

Akron Central School District Annual Report

2014-15
Proposed Budget

Budget Vote on May 20, 2014



Orange Gym
Noon—9:00 p.m.

BUDGET HEARING
&
MEET THE CANDIDATES NIGHT

Tuesday, May 13, 2014
Edward Allen Auditorium
7:00 p.m.

ANNUAL DISTRICT MEETING

Tuesday, May 20, 2014
12:00 Noon to 9:00 p.m.
High School Orange Gym

ACS BOARD OF EDUCATION

Daniel Caprio, President

Kevin Stone, Vice President

Shannon Cinotti Phillip Kenline William Murty

David Penn Tracy Sturmer

ANNUAL MEETING AGENDA



**ANNUAL BUDGET HEARING & MEET THE CANDIDATES NIGHT
EDWARD ALLEN AUDITORIUM
TUESDAY, MAY 13, 2014
7:00 P.M.**

**ANNUAL DISTRICT MEETING
HIGH SCHOOL ORANGE GYM
TUESDAY, MAY 20, 2014
12:00 Noon – 9:00 P.M. E.D.S.T.**

AGENDA

12:00 Noon

1. Call to order by the District Clerk, Roxanne Rebmann.
2. Reading by District Clerk of Notice of Meeting and Qualifications of Voters.
3. Reading by District Clerk of 2014-15 school district budget summary.
4. Declaration by Chairman of polls open for voting.
5. Voting on Board of Education members and two propositions.

9:00 P.M.

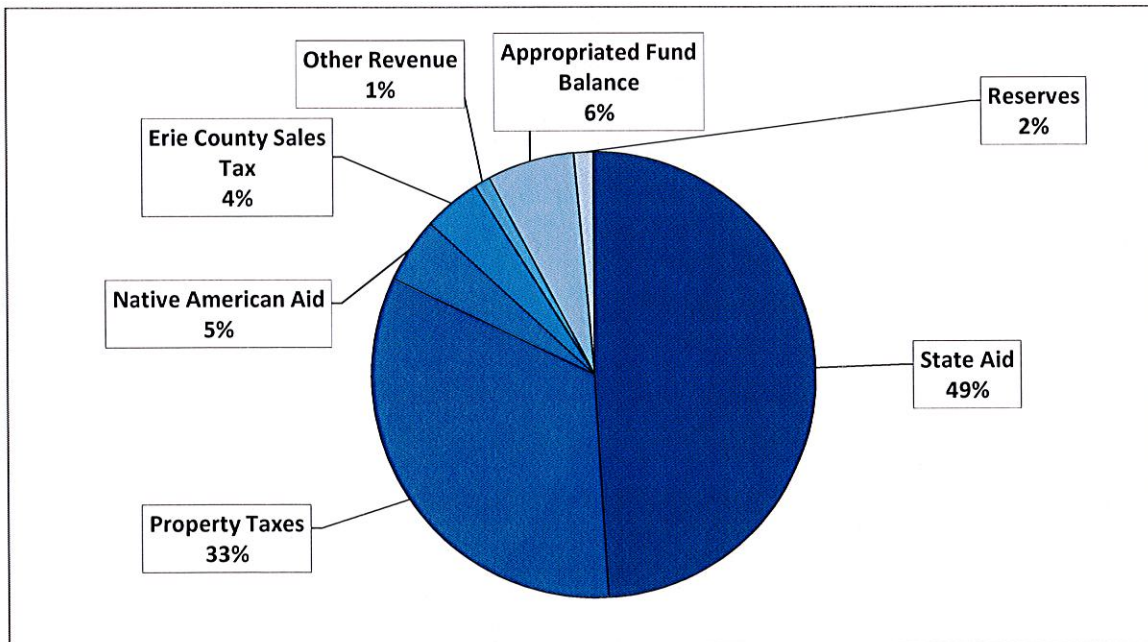
6. Announcement by Chairman of closing of polls for voting on proposition and school board members.
7. Tabulation and announcement of vote on 2014-15 school district budget.
8. Tabulation and announcement of vote on proposition #2.
9. Tabulation and announcement of vote on school board member positions.
10. Call by Chairman of any other business, which may properly come before the meeting.
11. Motion for adjournment.

2014-15 General Fund Budget



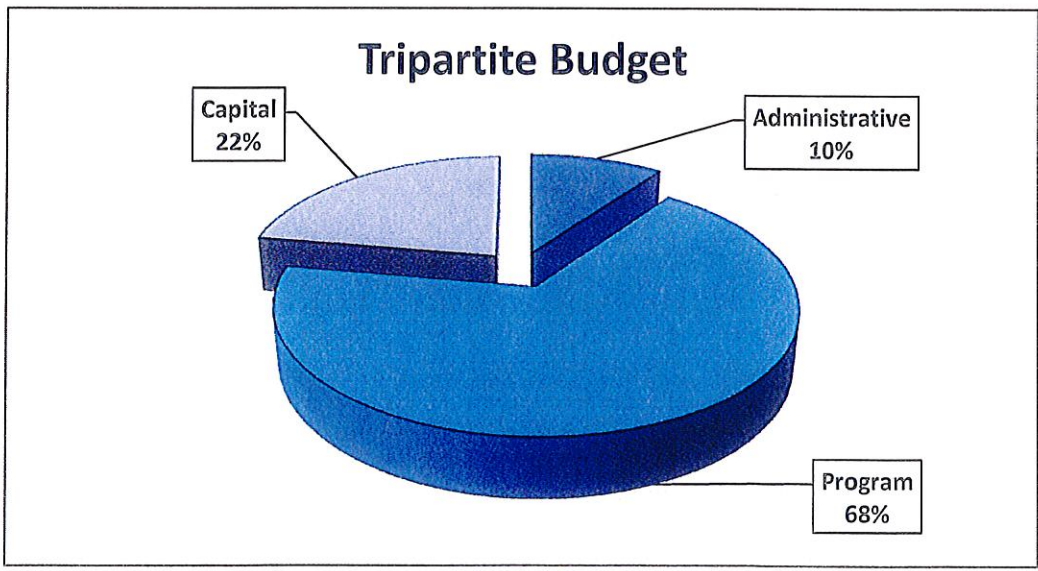
Akron Central School District Proposed General Fund Revenues

	Adopted 2013-14	Proposed 2014-15	\$ Change
Proposed State Aid:			
Foundation Aid/General Aid	\$ 9,191,060	\$ 9,270,091	\$ 79,031
Excess Cost Aid	\$ 399,313	\$ 489,336	\$ 90,023
BOCES	\$ 768,352	\$ 920,000	\$ 151,648
Hardware and Technology	\$ 27,407	\$ 25,374	\$ (2,033)
Textbook, Software, Library	\$ 121,926	\$ 116,754	\$ (5,172)
Transportation	\$ 1,250,000	\$ 1,200,000	\$ (50,000)
Building	\$ 3,868,557	\$ 3,252,923	\$ (615,634)
Gap Elimination Adjustment	\$ (1,669,097)	\$ (1,293,517)	\$ 375,580
Total Proposed Aid	\$ 13,957,518	\$ 13,980,961	\$ 23,443
Other Revenue:			
Native American Aid	\$ 1,354,000	\$ 1,354,000	\$ -
Erie County Sales Tax	\$ 1,100,000	\$ 1,200,000	\$ 100,000
Other Revenues	\$ 348,998	\$ 329,281	\$ (19,717)
Appropriated Fund Balance	\$ 2,300,000	\$ 1,800,000	\$ (500,000)
Use of Reserves	\$ 758,000	\$ 400,000	\$ (358,000)
	\$ 5,860,998	\$ 5,083,281	\$ (777,717)
Proposed Real Property Tax Levy:	\$ 9,324,438	\$ 9,435,800	\$ 111,362
Total Proposed Revenues:	\$ 29,142,954	\$ 28,500,042	\$ (642,912)



Akron Central School District
General Fund Appropriations

	Adopted 2013-14	Proposed 2014-15	\$ Change
Administrative Component			
Board of Education/District Clerk	\$ 20,080	\$ 20,938	\$ 858
Central Office/District Services	\$ 1,114,562	\$ 1,210,386	\$ 95,824
Legal & Personnel	\$ 116,995	\$ 133,495	\$ 16,500
Instructional Administration	\$ 755,510	\$ 810,255	\$ 54,745
Allocated Employee Benefits	\$ 825,688	\$ 648,215	\$ (177,473)
	<u>\$ 2,832,835</u>	<u>\$ 2,823,289</u>	<u>\$ (9,546)</u>
Program Component			
Instruction	\$ 9,075,214	\$ 9,120,803	\$ 45,589
Exceptional Education	\$ 3,306,298	\$ 3,406,751	\$ 100,453
Co-Curricular & Athletics	\$ 390,822	\$ 406,050	\$ 15,228
Transportation	\$ 1,239,141	\$ 1,245,690	\$ 6,549
Allocated Employee Benefits	\$ 5,084,579	\$ 5,118,589	\$ 34,010
	<u>\$ 19,096,054</u>	<u>\$ 19,297,883</u>	<u>\$ 201,829</u>
Capital Component			
Operations & Maintenance	\$ 1,878,395	\$ 1,973,292	\$ 94,897
Debt Service	\$ 4,817,445	\$ 3,975,252	\$ (842,193)
Allocated Employee Benefits	\$ 518,225	\$ 430,326	\$ (87,899)
	<u>\$ 7,214,065</u>	<u>\$ 6,378,870</u>	<u>\$ (835,195)</u>
Total Expenditures	<u>\$ 29,142,954</u>	<u>\$ 28,500,042</u>	<u>\$ (642,912)</u>



**Akron Central School District
General Fund Appropriations**

ADMINISTRATIVE EXPENSES

CODE	DESCRIPTION	2013-14 BUDGET	2014-15 BUDGET
A1010	<u>Board of Education</u> Expenditures incurred by the Board for supplies, travel, meetings, and conferences	\$ 13,195	\$ 13,895
A1040	<u>District Clerk</u> Expenditures incurred for salary, meeting supplies, and advertising costs.	\$ 4,635	\$ 4,793
A1060	<u>District Meeting</u> Expenditures for printing, advertising, payments to election officials, absentee ballots, and supplies	\$ 2,250	\$ 2,250
TOTAL BOARD OF EDUCATION/DISTRICT CLERK		\$ 20,080	\$ 20,938
A1240	<u>Central Office</u> Salaries for the Superintendent, the superintendent's secretary, travel, supplies and periodicals	\$ 207,325	\$ 209,361
A1310	<u>Business Administrator</u> Salaries for our shared School Business Administrator, her staff of 3.5 full time employees, consultant fees, travel, appraisal fees and supplies	\$ 253,796	\$ 288,964
A1320	<u>Auditing Services</u> Annual audit by External Auditor, Internal Auditor, and Internal Claims Auditor	\$ 25,650	\$ 25,400
A1325	<u>Treasurer</u> Expenditures for supplies and debt service needs	\$ 450	\$ 950
A1330	<u>Tax Collection</u> Contractual costs for tax collection services through the Town of Newstead, required supplies, and fees to Erie County for Tax Bills	\$ 14,600	\$ 15,100
A1480	<u>Public Information</u> Budget brochures and newsletters	\$ 500	\$ 500
A1670	<u>Central Mail</u> Costs for postage associated with district and building level mailings along with the fees to BOCES for production of forms, report cards, etc.	\$ 43,500	\$ 45,500
A1680	<u>Data Processing - BOCES</u> Computer costs for attendance, student scheduling, test scoring, report cards, and related hardware costs	\$ 309,975	\$ 387,475
A1910	<u>Insurance</u> Insurance premiums for fire, auto, liability, and vandalism	\$ 48,640	\$ 50,710
A1920	<u>School Association Dues</u> Costs of memberships in State, regional, and county associations	\$ 34,626	\$ 35,926
A1981	<u>Administrative Charge - BOCES</u> District's portion of BOCES administrative expenses	\$ 175,500	\$ 150,500
TOTAL CENTRAL OFFICE AND DISTRICT SERVICES		\$ 1,114,562	\$ 1,210,386

**Akron Central School District
General Fund Appropriations**

A1420	<u>Legal Services</u> School District Attorney and other legal fees	\$ 99,571	\$ 112,071
A1430	<u>Personnel</u> Costs for mandated employee physicals, arbitration fees, and advertising costs associated with recruitment of staff. Also the BOCES cost for substitute call in and certification services	\$ 17,424	\$ 21,424
	TOTAL LEGAL AND PERSONNEL	\$ 116,995	\$ 133,495
A2010	<u>Curriculum Development</u> Salary for .5 Director of Curriculum, cost of training consultants, travel and supply expenses	\$ 58,320	\$ 61,893
A2020	<u>Administrative Supervision</u> Salaries of 3 principals, 1.5 assistant principals, .5 Director of Special Education, .5 Athletic Director along with travel and supplies for each	\$ 651,438	\$ 705,812
A2060	<u>Administrative BOCES Fees</u> Cost for GASB required actuarial valuation services, health and safety risk specialist, AED/CPR services, and participation in Finance and Legislative services	\$ 37,550	\$ 42,550
A2630	<u>Director of Technology</u> Salary for the Director of Technology	\$ -	\$ -
A2330	<u>Special School Salaries</u> Non-Instructional salaries associated with running a district operated community education program	\$ 8,202	\$ -
	TOTAL INSTRUCTIONAL ADMINISTRATION	\$ 755,510	\$ 810,255
	ALLOCATED EMPLOYEE BENEFITS - SEE DETAIL BELOW	\$ 825,688	\$ 648,215
	TOTAL ADMINISTRATIVE EXPENSES	\$ 2,832,835	\$ 2,823,289

PROGRAM EXPENSES

A2070	<u>In Service</u> Salaries and contractual costs for professional development activities at the district, along with BOCES costs for school improvement activities	\$ 103,878	\$ 107,290
A2110.12	Salaries of K-6 Teachers	\$ 3,039,680	\$ 2,979,855
A2110.13	Salaries of 7-12 Teachers	\$ 3,117,898	\$ 3,249,445
A2110.14	Salaries for Substitute Teachers	\$ 232,775	\$ 235,025
A2110.16	Salaries for Classroom Paraprofessionals - Teacher aides, monitors, lifeguards, etc.	\$ 129,989	\$ 150,759
A2110	Classroom supplies, Equipment and Other Expenses	\$ 210,966	\$ 226,906
A2110.47	<u>Foster and Health Tuition</u> The District pays tuition to other school districts for students who entered foster care while living in Akron but who now live outside the District	\$ 39,500	\$ 39,500

**Akron Central School District
General Fund Appropriations**

A2110.48	<u>Textbooks/Workbooks</u>	\$ 95,996	\$ 95,996
A2110.49	<u>BOCES</u> Includes testing, tuition, staff development costs, and contracted instructional services	\$ 370,900	\$ 312,955
A2330	<u>Special Schools</u> Costs to operate summer school and other supplemental programs	\$ 43,500	\$ 43,500
A2610	<u>School Library & Audio Visual</u> Salaries of librarians, supplies, contractual services including BOCES, and equipment	\$ 286,105	\$ 332,505
A2630	<u>Computer Assisted Instruction</u> Computer hardware and software and state aided computer expenditures	\$ 703,605	\$ 640,453
A2810	<u>Guidance</u> Salaries of guidance counselors, clerical staff, equipment, supplies and other expenses	\$ 398,532	\$ 376,973
A2815	<u>Health Services/School Nurses</u> Salaries of the two school nurses along with costs for supplies, equipment and other expenses	\$ 111,440	\$ 113,141
A2820	<u>Psychological Services</u> Salaries of school psychologists along with equipment, supplies and other expenses	\$ 180,450	\$ 206,500
A2825	<u>Social Work</u> Costs of contracted social work services	\$ 10,000	\$ 10,000
	TOTAL INSTRUCTIONAL	\$ 9,075,214	\$ 9,120,803
A2250	<u>Special Education</u> Salaries of special education teachers and paraprofessionals, equipment, supplies, BOCES services, residential and contracted tuition, and other expenses. Includes testing, tuition, staff development costs, and contracted instructional services	\$ 2,873,000	\$ 2,953,364
A2280.49	Occupational Education	\$ 402,498	\$ 422,587
A9901	Transfer to Special Aid	\$ 30,800	\$ 30,800
	TOTAL EXCEPTIONAL EDUCATION	\$ 3,306,298	\$ 3,406,751
A2850	<u>Co-Curricular Activities</u> Salaries for chaperones, and class advisors as well as supplies	\$ 128,250	\$ 141,000
A2855	<u>Interscholastic Sports</u> Salaries of coaches, uniforms, equipment awards, officials, dues, fees and other costs	\$ 262,572	\$ 265,050
	TOTAL CO-CURRICULAR & ATHLETICS	\$ 390,822	\$ 406,050
A5510 & A5530	<u>Transportation</u> Costs for drivers, fuels, equipment, supplies, insurance, and other related expenses	\$ 1,239,141	\$ 1,245,690
	TOTAL TRANSPORTATION	\$ 1,239,141	\$ 1,245,690
	ALLOCATED EMPLOYEE BENEFITS - SEE DETAIL BELOW	\$ 5,084,579	\$ 5,118,589
	TOTAL PROGRAM EXPENSES	\$ 19,096,054	\$ 19,297,883

**Akron Central School District
General Fund Appropriations**

CAPITAL EXPENSES			
A1620	<u>Operations & Maintenance</u> Salaries of the maintenance and grounds staff, contracted services for the Supt. Of Buildings and Grounds, equipment, supplies, service contracts, etc.	\$ 1,848,395	\$ 1,943,292
A1964	Refund of Real Property Taxes	\$ 30,000	\$ 30,000
	TOTAL OPERATIONS & MAINTENANCE	\$ 1,878,395	\$ 1,973,292
A9710	<u>Principal & Interest</u> Long term debt service and short-term borrowing	\$ 4,817,445	\$ 3,975,252
	TOTAL DEBT SERVICE	\$ 4,817,445	\$ 3,975,252
	ALLOCATED EMPLOYEE BENEFITS - SEE DETAIL BELOW	\$ 518,225	\$ 430,326
	TOTAL CAPITAL EXPENSES	\$ 7,214,065	\$ 6,378,870

TOTAL GENERAL FUND EXPENSES	\$ 29,142,954	\$ 28,500,042
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EMPLOYEE BENEFIT EXPENSES			
A9010.800	<u>State Retirement</u> District's share of retirement plan for non-instructional employees	\$ 590,928	\$ 537,156
A9020.800	<u>Teacher's Retirement</u> District's share of retirement plan for instructional employees	\$ 1,523,779	\$ 1,603,825
A9020.810	<u>403b Retirement Benefit</u> Costs for contractual contributions to employee 403b plans	\$ 333,000	\$ 83,000
A9030.800	<u>Social Security</u> District's share of Social Security and Medicare payments for employees	\$ 979,787	\$ 929,750
A9040.800	<u>Worker's Compensation</u> Premiums paid by the District as required by law.	\$ 126,683	\$ 201,250
A9045-800	<u>Life Insurance</u> Costs for contractual contributions to life insurance policies for certain employees	\$ 22,500	\$ 22,500
A9050-800	<u>Unemployment Insurance</u> Costs to pay the unemployment claims of staff who qualify for those benefits under state and federal law	\$ 80,000	\$ 40,000
A9060-810 & A9060-820	<u>Health & Dental Insurance</u> District's share of health and dental insurance premiums for their employees.	\$ 2,736,815	\$ 2,779,649
A9060-821	<u>Flexible Benefits</u> Costs associated with contractual benefits for a Flexible Benefits Plan for employees	\$ 35,000	\$ 35,000
	TOTAL EMPLOYEE BENEFITS	\$ 6,428,492	\$ 6,232,130
	ALLOCATION OF BENEFITS TO ADMINISTRATIVE COMPONENT	\$ 825,688	\$ 648,215
	ALLOCATION OF BENEFITS TO PROGRAM COMPONENT	\$ 5,084,579	\$ 5,118,589
	ALLOCATION OF BENEFITS TO CAPITAL COMPONENT	\$ 518,225	\$ 430,326

Administrative Component

Board of Education & District Clerk

This administrative section covers all expenses related to the Board of Education, including the costs for advertising and election staff as well as supplies needed for the Annual Meeting. In addition, this category provides funds for board members to attend local and state conferences as well as purchase materials and supplies for the Board to carry out its duties and obligations. Note: your school board members serve the district on a volunteer basis.

Central Office & District Services

This section includes the cost of salaries for the Superintendent and his staff and our shared School Business Administrator and her staff. It also includes budget resources for travel and conference expenses, workshops, books, periodicals, office supplies, central mailing and data processing costs and BOCES services provided to these departmental areas. This section also includes costs to cover expenses for the preparation and publication of various informational materials for district parents and community members as well as public liability and student insurance expenses, school association dues, and the administrative charge for the use of BOCES services and facilities. This section also includes the cost of our independent auditors, internal claims auditor, treasurer and tax collector supplies and services.

Legal & Personnel

These costs cover expenses for our outside legal firm as well as our subscription to the personnel legal resources through BOCES. In addition, there are resources included which cover advertising and arbitration expenses for the district.

Instructional Administration

This category includes the salaries of our administrative team, travel and conference expenses, office materials and supplies and subscription to various BOCES services, such as our health and safety risk specialist.

Capital Component

Operations & Maintenance

This section captures all the costs associated with the operation and maintenance of the school buildings and grounds, including activities concerned with keeping the physical plant open, comfortable, and safe for use. It also includes keeping the buildings, grounds and equipment in effective working condition and state of repair. These include the activities of maintaining safety in buildings, on the grounds, and in the vicinity of the school. Costs include salaries for the building custodians and cleaners as well as the costs for our shared Superintendent of Buildings and Grounds. Also included are anticipated costs for equipment replacement, service contracts for trash removal, maintenance on certain equipment and insurance. In addition, we have budgeted for the costs of utilities, water, sewer and telephone. Expenses for travel and conferences, which are necessary to maintain specific certifications, are also included. We also include costs for possible repairs to boilers and machinery. In addition, the cost for refunds of real property taxes of prior years is included in this category.

Debt Service

This item represents the total principal and interest payments, which will be paid during the next fiscal year for projects that were previously approved by the voters of the district.

Program Component

Instruction

Instruction is the core of the school budget and includes salaries for regular K-12 instruction, teacher substitutes, classroom aides, monitors, library, audiovisual and computer personnel as well as student support services (guidance), health professionals, and psychologists. It also covers the cost of supplies, textbooks and equipment needs associated with the operation of the instructional program of the district. Other expenses include travel and conferences for teachers, bookbinding, tuition costs for foster children, and copier service contracts.

Exceptional Education

The programs in this category provide for students with special learning needs. Costs include the salaries of the special education team, equipment needed to serve the children, and travel and conference expenses for various programmatic enhancements. This category also provides for students' tuition to various other programs as determined necessary by the Committee on Special Education. It also includes shared instructional BOCES services including Occupational Education.

Co-Curricular & Athletics

Co-curricular activities include school club programs, athletic supervision and intramural athletics. Interscholastic athletics includes program costs for sports activities both at home and while visiting other districts. This section captures the salary costs for all coaches, supervisors, advisors and officials. Also included are costs for the district's athletic trainer, travel & conference costs for staff, and materials & supplies for both areas. In addition, budget resources have been provided for the reconditioning of athletic equipment.

Transportation

The Akron Central School District provides regular transportation within and outside the district, for special education programs, interscholastic activities at other locations, and field trips for its educational programs. This category provides funding to transport students under district policy and mandated State Education Department regulations. Salary for our shared transportation supervisor along with the salaries for bus drivers, bus attendants, and mechanics are included within these totals. Insurance for buses, as well as parts, tires, repairs and fuel have also been budgeted.

NYS DISTRICT REPORT CARD



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

NAME: AKRON CSD

BEDS Code: 142101040000

SUPERINTENDENT : Kevin Shanley

ADDRESS: 47 BLOOMINGDALE AVE, AKRON, NY 14001

PHONE: (716) 542-5006

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.

AKRON CSD Enrollment (2012 - 13)

K-12 Enrollment: 1,479

These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2012 - 13 school year. For nonpublic school enrollment data please see the [Non-Public School Enrollment and Staff](#) information on our Information and Reporting Services webpage

Students by Gender

Male		Female	
731	49%	748	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
179	7	12	3	1,273	5
12%	0%	1%	0%	86%	0%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
—	—	134	9%	444	30%

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

Students by Grade

Kindergarten (Full Day)	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
107	83	116	112	115	125
6th Grade	Ungraded Elementary	7th Grade	8th Grade	9th Grade	10th Grade
105	5	126	107	118	107
11th Grade	12th Grade	Ungraded Secondary			
107	145	1			

Average Class Size (2012 - 13)

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

Free and Reduced-Price Lunch (2012 - 13)

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
327	22%	106	7%

Attendance and Suspensions (2011 - 12)

Annual Attendance Rate	Student Suspensions	
96%	73	5%

Teacher Turnover Rate (2011 - 12)

Turnover Rate of Teachers with Fewer Than Five Years of Experience	Turnover Rate of All Teachers
50%	19%

Staff Counts (2012 - 13)

Principals	Assistant Principals	Other Professional Staff	Paraprofessionals
3	2	13	18

Teacher Qualifications (2010-11 through 2012-13)

	2010 - 11	2011 - 12	2012 - 13
Total Number of Teachers	120	111	101
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	2%	2%	1%
Percent with Fewer Than Three Years of Experience	1%	0%	1%
Percentage with Master's Degree Plus 30 Hours or Doctorate	11%	9%	9%
Total Number of Core Classes	298	272	252
Percent Not Taught by Highly Qualified Teachers in This District	1%	1%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	2%	3%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	5%	4%	6%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	0%	1%	1%
Total Number of Classes	482	457	387
Percent Taught by Teachers Without Appropriate Certification	1%	2%	2%

High School Completers (2012 - 13)

Results by Student Group	Completers (Graduates + IEP Diplomas)	Graduates (Regents + Local Diplomas)	Regents Diploma		Regents with Advanced Designation	
	Number of Students	Number of Students	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates
All Students	141	140	138	99%	98	70%
General Education	136	136	135	99%	98	72%
Students with Disabilities	5	4	3	75%	0	0%

Results by Student Group	Regents with CTE Endorsement		Local Diplomas		Individualized Education Program (IEP) Diplomas	
	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates	Number of Students	Percent of Completers
All Students	21	15%	2	1%	1	1%
General Education	20	15%	1	1%	0	0%
Students with Disabilities	1	25%	1	25%	1	20%

High School Non-completers (2012 - 13)

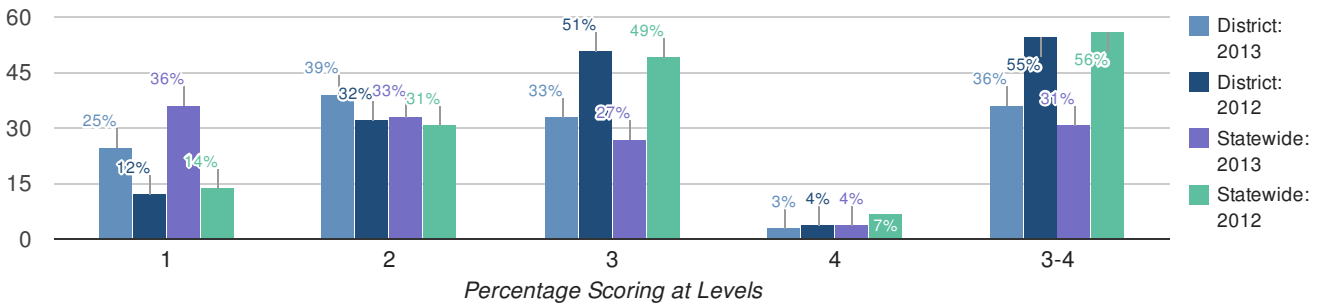
Results by Student Group	Dropped Out		Entered Approved High School Equivalency Preparation Program		Total Noncompleters	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
All Students	10	2%	0	0%	10	2%
General Education	—	—	—	—	—	—
Students with Disabilities	—	—	—	—	—	—

Post-graduation Plans of Completers (2012 - 13)

Results by Student Group	To Four-Year College		To Two-Year College		To Other Post-Secondary		To the Military	
	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers
All Students	61	43%	48	34%	0	0%	1	1%
General Education	61	45%	45	33%	0	0%	1	1%
Students with Disabilities	0	0%	3	60%	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	27	19%	0	0%	2	1%	2	1%
General Education	26	19%	0	0%	1	1%	2	1%
Students with Disabilities	1	20%	0	0%	1	20%	0	0%

Grade 3 English Language Arts

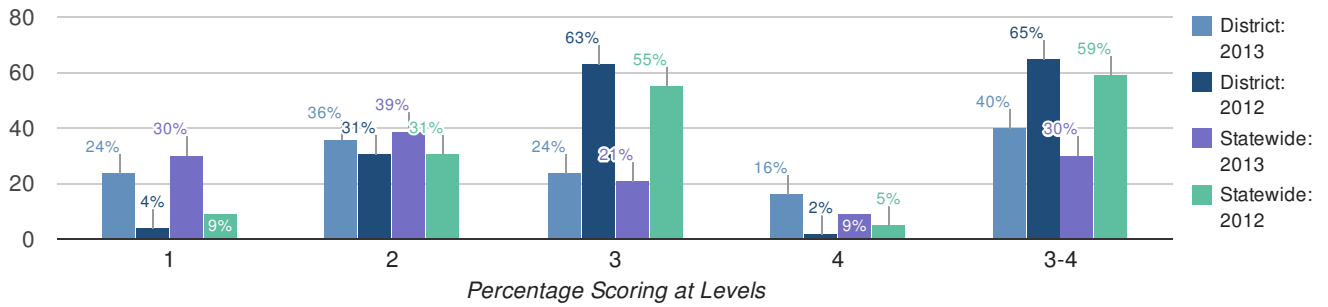


Mean Score

2013	2012
304	665

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	108	25	39	33	3	36	114	12	32	51	4	55
General Education	93	16	43	38	3	41	105	6	34	55	5	60
Students with Disabilities	15	80	13	7	0	7	9	89	11	0	0	0
American Indian or Alaska Native	11	73	18	9	0	9	15	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	—	—	—	—	—
White	97	20	41	36	3	39	98	13	32	50	5	55
Small Group Total	0	0	0	0	0	0	16	6	38	56	0	56
Female	55	24	36	36	4	40	65	9	31	54	6	60
Male	53	26	42	30	2	32	49	16	35	47	2	49
English Proficient	108	25	39	33	3	36	114	12	32	51	4	55
Economically Disadvantaged	33	48	27	24	0	24	40	18	35	48	0	48
Not Economically Disadvantaged	75	15	44	37	4	41	74	9	31	53	7	59
Not Migrant	108	25	39	33	3	36	114	12	32	51	4	55

Grade 4 English Language Arts

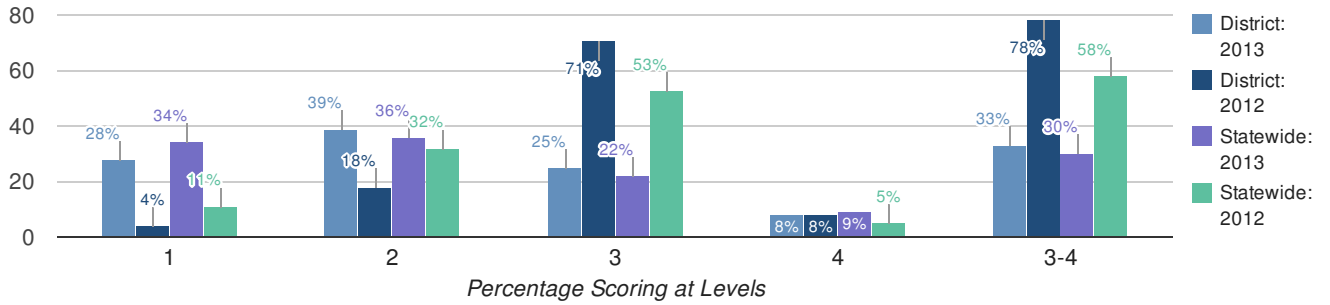


Mean Score

2013	2012
308	680

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	113	24	36	24	16	40	122	4	31	63	2	65
General Education	103	17	40	26	17	44	108	3	28	68	2	69
Students with Disabilities	10	100	0	0	0	0	14	14	57	29	0	29
American Indian or Alaska Native	15	—	—	—	—	—	12	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	0	0	0	0	0	0
White	96	22	35	24	19	43	109	4	28	66	2	68
Multiracial	1	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	17	35	41	24	0	24	13	8	54	38	0	38
Female	64	20	34	25	20	45	60	5	30	62	3	65
Male	49	29	39	22	10	33	62	3	32	65	0	65
English Proficient	113	24	36	24	16	40	122	4	31	63	2	65
Economically Disadvantaged	37	35	35	19	11	30	40	5	35	60	0	60
Not Economically Disadvantaged	76	18	37	26	18	45	82	4	29	65	2	67
Not Migrant	113	24	36	24	16	40	122	4	31	63	2	65

Grade 5 English Language Arts

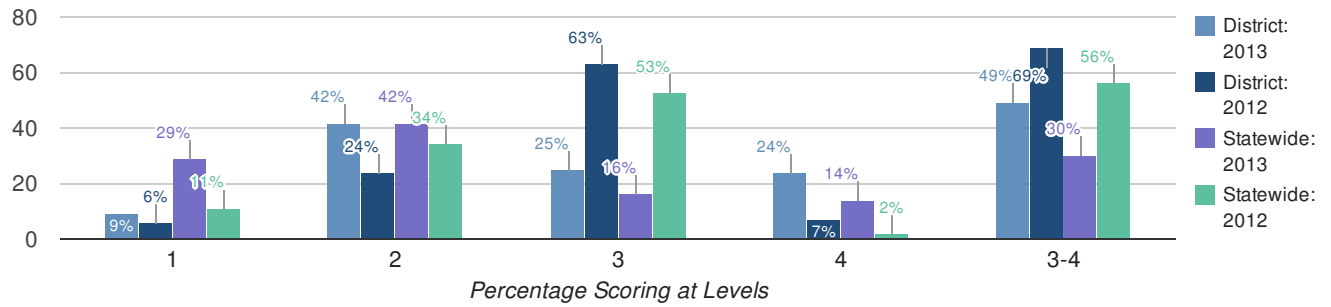


Mean Score

2013	2012
304	677

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	122	28	39	25	8	33	102	4	18	71	8	78
General Education	106	21	42	28	9	38	94	2	15	74	9	83
Students with Disabilities	16	75	25	0	0	0	8	25	50	25	0	25
American Indian or Alaska Native	13	—	—	—	—	—	12	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	—	—	—	—	—
Black or African American	0	0	0	0	0	0	2	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	1	—	—	—	—	—
White	108	27	38	26	9	35	86	2	17	72	8	80
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	14	36	50	14	0	14	16	13	19	63	6	69
Female	61	23	38	30	10	39	53	2	17	66	15	81
Male	61	33	41	20	7	26	49	6	18	76	0	76
English Proficient	122	28	39	25	8	33	102	4	18	71	8	78
Economically Disadvantaged	37	38	41	16	5	22	30	10	27	60	3	63
Not Economically Disadvantaged	85	24	39	28	9	38	72	1	14	75	10	85
Not Migrant	122	28	39	25	8	33	102	4	18	71	8	78

Grade 6 English Language Arts

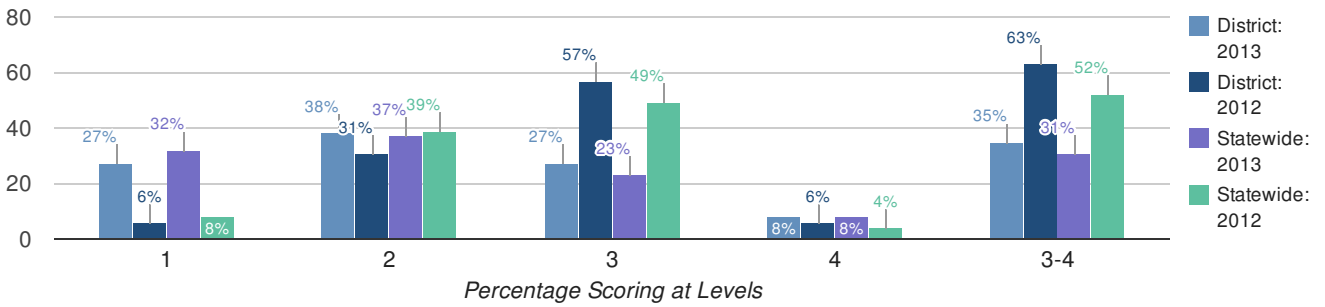


Mean Score

2013	2012
317	668

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	104	9	42	25	24	49	131	6	24	63	7	69
General Education	96	5	42	27	26	53	114	2	20	70	8	78
Students with Disabilities	8	50	50	0	0	0	17	35	53	12	0	12
American Indian or Alaska Native	13	—	—	—	—	—	20	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	0	0	0	0	0	0
Black or African American	1	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	0	0	0	0	0	0
White	88	8	40	26	26	52	109	6	19	67	8	75
Small Group Total	16	13	56	19	13	31	22	9	50	41	0	41
Female	53	4	34	30	32	62	58	0	19	69	12	81
Male	51	14	51	20	16	35	73	11	29	58	3	60
English Proficient	104	9	42	25	24	49	131	6	24	63	7	69
Economically Disadvantaged	27	19	63	11	7	19	44	7	48	45	0	45
Not Economically Disadvantaged	77	5	35	30	30	60	87	6	13	71	10	82
Not Migrant	104	9	42	25	24	49	131	6	24	63	7	69

Grade 7 English Language Arts

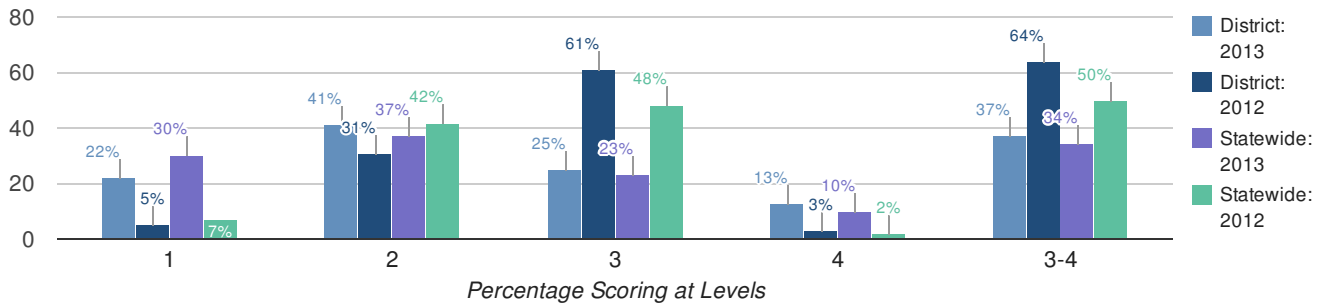


Mean Score

2013	2012
303	669

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	131	27	38	27	8	35	108	6	31	57	6	63
General Education	117	21	40	31	9	39	90	0	30	63	7	70
Students with Disabilities	14	79	21	0	0	0	18	33	39	28	0	28
American Indian or Alaska Native	20	—	—	—	—	—	18	—	—	—	—	—
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	0	0	0	0	0	0
White	110	20	39	32	9	41	89	6	29	60	6	65
Small Group Total	21	62	33	5	0	5	19	5	42	47	5	53
Female	56	14	38	38	11	48	54	2	30	59	9	69
Male	75	36	39	20	5	25	54	9	33	56	2	57
English Proficient	131	27	38	27	8	35	108	6	31	57	6	63
Economically Disadvantaged	38	55	32	13	0	13	37	3	41	54	3	57
Not Economically Disadvantaged	93	15	41	33	11	44	71	7	27	59	7	66
Not Migrant	131	27	38	27	8	35	108	6	31	57	6	63

Grade 8 English Language Arts

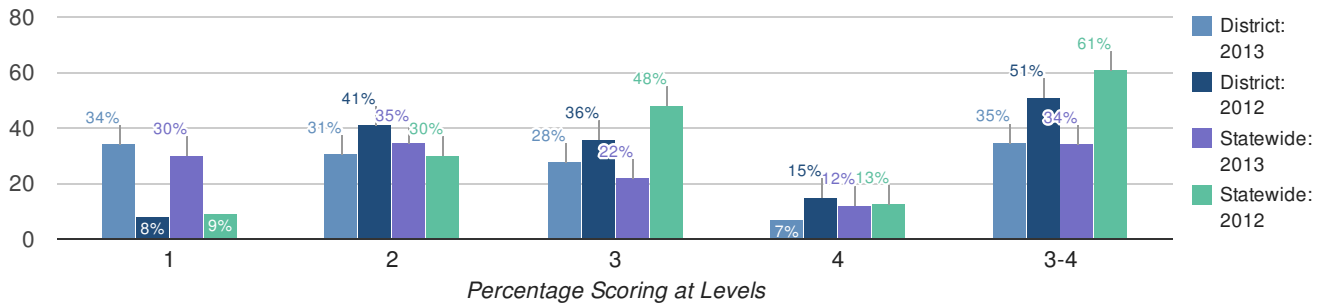


Mean Score

2013	2012
304	664

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	110	22	41	25	13	37	119	5	31	61	3	64
General Education	95	18	40	27	15	42	108	1	29	67	4	70
Students with Disabilities	15	47	47	7	0	7	11	45	55	0	0	0
American Indian or Alaska Native	17	—	—	—	—	—	17	—	—	—	—	—
Black or African American	1	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	2	—	—	—	—	—
White	92	21	39	26	14	40	99	3	26	68	3	71
Small Group Total	18	28	50	17	6	22	20	15	55	25	5	30
Female	58	16	47	24	14	38	62	0	26	69	5	74
Male	52	29	35	25	12	37	57	11	37	51	2	53
English Proficient	110	22	41	25	13	37	119	5	31	61	3	64
Economically Disadvantaged	34	21	53	12	15	26	36	6	42	50	3	53
Not Economically Disadvantaged	76	22	36	30	12	42	83	5	27	65	4	69
Not Migrant	110	22	41	25	13	37	119	5	31	61	3	64

Grade 3 Mathematics

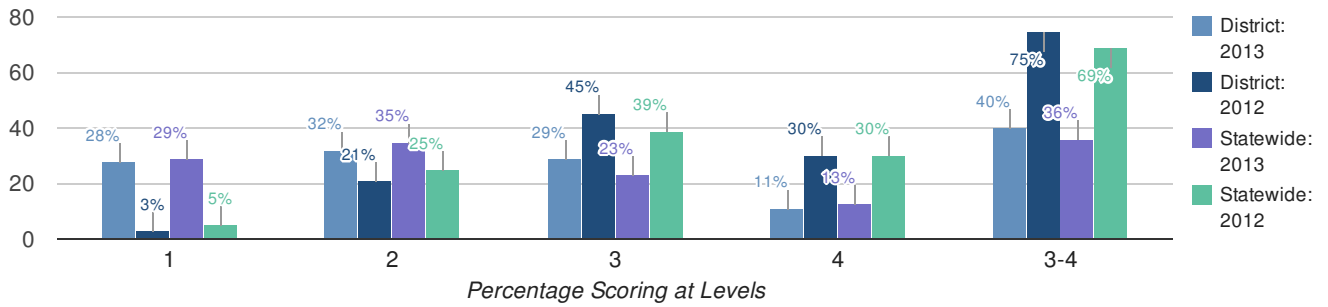


Mean Score

2013	2012
298	687

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	108	34	31	28	7	35	112	8	41	36	15	51
General Education	93	27	33	32	8	40	103	5	40	39	17	55
Students with Disabilities	15	80	13	0	7	7	9	44	56	0	0	0
American Indian or Alaska Native	11	82	18	0	0	0	15	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	—	—	—	—	—
White	97	29	32	31	8	39	96	6	39	40	16	55
Small Group Total	0	0	0	0	0	0	16	19	56	13	13	25
Female	55	31	35	27	7	35	64	9	39	34	17	52
Male	53	38	26	28	8	36	48	6	44	38	13	50
English Proficient	108	34	31	28	7	35	112	8	41	36	15	51
Economically Disadvantaged	33	48	30	21	0	21	39	15	51	23	10	33
Not Economically Disadvantaged	75	28	31	31	11	41	73	4	36	42	18	60
Not Migrant	108	34	31	28	7	35	112	8	41	36	15	51

Grade 4 Mathematics

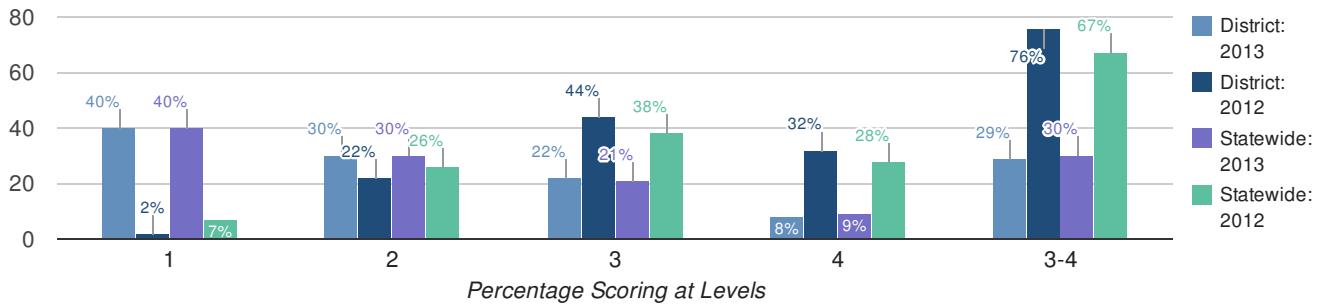


Mean Score

2013	2012
302	694

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	112	28	32	29	11	40	121	3	21	45	30	75
General Education	103	23	33	32	12	44	107	3	17	48	33	80
Students with Disabilities	9	78	22	0	0	0	14	7	57	29	7	36
American Indian or Alaska Native	15	—	—	—	—	—	12	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	0	0	0	0	0	0
White	95	24	31	33	13	45	108	3	21	44	32	76
Multiracial	1	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	17	47	41	12	0	12	13	8	23	62	8	69
Female	64	28	31	30	11	41	59	7	20	34	39	73
Male	48	27	33	29	10	40	62	0	23	56	21	77
English Proficient	112	28	32	29	11	40	121	3	21	45	30	75
Economically Disadvantaged	36	42	31	22	6	28	39	5	18	54	23	77
Not Economically Disadvantaged	76	21	33	33	13	46	82	2	23	41	33	74
Not Migrant	112	28	32	29	11	40	121	3	21	45	30	75

Grade 5 Mathematics

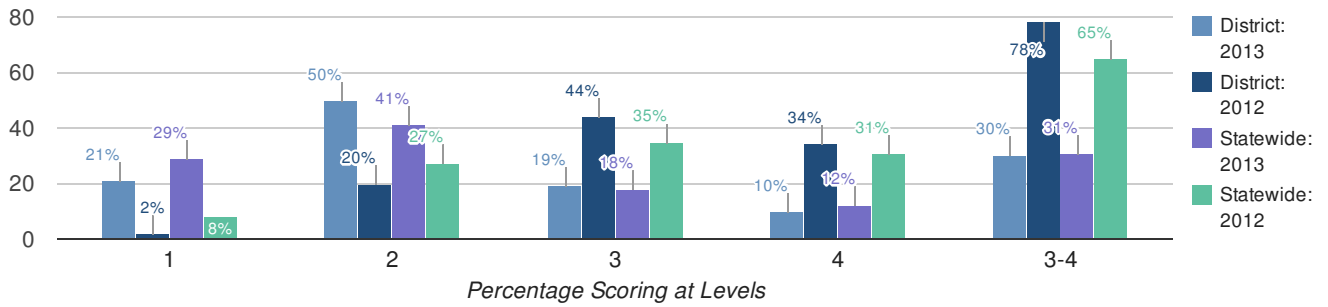


Mean Score

2013	2012
300	695

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	119	40	30	22	8	29	102	2	22	44	32	76
General Education	104	36	31	25	9	34	94	0	19	47	34	81
Students with Disabilities	15	73	27	0	0	0	8	25	50	13	13	25
American Indian or Alaska Native	13	—	—	—	—	—	12	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	—	—	—	—	—
Black or African American	0	0	0	0	0	0	2	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	1	—	—	—	—	—
White	105	37	31	23	9	31	86	2	19	44	35	79
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	14	64	21	14	0	14	16	0	38	44	19	63
Female	59	34	32	25	8	34	53	2	21	40	38	77
Male	60	47	28	18	7	25	49	2	22	49	27	76
English Proficient	119	40	30	22	8	29	102	2	22	44	32	76
Economically Disadvantaged	37	57	16	22	5	27	30	7	37	43	13	57
Not Economically Disadvantaged	82	33	37	22	9	30	72	0	15	44	40	85
Not Migrant	119	40	30	22	8	29	102	2	22	44	32	76

Grade 6 Mathematics

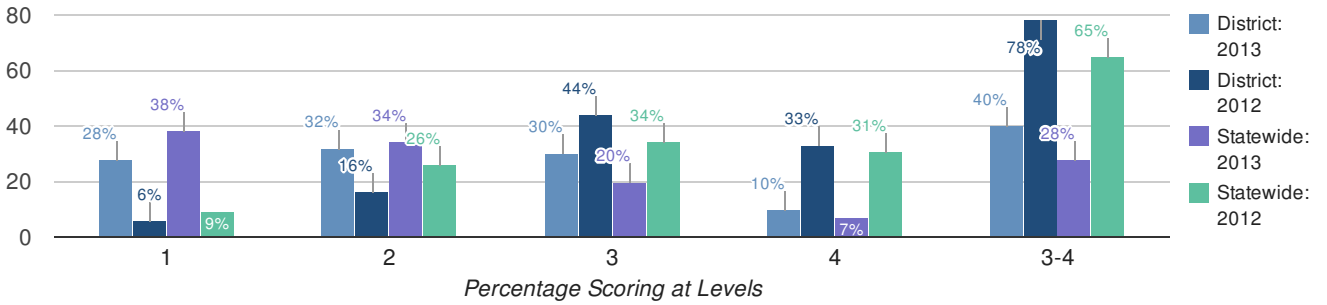


Mean Score

2013	2012
305	690

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	105	21	50	19	10	30	131	2	20	44	34	78
General Education	97	16	53	20	11	31	114	2	16	43	39	82
Students with Disabilities	8	75	13	13	0	13	17	6	47	47	0	47
American Indian or Alaska Native	13	—	—	—	—	—	20	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	0	0	0	0	0	0
Black or African American	1	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	0	0	0	0	0	0
White	88	18	51	18	13	31	109	1	18	40	40	81
Small Group Total	17	35	41	24	0	24	22	9	27	59	5	64
Female	54	13	52	22	13	35	58	2	16	43	40	83
Male	51	29	47	16	8	24	73	3	23	44	30	74
English Proficient	105	21	50	19	10	30	131	2	20	44	34	78
Economically Disadvantaged	27	41	41	19	0	19	44	2	30	59	9	68
Not Economically Disadvantaged	78	14	53	19	14	33	87	2	15	36	47	83
Not Migrant	105	21	50	19	10	30	131	2	20	44	34	78

Grade 7 Mathematics

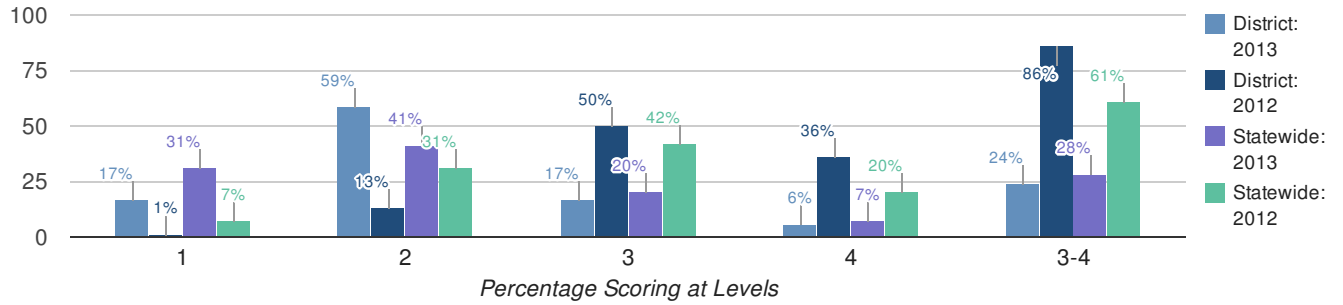


Mean Score

2013	2012
310	684

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	130	28	32	30	10	40	108	6	16	44	33	78
General Education	117	27	29	32	11	44	90	1	11	50	38	88
Students with Disabilities	13	38	54	8	0	8	18	33	39	17	11	28
American Indian or Alaska Native	19	—	—	—	—	—	18	—	—	—	—	—
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	0	0	0	0	0	0
White	110	25	31	33	12	45	89	7	15	44	35	79
Small Group Total	20	50	35	15	0	15	19	5	21	47	26	74
Female	56	21	29	39	11	50	54	6	13	52	30	81
Male	74	34	34	23	9	32	54	7	19	37	37	74
English Proficient	130	28	32	30	10	40	108	6	16	44	33	78
Economically Disadvantaged	37	51	38	11	0	11	37	8	30	35	27	62
Not Economically Disadvantaged	93	19	29	38	14	52	71	6	8	49	37	86
Not Migrant	130	28	32	30	10	40	108	6	16	44	33	78

Grade 8 Mathematics

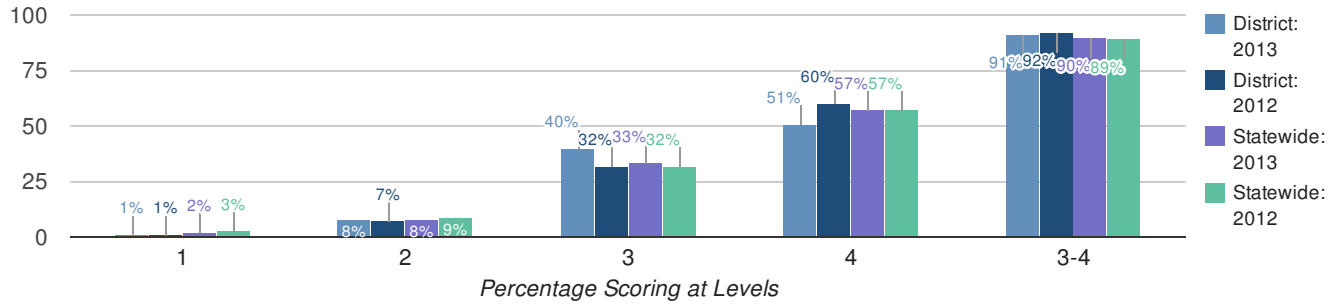


Mean Score

2013	2012
307	696

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	110	17	59	17	6	24	119	1	13	50	36	86
General Education	95	9	63	20	7	27	108	0	9	51	40	91
Students with Disabilities	15	67	33	0	0	0	11	9	55	36	0	36
American Indian or Alaska Native	17	—	—	—	—	—	17	—	—	—	—	—
Black or African American	1	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	2	—	—	—	—	—
White	92	15	60	18	7	25	99	1	11	48	39	88
Small Group Total	18	28	56	11	6	17	20	0	25	55	20	75
Female	57	18	63	16	4	19	62	0	6	48	45	94
Male	53	17	55	19	9	28	57	2	21	51	26	77
English Proficient	110	17	59	17	6	24	119	1	13	50	36	86
Economically Disadvantaged	34	24	56	18	3	21	36	0	17	61	22	83
Not Economically Disadvantaged	76	14	61	17	8	25	83	1	12	45	42	87
Not Migrant	110	17	59	17	6	24	119	1	13	50	36	86

Grade 4 Science



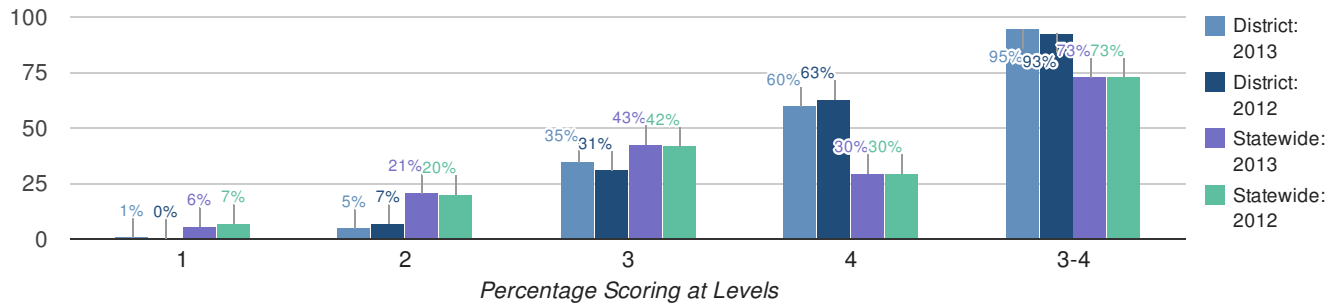
Mean Score

2013	2012
82	84

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	112	1	8	40	51	91	121	1	7	32	60	92
General Education	102	0	5	40	55	95	107	1	5	29	65	94
Students with Disabilities	10	10	40	40	10	50	14	0	29	57	14	71
American Indian or Alaska Native	15	—	—	—	—	—	12	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	0	0	0	0	0	0
White	95	1	7	38	54	92	108	0	6	31	62	94
Multiracial	1	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	17	0	12	53	35	88	13	8	15	38	38	77
Female	64	2	6	41	52	92	60	2	8	28	62	90
Male	48	0	10	40	50	90	61	0	7	36	57	93
English Proficient	112	1	8	40	51	91	121	1	7	32	60	92
Economically Disadvantaged	37	0	16	51	32	84	40	3	8	45	45	90
Not Economically Disadvantaged	75	1	4	35	60	95	81	0	7	26	67	93
Not Migrant	112	1	8	40	51	91	121	1	7	32	60	92

Grade 8 Science

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



Mean Score

2013	2012
84	83

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	88	1	6	36	57	93	91	0	9	40	52	91
General Education	72	0	3	33	64	97	81	0	5	38	57	95
Students with Disabilities	16	6	19	50	25	75	10	0	40	50	10	60
American Indian or Alaska Native	15	0	13	47	40	87	15	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	2	—	—	—	—	—
White	73	1	4	34	60	95	74	0	5	36	58	95
Small Group Total	0	0	0	0	0	0	17	0	24	53	24	76
Female	47	0	6	38	55	94	41	0	5	44	51	95
Male	41	2	5	34	59	93	50	0	12	36	52	88
English Proficient	88	1	6	36	57	93	91	0	9	40	52	91
Economically Disadvantaged	28	0	11	43	46	89	33	0	15	39	45	85
Not Economically Disadvantaged	60	2	3	33	62	95	58	0	5	40	55	95
Not Migrant	88	1	6	36	57	93	91	0	9	40	52	91

Grade 8 Students Taking a Regents Science Test

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

Results by Student Group	2013					2012						
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	22	0	0	27	73	100	27	0	0	0	100	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

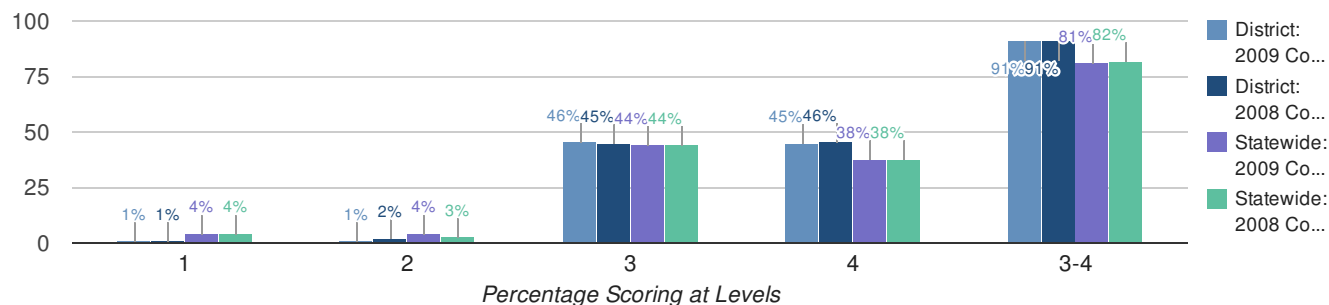
Grade 4 Mathematics	Participation Rate
Students with Disabilities	94
Limited English Proficient	93

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

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

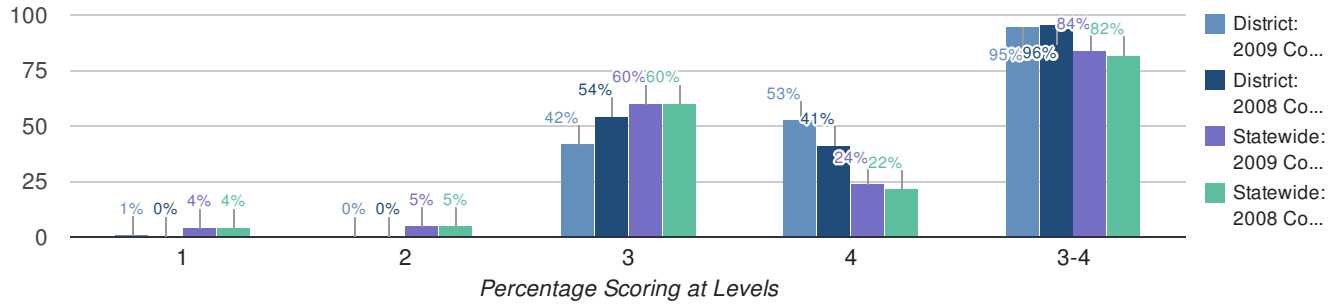
Total cohort results are those for New York State Regents examinations only.



Results by Student Group	2009 Cohort						2008 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	155	1	1	46	45	91	123	1	2	45	46	91
General Education	145	0	1	47	48	94	112	1	1	46	50	96
Students with Disabilities	10	10	0	30	10	40	11	0	18	27	9	36
American Indian or Alaska Native	16	—	—	—	—	—	14	—	—	—	—	—
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	0	0	0	0	0	0
White	135	1	1	44	48	92	108	0	2	41	52	93
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	20	0	0	60	25	85	15	7	7	73	7	80
Female	70	1	0	37	59	96	50	2	2	38	54	92
Male	85	0	1	53	34	87	73	0	3	49	41	90
English Proficient	155	1	1	46	45	91	123	1	2	45	46	91
Economically Disadvantaged	30	0	0	67	23	90	34	3	6	71	15	85
Not Economically Disadvantaged	125	1	1	41	50	91	89	0	1	35	58	93
Not Migrant	155	1	1	46	45	91	123	1	2	45	46	91

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

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



Results by Student Group	2009 Cohort						2008 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	155	1	0	42	53	95	123	0	0	54	41	96
General Education	145	1	0	41	57	98	112	0	0	55	45	100
Students with Disabilities	10	10	0	50	0	50	11	0	0	45	9	55
American Indian or Alaska Native	16	—	—	—	—	—	14	—	—	—	—	—
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	0	0	0	0	0	0
White	135	1	0	39	56	95	108	0	0	51	45	96
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	20	5	0	65	30	95	15	0	0	80	13	93
Female	70	0	0	36	63	99	50	0	0	50	46	96
Male	85	2	0	47	45	92	73	0	0	58	38	96
English Proficient	155	1	0	42	53	95	123	0	0	54	41	96
Economically Disadvantaged	30	0	0	73	27	100	34	0	0	76	21	97
Not Economically Disadvantaged	125	2	0	34	59	94	89	0	0	46	49	96
Not Migrant	155	1	0	42	53	95	123	0	0	54	41	96

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

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

Results by Student Group	2009 Cohort						2008 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	155	1	3	43	48	91	123	2	2	39	50	89
General Education	145	1	2	43	51	94	112	0	1	39	54	93
Students with Disabilities	10	0	10	40	10	50	11	18	9	36	9	45
American Indian or Alaska Native	16	—	—	—	—	—	14	—	—	—	—	—
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	0	0	0	0	0	0
White	135	1	2	39	52	91	108	2	1	37	53	90
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	20	5	5	65	25	90	15	0	7	53	27	80
Female	70	0	0	46	51	97	50	2	2	32	58	90
Male	85	2	5	40	46	86	73	1	1	44	44	88
English Proficient	155	1	3	43	48	91	123	2	2	39	50	89
Economically Disadvantaged	30	0	7	67	23	90	34	0	6	62	24	85
Not Economically Disadvantaged	125	2	2	37	54	91	89	2	0	30	60	90
Not Migrant	155	1	3	43	48	91	123	2	2	39	50	89

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

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

Results by Student Group	2009 Cohort						2008 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	155	0	1	27	63	90	123	0	0	30	63	93
General Education	145	0	1	27	66	93	112	0	0	28	69	96
Students with Disabilities	10	0	0	30	10	40	11	0	0	55	0	55
American Indian or Alaska Native	16	—	—	—	—	—	14	—	—	—	—	—
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	0	0	0	0	0	0
White	135	0	1	24	67	90	108	0	0	28	67	94
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	20	0	0	50	35	85	15	0	0	47	33	80
Female	70	0	1	26	69	94	50	0	0	28	66	94
Male	85	0	0	28	58	86	73	0	0	32	60	92
English Proficient	155	0	1	27	63	90	123	0	0	30	63	93
Economically Disadvantaged	30	0	3	37	50	87	34	0	0	41	47	88
Not Economically Disadvantaged	125	0	0	25	66	90	89	0	0	26	69	94
Not Migrant	155	0	1	27	63	90	123	0	0	30	63	93

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

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

Results by Student Group	2009 Cohort						2008 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	155	0	2	38	57	95	123	2	2	37	57	94
General Education	145	0	1	37	61	97	112	1	1	37	61	97
Students with Disabilities	10	0	20	60	0	60	11	9	18	45	18	64
American Indian or Alaska Native	16	—	—	—	—	—	14	—	—	—	—	—
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	0	0	0	0	0	0
White	135	0	1	36	61	96	108	2	3	34	60	94
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	20	0	5	55	30	85	15	0	0	60	33	93
Female	70	0	0	34	64	99	50	0	4	32	62	94
Male	85	0	4	41	51	92	73	3	1	41	53	95
English Proficient	155	0	2	38	57	95	123	2	2	37	57	94
Economically Disadvantaged	30	0	3	53	40	93	34	0	6	47	44	91
Not Economically Disadvantaged	125	0	2	34	61	95	89	2	1	34	62	96
Not Migrant	155	0	2	38	57	95	123	2	2	37	57	94

Regents Examination Results (2012 - 13)

Results by Student Group	Comprehensive English				Integrated Algebra			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	126	100	97	37	125	100	99	50
General Education	118	100	98	39	114	100	100	54
Students with Disabilities	8	100	75	0	11	100	91	9
American Indian or Alaska Native	8	—	—	—	17	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	2	—	—	—
Hispanic or Latino	2	—	—	—	1	—	—	—
White	116	100	98	38	105	100	99	52
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	10	100	80	20	20	100	100	35
Female	71	100	99	46	67	100	100	55
Male	55	100	95	24	58	100	98	43
English Proficient	126	100	97	37	125	100	99	50
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	30	100	93	23	30	100	100	40
Not Economically Disadvantaged	96	100	98	41	95	100	99	53
Migrant	0	0	0	0	0	0	0	0
Not Migrant	126	100	97	37	125	100	99	50

Regents Examination Results (2012 - 13)

Results by Student Group	Geometry				Algebra 2/Trigonometry			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	93	99	96	42	75	92	81	37
General Education	91	—	—	—	75	92	81	37
Students with Disabilities	2	—	—	—	0	0	0	0
American Indian or Alaska Native	4	—	—	—	4	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	1	—	—	—
Hispanic or Latino	0	0	0	0	2	—	—	—
White	88	99	95	41	68	91	81	38
Multiracial	1	—	—	—	0	0	0	0
Small Group Total	5	100	100	60	7	100	86	29
Female	55	100	98	45	43	93	84	44
Male	38	97	92	37	32	91	78	28
English Proficient	93	99	96	42	75	92	81	37
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	23	96	96	43	14	93	64	21
Not Economically Disadvantaged	70	100	96	41	61	92	85	41
Migrant	0	0	0	0	0	0	0	0
Not Migrant	93	99	96	42	75	92	81	37

Regents Examination Results (2012 - 13)

Results by Student Group	Global History and Geography				U.S. History & Government			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	114	96	92	50	117	100	97	66
General Education	102	96	93	52	106	100	96	69
Students with Disabilities	12	92	83	33	11	100	100	36
American Indian or Alaska Native	11	—	—	—	10	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0	0
Black or African American	1	—	—	—	1	—	—	—
Hispanic or Latino	1	—	—	—	1	—	—	—
White	100	95	93	52	105	100	96	70
Multiracial	1	—	—	—	0	0	0	0
Small Group Total	14	100	86	36	12	100	100	33
Female	60	92	88	47	51	100	96	63
Male	54	100	96	54	66	100	97	68
English Proficient	114	96	92	50	117	100	97	66
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	32	97	88	41	29	100	93	52
Not Economically Disadvantaged	82	95	94	54	88	100	98	70
Migrant	0	0	0	0	0	0	0	0
Not Migrant	114	96	92	50	117	100	97	66

Regents Examination Results (2012 - 13)

Results by Student Group	Living Environment				Physical Setting/Earth Science			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	142	96	91	51	92	96	85	24
General Education	129	98	94	56	80	96	85	26
Students with Disabilities	13	77	62	8	12	92	83	8
American Indian or Alaska Native	17	—	—	—	11	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0	0
Black or African American	2	—	—	—	0	0	0	0
Hispanic or Latino	2	—	—	—	0	0	0	0
White	121	98	95	54	80	96	88	24
Multiracial	0	0	0	0	1	—	—	—
Small Group Total	21	90	67	38	12	92	67	25
Female	73	97	92	60	44	93	84	23
Male	69	96	90	42	48	98	85	25
English Proficient	142	96	91	51	92	96	85	24
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	36	92	81	42	28	100	86	21
Not Economically Disadvantaged	106	98	94	55	64	94	84	25
Migrant	0	0	0	0	0	0	0	0
Not Migrant	142	96	91	51	92	96	85	24

Regents Examination Results (2012 - 13)

Results by Student Group	Physical Setting/Chemistry				Physical Setting/Physics			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	55	96	80	29	39	97	87	36
General Education	55	96	80	29	39	97	87	36
Students with Disabilities	0	0	0	0	0	0	0	0
American Indian or Alaska Native	1	—	—	—	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0	0
Black or African American	1	—	—	—	0	0	0	0
Hispanic or Latino	1	—	—	—	2	—	—	—
White	52	—	—	—	34	97	88	41
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	55	96	80	29	5	100	80	0
Female	30	97	93	43	16	100	88	13
Male	25	96	64	12	23	96	87	52
English Proficient	55	96	80	29	39	97	87	36
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	6	100	67	0	4	—	—	—
Not Economically Disadvantaged	49	96	82	33	35	—	—	—
Migrant	0	0	0	0	0	0	0	0
Not Migrant	55	96	80	29	39	97	87	36

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

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

Elementary/Middle-Level English Language Arts Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	702	99%	✓	681	120	78	78
American Indian or Alaska Native	✓	✓	90	100%	✓	87	76	49	49
Black or African American	—	—	2	—	—	2	—	—	—
Hispanic or Latino	—	—	2	—	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	3	—	—	2	—	—	—
White	✓	✓	603	99%	✓	587	127	100	100
Multiracial	—	—	2	—	—	2	—	—	—
Students With Disabilities	✓	✓	87	99%	✓	86†	48†	24	24
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	✓	✓	210	100%	✓	202	90	58	58

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	612	99%	594	127
Not Black or African American	700	99%	679	120
Not Hispanic or Latino	700	99%	680	120
Not Asian or Native Hawaiian/Other Pacific Islander	699	99%	679	120
Not White	99	99%	94	82
Not Multiracial	700	99%	679	120
General Education	615	99%	597	131
English Proficient	702	99%	681	120
Not Economically Disadvantaged	492	99%	479	133
Male	348	99%	337	108
Female	354	99%	344	133
Migrant	0	—	0	—
Not Migrant	702	99%	681	120

✓ 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 \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	704	98%	✓	677	108	75	75
American Indian or Alaska Native	✓	✓	90	99%	✓	87	63	49	49
Black or African American	—	—	2	—	—	2	—	—	—
Hispanic or Latino	—	—	2	—	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	3	—	—	2	—	—	—
White	✓	✓	605	98%	✓	583	114	94	94
Multiracial	—	—	2	—	—	2	—	—	—
Students With Disabilities	✓	✓	172*	97%*	✓	84†	55†	26	26
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	✓	✓	210	99%	✓	201	81	54	54

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	614	98%	590	114
Not Black or African American	702	98%	675	107
Not Hispanic or Latino	702	98%	676	108
Not Asian or Native Hawaiian/Other Pacific Islander	701	98%	675	108
Not White	99	99%	94	69
Not Multiracial	702	98%	675	108
General Education	616	99%	595	115
English Proficient	704	98%	677	108
Not Economically Disadvantaged	494	98%	476	119
Male	350	98%	336	101
Female	354	98%	341	114
Migrant	0	—	0	—
Not Migrant	704	98%	677	108

✓ 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 \geq EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✓	✓	227	98%	✓	219	192	173	173
American Indian or Alaska Native	✓	—	32	—	✓	31	187	159	1
Black or African American	—	—	1	—	—	1	—	—	—
Hispanic or Latino	—	—	0	—	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	1	—	—	1	—	—	—
White	✓	✓	192	98%	✓	185	192	184	184
Multiracial	—	—	1	—	—	1	—	—	—
Students With Disabilities	—	—	28	—	—	27	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	✓	✓	72	97%	✓	68	187	159	159

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	195	98%	188	193
Not Black or African American	226	98%	218	192
Not Hispanic or Latino	227	98%	219	192
Not Asian or Native Hawaiian/Other Pacific Islander	226	98%	218	192
Not White	35	—	34	188
Not Multiracial	226	98%	218	192
General Education	199	98%	192	196
English Proficient	227	98%	219	192
Not Economically Disadvantaged	155	99%	151	194
Male	104	99%	101	191
Female	123	98%	118	192
Migrant	0	—	0	—
Not Migrant	227	98%	219	192

✓ 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.

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 \geq EAMO or Safe Harbor Target	2009 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	✓	143	100%	✓	143	177	154	154
American Indian or Alaska Native	—	—	17	—	—	14	—	—	—
Black or African American	—	—	0	—	—	0	—	—	—
Hispanic or Latino	—	—	3	—	—	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	0	—	—	0	—	—	—
White	✓	✓	123	100%	✓	125	180	167	167
Multiracial	—	—	0	—	—	1	—	—	—
Students With Disabilities	—	—	4	—	—	5	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	29	—	—	28	—	—	—

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

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2009 Accountability Cohort Members	PI
Not American Indian or Alaska Native	126	100%	129	179
Not Black or African American	143	100%	143	177
Not Hispanic or Latino	140	100%	140	176
Not Asian or Native Hawaiian/Other Pacific Islander	143	100%	143	177
Not White	20	—	18	—
Not Multiracial	143	100%	142	178
General Education	139	100%	138	178
English Proficient	143	100%	143	177
Not Economically Disadvantaged	114	100%	115	185
Male	77	100%	76	168
Female	66	100%	67	187
Migrant	0	—	0	—
Not Migrant	143	100%	143	177

✓ Yes

✗ No

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

Secondary-Level Mathematics Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores	PI \geq EAMO or Safe Harbor Target	2009 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	✓	143	100%	✓	143	176	133	133
American Indian or Alaska Native	—	—	17	—	—	14	—	—	—
Black or African American	—	—	0	—	—	0	—	—	—
Hispanic or Latino	—	—	3	—	—	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	0	—	—	0	—	—	—
White	✓	✓	123	100%	✓	125	181	149	149
Multiracial	—	—	0	—	—	1	—	—	—
Students With Disabilities	—	—	4	—	—	5	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	29	—	—	28	—	—	—

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

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2009 Accountability Cohort Members	PI
Not American Indian or Alaska Native	126	100%	129	180
Not Black or African American	143	100%	143	176
Not Hispanic or Latino	140	100%	140	176
Not Asian or Native Hawaiian/Other Pacific Islander	143	100%	143	176
Not White	20	—	18	—
Not Multiracial	143	100%	142	177
General Education	139	100%	138	178
English Proficient	143	100%	143	176
Not Economically Disadvantaged	114	100%	115	180
Male	77	100%	76	171
Female	66	100%	67	182
Migrant	0	—	0	—
Not Migrant	143	100%	143	176

✓ Yes

✗ No

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

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	120	108	177	176	145
American Indian or Alaska Native	76	63	—	—	70
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	127	114	180	181	151
Multiracial	—	—	—	—	—
Students With Disabilities	48	55	—	—	52
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	90	81	—	—	86

— 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	2008 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	123	89%	80%	80%
American Indian or Alaska Native	—	14	—	—	—
Black or African American	—	1	—	—	—
Hispanic or Latino	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	✓	108	92%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	—	11	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✗	34	76%	80%	80%

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

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

— There were fewer than 30 students in the cohort.

Five-Year Graduation-Rate Total Cohort for Accountability

Student Group	Met Graduation-Rate Criterion	2007 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	138	89%	80%	80%
American Indian or Alaska Native	—	8	—	—	—
Black or African American	—	3	—	—	—
Hispanic or Latino	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	✓	127	91%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	—	17	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✓	30	90%	80%	80%

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

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

— There were fewer than 30 students in the cohort.

Graduation Rates for Non-AYP Groups for Accountability

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

Student Group	Four-Year Graduation-Rate Total Cohort		Five-Year Graduation-Rate Total Cohort	
	2008 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2007 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	109	91%	130	91%
Not Black or African American	122	89%	135	90%
Not Hispanic or Latino	123	89%	138	89%
Not Asian or Native Hawaiian/Other Pacific Islander	123	89%	138	89%
Not White	15	—	11	—
Not Multiracial	123	89%	138	89%
General Education	112	92%	121	93%
English Proficient	123	89%	138	89%
Not Economically Disadvantaged	89	93%	108	89%
Male	73	85%	72	88%
Female	50	94%	66	91%
Migrant	0	—	0	—
Not Migrant	123	89%	138	89%

— There were fewer than 30 students in the cohort.

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

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

Regents Diploma with an Advanced Designation (This District)	Regents Diploma with an Advanced Designation (Statewide)	Percentage in This District Exceeded Statewide
53%	30%	YES
Regents Diploma with CTE Endorsement (This District)	Regents Diploma with CTE Endorsement (Statewide)	Percentage in This District Exceeded Statewide
13%	3%	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 HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

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

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

Regents Competency Tests

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

score is included in the annual results.

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

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

Total Cohort

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

Glossary of Terms - Accountability Data

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

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

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

Safe Harbor Target

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

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

Unweighted Combined PI

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

**FISCAL
ACCOUNTABILITY
SUPPLEMENT**

Fiscal Accountability Summary

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

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

This School District	General Education	Special Education
Instructional Expenditures	\$13,795,006	\$4,037,853
Pupils	1,486	147
Expenditures Per Pupil	\$9,283	\$27,468
Similar District Group (Average Need/Resource Capacity)	General Education	Special Education
Instructional Expenditures	\$8,266,153,234	\$3,167,391,005
Pupils	785,995	108,241
Expenditures Per Pupil	\$10,517	\$29,262
All School Districts	General Education	Special Education
Instructional Expenditures	\$31,088,294,986	\$12,418,610,168
Pupils	2,676,495	411,123
Expenditures Per Pupil	\$11,615	\$30,207

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

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

Student Placement (Percent of Time Inside Regular Classroom)	This School District		Similar District Group (Average Need/Resource Capacity)	NY State
	Number of Students	Percent of Students	Percent of Students	Percent of Students
80% or more	109	78.4%	57.7%	57.8%
40% - 79%	7	5.0%	18.8%	11.7%
Less than 40%	13	9.4%	16.9%	21.4%
Separate Settings	10	7.2%	4.1%	6.2%
Other Settings	0	0.0%	2.5%	2.9%

The source data for the statistics in this table were reported through the Student Information Repository System (SIRS) and verified in Verification Report 5. The counts are numbers of students reported in the least restrictive environment categories for school-age programs (ages 6-21) on October 3, 2012. The percentages represent the amount of time students with disabilities are in general-education classrooms, regardless of the amount and cost of special education services they receive. Rounding of percentage values may cause them to sum to a number slightly different from 100%.

School-age Students with Disabilities Classification Rate

This School District	Similar District Group	NY State
9.1%	12.1%	13.1%

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

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

**EXEMPTION
IMPACT
REPORT
BY TOWN**

NYS - Real Property System
 County of Genesee
 Town of Alabama
 SWIS Code - 182000

Assessor's Report - 2013 - Prior Year File
 S495 Exemption Impact Report
 School Detail Report

RPS221/V04/L001
 Date/Time - 3/28/2014 14:02:07
 Total Assessed Value 12,545,870
 Uniform Percentage 97.00

Equalized Total Assessed Value 12,933,887

School District - 145601 Akron School

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13500	TOWN - GENERALLY	RPTL 406(1)	1	1,134	0.01
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	1,469,897	11.36
41700	AGRICULTURAL BUILDING	RPTL 483	1	40,206	0.31
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	2	53,886	0.42
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	9	247,979	1.92
41804	PERSONS AGE 65 OR OVER	RPTL 467	3	136,444	1.05
41834	ENHANCED STAR	RPTL 425	12	739,949	5.72
41854	BASIC STAR 1999-2000	RPTL 425	32	960,000	7.42
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	4	11,854	0.09
42120	TEMPORARY GREENHOUSES	RPTL 483-c	1	8,247	0.06
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	17	2,868,143	22.18

Total Exemptions Exclusive of System Exemptions:

Total System Exemptions:

Totals:

66	3,669,596	28.37
17	2,868,143	22.18
83	6,537,739	50.55

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 9,249,484

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41700	AGRICULTURAL BUILDING	RPTL 483	3	122,400	1.32
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	5	227,284	2.46
41804	PERSONS AGE 65 OR OVER	RPTL 467	1	45,430	0.49
41834	ENHANCED STAR	RPTL 425	11	710,150	7.68
41854	BASIC STAR 1999-2000	RPTL 425	34	1,040,400	11.25
Total Exemptions Exclusive of System Exemptions:					
Total System Exemptions:			54	4,291,348	46.40
Totals:			0	0	0.00
			54	4,291,348	46.40

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: _____

CLARENCE

Equalized Total Assessed Value 4,929,015

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted	
13500	TOWN - GENERALLY	RP TL 406(1)	2	160,000	3.25	
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	5	341,883	6.94	
41806	PERSONS AGE 65 OR OVER	RP TL 467	1	24,200	0.49	
41834	ENHANCED STAR	RP TL 425	4	253,200	5.14	
41854	BASIC STAR 1999-2000	RP TL 425	14	420,000	8.52	
Total Exemptions Exclusive of System Exemptions:						
				26	1,199,283	24.33
Total System Exemptions:						
				0	0	0.00
Totals:						
				26	1,199,283	24.33

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: _____

lockport

Equalized Total Assessed Value 3,811,433

School District - 145601 Akron

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	2	56,400	1.48
834	ENHANCED STAR	RPTL 425	7	443,100	11.63
854	BASIC STAR 1999-2000	RPTL 425	15	450,000	11.81

Total Exemptions Exclusive of System Exemptions:					
			24	949,500	24.91
Total System Exemptions:					
			0	0	0.00
Totals:					
			24	949,500	24.91

Illus 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 or municipal services.

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

NEUSTEAD

Equalized Total Assessed Value 532,188,152

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RP TL 404(1)	6	119,200	0.02
13100	CO - GENERALLY	RP TL 406(1)	7	1,631,700	0.31
13500	TOWN - GENERALLY	RP TL 406(1)	18	3,409,400	0.64
13650	VG - GENERALLY	RP TL 406(1)	24	3,931,700	0.74
13660	VG - CEMETERY LAND	RP TL 446	2	100,800	0.02
13800	SCHOOL DISTRICT	RP TL 408	5	27,516,600	5.17
14100	USA - GENERALLY	RP TL 400(1)	1	378,000	0.07
14300	INDIAN RESERVATION	RP TL 454	1	1,459,000	0.27
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RP TL 412-a	10	5,868,200	1.10
25110	NONPROF CORP - RELIG(CONST PRO	RP TL 420-a	12	7,728,100	1.45
25120	NONPROF CORP - EDUC(CONST PRO	RP TL 420-a	2	381,900	0.07
25130	NONPROF CORP - CHAR (CONST PRO	RP TL 420-a	2	75,800	0.01
25230	NONPROF CORP - MORAL/MENTAL IM	RP TL 420-a	1	177,200	0.03
26100	VETERANS ORGANIZATION	RP TL 452	3	457,600	0.09
26250	HISTORICAL SOCIETY	RP TL 444	1	210,300	0.04
26400	INC VOLUNTEER FIRE CO OR DEPT	RP TL 464(2)	7	2,420,200	0.45
27350	PRIVATELY OWNED CEMETERY LAND	RP TL 446	5	304,800	0.06
29300	HOSP CORP FOR BENEFIT OF CITY	RP TL 438	1	245,100	0.05
41700	AGRICULTURAL BUILDING	RP TL 483	16	581,900	0.11
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	237	10,747,746	2.02
41800	PERSONS AGE 65 OR OVER	RP TL 467	113	5,084,349	0.96
41806	PERSONS AGE 65 OR OVER	RP TL 467	77	2,468,840	0.46
41834	ENHANCED STAR	RP TL 425	548	30,143,131	5.66
41854	BASIC STAR 1999-2000	RP TL 425	1,503	47,533,700	8.93
42100	SILOS, MANURE STORAGE TANKS,	RP TL 483-a	17	279,135	0.05
42120	TEMPORARY GREENHOUSES	RP TL 483-c	3	507,500	0.10
44440	RESIDENTIAL PROPERTY IMPROVEME	RP TL 485-l	57	0	0.00
49530	INDUSTRIAL WASTE TREATMENT FAC	RP TL 477	1	76,600	0.01

Equalized Total Assessed Value 532,188,152

School District - 145604 Akron Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	1,400	0.00
Total Exemptions Exclusive of System Exemptions:			2,678	153,838,301	28.91
Total System Exemptions:			1	1,400	0.00
Totals:			2,679	153,839,701	28.91

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 Genesee
 Town of Pembroke
 SWIS Code - 184289

Assessor's Report - 2013 - Prior Year File
 S495 Exemption Impact Report
 School Detail Report

RPS221/V04/L001
 Date/Time - 3/28/2014 14:02:07
 Total Assessed Value 15,615,570
 Uniform Percentage 100.00

Equalized Total Assessed Value 15,615,570

School District - 145601 Akron School

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	1	300,000	1.92
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	9,900	0.06
41700	AGRICULTURAL BUILDING	RPTL 483	1	22,000	0.14
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	7	153,646	0.98
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	7	302,998	1.94
41804	PERSONS AGE 65 OR OVER	RPTL 467	1	36,350	0.23
41834	ENHANCED STAR	RPTL 425	21	1,302,350	8.34
41854	BASIC STAR 1999-2000	RPTL 425	51	1,530,000	9.80
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	2	9,200	0.06

Total Exemptions Exclusive of System Exemptions: 92 3,666,444 23.48
 Total System Exemptions: 0 0 0.00
 Totals: 92 3,666,444 23.48

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 Niagara
 ROYALTON

Assessor's Report - 2014 - Current Year File
 S495 Exemption Impact Report
 School District Summary

RP S2211V04L001
 Date/Time - 4/24/2014 09:21:37
 Total Assessed Value 77,697,848

School District - 145501 Akron

Equalized Total Assessed Value 77,697,848

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12350	PUBLIC AUTHORITY - STATE	RPTL 412	3	2,843,000	3.66
14300	INDIAN RESERVATION	RPTL 454	2	247,500	0.32
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	2	636,100	0.82
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	1	354,800	0.46
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	2	26,200	0.03
41700	AGRICULTURAL BUILDING	RPTL 483	9	128,300	0.17
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	48	1,846,400	2.38
41800	PERSONS AGE 65 OR OVER	RPTL 467	2	89,775	0.12
41804	PERSONS AGE 65 OR OVER	RPTL 467	4	164,900	0.21
41805	PERSONS AGE 85 OR OVER	RPTL 467	4	178,300	0.23
41834	ENHANCED STAR	RPTL 425	113	7,003,475	9.01
41854	BASIC STAR 1999-2000	RPTL 425	267	8,010,000	10.31
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	4	12,200	0.02

Total Exemptions Exclusive of System Exemptions:	461	21,540,950	27.72
Total System Exemptions:	0	0	0.00
Totals:	461	21,540,950	27.72

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: _____

572-5019

**PROPERTY
TAX
REPORT
CARD**

Property Tax Report Card
142101 - AKRON CSD

2013-2014 - Page 1
Official - as of 04/10/2014 11:43 AM

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

Form Due - April 26, 2014

School District Contact Person:
School District Telephone Number:

	Budgeted 2013-14 (A)	Proposed Budget 2014-15 (B)	Percent Change (C)
Total Proposed Spending	<input type="text" value="29,142,954"/>	<input type="text" value="28,500,042"/>	<input type="text" value="-2.21"/> %
Total Proposed School Year Tax Levy, Including Tax Levy to Support Library Debt ¹	<input type="text" value="9,324,438"/>	<input type="text" value="9,435,800"/>	<input type="text" value="1.19"/> %
Permissible Exclusions to the School Tax Levy Limit	<input type="text" value="728,285"/>	<input type="text" value="438,383"/>	
Proposed School Year Tax Levy, Not Including Levy for Permissible Exclusions or Levy to Support Library Debt	<input type="text" value="8,596,153"/>	<input type="text" value="8,997,417"/>	
School Tax Levy Limit ²	<input type="text" value="8,727,716"/>	<input type="text" value="8,997,425"/>	
Difference (positive value requires 60.0% voter approval)	<input type="text" value="-131,563"/>	<input type="text" value="-8"/>	
Public School Enrollment	<input type="text" value="1,701"/>	<input type="text" value="1,632"/>	<input type="text" value="-4.06"/> %
Consumer Price Index			<input type="text" value="1.46"/> %

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

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

	Actual 2013-14 (D)	Estimated 2014-15 (E)
Adjusted Restricted Fund Balance	<input type="text" value="4,158,423"/>	<input type="text" value="5,710,949"/>
Assigned Appropriated Fund Balance	<input type="text" value="2,675,227"/>	<input type="text" value="1,900,000"/>
Adjusted Unrestricted Fund Balance	<input type="text" value="1,022,218"/>	<input type="text" value="1,141,789"/>
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	<input type="text" value="3.51"/> %	<input type="text" value="4.01"/> %

**ADMINISTRATIVE
SALARY**

Salary: Administrative Compensation Information
142101 - AKRON CSD

2013-2014 - Page 1
Official - as of 04/10/2014 11:43 AM

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

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

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

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

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	159,000	56,224	

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

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

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Salary: Administrative Compensation Information
142101 - AKRON CSD

2013-2014 - Page 3
Official - as of 04/10/2014 11:43 AM

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

71.	HIGH SCHOOL PRINCIPAL	141,535
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PROPOSITION

#2

PROPOSITION NO. 2: ESTABLISHMENT OF CAPITAL RESERVE FUND

Shall the following resolution be adopted, to wit:

RESOLVED, that the Board of Education (the "Board") of the Akron Central School District (the "District") is hereby authorized to establish a capital reserve fund pursuant to Section 3651 of the Education Law of the State of New York (the "Fund"); that the Fund shall be known as the "Capital Reserve Fund" of the District; that the Fund shall be established for the purpose of funding, in whole or in part, the cost of any object or purpose for which bonds could be issued the District in accordance with the local finance law, including but not limited to for purposes of funding all or a portion of the costs of the acquisition, construction, reconstruction, expansion, renovation, alteration and improvement of District buildings, facilities, grounds and real property, including the acquisition of original furnishings, equipment, machinery and apparatus required in connection therewith; that the ultimate amount of such Fund shall be not greater than \$1,200,000 plus interest earned thereon; that the probable term of the Fund shall be not longer than 10 years; and that the source of the monies for the Fund shall be (a) the unrestricted fund balance of the District, (b) state aid received as reimbursement for expenditures by the District in connection with District capital improvements and for expenditures from the Fund, to the extent not otherwise required to be reserved by law, (c) the proceeds from the sale of unneeded District furnishings, equipment, machinery and apparatus, and (d) such other sources as the Board or the voters of the District may direct, all as may be permitted by law.