

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 website (www.horseheadsdistrict.com) at least 7 days before the Budget Hearing date and not less than 14 days before the Annual Budget Vote.

Required documents include:

1. Budget Statement – proposed budget in three-part format separated into three components (administration, program and capital). For additional information regarding the 2018-19 budget, please visit the district's website at www.horseheadsdistrict.com
2. Property Tax Report Card
3. School Academic Report Cards. This information can also be found at data.nysed.gov.
4. District's Fiscal Accountability Summary. This information can also be found at data.nysed.gov.
5. Salary Disclosure Requirements
6. Exemption Reporting for Taxing Jurisdictions

Horseheads Central School District 2018-19 Three Part Budget

ADMINISTRATIVE COMPONENT

Administrative costs include all expenditures related to the administrative operations of the district. Administrative expenses include all materials, supplies, and contractual obligations for school offices; the board of education; district offices including as the superintendent's office, business office, and human resources; legal fees; the district's portion of the BOCES administrative budget; and salaries and benefits of all school administrators, supervisors, and their support staffs.

FUNCTION/ACCOUNT	2017-18 Adopted Budget	2018-19 Proposed Budget	Dollar Change	Percent Change
Board of Education	15,500	15,500	0	0.00%
District Meeting	20,580	12,082	(8,498)	-41.29%
Superintendent's Office	292,267	288,485	(3,782)	-1.29%
Business Administration	1,068,589	1,084,101	15,512	1.45%
Auditing	25,200	25,500	300	1.19%
Tax Collection	1,320	660	(660)	-50.00%
Fiscal Agent Fees	5,000	9,000	4,000	80.00%
Legal	44,625	44,625	0	0.00%
Human Resources	481,718	465,582	(16,136)	-3.35%
Public Information	78,785	82,772	3,987	5.06%
Print Shop	270,959	260,415	(10,544)	-3.89%
Central Data Processing	1,549,615	1,672,691	123,076	7.94%
Insurance	189,390	163,267	(26,123)	-13.79%
School Association Dues	12,200	12,200	0	0.00%
BOCES Administrative Costs	1,561,223	1,625,852	64,629	4.14%
Curriculum Development/Supervision	851,913	796,786	(55,127)	-6.47%
Supervision, Regular School	1,874,004	1,950,151	76,147	4.06%
Research, Planning & Evaluation	163,092	166,336	3,244	1.99%
Employee Benefits	2,062,099	2,083,508	21,408	1.04%
Administrative Total	10,568,079	10,759,513	191,434	1.81%

CAPITAL COMPONENT

Capital costs include all costs related to the operations and maintenance of the district's buildings, as well the financing of our annual bus purchases. This component also includes all expenditures associated with custodial salaries and benefits, service contracts, supplies, utilities, and maintenance and repair of school facilities. The \$1 million in the Transfer to Capital Fund line will be used for the 2018-19 capital improvement project to include improvements to the Center Street Elementary School cafeteria and gymnasium, as well as the replacement of a maintenance storage building.

FUNCTION/ACCOUNT	2017-18 Adopted Budget	2018-19 Proposed Budget	Dollar Change	Percent Change
Operation of Plant	2,370,028	2,314,168	-55,860	-2.36%
Maintenance of Plant	1,363,309	1,517,012	153,703	11.27%
School Construction Financing	2,262,650	2,262,650	0	0.00%
Bus Purchase Financing	231,695	476,189	244,494	105.52%
Transfer to Capital Fund	1,000,000	1,000,000	0	0.00%
Employee Benefits	1,350,878	1,346,292	-4,585	-0.34%
Capital Total	8,578,560	8,916,311	337,751	3.94%

PROGRAM COMPONENT

Program costs include all expenditures necessary for the instruction and transportation of our students, including salaries and benefits for teachers, teaching assistants, school counselors, school nurses, social workers, school psychologists, drivers, and any other positions involved in the teaching and transporting of students, as well as materials, supplies, and contractual items such as conferences, repairs, service contracts, and other costs associated with that area.

FUNCTION/ACCOUNT	2017-18 Adopted Budget	2018-19 Proposed Budget	Dollar Change	Percent Change
Legal	44,625	44,625	0	0.00%
Inservice Training	220,590	256,311	35,721	16.19%
Teaching	19,060,384	20,114,205	1,053,821	5.53%
Special Education	8,750,778	8,427,548	-323,230	-3.69%
Occupational Education	2,845,446	2,967,357	121,911	4.28%
Teaching-Special Schools	3,000	3,000	0	0.00%
School Library	791,451	802,809	11,358	1.44%
Computer Assisted Instruction	625,638	561,957	-63,681	-10.18%
Attendance	151,086	166,671	15,585	10.32%
Guidance	916,433	961,294	44,861	4.90%
Health Services	501,837	486,191	-15,646	-3.12%
Psychological Services	488,222	569,481	81,259	16.64%
Social Work Services	370,179	382,312	12,133	3.28%
Co-Curricular Activities	154,114	171,014	16,900	10.97%
Athletics	512,743	517,426	4,683	0.91%
District Transportation Services	2,557,923	2,598,565	40,642	1.59%
Garage	41,000	40,000	-1,000	-2.44%
Employee Benefits	17,551,511	18,017,728	466,217	2.66%
Transfer to Other Funds	260,000	251,885	-8,115	-3.12%
Program Total	55,846,960	57,340,379	1,493,419	2.67%
TOTAL GENERAL FUND	74,993,599	77,016,203	2,022,604	2.70%

Property Tax Report Card
070901 - HORSEHEADS CSD

2017-2018 - Page 1
Official - as of 04/25/2018 09:03
AM

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

Please also submit an electronic version (PDF or Word) of your school district's 2018-19 Budget Notice to: emscmgt@nysed.gov. This will enable us to help correct any formula or data entry discrepancy quickly.

Form Due - April 23, 2018

Form Preparer Name:

KATY BUZZETTI

Preparer's Telephone Number:

607-739-5601

Shaded Fields Will Calculate	Budgeted 2017-18 (A)	Proposed Budget 2018-19 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	74,993,599	77,016,203	2.70 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	36,082,023	37,374,963	
B. Tax Levy to Support Library Debt, if Applicable	0	0	
C. Tax Levy for Non-Excludable Propositions, if Applicable ²	0	0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0	
E. Total Proposed School Year Tax Levy (A+B+C-D)	36,082,023	37,374,963	3.58 %
F. Permissible Exclusions to the School Tax Levy Limit	0	0	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	36,082,023	37,374,963	
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)	36,082,023	37,374,963	
I. Difference: (G-H); (negative value requires 60.0% voter approval) ²	0	0	
Public School Enrollment	4,016	3,965	-1.27 %
Consumer Price Index			2.13 %

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 2018-19, includes any carryover from 2017-18 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2017-18 (D)	Estimated 2018-19 (E)
Adjusted Restricted Fund Balance	20,354,482	12,218,532
Assigned Appropriated Fund Balance	2,559,334	2,214,334
Adjusted Unrestricted Fund Balance	2,999,744	3,080,648

Adjusted Unrestricted Fund Balance as a
Percent of the Total Budget

%

%

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/18 Actual Balance	6/30/18 Estimated Ending Balance	Intended Use of the Reserve in the 2018-19 School Year (Limit 200 Characters)**
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Note: Be sure to click on the Save button at the bottom after each additional Reserve you add under Capital, Property Loss, Liability, or Other Reserve.

Capital	CAPITAL RESERVE	For the cost of any object or purpose for which bonds may be issued.	<input type="text" value="2,817,362"/>	<input type="text" value="4,221,822"/>	District will continue to save funds in this reserve to offset the local burden in future capital projects
Repair		For the cost of repairs to capital improvements or equipment.	<input type="text"/>	<input type="text"/>	
Workers Compensation		For self-insured Workers Compensation and benefits.	<input type="text"/>	<input type="text"/>	
Unemployment Insurance	UNEMPLOYMENT INSURANCE RESERVE	For reimbursement to the State Unemployment Insurance Fund.	<input type="text" value="342,773"/>	<input type="text" value="342,900"/>	District will appropriate an amount equal to the unemployment insurance budget and will utilize the reserve in the amount actually paid in 2018-19
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.	<input type="text"/>	<input type="text"/>	
Mandatory Reserve for Debt Service		For proceeds from the sale of district capital assets or improvement, restricted to debt service.	<input type="text"/>	<input type="text"/>	
Insurance		For liability, casualty, and other types of uninsured losses.	<input type="text"/>	<input type="text"/>	
Property Loss + (add)		To cover property loss.	<input type="text"/>	<input type="text"/>	
Liability		To cover incurred liability claims.	<input type="text"/>	<input type="text"/>	
Tax Certiorari			<input type="text" value="639,794"/>	<input type="text" value="944,881"/>	

RESERVE FOR TAX CERTIORARI For tax certiorari settlements.

Reserve will be appropriated by board action to cover required refunds for tax certiorari settlements, as received

Reserve for Insurance Recoveries For unexpended proceeds of insurance recoveries at fiscal year end.

Employee Benefit Accrued Liability RESERVE FOR EMPLOYEE BENEFITS/ACCRUED LIABILITY For accrued 'employee benefits' due to employees upon termination of service.

Reserve will be appropriated in an amount consistent with historical data and will be used to offset cost of employees' accrued benefits upon his or her retirement at year end

Retirement Contribution RESERVE FOR RETIREMENT CONTRIBUTION For employer retirement contributions to the State and Local Employees' Retirement System.

Reserve will be appropriated and used to cover a portion of the cost of the district's ERS contribution

Reserve for Uncollected Taxes For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.

Single Other Reserve + (add)

* **NYSED Reserve Guidance:**
http://www.p12.nysed.gov/mgtserv/accounting/docs/reserve_funds.pdf

OSC Reserve Guidance:
<http://osc.state.ny.us/localgov/pubs/listacctg.htm#reservefunds>

****Provide a brief, but specific, statement of the planned use and appropriation for the reserve in SY 2018-19. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.**

HORSEHEADS CSD ENROLLMENT (2016 - 17)

K-12 ENROLLMENT

4,010

ENROLLMENT BY GENDER

MALE

FEMALE

2,050

51%

1,960

49%

ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
AMERICAN INDIAN OR ALASKA NATIVE	5	0%
BLACK OR AFRICAN AMERICAN	69	2%
HISPANIC OR LATINO	117	3%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	153	4%
WHITE	3,518	88%
MULTIRACIAL	148	4%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

STUDENTS WITH DISABILITIES

ECONOMICALLY DISADVANTAGED

27

1%

459

11%

1,399

35%

ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
PRE-K (HALF DAY)	18	0%
PRE-K (FULL DAY)	144	3%
K (FULL DAY)	271	6%
1ST GRADE	262	6%
2ND GRADE	267	6%
3RD GRADE	288	7%
4TH GRADE	302	7%
5TH GRADE	284	7%
6TH GRADE	301	7%
UNGRADED ELEMENTARY	1	0%
7TH GRADE	332	8%
8TH GRADE	354	8%
9TH GRADE	358	9%
10TH GRADE	350	8%
11TH GRADE	304	7%
12TH GRADE	335	8%
UNGRADED SECONDARY	1	0%

AVERAGE CLASS SIZE (2016 - 17)

GROUP	CLASS SIZE
COMMON BRANCH	21
GRADE 8 ENGLISH	22
GRADE 8 MATHEMATICS	22
GRADE 8 SCIENCE	23
GRADE 8 SOCIAL STUDIES	23
GRADE 10 ENGLISH	25
GRADE 10 MATHEMATICS	25
GRADE 10 SCIENCE	23
GRADE 10 SOCIAL STUDIES	23

FREE AND REDUCED-PRICE LUNCH (2016 - 17)

ELIGIBLE FOR FREE LUNCH	ELIGIBLE FOR REDUCED-PRICE LUNCH
1,041	26%
250	6%

ATTENDANCE (2015 - 16)

ANNUAL ATTENDANCE RATE	95%
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STUDENT SUSPENSIONS (2015 - 16)

176	4%
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TEACHER TURNOVER RATE (2015-16 TO 2016-17)

TURNOVER RATE OF TEACHERS WITH FEWER THAN FIVE YEARS OF EXPERIENCE	TURNOVER RATE OF ALL TEACHERS
7%	5%

STAFF COUNTS (2016 - 17)

GROUP	STAFF
PRINCIPALS	7
ASSISTANT PRINCIPALS	5
OTHER PROFESSIONAL STAFF	10
PARAPROFESSIONALS	94

TEACHER QUALIFICATIONS (2016 - 17)

TOTAL TEACHERS	302
PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
PERCENT TEACHING OUT OF CERTIFICATE	0%
PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE	6%
PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE	0%
TOTAL NUMBER OF CLASSES	863
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	1%

HIGH SCHOOL COMPLETERS (2016 - 17)

GROUP	COMPLETERS (GRADUATES + COMMENCEMENT CREDENTIALS)		GRADUATES (REGENTS + LOCAL DIPLOMAS)		REGENTS DIPLOMA	
ALL STUDENTS	319		312		301	96%
GENERAL EDUCATION	295		295		294	100%
STUDENTS WITH DISABILITIES	24		17		7	41%

GROUP	REGENTS WITH ADVANCED DESIGNATION		REGENTS WITH CTE ENDORSEMENT		LOCAL DIPLOMAS		COMMENCEMENT CREDENTIALS	
ALL STUDENTS	180	58%	59	19%	11	4%	7	2%
GENERAL EDUCATION	178	60%	55	19%	1	0%	0	0%
STUDENTS WITH DISABILITIES	2	12%	4	24%	10	59%	7	29%

HIGH SCHOOL NON-COMPLETERS (2016 - 17)

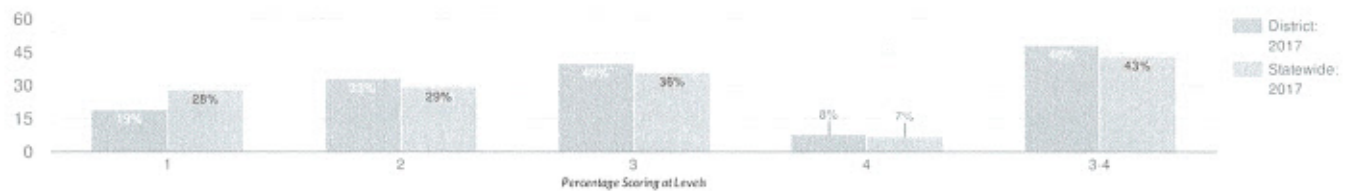
GROUP	DROPPED OUT		ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM		TOTAL NON-COMPLETERS	
ALL STUDENTS	39	3%	0	0%	39	3%
GENERAL EDUCATION	24	2%	0	0%	24	2%
STUDENTS WITH DISABILITIES	15	12%	0	0%	15	12%

POST-GRADUATION PLANS OF COMPLETERS (2016 - 17)

GROUP	TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
ALL STUDENTS	132	41%	113	35%	1	0%	14	4%
GENERAL EDUCATION	131	44%	105	36%	1	0%	14	5%
STUDENTS WITH DISABILITIES	1	4%	8	33%	0	0%	0	0%

GROUP	TO EMPLOYMENT		TO ADULT SERVICES		TO OTHER KNOWN PLANS		PLANS UNKNOWN	
ALL STUDENTS	49	15%	2	1%	8	3%	0	0%
GENERAL EDUCATION	39	13%	0	0%	5	2%	0	0%
STUDENTS WITH DISABILITIES	10	42%	2	8%	3	13%	0	0%

GRADE 3 ENGLISH LANGUAGE ARTS

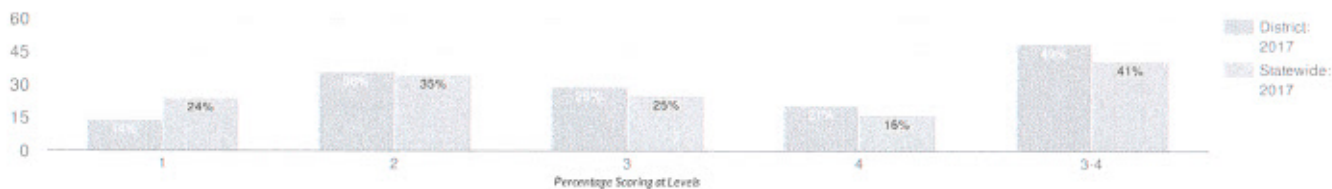


MEAN SCORE: 314

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	270	48%	50	19%	90	33%	108	40%	22	8%
GENERAL EDUCATION	233	55%	30	13%	74	32%	107	46%	22	9%
STUDENTS WITH DISABILITIES	37	3%	20	54%	16	43%	1	3%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	10	60%	0	0%	4	40%	5	50%	1	10%
BLACK OR AFRICAN AMERICAN	5	20%	3	60%	1	20%	1	20%	0	0%
HISPANIC OR LATINO	8	50%	1	13%	3	38%	4	50%	0	0%
WHITE	239	48%	44	18%	81	34%	93	39%	21	9%
MULTIRACIAL	8	63%	2	25%	1	13%	5	63%	0	0%
FEMALE	147	59%	21	14%	40	27%	69	47%	17	12%
MALE	123	36%	29	24%	50	41%	39	32%	5	4%

NON-ENGLISH LANGUAGE LEARNERS	270	48%	50	19%	90	33%	108	40%	22	8%
ECONOMICALLY DISADVANTAGED	98	30%	29	30%	40	41%	25	26%	4	4%
NOT ECONOMICALLY DISADVANTAGED	172	59%	21	12%	50	29%	83	48%	18	10%
NOT MIGRANT	270	48%	50	19%	90	33%	108	40%	22	8%

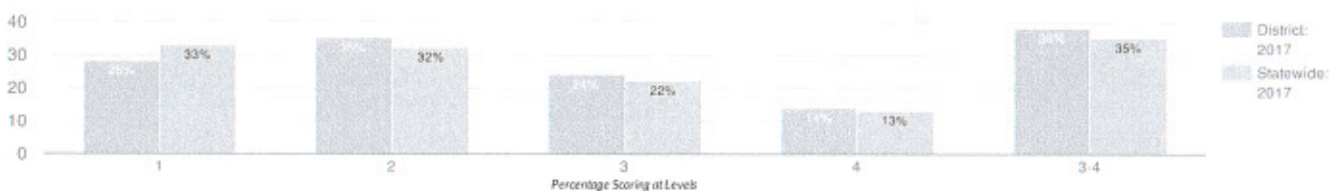
GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 315

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	284	49%	41	14%	103	36%	81	29%	59	21%
GENERAL EDUCATION	246	55%	25	10%	86	35%	76	31%	59	24%
STUDENTS WITH DISABILITIES	38	13%	16	42%	17	45%	5	13%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	10	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	4	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	15	53%	3	20%	4	27%	4	27%	4	27%
WHITE	241	49%	32	13%	90	37%	68	28%	51	21%
MULTIRACIAL	14	43%	2	14%	6	43%	6	43%	0	0%
SMALL GROUP TOTAL	14	50%	4	29%	3	21%	3	21%	4	29%
FEMALE	148	55%	14	9%	53	36%	46	31%	35	24%
MALE	136	43%	27	20%	50	37%	35	26%	24	18%
NON-ENGLISH LANGUAGE LEARNERS	282	0%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	0%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	113	32%	29	26%	48	42%	22	19%	14	12%
NOT ECONOMICALLY DISADVANTAGED	171	61%	12	7%	55	32%	59	35%	45	26%
NOT MIGRANT	284	49%	41	14%	103	36%	81	29%	59	21%

GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 305

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	242	38%	67	28%	84	35%	57	24%	34	14%
GENERAL EDUCATION	213	42%	45	21%	78	37%	56	26%	34	16%
STUDENTS WITH DISABILITIES	29	3%	22	76%	6	21%	1	3%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	14	64%	1	7%	4	29%	3	21%	6	43%
BLACK OR AFRICAN AMERICAN	2	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	11	0%	-	-	-	-	-	-	-	-
WHITE	199	36%	60	30%	68	34%	46	23%	25	13%
MULTIRACIAL	16	50%	4	25%	4	25%	6	38%	2	13%

SMALL GROUP TOTAL	13	23%	2	15%	8	62%	2	15%	1	8%
FEMALE	121	37%	30	25%	46	38%	28	23%	17	14%
MALE	121	38%	37	31%	38	31%	29	24%	17	14%
NON-ENGLISH LANGUAGE LEARNERS	242	38%	67	28%	84	35%	57	24%	34	14%
ECONOMICALLY DISADVANTAGED	89	22%	38	43%	31	35%	14	16%	6	7%
NOT ECONOMICALLY DISADVANTAGED	153	46%	29	19%	53	35%	43	28%	28	18%
NOT MIGRANT	242	38%	67	28%	84	35%	57	24%	34	14%

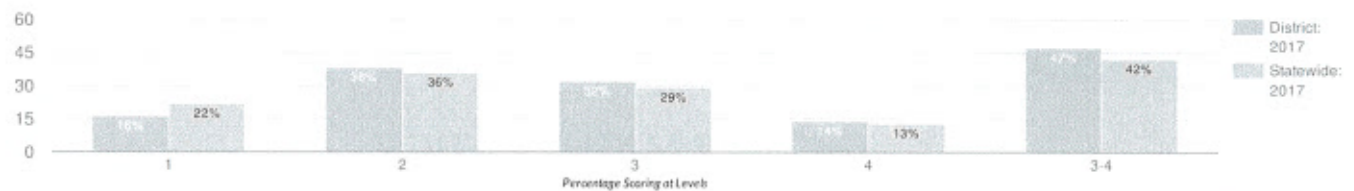
GRADE 6 ENGLISH LANGUAGE ARTS



MEAN SCORE: 303

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	239	31%	53	22%	111	46%	33	14%	42	18%
GENERAL EDUCATION	208	36%	34	16%	99	48%	33	16%	42	20%
STUDENTS WITH DISABILITIES	31	0%	19	61%	12	39%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	8	25%	3	38%	3	38%	1	13%	1	13%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	5	_%	-	-	-	-	-	-	-	-
WHITE	215	32%	47	22%	100	47%	29	13%	39	18%
MULTIRACIAL	10	40%	2	20%	4	40%	3	30%	1	10%
SMALL GROUP TOTAL	6	17%	1	17%	4	67%	0	0%	1	17%
FEMALE	129	37%	29	22%	52	40%	20	16%	28	22%
MALE	110	25%	24	22%	59	54%	13	12%	14	13%
NON-ENGLISH LANGUAGE LEARNERS	239	31%	53	22%	111	46%	33	14%	42	18%
ECONOMICALLY DISADVANTAGED	88	15%	33	38%	42	48%	5	6%	8	9%
NOT ECONOMICALLY DISADVANTAGED	151	41%	20	13%	69	46%	28	19%	34	23%
NOT MIGRANT	239	31%	53	22%	111	46%	33	14%	42	18%

GRADE 7 ENGLISH LANGUAGE ARTS

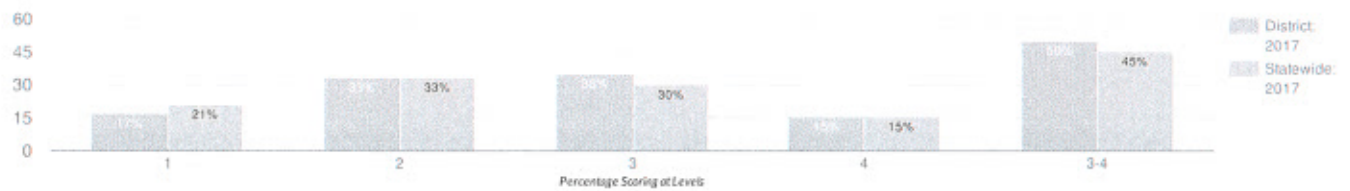


MEAN SCORE: 312

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	269	47%	42	16%	101	38%	87	32%	39	14%
GENERAL EDUCATION	232	53%	21	9%	87	38%	86	37%	38	16%
STUDENTS WITH DISABILITIES	37	5%	21	57%	14	38%	1	3%	1	3%
AMERICAN INDIAN OR ALASKA NATIVE	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	7	57%	1	14%	2	29%	2	29%	2	29%
BLACK OR AFRICAN AMERICAN	4	_%	-	-	-	-	-	-	-	-

HISPANIC OR LATINO	7	86%	0	0%	1	14%	5	71%	1	14%
WHITE	240	45%	36	15%	96	40%	74	31%	34	14%
MULTIRACIAL	9	44%	5	56%	0	0%	3	33%	1	11%
SMALL GROUP TOTAL	6	67%	0	0%	2	33%	3	50%	1	17%
FEMALE	136	58%	18	13%	39	29%	48	35%	31	23%
MALE	133	35%	24	18%	62	47%	39	29%	8	6%
NON-ENGLISH LANGUAGE LEARNERS	268	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	88	23%	28	32%	40	45%	14	16%	6	7%
NOT ECONOMICALLY DISADVANTAGED	181	59%	14	8%	61	34%	73	40%	33	18%
NOT MIGRANT	269	47%	42	16%	101	38%	87	32%	39	14%

GRADE 8 ENGLISH LANGUAGE ARTS



MEAN SCORE: 310

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	245	50%	41	17%	82	33%	85	35%	37	15%
GENERAL EDUCATION	221	55%	26	12%	74	33%	84	38%	37	17%
STUDENTS WITH DISABILITIES	24	4%	15	63%	8	33%	1	4%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC...	10	50%	2	20%	3	30%	1	10%	4	40%
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	_%	-	-	-	-	-	-	-	-
WHITE	216	50%	33	15%	75	35%	81	38%	27	13%
MULTIRACIAL	9	44%	3	33%	2	22%	0	0%	4	44%
SMALL GROUP TOTAL	10	50%	3	30%	2	20%	3	30%	2	20%
FEMALE	107	52%	14	13%	37	35%	34	32%	22	21%
MALE	138	46%	27	20%	45	33%	51	37%	15	11%
NON-ENGLISH LANGUAGE LEARNERS	243	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	73	26%	26	36%	28	38%	16	22%	3	4%
NOT ECONOMICALLY DISADVANTAGED	172	60%	15	9%	54	31%	69	40%	34	20%
NOT MIGRANT	245	50%	41	17%	82	33%	85	35%	37	15%

GRADE 3 MATHEMATICS

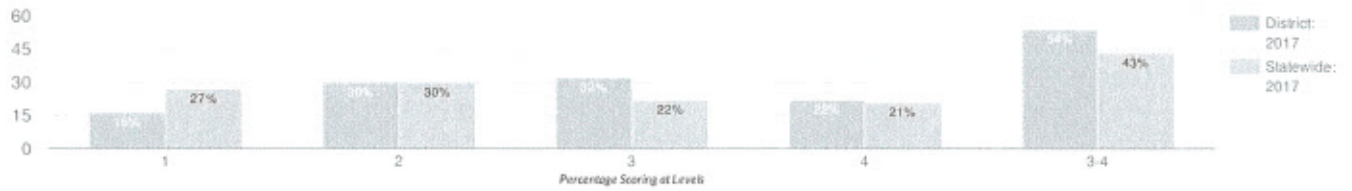


MEAN SCORE: 315

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
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ALL STUDENTS	274	57%	53	19%	66	24%	72	26%	83	30%
GENERAL EDUCATION	236	65%	23	10%	60	25%	71	30%	82	35%
STUDENTS WITH DISABILITIES	38	5%	30	79%	6	16%	1	3%	1	3%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	10	80%	0	0%	2	20%	3	30%	5	50%
BLACK OR AFRICAN AMERICAN	5	20%	4	80%	0	0%	1	20%	0	0%
HISPANIC OR LATINO	8	63%	3	38%	0	0%	4	50%	1	13%
WHITE	243	57%	44	18%	61	25%	64	26%	74	30%
MULTIRACIAL	8	38%	2	25%	3	38%	0	0%	3	38%
FEMALE	144	65%	20	14%	31	22%	43	30%	50	35%
MALE	130	48%	33	25%	35	27%	29	22%	33	25%
NON-ENGLISH LANGUAGE LEARNERS	274	57%	53	19%	66	24%	72	26%	83	30%
ECONOMICALLY DISADVANTAGED	102	40%	31	30%	30	29%	21	21%	20	20%
NOT ECONOMICALLY DISADVANTAGED	172	66%	22	13%	36	21%	51	30%	63	37%
NOT MIGRANT	274	57%	53	19%	66	24%	72	26%	83	30%

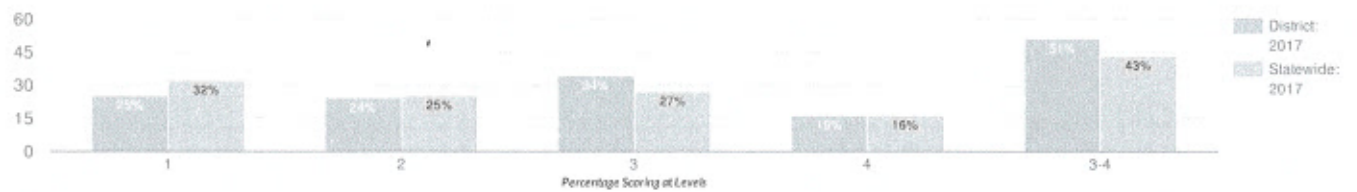
GRADE 4 MATHEMATICS



MEAN SCORE: 314

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	274	54%	45	16%	82	30%	87	32%	60	22%
GENERAL EDUCATION	241	59%	28	12%	70	29%	85	35%	58	24%
STUDENTS WITH DISABILITIES	33	12%	17	52%	12	36%	2	6%	2	6%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	10	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	4	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	15	40%	5	33%	4	27%	3	20%	3	20%
WHITE	232	55%	34	15%	71	31%	75	32%	52	22%
MULTIRACIAL	13	46%	3	23%	4	31%	5	38%	1	8%
SMALL GROUP TOTAL	14	57%	3	21%	3	21%	4	29%	4	29%
FEMALE	143	50%	24	17%	47	33%	43	30%	29	20%
MALE	131	57%	21	16%	35	27%	44	34%	31	24%
NON-ENGLISH LANGUAGE LEARNERS	271	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	109	40%	26	24%	39	36%	34	31%	10	9%
NOT ECONOMICALLY DISADVANTAGED	165	62%	19	12%	43	26%	53	32%	50	30%
NOT MIGRANT	274	54%	45	16%	82	30%	87	32%	60	22%

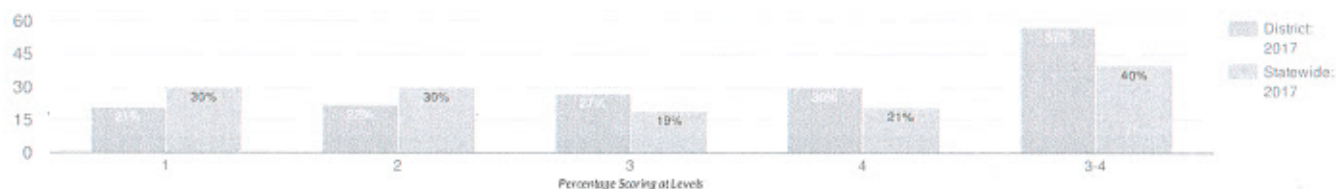
GRADE 5 MATHEMATICS



MEAN SCORE: 313

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	232	51%	58	25%	56	24%	80	34%	38	16%
GENERAL EDUCATION	207	57%	36	17%	54	26%	80	39%	37	18%
STUDENTS WITH DISABILITIES	25	4%	22	88%	2	8%	0	0%	1	4%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	15	73%	3	20%	1	7%	3	20%	8	53%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	10	_%	-	-	-	-	-	-	-	-
WHITE	190	50%	46	24%	49	26%	70	37%	25	13%
MULTIRACIAL	16	56%	6	38%	1	6%	6	38%	3	19%
SMALL GROUP TOTAL	11	27%	3	27%	5	45%	1	9%	2	18%
FEMALE	114	49%	32	28%	26	23%	44	39%	12	11%
MALE	118	53%	26	22%	30	25%	36	31%	26	22%
NON-ENGLISH LANGUAGE LEARNERS	231	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	82	30%	39	48%	18	22%	22	27%	3	4%
NOT ECONOMICALLY DISADVANTAGED	150	62%	19	13%	38	25%	58	39%	35	23%
NOT MIGRANT	232	51%	58	25%	56	24%	80	34%	38	16%

GRADE 6 MATHEMATICS



MEAN SCORE: 316

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	236	57%	49	21%	53	22%	64	27%	70	30%
GENERAL EDUCATION	206	65%	26	13%	46	22%	64	31%	70	34%
STUDENTS WITH DISABILITIES	30	0%	23	77%	7	23%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	9	67%	1	11%	2	22%	2	22%	4	44%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	_%	-	-	-	-	-	-	-	-
WHITE	210	57%	44	21%	47	22%	58	28%	61	29%
MULTIRACIAL	10	50%	3	30%	2	20%	2	20%	3	30%
SMALL GROUP TOTAL	7	57%	1	14%	2	29%	2	29%	2	29%
FEMALE	126	55%	28	22%	29	23%	31	25%	38	30%
MALE	110	59%	21	19%	24	22%	33	30%	32	29%
NON-ENGLISH LANGUAGE LEARNERS	235	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	89	37%	33	37%	23	26%	20	22%	13	15%
NOT ECONOMICALLY DISADVANTAGED	147	69%	16	11%	30	20%	44	30%	57	39%
NOT MIGRANT	236	57%	49	21%	53	22%	64	27%	70	30%

GRADE 7 MATHEMATICS

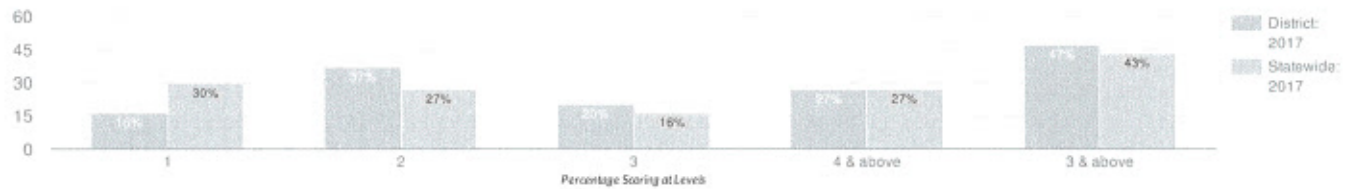
Mean scores and data in the table for grade 7 math include only those for grade 7 students who took the Grade 7 New York State Testing Program Assessment (NYSTP) in Mathematics. For 2015 and forward, data in the bar charts include those for grade 7 students who took the Grade 7 NYSTP in Mathematics and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



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	240	49%	45	19%	77	32%	76	32%	42	18%
GENERAL EDUCATION	210	55%	27	13%	68	32%	74	35%	41	20%
STUDENTS WITH DISABILITIES	30	10%	18	60%	9	30%	2	7%	1	3%
AMERICAN INDIAN OR ALASKA NATIVE	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	7	71%	0	0%	2	29%	3	43%	2	29%
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	7	57%	1	14%	2	29%	3	43%	1	14%
WHITE	215	48%	42	20%	70	33%	66	31%	37	17%
MULTIRACIAL	6	50%	1	17%	2	33%	2	33%	1	17%
SMALL GROUP TOTAL	5	60%	1	20%	1	20%	2	40%	1	20%
FEMALE	119	56%	18	15%	34	29%	43	36%	24	20%
MALE	121	42%	27	22%	43	36%	33	27%	18	15%
NON-ENGLISH LANGUAGE LEARNERS	239	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	72	22%	28	39%	28	39%	9	13%	7	10%
NOT ECONOMICALLY DISADVANTAGED	168	61%	17	10%	49	29%	67	40%	35	21%
NOT MIGRANT	240	49%	45	19%	77	32%	76	32%	42	18%

GRADE 8 MATHEMATICS

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



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	173	27%	39	23%	87	50%	46	27%	1	1%
GENERAL EDUCATION	150	31%	19	13%	84	56%	46	31%	1	1%
STUDENTS WITH DISABILITIES	23	0%	20	87%	3	13%	0	0%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	158	27%	33	21%	83	53%	41	26%	1	1%
MULTIRACIAL	5	20%	4	80%	0	0%	1	20%	0	0%
SMALL GROUP TOTAL	10	40%	2	20%	4	40%	4	40%	0	0%
FEMALE	81	31%	16	20%	40	49%	24	30%	1	1%
MALE	92	24%	23	25%	47	51%	22	24%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	171	_%	-	-	-	-	-	-	-	-

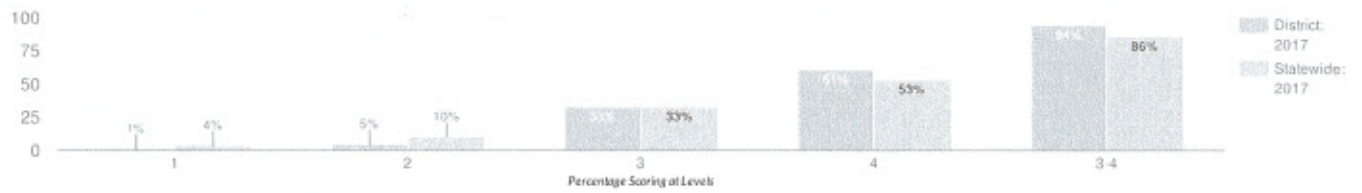
ENGLISH LANGUAGE LEARNERS	2	1%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	58	17%	23	40%	25	43%	10	17%	0	0%
NOT ECONOMICALLY DISADVANTAGED	115	32%	16	14%	62	54%	36	31%	1	1%
NOT MIGRANT	173	27%	39	23%	87	50%	46	27%	1	1%

GRADE 8 STUDENTS TAKING A REGENTS MATH TEST

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

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	4 & ABOVE	3 & ABOVE
ALL STUDENTS	64	0 0%	0 0%	2 3%	62 97%	64 100%

GRADE 4 SCIENCE

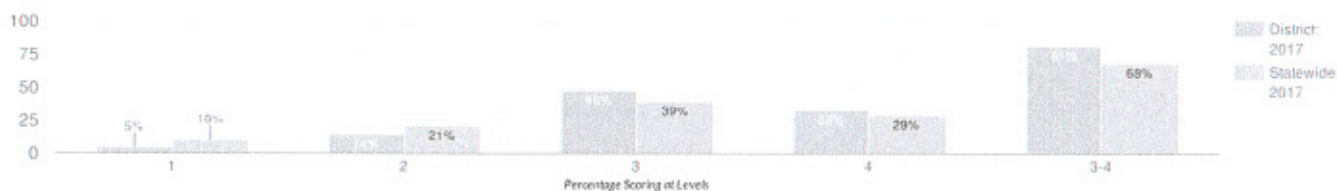


MEAN SCORE: 85

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	289	94%	4	1%	14	5%	95	33%	176	61%
GENERAL EDUCATION	251	96%	2	1%	8	3%	79	31%	162	65%
STUDENTS WITH DISABILITIES	38	79%	2	5%	6	16%	16	42%	14	37%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	10	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	4	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	15	93%	1	7%	0	0%	5	33%	9	60%
WHITE	246	95%	1	0%	11	4%	83	34%	151	61%
MULTIRACIAL	14	86%	1	7%	1	7%	5	36%	7	50%
SMALL GROUP TOTAL	14	79%	1	7%	2	14%	2	14%	9	64%
FEMALE	149	94%	2	1%	7	5%	47	32%	93	62%
MALE	140	94%	2	1%	7	5%	48	34%	83	59%
NON-ENGLISH LANGUAGE LEARNERS	286	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	115	88%	3	3%	11	10%	45	39%	56	49%
NOT ECONOMICALLY DISADVANTAGED	174	98%	1	1%	3	2%	50	29%	120	69%
NOT MIGRANT	289	94%	4	1%	14	5%	95	33%	176	61%

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: 76

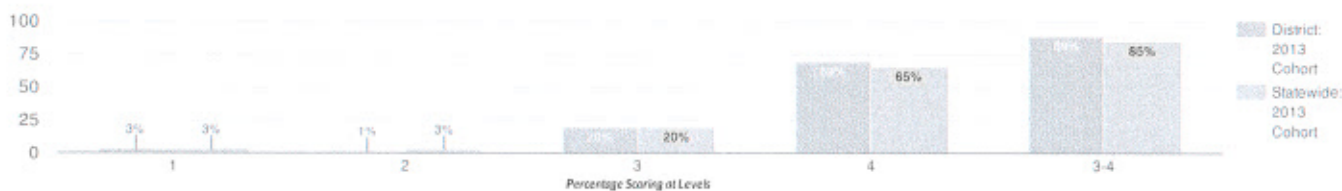
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	242	81%	12	5%	33	14%	116	48%	81	33%
GENERAL EDUCATION	221	86%	5	2%	25	11%	110	50%	81	37%
STUDENTS WITH DISABILITIES	21	29%	7	33%	8	38%	6	29%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	2	0%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	11	82%	2	18%	0	0%	4	36%	5	45%
BLACK OR AFRICAN AMERICAN	1	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	0%	-	-	-	-	-	-	-	-
WHITE	213	82%	8	4%	30	14%	109	51%	66	31%
MULTIRACIAL	9	67%	1	11%	2	22%	2	22%	4	44%
SMALL GROUP TOTAL	9	78%	1	11%	1	11%	1	11%	6	67%
FEMALE	108	84%	3	3%	14	13%	55	51%	36	33%
MALE	134	79%	9	7%	19	14%	61	46%	45	34%
NON-ENGLISH LANGUAGE LEARNERS	239	0%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	0%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	71	65%	9	13%	16	23%	28	39%	18	25%
NOT ECONOMICALLY DISADVANTAGED	171	88%	3	2%	17	10%	88	51%	63	37%
NOT MIGRANT	242	81%	12	5%	33	14%	116	48%	81	33%

RECENTLY ARRIVED ELL STUDENTS (2016 - 17)

GRADE	RECENTLY ARRIVED ELL STUDENTS TAKING NYSES/AT IN LIEU OF NYSTP
GRADE 4	1
GRADE 6	1

GRADE	RECENTLY ARRIVED ELL STUDENTS NOT TAKING NYSES/AT IN LIEU OF NYSTP
GRADE 4	1
GRADE 6	1

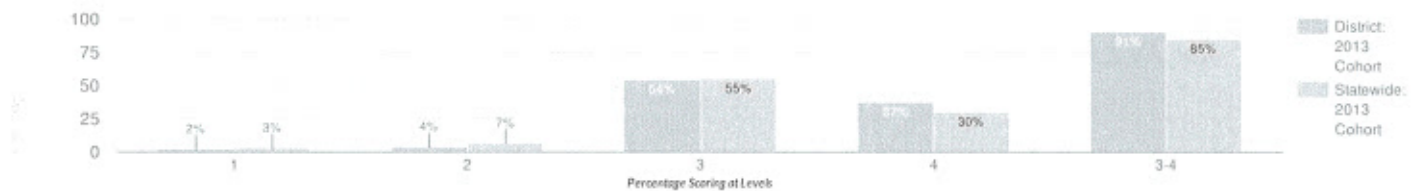
TOTAL COHORT RESULTS IN SECONDARY-LEVEL ENGLISH LANGUAGE ARTS AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
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ALL STUDENTS	348	89%	10	3%	5	1%	69	20%	240	69%
GENERAL EDUCATION	318	93%	5	2%	1	0%	63	20%	233	73%
STUDENTS WITH DISABILITIES	30	43%	5	17%	4	13%	6	20%	7	23%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	13	92%	1	8%	0	0%	2	15%	10	77%
BLACK OR AFRICAN AMERICAN	5	80%	0	0%	1	20%	2	40%	2	40%
HISPANIC OR LATINO	9	89%	0	0%	0	0%	2	22%	6	67%
WHITE	316	89%	7	2%	4	1%	63	20%	219	69%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	60%	2	40%	0	0%	0	0%	3	60%
FEMALE	156	92%	2	1%	3	2%	34	22%	109	70%
MALE	192	86%	8	4%	2	1%	35	18%	131	68%
NON-ENGLISH LANGUAGE LEARNERS	348	89%	10	3%	5	1%	69	20%	240	69%
ECONOMICALLY DISADVANTAGED	92	77%	5	5%	2	2%	26	28%	45	49%
NOT ECONOMICALLY DISADVANTAGED	256	93%	5	2%	3	1%	43	17%	195	76%
NOT MIGRANT	348	89%	10	3%	5	1%	69	20%	240	69%

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

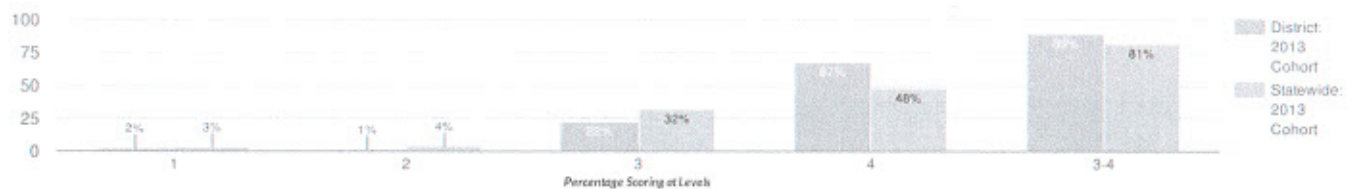


GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	348	91%	6	2%	15	4%	188	54%	128	37%
GENERAL EDUCATION	318	96%	1	0%	8	3%	180	57%	125	39%
STUDENTS WITH DISABILITIES	30	37%	5	17%	7	23%	8	27%	3	10%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	13	100%	0	0%	0	0%	5	38%	8	62%
BLACK OR AFRICAN AMERICAN	5	80%	0	0%	1	20%	2	40%	2	40%
HISPANIC OR LATINO	9	78%	0	0%	2	22%	5	56%	2	22%
WHITE	316	91%	6	2%	11	3%	175	55%	114	36%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	60%	0	0%	1	20%	1	20%	2	40%
FEMALE	156	94%	2	1%	5	3%	91	58%	56	36%
MALE	192	88%	4	2%	10	5%	97	51%	72	38%
NON-ENGLISH LANGUAGE LEARNERS	348	91%	6	2%	15	4%	188	54%	128	37%
ECONOMICALLY DISADVANTAGED	92	79%	2	2%	9	10%	55	60%	18	20%
NOT ECONOMICALLY DISADVANTAGED	256	95%	4	2%	6	2%	133	52%	110	43%
NOT MIGRANT	348	91%	6	2%	15	4%	188	54%	128	37%

TOTAL COHORT RESULTS IN SECONDARY-LEVEL GLOBAL HISTORY AND GEOGRAPHY AFTER FOUR YEARS OF INSTRUCTION

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	348	88%	13	4%	16	5%	141	41%	164	47%
GENERAL EDUCATION	318	92%	7	2%	12	4%	132	42%	159	50%
STUDENTS WITH DISABILITIES	30	47%	6	20%	4	13%	9	30%	5	17%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	13	100%	0	0%	0	0%	6	46%	7	54%
BLACK OR AFRICAN AMERICAN	5	100%	0	0%	0	0%	4	80%	1	20%
HISPANIC OR LATINO	9	89%	0	0%	1	11%	3	33%	5	56%
WHITE	316	87%	11	3%	15	5%	127	40%	149	47%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	60%	2	40%	0	0%	1	20%	2	40%
FEMALE	156	88%	6	4%	9	6%	78	50%	59	38%
MALE	192	88%	7	4%	7	4%	63	33%	105	55%
NON-ENGLISH LANGUAGE LEARNERS	348	88%	13	4%	16	5%	141	41%	164	47%
ECONOMICALLY DISADVANTAGED	92	73%	7	8%	10	11%	42	46%	25	27%
NOT ECONOMICALLY DISADVANTAGED	256	93%	6	2%	6	2%	99	39%	139	54%
NOT MIGRANT	348	88%	13	4%	16	5%	141	41%	164	47%

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



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	348	89%	7	2%	5	1%	77	22%	234	67%
GENERAL EDUCATION	318	94%	3	1%	2	1%	71	22%	227	71%
STUDENTS WITH DISABILITIES	30	43%	4	13%	3	10%	6	20%	7	23%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	13	100%	0	0%	0	0%	2	15%	11	85%
BLACK OR AFRICAN AMERICAN	5	80%	1	20%	0	0%	1	20%	3	60%
HISPANIC OR LATINO	9	78%	1	11%	0	0%	2	22%	5	56%
WHITE	316	90%	5	2%	5	2%	72	23%	212	67%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	60%	0	0%	0	0%	0	0%	3	60%
FEMALE	156	89%	3	2%	3	2%	43	28%	96	62%
MALE	192	90%	4	2%	2	1%	34	18%	138	72%
NON-ENGLISH LANGUAGE LEARNERS	348	89%	7	2%	5	1%	77	22%	234	67%
ECONOMICALLY DISADVANTAGED	92	73%	4	4%	2	2%	27	29%	40	43%
NOT ECONOMICALLY DISADVANTAGED	256	95%	3	1%	3	1%	50	20%	194	76%
NOT MIGRANT	348	89%	7	2%	5	1%	77	22%	234	67%

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

100
75
50
25

District:
2013
Cohort
Statewide:
2013

GROUP	TOTAL TESTED	PROFICIENT	Percentage Scoring at Levels							
			LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	348	91%	6	2%	6	2%	114	33%	201	58%
GENERAL EDUCATION	318	95%	3	1%	2	1%	106	33%	196	62%
STUDENTS WITH DISABILITIES	30	43%	3	10%	4	13%	8	27%	5	17%
AMERICAN INDIAN OR ALASKA NATIVE	1	%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	13	100%	0	0%	0	0%	2	15%	11	85%
BLACK OR AFRICAN AMERICAN	5	80%	1	20%	0	0%	3	60%	1	20%
HISPANIC OR LATINO	9	89%	0	0%	1	11%	6	67%	2	22%
WHITE	316	91%	5	2%	5	2%	103	33%	184	58%
MULTIRACIAL	4	%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	60%	0	0%	0	0%	0	0%	3	60%
FEMALE	156	92%	1	1%	4	3%	67	43%	76	49%
MALE	192	90%	5	3%	2	1%	47	24%	125	65%
NON-ENGLISH LANGUAGE LEARNERS	348	91%	6	2%	6	2%	114	33%	201	58%
ECONOMICALLY DISADVANTAGED	92	79%	2	2%	4	4%	40	43%	33	36%
NOT ECONOMICALLY DISADVANTAGED	256	95%	4	2%	2	1%	74	29%	168	66%
NOT MIGRANT	348	91%	6	2%	6	2%	114	33%	201	58%

Regents Examination Results (2016 - 17)

ENGLISH LANGUAGE ARTS (COMMON CORE)

ENGLISH LANGUAGE ARTS (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	301	27	9%	13	4%	43	14%	54	18%	164	54%
GENERAL EDUCATION	265	5	2%	7	3%	37	14%	53	20%	163	62%
STUDENTS WITH DISABILITIES	36	22	61%	6	17%	6	17%	1	3%	1	3%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	13	2	15%	2	15%	0	0%	1	8%	8	62%
BLACK OR AFRICAN AMERICAN	7	1	14%	0	0%	1	14%	0	0%	5	71%
HISPANIC OR LATINO	8	0	0%	0	0%	3	38%	2	25%	3	38%
WHITE	268	23	9%	11	4%	39	15%	50	19%	145	54%
MULTIRACIAL	4	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	1	20%	0	0%	0	0%	1	20%	3	60%
FEMALE	138	5	4%	6	4%	22	16%	25	18%	80	58%
MALE	163	22	13%	7	4%	21	13%	29	18%	84	52%
NON-ENGLISH LANGUAGE LEARNERS	299	-	-	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	-	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	89	14	16%	7	8%	21	24%	16	18%	31	35%
NOT ECONOMICALLY DISADVANTAGED	212	13	6%	6	3%	22	10%	38	18%	133	63%
NOT MIGRANT	301	27	9%	13	4%	43	14%	54	18%	164	54%

ALGEBRA 2/TRIGONOMETRY

REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED	55	65	85
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ALL STUDENTS	1	-	-	-	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-	-	-	-
WHITE	1	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	1	-	-	-	-	-	-	-	-
MALE	1	-	-	-	-	-	-	-	-
NON ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	1	-	-	-	-	-	-	-	-
NOT MIGRANT	1	-	-	-	-	-	-	-	-

COMMON CORE GEOMETRY REGENTS COMMON CORE GEOMETRY

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	301	15	5%	42	14%	147	49%	45	15%	52	17%
GENERAL EDUCATION	299	-	-	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	15	0	0%	2	13%	4	27%	4	27%	5	33%
BLACK OR AFRICAN AMERICAN	11	0	0%	2	18%	5	45%	0	0%	4	36%
HISPANIC OR LATINO	6	-	-	-	-	-	-	-	-	-	-
WHITE	266	14	5%	36	14%	137	52%	39	15%	40	15%
MULTIRACIAL	3	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	1	11%	2	22%	1	11%	2	22%	3	33%
FEMALE	146	8	5%	20	14%	72	49%	21	14%	25	17%
MALE	155	7	5%	22	14%	75	48%	24	15%	27	17%
NON ENGLISH LANGUAGE LEARNERS	300	-	-	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	59	3	5%	12	20%	35	59%	2	3%	7	12%
NOT ECONOMICALLY DISADVANTAGED	242	12	5%	30	12%	112	46%	43	18%	45	19%
NOT MIGRANT	301	15	5%	42	14%	147	49%	45	15%	52	17%

ALGEBRA II (COMMON CORE)

ALGEBRA II (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	215	11	5%	22	10%	108	50%	54	25%	20	9%
GENERAL EDUCATION	214	-	-	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	18	1	6%	0	0%	3	17%	7	39%	7	39%
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	3	-	-	-	-	-	-	-	-	-	-
WHITE	191	10	5%	21	11%	104	54%	43	23%	13	7%
MULTIRACIAL	2	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	0	0%	1	17%	1	17%	4	67%	0	0%
FEMALE	111	5	5%	11	10%	55	50%	28	25%	12	11%
MALE	104	6	6%	11	11%	53	51%	26	25%	8	8%
NON-ENGLISH LANGUAGE LEARNERS	213	-	-	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	-	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	32	5	16%	4	13%	15	47%	5	16%	3	9%
NOT ECONOMICALLY DISADVANTAGED	183	6	3%	18	10%	93	51%	49	27%	17	9%
NOT MIGRANT	215	11	5%	22	10%	108	50%	54	25%	20	9%

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	381	331	87%	292	77%	172	45%
GENERAL EDUCATION	324	310	96%	279	86%	170	52%
STUDENTS WITH DISABILITIES	57	21	37%	13	23%	2	4%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	22	22	100%	19	86%	16	73%
BLACK OR AFRICAN AMERICAN	11	9	82%	8	73%	6	55%
HISPANIC OR LATINO	6	-	-	-	-	-	-
WHITE	338	290	86%	256	76%	145	43%
MULTIRACIAL	4	-	-	-	-	-	-
SMALL GROUP TOTAL	10	10	100%	9	90%	5	50%
FEMALE	201	182	91%	160	80%	92	46%
MALE	180	149	83%	132	73%	80	44%
NON-ENGLISH LANGUAGE LEARNERS	376	326	87%	288	77%	170	45%
ENGLISH LANGUAGE LEARNERS	5	5	100%	4	80%	2	40%
ECONOMICALLY DISADVANTAGED	119	96	81%	74	62%	26	22%
NOT ECONOMICALLY DISADVANTAGED	262	235	90%	218	83%	146	56%
NOT MIGRANT	381	331	87%	292	77%	172	45%

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	298	282	95%	274	92%	214	72%
GENERAL EDUCATION	275	271	99%	266	97%	211	77%
STUDENTS WITH DISABILITIES	23	11	48%	8	35%	3	13%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	10	10	100%	10	100%	8	80%
BLACK OR AFRICAN AMERICAN	6	-	-	-	-	-	-
HISPANIC OR LATINO	8	7	88%	7	88%	5	63%
WHITE	270	255	94%	247	91%	194	72%
MULTIRACIAL	4	-	-	-	-	-	-
SMALL GROUP TOTAL	10	10	100%	10	100%	7	70%
FEMALE	141	133	94%	131	93%	98	70%
MALE	157	149	95%	143	91%	116	74%
NON-ENGLISH LANGUAGE LEARNERS	297	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	78	70	90%	65	83%	43	55%
NOT ECONOMICALLY DISADVANTAGED	220	212	96%	209	95%	171	78%
NOT MIGRANT	298	282	95%	274	92%	214	72%

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	338	334	99%	320	95%	200	59%
GENERAL EDUCATION	317	315	99%	307	97%	197	62%
STUDENTS WITH DISABILITIES	21	19	90%	13	62%	3	14%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	19	18	95%	17	89%	14	74%
BLACK OR AFRICAN AMERICAN	7	7	100%	7	100%	3	43%
HISPANIC OR LATINO	4	-	-	-	-	-	-
WHITE	305	302	99%	290	95%	180	59%
MULTIRACIAL	3	-	-	-	-	-	-
SMALL GROUP TOTAL	7	7	100%	6	86%	3	43%
FEMALE	168	168	100%	158	94%	94	56%
MALE	170	166	98%	162	95%	106	62%
NON-ENGLISH LANGUAGE LEARNERS	335	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	101	98	97%	88	87%	40	40%
NOT ECONOMICALLY DISADVANTAGED	237	236	100%	232	98%	160	68%
NOT MIGRANT	338	334	99%	320	95%	200	59%

PHYSICAL SETTING/EARTH SCIENCE
 REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	294	279	95%	251	85%	136	46%
GENERAL EDUCATION	277	270	97%	246	89%	136	49%
STUDENTS WITH DISABILITIES	17	9	53%	5	29%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	9	9	100%	8	89%	5	56%
BLACK OR AFRICAN AMERICAN	12	12	100%	9	75%	4	33%
HISPANIC OR LATINO	4	-	-	-	-	-	-
WHITE	262	247	94%	223	85%	123	47%
MULTIRACIAL	7	-	-	-	-	-	-
SMALL GROUP TOTAL	11	11	100%	11	100%	4	36%
FEMALE	160	151	94%	137	86%	74	46%
MALE	134	128	96%	114	85%	62	46%
NON-ENGLISH LANGUAGE LEARNERS	292	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	71	66	93%	54	76%	17	24%
NOT ECONOMICALLY DISADVANTAGED	223	213	96%	197	88%	119	53%
NOT MIGRANT	294	279	95%	251	85%	136	46%

PHYSICAL SETTING/CHEMISTRY
 REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	190	185	97%	163	86%	52	27%
GENERAL EDUCATION	190	185	97%	163	86%	52	27%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	10	10	100%	10	100%	4	40%
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-
HISPANIC OR LATINO	3	-	-	-	-	-	-
WHITE	174	170	98%	149	86%	48	28%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	6	5	83%	4	67%	0	0%
FEMALE	97	93	96%	83	86%	27	28%
MALE	93	92	99%	80	86%	25	27%
NON-ENGLISH LANGUAGE LEARNERS	190	185	97%	163	86%	52	27%
ECONOMICALLY DISADVANTAGED	27	24	89%	21	78%	5	19%
NOT ECONOMICALLY DISADVANTAGED	163	161	99%	142	87%	47	29%
NOT MIGRANT	190	185	97%	163	86%	52	27%

PHYSICAL SETTING/PHYSICS

REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	80	80	100%	75	94%	49	61%
GENERAL EDUCATION	80	80	100%	75	94%	49	61%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	8	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
WHITE	69	69	100%	64	93%	40	58%
MULTIRACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	11	11	100%	11	100%	9	82%
FEMALE	28	28	100%	27	96%	19	68%
MALE	52	52	100%	48	92%	30	58%
NON-ENGLISH LANGUAGE LEARNERS	80	80	100%	75	94%	49	61%
ECONOMICALLY DISADVANTAGED	8	8	100%	8	100%	7	88%
NOT ECONOMICALLY DISADVANTAGED	72	72	100%	67	93%	42	58%
NOT MIGRANT	80	80	100%	75	94%	49	61%

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

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE 3 ELA	2	_%	-	-	-	-
GRADE 3 MATH	2	_%	-	-	-	-
GRADE 4 ELA	1	_%	-	-	-	-
GRADE 4 MATH	1	_%	-	-	-	-
GRADE 4 SCIENCE	1	_%	-	-	-	-
GRADE 5 ELA	1	_%	-	-	-	-
GRADE 5 MATH	1	_%	-	-	-	-
GRADE 6 ELA	1	_%	-	-	-	-
GRADE 6 MATH	1	_%	-	-	-	-
GRADE 7 ELA	2	_%	-	-	-	-
GRADE 7 MATH	2	_%	-	-	-	-
GRADE 8 ELA	2	_%	-	-	-	-
GRADE 8 MATH	2	_%	-	-	-	-
GRADE 8 SCIENCE	2	_%	-	-	-	-

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

KINDERGARTEN

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	3	-	-	-	-	-
GENERAL EDUCATION	3	-	-	-	-	-

GRADE 1

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	4	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	-	-	-	-	-

GRADE 2

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	5	0%	0%	20%	40%	40%
GENERAL EDUCATION	5	0%	0%	20%	40%	40%

GRADE 4

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	3	-	-	-	-	-
GENERAL EDUCATION	3	-	-	-	-	-

GRADE 6

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	1	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-

GRADE 7

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	1	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-

GRADE 8

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	3	-	-	-	-	-
GENERAL EDUCATION	2	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 9

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	2	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 10

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

GRADE 12

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

ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI ↔ EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	3,804*	81%*	YES	1,516	127	108	108
AMERICAN INDIAN OR ALASKA NATIVE	—	—	4	—	—	4	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	25	—	—	18	—	—	—
HISPANIC OR LATINO	NO	NO	115*	90%*	YES	51	135	89	89
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	YES	YES	63	97%	YES	59	141	117	117
WHITE	NO	NO	3,356*	80%*	YES	1,325	126	121	121
MULTIRACIAL	NO	NO	143*	85%*	YES	59	124	99	99
STUDENTS WITH DISABILITIES	NO	NO	543*	74%*	YES	229†	58†	78	53
LIMITED ENGLISH PROFICIENT	—	—	8	—	—	5	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	1,369*	78%*	NO	521	94	97	97

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

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	3,796*	81%*	1,512	127
NOT BLACK OR AFRICAN AMERICAN	3,744*	81%*	1,498	127
NOT HISPANIC OR LATINO	3,689*	81%*	1,465	126
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	3,682*	80%*	1,457	126
NOT WHITE	448*	89%*	191	129
NOT MULTIRACIAL	3,661*	81%*	1,457	127
GENERAL EDUCATION	3,261*	82%*	1,321	138
ENGLISH PROFICIENT	3,789*	81%*	1,511	127
NOT ECONOMICALLY DISADVANTAGED	2,435*	82%*	995	144
MALE	1,890*	80%*	747	118
FEMALE	1,914*	81%*	769	136
MIGRANT	0	—	0	—
NOT MIGRANT	3,804*	81%*	1,516	127

— 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: NO

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI ↔ EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
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ALL STUDENTS	NO	NO	3,809*	78%*	YES	1,458	134	106	106
AMERICAN INDIAN OR ALASKA NATIVE	—	—	4	—	—	4	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	25	—	—	15	—	—	—
HISPANIC OR LATINO	NO	NO	115*	88%*	YES	51	125	87	87
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	YES	YES	64	98%	YES	61	166	128	128
WHITE	NO	NO	3,360*	76%*	YES	1,270	134	118	118
MULTIRACIAL	NO	NO	143*	81%*	YES	57	119	93	93
STUDENTS WITH DISABILITIES	NO	NO	546*	69%*	NO	206†	48†	78	65
LIMITED ENGLISH PROFICIENT	—	—	9	—	—	8	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	1,370*	74%*	YES	491	102	95	95

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

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	3,801*	78%*	1,454	134
NOT BLACK OR AFRICAN AMERICAN	3,749*	78%*	1,443	135
NOT HISPANIC OR LATINO	3,694*	77%*	1,407	135
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	3,686*	77%*	1,397	133
NOT WHITE	449*	85%*	188	134
NOT MULTIRACIAL	3,666*	77%*	1,401	135
GENERAL EDUCATION	3,263*	79%*	1,282	147
ENGLISH PROFICIENT	3,793*	77%*	1,450	135
NOT ECONOMICALLY DISADVANTAGED	2,439*	80%*	967	151
MALE	1,894*	78%*	722	132
FEMALE	1,915*	77%*	736	136
MIGRANT	0	—	0	—
NOT MIGRANT	3,809*	78%*	1,458	134

— 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: NO

GROUP	MADE AYP	TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI ** EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
ALL STUDENTS	YES	YES	668	80%	YES	516	186	184	184
AMERICAN INDIAN OR ALASKA NATIVE	—	—	2	—	—	2	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	8	—	—	5	—	—	—
HISPANIC OR LATINO	—	—	23	—	—	21	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	21	—	—	21	—	—	—
WHITE	NO	NO	1,105*	78%*	YES	446	188	190	187
MULTIRACIAL	—	—	30	—	—	21	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	191*	63%*	YES	71†	161†	164	137
LIMITED ENGLISH PROFICIENT	—	—	6	—	—	6	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	446*	74%*	YES	174	176	175	173

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDSDAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	666	80%	514	187
NOT BLACK OR AFRICAN AMERICAN	660	80%	511	187
NOT HISPANIC OR LATINO	645	80%	495	187
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	1,224*	79%*	495	187
NOT WHITE	84	86%	70	174
NOT MULTIRACIAL	638	80%	495	187
GENERAL EDUCATION	571	83%	457	191
ENGLISH PROFICIENT	662	80%	510	187
NOT ECONOMICALLY DISADVANTAGED	423	82%	342	192
MALE	342	81%	268	185
FEMALE	635*	78%*	248	188
MIGRANT	0	—	0	—
NOT MIGRANT	668	80%	516	186

— 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 BEDSDay and during the test administration period, so the PI, EAMO, and Progress Target data are suppressed.
 * The percentage of students tested in the current year fell below 80 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.

SECONDARY-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

GROUP	MADE AYP	TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI -- EAMO OR SAFE HARBOR TARGET	2013 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	YES	346	98%	NO	335	161	172	169
AMERICAN INDIAN OR ALASKA NATIVE	—	—	1	—	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	7	—	—	5	—	—	—
HISPANIC OR LATINO	—	—	7	—	—	8	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	—	15	—	—	13	—	—	—
WHITE	NO	YES	313	98%	NO	304	163	180	168
MULTIRACIAL	—	—	3	—	—	4	—	—	—
STUDENTS WITH DISABILITIES	—	—	30	—	—	28	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	2	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	NO	YES	81	98%	NO	83	133	157	143

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

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2013 ACCOUNTABILITY COHORT MEMBERS	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	345	98%	334	162
NOT BLACK OR AFRICAN AMERICAN	339	99%	330	162

NOT HISPANIC OR LATINO	339	98%	327	162
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	331	98%	322	161
NOT WHITE	33	—	31	148
NOT MULTIRACIAL	343	98%	331	162
GENERAL EDUCATION	316	98%	307	168
ENGLISH PROFICIENT	344	98%	335	161
NOT ECONOMICALLY DISADVANTAGED	265	98%	252	171
MALE	194	98%	189	158
FEMALE	152	99%	146	166
MIGRANT	0	—	0	—
NOT MIGRANT	346	98%	335	161

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2013 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

SECONDARY-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

GROUP	MADE AYP	TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI = EAMO OR SAFE HARBOR TARGET	2013 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	YES	346	99%	NO	335	144	159	151
AMERICAN INDIAN OR ALASKA NATIVE	—	—	1	—	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	7	—	—	5	—	—	—
HISPANIC OR LATINO	—	—	7	—	—	8	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	15	—	—	13	—	—	—
WHITE	NO	YES	313	100%	NO	304	145	169	151
MULTIRACIAL	—	—	3	—	—	4	—	—	—
STUDENTS WITH DISABILITIES	—	—	30	—	—	28	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	2	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	NO	YES	81	99%	NO	83	118	143	134

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

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2013 ACCOUNTABILITY COHORT MEMBERS	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	345	100%	334	144
NOT BLACK OR AFRICAN AMERICAN	339	100%	330	144
NOT HISPANIC OR LATINO	339	99%	327	145
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	331	99%	322	143
NOT WHITE	33	—	31	132
NOT MULTIRACIAL	343	99%	331	144
GENERAL EDUCATION	316	100%	307	150
ENGLISH PROFICIENT	344	99%	335	144
NOT ECONOMICALLY DISADVANTAGED	265	100%	252	152
MALE	194	99%	189	141
FEMALE	152	100%	146	147
MIGRANT	0	—	0	—
NOT MIGRANT	346	99%	335	144

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2013 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

UNWEIGHTED COMBINED ELA AND MATH PIS

GROUP	ELEMENTARY/ MIDDLE LEVEL ELA PI	ELEMENTARY/ MIDDLE LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
ALL STUDENTS	127	134	161	144	142
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	135	125	—	—	130
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	141	166	—	—	154
WHITE	126	134	163	145	142
MULTIRACIAL	124	119	—	—	122
STUDENTS WITH DISABILITIES	58	48	—	—	53
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	94	102	133	118	112

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

OVERALL GRADUATION RATE FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

GROUP	MADE AYP
ALL STUDENTS	YES
AMERICAN INDIAN OR ALASKA NATIVE	—
BLACK OR AFRICAN AMERICAN	—
HISPANIC OR LATINO	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	—
WHITE	YES
MULTIRACIAL	—
STUDENTS WITH DISABILITIES	NO
LIMITED ENGLISH PROFICIENT	—
ECONOMICALLY DISADVANTAGED	YES

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

FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

GROUP	MET GRADUATION-RATE CRITERION:	2012 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
ALL STUDENTS	YES	298	84%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	2	—	—	—
BLACK OR AFRICAN AMERICAN	—	4	—	—	—
HISPANIC OR LATINO	—	5	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	6	—	—	—
WHITE	YES	280	85%	80%	80%
MULTIRACIAL	—	1	—	—	—
STUDENTS WITH DISABILITIES	—	23	—	—	—
LIMITED ENGLISH PROFICIENT	—	2	—	—	—
ECONOMICALLY DISADVANTAGED	NO	95	74%	80%	80%

YES Graduation rate is equal to or greater than the State Standard or the group's Progress Target.
 NO Graduation rate is less than the State Standard and the group's Progress Target.
 — There were fewer than 30 students in the cohort.

FIVE-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

GROUP	MET GRADUATION-RATE CRITERION:	2011 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
ALL STUDENTS	YES	324	86%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	—	9	—	—	—
HISPANIC OR LATINO	—	14	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	13	—	—	—
WHITE	YES	283	87%	80%	80%
MULTIRACIAL	—	4	—	—	—
STUDENTS WITH DISABILITIES	NO	38 †	50% †	80%	61%
LIMITED ENGLISH PROFICIENT	—	1	—	—	—
ECONOMICALLY DISADVANTAGED	YES	98	81%	80%	80%

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

NO Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

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

GRADUATION RATES FOR NON-AYP GROUPS FOR ACCOUNTABILITY

GROUP	FOUR-YEAR GRADUATION-RATE TOTAL COHORT		FIVE-YEAR GRADUATION-RATE TOTAL COHORT	
	2012 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	2011 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE
NOT AMERICAN INDIAN OR ALASKA NATIVE	296	84%	323	86%
NOT BLACK OR AFRICAN AMERICAN	294	84%	315	87%
NOT HISPANIC OR LATINO	293	84%	310	86%
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC.	292	84%	311	86%
NOT WHITE	18	—	41	85%
NOT MULTIRACIAL	297	85%	320	87%
GENERAL EDUCATION	275	89%	292	91%
ENGLISH PROFICIENT	296	84%	323	87%
NOT ECONOMICALLY DISADVANTAGED	203	89%	226	89%
MALE	151	82%	152	78%
FEMALE	147	86%	172	94%
MIGRANT	0	—	0	—
NOT MIGRANT	298	84%	324	86%

— There were fewer than 30 students in the cohort.

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

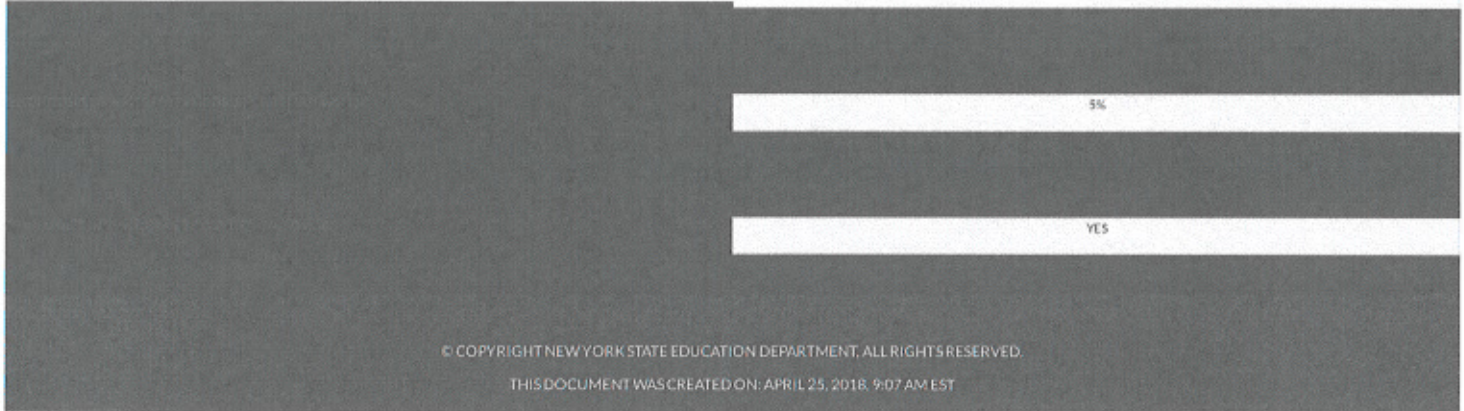
Percentage of 2012 Graduation-Rate Total Cohort members who graduated as of August 31, 2016 with:

REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (THIS DISTRICT) 45%

REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (STATEWIDE) 31%

PERCENTAGE IN THIS DISTRICT EXCEEDED STATEWIDE YES

REGENTS DIPLOMA WITH CTE ENDORSEMENT (THIS DISTRICT) 18%



5%

YES

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FISCAL ACCOUNTABILITY SUMMARY (2016 - 17)

INFORMATION ABOUT EXPENDITURE RATIOS (2015 - 16)

(Data are lagged a year.)

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

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

THIS SCHOOL DISTRICT

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$35,115,580

PUPILS

4,001

EXPENDITURES PER PUPIL

\$8,777

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$11,998,099

PUPILS

516

EXPENDITURES PER PUPIL

\$23,252

SIMILAR DISTRICT GROUP AVERAGE NEED/RESOURCE CAPACITY

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$8,395,886,432

PUPILS

747,643

EXPENDITURES PER PUPIL

\$11,230

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$3,487,990,842

PUPILS

110,460

EXPENDITURES PER PUPIL

\$31,577

ALL SCHOOL DISTRICTS

GENERAL EDUCATION

SPECIAL EDUCATION



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

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

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

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

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

TOTAL EXPENDITURES PER PUPIL

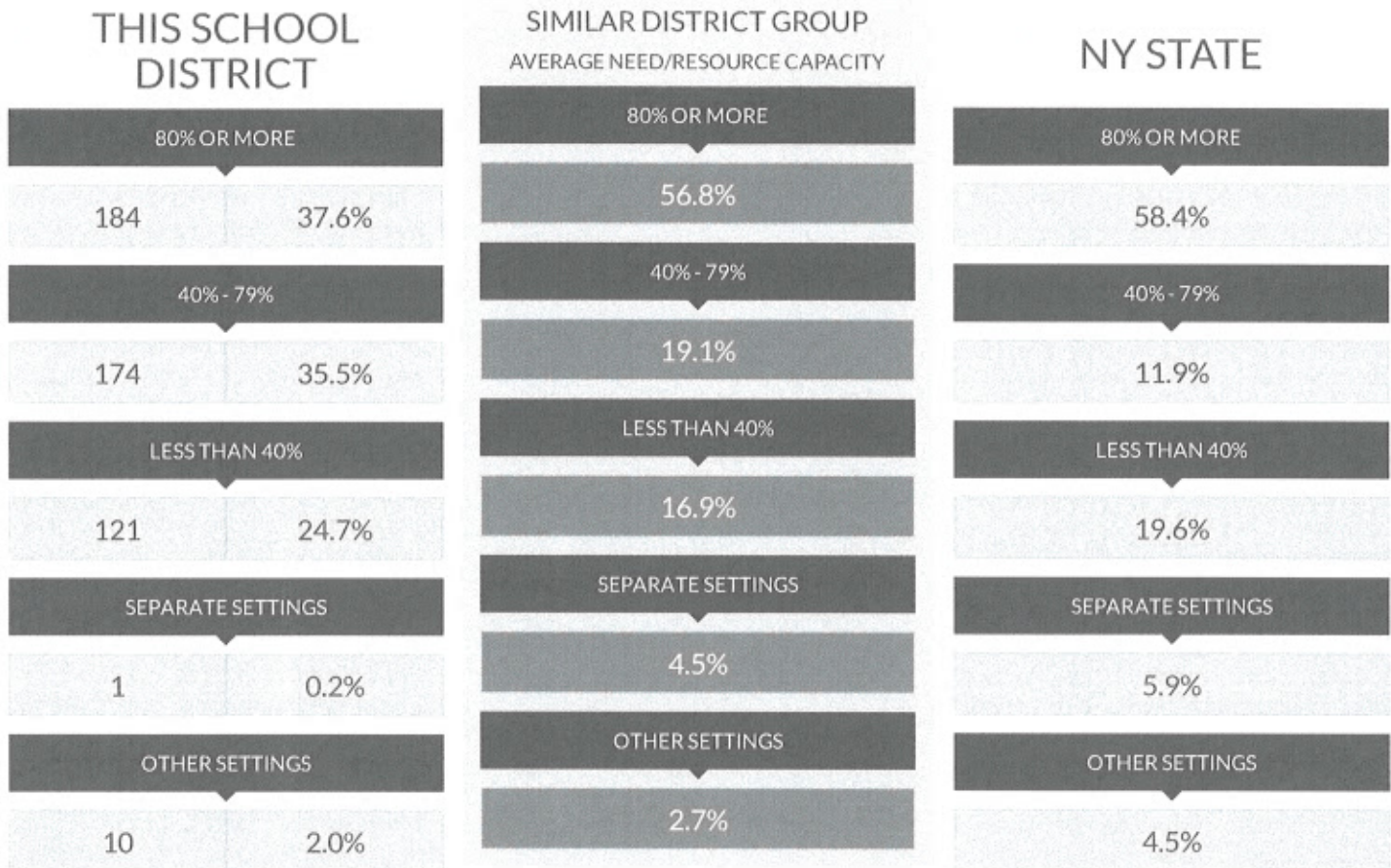


Total Expenditures Per Pupil is the simple arithmetic ratio of Total Expenditures to Pupils. Total Expenditures include district expenditures for classroom instruction, as well as expenditures for transportation, debt service, community service and district-wide administration that are not included in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

INFORMATION ABOUT STUDENTS WITH DISABILITIES (2016 - 17)

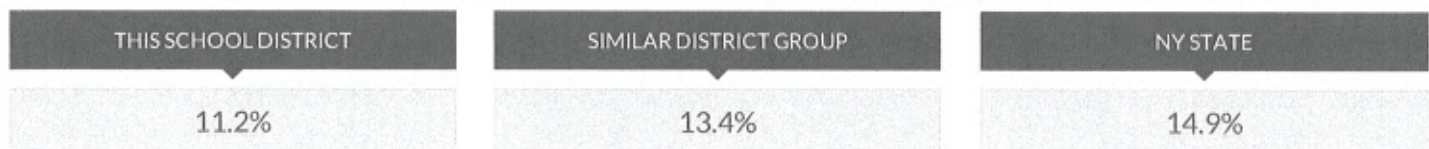
Commissioner's Regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required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

STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)



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

SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE



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

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

Salary: Administrative Compensation Information
070901 - HORSEHEADS CSD

2017-2018 - Page 1
Official - as of 04/25/2018 09:09 AM

Form Due May 7, 2018

2018-2019 Salary Threshold = \$135,000

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

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

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

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

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	194,272	55,423	22,060

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

Associate, Assistant and Deputy Superintendents

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

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Equalized Total Assessed Value 5,580,184

School District - 073401 Horseheads

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	4	114,258	2.05
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	2	45,300	0.81
41834	ENHANCED STAR	RPTL 425	7	424,800	7.61
41854	BASIC STAR 1999-2000	RPTL 425	19	569,000	10.20
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	2	1,845	0.03
Total Exemptions Exclusive of System Exemptions:			34	1,155,203	20.70
Total System Exemptions:			0	0	0.00
Totals:			34	1,155,203	20.70

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: 0

Equalized Total Assessed Value 2,424,417,556

School District - 073401 Horseheads

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	27	8,035,594	0.33
13100	CO - GENERALLY	RPTL 406(1)	63	26,477,088	1.09
13500	TOWN - GENERALLY	RPTL 406(1)	71	18,656,126	0.77
13510	TOWN - CEMETERY LAND	RPTL 446	17	286,910	0.01
13650	VG - GENERALLY	RPTL 406(1)	38	8,131,347	0.34
13660	VG - CEMETERY LAND	RPTL 446	2	454,179	0.02
13740	VG O/S LIMITS - SEWER OR WATER	RPTL 406(3)	4	406,264	0.02
13800	SCHOOL DISTRICT	RPTL 408	9	35,659,635	1.47
13850	BOCES	RPTL 408	2	8,556,153	0.35
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	2	10,220	0.00
14100	USA - GENERALLY	RPTL 400(1)	4	1,567,346	0.06
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	31	154,590,025	6.38
18600	USA-PROP UNDER PURCHASE CONF	RPTL 400(2)	1	48,500	0.00
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	9	3,341,789	0.14
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	51	25,092,846	1.04
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	9	12,768,065	0.53
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	13	2,465,654	0.10
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	15	8,261,975	0.34
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	6	967,525	0.04
25400	FRATERNAL ORGANIZATION	RPTL 428	3	1,567,692	0.06
26050	AGRICULTURAL SOCIETY	RPTL 450	1	82,716	0.00
26100	VETERANS ORGANIZATION	RPTL 452	1	1,030,000	0.04
26250	HISTORICAL SOCIETY	RPTL 444	4	571,345	0.02
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	7	2,058,776	0.08
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	12	342,467	0.01
28110	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 422	1	1,656,000	0.07
28520	NOT-FOR-PROFIT NURSING HOME CO	RPTL 422	1	4,517,802	0.19
28550	NOT-FOR-PROFIT HOUS CO-SR CITS	RPTL 422	8	9,450,549	0.39
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	1	0	0.00
41300	PARAPLEGIC VETS	RPTL 458(3)	3	522,709	0.02
41400	CLERGY	RPTL 460	13	20,888	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	6	211,361	0.01
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	108	2,724,711	0.11

Equalized Total Assessed Value 2,424,417,556

School District - 073401 Horseheads

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	38	1,036,670	0.04
41800	PERSONS AGE 65 OR OVER	RPTL 467	16	616,618	0.03
41804	PERSONS AGE 65 OR OVER	RPTL 467	91	2,451,467	0.10
41805	PERSONS AGE 65 OR OVER	RPTL 467	2	75,973	0.00
41834	ENHANCED STAR	RPTL 425	1,954	132,432,520	5.46
41854	BASIC STAR 1999-2000	RPTL 425	4,991	156,401,441	6.45
41864	Basic STAR (land belongs to ot	RPTL 425	2	36,067	0.00
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	13	527,867	0.02
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	1	3,171,945	0.13
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	5	232,479	0.01
47610	BUSINESS INVESTMENT PROPERTY F	RPTL 485-b	35	7,109,054	0.29
47615	BUSINESS INVESTMENT PROPERTY F	RPTL 485-b	1	23,100	0.00
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	1	92,305	0.00
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	45,185	0.00
Total Exemptions Exclusive of System Exemptions:			7,693	644,741,763	26.59
Total System Exemptions:			1	45,185	0.00
Totals:			7,694	644,786,948	26.60

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: 1,308,188