
Pittsford Schools

*Proposed
Budget Information*

2015 - 2016

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

MEMO

DATE: April 30, 2015

TO: Board of Education President (1)
Superintendent of Schools (1)
Assistant Superintendent for Instruction (1)
Director of Finance (1)
Director of Communication (1)
All Pittsford School Offices (9)
Pittsford Community Library (1)
Pittsford Town Hall (1)

FROM: Darrin Kenney, Assistant Superintendent for Business

RE: Distribution of Budget Information Notebooks

The attached Budget Information Notebook contains information on the 2015-2016 Pittsford School District budget and other materials required by New York State Education Department regulations. These materials are to be made available to the public 14 days prior to the school district election.

Please retain this notebook in your office for on-site use by any member of the public.

In the interest of economy and sustainability, it is our plan to reuse the notebook covers and separators for budget information in coming years. We will need you to return these notebooks to us after the budget vote on May 19. **Please return the notebooks to the Business Office in Room 416, Barker Road Middle School - East, Pittsford Central School District, 75 Barker Road by June 1.**

Thank you for your assistance in making this information available to our school district residents. Please let me know if you have any questions concerning the Budget Information Notebooks.

Encl: Budget Information Notebooks

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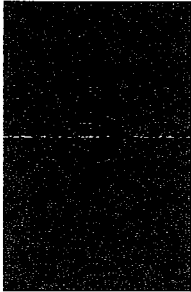


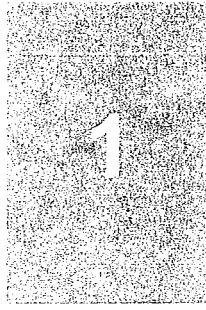
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Budget Newsletter



Budget Information & Administrative Salaries

- 
- School Report Cards
 - Budget Notice &
STAR Exemption
 - Exemption Report



Budget Newsletter

Pittsford Schools

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

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BUDGET VOTE

Tuesday, May 19, 7 am - 9 pm

Barker Road Middle School

75 Barker Road

Superintendent of Schools
Michael Pero

Board of Education
Peter Sullivan, *President*
Kim McCluski, *Vice President*
Ted Aroesty
Ray Brown
Brent Kecskemety
Irene Feldman Narotsky
Amy Thomas

Editor
Nancy Chaput Wayman, APR

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.

Budget Vote

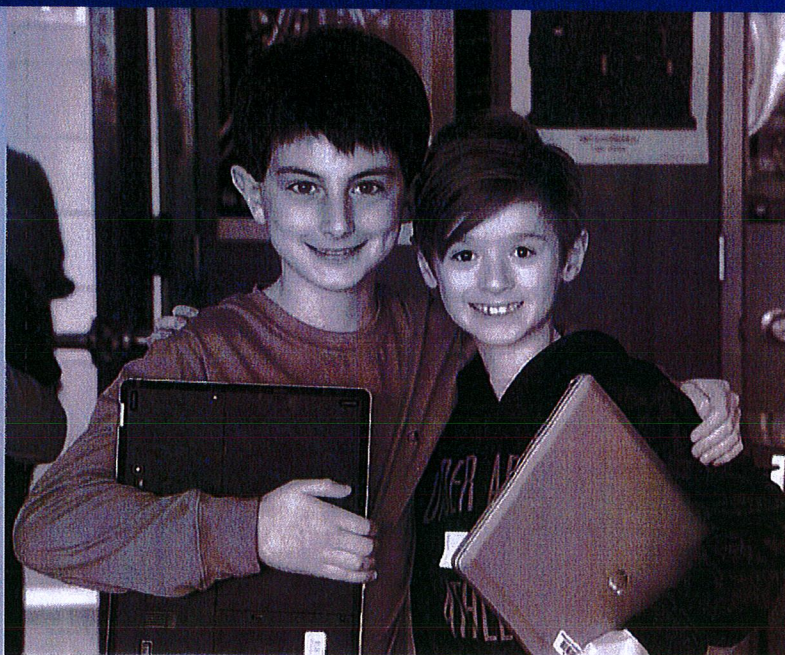
Pittsford Schools

2015-2016 Budget
May 19, 2015

7 am – 9 pm

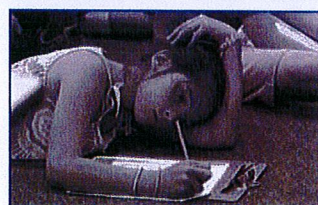
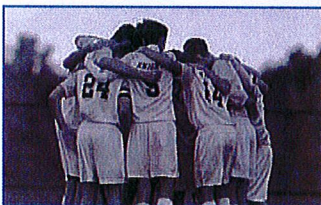
Barker Road Middle School, gymnasium
75 Barker Road

Voter Identification Required



Budget Development

TOTAL PROGRAM SERVICES	Approved 2014-2015	Proposed 2015-2016	\$ Change	% Change
Elementary, Middle and High School Programs	\$47,423,439	\$48,299,664	\$876,225	1.85%
Special Education and Non-Public Programs	\$8,201,908	\$8,705,767	\$503,859	6.14%
Technology, Professional Development & other Instructional Services	\$3,300,407	\$3,583,366	\$282,959	8.57%
Transportation, Maintenance, Utilities, and other Support Services	\$14,888,910	\$15,277,462	\$388,552	2.61%
Central Administration and Board of Education	\$347,476	\$369,726	\$22,250	6.40%
Debt Service, Insurance and Fringe Benefits	\$45,742,968	\$46,352,408	\$609,440	1.33%
Total Budget	\$119,905,108	\$122,588,393	\$2,683,285	2.24%



Estimated Revenue

Description	2014-15 Revenues	Estimated 2015-16 Revenues	\$ Increase (Decrease)	% Increase (Decrease)	% of Total Budget
Local Property Tax Levy	\$92,666,331	\$94,750,493	\$2,084,162	2.25%	77.29%
Foundation Aid & Gap Adjustment	\$8,044,077	\$8,946,227	\$902,150	11.22%	7.30%
Categorical Aid & Building Aid	\$11,029,406	\$10,873,087	\$(156,319)	-1.42%	8.87%
Sales Tax	\$4,900,000	\$4,912,858	\$12,858	0.26%	4.01%
Interest	\$69,125	\$45,758	\$(23,367)	-33.80%	0.04%
Misc. Revenues (incl. county payments in lieu of tax)	\$1,253,169	\$1,116,970	\$(136,199)	-10.87%	0.91%
Fund Balance & Reserves	\$1,943,000	\$1,943,000	\$ 0	0.00%	1.58%
Total Revenue	\$119,905,108	\$122,588,393	\$2,683,285	2.24%	100.0%

Estimated Tax Impact

Tax Levy	\$94,750,493
Tax Levy Increase	2.25% (within tax cap)
Estimated Full Value Tax Rate	\$25.60 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: \$88

Because PCSD is within tax cap, this estimated increase should be offset by the NYS Property Tax Credit.

Actual 2014-2015 Tax Bill: \$5,544

Estimated 2015-2016 Tax Bill: \$5,632

Quick Facts:

1.51%
Estimated
Tax Rate
Increase

2.24%
Budget
Increase

2.25% Tax
Levy Increase,
Within Allowable
Tax Cap again

State's Reduction of \$64 million since 2008-09

Evolution of School Funding Laws

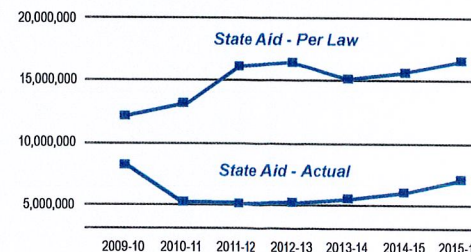
2007 • A historic court ruling provided a \$7 billion school funding law, over four years, to enable districts to develop long-term fiscal plans.

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 Foundation Aid vs. State's Legal Obligation



2015 • Funding withheld since 2008-09 continues to be withheld. An incremental reimbursement of what's required by law was allocated, but it is tied to teacher performance and negotiations. Reimbursement for arrears not addressed.

Cumulative loss of state aid to PCSD since 2007-2008 is over \$70 million.

Tax Cap

Pittsford Schools

GEA

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

Maintaining Excellence

Composite SAT
Composite ACT

PCSD	1,766
New York State	1,468
National	1,497

98%
Graduation
Rate

PCSD	27.1
New York State	23.4
National	21

96%
College bound
students

437
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*.
- Both middle schools redesignated: **New York State's Essential Elements: Schools-to-Watch**.
- **Best Community for Music Education** designation by the NAMM Foundation for demonstrating a commitment to music education. PCSD is one of 388 school districts nationally awarded this recognition in 2015.
- Athletic achievements include seven-team **State Championships**, fourteen team **Sectional Championships**, and multiple individual Sectional and State Titles.
- 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

8 Finalists

29 Commended



Newsweek



The Washington Post

Data based on 2013-2014 statistics.

Voting on:



2.24%

Budget Increase

\$122,588,393

Proposed Budget

**Within tax
cap again**

Fourth year
in a row



12

Replacement Buses
and Re-establish Bus
Purchase Reserve

Authorization to purchase 12 replacement buses at a total maximum cost of \$1,400,00 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 \$812,000 in state aid to replenish this account.

Requesting authorization to re-establish bus purchase reserve fund for 10 years with an ultimate accumulated amount of \$15 million, plus amounts earned.

This is NOT a request to expend funds. It is a request to maintain a savings account for the specific purpose of maintaining the District's bus fleet over the next ten years. Future voter authorization would be required to utilize funds.

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



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Board of Education Seats

State Funding Definitions

Within Tax Cap Again Fourth 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.

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 contingent budget. If the budget is defeated twice, the board must adopt a contingent budget.

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 contingent 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 – which, for PCSD, would result in \$2.1 million in reductions.

Gap Elimination Adjustment (GEA)

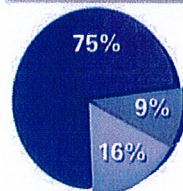
GEA is a mechanism implemented by the state that significantly reduces state aid allocations to each district. These funds are then moved to other parts of the state budget to reduce the state's debt. Since 2010, the state has taken almost \$16 million in GEA from PCSD.

2015 - 2016 Three Part Budget

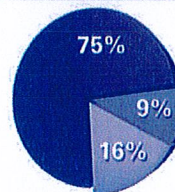
Proposed Budget Expenditures (State-required three-part budget)

TOTAL BUDGET
\$122,588,393

Current 2014-2015 Three Part Budget



Proposed 2015-2016 Three Part Budget



● Program
● Capital
● Administrative

9%
of budget
**Administrative
Component**
\$11,549,484

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**
\$92,118,755

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**
\$18,920,154

The Capital Component pays for:

- Maintaining nine schools and two additional buildings
- Upkeep of over 70 acres of property
- 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 2015-2016 budget which is within the State mandated Tax Cap. We invite PCSD residents to call with questions and to vote on May 19, 2015.

Peter Sullivan,
President
249-0377

Kim McCluski,
Vice President
748-6278

Ted Aroesty
503-3203

Ray Brown
749-2929

Brent Kecskemeti
248-2791

Irene Feldman Narotsky
387-9678

Amy Thomas
381-5267

Board Candidates

Three Candidates Running for Three Seats



**Michael
Allington**
387 Kilbourn Road
mikeallington@gmail.com
(585) 210-3681

- Seeking first term on the Board of Education
- Director of Technology Support Services, St. John Fisher College
- Currently serving on the PCSD District Planning Team
- Published, presented, interviewed and cited in various educational journals and conferences on various education technology topics including flipped classrooms and student gaming
- B.A. in Economics from Hobart College and MBA from Creighton University
- Married and parent of two preschool-aged children



Irene Feldman Narotsky
4 Featherstone Court
narotsky@rochester.rr.com
585-387-9678

- Seeking third term on Board of Education
- Interim Executive Director of non-profit organization at University of Rochester
- Former Research Scientist for Eastman Kodak Company
- Currently serving on PCSD Audit Committee, and has served on the District Planning Team and Town of Pittsford Teen Court Committee
- Formerly served on Monroe County School Board Association Labor Relations Committee
- Former Co-President of the District PTSA
- Rochester Philharmonic Youth Orchestra board member and Holocaust Observance Day Co-Chair
- B.A. in Chemical Engineering from the University of Rochester
- Married and parent of three Sutherland High School graduates



Valerie Baum
3505 Elmwood Ave.
vrbaum@aol.com
(585) 766-3802

- Seeking first term on the Board of Education
- Currently serving as District PTSA Co-President and has served as PTSA Vice President of Education
- Currently serving on the PCSD District Planning Team
- PCSD Online Learning Subcommittee Member
- Interview Committee Member for Assistant Superintendent, Directors of Special Education and Technology
- Holds a B.A. in Economics from University of California, San Diego
- Married and parent of one child who graduated from Sutherland High School, two children attending Sutherland High School and one child attending Calkins Road Middle School

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Budget Information & Administrative Salaries

PITTSFORD CENTRAL SCHOOL DISTRICT
2015-16 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2014-15 ACTUAL BUDGET	2015-16 PROPOSED BUDGET	% BUDGET INCREASE	2015-16 ADMIN. PORTION	2015-16 PROGRAM PORTION	2015-16 CAPITAL PORTION
100	ELEMENTARY SCHOOLS	16,732,960	16,861,382	0.77%	866,246	15,995,136	
200	MIDDLE SCHOOL	12,534,279	12,887,091	2.81%	563,170	12,323,921	
300	SECONDARY SCHOOLS	18,156,200	18,551,191	2.18%	843,630	17,707,561	
410	SPECIAL EDUCATION OFFICE	486,839	489,059	0.46%	210,948	278,111	
420	SPECIAL EDUCATION SERVICES	902,787	966,692	7.08%		966,692	
430	OUT OF DISTRICT SPEC ED PROGRAMS	5,586,414	5,898,440	5.59%		5,898,440	
440	SPECIAL STUDENT SERVICES	455,699	467,330	2.55%		467,330	
450	SUMMER SCHOOL PROGRAMS	15,000	22,000	46.67%		22,000	
460	NON-PUBLIC SERVICES	417,596	447,239	7.10%		447,239	
470	BOCES INSTRUCTIONAL SERVICES	337,573	415,007	22.94%		415,007	
510	CURRICULUM & INSTRUCTIONAL SERVICES	648,617	629,841	-2.89%	436,841	193,000	
511	STANDARDS OF PERFORMANCE	431,476	457,639	6.06%	457,639		
520	PUPIL SERVICES OFFICE	389,764	456,712	17.18%	456,712		
530	INSTRUCTIONAL TECHNOLOGY SERVICES	1,570,129	1,769,865	12.72%	322,947	1,446,918	
540	PROFESSIONAL DEVELOPMENT SERVICES	260,421	265,809	2.07%		265,809	
610	FINANCE SERVICES	877,129	888,641	1.31%	888,641		
620	PERSONNEL SERVICES	353,223	355,682	0.70%	338,682	17,000	
630	PUBLIC INFORMATION SERVICES	205,187	215,025	4.79%	215,025		
640	OPERATION & MAINTENANCE	7,811,628	7,979,883	2.15%			7,979,883
650	CENTRAL PRINTING & MAILING SERVICES	234,203	238,021	1.63%	191,521	46,500	
660	SUPPORT SERVICES TECHNOLOGY	1,049,555	1,155,098	10.06%	143,232	1,011,866	
670	TRANSPORTATION	4,357,985	4,445,112	2.00%		4,445,112	
710	BOARD OF EDUCATION	62,122	63,088	1.56%	63,088		
720	SUPERINTENDENT OF SCHOOLS	285,354	306,638	7.46%	306,638		
810	DEBT SERVICE & INTERFUND TRANSFERS	8,652,719	8,652,719	0.00%	5,000	125,000	8,522,719
820	INSURANCE AND FEES	1,645,660	1,656,545	0.66%	1,645,912		10,633
830	EMPLOYEE BENEFITS	35,444,589	36,046,644	1.70%	3,593,612	30,046,113	2,406,919
TOTAL APPROPRIATIONS		119,905,108	122,588,393	2.24%	11,549,485	92,118,754	18,920,154
% of Budget					9.421%	75.145%	15.434%

2015-16 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2014-15 ACTUAL BUDGET	2015-16 PROPOSED BUDGET	% BUDGET INCREASE	2015-16 ADMIN. PORTION	2015-16 PROGRAM PORTION	2015-16 CAPITAL PORTION
100	ELEM SCHOOL PROGS & SERV - TOTAL	16,240,040	16,375,975	0.84%			
2020	PRINCIPAL'S OFFICE SALARIES	840,652	856,296	1.86%	856,296		
2100/2110	ALL ELEM. SCHOOL SALARIES	11,721,960	11,711,917	-0.09%		11,711,917	
2250	SPECIAL EDUCATION SALARIES	2,080,741	2,243,273	7.81%		2,243,273	
2610	LIBRARY SERVICES SALARIES	435,056	444,614	2.20%		444,614	
2810	GUIDANCE SERVICES SALARIES	444,752	379,684	-14.63%		379,684	
2815	HEALTH SERVICES SALARIES	490,457	507,649	3.51%		507,649	
2820	PSYCHOLOGICAL SERVICES SALARIES	189,722	195,842	3.23%		195,842	
2850	CO-CURRICULAR ACTIVITIES SALARIES	36,700	36,700	0.00%		36,700	
112	ALLEN CREEK ELEM SCHOOL - TOTAL	70,795	74,852	5.73%			
2020	PRINCIPAL'S OFFICE	4,245	4,200	-1.06%	4,200		
2110	GEN BLDG EQUIPMENT, CONTR & SUPPLIES	45,736	49,044	7.23%		49,044	
2250	SPECIAL ED EQUIPMENT, CONTR & SUPPLIES	350	400	14.29%		400	
2610	LIBRARY EQUIPMENT, CONTR & SUPPLIES	8,915	9,062	1.65%		9,062	
2630	COMPUTER HARDWARE & SOFTWARE	10,414	11,011	5.73%		11,011	
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	80,017	75,102	-6.14%			
2020	PRINCIPAL'S OFFICE	1,400	1,150	-17.86%	1,150		
2110	GENERAL BLDG EQUIP, CONTRACTUAL & SUPPLIES	53,157	50,583	-4.84%		50,583	
2250	SPECIAL ED EQUIPMENT, CONTR & SUPPLIES	800	800	0.00%		800	
2610	LIBRARY EQUIPMENT, CONTRACTUAL & SUPPL	11,204	10,558	-5.77%		10,558	
2630	COMPUTER HARDWARE & SOFTWARE	12,457	11,011	-11.61%		11,011	
2810	GUIDANCE EQUIPMENT & SUPPLIES	300	300	0.00%		300	
2815	NURSE'S OFFICE CONTRACTUAL & SUPPLIES	699	700	0.14%		700	

2015-16 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2014-15 ACTUAL BUDGET	2015-16 PROPOSED BUDGET	% BUDGET INCREASE	2015-16 ADMIN. PORTION	2015-16 PROGRAM PORTION	2015-16 CAPITAL PORTION
114	MENDON CENTER ELEM SCHOOL - TOTAL	154,572	152,949	-1.05%			
2020	PRINCIPAL'S OFFICE	2,000	1,000	-50.00%	1,000		
2110	GENERAL BLDG EQUIP, CONTRACTUAL & SUPPLIES	112,183	111,858	-0.29%		111,858	
2250	SPECIAL ED EQUIPMENT, CONTR & SUPPLIES	1,000	1,000	0.00%		1,000	
2610	LIBRARY EQUIPMENT, CONTRACTUAL & SUPPLIES	13,901	13,842	-0.42%		13,842	
2630	COMPUTER HARDWARE & SOFTWARE	22,738	22,499	-1.05%		22,499	
2810	GUIDANCE EQUIPMENT & SUPPLIES	550	550	0.00%		550	
2815	NURSE'S OFFICE CONTRACTUAL & SUPPLIES	2,200	2,200	0.00%		2,200	
115	PARK ROAD ELEM SCHOOL - TOTAL	97,065	92,141	-5.07%			
2020	PRINCIPAL'S OFFICE	3,300	2,600	-21.21%	2,600		
2110	GENERAL BLDG EQUIP, CONTRACTUAL & SUPPLIES	66,351	63,293	-4.61%		63,293	
2250	SPECIAL ED EQUIPMENT, CONTR & SUPPLIES	500	500	0.00%		500	
2610	LIBRARY EQUIPMENT, CONTRACTUAL & SUPPLIES	11,371	11,179	-1.69%		11,179	
2630	COMPUTER HARDWARE & SOFTWARE	14,293	13,509	-5.49%		13,509	
2810	GUIDANCE EQUIPMENT & SUPPLIES	200	200	0.00%		200	
2815	NURSE'S OFFICE CONTRACTUAL & SUPPLIES	1,050	860	-18.10%		860	
117	THORNELL ROAD ELEM SCHOOL - TOTAL	\$90,471	\$90,363	-0.12%			
2020	PRINCIPAL'S OFFICE	1,000	1,000	0.00%	1,000		
2110	GENERAL BLDG EQUIP, CONTRACTUAL & SUPPLIES	67,348	67,360	0.02%		67,360	
2250	SPECIAL ED EQUIPMENT, CONTR & SUPPLIES	700	700	0.00%		700	
2610	LIBRARY EQUIPMENT, CONTRACTUAL & SUPPLIES	6,744	6,714	-0.44%		6,714	
2630	COMPUTER HARDWARE & SOFTWARE	13,459	13,369	-0.67%		13,369	
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	

2015-16 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2014-15 ACTUAL BUDGET	2015-16 PROPOSED BUDGET	% BUDGET INCREASE	2015-16 ADMIN. PORTION	2015-16 PROGRAM PORTION	2015-16 CAPITAL PORTION
200	MIDDLE SCHOOL PROGS & SERV. - TOTAL	12,211,760	12,563,627	2.88%			
2020	PRINCIPAL'S OFFICE SALARIES	549,634	555,270	1.03%	555,270		
2110	ALL MIDDLE SCHOOL TEACHING SAL	8,734,816	8,897,181	1.86%		8,897,181	
2250	SPECIAL EDUCATION SALARIES	1,663,180	1,819,168	9.38%		1,819,168	
2610	LIBRARY SERVICES SALARIES	250,345	254,532	1.67%		254,532	
2810	GUIDANCE SERVICES SALARIES	418,600	433,705	3.61%		433,705	
2815	HEALTH SERVICES SALARIES	133,746	137,826	3.05%		137,826	
2820	PSYCHOLOGICAL SERVICES SAL	133,577	137,850	3.20%		137,850	
2850	CO-CURRICULAR ACTIVITIES SAL	117,813	117,813	0.00%		117,813	
2855	INTERSCHOLASTIC ATHLETICS	210,049	210,282	0.11%		210,282	
231	BARKER RD MIDDLE SCHOOL - TOTAL	\$170,312	\$173,013	1.59%			
2020	PRINCIPAL'S OFFICE	4,100	4,100	0.00%	4,100		
2110	GENERAL BLDG EQUIPMENT, CONTRACT & SUPPL	126,724	129,435	2.14%		129,435	
2250	SPECIAL ED EQUIPMENT, CONTR & SUPPLIES	1,150	1,150	0.00%		1,150	
2610	LIBRARY EQUIPMENT, CONTRACTUAL & SUPPLIES	13,800	13,831	0.22%		13,831	
2630	COMPUTER HARDWARE & SOFTWARE	22,738	23,067	1.45%		23,067	
2810	GUIDANCE EQUIPMENT & SUPPLIES	900	600	-33.33%		600	
2815	NURSE'S OFFICE CONTRACTUAL & SUPPLIES	900	830	-7.78%		830	
2850	CO-CURRICULAR ACTIVITIES SUPPLIES						
232	CALKINS RD MIDDLE SCHOOL - TOTAL	\$152,207	\$150,451	-1.15%			
2020	PRINCIPAL'S OFFICE	4,300	3,800	-11.63%	3,800		
2110	GENERAL BLDG EQUIPMENT, CONTRACT & SUPPL	111,014	110,300	-0.64%		110,300	
2250	SPECIAL ED EQUIPMENT, CONTR & SUPPLIES	600	600	0.00%		600	
2610	LIBRARY EQUIPMENT, CONTRACTUAL & SUPPLIES	14,653	14,378	-1.88%		14,378	
2630	COMPUTER HARDWARE & SOFTWARE	20,380	20,113	-1.31%		20,113	
2810	GUIDANCE EQUIPMENT & SUPPLIES	360	360	0.00%		360	
2815	NURSE'S OFFICE CONTRACTUAL & SUPPLIES	900	900	0.00%		900	
2850	CO-CURRICULAR ACTIVITIES SUPPLIES						

2015-16 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2014-15 ACTUAL BUDGET	2015-16 PROPOSED BUDGET	% BUDGET INCREASE	2015-16 ADMIN. PORTION	2015-16 PROGRAM PORTION	2015-16 CAPITAL PORTION
300	HIGH SCHOOL PROGS & SERV. - TOTAL	17,642,254	18,032,391	2.21%			
2020	PRINCIPAL'S OFFICE SALARIES	818,230	830,630	1.52%	830,630		
2110	ALL HIGH SCHOOL SALARIES	11,262,078	11,538,769	2.46%		11,538,769	
2250	SPECIAL EDUCATION SALARIES	1,909,614	1,909,614	0.00%		1,909,614	
2280	490 OCCUPATIONAL EDUCATION	313,993	317,783	1.21%		317,783	
2610	LIBRARY SERVICES SALARIES	463,056	478,133	3.26%		478,133	
2810	GUIDANCE SERVICES SALARIES	847,436	871,970	2.90%		871,970	
2815	HEALTH SERVICES SALARIES	122,776	126,464	3.00%		126,464	
2820	PSYCHOLOGICAL SERVICES SALARIES	121,984	125,886	3.20%		125,886	
2850	CO-CURRICULAR ACTIVITIES SALARIES	196,222	196,223	0.00%		196,223	
2855	INTERSCHOLASTIC ATHLETICS	1,586,865	1,636,919	3.15%		1,636,919	
340	SUTHERLAND HIGH SCHOOL- TOTAL	\$253,675	\$253,930	0.10%			
2020	PRINCIPAL'S OFFICE	6,891	5,900	-14.38%	5,900		
2110	GENERAL BLDG EQUIPMENT, CONTRACT & SUPPL	185,421	186,515	0.59%		186,515	
2250	SPECIAL ED EQUIPMENT, CONTR & SUPPLIES	3,326	2,500	-24.83%		2,500	
2610	LIBRARY EQUIPMENT, CONTRACTUAL & SUPPLIES	18,197	19,413	6.68%		19,413	
2630	COMPUTER HARDWARE & SOFTWARE	28,945	28,975	0.10%		28,975	
2810	GUIDANCE EQUIPMENT & SUPPLIES	5,764	5,500	-4.58%		5,500	
2815	NURSE'S OFFICE CONTRACTUAL & SUPPLIES	3,008	1,080	-64.10%		1,080	
2850	CO-CURRICULAR ACTIVITIES SUPPLIES	2,123	4,047	90.63%		4,047	
341	MENDON HIGH SCHOOL - TOTAL	\$260,271	\$264,870	1.77%			
2020	PRINCIPAL'S OFFICE	7,100	7,100	0.00%	7,100		
2110	GENERAL BLDG EQUIPMENT, CONTRACT & SUPPL	186,300	190,502	2.26%		190,502	
2250	SPECIAL ED EQUIPMENT, CONTR & SUPPLIES	1,420	1,350	-4.93%		1,350	
2610	LIBRARY EQUIPMENT, CONTRACTUAL & SUPPLIES	27,600	27,600	0.00%		27,600	
2630	COMPUTER HARDWARE & SOFTWARE	29,691	30,198	1.71%		30,198	
2810	GUIDANCE EQUIPMENT & SUPPLIES	2,000	2,000	0.00%		2,000	
2815	NURSE'S OFFICE CONTRACTUAL & SUPPLIES	1,260	1,220	-3.17%		1,220	
2850	CO-CURRICULAR ACTIVITIES SUPPLIES	4,900	4,900	0.00%		4,900	

2015-16 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2014-15 ACTUAL BUDGET	2015-16 PROPOSED BUDGET	% BUDGET INCREASE	2015-16 ADMIN. PORTION	2015-16 PROGRAM PORTION	2015-16 CAPITAL PORTION
410	SPECIAL EDUCATION OFFICE - TOTAL	\$486,839	\$489,059	0.46%			
2251	100 SPECIAL EDUC. SALARIES (INC. SUMMER SCHOOL)	\$384,064	\$373,859	-2.66%	173,173	200,686	
2251	200 SPECIAL EDUC OFFICE - EQUIPMENT	0	0	0.00%			
2251	400 SPECIAL EDUC OFFICE - CONTRACTUAL	92,775	105,200	13.39%	27,775	77,425	
2251	500 SPECIAL EDUC OFFICE - SUPPLIES	10,000	10,000	0.00%	10,000		
420	SPECIAL EDUCATION SERVICES - TOTAL	\$902,787	\$966,692	7.08%			
2255	151 SPEECH LANGUAGE SERVICES	636,473	685,700	7.73%		685,700	
2256	151 ADAPTIVE PE SERVICES	266,314	280,992	5.51%		280,992	
430	OUT OF DISTRICT SPECIAL ED PROGRAMS	\$5,586,414	\$5,898,440	5.59%			
2252	470 TUITION	934,027	1,000,000	7.06%		1,000,000	
2253	490 BOCES SPECIAL ED SERVICES	4,652,387	4,898,440	5.29%		4,898,440	
440	SPECIAL SERVICES - TOTAL	\$455,699	\$467,330	2.55%			
2815	400 HEALTH SERVICES - SCHOOL PHYSICIAN/CONT. NURSE	38,094	40,000	5.00%		40,000	
2820	400 PSYCHOLOGICAL SERVICES	7,969	7,969	0.00%		7,969	
2831	400 MENTAL HEALTH SERV - PITTSFORD YOUTH	76,342	81,016	6.12%		81,016	
2832	182 PREVENTION COORDINATOR SALARY	63,356	65,392	3.21%		65,392	
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	19,527	20,078	2.82%		20,078	
2833	182 CAREER INTERNSHIP - COORDINATOR'S SAL	65,374	67,466	3.20%		67,466	
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	1,300	-51.85%		1,300	
2835	400 COMMUNITY PARTNERSHIP COUNCIL - CONTR.	980	0	0.00%		0	
2837	121 ENG AS 2ND LANG. - TCH SAL 1-5	166,160	166,160	0.00%		166,160	
2837	131 ENG AS 2ND LANG. - TCH SAL 7-12	14,122	16,874	19.49%		16,874	

2015-16 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2014-15 ACTUAL BUDGET	2015-16 PROPOSED BUDGET	% BUDGET INCREASE	2015-16 ADMIN. PORTION	2015-16 PROGRAM PORTION	2015-16 CAPITAL PORTION
450	SUMMER PROGRAMS - TOTAL	\$15,000	\$22,000	46.67%			
2330 490	BOCES SERVICES	15,000	22,000	46.67%		22,000	
460	NON-PUBLIC SERVICES - TOTAL	\$417,596	\$447,239	7.10%			
2630 464	PRIVATE SCHOOL SOFTWARE	12,500	12,500	0.00%		12,500	
2110 47-48	CHARTER SCHOOL/PRIVATE SCHOOL TEXTS	92,000	92,000	0.00%		92,000	
2153 121	READING - TEACHER SAL 1-5	38,745	39,855	2.86%		39,855	
2610 481	PRIVATE SCHOOL LIBRARY BOOKS	5,500	5,500	0.00%		5,500	
2630 500	PRIVATE SCHOOL EQ/SUPPLIES	13,000	13,000	0.00%		13,000	
2815 171	HEALTH SERVICES - NURSE/PARA SALARIES	81,151	84,684	4.35%		84,684	
2815 432	HEALTH SERVICES - PAYING OTHER DISTRICTS	173,000	198,000	14.45%		198,000	
2815	HEALTH SERVICES - SUPPLIES	1,700	1,700	0.00%		1,700	
2820 151	SCHOOL PSYCHOLOGIST - INSTR SAL						
470	INSTRUCTIONAL SERVICES - BOCES	\$337,573	\$415,007	22.94%			
2110 490	BOCES SERVICES	337,573	415,007	22.94%		415,007	
510	CURRICULUM & INSTR. OFFICE - TOTAL	\$648,617	\$629,841	-2.89%			
2010/12 140	CURRICULUM DEVELOPMENT	106,000	106,000	0.00%	106,000		
2010 150	CURR DEV. & SUPV ADMIN SAL	136,380	139,665	2.41%	139,665		
2010 153	SUMMER WORK - TEACHERS	3,000	10,000	233.33%	10,000		
2010 161	CURRICULUM CLERICAL	38,108	39,273	3.06%	39,273		
2010 200	CURRICULUM EQUIPMENT	2,000	2,000	0.00%	2,000		
2010 400	CURRICULUM CONTRACTUAL	59,000	51,550	-12.63%	51,550		
2010 490	CURRICULUM - BOCES SERVICES	56,129	61,053	8.77%	61,053		
2010 500	CURRICULUM SUPPLIES	13,500	11,300	-16.30%	11,300		
2012 468/500	STANDARDS	16,500	16,000	-3.03%	16,000		
2110 481/200	GENERAL TEXTS/MUSIC EQUIPMENT	218,000	193,000	-11.47%		193,000	

2015-16 PROPOSED 3-PART BUDGET

LOC. DESCRIPTION			2014-15 ACTUAL BUDGET	2015-16 PROPOSED BUDGET	% BUDGET INCREASE	2015-16 ADMIN. PORTION	2015-16 PROGRAM PORTION	2015-16 CAPITAL PORTION
511	STANDARDS OF PERFORMANCE - TOTAL		\$431,476	\$457,639	6.06%			
2013-20	153/135	STIPENDS/SUMMER WORK	416,991	440,484	5.63%	440,484		
2013-20	400	CONTRACTUAL	10,685	13,355	24.99%	13,355		
2013-2082	500	SUPPLIES	3,800	3,800	0.00%	3,800		
520	PUPIL SERVICES OFFICE - TOTAL		\$389,764	\$456,712	17.18%			
2830	151	PUPIL PERSONNEL ADMIN SAL.	136,915	148,336	8.34%	148,336		
2830	161	PUPIL PERSONNEL NON-INSTR SAL.	120,685	103,809	-13.98%	103,809		
2830	180	PUPIL PERSONNEL TECHNICAL	106,004	168,792	59.23%	168,792		
2830	200	PUPIL PERSONNEL EQUIPMENT	0	7,200	0.00%	7,200		
2830	400	PUPIL PERSONNEL CONTRACTUAL EXPENSES	14,160	16,475	16.35%	16,475		
2830	500	PUPIL PERSONNEL SUPPLIES	12,000	12,100	0.83%	12,100		
530	INSTR TECHNOLOGY SERVICES - TOTAL		\$1,570,129	\$1,769,865	12.72%			
2630	140	COMPUTER TECHNOLOGY CURRIC DEV						
2630	151	COMPUTER TECHNOLOGY CIO/DIRECTOR	122,863	253,250	106.12%	253,250		
2630	16/18	COMPUTER TECH NON-INSTR SAL	868,851	912,723	5.05%	69,697	843,026	
2630	200	COMPUTER TECHNOLOGY EQUIPMENT	167,894	167,894	0.00%		167,894	
2630	400	COMPUTER TECHNOLOGY CONTRACTUAL	60,750	60,750	0.00%		60,750	
2630	464	COMPUTER TECHNOLOGY SOFTWARE	40,877	65,877	61.16%		65,877	
2630	490	COMPUTER TECHNOLOGY BOCES SERVICE	289,664	290,141	0.16%		290,141	
2630	500	COMPUTER TECHNOLOGY SUPPLIES	19,230	19,230	0.00%		19,230	
540	PROFESSIONAL DEVELOPMENT SERVICES - TOTAL		\$260,421	\$265,809	2.07%			
2173	199	TEACHER CENTER SALARIES	226,924	232,312	2.37%		232,312	
2173	200	TEACHER CENTER EQUIPMENT	0	0	0.00%			
2173	400	TEACHER CENTER CONTRACTUAL	26,739	26,739	0.00%		26,739	
2173	500	TEACHER CENTER SUPPLIES	6,758	6,758	0.00%		6,758	

2015-16 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2014-15 ACTUAL BUDGET	2015-16 PROPOSED BUDGET	% BUDGET INCREASE	2015-16 ADMIN. PORTION	2015-16 PROGRAM PORTION	2015-16 CAPITAL PORTION
610	FINANCE OFFICE - TOTAL	877,129	888,641	1.31%			
1310	150 FINANCE SALARIES INSTR.	259,999	261,262	0.49%	261,262		
1310	161/180 FINANCE SALARIES NON-INSTR.	477,460	493,709	3.40%	493,709		
1310	200 EQUIPMENT	6,000	6,000	0.00%	6,000		
1310	400 CONTRACTUAL	49,670	43,670	-12.08%	43,670		
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	53,000	53,000	0.00%	53,000		
1330	400 TAX COLLECTION - CONTRACTUAL	11,000	11,000	0.00%	11,000		
620	PERSONNEL OFFICE -TOTAL	353,223	355,682	0.70%			
1430	150 PERSONNEL CERTIFIED SALARIES	128,974	132,073	2.40%	132,073		
1430	153/174 SUMMER WORK - INTERV. COM.	17,000	17,000	0.00%		17,000	
1430	161/168 PERSONNEL NON-CERTIFIED	153,213	151,573	-1.07%	151,573		
1430	200 EQUIPMENT	0	0	0.00%	0		
1430	400 CONTRACTUAL & BOCES	52,546	53,546	1.90%	53,546		
1430	500 MATERIALS & SUPPLIES	1,490	1,490	0.00%	1,490		
630	PUBLIC INFORMATION - TOTAL	205,187	215,025	4.79%			
1480	161 PUBLIC INFORMATION SALARIES	137,822	142,485	3.38%	142,485		
1480	200 EQUIPMENT	3,000	3,000	0.00%	3,000		
1480	400 CONTRACTUAL	55,465	60,640	9.33%	60,640		
1480	500 MATERIALS & SUPPLIES	8,900	8,900	0.00%	8,900		

2015-16 PROPOSED 3-PART BUDGET

LOC.		DESCRIPTION	2014-15 ACTUAL BUDGET	2015-16 PROPOSED BUDGET	% BUDGET INCREASE	2015-16 ADMIN. PORTION	2015-16 PROGRAM PORTION	2015-16 CAPITAL PORTION
640 OPERATION & MAINTENANCE - TOTAL			7,811,628	7,979,883	2.15%			
1620	161	CLERICAL SALARIES	79,207	82,601	4.28%			82,601
1620	16-8	DIR/SUP. OF BLDGS & GROUNDS	88,565	91,025	2.78%			91,025
1620	164	MAINTENANCE SALARIES	1,055,861	1,055,861	0.00%			1,055,861
1620	173	MAINTENANCE SALARIES - OVERTIME	125,509	125,509	0.00%			125,509
1620	200	EQUIPMENT	75,000	100,000	33.33%			100,000
1620	400	CONTRACTUAL EXP.	492,672	517,672	5.07%			517,672
1620	500	SUPPLIES	447,275	483,900	8.19%			483,900
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	100,000	33.33%			100,000
1621	400	CONTRACTUAL EXP.	158,829	183,829	15.74%			183,829
1621	490	BOCES SERVICES	28,902	27,790	-3.85%			27,790
1621	500	SUPPLIES	210,000	250,000	19.05%			250,000
1622	418	ELECTRIC	1,315,000	1,340,000	1.90%			1,340,000
1622	420	GAS	1,050,000	1,025,000	-2.38%			1,025,000
1622	444	WATER	65,000	65,000	0.00%			65,000
1622	450	TELEPHONE	30,000	30,000	0.00%			30,000
1622	490	BOCES SERVICE - TELEPHONE	91,089	76,928	-15.55%			76,928
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	21,707	22,756	4.83%			22,756
1625	400	CONTRACTUAL EXP.	47,970	47,970	0.00%			47,970
1625	500	SUPPLIES	32,000	32,000	0.00%			32,000
650 CENTRAL PRINT & MAILING - TOTAL			234,203	238,021	1.63%			
1670	161	MAIL CLERK - NON-INSTR SAL	34,740	35,748	2.90%	35,748		
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	90,463	93,273	3.11%	93,273		
1670-500		POSTAGE SUPPLIES	3,000	3,000	0.00%	3,000		

2015-16 PROPOSED 3-PART BUDGET

			2014-15	2015-16	%		2015-16	2015-16	2015-16
LOC.	DESCRIPTION		ACTUAL BUDGET	PROPOSED BUDGET	BUDGET INCREASE		ADMIN. PORTION	PROGRAM PORTION	CAPITAL PORTION
660	SUPPORT SERVICES TECHNOLOGY		1,049,555	1,155,098	10.06%				
2630	490	BOCES SERVICES	1,049,555	1,155,098	10.06%		143,232	1,011,866	
670	TRANSPORTATION - TOTAL		\$4,357,985	\$4,445,112	2.00%				
5510	199	TRANSPORTATION SALARIES	2,668,167	2,746,033	2.92%			2,746,033	
5510	200	EQUIPMENT	10,000	10,000	0.00%			10,000	
5510	400	CONTRACTUAL	213,080	220,080	3.29%			220,080	
5510	500	SUPPLIES	902,600	911,100	0.94%			911,100	
5530	164	BUS GARAGE NON INSTR SAL.	38,956	39,747	2.03%			39,747	
5330	166	MECHANICS SALARIES	351,500	361,052	2.72%			361,052	
5530	400	UTILITIES	42,000	42,000	0.00%			42,000	
5581	490	CONTRACT TRANSPORTATION W/BOCES	131,682	115,100	-12.59%			115,100	
710	BOARD OF EDUCATION - TOTAL		62,122	63,088	1.56%				
1010	400	CONTRACTUAL EXP	7,020	7,020	0.00%		7,020		
1010	500	SUPPLIES	1,300	1,300	0.00%		1,300		
1040	161	DISTRICT CLERK - SALARY	17,157	17,552	2.30%		17,552		
1040	200	DISTRICT CLERK - EQUIPMENT	0	0	0.00%		0		
1040	400	DISTRICT CLERK - CONTRACTUAL	3,000	3,000	0.00%		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	23,866	2.45%		23,866		
720	SUPERINTENDENT'S OFFICE - TOTAL		285,354	306,638	7.46%				
1240	150	CERTIFIED SALARIES	180,275	198,640	10.19%		198,640		
1240	161	NON-CERTIFIED SALARIES	91,028	94,071	3.34%		94,071		
1240	200	EQUIPMENT	0	0	0.00%		0		
1240	400	CONTRACTUAL	12,051	11,887	-1.36%		11,887		
1240	500	MATERIALS & SUPPLIES	2,000	2,040	2.00%		2,040		

2015-16 PROPOSED 3-PART BUDGET

LOC.	DESCRIPTION	2014-15 ACTUAL BUDGET	2015-16 PROPOSED BUDGET	% BUDGET INCREASE	2015-16 ADMIN. PORTION	2015-16 PROGRAM PORTION	2015-16 CAPITAL PORTION
810	DEBT SERVICE & INTERFUND TRANSFERS	\$8,652,719	\$8,652,719	0.00%			
1380	400 FISCAL AGENT FEES - CONTRACTUAL	5,000	5,000	0.00%	5,000		
9901	900 TRANSFER TO DEBT SERVICE-BONDS	7,395,625	7,395,625	0.00%			7,395,625
9901	900 TRANSFER TO DEBT SERV - EPC	877,094	877,094	0.00%			877,094
9950	900 TRANSFER TO SPECIAL AID/CAPITAL FUND	375,000	375,000	0.00%		125,000	250,000
9951	900 TRANSFER TO BUS PURCHASE RESERVE FUND						
820	INSURANCE & FEES - TOTAL	\$1,645,660	\$1,656,545	0.66%			
1420	426 LEGAL FEES	100,000	100,000	0.00%	100,000		
1420	490 LEGAL FEES - BOCES SERVICES	29,514	31,107	5.40%	31,107		
1460	490 RECORDS MANAGEMENT - BOCES SERVICES	43,217	42,998	-0.51%	42,998		
1910	425 UNALLOCATED INSURANCE	395,000	405,000	2.53%	405,000		
1930/50	458 ASSESSMENTS/JUDGMENTS	79,633	79,633	0.00%	69,000		10,633
1981	490 BOCES ADMINISTRATIVE COSTS	998,296	997,807	-0.05%	997,807		
830	EMPLOYEE BENEFITS - TOTAL	\$35,444,589	\$36,046,644	1.70%			
2070	152 INSERVICE TRAINING - TUITION REIMBURSEMENT	12,000	25,500	112.50%	25,500		
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	3,013,104	3,011,104	-0.07%	442,097	1,727,365	841,642
9020	800 TEACHERS RETIREMENT	7,433,856	6,562,045	-11.73%	519,836	6,042,209	
9030	800 SOCIAL SECURITY	4,435,428	4,435,428	0.00%	418,866	3,737,488	279,074
9040	800 WORKERS COMP.	695,000	762,000	9.64%	71,961	642,095	47,944
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%	3,777	33,706	2,517
9055	800 DISABILITY INS.	50,000	50,000	0.00%	37,500	0	12,500
9061	800 DENTAL INSURANCE	976,938	985,000	0.83%	93,020	830,005	61,975
9062	800 EMPLOYEE ASSISTANCE PROGRAM	25,235	25,235	0.00%	2,383	21,264	1,588
9060	800 HOSPITAL INSURANCE	18,177,953	19,565,257	7.63%	1,847,672	16,570,906	1,146,679
	TOTAL BUDGET COMPONENTS	\$119,905,108	\$122,588,393	2.24%	11,549,485	92,118,754	18,920,154
					9.421%	75.145%	15.434%

PITTSFORD CENTRAL SCHOOLS
PROJECTED REVENUES
2015-2016

As of 4/21/2015

	2013-14 BUDGETED REVENUES	2014-15 BUDGETED REVENUES	PROJECTED REVENUES 2015-16	\$ Increase (Decrease)	% CHG
REAL PROPERTY TAXES W/ STAR REIMBURSEMENT	91,075,881	92,666,331	94,750,493	2,084,162	2.25%
TOTAL PROPERTY TAXES	91,075,881	92,666,331	94,750,493	2,084,162	2.25%
IN LIEU OF TAXES	380,000	380,000	214,000	(166,000)	-43.68%
INTEREST & PENALTIES	515	515	515	0	0.00%
MONROE COUNTY SALES TAX	4,600,000	4,900,000	4,912,858	12,858	0.26%
TEXTBOOK CHARGES/OTHER STUDENT FEES	19,939	19,650	19,650	0	0.00%
ADMISSIONS	13,589	12,975	12,975	0	0.00%
HEALTH SERVICES OTHER DISTRICTS	213,805	213,332	232,797	19,465	9.12%
TUITION FROM OTHER DISTRICTS	175,000	66,000	100,000	34,000	51.52%
INTEREST EARNED ON INVESTMENTS	98,000	69,125	45,758	(23,367)	-33.80%
RENTAL OF REAL PROPERTY	86,062	86,062	90,478	4,416	5.13%
RENTAL OF REAL PROPERTY BOCES	68,988	56,200	49,200	(7,000)	-12.46%
INSURANCE RECOVERIES	20,000	40,000	40,000	0	0.00%
OTHER COMPENSATION FOR LOSS	5,000	2,200	2,200	0	0.00%
REFUND OF PRIOR YEARS	25,000	50,000	50,000	0	0.00%
REFUND OF BOCES AIDED SERVICES	316,584	251,235	210,155	(41,080)	-16.35%
UNCLASSIFIED REVENUES	75,000	75,000	45,000	(30,000)	-40.00%
STATE AID - FOUNDATION/HARDWARE AID	8,679,731	8,727,899	10,532,875	1,804,976	20.68%
STATE AID - BUILDING AID	4,856,275	4,986,504	4,891,029	(95,475)	-1.91%
STATE AID - EXCESS COST AID	903,631	685,116	691,522	6,406	0.94%
STATE AID - BOCES	2,237,160	3,223,447	2,311,099	(912,348)	-28.30%
STATE AID - TEXTBOOKS	385,683	377,537	371,402	(6,135)	-1.63%
STATE AID - URBAN/SUBURBAN	882,629	882,629	882,629	0	0.00%
STATE AID - SOFTWARE/LIBRARY MATERIALS	139,757	140,351	138,758	(1,593)	-1.14%
STATE AID - STATE SUPPORTED SCHOOLS	0	0	0	0	0.00%
TOTAL STATE AID	18,084,866	19,023,483	19,819,314	795,831	4.18%
FEDERAL AID - MEDICAID	50,000	50,000	50,000	0	0.00%
TOTAL REVENUES	\$115,308,229	\$117,962,108	\$120,645,393	2,683,285	2.27%
APPROPRIATED FUND BALANCE/RESERVES	1,928,000	1,943,000	1,943,000	0	0.00%
TOTAL BUDGET	\$117,236,229	\$119,905,108	\$122,588,393	2,683,285	2.24%

Property Tax Report Card
261401 - PITTSFORD CSD

2014-2015 - Page 1
Official - as of 04/16/2015 09:50 AM

Note: Some data elements of the Property Tax Report Card have been revised or renamed to more closely follow the Property Tax Cap calculations districts complete on the Office of the State Comptroller website. Please see the Help text above for definitions. Additional guidance on the Property Tax Levy Limit is available on the Office of Educational Management Services website:
<http://www.p12.nysed.gov/mgtserv/propertytax/taxcap/>.

Please also submit an electronic version (PDF or Word) of your school district's 2015-16 Budget Notice to: emscmgt@nysed.gov. This will enable us to help correct any formula or data entry discrepancy quickly.

Form Due - April 27, 2015

Form Preparer Name:

MARY J. GIBSON

Preparer's Telephone Number:

5852671036

<u>Shaded Fields Will Calculate</u>	Budgeted 2014-15 (A)	Proposed Budget 2015- 16 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	119,905,108	122,588,393	2.24 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	92,666,331	94,750,493	
B. Tax Levy to Support Library Debt, if Applicable	0	0	
C. Tax Levy for Non-Excludable Propositions, if Applicable ²	0	0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0	
E. Total Proposed School Year Tax Levy (A+B+C-D)	92,666,331	94,750,493	2.25 %
F. Permissible Exclusions to the School Tax Levy Limit	2,657,294	2,677,983	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	90,009,037	92,072,510	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	90,009,037	92,072,510	
I. Difference: (G-H); (negative value requires 60.0% voter approval) ²	0	0	
Public School Enrollment	5,850	5,850	0.00 %
Consumer Price Index			1.62 %

¹ Include any prior year reserve for excess tax levy, including interest.

² Tax levy associated with educational or transportation services propositions are not eligible for exclusion under the School Tax Levy Limit and may affect voter approval requirements.

³ For 2015-16, includes any carryover from 2014-15 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2014-15 (D)	Estimated 2015- 16 (E)
Adjusted Restricted Fund Balance	20,911,154	21,027,453
Assigned Appropriated Fund Balance	1,300,000	1,300,000
Adjusted Unrestricted Fund Balance	4,796,204	4,903,536
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00 %	4.00 %

Salary: Administrative Compensation Information 2014-2015 - Page 1
 261401 - PITTSFORD CSD Official - as of 04/16/2015 09:48 AM

Form Due May 11, 2015

2015-2016 Salary Threshold
 \$130,000

In response to legislative efforts to encourage greater cost sharing in service provision and local government administration, provide a section for districts that share administrative staff to highlight these efforts for the upcoming school year. Each sharing district should identify in the form the other district(s) with which they will be sharing administrative staff for school year 2015-16.

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

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

Report Estimated Salaries in the Budget for the 2015-2016 School Year

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	193,640	57,814	

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

Associate, Assistant and Deputy Superintendents

(Example Titles: Associate Superintendent for Instruction, Deputy Superintendent, Assistant Superintendent for Business,

2.	ASST. SUPERINTENDENT FOR INSTRUCTION	134,665	47,296	
3.	ASST. SUPERINTENDENT FOR BUSINESS	153,247	52,231	
4.	ASST. SUPERINTENDENT FOR HUMAN RESOURCES	127,073	47,237	
5.				
6.				
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Salary: Administrative Compensation Information 2014-2015 - Page 3
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Other Supervisory and Administrative Employees Scheduled to Receive \$130,000 or More in Salary

[illegible]

3

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

Fiscal Accountability Summary

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

The numbers used to compute the statistics on this page were collected on the State Aid Form A, the State Aid Form F, the School District Annual Financial Report (ST-3), and from the Student Information Repository System (SIRS). These data are from the 2012-13 school year.

This School District	General Education	Special Education
Instructional Expenditures	\$60,698,989	\$20,107,455
Pupils	5,792	539
Expenditures Per Pupil	\$10,480	\$37,305
Similar District Group (Low Needs)	General Education	Special Education
Instructional Expenditures	\$5,177,723,340	\$1,883,757,208
Pupils	385,963	49,898
Expenditures Per Pupil	\$13,415	\$37,752
All School Districts	General Education	Special Education
Instructional Expenditures	\$30,025,916,685	\$12,279,242,539
Pupils	2,666,629	410,379
Expenditures Per Pupil	\$11,260	\$29,922

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

The pupil count for General Education is K-12 average daily membership plus K-12 pupils for whom the district pays tuition to another school district. This number represents all pupils, including those classified as having disabilities and those not classified, excluding only students with disabilities placed out of district.

Pupils resident in the district but attending a charter school are included. For districts in which a county jail is located, this number includes incarcerated youth to whom the district must provide an education program.

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

The pupil count for Special Education is a count of K-12 students with disabilities for the 2012-13 school year plus students for whom the district receives tuition from another district plus students for whom the district pays tuition to another district. Students attending the State schools at Rome and Batavia, private placements and out-of-state placements are included.

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

Total Expenditures Per Pupil

This School District	Similar District Group	NY State
\$21,674	\$24,283	\$21,118

Total Expenditures Per Pupil is the simple arithmetic ratio of Total Expenditures to Pupils. Total Expenditures include district expenditures for classroom instruction, as well as expenditures for transportation, debt service, community service and district-wide administration that are not included in the Instructional Expenditure values for General Education and Special Education. As such, the sum of General Education and Special Education Instructional Expenditures does not equal the Total Expenditures.

Information about Students with Disabilities (2013 - 14)

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

Student Placement (Percent of Time Inside Regular Classroom)	This School District		Similar District Group (Low Needs)	NY State
	Number of Students	Percent of Students	Percent of Students	Percent of Students
80% or more	314	60.2%	62.4%	58.4%
40% - 79%	139	26.6%	17.6%	11.8%
Less than 40%	45	8.6%	11.8%	21.5%
Separate Settings	10	1.9%	4.7%	5.7%
Other Settings	14	2.7%	3.4%	2.5%

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

School-age Students with Disabilities Classification Rate

This School District	Similar District Group	NY State
8.3%	11.7%	13.2%

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

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



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

NAME: PITTSFORD CSD

BEDS Code: 261401060000

ADDRESS: 75 BARKER RD, PITTSFORD, NY 14534

PHONE: (585) 267-1004

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

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

Students by Gender

Male		Female	
2,896	50%	2,948	50%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
1	168	248	556	4,685	186
0%	3%	4%	10%	80%	3%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
30	1%	546	9%	251	4%

Students by Grade

Kindergarten (Half Day)	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
291	379	416	399	449	491
6th Grade	Ungraded Elementary	7th Grade	8th Grade	9th Grade	10th Grade
465	16	465	503	472	498
11th Grade	12th Grade	Ungraded Secondary			
502	484	14			

Average Class Size (2013 - 14)

Common Branch			
22			
Grade 8 English	Grade 8 Mathematics	Grade 8 Science	Grade 8 Social Studies
25	21	24	24
Grade 10 English	Grade 10 Mathematics	Grade 10 Science	Grade 10 Social Studies
19	19	19	22

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
172	3%	79	1%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate	Student Suspensions	
97%	23	0%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience	Turnover Rate of All Teachers
25%	12%

Staff Counts (2013 - 14)

Principals	Assistant Principals	Other Professional Staff	Paraprofessionals
9	7	64	207

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	489	484	494
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	17%	16%	17%
Total Number of Core Classes	1,109	1,136	1,217
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	1,799	1,834	1,813
Percent Taught by Teachers Without Appropriate Certification	0%	1%	0%

High School Completers (2013 - 14)

Results by Student Group	Completers (Graduates + IEP Diplomas)	Graduates (Regents + Local Diplomas)	Regents Diploma		Regents with Advanced Designation	
	Number of Students	Number of Students	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates
All Students	487	486	480	99%	391	80%
General Education	450	450	450	100%	385	86%
Students with Disabilities	37	36	30	83%	6	17%

Results by Student Group	Regents with CTE Endorsement		Local Diplomas		Commencement Credentials	
	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates	Number of Students	Percent of Completers
All Students	8	2%	6	1%	1	0%
General Education	6	1%	0	0%	0	0%
Students with Disabilities	2	6%	6	17%	1	3%

High School Non-completers (2013 - 14)

Results by Student Group	Dropped Out		Entered Approved High School Equivalency Preparation Program		Total Noncompleters	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
All Students	3	0%	2	0%	5	0%
General Education	---	---	---	---	---	---
Students with Disabilities	---	---	---	---	---	---

Post-graduation Plans of Completers (2013 - 14)

Results by Student Group	To Four-Year College		To Two-Year College		To Other Post-Secondary		To the Military	
	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers
All Students	423	87%	45	9%	0	0%	3	1%
General Education	408	91%	28	6%	0	0%	3	1%
Students with Disabilities	15	41%	17	46%	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	4	1%	0	0%	5	1%	7	1%
General Education	2	0%	0	0%	4	1%	5	1%
Students with Disabilities	2	5%	0	0%	1	3%	2	5%

Mean Score

2014							2013					
321							320					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	396	12	27	55	6	62	443	12	30	50	8	57
General Education	364	8	26	59	7	66	413	8	31	53	8	61
Students with Disabilities	32	56	31	13	0	13	30	73	20	7	0	7
Asian or Native Hawaiian/Other Pacific Islander	28	0	18	75	7	82	43	7	21	56	16	72
Black or African American	8	25	38	38	0	38	9	56	22	22	0	22
Hispanic or Latino	17	29	24	47	0	47	18	39	39	22	0	22
White	320	12	28	55	6	61	358	9	32	52	7	59
Multiracial	23	9	26	52	13	65	15	33	20	33	13	47
Female	194	11	22	60	7	67	236	9	25	56	11	67
Male	202	12	31	51	5	56	207	16	37	43	4	47
English Proficient	393	—	—	—	—	—	440	—	—	—	—	—
Limited English Proficient	3	—	—	—	—	—	3	—	—	—	—	—
Economically Disadvantaged	15	20	40	40	0	40	21	33	33	33	0	33
Not Economically Disadvantaged	381	11	26	56	7	62	422	11	30	50	8	59
Not Migrant	396	12	27	55	6	62	443	12	30	50	8	57

Mean Score

2014							2013					
322							324					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	455	10	28	38	24	62	473	7	32	36	26	62
General Education	418	5	28	41	26	67	430	4	30	38	28	66
Students with Disabilities	37	62	30	5	3	8	43	37	49	14	0	14
Asian or Native Hawaiian/Other Pacific Islander	47	4	13	47	36	83	46	4	17	46	33	78
Black or African American	8	25	25	38	13	50	7	29	29	43	0	43
Hispanic or Latino	24	17	42	33	8	42	14	14	43	36	7	43
White	359	9	29	37	25	62	394	7	33	35	25	60
Multiracial	17	18	29	35	18	53	12	0	25	33	42	75
Female	237	6	24	40	30	69	235	6	32	34	28	62
Male	218	13	32	36	19	55	238	8	32	37	24	61
English Proficient	450	9	28	38	25	63	471	—	—	—	—	—
Limited English Proficient	5	60	20	20	0	20	2	—	—	—	—	—
Economically Disadvantaged	23	26	35	30	9	39	22	23	41	27	9	36
Not Economically Disadvantaged	432	9	28	38	25	64	451	6	31	36	26	63
Not Migrant	455	10	28	38	24	62	473	7	32	36	26	62

Mean Score

2014							2013					
328							323					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	484	7	27	34	32	66	456	10	34	34	23	57
General Education	443	4	26	36	35	70	413	4	35	36	25	62
Students with Disabilities	41	44	39	10	7	17	43	67	23	7	2	9
Asian or Native Hawaiian/Other Pacific Islander	47	6	17	21	55	77	45	2	22	31	44	76
Black or African American	9	11	56	33	0	33	16	44	38	13	6	19
Hispanic or Latino	16	6	25	50	19	69	20	15	50	25	10	35
White	399	8	28	35	30	65	362	9	35	34	22	57
Multiracial	13	0	23	23	54	77	13	15	15	62	8	69
Female	241	6	26	33	35	68	230	7	31	33	30	62
Male	243	8	28	35	30	64	226	13	36	35	16	51
English Proficient	482	—	—	—	—	—	455	—	—	—	—	—
Limited English Proficient	2	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	20	20	25	40	15	55	30	23	57	17	3	20
Not Economically Disadvantaged	464	7	27	33	33	66	426	9	32	35	24	59
Not Migrant	484	7	27	34	32	66	456	10	34	34	23	57

Mean Score

2014							2013					
325							330					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	468	6	32	25	37	62	466	4	30	23	43	65
General Education	426	3	30	27	40	67	426	1	29	23	46	70
Students with Disabilities	42	40	50	5	5	10	40	38	45	15	3	18
Asian or Native Hawaiian/Other Pacific Islander	48	4	17	19	60	79	53	0	19	19	62	81
Black or African American	20	30	50	10	10	20	15	20	60	13	7	20
Hispanic or Latino	21	14	48	19	19	38	25	20	28	24	28	52
White	364	5	31	27	36	63	362	3	30	24	42	67
Multiracial	15	0	40	7	53	60	11	0	55	0	45	45
Female	233	3	27	25	45	70	226	2	27	23	49	72
Male	235	9	36	25	30	54	240	7	34	23	37	60
English Proficient	466	—	—	—	—	—	463	—	—	—	—	—
Limited English Proficient	2	—	—	—	—	—	3	—	—	—	—	—
Economically Disadvantaged	29	17	55	14	14	28	21	24	38	19	19	38
Not Economically Disadvantaged	439	6	30	26	39	64	445	3	30	23	44	67
Not Migrant	468	6	32	25	37	62	466	4	30	23	43	65

Mean Score

2014							2013					
325							329					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
1		2	3	4	1			2	3	4		
All Students	455	6	30	41	23	64	501	5	23	46	26	72
General Education	411	2	29	44	25	69	460	2	21	50	28	78
Students with Disabilities	44	45	41	14	0	14	41	41	49	7	2	10
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	52	0	17	54	29	83	53	4	11	43	42	85
Black or African American	14	7	50	43	0	43	15	13	33	27	27	53
Hispanic or Latino	26	15	23	42	19	62	26	15	15	46	23	69
White	353	7	31	40	23	62	392	4	24	48	24	72
Multiracial	10	0	40	20	40	60	14	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	15	13	27	33	27	60
Female	227	4	26	42	28	70	246	4	20	50	27	77
Male	228	9	33	40	18	58	255	6	26	43	25	67
English Proficient	454	—	—	—	—	—	499	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	21	24	48	24	5	29	23	9	39	39	13	52
Not Economically Disadvantaged	434	5	29	42	24	66	478	5	22	46	27	73
Not Migrant	455	6	30	41	23	64	501	5	23	46	26	72

Mean Score

2014							2013					
330							330					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	484	5	23	37	35	72	460	5	22	41	32	73
General Education	445	2	21	39	38	78	415	1	20	43	35	79
Students with Disabilities	39	46	44	10	0	10	45	38	40	18	4	22
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	56	2	18	25	55	80	46	7	13	22	59	80
Black or African American	15	20	27	33	20	53	19	21	42	26	11	37
Hispanic or Latino	28	11	25	32	32	64	13	0	23	62	15	77
White	370	5	23	40	32	72	371	4	22	44	30	74
Multiracial	14	—	—	—	—	—	11	9	18	18	55	73
Small Group Total	15	0	13	27	60	87	0	0	0	0	0	0
Female	244	2	21	37	39	77	258	4	22	43	32	74
Male	240	8	24	37	31	68	202	6	22	39	33	72
English Proficient	481	—	—	—	—	—	460	5	22	41	32	73
Limited English Proficient	3	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	23	17	35	35	13	48	16	19	38	31	13	44
Not Economically Disadvantaged	461	5	22	37	36	74	444	4	21	41	33	74
Not Migrant	484	5	23	37	35	72	460	5	22	41	32	73

Mean Score

2014							2013					
332							326					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	396	5	15	40	39	79	444	7	29	32	33	65
General Education	364	2	14	41	42	84	415	4	29	33	35	67
Students with Disabilities	32	38	31	25	6	31	29	45	31	17	7	24
Asian or Native Hawaiian/Other Pacific Islander	27	0	7	44	48	93	43	2	19	21	58	79
Black or African American	8	25	25	38	13	50	9	44	22	22	11	33
Hispanic or Latino	17	18	35	24	24	47	21	19	52	14	14	29
White	321	5	16	41	39	80	356	4	29	35	32	67
Multiracial	23	4	4	35	57	91	15	27	33	13	27	40
Female	193	5	17	41	37	78	237	5	30	32	33	65
Male	203	5	14	39	41	80	207	8	28	31	33	64
English Proficient	393	—	—	—	—	—	439	7	28	31	33	65
Limited English Proficient	3	—	—	—	—	—	5	0	60	40	0	40
Economically Disadvantaged	15	13	27	47	13	60	21	24	43	14	19	33
Not Economically Disadvantaged	381	5	15	40	40	80	423	6	28	32	34	66
Not Migrant	396	5	15	40	39	79	444	7	29	32	33	65

Mean Score

2014							2013					
331							320					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	452	5	23	35	37	72	474	11	30	35	25	60
General Education	416	2	22	36	40	76	431	6	30	37	27	64
Students with Disabilities	36	44	33	19	3	22	43	53	23	16	7	23
Asian or Native Hawaiian/Other Pacific Islander	46	4	7	26	63	89	46	7	9	41	43	85
Black or African American	8	0	50	25	25	50	7	29	43	29	0	29
Hispanic or Latino	23	13	39	35	13	48	15	33	20	20	27	47
White	358	5	23	36	36	72	394	10	32	35	23	58
Multiracial	17	6	29	47	18	65	12	0	33	42	25	67
Female	235	3	26	36	35	71	236	14	31	32	23	55
Male	217	7	20	34	38	72	238	7	28	38	27	65
English Proficient	447	5	23	35	37	72	472	—	—	—	—	—
Limited English Proficient	5	0	40	60	0	60	2	—	—	—	—	—
Economically Disadvantaged	22	18	32	23	27	50	22	23	59	14	5	18
Not Economically Disadvantaged	430	5	23	36	37	73	452	10	28	36	26	62
Not Migrant	452	5	23	35	37	72	474	11	30	35	25	60

Mean Score

2014							2013					
334							322					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	486	9	21	29	41	70	458	17	25	33	25	58
General Education	444	5	21	31	44	75	415	12	26	35	27	62
Students with Disabilities	42	55	26	14	5	19	43	63	21	12	5	16
Asian or Native Hawaiian/Other Pacific Islander	50	4	8	18	70	88	46	7	11	28	54	83
Black or African American	9	22	44	33	0	33	16	69	6	13	13	25
Hispanic or Latino	16	13	25	25	38	63	21	38	29	29	5	33
White	398	9	23	31	37	68	362	14	28	36	22	58
Multiracial	13	0	0	31	69	100	13	23	23	8	46	54
Female	243	11	24	28	37	65	230	17	26	36	22	58
Male	243	7	19	30	44	74	228	17	25	30	28	58
English Proficient	482	—	—	—	—	—	455	—	—	—	—	—
Limited English Proficient	4	—	—	—	—	—	3	—	—	—	—	—
Economically Disadvantaged	21	19	48	19	14	33	30	40	30	17	13	30
Not Economically Disadvantaged	465	8	20	30	42	71	428	15	25	34	25	60
Not Migrant	486	9	21	29	41	70	458	17	25	33	25	58

Mean Score

2014	2013
333	326

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	462	6	21	23	50	73	468	6	29	30	35	65
General Education	420	2	21	24	53	77	426	3	28	31	38	69
Students with Disabilities	42	50	21	12	17	29	42	38	43	19	0	19
Asian or Native Hawaiian/Other Pacific Islander	49	4	2	12	82	94	53	2	13	23	62	85
Black or African American	20	25	50	15	10	25	15	13	67	20	0	20
Hispanic or Latino	20	10	40	25	25	50	26	19	31	27	23	50
White	358	5	21	25	49	74	363	5	30	32	33	65
Multiracial	15	7	27	7	60	67	11	18	18	36	27	64
Female	231	4	19	25	52	76	227	5	28	31	36	67
Male	231	8	23	21	48	69	241	6	30	29	34	63
English Proficient	460	—	—	—	—	—	464	—	—	—	—	—
Limited English Proficient	2	—	—	—	—	—	4	—	—	—	—	—
Economically Disadvantaged	28	18	32	25	25	50	21	10	48	24	19	43
Not Economically Disadvantaged	434	6	20	23	51	74	447	6	28	30	36	66
Not Migrant	462	6	21	23	50	73	468	6	29	30	35	65

Mean Score

2014							2013					
326							327					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	421	8	29	42	22	64	505	8	28	42	22	64
General Education	376	2	28	45	24	70	464	3	27	46	24	69
Students with Disabilities	45	53	33	13	0	13	41	56	37	2	5	7
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	37	0	24	41	35	76	54	4	13	41	43	83
Black or African American	14	14	57	29	0	29	15	27	27	40	7	47
Hispanic or Latino	26	19	27	27	27	54	27	22	30	33	15	48
White	334	7	29	43	21	64	394	6	30	44	20	63
Multiracial	10	10	10	50	30	80	14	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	15	13	20	27	40	67
Female	210	8	25	44	23	67	248	7	30	45	18	63
Male	211	8	32	40	20	60	257	8	26	39	26	66
English Proficient	420	—	—	—	—	—	500	7	28	43	22	65
Limited English Proficient	1	—	—	—	—	—	5	60	40	0	0	0
Economically Disadvantaged	20	15	45	30	10	40	24	17	33	38	13	50
Not Economically Disadvantaged	401	7	28	42	22	65	481	7	28	42	23	65
Not Migrant	421	8	29	42	22	64	505	8	28	42	22	64

Mean Score

2014							2013					
315							330					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	251	9	45	40	6	46	461	6	26	44	24	68
General Education	213	1	47	44	8	52	416	2	24	48	26	74
Students with Disabilities	38	53	32	16	0	16	45	42	49	4	4	9
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	19	5	37	42	16	58	47	4	6	30	60	89
Black or African American	11	27	45	27	0	27	19	21	47	26	5	32
Hispanic or Latino	15	13	67	20	0	20	14	7	43	50	0	50
White	201	8	44	42	6	48	370	5	27	47	21	68
Multiracial	4	—	—	—	—	—	11	0	36	27	36	64
Small Group Total	5	20	40	40	0	40	0	0	0	0	0	0
Female	126	8	50	37	6	42	260	5	30	45	21	65
Male	125	10	39	43	7	50	201	7	22	43	28	71
English Proficient	249	—	—	—	—	—	461	6	26	44	24	68
Limited English Proficient	2	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	18	33	33	28	6	33	16	25	25	44	6	50
Not Economically Disadvantaged	233	7	45	41	6	47	445	5	27	44	24	69
Not Migrant	251	9	45	40	6	46	461	6	26	44	24	68

Mean Score

2014	2013
89	90

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	452	1	2	17	79	97	474	0	1	16	82	98
General Education	415	0	1	14	85	99	431	0	1	13	86	99
Students with Disabilities	37	11	14	57	19	76	43	2	7	47	44	91
Asian or Native Hawaiian/Other Pacific Islander	46	2	0	11	87	98	46	0	0	15	85	100
Black or African American	8	0	0	38	63	100	7	0	0	43	57	100
Hispanic or Latino	25	4	8	24	64	88	15	0	7	20	73	93
White	356	1	2	17	80	97	394	0	2	16	82	98
Multiracial	17	0	12	24	65	88	12	0	0	0	100	100
Female	235	0	1	19	80	99	237	0	2	19	78	98
Male	217	2	4	16	78	94	237	0	1	12	86	99
English Proficient	447	1	2	17	80	97	472	—	—	—	—	—
Limited English Proficient	5	0	20	40	40	80	2	—	—	—	—	—
Economically Disadvantaged	22	5	14	23	59	82	22	0	5	41	55	95
Not Economically Disadvantaged	430	1	2	17	80	97	452	0	1	15	84	98
Not Migrant	452	1	2	17	79	97	474	0	1	16	82	98

Grade 8 Science

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

Mean Score

2014	2013
80	85

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	337	2	6	55	37	92	462	0	4	32	64	96
General Education	296	0	3	56	41	97	416	0	2	29	69	98
Students with Disabilities	41	12	32	46	10	56	46	4	17	63	15	78
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	28	0	4	39	57	96	47	0	4	15	81	96
Black or African American	13	0	15	62	23	85	19	0	21	53	26	79
Hispanic or Latino	21	5	14	67	14	81	14	0	21	43	36	79
White	268	2	5	54	38	93	371	1	2	33	65	97
Multiracial	6	—	—	—	—	—	11	0	0	36	64	100
Small Group Total	7	0	14	71	14	86	0	0	0	0	0	0
Female	163	1	5	58	36	94	261	0	4	35	61	96
Male	174	2	7	51	39	90	201	0	3	28	68	96
English Proficient	334	—	—	—	—	—	462	0	4	32	64	96
Limited English Proficient	3	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	21	5	19	48	29	76	16	0	19	38	44	81
Not Economically Disadvantaged	316	2	5	55	38	93	446	0	3	32	65	96
Not Migrant	337	2	6	55	37	92	462	0	4	32	64	96

Grade 8 Students Taking a Regents Science Test

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

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	157	0	0	2	98	100	0	0	0	0	0	0

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

2014	2013
0	2

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

2014	2013
0	2

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

2014	2013
2	1

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

2014	2013
2	1

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

2014	2013
0	1

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

2014	2013
0	1

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

2014	2013
0	3

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

2014	2013
0	3

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

*Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

*Reporting standards not met.

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

NAEP Participation Rates

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

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

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

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 & above)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4 & above			1	2	3	4	
All Students	502	0	0	17	80	97	534	0	0	17	81	99
General Education	458	0	0	12	86	98	480	0	0	13	87	100
Students with Disabilities	44	2	2	64	16	80	54	0	4	54	31	85
Asian or Native Hawaiian/Other Pacific Islander	44	0	0	7	86	93	50	0	0	12	88	100
Black or African American	12	0	0	42	50	92	10	0	0	30	70	100
Hispanic or Latino	15	0	0	27	73	100	13	0	0	23	77	100
White	425	0	0	17	80	97	456	0	0	17	81	98
Multiracial	6	0	0	17	83	100	5	0	0	40	60	100
Female	242	0	0	16	83	98	260	0	0	15	84	99
Male	260	0	0	18	77	95	274	0	1	19	79	98
English Proficient	502	0	0	17	80	97	533	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	13	0	0	54	38	92	18	0	0	39	50	89
Not Economically Disadvantaged	489	0	0	16	81	97	516	0	0	16	82	99
Not Migrant	502	0	0	17	80	97	534	0	0	17	81	99

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

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

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 & above)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4 & above			1	2	3	4	
All Students	502	0	0	25	74	99	534	0	1	29	69	99
General Education	458	0	0	21	79	100	480	0	0	24	76	100
Students with Disabilities	44	0	5	73	14	86	54	2	6	80	7	87
Asian or Native Hawaiian/Other Pacific Islander	44	0	0	11	89	100	50	0	0	16	84	100
Black or African American	12	0	8	75	17	92	10	0	0	60	40	100
Hispanic or Latino	15	0	0	40	60	100	13	0	0	46	54	100
White	425	0	0	24	74	99	456	0	1	29	69	98
Multiracial	6	0	0	33	67	100	5	0	0	40	60	100
Female	242	0	0	26	73	100	260	0	0	30	69	99
Male	260	0	0	24	74	98	274	0	1	29	69	98
English Proficient	502	0	0	25	74	99	533	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	13	0	0	62	38	100	18	0	6	61	33	94
Not Economically Disadvantaged	489	0	0	24	75	99	516	0	0	28	71	99
Not Migrant	502	0	0	25	74	99	534	0	1	29	69	99

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

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

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	502	0	0	18	79	97	534	0	0	22	74	96
General Education	458	0	0	15	84	99	480	0	0	18	79	97
Students with Disabilities	44	2	5	52	27	80	54	2	4	61	26	87
Asian or Native Hawaiian/Other Pacific Islander	44	0	0	5	95	100	50	0	0	12	82	94
Black or African American	12	0	0	50	42	92	10	0	10	20	70	90
Hispanic or Latino	15	0	0	20	80	100	13	0	0	23	77	100
White	425	0	0	18	78	97	456	0	0	23	73	96
Multiracial	6	0	0	33	67	100	5	0	0	20	80	100
Female	242	0	0	23	76	98	260	0	0	23	72	95
Male	260	0	1	14	82	96	274	0	0	21	76	97
English Proficient	502	0	0	18	79	97	533	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	13	0	0	46	54	100	18	0	0	44	56	100
Not Economically Disadvantaged	489	0	0	17	80	97	516	0	0	22	74	96
Not Migrant	502	0	0	18	79	97	534	0	0	22	74	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 and alternatives to Regents examinations only.

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	502	0	0	13	84	96	534	0	0	12	86	98
General Education	458	0	0	10	88	98	480	0	0	9	91	100
Students with Disabilities	44	2	5	41	34	75	54	4	0	41	41	81
Asian or Native Hawaiian/Other Pacific Islander	44	0	0	5	89	93	50	0	0	8	92	100
Black or African American	12	0	0	50	42	92	10	0	0	30	70	100
Hispanic or Latino	15	0	0	33	67	100	13	0	0	8	92	100
White	425	0	0	12	85	97	456	0	0	12	86	98
Multiracial	6	0	0	17	83	100	5	0	0	40	60	100
Female	242	0	0	17	80	97	260	0	0	15	84	98
Male	260	0	0	8	87	96	274	0	0	9	89	98
English Proficient	502	0	0	13	84	96	533	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	13	0	0	38	54	92	18	0	0	22	67	89
Not Economically Disadvantaged	489	0	0	12	84	97	516	0	0	11	87	98
Not Migrant	502	0	0	13	84	96	534	0	0	12	86	98

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

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

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	502	0	0	11	87	99	534	0	0	12	85	98
General Education	458	0	0	8	92	100	480	0	0	8	90	98
Students with Disabilities	44	0	0	50	39	89	54	0	0	50	43	93
Asian or Native Hawaiian/Other Pacific Islander	44	0	0	5	95	100	50	0	2	8	88	96
Black or African American	12	0	0	42	58	100	10	0	0	50	50	100
Hispanic or Latino	15	0	0	20	80	100	13	0	0	23	77	100
White	425	0	0	11	88	98	456	0	0	12	86	98
Multiracial	6	0	0	17	83	100	5	0	0	20	80	100
Female	242	0	0	16	83	99	260	0	1	13	83	97
Male	260	0	0	7	91	98	274	0	0	12	87	99
English Proficient	502	0	0	11	87	99	533	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	13	0	0	38	62	100	18	0	0	39	61	100
Not Economically Disadvantaged	489	0	0	11	88	99	516	0	0	11	86	98
Not Migrant	502	0	0	11	87	99	534	0	0	12	85	98

Regents Examination Results (2013 - 14)

Results by Student Group	Comprehensive English				Integrated Algebra			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	514	99	98	77	33	100	94	48
General Education	458	100	100	83	25	100	100	64
Students with Disabilities	56	88	82	34	8	100	75	0
Asian or Native Hawaiian/Other Pacific Islander	44	100	100	80	5	100	100	100
Black or African American	15	100	93	47	3	---	---	---
Hispanic or Latino	21	100	100	71	2	---	---	---
White	421	98	98	79	23	100	91	39
Multiracial	13	100	100	77	0	0	0	0
Small Group Total	0	0	0	0	5	100	100	40
Female	254	100	99	82	15	100	93	53
Male	260	98	97	73	18	100	94	44
English Proficient	514	99	98	77	33	100	94	48
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	24	96	96	54	2	---	---	---
Not Economically Disadvantaged	490	99	98	79	31	---	---	---
Not Migrant	514	99	98	77	33	100	94	48

Regents Examination Results (2013 - 14)

Results by Student Group	English Language Arts (Common Core)						Algebra I (Common Core)					
	Total Tested	Percent of students scoring at					Total Tested	Percent of students scoring at				
		Level 1	Level 2	Level 3	Level 4	Level 5		Level 1	Level 2	Level 3	Level 4	Level 5
All Students	0	0	0	0	0	0	464	1	3	25	44	27
General Education	0	0	0	0	0	0	423	0	2	22	47	29
Students with Disabilities	0	0	0	0	0	0	41	12	17	54	17	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	44	0	0	2	32	66
Black or African American	0	0	0	0	0	0	21	5	14	38	43	0
Hispanic or Latino	0	0	0	0	0	0	22	0	9	23	45	23
White	0	0	0	0	0	0	364	1	3	27	46	23
Multiracial	0	0	0	0	0	0	13	0	0	23	38	38
Small Group Total	0	0	0	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	241	2	3	27	42	27
Male	0	0	0	0	0	0	223	1	4	22	47	26
English Proficient	0	0	0	0	0	0	463	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	0	0	0	0	0	0	20	5	5	25	60	5
Not Economically Disadvantaged	0	0	0	0	0	0	444	1	3	25	43	27
Not Migrant	0	0	0	0	0	0	464	1	3	25	44	27

Regents Examination Results (2013 - 14)

Results by Student Group	Geometry				Algebra 2/Trigonometry			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	440	100	99	73	427	96	90	59
General Education	415	100	99	76	404	96	91	60
Students with Disabilities	25	92	88	32	23	91	70	30
Asian or Native Hawaiian/Other Pacific Islander	48	100	100	90	49	98	98	90
Black or African American	15	100	100	67	9	78	44	11
Hispanic or Latino	17	100	100	71	19	100	84	53
White	352	99	98	71	340	96	90	56
Multiracial	8	100	100	88	10	90	90	70
Small Group Total	0	0	0	0	0	0	0	0
Female	246	100	99	75	229	97	91	59
Male	194	99	98	72	198	95	89	59
English Proficient	440	100	99	73	427	96	90	59
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	17	100	100	59	16	94	75	56
Not Economically Disadvantaged	423	100	99	74	411	96	91	59
Not Migrant	440	100	99	73	427	96	90	59

Regents Examination Results (2013 - 14)

Results by Student Group	Global History and Geography				U.S. History & Government			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	505	98	96	83	504	99	99	87
General Education	449	100	99	88	451	100	100	90
Students with Disabilities	56	84	73	41	53	92	89	57
Asian or Native Hawaiian/Other Pacific Islander	53	100	100	94	44	100	100	93
Black or African American	20	100	95	50	14	100	100	57
Hispanic or Latino	21	100	100	67	21	100	100	76
White	405	98	96	83	412	99	98	88
Multiracial	6	100	100	100	13	100	100	77
Small Group Total	0	0	0	0	0	0	0	0
Female	271	99	97	82	248	100	99	83
Male	234	97	96	83	256	98	98	90
English Proficient	505	98	96	83	504	99	99	87
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	24	100	96	67	24	100	96	75
Not Economically Disadvantaged	481	98	96	83	480	99	99	87
Not Migrant	505	98	96	83	504	99	99	87

Regents Examination Results (2013 - 14)

Results by Student Group	Living Environment				Physical Setting/Earth Science			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	488	100	100	90	447	100	96	72
General Education	445	100	100	94	404	100	97	75
Students with Disabilities	43	100	98	53	43	95	84	40
Asian or Native Hawaiian/Other Pacific Islander	52	100	100	94	38	100	100	97
Black or African American	17	100	100	82	26	100	85	42
Hispanic or Latino	17	100	100	82	20	100	95	70
White	393	100	100	90	349	99	96	71
Multiracial	9	100	100	100	14	100	100	79
Small Group Total	0	0	0	0	0	0	0	0
Female	264	100	100	91	236	100	95	70
Male	224	100	100	89	211	99	97	74
English Proficient	488	100	100	90	447	100	96	72
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	21	100	100	76	21	100	81	57
Not Economically Disadvantaged	467	100	100	91	426	100	96	73
Not Migrant	488	100	100	90	447	100	96	72

Regents Examination Results (2013 - 14)

Results by Student Group	Physical Setting/Chemistry				Physical Setting/Physics			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	437	100	97	45	245	99	93	54
General Education	418	100	96	46	240	99	93	54
Students with Disabilities	19	100	100	21	5	100	100	80
Asian or Native Hawaiian/Other Pacific Islander	46	100	100	78	27	100	100	81
Black or African American	11	100	82	18	3	—	—	—
Hispanic or Latino	19	100	100	21	6	100	100	50
White	354	100	97	42	203	99	93	51
Multiracial	7	100	86	57	6	—	—	—
Small Group Total	0	0	0	0	9	89	89	44
Female	229	100	97	44	108	98	94	52
Male	208	100	96	45	137	99	93	56
English Proficient	437	100	97	45	245	99	93	54
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	18	100	100	33	5	100	100	40
Not Economically Disadvantaged	419	100	96	45	240	99	93	55
Not Migrant	437	100	97	45	245	99	93	54

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

Grade/Subject	Total Tested	Number Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4	
Grade 3 ELA	1	—	—	—	—	—
Grade 3 Math	1	—	—	—	—	—
Grade 4 ELA	4	—	—	—	—	—
Grade 4 Math	4	—	—	—	—	—
Grade 4 Science	4	—	—	—	—	—
Grade 5 ELA	4	—	—	—	—	—
Grade 5 Math	4	—	—	—	—	—
Grade 6 ELA	2	—	—	—	—	—
Grade 6 Math	2	—	—	—	—	—
Grade 7 ELA	8	0	4	4	0	50
Grade 7 Math	8	0	3	5	0	63
Grade 8 ELA	2	—	—	—	—	—
Grade 8 Math	2	—	—	—	—	—
Grade 8 Science	2	—	—	—	—	—
Secondary-Level ELA	4	—	—	—	—	—
Secondary-Level Math	4	—	—	—	—	—
Secondary-Level Science	4	—	—	—	—	—
Secondary-Level Social Studies	4	—	—	—	—	—

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

Kindergarten	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	4	—	—	—	—
General Education	3	—	—	—	—
Students with Disabilities	1	—	—	—	—
Grade 1	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	5	0%	0%	40%	60%
General Education	5	0%	0%	40%	60%
Grade 2	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	4	—	—	—	—
General Education	4	—	—	—	—
Grade 3	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	3	—	—	—	—
General Education	3	—	—	—	—
Grade 4	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	5	0%	0%	20%	80%
General Education	4	—	—	—	—
Students with Disabilities	1	—	—	—	—
Grade 5	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	4	—	—	—	—
General Education	4	—	—	—	—
Grade 6	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	2	—	—	—	—
General Education	2	—	—	—	—
Grade 7	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
Students with Disabilities	1	—	—	—	—
Grade 8	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient

All Students	3	—	—	—	—
General Education	2	—	—	—	—
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	✓	✓	2,812	98%	✓	2,725	160	87	87
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	✓	✓	75	99%	✓	74	120	58	58
Hispanic or Latino	✓	✓	136	97%	✓	132	140	65	65
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	287	99%	✓	268	180	113	113
White	✓	✓	2,218	98%	✓	2,158	160	107	107
Multiracial	✓	✓	95	97%	✓	92	162	80	80
Students With Disabilities	✓	✓	269	95%	✓	263†	78†	41	41
Limited English Proficient	—	—	18	—	—	16	—	—	—
Economically Disadvantaged	✓	✓	135	99%	✓	132	123	66	66

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	2,811	98%	2,724	160
Not Black or African American	2,737	98%	2,651	161
Not Hispanic or Latino	2,676	98%	2,593	161
Not Asian or Native Hawaiian/Other Pacific Islander	2,525	98%	2,457	158
Not White	594	98%	567	160
Not Multiracial	2,717	98%	2,633	160
General Education	2,543	99%	2,471	169
English Proficient	2,794	98%	2,709	161
Not Economically Disadvantaged	2,677	98%	2,593	162
Male	1,410	98%	1,363	153
Female	1,402	99%	1,362	168
Migrant	0	—	0	—
Not Migrant	2,812	98%	2,725	160

✓ 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	✓	✓	2,810	98%	✓	2,717	166	84	84
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	✓	✓	75	99%	✓	74	118	50	50
Hispanic or Latino	✓	✓	136	96%	✓	131	140	63	63
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	287	99%	✓	268	185	128	128
White	✓	✓	2,216	98%	✓	2,151	166	103	103
Multiracial	✓	✓	95	97%	✓	92	176	71	71
Students With Disabilities	✓	✓	269	96%	✓	263†	83†	42	42
Limited English Proficient	—	—	18	—	—	16	—	—	—
Economically Disadvantaged	✓	✓	135	97%	✓	130	128	63	63

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	2,809	98%	2,716	166
Not Black or African American	2,735	98%	2,643	167
Not Hispanic or Latino	2,674	98%	2,586	167
Not Asian or Native Hawaiian/Other Pacific Islander	2,523	98%	2,449	164
Not White	594	98%	566	164
Not Multiracial	2,715	98%	2,625	165
General Education	2,541	98%	2,463	175
English Proficient	2,792	98%	2,701	166
Not Economically Disadvantaged	2,675	98%	2,587	168
Male	1,406	98%	1,364	166
Female	1,404	98%	1,353	166
Migrant	0	—	0	—
Not Migrant	2,810	98%	2,717	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	✓	✓	961	99%	✓	934	194	179	179
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	—	—	23	—	—	23	—	—	—
Hispanic or Latino	✓	✓	54	98%	✓	51	182	159	1
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	103	99%	✓	97	197	179	179
White	✓	✓	748	99%	✓	730	195	188	188
Multiracial	✓	—	32	—	✓	32	191	174	1
Students With Disabilities	✓	✓	84	100%	✓	84†	152†	151	151
Limited English Proficient	—	—	8	—	—	8	—	—	—
Economically Disadvantaged	✓	✓	46	98%	✓	45	176	160	160

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	960	99%	933	194
Not Black or African American	938	99%	911	194
Not Hispanic or Latino	907	99%	883	195
Not Asian or Native Hawaiian/Other Pacific Islander	858	99%	837	194
Not White	213	99%	204	192
Not Multiracial	929	99%	902	194
General Education	877	99%	853	198
English Proficient	953	99%	926	194
Not Economically Disadvantaged	915	99%	889	195
Male	476	99%	463	191
Female	485	99%	471	197
Migrant	0	—	0	—
Not Migrant	961	99%	934	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.

† 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	2010 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	✓	490	100%	✓	483	195	161	161
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	11	—	—	11	—	—	—
Hispanic or Latino	—	—	14	—	—	14	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	41	100%	✓	41	198	162	162
White	✓	✓	418	100%	✓	411	195	173	173
Multiracial	—	—	6	—	—	6	—	—	—
Students With Disabilities	✓	—	39	—	✓	42†	167†	101	101
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	13	—	—	12	—	—	—

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

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2010 Accountability Cohort Members	PI
Not American Indian or Alaska Native	490	100%	483	195
Not Black or African American	479	100%	472	195
Not Hispanic or Latino	476	100%	469	195
Not Asian or Native Hawaiian/Other Pacific Islander	449	100%	442	195
Not White	72	100%	72	193
Not Multiracial	484	100%	477	195
General Education	451	100%	446	198
English Proficient	490	100%	483	195
Not Economically Disadvantaged	477	100%	471	195
Male	249	100%	246	196
Female	241	100%	237	194
Migrant	0	—	0	—
Not Migrant	490	100%	483	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 2010 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

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

Secondary-Level Mathematics Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores	PI >= EAMO or Safe Harbor Target	2010 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	✓	490	100%	✓	483	190	143	143
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	11	—	—	11	—	—	—
Hispanic or Latino	—	—	14	—	—	14	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	41	100%	✓	41	195	156	156
White	✓	✓	418	100%	✓	411	191	157	157
Multiracial	—	—	6	—	—	6	—	—	—
Students With Disabilities	✓	—	39	—	✓	42†	140†	89	89
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	13	—	—	12	—	—	—

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

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2010 Accountability Cohort Members	PI
Not American Indian or Alaska Native	490	100%	483	190
Not Black or African American	479	100%	472	190
Not Hispanic or Latino	476	100%	469	190
Not Asian or Native Hawaiian/Other Pacific Islander	449	100%	442	189
Not White	72	100%	72	185
Not Multiracial	484	100%	477	190
General Education	451	100%	446	194
English Proficient	490	100%	483	190
Not Economically Disadvantaged	477	100%	471	190
Male	249	100%	246	189
Female	241	100%	237	190
Migrant	0	—	0	—
Not Migrant	490	100%	483	190

✓ Yes

✗ No

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

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

Unweighted Combined ELA and Math PIs

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	160	166	195	190	178
American Indian or Alaska Native	—	—	—	—	—
Black or African American	120	118	—	—	119
Hispanic or Latino	140	140	—	—	140
Asian or Native Hawaiian/Other Pacific Islander	180	185	198	195	190
White	160	166	195	191	178
Multiracial	162	176	—	—	169
Students With Disabilities	78	83	167	140	117
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	123	128	—	—	126

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

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	2009 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	534	98%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	10	—	—	—
Hispanic or Latino	—	13	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	50	100%	80%	80%
White	✓	456	97%	80%	80%
Multiracial	—	5	—	—	—
Students With Disabilities	✓	57†	82%†	80%	75%
Limited English Proficient	—	1	—	—	—
Economically Disadvantaged	—	18	—	—	—

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

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

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

Five-Year Graduation-Rate Total Cohort for Accountability

Student Group	Met Graduation-Rate Criterion	2008 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	500	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	✓	425	97%	80%	80%
Multiracial	—	10	—	—	—
Students With Disabilities	✗	42†	79%†	80%	80%
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	11	—	—	—

✓ 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	
	2009 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2008 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	534	98%	500	97%
Not Black or African American	524	98%	485	97%
Not Hispanic or Latino	521	98%	486	97%
Not Asian or Native Hawaiian/Other Pacific Islander	484	98%	464	97%
Not White	78	100%	75	97%
Not Multiracial	529	98%	490	97%
General Education	480	100%	459	99%
English Proficient	533	98%	500	97%
Not Economically Disadvantaged	516	98%	489	98%
Male	274	97%	248	96%
Female	260	98%	252	98%
Migrant	0	—	0	—
Not Migrant	534	98%	500	97%

— There were fewer than 30 students in the cohort.

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

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

Regents Diploma with an Advanced Designation (This District)	Regents Diploma with an Advanced Designation (Statewide)	Percentage in This District Exceeded Statewide
74%	31%	YES

Glossary of Terms - Report Cards Data

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

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

Graduates

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

High School Completers

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

Highly Qualified Teachers

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

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

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

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

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

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

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

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

Regents Competency Tests	Annual Regents Competency Test (RCT) results include those from August, January, and June of the reporting year. If a student takes the same RCT multiple times during the reporting year, only the highest score is included in the annual results.
Regents Examinations	Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in the annual results.
Staff Counts	Principals and assistant principals include full- and part-time. Other professional staff include administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Paraprofessionals include full- and part-time supplementary school personnel.
Suspensions	Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Suspension data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.
Teacher Turnover Rate	Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage. Teachers who in year one were reported as providing instruction in one building, but in year two were reported under the district code or another building within the same district are included in the turnover rate.
Total Cohort	A secondary-level total cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. For more detailed information on cohort definitions, see the SIRS Manual .

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

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

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

Safe Harbor Target

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

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

Unweighted Combined PI

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



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

NAME: ALLEN CREEK SCHOOL

BEDS Code: 261401060001

ADDRESS: 3188 EAST AVE, ROCHESTER, NY 14618

PHONE: (585) 267-1202

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

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

Students by Gender

Male		Female	
172	49%	178	51%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
0	9	14	19	291	17
0%	3%	4%	5%	83%	5%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
5	1%	33	9%	31	9%

Students by Grade

Kindergarten (Half Day)	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
46	51	63	63	62	65

Average Class Size (2013 - 14)

Common Branch

20

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch

23

7%

Eligible for Reduced-Price Lunch

8

2%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate

96%

Student Suspensions

0

0%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience

0%

Turnover Rate of All Teachers

5%

Staff Counts (2013 - 14)

Principals

1

Assistant Principals

0

Other Professional Staff

3

Paraprofessionals

0

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	22	22	24
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%	8%
Percentage with Master's Degree Plus 30 Hours or Doctorate	14%	9%	8%
Total Number of Core Classes	17	19	29
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	44	38	46
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

Mean Score

2014							2013					
321							319					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	62	13	27	52	8	60	61	13	25	56	7	62
General Education	56	5	29	57	9	66	55	9	25	58	7	65
Students with Disabilities	6	83	17	0	0	0	6	50	17	33	0	33
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	4	—	—	—	—	—
Black or African American	2	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	3	—	—	—	—	—
White	54	9	31	52	7	59	50	8	26	58	8	66
Multiracial	2	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	8	38	0	50	13	63	11	36	18	45	0	45
Female	25	20	32	36	12	48	38	13	16	66	5	71
Male	37	8	24	62	5	68	23	13	39	39	9	48
English Proficient	61	—	—	—	—	—	59	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	5	40	60	0	0	0	6	67	17	17	0	17
Not Economically Disadvantaged	57	11	25	56	9	65	55	7	25	60	7	67
Not Migrant	62	13	27	52	8	60	61	13	25	56	7	62

Mean Score

2014	2013
316	317

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	67	13	34	33	19	52	64	11	41	34	14	48
General Education	58	9	33	36	22	59	56	7	39	38	16	54
Students with Disabilities	9	44	44	11	0	11	8	38	50	13	0	13
Asian or Native Hawaiian/Other Pacific Islander	5	20	40	0	40	40	1	—	—	—	—	—
Black or African American	1	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	5	20	40	40	0	40	0	0	0	0	0	0
White	52	12	33	35	21	56	60	—	—	—	—	—
Multiracial	4	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	5	20	40	40	0	40	64	11	41	34	14	48
Female	42	10	29	38	24	62	31	13	39	35	13	48
Male	25	20	44	24	12	36	33	9	42	33	15	48
English Proficient	65	—	—	—	—	—	64	11	41	34	14	48
Limited English Proficient	2	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	7	29	43	14	14	29	6	50	33	17	0	17
Not Economically Disadvantaged	60	12	33	35	20	55	58	7	41	36	16	52
Not Migrant	67	13	34	33	19	52	64	11	41	34	14	48

Mean Score

2014	2013
320	318

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	63	16	27	30	27	57	65	12	45	26	17	43
General Education	55	7	29	33	31	64	58	5	47	29	19	48
Students with Disabilities	8	75	13	13	0	13	7	71	29	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	4	—	—	—	—	—
Black or African American	2	—	—	—	—	—	3	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	4	—	—	—	—	—
White	56	16	23	34	27	61	53	6	47	28	19	47
Multiracial	1	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	7	14	57	0	29	29	12	42	33	17	8	25
Female	30	7	30	30	33	63	31	6	39	32	23	55
Male	33	24	24	30	21	52	34	18	50	21	12	32
English Proficient	63	16	27	30	27	57	65	12	45	26	17	43
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	7	14	43	43	0	43	3	—	—	—	—	—
Not Economically Disadvantaged	56	16	25	29	30	59	62	—	—	—	—	—
Not Migrant	63	16	27	30	27	57	65	12	45	26	17	43

Mean Score

2014							2013					
336							332					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	63	5	14	32	49	81	61	3	23	33	41	74
General Education	57	0	12	33	54	88	55	2	22	33	44	76
Students with Disabilities	6	50	33	17	0	17	6	17	33	33	17	50
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	4	—	—	—	—	—
Black or African American	2	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	3	—	—	—	—	—
White	55	2	16	35	47	82	50	2	20	34	44	78
Multiracial	2	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	8	25	0	13	63	75	11	9	36	27	27	55
Female	26	8	23	35	35	69	38	5	21	29	45	74
Male	37	3	8	30	59	89	23	0	26	39	35	74
English Proficient	62	—	—	—	—	—	59	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	5	40	20	20	20	40	6	17	67	0	17	17
Not Economically Disadvantaged	58	2	14	33	52	84	55	2	18	36	44	80
Not Migrant	63	5	14	32	49	81	61	3	23	33	41	74

Mean Score

2014							2013					
324							309					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	67	10	24	30	36	66	64	17	39	30	14	44
General Education	58	5	26	28	41	69	56	11	43	30	16	46
Students with Disabilities	9	44	11	44	0	44	8	63	13	25	0	25
Asian or Native Hawaiian/Other Pacific Islander	5	20	20	20	40	60	1	—	—	—	—	—
Black or African American	1	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	5	20	40	20	20	40	0	0	0	0	0	0
White	52	10	23	27	40	67	60	—	—	—	—	—
Multiracial	4	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	5	0	20	80	0	80	64	17	39	30	14	44
Female	42	12	21	29	38	67	31	16	48	23	13	35
Male	25	8	28	32	32	64	33	18	30	36	15	52
English Proficient	65	—	—	—	—	—	64	17	39	30	14	44
Limited English Proficient	2	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	7	57	0	14	29	43	6	33	67	0	0	0
Not Economically Disadvantaged	60	5	27	32	37	68	58	16	36	33	16	48
Not Migrant	67	10	24	30	36	66	64	17	39	30	14	44

Mean Score

2014	2013
318	309

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	65	17	35	23	25	48	66	29	30	27	14	41
General Education	57	9	39	25	28	53	59	22	32	31	15	46
Students with Disabilities	8	75	13	13	0	13	7	86	14	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	—	—	5	40	0	40	20	60
Black or African American	2	—	—	—	—	—	3	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	4	—	—	—	—	—
White	56	20	34	23	23	46	53	21	36	28	15	43
Multiracial	1	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	9	0	44	22	33	56	8	75	13	13	0	13
Female	32	16	38	22	25	47	32	28	31	25	16	41
Male	33	18	33	24	24	48	34	29	29	29	12	41
English Proficient	63	—	—	—	—	—	65	—	—	—	—	—
Limited English Proficient	2	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	8	25	63	0	13	13	3	—	—	—	—	—
Not Economically Disadvantaged	57	16	32	26	26	53	63	—	—	—	—	—
Not Migrant	65	17	35	23	25	48	66	29	30	27	14	41

Mean Score

2014	2013
87	88

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	66	0	5	26	70	95	64	0	3	25	72	97
General Education	57	0	2	21	77	98	56	0	2	21	77	98
Students with Disabilities	9	0	22	56	22	78	8	0	13	50	38	88
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	1	—	—	—	—	—
Black or African American	1	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	5	0	20	0	80	80	0	0	0	0	0	0
White	52	0	4	23	73	96	60	—	—	—	—	—
Multiracial	4	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	9	0	0	56	44	100	64	0	3	25	72	97
Female	42	0	5	19	76	95	31	0	3	29	68	97
Male	24	0	4	38	58	96	33	0	3	21	76	97
English Proficient	64	—	—	—	—	—	64	0	3	25	72	97
Limited English Proficient	2	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	6	0	33	50	17	67	6	0	17	50	33	83
Not Economically Disadvantaged	60	0	2	23	75	98	58	0	2	22	76	98
Not Migrant	66	0	5	26	70	95	64	0	3	25	72	97

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

2014	2013
2	0

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

2014	2013
2	0

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

*Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

*Reporting standards not met.

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

NAEP Participation Rates

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

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

Grade 1	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
General Education	1	—	—	—	—
Grade 2	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
General Education	1	—	—	—	—
Grade 3	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
General Education	1	—	—	—	—
Grade 4	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	2	—	—	—	—
General Education	1	—	—	—	—
Students with Disabilities	1	—	—	—	—
Grade 5	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	2	—	—	—	—
General Education	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	✓	✓	198	98%	✓	184	142	81	81
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	—	—	13	—	—	7	—	—	—
White	✓	✓	165	98%	✓	158	148	101	101
Multiracial	—	—	8	—	—	7	—	—	—
Students With Disabilities	—	—	25	—	—	22	—	—	—
Limited English Proficient	—	—	5	—	—	3	—	—	—
Economically Disadvantaged	—	—	20	—	—	19	—	—	—

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	98%	184	142
Not Black or African American	193	98%	179	145
Not Hispanic or Latino	191	98%	177	144
Not Asian or Native Hawaiian/Other Pacific Islander	185	98%	177	144
Not White	33	—	26	—
Not Multiracial	190	98%	177	142
General Education	173	99%	162	156
English Proficient	193	98%	181	144
Not Economically Disadvantaged	178	98%	165	147
Male	95	100%	92	136
Female	103	96%	92	149
Migrant	0	—	0	—
Not Migrant	198	98%	184	142

✓ 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	✓	✓	199	98%	✓	184	153	78	78
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	—	—	13	—	—	7	—	—	—
White	✓	✓	166	98%	✓	158	155	97	97
Multiracial	—	—	8	—	—	7	—	—	—
Students With Disabilities	—	—	25	—	—	22	—	—	—
Limited English Proficient	—	—	5	—	—	3	—	—	—
Economically Disadvantaged	—	—	20	—	—	19	—	—	—

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	199	98%	184	153
Not Black or African American	194	98%	179	155
Not Hispanic or Latino	192	98%	177	153
Not Asian or Native Hawaiian/Other Pacific Islander	186	98%	177	154
Not White	33	—	26	—
Not Multiracial	191	98%	177	151
General Education	174	99%	162	164
English Proficient	194	98%	181	152
Not Economically Disadvantaged	179	98%	165	161
Male	95	100%	92	159
Female	104	96%	92	147
Migrant	0	—	0	—
Not Migrant	199	98%	184	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 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	✓	✓	67	99%	✓	61	195	171	171
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	1	—	—	1	—	—	—
Hispanic or Latino	—	—	5	—	—	5	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	5	—	—	3	—	—	—
White	✓	✓	52	100%	✓	48	196	178	178
Multiracial	—	—	4	—	—	4	—	—	—
Students With Disabilities	—	—	9	—	—	8	—	—	—
Limited English Proficient	—	—	2	—	—	2	—	—	—
Economically Disadvantaged	—	—	7	—	—	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	67	99%	61	195
Not Black or African American	66	98%	60	195
Not Hispanic or Latino	62	98%	56	196
Not Asian or Native Hawaiian/Other Pacific Islander	62	100%	58	195
Not White	15	—	13	—
Not Multiracial	63	98%	57	195
General Education	58	98%	53	198
English Proficient	65	98%	59	195
Not Economically Disadvantaged	60	100%	55	198
Male	25	—	22	—
Female	42	100%	39	195
Migrant	0	—	0	—
Not Migrant	67	99%	61	195

✓ Yes
 ✗ No
 — There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Progress Target data are suppressed.

Unweighted Combined ELA and Math PIs

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	142	153	—	—	148
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	148	155	—	—	152
Multiracial	—	—	—	—	—
Students With Disabilities	—	—	—	—	—
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—

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

Glossary of Terms - Report Cards Data

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

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

Graduates

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

High School Completers

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

Highly Qualified Teachers

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

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

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

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

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

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

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

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

Regents Competency Tests	Annual Regents Competency Test (RCT) results include those from August, January, and June of the reporting year. If a student takes the same RCT multiple times during the reporting year, only the highest score is included in the annual results.
Regents Examinations	Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in the annual results.
Staff Counts	Principals and assistant principals include full- and part-time. Other professional staff include administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Paraprofessionals include full- and part-time supplementary school personnel.
Suspensions	Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Suspension data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.
Teacher Turnover Rate	Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage. Teachers who in year one were reported as providing instruction in one building, but in year two were reported under the district code or another building within the same district are included in the turnover rate.
Total Cohort	A secondary-level total cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. For more detailed information on cohort definitions, see the SIRS Manual .

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

BEDS Day	Basic Educational Data System (BEDS) Day is typically the first Wednesday in October of the school year.
Cohort	<p>A cohort consists of all students who first entered grade 9 anywhere between July 1 and June 30 of a particular year or, in the case of ungraded students with disabilities, reached their seventeenth birthday during that year (i.e., the 2008 cohort consists of students who entered grade 9 and ungraded students with disabilities who reached their seventeenth birthday between July 1, 2008 and June 30, 2009). A more detailed definition of cohort is available in the SIRS Manual.</p> <p>Accountability Cohort: Results for students in the Accountability Cohort are captured as of June 30th four years after they first enter grade 9.</p> <p>Graduation-Rate Total Cohort: Results for students in the four-year graduation-rate total cohort are captured as of August 31 four years after they first enter grade 9. Results for students in the five-year graduation-rate total cohort are captured as of August 31 five years after they first enter grade 9.</p>
Effective Annual Measurable Objective (EAMO)	The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available on the New York State Accountability page under the header "Annual Measurable Objectives."
Graduation Rate	<p>The graduate rate for the four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 four years after entering grade 9.</p> <p>The graduate rate for the five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 five years after entering grade 9.</p>
Medically Excused	Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in elementary/middle-level calculations.
Performance Index (PI)	<p>A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative).</p> <p>Elementary/middle-level ELA/math: Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $\frac{([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100}$</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: $(((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div [\text{Count of Tested Students}]) \times 100$</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: $(((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div [\text{Count of Cohort Members}]) \times 100$</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 [2013 - 14]

NAME: BARKER ROAD MIDDLE SCHOOL

BEDS Code: 261401060008

ADDRESS: 75 BARKER RD, PITTSFORD, NY 14534

PHONE: (585) 267-1802

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

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

Students by Gender

Male		Female	
389	51%	373	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
1	27	44	88	583	19
0%	4%	6%	12%	77%	2%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
—	—	75	10%	33	4%

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

Students by Grade

6th Grade	Ungraded Elementary	7th Grade	8th Grade	Ungraded Secondary
249	8	246	255	4

Average Class Size (2013 - 14)

Grade 8 English	Grade 8 Mathematics	Grade 8 Science	Grade 8 Social Studies
25	21	23	26

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
25	3%	8	1%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate	Student Suspensions	
100%	2	0%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience	Turnover Rate of All Teachers
0%	5%

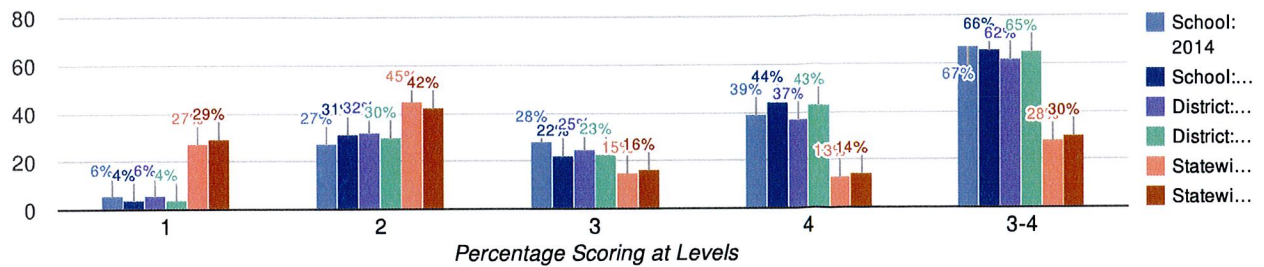
Staff Counts (2013 - 14)

Principals	Assistant Principals	Other Professional Staff	Paraprofessionals
1	1	6	0

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	61	64	67
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%	0%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate	16%	17%	16%
Total Number of Core Classes	173	195	218
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	262	310	299
Percent Taught by Teachers Without Appropriate Certification	0%	1%	1%

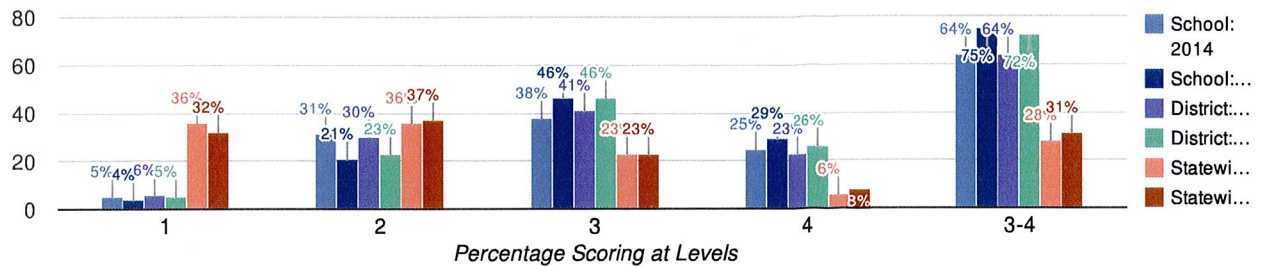
Grade 6 English Language Arts



Mean Score

2014							2013					
327							330					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	248	6	27	28	39	67	245	4	31	22	44	66
General Education	228	3	25	30	41	71	225	1	28	24	48	71
Students with Disabilities	20	40	45	5	10	15	20	35	60	5	0	5
Asian or Native Hawaiian/Other Pacific Islander	29	0	7	28	66	93	26	0	27	27	46	73
Black or African American	12	17	50	17	17	33	7	14	71	0	14	14
Hispanic or Latino	12	25	42	8	25	33	13	8	31	23	38	62
White	188	5	28	31	36	67	193	4	28	23	45	68
Multiracial	7	0	29	14	57	71	6	0	67	0	33	33
Female	122	3	22	26	48	75	123	2	28	20	51	71
Male	126	9	32	30	29	60	122	6	34	25	36	61
English Proficient	247	—	—	—	—	—	243	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	16	13	63	6	19	25	10	30	60	0	10	10
Not Economically Disadvantaged	232	6	25	30	40	70	235	3	29	23	45	68
Not Migrant	248	6	27	28	39	67	245	4	31	22	44	66

Grade 7 English Language Arts

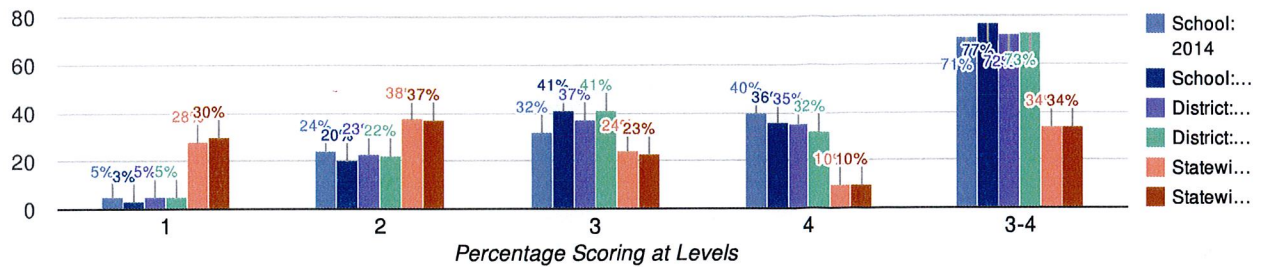


Mean Score

2014							2013						
326							331						

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	242	5	31	38	25	64	254	4	21	46	29	75
General Education	224	2	30	41	27	68	231	1	18	50	31	81
Students with Disabilities	18	50	39	11	0	11	23	35	52	9	4	13
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	25	0	16	56	28	84	30	3	7	30	60	90
Black or African American	7	0	71	29	0	29	8	13	50	25	13	38
Hispanic or Latino	16	13	19	44	25	69	15	13	13	47	27	73
White	189	6	32	37	26	62	195	3	23	50	25	74
Multiracial	5	0	60	20	20	40	5	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	6	0	17	50	33	83
Female	124	4	27	37	31	69	119	3	16	51	30	82
Male	118	7	35	40	19	58	135	5	25	42	27	70
English Proficient	241	—	—	—	—	—	254	4	21	46	29	75
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	8	25	50	13	13	25	10	0	30	50	20	70
Not Economically Disadvantaged	234	5	30	39	26	65	244	4	20	46	29	75
Not Migrant	242	5	31	38	25	64	254	4	21	46	29	75

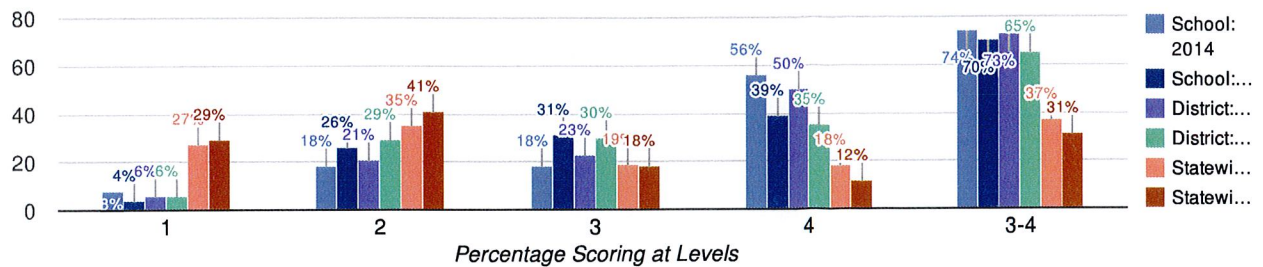
Grade 8 English Language Arts



Mean Score

2014							2013					
333							332					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	244	5	24	32	40	71	238	3	20	41	36	77
General Education	223	1	21	34	43	78	219	0	17	43	39	82
Students with Disabilities	21	38	57	5	0	5	19	37	47	11	5	16
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	30	0	10	17	73	90	28	4	7	18	71	89
Black or African American	8	38	25	13	25	38	9	0	44	33	22	56
Hispanic or Latino	16	13	25	25	38	63	7	0	14	57	29	86
White	184	3	27	36	34	70	188	3	21	44	31	76
Multiracial	5	—	—	—	—	—	6	17	0	33	50	83
Small Group Total	6	0	0	17	83	100	0	0	0	0	0	0
Female	122	2	25	30	44	74	133	3	19	44	35	78
Male	122	7	24	34	35	69	105	4	21	37	38	75
English Proficient	244	5	24	32	40	71	238	3	20	41	36	77
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	9	22	22	33	22	56	6	0	33	33	33	67
Not Economically Disadvantaged	235	4	24	31	40	72	232	3	19	41	36	77
Not Migrant	244	5	24	32	40	71	238	3	20	41	36	77

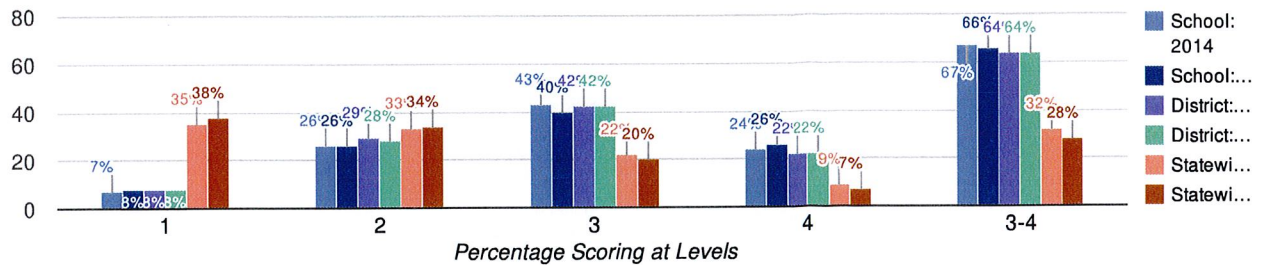
Grade 6 Mathematics



Mean Score

2014							2013					
335							330					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	245	8	18	18	56	74	247	4	26	31	39	70
General Education	225	3	19	19	59	78	226	1	24	32	42	75
Students with Disabilities	20	60	10	10	20	30	21	33	48	19	0	19
Asian or Native Hawaiian/Other Pacific Islander	30	0	3	10	87	97	26	4	12	35	50	85
Black or African American	12	25	42	17	17	33	7	0	86	14	0	14
Hispanic or Latino	11	18	45	18	18	36	14	7	21	29	43	71
White	185	8	17	21	55	75	194	4	26	31	39	70
Multiracial	7	0	14	0	86	86	6	17	17	33	33	67
Female	122	5	19	20	56	76	124	4	28	27	41	68
Male	123	11	17	16	56	72	123	4	24	36	37	72
English Proficient	244	—	—	—	—	—	244	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	3	—	—	—	—	—
Economically Disadvantaged	15	20	33	7	40	47	10	10	70	10	10	20
Not Economically Disadvantaged	230	7	17	19	57	76	237	4	24	32	40	72
Not Migrant	245	8	18	18	56	74	247	4	26	31	39	70

Grade 7 Mathematics

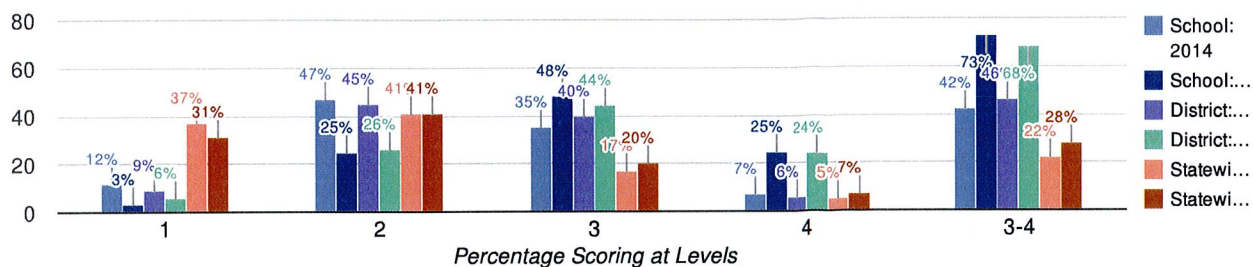


Mean Score

2014	2013
329	329

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	228	7	26	43	24	67	253	8	26	40	26	66
General Education	210	2	26	46	26	72	230	3	24	44	28	73
Students with Disabilities	18	56	33	11	0	11	23	57	39	0	4	4
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	21	0	19	52	29	81	30	0	17	33	50	83
Black or African American	7	14	57	29	0	29	8	50	0	38	13	50
Hispanic or Latino	15	7	27	27	40	67	15	20	20	33	27	60
White	180	7	27	44	23	67	194	7	28	42	23	65
Multiracial	5	20	0	40	40	80	5	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	6	0	33	33	33	67
Female	116	6	27	40	28	67	118	8	27	44	21	65
Male	112	7	26	46	21	67	135	8	24	37	30	67
English Proficient	227	—	—	—	—	—	253	8	26	40	26	66
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	7	29	43	29	0	29	10	20	20	40	20	60
Not Economically Disadvantaged	221	6	26	43	25	68	243	7	26	40	26	67
Not Migrant	228	7	26	43	24	67	253	8	26	40	26	66

Grade 8 Mathematics



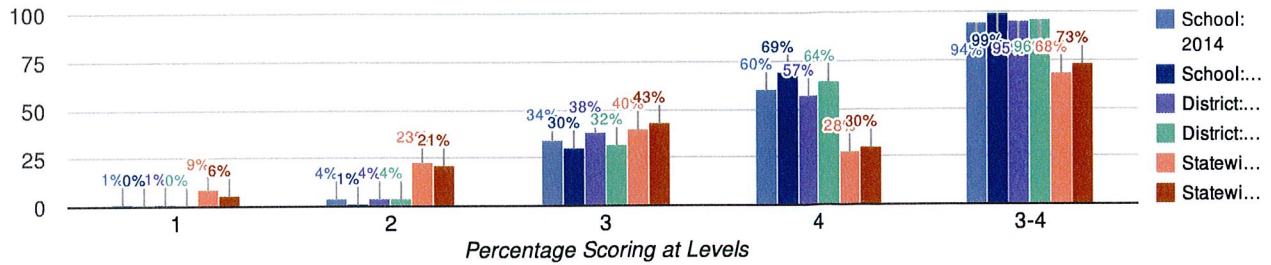
Mean Score

2014	2013
313	333

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	113	12	47	35	7	42	239	3	25	48	25	73
General Education	92	3	50	38	9	47	219	0	21	52	26	79
Students with Disabilities	21	48	33	19	0	19	20	30	60	5	5	10
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	7	0	43	43	14	57	29	3	3	38	55	93
Black or African American	5	—	—	—	—	—	9	0	56	33	11	44
Hispanic or Latino	7	14	71	14	0	14	7	0	43	57	0	57
White	92	10	46	37	8	45	188	3	26	51	21	72
Multiracial	1	—	—	—	—	—	6	0	33	33	33	67
Small Group Total	7	43	43	14	0	14	0	0	0	0	0	0
Female	59	10	47	37	5	42	134	2	28	46	24	69
Male	54	13	46	31	9	41	105	3	20	51	26	77
English Proficient	113	12	47	35	7	42	239	3	25	48	25	73
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	5	60	20	20	0	20	6	0	17	67	17	83
Not Economically Disadvantaged	108	9	48	35	7	43	233	3	25	48	25	73
Not Migrant	113	12	47	35	7	42	239	3	25	48	25	73

Grade 8 Science

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



Mean Score

2014	2013
80	87

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	169	2	7	51	41	92	239	0	1	30	69	99
General Education	147	1	3	50	46	97	219	0	0	26	74	100
Students with Disabilities	22	9	32	55	5	59	20	5	5	75	15	90
American Indian or Alaska Native	1	---	---	---	---	---	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	12	0	0	33	67	100	29	0	0	14	86	100
Black or African American	7	---	---	---	---	---	9	0	0	56	44	100
Hispanic or Latino	13	0	15	62	23	85	7	0	0	43	57	100
White	134	2	5	51	42	93	188	1	1	30	68	98
Multiracial	2	---	---	---	---	---	6	0	0	33	67	100
Small Group Total	10	0	20	60	20	80	0	0	0	0	0	0
Female	83	2	6	51	41	92	134	1	0	33	66	99
Male	86	1	7	51	41	92	105	0	2	26	72	98
English Proficient	169	2	7	51	41	92	239	0	1	30	69	99
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	8	0	38	13	50	63	6	0	0	33	67	100
Not Economically Disadvantaged	161	2	5	53	40	93	233	0	1	30	69	99
Not Migrant	169	2	7	51	41	92	239	0	1	30	69	99

Grade 8 Students Taking a Regents Science Test

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

Results by Student Group	2014					2013					
	Total Tested	Percent Scoring at Level(s)				Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4		1	2	3	4	
All Students	84	0	0	1	99	100	0	0	0	0	0

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

*Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

*Reporting standards not met.

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

NAEP Participation Rates

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

Regents Examination Results (2013 - 14)

Results by Student Group	English Language Arts (Common Core)						Algebra I (Common Core)					
	Total Tested	Percent of students scoring at					Total Tested	Percent of students scoring at				
		Level 1	Level 2	Level 3	Level 4	Level 5		Level 1	Level 2	Level 3	Level 4	Level 5
All Students	0	0	0	0	0	0	133	0	0	1	47	53
General Education	0	0	0	0	0	0	133	0	0	1	47	53
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	20	0	0	0	20	80
Black or African American	0	0	0	0	0	0	3	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	8	0	0	0	50	50
White	0	0	0	0	0	0	99	0	0	1	52	47
Multiracial	0	0	0	0	0	0	3	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	6	0	0	0	50	50
Female	0	0	0	0	0	0	63	0	0	0	48	52
Male	0	0	0	0	0	0	70	0	0	1	46	53
English Proficient	0	0	0	0	0	0	133	0	0	1	47	53
Economically Disadvantaged	0	0	0	0	0	0	5	0	0	0	100	0
Not Economically Disadvantaged	0	0	0	0	0	0	128	0	0	1	45	55
Not Migrant	0	0	0	0	0	0	133	0	0	1	47	53

Regents Examination Results (2013 - 14)

Results by Student Group	Geometry				Algebra 2/Trigonometry			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	15	100	100	100	1	—	—	—
General Education	15	100	100	100	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	100	100	100	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0
Hispanic or Latino	2	—	—	—	0	0	0	0
White	6	—	—	—	0	0	0	0
Multiracial	0	0	0	0	1	—	—	—
Small Group Total	8	100	100	100	1	—	—	—
Female	7	100	100	100	1	—	—	—
Male	8	100	100	100	0	0	0	0
English Proficient	15	100	100	100	1	—	—	—
Economically Disadvantaged	0	0	0	0	0	0	0	0
Not Economically Disadvantaged	15	100	100	100	1	—	—	—
Not Migrant	15	100	100	100	1	—	—	—

Regents Examination Results (2013 - 14)

Results by Student Group	Living Environment				Physical Setting/Earth Science			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	1	—	—	—	83	100	100	99
General Education	1	—	—	—	83	100	100	99
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	18	100	100	100
Black or African American	0	0	0	0	1	—	—	—
Hispanic or Latino	0	0	0	0	4	—	—	—
White	0	0	0	0	57	100	100	98
Multiracial	1	—	—	—	3	—	—	—
Small Group Total	1	—	—	—	8	100	100	100
Female	1	—	—	—	39	100	100	97
Male	0	0	0	0	44	100	100	100
English Proficient	1	—	—	—	83	100	100	99
Economically Disadvantaged	0	0	0	0	1	—	—	—
Not Economically Disadvantaged	1	—	—	—	82	—	—	—
Not Migrant	1	—	—	—	83	100	100	99

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

Grade/Subject	Total Tested	Number Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4	
Grade 6 ELA	2	—	—	—	—	—
Grade 6 Math	2	—	—	—	—	—
Grade 7 ELA	7	0	4	3	0	43
Grade 7 Math	7	0	2	5	0	71
Grade 8 ELA	1	—	—	—	—	—
Grade 8 Math	1	—	—	—	—	—
Grade 8 Science	1	—	—	—	—	—

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

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

Grade 7	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
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	✓	✓	764	97%	✓	738	165	85	85
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	—	—	27	—	—	27	—	—	—
Hispanic or Latino	✓	✓	46	96%	✓	44	141	59	59
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	88	99%	✓	86	192	109	109
White	✓	✓	583	97%	✓	563	165	104	104
Multiracial	—	—	19	—	—	17	—	—	—
Students With Disabilities	✓	✓	73	95%	✓	70†	86†	37	37
Limited English Proficient	—	—	2	—	—	2	—	—	—
Economically Disadvantaged	✓	—	33	—	✓	33	118	58	20

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	763	97%	737	165
Not Black or African American	737	97%	711	167
Not Hispanic or Latino	718	97%	694	166
Not Asian or Native Hawaiian/Other Pacific Islander	676	97%	652	161
Not White	181	97%	175	165
Not Multiracial	745	98%	721	165
General Education	691	98%	669	173
English Proficient	762	97%	736	165
Not Economically Disadvantaged	731	97%	705	167
Male	387	97%	372	158
Female	377	98%	366	172
Migrant	0	—	0	—
Not Migrant	764	97%	738	165

✓ 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	✓	✓	761	98%	✓	738	166	82	82
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	—	—	27	—	—	27	—	—	—
Hispanic or Latino	✓	✓	82*	96%*	✓	43	149	57	57
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	88	100%	✓	87	191	124	124
White	✓	✓	580	98%	✓	563	166	100	100
Multiracial	—	—	19	—	—	17	—	—	—
Students With Disabilities	✓	✓	73	95%	✓	70†	84†	38	38
Limited English Proficient	—	—	2	—	—	2	—	—	—
Economically Disadvantaged	✓	—	33	—	✓	32	122	55	20

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	760	98%	737	166
Not Black or African American	734	98%	711	168
Not Hispanic or Latino	715	98%	695	167
Not Asian or Native Hawaiian/Other Pacific Islander	673	97%	651	163
Not White	181	97%	175	166
Not Multiracial	742	98%	721	165
General Education	688	98%	669	174
English Proficient	759	98%	736	166
Not Economically Disadvantaged	728	98%	706	168
Male	385	97%	372	164
Female	376	98%	366	167
Migrant	0	—	0	—
Not Migrant	761	98%	738	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.

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

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

Elementary/Middle-Level Science Results for Accountability

All accountability groups made AYP: **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	✓	✓	256	99%	✓	251	193	176	176
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	—	—	8	—	—	8	—	—	—
Hispanic or Latino	—	—	17	—	—	16	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	—	30	—	✓	30	200	172	1
White	✓	✓	194	99%	✓	190	193	184	184
Multiracial	—	—	6	—	—	6	—	—	—
Students With Disabilities	—	—	23	—	—	23	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	9	—	—	9	—	—	—

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	255	99%	250	193
Not Black or African American	248	99%	243	193
Not Hispanic or Latino	239	99%	235	193
Not Asian or Native Hawaiian/Other Pacific Islander	226	99%	221	192
Not White	62	100%	61	193
Not Multiracial	250	99%	245	193
General Education	233	99%	228	197
English Proficient	256	99%	251	193
Not Economically Disadvantaged	247	99%	242	194
Male	132	99%	130	193
Female	124	99%	121	193
Migrant	0	—	0	—
Not Migrant	256	99%	251	193

✓ Yes

✗ No

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

Unweighted Combined ELA and Math PIs

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	165	166	—	—	166
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	141	149	—	—	145
Asian or Native Hawaiian/Other Pacific Islander	192	191	—	—	192
White	165	166	—	—	166
Multiracial	—	—	—	—	—
Students With Disabilities	86	84	—	—	85
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	118	122	—	—	120

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

Glossary of Terms - Report Cards Data

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

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

Graduates

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

High School Completers

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

Highly Qualified Teachers

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

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

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

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

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

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

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

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

Regents Competency Tests

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

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

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

Total Cohort

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

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

BEDS Day	Basic Educational Data System (BEDS) Day is typically the first Wednesday in October of the school year.
Cohort	<p>A cohort consists of all students who first entered grade 9 anywhere between July 1 and June 30 of a particular year or, in the case of ungraded students with disabilities, reached their seventeenth birthday during that year (i.e., the 2008 cohort consists of students who entered grade 9 and ungraded students with disabilities who reached their seventeenth birthday between July 1, 2008 and June 30, 2009). A more detailed definition of cohort is available in the SIRS Manual.</p> <p>Accountability Cohort: Results for students in the Accountability Cohort are captured as of June 30th four years after they first enter grade 9.</p> <p>Graduation-Rate Total Cohort: Results for students in the four-year graduation-rate total cohort are captured as of August 31 four years after they first enter grade 9. Results for students in the five-year graduation-rate total cohort are captured as of August 31 five years after they first enter grade 9.</p>
Effective Annual Measurable Objective (EAMO)	The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available on the New York State Accountability page under the header "Annual Measurable Objectives."
Graduation Rate	<p>The graduate rate for the four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 four years after entering grade 9.</p> <p>The graduate rate for the five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 five years after entering grade 9.</p>
Medically Excused	Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in elementary/middle-level calculations.
Performance Index (PI)	<p>A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative).</p> <p>Elementary/middle-level ELA/math: Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $\frac{[2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] + [\text{Count of Tested Students}]}{[\text{Count of Tested Students}]} \times 100$</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 [2013 - 14]

NAME: CALKINS ROAD MIDDLE SCHOOL

BEDS Code: 261401060011

ADDRESS: 1899 CALKINS RD, PITTSFORD, NY 14534

PHONE: (585) 267-1902

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

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

Students by Gender

Male		Female	
339	50%	344	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	23	31	68	539	22
0%	3%	5%	10%	79%	3%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
—	—	67	10%	43	6%

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

Students by Grade

6th Grade	7th Grade	8th Grade
216	219	248

Average Class Size (2013 - 14)

Grade 8 English	Grade 8 Mathematics	Grade 8 Science	Grade 8 Social Studies
24	22	25	23

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
32	5%	11	2%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate	Student Suspensions	
97%	3	0%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience	Turnover Rate of All Teachers
50%	8%

Staff Counts (2013 - 14)

Principals	Assistant Principals	Other Professional Staff	Paraprofessionals
1	1	6	0

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	61	63	62
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%	3%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	13%	13%	16%
Total Number of Core Classes	175	176	178
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	270	274	266
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

Mean Score

2014							2013					
324							330					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	219	7	37	21	36	57	220	5	30	24	42	65
General Education	198	3	35	23	39	62	201	1	30	23	45	69
Students with Disabilities	21	43	52	5	0	5	19	37	32	26	5	32
Asian or Native Hawaiian/Other Pacific Islander	19	11	32	5	53	58	27	0	11	11	78	89
Black or African American	8	50	50	0	0	0	8	25	50	25	0	25
Hispanic or Latino	9	0	56	33	11	44	11	27	27	27	18	45
White	176	5	35	24	36	60	169	3	32	26	39	65
Multiracial	7	0	43	0	57	57	5	0	40	0	60	60
Female	111	4	32	23	41	64	103	2	25	26	47	73
Male	108	10	41	19	31	49	117	7	34	21	38	59
English Proficient	218	—	—	—	—	—	219	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	13	23	46	23	8	31	11	18	18	36	27	64
Not Economically Disadvantaged	206	6	36	21	37	58	209	4	31	23	43	66
Not Migrant	219	7	37	21	36	57	220	5	30	24	42	65

Mean Score

2014							2013					
324							328					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	212	7	29	44	20	65	245	5	25	46	23	69
General Education	187	2	27	48	23	71	229	3	24	49	25	74
Students with Disabilities	25	40	44	16	0	16	16	44	50	6	0	6
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	27	0	19	52	30	81	23	4	17	61	17	78
Black or African American	7	14	29	57	0	57	7	14	14	29	43	71
Hispanic or Latino	10	20	30	40	10	50	10	10	20	50	20	70
White	163	7	31	44	19	63	196	4	27	46	23	69
Multiracial	5	0	20	20	60	80	9	22	33	22	22	44
Small Group Total	0	0	0	0	0	0	0	0	0	0	0	0
Female	102	2	25	49	24	73	127	5	23	48	24	72
Male	110	11	32	40	17	57	118	6	28	44	22	66
English Proficient	212	7	29	44	20	65	243	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	2	—	—	—	—	—
Economically Disadvantaged	13	23	46	31	0	31	13	15	46	31	8	38
Not Economically Disadvantaged	199	6	28	45	22	67	232	5	24	47	24	71
Not Migrant	212	7	29	44	20	65	245	5	25	46	23	69

Mean Score

2014							2013					
328							327					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	238	5	21	43	31	74	220	6	24	41	29	70
General Education	222	2	20	45	33	78	196	2	23	43	32	75
Students with Disabilities	16	50	31	19	0	19	24	42	29	25	4	29
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	26	4	27	35	35	69	18	11	22	28	39	67
Black or African American	7	0	29	57	14	71	10	40	40	20	0	20
Hispanic or Latino	11	0	27	45	27	73	6	0	33	67	0	67
White	185	6	19	44	31	75	181	4	22	44	29	73
Multiracial	9	0	22	33	44	78	5	0	40	0	60	60
Small Group Total	0	0	0	0	0	0	0	0	0	0	0	0
Female	122	3	17	45	34	80	124	5	24	42	29	71
Male	116	7	25	41	28	68	96	8	23	41	28	69
English Proficient	235	—	—	—	—	—	220	6	24	41	29	70
Limited English Proficient	3	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	14	14	43	36	7	43	10	30	40	30	0	30
Not Economically Disadvantaged	224	4	20	43	33	76	210	5	23	42	30	72
Not Migrant	238	5	21	43	31	74	220	6	24	41	29	70

Mean Score

2014							2013					
330							323					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	216	5	24	28	43	71	220	7	33	29	30	60
General Education	195	1	24	30	46	76	200	4	33	30	34	64
Students with Disabilities	21	43	29	14	14	29	20	40	40	20	0	20
Asian or Native Hawaiian/Other Pacific Islander	19	11	0	16	74	89	27	0	15	11	74	85
Black or African American	8	25	63	13	0	13	8	25	50	25	0	25
Hispanic or Latino	9	0	33	33	33	67	11	27	45	27	0	27
White	173	3	24	31	42	73	169	6	35	32	27	59
Multiracial	7	14	29	14	43	57	5	20	20	40	20	60
Female	109	4	20	29	47	76	103	7	28	36	29	65
Male	107	6	28	27	39	66	117	8	38	23	32	55
English Proficient	215	—	—	—	—	—	219	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	13	15	31	46	8	54	11	9	27	36	27	64
Not Economically Disadvantaged	203	4	24	27	45	72	209	7	33	29	31	59
Not Migrant	216	5	24	28	43	71	220	7	33	29	30	60

Mean Score

2014							2013					
325							327					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	191	8	32	41	19	60	250	7	30	44	18	63
General Education	166	2	31	45	22	67	234	4	30	47	19	66
Students with Disabilities	25	48	36	16	0	16	16	50	38	6	6	13
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	16	0	31	25	44	69	24	8	8	50	33	83
Black or African American	7	14	57	29	0	29	7	0	57	43	0	43
Hispanic or Latino	10	30	30	30	10	40	11	18	45	36	0	36
White	153	7	31	43	18	61	199	6	32	45	17	62
Multiracial	5	0	20	60	20	80	9	22	11	22	44	67
Small Group Total	0	0	0	0	0	0	0	0	0	0	0	0
Female	93	9	24	49	18	68	130	7	32	46	15	61
Male	98	7	40	33	20	53	120	7	28	43	23	65
English Proficient	191	8	32	41	19	60	245	6	30	45	19	64
Limited English Proficient	0	0	0	0	0	0	5	60	40	0	0	0
Economically Disadvantaged	13	8	46	31	15	46	14	14	43	36	7	43
Not Economically Disadvantaged	178	8	31	42	20	61	236	6	30	45	19	64
Not Migrant	191	8	32	41	19	60	250	7	30	44	18	63

Mean Score

2014							2013					
318							328					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	137	7	43	45	6	50	221	9	29	40	23	63
General Education	121	0	45	49	7	55	197	4	27	44	25	70
Students with Disabilities	16	56	31	13	0	13	24	50	42	4	4	8
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	12	8	33	42	17	58	18	6	11	17	67	83
Black or African American	6	—	—	—	—	—	10	40	40	20	0	20
Hispanic or Latino	7	0	71	29	0	29	7	14	43	43	0	43
White	109	6	42	46	6	51	181	7	29	44	20	64
Multiracial	3	—	—	—	—	—	5	0	40	20	40	60
Small Group Total	9	11	44	44	0	44	0	0	0	0	0	0
Female	67	6	52	36	6	42	125	6	32	44	18	62
Male	70	7	34	53	6	59	96	11	24	34	30	65
English Proficient	135	—	—	—	—	—	221	9	29	40	23	63
Limited English Proficient	2	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	13	23	38	31	8	38	10	40	30	30	0	30
Not Economically Disadvantaged	124	5	44	46	6	52	211	7	28	40	24	64
Not Migrant	137	7	43	45	6	50	221	9	29	40	23	63

Grade 8 Science

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

Mean Score

2014	2013
80	84

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	166	1	6	59	34	93	222	0	6	35	59	93
General Education	149	0	3	61	36	97	197	0	4	32	64	96
Students with Disabilities	17	6	35	41	18	59	25	4	24	56	16	72
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	16	0	6	44	50	94	18	0	11	17	72	89
Black or African American	6	—	—	—	—	—	10	0	40	50	10	60
Hispanic or Latino	7	0	14	86	0	86	7	0	43	43	14	57
White	133	1	5	59	35	94	182	1	3	35	62	97
Multiracial	4	—	—	—	—	—	5	0	0	40	60	100
Small Group Total	10	0	10	70	20	90	0	0	0	0	0	0
Female	80	0	4	66	30	96	126	0	7	38	55	93
Male	86	1	8	52	38	91	96	1	5	30	64	94
English Proficient	163	—	—	—	—	—	222	0	6	35	59	93
Limited English Proficient	3	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	13	8	8	69	15	85	10	0	30	40	30	70
Not Economically Disadvantaged	153	0	6	58	36	94	212	0	5	34	60	94
Not Migrant	166	1	6	59	34	93	222	0	6	35	59	93

Grade 8 Students Taking a Regents Science Test

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

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	73	0	0	3	97	100	0	0	0	0	0	0

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

*Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

*Reporting standards not met.

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

NAEP Participation Rates

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

Regents Examination Results (2013 - 14)

Results by Student Group	Comprehensive English				Integrated Algebra			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	0	0	0	0	7	100	100	100
General Education	0	0	0	0	7	100	100	100
Students with Disabilities	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	4	—	—	—
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	3	—	—	—
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	0	0	0	0	7	100	100	100
Female	0	0	0	0	3	—	—	—
Male	0	0	0	0	4	—	—	—
English Proficient	0	0	0	0	7	100	100	100
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	7	100	100	100
Not Migrant	0	0	0	0	7	100	100	100

Regents Examination Results (2013 - 14)

Results by Student Group	English Language Arts (Common Core)						Algebra I (Common Core)					
	Total Tested	Percent of students scoring at					Total Tested	Percent of students scoring at				
		Level 1	Level 2	Level 3	Level 4	Level 5		Level 1	Level 2	Level 3	Level 4	Level 5
All Students	0	0	0	0	0	0	99	0	0	1	52	47
General Education	0	0	0	0	0	0	98	—	—	—	—	—
Students with Disabilities	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	17	0	0	0	35	65
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	4	—	—	—	—	—
White	0	0	0	0	0	0	73	0	0	0	55	45
Multiracial	0	0	0	0	0	0	4	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	9	0	0	11	56	33
Female	0	0	0	0	0	0	56	0	0	2	50	48
Male	0	0	0	0	0	0	43	0	0	0	53	47
English Proficient	0	0	0	0	0	0	98	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	0	0	0	0	0	0	1	—	—	—	—	—
Not Economically Disadvantaged	0	0	0	0	0	0	98	—	—	—	—	—
Not Migrant	0	0	0	0	0	0	99	0	0	1	52	47

Regents Examination Results (2013 - 14)

Results by Student Group	Geometry				Algebra 2/Trigonometry			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	18	100	100	100	6	100	100	100
General Education	18	100	100	100	6	100	100	100
Students with Disabilities	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	4	—	—	—
Black or African American	0	0	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	0	0
White	12	100	100	100	1	—	—	—
Multiracial	2	—	—	—	1	—	—	—
Small Group Total	6	100	100	100	6	100	100	100
Female	6	100	100	100	0	0	0	0
Male	12	100	100	100	6	100	100	100
English Proficient	18	100	100	100	6	100	100	100
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	0	0	0	0	0	0	0	0
Not Economically Disadvantaged	18	100	100	100	6	100	100	100
Not Migrant	18	100	100	100	6	100	100	100

Regents Examination Results (2013 - 14)

Results by Student Group	Living Environment				Physical Setting/Earth Science			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	0	0	0	0	73	100	100	97
General Education	0	0	0	0	73	100	100	97
Students with Disabilities	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	10	100	100	100
Black or African American	0	0	0	0	1	—	—	—
Hispanic or Latino	0	0	0	0	3	—	—	—
White	0	0	0	0	54	100	100	98
Multiracial	0	0	0	0	5	—	—	—
Small Group Total	0	0	0	0	9	100	100	89
Female	0	0	0	0	42	100	100	95
Male	0	0	0	0	31	100	100	100
English Proficient	0	0	0	0	73	100	100	97
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	72	—	—	—
Not Migrant	0	0	0	0	73	100	100	97

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

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

Grade 8	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	3	—	—	—	—
General Education	2	—	—	—	—
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	✓	✓	681	98%	✓	660	164	85	85
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	23	—	—	22	—	—	—
Hispanic or Latino	✓	—	30	—	✓	30	157	57	20
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	72	100%	✓	67	172	108	108
White	✓	✓	535	98%	✓	520	165	104	104
Multiracial	—	—	21	—	—	21	—	—	—
Students With Disabilities	✓	✓	64	97%	✓	62†	73†	36	36
Limited English Proficient	—	—	4	—	—	4	—	—	—
Economically Disadvantaged	✓	✓	42	95%	✓	40	123	60	60

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	681	98%	660	164
Not Black or African American	658	98%	638	165
Not Hispanic or Latino	651	98%	630	164
Not Asian or Native Hawaiian/Other Pacific Islander	609	98%	593	163
Not White	146	99%	140	161
Not Multiracial	660	98%	639	164
General Education	617	98%	598	173
English Proficient	677	98%	656	164
Not Economically Disadvantaged	639	98%	620	167
Male	341	98%	329	154
Female	340	99%	331	174
Migrant	0	—	0	—
Not Migrant	681	98%	660	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.

† 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	✓	✓	681	98%	✓	656	164	82	82
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	23	—	—	22	—	—	—
Hispanic or Latino	✓	—	30	—	✓	30	143	55	20
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	72	100%	✓	67	179	123	123
White	✓	✓	535	97%	✓	516	166	100	100
Multiracial	—	—	21	—	—	21	—	—	—
Students With Disabilities	✓	✓	64	98%	✓	62†	74†	37	37
Limited English Proficient	—	—	4	—	—	4	—	—	—
Economically Disadvantaged	✓	✓	42	95%	✓	40	133	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	681	98%	656	164
Not Black or African American	658	98%	634	166
Not Hispanic or Latino	651	98%	626	165
Not Asian or Native Hawaiian/Other Pacific Islander	609	98%	589	163
Not White	146	99%	140	159
Not Multiracial	660	98%	635	164
General Education	617	98%	594	174
English Proficient	677	98%	652	165
Not Economically Disadvantaged	639	98%	616	166
Male	339	99%	330	162
Female	342	97%	326	167
Migrant	0	—	0	—
Not Migrant	681	98%	656	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.

† 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	✓	✓	243	98%	✓	235	195	176	176
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	7	—	—	7	—	—	—
Hispanic or Latino	—	—	11	—	—	10	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	26	—	—	23	—	—	—
White	✓	✓	190	98%	✓	186	196	184	184
Multiracial	—	—	9	—	—	9	—	—	—
Students With Disabilities	—	—	17	—	—	16	—	—	—
Limited English Proficient	—	—	3	—	—	3	—	—	—
Economically Disadvantaged	—	—	14	—	—	14	—	—	—

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	243	98%	235	195
Not Black or African American	236	98%	228	195
Not Hispanic or Latino	232	99%	225	196
Not Asian or Native Hawaiian/Other Pacific Islander	217	98%	212	195
Not White	53	98%	49	194
Not Multiracial	234	98%	226	196
General Education	226	98%	219	198
English Proficient	240	98%	232	195
Not Economically Disadvantaged	229	98%	221	196
Male	119	98%	117	192
Female	124	98%	118	198
Migrant	0	—	0	—
Not Migrant	243	98%	235	195

✓ Yes

✗ No

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

Unweighted Combined ELA and Math PIs

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	164	164	—	—	164
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	157	143	—	—	150
Asian or Native Hawaiian/Other Pacific Islander	172	179	—	—	176
White	165	166	—	—	166
Multiracial	—	—	—	—	—
Students With Disabilities	73	74	—	—	74
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	123	133	—	—	128

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

Glossary of Terms - Report Cards Data

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

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

Graduates

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

High School Completers

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

Highly Qualified Teachers

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

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

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

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

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

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

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

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

Regents Competency Tests

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

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

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

Total Cohort

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

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

BEDS Day	Basic Educational Data System (BEDS) Day is typically the first Wednesday in October of the school year.
Cohort	<p>A cohort consists of all students who first entered grade 9 anywhere between July 1 and June 30 of a particular year or, in the case of ungraded students with disabilities, reached their seventeenth birthday during that year (i.e., the 2008 cohort consists of students who entered grade 9 and ungraded students with disabilities who reached their seventeenth birthday between July 1, 2008 and June 30, 2009). A more detailed definition of cohort is available in the SIRS Manual.</p> <p>Accountability Cohort: Results for students in the Accountability Cohort are captured as of June 30th four years after they first enter grade 9.</p> <p>Graduation-Rate Total Cohort: Results for students in the four-year graduation-rate total cohort are captured as of August 31 four years after they first enter grade 9. Results for students in the five-year graduation-rate total cohort are captured as of August 31 five years after they first enter grade 9.</p>
Effective Annual Measurable Objective (EAMO)	The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available on the New York State Accountability page under the header "Annual Measurable Objectives."
Graduation Rate	<p>The graduate rate for the four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 four years after entering grade 9.</p> <p>The graduate rate for the five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 five years after entering grade 9.</p>
Medically Excused	Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in elementary/middle-level calculations.
Performance Index (PI)	<p>A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative).</p> <p>Elementary/middle-level ELA/math: Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $\frac{[2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] + [\text{Count of Tested Students}]}{[\text{Count of Tested Students}]} \times 100$</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 [2013 - 14]

NAME: JEFFERSON ROAD SCHOOL

BEDS Code: 261401060002

ADDRESS: 15 SCHOOL LN, PITTSFORD, NY 14534

PHONE: (585) 267-1302

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

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

Students by Gender

Male		Female	
208	53%	185	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	13	18	18	326	18
0%	3%	5%	5%	83%	5%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
—	—	31	8%	17	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
58	67	67	64	59	77
Ungraded Elementary					
1					

Average Class Size (2013 - 14)

Common Branch

23

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch

13

3%

Eligible for Reduced-Price Lunch

4

1%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate

96%

Student Suspensions

0

0%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience

50%

Turnover Rate of All Teachers

17%

Staff Counts (2013 - 14)

Principals

1

Assistant Principals

0

Other Professional Staff

3

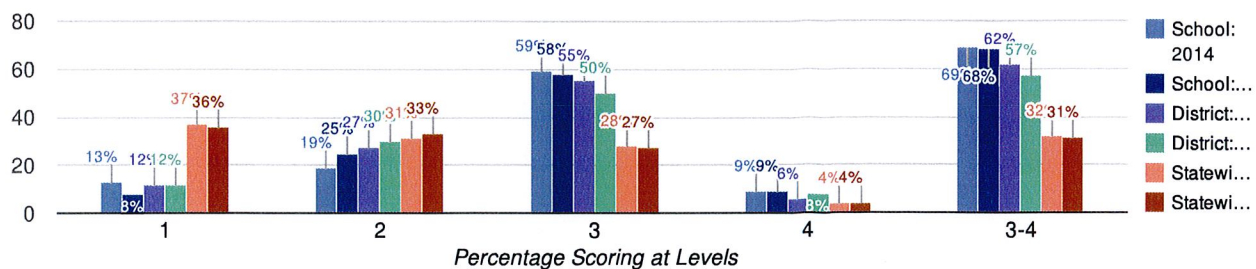
Paraprofessionals

0

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	24	23	25
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%	0%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate	0%	0%	0%
Total Number of Core Classes	26	28	33
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	52	50	50
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

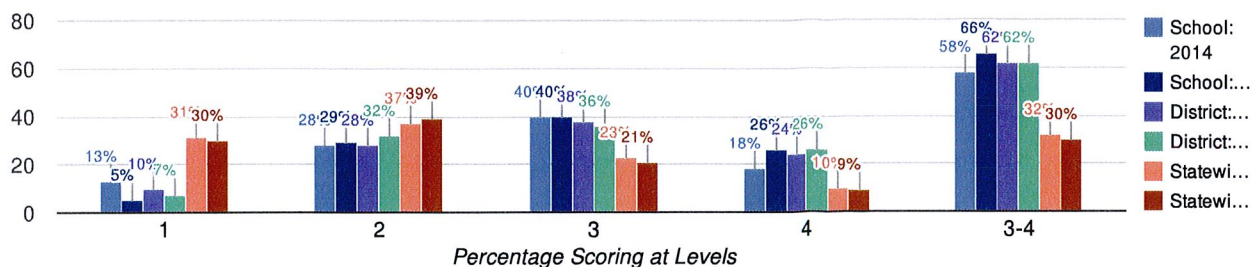
Grade 3 English Language Arts



Mean Score

2014							2013					
325							325					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	64	13	19	59	9	69	53	8	25	58	9	68
General Education	61	—	—	—	—	—	49	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	4	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	2	—	—	—	—	—
Black or African American	2	—	—	—	—	—	3	—	—	—	—	—
Hispanic or Latino	5	40	20	40	0	40	3	—	—	—	—	—
White	51	12	18	61	10	71	43	5	23	60	12	72
Multiracial	4	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	8	0	25	63	13	75	10	20	30	50	0	50
Female	30	17	7	67	10	77	24	4	17	63	17	79
Male	34	9	29	53	9	62	29	10	31	55	3	59
English Proficient	64	13	19	59	9	69	52	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	3	—	—	—	—	—	4	—	—	—	—	—
Not Economically Disadvantaged	61	—	—	—	—	—	49	—	—	—	—	—
Not Migrant	64	13	19	59	9	69	53	8	25	58	9	68

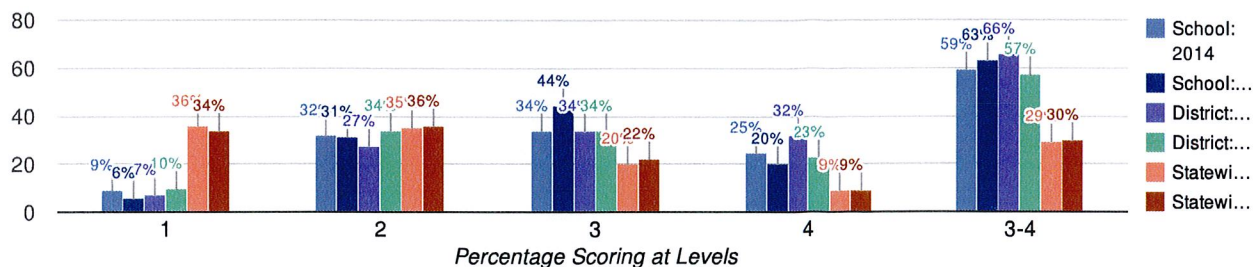
Grade 4 English Language Arts



Mean Score

2014							2013					
317							325					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	60	13	28	40	18	58	73	5	29	40	26	66
General Education	52	8	25	46	21	67	67	3	27	42	28	70
Students with Disabilities	8	50	50	0	0	0	6	33	50	17	0	17
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	6	17	33	33	17	50
Black or African American	4	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	2	—	—	—	—	—
White	48	13	29	38	21	58	61	5	31	36	28	64
Multiracial	2	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	12	17	25	50	8	58	6	0	0	83	17	100
Female	27	11	33	33	22	56	30	7	27	37	30	67
Male	33	15	24	45	15	61	43	5	30	42	23	65
English Proficient	59	—	—	—	—	—	72	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	5	20	20	60	0	60	5	0	40	60	0	60
Not Economically Disadvantaged	55	13	29	38	20	58	68	6	28	38	28	66
Not Migrant	60	13	28	40	18	58	73	5	29	40	26	66

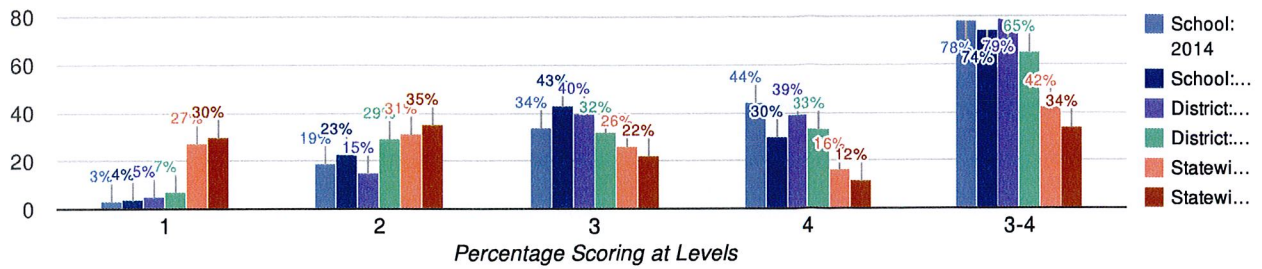
Grade 5 English Language Arts



Mean Score

2014							2013					
323							326					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	76	9	32	34	25	59	71	6	31	44	20	63
General Education	68	7	26	38	28	66	66	0	32	47	21	68
Students with Disabilities	8	25	75	0	0	0	5	80	20	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	6	33	33	0	33	33	2	—	—	—	—	—
Black or African American	2	—	—	—	—	—	3	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	4	—	—	—	—	—
White	64	8	33	36	23	59	60	5	32	43	20	63
Multiracial	1	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	6	0	17	50	33	83	11	9	27	45	18	64
Female	32	13	22	41	25	66	31	6	16	48	29	77
Male	44	7	39	30	25	55	40	5	43	40	13	53
English Proficient	75	—	—	—	—	—	70	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	4	—	—	—	—	—	7	14	71	14	0	14
Not Economically Disadvantaged	72	—	—	—	—	—	64	5	27	47	22	69
Not Migrant	76	9	32	34	25	59	71	6	31	44	20	63

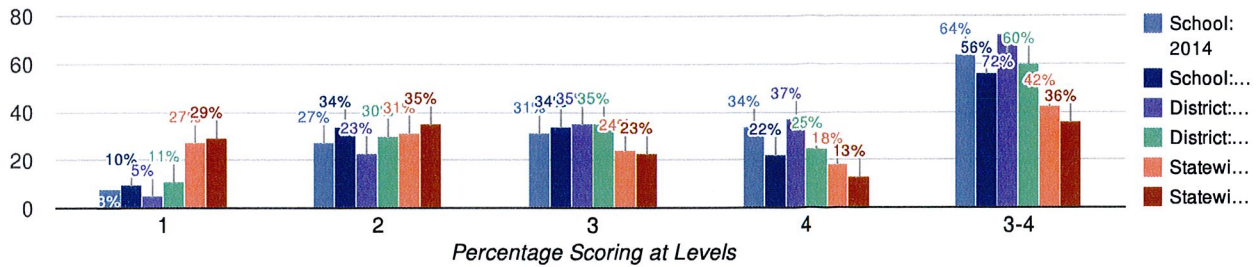
Grade 3 Mathematics



Mean Score

2014							2013					
335							327					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	64	3	19	34	44	78	53	4	23	43	30	74
General Education	61	—	—	—	—	—	49	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	4	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	2	—	—	—	—	—
Black or African American	2	—	—	—	—	—	3	—	—	—	—	—
Hispanic or Latino	5	20	40	20	20	40	3	—	—	—	—	—
White	51	2	20	35	43	78	43	2	19	47	33	79
Multiracial	4	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	8	0	0	38	63	100	10	10	40	30	20	50
Female	30	3	17	30	50	80	24	4	29	50	17	67
Male	34	3	21	38	38	76	29	3	17	38	41	79
English Proficient	64	3	19	34	44	78	52	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	3	—	—	—	—	—	4	—	—	—	—	—
Not Economically Disadvantaged	61	—	—	—	—	—	49	—	—	—	—	—
Not Migrant	64	3	19	34	44	78	53	4	23	43	30	74

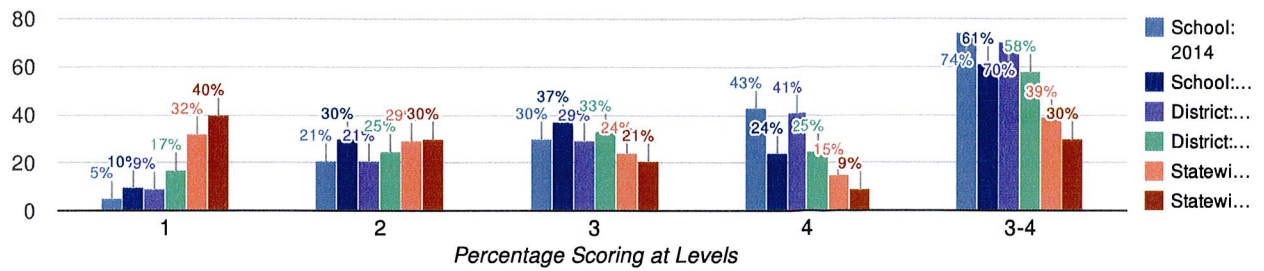
Grade 4 Mathematics



Mean Score

2014							2013					
328							317					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	59	8	27	31	34	64	73	10	34	34	22	56
General Education	51	0	27	33	39	73	67	4	34	37	24	61
Students with Disabilities	8	63	25	13	0	13	6	67	33	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	6	33	17	17	33	50
Black or African American	4	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	2	—	—	—	—	—
White	47	9	30	28	34	62	61	8	34	38	20	57
Multiracial	2	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	12	8	17	42	33	75	6	0	50	17	33	50
Female	26	4	42	38	15	54	30	20	30	33	17	50
Male	33	12	15	24	48	73	43	2	37	35	26	60
English Proficient	58	—	—	—	—	—	72	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	5	0	40	20	40	60	5	40	40	20	0	20
Not Economically Disadvantaged	54	9	26	31	33	65	68	7	34	35	24	59
Not Migrant	59	8	27	31	34	64	73	10	34	34	22	56

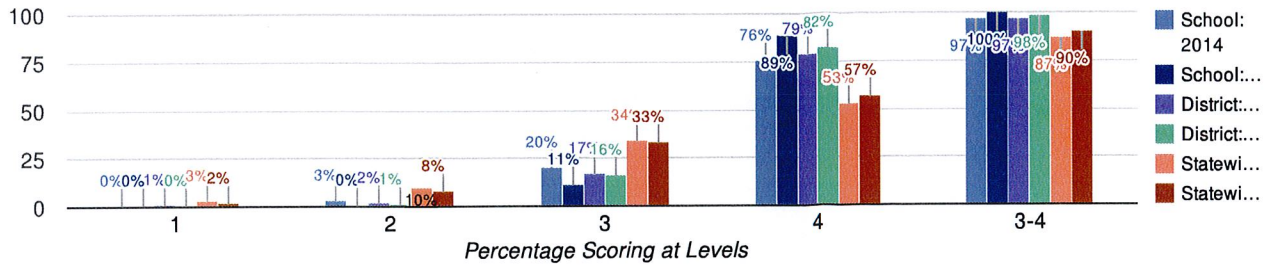
Grade 5 Mathematics



Mean Score

2014							2013					
337							325					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
1		2	3	4	1			2	3	4		
All Students	76	5	21	30	43	74	71	10	30	37	24	61
General Education	68	1	16	34	49	82	66	6	32	36	26	62
Students with Disabilities	8	38	63	0	0	0	5	60	0	40	0	40
Asian or Native Hawaiian/Other Pacific Islander	6	17	17	33	33	67	2	—	—	—	—	—
Black or African American	2	—	—	—	—	—	3	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	4	—	—	—	—	—
White	64	5	22	30	44	73	60	8	30	40	22	62
Multiracial	1	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	6	0	17	33	50	83	11	18	27	18	36	55
Female	32	3	25	34	38	72	31	10	32	32	26	58
Male	44	7	18	27	48	75	40	10	28	40	23	63
English Proficient	75	—	—	—	—	—	70	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	4	—	—	—	—	—	7	29	71	0	0	0
Not Economically Disadvantaged	72	—	—	—	—	—	64	8	25	41	27	67
Not Migrant	76	5	21	30	43	74	71	10	30	37	24	61

Grade 4 Science



Mean Score

2014							2013						
89							92						

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	59	0	3	20	76	97	72	0	0	11	89	100
General Education	51	0	0	14	86	100	67	0	0	12	88	100
Students with Disabilities	8	0	25	63	13	75	5	0	0	0	100	100
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	6	0	0	33	67	100
Black or African American	4	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	2	—	—	—	—	—
White	47	0	2	21	77	98	60	0	0	10	90	100
Multiracial	2	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	12	0	8	17	75	92	6	0	0	0	100	100
Female	26	0	0	27	73	100	30	0	0	17	83	100
Male	33	0	6	15	79	94	42	0	0	7	93	100
English Proficient	58	—	—	—	—	—	71	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	5	0	0	20	80	100	5	0	0	40	60	100
Not Economically Disadvantaged	54	0	4	20	76	96	67	0	0	9	91	100
Not Migrant	59	0	3	20	76	97	72	0	0	11	89	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 (2013 - 14)

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

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

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

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

Grade 4	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
General Education	1	—	—	—	—

Grade 5	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	✓	✓	201	100%	✓	200	156	81	81
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	8	—	—	8	—	—	—
Hispanic or Latino	—	—	12	—	—	12	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	10	—	—	10	—	—	—
White	✓	✓	164	100%	✓	163	158	101	101
Multiracial	—	—	7	—	—	7	—	—	—
Students With Disabilities	—	—	20	—	—	19	—	—	—
Limited English Proficient	—	—	2	—	—	2	—	—	—
Economically Disadvantaged	—	—	12	—	—	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	201	100%	200	156
Not Black or African American	193	100%	192	155
Not Hispanic or Latino	189	100%	188	157
Not Asian or Native Hawaiian/Other Pacific Islander	191	100%	190	157
Not White	37	—	37	146
Not Multiracial	194	100%	193	155
General Education	181	100%	181	165
English Proficient	199	100%	198	157
Not Economically Disadvantaged	189	100%	188	157
Male	112	100%	111	155
Female	89	100%	89	156
Migrant	0	—	0	—
Not Migrant	201	100%	200	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.

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	✓	✓	200	100%	✓	199	168	78	78
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	8	—	—	8	—	—	—
Hispanic or Latino	—	—	12	—	—	12	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	10	—	—	10	—	—	—
White	✓	✓	163	100%	✓	162	168	97	97
Multiracial	—	—	7	—	—	7	—	—	—
Students With Disabilities	—	—	20	—	—	19	—	—	—
Limited English Proficient	—	—	2	—	—	2	—	—	—
Economically Disadvantaged	—	—	12	—	—	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	200	100%	199	168
Not Black or African American	192	100%	191	167
Not Hispanic or Latino	188	100%	187	169
Not Asian or Native Hawaiian/Other Pacific Islander	190	100%	189	168
Not White	37	—	37	168
Not Multiracial	193	100%	192	168
General Education	180	100%	180	178
English Proficient	198	100%	197	168
Not Economically Disadvantaged	188	100%	187	167
Male	112	100%	111	169
Female	88	100%	88	166
Migrant	0	—	0	—
Not Migrant	200	100%	199	168

✓ Yes

✗ No

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and 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	✓	✓	59	100%	✓	58	197	170	170
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	4	—	—	4	—	—	—
Hispanic or Latino	—	—	4	—	—	4	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	2	—	—	2	—	—	—
White	✓	✓	47	100%	✓	46	198	178	178
Multiracial	—	—	2	—	—	2	—	—	—
Students With Disabilities	—	—	8	—	—	7	—	—	—
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	59	100%	58	197
Not Black or African American	55	100%	54	196
Not Hispanic or Latino	55	100%	54	196
Not Asian or Native Hawaiian/Other Pacific Islander	57	100%	56	196
Not White	12	—	12	—
Not Multiracial	57	100%	56	198
General Education	51	100%	51	200
English Proficient	58	100%	57	196
Not Economically Disadvantaged	54	100%	53	196
Male	33	—	32	194
Female	26	—	26	—
Migrant	0	—	0	—
Not Migrant	59	100%	58	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.

Unweighted Combined ELA and Math PIs

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	156	168	—	—	162
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	158	168	—	—	163
Multiracial	—	—	—	—	—
Students With Disabilities	—	—	—	—	—
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—

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

Glossary of Terms - Report Cards Data

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

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

Graduates

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

High School Completers

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

Highly Qualified Teachers

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

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

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

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

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

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

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

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

Regents Competency Tests

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

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

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

Total Cohort

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

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

BEDS Day	Basic Educational Data System (BEDS) Day is typically the first Wednesday in October of the school year.
Cohort	<p>A cohort consists of all students who first entered grade 9 anywhere between July 1 and June 30 of a particular year or, in the case of ungraded students with disabilities, reached their seventeenth birthday during that year (i.e., the 2008 cohort consists of students who entered grade 9 and ungraded students with disabilities who reached their seventeenth birthday between July 1, 2008 and June 30, 2009). A more detailed definition of cohort is available in the SIRS Manual.</p> <p>Accountability Cohort: Results for students in the Accountability Cohort are captured as of June 30th four years after they first enter grade 9.</p> <p>Graduation-Rate Total Cohort: Results for students in the four-year graduation-rate total cohort are captured as of August 31 four years after they first enter grade 9. Results for students in the five-year graduation-rate total cohort are captured as of August 31 five years after they first enter grade 9.</p>
Effective Annual Measurable Objective (EAMO)	The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available on the New York State Accountability page under the header "Annual Measurable Objectives."
Graduation Rate	<p>The graduate rate for the four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 four years after entering grade 9.</p> <p>The graduate rate for the five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 five years after entering grade 9.</p>
Medically Excused	Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in elementary/middle-level calculations.
Performance Index (PI)	<p>A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative).</p> <p>Elementary/middle-level ELA/math: Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $\frac{[(2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div (\text{Count of Tested Students})] \times 100}$</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: $[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}] \times 100$</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: $[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}] \times 100$</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 [2013 - 14]

NAME: MENDON CENTER ELEMENTARY SCHOOL

BEDS Code: 261401060005

ADDRESS: 110 MENDON CENTER RD, PITTSFORD, NY 14534

PHONE: (585) 267-1402

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 (2013 - 14)**K-12 Enrollment: 764**

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

Students by Gender

Male		Female	
367	48%	397	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	8	37	126	550	43
0%	1%	5%	16%	72%	6%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
9	1%	57	7%	16	2%

Students by Grade

Kindergarten (Half Day)	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
81	125	132	119	162	145

Average Class Size (2013 - 14)

Common Branch

23

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch

9

1%

Eligible for Reduced-Price Lunch

7

1%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate

97%

Student Suspensions

0

0%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience

0%

Turnover Rate of All Teachers

10%

Staff Counts (2013 - 14)

Principals

1

Assistant Principals

1

Other Professional Staff

5

Paraprofessionals

0

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	51	50	49
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%	0%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate	10%	10%	12%
Total Number of Core Classes	50	49	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%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	90	89	79
Percent Taught by Teachers Without Appropriate Certification	0%	1%	0%

Mean Score

2014							2013					
321							318					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	116	11	27	59	3	62	163	15	31	47	7	54
General Education	108	9	26	61	4	65	153	10	32	50	7	58
Students with Disabilities	8	38	38	25	0	25	10	90	10	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	19	0	16	84	0	84	29	7	17	62	14	76
Black or African American	2	—	—	—	—	—	3	—	—	—	—	—
Hispanic or Latino	5	—	—	—	—	—	6	33	50	17	0	17
White	81	15	28	53	4	57	120	13	33	48	5	53
Multiracial	9	11	11	67	11	78	5	—	—	—	—	—
Small Group Total	7	0	57	43	0	43	8	63	25	0	13	13
Female	64	9	28	58	5	63	87	11	26	52	10	62
Male	52	13	25	60	2	62	76	20	36	42	3	45
English Proficient	115	—	—	—	—	—	163	15	31	47	7	54
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	2	—	—	—	—	—	3	—	—	—	—	—
Not Economically Disadvantaged	114	—	—	—	—	—	160	—	—	—	—	—
Not Migrant	116	11	27	59	3	62	163	15	31	47	7	54

Mean Score

2014							2013					
329							327					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	161	7	21	42	30	71	145	4	31	35	30	65
General Education	151	4	21	44	31	75	131	2	29	37	33	69
Students with Disabilities	10	60	30	0	10	10	14	29	50	21	0	21
Asian or Native Hawaiian/Other Pacific Islander	30	0	7	53	40	93	26	4	8	50	38	88
Black or African American	1	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	9	11	44	22	22	44	4	—	—	—	—	—
White	115	9	23	39	29	68	111	4	38	32	27	59
Multiracial	6	—	—	—	—	—	4	—	—	—	—	—
Small Group Total	7	14	14	57	14	71	8	13	13	38	38	75
Female	84	6	17	38	39	77	78	4	32	35	29	64
Male	77	9	26	45	19	65	67	4	30	36	30	66
English Proficient	160	—	—	—	—	—	145	4	31	35	30	65
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	3	—	—	—	—	—	6	17	67	0	17	17
Not Economically Disadvantaged	158	—	—	—	—	—	139	4	29	37	30	67
Not Migrant	161	7	21	42	30	71	145	4	31	35	30	65

Mean Score

2014							2013					
331							322					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	145	3	28	33	35	68	149	10	33	34	23	57
General Education	134	1	28	34	37	72	136	5	34	35	26	61
Students with Disabilities	11	36	36	18	9	27	13	62	23	15	0	15
Asian or Native Hawaiian/Other Pacific Islander	24	0	17	13	71	83	27	0	22	33	44	78
Black or African American	0	0	0	0	0	0	3	—	—	—	—	—
Hispanic or Latino	5	0	20	60	20	80	5	20	60	20	0	20
White	110	5	32	36	27	64	109	11	35	33	21	54
Multiracial	6	0	17	33	50	83	5	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	8	25	25	50	0	50
Female	76	3	32	32	34	66	90	4	38	31	27	58
Male	69	4	25	35	36	71	59	19	25	37	19	56
English Proficient	145	3	28	33	35	68	149	10	33	34	23	57
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	4	—	—	—	—	—	5	40	20	40	0	40
Not Economically Disadvantaged	141	—	—	—	—	—	144	9	33	33	24	58
Not Migrant	145	3	28	33	35	68	149	10	33	34	23	57

Mean Score

2014							2013					
333							324					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	115	3	17	37	42	79	164	10	33	23	34	57
General Education	107	2	16	38	44	82	154	6	34	23	36	59
Students with Disabilities	8	25	38	25	13	38	10	70	10	20	0	20
Asian or Native Hawaiian/Other Pacific Islander	18	0	6	50	44	94	29	3	17	21	59	79
Black or African American	2	—	—	—	—	—	3	—	—	—	—	—
Hispanic or Latino	5	—	—	—	—	—	8	0	75	13	13	25
White	81	4	19	36	42	78	119	9	34	25	31	56
Multiracial	9	0	11	22	67	89	5	—	—	—	—	—
Small Group Total	7	14	43	43	0	43	8	63	25	0	13	13
Female	62	3	18	42	37	79	88	7	36	20	36	57
Male	53	4	17	32	47	79	76	14	29	25	32	57
English Proficient	114	—	—	—	—	—	163	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	2	—	—	—	—	—	3	—	—	—	—	—
Not Economically Disadvantaged	113	—	—	—	—	—	161	—	—	—	—	—
Not Migrant	115	3	17	37	42	79	164	10	33	23	34	57

Mean Score

2014							2013					
340							328					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	160	4	19	34	44	78	146	6	29	31	34	65
General Education	150	2	17	35	47	81	132	2	30	32	36	68
Students with Disabilities	10	30	50	20	0	20	14	43	21	21	14	36
Asian or Native Hawaiian/Other Pacific Islander	29	0	3	28	69	97	26	4	4	35	58	92
Black or African American	1	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	9	11	44	33	11	44	5	—	—	—	—	—
White	115	4	19	35	42	77	111	7	35	30	28	58
Multiracial	6	—	—	—	—	—	4	—	—	—	—	—
Small Group Total	7	0	43	43	14	57	9	0	22	33	44	78
Female	83	1	18	34	47	81	79	10	30	28	32	59
Male	77	6	19	34	40	74	67	1	27	34	37	72
English Proficient	159	—	—	—	—	—	146	6	29	31	34	65
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	3	—	—	—	—	—	6	0	100	0	0	0
Not Economically Disadvantaged	157	—	—	—	—	—	140	6	26	32	36	68
Not Migrant	160	4	19	34	44	78	146	6	29	31	34	65

Mean Score

2014							2013					
339							325					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	146	8	16	32	45	77	149	13	29	32	27	58
General Education	134	4	15	34	48	81	136	10	28	34	29	63
Students with Disabilities	12	50	25	17	8	25	13	46	38	8	8	15
Asian or Native Hawaiian/Other Pacific Islander	25	4	0	20	76	96	27	4	11	26	59	85
Black or African American	0	0	0	0	0	0	3	—	—	—	—	—
Hispanic or Latino	5	0	0	40	60	100	5	40	40	20	0	20
White	110	9	21	35	35	70	109	13	33	35	19	54
Multiracial	6	0	0	33	67	100	5	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	8	50	38	13	0	13
Female	77	10	19	30	40	70	89	13	28	38	20	58
Male	69	4	12	35	49	84	60	12	30	22	37	58
English Proficient	146	8	16	32	45	77	149	13	29	32	27	58
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	4	—	—	—	—	—	5	0	60	40	0	40
Not Economically Disadvantaged	142	—	—	—	—	—	144	13	28	31	28	59
Not Migrant	146	8	16	32	45	77	149	13	29	32	27	58

Mean Score

2014	2013
90	90

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	160	1	2	15	83	98	146	0	1	16	83	99
General Education	150	1	2	11	86	97	132	0	1	12	87	99
Students with Disabilities	10	0	0	70	30	100	14	0	0	57	43	100
Asian or Native Hawaiian/Other Pacific Islander	30	0	0	7	93	100	26	0	0	8	92	100
Black or African American	1	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	9	0	11	33	56	89	5	—	—	—	—	—
White	114	1	2	15	82	97	111	0	1	19	80	99
Multiracial	6	—	—	—	—	—	4	—	—	—	—	—
Small Group Total	7	0	0	29	71	100	9	0	0	11	89	100
Female	83	0	0	16	84	100	79	0	1	20	78	99
Male	77	1	4	14	81	95	67	0	0	12	88	100
English Proficient	159	—	—	—	—	—	146	0	1	16	83	99
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	3	—	—	—	—	—	6	0	0	33	67	100
Not Economically Disadvantaged	157	—	—	—	—	—	140	0	1	16	84	99
Not Migrant	160	1	2	15	83	98	146	0	1	16	83	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 (2013 - 14)

Kindergarten	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	2	—	—	—	—
General Education	1	—	—	—	—
Students with Disabilities	1	—	—	—	—
Grade 1	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	3	—	—	—	—
General Education	3	—	—	—	—
Grade 2	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	2	—	—	—	—
General Education	2	—	—	—	—
Grade 3	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
General Education	1	—	—	—	—
Grade 4	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	✓	✓	426	99%	✓	413	163	84	84
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	3	—	—	3	—	—	—
Hispanic or Latino	—	—	19	—	—	19	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	74	99%	✓	69	190	108	108
White	✓	✓	309	99%	✓	301	157	103	103
Multiracial	—	—	21	—	—	21	—	—	—
Students With Disabilities	—	—	30	—	—	29	—	—	—
Limited English Proficient	—	—	2	—	—	2	—	—	—
Economically Disadvantaged	—	—	9	—	—	9	—	—	—

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	426	99%	413	163
Not Black or African American	423	99%	410	163
Not Hispanic or Latino	407	99%	394	163
Not Asian or Native Hawaiian/Other Pacific Islander	352	99%	344	157
Not White	117	99%	112	178
Not Multiracial	405	99%	392	163
General Education	396	99%	384	169
English Proficient	424	99%	411	163
Not Economically Disadvantaged	417	99%	404	163
Male	201	99%	194	160
Female	225	100%	219	165
Migrant	0	—	0	—
Not Migrant	426	99%	413	163

✓ 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	✓	✓	426	99%	✓	412	173	81	81
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	3	—	—	3	—	—	—
Hispanic or Latino	—	—	19	—	—	19	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	74	97%	✓	68	194	123	123
White	✓	✓	309	99%	✓	301	169	99	99
Multiracial	—	—	21	—	—	21	—	—	—
Students With Disabilities	✓	—	30	—	✓	31†	90†	32	32
Limited English Proficient	—	—	2	—	—	2	—	—	—
Economically Disadvantaged	—	—	9	—	—	9	—	—	—

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	426	99%	412	173
Not Black or African American	423	99%	409	173
Not Hispanic or Latino	407	99%	393	174
Not Asian or Native Hawaiian/Other Pacific Islander	352	99%	344	169
Not White	117	98%	111	183
Not Multiracial	405	99%	391	172
General Education	396	99%	382	179
English Proficient	424	99%	410	173
Not Economically Disadvantaged	417	99%	403	174
Male	201	99%	195	174
Female	225	99%	217	172
Migrant	0	—	0	—
Not Migrant	426	99%	412	173

✓ 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	✓	✓	162	99%	✓	156	197	175	175
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	1	—	—	1	—	—	—
Hispanic or Latino	—	—	9	—	—	9	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	30	—	—	29	—	—	—
White	✓	✓	116	98%	✓	111	196	182	182
Multiracial	—	—	6	—	—	6	—	—	—
Students With Disabilities	—	—	10	—	—	10	—	—	—
Limited English Proficient	—	—	1	—	—	1	—	—	—
Economically Disadvantaged	—	—	3	—	—	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	162	99%	156	197
Not Black or African American	161	99%	155	197
Not Hispanic or Latino	153	99%	147	197
Not Asian or Native Hawaiian/Other Pacific Islander	132	98%	127	196
Not White	46	100%	45	198
Not Multiracial	156	99%	150	197
General Education	152	99%	146	197
English Proficient	161	99%	155	197
Not Economically Disadvantaged	159	99%	153	197
Male	78	99%	75	193
Female	84	99%	81	200
Migrant	0	—	0	—
Not Migrant	162	99%	156	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.

Unweighted Combined ELA and Math PIs

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	163	173	—	—	168
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	190	194	—	—	192
White	157	169	—	—	163
Multiracial	—	—	—	—	—
Students With Disabilities	—	90	—	—	90
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—

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

Glossary of Terms - Report Cards Data

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

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

Graduates

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

High School Completers

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

Highly Qualified Teachers

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

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

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

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

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

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

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

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

Regents Competency Tests	Annual Regents Competency Test (RCT) results include those from August, January, and June of the reporting year. If a student takes the same RCT multiple times during the reporting year, only the highest score is included in the annual results.
Regents Examinations	Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in the annual results.
Staff Counts	Principals and assistant principals include full- and part-time. Other professional staff include administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Paraprofessionals include full- and part-time supplementary school personnel.
Suspensions	Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Suspension data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.
Teacher Turnover Rate	Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage. Teachers who in year one were reported as providing instruction in one building, but in year two were reported under the district code or another building within the same district are included in the turnover rate.
Total Cohort	A secondary-level total cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. For more detailed information on cohort definitions, see the SIRS Manual .

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

BEDS Day	Basic Educational Data System (BEDS) Day is typically the first Wednesday in October of the school year.
Cohort	<p>A cohort consists of all students who first entered grade 9 anywhere between July 1 and June 30 of a particular year or, in the case of ungraded students with disabilities, reached their seventeenth birthday during that year (i.e., the 2008 cohort consists of students who entered grade 9 and ungraded students with disabilities who reached their seventeenth birthday between July 1, 2008 and June 30, 2009). A more detailed definition of cohort is available in the SIRS Manual.</p> <p>Accountability Cohort: Results for students in the Accountability Cohort are captured as of June 30th four years after they first enter grade 9.</p> <p>Graduation-Rate Total Cohort: Results for students in the four-year graduation-rate total cohort are captured as of August 31 four years after they first enter grade 9. Results for students in the five-year graduation-rate total cohort are captured as of August 31 five years after they first enter grade 9.</p>
Effective Annual Measurable Objective (EAMO)	The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available on the New York State Accountability page under the header "Annual Measurable Objectives."
Graduation Rate	<p>The graduate rate for the four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 four years after entering grade 9.</p> <p>The graduate rate for the five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 five years after entering grade 9.</p>
Medically Excused	Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in elementary/middle-level calculations.
Performance Index (PI)	<p>A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative).</p> <p>Elementary/middle-level ELA/math: Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $\frac{[(2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div (\text{Count of Tested Students})] \times 100}{}$</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: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div (\text{Count of Tested Students})] \times 100}{}$</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: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div (\text{Count of Cohort Members})] \times 100}{}$</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: Previous Year's PI + (200 - 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 [2013 - 14]

NAME: PITTSFORD-MENDON HIGH SCHOOL

BEDS Code: 261401060010

ADDRESS: 472 MENDON RD, PITTSFORD, NY 14534

PHONE: (585) 267-1602

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

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

Students by Gender

Male		Female	
489	49%	506	51%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
0	28	39	107	801	20
0%	3%	4%	11%	81%	2%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
—	—	96	10%	25	3%

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

Students by Grade

9th Grade	10th Grade	11th Grade	12th Grade	Ungraded Secondary
249	254	254	231	7

Average Class Size (2013 - 14)

Grade 10 English	Grade 10 Mathematics	Grade 10 Science	Grade 10 Social Studies
19	19	20	21

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
19	2%	6	1%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate	Student Suspensions	
97%	10	1%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience	Turnover Rate of All Teachers
0%	11%

Staff Counts (2013 - 14)

Principals	Assistant Principals	Other Professional Staff	Paraprofessionals
1	2	8	0

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	76	74	77
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%	0%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	16%	16%	18%
Total Number of Core Classes	237	240	242
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	353	341	362
Percent Taught by Teachers Without Appropriate Certification	1%	0%	0%

High School Completers (2013 - 14)

Results by Student Group	Completers (Graduates + IEP Diplomas)	Graduates (Regents + Local Diplomas)	Regents Diploma		Regents with Advanced Designation	
	Number of Students	Number of Students	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates
All Students	234	233	233	100%	181	78%
General Education	218	218	218	100%	180	83%
Students with Disabilities	16	15	15	100%	1	7%

Results by Student Group	Regents with CTE Endorsement		Local Diplomas		Commencement Credentials	
	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates	Number of Students	Percent of Completers
All Students	5	2%	0	0%	1	0%
General Education	3	1%	0	0%	0	0%
Students with Disabilities	2	13%	0	0%	1	6%

High School Non-completers (2013 - 14)

Results by Student Group	Dropped Out		Entered Approved High School Equivalency Preparation Program		Total Noncompleters	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
All Students	—	—	—	—	—	—
Students with Disabilities	—	—	—	—	—	—

Post-graduation Plans of Completers (2013 - 14)

Results by Student Group	To Four-Year College		To Two-Year College		To Other Post-Secondary		To the Military	
	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers
All Students	204	87%	20	9%	0	0%	1	0%
General Education	199	91%	11	5%	0	0%	1	0%
Students with Disabilities	5	31%	9	56%	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%	4	2%	3	1%
General Education	2	1%	0	0%	3	1%	2	1%
Students with Disabilities	0	0%	0	0%	1	6%	1	6%

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

*Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

*Reporting standards not met.

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

NAEP Participation Rates

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

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

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

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 & above)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4 & above			1	2	3	4	
All Students	238	0	0	17	80	97	267	0	0	17	82	100
General Education	218	0	0	12	86	99	247	0	0	13	87	100
Students with Disabilities	20	0	0	70	15	85	20	0	0	70	25	95
Asian or Native Hawaiian/Other Pacific Islander	28	0	0	7	86	93	23	0	0	22	78	100
Black or African American	4	—	—	—	—	—	6	—	—	—	—	—
Hispanic or Latino	5	0	0	40	60	100	7	0	0	29	71	100
White	196	0	0	17	81	98	229	0	0	17	83	100
Multiracial	5	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	9	0	0	33	67	100	8	0	0	13	88	100
Female	109	0	0	19	80	99	127	0	0	15	84	99
Male	129	0	0	16	81	96	140	0	0	19	81	100
English Proficient	238	0	0	17	80	97	267	0	0	17	82	100
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	3	—	—	—	—	—	5	0	0	60	40	100
Not Economically Disadvantaged	235	—	—	—	—	—	262	0	0	16	83	100
Not Migrant	238	0	0	17	80	97	267	0	0	17	82	100

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

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

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 & above)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4 & above			1	2	3	4	
All Students	238	0	0	26	73	99	267	0	0	32	67	99
General Education	218	0	0	22	78	100	247	0	0	28	72	100
Students with Disabilities	20	0	0	75	15	90	20	0	0	90	5	95
Asian or Native Hawaiian/Other Pacific Islander	28	0	0	14	86	100	23	0	0	22	78	100
Black or African American	4	—	—	—	—	—	6	—	—	—	—	—
Hispanic or Latino	5	0	0	40	60	100	7	0	0	43	57	100
White	196	0	0	26	73	99	229	0	0	32	67	99
Multiracial	5	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	9	0	0	56	44	100	8	0	0	50	50	100
Female	109	0	0	29	71	100	127	0	0	32	67	99
Male	129	0	0	23	75	98	140	1	0	32	67	99
English Proficient	238	0	0	26	73	99	267	0	0	32	67	99
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	3	—	—	—	—	—	5	0	0	80	20	100
Not Economically Disadvantaged	235	—	—	—	—	—	262	0	0	31	68	99
Not Migrant	238	0	0	26	73	99	267	0	0	32	67	99

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

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

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	238	0	0	19	78	97	267	0	1	23	72	96
General Education	218	0	0	17	82	99	247	0	0	19	77	96
Students with Disabilities	20	0	5	50	35	85	20	0	10	70	15	85
Asian or Native Hawaiian/Other Pacific Islander	28	0	0	7	93	100	23	0	0	17	78	96
Black or African American	4	—	—	—	—	—	6	—	—	—	—	—
Hispanic or Latino	5	0	0	40	60	100	7	0	0	29	71	100
White	196	0	1	19	78	97	229	0	0	24	71	96
Multiracial	5	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	9	0	0	44	56	100	8	0	13	0	88	88
Female	109	0	0	28	72	99	127	0	1	26	68	94
Male	129	0	1	12	84	96	140	0	1	21	76	97
English Proficient	238	0	0	19	78	97	267	0	1	23	72	96
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	3	—	—	—	—	—	5	0	0	40	60	100
Not Economically Disadvantaged	235	—	—	—	—	—	262	0	1	23	73	95
Not Migrant	238	0	0	19	78	97	267	0	1	23	72	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 and alternatives to Regents examinations only.

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	238	0	0	12	86	98	267	0	0	9	90	99
General Education	218	0	0	9	90	99	247	0	0	6	94	100
Students with Disabilities	20	0	0	45	40	85	20	0	0	45	40	85
Asian or Native Hawaiian/Other Pacific Islander	28	0	0	7	86	93	23	0	0	9	91	100
Black or African American	4	—	—	—	—	—	6	—	—	—	—	—
Hispanic or Latino	5	0	0	20	80	100	7	0	0	14	86	100
White	196	0	0	11	87	98	229	0	0	9	90	99
Multiracial	5	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	9	0	0	33	67	100	8	0	0	13	88	100
Female	109	0	0	18	81	99	127	0	0	13	86	99
Male	129	0	0	6	91	97	140	0	0	5	94	99
English Proficient	238	0	0	12	86	98	267	0	0	9	90	99
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	3	—	—	—	—	—	5	0	0	20	80	100
Not Economically Disadvantaged	235	—	—	—	—	—	262	0	0	9	90	99
Not Migrant	238	0	0	12	86	98	267	0	0	9	90	99

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

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

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	238	0	0	9	90	99	267	0	1	11	87	98
General Education	218	0	0	6	94	100	247	0	1	8	90	98
Students with Disabilities	20	0	0	35	55	90	20	0	0	50	45	95
Asian or Native Hawaiian/Other Pacific Islander	28	0	0	4	96	100	23	0	4	17	78	96
Black or African American	4	—	—	—	—	—	6	—	—	—	—	—
Hispanic or Latino	5	0	0	40	60	100	7	0	0	29	71	100
White	196	0	0	8	91	99	229	0	0	9	89	98
Multiracial	5	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	9	0	0	33	67	100	8	0	0	25	75	100
Female	109	0	0	15	85	100	127	0	2	13	82	95
Male	129	0	0	4	95	98	140	0	0	9	91	100
English Proficient	238	0	0	9	90	99	267	0	1	11	87	98
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	3	—	—	—	—	—	5	0	0	20	80	100
Not Economically Disadvantaged	235	—	—	—	—	—	262	0	1	11	87	98
Not Migrant	238	0	0	9	90	99	267	0	1	11	87	98

Regents Examination Results (2013 - 14)

Results by Student Group	Comprehensive English				Integrated Algebra			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	257	99	98	79	5	100	100	20
General Education	234	100	100	83	4	—	—	—
Students with Disabilities	23	91	87	39	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	19	100	100	84	0	0	0	0
Black or African American	7	100	86	43	2	—	—	—
Hispanic or Latino	10	100	100	80	0	0	0	0
White	215	99	99	80	3	—	—	—
Multiracial	6	100	100	83	0	0	0	0
Small Group Total	0	0	0	0	5	100	100	20
Female	126	100	99	87	2	—	—	—
Male	131	98	98	72	3	—	—	—
English Proficient	257	99	98	79	5	100	100	20
Economically Disadvantaged	5	100	100	60	1	—	—	—
Not Economically Disadvantaged	252	99	98	80	4	—	—	—
Not Migrant	257	99	98	79	5	100	100	20

Regents Examination Results (2013 - 14)

Results by Student Group	English Language Arts (Common Core)						Algebra I (Common Core)					
	Total Tested	Percent of students scoring at					Total Tested	Percent of students scoring at				
		Level 1	Level 2	Level 3	Level 4	Level 5		Level 1	Level 2	Level 3	Level 4	Level 5
All Students	0	0	0	0	0	0	111	1	6	54	35	4
General Education	0	0	0	0	0	0	96	1	6	50	39	4
Students with Disabilities	0	0	0	0	0	0	15	0	7	80	13	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	5	—	—	—	—	—
Black or African American	0	0	0	0	0	0	7	0	29	43	29	0
Hispanic or Latino	0	0	0	0	0	0	5	0	20	60	20	0
White	0	0	0	0	0	0	90	1	4	57	36	2
Multiracial	0	0	0	0	0	0	4	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	9	0	0	33	44	22
Female	0	0	0	0	0	0	53	2	6	64	21	8
Male	0	0	0	0	0	0	58	0	7	45	48	0
English Proficient	0	0	0	0	0	0	111	1	6	54	35	4
Economically Disadvantaged	0	0	0	0	0	0	5	0	20	0	80	0
Not Economically Disadvantaged	0	0	0	0	0	0	106	1	6	57	33	4
Not Migrant	0	0	0	0	0	0	111	1	6	54	35	4

Regents Examination Results (2013 - 14)

Results by Student Group	Geometry				Algebra 2/Trigonometry			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	211	100	99	68	213	94	87	48
General Education	195	100	99	71	203	94	88	49
Students with Disabilities	16	100	100	38	10	90	60	30
Asian or Native Hawaiian/Other Pacific Islander	21	100	100	86	26	100	100	85
Black or African American	7	—	—	—	4	—	—	—
Hispanic or Latino	10	100	100	60	10	100	90	50
White	170	100	99	66	169	93	86	44
Multiracial	3	—	—	—	4	—	—	—
Small Group Total	10	100	100	80	8	75	50	13
Female	118	100	99	69	111	95	90	52
Male	93	100	99	68	102	92	83	44
English Proficient	211	100	99	68	213	94	87	48
Economically Disadvantaged	9	100	100	67	4	—	—	—
Not Economically Disadvantaged	202	100	99	68	209	—	—	—
Not Migrant	211	100	99	68	213	94	87	48

Regents Examination Results (2013 - 14)

Results by Student Group	Global History and Geography				U.S. History & Government			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	251	98	97	86	255	100	99	88
General Education	223	100	100	91	231	100	100	92
Students with Disabilities	28	82	75	46	24	96	92	50
Asian or Native Hawaiian/Other Pacific Islander	33	100	100	100	20	100	100	90
Black or African American	7	—	—	—	7	100	100	43
Hispanic or Latino	15	100	100	80	10	100	100	90
White	194	97	96	85	212	100	99	90
Multiracial	2	—	—	—	6	100	100	83
Small Group Total	9	100	89	67	0	0	0	0
Female	135	99	97	85	126	100	100	87
Male	116	97	97	87	129	99	98	90
English Proficient	251	98	97	86	255	100	99	88
Economically Disadvantaged	10	100	100	80	5	100	100	60
Not Economically Disadvantaged	241	98	97	86	250	100	99	89
Not Migrant	251	98	97	86	255	100	99	88

Regents Examination Results (2013 - 14)

Results by Student Group	Living Environment				Physical Setting/Earth Science			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	243	100	100	94	155	100	99	63
General Education	221	100	100	97	137	100	99	64
Students with Disabilities	22	100	100	64	18	100	94	56
Asian or Native Hawaiian/Other Pacific Islander	32	100	100	100	7	100	100	100
Black or African American	7	—	—	—	12	100	100	42
Hispanic or Latino	14	100	100	86	6	—	—	—
White	186	100	100	94	126	100	98	63
Multiracial	4	—	—	—	4	—	—	—
Small Group Total	11	100	100	91	10	100	100	60
Female	133	100	100	95	77	100	99	61
Male	110	100	100	94	78	100	99	65
English Proficient	243	100	100	94	155	100	99	63
Economically Disadvantaged	10	100	100	100	7	100	86	71
Not Economically Disadvantaged	233	100	100	94	148	100	99	63
Not Migrant	243	100	100	94	155	100	99	63

Regents Examination Results (2013 - 14)

Results by Student Group	Physical Setting/Chemistry				Physical Setting/Physics			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	234	100	94	37	107	100	94	50
General Education	224	100	94	37	104	—	—	—
Students with Disabilities	10	100	100	30	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	27	100	100	74	17	100	100	76
Black or African American	5	100	60	0	0	0	0	0
Hispanic or Latino	10	100	100	30	3	—	—	—
White	187	99	94	32	84	100	93	44
Multiracial	5	100	80	60	3	—	—	—
Small Group Total	0	0	0	0	6	100	100	50
Female	116	100	94	36	48	100	98	48
Male	118	99	94	37	59	100	92	51
English Proficient	234	100	94	37	107	100	94	50
Economically Disadvantaged	4	—	—	—	0	0	0	0
Not Economically Disadvantaged	230	—	—	—	107	100	94	50
Not Migrant	234	100	94	37	107	100	94	50

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

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

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	2010 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	✓	233	100%	✓	229	197	159	159
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	4	—	—	4	—	—	—
Hispanic or Latino	—	—	5	—	—	5	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	26	—	—	26	—	—	—
White	✓	✓	193	100%	✓	189	198	170	170
Multiracial	—	—	5	—	—	5	—	—	—
Students With Disabilities	—	—	15	—	—	16	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	3	—	—	3	—	—	—

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

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2010 Accountability Cohort Members	PI
Not American Indian or Alaska Native	233	100%	229	197
Not Black or African American	229	100%	225	197
Not Hispanic or Latino	228	100%	224	197
Not Asian or Native Hawaiian/Other Pacific Islander	207	100%	203	197
Not White	40	100%	40	190
Not Multiracial	228	100%	224	196
General Education	218	100%	213	198
English Proficient	233	100%	229	197
Not Economically Disadvantaged	230	100%	226	197
Male	125	100%	123	198
Female	108	100%	106	194
Migrant	0	—	0	—
Not Migrant	233	100%	229	197

✓ Yes

✗ No

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

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	2010 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	✓	233	100%	✓	229	191	141	141
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	4	—	—	4	—	—	—
Hispanic or Latino	—	—	5	—	—	5	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	26	—	—	26	—	—	—
White	✓	✓	193	100%	✓	189	192	154	154
Multiracial	—	—	5	—	—	5	—	—	—
Students With Disabilities	—	—	15	—	—	16	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	3	—	—	3	—	—	—

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

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2010 Accountability Cohort Members	PI
Not American Indian or Alaska Native	233	100%	229	191
Not Black or African American	229	100%	225	192
Not Hispanic or Latino	228	100%	224	192
Not Asian or Native Hawaiian/Other Pacific Islander	207	100%	203	190
Not White	40	100%	40	188
Not Multiracial	228	100%	224	191
General Education	218	100%	213	194
English Proficient	233	100%	229	191
Not Economically Disadvantaged	230	100%	226	191
Male	125	100%	123	191
Female	108	100%	106	191
Migrant	0	—	0	—
Not Migrant	233	100%	229	191

✓ Yes

✗ No

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

Unweighted Combined ELA and Math PIs

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	—	—	197	191	194
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	—	—	198	192	195
Multiracial	—	—	—	—	—
Students With Disabilities	—	—	—	—	—
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—

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

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	2009 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	267	99%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	6	—	—	—
Hispanic or Latino	—	7	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	23	—	—	—
White	✓	229	98%	80%	80%
Multiracial	—	2	—	—	—
Students With Disabilities	—	20	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	5	—	—	—

✓ 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	2008 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	243	98%	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	✓	203	98%	80%	80%
Multiracial	—	6	—	—	—
Students With Disabilities	—	11	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	3	—	—	—

✓ 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	
	2009 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2008 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	267	99%	243	98%
Not Black or African American	261	98%	235	98%
Not Hispanic or Latino	260	98%	233	98%
Not Asian or Native Hawaiian/Other Pacific Islander	244	98%	227	98%
Not White	38	100%	40	100%
Not Multiracial	265	98%	237	98%
General Education	247	100%	232	99%
English Proficient	267	99%	243	98%
Not Economically Disadvantaged	262	99%	240	98%
Male	140	99%	122	98%
Female	127	98%	121	98%
Migrant	0	—	0	—
Not Migrant	267	99%	243	98%

— There were fewer than 30 students in the cohort.

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

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

Regents Diploma with an Advanced Designation (This School)	Regents Diploma with an Advanced Designation (Statewide)	Percentage in This School Exceeded Statewide
72%	31%	YES

Glossary of Terms - Report Cards Data

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

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

Graduates

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

High School Completers

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

Highly Qualified Teachers

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

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

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

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

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

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

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

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

Regents Competency Tests

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

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

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

Total Cohort

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

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

BEDS Day	Basic Educational Data System (BEDS) Day is typically the first Wednesday in October of the school year.
Cohort	<p>A cohort consists of all students who first entered grade 9 anywhere between July 1 and June 30 of a particular year or, in the case of ungraded students with disabilities, reached their seventeenth birthday during that year (i.e., the 2008 cohort consists of students who entered grade 9 and ungraded students with disabilities who reached their seventeenth birthday between July 1, 2008 and June 30, 2009). A more detailed definition of cohort is available in the SIRS Manual.</p> <p>Accountability Cohort: Results for students in the Accountability Cohort are captured as of June 30th four years after they first enter grade 9.</p> <p>Graduation-Rate Total Cohort: Results for students in the four-year graduation-rate total cohort are captured as of August 31 four years after they first enter grade 9. Results for students in the five-year graduation-rate total cohort are captured as of August 31 five years after they first enter grade 9.</p>
Effective Annual Measurable Objective (EAMO)	The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available on the New York State Accountability page under the header "Annual Measurable Objectives."
Graduation Rate	<p>The graduate rate for the four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 four years after entering grade 9.</p> <p>The graduate rate for the five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 five years after entering grade 9.</p>
Medically Excused	Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in elementary/middle-level calculations.
Performance Index (PI)	<p>A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative).</p> <p>Elementary/middle-level ELA/math: Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $\frac{([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100}$</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: $(((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div [\text{Count of Tested Students}]) \times 100$</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: $(((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div [\text{Count of Cohort Members}]) \times 100$</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 [2013 - 14]

NAME: PARK ROAD SCHOOL

BEDS Code: 261401060004

ADDRESS: 50 PARK RD, PITTSFORD, NY 14534

PHONE: (585) 267-1502

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

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

Students by Gender

Male		Female	
236	49%	243	51%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
0	15	15	29	404	16
0%	3%	3%	6%	84%	3%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
—	—	50	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
53	83	81	79	82	100
Ungraded Elementary					
1					

Average Class Size (2013 - 14)

Common Branch

21

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch

11

2%

Eligible for Reduced-Price Lunch

7

1%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate

97%

Student Suspensions

1

0%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience

0%

Turnover Rate of All Teachers

23%

Staff Counts (2013 - 14)

Principals

1

Assistant Principals

0

Other Professional Staff

3

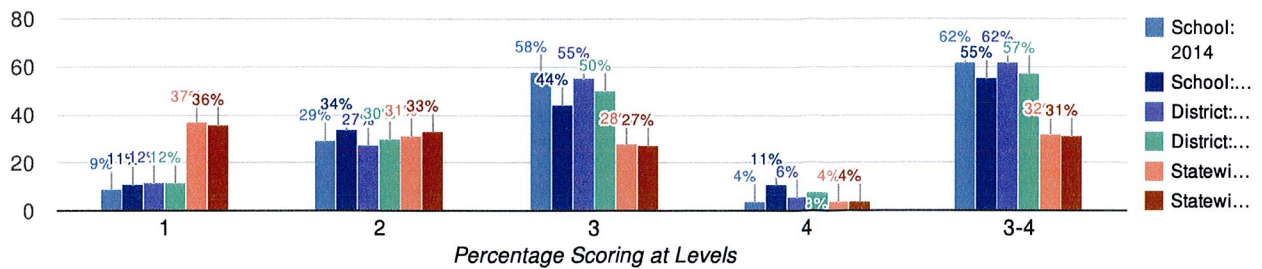
Paraprofessionals

0

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	35	35	31
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%	10%
Percentage with Master's Degree Plus 30 Hours or Doctorate	11%	14%	16%
Total Number of Core Classes	35	46	35
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	78	80	52
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

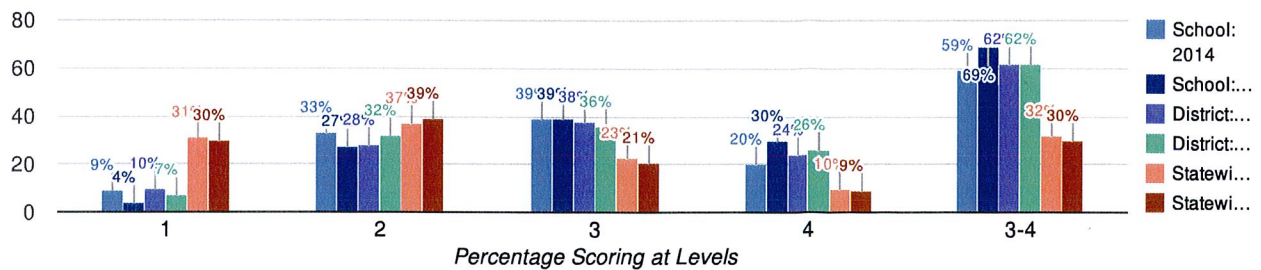
Grade 3 English Language Arts



Mean Score

2014							2013					
321							323					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	79	9	29	58	4	62	80	11	34	44	11	55
General Education	74	7	27	62	4	66	75	7	35	47	12	59
Students with Disabilities	5	40	60	0	0	0	5	80	20	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	5	0	20	20	60	80
Black or African American	1	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	3	—	—	—	—	—
White	68	7	26	63	3	66	68	9	37	47	7	54
Multiracial	5	20	60	20	0	20	3	—	—	—	—	—
Small Group Total	6	17	33	33	17	50	7	43	14	29	14	43
Female	44	5	14	75	7	82	44	9	25	48	18	66
Male	35	14	49	37	0	37	36	14	44	39	3	42
English Proficient	78	—	—	—	—	—	80	11	34	44	11	55
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	1	—	—	—	—	—	5	20	0	80	0	80
Not Economically Disadvantaged	78	—	—	—	—	—	75	11	36	41	12	53
Not Migrant	79	9	29	58	4	62	80	11	34	44	11	55

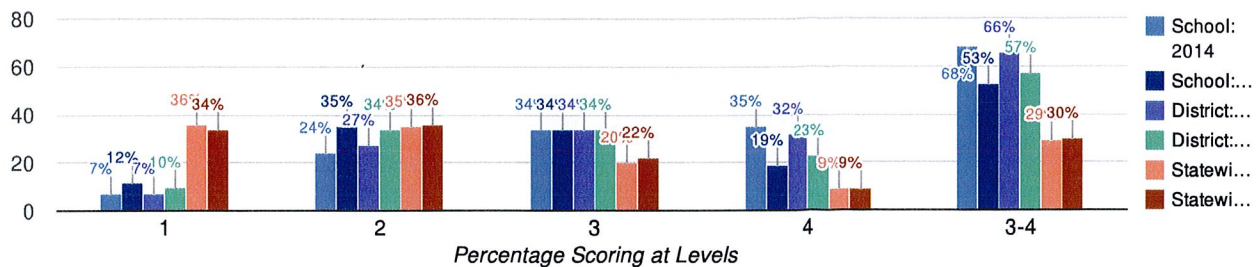
Grade 4 English Language Arts



Mean Score

2014							2013					
318							329					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	82	9	33	39	20	59	96	4	27	39	30	69
General Education	76	3	36	41	21	62	91	2	25	41	32	73
Students with Disabilities	6	83	0	17	0	17	5	40	60	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	5	20	20	40	20	60	7	0	43	29	29	57
Black or African American	1	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	3	—	—	—	—	—
White	69	6	33	41	20	61	83	4	25	40	31	71
Multiracial	3	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	8	25	38	25	13	38	6	17	33	33	17	50
Female	42	2	31	45	21	67	50	2	28	40	30	70
Male	40	15	35	33	18	50	46	7	26	37	30	67
English Proficient	81	—	—	—	—	—	95	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	4	—	—	—	—	—	4	—	—	—	—	—
Not Economically Disadvantaged	78	—	—	—	—	—	92	—	—	—	—	—
Not Migrant	82	9	33	39	20	59	96	4	27	39	30	69

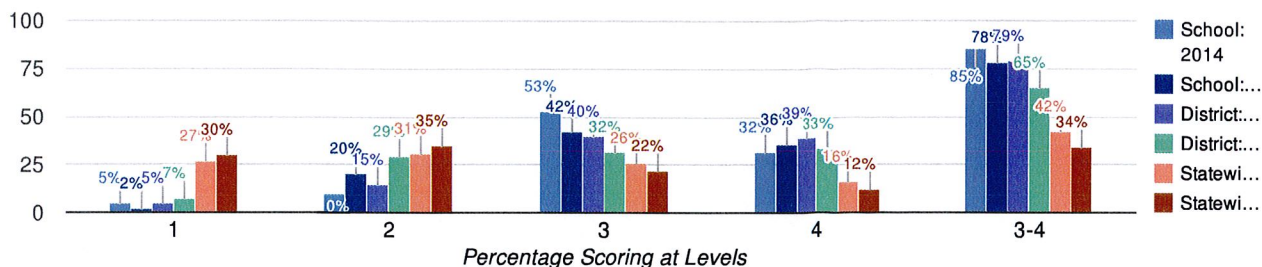
Grade 5 English Language Arts



Mean Score

2014							2013					
330							319					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	98	7	24	34	35	68	83	12	35	34	19	53
General Education	92	4	24	36	36	72	72	3	39	38	21	58
Students with Disabilities	6	50	33	0	17	17	11	73	9	9	9	18
Asian or Native Hawaiian/Other Pacific Islander	6	0	17	50	33	83	6	0	0	50	50	100
Black or African American	3	—	—	—	—	—	3	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	4	—	—	—	—	—
White	84	7	24	33	36	69	68	10	40	35	15	50
Multiracial	2	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	8	13	38	25	25	50	9	33	22	11	33	44
Female	51	8	22	29	41	71	39	15	23	31	31	62
Male	47	6	28	38	28	66	44	9	45	36	9	45
English Proficient	97	—	—	—	—	—	83	12	35	34	19	53
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	4	—	—	—	—	—	6	33	50	17	0	17
Not Economically Disadvantaged	94	—	—	—	—	—	77	10	34	35	21	56
Not Migrant	98	7	24	34	35	68	83	12	35	34	19	53

Grade 3 Mathematics

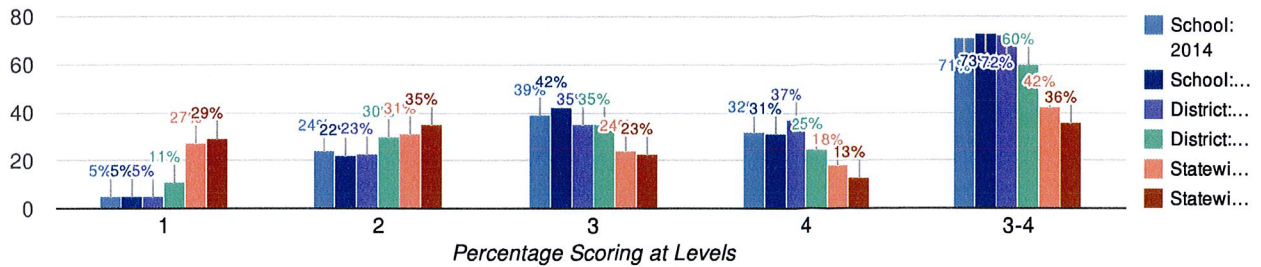


Mean Score

2014	2013
330	331

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	79	5	10	53	32	85	81	2	20	42	36	78
General Education	74	4	9	53	34	86	76	1	18	43	37	80
Students with Disabilities	5	20	20	60	0	60	5	20	40	20	20	40
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	5	0	0	0	100	100
Black or African American	1	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	4	—	—	—	—	—
White	68	3	9	54	34	88	68	0	19	49	32	81
Multiracial	5	20	0	60	20	80	3	—	—	—	—	—
Small Group Total	6	17	33	33	17	50	8	25	38	13	25	38
Female	44	5	9	52	34	86	44	2	20	41	36	77
Male	35	6	11	54	29	83	37	3	19	43	35	78
English Proficient	78	—	—	—	—	—	80	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	1	—	—	—	—	—	5	20	20	20	40	60
Not Economically Disadvantaged	78	—	—	—	—	—	76	1	20	43	36	79
Not Migrant	79	5	10	53	32	85	81	2	20	42	36	78

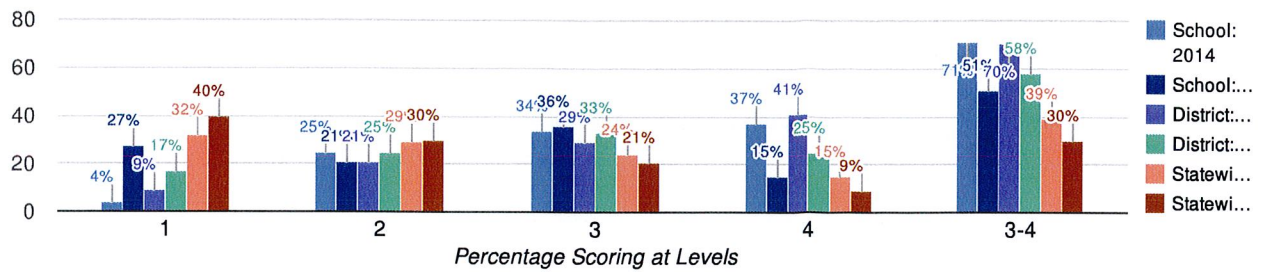
Grade 4 Mathematics



Mean Score

2014							2013					
327							327					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	82	5	24	39	32	71	96	5	22	42	31	73
General Education	76	1	24	42	33	75	91	3	22	42	33	75
Students with Disabilities	6	50	33	0	17	17	5	40	20	40	0	40
Asian or Native Hawaiian/Other Pacific Islander	5	20	20	0	60	60	7	0	14	43	43	86
Black or African American	1	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	3	—	—	—	—	—
White	69	3	22	43	32	75	83	4	23	41	33	73
Multiracial	3	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	8	13	50	25	13	38	6	33	17	50	0	50
Female	42	2	31	38	29	67	50	4	28	40	28	68
Male	40	8	18	40	35	75	46	7	15	43	35	78
English Proficient	81	—	—	—	—	—	95	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	4	—	—	—	—	—	4	—	—	—	—	—
Not Economically Disadvantaged	78	—	—	—	—	—	92	—	—	—	—	—
Not Migrant	82	5	24	39	32	71	96	5	22	42	31	73

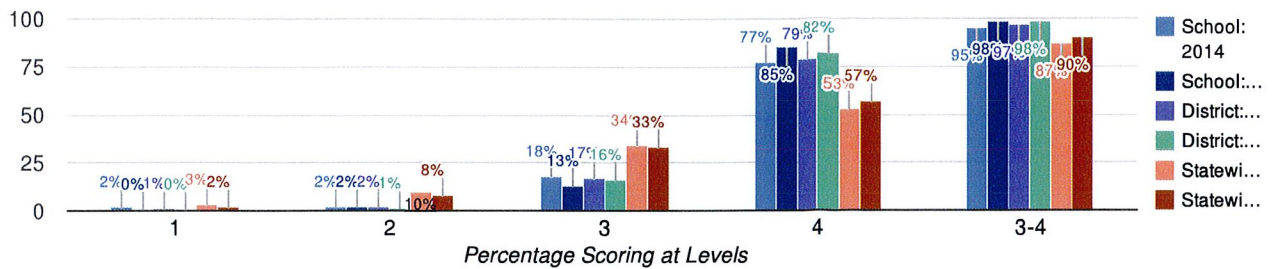
Grade 5 Mathematics



Mean Score

2014							2013					
334							312					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	97	4	25	34	37	71	84	27	21	36	15	51
General Education	91	2	25	33	40	73	73	21	22	40	18	58
Students with Disabilities	6	33	17	50	0	50	11	73	18	9	0	9
Asian or Native Hawaiian/Other Pacific Islander	6	0	17	17	67	83	6	0	17	33	50	83
Black or African American	3	—	—	—	—	—	3	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	5	60	0	20	20	40
White	83	4	24	35	37	72	68	24	25	40	12	51
Multiracial	2	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	8	13	38	38	13	50	5	80	0	0	20	20
Female	50	4	32	32	32	64	39	26	18	44	13	56
Male	47	4	17	36	43	79	45	29	24	29	18	47
English Proficient	96	—	—	—	—	—	83	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	4	—	—	—	—	—	6	67	0	17	17	33
Not Economically Disadvantaged	93	—	—	—	—	—	78	24	23	37	15	53
Not Migrant	97	4	25	34	37	71	84	27	21	36	15	51

Grade 4 Science



Mean Score

2014	2013
88	91

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	83	2	2	18	77	95	96	0	2	13	85	98
General Education	77	0	1	17	82	99	91	0	2	10	88	98
Students with Disabilities	6	33	17	33	17	50	5	0	0	60	40	100
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	7	0	0	29	71	100
Black or African American	1	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	5	0	0	40	60	100	3	—	—	—	—	—
White	69	1	1	17	80	97	83	0	1	11	88	99
Multiracial	3	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	9	11	11	11	67	78	6	0	17	17	67	83
Female	42	0	0	26	74	100	50	0	2	16	82	98
Male	41	5	5	10	80	90	46	0	2	9	89	98
English Proficient	82	—	—	—	—	—	95	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	4	—	—	—	—	—	4	—	—	—	—	—
Not Economically Disadvantaged	79	—	—	—	—	—	92	—	—	—	—	—
Not Migrant	83	2	2	18	77	95	96	0	2	13	85	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

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

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

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

Kindergarten	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
General Education	1	—	—	—	—
Grade 2	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
General Education	1	—	—	—	—
Grade 3	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
General Education	1	—	—	—	—
Grade 4	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
General Education	1	—	—	—	—
Grade 5	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	✓	✓	263	99%	✓	256	157	82	82
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	5	—	—	5	—	—	—
Hispanic or Latino	—	—	10	—	—	9	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	15	—	—	14	—	—	—
White	✓	✓	223	100%	✓	218	161	101	101
Multiracial	—	—	10	—	—	10	—	—	—
Students With Disabilities	—	—	19	—	—	17	—	—	—
Limited English Proficient	—	—	3	—	—	3	—	—	—
Economically Disadvantaged	—	—	9	—	—	9	—	—	—

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	263	99%	256	157
Not Black or African American	258	99%	251	159
Not Hispanic or Latino	253	99%	247	159
Not Asian or Native Hawaiian/Other Pacific Islander	248	99%	242	157
Not White	40	95%	38	134
Not Multiracial	253	99%	246	159
General Education	244	99%	239	164
English Proficient	260	99%	253	158
Not Economically Disadvantaged	254	99%	247	157
Male	125	98%	120	143
Female	138	100%	136	171
Migrant	0	—	0	—
Not Migrant	263	99%	256	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.

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	✓	✓	263	98%	✓	255	173	79	79
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	5	—	—	5	—	—	—
Hispanic or Latino	—	—	10	—	—	9	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	15	—	—	14	—	—	—
White	✓	✓	223	99%	✓	217	177	97	97
Multiracial	—	—	10	—	—	10	—	—	—
Students With Disabilities	—	—	19	—	—	17	—	—	—
Limited English Proficient	—	—	3	—	—	3	—	—	—
Economically Disadvantaged	—	—	9	—	—	9	—	—	—

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	263	98%	255	173
Not Black or African American	258	98%	250	175
Not Hispanic or Latino	253	99%	246	175
Not Asian or Native Hawaiian/Other Pacific Islander	248	99%	241	173
Not White	40	95%	38	147
Not Multiracial	253	98%	245	173
General Education	244	99%	238	177
English Proficient	260	98%	252	174
Not Economically Disadvantaged	254	98%	246	174
Male	125	98%	120	175
Female	138	99%	135	171
Migrant	0	—	0	—
Not Migrant	263	98%	255	173

✓ 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	✓	✓	83	100%	✓	80	195	172	172
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	1	—	—	1	—	—	—
Hispanic or Latino	—	—	5	—	—	4	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	5	—	—	5	—	—	—
White	✓	✓	69	100%	✓	67	199	180	180
Multiracial	—	—	3	—	—	3	—	—	—
Students With Disabilities	—	—	6	—	—	5	—	—	—
Limited English Proficient	—	—	1	—	—	1	—	—	—
Economically Disadvantaged	—	—	4	—	—	4	—	—	—

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	83	100%	80	195
Not Black or African American	82	100%	79	195
Not Hispanic or Latino	78	100%	76	195
Not Asian or Native Hawaiian/Other Pacific Islander	78	100%	75	197
Not White	14	—	13	—
Not Multiracial	80	100%	77	196
General Education	77	100%	75	199
English Proficient	82	100%	79	195
Not Economically Disadvantaged	79	100%	76	196
Male	41	100%	38	189
Female	42	100%	42	200
Migrant	0	—	0	—
Not Migrant	83	100%	80	195

✓ Yes

✗ No

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

Unweighted Combined ELA and Math PIs

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	157	173	—	—	165
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	161	177	—	—	169
Multiracial	—	—	—	—	—
Students With Disabilities	—	—	—	—	—
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—

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

Glossary of Terms - Report Cards Data

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

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

Graduates

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

High School Completers

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

Highly Qualified Teachers

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

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

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

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

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

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

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

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

Regents Competency Tests

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

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

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

Total Cohort

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

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

BEDS Day	Basic Educational Data System (BEDS) Day is typically the first Wednesday in October of the school year.
Cohort	<p>A cohort consists of all students who first entered grade 9 anywhere between July 1 and June 30 of a particular year or, in the case of ungraded students with disabilities, reached their seventeenth birthday during that year (i.e., the 2008 cohort consists of students who entered grade 9 and ungraded students with disabilities who reached their seventeenth birthday between July 1, 2008 and June 30, 2009). A more detailed definition of cohort is available in the SIRS Manual.</p> <p>Accountability Cohort: Results for students in the Accountability Cohort are captured as of June 30th four years after they first enter grade 9.</p> <p>Graduation-Rate Total Cohort: Results for students in the four-year graduation-rate total cohort are captured as of August 31 four years after they first enter grade 9. Results for students in the five-year graduation-rate total cohort are captured as of August 31 five years after they first enter grade 9.</p>
Effective Annual Measurable Objective (EAMO)	The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available on the New York State Accountability page under the header "Annual Measurable Objectives."
Graduation Rate	<p>The graduate rate for the four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 four years after entering grade 9.</p> <p>The graduate rate for the five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 five years after entering grade 9.</p>
Medically Excused	Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in elementary/middle-level calculations.
Performance Index (PI)	<p>A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative).</p> <p>Elementary/middle-level ELA/math: Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $\frac{[2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]}{100}$</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: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]}{100}$</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: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}]}{100}$</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 [2013 - 14]

NAME: PITTSFORD SUTHERLAND HIGH SCHOOL

BEDS Code: 261401060006

ADDRESS: 55 SUTHERLAND ST, PITTSFORD, NY 14534

PHONE: (585) 267-1102

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

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

Students by Gender

Male		Female	
457	47%	514	53%

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	37	36	72	808	18
0%	4%	4%	7%	83%	2%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
—	—	96	10%	56	6%

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

Students by Grade

9th Grade	10th Grade	11th Grade	12th Grade	Ungraded Secondary
223	244	248	253	3

Average Class Size (2013 - 14)

Grade 10 English	Grade 10 Mathematics	Grade 10 Science	Grade 10 Social Studies
18	19	18	22

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
30	3%	26	3%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate	Student Suspensions	
96%	7	1%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience	Turnover Rate of All Teachers
50%	9%

Staff Counts (2013 - 14)

Principals	Assistant Principals	Other Professional Staff	Paraprofessionals
1	2	7	0

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	81	76	82
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%	3%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	26%	26%	24%
Total Number of Core Classes	249	235	258
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	388	368	398
Percent Taught by Teachers Without Appropriate Certification	0%	1%	1%

High School Completers (2013 - 14)

Results by Student Group	Completers (Graduates + IEP Diplomas)	Graduates (Regents + Local Diplomas)	Regents Diploma		Regents with Advanced Designation	
	Number of Students	Number of Students	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates
All Students	251	251	247	98%	210	84%
General Education	232	232	232	100%	205	88%
Students with Disabilities	19	19	15	79%	5	26%

Results by Student Group	Regents with CTE Endorsement		Local Diplomas		Commencement Credentials	
	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates	Number of Students	Percent of Completers
All Students	3	1%	4	2%	0	0%
General Education	3	1%	0	0%	0	0%
Students with Disabilities	0	0%	4	21%	0	0%

High School Non-completers (2013 - 14)

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

Post-graduation Plans of Completers (2013 - 14)

Results by Student Group	To Four-Year College		To Two-Year College		To Other Post-Secondary		To the Military	
	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers
All Students	219	87%	25	10%	0	0%	2	1%
General Education	209	90%	17	7%	0	0%	2	1%
Students with Disabilities	10	53%	8	42%	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	1	0%	0	0%	1	0%	3	1%
General Education	0	0%	0	0%	1	0%	3	1%
Students with Disabilities	1	5%	0	0%	0	0%	0	0%

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

*Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

*Reporting standards not met.

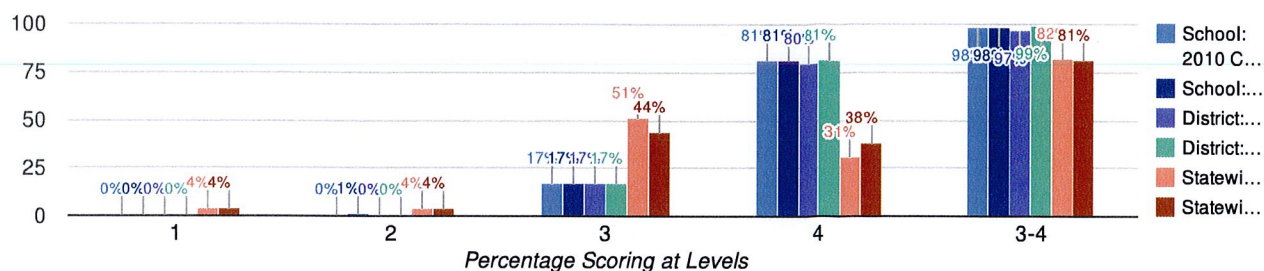
Statewide Results on the National Assessment of Educational Progress: NAEP (2012 - 13)

NAEP Participation Rates

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

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

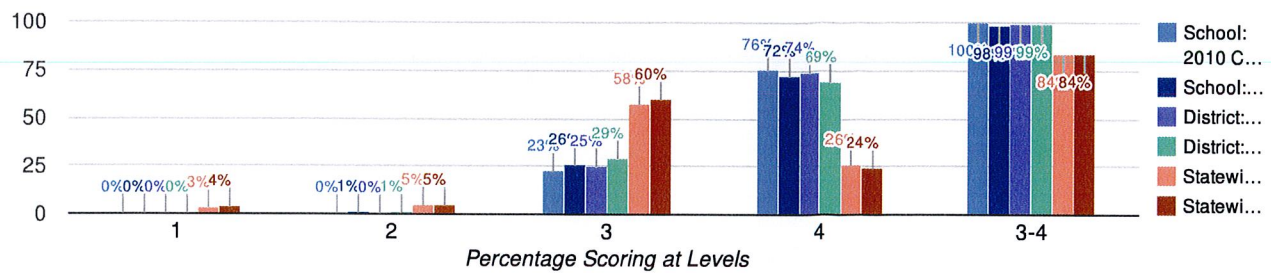
Total cohort results are those for New York State Regents and alternatives to Regents examinations only.



Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 & above)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4 & above			1	2	3	4	
All Students	257	0	0	17	81	98	264	0	1	17	81	98
General Education	239	0	0	13	86	98	233	0	0	13	87	100
Students with Disabilities	18	6	0	72	22	94	31	0	6	45	39	84
Asian or Native Hawaiian/Other Pacific Islander	16	0	0	6	88	94	27	0	0	4	96	100
Black or African American	7	—	—	—	—	—	4	—	—	—	—	—
Hispanic or Latino	10	0	0	20	80	100	6	0	0	17	83	100
White	223	0	0	17	82	98	224	0	1	17	80	98
Multiracial	1	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	8	0	0	38	63	100	7	0	0	57	43	100
Female	130	0	0	12	87	99	131	0	0	15	85	100
Male	127	1	0	21	76	97	133	0	2	19	77	96
English Proficient	257	0	0	17	81	98	263	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	9	0	0	44	56	100	13	0	0	31	54	85
Not Economically Disadvantaged	248	0	0	16	82	98	251	0	1	16	82	99
Not Migrant	257	0	0	17	81	98	264	0	1	17	81	98

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

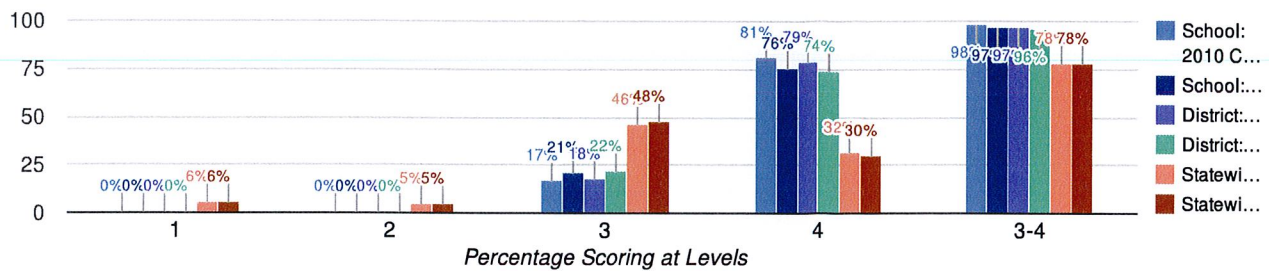
Total cohort results are those for New York State Regents and alternatives to Regents examinations only.



Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 & above)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4 & above			1	2	3	4	
All Students	257	0	0	23	76	100	264	0	1	26	72	98
General Education	239	0	0	19	81	100	233	0	0	19	81	100
Students with Disabilities	18	0	6	78	17	94	31	0	10	77	10	87
Asian or Native Hawaiian/Other Pacific Islander	16	0	0	6	94	100	27	0	0	11	89	100
Black or African American	7	—	—	—	—	—	4	—	—	—	—	—
Hispanic or Latino	10	0	0	40	60	100	6	0	0	50	50	100
White	223	0	0	22	78	100	224	0	1	26	72	98
Multiracial	1	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	8	0	0	75	25	100	7	0	0	57	43	100
Female	130	0	0	23	77	100	131	0	0	27	73	100
Male	127	0	1	24	76	99	133	0	2	25	72	97
English Proficient	257	0	0	23	76	100	263	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	9	0	0	44	56	100	13	0	8	54	38	92
Not Economically Disadvantaged	248	0	0	23	77	100	251	0	1	25	74	99
Not Migrant	257	0	0	23	76	100	264	0	1	26	72	98

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

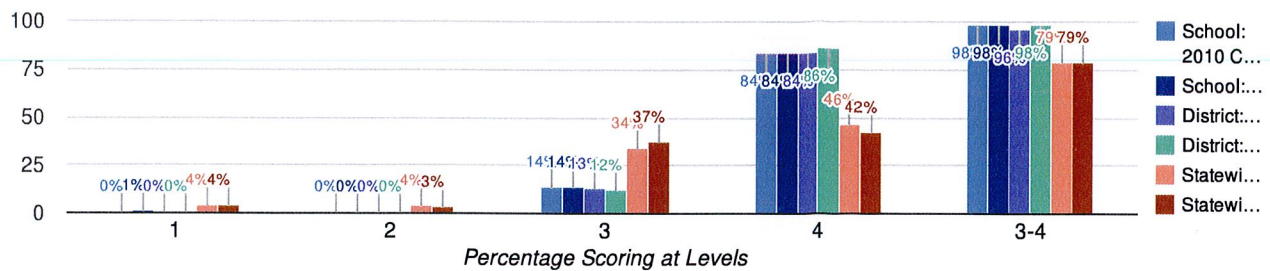
Total cohort results are those for New York State Regents and alternatives to Regents examinations only.



Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	257	0	0	17	81	98	264	0	0	21	76	97
General Education	239	0	0	13	86	99	233	0	0	16	82	98
Students with Disabilities	18	6	6	67	22	89	31	3	0	58	35	94
Asian or Native Hawaiian/Other Pacific Islander	16	0	0	0	100	100	27	0	0	7	85	93
Black or African American	7	—	—	—	—	—	4	—	—	—	—	—
Hispanic or Latino	10	0	0	10	90	100	6	0	0	17	83	100
White	223	0	0	17	81	98	224	0	0	22	75	98
Multiracial	1	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	8	0	0	50	50	100	7	0	0	43	57	100
Female	130	0	0	18	80	98	131	0	0	21	77	98
Male	127	1	1	15	83	98	133	1	0	21	75	96
English Proficient	257	0	0	17	81	98	263	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	9	0	0	33	67	100	13	0	0	46	54	100
Not Economically Disadvantaged	248	0	0	16	82	98	251	0	0	20	77	97
Not Migrant	257	0	0	17	81	98	264	0	0	21	76	97

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

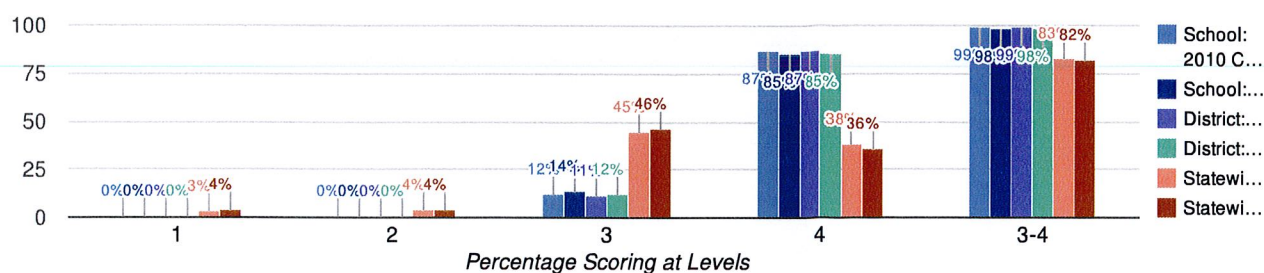
Total cohort results are those for New York State Regents and alternatives to Regents examinations only.



Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	257	0	0	14	84	98	264	1	0	14	84	98
General Education	239	0	0	11	87	98	233	0	0	11	89	100
Students with Disabilities	18	6	6	50	39	89	31	6	0	39	45	84
Asian or Native Hawaiian/Other Pacific Islander	16	0	0	0	94	94	27	0	0	7	93	100
Black or African American	7	—	—	—	—	—	4	—	—	—	—	—
Hispanic or Latino	10	0	0	40	60	100	6	0	0	0	100	100
White	223	0	0	13	85	98	224	1	0	14	83	98
Multiracial	1	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	8	0	0	50	50	100	7	0	0	57	43	100
Female	130	1	0	17	81	98	131	1	0	16	83	99
Male	127	0	1	11	87	98	133	1	0	13	84	97
English Proficient	257	0	0	14	84	98	263	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	9	0	0	33	67	100	13	0	0	23	62	85
Not Economically Disadvantaged	248	0	0	13	84	98	251	1	0	14	85	99
Not Migrant	257	0	0	14	84	98	264	1	0	14	84	98

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

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



Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	257	0	0	12	87	99	264	0	0	14	85	98
General Education	239	0	0	8	91	99	233	0	0	9	90	99
Students with Disabilities	18	0	0	67	33	100	31	0	0	52	45	97
Asian or Native Hawaiian/Other Pacific Islander	16	0	0	6	94	100	27	0	0	0	96	96
Black or African American	7	—	—	—	—	—	4	—	—	—	—	—
Hispanic or Latino	10	0	0	10	90	100	6	0	0	17	83	100
White	223	0	0	13	87	99	224	0	0	14	85	99
Multiracial	1	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	8	0	0	25	75	100	7	0	0	57	43	100
Female	130	0	0	15	84	98	131	0	0	13	86	99
Male	127	0	0	10	90	100	133	0	0	14	83	98
English Proficient	257	0	0	12	87	99	263	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	9	0	0	22	78	100	13	0	0	46	54	100
Not Economically Disadvantaged	248	0	0	12	87	99	251	0	0	12	86	98
Not Migrant	257	0	0	12	87	99	264	0	0	14	85	98

Regents Examination Results (2013 - 14)

Results by Student Group	Comprehensive English				Integrated Algebra			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	251	99	99	77	16	100	100	50
General Education	224	100	100	82	14	—	—	—
Students with Disabilities	27	89	89	37	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	25	100	100	76	1	—	—	—
Black or African American	8	100	100	50	1	—	—	—
Hispanic or Latino	11	100	100	64	2	—	—	—
White	200	99	99	80	12	—	—	—
Multiracial	7	100	100	71	0	0	0	0
Small Group Total	0	0	0	0	16	100	100	50
Female	124	100	100	79	8	100	100	50
Male	127	98	98	76	8	100	100	50
English Proficient	251	99	99	77	16	100	100	50
Economically Disadvantaged	19	95	95	53	1	—	—	—
Not Economically Disadvantaged	232	99	99	79	15	—	—	—
Not Migrant	251	99	99	77	16	100	100	50

Regents Examination Results (2013 - 14)

Results by Student Group	English Language Arts (Common Core)						Algebra I (Common Core)					
	Total Tested	Percent of students scoring at					Total Tested	Percent of students scoring at				
		Level 1	Level 2	Level 3	Level 4	Level 5		Level 1	Level 2	Level 3	Level 4	Level 5
All Students	0	0	0	0	0	0	121	4	7	43	44	2
General Education	0	0	0	0	0	0	96	0	3	44	51	2
Students with Disabilities	0	0	0	0	0	0	25	20	24	40	16	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	2	—	—	—	—	—
Black or African American	0	0	0	0	0	0	10	10	10	50	30	0
Hispanic or Latino	0	0	0	0	0	0	5	—	—	—	—	—
White	0	0	0	0	0	0	102	4	7	44	43	2
Multiracial	0	0	0	0	0	0	2	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	9	0	11	22	67	0
Female	0	0	0	0	0	0	69	4	6	42	46	1
Male	0	0	0	0	0	0	52	4	10	44	40	2
English Proficient	0	0	0	0	0	0	121	4	7	43	44	2
Economically Disadvantaged	0	0	0	0	0	0	9	11	0	56	33	0
Not Economically Disadvantaged	0	0	0	0	0	0	112	4	8	42	45	2
Not Migrant	0	0	0	0	0	0	121	4	7	43	44	2

Regents Examination Results (2013 - 14)

Results by Student Group	Geometry				Algebra 2/Trigonometry			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	191	100	99	76	207	98	93	68
General Education	187	—	—	—	194	98	94	71
Students with Disabilities	4	—	—	—	13	92	77	31
Asian or Native Hawaiian/Other Pacific Islander	16	100	100	88	19	95	95	95
Black or African American	8	100	100	63	5	—	—	—
Hispanic or Latino	5	—	—	—	9	100	78	56
White	159	100	99	76	170	99	94	66
Multiracial	3	—	—	—	4	—	—	—
Small Group Total	8	100	100	75	9	89	78	56
Female	113	100	99	80	117	98	91	64
Male	78	100	100	72	90	98	94	73
English Proficient	191	100	99	76	207	98	93	68
Economically Disadvantaged	8	100	100	50	12	100	83	58
Not Economically Disadvantaged	183	100	99	78	195	98	93	69
Not Migrant	191	100	99	76	207	98	93	68

Regents Examination Results (2013 - 14)

Results by Student Group	Global History and Geography				U.S. History & Government			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	247	99	98	81	247	99	98	86
General Education	226	100	99	85	220	100	100	88
Students with Disabilities	21	90	81	48	27	93	89	67
Asian or Native Hawaiian/Other Pacific Islander	20	100	100	85	24	100	100	96
Black or African American	13	100	100	46	7	100	100	71
Hispanic or Latino	6	—	—	—	11	100	100	64
White	204	99	97	84	198	99	98	87
Multiracial	4	—	—	—	7	100	100	71
Small Group Total	10	100	100	60	0	0	0	0
Female	134	99	97	80	122	100	98	80
Male	113	99	98	83	125	98	98	91
English Proficient	247	99	98	81	247	99	98	86
Economically Disadvantaged	14	100	93	57	19	100	95	79
Not Economically Disadvantaged	233	99	98	83	228	99	99	86
Not Migrant	247	99	98	81	247	99	98	86

Regents Examination Results (2013 - 14)

Results by Student Group	Living Environment				Physical Setting/Earth Science			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	242	100	100	87	134	99	89	52
General Education	223	100	100	90	111	100	90	57
Students with Disabilities	19	100	95	47	23	96	83	30
Asian or Native Hawaiian/Other Pacific Islander	20	100	100	85	3	—	—	—
Black or African American	10	100	100	80	12	100	67	33
Hispanic or Latino	3	—	—	—	7	100	86	43
White	205	100	100	87	110	99	91	54
Multiracial	4	—	—	—	2	—	—	—
Small Group Total	7	100	100	86	5	100	100	80
Female	129	100	99	88	77	100	87	52
Male	113	100	100	85	57	98	91	53
English Proficient	242	100	100	87	134	99	89	52
Economically Disadvantaged	11	100	100	55	12	100	75	50
Not Economically Disadvantaged	231	100	100	88	122	99	90	52
Not Migrant	242	100	100	87	134	99	89	52

Regents Examination Results (2013 - 14)

Results by Student Group	Physical Setting/Chemistry				Physical Setting/Physics			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	203	100	100	54	138	98	93	58
General Education	194	100	99	56	136	—	—	—
Students with Disabilities	9	100	100	11	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	19	100	100	84	10	100	100	90
Black or African American	6	—	—	—	3	—	—	—
Hispanic or Latino	9	100	100	11	3	—	—	—
White	167	100	99	53	119	98	92	56
Multiracial	2	—	—	—	3	—	—	—
Small Group Total	8	100	100	38	9	89	89	44
Female	113	100	100	52	60	97	90	55
Male	90	100	99	56	78	99	95	60
English Proficient	203	100	100	54	138	98	93	58
Economically Disadvantaged	14	100	100	36	5	100	100	40
Not Economically Disadvantaged	189	100	99	55	133	98	92	59
Not Migrant	203	100	100	54	138	98	93	58

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	2010 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	✓	254	100%	✓	251	194	159	159
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	7	—	—	7	—	—	—
Hispanic or Latino	—	—	9	—	—	9	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	15	—	—	15	—	—	—
White	✓	✓	222	100%	✓	219	194	170	170
Multiracial	—	—	1	—	—	1	—	—	—
Students With Disabilities	—	—	21	—	—	18	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	10	—	—	9	—	—	—

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

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2010 Accountability Cohort Members	PI
Not American Indian or Alaska Native	254	100%	251	194
Not Black or African American	247	100%	244	194
Not Hispanic or Latino	245	100%	242	194
Not Asian or Native Hawaiian/Other Pacific Islander	239	100%	236	194
Not White	32	—	32	197
Not Multiracial	253	100%	250	195
General Education	233	100%	233	197
English Proficient	254	100%	251	194
Not Economically Disadvantaged	244	100%	242	194
Male	124	100%	122	193
Female	130	100%	129	195
Migrant	0	—	0	—
Not Migrant	254	100%	251	194

✓ Yes

✗ No

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

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	2010 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	✓	254	100%	✓	251	190	141	141
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	7	—	—	7	—	—	—
Hispanic or Latino	—	—	9	—	—	9	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	15	—	—	15	—	—	—
White	✓	✓	222	100%	✓	219	191	154	154
Multiracial	—	—	1	—	—	1	—	—	—
Students With Disabilities	—	—	21	—	—	18	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	10	—	—	9	—	—	—

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

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2010 Accountability Cohort Members	PI
Not American Indian or Alaska Native	254	100%	251	190
Not Black or African American	247	100%	244	190
Not Hispanic or Latino	245	100%	242	190
Not Asian or Native Hawaiian/Other Pacific Islander	239	100%	236	189
Not White	32	—	32	181
Not Multiracial	253	100%	250	190
General Education	233	100%	233	194
English Proficient	254	100%	251	190
Not Economically Disadvantaged	244	100%	242	190
Male	124	100%	122	188
Female	130	100%	129	191
Migrant	0	—	0	—
Not Migrant	254	100%	251	190

✓ Yes

✗ No

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

Unweighted Combined ELA and Math PIs

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	—	—	194	190	192
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	—	—	194	191	193
Multiracial	—	—	—	—	—
Students With Disabilities	—	—	—	—	—
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—

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

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	2009 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	264	98%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	4	—	—	—
Hispanic or Latino	—	6	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	27	—	—	—
White	✓	224	97%	80%	80%
Multiracial	—	3	—	—	—
Students With Disabilities	✓	32†	84%†	80%	77%
Limited English Proficient	—	1	—	—	—
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	2008 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	249	98%	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	✓	215	99%	80%	80%
Multiracial	—	4	—	—	—
Students With Disabilities	—	23	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	8	—	—	—

✓ 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	
	2009 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2008 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	264	98%	249	98%
Not Black or African American	260	98%	242	99%
Not Hispanic or Latino	258	98%	246	98%
Not Asian or Native Hawaiian/Other Pacific Islander	237	97%	229	98%
Not White	40	100%	34	97%
Not Multiracial	261	98%	245	98%
General Education	233	100%	226	100%
English Proficient	263	98%	249	98%
Not Economically Disadvantaged	251	98%	241	99%
Male	133	96%	120	97%
Female	131	99%	129	100%
Migrant	0	—	0	—
Not Migrant	264	98%	249	98%

— There were fewer than 30 students in the cohort.

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

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

Regents Diploma with an Advanced Designation (This School)	Regents Diploma with an Advanced Designation (Statewide)	Percentage in This School Exceeded Statewide
78%	31%	YES

Glossary of Terms - Report Cards Data

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

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

Graduates

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

High School Completers

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

Highly Qualified Teachers

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

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

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

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

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

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

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

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

Regents Competency Tests

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

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

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

Total Cohort

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

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

BEDS Day Basic Educational Data System (BEDS) Day is typically the first Wednesday in October of the school year.

Cohort 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](#).

Accountability Cohort: Results for students in the Accountability Cohort are captured as of June 30th four years after they first enter grade 9.

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.

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 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.

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.

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) 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).

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:
$$\frac{([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100}$$

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:
$$(((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div [\text{Count of Tested Students}]) \times 100$$

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:
$$(((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div [\text{Count of Cohort Members}]) \times 100$$

Progress Target **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.

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:
$$[(80 - \text{the graduation rate of the previous year's four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the previous year's four-year graduation-rate total cohort}$$

Five-year Graduation Rate: The Progress Target for the current five-year graduation-rate total cohort is

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 [2013 - 14]

NAME: THORNELL ROAD SCHOOL

BEDS Code: 261401060009

ADDRESS: 431 THORNELL RD, PITTSFORD, NY 14534

PHONE: (585) 267-1702

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

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

Students by Gender

Male		Female	
239	53%	208	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	8	14	29	383	13
0%	2%	3%	6%	86%	3%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
—	—	41	9%	12	3%

*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
53	53	73	74	84	104
Ungraded Elementary					
6					

Average Class Size (2013 - 14)

Common Branch

21

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch

10

2%

Eligible for Reduced-Price Lunch

2

0%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate

97%

Student Suspensions

0

0%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience

0%

Turnover Rate of All Teachers

21%

Staff Counts (2013 - 14)

Principals

1

Assistant Principals

0

Other Professional Staff

3

Paraprofessionals

0

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	33	29	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%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	18%	21%	14%
Total Number of Core Classes	30	21	32
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	64	54	56
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

Mean Score

2014							2013					
321							318					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	74	12	31	47	9	57	84	8	35	51	6	57
General Education	65	8	31	51	11	62	81	—	—	—	—	—
Students with Disabilities	9	44	33	22	0	22	3	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	3	—	—	—	—	—
Black or African American	1	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	2	—	—	—	—	—
White	65	12	32	46	9	55	76	8	33	53	7	59
Multiracial	3	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	9	11	22	56	11	67	8	13	50	38	0	38
Female	31	10	29	55	6	61	43	2	33	58	7	65
Male	43	14	33	42	12	53	41	15	37	44	5	49
English Proficient	74	12	31	47	9	57	84	8	35	51	6	57
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	4	—	—	—	—	—	3	—	—	—	—	—
Not Economically Disadvantaged	70	—	—	—	—	—	81	—	—	—	—	—
Not Migrant	74	12	31	47	9	57	84	8	35	51	6	57

Mean Score

2014							2013					
324							320					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	83	7	31	34	28	61	94	11	34	33	22	55
General Education	81	—	—	—	—	—	85	7	33	35	25	60
Students with Disabilities	2	—	—	—	—	—	9	44	44	11	0	11
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	6	0	0	67	33	100
Black or African American	1	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	5	0	80	20	0	20
White	74	8	31	34	27	61	78	12	32	33	23	56
Multiracial	2	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	9	0	33	33	33	67	5	20	60	0	20	20
Female	42	5	24	43	29	71	46	9	35	26	30	57
Male	41	10	39	24	27	51	48	13	33	40	15	54
English Proficient	83	7	31	34	28	61	94	11	34	33	22	55
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	3	—	—	—	—	—	1	—	—	—	—	—
Not Economically Disadvantaged	80	—	—	—	—	—	93	—	—	—	—	—
Not Migrant	83	7	31	34	28	61	94	11	34	33	22	55

Mean Score

2014	2013
330	329

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	102	6	24	36	34	71	87	8	28	31	33	64
General Education	94	3	22	38	36	74	81	5	26	33	36	69
Students with Disabilities	8	38	38	13	13	25	6	50	50	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	7	0	0	57	43	100	6	0	50	17	33	50
Black or African American	2	—	—	—	—	—	4	—	—	—	—	—
Hispanic or Latino	5	0	40	40	20	60	3	—	—	—	—	—
White	85	6	25	34	35	69	72	10	22	32	36	68
Multiracial	3	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	5	20	20	40	20	60	9	0	56	33	11	44
Female	52	6	23	35	37	71	39	5	28	26	41	67
Male	50	6	24	38	32	70	48	10	27	35	27	63
English Proficient	102	6	24	36	34	71	87	8	28	31	33	64
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	1	—	—	—	—	—	9	0	78	11	11	22
Not Economically Disadvantaged	101	—	—	—	—	—	78	9	22	33	36	69
Not Migrant	102	6	24	36	34	71	87	8	28	31	33	64

Mean Score

2014							2013					
325							320					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	74	11	15	42	32	74	83	6	37	31	25	57
General Education	65	5	14	46	35	82	81	—	—	—	—	—
Students with Disabilities	9	56	22	11	11	22	2	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	3	—	—	—	—	—
Black or African American	1	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	2	—	—	—	—	—
White	65	12	14	43	31	74	75	4	39	32	25	57
Multiracial	3	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	9	0	22	33	44	78	8	25	25	25	25	50
Female	31	10	19	39	32	71	43	5	33	40	23	63
Male	43	12	12	44	33	77	40	8	43	23	28	50
English Proficient	74	11	15	42	32	74	83	6	37	31	25	57
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	4	—	—	—	—	—	3	—	—	—	—	—
Not Economically Disadvantaged	70	—	—	—	—	—	80	—	—	—	—	—
Not Migrant	74	11	15	42	32	74	83	6	37	31	25	57

Mean Score

2014							2013					
328							312					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	83	2	25	41	31	72	94	18	29	38	15	53
General Education	81	—	—	—	—	—	85	14	28	42	15	58
Students with Disabilities	2	—	—	—	—	—	9	56	33	0	11	11
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	6	0	0	100	0	100
Black or African American	1	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	5	80	0	20	0	20
White	74	3	26	42	30	72	78	15	33	35	17	51
Multiracial	2	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	9	0	22	33	44	78	5	20	20	40	20	60
Female	42	0	29	43	29	71	46	26	26	35	13	48
Male	41	5	22	39	34	73	48	10	31	42	17	58
English Proficient	83	2	25	41	31	72	94	18	29	38	15	53
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	3	—	—	—	—	—	1	—	—	—	—	—
Not Economically Disadvantaged	80	—	—	—	—	—	93	—	—	—	—	—
Not Migrant	83	2	25	41	31	72	94	18	29	38	15	53

Mean Score

2014							2013					
335							334					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	102	13	18	24	46	70	87	10	15	36	39	75
General Education	94	7	18	26	49	74	81	6	16	37	41	78
Students with Disabilities	8	75	13	0	13	13	6	67	0	17	17	33
Asian or Native Hawaiian/Other Pacific Islander	7	0	0	0	100	100	6	0	17	33	50	83
Black or African American	2	—	—	—	—	—	4	—	—	—	—	—
Hispanic or Latino	5	40	40	0	20	20	3	—	—	—	—	—
White	85	12	19	27	42	69	72	8	15	36	40	76
Multiracial	3	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	5	20	0	20	60	80	9	33	11	33	22	56
Female	52	19	13	23	44	67	39	10	18	36	36	72
Male	50	6	22	24	48	72	48	10	13	35	42	77
English Proficient	102	13	18	24	46	70	87	10	15	36	39	75
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	1	—	—	—	—	—	9	33	11	22	33	56
Not Economically Disadvantaged	101	—	—	—	—	—	78	8	15	37	40	77
Not Migrant	102	13	18	24	46	70	87	10	15	36	39	75

Mean Score

2014							2013					
91							90					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	82	1	0	12	87	99	95	0	2	16	82	98
General Education	80	—	—	—	—	—	85	0	0	12	88	100
Students with Disabilities	2	—	—	—	—	—	10	0	20	50	30	80
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	6	0	0	0	100	100
Black or African American	1	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	5	0	0	40	60	100
White	73	1	0	12	86	99	79	0	3	15	82	97
Multiracial	2	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	9	0	0	11	89	100	5	0	0	20	80	100
Female	42	0	0	12	88	100	47	0	4	17	79	96
Male	40	3	0	13	85	98	48	0	0	15	85	100
English Proficient	82	1	0	12	87	99	95	0	2	16	82	98
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	3	—	—	—	—	—	1	—	—	—	—	—
Not Economically Disadvantaged	79	—	—	—	—	—	94	—	—	—	—	—
Not Migrant	82	1	0	12	87	99	95	0	2	16	82	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

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

Grade/Subject	Total Tested	Number Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4	
Grade 3 ELA	1	—	—	—	—	—
Grade 3 Math	1	—	—	—	—	—
Grade 4 ELA	3	—	—	—	—	—
Grade 4 Math	3	—	—	—	—	—
Grade 4 Science	3	—	—	—	—	—
Grade 5 ELA	2	—	—	—	—	—
Grade 5 Math	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	✓	✓	267	99%	✓	261	157	82	82
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	4	—	—	4	—	—	—
Hispanic or Latino	—	—	9	—	—	9	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	15	—	—	15	—	—	—
White	✓	✓	231	99%	✓	225	156	102	102
Multiracial	—	—	8	—	—	8	—	—	—
Students With Disabilities	—	—	26	—	—	25	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	9	—	—	9	—	—	—

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%	261	157
Not Black or African American	263	99%	257	158
Not Hispanic or Latino	258	99%	252	158
Not Asian or Native Hawaiian/Other Pacific Islander	252	99%	246	155
Not White	36	—	36	167
Not Multiracial	259	99%	253	157
General Education	241	100%	236	163
English Proficient	267	99%	261	157
Not Economically Disadvantaged	258	99%	252	158
Male	139	100%	136	151
Female	128	98%	125	164
Migrant	0	—	0	—
Not Migrant	267	99%	261	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.

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%	✓	261	163	79	79
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	4	—	—	4	—	—	—
Hispanic or Latino	—	—	9	—	—	9	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	15	—	—	15	—	—	—
White	✓	✓	231	99%	✓	225	163	98	98
Multiracial	—	—	8	—	—	8	—	—	—
Students With Disabilities	—	—	26	—	—	25	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	9	—	—	9	—	—	—

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%	261	163
Not Black or African American	263	99%	257	163
Not Hispanic or Latino	258	99%	252	165
Not Asian or Native Hawaiian/Other Pacific Islander	252	99%	246	161
Not White	36	—	36	164
Not Multiracial	259	99%	253	162
General Education	241	100%	236	172
English Proficient	267	99%	261	163
Not Economically Disadvantaged	258	99%	252	163
Male	139	100%	136	165
Female	128	98%	125	160
Migrant	0	—	0	—
Not Migrant	267	99%	261	163

✓ 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	✓	✓	85	100%	✓	85	193	172	172
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	1	—	—	1	—	—	—
Hispanic or Latino	—	—	1	—	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	5	—	—	5	—	—	—
White	✓	✓	76	100%	✓	76	192	181	181
Multiracial	—	—	2	—	—	2	—	—	—
Students With Disabilities	—	—	5	—	—	5	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	3	—	—	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	85	100%	85	193
Not Black or African American	84	100%	84	193
Not Hispanic or Latino	84	100%	84	193
Not Asian or Native Hawaiian/Other Pacific Islander	80	100%	80	193
Not White	9	—	9	—
Not Multiracial	83	100%	83	193
General Education	80	100%	80	200
English Proficient	85	100%	85	193
Not Economically Disadvantaged	82	100%	82	193
Male	43	100%	43	186
Female	42	100%	42	200
Migrant	0	—	0	—
Not Migrant	85	100%	85	193

✓ Yes
 ✗ No
 — There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Progress Target data are suppressed.

Unweighted Combined ELA and Math PIs

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	157	163	—	—	160
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	156	163	—	—	160
Multiracial	—	—	—	—	—
Students With Disabilities	—	—	—	—	—
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—

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

Glossary of Terms - Report Cards Data

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

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

Graduates

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

High School Completers

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

Highly Qualified Teachers

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

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

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

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

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

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

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

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

Regents Competency Tests

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

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

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

Total Cohort

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

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

BEDS Day	Basic Educational Data System (BEDS) Day is typically the first Wednesday in October of the school year.
Cohort	<p>A cohort consists of all students who first entered grade 9 anywhere between July 1 and June 30 of a particular year or, in the case of ungraded students with disabilities, reached their seventeenth birthday during that year (i.e., the 2008 cohort consists of students who entered grade 9 and ungraded students with disabilities who reached their seventeenth birthday between July 1, 2008 and June 30, 2009). A more detailed definition of cohort is available in the SIRS Manual.</p> <p>Accountability Cohort: Results for students in the Accountability Cohort are captured as of June 30th four years after they first enter grade 9.</p> <p>Graduation-Rate Total Cohort: Results for students in the four-year graduation-rate total cohort are captured as of August 31 four years after they first enter grade 9. Results for students in the five-year graduation-rate total cohort are captured as of August 31 five years after they first enter grade 9.</p>
Effective Annual Measurable Objective (EAMO)	The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available on the New York State Accountability page under the header "Annual Measurable Objectives."
Graduation Rate	<p>The graduate rate for the four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 four years after entering grade 9.</p> <p>The graduate rate for the five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 five years after entering grade 9.</p>
Medically Excused	Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in elementary/middle-level calculations.
Performance Index (PI)	<p>A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative).</p> <p>Elementary/middle-level ELA/math: Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $\frac{([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100}$</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: $([(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$</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: $([(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}]) \times 100$</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: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.

Pittsford Schools

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Darrin_Kenney@pittsford.monroe.edu

Darrin Kenney
Assistant Superintendent for Business

Date: April 22, 2015

To: Michael Pero, Superintendent of Schools

From: Darrin T. Kenney, Assistant Superintendent for Business *DTK*

Re: Exemption Reporting Requirement

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 showing how much of the total assessed value on the applicable final assessment roll or rolls are exempt from taxation.

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 2014-15 School Year	Budget Proposed for the 2015-16 School Year	Contingency Budget for the 2015-16 School Year *
Total budgeted amount, not including separate propositions	\$119,905,108	\$122,588,393	\$120,978,940
Increase/decrease for 2015-16 school year		\$2,683,285	\$1,073,832
Percentage increase (decrease) in proposed budget		2.24%	0.90%
Change in the consumer price index		1.62%	
A. Proposed Tax Levy to Support the Total Budgeted Amount	\$92,666,331	\$94,750,493	
B. Levy to Support Library Debt, if Applicable	\$0	\$0	
C. Levy for Non-Excludable Propositions, if Applicable **	\$0	\$0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$0	\$0	
E. Total Proposed School Year Tax Levy (A+B+C-D)	\$92,666,331	\$94,750,493	\$92,666,331
F. Permissible exclusions to the School Tax Levy Limit	\$2,657,294	\$2,677,983	
G. School Year Tax Levy, <u>Excluding</u> Levy for Permissible Exclusions	\$90,009,037	\$92,072,510	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	\$90,009,037	\$92,072,510	
I. Difference: (G-H); Negative Value Requires 60.0% Voter Approval - See Note below Regarding Separate Propositions)**	-	-	
Administrative component	\$10,881,131	\$11,549,484	\$11,361,221
Program component	\$90,479,526	\$92,118,755	\$91,325,055
Capital component	\$18,544,451	\$18,920,154	\$18,292,664

*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
	Re-establish Capital Bus Reserve	up to \$15,000,000 over a ten year period
(Will not impact the tax levy)	Under the Budget Proposed for the 2015-16 School Year	
Estimated Basic STAR Exemption Savings 1	\$771	

The annual budget vote for the fiscal year 2015-16 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 19, 2015, 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 11, 2015

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 2014)

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 2014-15 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.

NYS - Real Property System
 County of Monroe
 Town of Pittsford - 2646
 Village of Pittsford
 SWIS Code - 264601

Assessor's Report - 2014 - Prior Year File
 S495 Exemption Impact Report
 School Detail Report

RPS221/V04/L001
 Date/Time - 4/16/2015 09:03:46
 Total Assessed Value 218,993,043
 Uniform Percentage 100.00

Equalized Total Assessed Value 218,993,043

School District - 264601 Pittsford Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13500	TOWN - GENERALLY	RPTL 406(1)	7	13,185,600	6.02
13650	VG - GENERALLY	RPTL 406(1)	2	1,151,900	0.53
13800	SCHOOL DISTRICT	RPTL 408	1	11,011,600	5.03
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	2	1,773,000	0.81
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	2,354,000	1.07
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	2	525,800	0.24
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	7	9,401,100	4.29
25500	NONPROF MED, DENTAL, HOSP SVCE	RPTL 486	1	211,900	0.10
41400	CLERGY	RPTL 460	1	1,500	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	1	46,702	0.02
41800	PERSONS AGE 65 OR OVER	RPTL 467	26	1,844,830	0.84
41834	ENHANCED STAR	RPTL 425	82	5,244,850	2.39
41854	BASIC STAR 1999-2000	RPTL 425	307	9,210,000	4.21
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	2	62,332	0.03
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	1	345,000	0.16
47615	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	1	96,800	0.04
Total Exemptions Exclusive of System Exemptions:			444	56,466,914	25.78
Total System Exemptions:			0	0	0.00
Totals:			444	56,466,914	25.78

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:

37,054

Equalized Total Assessed Value 2,990,039,456

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	0.04
12350	PUBLIC AUTHORITY - STATE	RPTL 412	1	154,700	0.01
13100	CO - GENERALLY	RPTL 406(1)	11	15,787,600	0.53
13500	TOWN - GENERALLY	RPTL 406(1)	149	9,621,800	0.32
13510	TOWN - CEMETERY LAND	RPTL 446	1	39,700	0.00
13650	VG - GENERALLY	RPTL 406(1)	1	97,500	0.00
13740	VG O/S LIMITS - SEWER OR WATER	RPTL 406(3)	1	18,500	0.00
13800	SCHOOL DISTRICT	RPTL 408	9	108,038,100	3.61
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	1	2,869,900	0.10
14000	LOCAL AUTHORITIES SPECIFIED	RPTL 412	1	59,400	0.00
14100	USA - GENERALLY	RPTL 400(1)	1	1,155,000	0.04
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	3	942,600	0.03
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	12	30,655,200	1.03
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	23	142,024,600	4.75
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	2	2,419,100	0.08
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	1	9,519,200	0.32
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	2	4,416,000	0.15
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	32,600	0.00
25500	NONPROF MED, DENTAL, HOSP SVCE	RPTL 486	8	1,777,200	0.06
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	4	484,000	0.02
41300	PARAPLEGIC VETS	RPTL 458(3)	1	230,700	0.01
41400	CLERGY	RPTL 460	9	13,500	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	3	67,400	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	45	3,575,733	0.12
41800	PERSONS AGE 65 OR OVER	RPTL 467	207	15,436,515	0.52
41806	PERSONS AGE 85 OR OVER	RPTL 467	9	634,335	0.02
41834	ENHANCED STAR	RPTL 425	1,012	64,127,131	2.14
41844	En STAR (land belongs to other	RPTL 425	1	30,050	0.00
41854	BASIC STAR 1999-2000	RPTL 425	5,782	173,308,500	5.80
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	8	769,465	0.03
41936	DISABILITIES AND LIMITED INCOM	RPTL 459-c	2	79,435	0.00
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	2	453,862	0.02

NYS - Real Property System
County of Monroe
Town of Pittsford
SWIS Code - 264689

Assessor's Report - 2014 - Prior Year File
S495 Exemption Impact Report
School Detail Report

RPS221/V04/L001
Date/Time - 4/16/2015 09:03:46
Total Assessed Value 2,990,039,456
Uniform Percentage 100.00

Equalized Total Assessed Value 2,990,039,456

School District - 264601 Pittsford Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
47615	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	12	778,300	0.03
Total Exemptions Exclusive of System Exemptions:			7,329	590,893,026	19.76
Total System Exemptions:			0	0	0.00
Totals:			7,329	590,893,026	19.76

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: _____

NYS - Real Property System
 County of Monroe
 Town of Perinton
 SWIS Code - 264489

Assessor's Report - 2014 - Prior Year File
 S495 Exemption Impact Report
 School Detail Report

RPS221/V04/L001
 Date/Time - 4/13/2015 10:15:46
 Total Assessed Value 629,911,551
 Uniform Percentage 100.00

Equalized Total Assessed Value 629,911,551

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	4,455,700	0.71
13500	TOWN - GENERALLY	RPTL 406(1)	12	1,048,900	0.17
13510	TOWN - CEMETERY LAND	RPTL 446	1	18,800	0.00
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	1	2,961,700	0.47
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	3	13,616,000	2.16
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	217,800	0.03
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	1	2,038,300	0.32
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	2	595,300	0.09
25500	NONPROF MED, DENTAL, HOSP SVCE	RPTL 486	1	1,116,400	0.18
26300	INTERDENOMINATIONAL CENTER	RPTL 430	1	2,592,900	0.41
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	3	14,510,900	2.30
41400	CLERGY	RPTL 460	1	1,500	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	48	4,190,600	0.67
41806	PERSONS AGE 65 OR OVER	RPTL 467	45	3,807,955	0.60
41834	ENHANCED STAR	RPTL 425	235	15,038,900	2.39
41854	BASIC STAR 1999-2000	RPTL 425	1,143	34,290,000	5.44
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	61,250	0.01
47615	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	3	123,630	0.02
Total Exemptions Exclusive of System Exemptions:			1,503	100,686,535	15.98
Total System Exemptions:			0	0	0.00
Totals:			1,503	100,686,535	15.98

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:

381,651.40

NYS - Real Property System
County of Monroe
Town of Brighton
SWIS Code - 262000

Assessor's Report - 2014 - Prior Year File
S495 Exemption Impact Report
School Detail Report

RPS221/V04/L001
Date/Time - 4/13/2015 13:11:03
Total Assessed Value 185,511,592
Uniform Percentage 98.00

Equalized Total Assessed Value 189,297,543

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	2,551	0.00
13500	TOWN - GENERALLY	RPTL 406(1)	1	656,020	0.35
13800	SCHOOL DISTRICT	RPTL 408	2	3,785,714	2.00
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	1	2,000,000	1.06
18180	UDC OWNED NON-HOUSING PROJECT	MC K UCON L 6272	1	10,469,388	5.53
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	1	15,816,327	8.36
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	1	203,776	0.11
41800	PERSONS AGE 65 OR OVER	RPTL 467	10	471,113	0.25
41834	ENHANCED STAR	RPTL 425	39	2,503,564	1.32
41854	BASIC STAR 1999-2000	RPTL 425	228	6,979,536	3.69
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	1	1,289,823	0.68
Total Exemptions Exclusive of System Exemptions:			286	44,177,812	23.34
Total System Exemptions:			0	0	0.00
Totals:			286	44,177,812	23.34

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 54,950,247

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	1.28
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	551,300	1.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	1	99,673	0.18
41806	PERSONS AGE 65 OR OVER	RPTL 467	3	465,900	0.85
41834	ENHANCED STAR	RPTL 425	6	385,200	0.70
41854	BASIC STAR 1999-2000	RPTL 425	67	2,010,000	3.66
Total Exemptions Exclusive of System Exemptions:			80	5,089,073	9.26
Total System Exemptions:			0	0	0.00
Totals:			80	5,089,073	9.26

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: _____



Date: April 15, 2015

Pittsford Central School District

Taxing Jurisdiction: Town of Pittsford

Fiscal Year Beginning: 2014-15

Total equalized value in taxing jurisdiction: \$

1,470,200

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		37,054
Totals				37,054

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, 2015

Pittsford Central School District

Taxing Jurisdiction: Town of Perinton

Fiscal Year Beginning: 2014-15

Total equalized value in taxing jurisdiction: \$

15,142,890

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		1,663
PILOT	Assessed Value Exempt Amount	RP-495-PILOT		167,154
PILOT	Assessed Value Exempt Amount	RP-495-PILOT		123,496
PILOT	Assessed Value Exempt Amount	RP-495-PILOT		89,338
Totals				381,651

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

Date: April 15, 2015

Pittsford Central School District

Taxing Jurisdiction: Town of Brighton

Fiscal Year Beginning: 2014-15

Total equalized value in taxing jurisdiction: \$

0

[illegible]

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

Date: April 15, 2015

Pittsford Central School District

Taxing Jurisdiction: Town of Penfield

Fiscal Year Beginning: 2014-15

Total equalized value in taxing jurisdiction: \$

0

[illegible]