

FISCAL ACCOUNTABILITY SUMMARY (2016 - 17)

INFORMATION ABOUT EXPENDITURE RATIOS (2015 - 16)

(Data are lagged a year.)

Commissioner's Regulations require that certain expenditure ratios for general-education and special-education students be reported and compared with ratios for similar districts and all public schools. The required ratios for this district are reported below.

The numbers used to compute the statistics on this page were collected on the State Aid Form A, the State Aid Form F, the School District Annual Financial Report (ST-3), and from the Student Information Repository System (SIRS).

THIS SCHOOL DISTRICT

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$66,304,599

PUPILS

3,542

EXPENDITURES PER PUPIL

\$18,720

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$20,564,556

PUPILS

511

EXPENDITURES PER PUPIL

\$40,244

SIMILAR DISTRICT GROUP LOW NEED/RESOURCE CAPACITY

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$5,462,665,953

PUPILS

372,709

EXPENDITURES PER PUPIL

\$14,657

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$2,069,725,028

PUPILS

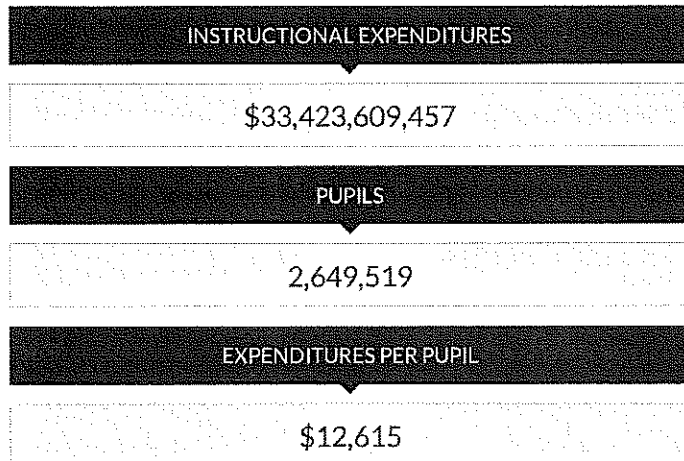
52,036

EXPENDITURES PER PUPIL

\$39,775

ALL SCHOOL DISTRICTS

GENERAL EDUCATION



Instructional Expenditures for General Education are K-12 expenditures for classroom instruction (excluding Special Education) plus a proration of building level administrative and instructional support expenditures. These expenditures include amounts for instruction of students with disabilities in a general-education setting. District expenditures, such as transportation, debt service and district-wide administration are not included.

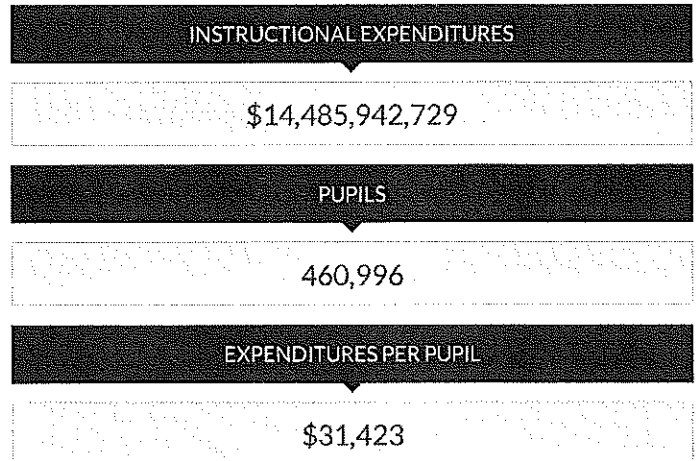
The pupil count for General Education is K-12 average daily membership plus K-12 pupils for whom the district pays tuition to another school district. This number represents all pupils, including those classified as having disabilities and those not classified, excluding only students with disabilities placed out of district. Pupils resident in the district but attending a charter school are included. For districts in which a county jail is located, this number includes incarcerated youth to whom the district must provide an education program.

Instructional Expenditures for Special Education are K-12 expenditures for students with disabilities (including summer special education expenditures) plus a proration of building-level administrative and instructional support expenditures. District expenditures, such as transportation, debt service and district-wide administration are not included.

The pupil count for Special Education is a count of K-12 students with disabilities for the school year plus students for whom the district receives tuition from another district plus students for whom the district pays tuition to another district. Students attending the State schools at Rome and Batavia, private placements and out-of-state placements are included.

Instructional Expenditures Per Pupil is the simple arithmetic ratio of Instructional Expenditures to Pupils. The total cost of instruction for students with disabilities may include both general- and special-education expenditures. Special-education services provided in the general-education classroom may benefit students not classified as having disabilities.

SPECIAL EDUCATION



TOTAL EXPENDITURES PER PUPIL

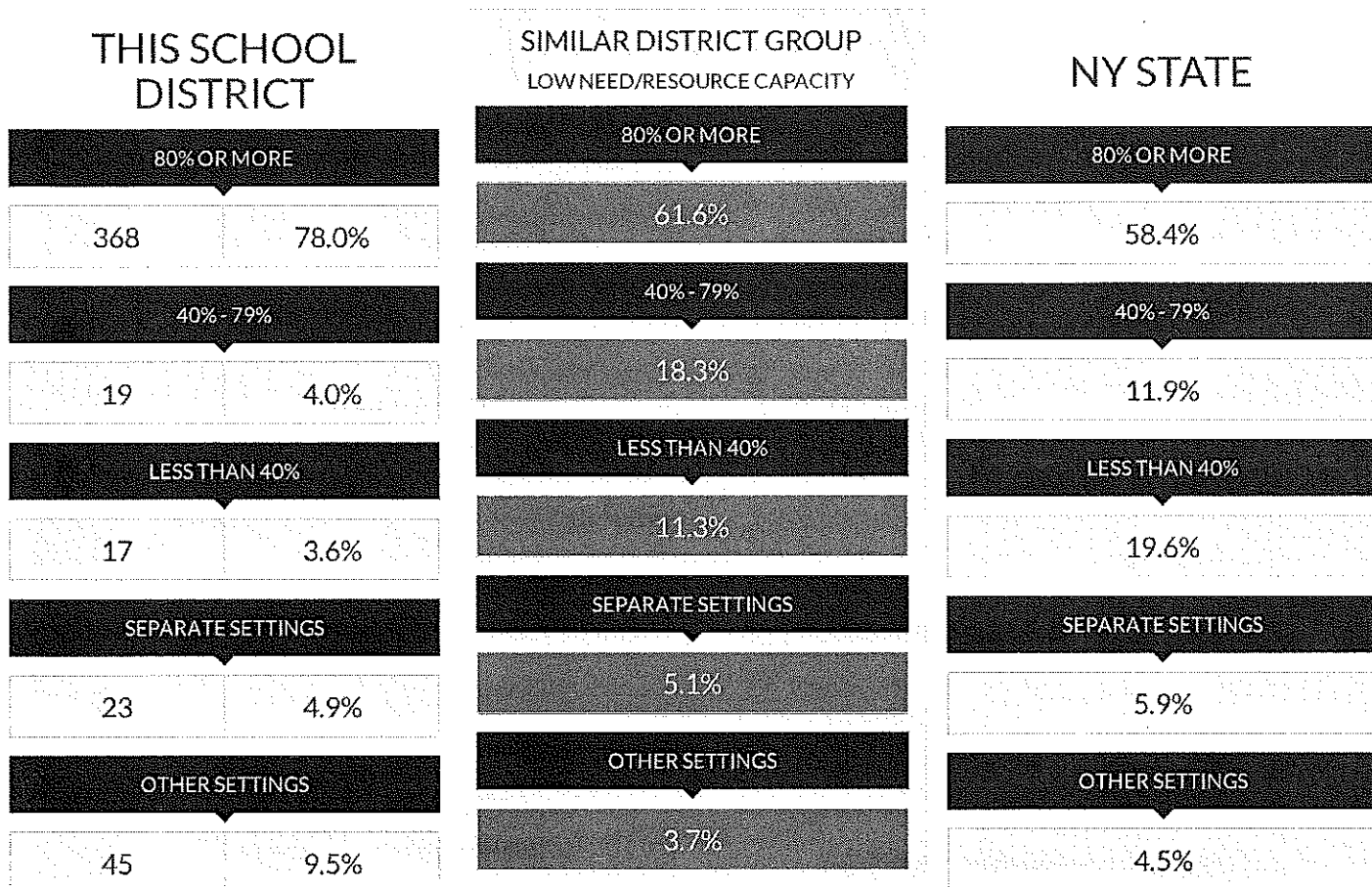


Total Expenditures Per Pupil is the simple arithmetic ratio of Total Expenditures to Pupils. Total Expenditures include district expenditures for classroom instruction, as well as expenditures for transportation, debt service, community service and district-wide administration that are not included in the Instructional Expenditure values for General Education and Special Education. As such, the sum of General Education and Special Education Instructional Expenditures does not equal the Total Expenditures.

INFORMATION ABOUT STUDENTS WITH DISABILITIES (2016 - 17)

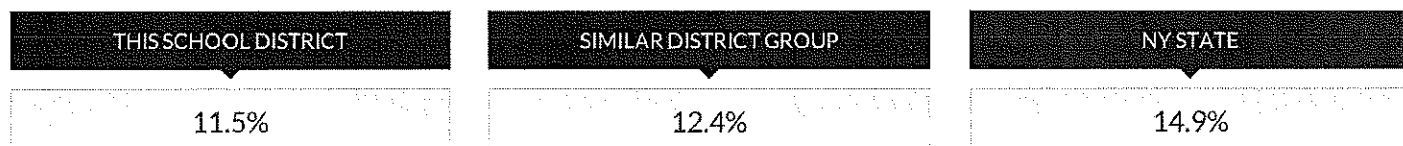
Commissioner's Regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required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

STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)



The source data for the statistics in this table were reported through the Student Information Repository System (SIRS) and verified in Verification Report 5. The counts are numbers of students reported in the least restrictive environment categories for school-age programs (ages 6-21) on BEDS Day, which is the first Wednesday of the reporting year. The percentages represent the amount of time students with disabilities are in general-education classrooms, regardless of the amount and cost of special-education services they receive. Rounding of percentage values may cause them to sum to a number slightly different from 100%.

SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE



This rate is a ratio of the count of school-age students with disabilities (ages 4-21) to the total enrollment of all school-age students in the school district, including students who are parentally placed in nonpublic schools located in the school district. The numerator includes all school-age students for whom a district has Committee on Special Education (CSE) responsibility to ensure the provision of special-education services. The denominator includes all school-age students who reside in the district. In the case of parentally placed students in nonpublic schools, it includes the number of students who attend the nonpublic schools located in the school district. Source data are drawn from the SIRS and from the Basic Education Data System (BEDS).

Similar District Groups are identified according to the Need-to-Resource-Capacity Index. More information is available on our NRC capacity categories page.

GLOSSARY OF TERMS - REPORT CARDS DATA

2-YEAR Institutions

A postsecondary institution that offers programs of at least 2 but less than 4 years duration. This includes occupational and vocational schools with programs of at least 1800 hours and academic institutions with programs of less than 4 years. This does not include bachelor's degree-granting institutions where the baccalaureate program can be completed in 3 years.

4-YEAR/GRAD Institutions

A postsecondary institution that offers programs of at least 4 years duration or one that offers programs at or above the baccalaureate level. This includes schools that offer post baccalaureate certificates only or those that offer graduate programs only. This also includes free-standing medical, law or other first-professional schools.

Alternative High School Equivalency Preparation Program (AHSEPP)

A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

Attendance Rate

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.

Average Class Size

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

CUNY

City University of New York

Completers

Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP).

Core Classes

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages.

Disability Status

Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

Dropouts

Dropouts are students in grades 7-12 and ungraded secondary students whose last enrollment record indicated they dropped out of school. The number of enrolled students used as the denominator for determining the percentage of students who dropped out is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

Economically Disadvantaged

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

English Language Learners

English Language Learners (ELLs) are those who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations. These students are also referred to as Limited English Proficient (LEP).

First-Professional

A student enrolled in any of the following degree programs: Chiropractic (D.C. or D.C.M.), Dentistry (D.D.S. or D.M.D.), Law (L.L.B., J.D.), Medicine (M.D.), Optometry (O.D.), Osteopathic Medicine (D.O.), Pharmacy (Pharm.D.), Podiatry (D.P.M., D.P., or Pod.D.), Theology (M.Div., M.H.L., B.D., or Ordination), Veterinary Medicine (D.V.M.), Audiology, (Au.D.), Nursing Practice (D.N.P.), and Physical Therapy (D.P.T.)

First-Time

An entering freshman who has never attended any college (or other postsecondary institution), aside from college credits earned in high school. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

Free and Reduced-Price Lunch (FRPL)

Eligible for Free Lunch and Eligible for Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

Full-Time

Undergraduate: A student enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more contact hours a week each term. Graduate: A student enrolled for 9 or more semester credits, 9 or more quarter credits, or a student involved in thesis or dissertation preparation that is considered full-time by the institution. First-Professional: As defined by the institution.

Full-Time Equivalent

Full-Time Equivalent is calculated as follows:

- Undergraduates: Full-Time + $\frac{1}{3}$ Part-Time
- Graduates and First Professionals: Full-Time + $\frac{2}{3}$ Part-Time

Gender

Gender of the student being reported, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

Grade Level

Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts. Ungraded students are those assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level. The definition of 'Ungraded' does not include out-of-school youth, preschoolers, or children who are not yet school age. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

Graduate Student

A student who holds a bachelor's, first-professional degree, or equivalent, and is taking courses at the post baccalaureate level. These students may or may not be enrolled in graduate programs (not to include students in first-professional programs).

Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

High School Completers

High school completers are Graduates plus students who received an Individualized Education Diploma (IEP).

Highly Qualified Teachers

To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with State standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as Highly Qualified if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation allows charter school teachers to be employed if they hold any valid teaching certificate. Legislation also permits up to 30 percent, with a maximum of five, whichever is less, plus an additional five teachers of mathematics, science, computer science, technology, or career and technical education, and an additional five teachers of a charter school to be without certification and be considered Highly Qualified if they meet all remaining criteria.

High-poverty and low-poverty schools used for highly qualified teacher categorization are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Statewide "Total Number of Teachers" includes a small number of teachers counted more than once if they were reported in multiple districts.

Independent

Is a private-not-for-profit institution.

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP), developed in 1969, is a nationally representative assessment of the performance of United States' students in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. The NAEP assessment is administered to a sampling of schools across New York State. Teachers, principals, parents, policymakers, and researchers use NAEP results to assess progress and develop ways to improve education in the United States. As part of a federal requirement, NYSED is publishing these statewide results on NAEP. There are no consequences for schools, teachers, or students based on NAEP results. For more information about NAEP, see the National Center for Education Statistics web site at <http://nces.ed.gov/nationsreportcard/>.

New York State Alternate Assessment (NYSAA)

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only. Students identified by their district's Committee on Special Education as eligible to take the New York State Alternate Assessment (NYSAA) may use this assessment to fulfill the participation and performance criteria for elementary/middle- and secondary-level English language arts and mathematics and elementary/middle-level science for accountability.

New York State English as a Second Language Achievement Test (NYSESLAT)

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

New York State Testing Program (NYSTP)

The New York State Testing Program (NYSTP) assessments are administered annually in English language arts (ELA) and mathematics in grades 3 through 8.

Non-completers

Non-completers is the sum of dropouts and students who entered an Alternative High School Equivalency Preparation Program (AHSEPP). The number of enrolled students used as the denominator for determining the percentage of noncompleters is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

Out of Certification

The Percent with No Valid Teaching Certificate is the percent of teachers without a valid teaching certificate.

The Percent Teaching Out of Certification is the percent teaching out of certification on more than an incidental basis (more than one assignment).

The Percent Taught by Teachers Without Appropriate Certification is the percent of all teachers teaching one or more assignments outside of certification.

Part-Time

Undergraduate: A student enrolled for either less than 12 semester or quarter credits, or less than 24 contact hours a week each term. Graduate: A student enrolled for less than 9 semester or quarter credits. First-Professional: As defined by the institution.

Performance Levels

Descriptors of performance levels for the Grades 3-8 New York State Testing Program Assessments in English language arts (ELA) and Mathematics are available at <http://www.p12.nysed.gov/irs/ela-math/> in the "Scale Score to Performance Level Conversion Charts" section.

Descriptors of performance levels for Grades 4 and 8 Science Tests are available in the Rating Guides at <http://www.p12.nysed.gov/assessment/science/science-ei.html>.

Post-secondary Plans of Completers

Percent of students with Regents or local diplomas who reported their post-graduation plans to be attending college, entering the military, entering into employment, entering adult services, or other known or unknown.

Private Institutions

An educational institution controlled by a private individual(s) or by a nongovernmental agency, usually supported primarily by other than public funds, and operated by other than publicly elected or appointed officials. These institutions may be either for-profit or not-for-profit.

Proprietary

Is a private-for-profit institution.

Public Institutions

An educational institution whose programs and activities are operated by publicly elected or appointed school officials and which is supported primarily by public funds.

Race/Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **Native Hawaiian/Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Recently Arrived LEP Students

Recently arrived LEP students are limited English proficient (LEP) students (including those from Puerto Rico) who on April 1 of the reporting year will have been attending school in the United States for less than one year. These students may use the New York State English as a Second Language Achievement Test (NYSESLAT) in lieu of the 3-8 New York State Testing Program (NYSTP) in English language arts (ELA) to meet the participation requirement for making Adequate Yearly Progress in elementary/middle-level ELA for institutional accountability purposes.

Regents Competency Tests

Annual Regents Competency Test (RCT) results include those from August, January, and June of the reporting year. If a student takes the same RCT multiple times during the reporting year, only the highest score is included in the annual results.

Regents Examinations

Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in the annual results.

SUNY

State University of New York

Staff Counts

Principals and assistant principals include full- and part-time. Other professional staff include administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Paraprofessionals include full- and part-time supplementary school personnel.

Suspensions

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Suspension data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.

Teacher Turnover Rate

Teacher Turnover Rate for a specified school year is the count of teachers in the prior school year who did not return to a teaching position in the district in the current school year expressed as a percentage.

Total Cohort

A secondary-level total cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. For more detailed information on cohort definitions, see the SIRS Manual.

Undergraduate

A student enrolled in, or taking courses creditable toward, a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate. High School students taking degree-credit work are included in the counts of all enrolled undergraduates.

GLOSSARY OF TERMS - ACCOUNTABILITY DATA

Overview of Accountability Data in New York State Report Cards

Accountability data in the New York State Report Cards includes participation rates, performance data (Performance Indices), and graduation rates. Performance Indices (PIs) and Adequate Yearly Progress (AYP) determinations are used to assist in identifying districts and schools as Reward, Focus, and Priority under the Elementary and Secondary Education Act (ESEA) waiver. District/school identifications are available on our ESEA Accountability Designations page. Explanations of how data are used to make identification are available on our Accountability Designation Materials page. For more information, contact the Office of Accountability.

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, english language learner students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see the ESEA Flexibility Waiver.

Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

1. Elementary/middle-level (grades 3-8) English Language Arts (ELA)
2. Elementary/middle-level (grades 3-8) Mathematics
3. Elementary/middle-level (grades 4 and 8) Science
4. Secondary-level (grades 9-12) ELA
5. Secondary-level (grades 9-12) Mathematics
6. Graduation Rate

This performance is determined by identifying whether or not a district or school made **"Adequate Yearly Progress"** (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

Standards for English Language Arts, Mathematics, and Science

Participation: In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

Performance: In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target.**" In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target.**"

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see Understanding Accountability in New York State.

BEDS Day

Basic Educational Data System (BEDS) Day is typically the first Wednesday in October of the school year.

Cohort

A cohort consists of all students who first entered grade 9 anywhere between July 1 and June 30 of a particular year or, in the case of ungraded students with disabilities, reached their seventeenth birthday during that year (i.e., the 2008 cohort consists of students who entered grade 9 and ungraded students with disabilities who reached their seventeenth birthday between July 1, 2008 and June 30, 2009). A more detailed definition of cohort is available in the SIRS Manual.

Accountability Cohort: Results for students in the Accountability Cohort are captured as of June 30th four years after they first enter grade 9.

Graduation-Rate Total Cohort: Results for students in the four-year graduation-rate total cohort are captured as of August 31 four years after they first enter grade 9. Results for students in the five-year graduation-rate total cohort are captured as of August 31 five years after they first enter grade 9.

Effective Annual Measurable Objective (EAMO)

The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available on the New York State Accountability page under the header "Annual Measurable Objectives."

Graduation Rate

The graduate rate for the four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 four years after entering grade 9.

The graduate rate for the five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 five years after entering grade 9.

Medically Excused

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in elementary/middle-level calculations.

Performance Index (PI)

A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative).

2012-13 and 2013-14 elementary/middle-level ELA/math: Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation:
$$\frac{([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$$

2011-12 and Prior and 2014-15 and 2015-16 elementary/middle-level ELA/math: Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:
$$(((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div [\text{Count of Tested Students}]) \times 100$$

Elementary/middle-level science: Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:
$$(((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div [\text{Count of Tested Students}]) \times 100$$

Secondary-level ELA/math: Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:
$$(((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div [\text{Count of Cohort Members}]) \times 100$$

Progress Target

Elementary/middle-level science: A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The Progress Target is calculated by adding 1 point to the previous year's PI.

Four-year Graduation Rate: The Progress Target for the current four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the previous year's four-year graduation-rate total cohort. The following equation is used to determine the current four-year graduation-rate total cohort progress target:
$$[(80 - \text{the graduation rate of the previous year's four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the previous year's four-year graduation-rate total cohort}$$

Five-year Graduation Rate: The Progress Target for the current five-year graduation-rate total cohort is a 20% gap reduction in the graduation rate of the previous year's five-year graduation-rate total cohort. The following equation is used to determine the current five-year graduation-rate total cohort progress target:
$$[(80 - \text{the graduation rate of the previous year's five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the previous year's five-year graduation-rate total cohort.}$$

Safe Harbor Target

Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs in elementary/middle- and secondary-level ELA and mathematics. The current year's Safe Harbor Target is calculated using the following formula: $\text{Previous Year's PI} + (200 - \text{the Previous Year's PI}) \times 0.10$.

(Note: Due to modifications to the 2012-13 elementary/middle-level ELA and math assessments, 2012-13 Safe Harbor Targets for these measures were determined using alternate methods.)

Unweighted Combined PI

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.

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Enrollment Data Business Rules

- Enrollment data are collected using the New York State Education Department's Student Information Repository System (SIRS). Enrollment counts are available for various demographic groups for public schools, districts, charter schools, counties, and the State. Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year.
- Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs.
- Prekindergarten data for the 2011-12 school year are not available in the report cards or enrollment report on this site, as enrollment data in these reports were pulled from SIRS and SIRS is not the official source of prekindergarten data for 2011-12. Prekindergarten data for 2011-12 sourced from BEDS are available in these report cards.
- Enrollment counts by gender, ethnicity, limited English proficiency status, disability status, and poverty status and for K-12 Enrollment do NOT include prekindergarten students. Prekindergarten counts are shown in the enrollment by Grade section.
- When the Total Students count equals the count in the English Language Learner Students, Students with Disabilities, and/or Economically Disadvantaged Students category, the data are suppressed. Additionally, when the count of students in either the English Language Learner Students, Students with Disabilities, and/or Economically Disadvantaged Students category is less than 5, the data are suppressed.

Report Card Data Business Rules

DATA SOURCES:

Data in the report cards for the following are those reported by districts in the Student Information Repository System (SIRS) as of the reporting deadline:

- Enrollment by grade, gender, disability status, economically disadvantaged status, limited English proficiency status
- New York State Testing Program (NYSTP) Assessments
- Grades 4 & 8 Assessments
- Total Cohort Assessment Results
- New York State Alternate Assessments (NYSAA)
- New York State English as a Second Language Achievement Tests (NYSESLAT)
- Annual Regents Examinations

- Annual Regents Competency Tests
- Graduates and Completers
- Non-completers
- Post-graduate Plans
- Accountability Data
- The 2014-15 paraprofessional staff counts do not include New York City data.

SIRS Reporting Deadlines

August 24, 2012 for the 2011-12 school year

August 23, 2013 for the 2012-13 school year

September 12, 2014 for the 2013-14 school year

August 28, 2015 for the 2014-15 school year

August 26, 2016 for the 2015-16 school year

Data in the report cards for the following are those reported by districts in BEDS Online as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday in October of the school year:

- Average Class Size
- Attendance and Suspensions
- Teacher Qualifications
- Teacher Turnover
- Staff Counts

Free and Reduced-Price Lunch (FRPL) data prior to 2013-14 are those reported in BEDS; 2013-14 and forward district and public school FRPL data are those reported in SIRS; 2013-14 and forward charter school FRPL data are those reported in BEDS.

National Assessment of Education Progress (NAEP) data are from the National Center for Education Statistics web site at <http://nces.ed.gov/nationsreportcard/>.

GRADES 7 & 8 MATHEMATICS DATA:

Data in the bar charts for grades 7 and 8 mathematics include those for grade 7 and 8 students who took the New York State Testing Program (NYSTP) Grade 7 or 8 Math Test and grade 8 students who took a Regents math test in lieu of the NYSTP Math Test. Mean scores and data in the table for grades 7 & 8 mathematics include only those for grades 7 & 8 students who took the NYSTP Grades 7 & 8 Math Tests.

GRADE 8 SCIENCE DATA:

Data in the bar charts for grade 8 science 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

the NYS Grade 8 Science 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.

NYC DATA:

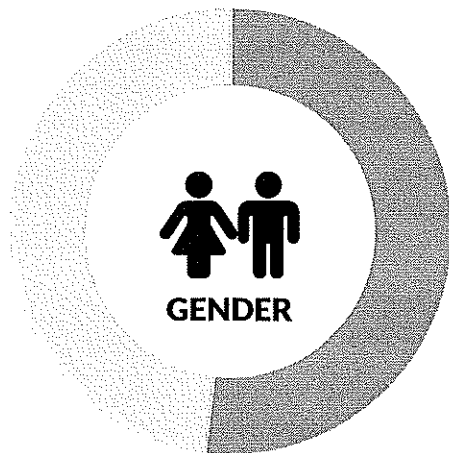
New York when selected as a “County” on the interactive data site data.nysed.gov includes public and charter school data in the single NYC borough of New York. This aggregation is available in the SRC.mdb under ENTITY_CD 00003100000. NYC Public Schools when selected in the search bar on the interactive data site includes district and charter school data in all five NYC boroughs. This aggregation is available in the SRC.mdb under ENTITY_CD 0000990000000. The SRC.mdb also includes an aggregation of data for all public schools within the five boroughs of NYC, excluding charter schools, under ENTITY_CD 0000000000001. This aggregation is not available on the interactive data site.

SUPPRESSION:

To ensure student confidentiality, the Department does not publish data for groups with fewer than five students or data that would allow readers to easily determine the performance of a group with fewer than five students. When fewer than five students in a group (e.g., Hispanic) were tested, percentages of tested students scoring at various levels are suppressed for that group and the next smallest group. However, the performance of tested students in these groups is aggregated and shown in the Small Group Total row.

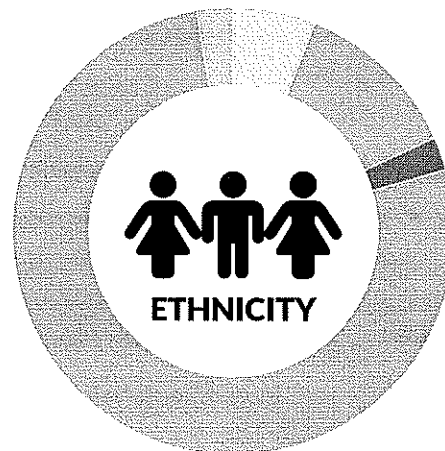
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ROCKVILLE CENTRE UFSD AT A GLANCE



3,534

Total K-12 Public School Students



ROCKVILLE CENTRE UFSD DATA

2016-17 2015-16 Archive



STUDENT DATA



Enrollment Data

3-8 ELA Assessment Data

SCHOOL DATA



School Report Card

Fiscal Supplement

3-8 Math Assessment Data

High School Graduation Rate

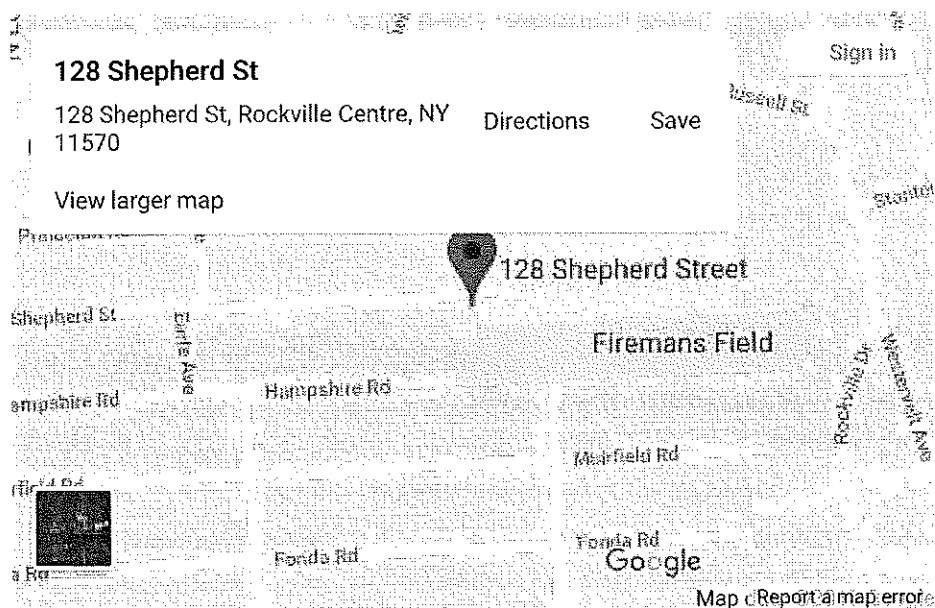
High School Graduation Pathways Data

**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 - SCHOOL REPORT CARD DATA [2016 - 17]

ROCKVILLE CENTRE UFSD ENROLLMENT (2016 - 17)

K-12 ENROLLMENT

3,534

ENROLLMENT BY GENDER

MALE

FEMALE

1,830

52%

1,704

48%

ENROLLMENT BY ETHNICITY

GROUP

TOTAL

PERCENT

AMERICAN INDIAN OR ALASKA NATIVE	1	0%
BLACK OR AFRICAN AMERICAN	212	6%
HISPANIC OR LATINO	427	12%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLAND...	87	2%
WHITE	2,715	77%
MULTIRACIAL	92	3%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

STUDENTS WITH DISABILITIES

ECONOMICALLY DISADVANTAGED

51

1%

486

14%

487

14%

ENROLLMENT BY GRADE

GROUP

TOTAL

PERCENT

K (FULL DAY)	262	7%
1ST GRADE	261	7%
2ND GRADE	263	7%
3RD GRADE	276	8%
4TH GRADE	244	7%
5TH GRADE	306	9%
6TH GRADE	255	7%
UNGRADED ELEMENTARY	17	0%
7TH GRADE	280	8%
8TH GRADE	257	7%
9TH GRADE	286	8%
10TH GRADE	260	7%
11TH GRADE	278	8%
12TH GRADE	252	7%
UNGRADED SECONDARY	37	1%

FREE AND REDUCED-PRICE LUNCH (2016 - 17)

ELIGIBLE FOR FREE LUNCH

ELIGIBLE FOR REDUCED-PRICE LUNCH

391

11%

59

2%

ATTENDANCE (2015 - 16)

ANNUAL ATTENDANCE RATE

95%

STUDENT SUSPENSIONS (2015 - 16)

56

2%

STAFF COUNTS (2016 - 17)

GROUP	STAFF
PRINCIPALS	7
ASSISTANT PRINCIPALS	6
OTHER PROFESSIONAL STAFF	35
PARAPROFESSIONALS	286

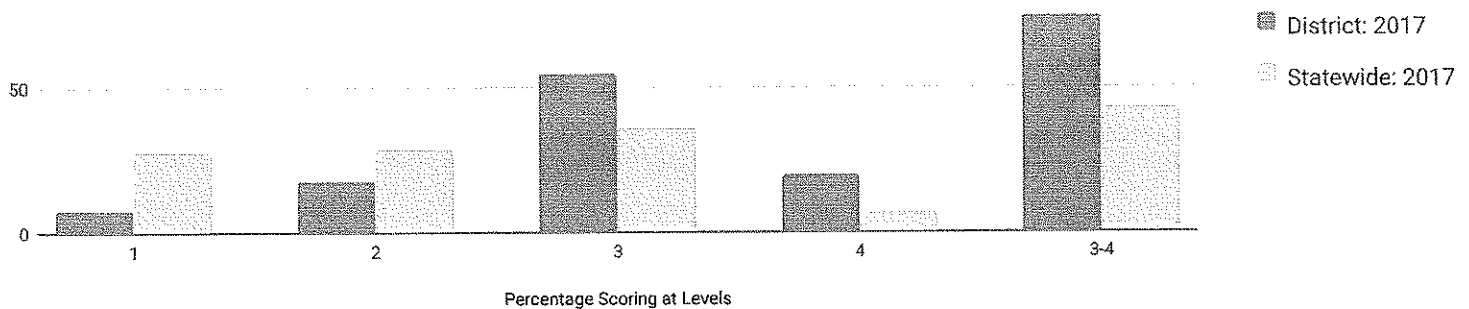
HIGH SCHOOL COMPLETERS (2016 - 17)

GROUP	COMPLETERS (GRADUATES + COMMENCEMENT CREDENTIALS)		GRADUATES (REGENTS + LOCAL DIPLOMAS)		REGENTS DIPLOMA	
ALL STUDENTS	259		255		252	99%
GENERAL EDUCATION	222		222		222	100%
STUDENTS WITH DISABILITIES	37		33		30	91%

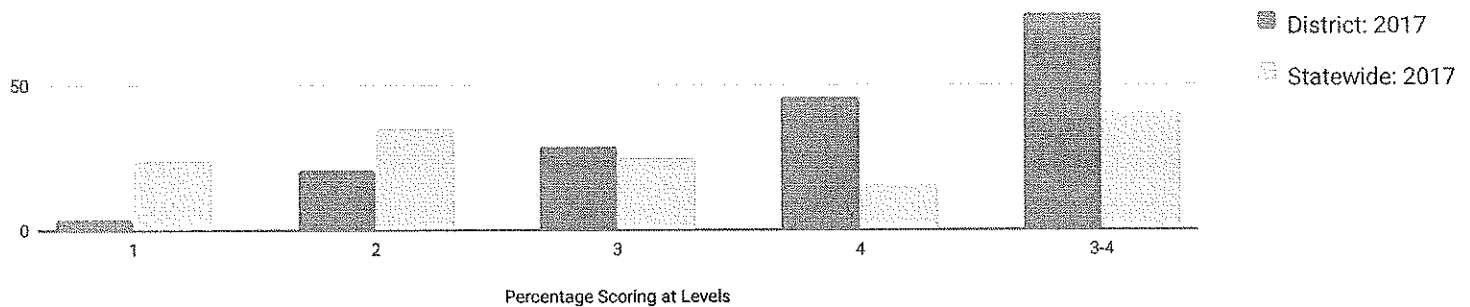
GROUP	REGENTS WITH ADVANCED DESIGNATION		REGENTS WITH CTE ENDORSEMENT		LOCAL DIPLOMAS		COMMENCEMENT CREDENTIALS	
ALL STUDENTS	221	87%	2	1%	3	1%	4	2%
GENERAL EDUCATION	210	95%	1	0%	0	0%	0	0%
STUDENTS WITH DISABILITIES	11	33%	1	3%	3	9%	4	11%

POST-GRADUATION PLANS OF COMPLETERS (2016 - 17)

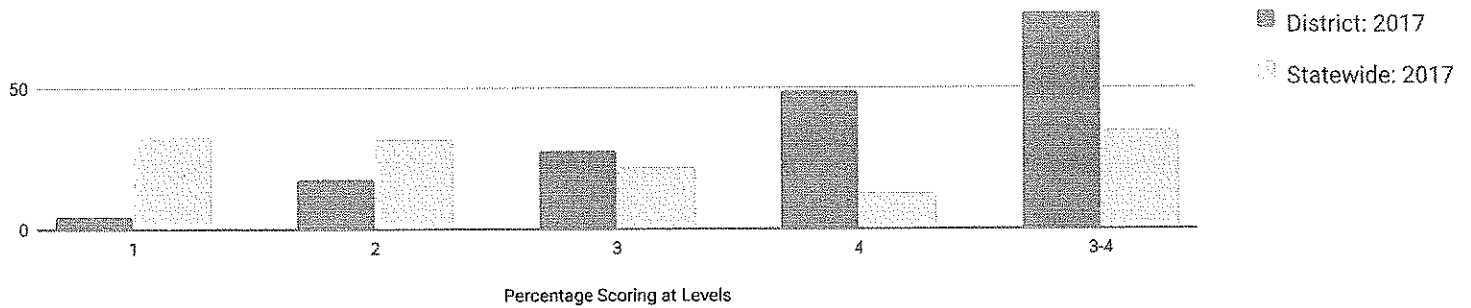
GROUP	TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
ALL STUDENTS	214	83%	31	12%	0	0%	0	0%
GENERAL EDUCATION	199	90%	21	9%	0	0%	0	0%
STUDENTS WITH DISABILITIES	15	41%	10	27%	0	0%	0	0%
GROUP	TO EMPLOYMENT		TO ADULT SERVICES		TO OTHER KNOWN PLANS		PLANS UNKNOWN	
ALL STUDENTS	6	2%	7	3%	1	0%	0	0%
GENERAL EDUCATION	2	1%	0	0%	0	0%	0	0%
STUDENTS WITH DISABILITIES	4	11%	7	19%	1	3%	0	0%

GRADE 3 ENGLISH LANGUAGE ARTS**MEAN SCORE: 332**

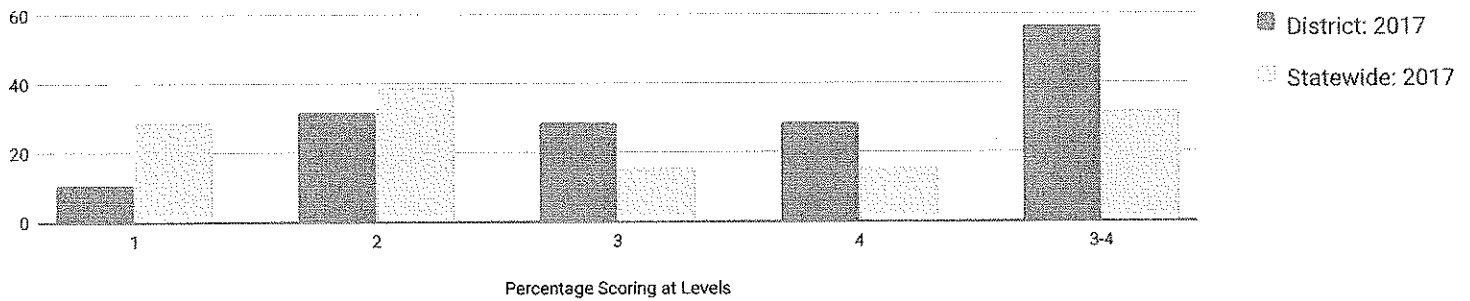
GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	131	75%	10	8%	23	18%	72	55%	26	20%
GENERAL EDUCATION	121	79%	5	4%	21	17%	69	57%	26	21%
STUDENTS WITH DISABILITIES	10	30%	5	50%	2	20%	3	30%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	3	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	5	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	18	56%	5	28%	3	17%	6	33%	4	22%
WHITE	98	81%	2	2%	17	17%	60	61%	19	19%
MULTIRACIAL	7	71%	0	0%	2	29%	3	43%	2	29%
SMALL GROUP TOTAL	8	50%	3	38%	1	13%	3	38%	1	13%
FEMALE	60	83%	5	8%	5	8%	36	60%	14	23%
MALE	71	68%	5	7%	18	25%	36	51%	12	17%
NON-ENGLISH LANGUAGE LEARNERS	128	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	15	40%	6	40%	3	20%	5	33%	1	7%
NOT ECONOMICALLY DISADVANTAGED	116	79%	4	3%	20	17%	67	58%	25	22%
NOT MIGRANT	131	75%	10	8%	23	18%	72	55%	26	20%

GRADE 4 ENGLISH LANGUAGE ARTS**MEAN SCORE: 332**

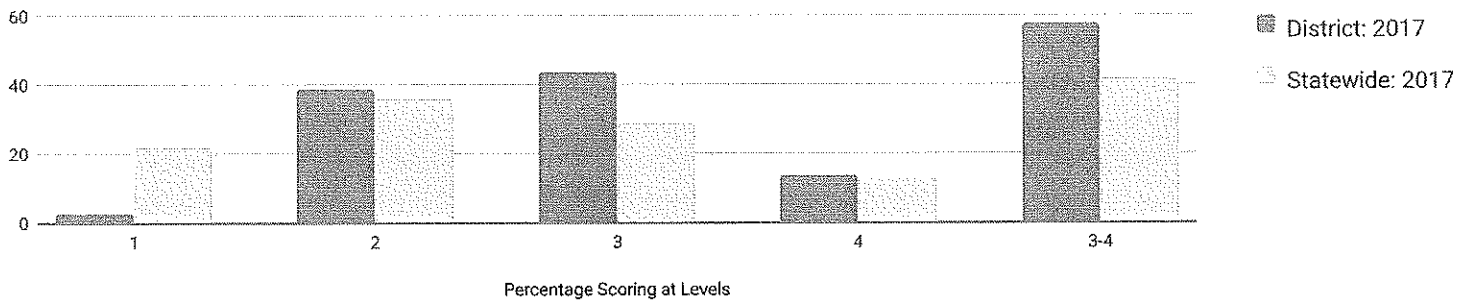
GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	116	75%	5	4%	24	21%	34	29%	53	46%
GENERAL EDUCATION	110	78%	3	3%	21	19%	33	30%	53	48%
STUDENTS WITH DISABILITIES	6	17%	2	33%	3	50%	1	17%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	7	29%	0	0%	5	71%	1	14%	1	14%
HISPANIC OR LATINO	15	47%	0	0%	8	53%	3	20%	4	27%
WHITE	89	83%	4	4%	11	12%	29	33%	45	51%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	80%	1	20%	0	0%	1	20%	3	60%
FEMALE	60	77%	0	0%	14	23%	12	20%	34	57%
MALE	56	73%	5	9%	10	18%	22	39%	19	34%
NON-ENGLISH LANGUAGE LEARNERS	115	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	13	15%	0	0%	11	85%	2	15%	0	0%
NOT ECONOMICALLY DISADVANTAGED	103	83%	5	5%	13	13%	32	31%	53	51%
NOT MIGRANT	116	75%	5	4%	24	21%	34	29%	53	46%

GRADE 5 ENGLISH LANGUAGE ARTS**MEAN SCORE: 338**

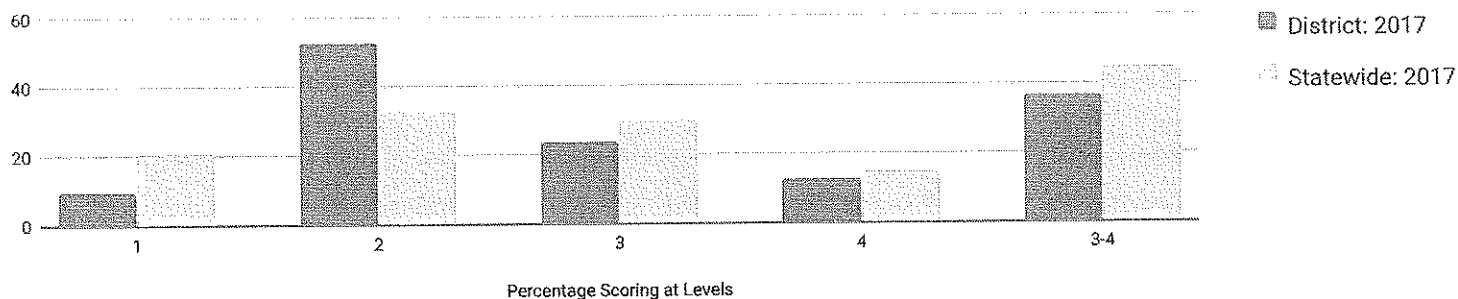
GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	116	77%	6	5%	21	18%	32	28%	57	49%
GENERAL EDUCATION	111	79%	4	4%	19	17%	31	28%	57	51%
STUDENTS WITH DISABILITIES	5	20%	2	40%	2	40%	1	20%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	6	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	8	63%	1	13%	2	25%	4	50%	1	13%
WHITE	93	81%	3	3%	15	16%	24	26%	51	55%
MULTIRACIAL	7	71%	0	0%	2	29%	1	14%	4	57%
SMALL GROUP TOTAL	8	50%	2	25%	2	25%	3	38%	1	13%
FEMALE	51	90%	1	2%	4	8%	14	27%	32	63%
MALE	65	66%	5	8%	17	26%	18	28%	25	38%
NON-ENGLISH LANGUAGE LEARNERS	116	77%	6	5%	21	18%	32	28%	57	49%
ECONOMICALLY DISADVANTAGED	4	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	112	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	116	77%	6	5%	21	18%	32	28%	57	49%

GRADE 6 ENGLISH LANGUAGE ARTS**MEAN SCORE: 316**

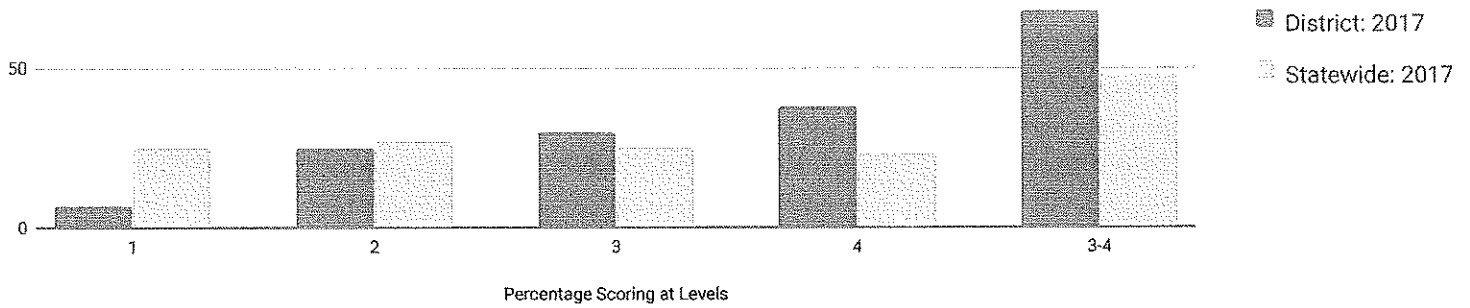
GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	91	57%	10	11%	29	32%	26	29%	26	29%
GENERAL EDUCATION	82	61%	5	6%	27	33%	25	30%	25	30%
STUDENTS WITH DISABILITIES	9	22%	5	56%	2	22%	1	11%	1	11%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	3	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	8	13%	3	38%	4	50%	0	0%	1	13%
HISPANIC OR LATINO	7	57%	1	14%	2	29%	3	43%	1	14%
WHITE	70	66%	3	4%	21	30%	23	33%	23	33%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	17%	3	50%	2	33%	0	0%	1	17%
FEMALE	47	70%	1	2%	13	28%	15	32%	18	38%
MALE	44	43%	9	20%	16	36%	11	25%	8	18%
NON-ENGLISH LANGUAGE LEARNERS	91	57%	10	11%	29	32%	26	29%	26	29%
ECONOMICALLY DISADVANTAGED	11	9%	3	27%	7	64%	1	9%	0	0%
NOT ECONOMICALLY DISADVANTAGED	80	64%	7	9%	22	28%	25	31%	26	33%
NOT MIGRANT	91	57%	10	11%	29	32%	26	29%	26	29%

GRADE 7 ENGLISH LANGUAGE ARTS**MEAN SCORE: 321**

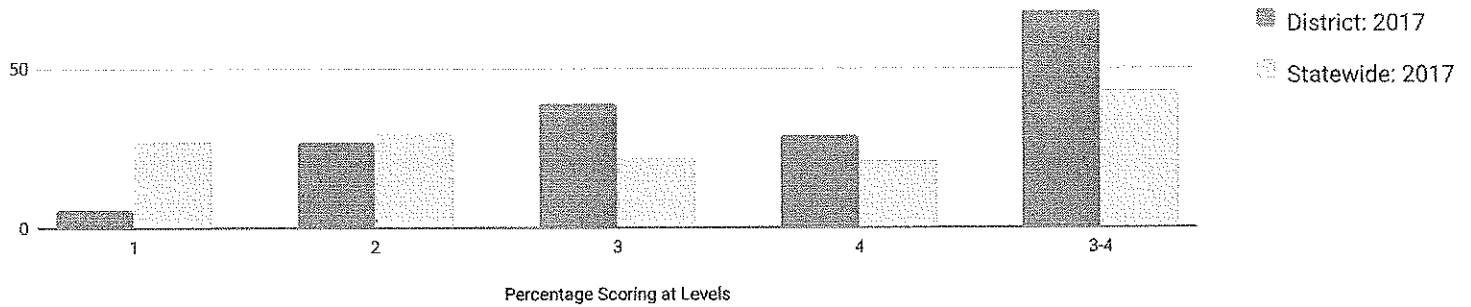
GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	98	58%	3	3%	38	39%	43	44%	14	14%
GENERAL EDUCATION	86	62%	2	2%	31	36%	39	45%	14	16%
STUDENTS WITH DISABILITIES	12	33%	1	8%	7	58%	4	33%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	5	60%	1	20%	1	20%	1	20%	2	40%
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	10	30%	0	0%	7	70%	2	20%	1	10%
WHITE	77	64%	2	3%	26	34%	39	51%	10	13%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	33%	0	0%	4	67%	1	17%	1	17%
FEMALE	44	70%	1	2%	12	27%	22	50%	9	20%
MALE	54	48%	2	4%	26	48%	21	39%	5	9%
NON-ENGLISH LANGUAGE LEARNERS	98	58%	3	3%	38	39%	43	44%	14	14%
ECONOMICALLY DISADVANTAGED	6	33%	1	17%	3	50%	1	17%	1	17%
NOT ECONOMICALLY DISADVANTAGED	92	60%	2	2%	35	38%	42	46%	13	14%
NOT MIGRANT	98	58%	3	3%	38	39%	43	44%	14	14%

GRADE 8 ENGLISH LANGUAGE ARTS**MEAN SCORE: 312**

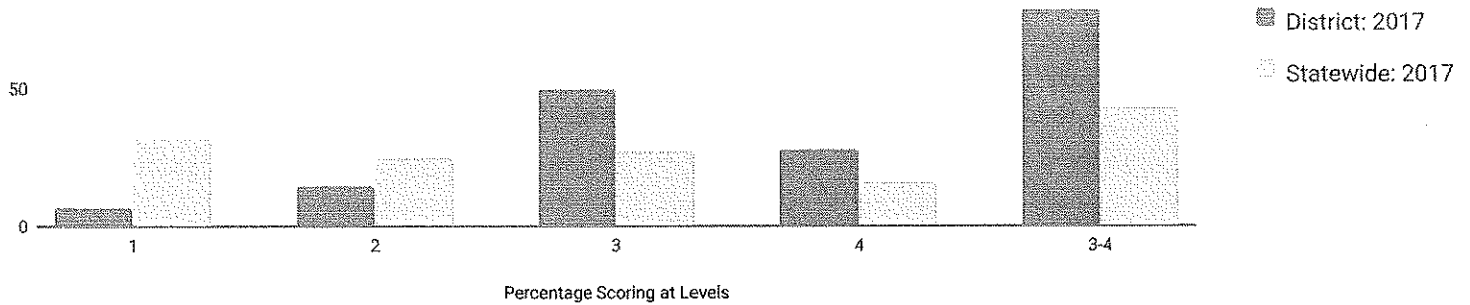
GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	62	37%	6	10%	33	53%	15	24%	8	13%
GENERAL EDUCATION	59	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER P...	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	5	20%	0	0%	4	80%	1	20%	0	0%
HISPANIC OR LATINO	6	17%	2	33%	3	50%	1	17%	0	0%
WHITE	46	39%	4	9%	24	52%	12	26%	6	13%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	60%	0	0%	2	40%	1	20%	2	40%
FEMALE	28	43%	5	18%	11	39%	7	25%	5	18%
MALE	34	32%	1	3%	22	65%	8	24%	3	9%
NON-ENGLISH LANGUAGE LEARNERS	62	37%	6	10%	33	53%	15	24%	8	13%
ECONOMICALLY DISADVANTAGED	5	0%	1	20%	4	80%	0	0%	0	0%
NOT ECONOMICALLY DISADVANTAGED	57	40%	5	9%	29	51%	15	26%	8	14%
NOT MIGRANT	62	37%	6	10%	33	53%	15	24%	8	13%

GRADE 3 MATHEMATICS**MEAN SCORE: 327**

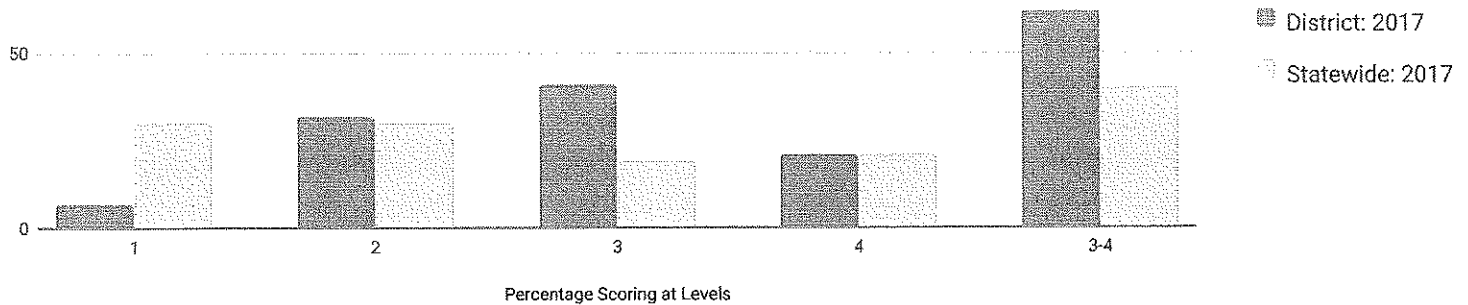
GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	141	68%	10	7%	35	25%	42	30%	54	38%
GENERAL EDUCATION	130	72%	6	5%	30	23%	41	32%	53	41%
STUDENTS WITH DISABILITIES	11	18%	4	36%	5	45%	1	9%	1	9%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	3	_%	—	—	—	—	—	—	—	—
BLACK OR AFRICAN AMERICAN	6	_%	—	—	—	—	—	—	—	—
HISPANIC OR LATINO	20	55%	3	15%	6	30%	3	15%	8	40%
WHITE	105	73%	4	4%	24	23%	38	36%	39	37%
MULTIRACIAL	7	71%	0	0%	2	29%	1	14%	4	57%
SMALL GROUP TOTAL	9	33%	3	33%	3	33%	0	0%	3	33%
FEMALE	60	63%	6	10%	16	27%	11	18%	27	45%
MALE	81	72%	4	5%	19	23%	31	38%	27	33%
NON-ENGLISH LANGUAGE LEARNERS	138	_%	—	—	—	—	—	—	—	—
ENGLISH LANGUAGE LEARNERS	3	_%	—	—	—	—	—	—	—	—
ECONOMICALLY DISADVANTAGED	15	27%	5	33%	6	40%	1	7%	3	20%
NOT ECONOMICALLY DISADVANTAGED	126	73%	5	4%	29	23%	41	33%	51	40%
NOT MIGRANT	141	68%	10	7%	35	25%	42	30%	54	38%

GRADE 4 MATHEMATICS**MEAN SCORE: 325**

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	124	68%	7	6%	33	27%	48	39%	36	29%
GENERAL EDUCATION	116	71%	5	4%	29	25%	46	40%	36	31%
STUDENTS WITH DISABILITIES	8	25%	2	25%	4	50%	2	25%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	8	13%	2	25%	5	63%	1	13%	0	0%
HISPANIC OR LATINO	16	56%	2	13%	5	31%	4	25%	5	31%
WHITE	95	74%	3	3%	22	23%	40	42%	30	32%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	80%	0	0%	1	20%	3	60%	1	20%
FEMALE	60	70%	4	7%	14	23%	23	38%	19	32%
MALE	64	66%	3	5%	19	30%	25	39%	17	27%
NON-ENGLISH LANGUAGE LEARNERS	123	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	13	15%	3	23%	8	62%	1	8%	1	8%
NOT ECONOMICALLY DISADVANTAGED	111	74%	4	4%	25	23%	47	42%	35	32%
NOT MIGRANT	124	68%	7	6%	33	27%	48	39%	36	29%

GRADE 5 MATHEMATICS**MEAN SCORE: 330**

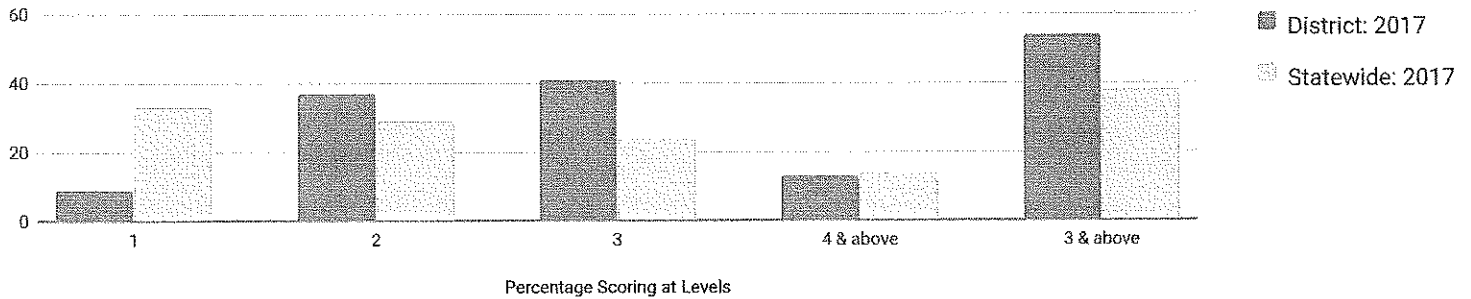
GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	123	79%	8	7%	18	15%	62	50%	35	28%
GENERAL EDUCATION	118	81%	5	4%	17	14%	62	53%	34	29%
STUDENTS WITH DISABILITIES	5	20%	3	60%	1	20%	0	0%	1	20%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	6	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	10	80%	2	20%	0	0%	5	50%	3	30%
WHITE	97	80%	5	5%	14	14%	50	52%	28	29%
MULTIRACIAL	8	88%	0	0%	1	13%	4	50%	3	38%
SMALL GROUP TOTAL	8	50%	1	13%	3	38%	3	38%	1	13%
FEMALE	53	77%	3	6%	9	17%	28	53%	13	25%
MALE	70	80%	5	7%	9	13%	34	49%	22	31%
NON-ENGLISH LANGUAGE LEARNERS	123	79%	8	7%	18	15%	62	50%	35	28%
ECONOMICALLY DISADVANTAGED	5	60%	1	20%	1	20%	2	40%	1	20%
NOT ECONOMICALLY DISADVANTAGED	118	80%	7	6%	17	14%	60	51%	34	29%
NOT MIGRANT	123	79%	8	7%	18	15%	62	50%	35	28%

GRADE 6 MATHEMATICS**MEAN SCORE: 320**

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	91	62%	6	7%	29	32%	37	41%	19	21%
GENERAL EDUCATION	81	65%	2	2%	26	32%	35	43%	18	22%
STUDENTS WITH DISABILITIES	10	30%	4	40%	3	30%	2	20%	1	10%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	6	17%	3	50%	2	33%	1	17%	0	0%
HISPANIC OR LATINO	7	29%	1	14%	4	57%	2	29%	0	0%
WHITE	73	71%	0	0%	21	29%	34	47%	18	25%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	20%	2	40%	2	40%	0	0%	1	20%
FEMALE	46	72%	1	2%	12	26%	22	48%	11	24%
MALE	45	51%	5	11%	17	38%	15	33%	8	18%
NON-ENGLISH LANGUAGE LEARNERS	91	62%	6	7%	29	32%	37	41%	19	21%
ECONOMICALLY DISADVANTAGED	10	30%	3	30%	4	40%	3	30%	0	0%
NOT ECONOMICALLY DISADVANTAGED	81	65%	3	4%	25	31%	34	42%	19	23%
NOT MIGRANT	91	62%	6	7%	29	32%	37	41%	19	21%

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.

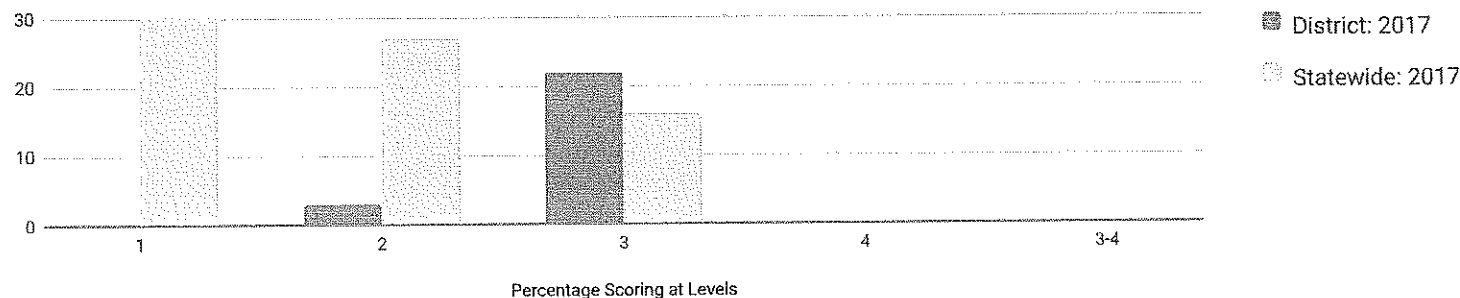
**MEAN SCORE: 324**

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	102	54%	9	9%	38	37%	42	41%	13	13%
GENERAL EDUCATION	90	53%	7	8%	35	39%	37	41%	11	12%
STUDENTS WITH DISABILITIES	12	58%	2	17%	3	25%	5	42%	2	17%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	6	83%	1	17%	0	0%	3	50%	2	33%
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	9	44%	2	22%	3	33%	4	44%	0	0%
WHITE	81	53%	6	7%	32	40%	33	41%	10	12%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	50%	0	0%	3	50%	2	33%	1	17%
FEMALE	46	54%	3	7%	18	39%	20	43%	5	11%
MALE	56	54%	6	11%	20	36%	22	39%	8	14%
NON-ENGLISH LANGUAGE LEARNERS	102	54%	9	9%	38	37%	42	41%	13	13%
ECONOMICALLY DISADVANTAGED	5	40%	2	40%	1	20%	0	0%	2	40%
NOT ECONOMICALLY DISADVANTAGED	97	55%	7	7%	37	38%	42	43%	11	11%
NOT MIGRANT	102	54%	9	9%	38	37%	42	41%	13	13%

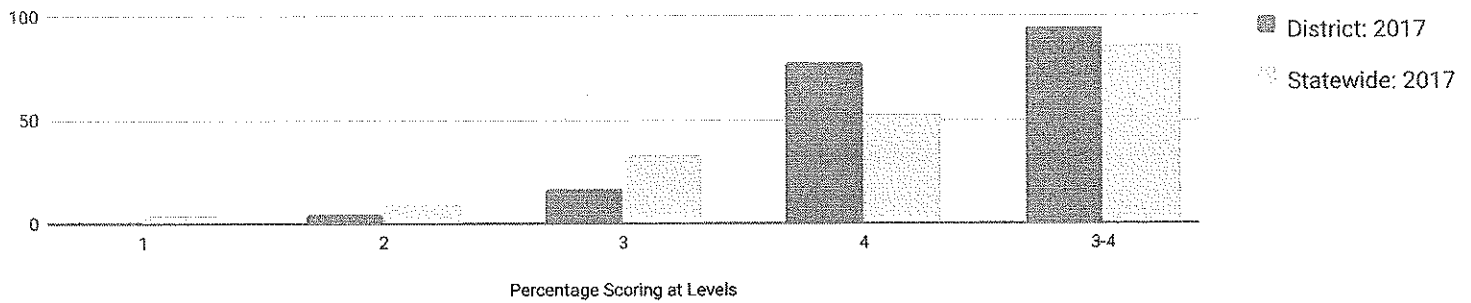
GRADE 8 STUDENTS TAKING A REGENTS MATH TEST

Accelerated grade 8 students who took a Regents math test in lieu of the Grade 8 NYSTP in Mathematics.

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.



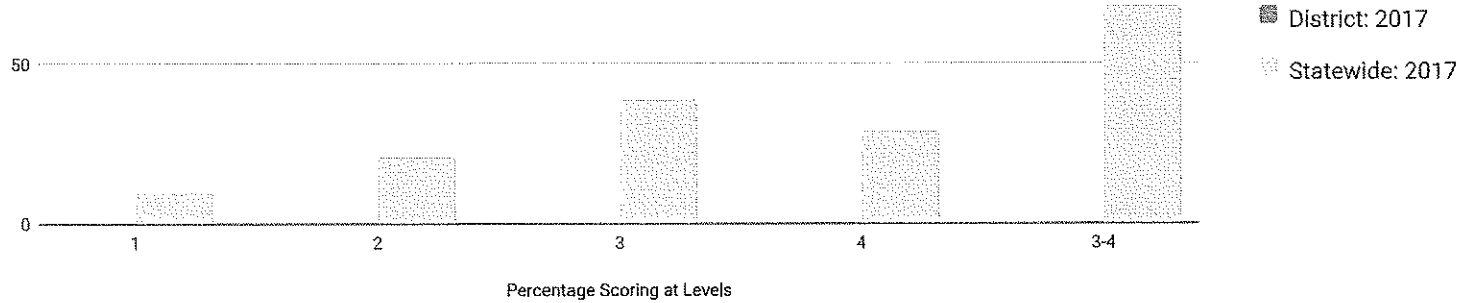
GROUP	TOTAL TEST...	LEVEL 1	LEVEL 2	LEVEL 3	4 & ABOVE	3 & ABOVE
ALL STUDENTS	259	1	7	58	193	251
		0%	3%	22%	75%	97%

GRADE 4 SCIENCE**MEAN SCORE: 88**

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	220	95%	2	1%	10	5%	37	17%	171	78%
GENERAL EDUCATION	193	97%	0	0%	6	3%	26	13%	161	83%
STUDENTS WITH DISABILITIES	27	78%	2	7%	4	15%	11	41%	10	37%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER P...	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	13	77%	0	0%	3	23%	7	54%	3	23%
HISPANIC OR LATINO	26	88%	1	4%	2	8%	6	23%	17	65%
WHITE	170	98%	1	1%	3	2%	21	12%	145	85%
MULTIRACIAL	6	83%	0	0%	1	17%	2	33%	3	50%
SMALL GROUP TOTAL	5	80%	0	0%	1	20%	1	20%	3	60%
FEMALE	107	93%	1	1%	6	6%	14	13%	86	80%
MALE	113	96%	1	1%	4	4%	23	20%	85	75%
NON-ENGLISH LANGUAGE LEARNERS	216	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	30	80%	0	0%	6	20%	11	37%	13	43%
NOT ECONOMICALLY DISADVANTAGED	190	97%	2	1%	4	2%	26	14%	158	83%
NOT MIGRANT	220	95%	2	1%	10	5%	37	17%	171	78%

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: _**

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	1	_%	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-
SMALL GROUP TOTAL	1	_%	-	-	-	-
MALE	1	_%	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	1	_%	-	-	-	-
NOT MIGRANT	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 TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	259	92%	15	6%	7	3%
			92	36%	145	56%

2017 | ROCKVILLE CENTRE UFSD - Report Card | NYSED Data Site

RECENTLY ARRIVED ELL STUDENTS (2016 - 17)

GRADE

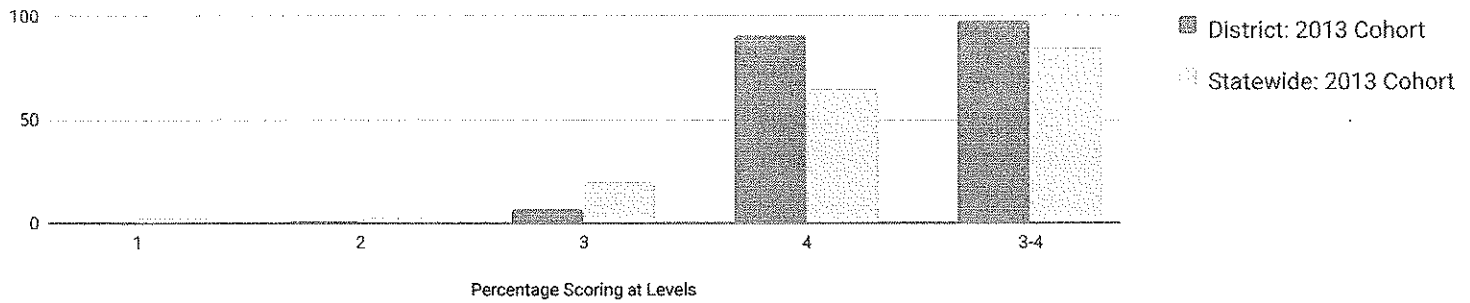
RECENTLY ARRIVED ELL STUDENTS TAKING NYSES LAT IN LIEU OF NYSTP

GRADE 3	1
GRADE 4	3
GRADE 6	1
GRADE 8	1

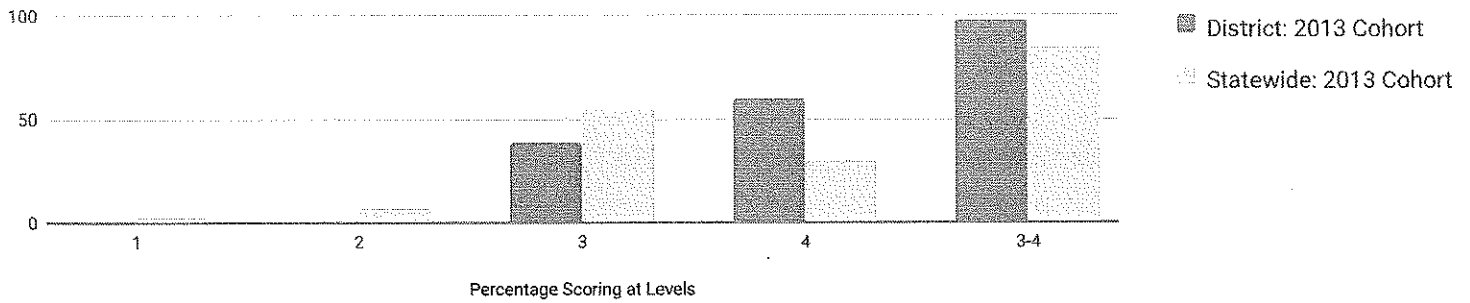
GRADE

RECENTLY ARRIVED ELL STUDENTS NOT TAKING NYSES LAT IN LIEU OF NYSTP

GRADE 3	1
GRADE 4	3
GRADE 6	1
GRADE 8	1

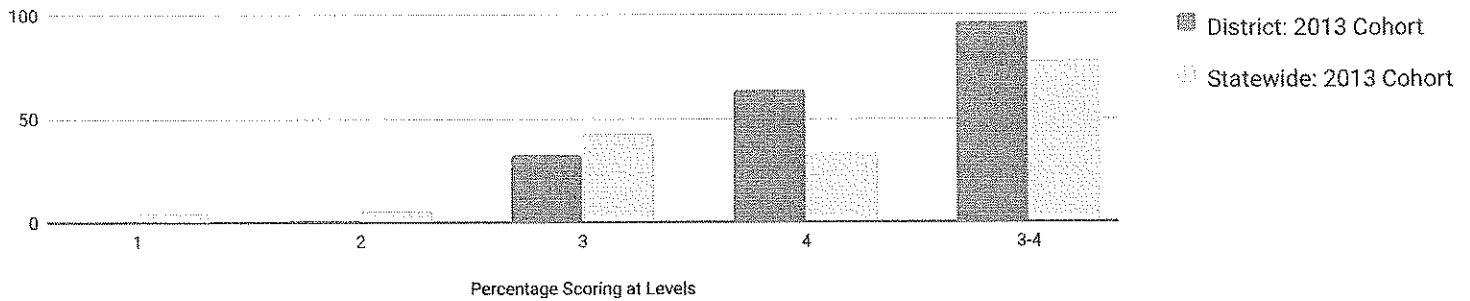
TOTAL COHORT RESULTS IN SECONDARY-LEVEL ENGLISH LANGUAGE ARTS AFTER FOUR YEARS OF INSTRUCTION

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	259	98%	0	0%	2	1%	17	7%	236	91%
GENERAL EDUCATION	225	100%	0	0%	0	0%	8	4%	216	96%
STUDENTS WITH DISABILITIES	34	85%	0	0%	2	6%	9	26%	20	59%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	9	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	15	100%	0	0%	0	0%	4	27%	11	73%
HISPANIC OR LATINO	38	95%	0	0%	0	0%	4	11%	32	84%
WHITE	195	98%	0	0%	1	1%	9	5%	183	94%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	11	91%	0	0%	1	9%	0	0%	10	91%
FEMALE	130	98%	0	0%	1	1%	5	4%	123	95%
MALE	129	97%	0	0%	1	1%	12	9%	113	88%
NON-ENGLISH LANGUAGE LEARNERS	257	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	36	97%	0	0%	0	0%	5	14%	30	83%
NOT ECONOMICALLY DISADVANTAGED	223	98%	0	0%	2	1%	12	5%	206	92%
NOT MIGRANT	259	98%	0	0%	2	1%	17	7%	236	91%

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

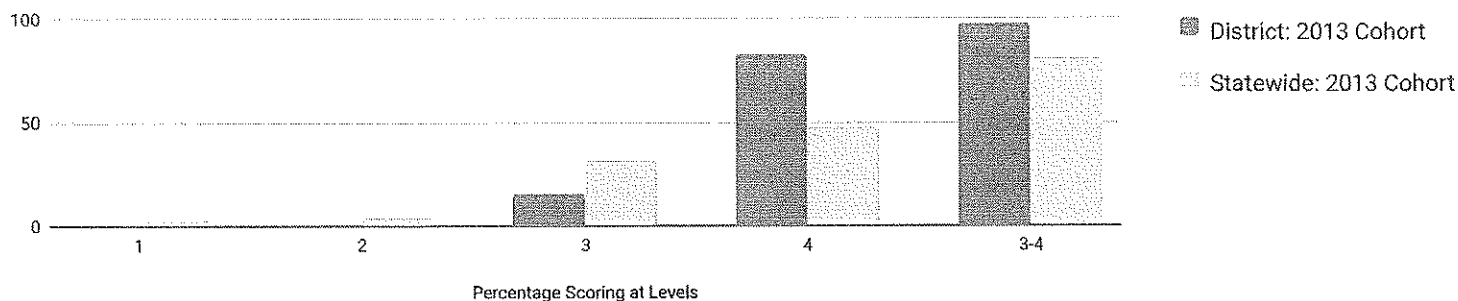
GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	259	98%	0	0%	1	0%	100	39%	155	60%
GENERAL EDUCATION	225	100%	0	0%	0	0%	70	31%	154	68%
STUDENTS WITH DISABILITIES	34	91%	0	0%	1	3%	30	88%	1	3%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	9	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	15	100%	0	0%	0	0%	11	73%	4	27%
HISPANIC OR LATINO	38	95%	0	0%	1	3%	28	74%	8	21%
WHITE	195	99%	0	0%	0	0%	58	30%	135	69%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	11	100%	0	0%	0	0%	3	27%	8	73%
FEMALE	130	99%	0	0%	0	0%	44	34%	85	65%
MALE	129	98%	0	0%	1	1%	56	43%	70	54%
NON-ENGLISH LANGUAGE LEARNERS	257	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	36	97%	0	0%	1	3%	29	81%	6	17%
NOT ECONOMICALLY DISADVANTAGED	223	99%	0	0%	0	0%	71	32%	149	67%
NOT MIGRANT	259	98%	0	0%	1	0%	100	39%	155	60%

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

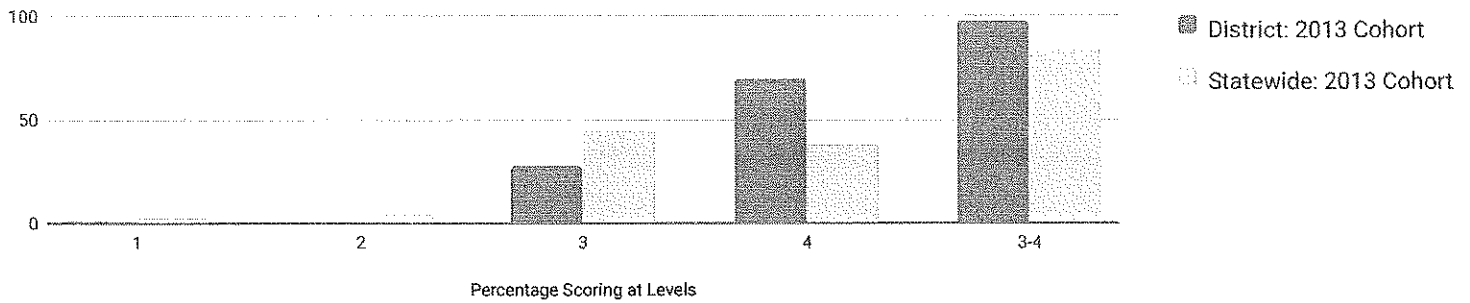


GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	259	97%	1	0%	3	1%	85	33%	165	64%
GENERAL EDUCATION	225	99%	0	0%	1	0%	64	28%	158	70%
STUDENTS WITH DISABILITIES	34	82%	1	3%	2	6%	21	62%	7	21%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	9	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	15	93%	0	0%	1	7%	11	73%	3	20%
HISPANIC OR LATINO	38	95%	0	0%	0	0%	24	63%	12	32%
WHITE	195	98%	1	1%	1	1%	49	25%	142	73%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	11	82%	0	0%	1	9%	1	9%	8	73%
FEMALE	130	97%	1	1%	1	1%	42	32%	84	65%
MALE	129	96%	0	0%	2	2%	43	33%	81	63%
NON-ENGLISH LANGUAGE LEARNERS	257	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	36	94%	0	0%	1	3%	25	69%	9	25%
NOT ECONOMICALLY DISADVANTAGED	223	97%	1	0%	2	1%	60	27%	156	70%
NOT MIGRANT	259	97%	1	0%	3	1%	85	33%	165	64%

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



GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	259	98%	0	0%	0	0%	41	16%	214	83%
GENERAL EDUCATION	225	100%	0	0%	0	0%	23	10%	201	89%
STUDENTS WITH DISABILITIES	34	91%	0	0%	0	0%	18	53%	13	38%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	9	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	15	100%	0	0%	0	0%	6	40%	9	60%
HISPANIC OR LATINO	38	95%	0	0%	0	0%	15	39%	21	55%
WHITE	195	99%	0	0%	0	0%	18	9%	175	90%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	11	100%	0	0%	0	0%	2	18%	9	82%
FEMALE	130	99%	0	0%	0	0%	23	18%	106	82%
MALE	129	98%	0	0%	0	0%	18	14%	108	84%
NON-ENGLISH LANGUAGE LEARNERS	257	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	36	97%	0	0%	0	0%	16	44%	19	53%
NOT ECONOMICALLY DISADVANTAGED	223	99%	0	0%	0	0%	25	11%	195	87%
NOT MIGRANT	259	98%	0	0%	0	0%	41	16%	214	83%

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

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	259	98%	2	1%	0	0%	72	28%	181	70%
GENERAL EDUCATION	225	100%	0	0%	0	0%	49	22%	175	78%
STUDENTS WITH DISABILITIES	34	85%	2	6%	0	0%	23	68%	6	18%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	9	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	15	100%	0	0%	0	0%	11	73%	4	27%
HISPANIC OR LATINO	38	95%	0	0%	0	0%	24	63%	12	32%
WHITE	195	98%	1	1%	0	0%	35	18%	157	81%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	11	91%	1	9%	0	0%	2	18%	8	73%
FEMALE	130	98%	1	1%	0	0%	36	28%	92	71%
MALE	129	97%	1	1%	0	0%	36	28%	89	69%
NON-ENGLISH LANGUAGE LEARNERS	257	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	36	97%	0	0%	0	0%	26	72%	9	25%
NOT ECONOMICALLY DISADVANTAGED	223	98%	2	1%	0	0%	46	21%	172	77%
NOT MIGRANT	259	98%	2	1%	0	0%	72	28%	181	70%

Regents Examination Results (2016 - 17)

ENGLISH LANGUAGE ARTS (COMMON CORE)

ENGLISH LANGUAGE ARTS (COMMON CORE)

GROUP	TOTAL TEST...	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	284	4	1%	4	1%	24	8%	27	10%	225	79%
GENERAL EDUCATION	252	1	0%	3	1%	11	4%	24	10%	213	85%
STUDENTS WITH DISABILITIES	32	3	9%	1	3%	13	41%	3	9%	12	38%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	17	0	0%	3	18%	1	6%	1	6%	12	71%
BLACK OR AFRICAN AMERICAN	18	0	0%	0	0%	8	44%	4	22%	6	33%
HISPANIC OR LATINO	27	2	7%	1	4%	4	15%	5	19%	15	56%
WHITE	217	2	1%	0	0%	11	5%	17	8%	187	86%
MULTIRACIAL	5	0	0%	0	0%	0	0%	0	0%	5	100%
FEMALE	148	1	1%	1	1%	11	7%	13	9%	122	82%
MALE	136	3	2%	3	2%	13	10%	14	10%	103	76%
NON-ENGLISH LANGUAGE LEARNERS	279	4	1%	1	0%	23	8%	27	10%	224	80%
ENGLISH LANGUAGE LEARNERS	5	0	0%	3	60%	1	20%	0	0%	1	20%
ECONOMICALLY DISADVANTAGED	35	2	6%	3	9%	10	29%	5	14%	15	43%
NOT ECONOMICALLY DISADVANTAGED	249	2	1%	1	0%	14	6%	22	9%	210	84%
NOT MIGRANT	284	4	1%	4	1%	24	8%	27	10%	225	79%

ALGEBRA 2/TRIGONOMETRY

REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	33	28	85%	20	61%	0	0%
GENERAL EDUCATION	21	20	95%	16	76%	0	0%
STUDENTS WITH DISABILITIES	12	8	67%	4	33%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	3	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	7	-	-	-	-	-	-
HISPANIC OR LATINO	9	7	78%	6	67%	0	0%
WHITE	14	13	93%	9	64%	0	0%
SMALL GROUP TOTAL	10	8	80%	5	50%	0	0%
FEMALE	15	13	87%	10	67%	0	0%
MALE	18	15	83%	10	56%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	33	28	85%	20	61%	0	0%
ECONOMICALLY DISADVANTAGED	10	9	90%	5	50%	0	0%
NOT ECONOMICALLY DISADVANTAGED	23	19	83%	15	65%	0	0%
NOT MIGRANT	33	28	85%	20	61%	0	0%

ALGEBRA I (COMMON CORE)**ALGEBRA I (COMMON CORE)**

GROUP	TOTAL TEST...	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	309	5	2%	15	5%	91	29%	102	33%	96	31%
GENERAL EDUCATION	254	2	1%	5	2%	59	23%	94	37%	94	37%
STUDENTS WITH DISABILITIES	55	3	5%	10	18%	32	58%	8	15%	2	4%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	9	1	11%	0	0%	3	33%	3	33%	2	22%
BLACK OR AFRICAN AMERICAN	32	2	6%	9	28%	15	47%	3	9%	3	9%
HISPANIC OR LATINO	40	2	5%	2	5%	25	63%	7	18%	4	10%
WHITE	221	0	0%	3	1%	48	22%	87	39%	83	38%
MULTIRACIAL	7	0	0%	1	14%	0	0%	2	29%	4	57%
FEMALE	150	2	1%	7	5%	35	23%	47	31%	59	39%
MALE	159	3	2%	8	5%	56	35%	55	35%	37	23%
NON-ENGLISH LANGUAGE LEARNERS	298	3	1%	15	5%	83	28%	101	34%	96	32%
ENGLISH LANGUAGE LEARNERS	11	2	18%	0	0%	8	73%	1	9%	0	0%
ECONOMICALLY DISADVANTAGED	54	1	2%	10	19%	31	57%	8	15%	4	7%
NOT ECONOMICALLY DISADVANTAGED	255	4	2%	5	2%	60	24%	94	37%	92	36%
NOT MIGRANT	309	5	2%	15	5%	91	29%	102	33%	96	31%

COMMON CORE GEOMETRY**REGENTS COMMON CORE GEOMETRY**

GROUP	TOTAL TEST...	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	321	29	9%	29	9%	163	51%	59	18%	41	13%
GENERAL EDUCATION	258	14	5%	14	5%	132	51%	59	23%	39	15%
STUDENTS WITH DISABILITIES	63	15	24%	15	24%	31	49%	0	0%	2	3%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	11	1	9%	1	9%	6	55%	1	9%	2	18%
BLACK OR AFRICAN AMERICAN	24	6	25%	3	13%	13	54%	2	8%	0	0%
HISPANIC OR LATINO	45	10	22%	11	24%	20	44%	3	7%	1	2%
WHITE	235	12	5%	14	6%	121	51%	52	22%	36	15%
MULTIRACIAL	6	0	0%	0	0%	3	50%	1	17%	2	33%
FEMALE	148	13	9%	9	6%	76	51%	28	19%	22	15%
MALE	173	16	9%	20	12%	87	50%	31	18%	19	11%
NON-ENGLISH LANGUAGE LEARNERS	317	-	-	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	-	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	65	15	23%	16	25%	32	49%	0	0%	2	3%
NOT ECONOMICALLY DISADVANTAGED	256	14	5%	13	5%	131	51%	59	23%	39	15%
NOT MIGRANT	321	29	9%	29	9%	163	51%	59	18%	41	13%

ALGEBRA II (COMMON CORE)**ALGEBRA II (COMMON CORE)**

GROUP	TOTAL TEST...	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	258	7	3%	11	4%	86	33%	102	40%	52	20%
GENERAL EDUCATION	232	2	1%	7	3%	72	31%	99	43%	52	22%
STUDENTS WITH DISABILITIES	26	5	19%	4	15%	14	54%	3	12%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	8	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	19	2	11%	4	21%	10	53%	2	11%	1	5%
HISPANIC OR LATINO	22	1	5%	0	0%	10	45%	8	36%	3	14%
WHITE	205	4	2%	7	3%	62	30%	89	43%	43	21%
MULTIRACIAL	4	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	12	0	0%	0	0%	4	33%	3	25%	5	42%
FEMALE	132	6	5%	5	4%	40	30%	53	40%	28	21%
MALE	126	1	1%	6	5%	46	37%	49	39%	24	19%
NON-ENGLISH LANGUAGE LEARNERS	257	-	-	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	33	1	3%	5	15%	16	48%	11	33%	0	0%
NOT ECONOMICALLY DISADVANTAGED	225	6	3%	6	3%	70	31%	91	40%	52	23%
NOT MIGRANT	258	7	3%	11	4%	86	33%	102	40%	52	20%

GLOBAL HISTORY AND GEOGRAPHY**REGENTS GLOBAL HISTORY AND GEOGRAPHY**

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	277	272	98%	264	95%	188	68%
GENERAL EDUCATION	237	236	100%	231	97%	181	76%
STUDENTS WITH DISABILITIES	40	36	90%	33	83%	7	18%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	8	—	—	—	—	—	—
BLACK OR AFRICAN AMERICAN	29	27	93%	23	79%	8	28%
HISPANIC OR LATINO	29	28	97%	25	86%	11	38%
WHITE	207	205	99%	204	99%	161	78%
MULTIRACIAL	4	—	—	—	—	—	—
SMALL GROUP TOTAL	12	12	100%	12	100%	8	67%
FEMALE	134	132	99%	129	96%	95	71%
MALE	143	140	98%	135	94%	93	65%
NON-ENGLISH LANGUAGE LEARNERS	276	—	—	—	—	—	—
ENGLISH LANGUAGE LEARNERS	1	—	—	—	—	—	—
ECONOMICALLY DISADVANTAGED	45	43	96%	36	80%	20	44%
NOT ECONOMICALLY DISADVANTAGED	232	229	99%	228	98%	168	72%
NOT MIGRANT	277	272	98%	264	95%	188	68%

U.S. HISTORY & GOVERNMENT**REGENTS U.S. HISTORY & GOVERNMENT**

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	288	286	99%	280	97%	241	84%
GENERAL EDUCATION	253	253	100%	250	99%	229	91%
STUDENTS WITH DISABILITIES	35	33	94%	30	86%	12	34%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	17	17	100%	16	94%	10	59%
BLACK OR AFRICAN AMERICAN	20	20	100%	18	90%	10	50%
HISPANIC OR LATINO	29	28	97%	26	90%	18	62%
WHITE	216	215	100%	214	99%	198	92%
MULTIRACIAL	6	6	100%	6	100%	5	83%
FEMALE	152	152	100%	149	98%	126	83%
MALE	136	134	99%	131	96%	115	85%
NON-ENGLISH LANGUAGE LEARNERS	283	281	99%	277	98%	239	84%
ENGLISH LANGUAGE LEARNERS	5	5	100%	3	60%	2	40%
ECONOMICALLY DISADVANTAGED	36	35	97%	31	86%	20	56%
NOT ECONOMICALLY DISADVANTAGED	252	251	100%	249	99%	221	88%
NOT MIGRANT	288	286	99%	280	97%	241	84%

LIVING ENVIRONMENT**REGENTS LIVING ENVIRONMENT**

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	285	280	98%	272	95%	158	55%
GENERAL EDUCATION	232	228	98%	223	96%	146	63%
STUDENTS WITH DISABILITIES	53	52	98%	49	92%	12	23%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	8	7	88%	7	88%	4	50%
BLACK OR AFRICAN AMERICAN	19	18	95%	17	89%	3	16%
HISPANIC OR LATINO	38	35	92%	30	79%	12	32%
WHITE	215	215	100%	214	100%	136	63%
MULTIRACIAL	5	5	100%	4	80%	3	60%
FEMALE	126	123	98%	120	95%	73	58%
MALE	159	157	99%	152	96%	85	53%
NON-ENGLISH LANGUAGE LEARNERS	279	277	99%	269	96%	158	57%
ENGLISH LANGUAGE LEARNERS	6	3	50%	3	50%	0	0%
ECONOMICALLY DISADVANTAGED	48	44	92%	39	81%	6	13%
NOT ECONOMICALLY DISADVANTAGED	237	236	100%	233	98%	152	64%
NOT MIGRANT	285	280	98%	272	95%	158	55%

PHYSICAL SETTING/EARTH SCIENCE**REGENTS PHYSICAL SETTING/EARTH SCIENCE**

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	312	285	91%	265	85%	147	47%
GENERAL EDUCATION	254	242	95%	233	92%	138	54%
STUDENTS WITH DISABILITIES	58	43	74%	32	55%	9	16%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	6	5	83%	5	83%	2	33%
BLACK OR AFRICAN AMERICAN	33	23	70%	18	55%	5	15%
HISPANIC OR LATINO	40	35	88%	26	65%	10	25%
WHITE	225	215	96%	209	93%	126	56%
MULTIRACIAL	8	7	88%	7	88%	4	50%
FEMALE	153	141	92%	133	87%	77	50%
MALE	159	144	91%	132	83%	70	44%
NON-ENGLISH LANGUAGE LEARNERS	305	280	92%	262	86%	147	48%
ENGLISH LANGUAGE LEARNERS	7	5	71%	3	43%	0	0%
ECONOMICALLY DISADVANTAGED	64	48	75%	37	58%	9	14%
NOT ECONOMICALLY DISADVANTAGED	248	237	96%	228	92%	138	56%
NOT MIGRANT	312	285	91%	265	85%	147	47%

PHYSICAL SETTING/CHEMISTRY**REGENTS PHYSICAL SETTING/CHEMISTRY**

GROUP	TOTAL TESTED			55	65	85	
ALL STUDENTS	270	261	97%	236	87%	83	31%
GENERAL EDUCATION	247	240	97%	219	89%	82	33%
STUDENTS WITH DISABILITIES	23	21	91%	17	74%	1	4%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	10	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	23	21	91%	12	52%	2	9%
HISPANIC OR LATINO	25	21	84%	18	72%	4	16%
WHITE	208	205	99%	193	93%	73	35%
MULTIRACIAL	4	-	-	-	-	-	-
SMALL GROUP TOTAL	14	14	100%	13	93%	4	29%
FEMALE	132	126	95%	116	88%	42	32%
MALE	138	135	98%	120	87%	41	30%
NON-ENGLISH LANGUAGE LEARNERS	270	261	97%	236	87%	83	31%
ECONOMICALLY DISADVANTAGED	38	34	89%	24	63%	4	11%
NOT ECONOMICALLY DISADVANTAGED	232	227	98%	212	91%	79	34%
NOT MIGRANT	270	261	97%	236	87%	83	31%

PHYSICAL SETTING/PHYSICS**REGENTS PHYSICAL SETTING/PHYSICS**

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	220	199	90%	166	75%	71	32%
GENERAL EDUCATION	211	192	91%	161	76%	68	32%
STUDENTS WITH DISABILITIES	9	7	78%	5	56%	3	33%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	12	11	92%	10	83%	5	42%
BLACK OR AFRICAN AMERICAN	5	—	—	—	—	—	—
HISPANIC OR LATINO	12	10	83%	9	75%	3	25%
WHITE	187	170	91%	140	75%	62	33%
MULTIRACIAL	4	—	—	—	—	—	—
SMALL GROUP TOTAL	9	8	89%	7	78%	1	11%
FEMALE	122	109	89%	89	73%	37	30%
MALE	98	90	92%	77	79%	34	35%
NON-ENGLISH LANGUAGE LEARNERS	219	—	—	—	—	—	—
ENGLISH LANGUAGE LEARNERS	1	—	—	—	—	—	—
ECONOMICALLY DISADVANTAGED	14	12	86%	12	86%	4	29%
NOT ECONOMICALLY DISADVANTAGED	206	187	91%	154	75%	67	33%
NOT MIGRANT	220	199	90%	166	75%	71	32%

NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA) RESULTS (2016 - 17)

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE 3 ELA	1	_%	-	-	-	-
GRADE 3 MATH	1	_%	-	-	-	-
GRADE 4 ELA	1	_%	-	-	-	-
GRADE 4 MATH	1	_%	-	-	-	-
GRADE 4 SCIENCE	1	_%	-	-	-	-
GRADE 5 ELA	2	_%	-	-	-	-
GRADE 5 MATH	2	_%	-	-	-	-
GRADE 6 ELA	1	_%	-	-	-	-
GRADE 6 MATH	1	_%	-	-	-	-
GRADE 7 ELA	2	_%	-	-	-	-
GRADE 7 MATH	2	_%	-	-	-	-
GRADE 8 ELA	3	_%	-	-	-	-
GRADE 8 MATH	3	_%	-	-	-	-
GRADE 8 SCIENCE	3	_%	-	-	-	-
SECONDARY-LEVEL ELA	5	60%	0	2	3	0
SECONDARY-LEVEL MATH	5	80%	0	1	4	0
SECONDARY-LEVEL SCIENCE	6	83%	0	1	5	0
SECONDARY-LEVEL SOCIAL STUDIES	6	67%	0	2	4	0

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

KINDERGARTEN

GROUP TOTAL TEST... ENTERING EMERGING TRANSITIO... EXPANDING COMMANDI...

ALL STUDENTS	10	0%	10%	0%	60%	30%
GENERAL EDUCATION	10	0%	10%	0%	60%	30%

GRADE 1

GROUP TOTAL TEST... ENTERING EMERGING TRANSITIO... EXPANDING COMMANDI...

ALL STUDENTS	4	-	-	-	-	-
GENERAL EDUCATION	4	-	-	-	-	-

GRADE 2

GROUP TOTAL TEST... ENTERING EMERGING TRANSITIO... EXPANDING COMMANDI...

ALL STUDENTS	7	0%	29%	0%	57%	14%
GENERAL EDUCATION	7	0%	29%	0%	57%	14%

GRADE 3

GROUP TOTAL TEST... ENTERING EMERGING TRANSITIO... EXPANDING COMMANDI...

ALL STUDENTS	8	0%	13%	38%	38%	13%
GENERAL EDUCATION	5	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	-	-	-	-	-

GRADE 4

GROUP TOTAL TEST... ENTERING EMERGING TRANSITIO... EXPANDING COMMANDI...

ALL STUDENTS	9	22%	22%	0%	44%	11%
GENERAL EDUCATION	7	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-

GRADE 5

GROUP TOTAL TEST... ENTERING EMERGING TRANSITIO... EXPANDING COMMANDI...

ALL STUDENTS	4	-	-	-	-	-
GENERAL EDUCATION	2	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-

GRADE 6

GROUP TOTAL TEST... ENTERING EMERGING TRANSITIO... EXPANDING COMMANDI...

ALL STUDENTS	4	-	-	-	-	-
GENERAL EDUCATION	3	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 7

GROUP TOTAL TEST... ENTERING EMERGING TRANSITIO... EXPANDING COMMANDI...

ALL STUDENTS	3	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	-	-	-	-	-

GRADE 8

GROUP TOTAL TEST... ENTERING EMERGING TRANSITIO... EXPANDING COMMANDI...

ALL STUDENTS	3	-	-	-	-	-
GENERAL EDUCATION	2	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 9

GROUP TOTAL TEST... ENTERING EMERGING TRANSITIO... EXPANDING COMMANDI...

ALL STUDENTS	5	0%	20%	20%	60%	0%
GENERAL EDUCATION	3	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-

GRADE 10

GROUP TOTAL TEST... ENTERING EMERGING TRANSITIO... EXPANDING COMMANDI...

ALL STUDENTS	1	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-

GRADE 11

GROUP TOTAL TEST... ENTERING EMERGING TRANSITIO... EXPANDING COMMANDI...

ALL STUDENTS	4	-	-	-	-	-
GENERAL EDUCATION	4	-	-	-	-	-

GRADE 12

GROUP TOTAL TEST... ENTERING EMERGING TRANSITIO... EXPANDING COMMANDI...

ALL STUDENTS	1	-	-	-	-	-
GENERAL EDUCATION	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	3,318*	38%*	YES	620	160	107	107
AMERICAN INDIAN OR ALASKA NATIVE	—	—	1	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	NO	NO	197*	40%*	YES	33	106	81	81
HISPANIC OR LATINO	NO	NO	395*	36%*	YES	65	134	90	90
ASIAN OR NATIVE HAWAIIAN/OTHER P...	—	—	34	—	—	18	—	—	—
WHITE	NO	NO	2,566*	37%*	YES	478	168	119	119
MULTIRACIAL	NO	NO	89*	55%*	YES	49 ⁰	135	98	98
STUDENTS WITH DISABILITIES	NO	NO	510*	24%*	YES	55†	98†	72	72
LIMITED ENGLISH PROFICIENT	—	—	31	—	—	4	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	454*	30%*	YES	55	105	89	89

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA N...	3,316*	38%*	620	160
NOT BLACK OR AFRICAN AMERICAN	3,121*	38%*	587	163
NOT HISPANIC OR LATINO	2,923*	38%*	555	163
NOT ASIAN OR NATIVE HAWAIIAN/OTH...	3,249*	38%*	602	160
NOT WHITE	752*	42%*	142	131
NOT MULTIRACIAL	3,229*	38%*	594	160
GENERAL EDUCATION	2,808*	41%*	565	165
ENGLISH PROFICIENT	3,252*	38%*	616	160
NOT ECONOMICALLY DISADVANTAGED	2,864*	39%*	565	165
MALE	1,740*	38%*	330	149
FEMALE	1,578*	38%*	290	171
MIGRANT	0	—	0	—
NOT MIGRANT	3,318*	38%*	620	160

— 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.

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

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	3,319*	51%*	YES	842	171	105	105
AMERICAN INDIAN OR ALASKA NATIVE	—	—	1	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	NO	NO	198*	52%*	YES	44	125	79	79
HISPANIC OR LATINO	NO	NO	394*	44%*	YES	86	151	89	89
ASIAN OR NATIVE HAWAIIAN/OTHER P...	—	—	34	—	—	21	—	—	—
WHITE	NO	NO	2,567*	52%*	YES	661	177	117	117
MULTIRACIAL	NO	NO	89*	62%*	YES	30	167	89	89
STUDENTS WITH DISABILITIES	NO	NO	512*	38%*	YES	85†	129†	75	75
LIMITED ENGLISH PROFICIENT	—	—	31	—	—	6	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	453*	40%*	YES	78	131	89	89

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA N...	3,317*	51%*	842	171
NOT BLACK OR AFRICAN AMERICAN	3,121*	51%*	798	173
NOT HISPANIC OR LATINO	2,925*	52%*	756	173
NOT ASIAN OR NATIVE HAWAIIAN/OTH...	3,250*	51%*	821	171
NOT WHITE	752*	50%*	181	149
NOT MULTIRACIAL	3,230*	51%*	812	171
GENERAL EDUCATION	2,807*	54%*	757	175
ENGLISH PROFICIENT	3,253*	52%*	836	171
NOT ECONOMICALLY DISADVANTAGED	2,866*	53%*	764	175
MALE	1,741*	52%*	448	169
FEMALE	1,578*	50%*	394	173
MIGRANT	0	—	0	—
NOT MIGRANT	3,319*	51%*	842	171

— 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.

ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

GROUP	MADE AYP	TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI ≥ EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
ALL STUDENTS	YES	YES	513	94%	YES	479	191	184	184
AMERICAN INDIAN OR ALASKA NATIVE	—	—	1	—	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	YES	—	32	—	YES	30	153	162	150
HISPANIC OR LATINO	YES	YES	57	89%	YES	50	180	168	163
ASIAN OR NATIVE HAWAIIAN/OTHER P...	—	—	12	—	—	9	—	—	—
WHITE	YES	YES	398	95%	YES	377	195	189	189
MULTIRACIAL	—	—	13	—	—	12	—	—	—
STUDENTS WITH DISABILITIES	YES	YES	75	84%	YES	61†	164†	163	140
LIMITED ENGLISH PROFICIENT	—	—	12	—	—	5	—	—	—
ECONOMICALLY DISADVANTAGED	YES	YES	69	90%	YES	58	166	170	150

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 N...	512	94%	478	191
NOT BLACK OR AFRICAN AMERICAN	481	94%	449	193
NOT HISPANIC OR LATINO	456	95%	429	192
NOT ASIAN OR NATIVE HAWAIIAN/OTH...	501	95%	470	191
NOT WHITE	115	92%	102	175
NOT MULTIRACIAL	500	94%	467	191
GENERAL EDUCATION	438	96%	418	195
ENGLISH PROFICIENT	501	95%	474	191
NOT ECONOMICALLY DISADVANTAGED	444	95%	421	194
MALE	257	95%	240	190
FEMALE	256	94%	239	192
MIGRANT	0	—	0	—
NOT MIGRANT	513	94%	479	191

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Progress Target data are suppressed.
 † Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

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 ≥ EAMO OR SAFE HARBOR TARGET	2013 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	254	100%	YES	258	190	171	171
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	17	—	—	17	—	—	—
HISPANIC OR LATINO	YES	—	35	—	YES	36	183	150	150
ASIAN OR NATIVE HAWAIIAN/OTHER P...	—	—	9	—	—	9	—	—	—
WHITE	YES	YES	191	100%	YES	194	192	178	178
MULTIRACIAL	—	—	2	—	—	2	—	—	—
STUDENTS WITH DISABILITIES	YES	—	32	—	YES	39†	151†	128	128
LIMITED ENGLISH PROFICIENT	—	—	1	—	—	1	—	—	—
ECONOMICALLY DISADVANTAGED	YES	—	36	—	YES	37	184	152	152

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

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2013 ACCOUNTABILITY COHORT MEMBERS	PI
NOT AMERICAN INDIAN OR ALASKA N...	254	100%	258	190
NOT BLACK OR AFRICAN AMERICAN	237	100%	241	190
NOT HISPANIC OR LATINO	219	100%	222	191
NOT ASIAN OR NATIVE HAWAIIAN/OTH...	245	100%	249	189
NOT WHITE	63	100%	64	181
NOT MULTIRACIAL	252	100%	256	190
GENERAL EDUCATION	222	100%	221	196
ENGLISH PROFICIENT	253	100%	257	190
NOT ECONOMICALLY DISADVANTAGED	218	100%	221	190
MALE	125	100%	129	184
FEMALE	129	100%	129	195
MIGRANT	0	—	0	—
NOT MIGRANT	254	100%	258	190

— 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 2013 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	2013 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	254	100%	YES	258	179	158	158
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	17	—	—	17	—	—	—
HISPANIC OR LATINO	YES	—	35	—	YES	36	142	134	134
ASIAN OR NATIVE HAWAIIAN/OTHER P...	—	—	9	—	—	9	—	—	—
WHITE	YES	YES	191	100%	YES	194	189	167	167
MULTIRACIAL	—	—	2	—	—	2	—	—	—
STUDENTS WITH DISABILITIES	YES	—	32	—	YES	39†	136†	120	120
LIMITED ENGLISH PROFICIENT	—	—	1	—	—	1	—	—	—
ECONOMICALLY DISADVANTAGED	YES	—	36	—	YES	37	146	138	138

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

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2013 ACCOUNTABILITY COHORT MEMBERS	PI
NOT AMERICAN INDIAN OR ALASKA N...	254	100%	258	179
NOT BLACK OR AFRICAN AMERICAN	237	100%	241	182
NOT HISPANIC OR LATINO	219	100%	222	185
NOT ASIAN OR NATIVE HAWAIIAN/OTH...	245	100%	249	178
NOT WHITE	63	100%	64	147
NOT MULTIRACIAL	252	100%	256	179
GENERAL EDUCATION	222	100%	221	186
ENGLISH PROFICIENT	253	100%	257	179
NOT ECONOMICALLY DISADVANTAGED	218	100%	221	184
MALE	125	100%	129	176
FEMALE	129	100%	129	181
MIGRANT	0	—	0	—
NOT MIGRANT	254	100%	258	179

— 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 2013 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 PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
ALL STUDENTS	160	171	190	179	175
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	106	125	—	—	116
HISPANIC OR LATINO	134	151	183	142	153
ASIAN OR NATIVE HAWAIIAN/OTHER P...	—	—	—	—	0
WHITE	168	177	192	189	182
MULTIRACIAL	—	167	—	—	167
STUDENTS WITH DISABILITIES	98	129	151	136	129
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	105	131	184	146	142

— 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/OTHER PACIFIC ISLANDER	—
WHITE	YES
MULTIRACIAL	—
STUDENTS WITH DISABILITIES	YES
LIMITED ENGLISH 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:	2012 FOUR-YEAR GRADUATION- RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
ALL STUDENTS	YES	257	97%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	20	—	—	—
HISPANIC OR LATINO	YES	31	94%	80%	80%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	—	8	—	—	—
WHITE	YES	188	99%	80%	80%
MULTIRACIAL	—	10	—	—	—
STUDENTS WITH DISABILITIES	YES	37†	86%†	80%	79%
LIMITED ENGLISH PROFICIENT	—	2	—	—	—
ECONOMICALLY DISADVANTAGED	YES	53	91%	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:	2011 FIVE-YEAR GRADUATION- RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
ALL STUDENTS	YES	312	96%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	---	0	---	---	---
BLACK OR AFRICAN AMERICAN	---	20	---	---	---
HISPANIC OR LATINO	YES	37	92%	80%	80%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	---	13	---	---	---
WHITE	YES	240	98%	80%	80%
MULTIRACIAL	---	2	---	---	---
STUDENTS WITH DISABILITIES	YES	44†	82%†	80%	80%
LIMITED ENGLISH PROFICIENT	---	3	---	---	---
ECONOMICALLY DISADVANTAGED	YES	45	89%	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 ... FIVE-YEAR GRADUATION-RATE TOTAL ...**

	2012 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	2011 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE
NOT AMERICAN INDIAN OR ALASKA N...	257	97%	312	96%
NOT BLACK OR AFRICAN AMERICAN	237	98%	292	96%
NOT HISPANIC OR LATINO	226	98%	275	96%
NOT ASIAN OR NATIVE HAWAIIAN/OTH...	249	97%	299	96%
NOT WHITE	69	91%	72	88%
NOT MULTIRACIAL	247	98%	310	96%
GENERAL EDUCATION	223	99%	269	98%
ENGLISH PROFICIENT	255	97%	309	96%
NOT ECONOMICALLY DISADVANTAGED	204	99%	267	97%
MALE	120	98%	165	93%
FEMALE	137	97%	147	99%
MIGRANT	0	—	0	—
NOT MIGRANT	257	97%	312	96%

— There were fewer than 30 students in the cohort.

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

Percentage of 2012 Graduation-Rate Total Cohort members who graduated as of August 31, 2016 with:

REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (THIS DISTRICT)

85%

REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (STATEWIDE)

31%

PERCENTAGE IN THIS DISTRICT EXCEEDED STATEWIDE

YES

REGENTS DIPLOMA WITH CTE ENDORSEMENT (THIS DISTRICT)

0%

REGENTS DIPLOMA WITH CTE ENDORSEMENT (STATEWIDE)

5%

PERCENTAGE IN THIS DISTRICT EXCEEDED STATEWIDE

NO

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