SCHOOL 4 ENROLLMENT (2016 - 17)

K-12 ENROLLMENT	239

ENROLLMENT BY GENDER

MALE		FEMALE	
117	49%	122	51%

ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
BLACK OR AFRICAN AMERICAN	7	3%
HISPANIC OR LATINO	116	49%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	1	0%
WHITE	101	42%
MULTIRACIAL	14	6%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
35	15%	18	8%	161	67%

ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
PRE-K (HALF DAY)	1	0%
K (FULL DAY)	36	15%
1ST GRADE	34	14%
2ND GRADE	45	19%
3RD GRADE	40	17%
4TH GRADE	38	16%
5TH GRADE	45	19%
UNGRADED ELEMENTARY	1	0%

FREE AND REDUCED-PRICE LUNCH (2016 - 17)

ELIGIBLE FOR FREE LUNCH		ELIGIBLE FOR REDUCED-PRICE LUNCH	
131	55%	0	0%

ATTENDANCE (2015 - 16)

ANNUAL ATTENDANCE RATE	94%

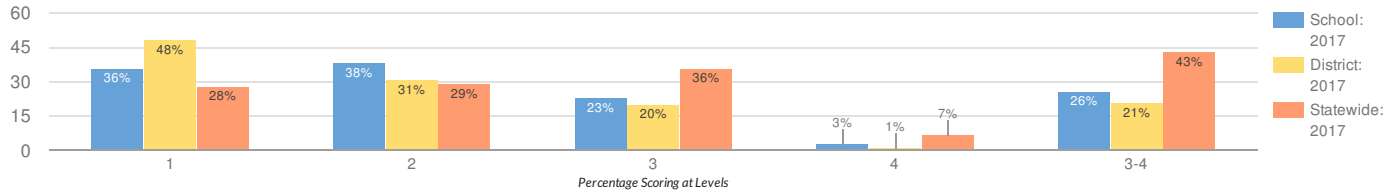
STUDENT SUSPENSIONS (2015 - 16)

3	1%

STAFF COUNTS (2016 - 17)

GROUP	STAFF
PRINCIPALS	1
ASSISTANT PRINCIPALS	0
OTHER PROFESSIONAL STAFF	2
PARAPROFESSIONALS	0

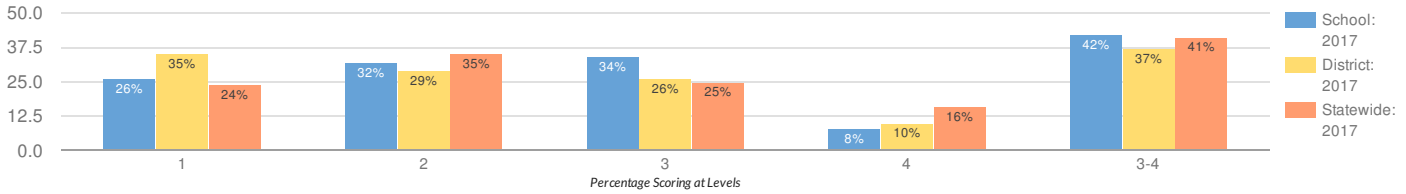
GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 293

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	39	26%	14	36%	15	38%	9	23%	1	3%
GENERAL EDUCATION	37	_%	_	_	_	_	_	_	_	_
STUDENTS WITH DISABILITIES	2	_%	_	_	_	_	_	_	_	_
BLACK OR AFRICAN AMERICAN	3	_%	_	_	_	_	_	_	_	_
HISPANIC OR LATINO	16	_%	_	_	_	_	_	_	_	_
WHITE	20	35%	4	20%	9	45%	7	35%	0	0%
SMALL GROUP TOTAL	19	16%	10	53%	6	32%	2	11%	1	5%
FEMALE	22	27%	8	36%	8	36%	6	27%	0	0%
MALE	17	24%	6	35%	7	41%	3	18%	1	6%
NON-ENGLISH LANGUAGE LEARNERS	34	29%	9	26%	15	44%	9	26%	1	3%
ENGLISH LANGUAGE LEARNERS	5	0%	5	100%	0	0%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	23	4%	12	52%	10	43%	1	4%	0	0%
NOT ECONOMICALLY DISADVANTAGED	16	56%	2	13%	5	31%	8	50%	1	6%
MIGRANT	1	_%	_	_	_	_	_	_	_	_
NOT MIGRANT	38	_%	_	_	_	_	_	_	_	_

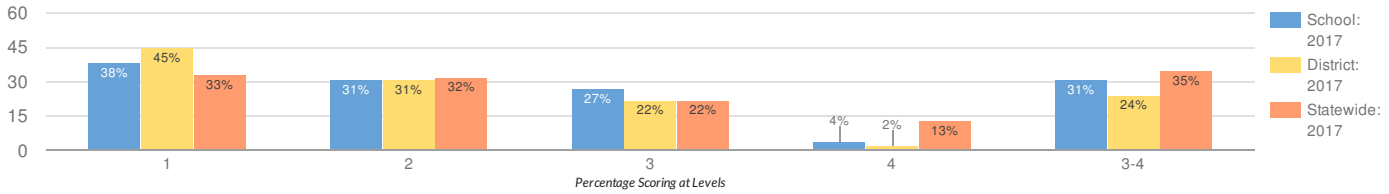
GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 303

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	38	42%	10	26%	12	32%	13	34%	3	8%
GENERAL EDUCATION	34	_%	_	_	_	_	_	_	_	_
STUDENTS WITH DISABILITIES	4	_%	_	_	_	_	_	_	_	_
BLACK OR AFRICAN AMERICAN	1	_%	_	_	_	_	_	_	_	_
HISPANIC OR LATINO	19	32%	6	32%	7	37%	6	32%	0	0%
WHITE	14	71%	2	14%	2	14%	7	50%	3	21%
MULTIRACIAL	4	_%	_	_	_	_	_	_	_	_
SMALL GROUP TOTAL	5	0%	2	40%	3	60%	0	0%	0	0%
FEMALE	16	44%	2	13%	7	44%	7	44%	0	0%
MALE	22	41%	8	36%	5	23%	6	27%	3	14%
NON-ENGLISH LANGUAGE LEARNERS	34	_%	_	_	_	_	_	_	_	_
ENGLISH LANGUAGE LEARNERS	4	_%	_	_	_	_	_	_	_	_
ECONOMICALLY DISADVANTAGED	28	36%	8	29%	10	36%	9	32%	1	4%
NOT ECONOMICALLY DISADVANTAGED	10	60%	2	20%	2	20%	4	40%	2	20%
NOT MIGRANT	38	42%	10	26%	12	32%	13	34%	3	8%

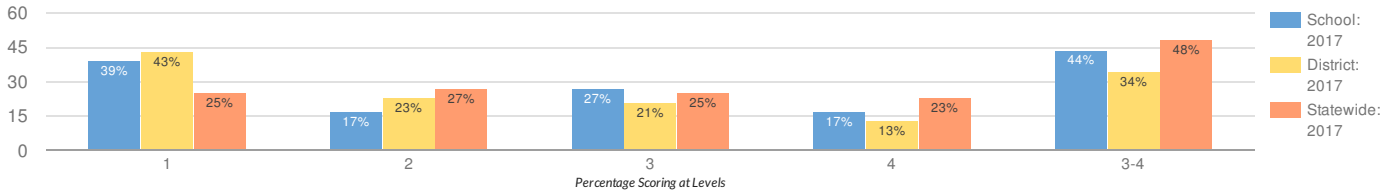
GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 292

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	45	31%	17	38%	14	31%	12	27%	2	4%
GENERAL EDUCATION	39	36%	13	33%	12	31%	12	31%	2	5%
STUDENTS WITH DISABILITIES	6	0%	4	67%	2	33%	0	0%	0	0%
BLACK OR AFRICAN AMERICAN	1	_%	_	_	_	_	_	_	_	_
HISPANIC OR LATINO	18	_%	_	_	_	_	_	_	_	_
WHITE	23	52%	4	17%	7	30%	11	48%	1	4%
MULTIRACIAL	3	_%	_	_	_	_	_	_	_	_
SMALL GROUP TOTAL	22	9%	13	59%	7	32%	1	5%	1	5%
FEMALE	22	32%	9	41%	6	27%	6	27%	1	5%
MALE	23	30%	8	35%	8	35%	6	26%	1	4%
NON-ENGLISH LANGUAGE LEARNERS	41	_%	_	_	_	_	_	_	_	_
ENGLISH LANGUAGE LEARNERS	4	_%	_	_	_	_	_	_	_	_
ECONOMICALLY DISADVANTAGED	29	21%	14	48%	9	31%	5	17%	1	3%
NOT ECONOMICALLY DISADVANTAGED	16	50%	3	19%	5	31%	7	44%	1	6%
NOT MIGRANT	45	31%	17	38%	14	31%	12	27%	2	4%

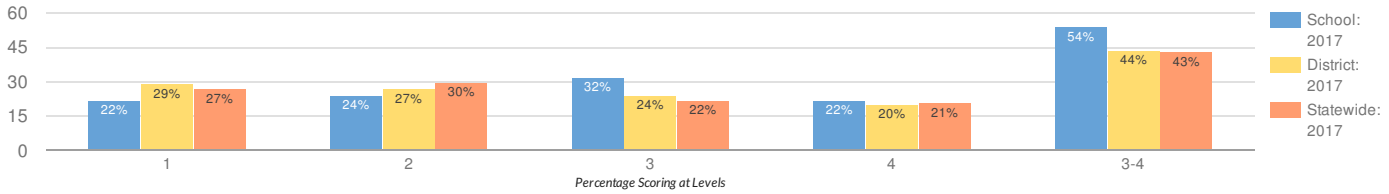
GRADE 3 MATHEMATICS



MEAN SCORE: 295

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	41	44%	16	39%	7	17%	11	27%	7	17%
GENERAL EDUCATION	39	_%	_	_	_	_	_	_	_	_
STUDENTS WITH DISABILITIES	2	_%	_	_	_	_	_	_	_	_
BLACK OR AFRICAN AMERICAN	3	_%	_	_	_	_	_	_	_	_
HISPANIC OR LATINO	18	_%	_	_	_	_	_	_	_	_
WHITE	20	60%	4	20%	4	20%	8	40%	4	20%
SMALL GROUP TOTAL	21	29%	12	57%	3	14%	3	14%	3	14%
FEMALE	22	45%	8	36%	4	18%	7	32%	3	14%
MALE	19	42%	8	42%	3	16%	4	21%	4	21%
NON-ENGLISH LANGUAGE LEARNERS	34	53%	9	26%	7	21%	11	32%	7	21%
ENGLISH LANGUAGE LEARNERS	7	0%	7	100%	0	0%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	25	16%	15	60%	6	24%	3	12%	1	4%
NOT ECONOMICALLY DISADVANTAGED	16	88%	1	6%	1	6%	8	50%	6	38%
MIGRANT	1	_%	_	_	_	_	_	_	_	_
NOT MIGRANT	40	_%	_	_	_	_	_	_	_	_

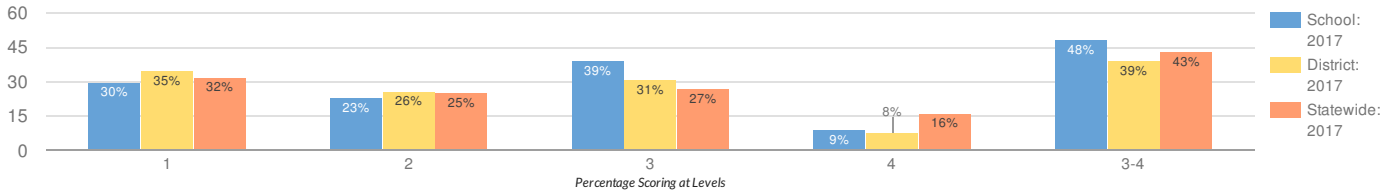
GRADE 4 MATHEMATICS



MEAN SCORE: 303

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	41	54%	9	22%	10	24%	13	32%	9	22%
GENERAL EDUCATION	35	63%	5	14%	8	23%	13	37%	9	26%
STUDENTS WITH DISABILITIES	6	0%	4	67%	2	33%	0	0%	0	0%
BLACK OR AFRICAN AMERICAN	2	_%	_	_	_	_	_	_	_	_
HISPANIC OR LATINO	20	40%	6	30%	6	30%	7	35%	1	5%
WHITE	15	80%	1	7%	2	13%	4	27%	8	53%
MULTIRACIAL	4	_%	_	_	_	_	_	_	_	_
SMALL GROUP TOTAL	6	33%	2	33%	2	33%	2	33%	0	0%
FEMALE	16	63%	1	6%	5	31%	8	50%	2	13%
MALE	25	48%	8	32%	5	20%	5	20%	7	28%
NON-ENGLISH LANGUAGE LEARNERS	36	56%	8	22%	8	22%	11	31%	9	25%
ENGLISH LANGUAGE LEARNERS	5	40%	1	20%	2	40%	2	40%	0	0%
ECONOMICALLY DISADVANTAGED	30	43%	9	30%	8	27%	9	30%	4	13%
NOT ECONOMICALLY DISADVANTAGED	11	82%	0	0%	2	18%	4	36%	5	45%
NOT MIGRANT	41	54%	9	22%	10	24%	13	32%	9	22%

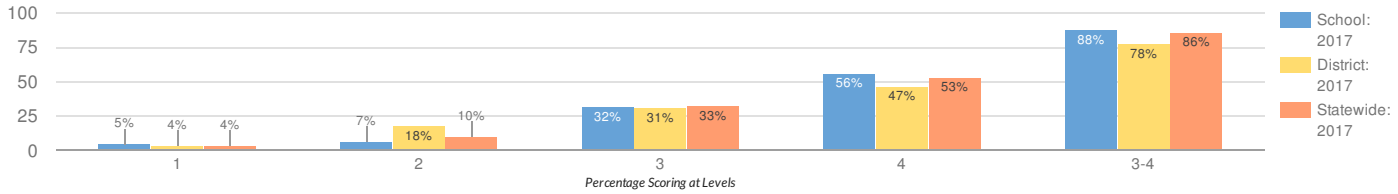
GRADE 5 MATHEMATICS



MEAN SCORE: 310

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	44	48%	13	30%	10	23%	17	39%	4	9%
GENERAL EDUCATION	38	53%	8	21%	10	26%	16	42%	4	11%
STUDENTS WITH DISABILITIES	6	17%	5	83%	0	0%	1	17%	0	0%
BLACK OR AFRICAN AMERICAN	1	_%	_	_	_	_	_	_	_	_
HISPANIC OR LATINO	18	_%	_	_	_	_	_	_	_	_
WHITE	23	70%	4	17%	3	13%	13	57%	3	13%
MULTIRACIAL	2	_%	_	_	_	_	_	_	_	_
SMALL GROUP TOTAL	21	24%	9	43%	7	33%	4	19%	1	5%
FEMALE	22	41%	9	41%	4	18%	6	27%	3	14%
MALE	22	55%	4	18%	6	27%	11	50%	1	5%
NON-ENGLISH LANGUAGE LEARNERS	40	_%	_	_	_	_	_	_	_	_
ENGLISH LANGUAGE LEARNERS	4	_%	_	_	_	_	_	_	_	_
ECONOMICALLY DISADVANTAGED	28	36%	11	39%	7	25%	8	29%	2	7%
NOT ECONOMICALLY DISADVANTAGED	16	69%	2	13%	3	19%	9	56%	2	13%
NOT MIGRANT	44	48%	13	30%	10	23%	17	39%	4	9%

GRADE 4 SCIENCE



MEAN SCORE: 81

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	41	88%	2	5%	3	7%	13	32%	23	56%
GENERAL EDUCATION	35	91%	1	3%	2	6%	10	29%	22	63%
STUDENTS WITH DISABILITIES	6	67%	1	17%	1	17%	3	50%	1	17%
BLACK OR AFRICAN AMERICAN	2	_%	_	_	_	_	_	_	_	_
HISPANIC OR LATINO	20	85%	2	10%	1	5%	8	40%	9	45%
WHITE	15	100%	0	0%	0	0%	4	27%	11	73%
MULTIRACIAL	4	_%	_	_	_	_	_	_	_	_
SMALL GROUP TOTAL	6	67%	0	0%	2	33%	1	17%	3	50%
FEMALE	16	100%	0	0%	0	0%	7	44%	9	56%
MALE	25	80%	2	8%	3	12%	6	24%	14	56%
NON-ENGLISH LANGUAGE LEARNERS	36	89%	1	3%	3	8%	11	31%	21	58%
ENGLISH LANGUAGE LEARNERS	5	80%	1	20%	0	0%	2	40%	2	40%
ECONOMICALLY DISADVANTAGED	30	83%	2	7%	3	10%	12	40%	13	43%
NOT ECONOMICALLY DISADVANTAGED	11	100%	0	0%	0	0%	1	9%	10	91%
NOT MIGRANT	41	88%	2	5%	3	7%	13	32%	23	56%

RECENTLY ARRIVED ELL STUDENTS (2016 - 17)

GRADE	RECENTLY ARRIVED ELL STUDENTS TAKING NYSESLAT IN LIEU OF NYSTP
GRADE 3	2
GRADE 4	1

GRADE	RECENTLY ARRIVED ELL STUDENTS NOT TAKING NYSESLAT IN LIEU OF NYSTP
GRADE 3	2
GRADE 4	1

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

KINDERGARTEN

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	10	20%	40%	30%	10%	0%
GENERAL EDUCATION	9	–	–	–	–	–
STUDENTS WITH DISABILITIES	1	–	–	–	–	–

GRADE 1

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

GRADE 2

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

GRADE 3

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	7	0%	14%	86%	0%	0%
GENERAL EDUCATION	6	–	–	–	–	–
STUDENTS WITH DISABILITIES	1	–	–	–	–	–

GRADE 4

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	5	20%	0%	0%	60%	20%
GENERAL EDUCATION	4	–	–	–	–	–
STUDENTS WITH DISABILITIES	1	–	–	–	–	–

GRADE 5

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: YES

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	126	99%	YES	118	101	101	89
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	5	—	—	5	—	—	—
HISPANIC OR LATINO	YES	YES	56	100%	YES	52	69	89	62
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	0	—	—	0	—	—	—
WHITE	YES	YES	58	98%	YES	54	137	111	111
MULTIRACIAL	—	—	7	—	—	7	—	—	—
STUDENTS WITH DISABILITIES	—	—	13	—	—	10	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	16	—	—	13	—	—	—
ECONOMICALLY DISADVANTAGED	YES	YES	83	100%	YES	77	79	91	75

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	126	99%	118	101
NOT BLACK OR AFRICAN AMERICAN	121	99%	113	103
NOT HISPANIC OR LATINO	70	99%	66	126
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	126	99%	118	101
NOT WHITE	68	100%	64	70
NOT MULTIRACIAL	119	99%	111	102
GENERAL EDUCATION	113	99%	108	107
ENGLISH PROFICIENT	110	99%	105	108
NOT ECONOMICALLY DISADVANTAGED	43	98%	41	141
MALE	66	98%	58	100
FEMALE	60	100%	60	102
MIGRANT	1	—	1	—
NOT MIGRANT	125	99%	117	102

— 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.

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	127	99%	YES	120	123	100	100
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	6	—	—	5	—	—	—
HISPANIC OR LATINO	YES	YES	56	100%	YES	54	91	87	82
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	0	—	—	0	—	—	—
WHITE	YES	YES	58	100%	YES	55	160	108	108
MULTIRACIAL	—	—	7	—	—	6	—	—	—
STUDENTS WITH DISABILITIES	—	—	14	—	—	10	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	16	—	—	15	—	—	—
ECONOMICALLY DISADVANTAGED	YES	YES	84	99%	YES	78	95	89	89

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	127	99%	120	123
NOT BLACK OR AFRICAN AMERICAN	121	99%	115	126
NOT HISPANIC OR LATINO	71	99%	66	150
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	127	99%	120	123
NOT WHITE	69	99%	65	92
NOT MULTIRACIAL	120	100%	114	123
GENERAL EDUCATION	113	99%	110	131
ENGLISH PROFICIENT	111	99%	105	133
NOT ECONOMICALLY DISADVANTAGED	43	100%	42	176
MALE	67	99%	60	128
FEMALE	60	100%	60	118
MIGRANT	1	—	1	—
NOT MIGRANT	126	99%	119	124

— 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.

ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

GROUP	MADE AYP	TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
ALL STUDENTS	YES	YES	41	100%	YES	37	189	173	173
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	2	—	—	1	—	—	—
HISPANIC OR LATINO	—	—	20	—	—	19	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	0	—	—	0	—	—	—
WHITE	—	—	15	—	—	13	—	—	—
MULTIRACIAL	—	—	4	—	—	4	—	—	—
STUDENTS WITH DISABILITIES	—	—	6	—	—	3	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	5	—	—	4	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	30	—	—	26	—	—	—

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	41	100%	37	189
NOT BLACK OR AFRICAN AMERICAN	39	—	36	189
NOT HISPANIC OR LATINO	21	—	18	—
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	41	100%	37	189
NOT WHITE	26	—	24	—
NOT MULTIRACIAL	37	—	33	191
GENERAL EDUCATION	35	—	34	188
ENGLISH PROFICIENT	36	—	33	188
NOT ECONOMICALLY DISADVANTAGED	11	—	11	—
MALE	25	—	21	—
FEMALE	16	—	16	—
MIGRANT	0	—	0	—
NOT MIGRANT	41	100%	37	189

— 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.

UNWEIGHTED COMBINED ELA AND MATH PIS

GROUP	ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
ALL STUDENTS	101	123	—	—	112
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	69	91	—	—	80
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	—	—	0
WHITE	137	160	—	—	149
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	—	—	—	—	0
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	79	95	—	—	87

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

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