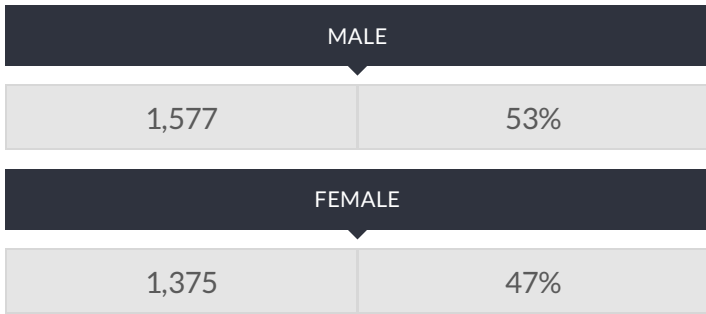
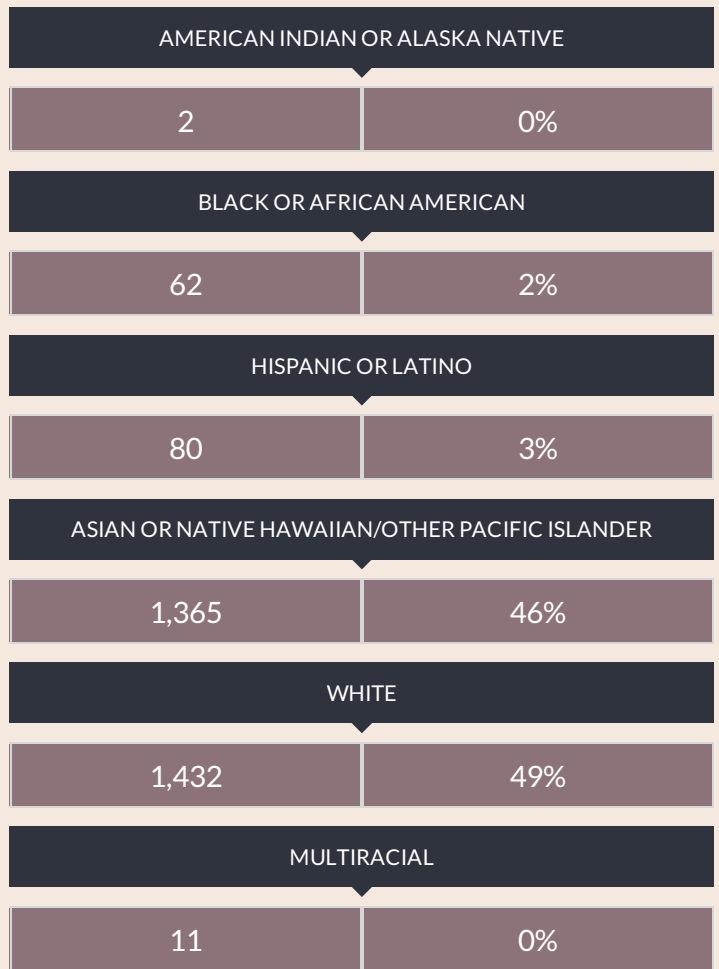
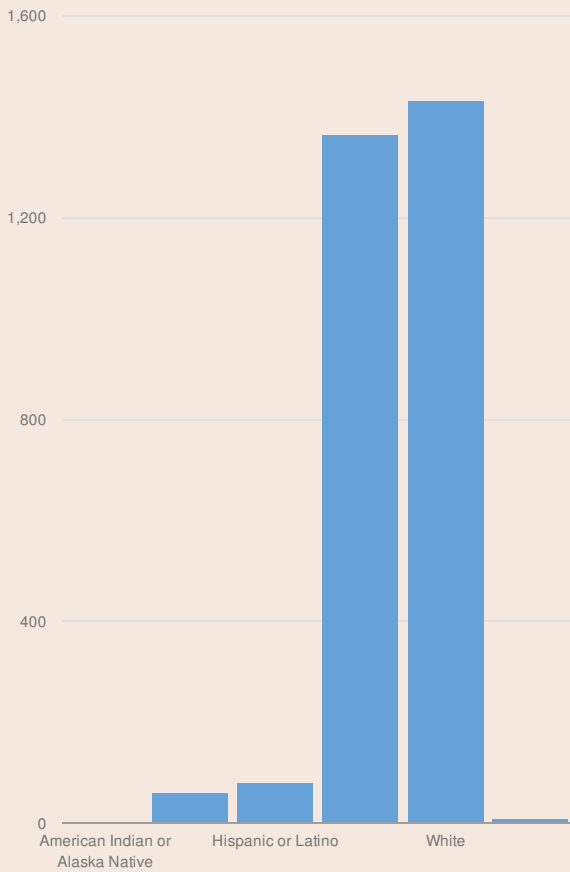


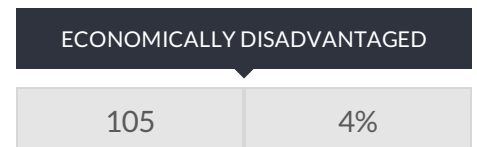
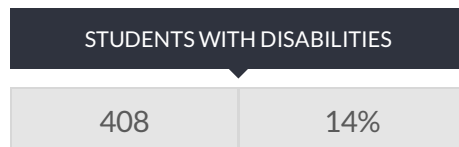
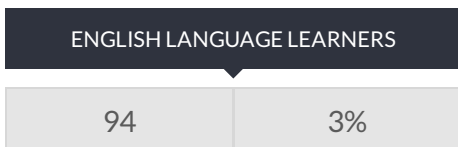
### ENROLLMENT BY GENDER



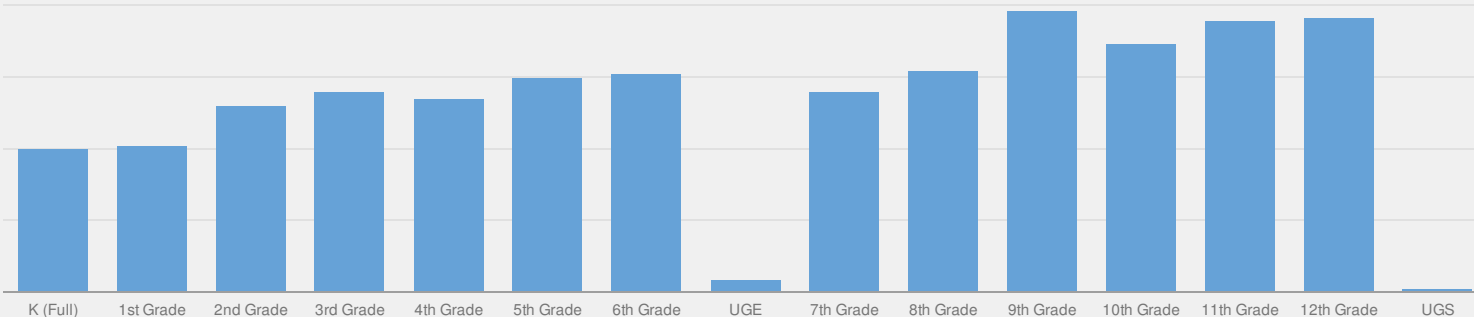
### ENROLLMENT BY ETHNICITY



### OTHER GROUPS

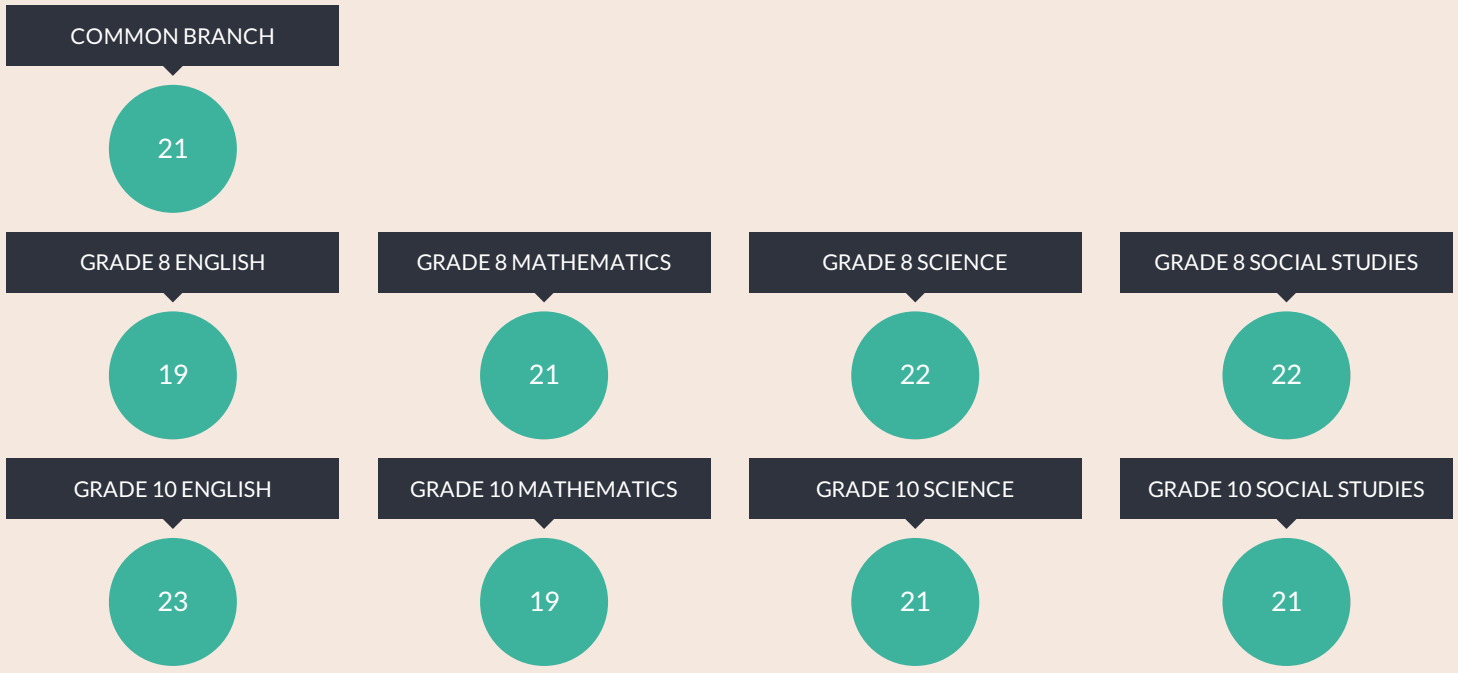


# ENROLLMENT BY GRADE



<b>K (FULL DAY)</b>	<b>1ST GRADE</b>	<b>2ND GRADE</b>	<b>3RD GRADE</b>
150   5%	154   5%	196   7%	210   7%
<b>4TH GRADE</b>	<b>5TH GRADE</b>	<b>6TH GRADE</b>	<b>UNGRADED ELEMENTARY</b>
202   7%	225   8%	229   8%	14   0%
<b>7TH GRADE</b>	<b>8TH GRADE</b>	<b>9TH GRADE</b>	<b>10TH GRADE</b>
210   7%	232   8%	294   10%	260   9%
<b>11TH GRADE</b>	<b>12TH GRADE</b>	<b>UNGRADED SECONDARY</b>	
284   10%	288   10%	4   0%	

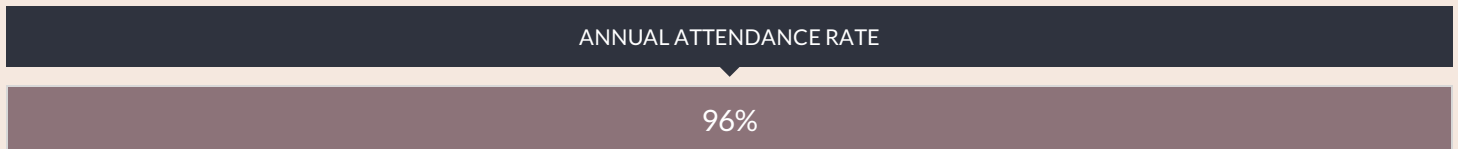
## AVERAGE CLASS SIZE (2014 - 15)



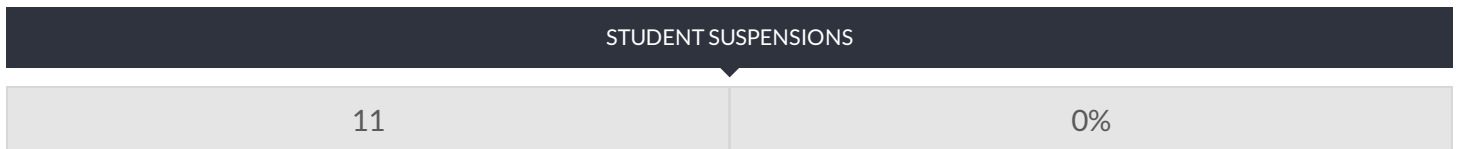
## FREE AND REDUCED-PRICE LUNCH (2014 - 15)



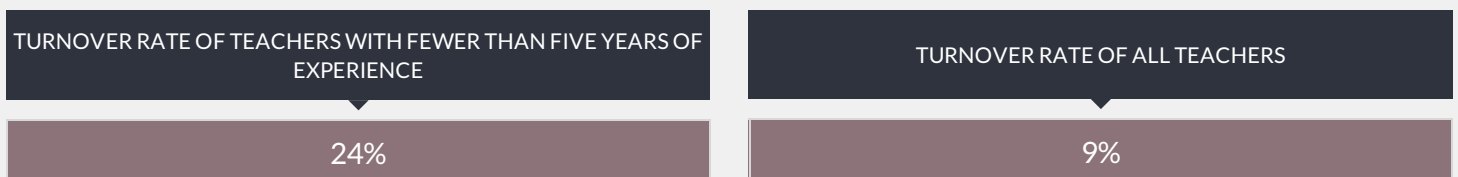
## ATTENDANCE (2013 - 14)



## STUDENT SUSPENSIONS (2013 - 14)



## TEACHER TURNOVER RATE (2013-14 TO 2014-15)



## STAFF COUNTS (2014 - 15)

PRINCIPALS

5

ASSISTANT PRINCIPALS

3

OTHER PROFESSIONAL STAFF

36

PARAPROFESSIONALS

94

## TEACHER QUALIFICATIONS (2014 - 15)

TOTAL TEACHERS: 317

PERCENT WITH NO VALID TEACHING CERTIFICATE

0%

PERCENT TEACHING OUT OF CERTIFICATION

0%

PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE

1%

PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE

73%

TOTAL NUMBER OF CORE CLASSES

738

PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS DISTRICT

0%

TOTAL NUMBER OF CLASSES

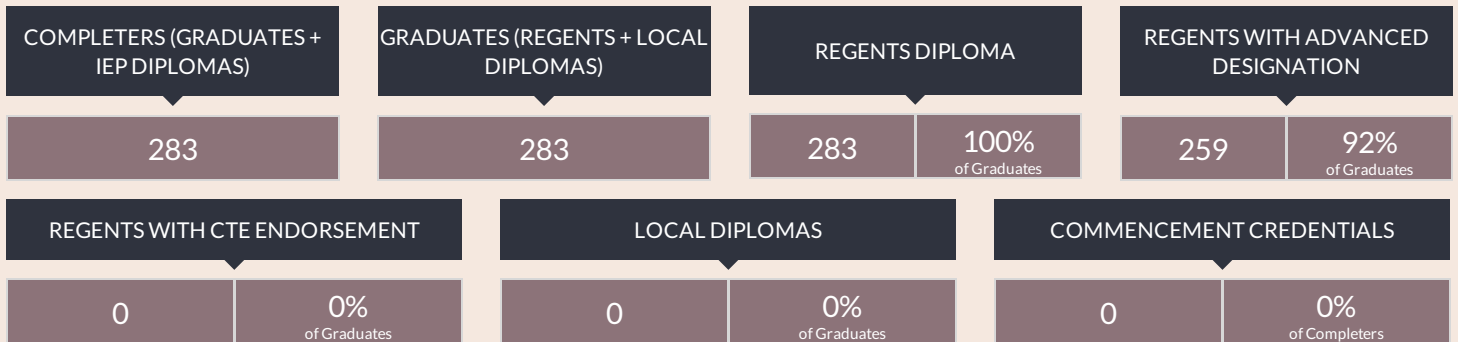
1,273

PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION

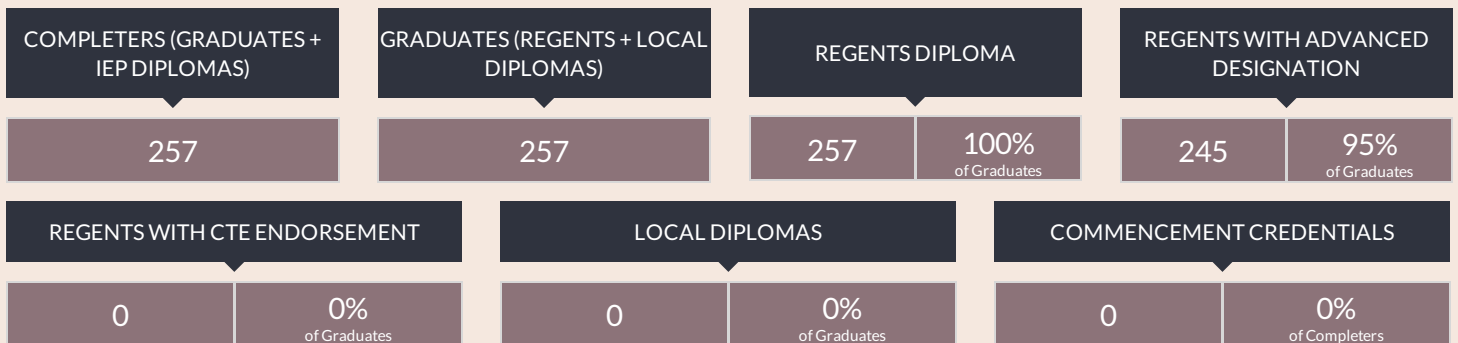
0%

# HIGH SCHOOL COMPLETERS (2014 - 15)

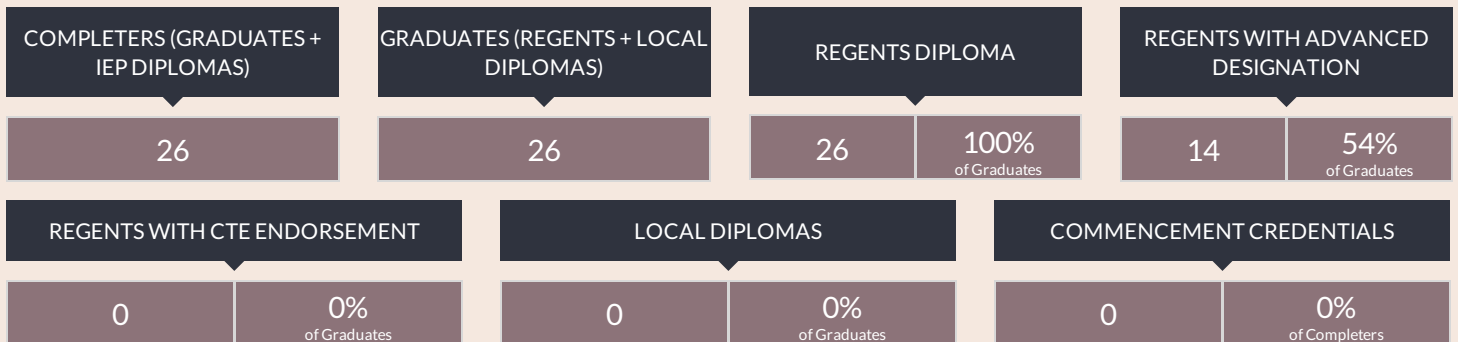
## ALL STUDENTS



## GENERAL EDUCATION



## STUDENTS WITH DISABILITIES



## POST-GRADUATION PLANS OF COMPLETERS (2014 - 15)

### ALL STUDENTS

TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
276	98%	4	1%	0	0%	0	0%
TO EMPLOYMENT		TO ADULT SERVICES		TO OTHER KNOWN PLANS		PLAN UNKNOWN	
0	0%	0	0%	0	0%	3	1%

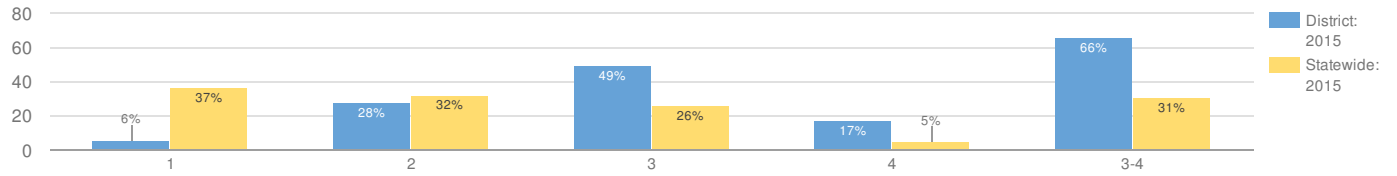
### GENERAL EDUCATION

TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
252	98%	2	1%	0	0%	0	0%
TO EMPLOYMENT		TO ADULT SERVICES		TO OTHER KNOWN PLANS		PLAN UNKNOWN	
0	0%	0	0%	0	0%	3	1%

### STUDENTS WITH DISABILITIES

TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
24	92%	2	8%	0	0%	0	0%
TO EMPLOYMENT		TO ADULT SERVICES		TO OTHER KNOWN PLANS		PLAN UNKNOWN	
0	0%	0	0%	0	0%	0	0%

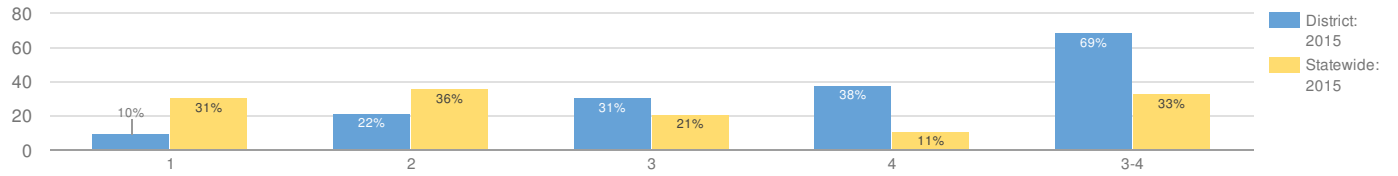
# GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 330

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	189	66%	11	6%	53	28%	92	49%	33	17%
GENERAL EDUCATION	173	70%	7	4%	45	26%	88	51%	33	19%
STUDENTS WITH DISABILITIES	16	25%	4	25%	8	50%	4	25%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	102	68%	6	6%	27	26%	46	45%	23	23%
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	67%	0	0%	2	33%	2	33%	2	33%
WHITE	76	63%	5	7%	23	30%	41	54%	7	9%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	80%	0	0%	1	20%	3	60%	1	20%
FEMALE	84	68%	4	5%	23	27%	39	46%	18	21%
MALE	105	65%	7	7%	30	29%	53	50%	15	14%
NON-ENGLISH LANGUAGE LEARNERS	187	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	5	80%	1	20%	0	0%	2	40%	2	40%
NOT ECONOMICALLY DISADVANTAGED	184	66%	10	5%	53	29%	90	49%	31	17%
NOT MIGRANT	189	66%	11	6%	53	28%	92	49%	33	17%

# GRADE 4 ENGLISH LANGUAGE ARTS

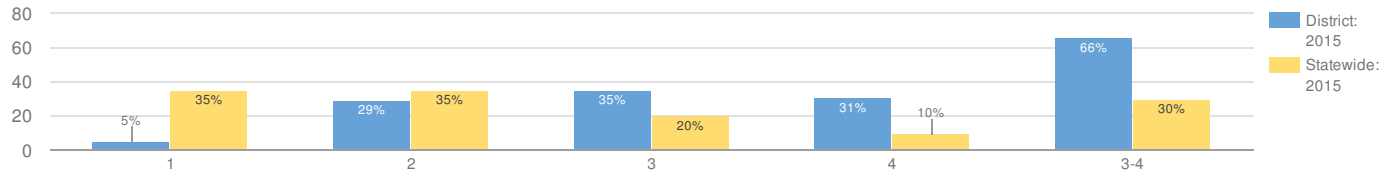


MEAN SCORE: 329

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	186	69%	18	10%	40	22%	57	31%	71	38%
GENERAL EDUCATION	166	77%	8	5%	31	19%	57	34%	70	42%
STUDENTS WITH DISABILITIES	20	5%	10	50%	9	45%	0	0%	1	5%
AMERICAN INDIAN OR ALASKA NATIVE	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	112	74%	6	5%	23	21%	33	29%	50	45%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	7	_%	-	-	-	-	-	-	-	-
WHITE	64	63%	9	14%	15	23%	21	33%	19	30%
SMALL GROUP TOTAL	10	50%	3	30%	2	20%	3	30%	2	20%
FEMALE	84	70%	6	7%	19	23%	27	32%	32	38%
MALE	102	68%	12	12%	21	21%	30	29%	39	38%
NON-ENGLISH LANGUAGE LEARNERS	182	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	9	44%	2	22%	3	33%	2	22%	2	22%
NOT ECONOMICALLY DISADVANTAGED	177	70%	16	9%	37	21%	55	31%	69	39%
NOT MIGRANT	186	69%	18	10%	40	22%	57	31%	71	38%



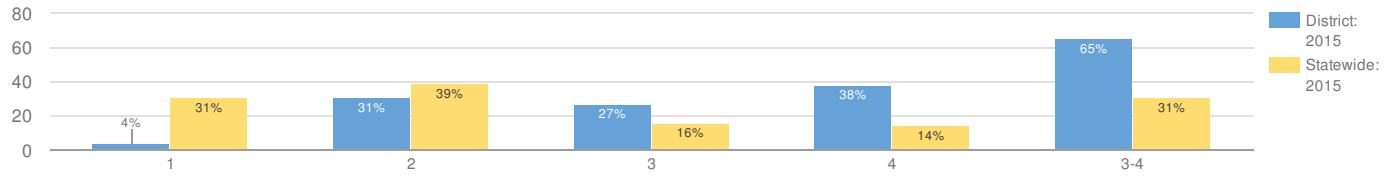
# GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 328

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	186	66%	10	5%	54	29%	65	35%	57	31%
GENERAL EDUCATION	166	70%	2	1%	47	28%	61	37%	56	34%
STUDENTS WITH DISABILITIES	20	25%	8	40%	7	35%	4	20%	1	5%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	90	72%	6	7%	19	21%	33	37%	32	36%
BLACK OR AFRICAN AMERICAN	5	40%	1	20%	2	40%	1	20%	1	20%
HISPANIC OR LATINO	5	40%	0	0%	3	60%	2	40%	0	0%
WHITE	86	62%	3	3%	30	35%	29	34%	24	28%
FEMALE	94	68%	1	1%	29	31%	30	32%	34	36%
MALE	92	63%	9	10%	25	27%	35	38%	23	25%
NON-ENGLISH LANGUAGE LEARNERS	185	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	5	80%	0	0%	1	20%	4	80%	0	0%
NOTECONOMICALLY DISADVANTAGED	181	65%	10	6%	53	29%	61	34%	57	31%
NOT MIGRANT	186	66%	10	5%	54	29%	65	35%	57	31%

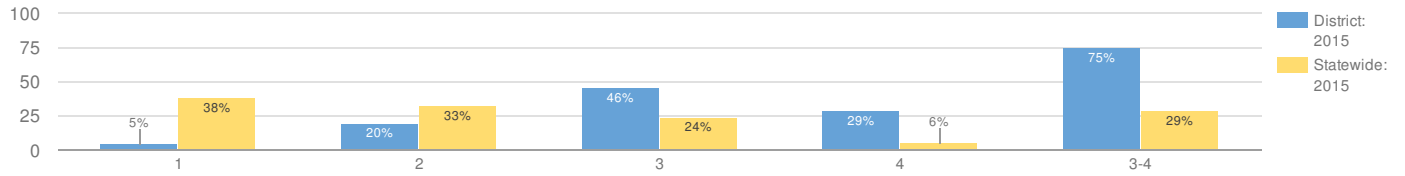
# GRADE 6 ENGLISH LANGUAGE ARTS



MEAN SCORE: 328

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	181	65%	8	4%	56	31%	49	27%	68	38%
GENERAL EDUCATION	168	70%	6	4%	45	27%	49	29%	68	40%
STUDENTS WITH DISABILITIES	13	0%	2	15%	11	85%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	104	72%	4	4%	25	24%	30	29%	45	43%
BLACK OR AFRICAN AMERICAN	6	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	67	58%	1	1%	27	40%	17	25%	22	33%
SMALL GROUP TOTAL	10	30%	3	30%	4	40%	2	20%	1	10%
FEMALE	85	64%	4	5%	27	32%	22	26%	32	38%
MALE	96	66%	4	4%	29	30%	27	28%	36	38%
NON-ENGLISH LANGUAGE LEARNERS	179	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	6	33%	2	33%	2	33%	1	17%	1	17%
NOTECONOMICALLY DISADVANTAGED	175	66%	6	3%	54	31%	48	27%	67	38%
NOT MIGRANT	181	65%	8	4%	56	31%	49	27%	68	38%

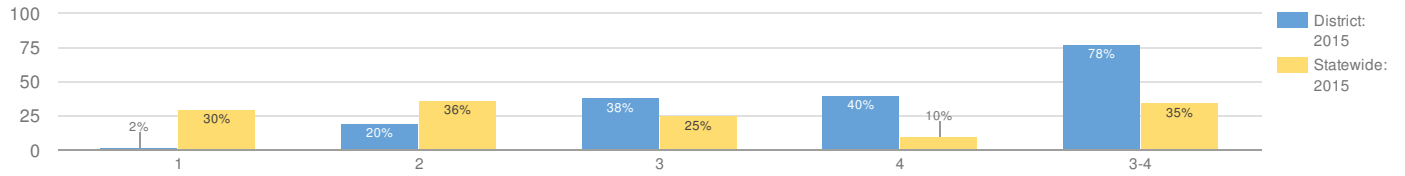
# GRADE 7 ENGLISH LANGUAGE ARTS



MEAN SCORE: 331

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	162	75%	8	5%	32	20%	75	46%	47	29%
GENERAL EDUCATION	151	79%	4	3%	27	18%	73	48%	47	31%
STUDENTS WITH DISABILITIES	11	18%	4	36%	5	45%	2	18%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	97	82%	3	3%	14	14%	44	45%	36	37%
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	58	66%	5	9%	15	26%	28	48%	10	17%
SMALL GROUP TOTAL	7	57%	0	0%	3	43%	3	43%	1	14%
FEMALE	70	83%	1	1%	11	16%	34	49%	24	34%
MALE	92	70%	7	8%	21	23%	41	45%	23	25%
NON-ENGLISH LANGUAGE LEARNERS	160	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	4	_%	-	-	-	-	-	-	-	-
NOTECONOMICALLY DISADVANTAGED	158	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	162	75%	8	5%	32	20%	75	46%	47	29%

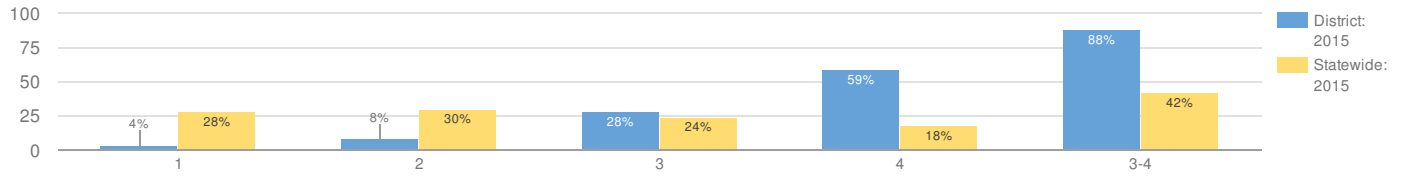
# GRADE 8 ENGLISH LANGUAGE ARTS



MEAN SCORE: 334

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	168	78%	4	2%	33	20%	64	38%	67	40%
GENERAL EDUCATION	151	83%	2	1%	24	16%	59	39%	66	44%
STUDENTS WITH DISABILITIES	17	35%	2	12%	9	53%	5	29%	1	6%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	96	80%	2	2%	17	18%	33	34%	44	46%
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	3	_%	-	-	-	-	-	-	-	-
WHITE	67	78%	2	3%	13	19%	30	45%	22	33%
SMALL GROUP TOTAL	5	40%	0	0%	3	60%	1	20%	1	20%
FEMALE	76	80%	1	1%	14	18%	27	36%	34	45%
MALE	92	76%	3	3%	19	21%	37	40%	33	36%
NON-ENGLISH LANGUAGE LEARNERS	161	81%	3	2%	27	17%	64	40%	67	42%
ENGLISH LANGUAGE LEARNERS	7	0%	1	14%	6	86%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	5	60%	0	0%	2	40%	1	20%	2	40%
NOTECONOMICALLY DISADVANTAGED	163	79%	4	2%	31	19%	63	39%	65	40%
NOT MIGRANT	168	78%	4	2%	33	20%	64	38%	67	40%

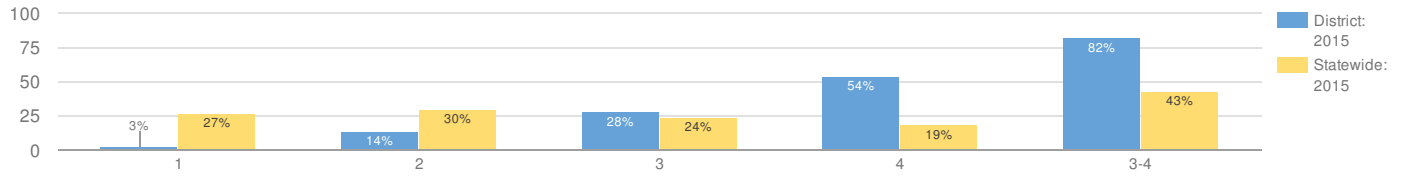
# GRADE 3 MATHEMATICS



MEAN SCORE: 346

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	190	88%	7	4%	16	8%	54	28%	113	59%
GENERAL EDUCATION	173	92%	2	1%	12	7%	50	29%	109	63%
STUDENTS WITH DISABILITIES	17	47%	5	29%	4	24%	4	24%	4	24%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	106	92%	3	3%	5	5%	24	23%	74	70%
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	5	80%	0	0%	1	20%	3	60%	1	20%
WHITE	74	82%	3	4%	10	14%	25	34%	36	49%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	80%	1	20%	0	0%	2	40%	2	40%
FEMALE	81	85%	2	2%	10	12%	29	36%	40	49%
MALE	109	90%	5	5%	6	6%	25	23%	73	67%
NON-ENGLISH LANGUAGE LEARNERS	184	88%	6	3%	16	9%	52	28%	110	60%
ENGLISH LANGUAGE LEARNERS	6	83%	1	17%	0	0%	2	33%	3	50%
ECONOMICALLY DISADVANTAGED	5	100%	0	0%	0	0%	2	40%	3	60%
NOT ECONOMICALLY DISADVANTAGED	185	88%	7	4%	16	9%	52	28%	110	59%
NOT MIGRANT	190	88%	7	4%	16	8%	54	28%	113	59%

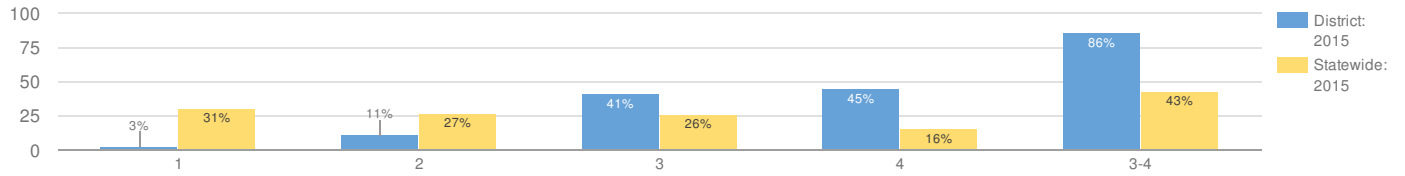
# GRADE 4 MATHEMATICS



MEAN SCORE: 342

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	181	82%	6	3%	26	14%	51	28%	98	54%
GENERAL EDUCATION	160	88%	0	0%	20	13%	45	28%	95	59%
STUDENTS WITH DISABILITIES	21	43%	6	29%	6	29%	6	29%	3	14%
AMERICAN INDIAN OR ALASKA NATIVE	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	112	90%	1	1%	10	9%	35	31%	66	59%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	7	_%	-	-	-	-	-	-	-	-
WHITE	59	75%	3	5%	12	20%	15	25%	29	49%
SMALL GROUP TOTAL	10	40%	2	20%	4	40%	1	10%	3	30%
FEMALE	84	82%	3	4%	12	14%	31	37%	38	45%
MALE	97	82%	3	3%	14	14%	20	21%	60	62%
NON-ENGLISH LANGUAGE LEARNERS	176	82%	6	3%	26	15%	49	28%	95	54%
ENGLISH LANGUAGE LEARNERS	5	100%	0	0%	0	0%	2	40%	3	60%
ECONOMICALLY DISADVANTAGED	8	38%	2	25%	3	38%	2	25%	1	13%
NOT ECONOMICALLY DISADVANTAGED	173	84%	4	2%	23	13%	49	28%	97	56%
NOT MIGRANT	181	82%	6	3%	26	14%	51	28%	98	54%

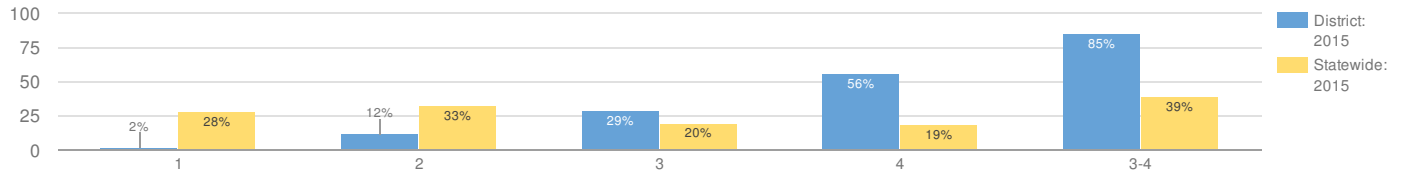
# GRADE 5 MATHEMATICS



MEAN SCORE: 346

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	185	86%	5	3%	20	11%	76	41%	84	45%
GENERAL EDUCATION	164	93%	0	0%	11	7%	74	45%	79	48%
STUDENTS WITH DISABILITIES	21	33%	5	24%	9	43%	2	10%	5	24%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	95	89%	3	3%	7	7%	30	32%	55	58%
BLACK OR AFRICAN AMERICAN	4	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	82	84%	1	1%	12	15%	42	51%	27	33%
SMALL GROUP TOTAL	8	75%	1	13%	1	13%	4	50%	2	25%
FEMALE	92	88%	0	0%	11	12%	39	42%	42	46%
MALE	93	85%	5	5%	9	10%	37	40%	42	45%
NON-ENGLISH LANGUAGE LEARNERS	179	87%	5	3%	18	10%	74	41%	82	46%
ENGLISH LANGUAGE LEARNERS	6	67%	0	0%	2	33%	2	33%	2	33%
ECONOMICALLY DISADVANTAGED	4	_%	-	-	-	-	-	-	-	-
NOTECONOMICALLY DISADVANTAGED	181	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	185	86%	5	3%	20	11%	76	41%	84	45%

# GRADE 6 MATHEMATICS



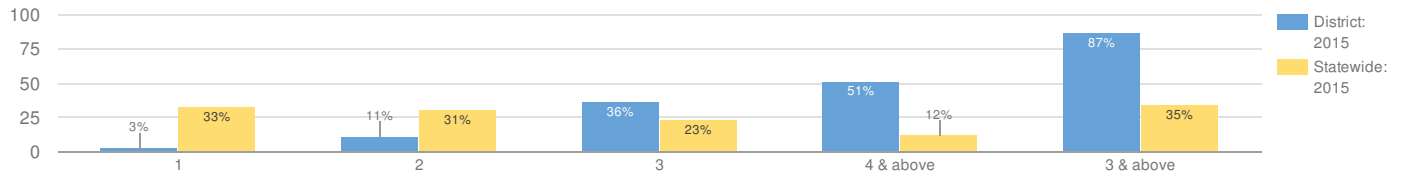
MEAN SCORE: 344

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	177	85%	4	2%	22	12%	52	29%	99	56%
GENERAL EDUCATION	167	86%	2	1%	21	13%	48	29%	96	57%
STUDENTS WITH DISABILITIES	10	70%	2	20%	1	10%	4	40%	3	30%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	107	93%	0	0%	8	7%	26	24%	73	68%
BLACK OR AFRICAN AMERICAN	5	20%	3	60%	1	20%	0	0%	1	20%
HISPANIC OR LATINO	5	20%	1	20%	3	60%	1	20%	0	0%
WHITE	60	83%	0	0%	10	17%	25	42%	25	42%
FEMALE	80	81%	3	4%	12	15%	26	33%	39	49%
MALE	97	89%	1	1%	10	10%	26	27%	60	62%
NON-ENGLISH LANGUAGE LEARNERS	169	85%	3	2%	22	13%	49	29%	95	56%
ENGLISH LANGUAGE LEARNERS	8	88%	1	13%	0	0%	3	38%	4	50%
ECONOMICALLY DISADVANTAGED	6	33%	1	17%	3	50%	0	0%	2	33%
NOTECONOMICALLY DISADVANTAGED	171	87%	3	2%	19	11%	52	30%	97	57%
NOT MIGRANT	177	85%	4	2%	22	12%	52	29%	99	56%



# 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	150	86%	4	3%	17	11%	56	37%	73	49%
GENERAL EDUCATION	141	90%	0	0%	14	10%	54	38%	73	52%
STUDENTS WITH DISABILITIES	9	22%	4	44%	3	33%	2	22%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	98	93%	2	2%	5	5%	30	31%	61	62%
BLACK OR AFRICAN AMERICAN	4	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	3	_%	-	-	-	-	-	-	-	-
WHITE	45	78%	2	4%	8	18%	23	51%	12	27%
SMALL GROUP TOTAL	7	43%	0	0%	4	57%	3	43%	0	0%
FEMALE	65	92%	0	0%	5	8%	21	32%	39	60%
MALE	85	81%	4	5%	12	14%	35	41%	34	40%
NON-ENGLISH LANGUAGE LEARNERS	145	86%	4	3%	17	12%	51	35%	73	50%
ENGLISH LANGUAGE LEARNERS	5	100%	0	0%	0	0%	5	100%	0	0%
ECONOMICALLY DISADVANTAGED	3	_%	-	-	-	-	-	-	-	-
NOTECONOMICALLY DISADVANTAGED	147	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	150	86%	4	3%	17	11%	56	37%	73	49%

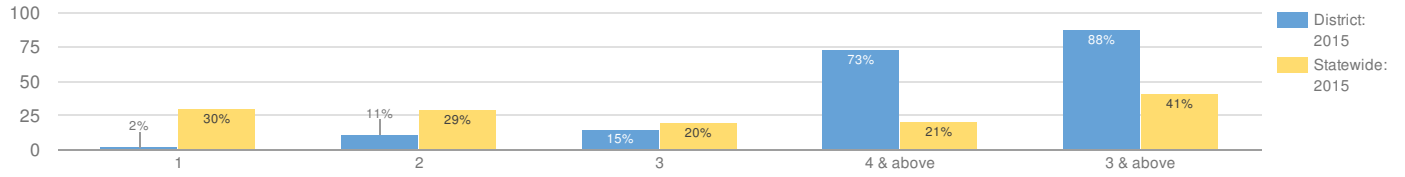
## GRADE 7 STUDENTS TAKING A REGENTS MATH TEST

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	7	0	0%	0	0%	0	0%	7	100%	7	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: 326

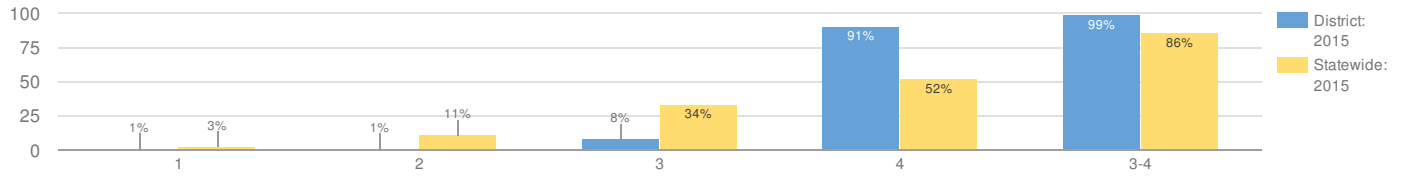
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	59	61%	3	5%	20	34%	24	41%	12	20%
GENERAL EDUCATION	48	73%	1	2%	12	25%	23	48%	12	25%
STUDENTS WITH DISABILITIES	11	9%	2	18%	8	73%	1	9%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	29	76%	1	3%	6	21%	14	48%	8	28%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	27	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	30	47%	2	7%	14	47%	10	33%	4	13%
FEMALE	33	67%	0	0%	11	33%	14	42%	8	24%
MALE	26	54%	3	12%	9	35%	10	38%	4	15%
NON-ENGLISH LANGUAGE LEARNERS	50	56%	3	6%	19	38%	21	42%	7	14%
ENGLISH LANGUAGE LEARNERS	9	89%	0	0%	1	11%	3	33%	5	56%
ECONOMICALLY DISADVANTAGED	4	_%	-	-	-	-	-	-	-	-
NOTECONOMICALLY DISADVANTAGED	55	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	59	61%	3	5%	20	34%	24	41%	12	20%

## 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	128	0	0%	0	0%	4	3%	124	97%	128	100%

# GRADE 4 SCIENCE

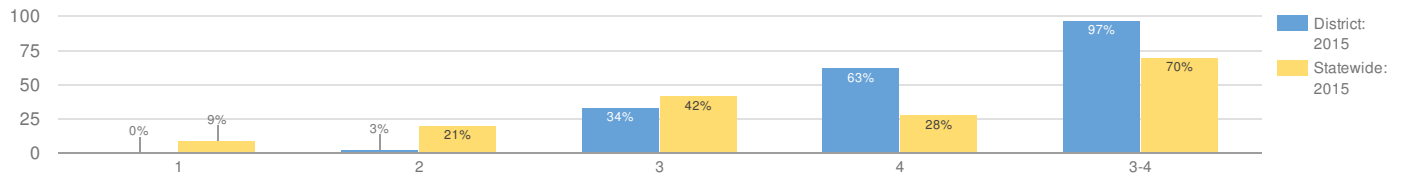


MEAN SCORE: 92

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	191	99%	1	1%	1	1%	15	8%	174	91%
GENERAL EDUCATION	168	100%	0	0%	0	0%	10	6%	158	94%
STUDENTS WITH DISABILITIES	23	91%	1	4%	1	4%	5	22%	16	70%
AMERICAN INDIAN OR ALASKA NATIVE	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	112	100%	0	0%	0	0%	8	7%	104	93%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	8	_%	-	-	-	-	-	-	-	-
WHITE	68	99%	0	0%	1	1%	5	7%	62	91%
SMALL GROUP TOTAL	11	91%	1	9%	0	0%	2	18%	8	73%
FEMALE	88	100%	0	0%	0	0%	12	14%	76	86%
MALE	103	98%	1	1%	1	1%	3	3%	98	95%
NON-ENGLISH LANGUAGE LEARNERS	187	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	8	100%	0	0%	0	0%	2	25%	6	75%
NOT ECONOMICALLY DISADVANTAGED	183	99%	1	1%	1	1%	13	7%	168	92%
NOT MIGRANT	191	99%	1	1%	1	1%	15	8%	174	91%

# 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	70	91%	0	0%	6	9%	52	74%	12	17%
GENERAL EDUCATION	50	96%	0	0%	2	4%	37	74%	11	22%
STUDENTS WITH DISABILITIES	20	80%	0	0%	4	20%	15	75%	1	5%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	28	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	3	_%	-	-	-	-	-	-	-	-
WHITE	38	95%	0	0%	2	5%	30	79%	6	16%
SMALL GROUP TOTAL	32	88%	0	0%	4	13%	22	69%	6	19%
FEMALE	38	89%	0	0%	4	11%	26	68%	8	21%
MALE	32	94%	0	0%	2	6%	26	81%	4	13%
NON-ENGLISH LANGUAGE LEARNERS	59	90%	0	0%	6	10%	44	75%	9	15%
ENGLISH LANGUAGE LEARNERS	11	100%	0	0%	0	0%	8	73%	3	27%
ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	68	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	70	91%	0	0%	6	9%	52	74%	12	17%

## 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	149	100%	0	0%	0	0%	23	15%	126	85%

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
LIMITED ENGLISH PROFICIENT	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
LIMITED ENGLISH PROFICIENT	56%	35%	9%	*%	91
ECONOMICALLY DISADVANT...	29%	48%	21%	2%	

GRADE: 8  
READING

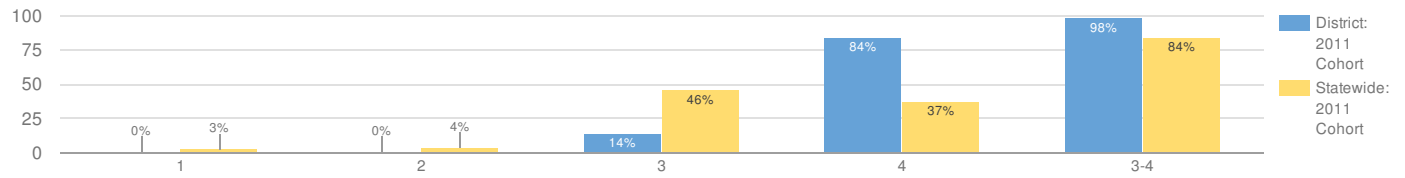
GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	27%	40%	29%	4%	
AMERICAN INDIAN OR ALASK...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIAN...	19%	39%	34%	8%	
BLACK OR AFRICAN AMERICA...	42%	41%	16%	1%	
HISPANIC OR LATINO	35%	43%	20%	2%	
WHITE	18%	39%	38%	5%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITIES	59%	33%	8%	*%	98
LIMITED ENGLISH PROFICIENT	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...	*%	*%	*%	*%	

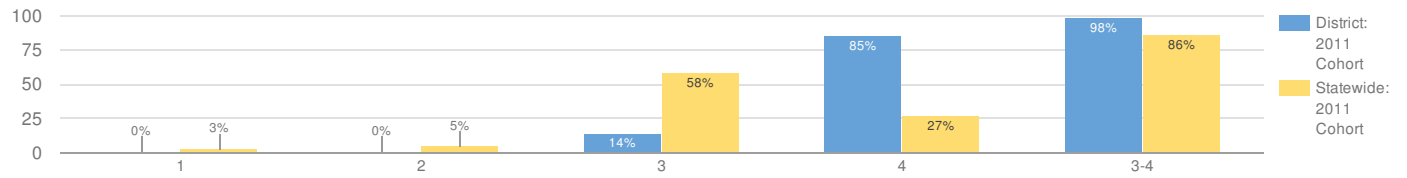
ASIAN OR NATIVE HAWAIIAN...	18%	30%	33%	19%	
BLACK OR AFRICAN AMERICA...	48%	37%	13%	2%	
HISPANIC OR LATINO	41%	40%	16%	3%	
WHITE	20%	40%	31%	9%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITIES	64%	27%	8%	1%	99
LIMITED ENGLISH PROFICIENT	72%	21%	6%	1%	94
ECONOMICALLY DISADVANT...	40%	39%	17%	4%	

# 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	98%	0	0%	0	0%	41	14%	245	84%
GENERAL EDUCATION	261	98%	0	0%	0	0%	23	9%	234	90%
STUDENTS WITH DISABILITIES	30	97%	0	0%	0	0%	18	60%	11	37%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	134	99%	0	0%	0	0%	13	10%	120	90%
BLACK OR AFRICAN AMERICAN	5	100%	0	0%	0	0%	1	20%	4	80%
HISPANIC OR LATINO	6	83%	0	0%	0	0%	1	17%	4	67%
WHITE	146	98%	0	0%	0	0%	26	18%	117	80%
FEMALE	140	99%	0	0%	0	0%	22	16%	116	83%
MALE	151	98%	0	0%	0	0%	19	13%	129	85%
ENGLISH PROFICIENT	284	99%	0	0%	0	0%	36	13%	245	86%
LIMITED ENGLISH PROFICIENT	7	71%	0	0%	0	0%	5	71%	0	0%
ECONOMICALLY DISADVANTAGED	18	100%	0	0%	0	0%	5	28%	13	72%
NOTECONOMICALLY DISADVANTAGED	273	98%	0	0%	0	0%	36	13%	232	85%
NOT MIGRANT	291	98%	0	0%	0	0%	41	14%	245	84%

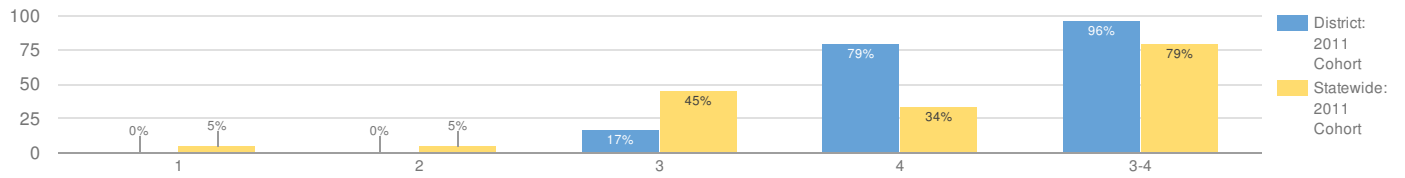
# TOTAL COHORT RESULTS IN SECONDARY-LEVEL MATHEMATICS AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	291	98%	0	0%	0	0%	40	14%	246	85%
GENERAL EDUCATION	261	98%	0	0%	0	0%	22	8%	234	90%
STUDENTS WITH DISABILITIES	30	100%	0	0%	0	0%	18	60%	12	40%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	134	99%	0	0%	0	0%	10	7%	122	91%
BLACK OR AFRICAN AMERICAN	5	100%	0	0%	0	0%	3	60%	2	40%
HISPANIC OR LATINO	6	83%	0	0%	0	0%	2	33%	3	50%
WHITE	146	99%	0	0%	0	0%	25	17%	119	82%
FEMALE	140	97%	0	0%	0	0%	20	14%	116	83%
MALE	151	99%	0	0%	0	0%	20	13%	130	86%
ENGLISH PROFICIENT	284	99%	0	0%	0	0%	37	13%	243	86%
LIMITED ENGLISH PROFICIENT	7	86%	0	0%	0	0%	3	43%	3	43%
ECONOMICALLY DISADVANTAGED	18	100%	0	0%	0	0%	3	17%	15	83%
NOTECONOMICALLY DISADVANTAGED	273	98%	0	0%	0	0%	37	14%	231	85%
NOT MIGRANT	291	98%	0	0%	0	0%	40	14%	246	85%

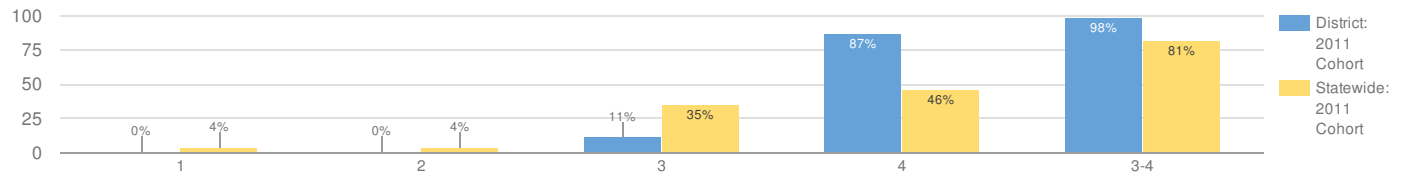


# TOTAL COHORT RESULTS IN SECONDARY-LEVEL GLOBAL HISTORY AND GEOGRAPHY AFTER FOUR YEARS OF INSTRUCTION



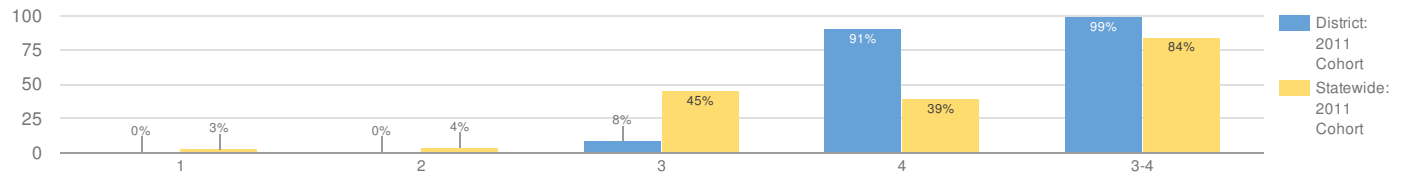
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	291	96%	0	0%	1	0%	49	17%	231	79%
GENERAL EDUCATION	261	96%	0	0%	0	0%	30	11%	221	85%
STUDENTS WITH DISABILITIES	30	97%	0	0%	1	3%	19	63%	10	33%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	134	97%	0	0%	0	0%	15	11%	115	86%
BLACK OR AFRICAN AMERICAN	5	80%	0	0%	0	0%	2	40%	2	40%
HISPANIC OR LATINO	6	83%	0	0%	0	0%	2	33%	3	50%
WHITE	146	97%	0	0%	1	1%	30	21%	111	76%
FEMALE	140	95%	0	0%	0	0%	25	18%	108	77%
MALE	151	97%	0	0%	1	1%	24	16%	123	81%
ENGLISH PROFICIENT	284	97%	0	0%	1	0%	47	17%	229	81%
LIMITED ENGLISH PROFICIENT	7	57%	0	0%	0	0%	2	29%	2	29%
ECONOMICALLY DISADVANTAGED	18	100%	0	0%	0	0%	6	33%	12	67%
NOTECONOMICALLY DISADVANTAGED	273	96%	0	0%	1	0%	43	16%	219	80%
NOT MIGRANT	291	96%	0	0%	1	0%	49	17%	231	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				
ALL STUDENTS	291	98%	0	0%	0	0%	33	11%	253	87%
GENERAL EDUCATION	261	98%	0	0%	0	0%	20	8%	237	91%
STUDENTS WITH DISABILITIES	30	97%	0	0%	0	0%	13	43%	16	53%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	134	99%	0	0%	0	0%	10	7%	123	92%
BLACK OR AFRICAN AMERICAN	5	100%	0	0%	0	0%	1	20%	4	80%
HISPANIC OR LATINO	6	83%	0	0%	0	0%	2	33%	3	50%
WHITE	146	98%	0	0%	0	0%	20	14%	123	84%
FEMALE	140	99%	0	0%	0	0%	18	13%	120	86%
MALE	151	98%	0	0%	0	0%	15	10%	133	88%
ENGLISH PROFICIENT	284	99%	0	0%	0	0%	30	11%	252	89%
LIMITED ENGLISH PROFICIENT	7	57%	0	0%	0	0%	3	43%	1	14%
ECONOMICALLY DISADVANTAGED	18	100%	0	0%	0	0%	3	17%	15	83%
NOTECONOMICALLY DISADVANTAGED	273	98%	0	0%	0	0%	30	11%	238	87%
NOT MIGRANT	291	98%	0	0%	0	0%	33	11%	253	87%

# 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%	0	0%	0	0%	23	8%	265	91%
GENERAL EDUCATION	261	99%	0	0%	0	0%	9	3%	249	95%
STUDENTS WITH DISABILITIES	30	100%	0	0%	0	0%	14	47%	16	53%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	134	100%	0	0%	0	0%	4	3%	130	97%
BLACK OR AFRICAN AMERICAN	5	100%	0	0%	0	0%	2	40%	3	60%
HISPANIC OR LATINO	6	83%	0	0%	0	0%	0	0%	5	83%
WHITE	146	99%	0	0%	0	0%	17	12%	127	87%
FEMALE	140	99%	0	0%	0	0%	14	10%	124	89%
MALE	151	99%	0	0%	0	0%	9	6%	141	93%
ENGLISH PROFICIENT	284	100%	0	0%	0	0%	22	8%	261	92%
LIMITED ENGLISH PROFICIENT	7	71%	0	0%	0	0%	1	14%	4	57%
ECONOMICALLY DISADVANTAGED	18	100%	0	0%	0	0%	1	6%	17	94%
NOTECONOMICALLY DISADVANTAGED	273	99%	0	0%	0	0%	22	8%	248	91%
NOT MIGRANT	291	99%	0	0%	0	0%	23	8%	265	91%

## COMPREHENSIVE ENGLISH

### REGENTS COMPREHENSIVE ENGLISH

GROUP	TOTAL TESTED		55		65		85	
ALL STUDENTS	284	282	99%	281	99%	260	92%	
GENERAL EDUCATION	238	238	100%	238	100%	231	97%	
STUDENTS WITH DISABILITIES	46	44	96%	43	93%	29	63%	
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	123	121	98%	120	98%	115	93%	
BLACK OR AFRICAN AMERICAN	5	5	100%	5	100%	3	60%	
HISPANIC OR LATINO	8	8	100%	8	100%	6	75%	
WHITE	148	148	100%	148	100%	136	92%	
FEMALE	140	139	99%	138	99%	132	94%	
MALE	144	143	99%	143	99%	128	89%	
NON-ENGLISH LANGUAGE LEARNERS	278	278	100%	277	100%	259	93%	
ENGLISH LANGUAGE LEARNERS	6	4	67%	4	67%	1	17%	
ECONOMICALLY DISADVANTAGED	10	9	90%	9	90%	9	90%	
NOT ECONOMICALLY DISADVANTAGED	274	273	100%	272	99%	251	92%	
NOT MIGRANT	284	282	99%	281	99%	260	92%	

## INTEGRATED ALGEBRA

### REGENTS INTEGRATED ALGEBRA

GROUP	TOTAL TESTED		55		65		85	
ALL STUDENTS	247	244	99%	243	98%	173	70%	
GENERAL EDUCATION	213	213	100%	213	100%	166	78%	
STUDENTS WITH DISABILITIES	34	31	91%	30	88%	7	21%	
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	94	94	100%	94	100%	77	82%	
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-	
HISPANIC OR LATINO	3	-	-	-	-	-	-	
WHITE	148	146	99%	145	98%	93	63%	
SMALL GROUP TOTAL	5	4	80%	4	80%	3	60%	
FEMALE	106	106	100%	105	99%	79	75%	
MALE	141	138	98%	138	98%	94	67%	
NON-ENGLISH LANGUAGE LEARNERS	239	236	99%	235	98%	167	70%	
ENGLISH LANGUAGE LEARNERS	8	8	100%	8	100%	6	75%	
ECONOMICALLY DISADVANTAGED	5	5	100%	5	100%	3	60%	
NOTECONOMICALLY DISADVANTAGED	242	239	99%	238	98%	170	70%	
NOT MIGRANT	247	244	99%	243	98%	173	70%	

# GEOMETRY

## REGENTS GEOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	271	267	99%	257	95%	203	75%
GENERAL EDUCATION	220	220	100%	218	99%	185	84%
STUDENTS WITH DISABILITIES	51	47	92%	39	76%	18	35%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	131	130	99%	128	98%	106	81%
BLACK OR AFRICAN AMERICAN	8	8	100%	8	100%	5	63%
HISPANIC OR LATINO	5	-	-	-	-	-	-
WHITE	126	123	98%	115	91%	87	69%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	6	6	100%	6	100%	5	83%
FEMALE	120	118	98%	114	95%	89	74%
MALE	151	149	99%	143	95%	114	75%
NON-ENGLISH LANGUAGE LEARNERS	261	257	98%	247	95%	195	75%
ENGLISH LANGUAGE LEARNERS	10	10	100%	10	100%	8	80%
ECONOMICALLY DISADVANTAGED	13	13	100%	11	85%	6	46%
NOT ECONOMICALLY DISADVANTAGED	258	254	98%	246	95%	197	76%
NOT MIGRANT	271	267	99%	257	95%	203	75%

# ALGEBRA 2/TRIGONOMETRY

## REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	271	262	97%	253	93%	193	71%
GENERAL EDUCATION	244	238	98%	232	95%	184	75%
STUDENTS WITH DISABILITIES	27	24	89%	21	78%	9	33%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	118	113	96%	110	93%	89	75%
BLACK OR AFRICAN AMERICAN	6	6	100%	5	83%	3	50%
HISPANIC OR LATINO	8	6	75%	5	63%	2	25%
WHITE	139	137	99%	133	96%	99	71%
FEMALE	138	134	97%	128	93%	96	70%
MALE	133	128	96%	125	94%	97	73%
NON-ENGLISH LANGUAGE LEARNERS	267	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	9	7	78%	6	67%	4	44%
NOT ECONOMICALLY DISADVANTAGED	262	255	97%	247	94%	189	72%
NOT MIGRANT	271	262	97%	253	93%	193	71%

# ALGEBRA I (COMMON CORE)

## ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	262	4	2%	9	3%	49	19%	112	43%	88	34%
GENERAL EDUCATION	225	0	0%	1	0%	38	17%	100	44%	86	38%
STUDENTS WITH DISABILITIES	37	4	11%	8	22%	11	30%	12	32%	2	5%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	105	0	0%	2	2%	13	12%	39	37%	51	49%
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	3	-	-	-	-	-	-	-	-	-	-
WHITE	152	4	3%	6	4%	35	23%	71	47%	36	24%
SMALL GROUP TOTAL	5	0	0%	1	20%	1	20%	2	40%	1	20%
FEMALE	111	0	0%	2	2%	21	19%	45	41%	43	39%
MALE	151	4	3%	7	5%	28	19%	67	44%	45	30%
NON-ENGLISH LANGUAGE LEARNERS	253	4	2%	8	3%	49	19%	106	42%	86	34%
ENGLISH LANGUAGE LEARNERS	9	0	0%	1	11%	0	0%	6	67%	2	22%
ECONOMICALLY DISADVANTAGED	4	-	-	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	258	-	-	-	-	-	-	-	-	-	-
NOT MIGRANT	262	4	2%	9	3%	49	19%	112	43%	88	34%

# GEOMETRY (COMMON CORE)

## GEOMETRY (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	251	14	6%	20	8%	78	31%	47	19%	92	37%
GENERAL EDUCATION	208	2	1%	9	4%	64	31%	45	22%	88	42%
STUDENTS WITH DISABILITIES	43	12	28%	11	26%	14	33%	2	5%	4	9%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	119	6	5%	3	3%	26	22%	21	18%	63	53%
BLACK OR AFRICAN AMERICAN	7	0	0%	1	14%	4	57%	1	14%	1	14%
HISPANIC OR LATINO	4	-	-	-	-	-	-	-	-	-	-
WHITE	120	8	7%	16	13%	46	38%	24	20%	26	22%
MULTIRACIAL	1	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	0	0%	0	0%	2	40%	1	20%	2	40%
FEMALE	113	6	5%	12	11%	39	35%	19	17%	37	33%
MALE	138	8	6%	8	6%	39	28%	28	20%	55	40%
NON-ENGLISH LANGUAGE LEARNERS	242	14	6%	20	8%	75	31%	44	18%	89	37%
ENGLISH LANGUAGE LEARNERS	9	0	0%	0	0%	3	33%	3	33%	3	33%
ECONOMICALLY DISADVANTAGED	13	4	31%	3	23%	2	15%	3	23%	1	8%
NOT ECONOMICALLY DISADVANTAGED	238	10	4%	17	7%	76	32%	44	18%	91	38%
NOT MIGRANT	251	14	6%	20	8%	78	31%	47	19%	92	37%

# GLOBAL HISTORY AND GEOGRAPHY

## REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED	55		65		85	
		Count	Percentage	Count	Percentage	Count	Percentage
ALL STUDENTS	267	267	100%	265	99%	212	79%
GENERAL EDUCATION	222	222	100%	222	100%	187	84%
STUDENTS WITH DISABILITIES	45	45	100%	43	96%	25	56%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	123	123	100%	121	98%	98	80%
BLACK OR AFRICAN AMERICAN	4	-	-	-	-	-	-
HISPANIC OR LATINO	3	-	-	-	-	-	-
WHITE	137	137	100%	137	100%	111	81%
SMALL GROUP TOTAL	7	7	100%	7	100%	3	43%
FEMALE	132	132	100%	132	100%	110	83%
MALE	135	135	100%	133	99%	102	76%
NON-ENGLISH LANGUAGE LEARNERS	257	257	100%	256	100%	208	81%
ENGLISH LANGUAGE LEARNERS	10	10	100%	9	90%	4	40%
ECONOMICALLY DISADVANTAGED	13	13	100%	12	92%	5	38%
NOT ECONOMICALLY DISADVANTAGED	254	254	100%	253	100%	207	81%
NOT MIGRANT	267	267	100%	265	99%	212	79%

# U.S. HISTORY & GOVERNMENT

## REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED	55		65		85	
		Count	Percentage	Count	Percentage	Count	Percentage
ALL STUDENTS	288	288	100%	288	100%	258	90%
GENERAL EDUCATION	243	243	100%	243	100%	226	93%
STUDENTS WITH DISABILITIES	45	45	100%	45	100%	32	71%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	125	125	100%	125	100%	109	87%
BLACK OR AFRICAN AMERICAN	5	5	100%	5	100%	4	80%
HISPANIC OR LATINO	8	8	100%	8	100%	8	100%
WHITE	150	150	100%	150	100%	137	91%
FEMALE	143	143	100%	143	100%	127	89%
MALE	145	145	100%	145	100%	131	90%
NON-ENGLISH LANGUAGE LEARNERS	283	283	100%	283	100%	256	90%
ENGLISH LANGUAGE LEARNERS	5	5	100%	5	100%	2	40%
ECONOMICALLY DISADVANTAGED	12	12	100%	12	100%	9	75%
NOT ECONOMICALLY DISADVANTAGED	276	276	100%	276	100%	249	90%
NOT MIGRANT	288	288	100%	288	100%	258	90%

# LIVING ENVIRONMENT

## REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED		55		65		85	
ALL STUDENTS	267	267	100%	266	100%	240	90%	
GENERAL EDUCATION	225	225	100%	225	100%	214	95%	
STUDENTS WITH DISABILITIES	42	42	100%	41	98%	26	62%	
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	127	127	100%	126	99%	115	91%	
BLACK OR AFRICAN AMERICAN	7	7	100%	7	100%	7	100%	
HISPANIC OR LATINO	4	-	-	-	-	-	-	
WHITE	128	128	100%	128	100%	113	88%	
MULTIRACIAL	1	-	-	-	-	-	-	
SMALL GROUP TOTAL	5	5	100%	5	100%	5	100%	
FEMALE	122	122	100%	122	100%	114	93%	
MALE	145	145	100%	144	99%	126	87%	
NON-ENGLISH LANGUAGE LEARNERS	256	256	100%	256	100%	233	91%	
ENGLISH LANGUAGE LEARNERS	11	11	100%	10	91%	7	64%	
ECONOMICALLY DISADVANTAGED	12	12	100%	11	92%	5	42%	
NOT ECONOMICALLY DISADVANTAGED	255	255	100%	255	100%	235	92%	
NOT MIGRANT	267	267	100%	266	100%	240	90%	

# PHYSICAL SETTING/EARTH SCIENCE

## REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED		55		65		85	
ALL STUDENTS	263	260	99%	255	97%	193	73%	
GENERAL EDUCATION	225	224	100%	224	100%	178	79%	
STUDENTS WITH DISABILITIES	38	36	95%	31	82%	15	39%	
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	100	99	99%	98	98%	84	84%	
BLACK OR AFRICAN AMERICAN	4	-	-	-	-	-	-	
HISPANIC OR LATINO	4	-	-	-	-	-	-	
WHITE	155	153	99%	149	96%	104	67%	
SMALL GROUP TOTAL	8	8	100%	8	100%	5	63%	
FEMALE	117	115	98%	114	97%	90	77%	
MALE	146	145	99%	141	97%	103	71%	
NON-ENGLISH LANGUAGE LEARNERS	258	256	99%	251	97%	190	74%	
ENGLISH LANGUAGE LEARNERS	5	4	80%	4	80%	3	60%	
ECONOMICALLY DISADVANTAGED	5	5	100%	5	100%	4	80%	
NOT ECONOMICALLY DISADVANTAGED	258	255	99%	250	97%	189	73%	
NOT MIGRANT	263	260	99%	255	97%	193	73%	



## PHYSICAL SETTING/CHEMISTRY

### REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	249	249	100%	246	99%	149	60%
GENERAL EDUCATION	228	228	100%	225	99%	141	62%
STUDENTS WITH DISABILITIES	21	21	100%	21	100%	8	38%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	121	121	100%	120	99%	85	70%
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-
HISPANIC OR LATINO	4	-	-	-	-	-	-
WHITE	122	122	100%	120	98%	61	50%
SMALL GROUP TOTAL	6	6	100%	6	100%	3	50%
FEMALE	120	120	100%	119	99%	75	63%
MALE	129	129	100%	127	98%	74	57%
NON-ENGLISH LANGUAGE LEARNERS	245	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	6	6	100%	6	100%	4	67%
NOT ECONOMICALLY DISADVANTAGED	243	243	100%	240	99%	145	60%
NOT MIGRANT	249	249	100%	246	99%	149	60%

## PHYSICAL SETTING/PHYSICS

### REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	175	174	99%	169	97%	112	64%
GENERAL EDUCATION	167	167	100%	162	97%	109	65%
STUDENTS WITH DISABILITIES	8	7	88%	7	88%	3	38%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	89	89	100%	86	97%	56	63%
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	84	-	-	-	-	-	-
SMALL GROUP TOTAL	86	85	99%	83	97%	56	65%
FEMALE	77	76	99%	74	96%	48	62%
MALE	98	98	100%	95	97%	64	65%
NON-ENGLISH LANGUAGE LEARNERS	174	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	12	12	100%	11	92%	6	50%
NOT ECONOMICALLY DISADVANTAGED	163	162	99%	158	97%	106	65%
NOT MIGRANT	175	174	99%	169	97%	112	64%

NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA) RESULTS (2014 - 15)

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

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2014 - 15)

## KINDERGARTEN

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	14	7%	0%	7%	64%	21%
GENERAL EDUCATION	14	7%	0%	7%	64%	21%

## GRADE 1

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	13	8%	23%	8%	23%	38%
GENERAL EDUCATION	12	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

## GRADE 2

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	9	0%	11%	22%	11%	56%
GENERAL EDUCATION	7	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-

## GRADE 3

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	6	33%	17%	17%	17%	17%
GENERAL EDUCATION	5	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

## GRADE 4

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	7	14%	0%	0%	71%	14%
GENERAL EDUCATION	6	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

## GRADE 5

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	7	0%	0%	14%	57%	29%
GENERAL EDUCATION	4	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	-	-	-	-	-

## GRADE 6

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

GENERAL EDUCATION	8	25%	0%	25%	38%	13%
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## GRADE 7

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

## GRADE 8

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	11	18%	0%	9%	27%	45%
GENERAL EDUCATION	11	18%	0%	9%	27%	45%

## GRADE 9

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

## GRADE 10

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	9	0%	11%	0%	44%	44%
GENERAL EDUCATION	9	0%	11%	0%	44%	44%

## GRADE 11

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	6	0%	17%	17%	33%	33%
GENERAL EDUCATION	4	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-

## GRADE 12

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

### ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

ALL STUDENTS

MADE AYP: **NO**

TESTED 95%		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
NO		2,692*		85%*	
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
YES	1,053	164	94	94	

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
—		2		—	
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
—	2	—	—	—	

BLACK OR AFRICAN AMERICAN

MADE AYP: —

TESTED 95%		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
—		25		—	
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
—	22	—	—	—	

HISPANIC OR LATINO

MADE AYP: NO

TESTED 95%		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
NO		86*		76%*	
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	

HARBOR TARGET	DAY			
YES	63 <sup>0</sup>	137	71	71

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
NO	1,246*	94%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	580	171	118	118

WHITE

MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
NO	1,302*	76%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	420	159	109	109

MULTIRACIAL

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	3	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	2	—	—	—

STUDENTS WITH DISABILITIES

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
<b>NO</b>	376*	64%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
<b>YES</b>	111†	96†	50	50

LIMITED ENGLISH PROFICIENT

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
<b>NO</b>	79*	44%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
<b>YES</b>	48 <sup>0</sup>	98	49	20

ECONOMICALLY DISADVANTAGED

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
<b>NO</b>	43*	84%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
<b>YES</b>	36	142	68	20

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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

2,689\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

85%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

1,051

PI

165

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

2,643\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

85%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

1,031

PI

165

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

2,606\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

85%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

1,026

PI

165

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,446\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

77%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

473

PI

156

## NOT WHITE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,390\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

93%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

633

PI

168

## NOT MULTIRACIAL

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

2,686\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

85%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

1,051

PI

164



GENERAL EDUCATION

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

2,316\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

88%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

944

PI

172

ENGLISH PROFICIENT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

2,613\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

86%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

1,036

PI

166

NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

2,649\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

85%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

1,017

PI

165

MALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,442\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

86%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

568

PI

161

FEMALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,250\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

84%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

485

PI

169

MIGRANT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

TESTED STUDENTS ENROLLED ON BEDS DAY

0

PI

—

NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
2,692*	85%*	1,053	164

— 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.

° 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**

#### ALL STUDENTS

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
<b>NO</b>	2,694*	84%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
<b>YES</b>	1,051	182	91	91

#### AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	2	—		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	2	—	—	—

#### BLACK OR AFRICAN AMERICAN

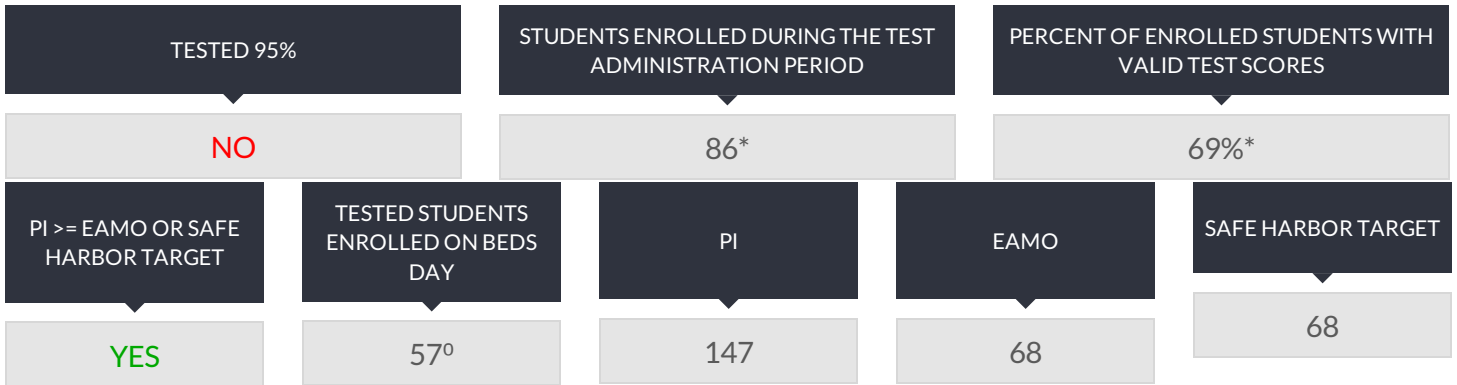
MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
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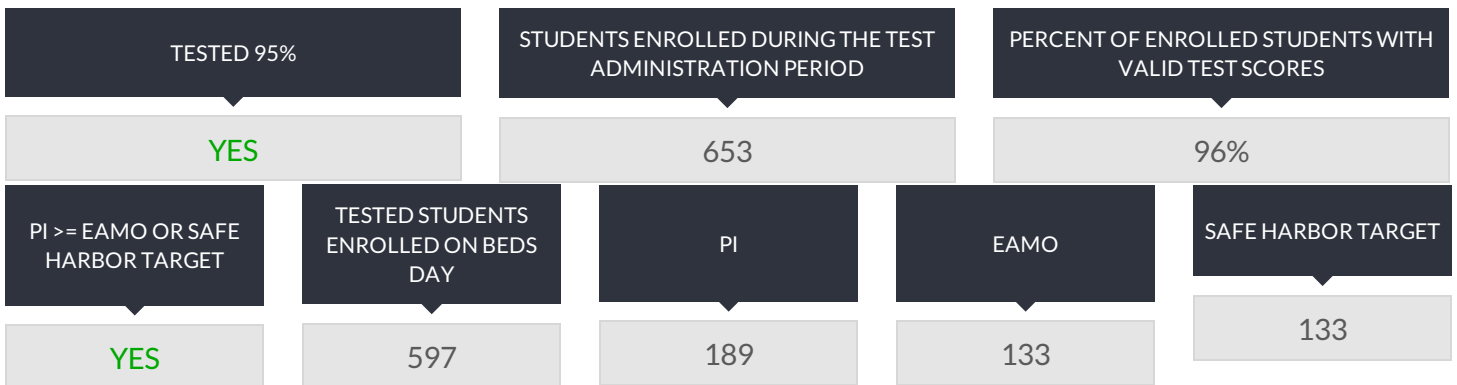
HISPANIC OR LATINO

MADE AYP: **NO**



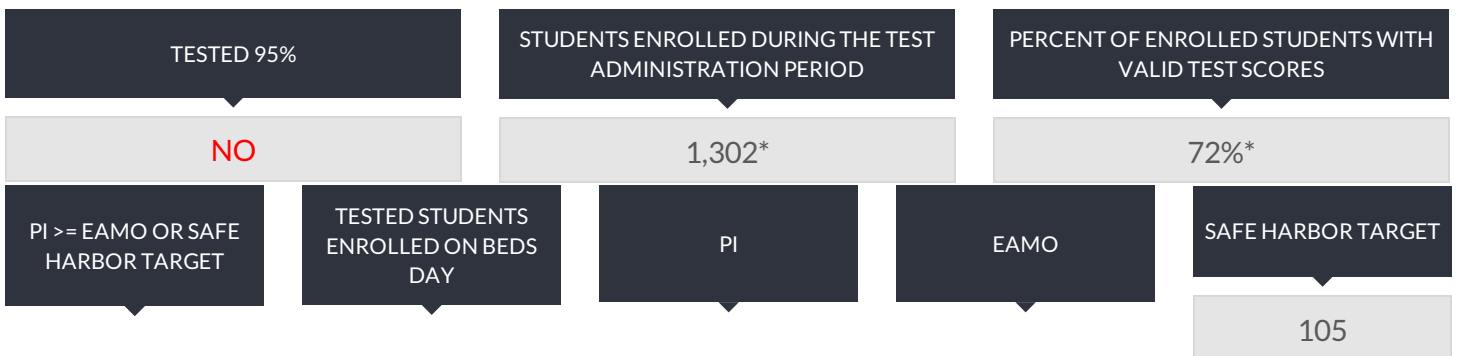
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: **YES**



WHITE

MADE AYP: **NO**



YES

405

177

105

MULTIRACIAL

MADE AYP: —

TESTED 95%

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

3

—

PI >= EAMO OR SAFE HARBOR TARGET

TESTED STUDENTS ENROLLED ON BEDS DAY

PI

EAMO

SAFE HARBOR TARGET

—

2

—

—

—

STUDENTS WITH DISABILITIES

MADE AYP: NO

TESTED 95%

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

NO

376\*

59%\*

PI >= EAMO OR SAFE HARBOR TARGET

TESTED STUDENTS ENROLLED ON BEDS DAY

PI

EAMO

SAFE HARBOR TARGET

YES

103†

115†

52

52

LIMITED ENGLISH PROFICIENT

MADE AYP: NO

TESTED 95%

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

NO

79\*

94%\*

PI >= EAMO OR SAFE HARBOR TARGET

TESTED STUDENTS ENROLLED ON BEDS DAY

PI

EAMO

SAFE HARBOR TARGET

YES

46‡

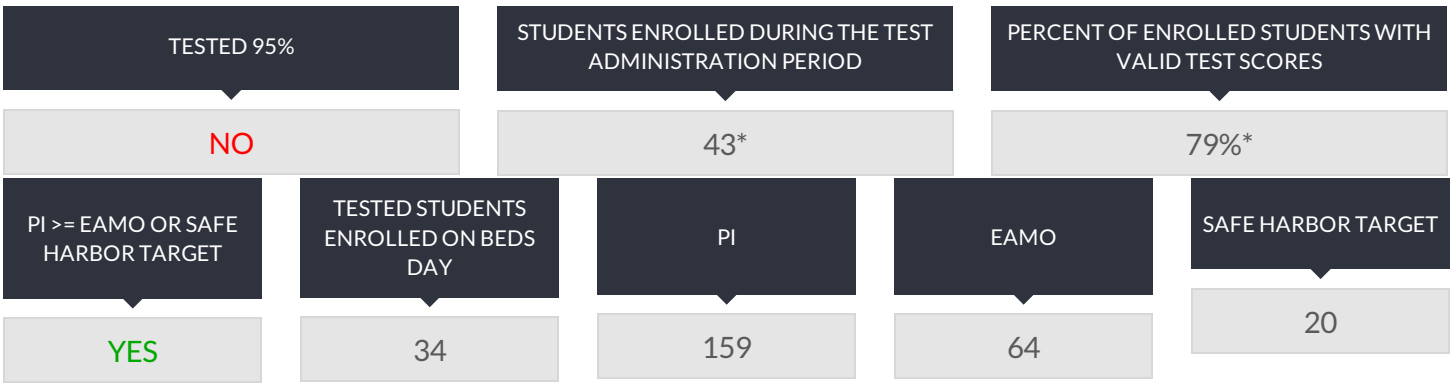
178‡

52

20

ECONOMICALLY DISADVANTAGED

MADE AYP: NO



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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

2,691\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

84%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

1,049

PI

183

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

2,645\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

84%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

1,030

PI

183

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

2,608\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

85%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

1,027

PI

183

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,446\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

73%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

454

PI

173

## NOT WHITE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,392\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

95%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

646

PI

186

## NOT MULTIRACIAL

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

2,688\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

84%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

1,049

PI

182

GENERAL EDUCATION

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

2,318\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

88%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

949

PI

190

ENGLISH PROFICIENT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

2,615\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

84%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

1,020

PI

183

NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

2,651\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

84%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

1,017

PI

183

MALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,444\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

86%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

570

PI

182

FEMALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

1,250\*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

83%\*

TESTED STUDENTS ENROLLED ON BEDS DAY

481

PI

183

MIGRANT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

TESTED STUDENTS ENROLLED ON BEDS DAY

0

PI

—

NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
2,694*	84%*	1,051	182

— 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: **YES**

#### ALL STUDENTS

MADE AYP: **YES**

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
<b>YES</b>	452	92%		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
<b>YES</b>	406	197	180	180

#### AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	2	—		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	2	—	—	—

#### BLACK OR AFRICAN AMERICAN

MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST	PERCENT OF ENROLLED STUDENTS WITH
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		ADMINISTRATION PERIOD		VALID TEST SCORES	
—		4		—	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET	
—	4	—	—	—	

HISPANIC OR LATINO

MADE AYP: —

TESTED 80%		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
—		15		—	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET	
—	9	—	—	—	

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: YES

TESTED 80%		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
YES		226		97%	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET	
YES	212	197	182	182	

WHITE

MADE AYP: YES

TESTED 80%		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
YES		205		87%	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET	

YES

179

198

185

185

MULTIRACIAL

MADE AYP: —

TESTED 80%

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

0

—

PI >= EAMO OR PROGRESS TARGET

TESTED STUDENTS ENROLLED ON BEDS DAY

PI

EAMO

PROGRESS TARGET

—

0

—

—

—

STUDENTS WITH DISABILITIES

MADE AYP: YES

TESTED 80%

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

YES

137\*

80%\*

PI >= EAMO OR PROGRESS TARGET

TESTED STUDENTS ENROLLED ON BEDS DAY

PI

EAMO

PROGRESS TARGET

YES

54†

181†

153

153

LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 80%

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

18

—

PI >= EAMO OR PROGRESS TARGET

TESTED STUDENTS ENROLLED ON BEDS DAY

PI

EAMO

PROGRESS TARGET

—

13

—

—

—

ECONOMICALLY DISADVANTAGED

MADE AYP: —

TESTED 80%		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
—		17		—	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET	
—	13	—	—	—	

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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

450

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

92%

TESTED STUDENTS ENROLLED ON BEDS DAY

404

PI

198

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

448

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

92%

TESTED STUDENTS ENROLLED ON BEDS DAY

402

PI

197

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

437

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

93%

TESTED STUDENTS ENROLLED ON BEDS DAY

397

PI

197

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

226

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

87%

TESTED STUDENTS ENROLLED ON BEDS DAY

194

PI

197

## NOT WHITE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

247

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

96%

TESTED STUDENTS ENROLLED ON BEDS DAY

227

PI

196

## NOT MULTIRACIAL

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

452

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

92%

TESTED STUDENTS ENROLLED ON BEDS DAY

406

PI

197

GENERAL EDUCATION

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

385

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

94%

TESTED STUDENTS ENROLLED ON BEDS DAY

353

PI

199

ENGLISH PROFICIENT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

434

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

92%

TESTED STUDENTS ENROLLED ON BEDS DAY

393

PI

197

NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

435

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

93%

TESTED STUDENTS ENROLLED ON BEDS DAY

393

PI

197

MALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

239

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

92%

TESTED STUDENTS ENROLLED ON BEDS DAY

216

PI

197

FEMALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

213

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

92%

TESTED STUDENTS ENROLLED ON BEDS DAY

190

PI

197

MIGRANT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

TESTED STUDENTS ENROLLED ON BEDS DAY

0

PI

—

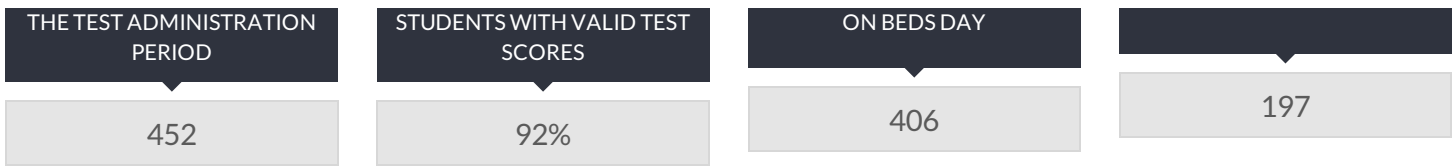
NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

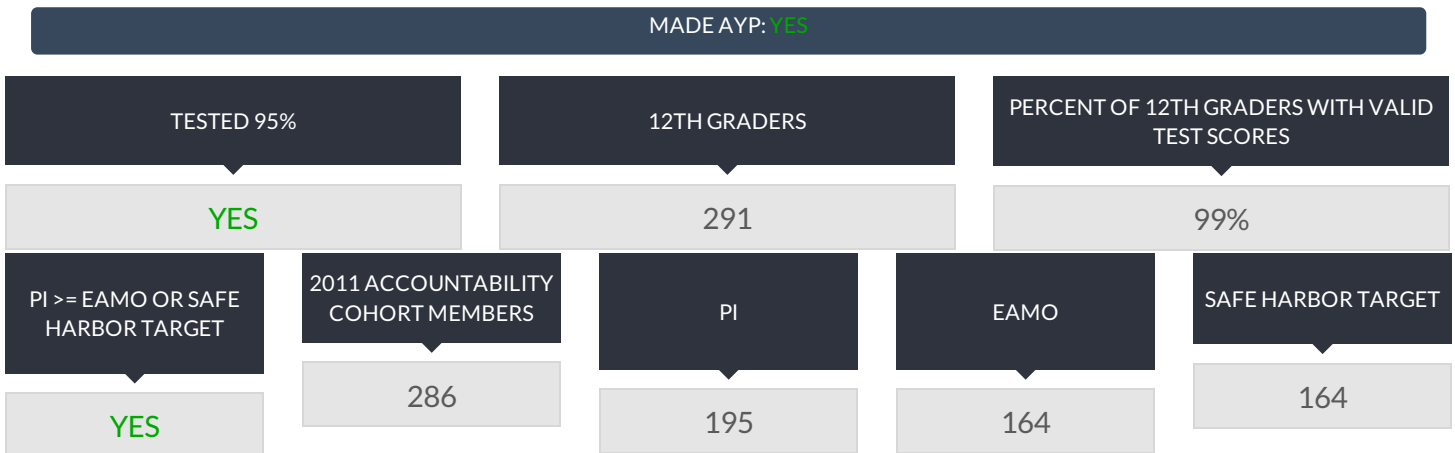


— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Progress 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.

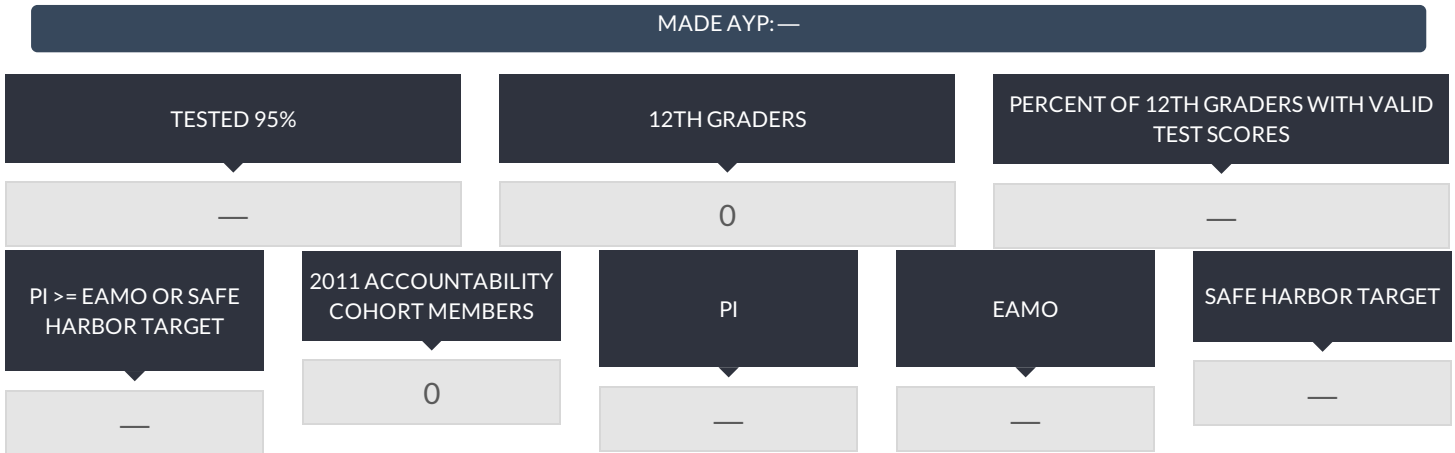
## SECONDARY-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

### ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

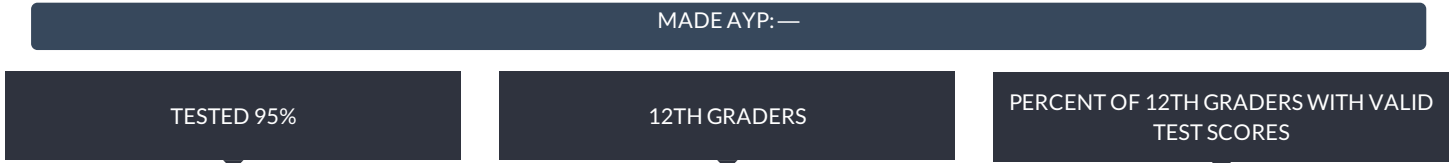
#### ALL STUDENTS

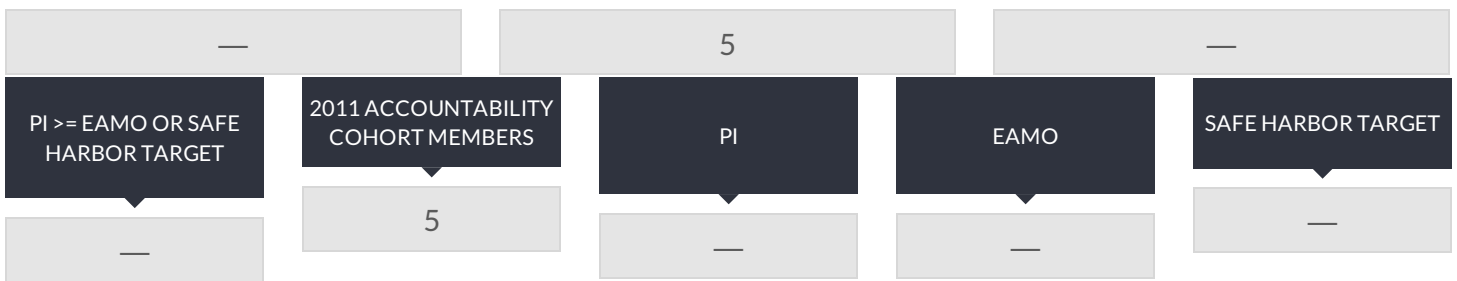


#### AMERICAN INDIAN OR ALASKA NATIVE



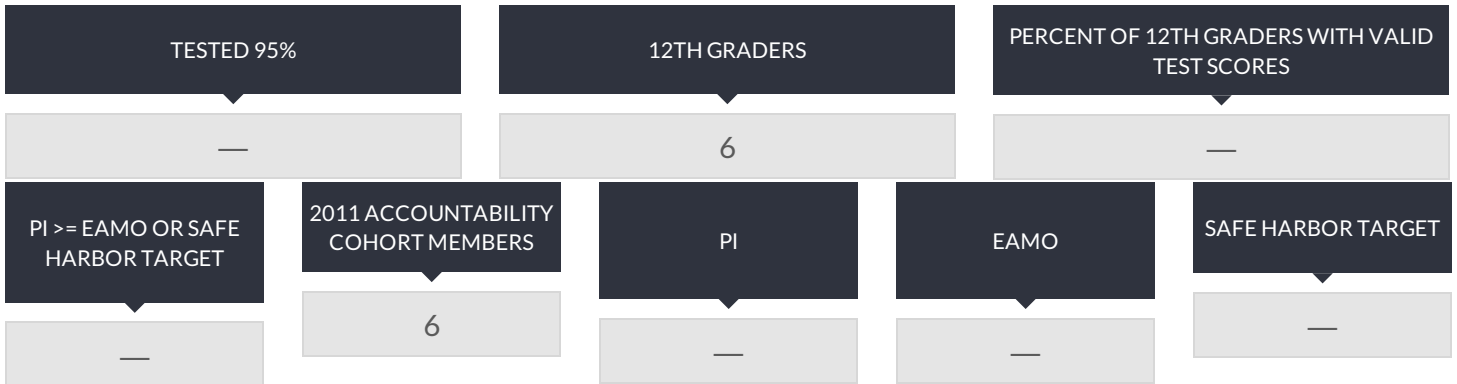
#### BLACK OR AFRICAN AMERICAN





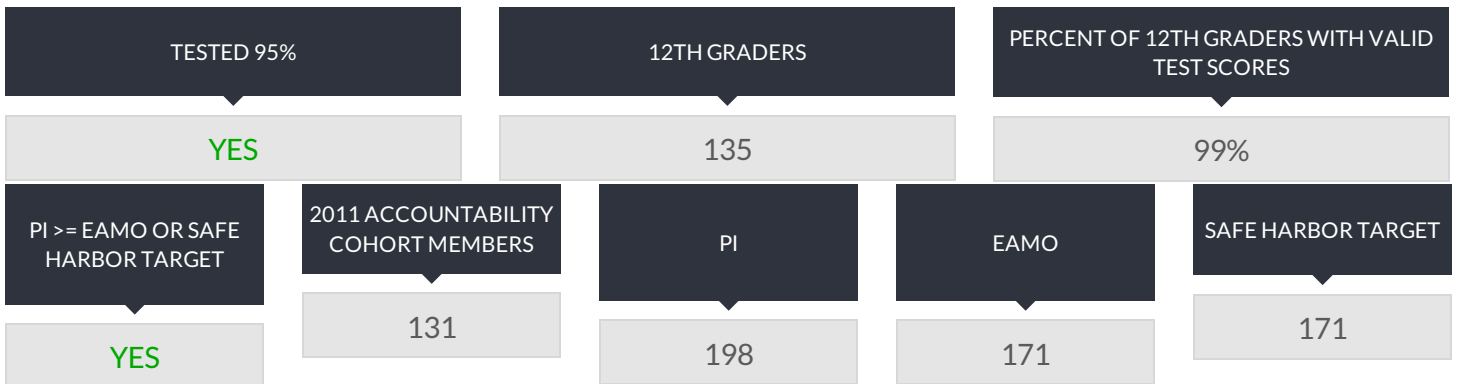
HISPANIC OR LATINO

MADE AYP: —



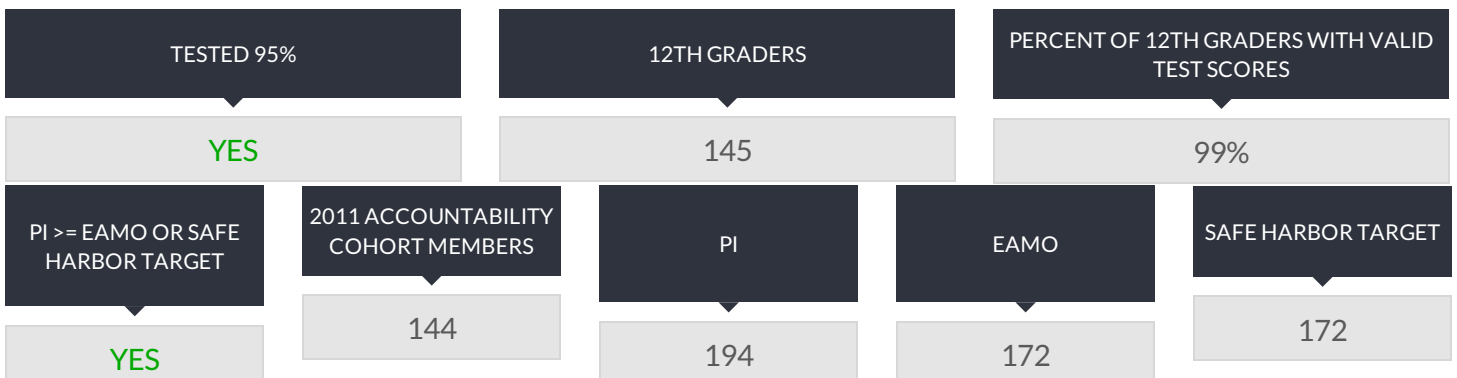
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: YES



WHITE

MADE AYP: YES



MULTIRACIAL

MADE AYP: —

TESTED 95%

12TH GRADERS

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

—

0

—

PI >= EAMO OR SAFE HARBOR TARGET

2011 ACCOUNTABILITY COHORT MEMBERS

PI

EAMO

SAFE HARBOR TARGET

—

0

—

—

—

STUDENTS WITH DISABILITIES

MADE AYP: YES

TESTED 95%

12TH GRADERS

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

—

29

—

PI >= EAMO OR SAFE HARBOR TARGET

2011 ACCOUNTABILITY COHORT MEMBERS

PI

EAMO

SAFE HARBOR TARGET

YES

31+

184+

108

108

LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%

12TH GRADERS

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

—

7

—

PI >= EAMO OR SAFE HARBOR TARGET

2011 ACCOUNTABILITY COHORT MEMBERS

PI

EAMO

SAFE HARBOR TARGET

—

7

—

—

—

ECONOMICALLY DISADVANTAGED

MADE AYP: —

TESTED 95%

12TH GRADERS

PERCENT OF 12TH GRADERS WITH VALID





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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
291	99%	286	195

## NOT BLACK OR AFRICAN AMERICAN

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
286	99%	281	195

## NOT HISPANIC OR LATINO

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
285	99%	280	196

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
156	98%	155	194

## NOT WHITE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
146	99%	142	196

## NOT MULTIRACIAL

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
291	99%	286	195

## GENERAL EDUCATION

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI

262	99%	256	197
ENGLISH PROFICIENT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
284	99%	279	197
NOT ECONOMICALLY DISADVANTAGED			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
273	99%	268	196
MALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
151	99%	149	196
FEMALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
140	99%	137	195
MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
0	—	0	—
NOT MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
291	99%	286	195

— 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 2011 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.

# ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

## ALL STUDENTS

MADE AYP: **YES**

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
YES	291	99%		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
YES	286	193	148	148

## AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
—	0	—		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	0	—	—	—

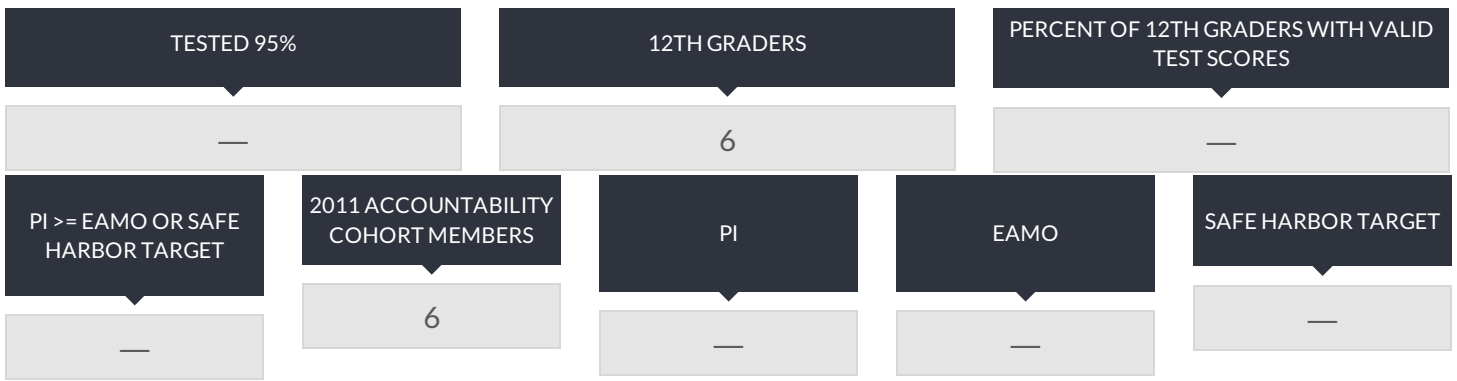
## BLACK OR AFRICAN AMERICAN

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
—	5	—		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	5	—	—	—

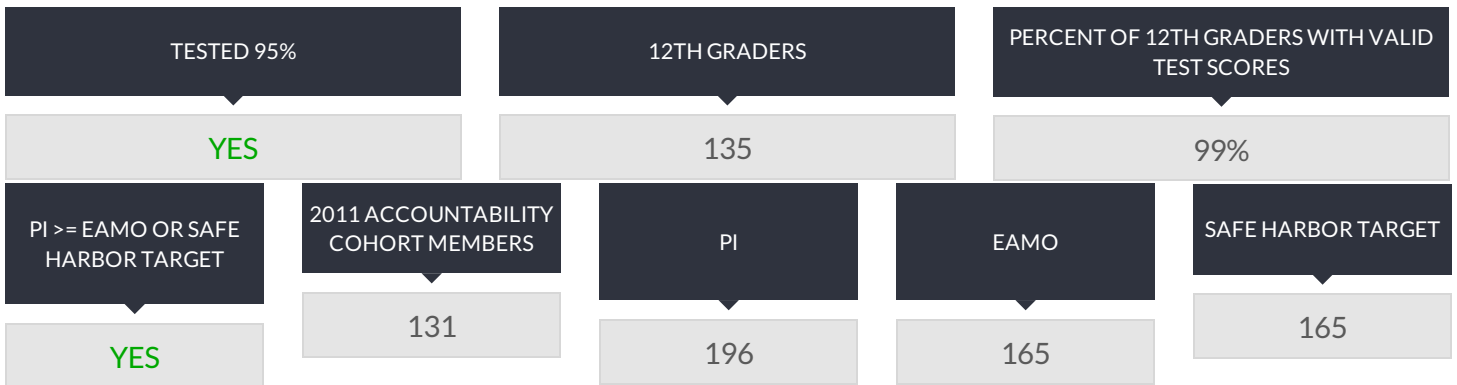
## HISPANIC OR LATINO

MADE AYP: —



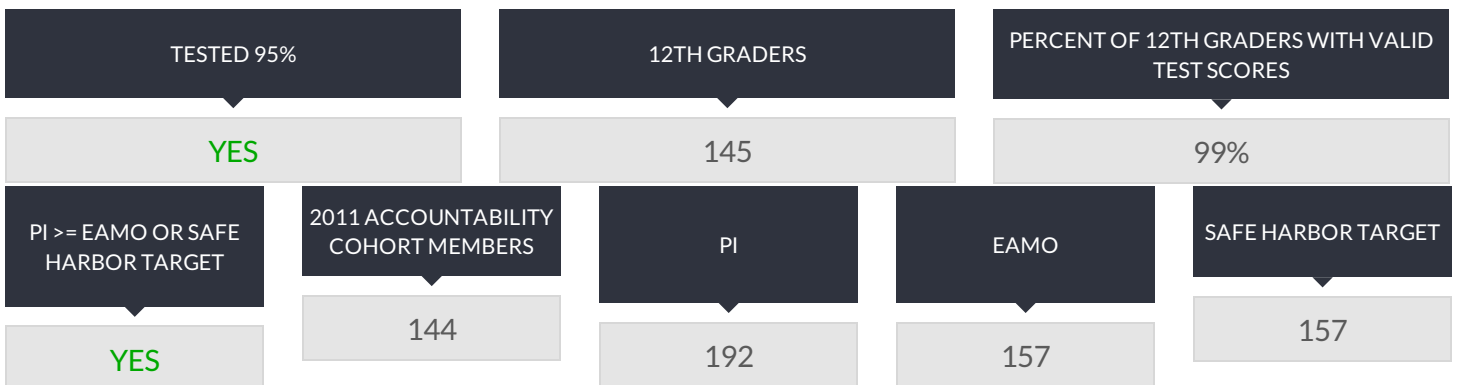
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: **YES**



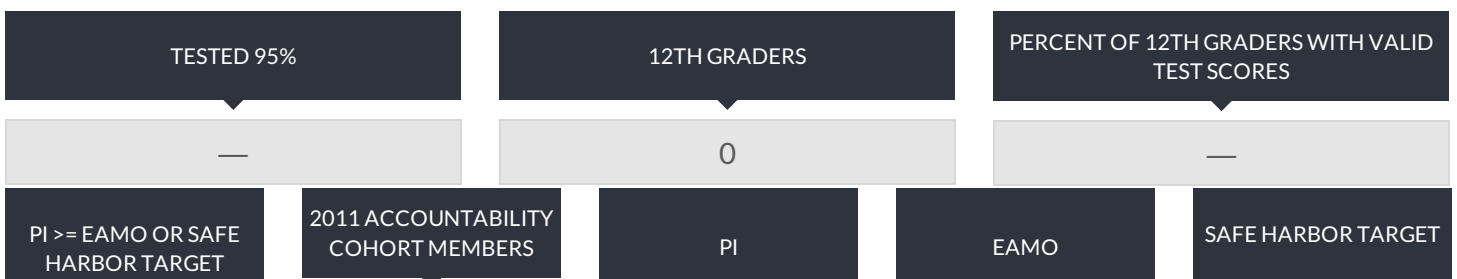
WHITE

MADE AYP: **YES**



MULTIRACIAL

MADE AYP: —



—	0	—	—	—
---	---	---	---	---

**STUDENTS WITH DISABILITIES**

MADE AYP: **YES**

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
—	29	—		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
<b>YES</b>	31†	165†	97	97

**LIMITED ENGLISH PROFICIENT**

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
—	7	—		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	7	—	—	—

**ECONOMICALLY DISADVANTAGED**

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
—	18	—		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	18	—	—	—

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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
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## NOT BLACK OR AFRICAN AMERICAN

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## NOT WHITE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
146	99%	142	194

## NOT MULTIRACIAL

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
291	99%	286	193

## GENERAL EDUCATION

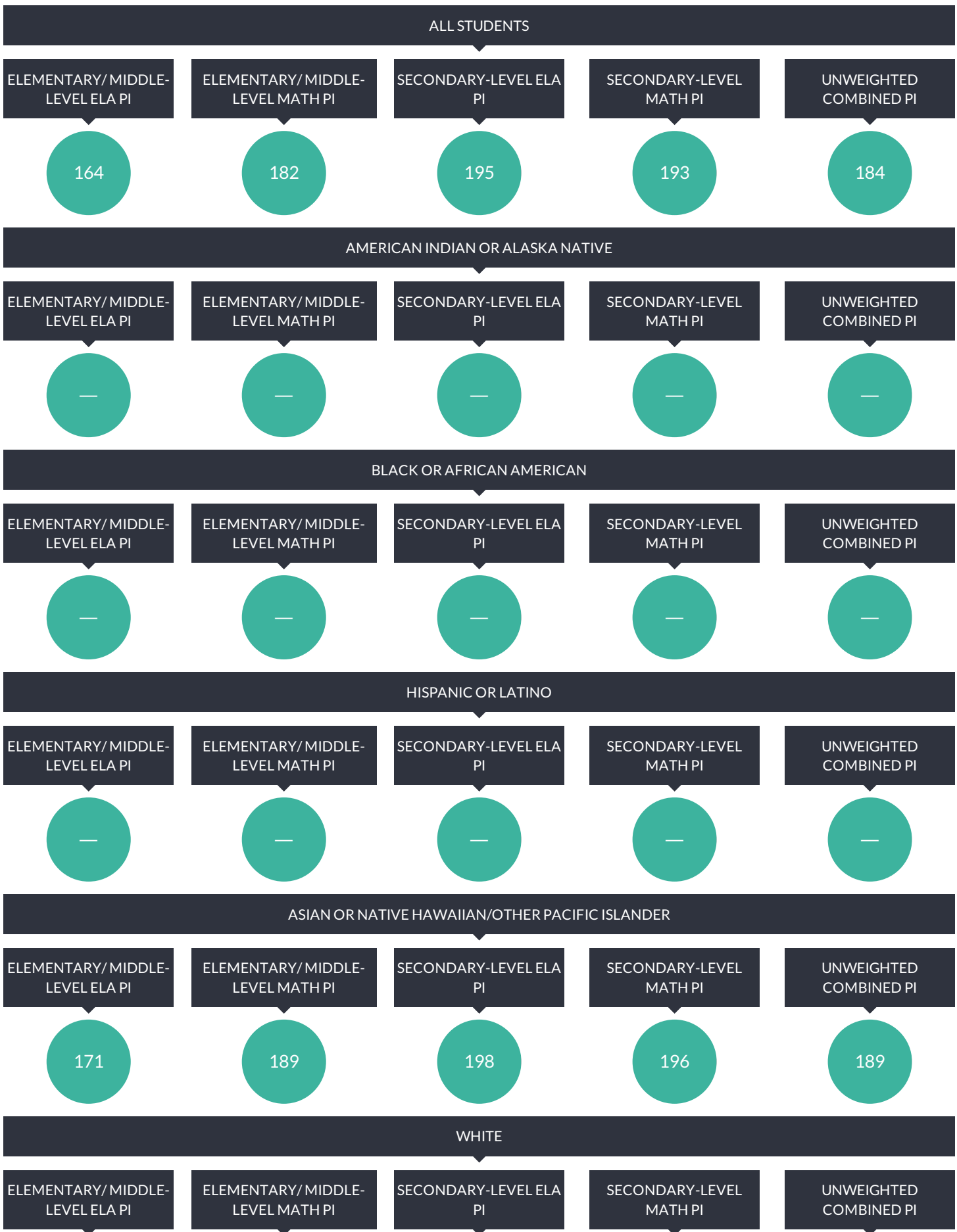
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI

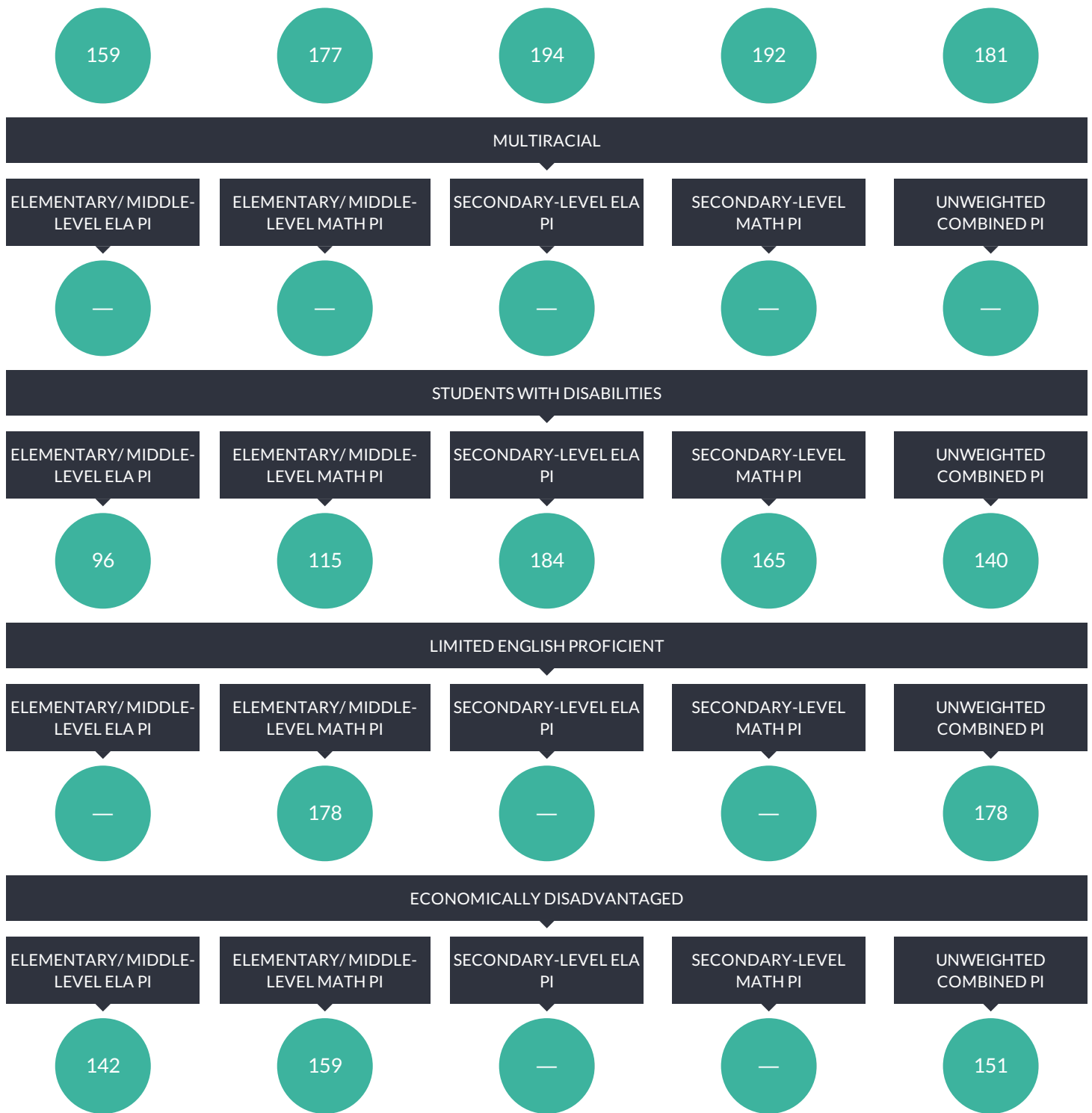
262	99%	256	196
ENGLISH PROFICIENT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
284	99%	279	194
NOT ECONOMICALLY DISADVANTAGED			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
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12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
0	—	0	—
NOT MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
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— 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 2011 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.





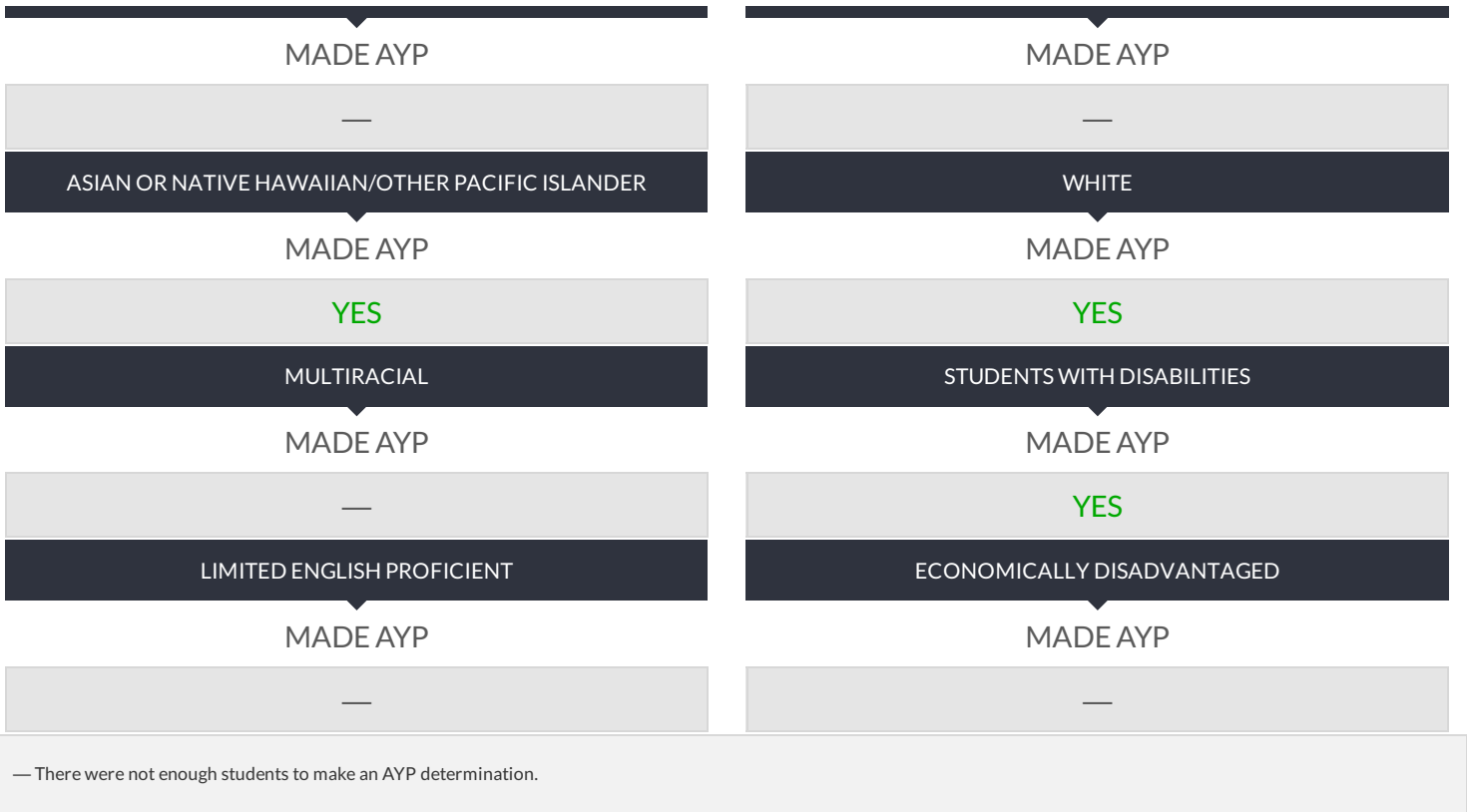


— There were not enough students to determine a Performance Index.

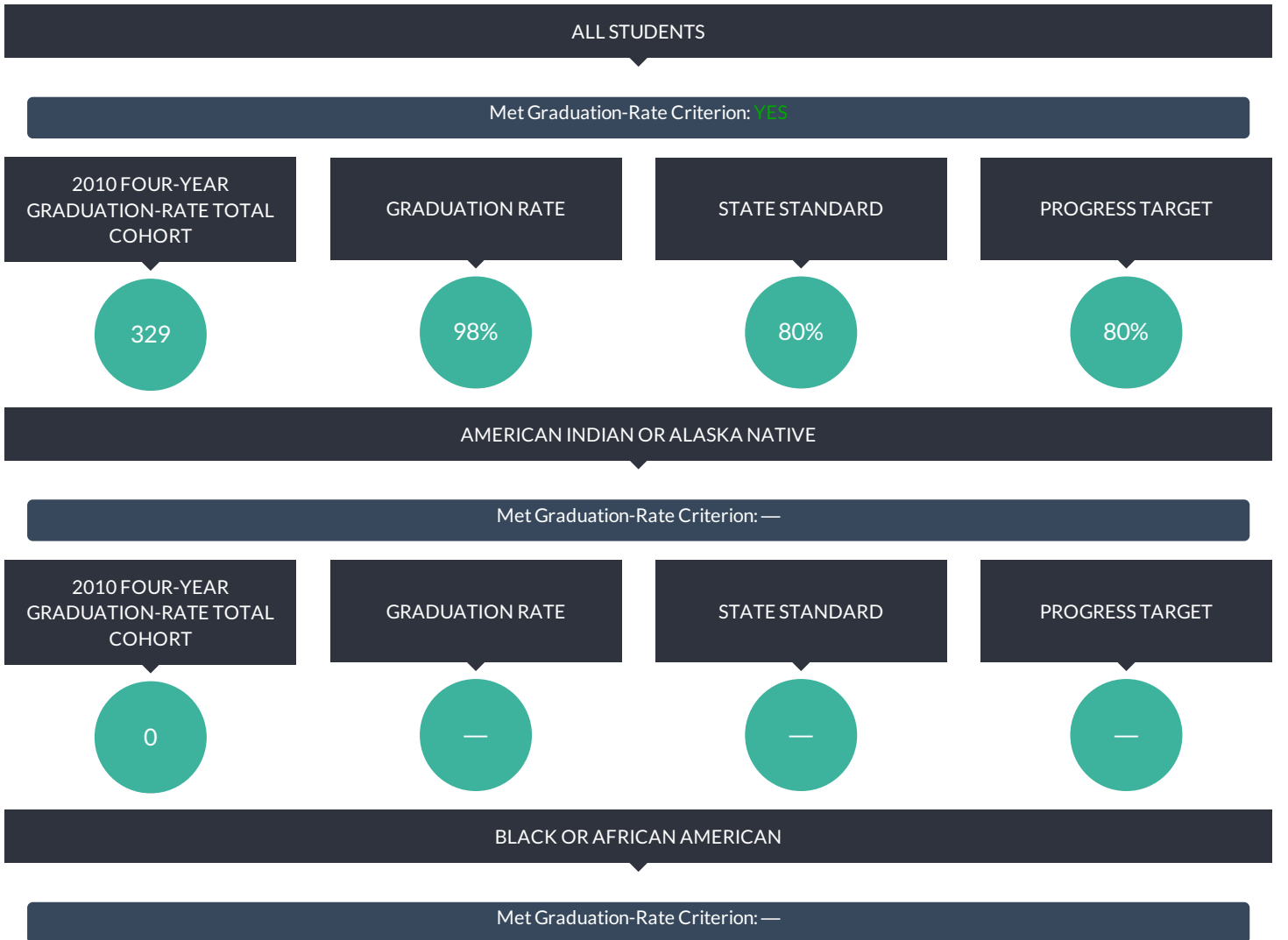
### OVERALL GRADUATION RATE FOR ACCOUNTABILITY

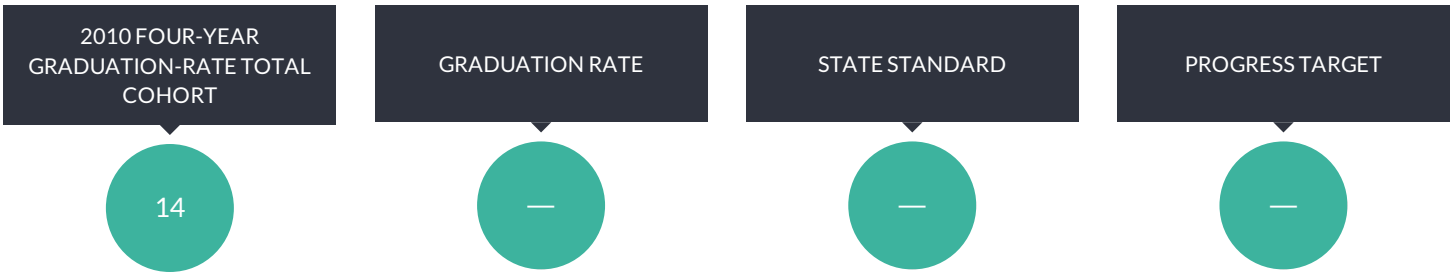
ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**





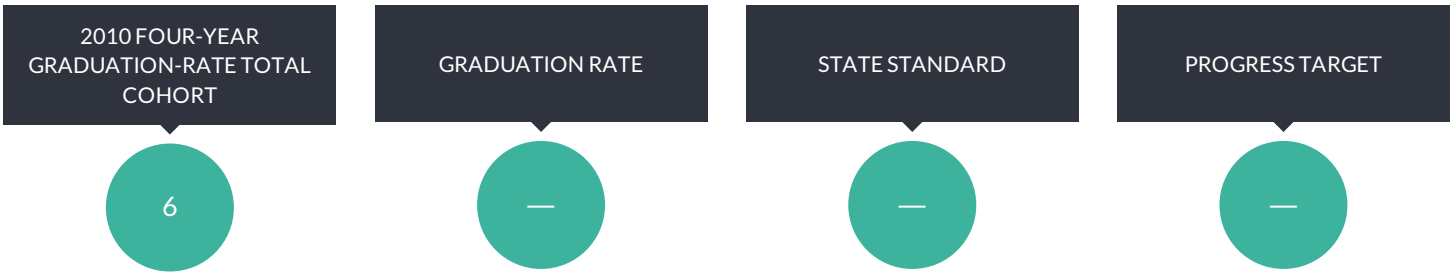
FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY





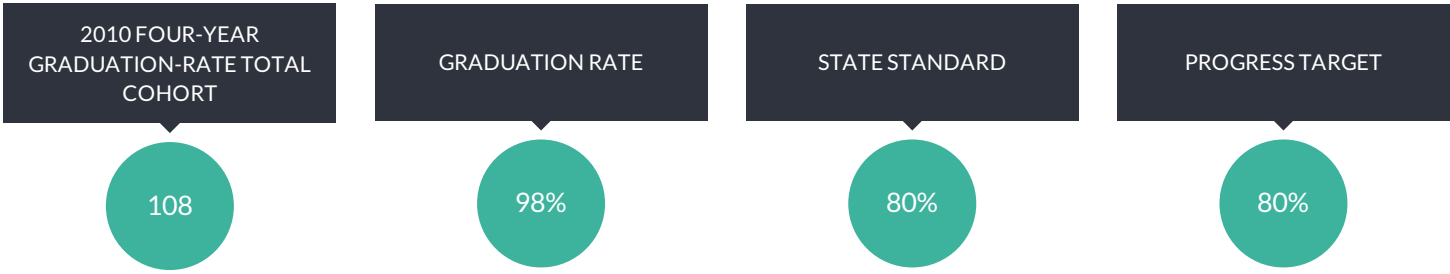
HISPANIC OR LATINO

Met Graduation-Rate Criterion: —



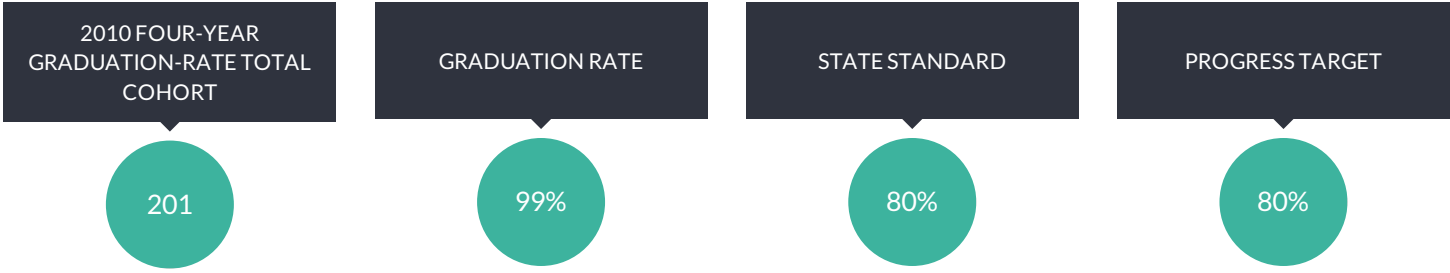
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

Met Graduation-Rate Criterion: YES



WHITE

Met Graduation-Rate Criterion: YES



MULTIRACIAL

Met Graduation-Rate Criterion: —





STUDENTS WITH DISABILITIES

Met Graduation-Rate Criterion: **YES**

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT

GRADUATION RATE

STATE STANDARD

PROGRESS TARGET



LIMITED ENGLISH PROFICIENT

Met Graduation-Rate Criterion: —

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT

GRADUATION RATE

STATE STANDARD

PROGRESS TARGET



ECONOMICALLY DISADVANTAGED

Met Graduation-Rate Criterion: —

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT

GRADUATION RATE

STATE STANDARD

PROGRESS TARGET



**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

ALL STUDENTS

Met Graduation-Rate Criterion: **YES**

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

GRADUATION RATE

STATE STANDARD

PROGRESS TARGET

320

97%

80%

80%

AMERICAN INDIAN OR ALASKA NATIVE

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

GRADUATION RATE

STATE STANDARD

PROGRESS TARGET

0

—

—

—

BLACK OR AFRICAN AMERICAN

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

GRADUATION RATE

STATE STANDARD

PROGRESS TARGET

9

—

—

—

HISPANIC OR LATINO

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

GRADUATION RATE

STATE STANDARD

PROGRESS TARGET

3

—

—

—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

Met Graduation-Rate Criterion: **YES**

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

GRADUATION RATE

STATE STANDARD

PROGRESS TARGET

107

97%

80%

80%

WHITE

Met Graduation-Rate Criterion: **YES**

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

201

GRADUATION RATE

98%

STATE STANDARD

80%

PROGRESS TARGET

80%

MULTIRACIAL

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

0

GRADUATION RATE

—

STATE STANDARD

—

PROGRESS TARGET

—

STUDENTS WITH DISABILITIES

Met Graduation-Rate Criterion: **YES**

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

50+

GRADUATION RATE

88+

STATE STANDARD

80%

PROGRESS TARGET

80%

LIMITED ENGLISH PROFICIENT

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

3

GRADUATION RATE

—

STATE STANDARD

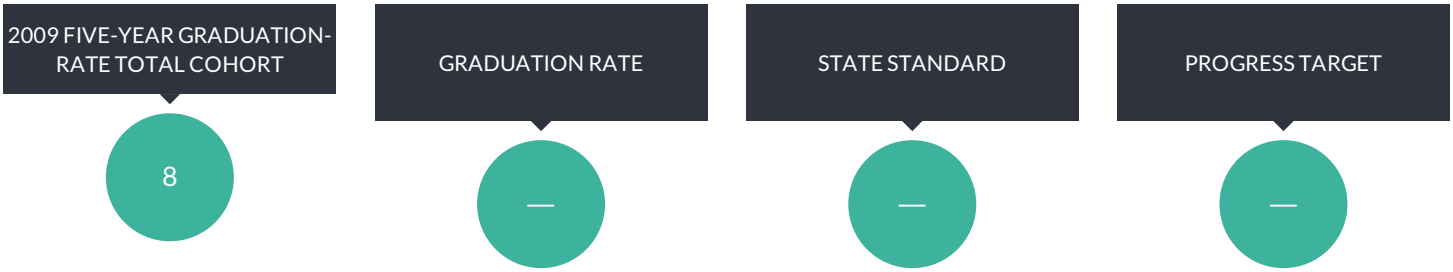
—

PROGRESS TARGET

—

ECONOMICALLY DISADVANTAGED

Met Graduation-Rate Criterion: —



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

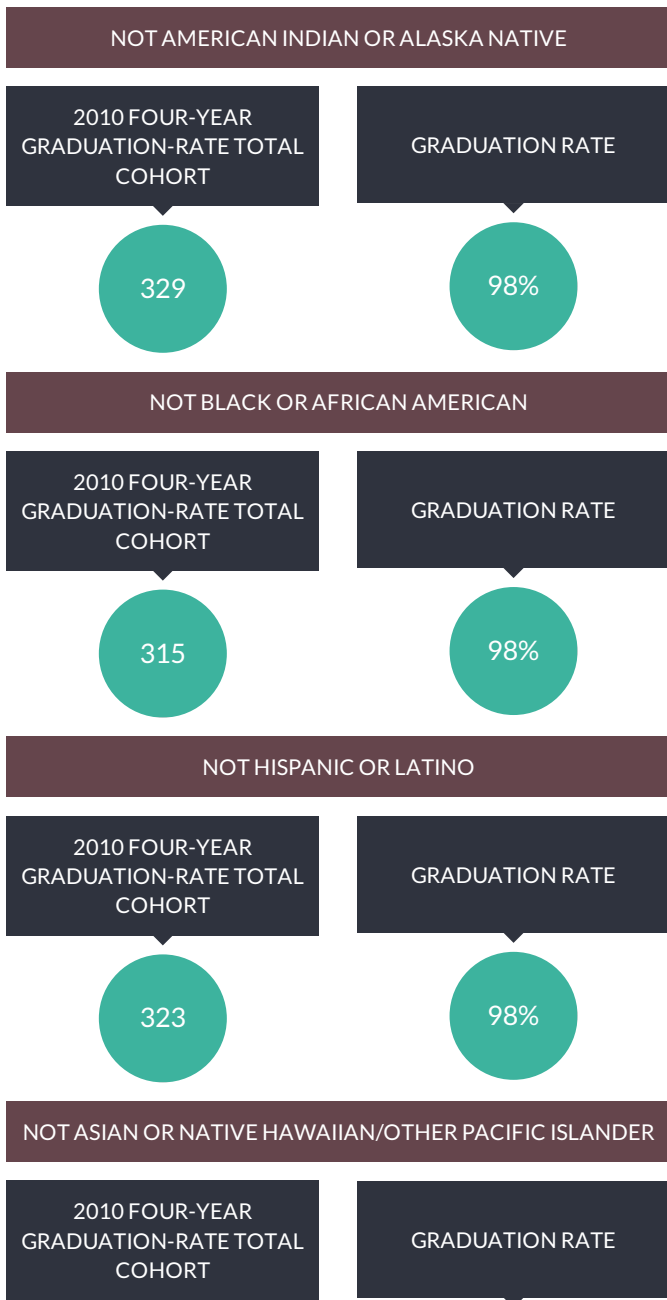
NO Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

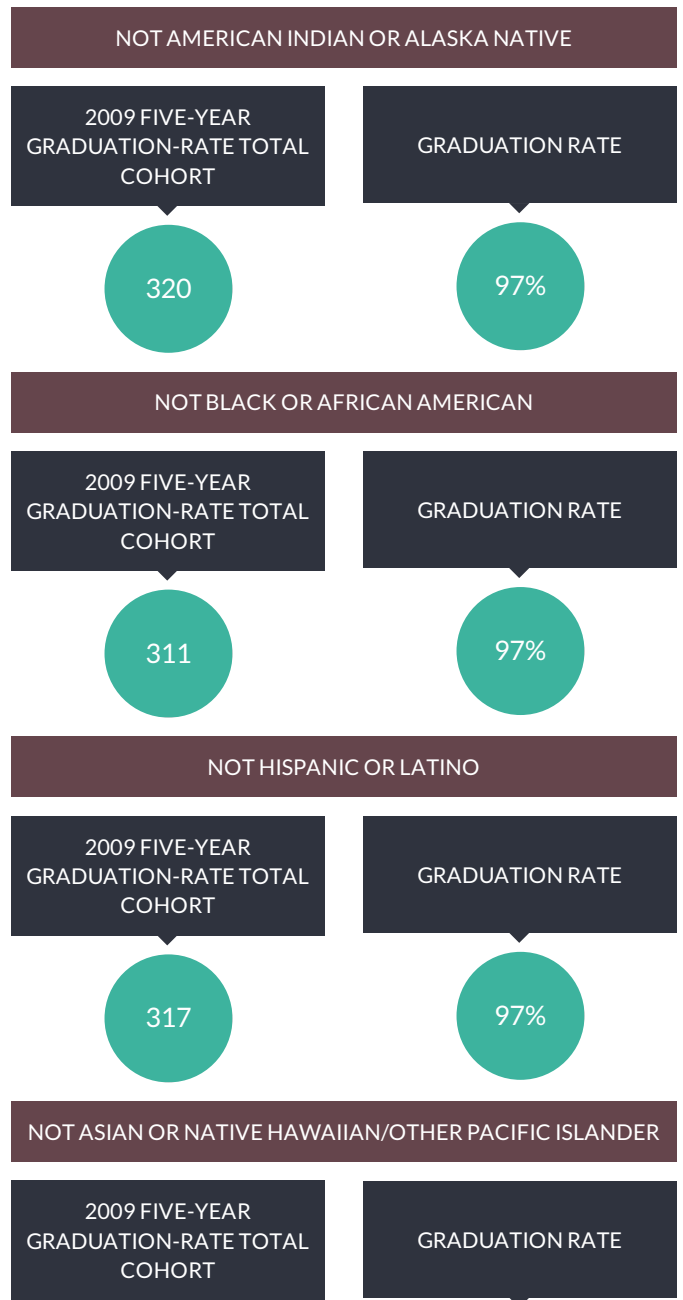
† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

### GRADUATION RATES FOR NON-AYP GROUPS FOR ACCOUNTABILITY

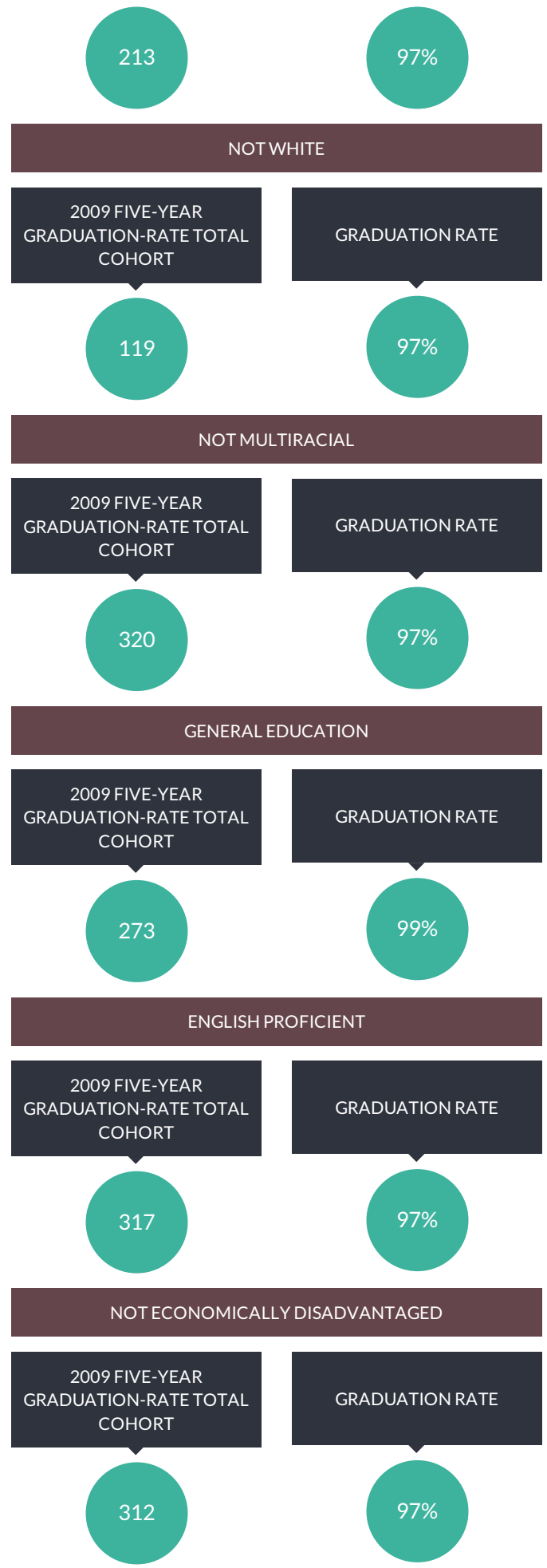
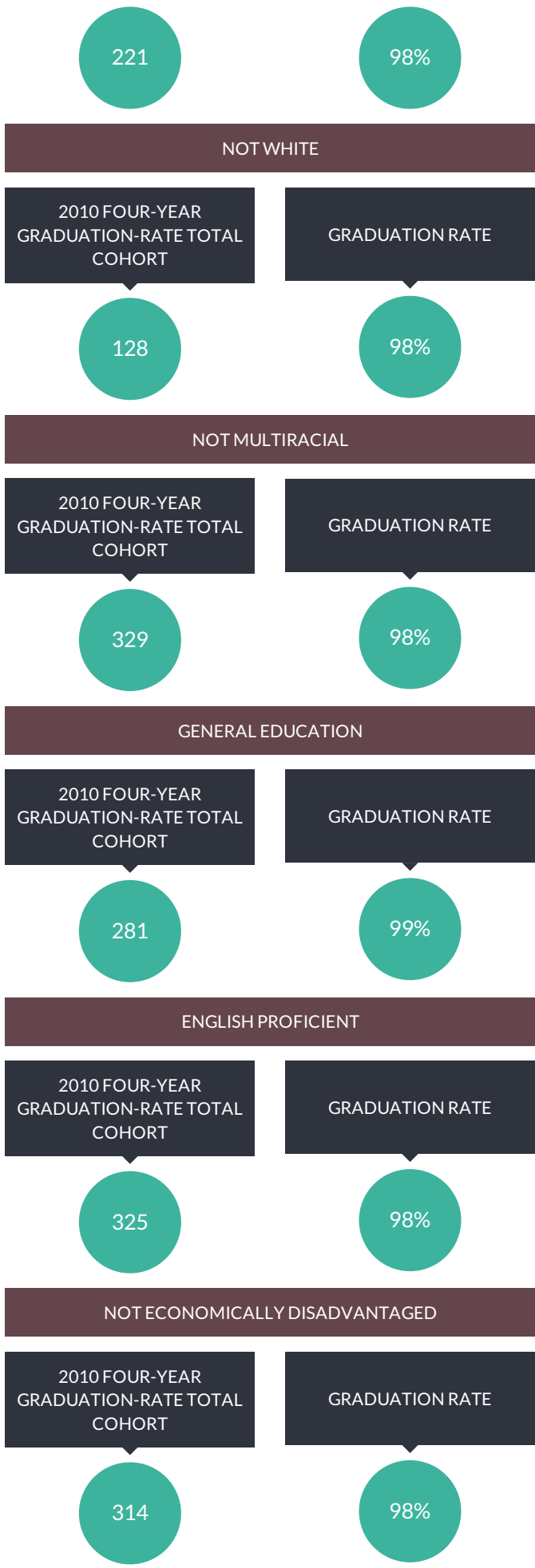
#### FOUR-YEAR GRADUATION-RATE TOTAL COHORT

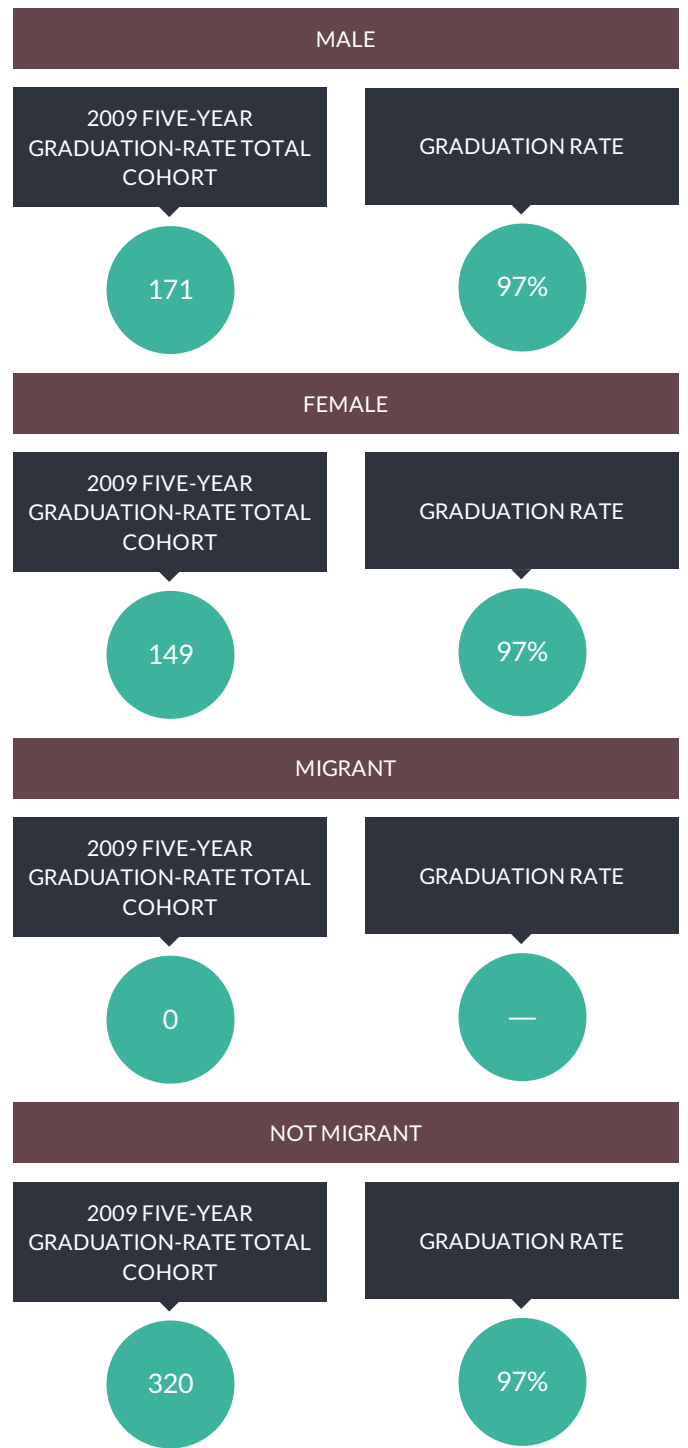
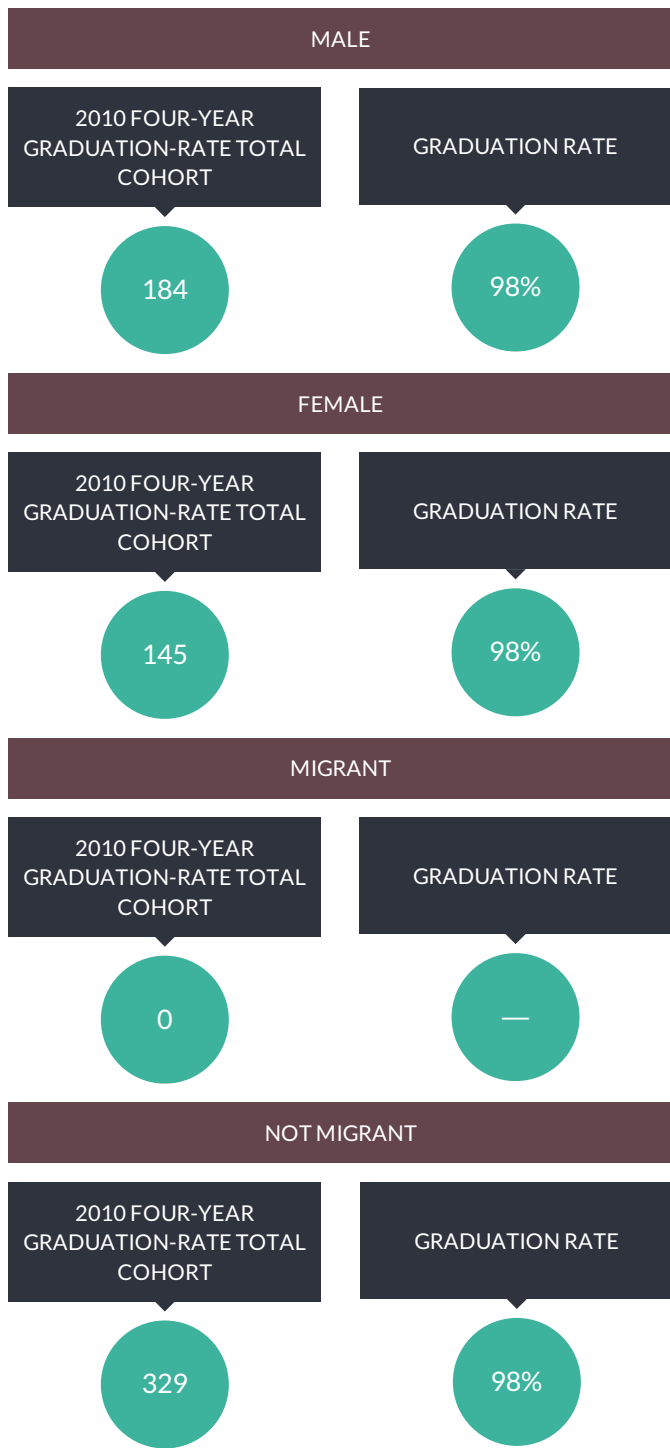


#### FIVE-YEAR GRADUATION-RATE TOTAL COHORT





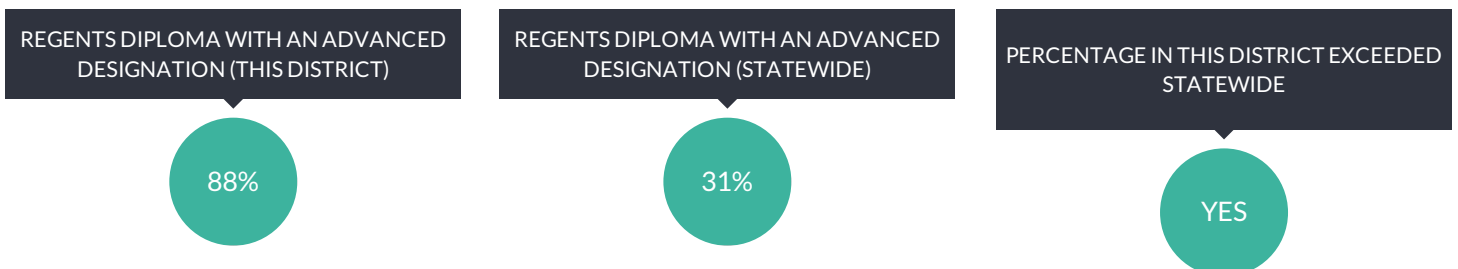




— There were fewer than 30 students in the cohort.

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

Percentage of 2010 Graduation-Rate Total Cohort members who graduated as of August 31, 2014 with:



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# FISCAL ACCOUNTABILITY SUMMARY (2013 - 14)

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	SPECIAL EDUCATION
<b>INSTRUCTIONAL EXPENDITURES</b>	<b>INSTRUCTIONAL EXPENDITURES</b>
\$58,523,793	\$25,978,322
<b>PUPILS</b>	<b>PUPILS</b>
3,089	418
<b>EXPENDITURES PER PUPIL</b>	<b>EXPENDITURES PER PUPIL</b>
\$18,946	\$62,149

## SIMILAR DISTRICT GROUP LOW NEED/RESOURCE CAPACITY

GENERAL EDUCATION	SPECIAL EDUCATION
<b>INSTRUCTIONAL EXPENDITURES</b>	<b>INSTRUCTIONAL EXPENDITURES</b>
\$5,322,726,462	\$1,959,709,296
<b>PUPILS</b>	<b>PUPILS</b>
381,125	50,836
<b>EXPENDITURES PER PUPIL</b>	<b>EXPENDITURES PER PUPIL</b>
\$13,966	\$38,550

# ALL SCHOOL DISTRICTS

## GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES
\$31,235,849,883
PUPILS
2,660,775
EXPENDITURES PER PUPIL
\$11,739

## SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES
\$13,185,189,540
PUPILS
418,555
EXPENDITURES PER PUPIL
\$31,502

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

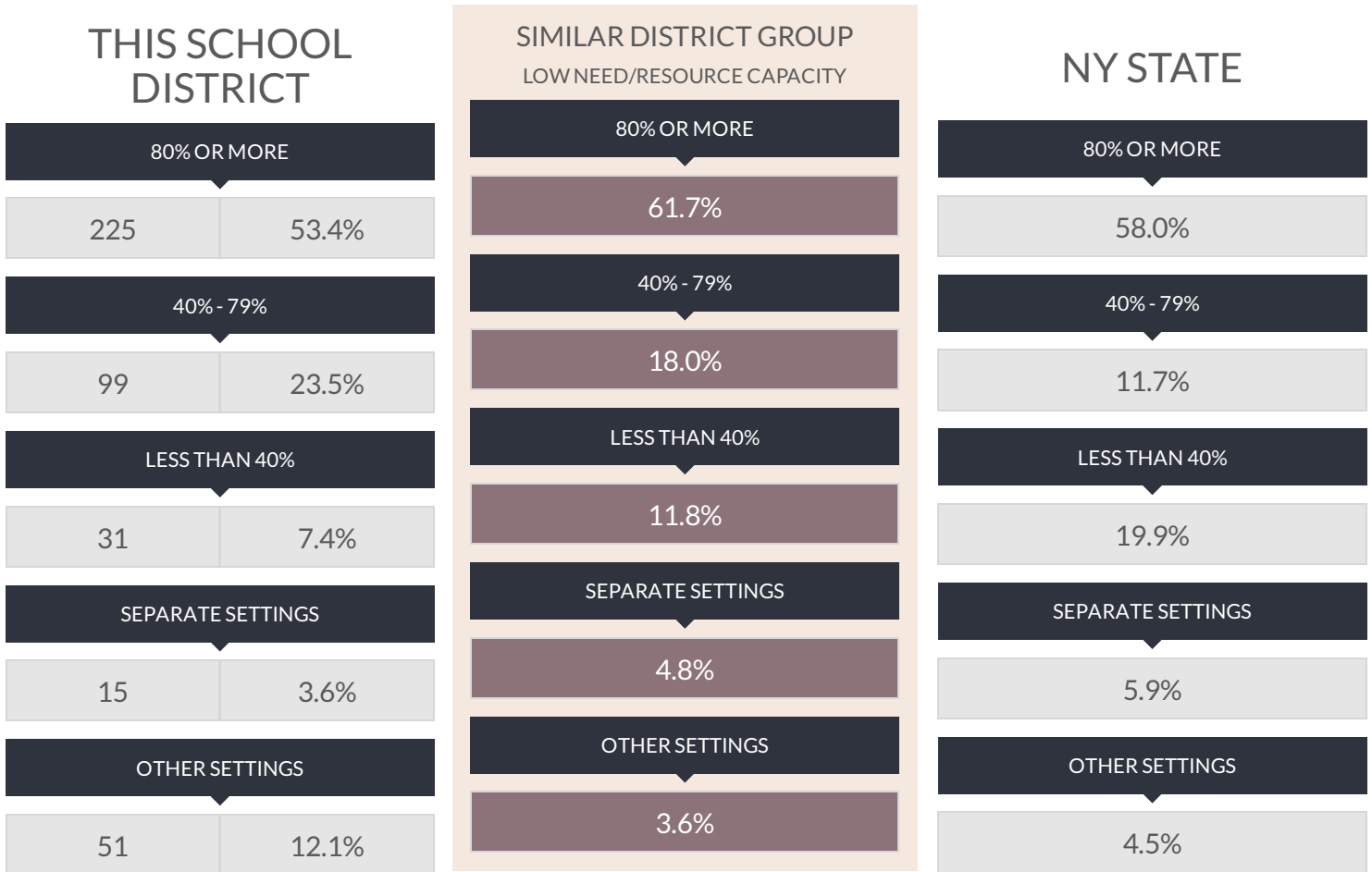
THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP	NY STATE
\$35,102	\$25,356	\$21,812

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 (2014 - 15)

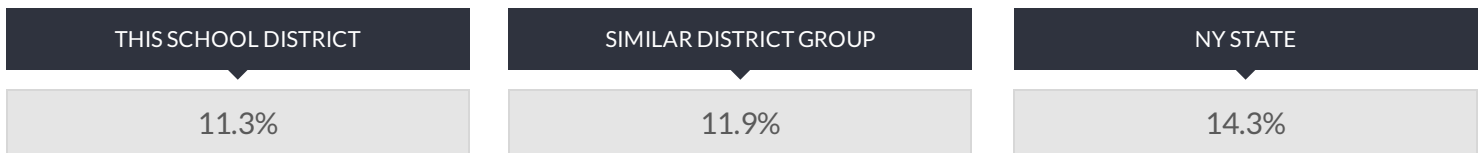
Commissioner's Regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required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