JERICHO UFSD ENROLLMENT (2015 - 16)

K-12 ENROLLMENT	2,999

ENROLLMENT BY GENDER

MALE		FEMALE	
1,595	53%	1,404	47%

ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
AMERICAN INDIAN OR ALASKA NATIVE	3	0%
BLACK OR AFRICAN AMERICAN	67	2%
HISPANIC OR LATINO	85	3%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	1,480	49%
WHITE	1,349	45%
MULTIRACIAL	15	1%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
109	4%	404	13%	173	6%

ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
K (FULL DAY)	160	5%
1ST GRADE	166	6%
2ND GRADE	186	6%
3RD GRADE	207	7%
4TH GRADE	231	8%
5TH GRADE	220	7%
6TH GRADE	240	8%
UNGRADED ELEMENTARY	17	1%
7TH GRADE	242	8%
8TH GRADE	219	7%
9TH GRADE	252	8%
10TH GRADE	299	10%
11TH GRADE	267	9%
12TH GRADE	285	10%
UNGRADED SECONDARY	8	0%

AVERAGE CLASS SIZE (2015 - 16)

GROUP	CLASS SIZE
COMMON BRANCH	20
GRADE 8 ENGLISH	18
GRADE 8 MATHEMATICS	17
GRADE 8 SCIENCE	22
GRADE 8 SOCIAL STUDIES	24
GRADE 10 ENGLISH	21
GRADE 10 SCIENCE	17
GRADE 10 SOCIAL STUDIES	22

FREE AND REDUCED-PRICE LUNCH (2015 - 16)

ELIGIBLE FOR FREE LUNCH		ELIGIBLE FOR REDUCED-PRICE LUNCH	
148	5%	5	0%

STUDENT SUSPENSIONS (2014 - 15)

37	1%

TEACHER TURNOVER RATE (2014-15 TO 2015-16)

TURNOVER RATE OF TEACHERS WITH FEWER THAN FIVE YEARS OF EXPERIENCE	TURNOVER RATE OF ALL TEACHERS
27%	10%

TEACHER QUALIFICATIONS (2015 - 16)

TOTAL TEACHERS	327
PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
PERCENT TEACHING OUT OF CERTIFICATE	0%
PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE	1%
PERCENTAGE WITH MASTER'S DEGREEPLUS 30 HOURS OR DOCTORATE	74%
TOTAL NUMBER OF CORE CLASSES	789
PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS DISTRICT	789
TOTAL NUMBER OF CLASSES	1,261
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	1%

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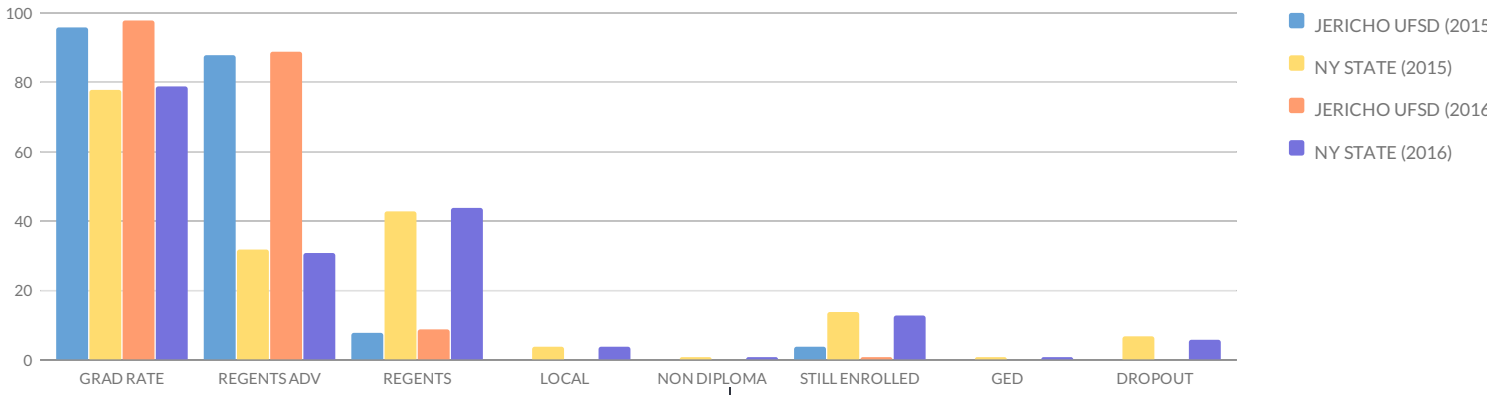
JERICHO UFSD GRADUATION RATE DATA
4 YEAR OUTCOME AS OF JUNE

Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - June. The Graduation Rate Data of high school as of the 4th year-August, the 5th year-June, and the 6th year-June are also calculated and available using the "Filter this data" function, below

Data is reported by educational institutions to the State Education Department throughout the school year and available for verification by districts until the close of the state data warehouse in August. District superintendents certify data is accurate in September. For the most updated information, please contact the school district.

Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: Diploma Requirements.



2015

ALL STUDENTS

GRAD RATE	REGENTS WITH A...
279 96%	255 88%

REGENTS DIPLOM...	LOCAL DIPLOMA
24 8%	0 0%

TOTAL STUDENTS IN COHORT: 291

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	12	4%

GED TRANSFER		DROPOUT	
0	0%	0	0%

2016

ALL STUDENTS

GRAD RATE	REGENTS WITH A...
286 98%	260 89%

REGENTS DIPLOM...	LOCAL DIPLOMA
26 9%	0 0%

TOTAL STUDENTS IN COHORT: 291

NON DIPLOMA CRED		STILL ENROLLED	
1	0%	4	1%

GED TRANSFER		DROPOUT	
0	0%	0	0%

BY GENDER

FEMALE

GRAD RATE	REGENTS WITH A...	REGENTS DIPLOM...	LOCAL DIPLOMA
135 96%	123 88%	12 9%	0 0%

TOTAL STUDENTS IN COHORT: 140

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	5	4%

GED TRANSFER		DROPOUT	
0	0%	0	0%

FEMALE

GRAD RATE	REGENTS WITH A...	REGENTS DIPLOM...	LOCAL DIPLOMA
144 99%	134 92%	10 7%	0 0%

TOTAL STUDENTS IN COHORT: 146

NON DIPLOMA CRED		STILL ENROLLED	
1	1%	1	1%

GED TRANSFER		DROPOUT	
0	0%	0	0%

MALE

GRAD RATE	REGENTS WITH A...	REGENTS DIPLOM...	LOCAL DIPLOMA
144 95%	132 87%	12 8%	0 0%

TOTAL STUDENTS IN COHORT: 151

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	7	5%

MALE

GRAD RATE	REGENTS WITH A...	REGENTS DIPLOM...	LOCAL DIPLOMA
142 98%	126 87%	16 11%	0 0%

TOTAL STUDENTS IN COHORT: 145

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	3	2%

GED TRANSFER		DROPOUT	
0	0%	0	0%

GED TRANSFER		DROPOUT	
0	0%	0	0%

BY ETHNICITY

MULTIRACIAL

GRAD RATE: 0

REGENTS WITH A...: 0

REGENTS DIPLOM...: 0

LOCAL DIPLOMA: 0

TOTAL STUDENTS: 0

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	0	0%

GED TRANSFER		DROPOUT	
0	0%	0	0%

MULTIRACIAL

GRAD RATE: 0

REGENTS WITH A...: 0

REGENTS DIPLOM...: 0

LOCAL DIPLOMA: 0

TOTAL STUDENTS: 0

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	0	0%

GED TRANSFER		DROPOUT	
0	0%	0	0%

AMERICAN INDIAN OR ALASKA NATIVE

GRAD RATE: 0

REGENTS WITH A...: 0

REGENTS DIPLOM...: 0

LOCAL DIPLOMA: 0

TOTAL STUDENTS: 0

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	0	0%

AMERICAN INDIAN OR ALASKA NATIVE

GRAD RATE: 0

REGENTS WITH A...: 0

REGENTS DIPLOM...: 0

LOCAL DIPLOMA: 0

TOTAL STUDENTS: 0

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	0	0%

GED TRANSFER		DROPOUT	
0	0%	0	0%

GED TRANSFER		DROPOUT	
0	0%	0	0%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

GRAD RATE	REGENTS WITH A...	REGENTS DIPLOM...	LOCAL DIPLOMA
131 98%	124 93%	7 5%	0 0%

TOTAL STUDENTS IN COHORT: 134

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	3	2%

GED TRANSFER		DROPOUT	
0	0%	0	0%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

GRAD RATE	REGENTS WITH A...	REGENTS DIPLOM...	LOCAL DIPLOMA
124 97%	117 91%	7 5%	0 0%

TOTAL STUDENTS IN COHORT: 128

NON DIPLOMA CRED		STILL ENROLLED	
1	1%	3	2%

GED TRANSFER		DROPOUT	
0	0%	0	0%

WHITE

GRAD RATE	REGENTS WITH A...	REGENTS DIPLOM...	LOCAL DIPLOMA
138 95%	124 85%	14 10%	0 0%

TOTAL STUDENTS IN COHORT: 146

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	8	5%

GED TRANSFER		DROPOUT	
0	0%	0	0%

WHITE

GRAD RATE	REGENTS WITH A...	REGENTS DIPLOM...	LOCAL DIPLOMA
144 99%	128 88%	16 11%	0 0%

TOTAL STUDENTS IN COHORT: 145

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	1	1%

GED TRANSFER		DROPOUT	
0	0%	0	0%

BLACK OR AFRICAN AMERICAN

GRAD RATE	REGENTS WITH A...
5 100%	3 60%

REGENTS DIPLOM...	LOCAL DIPLOMA
2 40%	0 0%

TOTAL STUDENTS IN COHORT: 5

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	0	0%

GED TRANSFER		DROPOUT	
0	0%	0	0%

BLACK OR AFRICAN AMERICAN

GRAD RATE	REGENTS WITH A...
6 100%	5 83%

REGENTS DIPLOM...	LOCAL DIPLOMA
1 17%	0 0%

TOTAL STUDENTS IN COHORT: 6

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	0	0%

GED TRANSFER		DROPOUT	
0	0%	0	0%

HISPANIC OR LATINO

GRAD RATE	REGENTS WITH A...
5 83%	4 67%

REGENTS DIPLOM...	LOCAL DIPLOMA
1 17%	0 0%

TOTAL STUDENTS IN COHORT: 6

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	1	17%

GED TRANSFER		DROPOUT	
0	0%	0	0%

HISPANIC OR LATINO

GRAD RATE	REGENTS WITH A...
12 100%	10 83%

REGENTS DIPLOM...	LOCAL DIPLOMA
2 17%	0 0%

TOTAL STUDENTS IN COHORT: 12

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	0	0%

GED TRANSFER		DROPOUT	
0	0%	0	0%

OTHER GROUPS

GENERAL-EDUCATION STUDENTS

GRAD RATE	REGENTS WITH A...
254 97%	242 93%

REGENTS DIPLOM...	LOCAL DIPLOMA
12 5%	0 0%

TOTAL STUDENTS IN COHORT: 261

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	7	3%

GED TRANSFER		DROPOUT	
0	0%	0	0%

GENERAL-EDUCATION STUDENTS

GRAD RATE	REGENTS WITH A...
245 99%	241 98%

REGENTS DIPLOM...	LOCAL DIPLOMA
4 2%	0 0%

TOTAL STUDENTS IN COHORT: 247

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	2	1%

GED TRANSFER		DROPOUT	
0	0%	0	0%

STUDENTS WITH DISABILITIES

GRAD RATE	REGENTS WITH A...
25 83%	13 43%

REGENTS DIPLOM...	LOCAL DIPLOMA
12 40%	0 0%

TOTAL STUDENTS IN COHORT: 30

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	5	17%

STUDENTS WITH DISABILITIES

GRAD RATE	REGENTS WITH A...
41 93%	19 43%

REGENTS DIPLOM...	LOCAL DIPLOMA
22 50%	0 0%

TOTAL STUDENTS IN COHORT: 44

NON DIPLOMA CRED		STILL ENROLLED	
1	2%	2	5%

GED TRANSFER		DROPOUT	
0	0%	0	0%

GED TRANSFER		DROPOUT	
0	0%	0	0%

NON-ENGLISH LANGUAGE LEARNERS

GRAD RATE	REGENTS WITH A...
276 97%	252 89%

REGENTS DIPLOM...	LOCAL DIPLOMA
24 8%	0 0%

TOTAL STUDENTS IN COHORT: 284

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	8	3%

GED TRANSFER		DROPOUT	
0	0%	0	0%

NON-ENGLISH LANGUAGE LEARNERS

GRAD RATE	REGENTS WITH A...
–	–

REGENTS DIPLOM...	LOCAL DIPLOMA
–	–

TOTAL STUDENTS: –

NON DIPLOMA CRED		STILL ENROLLED	
–	–	–	–

GED TRANSFER		DROPOUT	
–	–	–	–

ENGLISH LANGUAGE LEARNERS

GRAD RATE	REGENTS WITH A...
3 43%	3 43%

REGENTS DIPLOM...	LOCAL DIPLOMA
0 0%	0 0%

TOTAL STUDENTS IN COHORT: 7

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	4	57%

GED TRANSFER		DROPOUT	
0	0%	0	0%

ENGLISH LANGUAGE LEARNERS

GRAD RATE	REGENTS WITH A...
–	–

REGENTS DIPLOM...	LOCAL DIPLOMA
–	–

TOTAL STUDENTS: –

NON DIPLOMA CRED		STILL ENROLLED	
–	–	–	–

GED TRANSFER		DROPOUT	
–	–	–	–

NOT ECONOMICALLY DISADVANTAGED

GRAD RATE	REGENTS WITH A...	REGENTS DIPLOM...	LOCAL DIPLOMA
261 96%	241 88%	20 7%	0 0%

TOTAL STUDENTS IN COHORT: 273

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	12	4%

GED TRANSFER		DROPOUT	
0	0%	0	0%

NOT ECONOMICALLY DISADVANTAGED

GRAD RATE	REGENTS WITH A...	REGENTS DIPLOM...	LOCAL DIPLOMA
262 98%	238 89%	24 9%	0 0%

TOTAL STUDENTS IN COHORT: 267

NON DIPLOMA CRED		STILL ENROLLED	
1	0%	4	1%

GED TRANSFER		DROPOUT	
0	0%	0	0%

ECONOMICALLY DISADVANTAGED

GRAD RATE	REGENTS WITH A...	REGENTS DIPLOM...	LOCAL DIPLOMA
18 100%	14 78%	4 22%	0 0%

TOTAL STUDENTS IN COHORT: 18

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	0	0%

GED TRANSFER		DROPOUT	
0	0%	0	0%

ECONOMICALLY DISADVANTAGED

GRAD RATE	REGENTS WITH A...	REGENTS DIPLOM...	LOCAL DIPLOMA
24 100%	22 92%	2 8%	0 0%

TOTAL STUDENTS IN COHORT: 24

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	0	0%

GED TRANSFER		DROPOUT	
0	0%	0	0%

NOT MIGRANT

GRAD RATE

–

REGENTS WITH A...

–

REGENTS DIPLOM...

–

LOCAL DIPLOMA

–

TOTAL STUDENTS: –

NON DIPLOMA CRED		STILL ENROLLED	
–	–	–	–

GED TRANSFER		DROPOUT	
–	–	–	–

NOT MIGRANT

GRAD RATE

–

REGENTS WITH A...

–

REGENTS DIPLOM...

–

LOCAL DIPLOMA

–

TOTAL STUDENTS: –

NON DIPLOMA CRED		STILL ENROLLED	
–	–	–	–

GED TRANSFER		DROPOUT	
–	–	–	–

MIGRANT

GRAD RATE

–

REGENTS WITH A...

–

REGENTS DIPLOM...

–

LOCAL DIPLOMA

–

TOTAL STUDENTS: –

NON DIPLOMA CRED		STILL ENROLLED	
–	–	–	–

GED TRANSFER		DROPOUT	
–	–	–	–

MIGRANT

GRAD RATE

–

REGENTS WITH A...

–

REGENTS DIPLOM...

–

LOCAL DIPLOMA

–

TOTAL STUDENTS: –

NON DIPLOMA CRED		STILL ENROLLED	
–	–	–	–

GED TRANSFER		DROPOUT	
–	–	–	–

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JERICHO UFSD - SCHOOL REPORT CARD DATA [2015 - 16]

HIGH SCHOOL COMPLETERS (2015 - 16)

GROUP	COMPLETERS (GRADUATES + COMMENCEMENT CREDENTIALS)	GRADUATES (REGENTS + LOCAL DIPLOMAS)	REGENTS DIPLOMA	
ALL STUDENTS	285	283	283	100%
GENERAL EDUCATION	240	240	240	100%
STUDENTS WITH DISABILITIES	45	43	43	100%

GROUP	REGENTS WITH ADVANCED DESIGNATION		REGENTS WITH CTE ENDORSEMENT		LOCAL DIPLOMAS		COMMENCEMENT CREDENTIALS	
ALL STUDENTS	256	90%	0	0%	0	0%	2	1%
GENERAL EDUCATION	236	98%	0	0%	0	0%	0	0%
STUDENTS WITH DISABILITIES	20	47%	0	0%	0	0%	2	4%

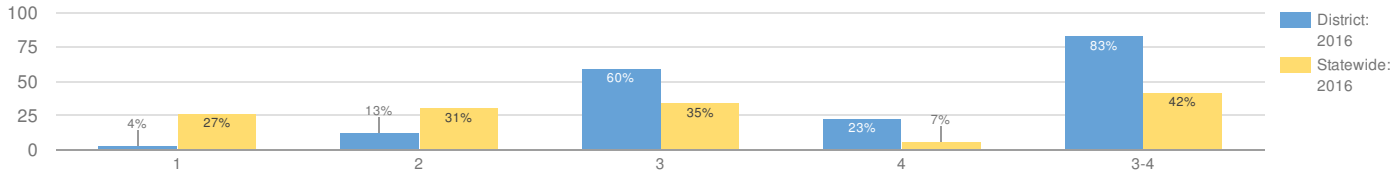
POST-GRADUATION PLANS OF COMPLETERS (2015 - 16)

GROUP	TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
ALL STUDENTS	271	95%	10	4%	0	0%	0	0%
GENERAL EDUCATION	235	98%	4	2%	0	0%	0	0%
STUDENTS WITH DISABILITIES	36	80%	6	13%	0	0%	0	0%

GROUP	TO EMPLOYMENT		TO ADULT SERVICES		TO OTHER KNOWN PLANS		PLANS UNKNOWN	
ALL STUDENTS	0	0%	0	0%	4	1%	0	0%
GENERAL EDUCATION	0	0%	0	0%	1	0%	0	0%
STUDENTS WITH DISABILITIES	0	0%	0	0%	3	7%	0	0%

GRADE 3 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

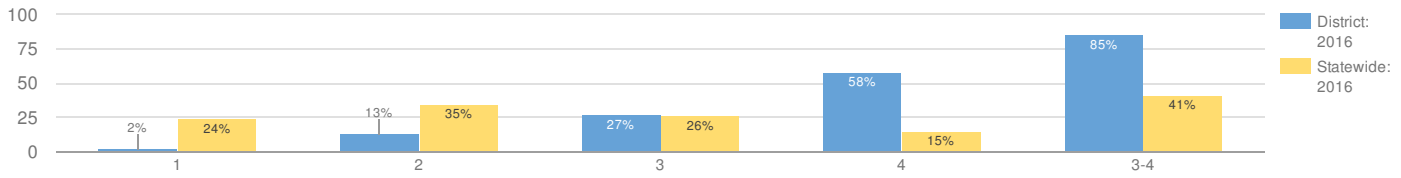


MEAN SCORE: 340

GROUP	TOTAL TESTED	PROFICIENT		LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	184	83%		8	4%	23	13%	111	60%	42	23%
GENERAL EDUCATION	170	86%		5	3%	18	11%	105	62%	42	25%
STUDENTS WITH DISABILITIES	14	43%		3	21%	5	36%	6	43%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	102	89%		1	1%	10	10%	62	61%	29	28%
BLACK OR AFRICAN AMERICAN	9	44%		2	22%	3	33%	4	44%	0	0%
HISPANIC OR LATINO	5	40%		1	20%	2	40%	2	40%	0	0%
WHITE	68	82%		4	6%	8	12%	43	63%	13	19%
FEMALE	88	85%		3	3%	10	11%	49	56%	26	30%
MALE	96	81%		5	5%	13	14%	62	65%	16	17%
NON-ENGLISH LANGUAGE LEARNERS	179	85%		7	4%	20	11%	110	61%	42	23%
ENGLISH LANGUAGE LEARNERS	5	20%		1	20%	3	60%	1	20%	0	0%
ECONOMICALLY DISADVANTAGED	12	75%		3	25%	0	0%	7	58%	2	17%
NOT ECONOMICALLY DISADVANTAGED	172	84%		5	3%	23	13%	104	60%	40	23%
NOT MIGRANT	184	83%		8	4%	23	13%	111	60%	42	23%

GRADE 4 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

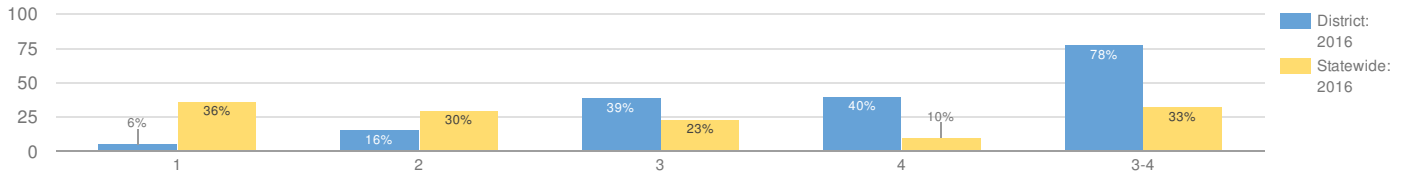


MEAN SCORE: 344

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	187	85%	3	2%	25	13%	51	27%	108	58%
GENERAL EDUCATION	173	89%	1	1%	18	10%	47	27%	107	62%
STUDENTS WITH DISABILITIES	14	36%	2	14%	7	50%	4	29%	1	7%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	112	88%	1	1%	13	12%	27	24%	71	63%
BLACK OR AFRICAN AMERICAN	5	_%	_	_	_	_	_	_	_	_
HISPANIC OR LATINO	5	80%	0	0%	1	20%	1	20%	3	60%
WHITE	64	81%	2	3%	10	16%	21	33%	31	48%
MULTIRACIAL	1	_%	_	_	_	_	_	_	_	_
SMALL GROUP TOTAL	6	83%	0	0%	1	17%	2	33%	3	50%
FEMALE	80	88%	0	0%	10	13%	27	34%	43	54%
MALE	107	83%	3	3%	15	14%	24	22%	65	61%
NON-ENGLISH LANGUAGE LEARNERS	182	86%	3	2%	23	13%	48	26%	108	59%
ENGLISH LANGUAGE LEARNERS	5	60%	0	0%	2	40%	3	60%	0	0%
ECONOMICALLY DISADVANTAGED	8	88%	0	0%	1	13%	1	13%	6	75%
NOT ECONOMICALLY DISADVANTAGED	179	85%	3	2%	24	13%	50	28%	102	57%
NOT MIGRANT	187	85%	3	2%	25	13%	51	27%	108	58%

GRADE 5 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.



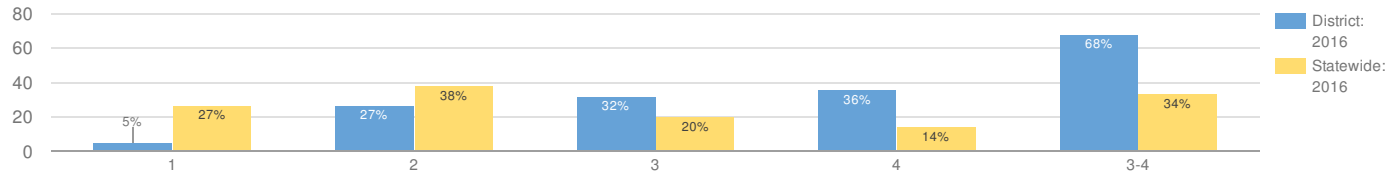
MEAN SCORE: 336

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	186	78%	11	6%	29	16%	72	39%	74	40%
GENERAL EDUCATION	169	85%	2	1%	23	14%	70	41%	74	44%
STUDENTS WITH DISABILITIES	17	12%	9	53%	6	35%	2	12%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	2	_%	_	_	_	_	_	_	_	_
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	118	79%	7	6%	18	15%	46	39%	47	40%
BLACK OR AFRICAN AMERICAN	1	_%	_	_	_	_	_	_	_	_
HISPANIC OR LATINO	6	_%	_	_	_	_	_	_	_	_
WHITE	59	80%	2	3%	10	17%	24	41%	23	39%
SMALL GROUP TOTAL	9	67%	2	22%	1	11%	2	22%	4	44%
FEMALE	84	80%	2	2%	15	18%	29	35%	38	45%

MALE	102	77%	9	9%	14	14%	43	42%	36	35%
NON-ENGLISH LANGUAGE LEARNERS	182	_%	_	_	_	_	_	_	_	_
ENGLISH LANGUAGE LEARNERS	4	_%	_	_	_	_	_	_	_	_
ECONOMICALLY DISADVANTAGED	11	55%	0	0%	5	45%	5	45%	1	9%
NOT ECONOMICALLY DISADVANTAGED	175	80%	11	6%	24	14%	67	38%	73	42%
NOT MIGRANT	186	78%	11	6%	29	16%	72	39%	74	40%

GRADE 6 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

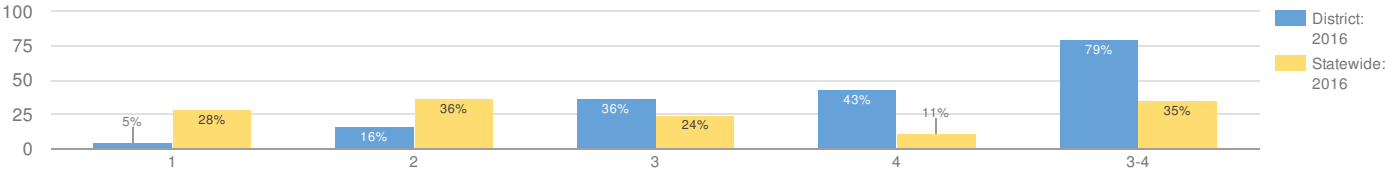


MEAN SCORE: 327

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	203	68%	10	5%	55	27%	64	32%	74	36%
GENERAL EDUCATION	183	73%	3	2%	47	26%	62	34%	71	39%
STUDENTS WITH DISABILITIES	20	25%	7	35%	8	40%	2	10%	3	15%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	113	75%	6	5%	22	19%	34	30%	51	45%
BLACK OR AFRICAN AMERICAN	5	_%	_	_	_	_	_	_	_	_
HISPANIC OR LATINO	5	40%	0	0%	3	60%	2	40%	0	0%
WHITE	79	62%	3	4%	27	34%	27	34%	22	28%
MULTIRACIAL	1	_%	_	_	_	_	_	_	_	_
SMALL GROUP TOTAL	6	33%	1	17%	3	50%	1	17%	1	17%
FEMALE	96	70%	2	2%	27	28%	34	35%	33	34%
MALE	107	66%	8	7%	28	26%	30	28%	41	38%
NON-ENGLISH LANGUAGE LEARNERS	197	70%	9	5%	51	26%	63	32%	74	38%
ENGLISH LANGUAGE LEARNERS	6	17%	1	17%	4	67%	1	17%	0	0%
ECONOMICALLY DISADVANTAGED	10	60%	2	20%	2	20%	0	0%	6	60%
NOT ECONOMICALLY DISADVANTAGED	193	68%	8	4%	53	27%	64	33%	68	35%
NOT MIGRANT	203	68%	10	5%	55	27%	64	32%	74	36%

GRADE 7 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.



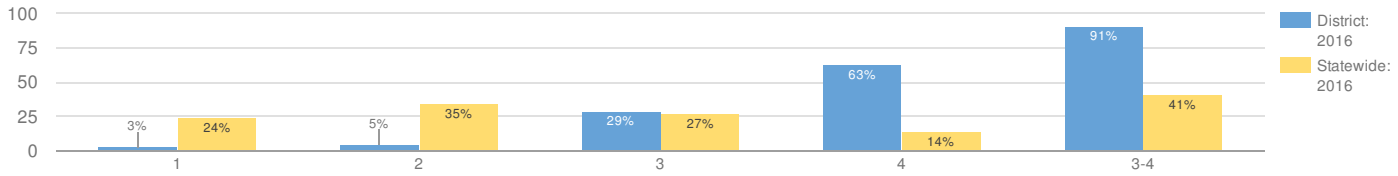
MEAN SCORE: 336

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	165	79%	9	5%	26	16%	59	36%	71	43%
GENERAL EDUCATION	151	83%	6	4%	19	13%	55	36%	71	47%
STUDENTS WITH DISABILITIES	14	29%	3	21%	7	50%	4	29%	0	0%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	112	81%	5	4%	16	14%	38	34%	53	47%
BLACK OR AFRICAN AMERICAN	2	_%	_	_	_	_	_	_	_	_
HISPANIC OR LATINO	4	_%	_	_	_	_	_	_	_	_
WHITE	47	74%	3	6%	9	19%	18	38%	17	36%
SMALL GROUP TOTAL	6	67%	1	17%	1	17%	3	50%	1	17%
FEMALE	77	86%	1	1%	10	13%	28	36%	38	49%
MALE	88	73%	8	9%	16	18%	31	35%	33	38%
NON-ENGLISH LANGUAGE LEARNERS	160	81%	5	3%	25	16%	59	37%	71	44%
ENGLISH LANGUAGE LEARNERS	5	0%	4	80%	1	20%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	9	56%	1	11%	3	33%	1	11%	4	44%
NOT ECONOMICALLY DISADVANTAGED	156	80%	8	5%	23	15%	58	37%	67	43%
NOT MIGRANT	165	79%	9	5%	26	16%	59	36%	71	43%

GRADE 8 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

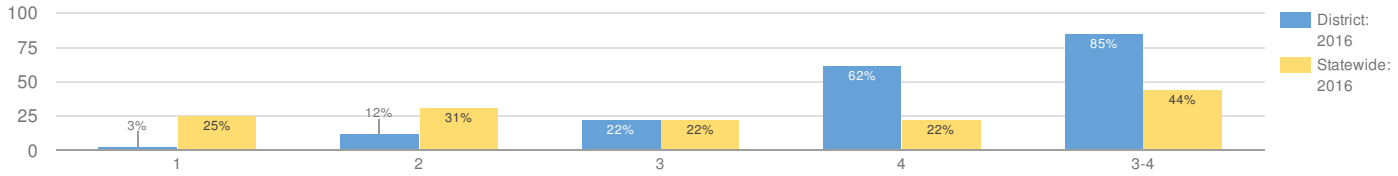


MEAN SCORE: 348

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	128	91%	4	3%	7	5%	37	29%	80	63%
GENERAL EDUCATION	121	94%	2	2%	5	4%	35	29%	79	65%
STUDENTS WITH DISABILITIES	7	43%	2	29%	2	29%	2	29%	1	14%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	87	94%	0	0%	5	6%	24	28%	58	67%
BLACK OR AFRICAN AMERICAN	2	_%	_	_	_	_	_	_	_	_
HISPANIC OR LATINO	3	_%	_	_	_	_	_	_	_	_
WHITE	35	83%	4	11%	2	6%	11	31%	18	51%
MULTIRACIAL	1	_%	_	_	_	_	_	_	_	_
SMALL GROUP TOTAL	6	100%	0	0%	0	0%	2	33%	4	67%
FEMALE	55	96%	1	2%	1	2%	13	24%	40	73%
MALE	73	88%	3	4%	6	8%	24	33%	40	55%
NON-ENGLISH LANGUAGE LEARNERS	127	_%	_	_	_	_	_	_	_	_
ENGLISH LANGUAGE LEARNERS	1	_%	_	_	_	_	_	_	_	_
ECONOMICALLY DISADVANTAGED	7	86%	0	0%	1	14%	3	43%	3	43%
NOT ECONOMICALLY DISADVANTAGED	121	92%	4	3%	6	5%	34	28%	77	64%
NOT MIGRANT	128	91%	4	3%	7	5%	37	29%	80	63%

GRADE 3 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

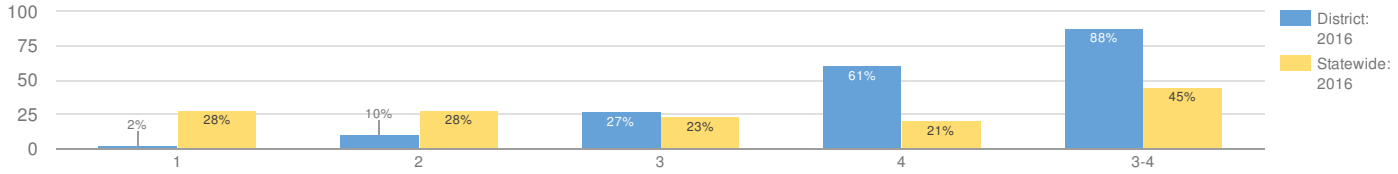


MEAN SCORE: 343

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	181	85%	6	3%	22	12%	40	22%	113	62%
GENERAL EDUCATION	169	89%	2	1%	17	10%	39	23%	111	66%
STUDENTS WITH DISABILITIES	12	25%	4	33%	5	42%	1	8%	2	17%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	102	91%	0	0%	9	9%	22	22%	71	70%
BLACK OR AFRICAN AMERICAN	8	38%	1	13%	4	50%	1	13%	2	25%
HISPANIC OR LATINO	5	60%	0	0%	2	40%	1	20%	2	40%
WHITE	66	82%	5	8%	7	11%	16	24%	38	58%
FEMALE	82	87%	4	5%	7	9%	18	22%	53	65%
MALE	99	83%	2	2%	15	15%	22	22%	60	61%
NON-ENGLISH LANGUAGE LEARNERS	174	86%	6	3%	18	10%	39	22%	111	64%
ENGLISH LANGUAGE LEARNERS	7	43%	0	0%	4	57%	1	14%	2	29%
ECONOMICALLY DISADVANTAGED	9	78%	1	11%	1	11%	3	33%	4	44%
NOT ECONOMICALLY DISADVANTAGED	172	85%	5	3%	21	12%	37	22%	109	63%
NOT MIGRANT	181	85%	6	3%	22	12%	40	22%	113	62%

GRADE 4 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

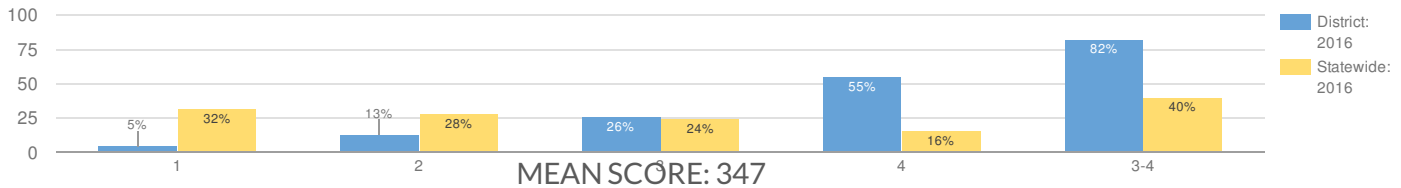


MEAN SCORE: 347

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	188	88%	4	2%	18	10%	51	27%	115	61%
GENERAL EDUCATION	172	92%	1	1%	13	8%	44	26%	114	66%
STUDENTS WITH DISABILITIES	16	50%	3	19%	5	31%	7	44%	1	6%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	115	96%	2	2%	3	3%	30	26%	80	70%
BLACK OR AFRICAN AMERICAN	4	_%	_	_	_	_	_	_	_	_
HISPANIC OR LATINO	4	_%	_	_	_	_	_	_	_	_
WHITE	64	77%	2	3%	13	20%	19	30%	30	47%
MULTIRACIAL	1	_%	_	_	_	_	_	_	_	_
SMALL GROUP TOTAL	9	78%	0	0%	2	22%	2	22%	5	56%
FEMALE	78	87%	1	1%	9	12%	20	26%	48	62%
MALE	110	89%	3	3%	9	8%	31	28%	67	61%
NON-ENGLISH LANGUAGE LEARNERS	180	88%	4	2%	17	9%	46	26%	113	63%
ENGLISH LANGUAGE LEARNERS	8	88%	0	0%	1	13%	5	63%	2	25%
ECONOMICALLY DISADVANTAGED	7	100%	0	0%	0	0%	2	29%	5	71%
NOT ECONOMICALLY DISADVANTAGED	181	88%	4	2%	18	10%	49	27%	110	61%
NOT MIGRANT	188	88%	4	2%	18	10%	51	27%	115	61%

GRADE 5 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

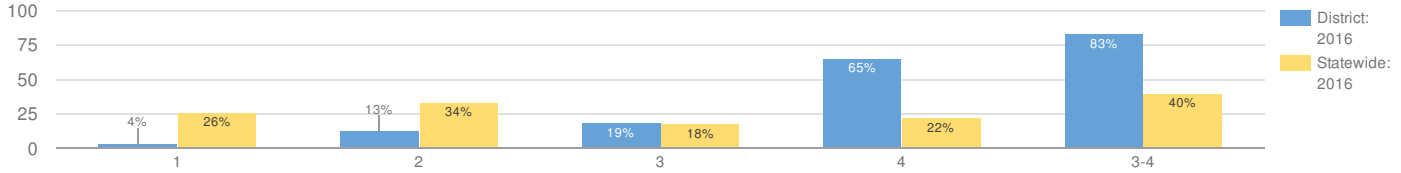


MEAN SCORE: 347

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	185	82%	10	5%	24	13%	49	26%	102	55%
GENERAL EDUCATION	166	87%	3	2%	19	11%	45	27%	99	60%
STUDENTS WITH DISABILITIES	19	37%	7	37%	5	26%	4	21%	3	16%
AMERICAN INDIAN OR ALASKA NATIVE	2	_%	_	_	_	_	_	_	_	_
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	119	86%	3	3%	14	12%	33	28%	69	58%
BLACK OR AFRICAN AMERICAN	1	_%	_	_	_	_	_	_	_	_
HISPANIC OR LATINO	6	_%	_	_	_	_	_	_	_	_
WHITE	57	75%	4	7%	10	18%	15	26%	28	49%
SMALL GROUP TOTAL	9	67%	3	33%	0	0%	1	11%	5	56%
FEMALE	80	84%	3	4%	10	13%	28	35%	39	49%
MALE	105	80%	7	7%	14	13%	21	20%	63	60%
NON-ENGLISH LANGUAGE LEARNERS	179	82%	9	5%	24	13%	48	27%	98	55%
ENGLISH LANGUAGE LEARNERS	6	83%	1	17%	0	0%	1	17%	4	67%
ECONOMICALLY DISADVANTAGED	9	67%	2	22%	1	11%	4	44%	2	22%
NOT ECONOMICALLY DISADVANTAGED	176	82%	8	5%	23	13%	45	26%	100	57%
NOT MIGRANT	185	82%	10	5%	24	13%	49	26%	102	55%

GRADE 6 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.



MEAN SCORE: 346

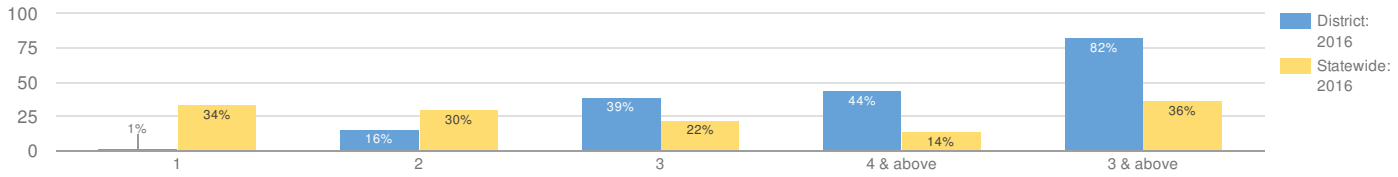
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	200	83%	8	4%	26	13%	37	19%	129	65%
GENERAL EDUCATION	181	88%	2	1%	20	11%	36	20%	123	68%
STUDENTS WITH DISABILITIES	19	37%	6	32%	6	32%	1	5%	6	32%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	115	89%	4	3%	9	8%	17	15%	85	74%
BLACK OR AFRICAN AMERICAN	4	_%	_	_	_	_	_	_	_	_
HISPANIC OR LATINO	5	80%	0	0%	1	20%	2	40%	2	40%
WHITE	75	75%	4	5%	15	20%	17	23%	39	52%
MULTIRACIAL	1	_%	_	_	_	_	_	_	_	_
SMALL GROUP TOTAL	5	80%	0	0%	1	20%	1	20%	3	60%
FEMALE	92	84%	2	2%	13	14%	21	23%	56	61%
MALE	108	82%	6	6%	13	12%	16	15%	73	68%
NON-ENGLISH LANGUAGE LEARNERS	192	84%	7	4%	24	13%	36	19%	125	65%
ENGLISH LANGUAGE LEARNERS	8	63%	1	13%	2	25%	1	13%	4	50%
ECONOMICALLY DISADVANTAGED	9	89%	0	0%	1	11%	2	22%	6	67%
NOT ECONOMICALLY DISADVANTAGED	191	83%	8	4%	25	13%	35	18%	123	64%

NOT MIGRANT	200	83%	8	4%	26	13%	37	19%	129	65%

GRADE 7 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

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: 342

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	162	81%	2	1%	28	17%	66	41%	66	41%
GENERAL EDUCATION	149	85%	0	0%	23	15%	62	42%	64	43%
STUDENTS WITH DISABILITIES	13	46%	2	15%	5	38%	4	31%	2	15%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	111	86%	0	0%	16	14%	42	38%	53	48%
BLACK OR AFRICAN AMERICAN	1	_%	_	_	_	_	_	_	_	_
HISPANIC OR LATINO	4	_%	_	_	_	_	_	_	_	_
WHITE	46	80%	1	2%	8	17%	24	52%	13	28%
SMALL GROUP TOTAL	5	0%	1	20%	4	80%	0	0%	0	0%
FEMALE	73	81%	1	1%	13	18%	27	37%	32	44%
MALE	89	82%	1	1%	15	17%	39	44%	34	38%
NON-ENGLISH LANGUAGE LEARNERS	151	81%	2	1%	26	17%	60	40%	63	42%
ENGLISH LANGUAGE LEARNERS	11	82%	0	0%	2	18%	6	55%	3	27%
ECONOMICALLY DISADVANTAGED	8	50%	1	13%	3	38%	3	38%	1	13%
NOT ECONOMICALLY DISADVANTAGED	154	83%	1	1%	25	16%	63	41%	65	42%
NOT MIGRANT	162	81%	2	1%	28	17%	66	41%	66	41%

GRADE 7 STUDENTS TAKING A REGENTS MATH TEST

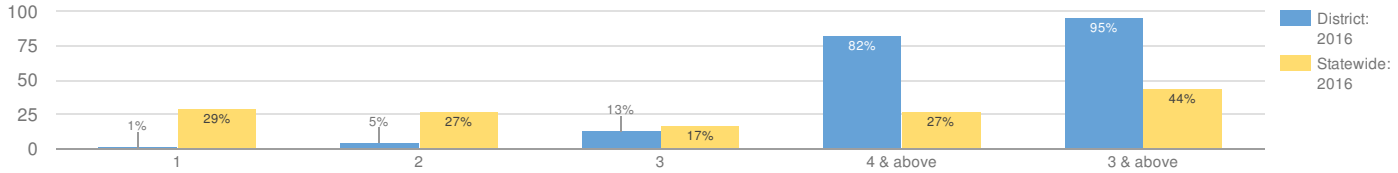
Accelerated grade 7 students who took a Regents math test in lieu of the Grade 7 NYSTP in Mathematics.

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

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

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: 333

GROUP	TOTAL TESTED	PROFICIENT		LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	38	76%		1	3%	8	21%	19	50%	10	26%
GENERAL EDUCATION	33	79%		0	0%	7	21%	17	52%	9	27%
STUDENTS WITH DISABILITIES	5	60%		1	20%	1	20%	2	40%	1	20%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	20	70%		1	5%	5	25%	8	40%	6	30%
BLACK OR AFRICAN AMERICAN	3	_%		_	_	_	_	_	_	_	_
HISPANIC OR LATINO	1	_%		_	_	_	_	_	_	_	_
WHITE	13	85%		0	0%	2	15%	8	62%	3	23%
MULTIRACIAL	1	_%		_	_	_	_	_	_	_	_
SMALL GROUP TOTAL	5	80%		0	0%	1	20%	3	60%	1	20%
FEMALE	11	82%		0	0%	2	18%	5	45%	4	36%
MALE	27	74%		1	4%	6	22%	14	52%	6	22%
NON-ENGLISH LANGUAGE LEARNERS	33	79%		1	3%	6	18%	19	58%	7	21%
ENGLISH LANGUAGE LEARNERS	5	60%		0	0%	2	40%	0	0%	3	60%
ECONOMICALLY DISADVANTAGED	3	_%		_	_	_	_	_	_	_	_
NOT ECONOMICALLY DISADVANTAGED	35	_%		_	_	_	_	_	_	_	_
NOT MIGRANT	38	76%		1	3%	8	21%	19	50%	10	26%

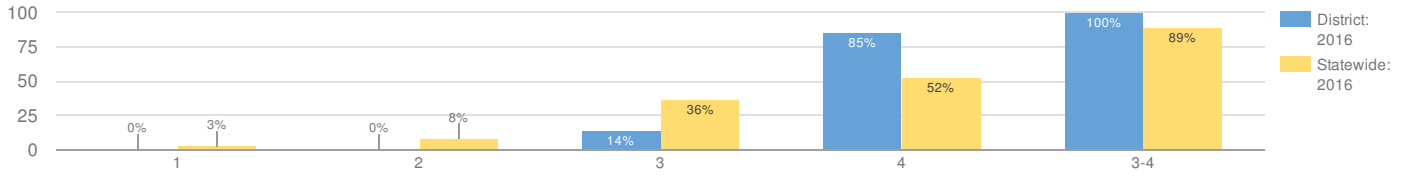
GRADE 8 STUDENTS TAKING A REGENTS MATH TEST

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	130	0	0%	0	0%	2	2%	128	98%	130	100%

GRADE 4 SCIENCE

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.



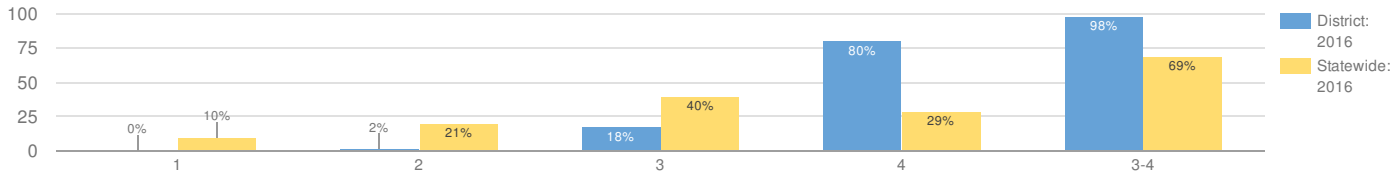
MEAN SCORE: 91

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	207	100%	1	0%	0	0%	30	14%	176	85%
GENERAL EDUCATION	188	100%	0	0%	0	0%	25	13%	163	87%
STUDENTS WITH DISABILITIES	19	95%	1	5%	0	0%	5	26%	13	68%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	116	100%	0	0%	0	0%	11	9%	105	91%
BLACK OR AFRICAN AMERICAN	5	_%	_	_	_	_	_	_	_	_
HISPANIC OR LATINO	6	100%	0	0%	0	0%	1	17%	5	83%
WHITE	79	99%	1	1%	0	0%	17	22%	61	77%
MULTIRACIAL	1	_%	_	_	_	_	_	_	_	_
SMALL GROUP TOTAL	6	100%	0	0%	0	0%	1	17%	5	83%
FEMALE	93	100%	0	0%	0	0%	17	18%	76	82%
MALE	114	99%	1	1%	0	0%	13	11%	100	88%
NON-ENGLISH LANGUAGE LEARNERS	199	99%	1	1%	0	0%	28	14%	170	85%
ENGLISH LANGUAGE LEARNERS	8	100%	0	0%	0	0%	2	25%	6	75%
ECONOMICALLY DISADVANTAGED	8	100%	0	0%	0	0%	1	13%	7	88%
NOT ECONOMICALLY DISADVANTAGED	199	99%	1	1%	0	0%	29	15%	169	85%
NOT MIGRANT	207	100%	1	0%	0	0%	30	14%	176	85%

GRADE 8 SCIENCE

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

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	34	91%		0	0%	3	9%	24	71%	7	21%
GENERAL EDUCATION	25	96%		0	0%	1	4%	17	68%	7	28%
STUDENTS WITH DISABILITIES	9	78%		0	0%	2	22%	7	78%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	18	94%		0	0%	1	6%	14	78%	3	17%
BLACK OR AFRICAN AMERICAN	2	_%		_	_	_	_	_	_	_	_
HISPANIC OR LATINO	1	_%		_	_	_	_	_	_	_	_
WHITE	13	_%		_	_	_	_	_	_	_	_
SMALL GROUP TOTAL	16	88%		0	0%	2	13%	10	63%	4	25%
FEMALE	8	88%		0	0%	1	13%	5	63%	2	25%
MALE	26	92%		0	0%	2	8%	19	73%	5	19%
NON-ENGLISH LANGUAGE LEARNERS	30	_%		_	_	_	_	_	_	_	_
ENGLISH LANGUAGE LEARNERS	4	_%		_	_	_	_	_	_	_	_
ECONOMICALLY DISADVANTAGED	1	_%		_	_	_	_	_	_	_	_
NOT ECONOMICALLY DISADVANTAGED	33	_%		_	_	_	_	_	_	_	_
NOT MIGRANT	34	91%		0	0%	3	9%	24	71%	7	21%

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	153	100%		0	0%	0	0%	10	7%	143	93%

RECENTLY ARRIVED ELL STUDENTS (2015 - 16)

GRADE	RECENTLY ARRIVED ELL STUDENTS TAKING NYSESLAT IN LIEU OF NYSTP
GRADE 3	3
GRADE 4	3
GRADE 5	3
GRADE 6	1
GRADE 7	5
GRADE 8	3

GRADE	RECENTLY ARRIVED ELL STUDENTS NOT TAKING NYSESLAT IN LIEU OF NYSTP
GRADE 3	3
GRADE 4	3
GRADE 5	3
GRADE 6	1
GRADE 7	5
GRADE 8	3

STATEWIDE RESULTS ON THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS: NAEP (2014 - 15)

GRADE: 4

READING

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	32%	32%	27%	9%	
AMERICAN INDIAN OR ALASK...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIAN...	20%	30%	33%	17%	
BLACK OR AFRICAN AMERICA...	48%	34%	15%	3%	
HISPANIC OR LATINO	44%	37%	17%	2%	
WHITE	20%	31%	37%	12%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITIES	70%	22%	7%	1%	98
ENGLISH LANGUAGE LEARNER...	74%	21%	4%	1%	88
ECONOMICALLY DISADVANT...	43%	36%	18%	3%	

MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	21%	44%	30%	5%	
AMERICAN INDIAN OR ALASK...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIAN...	12%	31%	42%	15%	
BLACK OR AFRICAN AMERICA...	40%	46%	13%	1%	
HISPANIC OR LATINO	28%	51%	20%	1%	
WHITE	12%	41%	40%	7%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITIES	49%	39%	10%	2%	98
ENGLISH LANGUAGE LEARNER...	56%	35%	9%	*%	91
ECONOMICALLY DISADVANT...	29%	48%	21%	2%	

GRADE: 8

READING

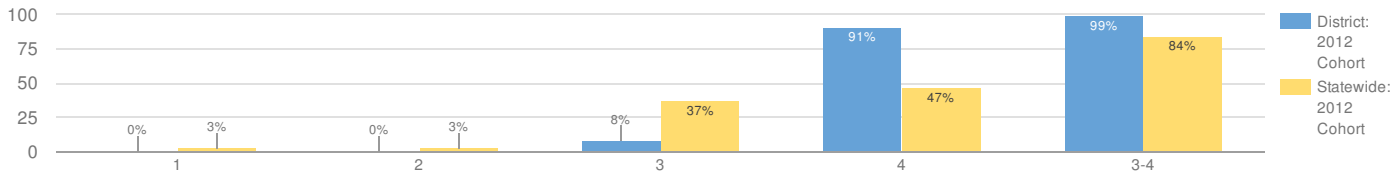
GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE

ALL STUDENTS	27%	40%	29%	4%	
AMERICAN INDIAN OR ALASK...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIAN...	19%	39%	34%	8%	
BLACK OR AFRICAN AMERICA...	42%	41%	16%	1%	
HISPANIC OR LATINO	35%	43%	20%	2%	
WHITE	18%	39%	38%	5%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITIES	59%	33%	8%	*%	98
ENGLISH LANGUAGE LEARNER...	78%	19%	3%	*%	89
ECONOMICALLY DISADVANT...	36%	42%	21%	1%	

MATHEMATICS

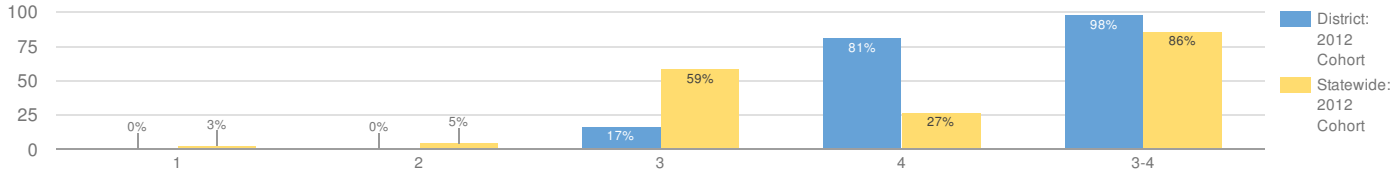
GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	31%	38%	24%	7%	
AMERICAN INDIAN OR ALASK...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIAN...	18%	30%	33%	19%	
BLACK OR AFRICAN AMERICA...	48%	37%	13%	2%	
HISPANIC OR LATINO	41%	40%	16%	3%	
WHITE	20%	40%	31%	9%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITIES	64%	27%	8%	1%	99
ENGLISH LANGUAGE LEARNER...	72%	21%	6%	1%	94
ECONOMICALLY DISADVANT...	40%	39%	17%	4%	

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



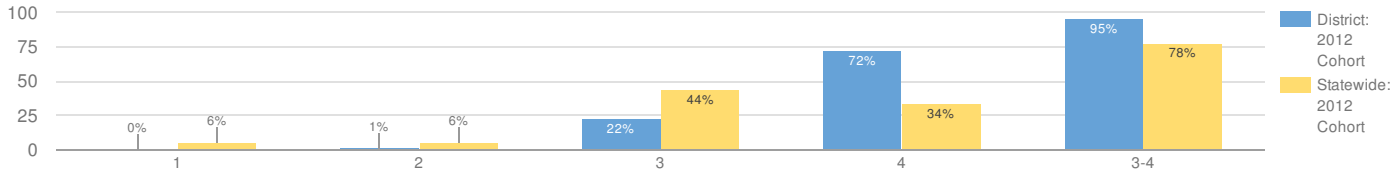
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	291	99%	0	0%	0	0%	23	8%	264	91%
GENERAL EDUCATION	247	100%	0	0%	0	0%	8	3%	238	96%
STUDENTS WITH DISABILITIES	44	93%	0	0%	0	0%	15	34%	26	59%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	128	98%	0	0%	0	0%	7	5%	118	92%
BLACK OR AFRICAN AMERICAN	6	100%	0	0%	0	0%	2	33%	4	67%
HISPANIC OR LATINO	12	100%	0	0%	0	0%	3	25%	9	75%
WHITE	145	99%	0	0%	0	0%	11	8%	133	92%
FEMALE	146	99%	0	0%	0	0%	8	5%	137	94%
MALE	145	98%	0	0%	0	0%	15	10%	127	88%
NON-ENGLISH LANGUAGE LEARNERS	290	_%	_	_	_	_	_	_	_	_
ENGLISH LANGUAGE LEARNERS	1	_%	_	_	_	_	_	_	_	_
ECONOMICALLY DISADVANTAGED	24	100%	0	0%	0	0%	2	8%	22	92%
NOT ECONOMICALLY DISADVANTAGED	267	99%	0	0%	0	0%	21	8%	242	91%
NOT MIGRANT	291	99%	0	0%	0	0%	23	8%	264	91%

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



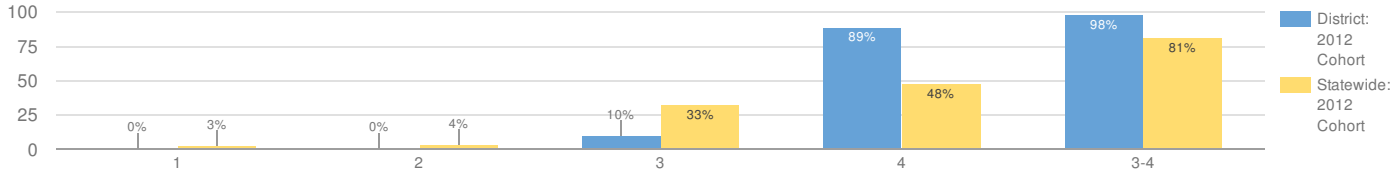
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	291	98%	1	0%	0	0%	50	17%	235	81%
GENERAL EDUCATION	247	98%	0	0%	0	0%	22	9%	221	89%
STUDENTS WITH DISABILITIES	44	95%	1	2%	0	0%	28	64%	14	32%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	128	95%	1	1%	0	0%	14	11%	108	84%
BLACK OR AFRICAN AMERICAN	6	100%	0	0%	0	0%	3	50%	3	50%
HISPANIC OR LATINO	12	100%	0	0%	0	0%	5	42%	7	58%
WHITE	145	100%	0	0%	0	0%	28	19%	117	81%
FEMALE	146	99%	1	1%	0	0%	22	15%	122	84%
MALE	145	97%	0	0%	0	0%	28	19%	113	78%
NON-ENGLISH LANGUAGE LEARNERS	290	_%	_	_	_	_	_	_	_	_
ENGLISH LANGUAGE LEARNERS	1	_%	_	_	_	_	_	_	_	_
ECONOMICALLY DISADVANTAGED	24	96%	0	0%	0	0%	4	17%	19	79%
NOT ECONOMICALLY DISADVANTAGED	267	98%	1	0%	0	0%	46	17%	216	81%
NOT MIGRANT	291	98%	1	0%	0	0%	50	17%	235	81%

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



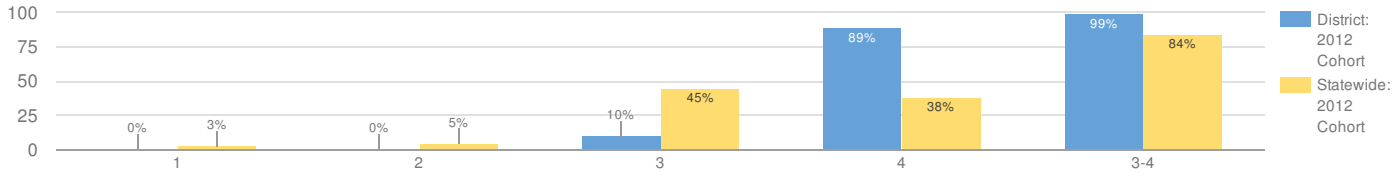
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	291	95%	1	0%	2	1%	65	22%	210	72%
GENERAL EDUCATION	247	96%	0	0%	1	0%	40	16%	197	80%
STUDENTS WITH DISABILITIES	44	86%	1	2%	1	2%	25	57%	13	30%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	128	90%	1	1%	2	2%	19	15%	96	75%
BLACK OR AFRICAN AMERICAN	6	83%	0	0%	0	0%	2	33%	3	50%
HISPANIC OR LATINO	12	100%	0	0%	0	0%	6	50%	6	50%
WHITE	145	99%	0	0%	0	0%	38	26%	105	72%
FEMALE	146	95%	0	0%	1	1%	35	24%	104	71%
MALE	145	94%	1	1%	1	1%	30	21%	106	73%
NON-ENGLISH LANGUAGE LEARNERS	290	_%	_	_	_	_	_	_	_	_
ENGLISH LANGUAGE LEARNERS	1	_%	_	_	_	_	_	_	_	_
ECONOMICALLY DISADVANTAGED	24	83%	0	0%	1	4%	4	17%	16	67%
NOT ECONOMICALLY DISADVANTAGED	267	96%	1	0%	1	0%	61	23%	194	73%
NOT MIGRANT	291	95%	1	0%	2	1%	65	22%	210	72%

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



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	291	98%	1	0%	0	0%	28	10%	258	89%
GENERAL EDUCATION	247	99%	1	0%	0	0%	15	6%	230	93%
STUDENTS WITH DISABILITIES	44	93%	0	0%	0	0%	13	30%	28	64%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	128	97%	1	1%	0	0%	13	10%	111	87%
BLACK OR AFRICAN AMERICAN	6	100%	0	0%	0	0%	1	17%	5	83%
HISPANIC OR LATINO	12	100%	0	0%	0	0%	0	0%	12	100%
WHITE	145	99%	0	0%	0	0%	14	10%	130	90%
FEMALE	146	99%	0	0%	0	0%	17	12%	128	88%
MALE	145	97%	1	1%	0	0%	11	8%	130	90%
NON-ENGLISH LANGUAGE LEARNERS	290	_%	_	_	_	_	_	_	_	_
ENGLISH LANGUAGE LEARNERS	1	_%	_	_	_	_	_	_	_	_
ECONOMICALLY DISADVANTAGED	24	100%	0	0%	0	0%	4	17%	20	83%
NOT ECONOMICALLY DISADVANTAGED	267	98%	1	0%	0	0%	24	9%	238	89%
NOT MIGRANT	291	98%	1	0%	0	0%	28	10%	258	89%

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



GROUP	TOTAL TESTED	PROFICIENT		LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	291	99%		1	0%	1	0%	29	10%	259	89%
GENERAL EDUCATION	247	100%		0	0%	0	0%	9	4%	238	96%
STUDENTS WITH DISABILITIES	44	93%		1	2%	1	2%	20	45%	21	48%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	128	98%		1	1%	1	1%	9	7%	116	91%
BLACK OR AFRICAN AMERICAN	6	100%		0	0%	0	0%	2	33%	4	67%
HISPANIC OR LATINO	12	100%		0	0%	0	0%	2	17%	10	83%
WHITE	145	100%		0	0%	0	0%	16	11%	129	89%
FEMALE	146	99%		1	1%	0	0%	12	8%	133	91%
MALE	145	99%		0	0%	1	1%	17	12%	126	87%
NON-ENGLISH LANGUAGE LEARNERS	290	_%		_	_	_	_	_	_	_	_
ENGLISH LANGUAGE LEARNERS	1	_%		_	_	_	_	_	_	_	_
ECONOMICALLY DISADVANTAGED	24	96%		0	0%	1	4%	1	4%	22	92%
NOT ECONOMICALLY DISADVANTAGED	267	99%		1	0%	0	0%	28	10%	237	89%
NOT MIGRANT	291	99%		1	0%	1	0%	29	10%	259	89%

Regents Examination Results (2015 - 16)

COMPREHENSIVE ENGLISH

REGENTS COMPREHENSIVE ENGLISH

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	4	_	_	_	_	_	_
GENERAL EDUCATION	1	_	_	_	_	_	_
STUDENTS WITH DISABILITIES	3	_	_	_	_	_	_
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	3	_	_	_	_	_	_
HISPANIC OR LATINO	1	_	_	_	_	_	_
SMALL GROUP TOTAL	4	_	_	_	_	_	_
FEMALE	2	_	_	_	_	_	_
MALE	2	_	_	_	_	_	_
NON-ENGLISH LANGUAGE LEARNERS	3	_	_	_	_	_	_
ENGLISH LANGUAGE LEARNERS	1	_	_	_	_	_	_
ECONOMICALLY DISADVANTAGED	1	_	_	_	_	_	_
NOT ECONOMICALLY DISADVANTAGED	3	_	_	_	_	_	_
NOT MIGRANT	4	_	_	_	_	_	_

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	265	0	0%	0	0%	4	2%	15	6%	246	93%
GENERAL EDUCATION	222	0	0%	0	0%	2	1%	5	2%	215	97%
STUDENTS WITH DISABILITIES	43	0	0%	0	0%	2	5%	10	23%	31	72%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	119	0	0%	0	0%	2	2%	7	6%	110	92%
BLACK OR AFRICAN AMERICAN	4	–	–	–	–	–	–	–	–	–	–
HISPANIC OR LATINO	2	–	–	–	–	–	–	–	–	–	–
WHITE	139	0	0%	0	0%	2	1%	8	6%	129	93%
MULTIRACIAL	1	–	–	–	–	–	–	–	–	–	–
SMALL GROUP TOTAL	7	0	0%	0	0%	0	0%	0	0%	7	100%
FEMALE	129	0	0%	0	0%	2	2%	2	2%	125	97%
MALE	136	0	0%	0	0%	2	1%	13	10%	121	89%
NON-ENGLISH LANGUAGE LEARNERS	259	0	0%	0	0%	2	1%	14	5%	243	94%
ENGLISH LANGUAGE LEARNERS	6	0	0%	0	0%	2	33%	1	17%	3	50%
ECONOMICALLY DISADVANTAGED	19	0	0%	0	0%	0	0%	4	21%	15	79%
NOT ECONOMICALLY DISADVANTAGED	246	0	0%	0	0%	4	2%	11	4%	231	94%
NOT MIGRANT	265	0	0%	0	0%	4	2%	15	6%	246	93%

ALGEBRA 2/TRIGONOMETRY

REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	274	268	98%	255	93%	214	78%
GENERAL EDUCATION	237	233	98%	226	95%	195	82%
STUDENTS WITH DISABILITIES	37	35	95%	29	78%	19	51%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	140	138	99%	134	96%	121	86%
BLACK OR AFRICAN AMERICAN	7	7	100%	7	100%	3	43%
HISPANIC OR LATINO	6	–	–	–	–	–	–
WHITE	119	115	97%	107	90%	87	73%
MULTIRACIAL	2	–	–	–	–	–	–
SMALL GROUP TOTAL	8	8	100%	7	88%	3	38%
FEMALE	126	124	98%	118	94%	97	77%
MALE	148	144	97%	137	93%	117	79%
NON-ENGLISH LANGUAGE LEARNERS	267	261	98%	250	94%	209	78%
ENGLISH LANGUAGE LEARNERS	7	7	100%	5	71%	5	71%
ECONOMICALLY DISADVANTAGED	17	16	94%	14	82%	9	53%
NOT ECONOMICALLY DISADVANTAGED	257	252	98%	241	94%	205	80%
NOT MIGRANT	274	268	98%	255	93%	214	78%

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	268	2	1%	3	1%	30	11%	39	15%	194	72%
GENERAL EDUCATION	235	1	0%	2	1%	14	6%	32	14%	186	79%
STUDENTS WITH DISABILITIES	33	1	3%	1	3%	16	48%	7	21%	8	24%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	146	1	1%	0	0%	7	5%	18	12%	120	82%
BLACK OR AFRICAN AMERICAN	6	–	–	–	–	–	–	–	–	–	–
HISPANIC OR LATINO	7	0	0%	1	14%	0	0%	3	43%	3	43%
WHITE	108	1	1%	1	1%	21	19%	17	16%	68	63%
MULTIRACIAL	1	–	–	–	–	–	–	–	–	–	–
SMALL GROUP TOTAL	7	0	0%	1	14%	2	29%	1	14%	3	43%
FEMALE	137	1	1%	2	1%	13	9%	15	11%	106	77%
MALE	131	1	1%	1	1%	17	13%	24	18%	88	67%
NON-ENGLISH LANGUAGE LEARNERS	246	1	0%	3	1%	28	11%	33	13%	181	74%
ENGLISH LANGUAGE LEARNERS	22	1	5%	0	0%	2	9%	6	27%	13	59%
ECONOMICALLY DISADVANTAGED	14	0	0%	1	7%	2	14%	5	36%	6	43%
NOT ECONOMICALLY DISADVANTAGED	254	2	1%	2	1%	28	11%	34	13%	188	74%
NOT MIGRANT	268	2	1%	3	1%	30	11%	39	15%	194	72%

GEOMETRY (COMMON CORE)

GEOMETRY (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	278	9	3%	10	4%	84	30%	40	14%	135	49%
GENERAL EDUCATION	243	2	1%	3	1%	69	28%	38	16%	131	54%
STUDENTS WITH DISABILITIES	35	7	20%	7	20%	15	43%	2	6%	4	11%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	122	1	1%	1	1%	23	19%	15	12%	82	67%
BLACK OR AFRICAN AMERICAN	4	–	–	–	–	–	–	–	–	–	–
HISPANIC OR LATINO	3	–	–	–	–	–	–	–	–	–	–
WHITE	149	7	5%	8	5%	59	40%	24	16%	51	34%
SMALL GROUP TOTAL	7	1	14%	1	14%	2	29%	1	14%	2	29%
FEMALE	127	1	1%	5	4%	40	31%	16	13%	65	51%
MALE	151	8	5%	5	3%	44	29%	24	16%	70	46%
NON-ENGLISH LANGUAGE LEARNERS	265	9	3%	9	3%	81	31%	38	14%	128	48%
ENGLISH LANGUAGE LEARNERS	13	0	0%	1	8%	3	23%	2	15%	7	54%
ECONOMICALLY DISADVANTAGED	13	1	8%	0	0%	7	54%	2	15%	3	23%
NOT ECONOMICALLY DISADVANTAGED	265	8	3%	10	4%	77	29%	38	14%	132	50%
NOT MIGRANT	278	9	3%	10	4%	84	30%	40	14%	135	49%

ALGEBRA II (COMMON CORE)

ALGEBRA II (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	249	11	4%	15	6%	106	43%	76	31%	41	16%
GENERAL EDUCATION	217	7	3%	11	5%	89	41%	71	33%	39	18%
STUDENTS WITH DISABILITIES	32	4	13%	4	13%	17	53%	5	16%	2	6%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	123	3	2%	6	5%	39	32%	42	34%	33	27%
BLACK OR AFRICAN AMERICAN	7	0	0%	1	14%	3	43%	3	43%	0	0%
HISPANIC OR LATINO	4	–	–	–	–	–	–	–	–	–	–
WHITE	113	8	7%	7	6%	61	54%	30	27%	7	6%
MULTIRACIAL	2	–	–	–	–	–	–	–	–	–	–
SMALL GROUP TOTAL	6	0	0%	1	17%	3	50%	1	17%	1	17%
FEMALE	115	5	4%	8	7%	56	49%	33	29%	13	11%
MALE	134	6	4%	7	5%	50	37%	43	32%	28	21%
NON-ENGLISH LANGUAGE LEARNERS	244	11	5%	15	6%	105	43%	73	30%	40	16%
ENGLISH LANGUAGE LEARNERS	5	0	0%	0	0%	1	20%	3	60%	1	20%
ECONOMICALLY DISADVANTAGED	17	1	6%	1	6%	12	71%	2	12%	1	6%
NOT ECONOMICALLY DISADVANTAGED	232	10	4%	14	6%	94	41%	74	32%	40	17%
NOT MIGRANT	249	11	4%	15	6%	106	43%	76	31%	41	16%

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	301	300	100%	295	98%	245	81%
GENERAL EDUCATION	261	261	100%	259	99%	224	86%
STUDENTS WITH DISABILITIES	40	39	98%	36	90%	21	53%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	140	140	100%	139	99%	125	89%
BLACK OR AFRICAN AMERICAN	8	8	100%	8	100%	6	75%
HISPANIC OR LATINO	6	–	–	–	–	–	–
WHITE	145	144	99%	140	97%	110	76%
MULTIRACIAL	2	–	–	–	–	–	–
SMALL GROUP TOTAL	8	8	100%	8	100%	4	50%
FEMALE	129	128	99%	125	97%	105	81%
MALE	172	172	100%	170	99%	140	81%
NON-ENGLISH LANGUAGE LEARNERS	296	295	100%	290	98%	243	82%
ENGLISH LANGUAGE LEARNERS	5	5	100%	5	100%	2	40%
ECONOMICALLY DISADVANTAGED	17	17	100%	17	100%	11	65%
NOT ECONOMICALLY DISADVANTAGED	284	283	100%	278	98%	234	82%
NOT MIGRANT	301	300	100%	295	98%	245	81%

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	267	266	100%	265	99%	244	91%
GENERAL EDUCATION	223	223	100%	222	100%	211	95%
STUDENTS WITH DISABILITIES	44	43	98%	43	98%	33	75%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	120	119	99%	119	99%	107	89%
BLACK OR AFRICAN AMERICAN	4	–	–	–	–	–	–
HISPANIC OR LATINO	3	–	–	–	–	–	–
WHITE	139	139	100%	138	99%	129	93%
MULTIRACIAL	1	–	–	–	–	–	–
SMALL GROUP TOTAL	8	8	100%	8	100%	8	100%
FEMALE	130	129	99%	129	99%	121	93%
MALE	137	137	100%	136	99%	123	90%
NON-ENGLISH LANGUAGE LEARNERS	260	260	100%	259	100%	239	92%
ENGLISH LANGUAGE LEARNERS	7	6	86%	6	86%	5	71%
ECONOMICALLY DISADVANTAGED	19	19	100%	19	100%	16	84%
NOT ECONOMICALLY DISADVANTAGED	248	247	100%	246	99%	228	92%
NOT MIGRANT	267	266	100%	265	99%	244	91%

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	298	297	100%	296	99%	257	86%
GENERAL EDUCATION	258	257	100%	257	100%	238	92%
STUDENTS WITH DISABILITIES	40	40	100%	39	98%	19	48%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	134	134	100%	134	100%	126	94%
BLACK OR AFRICAN AMERICAN	5	–	–	–	–	–	–
HISPANIC OR LATINO	3	–	–	–	–	–	–
WHITE	156	156	100%	155	99%	125	80%
SMALL GROUP TOTAL	8	7	88%	7	88%	6	75%
FEMALE	132	131	99%	131	99%	118	89%
MALE	166	166	100%	165	99%	139	84%
NON-ENGLISH LANGUAGE LEARNERS	290	289	100%	288	99%	251	87%
ENGLISH LANGUAGE LEARNERS	8	8	100%	8	100%	6	75%
ECONOMICALLY DISADVANTAGED	16	15	94%	15	94%	11	69%
NOT ECONOMICALLY DISADVANTAGED	282	282	100%	281	100%	246	87%
NOT MIGRANT	298	297	100%	296	99%	257	86%

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	261	256	98%	253	97%	211	81%
GENERAL EDUCATION	229	227	99%	227	99%	200	87%
STUDENTS WITH DISABILITIES	32	29	91%	26	81%	11	34%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	136	135	99%	133	98%	117	86%
BLACK OR AFRICAN AMERICAN	5	–	–	–	–	–	–
HISPANIC OR LATINO	8	7	88%	7	88%	5	63%
WHITE	110	107	97%	106	96%	85	77%
MULTIRACIAL	2	–	–	–	–	–	–
SMALL GROUP TOTAL	7	7	100%	7	100%	4	57%
FEMALE	137	134	98%	134	98%	112	82%
MALE	124	122	98%	119	96%	99	80%
NON-ENGLISH LANGUAGE LEARNERS	244	239	98%	236	97%	198	81%
ENGLISH LANGUAGE LEARNERS	17	17	100%	17	100%	13	76%
ECONOMICALLY DISADVANTAGED	19	17	89%	16	84%	11	58%
NOT ECONOMICALLY DISADVANTAGED	242	239	99%	237	98%	200	83%
NOT MIGRANT	261	256	98%	253	97%	211	81%

PHYSICAL SETTING/CHEMISTRY

REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	272	270	99%	264	97%	168	62%
GENERAL EDUCATION	239	237	99%	232	97%	156	65%
STUDENTS WITH DISABILITIES	33	33	100%	32	97%	12	36%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	137	137	100%	135	99%	98	72%
BLACK OR AFRICAN AMERICAN	10	–	–	–	–	–	–
HISPANIC OR LATINO	3	–	–	–	–	–	–
WHITE	121	119	98%	117	97%	65	54%
MULTIRACIAL	1	–	–	–	–	–	–
SMALL GROUP TOTAL	14	14	100%	12	86%	5	36%
FEMALE	127	126	99%	124	98%	75	59%
MALE	145	144	99%	140	97%	93	64%
NON-ENGLISH LANGUAGE LEARNERS	267	265	99%	260	97%	167	63%
ENGLISH LANGUAGE LEARNERS	5	5	100%	4	80%	1	20%
ECONOMICALLY DISADVANTAGED	15	15	100%	13	87%	2	13%
NOT ECONOMICALLY DISADVANTAGED	257	255	99%	251	98%	166	65%
NOT MIGRANT	272	270	99%	264	97%	168	62%

PHYSICAL SETTING/PHYSICS

REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	169	168	99%	166	98%	103	61%
GENERAL EDUCATION	167	–	–	–	–	–	–
STUDENTS WITH DISABILITIES	2	–	–	–	–	–	–
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	101	101	100%	101	100%	67	66%
BLACK OR AFRICAN AMERICAN	1	–	–	–	–	–	–
HISPANIC OR LATINO	4	–	–	–	–	–	–
WHITE	63	62	98%	61	97%	32	51%
SMALL GROUP TOTAL	5	5	100%	4	80%	4	80%
FEMALE	78	78	100%	78	100%	40	51%
MALE	91	90	99%	88	97%	63	69%
NON-ENGLISH LANGUAGE LEARNERS	168	–	–	–	–	–	–
ENGLISH LANGUAGE LEARNERS	1	–	–	–	–	–	–
ECONOMICALLY DISADVANTAGED	16	15	94%	15	94%	9	56%
NOT ECONOMICALLY DISADVANTAGED	153	153	100%	151	99%	94	61%
NOT MIGRANT	169	168	99%	166	98%	103	61%

NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA) RESULTS (2015 - 16)

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

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2015 - 16)

KINDERGARTEN

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	17	12%	0%	35%	24%	29%
GENERAL EDUCATION	17	12%	0%	35%	24%	29%

GRADE 1

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	14	0%	7%	29%	43%	21%

GENERAL EDUCATION	13	–	–	–	–	–
STUDENTS WITH DISABILITIES	1	–	–	–	–	–

GRADE 2

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	17	6%	18%	18%	41%	18%
GENERAL EDUCATION	16	–	–	–	–	–
STUDENTS WITH DISABILITIES	1	–	–	–	–	–

GRADE 3

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	8	0%	38%	25%	25%	13%
GENERAL EDUCATION	8	0%	38%	25%	25%	13%

GRADE 4

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	9	11%	0%	22%	22%	44%
GENERAL EDUCATION	8	–	–	–	–	–
STUDENTS WITH DISABILITIES	1	–	–	–	–	–

GRADE 5

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	9	0%	33%	0%	22%	44%
GENERAL EDUCATION	8	–	–	–	–	–
STUDENTS WITH DISABILITIES	1	–	–	–	–	–

GRADE 6

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	9	11%	0%	0%	56%	33%
GENERAL EDUCATION	6	–	–	–	–	–
STUDENTS WITH DISABILITIES	3	–	–	–	–	–

GRADE 7

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	12	0%	8%	0%	75%	17%
GENERAL EDUCATION	12	0%	8%	0%	75%	17%

GRADE 8

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	7	0%	0%	14%	29%	57%

GENERAL EDUCATION	7	0%	0%	14%	29%	57%

GRADE 9

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	17	0%	6%	24%	53%	18%
GENERAL EDUCATION	17	0%	6%	24%	53%	18%

GRADE 10

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	6	0%	0%	0%	67%	33%
GENERAL EDUCATION	6	0%	0%	0%	67%	33%

GRADE 11

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

GRADE 12

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

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FISCAL ACCOUNTABILITY SUMMARY (2015 - 16)

INFORMATION ABOUT EXPENDITURE RATIOS (2014 - 15)

(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	PUPILS	EXPENDITURES PER PUPIL
$57,423,577	3,036	$18,914

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES	PUPILS	EXPENDITURES PER PUPIL
$30,604,796	446	$68,621

SIMILAR DISTRICT GROUP
LOW NEED/RESOURCE CAPACITY

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES	PUPILS	EXPENDITURES PER PUPIL
$5,420,612,686	376,529	$14,396

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES	PUPILS	EXPENDITURES PER PUPIL
$2,029,698,250	51,434	$39,462

ALL SCHOOL DISTRICTS

GENERAL EDUCATION	SPECIAL EDUCATION
INSTRUCTIONAL EXPENDITURES	INSTRUCTIONAL EXPENDITURES
$31,780,970,752	$13,848,179,596
PUPILS	PUPILS
2,659,777	451,571
EXPENDITURES PER PUPIL	EXPENDITURES PER PUPIL
$11,949	$30,667

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
$35,792	$26,207	$22,556

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 (2015 - 16)

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

STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)

	THIS SCHOOL DISTRICT		SIMILAR DISTRICT GROUP LOW NEED/RESOURCE CAPACITY	NY STATE
80% OR MORE	257	59.1%	61.3%	58.2%
40% - 79%	71	16.3%	18.5%	11.7%
LESS THAN 40%	37	8.5%	11.6%	19.9%
SEPARATE SETTINGS	13	3.0%	5.0%	5.3%
OTHER SETTINGS	57	13.1%	3.7%	5.1%

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

SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE

THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP	NY STATE
11.4%	12.3%	14.7%

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

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

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