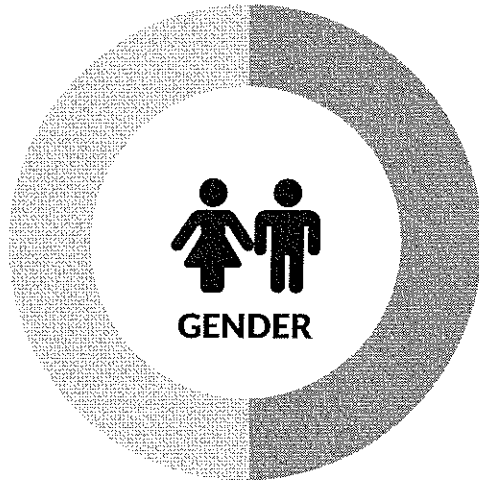
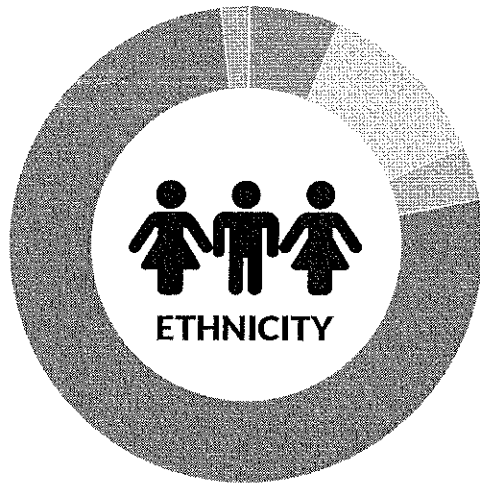


SOUTH SIDE HIGH SCHOOL AT A GLANCE



1,092

Total Students



SOUTH SIDE HIGH SCHOOL DATA

2014-15 2013-14 Archive

STUDENT DATA

SCHOOL DATA

Enrollment Data

School Report Card

High School Graduation Rate

PRINCIPAL: JOHN MURPHY

LEGAL NAME: SOUTH SIDE HIGH SCHOOL

BEDS CODE: 280221030001

INSTITUTION ID: 800000049384

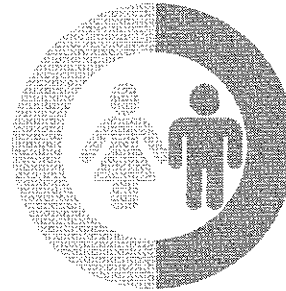
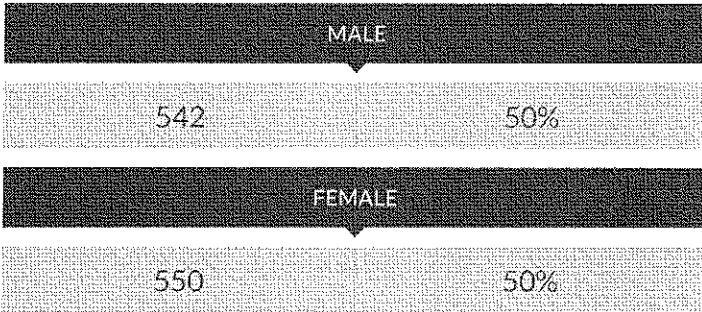
PHONE: (516) 255-8944

WEBSITE: WWW.RVCSCHOOLS.ORG

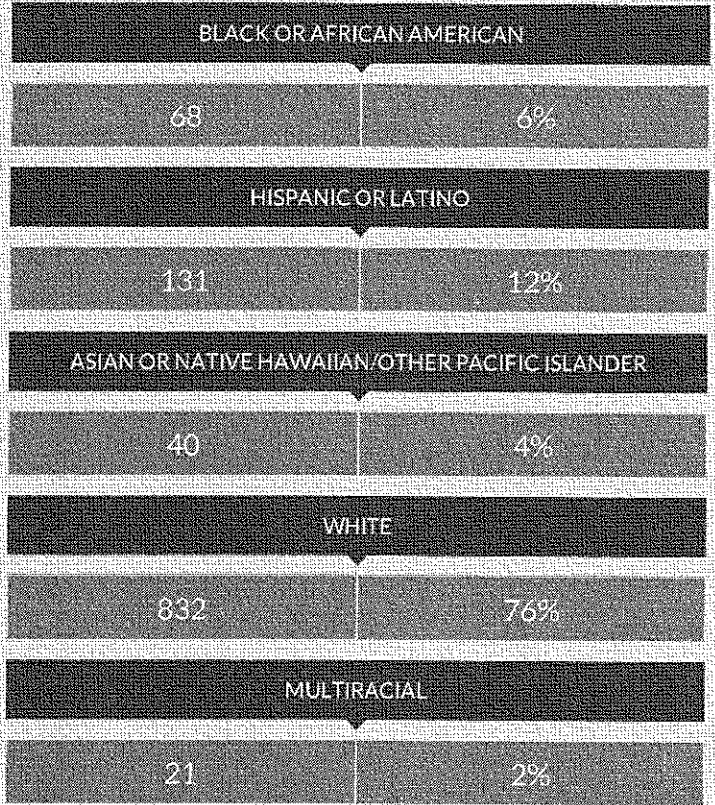
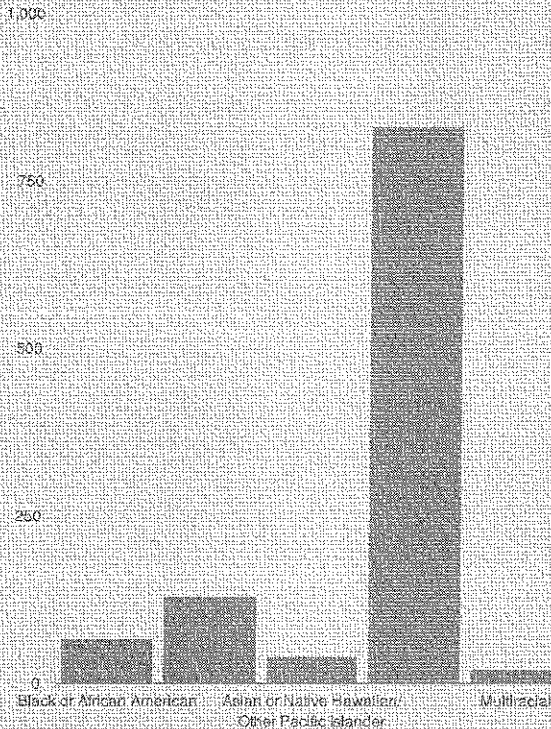
South Side High School
 140 Shepherd St, Rockville Centre, NY 11570 [Directions](#) [Save](#)
 4.2 10 reviews
[View larger map](#)

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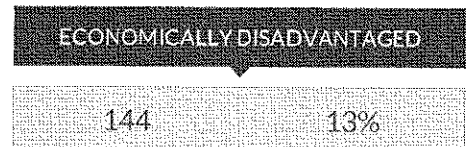
ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



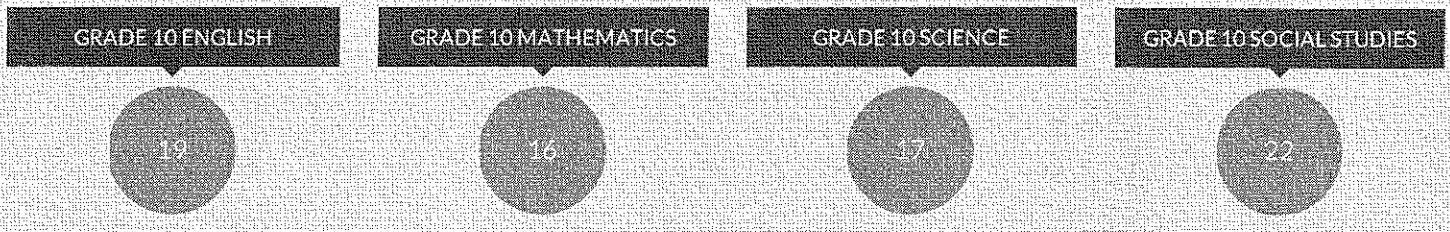
OTHER GROUPS



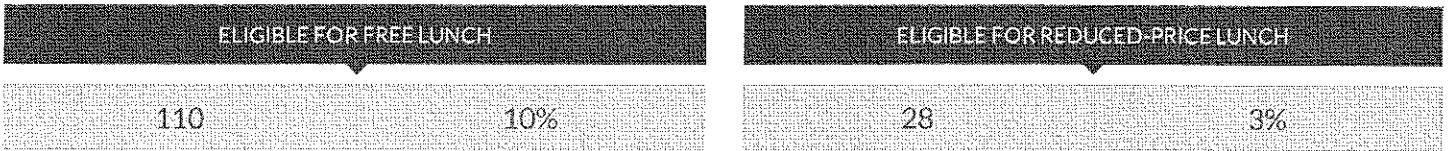
ENROLLMENT BY GRADE



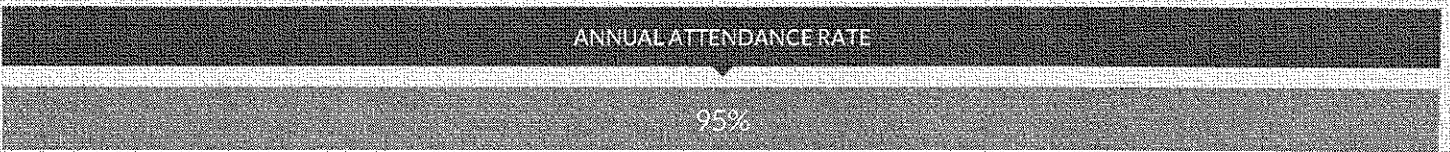
AVERAGE CLASS SIZE (2014 - 15)



FREE AND REDUCED-PRICE LUNCH (2014 - 15)



ATTENDANCE (2013 - 14)

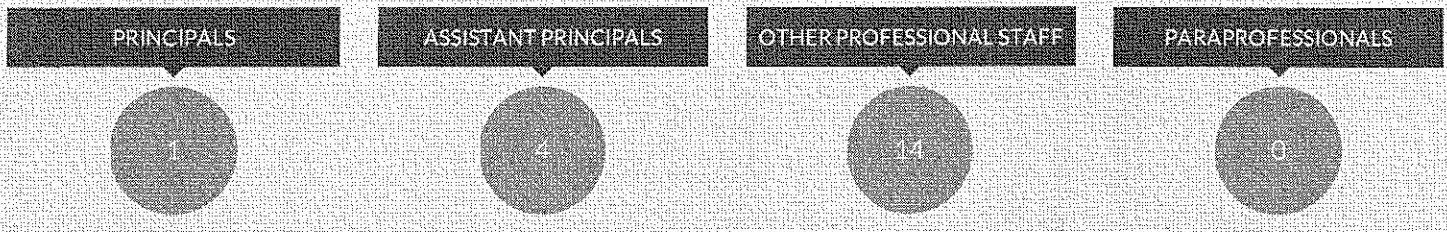


STUDENT SUSPENSIONS (2013 - 14)

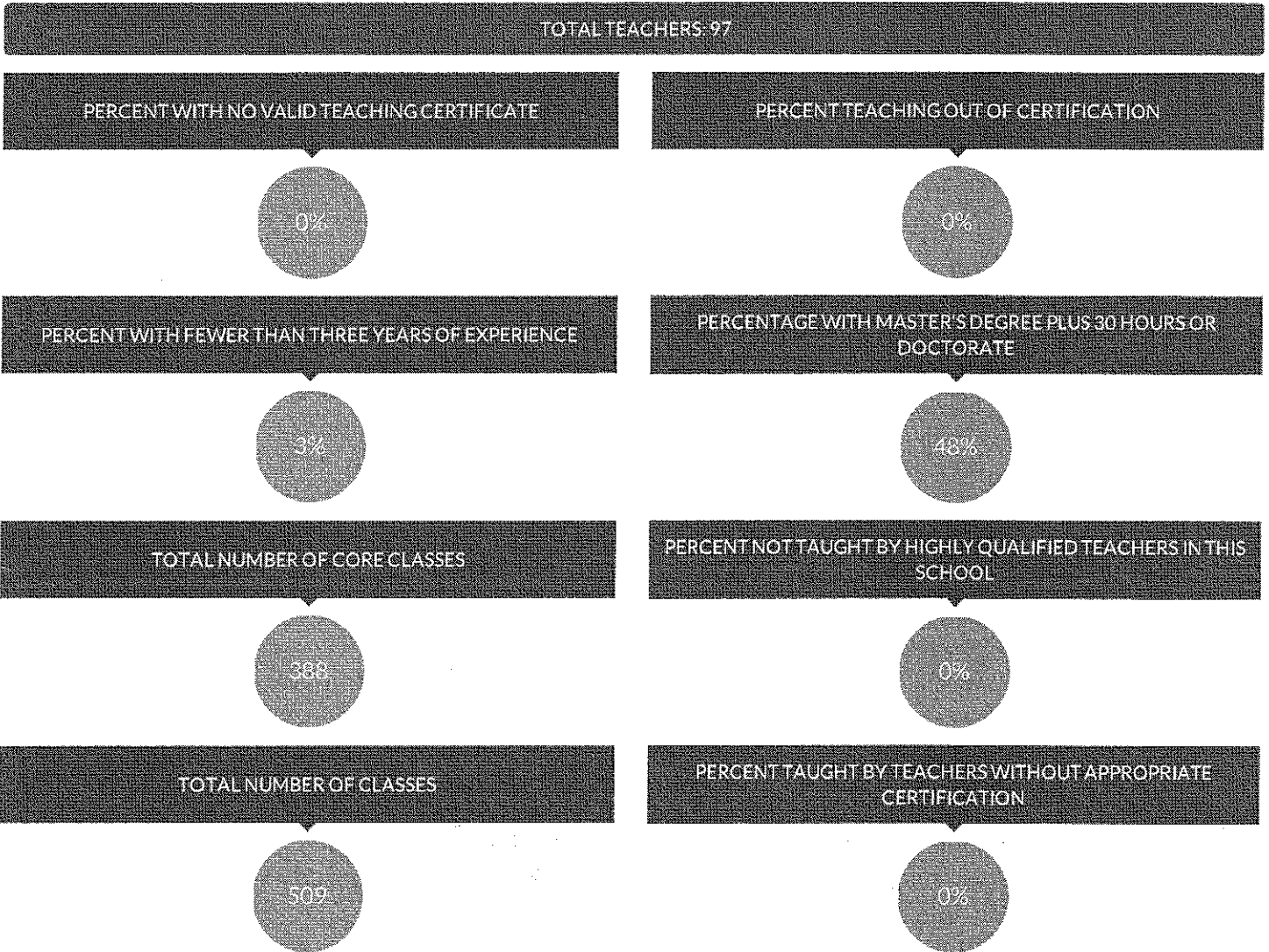


TEACHER TURNOVER RATE (2013-14 TO 2014-15)

STAFF COUNTS (2014 - 15)

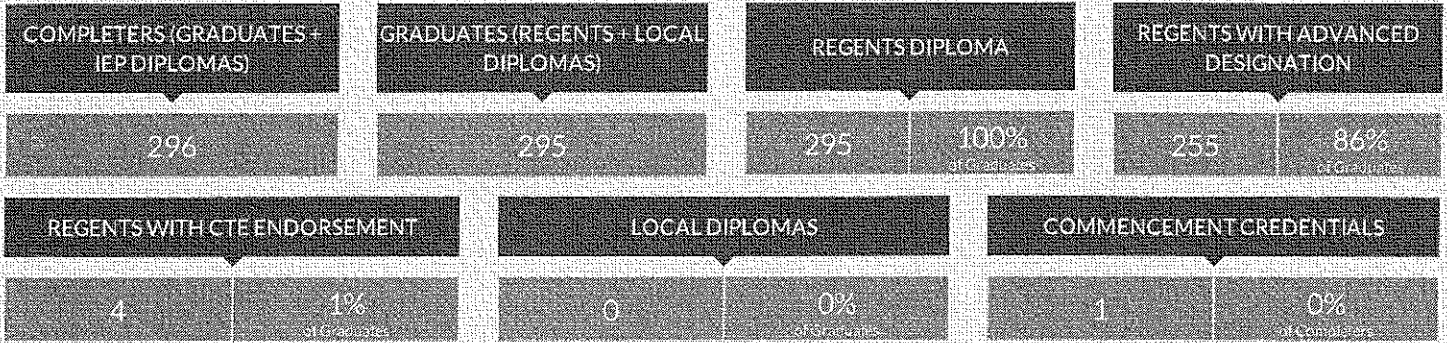


TEACHER QUALIFICATIONS (2014 - 15)

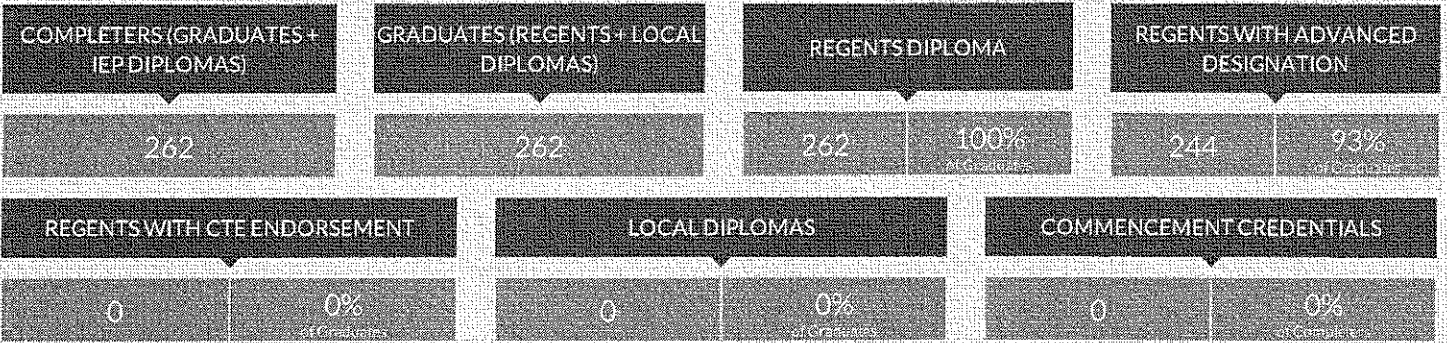


HIGH SCHOOL COMPLETERS (2014 - 15)

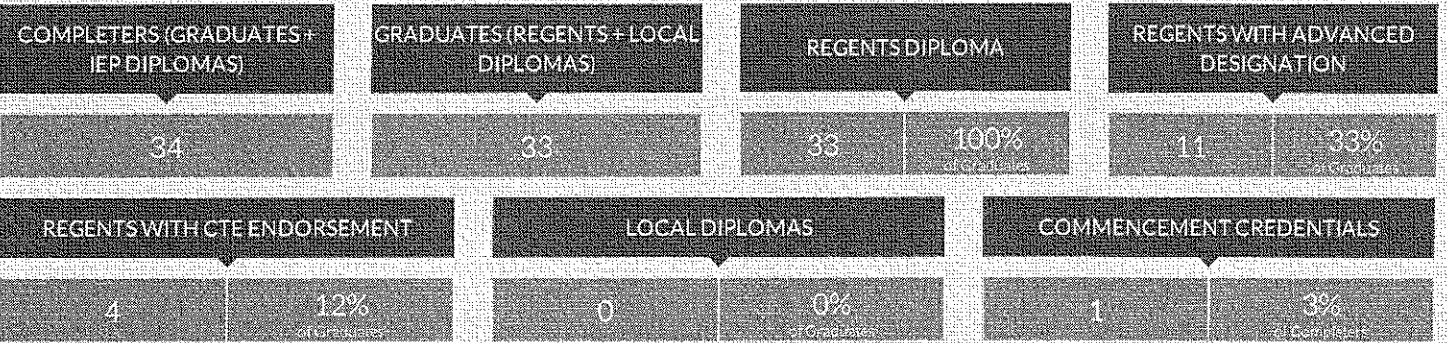
ALL STUDENTS



GENERAL EDUCATION

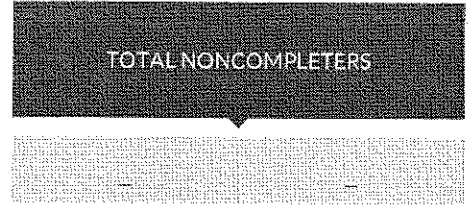
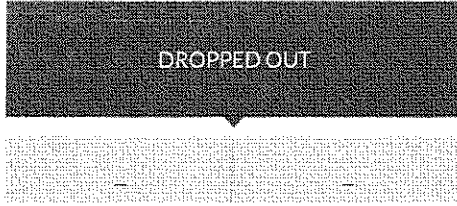


STUDENTS WITH DISABILITIES

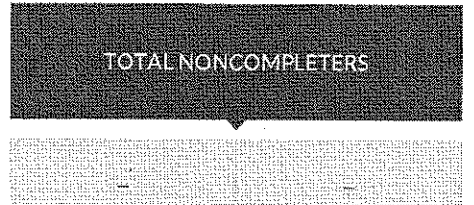
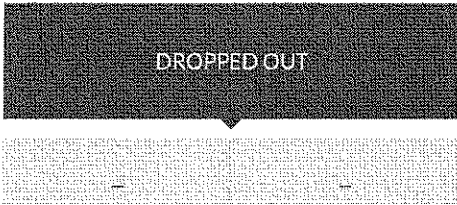


HIGH SCHOOL NON-COMPLETERS (2014 - 15)

ALL STUDENTS



GENERAL EDUCATION



POST-GRADUATION PLANS OF COMPLETERS (2014 - 15)

ALL STUDENTS

TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
242	82%	42	14%	3	1%	1	0%
TO EMPLOYMENT		TO ADULT SERVICES		TO OTHER KNOWN PLANS		PLAN UNKNOWN	
4	1%	1	0%	2	1%	1	0%

GENERAL EDUCATION

TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
231	88%	27	10%	1	0%	1	0%
TO EMPLOYMENT		TO ADULT SERVICES		TO OTHER KNOWN PLANS		PLAN UNKNOWN	
1	0%	0	0%	1	0%	0	0%

STUDENTS WITH DISABILITIES

TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
11	32%	15	44%	2	6%	0	0%
TO EMPLOYMENT		TO ADULT SERVICES		TO OTHER KNOWN PLANS		PLAN UNKNOWN	
3	9%	1	3%	1	3%	1	3%

GRADE: 4 READING

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

MATHEMATICS

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

GRADE: 8 READING

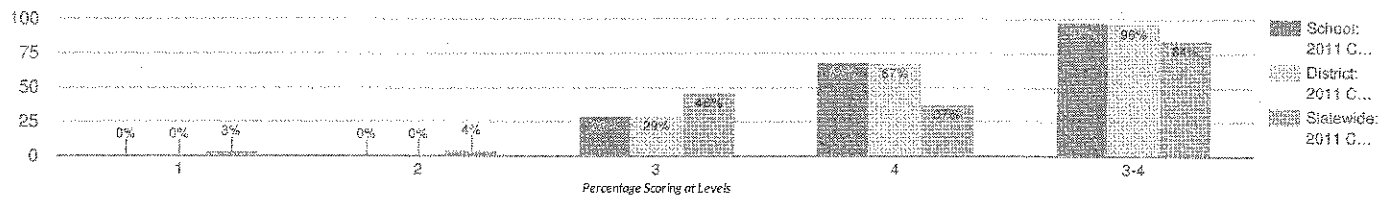
GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	27%	40%	29%	4%	
AMERICAN INDIAN OR ALASKA NATIVE	1%	1%	1%	1%	
HAWAIIAN OR NATIVE HAWAIIAN	19%	39%	34%	8%	
BLACK OR AFRICAN AMERICAN	42%	41%	16%	1%	
HISPANIC OR LATINO	35%	40%	20%	2%	
WHITE	18%	39%	38%	5%	
MULTIRACIAL	1%	1%	1%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

MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	31%	38%	24%	7%	
AMERICAN INDIAN OR ALASKA NATIVE	1%	1%	1%	1%	

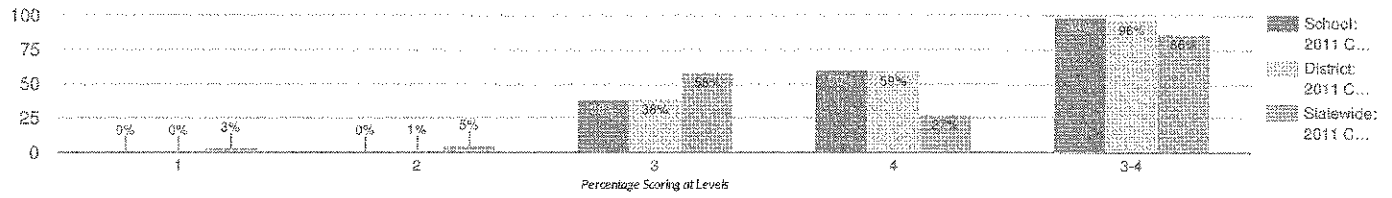
ACCREDITED	18%	30%	33%	19%	
ACCREDITED/NOT ACCREDITED	48%	37%	13%	2%	
ACCREDITED/NOT ACCREDITED	41%	40%	16%	3%	
ACCREDITED	20%	40%	31%	9%	
ACCREDITED	1%	1%	1%	1%	99
ACCREDITED/NOT ACCREDITED	64%	27%	9%	1%	94
ACCREDITED/NOT ACCREDITED	72%	21%	6%	1%	
ACCREDITED/NOT ACCREDITED	40%	39%	17%	4%	

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



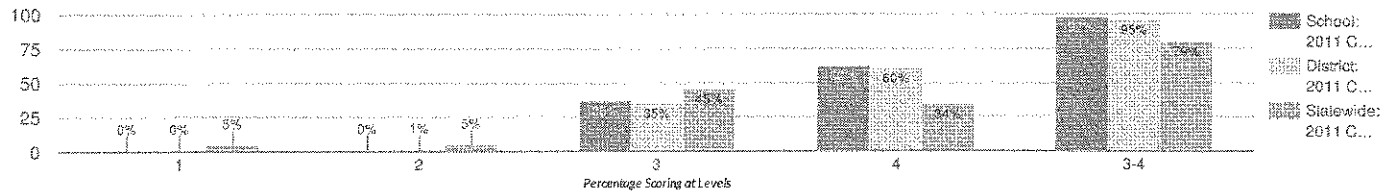
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	305	97%	1	0%	0	0%	88	29%	208	68%
AMERICAN INDIAN	268	98%	1	0%	0	0%	63	24%	199	74%
ASIAN/PACIFIC ISLANDERS	37	92%	0	0%	0	0%	25	68%	9	24%
BLACK OR AFRICAN AMERICAN	12	%	-	-	-	-	-	-	-	-
HISPANIC/LATINO	19	89%	1	5%	0	0%	12	63%	5	26%
INDIAN COMPACT	36	94%	0	0%	0	0%	19	53%	15	42%
W/UT	236	99%	0	0%	0	0%	53	22%	180	76%
WHITE	2	%	-	-	-	-	-	-	-	-
2 ETHNIC TOTAL	14	86%	0	0%	0	0%	4	29%	8	57%
GRADE	147	99%	1	1%	0	0%	31	21%	114	78%
SEX	158	96%	0	0%	0	0%	57	36%	94	59%
W/UT/WHITE	301	%	-	-	-	-	-	-	-	-
W/UT/BLACK/INDIAN	4	%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	45	93%	0	0%	0	0%	32	71%	10	22%
W/UT/BLACK/INDIAN/ASIAN	260	98%	1	0%	0	0%	56	22%	198	76%
W/UT/WHITE	305	97%	1	0%	0	0%	88	29%	208	68%

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



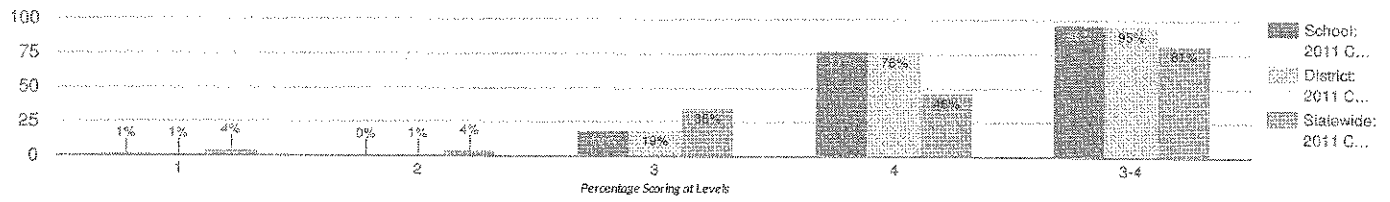
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	305	96%	0	0%	1	0%	117	38%	183	60%
GENERAL EDUCATION	268	99%	0	0%	1	0%	87	32%	179	67%
STUDENTS WITH DISABILITIES	37	92%	0	0%	0	0%	30	81%	4	11%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	12	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	19	95%	0	0%	0	0%	12	63%	6	32%
HISPANIC OR LATINO	36	94%	0	0%	1	3%	23	64%	11	31%
WHITE	236	99%	0	0%	0	0%	75	32%	159	67%
MULTIRACIAL	2	0%	-	-	-	-	-	-	-	-
WALL TO WALL	14	100%	0	0%	0	0%	7	50%	7	50%
BOYD	147	99%	0	0%	0	0%	49	33%	97	66%
TRU	158	97%	0	0%	1	1%	68	43%	86	54%
INDISTRICT	301	0%	-	-	-	-	-	-	-	-
MIDDLE SCHOOL/PROFICIENT	4	0%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	45	95%	0	0%	1	2%	30	67%	12	27%
WALL TO WALL/PROFICIENT	260	99%	0	0%	0	0%	87	33%	171	66%
TOTAL TESTED	305	98%	0	0%	1	0%	117	38%	183	60%

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



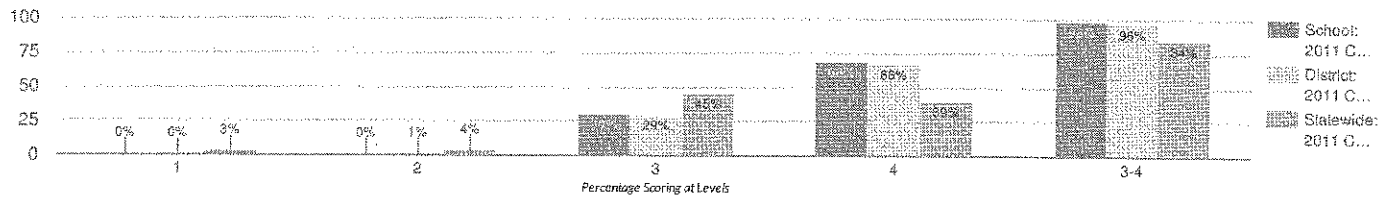
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	305	97%	0	0%	1	0%	109	36%	188	62%
GENERAL STUDENTS	268	99%	0	0%	0	0%	84	31%	180	67%
STUDENT WITH DISABILITIES	37	89%	0	0%	1	3%	25	68%	8	22%
SPANISH NATIVE BILINGUAL/OTHER LANGUAGE	12	-%	-	-	-	-	-	-	-	-
BLACK/AFRICAN AMERICAN	19	89%	0	0%	1	5%	10	53%	7	37%
HISPANIC/CRABINO	36	89%	0	0%	0	0%	20	56%	12	33%
WHITE	236	99%	0	0%	0	0%	75	32%	159	67%
ASIAN/PACIFIC	2	-%	-	-	-	-	-	-	-	-
MULTI RACE/TOTAL	14	100%	0	0%	0	0%	4	29%	10	71%
EMALE	147	99%	0	0%	0	0%	58	39%	87	59%
MALE	158	96%	0	0%	1	1%	51	32%	101	64%
ENGLISH PROFICIENT	301	-%	-	-	-	-	-	-	-	-
LIMITED ENGLISH PROFICIENT	4	-%	-	-	-	-	-	-	-	-
NON-CRABINO/CRABINO/ASIAN/PACIFIC	45	89%	0	0%	1	2%	27	60%	13	29%
CRABINO/WHITE/BLACK/AFRICAN AMERICAN	260	99%	0	0%	0	0%	82	32%	175	67%
ASIAN/PACIFIC	305	97%	0	0%	1	0%	109	36%	188	62%

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



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ASIAN/PACIFIC ISLANDER	305	96%	2	1%	1	0%	58	19%	236	77%
GENERAL EDUCATION	268	97%	1	0%	1	0%	41	15%	220	82%
STUDENT WITH DISABILITIES	37	89%	1	3%	0	0%	17	46%	16	43%
ASIAN/PACIFIC ISLANDER/OTHER PACIFIC ISLANDER	12	-%	-	-	-	-	-	-	-	-
BLACK ORAfrican AMERICAN	19	84%	2	11%	0	0%	8	42%	8	42%
HISPANIC/LATINO	36	92%	0	0%	1	3%	16	44%	17	47%
WHITE	236	99%	0	0%	0	0%	31	13%	202	86%
MULTIRACIAL	2	-%	-	-	-	-	-	-	-	-
STUDENT WITH ILLNESSES	14	86%	0	0%	0	0%	3	21%	9	64%
INDIAN	147	99%	1	1%	0	0%	29	20%	116	79%
MALE	158	94%	1	1%	1	1%	29	18%	120	76%
ENGLISH LEARNER	201	-%	-	-	-	-	-	-	-	-
AMERICAN INDIAN/ALASKA NATIVE	4	-%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	45	89%	1	2%	1	2%	22	49%	18	40%
NON-ECONOMICALLY DISADVANTAGED	260	98%	1	0%	0	0%	36	14%	218	84%
TOTAL GRADE 8	305	96%	2	1%	1	0%	58	19%	236	77%

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



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	305	98%	1	0%	1	0%	92	30%	207	68%
GENERAL EDUCATION	268	99%	1	0%	0	0%	69	26%	197	74%
STUDENT WITH DISABILITIES	37	89%	0	0%	1	3%	23	62%	10	27%
ASIAN OR NATIVE HAWAIIAN OR OTHER ISLANDER	12	-%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	19	95%	0	0%	0	0%	12	63%	6	32%
HISPANIC OR LATINO	36	92%	1	3%	1	3%	21	58%	12	33%
WHITE	236	99%	0	0%	0	0%	55	23%	179	76%
MULTIRACIAL	2	-%	-	-	-	-	-	-	-	-
RACE GROUP TOTAL	14	100%	0	0%	0	0%	4	29%	10	71%
ELL/MLL	147	99%	0	0%	1	1%	44	30%	101	69%
ELL/MLL	158	97%	1	1%	0	0%	48	30%	106	67%
NONENGLISH SPEAKING	301	-%	-	-	-	-	-	-	-	-
ENGLISH AS A SECOND LANGUAGE	4	-%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	45	91%	1	2%	1	2%	31	69%	10	22%
ECONOMICALLY ADVANTAGED	260	99%	0	0%	0	0%	61	23%	197	76%
NONENGLISH SPEAKING	305	98%	1	0%	1	0%	92	30%	207	68%

COMPREHENSIVE ENGLISH

REGENTS COMPREHENSIVE ENGLISH

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	259	257	99%	256	99%	202	78%
GENERAL EDUCATION	226	225	100%	224	99%	194	86%
STUDENT WITH DISABILITIES	33	32	97%	32	97%	8	24%
ASIAN/PACIFIC ISLANDER/OTHER PACIFIC	7	7	100%	7	100%	6	86%
BLACK/AFRICAN AMERICAN	21	20	95%	19	90%	5	24%
HISPANIC/LATINO	36	36	100%	36	100%	18	50%
WHITE	186	185	99%	185	99%	144	88%
MULTIRACIA	9	9	100%	9	100%	9	100%
PRIVATE	135	135	100%	134	99%	109	81%
WALK	124	122	98%	122	98%	93	75%
NON-ENGLISH LANGUAGE LEARNERS	255	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	48	48	100%	47	98%	22	46%
NON-ECONOMICALLY DISADVANTAGED	211	209	99%	209	99%	180	85%
NOT REPORTED	259	257	99%	256	99%	202	78%

INTEGRATED ALGEBRA

REGENTS INTEGRATED ALGEBRA

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	17	17	100%	16	94%	1	6%
GENERAL EDUCATION	7	7	100%	7	100%	1	14%
STUDENT WITH DISABILITIES	10	10	100%	9	90%	0	0%
ASIAN/PACIFIC ISLANDER/OTHER PACIFIC	1	-	-	-	-	-	-
BLACK/AFRICAN AMERICAN	3	-	-	-	-	-	-
HISPANIC/LATINO	5	-	-	-	-	-	-
WHITE	8	8	100%	8	100%	0	0%
MULTIRACIA	9	9	100%	8	89%	1	11%
PRIVATE	6	6	100%	6	100%	1	17%
WALK	11	11	100%	10	91%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	16	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	7	7	100%	6	86%	1	14%
NON-ECONOMICALLY DISADVANTAGED	10	10	100%	10	100%	0	0%
NOT REPORTED	17	17	100%	16	94%	1	6%

GEOMETRY

REGENTS GEOMETRY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	289	274	95%	127	44%		
GENERAL POPULATION	250	246	98%	125	50%		
STUDENTS WITH DISABILITIES	39	28	72%	22	56%	2	5%
ADJORNATIVE LANGUAGE LEARNERS	15	15	100%	14	93%	8	53%
BLACK OR HISPANIC AMERICAN	20	19	95%	16	80%	0	0%
NON-HISPANIC WHITE	37	27	73%	23	62%	7	19%
WOMEN	212	208	98%	206	97%	110	52%
MULTIRACIAL	5	5	100%	5	100%	2	40%
LEARNERS	146	141	97%	138	95%	65	45%
MALE	143	133	93%	126	88%	62	43%
NON-ENGLISH LANGUAGE LEARNERS	286	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	36	26	72%	19	53%	2	6%
NON-ECONOMICALLY DISADVANTAGED	253	248	98%	245	97%	125	49%
NON-MALE	289	274	95%	264	91%	127	44%

ALGEBRA 2/TRIGONOMETRY

REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	282	248	88%	222	79%	113	40%
GENERAL POPULATION	254	233	92%	213	84%	112	44%
STUDENTS WITH DISABILITIES	28	15	54%	9	32%	1	4%
ADJORNATIVE LANGUAGE LEARNERS	7	-	-	-	-	-	-
BLACK OR HISPANIC AMERICAN	21	11	52%	9	43%	2	10%
LEARNERS OF LATINO	40	30	75%	20	50%	3	8%
WOMEN	211	198	94%	185	88%	103	49%
MULTIRACIAL	3	-	-	-	-	-	-
W/ DISABILITY	10	9	90%	8	80%	5	50%
MALE	144	126	88%	115	80%	65	45%
MALE	138	122	88%	107	78%	48	35%
NON-ENGLISH LANGUAGE LEARNERS	280	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	39	23	59%	16	41%	1	3%
NON-ECONOMICALLY DISADVANTAGED	243	225	93%	206	85%	112	46%
NON-MALE	282	248	88%	222	79%	113	40%

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	29	3	10%	12	41%	13	45%	1	3%	0	0%
GENERAL EDUCATION	21	3	14%	5	24%	12	57%	1	5%	0	0%
THESE WITH SPECIAL NEEDS	8	0	0%	7	88%	1	13%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	2	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	7	-	-	-	-	-	-	-	-	-	-
HISPANIC/LATINO	11	2	18%	4	36%	5	45%	0	0%	0	0%
WHITE	9	0	0%	4	44%	4	44%	1	11%	0	0%
SMALL COUNTYS TOTAL	9	1	11%	4	44%	4	44%	0	0%	0	0%
ESSELL	17	2	12%	5	29%	9	53%	1	6%	0	0%
WYDE	12	1	8%	7	58%	4	33%	0	0%	0	0%
NON ENGLISH LANGUAGE LEARNERS	24	3	13%	9	38%	11	46%	1	4%	0	0%
ENGLISH LANGUAGE LEARNERS	5	0	0%	3	60%	2	40%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	16	1	6%	6	38%	8	50%	1	6%	0	0%
NOT ECONOMICALLY DISADVANTAGED	13	2	15%	6	46%	5	38%	0	0%	0	0%
NON MIGRANT	29	3	10%	12	41%	13	45%	1	3%	0	0%

GEOMETRY (COMMON CORE)

GEOMETRY (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	273	61	22%	72	26%	128	47%	8	3%	4	1%
GENERAL EDUCATION	239	34	14%	65	27%	128	54%	8	3%	4	2%
THESE WITH SPECIAL NEEDS	34	27	79%	7	21%	0	0%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	15	3	20%	5	33%	7	47%	0	0%	0	0%
BLACK OR AFRICAN AMERICAN	18	11	61%	4	22%	3	17%	0	0%	0	0%
HISPANIC/LATINO	35	17	49%	7	20%	11	31%	0	0%	0	0%
WHITE	200	29	15%	54	27%	106	53%	8	4%	3	2%
SMALL COUNTYS TOTAL	5	1	20%	2	40%	1	20%	0	0%	1	20%
ESSELL	137	25	18%	35	26%	73	53%	4	2%	1	1%
WYDE	136	36	26%	37	27%	55	40%	5	4%	3	2%
NON ENGLISH LANGUAGE LEARNERS	269	-	-	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	-	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	31	21	68%	5	16%	5	16%	0	0%	0	0%
NOT ECONOMICALLY DISADVANTAGED	242	40	17%	67	28%	123	51%	8	3%	4	2%
NON MIGRANT	273	61	22%	72	26%	128	47%	8	3%	4	1%

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	270	262	97%	250	93%	157	58%
GENERAL EDUCATION	224	221	99%	213	96%	151	67%
STUDENTS WITH DISABILITIES	46	41	89%	35	76%	6	13%
ASIAN/PACIFIC ISLANDER/OTHER PACIFIC	8	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	21	19	90%	15	71%	2	10%
HISPANIC/CRICIANO	44	42	95%	38	86%	9	20%
WHITE	195	192	98%	189	97%	136	71%
MULTIRACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	10	9	90%	8	80%	8	80%
EMALE	134	132	99%	126	94%	80	60%
MALE	136	130	96%	124	91%	77	57%
NON-ECONOMICALLY DISADVANTAGED	267	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	3	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	40	38	95%	31	78%	3	8%
NON-ECONOMICALLY DISADVANTAGED	230	224	97%	219	95%	154	67%
ECONOMICALLY DISADVANTAGED	270	262	97%	250	93%	157	58%

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENT	259	255	98%	252	97%	200	77%
GENERAL EDUCATION	224	223	100%	221	99%	190	85%
STUDENTS WITH DISABILITIES	35	32	91%	31	89%	10	29%
ASIAN/PACIFIC ISLANDER/OTHER PACIFIC	7	7	100%	7	100%	6	86%
BLACK OR AFRICAN AMERICAN	19	18	95%	18	95%	6	32%
HISPANIC/CRICIANO	37	35	95%	33	89%	20	54%
WHITE	187	186	99%	185	99%	160	86%
MULTIRACIAL	9	9	100%	9	100%	8	89%
EMALE	135	134	99%	134	99%	103	76%
MALE	124	121	98%	118	95%	97	78%
NON-ECONOMICALLY DISADVANTAGED	255	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	4	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	48	46	96%	44	92%	22	46%
NON-ECONOMICALLY DISADVANTAGED	211	209	99%	206	99%	178	84%
ECONOMICALLY DISADVANTAGED	259	255	98%	252	97%	200	77%

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	294	290	99%	282	96%	182	62%
GRADE EDUCATION	253	252	100%	250	99%	176	70%
STUDENTS WITH DISABILITIES	41	38	93%	32	78%	6	15%
LEARNER DIVERSITY (NON-ENGLISH SPEAKING)	13	13	100%	13	100%	8	62%
BLACK OR AFRICAN AMERICAN	19	19	100%	18	95%	1	5%
HISPANIC OR LATINO	44	42	95%	36	82%	12	27%
WHITE	212	211	100%	210	99%	157	74%
ASIAN/PACIFIC ISLANDER	6	5	83%	5	83%	4	67%
TRINIDAD	149	148	99%	147	99%	93	62%
MULTI RACE	145	142	98%	135	93%	89	61%
NON-ENGLISH LANGUAGE LEARNERS	286	283	99%	279	98%	182	64%
ENGLISH AS A SECOND LANGUAGE	8	7	88%	3	38%	0	0%
ECONOMICALLY DISADVANTAGED	43	41	95%	35	81%	3	7%
NON-ECONOMICALLY DISADVANTAGED	251	249	99%	247	98%	179	71%
NON-HISPANIC	294	290	99%	282	96%	182	62%

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	34	31	91%	21	62%	1	3%
GRADE EDUCATION	22	20	91%	16	73%	1	5%
STUDENTS WITH DISABILITIES	12	11	92%	5	42%	0	0%
LEARNER DIVERSITY (NON-ENGLISH SPEAKING)	3	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	4	-	-	-	-	-	-
HISPANIC OR LATINO	16	14	88%	8	50%	0	0%
WHITE	11	11	100%	9	82%	1	9%
MULTI RACE	7	6	86%	4	57%	0	0%
ASIAN/PACIFIC ISLANDER	16	16	100%	11	69%	1	6%
TRINIDAD	18	15	83%	10	56%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	31	-	-	-	-	-	-
ENGLISH AS A SECOND LANGUAGE	3	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	17	15	88%	9	53%	1	6%
NON-ECONOMICALLY DISADVANTAGED	17	16	94%	12	71%	0	0%
NON-HISPANIC	34	31	91%	21	62%	1	3%

PHYSICAL SETTING/CHEMISTRY

REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55	65	85			
RESIDENTS	240	228	95%	208	87%	86	36%
GENERAL EDUCATION	221	212	96%	199	90%	84	38%
STUDENTS WITH DISABILITIES	19	16	84%	9	47%	2	11%
STANFORD/STIVAN/STANFORD/STIVAN	8	-	-	-	-	-	-
BERKELLEY/BERKELLEY/BERKELLEY	14	11	79%	8	57%	1	7%
UNIVERSITY OF CALIFORNIA	28	25	89%	19	68%	1	4%
WHITE	188	182	97%	172	91%	79	42%
MULTIRACIAL	2	-	-	-	-	-	-
BLACK/BLACK/BLACK	10	10	100%	9	90%	5	50%
ASIAN	124	119	96%	106	85%	49	40%
PALE	116	109	94%	102	88%	37	32%
NON-INDIAN/INDIAN/INDIAN/INDIAN	239	-	-	-	-	-	-
ASIAN LANGUAGE LEARNERS	1	-	-	-	-	-	-
NON-ECONOMICALLY DISADVANTAGED	17	14	82%	11	65%	0	0%
ECONOMICALLY DISADVANTAGED	223	214	96%	197	88%	86	39%
OVERALL	240	228	95%	208	87%	86	36%

PHYSICAL SETTING/PHYSICS

REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED	55	65	85			
RESIDENTS	185	175	95%	164	89%	77	42%
GENERAL EDUCATION	181	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	-	-	-	-	-	-
STANFORD/STIVAN/STANFORD/STIVAN	7	7	100%	7	100%	2	29%
BERKELLEY/BERKELLEY/BERKELLEY	5	3	60%	3	60%	0	0%
UNIVERSITY OF CALIFORNIA	14	12	86%	9	64%	4	29%
WHITE	152	146	96%	138	91%	68	45%
MULTIRACIAL	7	7	100%	7	100%	3	43%
BLACK	95	92	97%	86	91%	46	48%
ASIAN	90	83	92%	78	87%	31	34%
NON-INDIAN/INDIAN/INDIAN/INDIAN	185	175	95%	164	89%	77	42%
ECONOMICALLY DISADVANTAGED	21	18	86%	17	81%	4	19%
NON-ECONOMICALLY DISADVANTAGED	164	157	96%	147	90%	73	45%
OVERALL	185	175	95%	164	89%	77	42%

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

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
COGNITIVE LEVEL 1A	3	%				
COGNITIVE LEVEL 1B	3	%				
COGNITIVE LEVEL 1C	3	%				
COGNITIVE LEVEL 1D	3	%				

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2014 - 15)

GRADE 9

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	4					
GENERAL EDUCATION	3					
STUDENTS WITH DISABILITIES	1					

GRADE 10

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

GRADE 11

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

GRADE 12

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	3					
GENERAL EDUCATION	2					
STUDENTS WITH DISABILITIES	1					

SECONDARY-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

ALL STUDENTS

MADE AYP:

TESTED 95%

YES

12TH GRADERS

298

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

100%

PI >= EAMO OR SAFE HARBOR TARGET

YES

2011 ACCOUNTABILITY COHORT MEMBERS

299

PI

189

EAMO

164

SAFE HARBOR TARGET

164

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%		12TH GRADERS		PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	
—		0		—	
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET	
—	0	—	—	—	

BLACK OR AFRICAN AMERICAN

MADE AYP: —

TESTED 95%		12TH GRADERS		PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	
—		18		—	
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET	
—	17	—	—	—	

HISPANIC OR LATINO

MADE AYP: —

TESTED 95%		12TH GRADERS		PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	
—		35		—	
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET	
YES	34	179	137	137	

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

TESTED 95%		12TH GRADERS		PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	
—		10		—	

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	10	—	—	—

WHITE

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
YES	234	100%

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
YES	236	192	174	174

MULTIRACIAL

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
—	1	—

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	2	—	—	—

STUDENTS WITH DISABILITIES

MADE AYP: 75

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
—	36	—

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
YES	37+	151+	109	109

LIMITED ENGLISH PROFICIENT

MADE AYP —

TESTED 95%

12TH GRADERS

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

3

PI >= EAMO OR SAFE HARBOR TARGET

2011 ACCOUNTABILITY COHORT MEMBERS

PI

EAMO

SAFE HARBOR TARGET

3

ECONOMICALLY DISADVANTAGED

MADE AYP

TESTED 95%

12TH GRADERS

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

YES

41

100%

PI >= EAMO OR SAFE HARBOR TARGET

2011 ACCOUNTABILITY COHORT MEMBERS

PI

EAMO

SAFE HARBOR TARGET

43

156

142

142

YES

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
298	100%	299	189

NOT BLACK OR AFRICAN AMERICAN

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
280	100%	282	190

NOT HISPANIC OR LATINO

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
263	100%	265	190

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
288	100%	289	189

NOT WHITE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
64	100%	63	175

NOT MULTIRACIAL

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
297	100%	297	189

GENERAL EDUCATION

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

262	100%	263	194
ENGLISH PROFICIENT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
295	100%	296	190
NOT ECONOMICALLY DISADVANTAGED			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
257	100%	256	194
MALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
154	100%	154	186
FEMALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
144	100%	145	192
MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
0	—	0	—
NOT MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
298	100%	299	189

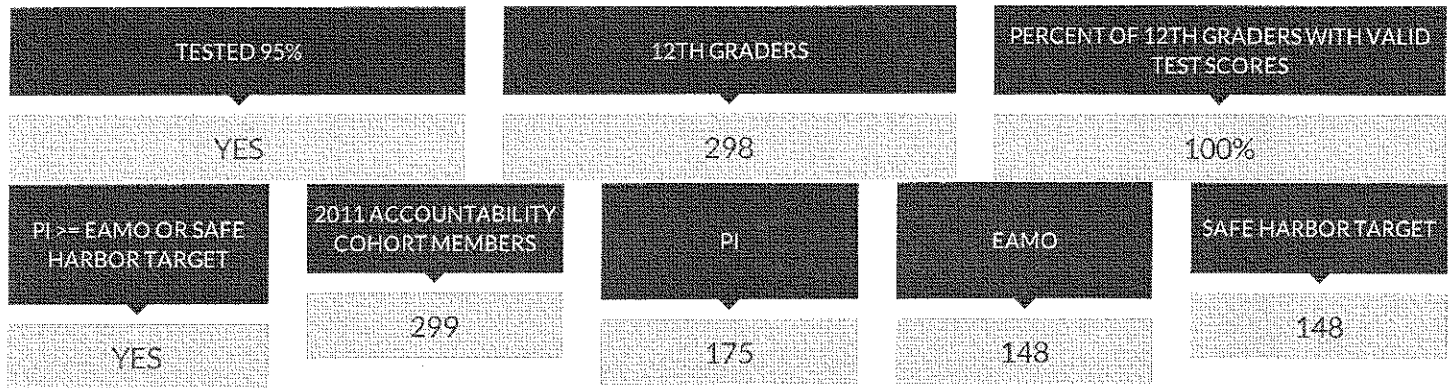
— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2011 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

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

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

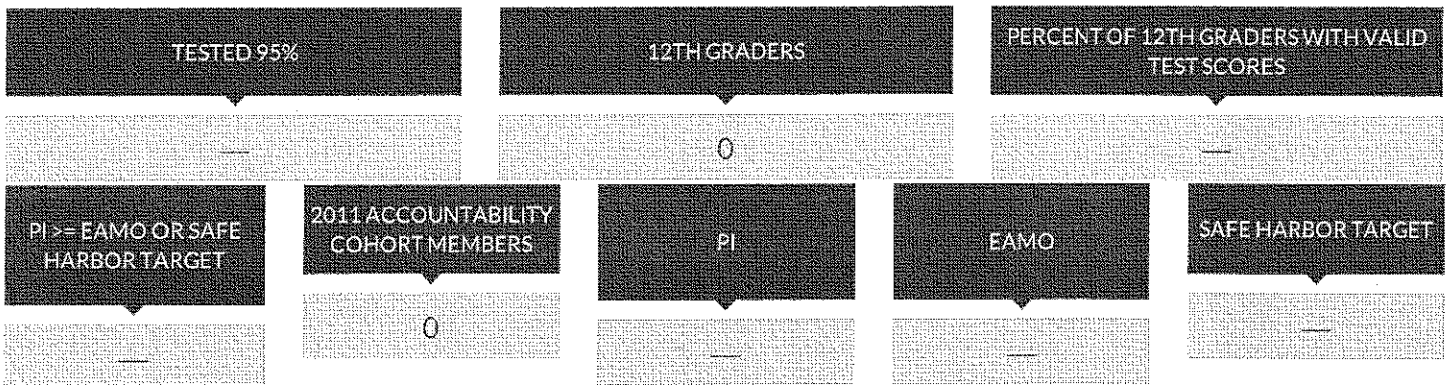
ALL STUDENTS

MADE AYP:



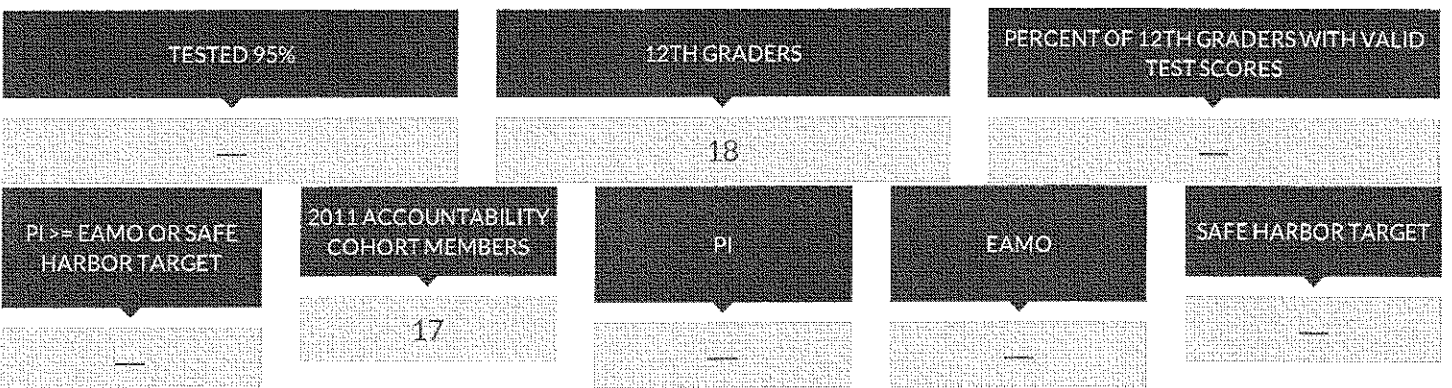
AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —



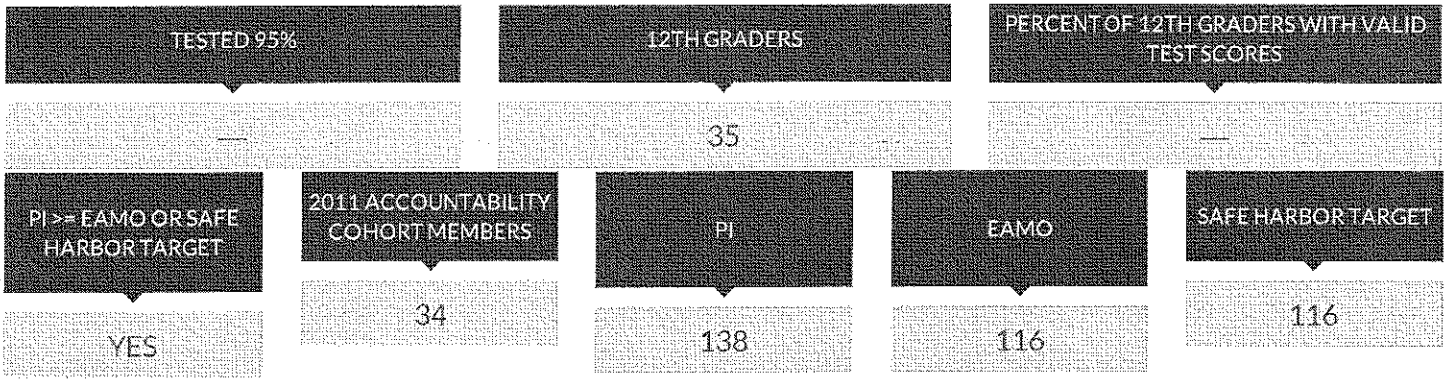
BLACK OR AFRICAN AMERICAN

MADE AYP: —

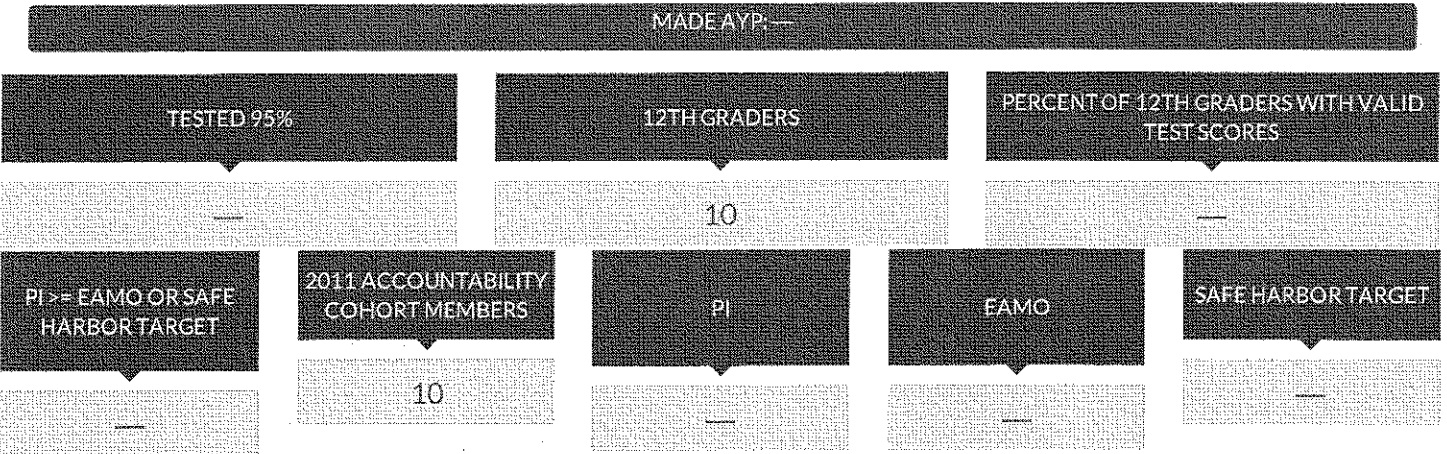


HISPANIC OR LATINO

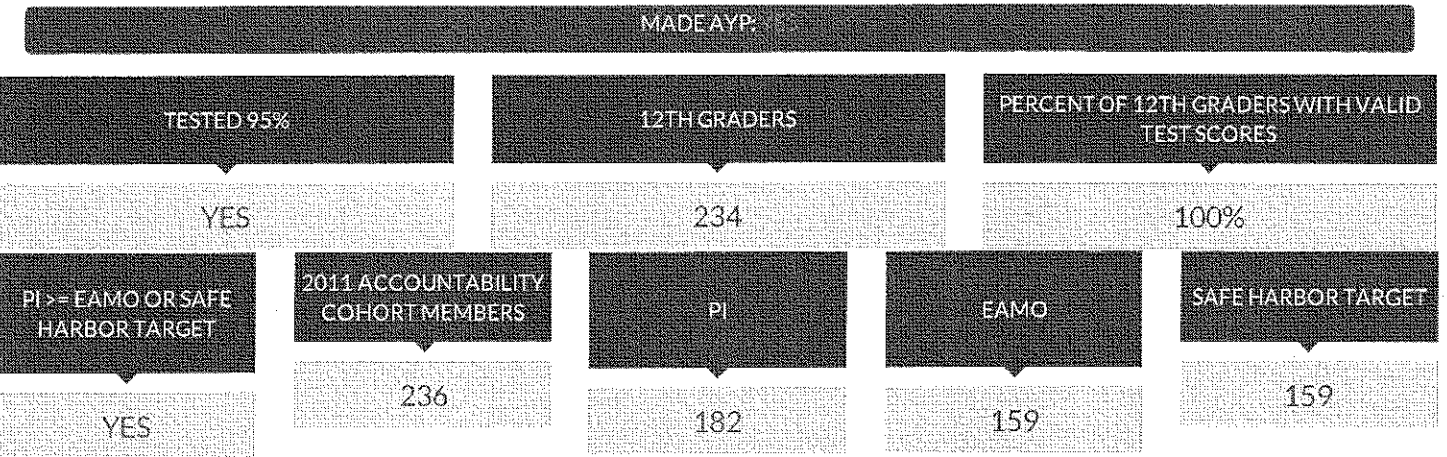
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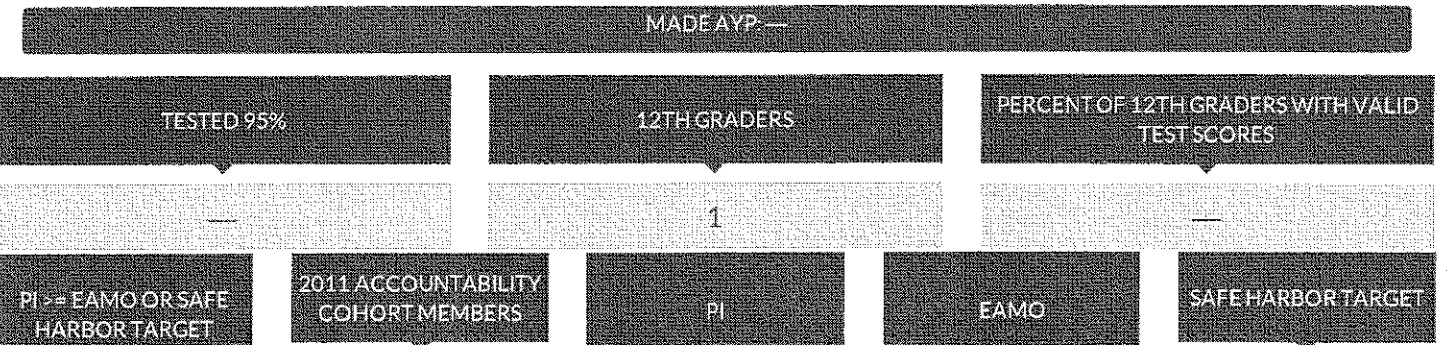
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



WHITE



MULTIRACIAL



2			
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STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
—	36	—

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
YES	37†	138†	98	98

LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
—	3	—

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	3	—	—	—

ECONOMICALLY DISADVANTAGED

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
YES	41	100%

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
YES	43	126	123	123

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
298	100%	299	175

NOT BLACK OR AFRICAN AMERICAN

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
280	100%	282	177

NOT HISPANIC OR LATINO

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
263	100%	265	180

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
288	100%	289	174

NOT WHITE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
64	100%	63	148

NOT MULTIRACIAL

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
297	100%	297	175

GENERAL EDUCATION

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

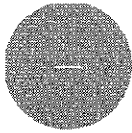
262	100%	263	180
ENGLISH PROFICIENT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
295	100%	296	176
NOT ECONOMICALLY DISADVANTAGED			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
257	100%	256	183
MALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
154	100%	154	171
FEMALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
144	100%	145	179
MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
0	—	0	—
NOT MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
298	100%	299	175

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2011 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

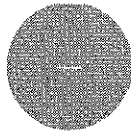
† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

ALL STUDENTS

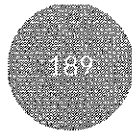
ELEMENTARY/MIDDLE-LEVEL ELA PI



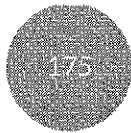
ELEMENTARY/MIDDLE-LEVEL MATH PI



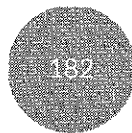
SECONDARY-LEVEL ELA PI



SECONDARY-LEVEL MATH PI

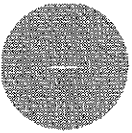


UNWEIGHTED COMBINED PI

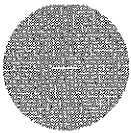


AMERICAN INDIAN OR ALASKA NATIVE

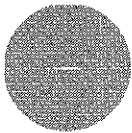
ELEMENTARY/MIDDLE-LEVEL ELA PI



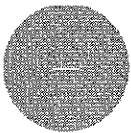
ELEMENTARY/MIDDLE-LEVEL MATH PI



SECONDARY-LEVEL ELA PI



SECONDARY-LEVEL MATH PI



UNWEIGHTED COMBINED PI



BLACK OR AFRICAN AMERICAN

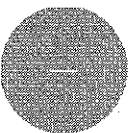
ELEMENTARY/MIDDLE-LEVEL ELA PI



ELEMENTARY/MIDDLE-LEVEL MATH PI



SECONDARY-LEVEL ELA PI



SECONDARY-LEVEL MATH PI



UNWEIGHTED COMBINED PI



HISPANIC OR LATINO

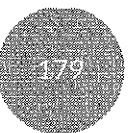
ELEMENTARY/MIDDLE-LEVEL ELA PI



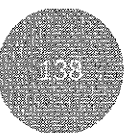
ELEMENTARY/MIDDLE-LEVEL MATH PI



SECONDARY-LEVEL ELA PI



SECONDARY-LEVEL MATH PI



UNWEIGHTED COMBINED PI



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

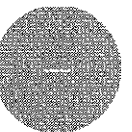
ELEMENTARY/MIDDLE-LEVEL ELA PI



ELEMENTARY/MIDDLE-LEVEL MATH PI



SECONDARY-LEVEL ELA PI



SECONDARY-LEVEL MATH PI



UNWEIGHTED COMBINED PI



WHITE

ELEMENTARY/MIDDLE-LEVEL ELA PI



ELEMENTARY/MIDDLE-LEVEL MATH PI



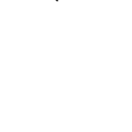
SECONDARY-LEVEL ELA PI

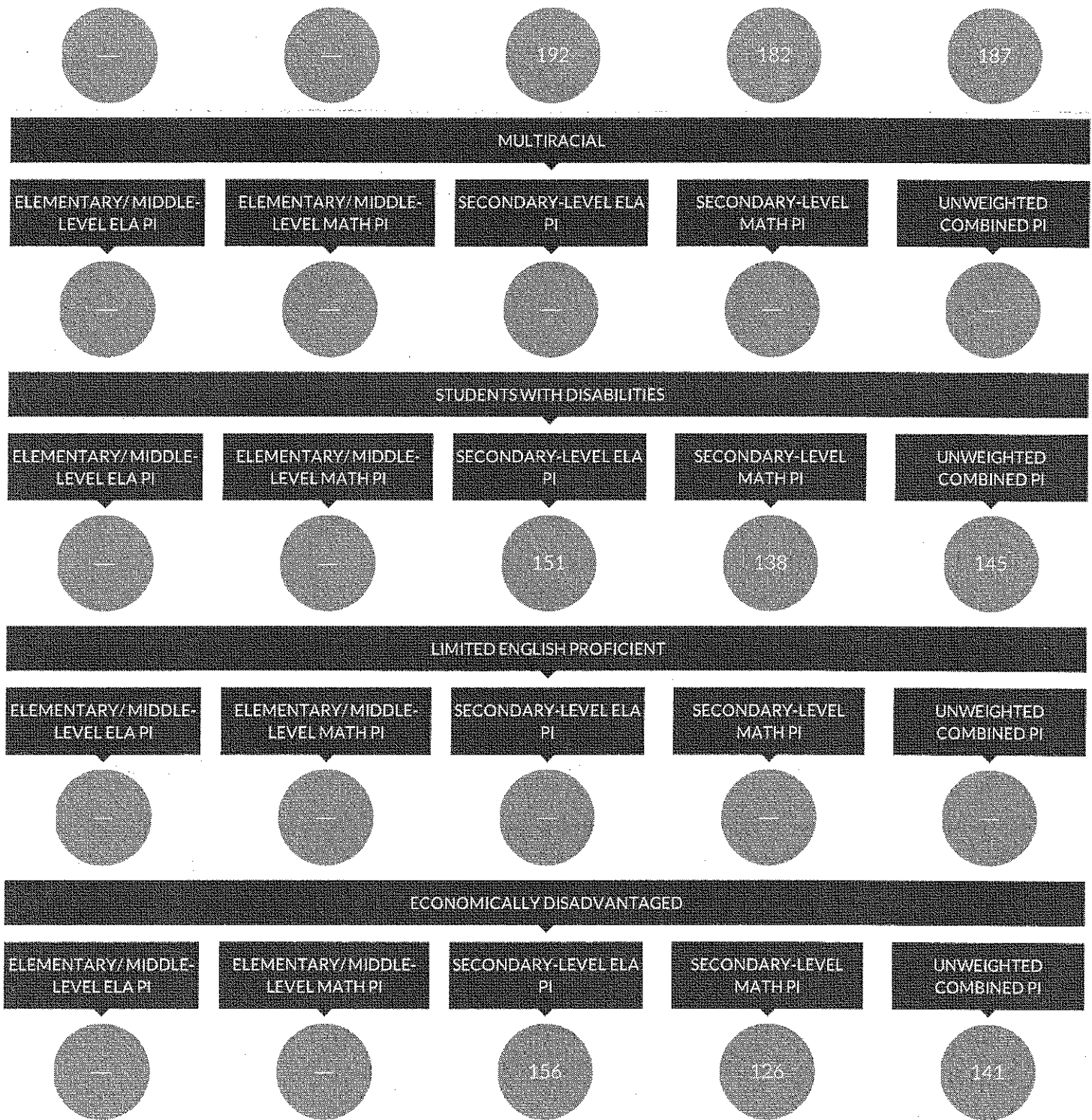


SECONDARY-LEVEL MATH PI



UNWEIGHTED COMBINED PI

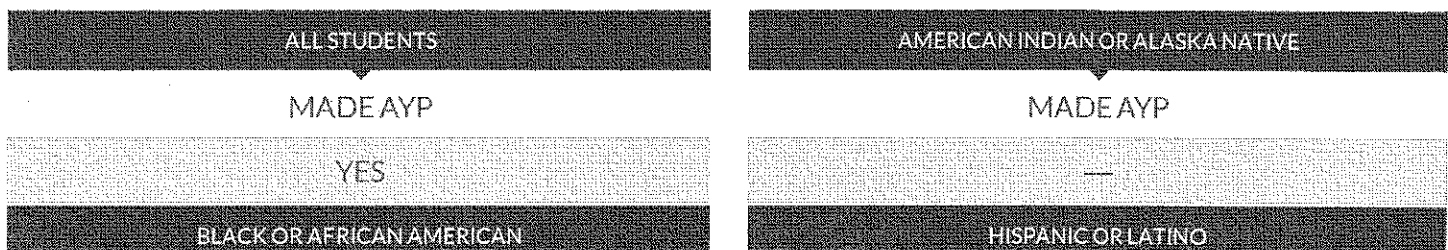


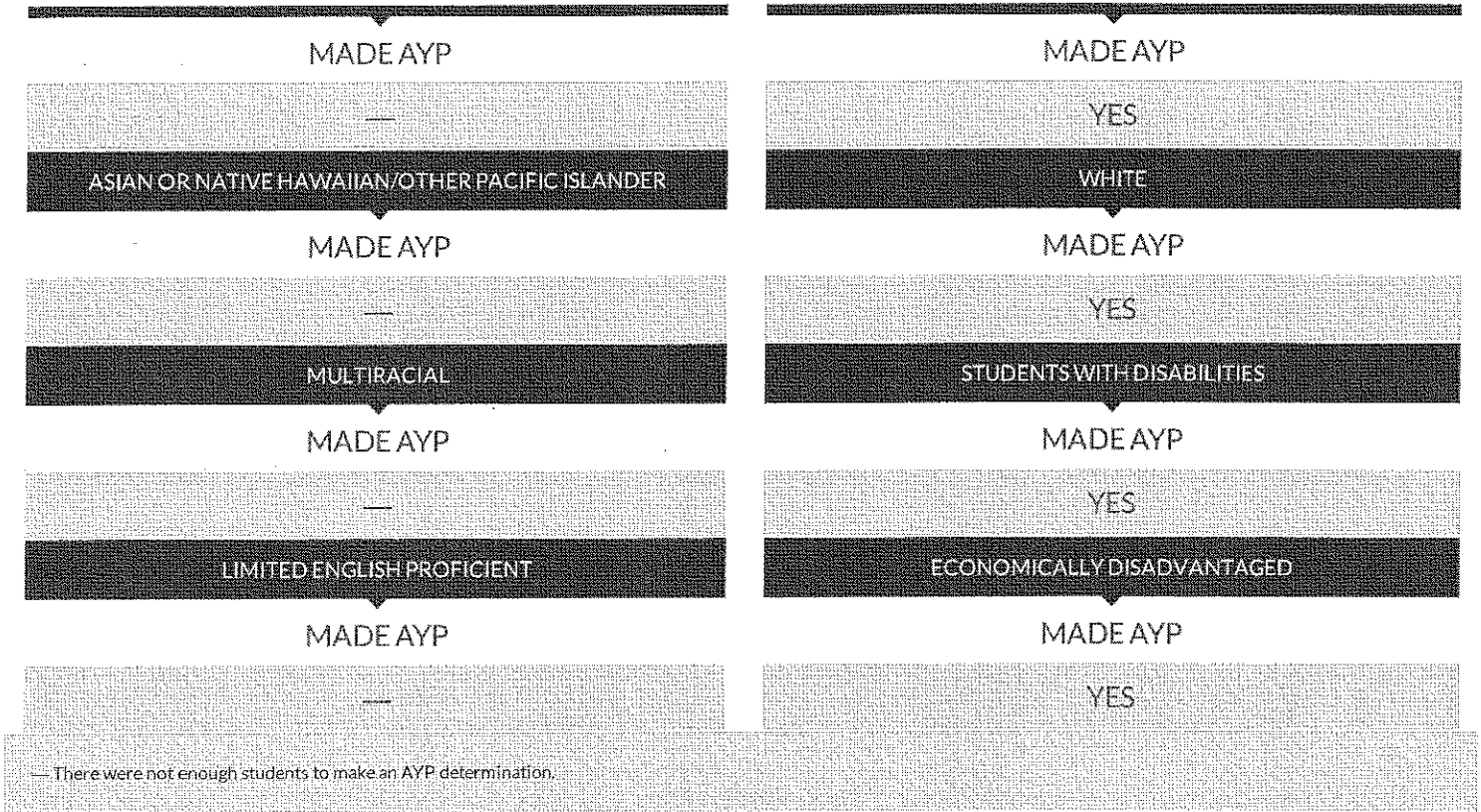


— There were not enough students to determine a Performance Index.

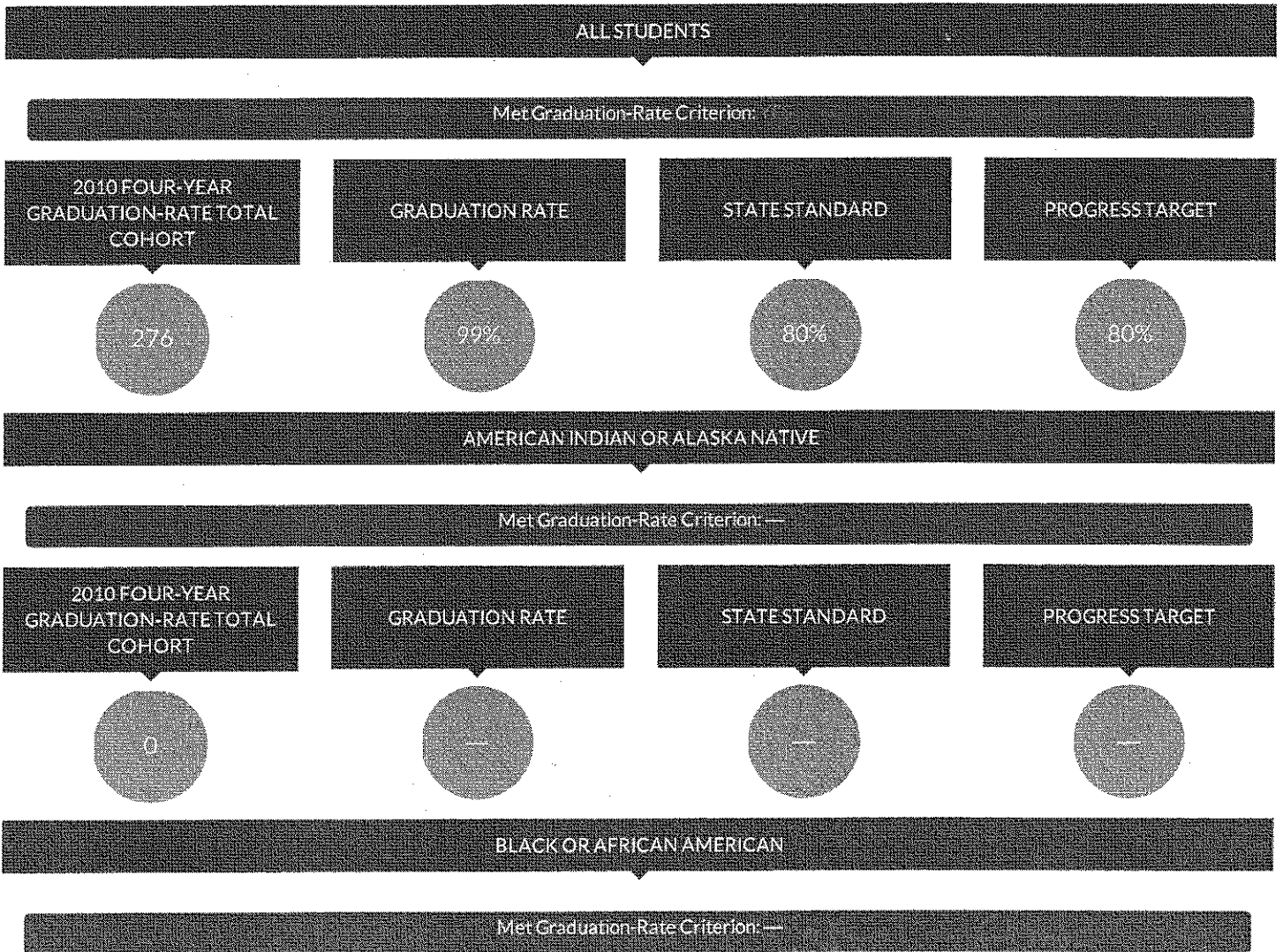
OVERALL GRADUATION RATE FOR ACCOUNTABILITY

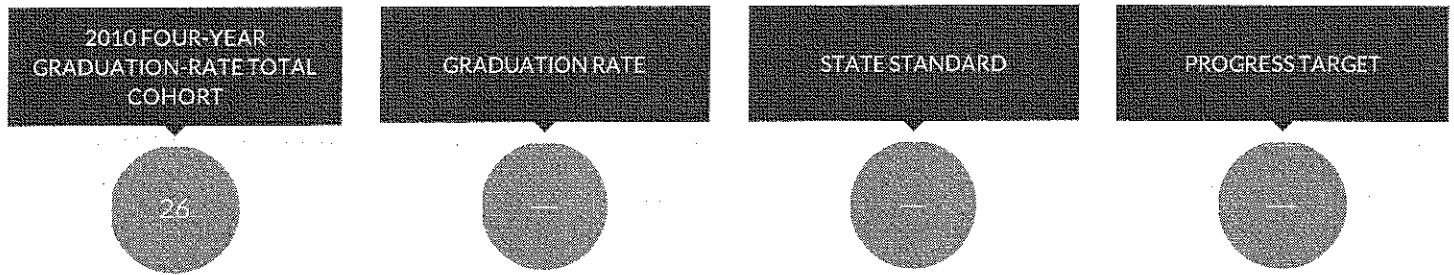
ALL ACCOUNTABILITY GROUPS MADE AYP: YES





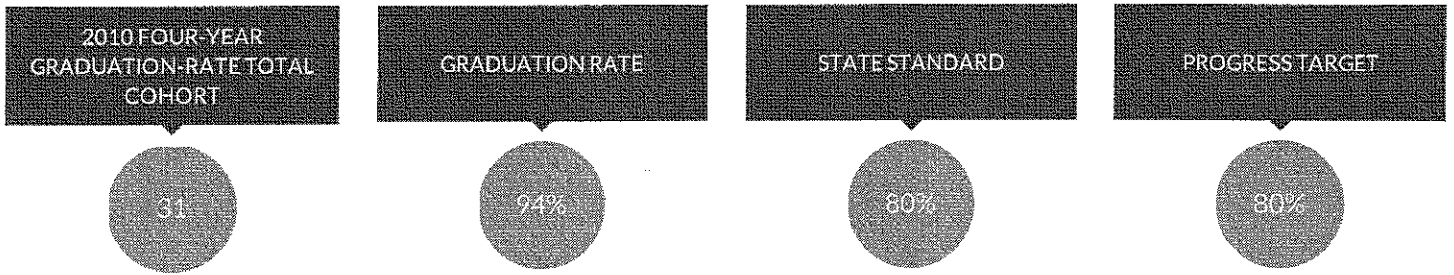
FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY





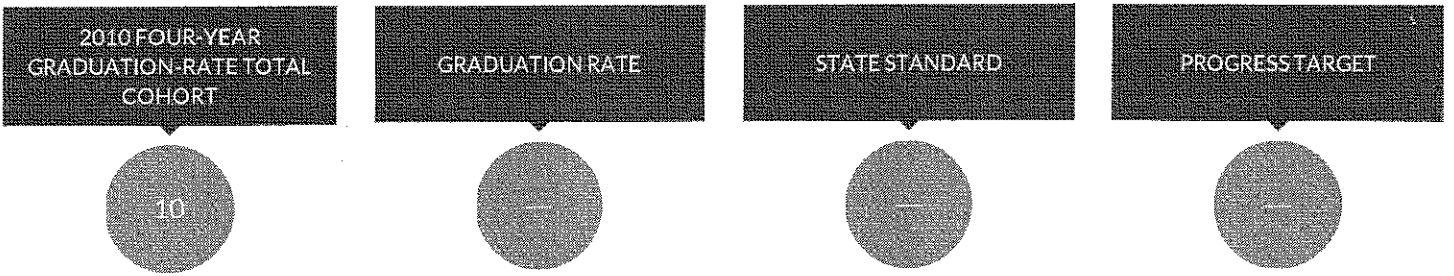
HISPANIC OR LATINO

Met Graduation-Rate Criterion: —



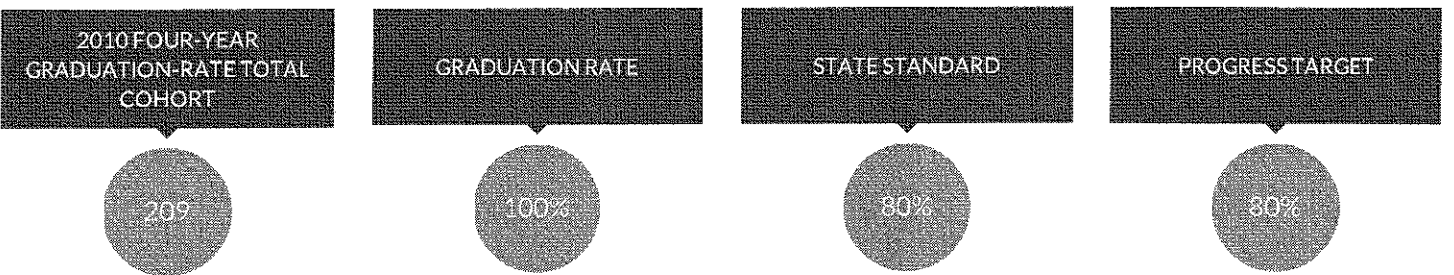
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

Met Graduation-Rate Criterion: —



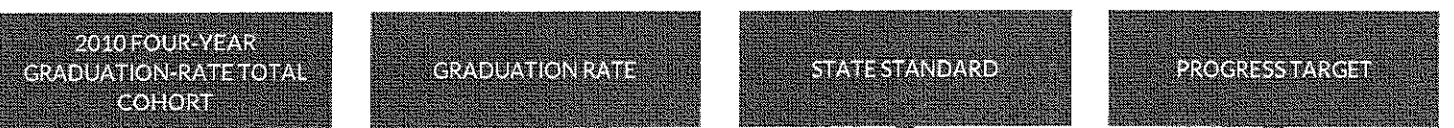
WHITE

Met Graduation-Rate Criterion: —



MULTIRACIAL

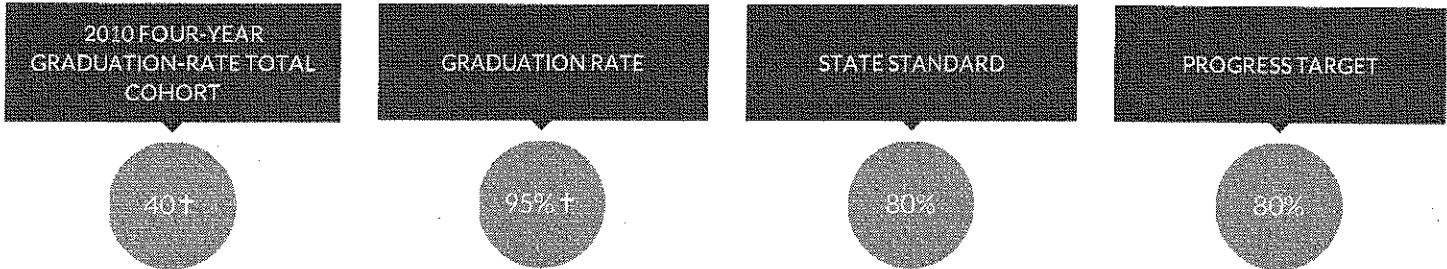
Met Graduation-Rate Criterion: —





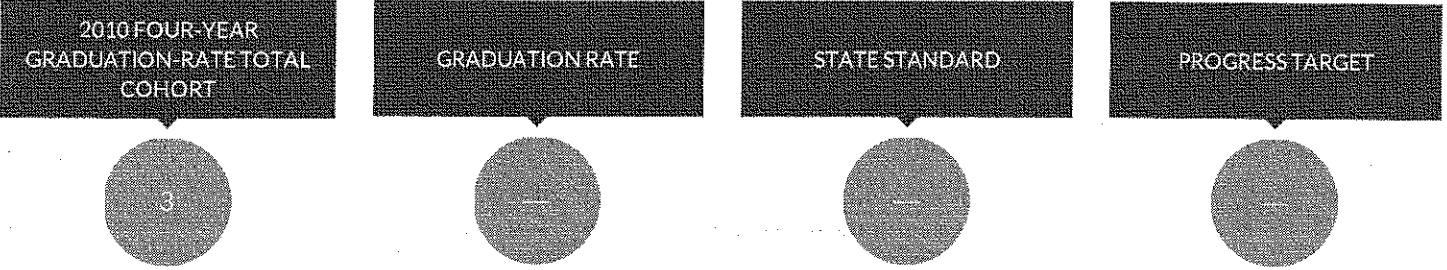
STUDENTS WITH DISABILITIES

Met Graduation-Rate Criterion: **YES**



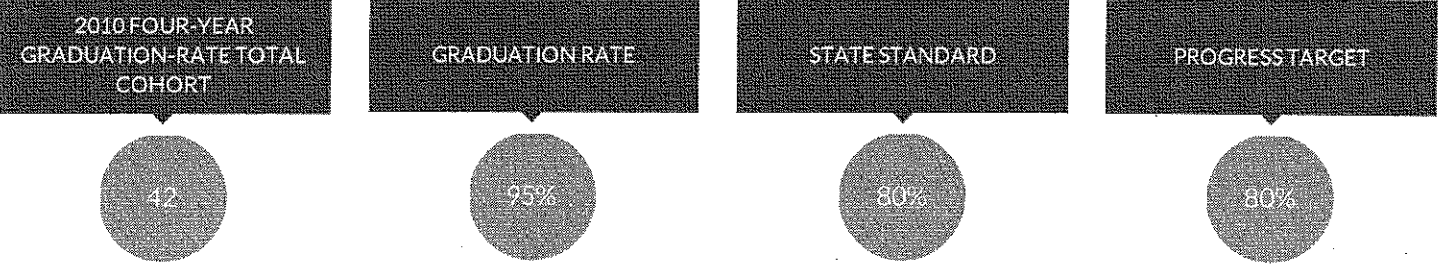
LIMITED ENGLISH PROFICIENT

Met Graduation-Rate Criterion: **—**



ECONOMICALLY DISADVANTAGED

Met Graduation-Rate Criterion: **YES**



YES Graduation rate is equal to or greater than the State Standard or the group's Progress Target.
 NO Graduation rate is less than the State Standard and the group's Progress Target.
 — There were fewer than 30 students in the cohort.
 † Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

FIVE-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

ALL STUDENTS

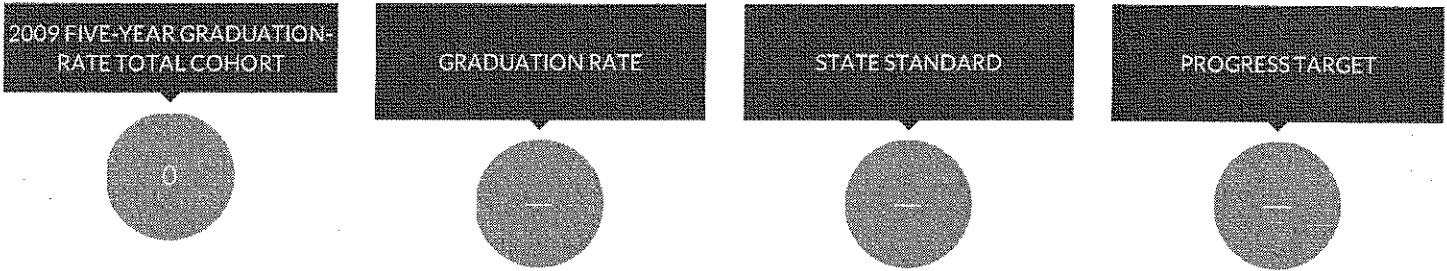
Met Graduation-Rate Criterion: **YES**





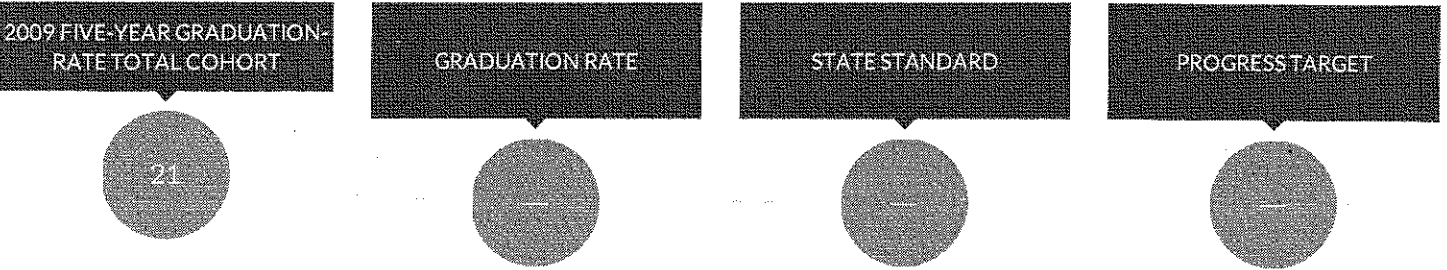
AMERICAN INDIAN OR ALASKA NATIVE

Met Graduation-Rate Criterion: —



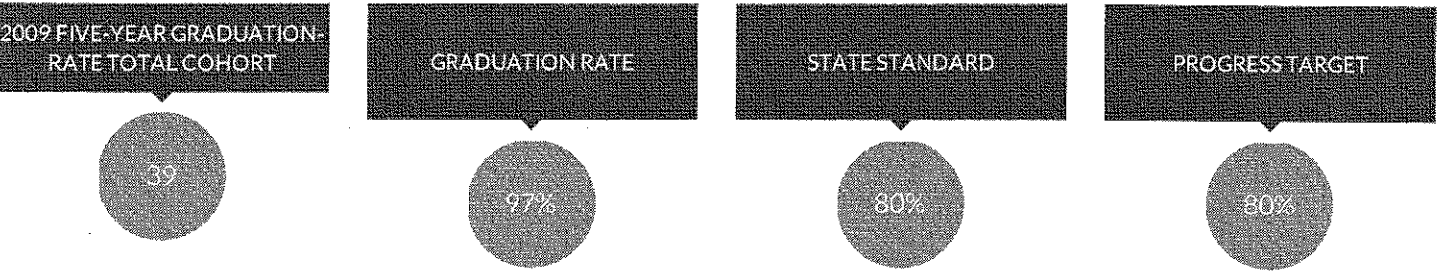
BLACK OR AFRICAN AMERICAN

Met Graduation-Rate Criterion: —



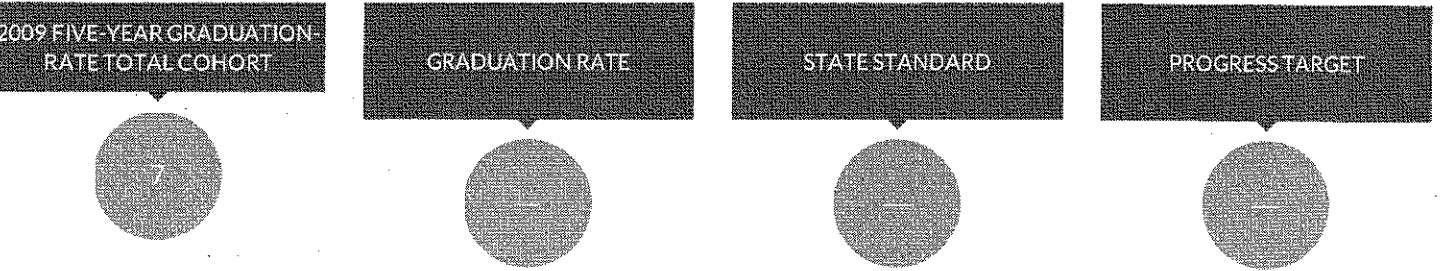
HISPANIC OR LATINO

Met Graduation-Rate Criterion: 15



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

Met Graduation-Rate Criterion: —



WHITE

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

187

GRADUATION RATE

99%

STATE STANDARD

80%

PROGRESS TARGET

80%

MULTIRACIAL

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

4

GRADUATION RATE

—

STATE STANDARD

—

PROGRESS TARGET

—

STUDENTS WITH DISABILITIES

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

28

GRADUATION RATE

—

STATE STANDARD

—

PROGRESS TARGET

—

LIMITED ENGLISH PROFICIENT

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

1

GRADUATION RATE

—

STATE STANDARD

—

PROGRESS TARGET

—

ECONOMICALLY DISADVANTAGED

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

38

GRADUATION RATE

97%

STATE STANDARD

80%

PROGRESS TARGET

80%

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

GRADUATION RATES FOR NON-AYP GROUPS FOR ACCOUNTABILITY

FOUR-YEAR GRADUATION-RATE TOTAL COHORT

NOT AMERICAN INDIAN OR ALASKA NATIVE

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT

276

GRADUATION RATE

99%

NOT BLACK OR AFRICAN AMERICAN

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT

250

GRADUATION RATE

99%

NOT HISPANIC OR LATINO

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT

245

GRADUATION RATE

99%

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT

FIVE-YEAR GRADUATION-RATE TOTAL COHORT

NOT AMERICAN INDIAN OR ALASKA NATIVE

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

258

GRADUATION RATE

99%

NOT BLACK OR AFRICAN AMERICAN

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

237

GRADUATION RATE

99%

NOT HISPANIC OR LATINO

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

219

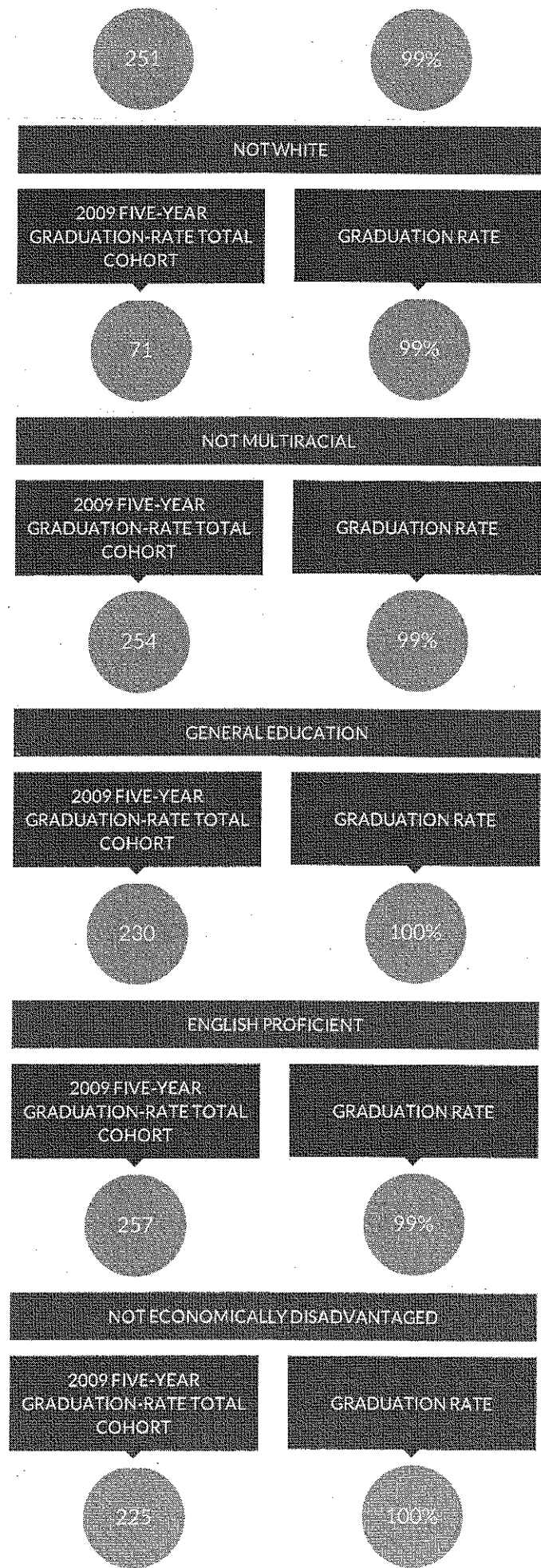
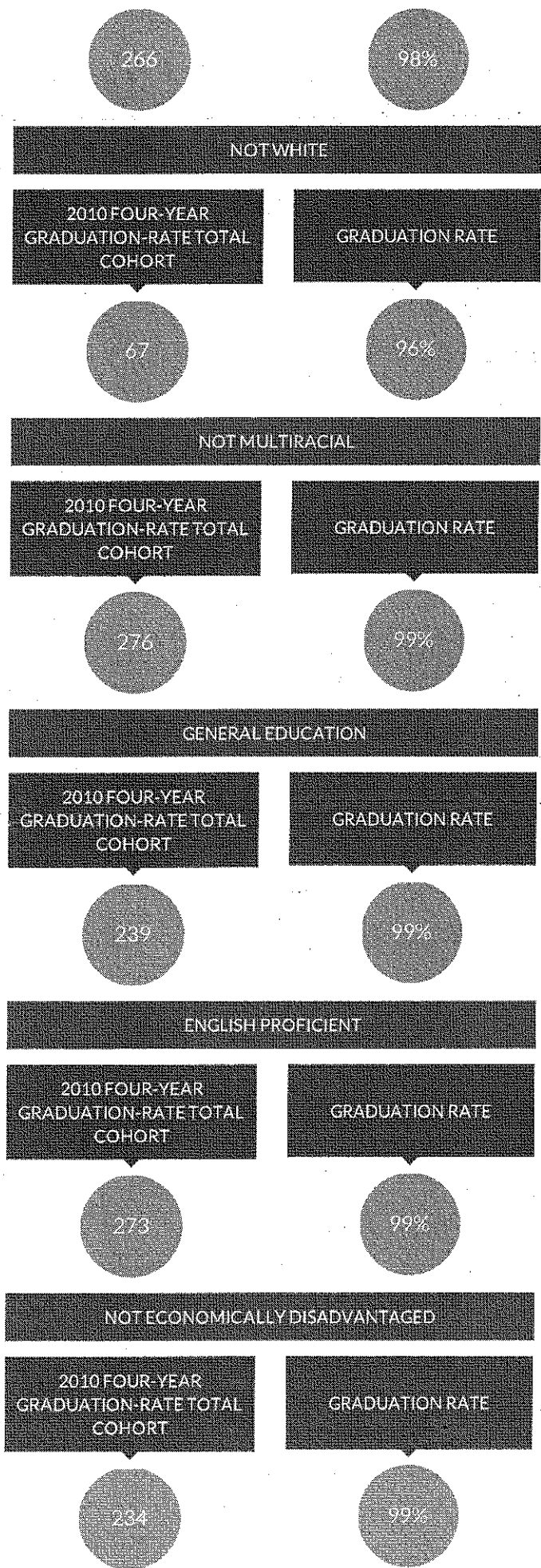
GRADUATION RATE

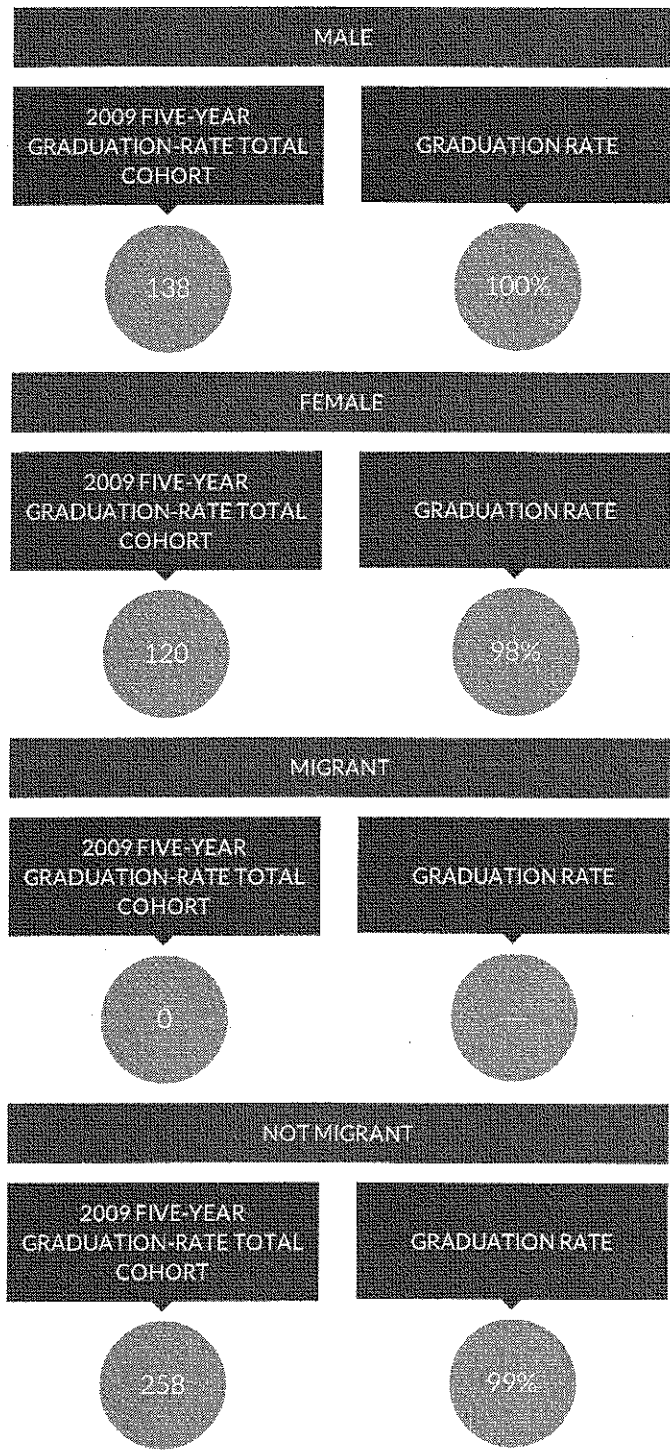
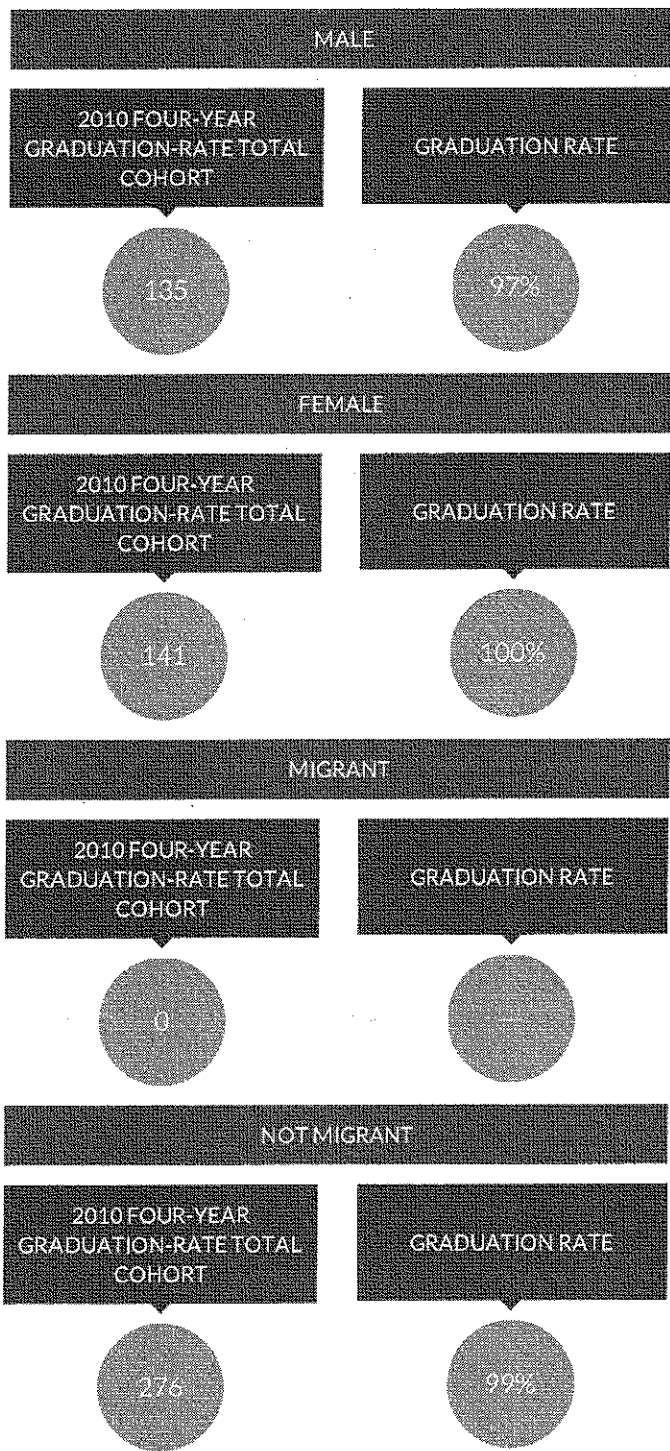
100%

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

GRADUATION RATE

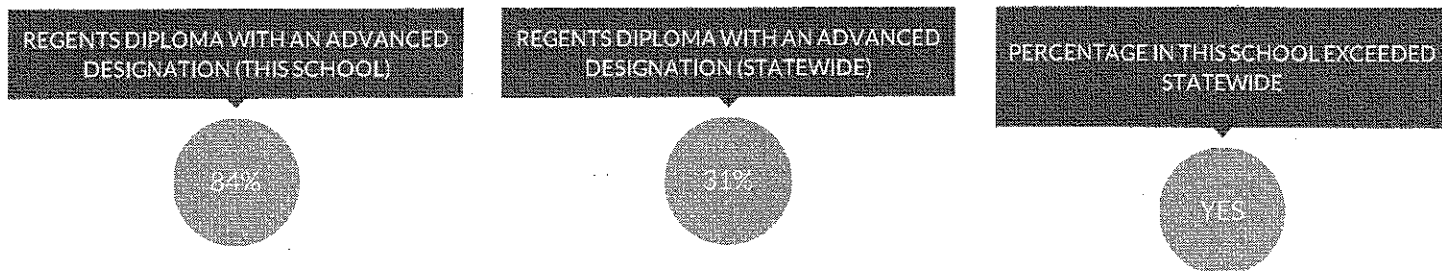




— There were fewer than 30 students in the cohort.

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

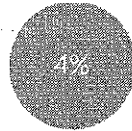
Percentage of 2010 Graduation-Rate Total Cohort members who graduated as of August 31, 2014 with:



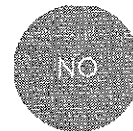
REGENTS DIPLOMA WITH CTE
ENDORSEMENT (THIS SCHOOL)



REGENTS DIPLOMA WITH CTE
ENDORSEMENT (STATEWIDE)



PERCENTAGE IN THIS SCHOOL EXCEEDED
STATEWIDE



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