



**Sag Harbor UFSD
2015-2016
Budget Statement**

BUDGET STATEMENT and REQUIRED ATTACHMENTS

The Budget Statement and required attachments must be made available to the public (upon request) at each school building in the district, the district office, any public or free association library located within the district and on the school district's internet website, if one exists at least 7 days before the Budget Hearing date and not less than 14 days before the Annual Budget Vote.

Required documents include:

1. Proposed budget in three-part format separated into three components (administrative, program and capital), prepared in plain language
2. Property Tax Report Card
3. School Academic Report Cards
4. District's Fiscal Accountability Summary
5. Administrative Compensation Disclosure Notice
6. Exemption Report for Taxing Jurisdictions - Chapter 258 of the Laws of 2008 added Section 495 to the Real Property Tax Law requiring counties, cities, towns, villages and school districts to attach to their tentative/preliminary budgets an exemption report.

Sag Harbor UFSD Proposed Budget

ACCOUNT GROUP	2014-15 BUDGET	2015-16 PROPOSED	\$ CHANGE	% CHANGE
***** ADMINISTRATIVE COMPONENT *****				
1010....BOARD OF EDUCATION	\$16,500.00	\$14,300.00		
1040....DISTRICT CLERK	\$18,162.00	\$17,809.00		
1060....DISTRICT MEETING	\$8,000.00	\$16,000.00		
1240....CHIEF SCHOOL ADMINISTRATOR	\$326,497.00	\$302,132.00		
1310....BUSINESS ADMINISTRATION	\$410,566.00	\$422,944.44		
1320....AUDITING	\$91,675.00	\$63,590.00		
1325....TREASURER	\$81,097.00	\$81,147.00		
1345....PURCHASING	\$1,050.00	\$8,431.00		
1420....LEGAL	\$146,000.00	\$140,000.00		
1430....PERSONNEL	\$16,100.00	\$35,401.00		
1480....PUBLIC INFORMATION & SERVICES	\$75,500.00	\$70,511.00		
1680....CENTRAL DATA PROCESSING	\$363,998.00	\$388,380.69		
1910....DISTRICT-WIDE INSURANCE	\$173,250.00	\$170,600.00		
1920....SCHOOL ASSOCIATION DUES	\$9,600.00	\$9,500.00		
1981....BOCES ADMINISTRATIVE COSTS	\$130,574.00	\$131,384.00		
2010....CURRICULUM DEVEL & SUPERVISION	\$40,800.00	\$47,065.00		
2020....SUPERVISION-REGULAR SCHOOL	\$1,169,015.00	\$1,203,299.00		
2040....SUPERVISION-SPECIAL SCHOOLS	\$195,560.00	\$0.00		
2060....RESEARCH, PLANNING & EVALUATION	\$0.00	\$3,097.50		
TOTAL ADMINISTRATIVE:	\$3,273,944.00	\$3,125,591.63	(\$148,352.37)	-4.53%
***** PROGRAM COMPONENT *****				
2110....TEACHING-REGULAR SCHOOL	\$11,548,987.00	\$12,149,959.60		
2250....PROGRAMS-STUDENTS WITH DISABILITIES	\$4,084,383.00	\$4,082,996.79		
2280....OCCUPATIONAL EDUCATION	\$240,000.00	\$220,424.00		
2330....TEACHING-SPECIAL SCHOOLS	\$15,500.00	\$20,620.00		
2610....SCHOOL LIBRARY & AUDIOVISUAL	\$326,654.00	\$355,151.75		
2630....COMPUTER ASSISTED INSTRUCTION	\$568,042.00	\$676,308.00		
2810....GUIDANCE	\$492,467.00	\$510,624.76		
2815....HEALTH SERVICES	\$205,028.00	\$202,381.55		
2820....PSYCHOLOGICAL SERVICES	\$214,592.00	\$220,419.00		
2825....SOCIAL WORK SERVICES	\$144,047.00	\$161,824.50		
2830....OCCUPATIONAL THERAPY SERVICES	\$70,760.00	\$64,136.00		
2850....CO-CURRICULAR ACTIVITIES	\$334,207.00	\$357,352.00		
2855....INTERSCHOLASTIC ATHLETICS	\$774,917.00	\$780,952.08		
5510....DISTRICT TRANSPORTION	\$604,432.00	\$589,216.05		
5540....CONTRACT TRANSPORTION	\$146,500.00	\$108,500.00		
7140....RECREATION	\$53,780.00	\$59,585.36		
8060....CIVIC ACTIVITIES	\$131,760.00	\$118,715.06		
9010....EMPLOYEES' STATE RETIREMENT	\$662,507.00	\$687,637.00		
9020....TEACHERS' RETIREMENT	\$2,936,133.00	\$2,417,910.00		
9030....SOCIAL SECURITY	\$1,497,362.00	\$1,593,519.00		
9040....WORKERS' COMPENSATION	\$156,526.00	\$156,526.00		
9050....UNEMPLOYMENT INSURANCE	\$35,000.00	\$40,000.00		
9055....DISABILITY INSURANCE	\$8,000.00	\$8,000.00		
9060....HOSPITAL & MEDICAL	\$4,046,854.00	\$3,941,713.89		
9061....DENTAL	\$0.00	\$247,616.53		
9062....MEDICARE REIMBURSEMENT	\$0.00	\$118,122.80		
9063....HEALTH INSURANCE OPT-OUT	\$0.00	\$225,295.37		
9070....UNION WELFARE BENEFITS/CAFETERIA PLAN	\$5,000.00	\$6,000.00		
9089....COMPENSATED ABSENCES	\$140,000.00	\$140,000.00		
9901....TRANSFER TO OTHER FUNDS	\$1,489,220.00	\$1,460,137.50		
TOTAL PROGRAM:	\$30,932,658.00	\$31,721,644.59	\$788,986.59	2.55%
***** CAPITAL COMPONENT *****				
1620....OPERATION OF PLANT	\$1,270,688.00	\$1,423,395.50		
1621....MAINTENANCE OF PLANT	\$940,213.00	\$767,934.28		
5510....DISTRICT TRANSPORT	\$0.00	\$102,000.00		
9730....DEBT SERVICE-BOND ANTICIPATION NOTE	\$10,000.00	\$25,000.00		
9760....DEBT SERVICE-TAX ANTICIPATION NOTE	\$125,000.00	\$100,000.00		
9950....TRANSFER TO CAPITAL	\$317,000.00	\$287,000.00		
TOTAL CAPITAL:	\$2,662,901.00	\$2,705,329.78	\$42,428.78	1.59%
TOTAL BUDGET	\$36,869,503.00	\$37,552,566.00	\$683,063.00	1.85%

The proposed budget detail with notes and explanations can be found online at:
<http://www.sagharborschools.org/files/1318124/budget%20draft%20%232%20-%20detail.pdf>

**Sag Harbor UFSD
Property Tax Report Card**

Property Tax Report Card
580305 - SAG HARBOR UFSD

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Official - as of 04/29/2015 04:14 PM

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

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

Form Due - April 27, 2015

Form Preparer Name:
Preparer's Telephone Number:

<u>Shaded Fields Will Calculate</u>	Budgeted 2014-15 (A)	Proposed Budget 2015-16 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	36,869,503	37,552,566	1.85 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	33,223,918	34,050,000	
B. Tax Levy to Support Library Debt, if Applicable			
C. Tax Levy for Non-Excludable Propositions, if Applicable ²			
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable			
E. Total Proposed School Year Tax Levy (A+B+C-D)	33,223,918	34,050,000	2.49 %
F. Permissible Exclusions to the School Tax Levy Limit	1,905,683	1,664,979	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	31,329,479	32,385,021	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	31,318,235	32,385,021	
I. Difference: (G-H);(negative value requires 60.0% voter approval) ²	11,244	0	
Public School Enrollment	1,011	1,041	2.97 %
Consumer Price Index			1.62 %

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

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

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

	Actual 2014-15 (D)	Estimated 2015-16 (E)
Adjusted Restricted Fund Balance	5,820,324	6,820,324

Assigned Appropriated Fund Balance	<input type="text" value="578,449"/>	<input type="text" value="675,000"/>
Adjusted Unrestricted Fund Balance	<input type="text" value="1,474,779"/>	<input type="text" value="1,502,103"/>
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	<input type="text" value="4.00"/> %	<input type="text" value="4.00"/> %

**Sag Harbor UFSD
School Academic
Report Cards**



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

NAME: SAG HARBOR UFSD

BEDS Code: 580305020000

ADDRESS: 200 JERMAIN AVE, SAG HARBOR, NY 11963

PHONE: (631) 725-5300

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

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

Students by Gender

Male		Female	
517	50%	511	50%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
3	23	166	16	820	0
0%	2%	16%	2%	80%	0%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
56	5%	116	11%	75	7%

Students by Grade

Pre-K (Half Day)	Kindergarten (Full Day)	1st Grade	2nd Grade	3rd Grade	4th Grade
31	73	91	86	66	87
5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade
85	84	84	60	69	83
11th Grade	12th Grade	Ungraded Secondary			
68	88	4			

Average Class Size (2013 - 14)

Common Branch			
21			
Grade 8 English	Grade 8 Mathematics	Grade 8 Science	Grade 8 Social Studies
20	12	21	20
Grade 10 English	Grade 10 Mathematics	Grade 10 Science	Grade 10 Social Studies
16	25	21	16

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
58	6%	8	1%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate	Student Suspensions	
94%	11	1%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience	Turnover Rate of All Teachers
0%	1%

Staff Counts (2013 - 14)

Principals	Assistant Principals	Other Professional Staff	Paraprofessionals
2	3	14	31

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	107	108	107
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	1%	0%
Percent with Fewer Than Three Years of Experience	4%	0%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate	56%	57%	57%
Total Number of Core Classes	263	263	269
Percent Not Taught by Highly Qualified Teachers in This District	0%	1%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	411	400	402
Percent Taught by Teachers Without Appropriate Certification	2%	1%	1%

High School Completers (2013 - 14)

Results by Student Group	Completers (Graduates + IEP Diplomas)	Graduates (Regents + Local Diplomas)	Regents Diploma		Regents with Advanced Designation	
	Number of Students	Number of Students	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates
All Students	80	80	76	95%	42	53%
General Education	73	73	71	97%	41	56%
Students with Disabilities	7	7	5	71%	1	14%
Results by Student Group	Regents with CTE Endorsement		Local Diplomas		Commencement Credentials	
	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates	Number of Students	Percent of Completers
All Students	0	0%	4	5%	0	0%
General Education	0	0%	2	3%	0	0%
Students with Disabilities	0	0%	2	29%	0	0%

High School Non-completers (2013 - 14)

Results by Student Group	Dropped Out		Entered Approved High School Equivalency Preparation Program		Total Noncompleters	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
All Students	7	2%	0	0%	7	2%
General Education	—	—	—	—	—	—
Students with Disabilities	—	—	—	—	—	—

Post-graduation Plans of Completers (2013 - 14)

Results by Student Group	To Four-Year College		To Two-Year College		To Other Post-Secondary		To the Military	
	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers
All Students	54	68%	15	19%	2	3%	2	3%
General Education	51	70%	12	16%	2	3%	2	3%
Students with Disabilities	3	43%	3	43%	0	0%	0	0%

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

Mean Score

2014	2013
309	308

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	64	25	31	38	6	44	90	27	39	32	2	34
General Education	60	—	—	—	—	—	79	24	38	35	3	38
Students with Disabilities	4	—	—	—	—	—	11	45	45	9	0	9
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	5	—	—	—	—	—
Black or African American	1	—	—	—	—	—	3	—	—	—	—	—
Hispanic or Latino	11	—	—	—	—	—	11	64	18	18	0	18
White	51	18	31	45	6	51	71	21	41	35	3	38
Small Group Total	13	54	31	8	8	15	8	25	50	25	0	25
Female	29	10	34	52	3	55	44	20	41	36	2	39
Male	35	37	29	26	9	34	46	33	37	28	2	30
English Proficient	58	19	33	41	7	48	82	21	41	35	2	38
Limited English Proficient	6	83	17	0	0	0	8	88	13	0	0	0
Economically Disadvantaged	4	—	—	—	—	—	3	—	—	—	—	—
Not Economically Disadvantaged	60	—	—	—	—	—	87	—	—	—	—	—
Not Migrant	64	25	31	38	6	44	90	27	39	32	2	34

Mean Score

2014	2013
311	323

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	83	22	33	30	16	46	83	12	23	40	25	65
General Education	73	19	29	34	18	52	75	7	24	43	27	69
Students with Disabilities	10	40	60	0	0	0	8	63	13	13	13	25
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	2	—	—	—	—	—
Black or African American	2	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	11	55	27	18	0	18	17	—	—	—	—	—
White	65	15	35	29	20	49	62	10	21	40	29	69
Small Group Total	7	29	14	57	0	57	21	19	29	38	14	52
Female	40	10	33	40	18	58	38	11	26	26	37	63
Male	43	33	33	21	14	35	45	13	20	51	16	67
English Proficient	79	—	—	—	—	—	81	—	—	—	—	—
Limited English Proficient	4	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	4	—	—	—	—	—	1	—	—	—	—	—
Not Economically Disadvantaged	79	—	—	—	—	—	82	—	—	—	—	—
Not Migrant	83	22	33	30	16	46	83	12	23	40	25	65

Mean Score

2014	2013
317	316

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	82	15	34	30	21	51	84	17	35	31	18	49
General Education	73	11	33	34	22	56	72	8	36	36	19	56
Students with Disabilities	9	44	44	0	11	11	12	67	25	0	8	8
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	1	—	—	—	—	—
Black or African American	2	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	18	—	—	—	—	—	13	—	—	—	—	—
White	61	11	33	31	25	56	69	14	32	35	19	54
Small Group Total	21	24	38	29	10	38	15	27	47	13	13	27
Female	36	14	31	19	36	56	41	27	27	27	20	46
Male	46	15	37	39	9	48	43	7	42	35	16	51
English Proficient	78	—	—	—	—	—	80	—	—	—	—	—
Limited English Proficient	4	—	—	—	—	—	4	—	—	—	—	—
Economically Disadvantaged	1	—	—	—	—	—	2	—	—	—	—	—
Not Economically Disadvantaged	81	—	—	—	—	—	82	—	—	—	—	—
Not Migrant	82	15	34	30	21	51	84	17	35	31	18	49

Mean Score

2014	2013
306	321

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	83	17	54	16	13	29	84	2	46	26	25	51
General Education	69	6	59	19	16	35	77	1	43	29	27	56
Students with Disabilities	14	71	29	0	0	0	7	14	86	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	1	—	—	—	—	—
Black or African American	2	—	—	—	—	—	3	—	—	—	—	—
Hispanic or Latino	13	—	—	—	—	—	9	—	—	—	—	—
White	67	12	55	18	15	33	71	1	42	28	28	56
Small Group Total	16	38	50	6	6	13	13	8	69	15	8	23
Female	42	19	50	17	14	31	52	2	52	23	23	46
Male	41	15	59	15	12	27	32	3	38	31	28	59
English Proficient	81	—	—	—	—	—	83	—	—	—	—	—
Limited English Proficient	2	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	9	11	89	0	0	0	4	—	—	—	—	—
Not Economically Disadvantaged	74	18	50	18	15	32	80	—	—	—	—	—
Not Migrant	83	17	54	16	13	29	84	2	46	26	25	51

Mean Score

2014	2013
314	315

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	85	14	33	44	9	53	63	17	33	33	16	49
General Education	79	10	33	47	10	57	51	10	33	39	18	57
Students with Disabilities	6	67	33	0	0	0	12	50	33	8	8	17
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	1	—	—	—	—	—
Black or African American	4	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	9	22	44	33	0	33	6	—	—	—	—	—
White	71	10	34	45	11	56	54	15	33	33	19	52
Small Group Total	5	60	0	40	0	40	9	33	33	33	0	33
Female	52	13	31	50	6	56	33	18	33	33	15	48
Male	33	15	36	33	15	48	30	17	33	33	17	50
English Proficient	85	14	33	44	9	53	63	17	33	33	16	49
Economically Disadvantaged	4	—	—	—	—	—	4	—	—	—	—	—
Not Economically Disadvantaged	81	—	—	—	—	—	59	—	—	—	—	—
Not Migrant	85	14	33	44	9	53	63	17	33	33	16	49

Mean Score

2014	2013
314	317

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	59	15	27	36	22	58	67	13	30	40	16	57
General Education	49	10	27	41	22	63	56	9	29	43	20	63
Students with Disabilities	10	40	30	10	20	30	11	36	36	27	0	27
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	0	0	0	0	0	0
Black or African American	1	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	6	—	—	—	—	—	7	—	—	—	—	—
White	51	16	24	37	24	61	58	10	26	45	19	64
Small Group Total	8	13	50	25	13	38	9	33	56	11	0	11
Female	30	17	23	33	27	60	31	10	26	48	16	65
Male	29	14	31	38	17	55	36	17	33	33	17	50
English Proficient	59	15	27	36	22	58	66	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	5	60	0	40	0	40	2	—	—	—	—	—
Not Economically Disadvantaged	54	11	30	35	24	59	65	—	—	—	—	—
Not Migrant	59	15	27	36	22	58	67	13	30	40	16	57

Mean Score

2014	2013
318	303

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	62	11	34	31	24	55	89	19	49	20	11	31
General Education	58	—	—	—	—	—	78	17	50	21	13	33
Students with Disabilities	4	—	—	—	—	—	11	36	45	18	0	18
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	5	—	—	—	—	—
Black or African American	1	—	—	—	—	—	3	—	—	—	—	—
Hispanic or Latino	11	—	—	—	—	—	11	27	64	9	0	9
White	49	10	35	27	29	55	70	17	46	24	13	37
Small Group Total	13	15	31	46	8	54	8	25	63	0	13	13
Female	29	7	34	34	24	59	43	16	53	21	9	30
Male	33	15	33	27	24	52	46	22	46	20	13	33
English Proficient	56	9	32	32	27	59	81	17	48	22	12	35
Limited English Proficient	6	33	50	17	0	17	8	38	63	0	0	0
Economically Disadvantaged	4	—	—	—	—	—	3	—	—	—	—	—
Not Economically Disadvantaged	58	—	—	—	—	—	86	—	—	—	—	—
Not Migrant	62	11	34	31	24	55	89	19	49	20	11	31

Mean Score

2014	2013
306	319

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	82	20	43	22	16	38	84	11	24	44	21	65
General Education	73	15	44	23	18	41	76	7	25	45	24	68
Students with Disabilities	9	56	33	11	0	11	8	50	13	38	0	38
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	2	—	—	—	—	—
Black or African American	2	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	13	38	38	23	0	23	18	—	—	—	—	—
White	62	15	45	23	18	40	62	10	19	47	24	71
Small Group Total	7	29	29	14	29	43	22	14	36	36	14	50
Female	40	8	50	28	15	43	39	10	31	36	23	59
Male	42	31	36	17	17	33	45	11	18	51	20	71
English Proficient	77	16	44	23	17	40	81	—	—	—	—	—
Limited English Proficient	5	80	20	0	0	0	3	—	—	—	—	—
Economically Disadvantaged	5	40	60	0	0	0	1	—	—	—	—	—
Not Economically Disadvantaged	77	18	42	23	17	40	83	—	—	—	—	—
Not Migrant	82	20	43	22	16	38	84	11	24	44	21	65

Mean Score

2014	2013
322	306

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	81	16	23	38	22	60	85	32	32	28	8	36
General Education	72	11	25	40	24	64	73	23	34	33	10	42
Students with Disabilities	9	56	11	22	11	33	12	83	17	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	1	—	—	—	—	—
Black or African American	2	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	18	—	—	—	—	—	14	—	—	—	—	—
White	60	12	18	42	28	70	69	28	30	32	10	42
Small Group Total	21	29	38	29	5	33	16	50	38	13	0	13
Female	34	24	26	29	21	50	42	43	29	19	10	29
Male	47	11	21	45	23	68	43	21	35	37	7	44
English Proficient	77	—	—	—	—	—	80	29	33	30	9	39
Limited English Proficient	4	—	—	—	—	—	5	80	20	0	0	0
Economically Disadvantaged	1	—	—	—	—	—	2	—	—	—	—	—
Not Economically Disadvantaged	80	—	—	—	—	—	83	—	—	—	—	—
Not Migrant	81	16	23	38	22	60	85	32	32	28	8	36

Mean Score

2014	2013
295	301

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	78	31	49	13	8	21	83	19	57	17	7	24
General Education	64	22	53	16	9	25	76	17	58	17	8	25
Students with Disabilities	14	71	29	0	0	0	7	43	43	14	0	14
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	1	—	—	—	—	—
Black or African American	2	—	—	—	—	—	3	—	—	—	—	—
Hispanic or Latino	14	—	—	—	—	—	9	—	—	—	—	—
White	61	23	54	13	10	23	70	17	54	20	9	29
Small Group Total	17	59	29	12	0	12	13	31	69	0	0	0
Female	37	41	46	8	5	14	51	25	57	12	6	18
Male	41	22	51	17	10	27	32	9	56	25	9	34
English Proficient	76	—	—	—	—	—	82	—	—	—	—	—
Limited English Proficient	2	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	10	60	40	0	0	0	4	—	—	—	—	—
Not Economically Disadvantaged	68	26	50	15	9	24	79	—	—	—	—	—
Not Migrant	78	31	49	13	8	21	83	19	57	17	7	24

Mean Score

2014	2013
311	307

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	83	17	42	36	5	41	63	30	35	30	5	35
General Education	77	12	44	39	5	44	51	20	39	37	4	41
Students with Disabilities	6	83	17	0	0	0	12	75	17	0	8	8
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	1	—	—	—	—	—
Black or African American	4	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	9	33	44	22	0	22	6	—	—	—	—	—
White	69	14	41	39	6	45	54	30	35	31	4	35
Small Group Total	5	20	60	20	0	20	9	33	33	22	11	33
Female	50	18	44	34	4	38	33	36	30	30	3	33
Male	33	15	39	39	6	45	30	23	40	30	7	37
English Proficient	83	17	42	36	5	41	63	30	35	30	5	35
Economically Disadvantaged	4	—	—	—	—	—	4	—	—	—	—	—
Not Economically Disadvantaged	79	—	—	—	—	—	59	—	—	—	—	—
Not Migrant	83	17	42	36	5	41	63	30	35	30	5	35

Mean Score

2014	2013
272	300

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	17	76	24	0	0	0	67	33	40	18	9	27
General Education	9	56	44	0	0	0	56	23	46	20	11	30
Students with Disabilities	8	100	0	0	0	0	11	82	9	9	0	9
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	2	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	7	—	—	—	—	—
White	12	75	25	0	0	0	58	28	41	21	10	31
Small Group Total	5	80	20	0	0	0	9	67	33	0	0	0
Female	9	89	11	0	0	0	31	32	39	16	13	29
Male	8	63	38	0	0	0	36	33	42	19	6	25
English Proficient	17	76	24	0	0	0	66	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	2	—	—	—	—	—	2	—	—	—	—	—
Not Economically Disadvantaged	15	—	—	—	—	—	65	—	—	—	—	—
Not Migrant	17	76	24	0	0	0	67	33	40	18	9	27

Mean Score

2014	2013
86	92

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	86	2	3	26	69	94	84	0	1	11	88	99
General Education	76	3	1	21	75	96	76	0	1	9	89	99
Students with Disabilities	10	0	20	60	20	80	8	0	0	25	75	100
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	2	—	—	—	—	—
Black or African American	2	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	13	8	0	62	31	92	18	—	—	—	—	—
White	66	2	3	20	76	95	62	0	0	6	94	100
Small Group Total	7	0	14	14	71	86	22	0	5	23	73	95
Female	42	0	5	17	79	95	39	0	3	10	87	97
Male	44	5	2	34	59	93	45	0	0	11	89	100
English Proficient	81	1	4	22	73	95	81	—	—	—	—	—
Limited English Proficient	5	20	0	80	0	80	3	—	—	—	—	—
Economically Disadvantaged	5	0	0	40	60	100	1	—	—	—	—	—
Not Economically Disadvantaged	81	2	4	25	69	94	83	—	—	—	—	—
Not Migrant	86	2	3	26	69	94	84	0	1	11	88	99

Grade 8 Science

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

Mean Score

2014	2013
76	80

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	37	0	16	54	30	84	66	2	14	36	48	85
General Education	30	0	7	57	37	93	55	2	7	40	51	91
Students with Disabilities	7	0	57	43	0	43	11	0	45	18	36	55
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	2	—	—	—	—	—
Hispanic or Latino	6	—	—	—	—	—	7	—	—	—	—	—
White	30	0	13	60	27	87	57	0	12	32	56	88
Small Group Total	7	0	29	29	43	71	9	11	22	67	0	67
Female	19	0	16	53	32	84	30	0	10	43	47	90
Male	18	0	17	56	28	83	36	3	17	31	50	81
English Proficient	37	0	16	54	30	84	65	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	3	—	—	—	—	—	2	—	—	—	—	—
Not Economically Disadvantaged	34	—	—	—	—	—	64	—	—	—	—	—
Not Migrant	37	0	16	54	30	84	66	2	14	36	48	85

Grade 8 Students Taking a Regents Science Test

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

Results by Student Group	2014					2013						
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	19	0	0	5	95	100	1	—	—	—	—	—

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

NAEP Grade 4 Reading

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

NAEP Grade 4 Mathematics

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

*Reporting standards not met.

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

NAEP Grade 8 Reading

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

NAEP Grade 8 Mathematics

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

*Reporting standards not met.

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

NAEP Participation Rates

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

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

Grade 8 Reading	Participation Rate
Students with Disabilities	97
Limited English Proficient	91

Grade 8 Mathematics	Participation Rate
Students with Disabilities	89
Limited English Proficient	94

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

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

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 & above)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4 & above			1	2	3	4	
All Students	83	1	0	52	46	98	81	2	0	35	52	86
General Education	74	0	0	50	50	100	62	0	0	27	63	90
Students with Disabilities	9	11	0	67	11	78	19	11	0	58	16	74
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	3	—	—	—	—	—
Black or African American	4	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	6	—	—	—	—	—	15	—	—	—	—	—
White	73	1	0	51	47	97	62	0	0	35	56	92
Small Group Total	10	0	0	60	40	100	19	11	0	32	37	68
Female	39	3	0	46	49	95	42	2	0	45	50	95
Male	44	0	0	57	43	100	39	3	0	23	54	77
English Proficient	83	1	0	52	46	98	76	3	0	36	55	91
Limited English Proficient	0	0	0	0	0	0	5	0	0	20	0	20
Economically Disadvantaged	4	—	—	—	—	—	3	—	—	—	—	—
Not Economically Disadvantaged	79	—	—	—	—	—	78	—	—	—	—	—
Not Migrant	83	1	0	52	46	98	81	2	0	35	52	86

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

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

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 & above)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4 & above			1	2	3	4	
All Students	83	1	2	60	35	95	81	9	5	59	22	81
General Education	74	0	0	64	36	100	62	5	0	63	29	92
Students with Disabilities	9	11	22	33	22	56	19	21	21	47	0	47
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	3	—	—	—	—	—
Black or African American	4	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	6	—	—	—	—	—	15	—	—	—	—	—
White	73	0	3	58	38	96	62	8	3	63	24	87
Small Group Total	10	10	0	80	10	90	19	11	11	47	16	63
Female	39	3	3	62	31	92	42	10	5	62	24	86
Male	44	0	2	59	39	98	39	8	5	56	21	77
English Proficient	83	1	2	60	35	95	76	7	5	62	24	86
Limited English Proficient	0	0	0	0	0	0	5	40	0	20	0	20
Economically Disadvantaged	4	—	—	—	—	—	3	—	—	—	—	—
Not Economically Disadvantaged	79	—	—	—	—	—	78	—	—	—	—	—
Not Migrant	83	1	2	60	35	95	81	9	5	59	22	81

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

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

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	83	2	0	40	57	96	81	5	6	48	32	80
General Education	74	1	0	38	61	99	62	2	3	47	40	87
Students with Disabilities	9	11	0	56	22	78	19	16	16	53	5	58
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	3	—	—	—	—	—
Black or African American	4	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	6	—	—	—	—	—	15	—	—	—	—	—
White	73	3	0	34	62	96	62	2	5	52	35	87
Small Group Total	10	0	0	80	20	100	19	16	11	37	21	58
Female	39	5	0	51	41	92	42	2	7	48	36	83
Male	44	0	0	30	70	100	39	8	5	49	28	77
English Proficient	83	2	0	40	57	96	76	4	5	51	34	86
Limited English Proficient	0	0	0	0	0	0	5	20	20	0	0	0
Economically Disadvantaged	4	—	—	—	—	—	3	—	—	—	—	—
Not Economically Disadvantaged	79	—	—	—	—	—	78	—	—	—	—	—
Not Migrant	83	2	0	40	57	96	81	5	6	48	32	80

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

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

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	83	1	1	30	66	96	81	1	2	27	58	85
General Education	74	0	1	28	70	99	62	0	0	19	71	90
Students with Disabilities	9	11	0	44	33	78	19	5	11	53	16	68
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	3	—	—	—	—	—
Black or African American	4	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	6	—	—	—	—	—	15	—	—	—	—	—
White	73	1	1	26	70	96	62	0	2	27	63	90
Small Group Total	10	0	0	60	40	100	19	5	5	26	42	68
Female	39	3	0	36	59	95	42	0	5	31	62	93
Male	44	0	2	25	73	98	39	3	0	23	54	77
English Proficient	83	1	1	30	66	96	76	1	3	28	62	89
Limited English Proficient	0	0	0	0	0	0	5	0	0	20	0	20
Economically Disadvantaged	4	—	—	—	—	—	3	—	—	—	—	—
Not Economically Disadvantaged	79	—	—	—	—	—	78	—	—	—	—	—
Not Migrant	83	1	1	30	66	96	81	1	2	27	58	85

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

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

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	83	0	0	23	76	99	81	0	1	31	62	93
General Education	74	0	0	19	81	100	62	0	2	23	71	94
Students with Disabilities	9	0	0	56	33	89	19	0	0	58	32	89
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	3	—	—	—	—	—
Black or African American	4	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	6	—	—	—	—	—	15	—	—	—	—	—
White	73	0	0	21	78	99	62	0	0	27	68	95
Small Group Total	10	0	0	40	60	100	19	0	5	42	42	84
Female	39	0	0	36	62	97	42	0	0	38	60	98
Male	44	0	0	11	89	100	39	0	3	23	64	87
English Proficient	83	0	0	23	76	99	76	0	0	32	66	97
Limited English Proficient	0	0	0	0	0	0	5	0	20	20	0	20
Economically Disadvantaged	4	—	—	—	—	—	3	—	—	—	—	—
Not Economically Disadvantaged	79	—	—	—	—	—	78	—	—	—	—	—
Not Migrant	83	0	0	23	76	99	81	0	1	31	62	93

Regents Examination Results (2013 - 14)

Results by Student Group	Comprehensive English				Integrated Algebra			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	75	97	93	55	72	93	83	17
General Education	64	98	95	56	57	98	89	19
Students with Disabilities	11	91	82	45	15	73	60	7
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	2	—	—	—
Black or African American	0	0	0	0	2	—	—	—
Hispanic or Latino	11	—	—	—	11	82	73	9
White	63	98	97	60	56	95	86	18
Small Group Total	12	92	75	25	5	100	80	20
Female	39	95	95	64	31	97	94	19
Male	36	100	92	44	41	90	76	15
English Proficient	72	—	—	—	71	—	—	—
Limited English Proficient	3	—	—	—	1	—	—	—
Economically Disadvantaged	8	88	88	50	8	75	63	0
Not Economically Disadvantaged	67	99	94	55	64	95	86	19
Not Migrant	75	97	93	55	72	93	83	17

Regents Examination Results (2013 - 14)

Results by Student Group	English Language Arts (Common Core)						Algebra I (Common Core)					
	Total Tested	Percent of students scoring at					Total Tested	Percent of students scoring at				
		Level 1	Level 2	Level 3	Level 4	Level 5		Level 1	Level 2	Level 3	Level 4	Level 5
All Students	0	0	0	0	0	0	43	0	2	58	30	9
General Education	0	0	0	0	0	0	40	—	—	—	—	—
Students with Disabilities	0	0	0	0	0	0	3	—	—	—	—	—
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	—	—	—	—	—
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	4	—	—	—	—	—
White	0	0	0	0	0	0	37	0	0	59	32	8
Small Group Total	0	0	0	0	0	0	6	0	17	50	17	17
Female	0	0	0	0	0	0	22	0	0	59	32	9
Male	0	0	0	0	0	0	21	0	5	57	29	10
English Proficient	0	0	0	0	0	0	43	0	2	58	30	9
Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	0	0	0	0	0	0	0	0	0	0	0	0
Not Economically Disadvantaged	0	0	0	0	0	0	43	0	2	58	30	9
Not Migrant	0	0	0	0	0	0	43	0	2	58	30	9

Regents Examination Results (2013 - 14)

Results by Student Group	Geometry				Algebra 2/Trigonometry			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	66	88	80	35	70	91	79	30
General Education	57	89	82	39	69	—	—	—
Students with Disabilities	9	78	67	11	1	—	—	—
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	2	—	—	—
Black or African American	3	—	—	—	1	—	—	—
Hispanic or Latino	11	—	—	—	8	—	—	—
White	51	94	88	41	59	93	83	34
Small Group Total	15	67	53	13	11	82	55	9
Female	35	86	80	34	39	92	79	33
Male	31	90	81	35	31	90	77	26
English Proficient	66	88	80	35	70	91	79	30
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	2	—	—	—	3	—	—	—
Not Economically Disadvantaged	64	—	—	—	67	—	—	—
Not Migrant	66	88	80	35	70	91	79	30

Regents Examination Results (2013 - 14)

Results by Student Group	Global History and Geography				U.S. History & Government			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	90	96	89	41	75	99	95	65
General Education	78	97	92	46	64	98	94	66
Students with Disabilities	12	83	67	8	11	100	100	64
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	0	0	0	0
Black or African American	2	—	—	—	0	0	0	0
Hispanic or Latino	18	94	78	17	10	—	—	—
White	67	96	91	51	64	100	95	70
Small Group Total	5	100	100	0	11	91	91	36
Female	48	96	92	38	40	100	95	65
Male	42	95	86	45	35	97	94	66
English Proficient	89	—	—	—	74	—	—	—
Limited English Proficient	1	—	—	—	1	—	—	—
Economically Disadvantaged	9	100	89	33	6	100	100	67
Not Economically Disadvantaged	81	95	89	42	69	99	94	65
Not Migrant	90	96	89	41	75	99	95	65

Regents Examination Results (2013 - 14)

Results by Student Group	Living Environment				Physical Setting/Earth Science			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	77	99	95	60	47	100	100	72
General Education	61	98	97	70	42	100	100	71
Students with Disabilities	16	100	88	19	5	100	100	80
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	0	0	0	0
Black or African American	2	—	—	—	1	—	—	—
Hispanic or Latino	13	92	77	23	6	—	—	—
White	59	100	98	68	39	100	100	79
Small Group Total	5	100	100	60	8	100	100	38
Female	36	100	97	64	19	100	100	63
Male	41	98	93	56	28	100	100	79
English Proficient	75	—	—	—	47	100	100	72
Limited English Proficient	2	—	—	—	0	0	0	0
Economically Disadvantaged	6	100	100	17	4	—	—	—
Not Economically Disadvantaged	71	99	94	63	43	—	—	—
Not Migrant	77	99	95	60	47	100	100	72

Regents Examination Results (2013 - 14)

Results by Student Group	Physical Setting/Chemistry				Physical Setting/Physics			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	63	100	94	37	24	100	100	63
General Education	62	—	—	—	24	100	100	63
Students with Disabilities	1	—	—	—	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	0	0	0	0
Black or African American	2	—	—	—	0	0	0	0
Hispanic or Latino	8	—	—	—	0	0	0	0
White	52	100	94	42	24	100	100	63
Small Group Total	11	100	91	9	0	0	0	0
Female	39	100	92	36	11	100	100	45
Male	24	100	96	38	13	100	100	77
English Proficient	63	100	94	37	24	100	100	63
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	5	100	100	0	0	0	0	0
Not Economically Disadvantaged	58	100	93	40	24	100	100	63
Not Migrant	63	100	94	37	24	100	100	63

Regents Competency Test Results (2013 - 14)

Results by Student Group	Reading		Writing		Math	
	Total Tested	Percent Passing	Total Tested	Percent Passing	Total Tested	Percent Passing
All Students	1	—	1	—	1	—
General Education	0	0	0	0	1	—
Students with Disabilities	1	—	1	—	0	0
Hispanic or Latino	0	0	0	0	0	0
White	1	—	1	—	1	—
Small Group Total	1	—	1	—	1	—
Female	1	—	1	—	1	—
Male	0	0	0	0	0	0
English Proficient	1	—	1	—	1	—
Economically Disadvantaged	1	—	1	—	0	0
Not Economically Disadvantaged	0	0	0	0	1	—
Not Migrant	1	—	1	—	1	—

Regents Competency Test Results (2013 - 14)

Results by Student Group	Global Studies		U.S. History & Government		Science	
	Total Tested	Percent Passing	Total Tested	Percent Passing	Total Tested	Percent Passing
All Students	0	0	1	—	0	0
General Education	0	0	1	—	0	0
Students with Disabilities	0	0	0	0	0	0
Hispanic or Latino	0	0	1	—	0	0
White	0	0	0	0	0	0
Small Group Total	0	0	1	—	0	0
Female	0	0	0	0	0	0
Male	0	0	1	—	0	0
English Proficient	0	0	1	—	0	0
Economically Disadvantaged	0	0	0	0	0	0
Not Economically Disadvantaged	0	0	1	—	0	0
Not Migrant	0	0	1	—	0	0

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

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

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

Kindergarten	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	10	0%	40%	60%	0%
General Education	9	—	—	—	—
Students with Disabilities	1	—	—	—	—
Grade 1	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	9	11%	56%	11%	22%
General Education	9	11%	56%	11%	22%
Grade 2	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	9	0%	22%	22%	56%
General Education	7	—	—	—	—
Students with Disabilities	2	—	—	—	—
Grade 3	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	6	0%	17%	33%	50%
General Education	4	—	—	—	—
Students with Disabilities	2	—	—	—	—
Grade 4	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	5	0%	40%	40%	20%
General Education	4	—	—	—	—
Students with Disabilities	1	—	—	—	—
Grade 5	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	4	—	—	—	—
General Education	1	—	—	—	—
Students with Disabilities	3	—	—	—	—
Grade 6	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	2	—	—	—	—
General Education	1	—	—	—	—
Students with Disabilities	1	—	—	—	—
Grade 9	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient

All Students	1	–	–	–	–
General Education	1	–	–	–	–
Grade 11	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	–	–	–	–
General Education	1	–	–	–	–
Grade 12	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	–	–	–	–
Students with Disabilities	1	–	–	–	–

Elementary/Middle-Level English Language Arts Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	468	97%	✓	448	135	84	84
American Indian or Alaska Native	—	—	1	—	—	0	—	—	—
Black or African American	—	—	12	—	—	11	—	—	—
Hispanic or Latino	✓	✓	138*	97%*	✓	65	95	62	62
Asian or Native Hawaiian/Other Pacific Islander	—	—	10	—	—	10	—	—	—
White	✓	✓	373	98%	✓	362	143	103	103
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	✓	✓	56	95%	✓	57†	79†	35	35
Limited English Proficient	—	—	17	—	—	15	—	—	—
Economically Disadvantaged	—	—	31	—	—	27	—	—	—

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	467	98%	448	135
Not Black or African American	456	97%	437	136
Not Hispanic or Latino	396	98%	383	142
Not Asian or Native Hawaiian/Other Pacific Islander	458	97%	438	134
Not White	95	95%	86	101
Not Multiracial	468	97%	448	135
General Education	412	98%	399	143
English Proficient	451	98%	433	139
Not Economically Disadvantaged	437	98%	421	139
Male	231	98%	224	129
Female	237	97%	224	141
Migrant	0	—	0	—
Not Migrant	468	97%	448	135

✓ Yes
 ✗ No
 — There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.
 *The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.
 † Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

Elementary/Middle-Level Mathematics Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	466	95%	✓	435	128	81	81
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	—	—	12	—	—	11	—	—	—
Hispanic or Latino	✓	✓	72	99%	✓	68	90	60	60
Asian or Native Hawaiian/Other Pacific Islander	—	—	10	—	—	10	—	—	—
White	✓	✓	756*	97%*	✓	345	136	99	99
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	✓	✓	56	95%	✓	56 †	61 †	36	36
Limited English Proficient	—	—	17	—	—	16	—	—	—
Economically Disadvantaged	—	—	31	—	—	26	—	—	—

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	465	95%	434	128
Not Black or African American	454	95%	424	128
Not Hispanic or Latino	802*	97%*	367	135
Not Asian or Native Hawaiian/Other Pacific Islander	456	95%	425	127
Not White	95	99%	90	98
Not Multiracial	466	95%	435	128
General Education	410	95%	386	138
English Proficient	449	95%	419	131
Not Economically Disadvantaged	435	96%	409	132
Male	230	97%	221	132
Female	477*	96%*	214	124
Migrant	0	—	0	—
Not Migrant	466	95%	435	128

✓ 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	✓	✓	150	95%	✓	141	191	174	174
American Indian or Alaska Native	—	—	1	—	—	0	—	—	—
Black or African American	—	—	3	—	—	3	—	—	—
Hispanic or Latino	—	—	20	—	—	18	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	6	—	—	6	—	—	—
White	✓	✓	120	95%	✓	114	193	182	182
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	23	—	—	19	—	—	—
Limited English Proficient	—	—	5	—	—	5	—	—	—
Economically Disadvantaged	—	—	11	—	—	8	—	—	—

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	149	95%	141	191
Not Black or African American	147	95%	138	191
Not Hispanic or Latino	130	95%	123	193
Not Asian or Native Hawaiian/Other Pacific Islander	144	94%	135	190
Not White	30	—	27	—
Not Multiracial	150	95%	141	191
General Education	127	97%	122	194
English Proficient	145	94%	136	192
Not Economically Disadvantaged	139	96%	133	190
Male	75	96%	72	189
Female	75	93%	69	193
Migrant	0	—	0	—
Not Migrant	150	95%	141	191

✓ 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	2010 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	✓	84	100%	✓	82	179	155	155
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	4	—	—	4	—	—	—
Hispanic or Latino	—	—	8	—	—	6	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	0	—	—	0	—	—	—
White	✓	✓	72	100%	✓	72	181	167	167
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	7	—	—	9	—	—	—
Limited English Proficient	—	—	1	—	—	0	—	—	—
Economically Disadvantaged	—	—	4	—	—	4	—	—	—

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

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2010 Accountability Cohort Members	PI
Not American Indian or Alaska Native	84	100%	82	179
Not Black or African American	80	100%	78	179
Not Hispanic or Latino	76	100%	76	180
Not Asian or Native Hawaiian/Other Pacific Islander	84	100%	82	179
Not White	12	—	10	—
Not Multiracial	84	100%	82	179
General Education	77	100%	73	185
English Proficient	83	100%	82	179
Not Economically Disadvantaged	80	100%	78	182
Male	46	100%	44	175
Female	38	—	38	184
Migrant	0	—	0	—
Not Migrant	84	100%	82	179

✓ Yes
 ✗ No
 — There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2010 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

Secondary-Level Mathematics Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores	PI \geq EAMO or Safe Harbor Target	2010 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	✓	84	100%	✓	82	154	137	137
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	4	—	—	4	—	—	—
Hispanic or Latino	—	—	8	—	—	6	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	0	—	—	0	—	—	—
White	✓	✓	72	100%	✓	72	160	151	151
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	7	—	—	9	—	—	—
Limited English Proficient	—	—	1	—	—	0	—	—	—
Economically Disadvantaged	—	—	4	—	—	4	—	—	—

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

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2010 Accountability Cohort Members	PI
Not American Indian or Alaska Native	84	100%	82	154
Not Black or African American	80	100%	78	156
Not Hispanic or Latino	76	100%	76	157
Not Asian or Native Hawaiian/Other Pacific Islander	84	100%	82	154
Not White	12	—	10	—
Not Multiracial	84	100%	82	154
General Education	77	100%	73	159
English Proficient	83	100%	82	154
Not Economically Disadvantaged	80	100%	78	155
Male	46	100%	44	168
Female	38	—	38	137
Migrant	0	—	0	—
Not Migrant	84	100%	82	154

✓ Yes

✗ No

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

Unweighted Combined ELA and Math PIs

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	135	128	179	154	149
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	95	90	—	—	93
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	143	136	181	160	155
Multiracial	—	—	—	—	—
Students With Disabilities	79	61	—	—	70
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—

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

Overall Graduation Rate for Accountability

All accountability groups made AYP: **YES**

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

✓ Made AYP

✗ Did not make AYP

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

Four-Year Graduation-Rate Total Cohort for Accountability

Student Group	Met Graduation-Rate Criterion	2009 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	82	84%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	1	—	—	—
Hispanic or Latino	—	16	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—
White	✓	62	90%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	—	20	—	—	—
Limited English Proficient	—	6	—	—	—
Economically Disadvantaged	—	3	—	—	—

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

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

— There were fewer than 30 students in the cohort.

Five-Year Graduation-Rate Total Cohort for Accountability

Student Group	Met Graduation-Rate Criterion	2008 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	83	89%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	3	—	—	—
Hispanic or Latino	—	14	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	✓	66	98%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	—	7	—	—	—
Limited English Proficient	—	6	—	—	—
Economically Disadvantaged	—	5	—	—	—

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

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

— There were fewer than 30 students in the cohort.

Graduation Rates for Non-AYP Groups for Accountability

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

Student Group	Four-Year Graduation-Rate Total Cohort		Five-Year Graduation-Rate Total Cohort	
	2009 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2008 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	82	84%	83	89%
Not Black or African American	81	84%	80	90%
Not Hispanic or Latino	66	89%	69	97%
Not Asian or Native Hawaiian/Other Pacific Islander	79	85%	83	89%
Not White	20	—	17	—
Not Multiracial	82	84%	83	89%
General Education	62	85%	76	92%
English Proficient	76	89%	77	95%
Not Economically Disadvantaged	79	86%	78	90%
Male	39	72%	43	93%
Female	43	95%	40	85%
Migrant	0	—	0	—
Not Migrant	82	84%	83	89%

— There were fewer than 30 students in the cohort.

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

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

Regents Diploma with an Advanced Designation (This District)	Regents Diploma with an Advanced Designation (Statewide)	Percentage in This District Exceeded Statewide
44%	31%	YES
Regents Diploma with CTE Endorsement (This District)	Regents Diploma with CTE Endorsement (Statewide)	Percentage in This District Exceeded Statewide
4%	4%	NO

Glossary of Terms - Report Cards Data

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

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

Graduates

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

High School Completers

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

Highly Qualified Teachers

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

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

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

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

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

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

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

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

Performance Levels

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

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

Race/Ethnicity

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

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

Recently Arrived LEP Students

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

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

Regents Competency Tests

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

Regents Examinations

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

Staff Counts

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

Suspensions

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

Teacher Turnover Rate

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

Total Cohort

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

Overview of Accountability Data in New York State Report Cards

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

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

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

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

Safe Harbor Target

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

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

Unweighted Combined PI

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

**Sag Harbor UFSD
Fiscal Accountability
Summary**

Fiscal Accountability Summary

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

The required ratios for this district are reported below.

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

This School District	General Education	Special Education
Instructional Expenditures	\$18,900,999	\$6,680,990
Pupils	1,014	133
Expenditures Per Pupil	\$18,640	\$50,233
Similar District Group (Low Needs)	General Education	Special Education
Instructional Expenditures	\$5,177,723,340	\$1,883,757,208
Pupils	385,963	49,898
Expenditures Per Pupil	\$13,415	\$37,752
All School Districts	General Education	Special Education
Instructional Expenditures	\$30,025,916,685	\$12,279,242,539
Pupils	2,666,629	410,379
Expenditures Per Pupil	\$11,260	\$29,922

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

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

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

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

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

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

Total Expenditures Per Pupil

This School District	Similar District Group	NY State
\$32,785	\$24,283	\$21,118

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

Information about Students with Disabilities (2013 - 14)

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

Student Placement (Percent of Time Inside Regular Classroom)	This School District		Similar District Group (Low Needs)	NY State
	Number of Students	Percent of Students	Percent of Students	Percent of Students
80% or more	95	83.3%	62.4%	58.4%
40% - 79%	13	11.4%	17.6%	11.8%
Less than 40%	3	2.6%	11.8%	21.5%
Separate Settings	3	2.6%	4.7%	5.7%
Other Settings	0	0.0%	3.4%	2.5%

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

School-age Students with Disabilities Classification Rate

This School District	Similar District Group	NY State
11.3%	11.7%	13.2%

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

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

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**Sag Harbor UFSD
Administrative
Compensation
Disclosure Notice**

Salary: Administrative Compensation Information 2014-2015 - Page 1
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Form Due May 11,2015

2015-2016 Salary Threshold = \$130,000

In response to legislative efforts to encourage greater cost sharing in service provision and local government administration, 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 2015-2016.

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 2015-2016 School Year

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

	Title	Salary	Employee Benefits	Other Remuneration
1.	Superintendent of Schools	215,000	60,007	

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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Title	Salary	Employee Benefits	Other Remuneration
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38.			
39.			
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Other Supervisory and Administrative Employees Scheduled to Receive \$130,000 or More in Salary

71.	PRINCIPAL	210,043
72.	PRINCIPAL	171,838
73.	SCHOOL BUSINESS ADMINISTRATOR	169,125
74.	DIRECTOR	157,594
75.	ASSISTANT PRINCIPAL	139,926
76.	ASSISTANT PRINCIPAL	135,671
77.	DIRECTOR	130,488
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580305 - SAG HARBOR UFSD Official - as of 04/29/2015 04:12 PM

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Sag Harbor UFSD Exemption Reports



NYS BBOARD OF REAL PROPERTY SERVICES
LOCAL GOVERNMENT EXEMPTION IMPACT REPORT
(for local purposes only - not to be filed with NYS Board of Real Property)

RP-495 (9/08)

Date:

Taxing Jurisdiction: Sag Harbor 472405

Fiscal Year Beginning: 2014

Total Assessment Value: 4,593,178.00

Total Equalized Value in Taxing Jurisdiction: 629,202,465.75

Exemption Code	Exemption Description	Statutory Authority	Number of Exemptions	Total Equalized Value	Percentage of Value Exempted
12100	NYS-generally	RPTL 404(1)	2	9,869,863.01	6.79%
12350	Public Authority -state	RPTL 404(2)	1	3,626,164.38	2.50%
13500	Town (generally)	RPTL 406(1)	2	1,294,520.55	0.89%
13650	Vg - (generally)	RPTL 406(1)	14	8,212,328.77	5.65%
13800	School District	RPTL 408	3	56,753,424.66	39.07%
13890	Mun Pub Auth-no Specific	RPTL 412	3	2,821,917.81	1.94%
14100	Usa Generally	RPTL 400(1)	1	6,849,315.07	4.72%
21600	Res Of Clergy-relig Corp	RPTL 462	4	16,667,808.22	11.47%
25110	Nonprof Corp-relig (const	RPTL 420(a)	3	952,054.79	0.66%
25300	Nonprof Corp-specified Us	RPTL 420-b	2	1,458,904.11	1.00%
27350	Privately Owned Cemetery	RPTL 446	1	6,849.32	0.00%
33201	Tax Sale County Only	RPTL 406(5)	1	602,739.73	0.41%
41101	Vets Eligible Funds (v1)	RPTL 458(1)	18	5,979,452.05	4.12%
4110405	Vets Eligible Funds (v1)		18	0.00	0.00%
41121	Vet Non-combat (v2)	RPTL 458-a	18	878,767.12	0.60%
4112405	Vet Non-combat (v2)		18	216,986.30	0.15%
41131	Vet Combat (v3)	RPTL 458-a	18	1,580,410.96	1.09%
4113405	Vet Combat (v3)		18	360,000.00	0.25%
41141	Vet Disability (v4)	RPTL 458-a	4	337,534.25	0.23%
4114405	Vet Disability (v4)		4	160,000.00	0.11%
41161	Cold War Veteran (v6)	RPTL 458-b	1	12,054.79	0.01%
41300	Veteran Paraplegic (v5)	RPTL 458(3)	1	1,164,383.56	0.80%
41400	Clergy (c1)	RPTL 460	1	205,479.45	0.14%
41640	Vol.Fire/Amb worker(f1)	RPTL 466-c, 466-f	4	282,602.74	0.19%
41641	Vol.Fire/Amb worker(f2)	RPTL 466-c, 466-f	20	1,587,945.21	1.09%
41644	Vol.Fire/Amb worker(f3)	RPTL 466-c, 466-f	20	1,587,945.21	1.09%
41800	Persons Over Age 65 (p1)	RPTL 467	19	4,093,972.60	2.82%
41801	Persons Over Age 65 (p2)	RPTL 467	9	1,593,698.63	1.10%
41804	Persons Over Age 65 (p5)	RPTL 467	9	2,106,301.37	1.45%
41834	Star-senior (s1)	RPTL 425	69	8,079,452.05	5.56%
41854	Star-basic (s3)	RPTL 425	108	5,917,808.22	4.07%
Totals			414	\$145,260,684.93	100%

The exempt amounts do not take into consideration any payments for municipal services

Amount, if any, attributed to payments in lieu of taxes: \$ _____
(details contained on RP-495_PILOT)



**NYS BOARD OF REAL PROPERTY SERVICES
LOCAL GOVERNMENT EXEMPTION IMPACT REPORT**

(for local use only -- not to be filed with NYS Board of Real Property Services)

Date: April 2, 2015

Taxing Jurisdiction: Sag Harbor UFSD

Fiscal Year Beginning: July 1, 2014

Total equalized value in taxing jurisdiction: \$

5,636,105,850

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Total Equalized Value (Column E)	Percentage of Value Exempted (Column F)
12100	NYS	RPTL 404 (1)	10	78,934.00	0.00%
12350	Pub. Auth. State	RPTL 412	3	24,756,830.00	0.44%
13100	County Owned	RPTL 406 (1)	75	179,313,800.00	3.18%
13500	Town Owned	RPTL 406 (1)	133	124,846,000.00	2.22%
13650	Village Owned	RPTL 406 (1)	50	67,784,400.00	1.20%
13890	Mun. Pub. Auth.	RPTL 412	1	443,900.00	0.01%
14100	USA Gen.	RPTL 400	2	7,094,200.00	0.13%
21600	Clergy Resid.	RPTL 462	1	746,900.00	0.01%
25110	Nonprof. Corp.	RPTL 420-A	5	6,474,000.00	0.11%
25120	Nonprof. Corp. Educ	RPTL 420-A	1	663,200.00	0.01%
25300	Nonprof. Corp. US	RPTL 420-B	12	14,060,300.00	0.25%
26250	Historical Soc.	RPTL 444	3	2,424,300.00	0.04%
26400	Inc. Vol. Fire Dept.	RPTL 464 (2)	3	722,200.00	0.01%
27350	Cemetery	RPTL 446	4	15,745,000.00	0.28%
41124	Veterans Alternative	RPTL 458	151	1,812,000.00	0.03%
41134	Vet's Alternative Combat	RPTL 458	100	2,000,000.00	0.04%
41144	Veterans Disability	RPTL 458	8	310,875.00	0.01%
41400	Clergy	RPTL 460	9	13,500.00	0.00%
41640	Volunteer Fire/Amb	RPTL 466 C	84	6,103,380.00	0.11%
41644	Volunteer Fire/Amb	RPTL 466 C	19	1,251,492.00	0.02%
41720	Agricultural Dist.	AG MKTS L 305	2	337,260.00	0.01%
41800	AGED 65	RPTL 467	106	34,801,200.00	0.62%
41804	AGED 65	RPTL 467	89	25,811,313.00	0.46%
41834	STAR Enhanced	RPTL 425	391	45,962,050.00	0.82%
41854	STAR Basic	RPTL 425	865	47,514,450.00	0.84%
41900	Phys. Disabled	RPTL 459	3	632,458.00	0.01%
41930	Disabled w/Lmt. Inc	RPTL 459 C	4	1,218,850.00	0.02%
44210	Home Improv.	RPTL 421 F	1	6,600.00	0.00%
Totals			1,876	612,929,392.00	10.88%

The exempt amounts do not take into consideration any payments for municipal services.

Amount, if any, attributed to payments in lieu of taxes: \$ _____
(details contained on RP-495-PILOT)