



**TO:** P-12 Education Committee  
**FROM:** Angelica Infante-Green *A. Infante*  
**SUBJECT:** Policy relating to the Placement of Students with Disabilities in the Least Restrictive Environment  
**DATE:** November 9, 2015  
**AUTHORIZATION(S):** *Mary Ellen Elin*

**SUMMARY**

**Issue for Discussion**

Should the Board of Regents adopt new policy to ensure that students with disabilities are in high quality inclusive settings to the maximum extent appropriate?

**Reason(s) for Consideration**

Review of policy.

**Proposed Handling**

This item will come before the P-12 Education Committee for discussion at the November Regents meeting.

**Background Information**

Special education is a service, it is not a place. The age-appropriate general education class in the student's neighborhood school is the first placement of choice for all students, including those who have been identified as needing an Individualized Education Program (IEP). Removal or restriction from the school the child would attend if he/she did not have a disability or the general education classroom for reasons related to the student's disability is only appropriate if the student's IEP cannot be satisfactorily implemented in that setting, even with supplementary aids and services.

Students with disabilities have a fundamental right under federal law to receive their special education supports in a classroom and setting that, to the maximum extent appropriate, includes students without disabilities. Yet, in New York State, data shows that far too many students with disabilities are removed from their general education

classes and schools, disparate with the data from other states. Over the past two decades, the State has led reform through law, regulations, policy, monitoring, partnerships, professional development and technical assistance. While the statewide data shows significant improvements, there continue to be individual school districts where high percentages of students with disabilities are removed from their general education classes.

This discussion item provides information on:

1. The research-based benefits to the inclusion of students with disabilities in general education classrooms and activities. (Pages 2-3)
2. The rights of students with disabilities under federal and State law and regulation relating to receipt of their special education programs and services in least restrictive environment (LRE). (Pages 3-5)
3. Board of Regents policies and goals on LRE. (Pages 5-6)
4. A historical review of Department initiatives to address LRE. (Pages 6-10)
5. Current status of New York State data results on LRE. (Pages 10-12)
6. A proposed policy to increase the percentages of students with disabilities in LRE placements. (Pages 13-15)

### **What the Research Tells Us**

Research that demonstrates the value and benefits of inclusion, not only for students with disabilities, but also for communities, schools, families, and children without disabilities is compelling. A few of these research-based findings are highlighted below:

- Students with disabilities in inclusive classrooms (i.e. classrooms in which students with disabilities are provided evidence-based and specially-designed instruction) show academic gains in a number of areas, including improved performance on standardized tests, mastery of IEP goals, grades, on-task behavior and motivation to learn.<sup>1</sup>
- The use of evidence-based instructional strategies found in inclusive classrooms, such as peer tutoring, cooperative learning groups, and differentiated instruction, have been shown to be beneficial to all learners.<sup>2</sup>

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<sup>1</sup> National Center for Education Restructuring and Inclusion, 1995

<sup>2</sup> What Does the Research Say About Inclusive Education? by Kathleen Whitbread, Ph.D. - See more at: <http://www.wrightslaw.com/info/lre.incls.rsrch.whitbread.htm#sthash.yBp7S8Rd.dpuf>

- Students with intellectual disabilities educated in general education settings score higher on literacy measures than students educated in segregated settings.<sup>3</sup>
- The time a student with a disability spends in a general education classroom was positively correlated with: fewer absences from school; fewer referrals for disruptive behavior, and better outcomes after high school in the areas of employment and independent living.<sup>4</sup>

Students with and without disabilities need to learn to interact and develop interdependent relationships so that, as adults, they can successfully participate in a society that values full participation in the economic, political, social, cultural and educational mainstream of American society. The video *"Including Samuel"* speaks powerfully to the importance of providing equal opportunities for all children. <http://www.includingsamuel.com/media/Video/dcconf.aspx>.

### **Federal and State Law and Policy**

Federal law and regulations provide a right to students with disabilities to receive their special education programs and services in the LRE. LRE means that placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that, even with the use of supplementary aids and services, education cannot be satisfactorily achieved. The placement of an individual student with a disability in the LRE must:

- (1) provide the special education needed by the student;
- (2) provide for education of the student to the maximum extent appropriate to the needs of the student with other students who do not have disabilities; and
- (3) be as close as possible to the student's home.

The individualized education programs (IEPs) of students with disabilities must be developed in conformity with the LRE requirements as follows:

- placement must be based on the student's IEP and determined at least annually;
- placement must be as close as possible to the student's home, and unless the student's IEP requires some other arrangement, the student must be educated in the school he or she would have attended if not disabled;

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<sup>3</sup> Buckley, Sue "Inclusion in education - What are the Benefits and How do we Make it Successful?" <http://www.down-syndrome.org/practice/165/>

<sup>4</sup> The National Longitudinal Transition Study examined the outcomes of 11,000 students with a range of disabilities. Wagner, Newman, Cameto, & Levine, 2006.

- in selecting the LRE, consideration must be given to any potential harmful effect on the student or on the quality of services that he or she needs; and
- a student with a disability must not be removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

### The Olmstead Decision

On June 22, 1999, the United States Supreme Court ruled in *Olmstead v. L.C.* that unjustified segregation of persons with disabilities constitutes discrimination in violation of Title II of the Americans with Disabilities Act. The Court held that public entities must provide services to those with disabilities in the most integrated setting appropriate. <http://www.regents.nysed.gov/common/regents/files/914p12accesd1.pdf>

Following the Olmstead Decision, New York established the Most Integrated Setting Coordinating Council (MISCC) in accordance with Chapter 551 of the Laws of 2002 to develop a comprehensive statewide plan to ensure that people of all ages with physical and mental disabilities receive care and services in the most integrated settings appropriate to their individual needs. Additionally, through a November 2012 executive order, Governor Cuomo established the Olmstead Development and Implementation Cabinet (Olmstead Cabinet). The Olmstead Cabinet subsequently developed a comprehensive Olmstead Implementation Plan to meet New York's obligations under the United States Supreme Court decision. Through this plan, New York made a commitment to:

- Assist in transitioning people with disabilities into the community from developmental centers, intermediate care facilities, sheltered workshops, psychiatric centers, adult homes, and nursing homes;
- Reform the assessment of the needs and choices of people with disabilities;
- Adopt new Olmstead outcome measures for people with disabilities;
- Enhance integrated housing, employment, and transportation services available to people with disabilities;
- Improve services to children, seniors, and people with disabilities involved with the criminal justice system;
- Remove legal barriers to community integration; and
- Assure continuing accountability for serving people with disabilities in the most integrated setting.

### Federal Policy on Preschool Inclusion

In September 2015, the United States (U.S.) Department of Health and Human Services and the U.S. Department of Education issued a joint policy statement on inclusion of children with disabilities in early childhood programs. This joint policy paper was issued to:

- Set an expectation for high-quality inclusion in early childhood programs;

- Increase public understanding of the science that supports meaningful inclusion of children with disabilities, from the earliest ages, in early childhood programs;
- Highlight the legal foundations supporting inclusion in high-quality early childhood programs;
- Provide recommendations to States, local educational agencies (LEAs), schools, and early childhood programs for increasing inclusive early learning opportunities for all children; and
- Identify free resources for States, programs, early childhood personnel, and families to support high-quality individualized programming and inclusion of children with disabilities in early childhood programs.

A full copy of this report can be accessed at <http://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf>.

### **Board of Regents Policy**

In January 1996, the Board of Regents established the following policy goals to further support reform of the State's preschool special education program:

- Establish system-wide goals to dramatically increase the provision of services in integrated settings.
- Increase the number of students who receive related services provided in natural environments.
- Focus the amount of services per child to the level of specific need and, therefore, reduce the overall cost of services per child.
- Reduce the cost of transportation.
- Assist center-based programs to redirect their programs and resources to enable them to diversify their programs and phase out their commitment to maintain large segregated facilities.
- Restructure the programmatic and fiscal responsibilities for the program to guarantee a more integrated approach to the roles of the various State and local government agencies, recognizing that the State has primary funding responsibility.

In 1998, the Board of Regents issued a LRE Implementation Policy Paper in which the Board established the following principles and assumptions associated with an educational structure that can respond more effectively to the diverse needs of students and their families.

- Services and programs will be made available to students based on their individual needs, without regard to classification.
- A continuum of alternative placements will be available to meet the needs of students with disabilities.
- All students with disabilities will have equal access to a high quality program based on their individual needs and abilities and designed to enable them to achieve desired learning results established for all students. Educational placement decisions for students will be determined

by a process which first considers a general education environment in the school the student would attend if he/she did not have a disability.

- The removal of a student with a disability from the general educational environment occurs only when the needs of the student are such that, even with the use of supplementary aids and services, his/her needs cannot be met. However, consideration must be given to the impact of a student with a disability on the education of other students in the general or special education class when making placement decisions.
- Efforts will be made to access and coordinate with other available services within a local school district, BOCES or agency program before a student fails in his or her current educational placement.
- The responsibility for all students is shared among all staff of the school. Parents and guardians will have an opportunity for meaningful participation in the development of the Individualized Education Program (IEP) as equal partners with school personnel.
- Students with disabilities will be full participants in all aspects of the school program, including extra-curricular activities, to the maximum extent appropriate to their needs.
- Students with disabilities in segregated placements will transition to general education, when appropriate.

### **Department Initiatives to Address LRE – A Historical Review**

Consistent with the Board of Regents policy statements and goals, the Department has continuously reviewed its policies, funding, interagency collaboration, technical assistance and professional development. Following, in chronological sequence, is brief review of actions by NYSED to promote provision of special education in the LRE for both preschool and school age students.

- From 1990–1995, through a **Systems Change project** with Syracuse University, the State funded an effort to assist schools and districts in New York State move toward inclusive policies and practices in their service to learners with disabilities. This project worked with approximately 40 school districts to bring students with intellectual disabilities back from segregated schools into their home schools and districts.
- In the 1990's, Department staff conducted regional **LRE Forums** and two annual conferences to disseminate information on research-based practices on inclusion to school personnel and families.
- In 1991, the Department staff worked with the Region II Office of Human Development Services, U.S. Department of Health and Human Services to update the **Memorandum of Mutual Understanding (MOU) between NYSED and Head Start**. The purpose of the revised MOU was to provide opportunities for the integration of preschool children with disabilities through the provision of special education and related services in conjunction with Head Start programs; maximize the availability of services for these children through close coordination between school districts and Head Start programs; and enumerate areas where

joint operational strategies between Head Start programs and school districts can be developed to plan, initiate and provide services for preschool children with disabilities and their parents.

- In 1993, NYSED provided 25 grants to educational agencies and early childhood programs to **develop and implement integrated educational programs** for preschool children with disabilities.
- In 1994-95, as part of its Strategic Plan, the Department established a **Key Performance Indicator (KPI)** to increase the percentage of preschool students with disabilities receiving special education services in settings that include nondisabled children.
- In 1995, State regulations were adopted to implement Chapter 600 of the Laws of 1994 to ensure the provision of educational services in the LRE by **reducing residential placements** through interagency collaboration.
- In 1996, legislation was enacted to require **preschool program providers** to submit a **Business Plan** redirecting resources and encouraging provision of special education to preschool children with disabilities in natural environments. In that same legislation, a three-year moratorium was established on approval of new self-contained programs unless a justification of critical need was provided. The 1997-98 data indicated that 45.1 percent of preschool students were provided special education services at home or in typical early childhood education programs as compared to 26.6 percent in 1994-95. This improvement was reported to be a result of implementation of the Business Plan requirement during the 1997-98 school year.<sup>5</sup>
- In 1996, the Board of Regents adopted regulations to require committees on preschool special education (CPSE) to document in a **student's IEP why less restrictive placements were not recommended** when the recommendation is for the provision of special education services in a setting with no regular contact where age appropriate peers without disabilities are typically found.
- In 1998, **consultant teacher services** was added to the State's continuum of special education services for school age students to ensure special education teacher support for students with disabilities are provided when students are participating in general education classes for all or a portion of their school day.
- In 2001, the Department issued **policy and guidance on inclusion of preschool students with disabilities in Universal Prekindergarten programs (UPK)** <http://www.p12.nysed.gov/specialed/publications/preschool/upk.htm>.
- In 2001, the Office of Special Education established the **New York Higher Education Support Center (HESC) for Systems Change** at Syracuse

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<sup>5</sup> <http://www.p12.nysed.gov/specialed/publications/preschool/psch99.htm#EXECUTIVE>



University as an outgrowth of the NY Partnership for Statewide Systems Change. The Systems Change project developed into the Task Force on Quality Inclusive Schooling which helped plan and implement quality inclusive teacher preparation programs at colleges and universities in NYS and helped to engage in and support professional development in selected high needs schools. Extensive resources were developed to support quality preschool, school age and post-secondary inclusive practices: <http://www.inclusion-ny.org/directory>.

- Since 2002, NYSED has been promoting **Positive Behavioral Supports and Services** (PBIS) to ensure supportive and healthy school environments. In recent years, the Office of Special Education expanded its initiatives to provide 40 behavior specialists regionally and a State technical assistance center on PBIS. These technical assistance resources provide information and support to schools throughout the state to scale-up quality systems of behavioral supports for students with disabilities.
- In 2003, the Office of Special Education issued a **Guide for Determining Eligibility and Special Education Programs and/or Services for Preschool Students with Disabilities** which emphasized that the Committee on Preschool Special Education (CPSE) is required to first consider providing special education services in a setting where age-appropriate peers without disabilities are typically found, prior to recommending the provision of special education services in a setting which includes only preschool children with disabilities.
- In 2003, the Board of Regents approved amendments to Parts 155 and 200 of the Regulations of the Commissioner of Education relating to **Special Education Space Requirements Plans** to ensure that appropriate long-term education space is provided for students with disabilities and to expand opportunities for students with disabilities to be educated in sites that promote integration with nondisabled students and reduce the number of classrooms in separate settings.
- Beginning in 2004 and to the present, all public school capital projects for the construction of new instructional space are reviewed by the Office of Special Education to ensure that **adequate and appropriate space** is available for students with disabilities to be served in public school facilities.
- In 2005, Chapter 392 of the Laws of 2005, commonly referred to as “Billy’s Law,” was enacted. One purpose of this law was to enhance the in-state system of care for children at risk of out-of-state placement. As a result, the Department took several actions to **significantly reduce out of state residential placements**.
- In 2007, NYSED issued a final report on its **Longitudinal Study of Preschool Special Education**. This study was commissioned to assist the State’s commitment to assure that all students achieve high standards through access to the general education curriculum and to educating all students in the least restrictive environment, including educating preschool students in developmentally appropriate activities and with their nondisabled, age appropriate peers. The goal of the study was to examine the impact of preschool



special education programs and services on school-age progress for students with disabilities and to make recommendations for their improvement. One finding from this study showed that the more integrated the preschool special education settings, programs and services were for preschool children, the more integrated were the kindergarten placements. The LRE placement for a preschool child greatly influences the recommendation for placement when the child enters kindergarten and often through third grade.

- In 2008, the definition of **consultant teacher services** was amended to clarify that such services must be provided in a student's general education class and not as a pull out service.
- In 2008, "**integrated co-teaching services**" was added to the State's continuum of special education services. Integrated co-teaching means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled students jointly by a general education teacher and a special education teacher.
- In 2008, Adult Career and Continuing Education Services (**ACCES**) developed **its Transition Referral, Planning and Services Policy** in collaboration with the Office of Special Education to provide information on the responsibilities of vocational rehabilitation counselors and school personnel specific to referral for vocational rehabilitation services for the purpose of promoting employment in the most integrated employment setting consistent with the individual's unique strengths, resources, priorities, concerns, abilities and career interests.
- In 2013, as a result of improvements in regional data which demonstrated a significant decrease in the rates of separate school placements, the Space Planning requirements regulation was repealed; however the requirement was retained that the district superintendent of schools must determine the **adequacy and appropriates of the facilities space** available to house special education programs in the geographic area serviced by the BOCES, consistent with the LRE requirement and to ensure the stability and continuity of program placements for students with disabilities, including procedures to ensure that special education programs and services located in appropriate facilities will not be relocated without adequate consideration of the needs of participating students with disabilities.
- Beginning in 2014 and continuing to the present, the Office of Special Education, in collaboration with Early Childhood Direction Centers, have been conducting **Preschool LRE Forums** in BOCES regions where the data shows the highest rates of separate class/separate school placements in comparison with other BOCES regions. The purpose of these forums is to engage regional stakeholders in a review of the data, discussion of probable root causes and discussion of solutions. To date, five forums have been conducted in the following BOCES regions: Madison-Oneida; Orange-Ulster; Rockland; Southern Westchester; and Nassau. Each region is conducting follow-up activities to implement actions to improve their LRE rates.

- In 2015, the State added the model on **integrated special class for extended school year programs** for students with disabilities who require special education services during the months of July and August. Annually the Department issues **guidance on the CSE's obligation** to provide integrated extended school year programs and services for a student whose IEP must be implemented in an integrated setting in order for the student to benefit from the special education services needed to prevent substantial regression.
- In 2015, the Office of Early Learning and Office of Special Education joined an interagency **State team** to support the use of “**Pyramids**”- a system to support the social-emotional development of preschoolers – across all early childhood providers in the State.

### **New York State LRE Data Results**

The Department has publically reported its data on LRE since the early 1990s. Beginning in 2004, the public reporting was revised to comply with the requirements of the Individuals with Disabilities Education Act (IDEA) State Performance Plan. Each year, Department publicly reports on the LRE data for both preschool and school age students with disabilities by State and school district. In addition, when a school district's data shows disproportionality by race/ethnicity in the placement of students with disabilities, the State conducts a monitoring review of the school district's policies, procedures and practices and provides an opportunity for the district to receive technical assistance from one of the State's technical assistance providers. In addition, the district is required to use 15 percent of its IDEA funds to provide early intervening services to students at risk.

#### **LRE Placements of Preschool Students with Disabilities**

- In 1994–1995, 73.4 percent of children with disabilities, ages 3-5, were identified as receiving special education programs and services in nonintegrated settings (i.e., a special education setting, hospital, or separate school).<sup>6</sup>
- 2014-15 data shows that 23.5 percent of children, ages 3-5, attend a separate class or school. When 5 year olds are excluded from the calculation, data shows 31.4 percent of preschool students were placed in a separate class, separate school or residential school.
- When compared to national 2013-14 data, NYS serves a comparable percentage of preschool students in the two reported LRE categories:
  - Preschool students with disabilities, ages 3-5,<sup>7</sup> attending and receiving the majority of special education and related services in a regular early childhood program

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<sup>6</sup> <http://www.p12.nysed.gov/specialed/preschool/study/chap1.pdf>

<sup>7</sup> 5 year olds are in Kindergarten

State: 43.5 percent  
Nation: 42.4 percent

- Preschool students with disabilities, ages 3-5,<sup>8</sup> attending a separate special education class, separate school, or residential facility  
State: 23.5 percent  
Nation: 26.4 percent
- While statewide, the State's data is comparable to 2013-14 national data for LRE placements of students ages 3-5, when the 2014-15 preschool only data (i.e., removing the 5 year olds from the statistical analysis) is disaggregated by BOCES regions and NYC, we find significant regional variations.
  - NYC placed 46.6 percent of their preschool children in separate schools and settings.
  - School districts representing seven BOCES regions placed between 38 and 22 percent of their preschool children in separate schools and settings;
  - School districts representing 13 regions placement between 13.1 and 22 percent of preschool students in separate schools and settings;
  - School districts representing seven BOCES regions place between 4 and 13.1 percent of preschool students in separate schools and settings; and
  - School districts representing 10 BOCES regions placed less than four percent of their preschool students in separate schools and settings.

When 2014-15 preschool (ages 3 and 4) LRE data is further disaggregated by race/ethnicity, data shows disproportionality by race/ethnicity in placements of preschool students with disabilities:

- 36.8 percent of preschool students who are Hispanic/Latino and 38.8 percent of preschool students who are Black/African American receive the majority of their special education services in regular early childhood programs, compared to 45.4 percent of preschool students who are White.
- 46.5 percent of preschool students who are Hispanic/Latino and 47 percent of preschool students who are Black/African American are placed in separate schools compared to 21.1 percent of students who are White.

#### *LRE Placements of School Age Students with Disabilities (ages 6-21)*

When compared to 2013-14 **national data**, NYS serves a lower percentage of its students, ages 6-21, in regular education classes for 80 percent or more of the school day and significantly higher percentages in regular classes for less than 40 percent of the day and in separate schools:

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<sup>8</sup> 5 year olds are in Kindergarten

80% or more of the school day:

State: 58.16 percent

Nation: 62.07 percent

Less than 40 percent of the school day

State: 21.47 percent

Nation: 13.07 percent

Separate schools

State: 5.98 percent

Nation: 3.62 percent

This data shows:

- When compared to 2013-14 national data, NYS has a lower percentage of placements of students with disabilities in general education classrooms for 80 percent or more of the school day and for between 40 and 79 percent of the school day.
- When compared to 2013-14 national data, NYS places a significantly higher percentage of its students with disabilities in separate classes and separate schools.

2014-15 data disaggregated by **race/ethnicity** shows:

- Comparable percentages of students across all race/ethnic groups placed in general education classes for 80 percent or more of the school day.
- Disproportionately higher rates of separate class and separate setting placements for students who are Black, American Indian or Alaska Native and students who are Native Hawaiian/Other Pacific Islanders and students who are Asian compared to students who are White, multi-racial or Hispanic/Latino.

Disaggregated by **disability category**, data shows the highest rates of placement in separate classes and separate settings for students with emotional disturbance, autism, deafness, intellectual disability, multiple disabilities and deaf-blindness.

2014-15 data disaggregated by **age** shows that the percentages of students placed in separate classes and separate settings increases by age.

- Ages 6-11: 4.1 percent
- Ages 12-13: 5.0 percent
- Ages 14-17: 7.2 percent
- Ages 18-21: 21.6 percent

Analysis of the State's data on LRE shows that there is variation by region, and by school district. To further improve practices at the individual school district level, the

State proposes to require school districts to conduct data analysis and establish plans and benchmarks to ensure students with disabilities are provided instruction in the LRE. **Attachment 2** provides a color coded list of all school districts in NYS and their individual LRE data.

### **Summary of Proposed Policy**

Upon review of improvements the State has made in LRE practices and analysis of the data, the Department finds that the current focus of policy action needs to be at the individual school district level to ensure that each school district policies, procedures and practices ensure high-quality inclusive programs for both preschool and school age students with disabilities.

To be successful in the policy to improve the rates of LRE placements in NYS, we must ensure that these placements also demonstrate improved outcomes for students with disabilities. Therefore, our policy must promote systemic change at the district, school and classroom levels to ensure that:

- The community, through the board of education, guides the planning and the vision.
- There is consistent terminology and understanding as to the elements of a high quality inclusive school
- School leadership provides staff with the time, resources, training and vision necessary to implement inclusive practices.
- Teachers recognize individual differences and implement learning strategies for all.
- There is a focus on communication, interaction, and relationship building as well as on curriculum modifications and accommodations.
- School practices demonstrate intentional planning, teamwork and team planning time, interactive and hands-on ways of exploring subject content, a truly flexible curriculum, and commitment.

The following is a **DRAFT** proposal for Board of Regents' consideration.

1. **All school districts** would be required to take steps to ensure that students with disabilities have access to high-quality inclusive settings.

High-quality inclusive settings would be defined to mean<sup>9</sup> that:

- instruction and configuration of classrooms and activities include both students with and without disabilities;
- students with disabilities are held to high expectations for achievement;

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<sup>9</sup> This proposed definition is consistent with the definition/components of high quality inclusion as provided in the **U.S. Department of Education policy statement on Inclusion of Children with Disabilities in Early Childhood Programs** <http://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf>.

- special education and general education teachers intentionally plan teaching lessons to promote the participation and progress of students with disabilities in learning and social activities;
- individualized accommodations, supports and specially-designed instruction are provided to students with disabilities to participate and progress in regular education classes and activities; and
- evidence-based services and supports are used to foster the cognitive, communication, physical, behavioral and social-emotional development of students with disabilities.

Each school district would be required to annually review and report to the board of education at a public meeting on the extent to which students with disabilities participate in inclusive settings, as well as the quality of inclusive programs, services and extracurricular activities for students with disabilities within the schools of the district; and would be required to develop and implement, as appropriate, a plan to enhance inclusive opportunities, through such means as resource allocation, professional development, partnering with families, and ensuring access to assistive technology and specialized supports for students to participate in inclusive programs and activities.

2. In school districts with a low percentage of **preschool students with disabilities** receiving the majority of their special education programs and services in a regular early childhood program and/or a high percentage of preschool students placed in special classes or separate schools, as determined by the Commissioner, the district would be required to develop and implement a plan that ensures that committees on preschool special education are knowledgeable about the research on the benefits of inclusion and understand their responsibilities to recommend special education programs and services in the least restrictive environment. Such school districts shall annually submit a report to the Commissioner identifying the actions it has taken to provide preschool students with disabilities opportunities to receive special education programs and services in regular early childhood programs. The plan and annual reports shall be publicly posted on the school district's website.
3. In school districts with a high percentage of **school age students with disabilities** placed in special classes for 40 percent or more of the school day and/or in separate schools and/or a low percentage of students participating in regular education classes for 80 percent or more of the school day, as determined by the commissioner, the district would be required to:
  - develop and implement a plan to develop high-quality inclusive programs for students with disabilities in the schools of the district to ensure that committees on special education are developing program and placement recommendations in consideration of the student's right to be in the least restrictive environment. The plan would:
    - include a data analysis on the number and percentage of time students with disabilities spend in special classes, regular education classes

- and separate schools, disaggregated by race/ethnicity, age, and disability categories;
- provide a five-year projection to increase the number and percentage of students with disabilities in inclusive settings; and
- describe the steps the district will take to improve the availability of and enhance the quality of inclusive programs available to students with disabilities in the schools of the district.
- Annually, the district would be required to submit a report to the Commissioner, and publicly post the report on the district's website.
- The report would include a data report on the number and percentage of time students with disabilities spend in special classes, regular education classes and separate schools, disaggregated by race/ethnicity, age, and disability categories and actions completed by the district to move to the five year projection.

### Next Steps

With support of the Board of Regents, this proposed framework will be discussed with stakeholders. Public comment will be summarized and presented to the Board of Regents in the spring of 2016 to determine if the Regents would support a proposed amendment to regulations relating to LRE.

### Attachments



## LRE Data Comparison by States

Name	Time INSIDE Regular Classroom 80% or more	Time INSIDE Regular Classroom Less than 40%	In Separate Settings Outside of regular school facilities
ALABAMA	83.83%	6.79%	2.73%
ALASKA	60.13%	11.04%	2.55%
ARIZONA	62.93%	15.06%	1.92%
ARKANSAS	52.90%	13.39%	2.37%
CALIFORNIA	53.36%	21.88%	3.92%
COLORADO	72.11%	7.19%	2.63%
CONNECTICUT	68.07%	5.91%	7.40%
DELAWARE	67.20%	15.54%	5.16%
DISTRICT OF COLUMBIA	53.40%	15.61%	12.38%
FLORIDA	70.04%	14.36%	3.98%
GEORGIA	64.88%	14.50%	2.02%
GUAM	47.44%	0.00%	0.19%
HAWAII	36.71%	19.35%	1.04%
IDAHO	60.12%	10.83%	1.21%
ILLINOIS	52.94%	13.27%	6.31%
INDIANA	70.01%	10.65%	2.08%
IOWA	64.51%	8.38%	1.83%
KANSAS	68.61%	6.93%	2.30%
KENTUCKY	72.31%	8.43%	1.86%
LOUISIANA	62.37%	13.90%	1.36%
MAINE	55.67%	10.71%	3.33%
MARYLAND	68.40%	13.26%	6.97%
MASSACHUSETTS	60.68%	14.58%	6.78%
MICHIGAN	65.37%	11.24%	5.12%
MINNESOTA	62.12%	10.14%	4.24%
MISSISSIPPI	67.20%	13.33%	2.07%
MISSOURI	58.10%	9.11%	3.63%
MONTANA	47.19%	13.00%	1.43%
NEBRASKA	74.59%	6.34%	2.15%
NEVADA	64.26%	14.21%	1.47%
NEW HAMPSHIRE	72.85%	7.97%	2.61%
NEW JERSEY	45.85%	16.12%	7.65%
NEW MEXICO	49.74%	20.68%	0.93%
NEW YORK	58.16%	21.47%	5.98%

<b>Name</b>	<b>Time INSIDE Regular Classroom 80% or more</b>	<b>Time INSIDE Regular Classroom Less than 40%</b>	<b>In Separate Settings Outside of regular school facilities</b>
NORTH CAROLINA	66.25%	13.55%	1.98%
NORTH DAKOTA	75.32%	4.54%	1.60%
NORTHERN MARIANAS	91.09%	1.83%	0.24%
OHIO	61.09%	11.50%	4.21%
OKLAHOMA	64.68%	9.51%	1.30%
OREGON	72.91%	10.60%	1.18%
PENNSYLVANIA	62.43%	8.93%	4.80%
PUERTO RICO	77.46%	6.48%	3.10%
REPUBLIC OF PALAU	67.42%	0.00%	0.00%
REPUBLIC OF THE MARSHALL ISLANDS	88.26%	0.00%	2.08%
RHODE ISLAND	70.75%	11.73%	6.11%
SOUTH CAROLINA	57.59%	18.48%	1.61%
SOUTH DAKOTA	67.84%	5.37%	2.29%
TENNESSEE	66.07%	11.27%	1.76%
TEXAS	66.17%	13.93%	1.19%
UTAH	56.81%	13.57%	2.59%
VERMONT	74.15%	6.61%	6.24%
VIRGIN ISLANDS	56.44%	20.16%	2.88%
VIRGINIA	62.69%	11.36%	3.96%
WASHINGTON	52.57%	13.22%	0.81%
WEST VIRGINIA	64.00%	8.20%	1.84%
WISCONSIN	63.54%	9.75%	1.40%
WYOMING	61.84%	7.09%	1.34%
US, OUTLYING AREAS, AND FREELY ASSOCIATED STATES	62.07%	13.70%	3.26%

### 2014-15 LRE Data by School District in New York State

The following table presents individual school district data, color coded as follows. School districts are listed in alphabetical order.

Yellow =	At Least 65% of Students are Inside Regular Classroom 80% or more of time Less Than 13.7% of Students are Inside Regular Classroom less than 40% or more of time Less Than 2% of Students are In Separate Settings Outside of Regular School Facilities
Blue =	56.8-64.9% of Students are Inside Regular Classroom 80% or more of time 13.7-18.6% of Students are Inside Regular Classroom less than 40% or more of time 2.0-4.3% of Students are In Separate Settings Outside of Regular School Facilities
Green =	48.7-56.7% of Students are Inside Regular Classroom 80% or more of time 18.7-23.6% of Students are Inside Regular Classroom less than 40% or more of time 4.4-6.9% of Students are In Separate Settings Outside of Regular School Facilities
Red =	Less than 48.7% of Students are Inside Regular Classroom 80% or more of time More than 23.6% of Students are Inside Regular Classroom less than 40% or more of time More than 6.9% of Students are In Separate Settings Outside of Regular School Facilities

Percent of SWD				
SED	Name	Time INSIDE Regular Classroom 80% or more	Time INSIDE Regular Classroom Less than 40%	In Separate Settings Outside of regular school facilities
570101040000	Addison C S D	49.43%	37.93%	0.00%
410401060000	Adirondack C S D	71.91%	11.24%	0.56%
080101040000	Afton C S D	25.00%	25.00%	0.00%
142101040000	Akron C S D	74.68%	9.74%	9.74%
010100010000	Albany CSD	41.93%	25.95%	14.16%
450101060000	Albion C S D	48.15%	25.93%	4.94%
140101060000	Alden C S D	77.53%	6.17%	5.73%
180202040000	Alexander C S D	52.94%	20.00%	2.35%
220202040000	Alexandria C S D	81.18%	8.24%	0.00%
020101040000	Alfred-Almond C S D	92.41%	5.06%	0.00%
040302060000	Alleghany-Limestone CSD	67.97%	17.97%	0.00%
460102040000	Altmar Parish-Williamstown C S D	79.35%	13.04%	0.54%
580303020000	Amagansett U F S D	44.44%	0.00%	0.00%
140201060000	Amherst C S D	63.42%	9.74%	7.63%
580106030000	Amityville U F S D	41.56%	20.99%	8.64%
270100010000	Amsterdam City S D	49.82%	26.74%	1.65%
120102040000	Andes C S D	70.59%	5.88%	0.00%
020601040000	Andover C S D	47.06%	47.06%	0.00%
660405030000	Ardsley U F S D	54.82%	12.72%	5.26%
640101040000	Argyle C S D	68.75%	10.00%	5.00%
571901040000	Arkport C S D	72.73%	13.64%	0.00%
131601060000	Arlington C S D	66.12%	15.37%	3.70%
670201060000	Attica C S D	42.01%	15.38%	1.18%
050100010000	Auburn City S D	68.08%	10.77%	0.00%
090201040000	Ausable Valley C S D	58.68%	20.96%	0.00%
491302060000	Averill Park C S D	40.80%	17.76%	2.96%
570201040000	Avoca C S D	54.39%	22.81%	3.51%
240101040000	Avon C S D	34.38%	12.50%	6.25%
580101030000	Babylon U F S D	61.33%	13.33%	8.89%
080201040000	Bainbridge-Guilford C S D	63.55%	26.17%	1.87%
280210030000	Baldwin U F S D	53.67%	20.96%	8.68%
420901060000	Baldwinsville C S D	80.24%	10.41%	2.26%
521301060000	Ballston Spa C S D	60.36%	18.39%	1.79%
401301040000	Barker C S D	61.04%	12.99%	7.79%
180300010000	Batavia City S D	64.71%	15.81%	1.84%
570302060000	Bath C S D	50.00%	29.91%	0.47%
580501030000	Bay Shore U F S D	58.68%	21.25%	4.37%
580505020000	Bayport-Blue Point U F S D	63.35%	5.40%	7.95%
130200010000	Beacon City S D	48.94%	21.69%	5.37%
231301040000	Beaver River C S D	74.29%	7.62%	0.00%
660102060000	Bedford C S D	57.42%	18.25%	3.16%

090301060000	Beekmantown C S D	40.60%	22.09%	0.90%
020801040000	Belfast C S D	74.07%	16.67%	1.85%
220909040000	Belleville Henderson C S D	68.25%	11.11%	0.00%
280207020000	Bellmore U F S D	78.35%	3.09%	1.03%
280253070000	Bellmore-Merrick C S D	77.34%	9.49%	5.19%
061001040000	Bemus Point C S D	62.26%	24.53%	1.89%
490101040000	Berlin C S D	70.64%	3.67%	5.50%
010201040000	Berne-Knox-Westerlo C S D	54.92%	9.84%	13.11%
010306060000	Bethlehem C S D	73.92%	13.53%	4.12%
280521030000	Bethpage U F S D	60.89%	16.20%	5.31%
030200010000	Binghamton City S D	56.64%	27.74%	1.98%
661905020000	Blind Brook-Rye U F S D	76.19%	4.08%	3.40%
022902040000	Bolivar-Richburg C.S.D.	58.56%	28.83%	0.00%
630101040000	Bolton C S D	78.57%	21.43%	0.00%
570401040000	Bradford C S D	30.43%	45.65%	0.00%
510101040000	Brasher Falls C S D	56.56%	18.03%	0.82%
580512030000	Brentwood U F S D	37.92%	21.20%	5.48%
480601060000	Brewster C S D	50.67%	4.46%	7.81%
661402020000	Briarcliff Manor U F S D	84.21%	8.42%	2.11%
580909020000	Bridgehampton U F S D	48.48%	9.09%	3.03%
212001040000	Bridgewater-West Windfield Central School District (Mt. Markham)	32.40%	18.44%	1.12%
260101060000	Brighton C S D	53.13%	6.26%	5.25%
171102040000	Broadalbin-Perth C S D	65.70%	18.02%	1.74%
261801060000	Brockport C S D	68.81%	10.84%	2.43%
062301040000	Brocton C S D	26.50%	41.88%	2.56%
660303030000	Bronxville U F S D	46.92%	11.54%	0.77%
250109040000	Brookfield C S D	71.88%	15.63%	0.00%
580203020000	Brookhaven-Comsewogue U F S D	54.91%	26.25%	1.20%
490202040000	Brunswick C S D	58.73%	4.76%	5.56%
161601040000	Brushton- Moira C S D	58.18%	16.36%	0.00%
140600010000	Buffalo City S D	54.92%	18.41%	12.04%
520101060000	Burnt Hills-Ballston Lake C S D	66.21%	7.42%	4.40%
661201060000	Byram Hills C S D	49.55%	7.21%	3.30%
180701040000	Byron-Bergen C S D	38.95%	21.05%	1.05%
190301040000	Cairo-Durham C S D	47.83%	17.93%	7.61%
240201040000	Caledonia-Mumford C S D	75.68%	6.31%	4.50%
641610040000	Cambridge C S D	67.52%	1.71%	4.27%
410601040000	Camden C S D	47.35%	32.78%	0.33%
570603040000	Campbell-Savona C.S.D.	67.50%	27.50%	2.50%
270301040000	Canajoharie C S D	71.59%	14.77%	3.41%
430300050000	Canandaigua City S D	48.68%	13.44%	2.65%
021102040000	Canaseraga C S D	62.96%	29.63%	0.00%
250901060000	Canastota C S D	28.71%	36.84%	0.00%
600301040000	Candor C S D	75.00%	10.00%	2.50%
571502060000	Canisteo-Greenwood	63.24%	15.44%	0.00%
510201060000	Canton C S D	44.05%	17.18%	2.20%
280411030000	Carle Place U F S D	63.41%	17.07%	5.85%
480102060000	Carmel C S D	49.91%	18.74%	5.25%

222201060000	Carthage C S D	71.52%	12.32%	0.40%
060401040000	Cassadaga Valley C S D	56.06%	6.06%	2.27%
050401040000	Cato-Meridian C S D	81.05%	7.37%	0.00%
190401060000	Catskill C S D	58.16%	18.37%	5.78%
042302040000	Cattaraugus-Little Valley	55.76%	23.03%	1.21%
250201060000	Cazenovia C S D	65.50%	2.34%	4.09%
580233020000	Center Moriches U F S D	54.05%	21.17%	2.25%
580513030000	Central Islip U F S D	34.80%	28.92%	7.97%
460801060000	Central Square C S D	83.60%	8.38%	0.89%
212101040000	Central Valley CSD at Ilion-Mohawk	48.09%	21.41%	2.05%
661004060000	Chappaqua C S D	87.53%	2.86%	6.49%
120401040000	Charlotte Valley C S D	58.54%	17.07%	0.00%
160801040000	Chateaugay C S D	44.93%	18.84%	1.45%
101001040000	Chatham Central School District	65.06%	16.27%	10.24%
060503040000	Chautauqua Lake CSD	47.57%	29.13%	7.77%
090601020000	Chazy U F S D	71.67%	3.33%	0.00%
140701060000	Cheektowaga C S D	41.21%	32.28%	6.63%
140702030000	Cheektowaga-Maryvale U F S D	44.14%	32.07%	8.62%
140709030000	Cheektowaga-Sloan U F S D	66.67%	16.88%	10.13%
030101060000	Chenango Forks C S D	80.65%	14.75%	2.30%
030701060000	Chenango Valley C S D	65.34%	14.74%	1.59%
472202040000	Cherry Valley-Springfield C S D	59.46%	22.97%	4.05%
440201020000	Chester U F S D	6.13%	32.52%	3.68%
251601060000	Chittenango C S D	65.31%	5.17%	0.00%
261501060000	Churchville-Chili C S D	56.96%	11.85%	5.41%
110101040000	Cincinnatus C S D	56.38%	18.09%	1.06%
140801060000	Clarence C S D	64.29%	8.54%	6.10%
500101060000	Clarkstown C S D	48.99%	13.87%	4.14%
140703020000	Cleveland Hill U F S D	59.90%	16.83%	9.41%
510401040000	Clifton-Fine C S D	73.53%	0.00%	0.00%
411101060000	Clinton C S D	55.81%	21.71%	2.33%
650301040000	Clyde-Savannah C S D	64.10%	14.53%	0.85%
060701040000	Clymer C S D	74.51%	15.69%	0.00%
541102060000	Cobleskill-Richmondville C S D	53.16%	25.95%	3.16%
010500010000	Cohoes City S D	58.87%	13.31%	4.44%
580402060000	Cold Spring Harbor C S D	84.88%	1.74%	5.23%
510501040000	Colton-Pierrepont C S D	50.00%	31.25%	0.00%
580410030000	Commack U F S D	71.39%	9.00%	4.21%
580507060000	Connetquot C S D	54.67%	17.32%	5.51%
471701040000	Cooperstown C S D	62.50%	13.64%	1.14%
230201040000	Copenhagen C S D	62.50%	8.93%	0.00%
580105030000	Copiague U F S D	38.33%	17.03%	13.41%
520401040000	Corinth C S D	73.17%	15.45%	3.25%
571000010000	Corning City S D	64.37%	17.37%	0.89%
440301060000	Cornwall C S D	49.75%	18.94%	6.57%
110200010000	Cortland City S D	71.07%	17.30%	0.94%
190501040000	Coxsackie-Athens C S D	49.66%	22.07%	5.52%
660202030000	Croton-Harmon U F S D	60.00%	8.11%	5.41%
150203040000	Crown Point C S D	80.00%	16.67%	0.00%

022302040000	Cuba-Rushford C S D	65.55%	21.85%	0.00%
241101040000	Dalton-Nunda C S D (Keshequa)	67.82%	26.44%	4.60%
241001060000	Dansville C S D	40.64%	28.31%	8.68%
250301040000	De Ruyter C S D	50.00%	12.50%	0.00%
580107030000	Deer Park U F S D	57.28%	20.13%	5.89%
120501040000	Delhi C S D	55.83%	15.83%	0.83%
140707030000	Depew U F S D	44.83%	29.89%	8.05%
031301040000	Deposit C S D	65.28%	30.56%	0.00%
660403030000	Dobbs Ferry U F S D	78.57%	3.25%	5.19%
211003040000	Dolgeville C S D	62.69%	9.70%	0.00%
130502020000	Dover U F S D	33.33%	23.59%	4.62%
120301040000	Downsville C S D	51.02%	24.49%	2.04%
610301060000	Dryden C S D	75.49%	13.83%	4.74%
530101040000	Duanesburg C S D	78.75%	15.00%	5.00%
680801040000	Dundee C S D	52.52%	23.02%	0.72%
060800010000	Dunkirk City S D	42.42%	34.34%	3.03%
140301030000	East Aurora U F S D	51.34%	14.97%	0.53%
430501040000	East Bloomfield C S D	40.21%	45.36%	1.03%
490301060000	East Greenbush C S D	66.52%	13.30%	2.99%
580301020000	East Hampton U F S D	67.01%	5.67%	5.67%
260801060000	East Irondequoit C S D	54.99%	15.67%	5.98%
580503030000	East Islip U F S D	61.42%	14.57%	4.72%
280203030000	East Meadow U F S D	64.14%	17.75%	10.40%
580234020000	East Moriches U F S D	68.35%	11.39%	2.53%
580917020000	East Quogue U F S D	72.97%	10.81%	0.00%
500402060000	East Ramapo C S D (Spring Valley)	21.37%	35.80%	5.71%
261313030000	East Rochester U F S D	55.63%	25.17%	4.64%
280219030000	East Rockaway U F S D	58.46%	16.15%	6.15%
420401060000	East Syracuse-Minoa C S D	53.82%	12.40%	1.91%
280402030000	East Williston U F S D	81.82%	4.55%	9.09%
660301030000	Eastchester U F S D	51.92%	18.68%	1.92%
580912060000	Eastport-South Manor	63.64%	14.51%	1.74%
141201060000	Eden C S D	66.15%	11.46%	1.56%
660406030000	Edgemont U F S D	62.50%	7.21%	2.88%
520601080000	Edinburg Comn School	58.33%	16.67%	0.00%
470501040000	Edmeston C S D	67.57%	20.27%	6.76%
513102040000	Edwards-Knox Central School District	67.46%	20.63%	0.00%
180901040000	Elba C S D	77.78%	18.52%	0.00%
590801040000	Eldred C S D	40.32%	32.26%	6.45%
150301040000	Elizabethtown-Lewis C S D	56.82%	0.00%	27.27%
622002060000	Ellenville C S D	51.68%	21.81%	7.05%
040901040000	Ellicottville C S D	71.70%	9.43%	0.00%
070600010000	Elmira City S D	65.94%	17.45%	0.24%
070902060000	Elmira Hts C S D	70.21%	17.02%	0.00%
280216020000	Elmont U F S D	45.64%	46.80%	6.40%
660409020000	Elmsford U F S D	49.31%	12.50%	10.42%
580401020000	Elwood U F S D	50.88%	15.79%	6.14%
141401060000	Evans-Brant C S D (Lake Shore)	61.67%	18.67%	2.70%
420601040000	Fabius-Pompey C S D	65.79%	14.47%	0.00%



261301060000	Fairport C S D	64.28%	11.69%	5.84%
061101040000	Falconer C S D	74.78%	18.26%	4.35%
590501060000	Fallsburgh C S D	41.52%	20.98%	6.70%
280522030000	Farmingdale U F S D	52.75%	11.39%	11.78%
421001060000	Fayetteville-Manlius C S D	80.72%	6.17%	2.06%
022001040000	Fillmore C S D	63.10%	21.43%	0.00%
580514020000	Fire Island U F S D	66.67%	0.00%	0.00%
581004020000	Fishers Island U F S D	0.00%	0.00%	0.00%
280222020000	Floral Park-Bellerose UFSD	57.82%	31.97%	2.72%
442115020000	Florida U F S D	36.00%	26.67%	0.00%
270601040000	Fonda-Fultonville C S D	76.05%	9.58%	0.00%
061503040000	Forestville C S D	48.00%	16.00%	0.00%
640502040000	Fort Ann C S D	34.43%	18.03%	11.48%
640601020000	Fort Edward U F S D	43.28%	13.43%	8.96%
270701040000	Fort Plain C S D	51.97%	34.65%	0.79%
210402060000	Frankfort Schuyler C S D	51.56%	13.28%	0.00%
120701040000	Franklin C S D	86.67%	11.11%	2.22%
280217020000	Franklin Square U F S D	66.03%	29.49%	4.49%
041101040000	Franklinville C S D	68.60%	26.74%	1.16%
062201060000	Fredonia C S D	49.03%	22.58%	1.29%
280209030000	Freeport U F S D	64.87%	14.70%	7.46%
060301040000	Frewsburg C S D	32.99%	28.87%	5.15%
021601040000	Friendship C S D	55.13%	32.05%	0.00%
141604060000	Frontier C S D	68.04%	15.86%	4.96%
460500010000	Fulton City S D	64.86%	18.53%	0.19%
520701040000	Galway C S D	56.25%	0.00%	7.14%
650902040000	Gananda C S D	57.65%	16.47%	3.53%
280218030000	Garden City U F S D	62.73%	10.23%	3.64%
480404020000	Garrison U F S D	75.00%	8.33%	0.00%
260401060000	Gates-Chili C S D	35.27%	17.71%	4.50%
220401040000	General Brown C S D	76.96%	12.90%	0.00%
020702040000	Genesee Valley CSD	20.00%	30.00%	0.00%
240401040000	Geneseo C S D	49.15%	7.63%	5.08%
430700010000	Geneva City S D	72.31%	18.46%	1.15%
100902040000	Germantown C S D	44.16%	25.97%	5.19%
470202040000	Gilbertsville- Mount Upton C S D	51.02%	26.53%	0.00%
540801040000	Gilboa Conesville Central School	42.31%	11.54%	3.85%
280100010000	Glen Cove City S D	67.53%	0.20%	9.36%
630300010000	Glens Falls City S D	42.07%	14.33%	5.18%
630918080000	Glens Falls Comn S D	23.53%	0.00%	11.76%
170500010000	Gloversville City S D	51.28%	41.22%	2.76%
430901060000	Gorham-Middlesex C S D	56.61%	25.93%	3.17%
440601040000	Goshen C S D	35.23%	22.50%	4.09%
511101060000	Gouverneur C S D	64.85%	16.72%	1.37%
042801060000	Gowanda C S D	48.33%	20.00%	2.78%
141501060000	Grand Island C S D	63.78%	7.03%	8.11%
640701040000	Granville C S D	54.26%	20.63%	14.80%
280407030000	Great Neck U F S D	59.83%	8.65%	4.15%
260501060000	Greece C S D	55.50%	17.99%	3.77%

010701030000	Green Island U F S D	54.55%	43.18%	2.27%
660407060000	Greenburgh C S D	36.52%	32.62%	3.90%
080601040000	Greene C S D	51.35%	14.05%	0.54%
581010020000	Greenport U F S D	46.48%	22.54%	11.27%
190701040000	Greenville C S D	61.05%	15.79%	6.32%
640801040000	Greenwich C S D	78.23%	11.56%	2.04%
442111020000	Greenwood Lake U F S D	28.77%	47.95%	2.74%
610501040000	Groton C S D	69.92%	12.03%	0.00%
010802060000	Guilderland C S D	71.33%	14.80%	4.23%
630801040000	Hadley Luzerne C S D	43.81%	26.67%	3.81%
480401040000	Haldane C S D	55.93%	4.24%	11.86%
580405060000	Half Hollow Hills C S D	61.65%	16.72%	3.78%
141601060000	Hamburg C S D	59.16%	11.16%	5.18%
250701040000	Hamilton C S D	44.93%	24.64%	4.35%
511201040000	Hammond C S D	63.16%	13.16%	0.00%
572901040000	Hammondsport C S D	65.67%	16.42%	0.00%
580905020000	Hampton Bays U F S D	58.74%	8.52%	2.69%
120906040000	Hancock C S D	77.78%	20.37%	0.00%
460701040000	Hannibal C S D	48.85%	17.82%	0.57%
580406060000	Harborfields C S D	65.41%	7.76%	5.66%
030501040000	Harpursville C S D	67.07%	29.27%	2.44%
660501060000	Harrison C S D	65.19%	13.86%	4.13%
230301040000	Harrisville C S D	34.09%	4.55%	0.00%
641001040000	Hartford C S D	64.86%	9.46%	2.70%
660404030000	Hastings-On-Hudson U F S D	60.71%	7.14%	4.17%
580506030000	Hauppauge U F S D	61.18%	11.84%	7.46%
500201060000	Haverstraw-Stony Point C S D	45.09%	15.72%	5.35%
280201030000	Hempstead U F S D	31.04%	44.92%	6.09%
660203060000	Hendrick Hudson C S D	66.67%	9.52%	8.16%
210601060000	Herkimer C S D	34.13%	22.16%	1.20%
511301040000	Hermon-Dekalb C S D	73.17%	14.63%	2.44%
280409030000	Herricks U F S D	57.94%	13.69%	7.94%
512404040000	Heuvelton C S D	65.63%	21.88%	1.56%
280214030000	Hewlett-Woodmere U F S D	48.19%	11.49%	4.23%
280517030000	Hicksville U F S D	62.01%	7.69%	9.42%
620803040000	Highland C S D	52.47%	18.83%	6.28%
440901040000	Highland Falls - Fort Montgomery C S D	56.72%	35.82%	2.24%
261101060000	Hilton C S D	79.03%	13.04%	2.56%
041401040000	Hinsdale C S D	50.00%	22.92%	0.00%
141701040000	Holland C S D	55.36%	19.64%	5.36%
412201060000	Holland Patent C S D	61.24%	11.00%	4.78%
450704040000	Holley C S D	45.95%	18.24%	4.73%
110701060000	Homer C S D	73.38%	9.35%	2.52%
431401040000	Honeoye C S D	70.65%	20.65%	5.43%
260901060000	Honeoye Falls-Lima C S D	64.86%	8.33%	5.80%
491401040000	Hoosic Valley C S D	81.02%	10.95%	2.19%
490501060000	Hoosick Falls C S D	76.19%	8.73%	2.38%
571800010000	Hornell City S D	64.46%	22.30%	0.70%
070901060000	Horseheads C S D	38.98%	24.36%	0.42%

101300010000	Hudson City S D	42.56%	23.81%	6.85%
641301060000	Hudson Falls C S D	69.52%	17.38%	4.27%
190901040000	Hunter-Tannersville C S D	57.81%	6.25%	3.13%
580403030000	Huntington U F S D	50.07%	14.95%	7.55%
130801060000	Hyde Park C S D	52.77%	20.85%	5.05%
200401040000	Indian Lake C S D	0.00%	0.00%	0.00%
220301060000	Indian River C S D	74.84%	14.66%	0.00%
200501080000	Inlet Comm S D	100.00%	0.00%	0.00%
141301060000	Iroquois C S D	57.32%	24.39%	0.30%
660402020000	Irvington U F S D	58.94%	7.25%	4.83%
280231020000	Island Park U F S D	78.26%	18.84%	2.90%
280226030000	Island Trees U F S D	74.14%	4.74%	10.78%
580502020000	Islip U F S D	75.67%	17.91%	4.28%
610600010000	Ithaca City S D	75.82%	11.02%	3.95%
061700010000	Jamestown City S D	42.02%	27.44%	4.80%
420411060000	Jamesville-Dewitt C S D	49.59%	7.99%	0.28%
572702040000	Jasper-Troupsburg C S D	49.21%	28.57%	0.00%
540901040000	Jefferson C S D	34.15%	17.07%	2.44%
280515030000	Jericho U F S D	53.44%	7.36%	3.56%
630601040000	Johnsburg C S D	61.02%	5.08%	8.47%
031502060000	Johnson City C S D	73.95%	18.95%	2.37%
170600010000	Johnstown City S D	47.55%	26.47%	2.94%
420501060000	Jordan Elbridge C S D	49.34%	8.55%	3.95%
660101030000	Katonah-Lewisboro U F S D	59.83%	6.34%	4.44%
150601040000	Keene C S D	90.48%	0.00%	0.00%
450607040000	Kendall C S D	61.29%	9.68%	3.23%
142601030000	Kenmore - Tonawanda U F S D	49.27%	19.26%	5.58%
101401040000	Kinderhook C S D	56.91%	17.11%	4.93%
580805060000	Kings Park C S D	57.94%	14.95%	5.23%
620600010000	Kingston City S D	54.91%	20.21%	6.78%
441202020000	Kiryas Joel Village UFSD	0.00%	0.41%	35.54%
221401040000	La Fargeville C S D	77.53%	6.74%	0.00%
420807040000	La Fayette C S D	78.00%	5.33%	4.00%
141800010000	Lackawanna City S D	57.39%	15.54%	6.52%
630701040000	Lake George C S D	83.62%	8.62%	2.59%
151102040000	Lake Placid C S D	53.76%	10.75%	1.08%
200601040000	Lake Pleasant C S D	40.00%	20.00%	0.00%
662401060000	Lakeland C S D	37.07%	15.90%	5.15%
141901060000	Lancaster C S D	60.83%	8.33%	3.57%
610801040000	Lansing C S D	90.24%	4.07%	3.25%
490601060000	Lansingburgh C S D	59.38%	26.13%	5.46%
470801040000	Laurens C S D	59.02%	9.84%	3.28%
280215030000	Lawrence U F S D	27.06%	13.80%	7.17%
181001060000	Le Roy C S D	76.19%	7.94%	3.17%
670401040000	Letchworth C S D	81.55%	6.80%	0.00%
280205030000	Levittown U F S D	50.83%	20.69%	3.53%
400301060000	Lewiston-Porter C S D	81.14%	10.48%	2.99%
590901060000	Liberty C S D	55.06%	28.09%	5.06%
580104030000	Lindenhurst U F S D	59.92%	10.97%	8.76%

511602040000	Lisbon C S D	42.22%	22.22%	2.22%
210800050000	Little Falls City S D	54.79%	29.45%	2.05%
421501060000	Liverpool C S D	81.98%	5.72%	0.85%
591302040000	Livingston Manor C S D	38.10%	38.10%	2.38%
240801060000	Livonia C S D	68.53%	6.99%	5.59%
400400010000	Lockport City S D	55.67%	20.56%	8.01%
280503060000	Locust Valley C S D	74.11%	3.81%	5.45%
280300010000	Long Beach City S D	53.27%	11.11%	6.24%
200701040000	Long Lake C S D	100.00%	0.00%	0.00%
580212060000	Longwood C S D	35.12%	32.78%	3.95%
230901040000	Lowville ACAD & C S D	75.00%	7.56%	0.00%
221301040000	Lyme C S D	74.47%	12.77%	0.00%
280220030000	Lynbrook U F S D	77.68%	8.41%	4.93%
421504020000	Lyncourt U F S D	68.52%	9.26%	3.70%
451001040000	Lyndonville C S D	79.07%	4.65%	1.16%
650501040000	Lyons C S D	63.20%	27.20%	1.60%
251101040000	Madison C S D	55.71%	21.43%	0.00%
511901040000	Madrid-Waddington C S D	47.69%	13.85%	3.08%
480101060000	Mahopac C S D	58.07%	11.72%	5.52%
031101060000	Maine-Endwell C S D	50.61%	23.24%	1.45%
161501060000	Malone C S D	59.39%	18.51%	0.83%
280212030000	Malverne U F S D	46.02%	3.81%	11.42%
660701030000	Mamaroneck U F S D	66.82%	7.48%	2.80%
431101040000	Manchester-Shortsville C S D	78.26%	20.65%	1.09%
280406030000	Manhasset U F S D	55.42%	5.30%	3.61%
110901040000	Marathon C S D	61.83%	13.74%	0.00%
421101060000	Marcellus C S D	77.38%	11.90%	0.00%
121401040000	Margaretville C S D	55.93%	18.64%	3.39%
650701040000	Marion C S D	50.49%	31.07%	1.94%
621001060000	Marlboro C S D	46.90%	20.00%	5.86%
280523030000	Massapequa U F S D	60.21%	12.87%	9.76%
512001060000	Massena C S D	50.77%	17.27%	1.80%
581012020000	Mattituck-Cutchogue U F S D	66.48%	11.36%	2.84%
170801040000	Mayfield C S D	56.00%	11.20%	0.80%
110304040000	McGraw C S D	72.73%	5.05%	1.01%
521200050000	Mechanicville City S D	60.34%	6.32%	10.34%
450801060000	Medina C S D	47.72%	35.53%	6.60%
010615020000	Menands U F S D	66.67%	12.50%	12.50%
280225020000	Merrick U F S D	85.23%	7.95%	3.98%
460901060000	Mexico C S D	65.52%	17.24%	0.31%
580211060000	Middle Country C S D	56.78%	15.86%	9.37%
541001040000	Middleburgh C S D	45.70%	6.62%	2.65%
441000010000	Middletown City S D	25.26%	39.08%	3.62%
471101040000	Milford CSD	57.41%	20.37%	5.56%
132201040000	Millbrook C S D	57.21%	6.05%	20.47%
580208020000	Miller Place U F S D	67.46%	15.08%	3.70%
280410030000	Mineola U F S D	57.61%	11.96%	5.71%
150801040000	Minerva C S D	0.00%	0.00%	0.00%
441101040000	Minisink Valley C S D	28.14%	31.35%	4.34%

441201060000	Monroe-Woodbury C S D	28.12%	25.97%	4.40%
580306020000	Montauk U F S D	51.22%	4.88%	4.88%
591401060000	Monticello C S D	37.21%	25.79%	2.96%
051301040000	Moravia C S D	59.18%	16.33%	0.68%
150901040000	Moriah C S D	48.37%	13.73%	6.54%
471201040000	Morris C S D	39.51%	24.69%	0.00%
512101040000	Morristown C S D	50.00%	43.48%	0.00%
250401040000	Morrisville-Eaton C S D	40.82%	21.43%	0.00%
240901040000	Mount Morris C S D	63.95%	22.09%	4.65%
660801060000	Mount Pleasant C S D	60.79%	15.11%	2.88%
580207020000	Mount Sinai U F S D	66.42%	11.57%	2.99%
660900010000	Mount Vernon City S D	43.92%	24.84%	8.34%
500108030000	Nanuet U F S D	58.02%	25.51%	1.23%
431201040000	Naples C S D	56.10%	13.82%	13.01%
411501060000	New Hartford C S D	46.99%	43.78%	0.00%
280405020000	New Hyde Park-Garden City Park U F S D	57.67%	20.86%	2.45%
101601040000	New Lebanon C S D	64.58%	4.17%	6.25%
621101060000	New Paltz C S D	63.33%	6.39%	3.89%
661100010000	New Rochelle City S D	42.27%	16.86%	5.20%
581015080000	New Suffolk Comn S D	0.00%	0.00%	0.00%
411504020000	New York Mills U F S D	70.97%	16.13%	0.00%
650101060000	Newark C S D	48.54%	36.82%	2.09%
600402040000	Newark Valley C S D	62.25%	17.22%	0.00%
441600010000	Newburgh City S D	43.95%	24.04%	5.97%
151001040000	Newcomb C S D	100.00%	0.00%	0.00%
400601060000	Newfane C S D	64.52%	19.35%	4.61%
610901040000	Newfield C S D	73.38%	10.07%	0.72%
400800010000	Niagara Falls City S D	57.79%	28.58%	7.17%
400701060000	Niagara-Wheatfield C S D	63.19%	20.14%	7.41%
530301060000	Niskayuna C S D	73.91%	8.70%	5.88%
580103030000	North Babylon U F S D	46.37%	21.23%	7.68%
280204020000	North Bellmore U F S D	76.21%	17.24%	6.55%
142201040000	North Collins C S D	47.47%	29.29%	3.03%
010623060000	North Colonie CSD	59.42%	5.78%	1.38%
490801080000	North Greenbush Comn S D (Williams)	0.00%	0.00%	0.00%
280229020000	North Merrick U F S D	73.95%	16.81%	4.20%
651501060000	North Rose-Wolcott C S D	72.78%	14.56%	0.00%
661301040000	North Salem C S D	43.70%	7.41%	5.19%
280501060000	North Shore C S D	79.17%	4.66%	7.60%
420303060000	North Syracuse C S D	73.03%	11.33%	1.65%
400900010000	North Tonawanda City S D	34.40%	26.35%	4.99%
630202040000	North Warren C S D	55.13%	6.41%	3.85%
090501040000	Northeastern Clinton C S D	47.92%	31.25%	1.25%
090901040000	Northern Adirondack C S D	53.03%	35.61%	0.00%
580404030000	Northport-East Northport U F S D	53.62%	9.30%	5.17%
170901040000	Northville C S D	83.33%	12.96%	1.85%
081200050000	Norwich City S D	68.00%	20.92%	0.62%
512201040000	Norwood-Norfolk C S D	53.02%	16.78%	3.36%
500304030000	Nyack U F S D	43.36%	29.54%	3.25%



300000010000	NYC Schools-Chancellor's Office	60.22%	21.92%	7.08%
181101040000	Oakfield Alabama C S D	77.65%	10.59%	2.35%
280211030000	Oceanside U F S D	80.64%	9.45%	2.44%
550101040000	Odessa-Montour C S D	19.05%	34.29%	1.90%
512300010000	Ogdensburg City S D	61.02%	23.23%	1.57%
042400010000	Olean City S D	57.10%	21.60%	0.00%
251400010000	Oneida City S D	54.14%	21.30%	0.89%
471400010000	Oneonta City S D	53.56%	22.71%	2.71%
421201040000	Onondaga C S D	74.11%	9.82%	5.36%
621201060000	Onteora C S D	34.90%	25.88%	5.49%
271201040000	Oppenheim-Ephratah-St. Johnsville CSD	61.95%	19.47%	0.88%
142301060000	Orchard Park C S D	35.67%	28.09%	1.69%
412901040000	Oriskany C S D	61.76%	22.06%	0.00%
661401030000	Ossining U F S D	61.31%	12.71%	3.55%
461300010000	Oswego City S D	88.44%	4.24%	0.19%
471601040000	Otego- Unadilla C S D	38.19%	26.39%	1.39%
081401040000	Otselic Valley Central School	77.08%	14.58%	0.00%
600601060000	Owego-Apalachin C S D	72.67%	11.92%	0.29%
081501040000	Oxford Acad & C S D	61.36%	17.05%	1.14%
280506060000	Oyster Bay-East Norwich C S D	52.22%	7.88%	5.91%
581002020000	Oysterponds U F S D	100.00%	0.00%	0.00%
650901060000	Palmyra-Macedon C S D	50.65%	25.97%	3.46%
061601040000	Panama C S D	51.32%	13.16%	2.63%
512501040000	Parishville-Hopkinton C S D	78.57%	10.71%	1.79%
580224030000	Patchogue-Medford U F S D	45.81%	30.70%	6.74%
181201040000	Pavilion C S D	87.34%	5.06%	3.80%
131201040000	Pawling C S D	36.67%	10.00%	3.89%
500308030000	Pearl River U F S D	60.31%	19.69%	9.38%
661500010000	Peekskill City S D	56.33%	18.98%	2.24%
661601030000	Pelham U F S D	67.82%	4.15%	1.38%
181302040000	Pembroke C S D	63.46%	21.15%	0.00%
261201060000	Penfield C S D	35.97%	16.62%	7.08%
680601060000	Penn Yan C S D	84.83%	11.85%	0.47%
671201060000	Perry C S D	69.49%	10.17%	4.24%
091101060000	Peru C S D	66.89%	19.59%	0.34%
431301060000	Phelps-Clifton Springs C S D	51.68%	33.19%	0.42%
462001060000	Phoenix C S D	48.85%	27.59%	0.57%
440401060000	Pine Bush C S D	51.51%	22.60%	4.07%
131301040000	Pine Plains C S D	53.44%	6.11%	6.87%
060601040000	Pine Valley C S D (South Dayton)	43.90%	28.05%	1.22%
261401060000	Pittsford C S D	58.75%	7.92%	2.58%
280518030000	Plainedge U F S D	61.03%	11.75%	5.16%
280504060000	Plainview-Old Bethpage C S D	69.08%	13.46%	4.44%
091200010000	Plattsburgh City S D	32.42%	23.03%	0.00%
660809030000	Pleasantville U F S D	31.06%	8.94%	5.96%
660802040000	Pocantico Hills C S D	69.23%	7.69%	5.13%
211103040000	Poland C S D	65.75%	24.66%	4.11%
051101040000	Port Byron C S D	82.58%	11.36%	0.00%
661904030000	Port Chester-Rye U F S D	62.48%	15.62%	4.00%

580206020000	Port Jefferson U F S D	66.17%	7.52%	6.77%
441800050000	Port Jervis City S D	40.23%	24.56%	3.29%
280404030000	Port Washington U F S D	66.53%	9.21%	8.81%
042901040000	Portville C S D	71.74%	18.48%	0.00%
512902060000	Potsdam C S D	57.50%	19.38%	1.25%
131500010000	Poughkeepsie City S D	59.65%	20.61%	7.93%
572301040000	Prattsburg C S D	65.71%	11.43%	0.00%
461801040000	Pulaski C S D	78.79%	9.09%	1.52%
641401040000	Putnam C S D	100.00%	0.00%	0.00%
480503040000	Putnam Valley C S D	48.86%	12.33%	5.48%
630902030000	Queensbury U F S D	62.77%	19.57%	2.39%
580903020000	Quogue U F S D	100.00%	0.00%	0.00%
500401060000	Ramapo C S D (Suffern)	54.63%	24.65%	2.83%
043001040000	Randolph C S D	32.03%	13.28%	0.78%
010402060000	Ravena-Coeymans-Selkirk C S D	61.60%	16.35%	11.79%
651503040000	Red Creek C S D	66.67%	10.42%	0.00%
131701060000	Red Hook C S D	53.91%	10.29%	7.00%
411701040000	Remsen C S D	50.94%	11.32%	1.89%
580901020000	Remsenburg-Speonk U F S D	54.84%	16.13%	3.23%
491200010000	Rensselaer City S D	49.36%	26.92%	17.31%
131801040000	Rhinebeck C S D	79.31%	5.17%	8.62%
472001040000	Richfield Springs C S D	61.54%	32.05%	2.56%
062401040000	Ripley C S D	33.33%	26.67%	0.00%
580602040000	Riverhead C S D	39.97%	26.60%	2.23%
261600010000	Rochester City S D	58.52%	21.17%	5.97%
280221030000	Rockville Centre Public School	80.38%	3.34%	2.92%
580209020000	Rocky Point U F S D	58.16%	21.11%	4.80%
411800010000	Rome City S D	54.56%	33.33%	2.12%
560603040000	Romulus C S D	71.79%	15.38%	2.56%
620901060000	Rondout Valley C S D	51.26%	2.24%	1.12%
280208030000	Roosevelt U F S D	42.74%	42.48%	3.96%
591301040000	Roscoe C S D	64.86%	16.22%	5.41%
280403030000	Roslyn U F S D	72.33%	12.25%	5.93%
530515060000	Rotterdam-Mohonasen C S D	63.44%	14.78%	8.06%
121502040000	Roxbury C S D	70.97%	4.84%	3.23%
401201060000	Royalton-Hartland C S D	66.67%	14.89%	2.13%
261701060000	Rush-Henrietta C S D	59.06%	24.03%	7.94%
661800010000	Rye City S D	53.44%	8.91%	9.31%
661901030000	Rye Neck U F S D	37.82%	6.41%	4.49%
580205060000	Sachem C S D	55.63%	29.13%	3.66%
221001040000	Sackets Harbor C S D	80.36%	5.36%	0.00%
580305020000	Sag Harbor U F S D	83.48%	1.74%	3.48%
580910080000	Sagaponack Comn S D	0.00%	0.00%	0.00%
043200050000	Salamanca City S D	60.67%	26.67%	2.00%
641501040000	Salem C S D	77.22%	6.33%	5.06%
161201040000	Salmon River C S D	38.83%	15.05%	0.00%
461901040000	Sandy Creek C S D	83.72%	3.49%	2.33%
091402060000	Saranac C S D	43.84%	20.09%	1.37%
161401060000	Saranac Lake C S D	49.01%	4.64%	1.32%



521800010000	Saratoga Springs City S D	63.01%	11.29%	6.22%
621601060000	Saugerties C S D	54.12%	18.04%	6.47%
411603040000	Sauquoit Valley C S D	53.91%	23.44%	4.69%
580504030000	Sayville U F S D	77.19%	11.41%	3.71%
662001030000	Scarsdale U F S D	73.97%	5.84%	7.06%
530501060000	Schalmont C S D	44.75%	22.37%	3.65%
530600010000	Schenectady City S D	46.23%	32.39%	10.78%
470901040000	Schenevus C S D	48.44%	14.06%	3.13%
491501040000	Schodack C S D	64.62%	4.62%	3.08%
541201040000	Schoharie C S D	53.91%	20.00%	3.48%
151401040000	Schroon Lake C S D	72.73%	4.55%	0.00%
521701040000	Schuylerville C S D	57.86%	15.09%	3.77%
022401040000	Scio C S D	51.85%	29.63%	0.00%
530202060000	Scotia-Glenville C S D	59.00%	10.43%	6.40%
280206030000	Seafood U F S D	52.16%	19.31%	5.76%
560701060000	Seneca Falls C S D	58.78%	20.27%	0.68%
280252070000	Sewanhaka Central H S District	31.14%	12.76%	6.29%
541401040000	Sharon Springs C S D	64.29%	21.43%	4.76%
580701020000	Shelter Island U F S D	64.86%	2.70%	8.11%
520302060000	Shenendehowa C S D	74.97%	11.28%	3.65%
082001040000	Sherburne-Earlville C S D	57.82%	14.18%	1.09%
062601040000	Sherman C S D	74.58%	13.56%	0.00%
412000050000	Sherrill City S D	62.87%	14.36%	0.00%
580601040000	Shoreham-Wading River C S D	62.66%	13.04%	2.56%
121601060000	Sidney C S D	52.14%	22.22%	1.71%
061501040000	Silver Creek C S D	41.18%	35.29%	2.21%
421601060000	Skaneateles C S D	81.65%	4.59%	0.00%
580801060000	Smithtown C S D	64.34%	10.43%	4.44%
651201060000	Sodus C S D	52.00%	18.00%	0.00%
420702030000	Solvay U F S D	76.73%	7.43%	0.99%
662101060000	Somers C S D	53.72%	10.74%	2.89%
010601060000	South Colonie C S D	43.50%	17.63%	4.91%
580235060000	South Country C S D	51.46%	25.32%	4.87%
521401040000	South Glens Falls C S D	54.13%	22.40%	4.00%
580413030000	South Huntington U F S D	45.32%	20.49%	6.44%
220101040000	South Jefferson C S D	45.00%	16.33%	1.00%
121702040000	South Kortright C S D	79.17%	8.33%	2.08%
231101040000	South Lewis C S D	78.57%	16.84%	0.00%
500301060000	South Orangetown C S D	72.30%	16.62%	1.39%
560501040000	South Seneca C S D	68.31%	13.38%	2.11%
580906030000	Southampton U F SD	59.52%	12.70%	4.37%
050701040000	Southern Cayuga C S D	71.43%	6.12%	1.02%
581005020000	Southold U F S D	61.47%	11.01%	5.50%
060201060000	Southwestern C S D (Jamestown)	40.94%	29.53%	1.34%
131602020000	Spackenkill U F S D	63.98%	11.29%	4.30%
261001060000	Spencerport C S D	54.83%	20.22%	2.25%
600801040000	Spencer-Van Etten C S D	60.47%	20.16%	0.00%
580304020000	Springs U F S D	65.28%	22.22%	1.39%
141101060000	Springville-Griffith Inst. C S D	65.02%	13.30%	6.40%

161801040000	St. Regis Falls C.S.D.	54.72%	9.43%	0.00%
121701040000	Stamford C.S.D.	54.55%	20.45%	0.00%
401001060000	Starpoint C.S.D.	66.32%	27.15%	4.81%
522001040000	Stillwater C S D	62.22%	18.52%	8.15%
251501040000	Stockbridge Valley C.S.D.	83.61%	14.75%	0.00%
591502040000	Sullivan West Central School District	38.89%	31.48%	0.00%
030601060000	Susquehanna Valley C.S.D.	66.03%	15.31%	2.87%
140207060000	Sweet Home C.S.D.	57.96%	19.59%	6.12%
280502060000	Syosset C.S.D.	62.41%	8.71%	5.22%
421800010000	Syracuse City S D	65.01%	7.01%	3.48%
100501040000	Taconic Hills Central School District	63.16%	20.10%	3.83%
220701040000	Thousand Islands C.S.D.	80.00%	6.15%	0.77%
580201060000	Three Village Central C S D	72.23%	13.10%	3.92%
151501060000	Ticonderoga C.S.D.	58.82%	3.36%	4.20%
600903040000	Tioga C S D	34.91%	22.64%	13.21%
142500010000	Tonawanda City S D	51.93%	17.17%	6.87%
211901020000	Town Of Webb U F S D	86.67%	0.00%	0.00%
591201040000	Tri-Valley C S D	34.27%	25.17%	2.10%
491700010000	Troy City S D	60.17%	23.09%	7.65%
611001040000	Trumansburg C S D	67.66%	8.98%	0.00%
580913080000	Tuckahoe Comn S D	42.50%	10.00%	0.00%
660302030000	Tuckahoe U F S D	64.29%	17.46%	6.35%
421902040000	Tully C.S.D.	75.44%	15.79%	0.00%
160101060000	Tupper Lake C.S.D.	66.67%	6.45%	0.00%
441903020000	Tuxedo U F S D	37.62%	18.81%	4.95%
660401030000	UFSD of the Tarrytowns	56.46%	9.18%	3.74%
081003040000	Unadilla Valley CSD	66.40%	23.20%	0.00%
051901040000	Union Springs C.S.D.	78.31%	3.61%	2.41%
280202030000	Uniondale UFSD	62.31%	9.08%	10.04%
031501060000	Union-Endicott C.S.D.	59.42%	23.19%	1.09%
412300010000	Utica City Schools	48.66%	25.02%	5.55%
660805030000	Valhalla UFSD	70.85%	4.52%	9.55%
441301060000	Valley C.S.D.Montgomery	39.98%	29.64%	3.20%
280251070000	Valley Stream C.H.S.D.	52.02%	14.80%	5.68%
280230020000	Valley Stream Hemp# 30 School	55.12%	37.80%	7.09%
280213020000	Valley Stream Hempstead # 13	55.71%	36.07%	6.85%
280224020000	Valley Stream-Hempstead 24 School	66.13%	12.90%	8.06%
211701040000	Van Hornesville-Owen D. Young C S D	45.83%	41.67%	0.00%
031601060000	Vestal C.S.D.	58.81%	27.00%	0.92%
431701060000	Victor C.S.D.	69.45%	9.14%	2.09%
011003060000	Voorheesville Central School	76.42%	9.76%	1.63%
580302080000	Wainscott Comn S D	0.00%	0.00%	0.00%
621801060000	Walkkill C S D	46.51%	25.32%	3.10%
121901040000	Walton C S D	64.63%	19.51%	0.00%
280223030000	Wantagh U F S D	71.83%	11.89%	6.46%
132101060000	Wappingers C S D	61.37%	14.46%	4.17%
631201040000	Warrensburg C S D	74.62%	14.62%	6.92%
671501040000	Warsaw C S D	62.03%	13.92%	5.06%
442101060000	Warwick Valley C S D	36.73%	23.15%	2.20%

440102060000	Washingtonville C S D	35.39%	25.25%	1.79%
522101030000	Waterford-HalfMoon U F S D	50.91%	22.73%	4.55%
561006060000	Waterloo C S D	56.91%	20.33%	3.25%
222000010000	Watertown City S D	77.41%	16.78%	1.00%
411902040000	Waterville C S D	48.81%	29.76%	0.00%
011200010000	Watervliet City S D	58.82%	17.16%	3.92%
550301060000	Watkins Glen C S D	73.55%	4.13%	0.00%
600101060000	Waverly C S D	85.85%	9.76%	1.95%
573002040000	Wayland-Cohocton C.S.D.	49.67%	7.28%	7.28%
650801060000	Wayne C S D	65.13%	9.20%	0.38%
261901060000	Webster C S D	70.60%	13.09%	5.01%
131101040000	Webutuck (Northeast) C.S.D.	45.86%	29.32%	7.52%
050301040000	Weedsport C S D	59.17%	10.83%	0.83%
200901040000	Wells C S D	90.48%	0.00%	0.00%
022601060000	Wellsville C S D	44.31%	33.53%	0.00%
580102030000	West Babylon U F S D	49.04%	13.26%	8.20%
210302040000	West Canada Valley C S D	56.76%	20.27%	0.00%
420101060000	West Genesee C S D	77.09%	5.68%	1.42%
280227030000	West Hempstead U F S D	48.82%	12.94%	12.65%
260803060000	West Irondequoit C S D	67.47%	8.13%	3.31%
580509030000	West Islip U F S D	57.82%	11.29%	5.83%
142801060000	West Seneca C S D	61.01%	19.13%	6.74%
040204040000	West Valley C S D	68.42%	18.42%	0.00%
280401030000	Westbury U F S D	45.47%	15.81%	13.85%
062901040000	Westfield C S D	47.56%	24.39%	0.00%
580902020000	Westhampton Beach U F S D	69.91%	12.39%	1.77%
420701060000	Westhill C S D	68.09%	2.98%	4.68%
412801040000	Westmoreland C S D	52.07%	17.36%	1.65%
151601040000	Westport C S D	67.65%	20.59%	0.00%
262001040000	Wheatland-Chili C S D	63.83%	12.77%	8.51%
170301020000	Wheelerville U F S D	82.35%	11.76%	0.00%
662200010000	White Plains City S D	44.16%	18.22%	5.68%
641701060000	Whitehall C S D	52.38%	11.90%	8.73%
412902060000	Whitesboro C S D	54.40%	13.50%	0.39%
022101040000	Whitesville C S D	62.07%	24.14%	0.00%
031401060000	Whitney Point C S D	64.47%	18.42%	2.19%
580232030000	William Floyd U F S D	43.19%	34.16%	6.26%
651402040000	Williamson C S D	47.74%	28.39%	0.65%
140203060000	Williamsville C S D	61.30%	6.89%	5.33%
151701040000	Willsboro C S D	13.95%	18.60%	0.00%
401501060000	Wilson C S D	50.55%	32.42%	4.40%
191401040000	Windham-Ashland-Jewett C S D	77.78%	2.78%	0.00%
031701060000	Windsor C S D	71.21%	21.21%	2.02%
472506040000	Worcester C S D	67.11%	15.79%	3.95%
580109020000	Wyandanch U F S D	34.53%	10.09%	10.31%
490804020000	Wynantskill U F S D	70.31%	1.56%	0.00%
671002040000	Wyoming C S D	78.57%	7.14%	0.00%
662300010000	Yonkers City S D	41.82%	47.53%	8.11%
241701040000	York C S D	84.47%	4.85%	3.88%

043501060000	Yorkshire-Pioneer C S D	47.67%	20.64%	3.19%
662402060000	Yorktown C S D	53.52%	6.84%	2.01%