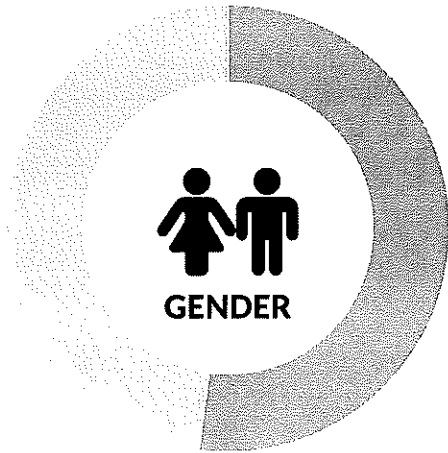
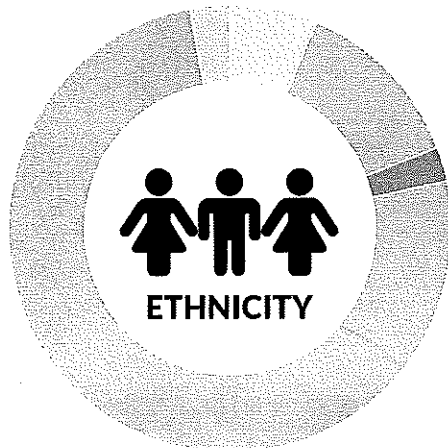


ROCKVILLE CENTRE UFSD AT A GLANCE



3,568

Total K-12 Public School Students



ROCKVILLE CENTRE UFSD DATA

2017-18 2016-17 Archive

STUDENT DATA

Enrollment Data

SCHOOL DATA

School Report Card

3-8 ELA Assessment Data

High School Graduation Rate

3-8 Math Assessment Data

High School Graduation Pathways Data

Student and Educator Report

**SUPERINTENDENT:
WILLIAM JOHNSON**

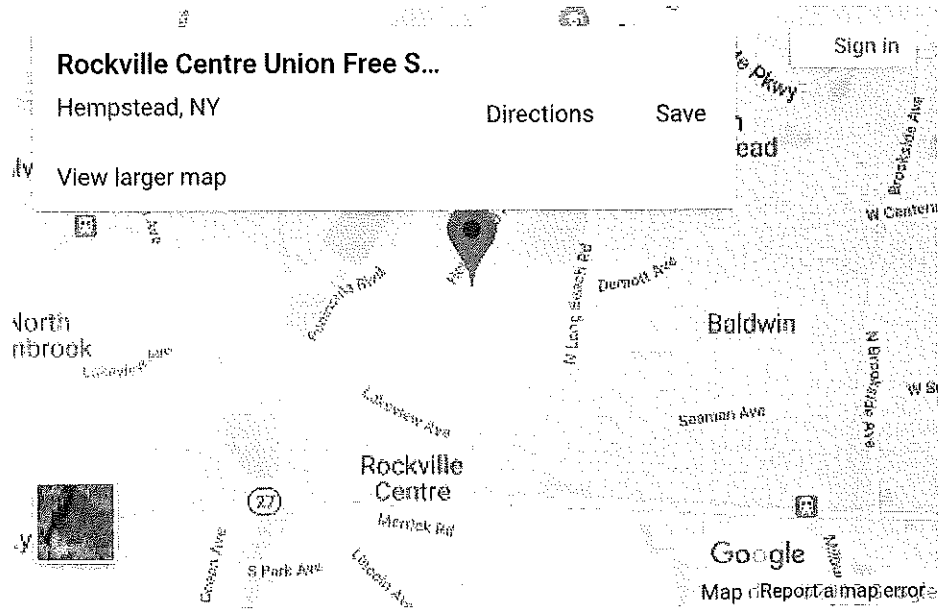
LEGAL NAME: ROCKVILLE CENTRE
UNION FREE SCHOOL DISTRICT

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

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GLOSSARY OF TERMS - ENROLLMENT DATA

Armed Forces Parent

Student with one or more parent or guardian who is a member of the Armed Forces and on Active Duty. The Armed Forces are the Army, Navy, Air Force, Marine Corps, the Coast Guard, or full-time National Guard. Active duty means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.

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.

Foster Care

Student who is in 24-hour substitute care for children placed away from their parents and for whom the agency under title IV-E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether or not the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.

Gender

Gender (Male or Female) 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

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.

Homeless

Student who lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship, or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; or a migratory child, as defined in subsection 2 of section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless under any of the above provisions; or has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placements or who are receiving educational services pursuant to subdivision four, five, six, six-a, or seven of Education Law §3202 or pursuant to article 81, 85, 87, or 88 of Education Law.

Migrant

Student who is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

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 or Native Hawaiian/Other Pacific Islander:** : 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; or a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **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.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Students with Disabilities

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.

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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.
- 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.

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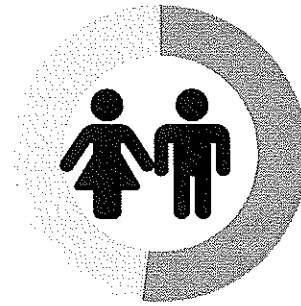
THIS DOCUMENT WAS CREATED ON: MAY 2, 2019, 4:22 PM EST

These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2017 - 18 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

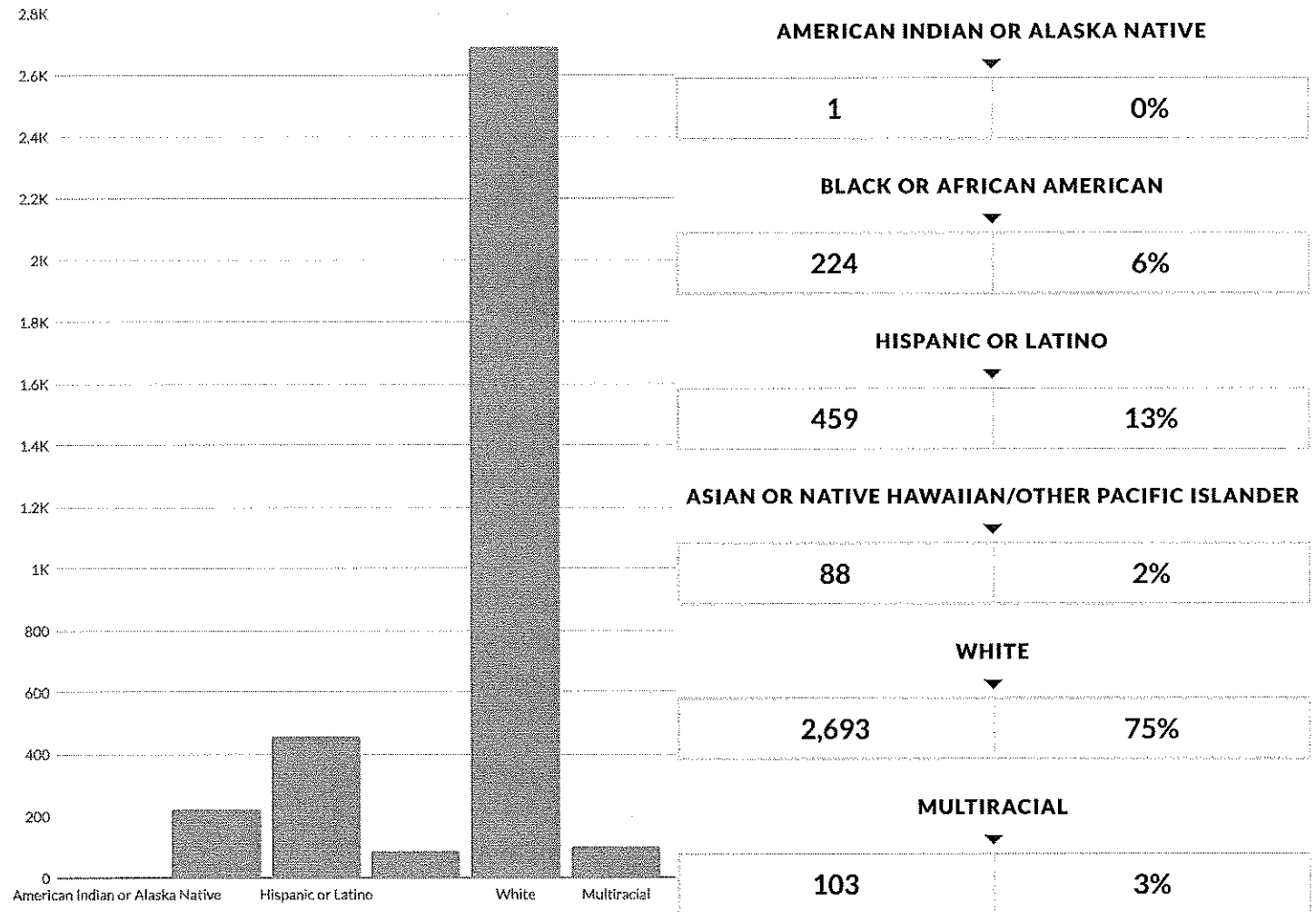
ROCKVILLE CENTRE UFSD ENROLLMENT (2017 - 18)

K-12 Enrollment: 3,568

ENROLLMENT BY GENDER



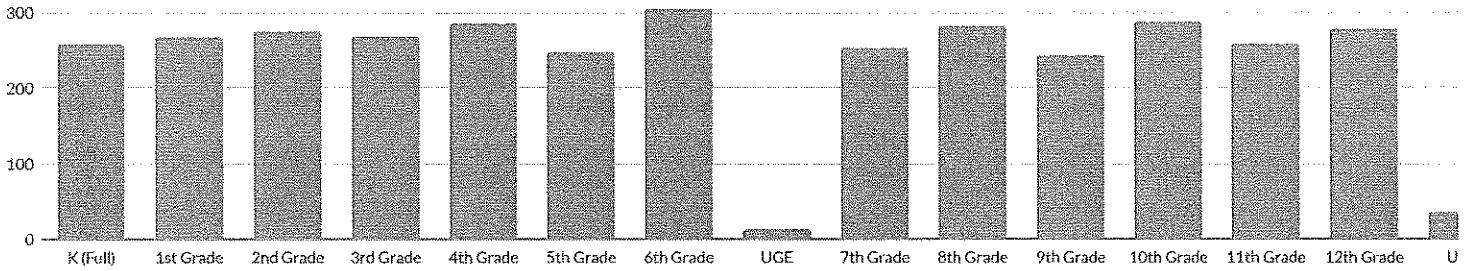
ENROLLMENT BY ETHNICITY



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
61	2%	491	14%	495	14%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	36	1%	—	—
				PARENT IN ARMED FORCES	
				—	—

ENROLLMENT BY GRADE



K (FULL DAY)		1ST GRADE		2ND GRADE		3RD GRADE	
259	7%	268	8%	276	8%	269	8%
4TH GRADE		5TH GRADE		6TH GRADE		UNGRADED ELEMENTARY	
286	8%	248	7%	305	9%	14	0%
7TH GRADE		8TH GRADE		9TH GRADE		10TH GRADE	
254	7%	283	8%	244	7%	288	8%
11TH GRADE		12TH GRADE		UNGRADED SECONDARY			
259	7%	279	8%	36	1%		

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GLOSSARY OF TERMS - ASSESSMENT DATA

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Gender

Gender (Male or Female) 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.

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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.

Migrant

A student is a migrant child if the student is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

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>.

Race/Ethnicity

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

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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.

Unmatched Data

Data based on all students who participated in a particular year. When multiple years are displayed, the results reflect all students who participated for each of the years and does not match a student from one year to the next.

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Assessment Data Business Rules

Rules for including students

- All students who were tested on the assessment and received a valid score. Rules for determining eligibility for receiving a valid score can be found in the Student Information Repository System (SIRS) Manual.
- Students must have a regular enrollment record as defined as:
 - Code 0011 - Enrollment in building or grade
 - Code 0022 - Foreign exchange student enrollment in building or grade
 - Code 5544 - Transferred in under the NCLB Title I "School in Improvement Status" transfer
 - Code 7000 - Transferred in under the NCLB "Persistently Dangerous School" transfer option
 - Code 7011 - Transferred in under the NCLB "Victim of Serious Violent Incident" transfer option
- Students are enrolled anytime between April 1, 2014 and April 8, 2014 for ELA, or April 30, 2014 and May 7, 2014 for Mathematics.

Cross-Sectional vs. Cohort-Group View

Cross-Sectional - Assessment results for students in a particular grade compared to students in that same grade the prior year (ex. 4th grade results in 2012-13 compared to 4th grade results in 2013-14). These data are unmatched.

Cohort-Group - Assessment results for students in a particular grade compared to students in a prior grade for the prior year (ex. 3rd grade results in 2012-13 compared to 4th grade results in 2013-14). These data are unmatched.

Data are populated with the performance level that is returned from the contractor after scoring.

- Level 1 - sum of students who received a standard achieved code of "21"
- Level 2 - sum of students who received a standard achieved code of "22"
- Level 3 - sum of students who received a standard achieved code of "23"
- Level 4 - sum of students who received a standard achieved code of "24"
- Total Tested - Sum of students receiving a valid score on the assessment listed and received a performance level of Level 1, Level 2, Level 3, or Level 4.
- Mean Score - average of scale score based on students who received a valid scale score. Mean Scores can only be seen when you filter on a specific grade level. It will not show for all 3-8 assessments combined.

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, counts and percentages of tested students scoring at various levels are suppressed for that group and the next smallest group.

For schools, districts, and charters when there is suppression of the performance levels the total tested count will also be suppressed. This applies when a subgroup total equals the all students total, a subgroup total is fewer than five, or all members of a subgroup are in the same performance level.

County, district and other aggregations may vary from other data sources due to various business and suppression rules.

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ROCKVILLE CENTRE UFSD GRADES 3-8 ELA ASSESSMENT DATA

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data are available statewide and at the county, district, and school level.

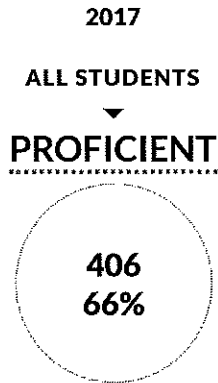
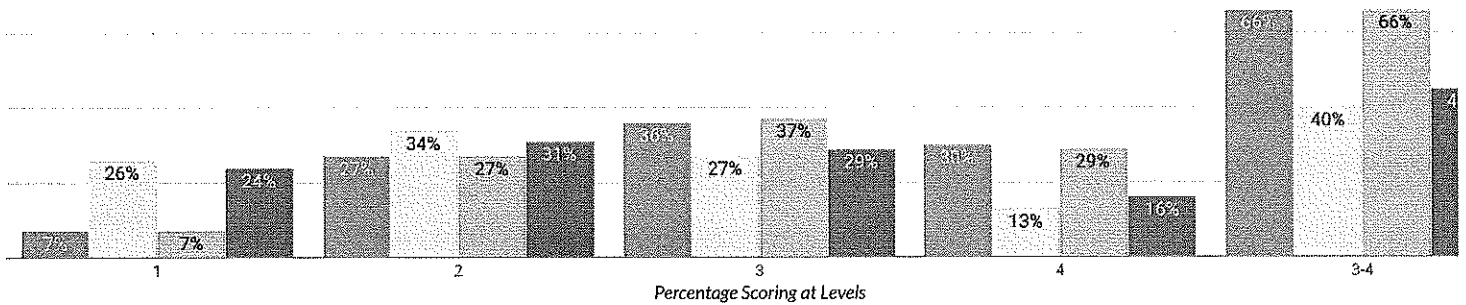
Data available on this site are based on those reported by schools and districts to the State as of August 22, 2018 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

For more information and additional files, please view the NYSED press release

Due to the State's new two-session test design and performance standards, the 2018 Grades 3-8 ELA and math results cannot be compared with prior-year results. The new baseline established this year will enable comparisons with student scores in 2019 and 2020

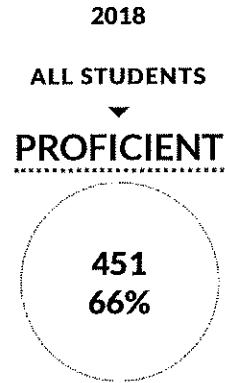
Assessment Data - Glossary of Terms | Assessment Data - Business Rules

ROCKVILLE CENTRE UFSD (2017)
 NY STATE (2017)
 ROCKVILLE CENTRE UFSD (2018)
 NY STATE (2018)



TOTAL TESTED: 614

LEVEL 1		LEVEL 2	
40	7%	168	27%
LEVEL 3		LEVEL 4	
222	36%	184	30%



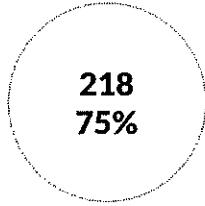
TOTAL TESTED: 681

LEVEL 1		LEVEL 2	
47	7%	183	27%
LEVEL 3		LEVEL 4	
253	37%	198	29%

BY GENDER

FEMALE

PROFICIENT



TOTAL TESTED: 290

LEVEL 1

13	4%
----	----

LEVEL 2

59	20%
----	-----

LEVEL 3

106	37%
-----	-----

LEVEL 4

112	39%
-----	-----

MALE

PROFICIENT

TOTAL TESTED: 324

LEVEL 1

27	8%
----	----

LEVEL 2

109	34%
-----	-----

LEVEL 3

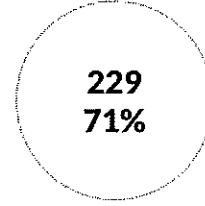
116	36%
-----	-----

LEVEL 4

72	22%
----	-----

FEMALE

PROFICIENT



TOTAL TESTED: 321

LEVEL 1

15	5%
----	----

LEVEL 2

77	24%
----	-----

LEVEL 3

115	36%
-----	-----

LEVEL 4

114	36%
-----	-----

MALE

PROFICIENT

TOTAL TESTED: 360

LEVEL 1

32	9%
----	----

LEVEL 2

106	29%
-----	-----

LEVEL 3

138	38%
-----	-----

LEVEL 4

84	23%
----	-----

BY ETHNICITY

MULTIRACIAL
▼
PROFICIENT

TOTAL TESTED: 26

LEVEL 1		LEVEL 2	
3	12%	8	31%
LEVEL 3		LEVEL 4	
5	19%	10	38%

AMERICAN INDIAN OR ALASKA NATIVE

▼
PROFICIENT

TOTAL TESTED: 0

LEVEL 1		LEVEL 2	
0	0%	0	0%
LEVEL 3		LEVEL 4	
0	0%	0	0%

MULTIRACIAL
▼
PROFICIENT

TOTAL TESTED: 30

LEVEL 1		LEVEL 2	
2	7%	7	23%
LEVEL 3		LEVEL 4	
8	27%	13	43%

AMERICAN INDIAN OR ALASKA NATIVE

▼
PROFICIENT

TOTAL TESTED: 0

LEVEL 1		LEVEL 2	
0	0%	0	0%
LEVEL 3		LEVEL 4	
0	0%	0	0%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

▼
PROFICIENT
.....

TOTAL TESTED: 17

LEVEL 1		LEVEL 2	
3	18%	4	24%
LEVEL 3		LEVEL 4	
5	29%	5	29%

WHITE
▼
PROFICIENT
.....

TOTAL TESTED: 473

LEVEL 1		LEVEL 2	
18	4%	114	24%
LEVEL 3		LEVEL 4	
187	40%	154	33%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

▼
PROFICIENT
.....

TOTAL TESTED: 19

LEVEL 1		LEVEL 2	
2	11%	7	37%
LEVEL 3		LEVEL 4	
5	26%	5	26%

WHITE
▼
PROFICIENT
.....

TOTAL TESTED: 515

LEVEL 1		LEVEL 2	
20	4%	133	26%
LEVEL 3		LEVEL 4	
207	40%	155	30%

BLACK OR AFRICAN AMERICAN

PROFICIENT

TOTAL TESTED: 34

LEVEL 1		LEVEL 2	
7	21%	17	50%
LEVEL 3		LEVEL 4	
6	18%	4	12%

HISPANIC OR LATINO

PROFICIENT

TOTAL TESTED: 64

LEVEL 1		LEVEL 2	
9	14%	25	39%
LEVEL 3		LEVEL 4	
19	30%	11	17%

BLACK OR AFRICAN AMERICAN

PROFICIENT

TOTAL TESTED: 38

LEVEL 1		LEVEL 2	
9	24%	14	37%
LEVEL 3		LEVEL 4	
9	24%	6	16%

HISPANIC OR LATINO

PROFICIENT

TOTAL TESTED: 79

LEVEL 1		LEVEL 2	
14	18%	22	28%
LEVEL 3		LEVEL 4	
24	30%	19	24%

OTHER GROUPS

GENERAL-EDUCATION STUDENTS

PROFICIENT

TOTAL TESTED: 569

LEVEL 1		LEVEL 2	
25	4%	149	26%
LEVEL 3		LEVEL 4	
212	37%	183	32%

STUDENTS WITH DISABILITIES

PROFICIENT

TOTAL TESTED: 45

LEVEL 1		LEVEL 2	
15	33%	19	42%
LEVEL 3		LEVEL 4	
10	22%	1	2%

GENERAL-EDUCATION STUDENTS

PROFICIENT

TOTAL TESTED: 633

LEVEL 1		LEVEL 2	
30	5%	161	25%
LEVEL 3		LEVEL 4	
247	39%	195	31%

STUDENTS WITH DISABILITIES

PROFICIENT

TOTAL TESTED: 48

LEVEL 1		LEVEL 2	
17	35%	22	46%
LEVEL 3		LEVEL 4	
6	13%	3	6%

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

NOT ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 560

LEVEL 1		LEVEL 2	
29	5%	138	25%
LEVEL 3		LEVEL 4	
212	38%	181	32%

ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 54

LEVEL 1		LEVEL 2	
11	20%	30	56%
LEVEL 3		LEVEL 4	
10	19%	3	6%

NOT ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 632

LEVEL 1		LEVEL 2	
31	5%	169	27%
LEVEL 3		LEVEL 4	
244	39%	188	30%

ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 49

LEVEL 1		LEVEL 2	
16	33%	14	29%
LEVEL 3		LEVEL 4	
9	18%	10	20%

NOT MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

NOT MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

ROCKVILLE CENTRE UFSD GRADES 3-8 MATHEMATICS ASSESSMENT DATA

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data are available statewide and at the county, district, and school level.

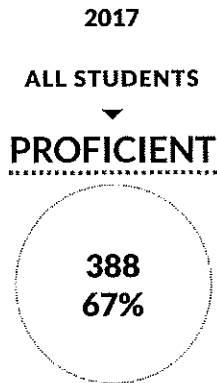
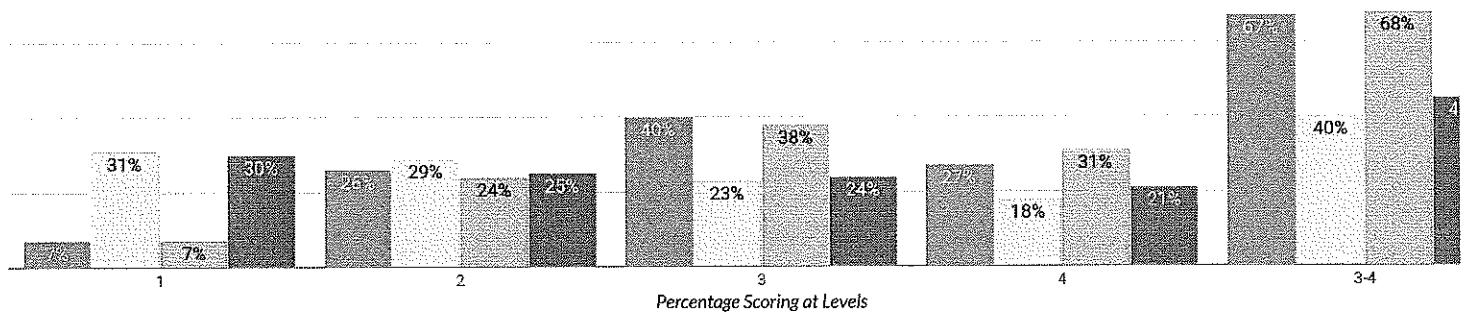
Data available on this site are based on those reported by schools and districts to the State as of August 22, 2018 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

For more information and additional files, please view the NYSED press release

Due to the State's new two-session test design and performance standards, the 2018 Grades 3-8 ELA and math results cannot be compared with prior-year results. The new baseline established this year will enable comparisons with student scores in 2019 and 2020

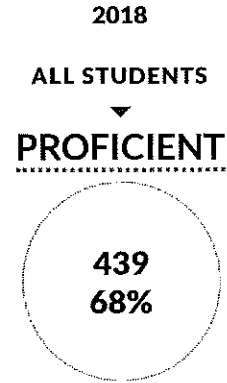
Assessment Data - Glossary of Terms | Assessment Data - Business Rules

ROCKVILLE CENTRE UFSD (2017)
 NY STATE (2017)
 ROCKVILLE CENTRE UFSD (2018)
 NY STATE (2018)



TOTAL TESTED: 581

LEVEL 1		LEVEL 2	
40	7%	153	26%
LEVEL 3		LEVEL 4	
231	40%	157	27%



TOTAL TESTED: 642

LEVEL 1		LEVEL 2	
46	7%	157	24%
LEVEL 3		LEVEL 4	
242	38%	197	31%

BY GENDER

FEMALE
▼
PROFICIENT

TOTAL TESTED: 265

LEVEL 1		LEVEL 2	
17	6%	69	26%
LEVEL 3		LEVEL 4	
104	39%	75	28%

MALE
▼
PROFICIENT

TOTAL TESTED: 316

LEVEL 1		LEVEL 2	
23	7%	84	27%
LEVEL 3		LEVEL 4	
127	40%	82	26%

FEMALE
▼
PROFICIENT

TOTAL TESTED: 291

LEVEL 1		LEVEL 2	
17	6%	69	24%
LEVEL 3		LEVEL 4	
112	38%	93	32%

MALE
▼
PROFICIENT

TOTAL TESTED: 351

LEVEL 1		LEVEL 2	
29	8%	88	25%
LEVEL 3		LEVEL 4	
130	37%	104	30%

BY ETHNICITY

MULTIRACIAL
▼
PROFICIENT

TOTAL TESTED: 24

LEVEL 1		LEVEL 2	
2	8%	6	25%
LEVEL 3		LEVEL 4	
6	25%	10	42%

AMERICAN INDIAN OR ALASKA NATIVE

▼
PROFICIENT

TOTAL TESTED: 0

LEVEL 1		LEVEL 2	
0	0%	0	0%
LEVEL 3		LEVEL 4	
0	0%	0	0%

MULTIRACIAL
▼
PROFICIENT

TOTAL TESTED: 29

LEVEL 1		LEVEL 2	
3	10%	6	21%
LEVEL 3		LEVEL 4	
8	28%	12	41%

AMERICAN INDIAN OR ALASKA NATIVE

▼
PROFICIENT

TOTAL TESTED: 0

LEVEL 1		LEVEL 2	
0	0%	0	0%
LEVEL 3		LEVEL 4	
0	0%	0	0%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT

TOTAL TESTED: 15

LEVEL 1		LEVEL 2	
1	7%	5	33%
LEVEL 3		LEVEL 4	
5	33%	4	27%

WHITE

PROFICIENT

TOTAL TESTED: 451

LEVEL 1		LEVEL 2	
18	4%	113	25%
LEVEL 3		LEVEL 4	
195	43%	125	28%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT

TOTAL TESTED: 13

LEVEL 1		LEVEL 2	
2	15%	7	54%
LEVEL 3		LEVEL 4	
1	8%	3	23%

WHITE

PROFICIENT

TOTAL TESTED: 481

LEVEL 1		LEVEL 2	
21	4%	102	21%
LEVEL 3		LEVEL 4	
195	41%	163	34%

BLACK OR AFRICAN AMERICAN

PROFICIENT

TOTAL TESTED: 29

LEVEL 1

9	31%
---	-----

LEVEL 2

11	38%
----	-----

LEVEL 3

7	24%
---	-----

LEVEL 4

2	7%
---	----

HISPANIC OR LATINO

PROFICIENT

TOTAL TESTED: 62

LEVEL 1

10	16%
----	-----

LEVEL 2

18	29%
----	-----

LEVEL 3

18	29%
----	-----

LEVEL 4

16	26%
----	-----

BLACK OR AFRICAN AMERICAN

PROFICIENT

TOTAL TESTED: 43

LEVEL 1

10	23%
----	-----

LEVEL 2

15	35%
----	-----

LEVEL 3

16	37%
----	-----

LEVEL 4

2	5%
---	----

HISPANIC OR LATINO

PROFICIENT

TOTAL TESTED: 76

LEVEL 1

10	13%
----	-----

LEVEL 2

27	36%
----	-----

LEVEL 3

22	29%
----	-----

LEVEL 4

17	22%
----	-----

OTHER GROUPS

GENERAL-EDUCATION STUDENTS

PROFICIENT

TOTAL TESTED: 535

LEVEL 1		LEVEL 2	
25	5%	137	26%
LEVEL 3		LEVEL 4	
221	41%	152	28%

STUDENTS WITH DISABILITIES

PROFICIENT

TOTAL TESTED: 46

LEVEL 1		LEVEL 2	
15	33%	16	35%
LEVEL 3		LEVEL 4	
10	22%	5	11%

GENERAL-EDUCATION STUDENTS

PROFICIENT

TOTAL TESTED: 598

LEVEL 1		LEVEL 2	
26	4%	144	24%
LEVEL 3		LEVEL 4	
235	39%	193	32%

STUDENTS WITH DISABILITIES

PROFICIENT

TOTAL TESTED: 44

LEVEL 1		LEVEL 2	
20	45%	13	30%
LEVEL 3		LEVEL 4	
7	16%	4	9%

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: --

LEVEL 1

-	-
---	---

LEVEL 2

-	-
---	---

LEVEL 3

-	-
---	---

LEVEL 4

-	-
---	---

ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: --

LEVEL 1

-	-
---	---

LEVEL 2

-	-
---	---

LEVEL 3

-	-
---	---

LEVEL 4

-	-
---	---

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: --

LEVEL 1

-	-
---	---

LEVEL 2

-	-
---	---

LEVEL 3

-	-
---	---

LEVEL 4

-	-
---	---

ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: --

LEVEL 1

-	-
---	---

LEVEL 2

-	-
---	---

LEVEL 3

-	-
---	---

LEVEL 4

-	-
---	---

NOT ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 533

LEVEL 1

26	5%
----	----

LEVEL 2

133	25%
-----	-----

LEVEL 3

224	42%
-----	-----

LEVEL 4

150	28%
-----	-----

ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 48

LEVEL 1

14	29%
----	-----

LEVEL 2

20	42%
----	-----

LEVEL 3

7	15%
---	-----

LEVEL 4

7	15%
---	-----

NOT ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 585

LEVEL 1

32	5%
----	----

LEVEL 2

129	22%
-----	-----

LEVEL 3

233	40%
-----	-----

LEVEL 4

191	33%
-----	-----

ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 57

LEVEL 1

14	25%
----	-----

LEVEL 2

28	49%
----	-----

LEVEL 3

9	16%
---	-----

LEVEL 4

6	11%
---	-----

NOT MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

NOT MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

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REPORT CARD GLOSSARY & GUIDE

Last updated: March 13, 2019

ESSA ACCOUNTABILITY DATA

ACCOUNTABILITY STATUSES

District in Good Standing: Districts that do not have any schools identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) and have not been identified for the low performance of an accountability group.

Target District: Districts that have at least one school identified for Comprehensive Support and Improvement or Targeted Support and Improvement or have been identified for the low performance of one or more accountability groups.

Recognition School: A school in Good Standing that has been recognized by the Commissioner for high performance.

School in Good Standing: Schools that are not identified as CSI or TSI schools.

Comprehensive Support and Improvement (CSI) School: Schools that meet one of the following three conditions and were not removed by the Commissioner from identification because of extenuating or extraordinary circumstances:

- 1) High schools that have graduation rates for the "All Students" group for the 4-year graduation-rate total cohort that are less than 67% and do not have graduation rates for the 5- or 6-year graduation-rate total cohorts that are at or above 67%.
- 2) Schools whose level of performance for the "All Students" group on an accountability indicator matches one of the scenarios in the tables below.
- 3) TSI schools that are still identified as TSI for an accountability group three years after the school was identified for additional Targeted Support and Improvement for that group.
- 4) Schools that are identified as CSI at one level (elementary/middle or secondary) and TSI at another level.

Targeted Support and Improvement (TSI) School: A school whose level of performance for two consecutive years matches one of the scenarios in the tables below *for one or more accountability groups EXCEPT the All Students group* and was not removed by the Commissioner from identification because of extenuating or extraordinary circumstances. A School that is currently a Priority or Focus School may be identified as TSI based on 2017-18 school year data only.

Elementary/Middle-Level CSI/TSI Identification Criteria

Scenario	Indicators					
	Composite Performance	Growth	Combined Composite Performance & Growth	ELP	Progress	Chronic Absenteeism
1	Both Level 1		Level 1	Any Level		Any Level
2	Either Level 1		Level 1	None		Any One of the Two is Level 1
3	Either Level 1		Level 1	Level 1		Any Level
4	Either Level 1		Level 1	Level 2		Any Level 1
5	Either Level 1		Level 1	Level 3 or 4		Both Level 1

"None" means the school does not have enough ELLs (30) to make a determination.

Secondary-Level CSI/TSI Identification Criteria

Scenario	Indicators						
	Composite Performance	Grad Rate	Combined Composite Performance & Grad Rate	ELP	Progress	Chronic Absenteeism	CCCR
1	Both Level 1		Level 1	Any Level		Any Level	
2	Either Level 1		Level 1	None		Any One of the Three is Level 1	
3	Either Level 1		Level 1	Level 1		Any Level	
4	Either Level 1		Level 1	Level 2		Any Level 1	
5	Either Level 1		Level 1	Level 3 or 4		Any Two Level 1	

“None” means the school does not have enough ELLs (30) to make a determination.

Rules for exiting TSI, CSI, and Target statuses as well as more detailed descriptions of the accountability system and interventions for schools and districts based on their identifications are available at <http://www.p12.nysed.gov/accountability/essa.html>.

ELEMENTARY/MIDDLE-LEVEL ACCOUNTABILITY INDICATORS

Elementary/Middle-Level (EM) Composite Performance: The performance of students in grades 3-8 in English language arts (ELA) and mathematics and in grades 4 and 8 in science in the current reporting year.

A **Weighted Average Index (WAI)** and a **Core Subject Index (CORE)** are calculated. Schools are sorted from lowest to highest based on these indices.

Schools are assigned a **“Composite Performance Level”** based on where they fall in the sort order using the table below.

The **“Cohort”** used to calculate the WAI is the greater of continuously enrolled tested students or 95% of continuously enrolled (tested + not tested, except for medically excused) students. The “Enrollment” used to calculate the CSI is continuously enrolled tested students. Continuously enrolled students are those who were enrolled on BEDS day (typically the first Wednesday in October) and any day during the test administration and make up period. The “Enrollment” is the number used as the denominator when calculating the “Index.”

The **“Index”** is calculated using the following formula: $100 * (((\text{number of students scoring Level 2}) + 2(\text{number of students scoring Level 3}) + 2.5(\text{number of students scoring Level 4})) \div \text{number of students in the Cohort})$. Schools are sorted based on their WAI and are assigned a WAI Level based on where they fall in the sort order using the table below. Schools are sorted based on their CORE Index and are assigned a CORE Level based on where they fall in the sort order using the table below.

The WAI and CORE Levels are then combined, and schools are sorted based on their combined level. If multiple schools have the same combined level, schools within that combined level are sorted using the higher of the WAI sort placement or the CORE Index sort placement. The resulting placement in the sort is the Final Sort Order. The overall Composite Performance Level is based on the Final Sort Order and the table below.

Final Sort Order	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Elementary/Middle-Level (EM) Growth: Three years of student-level growth in ELA and mathematics combined.

Student Growth Percentiles (SGPs) are determined for each continuously enrolled student in ELA and in mathematics in grades 4-8. An SGP is computed only if the student has a valid test score in the current year and a valid test score in the prior year in the preceding grade for that subject. (For example, to compute an SGP in mathematics for a student in fourth grade, the student must have a valid score in the current year on the Grade 4 mathematics assessment and a valid score in the prior year on the Grade 3 mathematics

assessment. These SGPs are summed and reported as the **"Sum of SGPs."** The Growth Level is based on the average of SGPs for which the school is accountable in the current school year and the prior two school years.

The number of students who had valid test results in ELA and mathematics for all three years is summed and reported as **"# of SGPs."**

The sum of SGPs is divided by the # of SGPs, and that result is multiplied by 100 to determine the Growth **"Index."**

A Growth **"Level"** is then determined using that Index and the table below.

Index	Level
45% or less	1
45.1 to 50%	2
50.1 to 54%	3
Greater than 54%	4

Elementary/Middle-Level (EM) Composite Performance & Growth Combined: Combined Composite Performance and Growth.

Schools are sorted from lowest to highest based on their Growth Index. The Composite Performance sort order and the Growth sort order are combined to create the Composite Performance & Growth order. Schools are then sorted by the Composite Performance & Growth order and assigned a **"Level"** using the table below.

Sort Order	Level
10% or less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

If a school does not have a Composite Performance Level, the school must undergo a "self assessment" procedure to determine its accountability status. For more information, see <http://www.p12.nysed.gov/accountability/essa.html>. If a school has a Composite Performance Level but not a Growth Level, the Composite Level is assigned to the Composite Performance & Growth Combined Level.

Elementary/Middle-Level English Language Proficiency (EM ELP): The percentage of continuously enrolled English Language Learners (**ELLs**) in grades K-8 making a designated amount of progress toward English proficiency as measured by the New York State English as a Second Language Proficiency Test (NYSESLAT) compared to the percentage of students who would be expected to have made progress given a student's initial score on the NYSESLAT and the number of the years the student has been identified as ELL.

The probabilities of continuously enrolled ELL students making progress on the NYSESLAT is summed and divided by the number of continuously enrolled students tested on the NYSESLAT. The result is multiplied by 100 to determine a **"Benchmark"** from which to determine progress.

The number of continuously enrolled students who made sufficient progress is divided by the number expected to make sufficient progress. The result is multiplied by 100 to determine a **"Progress Rate."**

The Progress Rate is divided by the Benchmark to determine a **"Success Ratio."**

An ELP "Level" is determined using the Success Ratio and the table below:

Success Ratio	Level
0.49 or less	1
0.50 to 0.99	2
1.0 to 1.24	3
Greater than 1.24	4

Elementary/Middle-Level (EM) Progress: The performance of students on the grades 3-8 New York State Testing Program (NYSTP) assessments in ELA and mathematics as compared to an "End Goal," "Long-Term Goals," and "Measures of Interim Progress (MIPs)."

Weighted Average Indices (WAIs) (see Composite Performance above) are determined separately for grades 3-8 NYSTP ELA and grades 3-8 NYSTP mathematics. The ELA and mathematics WAIs are averaged to determine a Progress "Index."

The Progress Index calculated using data from the year prior to the reporting year is called the "Baseline."

The number of students used to determine the WAI is called the "Cohort."

The Progress Index calculated using data from the current reporting year is called the "Index."

The "End Goal" is 200, the Index that would indicate that on average all students are proficient. An Index of 200 could also occur if some students were advanced while others were less than proficient.

The "Long-Term Goal" is the amount of progress that is expected to be made, based on the state's Baseline, over the next five years towards achieving the End Goal. The Long-Term Goal is determined by subtracting the state's Baseline from the End Goal, multiplying the result by 0.20, and adding that result to the state's Baseline.

To "Exceed Long-Term Goal" a school must have an Index that is greater than or equal to the "Exceed Long-Term Goal" number. This number is calculated by subtracting the Long-Term Goal from the End Goal, dividing the result by 2, and then adding that result to the Long-Term Goal.

To "Meet Long-Term Goal" a school must have an Index that is greater than or equal to the Long-Term Goal but less than the Exceed Long-Term Goal number.

To "Not Meet Long-Term Goal" a school must have an Index that is less than the Long-Term Goal.

Measures of Interim Progress (MIPs) are determined by subtracting the Baseline from the End Goal, multiplying the result by 0.20, dividing that result by 5, and then adding that result to the Baseline. A school's or district's "School/District MIP" is determined using the school's or district's Baseline. The "State MIP" is determined using the state's Baseline. The "Higher" MIP is the greater of the State MIP and the School/District MIP. The "Lower" MIP is the smaller of the State MIP and the School/District MIP.

The Progress "Level" is determined separately for ELA and for math using the MIPs and Long-Term Goals and the table below. Then the Levels are averaged and rounded down to determine the overall Progress Level.

	Not Meet Long-Term Goal	Meet Long-Term Goal	Exceed Long-Term Goal
Did not meet MIP	Level 1	N/A	N/A
Met lower MIP	Level 2	Level 3	Level 4
Met higher MIP	Level 3	Level 4	Level 4

Elementary/Middle-Level (EM) Chronic Absenteeism: Percentage of grades 1-8 students enrolled for a minimum of ten instructional days and in attendance at least one of those days who were absent (excused or unexcused) for at least 10% of enrolled instructional days (chronic absenteeism rate). This rate is compared to an "End Goal," "Long-Term Goals," and "Measures of Interim Progress (MIPs)."

The previous year's chronic absenteeism rate is called the "**Baseline.**"

The number of instructional days students were expected to be in attendance in the current reporting year is called "**Expected Attendance Days.**"

The number of students who were absent for at least 10% of enrolled instructional days is called "**Students Chronically Absent.**"

The current year's chronic absenteeism rate is called the "**Chronic Absenteeism Rate.**"

The "**End Goal**" is 5%, the chronic absenteeism rate schools should aim to be no higher than.

The "**Long-Term Goal**" is the amount of progress that is expected to be made, based on the state's Baseline, over the next five years towards achieving the End Goal. The Long-Term Goal is determined by subtracting the state's Baseline from the End Goal, multiplying the result by 0.20, and adding that result to the state's Baseline.

To "**Exceed Long-Term Goal**" a school must have a Chronic Absenteeism Rate that is less than or equal to the "Exceed Long-Term Goal" number. This number is calculated by subtracting the Long-Term Goal from the End Goal, dividing the result by 2, and then add that result to the Long-Term Goal.

To "**Meet Long-Term Goal**" a school must have a Chronic Absenteeism Rate that is greater than or equal to the Exceed Long-Term Goal but less than or equal to the Long-Term Goal.

To "**Not Meet Long-Term Goal**" a school must have a Chronic Absenteeism Rate that is greater than the Long-Term Goal.

Measures of Interim Progress (MIPs) are determined by subtracting the Baseline from the End Goal, multiplying the result by 0.20, dividing that result by 5, and then adding that result to the Baseline. A school's or district's "**School/District MIP**" is determined using the school's or district's Baseline. The "**State MIP**" is determined using the state's Baseline. The "Higher" (less rigorous) MIP is the greater of the State MIP and the School/District MIP. The "Lower" (more rigorous) MIP is the smaller of the State MIP and the School/District MIP.

The Chronic Absenteeism "**Level**" is determined using the MIPs and Long-Term Goals and the table below.

	Not Meet Long-Term Goal	Meet Long-Term Goal	Exceed Long-Term Goal
Did not meet MIP	Level 1	N/A	N/A
Met higher MIP	Level 2	Level 3	Level 4
Met lower MIP	Level 3	Level 4	Level 4

SECONDARY-LEVEL ACCOUNTABILITY INDICATORS

Secondary-Level (HS) Composite Performance: The performance of students in the 4-year accountability cohort as of June 30th ("Cohort") of the reporting year in ELA, mathematics, science, and social studies.

An "Index" for each subject is determined using the following formula: $100 * (((\text{number of students scoring Level 2}) + 2 * (\text{number of students scoring Level 3}) + 2.5 * (\text{number of students scoring Level 4})) \div \text{Cohort Members})$.

A "Combined Index" is determined by multiplying the indices by the weight given to each subject: 3 for ELA and mathematics, 2 for science, and 1 for social studies. The results are summed and divided by the sum of the weightings used (e.g., if all subjects are reported, the sum of the weightings is 3+3+2+1 or 9).

Schools are sorted using their Combined Index, and a Composite Performance "Level" is determined using that sort order and the table below.

Sort Order	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Secondary-Level (HS) Graduation Rate: Percentage of students in the 4-, 5-, and 6-year graduation-rate total cohort ("Cohort") as of June 30th of the year preceding the reporting year who earned a Regents or local diploma as of August 31st of the year preceding reporting year ("4-Year," "5-Year," and "6-Year" "Grad Rate"). These rates are compared to "End Goals," "Long-Term Goals," and "Measures of Interim Progress (MIPs)."

The 4-, 5-, and 6-year graduation rates for the cohorts as of June 30th of two years prior to the current reporting year are the "Baseline" rates.

The number of students in the current reporting year's 4-, 5-, and 6-year graduation rate cohorts are the "**# in Cohort.**"

The 4-, 5-, and 6-year graduation rates for the cohorts as of June 30th of one year prior to the current reporting year are the "**Grad Rate.**"

The "**End Goal**" for the 4-year cohort is 95%, the 5-year cohort is 96%, and the 6-year cohort is 97%.

The "**Long-Term Goal**" is the amount of progress that is expected to be made, based on the state's Baseline, over the next five years towards achieving the End Goal. The Long-Term Goal is determined by subtracting the state's Baseline from the End Goal, multiplying the result by 0.20, and adding that result to the state's Baseline.

To "**Exceed Long-Term Goal**" a school must have a Grad Rate that is greater than or equal to the "Exceed Long-Term Goal" number. This number is calculated by subtracting the Long-Term Goal from the End Goal, dividing the result by 2, and then add that result to the Long-Term Goal.

To "**Meet Long-Term Goal**" a school must have a Grad Rate that is greater than or equal to the Long-Term Goal but less than the Exceed Long-Term Goal number.

To "**Not Meet Long-Term Goal**" a school must have a Grad Rate that is less than the Long-Term Goal.

Measures of Interim Progress (MIPs) are determined by subtracting the Baseline from the End Goal, multiplying the result by 0.20, dividing that result by 5, and then adding that result to the Baseline. A school's or district's "**School/District MIP**" is determined using the school's or district's Baseline. The "**State MIP**" is determined using the state's Baseline. The "Higher" MIP is the greater of the State MIP and the School/District MIP. The "Lower" MIP is the smaller of the State MIP and the School/District MIP.

Graduation Rate “**Levels by Cohort**” are determined separately by subgroup for the 4-year, the 5-year, and the 6-year graduation-rate total cohort using the MIPs and Long-Term Goals and the table below.

	Not Meet Long-Term Goal	Meet Long-Term Goal	Exceed Long-Term Goal
Did not meet MIP	Level 1	N/A	N/A
Met lower MIP	Level 2	Level 3	Level 4
Met higher MIP	Level 3	Level 4	Level 4

Graduation Rate Levels for the 4-, 5-, and 6-year graduation-rate total cohorts by subgroup are averaged (“**Average Grad Rate**”) and rounded to the nearest whole tenth to determine a “**Level by Subgroup.**”

Secondary-Level (HS) Composite Performance & Graduation Rate Combined: Combined Composite Performance and Graduation Rate.

Schools are sorted from highest to lowest based on their unweighted “Average Grad Rate.” The Composite Performance sort order and the Graduation Rate sort order are combined to create the Composite Performance & Graduation Rate sort order. Schools are then sorted by the combined Composite Performance & Graduation Rate sort order and assigned a “**Level**” using that sort order and the table below.

Sort Order	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

If a school does not have a Composite Performance Level, the school must undergo a “self-assessment” procedure to determine its accountability status. For more information, see <http://www.p12.nysed.gov/accountability/essa.html>. If a school has a Composite Performance Level but not a Graduation Rate Level, the Composite Level is assigned to the Composite Performance & Graduation Rate Combined Level.

Secondary-Level (HS) English Language Proficiency (ELP): The percentage of continuously enrolled English Language Learners (ELLs) in grades 9-12 making a designated amount of progress toward English proficiency as measured by the New York State English as a Second Language Proficiency Test (NYSESLAT) compared to the percentage of students who would be expected to have made progress given a student’s initial score on the NYSESLAT and the number of the years the student has been identified as ELL.

The probabilities of continuously enrolled ELL students making progress on the NYSESLAT is summed and divided by the number of continuously enrolled students tested on the NYSESLAT. The result is multiplied by 100 to determine a “**Benchmark**” from which to determine progress.

The number of continuously enrolled students who made sufficient progress is divided by the number expected to make sufficient progress. The result is multiplied by 100 to determine a “**Progress Rate.**”

The Progress Rate is divided by the Benchmark to determine a “**Success Ratio.**”

An ELP "Level" is determined using the Success Ratio and the table below:

Success Ratio	Level
0.49 or less	1
0.50 to 0.99	2
1.0 to 1.24	3
Greater than 1.24	4

Secondary-Level (HS) Progress: The performance of students in the 4-year accountability cohort as of June 30th of the reporting year in ELA and mathematics compared to an "End Goal," "Long-Term Goals," and "Measures of Interim Progress (MIPs)."

The Composite Performance Index calculated using data from the year prior to the reporting year is called the "Baseline."

The 4-year accountability cohort as of June 30th of the reporting year is called the "Cohort."

The Composite Performance Index calculated using data from the current reporting year is called the "Index."

The "End Goal" is 215 for ELA and 200 for mathematics. These are the Indices that would indicate that on average all students are proficient and, for ELA, at least some students are advanced. An Index of 215 or 200 could also occur if some students were advanced while others were less than proficient.

The "Long-Term Goal" is the amount of progress that is expected to be made, based on the state's Baseline, over the next five years towards achieving the End Goal. The Long-Term Goal is determined by subtracting the state's Baseline from the End Goal, multiplying the result by 0.20, and adding that result to the state's Baseline.

To "Exceed Long-Term Goal" a school must have an Index that is greater than or equal to the "Exceed Long-Term Goal" number. This number is calculated by subtracting the Long-Term Goal from the End Goal, dividing the result by 2, and then adding that result to the Long-Term Goal.

To "Meet Long-Term Goal" a school must have an Index that is greater than or equal to the Long-Term Goal but less than the Exceed Long-Term Goal number.

To "Not Meet Long-Term Goal" a school must have an Index that is less than the Long-Term Goal.

Measures of Interim Progress (MIPs) are determined by subtracting the Baseline from the End Goal, multiplying the result by 0.20, dividing that result by 5, and then adding that result to the Baseline. A school's or district's "School/District MIP" is determined using the school's or district's Baseline. The "State MIP" is determined using the state's Baseline. The "Higher" MIP is the greater of the State MIP and the School/District MIP. The "Lower" MIP is the smaller of the State MIP and the School/District MIP.

The Progress "Level" is determined separately for ELA and for math using the MIPs and Long-Term Goals and the table below. Then the Levels are averaged and rounded down to determine the overall Progress Level.

	Not Meet Long-Term Goal	Meet Long-Term Goal	Exceed Long-Term Goal
Did not meet MIP	Level 1	N/A	N/A
Met lower MIP	Level 2	Level 3	Level 4
Met higher MIP	Level 3	Level 4	Level 4

Note: For 2017-18 school year results in mathematics for Secondary-Level Progress, the Commissioner will assign Level 2 to an accountability group that has not met a MIP but has a Performance Index (rounded to the nearest whole number) that meets or exceeds the following:

Accountability Group	Performance Index Threshold for Level 2 in Math
All Students	100
American Indian/Alaska Native	86
Asian or Native Hawaiian/Other Pacific Islander	128
Black or African American	76
Hispanic or Latino	81
Multiracial	101
White	111
English Language Learner	63
Students with Disabilities	58
Economically Disadvantaged	86

Secondary-Level (HS) Chronic Absenteeism: Percentage of grades 9-12 students enrolled for a minimum of ten instructional days and in attendance at least one of those days who were absent (excused or unexcused) for at least 10% of enrolled instructional days (chronic absenteeism rate). This rate is compared to an “**End Goal**,” “**Long-Term Goals**,” and “**Measures of Interim Progress (MIPs)**.”

The previous year’s chronic absenteeism rate is called the “**Baseline**.”

The number of instructional days students were expected to be in attendance in the current reporting year is called “**Expected Attendance Days**.”

The number of students who were absent for at least 10% of enrolled instructional days is called “**Students Chronically Absent**.”

The current year’s chronic absenteeism rate is called the “**Chronic Absenteeism Rate**.”

The “**End Goal**” is 5%, the chronic absenteeism rate schools should aim to be no higher than.

The “**Long-Term Goal**” is the amount of progress that is expected to be made, based on the state’s Baseline, over the next five years towards achieving the End Goal. The Long-Term Goal is determined by subtracting the state’s Baseline from the End Goal, multiplying the result by 0.20, and adding that result to the state’s Baseline.

To “**Exceed Long-Term Goal**” a school must have a Chronic Absenteeism Rate that is less than or equal to the “Exceed Long-Term Goal” number. This number is calculated by subtracting the Long-Term Goal from the End Goal, dividing the result by 2, and then add that result to the Long-Term Goal.

To “**Meet Long-Term Goal**” a school must have a Chronic Absenteeism Rate that is greater than or equal to the Exceed Long-Term Goal but less than or equal to the Long-Term Goal.

To “**Not Meet Long-Term Goal**” a school must have a Chronic Absenteeism Rate that is greater than the Long-Term Goal.

Measures of Interim Progress (MIPs) are determined by subtracting the Baseline from the End Goal, multiplying the result by 0.20, dividing that result by 5, and then adding that result to the Baseline. A school’s or district’s “**School/District MIP**” is determined using the school’s or district’s Baseline. The “**State MIP**” is determined using the state’s Baseline. The “**Higher**” MIP (less rigorous) is the greater of the State MIP and the School/District MIP. The “**Lower**” MIP (more rigorous) is the smaller of the State MIP and the School/District MIP.

The Chronic Absenteeism “**Level**” is determined using the MIPs and Long-Term Goals and the table below.

	Not Meet Long-Term Goal	Meet Long-Term Goal	Exceed Long-Term Goal
Did not meet MIP	Level 1	N/A	N/A
Met higher MIP	Level 2	Level 3	Level 4
Met lower MIP	Level 3	Level 4	Level 4

Secondary-Level (HS) College, Career, and Civic Readiness (CCCR): Rate of preparedness of 1) students in the 4-year graduation-rate total cohort as of June 30th of the reporting year who demonstrated certain achievements in preparation for college, a career, and civic engagement; 2) ELL students not in the cohort but who earned a Regents diploma with a Seal of biliteracy; and 3) students who in the current year earned a High School Equivalency (HSE) diploma.

The **denominator** used to calculate the CCCR Index includes students in the 4-year graduation-rate total cohort as of June 30th of the reporting year (**Cohort Count**) and ELL students not in the cohort but who earned a Regents diploma with a Seal of Biliteracy as of June 30th of the reporting year (**Annual Biliteracy**).

Students are included in the **numerator** and multiplied by a weight (0.5 to 2.0), depending on the type of achievement earned.

Students in the cohort who earned a Regents diploma with Advanced Designation, Seal of Biliteracy, 3 or greater on an AP exam or 4 or greater on an IB exam, or high school credit for a dual enrollment course; students who earned a Regents or local diploma with CTE endorsement or passed a nationally certified CTE exam; students with disabilities who earned a Skills & Achievement Credential and average of Level 4 on the New York State Alternate Assessments (NYSAA); and students not in the cohort but who in the current reporting were ELL and earned a Regents diploma with a Seal of Biliteracy are included in the numerator and given "**2.0 Weight**" in the numerator (multiplied by 2.0).

Students in the cohort who earned a Regents diploma with a Career Development and Occupational Studies (CDOS) Credential or high school credit for an AP or IB course, and students with disabilities who earned a Skills & Achievement Credential and average of Level 3 on the NYSAA are included in the numerator and given "**1.5 Weight**" in the numerator (multiplied by 1.5).

Students in the cohort who earned a Regents or local diploma only and students with disabilities who earned a Skills & Achievement Credential and average of Level 2 on the NYSAA are included in the numerator and given "**1.0 Weight**" in the numerator (multiplied by 1.0).

Students in the cohort who earned a CDOS as a stand alone and students not in the cohort but who exited the high school in the prior two years and in the current reporting year earned a High School Equivalency (HSE) diploma are included in the numerator and given "**0.5 Weight**" in the numerator (multiplied by 0.5).

The **CCCR Index** is calculated by dividing the numerator by the denominator and multiplying the result by 100.

The CCCR Index calculated using data from the year prior to the reporting year is called the "**Baseline**."

The CCCR Index calculated using data from the current reporting year is called the "**Index**."

The "**End Goal**" is 175.

The "**Long-Term Goal**" is the amount of progress that is expected to be made, based on the state's Baseline, over the next five years towards achieving the End Goal. The Long-Term Goal is determined by subtracting the state's Baseline from the End Goal, multiplying the result by 0.20, and adding that result to the state's Baseline.

To “**Exceed Long-Term Goal**” a school must have an Index that is greater than or equal to the “Exceed Long-Term Goal” number. This number is calculated by subtracting the Long-Term Goal from the End Goal, dividing the result by 2, and then add that result to the Long-Term Goal.

To “**Meet Long-Term Goal**” a school must have an Index that is greater than or equal to the Long-Term Goal but less than the Exceed Long-Term Goal number.

To “**Not Meet Long-Term Goal**” a school must have an Index that is less than the Long-Term Goal.

Measures of Interim Progress (MIPs) are determined by subtracting the Baseline from the End Goal, multiplying the result by 0.20, dividing that result by 5, and then adding that result to the Baseline. A school’s or district’s “**School/District MIP**” is determined using the school’s or district’s Baseline. The “**State MIP**” is determined using the state’s Baseline. The “Higher” MIP is the greater of the State MIP and the School/District MIP. The “Lower” MIP is the smaller of the State MIP and the School/District MIP.

The CCCR “**Level**” is determined using the MIPs and Long-Term Goals and the table below.

	Not Meet Long-Term Goal	Meet Long-Term Goal	Exceed Long-Term Goal
Did not meet MIP	Level 1	N/A	N/A
Met lower MIP	Level 2	Level 3	Level 4
Met higher MIP	Level 3	Level 4	Level 4

EM PARTICIPATION RATES

Participation rates are calculated for students in grades 3-8 and ungraded age equivalent students in ELA and mathematics separately.

Students included in the denominator when participation rates are calculated (“**Enrollment**”) are students enrolled during the test administration and/or make up period for the test used (NYSTP, NYSESLAT, NYSAA, Regents mathematics).

Students must have a valid score on the NYSTP for the grade in which they are enrolled or a valid score on the NYSESLAT if they are ELL and have been in U.S. schools for less than 12 months or a valid score on the NYSAA or a valid score on a Regents mathematics exam taken in the 7th or 8th grade if taken in lieu of the NYSTP to be counted as tested in the numerator.

The “**Participation Rate**” is the numerator divided by the denominator and the result multiplied by 100. If the result rounded to the nearest whole number is greater than or equal to 95, a green ✓ is shown in the “**Tested 95%**” column. If the result rounded to the nearest whole number is less than 95, a red ✗ is shown in the “**Tested 95%**” column. If the group does not test 95% of students in the current year, current and previous year results are combined to determine the participation rate.

Recently Arrived ELLs Taking NYSESLAT in Lieu of NYSTP ELA

“**# Taking NYSESLAT**” is the number of students reported as English Language Learners and as having been in U.S. schools for less than 12 months (recently arrived). These students are counted as tested when participation rates for EM ELA are determined if the students have a valid score on the NYSESLAT and do NOT have a valid score on the NYSTP.

HS PARTICIPATION RATES

Participation rates are calculated for students in grade 12 in ELA and mathematics separately.

Students included in the denominator when participation rates are calculated for HS ELA and mathematics are students whose last enrollment record for the reporting year showed them as being grade 12 ("**12th Grade Enrollment**").

Students must have a valid score on a Regents ELA or mathematics exam, approved Regents alternative in English or mathematics, or NYSAA in ELA or mathematics to be counted as tested in the numerator.

The "**Participation Rate**" is the numerator divided by the denominator and the result multiplied by 100. If the result is greater than or equal to 95, a green ✓ is shown in the "**Tested 95%**" column. If the result is less than 95, a red x is shown in the "**Tested 95%**" column. If the group does not test 95% of students in the current year, current and previous year results are combined determine the participation rate.

ACCOUNTABILITY SUBGROUPS

All Students: All students, regardless of ethnicity, ELL status, disability status, or economic status.

American Indian/Alaska Native: Student reported as 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 or Native Hawaiian/Other Pacific Islander: Student reported as having origins in any of the original peoples of the Far East, Southeast Asia, Hawaii, Guam, Samoa, or other Pacific Islands, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American: Student reported as having origins in any of the black racial groups of Africa.

Hispanic or Latino: Student reported as belonging to, identifying with, or regarded in the community as Hispanic or Latino, regardless of whether the student also considers themselves to belong to, identify with, or is regarded in the community as belonging to an American Indian/Alaska Native, Asian or Native Hawaiian/Other Pacific Islander, Black or African American, or White races.

Multiracial: Student reported as belonging to more than one racial/ethnic group.

White: Student reported as having origins in any of the original peoples of Europe, North Africa, or the Middle East.

English Language Learner: Student who, by reason of foreign birth or ancestry, speaks or understands a language other than English and speaks or understands little or no English, and requires support in order to become proficient in English and is identified pursuant to Section 154.3 of New York State's Commissioner's Regulations. Students who are not ELL in the current year but were ELL in one or more of the previous four years are called "former ELLs" and are included in the ELL accountability calculations.

Students with Disabilities: Student classified by the Committee on Special Education as having one or more disabilities. Students who are not students with disabilities in the current year but were students with disabilities in one or more of the previous two years are called "former students with disabilities" and are included in the Students with Disabilities accountability calculations.

Economically Disadvantaged: Student who participates 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.

ACCOUNTABILITY SUPPRESSION RULES

Accountability Indicators: Accountability indicator levels are calculated for subgroups with 30 or more students. The only exceptions are:

- 1) A CORE will be calculated when a WAI level has been assigned to a subgroup, there are at least 15 students in the denominator for calculating the CORE, and the number of students in the CORE denominator is at least 50% of the number of students in the WAI denominator.
- 2) A graduation rate will be computed for a cohort subgroup when a Composite Performance Level has been assigned to the subgroup and there are at least 15 students in the graduation rate cohort.

Participation Rates: Participation rates are only calculated for subgroups with 40 or more students.

ANNUAL ESSA DATA

STAFF QUALIFICATIONS

Inexperienced Teachers: Teachers with fewer than 4 years of experience as a teacher. To be counted as a Teacher, the person must be reported in the Student Information Repository System as the teacher of at least one course.

Inexperienced Principals: Principals with fewer than 4 years of experience as a principal. To be counted as a Principal, the person must be reported in the Student Information Repository System as a Principal.

Teachers Teaching Out of their Subject/Field of Certification: Teachers teaching classes in subjects or fields for which they do not hold certifications. To be included in these calculations, the person must be reported in the NYSED Teacher Access and Authorization (TAA) application.

High-Poverty Schools: Schools in the 4th quartile based on their percentages of economically disadvantaged students.

Low-Poverty Schools: Schools in the 1st quartile based on their percentages of economically disadvantaged students.

ANNUAL ESSA DATA

GRADES 3-8 ENGLISH LANGUAGE ARTS (ELA)

Summary Table: Students not tested (**Not Tested**), tested (**Tested**), performing at each of the four performance levels (**Level 1, Level 2, Level 3, Level 4**), and scoring **Proficient (Levels 3 & 4)** on the New York State Testing Program (NYSTP) assessment in English Language Arts (ELA) by **Grade** and **Grades 3-8** combined. School data are compared to data for the school's district and statewide results in the bar chart. District data contain data for all schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

Subgroup Table: Data in the subgroup table are the same as those in the summary table but disaggregated by **Subgroup**. **Mean Score for All Students** is also shown.

GRADES 3-8 MATHEMATICS

Summary Table: Students not tested (**Not Tested**), tested (**Tested**), performing at each of the performance levels (**Level 1, Level 2, Level 3, Level 4 & Above**), and scoring **Proficient (Levels 3 & Above)** on the NYSTP assessment in mathematics and Regents examinations in mathematics taken in lieu of the NYSTP in mathematics in Grade 7 (**Regents 7**) and Grade 8 (**Regents 8**) by **Grade** and **Grades 3-8** combined. NYSTP and Regents results taken by Grade 7 students are combined in the **Combined 7** row. NYSTP and Regents results taken by Grade 8 students are combined in the **Combined 8** row. School data are compared to data for the school's district and statewide results in the bar chart. District data contain data for

all schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

Subgroup Table: Data in the subgroup table are the same as those in the summary table but for the NYSTP mathematics assessment only and disaggregated by **Subgroup**. **Mean Score** for **All Students** is also shown.

GRADES 4 & 8 SCIENCE

Summary Table: Students not tested (**Not Tested**), tested (**Tested**), performing at each of the performance levels (**Level 1, Level 2, Level 3, & Level 4**), and scoring proficient (**Levels 3 & 4**) on the New York State Grades 4 and 8 Science Tests and Regents examinations in science taken in lieu of the NYS Grade 8 Science Test in Grade 8 (**Regents 8**) by **Grade** and **Grades 4&8** combined. NYS Grade 8 Science Test and Regents science results taken by Grade 8 students are combined in the **Combined 8** row. School data are compared to data for the school's district and statewide results in the bar chart. District data contain data for all schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

Subgroup Table: Data in the subgroup table are the same as those in the summary table but for the NYS Grades 4 and 8 Science Tests only and disaggregated by **Subgroup**. **Mean Score** for **All Students** is also shown.

ANNUAL REGENTS EXAMS

Students in the current year, regardless of grade, tested (**Tested**) on Regents examinations, performing at each of the performance levels (**Level 1, Level 2, Level 3, Level 4, & Level 5**), and scoring **Proficient (Level 3 & Above for ELA & mathematics, Levels 3 & 4) for Science & Social Studies** disaggregated by **Subgroup**. Regents English and mathematics assessments have five performance levels. Regents science and social studies assessments have four performance levels. School data are compared to data for the school's district and statewide results in the bar chart. District data contain data for all schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

TOTAL COHORT REGENTS RESULTS

Students in the 4-year cohort as of June 30th of the current reporting year (**Cohort**) not tested (**Not Tested**) and tested (**Tested**) on Regents examinations, performing at each of the performance levels (**Level 1, Level 2, Level 3, Level 4, & Level 4&Above**), and scoring **Proficient (Level 3 & Above for ELA & mathematics, Levels 3 & 4 for science & social studies)** disaggregated by **Subgroup**. Regents English and mathematics assessments have five performance levels. Regents science and social studies assessments have four performance levels. School data are compared to data for the school's district and statewide results in the bar chart. District data contain data for all schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT)

Number of students not tested (**Not Tested**) and tested (**Tested**), and percent performing at each of the five performance levels (**Entering, Emerging, Transitioning, Expanding, & Commanding**) on the New York State English as a Second Language Achievement Test (NYSESLAT) for English Language Learners (ELLs) by **Grade**.

NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA)

Number of students not tested (**Not Tested**), tested (**Tested**), and performing at each of the four performance levels (**Level 1, Level 2, Level 3, & Level 4**) on the New York State Alternate Assessment (NYSAA) for students with cognitive disabilities by **Grade/Subject**.

ANNUAL SUBGROUPS

All Students: All students, regardless of ethnicity, ELL status, disability status, or economic status.

General Education: Students not identified as Students with Disabilities.

Students with Disabilities: Student classified by the Committee on Special Education as having one or more disabilities.

American Indian or Alaska Native: Student reported as 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 or Native Hawaiian/Other Pacific Islander: Student reported as having origins in any of the original peoples of the Far East, Southeast Asia, Hawaii, Guam, Samoa, or other Pacific Islands, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American: Student reported as having origins in any of the black racial groups of Africa.

Hispanic or Latino: Student reported as belonging to, identifying with, or regarded in the community as Hispanic or Latino, regardless of whether the student also considers themselves to belong to, identify with, or is regarded in the community as belonging to an American Indian/Alaska Native, Asian or Native Hawaiian/Other Pacific Islander, Black or African American, or White races.

White: Student reported as having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Multiracial: Student reported as belonging to more than one racial/ethnic group.

Small Group Total: Results for the sum of the suppressed data for racial/ethnic fields for which data are suppressed, if applicable.

Female: Student reported to the Department as female, 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.

Male: Student reported to the Department as male, 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.

English Language Learner: Student who, by reason of foreign birth or ancestry, speaks or understands a language other than English and speaks or understands little or no English, and requires support in order to become proficient in English and is identified pursuant to Section 154.3 of New York State's Commissioner's Regulations.

Non-English Learners: Students not identified as English Language Learners.

Economically Disadvantaged: Student who participates 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.

Not Economically Disadvantaged: Students not identified as Economically Disadvantaged.

Migrant: Student who is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

Not Migrant: Students not identified is Migrant.

Homeless: Student who lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship, or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; or a migratory child, as defined in subsection 2 of section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless under any of the above provisions; or has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placements or who are receiving educational services pursuant to subdivision four, five, six, six-a, or seven of Education Law section 3202 or pursuant to article 81, 85, 87, or 88 of Education Law.

Not Homeless: Students not identified as Homeless.

In Foster Care: Student who is in 24-hour substitute care for children placed away from their parents and for whom the agency under title IV-E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether or not the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.

Not in Foster Care: Students not identified as Foster.

Parent in Armed Forces: Student with one or more parent or guardian who is a member of the Armed Forces and on Active Duty. The Armed Forces are the Army, Navy, Air Force, Marine Corps, the Coast Guard, or full-time National Guard. Active duty means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.

Parent Not in Armed Forces: Students not identified as Parent in Armed Forces.

ANNUAL SUPPRESSION RULES

To ensure student confidentiality, the Department does not publish results for subgroups with fewer than five students or data that would allow readers to easily determine the performance of a subgroup with fewer than five students. When fewer than five students in a subgroup (e.g., Hispanic) were tested, percentages of tested students scoring at various levels are suppressed for that group and the next smallest group. Suppressed data are indicated with a dash.

ROCKVILLE CENTRE UFSD - NEW YORK STATE REPORT CARD [2017 - 18]

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

2018-19 ACCOUNTABILITY STATUS BASED ON 2017-18 DATA**GOOD STANDING****EM INDICATOR LEVELS**

Subgroup	Composite Performance	Growth	Composite Performance & Growth Combined	English Language Proficiency (ELP)	Progress	Chronic Absenteeism
All Students	3	2	2	3	2	4
American Indian or Alaska Native	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	2	3	—	1	4
Black or African American	2	2	2	—	2	1
Hispanic or Latino	3	1	2	3	1	3
Multiracial	4	2	3	—	4	3
White	4	2	3	—	2	4
English Language Learners	2	—	2	3	1	2
Students with Disabilities	4	1	2	—	1	4
Economically Disadvantaged	2	2	2	—	1	1

EM COMPOSITE PERFORMANCE

Subgroup	Level
All Students	3
American Indian or Alaska Native	—
Asian or Native Hawaiian/Other Pacific Islander	4
Black or African American	2
Hispanic or Latino	3
Multiracial	4
White	4
English Language Learners	2
Students with Disabilities	4
Economically Disadvantaged	2

EM CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	686	173.8	4
	Math	927	174.8	4
	Science	516	222.8	4
	Combined	2,129	186.1	4
American Indian or Alaska Native	ELA	—	—	—
	Math	—	—	—
	Science	1	—	—
	Combined	1	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	36	163.9	4
	Math	41	167.1	4
	Science	20	217.5	4
	Combined	97	176.3	4
Black or African American	ELA	38	123.7	2
	Math	55	119.1	2
	Science	54	166.7	2
	Combined	147	137.8	2
Hispanic or Latino	ELA	80	148.8	3
	Math	111	135.1	3
	Science	67	192.5	3
	Combined	258	154.3	3
Multiracial	ELA	30	185	4
	Math	34	177.9	4
	Science	28	230.4	4
	Combined	92	196.2	4
White	ELA	520	180.9	4
	Math	707	185.7	4
	Science	398	230.7	4
	Combined	1,625	195.2	4
English Language Learners	ELA	8	25	3
	Math	12	66.7	3
	Science	13	134.6	3
	Combined	33	83.3	3
Students with Disabilities	ELA	62	97.6	4
	Math	116	106.5	4
	Science	84	166.1	4
	Combined	262	123.5	4
Economically Disadvantaged	ELA	53	123.6	3

Subgroup	Subject	Cohort	Index	Level
	Math	96	108.9	3
	Science	57	166.7	3
	Combined	206	128.6	3

EM WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,566	76.1	2
	Math	1,567	103.4	2
	Science	539	213.3	2
	Combined	1,567	107.9	2
American Indian or Alaska Native	ELA	2	--	--
	Math	2	--	--
	Science	1	--	--
	Combined	2	--	--
Asian or Native Hawaiian/Other Pacific Islander	ELA	60	98.3	3
	Math	60	114.2	3
	Science	23	189.1	3
	Combined	60	119.6	3
Black or African American	ELA	98	48	2
	Math	98	66.8	2
	Science	60	150	2
	Combined	98	79.1	2
Hispanic or Latino	ELA	207	57.5	2
	Math	208	72.1	2
	Science	75	172	2
	Combined	208	81.2	2
Multiracial	ELA	47	118.1	4
	Math	47	128.7	4
	Science	29	222.4	4
	Combined	47	146.7	4
White	ELA	1,186	79.3	3
	Math	1,186	110.7	3
	Science	407	225.6	3
	Combined	1,186	114.1	3
English Language Learners	ELA	55	3.6	1
	Math	57	14	1
	Science	22	79.5	1
	Combined	57	20.5	1
Students with Disabilities	ELA	234	25.9	3
	Math	234	52.8	3
	Science	90	155	3
	Combined	234	58	3
Economically Disadvantaged	ELA	207	31.6	1

Subgroup	Subject	Cohort	Index	Level
	Math	207	50.5	1
	Science	70	135.7	1
	Combined	207	54.8	1

EM GROWTH (2015-16, 2016-17, AND 2017-18)

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	112,700	2,380	47.4	2
American Indian or Alaska Native	—	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	3,353	71	47.2	2
Black or African American	5,508	118	46.7	2
Hispanic or Latino	11,262	250	45	1
Multiracial	4,583	95	48.2	2
White	87,994	1,846	47.7	2
English Language Learners	—	8	—	—
Students with Disabilities	7,123	164	43.4	1
Economically Disadvantaged	7,940	175	45.4	2

EM COMPOSITE PERFORMANCE AND GROWTH COMBINED

Subgroup	Level
All Students	2
Asian or Native Hawaiian/Other Pacific Islander	3
Black or African American	2
Hispanic or Latino	2
Multiracial	3
White	3
English Language Learners	2
Students with Disabilities	2
Economically Disadvantaged	2

EM ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	37	49%	59%	1.2	3
American Indian or Alaska Native	0	--	--	--	--
Asian or Native Hawaiian/Other Pacific Islander	5	--	--	--	--
Black or African American	0	--	--	--	--
Hispanic or Latino	32	48%	52%	1.1	3
Multiracial	0	--	--	--	--
White	0	--	--	--	--
English Language Learners	37	49%	59%	1.2	3
Students with Disabilities	7	--	--	--	--
Economically Disadvantaged	26	--	--	--	--

EM PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level	Average Of Levels
All Students	ELA	68.9	1,566	76.1	74.1%	100.7%	117.3	158.7	200	2	2
	Math	96.7	1,567	103.4	100.8%	103.3%	119.4	159.7	200	3	2
American Indian or Alaska Native	ELA	--	2	--	--	--	--	--	--	--	--
	Math	--	2	--	--	--	--	--	--	--	--
Asian or Native Hawaiian/Other Pacific Islander	ELA	107.6	60	98.3	111.3%	155.1%	162.6	181.3	200	1	1
	Math	120.5	60	114.2	123.7%	173%	177.5	188.8	200	1	1
Black or African American	ELA	38.5	98	48	45%	93.9%	111.6	155.8	200	2	2
	Math	58.3	98	66.8	64%	83.1%	102.6	151.3	200	2	2
Hispanic or Latino	ELA	47.7	207	57.5	53.8%	90.8%	109	154.5	200	2	1
	Math	71.5	208	72.1	76.6%	87%	105.8	152.9	200	1	1
Multiracial	ELA	85.9	47	118.1	90.5%	97.6%	114.6	157.3	200	4	4
	Math	119.6	47	128.7	122.8%	99.3%	116.1	158.1	200	4	4
White	ELA	73.3	1,186	79.3	78.4%	98%	115	157.5	200	2	2
	Math	102.5	1,186	110.7	106.4%	106.3%	121.9	161	200	3	2
English Language Learners	ELA	12.7	55	3.6	20.2%	60.8%	84	142	200	1	1
	Math	20.6	57	14	27.8%	77.9%	98.2	149.1	200	1	1
Students with Disabilities	ELA	23.2	234	25.9	30.3%	54.4%	78.6	139.3	200	1	1
	Math	47.9	234	52.8	54%	54.4%	78.6	139.3	200	1	1
Economically Disadvantaged	ELA	26.8	207	31.6	33.7%	90.7%	108.9	154.5	200	1	1
	Math	47.7	207	50.5	53.8%	89.4%	107.8	153.9	200	1	1

EM CHRONIC ABSENTEEISM

Subgroup	Baseline	Expected Attendance Days	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	8.4	2,242	183	8.2%	8.3%	15%	13.3%	9.2%	5%	4
American Indian or Alaska Native	—	2	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4.3	48	3	6.3%	4.3%	8.3%	7.7%	6.4%	5%	4
Black or African American	20.5	140	30	21.4%	19.9%	20.8%	18.2%	11.6%	5%	1
Hispanic or Latino	15.5	311	48	15.4%	15.1%	20.4%	17.8%	11.4%	5%	3
Multiracial	11.3	70	10	14.3%	11%	17%	15%	10%	5%	3
White	6.3	1,672	91	5.4%	6.2%	10.7%	9.7%	7.4%	5%	4
English Language Learners	9.5	45	8	17.8%	9.3%	18.1%	15.9%	10.5%	5%	2
Students with Disabilities	16	292	44	15.1%	15.6%	22.2%	19.3%	12.2%	5%	4
Economically Disadvantaged	22.1	306	75	24.5%	21.4%	20.5%	17.9%	11.5%	5%	1

EM ELA PARTICIPATION RATE

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	X	3,328	39.9%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	31	—
Black or African American	X	210	35.2%
Hispanic or Latino	X	433	35.8%
Multiracial	X	98	57.1%
White	X	2,520	39.8%
English Language Learners	—	33	—
Students with Disabilities	X	493	23.5%
Economically Disadvantaged	X	461	25.8%

EM MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	X	3,326	53.7%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	31	—
Black or African American	X	210	50%
Hispanic or Latino	X	431	45.9%
Multiracial	X	98	66.3%
White	X	2,520	54.5%
English Language Learners	—	33	—
Students with Disabilities	X	493	41.4%
Economically Disadvantaged	X	459	39.2%

RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA

Grade	Number Taking NYSESLAT
Grade 4	2
Grade 6	1
Grade 7	2
Grade 8	1

HS INDICATOR LEVELS

Subgroup	Composite Performance	Graduation Rate	Composite Performance & Graduation Rate	English Language Proficiency (ELP)	Progress	Chronic Absenteeism	College, Career, & Civic Readiness (CCCR)
All Students	4	4	4	—	4	4	4
American Indian or Alaska Native	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	2	3	—	—	3	—
Black or African American	2	3	3	—	3	4	4
Hispanic or Latino	3	3	3	—	3	4	4
Multiracial	—	—	—	—	—	—	—
White	4	4	4	—	4	4	4
English Language Learners	—	—	—	—	—	—	—
Students with Disabilities	4	4	4	—	3	4	4
Economically Disadvantaged	4	4	4	—	3	4	4

HS COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	278	231.1	219.4	4
	Math	278	191	219.4	4
	Science	278	232.7	219.4	4
	Social Studies	278	242.8	219.4	4
Asian or Native Hawaiian/Other Pacific Islander	ELA	25	226	221.1	4
	Math	25	202	221.1	4
	Science	25	234	221.1	4
	Social Studies	25	238	221.1	4
Black or African American	ELA	34	194.1	173.4	2
	Math	34	123.5	173.4	2
	Science	34	195.6	173.4	2
	Social Studies	34	216.2	173.4	2
Hispanic or Latino	ELA	60	212.5	194.8	3
	Math	60	151.7	194.8	3
	Science	60	215.8	194.8	3
	Social Studies	60	229.2	194.8	3
Multiracial	ELA	7	214.3	—	—
	Math	7	171.4	—	—
	Science	7	214.3	—	—
	Social Studies	7	242.9	—	—
White	ELA	216	237.7	226.2	4
	Math	216	201.9	226.2	4
	Science	216	235.9	226.2	4
	Social Studies	216	245.6	226.2	4
English Language Learners	ELA	3	—	—	—
	Math	3	—	—	—
	Science	3	—	—	—
	Social Studies	3	—	—	—
Students with Disabilities	ELA	68	175	164.4	4
	Math	68	130.9	164.4	4
	Science	68	180.1	164.4	4
	Social Studies	68	201.5	164.4	4
Economically Disadvantaged	ELA	35	192.9	182.9	4
	Math	35	144.3	182.9	4
	Science	35	202.9	182.9	4
	Social Studies	35	228.6	182.9	4

HS GRADUATION RATE

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level By Cohort	Level By Subgroup
All Students	4-Year	97.3%	261	97.7%	95%	82.3%	84.4%	89.7%	95%	4	4
	5-Year	95.5%	256	98.4%	95.5%	84.5%	86.4%	91.2%	96%	4	4
	6-Year	98.9%	312	95.5%	97%	84.6%	86.7%	91.9%	97%	4	4
American Indian or Alaska Native	4-Year	—	0	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—
	6-Year	—	0	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	85.7%	17	100%	86.1%	88%	89.2%	92.1%	95%	4	2
	5-Year	87%	21	85.7%	87.4%	89.9%	90.9%	93.5%	96%	1	2
	6-Year	100%	23	87%	97%	89.4%	90.7%	93.9%	97%	1	2
Black or African American	4-Year	82.5%	36	88.9%	83%	72.4%	76.2%	85.6%	95%	4	4
	5-Year	95.7%	40	92.5%	95.7%	75.9%	79.3%	87.7%	96%	4	4
	6-Year	100%	46	95.7%	97%	76%	79.5%	88.3%	97%	4	4
Hispanic or Latino	4-Year	93.5%	38	94.7%	93.6%	72.2%	76%	85.5%	95%	4	4
	5-Year	91.9%	31	93.5%	92.1%	74.8%	78.3%	87.2%	96%	4	4
	6-Year	96.8%	37	91.9%	96.8%	75.2%	78.8%	87.9%	97%	4	4
Multiracial	4-Year	—	12	—	—	—	—	—	—	—	—
	5-Year	—	12	—	—	—	—	—	—	—	—
	6-Year	—	2	—	—	—	—	—	—	—	—
White	4-Year	99.5%	196	98.5%	95%	90%	90.8%	92.9%	95%	4	4
	5-Year	97.9%	187	100%	96%	91.3%	92.1%	94.1%	96%	4	4
	6-Year	99.1%	240	97.9%	97%	91%	92%	94.5%	97%	4	4
English Language Learners	4-Year	—	4	—	—	—	—	—	—	—	—
	5-Year	—	5	—	—	—	—	—	—	—	—
	6-Year	—	6	—	—	—	—	—	—	—	—
Students with Disabilities	4-Year	86.5%	36	91.7%	86.8%	58.2%	64.4%	79.7%	95%	4	4
	5-Year	81.8%	37	89.2%	82.4%	61.6%	67.4%	81.7%	96%	4	4
	6-Year	93.6%	44	81.8%	93.7%	59.9%	66.1%	81.6%	97%	4	4
Economically Disadvantaged	4-Year	90.6%	36	97.2%	90.8%	76.1%	79.2%	87.1%	95%	4	4
	5-Year	88.9%	53	94.3%	89.2%	79.7%	82.4%	89.2%	96%	4	4
	6-Year	97.6%	47	85.1%	97%	80%	82.8%	89.9%	97%	3	4

HS COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

Subgroup	Level
All Students	4
Asian or Native Hawaiian/Other Pacific Islander	3
Black or African American	3
Hispanic or Latino	3
White	4
Students with Disabilities	4
Economically Disadvantaged	4

HS ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	9	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	5	—	—	—	—
Multiracial	0	—	—	—	—
White	1	—	—	—	—
English Language Learners	9	—	—	—	—
Students with Disabilities	2	—	—	—	—
Economically Disadvantaged	8	—	—	—	—

HS PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level	Average Of Levels
All Students	ELA	231.2	278	231.1	215%	189.4%	193.6	204.3	215	4	4
	Math	201.2	278	191	200%	149.1%	157.6	178.8	200	4	4
Asian or Native Hawaiian/Other Pacific Islander	ELA	--	25	--	--	--	--	--	--	--	--
	Math	--	25	--	--	--	--	--	--	--	--
Black or African American	ELA	175.7	34	194.1	177.3%	160.4%	169.5	192.3	215	4	3
	Math	135.1	34	123.5	137.7%	112.9%	127.4	163.7	200	2	3
Hispanic or Latino	ELA	212.5	60	212.5	212.6%	163.4%	172	193.5	215	4	3
	Math	150	60	151.7	152%	120.7%	133.9	167	200	3	3
Multiracial	ELA	--	7	--	--	--	--	--	--	--	--
	Math	--	7	--	--	--	--	--	--	--	--
White	ELA	237.4	216	237.7	215%	207.8%	209	212	215	4	4
	Math	215.7	216	201.9	200%	166.4%	172	186	200	4	4
English Language Learners	ELA	--	3	--	--	--	--	--	--	--	--
	Math	--	3	--	--	--	--	--	--	--	--
Students with Disabilities	ELA	175.6	68	175	177.2%	116.3%	132.8	173.9	215	4	3
	Math	138.5	68	130.9	141%	86%	105	152.5	200	3	3
Economically Disadvantaged	ELA	214.9	35	192.9	214.9%	168.8%	176.5	195.8	215	3	3
	Math	150	35	144.3	152%	127.9%	139.9	170	200	3	3

HS CHRONIC ABSENTEEISM

Subgroup	Baseline	Expected Attendance Days	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	10.2	1,095	101	9.2%	10%	23.4%	20.4%	12.7%	5%	4
Asian or Native Hawaiian/Other Pacific Islander	4.9	35	4	11.4%	4.9%	14.4%	12.8%	8.9%	5%	3
Black or African American	24.4	81	18	22.2%	23.6%	32.7%	28.1%	16.6%	5%	4
Hispanic or Latino	19.3	119	19	16%	18.7%	32.8%	28.2%	16.6%	5%	4
Multiracial	--	37	--	--	--	--	--	--	--	--
White	7.6	841	59	7%	7.5%	16.1%	14.3%	9.7%	5%	4
English Language Learners	--	26	--	--	--	--	--	--	--	--
Students with Disabilities	16.8	151	19	12.6%	16.3%	34%	29.2%	17.1%	5%	4
Economically Disadvantaged	24.3	173	38	22%	23.5%	31.3%	26.9%	16%	5%	4

CCCR LEVELS

Subgroup	Baseline	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	185.7	191.8	175	128.2	136	155.5	175	4
Asian or Native Hawaiian/Other Pacific Islander	--	--	--	--	--	--	--	--
Black or African American	148.6	168.2	149.7	98	110.8	142.9	175	4
Hispanic or Latino	167.1	167.2	167.4	101.4	113.6	144.3	175	4
Multiracial	--	--	--	--	--	--	--	--
White	191.8	196.1	175	148.6	153	164	175	4
English Language Learners	--	--	--	--	--	--	--	--
Students with Disabilities	129.4	144.4	131.2	72.2	89.3	132.2	175	4
Economically Disadvantaged	163.9	172.9	164.3	110.2	121	148	175	4

CCCR COUNTS

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight
All Students	281	0	258	4	17	0
Asian or Native Hawaiian/Other Pacific Islander	25	0	--	--	--	--
Black or African American	33	0	21	3	9	0
Hispanic or Latino	64	0	45	2	14	0
Multiracial	7	0	--	--	--	--
White	216	0	207	3	5	0
English Language Learners	5	0	--	--	--	--
Students with Disabilities	63	0	29	6	24	0
Economically Disadvantaged	35	0	26	1	7	0

HS ELA PARTICIPATION RATE

Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	280	100%
American Indian or Alaska Native	--	0	--
Asian or Native Hawaiian/Other Pacific Islander	--	16	--
Black or African American	--	19	--
Hispanic or Latino	--	24	--
Multiracial	--	5	--
White	✓	216	100%
English Language Learners	--	2	--
Students with Disabilities	--	27	--
Economically Disadvantaged	--	35	--

HS MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	280	100%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	16	—
Black or African American	—	19	—
Hispanic or Latino	—	24	—
Multiracial	—	5	—
White	✓	216	100%
English Language Learners	—	2	—
Students with Disabilities	—	27	—
Economically Disadvantaged	—	35	—

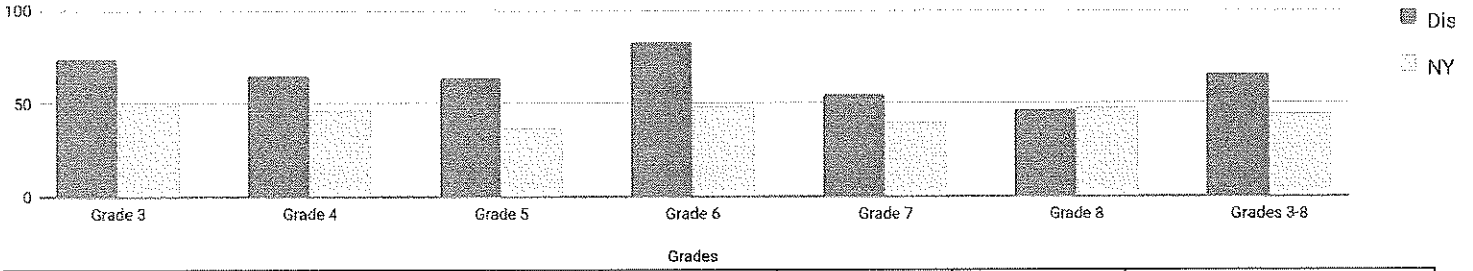
STAFF QUALIFICATIONS (2017-18)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS DISTRICT	26	8%	1	14%	0	0%
STATEWIDE	31,189	16%	1,840	37%	17,189	8%
STATEWIDE HIGH-POVERTY SCHOOLS	11,145	26%	480	43%	8,126	18%
STATEWIDE LOW-POVERTY SCHOOLS	5,839	9%	281	23%	729	1%

2017-18 Grades 3-8 ELA and Math results cannot be compared to those from previous years, as these tests were redesigned in 2017-18.

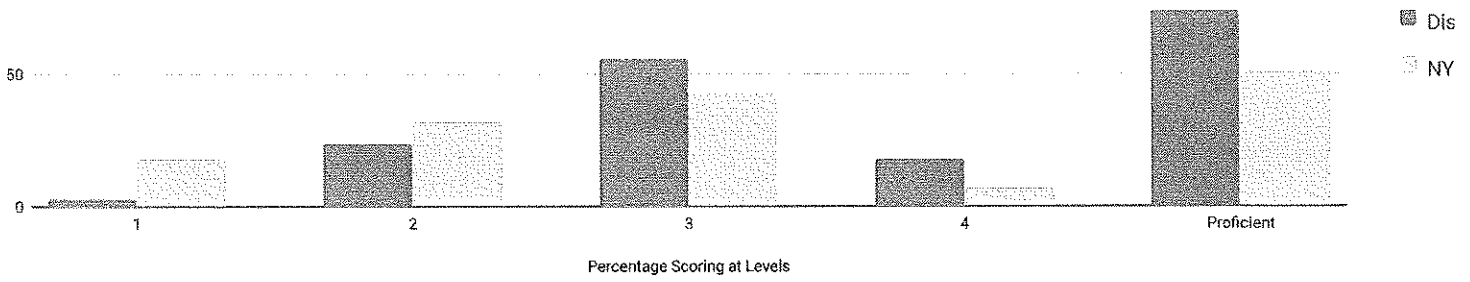
GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2017-18)

Percent Proficient



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
			Grade 3	140	140	4	3%	33	24%	78	56%	25
Grade 4	156	132	7	5%	39	30%	39	30%	47	36%	86	65%
Grade 5	136	119	16	13%	27	23%	49	41%	27	23%	76	64%
Grade 6	187	122	6	5%	15	12%	29	24%	72	59%	101	83%
Grade 7	178	80	6	8%	30	38%	32	40%	12	15%	44	55%
Grade 8	200	88	8	9%	39	44%	26	30%	15	17%	41	47%
Grades 3-8	997	681	47	7%	183	27%	253	37%	198	29%	451	66%

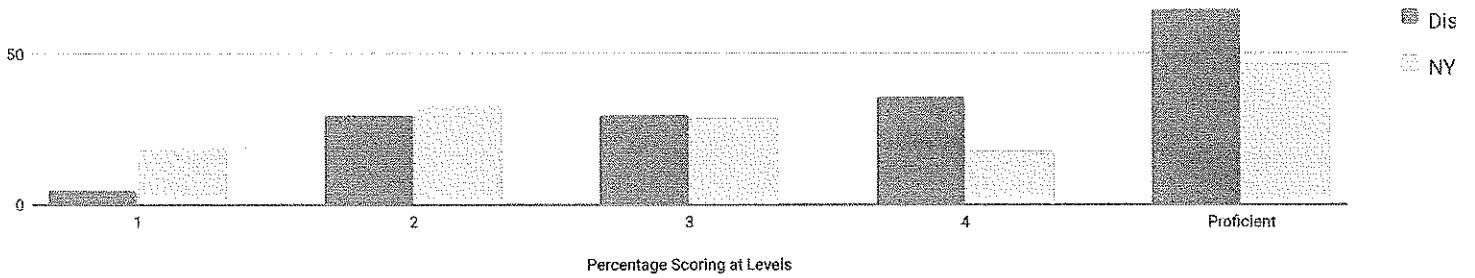
GRADE 3 ELA RESULTS



MEAN SCORE: 612

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	140	140	4	3%	33	24%	78	56%	25	18%	103	74%
General Education	117	134	2	1%	31	23%	76	57%	25	19%	101	75%
Students with Disabilities	23	6	2	33%	2	33%	2	33%	0	0%	2	33%
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—	—	—	—	—	—	—	—
Black or African American	11	11	1	9%	4	36%	3	27%	3	27%	6	55%
Hispanic or Latino	21	15	1	7%	4	27%	9	60%	1	7%	10	67%
White	104	106	0	0%	24	23%	62	58%	20	19%	82	77%
Multiracial	—	5	—	—	—	—	—	—	—	—	—	—
Small Group Total	4	8	2	25%	1	13%	4	50%	1	13%	5	63%
Female	55	57	0	0%	12	21%	27	47%	18	32%	45	79%
Male	85	83	4	5%	21	25%	51	61%	7	8%	58	70%
Non-English Language Learners	135	140	4	3%	33	24%	78	56%	25	18%	103	74%
Economically Disadvantaged	30	11	3	27%	2	18%	4	36%	2	18%	6	55%
Not Economically Disadvantaged	110	129	1	1%	31	24%	74	57%	23	18%	97	75%
Not Migrant	140	140	4	3%	33	24%	78	56%	25	18%	103	74%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	139	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	140	140	4	3%	33	24%	78	56%	25	18%	103	74%
Parent Not in Armed Forces	140	140	4	3%	33	24%	78	56%	25	18%	103	74%

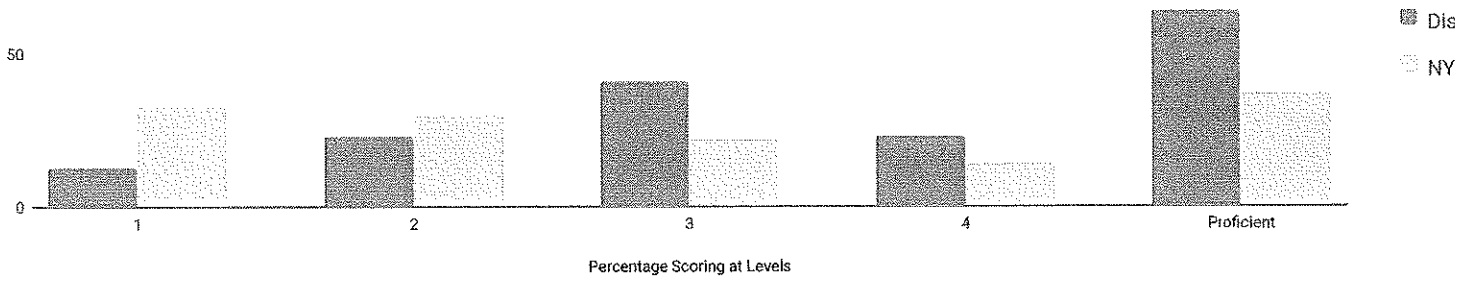
GRADE 4 ELA RESULTS



MEAN SCORE: 610

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	156	132	7	5%	39	30%	39	30%	47	36%	86	65%
General Education	135	123	4	3%	35	28%	38	31%	46	37%	84	68%
Students with Disabilities	21	9	3	33%	4	44%	1	11%	1	11%	2	22%
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—	—	—	—	—	—	—	—
Black or African American	—	7	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	27	20	3	15%	5	25%	5	25%	7	35%	12	60%
White	114	93	2	2%	31	33%	28	30%	32	34%	60	65%
Multiracial	2	9	0	0%	0	0%	3	33%	6	67%	9	100%
Small Group Total	13	10	2	20%	3	30%	3	30%	2	20%	5	50%
Female	72	60	1	2%	20	33%	15	25%	24	40%	39	65%
Male	84	72	6	8%	19	26%	24	33%	23	32%	47	65%
English Language Learners	—	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	131	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	26	13	3	23%	3	23%	2	15%	5	38%	7	54%
Not Economically Disadvantaged	130	119	4	3%	36	30%	37	31%	42	35%	79	66%
Not Migrant	156	132	7	5%	39	30%	39	30%	47	36%	86	65%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	131	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	156	132	7	5%	39	30%	39	30%	47	36%	86	65%
Parent Not in Armed Forces	156	132	7	5%	39	30%	39	30%	47	36%	86	65%

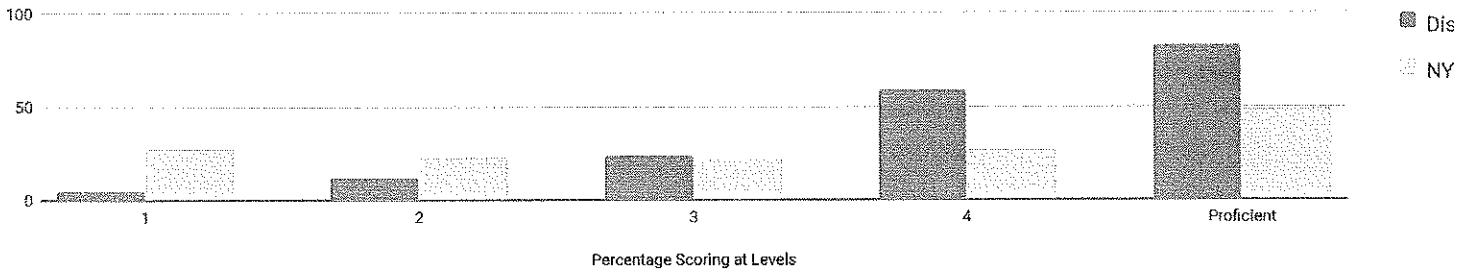
GRADE 5 ELA RESULTS



MEAN SCORE: 611

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	136	119	16	13%	27	23%	49	41%	27	23%	76	64%
General Education	98	112	14	13%	22	20%	49	44%	27	24%	76	68%
Students with Disabilities	38	7	2	29%	5	71%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	—	4	—	—	—	—	—	—	—	—	—	—
Black or African American	10	7	3	43%	3	43%	1	14%	0	0%	1	14%
Hispanic or Latino	20	14	4	29%	3	21%	4	29%	3	21%	7	50%
White	101	90	7	8%	18	20%	42	47%	23	26%	65	72%
Multiracial	—	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	4	8	2	25%	3	38%	2	25%	1	13%	3	38%
Female	61	66	7	11%	10	15%	32	48%	17	26%	49	74%
Male	75	53	9	17%	17	32%	17	32%	10	19%	27	51%
English Language Learners	—	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	116	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	33	8	5	63%	2	25%	1	13%	0	0%	1	13%
Not Economically Disadvantaged	103	111	11	10%	25	23%	48	43%	27	24%	75	68%
Not Migrant	136	119	16	13%	27	23%	49	41%	27	23%	76	64%
Not Homeless	133	119	16	13%	27	23%	49	41%	27	23%	76	64%
Not in Foster Care	136	119	16	13%	27	23%	49	41%	27	23%	76	64%
Parent Not in Armed Forces	136	119	16	13%	27	23%	49	41%	27	23%	76	64%

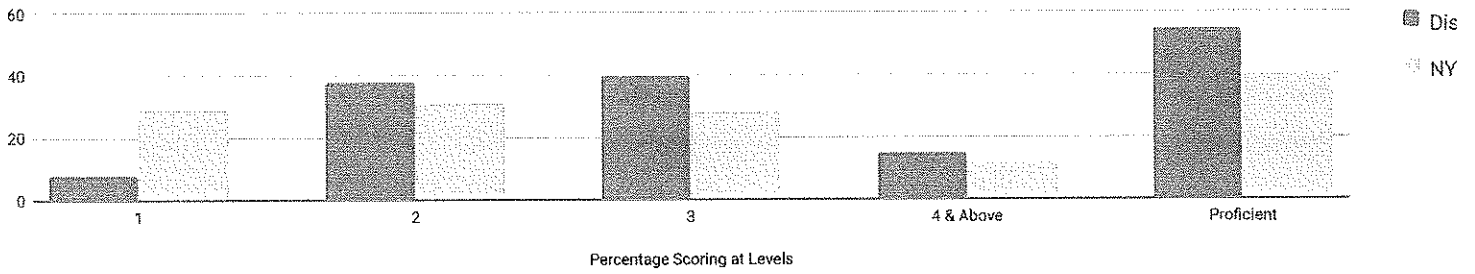
GRADE 6 ELA RESULTS



MEAN SCORE: 614

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	187	122	6	5%	15	12%	29	24%	72	59%	101	83%
General Education	159	114	2	2%	13	11%	29	25%	70	61%	99	87%
Students with Disabilities	28	8	4	50%	2	25%	0	0%	2	25%	2	25%
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—	—	—	—	—	—	—	—
Black or African American	—	7	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	34	14	3	21%	3	21%	2	14%	6	43%	8	57%
White	132	92	3	3%	8	9%	24	26%	57	62%	81	88%
Multiracial	5	8	0	0%	1	13%	1	13%	6	75%	7	88%
Small Group Total	16	8	0	0%	3	38%	2	25%	3	38%	5	63%
Female	92	57	2	4%	8	14%	10	18%	37	65%	47	82%
Male	95	65	4	6%	7	11%	19	29%	35	54%	54	83%
Non-English Language Learners	184	122	6	5%	15	12%	29	24%	72	59%	101	83%
Economically Disadvantaged	32	9	1	11%	3	33%	2	22%	3	33%	5	56%
Not Economically Disadvantaged	155	113	5	4%	12	11%	27	24%	69	61%	96	85%
Not Migrant	187	122	6	5%	15	12%	29	24%	72	59%	101	83%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	121	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	187	122	6	5%	15	12%	29	24%	72	59%	101	83%
Parent Not in Armed Forces	187	122	6	5%	15	12%	29	24%	72	59%	101	83%

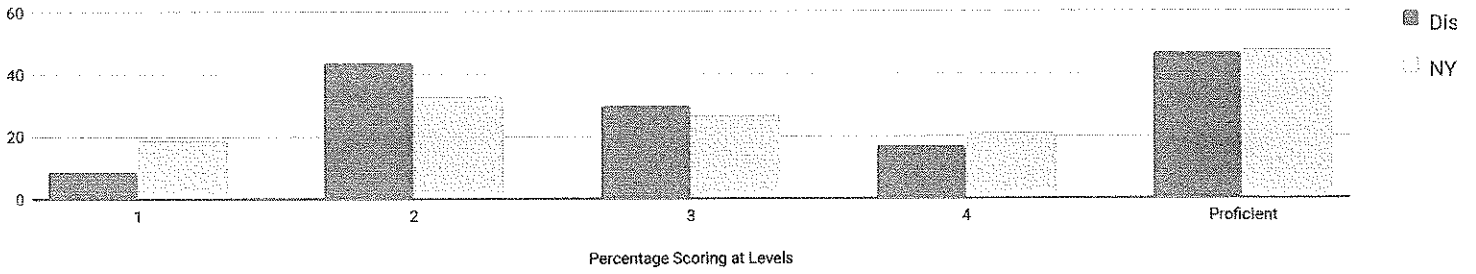
GRADE 7 ELA RESULTS



MEAN SCORE: 607

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	178	80	6	8%	30	38%	32	40%	12	15%	44	55%
General Education	145	73	3	4%	27	37%	31	42%	12	16%	43	59%
Students with Disabilities	33	7	3	43%	3	43%	1	14%	0	0%	1	14%
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—	—	—	—	—	—	—	—
Black or African American	11	5	3	60%	1	20%	1	20%	0	0%	1	20%
Hispanic or Latino	23	6	0	0%	3	50%	3	50%	0	0%	3	50%
White	137	64	3	5%	21	33%	28	44%	12	19%	40	63%
Multiracial	—	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	5	0	0%	5	100%	0	0%	0	0%	0	0%
Female	84	43	2	5%	13	30%	20	47%	8	19%	28	65%
Male	94	37	4	11%	17	46%	12	32%	4	11%	16	43%
Non-English Language Learners	174	80	6	8%	30	38%	32	40%	12	15%	44	55%
Economically Disadvantaged	22	6	3	50%	3	50%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	156	74	3	4%	27	36%	32	43%	12	16%	44	59%
Not Migrant	178	80	6	8%	30	38%	32	40%	12	15%	44	55%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	79	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	178	80	6	8%	30	38%	32	40%	12	15%	44	55%
Parent Not in Armed Forces	178	80	6	8%	30	38%	32	40%	12	15%	44	55%

GRADE 8 ELA RESULTS

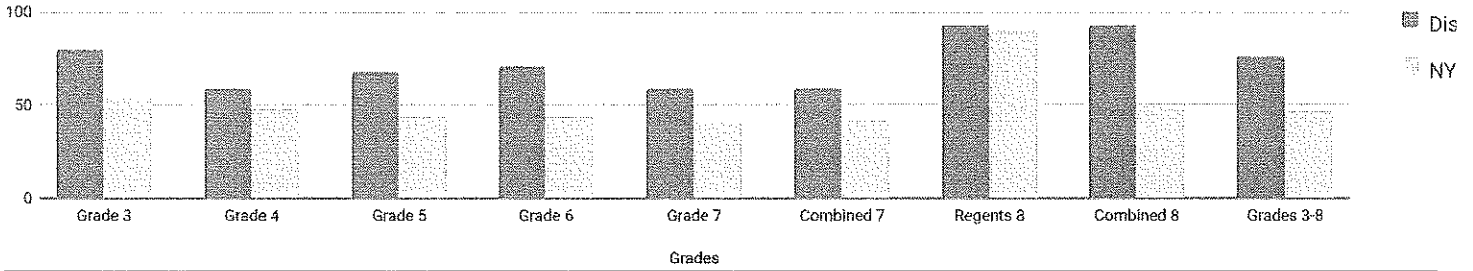


MEAN SCORE: 602

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	200	88	8	9%	39	44%	26	30%	15	17%	41	47%
General Education	145	77	5	6%	33	43%	24	31%	15	19%	39	51%
Students with Disabilities	55	11	3	27%	6	55%	2	18%	0	0%	2	18%
Asian or Native Hawaiian/Other Pacific Islander	—	5	—	—	—	—	—	—	—	—	—	—
Black or African American	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	26	10	3	30%	4	40%	1	10%	2	20%	3	30%
White	154	70	5	7%	31	44%	23	33%	11	16%	34	49%
Multiracial	—	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	20	8	0	0%	4	50%	2	25%	2	25%	4	50%
Female	90	38	3	8%	14	37%	11	29%	10	26%	21	55%
Male	110	50	5	10%	25	50%	15	30%	5	10%	20	40%
Non-English Language Learners	197	88	8	9%	39	44%	26	30%	15	17%	41	47%
Economically Disadvantaged	—	3	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	—	85	—	—	—	—	—	—	—	—	—	—
Not Migrant	200	88	8	9%	39	44%	26	30%	15	17%	41	47%
Not Homeless	200	88	8	9%	39	44%	26	30%	15	17%	41	47%
Not in Foster Care	200	88	8	9%	39	44%	26	30%	15	17%	41	47%
Parent Not in Armed Forces	200	88	8	9%	39	44%	26	30%	15	17%	41	47%

GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2017-18)

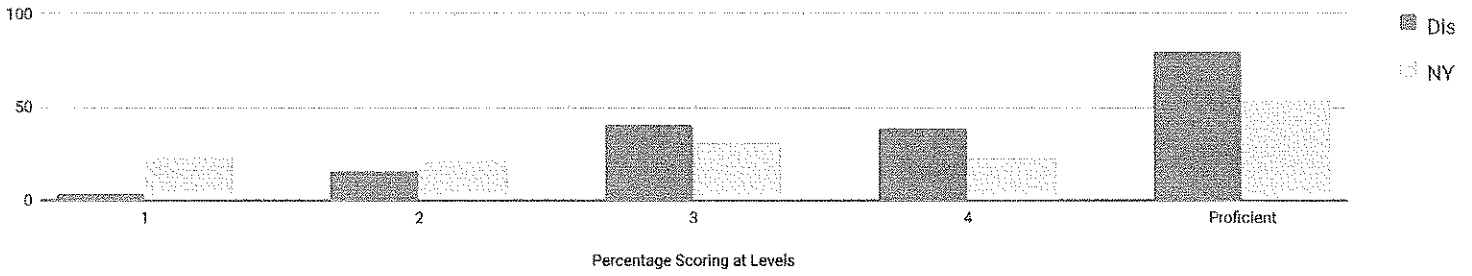
Percent Proficient



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
			Grade 3	129	152	6	4%	24	16%	62	41%	60
Grade 4	146	143	15	10%	43	30%	38	27%	47	33%	85	59%
Grade 5	124	131	11	8%	31	24%	56	43%	33	25%	89	68%
Grade 6	180	129	8	6%	29	22%	51	40%	41	32%	92	71%
Grade 7	171	87	6	7%	30	34%	35	40%	16	18%	51	59%
Combined 7	171	87	6	7%	30	34%	35	40%	16	18%	51	59%
Regents 8	—	282	10	4%	11	4%	82	29%	179	63%	261	93%
Combined 8	287	282	10	4%	11	4%	82	29%	179	63%	261	93%
Grades 3-8	1,037	924	56	6%	168	18%	324	35%	376	41%	700	76%

Advanced grade 7 and 8 students who take a Regents math test in lieu of the grade 7 and/or 8 math test are reported in the Regents 7 and Regents 8 rows. Combined 7 and Combined 8 are students who took either the grade 7 or 8 math test or a Regents math test in lieu of the grade 7 or 8 math test.

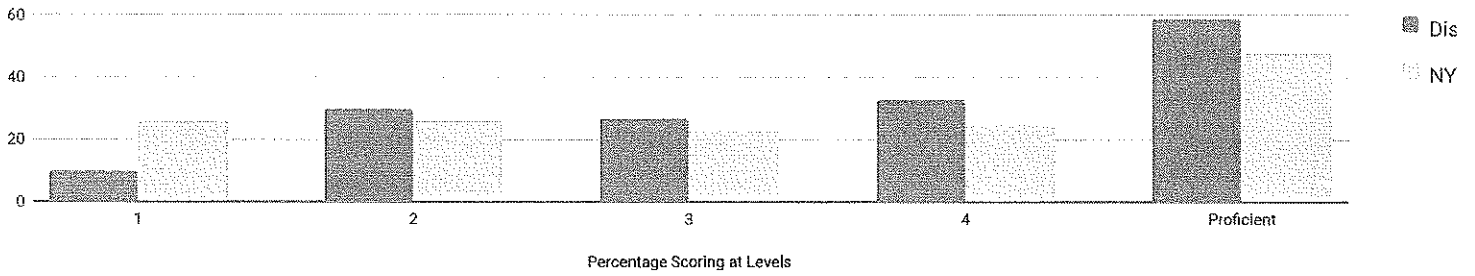
GRADE 3 MATH RESULTS



MEAN SCORE: 610

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	129	152	6	4%	24	16%	62	41%	60	39%	122	80%
General Education	106	146	4	3%	23	16%	61	42%	58	40%	119	82%
Students with Disabilities	23	6	2	33%	1	17%	1	17%	2	33%	3	50%
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—	—	—	—	—	—	—	—
Black or African American	9	14	1	7%	5	36%	8	57%	0	0%	8	57%
Hispanic or Latino	18	18	1	6%	4	22%	9	50%	4	22%	13	72%
White	98	112	4	4%	12	11%	43	38%	53	47%	96	86%
Multiracial	—	5	—	—	—	—	—	—	—	—	—	—
Small Group Total	4	8	0	0%	3	38%	2	25%	3	38%	5	63%
Female	52	60	2	3%	9	15%	23	38%	26	43%	49	82%
Male	77	92	4	4%	15	16%	39	42%	34	37%	73	79%
Non-English Language Learners	124	152	6	4%	24	16%	62	41%	60	39%	122	80%
Economically Disadvantaged	27	14	2	14%	6	43%	5	36%	1	7%	6	43%
Not Economically Disadvantaged	102	138	4	3%	18	13%	57	41%	59	43%	116	84%
Not Migrant	129	152	6	4%	24	16%	62	41%	60	39%	122	80%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	151	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	129	152	6	4%	24	16%	62	41%	60	39%	122	80%
Parent Not in Armed Forces	129	152	6	4%	24	16%	62	41%	60	39%	122	80%

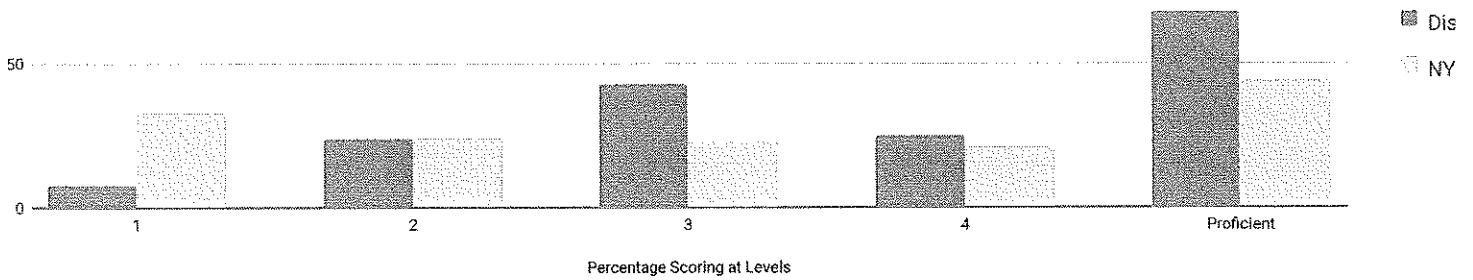
GRADE 4 MATH RESULTS



MEAN SCORE: 607

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	146	143	15	10%	43	30%	38	27%	47	33%	85	59%
General Education	128	131	9	7%	40	31%	36	27%	46	35%	82	63%
Students with Disabilities	18	12	6	50%	3	25%	2	17%	1	8%	3	25%
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—	—	—	—	—	—	—	—
Black or African American	—	9	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	25	22	5	23%	6	27%	5	23%	6	27%	11	50%
White	108	99	6	6%	31	31%	29	29%	33	33%	62	63%
Multiracial	1	10	0	0%	1	10%	2	20%	7	70%	9	90%
Small Group Total	12	12	4	33%	5	42%	2	17%	1	8%	3	25%
Female	73	59	6	10%	18	31%	15	25%	20	34%	35	59%
Male	73	84	9	11%	25	30%	23	27%	27	32%	50	60%
English Language Learners	—	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	142	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	25	14	5	36%	6	43%	0	0%	3	21%	3	21%
Not Economically Disadvantaged	121	129	10	8%	37	29%	38	29%	44	34%	82	64%
Not Migrant	146	143	15	10%	43	30%	38	27%	47	33%	85	59%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	142	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	146	143	15	10%	43	30%	38	27%	47	33%	85	59%
Parent Not in Armed Forces	146	143	15	10%	43	30%	38	27%	47	33%	85	59%

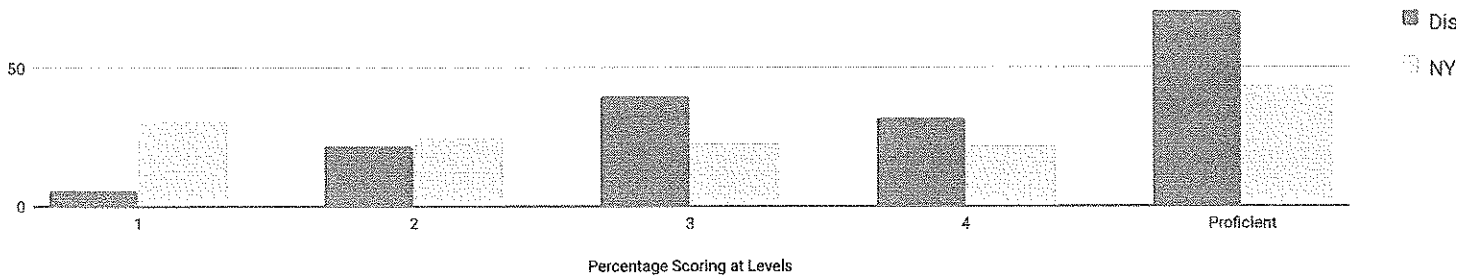
GRADE 5 MATH RESULTS



MEAN SCORE: 608

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	124	131	11	8%	31	24%	56	43%	33	25%	89	68%
General Education	87	123	8	7%	27	22%	55	45%	33	27%	88	72%
Students with Disabilities	37	8	3	38%	4	50%	1	13%	0	0%	1	13%
Asian or Native Hawaiian/Other Pacific Islander	—	4	—	—	—	—	—	—	—	—	—	—
Black or African American	10	7	2	29%	3	43%	2	29%	0	0%	2	29%
Hispanic or Latino	19	15	1	7%	8	53%	2	13%	4	27%	6	40%
White	90	101	6	6%	17	17%	51	50%	27	27%	78	77%
Multiracial	—	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	4	8	2	25%	3	38%	1	13%	2	25%	3	38%
Female	58	69	5	7%	14	20%	32	46%	18	26%	50	72%
Male	66	62	6	10%	17	27%	24	39%	15	24%	39	63%
English Language Learners	—	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	129	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	28	13	3	23%	8	62%	1	8%	1	8%	2	15%
Not Economically Disadvantaged	96	118	8	7%	23	19%	55	47%	32	27%	87	74%
Not Migrant	124	131	11	8%	31	24%	56	43%	33	25%	89	68%
Not Homeless	121	131	11	8%	31	24%	56	43%	33	25%	89	68%
Not in Foster Care	124	131	11	8%	31	24%	56	43%	33	25%	89	68%
Parent Not in Armed Forces	124	131	11	8%	31	24%	56	43%	33	25%	89	68%

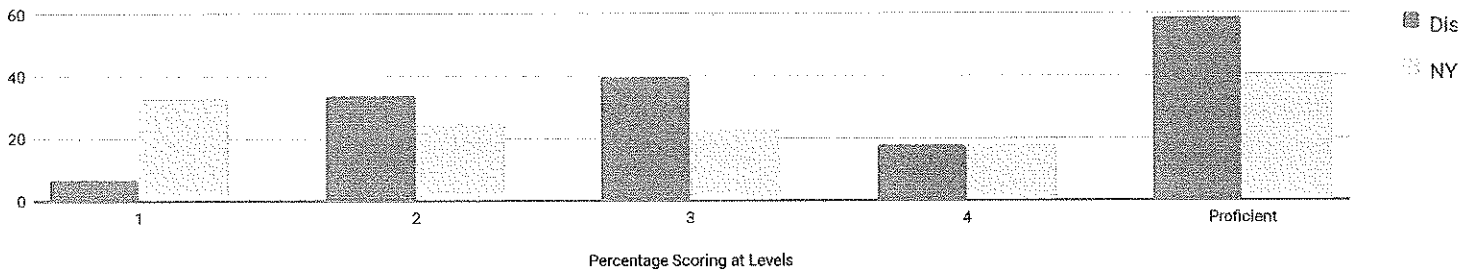
GRADE 6 MATH RESULTS



MEAN SCORE: 609

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	180	129	8	6%	29	22%	51	40%	41	32%	92	71%
General Education	153	120	3	3%	27	23%	50	42%	40	33%	90	75%
Students with Disabilities	27	9	5	56%	2	22%	1	11%	1	11%	2	22%
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—	—	—	—	—	—	—	—
Black or African American	13	8	1	13%	4	50%	2	25%	1	13%	3	38%
Hispanic or Latino	33	14	2	14%	5	36%	4	29%	3	21%	7	50%
White	126	98	4	4%	19	19%	41	42%	34	35%	75	77%
Multiracial	—	8	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	9	1	11%	1	11%	4	44%	3	33%	7	78%
Female	91	59	2	3%	17	29%	21	36%	19	32%	40	68%
Male	89	70	6	9%	12	17%	30	43%	22	31%	52	74%
Non-English Language Learners	177	129	8	6%	29	22%	51	40%	41	32%	92	71%
Economically Disadvantaged	29	11	3	27%	5	45%	2	18%	1	9%	3	27%
Not Economically Disadvantaged	151	118	5	4%	24	20%	49	42%	40	34%	89	75%
Not Migrant	180	129	8	6%	29	22%	51	40%	41	32%	92	71%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	128	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	180	129	8	6%	29	22%	51	40%	41	32%	92	71%
Parent Not in Armed Forces	180	129	8	6%	29	22%	51	40%	41	32%	92	71%

GRADE 7 MATH RESULTS

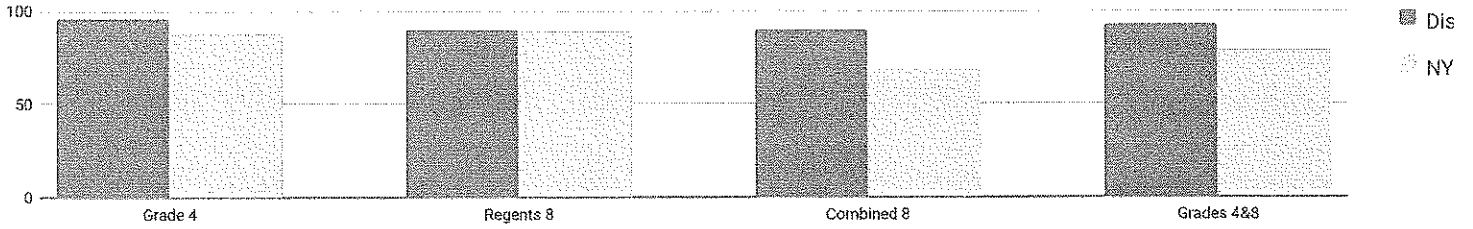


MEAN SCORE: 607

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	171	87	6	7%	30	34%	35	40%	16	18%	51	59%
General Education	140	78	2	3%	27	35%	33	42%	16	21%	49	63%
Students with Disabilities	31	9	4	44%	3	33%	2	22%	0	0%	2	22%
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—	—	—	—	—	—	—	—
Black or African American	—	5	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	22	7	1	14%	4	57%	2	29%	0	0%	2	29%
White	130	71	1	1%	23	32%	31	44%	16	23%	47	66%
Multiracial	—	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	19	9	4	44%	3	33%	2	22%	0	0%	2	22%
Female	83	44	2	5%	11	25%	21	48%	10	23%	31	70%
Male	88	43	4	9%	19	44%	14	33%	6	14%	20	47%
Non-English Language Learners	167	87	6	7%	30	34%	35	40%	16	18%	51	59%
Economically Disadvantaged	22	6	2	33%	3	50%	1	17%	0	0%	1	17%
Not Economically Disadvantaged	149	81	4	5%	27	33%	34	42%	16	20%	50	62%
Not Migrant	171	87	6	7%	30	34%	35	40%	16	18%	51	59%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	86	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	171	87	6	7%	30	34%	35	40%	16	18%	51	59%
Parent Not in Armed Forces	171	87	6	7%	30	34%	35	40%	16	18%	51	59%

GRADES 4 & 8 SCIENCE SUMMARY RESULTS (2017-18)

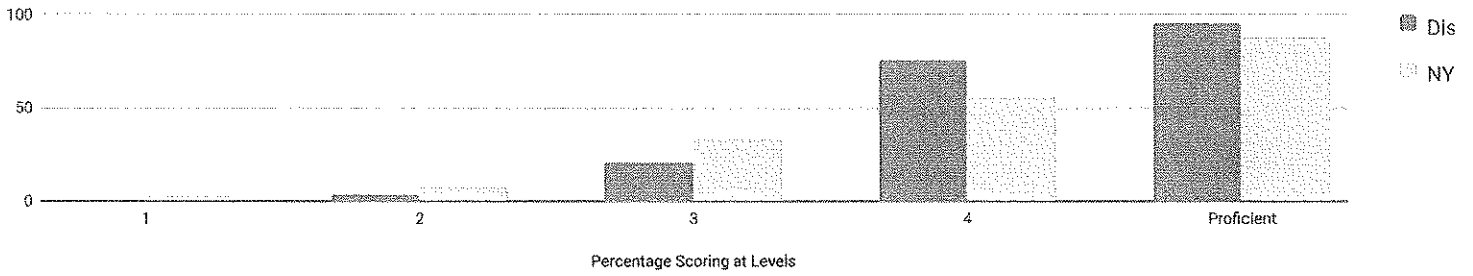
Percent Proficient



Grade	Not Tested	Tested	Grades								Proficient (Levels 3 & 4)	
			Level 1		Level 2		Level 3		Level 4		#	%
			#	%	#	%	#	%	#	%		
Grade 4	50	239	0	0%	9	4%	49	21%	181	76%	230	96%
Regents 8	0	281	17	6%	12	4%	93	33%	159	57%	252	90%
Combined 8	287	281	17	6%	12	4%	93	33%	159	57%	252	90%
Grades 4&8	337	520	17	3%	21	4%	142	27%	340	65%	482	93%

Advanced grade 8 students who take a Regents science test in lieu of the grade 8 science test are reported in the Regents 8 row.

GRADE 4 SCIENCE RESULTS

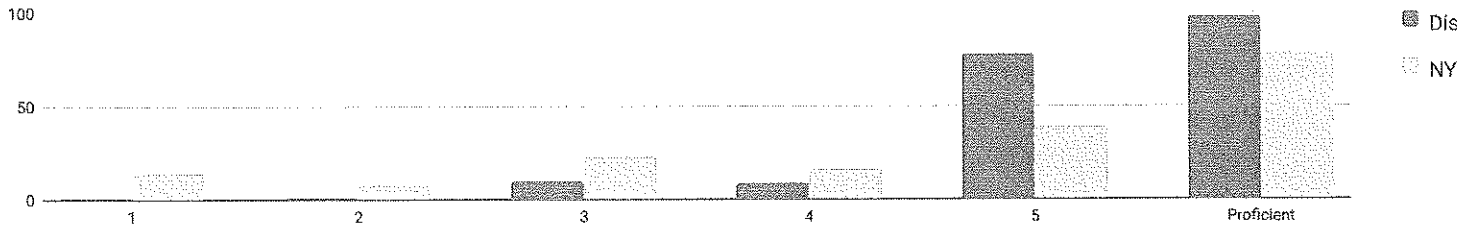


MEAN SCORE: 88

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
			All Students	50	239	0	0%	9	4%	49	21%	181
General Education	42	217	0	0%	5	2%	37	17%	175	81%	212	98%
Students with Disabilities	8	22	0	0%	4	18%	12	55%	6	27%	18	82%
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—	—	—	—	—	—	—	—
Black or African American	7	12	0	0%	2	17%	3	25%	7	58%	10	83%
Hispanic or Latino	12	35	0	0%	5	14%	10	29%	20	57%	30	86%
White	29	178	0	0%	2	1%	35	20%	141	79%	176	99%
Multiracial	—	11	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	14	0	0%	0	0%	1	7%	13	93%	14	100%
Female	31	101	0	0%	3	3%	16	16%	82	81%	98	97%
Male	19	138	0	0%	6	4%	33	24%	99	72%	132	96%
English Language Learners	4	6	0	0%	4	67%	2	33%	0	0%	2	33%
Non-English Language Learners	46	233	0	0%	5	2%	47	20%	181	78%	228	98%
Economically Disadvantaged	18	21	0	0%	4	19%	8	38%	9	43%	17	81%
Not Economically Disadvantaged	32	218	0	0%	5	2%	41	19%	172	79%	213	98%
Not Migrant	50	239	0	0%	9	4%	49	21%	181	76%	230	96%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	238	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	50	239	0	0%	9	4%	49	21%	181	76%	230	96%
Parent Not in Armed Forces	50	239	0	0%	9	4%	49	21%	181	76%	230	96%

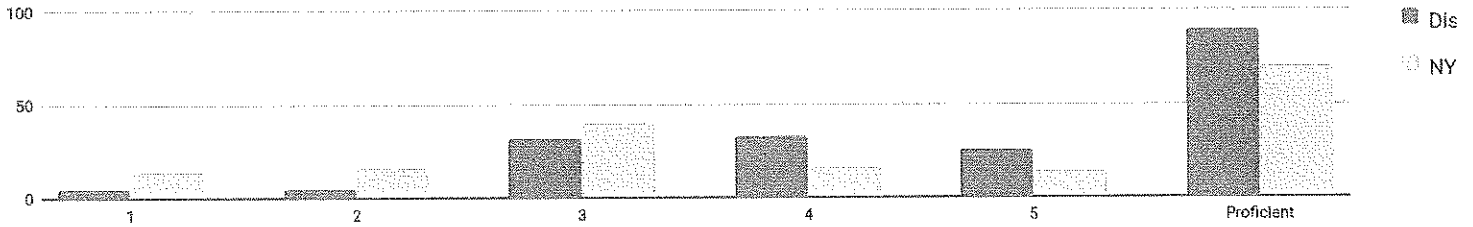
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

ANNUAL REGENTS ENGLISH (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	269	3	1%	3	1%	28	10%	25	9%	210	78%	263	98%
General Education	233	1	0%	2	1%	17	7%	16	7%	197	85%	230	99%
Students with Disabilities	36	2	6%	1	3%	11	31%	9	25%	13	36%	33	92%
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	24	2	8%	1	4%	7	29%	2	8%	12	50%	21	88%
Hispanic or Latino	29	0	0%	2	7%	9	31%	4	14%	14	48%	27	93%
White	202	1	0%	0	0%	10	5%	17	8%	174	86%	201	100%
Multiracial	4	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	14	0	0%	0	0%	2	14%	2	14%	10	71%	14	100%
Female	131	0	0%	3	2%	12	9%	9	7%	107	82%	128	98%
Male	138	3	2%	0	0%	16	12%	16	12%	103	75%	135	98%
English Language Learners	3	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	266	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	46	2	4%	3	7%	13	28%	5	11%	23	50%	41	89%
Not Economically Disadvantaged	223	1	0%	0	0%	15	7%	20	9%	187	84%	222	100%
Not Migrant	269	3	1%	3	1%	28	10%	25	9%	210	78%	263	98%
Homeless	3	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	266	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	269	3	1%	3	1%	28	10%	25	9%	210	78%	263	98%
Parent Not in Armed Forces	269	3	1%	3	1%	28	10%	25	9%	210	78%	263	98%

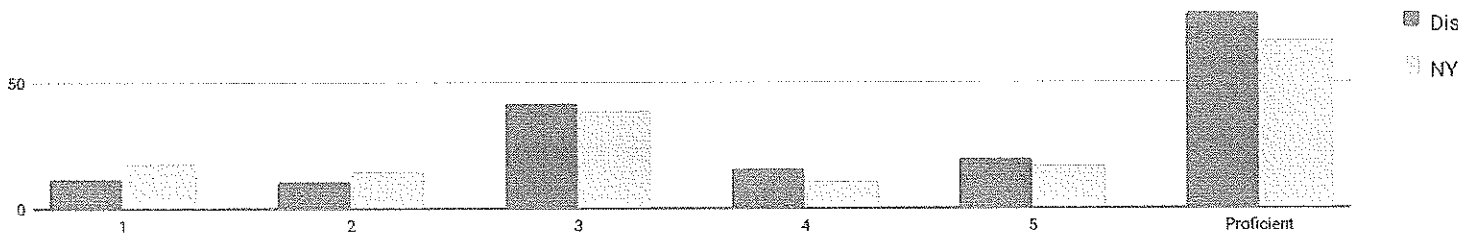
ANNUAL REGENTS ALGEBRA I (2017-18)



Percentage Scoring at Levels

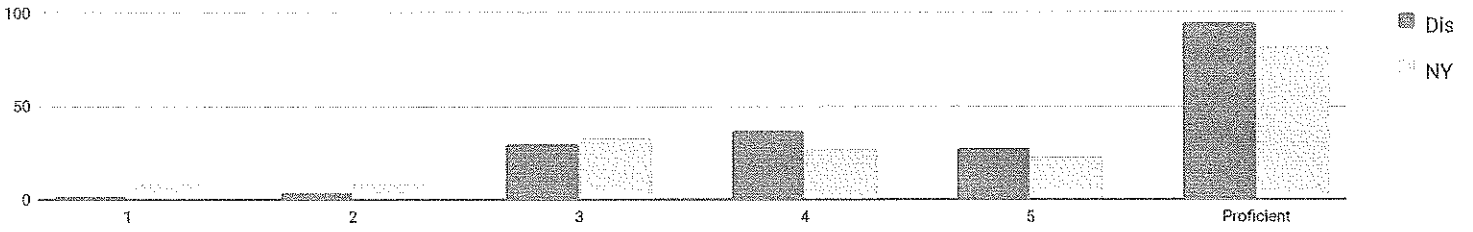
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	309	15	5%	16	5%	98	32%	101	33%	79	26%	278	90%
General Education	239	11	5%	6	3%	61	26%	86	36%	75	31%	222	93%
Students with Disabilities	70	4	6%	10	14%	37	53%	15	21%	4	6%	56	80%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	2	22%	2	22%	1	11%	4	44%	7	78%
Black or African American	26	4	15%	4	15%	16	62%	1	4%	1	4%	18	69%
Hispanic or Latino	40	8	20%	6	15%	19	48%	1	3%	6	15%	26	65%
White	229	3	1%	4	2%	59	26%	96	42%	67	29%	222	97%
Multiracial	5	0	0%	0	0%	2	40%	2	40%	1	20%	5	100%
Female	142	8	6%	6	4%	40	28%	45	32%	43	30%	128	90%
Male	167	7	4%	10	6%	58	35%	56	34%	36	22%	150	90%
English Language Learners	9	5	56%	2	22%	2	22%	0	0%	0	0%	2	22%
Non-English Language Learners	300	10	3%	14	5%	96	32%	101	34%	79	26%	276	92%
Economically Disadvantaged	54	6	11%	12	22%	29	54%	3	6%	4	7%	36	67%
Not Economically Disadvantaged	255	9	4%	4	2%	69	27%	98	38%	75	29%	242	95%
Not Migrant	309	15	5%	16	5%	98	32%	101	33%	79	26%	278	90%
Homeless	4	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	305	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	309	15	5%	16	5%	98	32%	101	33%	79	26%	278	90%
Parent Not in Armed Forces	309	15	5%	16	5%	98	32%	101	33%	79	26%	278	90%

ANNUAL REGENTS GEOMETRY (2017-18)



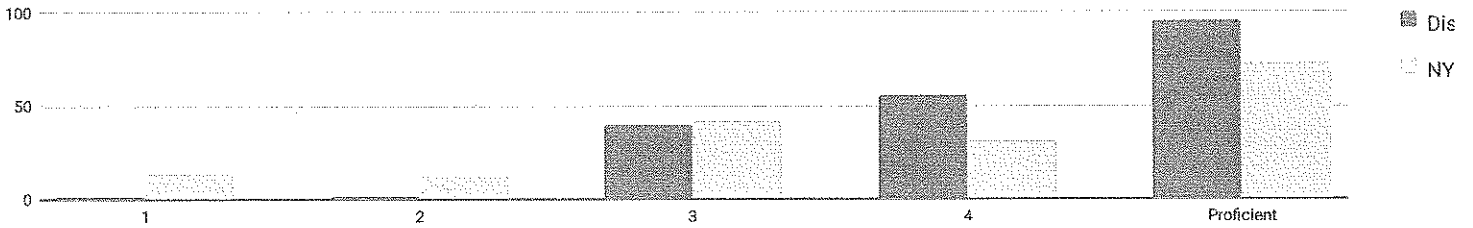
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	329	38	12%	36	11%	138	42%	52	16%	65	20%	255	78%
General Education	270	21	8%	21	8%	116	43%	48	18%	64	24%	228	84%
Students with Disabilities	59	17	29%	15	25%	22	37%	4	7%	1	2%	27	46%
Asian or Native Hawaiian/Other Pacific Islander	6	3	50%	0	0%	1	17%	1	17%	1	17%	3	50%
Black or African American	26	11	42%	2	8%	8	31%	4	15%	1	4%	13	50%
Hispanic or Latino	50	10	20%	14	28%	17	34%	7	14%	2	4%	26	52%
White	241	14	6%	20	8%	109	45%	40	17%	58	24%	207	86%
Multiracial	6	0	0%	0	0%	3	50%	0	0%	3	50%	6	100%
Female	163	12	7%	13	8%	69	42%	27	17%	42	26%	138	85%
Male	166	26	16%	23	14%	69	42%	25	15%	23	14%	117	70%
English Language Learners	7	6	86%	0	0%	1	14%	0	0%	0	0%	1	14%
Non-English Language Learners	322	32	10%	36	11%	137	43%	52	16%	65	20%	254	79%
Economically Disadvantaged	61	24	39%	12	20%	18	30%	6	10%	1	2%	25	41%
Not Economically Disadvantaged	268	14	5%	24	9%	120	45%	46	17%	64	24%	230	86%
Not Migrant	329	38	12%	36	11%	138	42%	52	16%	65	20%	255	78%
Homeless	4	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	325	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	329	38	12%	36	11%	138	42%	52	16%	65	20%	255	78%
Parent Not in Armed Forces	329	38	12%	36	11%	138	42%	52	16%	65	20%	255	78%

ANNUAL REGENTS ALGEBRA II (2017-18)



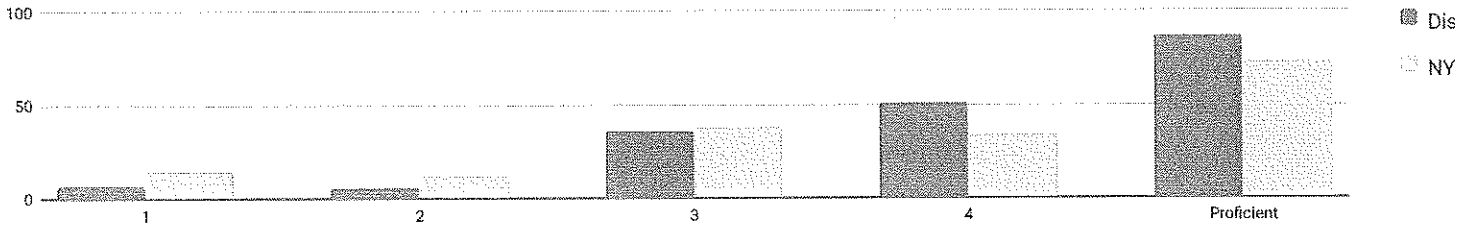
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	266	4	2%	10	4%	79	30%	99	37%	74	28%	252	95%
General Education	232	3	1%	8	3%	61	26%	89	38%	71	31%	221	95%
Students with Disabilities	34	1	3%	2	6%	18	53%	10	29%	3	9%	31	91%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	2	33%	1	17%	3	50%	6	100%
Black or African American	18	1	6%	3	17%	11	61%	2	11%	1	6%	14	78%
Hispanic or Latino	22	0	0%	2	9%	11	50%	4	18%	5	23%	20	91%
White	215	3	1%	5	2%	52	24%	92	43%	63	29%	207	96%
Multiracial	5	0	0%	0	0%	3	60%	0	0%	2	40%	5	100%
Female	125	2	2%	6	5%	32	26%	48	38%	37	30%	117	94%
Male	141	2	1%	4	3%	47	33%	51	36%	37	26%	135	96%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	265	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	33	1	3%	4	12%	23	70%	4	12%	1	3%	28	85%
Not Economically Disadvantaged	233	3	1%	6	3%	56	24%	95	41%	73	31%	224	96%
Not Migrant	266	4	2%	10	4%	79	30%	99	37%	74	28%	252	95%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	265	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	266	4	2%	10	4%	79	30%	99	37%	74	28%	252	95%
Parent Not in Armed Forces	266	4	2%	10	4%	79	30%	99	37%	74	28%	252	95%

ANNUAL REGENTS LIVING ENVIRONMENT (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
		All Students	274	6	2%	6	2%	109	40%	153	56%
General Education	234	3	1%	1	0%	88	38%	142	61%	230	98%
Students with Disabilities	40	3	8%	5	13%	21	53%	11	28%	32	80%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	4	67%	2	33%	6	100%
Black or African American	15	1	7%	1	7%	8	53%	5	33%	13	87%
Hispanic or Latino	41	4	10%	3	7%	26	63%	8	20%	34	83%
White	206	1	0%	2	1%	69	33%	134	65%	203	99%
Multiracial	6	0	0%	0	0%	2	33%	4	67%	6	100%
Female	143	0	0%	2	1%	57	40%	84	59%	141	99%
Male	131	6	5%	4	3%	52	40%	69	53%	121	92%
English Language Learners	9	3	33%	0	0%	6	67%	0	0%	6	67%
Non-English Language Learners	265	3	1%	6	2%	103	39%	153	58%	256	97%
Economically Disadvantaged	47	4	9%	2	4%	33	70%	8	17%	41	87%
Not Economically Disadvantaged	227	2	1%	4	2%	76	33%	145	64%	221	97%
Not Migrant	274	6	2%	6	2%	109	40%	153	56%	262	96%
Homeless	4	--	--	--	--	--	--	--	--	--	--
Not Homeless	270	--	--	--	--	--	--	--	--	--	--
Not in Foster Care	274	6	2%	6	2%	109	40%	153	56%	262	96%
Parent Not in Armed Forces	274	6	2%	6	2%	109	40%	153	56%	262	96%

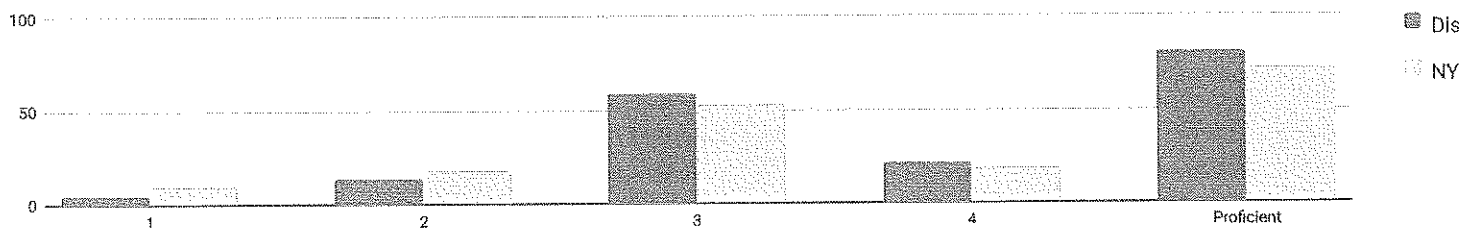
ANNUAL REGENTS PHYSICAL SETTING/EARTH SCIENCE (2017-18)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	315	23	7%	18	6%	112	36%	162	51%	274	87%
General Education	243	7	3%	9	4%	79	33%	148	61%	227	93%
Students with Disabilities	72	16	22%	9	13%	33	46%	14	19%	47	65%
Asian or Native Hawaiian/Other Pacific Islander	9	2	22%	0	0%	2	22%	5	56%	7	78%
Black or African American	23	6	26%	5	22%	9	39%	3	13%	12	52%
Hispanic or Latino	45	9	20%	6	13%	22	49%	8	18%	30	67%
White	233	6	3%	7	3%	76	33%	144	62%	220	94%
Multiracial	5	0	0%	0	0%	3	60%	2	40%	5	100%
Female	143	13	9%	6	4%	48	34%	76	53%	124	87%
Male	172	10	6%	12	7%	64	37%	86	50%	150	87%
English Language Learners	7	5	71%	2	29%	0	0%	0	0%	0	0%
Non-English Language Learners	308	18	6%	16	5%	112	36%	162	53%	274	89%
Economically Disadvantaged	55	15	27%	11	20%	22	40%	7	13%	29	53%
Not Economically Disadvantaged	260	8	3%	7	3%	90	35%	155	60%	245	94%
Not Migrant	315	23	7%	18	6%	112	36%	162	51%	274	87%
Homeless	3	--	--	--	--	--	--	--	--	--	--
Not Homeless	312	--	--	--	--	--	--	--	--	--	--
Not in Foster Care	315	23	7%	18	6%	112	36%	162	51%	274	87%
Parent Not in Armed Forces	315	23	7%	18	6%	112	36%	162	51%	274	87%

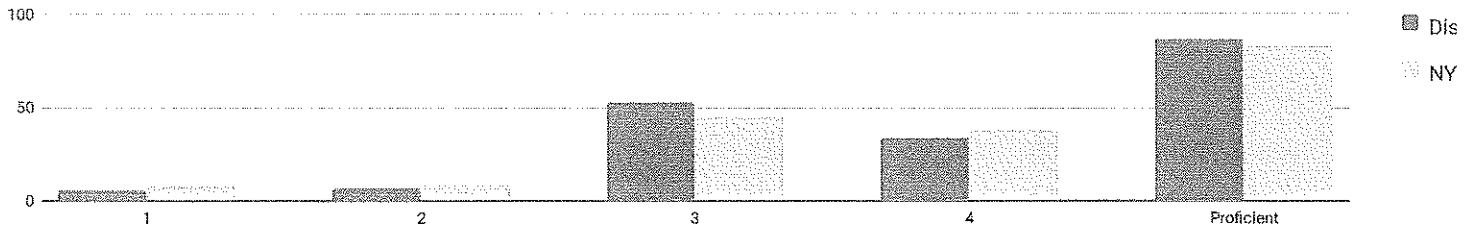
ANNUAL REGENTS PHYSICAL SETTING/CHEMISTRY (2017-18)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	274	14	5%	37	14%	163	59%	60	22%	223	81%
General Education	241	11	5%	25	10%	147	61%	58	24%	205	85%
Students with Disabilities	33	3	9%	12	36%	16	48%	2	6%	18	55%
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—	—	—	—	—	—	—
Black or African American	21	2	10%	8	38%	11	52%	0	0%	11	52%
Hispanic or Latino	29	7	24%	5	17%	13	45%	4	14%	17	59%
White	213	4	2%	24	11%	132	62%	53	25%	185	87%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	1	9%	0	0%	7	64%	3	27%	10	91%
Female	123	5	4%	11	9%	80	65%	27	22%	107	87%
Male	151	9	6%	26	17%	83	55%	33	22%	116	77%
English Language Learners	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	271	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	38	7	18%	12	32%	18	47%	1	3%	19	50%
Not Economically Disadvantaged	236	7	3%	25	11%	145	61%	59	25%	204	86%
Not Migrant	274	14	5%	37	14%	163	59%	60	22%	223	81%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	272	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	274	14	5%	37	14%	163	59%	60	22%	223	81%
Parent Not in Armed Forces	274	14	5%	37	14%	163	59%	60	22%	223	81%

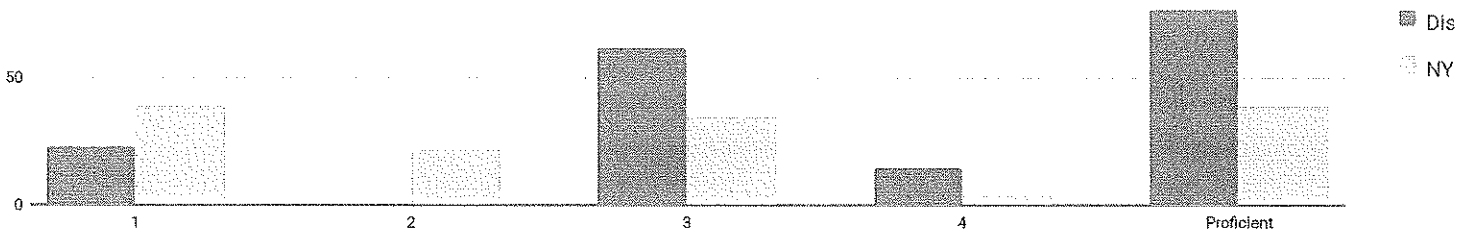
ANNUAL REGENTS PHYSICAL SETTING/PHYSICS (2017-18)



Percentage Scoring at Levels

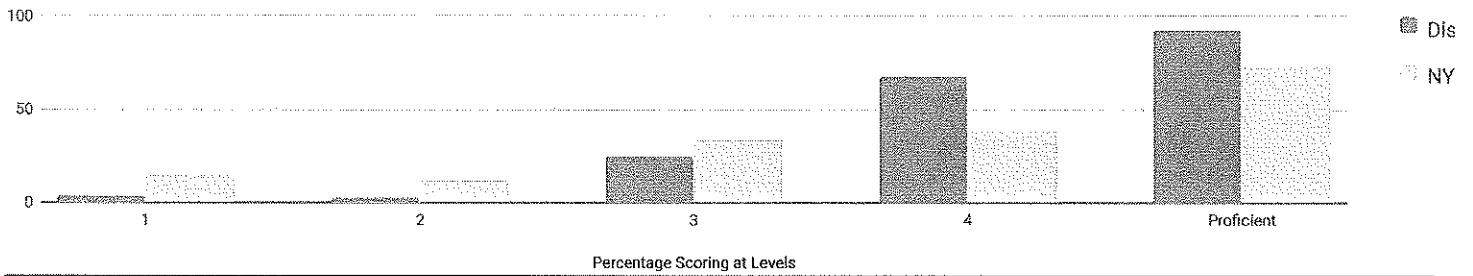
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	199	11	6%	14	7%	106	53%	68	34%	174	87%
General Education	190	7	4%	13	7%	102	54%	68	36%	170	89%
Students with Disabilities	9	4	44%	1	11%	4	44%	0	0%	4	44%
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	—	—	—	—	—
Black or African American	6	1	17%	1	17%	1	17%	3	50%	4	67%
Hispanic or Latino	12	0	0%	3	25%	6	50%	3	25%	9	75%
White	172	10	6%	9	5%	96	56%	57	33%	153	89%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	0	0%	1	11%	3	33%	5	56%	8	89%
Female	95	3	3%	8	8%	56	59%	28	29%	84	88%
Male	104	8	8%	6	6%	50	48%	40	38%	90	87%
Non-English Language Learners	199	11	6%	14	7%	106	53%	68	34%	174	87%
Economically Disadvantaged	15	2	13%	1	7%	10	67%	2	13%	12	80%
Not Economically Disadvantaged	184	9	5%	13	7%	96	52%	66	36%	162	88%
Not Migrant	199	11	6%	14	7%	106	53%	68	34%	174	87%
Not Homeless	199	11	6%	14	7%	106	53%	68	34%	174	87%
Not in Foster Care	199	11	6%	14	7%	106	53%	68	34%	174	87%
Parent Not in Armed Forces	199	11	6%	14	7%	106	53%	68	34%	174	87%

ANNUAL REGENTS GLOBAL HISTORY AND GEOGRAPHY (2017-18)



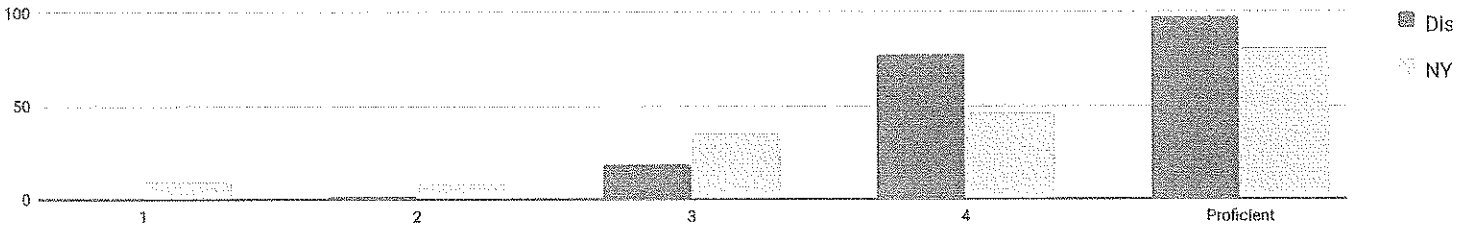
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	13	3	23%	0	0%	8	62%	2	15%	10	77%
General Education	5	2	40%	0	0%	3	60%	0	0%	3	60%
Students with Disabilities	8	1	13%	0	0%	5	63%	2	25%	7	88%
Black or African American	5	1	20%	0	0%	4	80%	0	0%	4	80%
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—
White	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	2	25%	0	0%	4	50%	2	25%	6	75%
Female	4	—	—	—	—	—	—	—	—	—	—
Male	9	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	13	3	23%	0	0%	8	62%	2	15%	10	77%
Economically Disadvantaged	7	2	29%	0	0%	5	71%	0	0%	5	71%
Not Economically Disadvantaged	6	1	17%	0	0%	3	50%	2	33%	5	83%
Not Migrant	13	3	23%	0	0%	8	62%	2	15%	10	77%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	11	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	13	3	23%	0	0%	8	62%	2	15%	10	77%
Parent Not in Armed Forces	13	3	23%	0	0%	8	62%	2	15%	10	77%

ANNUAL REGENTS TRANSITION EXAM IN GLOBAL HISTORY & GEOGRAPHY (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	287	11	4%	8	3%	73	25%	195	68%	268	93%
General Education	236	8	3%	5	2%	46	19%	177	75%	223	94%
Students with Disabilities	51	3	6%	3	6%	27	53%	18	35%	45	88%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	1	17%	0	0%	5	83%	5	83%
Black or African American	17	4	24%	0	0%	10	59%	3	18%	13	76%
Hispanic or Latino	40	5	13%	6	15%	13	33%	16	40%	29	73%
White	219	2	1%	1	0%	48	22%	168	77%	216	99%
Multiracial	5	0	0%	0	0%	2	40%	3	60%	5	100%
Female	123	3	2%	2	2%	26	21%	92	75%	118	96%
Male	164	8	5%	6	4%	47	29%	103	63%	150	91%
English Language Learners	6	2	33%	3	50%	1	17%	0	0%	1	17%
Non-English Language Learners	281	9	3%	5	2%	72	26%	195	69%	267	95%
Economically Disadvantaged	51	10	20%	4	8%	26	51%	11	22%	37	73%
Not Economically Disadvantaged	236	1	0%	4	2%	47	20%	184	78%	231	98%
Not Migrant	287	11	4%	8	3%	73	25%	195	68%	268	93%
Homeless	5	3	60%	0	0%	1	20%	1	20%	2	40%
Not Homeless	282	8	3%	8	3%	72	26%	194	69%	266	94%
Not in Foster Care	287	11	4%	8	3%	73	25%	195	68%	268	93%
Parent Not in Armed Forces	287	11	4%	8	3%	73	25%	195	68%	268	93%

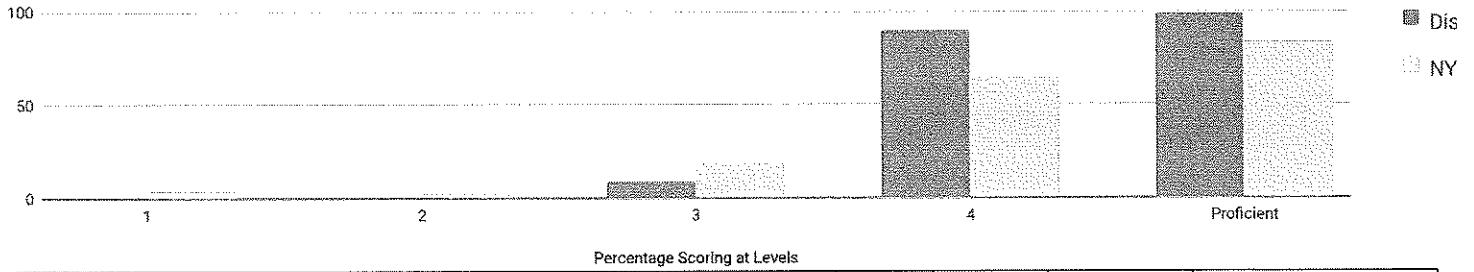
ANNUAL REGENTS U.S. HISTORY & GOVERNMENT (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	269	1	0%	5	2%	52	19%	211	78%	263	98%
General Education	232	0	0%	2	1%	35	15%	195	84%	230	99%
Students with Disabilities	37	1	3%	3	8%	17	46%	16	43%	33	89%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	-	-	-	-	-	-	-
Black or African American	24	1	4%	3	13%	12	50%	8	33%	20	83%
Hispanic or Latino	31	0	0%	1	3%	14	45%	16	52%	30	97%
White	202	0	0%	1	0%	23	11%	178	88%	201	100%
Multiracial	4	-	-	-	-	-	-	-	-	-	-
Small Group Total	12	0	0%	0	0%	3	25%	9	75%	12	100%
Female	130	0	0%	2	2%	27	21%	101	78%	128	98%
Male	139	1	1%	3	2%	25	18%	110	79%	135	97%
English Language Learners	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	267	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	46	0	0%	5	11%	21	46%	20	43%	41	89%
Not Economically Disadvantaged	223	1	0%	0	0%	31	14%	191	86%	222	100%
Not Migrant	269	1	0%	5	2%	52	19%	211	78%	263	98%
Homeless	2	-	-	-	-	-	-	-	-	-	-
Not Homeless	267	-	-	-	-	-	-	-	-	-	-
Not In Foster Care	269	1	0%	5	2%	52	19%	211	78%	263	98%
Parent Not in Armed Forces	269	1	0%	5	2%	52	19%	211	78%	263	98%

2014 TOTAL COHORT RESULTS IN REGENTS ENGLISH LANGUAGE ARTS

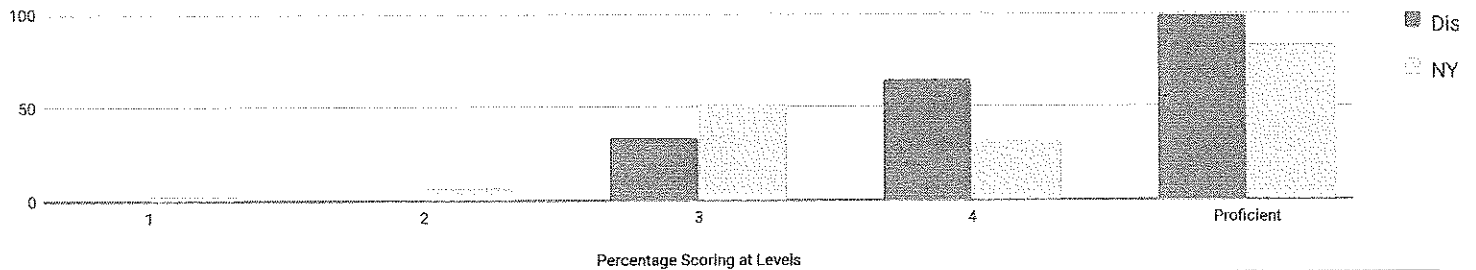
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. Results are reported four years after these students first enter grade 9.



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	281	2	1%	279	99%	0	0%	1	0%	25	9%	253	90%	278	99%
General Education	252	1	0%	251	100%	0	0%	0	0%	13	5%	238	94%	251	100%
Students with Disabilities	29	1	3%	28	97%	0	0%	1	3%	12	41%	15	52%	27	93%
Asian or Native Hawaiian/Other Pacific Islander	16	0	0%	16	100%	0	0%	0	0%	3	19%	13	81%	16	100%
Black or African American	18	0	0%	18	100%	0	0%	0	0%	6	33%	12	67%	18	100%
Hispanic or Latino	26	1	4%	25	96%	0	0%	1	4%	4	15%	20	77%	24	92%
White	216	1	0%	215	100%	0	0%	0	0%	12	6%	203	94%	215	100%
Multiracial	5	0	0%	5	100%	0	0%	0	0%	0	0%	5	100%	5	100%
Female	145	0	0%	145	100%	0	0%	1	1%	11	8%	133	92%	144	99%
Male	136	2	1%	134	99%	0	0%	0	0%	14	10%	120	88%	134	99%
English Language Learners	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	278	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	35	1	3%	34	97%	0	0%	1	3%	11	31%	22	63%	33	94%
Not Economically Disadvantaged	246	1	0%	245	100%	0	0%	0	0%	14	6%	231	94%	245	100%
Not Migrant	281	2	1%	279	99%	0	0%	1	0%	25	9%	253	90%	278	99%
Not Homeless	281	2	1%	279	99%	0	0%	1	0%	25	9%	253	90%	278	99%
Not in Foster Care	281	2	1%	279	99%	0	0%	1	0%	25	9%	253	90%	278	99%
Parent Not in Armed Forces	281	2	1%	279	99%	0	0%	1	0%	25	9%	253	90%	278	99%

2014 TOTAL COHORT RESULTS IN REGENTS MATHEMATICS

A High School 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. Results are reported four years after these students first enter grade 9.

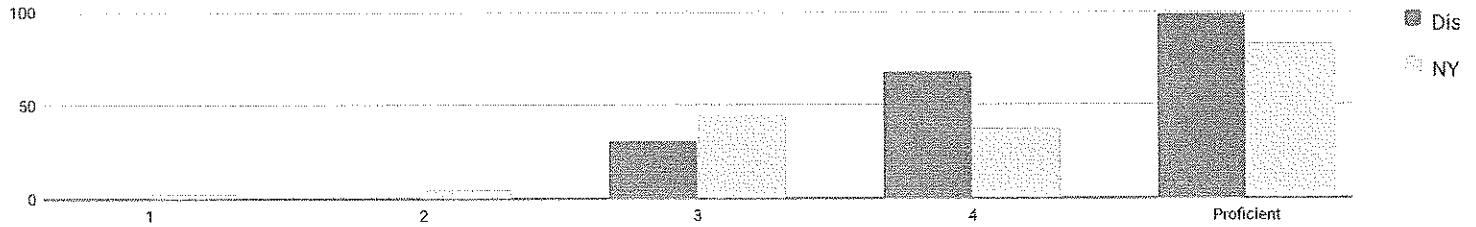


Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	281	2	1%	279	99%	0	0%	1	0%	95	34%	183	65%	278	99%
General Education	252	1	0%	251	100%	0	0%	0	0%	73	29%	178	71%	251	100%
Students with Disabilities	29	1	3%	28	97%	0	0%	1	3%	22	76%	5	17%	27	93%
Asian or Native Hawaiian/Other Pacific Islander	16	0	0%	16	100%	0	0%	0	0%	4	25%	12	75%	16	100%
Black or African American	18	0	0%	18	100%	0	0%	0	0%	17	94%	1	6%	18	100%
Hispanic or Latino	26	1	4%	25	96%	0	0%	1	4%	14	54%	10	38%	24	92%
White	216	1	0%	215	100%	0	0%	0	0%	57	26%	158	73%	215	100%
Multiracial	5	0	0%	5	100%	0	0%	0	0%	3	60%	2	40%	5	100%
Female	145	0	0%	145	100%	0	0%	0	0%	50	34%	95	66%	145	100%
Male	136	2	1%	134	99%	0	0%	1	1%	45	33%	88	65%	133	98%
English Language Learners	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	278	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	35	1	3%	34	97%	0	0%	1	3%	22	63%	11	31%	33	94%
Not Economically Disadvantaged	246	1	0%	245	100%	0	0%	0	0%	73	30%	172	70%	245	100%
Not Migrant	281	2	1%	279	99%	0	0%	1	0%	95	34%	183	65%	278	99%
Not Homeless	281	2	1%	279	99%	0	0%	1	0%	95	34%	183	65%	278	99%
Not in Foster Care	281	2	1%	279	99%	0	0%	1	0%	95	34%	183	65%	278	99%
Parent Not in Armed Forces	281	2	1%	279	99%	0	0%	1	0%	95	34%	183	65%	278	99%

2014 TOTAL COHORT RESULTS IN REGENTS SCIENCE

A High School 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. Results are reported four years after these students first enter grade 9.

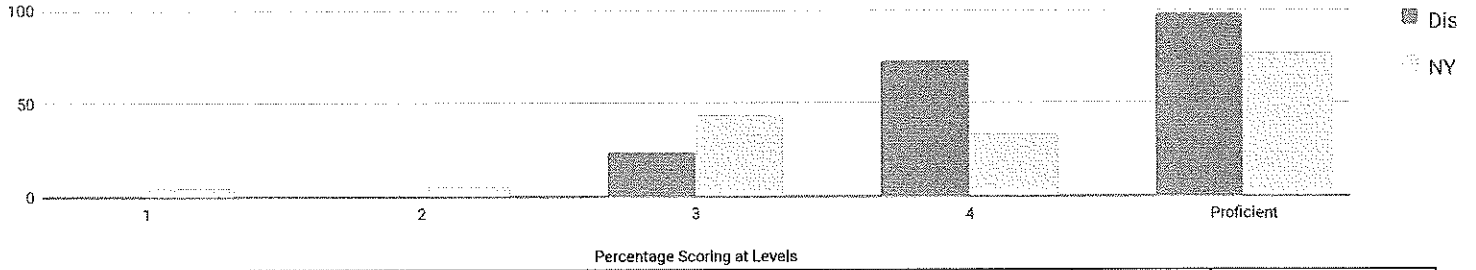


Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	281	2	1%	279	99%	1	0%	0	0%	88	31%	190	68%	278	99%
General Education	252	1	0%	251	100%	0	0%	0	0%	68	27%	183	73%	251	100%
Students with Disabilities	29	1	3%	28	97%	1	3%	0	0%	20	69%	7	24%	27	93%
Asian or Native Hawaiian/Other Pacific Islander	16	0	0%	16	100%	0	0%	0	0%	6	38%	10	63%	16	100%
Black or African American	18	0	0%	18	100%	0	0%	0	0%	17	94%	1	6%	18	100%
Hispanic or Latino	26	1	4%	25	96%	0	0%	0	0%	12	46%	13	50%	25	96%
White	216	1	0%	215	100%	1	0%	0	0%	53	25%	161	75%	214	99%
Multiracial	5	0	0%	5	100%	0	0%	0	0%	0	0%	5	100%	5	100%
Female	145	0	0%	145	100%	0	0%	0	0%	42	29%	103	71%	145	100%
Male	136	2	1%	134	99%	1	1%	0	0%	46	34%	87	64%	133	98%
English Language Learners	3	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Non-English Language Learners	278	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Economically Disadvantaged	35	1	3%	34	97%	1	3%	0	0%	23	66%	10	29%	33	94%
Not Economically Disadvantaged	246	1	0%	245	100%	0	0%	0	0%	65	26%	180	73%	245	100%
Not Migrant	281	2	1%	279	99%	1	0%	0	0%	88	31%	190	68%	278	99%
Not Homeless	281	2	1%	279	99%	1	0%	0	0%	88	31%	190	68%	278	99%
Not in Foster Care	281	2	1%	279	99%	1	0%	0	0%	88	31%	190	68%	278	99%
Parent Not in Armed Forces	281	2	1%	279	99%	1	0%	0	0%	88	31%	190	68%	278	99%

2014 TOTAL COHORT RESULTS IN REGENTS GLOBAL HISTORY AND GEOGRAPHY

A High School 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. Results are reported four years after these students first enter grade 9.

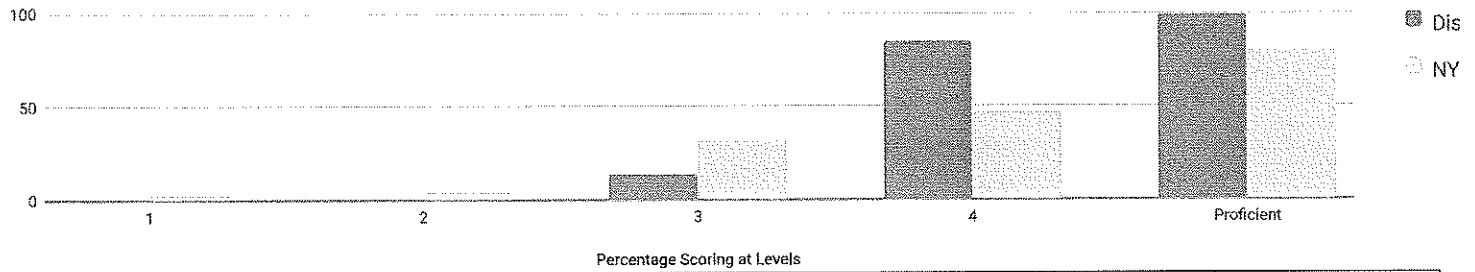


Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	281	5	2%	276	98%	1	0%	1	0%	68	24%	206	73%	274	98%
General Education	252	4	2%	248	98%	0	0%	0	0%	49	19%	199	79%	248	98%
Students with Disabilities	29	1	3%	28	97%	1	3%	1	3%	19	66%	7	24%	26	90%
Asian or Native Hawaiian/Other Pacific Islander	16	1	6%	15	94%	0	0%	0	0%	4	25%	11	69%	15	94%
Black or African American	18	1	6%	17	94%	0	0%	0	0%	13	72%	4	22%	17	94%
Hispanic or Latino	26	1	4%	25	96%	0	0%	0	0%	11	42%	14	54%	25	96%
White	216	2	1%	214	99%	1	0%	1	0%	40	19%	172	80%	212	98%
Multiracial	5	0	0%	5	100%	0	0%	0	0%	0	0%	5	100%	5	100%
Female	145	1	1%	144	99%	0	0%	0	0%	40	28%	104	72%	144	99%
Male	136	4	3%	132	97%	1	1%	1	1%	28	21%	102	75%	130	96%
English Language Learners	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	278	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	35	2	6%	33	94%	1	3%	0	0%	19	54%	13	37%	32	91%
Not Economically Disadvantaged	246	3	1%	243	99%	0	0%	1	0%	49	20%	193	78%	242	98%
Not Migrant	281	5	2%	276	98%	1	0%	1	0%	68	24%	206	73%	274	98%
Not Homeless	281	5	2%	276	98%	1	0%	1	0%	68	24%	206	73%	274	98%
Not in Foster Care	281	5	2%	276	98%	1	0%	1	0%	68	24%	206	73%	274	98%
Parent Not in Armed Forces	281	5	2%	276	98%	1	0%	1	0%	68	24%	206	73%	274	98%

2014 TOTAL COHORT RESULTS IN REGENTS U.S. HISTORY AND GOVERNMENT

A High School 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. Results are reported four years after these students first enter grade 9.



Subgroup	Cohort	Percentage Scoring at Levels													
		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	281	2	1%	279	99%	0	0%	1	0%	39	14%	239	85%	278	99%
General Education	252	1	0%	251	100%	0	0%	0	0%	25	10%	226	90%	251	100%
Students with Disabilities	29	1	3%	28	97%	0	0%	1	3%	14	48%	13	45%	27	93%
Asian or Native Hawaiian/Other Pacific Islander	16	0	0%	16	100%	0	0%	0	0%	6	38%	10	63%	16	100%
Black or African American	18	0	0%	18	100%	0	0%	0	0%	8	44%	10	56%	18	100%
Hispanic or Latino	26	1	4%	25	96%	0	0%	0	0%	7	27%	18	69%	25	96%
White	216	1	0%	215	100%	0	0%	1	0%	18	8%	196	91%	214	99%
Multiracial	5	0	0%	5	100%	0	0%	0	0%	0	0%	5	100%	5	100%
Female	145	0	0%	145	100%	0	0%	1	1%	20	14%	124	86%	144	99%
Male	136	2	1%	134	99%	0	0%	0	0%	19	14%	115	85%	134	99%
English Language Learners	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	278	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	35	1	3%	34	97%	0	0%	0	0%	12	34%	22	63%	34	97%
Not Economically Disadvantaged	246	1	0%	245	100%	0	0%	1	0%	27	11%	217	88%	244	99%
Not Migrant	281	2	1%	279	99%	0	0%	1	0%	39	14%	239	85%	278	99%
Not Homeless	281	2	1%	279	99%	0	0%	1	0%	39	14%	239	85%	278	99%
Not in Foster Care	281	2	1%	279	99%	0	0%	1	0%	39	14%	239	85%	278	99%
Parent Not in Armed Forces	281	2	1%	279	99%	0	0%	1	0%	39	14%	239	85%	278	99%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2017-18)

New York State English as a Second Language Achievement Tests (NYSESLAT) are administered in grades K through 12 to all English Language Learners (ELLs). ELLs are students 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 to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Kindergarten	0	9	11%	11%	11%	33%	33%
Grade 1	0	5	0%	0%	20%	80%	0%
Grade 2	—	4	—	—	—	—	—
Grade 3	0	5	0%	0%	20%	40%	40%
Grade 4	0	10	10%	20%	10%	60%	0%
Grade 5	0	8	0%	0%	25%	63%	13%
Grade 6	—	3	—	—	—	—	—
Grade 7	—	4	—	—	—	—	—
Grade 8	—	3	—	—	—	—	—
Grade 9	—	4	—	—	—	—	—
Grade 10	0	7	0%	14%	14%	29%	43%
Grade 11	—	1	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2017-18)

New York State Alternate Assessments (NYSAA) are administered to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and high school level.

Grade/Subject	Not Tested	Tested	Level 1	Level 2	Level 3	Level 4
Grade 3 ELA	0	5	2	0	2	1
Grade 3 Math	0	5	1	1	2	1
Grade 4 ELA	—	1	—	—	—	—
Grade 4 Math	—	1	—	—	—	—
Grade 4 Science	—	1	—	—	—	—
Grade 5 ELA	—	1	—	—	—	—
Grade 5 Math	—	1	—	—	—	—
Grade 6 ELA	—	2	—	—	—	—
Grade 6 Math	—	2	—	—	—	—
Grade 7 ELA	—	1	—	—	—	—
Grade 7 Math	—	1	—	—	—	—
Grade 8 ELA	—	2	—	—	—	—
Grade 8 Math	—	2	—	—	—	—
Grade 8 Science	—	2	—	—	—	—
Secondary-Level ELA	—	3	—	—	—	—
Secondary-Level Math	—	3	—	—	—	—
Secondary-Level Science	—	3	—	—	—	—

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GLOSSARY OF TERMS - STUDENT AND EDUCATOR REPORT DATA

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.

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ROCKVILLE CENTRE UFSD - STUDENT AND EDUCATOR REPORT [2017 - 18]

The Student and Educator Report provides information to the public on students eligible for free or reduced-price lunch; student attendance and suspensions; and school/district average class size, staff counts, and teacher attendance and turnover. Knowledge gained from this report can be used to improve instruction and services to students.

STUDENT DATA

FREE AND REDUCED-PRICE LUNCH

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
Number	Percent	Number	Percent
425	12%	50	1%

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