# DUNKIRK CITY SCHOOL DISTRICT ENROLLMENT (2015 - 16)

| K-12 ENROLLMENT | 1,992 |
|---|---|

## ENROLLMENT BY GENDER

| MALE | | FEMALE | |
|---|---|---|---|
| 1,036 | 52% | 956 | 48% |

## ENROLLMENT BY ETHNICITY

| GROUP | TOTAL | PERCENT |
|---|---|---|
| AMERICAN INDIAN OR ALASKA NATIVE | 10 | 1% |
| BLACK OR AFRICAN AMERICAN | 131 | 7% |
| HISPANIC OR LATINO | 1,022 | 51% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER | 5 | 0% |
| WHITE | 749 | 38% |
| MULTIRACIAL | 75 | 4% |

## OTHER GROUPS

| ENGLISH LANGUAGE LEARNERS | | STUDENTS WITH DISABILITIES | | ECONOMICALLY DISADVANTAGED | |
|---|---|---|---|---|---|
| 322 | 16% | 200 | 10% | 1,463 | 73% |

## ENROLLMENT BY GRADE

| GROUP | TOTAL | PERCENT |
|---|---|---|
| PRE-K (HALF DAY) | 67 | 3% |
| K (FULL DAY) | 153 | 8% |
| 1ST GRADE | 192 | 10% |
| 2ND GRADE | 152 | 8% |
| 3RD GRADE | 132 | 7% |
| 4TH GRADE | 148 | 7% |
| 5TH GRADE | 155 | 8% |
| 6TH GRADE | 156 | 8% |
| UNGRADED ELEMENTARY | 5 | 0% |
| 7TH GRADE | 136 | 7% |
| 8TH GRADE | 170 | 9% |
| 9TH GRADE | 178 | 9% |
| 10TH GRADE | 141 | 7% |
| 11TH GRADE | 137 | 7% |
| 12TH GRADE | 122 | 6% |
| UNGRADED SECONDARY | 15 | 1% |

# AVERAGE CLASS SIZE (2015 - 16)

| GROUP | CLASS SIZE |
|---|---|
| COMMON BRANCH | 20 |
| GRADE 8 ENGLISH | 17 |
| GRADE 8 MATHEMATICS | 20 |
| GRADE 8 SCIENCE | 21 |
| GRADE 8 SOCIAL STUDIES | 21 |
| GRADE 10 ENGLISH | 23 |
| GRADE 10 MATHEMATICS | 17 |
| GRADE 10 SOCIAL STUDIES | 20 |

# FREE AND REDUCED-PRICE LUNCH (2015 - 16)

| ELIGIBLE FOR FREE LUNCH | | ELIGIBLE FOR REDUCED-PRICE LUNCH | |
|---|---|---|---|
| 1,264 | 63% | 2 | 0% |

# STUDENT SUSPENSIONS (2014 - 15)

| | |
|---|---|
| 123 | 6% |

# TEACHER QUALIFICATIONS (2015 - 16)

| | |
|---|---|
| TOTAL TEACHERS | 200 |
| PERCENT WITH NO VALID TEACHING CERTIFICATE | 0% |
| PERCENT TEACHING OUT OF CERTIFICATE | 5% |
| PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE | 5% |
| PERCENTAGE WITH MASTER'S DEGREEPLUS 30 HOURS OR DOCTORATE | 19% |
| TOTAL NUMBER OF CORE CLASSES | 486 |
| PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS DISTRICT | 486 |
| TOTAL NUMBER OF CLASSES | 776 |
| PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION | 5% |

## HIGH SCHOOL COMPLETERS (2015 - 16)

| GROUP | COMPLETERS (GRADUATES + COMMENCEMENT CREDENTIALS) | GRADUATES (REGENTS + LOCAL DIPLOMAS) | REGENTS DIPLOMA | |
|---|---|---|---|---|
| ALL STUDENTS | 123 | 122 | 108 | 89% |
| GENERAL EDUCATION | 116 | 116 | 108 | 93% |
| STUDENTS WITH DISABILITIES | 7 | 6 | 0 | 0% |

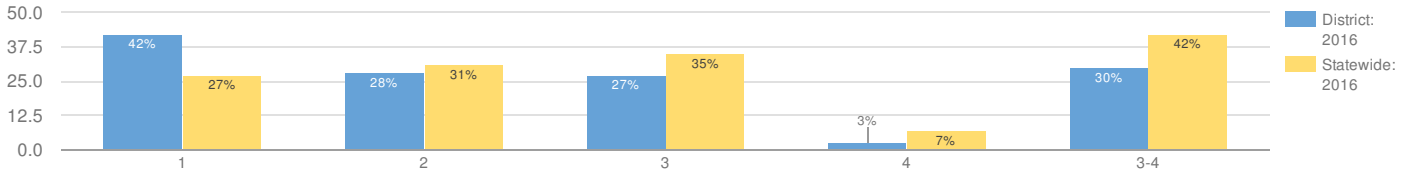
| GROUP | REGENTS WITH ADVANCED DESIGNATION | | REGENTS WITH CTE ENDORSEMENT | | LOCAL DIPLOMAS | | COMMENCEMENT CREDENTIALS | |
|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS | 18 | 15% | 3 | 2% | 14 | 11% | 1 | 1% |
| GENERAL EDUCATION | 18 | 16% | 3 | 3% | 8 | 7% | 0 | 0% |
| STUDENTS WITH DISABILITIES | 0 | 0% | 0 | 0% | 6 | 100% | 1 | 14% |

## HIGH SCHOOL NON-COMPLETERS (2015 - 16)

| GROUP | DROPPED OUT | | ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM | | TOTAL NONCOMPLETERS | |
|---|---|---|---|---|---|---|
| ALL STUDENTS | 19 | 3% | 20 | 3% | 39 | 7% |
| GENERAL EDUCATION | 17 | 3% | 15 | 3% | 32 | 6% |
| STUDENTS WITH DISABILITIES | 2 | 3% | 5 | 8% | 7 | 12% |

# GRADE 3 ENGLISH LANGUAGE ARTS

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

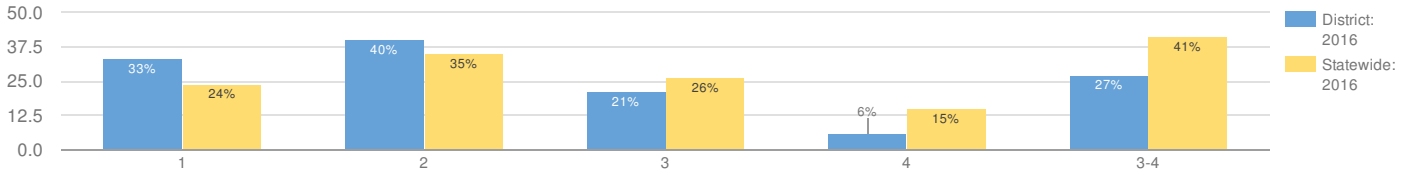



## MEAN SCORE: 296

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|---|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS | 122 | 30% | 51 | 42% | 34 | 28% | 33 | 27% | 4 | 3% |
| GENERAL EDUCATION | 109 | 34% | 39 | 36% | 33 | 30% | 33 | 30% | 4 | 4% |
| STUDENTS WITH DISABILITIES | 13 | 0% | 12 | 92% | 1 | 8% | 0 | 0% | 0 | 0% |
| BLACK OR AFRICAN AMERICAN | 7 | 43% | 4 | 57% | 0 | 0% | 3 | 43% | 0 | 0% |
| HISPANIC OR LATINO | 65 | 12% | 35 | 54% | 22 | 34% | 8 | 12% | 0 | 0% |
| WHITE | 42 | 60% | 8 | 19% | 9 | 21% | 21 | 50% | 4 | 10% |
| MULTIRACIAL | 8 | 13% | 4 | 50% | 3 | 38% | 1 | 13% | 0 | 0% |
| FEMALE | 63 | 33% | 28 | 44% | 14 | 22% | 19 | 30% | 2 | 3% |
| MALE | 59 | 27% | 23 | 39% | 20 | 34% | 14 | 24% | 2 | 3% |
| NON-ENGLISH LANGUAGE LEARNERS | 107 | 35% | 38 | 36% | 32 | 30% | 33 | 31% | 4 | 4% |
| ENGLISH LANGUAGE LEARNERS | 15 | 0% | 13 | 87% | 2 | 13% | 0 | 0% | 0 | 0% |
| ECONOMICALLY DISADVANTAGED | 91 | 23% | 43 | 47% | 27 | 30% | 21 | 23% | 0 | 0% |
| NOT ECONOMICALLY DISADVANTAGED | 31 | 52% | 8 | 26% | 7 | 23% | 12 | 39% | 4 | 13% |
| MIGRANT | 2 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| NOT MIGRANT | 120 | _% | _ | _ | _ | _ | _ | _ | _ | _ |

# GRADE 4 ENGLISH LANGUAGE ARTS

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

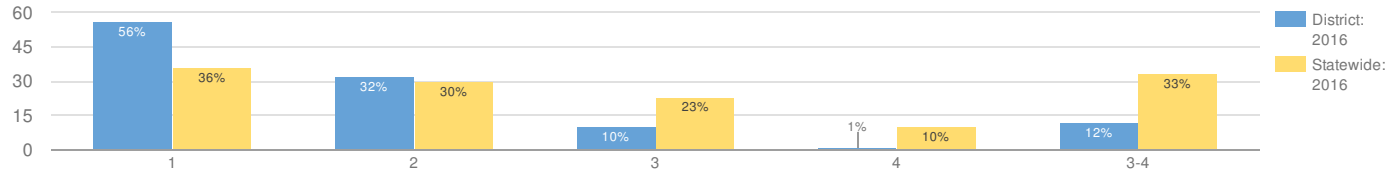



## MEAN SCORE: 297

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|---|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS | 137 | 27% | 45 | 33% | 55 | 40% | 29 | 21% | 8 | 6% |
| GENERAL EDUCATION | 127 | 29% | 37 | 29% | 53 | 42% | 29 | 23% | 8 | 6% |
| STUDENTS WITH DISABILITIES | 10 | 0% | 8 | 80% | 2 | 20% | 0 | 0% | 0 | 0% |
| AMERICAN INDIAN OR ALASKA NATIVE | 1 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| BLACK OR AFRICAN AMERICAN | 4 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| HISPANIC OR LATINO | 62 | 13% | 26 | 42% | 28 | 45% | 6 | 10% | 2 | 3% |
| WHITE | 58 | 47% | 10 | 17% | 21 | 36% | 21 | 36% | 6 | 10% |
| MULTIRACIAL | 12 | 8% | 6 | 50% | 5 | 42% | 1 | 8% | 0 | 0% |
| SMALL GROUP TOTAL | 5 | 20% | 3 | 60% | 1 | 20% | 1 | 20% | 0 | 0% |
| FEMALE | 65 | 32% | 19 | 29% | 25 | 38% | 16 | 25% | 5 | 8% |
| MALE | 72 | 22% | 26 | 36% | 30 | 42% | 13 | 18% | 3 | 4% |
| NON-ENGLISH LANGUAGE LEARNERS | 118 | 31% | 32 | 27% | 50 | 42% | 28 | 24% | 8 | 7% |
| ENGLISH LANGUAGE LEARNERS | 19 | 5% | 13 | 68% | 5 | 26% | 1 | 5% | 0 | 0% |
| ECONOMICALLY DISADVANTAGED | 100 | 19% | 40 | 40% | 41 | 41% | 15 | 15% | 4 | 4% |
| NOT ECONOMICALLY DISADVANTAGED | 37 | 49% | 5 | 14% | 14 | 38% | 14 | 38% | 4 | 11% |
| MIGRANT | 1 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| NOT MIGRANT | 136 | _% | _ | _ | _ | _ | _ | _ | _ | _ |

# GRADE 5 ENGLISH LANGUAGE ARTS

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

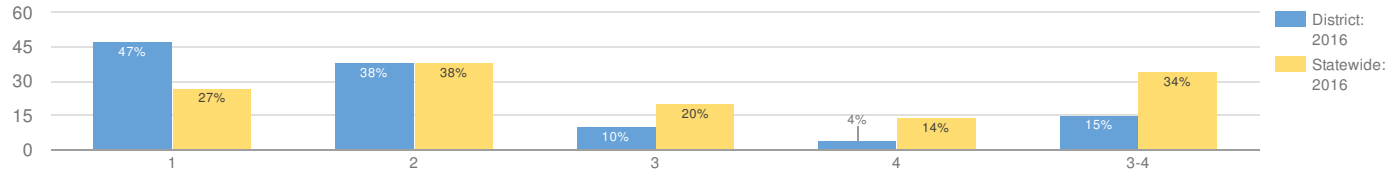



## MEAN SCORE: 278

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|---|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS | 136 | 12% | 76 | 56% | 44 | 32% | 14 | 10% | 2 | 1% |
| GENERAL EDUCATION | 125 | 13% | 66 | 53% | 43 | 34% | 14 | 11% | 2 | 2% |
| STUDENTS WITH DISABILITIES | 11 | 0% | 10 | 91% | 1 | 9% | 0 | 0% | 0 | 0% |
| BLACK OR AFRICAN AMERICAN | 7 | 0% | 6 | 86% | 1 | 14% | 0 | 0% | 0 | 0% |
| HISPANIC OR LATINO | 72 | 7% | 46 | 64% | 21 | 29% | 5 | 7% | 0 | 0% |
| WHITE | 47 | 21% | 21 | 45% | 16 | 34% | 8 | 17% | 2 | 4% |
| MULTIRACIAL | 10 | 10% | 3 | 30% | 6 | 60% | 1 | 10% | 0 | 0% |
| FEMALE | 63 | 19% | 30 | 48% | 21 | 33% | 10 | 16% | 2 | 3% |
| MALE | 73 | 5% | 46 | 63% | 23 | 32% | 4 | 5% | 0 | 0% |
| NON-ENGLISH LANGUAGE LEARNERS | 116 | 14% | 57 | 49% | 43 | 37% | 14 | 12% | 2 | 2% |
| ENGLISH LANGUAGE LEARNERS | 20 | 0% | 19 | 95% | 1 | 5% | 0 | 0% | 0 | 0% |
| ECONOMICALLY DISADVANTAGED | 99 | 7% | 61 | 62% | 31 | 31% | 7 | 7% | 0 | 0% |
| NOT ECONOMICALLY DISADVANTAGED | 37 | 24% | 15 | 41% | 13 | 35% | 7 | 19% | 2 | 5% |
| MIGRANT | 3 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| NOT MIGRANT | 133 | _% | _ | _ | _ | _ | _ | _ | _ | _ |

# GRADE 6 ENGLISH LANGUAGE ARTS

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

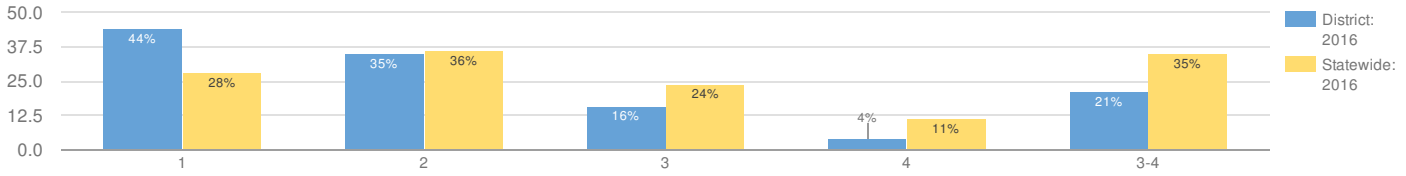



## MEAN SCORE: 279

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|---|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS | 135 | 15% | 64 | 47% | 51 | 38% | 14 | 10% | 6 | 4% |
| GENERAL EDUCATION | 120 | 17% | 51 | 43% | 49 | 41% | 14 | 12% | 6 | 5% |
| STUDENTS WITH DISABILITIES | 15 | 0% | 13 | 87% | 2 | 13% | 0 | 0% | 0 | 0% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | 1 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| BLACK OR AFRICAN AMERICAN | 11 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| HISPANIC OR LATINO | 71 | 14% | 44 | 62% | 17 | 24% | 8 | 11% | 2 | 3% |
| WHITE | 50 | 14% | 13 | 26% | 30 | 60% | 5 | 10% | 2 | 4% |
| MULTIRACIAL | 2 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| SMALL GROUP TOTAL | 14 | 21% | 7 | 50% | 4 | 29% | 1 | 7% | 2 | 14% |
| FEMALE | 58 | 26% | 22 | 38% | 21 | 36% | 10 | 17% | 5 | 9% |
| MALE | 77 | 6% | 42 | 55% | 30 | 39% | 4 | 5% | 1 | 1% |
| NON-ENGLISH LANGUAGE LEARNERS | 104 | 19% | 36 | 35% | 48 | 46% | 14 | 13% | 6 | 6% |
| ENGLISH LANGUAGE LEARNERS | 31 | 0% | 28 | 90% | 3 | 10% | 0 | 0% | 0 | 0% |
| ECONOMICALLY DISADVANTAGED | 99 | 14% | 53 | 54% | 32 | 32% | 11 | 11% | 3 | 3% |
| NOT ECONOMICALLY DISADVANTAGED | 36 | 17% | 11 | 31% | 19 | 53% | 3 | 8% | 3 | 8% |
| MIGRANT | 3 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| NOT MIGRANT | 132 | _% | _ | _ | _ | _ | _ | _ | _ | _ |

# GRADE 7 ENGLISH LANGUAGE ARTS

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

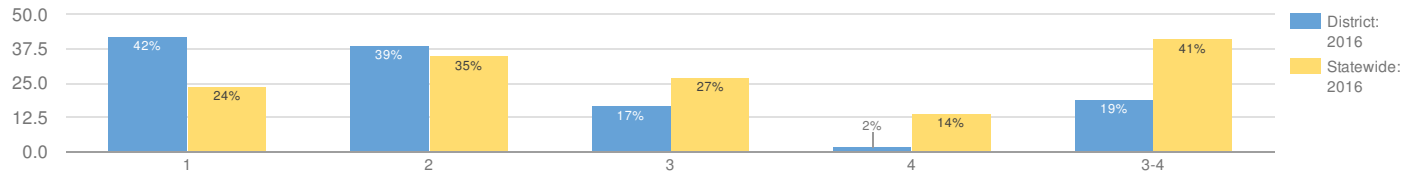



## MEAN SCORE: 289

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|---|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS | 91 | 21% | 40 | 44% | 32 | 35% | 15 | 16% | 4 | 4% |
| GENERAL EDUCATION | 82 | 23% | 32 | 39% | 31 | 38% | 15 | 18% | 4 | 5% |
| STUDENTS WITH DISABILITIES | 9 | 0% | 8 | 89% | 1 | 11% | 0 | 0% | 0 | 0% |
| AMERICAN INDIAN OR ALASKA NATIVE | 1 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| BLACK OR AFRICAN AMERICAN | 6 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| HISPANIC OR LATINO | 41 | 10% | 24 | 59% | 13 | 32% | 3 | 7% | 1 | 2% |
| WHITE | 41 | 34% | 13 | 32% | 14 | 34% | 12 | 29% | 2 | 5% |
| MULTIRACIAL | 2 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| SMALL GROUP TOTAL | 9 | 11% | 3 | 33% | 5 | 56% | 0 | 0% | 1 | 11% |
| FEMALE | 38 | 29% | 13 | 34% | 14 | 37% | 9 | 24% | 2 | 5% |
| MALE | 53 | 15% | 27 | 51% | 18 | 34% | 6 | 11% | 2 | 4% |
| NON-ENGLISH LANGUAGE LEARNERS | 78 | 24% | 29 | 37% | 30 | 38% | 15 | 19% | 4 | 5% |
| ENGLISH LANGUAGE LEARNERS | 13 | 0% | 11 | 85% | 2 | 15% | 0 | 0% | 0 | 0% |
| ECONOMICALLY DISADVANTAGED | 56 | 13% | 29 | 52% | 20 | 36% | 5 | 9% | 2 | 4% |
| NOT ECONOMICALLY DISADVANTAGED | 35 | 34% | 11 | 31% | 12 | 34% | 10 | 29% | 2 | 6% |
| MIGRANT | 1 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| NOT MIGRANT | 90 | _% | _ | _ | _ | _ | _ | _ | _ | _ |

# GRADE 8 ENGLISH LANGUAGE ARTS

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

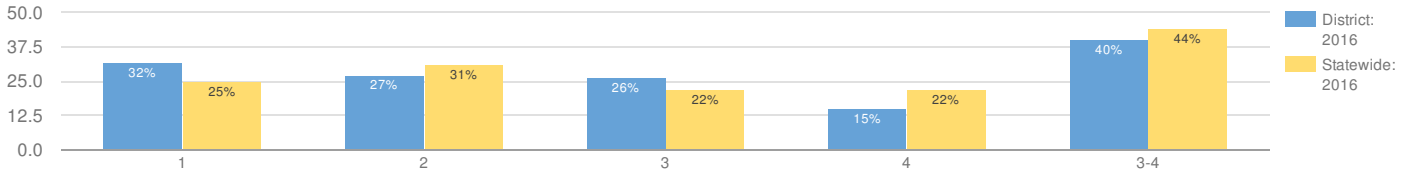



## MEAN SCORE: 282

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|---|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS | 136 | 19% | 57 | 42% | 53 | 39% | 23 | 17% | 3 | 2% |
| GENERAL EDUCATION | 119 | 22% | 43 | 36% | 50 | 42% | 23 | 19% | 3 | 3% |
| STUDENTS WITH DISABILITIES | 17 | 0% | 14 | 82% | 3 | 18% | 0 | 0% | 0 | 0% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | 1 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| BLACK OR AFRICAN AMERICAN | 11 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| HISPANIC OR LATINO | 74 | 9% | 41 | 55% | 26 | 35% | 6 | 8% | 1 | 1% |
| WHITE | 48 | 35% | 14 | 29% | 17 | 35% | 15 | 31% | 2 | 4% |
| MULTIRACIAL | 2 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| SMALL GROUP TOTAL | 14 | 14% | 2 | 14% | 10 | 71% | 2 | 14% | 0 | 0% |
| FEMALE | 68 | 26% | 24 | 35% | 26 | 38% | 15 | 22% | 3 | 4% |
| MALE | 68 | 12% | 33 | 49% | 27 | 40% | 8 | 12% | 0 | 0% |
| NON-ENGLISH LANGUAGE LEARNERS | 103 | 25% | 30 | 29% | 47 | 46% | 23 | 22% | 3 | 3% |
| ENGLISH LANGUAGE LEARNERS | 33 | 0% | 27 | 82% | 6 | 18% | 0 | 0% | 0 | 0% |
| ECONOMICALLY DISADVANTAGED | 109 | 18% | 47 | 43% | 42 | 39% | 18 | 17% | 2 | 2% |
| NOT ECONOMICALLY DISADVANTAGED | 27 | 22% | 10 | 37% | 11 | 41% | 5 | 19% | 1 | 4% |
| MIGRANT | 1 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| NOT MIGRANT | 135 | _% | _ | _ | _ | _ | _ | _ | _ | _ |

# GRADE 3 MATHEMATICS

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

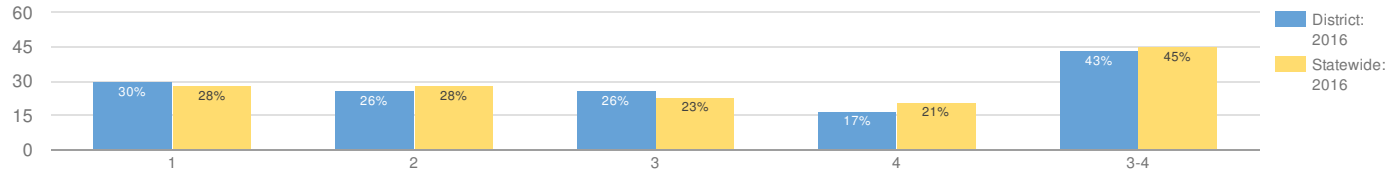



## MEAN SCORE: 298

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|---|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS | 121 | 40% | 39 | 32% | 33 | 27% | 31 | 26% | 18 | 15% |
| GENERAL EDUCATION | 109 | 44% | 29 | 27% | 32 | 29% | 30 | 28% | 18 | 17% |
| STUDENTS WITH DISABILITIES | 12 | 8% | 10 | 83% | 1 | 8% | 1 | 8% | 0 | 0% |
| AMERICAN INDIAN OR ALASKA NATIVE | 1 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| BLACK OR AFRICAN AMERICAN | 7 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| HISPANIC OR LATINO | 65 | 23% | 29 | 45% | 21 | 32% | 11 | 17% | 4 | 6% |
| WHITE | 40 | 78% | 4 | 10% | 5 | 13% | 17 | 43% | 14 | 35% |
| MULTIRACIAL | 8 | 25% | 3 | 38% | 3 | 38% | 2 | 25% | 0 | 0% |
| SMALL GROUP TOTAL | 8 | 13% | 3 | 38% | 4 | 50% | 1 | 13% | 0 | 0% |
| FEMALE | 61 | 36% | 18 | 30% | 21 | 34% | 16 | 26% | 6 | 10% |
| MALE | 60 | 45% | 21 | 35% | 12 | 20% | 15 | 25% | 12 | 20% |
| NON-ENGLISH LANGUAGE LEARNERS | 104 | 46% | 28 | 27% | 28 | 27% | 30 | 29% | 18 | 17% |
| ENGLISH LANGUAGE LEARNERS | 17 | 6% | 11 | 65% | 5 | 29% | 1 | 6% | 0 | 0% |
| ECONOMICALLY DISADVANTAGED | 90 | 30% | 35 | 39% | 28 | 31% | 18 | 20% | 9 | 10% |
| NOT ECONOMICALLY DISADVANTAGED | 31 | 71% | 4 | 13% | 5 | 16% | 13 | 42% | 9 | 29% |
| MIGRANT | 2 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| NOT MIGRANT | 119 | _% | _ | _ | _ | _ | _ | _ | _ | _ |

# GRADE 4 MATHEMATICS

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

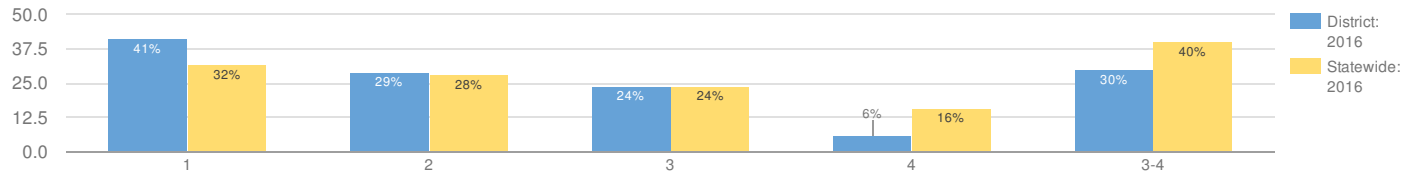



## MEAN SCORE: 302

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|---|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS | 136 | 43% | 41 | 30% | 36 | 26% | 36 | 26% | 23 | 17% |
| GENERAL EDUCATION | 130 | 45% | 37 | 28% | 35 | 27% | 35 | 27% | 23 | 18% |
| STUDENTS WITH DISABILITIES | 6 | 17% | 4 | 67% | 1 | 17% | 1 | 17% | 0 | 0% |
| AMERICAN INDIAN OR ALASKA NATIVE | 1 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| BLACK OR AFRICAN AMERICAN | 4 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| HISPANIC OR LATINO | 62 | 26% | 26 | 42% | 20 | 32% | 10 | 16% | 6 | 10% |
| WHITE | 59 | 63% | 7 | 12% | 15 | 25% | 21 | 36% | 16 | 27% |
| MULTIRACIAL | 10 | 50% | 4 | 40% | 1 | 10% | 4 | 40% | 1 | 10% |
| SMALL GROUP TOTAL | 5 | 20% | 4 | 80% | 0 | 0% | 1 | 20% | 0 | 0% |
| FEMALE | 65 | 38% | 21 | 32% | 19 | 29% | 16 | 25% | 9 | 14% |
| MALE | 71 | 48% | 20 | 28% | 17 | 24% | 20 | 28% | 14 | 20% |
| NON-ENGLISH LANGUAGE LEARNERS | 115 | 50% | 26 | 23% | 31 | 27% | 35 | 30% | 23 | 20% |
| ENGLISH LANGUAGE LEARNERS | 21 | 5% | 15 | 71% | 5 | 24% | 1 | 5% | 0 | 0% |
| ECONOMICALLY DISADVANTAGED | 100 | 35% | 38 | 38% | 27 | 27% | 22 | 22% | 13 | 13% |
| NOT ECONOMICALLY DISADVANTAGED | 36 | 67% | 3 | 8% | 9 | 25% | 14 | 39% | 10 | 28% |
| MIGRANT | 1 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| NOT MIGRANT | 135 | _% | _ | _ | _ | _ | _ | _ | _ | _ |

# GRADE 5 MATHEMATICS

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

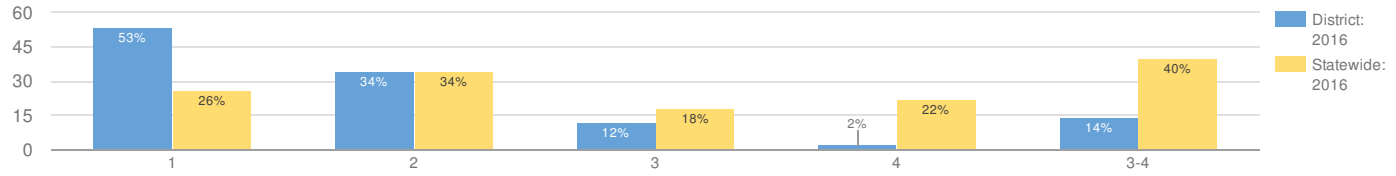



## MEAN SCORE: 298

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|---|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS | 140 | 30% | 57 | 41% | 41 | 29% | 34 | 24% | 8 | 6% |
| GENERAL EDUCATION | 128 | 32% | 49 | 38% | 38 | 30% | 33 | 26% | 8 | 6% |
| STUDENTS WITH DISABILITIES | 12 | 8% | 8 | 67% | 3 | 25% | 1 | 8% | 0 | 0% |
| BLACK OR AFRICAN AMERICAN | 5 | 20% | 3 | 60% | 1 | 20% | 1 | 20% | 0 | 0% |
| HISPANIC OR LATINO | 78 | 19% | 39 | 50% | 24 | 31% | 14 | 18% | 1 | 1% |
| WHITE | 47 | 51% | 11 | 23% | 12 | 26% | 17 | 36% | 7 | 15% |
| MULTIRACIAL | 10 | 20% | 4 | 40% | 4 | 40% | 2 | 20% | 0 | 0% |
| FEMALE | 64 | 33% | 23 | 36% | 20 | 31% | 18 | 28% | 3 | 5% |
| MALE | 76 | 28% | 34 | 45% | 21 | 28% | 16 | 21% | 5 | 7% |
| NON-ENGLISH LANGUAGE LEARNERS | 115 | 37% | 36 | 31% | 37 | 32% | 34 | 30% | 8 | 7% |
| ENGLISH LANGUAGE LEARNERS | 25 | 0% | 21 | 84% | 4 | 16% | 0 | 0% | 0 | 0% |
| ECONOMICALLY DISADVANTAGED | 101 | 21% | 49 | 49% | 31 | 31% | 20 | 20% | 1 | 1% |
| NOT ECONOMICALLY DISADVANTAGED | 39 | 54% | 8 | 21% | 10 | 26% | 14 | 36% | 7 | 18% |
| MIGRANT | 4 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| NOT MIGRANT | 136 | _% | _ | _ | _ | _ | _ | _ | _ | _ |

# GRADE 6 MATHEMATICS

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



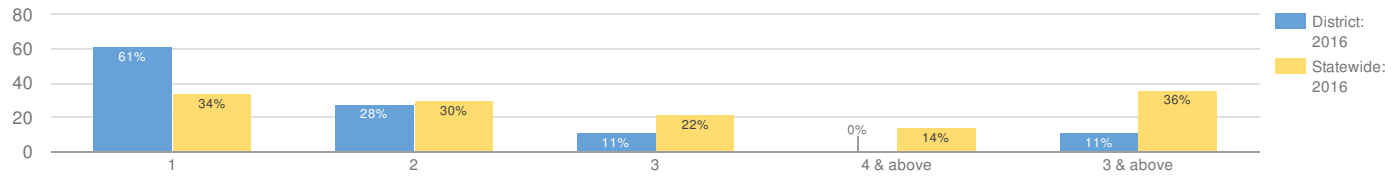

## MEAN SCORE: 279

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|---|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS | 131 | 14% | 69 | 53% | 44 | 34% | 16 | 12% | 2 | 2% |
| GENERAL EDUCATION | 114 | 16% | 57 | 50% | 39 | 34% | 16 | 14% | 2 | 2% |
| STUDENTS WITH DISABILITIES | 17 | 0% | 12 | 71% | 5 | 29% | 0 | 0% | 0 | 0% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | 1 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| BLACK OR AFRICAN AMERICAN | 11 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| HISPANIC OR LATINO | 69 | 6% | 47 | 68% | 18 | 26% | 4 | 6% | 0 | 0% |
| WHITE | 48 | 25% | 12 | 25% | 24 | 50% | 11 | 23% | 1 | 2% |
| MULTIRACIAL | 2 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| SMALL GROUP TOTAL | 14 | 14% | 10 | 71% | 2 | 14% | 1 | 7% | 1 | 7% |
| FEMALE | 57 | 16% | 28 | 49% | 20 | 35% | 8 | 14% | 1 | 2% |
| MALE | 74 | 12% | 41 | 55% | 24 | 32% | 8 | 11% | 1 | 1% |
| NON-ENGLISH LANGUAGE LEARNERS | 98 | 18% | 41 | 42% | 39 | 40% | 16 | 16% | 2 | 2% |
| ENGLISH LANGUAGE LEARNERS | 33 | 0% | 28 | 85% | 5 | 15% | 0 | 0% | 0 | 0% |
| ECONOMICALLY DISADVANTAGED | 95 | 8% | 61 | 64% | 26 | 27% | 8 | 8% | 0 | 0% |
| NOT ECONOMICALLY DISADVANTAGED | 36 | 28% | 8 | 22% | 18 | 50% | 8 | 22% | 2 | 6% |
| MIGRANT | 3 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| NOT MIGRANT | 128 | _% | _ | _ | _ | _ | _ | _ | _ | _ |

# GRADE 7 MATHEMATICS

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

Mean scores and data in the table for grade 7 math include only those for grade 7 students who took the Grade 7 New York State Testing Program Assessment (NYSTP) in Mathematics. For 2015 and forward, data in the bar charts include those for grade 7 students who took the Grade 7 NYSTP in Mathematics and grade 7 students who took a Regents math test in lieu of the NYSTP. For 2014 and earlier, data in the bar charts include only those for grade 7 students who took the Grade 7 NYSTP.



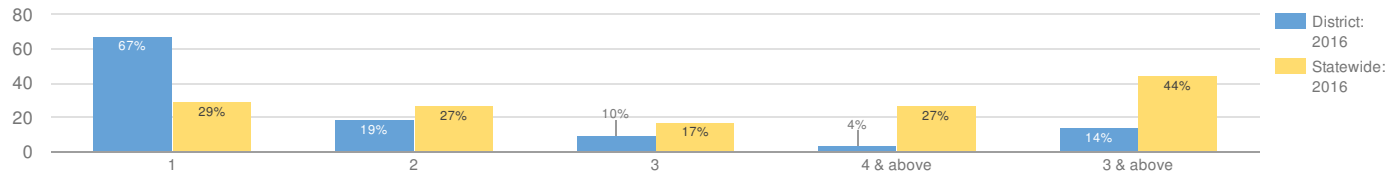

## MEAN SCORE: 281

| GROUP | TOTAL TESTED | PROFICIENT | | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS | 87 | 11% | 53 | 61% | 24 | 28% | 10 | 11% | 0 | 0% |
| GENERAL EDUCATION | 81 | 12% | 47 | 58% | 24 | 30% | 10 | 12% | 0 | 0% |
| STUDENTS WITH DISABILITIES | 6 | 0% | 6 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| AMERICAN INDIAN OR ALASKA NATIVE | 1 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| BLACK OR AFRICAN AMERICAN | 6 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| HISPANIC OR LATINO | 38 | 5% | 31 | 82% | 5 | 13% | 2 | 5% | 0 | 0% |
| WHITE | 40 | 20% | 15 | 38% | 17 | 43% | 8 | 20% | 0 | 0% |
| MULTIRACIAL | 2 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| SMALL GROUP TOTAL | 9 | 0% | 7 | 78% | 2 | 22% | 0 | 0% | 0 | 0% |
| FEMALE | 34 | 12% | 19 | 56% | 11 | 32% | 4 | 12% | 0 | 0% |
| MALE | 53 | 11% | 34 | 64% | 13 | 25% | 6 | 11% | 0 | 0% |
| NON-ENGLISH LANGUAGE LEARNERS | 72 | 14% | 39 | 54% | 23 | 32% | 10 | 14% | 0 | 0% |
| ENGLISH LANGUAGE LEARNERS | 15 | 0% | 14 | 93% | 1 | 7% | 0 | 0% | 0 | 0% |
| ECONOMICALLY DISADVANTAGED | 54 | 6% | 41 | 76% | 10 | 19% | 3 | 6% | 0 | 0% |
| NOT ECONOMICALLY DISADVANTAGED | 33 | 21% | 12 | 36% | 14 | 42% | 7 | 21% | 0 | 0% |
| MIGRANT | 1 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| NOT MIGRANT | 86 | _% | _ | _ | _ | _ | _ | _ | _ | _ |

# GRADE 8 MATHEMATICS

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

Mean scores and data in the table for grade 8 math include only those for grade 8 students who took the Grade 8 New York State Testing Program Assessment (NYSTP) in Mathematics. For 2015 and forward, data in the bar charts include those for grade 8 students who took the Grade 8 NYSTP in Mathematics and grade 8 students who took a Regents math test in lieu of the NYSTP. For 2014 and earlier, data in the bar charts include only those for grade 8 students who took the Grade 8 NYSTP.




## MEAN SCORE: 265

| GROUP | TOTAL TESTED | PROFICIENT | | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS | 98 | 8% | | 70 | 71% | 20 | 20% | 8 | 8% | 0 | 0% |
| GENERAL EDUCATION | 82 | 9% | | 55 | 67% | 20 | 24% | 7 | 9% | 0 | 0% |
| STUDENTS WITH DISABILITIES | 16 | 6% | | 15 | 94% | 0 | 0% | 1 | 6% | 0 | 0% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | 1 | _% | | _ | _ | _ | _ | _ | _ | _ | _ |
| BLACK OR AFRICAN AMERICAN | 5 | _% | | _ | _ | _ | _ | _ | _ | _ | _ |
| HISPANIC OR LATINO | 51 | 2% | | 43 | 84% | 7 | 14% | 1 | 2% | 0 | 0% |
| WHITE | 39 | 18% | | 20 | 51% | 12 | 31% | 7 | 18% | 0 | 0% |
| MULTIRACIAL | 2 | _% | | _ | _ | _ | _ | _ | _ | _ | _ |
| SMALL GROUP TOTAL | 8 | 0% | | 7 | 88% | 1 | 13% | 0 | 0% | 0 | 0% |
| FEMALE | 45 | 11% | | 30 | 67% | 10 | 22% | 5 | 11% | 0 | 0% |
| MALE | 53 | 6% | | 40 | 75% | 10 | 19% | 3 | 6% | 0 | 0% |
| NON-ENGLISH LANGUAGE LEARNERS | 69 | 12% | | 42 | 61% | 19 | 28% | 8 | 12% | 0 | 0% |
| ENGLISH LANGUAGE LEARNERS | 29 | 0% | | 28 | 97% | 1 | 3% | 0 | 0% | 0 | 0% |
| ECONOMICALLY DISADVANTAGED | 77 | 5% | | 56 | 73% | 17 | 22% | 4 | 5% | 0 | 0% |
| NOT ECONOMICALLY DISADVANTAGED | 21 | 19% | | 14 | 67% | 3 | 14% | 4 | 19% | 0 | 0% |
| MIGRANT | 1 | _% | | _ | _ | _ | _ | _ | _ | _ | _ |
| NOT MIGRANT | 97 | _% | | _ | _ | _ | _ | _ | _ | _ | _ |

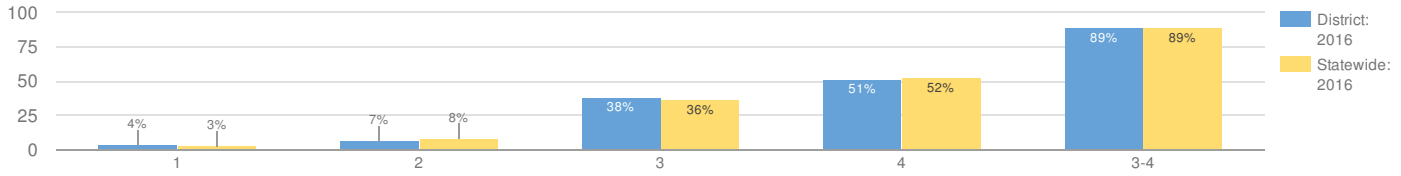
### GRADE 8 STUDENTS TAKING A REGENTS MATH TEST

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 | 7 | 0 | 0% | 0 | 0% | 3 | 43% | 4 | 57% | 7 | 100% |

# GRADE 4 SCIENCE

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



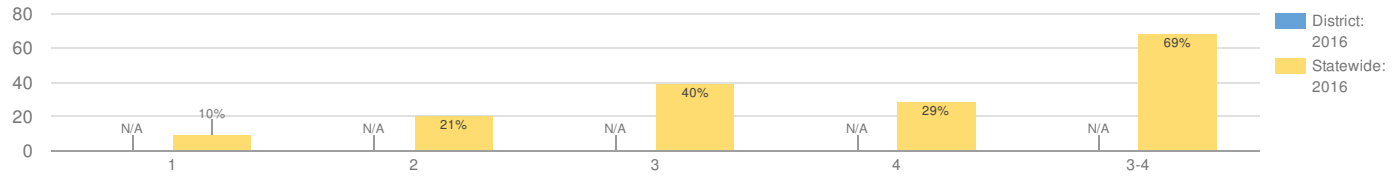

## MEAN SCORE: 82

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|---|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS | 136 | 89% | 5 | 4% | 10 | 7% | 51 | 38% | 70 | 51% |
| GENERAL EDUCATION | 130 | 92% | 4 | 3% | 7 | 5% | 51 | 39% | 68 | 52% |
| STUDENTS WITH DISABILITIES | 6 | 33% | 1 | 17% | 3 | 50% | 0 | 0% | 2 | 33% |
| AMERICAN INDIAN OR ALASKA NATIVE | 1 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| BLACK OR AFRICAN AMERICAN | 4 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| HISPANIC OR LATINO | 64 | 81% | 5 | 8% | 7 | 11% | 26 | 41% | 26 | 41% |
| WHITE | 57 | 100% | 0 | 0% | 0 | 0% | 17 | 30% | 40 | 70% |
| MULTIRACIAL | 10 | 90% | 0 | 0% | 1 | 10% | 6 | 60% | 3 | 30% |
| SMALL GROUP TOTAL | 5 | 60% | 0 | 0% | 2 | 40% | 2 | 40% | 1 | 20% |
| FEMALE | 65 | 86% | 4 | 6% | 5 | 8% | 22 | 34% | 34 | 52% |
| MALE | 71 | 92% | 1 | 1% | 5 | 7% | 29 | 41% | 36 | 51% |
| NON-ENGLISH LANGUAGE LEARNERS | 115 | 95% | 1 | 1% | 5 | 4% | 43 | 37% | 66 | 57% |
| ENGLISH LANGUAGE LEARNERS | 21 | 57% | 4 | 19% | 5 | 24% | 8 | 38% | 4 | 19% |
| ECONOMICALLY DISADVANTAGED | 100 | 85% | 5 | 5% | 10 | 10% | 43 | 43% | 42 | 42% |
| NOT ECONOMICALLY DISADVANTAGED | 36 | 100% | 0 | 0% | 0 | 0% | 8 | 22% | 28 | 78% |
| MIGRANT | 1 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| NOT MIGRANT | 135 | _% | _ | _ | _ | _ | _ | _ | _ | _ |

# GRADE 8 SCIENCE

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

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




## MEAN SCORE: 64

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|---|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS | 166 | 57% | 28 | 17% | 44 | 27% | 70 | 42% | 24 | 14% |
| GENERAL EDUCATION | 145 | 63% | 16 | 11% | 38 | 26% | 67 | 46% | 24 | 17% |
| STUDENTS WITH DISABILITIES | 21 | 14% | 12 | 57% | 6 | 29% | 3 | 14% | 0 | 0% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | 1 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| BLACK OR AFRICAN AMERICAN | 16 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| HISPANIC OR LATINO | 82 | 43% | 24 | 29% | 23 | 28% | 30 | 37% | 5 | 6% |
| WHITE | 64 | 78% | 4 | 6% | 10 | 16% | 33 | 52% | 17 | 27% |
| MULTIRACIAL | 3 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| SMALL GROUP TOTAL | 20 | 45% | 0 | 0% | 11 | 55% | 7 | 35% | 2 | 10% |
| FEMALE | 82 | 56% | 11 | 13% | 25 | 30% | 33 | 40% | 13 | 16% |
| MALE | 84 | 57% | 17 | 20% | 19 | 23% | 37 | 44% | 11 | 13% |
| NON-ENGLISH LANGUAGE LEARNERS | 129 | 71% | 11 | 9% | 27 | 21% | 67 | 52% | 24 | 19% |
| ENGLISH LANGUAGE LEARNERS | 37 | 8% | 17 | 46% | 17 | 46% | 3 | 8% | 0 | 0% |
| ECONOMICALLY DISADVANTAGED | 135 | 53% | 26 | 19% | 38 | 28% | 53 | 39% | 18 | 13% |
| NOT ECONOMICALLY DISADVANTAGED | 31 | 74% | 2 | 6% | 6 | 19% | 17 | 55% | 6 | 19% |
| MIGRANT | 1 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| NOT MIGRANT | 165 | _% | _ | _ | _ | _ | _ | _ | _ | _ |

### 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 | 2 | _% | _ | _ | _ | _ | _ | _ | _ | _ |

# RECENTLY ARRIVED ELL STUDENTS (2015 - 16)

| GRADE | RECENTLY ARRIVED ELL STUDENTS TAKING NYSESLAT IN LIEU OF NYSTP |
|---|---|
| GRADE 3 | 3 |
| GRADE 4 | 2 |
| GRADE 5 | 5 |
| GRADE 6 | 4 |
| GRADE 7 | 6 |
| GRADE 8 | 5 |

| GRADE | RECENTLY ARRIVED ELL STUDENTS NOT TAKING NYSESLAT IN LIEU OF NYSTP |
|---|---|
| GRADE 3 | 3 |
| GRADE 4 | 2 |
| GRADE 5 | 5 |
| GRADE 6 | 4 |
| GRADE 7 | 5 |
| GRADE 8 | 4 |

# GRADE: 4

## READING

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

## MATHEMATICS

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

# GRADE: 8

## READING

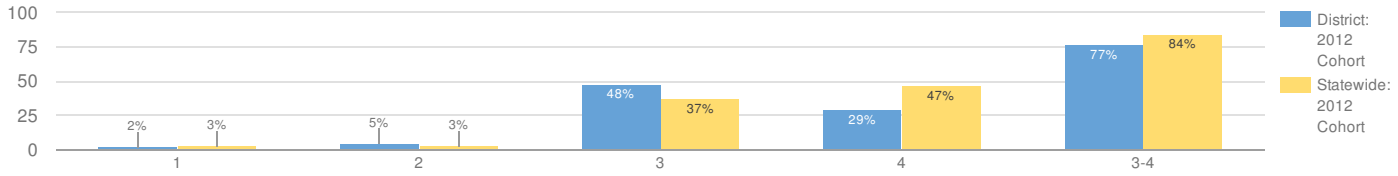
| GROUP | BELOW BASIC | BASIC | PROFICIENT | ADVANCED | PARTICIPATION RATE |
|---|---|---|---|---|---|
| ALL STUDENTS | 27% | 40% | 29% | 4% | |
| AMERICAN INDIAN OR ALASK... | *% | *% | *% | *% | |
| ASIAN OR NATIVE HAWAIIAN... | 19% | 39% | 34% | 8% | |
| BLACK OR AFRICAN AMERICA... | 42% | 41% | 16%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

## MATHEMATICS

| GROUP | BELOW BASIC | BASIC | PROFICIENT | ADVANCED | PARTICIPATION RATE |
|---|---|---|---|---|---|
| ALL STUDENTS | 31% | 38% | 24% | 7% | |
| AMERICAN INDIAN OR ALASK... | *% | *% | *% | *% | |

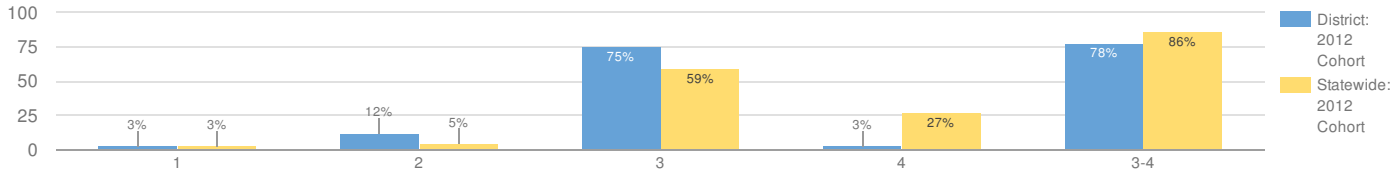
| | | | | | |
|---|---|---|---|---|---|
| ASIAN OR NATIVE HAWAIIAN... | 18% | 30% | 33% | 19% | |
| BLACK OR AFRICAN AMERICA... | 48% | 37% | 13% | 2% | |
| HISPANIC OR LATINO | 41% | 40% | 16% | 3% | |
| WHITE | 20% | 40% | 31% | 9% | |
| MULTIRACIAL | *% | *% | *% | *% | |
| STUDENTS WITH DISABILITIES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

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



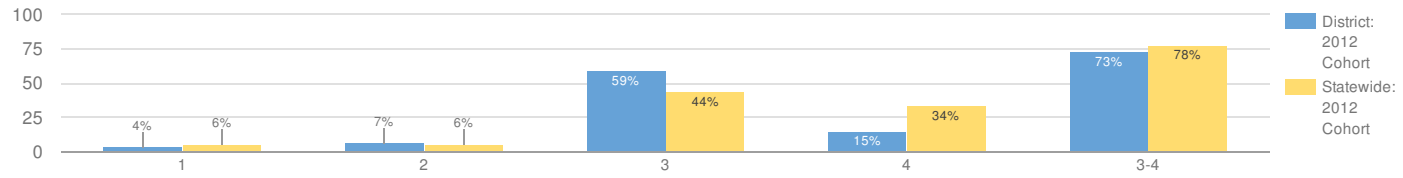

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|---|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS | 147 | 77% | 3 | 2% | 8 | 5% | 71 | 48% | 42 | 29% |
| GENERAL EDUCATION | 131 | 86% | 2 | 2% | 2 | 2% | 71 | 54% | 42 | 32% |
| STUDENTS WITH DISABILITIES | 16 | 0% | 1 | 6% | 6 | 38% | 0 | 0% | 0 | 0% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | 1 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| BLACK OR AFRICAN AMERICAN | 13 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| HISPANIC OR LATINO | 71 | 72% | 3 | 4% | 5 | 7% | 32 | 45% | 19 | 27% |
| WHITE | 60 | 85% | 0 | 0% | 3 | 5% | 29 | 48% | 22 | 37% |
| MULTIRACIAL | 2 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| SMALL GROUP TOTAL | 16 | 69% | 0 | 0% | 0 | 0% | 10 | 63% | 1 | 6% |
| FEMALE | 76 | 79% | 1 | 1% | 4 | 5% | 35 | 46% | 25 | 33% |
| MALE | 71 | 75% | 2 | 3% | 4 | 6% | 36 | 51% | 17 | 24% |
| NON-ENGLISH LANGUAGE LEARNERS | 137 | 80% | 3 | 2% | 4 | 3% | 68 | 50% | 42 | 31% |
| ENGLISH LANGUAGE LEARNERS | 10 | 30% | 0 | 0% | 4 | 40% | 3 | 30% | 0 | 0% |
| ECONOMICALLY DISADVANTAGED | 96 | 74% | 2 | 2% | 6 | 6% | 51 | 53% | 20 | 21% |
| NOT ECONOMICALLY DISADVANTAGED | 51 | 82% | 1 | 2% | 2 | 4% | 20 | 39% | 22 | 43% |
| MIGRANT | 5 | 60% | 0 | 0% | 1 | 20% | 3 | 60% | 0 | 0% |
| NOT MIGRANT | 142 | 77% | 3 | 2% | 7 | 5% | 68 | 48% | 42 | 30% |

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



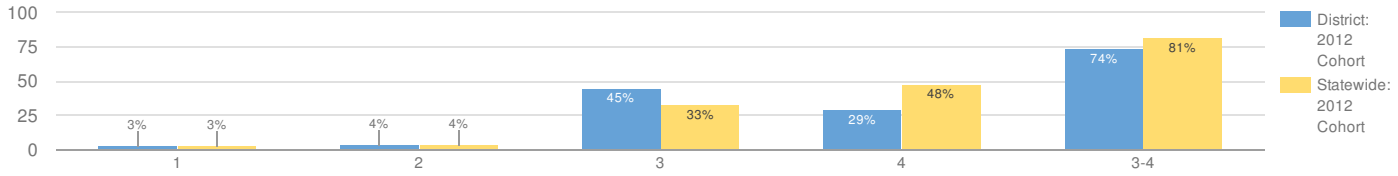

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|---|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS | 147 | 78% | 5 | 3% | 18 | 12% | 110 | 75% | 5 | 3% |
| GENERAL EDUCATION | 131 | 85% | 4 | 3% | 12 | 9% | 106 | 81% | 5 | 4% |
| STUDENTS WITH DISABILITIES | 16 | 25% | 1 | 6% | 6 | 38% | 4 | 25% | 0 | 0% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | 1 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| BLACK OR AFRICAN AMERICAN | 13 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| HISPANIC OR LATINO | 71 | 75% | 5 | 7% | 8 | 11% | 52 | 73% | 1 | 1% |
| WHITE | 60 | 85% | 0 | 0% | 7 | 12% | 47 | 78% | 4 | 7% |
| MULTIRACIAL | 2 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| SMALL GROUP TOTAL | 16 | 69% | 0 | 0% | 3 | 19% | 11 | 69% | 0 | 0% |
| FEMALE | 76 | 83% | 4 | 5% | 7 | 9% | 59 | 78% | 4 | 5% |
| MALE | 71 | 73% | 1 | 1% | 11 | 15% | 51 | 72% | 1 | 1% |
| NON-ENGLISH LANGUAGE LEARNERS | 137 | 80% | 5 | 4% | 15 | 11% | 105 | 77% | 5 | 4% |
| ENGLISH LANGUAGE LEARNERS | 10 | 50% | 0 | 0% | 3 | 30% | 5 | 50% | 0 | 0% |
| ECONOMICALLY DISADVANTAGED | 96 | 75% | 3 | 3% | 15 | 16% | 70 | 73% | 2 | 2% |
| NOT ECONOMICALLY DISADVANTAGED | 51 | 84% | 2 | 4% | 3 | 6% | 40 | 78% | 3 | 6% |
| MIGRANT | 5 | 80% | 0 | 0% | 0 | 0% | 4 | 80% | 0 | 0% |
| NOT MIGRANT | 142 | 78% | 5 | 4% | 18 | 13% | 106 | 75% | 5 | 4% |

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



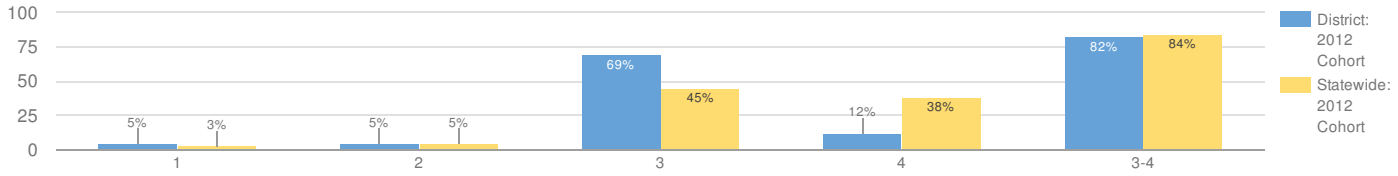

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|---|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS | 147 | 73% | 6 | 4% | 11 | 7% | 86 | 59% | 22 | 15% |
| GENERAL EDUCATION | 131 | 81% | 3 | 2% | 7 | 5% | 84 | 64% | 22 | 17% |
| STUDENTS WITH DISABILITIES | 16 | 13% | 3 | 19% | 4 | 25% | 2 | 13% | 0 | 0% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | 1 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| BLACK OR AFRICAN AMERICAN | 13 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| HISPANIC OR LATINO | 71 | 66% | 3 | 4% | 6 | 8% | 38 | 54% | 9 | 13% |
| WHITE | 60 | 83% | 1 | 2% | 4 | 7% | 37 | 62% | 13 | 22% |
| MULTIRACIAL | 2 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| SMALL GROUP TOTAL | 16 | 69% | 2 | 13% | 1 | 6% | 11 | 69% | 0 | 0% |
| FEMALE | 76 | 71% | 5 | 7% | 6 | 8% | 43 | 57% | 11 | 14% |
| MALE | 71 | 76% | 1 | 1% | 5 | 7% | 43 | 61% | 11 | 15% |
| NON-ENGLISH LANGUAGE LEARNERS | 137 | 77% | 4 | 3% | 10 | 7% | 84 | 61% | 22 | 16% |
| ENGLISH LANGUAGE LEARNERS | 10 | 20% | 2 | 20% | 1 | 10% | 2 | 20% | 0 | 0% |
| ECONOMICALLY DISADVANTAGED | 96 | 71% | 6 | 6% | 7 | 7% | 56 | 58% | 12 | 13% |
| NOT ECONOMICALLY DISADVANTAGED | 51 | 78% | 0 | 0% | 4 | 8% | 30 | 59% | 10 | 20% |
| MIGRANT | 5 | 80% | 0 | 0% | 0 | 0% | 4 | 80% | 0 | 0% |
| NOT MIGRANT | 142 | 73% | 6 | 4% | 11 | 8% | 82 | 58% | 22 | 15% |

# 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 | 147 | 74% | 4 | 3% | 6 | 4% | 66 | 45% | 43 | 29% |
| GENERAL EDUCATION | 131 | 82% | 3 | 2% | 3 | 2% | 65 | 50% | 42 | 32% |
| STUDENTS WITH DISABILITIES | 16 | 13% | 1 | 6% | 3 | 19% | 1 | 6% | 1 | 6% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | 1 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| BLACK OR AFRICAN AMERICAN | 13 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| HISPANIC OR LATINO | 71 | 66% | 3 | 4% | 5 | 7% | 28 | 39% | 19 | 27% |
| WHITE | 60 | 87% | 1 | 2% | 1 | 2% | 30 | 50% | 22 | 37% |
| MULTIRACIAL | 2 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| SMALL GROUP TOTAL | 16 | 63% | 0 | 0% | 0 | 0% | 8 | 50% | 2 | 13% |
| FEMALE | 76 | 75% | 2 | 3% | 4 | 5% | 38 | 50% | 19 | 25% |
| MALE | 71 | 73% | 2 | 3% | 2 | 3% | 28 | 39% | 24 | 34% |
| NON-ENGLISH LANGUAGE LEARNERS | 137 | 78% | 3 | 2% | 3 | 2% | 64 | 47% | 43 | 31% |
| ENGLISH LANGUAGE LEARNERS | 10 | 20% | 1 | 10% | 3 | 30% | 2 | 20% | 0 | 0% |
| ECONOMICALLY DISADVANTAGED | 96 | 69% | 3 | 3% | 5 | 5% | 43 | 45% | 23 | 24% |
| NOT ECONOMICALLY DISADVANTAGED | 51 | 84% | 1 | 2% | 1 | 2% | 23 | 45% | 20 | 39% |
| MIGRANT | 5 | 60% | 0 | 0% | 0 | 0% | 3 | 60% | 0 | 0% |
| NOT MIGRANT | 142 | 75% | 4 | 3% | 6 | 4% | 63 | 44% | 43 | 30% |

# 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 | 147 | 82% | 7 | 5% | 8 | 5% | 102 | 69% | 18 | 12% |
| GENERAL EDUCATION | 131 | 88% | 5 | 4% | 4 | 3% | 97 | 74% | 18 | 14% |
| STUDENTS WITH DISABILITIES | 16 | 31% | 2 | 13% | 4 | 25% | 5 | 31% | 0 | 0% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | 1 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| BLACK OR AFRICAN AMERICAN | 13 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| HISPANIC OR LATINO | 71 | 76% | 5 | 7% | 5 | 7% | 47 | 66% | 7 | 10% |
| WHITE | 60 | 87% | 2 | 3% | 3 | 5% | 42 | 70% | 10 | 17% |
| MULTIRACIAL | 2 | _% | _ | _ | _ | _ | _ | _ | _ | _ |
| SMALL GROUP TOTAL | 16 | 88% | 0 | 0% | 0 | 0% | 13 | 81% | 1 | 6% |
| FEMALE | 76 | 84% | 4 | 5% | 4 | 5% | 60 | 79% | 4 | 5% |
| MALE | 71 | 79% | 3 | 4% | 4 | 6% | 42 | 59% | 14 | 20% |
| NON-ENGLISH LANGUAGE LEARNERS | 137 | 85% | 7 | 5% | 6 | 4% | 98 | 72% | 18 | 13% |
| ENGLISH LANGUAGE LEARNERS | 10 | 40% | 0 | 0% | 2 | 20% | 4 | 40% | 0 | 0% |
| ECONOMICALLY DISADVANTAGED | 96 | 80% | 5 | 5% | 6 | 6% | 69 | 72% | 8 | 8% |
| NOT ECONOMICALLY DISADVANTAGED | 51 | 84% | 2 | 4% | 2 | 4% | 33 | 65% | 10 | 20% |
| MIGRANT | 5 | 80% | 0 | 0% | 0 | 0% | 4 | 80% | 0 | 0% |
| NOT MIGRANT | 142 | 82% | 7 | 5% | 8 | 6% | 98 | 69% | 18 | 13% |

# COMPREHENSIVE ENGLISH

## REGENTS COMPREHENSIVE ENGLISH

| GROUP | TOTAL TESTED | 55 | | 65 | | 85 | |
|---|---|---|---|---|---|---|---|
| ALL STUDENTS | 17 | 5 | 29% | 3 | 18% | 0 | 0% |
| GENERAL EDUCATION | 12 | 5 | 42% | 3 | 25% | 0 | 0% |
| STUDENTS WITH DISABILITIES | 5 | 0 | 0% | 0 | 0% | 0 | 0% |
| BLACK OR AFRICAN AMERICAN | 4 | – | – | – | – | – | – |
| HISPANIC OR LATINO | 9 | 1 | 11% | 0 | 0% | 0 | 0% |
| WHITE | 4 | – | – | – | – | – | – |
| SMALL GROUP TOTAL | 8 | 4 | 50% | 3 | 38% | 0 | 0% |
| FEMALE | 11 | 5 | 45% | 3 | 27% | 0 | 0% |
| MALE | 6 | 0 | 0% | 0 | 0% | 0 | 0% |
| NON-ENGLISH LANGUAGE LEARNERS | 13 | – | – | – | – | – | – |
| ENGLISH LANGUAGE LEARNERS | 4 | – | – | – | – | – | – |
| ECONOMICALLY DISADVANTAGED | 14 | – | – | – | – | – | – |
| NOT ECONOMICALLY DISADVANTAGED | 3 | – | – | – | – | – | – |
| NOT MIGRANT | 17 | 5 | 29% | 3 | 18% | 0 | 0% |

# ENGLISH LANGUAGE ARTS (COMMON CORE)

## ENGLISH LANGUAGE ARTS (COMMON CORE)

| GROUP | TOTAL TESTED | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | | LEVEL 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS | 151 | 15 | 10% | 15 | 10% | 53 | 35% | 22 | 15% | 46 | 30% |
| GENERAL EDUCATION | 138 | 7 | 5% | 12 | 9% | 53 | 38% | 21 | 15% | 45 | 33% |
| STUDENTS WITH DISABILITIES | 13 | 8 | 62% | 3 | 23% | 0 | 0% | 1 | 8% | 1 | 8% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | 1 | – | – | – | – | – | – | – | – | – | – |
| BLACK OR AFRICAN AMERICAN | 15 | – | – | – | – | – | – | – | – | – | – |
| HISPANIC OR LATINO | 69 | 9 | 13% | 11 | 16% | 28 | 41% | 6 | 9% | 15 | 22% |
| WHITE | 64 | 6 | 9% | 3 | 5% | 21 | 33% | 10 | 16% | 24 | 38% |
| MULTIRACIAL | 2 | – | – | – | – | – | – | – | – | – | – |
| SMALL GROUP TOTAL | 18 | 0 | 0% | 1 | 6% | 4 | 22% | 6 | 33% | 7 | 39% |
| FEMALE | 71 | 3 | 4% | 7 | 10% | 26 | 37% | 9 | 13% | 26 | 37% |
| MALE | 80 | 12 | 15% | 8 | 10% | 27 | 34% | 13 | 16% | 20 | 25% |
| NON-ENGLISH LANGUAGE LEARNERS | 133 | 12 | 9% | 8 | 6% | 45 | 34% | 22 | 17% | 46 | 35% |
| ENGLISH LANGUAGE LEARNERS | 18 | 3 | 17% | 7 | 39% | 8 | 44% | 0 | 0% | 0 | 0% |
| ECONOMICALLY DISADVANTAGED | 94 | 13 | 14% | 12 | 13% | 39 | 41% | 10 | 11% | 20 | 21% |
| NOT ECONOMICALLY DISADVANTAGED | 57 | 2 | 4% | 3 | 5% | 14 | 25% | 12 | 21% | 26 | 46% |
| MIGRANT | 4 | – | – | – | – | – | – | – | – | – | – |
| NOT MIGRANT | 147 | – | – | – | – | – | – | – | – | – | – |

# INTEGRATED ALGEBRA

## REGENTS INTEGRATED ALGEBRA

| GROUP | TOTAL TESTED | 55 | | 65 | | 85 | |
|---|---|---|---|---|---|---|---|
| ALL STUDENTS | 14 | 13 | 93% | 10 | 71% | 1 | 7% |
| GENERAL EDUCATION | 12 | – | – | – | – | – | – |
| STUDENTS WITH DISABILITIES | 2 | – | – | – | – | – | – |
| BLACK OR AFRICAN AMERICAN | 1 | – | – | – | – | – | – |
| HISPANIC OR LATINO | 8 | 7 | 88% | 6 | 75% | 0 | 0% |
| WHITE | 5 | – | – | – | – | – | – |
| SMALL GROUP TOTAL | 6 | 6 | 100% | 4 | 67% | 1 | 17% |
| FEMALE | 6 | 5 | 83% | 4 | 67% | 0 | 0% |
| MALE | 8 | 8 | 100% | 6 | 75% | 1 | 13% |
| NON-ENGLISH LANGUAGE LEARNERS | 9 | 8 | 89% | 6 | 67% | 1 | 11% |
| ENGLISH LANGUAGE LEARNERS | 5 | 5 | 100% | 4 | 80% | 0 | 0% |
| ECONOMICALLY DISADVANTAGED | 10 | – | – | – | – | – | – |
| NOT ECONOMICALLY DISADVANTAGED | 4 | – | – | – | – | – | – |
| NOT MIGRANT | 14 | 13 | 93% | 10 | 71% | 1 | 7% |

# GEOMETRY

## REGENTS GEOMETRY

| GROUP | TOTAL TESTED | 55 | | 65 | | 85 | |
|---|---|---|---|---|---|---|---|
| ALL STUDENTS | 26 | 19 | 73% | 10 | 38% | 1 | 4% |
| GENERAL EDUCATION | 26 | 19 | 73% | 10 | 38% | 1 | 4% |
| BLACK OR AFRICAN AMERICAN | 3 | – | – | – | – | – | – |
| HISPANIC OR LATINO | 13 | 8 | 62% | 4 | 31% | 0 | 0% |
| WHITE | 10 | – | – | – | – | – | – |
| SMALL GROUP TOTAL | 13 | 11 | 85% | 6 | 46% | 1 | 8% |
| FEMALE | 7 | 6 | 86% | 3 | 43% | 0 | 0% |
| MALE | 19 | 13 | 68% | 7 | 37% | 1 | 5% |
| NON-ENGLISH LANGUAGE LEARNERS | 24 | – | – | – | – | – | – |
| ENGLISH LANGUAGE LEARNERS | 2 | – | – | – | – | – | – |
| ECONOMICALLY DISADVANTAGED | 15 | 10 | 67% | 7 | 47% | 1 | 7% |
| NOT ECONOMICALLY DISADVANTAGED | 11 | 9 | 82% | 3 | 27% | 0 | 0% |
| MIGRANT | 3 | – | – | – | – | – | – |
| NOT MIGRANT | 23 | – | – | – | – | – | – |

# ALGEBRA 2/TRIGONOMETRY

## REGENTS ALGEBRA 2/TRIGONOMETRY

| GROUP | TOTAL TESTED | 55 | | 65 | | 85 | |
|---|---|---|---|---|---|---|---|
| ALL STUDENTS | 61 | 42 | 69% | 29 | 48% | 4 | 7% |
| GENERAL EDUCATION | 61 | 42 | 69% | 29 | 48% | 4 | 7% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | 1 | – | – | – | – | – | – |
| BLACK OR AFRICAN AMERICAN | 4 | – | – | – | – | – | – |
| HISPANIC OR LATINO | 19 | 10 | 53% | 7 | 37% | 2 | 11% |
| WHITE | 37 | 27 | 73% | 21 | 57% | 2 | 5% |
| SMALL GROUP TOTAL | 5 | 5 | 100% | 1 | 20% | 0 | 0% |
| FEMALE | 35 | 24 | 69% | 17 | 49% | 0 | 0% |
| MALE | 26 | 18 | 69% | 12 | 46% | 4 | 15% |
| NON-ENGLISH LANGUAGE LEARNERS | 61 | 42 | 69% | 29 | 48% | 4 | 7% |
| ECONOMICALLY DISADVANTAGED | 21 | 13 | 62% | 6 | 29% | 1 | 5% |
| NOT ECONOMICALLY DISADVANTAGED | 40 | 29 | 73% | 23 | 58% | 3 | 8% |
| MIGRANT | 2 | – | – | – | – | – | – |
| NOT MIGRANT | 59 | – | – | – | – | – | – |

# ALGEBRA I (COMMON CORE)

## ALGEBRA I (COMMON CORE)

| GROUP | TOTAL TESTED | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | | LEVEL 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS | 310 | 56 | 18% | 77 | 25% | 156 | 50% | 18 | 6% | 3 | 1% |
| GENERAL EDUCATION | 274 | 35 | 13% | 68 | 25% | 150 | 55% | 18 | 7% | 3 | 1% |
| STUDENTS WITH DISABILITIES | 36 | 21 | 58% | 9 | 25% | 6 | 17% | 0 | 0% | 0 | 0% |
| AMERICAN INDIAN OR ALASKA NATIVE | 4 | – | – | – | – | – | – | – | – | – | – |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | 1 | – | – | – | – | – | – | – | – | – | – |
| BLACK OR AFRICAN AMERICAN | 26 | 6 | 23% | 9 | 35% | 10 | 38% | 1 | 4% | 0 | 0% |
| HISPANIC OR LATINO | 159 | 38 | 24% | 44 | 28% | 72 | 45% | 5 | 3% | 0 | 0% |
| WHITE | 116 | 12 | 10% | 22 | 19% | 69 | 59% | 10 | 9% | 3 | 3% |
| MULTIRACIAL | 4 | – | – | – | – | – | – | – | – | – | – |
| SMALL GROUP TOTAL | 9 | 0 | 0% | 2 | 22% | 5 | 56% | 2 | 22% | 0 | 0% |
| FEMALE | 151 | 22 | 15% | 34 | 23% | 78 | 52% | 14 | 9% | 3 | 2% |
| MALE | 159 | 34 | 21% | 43 | 27% | 78 | 49% | 4 | 3% | 0 | 0% |
| NON-ENGLISH LANGUAGE LEARNERS | 256 | 27 | 11% | 61 | 24% | 147 | 57% | 18 | 7% | 3 | 1% |
| ENGLISH LANGUAGE LEARNERS | 54 | 29 | 54% | 16 | 30% | 9 | 17% | 0 | 0% | 0 | 0% |
| ECONOMICALLY DISADVANTAGED | 225 | 49 | 22% | 62 | 28% | 104 | 46% | 10 | 4% | 0 | 0% |
| NOT ECONOMICALLY DISADVANTAGED | 85 | 7 | 8% | 15 | 18% | 52 | 61% | 8 | 9% | 3 | 4% |
| MIGRANT | 4 | – | – | – | – | – | – | – | – | – | – |
| NOT MIGRANT | 306 | – | – | – | – | – | – | – | – | – | – |

# GEOMETRY (COMMON CORE)

## GEOMETRY (COMMON CORE)

| GROUP | TOTAL TESTED | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | | LEVEL 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS | 100 | 37 | 37% | 31 | 31% | 30 | 30% | 1 | 1% | 1 | 1% |
| GENERAL EDUCATION | 98 | – | – | – | – | – | – | – | – | – | – |
| STUDENTS WITH DISABILITIES | 2 | – | – | – | – | – | – | – | – | – | – |
| AMERICAN INDIAN OR ALASKA NATIVE | 1 | – | – | – | – | – | – | – | – | – | – |
| BLACK OR AFRICAN AMERICAN | 11 | – | – | – | – | – | – | – | – | – | – |
| HISPANIC OR LATINO | 37 | 15 | 41% | 16 | 43% | 6 | 16% | 0 | 0% | 0 | 0% |
| WHITE | 50 | 15 | 30% | 11 | 22% | 22 | 44% | 1 | 2% | 1 | 2% |
| MULTIRACIAL | 1 | – | – | – | – | – | – | – | – | – | – |
| SMALL GROUP TOTAL | 13 | 7 | 54% | 4 | 31% | 2 | 15% | 0 | 0% | 0 | 0% |
| FEMALE | 49 | 19 | 39% | 16 | 33% | 13 | 27% | 0 | 0% | 1 | 2% |
| MALE | 51 | 18 | 35% | 15 | 29% | 17 | 33% | 1 | 2% | 0 | 0% |
| NON-ENGLISH LANGUAGE LEARNERS | 97 | – | – | – | – | – | – | – | – | – | – |
| ENGLISH LANGUAGE LEARNERS | 3 | – | – | – | – | – | – | – | – | – | – |
| ECONOMICALLY DISADVANTAGED | 63 | 25 | 40% | 22 | 35% | 14 | 22% | 1 | 2% | 1 | 2% |
| NOT ECONOMICALLY DISADVANTAGED | 37 | 12 | 32% | 9 | 24% | 16 | 43% | 0 | 0% | 0 | 0% |
| MIGRANT | 4 | – | – | – | – | – | – | – | – | – | – |
| NOT MIGRANT | 96 | – | – | – | – | – | – | – | – | – | – |

# ALGEBRA II (COMMON CORE)

## ALGEBRA II (COMMON CORE)

| GROUP | TOTAL TESTED | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | | LEVEL 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS | 35 | 1 | 3% | 3 | 9% | 15 | 43% | 13 | 37% | 3 | 9% |
| GENERAL EDUCATION | 35 | 1 | 3% | 3 | 9% | 15 | 43% | 13 | 37% | 3 | 9% |
| BLACK OR AFRICAN AMERICAN | 4 | – | – | – | – | – | – | – | – | – | – |
| HISPANIC OR LATINO | 11 | – | – | – | – | – | – | – | – | – | – |
| WHITE | 20 | 1 | 5% | 3 | 15% | 7 | 35% | 7 | 35% | 2 | 10% |
| SMALL GROUP TOTAL | 15 | 0 | 0% | 0 | 0% | 8 | 53% | 6 | 40% | 1 | 7% |
| FEMALE | 18 | 0 | 0% | 1 | 6% | 11 | 61% | 6 | 33% | 0 | 0% |
| MALE | 17 | 1 | 6% | 2 | 12% | 4 | 24% | 7 | 41% | 3 | 18% |
| NON-ENGLISH LANGUAGE LEARNERS | 35 | 1 | 3% | 3 | 9% | 15 | 43% | 13 | 37% | 3 | 9% |
| ECONOMICALLY DISADVANTAGED | 14 | 0 | 0% | 0 | 0% | 7 | 50% | 6 | 43% | 1 | 7% |
| NOT ECONOMICALLY DISADVANTAGED | 21 | 1 | 5% | 3 | 14% | 8 | 38% | 7 | 33% | 2 | 10% |
| NOT MIGRANT | 35 | 1 | 3% | 3 | 9% | 15 | 43% | 13 | 37% | 3 | 9% |

# GLOBAL HISTORY AND GEOGRAPHY

## REGENTS GLOBAL HISTORY AND GEOGRAPHY

| GROUP | TOTAL TESTED | 55 | | 65 | | 85 | |
|---|---|---|---|---|---|---|---|
| ALL STUDENTS | 201 | 147 | 73% | 106 | 53% | 22 | 11% |
| GENERAL EDUCATION | 173 | 139 | 80% | 103 | 60% | 21 | 12% |
| STUDENTS WITH DISABILITIES | 28 | 8 | 29% | 3 | 11% | 1 | 4% |
| AMERICAN INDIAN OR ALASKA NATIVE | 2 | – | – | – | – | – | – |
| BLACK OR AFRICAN AMERICAN | 16 | – | – | – | – | – | – |
| HISPANIC OR LATINO | 109 | 68 | 62% | 47 | 43% | 7 | 6% |
| WHITE | 73 | 62 | 85% | 49 | 67% | 13 | 18% |
| MULTIRACIAL | 1 | – | – | – | – | – | – |
| SMALL GROUP TOTAL | 19 | 17 | 89% | 10 | 53% | 2 | 11% |
| FEMALE | 94 | 70 | 74% | 53 | 56% | 7 | 7% |
| MALE | 107 | 77 | 72% | 53 | 50% | 15 | 14% |
| NON-ENGLISH LANGUAGE LEARNERS | 166 | 137 | 83% | 99 | 60% | 22 | 13% |
| ENGLISH LANGUAGE LEARNERS | 35 | 10 | 29% | 7 | 20% | 0 | 0% |
| ECONOMICALLY DISADVANTAGED | 150 | 103 | 69% | 72 | 48% | 12 | 8% |
| NOT ECONOMICALLY DISADVANTAGED | 51 | 44 | 86% | 34 | 67% | 10 | 20% |
| MIGRANT | 4 | – | – | – | – | – | – |
| NOT MIGRANT | 197 | – | – | – | – | – | – |

# U.S. HISTORY & GOVERNMENT

## REGENTS U.S. HISTORY & GOVERNMENT

| GROUP | TOTAL TESTED | 55 | | 65 | | 85 | |
|---|---|---|---|---|---|---|---|
| ALL STUDENTS | 150 | 141 | 94% | 128 | 85% | 74 | 49% |
| GENERAL EDUCATION | 139 | 134 | 96% | 124 | 89% | 72 | 52% |
| STUDENTS WITH DISABILITIES | 11 | 7 | 64% | 4 | 36% | 2 | 18% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | 1 | – | – | – | – | – | – |
| BLACK OR AFRICAN AMERICAN | 16 | – | – | – | – | – | – |
| HISPANIC OR LATINO | 66 | 59 | 89% | 51 | 77% | 28 | 42% |
| WHITE | 66 | 64 | 97% | 59 | 89% | 38 | 58% |
| MULTIRACIAL | 1 | – | – | – | – | – | – |
| SMALL GROUP TOTAL | 18 | 18 | 100% | 18 | 100% | 8 | 44% |
| FEMALE | 72 | 68 | 94% | 61 | 85% | 30 | 42% |
| MALE | 78 | 73 | 94% | 67 | 86% | 44 | 56% |
| NON-ENGLISH LANGUAGE LEARNERS | 134 | 131 | 98% | 123 | 92% | 74 | 55% |
| ENGLISH LANGUAGE LEARNERS | 16 | 10 | 63% | 5 | 31% | 0 | 0% |
| ECONOMICALLY DISADVANTAGED | 88 | 80 | 91% | 71 | 81% | 34 | 39% |
| NOT ECONOMICALLY DISADVANTAGED | 62 | 61 | 98% | 57 | 92% | 40 | 65% |
| MIGRANT | 3 | – | – | – | – | – | – |
| NOT MIGRANT | 147 | – | – | – | – | – | – |

# LIVING ENVIRONMENT

## REGENTS LIVING ENVIRONMENT

| GROUP | TOTAL TESTED | 55 | | 65 | | 85 | |
|---|---|---|---|---|---|---|---|
| ALL STUDENTS | 208 | 168 | 81% | 146 | 70% | 33 | 16% |
| GENERAL EDUCATION | 181 | 157 | 87% | 138 | 76% | 32 | 18% |
| STUDENTS WITH DISABILITIES | 27 | 11 | 41% | 8 | 30% | 1 | 4% |
| AMERICAN INDIAN OR ALASKA NATIVE | 3 | – | – | – | – | – | – |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | 1 | – | – | – | – | – | – |
| BLACK OR AFRICAN AMERICAN | 20 | 18 | 90% | 11 | 55% | 1 | 5% |
| HISPANIC OR LATINO | 106 | 73 | 69% | 61 | 58% | 9 | 8% |
| WHITE | 76 | 71 | 93% | 68 | 89% | 21 | 28% |
| MULTIRACIAL | 2 | – | – | – | – | – | – |
| SMALL GROUP TOTAL | 6 | 6 | 100% | 6 | 100% | 2 | 33% |
| FEMALE | 106 | 87 | 82% | 77 | 73% | 18 | 17% |
| MALE | 102 | 81 | 79% | 69 | 68% | 15 | 15% |
| NON-ENGLISH LANGUAGE LEARNERS | 169 | 152 | 90% | 137 | 81% | 33 | 20% |
| ENGLISH LANGUAGE LEARNERS | 39 | 16 | 41% | 9 | 23% | 0 | 0% |
| ECONOMICALLY DISADVANTAGED | 151 | 114 | 75% | 95 | 63% | 19 | 13% |
| NOT ECONOMICALLY DISADVANTAGED | 57 | 54 | 95% | 51 | 89% | 14 | 25% |
| MIGRANT | 4 | – | – | – | – | – | – |
| NOT MIGRANT | 204 | – | – | – | – | – | – |

# PHYSICAL SETTING/EARTH SCIENCE

## REGENTS PHYSICAL SETTING/EARTH SCIENCE

| GROUP | TOTAL TESTED | 55 | | 65 | | 85 | |
|---|---|---|---|---|---|---|---|
| ALL STUDENTS | 90 | 60 | 67% | 43 | 48% | 12 | 13% |
| GENERAL EDUCATION | 86 | – | – | – | – | – | – |
| STUDENTS WITH DISABILITIES | 4 | – | – | – | – | – | – |
| AMERICAN INDIAN OR ALASKA NATIVE | 1 | – | – | – | – | – | – |
| BLACK OR AFRICAN AMERICAN | 9 | – | – | – | – | – | – |
| HISPANIC OR LATINO | 42 | 23 | 55% | 13 | 31% | 2 | 5% |
| WHITE | 37 | 32 | 86% | 26 | 70% | 10 | 27% |
| MULTIRACIAL | 1 | – | – | – | – | – | – |
| SMALL GROUP TOTAL | 11 | 5 | 45% | 4 | 36% | 0 | 0% |
| FEMALE | 41 | 32 | 78% | 24 | 59% | 9 | 22% |
| MALE | 49 | 28 | 57% | 19 | 39% | 3 | 6% |
| NON-ENGLISH LANGUAGE LEARNERS | 87 | – | – | – | – | – | – |
| ENGLISH LANGUAGE LEARNERS | 3 | – | – | – | – | – | – |
| ECONOMICALLY DISADVANTAGED | 59 | 37 | 63% | 23 | 39% | 5 | 8% |
| NOT ECONOMICALLY DISADVANTAGED | 31 | 23 | 74% | 20 | 65% | 7 | 23% |
| MIGRANT | 2 | – | – | – | – | – | – |
| NOT MIGRANT | 88 | – | – | – | – | – | – |

# PHYSICAL SETTING/CHEMISTRY

## REGENTS PHYSICAL SETTING/CHEMISTRY

| GROUP | TOTAL TESTED | 55 | | 65 | | 85 | |
|---|---|---|---|---|---|---|---|
| ALL STUDENTS | 77 | 64 | 83% | 37 | 48% | 5 | 6% |
| GENERAL EDUCATION | 76 | – | – | – | – | – | – |
| STUDENTS WITH DISABILITIES | 1 | – | – | – | – | – | – |
| BLACK OR AFRICAN AMERICAN | 6 | 4 | 67% | 4 | 67% | 0 | 0% |
| HISPANIC OR LATINO | 27 | 21 | 78% | 10 | 37% | 1 | 4% |
| WHITE | 44 | 39 | 89% | 23 | 52% | 4 | 9% |
| FEMALE | 39 | 33 | 85% | 18 | 46% | 1 | 3% |
| MALE | 38 | 31 | 82% | 19 | 50% | 4 | 11% |
| NON-ENGLISH LANGUAGE LEARNERS | 77 | 64 | 83% | 37 | 48% | 5 | 6% |
| ECONOMICALLY DISADVANTAGED | 37 | 28 | 76% | 12 | 32% | 1 | 3% |
| NOT ECONOMICALLY DISADVANTAGED | 40 | 36 | 90% | 25 | 63% | 4 | 10% |
| MIGRANT | 1 | – | – | – | – | – | – |
| NOT MIGRANT | 76 | – | – | – | – | – | – |

# PHYSICAL SETTING/PHYSICS

## REGENTS PHYSICAL SETTING/PHYSICS

| GROUP | TOTAL TESTED | 55 | | 65 | | 85 | |
|---|---|---|---|---|---|---|---|
| ALL STUDENTS | 26 | 21 | 81% | 17 | 65% | 1 | 4% |
| GENERAL EDUCATION | 26 | 21 | 81% | 17 | 65% | 1 | 4% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | 2 | – | – | – | – | – | – |
| BLACK OR AFRICAN AMERICAN | 3 | – | – | – | – | – | – |
| HISPANIC OR LATINO | 4 | – | – | – | – | – | – |
| WHITE | 17 | 16 | 94% | 13 | 76% | 0 | 0% |
| SMALL GROUP TOTAL | 9 | 5 | 56% | 4 | 44% | 1 | 11% |
| FEMALE | 12 | 10 | 83% | 8 | 67% | 0 | 0% |
| MALE | 14 | 11 | 79% | 9 | 64% | 1 | 7% |
| NON-ENGLISH LANGUAGE LEARNERS | 26 | 21 | 81% | 17 | 65% | 1 | 4% |
| ECONOMICALLY DISADVANTAGED | 6 | 4 | 67% | 3 | 50% | 0 | 0% |
| NOT ECONOMICALLY DISADVANTAGED | 20 | 17 | 85% | 14 | 70% | 1 | 5% |
| NOT MIGRANT | 26 | 21 | 81% | 17 | 65% | 1 | 4% |

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

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 |
|---|---|---|---|---|---|---|
| GRADE 4 ELA | 4 | _% | _ | _ | _ | _ |
| GRADE 4 MATH | 4 | _% | _ | _ | _ | _ |
| GRADE 4 SCIENCE | 4 | _% | _ | _ | _ | _ |
| GRADE 6 ELA | 4 | _% | _ | _ | _ | _ |
| GRADE 6 MATH | 5 | 100% | 0 | 0 | 5 | 0 |
| GRADE 7 ELA | 1 | _% | _ | _ | _ | _ |
| GRADE 7 MATH | 1 | _% | _ | _ | _ | _ |
| GRADE 8 ELA | 2 | _% | _ | _ | _ | _ |
| GRADE 8 MATH | 2 | _% | _ | _ | _ | _ |
| GRADE 8 SCIENCE | 2 | _% | _ | _ | _ | _ |
| SECONDARY-LEVEL ELA | 1 | _% | _ | _ | _ | _ |
| SECONDARY-LEVEL MATH | 1 | _% | _ | _ | _ | _ |

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

## KINDERGARTEN

| GROUP | TOTAL TESTED | ENTERING | EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
|---|---|---|---|---|---|---|
| ALL STUDENTS | 34 | 18% | 15% | 26% | 35% | 6% |
| GENERAL EDUCATION | 32 | – | – | – | – | – |
| STUDENTS WITH DISABILITIES | 2 | – | – | – | – | – |

## GRADE 1

| GROUP | TOTAL TESTED | ENTERING | EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
|---|---|---|---|---|---|---|
| ALL STUDENTS | 33 | 6% | 36% | 45% | 12% | 0% |
| GENERAL EDUCATION | 31 | – | – | – | – | – |
| STUDENTS WITH DISABILITIES | 2 | – | – | – | – | – |

## GRADE 2

| GROUP | TOTAL TESTED | ENTERING | EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
|---|---|---|---|---|---|---|
| ALL STUDENTS | 26 | 4% | 23% | 50% | 23% | 0% |
| GENERAL EDUCATION | 25 | – | – | – | – | – |
| STUDENTS WITH DISABILITIES | 1 | – | – | – | – | – |

## GRADE 3

| GROUP | TOTAL TESTED | ENTERING | EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
|---|---|---|---|---|---|---|
| ALL STUDENTS | 19 | 0% | 32% | 26% | 42% | 0% |
| GENERAL EDUCATION | 14 | 0% | 14% | 29% | 57% | 0% |
| STUDENTS WITH DISABILITIES | 5 | 0% | 80% | 20% | 0% | 0% |

## GRADE 4

| GROUP | TOTAL TESTED | ENTERING | EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
|---|---|---|---|---|---|---|
| ALL STUDENTS | 23 | 4% | 13% | 30% | 52% | 0% |
| GENERAL EDUCATION | 19 | – | – | – | – | – |
| STUDENTS WITH DISABILITIES | 4 | – | – | – | – | – |

## GRADE 5

| GROUP | TOTAL TESTED | ENTERING | EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
|---|---|---|---|---|---|---|
| ALL STUDENTS | 26 | 12% | 12% | 38% | 31% | 8% |
| GENERAL EDUCATION | 21 | 5% | 5% | 43% | 38% | 10% |
| STUDENTS WITH DISABILITIES | 5 | 40% | 40% | 20% | 0% | 0% |

## GRADE 6

| GROUP | TOTAL TESTED | ENTERING | EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
|---|---|---|---|---|---|---|

| | | | | | | |
|---|---|---|---|---|---|---|
| ALL STUDENTS | 38 | 5% | 13% | 21% | 53% | 8% |
| GENERAL EDUCATION | 30 | 3% | 3% | 23% | 60% | 10% |
| STUDENTS WITH DISABILITIES | 8 | 13% | 50% | 13% | 25% | 0% |

## GRADE 7

| GROUP | TOTAL TESTED | ENTERING | EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
|---|---|---|---|---|---|---|
| ALL STUDENTS | 21 | 0% | 24% | 19% | 52% | 5% |
| GENERAL EDUCATION | 16 | 0% | 25% | 19% | 50% | 6% |
| STUDENTS WITH DISABILITIES | 5 | 0% | 20% | 20% | 60% | 0% |

## GRADE 8

| GROUP | TOTAL TESTED | ENTERING | EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
|---|---|---|---|---|---|---|
| ALL STUDENTS | 37 | 5% | 5% | 41% | 38% | 11% |
| GENERAL EDUCATION | 30 | 3% | 3% | 37% | 43% | 13% |
| STUDENTS WITH DISABILITIES | 7 | 14% | 14% | 57% | 14% | 0% |

## GRADE 9

| GROUP | TOTAL TESTED | ENTERING | EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
|---|---|---|---|---|---|---|
| ALL STUDENTS | 28 | 0% | 7% | 54% | 39% | 0% |
| GENERAL EDUCATION | 22 | 0% | 9% | 45% | 45% | 0% |
| STUDENTS WITH DISABILITIES | 6 | 0% | 0% | 83% | 17% | 0% |

## GRADE 10

| GROUP | TOTAL TESTED | ENTERING | EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
|---|---|---|---|---|---|---|
| ALL STUDENTS | 16 | 6% | 25% | 38% | 31% | 0% |
| GENERAL EDUCATION | 10 | 0% | 10% | 50% | 40% | 0% |
| STUDENTS WITH DISABILITIES | 6 | 17% | 50% | 17% | 17% | 0% |

## GRADE 11

| GROUP | TOTAL TESTED | ENTERING | EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
|---|---|---|---|---|---|---|
| ALL STUDENTS | 10 | 0% | 0% | 30% | 70% | 0% |
| GENERAL EDUCATION | 7 | – | – | – | – | – |
| STUDENTS WITH DISABILITIES | 3 | – | – | – | – | – |

## GRADE 12

| GROUP | TOTAL TESTED | ENTERING | EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
|---|---|---|---|---|---|---|
| ALL STUDENTS | 9 | 0% | 0% | 33% | 67% | 0% |
| GENERAL EDUCATION | 4 | – | – | – | – | – |
| STUDENTS WITH DISABILITIES | 5 | – | – | – | – | – |

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

# ALL ACCOUNTABILITY GROUPS MADE AYP: NO

| GROUP | MADE AYP | TESTED 95% | STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | PI >= EAMO OR SAFE HARBOR TARGET | TESTED STUDENTS ENROLLED ON BEDS DAY | PI | EAMO | SAFE HARBOR TARGET |
|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS | NO | NO | 1,849* | 88%* | NO | 755 | 77 | 100 | 80 |
| AMERICAN INDIAN OR ALASKA NATIVE | — | — | 3 | — | — | 2 | — | — | — |
| BLACK OR AFRICAN AMERICAN | NO | NO | 124* | 90%* | YES | 45 | 60 | 74 | 51 |
| HISPANIC OR LATINO | NO | NO | 916* | 92%* | NO | 385 | 57 | 86 | 63 |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | — | — | 2 | — | — | 2 | — | — | — |
| WHITE | NO | NO | 720* | 82%* | YES | 286 | 108 | 113 | 107 |
| MULTIRACIAL | NO | NO | 75* | 91%* | NO | 35 | 74 | 88 | 88 |
| STUDENTS WITH DISABILITIES | NO | NO | 221* | 86%* | NO | 95† | 36† | 63 | 37 |
| LIMITED ENGLISH PROFICIENT | NO | YES | 166 | 95% | NO | 136‡ | 22‡ | 66 | 35 |
| ECONOMICALLY DISADVANTAGED | NO | NO | 1,383* | 88%* | NO | 553 | 67 | 88 | 70 |

# 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 | 1,841* | 88%* | 753 | 77 |
| NOT BLACK OR AFRICAN AMERICAN | 1,725* | 88%* | 710 | 78 |
| NOT HISPANIC OR LATINO | 933* | 84%* | 370 | 99 |
| NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC... | 1,843* | 88%* | 753 | 77 |
| NOT WHITE | 1,129* | 92%* | 469 | 59 |
| NOT MULTIRACIAL | 1,774* | 88%* | 720 | 78 |
| GENERAL EDUCATION | 1,628* | 88%* | 671 | 83 |
| ENGLISH PROFICIENT | 1,514* | 86%* | 621 | 90 |
| NOT ECONOMICALLY DISADVANTAGED | 466* | 86%* | 202 | 104 |
| MALE | 977* | 88%* | 402 | 66 |
| FEMALE | 872* | 88%* | 353 | 90 |
| MIGRANT | 13 | — | 11 | — |
| NOT MIGRANT | 1,820* | 88%* | 744 | 78 |

— 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.

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

# ALL ACCOUNTABILITY GROUPS MADE AYP: NO

| GROUP | MADE AYP | TESTED 95% | STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | PI >= EAMO OR SAFE HARBOR TARGET | TESTED STUDENTS ENROLLED ON BEDS DAY | PI | EAMO | SAFE HARBOR TARGET |
|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS | NO | NO | 1,849* | 81%* | NO | 707 | 84 | 97 | 90 |
| AMERICAN INDIAN OR ALASKA NATIVE | — | — | 3 | — | — | 3 | — | — | — |
| BLACK OR AFRICAN AMERICAN | NO | NO | 124* | 77%* | NO | 37 | 35 | 67 | 51 |
| HISPANIC OR LATINO | NO | NO | 917* | 83%* | NO | 354 | 60 | 85 | 70 |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | — | — | 2 | — | — | 2 | — | — | — |
| WHITE | NO | NO | 719* | 79%* | YES | 277 | 122 | 108 | 108 |
| MULTIRACIAL | NO | NO | 75* | 89%* | YES | 34 | 85 | 80 | 80 |
| STUDENTS WITH DISABILITIES | NO | NO | 220* | 80%* | YES | 86† | 50† | 63 | 42 |
| LIMITED ENGLISH PROFICIENT | NO | NO | 336* | 92%* | NO | 132‡ | 23‡ | 68 | 41 |
| ECONOMICALLY DISADVANTAGED | NO | NO | 1,381* | 81%* | NO | 513 | 69 | 86 | 78 |

# 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 | 1,841* | 81%* | 704 | 84 |
| NOT BLACK OR AFRICAN AMERICAN | 1,725* | 82%* | 670 | 87 |
| NOT HISPANIC OR LATINO | 932* | 79%* | 353 | 109 |
| NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC... | 1,843* | 81%* | 705 | 84 |
| NOT WHITE | 1,130* | 83%* | 430 | 60 |
| NOT MULTIRACIAL | 1,774* | 81%* | 673 | 84 |
| GENERAL EDUCATION | 1,629* | 82%* | 632 | 89 |
| ENGLISH PROFICIENT | 1,513* | 79%* | 577 | 98 |
| NOT ECONOMICALLY DISADVANTAGED | 468* | 82%* | 194 | 124 |
| MALE | 976* | 82%* | 383 | 81 |
| FEMALE | 873* | 80%* | 324 | 88 |
| MIGRANT | 13 | — | 12 | — |
| NOT MIGRANT | 1,820* | 81%* | 695 | 85 |

— 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.

ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

# ALL ACCOUNTABILITY GROUPS MADE AYP: NO

| GROUP | MADE AYP | TESTED 80% | STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | PI >= EAMO OR PROGRESS TARGET | TESTED STUDENTS ENROLLED ON BEDS DAY | PI | EAMO | PROGRESS TARGET |
|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS | NO | YES | 323 | 96% | NO | 299 | 163 | 181 | 168 |
| AMERICAN INDIAN OR ALASKA NATIVE | — | — | 1 | — | — | 1 | — | — | — |
| BLACK OR AFRICAN AMERICAN | — | — | 20 | — | — | 20 | — | — | — |
| HISPANIC OR LATINO | NO | YES | 154 | 97% | NO | 141 | 143 | 169 | 154 |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | — | — | 1 | — | — | 1 | — | — | — |
| WHITE | YES | YES | 132 | 95% | YES | 123 | 185 | 185 | 185 |
| MULTIRACIAL | — | — | 15 | — | — | 13 | — | — | — |
| STUDENTS WITH DISABILITIES | YES | YES | 41 | 80% | YES | 33† | 97† | 154 | 1 |
| LIMITED ENGLISH PROFICIENT | NO | YES | 60 | 98% | NO | 56‡ | 98‡ | 155 | 117 |
| ECONOMICALLY DISADVANTAGED | NO | YES | 248 | 96% | NO | 230 | 156 | 173 | 159 |

# 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 | 322 | 96% | 298 | 162 |
| NOT BLACK OR AFRICAN AMERICAN | 303 | 96% | 279 | 164 |
| NOT HISPANIC OR LATINO | 169 | 95% | 158 | 180 |
| NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC... | 322 | 96% | 298 | 163 |
| NOT WHITE | 191 | 96% | 176 | 147 |
| NOT MULTIRACIAL | 308 | 96% | 286 | 162 |
| GENERAL EDUCATION | 282 | 98% | 269 | 170 |
| ENGLISH PROFICIENT | 263 | 95% | 245 | 178 |
| NOT ECONOMICALLY DISADVANTAGED | 75 | 95% | 69 | 186 |
| MALE | 164 | 98% | 156 | 163 |
| FEMALE | 159 | 94% | 143 | 162 |
| MIGRANT | 2 | — | 2 | — |
| NOT MIGRANT | 321 | 96% | 297 | 163 |

— 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.
† 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.

SECONDARY-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

# ALL ACCOUNTABILITY GROUPS MADE AYP: NO

| GROUP | MADE AYP | TESTED 95% | 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | PI >= EAMO OR SAFE HARBOR TARGET | 2012 ACCOUNTABILITY COHORT MEMBERS | PI | EAMO | SAFE HARBOR TARGET |
|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS | NO | YES | 125 | 98% | NO | 117 | 141 | 164 | 143 |
| AMERICAN INDIAN OR ALASKA NATIVE | — | — | 0 | — | — | 0 | — | — | — |
| BLACK OR AFRICAN AMERICAN | — | — | 8 | — | — | 10 | — | — | — |
| HISPANIC OR LATINO | YES | YES | 60 | 97% | YES | 54 | 135 | 147 | 119 |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | — | — | 1 | — | — | 1 | — | — | — |
| WHITE | NO | YES | 55 | 100% | NO | 51 | 149 | 170 | 160 |
| MULTIRACIAL | — | — | 1 | — | — | 1 | — | — | — |
| STUDENTS WITH DISABILITIES | — | — | 7 | — | — | 8 | — | — | — |
| LIMITED ENGLISH PROFICIENT | — | — | 8 | — | — | 5 | — | — | — |
| ECONOMICALLY DISADVANTAGED | YES | YES | 78 | 99% | YES | 73 | 129 | 151 | 124 |

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

| GROUP | 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | 2012 ACCOUNTABILITY COHORT MEMBERS | PI |
|---|---|---|---|---|
| NOT AMERICAN INDIAN OR ALASKA NATIVE | 125 | 98% | 117 | 141 |
| NOT BLACK OR AFRICAN AMERICAN | 117 | 98% | 107 | 143 |
| NOT HISPANIC OR LATINO | 65 | 100% | 63 | 146 |
| NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC... | 124 | 98% | 116 | 141 |
| NOT WHITE | 70 | 97% | 66 | 135 |
| NOT MULTIRACIAL | 124 | 98% | 116 | 141 |
| GENERAL EDUCATION | 118 | 100% | 109 | 150 |
| ENGLISH PROFICIENT | 117 | 100% | 112 | 146 |
| NOT ECONOMICALLY DISADVANTAGED | 47 | 98% | 44 | 161 |
| MALE | 59 | 98% | 55 | 140 |
| FEMALE | 66 | 98% | 62 | 142 |
| MIGRANT | 3 | — | 4 | — |
| NOT MIGRANT | 122 | 98% | 113 | 143 |

— 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 2012 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

SECONDARY-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

# ALL ACCOUNTABILITY GROUPS MADE AYP: NO

| GROUP | MADE AYP | TESTED 95% | 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | PI >= EAMO OR SAFE HARBOR TARGET | 2012 ACCOUNTABILITY COHORT MEMBERS | PI | EAMO | SAFE HARBOR TARGET |
|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS | NO | YES | 125 | 100% | NO | 117 | 108 | 149 | 117 |
| AMERICAN INDIAN OR ALASKA NATIVE | — | — | 0 | — | — | 0 | — | — | — |
| BLACK OR AFRICAN AMERICAN | — | — | 8 | — | — | 10 | — | — | — |
| HISPANIC OR LATINO | YES | YES | 60 | 100% | YES | 54 | 107 | 129 | 103 |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | — | — | 1 | — | — | 1 | — | — | — |
| WHITE | NO | YES | 55 | 100% | NO | 51 | 114 | 157 | 128 |
| MULTIRACIAL | — | — | 1 | — | — | 1 | — | — | — |
| STUDENTS WITH DISABILITIES | — | — | 7 | — | — | 8 | — | — | — |
| LIMITED ENGLISH PROFICIENT | — | — | 8 | — | — | 5 | — | — | — |
| ECONOMICALLY DISADVANTAGED | NO | YES | 78 | 100% | NO | 73 | 99 | 135 | 100 |

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

| GROUP | 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | 2012 ACCOUNTABILITY COHORT MEMBERS | PI |
|---|---|---|---|---|
| NOT AMERICAN INDIAN OR ALASKA NATIVE | 125 | 100% | 117 | 108 |
| NOT BLACK OR AFRICAN AMERICAN | 117 | 100% | 107 | 110 |
| NOT HISPANIC OR LATINO | 65 | 100% | 63 | 108 |
| NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC... | 124 | 100% | 116 | 108 |
| NOT WHITE | 70 | 100% | 66 | 103 |
| NOT MULTIRACIAL | 124 | 100% | 116 | 108 |
| GENERAL EDUCATION | 118 | 100% | 109 | 112 |
| ENGLISH PROFICIENT | 117 | 100% | 112 | 109 |
| NOT ECONOMICALLY DISADVANTAGED | 47 | 100% | 44 | 123 |
| MALE | 59 | 100% | 55 | 96 |
| FEMALE | 66 | 100% | 62 | 118 |
| MIGRANT | 3 | — | 4 | — |
| NOT MIGRANT | 122 | 100% | 113 | 107 |

— 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 2012 accountability cohort, so PI, EAMO, and Safe Harbor 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 | 77 | 84 | 141 | 108 | 103 |
| AMERICAN INDIAN OR ALASKA NATIVE | — | — | — | — | 0 |
| BLACK OR AFRICAN AMERICAN | 60 | 35 | — | — | 48 |
| HISPANIC OR LATINO | 57 | 60 | 135 | 107 | 90 |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | — | — | — | — | 0 |
| WHITE | 108 | 122 | 149 | 114 | 123 |
| MULTIRACIAL | 74 | 85 | — | — | 80 |
| STUDENTS WITH DISABILITIES | 36 | 50 | — | — | 43 |
| LIMITED ENGLISH PROFICIENT | 22 | 23 | — | — | 23 |
| ECONOMICALLY DISADVANTAGED | 67 | 69 | 129 | 99 | 91 |

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

## OVERALL GRADUATION RATE FOR ACCOUNTABILITY

# ALL ACCOUNTABILITY GROUPS MADE AYP: NO

| GROUP | MADE AYP |
|---|---|
| ALL STUDENTS | YES |
| AMERICAN INDIAN OR ALASKA NATIVE | — |
| BLACK OR AFRICAN AMERICAN | — |
| HISPANIC OR LATINO | YES |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER | — |
| WHITE | YES |
| MULTIRACIAL | — |
| STUDENTS WITH DISABILITIES | — |
| LIMITED ENGLISH PROFICIENT | — |
| ECONOMICALLY DISADVANTAGED | NO |

— There were not enough students to make an AYP determination.

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

| GROUP | MET GRADUATION-RATE CRITERION: | 2011 FOUR-YEAR GRADUATION-RATE TOTAL COHORT | GRADUATION RATE | STATE STANDARD | PROGRESS TARGET |
|---|---|---|---|---|---|
| ALL STUDENTS | YES | 175 | 76% | 80% | 72% |
| AMERICAN INDIAN OR ALASKA NATIVE | — | 0 | — | — | — |
| BLACK OR AFRICAN AMERICAN | — | 9 | — | — | — |
| HISPANIC OR LATINO | YES | 65 | 66% | 80% | 60% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | — | 0 | — | — | — |
| WHITE | YES | 98 | 84% | 80% | 80% |
| MULTIRACIAL | — | 3 | — | — | — |
| STUDENTS WITH DISABILITIES | — | 18 | — | — | — |
| LIMITED ENGLISH PROFICIENT | — | 12 | — | — | — |
| ECONOMICALLY DISADVANTAGED | NO | 103 | 66% | 80% | 70% |

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.

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

| GROUP | MET GRADUATION-RATE CRITERION: | 2010 FIVE-YEAR GRADUATION-RATE TOTAL COHORT | GRADUATION RATE | STATE STANDARD | PROGRESS TARGET |
|---|---|---|---|---|---|
| ALL STUDENTS | NO | 169 | 73% | 80% | 75% |
| AMERICAN INDIAN OR ALASKA NATIVE | — | 0 | — | — | — |
| BLACK OR AFRICAN AMERICAN | — | 11 | — | — | — |
| HISPANIC OR LATINO | NO | 71 | 59% | 80% | 63% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | — | 0 | — | — | — |
| WHITE | YES | 85 | 86% | 80% | 80% |
| MULTIRACIAL | — | 2 | — | — | — |
| STUDENTS WITH DISABILITIES | — | 17 | — | — | — |
| LIMITED ENGLISH PROFICIENT | — | 17 | — | — | — |
| ECONOMICALLY DISADVANTAGED | NO | 101 | 73% | 80% | 76% |

YES Graduation rate is equal to or greater than the State Standard or the group's Progress Target.
NO Graduation rate is less than the State Standard and the group's Progress Target.
— There were fewer than 30 students in the cohort.

## GRADUATION RATES FOR NON-AYP GROUPS FOR ACCOUNTABILITY

| GROUP | FOUR-YEAR GRADUATION-RATE TOTAL COHORT | | FIVE-YEAR GRADUATION-RATE TOTAL COHORT | |
|---|---|---|---|---|
| | 2011 FOUR-YEAR GRADUATION-RATE TOTAL COHORT | GRADUATION RATE | 2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT | GRADUATION RATE |
| NOT AMERICAN INDIAN OR ALASKA NATIVE | 175 | 76% | 169 | 73% |
| NOT BLACK OR AFRICAN AMERICAN | 166 | 77% | 158 | 73% |
| NOT HISPANIC OR LATINO | 110 | 82% | 98 | 84% |
| NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC... | 175 | 76% | 169 | 73% |
| NOT WHITE | 77 | 66% | 84 | 61% |
| NOT MULTIRACIAL | 172 | 76% | 167 | 74% |
| GENERAL EDUCATION | 157 | 79% | 152 | 76% |
| ENGLISH PROFICIENT | 163 | 81% | 152 | 80% |
| NOT ECONOMICALLY DISADVANTAGED | 72 | 90% | 68 | 74% |
| MALE | 89 | 74% | 96 | 73% |
| FEMALE | 86 | 78% | 73 | 74% |
| MIGRANT | 2 | — | 6 | — |
| NOT MIGRANT | 173 | 76% | 163 | 74% |

— There were fewer than 30 students in the cohort.

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

Percentage of 2011 Graduation-Rate Total Cohort members who graduated as of August 31, 2015 with:

| | |
|---|---|
| REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (THIS DISTRICT) | 15% |
| REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (STATEWIDE) | 32% |
| PERCENTAGE IN THIS DISTRICT EXCEEDED STATEWIDE | NO |
| REGENTS DIPLOMA WITH CTE ENDORSEMENT (THIS DISTRICT) | 6% |
| REGENTS DIPLOMA WITH CTE ENDORSEMENT (STATEWIDE) | 5% |
| PERCENTAGE IN THIS DISTRICT EXCEEDED STATEWIDE | YES |

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