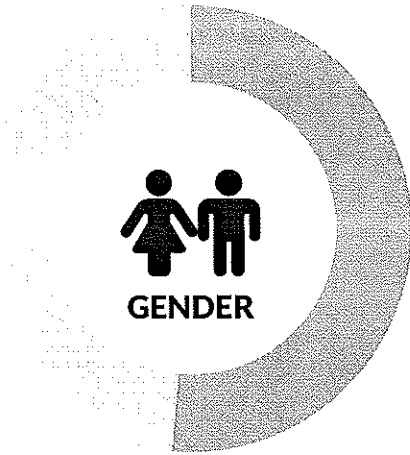
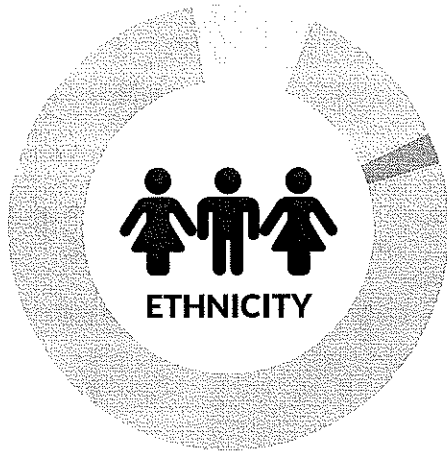


ROCKVILLE CENTRE UFSD AT A GLANCE



3,533

Total K-12 Public School Students



ROCKVILLE CENTRE UFSD DATA

2015-16 2014-15 Archive



STUDENT DATA

SCHOOL DATA

Enrollment Data

3-8 ELA Assessment Data

3-8 Math Assessment Data

English Language Learners Data

School Report Card

Fiscal Supplement

High School Graduation Rate

**SUPERINTENDENT:
WILLIAM JOHNSON**

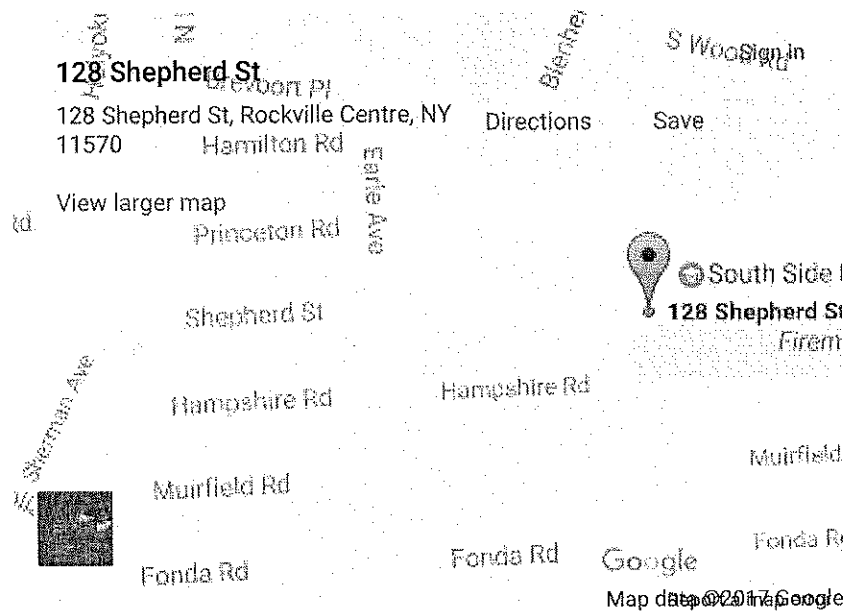
LEGAL NAME: ROCKVILLE
CENTRE UNION FREE SCHOOL
DISTRICT

BEDS CODE: 280221030000

INSTITUTION ID:
800000049383

PHONE: (516) 255-8920

WEBSITE:
WWW.RVCSCHOOLS.ORG



SCHOOLS IN ROCKVILLE CENTRE UFSD

HEWITT SCHOOL

SOUTH SIDE HIGH
SCHOOL

WATSON SCHOOL

RIVERSIDE SCHOOL

SOUTH SIDE MIDDLE
SCHOOL

WILLIAM S COVERT
SCHOOL

WILSON SCHOOL

ROCKVILLE CENTRE UFSD ENROLLMENT (2015 - 16)

K-12 ENROLLMENT

3,533

ENROLLMENT BY GENDER

MALE	FEMALE
1,819	1,714
51%	49%

ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
AMERICAN INDIAN OR ALASKA NATIVE	1	0%
BLACK OR AFRICAN AMERICAN	222	6%
HISPANIC OR LATINO	417	12%
ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC ISLANDER	85	2%
WHITE	2,722	77%
MULTIRACIAL	86	2%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS	STUDENTS WITH DISABILITIES	ECONOMICALLY DISADVANTAGED
60	474	487
2%	13%	14%

ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
UNGRADED	256	7%
1ST GRADE	256	7%
2ND GRADE	279	8%
3RD GRADE	241	7%
4TH GRADE	309	9%
5TH GRADE	259	7%
6TH GRADE	284	8%
UNGRADED ELEMENTARY	16	0%
7TH GRADE	253	7%
8TH GRADE	304	9%
9TH GRADE	256	7%
10TH GRADE	276	8%
11TH GRADE	247	7%
12TH GRADE	258	7%
UNGRADED SECONDARY	39	1%

AVERAGE CLASS SIZE (2015 - 16)

GROUP	CLASS SIZE
COMMON BRANCH	21
GRADE 3 ENGLISH	25
GRADE 4 MATHEMATICS	25
GRADE 5 SCIENCE	19
GRADE 4 SOCIAL STUDIES	26
GRADE 10 ENGLISH	18
GRADE 10 MATHEMATICS	16
GRADE 10 SCIENCE	18
GRADE 10 SOCIAL STUDIES	24

FREE AND REDUCED-PRICE LUNCH (2015 - 16)

ELIGIBLE FOR FREE LUNCH	ELIGIBLE FOR REDUCED-PRICE LUNCH
384	53
11%	2%

ATTENDANCE (2014 - 15)

ANNUAL ATTENDANCE RATE	95%
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STUDENT SUSPENSIONS (2014 - 15)

41	1%
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STAFF COUNTS (2015 - 16)

GROUP	STAFF
PRINCIPALS	7
ASSISTANT PRINCIPALS	6
OTHER PROFESSIONAL STAFF	34
PARAPROFESSIONALS	259

TEACHER QUALIFICATIONS (2015 - 16)

TOTAL TEACHERS	331
PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
PERCENT TEACHING OUT OF CERTIFICATE	0%
PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE	2%
PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE	50%
TOTAL NUMBER OF CORE CLASSES	781
PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS DISTRICT	781
TOTAL NUMBER OF CLASSES	1,191
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	0%

HIGH SCHOOL COMPLETERS (2015 - 16)

GROUP	COMPLETERS (GRADUATES + COMMENCEMENT CREDENTIALS)	GRADUATES (REGENTS + LOCAL DIPLOMAS)	REGENTS DIPLOMA
ALL STUDENTS	257	257	256 100%
GENERAL EDUCATION	227	227	227 100%
STUDENTS WITH DISABILITIES	30	30	29 97%

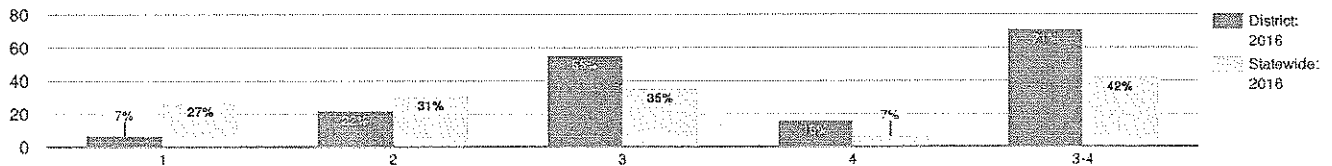
GROUP	REGENTS WITH ADVANCED DESIGNATION	REGENTS WITH CTE ENDORSEMENT	LOCAL DIPLOMAS	COMMENCEMENT CREDENTIALS
ALL STUDENTS	219 85%	1 0%	1 0%	0 0%
GENERAL EDUCATION	209 92%	0 0%	0 0%	0 0%
STUDENTS WITH DISABILITIES	10 33%	1 3%	1 3%	0 0%

HIGH SCHOOL NON-COMPLETERS (2015 - 16)

GROUP	DROPPED OUT	ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM	TOTAL NON-COMPLETERS
ALL STUDENTS	-	-	-
STUDENTS WITH DISABILITIES	-	-	-

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.

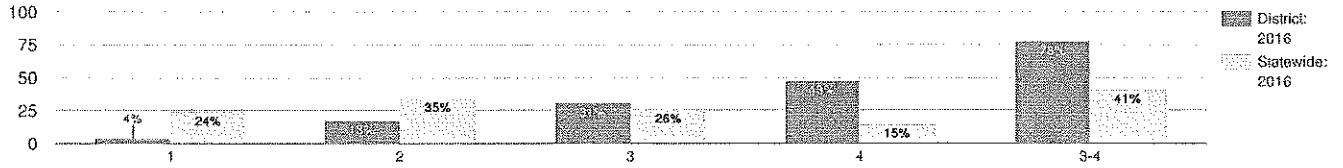


MEAN SCORE: 331

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	130	71%	9 7%	29 22%	71 55%	21 16%
GENERAL EDUCATION	123	75%	5 4%	26 21%	71 58%	21 17%
STUDENTS WITH DISABILITIES	7	0%	4 57%	3 43%	0 0%	0 0%
AMERICAN INDIAN OR ALASKA NATIVE	1	0%	-	-	-	-
ASIAN OR NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	3	0%	-	-	-	-
BLACK OR AFRICAN AMERICAN	10	10%	4 40%	5 50%	0 0%	1 10%
HISPANIC OR LATINO	17	71%	1 6%	4 24%	9 53%	3 18%
WHITE	96	78%	3 3%	18 19%	58 60%	17 18%
MULTIRACIAL	3	0%	-	-	-	-
SMALL GROUP TOTAL	7	57%	1 14%	2 29%	4 57%	0 0%
FEMALE	66	80%	3 5%	10 15%	39 59%	14 21%
MALE	64	61%	6 9%	19 30%	32 50%	7 11%
NON ENGLISH LANGUAGE LEARNERS	126	0%	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	0%	-	-	-	-
ECONOMICALLY DISADVANTAGED	19	32%	5 26%	8 42%	6 32%	0 0%
NOT ECONOMICALLY DISADVANTAGED	111	77%	4 4%	21 19%	65 59%	21 19%
ENGLISH MIGRANT	130	71%	9 7%	29 22%	71 55%	21 16%

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.

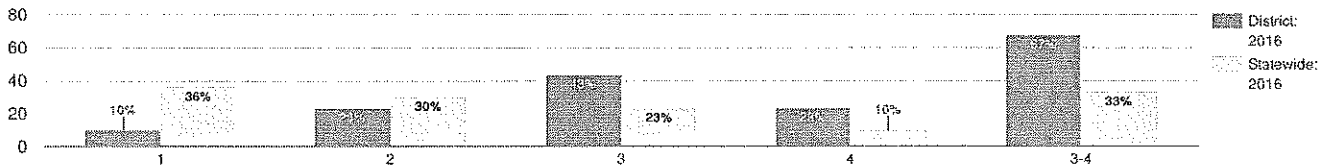


MEAN SCORE: 334

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	124	78%	5	4%	22	18%	38	31%	59	48%
GENERAL EDUCATION	119	81%	3	3%	20	17%	37	31%	59	50%
STUDENTS WITH DISABILITIES	5	20%	2	40%	2	40%	1	20%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	3	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	9	67%	2	22%	1	11%	4	44%	2	22%
HISPANIC OR LATINO	10	70%	0	0%	3	30%	2	20%	5	50%
WHITE	96	80%	3	3%	16	17%	29	30%	48	50%
MULTIRACIAL	6	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	78%	0	0%	2	22%	3	33%	4	44%
FEMALE	60	80%	3	5%	9	15%	17	28%	31	52%
MALE	64	77%	2	3%	13	20%	21	33%	28	44%
NON-ENGLISH LANGUAGE LEARNERS	123	0%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	0%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	8	50%	2	25%	2	25%	1	13%	3	38%
NOT ECONOMICALLY DISADVANTAGED	116	80%	3	3%	20	17%	37	32%	56	48%
NON-MIGRANT	124	78%	5	4%	22	18%	38	31%	59	48%

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.



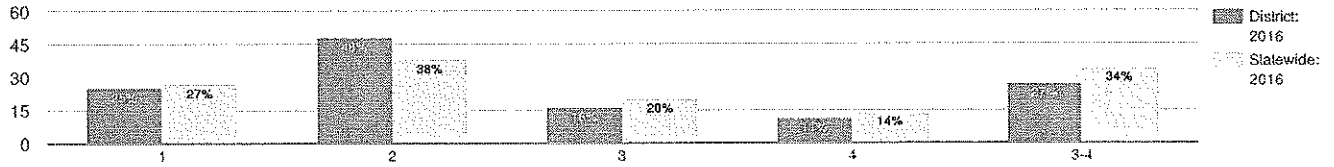
MEAN SCORE: 325

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	99	67%	10	10%	23	23%	43	43%	23	23%
GENERAL EDUCATION	89	71%	5	6%	21	24%	40	45%	23	26%
STUDENTS WITH DISABILITIES	10	30%	5	50%	2	20%	3	30%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	3	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	7	29%	3	43%	2	29%	1	14%	1	14%
HISPANIC OR LATINO	9	78%	1	11%	1	11%	5	56%	2	22%
WHITE	78	71%	4	5%	19	24%	35	45%	20	26%
MULTIRACIAL	2	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	40%	2	40%	1	20%	2	40%	0	0%
FEMALE	50	78%	2	4%	9	18%	22	44%	17	34%
MALE	49	55%	8	16%	14	29%	21	43%	6	12%
NON-ENGLISH LANGUAGE LEARNERS	99	67%	10	10%	23	23%	43	43%	23	23%

ECONOMICALLY DISADVANTAGED	11	45%	3	27%	3	27%	4	36%	1	9%
NOT ECONOMICALLY DISADVANTAGED	88	69%	7	8%	20	23%	39	44%	22	25%
NOT MIGRANT	99	67%	10	10%	23	23%	43	43%	23	23%

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.

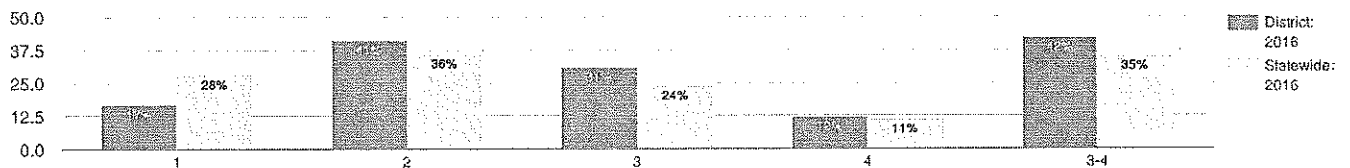


MEAN SCORE: 301

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	117	27%	29	25%	56	48%	19	16%	13	11%
GENERAL EDUCATION	105	30%	24	23%	49	47%	19	18%	13	12%
STUDENTS WITH DISABILITIES	12	0%	5	42%	7	58%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN OR PACIFIC ISLANDER	6	83%	0	0%	1	17%	3	50%	2	33%
BLACK OR AFRICAN AMERICAN	2	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	14	7%	10	71%	3	21%	1	7%	0	0%
WHITE	90	27%	17	19%	49	54%	14	16%	10	11%
MULTIRACIAL	5	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	29%	2	29%	3	43%	1	14%	1	14%
FEMALE	54	35%	14	26%	21	39%	9	17%	10	19%
MALE	63	21%	15	24%	35	56%	10	16%	3	5%
NON-ENGLISH LANGUAGE LEARNERS	116	0%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	0%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	10	20%	4	40%	4	40%	1	10%	1	10%
NOT ECONOMICALLY DISADVANTAGED	107	28%	25	23%	52	49%	18	17%	12	11%
NOT MIGRANT	117	27%	29	25%	56	48%	19	16%	13	11%

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.



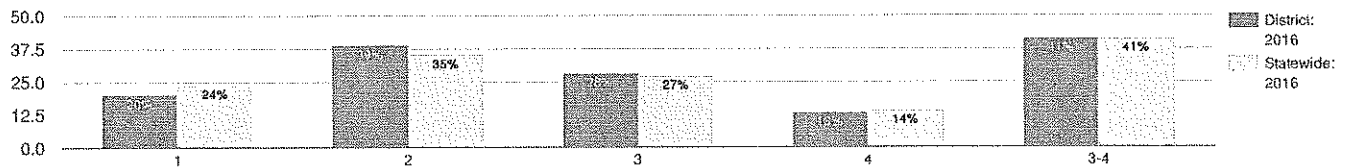
MEAN SCORE: 309

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	78	42%	13	17%	32	41%	24	31%	9	12%
GENERAL EDUCATION	70	47%	7	10%	30	43%	24	34%	9	13%
STUDENTS WITH DISABILITIES	8	0%	6	75%	2	25%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN OR PACIFIC ISLANDER	4	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	8	25%	3	38%	3	38%	2	25%	0	0%
HISPANIC OR LATINO	7	14%	3	43%	3	43%	1	14%	0	0%

WHITE	56	46%	7	13%	23	41%	18	32%	8	14%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	57%	0	0%	3	43%	3	43%	1	14%
FEMALE	42	52%	4	10%	16	38%	16	38%	6	14%
MALE	36	31%	9	25%	16	44%	8	22%	3	8%
NON ENGLISH LANGUAGE LEARNER	78	42%	13	17%	32	41%	24	31%	9	12%
ECONOMICALLY DISADVANTAGED	8	13%	4	50%	3	38%	0	0%	1	13%
NOT ECONOMICALLY DISADVANTAGED	70	46%	9	13%	29	41%	24	34%	8	11%
NON-MIGRANT	78	42%	13	17%	32	41%	24	31%	9	12%

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.

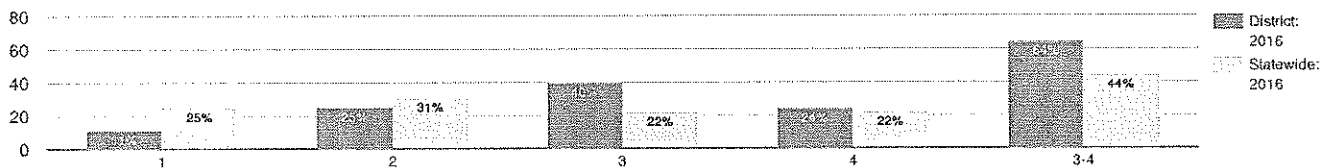


MEAN SCORE: 306

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	76	41%	15	20%	30	39%	21	28%	10	13%
GENERAL EDUCATION	63	48%	5	8%	28	44%	20	32%	10	16%
STUDENTS WITH DISABILITIES	13	8%	10	77%	2	15%	1	8%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	3	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	5	20%	3	60%	1	20%	1	20%	0	0%
HISPANIC OR LATINO	14	29%	5	36%	5	36%	3	21%	1	7%
WHITE	50	46%	7	14%	20	40%	16	32%	7	14%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	43%	0	0%	4	57%	1	14%	2	29%
FEMALE	32	50%	4	13%	12	38%	8	25%	8	25%
MALE	44	34%	11	25%	18	41%	13	30%	2	5%
NON ENGLISH LANGUAGE LEARNER	75	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNER	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	16	13%	6	38%	8	50%	1	6%	1	6%
NOT ECONOMICALLY DISADVANTAGED	60	48%	9	15%	22	37%	20	33%	9	15%
NON-MIGRANT	76	41%	15	20%	30	39%	21	28%	10	13%

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.



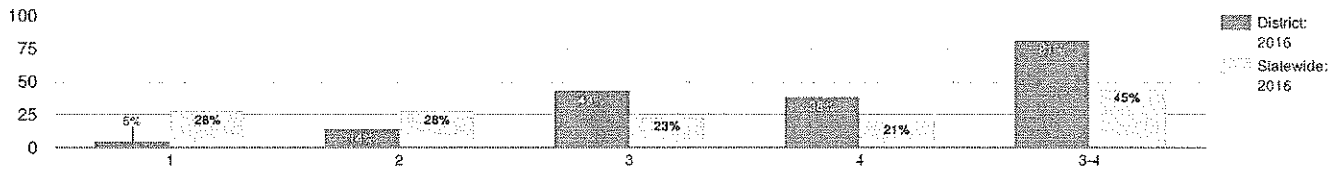
MEAN SCORE: 318

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
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ALL STUDENTS	125	64%	14	11%	31	25%	50	40%	30	24%
GENERAL EDUCATION	119	67%	11	9%	28	24%	50	42%	30	25%
STUDENTS WITH DISABILITIES	6	0%	3	50%	3	50%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	9	22%	4	44%	3	33%	2	22%	0	0%
HISPANIC OR LATINO	14	71%	1	7%	3	21%	6	43%	4	29%
WHITE	95	67%	7	7%	24	25%	40	42%	24	25%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	57%	2	29%	1	14%	2	29%	2	29%
FEMALE	61	67%	6	10%	14	23%	26	43%	15	25%
MALE	64	61%	8	13%	17	27%	24	38%	15	23%
NON-ENGLISH LANGUAGE LEARNERS	121	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	16	25%	6	38%	6	38%	3	19%	1	6%
NOT ECONOMICALLY DISADVANTAGED	109	70%	8	7%	25	23%	47	43%	29	27%
NOT MIGRANT	125	64%	14	11%	31	25%	50	40%	30	24%

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.

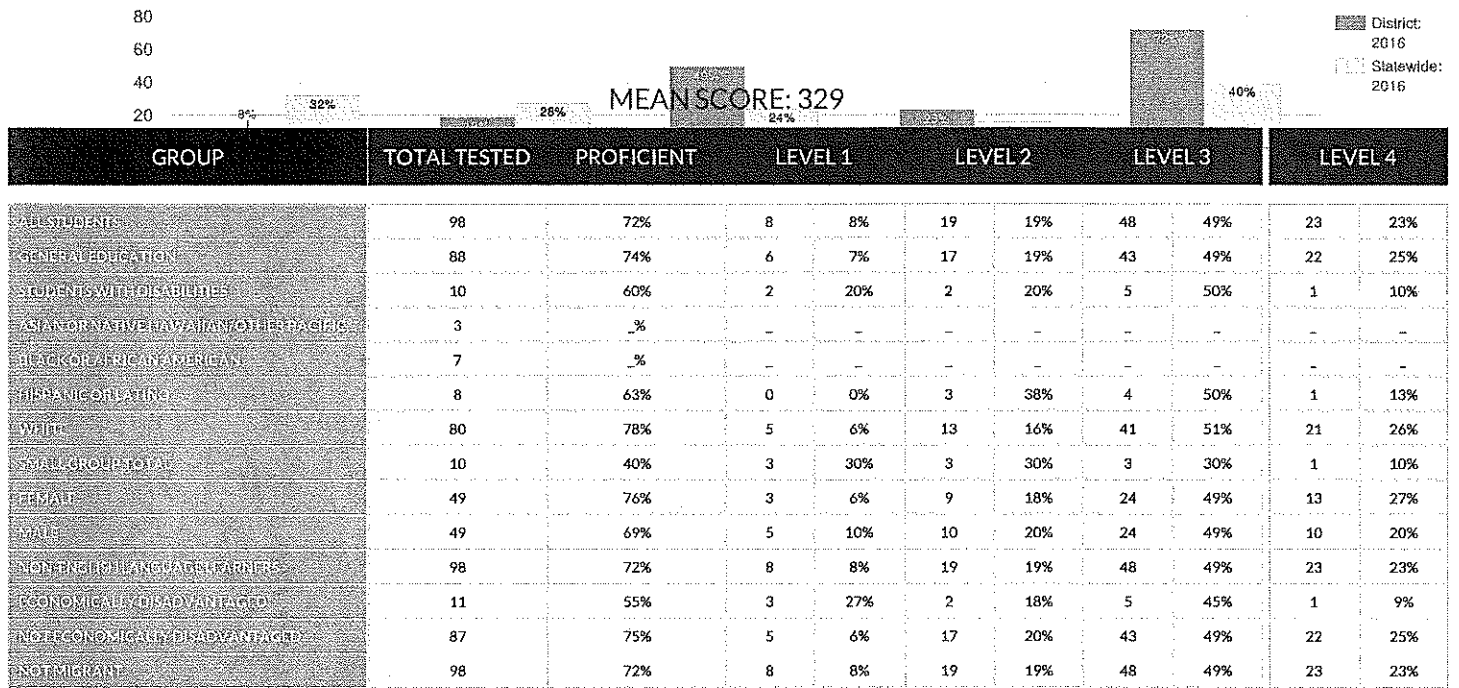


MEAN SCORE: 331

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	121	81%	6	5%	17	14%	52	43%	46	38%
GENERAL EDUCATION	116	84%	4	3%	15	13%	52	45%	45	39%
STUDENTS WITH DISABILITIES	5	20%	2	40%	2	40%	0	0%	1	20%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	9	44%	2	22%	3	33%	2	22%	2	22%
HISPANIC OR LATINO	10	70%	1	10%	2	20%	4	40%	3	30%
WHITE	94	86%	3	3%	10	11%	44	47%	37	39%
MULTIRACIAL	6	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	8	75%	0	0%	2	25%	2	25%	4	50%
FEMALE	60	82%	5	8%	6	10%	30	50%	19	32%
MALE	61	80%	1	2%	11	18%	22	36%	27	44%
NON-ENGLISH LANGUAGE LEARNERS	120	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	8	63%	3	38%	0	0%	2	25%	3	38%
NOT ECONOMICALLY DISADVANTAGED	113	82%	3	3%	17	15%	50	44%	43	38%
NOT MIGRANT	121	81%	6	5%	17	14%	52	43%	46	38%

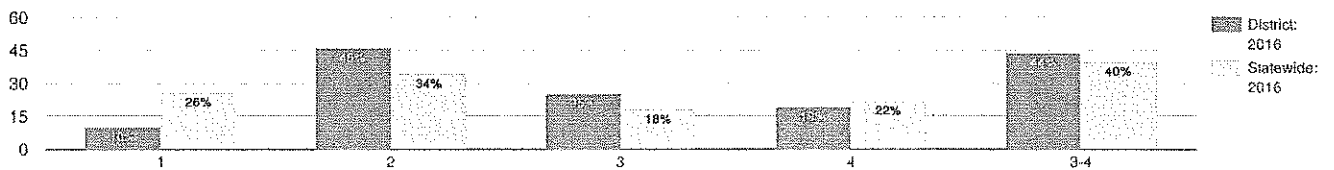
GRADE 5 MATHEMATICS

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.



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.

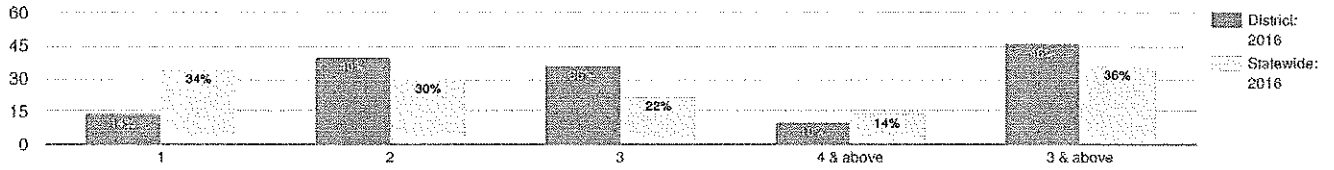


GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	114	44%	11	10%	53	46%	28	25%	22	19%
GENERAL EDUCATION	104	44%	10	10%	48	46%	26	25%	20	19%
STUDENTS WITH DISABILITIES	10	40%	1	10%	5	50%	2	20%	2	20%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	6	83%	0	0%	1	17%	1	17%	4	67%
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC/LATINO	14	21%	5	36%	6	43%	2	14%	1	7%
WHITE	87	45%	4	5%	44	51%	23	26%	16	18%
MULTIRACIAL	5	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	43%	2	29%	2	29%	2	29%	1	14%
FEMALE	53	45%	3	6%	26	49%	15	28%	9	17%
MALE	61	43%	8	13%	27	44%	13	21%	13	21%
NON ENGLISH LANGUAGE LEARNERS	113	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	9	22%	3	33%	4	44%	1	11%	1	11%
NOT ECONOMICALLY DISADVANTAGED	105	46%	8	8%	49	47%	27	26%	21	20%
NOT MIGRANT	114	44%	11	10%	53	46%	28	25%	22	19%

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.



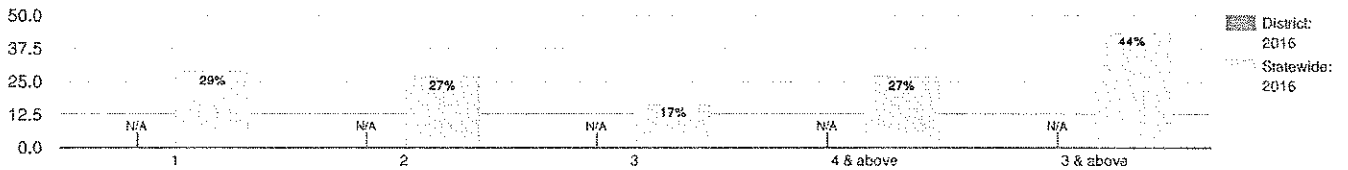
MEAN SCORE: 316

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	83	46%	12	14%	33	40%	30	36%	8	10%
GENERAL DELEGATION	73	49%	7	10%	30	41%	29	40%	7	10%
STUDENTS WITH DISABILITIES	10	20%	5	50%	3	30%	1	10%	1	10%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	9	44%	3	33%	2	22%	4	44%	0	0%
HISPANIC OR LATINO	5	20%	2	40%	2	40%	1	20%	0	0%
WHITE	63	44%	7	11%	28	44%	21	33%	7	11%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUPS TOTAL	6	83%	0	0%	1	17%	4	67%	1	17%
EMAL	43	44%	5	12%	19	44%	15	35%	4	9%
SMAL	40	48%	7	18%	14	35%	15	38%	4	10%
NON-ENGLISH LANGUAGE LEARNERS	83	46%	12	14%	33	40%	30	36%	8	10%
ECONOMICALLY DISADVANTAGED	6	50%	2	33%	1	17%	3	50%	0	0%
NOT ECONOMICALLY DISADVANTAGED	77	45%	10	13%	32	42%	27	35%	8	10%
NON-MIGRANT	83	46%	12	14%	33	40%	30	36%	8	10%

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: _

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	1	_%	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-
SMALL GROUPS TOTAL	1	_%	-	-	-	-
EMAL	1	_%	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-
ECONOMICALLY DISADVANTAGED	1	_%	-	-	-	-
NON-MIGRANT	1	_%	-	-	-	-

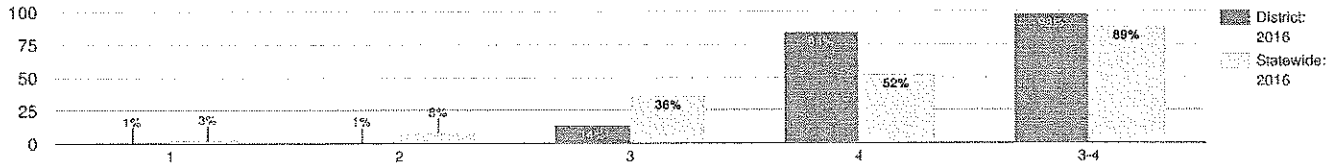
GRADE 8 STUDENTS TAKING A REGENTS MATH TEST

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	301	7	2%	9	3%	70	23%	215	71%	285	95%

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.



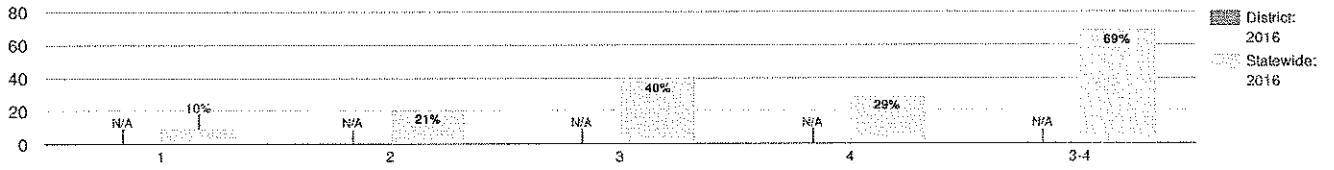
MEAN SCORE: 90

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	227	98%	2	1%	3	1%	32	14%	190	84%
GENERAL EDUCATION	215	99%	2	1%	1	0%	26	12%	186	87%
STUDENTS WITH DISABILITIES	12	83%	0	0%	2	17%	6	50%	4	33%
ASIAN OR NATIVE HAWAIIAN/OTHER ISLANDER	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	16	88%	0	0%	2	13%	3	19%	11	69%
HISPANIC OR LATINO	17	94%	1	6%	0	0%	5	29%	11	65%
WHITE	182	99%	1	1%	1	1%	22	12%	158	87%
PAU HAKAHI	8	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	12	100%	0	0%	0	0%	2	17%	10	83%
FEMALE	116	99%	0	0%	1	1%	16	14%	99	85%
MALE	111	96%	2	2%	2	2%	16	14%	91	82%
NON-ENGLISH LANGUAGE LEARNERS	226	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	17	88%	0	0%	2	12%	5	29%	10	59%
NOT ECONOMICALLY DISADVANTAGED	210	99%	2	1%	1	0%	27	13%	180	86%
NON-MIGRANT	227	98%	2	1%	3	1%	32	14%	190	84%

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: _

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	1	_%	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-
RACE/ETHNICITY TOTAL	1	_%	-	-	-	-
TOTAL	1	_%	-	-	-	-
NON ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-
ECONOMICALLY DISADVANTAGED	1	_%	-	-	-	-
NON-MICHAM	1	_%	-	-	-	-

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	300	87%	16	5%	22	7%	80	27%	182	61%

RECENTLY ARRIVED ELL STUDENTS (2015 - 16)

GRADE

RECENTLY ARRIVED ELL STUDENTS TAKING NYSESLAT IN LIEU OF NYSTP

GRADE 4	1
GRADE 7	1

GRADE

RECENTLY ARRIVED ELL STUDENTS NOT TAKING NYSESLAT IN LIEU OF NYSTP

GRADE 4	1
GRADE 7	1

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

GRADE: 4 READING

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	32%	32%	27%	9%	
AMERICAN INDIAN OR ALASKA	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIAN	20%	30%	33%	17%	
BLACK OR AFRICAN AMERICAN	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 LEARNERS	74%	21%	4%	1%	88
ECONOMICALLY DISADVANTAGED	43%	36%	18%	3%	

MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	21%	44%	30%	5%	
AMERICAN INDIAN OR ALASKA	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIAN	12%	31%	42%	15%	
BLACK OR AFRICAN AMERICAN	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 LEARNERS	56%	35%	9%	*%	91
ECONOMICALLY DISADVANTAGED	29%	48%	21%	2%	

GRADE: 8 READING

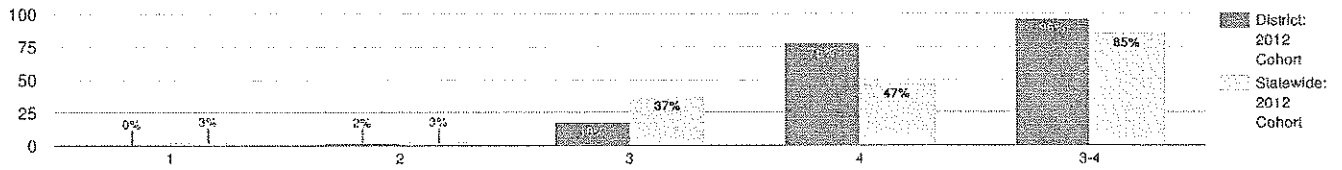
GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	27%	40%	29%	4%	
AMERICAN INDIAN OR ALASKA	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIAN	19%	39%	34%	8%	
BLACK OR AFRICAN AMERICAN	42%	41%	16%	1%	
HISPANIC OR LATINO	35%	43%	20%	2%	
WHITE	18%	39%	38%	5%	
MULTIRACIAL	*%	*%	*%	*%	

STUDENTS WITH DISABILITIES	59%	33%	8%	*%	98
ENGLISH LANGUAGE LEARNER	78%	19%	3%	*%	89
ECONOMICALLY DISADVANTAGED	36%	42%	21%	1%	

MATHEMATICS

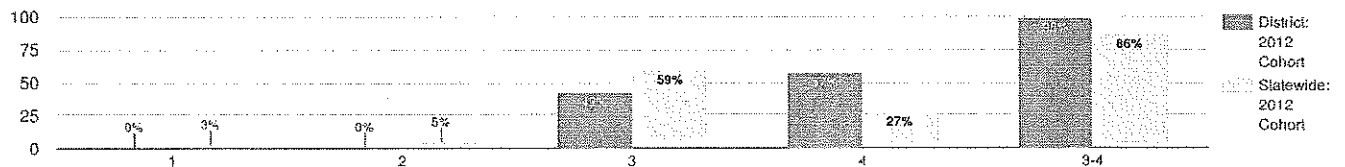
GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
AGE STUDENTS	31%	38%	24%	7%	
AMERICAN INDIAN OR ALASKA	*%	*%	*%	*%	
ASIAN OR PACIFIC ISLANDER	18%	30%	33%	19%	
BLACK OR AFRICAN AMERICAN	48%	37%	13%	2%	
HISPANIC OR LATINO	41%	40%	16%	3%	
WHITE	20%	40%	31%	9%	
MULTI RACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITIES	64%	27%	8%	1%	99
ENGLISH LANGUAGE LEARNER	72%	21%	6%	1%	94
ECONOMICALLY DISADVANTAGED	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	258	96%	0	0%	4	2%	46	18%	202	78%
GENERAL EDUCATION	224	99%	0	0%	1	0%	26	12%	195	87%
STUDENTS WITH DISABILITIES	34	79%	0	0%	3	9%	20	59%	7	21%
ASIAN OR NATIVE BORN/ASIAN/AMERICAN PARENT	8	88%	0	0%	1	13%	1	13%	6	75%
BLACK OR AFRICAN AMERICAN	21	86%	0	0%	2	10%	12	57%	6	29%
HISPANIC OR LATINO	31	94%	0	0%	0	0%	12	39%	17	55%
WHITE	188	98%	0	0%	1	1%	21	11%	164	87%
MULTIRACIAL	10	90%	0	0%	0	0%	0	0%	9	90%
FEMALE	137	96%	0	0%	2	1%	22	16%	110	80%
MALE	121	96%	0	0%	2	2%	24	20%	92	76%
NON ENGLISH LANGUAGE LEARNERS	256	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	53	91%	0	0%	2	4%	18	34%	30	57%
NOT ECONOMICALLY DISADVANTAGED	205	98%	0	0%	2	1%	28	14%	172	84%
NONMIGRANT	258	96%	0	0%	4	2%	46	18%	202	78%

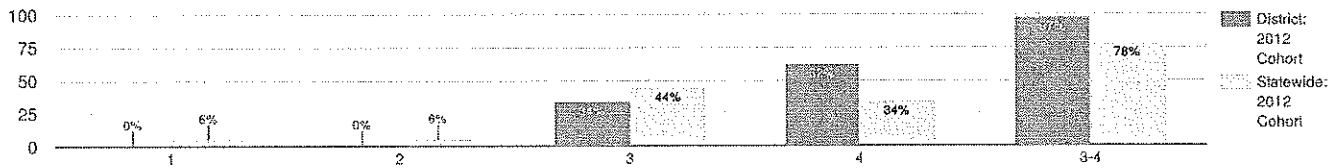
TOTAL COHORT RESULTS IN SECONDARY-LEVEL MATHEMATICS AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	258	98%	0	0%	1	0%	108	42%	146	57%
GENERAL EDUCATION	224	100%	0	0%	0	0%	81	36%	143	64%
STUDENTS WITH DISABILITIES	34	88%	0	0%	1	3%	27	79%	3	9%
ASIAN OR NATIVE BORN/ASIAN/AMERICAN PARENT	8	100%	0	0%	0	0%	4	50%	4	50%
BLACK OR AFRICAN AMERICAN	21	100%	0	0%	0	0%	19	90%	2	10%
HISPANIC OR LATINO	31	94%	0	0%	0	0%	19	61%	10	32%
WHITE	188	99%	0	0%	1	1%	62	33%	125	66%
MULTIRACIAL	10	90%	0	0%	0	0%	4	40%	5	50%
FEMALE	137	99%	0	0%	0	0%	51	37%	85	62%
MALE	121	98%	0	0%	1	1%	57	47%	61	50%
NON ENGLISH LANGUAGE LEARNERS	256	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	53	96%	0	0%	0	0%	34	64%	17	32%
NOT ECONOMICALLY DISADVANTAGED	205	99%	0	0%	1	0%	74	36%	129	63%

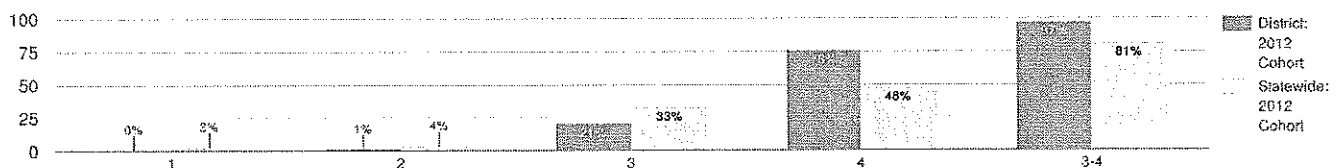
NON-EMIGRANT	258	98%	0	0%	1	0%	108	42%	146	57%
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TOTAL COHORT RESULTS IN SECONDARY-LEVEL GLOBAL HISTORY AND GEOGRAPHY AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	258	97%	1	0%	1	0%	89	34%	161	62%
GENERAL EDUCATION	224	99%	0	0%	0	0%	64	29%	157	70%
STUDENTS WITH DISABILITIES	34	85%	1	3%	1	3%	25	74%	4	12%
ASIAN OR NATIVE HAWAIIAN OR OTHER PACIFIC	8	100%	0	0%	0	0%	2	25%	6	75%
BLACK OR AFRICAN AMERICAN	21	90%	1	5%	1	5%	17	81%	2	10%
HISPANIC OR LATINO	31	94%	0	0%	0	0%	16	52%	13	42%
WHITE	188	98%	0	0%	0	0%	52	28%	133	71%
MULTIRACIAL	10	90%	0	0%	0	0%	2	20%	7	70%
FEMALE	137	97%	1	1%	1	1%	47	34%	86	63%
MALE	121	97%	0	0%	0	0%	42	35%	75	62%
NON-ENGLISH LANGUAGE LEARNERS	256	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	53	92%	1	2%	1	2%	27	51%	22	42%
NOT ECONOMICALLY DISADVANTAGED	205	98%	0	0%	0	0%	62	30%	139	68%
NON-EMIGRANT	258	97%	1	0%	1	0%	89	34%	161	62%

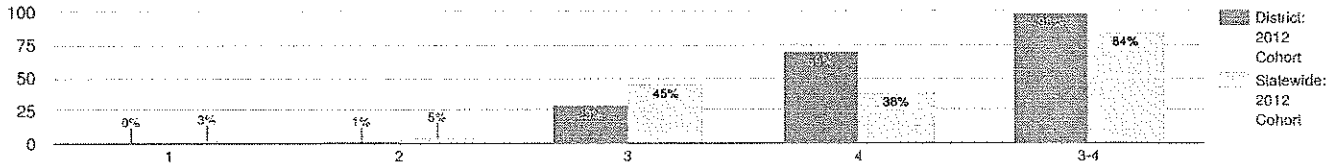
TOTAL COHORT RESULTS IN SECONDARY-LEVEL U.S. HISTORY AND GOVERNMENT AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	258	97%	0	0%	3	1%	53	21%	197	76%
GENERAL EDUCATION	224	100%	0	0%	0	0%	34	15%	189	84%
STUDENTS WITH DISABILITIES	34	79%	0	0%	3	9%	19	56%	8	24%
ASIAN OR NATIVE HAWAIIAN OR OTHER PACIFIC	8	100%	0	0%	0	0%	2	25%	6	75%
BLACK OR AFRICAN AMERICAN	21	90%	0	0%	1	5%	13	62%	6	29%
HISPANIC OR LATINO	31	94%	0	0%	0	0%	11	35%	18	58%
WHITE	188	98%	0	0%	2	1%	26	14%	159	85%
MULTIRACIAL	10	90%	0	0%	0	0%	1	10%	8	80%
FEMALE	137	97%	0	0%	1	1%	30	22%	103	75%
MALE	121	97%	0	0%	2	2%	23	19%	94	78%
NON-ENGLISH LANGUAGE LEARNERS	256	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	53	92%	0	0%	1	2%	20	38%	29	55%

NOT ECONOMICALLY DISADVANTAGED	205	98%	0	0%	2	1%	33	16%	168	82%
NOT MIGRANT	258	97%	0	0%	3	1%	53	21%	197	76%

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	258	98%	0	0%	3	1%	75	29%	177	69%
GENERAL EDUCATION	224	100%	0	0%	1	0%	51	23%	172	77%
STUDENT WITH DISABILITIES	34	85%	0	0%	2	6%	24	71%	5	15%
ASIAN OR NATIVE ISLANDIAN OTHER PACIFIC	8	100%	0	0%	0	0%	2	25%	6	75%
BLACK OR AFRICAN AMERICAN	21	90%	0	0%	2	10%	17	81%	2	10%
HISPANIC OR LATINO	31	94%	0	0%	0	0%	17	55%	12	39%
WHITE	188	99%	0	0%	1	1%	37	20%	150	80%
MULTIRACIAL	10	90%	0	0%	0	0%	2	20%	7	70%
FEMALE	137	97%	0	0%	3	2%	38	28%	95	69%
MALE	121	98%	0	0%	0	0%	37	31%	82	68%
NON ENGLISH LANGUAGE LEARNERS	256	98%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	0%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	53	92%	0	0%	2	4%	28	53%	21	40%
NOT ECONOMICALLY DISADVANTAGED	205	99%	0	0%	1	0%	47	23%	156	76%
NOT MIGRANT	258	98%	0	0%	3	1%	75	29%	177	69%

Regents Examination Results (2015 - 16)

COMPREHENSIVE ENGLISH REGENTS COMPREHENSIVE ENGLISH

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	10	10	100%	6	60%	2	20%
GENERAL EDUCATION	6	-	-	-	-	-	-
STUDENT WITH DISABILITIES	4	-	-	-	-	-	-
ASIAN OR NATIVE ISLANDIAN OTHER PACIFIC	1	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	4	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	4	-	-	-	-	-	-
SMALL GROUP TOTAL	10	10	100%	6	60%	2	20%
FEMALE	8	-	-	-	-	-	-
MALE	2	-	-	-	-	-	-
NON ENGLISH LANGUAGE LEARNERS	10	10	100%	6	60%	2	20%
ECONOMICALLY DISADVANTAGED	4	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	6	-	-	-	-	-	-
NOT MIGRANT	10	10	100%	6	60%	2	20%

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	255	1	0%	4	2%	15	6%	19	7%	216	85%
GENERAL EDUCATION	224	1	0%	1	0%	7	3%	16	7%	199	89%
STUDENTS WITH DISABILITIES	31	0	0%	3	10%	8	26%	3	10%	17	55%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	9	-	-	-	-	-	-	-	-	-	-
RACE OR ETHNICITY - AFRICAN AMERICAN	17	0	0%	0	0%	5	29%	2	12%	10	59%
HISPANIC OR LATINO	35	0	0%	0	0%	2	6%	10	29%	23	66%
WHITE	192	1	1%	2	1%	8	4%	6	3%	175	91%
MULTIRACIAL	2	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	11	0	0%	2	18%	0	0%	1	9%	8	73%
FEMALE	128	1	1%	3	2%	2	2%	10	8%	112	88%
MALE	127	0	0%	1	1%	13	10%	9	7%	104	82%
NON ENGLISH LANGUAGE LEARNER	252	-	-	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	-	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	34	0	0%	0	0%	5	15%	7	21%	22	65%
NON ECONOMICALLY DISADVANTAGED	221	1	0%	4	2%	10	5%	12	5%	194	88%
NON-MIGRANT	255	1	0%	4	2%	15	6%	19	7%	216	85%

GEOMETRY

REGENTS GEOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	20	16	80%	11	55%	2	10%
GENERAL EDUCATION	9	8	89%	8	89%	2	22%
STUDENTS WITH DISABILITIES	11	8	73%	3	27%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	1	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-
HISPANIC OR LATINO	9	8	89%	4	44%	0	0%
WHITE	8	-	-	-	-	-	-
SMALL GROUP TOTAL	11	8	73%	7	64%	2	18%
FEMALE	6	5	83%	3	50%	1	17%
MALE	14	11	79%	8	57%	1	7%
NON-ENGLISH LANGUAGE LEARNERS	19	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	11	8	73%	4	36%	0	0%
NOT ECONOMICALLY DISADVANTAGED	9	8	89%	7	78%	2	22%
NON-MIGRANT	20	16	80%	11	55%	2	10%

ALGEBRA 2/TRIGONOMETRY

REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	303	271	89%	251	83%	122	40%
GENERAL EDUCATION	266	244	92%	232	87%	121	45%
STUDENTS WITH DISABILITIES	37	27	73%	19	51%	1	3%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	14	14	100%	11	79%	5	36%
BLACK OR AFRICAN AMERICAN	22	16	73%	15	68%	0	0%
HISPANIC OR LATINO	41	27	66%	22	54%	6	15%
WHITE	219	207	95%	196	89%	109	50%
MULTIRACIAL	7	7	100%	7	100%	2	29%
FEMALE	154	137	89%	129	84%	66	43%
MALE	149	134	90%	122	82%	56	38%
NON-ENGLISH LANGUAGE LEARNERS	300	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	48	35	73%	30	63%	5	10%
NOT ECONOMICALLY DISADVANTAGED	255	236	93%	221	87%	117	46%
NON-MIGRANT	303	271	89%	251	83%	122	40%

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	374	11	3%	17	5%	109	29%	131	35%	106	28%
GENERAL EDUCATION	303	5	2%	6	2%	71	23%	119	39%	102	34%
STUDENTS WITH DISABILITIES	71	6	8%	11	15%	38	54%	12	17%	4	6%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	9	1	11%	1	11%	1	11%	4	44%	2	22%
BLACK OR AFRICAN AMERICAN	36	5	14%	7	19%	18	50%	5	14%	1	3%
HISPANIC OR LATINO	51	2	4%	4	8%	30	59%	7	14%	8	16%
WHITE	271	3	1%	5	2%	58	21%	111	41%	94	35%
MULTIRACIAL	7	0	0%	0	0%	2	29%	4	57%	1	14%
EMMAU	167	2	1%	7	4%	44	26%	65	39%	49	29%
WALT	207	9	4%	10	5%	65	31%	66	32%	57	28%
NON-ENGLISH LANGUAGE LEARNERS	366	8	2%	15	4%	106	29%	131	36%	106	29%
ENGLISH LANGUAGE LEARNERS	8	3	38%	2	25%	3	38%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	71	6	8%	8	11%	40	56%	13	18%	4	6%
NOT ECONOMICALLY DISADVANTAGED	303	5	2%	9	3%	69	23%	118	39%	102	34%
NOT MIGRANT	374	11	3%	17	5%	109	29%	131	35%	106	28%

GEOMETRY (COMMON CORE)

GEOMETRY (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	279	24	9%	25	9%	154	55%	43	15%	33	12%
GENERAL EDUCATION	247	14	6%	19	8%	138	56%	43	17%	33	13%
STUDENTS WITH DISABILITIES	32	10	31%	6	19%	16	50%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	9	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	20	3	15%	6	30%	9	45%	0	0%	2	10%
HISPANIC OR LATINO	32	6	19%	9	28%	12	38%	2	6%	3	9%
WHITE	214	14	7%	8	4%	129	60%	39	18%	24	11%
MULTIRACIAL	4	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	13	1	8%	2	15%	4	31%	2	15%	4	31%
EMMAU	141	14	10%	12	9%	74	52%	24	17%	17	12%
WALT	138	10	7%	13	9%	80	58%	19	14%	16	12%
NON-ENGLISH LANGUAGE LEARNERS	272	21	8%	23	8%	152	56%	43	16%	33	12%
ENGLISH LANGUAGE LEARNERS	7	3	43%	2	29%	2	29%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	45	8	18%	12	27%	22	49%	2	4%	1	2%
NOT ECONOMICALLY DISADVANTAGED	234	16	7%	13	6%	132	56%	41	18%	32	14%
NOT MIGRANT	279	24	9%	25	9%	154	55%	43	15%	33	12%

ALGEBRA II (COMMON CORE)

ALGEBRA II (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
ALL STUDENTS	264	75 28%	66 25%	97 37%	23 9%	3 1%
GENERAL EDUCATION	237	57 24%	61 26%	93 39%	23 10%	3 1%
STUDENTS WITH DISABILITIES	27	18 67%	5 19%	4 15%	0 0%	0 0%
ASIAN OR NATIVE HAWAIIAN OR OTHER PACIFIC	14	5 36%	5 36%	2 14%	2 14%	0 0%
BLACK OR AFRICAN AMERICAN	17	10 59%	4 24%	3 18%	0 0%	0 0%
HISPANIC OR LATINO	27	14 52%	5 19%	7 26%	1 4%	0 0%
WHITE	201	45 22%	50 25%	84 42%	20 10%	2 1%
MULTIRACIAL	5	1 20%	2 40%	1 20%	0 0%	1 20%
FEMALE	138	37 27%	35 25%	56 41%	9 7%	1 1%
MALE	126	38 30%	31 25%	41 33%	14 11%	2 2%
NON ENGLISH LANGUAGE LEARNER	261	-	-	-	-	-
ENGLISH LANGUAGE LEARNER	3	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	30	16 53%	5 17%	9 30%	0 0%	0 0%
NOT ECONOMICALLY DISADVANTAGED	234	59 25%	61 26%	88 38%	23 10%	3 1%
NON-MIGRANT	264	75 28%	66 25%	97 37%	23 9%	3 1%

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED	55	65	85
ALL STUDENTS	304	292 96%	285 94%	211 69%
GENERAL EDUCATION	265	259 98%	257 97%	201 76%
STUDENTS WITH DISABILITIES	39	33 85%	28 72%	10 26%
ASIAN OR NATIVE HAWAIIAN OR OTHER PACIFIC	16	15 94%	15 94%	11 69%
BLACK OR AFRICAN AMERICAN	25	22 88%	19 76%	4 16%
HISPANIC OR LATINO	38	34 89%	33 87%	17 45%
WHITE	220	216 98%	213 97%	174 79%
MULTIRACIAL	5	5 100%	5 100%	5 100%
FEMALE	158	156 99%	150 95%	108 68%
MALE	146	136 93%	135 92%	103 71%
NON ENGLISH LANGUAGE LEARNER	298	286 96%	279 94%	210 70%
ENGLISH LANGUAGE LEARNER	6	6 100%	6 100%	1 17%
ECONOMICALLY DISADVANTAGED	43	38 88%	35 81%	10 23%
NOT ECONOMICALLY DISADVANTAGED	261	254 97%	250 96%	201 77%
NON-MIGRANT	304	292 96%	285 94%	211 69%

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	265	260	98%	255	96%	212	80%
GENERAL EDUCATION	229	227	99%	226	99%	198	86%
STUDENTS WITH DISABILITIES	36	33	92%	29	81%	14	39%
ASIAN/NOBIS/PAKISTANI/OTHER BLM/PC	9	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	19	18	95%	17	89%	8	42%
HISPANIC OR LATINO	39	39	100%	37	95%	21	54%
WHITE	196	193	98%	192	98%	174	89%
MULTIRACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	11	10	91%	9	82%	9	82%
FEMALE	133	130	98%	126	95%	105	79%
MALE	132	130	98%	129	98%	107	81%
NON-ENGLISH LANGUAGE LEARNERS	262	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	36	36	100%	34	94%	14	39%
NOT ECONOMICALLY DISADVANTAGED	229	224	98%	221	97%	198	86%
NON-MIGRANT	265	260	98%	255	96%	212	80%

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	274	269	98%	265	97%	169	62%
GENERAL EDUCATION	240	238	99%	236	98%	161	67%
STUDENTS WITH DISABILITIES	34	31	91%	29	85%	8	24%
ASIAN/NOBIS/PAKISTANI/OTHER BLM/PC	11	10	91%	10	91%	3	27%
BLACK OR AFRICAN AMERICAN	19	18	95%	16	84%	6	32%
HISPANIC OR LATINO	32	32	100%	31	97%	10	31%
WHITE	207	205	99%	204	99%	147	71%
MULTIRACIAL	5	4	80%	4	80%	3	60%
FEMALE	131	129	98%	126	96%	82	63%
MALE	143	140	98%	139	97%	87	61%
NON-ENGLISH LANGUAGE LEARNERS	270	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	42	40	95%	37	88%	14	33%
NOT ECONOMICALLY DISADVANTAGED	232	229	99%	228	98%	155	67%
NON-MIGRANT	274	269	98%	265	97%	169	62%

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	335	311	93%	284	85%	183	55%
GENERAL EDUCATION	265	260	98%	245	92%	174	66%
STUDENTS WITH DISABILITIES	70	51	73%	39	56%	9	13%
ASIAN OR NATIVE HAWAIIAN/PACIFIC ISLANDER	5	5	100%	5	100%	3	60%
BLACK OR AFRICAN AMERICAN	31	22	71%	13	42%	3	10%
HISPANIC OR LATINO	42	35	83%	28	67%	13	31%
WHITE	251	244	97%	234	93%	162	65%
MULTIRACIAL	6	5	83%	4	67%	2	33%
FEMALE	143	136	95%	124	87%	84	59%
MALE	192	175	91%	160	83%	99	52%
NON-ENGLISH LANGUAGE LEARNERS	330	308	93%	283	86%	183	55%
ENGLISH LANGUAGE LEARNERS	5	3	60%	1	20%	0	0%
ECONOMICALLY DISADVANTAGED	63	50	79%	34	54%	12	19%
NOT ECONOMICALLY DISADVANTAGED	272	261	96%	250	92%	171	63%
NON-MIGRANT	335	311	93%	284	85%	183	55%

PHYSICAL SETTING/CHEMISTRY

REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	281	276	98%	245	87%	89	32%
GENERAL EDUCATION	258	254	98%	232	90%	87	34%
STUDENTS WITH DISABILITIES	23	22	96%	13	57%	2	9%
ASIAN OR NATIVE HAWAIIAN/PACIFIC ISLANDER	13	13	100%	11	85%	4	31%
BLACK OR AFRICAN AMERICAN	20	17	85%	9	45%	0	0%
HISPANIC OR LATINO	31	29	94%	21	68%	6	19%
WHITE	211	211	100%	199	94%	75	36%
MULTIRACIAL	6	6	100%	5	83%	4	67%
FEMALE	150	149	99%	132	88%	51	34%
MALE	131	127	97%	113	86%	38	29%
NON-ENGLISH LANGUAGE LEARNERS	279	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	39	37	95%	23	59%	7	18%
NOT ECONOMICALLY DISADVANTAGED	242	239	99%	222	92%	82	34%
NON-MIGRANT	281	276	98%	245	87%	89	32%

PHYSICAL SETTING/PHYSICS

REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	187	174	93%	153	82%	65	35%
GENERAL EDUCATION	183	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	7	7	100%	7	100%	3	43%
BLACK OR AFRICAN AMERICAN	6	-	-	-	-	-	-
HISPANIC/LATINO	13	11	85%	7	54%	0	0%
WHITE	160	150	94%	135	84%	60	38%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	7	6	86%	4	57%	2	29%
FEMALE	99	92	93%	82	83%	36	36%
MALE	88	82	93%	71	81%	29	33%
NON-ENGLISH-SPEAKING LANGUAGE	186	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNER	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	7	6	86%	3	43%	0	0%
NOT ECONOMICALLY DISADVANTAGED	180	168	93%	150	83%	65	36%
NOT MINORITY	187	174	93%	153	82%	65	35%

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

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE 1/2A	1	%	-	-	-	-
GRADE 3/4/5A	1	%	-	-	-	-
GRADE 6/7A	1	%	-	-	-	-
GRADE 8/9/10A	1	%	-	-	-	-
GRADE 11/12A	1	%	-	-	-	-
GRADE 1/2B	2	%	-	-	-	-
GRADE 3/4/5B	1	%	-	-	-	-
GRADE 6/7B	1	%	-	-	-	-
GRADE 8/9/10B	1	%	-	-	-	-
GRADE 11/12B	3	%	-	-	-	-
GRADE 1/2C	3	%	-	-	-	-
GRADE 3/4/5C	2	%	-	-	-	-
GRADE 6/7C	2	%	-	-	-	-
GRADE 8/9/10C	2	%	-	-	-	-
GRADE 11/12C	2	%	-	-	-	-
SECONDARY LEVEL 1/2/3/4/5	2	%	-	-	-	-
SECONDARY LEVEL 6/7/8/9/10/11/12	2	%	-	-	-	-
SECONDARY LEVEL 11/12/13/14/15/16/17/18	2	%	-	-	-	-
SECONDARY LEVEL 19/20/21/22/23/24/25/26/27/28	2	%	-	-	-	-

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	2	-	-	-	-	-
GENERAL EDUCATION	2	-	-	-	-	-

GRADE 1

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

GRADE 2

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	7	0%	0%	86%	14%	0%
GENERAL EDUCATION	4	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	-	-	-	-	-

GRADE 3

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

GRADE 4

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	6	0%	0%	17%	50%	33%
GENERAL EDUCATION	4	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-

GRADE 5

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	5	0%	0%	20%	60%	20%
GENERAL EDUCATION	3	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-

GRADE 6

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	7	0%	0%	29%	14%	57%
GENERAL EDUCATION	2	-	-	-	-	-
STUDENTS WITH DISABILITIES	5	-	-	-	-	-

GRADE 7

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

GRADE 8

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	2	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-

GRADE 9

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	2	-	-	-	-	-
GENERAL EDUCATION	2	-	-	-	-	-

GRADE 10

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	5	20%	0%	40%	20%	20%
GENERAL EDUCATION	4	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 11

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	2	-	-	-	-	-
GENERAL EDUCATION	2	-	-	-	-	-

GRADE 12

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

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	3,357*	39%*	YES	627	144	100	100
AMERICAN INDIAN OR ALASKA NATIVE	—	—	1	—	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	NO	NO	193*	48%*	YES	41	105	73	73
HISPANIC OR LATINO	NO	NO	374*	42%*	YES	71	118	81	81
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	—	—	35	—	—	23	—	—	—
WHITE	NO	NO	2,640*	36%*	YES	468	151	114	114
MULTIRACIAL	NO	NO	77*	62%*	YES	48*	129	90	20
STUDENTS WITH DISABILITIES	NO	NO	512*	29%*	YES	64†	63†	61	61
LIMITED ENGLISH PROFICIENT	—	—	35	—	—	7	—	—	—

ECONOMICALLY DISADVANTAGED	NO	NO	398*	38%*	YES	70	100	82	82
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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	3,356*	39%*	626	144
NOT BLACK OR AMERICAN AMERICAN	3,164*	38%*	586	146
NOT HISPANIC OR LATINO	2,983*	38%*	556	147
NOT ASIAN OR NATIVE HAWAIIAN OR OTHER PAC	3,285*	38%*	604	143
NOT WHITE	717*	49%*	159	123
NOT MULTIRACIAL	3,280*	38%*	604	145
GENERAL POPULATION	2,845*	41%*	563	153
ENGLISH PROFICIENT	3,298*	39%*	620	144
NOT ECONOMICALLY DISADVANTAGED	2,959*	39%*	557	149
MALE	1,772*	38%*	321	132
FEMALE	1,585*	40%*	306	156
NONMIGRANT	0	—	0	—
NONMIGRANT	3,357*	39%*	627	144

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.
 *The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.
 † Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.
 ‡ This group failed to meet the participation criterion and had fewer than 30 tested students enrolled on BEDS day and during the test administration period, so data for the current and previous year were combined to determine a Performance Index.

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

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 STUDENT	NO	NO	3,359*	51%*	YES	845	166	97	97
AMERICAN INDIAN OR ALASKA NATIVE	—	—	1	—	—	0	—	—	—
BLACK OR AMERICAN AMERICAN	NO	NO	194*	59%*	YES	54	122	70	70
HISPANIC OR LATINO	NO	NO	374*	48%*	YES	86	152	80	80
ASIAN OR NATIVE HAWAIIAN OR OTHER PAC	—	—	35	—	—	23	—	—	—
WHITE	NO	NO	2,641*	50%*	YES	658	171	111	111
MULTIRACIAL	NO	NO	77*	68%*	YES	52*	158	84	20
STUDENTS WITH DISABILITIES	NO	NO	514*	40%*	YES	105†	130†	64	64
LIMITED ENGLISH PROFICIENT	—	—	35	—	—	9	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	398*	47%*	YES	97	137	81	81

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
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NOT AMERICAN INDIAN OR ALASKA NATIVE	3,358*	51%*	845	166
NOT BLACK OR AFRICAN AMERICAN	3,165*	51%*	791	169
NOT HISPANIC OR LATINO	2,985*	51%*	759	167
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	3,287*	51%*	822	166
NOT WHITE	718*	55%*	187	146
NOT MULTIRACIAL	3,282*	51%*	821	166
GENERAL POPULATION	2,845*	53%*	740	171
ENGLISH PROFICIENT	3,300*	51%*	836	167
NOT ECONOMICALLY DISADVANTAGED	2,961*	52%*	748	169
MALE	1,774*	51%*	450	164
FBMALE	1,585*	51%*	395	167
MIGRANT	0	—	0	—
NOT MIGRANT	3,359*	51%*	845	166

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.
 * The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.
 † Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.
 ‡ This group failed to meet the participation criterion and had fewer than 30 tested students enrolled on BEDS day and during the test administration period, so data for the current and previous year were combined to determine a Performance Index.

ELEMENTARY/MIDDLE-LEVEL 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	YES	YES	616	86%	YES	531	187	182	182
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	YES	YES	40	88%	YES	35	149	159	1
HISPANIC OR LATINO	NO	NO	128*	70%*	NO	52	162	165	165
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	—	9	—	—	9	—	—	—
WHITE	YES	YES	472	89%	YES	421	194	189	189
MULTIRACIAL	—	—	19	—	—	14	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	165*	78%*	NO	72†	139†	160	160
LIMITED ENGLISH PROFICIENT	—	—	13	—	—	4	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	139*	77%*	NO	68	149	168	168

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	616	86%	531	187
NOT BLACK OR AFRICAN AMERICAN	576	86%	496	190
NOT HISPANIC OR LATINO	540	89%	479	190
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	607	86%	522	187
NOT WHITE	249*	78%*	110	163
NOT MULTIRACIAL	597	87%	517	188
GENERAL POPULATION	524	88%	460	195
ENGLISH PROFICIENT	603	88%	527	188
NOT ECONOMICALLY DISADVANTAGED	529	88%	463	193
MALE	334	87%	289	184

EMELL	282	86%	242	192
MIGRANT	0	—	0	—
NOT RACIALLY	616	86%	531	187

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Progress Target data are suppressed.
 *The percentage of students tested in the current year fell below 80 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.
 † Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

SECONDARY-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

GROUP	MADE AYP	TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI >= FAMO OR SAFE HARBOR TARGET	2012 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	261	99%	YES	255	186	167	167
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	23	—	—	20	—	—	—
HISPANIC OR LATINO	YES	—	33	—	YES	30	170	143	143
ASIAN OR NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	—	—	8	—	—	9	—	—	—
WHITE	YES	YES	188	99%	YES	186	194	175	175
MULTIRACIAL	—	—	9	—	—	10	—	—	—
STUDENTS WITH DISABILITIES	YES	—	32	—	YES	37†	141†	118	118
LIMITED ENGLISH PROFICIENCY	—	—	3	—	—	2	—	—	—
ECONOMICALLY DISADVANTAGED	YES	YES	54	98%	YES	52	167	149	149

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	261	99%	255	186
NOT BLACK OR AFRICAN AMERICAN	238	100%	235	190
NOT HISPANIC OR LATINO	228	99%	225	188
NOT ASIAN OR NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	253	99%	246	187
NOT WHITE	73	99%	69	165
NOT MULTIRACIAL	252	99%	245	186
GENERAL POPULATION	229	100%	221	194
ENGLISH PROFICIENT	258	99%	253	187
NOT ECONOMICALLY DISADVANTAGED	207	100%	203	191
MALE	124	99%	121	185
FEMALE	137	99%	134	187
MIGRANT	0	—	0	—
NOT MIGRANT	261	99%	255	186

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

SECONDARY-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

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 STUDENT	YES	YES	261	100%	YES	255	178	152	152
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	23	—	—	20	—	—	—
HISPANIC OR LATINO	YES	—	33	—	YES	30	163	125	125
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	—	—	8	—	—	9	—	—	—
WHITE	YES	YES	188	100%	YES	186	187	162	162
MULTIRACIAL	—	—	9	—	—	10	—	—	—
STUDENTS WITH DISABILITIES	YES	—	32	—	YES	37†	135†	109	109
LIMITED ENGLISH PROFICIENT	—	—	3	—	—	2	—	—	—
ECONOMICALLY DISADVANTAGED	YES	YES	54	100%	YES	52	158	133	133

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	261	100%	255	178
NOT BLACK OR AFRICAN AMERICAN	238	100%	235	182
NOT HISPANIC OR LATINO	228	100%	225	180
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	253	100%	246	178
NOT WHITE	73	100%	69	154
NOT MULTIRACIAL	252	100%	245	178
GENERAL EDUCATION	229	100%	221	185
ENGLISH PROFICIENT	258	100%	253	178
NOT ECONOMICALLY DISADVANTAGED	207	100%	203	183
MALE	124	100%	121	172
FEMALE	137	100%	134	183
MIGRANT	0	—	0	—
NOT MIGRANT	261	100%	255	178

— 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.

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

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 STUDENT	144	166	186	178	169
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	105	122	—	—	114
HISPANIC OR LATINO	118	152	170	163	151
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	—	—	—	—	0
WHITE	151	171	194	187	176
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	63	130	141	135	117
LIMITED ENGLISH PROFICIENT	—	—	—	—	0

CONCERNED ABOUT SAFETY	100	137	147	158	141
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— There were not enough students to determine a Performance Index.

OVERALL GRADUATION RATE FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

GROUP	MADE AYP
ALL STUDENTS	YES
AMERICAN INDIAN OR ALASKA NATIVE	—
BLACK OR AFRICAN AMERICAN	—
HISPANIC OR LATINO	YES
ASIAN OR NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	—
WHITE	YES
MULTIRACIAL	—
STUDENTS WITH DISABILITIES	YES
ENGLISH LANGUAGE PROFICIENT	—
ECONOMICALLY DISADVANTAGED	YES

— 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	312	94%	80%	80%
AMERICAN INDIAN OR ALASKAN NATIVE	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	20	—	—	—
HISPANIC OR LATINO	YES	37	86%	80%	80%
ASIAN OR PACIFIC ISLANDER/OTHER PACIFIC ISLANDER	—	13	—	—	—
WHITE	YES	240	98%	80%	80%
MULTIRACIAL	—	2	—	—	—
STUDENTS WITH DISABILITIES	NO	45†	78%†	80%	80%
ENGLISH PROFICIENT	—	4	—	—	—
ECONOMICALLY DISADVANTAGED	YES	45	84%	80%	80%

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

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

— There were fewer than 30 students in the cohort.

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

FIVE-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

GROUP	MET GRADUATION-RATE CRITERION:	2010 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
ALL STUDENTS	YES	281	99%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	26	—	—	—
HISPANIC OR LATINO	YES	31	94%	80%	80%
ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC	—	10	—	—	—
WHITE	YES	214	99%	80%	80%
MULTIRACIAL	—	0	—	—	—
STUDENTS WITH DISABILITIES	YES	42†	95%†	80%	80%
LIMITED ENGLISH PROFICIENT	—	3	—	—	—
ECONOMICALLY DISADVANTAGED	YES	42	98%	80%	80%

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

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

— There were fewer than 30 students in the cohort.

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

GRADUATION RATES FOR NON-AYP GROUPS FOR ACCOUNTABILITY

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	312	94%	281	99%
NOT HAWAIIAN OR AFRICAN AMERICAN	292	95%	255	98%
NOT HISPANIC OR LATINO	275	95%	250	99%
NOT ASIAN OR NATIVE HAWAIIAN OR OTHER PAC	299	95%	271	99%
NOT WHITE	72	82%	67	97%
NOT MULTIRACIAL	310	95%	281	99%
GENERAL EDUCATION	268	97%	242	99%
ENGLISH PROFICIENT	308	95%	278	99%
NOT ECONOMICALLY DISADVANTAGED	267	96%	239	99%
MALE	165	92%	137	97%
FEMALE	147	97%	144	100%
MIGRANT	0	—	0	—
NOT MIGRANT	312	94%	281	99%

— 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)

82%

REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (STATEWIDE)

32%

PERCENTAGE IN THIS DISTRICT EXCEEDED STATEWIDE

YES

REGENTS DIPLOMA WITH CTE ENDORSEMENT (THIS DISTRICT)

1%

REGENTS DIPLOMA WITH CTE ENDORSEMENT (STATEWIDE)

5%

PERCENTAGE IN THIS DISTRICT EXCEEDED STATEWIDE

NO

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