WEST VALLEY CSD - SCHOOL REPORT CARD DATA [2014 - 15]

WEST VALLEY CSD ENROLLMENT (2014 - 15)

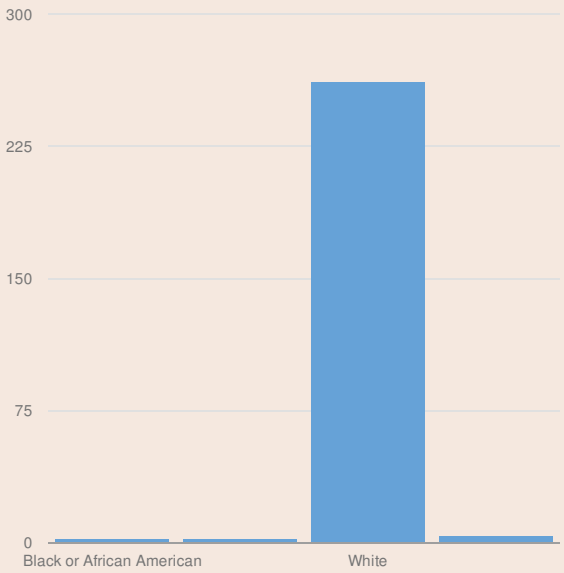
K-12 Enrollment: 272

ENROLLMENT BY GENDER

MALE	
131	48%

FEMALE	
141	52%

ENROLLMENT BY ETHNICITY



BLACK OR AFRICAN AMERICAN	
3	1%

HISPANIC OR LATINO	
3	1%

WHITE	
262	96%

MULTIRACIAL	
4	1%

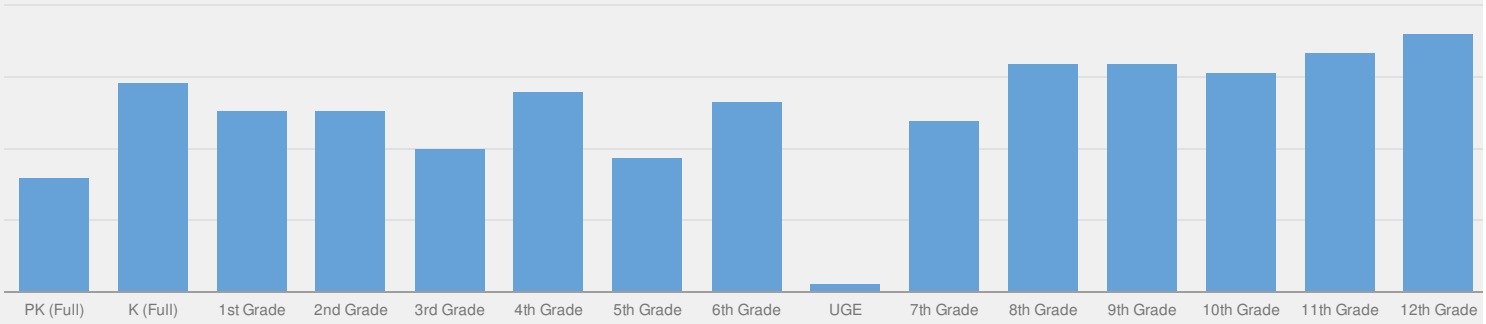
OTHER GROUPS

ENGLISH LANGUAGE LEARNERS	
—	—

STUDENTS WITH DISABILITIES	
39	14%

ECONOMICALLY DISADVANTAGED	
122	45%

ENROLLMENT BY GRADE



PRE-K (FULL DAY)	
12	4%

K (FULL DAY)	
22	8%

1ST GRADE	
19	7%

2ND GRADE	
19	7%

3RD GRADE	
15	6%

4TH GRADE	
21	8%

5TH GRADE	
14	5%

6TH GRADE	
20	7%

UNGRADED ELEMENTARY	
1	0%

7TH GRADE	
18	7%

8TH GRADE	
24	9%

9TH GRADE	
24	9%

10TH GRADE	
23	8%

11TH GRADE	
25	9%

12TH GRADE	
27	10%

AVERAGE CLASS SIZE (2014 - 15)

COMMON BRANCH	GRADE 8 ENGLISH	GRADE 8 MATHEMATICS	GRADE 8 SCIENCE	GRADE 8 SOCIAL STUDIES
18	24	13	24	24

GRADE 10 ENGLISH	GRADE 10 SCIENCE	GRADE 10 SOCIAL STUDIES
23	23	24

FREE AND REDUCED-PRICE LUNCH (2014 - 15)

ELIGIBLE FOR FREE LUNCH		ELIGIBLE FOR REDUCED-PRICE LUNCH	
76	28%	24	9%

ATTENDANCE (2013 - 14)

ANNUAL ATTENDANCE RATE
96%

STUDENT SUSPENSIONS (2013 - 14)

STUDENT SUSPENSIONS	
5	2%

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

TURNOVER RATE OF TEACHERS WITH FEWER THAN FIVE YEARS OF EXPERIENCE	TURNOVER RATE OF ALL TEACHERS
20%	14%

STAFF COUNTS (2014 - 15)

PRINCIPALS	ASSISTANT PRINCIPALS	OTHER PROFESSIONAL STAFF	PARAPROFESSIONALS
1	0	5	9

TEACHER QUALIFICATIONS (2014 - 15)

TOTAL TEACHERS: 35

PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
PERCENT TEACHING OUT OF CERTIFICATION	0%
PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE	3%
PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE	23%
TOTAL NUMBER OF CORE CLASSES	71
PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS DISTRICT	0%
TOTAL NUMBER OF CLASSES	120
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	1%

HIGH SCHOOL COMPLETERS (2014 - 15)

ALL STUDENTS

COMPLETERS (GRADUATES + IEP DIPLOMAS)	GRADUATES (REGENTS + LOCAL DIPLOMAS)	REGENTS DIPLOMA		REGENTS WITH ADVANCED DESIGNATION	
25	25	25	100% of Graduates	14	56% of Graduates

REGENTS WITH CTE ENDORSEMENT		LOCAL DIPLOMAS		COMMENCEMENT CREDENTIALS	
1	4% of Graduates	0	0% of Graduates	0	0% of Completers

GENERAL EDUCATION

COMPLETERS (GRADUATES + IEP DIPLOMAS)	GRADUATES (REGENTS + LOCAL DIPLOMAS)	REGENTS DIPLOMA		REGENTS WITH ADVANCED DESIGNATION	
–	–	–	_% of Graduates	–	_% of Graduates

REGENTS WITH CTE ENDORSEMENT		LOCAL DIPLOMAS		COMMENCEMENT CREDENTIALS	
–	_% of Graduates	–	_% of Graduates	–	_% of Completers

STUDENTS WITH DISABILITIES

COMPLETERS (GRADUATES + IEP DIPLOMAS)	GRADUATES (REGENTS + LOCAL DIPLOMAS)	REGENTS DIPLOMA		REGENTS WITH ADVANCED DESIGNATION	
–	–	–	_% of Graduates	–	_% of Graduates

REGENTS WITH CTE ENDORSEMENT		LOCAL DIPLOMAS		COMMENCEMENT CREDENTIALS	
–	_% of Graduates	–	_% of Graduates	–	_% of Completers

HIGH SCHOOL NON-COMPLETERS (2014 - 15)

ALL STUDENTS

DROPPED OUT		ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM		TOTAL NONCOMPLETERS	
–	–	–	–	–	–

STUDENTS WITH DISABILITIES

DROPPED OUT		ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM		TOTAL NONCOMPLETERS	
–	–	–	–	–	–

POST-GRADUATION PLANS OF COMPLETERS (2014 - 15)

ALL STUDENTS

TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
14	56%	5	20%	0	0%	1	4%

TO EMPLOYMENT		TO ADULT SERVICES		TO OTHER KNOWN PLANS		PLAN UNKNOWN	
3	12%	0	0%	0	0%	2	8%

GENERAL EDUCATION

TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
_	_	_	_	_	_	_	_

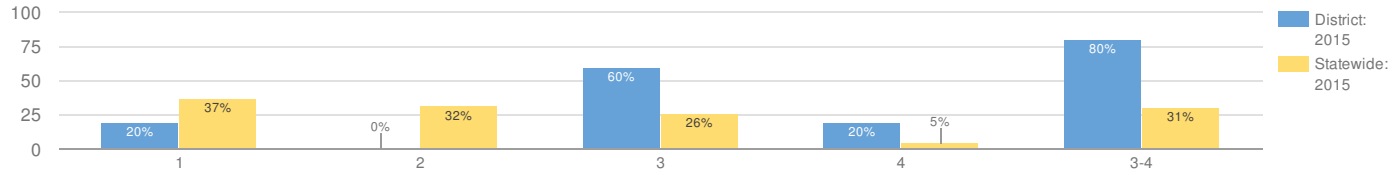
TO EMPLOYMENT		TO ADULT SERVICES		TO OTHER KNOWN PLANS		PLAN UNKNOWN	
_	_	_	_	_	_	_	_

STUDENTS WITH DISABILITIES

TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
_	_	_	_	_	_	_	_

TO EMPLOYMENT		TO ADULT SERVICES		TO OTHER KNOWN PLANS		PLAN UNKNOWN	
_	_	_	_	_	_	_	_

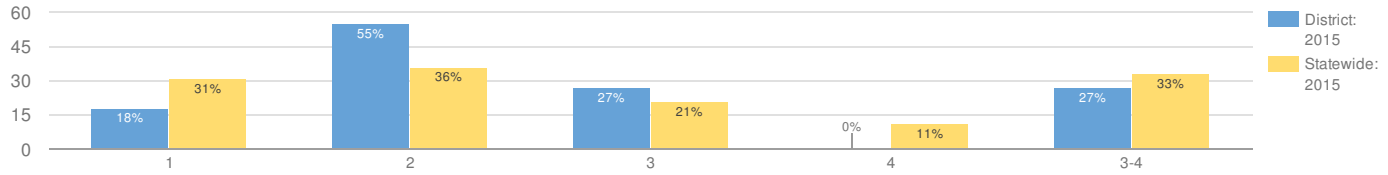
GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 326

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	5	80%	1	20%	0	0%	3	60%	1	20%
GENERAL EDUCATION	4	_%	_	_	_	_	_	_	_	_
STUDENTS WITH DISABILITIES	1	_%	_	_	_	_	_	_	_	_
WHITE	5	80%	1	20%	0	0%	3	60%	1	20%
FEMALE	3	_%	_	_	_	_	_	_	_	_
MALE	2	_%	_	_	_	_	_	_	_	_
NON-ENGLISH LANGUAGE LEARNERS	5	80%	1	20%	0	0%	3	60%	1	20%
ECONOMICALLY DISADVANTAGED	2	_%	_	_	_	_	_	_	_	_
NOT ECONOMICALLY DISADVANTAGED	3	_%	_	_	_	_	_	_	_	_
NOT MIGRANT	5	80%	1	20%	0	0%	3	60%	1	20%

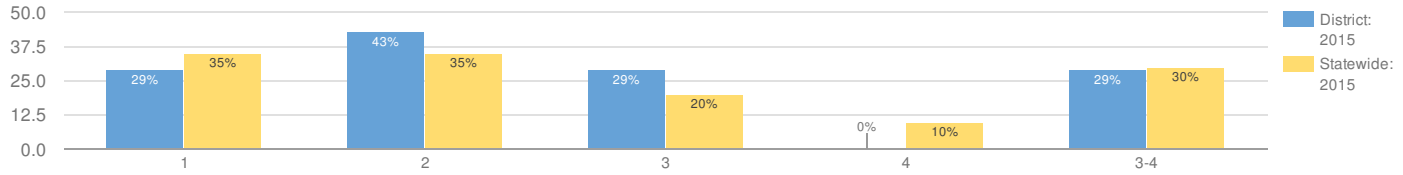
GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 302

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	11	27%	2	18%	6	55%	3	27%	0	0%
GENERAL EDUCATION	10	_%	_	_	_	_	_	_	_	_
STUDENTS WITH DISABILITIES	1	_%	_	_	_	_	_	_	_	_
BLACK OR AFRICAN AMERICAN	1	_%	_	_	_	_	_	_	_	_
WHITE	10	_%	_	_	_	_	_	_	_	_
SMALL GROUP TOTAL	11	27%	2	18%	6	55%	3	27%	0	0%
FEMALE	6	17%	1	17%	4	67%	1	17%	0	0%
MALE	5	40%	1	20%	2	40%	2	40%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	11	27%	2	18%	6	55%	3	27%	0	0%
ECONOMICALLY DISADVANTAGED	4	_%	_	_	_	_	_	_	_	_
NOT ECONOMICALLY DISADVANTAGED	7	_%	_	_	_	_	_	_	_	_
NOT MIGRANT	11	27%	2	18%	6	55%	3	27%	0	0%

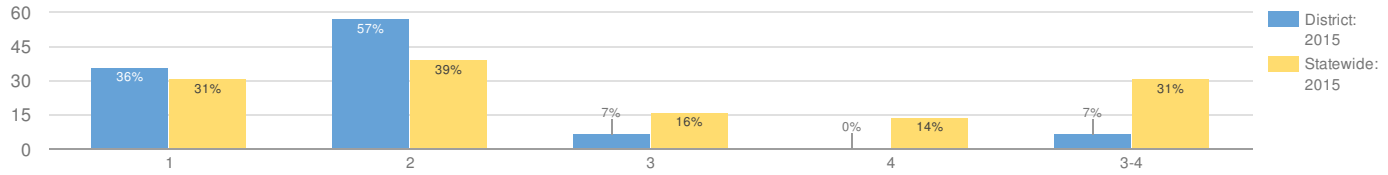
GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 299

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	7	29%	2	29%	3	43%	2	29%	0	0%
GENERAL EDUCATION	7	29%	2	29%	3	43%	2	29%	0	0%
WHITE	7	29%	2	29%	3	43%	2	29%	0	0%
FEMALE	6	_%	_	_	_	_	_	_	_	_
MALE	1	_%	_	_	_	_	_	_	_	_
NON-ENGLISH LANGUAGE LEARNERS	7	29%	2	29%	3	43%	2	29%	0	0%
ECONOMICALLY DISADVANTAGED	4	_%	_	_	_	_	_	_	_	_
NOT ECONOMICALLY DISADVANTAGED	3	_%	_	_	_	_	_	_	_	_
NOT MIGRANT	7	29%	2	29%	3	43%	2	29%	0	0%

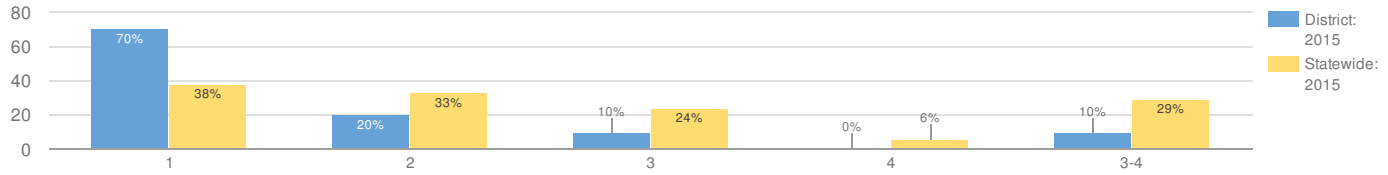
GRADE 6 ENGLISH LANGUAGE ARTS



MEAN SCORE: 289

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	14	7%	5	36%	8	57%	1	7%	0	0%
GENERAL EDUCATION	12	_%	_	_	_	_	_	_	_	_
STUDENTS WITH DISABILITIES	2	_%	_	_	_	_	_	_	_	_
WHITE	14	7%	5	36%	8	57%	1	7%	0	0%
FEMALE	6	0%	2	33%	4	67%	0	0%	0	0%
MALE	8	13%	3	38%	4	50%	1	13%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	14	7%	5	36%	8	57%	1	7%	0	0%
ECONOMICALLY DISADVANTAGED	7	0%	4	57%	3	43%	0	0%	0	0%
NOT ECONOMICALLY DISADVANTAGED	7	14%	1	14%	5	71%	1	14%	0	0%
NOT MIGRANT	14	7%	5	36%	8	57%	1	7%	0	0%

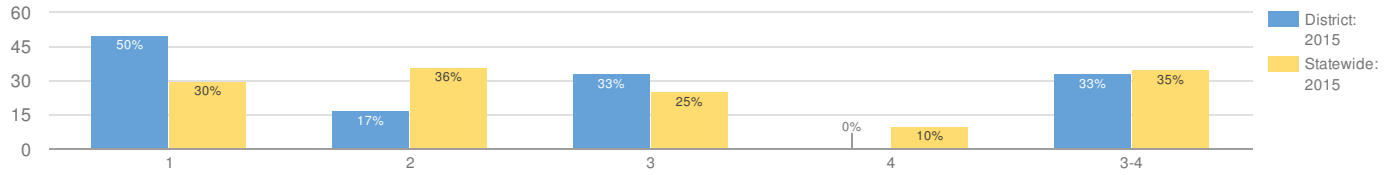
GRADE 7 ENGLISH LANGUAGE ARTS



MEAN SCORE: 261

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	10	10%	7	70%	2	20%	1	10%	0	0%
GENERAL EDUCATION	8	_%	_	_	_	_	_	_	_	_
STUDENTS WITH DISABILITIES	2	_%	_	_	_	_	_	_	_	_
WHITE	10	10%	7	70%	2	20%	1	10%	0	0%
FEMALE	5	20%	3	60%	1	20%	1	20%	0	0%
MALE	5	0%	4	80%	1	20%	0	0%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	10	10%	7	70%	2	20%	1	10%	0	0%
ECONOMICALLY DISADVANTAGED	3	_%	_	_	_	_	_	_	_	_
NOT ECONOMICALLY DISADVANTAGED	7	_%	_	_	_	_	_	_	_	_
NOT MIGRANT	10	10%	7	70%	2	20%	1	10%	0	0%

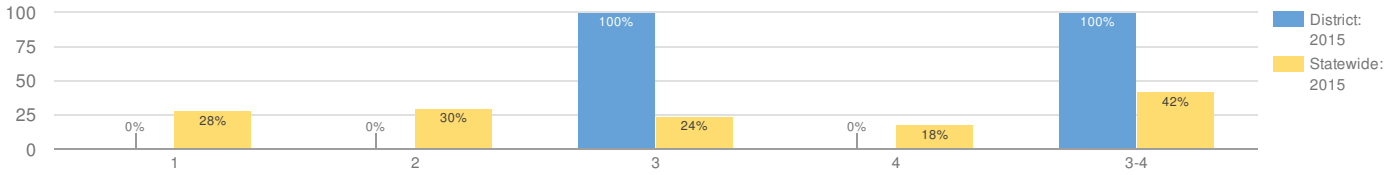
GRADE 8 ENGLISH LANGUAGE ARTS



MEAN SCORE: 288

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	12	33%	6	50%	2	17%	4	33%	0	0%
GENERAL EDUCATION	10	_%	_	_	_	_	_	_	_	_
STUDENTS WITH DISABILITIES	2	_%	_	_	_	_	_	_	_	_
WHITE	12	33%	6	50%	2	17%	4	33%	0	0%
FEMALE	4	_%	_	_	_	_	_	_	_	_
MALE	8	_%	_	_	_	_	_	_	_	_
NON-ENGLISH LANGUAGE LEARNERS	12	33%	6	50%	2	17%	4	33%	0	0%
ECONOMICALLY DISADVANTAGED	3	_%	_	_	_	_	_	_	_	_
NOT ECONOMICALLY DISADVANTAGED	9	_%	_	_	_	_	_	_	_	_
NOT MIGRANT	12	33%	6	50%	2	17%	4	33%	0	0%

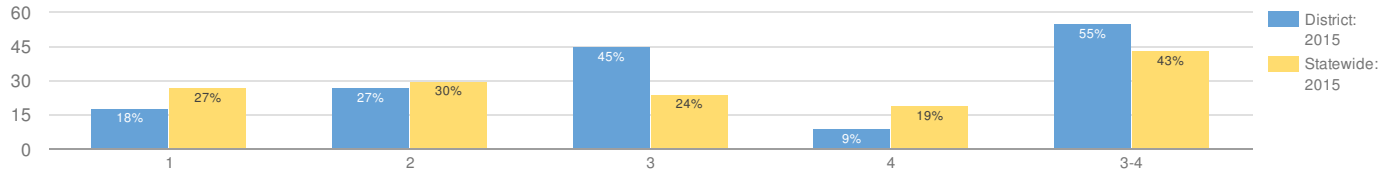
GRADE 3 MATHEMATICS



MEAN SCORE: 327

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	5	100%	0	0%	0	0%	5	100%	0	0%
GENERAL EDUCATION	4	_%	_	_	_	_	_	_	_	_
STUDENTS WITH DISABILITIES	1	_%	_	_	_	_	_	_	_	_
WHITE	5	100%	0	0%	0	0%	5	100%	0	0%
FEMALE	3	_%	_	_	_	_	_	_	_	_
MALE	2	_%	_	_	_	_	_	_	_	_
NON-ENGLISH LANGUAGE LEARNERS	5	100%	0	0%	0	0%	5	100%	0	0%
ECONOMICALLY DISADVANTAGED	2	_%	_	_	_	_	_	_	_	_
NOT ECONOMICALLY DISADVANTAGED	3	_%	_	_	_	_	_	_	_	_
NOT MIGRANT	5	100%	0	0%	0	0%	5	100%	0	0%

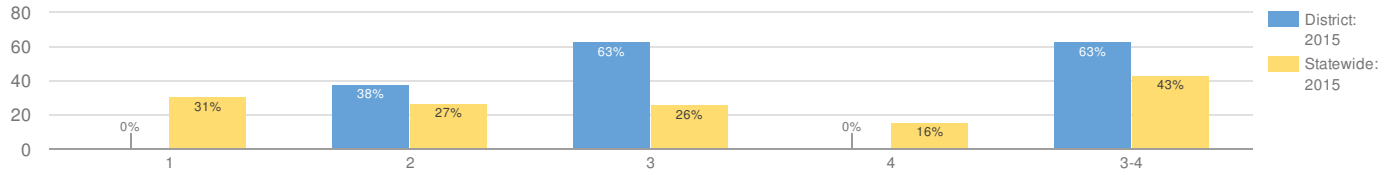
GRADE 4 MATHEMATICS



MEAN SCORE: 299

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	11	55%	2	18%	3	27%	5	45%	1	9%
GENERAL EDUCATION	10	_%	_	_	_	_	_	_	_	_
STUDENTS WITH DISABILITIES	1	_%	_	_	_	_	_	_	_	_
BLACK OR AFRICAN AMERICAN	1	_%	_	_	_	_	_	_	_	_
WHITE	10	_%	_	_	_	_	_	_	_	_
SMALL GROUP TOTAL	11	55%	2	18%	3	27%	5	45%	1	9%
FEMALE	6	50%	1	17%	2	33%	3	50%	0	0%
MALE	5	60%	1	20%	1	20%	2	40%	1	20%
NON-ENGLISH LANGUAGE LEARNERS	11	55%	2	18%	3	27%	5	45%	1	9%
ECONOMICALLY DISADVANTAGED	4	_%	_	_	_	_	_	_	_	_
NOT ECONOMICALLY DISADVANTAGED	7	_%	_	_	_	_	_	_	_	_
NOT MIGRANT	11	55%	2	18%	3	27%	5	45%	1	9%

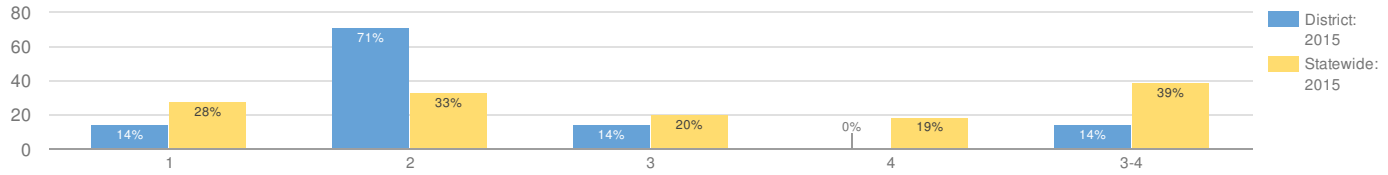
GRADE 5 MATHEMATICS



MEAN SCORE: 321

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	8	63%	0	0%	3	38%	5	63%	0	0%
GENERAL EDUCATION	8	63%	0	0%	3	38%	5	63%	0	0%
WHITE	8	63%	0	0%	3	38%	5	63%	0	0%
FEMALE	6	_%	_	_	_	_	_	_	_	_
MALE	2	_%	_	_	_	_	_	_	_	_
NON-ENGLISH LANGUAGE LEARNERS	8	63%	0	0%	3	38%	5	63%	0	0%
ECONOMICALLY DISADVANTAGED	5	_%	_	_	_	_	_	_	_	_
NOT ECONOMICALLY DISADVANTAGED	3	_%	_	_	_	_	_	_	_	_
NOT MIGRANT	8	63%	0	0%	3	38%	5	63%	0	0%

GRADE 6 MATHEMATICS

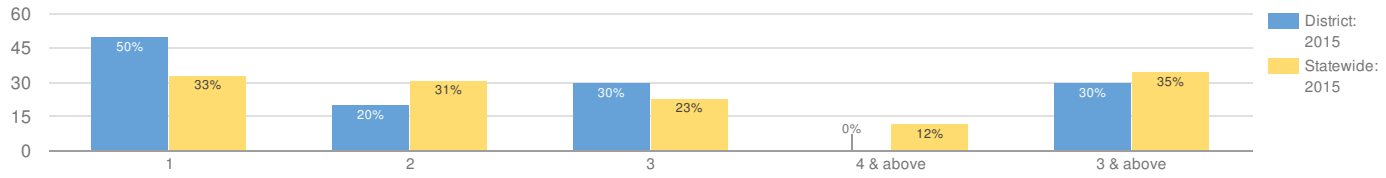


MEAN SCORE: 302

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	14	14%	2	14%	10	71%	2	14%	0	0%
GENERAL EDUCATION	12	_%	_	_	_	_	_	_	_	_
STUDENTS WITH DISABILITIES	2	_%	_	_	_	_	_	_	_	_
WHITE	14	14%	2	14%	10	71%	2	14%	0	0%
FEMALE	6	17%	1	17%	4	67%	1	17%	0	0%
MALE	8	13%	1	13%	6	75%	1	13%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	14	14%	2	14%	10	71%	2	14%	0	0%
ECONOMICALLY DISADVANTAGED	7	14%	2	29%	4	57%	1	14%	0	0%
NOT ECONOMICALLY DISADVANTAGED	7	14%	0	0%	6	86%	1	14%	0	0%
NOT MIGRANT	14	14%	2	14%	10	71%	2	14%	0	0%

GRADE 7 MATHEMATICS

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

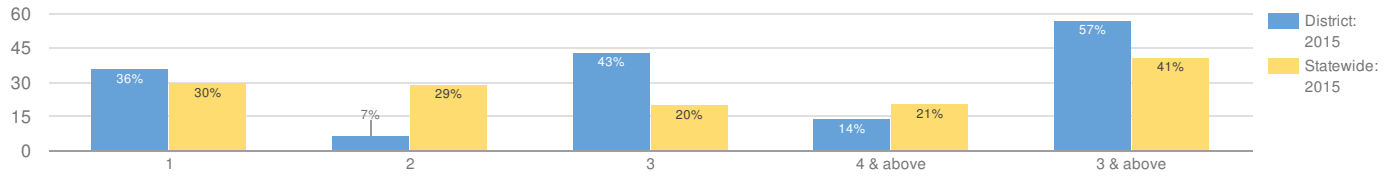


MEAN SCORE: 289

GROUP	TOTAL TESTED	PROFICIENT		LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	10	30%	5	50%	2	20%	3	30%	0	0%
GENERAL EDUCATION	8	_%	_	_	_	_	_	_	_	_
STUDENTS WITH DISABILITIES	2	_%	_	_	_	_	_	_	_	_
WHITE	10	30%	5	50%	2	20%	3	30%	0	0%
FEMALE	5	40%	2	40%	1	20%	2	40%	0	0%
MALE	5	20%	3	60%	1	20%	1	20%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	10	30%	5	50%	2	20%	3	30%	0	0%
ECONOMICALLY DISADVANTAGED	3	_%	_	_	_	_	_	_	_	_
NOT ECONOMICALLY DISADVANTAGED	7	_%	_	_	_	_	_	_	_	_
NOT MIGRANT	10	30%	5	50%	2	20%	3	30%	0	0%

GRADE 8 MATHEMATICS

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



MEAN SCORE: 275

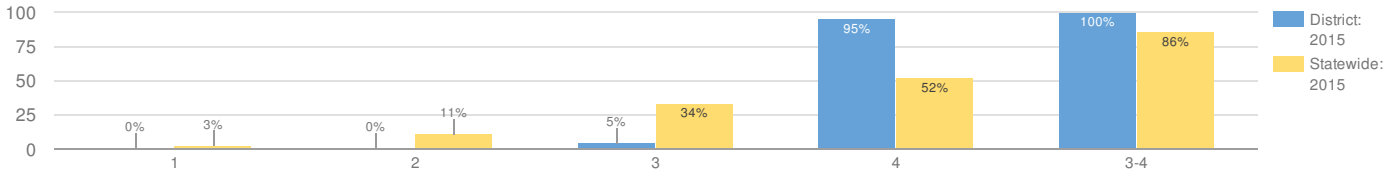
GROUP	TOTAL TESTED	PROFICIENT		LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	6	0%		5	83%	1	17%	0	0%	0	0%
GENERAL EDUCATION	4	_%		_	_	_	_	_	_	_	_
STUDENTS WITH DISABILITIES	2	_%		_	_	_	_	_	_	_	_
WHITE	6	0%		5	83%	1	17%	0	0%	0	0%
FEMALE	2	_%		_	_	_	_	_	_	_	_
MALE	4	_%		_	_	_	_	_	_	_	_
NON-ENGLISH LANGUAGE LEARNERS	6	0%		5	83%	1	17%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	2	_%		_	_	_	_	_	_	_	_
NOT ECONOMICALLY DISADVANTAGED	4	_%		_	_	_	_	_	_	_	_
NOT MIGRANT	6	0%		5	83%	1	17%	0	0%	0	0%

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	8	0	0%	0	0%	6	75%	2	25%	8	100%

GRADE 4 SCIENCE

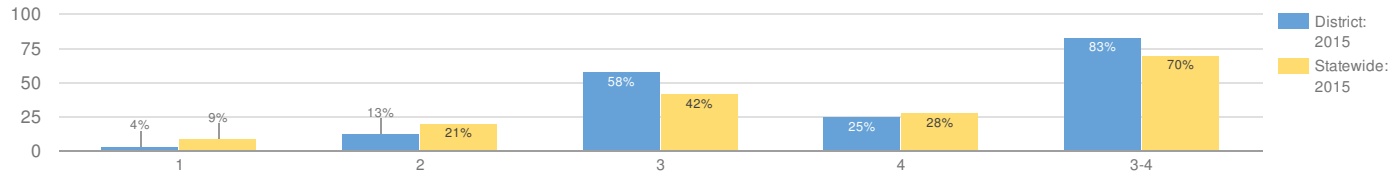


MEAN SCORE: 93

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	20	100%	0	0%	0	0%	1	5%	19	95%
GENERAL EDUCATION	17	_%	_	_	_	_	_	_	_	_
STUDENTS WITH DISABILITIES	3	_%	_	_	_	_	_	_	_	_
BLACK OR AFRICAN AMERICAN	1	_%	_	_	_	_	_	_	_	_
WHITE	18	_%	_	_	_	_	_	_	_	_
MULTIRACIAL	1	_%	_	_	_	_	_	_	_	_
SMALL GROUP TOTAL	20	100%	0	0%	0	0%	1	5%	19	95%
FEMALE	9	100%	0	0%	0	0%	1	11%	8	89%
MALE	11	100%	0	0%	0	0%	0	0%	11	100%
NON-ENGLISH LANGUAGE LEARNERS	20	100%	0	0%	0	0%	1	5%	19	95%
ECONOMICALLY DISADVANTAGED	6	100%	0	0%	0	0%	1	17%	5	83%
NOT ECONOMICALLY DISADVANTAGED	14	100%	0	0%	0	0%	0	0%	14	100%
NOT MIGRANT	20	100%	0	0%	0	0%	1	5%	19	95%

GRADE 8 SCIENCE

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



MEAN SCORE: 77

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	24	83%	1	4%	3	13%	14	58%	6	25%
GENERAL EDUCATION	20	_%	_	_	_	_	_	_	_	_
STUDENTS WITH DISABILITIES	4	_%	_	_	_	_	_	_	_	_
WHITE	24	83%	1	4%	3	13%	14	58%	6	25%
FEMALE	8	75%	0	0%	2	25%	4	50%	2	25%
MALE	16	88%	1	6%	1	6%	10	63%	4	25%
NON-ENGLISH LANGUAGE LEARNERS	24	83%	1	4%	3	13%	14	58%	6	25%
ECONOMICALLY DISADVANTAGED	9	67%	1	11%	2	22%	5	56%	1	11%
NOT ECONOMICALLY DISADVANTAGED	15	93%	0	0%	1	7%	9	60%	5	33%
NOT MIGRANT	24	83%	1	4%	3	13%	14	58%	6	25%

GRADE: 4

READING

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

MATHEMATICS

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

GRADE: 8

READING

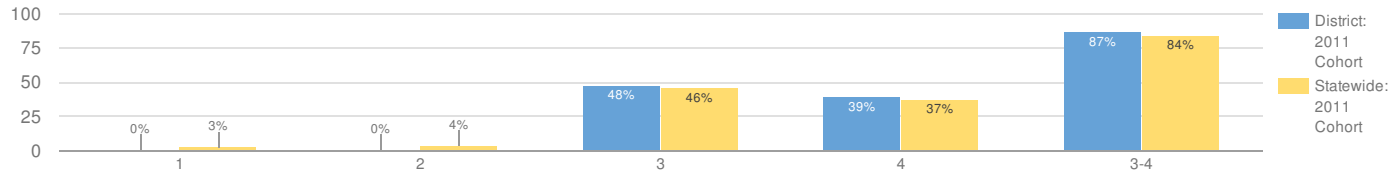
GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	27%	40%	29%	4%	
AMERICAN INDIAN OR ALASK...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIAN...	19%	39%	34%	8%	
BLACK OR AFRICAN AMERICA...	42%	41%	16%	1%	
HISPANIC OR LATINO	35%	43%	20%	2%	
WHITE	18%	39%	38%	5%	
MULTIRACIAL	*%	*%	*%	*%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

MATHEMATICS

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

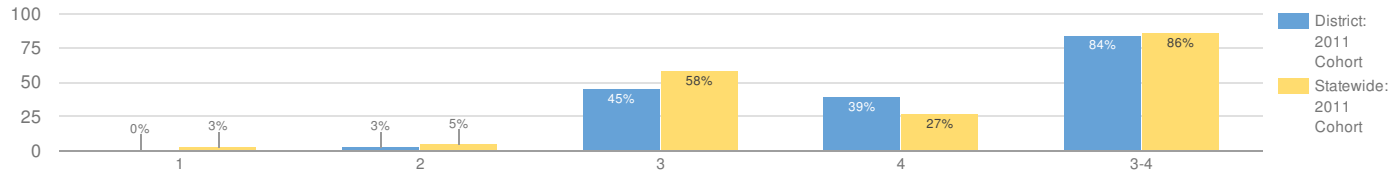
ASIAN OR NATIVE HAWAIIAN...	18%	30%	33%	19%	
BLACK OR AFRICAN AMERICA...	48%	37%	13%	2%	
HISPANIC OR LATINO	41%	40%	16%	3%	
WHITE	20%	40%	31%	9%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITIES	64%	27%	8%	1%	99
LIMITED ENGLISH PROFICIENT	72%	21%	6%	1%	94
ECONOMICALLY DISADVANT...	40%	39%	17%	4%	

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



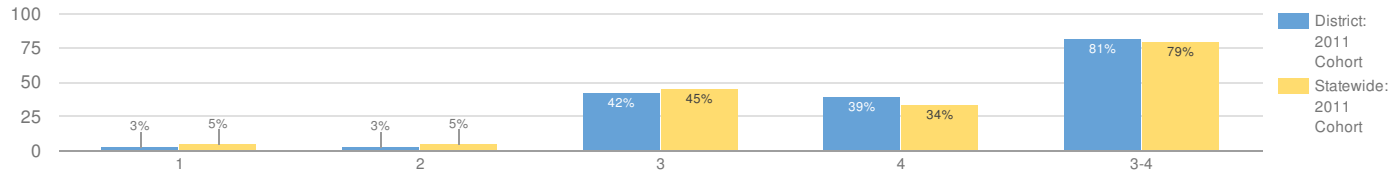
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	31	87%	0	0%	0	0%	15	48%	12	39%
GENERAL EDUCATION	26	96%	0	0%	0	0%	13	50%	12	46%
STUDENTS WITH DISABILITIES	5	40%	0	0%	0	0%	2	40%	0	0%
WHITE	31	87%	0	0%	0	0%	15	48%	12	39%
FEMALE	17	94%	0	0%	0	0%	7	41%	9	53%
MALE	14	79%	0	0%	0	0%	8	57%	3	21%
NON-ENGLISH LANGUAGE LEARNERS	31	87%	0	0%	0	0%	15	48%	12	39%
ECONOMICALLY DISADVANTAGED	10	80%	0	0%	0	0%	6	60%	2	20%
NOT ECONOMICALLY DISADVANTAGED	21	90%	0	0%	0	0%	9	43%	10	48%
NOT MIGRANT	31	87%	0	0%	0	0%	15	48%	12	39%

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



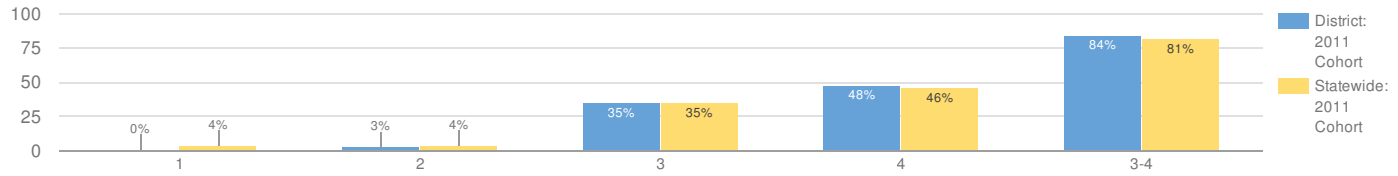
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	31	84%	0	0%	1	3%	14	45%	12	39%
GENERAL EDUCATION	26	92%	0	0%	1	4%	13	50%	11	42%
STUDENTS WITH DISABILITIES	5	40%	0	0%	0	0%	1	20%	1	20%
WHITE	31	84%	0	0%	1	3%	14	45%	12	39%
FEMALE	17	88%	0	0%	1	6%	5	29%	10	59%
MALE	14	79%	0	0%	0	0%	9	64%	2	14%
NON-ENGLISH LANGUAGE LEARNERS	31	84%	0	0%	1	3%	14	45%	12	39%
ECONOMICALLY DISADVANTAGED	10	70%	0	0%	1	10%	4	40%	3	30%
NOT ECONOMICALLY DISADVANTAGED	21	90%	0	0%	0	0%	10	48%	9	43%
NOT MIGRANT	31	84%	0	0%	1	3%	14	45%	12	39%

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



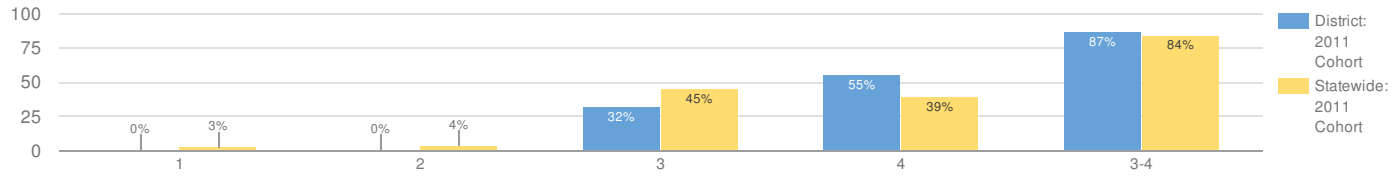
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	31	81%	1	3%	1	3%	13	42%	12	39%
GENERAL EDUCATION	26	92%	1	4%	0	0%	12	46%	12	46%
STUDENTS WITH DISABILITIES	5	20%	0	0%	1	20%	1	20%	0	0%
WHITE	31	81%	1	3%	1	3%	13	42%	12	39%
FEMALE	17	82%	1	6%	1	6%	6	35%	8	47%
MALE	14	79%	0	0%	0	0%	7	50%	4	29%
NON-ENGLISH LANGUAGE LEARNERS	31	81%	1	3%	1	3%	13	42%	12	39%
ECONOMICALLY DISADVANTAGED	10	60%	1	10%	1	10%	4	40%	2	20%
NOT ECONOMICALLY DISADVANTAGED	21	90%	0	0%	0	0%	9	43%	10	48%
NOT MIGRANT	31	81%	1	3%	1	3%	13	42%	12	39%

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	31	84%	0	0%	1	3%	11	35%	15	48%
GENERAL EDUCATION	26	92%	0	0%	1	4%	10	38%	14	54%
STUDENTS WITH DISABILITIES	5	40%	0	0%	0	0%	1	20%	1	20%
WHITE	31	84%	0	0%	1	3%	11	35%	15	48%
FEMALE	17	88%	0	0%	1	6%	5	29%	10	59%
MALE	14	79%	0	0%	0	0%	6	43%	5	36%
NON-ENGLISH LANGUAGE LEARNERS	31	84%	0	0%	1	3%	11	35%	15	48%
ECONOMICALLY DISADVANTAGED	10	70%	0	0%	1	10%	3	30%	4	40%
NOT ECONOMICALLY DISADVANTAGED	21	90%	0	0%	0	0%	8	38%	11	52%
NOT MIGRANT	31	84%	0	0%	1	3%	11	35%	15	48%

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	31	87%	0	0%	0	0%	10	32%	17	55%
GENERAL EDUCATION	26	96%	0	0%	0	0%	9	35%	16	62%
STUDENTS WITH DISABILITIES	5	40%	0	0%	0	0%	1	20%	1	20%
WHITE	31	87%	0	0%	0	0%	10	32%	17	55%
FEMALE	17	94%	0	0%	0	0%	4	24%	12	71%
MALE	14	79%	0	0%	0	0%	6	43%	5	36%
NON-ENGLISH LANGUAGE LEARNERS	31	87%	0	0%	0	0%	10	32%	17	55%
ECONOMICALLY DISADVANTAGED	10	80%	0	0%	0	0%	3	30%	5	50%
NOT ECONOMICALLY DISADVANTAGED	21	90%	0	0%	0	0%	7	33%	12	57%
NOT MIGRANT	31	87%	0	0%	0	0%	10	32%	17	55%

COMPREHENSIVE ENGLISH

REGENTS COMPREHENSIVE ENGLISH

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	27	27	100%	24	89%	9	33%
GENERAL EDUCATION	25	–	–	–	–	–	–
STUDENTS WITH DISABILITIES	2	–	–	–	–	–	–
BLACK OR AFRICAN AMERICAN	1	–	–	–	–	–	–
WHITE	26	–	–	–	–	–	–
SMALL GROUP TOTAL	27	27	100%	24	89%	9	33%
FEMALE	15	15	100%	13	87%	7	47%
MALE	12	12	100%	11	92%	2	17%
NON-ENGLISH LANGUAGE LEARNERS	27	27	100%	24	89%	9	33%
ECONOMICALLY DISADVANTAGED	11	11	100%	9	82%	3	27%
NOT ECONOMICALLY DISADVANTAGED	16	16	100%	15	94%	6	38%
NOT MIGRANT	27	27	100%	24	89%	9	33%

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	25	4	16%	2	8%	4	16%	4	16%	11	44%
GENERAL EDUCATION	23	–	–	–	–	–	–	–	–	–	–
STUDENTS WITH DISABILITIES	2	–	–	–	–	–	–	–	–	–	–
BLACK OR AFRICAN AMERICAN	1	–	–	–	–	–	–	–	–	–	–
WHITE	24	–	–	–	–	–	–	–	–	–	–
SMALL GROUP TOTAL	25	4	16%	2	8%	4	16%	4	16%	11	44%
FEMALE	13	3	23%	1	8%	0	0%	2	15%	7	54%
MALE	12	1	8%	1	8%	4	33%	2	17%	4	33%
NON-ENGLISH LANGUAGE LEARNERS	25	4	16%	2	8%	4	16%	4	16%	11	44%
ECONOMICALLY DISADVANTAGED	10	4	40%	1	10%	0	0%	1	10%	4	40%
NOT ECONOMICALLY DISADVANTAGED	15	0	0%	1	7%	4	27%	3	20%	7	47%
NOT MIGRANT	25	4	16%	2	8%	4	16%	4	16%	11	44%

INTEGRATED ALGEBRA

REGENTS INTEGRATED ALGEBRA

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	18	17	94%	13	72%	0	0%
GENERAL EDUCATION	11	11	100%	8	73%	0	0%
STUDENTS WITH DISABILITIES	7	6	86%	5	71%	0	0%
BLACK OR AFRICAN AMERICAN	1	–	–	–	–	–	–
WHITE	17	–	–	–	–	–	–
SMALL GROUP TOTAL	18	17	94%	13	72%	0	0%
FEMALE	11	10	91%	8	73%	0	0%
MALE	7	7	100%	5	71%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	18	17	94%	13	72%	0	0%
ECONOMICALLY DISADVANTAGED	12	11	92%	8	67%	0	0%
NOT ECONOMICALLY DISADVANTAGED	6	6	100%	5	83%	0	0%
NOT MIGRANT	18	17	94%	13	72%	0	0%

GEOMETRY

REGENTS GEOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	31	30	97%	28	90%	7	23%
GENERAL EDUCATION	30	–	–	–	–	–	–
STUDENTS WITH DISABILITIES	1	–	–	–	–	–	–
WHITE	30	–	–	–	–	–	–
MULTIRACIAL	1	–	–	–	–	–	–
SMALL GROUP TOTAL	31	30	97%	28	90%	7	23%
FEMALE	20	19	95%	17	85%	3	15%
MALE	11	11	100%	11	100%	4	36%
NON-ENGLISH LANGUAGE LEARNERS	31	30	97%	28	90%	7	23%
ECONOMICALLY DISADVANTAGED	9	8	89%	7	78%	1	11%
NOT ECONOMICALLY DISADVANTAGED	22	22	100%	21	95%	6	27%
NOT MIGRANT	31	30	97%	28	90%	7	23%

ALGEBRA 2/TRIGONOMETRY

REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	26	13	50%	10	38%	2	8%
GENERAL EDUCATION	24	–	–	–	–	–	–
STUDENTS WITH DISABILITIES	2	–	–	–	–	–	–
WHITE	25	–	–	–	–	–	–
MULTIRACIAL	1	–	–	–	–	–	–
SMALL GROUP TOTAL	26	13	50%	10	38%	2	8%
FEMALE	17	10	59%	9	53%	2	12%
MALE	9	3	33%	1	11%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	26	13	50%	10	38%	2	8%
ECONOMICALLY DISADVANTAGED	10	4	40%	4	40%	1	10%
NOT ECONOMICALLY DISADVANTAGED	16	9	56%	6	38%	1	6%
NOT MIGRANT	26	13	50%	10	38%	2	8%

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	9	0	0%	1	11%	6	67%	2	22%	0	0%
GENERAL EDUCATION	8	–	–	–	–	–	–	–	–	–	–
STUDENTS WITH DISABILITIES	1	–	–	–	–	–	–	–	–	–	–
WHITE	9	0	0%	1	11%	6	67%	2	22%	0	0%
FEMALE	3	–	–	–	–	–	–	–	–	–	–
MALE	6	–	–	–	–	–	–	–	–	–	–
NON-ENGLISH LANGUAGE LEARNERS	9	0	0%	1	11%	6	67%	2	22%	0	0%
ECONOMICALLY DISADVANTAGED	3	–	–	–	–	–	–	–	–	–	–
NOT ECONOMICALLY DISADVANTAGED	6	–	–	–	–	–	–	–	–	–	–
NOT MIGRANT	9	0	0%	1	11%	6	67%	2	22%	0	0%

GEOMETRY (COMMON CORE)

GEOMETRY (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	27	5	19%	6	22%	15	56%	1	4%	0	0%
GENERAL EDUCATION	26	–	–	–	–	–	–	–	–	–	–
STUDENTS WITH DISABILITIES	1	–	–	–	–	–	–	–	–	–	–
WHITE	26	–	–	–	–	–	–	–	–	–	–
MULTIRACIAL	1	–	–	–	–	–	–	–	–	–	–
SMALL GROUP TOTAL	27	5	19%	6	22%	15	56%	1	4%	0	0%
FEMALE	18	4	22%	4	22%	10	56%	0	0%	0	0%
MALE	9	1	11%	2	22%	5	56%	1	11%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	27	5	19%	6	22%	15	56%	1	4%	0	0%
ECONOMICALLY DISADVANTAGED	7	2	29%	0	0%	5	71%	0	0%	0	0%
NOT ECONOMICALLY DISADVANTAGED	20	3	15%	6	30%	10	50%	1	5%	0	0%
NOT MIGRANT	27	5	19%	6	22%	15	56%	1	4%	0	0%

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	39	35	90%	26	67%	3	8%
GENERAL EDUCATION	31	30	97%	24	77%	3	10%
STUDENTS WITH DISABILITIES	8	5	63%	2	25%	0	0%
WHITE	38	–	–	–	–	–	–
MULTIRACIAL	1	–	–	–	–	–	–
SMALL GROUP TOTAL	39	35	90%	26	67%	3	8%
FEMALE	28	26	93%	19	68%	2	7%
MALE	11	9	82%	7	64%	1	9%
NON-ENGLISH LANGUAGE LEARNERS	39	35	90%	26	67%	3	8%
ECONOMICALLY DISADVANTAGED	24	20	83%	12	50%	0	0%
NOT ECONOMICALLY DISADVANTAGED	15	15	100%	14	93%	3	20%
NOT MIGRANT	39	35	90%	26	67%	3	8%

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	26	26	100%	23	88%	9	35%
GENERAL EDUCATION	24	–	–	–	–	–	–
STUDENTS WITH DISABILITIES	2	–	–	–	–	–	–
BLACK OR AFRICAN AMERICAN	1	–	–	–	–	–	–
WHITE	25	–	–	–	–	–	–
SMALL GROUP TOTAL	26	26	100%	23	88%	9	35%
FEMALE	15	15	100%	12	80%	3	20%
MALE	11	11	100%	11	100%	6	55%
NON-ENGLISH LANGUAGE LEARNERS	26	26	100%	23	88%	9	35%
ECONOMICALLY DISADVANTAGED	12	12	100%	9	75%	1	8%
NOT ECONOMICALLY DISADVANTAGED	14	14	100%	14	100%	8	57%
NOT MIGRANT	26	26	100%	23	88%	9	35%

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	24	24	100%	24	100%	8	33%
GENERAL EDUCATION	19	19	100%	19	100%	7	37%
STUDENTS WITH DISABILITIES	5	5	100%	5	100%	1	20%
BLACK OR AFRICAN AMERICAN	1	–	–	–	–	–	–
WHITE	22	–	–	–	–	–	–
MULTIRACIAL	1	–	–	–	–	–	–
SMALL GROUP TOTAL	24	24	100%	24	100%	8	33%
FEMALE	16	16	100%	16	100%	4	25%
MALE	8	8	100%	8	100%	4	50%
NON-ENGLISH LANGUAGE LEARNERS	24	24	100%	24	100%	8	33%
ECONOMICALLY DISADVANTAGED	12	12	100%	12	100%	3	25%
NOT ECONOMICALLY DISADVANTAGED	12	12	100%	12	100%	5	42%
NOT MIGRANT	24	24	100%	24	100%	8	33%

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	25	22	88%	21	84%	8	32%
GENERAL EDUCATION	21	–	–	–	–	–	–
STUDENTS WITH DISABILITIES	4	–	–	–	–	–	–
BLACK OR AFRICAN AMERICAN	1	–	–	–	–	–	–
HISPANIC OR LATINO	1	–	–	–	–	–	–
WHITE	23	–	–	–	–	–	–
SMALL GROUP TOTAL	25	22	88%	21	84%	8	32%
FEMALE	14	13	93%	13	93%	3	21%
MALE	11	9	82%	8	73%	5	45%
NON-ENGLISH LANGUAGE LEARNERS	25	22	88%	21	84%	8	32%
ECONOMICALLY DISADVANTAGED	12	9	75%	8	67%	3	25%
NOT ECONOMICALLY DISADVANTAGED	13	13	100%	13	100%	5	38%
NOT MIGRANT	25	22	88%	21	84%	8	32%

PHYSICAL SETTING/CHEMISTRY

REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	8	7	88%	6	75%	1	13%
GENERAL EDUCATION	8	7	88%	6	75%	1	13%
WHITE	8	7	88%	6	75%	1	13%
FEMALE	6	–	–	–	–	–	–
MALE	2	–	–	–	–	–	–
NON-ENGLISH LANGUAGE LEARNERS	8	7	88%	6	75%	1	13%
ECONOMICALLY DISADVANTAGED	3	–	–	–	–	–	–
NOT ECONOMICALLY DISADVANTAGED	5	–	–	–	–	–	–
NOT MIGRANT	8	7	88%	6	75%	1	13%

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

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

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

ALL STUDENTS

MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
NO	234*	62%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	60	88	85	85

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	0	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	0	—	—	—

BLACK OR AFRICAN AMERICAN

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	1	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	1	—	—	—

HISPANIC OR LATINO

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	0	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	0	—	—	—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	0	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	0	—	—	—

WHITE

MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
NO	226*	63%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
NO	59	88	101	101

MULTIRACIAL

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	2	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	0	—	—	—

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	17	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	9	—	—	—

LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	0	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	0	—	—	—

ECONOMICALLY DISADVANTAGED

MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
NO	93*	61%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	57[0]	72	71	71

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

NOT AMERICAN INDIAN OR ALASKA NATIVE			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
234*	62%*	60	88

NOT BLACK OR AFRICAN AMERICAN			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
231*	62%*	59	88

NOT HISPANIC OR LATINO			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
233*	62%*	60	88

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
234*	62%*	60	88

NOT WHITE			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
3	—	1	—

NOT MULTIRACIAL			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
230*	63%*	60	88

GENERAL EDUCATION

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
205*	63%*	51	94

ENGLISH PROFICIENT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
234*	62%*	60	88

NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
141*	63%*	36	94

MALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
125*	62%*	30	77

FEMALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
109*	63%*	30	100

MIGRANT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
0	—	0	—

NOT MIGRANT

STUDENTS ENROLLED DURING	PERCENT OF ENROLLED	TESTED STUDENTS ENROLLED	PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
234*	62%*	60	88

— 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.
⁰ This group failed to meet the participation criterion and had fewer than 30 tested students enrolled on BEDS day and during the test administration period, so data for the current and previous year were combined to determine a Performance Index.

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

ALL STUDENTS

MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
NO	234*	64%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	63	125	82	82

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	0	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	0	—	—	—

BLACK OR AFRICAN AMERICAN

MADE AYP: —

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

—	1	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	1	—	—	—

HISPANIC OR LATINO

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	0	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	0	—	—	—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	0	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	0	—	—	—

WHITE

MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
NO	226*	64%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	62	127	98	98

MULTIRACIAL

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	2	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	0	—	—	—

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	17	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	9	—	—	—

LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	0	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	0	—	—	—

ECONOMICALLY DISADVANTAGED

MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST	PERCENT OF ENROLLED STUDENTS WITH

	ADMINISTRATION PERIOD	VALID TEST SCORES
NO	93*	65%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	60[0]	93	69	69

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
234*	64%*	63	125

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
231*	63%*	62	127

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
233*	64%*	63	125

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
234*	64%*	63	125

NOT WHITE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
3	—	1	—

NOT MULTIRACIAL

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
230*	65%*	63	125

GENERAL EDUCATION			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
205*	64%*	54	139

ENGLISH PROFICIENT			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
234*	64%*	63	125

NOT ECONOMICALLY DISADVANTAGED			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
141*	63%*	37	135

MALE			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
125*	62%*	33	118

FEMALE			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
109*	65%*	30	133

MIGRANT			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
0	—	0	—

NOT MIGRANT			
STUDENTS ENROLLED DURING	PERCENT OF ENROLLED	TESTED STUDENTS ENROLLED	PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
234*	64%*	63	125

— 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.
⁰ This group failed to meet the participation criterion and had fewer than 30 tested students enrolled on BEDS day and during the test administration period, so data for the current and previous year were combined to determine a Performance Index.

ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

ALL STUDENTS

MADE AYP: YES

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
YES	44	100%

PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	44	189	170	170

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	0	—

PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	0	—	—	—

BLACK OR AFRICAN AMERICAN

MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—	1	—

PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	1	—	—	—

HISPANIC OR LATINO

MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	0	—

PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	0	—	—	—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	0	—

PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	0	—	—	—

WHITE

MADE AYP: YES

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
YES	42	100%

PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	42	188	178	178

MULTIRACIAL

MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	1	—

PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	1	—	—	—

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	7	—

PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	7	—	—	—

LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	0	—

PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	0	—	—	—

ECONOMICALLY DISADVANTAGED

MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST	PERCENT OF ENROLLED STUDENTS WITH

	ADMINISTRATION PERIOD	VALID TEST SCORES
—	15	—

PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	15	—	—	—

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
44	100%	44	189

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
43	100%	43	188

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
44	100%	44	189

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
44	100%	44	189

NOT WHITE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
2	—	2	—

NOT MULTIRACIAL

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
43	100%	43	188

GENERAL EDUCATION

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
37	—	37	195

ENGLISH PROFICIENT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
44	100%	44	189

NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
29	—	29	—

MALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
27	—	27	—

FEMALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
17	—	17	—

MIGRANT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
0	—	0	—

NOT MIGRANT

STUDENTS ENROLLED DURING	PERCENT OF ENROLLED	TESTED STUDENTS ENROLLED	PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
44	100%	44	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.

SECONDARY-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

ALL STUDENTS

MADE AYP: YES

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
—	27	—

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
YES	49**	163**	156	156

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
—	0	—

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	0	—	—	—

BLACK OR AFRICAN AMERICAN

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
—	0	—

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	0	—	—	—

HISPANIC OR LATINO

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
—	0	—

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	0	—	—	—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
—	0	—

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	0	—	—	—

WHITE

MADE AYP: YES

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
—	27	—

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
YES	49**	163**	167	159

MULTIRACIAL

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
—	0	—

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	0	—	—	—

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
—	2	—

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	5	—	—	—

LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
—	0	—

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	0	—	—	—

ECONOMICALLY DISADVANTAGED

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

—	8	—		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	13	—	—	—

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
27	—	49**	163**

NOT BLACK OR AFRICAN AMERICAN

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
27	—	49**	163**

NOT HISPANIC OR LATINO

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
27	—	49**	163**

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
27	—	49**	163**

NOT WHITE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
0	—	0	—

NOT MULTIRACIAL

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
27	—	49**	163**

GENERAL EDUCATION

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

25	—	44**	166**

ENGLISH PROFICIENT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
27	—	49**	163**

NOT ECONOMICALLY DISADVANTAGED			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
19	—	36**	164**

MALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
11	—	22	—

FEMALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
16	—	27	—

MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
0	—	0	—

NOT MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
27	—	49**	163**

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2011 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.
**The number of 2011 accountability cohort members is less than 30, so the number of 2011 and 2010 accountability cohort members were combined to determine a Performance Index.

SECONDARY-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

ALL STUDENTS

MADE AYP: YES

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
—	27	—

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
YES	49**	161**	140	140

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
—	0	—

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	0	—	—	—

BLACK OR AFRICAN AMERICAN

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
—	0	—

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	0	—	—	—

HISPANIC OR LATINO

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
—	0	—

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	0	—	—	—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
—	0	—

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	0	—	—	—

WHITE

MADE AYP: YES

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
—	27	—

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
YES	49**	161**	152	152

MULTIRACIAL

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
—	0	—

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET

—	0	—	—	—

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
—	2	—

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	5	—	—	—

LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
—	0	—

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	0	—	—	—

ECONOMICALLY DISADVANTAGED

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
—	8	—

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	13	—	—	—

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
27	—	49**	161**

NOT BLACK OR AFRICAN AMERICAN

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
27	—	49**	161**

NOT HISPANIC OR LATINO

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
27	—	49**	161**

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
27	—	49**	161**

NOT WHITE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
0	—	0	—

NOT MULTIRACIAL

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
27	—	49**	161**

GENERAL EDUCATION

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

25	—	44**	164**

ENGLISH PROFICIENT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
27	—	49**	161**

NOT ECONOMICALLY DISADVANTAGED			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
19	—	36**	172**

MALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
11	—	22	—

FEMALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
16	—	27	—

MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
0	—	0	—

NOT MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
27	—	49**	161**

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2011 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.
**The number of 2011 accountability cohort members is less than 30, so the number of 2011 and 2010 accountability cohort members were combined to determine a Performance Index.

UNWEIGHTED COMBINED ELA AND MATH PIS

ALL STUDENTS

ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
88	125	—	—	107

AMERICAN INDIAN OR ALASKA NATIVE

ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—

BLACK OR AFRICAN AMERICAN

ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—

HISPANIC OR LATINO

ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—

WHITE

ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI

88	127	—	—	108

MULTIRACIAL

ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—

STUDENTS WITH DISABILITIES

ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—

LIMITED ENGLISH PROFICIENT

ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—

ECONOMICALLY DISADVANTAGED

ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—

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

OVERALL GRADUATION RATE FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

ALL STUDENTS	AMERICAN INDIAN OR ALASKA NATIVE
MADE AYP	MADE AYP
YES	—
BLACK OR AFRICAN AMERICAN	HISPANIC OR LATINO

MADE AYP	MADE AYP
—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	WHITE
MADE AYP	MADE AYP
—	YES
MULTIRACIAL	STUDENTS WITH DISABILITIES
MADE AYP	MADE AYP
—	—
LIMITED ENGLISH PROFICIENT	ECONOMICALLY DISADVANTAGED
MADE AYP	MADE AYP
—	—

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

FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

ALL STUDENTS

Met Graduation-Rate Criterion: YES

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
58*	91%*	80%	80%

AMERICAN INDIAN OR ALASKA NATIVE

Met Graduation-Rate Criterion: —

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
0	—	—	—

BLACK OR AFRICAN AMERICAN

Met Graduation-Rate Criterion: —

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
1	—	—	—

HISPANIC OR LATINO

Met Graduation-Rate Criterion: —

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
1	—	—	—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

Met Graduation-Rate Criterion: —

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
0	—	—	—

WHITE

Met Graduation-Rate Criterion: YES

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
56*	93%*	80%	80%

MULTIRACIAL

Met Graduation-Rate Criterion: —

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET

0	—	—	—

STUDENTS WITH DISABILITIES

Met Graduation-Rate Criterion: —

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
3	—	—	—

LIMITED ENGLISH PROFICIENT

Met Graduation-Rate Criterion: —

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
0	—	—	—

ECONOMICALLY DISADVANTAGED

Met Graduation-Rate Criterion: —

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
17	—	—	—

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.
* The number of students in the 2010 four-year graduation-rate total cohort in the school/district is less than 30, so data for the 2010 four-year graduation-rate total cohort and the 2009 four-year graduation-rate total cohort were combined to determine graduation rates.

FIVE-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

ALL STUDENTS

Met Graduation-Rate Criterion: YES

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET

38	89%	80%	80%

AMERICAN INDIAN OR ALASKA NATIVE

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
0	—	—	—

BLACK OR AFRICAN AMERICAN

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
1	—	—	—

HISPANIC OR LATINO

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
2	—	—	—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
0			

—	—	—	

WHITE

Met Graduation-Rate Criterion: YES

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
35	91%	80%	80%

MULTIRACIAL

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
0	—	—	—

STUDENTS WITH DISABILITIES

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
2	—	—	—

LIMITED ENGLISH PROFICIENT

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
0	—	—	—

ECONOMICALLY DISADVANTAGED

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
13	—	—	—

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

FOUR-YEAR GRADUATION-RATE TOTAL COHORT

NOT AMERICAN INDIAN OR ALASKA NATIVE

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE
58*	91%

NOT BLACK OR AFRICAN AMERICAN

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE
57*	91%

NOT HISPANIC OR LATINO

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE
57*	93%

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE

FIVE-YEAR GRADUATION-RATE TOTAL COHORT

NOT AMERICAN INDIAN OR ALASKA NATIVE

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE
38	89%

NOT BLACK OR AFRICAN AMERICAN

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE
37	89%

NOT HISPANIC OR LATINO

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE
36	92%

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE

	58*	91%	
	38	89%	

NOT WHITE			
2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE
0	—	3	—

NOT MULTIRACIAL			
2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE
58*	91%	38	89%

GENERAL EDUCATION			
2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE
55*	93%	36	92%

ENGLISH PROFICIENT			
2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE
58*	91%	38	89%

NOT ECONOMICALLY DISADVANTAGED			
2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE
41*	93%	25	—

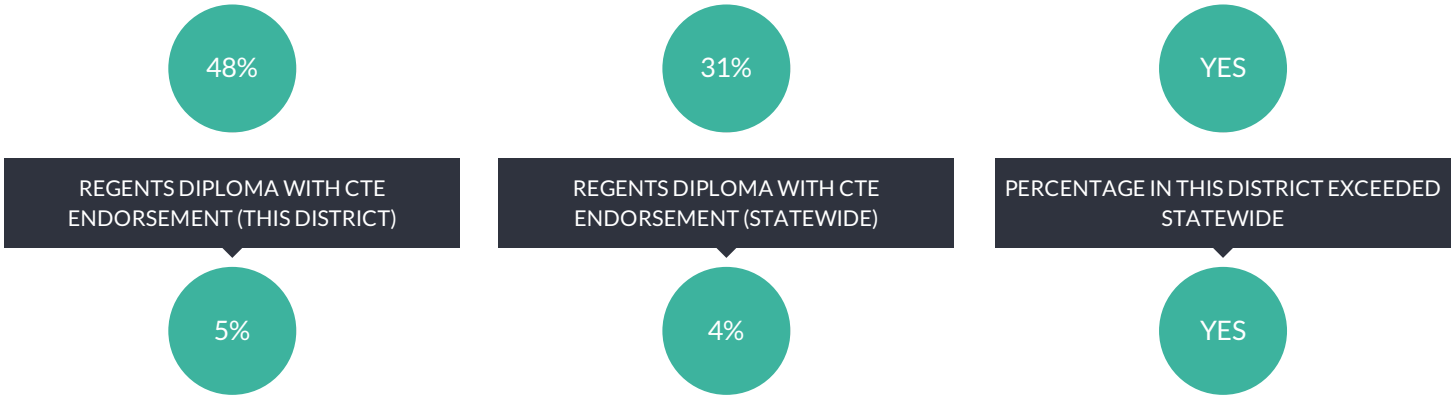
	2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE
MALE	28	—	18	—
FEMALE	30*	90%	20	—
MIGRANT	0	—	0	—
NOT MIGRANT	58*	91%	38	89%

— There were fewer than 30 students in the cohort.
* The number of 2010 four-year graduation-rate total cohort members is less than 30, so the number of 2010 and 2009 four-year graduation-rate total cohort members were combined to determine graduation rates.

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

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

REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (THIS DISTRICT)	REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (STATEWIDE)	PERCENTAGE IN THIS DISTRICT EXCEEDED STATEWIDE



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