✓	✓	191	100%	✓	190	198	184	184
Multiracial	—	—	6	—	—	6	—	—	—
Students With Disabilities	—	—	23	—	—	22	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	6	—	—	6	—	—	—

Results for the following groups are NOT used to determine AYP.

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	242	100%	241	198
Not Black or African American	233	100%	232	198
Not Hispanic or Latino	235	100%	234	198
Not Asian or Native Hawaiian/Other Pacific Islander	213	100%	212	198
Not White	51	100%	51	200
Not Multiracial	236	100%	235	198
General Education	219	100%	219	200
English Proficient	242	100%	241	198
Not Economically Disadvantaged	236	100%	235	198
Male	107	100%	106	198
Female	135	100%	135	199
Migrant	0	—	0	—
Not Migrant	242	100%	241	198

✓ Yes

✗ No

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

Glossary of Terms - Report Cards Data

Alternative High School Equivalency Preparation Program (AHSEPP)

A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

Attendance Rate

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.

Average Class Size

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

Completers

Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP).

Core Classes

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages.

Disability Status

Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

Dropouts

Dropouts are students in grades 7-12 and ungraded secondary students whose last enrollment record indicated they dropped out of school. The number of enrolled students used as the denominator for determining the percentage of students who dropped out is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

Economically Disadvantaged

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

Free and Reduced-Price Lunch (FRPL)

Eligible for Free Lunch and Eligible for Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

Gender

Gender of the student being reported, as identified by the parent/guardian.

Grade Level

Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts.

Ungraded students are those assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level. The definition of 'Ungraded' does not include out-of-school youth, preschoolers, or children who are not yet school age. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

High School Completers

High school completers are Graduates plus students who received an Individualized Education Diploma (IEP).

Highly Qualified Teachers

To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with State standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

The Percent Teaching Out of Certification for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

Regents Competency Tests

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

score is included in the annual results.

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage. Teacher turnover data are lagged one year because they must be compared to prior year data.

Total Cohort

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

Glossary of Terms - Accountability Data

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

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

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

Safe Harbor Target

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

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

Unweighted Combined PI

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



The New York State School Report Card [2012 - 13]

NAME: CALKINS ROAD MIDDLE SCHOOL

BEDS Code: 261401060011

PRINCIPAL : Joshua Walker

ADDRESS: 1899 CALKINS RD, PITTSFORD, NY 14534

PHONE: (585) 267-1902

GRADE CONFIGURATION: 6, 7, 8

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

CALKINS ROAD MIDDLE SCHOOL Enrollment (2012 - 13)

K-12 Enrollment: 695

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 2012 - 13 school year. For nonpublic school enrollment data please see the [Non-Public School Enrollment and Staff](#) information on our Information and Reporting Services webpage

Students by Gender

Male		Female	
334	48%	361	52%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
0	25	28	67	556	19
0%	4%	4%	10%	80%	3%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
5	1%	65	9%	36	5%

Students by Grade

6th Grade	7th Grade	8th Grade	Ungraded Secondary
221	250	223	1

Average Class Size (2012 - 13)

Grade 8 English	Grade 8 Mathematics	Grade 8 Science	Grade 8 Social Studies
21	18	21	22

Free and Reduced-Price Lunch (2012 - 13)

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
19	3%	9	1%

Attendance and Suspensions (2011 - 12)

Annual Attendance Rate	Student Suspensions	
95%	5	1%

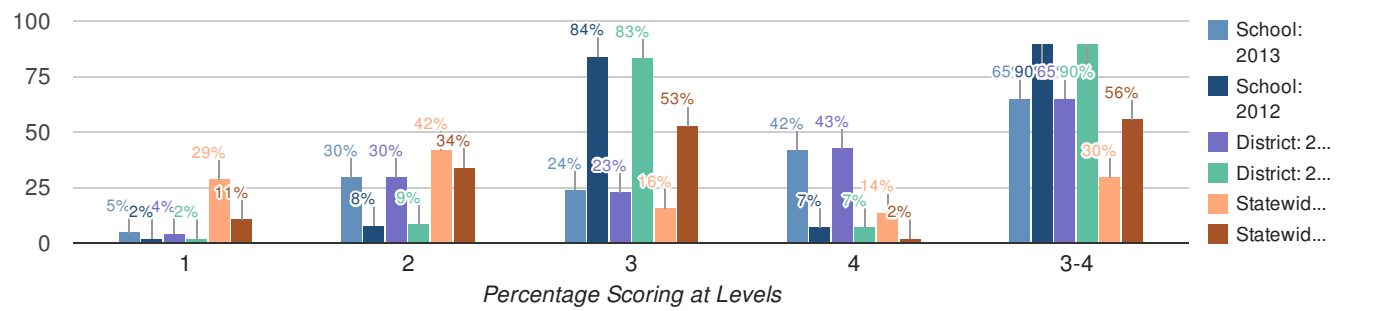
Teacher Turnover Rate (2011 - 12)

Turnover Rate of Teachers with Fewer Than Five Years of Experience	Turnover Rate of All Teachers
0%	3%

Teacher Qualifications (2010-11 through 2012-13)

	2010 - 11	2011 - 12	2012 - 13
Total Number of Teachers	62	61	63
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	2%	2%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	16%	13%	13%
Total Number of Core Classes	193	175	176
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	2%	3%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	5%	4%	6%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	0%	1%	1%
Total Number of Classes	278	270	274
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

Grade 6 English Language Arts

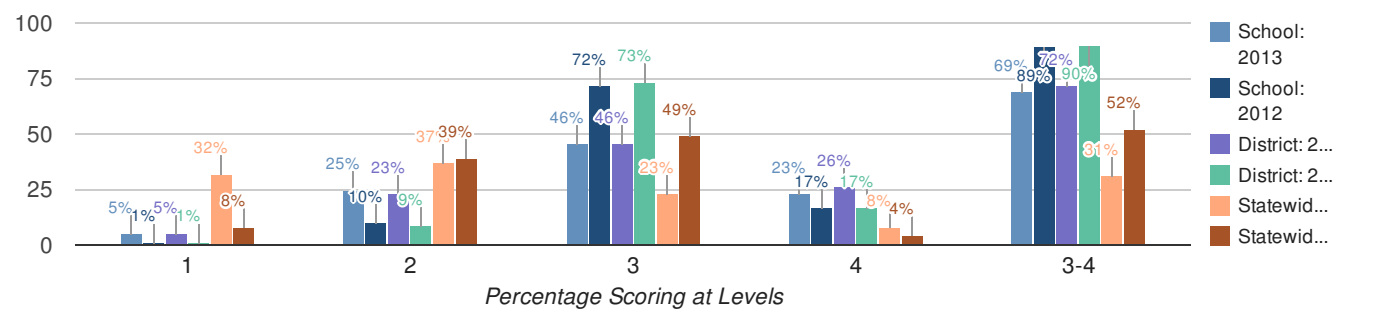


Mean Score

2013	2012
330	674

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	220	5	30	24	42	65	244	2	8	84	7	90
General Education	201	1	30	23	45	69	229	1	5	87	7	94
Students with Disabilities	19	37	32	26	5	32	15	20	47	33	0	33
Asian or Native Hawaiian/Other Pacific Islander	27	0	11	11	78	89	22	0	5	91	5	95
Black or African American	8	25	50	25	0	25	7	14	0	71	14	86
Hispanic or Latino	11	27	27	27	18	45	9	0	22	78	0	78
White	169	3	32	26	39	65	201	2	7	84	7	91
Multiracial	5	0	40	0	60	60	5	0	20	80	0	80
Female	103	2	25	26	47	73	125	1	10	83	6	90
Male	117	7	34	21	38	59	119	3	6	84	7	91
English Proficient	219	—	—	—	—	—	242	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	11	18	18	36	27	64	10	10	0	90	0	90
Not Economically Disadvantaged	209	4	31	23	43	66	234	2	8	83	7	90
Not Migrant	220	5	30	24	42	65	244	2	8	84	7	90

Grade 7 English Language Arts

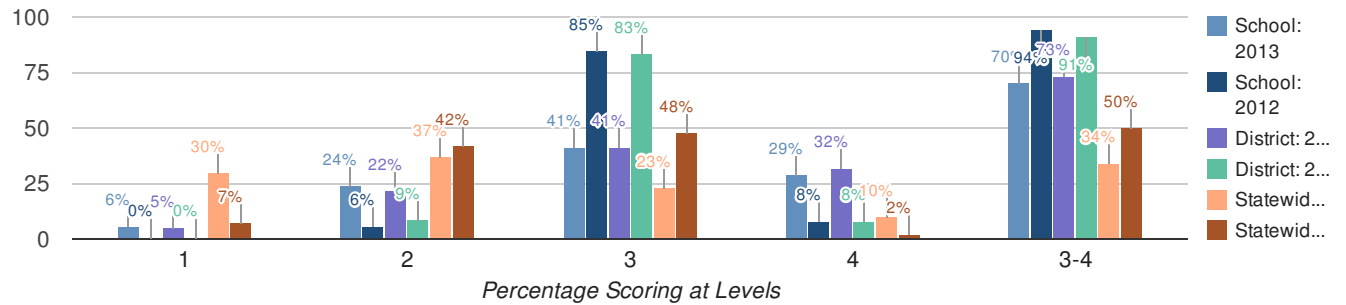


Mean Score

2013	2012
328	681

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	245	5	25	46	23	69	224	1	10	72	17	89
General Education	229	3	24	49	25	74	199	0	6	75	19	94
Students with Disabilities	16	44	50	6	0	6	25	8	44	48	0	48
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	23	4	17	61	17	78	14	0	7	43	50	93
Black or African American	7	14	14	29	43	71	10	0	50	50	0	50
Hispanic or Latino	10	10	20	50	20	70	7	0	29	71	0	71
White	196	4	27	46	23	69	188	1	7	76	16	91
Multiracial	9	22	33	22	22	44	5	0	0	80	20	100
Small Group Total	0	0	0	0	0	0	0	0	0	0	0	0
Female	127	5	23	48	24	72	127	1	8	73	18	91
Male	118	6	28	44	22	66	97	1	12	71	15	87
English Proficient	243	—	—	—	—	—	222	—	—	—	—	—
Limited English Proficient	2	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	13	15	46	31	8	38	11	9	45	45	0	45
Not Economically Disadvantaged	232	5	24	47	24	71	213	0	8	74	18	92
Not Migrant	245	5	25	46	23	69	224	1	10	72	17	89

Grade 8 English Language Arts

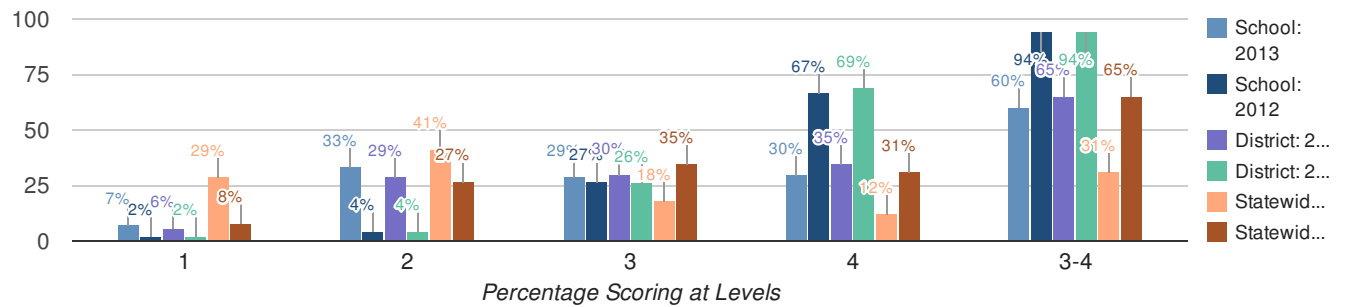


Mean Score

2013	2012
327	679

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	220	6	24	41	29	70	234	0	6	85	8	94
General Education	196	2	23	43	32	75	218	0	3	89	9	97
Students with Disabilities	24	42	29	25	4	29	16	0	56	44	0	44
Asian or Native Hawaiian/Other Pacific Islander	18	11	22	28	39	67	18	0	0	83	17	100
Black or African American	10	40	40	20	0	20	9	0	11	89	0	89
Hispanic or Latino	6	0	33	67	0	67	6	0	17	83	0	83
White	181	4	22	44	29	73	196	0	7	85	8	93
Multiracial	5	0	40	0	60	60	5	0	0	100	0	100
Female	124	5	24	42	29	71	125	0	5	83	12	95
Male	96	8	23	41	28	69	109	0	8	88	4	92
English Proficient	220	6	24	41	29	70	234	0	6	85	8	94
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	10	30	40	30	0	30	12	0	17	75	8	83
Not Economically Disadvantaged	210	5	23	42	30	72	222	0	6	86	8	94
Not Migrant	220	6	24	41	29	70	234	0	6	85	8	94

Grade 6 Mathematics

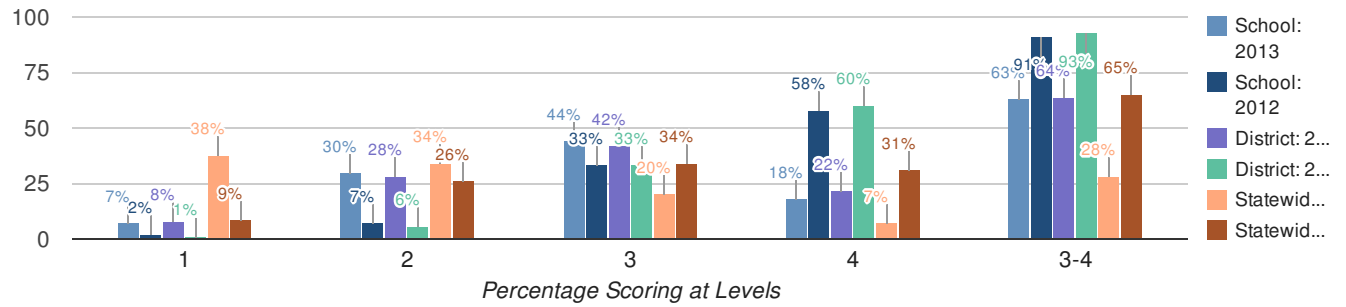


Mean Score

2013	2012
323	708

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	220	7	33	29	30	60	245	2	4	27	67	94
General Education	200	4	33	30	34	64	230	1	3	27	69	97
Students with Disabilities	20	40	40	20	0	20	15	13	27	20	40	60
Asian or Native Hawaiian/Other Pacific Islander	27	0	15	11	74	85	22	0	5	9	86	95
Black or African American	8	25	50	25	0	25	7	14	14	29	43	71
Hispanic or Latino	11	27	45	27	0	27	10	0	20	30	50	80
White	169	6	35	32	27	59	201	1	3	29	67	96
Multiracial	5	20	20	40	20	60	5	20	0	20	60	80
Female	103	7	28	36	29	65	125	1	3	34	62	96
Male	117	8	38	23	32	55	120	3	5	20	73	93
English Proficient	219	—	—	—	—	—	242	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	3	—	—	—	—	—
Economically Disadvantaged	11	9	27	36	27	64	10	0	10	30	60	90
Not Economically Disadvantaged	209	7	33	29	31	59	235	2	4	27	68	94
Not Migrant	220	7	33	29	30	60	245	2	4	27	67	94

Grade 7 Mathematics

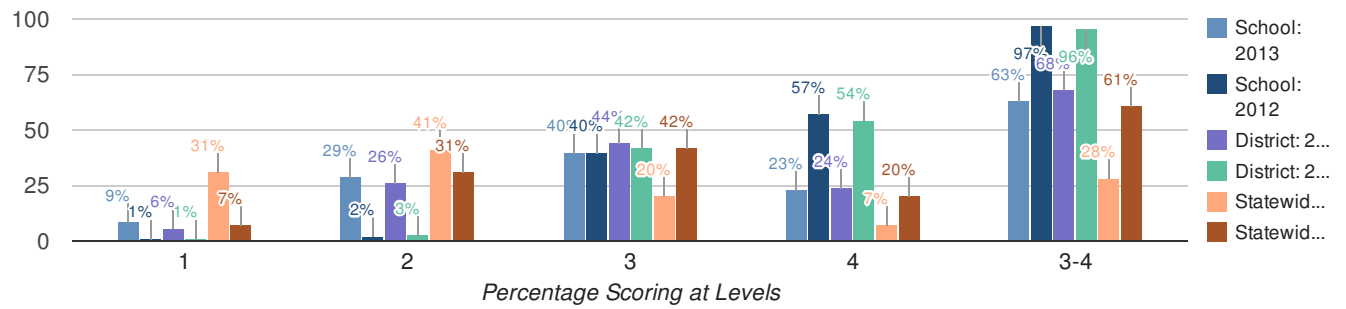


Mean Score

2013	2012
327	697

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	250	7	30	44	18	63	223	2	7	33	58	91
General Education	234	4	30	47	19	66	198	0	4	33	63	96
Students with Disabilities	16	50	38	6	6	13	25	16	36	32	16	48
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	24	8	8	50	33	83	14	0	0	0	100	100
Black or African American	7	0	57	43	0	43	10	0	40	50	10	60
Hispanic or Latino	11	18	45	36	0	36	7	0	14	14	71	86
White	199	6	32	45	17	62	187	2	6	35	57	92
Multiracial	9	22	11	22	44	67	5	0	0	40	60	100
Small Group Total	0	0	0	0	0	0	0	0	0	0	0	0
Female	130	7	32	46	15	61	126	2	8	38	52	90
Male	120	7	28	43	23	65	97	1	6	27	66	93
English Proficient	245	6	30	45	19	64	221	—	—	—	—	—
Limited English Proficient	5	60	40	0	0	0	2	—	—	—	—	—
Economically Disadvantaged	14	14	43	36	7	43	11	0	45	27	27	55
Not Economically Disadvantaged	236	6	30	45	19	64	212	2	5	33	59	93
Not Migrant	250	7	30	44	18	63	223	2	7	33	58	91

Grade 8 Mathematics



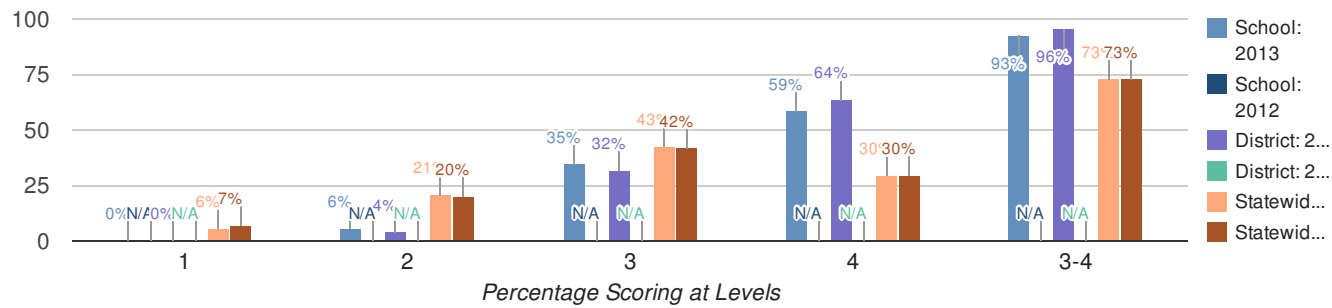
Mean Score

2013	2012
328	708

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	221	9	29	40	23	63	234	1	2	40	57	97
General Education	197	4	27	44	25	70	218	0	0	39	60	100
Students with Disabilities	24	50	42	4	4	8	16	19	19	44	19	63
Asian or Native Hawaiian/Other Pacific Islander	18	6	11	17	67	83	18	0	0	33	67	100
Black or African American	10	40	40	20	0	20	9	0	0	89	11	100
Hispanic or Latino	7	14	43	43	0	43	6	0	0	67	33	100
White	181	7	29	44	20	64	196	2	2	37	60	96
Multiracial	5	0	40	20	40	60	5	0	0	60	40	100
Female	125	6	32	44	18	62	125	2	2	35	62	97
Male	96	11	24	34	30	65	109	1	2	45	52	97
English Proficient	221	9	29	40	23	63	234	1	2	40	57	97
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	10	40	30	30	0	30	12	0	8	83	8	92
Not Economically Disadvantaged	211	7	28	40	24	64	222	1	1	37	60	97
Not Migrant	221	9	29	40	23	63	234	1	2	40	57	97

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

2013	2012
84	86

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	222	0	6	35	59	93	230	0	0	34	65	100
General Education	197	0	4	32	64	96	215	0	0	33	67	100
Students with Disabilities	25	4	24	56	16	72	15	0	7	60	33	93
Asian or Native Hawaiian/Other Pacific Islander	18	0	11	17	72	89	18	0	0	39	61	100
Black or African American	10	0	40	50	10	60	9	0	0	78	22	100
Hispanic or Latino	7	0	43	43	14	57	6	0	0	50	50	100
White	182	1	3	35	62	97	192	0	1	32	67	99
Multiracial	5	0	0	40	60	100	5	0	0	0	100	100
Female	126	0	7	38	55	93	123	0	1	35	64	99
Male	96	1	5	30	64	94	107	0	0	34	66	100
English Proficient	222	0	6	35	59	93	230	0	0	34	65	100
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	10	0	30	40	30	70	11	0	0	64	36	100
Not Economically Disadvantaged	212	0	5	34	60	94	219	0	0	33	67	100
Not Migrant	222	0	6	35	59	93	230	0	0	34	65	100

Grade 8 Students Taking a Regents Science Test

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

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	0	0	0	0	0	0	2	—	—	—	—	—

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

2013	2012
3	0

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

2013	2012
3	0

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

*Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

*Reporting standards not met.

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

NAEP Participation Rates

Grade 4 Reading	Participation Rate
Students with Disabilities	94
Limited English Proficient	93
Grade 4 Mathematics	Participation Rate
Students with Disabilities	94
Limited English Proficient	93
Grade 8 Reading	Participation Rate
Students with Disabilities	97
Limited English Proficient	91
Grade 8 Mathematics	Participation Rate
Students with Disabilities	89
Limited English Proficient	94

Regents Examination Results (2012 - 13)

Results by Student Group	Comprehensive English				Integrated Algebra			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	0	0	0	0	95	100	100	99
General Education	0	0	0	0	95	100	100	99
Students with Disabilities	0	0	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	10	—	—	—
Black or African American	0	0	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	0	0
White	0	0	0	0	82	100	100	99
Multiracial	0	0	0	0	3	—	—	—
Small Group Total	0	0	0	0	13	100	100	100
Female	0	0	0	0	51	100	100	100
Male	0	0	0	0	44	100	100	98
English Proficient	0	0	0	0	95	100	100	99
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	0	0	0	0	1	—	—	—
Not Economically Disadvantaged	0	0	0	0	94	—	—	—
Migrant	0	0	0	0	0	0	0	0
Not Migrant	0	0	0	0	95	100	100	99

Regents Examination Results (2012 - 13)

Results by Student Group	Geometry				Algebra 2/Trigonometry			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	12	100	100	100	4	—	—	—
General Education	12	100	100	100	4	—	—	—
Students with Disabilities	0	0	0	0	0	—	—	—
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	6	100	100	100	2	—	—	—
Black or African American	0	0	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	0	0
White	5	—	—	—	2	—	—	—
Multiracial	1	—	—	—	0	0	0	0
Small Group Total	6	100	100	100	4	—	—	—
Female	3	—	—	—	2	—	—	—
Male	9	—	—	—	2	—	—	—
English Proficient	12	100	100	100	4	—	—	—
Limited English Proficient	0	0	0	0	0	—	—	—
Economically Disadvantaged	0	0	0	0	0	—	—	—
Not Economically Disadvantaged	12	100	100	100	4	—	—	—
Migrant	0	0	0	0	0	—	—	—
Not Migrant	12	100	100	100	4	—	—	—

Regents Examination Results (2012 - 13)

Results by Student Group	Global History and Geography				U.S. History & Government			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	0	0	0	0	0	0	0	0
General Education	0	0	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0
Male	0	0	0	0	0	0	0	0
English Proficient	0	0	0	0	0	0	0	0
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	0	0	0	0	0	0	0	0
Not Economically Disadvantaged	0	0	0	0	0	0	0	0
Migrant	0	0	0	0	0	0	0	0
Not Migrant	0	0	0	0	0	0	0	0

Regents Examination Results (2012 - 13)

Results by Student Group	Living Environment				Physical Setting/Earth Science			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	0	0	0	0	84	100	100	99
General Education	0	0	0	0	84	100	100	99
Students with Disabilities	0	0	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	12	—	—	—
Black or African American	0	0	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	0	0
White	0	0	0	0	70	100	100	99
Multiracial	0	0	0	0	2	—	—	—
Small Group Total	0	0	0	0	14	100	100	100
Female	0	0	0	0	45	100	100	98
Male	0	0	0	0	39	100	100	100
English Proficient	0	0	0	0	84	100	100	99
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	0	0	0	0	0	0	0	0
Not Economically Disadvantaged	0	0	0	0	84	100	100	99
Migrant	0	0	0	0	0	0	0	0
Not Migrant	0	0	0	0	84	100	100	99

Regents Examination Results (2012 - 13)

Results by Student Group	Physical Setting/Chemistry				Physical Setting/Physics			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	0	0	0	0	0	0	0	0
General Education	0	0	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0
Male	0	0	0	0	0	0	0	0
English Proficient	0	0	0	0	0	0	0	0
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	0	0	0	0	0	0	0	0
Not Economically Disadvantaged	0	0	0	0	0	0	0	0
Migrant	0	0	0	0	0	0	0	0
Not Migrant	0	0	0	0	0	0	0	0

New York State Alternate Assessment (NYSAA) Results (2012 - 13)

Grade/Subject	Total Tested	Number Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4	
Grade 8 ELA	1	—	—	—	—	—
Grade 8 Math	1	—	—	—	—	—
Grade 8 Science	1	—	—	—	—	—

New York State English as a Second Language Achievement Test (NYSESLAT) Results (2012 - 13)

Grade 6	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
General Education	1	—	—	—	—
Grade 7	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	5	0%	20%	40%	40%
General Education	4	—	—	—	—
Students with Disabilities	1	—	—	—	—

Elementary/Middle-Level English Language Arts Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI ≥ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	696	99%	✓	679	167	78	78
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	25	—	—	25	—	—	—
Hispanic or Latino	—	—	29	—	—	27	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	69	100%	✓	66	180	104	104
White	✓	✓	554	99%	✓	542	170	100	100
Multiracial	—	—	19	—	—	19	—	—	—
Students With Disabilities	✓	✓	122*	97%*	✓	59†	88†	22	22
Limited English Proficient	—	—	6	—	—	3	—	—	—
Economically Disadvantaged	✓	—	36	—	✓	34	126	49	49

Results for the following groups are NOT used to determine AYP.

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	696	99%	679	167
Not Black or African American	671	99%	654	169
Not Hispanic or Latino	667	99%	652	168
Not Asian or Native Hawaiian/Other Pacific Islander	627	99%	613	165
Not White	142	99%	137	156
Not Multiracial	677	99%	660	167
General Education	632	100%	621	174
English Proficient	690	99%	676	167
Not Economically Disadvantaged	660	99%	645	169
Male	335	99%	326	163
Female	361	99%	353	171
Migrant	0	—	0	—
Not Migrant	696	99%	679	167

✓ Yes

✗ No

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

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

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

Elementary/Middle-Level Mathematics Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	696	99%	✓	682	157	75	75
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	25	—	—	25	—	—	—
Hispanic or Latino	—	—	29	—	—	27	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	69	100%	✓	67	185	122	122
White	✓	✓	554	99%	✓	544	158	94	94
Multiracial	—	—	19	—	—	19	—	—	—
Students With Disabilities	✓	✓	64	95%	✓	60†	73†	25	25
Limited English Proficient	—	—	6	—	—	4	—	—	—
Economically Disadvantaged	✓	—	36	—	✓	35	126	46	46

Results for the following groups are NOT used to determine AYP.

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	696	99%	682	157
Not Black or African American	671	99%	657	159
Not Hispanic or Latino	667	99%	655	158
Not Asian or Native Hawaiian/Other Pacific Islander	627	99%	615	154
Not White	142	100%	138	154
Not Multiracial	677	99%	663	157
General Education	632	100%	623	165
English Proficient	690	99%	678	157
Not Economically Disadvantaged	660	99%	647	158
Male	335	99%	328	155
Female	361	99%	354	158
Migrant	0	—	0	—
Not Migrant	696	99%	682	157

✓ Yes

✗ No

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

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

Elementary/Middle-Level Science Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✓	✓	224	100%	✓	220	194	174	174
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	10	—	—	10	—	—	—
Hispanic or Latino	—	—	7	—	—	6	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	18	—	—	16	—	—	—
White	✓	✓	184	99%	✓	183	196	184	184
Multiracial	—	—	5	—	—	5	—	—	—
Students With Disabilities	—	—	27	—	—	26	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	11	—	—	11	—	—	—

Results for the following groups are NOT used to determine AYP.

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	224	100%	220	194
Not Black or African American	214	100%	210	196
Not Hispanic or Latino	217	100%	214	195
Not Asian or Native Hawaiian/Other Pacific Islander	206	100%	204	194
Not White	40	100%	37	184
Not Multiracial	219	100%	215	194
General Education	197	100%	194	197
English Proficient	224	100%	220	194
Not Economically Disadvantaged	213	100%	209	195
Male	96	100%	94	195
Female	128	99%	126	194
Migrant	0	—	0	—
Not Migrant	224	100%	220	194

✓ Yes

✗ No

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

Glossary of Terms - Report Cards Data

Alternative High School Equivalency Preparation Program (AHSEPP)	A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.
Attendance Rate	Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.
Average Class Size	Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.
Completers	Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP).
Core Classes	Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages.
Disability Status	Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.
Dropouts	Dropouts are students in grades 7-12 and ungraded secondary students whose last enrollment record indicated they dropped out of school. The number of enrolled students used as the denominator for determining the percentage of students who dropped out is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.
Economically Disadvantaged	Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.
Free and Reduced-Price Lunch (FRPL)	Eligible for Free Lunch and Eligible for Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.
Gender	Gender of the student being reported, as identified by the parent/guardian.
Grade Level	Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts.

Ungraded students are those assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level. The definition of 'Ungraded' does not include out-of-school youth, preschoolers, or children who are not yet school age. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

High School Completers

High school completers are Graduates plus students who received an Individualized Education Diploma (IEP).

Highly Qualified Teachers

To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with State standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

The Percent Teaching Out of Certification for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

Regents Competency Tests

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

score is included in the annual results.

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage. Teacher turnover data are lagged one year because they must be compared to prior year data.

Total Cohort

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

Glossary of Terms - Accountability Data

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

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

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

Safe Harbor Target

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

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

Unweighted Combined PI

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



The New York State School Report Card [2012 - 13]

NAME: PITTSFORD-MENDON HIGH SCHOOL

BEDS Code: 261401060010

PRINCIPAL : Karl Thielking

ADDRESS: 472 MENDON RD, PITTSFORD, NY 14534

PHONE: (585) 267-1602

GRADE CONFIGURATION: 9, 10, 11, 12

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

High School Completers (2012 - 13)

Results by Student Group	Completers (Graduates + IEP Diplomas)	Graduates (Regents + Local Diplomas)	Regents Diploma		Regents with Advanced Designation	
	Number of Students	Number of Students	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates
All Students	267	265	263	99%	193	73%
General Education	248	248	247	100%	191	77%
Students with Disabilities	19	17	16	94%	2	12%

Results by Student Group	Regents with CTE Endorsement		Local Diplomas		Individualized Education Program (IEP) Diplomas	
	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates	Number of Students	Percent of Completers
All Students	0	0%	2	1%	2	1%
General Education	0	0%	1	0%	0	0%
Students with Disabilities	0	0%	1	6%	2	11%

High School Non-completers (2012 - 13)

Results by Student Group	Dropped Out		Entered Approved High School Equivalency Preparation Program		Total Noncompleters	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
All Students	—	—	—	—	—	—
General Education	—	—	—	—	—	—
Students with Disabilities	—	—	—	—	—	—

Post-graduation Plans of Completers (2012 - 13)

Results by Student Group	To Four-Year College		To Two-Year College		To Other Post-Secondary		To the Military	
	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers
All Students	216	81%	42	16%	0	0%	3	1%
General Education	209	84%	33	13%	0	0%	3	1%
Students with Disabilities	7	37%	9	47%	0	0%	0	0%

Results by Student Group	To Employment		To Adult Services		To Other Known Plans		Plan Unknown	
	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers
All Students	2	1%	0	0%	1	0%	3	1%
General Education	1	0%	0	0%	1	0%	1	0%
Students with Disabilities	1	5%	0	0%	0	0%	2	11%

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

*Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

*Reporting standards not met.

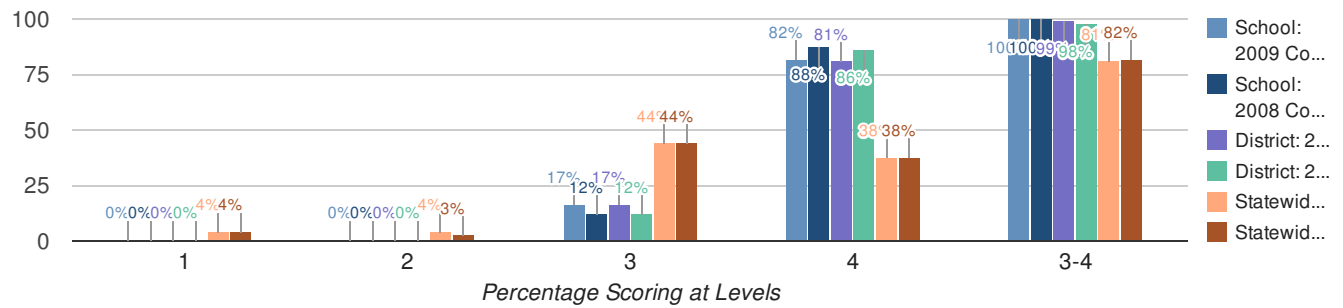
Statewide Results on the National Assessment of Educational Progress: NAEP (2012 - 13)

NAEP Participation Rates

Grade 4 Reading	Participation Rate
Students with Disabilities	94
Limited English Proficient	93
Grade 4 Mathematics	Participation Rate
Students with Disabilities	94
Limited English Proficient	93
Grade 8 Reading	Participation Rate
Students with Disabilities	97
Limited English Proficient	91
Grade 8 Mathematics	Participation Rate
Students with Disabilities	89
Limited English Proficient	94

Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction

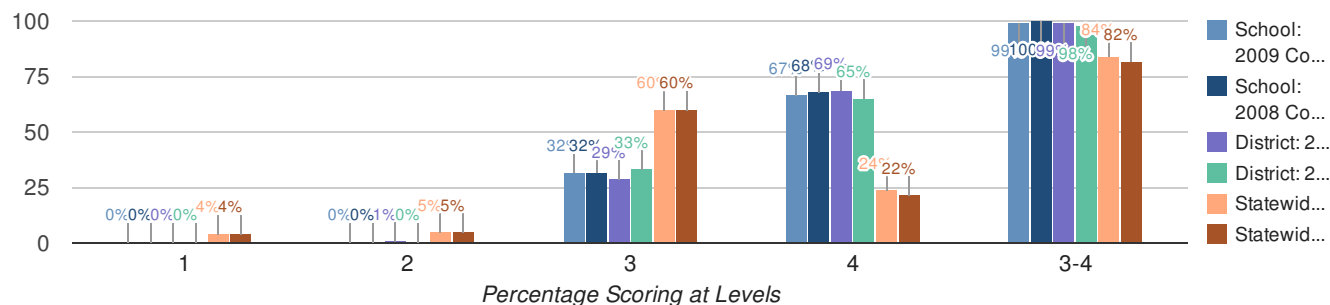
Total cohort results are those for New York State Regents examinations only.



Results by Student Group	2009 Cohort						2008 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	267	0	0	17	82	100	241	0	0	12	88	100
General Education	247	0	0	13	87	100	230	0	0	10	90	100
Students with Disabilities	20	0	0	70	25	95	11	0	0	55	45	100
Asian or Native Hawaiian/Other Pacific Islander	23	0	0	22	78	100	16	0	0	6	94	100
Black or African American	6	—	—	—	—	—	8	0	0	25	75	100
Hispanic or Latino	7	0	0	29	71	100	10	0	0	10	90	100
White	229	0	0	17	83	100	201	0	0	12	88	100
Multiracial	2	—	—	—	—	—	6	0	0	17	83	100
Small Group Total	8	0	0	13	88	100	0	0	0	0	0	0
Female	127	0	0	15	84	99	119	0	0	8	92	100
Male	140	0	0	19	81	100	122	0	0	16	84	100
English Proficient	267	0	0	17	82	100	241	0	0	12	88	100
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	5	0	0	60	40	100	4	—	—	—	—	—
Not Economically Disadvantaged	262	0	0	16	83	100	237	—	—	—	—	—
Not Migrant	267	0	0	17	82	100	241	0	0	12	88	100

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

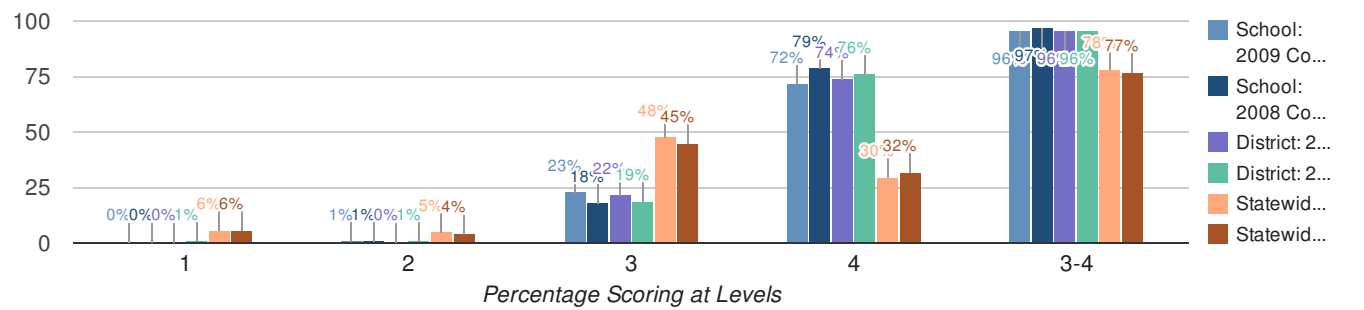
Total cohort results are those for New York State Regents examinations only.



Results by Student Group	2009 Cohort						2008 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	267	0	0	32	67	99	241	0	0	32	68	100
General Education	247	0	0	28	72	100	230	0	0	30	70	100
Students with Disabilities	20	0	0	90	5	95	11	0	0	91	9	100
Asian or Native Hawaiian/Other Pacific Islander	23	0	0	22	78	100	16	0	0	6	94	100
Black or African American	6	—	—	—	—	—	8	0	0	38	63	100
Hispanic or Latino	7	0	0	43	57	100	10	0	0	40	60	100
White	229	0	0	32	67	99	201	0	0	34	66	100
Multiracial	2	—	—	—	—	—	6	0	0	33	67	100
Small Group Total	8	0	0	50	50	100	0	0	0	0	0	0
Female	127	0	0	32	67	99	119	0	0	29	71	100
Male	140	1	0	32	67	99	122	0	0	36	64	100
English Proficient	267	0	0	32	67	99	241	0	0	32	68	100
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	5	0	0	80	20	100	4	—	—	—	—	—
Not Economically Disadvantaged	262	0	0	31	68	99	237	—	—	—	—	—
Not Migrant	267	0	0	32	67	99	241	0	0	32	68	100

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

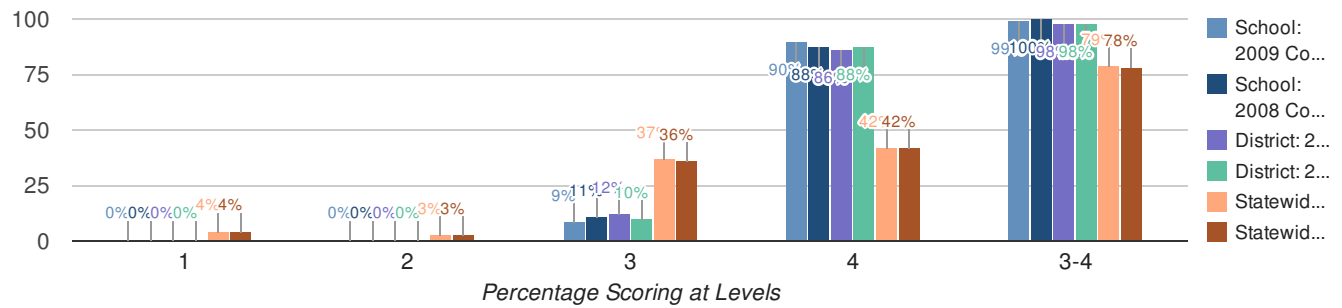
Total cohort results are those for New York State Regents examinations only.



Results by Student Group	2009 Cohort						2008 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	267	0	1	23	72	96	241	0	1	18	79	97
General Education	247	0	0	19	77	96	230	0	0	17	82	98
Students with Disabilities	20	0	10	70	15	85	11	9	18	45	27	73
Asian or Native Hawaiian/Other Pacific Islander	23	0	0	17	78	96	16	0	0	6	94	100
Black or African American	6	—	—	—	—	—	8	13	0	38	50	88
Hispanic or Latino	7	0	0	29	71	100	10	0	10	20	70	90
White	229	0	0	24	71	96	201	0	1	18	80	98
Multiracial	2	—	—	—	—	—	6	0	0	0	83	83
Small Group Total	8	0	13	0	88	88	0	0	0	0	0	0
Female	127	0	1	26	68	94	119	1	1	18	81	98
Male	140	0	1	21	76	97	122	0	2	18	78	96
English Proficient	267	0	1	23	72	96	241	0	1	18	79	97
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	5	0	0	40	60	100	4	—	—	—	—	—
Not Economically Disadvantaged	262	0	1	23	73	95	237	—	—	—	—	—
Not Migrant	267	0	1	23	72	96	241	0	1	18	79	97

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

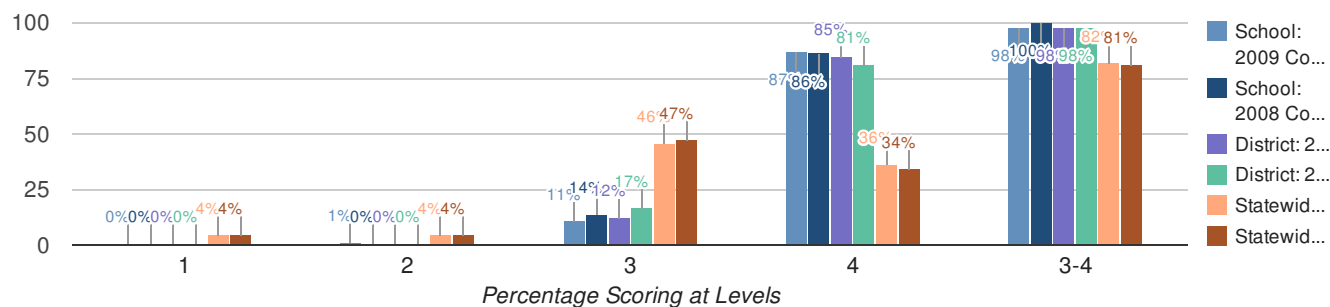
Total cohort results are those for New York State Regents examinations only.



Results by Student Group	2009 Cohort						2008 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	267	0	0	9	90	99	241	0	0	11	88	100
General Education	247	0	0	6	94	100	230	0	0	10	90	100
Students with Disabilities	20	0	0	45	40	85	11	9	0	45	45	91
Asian or Native Hawaiian/Other Pacific Islander	23	0	0	9	91	100	16	0	0	6	94	100
Black or African American	6	—	—	—	—	—	8	0	0	38	63	100
Hispanic or Latino	7	0	0	14	86	100	10	10	0	0	90	90
White	229	0	0	9	90	99	201	0	0	11	89	100
Multiracial	2	—	—	—	—	—	6	0	0	17	83	100
Small Group Total	8	0	0	13	88	100	0	0	0	0	0	0
Female	127	0	0	13	86	99	119	0	0	10	90	100
Male	140	0	0	5	94	99	122	1	0	12	87	99
English Proficient	267	0	0	9	90	99	241	0	0	11	88	100
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	5	0	0	20	80	100	4	—	—	—	—	—
Not Economically Disadvantaged	262	0	0	9	90	99	237	—	—	—	—	—
Not Migrant	267	0	0	9	90	99	241	0	0	11	88	100

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

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



Results by Student Group	2009 Cohort						2008 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	267	0	1	11	87	98	241	0	0	14	86	100
General Education	247	0	1	8	90	98	230	0	0	13	87	100
Students with Disabilities	20	0	0	50	45	95	11	0	0	36	64	100
Asian or Native Hawaiian/Other Pacific Islander	23	0	4	17	78	96	16	0	0	6	94	100
Black or African American	6	—	—	—	—	—	8	0	0	38	63	100
Hispanic or Latino	7	0	0	29	71	100	10	0	0	30	70	100
White	229	0	0	9	89	98	201	0	0	12	88	100
Multiracial	2	—	—	—	—	—	6	0	0	33	67	100
Small Group Total	8	0	0	25	75	100	0	0	0	0	0	0
Female	127	0	2	13	82	95	119	0	0	11	89	100
Male	140	0	0	9	91	100	122	0	0	17	83	100
English Proficient	267	0	1	11	87	98	241	0	0	14	86	100
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	5	0	0	20	80	100	4	—	—	—	—	—
Not Economically Disadvantaged	262	0	1	11	87	98	237	—	—	—	—	—
Not Migrant	267	0	1	11	87	98	241	0	0	14	86	100

Regents Examination Results (2012 - 13)

Results by Student Group	Comprehensive English				Integrated Algebra			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	239	100	100	83	118	100	99	39
General Education	219	100	100	89	93	100	100	42
Students with Disabilities	20	100	100	15	25	100	96	28
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	26	100	100	92	7	—	—	—
Black or African American	4	—	—	—	4	—	—	—
Hispanic or Latino	4	—	—	—	7	100	100	14
White	200	100	100	83	100	100	99	39
Multiracial	5	100	100	100	0	0	0	0
Small Group Total	8	100	100	50	11	100	100	55
Female	110	100	100	82	63	100	100	41
Male	129	100	100	84	55	100	98	36
English Proficient	239	100	100	83	117	—	—	—
Limited English Proficient	0	0	0	0	1	—	—	—
Economically Disadvantaged	1	—	—	—	8	100	100	38
Not Economically Disadvantaged	238	—	—	—	110	100	99	39
Migrant	0	0	0	0	0	0	0	0
Not Migrant	239	100	100	83	118	100	99	39

Regents Examination Results (2012 - 13)

Results by Student Group	Geometry				Algebra 2/Trigonometry			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	223	100	100	63	219	96	90	58
General Education	211	100	100	64	212	97	91	59
Students with Disabilities	12	100	100	42	7	71	71	43
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	24	100	100	79	26	96	96	85
Black or African American	6	100	100	17	4	—	—	—
Hispanic or Latino	10	100	100	60	5	100	100	80
White	178	100	99	62	180	96	90	56
Multiracial	5	100	100	60	4	—	—	—
Small Group Total	0	0	0	0	8	88	63	25
Female	113	100	99	68	116	97	91	60
Male	110	100	100	57	103	95	88	56
English Proficient	223	100	100	63	219	96	90	58
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	6	100	100	50	4	—	—	—
Not Economically Disadvantaged	217	100	100	63	215	—	—	—
Migrant	0	0	0	0	0	0	0	0
Not Migrant	223	100	100	63	219	96	90	58

Regents Examination Results (2012 - 13)

Results by Student Group	Global History and Geography				U.S. History & Government			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	254	99	98	84	239	100	99	89
General Education	230	100	100	88	220	100	100	92
Students with Disabilities	24	92	83	50	19	100	89	53
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	19	100	100	95	26	100	96	92
Black or African American	7	86	86	71	3	—	—	—
Hispanic or Latino	10	100	100	80	5	100	80	60
White	212	100	99	84	200	100	100	89
Multiracial	6	100	100	83	5	—	—	—
Small Group Total	0	0	0	0	8	100	88	63
Female	122	99	99	84	109	100	98	83
Male	132	99	98	85	130	100	99	93
English Proficient	254	99	98	84	239	100	99	89
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	7	86	86	71	1	—	—	—
Not Economically Disadvantaged	247	100	99	85	238	—	—	—
Migrant	0	0	0	0	0	0	0	0
Not Migrant	254	99	98	84	239	100	99	89

Regents Examination Results (2012 - 13)

Results by Student Group	Living Environment				Physical Setting/Earth Science			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	249	100	99	89	170	99	95	65
General Education	226	100	100	92	141	100	99	74
Students with Disabilities	23	100	91	61	29	93	76	17
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	26	100	100	100	15	100	100	80
Black or African American	6	—	—	—	7	—	—	—
Hispanic or Latino	9	100	100	100	10	100	100	80
White	204	100	100	87	137	99	95	63
Multiracial	4	—	—	—	1	—	—	—
Small Group Total	10	100	90	80	8	100	75	50
Female	116	100	99	90	89	100	96	60
Male	133	100	99	88	81	98	94	70
English Proficient	249	100	99	89	169	—	—	—
Limited English Proficient	0	0	0	0	1	—	—	—
Economically Disadvantaged	7	100	86	57	12	100	92	58
Not Economically Disadvantaged	242	100	100	90	158	99	95	65
Migrant	0	0	0	0	0	0	0	0
Not Migrant	249	100	99	89	170	99	95	65

Regents Examination Results (2012 - 13)

Results by Student Group	Physical Setting/Chemistry				Physical Setting/Physics			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	206	100	100	34	105	98	88	51
General Education	199	100	100	35	103	—	—	—
Students with Disabilities	7	100	86	29	2	—	—	—
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	21	100	95	57	15	—	—	—
Black or African American	3	—	—	—	0	0	0	0
Hispanic or Latino	4	—	—	—	2	—	—	—
White	174	100	100	32	86	98	86	50
Multiracial	4	—	—	—	2	—	—	—
Small Group Total	11	100	100	36	19	100	95	58
Female	108	100	100	37	36	100	92	42
Male	98	100	99	32	69	97	86	57
English Proficient	206	100	100	34	105	98	88	51
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	2	—	—	—	0	0	0	0
Not Economically Disadvantaged	204	—	—	—	105	98	88	51
Migrant	0	0	0	0	0	0	0	0
Not Migrant	206	100	100	34	105	98	88	51

Regents Competency Test Results (2012 - 13)

Results by Student Group	Reading		Writing		Math	
	Total Tested	Percent Passing	Total Tested	Percent Passing	Total Tested	Percent Passing
All Students	0	0	0	0	0	0
General Education	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0
White	0	0	0	0	0	0
Multiracial	0	0	0	0	0	0
Small Group Total	0	0	0	0	0	0
Female	0	0	0	0	0	0
Male	0	0	0	0	0	0
English Proficient	0	0	0	0	0	0
Limited English Proficient	0	0	0	0	0	0
Economically Disadvantaged	0	0	0	0	0	0
Not Economically Disadvantaged	0	0	0	0	0	0
Migrant	0	0	0	0	0	0
Not Migrant	0	0	0	0	0	0

Regents Competency Test Results (2012 - 13)

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

New York State Alternate Assessment (NYSAA) Results (2012 - 13)

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

New York State English as a Second Language Achievement Test (NYSESLAT) Results (2012 - 13)

Grade 9	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
Students with Disabilities	1	—	—	—	—

Secondary-Level English Language Arts Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores	PI >= EAMO or Safe Harbor Target	2009 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	✓	269	100%	✓	266	195	156	156
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	6	—	—	5	—	—	—
Hispanic or Latino	—	—	8	—	—	7	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	23	—	—	23	—	—	—
White	✓	✓	230	100%	✓	229	195	169	169
Multiracial	—	—	2	—	—	2	—	—	—
Students With Disabilities	—	—	19	—	—	20	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	5	—	—	4	—	—	—

Results for the following groups are NOT used to determine AYP.

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2009 Accountability Cohort Members	PI
Not American Indian or Alaska Native	269	100%	266	195
Not Black or African American	263	100%	261	195
Not Hispanic or Latino	261	100%	259	196
Not Asian or Native Hawaiian/Other Pacific Islander	246	100%	243	195
Not White	39	—	37	197
Not Multiracial	267	100%	264	195
General Education	250	100%	246	197
English Proficient	269	100%	266	195
Not Economically Disadvantaged	264	100%	262	196
Male	140	100%	139	197
Female	129	100%	127	194
Migrant	0	—	0	—
Not Migrant	269	100%	266	195

✓ Yes

✗ No

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2009 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

Secondary-Level Mathematics Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores	PI >= EAMO or Safe Harbor Target	2009 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	✓	269	100%	✓	266	188	135	135
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	6	—	—	5	—	—	—
Hispanic or Latino	—	—	8	—	—	7	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	23	—	—	23	—	—	—
White	✓	✓	230	100%	✓	229	189	151	151
Multiracial	—	—	2	—	—	2	—	—	—
Students With Disabilities	—	—	19	—	—	20	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	5	—	—	4	—	—	—

Results for the following groups are NOT used to determine AYP.

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2009 Accountability Cohort Members	PI
Not American Indian or Alaska Native	269	100%	266	188
Not Black or African American	263	100%	261	188
Not Hispanic or Latino	261	100%	259	188
Not Asian or Native Hawaiian/Other Pacific Islander	246	100%	243	188
Not White	39	—	37	184
Not Multiracial	267	100%	264	188
General Education	250	100%	246	191
English Proficient	269	100%	266	188
Not Economically Disadvantaged	264	100%	262	188
Male	140	100%	139	190
Female	129	100%	127	186
Migrant	0	—	0	—
Not Migrant	269	100%	266	188

✓ Yes

✗ No

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2009 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

Overall Graduation Rate for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP
✗ Did not make AYP
— There were not enough students to make an AYP determination.

Four-Year Graduation-Rate Total Cohort for Accountability

Student Group	Met Graduation-Rate Criterion	2008 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	241	99%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	8	—	—	—
Hispanic or Latino	—	10	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	16	—	—	—
White	✓	201	99%	80%	80%
Multiracial	—	6	—	—	—
Students With Disabilities	—	11	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	4	—	—	—

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.
✗ Graduation rate is less than the State Standard and the group's Progress Target.
— There were fewer than 30 students in the cohort.

Five-Year Graduation-Rate Total Cohort for Accountability

Student Group	Met Graduation-Rate Criterion	2007 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	247	100%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	11	—	—	—
Hispanic or Latino	—	4	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	17	—	—	—
White	✓	212	100%	80%	80%
Multiracial	—	3	—	—	—
Students With Disabilities	—	19	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	7	—	—	—

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.
✗ Graduation rate is less than the State Standard and the group's Progress Target.
— There were fewer than 30 students in the cohort.

Graduation Rates for Non-AYP Groups for Accountability

Results for the following groups are NOT used to determine AYP.

Student Group	Four-Year Graduation-Rate Total Cohort		Five-Year Graduation-Rate Total Cohort	
	2008 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2007 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	241	99%	247	100%
Not Black or African American	233	99%	236	100%
Not Hispanic or Latino	231	99%	243	100%
Not Asian or Native Hawaiian/Other Pacific Islander	225	99%	230	100%
Not White	40	98%	35	100%
Not Multiracial	235	99%	244	100%
General Education	230	99%	228	100%
English Proficient	241	99%	247	100%
Not Economically Disadvantaged	237	99%	240	100%
Male	122	98%	117	100%
Female	119	100%	130	99%
Migrant	0	—	0	—
Not Migrant	241	99%	247	100%

— There were fewer than 30 students in the cohort.

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

Percentage of 2008 Graduation-Rate Total Cohort members who graduated as of August 31, 2012 with:

Regents Diploma with an Advanced Designation (This School)	Regents Diploma with an Advanced Designation (Statewide)	Percentage in This School Exceeded Statewide
76%	30%	YES
Regents Diploma with CTE Endorsement (This School)	Regents Diploma with CTE Endorsement (Statewide)	Percentage in This School Exceeded Statewide
0%	3%	NO

Glossary of Terms - Report Cards Data

Alternative High School Equivalency Preparation Program (AHSEPP)	A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.
Attendance Rate	Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.
Average Class Size	Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.
Completers	Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP).
Core Classes	Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages.
Disability Status	Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.
Dropouts	Dropouts are students in grades 7-12 and ungraded secondary students whose last enrollment record indicated they dropped out of school. The number of enrolled students used as the denominator for determining the percentage of students who dropped out is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.
Economically Disadvantaged	Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.
Free and Reduced-Price Lunch (FRPL)	Eligible for Free Lunch and Eligible for Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.
Gender	Gender of the student being reported, as identified by the parent/guardian.
Grade Level	Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts.

Ungraded students are those assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level. The definition of 'Ungraded' does not include out-of-school youth, preschoolers, or children who are not yet school age. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

High School Completers

High school completers are Graduates plus students who received an Individualized Education Diploma (IEP).

Highly Qualified Teachers

To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with State standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

The Percent Teaching Out of Certification for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

Regents Competency Tests

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

score is included in the annual results.

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage. Teacher turnover data are lagged one year because they must be compared to prior year data.

Total Cohort

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

Glossary of Terms - Accountability Data

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

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

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

Safe Harbor Target

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

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

Unweighted Combined PI

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



The New York State School Report Card [2012 - 13]

NAME: PITTSFORD SUTHERLAND HIGH SCHOOL

BEDS Code: 261401060006

PRINCIPAL : Brian Weller

ADDRESS: 55 SUTHERLAND ST, PITTSFORD, NY 14534

PHONE: (585) 267-1102

GRADE CONFIGURATION: 9, 10, 11, 12

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

High School Completers (2012 - 13)

Results by Student Group	Completers (Graduates + IEP Diplomas)	Graduates (Regents + Local Diplomas)	Regents Diploma		Regents with Advanced Designation	
	Number of Students	Number of Students	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates
All Students	263	261	259	99%	208	80%
General Education	233	233	233	100%	202	87%
Students with Disabilities	30	28	26	93%	6	21%

Results by Student Group	Regents with CTE Endorsement		Local Diplomas		Individualized Education Program (IEP) Diplomas	
	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates	Number of Students	Percent of Completers
All Students	0	0%	2	1%	2	1%
General Education	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	2	7%	2	7%

High School Non-completers (2012 - 13)

Results by Student Group	Dropped Out		Entered Approved High School Equivalency Preparation Program		Total Noncompleters	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
All Students	—	—	—	—	—	—
General Education	—	—	—	—	—	—
Students with Disabilities	—	—	—	—	—	—

Post-graduation Plans of Completers (2012 - 13)

Results by Student Group	To Four-Year College		To Two-Year College		To Other Post-Secondary		To the Military	
	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers
All Students	219	83%	36	14%	0	0%	1	0%
General Education	206	88%	24	10%	0	0%	1	0%
Students with Disabilities	13	43%	12	40%	0	0%	0	0%

Results by Student Group	To Employment		To Adult Services		To Other Known Plans		Plan Unknown	
	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers
All Students	0	0%	0	0%	1	0%	6	2%
General Education	0	0%	0	0%	0	0%	2	1%
Students with Disabilities	0	0%	0	0%	1	3%	4	13%

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

*Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

*Reporting standards not met.

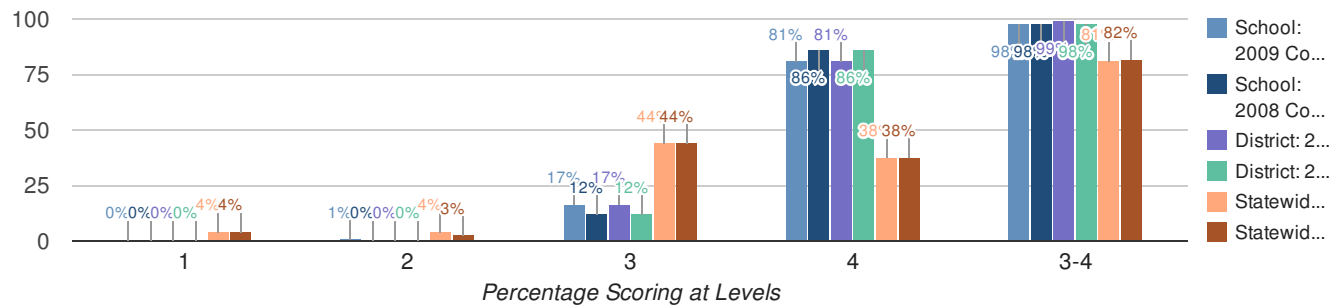
Statewide Results on the National Assessment of Educational Progress: NAEP (2012 - 13)

NAEP Participation Rates

Grade 4 Reading	Participation Rate
Students with Disabilities	94
Limited English Proficient	93
Grade 4 Mathematics	Participation Rate
Students with Disabilities	94
Limited English Proficient	93
Grade 8 Reading	Participation Rate
Students with Disabilities	97
Limited English Proficient	91
Grade 8 Mathematics	Participation Rate
Students with Disabilities	89
Limited English Proficient	94

Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction

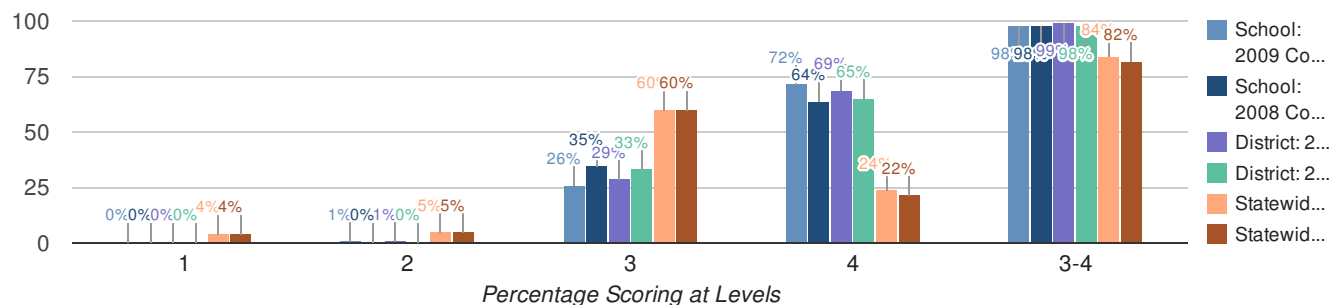
Total cohort results are those for New York State Regents examinations only.



Results by Student Group	2009 Cohort						2008 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	264	0	1	17	81	98	251	0	0	12	86	98
General Education	233	0	0	13	87	100	226	0	0	9	90	100
Students with Disabilities	31	0	6	45	39	84	25	0	4	36	52	88
Asian or Native Hawaiian/Other Pacific Islander	27	0	0	4	96	100	20	0	0	10	90	100
Black or African American	4	—	—	—	—	—	7	0	0	14	71	86
Hispanic or Latino	6	0	0	17	83	100	3	—	—	—	—	—
White	224	0	1	17	80	98	217	0	0	12	86	99
Multiracial	3	—	—	—	—	—	4	—	—	—	—	—
Small Group Total	7	0	0	57	43	100	7	0	0	0	100	100
Female	131	0	0	15	85	100	129	0	0	11	89	100
Male	133	0	2	19	77	96	122	0	1	13	84	97
English Proficient	263	—	—	—	—	—	251	0	0	12	86	98
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	13	0	0	31	54	85	9	0	0	11	78	89
Not Economically Disadvantaged	251	0	1	16	82	99	242	0	0	12	87	99
Not Migrant	264	0	1	17	81	98	251	0	0	12	86	98

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

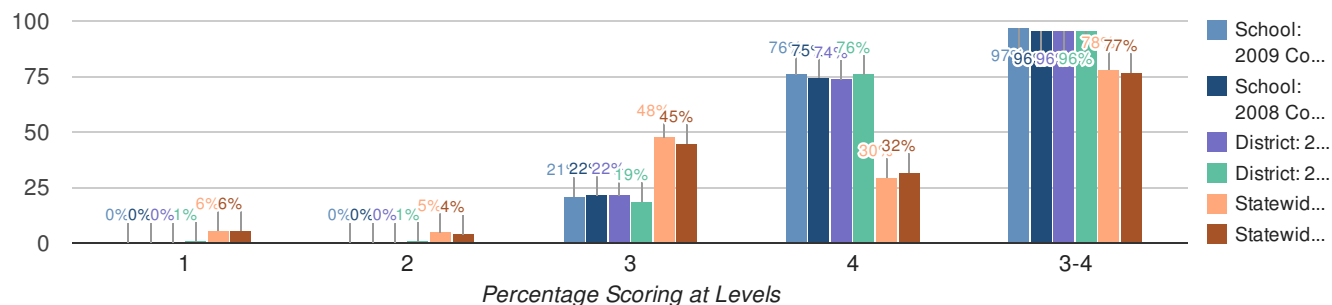
Total cohort results are those for New York State Regents examinations only.



Results by Student Group	2009 Cohort						2008 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	264	0	1	26	72	98	251	0	0	35	64	98
General Education	233	0	0	19	81	100	226	0	0	31	68	100
Students with Disabilities	31	0	10	77	10	87	25	0	4	64	24	88
Asian or Native Hawaiian/Other Pacific Islander	27	0	0	11	89	100	20	0	0	20	80	100
Black or African American	4	—	—	—	—	—	7	0	0	43	43	86
Hispanic or Latino	6	0	0	50	50	100	3	—	—	—	—	—
White	224	0	1	26	72	98	217	0	0	35	64	99
Multiracial	3	—	—	—	—	—	4	—	—	—	—	—
Small Group Total	7	0	0	57	43	100	7	0	0	57	43	100
Female	131	0	0	27	73	100	129	0	0	33	67	100
Male	133	0	2	25	72	97	122	0	1	36	61	97
English Proficient	263	—	—	—	—	—	251	0	0	35	64	98
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	13	0	8	54	38	92	9	0	0	78	11	89
Not Economically Disadvantaged	251	0	1	25	74	99	242	0	0	33	66	99
Not Migrant	264	0	1	26	72	98	251	0	0	35	64	98

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

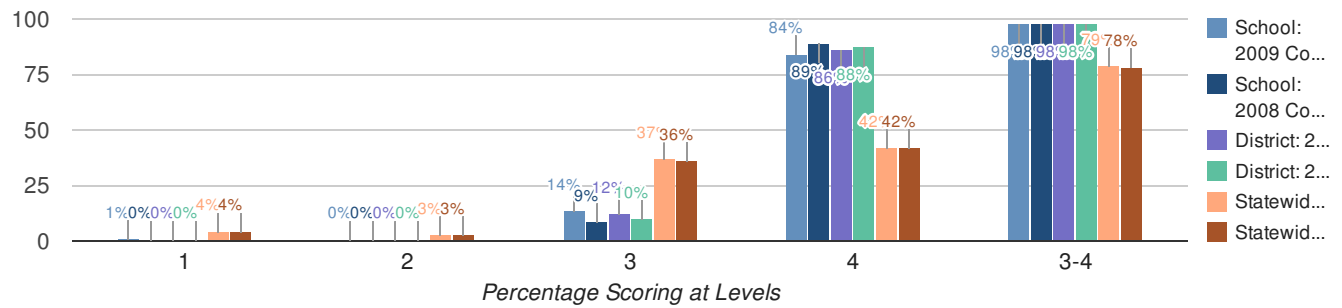
Total cohort results are those for New York State Regents examinations only.



Results by Student Group	2009 Cohort						2008 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	264	0	0	21	76	97	251	0	0	22	75	96
General Education	233	0	0	16	82	98	226	0	0	18	80	98
Students with Disabilities	31	3	0	58	35	94	25	4	4	52	32	84
Asian or Native Hawaiian/Other Pacific Islander	27	0	0	7	85	93	20	0	0	20	75	95
Black or African American	4	—	—	—	—	—	7	0	0	14	71	86
Hispanic or Latino	6	0	0	17	83	100	3	—	—	—	—	—
White	224	0	0	22	75	98	217	0	0	22	75	97
Multiracial	3	—	—	—	—	—	4	—	—	—	—	—
Small Group Total	7	0	0	43	57	100	7	0	0	29	71	100
Female	131	0	0	21	77	98	129	0	1	25	73	98
Male	133	1	0	21	75	96	122	1	0	18	77	95
English Proficient	263	—	—	—	—	—	251	0	0	22	75	96
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	13	0	0	46	54	100	9	0	0	56	33	89
Not Economically Disadvantaged	251	0	0	20	77	97	242	0	0	20	76	97
Not Migrant	264	0	0	21	76	97	251	0	0	22	75	96

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

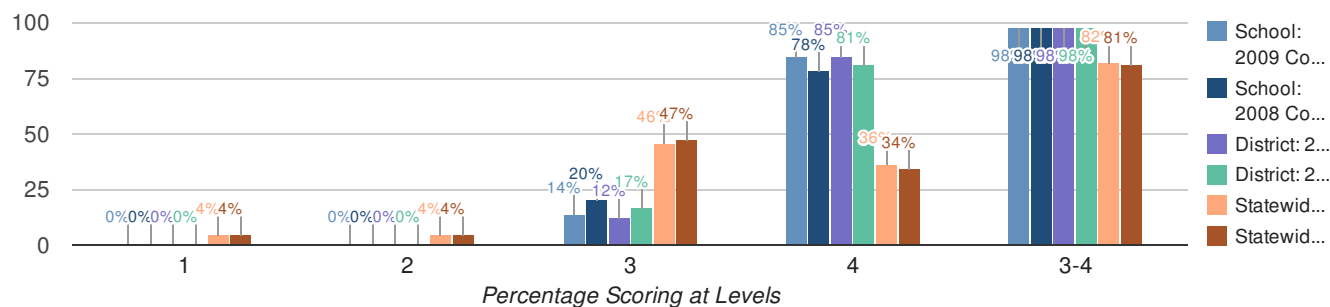
Total cohort results are those for New York State Regents examinations only.



Results by Student Group	2009 Cohort						2008 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	264	1	0	14	84	98	251	0	0	9	89	98
General Education	233	0	0	11	89	100	226	0	0	7	92	99
Students with Disabilities	31	6	0	39	45	84	25	0	0	32	60	92
Asian or Native Hawaiian/Other Pacific Islander	27	0	0	7	93	100	20	0	0	10	85	95
Black or African American	4	—	—	—	—	—	7	0	0	0	86	86
Hispanic or Latino	6	0	0	0	100	100	3	—	—	—	—	—
White	224	1	0	14	83	98	217	0	0	10	89	99
Multiracial	3	—	—	—	—	—	4	—	—	—	—	—
Small Group Total	7	0	0	57	43	100	7	0	0	0	100	100
Female	131	1	0	16	83	99	129	0	0	10	89	99
Male	133	1	0	13	84	97	122	0	0	8	89	98
English Proficient	263	—	—	—	—	—	251	0	0	9	89	98
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	13	0	0	23	62	85	9	0	0	33	44	78
Not Economically Disadvantaged	251	1	0	14	85	99	242	0	0	8	91	99
Not Migrant	264	1	0	14	84	98	251	0	0	9	89	98

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

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



Results by Student Group	2009 Cohort						2008 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	264	0	0	14	85	98	251	0	0	20	78	98
General Education	233	0	0	9	90	99	226	0	0	17	81	99
Students with Disabilities	31	0	0	52	45	97	25	0	0	48	44	92
Asian or Native Hawaiian/Other Pacific Islander	27	0	0	0	96	96	20	0	0	25	70	95
Black or African American	4	—	—	—	—	—	7	0	0	29	57	86
Hispanic or Latino	6	0	0	17	83	100	3	—	—	—	—	—
White	224	0	0	14	85	99	217	0	0	20	78	99
Multiracial	3	—	—	—	—	—	4	—	—	—	—	—
Small Group Total	7	0	0	57	43	100	7	0	0	0	100	100
Female	131	0	0	13	86	99	129	0	0	20	78	98
Male	133	0	0	14	83	98	122	0	0	20	77	98
English Proficient	263	—	—	—	—	—	251	0	0	20	78	98
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	13	0	0	46	54	100	9	0	0	44	44	89
Not Economically Disadvantaged	251	0	0	12	86	98	242	0	0	19	79	98
Not Migrant	264	0	0	14	85	98	251	0	0	20	78	98

Regents Examination Results (2012 - 13)

Results by Student Group	Comprehensive English				Integrated Algebra			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	255	100	98	82	133	100	98	45
General Education	232	100	100	88	117	100	99	51
Students with Disabilities	23	100	87	26	16	100	88	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	15	100	93	93	8	100	100	75
Black or African American	6	100	100	67	9	100	100	22
Hispanic or Latino	10	100	100	80	4	—	—	—
White	224	100	99	82	109	100	97	46
Multiracial	0	0	0	0	3	—	—	—
Small Group Total	0	0	0	0	7	100	100	29
Female	128	100	99	88	73	100	96	55
Male	127	100	98	76	60	100	100	33
English Proficient	254	—	—	—	132	—	—	—
Limited English Proficient	1	—	—	—	1	—	—	—
Economically Disadvantaged	10	100	100	50	10	100	100	30
Not Economically Disadvantaged	245	100	98	83	123	100	98	46
Migrant	0	0	0	0	0	0	0	0
Not Migrant	255	100	98	82	133	100	98	45

Regents Examination Results (2012 - 13)

Results by Student Group	Geometry				Algebra 2/Trigonometry			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	202	100	100	66	208	99	97	66
General Education	191	100	100	67	202	99	97	67
Students with Disabilities	11	100	100	45	6	100	100	33
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	19	100	100	84	18	100	94	94
Black or African American	3	—	—	—	5	100	100	40
Hispanic or Latino	6	100	100	50	6	83	83	50
White	170	100	100	65	179	99	97	64
Multiracial	4	—	—	—	0	0	0	0
Small Group Total	7	100	100	43	0	0	0	0
Female	116	100	100	66	91	100	99	69
Male	86	100	100	65	117	98	95	63
English Proficient	202	100	100	66	208	99	97	66
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	10	100	100	30	9	89	89	33
Not Economically Disadvantaged	192	100	100	68	199	99	97	67
Migrant	0	0	0	0	0	0	0	0
Not Migrant	202	100	100	66	208	99	97	66

Regents Examination Results (2012 - 13)

Results by Student Group	Global History and Geography				U.S. History & Government			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	243	99	97	74	251	99	99	85
General Education	215	100	99	80	232	100	100	88
Students with Disabilities	28	89	82	29	19	95	89	42
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	23	100	100	87	16	100	100	100
Black or African American	8	100	88	50	6	100	100	50
Hispanic or Latino	12	100	100	50	10	100	100	60
White	195	98	97	76	219	99	99	86
Multiracial	5	100	100	40	0	0	0	0
Small Group Total	0	0	0	0	0	0	0	0
Female	122	100	98	68	127	98	98	83
Male	121	98	96	81	124	100	99	87
English Proficient	243	99	97	74	250	—	—	—
Limited English Proficient	0	0	0	0	1	—	—	—
Economically Disadvantaged	19	100	95	37	10	100	100	60
Not Economically Disadvantaged	224	99	97	78	241	99	99	86
Migrant	0	0	0	0	0	0	0	0
Not Migrant	243	99	97	74	251	99	99	85

Regents Examination Results (2012 - 13)

Results by Student Group	Living Environment				Physical Setting/Earth Science			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	250	100	100	70	167	99	99	58
General Education	222	100	100	76	147	99	99	61
Students with Disabilities	28	96	96	25	20	95	95	35
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	23	100	100	87	9	100	100	78
Black or African American	6	100	100	33	12	92	92	33
Hispanic or Latino	11	100	100	18	3	—	—	—
White	205	100	100	72	140	99	99	59
Multiracial	5	100	100	60	3	—	—	—
Small Group Total	0	0	0	0	6	100	100	67
Female	135	100	100	67	92	98	98	57
Male	115	99	99	74	75	100	100	60
English Proficient	250	100	100	70	167	99	99	58
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	18	100	100	39	11	100	100	36
Not Economically Disadvantaged	232	100	100	72	156	99	99	60
Migrant	0	0	0	0	0	0	0	0
Not Migrant	250	100	100	70	167	99	99	58

Regents Examination Results (2012 - 13)

Results by Student Group	Physical Setting/Chemistry				Physical Setting/Physics			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	186	100	100	77	135	100	98	58
General Education	180	100	100	78	132	—	—	—
Students with Disabilities	6	100	100	67	3	—	—	—
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	12	100	100	100	17	—	—	—
Black or African American	2	—	—	—	1	—	—	—
Hispanic or Latino	5	100	100	80	3	—	—	—
White	164	100	100	76	114	100	97	58
Multiracial	3	—	—	—	0	0	0	0
Small Group Total	5	100	100	80	21	100	100	57
Female	89	100	100	75	58	100	100	55
Male	97	100	100	79	77	100	96	60
English Proficient	186	100	100	77	135	100	98	58
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	2	—	—	—	4	—	—	—
Not Economically Disadvantaged	184	—	—	—	131	—	—	—
Migrant	0	0	0	0	0	0	0	0
Not Migrant	186	100	100	77	135	100	98	58

Regents Competency Test Results (2012 - 13)

Results by Student Group	Reading		Writing		Math	
	Total Tested	Percent Passing	Total Tested	Percent Passing	Total Tested	Percent Passing
All Students	0	0	0	0	0	0
General Education	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0
White	0	0	0	0	0	0
Multiracial	0	0	0	0	0	0
Small Group Total	0	0	0	0	0	0
Female	0	0	0	0	0	0
Male	0	0	0	0	0	0
English Proficient	0	0	0	0	0	0
Limited English Proficient	0	0	0	0	0	0
Economically Disadvantaged	0	0	0	0	0	0
Not Economically Disadvantaged	0	0	0	0	0	0
Migrant	0	0	0	0	0	0
Not Migrant	0	0	0	0	0	0

Regents Competency Test Results (2012 - 13)

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

New York State English as a Second Language Achievement Test (NYSESLAT) Results (2012 - 13)

Grade 12	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
General Education	1	—	—	—	—

Secondary-Level English Language Arts Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores	PI >= EAMO or Safe Harbor Target	2009 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	✓	265	100%	✓	259	195	156	156
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	4	—	—	4	—	—	—
Hispanic or Latino	—	—	7	—	—	6	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	27	—	—	27	—	—	—
White	✓	✓	224	100%	✓	219	194	168	168
Multiracial	—	—	3	—	—	3	—	—	—
Students With Disabilities	—	—	31	—	—	29	—	—	—
Limited English Proficient	—	—	1	—	—	1	—	—	—
Economically Disadvantaged	—	—	12	—	—	12	—	—	—

Results for the following groups are NOT used to determine AYP.

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2009 Accountability Cohort Members	PI
Not American Indian or Alaska Native	265	100%	259	195
Not Black or African American	261	100%	255	195
Not Hispanic or Latino	258	100%	253	195
Not Asian or Native Hawaiian/Other Pacific Islander	238	100%	232	194
Not White	41	100%	40	200
Not Multiracial	262	100%	256	195
General Education	234	100%	230	200
English Proficient	264	100%	258	195
Not Economically Disadvantaged	253	100%	247	196
Male	135	99%	130	192
Female	130	100%	129	198
Migrant	0	—	0	—
Not Migrant	265	100%	259	195

✓ Yes

✗ No

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2009 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

Secondary-Level Mathematics Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores	PI >= EAMO or Safe Harbor Target	2009 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	✓	265	100%	✓	259	188	135	135
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	4	—	—	4	—	—	—
Hispanic or Latino	—	—	7	—	—	6	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	27	—	—	27	—	—	—
White	✓	✓	224	100%	✓	219	186	150	150
Multiracial	—	—	3	—	—	3	—	—	—
Students With Disabilities	—	—	31	—	—	29	—	—	—
Limited English Proficient	—	—	1	—	—	1	—	—	—
Economically Disadvantaged	—	—	12	—	—	12	—	—	—

Results for the following groups are NOT used to determine AYP.

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2009 Accountability Cohort Members	PI
Not American Indian or Alaska Native	265	100%	259	188
Not Black or African American	261	100%	255	188
Not Hispanic or Latino	258	100%	253	187
Not Asian or Native Hawaiian/Other Pacific Islander	238	100%	232	187
Not White	41	100%	40	195
Not Multiracial	262	100%	256	188
General Education	234	100%	230	195
English Proficient	264	100%	258	188
Not Economically Disadvantaged	253	100%	247	189
Male	135	100%	130	186
Female	130	100%	129	189
Migrant	0	—	0	—
Not Migrant	265	100%	259	188

✓ Yes

✗ No

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2009 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

Overall Graduation Rate for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP
✗ Did not make AYP
— There were not enough students to make an AYP determination.

Four-Year Graduation-Rate Total Cohort for Accountability

Student Group	Met Graduation-Rate Criterion	2008 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	251	97%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	7	—	—	—
Hispanic or Latino	—	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	20	—	—	—
White	✓	217	97%	80%	80%
Multiracial	—	4	—	—	—
Students With Disabilities	—	25	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	9	—	—	—

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.
✗ Graduation rate is less than the State Standard and the group's Progress Target.
— There were fewer than 30 students in the cohort.

Five-Year Graduation-Rate Total Cohort for Accountability

Student Group	Met Graduation-Rate Criterion	2007 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	252	99%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	6	—	—	—
Hispanic or Latino	—	5	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	21	—	—	—
White	✓	219	99%	80%	80%
Multiracial	—	1	—	—	—
Students With Disabilities	—	20	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	14	—	—	—

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.
✗ Graduation rate is less than the State Standard and the group's Progress Target.
— There were fewer than 30 students in the cohort.

Graduation Rates for Non-AYP Groups for Accountability

Results for the following groups are NOT used to determine AYP.

Student Group	Four-Year Graduation-Rate Total Cohort		Five-Year Graduation-Rate Total Cohort	
	2008 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2007 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	251	97%	252	99%
Not Black or African American	244	98%	246	99%
Not Hispanic or Latino	248	97%	247	99%
Not Asian or Native Hawaiian/Other Pacific Islander	231	97%	231	99%
Not White	34	97%	33	97%
Not Multiracial	247	97%	251	99%
General Education	226	100%	232	99%
English Proficient	251	97%	252	99%
Not Economically Disadvantaged	242	98%	238	99%
Male	122	94%	122	98%
Female	129	100%	130	99%
Migrant	0	—	0	—
Not Migrant	251	97%	252	99%

— There were fewer than 30 students in the cohort.

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

Percentage of 2008 Graduation-Rate Total Cohort members who graduated as of August 31, 2012 with:

Regents Diploma with an Advanced Designation (This School)	Regents Diploma with an Advanced Designation (Statewide)	Percentage in This School Exceeded Statewide
76%	30%	YES
Regents Diploma with CTE Endorsement (This School)	Regents Diploma with CTE Endorsement (Statewide)	Percentage in This School Exceeded Statewide
0%	3%	NO

Glossary of Terms - Report Cards Data

Alternative High School Equivalency Preparation Program (AHSEPP)	A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.
Attendance Rate	Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.
Average Class Size	Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.
Completers	Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP).
Core Classes	Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages.
Disability Status	Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.
Dropouts	Dropouts are students in grades 7-12 and ungraded secondary students whose last enrollment record indicated they dropped out of school. The number of enrolled students used as the denominator for determining the percentage of students who dropped out is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.
Economically Disadvantaged	Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.
Free and Reduced-Price Lunch (FRPL)	Eligible for Free Lunch and Eligible for Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.
Gender	Gender of the student being reported, as identified by the parent/guardian.
Grade Level	Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts.

Ungraded students are those assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level. The definition of 'Ungraded' does not include out-of-school youth, preschoolers, or children who are not yet school age. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

High School Completers

High school completers are Graduates plus students who received an Individualized Education Diploma (IEP).

Highly Qualified Teachers

To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with State standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

The Percent Teaching Out of Certification for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

Regents Competency Tests

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

score is included in the annual results.

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage. Teacher turnover data are lagged one year because they must be compared to prior year data.

Total Cohort

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

Glossary of Terms - Accountability Data

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

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

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

Safe Harbor Target

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

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

Unweighted Combined PI

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