

JERICHO UFSD ENROLLMENT (2016 - 17)

K-12 ENROLLMENT

3,035

ENROLLMENT BY GENDER

MALE

FEMALE

1,621

53%

1,414

47%

ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
AMERICAN INDIAN OR ALASKA NATIVE	4	0%
BLACK OR AFRICAN AMERICAN	62	2%
HISPANIC OR LATINO	78	3%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	1,624	54%
WHITE	1,248	41%
MULTIRACIAL	19	1%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

STUDENTS WITH DISABILITIES

ECONOMICALLY DISADVANTAGED

156

5%

386

13%

261

9%

ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
K (FULL DAY)	148	5%
1ST GRADE	166	5%
2ND GRADE	185	6%
3RD GRADE	198	7%
4TH GRADE	223	7%
5TH GRADE	247	8%
6TH GRADE	251	8%
UNGRADED ELEMENTARY	4	0%
7TH GRADE	248	8%
8TH GRADE	263	9%
9TH GRADE	249	8%
10TH GRADE	272	9%
11TH GRADE	301	10%
12TH GRADE	266	9%
UNGRADED SECONDARY	14	0%

FREE AND REDUCED-PRICE LUNCH (2016 - 17)

ELIGIBLE FOR FREE LUNCH

ELIGIBLE FOR REDUCED-PRICE LUNCH

190	6%	5	0%
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ATTENDANCE (2015 - 16)

ANNUAL ATTENDANCE RATE	97%
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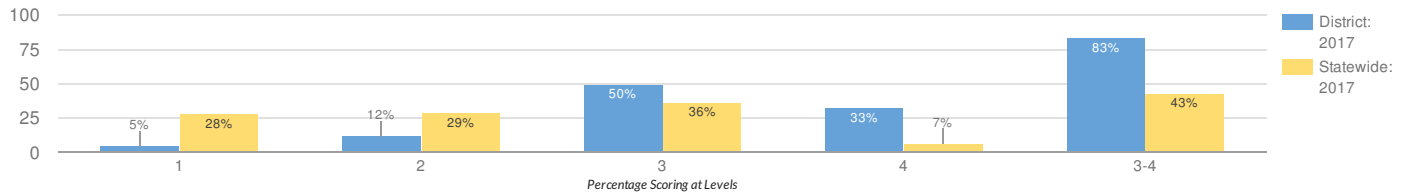
STUDENT SUSPENSIONS (2015 - 16)

22	1%
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STAFF COUNTS (2016 - 17)

GROUP	STAFF
PRINCIPALS	5
ASSISTANT PRINCIPALS	2
OTHER PROFESSIONAL STAFF	37
PARAPROFESSIONALS	114

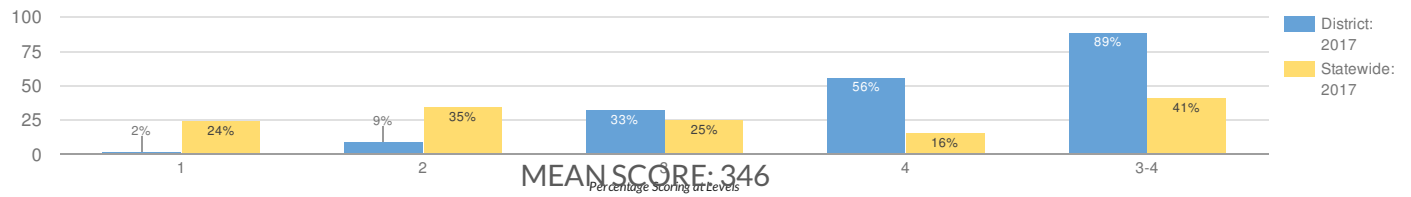
GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 343

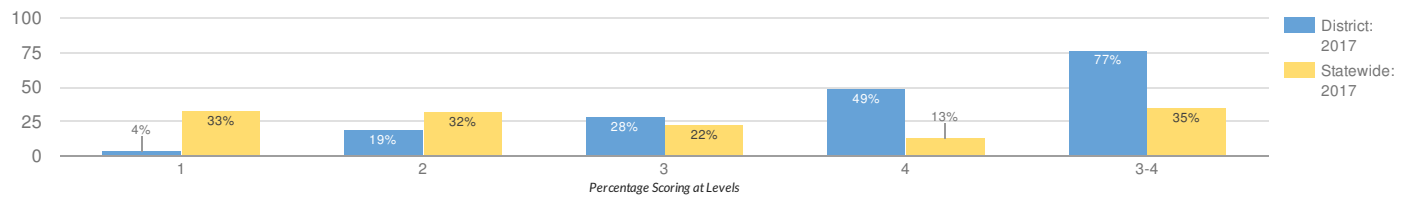
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	169	83%	8	5%	21	12%	85	50%	55	33%
GENERAL EDUCATION	152	87%	3	2%	17	11%	81	53%	51	34%
STUDENTS WITH DISABILITIES	17	47%	5	29%	4	24%	4	24%	4	24%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	105	85%	4	4%	12	11%	47	45%	42	40%
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	33%	0	0%	4	67%	0	0%	2	33%
WHITE	52	88%	3	6%	3	6%	37	71%	9	17%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	50%	1	17%	2	33%	1	17%	2	33%
FEMALE	76	91%	2	3%	5	7%	35	46%	34	45%
MALE	93	76%	6	6%	16	17%	50	54%	21	23%
NON-ENGLISH LANGUAGE LEARNERS	158	85%	5	3%	19	12%	79	50%	55	35%
ENGLISH LANGUAGE LEARNERS	11	55%	3	27%	2	18%	6	55%	0	0%
ECONOMICALLY DISADVANTAGED	15	53%	3	20%	4	27%	4	27%	4	27%
NOT ECONOMICALLY DISADVANTAGED	154	86%	5	3%	17	11%	81	53%	51	33%
NOT MIGRANT	169	83%	8	5%	21	12%	85	50%	55	33%

GRADE 4 ENGLISH LANGUAGE ARTS



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	192	89%	4	2%	17	9%	64	33%	107	56%
GENERAL EDUCATION	179	91%	3	2%	14	8%	58	32%	104	58%
STUDENTS WITH DISABILITIES	13	69%	1	8%	3	23%	6	46%	3	23%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	114	91%	1	1%	9	8%	31	27%	73	64%
BLACK OR AFRICAN AMERICAN	8	50%	0	0%	4	50%	3	38%	1	13%
HISPANIC OR LATINO	5	_%	-	-	-	-	-	-	-	-
WHITE	63	92%	2	3%	3	5%	27	43%	31	49%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	71%	1	14%	1	14%	3	43%	2	29%
FEMALE	96	91%	0	0%	9	9%	22	23%	65	68%
MALE	96	88%	4	4%	8	8%	42	44%	42	44%
NON-ENGLISH LANGUAGE LEARNERS	187	90%	2	1%	16	9%	62	33%	107	57%
ENGLISH LANGUAGE LEARNERS	5	40%	2	40%	1	20%	2	40%	0	0%
ECONOMICALLY DISADVANTAGED	17	94%	0	0%	1	6%	7	41%	9	53%
NOT ECONOMICALLY DISADVANTAGED	175	89%	4	2%	16	9%	57	33%	98	56%
NOT MIGRANT	192	89%	4	2%	17	9%	64	33%	107	56%

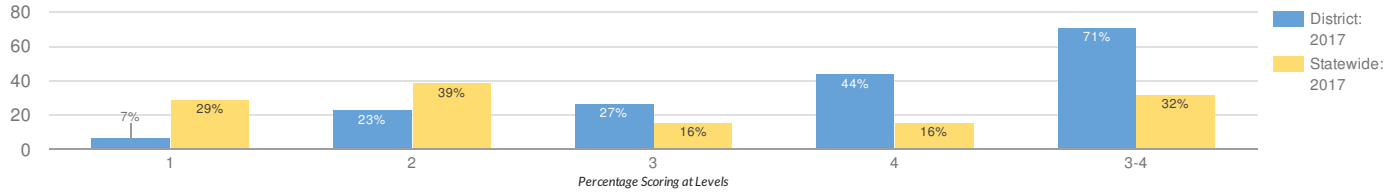
GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 342

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	189	77%	7	4%	36	19%	53	28%	93	49%
GENERAL EDUCATION	178	81%	4	2%	30	17%	52	29%	92	52%
STUDENTS WITH DISABILITIES	11	18%	3	27%	6	55%	1	9%	1	9%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	129	78%	7	5%	22	17%	35	27%	65	50%
BLACK OR AFRICAN AMERICAN	6	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	67%	0	0%	2	33%	2	33%	2	33%
WHITE	47	77%	0	0%	11	23%	15	32%	21	45%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	86%	0	0%	1	14%	1	14%	5	71%
FEMALE	86	81%	1	1%	15	17%	24	28%	46	53%
MALE	103	74%	6	6%	21	20%	29	28%	47	46%
NON-ENGLISH LANGUAGE LEARNERS	183	79%	4	2%	34	19%	52	28%	93	51%
ENGLISH LANGUAGE LEARNERS	6	17%	3	50%	2	33%	1	17%	0	0%
ECONOMICALLY DISADVANTAGED	9	67%	0	0%	3	33%	2	22%	4	44%
NOT ECONOMICALLY DISADVANTAGED	180	78%	7	4%	33	18%	51	28%	89	49%
NOT MIGRANT	189	77%	7	4%	36	19%	53	28%	93	49%

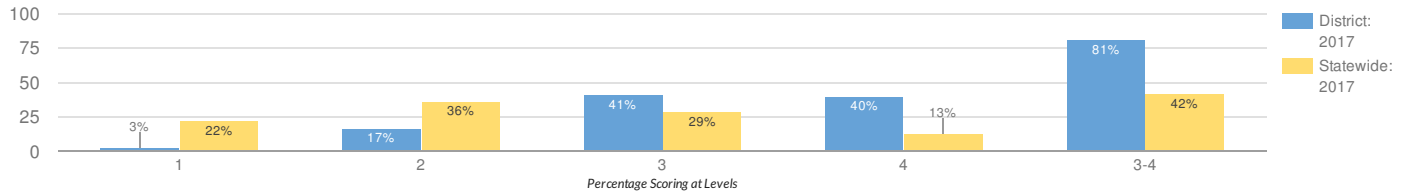
GRADE 6 ENGLISH LANGUAGE ARTS



MEAN SCORE: 327

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	207	71%	14	7%	47	23%	55	27%	91	44%
GENERAL EDUCATION	190	76%	6	3%	40	21%	54	28%	90	47%
STUDENTS WITH DISABILITIES	17	12%	8	47%	7	41%	1	6%	1	6%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	140	76%	8	6%	25	18%	40	29%	67	48%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	_%	-	-	-	-	-	-	-	-
WHITE	59	59%	5	8%	19	32%	12	20%	23	39%
SMALL GROUP TOTAL	8	50%	1	13%	3	38%	3	38%	1	13%
FEMALE	90	76%	2	2%	20	22%	26	29%	42	47%
MALE	117	67%	12	10%	27	23%	29	25%	49	42%
NON-ENGLISH LANGUAGE LEARNERS	200	73%	10	5%	45	23%	55	28%	90	45%
ENGLISH LANGUAGE LEARNERS	7	14%	4	57%	2	29%	0	0%	1	14%
ECONOMICALLY DISADVANTAGED	16	56%	3	19%	4	25%	5	31%	4	25%
NOT ECONOMICALLY DISADVANTAGED	191	72%	11	6%	43	23%	50	26%	87	46%
NOT MIGRANT	207	71%	14	7%	47	23%	55	27%	91	44%

GRADE 7 ENGLISH LANGUAGE ARTS

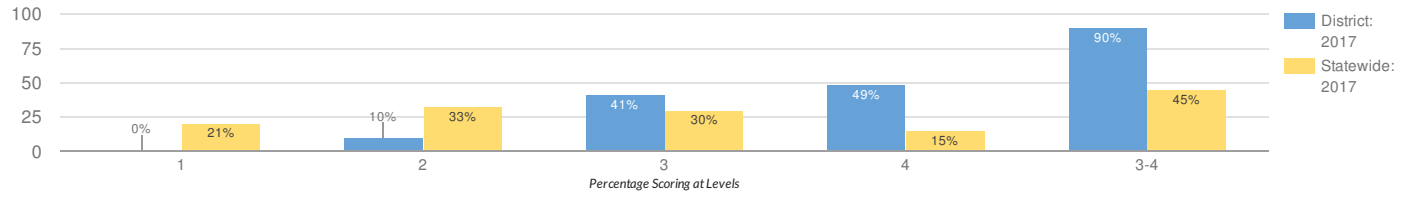


MEAN SCORE: 338

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	187	81%	5	3%	31	17%	76	41%	75	40%
GENERAL EDUCATION	168	86%	2	1%	22	13%	72	43%	72	43%
STUDENTS WITH DISABILITIES	19	37%	3	16%	9	47%	4	21%	3	16%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	117	81%	2	2%	20	17%	48	41%	47	40%
BLACK OR AFRICAN AMERICAN	5	60%	1	20%	1	20%	1	20%	2	40%
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	60	83%	1	2%	9	15%	25	42%	25	42%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	60%	1	20%	1	20%	2	40%	1	20%
FEMALE	83	86%	2	2%	10	12%	32	39%	39	47%
MALE	104	77%	3	3%	21	20%	44	42%	36	35%
NON-ENGLISH LANGUAGE LEARNERS	183	_%	-	-	-	-	-	-	-	-

ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	14	79%	1	7%	2	14%	8	57%	3	21%	
NOT ECONOMICALLY DISADVANTAGED	173	81%	4	2%	29	17%	68	39%	72	42%	
NOT MIGRANT	187	81%	5	3%	31	17%	76	41%	75	40%	

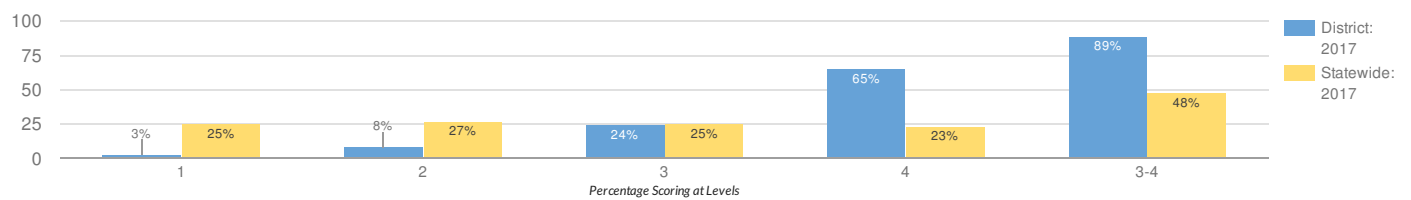
GRADE 8 ENGLISH LANGUAGE ARTS



MEAN SCORE: 342

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	131	90%	0	0%	13	10%	54	41%	64	49%
GENERAL EDUCATION	118	94%	0	0%	7	6%	47	40%	64	54%
STUDENTS WITH DISABILITIES	13	54%	0	0%	6	46%	7	54%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	96	93%	0	0%	7	7%	36	38%	53	55%
BLACK OR AFRICAN AMERICAN	4	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	29	86%	0	0%	4	14%	16	55%	9	31%
SMALL GROUP TOTAL	6	67%	0	0%	2	33%	2	33%	2	33%
FEMALE	58	91%	0	0%	5	9%	24	41%	29	50%
MALE	73	89%	0	0%	8	11%	30	41%	35	48%
NON-ENGLISH LANGUAGE LEARNERS	130	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	8	88%	0	0%	1	13%	3	38%	4	50%
NOT ECONOMICALLY DISADVANTAGED	123	90%	0	0%	12	10%	51	41%	60	49%
NOT MIGRANT	131	90%	0	0%	13	10%	54	41%	64	49%

GRADE 3 MATHEMATICS

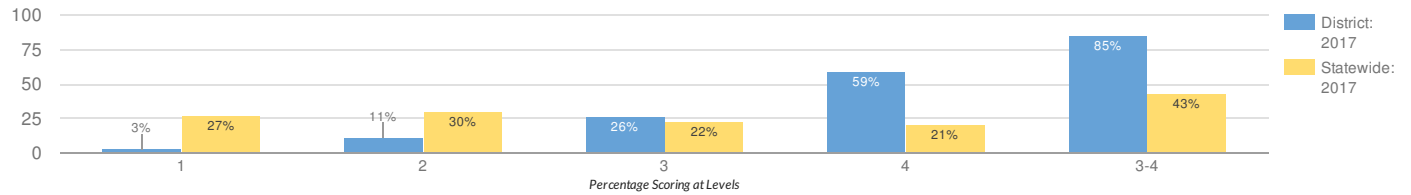


MEAN SCORE: 346

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	174	89%	5	3%	14	8%	42	24%	113	65%
GENERAL EDUCATION	159	93%	1	1%	10	6%	41	26%	107	67%
STUDENTS WITH DISABILITIES	15	47%	4	27%	4	27%	1	7%	6	40%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	109	94%	0	0%	7	6%	23	21%	79	72%
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	50%	1	17%	2	33%	2	33%	1	17%
WHITE	53	89%	2	4%	4	8%	16	30%	31	58%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	50%	2	33%	1	17%	1	17%	2	33%

FEMALE	80	93%	1	1%	5	6%	14	18%	60	75%
MALE	94	86%	4	4%	9	10%	28	30%	53	56%
NON-ENGLISH LANGUAGE LEARNERS	158	90%	5	3%	11	7%	37	23%	105	66%
ENGLISH LANGUAGE LEARNERS	16	81%	0	0%	3	19%	5	31%	8	50%
ECONOMICALLY DISADVANTAGED	15	73%	3	20%	1	7%	4	27%	7	47%
NOT ECONOMICALLY DISADVANTAGED	159	91%	2	1%	13	8%	38	24%	106	67%
NOT MIGRANT	174	89%	5	3%	14	8%	42	24%	113	65%

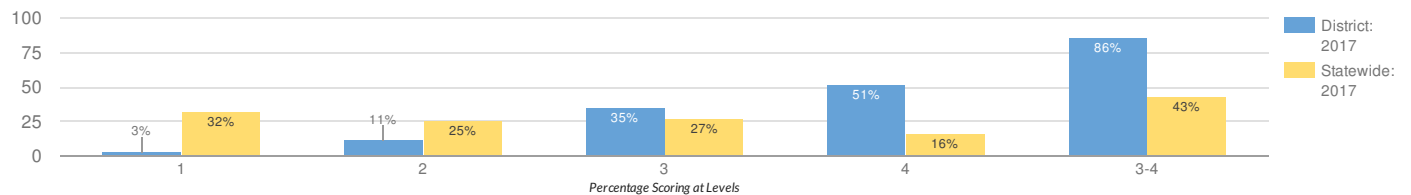
GRADE 4 MATHEMATICS



MEAN SCORE: 343

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	193	85%	6	3%	22	11%	51	26%	114	59%
GENERAL EDUCATION	182	88%	4	2%	18	10%	50	27%	110	60%
STUDENTS WITH DISABILITIES	11	45%	2	18%	4	36%	1	9%	4	36%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	113	92%	3	3%	6	5%	28	25%	76	67%
BLACK OR AFRICAN AMERICAN	8	25%	1	13%	5	63%	1	13%	1	13%
HISPANIC OR LATINO	5	_%	-	-	-	-	-	-	-	-
WHITE	65	83%	2	3%	9	14%	20	31%	34	52%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	71%	0	0%	2	29%	2	29%	3	43%
FEMALE	93	82%	3	3%	14	15%	21	23%	55	59%
MALE	100	89%	3	3%	8	8%	30	30%	59	59%
NON-ENGLISH LANGUAGE LEARNERS	187	86%	6	3%	20	11%	49	26%	112	60%
ENGLISH LANGUAGE LEARNERS	6	67%	0	0%	2	33%	2	33%	2	33%
ECONOMICALLY DISADVANTAGED	15	80%	0	0%	3	20%	3	20%	9	60%
NOT ECONOMICALLY DISADVANTAGED	178	86%	6	3%	19	11%	48	27%	105	59%
NOT MIGRANT	193	85%	6	3%	22	11%	51	26%	114	59%

GRADE 5 MATHEMATICS

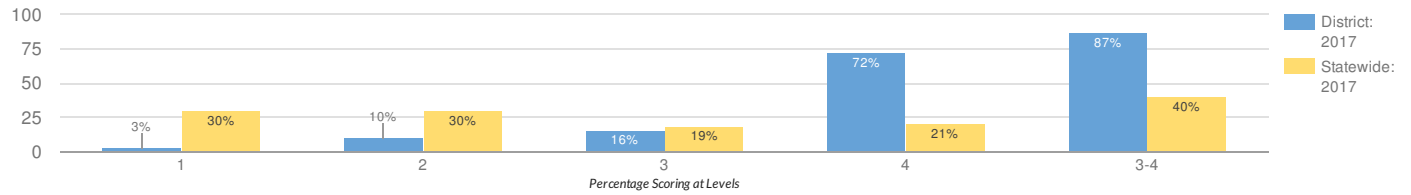


MEAN SCORE: 346

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	189	86%	6	3%	21	11%	66	35%	96	51%
GENERAL EDUCATION	176	89%	3	2%	17	10%	61	35%	95	54%
STUDENTS WITH DISABILITIES	13	46%	3	23%	4	31%	5	38%	1	8%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	126	90%	4	3%	8	6%	41	33%	73	58%
BLACK OR AFRICAN AMERICAN	6	67%	0	0%	2	33%	3	50%	1	17%

HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-	-
WHITE	52	75%	2	4%	11	21%	17	33%	22	42%	
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-	
SMALL GROUP TOTAL	5	100%	0	0%	0	0%	5	100%	0	0%	
FEMALE	81	86%	1	1%	10	12%	32	40%	38	47%	
MALE	108	85%	5	5%	11	10%	34	31%	58	54%	
NON-ENGLISH LANGUAGE LEARNERS	182	86%	4	2%	21	12%	64	35%	93	51%	
ENGLISH LANGUAGE LEARNERS	7	71%	2	29%	0	0%	2	29%	3	43%	
ECONOMICALLY DISADVANTAGED	9	89%	0	0%	1	11%	4	44%	4	44%	
NOT ECONOMICALLY DISADVANTAGED	180	86%	6	3%	20	11%	62	34%	92	51%	
NOT MIGRANT	189	86%	6	3%	21	11%	66	35%	96	51%	

GRADE 6 MATHEMATICS

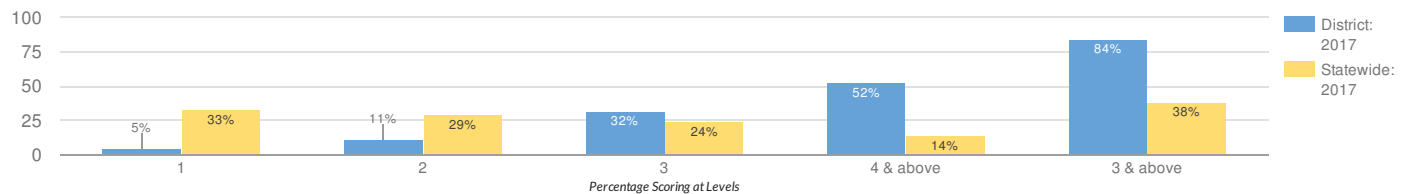


MEAN SCORE: 352

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	204	87%	6	3%	20	10%	32	16%	146	72%
GENERAL EDUCATION	187	91%	3	2%	14	7%	28	15%	142	76%
STUDENTS WITH DISABILITIES	17	47%	3	18%	6	35%	4	24%	4	24%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	144	90%	2	1%	13	9%	18	13%	111	77%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	54	80%	4	7%	7	13%	14	26%	29	54%
SMALL GROUP TOTAL	6	100%	0	0%	0	0%	0	0%	6	100%
FEMALE	87	90%	1	1%	8	9%	15	17%	63	72%
MALE	117	85%	5	4%	12	10%	17	15%	83	71%
NON-ENGLISH LANGUAGE LEARNERS	192	87%	6	3%	19	10%	28	15%	139	72%
ENGLISH LANGUAGE LEARNERS	12	92%	0	0%	1	8%	4	33%	7	58%
ECONOMICALLY DISADVANTAGED	16	63%	2	13%	4	25%	3	19%	7	44%
NOT ECONOMICALLY DISADVANTAGED	188	89%	4	2%	16	9%	29	15%	139	74%
NOT MIGRANT	204	87%	6	3%	20	10%	32	16%	146	72%

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: 344

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	185	83%	9	5%	22	12%	61	33%	93	50%
GENERAL EDUCATION	167	89%	2	1%	17	10%	58	35%	90	54%
STUDENTS WITH DISABILITIES	18	33%	7	39%	5	28%	3	17%	3	17%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	110	87%	4	4%	10	9%	27	25%	69	63%
BLACK OR AFRICAN AMERICAN	5	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	5	80%	0	0%	1	20%	3	60%	1	20%
WHITE	64	80%	4	6%	9	14%	29	45%	22	34%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	50%	1	17%	2	33%	2	33%	1	17%
FEMALE	82	83%	3	4%	11	13%	27	33%	41	50%
MALE	103	83%	6	6%	11	11%	34	33%	52	50%
NON-ENGLISH LANGUAGE LEARNERS	179	84%	8	4%	21	12%	59	33%	91	51%
ENGLISH LANGUAGE LEARNERS	6	67%	1	17%	1	17%	2	33%	2	33%
ECONOMICALLY DISADVANTAGED	13	77%	1	8%	2	15%	5	38%	5	38%
NOT ECONOMICALLY DISADVANTAGED	172	84%	8	5%	20	12%	56	33%	88	51%
NOT MIGRANT	185	83%	9	5%	22	12%	61	33%	93	50%

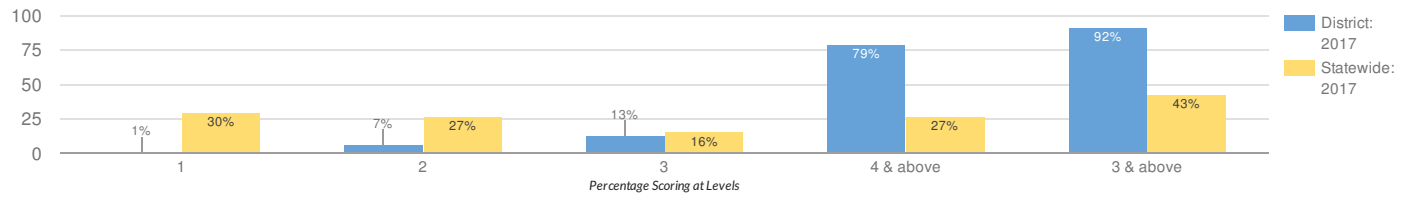
GRADE 7 STUDENTS TAKING A REGENTS MATH TEST

Accelerated grade 7 students who took a Regents math test in lieu of the Grade 7 NYSTP in Mathematics.

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		4 & ABOVE		3 & ABOVE	
ALL STUDENTS	8	0	0%	0	0%	0	0%	8	100%	8	100%

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: 330

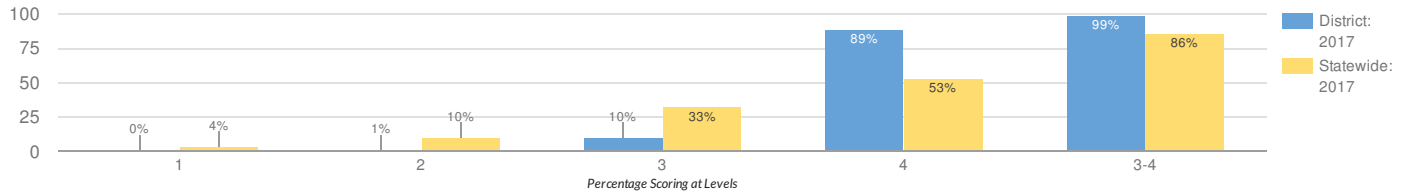
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	48	69%	1	2%	14	29%	23	48%	10	21%
GENERAL EDUCATION	38	76%	0	0%	9	24%	19	50%	10	26%
STUDENTS WITH DISABILITIES	10	40%	1	10%	5	50%	4	40%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	29	72%	0	0%	8	28%	12	41%	9	31%
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	15	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	19	63%	1	5%	6	32%	11	58%	1	5%
FEMALE	17	65%	1	6%	5	29%	4	24%	7	41%
MALE	31	71%	0	0%	9	29%	19	61%	3	10%
NON-ENGLISH LANGUAGE LEARNERS	41	63%	1	2%	14	34%	20	49%	6	15%
ENGLISH LANGUAGE LEARNERS	7	100%	0	0%	0	0%	3	43%	4	57%
ECONOMICALLY DISADVANTAGED	5	100%	0	0%	0	0%	3	60%	2	40%
NOT ECONOMICALLY DISADVANTAGED	43	65%	1	2%	14	33%	20	47%	8	19%
NOT MIGRANT	48	69%	1	2%	14	29%	23	48%	10	21%

GRADE 8 STUDENTS TAKING A REGENTS MATH TEST

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

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	4 & ABOVE	3 & ABOVE					
ALL STUDENTS	143	0	0%	0	0%	2	1%	141	99%	143	100%

GRADE 4 SCIENCE

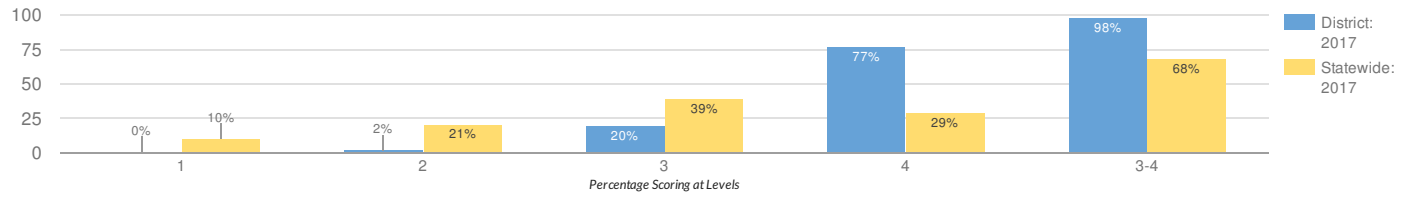


MEAN SCORE: 92

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4			
ALL STUDENTS	208	99%	1	0%	2	1%	20	10%	185 89%
GENERAL EDUCATION	191	100%	0	0%	0	0%	15	8%	176 92%
STUDENTS WITH DISABILITIES	17	82%	1	6%	2	12%	5	29%	9 53%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	116	99%	0	0%	1	1%	8	7%	107 92%
BLACK OR AFRICAN AMERICAN	9	89%	0	0%	1	11%	3	33%	5 56%
HISPANIC OR LATINO	6	_%	-	-	-	-	-	-	- -
WHITE	75	99%	1	1%	0	0%	8	11%	66 88%
MULTIRACIAL	2	_%	-	-	-	-	-	-	- -
SMALL GROUP TOTAL	8	100%	0	0%	0	0%	1	13%	7 88%
FEMALE	104	99%	0	0%	1	1%	12	12%	91 88%
MALE	104	98%	1	1%	1	1%	8	8%	94 90%
NON-ENGLISH LANGUAGE LEARNERS	202	99%	1	0%	2	1%	18	9%	181 90%
ENGLISH LANGUAGE LEARNERS	6	100%	0	0%	0	0%	2	33%	4 67%
ECONOMICALLY DISADVANTAGED	20	95%	1	5%	0	0%	2	10%	17 85%
NOT ECONOMICALLY DISADVANTAGED	188	99%	0	0%	2	1%	18	10%	168 89%
NOT MIGRANT	208	99%	1	0%	2	1%	20	10%	185 89%

GRADE 8 SCIENCE

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



MEAN SCORE: 77

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	40	88%	0	5	27	8
GENERAL EDUCATION	31	97%	0	1	23	7
STUDENTS WITH DISABILITIES	9	56%	0	4	4	1
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	21	90%	0	2	11	8
BLACK OR AFRICAN AMERICAN	4	_%	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-
WHITE	13	85%	0	2	11	0
SMALL GROUP TOTAL	6	83%	0	1	5	0
FEMALE	15	73%	0	4	9	2
MALE	25	96%	0	1	18	6
NON-ENGLISH LANGUAGE LEARNERS	35	86%	0	5	24	6
ENGLISH LANGUAGE LEARNERS	5	100%	0	0	3	2
ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	38	_%	-	-	-	-
NOT MIGRANT	40	88%	0	5	27	8

GRADE 8 STUDENTS TAKING A REGENTS SCIENCE TEST

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

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	162	100%	0	0	14	148

RECENTLY ARRIVED ELL STUDENTS (2016 - 17)

GRADE

RECENTLY ARRIVED ELL STUDENTS TAKING NYSES/LAT IN LIEU OF NYSTP

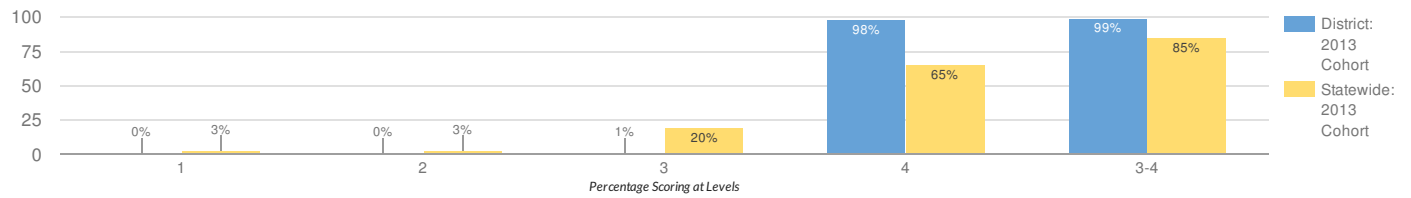
GRADE 3	4
GRADE 4	1
GRADE 6	7
GRADE 8	2

GRADE

RECENTLY ARRIVED ELL STUDENTS NOT TAKING NYSES/LAT IN LIEU OF NYSTP

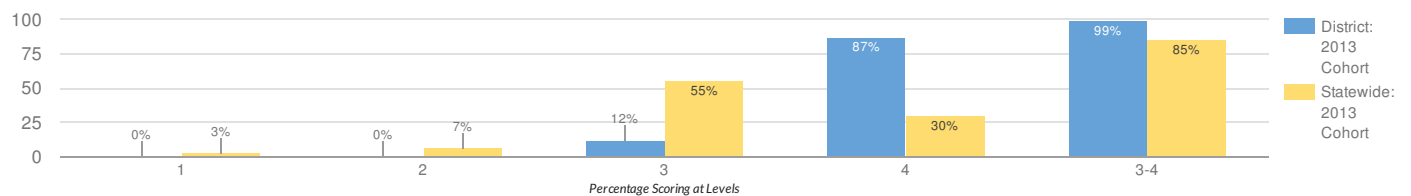
GRADE 3	4
GRADE 4	1
GRADE 6	7
GRADE 8	2

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	267	99%	0	0%	0	0%	3	1%	261	98%
GENERAL EDUCATION	222	100%	0	0%	0	0%	1	0%	221	100%
STUDENTS WITH DISABILITIES	45	93%	0	0%	0	0%	2	4%	40	89%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	121	98%	0	0%	0	0%	1	1%	118	98%
BLACK OR AFRICAN AMERICAN	4	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	139	99%	0	0%	0	0%	2	1%	136	98%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	100%	0	0%	0	0%	0	0%	7	100%
FEMALE	130	98%	0	0%	0	0%	1	1%	126	97%
MALE	137	100%	0	0%	0	0%	2	1%	135	99%
NON-ENGLISH LANGUAGE LEARNERS	264	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	37	95%	0	0%	0	0%	1	3%	34	92%
NOT ECONOMICALLY DISADVANTAGED	230	100%	0	0%	0	0%	2	1%	227	99%
NOT MIGRANT	267	99%	0	0%	0	0%	3	1%	261	98%

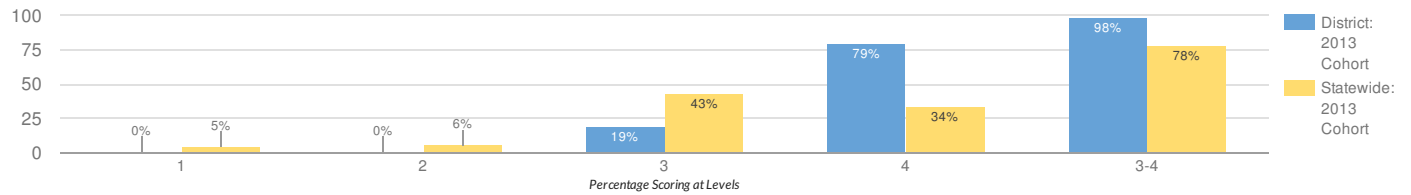
TOTAL COHORT RESULTS IN SECONDARY-LEVEL MATHEMATICS AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
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ALL STUDENTS	267	99%	0	0%	0	0%	33	12%	231	87%
GENERAL EDUCATION	222	100%	0	0%	0	0%	17	8%	205	92%
STUDENTS WITH DISABILITIES	45	93%	0	0%	0	0%	16	36%	26	58%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	121	98%	0	0%	0	0%	10	8%	109	90%
BLACK OR AFRICAN AMERICAN	4	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	139	99%	0	0%	0	0%	21	15%	117	84%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	100%	0	0%	0	0%	2	29%	5	71%
FEMALE	130	98%	0	0%	0	0%	16	12%	111	85%
MALE	137	100%	0	0%	0	0%	17	12%	120	88%
NON-ENGLISH LANGUAGE LEARNERS	264	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	37	95%	0	0%	0	0%	9	24%	26	70%
NOT ECONOMICALLY DISADVANTAGED	230	100%	0	0%	0	0%	24	10%	205	89%
NOT MIGRANT	267	99%	0	0%	0	0%	33	12%	231	87%

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

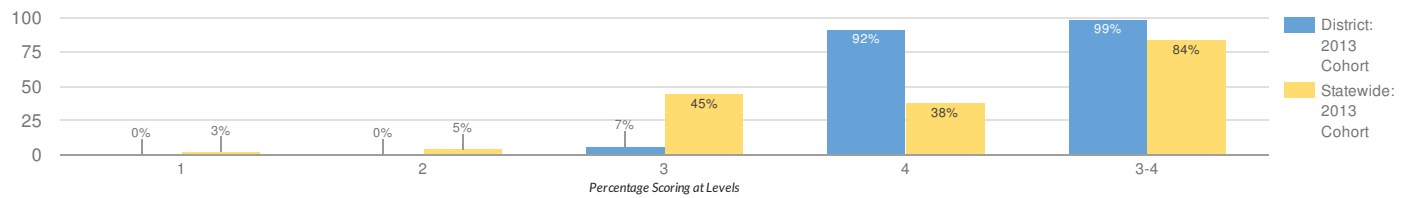


GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	267	98%	0	0%	0	0%	51	19%	210	79%
GENERAL EDUCATION	222	99%	0	0%	0	0%	36	16%	184	83%
STUDENTS WITH DISABILITIES	45	91%	0	0%	0	0%	15	33%	26	58%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	121	97%	0	0%	0	0%	24	20%	93	77%
BLACK OR AFRICAN AMERICAN	4	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	139	99%	0	0%	0	0%	24	17%	113	81%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	100%	0	0%	0	0%	3	43%	4	57%
FEMALE	130	97%	0	0%	0	0%	21	16%	105	81%
MALE	137	99%	0	0%	0	0%	30	22%	105	77%
NON-ENGLISH LANGUAGE LEARNERS	264	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	37	92%	0	0%	0	0%	16	43%	18	49%
NOT ECONOMICALLY DISADVANTAGED	230	99%	0	0%	0	0%	35	15%	192	83%
NOT MIGRANT	267	98%	0	0%	0	0%	51	19%	210	79%

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	
			Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
ALL STUDENTS	267	99%	0	0%	1	0%	20	7%	243	91%
GENERAL EDUCATION	222	100%	0	0%	1	0%	11	5%	210	95%
STUDENTS WITH DISABILITIES	45	93%	0	0%	0	0%	9	20%	33	73%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	121	98%	0	0%	0	0%	11	9%	108	89%
BLACK OR AFRICAN AMERICAN	4	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	0%	-	-	-	-	-	-	-	-
WHITE	139	99%	0	0%	1	1%	9	6%	128	92%
MULTIRACIAL	1	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	100%	0	0%	0	0%	0	0%	7	100%
FEMALE	130	98%	0	0%	0	0%	8	6%	119	92%
MALE	137	99%	0	0%	1	1%	12	9%	124	91%
NON-ENGLISH LANGUAGE LEARNERS	264	0%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	0%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	37	95%	0	0%	0	0%	6	16%	29	78%
NOT ECONOMICALLY DISADVANTAGED	230	99%	0	0%	1	0%	14	6%	214	93%
NOT MIGRANT	267	99%	0	0%	1	0%	20	7%	243	91%

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



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
			Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
ALL STUDENTS	267	99%	0	0%	0	0%	19	7%	245	92%
GENERAL EDUCATION	222	100%	0	0%	0	0%	8	4%	214	96%
STUDENTS WITH DISABILITIES	45	93%	0	0%	0	0%	11	24%	31	69%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	121	98%	0	0%	0	0%	8	7%	111	92%
BLACK OR AFRICAN AMERICAN	4	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	0%	-	-	-	-	-	-	-	-
WHITE	139	99%	0	0%	0	0%	11	8%	127	91%
MULTIRACIAL	1	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	100%	0	0%	0	0%	0	0%	7	100%
FEMALE	130	98%	0	0%	0	0%	8	6%	119	92%
MALE	137	100%	0	0%	0	0%	11	8%	126	92%
NON-ENGLISH LANGUAGE LEARNERS	264	0%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	0%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	37	95%	0	0%	0	0%	6	16%	29	78%
NOT ECONOMICALLY DISADVANTAGED	230	100%	0	0%	0	0%	13	6%	216	94%
NOT MIGRANT	267	99%	0	0%	0	0%	19	7%	245	92%

Regents Examination Results (2016 - 17)

ENGLISH LANGUAGE ARTS (COMMON CORE)

ENGLISH LANGUAGE ARTS (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	299	2	1%	0	0%	5	2%	21	7%	271	91%
GENERAL EDUCATION	259	0	0%	0	0%	4	2%	9	3%	246	95%
STUDENTS WITH DISABILITIES	40	2	5%	0	0%	1	3%	12	30%	25	63%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	143	0	0%	0	0%	2	1%	6	4%	135	94%
BLACK OR AFRICAN AMERICAN	8	0	0%	0	0%	0	0%	1	13%	7	88%
HISPANIC OR LATINO	6	-	-	-	-	-	-	-	-	-	-
WHITE	141	2	1%	0	0%	2	1%	14	10%	123	87%
MULTIRACIAL	1	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	0	0%	0	0%	1	14%	0	0%	6	86%
FEMALE	128	0	0%	0	0%	2	2%	2	2%	124	97%
MALE	171	2	1%	0	0%	3	2%	19	11%	147	86%
NON-ENGLISH LANGUAGE LEARNERS	295	-	-	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	-	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	27	0	0%	0	0%	1	4%	3	11%	23	85%
NOT ECONOMICALLY DISADVANTAGED	272	2	1%	0	0%	4	1%	18	7%	248	91%
NOT MIGRANT	299	2	1%	0	0%	5	2%	21	7%	271	91%

ALGEBRA 2/TRIGONOMETRY

REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	10	8	80%	7	70%	2	20%
GENERAL EDUCATION	6	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	-	-	-	-	-	-
WHITE	8	-	-	-	-	-	-
SMALL GROUP TOTAL	10	8	80%	7	70%	2	20%
FEMALE	4	-	-	-	-	-	-
MALE	6	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	10	8	80%	7	70%	2	20%
NOT ECONOMICALLY DISADVANTAGED	10	8	80%	7	70%	2	20%
NOT MIGRANT	10	8	80%	7	70%	2	20%

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	262	0	0%	0	0%	22	8%	47	18%	193	74%
GENERAL EDUCATION	231	0	0%	0	0%	13	6%	33	14%	185	80%
STUDENTS WITH DISABILITIES	31	0	0%	0	0%	9	29%	14	45%	8	26%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	147	0	0%	0	0%	8	5%	17	12%	122	83%
BLACK OR AFRICAN AMERICAN	6	0	0%	0	0%	2	33%	2	33%	2	33%
HISPANIC OR LATINO	4	-	-	-	-	-	-	-	-	-	-
WHITE	103	0	0%	0	0%	11	11%	25	24%	67	65%
MULTIRACIAL	2	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	0	0%	0	0%	1	17%	3	50%	2	33%
FEMALE	120	0	0%	0	0%	9	8%	21	18%	90	75%
MALE	142	0	0%	0	0%	13	9%	26	18%	103	73%
NON-ENGLISH LANGUAGE LEARNERS	244	0	0%	0	0%	19	8%	42	17%	183	75%
ENGLISH LANGUAGE LEARNERS	18	0	0%	0	0%	3	17%	5	28%	10	56%
ECONOMICALLY DISADVANTAGED	23	0	0%	0	0%	3	13%	5	22%	15	65%
NOT ECONOMICALLY DISADVANTAGED	239	0	0%	0	0%	19	8%	42	18%	178	74%
NOT MIGRANT	262	0	0%	0	0%	22	8%	47	18%	193	74%

COMMON CORE GEOMETRY

REGENTS COMMON CORE GEOMETRY

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	276	6	2%	11	4%	55	20%	42	15%	162	59%
GENERAL EDUCATION	242	2	1%	3	1%	41	17%	38	16%	158	65%
STUDENTS WITH DISABILITIES	34	4	12%	8	24%	14	41%	4	12%	4	12%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	156	3	2%	2	1%	20	13%	17	11%	114	73%
BLACK OR AFRICAN AMERICAN	4	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	-	-	-	-	-	-	-	-	-	-
WHITE	110	3	3%	9	8%	29	26%	23	21%	46	42%
SMALL GROUP TOTAL	10	0	0%	0	0%	6	60%	2	20%	2	20%
FEMALE	130	1	1%	5	4%	23	18%	16	12%	85	65%
MALE	146	5	3%	6	4%	32	22%	26	18%	77	53%
NON-ENGLISH LANGUAGE LEARNERS	263	5	2%	10	4%	53	20%	39	15%	156	59%
ENGLISH LANGUAGE LEARNERS	13	1	8%	1	8%	2	15%	3	23%	6	46%
ECONOMICALLY DISADVANTAGED	29	1	3%	0	0%	9	31%	8	28%	11	38%
NOT ECONOMICALLY DISADVANTAGED	247	5	2%	11	4%	46	19%	34	14%	151	61%
NOT MIGRANT	276	6	2%	11	4%	55	20%	42	15%	162	59%

ALGEBRA II (COMMON CORE)

ALGEBRA II (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	271	4	1%	3	1%	34	13%	61	23%	169	62%
GENERAL EDUCATION	244	2	1%	1	0%	25	10%	56	23%	160	66%
STUDENTS WITH DISABILITIES	27	2	7%	2	7%	9	33%	5	19%	9	33%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	123	1	1%	1	1%	10	8%	19	15%	92	75%
BLACK OR AFRICAN AMERICAN	4	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	3	-	-	-	-	-	-	-	-	-	-
WHITE	141	3	2%	1	1%	24	17%	38	27%	75	53%
SMALL GROUP TOTAL	7	0	0%	1	14%	0	0%	4	57%	2	29%
FEMALE	126	2	2%	0	0%	12	10%	35	28%	77	61%
MALE	145	2	1%	3	2%	22	15%	26	18%	92	63%
NON-ENGLISH LANGUAGE LEARNERS	258	3	1%	3	1%	32	12%	59	23%	161	62%
ENGLISH LANGUAGE LEARNERS	13	1	8%	0	0%	2	15%	2	15%	8	62%
ECONOMICALLY DISADVANTAGED	27	0	0%	2	7%	10	37%	4	15%	11	41%
NOT ECONOMICALLY DISADVANTAGED	244	4	2%	1	0%	24	10%	57	23%	158	65%
NOT MIGRANT	271	4	1%	3	1%	34	13%	61	23%	169	62%

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	276	274	99%	271	98%	218	79%
GENERAL EDUCATION	244	244	100%	243	100%	205	84%
STUDENTS WITH DISABILITIES	32	30	94%	28	88%	13	41%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	147	147	100%	145	99%	121	82%
BLACK OR AFRICAN AMERICAN	4	-	-	-	-	-	-
HISPANIC OR LATINO	5	-	-	-	-	-	-
WHITE	120	118	98%	117	98%	94	78%
SMALL GROUP TOTAL	9	9	100%	9	100%	3	33%
FEMALE	134	133	99%	131	98%	103	77%
MALE	142	141	99%	140	99%	115	81%
NON-ENGLISH LANGUAGE LEARNERS	259	257	99%	254	98%	209	81%
ENGLISH LANGUAGE LEARNERS	17	17	100%	17	100%	9	53%
ECONOMICALLY DISADVANTAGED	32	31	97%	31	97%	18	56%
NOT ECONOMICALLY DISADVANTAGED	244	243	100%	240	98%	200	82%
NOT MIGRANT	276	274	99%	271	98%	218	79%

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	298	298	100%	296	99%	274	92%
GENERAL EDUCATION	259	259	100%	259	100%	244	94%
STUDENTS WITH DISABILITIES	39	39	100%	37	95%	30	77%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	143	143	100%	143	100%	133	93%
BLACK OR AFRICAN AMERICAN	8	8	100%	8	100%	8	100%
HISPANIC OR LATINO	6	-	-	-	-	-	-
WHITE	140	140	100%	138	99%	127	91%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	7	7	100%	7	100%	6	86%
FEMALE	128	128	100%	127	99%	116	91%
MALE	170	170	100%	169	99%	158	93%
NON-ENGLISH LANGUAGE LEARNERS	294	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	27	27	100%	27	100%	22	81%
NOT ECONOMICALLY DISADVANTAGED	271	271	100%	269	99%	252	93%
NOT MIGRANT	298	298	100%	296	99%	274	92%

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	278	277	100%	274	99%	231	83%
GENERAL EDUCATION	251	251	100%	250	100%	224	89%
STUDENTS WITH DISABILITIES	27	26	96%	24	89%	7	26%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	159	158	99%	157	99%	140	88%
BLACK OR AFRICAN AMERICAN	4	-	-	-	-	-	-
HISPANIC OR LATINO	8	8	100%	8	100%	4	50%
WHITE	106	106	100%	104	98%	85	80%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	5	5	100%	5	100%	2	40%
FEMALE	142	142	100%	141	99%	118	83%
MALE	136	135	99%	133	98%	113	83%
NON-ENGLISH LANGUAGE LEARNERS	259	258	100%	255	98%	219	85%
ENGLISH LANGUAGE LEARNERS	19	19	100%	19	100%	12	63%
ECONOMICALLY DISADVANTAGED	34	33	97%	32	94%	24	71%
NOT ECONOMICALLY DISADVANTAGED	244	244	100%	242	99%	207	85%
NOT MIGRANT	278	277	100%	274	99%	231	83%

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	248	247	100%	243	98%	196	79%
GENERAL EDUCATION	217	217	100%	215	99%	184	85%
STUDENTS WITH DISABILITIES	31	30	97%	28	90%	12	39%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	143	142	99%	140	98%	117	82%
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-
HISPANIC OR LATINO	3	-	-	-	-	-	-
WHITE	99	99	100%	97	98%	77	78%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	6	6	100%	6	100%	2	33%
FEMALE	113	113	100%	112	99%	92	81%
MALE	135	134	99%	131	97%	104	77%
NON-ENGLISH LANGUAGE LEARNERS	235	234	100%	231	98%	188	80%
ENGLISH LANGUAGE LEARNERS	13	13	100%	12	92%	8	62%
ECONOMICALLY DISADVANTAGED	18	17	94%	16	89%	13	72%
NOT ECONOMICALLY DISADVANTAGED	230	230	100%	227	99%	183	80%
NOT MIGRANT	248	247	100%	243	98%	196	79%

PHYSICAL SETTING/CHEMISTRY

REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	289	288	100%	282	98%	187	65%
GENERAL EDUCATION	273	272	100%	267	98%	178	65%
STUDENTS WITH DISABILITIES	16	16	100%	15	94%	9	56%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	150	150	100%	145	97%	106	71%
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-
HISPANIC OR LATINO	4	-	-	-	-	-	-
WHITE	132	131	99%	130	98%	79	60%
SMALL GROUP TOTAL	7	7	100%	7	100%	2	29%
FEMALE	141	141	100%	138	98%	95	67%
MALE	148	147	99%	144	97%	92	62%
NON-ENGLISH LANGUAGE LEARNERS	283	282	100%	277	98%	184	65%
ENGLISH LANGUAGE LEARNERS	6	6	100%	5	83%	3	50%
ECONOMICALLY DISADVANTAGED	26	26	100%	24	92%	10	38%
NOT ECONOMICALLY DISADVANTAGED	263	262	100%	258	98%	177	67%
NOT MIGRANT	289	288	100%	282	98%	187	65%

PHYSICAL SETTING/PHYSICS

REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	145	145	100%	144	99%	109	75%
GENERAL EDUCATION	139	139	100%	138	99%	104	75%
STUDENTS WITH DISABILITIES	6	6	100%	6	100%	5	83%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	88	88	100%	88	100%	68	77%
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	52	52	100%	51	98%	36	69%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	5	5	100%	5	100%	5	100%
FEMALE	55	55	100%	55	100%	40	73%
MALE	90	90	100%	89	99%	69	77%
NON-ENGLISH LANGUAGE LEARNERS	142	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	15	15	100%	14	93%	7	47%
NOT ECONOMICALLY DISADVANTAGED	130	130	100%	130	100%	102	78%
NOT MIGRANT	145	145	100%	144	99%	109	75%

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

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

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

KINDERGARTEN

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	21	10%	0%	0%	67%	24%
GENERAL EDUCATION	20	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 1

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
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ALL STUDENTS	21	10%	10%	29%	33%	19%
GENERAL EDUCATION	21	10%	10%	29%	33%	19%

GRADE 2

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	15	0%	0%	20%	53%	27%
GENERAL EDUCATION	14	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 3

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	17	0%	6%	6%	59%	29%
GENERAL EDUCATION	16	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 4

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	6	0%	0%	50%	17%	33%
GENERAL EDUCATION	6	0%	0%	50%	17%	33%

GRADE 5

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	9	11%	0%	11%	44%	33%
GENERAL EDUCATION	7	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-

GRADE 6

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	15	20%	0%	13%	40%	27%
GENERAL EDUCATION	14	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 7

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	7	0%	0%	14%	71%	14%
GENERAL EDUCATION	4	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	-	-	-	-	-

GRADE 8

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
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ALL STUDENTS	16	0%	6%	6%	56%	31%
GENERAL EDUCATION	16	0%	6%	6%	56%	31%

GRADE 9

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	9	0%	22%	33%	44%	0%
GENERAL EDUCATION	9	0%	22%	33%	44%	0%

GRADE 10

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	20	0%	5%	5%	55%	35%
GENERAL EDUCATION	20	0%	5%	5%	55%	35%

GRADE 11

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	4	-	-	-	-	-
GENERAL EDUCATION	4	-	-	-	-	-

GRADE 12

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

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	2,866*	76%*	YES	1,067	178	108	108
AMERICAN INDIAN OR ALASKA NATIVE	—	—	2	—	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	34	—	—	28	—	—	—
HISPANIC OR LATINO	NO	NO	87*	66%*	YES	54 ^o	150	89	89
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	NO	NO	1,510*	92%*	YES	689	181	126	126
WHITE	NO	NO	1,182*	57%*	YES	314	177	118	118
MULTIRACIAL	—	—	7	—	—	7	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	382*	52%*	YES	104†	127†	75	75
LIMITED ENGLISH PROFICIENT	NO	NO	120*	80%*	YES	36‡	106‡	71	71
ECONOMICALLY DISADVANTAGED	NO	NO	201*	71%*	YES	82	165	91	91

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
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NOT AMERICAN INDIAN OR ALASKA NATIVE	2,862*	76%*	1,066	178
NOT BLACK OR AFRICAN AMERICAN	2,795*	76%*	1,039	179
NOT HISPANIC OR LATINO	2,779*	76%*	1,039	179
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	1,356*	59%*	378	173
NOT WHITE	1,684*	90%*	753	178
NOT MULTIRACIAL	2,854*	76%*	1,060	178
GENERAL EDUCATION	2,484*	80%*	968	184
ENGLISH PROFICIENT	2,746*	76%*	1,032	181
NOT ECONOMICALLY DISADVANTAGED	2,665*	77%*	985	179
MALE	1,529*	78%*	584	173
FEMALE	1,337*	74%*	483	184
MIGRANT	0	—	0	—
NOT MIGRANT	2,866*	76%*	1,067	178

— 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.
 ‡ Includes former english language learner students because the number of english language learner students in the current year is equal to or greater than 30.
 § This group failed to meet the participation criterion and had fewer than 30 tested students enrolled on BEDS day and during the test administration period, so data for the current and previous year were combined to determine a Performance Index.

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	2,869*	79%*	YES	1,127	185	106	106
AMERICAN INDIAN OR ALASKA NATIVE	—	—	2	—	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	34	—	—	27	—	—	—
HISPANIC OR LATINO	NO	NO	87*	61%*	YES	50 ^o	170	87	87
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	NO	NO	1,512*	94%*	YES	717	190	136	136
WHITE	NO	NO	1,183*	60%*	YES	350	179	115	115
MULTIRACIAL	—	—	7	—	—	7	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	383*	50%*	YES	102 [†]	130 [†]	76	76
LIMITED ENGLISH PROFICIENT	NO	NO	124*	88%*	YES	54 [‡]	178 [‡]	76	76
ECONOMICALLY DISADVANTAGED	NO	NO	202*	67%*	YES	82	172	89	89

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	2,865*	79%*	1,126	185
NOT BLACK OR AFRICAN AMERICAN	2,798*	79%*	1,100	186
NOT HISPANIC OR LATINO	2,782*	79%*	1,102	185
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	1,357*	61%*	410	176
NOT WHITE	1,686*	91%*	777	187
NOT MULTIRACIAL	2,857*	79%*	1,120	185
GENERAL EDUCATION	2,486*	83%*	1,031	190

ENGLISH PROFICIENT	2,745*	78%*	1,074	185
NOT ECONOMICALLY DISADVANTAGED	2,667*	80%*	1,045	186
MALE	1,531*	82%*	628	183
FEMALE	1,338*	75%*	499	187
MIGRANT	0	—	0	—
NOT MIGRANT	2,869*	79%*	1,127	185

— 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.

‡ Includes former english language learner students because the number of english language learner students in the current year is equal to or greater than 30.

§ This group failed to meet the participation criterion and had fewer than 30 tested students enrolled on BEDS day and during the test administration period, so data for the current and previous year were combined to determine a Performance Index.

ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
ALL STUDENTS	YES	YES	493	84%	YES	403	198	184	184
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	14	—	—	12	—	—	—
HISPANIC OR LATINO	—	—	16	—	—	9	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	YES	YES	262	92%	YES	235	199	186	186
WHITE	NO	NO	400*	74%*	YES	145	197	186	186
MULTIRACIAL	—	—	2	—	—	2	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	126*	52%*	YES	32†	175‡	158	158
LIMITED ENGLISH PROFICIENT	—	—	22	—	—	13	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	65*	77%*	YES	49§	196	169	1

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	493	84%	403	198
NOT BLACK OR AFRICAN AMERICAN	479	83%	391	198
NOT HISPANIC OR LATINO	477	84%	394	198
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	459*	75%*	168	196
NOT WHITE	294	90%	258	198
NOT MULTIRACIAL	491	84%	401	198
GENERAL EDUCATION	432	88%	372	200
ENGLISH PROFICIENT	471	84%	390	198
NOT ECONOMICALLY DISADVANTAGED	451	85%	374	198
MALE	259	80%	205	198
FEMALE	234	87%	198	197
MIGRANT	0	—	0	—
NOT MIGRANT	493	84%	403	198

— 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.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.
 ° This group failed to meet the participation criterion and had fewer than 30 tested students enrolled on BEDS day and during the test administration period, so data for the current and previous year were combined to determine a Performance Index.

SECONDARY-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

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	YES	YES	267	100%	YES	263	198	171	171
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	4	—	—	4	—	—	—
HISPANIC OR LATINO	—	—	2	—	—	2	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	YES	YES	120	100%	YES	117	199	175	175
WHITE	YES	YES	140	99%	YES	139	197	177	177
MULTIRACIAL	—	—	1	—	—	1	—	—	—
STUDENTS WITH DISABILITIES	YES	YES	43	98%	YES	43†	191†	129	129
LIMITED ENGLISH PROFICIENT	—	—	4	—	—	3	—	—	—
ECONOMICALLY DISADVANTAGED	YES	—	38	—	YES	36	192	152	20

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	267	100%	263	198
NOT BLACK OR AFRICAN AMERICAN	263	100%	259	198
NOT HISPANIC OR LATINO	265	100%	261	198
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	147	99%	146	197
NOT WHITE	127	100%	124	199
NOT MULTIRACIAL	266	100%	262	198
GENERAL EDUCATION	224	100%	220	200
ENGLISH PROFICIENT	263	100%	260	198
NOT ECONOMICALLY DISADVANTAGED	229	100%	227	199
MALE	136	100%	135	199
FEMALE	131	99%	128	198
MIGRANT	0	—	0	—
NOT MIGRANT	267	100%	263	198

— 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.

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

SECONDARY-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

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	YES	YES	267	100%	YES	263	192	158	158

AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	4	—	—	4	—	—	—
HISPANIC OR LATINO	—	—	2	—	—	2	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	YES	YES	120	100%	YES	117	197	171	171
WHITE	YES	YES	140	99%	YES	139	187	166	166
MULTIRACIAL	—	—	1	—	—	1	—	—	—
STUDENTS WITH DISABILITIES	YES	YES	43	98%	YES	43†	170†	121	121
LIMITED ENGLISH PROFICIENT	—	—	4	—	—	3	—	—	—
ECONOMICALLY DISADVANTAGED	YES	—	38	—	YES	36	175	138	20

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	267	100%	263	192
NOT BLACK OR AFRICAN AMERICAN	263	100%	259	192
NOT HISPANIC OR LATINO	265	100%	261	192
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	147	99%	146	188
NOT WHITE	127	100%	124	197
NOT MULTIRACIAL	266	100%	262	192
GENERAL EDUCATION	224	100%	220	196
ENGLISH PROFICIENT	263	100%	260	192
NOT ECONOMICALLY DISADVANTAGED	229	100%	227	194
MALE	136	100%	135	192
FEMALE	131	99%	128	191
MIGRANT	0	—	0	—
NOT MIGRANT	267	100%	263	192

— 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.

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

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	178	185	198	192	188
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	—	—	—	—	0
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	181	190	199	197	192
WHITE	177	179	197	187	185
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	127	130	191	170	155
LIMITED ENGLISH PROFICIENT	106	178	—	—	142
ECONOMICALLY DISADVANTAGED	165	172	192	175	176

— 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	YES
WHITE	YES
MULTIRACIAL	—
STUDENTS WITH DISABILITIES	YES
LIMITED ENGLISH PROFICIENT	—
ECONOMICALLY DISADVANTAGED	—

— 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	291	98%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	6	—	—	—
HISPANIC OR LATINO	—	12	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	YES	128	97%	80%	80%
WHITE	YES	145	99%	80%	80%
MULTIRACIAL	—	0	—	—	—
STUDENTS WITH DISABILITIES	YES	47†	94%†	80%	80%
LIMITED ENGLISH PROFICIENT	—	1	—	—	—
ECONOMICALLY DISADVANTAGED	—	24	—	—	—

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

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

— There were fewer than 30 students in the cohort.

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

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	288	99%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	5	—	—	—
HISPANIC OR LATINO	—	6	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	YES	134	99%	80%	80%
WHITE	YES	143	99%	80%	80%
MULTIRACIAL	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	29	—	—	—
LIMITED ENGLISH PROFICIENT	—	6	—	—	—
ECONOMICALLY DISADVANTAGED	—	18	—	—	—

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	291	98%	288	99%
NOT BLACK OR AFRICAN AMERICAN	285	98%	283	99%
NOT HISPANIC OR LATINO	279	98%	282	99%
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	163	99%	154	99%
NOT WHITE	146	97%	145	99%
NOT MULTIRACIAL	291	98%	288	99%
GENERAL EDUCATION	247	99%	259	99%
ENGLISH PROFICIENT	290	99%	282	100%
NOT ECONOMICALLY DISADVANTAGED	267	98%	270	99%
MALE	145	98%	149	99%
FEMALE	146	99%	139	99%
MIGRANT	0	—	0	—
NOT MIGRANT	291	98%	288	99%

— There were fewer than 30 students in the cohort.

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

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

REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (THIS DISTRICT) 89%

REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (STATEWIDE) 31%

PERCENTAGE IN THIS DISTRICT EXCEEDED STATEWIDE YES

REGENTS DIPLOMA WITH CTE ENDORSEMENT (THIS DISTRICT) 0%

REGENTS DIPLOMA WITH CTE ENDORSEMENT (STATEWIDE) 5%

PERCENTAGE IN THIS DISTRICT EXCEEDED STATEWIDE NO

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FISCAL ACCOUNTABILITY SUMMARY (2016 - 17)

INFORMATION ABOUT EXPENDITURE RATIOS (2015 - 16)

(Data are lagged a year.)

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

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

THIS SCHOOL DISTRICT

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$56,181,686

PUPILS

3,085

EXPENDITURES PER PUPIL

\$18,211

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$31,002,430

PUPILS

457

EXPENDITURES PER PUPIL

\$67,839

SIMILAR DISTRICT GROUP LOW NEED/RESOURCE CAPACITY

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$5,462,665,953

PUPILS

372,709

EXPENDITURES PER PUPIL

\$14,657

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$2,069,725,028

PUPILS

52,036

EXPENDITURES PER PUPIL

\$39,775

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

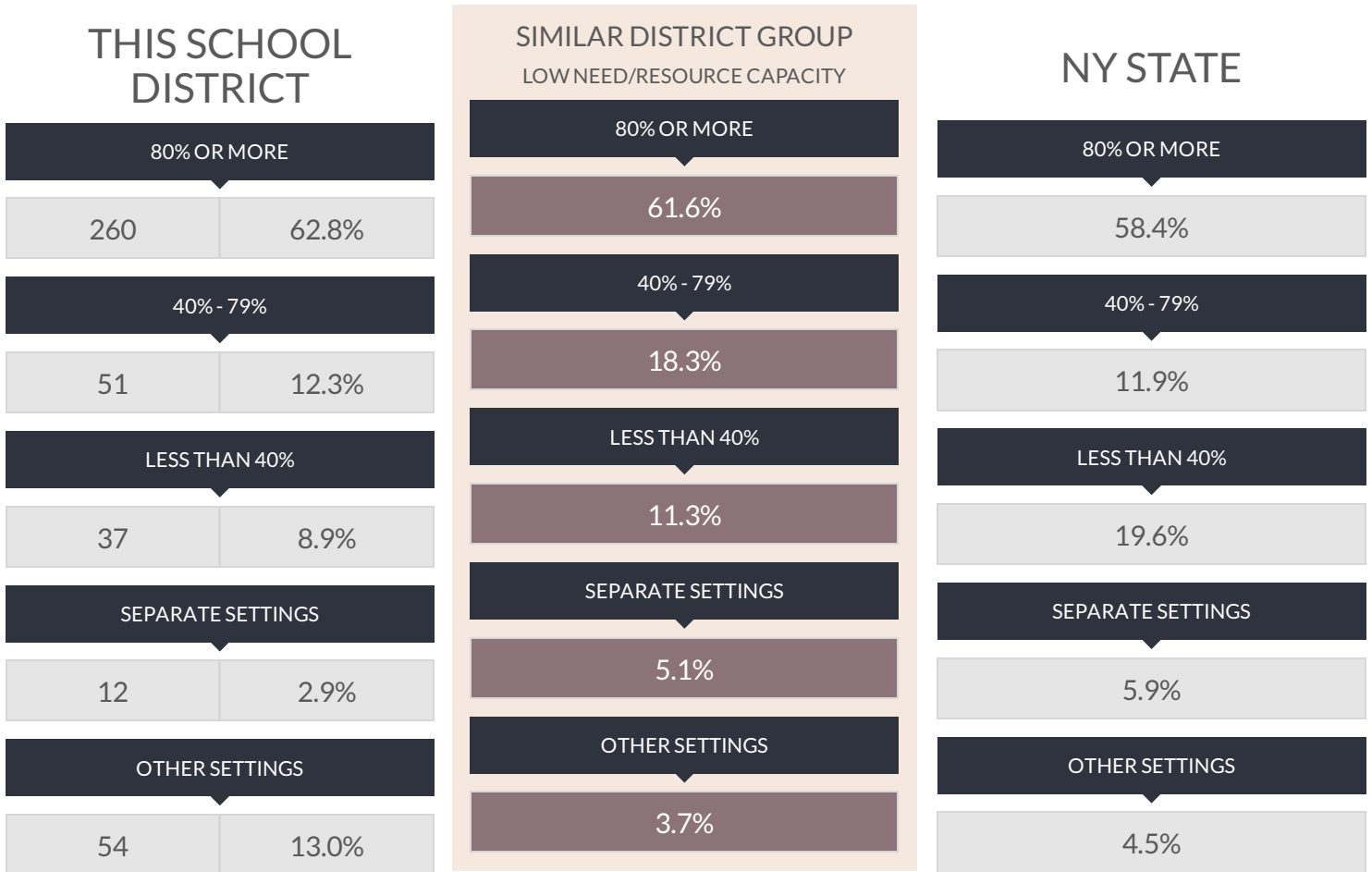
THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP	NY STATE
\$40,832	\$26,819	\$23,361

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)

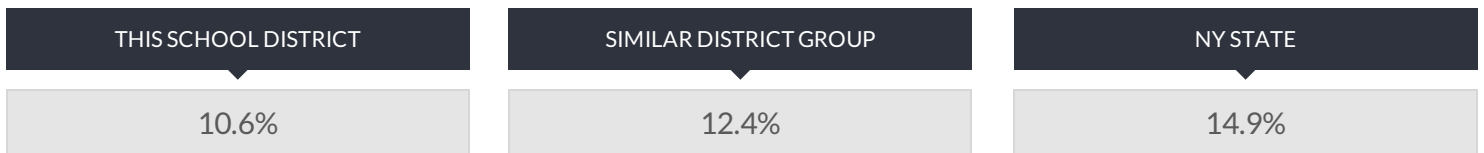
Commissioner's Regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required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