



Bainbridge-Guilford Central School District
The Blue and White
School News & Notes

BUDGET EDITION 2018 • Volume 37, No. 6

2018-2019 Budget Proposal



The Booster Club purchased all-weather chain link fence cups to decorate our fences at both the Football and the Soccer Fields.

Public Budget Hearing

Tuesday, May 8, 2018

7:00 p.m.

High School Auditorium

Public Budget Vote

Tuesday, May 15, 2018

Noon – 9:00 p.m.

Greenlawn Elementary School
Guilford Town Hall



Kindergarten Cooperation Tree



BAINBRIDGE-GUILFORD CENTRAL SCHOOL DISTRICT

18 JULIAND STREET — BAINBRIDGE, NEW YORK 13733-1097

Jr.-Sr. High School
(607) 967-6300

Telefax (607) 967-4231

Guilford Elementary School
(607) 895-6700

Administrative Offices
(607) 967-6321

Business Offices
(607) 967-6335

Greenlawn Elementary School
(607) 967-6301

Dear Parents and Community Members,

The Board of Education of the Bainbridge-Guilford Central School District approved an expenditure budget of \$18,153,575 for the 2018-2019 school year. This is a 3.04% increase over last year's budget and will be voted on by the public on Tuesday, May 15, 2018. Drivers of this year's budget are the voter approved Capital Project from last spring, safety measures discussed at our public safety forum in February, loss of Title I grant funds and the replacing of the Guilford bus garage roof. The Board and administration have worked to control the expenditure growth by optimizing the manner in which curriculum is delivered and by continuously adjusting our programs. The District has been successful in creating a budget that is actually less than our budget from the 2016-2017 school year! This is something we are very proud of! By leasing buses instead of purchasing outright, reviewing and trimming our BOCES budget and switching the district health insurance from NY44 to Excellus BCBS, we have been able to keep the budget increase to a minimum.

Our bringing back special education students to B-G continues to save the District money as well as potentially generate revenue from out-of-district students placed in the classroom in the future. This budget will continue to support its special education summer program, full-day pre-kindergarten, continuing education, elementary science, elementary and middle level information technology instruction, a comprehensive AP program, a comprehensive PK-12 art and music program, and a wide array of extracurricular and athletic activities.

We will continue to invest in our technological infrastructure and equipment over the next several years to keep pace with current technological advances and we have developed a plan to do so. Hopefully much of this cost will be covered with the Smart Schools Bond Act funding. Districts are responsible for fronting the initial technology costs and then will receive reimbursement from the State. With careful management of its resources and continued control of expenditures, the district is well positioned to sustain its high-quality academic programs.

The proposed tax levy of \$6,435,722 is an increase of \$261,048 or 4.23%. The District's allowable tax levy limit is 4.23%. Please remember the so-called 2% tax cap is a misnomer. A district is able to levy taxes up to the allowable limit with only a simple majority vote. If a district chooses to go over the allowable levy limit, a 60% majority is needed from voters to pass the budget. I invite you to visit our District webpage at www.bgcsd.org to view a video that explains what the tax levy cap is.

The following are the two most common questions I hear regarding the 2% tax cap.

Does the tax cap law mean school tax levies can't increase by more than 2%?

No, the law does not prohibit tax levy increases greater than 2 percent. Despite how it's been described by some politicians and the media, the legislation signed into law requires every district to calculate its own "tax levy limit." Two percent (or the rate of inflation, if less) is just one of eight factors in this calculation. The law also establishes a higher threshold of voter approval for a budget to pass if a district's proposed tax levy increase (before exemptions outlined in the law) exceeds its individual "tax levy limit."

What is a "tax levy limit"?

For school districts, the "tax levy limit" is the highest limit a district can propose as part of its annual budget for which only the approval of a simple majority of voters (more than 50%) is required. Any proposed tax levy amount above this limit will require budget approval by a supermajority (60% or more) of voters. Essentially, the "tax levy limit" sets a threshold requiring districts to obtain a higher level of community support for a proposed tax levy above a certain amount.

The Board of Education believes this budget is fiscally responsible and offers the best education that the district can afford. The budget recognizes the importance of improving our primary literacy program and increasing our investment in information technology and technology integration in the classroom while maintaining all of our existing programs. We continue to increase our collaboration with other districts and will continue our shift to other cost savings measures in all areas of the budget. The Board of Education believes this proposed budget balances the needs of the children, of the community, and the taxpayers of the district.

I would like to thank our entire district and communities for their continued support of our school and children. We have much to be proud of and none of this would be possible without you. My door is always open and you can call the school at 967-6321 or email me at tryan@bgcsd.org with any questions or suggestions you might have.

The District appreciates the support of the community and encourages all community members to vote on Tuesday, May 15 from Noon-9 PM.

Sincerely,
Timothy R. Ryan
Superintendent

From the Board of Education

Dear Parents and Community Members,

On behalf of the Board of Education, I would like to thank you for your continued support of the Bainbridge-Guilford Central School District.

The Board of Education strives to provide the best education for all Bainbridge-Guilford students, as well as being cognizant of the district taxpayers and our elected duty to be fiscally responsible. The Board has worked diligently with district administrators to create the lowest budget and tax levy possible, whilst keeping the safety and future of our school in mind.

The 2018-19 budget includes a tax levy increase of 4.23% which is the calculated tax cap for the District. In March 2017, district voters authorized a building project of \$16.5M. The District will be breaking ground on that project just after school releases in June. In addition, the District held a safety forum where many safety suggestions were offered by the community. This 4.23% tax increase includes the funding for the start of the \$16.5M Capital Project and a small Capital Outlay project next school year to begin addressing some of the safety concerns at the Jr./Sr. High School.

Mr. Ryan has fully outlined the 2018-2019 proposed budget and will present it to the community on May 8, 2018, at 7:00 p.m. The annual budget vote will be held on Tuesday, May 15, from noon to 9:00 p.m. Please come out and vote!

If you have any questions, please do not hesitate to contact any member of the Board of Education or our Superintendent, Mr. Ryan.

Again, thank you for your continued support of the Bainbridge-Guilford School District!

Sincerely,
Emily Hall

President, Bainbridge-Guilford
Board of Education

Board Candidates

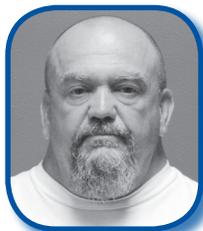
TINA AMMON



Hi my name is Tina Ammon and I currently hold a seat on the Bainbridge-Guilford Board of Education. I am hoping to serve a second term with your support.

I grew up in Walton, but made Bainbridge my home eight years ago where I now reside with my family. I am an elementary school teacher and feel my skills and background in education bring a unique perspective to the Board. It also reinforces my commitment to children, their academic success and well-being even in the face of opposition. I feel the only way to make a difference is to get involved and I would truly appreciate your support on May 15.

KEITH R. HANVEY



My name is Keith R. Hanvey and I have served the past three years on the District Board of Education.

During this time, I have completed the state mandated training and graduated from the BOCES School Board Academy two-year training course. I also attend many of the Chenango County School Board Association seminars. I have learned a great deal about school board functions and would like the opportunity to serve another three year term.

I have two children who have graduated from B-G. My son Kyle is currently a Lance Corporal in the U.S. Marine Corps and my daughter Meghan is a Registered Nurse in South Carolina.

We have a great District and I am proud to be a part of the B-G BOE.

REBECCA (COTTER) SULLIVAN



I am a Neonatal Intensive Care Nurse at Wilson Regional Hospital, and a nursing instructor at SUNY Morrisville. I have experience in business management, clinical research and education.

I grew up in Bainbridge, and after graduation went on to receive a Bachelor of Fine Arts from New York University (NYU) and a Bachelor of Science in Nursing from The University of Pennsylvania. After spending years living and working in New York City and Philadelphia, my husband and I returned to Bainbridge to raise our family. I am running for election to the school board because I want to help assure that children in our community have access to a high-quality educational experience. I believe that a major challenge facing the Bainbridge-Guilford School district is finding just the right balance of academic, co-curricular and extracurricular offerings within a budget that is sustainable. I also believe that our school is one of our community's greatest assets and I am committed to helping it stay that way.

My husband and I, along with our three children, two of which are fifth graders at Greenlawn Elementary, have been Village of Bainbridge residents for 11 years.

Join us during the **Public Budget Hearing** to meet the candidates.

Tuesday, May 8, 2018 at 7:00 p.m. • High School Auditorium

What items will appear on the Ballot?

PROPOSED SCHOOL BUDGET

Residents will have the opportunity to vote on the proposed school budget as outlined in this document. An opportunity to learn more about the proposed budget will be provided at our Public Budget Hearing which will be held in the High School Auditorium on Tuesday, May 8, 2018 starting at 7:00 p.m. In addition to the Public Hearing, please do not hesitate to contact Superintendent Timothy Ryan at 967-6321 if you have any budget questions.

PROPOSITION TO LEASE SCHOOL BUSES

Voters will be presented with a proposition to allow the District to enter into a lease agreement for the replacement of two school buses. The District intends to lease the two buses over a period of five years. The maximum annual cost is not to exceed \$30,000 for each of the five years. Lease payments are eligible for Transportation Aid from New York State. The replacement of these vehicles will help the school district maintain a cost effective and safe fleet for the children that we transport throughout our 100 square mile school district.

PROPOSITION TO TRANSFER FUNDS FROM TWO RESERVE FUNDS

Voters will be presented with two separate propositions asking for approval to transfer funds from the existing Property Loss Reserve and Liability Reserve Funds to the General Fund. A finding during the districts' Independent Audit indicated these two reserves had no purpose for the funds and should be unfunded by voter approval during the 2018-19 budget vote process. If approved for liquidation, the District can then transfer the funds to another reserve in the 2018-19 school year that would better benefit the district. The amounts requested to be transferred is an amount not to exceed \$172,000 for the Liability Reserve Fund and an amount not to exceed \$133,000 for the Property Loss Reserve Fund.

PROPOSITION TO CREATE 2018 TRANSPORTATION VEHICLE CAPITAL RESERVE FUND

Voters will be presented with a proposition to create a Transportation Vehicle Capital Reserve Fund for the purpose of financing the purchase of school buses, vehicles and equipment. If approved, the reserve fund will be established at an ultimate amount of \$3,000,000 inclusive of accrued interest and other investment earnings with a probable term of ten (10) years. A Capital Reserve fund with an ultimate amount means that over ten (10) years the District cannot transfer more than \$3,000,000 into the reserve in total. The Independent Auditors suggested this reserve could be funded with monies from the liquidation of the Property Loss Reserve and Liability Reserve if approved by voters. This would enable the District to purchase Transportation vehicles with reserve funds, saving the District the cost of financing vehicles and reducing the capital expenditures in future budgets.

BOARD OF EDUCATION CANDIDATES

There are three Board of Education terms that will expire on June 30, 2018. The following individuals have submitted petitions to fill the available seats on the Board of Education. Board Members are elected *at large*. The candidates who have submitted petitions are listed below in alphabetical order. The new terms will be effective July 1, 2018.

Tina Ammon Keith Hanvey Rebecca Sullivan

You will have an opportunity to hear from our Board of Education candidates during the Public Hearing scheduled for Tuesday, May 9, 2018. The hearing will be held in the Auditorium of the High School starting at 7:00 p.m.

Proposal to Continue Leasing School Buses

The Bainbridge-Guilford Central School District is asking voters to approve the leasing of one (1) full-size 65-passenger propane bus and one (1) 30-passenger gasoline bus. After extensive comparisons of our options, leasing these buses will save the district approximately \$10,300 over a five year lease versus purchasing the buses. The annual lease payment for the above two buses is estimated not to exceed \$30,000. After State Aid, the district will be paying approximately \$6,500 per year to lease the two school buses.

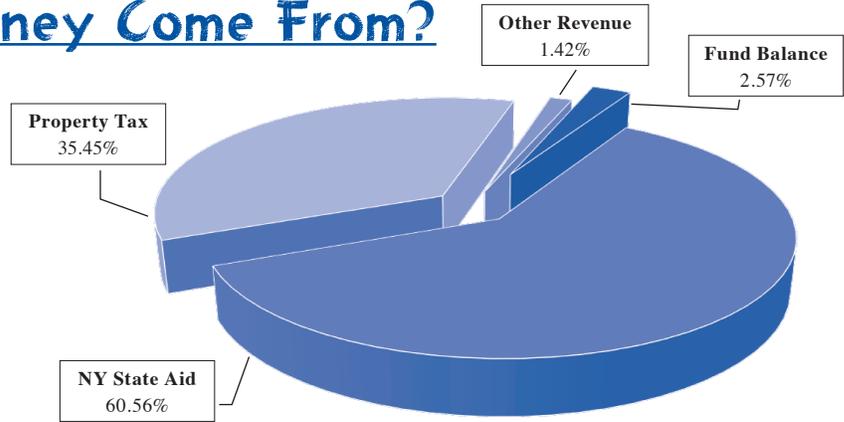
Leasing will also allow us to keep our fleet current, on a five year rotation plan. New buses will be under a 5-year warranty period allowing the district to reduce the cost of upkeep and repairs.

Voter authorization is needed in order to lease buses in New York State. District voters will see a separate proposition for Bus Leasing on the ballot during the budget vote held on Tuesday, May 15. If you have any questions regarding leasing please email Superintendent Tim Ryan at tryan@bgcsd.org or contact the school at 967-6321.



Where does the Money Come From?

Estimated Revenue	
Category	Amount (\$)
NY State Aid	10,994,057
Property Tax	6,435,722
Other Revenue	257,796
Fund Balance	466,000
Total	18,153,575



NY STATE AID: State Aid consists of Foundation Aid; BOCES Aid, Hardware and Technology Aid; Excess Cost Aid; Textbook, Software, and Library Aid; Transportation Aid; and Building Aid.

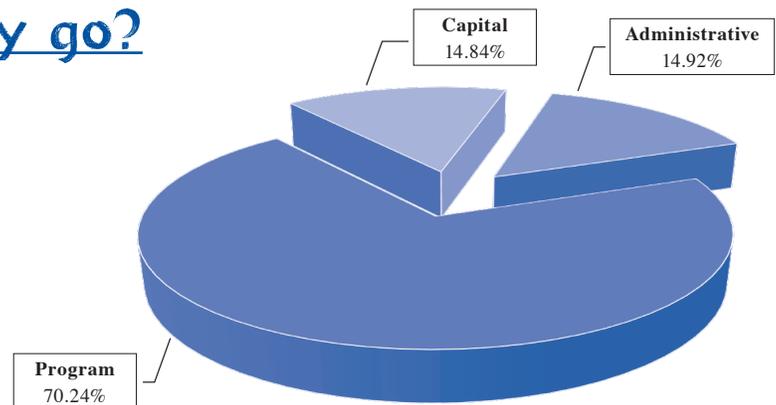
PROPERTY TAXES: The property tax levy limit is calculated by adjusting the current tax levy by the rate of inflation or 2% (whichever is lower) and by any growth in the local tax base. In addition, the District may adjust for any voter-approved capital expenditures, increases in state-mandated employer contribution rates for teacher and employee pensions and any court orders/judgements resulting from tort actions that exceed 5% of the District's current levy. The calculated tax levy limit for Bainbridge-Guilford is 4.23% for the 2018-19 school year.

OTHER REVENUE: Other revenue consists of estimations on PILOT payments, interest and penalties on taxes, shared services, student fees and charges, admission to athletic events, interest on investments, rental of real property (BOCES and Head Start Classrooms), sale of equipment, refunds from the prior year, gifts and donations, Medicaid reimbursements and any appropriations from reserves.

FUND BALANCE: Fund balance is the amount of money that the District is appropriating from surplus funds of the current year to support the budget for the ensuing school year. The district is appropriating \$466,000 towards the 2018-19 budget. A necessary roof and repair project at the Guilford Bus Garage building that is not eligible to receive building aid from New York State accounts for the additional \$66,000 that is being appropriated from available fund balance.

Where does the Money go?

Appropriations	
Category	Amount (\$)
Program	12,750,187
Capital	2,694,503
Administrative	2,708,885
Total	18,153,575



PROGRAM: The Program budget includes expenditures for regular school instruction, programs for handicapped children, occupational education, summer school education, the libraries, computer assisted instruction, pupil services consisting of guidance, counseling, and health services, co-curricular activities, interscholastic athletics, pupil transportation and applicable employee benefits for this category.

CAPITAL: The Capital budget includes the cost of operating and maintaining the District's buildings and grounds, custodial and grounds-keeping staffing and the applicable employee benefits, money for the payment of outstanding debt (principal and interest) on previous capital projects, and money for small capital outlay projects that may be included in the budget being put forth to voters.

ADMINISTRATIVE: The Administrative budget includes expenditures for the Board of Education, the Superintendent of School's Office, the Finance Office, records management, public information, legal services, liability and student accident insurance, memberships in various school and educational organizations, the districts share of BOCES administrative costs, building administrators and applicable employee benefits for this category.

How will the Budget Affect My Taxes?

The calculated allowable Tax Levy Limit for our school district is 4.23% for the 2018-19 school year. The proposed budget adopted by the Board of Education results in a tax levy increase that is within the district's allowable Tax Levy Limit. Current tax freeze legislation grants a reimbursement check for school taxes on the primary residences of homeowners in school districts that stay within the allowable tax levy limit. Therefore, district residents that are currently receiving a STAR benefit and whose annual income is at or less than \$275,000, are eligible to receive a school tax freeze and relief credit check for the 2018-19 school year.

The chart below is intended to show an estimate of projected tax increases for homes of different assessed values.

These are the estimated amounts prior to any property tax relief credit by the state for qualifying residential properties under the state Property Tax Freeze Credit program.

Actual tax rates are affected by many factors beyond the school district's control such as Assessed Values, State Equalization Rates, and STAR Exemptions. Actual tax rates will not be set until sometime in August when the state finalizes equalization rates for each of our district's ten townships. The following chart simply displays the amount of a 4.23% increase on varying levels of hypothetical assessed values at Full Market Value.

You can access your B-G tax history online at www.infotaxonline.com.

HOME VALUE (ASSESSED VALUE)*	TOTAL TAX BILL		CHANGE**	
	CURRENT	PROPOSED	ANNUAL	MONTHLY
50,000	1,008.00	1,050.50	42.50	3.54
75,000	1,512.00	1,575.75	63.75	5.31
100,000	2,016.00	2,101.00	85.00	7.08
150,000	3,024.00	3,151.50	127.50	10.63



* Assessed values are shown at 100% of Full Market Value (The towns of Bainbridge and Guilford are assessed at Full Value—some district townships assess at less than full value).

** A monthly amount for the tax change is provided as a convenience since most home mortgages are set up with a monthly tax escrow feature.

The “Whos” and “How-tos” of Voting

VOTER QUALIFICATIONS

A person shall be entitled to vote on the appointed date for the election of school district officials, and upon all other matters which may be in the form of a referendum, who is:

1. A citizen of the United States.
2. Eighteen years of age.
3. A resident within the district for a period of thirty (30) days next preceding the meeting at which he/she offers to vote.

No person shall be determined ineligible to vote by reason of race, creed, color or sex, who has other qualifications in this section.



ABSENTEE BALLOTS

A Voter who is registered and who may be unavoidably ABSENT FROM THE COUNTY of residence because of his/her duties, occupation, business, vacation, attendance at college, sickness, disability or detention in jail or prison, may obtain and submit an application for an absentee ballot. The procedure for obtaining an absentee ballot is:

- Obtain and submit an application for an absentee ballot.
- If the ballot will be mailed the application must be received no later than the SEVENTH DAY BEFORE THE ELECTION (May 8, 2018).
- Upon completion of the application, the ballot will be given to the applicant or, in the case of a written request, will be mailed to the applicant.
- Completed ballots MUST BE received by the District Clerk not later than 5:00 p.m. on the day of the election (May 15, 2018).
- Please contact the District Clerk by phone at 967-6321 or by mail at *BGCS D, 18 Juliand Street, Bainbridge, NY 13733* for more information or to receive an application.

Capital Outlay Projects Continue with a Focus on School Security

The Capital Outlay Project that was approved by voters in the 2017-18 budget completes the district upgrade to LED lights for all classrooms and conference rooms in the Jr./Sr. High School building—a project that spanned over two school years through two Capital Outlay Projects. The Bainbridge-Guilford Central School District has again included a \$100,000 Capital Outlay Project in the 2018-2019 school budget. These smaller projects are very affordable with the State funding approximately 84% of the project for Bainbridge-Guilford. These outlay projects allow the District to continue to upgrade the school facilities independent of the current Capital Building Project.

With the recent threats and school shooting events occurring at school districts in New York State and around the nation, the District held a safety forum on February 27 where the community voiced that the safety of our students and staff is a primary concern. Based on those concerns, the District has shifted the focus for the 2018-19 Capital Outlay Project to the safety and security of our most valuable asset, our students. The proposed Capital Outlay Project for 2018-19 will begin upgrading the Jr./Sr. High School security system with new cameras and a new server. This will be the first of a number of phases to upgrade existing cameras, add more cameras in key areas and provide new servers for storage of camera data throughout all of the district's buildings and grounds.

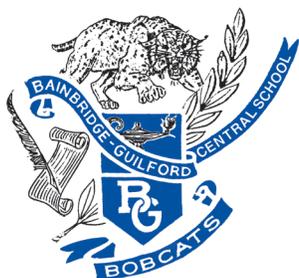
School Security is a Priority at B-G

In response to the recent school shooting in Parkland, Florida and other threats that occurred in our school and districts around our area, Bainbridge-Guilford hosted a Safety Forum on February 27, 2018. The overwhelming consensus of the meeting was the District needed to make the safety and security of our students and staff a priority. To address the concerns of our community, included in the 2018-19 budget is the funding for a School Resource Officer, which the District will research and coordinate over the coming months to be prepared for the start of the next school year. Also included in the 2018-19 budget is funding to begin upgrading the District's security systems starting with the camera systems and door hardening. The NYSAFE Act that was enacted in 2013 includes provisions for increasing the safety and security of our students by providing a building aid incentive for approved expenditures. Acceptable scopes of work include the purchase and installation of security cameras, access control systems for main entrances, and door hardening which can include glass films. After careful consideration and planning, the District has included up to \$35,000 for the purchase of new security cameras for the Jr./Sr. High School and \$2,000 to purchase door hardening film for the main entrances of all three buildings in the 2018-19 budget. A number of other security initiatives are being planned for the future through the use of the Smart Schools Bond Act allocation. These initiatives include reconstruction of the Greenlawn Elementary School entrance for a more secure transaction area, district-wide telephone and intercom safety system, and the upgrading of the security camera systems in the two Elementary buildings. The District is currently working on the submission of these projects that will be funded through the Smart Schools Bond Act.



photo credit: Ricky MacPherson, 2018

B-G students spell out their response to school violence. This photo was sent to the Marjorie Stoneman Douglas High School in Parkland, Florida in memory of the 17 lives that were lost on February 14, 2018.



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Welcome FFA!

This spring the Bainbridge-Guilford Central School District has started a brand new Future Farmers of America (FFA) program on campus. The FFA program is open to students in grades 7-12. Our inaugural meeting had 19 students attend! Daisy Marsh Brewer will be advising the club and getting our local chapter off the ground. Daisy was instrumental in securing a \$5,000 FFA start-up grant from Cornell University. Funding for the program will come from this grant.

The new FFA program is another way we aim to involve our students and continue to bring new programs and offerings for the betterment of our student body. Please look for FFA involvement throughout the entire B-G community.

Bring on Welding!

In an effort to offer our students a skill that will benefit them after high school, the B-G District has started a brand new welding program at the Jr./Sr. High School. Students in grades 9-12 will be offered an opportunity to learn welding during the school day. With a very generous donation from the Raymond Corporation in Greene, welders have been implemented into the technology building. The District has installed the necessary electrical hook-ups, purchased needed equipment and will look to begin teaching students in September. The students are very excited and eager to begin this new program at B-G!

Gifts from ACCO BRANDS Corporation!

On September 12, 2017, Guilford walked into the office to find a large tub and gift wrapped box of school supplies!



Food Drive a HUGE Success!

The B-G community was able to serve the needs of 82 families with children in our District.



Budget Statement

BAINBRIDGE-GUILFORD CENTRAL SCHOOL DISTRICT
2018-19 PROPOSED BUDGET

Account	Description	2018 - 19 Proposed Budget
Administrative Component		
1010.400	Contractual & Other	* <u>10,000.00</u>
1010	BOARD OF EDUCATION	**** 10,000.00
1040.160	Non-Instructional Salaries	* <u>5,117.00</u>
1040	DISTRICT CLERK	**** 5,117.00
1060.400	Contractual & Other	* <u>1,900.00</u>
1060	DISTRICT MEETING	**** 1,900.00
1240.150	Instructional Salaries	* 141,640.00
1240.160	Non-Instructional Salaries	* 44,587.00
1240.400	Contractual & Other	* 3,650.00
1240.450	Materials & Supplies	* <u>1,600.00</u>
1240	CHIEF SCHOOL ADMINISTRATOR	**** 191,477.00
1310.160	Non-Instructional Salaries	* 164,966.00
1310.400	Contractual & Other	* 14,750.00
1310.450	Materials & Supplies	* 2,500.00
1310.490	BOCES Services	* <u>121,586.00</u>
1310	BUSINESS ADMINISTRATION	**** 303,802.00
1320.400	Contractual & Other	* <u>17,500.00</u>
1320	AUDITING	**** 17,500.00
1330.400	Contractual & Other	* <u>4,000.00</u>
1330	TAX COLLECTOR	**** 4,000.00
1345.490	BOCES Services	* <u>5,229.00</u>
1345	PURCHASING	**** 5,229.00
1420.400	Contractual & Other	* <u>17,500.00</u>
1420	LEGAL	**** 17,500.00
1430.400	Contractual & Other	* 2,750.00
1430.490	BOCES Services	* <u>25,539.00</u>

Account	Description		2018 - 19 Proposed Budget
1430	PERSONNEL	****	28,289.00
1460.160	Non-Instructional Salaries	*	3,198.00
1460.490	BOCES Services	*	<u>8,809.00</u>
1460	RECORDS MANAGEMENT OFFICER	****	12,007.00
1480.160	Non-Instructional Salaries	*	4,611.00
1480.200	Equipment	*	3,090.00
1480.400	Contractual & Other	*	1,250.00
1480.450	Materials & Supplies	*	600.00
1480.490	BOCES Services	*	<u>30,485.00</u>
1480	PUBLIC INFORMATION SERVICES	****	40,036.00
1670.400	Contractual & Other	*	19,796.00
1670.450	Materials & Supplies	*	17,250.00
1670.490	BOCES Services	*	<u>62,500.00</u>
1670	CENTRAL PRINT & MAILING	****	99,546.00
1680.150	Instructional Salaries	*	3,090.00
1680.200	Equipment	*	2,000.00
1680.450	Materials & Supplies	*	500.00
1680.460	Software	*	2,500.00
1680.490	BOCES Services	*	<u>529,540.00</u>
1680	CENTRAL DATA PROCESSING	****	537,630.00
1910.400	Contractual & Other	*	<u>80,804.00</u>
1910	UNALLOCATED INSURANCE	****	80,804.00
1920.400	Contractual & Other	*	<u>7,500.00</u>
1920	SCHOOL ASSOCIATION DUES	****	7,500.00
1981.490	BOCES Services	*	<u>141,345.00</u>
1981	BOCES ADMINISTRATIVE COSTS	****	141,345.00
2010.150	Instructional Salaries	*	<u>16,000.00</u>
2010	CURRICULUM DEVELOPMENT & SUPERVISION	****	16,000.00
2020.150	Instructional Salaries	*	367,582.00
2020.160	Non-Instructional Salaries	*	120,787.00

Account	Description		2018 - 19 Proposed Budget
2020.400	Contractual & Other	*	7,165.00
2020.450	Materials & Supplies	*	5,983.00
2020.490	BOCES Services	*	<u>51,053.00</u>
2020	SUPERVISION - REGULAR SCHOOL	****	552,570.00
2060.150	Instructional Salaries	*	6,000.00
2060.160	Non-Instructional Salaries	*	<u>4,500.00</u>
2060	Research, Planning and Evaluation	****	10,500.00
2250.150	Instructional Salaries	*	91,406.00
2250.160	Non-Instructional Salaries	*	2,773.00
2250	PROGRAM FOR SWD SCHOOL AGE - SCHOOL YEAR	****	94,179.00
9010.800	Employee Benefits	*	<u>52,591.00</u>
9010	STATE RETIREMENT	****	52,591.00
9020.800	Employee Benefits	*	<u>80,449.64</u>
9020	TEACHERS' RETIREMENT	****	80,449.64
9030.800	Employee Benefits	*	<u>74,686.00</u>
9030	SOCIAL SECURITY	****	74,686.00
9040.800	Employee Benefits	*	<u>14,337.00</u>
9040	WORKERS' COMPENSATION	****	14,337.00
9060.800	Employee Benefits	*	<u>293,982.00</u>
9060	HEALTH INSURANCE	****	293,982.00
9061.800	Employee Benefits	*	<u>183.00</u>
9061	FLEXIBLE SPENDING ACCOUNT FEES	****	183.00
9065.800	Employee Benefits	*	<u>13,325.00</u>
9065	DENTAL INSURANCE	****	13,325.00
9089.800	Employee Benefits	*	<u>2,400.00</u>
9089	EMPLOYER 403B CONTRIBUTION	****	2,400.00
Totals For Administrative Component:			<u><u>2,708,884.64</u></u>

Account	Description		2018 - 19 Proposed Budget
Capital Components			
1620.160	Non-Instructional Salaries	*	422,603.00
1620.161	Non-Instructional Salaries	*	125,600.00
1620.200	Equipment	*	88,679.00
1620.400	Contractual & Other	*	170,225.00
1620.401	Utilities	*	389,200.00
1620.450	Materials & Supplies	*	<u>164,208.00</u>
1620	OPERATION OF PLANT	****	1,360,515.00
1964.400	Contractual & Other	*	<u>1,500.00</u>
1964	REFUND ON REAL PROPERTY TAXES	****	1,500.00
1983.490	BOCES Services	*	<u>276,325.00</u>
1983	BOCES CAPITAL EXPENSES	****	276,325.00
5510.210	Purchase of Buses	*	<u>25,000.00</u>
5510	DISTRCT TRANSPORTATION SERVICES	****	25,000.00
9010.800	Employee Benefits	*	<u>82,043.00</u>
9010	STATE RETIREMENT	****	82,043.00
9030.800	Employee Benefits	*	<u>41,939.00</u>
9030	SOCIAL SECURITY	****	41,939.00
9040.800	Employee Benefits	*	<u>8,051.00</u>
9040	WORKERS' COMPENSATION	****	8,051.00
9060.800	Employee Benefits	*	<u>165,085.00</u>
9060	HEALTH INSURANCE	****	165,085.00
9061.800	Employee Benefits	*	<u>103.00</u>
9061	FLEXIBLE SPENDING ACCOUNT FEES	****	103.00
9065.800	Employee Benefits	*	<u>7,483.00</u>
9065	DENTAL INSURANCE	****	7,483.00
9089.800	Employee Benefits	*	<u>60,131.00</u>
9089	EMPLOYER 403B CONTRIBUTION	****	60,131.00
9901.960	Interfund Transfer for Debt	*	500,328.00

Account	Description		2018 - 19 Proposed Budget
9901	TRANSFER TO DEBT SERVICE	****	500,328.00
9950.900	Interfund Transfer	*	166,000.00
9950	INTERFUND TRANSFERS	****	166,000.00
Totals For Capital Component:			2,694,503.00

Program Component

1420.400	Contractual & Other	*	17,500.00
1420	LEGAL	****	17,500.00
2070.150	Instructional Salaries	*	9,810.00
2070.160	Non-Instructional Salaries	*	3,000.00
2070.400	Contractual & Other	*	22,604.00
2070.400	Materials & Supplies	*	6,000.00
2070	INSERVICE TRAINNG - INSTRUCTION	****	41,414.00
2110.120	Teacher Salaries, Kindergarten - Grade 3	*	1,309,166.00
2110.121	Teacher Salaries, Grades 4-6	*	567,982.00
2110.130	Teacher Salaries, Grade 7-12	*	1,715,554.00
2110.140	Substitute Teacher Salaries	*	160,000.00
2110.160	Non-Instructional Salaries	*	197,910.00
2110.200	Equipment	*	23,850.00
2110.400	Contractual & Other	*	12,894.00
2110.450	Materials & Supplies	*	78,209.00
2110.470	Tuition paid to Public Districts in NYS	*	25,000.00
2110.480	Textbooks	*	40,692.00
2110.490	BOCES Services	*	188,650.00
2110	TEACHING - REGULAR SCHOOL	****	4,319,907.00
2250.150	Instructional Salaries	*	570,397.00
2250.160	Non-Instructional Salaries	*	414,000.00
2250.200	Equipment	*	6,500.00

Account	Description		2018 - 19 Proposed Budget
2250.400	Contractual & Other	*	3,660.00
2250.450	Materials & Supplies	*	7,935.00
2250.480	Textbooks	*	400.00
2250.490	BOCES Services	*	<u>931,129.00</u>
2250	PROGRAM FOR SWD SCHOOL AGE - SCHOOL YEAR	****	1,934,021.00
2280.490	BOCES Services	*	<u>547,172.00</u>
2280	OCCUPATIONAL EDUCATION (GRADES 9-12)	****	547,172.00
2330.150	Instructional Salaries	*	5,500.00
2330.490	BOCES Services	*	<u>10,010.00</u>
2330	TEACHING - SPECIAL SCHOOLS	****	15,510.00
2610.150	Instructional Salaries	*	67,945.00
2610.450	Materials & Supplies	*	11,033.00
2610.490	BOCES Services	*	<u>72,413.00</u>
2610	SCHOOL LIBRARY & AUDIOVISUAL	****	151,391.00
2630.220	Equipment	*	16,500.00
2630.400	Contractual & Other	*	941.00
2630.450	Materials & Supplies	*	25,000.00
2630.460	Software	*	23,750.00
2630.490	BOCES Services	*	<u>179,625.00</u>
2630	COMPUTER ASSISTED INSTRUCTION	****	245,816.00
2810.150	Instructional Salaries	*	244,777.00
2810.160	Non-Instructional Salaries	*	30,697.00
2810.400	Contractual & Other	*	10,494.00
2810.450	Materials & Supplies	*	<u>6,091.00</u>
2810	GUIDANCE - REGULAR SCHOOL	****	292,059.00
2815.160	Non-Instructional Salaries	*	138,220.00
2815.200	Equipment	*	950.00
2815.400	Contractual & Other	*	15,900.00
2815.450	Materials & Supplies	*	3,580.00

Account	Description		2018 - 19 Proposed Budget
2815.490	BOCES Services	*	<u>602.00</u>
2815	HEALTH SERVICES - REGULAR SCHOOL	****	159,252.00
2820.150	Instructional Salaries	*	<u>69,706.00</u>
2820	PSYCHOLOGICAL SERVICES - REGULAR SCHOOL	****	69,706.00
2825.150	Instructional Salaries	*	<u>145,063.00</u>
2825	SOCIAL WORK SERVICES - REGULAR SCHOOL	****	145,063.00
2830.400	Contractual & Other	*	<u>60,000.00</u>
2830	PUPIL PERSONNEL SERVICES	****	60,000.00
2850.150	Instructional Salaries	*	<u>72,967.00</u>
2850	CO-CURRICULAR ACTIVITIES - REGULAR SCHOOL	****	72,967.00
2855.150	Instructional Salaries	*	186,374.00
2855.200	Equipment	*	5,000.00
2855.400	Contractual & Other	*	30,000.00
2855.421	Officials	*	35,400.00
2855.450	Materials & Supplies	*	32,700.00
2855.490	BOCES Services	*	<u>3,217.00</u>
2855	INTERSCHOLASTIC ACTIVITIES - REGULAR SCHOOL	****	292,691.00
5510.160	Non-Instructional Salaries	*	487,838.00
5510.400	Contractual & Other	*	123,250.00
5510.450	Materials & Supplies	*	145,847.00
5510.490	BOCES Services	*	<u>3,760.00</u>
5510	DISTRICT TRANSPORTATION SERVICES	****	760,695.00
5530.160	Non-Instructional Salaries	*	58,892.00
5530.200	Equipment	*	1,000.00
5530.400	Contractual & Other	*	5,000.00
5530.401	Utilities	*	20,900.00
5530.450	Materials & Supplies	*	<u>6,062.00</u>
5530	GARAGE BUILDING	****	91,854.00
7310.150	Instructional Salaries	*	9,000.00

Account	Description		2018 - 19 Proposed Budget
7310.160	Non-Instructional Salaries	*	<u>11,745.00</u>
7310	YOUTH PROGRAMS	****	20,745.00
9010.800	Employee Benefits	*	<u>201,388.00</u>
9010	STATE RETIREMENT	****	201,388.00
9020.800	Employee Benefits	*	<u>660,134.36</u>
9020	TEACHERS' RETIREMENT	****	660,134.36
9030.800	Employee Benefits	*	<u>495,452.00</u>
9030	SOCIAL SECURITY	****	495,452.00
9040.800	Employee Benefits	*	<u>95,112.00</u>
9040	WORKERS' COMPENSATION	****	95,112.00
9060.800	Employee Benefits	*	<u>1,950,225.00</u>
9060	HEALTH INSURANCE	****	1,950,225.00
9061.800	Employee Benefits	*	<u>1,214.00</u>
9061	FLEXIBLE SPENDING ACCOUNT FEES	****	1,214.00
9065.800	Employee Benefits	*	<u>88,399.00</u>
9065	DENTAL INSURANCE	****	88,399.00
9950.900	Interfund Transfer	*	<u>20,500.00</u>
9950	INTERFUND TRANSFERS	****	20,500.00
Totals For Program Component:			<u><u>12,750,187.36</u></u>

Grand Total:	18,153,575.00
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<u>Component Percentage Analysis</u>	
Administrative	14.922%
Capital	14.843%
Program	<u>70.235%</u>
Total:	100.000%

Property Tax Report Card

2018-19 Property Tax Report Card

080201 - BAINBRIDGE-GUILFORD

Contact Person: Janice Rideout

Telephone Number: 607-967-6335

	Budgeted 2017-18 (A)	Proposed Budget 2018-19 (B)
Total Budgeted Amount, not Including Separate Propositions	17,618,035	18,153,575
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	6,174,674	6,435,722
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)	6,174,674	6,435,722
F. Permissible Exclusions to the School Tax Levy Limit	10,548	101,306
G. School Tax Levy Limit , <u>Excluding</u> Levy for Permissible Exclusions ³	6,164,126	6,334,416
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	6,164,126	6,334,416
I. Difference: (G - H); (negative value requires 60.0% voter approval) ²	0	0
Public School Enrollment	771	791
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	2,682,974	3,238,977
Assigned Appropriated Fund Balance	400,000	466,000
Adjusted Unrestricted Fund Balance	704,447	726,143
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	4.00%

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 2018-2019 School Year
Capital	Capital Reserve Fund	To pay the cost of any object or purpose for which bonds may be issued.	880,062	1,380,282	No intended use in 2018-19
Capital	Transportation Vehicle Capital Reserve Fund	To finance the purchase of school buses, vehicles and equipment.	-	-	If voter authorized, this reserve will be established in the 2018-19 school year.
Repair	Repair Reserve Fund	To pay the cost of repairs to capital improvements or equipment.	-	-	No intended use in 2018-19
Workers' Compensation	Workers' Compensation Reserve Fund	To pay for Workers Compensation and benefits.	153,078	153,117	No intended use in 2018-19
Unemployment Insurance	Unemployment Insurance Reserve Fund	To pay the cost of reimbursement to the State Unemployment Insurance Fund.	39,099	38,996	If unemployment insurance claims are incurred during the 2018-19 school year, the district will use the reserve to offset the expenditure.
Reserve for Tax Reduction	N/A	For the gradual use of the proceeds of the sale of school district real property.	-	-	N/A
Mandatory Reserve for Debt Service	N/A	To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of district capital assets or improvements.	-	-	N/A
Insurance	N/A	To pay liability, casualty, and other types of uninsured losses.	-	-	N/A
Property Loss	Property Loss Reserve Fund	To establish and maintain a program of reserves to cover property loss.	132,413	132,446	District is asking voters to liquidate this reserve to the General Fund. If authorized, district intends to transfer funds in 2018-19 to a newly created Transportation Vehicle Capital Reserve (if authorized for creation).
Liability	Liability Reserve Fund	To establish and maintain a program of reserves to cover liability claims incurred.	171,044	171,087	District is asking voters to liquidate this reserve to the General Fund. If authorized, district intends to transfer funds in 2018-19 to a newly created Transportation Vehicle Capital Reserve (if authorized for creation).
Tax Certiorari	Tax Certiorari Reserve Fund	To establish a reserve fund for tax certiorari settlements	90,095	90,118	District has a pending claim. If a settlement is reached in 2018-19, the district will use reserve funds pay the claim.
Reserve for Insurance Recoveries	N/A	To account for unexpended proceeds of insurance recoveries at the fiscal year end.	-	-	N/A
Employee Benefit Accrued Liability	Employee Benefit Accrued Liability Reserve Fund	For the payment of accrued 'employee benefits' due to employees upon termination of service.	456,348	456,462	District has appropriated \$60,131 from this reserve for the 2018-19 budget for a leave based retirement incentive that will be earned during the 2018-19 school year.
Retirement Contribution	Retirement Contribution Reserve Fund	To fund employer retirement contributions to the State and Local Employees' Retirement System	750,420	750,608	No intended use in 2018-19
Reserve for Uncollected Taxes	N/A	For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.	-	-	N/A
Other Reserve	N/A	N/A	-	-	N/A

School Academic Report Card

BAINBRIDGE-GUILFORD CSD ENROLLMENT (2016 - 17)

K-12 ENROLLMENT

781

ENROLLMENT BY GENDER

MALE

FEMALE

404	52%	377	48%
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ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
AMERICAN INDIAN OR ALASKA NATIVE	2	0%
BLACK OR AFRICAN AMERICAN	6	1%
HISPANIC OR LATINO	20	3%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	7	1%
WHITE	721	92%
MULTIRACIAL	25	3%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

STUDENTS WITH DISABILITIES

ECONOMICALLY DISADVANTAGED

-	-	101	13%	357	46%
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ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
PRE-K (FULL DAY)	36	4%
K (FULL DAY)	53	6%
1ST GRADE	51	6%
2ND GRADE	56	7%
3RD GRADE	59	7%
4TH GRADE	66	8%
5TH GRADE	52	6%
6TH GRADE	61	7%
UNGRADED ELEMENTARY	7	1%
7TH GRADE	49	6%
8TH GRADE	63	8%
9TH GRADE	53	6%
10TH GRADE	75	9%
11TH GRADE	54	7%
12TH GRADE	74	9%
UNGRADED SECONDARY	8	1%

FREE AND REDUCED-PRICE LUNCH (2016 - 17)

ELIGIBLE FOR FREE LUNCH

ELIGIBLE FOR REDUCED-PRICE LUNCH

232	30%	49	6%
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ATTENDANCE (2015 - 16)

ANNUAL ATTENDANCE RATE	94%
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STUDENT SUSPENSIONS (2015 - 16)

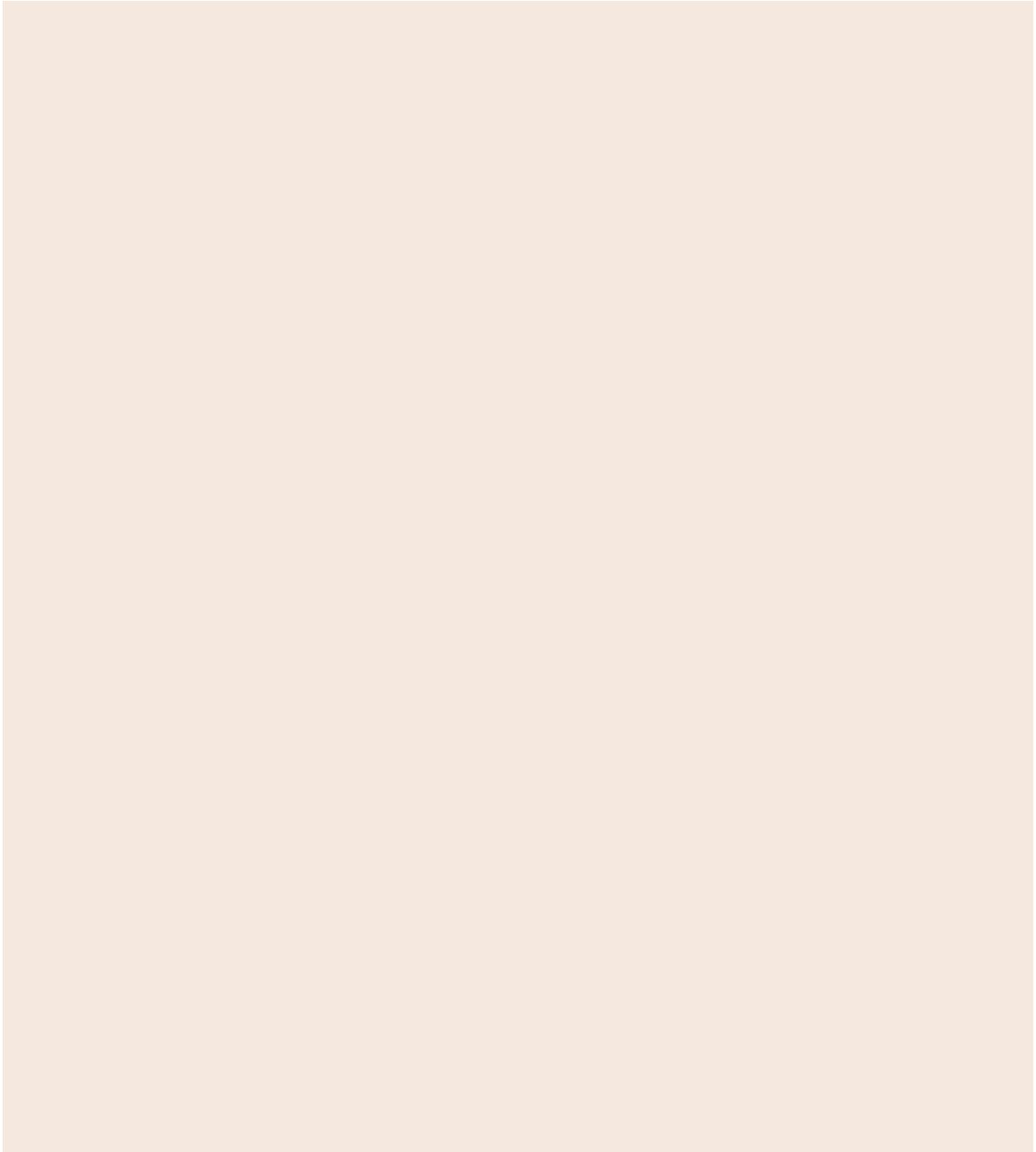
38	5%
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STAFF COUNTS (2016 - 17)

GROUP

STAFF

PRINCIPALS	3
ASSISTANT PRINCIPALS	0
OTHER PROFESSIONAL STAFF	14
PARAPROFESSIONALS	38



HIGH SCHOOL COMPLETERS (2016 - 17)

GROUP	COMPLETERS (GRADUATES + COMMENCEMENT CREDENTIALS)		GRADUATES (REGENTS + LOCAL DIPLOMAS)				REGENTS DIPLOMA	
ALL STUDENTS	72		71				57	80%
GENERAL EDUCATION	60		60				55	92%
STUDENTS WITH DISABILITIES	12		11				2	18%

GROUP	REGENTS WITH ADVANCED DESIGNATION		REGENTS WITH CTE ENDORSEMENT		LOCAL DIPLOMAS		COMMENCEMENT CREDENTIALS	
ALL STUDENTS	21	30%	15	21%	14	20%	1	1%
GENERAL EDUCATION	21	35%	14	23%	5	8%	0	0%
STUDENTS WITH DISABILITIES	0	0%	1	9%	9	82%	1	8%

HIGH SCHOOL NON-COMPLETERS (2016 - 17)

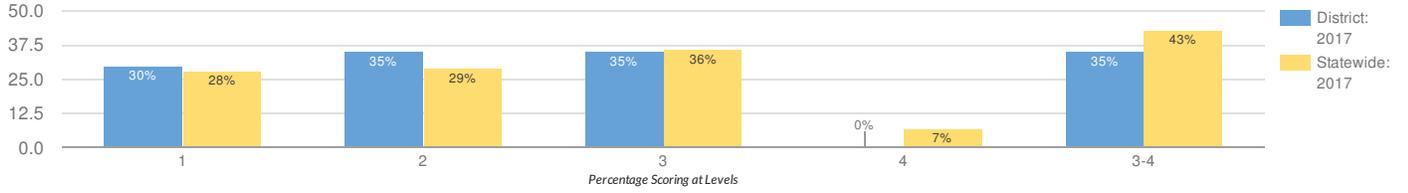
GROUP	DROPPED OUT	ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM	TOTAL NONCOMPLETERS
ALL STUDENTS	-	-	-
GENERAL EDUCATION	-	-	-

POST-GRADUATION PLANS OF COMPLETERS (2016 - 17)

GROUP	TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
ALL STUDENTS	20	28%	20	28%	2	3%	4	6%
GENERAL EDUCATION	20	33%	18	30%	1	2%	4	7%
STUDENTS WITH DISABILITIES	0	0%	2	17%	1	8%	0	0%

GROUP	TO EMPLOYMENT		TO ADULT SERVICES		TO OTHER KNOWN PLANS		PLANS UNKNOWN	
ALL STUDENTS	26	36%	0	0%	0	0%	0	0%
GENERAL EDUCATION	17	28%	0	0%	0	0%	0	0%
STUDENTS WITH DISABILITIES	9	75%	0	0%	0	0%	0	0%

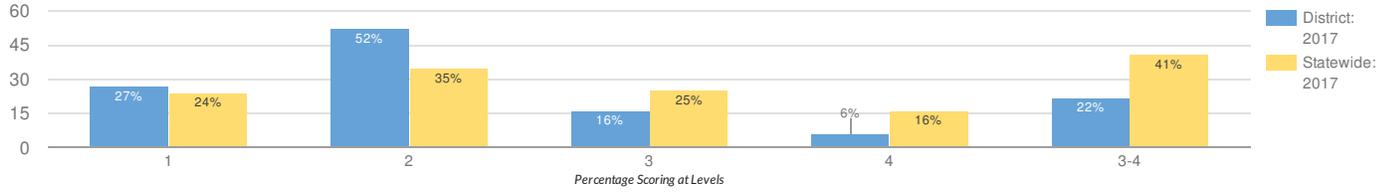
GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 305

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	54	35%	16	30%	19	35%
GENERAL EDUCATION	46	41%	12	26%	15	33%
STUDENTS WITH DISABILITIES	8	0%	4	50%	4	50%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-
HISPANIC OR LATINO	3	_%	-	-	-	-
WHITE	48	33%	14	29%	18	38%
MULTIRACIAL	1	_%	-	-	-	-
SMALL GROUP TOTAL	6	50%	2	33%	1	17%
FEMALE	27	44%	7	26%	8	30%
MALE	27	26%	9	33%	11	41%
NON-ENGLISH LANGUAGE LEARNERS	54	35%	16	30%	19	35%
ECONOMICALLY DISADVANTAGED	26	31%	8	31%	10	38%
NOT ECONOMICALLY DISADVANTAGED	28	39%	8	29%	9	32%
NOT MIGRANT	54	35%	16	30%	19	35%

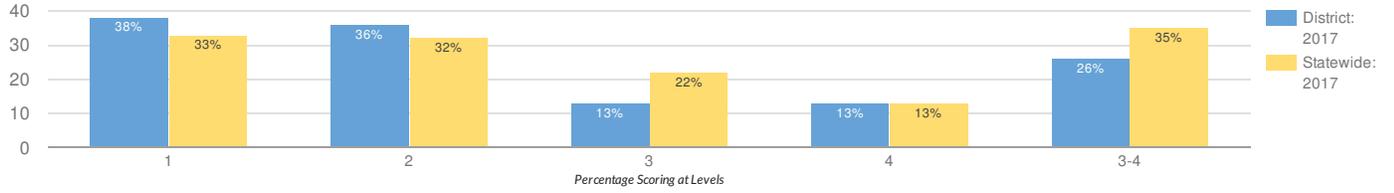
GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 299

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	64	22%	17	27%	33	52%	10	16%	4	6%
GENERAL EDUCATION	58	22%	16	28%	29	50%	9	16%	4	7%
STUDENTS WITH DISABILITIES	6	17%	1	17%	4	67%	1	17%	0	0%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	58	22%	17	29%	28	48%	9	16%	4	7%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	17%	0	0%	5	83%	1	17%	0	0%
FEMALE	33	21%	6	18%	20	61%	7	21%	0	0%
MALE	31	23%	11	35%	13	42%	3	10%	4	13%
NON-ENGLISH LANGUAGE LEARNERS	64	22%	17	27%	33	52%	10	16%	4	6%
ECONOMICALLY DISADVANTAGED	36	19%	10	28%	19	53%	5	14%	2	6%
NOT ECONOMICALLY DISADVANTAGED	28	25%	7	25%	14	50%	5	18%	2	7%
NOT MIGRANT	64	22%	17	27%	33	52%	10	16%	4	6%

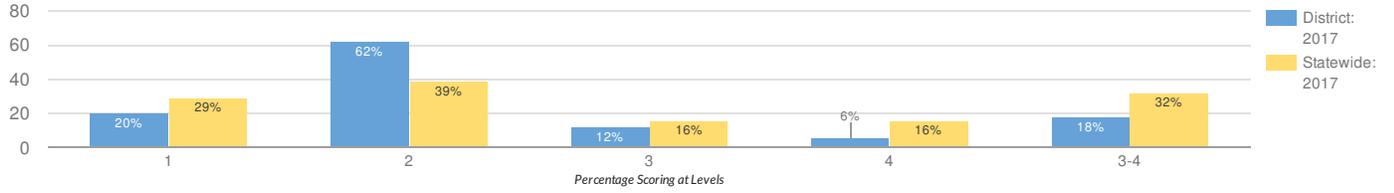
GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 295

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4		
ALL STUDENTS	39	26%	15	38%	14	36%	5	13%
GENERAL EDUCATION	31	32%	11	35%	10	32%	5	16%
STUDENTS WITH DISABILITIES	8	0%	4	50%	4	50%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	_%	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-
WHITE	34	26%	13	38%	12	35%	4	12%
MULTIRACIAL	1	_%	-	-	-	-	-	-
SMALL GROUP TOTAL	5	20%	2	40%	2	40%	1	20%
FEMALE	21	33%	6	29%	8	38%	2	10%
MALE	18	17%	9	50%	6	33%	3	17%
NON-ENGLISH LANGUAGE LEARNERS	38	_%	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	22	5%	9	41%	12	55%	1	5%
NOT ECONOMICALLY DISADVANTAGED	17	53%	6	35%	2	12%	4	24%
NOT MIGRANT	39	26%	15	38%	14	36%	5	13%

GRADE 6 ENGLISH LANGUAGE ARTS



MEAN SCORE: 298

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	50	18%	10	20%	31	62%	6	12%	3	6%
GENERAL EDUCATION	46	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	3	_%	-	-	-	-	-	-	-	-
WHITE	45	16%	9	20%	29	64%	5	11%	2	4%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	40%	1	20%	2	40%	1	20%	1	20%
FEMALE	24	29%	4	17%	13	54%	4	17%	3	13%
MALE	26	8%	6	23%	18	69%	2	8%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	50	18%	10	20%	31	62%	6	12%	3	6%
ECONOMICALLY DISADVANTAGED	26	19%	7	27%	14	54%	4	15%	1	4%
NOT ECONOMICALLY DISADVANTAGED	24	17%	3	13%	17	71%	2	8%	2	8%
NOT MIGRANT	50	18%	10	20%	31	62%	6	12%	3	6%

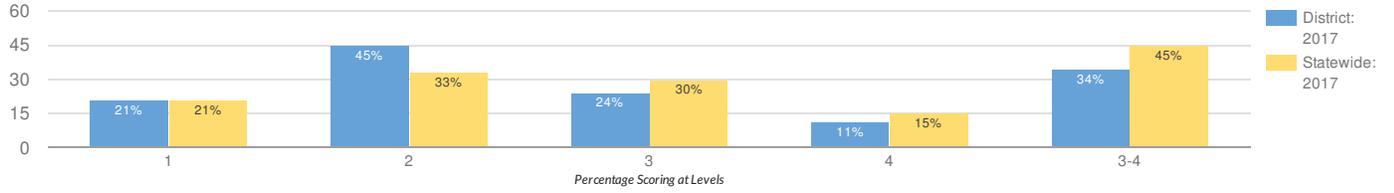
GRADE 7 ENGLISH LANGUAGE ARTS



MEAN SCORE: 298

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	34	38%	12	35%	9	26%	10	29%	3	9%
GENERAL EDUCATION	28	46%	6	21%	9	32%	10	36%	3	11%
STUDENTS WITH DISABILITIES	6	0%	6	100%	0	0%	0	0%	0	0%
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	33	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	34	38%	12	35%	9	26%	10	29%	3	9%
FEMALE	12	50%	3	25%	3	25%	5	42%	1	8%
MALE	22	32%	9	41%	6	27%	5	23%	2	9%
NON-ENGLISH LANGUAGE LEARNERS	33	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	16	19%	7	44%	6	38%	1	6%	2	13%
NOT ECONOMICALLY DISADVANTAGED	18	56%	5	28%	3	17%	9	50%	1	6%
NOT MIGRANT	34	38%	12	35%	9	26%	10	29%	3	9%

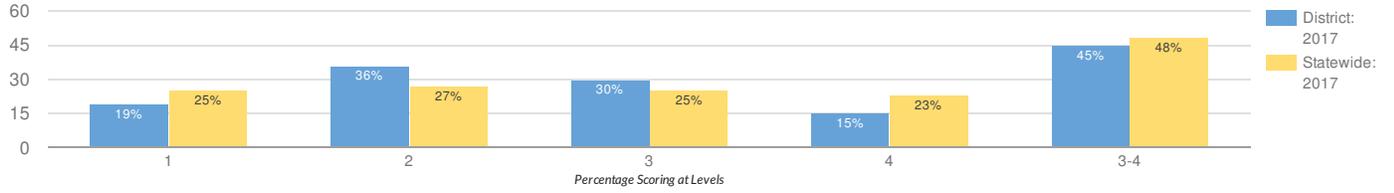
GRADE 8 ENGLISH LANGUAGE ARTS



MEAN SCORE: 305

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	38	34%	8	21%	17	45%	9	24%	4	11%
GENERAL EDUCATION	33	39%	4	12%	16	48%	9	27%	4	12%
STUDENTS WITH DISABILITIES	5	0%	4	80%	1	20%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	33	36%	7	21%	14	42%	9	27%	3	9%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	20%	1	20%	3	60%	0	0%	1	20%
FEMALE	22	36%	5	23%	9	41%	5	23%	3	14%
MALE	16	31%	3	19%	8	50%	4	25%	1	6%
NON-ENGLISH LANGUAGE LEARNERS	37	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	16	25%	5	31%	7	44%	1	6%	3	19%
NOT ECONOMICALLY DISADVANTAGED	22	41%	3	14%	10	45%	8	36%	1	5%
NOT MIGRANT	38	34%	8	21%	17	45%	9	24%	4	11%

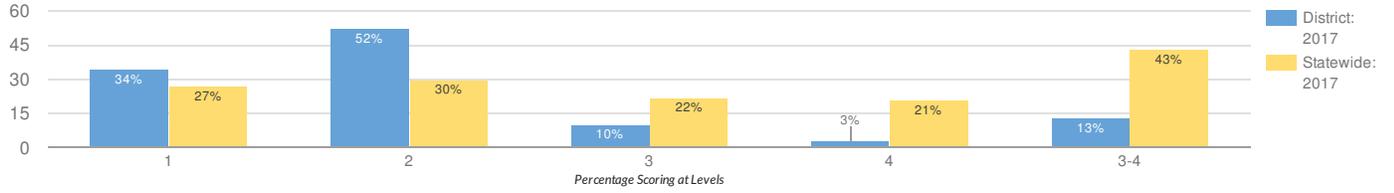
GRADE 3 MATHEMATICS



MEAN SCORE: 307

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	53	45%	10	19%	19	36%	16	30%	8	15%
GENERAL EDUCATION	45	51%	4	9%	18	40%	15	33%	8	18%
STUDENTS WITH DISABILITIES	8	13%	6	75%	1	13%	1	13%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	3	_%	-	-	-	-	-	-	-	-
WHITE	47	45%	8	17%	18	38%	14	30%	7	15%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	50%	2	33%	1	17%	2	33%	1	17%
FEMALE	26	50%	3	12%	10	38%	8	31%	5	19%
MALE	27	41%	7	26%	9	33%	8	30%	3	11%
NON-ENGLISH LANGUAGE LEARNERS	53	45%	10	19%	19	36%	16	30%	8	15%
ECONOMICALLY DISADVANTAGED	26	42%	6	23%	9	35%	8	31%	3	12%
NOT ECONOMICALLY DISADVANTAGED	27	48%	4	15%	10	37%	8	30%	5	19%
NOT MIGRANT	53	45%	10	19%	19	36%	16	30%	8	15%

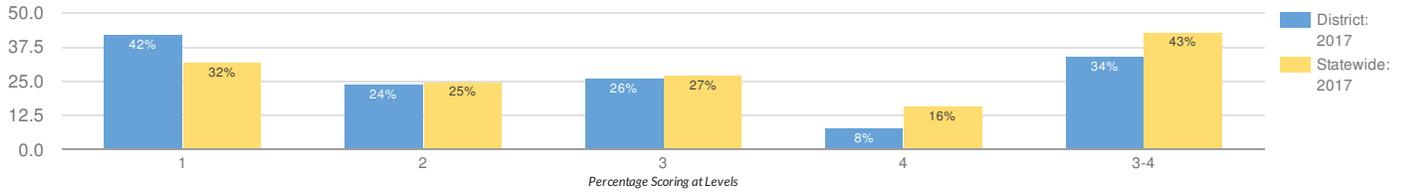
GRADE 4 MATHEMATICS



MEAN SCORE: 285

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	61	13%	21	34%	32	52%	6	10%	2	3%
GENERAL EDUCATION	56	14%	17	30%	31	55%	6	11%	2	4%
STUDENTS WITH DISABILITIES	5	0%	4	80%	1	20%	0	0%	0	0%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	55	13%	19	35%	29	53%	5	9%	2	4%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	17%	2	33%	3	50%	1	17%	0	0%
FEMALE	30	3%	14	47%	15	50%	0	0%	1	3%
MALE	31	23%	7	23%	17	55%	6	19%	1	3%
NON-ENGLISH LANGUAGE LEARNERS	61	13%	21	34%	32	52%	6	10%	2	3%
ECONOMICALLY DISADVANTAGED	35	9%	12	34%	20	57%	3	9%	0	0%
NOTECONOMICALLY DISADVANTAGED	26	19%	9	35%	12	46%	3	12%	2	8%
NOT MIGRANT	61	13%	21	34%	32	52%	6	10%	2	3%

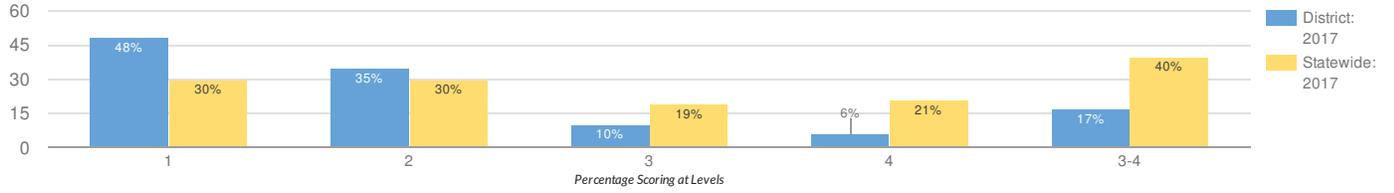
GRADE 5 MATHEMATICS



MEAN SCORE: 303

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	38	34%	16	42%	9	24%	10	26%	3	8%
GENERAL EDUCATION	31	39%	12	39%	7	23%	9	29%	3	10%
STUDENTS WITH DISABILITIES	7	14%	4	57%	2	29%	1	14%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	33	30%	14	42%	9	27%	7	21%	3	9%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	60%	2	40%	0	0%	3	60%	0	0%
FEMALE	21	38%	10	48%	3	14%	6	29%	2	10%
MALE	17	29%	6	35%	6	35%	4	24%	1	6%
NON-ENGLISH LANGUAGE LEARNERS	37	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	22	18%	11	50%	7	32%	4	18%	0	0%
NOT ECONOMICALLY DISADVANTAGED	16	56%	5	31%	2	13%	6	38%	3	19%
NOT MIGRANT	38	34%	16	42%	9	24%	10	26%	3	8%

GRADE 6 MATHEMATICS

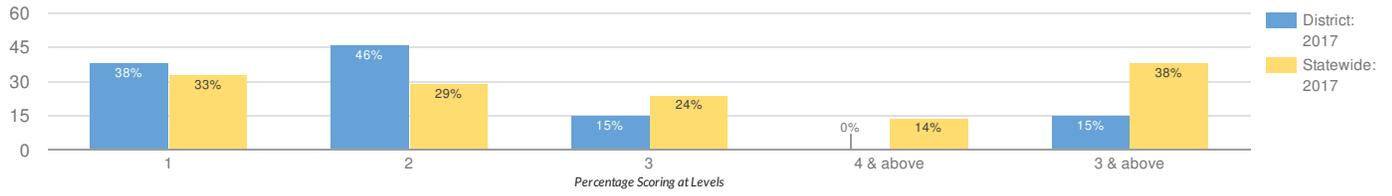


MEAN SCORE: 289

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	48	17%	23	48%	17	35%	5	10%	3	6%
GENERAL EDUCATION	45	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	3	_%	-	-	-	-	-	-	-	-
WHITE	43	14%	20	47%	17	40%	4	9%	2	5%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	40%	3	60%	0	0%	1	20%	1	20%
FEMALE	24	17%	13	54%	7	29%	4	17%	0	0%
MALE	24	17%	10	42%	10	42%	1	4%	3	13%
NON-ENGLISH LANGUAGE LEARNERS	48	17%	23	48%	17	35%	5	10%	3	6%
ECONOMICALLY DISADVANTAGED	25	4%	14	56%	10	40%	1	4%	0	0%
NOTECONOMICALLY DISADVANTAGED	23	30%	9	39%	7	30%	4	17%	3	13%
NOT MIGRANT	48	17%	23	48%	17	35%	5	10%	3	6%

GRADE 7 MATHEMATICS

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

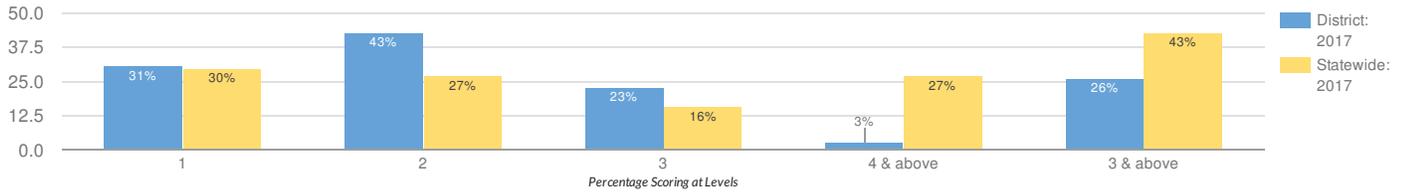


MEAN SCORE: 291

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	26	15%	10	38%	12	46%	4	15%	0	0%
GENERAL EDUCATION	21	19%	5	24%	12	57%	4	19%	0	0%
STUDENTS WITH DISABILITIES	5	0%	5	100%	0	0%	0	0%	0	0%
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	25	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	26	15%	10	38%	12	46%	4	15%	0	0%
FEMALE	10	10%	2	20%	7	70%	1	10%	0	0%
MALE	16	19%	8	50%	5	31%	3	19%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	26	15%	10	38%	12	46%	4	15%	0	0%
ECONOMICALLY DISADVANTAGED	11	0%	5	45%	6	55%	0	0%	0	0%
NOT ECONOMICALLY DISADVANTAGED	15	27%	5	33%	6	40%	4	27%	0	0%
NOT MIGRANT	26	15%	10	38%	12	46%	4	15%	0	0%

GRADE 8 MATHEMATICS

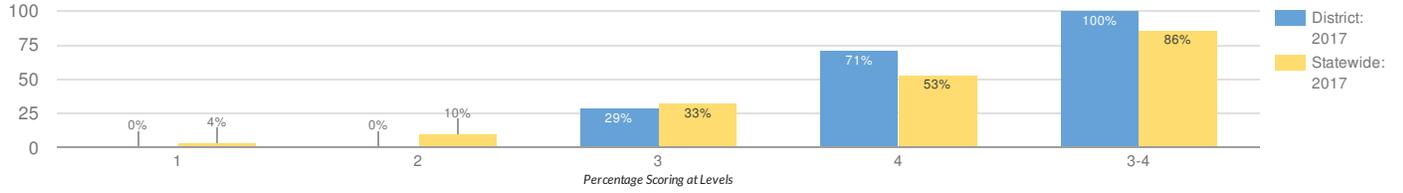
Mean scores and data in the table for grade 8 math include only those for grade 8 students who took the Grade 8 New York State Testing Program Assessment (NYSTP) in Mathematics. For 2015 and forward, data in the bar charts include those for grade 8 students who took the Grade 8 NYSTP in Mathematics and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



MEAN SCORE: 299

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	35	26%	11	31%	15	43%	8	23%	1	3%
GENERAL EDUCATION	31	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	30	23%	9	30%	14	47%	6	20%	1	3%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	40%	2	40%	1	20%	2	40%	0	0%
FEMALE	20	30%	6	30%	8	40%	5	25%	1	5%
MALE	15	20%	5	33%	7	47%	3	20%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	34	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	15	20%	7	47%	5	33%	2	13%	1	7%
NOT ECONOMICALLY DISADVANTAGED	20	30%	4	20%	10	50%	6	30%	0	0%
NOT MIGRANT	35	26%	11	31%	15	43%	8	23%	1	3%

GRADE 4 SCIENCE

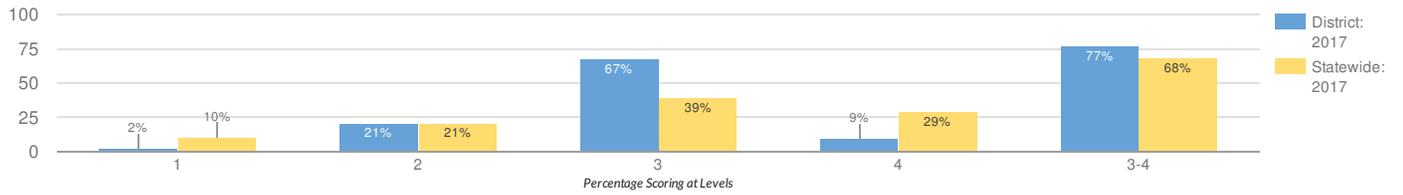


MEAN SCORE: 88

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	69	100%	0	0%	0	0%	20	29%	49	71%
GENERAL EDUCATION	63	100%	0	0%	0	0%	16	25%	47	75%
STUDENTS WITH DISABILITIES	6	100%	0	0%	0	0%	4	67%	2	33%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	62	100%	0	0%	0	0%	18	29%	44	71%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	100%	0	0%	0	0%	2	29%	5	71%
FEMALE	33	100%	0	0%	0	0%	12	36%	21	64%
MALE	36	100%	0	0%	0	0%	8	22%	28	78%
NON-ENGLISH LANGUAGE LEARNERS	69	100%	0	0%	0	0%	20	29%	49	71%
ECONOMICALLY DISADVANTAGED	39	100%	0	0%	0	0%	13	33%	26	67%
NOT ECONOMICALLY DISADVANTAGED	30	100%	0	0%	0	0%	7	23%	23	77%
NOT MIGRANT	69	100%	0	0%	0	0%	20	29%	49	71%

GRADE 8 SCIENCE

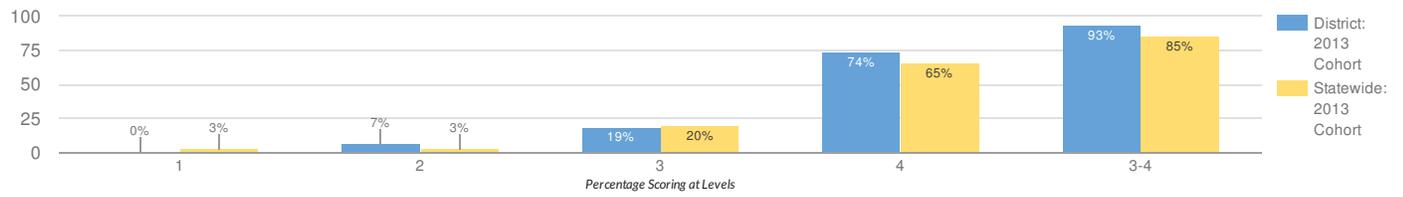
Data in the bar charts include those for grade 8 students who took the New York State Grade 8 Science Test and grade 8 students who took a Regents science test in lieu of this test. Mean scores and data in the table for grade 8 science include only those for grade 8 students who took the New York State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



MEAN SCORE: 72

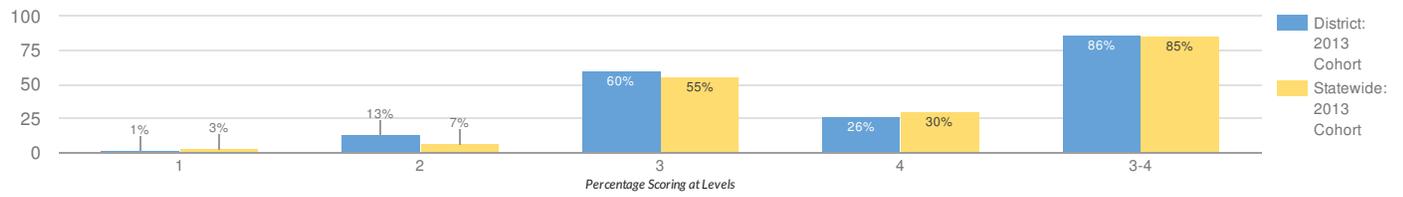
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	43	77%	1	2%	9	21%	29	67%	4	9%
GENERAL EDUCATION	38	84%	1	3%	5	13%	28	74%	4	11%
STUDENTS WITH DISABILITIES	5	20%	0	0%	4	80%	1	20%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	36	81%	0	0%	7	19%	25	69%	4	11%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	57%	1	14%	2	29%	4	57%	0	0%
FEMALE	22	82%	0	0%	4	18%	15	68%	3	14%
MALE	21	71%	1	5%	5	24%	14	67%	1	5%
NON-ENGLISH LANGUAGE LEARNERS	42	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	20	65%	1	5%	6	30%	11	55%	2	10%
NOT ECONOMICALLY DISADVANTAGED	23	87%	0	0%	3	13%	18	78%	2	9%
NOT MIGRANT	43	77%	1	2%	9	21%	29	67%	4	9%

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



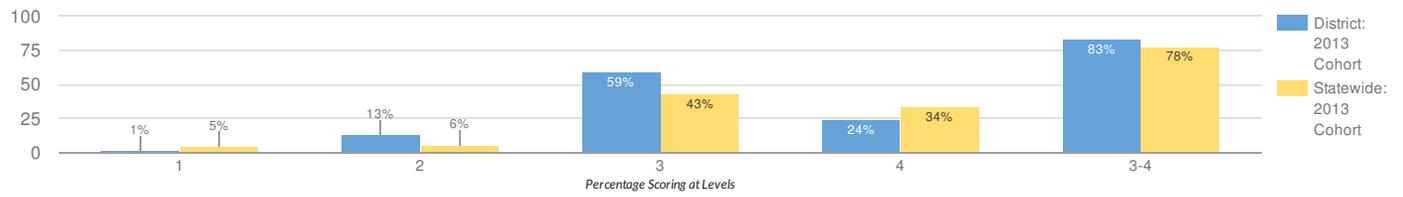
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	70	93%	0	0%	5	7%	13	19%	52	74%
GENERAL EDUCATION	60	100%	0	0%	0	0%	10	17%	50	83%
STUDENTS WITH DISABILITIES	10	50%	0	0%	5	50%	3	30%	2	20%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	65	92%	0	0%	5	8%	13	20%	47	72%
SMALL GROUP TOTAL	5	100%	0	0%	0	0%	0	0%	5	100%
FEMALE	32	97%	0	0%	1	3%	4	13%	27	84%
MALE	38	89%	0	0%	4	11%	9	24%	25	66%
NON-ENGLISH LANGUAGE LEARNERS	70	93%	0	0%	5	7%	13	19%	52	74%
ECONOMICALLY DISADVANTAGED	25	96%	0	0%	1	4%	7	28%	17	68%
NOT ECONOMICALLY DISADVANTAGED	45	91%	0	0%	4	9%	6	13%	35	78%
NOT MIGRANT	70	93%	0	0%	5	7%	13	19%	52	74%

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



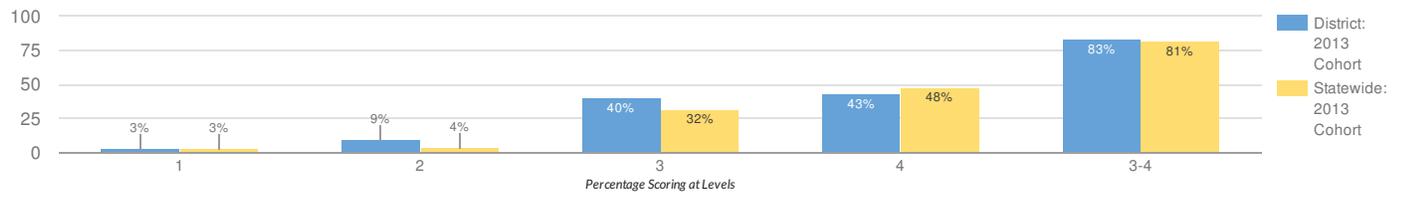
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	70	86%	1	1%	9	13%	42	60%	18	26%
GENERAL EDUCATION	60	92%	0	0%	5	8%	37	62%	18	30%
STUDENTS WITH DISABILITIES	10	50%	1	10%	4	40%	5	50%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	65	85%	1	2%	9	14%	40	62%	15	23%
SMALL GROUP TOTAL	5	100%	0	0%	0	0%	2	40%	3	60%
FEMALE	32	88%	0	0%	4	13%	21	66%	7	22%
MALE	38	84%	1	3%	5	13%	21	55%	11	29%
NON-ENGLISH LANGUAGE LEARNERS	70	86%	1	1%	9	13%	42	60%	18	26%
ECONOMICALLY DISADVANTAGED	25	80%	1	4%	4	16%	16	64%	4	16%
NOT ECONOMICALLY DISADVANTAGED	45	89%	0	0%	5	11%	26	58%	14	31%
NOT MIGRANT	70	86%	1	1%	9	13%	42	60%	18	26%

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



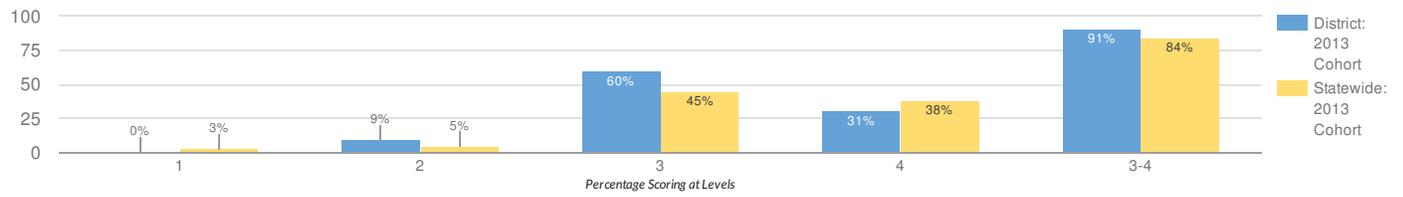
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	70	83%	1	1%	9	13%	41	59%	17	24%
GENERAL EDUCATION	60	90%	0	0%	4	7%	37	62%	17	28%
STUDENTS WITH DISABILITIES	10	40%	1	10%	5	50%	4	40%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	65	82%	1	2%	9	14%	38	58%	15	23%
SMALL GROUP TOTAL	5	100%	0	0%	0	0%	3	60%	2	40%
FEMALE	32	84%	0	0%	3	9%	19	59%	8	25%
MALE	38	82%	1	3%	6	16%	22	58%	9	24%
NON-ENGLISH LANGUAGE LEARNERS	70	83%	1	1%	9	13%	41	59%	17	24%
ECONOMICALLY DISADVANTAGED	25	84%	0	0%	4	16%	17	68%	4	16%
NOT ECONOMICALLY DISADVANTAGED	45	82%	1	2%	5	11%	24	53%	13	29%
NOT MIGRANT	70	83%	1	1%	9	13%	41	59%	17	24%

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	70	83%	2	3%	6	9%	28	40%	30	43%
GENERAL EDUCATION	60	87%	1	2%	3	5%	24	40%	28	47%
STUDENTS WITH DISABILITIES	10	60%	1	10%	3	30%	4	40%	2	20%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	65	82%	2	3%	6	9%	27	42%	26	40%
SMALL GROUP TOTAL	5	100%	0	0%	0	0%	1	20%	4	80%
FEMALE	32	81%	2	6%	3	9%	12	38%	14	44%
MALE	38	84%	0	0%	3	8%	16	42%	16	42%
NON-ENGLISH LANGUAGE LEARNERS	70	83%	2	3%	6	9%	28	40%	30	43%
ECONOMICALLY DISADVANTAGED	25	72%	0	0%	3	12%	10	40%	8	32%
NOT ECONOMICALLY DISADVANTAGED	45	89%	2	4%	3	7%	18	40%	22	49%
NOT MIGRANT	70	83%	2	3%	6	9%	28	40%	30	43%

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



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	70	91%	0	0%	6	9%	42	60%	22	31%
GENERAL EDUCATION	60	97%	0	0%	2	3%	36	60%	22	37%
STUDENTS WITH DISABILITIES	10	60%	0	0%	4	40%	6	60%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	65	91%	0	0%	6	9%	40	62%	19	29%
SMALL GROUP TOTAL	5	100%	0	0%	0	0%	2	40%	3	60%
FEMALE	32	94%	0	0%	2	6%	20	63%	10	31%
MALE	38	89%	0	0%	4	11%	22	58%	12	32%
NON-ENGLISH LANGUAGE LEARNERS	70	91%	0	0%	6	9%	42	60%	22	31%
ECONOMICALLY DISADVANTAGED	25	88%	0	0%	3	12%	18	72%	4	16%
NOT ECONOMICALLY DISADVANTAGED	45	93%	0	0%	3	7%	24	53%	18	40%
NOT MIGRANT	70	91%	0	0%	6	9%	42	60%	22	31%

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	58	1	2%	2	3%	10	17%	10	17%	35	60%
GENERAL EDUCATION	54	-	-	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	3	-	-	-	-	-	-	-	-	-	-
WHITE	53	1	2%	1	2%	9	17%	9	17%	33	62%
MULTIRACIAL	2	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	0	0%	1	20%	1	20%	1	20%	2	40%
FEMALE	26	0	0%	1	4%	3	12%	3	12%	19	73%
MALE	32	1	3%	1	3%	7	22%	7	22%	16	50%
NON-ENGLISH LANGUAGE LEARNERS	58	1	2%	2	3%	10	17%	10	17%	35	60%
ECONOMICALLY DISADVANTAGED	19	1	5%	2	11%	5	26%	1	5%	10	53%
NOT ECONOMICALLY DISADVANTAGED	39	0	0%	0	0%	5	13%	9	23%	25	64%
NOT MIGRANT	58	1	2%	2	3%	10	17%	10	17%	35	60%

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	38	0	0%	3	8%	26	68%	8	21%	1	3%
GENERAL EDUCATION	30	0	0%	2	7%	19	63%	8	27%	1	3%
STUDENTS WITH DISABILITIES	8	0	0%	1	13%	7	88%	0	0%	0	0%
WHITE	37	-	-	-	-	-	-	-	-	-	-
MULTIRACIAL	1	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	38	0	0%	3	8%	26	68%	8	21%	1	3%
FEMALE	23	0	0%	2	9%	18	78%	3	13%	0	0%
MALE	15	0	0%	1	7%	8	53%	5	33%	1	7%
NON-ENGLISH LANGUAGE LEARNERS	38	0	0%	3	8%	26	68%	8	21%	1	3%
ECONOMICALLY DISADVANTAGED	14	0	0%	1	7%	10	71%	3	21%	0	0%
NOT ECONOMICALLY DISADVANTAGED	24	0	0%	2	8%	16	67%	5	21%	1	4%
NOT MIGRANT	38	0	0%	3	8%	26	68%	8	21%	1	3%

COMMON CORE GEOMETRY

REGENTS COMMON CORE GEOMETRY

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	61	0	0%	1	2%	33	54%	12	20%	15	25%
GENERAL EDUCATION	60	-	-	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-	-	-	-	-
WHITE	57	-	-	-	-	-	-	-	-	-	-
MULTIRACIAL	2	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	61	0	0%	1	2%	33	54%	12	20%	15	25%
FEMALE	37	0	0%	0	0%	23	62%	5	14%	9	24%
MALE	24	0	0%	1	4%	10	42%	7	29%	6	25%
NON-ENGLISH LANGUAGE LEARNERS	61	0	0%	1	2%	33	54%	12	20%	15	25%
ECONOMICALLY DISADVANTAGED	16	0	0%	0	0%	11	69%	4	25%	1	6%
NOT ECONOMICALLY DISADVANTAGED	45	0	0%	1	2%	22	49%	8	18%	14	31%
NOT MIGRANT	61	0	0%	1	2%	33	54%	12	20%	15	25%

ALGEBRA II (COMMON CORE)

ALGEBRA II (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	13	0	0%	0	0%	2	15%	9	69%	2	15%
GENERAL EDUCATION	13	0	0%	0	0%	2	15%	9	69%	2	15%
WHITE	13	0	0%	0	0%	2	15%	9	69%	2	15%
FEMALE	8	0	0%	0	0%	1	13%	6	75%	1	13%
MALE	5	0	0%	0	0%	1	20%	3	60%	1	20%
NON-ENGLISH LANGUAGE LEARNERS	13	0	0%	0	0%	2	15%	9	69%	2	15%
NOT ECONOMICALLY DISADVANTAGED	13	0	0%	0	0%	2	15%	9	69%	2	15%
NOT MIGRANT	13	0	0%	0	0%	2	15%	9	69%	2	15%

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	80	76	95%	71	89%	38	48%
GENERAL EDUCATION	70	68	97%	65	93%	37	53%
STUDENTS WITH DISABILITIES	10	8	80%	6	60%	1	10%
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
HISPANIC OR LATINO	3	-	-	-	-	-	-
WHITE	73	70	96%	67	92%	35	48%
MULTIRACIAL	3	-	-	-	-	-	-
SMALL GROUP TOTAL	7	6	86%	4	57%	3	43%
FEMALE	47	44	94%	43	91%	19	40%
MALE	33	32	97%	28	85%	19	58%
NON-ENGLISH LANGUAGE LEARNERS	80	76	95%	71	89%	38	48%
ECONOMICALLY DISADVANTAGED	30	27	90%	23	77%	12	40%
NOT ECONOMICALLY DISADVANTAGED	50	49	98%	48	96%	26	52%
NOT MIGRANT	80	76	95%	71	89%	38	48%

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	51	50	98%	49	96%	28	55%
GENERAL EDUCATION	46	45	98%	45	98%	28	61%
STUDENTS WITH DISABILITIES	5	5	100%	4	80%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	-	-	-	-	-	-
HISPANIC OR LATINO	3	-	-	-	-	-	-
WHITE	45	44	98%	43	96%	26	58%
MULTIRACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	6	6	100%	6	100%	2	33%
FEMALE	26	26	100%	26	100%	15	58%
MALE	25	24	96%	23	92%	13	52%
NON-ENGLISH LANGUAGE LEARNERS	51	50	98%	49	96%	28	55%
ECONOMICALLY DISADVANTAGED	19	18	95%	17	89%	6	32%
NOT ECONOMICALLY DISADVANTAGED	32	32	100%	32	100%	22	69%
NOT MIGRANT	51	50	98%	49	96%	28	55%

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	62	58	94%	51	82%	21	34%
GENERAL EDUCATION	54	51	94%	46	85%	21	39%
STUDENTS WITH DISABILITIES	8	7	88%	5	63%	0	0%
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	58	-	-	-	-	-	-
MULTIRACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	62	58	94%	51	82%	21	34%
FEMALE	34	33	97%	30	88%	9	26%
MALE	28	25	89%	21	75%	12	43%
NON-ENGLISH LANGUAGE LEARNERS	62	58	94%	51	82%	21	34%
ECONOMICALLY DISADVANTAGED	20	19	95%	17	85%	3	15%
NOT ECONOMICALLY DISADVANTAGED	42	39	93%	34	81%	18	43%
NOT MIGRANT	62	58	94%	51	82%	21	34%

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	68	66	97%	56	82%	20	29%
GENERAL EDUCATION	60	58	97%	50	83%	19	32%
STUDENTS WITH DISABILITIES	8	8	100%	6	75%	1	13%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	-	-	-	-	-	-
WHITE	67	-	-	-	-	-	-
SMALL GROUP TOTAL	68	66	97%	56	82%	20	29%
FEMALE	44	42	95%	34	77%	11	25%
MALE	24	24	100%	22	92%	9	38%
NON-ENGLISH LANGUAGE LEARNERS	68	66	97%	56	82%	20	29%
ECONOMICALLY DISADVANTAGED	22	20	91%	18	82%	6	27%
NOT ECONOMICALLY DISADVANTAGED	46	46	100%	38	83%	14	30%
NOT MIGRANT	68	66	97%	56	82%	20	29%

PHYSICAL SETTING/CHEMISTRY

REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	5	4	80%	3	60%	0	0%
GENERAL EDUCATION	5	4	80%	3	60%	0	0%
WHITE	5	4	80%	3	60%	0	0%
FEMALE	3	-	-	-	-	-	-
MALE	2	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	5	4	80%	3	60%	0	0%
ECONOMICALLY DISADVANTAGED	3	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	2	-	-	-	-	-	-
NOT MIGRANT	5	4	80%	3	60%	0	0%

PHYSICAL SETTING/PHYSICS

REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	29	29	100%	29	100%	10	34%
GENERAL EDUCATION	29	29	100%	29	100%	10	34%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
WHITE	26	-	-	-	-	-	-
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	29	29	100%	29	100%	10	34%
FEMALE	13	13	100%	13	100%	2	15%
MALE	16	16	100%	16	100%	8	50%
NON-ENGLISH LANGUAGE LEARNERS	29	29	100%	29	100%	10	34%
ECONOMICALLY DISADVANTAGED	6	6	100%	6	100%	2	33%
NOT ECONOMICALLY DISADVANTAGED	23	23	100%	23	100%	8	35%
NOT MIGRANT	29	29	100%	29	100%	10	34%

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

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

GRADE 5

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

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	725*	79%*	YES	276	101	104	97
AMERICAN INDIAN OR ALASKA NATIVE	—	—	2	—	—	2	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	4	—	—	2	—	—	—
HISPANIC OR LATINO	—	—	14	—	—	11	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	5	—	—	5	—	—	—
WHITE	NO	NO	659*	79%*	YES	249	101	117	96
MULTIRACIAL	—	—	11	—	—	7	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	112*	75%*	NO	43†	60†	70	70
LIMITED ENGLISH PROFICIENT	—	—	3	—	—	3	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	410*	77%*	YES	145	88	93	86

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	721*	79%*	274	102
NOT BLACK OR AFRICAN AMERICAN	719*	78%*	274	101
NOT HISPANIC OR LATINO	700*	79%*	265	102
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	716*	78%*	271	101
NOT WHITE	36	—	27	—
NOT MULTIRACIAL	703*	79%*	269	101
GENERAL EDUCATION	613*	79%*	236	109
ENGLISH PROFICIENT	719*	78%*	273	101
NOT ECONOMICALLY DISADVANTAGED	315*	81%*	131	116
MALE	400*	75%*	141	89
FEMALE	325*	83%*	135	114
MIGRANT	0	—	0	—
NOT MIGRANT	725*	79%*	276	101

— 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
ALL STUDENTS	NO	NO	726*	72%*	NO	259	93	102	102
AMERICAN INDIAN OR ALASKA NATIVE	—	—	2	—	—	2	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	5	—	—	2	—	—	—
HISPANIC OR LATINO	—	—	14	—	—	11	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	5	—	—	5	—	—	—
WHITE	NO	NO	659*	72%*	NO	232	92	114	105
MULTIRACIAL	—	—	12	—	—	7	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	112*	68%*	NO	38†	58†	70	70
LIMITED ENGLISH PROFICIENT	—	—	3	—	—	2	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	411*	70%*	NO	137	77	91	87

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	722*	72%*	257	94
NOT BLACK OR AFRICAN AMERICAN	719*	72%*	257	94
NOT HISPANIC OR LATINO	701*	72%*	248	93
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	717*	72%*	254	93
NOT WHITE	38	—	27	—
NOT MULTIRACIAL	704*	73%*	252	92
GENERAL EDUCATION	614*	73%*	224	100
ENGLISH PROFICIENT	720*	72%*	257	93
NOT ECONOMICALLY DISADVANTAGED	315*	75%*	122	112
MALE	400*	68%*	132	94
FEMALE	326*	77%*	127	93
MIGRANT	0	—	0	—
NOT MIGRANT	726*	72%*	259	93

— 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**

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	138	85%	YES	111	191	179	179
AMERICAN INDIAN OR ALASKA NATIVE	—	—	1	—	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	2	—	—	1	—	—	—
HISPANIC OR LATINO	—	—	3	—	—	3	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	2	—	—	2	—	—	—
WHITE	YES	YES	123	83%	YES	98	193	185	185
MULTIRACIAL	—	—	7	—	—	6	—	—	—
STUDENTS WITH DISABILITIES	—	—	20	—	—	14	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	1	—	—	1	—	—	—
ECONOMICALLY DISADVANTAGED	YES	YES	75	81%	YES	58	186	170	170

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	137	85%	110	191
NOT BLACK OR AFRICAN AMERICAN	136	85%	110	191
NOT HISPANIC OR LATINO	135	84%	108	191
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	136	85%	109	192
NOT WHITE	15	—	13	—
NOT MULTIRACIAL	131	84%	105	192
GENERAL EDUCATION	118	86%	97	193
ENGLISH PROFICIENT	137	85%	110	191
NOT ECONOMICALLY DISADVANTAGED	63	89%	53	196
MALE	130*	78%*	58	188
FEMALE	61	92%	53	194
MIGRANT	0	—	0	—
NOT MIGRANT	138	85%	111	191

— 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.
 *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.

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	71	100%	NO	64	164	166	166
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	2	—	—	2	—	—	—
HISPANIC OR LATINO	—	—	3	—	—	2	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	1	—	—	1	—	—	—
WHITE	NO	YES	65	100%	NO	59	161	173	169
MULTIRACIAL	—	—	0	—	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	—	11	—	—	10	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	25	—	—	22	—	—	—

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	71	100%	64	164
NOT BLACK OR AFRICAN AMERICAN	69	100%	62	163
NOT HISPANIC OR LATINO	68	100%	62	163
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	70	100%	63	163
NOT WHITE	6	—	5	—
NOT MULTIRACIAL	71	100%	64	164
GENERAL EDUCATION	60	100%	54	181
ENGLISH PROFICIENT	71	100%	64	164
NOT ECONOMICALLY DISADVANTAGED	46	100%	42	167
MALE	39	—	38	155
FEMALE	32	—	26	—
MIGRANT	0	—	0	—
NOT MIGRANT	71	100%	64	164

— 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	71	100%	NO	64	122	153	137
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	2	—	—	2	—	—	—
HISPANIC OR LATINO	—	—	3	—	—	2	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	1	—	—	1	—	—	—
WHITE	NO	YES	65	100%	NO	59	117	162	138
MULTIRACIAL	—	—	0	—	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	—	11	—	—	10	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	25	—	—	22	—	—	—

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	71	100%	64	122
NOT BLACK OR AFRICAN AMERICAN	69	100%	62	119
NOT HISPANIC OR LATINO	68	100%	62	121
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	70	100%	63	121
NOT WHITE	6	—	5	—
NOT MULTIRACIAL	71	100%	64	122
GENERAL EDUCATION	60	100%	54	135
ENGLISH PROFICIENT	71	100%	64	122
NOT ECONOMICALLY DISADVANTAGED	46	100%	42	133
MALE	39	—	38	118
FEMALE	32	—	26	—
MIGRANT	0	—	0	—
NOT MIGRANT	71	100%	64	122

— 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	101	93	164	122	120
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	—	—	—	—	0
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	—	—	0
WHITE	101	92	161	117	118
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	60	58	—	—	59
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	88	77	—	—	83

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

OVERALL GRADUATION RATE FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

GROUP	MADE AYP
ALL STUDENTS	YES
AMERICAN INDIAN OR ALASKA NATIVE	—
BLACK OR AFRICAN AMERICAN	—
HISPANIC OR LATINO	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	—
WHITE	YES
MULTIRACIAL	—
STUDENTS WITH DISABILITIES	—
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	73	93%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	0	—	—	—
HISPANIC OR LATINO	—	3	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	0	—	—	—
WHITE	YES	69	93%	80%	80%
MULTIRACIAL	—	1	—	—	—
STUDENTS WITH DISABILITIES	—	8	—	—	—
LIMITED ENGLISH PROFICIENT	—	1	—	—	—
ECONOMICALLY DISADVANTAGED	YES	44	91%	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	72	90%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	0	—	—	—
HISPANIC OR LATINO	—	2	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	0	—	—	—
WHITE	YES	69	90%	80%	80%
MULTIRACIAL	—	1	—	—	—
STUDENTS WITH DISABILITIES	—	15	—	—	—
LIMITED ENGLISH PROFICIENT	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	YES	37	86%	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.

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	73	93%	72	90%
NOT BLACK OR AFRICAN AMERICAN	73	93%	72	90%
NOT HISPANIC OR LATINO	70	93%	70	90%
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	73	93%	72	90%
NOT WHITE	4	—	3	—
NOT MULTIRACIAL	72	93%	71	90%
GENERAL EDUCATION	65	94%	57	98%
ENGLISH PROFICIENT	72	93%	72	90%
NOT ECONOMICALLY DISADVANTAGED	29	—	35	94%
MALE	37	97%	32	88%
FEMALE	36	89%	40	93%
MIGRANT	0	—	0	—
NOT MIGRANT	73	93%	72	90%

— 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:



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Fiscal Accountability Summary

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

\$8,434,988

PUPILS

799

EXPENDITURES PER PUPIL

\$10,557

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$3,146,238

PUPILS

106

EXPENDITURES PER PUPIL

\$29,681

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

INSTRUCTIONAL EXPENDITURES
\$33,423,609,457
PUPILS
2,649,519
EXPENDITURES PER PUPIL
\$12,615

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES
\$14,485,942,729
PUPILS
460,996
EXPENDITURES PER PUPIL
\$31,423

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

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

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

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

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

TOTAL EXPENDITURES PER PUPIL

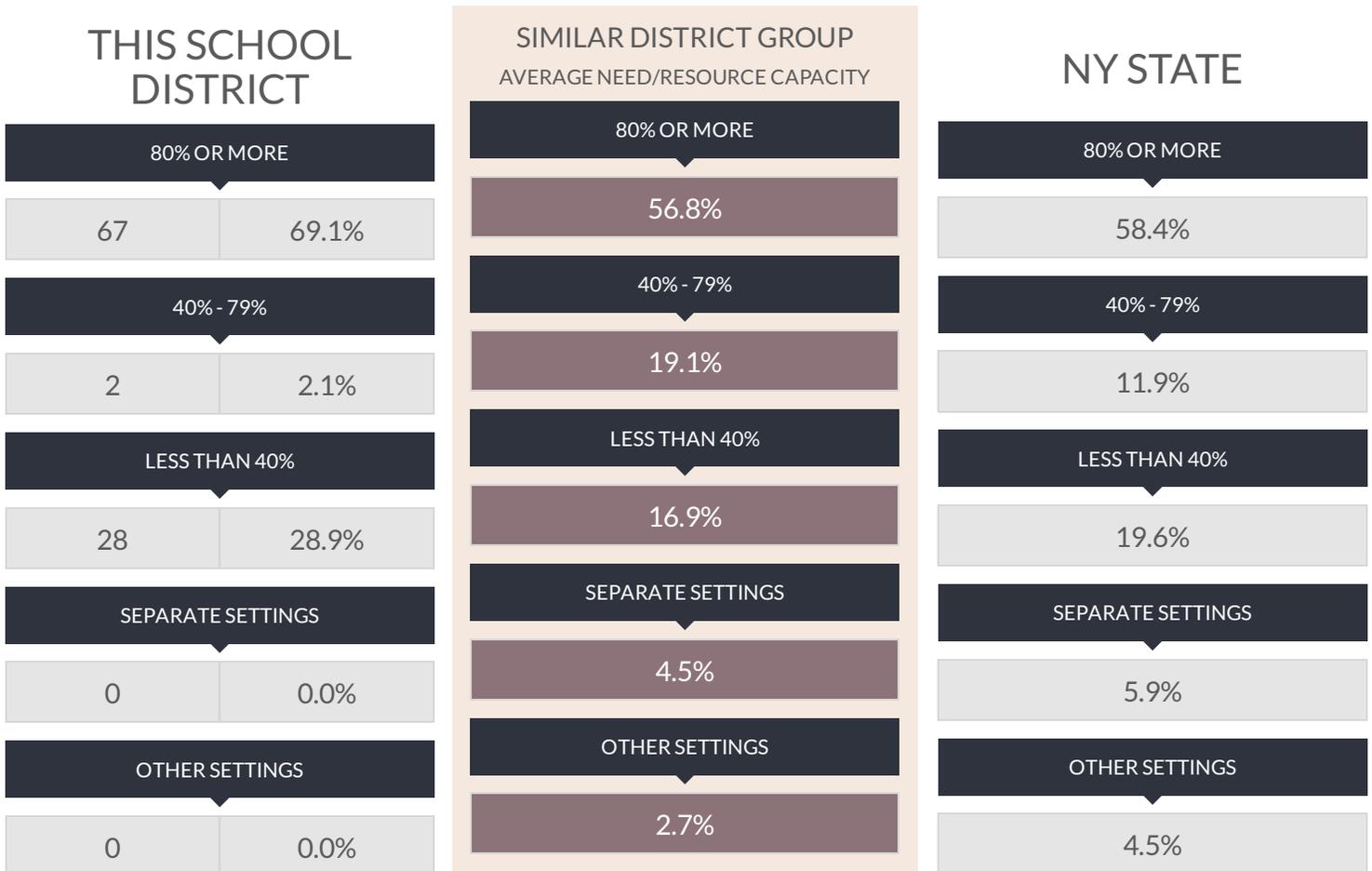
THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP	NY STATE
\$21,263	\$21,790	\$23,361

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

INFORMATION ABOUT STUDENTS WITH DISABILITIES (2016 - 17)

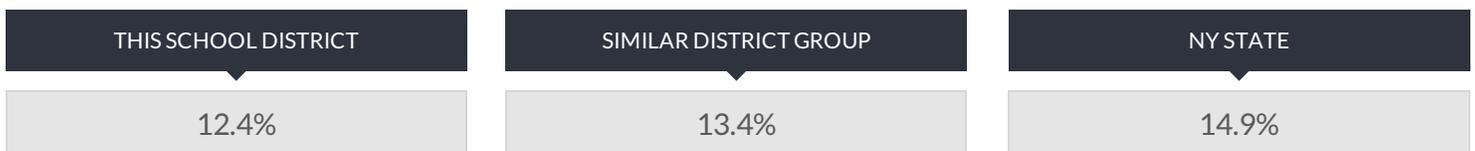
Commissioner's Regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required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

STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)



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

SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE



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

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

Administrative Compensation Information

Salary: Administrative Compensation Information
080201 - BAINBRIDGE-GUILFORD

2017-2018 - Page 1
Official - as of 04/26/2018 10:21 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	135,960	44,548	8,065

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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Property Tax Exemption Impact Reports

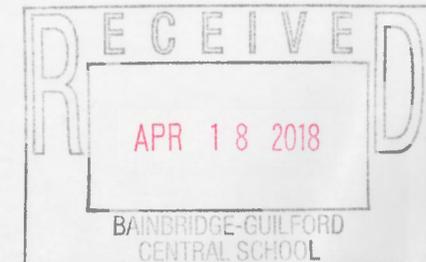
Equalized Total Assessed Value 6,944,403

School District - 082201 Bainbrdg Gilfrd

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	5	2,974,828	42.84
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	6	177,499	2.56
41834	ENHANCED STAR	RPTL 425	1	66,638	0.96
41854	BASIC STAR 1999-2000	RPTL 425	2	61,034	0.88
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	3	58,099	0.84
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	0	0.00
Total Exemptions Exclusive of System Exemptions:			17	3,338,098	48.07
Total System Exemptions:			1	0	0.00
Totals:			18	3,338,098	48.07

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

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



Equalized Total Assessed Value 328,281,210

School District - 082201 Bain-Guilf Cen Sch

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13500	TOWN - GENERALLY	RPTL 406(1)	24	2,317,400	0.71
13650	VG - GENERALLY	RPTL 406(1)	34	2,487,300	0.76
13800	SCHOOL DISTRICT	RPTL 408	7	10,059,100	3.06
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	1	16,800	0.01
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	74,700	0.02
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	2	254,300	0.08
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	12	2,540,129	0.77
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	3	1,313,800	0.40
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	4	130,800	0.04
26250	HISTORICAL SOCIETY	RPTL 444	2	69,100	0.02
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	3	108,800	0.03
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	20	383,808	0.12
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	1	0	0.00
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	1	0	0.00
41400	CLERGY	RPTL 460	2	3,749	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	11	343,760	0.10
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	178	5,968,097	1.82
41800	PERSONS AGE 65 OR OVER	RPTL 467	14	487,249	0.15
41805	PERSONS AGE 65 OR OVER	RPTL 467	17	415,035	0.13
41834	ENHANCED STAR	RPTL 425	422	26,999,762	8.22
41844	En STAR (land belongs to other	RPTL 425	1	4,200	0.00
41854	BASIC STAR 1999-2000	RPTL 425	967	30,683,769	9.35
41864	Basic STAR (land belongs to ot	RPTL 425	5	63,600	0.02
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	4	74,351	0.02
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	5	50,871	0.02
47450	FOREST/REF LAND - FISHER ACT	RPTL 480	4	220,694	0.07
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	42	2,037,100	0.62
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	3	128,731	0.04
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	1	10,000	0.00
50005	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	0	0.00

Equalized Total Assessed Value 328,281,210

School District - 082201 Bain-Guilf Cen Sch

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
50006	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	0	0.00
Total Exemptions Exclusive of System Exemptions:			1,791	87,247,005	26.58
Total System Exemptions:			2	0	0.00
Totals:			1,793	87,247,005	26.58

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

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

Equalized Total Assessed Value 6,158,471

School District - 082201 Bainbridge-Guilfor

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13650	VG - GENERALLY	RPTL 406(1)	1	2,615	0.04
41834	ENHANCED STAR	RPTL 425	6	373,263	6.06
41854	BASIC STAR 1999-2000	RPTL 425	14	436,615	7.09
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	1	170,412	2.77
Total Exemptions Exclusive of System Exemptions:			22	982,905	15.96
Total System Exemptions:			0	0	0.00
Totals:			22	982,905	15.96

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: _____