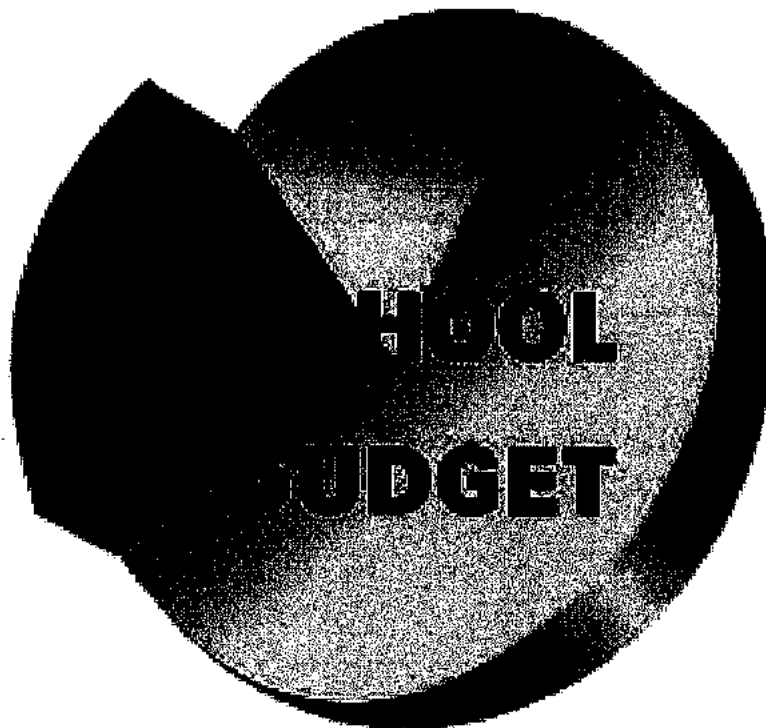


SHERMAN CENTRAL SCHOOL DISTRICT



PROPOSED BUDGET

2018-19

ACADEMIC YEAR

SHERMAN CENTRAL SCHOOL DISTRICT
RECOMMENDED SCHOOL BUDGET

2018-19		2017-18 FINAL BUDGET	2018-19 PROPOSED BUDGET	2018-19 ADMIN	2018-19 PROGRAM	2018-19 CAPITAL
BOARD OF EDUCATION 1010	The members of the Board of Education are the elected representatives of the public who serve, without pay, as trustees of the school district. Included in this section are expenses incurred by the Board in the performance of their duties, for example, office supplies, necessary travel and memberships in school board associations.	15,750	15,750	15,750		
DISTRICT OFFICE 1040, 1060	This portion of the budget provides the funds for the District Clerk, the annual school budget and district election of members of the Board of Education. It includes legal notices and other printing expenses for the election process.	3,238	3,238	3,238		
CENTRAL ADMINISTRATION 1240	The Board of Education employs the Superintendent of Schools to serve as the chief executive officer of the school district, responsible to the Board for overall operations of the District. Compensation for the Superintendent and clerical staff, as well as office supplies, memberships and necessary travel are included here.	200,583	209,353	209,353		
BUSINESS ADMINISTRATION 1310	The function of the business administration office is to coordinate for the Superintendent all of the support services and financial matters of the school district. Charged to this area are expenses of the Business office staff along with memberships, advertising, supplies and travel.	160,302	171,862	171,862		
AUDIT AND TREASURER 1320, 1325	The auditing services for the District include the annual independent audit and the Internal Auditor as required by the State of New York and Federal government. Included in this code are the expenses and fees of the independent auditor. The District Treasurer is annually appointed by the Board of Education and has the legal responsibility for the disbursement and receipt of all funds by the District. The compensation for the office of the Treasurer is included here.	14,320	14,900	14,900		
TAX COLLECTION 1330	This account includes the salary of the tax collector, printing of tax bills and supplies.	7,800	7,800	7,800		
LEGAL AND STAFF 1420,1480	The legal section refers to legal counsel services provided to the district as needed for negotiations, arbitration and BOCES labor relations.	8,500	8,500	8,500		
OPERATIONS 1620	This section provides for the operation of the school buildings. Included are the costs for the Maintenance Staff, cleaning, heat, light and power, telephone, equipment and supplies and contracts for necessary repairs. This area covers day to day operation.	397,113	334,175			334,175
MAINTENANCE 1621	This area provides for maintenance efforts as required to keep the buildings and grounds in good repair. Included are the costs of Maintenance personnel supplies and contracts for necessary repairs.	243,445	303,173			303,173
SPECIAL ITEMS 1910, 1920, 1930, 1981, 2070	This section provides for expenses such as insurance for liability and BOCES administration costs.	432,501	412,614	412,614		

SHERMAN CENTRAL SCHOOL DISTRICT
RECOMMENDED SCHOOL BUDGET

		2017-18 FINAL BUDGET	2018-19 PROPOSED BUDGET	2018-19 ADMIN	2018-19 PROGRAM	2018-19 CAPITAL
SUPERVISION 2020	The expenses of the principal and clerical staff are provided for under this section. Also included are supplies, postage and contractual expenses.	142,430	152,542	152,542		
REGULAR INSTRUCTION 2110	Instruction comprises the major portion of the budget. This area includes salaries for the teachers, aides, substitutes, equipment, supplies, textbooks, travel and BOCES instructional costs.	2,669,708	2,679,005		2,679,005	
SPECIAL EDUCATION 2250	This area provides expenditures for special education staff salary, supplies, travel and textbooks for the special education programs. Also included in this category are related BOCES costs.	643,428	699,782		699,782	
OCCUPATIONAL EDUCATION 2280	This area provides teacher salaries, supplies, textbooks, equipment and travel for Technology and Agriculture programs.	254,511	321,461		321,461	
SUMMER SCHOOL 2330	This area provides for the local share of summer school in order to get Federal aid.	2,500	2,000		2,000	
LIBRARY AND AUDIO VISUAL 2610, 2620	Expenditures consist of library books, library and audio visual supplies. Also, BOCES cost for Instructional media, Audio Visual Equipment and Tech Support Data Management.	93,914	85,335		85,335	
COMPUTER INSTRUCTION 2630	This area includes expenses for instructional computer hardware, software and supplies.	368,844	327,544		327,544	
GUIDANCE SERVICES 2810	The function of this unit is to monitor attendance and to help students select educational programs that best fit their needs and abilities, while assisting students and their parents in the selection of post high school educational or occupational opportunities. Expenses include staff salaries, supplies and travel.	216,742	177,909		177,909	
HEALTH SERVICES 2815	This area includes the salary of the school nurse, supplies, and a consulting physician.	56,832	50,915		50,915	
EXTRA-CURRICULAR 2850	This area includes costs for non-athletic student functions and activities such as class advisors, yearbook, athletic director, and marching band director .	69,154	70,729		70,729	
INTERSCHOLASTIC ATHLETICS 2855	This area includes costs for interscholastic athletics such as coaches' salaries, athletic equipment, official fees, association dues, travel and supplies.	116,886	128,564		128,564	
TRANSPORTATION 5510, 5530	This area provides for costs which include transportation related salaries, vehicle parts and insurance. Also included here are costs for maintaining the bus garage facility.	431,478	426,670		426,670	

SHERMAN CENTRAL SCHOOL DISTRICT
RECOMMENDED SCHOOL BUDGET

		2017-18 FINAL BUDGET	2018-19 PROPOSED BUDGET	2018-19 ADMIN	2018-19 PROGRAM	2018-19 CAPITAL
EMPLOYEE BENEFITS 9000	Expenses for employee retirement, social security, health and life insurance and workers compensation are included in this section.	2,332,879	2,561,798	225,533	2,107,378	228,887
DEBT SERVICE 9700	All principal and interest payments on debt for building projects and bus purchases are included in this section.	1,012,975	1,042,133			1,042,133
COMMUNITY SERVICE 7000,8000	This area includes costs for the district's share of the Summer Youth Recreation Program and the cost of Census taker.	2,500	2,500		2,500	
INTERFUND TRANSFERS 9901	Transfer to Capital Fund to be used for a capital outlay project. This project will be to replace carpets in classrooms.	100,000	100,000			100,000
TOTAL PROPOSED BUDGET		9,998,333	10,310,252	1,222,092	7,079,792	2,008,368

SHERMAN CENTRAL SCHOOL DISTRICT
ANTICIPATED REVENUES

2018-19

MISCELLANEOUS LOCAL REVENUE	This includes revenue from tax penalties, tuition, admissions, interest earnings, sales of supplies and transportation equipment and other services.	194,372
STATE AID	This total includes basic operating aid, lottery aid, BOCES aid, textbook aid, software and library materials aid, transportation and building aid and excess cost aid.	7,177,417
TOTAL REVENUES WITHOUT TAXES		7,371,789
REAL PROPERTY TAXES*		2,605,400
APPROPRIATED FUND BALANCE		100,000
APPROPRIATED FUND BALANCE RESERVE FOR RETIREMENT		200,000
APPROPRIATED FUND BALANCE WORKERS COMP RESERVE		33,063
TOTAL BUDGET		10,310,252

* This is only an estimate until the actual tax warrant is released in August

2018-19 Property Tax Report Card

062694 - Sherman Central School District
 Contact Person: Kimberly R. Oshback
 Telephone Number: 716-761-9122

	Budgeted 2017-18 (A)	Proposed Budget 2018-19 (B)	Percent Change (C)
Total Budgeted Amount, not including Special Proportions	\$9,590,333	\$10,310,287	3.12%
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	\$2,005,400	\$2,005,400	
B. Tax Levy to Support Library Debt, if Applicable	\$0	\$0	
C. Tax Levy for Non-Excludable Proportions, if Applicable ²	\$0	\$0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	\$0	\$0	
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$2,005,400	\$2,005,400	0%
F. Permissible Exclusions to the School Tax Levy Limit	\$200,409	\$185,658	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions ³	\$2,306,891	\$2,416,741	
H. Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt and Permissible Exclusions (E - F + D)	\$2,306,891	\$2,416,741	
I. Difference (G - H); (negative value requires voter approval) ²	\$0	\$0	1.89%
Public School Enrollment	473	420	2.13%
Consumer Price Index			

¹ Includes any prior year revenue for excess tax levy, including interest.

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

³ For 2018-19, include any component from 2017-18 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2017-18 (D)	Estimated 2018-19 (E)
Adjusted Restricted Fund Balance	\$832,977	\$735,477
Assigned Appropriated Fund Balance	\$394,864	\$333,605
Adjusted Unrestricted Fund Balance	\$627,673	\$754,264
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	6.28%	7.32%

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reason Description *	2017-18 Actual Balance	2018-19 Estimated Ending Balance	Intended Use of the Reserve in the 2018-2019 School Year
Capital	50	To pay the cost of any object or purpose for which bonds may be issued.			
Repair		To pay the cost of repairs to capital improvements or equipment.			
Workers' Compensation	Workers' Comp Reserve	To pay for Workers' Compensation and benefits.	\$63,426.45	\$63,426.45	To pay the Workers' Compensation premium for the year.
Unemployment Insurance	Unemployment Insurance Reserve	To pay the cost of reimbursement to the State Unemployment Insurance Fund.	\$137,090.28	\$137,090.28	To pay any Unemployment due for the 18-19 year.
Revenue for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service		To cover debt service payments on outstanding obligations (bonds, loans) after the sale of district capital assets or improvements.			
Insurance		To pay liability, casualty, and other types of unexpired losses.			
Property Loss	51	To establish and maintain a program of reserves to cover property loss.			
Liability	52	To establish and maintain a program of reserves to cover liability claims incurred.			
Tax Credit		To establish a reserve fund for tax credit settlements (each year and).			
Reserve for Insurance Revenue		To account for unexpended proceeds of insurance recoveries at the end of the year.			
Employee Benefit Accrued Liability	Employee Benefit Reserve	For the payment of accrued employee benefits due to employees upon termination of service.	\$89,686.45	\$89,686.45	To cover the compensation advance if an employee retires.
Retirement Contributions	Retirement Reserve	To fund employer retirement contributions to the State and Local Employees' Retirement System.	\$61,230.98	\$61,230.98	To pay for the Employees' Retirement System due for the 18-19 year.
Reserve for Unallocated Taxes		For unallocated due within city school districts not reimbursed by their adjoining until the following fiscal year.			
Other Reserve					

* Note: Reserves with blue boxes will be allowed to add rows for multiple entries. Use a different name for each in the Reserve Name column.

FISCAL ACCOUNTABILITY SUMMARY (2016 - 17)

INFORMATION ABOUT EXPENDITURE RATIOS (2015 - 16)

(Data are lagged a year.)

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

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

THIS SCHOOL DISTRICT

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$5,126,229

PUPILS

394

EXPENDITURES PER PUPIL

\$13,011

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$1,052,460

PUPILS

63

EXPENDITURES PER PUPIL

\$16,706

SIMILAR DISTRICT GROUP HIGH NEED/RESOURCE CAPACITY RURAL

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$1,576,974,375

PUPILS

147,381

EXPENDITURES PER PUPIL

\$10,700

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$659,163,076

PUPILS

24,240

EXPENDITURES PER PUPIL

\$27,193

ALL SCHOOL DISTRICTS

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$33,423,609,457

PUPILS

2,649,519

EXPENDITURES PER PUPIL

\$12,615

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$14,485,942,729

PUPILS

460,996

EXPENDITURES PER PUPIL

\$31,423

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

The pupil count for General Education is K-12 average daily membership plus K-12 pupils for whom the district pays tuition to another school district. This number represents all pupils, including those classified as having disabilities and those not classified, excluding only students with disabilities placed out of district. Pupils resident in the district but attending a charter school are included. For districts in which a county jail is located, this number includes incarcerated youth to whom the district must provide an education program.

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

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

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

TOTAL EXPENDITURES PER PUPIL

THIS SCHOOL DISTRICT

\$22,996

SIMILAR DISTRICT GROUP

\$22,611

NY STATE

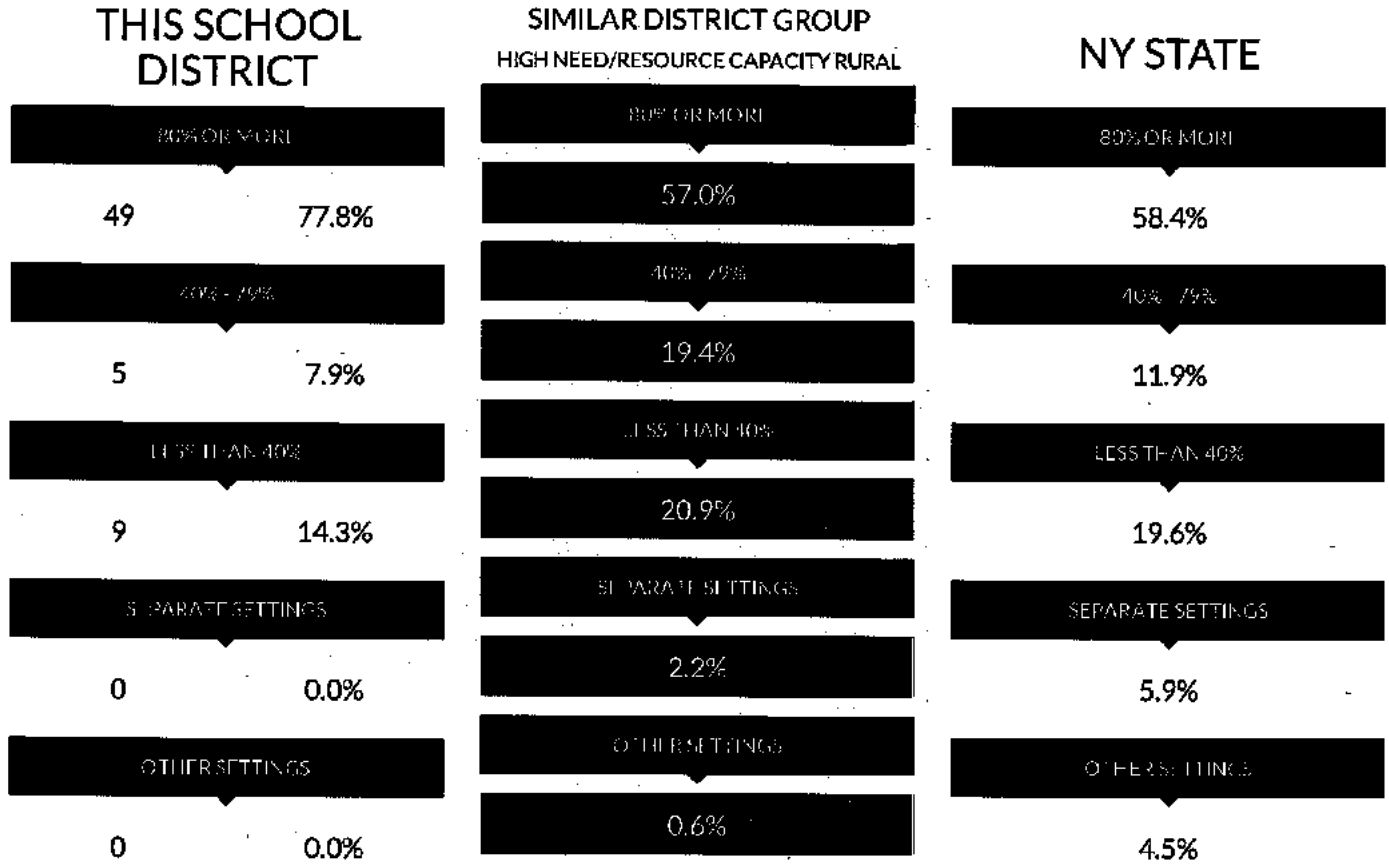
\$23,361

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

INFORMATION ABOUT STUDENTS WITH DISABILITIES (2016 - 17)

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

STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)



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

SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE



This 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.

GLOSSARY OF TERMS - REPORT CARDS DATA

2-YEAR Institutions

A postsecondary institution that offers programs of at least 2 but less than 4 years duration. This includes occupational and vocational schools with programs of at least 1800 hours and academic institutions with programs of less than 4 years. This does not include bachelor's degree-granting institutions where the baccalaureate program can be completed in 3 years.

4-YEAR/GRAD Institutions

A postsecondary institution that offers programs of at least 4 years duration or one that offers programs at or above the baccalaureate level. This includes schools that offer post baccalaureate certificates only or those that offer graduate programs only. This also includes free-standing medical, law or other first-professional schools.

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.

CUNY

City University of New York

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.

English Language Learners

English Language Learners (ELLs) are those who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations. These students are also referred to as Limited English Proficient (LEP).

First-Professional

A student enrolled in any of the following degree programs: Chiropractic (D.C. or D.C.M.), Dentistry (D.D.S. or D.M.D.), Law (L.L.B., J.D.), Medicine (M.D.), Optometry (O.D.), Osteopathic Medicine (D.O.), Pharmacy (Pharm.D.), Podiatry (D.P.M., D.P., or Pod.D.), Theology (M.Div., M.H.L., B.D., or Ordination), Veterinary Medicine (D.V.M.), Audiology, (Au.D.), Nursing Practice (D.N.P.), and Physical Therapy (D.P.T.)

First-Time

An entering freshman who has never attended any college (or other postsecondary institution), aside from college credits earned in high school. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

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.

Full-Time

Undergraduate: A student enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more contact hours a week each term. Graduate: A student enrolled for 9 or more semester credits, 9 or more quarter credits, or a student involved in thesis or dissertation preparation that is considered full-time by the institution. First-Professional: As defined by the institution.

Full-Time Equivalent

Full-Time Equivalent is calculated as follows:

- Undergraduates: Full-Time + $\frac{1}{3}$ Part-Time
- Graduates and First Professionals: Full-Time + $\frac{2}{3}$ Part-Time

Gender

Gender of the student being reported, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or 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.

Graduate Student

A student who holds a bachelor's, first-professional degree, or equivalent, and is taking courses at the post baccalaureate level. These students may or may not be enrolled in graduate programs (not to include students in first-professional programs).

Graduates

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

High School Completers

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

Highly Qualified Teachers

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

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

In charter schools, a teacher is counted as Highly Qualified if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation allows charter school teachers to be employed if they hold any valid teaching certificate. Legislation also permits up to 30 percent, with a maximum of five, whichever is less, plus an additional five teachers of mathematics, science, computer science, technology, or career and technical education, and an additional five teachers of a charter school to be without certification and 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.

Statewide "Total Number of Teachers" includes a small number of teachers counted more than once if they were reported in multiple districts.

Independent

Is a private-not-for-profit institution.

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

- The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only. Students identified by their district's Committee on Special Education as eligible to take the New York State Alternate Assessment (NYSAA) may use this assessment to fulfill the participation and performance criteria for elementary/middle- and secondary-level English language arts and mathematics and elementary/middle-level science for accountability.

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

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

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

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

Part-Time

Undergraduate: A student enrolled for either less than 12 semester or quarter credits, or less than 24 contact hours a week each term. **Graduate:** A student enrolled for less than 9 semester or quarter credits. **First-Professional:** As defined by the institution.

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>.

Post-secondary Plans of Completers

Percent of students with Regents or local diplomas who reported their post-graduation plans to be attending college, entering the military, entering into employment, entering adult services, or other known or unknown.

Private Institutions

An educational institution controlled by a private individual(s) or by a nongovernmental agency, usually supported primarily by other than public funds, and operated by other than publicly elected or appointed officials. These institutions may be either for-profit or not-for-profit.

Proprietary

Is a private-for-profit institution.

Public Institutions

An educational institution whose programs and activities are operated by publicly elected or appointed school officials and which is supported primarily by public funds.

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.

SUNY

State University of New York

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 count of teachers in the prior school year who did not return to a teaching position in the district in the current school year expressed as a percentage.

Total Cohort

A secondary-level total cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. For more detailed information on cohort definitions, see the SIRS Manual.

Undergraduate

A student enrolled in, or taking courses creditable toward, a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate. High School students taking degree-credit work are included in the counts of all enrolled undergraduates.

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, english language learner 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](#).

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).

2012-13 and 2013-14 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:
$$\frac{2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})}{[\text{Count of Tested Students}]} \times 100$$

2011-12 and Prior and 2014-15 and 2015-16 elementary/middle-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:
$$\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] + [\text{Count of Tested Students}]}{[\text{Count of Tested Students}]} \times 100$$

Elementary/middle-level science: Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:
$$\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$$

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:
$$\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Cohort Members}]} \times 100$$

Progress Target

Elementary/middle-level science: A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The Progress Target is calculated by adding 1 point to the previous year's PI.

Four-year Graduation Rate: The Progress Target for the current four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the previous year's four-year graduation-rate total cohort. The following equation is used to determine the current four-year graduation-rate total cohort progress target:
$$[(80 - \text{the graduation rate of the previous year's four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the previous year's four-year graduation-rate total cohort}$$

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

Safe Harbor Target

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

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

Unweighted Combined PI

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

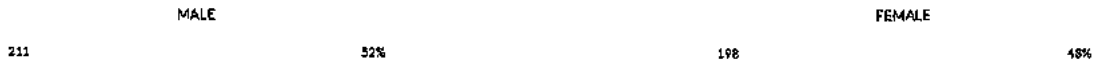
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SHERMAN CSD ENROLLMENT (2016 - 17)

K-12 ENROLLMENT

409

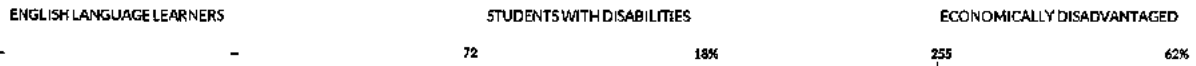
ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
AMERICAN INDIAN OR ALASKA NATIVE	2	0%
HISPANIC/LATINO	4	1%
HISPANIC/LATINO	7	2%
ASIAN OR PACIFIC ISLANDER	3	1%
WHITE	393	96%

OTHER GROUPS



ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
PRE-K	30	7%
PK	32	7%
K	28	6%
1	38	8%
2	27	6%
3	28	6%
4	30	7%
5	27	6%
6	3	1%
7	22	5%
8	35	8%
9	29	7%
10	43	10%
11	24	5%
12	44	10%
UNCLASSIFIED	4	1%

AVERAGE CLASS SIZE (2016 - 17)

GROUP	CLASS SIZE
COMMON CORE	15
GRADE ENGLISH	34
GRADE MATHEMATICS	17
GRADE SCIENCE	17
GRADE SOCIAL STUDIES	34

FREE AND REDUCED-PRICE LUNCH (2016 - 17)

ELIGIBLE FOR FREE LUNCH	ELIGIBLE FOR REDUCED-PRICE LUNCH
204	42
50%	10%

ATTENDANCE (2015 - 16)

TOTAL ATTENDING RATE	95%
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STUDENT SUSPENSIONS (2015 - 16)

2	1%
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TEACHER TURNOVER RATE (2015-16 TO 2016-17)

TURNOVER RATE OF TEACHERS WITH FEWER THAN FIVE YEARS OF EXPERIENCE	TURNOVER RATE OF ALL TEACHERS
0%	0%

STAFF COUNTS (2016 - 17)

GROUP	STAFF
PRINCIPAL	1
DEPUTY PRINCIPAL	0
OTHER PROFESSIONAL STAFF	3
PARA PROFESSIONALS	10

TEACHER QUALIFICATIONS (2016 - 17)

TOTAL TEACHERS	48
PERCENT WITH NO VALID TEACHING CERTIFICATE	2%
PERCENT TEACHING OUT OF CERTIFICATE	6%
PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE	17%
PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE	6%
TOTAL NUMBER OF CLASSES	189
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	8%

HIGH SCHOOL COMPLETERS (2016 - 17)

GROUP	COMPLETERS (GRADUATES + COMMENCEMENT CREDENTIALS)		GRADUATES (REGENTS + LOCAL DIPLOMAS)		REGENTS DIPLOMAS	
ALL STUDENTS	45		42		40	95%
GENERAL EDUCATION	37		37		37	100%
STUDENTS WITH DISABILITIES	8		5		3	60%

GROUP	REGENTS WITH ADVANCED DESIGNATION		REGENTS WITH CTE ENDORSEMENT		LOCAL DIPLOMAS		COMMENCEMENT CREDENTIALS	
ALL STUDENTS	21	50%	7	17%	2	5%	3	7%
GENERAL EDUCATION	21	57%	5	14%	0	0%	0	0%
STUDENTS WITH DISABILITIES	0	0%	2	40%	2	40%	3	38%

HIGH SCHOOL NON-COMPLETERS (2016 - 17)

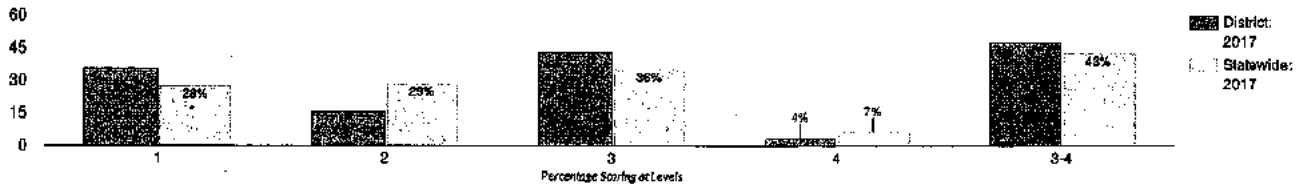
GROUP	DROPPED OUT	ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM	TOTAL NON-COMPLETERS
ALL STUDENTS			
GENERAL EDUCATION			

POST-GRADUATION PLANS OF COMPLETERS (2016 - 17)

GROUP	TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
ALL STUDENTS	12	27%	21	47%	0	0%	1	2%
GENERAL EDUCATION	12	82%	19	51%	0	0%	1	3%
STUDENTS WITH DISABILITIES	0	0%	2	25%	0	0%	0	0%

GROUP	TO EMPLOYMENT		TO ADULT SERVICES		TO OTHER KNOWN PLANS		PLANS UNKNOWN	
ALL STUDENTS	10	22%	1	2%	0	0%	0	0%
GENERAL EDUCATION	5	14%	0	0%	0	0%	0	0%
STUDENTS WITH DISABILITIES	5	63%	1	13%	0	0%	0	0%

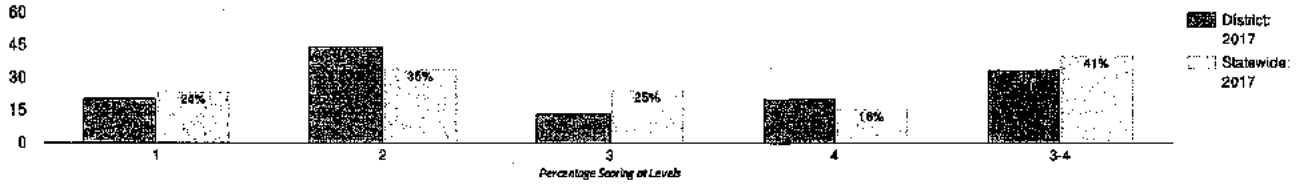
GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 302

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	25	48%	9	36%	4	16%	11	44%	1	4%
GENERAL EDUCATION	18	67%	2	11%	4	22%	11	61%	1	6%
STUDENTS WITH DISABILITIES	7	0%	7	100%	0	0%	0	0%	0	0%
WHITE	25	48%	9	36%	4	16%	11	44%	1	4%
FEMALE	12	50%	3	25%	3	25%	5	42%	1	8%
MALE	13	46%	6	46%	1	8%	6	46%	0	0%
NON ENGLISH LANGUAGE LEARNERS	25	48%	9	36%	4	16%	11	44%	1	4%
ECONOMICALLY DISADVANTAGED	18	44%	7	39%	3	17%	7	39%	1	6%
NOT ECONOMICALLY DISADVANTAGED	7	57%	2	29%	1	14%	4	57%	0	0%
NON-MIGRANT	25	48%	9	36%	4	16%	11	44%	1	4%

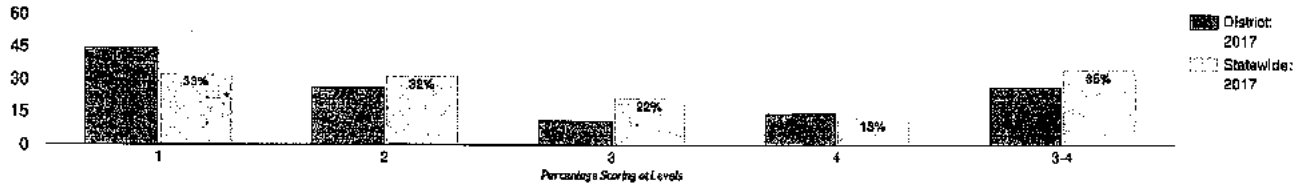
GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 309

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	29	34%	6	21%	13	45%	4	14%	6	21%
GENERAL EDUCATION	25	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-	-	-	-	-
ABNORMAL IN HAWAIIAN / OTHER PACIFIC	1	_%	-	-	-	-	-	-	-	-
WHITE	28	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	29	34%	6	21%	13	45%	4	14%	6	21%
EMALE	11	36%	1	9%	6	55%	0	0%	4	36%
MALE	18	33%	5	28%	7	39%	4	22%	2	11%
NON-ENGLISH LANGUAGE LEARNER	29	34%	6	21%	13	45%	4	14%	6	21%
ECONOMICALLY DISADVANTAGED	19	26%	5	26%	9	47%	2	11%	3	16%
NOT ECONOMICALLY DISADVANTAGED	10	50%	1	10%	4	40%	2	20%	3	30%
NON-MIGRANT	29	34%	6	21%	13	45%	4	14%	6	21%

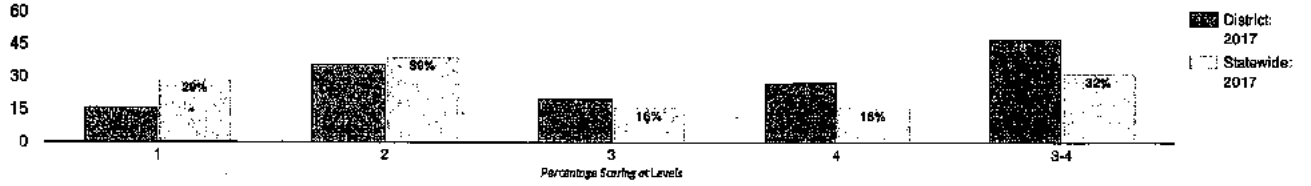
GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 292

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	33	27%	15	45%	9	27%	4	12%	5	15%
GENERAL EDUCATION	28	32%	11	39%	8	29%	4	14%	5	18%
STUDENTS WITH DISABILITIES	5	0%	4	80%	1	20%	0	0%	0	0%
BLACK OR AFRICAN AMERICAN	1	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	0%	-	-	-	-	-	-	-	-
WHITE	30	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	33	27%	15	45%	9	27%	4	12%	5	15%
RELEASER	14	36%	4	29%	5	36%	1	7%	4	29%
MALL	19	21%	11	58%	4	21%	3	16%	1	5%
NON ENGLISH LANGUAGE LEARNERS	31	0%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	0%	-	-	-	-	-	-	-	-
PERIODICALLY DISADVANTAGED	24	17%	13	54%	7	29%	2	8%	2	8%
NON-ECONOMICALLY DISADVANTAGED	9	56%	2	22%	2	22%	2	22%	3	33%
IMPACT	2	0%	-	-	-	-	-	-	-	-
NOT IMPACT	31	0%	-	-	-	-	-	-	-	-

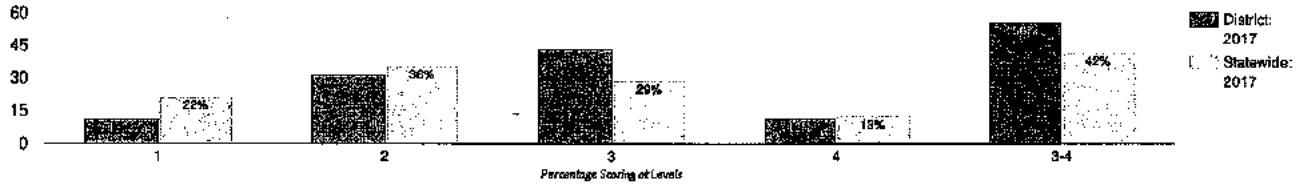
GRADE 6 ENGLISH LANGUAGE ARTS



MEAN SCORE: 312

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	25	48%	4	16%	9	36%	5	20%	7	28%
CENTRAL EDUCATION	23	3%	-	-	-	-	-	-	-	-
STUDENT WITH DISABILITIES	2	0%	-	-	-	-	-	-	-	-
WHITE	25	48%	4	16%	9	36%	5	20%	7	28%
FEMALE	15	67%	2	13%	3	20%	4	27%	6	40%
MALE	10	20%	2	20%	6	60%	1	10%	1	10%
NON-ENGLISH LANGUAGE LEARNERS	25	48%	4	16%	9	36%	5	20%	7	28%
PERSONS CASUALLY DISADVANTAGED	15	53%	1	7%	6	40%	3	20%	5	33%
INDIVIDUALLY ECONOMICALLY DISADVANTAGED	10	40%	3	30%	3	30%	2	20%	2	20%
NEW MIGRANT	25	48%	4	16%	9	36%	5	20%	7	28%

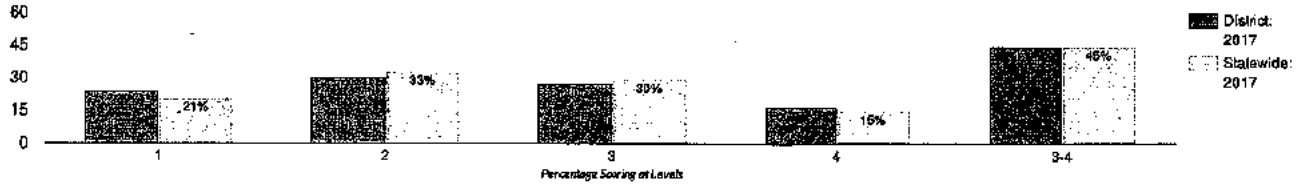
GRADE 7 ENGLISH LANGUAGE ARTS



MEAN SCORE: 314

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	25	56%	3	12%	8	32%	11	44%	3	12%
GENERAL EDUCATION	23	56%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	0%	-	-	-	-	-	-	-	-
Hispanic/Latino	1	0%	-	-	-	-	-	-	-	-
White	24	56%	-	-	-	-	-	-	-	-
Small Group (O)	25	56%	3	12%	8	32%	11	44%	3	12%
Female	17	59%	1	6%	6	35%	9	53%	1	6%
Male	8	50%	2	25%	2	25%	2	25%	2	25%
Non-English Language Learners	25	56%	3	12%	8	32%	11	44%	3	12%
Economically Disadvantaged	16	44%	3	19%	6	38%	6	38%	1	6%
Not Economically Disadvantaged	9	78%	0	0%	2	22%	5	56%	2	22%
Migrant	1	0%	-	-	-	-	-	-	-	-
Non-Migrant	24	56%	-	-	-	-	-	-	-	-

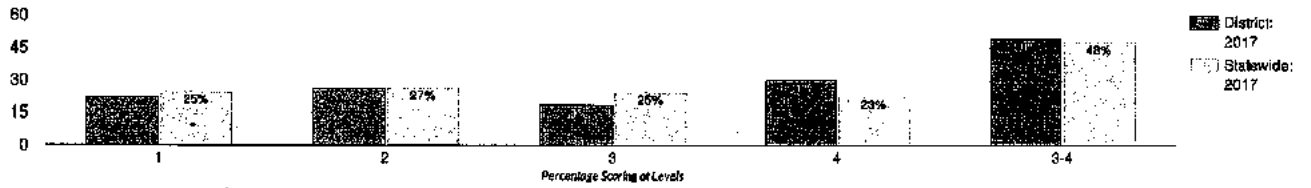
GRADE 8 ENGLISH LANGUAGE ARTS



MEAN SCORE: 307

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	29	45%	7	24%	9	31%	8	28%	5	17%
GENERAL EDUCATION	20	65%	1	5%	6	30%	8	40%	5	25%
STUDENTS WITH DISABILITIES	9	0%	6	67%	3	33%	0	0%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	0%	-	-	-	-	-	-	-	-
WHITE	26	45%	7	24%	9	31%	8	28%	5	17%
SMALL GROUP TOTAL	29	45%	7	24%	9	31%	8	28%	5	17%
FEMALE	12	75%	1	8%	2	17%	5	42%	4	33%
MALE	17	24%	6	35%	7	41%	3	18%	1	6%
NON-ENGLISH LANGUAGE LEARNERS	29	45%	7	24%	9	31%	8	28%	5	17%
ECONOMICALLY DISADVANTAGED	20	50%	5	25%	5	25%	8	40%	2	10%
NOT ECONOMICALLY DISADVANTAGED	9	33%	2	22%	4	44%	0	0%	3	33%
NOT IDENTIFIED	29	45%	7	24%	9	31%	8	28%	5	17%

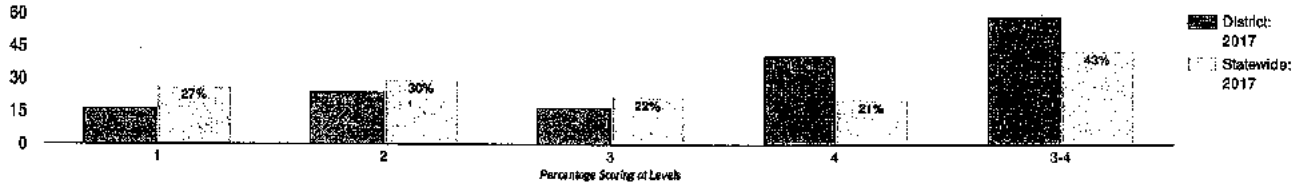
GRADE 3 MATHEMATICS



MEAN SCORE: 305

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ABLE STUDENTS	26	50%	6	23%	7	27%	5	19%	8	31%
GENERAL EDUCATION	18	72%	0	0%	5	28%	5	28%	8	44%
STUDENTS WITH DISABILITIES	8	0%	6	75%	2	25%	0	0%	0	0%
WHITE	26	50%	6	23%	7	27%	5	19%	8	31%
FEMALE	13	62%	2	15%	3	23%	4	31%	4	31%
WORLD	13	38%	4	31%	4	31%	1	8%	4	31%
NON-ENGLISH LANGUAGE LEARNERS	26	50%	6	23%	7	27%	5	19%	8	31%
ECONOMICALLY DISADVANTAGED	19	47%	6	32%	4	21%	5	26%	4	21%
NOT ECONOMICALLY DISADVANTAGED	7	57%	0	0%	3	43%	0	0%	4	57%
NON-MIGRANT	26	50%	6	23%	7	27%	5	19%	8	31%

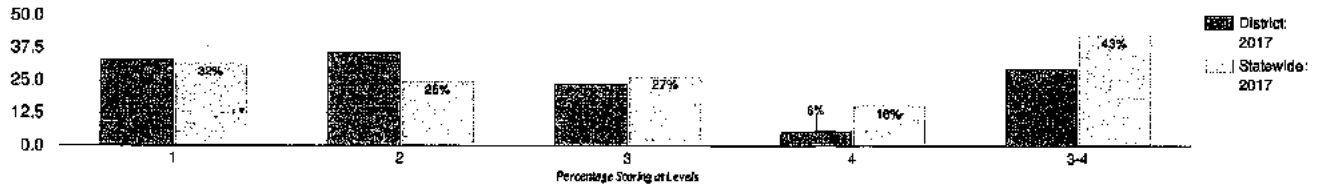
GRADE 4 MATHEMATICS



MEAN SCORE: 327

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	29	59%	5	17%	7	24%	5	17%	12	41%
W/ SPECIAL EDUCATION	25	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC	1	_%	-	-	-	-	-	-	-	-
WHITE	28	_%	-	-	-	-	-	-	-	-
STATE GROUP TOTAL	29	59%	5	17%	7	24%	5	17%	12	41%
FEMALE	11	64%	3	27%	1	9%	4	36%	3	27%
MALE	18	56%	2	11%	6	33%	1	6%	9	50%
NON-ENGLISH LANGUAGE LEARNER	29	59%	5	17%	7	24%	5	17%	12	41%
RELIGIOUSLY DISADVANTAGED	19	53%	4	21%	5	26%	5	26%	5	26%
NOT ECONOMICALLY DISADVANTAGED	10	70%	1	10%	2	20%	0	0%	7	70%
NOT MILITARY	29	59%	5	17%	7	24%	5	17%	12	41%

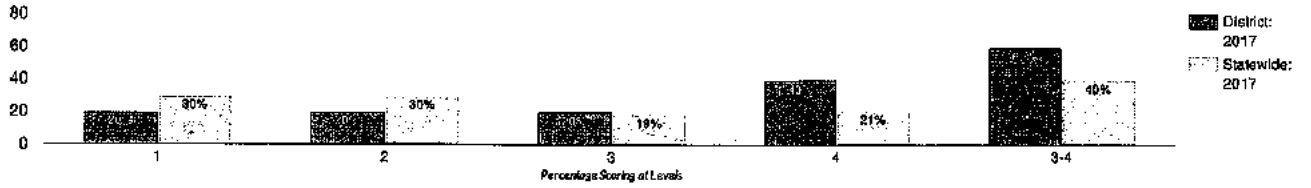
GRADE 5 MATHEMATICS



MEAN SCORE: 302

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	33	30%	11	33%	12	36%	8	24%	2	6%
GENERAL EDUCATION	28	36%	7	25%	11	39%	8	29%	2	7%
STUDENTS WITH DISABILITIES	5	0%	4	80%	1	20%	0	0%	0	0%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC/LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	30	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	33	30%	11	33%	12	36%	8	24%	2	6%
EFFICIENT	14	43%	3	21%	5	36%	5	36%	1	7%
MALE	19	21%	8	42%	7	37%	3	16%	1	5%
NON-ENGLISH LANGUAGE LEARNERS	31	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	24	21%	9	38%	10	42%	4	17%	1	4%
NON-ECONOMICALLY DISADVANTAGED	9	56%	2	22%	2	22%	4	44%	1	11%
EMIGRANTS	2	_%	-	-	-	-	-	-	-	-
NON-EMIGRANTS	31	_%	-	-	-	-	-	-	-	-

GRADE 6 MATHEMATICS

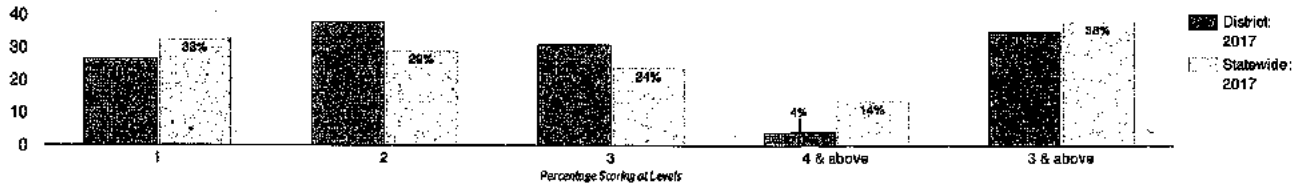


MEAN SCORE: 319

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENT	25	60%	5	20%	5	20%	5	20%	10	40%
GENERAL EDUCATION	23	60%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	0%	-	-	-	-	-	-	-	-
WHITE	25	60%	5	20%	5	20%	5	20%	10	40%
BLACK	15	60%	3	20%	3	20%	3	20%	6	40%
HISPANIC	10	60%	2	20%	2	20%	2	20%	4	40%
NON-ENGLISH LANGUAGE PROFICIENT	25	60%	5	20%	5	20%	5	20%	10	40%
ECONOMICALLY DISADVANTAGED	15	67%	2	13%	3	20%	3	20%	7	47%
NON-ECONOMICALLY DISADVANTAGED	10	50%	3	30%	2	20%	2	20%	3	30%
NOT MISPLACED	25	60%	5	20%	5	20%	5	20%	10	40%

GRADE 7 MATHEMATICS

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

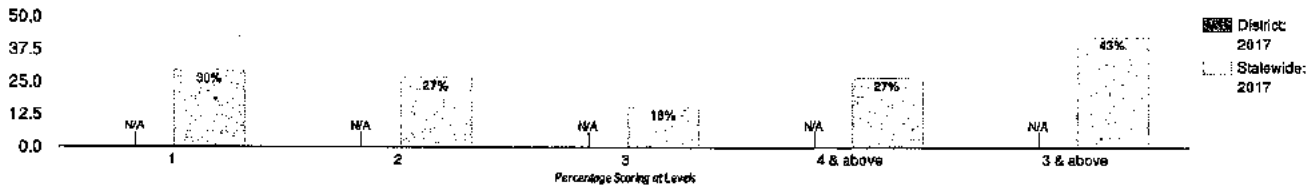


MEAN SCORE: 305

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	26	35%	7	27%	10	38%	8	31%	1	4%
CENTRAL EDUCATION	24	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	25	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	26	35%	7	27%	10	38%	8	31%	1	4%
FEMALE	18	28%	5	28%	8	44%	5	28%	0	0%
MALE	8	50%	2	25%	2	25%	3	38%	1	13%
NON-ENGLISH LANGUAGE LEARNERS	26	35%	7	27%	10	38%	8	31%	1	4%
ECONOMICALLY DISADVANTAGED	17	35%	7	41%	4	24%	6	35%	0	0%
NOT ECONOMICALLY DISADVANTAGED	9	33%	0	0%	6	67%	2	22%	1	11%
BIPOCANE	1	_%	-	-	-	-	-	-	-	-
NON-MIGRANT	25	_%	-	-	-	-	-	-	-	-

GRADE 8 MATHEMATICS

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



MEAN SCORE: 296

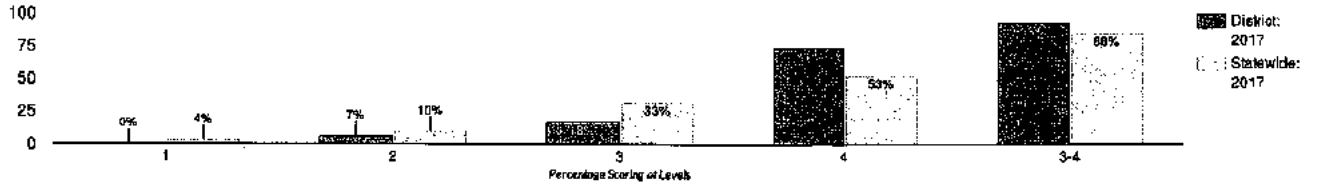
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	24	21%	6	25%	13	54%	4	17%	1	4%
GENERAL EDUCATION	15	27%	0	0%	11	73%	3	20%	1	7%
STUDENTS WITH DISABILITIES	9	11%	6	67%	2	22%	1	11%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	0%	-	-	-	-	-	-	-	-
WHITE	22	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	24	21%	6	25%	13	54%	4	17%	1	4%
EMMAIT	9	22%	1	11%	6	67%	2	22%	0	0%
EMMAF	15	20%	5	33%	7	47%	2	13%	1	7%
NON ENGLISH LANGUAGE LEARNER	24	21%	6	25%	13	54%	4	17%	1	4%
ECONOMICALLY DISADVANTAGED	17	18%	4	24%	10	59%	2	12%	1	6%
NO ECONOMICALLY DISADVANTAGED	7	29%	2	29%	3	43%	2	29%	0	0%
NON-MIGRANT	24	21%	6	25%	13	54%	4	17%	1	4%

GRADE 8 STUDENTS TAKING A REGENTS MATH TEST

Accelerated grade 8 students who took a Regents math test in lieu of the Grade 8 NYSTP in Mathematics.

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

GRADE 4 SCIENCE

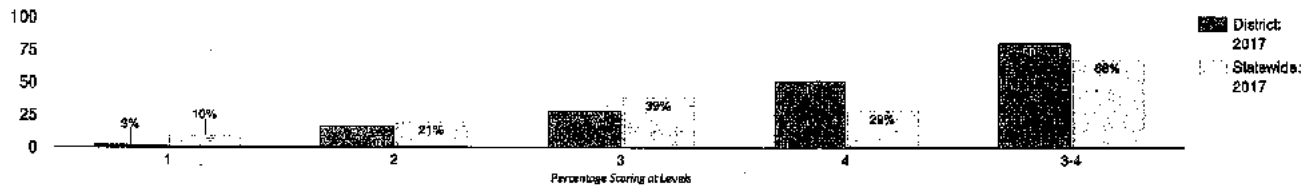


MEAN SCORE: 87

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	28	93%	0	0%	2	7%	5	18%	21	75%
GENERAL EDUCATION	24	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-	-	-	-	-
ASIAN/NORMATIVE HAWAIIAN/OTHER PACIFIC	1	_%	-	-	-	-	-	-	-	-
WHITE	27	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	28	93%	0	0%	2	7%	5	18%	21	75%
MALE	10	90%	0	0%	1	10%	1	10%	8	80%
FEMALE	18	94%	0	0%	1	6%	4	22%	13	72%
NON ENGLISH LANGUAGE LEARNERS	28	93%	0	0%	2	7%	5	18%	21	75%
ECONOMICALLY DISADVANTAGED	19	89%	0	0%	2	11%	3	16%	14	74%
NOT ECONOMICALLY DISADVANTAGED	9	100%	0	0%	0	0%	2	22%	7	78%
NON-MIGRANT	28	93%	0	0%	2	7%	5	18%	21	75%

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: 77

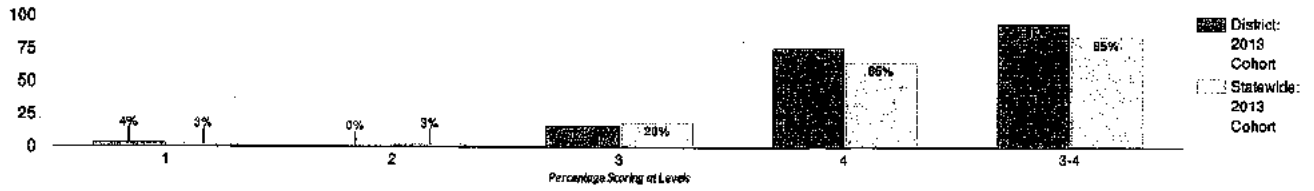
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	30	77%	1	3%	6	20%	10	33%	13	43%
GENERAL EDUCATION	18	94%	0	0%	1	6%	5	28%	12	67%
STUDENTS WITH DISABILITIES	12	50%	1	8%	5	42%	5	42%	1	8%
AMERICAN INDIAN/ALASKA NATIVE	1	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	0%	-	-	-	-	-	-	-	-
WHITE	28	79%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	30	77%	1	3%	6	20%	10	33%	13	43%
FEMALE	11	91%	1	9%	0	0%	5	45%	5	45%
MALE	19	63%	0	0%	6	32%	5	26%	8	42%
NON-ENGLISH LANGUAGE LEARNERS	30	77%	1	3%	6	20%	10	33%	13	43%
ECONOMICALLY DISADVANTAGED	21	81%	1	5%	3	14%	6	29%	11	52%
NOT ECONOMICALLY DISADVANTAGED	9	67%	0	0%	3	33%	4	44%	2	22%
NON-MIGRANT	30	77%	1	3%	6	20%	10	33%	13	43%

GRADE 8 STUDENTS TAKING A REGENTS SCIENCE TEST

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

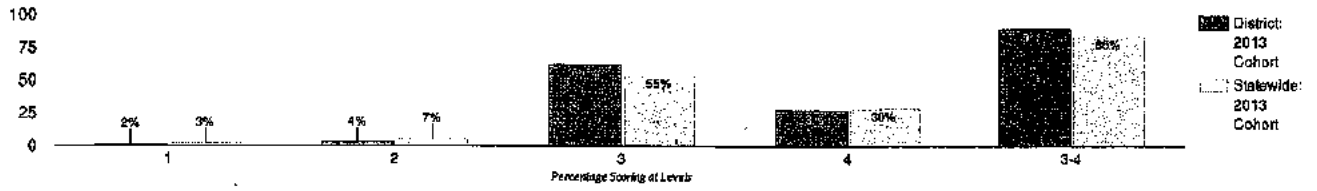
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENT	5	100%	0	0%	0	0%	0	0%	5	100%

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



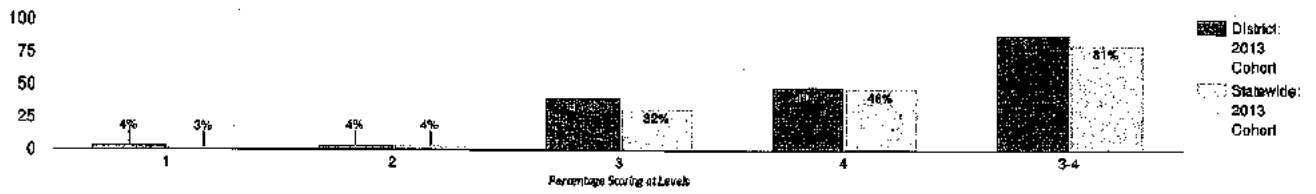
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	47	94%	2	4%	0	0%	8	17%	36	77%
GENERAL EDUCATION	39	100%	0	0%	0	0%	6	15%	33	85%
STUDENTS WITH DISABILITIES	8	63%	2	25%	0	0%	2	25%	3	38%
HISPANIC/LATINO	4	0%	-	-	-	-	-	-	-	-
WHITE	43	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	47	94%	2	4%	0	0%	8	17%	36	77%
FEMALE	23	96%	1	4%	0	0%	2	9%	20	87%
MALE	24	92%	1	4%	0	0%	6	25%	16	67%
NON-ENGLISH LANGUAGE LEARNERS	47	94%	2	4%	0	0%	8	17%	36	77%
ECONOMICALLY DISADVANTAGED	22	91%	1	5%	0	0%	6	27%	14	64%
NOT ECONOMICALLY DISADVANTAGED	25	96%	1	4%	0	0%	2	8%	22	88%
NON-MIGRANT	47	94%	2	4%	0	0%	8	17%	36	77%

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



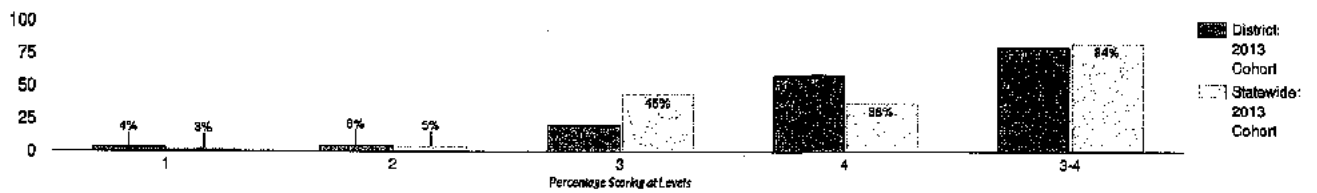
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	47	91%	1	2%	2	4%	30	64%	13	28%
GENERAL EDUCATION	39	100%	0	0%	0	0%	26	67%	13	33%
STUDENTS WITH DISABILITIES	8	50%	1	13%	2	25%	4	50%	0	0%
HISPANIC OR LATINO	4	0%	-	-	-	-	-	-	-	-
WHITE	43	91%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	47	91%	1	2%	2	4%	30	64%	13	28%
EMALE	23	91%	1	4%	1	4%	10	43%	11	48%
MALE	24	92%	0	0%	1	4%	20	83%	2	8%
NON-ENGLISH LANGUAGE LEARNERS	47	91%	1	2%	2	4%	30	64%	13	28%
ECONOMICALLY DISADVANTAGED	22	86%	1	5%	1	5%	14	64%	5	23%
NOT ECONOMICALLY DISADVANTAGED	25	96%	0	0%	1	4%	16	64%	8	32%
NON-MIGRANT	47	91%	1	2%	2	4%	30	64%	13	28%

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



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	47	89%	2	4%	2	4%	19	40%	23	49%
GENERAL EDUCATION	39	100%	0	0%	0	0%	16	41%	23	59%
STUDENTS WITH DISABILITIES	8	38%	2	25%	2	25%	3	38%	0	0%
HISPANIC/LATINO	4	0%	-	-	-	-	-	-	-	-
WHITE	43	0%	-	-	-	-	-	-	-	-
ALL GROUP TOTAL	47	89%	2	4%	2	4%	19	40%	23	49%
ITALIAN	23	91%	1	4%	1	4%	9	39%	12	52%
VIALE	24	88%	1	4%	1	4%	10	42%	11	46%
NON-ENGLISH LANGUAGE LEARNERS	47	89%	2	4%	2	4%	19	40%	23	49%
ECONOMICALLY DISADVANTAGED	22	82%	1	5%	2	9%	8	36%	10	45%
NOT ECONOMICALLY DISADVANTAGED	25	96%	1	4%	0	0%	11	44%	13	52%
INDIVIDUALS	47	89%	2	4%	2	4%	19	40%	23	49%

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



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	47	81%	2	4%	3	6%	10	21%	28	60%
GENERAL EDUCATION	39	87%	0	0%	2	5%	7	18%	27	69%
STUDENTS WITH DISABILITIES	8	50%	2	25%	1	13%	3	38%	1	13%
HISPANIC OR LATINO	4	0%	-	-	-	-	-	-	-	-
WHITE	43	81%	-	-	-	-	-	-	-	-
SMALL GROUP TO ALL	47	81%	2	4%	3	6%	10	21%	28	60%
MALE	23	83%	1	4%	3	13%	3	13%	16	70%
FEMALE	24	79%	1	4%	0	0%	7	29%	12	50%
NON-ENGLISH LANGUAGE LEARNERS	47	81%	2	4%	3	6%	10	21%	28	60%
ECONOMICALLY DISADVANTAGED	22	68%	1	5%	3	14%	4	18%	11	50%
NOT ECONOMICALLY DISADVANTAGED	25	92%	1	4%	0	0%	6	24%	17	68%
NON-MIGRANT	47	81%	2	4%	3	6%	10	21%	28	60%

ENGLISH LANGUAGE ARTS (COMMON CORE)

ENGLISH LANGUAGE ARTS (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	32	4	13%	0	0%	9	28%	4	13%	15	47%
GENERAL EDUCATION	25	1	4%	0	0%	7	28%	2	8%	15	60%
STUDENTS WITH DISABILITIES	7	3	43%	0	0%	2	29%	2	29%	0	0%
STUDENT FROM AN AMERICAN INDIAN OR ALASKA NATIVE BACKGROUND	2	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino	3	-	-	-	-	-	-	-	-	-	-
WHITE	27	4	15%	0	0%	6	22%	4	15%	13	48%
SUBJECT GROUP TOTAL	5	0	0%	0	0%	3	60%	0	0%	2	40%
Female	15	1	7%	0	0%	1	7%	3	20%	10	67%
Male	17	3	18%	0	0%	8	47%	1	6%	5	29%
NON-ENGLISH LANGUAGE LEARNER	32	4	13%	0	0%	9	28%	4	13%	15	47%
ECONOMICALLY DISADVANTAGED	20	3	15%	0	0%	6	30%	3	15%	8	40%
NON-ECONOMICALLY DISADVANTAGED	12	1	8%	0	0%	3	25%	1	8%	7	58%
NON-MIGRANT	32	4	13%	0	0%	9	28%	4	13%	15	47%

ALGEBRA 2/TRIGONOMETRY

REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	5	3	60%	3	60%	1	20%
GENERAL EDUCATION	5	3	60%	3	60%	1	20%
WHITE	5	3	60%	3	60%	1	20%
Female	1	-	-	-	-	-	-
Male	4	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNER	5	3	60%	3	60%	1	20%
ECONOMICALLY DISADVANTAGED	1	-	-	-	-	-	-
NON-ECONOMICALLY DISADVANTAGED	4	-	-	-	-	-	-
NON-MIGRANT	5	3	60%	3	60%	1	20%

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	48	0	0%	1	2%	25	52%	15	31%	7	15%
GENERAL EDUCATION	44	-	-	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-	-	-	-	-
WHITE	46	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	48	0	0%	1	2%	25	52%	15	31%	7	15%
FEMALE	22	0	0%	1	5%	9	41%	9	41%	3	14%
MALE	26	0	0%	0	0%	16	62%	6	23%	4	15%
NON ENGLISH LANGUAGE LEARNERS	48	0	0%	1	2%	25	52%	15	31%	7	15%
ECONOMICALLY DISADVANTAGED	31	0	0%	0	0%	17	55%	8	26%	6	19%
NOT ECONOMICALLY DISADVANTAGED	17	0	0%	1	6%	8	47%	7	41%	1	6%
NON-MIGRANT	48	0	0%	1	2%	25	52%	15	31%	7	15%

COMMON CORE GEOMETRY

REGENTS COMMON CORE GEOMETRY

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	38	2	5%	10	26%	20	53%	6	16%	0	0%
GENERAL EDUCATION	35	-	-	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-	-	-	-	-
WHITE	37	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	38	2	5%	10	26%	20	53%	6	16%	0	0%
FEMALE	23	1	4%	3	13%	14	61%	5	22%	0	0%
MALE	15	1	7%	7	47%	6	40%	1	7%	0	0%
NON ENGLISH LANGUAGE LEARNERS	38	2	5%	10	26%	20	53%	6	16%	0	0%
ECONOMICALLY DISADVANTAGED	17	2	12%	5	29%	7	41%	3	18%	0	0%
NOT ECONOMICALLY DISADVANTAGED	21	0	0%	5	24%	13	62%	3	14%	0	0%
NON-MIGRANT	38	2	5%	10	26%	20	53%	6	16%	0	0%

ALGEBRA II (COMMON CORE)

ALGEBRA II (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	21	1	5%	1	5%	16	76%	2	10%	1	5%
GENERAL EDUCATION	21	1	5%	1	5%	16	76%	2	10%	1	5%
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	-	-	-	-	-	-	-	-	-	-
WHITE	18	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	21	1	5%	1	5%	16	76%	2	10%	1	5%
FEMALE	13	1	8%	0	0%	9	69%	2	15%	1	8%
MALE	8	0	0%	1	13%	7	88%	0	0%	0	0%
NON ENGLISH LANGUAGE LEARNERS	21	1	5%	1	5%	16	76%	2	10%	1	5%
ECONOMICALLY DISADVANTAGED	7	0	0%	1	14%	6	86%	0	0%	0	0%
NOT ECONOMICALLY DISADVANTAGED	14	1	7%	0	0%	10	71%	2	14%	1	7%
NON-MIGRANT	21	1	5%	1	5%	16	76%	2	10%	1	5%

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED	53	55	83			
ALL STUDENTS	50	49	98%	46	92%	15	30%
GENERAL EDUCATION	43	43	100%	40	93%	14	33%
STUDENT WITH DISABILITIES	7	6	86%	6	86%	1	14%
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	48	-	-	-	-	-	-
SMALL GROUP TOTAL	50	49	98%	46	92%	15	30%
FEMALE	26	26	100%	24	92%	10	38%
MALE	24	23	96%	22	92%	5	21%
NON ENGLISH LANGUAGE LEARNERS	50	49	98%	46	92%	15	30%
ECONOMICALLY DISADVANTAGED	27	27	100%	24	89%	4	15%
NOT ECONOMICALLY DISADVANTAGED	23	22	96%	22	96%	11	48%
NON-MIGRANT	50	49	98%	46	92%	15	30%

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	34	32	94%	31	91%	15	44%
GENERAL EDUCATION	28	27	96%	27	96%	13	46%
STUDENTS WITH DISABILITIES	6	5	83%	4	67%	2	33%
HISPANIC/LATINO/AMERICAN	2	-	-	-	-	-	-
HISPANIC/LATINO	2	-	-	-	-	-	-
WHITE	30	-	-	-	-	-	-
SMALL GROUP TOTAL	34	32	94%	31	91%	15	44%
FEMALE	15	15	100%	15	100%	8	53%
MALE	19	17	89%	16	84%	7	37%
NON ENGLISH LANGUAGE LEARNER	34	32	94%	31	91%	15	44%
ECONOMICALLY DISADVANTAGED	21	20	95%	19	90%	8	38%
NOT ECONOMICALLY DISADVANTAGED	13	12	92%	12	92%	7	54%
INDICATED	34	32	94%	31	91%	15	44%

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	34	33	97%	32	94%	18	53%
GENERAL EDUCATION	31	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	-	-	-	-	-	-
HISPANIC/LATINO/AMERICAN	1	-	-	-	-	-	-
HISPANIC/LATINO	1	-	-	-	-	-	-
WHITE	33	-	-	-	-	-	-
SMALL GROUP TOTAL	34	33	97%	32	94%	18	53%
FEMALE	14	14	100%	13	93%	8	57%
MALE	20	19	95%	19	95%	10	50%
NON ENGLISH LANGUAGE LEARNER	34	33	97%	32	94%	18	53%
ECONOMICALLY DISADVANTAGED	21	21	100%	20	95%	10	46%
NOT ECONOMICALLY DISADVANTAGED	13	12	92%	12	92%	8	62%
INDICATED	34	33	97%	32	94%	18	53%

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	46	46	100%	44	96%	19	41%
GENERAL EDUCATION	41	41	100%	39	95%	19	46%
STUDENTS WITH DISABILITIES	5	5	100%	5	100%	0	0%
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
WHITE	45	-	-	-	-	-	-
SMALL GROUP TOTAL	46	46	100%	44	96%	19	41%
EMALE	26	26	100%	25	96%	14	54%
MALE	20	20	100%	19	95%	5	25%
NON-ENGLISH LANGUAGE LEARNER	46	46	100%	44	96%	19	41%
ECONOMICALLY DISADVANTAGED	26	26	100%	25	96%	7	27%
NO ECONOMICALLY DISADVANTAGED	20	20	100%	19	95%	12	60%
NON-MIGRANT	46	46	100%	44	96%	19	41%

PHYSICAL SETTING/CHEMISTRY

REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	13	13	100%	10	77%	2	15%
GENERAL EDUCATION	13	13	100%	10	77%	2	15%
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	11	-	-	-	-	-	-
SMALL GROUP TOTAL	13	13	100%	10	77%	2	15%
EMALE	12	-	-	-	-	-	-
MALE	1	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNER	13	13	100%	10	77%	2	15%
ECONOMICALLY DISADVANTAGED	5	5	100%	4	80%	0	0%
NO ECONOMICALLY DISADVANTAGED	8	8	100%	6	75%	2	25%
NON-MIGRANT	13	13	100%	10	77%	2	15%

PHYSICAL SETTING/PHYSICS

REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED	5s		6s		8s	
ALL STUDENTS	10	10	100%	9	90%	4	40%
GENERAL EDUCATION	10	10	100%	9	90%	4	40%
WHITE	10	10	100%	9	90%	4	40%
FEMALE	3	-	-	-	-	-	-
MALE	7	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	10	10	100%	9	90%	4	40%
ECONOMICALLY DISADVANTAGED	4	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	6	-	-	-	-	-	-
NON-MIGRANT	10	10	100%	9	90%	4	40%

NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA) RESULTS (2016 - 17)

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

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2016 - 17)

GRADE 5

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

ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

GROUP	AYP MET	AYP MET	PERCENT ENROLLED STUDENTS WITH VALID TEST SCORES	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PERCENT OF TESTED STUDENTS WITH VALID TEST SCORES	PI	EMCO	SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	179	95%	YES	159	118	103
AMERICAN INDIAN OR ALASKA NATIVE	—	—	1	—	—	1	—	—
BLACK OR AFRICAN AMERICAN	—	—	2	—	—	1	—	—
HISPANIC OR LATINO	—	—	4	—	—	1	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	—	1	—	—	1	—	—
WHITE	YES	YES	171	95%	YES	155	121	116
MULTI-RACIAL	—	—	0	—	—	0	—	—
STUDENTS WITH DISABILITIES	YES	—	38	—	YES	34*	38+	20
ENGLISH PROFICIENT	—	—	2	—	—	0	—	—
ECONOMICALLY DISADVANTAGED	YES	YES	282*	95%*	YES	106	110	92

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

GROUP	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PERCENT OF TESTED STUDENTS WITH VALID TEST SCORES	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	178	95%	158	119
NOT BLACK OR AFRICAN AMERICAN	177	95%	158	119
NOT HISPANIC OR LATINO	175	95%	158	119
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	178	95%	158	118
NOT WHITE	8	—	4	—
NOT MULTI-RACIAL	179	95%	159	118
GENERAL POPULATION	141	97%	128	138
ENGLISH PROFICIENT	177	95%	159	119
NOT ECONOMICALLY DISADVANTAGED	56	96%	53	134
MALE	182*	95%*	83	98
NON-MALE	85	96%	76	141
MIGRANT	3	—	0	—
NON-MIGRANT	176	95%	159	118

— 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, EMCO, and Safe Harbor Target data are suppressed.

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

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

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

GROUP	ON AYP	PERCENT	STUDENTS ENROLLING IN THE GENERAL EDUCATION PROGRAM	PERCENT OF STUDENTS WITH VALID TEST SCORES	PI - EAMCO SAFE HARBOR TARGET	PI - EAMCO SAFE HARBOR TARGET	PI - EAMCO SAFE HARBOR TARGET	PI - EAMCO SAFE HARBOR TARGET	PI - EAMCO SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	180	96%	YES	160	124	101	101
AMERICAN INDIAN OR ALASKA NATIVE	—	—	1	—	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	2	—	—	1	—	—	—
HISPANIC OR LATINO	—	—	3	—	—	0	—	—	—
ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC ISLANDER	—	—	1	—	—	1	—	—	—
WHITE	YES	YES	178	96%	YES	157	125	113	113
MULTIRACIAL	—	—	0	—	—	0	—	—	—
STUDENTS WITH DISABILITIES	YES	—	38	—	YES	35†	49†	70	20
LIMITED ENGLISH PROFICIENCY	—	—	2	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	YES	YES	128	96%	YES	107	117	90	90

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

GROUP	STUDENTS ENROLLING IN THE GENERAL EDUCATION PROGRAM	PERCENT OF STUDENTS WITH VALID TEST SCORES	PI - EAMCO SAFE HARBOR TARGET	PI - EAMCO SAFE HARBOR TARGET
NOT AMERICAN INDIAN OR ALASKA NATIVE	179	96%	159	125
NOT BLACK OR AFRICAN AMERICAN	178	96%	159	125
NOT HISPANIC OR LATINO	177	96%	160	124
NOT ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC ISLANDER	179	96%	159	123
NOT WHITE	7	—	3	—
NOT MULTIRACIAL	180	96%	160	124
GENERAL EDUCATION	142	98%	128	143
ENGLISH PROFICIENT	178	96%	160	124
NOT ECONOMICALLY DISADVANTAGED	57	96%	58	188
MALE	94	96%	84	119
FEMALE	86	97%	76	129
NON-MIGRANT	3	—	0	—
NOT MIGRANT	177	96%	160	124

— 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, EAMCO, and Safe Harbor Target data are suppressed.
 † Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

GROUP	MADE AYP	TESTED 800	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	MADE AYP	ENROLLED STUDENTS WITH VALID TEST SCORES	FI	EAMO	PROGRESS
ALL STUDENTS	YES	YES	65	98%	YES	62	184	177	177
AMERICAN INDIAN OR ALASKA NATIVE	—	—	1	—	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	1	—	—	1	—	—	—
HISPANIC OR LATINO	—	—	0	—	—	0	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	—	1	—	—	1	—	—	—
WHITE	YES	YES	62	98%	YES	59	188	182	182
MULTIRACIAL	—	—	0	—	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	—	17	—	—	17	—	—	—
ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	YES	YES	44	100%	YES	43	184	168	168

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

GROUP	MADE AYP	TESTED 800	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	MADE AYP	ENROLLED STUDENTS WITH VALID TEST SCORES	FI	EAMO	PROGRESS
NOT AMERICAN INDIAN OR ALASKA NATIVE	—	—	64	98%	—	61	—	—	187
NOT BLACK OR AFRICAN AMERICAN	—	—	64	98%	—	61	—	—	195
NOT HISPANIC OR LATINO	—	—	65	98%	—	62	—	—	184
NOT ASIAN OR NATIVE HAWAIIAN/OTHER	—	—	64	98%	—	61	—	—	184
NOT WHITE	—	—	3	—	—	3	—	—	—
NOT MULTIRACIAL	—	—	65	98%	—	62	—	—	184
AGE GRADE EDUCATION	—	—	48	98%	—	45	—	—	198
ENGLISH PROFICIENT	—	—	65	98%	—	62	—	—	184
NOT ECONOMICALLY DISADVANTAGED	—	—	21	—	—	19	—	—	—
MALE	—	—	41	100%	—	41	—	—	183
FEMALE	—	—	24	—	—	21	—	—	—
NON-ENGLISH SPEAKING	—	—	0	—	—	0	—	—	—
NOT ELIGIBLE	—	—	65	98%	—	62	—	—	184

— 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 FI, EAMO, and Progress Target data are suppressed.

SECONDARY-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

GROUP	PL	EAMQ	SAF HARBOR TARGET	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PL	EAMQ	SAF HARBOR TARGET	PL	EAMQ	SAF HARBOR TARGET
ALL STUDENTS	YES	YES	42	100%	YES	44	175	163	163		
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—		
BLACK OR AFRICAN AMERICAN	—	—	0	—	—	0	—	—	—		
HISPANIC OR LATINO	—	—	4	—	—	4	—	—	—		
PACIFIC ISLANDER, NAIVE HAWAIIAN, OTHER PACIFIC	—	—	0	—	—	0	—	—	—		
WHITE	YES	—	38	—	YES	40	178	171	171		
MULTIRACIAL	—	—	0	—	—	0	—	—	—		
STUDENTS WITH DISABILITIES	—	—	5	—	—	7	—	—	—		
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—		
ECONOMICALLY DISADVANTAGED	—	—	19	—	—	19	—	—	—		

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

GROUP	PL	EAMQ	SAF HARBOR TARGET	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PL	EAMQ	SAF HARBOR TARGET
NOT AMERICAN INDIAN OR ALASKA NATIVE	42	—	—	100%	44	—	—	175
NOT BLACK OR AFRICAN AMERICAN	42	—	—	100%	44	—	—	175
NOT HISPANIC OR LATINO	38	—	—	—	40	—	—	178
NOT PACIFIC ISLANDER, NAIVE HAWAIIAN, OTHER PACIFIC	42	—	—	100%	44	—	—	175
NOT WHITE	4	—	—	—	4	—	—	—
NOT MULTIRACIAL	42	—	—	100%	44	—	—	175
GENERAL EDUCATION	37	—	—	—	37	—	—	186
ENGLISH PROFICIENT	42	—	—	100%	44	—	—	175
NOT ECONOMICALLY DISADVANTAGED	23	—	—	—	25	—	—	—
MALE	22	—	—	—	23	—	—	—
FEMALE	20	—	—	—	21	—	—	—
IMMIGRANT	0	—	—	—	0	—	—	—
NOT IMMIGRANT	42	—	—	100%	44	—	—	175

— 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 2013 accountability cohort, so PL, EAMQ, and Safe Harbor Target data are suppressed.

SECONDARY-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

GROUP	MADE AYP	TESTED 12	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	NO	YES	12TH GRADERS WITH VALID TEST SCORES	12TH GRADERS WITH VALID TEST SCORES	12TH GRADERS WITH VALID TEST SCORES
ALL STUDENT	NO	YES	42	100%	NO	44	148	150	150
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	0	—	—	0	—	—	—
HISPANIC OR LATINO	—	—	4	—	—	4	—	—	—
ASIAN OR PACIFIC ISLANDER OR OTHER PACIFIC ISLANDER	—	—	0	—	—	0	—	—	—
WHITE	NO	—	38	—	NO	40	150	160	152
MULTIRACIAL	—	—	0	—	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	—	5	—	—	7	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	19	—	—	19	—	—	—

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

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	12TH GRADERS WITH VALID TEST SCORES	12TH GRADERS WITH VALID TEST SCORES
NOT AMERICAN INDIAN OR ALASKA NATIVE	42	100%	44	148
NOT BLACK OR AFRICAN AMERICAN	42	100%	44	148
NOT HISPANIC OR LATINO	38	—	40	150
NOT ASIAN OR PACIFIC ISLANDER OR OTHER PACIFIC ISLANDER	42	100%	44	148
NOT WHITE	4	—	4	—
NOT MULTIRACIAL	42	100%	44	148
GENERAL EDUCATION	37	—	37	165
ENGLISH PROFICIENT	42	100%	44	148
NOT ECONOMICALLY DISADVANTAGED	23	—	25	—
MALE	22	—	23	—
FEMALE	20	—	21	—
NON-ENGLISH SPEAKING	0	—	0	—
NON-MIGRANT	42	100%	44	148

— 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 2013 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

UNWEIGHTED COMBINED ELA AND MATH PIS

GROUP	PERFORMANCE INDEX - ALL ELA	PERFORMANCE INDEX - ALL MATH	SECONDARY LEVEL ELA PI	SECONDARY LEVEL MATH PI	PERCENTAGE OF STUDENTS
ALL STUDENTS	118	124	175	148	141
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	—	—	—	—	0
ASIAN OR NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	—	—	—	—	0
WHITE	121	125	178	150	144
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	38	49	—	—	44
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	110	117	—	—	114

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

OVERALL GRADUATION RATE FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

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

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

FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

STATE	MEETS OR EXCEEDS STATE AND GROUP PROGRESS TARGET	2019 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	2019 STATE STANDARD	2019 STATE TARGET	2019 STATE TARGET
ALL STUDENTS	YES	33	94%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	0	—	—	—
HISPANIC OR LATINO	—	0	—	—	—
ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC	—	0	—	—	—
WHITE	YES	33	94%	80%	80%
MULTIRACIAL	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	7	—	—	—
LIMITED ENGLISH PROFICIENT	—	0	—	—	—
FROM SOCIALLY DISADVANTAGED	—	19	—	—	—

YES Graduation rate is equal to or greater than the State Standard or the group's Progress Target.
 NO Graduation rate is less than the State Standard and the group's Progress Target.
 — There were fewer than 50 students in the cohort.

GRADUATION RATES FOR NON-AYP GROUPS FOR ACCOUNTABILITY

GROUP	FOUR-YEAR GRADUATION RATE TOTAL COHORT		FIVE-YEAR GRADUATION RATE TOTAL COHORT	
	2012 FOUR-YEAR GRADUATION RATE TOTAL COHORT	GRADUATION RATE	2012 FIVE-YEAR GRADUATION RATE TOTAL COHORT	GRADUATION RATE
NOT AMERICAN INDIAN OR ALASKA NATIVE	33	94%	36	97%
NOT BLACK OR AFRICAN AMERICAN	33	94%	35	97%
NOT HISPANIC OR LATINO	33	94%	35	97%
NOT ASIAN OR NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	33	94%	36	97%
NOT WHITE	0	—	2	—
NOT MULTIRACIAL	33	94%	36	97%
GENERAL EDUCATION	26	—	31	100%
ENGLISH PROFICIENT	33	94%	36	97%
NOT ECONOMICALLY DISADVANTAGED	14	—	21	—
MALE	13	—	22	—
FEMALE	20	—	14	—
MISSENT	0	—	1	—
NOT MISSENT	33	94%	35	97%

— There were fewer than 30 students in the cohort.

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

Percentage of 2012 Graduation-Rate Total Cohort members who graduated as of August 31, 2016 with:

REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (THIS DISTRICT) 30%

REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (STATEWIDE) 31%

PERCENTAGE IN THIS DISTRICT EXCEEDED STATEWIDE NO

REGENTS DIPLOMA WITH CTE ENDORSEMENT (THIS DISTRICT) 24%

5%

YES

NO

NO

Salary: Administrative Compensation Information
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Official - as of 04/18/2018 10:34 AM

Form Due May 7, 2018

2018-2019 Salary Threshold =
\$135,000

In response to legislative efforts to encourage greater cost sharing in service provision and local government administration, we now provide a section for districts that share administrative staff to highlight these efforts for the upcoming school year. Each sharing district should identify in the form the other district(s) with which they will be sharing administrative staff for school year 2018-2019.

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

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

Report Estimated Salaries in the Budget for the 2018-2019 School Year

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	145,000	49,693	

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

Associate, Assistant and Deputy Superintendents

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

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Equalized Total Assessed Value 183,198,216

School District - 065601 Sherman

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	25	1,510,581	0.82
13100	CO - GENERALLY	RPTL 406(1)	10	594,700	0.32
13440	CITY O/S LIMITS - SEWER OR WAT	RPTL 406(3)	1	103,700	0.06
13500	TOWN - GENERALLY	RPTL 406(1)	14	661,853	0.36
13510	TOWN - CEMETERY LAND	RPTL 446	2	36,642	0.02
13650	VG - GENERALLY	RPTL 406(1)	7	49,300	0.03
13660	VG - CEMETERY LAND	RPTL 446	1	2,400	0.00
13670	VG - NOT EX BY RPTL 406(1)	GEN MUNY L 411	1	28,500	0.02
13800	SCHOOL DISTRICT	RPTL 408	12	5,000,000	2.73
21100	IN TRUST BY CLERGY FOR CHURCH	RPTL 436	1	25,800	0.01
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	14	1,219,500	0.67
25120	NONPROF CORP - EDUC(CONST PRC	RPTL 420-a	1	20,400	0.01
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	4	66,600	0.04
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	3	22,700	0.01
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	6	326,516	0.18
26300	INTERDENOMINATIONAL CENTER	RPTL 430	3	389,900	0.22
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	6	485,400	0.26
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	5	148,500	0.08
32255	NYS OWNED REFORESTATION LAND	RPTL 534	1	0	0.00
41400	CLERGY	RPTL 460	1	1,500	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	19	697,905	0.38
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	401	14,811,362	8.08
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	38	633,507	0.35
41800	PERSONS AGE 65 OR OVER	RPTL 467	1	50,441	0.03
41834	ENHANCED STAR	RPTL 425	203	11,995,846	6.65
41844	En STAR (land belongs to other	RPTL 425	1	49,700	0.03
41854	BASIC STAR 1999-2000	RPTL 425	479	14,288,604	7.80
41864	Basic STAR (land belongs to ot	RPTL 425	1	30,000	0.02
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	59	78,475	0.04
42120	TEMPORARY GREENHOUSES	RPTL 483-c	3	48,029	0.03
47460	FOREST LAND CERTD AFTER 6/74	RPTL 480-a	9	711,157	0.39

Equalized Total Assessed Value 183,198,216

School District - 066601 Sherman

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	4	242,180	0.13
Total Exemptions Exclusive of System Exemptions:			1,336	54,341,798	29.66
Total System Exemptions:			0	0	0.00
Totals:			1,336	54,341,798	29.66

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: _____