

ROCKY POINT UNION FREE SCHOOL DISTRICT

BUDGET CODE OVERVIEW

Section 36 of the General Municipal Law prescribes a 'Uniform System of Accounts for School Districts'. This system of accounts is designed to provide uniformity with respect to classification and summarization of data from the books of accounts.

CLASSIFICATION

A classification of accounts is the systematic arrangement of accounts based upon a definite scheme. The purpose in classifying accounts is to provide for recording financial information in such form that comparisons may be made with similar data for other periods and other school districts. The classification thus serves as the basis for accounting, budget preparation and execution, reporting both for administrative control purposes and to the general public, and the compilation of financial statistics on a state and national level.

CODING

Code numbers serve to identify accounts without reference to stated titles. In the classification of accounts, as prescribed by the State, code numbers serve to identify expenditure accounts by function and objects. School Districts have the flexibility of further expanding the object code format to provide more specific data in certain areas. In addition, to further enhance internal accountability, the School District has the discretion of adding location and/or program fields to the budget code.

FUNCTION

The term "function" has reference to the primary classification and description of expenditures as to purpose. It identifies groups of services aimed at accomplishing certain purposes or ends. Each function is composed of a group of related units. For example, "General Support" identifies the board of education, central administration, financial and other general support activities.

OBJECT

The term "object" has reference to the secondary classification and description of expenditures. It identifies expenditures by the article purchased or service obtained in order to carry out a function. The basic objects are Personnel Services, Equipment, Contractual and Supply Expenditures, Principal and Interest on Debt, Employee Benefits and Interfund Transfers.

The attached is a summary breakdown and explanation by main functional unit, and related units, that comprise the proposed budget in total.

ROCKY POINT UNION FREE SCHOOL DISTRICT

CHART OF APPROPRIATION ACCOUNTS FUNCTION CODE DESCRIPTION

SAMPLE: A.2110.500.03.3040

GENERAL SUPPORT

FUNCTION

ACCOUNT

Board of Education

A.1010. Board of Education
A.1040. District Clerk
A.1060. District Meeting

Central Administration

A.1240. Chief School Administrator

Finance

A.1310. Business Administration
A.1320. Auditing
A.1325. Treasurer
A.1345. Purchasing
A.1380. Fiscal Agent Fee

Staff

A.1420. Legal
A.1430. Personnel

BOCES Services

A.1480. Public Information and Service

Central Services

A.1620. Operation of Plant
A.1621. Maintenance of Plant
A.1670. Central Printing and Mailing
A.1680. Central Data Processing

Special Items

A.1910. Unallocated Insurance
A.1980. MTA Payroll Tax
A.1981. Administrative Charge - BOCES

ROCKY POINT UNION FREE SCHOOL DISTRICT

CHART OF APPROPRIATION ACCOUNTS FUNCTION CODE DESCRIPTION

SAMPLE: A.2110.500.03.3040

INSTRUCTION

FUNCTION

ACCOUNT

	<i>Instruction Administration and Improvement</i>
A.2010.	Curriculum Development and Supervision
A.2020.	Supervision / Administration - Regular School
A.2060.	Curriculum Work
A.2070.	In-service Training
	<i>Teaching</i>
A.2110.	Regular School
A.2138.	Fine Arts/Music
A.2250.	Programs for Handicapped Children (Special Education)
A.2280.	Occupational Education
A.2310.	Remediation Program
A.2330.	Community Education
	<i>Instructional Media</i>
A.2610.	School Library and Audiovisual
A.2620.	Educational Television
A.2630.	Computer Assisted Instruction
	<i>Pupil Services</i>
	<i>Pupil/Personnel Services</i>
A.2805.	Attendance - Regular School
A.2810.	Guidance - Regular School
A.2815.	Health Services - Regular School
A.2820.	Psychological Services - Regular School
A.2825.	Social Work Services - Regular School
	<i>Pupil Activity Services</i>
A.2850.	Co-Curricular Activities
A.2855.	Interscholastic Athletics

ROCKY POINT UNION FREE SCHOOL DISTRICT

CHART OF APPROPRIATION ACCOUNTS FUNCTION CODE DESCRIPTION

SAMPLE: A.2110.500.03.3040

PUPIL TRANSPORTATION

FUNCTION

ACCOUNT

A.5510.	District Transportation Services
A.5540.	Contract Transportation
A.5581.	Transportation Services from BOCES

UNDISTRIBUTED

Employee Benefits

A.9010.	State Employee Retirement - ERS
A.9020.	State Teachers Retirement - TRS
A.9030.	Social Security
A.9040.	Workers Compensation
A.9045.	Life Insurance
A.9050.	Unemployment Insurance
A.9060.	Hospital, Medical and Dental Insurance

Debt Service

A.9760.	Tax Anticipation Notes
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Interfund Transfers

A.9901.	Transfer to Other Funds
A.9950.	Transfer to Capital Fund

ROCKY POINT UNION FREE SCHOOL DISTRICT

CHART OF APPROPRIATION ACCOUNTS

OBJECT CODE DESCRIPTION

The number to the right of the decimal point of each functional unit code indicates the object of expenditure. You will note that our budget coding structure maintains three digits as object codes. This serves to provide a more detailed expenditure classification for accountability purposes.

Basic Objects of Expenditure

- .15 Instructional Salaries
- .16 Non-instructional Salaries
- .2 Equipment and Other Capital Outlay
- .4 Contractual Expenditure
- .49 Services from BOCES
- .5 Materials and Supplies
- .6 Principal on Indebtedness
- .7 Interest on Indebtedness
- .8 Employee Benefits
- .9 Interfund Transfers

Special Objects of Expenditure

- A.2110.11 Teachers' Salaries, ½ Day K
 - .12 Teachers' Salaries, K - 6
 - .13 Teachers' Salaries, 7 - 12
 - .14 Substitute Teacher Salaries
 - .47 Tuition
 - .48 Textbooks/Workbooks

ROCKY POINT UNION FREE SCHOOL DISTRICT

CHART OF APPROPRIATION ACCOUNTS OBJECT CODE DESCRIPTION

SAMPLE: **A.2110.500.03.3040**

<u>OBJECT CODE</u>	<u>OBJECT DESCRIPTION</u>
.110.	Teachers' Salaries ½ Day K
.120.	Teachers' Salaries K - 6
.126.	Instructional Salaries
.127.	Long Term Subs K - 6
.128.	Horizontal Advance K - 6
.129.	Longevity
.130.	Teachers' Salaries 7 - 12
.131.	Classroom Coverage
.132	Academic Intervention Services
.133	Alternative Learning Center
.134	Late Bird
.137.	Long Term Subs 7 - 12
.138.	Horizontal Advance 7 - 12
.139.	Home Teaching
.140.	Substitute Teachers' Salaries
.150.	Instructional Salaries - Other
.151.	Coordinator / Chairperson / Director Stipend
.152.	Detention / Lunch Duty
.153.	Summer School Salaries
.154.	Curriculum Work
.158.	Horizontal Advance
.159.	Insurance Buy-Back
.160.	Non-Instructional Salaries
.161.	Non-Instructional Overtime
.162.	Night Differential
.163.	Hourly Security Guards
.164.	Part-Time Non-Instructional Salaries
.166.	Non-Instructional Summer Salaries
.167.	Non-Instructional Teacher Monitor
.168.	Non-Instructional Teacher Aid
.169.	Insurance Buy-Back
.199.	Provision for Contractual Salaries
.200.	Equipment
.201.	Computer Equipment

ROCKY POINT UNION FREE SCHOOL DISTRICT

CHART OF APPROPRIATION ACCOUNTS

OBJECT CODE DESCRIPTION

SAMPLE: A.2110.500.03.3040

<u>OBJECT CODE</u>	<u>OBJECT DESCRIPTION</u>
.207.	Interscholastic Equipment
.208.	Instructional Equipment
.400.	Contractual Expense
.401.	Contract Transportation - Regular Runs
.402.	Late and Athletic Runs
.403.	Miscellaneous Runs
.404.	Special Projects
.405.	Building Lease
.406.	Transportation - Field Trips
.408.	Emergency and Unforeseen Repairs
.409.	Contract Health Services
.411.	Self Insurance - Student Accidents
.415.	Outside Printing
.416.	Natural Gas
.417.	Electric
.418.	Telephone
.419.	Fuel Oil
.420.	Water
.421.	Propane Gas
.424.	Insurance
.425.	Physicals
.428.	Postage
.429.	Legal Services
.430.	Miscellaneous
.433.	Official Fees
.435.	Graduation Related Expenses
.436.	Student Entry Fees

ROCKY POINT UNION FREE SCHOOL DISTRICT

CHART OF APPROPRIATION ACCOUNTS

OBJECT CODE DESCRIPTION

SAMPLE: **A.2110.500.03.3040**

<u>OBJECT CODE</u>	<u>OBJECT DESCRIPTION</u>
.439.	Student Related Services
.440.	Conference and Travel Expenses
.441.	Dues and Memberships
.442.	Copier Maintenance
.443.	Garbage Removal
.444.	Exterminator Fees
.445.	Copier Leases
.446.	Auditing Fees
.447.	Debt Issuance Expense - Fiscal Advisor
.448.	Paying Agents Fees
.449.	Voting Expenses
.450.	NYSPA Payments - Junior / Senior High School
.451.	NYSPA Payments - FJC and JAE
.460.	Instructional Software
.461.	Service Contracts
.462.	Services
.465.	Meeting Expense
.467.	Computer Repair
.470.	Tuition - Outside Placements
.472.	Tuition - Private Placements
.473.	Tuition - Related Placements
.480.	Textbooks / Workbooks
.485.	Library Books / Related Materials
.490.	BOCES Services
.500.	Supplies
.510.	Copier Paper and Supplies
.512.	A.V. / Media Supplies

ROCKY POINT UNION FREE SCHOOL DISTRICT

CHART OF APPROPRIATION ACCOUNTS

OBJECT CODE DESCRIPTION

SAMPLE: **A.2110.500.03.3040**

<u>OBJECT CODE</u>	<u>OBJECT DESCRIPTION</u>
.515.	Computer Supplies
.520.	Buildings and Grounds Materials
.521.	Custodial Supplies
.530.	Interscholastic Supplies
.560.	Uniforms
.571.	Gasoline/Oil/Tires
.600.	Principal on Bonds
.700.	Interest on Bonds
.701.	Interest on Tax Anticipation Notes
.801.	NYS Employees' Retirement
.802.	NYS Teachers' Retirement
.803.	Social Security
.805.	Workers' Compensation
.806.	Life Insurance
.807.	Unemployment Insurance
.808.	Empire Health Insurance
.809.	Medical / Dental Self Insurance
.810.	Medicare
.811.	Dental Insurance
.950.	Interfund Transfer
.960	Transfer to Debt Service

ROCKY POINT UNION FREE SCHOOL DISTRICT

CHART OF APPROPRIATION ACCOUNTS

LOCATION CODE DESCRIPTION

SAMPLE: **A.2110.500.03.3040**

<u>LOCATION</u>	<u>SCHOOL/AREA</u>	<u>ADMINISTRATOR</u>
.01.	Frank J. Carasiti Elementary	Ms. Virginia Kelly-Gibbons
.02.	Joseph A. Edgar Intermediate	Ms. Linda Towlen
.03.	Rocky Point High School	Ms. Susann Crossan
.04.	District Wide	Mr. Greg Hilton
.05.	Administrative Computers	Ms. Susan Wilson
.06.	Rocky Point Middle School	Dr. Scott O'Brien
.07	Athletics – Chaperones	Ms. Amy Agnesini
.75.	Instructional Computers	Ms. Susan Wilson
.90.	Debt Service	Mr. Greg Hilton
.95.	Employee Benefits	Mr. Greg Hilton
.99.	Employee Salaries	Mr. Greg Hilton

ROCKY POINT UNION FREE SCHOOL DISTRICT

CHART OF APPROPRIATION ACCOUNT

PROGRAM CODE DESCRIPTION

SAMPLE: **A.2110.500.03.3040**

<u>PROGRAM NO.</u>	<u>PROGRAM TITLE</u>
.0000	District Wide
.1001	Summer Drivers Education
.1002	Summer Community Education
.2000	Clubs
.2001	Fall Drivers Education
.2002	Fall Community Education
.2190	Student Physicals
.3001	Spring Drivers Education
.3002	Spring Community Education
.3040	Art
.3050	Business Education
.3060	English
.3070	School Newspaper
.3080	Foreign Language

.3085

English as a Second Language

CHART OF APPROPRIATION ACCOUNT

PROGRAM CODE DESCRIPTION

SAMPLE:

A.2110.500.03.3040

<u>PROGRAM NO.</u>	<u>PROGRAM TITLE</u>
.3090	Home & Careers
.3100	Technology
.3110	Math
.3120	Music
.3121	High School Musical Production
.3139	Physical Education
.3160	Science
.3161	Health Education
.3170	Social Studies
.3180	Speech
.3185	Cosmetology
.4000	District Wide
.5500	Music
.6000	Chaperones

2016 – 2017 Proposed Budget



www.rockypointschools.org

Rocky Point

UNION FREE SCHOOL DISTRICT

ACCOUNT GROUP

2015-16 BUDGET 2016-17 NEW BUDGET

***** ADMINISTRATIVE COMPONENT *****

1010....BOARD OF EDUCATION	\$9,650	\$12,450
1040....DISTRICT CLERK	\$12,600	\$14,595
1060....DISTRICT MEETING	\$7,810	\$11,010
1240....CHIEF SCHOOL ADMINISTRATOR	\$367,798	\$380,042
1310....BUSINESS ADMINISTRATION	\$1,019,490	\$1,074,765
1320....AUDITING	\$125,000	\$105,000
1325....TREASURER	\$10,000	\$10,000
1345....PURCHASING	\$36,225	\$38,548
1380....FISCAL AGENT FEE	\$9,000	\$9,000
1420....LEGAL	\$200,000	\$175,000
1430....PERSONNEL	\$351,438	\$379,553
1480....PUBLIC INFORMATION AND SERVICES	\$40,650	\$40,650
1670....CENTRAL PRINTING AND MAILING	\$66,000	\$66,000
1680....CENTRAL DATA PROCESSING	\$820,100	\$754,300
1910....UNALLOCATED INSURANCE	\$529,725	\$529,725
1981....ADMINISTRATIVE CHARGE-BOCES	\$342,000	\$310,000
2010....CURRICULUM DEVELOPMENT AND SUPERVISION	\$455,498	\$468,280
2020....SUPERVISION - ADMINISTRATION	\$2,363,202	\$2,385,373
2060....RESEARCH, PLANNING AND EVALUATION	\$45,000	\$45,000

***** PROGRAM COMPONENT *****

2070....INSERVICE TRAINING - INSTRUCTION	\$15,350	\$15,350
2110....TEACHING - REGULAR SCHOOL	\$22,180,962	\$22,902,095
2138....MUSIC & FINE ARTS	\$71,456	\$70,956
2250....PROGRAMS FOR HANDICAPPED CHILDREN	\$14,569,191	\$15,078,880
2280....OCCUPATIONAL EDUCATION	\$1,084,450	\$1,060,507
2330....COMMUNITY EDUCATION	\$555,400	\$575,100
2610....SCHOOL LIBRARY AND AUDIOVISUAL	\$573,223	\$597,106
2620....EDUCATIONAL TELEVISION	\$12,900	\$12,900
2630....COMPUTER ASSISTED INSTRUCTION	\$310,403	\$277,886
280S....ATTENDANCE - REGULAR SCHOOL	\$48,034	\$50,042
2810....GUIDANCE - REGULAR SCHOOL	\$1,107,586	\$1,092,877
2815....HEALTH SERVICES - REGULAR SCHOOL	\$398,543	\$466,469
2820....PSYCHOLOGICAL SERVICES - REGULAR SCHOOL	\$275,086	\$284,074
2825....SOCIAL WORK SERVICES - REGULAR SCHOOL	\$418,359	\$425,042
2850....CO-CURRICULAR ACTIVITIES - REG. SCHOOL	\$307,832	\$363,700
2855....INTERSCHOLASTIC ATHLETICS - REG. SCHOOL	\$827,999	\$890,941
5510....DISTRICT TRANSPORTATION SERVICES	\$77,457	\$81,139
5540....CONTRACT TRANSPORTATION	\$4,717,072	\$4,781,108
9010....NYS EMPLOYEES RETIREMENT	\$1,099,265	\$982,997
9020....NYS TEACHERS RETIREMENT	\$4,147,763	\$3,793,178
9030....SOCIAL SECURITY	\$2,794,012	\$2,865,860
9040....WORKERS' COMPENSATION	\$400,000	\$500,000
904S....LIFE INSURANCE	\$37,000	\$37,000
9050....UNEMPLOYMENT INSURANCE	\$75,000	\$50,000
9060....HEALTH INSURANCE	\$8,119,524	\$8,669,500
9901....TRANSFER TO SPECIAL AID	\$3,239,744	\$3,155,532

***** CAPITAL COMPONENT *****

1620....OPERATION OF PLANT	\$3,701,221	\$3,836,388
1621....MAINTENANCE OF PLANT	\$626,725	\$802,725
9760....TAX ANTICIPATION NOTES	\$178,000	\$95,000

GRAND TOTALS

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\$78,780,743

=====

\$80,623,643

Rocky Point Union Free School District

2016-17 Proposed Revenue Budget

	Revenue Budget 2015-16	Proposed Revenue Budget 2016-17	Difference % of Total
State Aid Regular	\$24,426,284	\$25,403,970	4.00%
State Aid Building	\$2,927,890	\$2,941,556	0.47%
Other Revenue	\$311,800	\$378,647	21.44%
Applied Fund Balance & Reserves*	\$3,389,915	\$3,814,756	12.53%
Total Revenue	\$31,055,889	\$32,538,929	4.78%
Proposed Budget	\$78,780,743	\$80,623,643	2.34%
Tax Levy	\$47,724,854	\$48,084,714	0.75%

***Reserves**

ERS	\$982,997
Employee Benefit Accrued Liability	\$250,000
Workers Compensation	\$500,000
Unemployment	\$50,000
Debt Service	\$100,000
Applied Fund Balance	\$1,931,759
Total Reserves	\$3,814,756

Property Tax Report Card 2015-2016 - Page 1
 580209 - ROCKY POINT UFSD Official - as of 04/12/2016 06:09 PM

Note: Some data elements of the Property Tax Report Card have been revised or renamed to more closely follow the Property Tax Cap calculations districts complete on the Office of the State Comptroller website. Please see the Help text above for definitions. Additional guidance on the Property Tax Levy Limit is available on the Office of Educational Management Services website:
<http://www.p12.nysed.gov/mgt/serv/propertytax/taxcap/>.

Please also submit an electronic version (PDF or Word) of your school district's 2016-17 Budget Notice to: emscmgts@nysed.gov. This will enable us to help correct any formula or data entry discrepancy quickly.

Form Due - April 25, 2016

Form Preparer Name: GREG HILTON
 Preparer's Telephone Number: 631-744-1600

<u>Shaded Fields Will Calculate</u>	Budgeted 2015-16 (A)	Proposed Budget 2016- 17 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	78,780,743	80,623,643	2.34 %
A. Proposed Tax Levy to Support the Total Budgeted Amount, Net of Reserve ¹	47,724,854	48,084,714	
B. Tax Levy to Support Library Debt, if Applicable			
C. Tax Levy for Non-Excludable Propositions, if Applicable ²			
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable			
E. Total Proposed School Year Tax Levy (A+B+C-D)	47,724,854	48,084,714	0.75 %
F. Permissible Exclusions to the School Tax Levy Limit	196,854	83,976	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	47,528,000	48,000,738	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	47,528,000	48,000,738	
I. Difference: (G-H); (negative value requires 60.0% voter approval) ²	0	0	
Public School Enrollment	3,324	3,272	-1.56 %
Consumer Price Index			0.12 %

¹ Exclude any prior year reserve for excess tax levy, including interest.

² Tax levy associated with educational or transportation services propositions are not eligible for exclusion under the School Tax Levy Limit and may affect voter approval requirements.

³ For 2016-17, includes any carryover from 2015-16 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2015-16 (D)	Estimated 2016- 17 (E)
Adjusted Restricted Fund Balance	16,434,864	16,200,000
Assigned Appropriated Fund Balance	1,633,041	1,931,759
Adjusted Unrestricted Fund Balance	3,142,479	3,224,000
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	3.99 %	4.00 %

School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2015-16 School Year	Budget Proposed for the 2016-17 School Year	Contingency Budget for the 2016-17 School Year *
Total Budgeted Amount, Not Including Separate Propositions	\$78,780,743	\$80,623,643	\$80,263,783
Increase/Decrease for the 2016-17 School Year		\$1,842,900	\$1,483,040
Percentage Increase/Decrease in Proposed Budget		2.34 %	1.88%
Change in the Consumer Price Index		0.12 %	
A. Proposed Levy to Support the Total Budgeted Amount, Net of Reserve	47,724,854	48,084,714	
B. Levy to Support Library Debt, if Applicable			
C. Levy for Non-Excludable Propositions, if Applicable **			
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy			
E. Total Proposed School Year Tax Levy (A + B + C - D)	47,724,854	48,084,714	
F. Total Permissible Exclusions	\$196,854	\$83,976	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$47,528,000	\$48,000,738	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	\$47,528,000	\$48,000,738	
I. Difference: G - H (Negative Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions) **	\$0.00	\$0.00	
Administrative Component	\$6,811,186	\$6,809,291	\$6,809,291
Program Component	\$67,463,611	\$69,080,239	\$68,720,379
Capital Component	\$4,505,946	\$4,734,113	\$4,734,113

* Contingency budget items are based on State mandated guidelines for ordinary contingent expenditures necessary to operate and maintain our schools.

** List Separate Propositions that are not included in the Total Budgeted Amount: (Tax Levy associated with educational or transportation services propositions are not eligible for exclusion and may affect voter approval requirements)

Description	Amount

NOTE: Please submit an electronic version (Word or PDF) of this completed form to: emscmqts@nysed.gov

Under the Budget Proposed
for the 2016-17 School Year

Estimated Basic STAR Exemption Savings¹

\$1,307

The annual budget vote for the fiscal year 2016-2017 by the qualified voters of the Rocky Point school district, Suffolk County, New York, will be held at the High School in said district on Tuesday, May 17, 2016 between the hours of 7:00am and 9:00pm, prevailing time in the High School, at which time the polls will be opened to vote by voting ballot or machine.

¹ The basic school tax relief (STAR) exemption is authorized by section 425 of the Real Property Tax Law.

FISCAL ACCOUNTABILITY SUMMARY (2013 - 14)

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

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

THIS SCHOOL DISTRICT

GENERAL EDUCATION	SPECIAL EDUCATION
INSTRUCTIONAL EXPENDITURES	INSTRUCTIONAL EXPENDITURES
\$35,620,726	\$20,095,130
PUPILS	PUPILS
3,246	562
EXPENDITURES PER PUPIL	EXPENDITURES PER PUPIL
\$10,974	\$35,756

SIMILAR DISTRICT GROUP AVERAGE NEED/RESOURCE CAPACITY

GENERAL EDUCATION	SPECIAL EDUCATION
INSTRUCTIONAL EXPENDITURES	INSTRUCTIONAL EXPENDITURES
\$8,165,063,757	\$3,244,954,913
PUPILS	PUPILS
764,707	107,424
EXPENDITURES PER PUPIL	EXPENDITURES PER PUPIL
\$10,677	\$30,207

ALL SCHOOL DISTRICTS

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$31,235,849,883

PUPILS

2,660,775

EXPENDITURES PER PUPIL

\$11,739

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$13,185,189,540

PUPILS

418,555

EXPENDITURES PER PUPIL

\$31,502

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

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

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

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

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

TOTAL EXPENDITURES PER PUPIL

THIS SCHOOL DISTRICT

\$22,485

SIMILAR DISTRICT GROUP

\$20,538

NY STATE

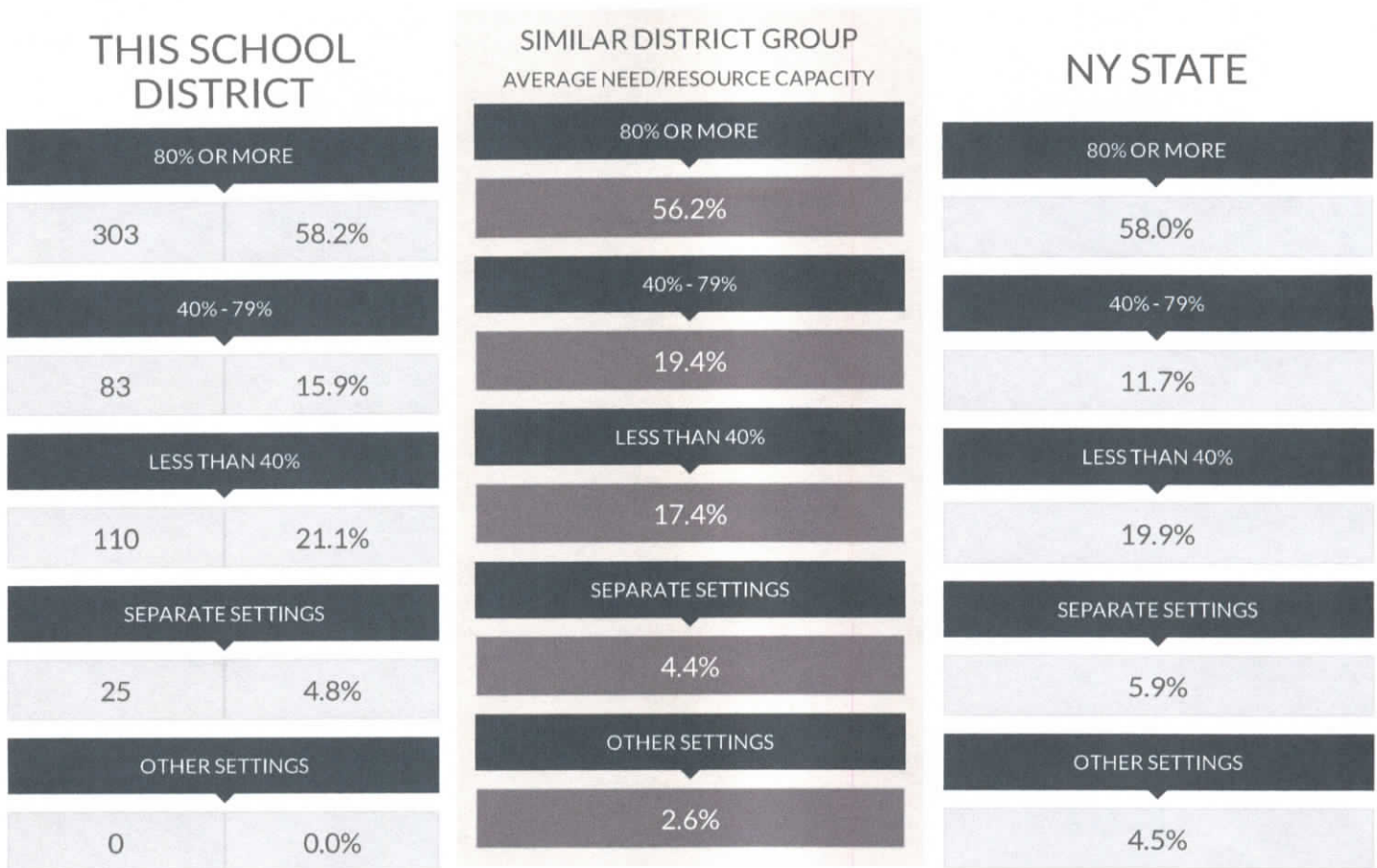
\$21,812

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

INFORMATION ABOUT STUDENTS WITH DISABILITIES (2014 - 15)

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

STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)



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

SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE



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

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



**NYS BOARD OF REAL PROPERTY SERVICES
LOCAL GOVERNMENT EXEMPTION IMPACT REPORT**

(for local use only -- not to be filed with NYS Board of Real Property Services)

Date: 09/03/2015

Taxing Jurisdiction: 4722

Fiscal Year Beginning: 2015

School District: 472209 ROCKY POINT UFSD 9

Total assessed value in taxing jurisdiction: 20,056,008

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Total Equalized Value (Column E)	Percentage of Value Exempted (Column F)
12100	New York State	RPTL 404(1)	7	304,645	1.52%
13100	County	RPTL 406(1)	1	600	0.00%
13500	Town	RPTL 406(1)	81	113,180	0.56%
13800	School	RPTL 408	3	2,005,625	10.00%
13890	Suffolk County Water	RPTL 412	5	6,490	0.03%
21600	Parsonage	RPTL 462	1	2,780	0.01%
25110	Church - Religious	RPTL 420-a	6	98,530	0.49%
25120	Educational	RPTL 420-a	2	9,200	0.05%
25130	Charity	RPTL 420-a	11	37,520	0.19%
26100	Amercian Legion, VFW, DAR	RPTL 452	2	9,730	0.05%
26400	VOL FIRE-AMB DIST PROP	RPTL 464(2)	7	40,865	0.20%
28540	Mental Hostel	RPTL 422	2	11,370	0.06%
41120	VETERAN-NON COMBAT (CTS)	RPTL 458-A	3	398	0.00%
41124	VETERAN-NON COMBAT (S)	RPTL 458-A	202	23,467	0.12%
41130	VETERAN-COMBAT (CTS)	RPTL 458-A	6	898	0.00%
41134	VETERAN-COMBAT (S)	RPTL 458-A	155	29,450	0.15%
41140	DISABLED VETERAN (CTS)	RPTL 458-A	14	3,076	0.02%
41144	DISABLED VETERAN (S)	RPTL 458-A	25	8,385	0.04%
41300	PARAPLEGIC VETERAN	RPTL 458(3)	1	3,700	0.02%
41400	Clergy	RPTL 460	7	10,975	0.05%
41690	Vol Fire & Ambulance	RPTL466c,d,e,f,g ,h&i	67	17,045	0.08%
41800	Senior	RPTL 467	92	98,589	0.49%
41804	Senior (Sch)	RPTL 467	49	49,779	0.25%
41834	Star Enhanced	RPTL 425	513	558,090	2.78%
41854	STAR BASIC	RPTL 425	3773	1,947,713	9.71%
41930	Limited Income Disability	RPTL 459-c	18	14,790	0.07%
47610	Business Inv Prop	RPTL 485-b	2	1,033	0.01%
48660	Housing Development Fund Co	P H F I L 577,654-a	3	5,900	0.03%
49500	SOLAR/WIND ENERGY SYSTEM	RPTL 487	32	6,400	0.03%
Totals:			5090	5,420,223	27.01%

Salary: Administrative Compensation Information 2015-2016 - Page 1
 580209 - ROCKY POINT UFSD Official - as of 05/03/2016 10:20 AM

Form Due May 9, 2016

2016-2017 Salary Threshold = \$130,000

In response to legislative efforts to encourage greater cost sharing in service provision and local government administration, we now provide a section for districts that share administrative staff to highlight these efforts for the upcoming school year. Each sharing district should identify in the form the other district(s) with which they will be sharing administrative staff for school year 2016-2017.

If you will be sharing a Superintendent, list the other district (or districts) in the text box. If you will be sharing other administrative staff required to be reported, please send an email to EMSCMGTS@nysed.gov indicating the title of the staff persons(s) as well as the other district(s) involved in the cost-sharing.

The salaries, benefits and other compensation reported in the form should reflect only the financial support or commitment that your district will be making. They should **not** reflect the total amounts budgeted to be paid by all participating districts over the school year.

Report Estimated Salaries in the Budget for the 2016-2017 School Year

Sections 1608 and 1716 of the Education Law
 (Please read the instructions and definitions before completing this form.)

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	268,019	89,870	14,530

Please list the district or districts with which you will be sharing a superintendent (if applicable):

Associate, Assistant and Deputy Superintendents

(Example Titles: Associate Superintendent for Instruction, Deputy Superintendent, Assistant Superintendent for Business, etc.)

2.	ASSISTANT SUPERINTENDENT	216,968	61,674	
3.				
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Salary: Administrative Compensation Information 2015-2016 - Page 3
580209 - ROCKY POINT UFSD Official - as of 05/03/2016 10:20 AM

Other Supervisory and Administrative Employees Scheduled to Receive \$130,000 or More in Salary

71.	EXECUTIVE DIRECTOR	178,680
72.	DIRECTOR	160,683
73.	DIRECTOR	159,427
74.	DIRECTOR	159,900
75.	PRINCIPAL	165,735
76.	PRINCIPAL	165,713
77.	PRINCIPAL	145,866
78.	PRINCIPAL	143,256
79.	ASSISTANT PRINCIPAL	150,700
80.	ASSISTANT PRINCIPAL	148,280
81.	ASSISTANT PRINCIPAL	137,354
82.	ASSISTANT PRINCIPAL	134,160
83.		
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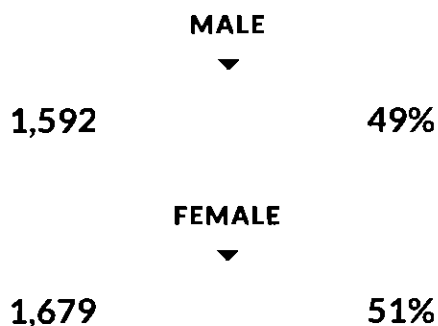


ROCKY POINT UFSD - SCHOOL REPORT CARD DATA [2014 - 15]

ROCKY POINT UFSD ENROLLMENT (2014 - 15)

K-12 Enrollment: 3,271

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE

6 0%

BLACK OR AFRICAN AMERICAN

36 1%

HISPANIC OR LATINO

318 10%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

45 1%

WHITE

2,816 86%

MULTIRACIAL

50 2%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS



69

2%

STUDENTS WITH DISABILITIES



530

16%

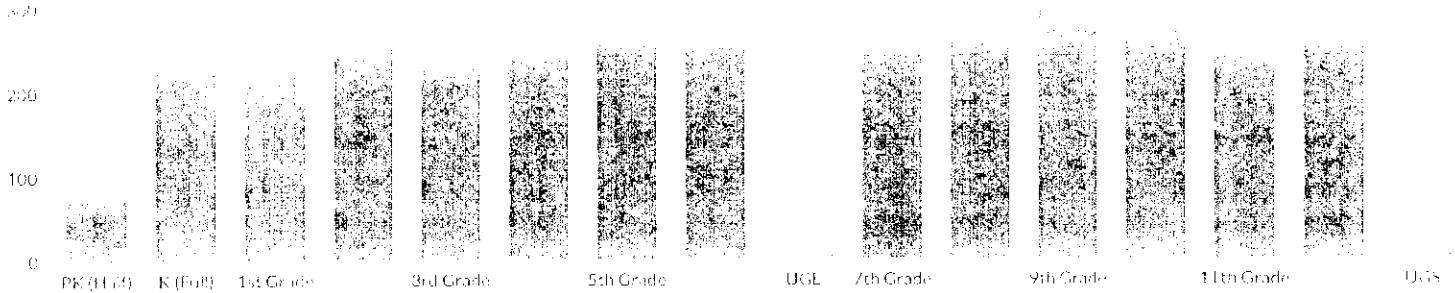
ECONOMICALLY DISADVANTAGED



901

28%

ENROLLMENT BY GRADE



PRE-K (HALF DAY)

73 2%

K (FULL DAY)

225 7%

1ST GRADE

222 7%

2ND GRADE

254 8%

3RD GRADE

228 7%

4TH GRADE

238 7%

5TH GRADE

260 8%

6TH GRADE

257 8%

**UNGRADED
ELEMENTARY**

8 0%

7TH GRADE

243 7%

8TH GRADE

260 8%

9TH GRADE

296 9%

10TH GRADE

271 8%

11TH GRADE

240 7%

12TH GRADE

262 8%

**UNGRADED
SECONDARY**

7 0%

AVERAGE CLASS SIZE (2014 - 15)

COMMON BRANCH



24

GRADE 8 ENGLISH



24

GRADE 8 MATHEMATICS



24

GRADE 8 SCIENCE



23

GRADE 8 SOCIAL STUDIES



24

GRADE 10 ENGLISH



26

GRADE 10 MATHEMATICS



26

GRADE 10 SCIENCE



25

GRADE 10 SOCIAL STUDIES



27

FREE AND REDUCED-PRICE LUNCH (2014 - 15)

ELIGIBLE FOR FREE LUNCH



549

17%

ELIGIBLE FOR REDUCED-PRICE LUNCH



127

4%

ATTENDANCE (2013 - 14)

ANNUAL ATTENDANCE RATE



95%

STUDENT SUSPENSIONS (2013 - 14)

STUDENT SUSPENSIONS



78

2%

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

TURNOVER RATE OF TEACHERS WITH FEWER THAN FIVE YEARS OF EXPERIENCE



TURNOVER RATE OF ALL TEACHERS



7%

6%

STAFF COUNTS (2014 - 15)

PRINCIPALS

4

ASSISTANT PRINCIPALS

5

OTHER PROFESSIONAL STAFF

37

PARAPROFESSIONALS

69

TEACHER QUALIFICATIONS (2014 - 15)

TOTAL TEACHERS: 246

PERCENT WITH NO VALID TEACHING CERTIFICATE

0%

PERCENT TEACHING OUT OF CERTIFICATION

0%

PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE

2%

PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE

69%

TOTAL NUMBER OF CORE CLASSES

516

PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS DISTRICT

0%

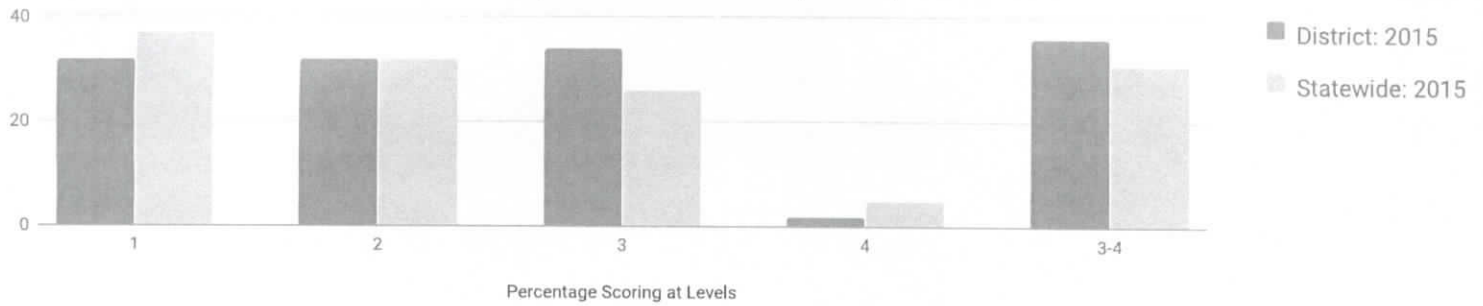
TOTAL NUMBER OF CLASSES

841

PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION

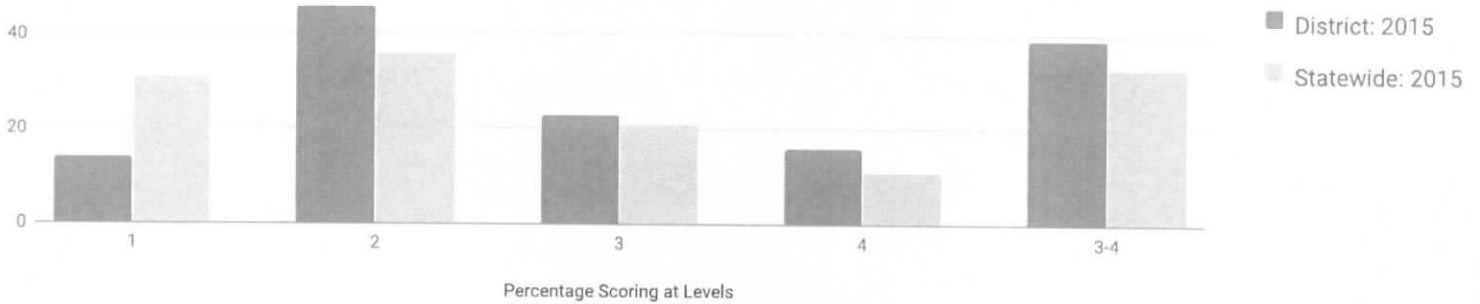
0%

GRADE 3 ENGLISH LANGUAGE ARTS



GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	50	36%	16	32%	16	32%
GENERAL EDUCATION	47	_%	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER P...	2	_%	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-
HISPANIC OR LATINO	7	_%	-	-	-	-
WHITE	39	41%	12	31%	11	28%
SMALL GROUP TOTAL	11	18%	4	36%	5	45%
FEMALE	25	48%	6	24%	7	28%
MALE	25	24%	10	40%	9	36%
NON-ENGLISH LANGUAGE LEARNERS	50	36%	16	32%	16	32%
ECONOMICALLY DISADVANTAGED	14	21%	6	43%	5	36%
NOT ECONOMICALLY DISADVANTAGED	36	42%	10	28%	11	31%
NOT MIGRANT	50	36%	16	32%	16	32%

GRADE 4 ENGLISH LANGUAGE ARTS

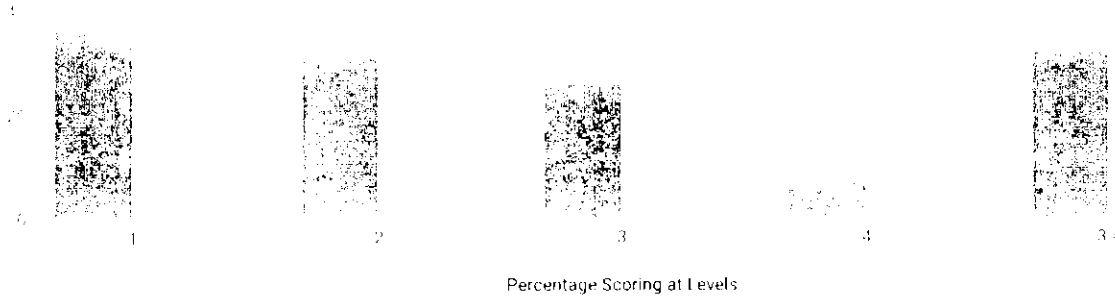


MEAN SCORE: 312

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	69	39%	10	14%	32	46%
GENERAL EDUCATION	65	_%	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER P...	1	_%	-	-	-	-
HISPANIC OR LATINO	13	_%	-	-	-	-
WHITE	52	44%	5	10%	24	46%
MULTIRACIAL	3	_%	-	-	-	-

SMALL GROUP TOTAL	17	24%	5	29%	8	47%	1	6%	3	18%
FEMALE	38	45%	4	11%	17	45%	10	26%	7	18%
MALE	31	32%	6	19%	15	48%	6	19%	4	13%
NON-ENGLISH LANGUAGE LEARNERS	69	39%	10	14%	32	46%	16	23%	11	16%
ECONOMICALLY DISADVANTAGED	23	35%	4	17%	11	48%	3	13%	5	22%
NOT ECONOMICALLY DISADVANTAGED	46	41%	6	13%	21	46%	13	28%	6	13%
NOT MIGRANT	69	39%	10	14%	32	46%	16	23%	11	16%

GRADE 5 ENGLISH LANGUAGE ARTS



District 2015

Statewide 2015

MEAN SCORE: 297

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5			
ALL STUDENTS	90	32%	33	37%	28	31%	23	26%	6	7%
GENERAL EDUCATION	79	37%	24	30%	26	33%	23	29%	6	8%
STUDENTS WITH DISABILITIES	11	0%	9	82%	2	18%	0	0%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER P...	3	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	10	10%	5	50%	4	40%	1	10%	0	0%
WHITE	73	37%	25	34%	21	29%	21	29%	6	8%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	14%	3	43%	3	43%	1	14%	0	0%
FEMALE	44	34%	18	41%	11	25%	11	25%	4	9%
MALE	46	30%	15	33%	17	37%	12	26%	2	4%
NON-ENGLISH LANGUAGE LEARNERS	87	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	29	14%	16	55%	9	31%	1	3%	3	10%
NOT ECONOMICALLY DISADVANTAGED	61	41%	17	28%	19	31%	22	36%	3	5%
NOT MIGRANT	90	32%	33	37%	28	31%	23	26%	6	7%

GRADE 6 ENGLISH LANGUAGE ARTS

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
	Percentage Scoring at Levels					
ALL STUDENTS	44	32%	8 18%	22 50%	5 11%	9 20%
GENERAL EDUCATION	38	37%	4 11%	20 53%	5 13%	9 24%
STUDENTS WITH DISABILITIES	6	0%	4 67%	2 33%	0 0%	0 0%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	2	_%	- -	- -	- -	- -
HISPANIC OR LATINO	6	17%	2 33%	3 50%	0 0%	1 17%
WHITE	33	36%	4 12%	17 52%	5 15%	7 21%
MULTIRACIAL	3	_%	- -	- -	- -	- -
SMALL GROUP TOTAL	5	20%	2 40%	2 40%	0 0%	1 20%
FEMALE	24	29%	4 17%	13 54%	2 8%	5 21%
MALE	20	35%	4 20%	9 45%	3 15%	4 20%
NON-ENGLISH LANGUAGE LEARNERS	44	32%	8 18%	22 50%	5 11%	9 20%
ECONOMICALLY DISADVANTAGED	12	17%	2 17%	8 67%	0 0%	2 17%
NOT ECONOMICALLY DISADVANTAGED	32	38%	6 19%	14 44%	5 16%	7 22%
NOT MIGRANT	44	32%	8 18%	22 50%	5 11%	9 20%

GRADE 7 ENGLISH LANGUAGE ARTS

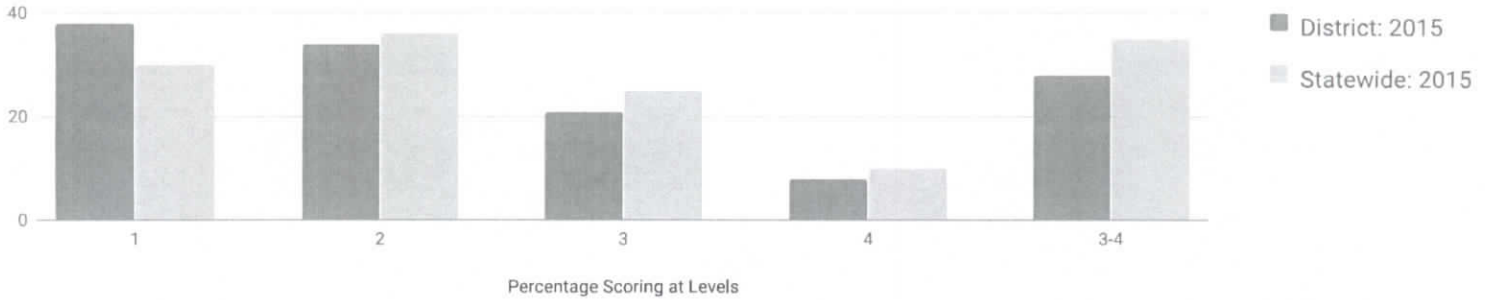
GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
	Percentage Scoring at Levels					

MEAN SCORE: 298

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	52	38%	13 25%	19 37%	19 37%	1 2%
GENERAL EDUCATION	45	44%	7 16%	18 40%	19 42%	1 2%
STUDENTS WITH DISABILITIES	7	0%	6 86%	1 14%	0 0%	0 0%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	2	_%	- -	- -	- -	- -
BLACK OR AFRICAN AMERICAN	1	_%	- -	- -	- -	- -
HISPANIC OR LATINO	2	_%	- -	- -	- -	- -
WHITE	47	40%	10 21%	18 38%	18 38%	1 2%
SMALL GROUP TOTAL	5	20%	3 60%	1 20%	1 20%	0 0%
FEMALE	23	26%	6 26%	11 48%	6 26%	0 0%

MALE	29	48%	7	24%	8	28%	13	45%	1	3%
NON-ENGLISH LANGUAGE LEARNERS	52	38%	13	25%	19	37%	19	37%	1	2%
ECONOMICALLY DISADVANTAGED	13	31%	8	62%	1	8%	4	31%	0	0%
NOT ECONOMICALLY DISADVANTAGED	39	41%	5	13%	18	46%	15	38%	1	3%
NOT MIGRANT	52	38%	13	25%	19	37%	19	37%	1	2%

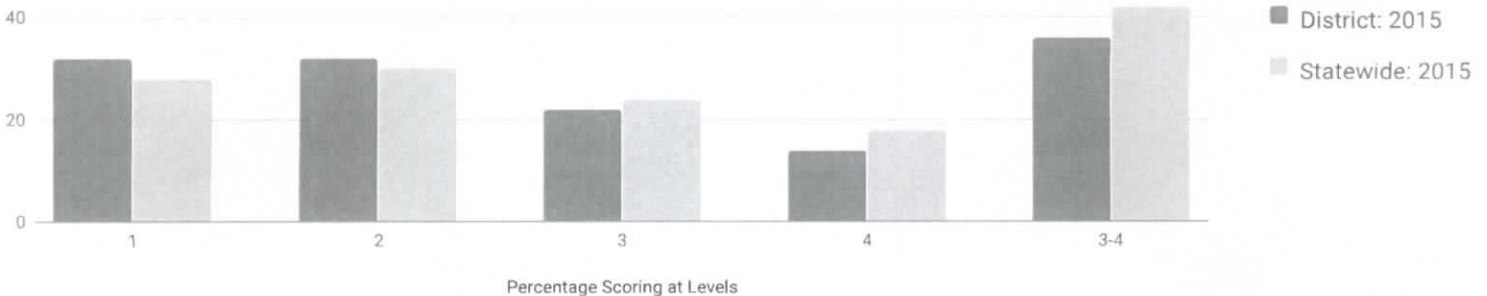
GRADE 8 ENGLISH LANGUAGE ARTS



MEAN SCORE: 284

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	53	28%	20	38%	18	34%	11	21%	4	8%
GENERAL EDUCATION	42	36%	12	29%	15	36%	11	26%	4	10%
STUDENTS WITH DISABILITIES	11	0%	8	73%	3	27%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	5	_%	-	-	-	-	-	-	-	-
WHITE	46	30%	17	37%	15	33%	11	24%	3	7%
SMALL GROUP TOTAL	7	14%	3	43%	3	43%	0	0%	1	14%
FEMALE	25	32%	8	32%	9	36%	6	24%	2	8%
MALE	28	25%	12	43%	9	32%	5	18%	2	7%
NON-ENGLISH LANGUAGE LEARNERS	53	28%	20	38%	18	34%	11	21%	4	8%
ECONOMICALLY DISADVANTAGED	16	13%	9	56%	5	31%	1	6%	1	6%
NOT ECONOMICALLY DISADVANTAGED	37	35%	11	30%	13	35%	10	27%	3	8%
NOT MIGRANT	53	28%	20	38%	18	34%	11	21%	4	8%

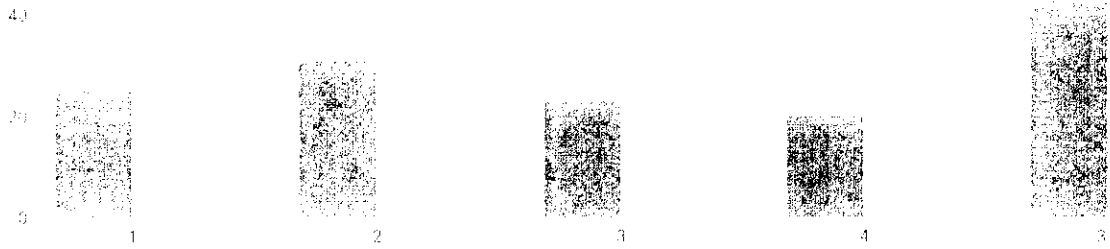
GRADE 3 MATHEMATICS



MEAN SCORE: 300

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	50	36%	16	32%	16	32%	11	22%	7	14%
GENERAL EDUCATION	48	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER P...	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	10	_%	-	-	-	-	-	-	-	-
WHITE	36	42%	9	25%	12	33%	8	22%	7	19%
SMALL GROUP TOTAL	14	21%	7	50%	4	29%	3	21%	0	0%
FEMALE	24	33%	9	38%	7	29%	4	17%	4	17%
MALE	26	38%	7	27%	9	35%	7	27%	3	12%
NON-ENGLISH LANGUAGE LEARNERS	48	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	15	27%	7	47%	4	27%	2	13%	2	13%
NOT ECONOMICALLY DISADVANTAGED	35	40%	9	26%	12	34%	9	26%	5	14%
NOT MIGRANT	50	36%	16	32%	16	32%	11	22%	7	14%

GRADE 4 MATHEMATICS



District: 2015

Statewide: 2015

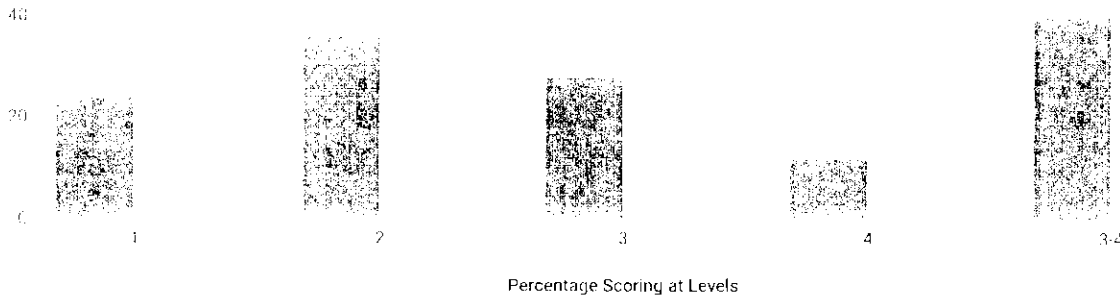
Percentage Scoring at Levels

MEAN SCORE: 305

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	70	43%	18	26%	22	31%	16	23%	14	20%
GENERAL EDUCATION	65	45%	14	22%	22	34%	15	23%	14	22%
STUDENTS WITH DISABILITIES	5	20%	4	80%	0	0%	1	20%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	13	_%	-	-	-	-	-	-	-	-
WHITE	53	49%	12	23%	15	28%	15	28%	11	21%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	17	24%	6	35%	7	41%	1	6%	3	18%
FEMALE	39	44%	10	26%	12	31%	10	26%	7	18%
MALE	31	42%	8	26%	10	32%	6	19%	7	23%
NON-ENGLISH LANGUAGE LEARNERS	68	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	24	25%	6	25%	12	50%	3	13%	3	13%

NOT ECONOMICALLY DISADVANTAGED	46	52%	12	26%	10	22%	13	28%	11	24%
NOT MIGRANT	70	43%	18	26%	22	31%	16	23%	14	20%

GRADE 5 MATHEMATICS

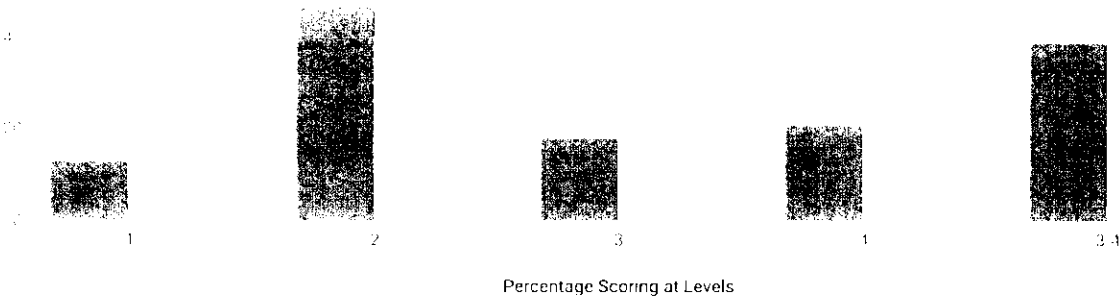


District: 2015
Statewide: 2015

MEAN SCORE: 310

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	75	40%	18	24%	27	36%	21	28%	9	12%
GENERAL EDUCATION	66	42%	12	18%	26	39%	19	29%	9	14%
STUDENTS WITH DISABILITIES	9	22%	6	67%	1	11%	2	22%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	3	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	7	_%	-	-	-	-	-	-	-	-
WHITE	64	41%	14	22%	24	38%	18	28%	8	13%
SMALL GROUP TOTAL	11	36%	4	36%	3	27%	3	27%	1	9%
FEMALE	30	30%	7	23%	14	47%	8	27%	1	3%
MALE	45	47%	11	24%	13	29%	13	29%	8	18%
NON-ENGLISH LANGUAGE LEARNERS	74	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	18	33%	7	39%	5	28%	4	22%	2	11%
NOT ECONOMICALLY DISADVANTAGED	57	42%	11	19%	22	39%	17	30%	7	12%
NOT MIGRANT	75	40%	18	24%	27	36%	21	28%	9	12%

GRADE 6 MATHEMATICS



District: 2015
Statewide: 2015

MEAN SCORE: 311

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
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ALL STUDENTS	38	39%	5	13%	18	47%	7	18%	8	21%
GENERAL EDUCATION	33	45%	3	9%	15	45%	7	21%	8	24%
STUDENTS WITH DISABILITIES	5	0%	2	40%	3	60%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	5	_%	-	-	-	-	-	-	-	-
WHITE	29	45%	2	7%	14	48%	7	24%	6	21%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	22%	3	33%	4	44%	0	0%	2	22%
FEMALE	19	37%	3	16%	9	47%	5	26%	2	11%
MALE	19	42%	2	11%	9	47%	2	11%	6	32%
NON-ENGLISH LANGUAGE LEARNERS	38	39%	5	13%	18	47%	7	18%	8	21%
ECONOMICALLY DISADVANTAGED	10	30%	1	10%	6	60%	2	20%	1	10%
NOT ECONOMICALLY DISADVANTAGED	28	43%	4	14%	12	43%	5	18%	7	25%
NOT MIGRANT	38	39%	5	13%	18	47%	7	18%	8	21%

GRADE 7 MATHEMATICS

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

41

District: 2015

Statewide: 2015

20

0

1

2

3

4 & above

3 & above

Percentage Scoring at Levels

MEAN SCORE: 316

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	38	45%	5	13%	16	42%	15	39%	2	5%
GENERAL EDUCATION	34	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER P...	2	_%	-	-	-	-	-	-	-	-
WHITE	36	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	38	45%	5	13%	16	42%	15	39%	2	5%
FEMALE	17	35%	3	18%	8	47%	5	29%	1	6%
MALE	21	52%	2	10%	8	38%	10	48%	1	5%
NON-ENGLISH LANGUAGE LEARNERS	38	45%	5	13%	16	42%	15	39%	2	5%
ECONOMICALLY DISADVANTAGED	4	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	34	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	38	45%	5	13%	16	42%	15	39%	2	5%

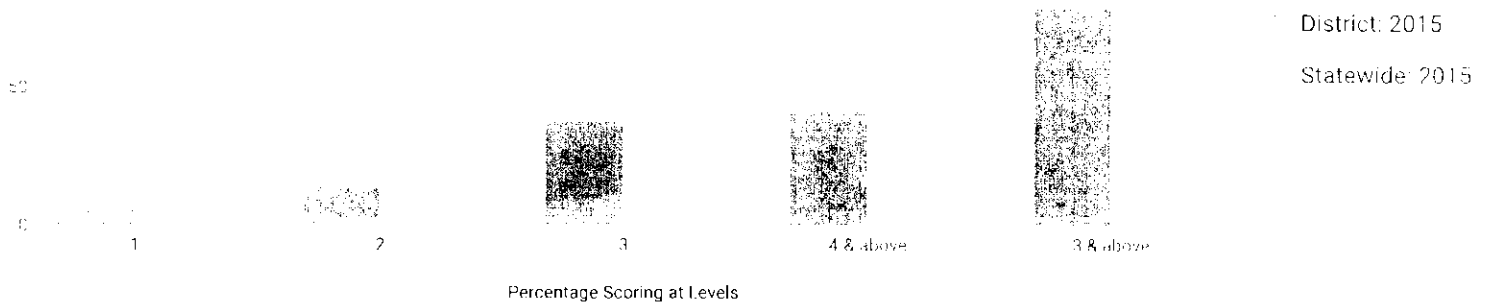
GRADE 7 STUDENTS TAKING A REGENTS MATH TEST

Accelerated grade 7 students who took a Regents math test in lieu of the Grade 7 NYSTP in Mathematics.

GROUP	TOTAL TEST...	LEVEL 1	LEVEL 2	LEVEL 3	4 & ABOVE	3 & ABOVE
ALL STUDENTS	1	-	-	-	-	-

GRADE 8 MATHEMATICS

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



MEAN SCORE: 302

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	22	27%	5 23%	11 50%	6 27%	0 0%
GENERAL EDUCATION	17	35%	2 12%	9 53%	6 35%	0 0%
STUDENTS WITH DISABILITIES	5	0%	3 60%	2 40%	0 0%	0 0%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-
WHITE	20	_%	-	-	-	-
SMALL GROUP TOTAL	22	27%	5 23%	11 50%	6 27%	0 0%
FEMALE	12	33%	1 8%	7 58%	4 33%	0 0%
MALE	10	20%	4 40%	4 40%	2 20%	0 0%
NON-ENGLISH LANGUAGE LEARNERS	22	27%	5 23%	11 50%	6 27%	0 0%
ECONOMICALLY DISADVANTAGED	6	0%	2 33%	4 67%	0 0%	0 0%
NOT ECONOMICALLY DISADVANTAGED	16	38%	3 19%	7 44%	6 38%	0 0%
NOT MIGRANT	22	27%	5 23%	11 50%	6 27%	0 0%

GRADE 8 STUDENTS TAKING A REGENTS MATH TEST

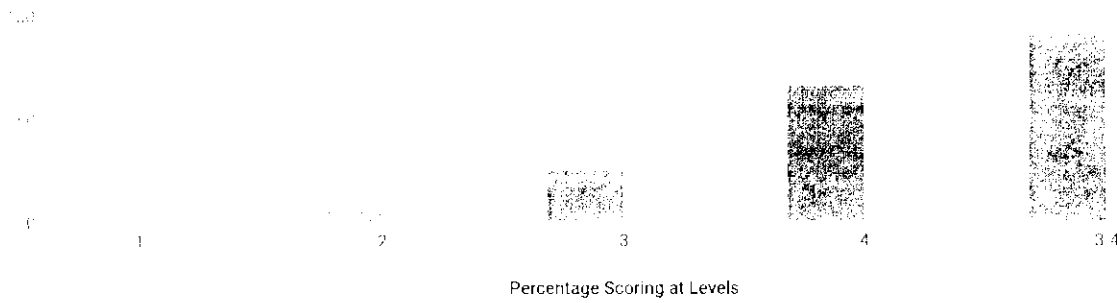
Accelerated grade 8 students who took a Regents math test in lieu of the Grade 8 NYSTP in Mathematics.

GROUP	TOTAL TEST...	LEVEL 1	LEVEL 2	LEVEL 3	4 & ABOVE	3 & ABOVE
ALL STUDENTS	55	0 0%	0 0%	23 42%	32 58%	55 100%

GRADE 4 SCIENCE

District: 2015

Statewide: 2015

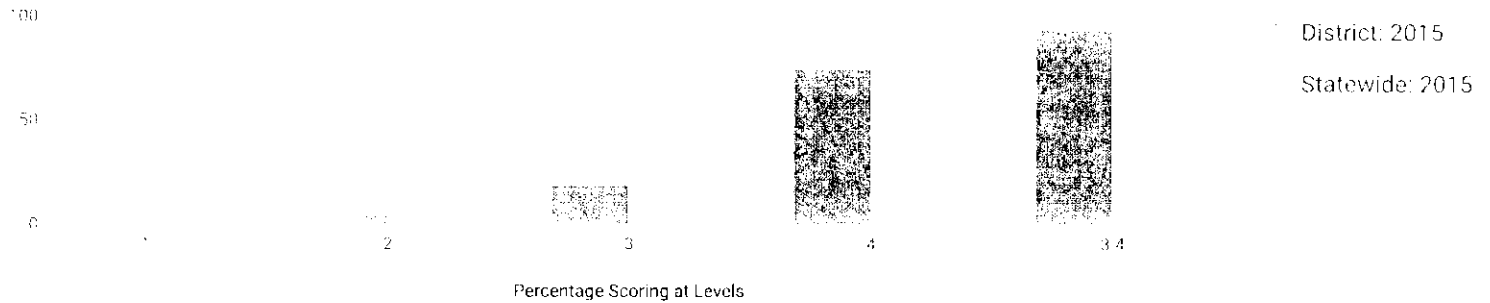


MEAN SCORE: 85

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	100	91%	3	3%	6	6%	25	25%	66	66%
GENERAL EDUCATION	89	97%	1	1%	2	2%	22	25%	64	72%
STUDENTS WITH DISABILITIES	11	45%	2	18%	4	36%	3	27%	2	18%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	16	_%	-	-	-	-	-	-	-	-
WHITE	80	91%	2	3%	5	6%	15	19%	58	73%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	20	90%	1	5%	1	5%	10	50%	8	40%
FEMALE	56	91%	1	2%	4	7%	14	25%	37	66%
MALE	44	91%	2	5%	2	5%	11	25%	29	66%
NON-ENGLISH LANGUAGE LEARNERS	96	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	29	90%	0	0%	3	10%	11	38%	15	52%
NOT ECONOMICALLY DISADVANTAGED	71	92%	3	4%	3	4%	14	20%	51	72%
NOT MIGRANT	100	91%	3	3%	6	6%	25	25%	66	66%

GRADE 8 SCIENCE

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



MEAN SCORE: 68

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	16	69%	1	6%	4	25%	9	56%	2	13%
GENERAL EDUCATION	11	82%	0	0%	2	18%	7	64%	2	18%
STUDENTS WITH DISABILITIES	5	40%	1	20%	2	40%	2	40%	0	0%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	13	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	16	69%	1	6%	4	25%	9	56%	2	13%
FEMALE	7	86%	0	0%	1	14%	6	86%	0	0%
MALE	9	56%	1	11%	3	33%	3	33%	2	22%
NON-ENGLISH LANGUAGE LEARNERS	16	69%	1	6%	4	25%	9	56%	2	13%
ECONOMICALLY DISADVANTAGED	4	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	12	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	16	69%	1	6%	4	25%	9	56%	2	13%

GRADE 8 STUDENTS TAKING A REGENTS SCIENCE TEST

Accelerated grade 8 students who take a Regents science test in lieu of the New York State Grade 8 Science Test.

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	65	100%	0	0%	0	0%	6	9%	59	91%

RECENTLY ARRIVED LEP STUDENTS (2014 - 15)

RECENTLY ARRIVED LEP STUDENTS TAKING NYSESLAT IN LIEU OF NYSTP

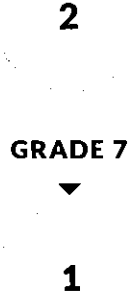
GRADE 3

GRADE 4

RECENTLY ARRIVED LEP STUDENTS NOT TESTED ON THE ELA NYSTP

GRADE 3

GRADE 4



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

GRADE: 4
READING

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

MATHEMATICS

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

GRADE: 8

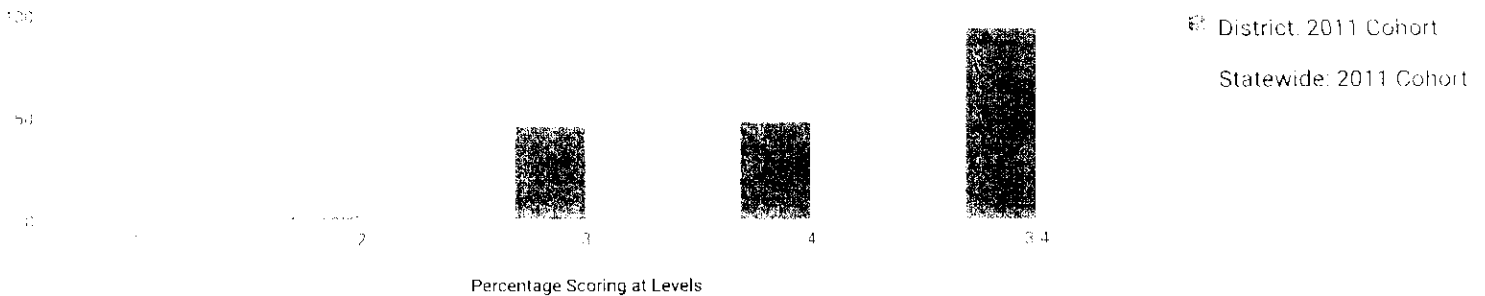
READING

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

MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION ...
ALL STUDENTS	31%	38%	24%	7%	
AMERICAN INDIAN OR A...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWA...	18%	30%	33%	19%	
BLACK OR AFRICAN AME...	48%	37%	13%	2%	
HISPANIC OR LATINO	41%	40%	16%	3%	
WHITE	20%	40%	31%	9%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABI...	64%	27%	8%	1%	99
LIMITED ENGLISH PROFL...	72%	21%	6%	1%	94
ECONOMICALLY DISADV...	40%	39%	17%	4%	

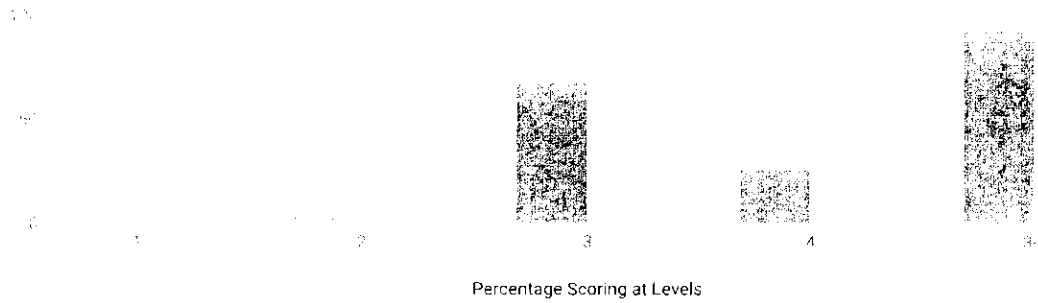
TOTAL COHORT RESULTS IN SECONDARY-LEVEL ENGLISH LANGUAGE ARTS AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	274	94%	3	1%	9	3%	126	46%	131	48%

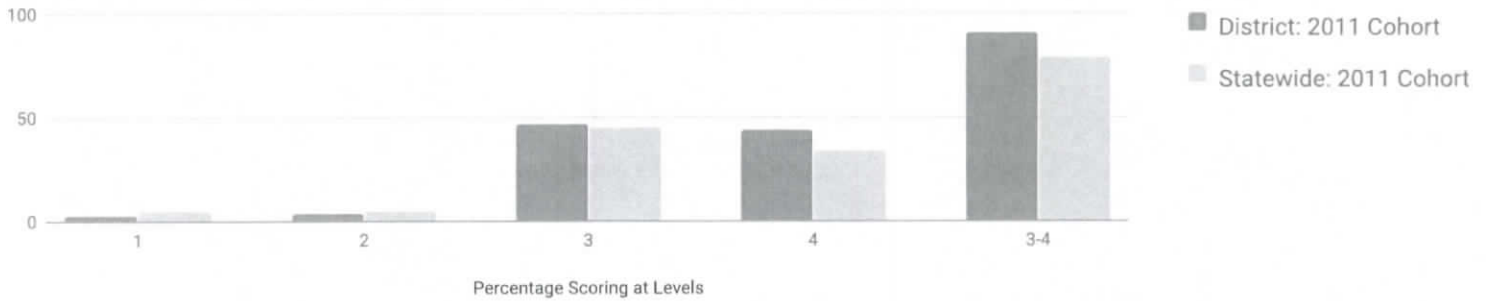
GENERAL EDUCATION	234	99%	2	1%	0	0%	103	44%	128	55%
STUDENTS WITH DISABILITIES	40	65%	1	3%	9	23%	23	58%	3	8%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	5	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	12	92%	0	0%	0	0%	6	50%	5	42%
WHITE	254	94%	3	1%	9	4%	117	46%	121	48%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	8	100%	0	0%	0	0%	3	38%	5	63%
FEMALE	117	98%	0	0%	1	1%	52	44%	63	54%
MALE	157	90%	3	2%	8	5%	74	47%	68	43%
NON-ENGLISH LANGUAGE LEARNERS	273	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	75	87%	2	3%	6	8%	43	57%	22	29%
NOT ECONOMICALLY DISADVANTAGED	199	96%	1	1%	3	2%	83	42%	109	55%
NOT MIGRANT	274	94%	3	1%	9	3%	126	46%	131	48%

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



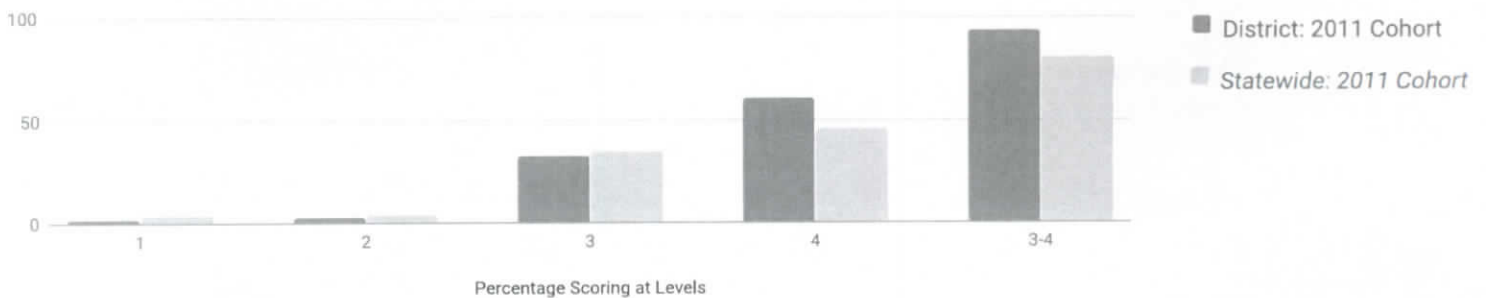
GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	274	93%	1	0%	14	5%	186	68%	70	26%
GENERAL EDUCATION	234	99%	1	0%	2	1%	162	69%	69	29%
STUDENTS WITH DISABILITIES	40	63%	0	0%	12	30%	24	60%	1	3%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	5	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	12	92%	0	0%	1	8%	6	50%	5	42%
WHITE	254	93%	1	0%	13	5%	174	69%	63	25%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	8	100%	0	0%	0	0%	6	75%	2	25%
FEMALE	117	97%	0	0%	2	2%	84	72%	30	26%
MALE	157	90%	1	1%	12	8%	102	65%	40	25%
NON-ENGLISH LANGUAGE LEARNERS	273	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	75	89%	1	1%	7	9%	55	73%	12	16%
NOT ECONOMICALLY DISADVANTAGED	199	95%	0	0%	7	4%	131	66%	58	29%
NOT MIGRANT	274	93%	1	0%	14	5%	186	68%	70	26%

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



GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	274	91%	7	3%	12	4%	129	47%	121	44%
GENERAL EDUCATION	234	97%	1	0%	4	2%	109	47%	118	50%
STUDENTS WITH DISABILITIES	40	58%	6	15%	8	20%	20	50%	3	8%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	5	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	12	83%	1	8%	1	8%	4	33%	6	50%
WHITE	254	91%	6	2%	11	4%	122	48%	110	43%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	8	100%	0	0%	0	0%	3	38%	5	63%
FEMALE	117	92%	0	0%	7	6%	60	51%	48	41%
MALE	157	90%	7	4%	5	3%	69	44%	73	46%
NON-ENGLISH LANGUAGE LEARNERS	273	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	75	79%	6	8%	9	12%	40	53%	19	25%
NOT ECONOMICALLY DISADVANTAGED	199	96%	1	1%	3	2%	89	45%	102	51%
NOT MIGRANT	274	91%	7	3%	12	4%	129	47%	121	44%

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



GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	274	94%	6	2%	7	3%	91	33%	166	61%
GENERAL EDUCATION	234	98%	3	1%	1	0%	70	30%	160	68%
STUDENTS WITH DISABILITIES	40	68%	3	8%	6	15%	21	53%	6	15%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	5	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	12	83%	2	17%	0	0%	2	17%	8	67%
WHITE	254	94%	4	2%	7	3%	87	34%	152	60%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	8	100%	0	0%	0	0%	2	25%	6	75%
FEMALE	117	95%	2	2%	3	3%	47	40%	64	55%
MALE	157	93%	4	3%	4	3%	44	28%	102	65%
NON-ENGLISH LANGUAGE LEARNERS	273	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	75	84%	5	7%	6	8%	29	39%	34	45%
NOT ECONOMICALLY DISADVANTAGED	199	97%	1	1%	1	1%	62	31%	132	66%
NOT MIGRANT	274	94%	6	2%	7	3%	91	33%	166	61%

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



GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	274	96%	1	0%	7	3%	130	47%	133	49%
GENERAL EDUCATION	234	99%	1	0%	1	0%	102	44%	130	56%
STUDENTS WITH DISABILITIES	40	78%	0	0%	6	15%	28	70%	3	8%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	5	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	12	92%	1	8%	0	0%	6	50%	5	42%
WHITE	254	96%	0	0%	7	3%	120	47%	124	49%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	8	100%	0	0%	0	0%	4	50%	4	50%
FEMALE	117	98%	0	0%	1	1%	54	46%	61	52%
MALE	157	94%	1	1%	6	4%	76	48%	72	46%
NON-ENGLISH LANGUAGE LEARNERS	273	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-

ECONOMICALLY DISADVANTAGED	75	93%	1	1%	3	4%	47	63%	23	31%
NOT ECONOMICALLY DISADVANTAGED	199	97%	0	0%	4	2%	83	42%	110	55%
NOT MIGRANT	274	96%	1	0%	7	3%	130	47%	133	49%

Regents Examination Results (2014 - 15)

COMPREHENSIVE ENGLISH

REGENTS COMPREHENSIVE ENGLISH

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	265	259	98%	249	94%	162	61%
GENERAL EDUCATION	217	215	99%	213	98%	152	70%
STUDENTS WITH DISABILITIES	48	44	92%	36	75%	10	21%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	5	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-
HISPANIC OR LATINO	17	17	100%	16	94%	9	53%
WHITE	239	233	97%	224	94%	146	61%
MULTIRACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	9	9	100%	9	100%	7	78%
FEMALE	128	126	98%	123	96%	88	69%
MALE	137	133	97%	126	92%	74	54%
NON-ENGLISH LANGUAGE LEARNERS	265	259	98%	249	94%	162	61%
ECONOMICALLY DISADVANTAGED	70	66	94%	58	83%	31	44%
NOT ECONOMICALLY DISADVANTAGED	195	193	99%	191	98%	131	67%
NOT MIGRANT	265	259	98%	249	94%	162	61%

ENGLISH LANGUAGE ARTS (COMMON CORE)

ENGLISH LANGUAGE ARTS (COMMON CORE)

GROUP	TOTAL TEST...	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	30	4	13%	0	0%	0	0%	0	0%	26	87%
GENERAL EDUCATION	26	-	-	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	3	-	-	-	-	-	-	-	-	-	-
WHITE	27	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	30	4	13%	0	0%	0	0%	0	0%	26	87%
FEMALE	17	0	0%	0	0%	0	0%	0	0%	17	100%
MALE	13	4	31%	0	0%	0	0%	0	0%	9	69%
NON-ENGLISH LANGUAGE LEARNERS	29	-	-	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	7	3	43%	0	0%	0	0%	0	0%	4	57%

NOT ECONOMICALLY DISADVANTAGED	23	1	4%	0	0%	0	0%	0	0%	22	96%
NOT MIGRANT	30	4	13%	0	0%	0	0%	0	0%	26	87%

INTEGRATED ALGEBRA

REGENTS INTEGRATED ALGEBRA

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	67	59	88%	46	69%	4	6%
GENERAL EDUCATION	46	43	93%	34	74%	3	7%
STUDENTS WITH DISABILITIES	21	16	76%	12	57%	1	5%
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-
HISPANIC OR LATINO	9	-	-	-	-	-	-
WHITE	54	48	89%	37	69%	3	6%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	13	11	85%	9	69%	1	8%
FEMALE	29	25	86%	21	72%	1	3%
MALE	38	34	89%	25	66%	3	8%
NON-ENGLISH LANGUAGE LEARNERS	63	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	29	23	79%	17	59%	2	7%
NOT ECONOMICALLY DISADVANTAGED	38	36	95%	29	76%	2	5%
NOT MIGRANT	67	59	88%	46	69%	4	6%

GEOMETRY

REGENTS GEOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	275	235	85%	174	63%	37	13%
GENERAL EDUCATION	246	216	88%	161	65%	37	15%
STUDENTS WITH DISABILITIES	29	19	66%	13	45%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	4	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	6	4	67%	2	33%	0	0%
HISPANIC OR LATINO	19	16	84%	9	47%	1	5%
WHITE	245	211	86%	159	65%	35	14%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	5	4	80%	4	80%	1	20%
FEMALE	146	123	84%	89	61%	18	12%
MALE	129	112	87%	85	66%	19	15%
NON-ENGLISH LANGUAGE LEARNERS	275	235	85%	174	63%	37	13%
ECONOMICALLY DISADVANTAGED	63	51	81%	37	59%	9	14%
NOT ECONOMICALLY DISADVANTAGED	212	184	87%	137	65%	28	13%
NOT MIGRANT	275	235	85%	174	63%	37	13%

ALGEBRA 2/TRIGONOMETRY

REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	212	142	67%	101	48%	35	17%
GENERAL EDUCATION	204	138	68%	99	49%	34	17%
STUDENTS WITH DISABILITIES	8	4	50%	2	25%	1	13%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	4	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-
HISPANIC OR LATINO	11	7	64%	3	27%	0	0%
WHITE	191	129	68%	95	50%	33	17%
MULTIRACIAL	4	-	-	-	-	-	-
SMALL GROUP TOTAL	10	6	60%	3	30%	2	20%
FEMALE	113	78	69%	56	50%	19	17%
MALE	99	64	65%	45	45%	16	16%
NON-ENGLISH LANGUAGE LEARNERS	212	142	67%	101	48%	35	17%
ECONOMICALLY DISADVANTAGED	34	21	62%	14	41%	4	12%
NOT ECONOMICALLY DISADVANTAGED	178	121	68%	87	49%	31	17%
NOT MIGRANT	212	142	67%	101	48%	35	17%

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TEST...	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	296	44	15%	64	22%	147	50%	38	13%	3	1%
GENERAL EDUCATION	237	25	11%	44	19%	127	54%	38	16%	3	1%
STUDENTS WITH DISABILITIES	59	19	32%	20	34%	20	34%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	4	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	36	13	36%	9	25%	11	31%	3	8%	0	0%
WHITE	251	30	12%	52	21%	134	53%	33	13%	2	1%
MULTIRACIAL	2	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	1	11%	3	33%	2	22%	2	22%	1	11%
FEMALE	152	19	13%	33	22%	79	52%	21	14%	0	0%
MALE	144	25	17%	31	22%	68	47%	17	12%	3	2%
NON-ENGLISH LANGUAGE LEARNERS	284	34	12%	63	22%	146	51%	38	13%	3	1%
ENGLISH LANGUAGE LEARNERS	12	10	83%	1	8%	1	8%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	70	18	26%	21	30%	26	37%	4	6%	1	1%
NOT ECONOMICALLY DISADVANTAGED	226	26	12%	43	19%	121	54%	34	15%	2	1%
NOT MIGRANT	296	44	15%	64	22%	147	50%	38	13%	3	1%

GEOMETRY (COMMON CORE)

GEOMETRY (COMMON CORE)

GROUP	TOTAL TEST...	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
ALL STUDENTS	242	55 23%	53 22%	92 38%	27 11%	15 6%
GENERAL EDUCATION	216	44 20%	47 22%	83 38%	27 13%	15 7%
STUDENTS WITH DISABILITIES	26	11 42%	6 23%	9 35%	0 0%	0 0%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	3	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	6	3 50%	1 17%	1 17%	1 17%	0 0%
HISPANIC OR LATINO	14	4 29%	4 29%	4 29%	2 14%	0 0%
WHITE	217	46 21%	48 22%	85 39%	24 11%	14 6%
MULTIRACIAL	2	-	-	-	-	-
SMALL GROUP TOTAL	5	2 40%	0 0%	2 40%	0 0%	1 20%
FEMALE	125	30 24%	33 26%	44 35%	13 10%	5 4%
MALE	117	25 21%	20 17%	48 41%	14 12%	10 9%
NON-ENGLISH LANGUAGE LEARNERS	242	55 23%	53 22%	92 38%	27 11%	15 6%
ECONOMICALLY DISADVANTAGED	57	15 26%	12 21%	21 37%	6 11%	3 5%
NOT ECONOMICALLY DISADVANTAGED	185	40 22%	41 22%	71 38%	21 11%	12 6%
NOT MIGRANT	242	55 23%	53 22%	92 38%	27 11%	15 6%

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED	55	65	85
ALL STUDENTS	317	293 92%	265 84%	132 42%
GENERAL EDUCATION	257	249 97%	235 91%	126 49%
STUDENTS WITH DISABILITIES	60	44 73%	30 50%	6 10%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	2	-	-	-
BLACK OR AFRICAN AMERICAN	5	5 100%	3 60%	1 20%
HISPANIC OR LATINO	27	21 78%	20 74%	9 33%
WHITE	280	262 94%	237 85%	118 42%
MULTIRACIAL	3	-	-	-
SMALL GROUP TOTAL	5	5 100%	5 100%	4 80%
FEMALE	163	153 94%	136 83%	64 39%
MALE	154	140 91%	129 84%	68 44%
NON-ENGLISH LANGUAGE LEARNERS	313	-	-	-
ENGLISH LANGUAGE LEARNERS	4	-	-	-
ECONOMICALLY DISADVANTAGED	81	66 81%	54 67%	20 25%
NOT ECONOMICALLY DISADVANTAGED	236	227 96%	211 89%	112 47%
NOT MIGRANT	317	293 92%	265 84%	132 42%

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	286	279	98%	265	93%	188	66%
GENERAL EDUCATION	232	228	98%	224	97%	174	75%
STUDENTS WITH DISABILITIES	54	51	94%	41	76%	14	26%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	5	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-
HISPANIC OR LATINO	20	18	90%	16	80%	11	55%
WHITE	257	252	98%	240	93%	170	66%
MULTIRACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	9	9	100%	9	100%	7	78%
FEMALE	143	141	99%	133	93%	94	66%
MALE	143	138	97%	132	92%	94	66%
NON-ENGLISH LANGUAGE LEARNERS	283	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	82	77	94%	69	84%	43	52%
NOT ECONOMICALLY DISADVANTAGED	204	202	99%	196	96%	145	71%
NOT MIGRANT	286	279	98%	265	93%	188	66%

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	266	254	95%	233	88%	111	42%
GENERAL EDUCATION	204	201	99%	196	96%	106	52%
STUDENTS WITH DISABILITIES	62	53	85%	37	60%	5	8%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	5	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-
HISPANIC OR LATINO	28	22	79%	22	79%	6	21%
WHITE	230	224	97%	203	88%	100	43%
SMALL GROUP TOTAL	8	8	100%	8	100%	5	63%
FEMALE	140	134	96%	122	87%	57	41%
MALE	126	120	95%	111	88%	54	43%
NON-ENGLISH LANGUAGE LEARNERS	263	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	67	61	91%	53	79%	17	25%
NOT ECONOMICALLY DISADVANTAGED	199	193	97%	180	90%	94	47%
NOT MIGRANT	266	254	95%	233	88%	111	42%

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	284	270	95%	244	86%	102	36%
GENERAL EDUCATION	247	237	96%	218	88%	97	39%
STUDENTS WITH DISABILITIES	37	33	89%	26	70%	5	14%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	2	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	5	-	-	-	-	-	-
HISPANIC OR LATINO	21	21	100%	19	90%	4	19%
WHITE	255	242	95%	219	86%	95	37%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	8	7	88%	6	75%	3	38%
FEMALE	149	140	94%	122	82%	50	34%
MALE	135	130	96%	122	90%	52	39%
NON-ENGLISH LANGUAGE LEARNERS	284	270	95%	244	86%	102	36%
ECONOMICALLY DISADVANTAGED	66	60	91%	52	79%	25	38%
NOT ECONOMICALLY DISADVANTAGED	218	210	96%	192	88%	77	35%
NOT MIGRANT	284	270	95%	244	86%	102	36%

PHYSICAL SETTING/CHEMISTRY

REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	183	175	96%	143	78%	36	20%
GENERAL EDUCATION	177	171	97%	139	79%	36	20%
STUDENTS WITH DISABILITIES	6	4	67%	4	67%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	2	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
HISPANIC OR LATINO	10	10	100%	8	80%	0	0%
WHITE	165	157	95%	129	78%	34	21%
MULTIRACIAL	5	-	-	-	-	-	-
SMALL GROUP TOTAL	8	8	100%	6	75%	2	25%
FEMALE	96	93	97%	74	77%	20	21%
MALE	87	82	94%	69	79%	16	18%
NON-ENGLISH LANGUAGE LEARNERS	183	175	96%	143	78%	36	20%
ECONOMICALLY DISADVANTAGED	33	31	94%	22	67%	3	9%
NOT ECONOMICALLY DISADVANTAGED	150	144	96%	121	81%	33	22%
NOT MIGRANT	183	175	96%	143	78%	36	20%

PHYSICAL SETTING/PHYSICS

REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	40	38	95%	36	90%	14	35%
GENERAL EDUCATION	40	38	95%	36	90%	14	35%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	1	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	38	-	-	-	-	-	-
SMALL GROUP TOTAL	40	38	95%	36	90%	14	35%
FEMALE	6	6	100%	6	100%	1	17%
MALE	34	32	94%	30	88%	13	38%
NON-ENGLISH LANGUAGE LEARNERS	40	38	95%	36	90%	14	35%
ECONOMICALLY DISADVANTAGED	7	7	100%	6	86%	1	14%
NOT ECONOMICALLY DISADVANTAGED	33	31	94%	30	91%	13	39%
NOT MIGRANT	40	38	95%	36	90%	14	35%

REGENTS COMPETENCY TEST RESULTS (2014 - 15)

GROUP	READING	WRITING	MATH	GLOBAL STUDI...US HIST & GOV...
ALL STUDENTS	3	1	1	3
GENERAL EDUCATION		1		
STUDENTS WITH DISABILITIES	2	1	1	3
HISPANIC OR LATINO	1		1	1
WHITE	2	1	2	1
SMALL GROUP TOTAL	3	1	1	3
FEMALE	1		1	2
MALE	2	1	1	1
NON-ENGLISH LANGUAGE LEARNERS	2	1	2	1
ENGLISH LANGUAGE LEARNERS	1		1	1
ECONOMICALLY DISADVANTAGED	2		1	1
NOT ECONOMICALLY DISADVANTAGED	1	1	2	1
NOT MIGRANT	3	1	1	3

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

GROUP	TOTAL TEST... PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE 3 ELA	1	_%	-	-	-
GRADE 3 MATH	1	_%	-	-	-
GRADE 5 ELA	4	_%	-	-	-
GRADE 5 MATH	4	_%	-	-	-

GRADE 6 ELA	3	_%	-	-	-	-
GRADE 6 MATH	3	_%	-	-	-	-
GRADE 7 ELA	7	100%	0	0	7	0
GRADE 7 MATH	6	83%	0	1	5	0
SECONDARY-LEVEL ELA	1	_%	-	-	-	-
SECONDARY-LEVEL MATH	2	_%	-	-	-	-
SECONDARY-LEVEL SCIENCE	2	_%	-	-	-	-
SECONDARY-LEVEL SOCIAL STUDIES	2	_%	-	-	-	-

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

KINDERGARTEN

GROUP	TOTAL TEST...	ENTERING	EMERGING	TRANSITIO...	EXPANDING	COMMANDI...
ALL STUDENTS	14	14%	21%	14%	50%	0%
GENERAL EDUCATION	14	14%	21%	14%	50%	0%

GRADE 1

GROUP	TOTAL TEST...	ENTERING	EMERGING	TRANSITIO...	EXPANDING	COMMANDI...
ALL STUDENTS	7	0%	14%	14%	57%	14%
GENERAL EDUCATION	6	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 2

GROUP	TOTAL TEST...	ENTERING	EMERGING	TRANSITIO...	EXPANDING	COMMANDI...
ALL STUDENTS	8	13%	38%	0%	38%	13%
GENERAL EDUCATION	8	13%	38%	0%	38%	13%

GRADE 3

GROUP	TOTAL TEST...	ENTERING	EMERGING	TRANSITIO...	EXPANDING	COMMANDI...
ALL STUDENTS	5	40%	20%	20%	20%	0%
GENERAL EDUCATION	4	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 4

GROUP	TOTAL TEST...	ENTERING	EMERGING	TRANSITIO...	EXPANDING	COMMANDI...
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ALL STUDENTS	6	33%	0%	17%	50%	0%
GENERAL EDUCATION	5	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 5

GROUP	TOTAL TEST...	ENTERING	EMERGING	TRANSITIO...	EXPANDING	COMMANDI...
ALL STUDENTS	6	0%	33%	0%	67%	0%
GENERAL EDUCATION	4	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-

GRADE 6

GROUP	TOTAL TEST...	ENTERING	EMERGING	TRANSITIO...	EXPANDING	COMMANDI...
ALL STUDENTS	5	0%	0%	20%	60%	20%
GENERAL EDUCATION	3	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-

GRADE 7

GROUP	TOTAL TEST...	ENTERING	EMERGING	TRANSITIO...	EXPANDING	COMMANDI...
ALL STUDENTS	3	-	-	-	-	-
GENERAL EDUCATION	2	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 8

GROUP	TOTAL TEST...	ENTERING	EMERGING	TRANSITIO...	EXPANDING	COMMANDI...
ALL STUDENTS	3	-	-	-	-	-
GENERAL EDUCATION	2	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 9

GROUP	TOTAL TEST...	ENTERING	EMERGING	TRANSITIO...	EXPANDING	COMMANDI...
ALL STUDENTS	12	25%	33%	0%	25%	17%
GENERAL EDUCATION	10	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-

GRADE 10

GROUP	TOTAL TEST...	ENTERING	EMERGING	TRANSITIO...	EXPANDING	COMMANDI...
ALL STUDENTS	3	-	-	-	-	-
GENERAL EDUCATION	2	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 12

GROUP	TOTAL TEST...	ENTERING	EMERGING	TRANSITIO...	EXPANDING	COMMANDI...
ALL STUDENTS	1	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

ALL STUDENTS



MADE AYP: NO

TESTED 95%



NO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



3,078*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



44%*

PI >= EAMO OR SAFE HARBOR TARGET



YES

TESTED STUDENTS ENROLLED ON BEDS DAY



366

PI



108

EAMO



91

SAFE HARBOR TARGET



91

AMERICAN INDIAN OR ALASKA NATIVE



MADE AYP: —

TESTED 95%



—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



3

—

PI >= EAMO OR SAFE HARBOR TARGET

TESTED STUDENTS ENROLLED ON BEDS DAY

PI

EAMO

SAFE HARBOR TARGET

—

1

—

—

—

BLACK OR AFRICAN AMERICAN

MADE AYP: —

TESTED 95%

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

18

—

PI >= EAMO OR SAFE HARBOR TARGET

TESTED STUDENTS ENROLLED ON BEDS DAY

PI

EAMO

SAFE HARBOR TARGET

—

7

—

—

—

HISPANIC OR LATINO

MADE AYP: NO

TESTED 95%

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

NO

280*

52%*

PI >= EAMO OR SAFE HARBOR TARGET

TESTED STUDENTS ENROLLED ON BEDS DAY

PI

EAMO

SAFE HARBOR TARGET

YES

42

71

68

68

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

TESTED 95%		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
▼		▼		▼	
—		17		—	
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
▼	▼	▼	▼	▼	
—	11	—	—	—	

WHITE



MADE AYP: NO

TESTED 95%		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
▼		▼		▼	
NO		2,669*		42%*	
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
▼	▼	▼	▼	▼	
YES	299	114	108	108	

MULTIRACIAL



MADE AYP: —

TESTED 95%		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
▼		▼		▼	
—		30		—	
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
▼	▼	▼	▼	▼	
—	—	—	—	—	

▼	▼	—	—	—
—	6			

STUDENTS WITH DISABILITIES

MADE AYP: NO

TESTED 95%

NO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

580*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

42%*

PI >= EAMO OR SAFE HARBOR TARGET

YES

TESTED STUDENTS ENROLLED ON BEDS DAY

61†

PI

49†

EAMO

48

SAFE HARBOR TARGET

48

LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

28

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

PI >= EAMO OR SAFE HARBOR TARGET

—

TESTED STUDENTS ENROLLED ON BEDS DAY

3

PI

—

EAMO

—

SAFE HARBOR TARGET

—

ECONOMICALLY DISADVANTAGED

MADE AYP: NO

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

—

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—

NO

▼
861*

▼
47%*

PI >= EAMO OR
SAFE HARBOR
TARGET

TESTED
STUDENTS
ENROLLED ON
BEDS DAY

PI

EAMO

SAFE HARBOR
TARGET



YES

109

85

74

74

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
3,072*	44%*	365	108

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
3,044*	44%*	359	109

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
2,798*	43%*	324	112

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
3,041*	43%*	355	108

NOT WHITE

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

PERIOD**53%*****79****409*****67****NOT MULTIRACIAL****STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION
PERIOD****3,026*****PERCENT OF ENROLLED
STUDENTS WITH VALID
TEST SCORES****44%*****TESTED STUDENTS
ENROLLED ON BEDS
DAY****360****PI****108****GENERAL EDUCATION****STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION
PERIOD****2,498*****PERCENT OF ENROLLED
STUDENTS WITH VALID
TEST SCORES****44%*****TESTED STUDENTS
ENROLLED ON BEDS
DAY****310****PI****118****ENGLISH PROFICIENT****STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION
PERIOD****3,013*****PERCENT OF ENROLLED
STUDENTS WITH VALID
TEST SCORES****43%*****TESTED STUDENTS
ENROLLED ON BEDS
DAY****363****PI****109****NOT ECONOMICALLY DISADVANTAGED****STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION
PERIOD****2,217*****PERCENT OF ENROLLED
STUDENTS WITH VALID
TEST SCORES****43%*****TESTED STUDENTS
ENROLLED ON BEDS
DAY****257****PI****117****MALE****STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION****PERCENT OF ENROLLED
STUDENTS WITH VALID
TEST SCORES****TESTED STUDENTS
ENROLLED ON BEDS****PI**

PERIOD		DAY	
1,507*	44%*	185	104
FEMALE			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
1,571*	43%*	181	112
MIGRANT			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
0	—	0	—
NOT MIGRANT			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
3,078*	44%*	366	108

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.

*The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

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

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

ALL STUDENTS



MADE AYP: NO

TESTED 95%



NO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



3,077*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



41%*

PI >= EAMO OR SAFE HARBOR TARGET



YES

TESTED STUDENTS ENROLLED ON BEDS DAY



355

PI



132

EAMO



88

SAFE HARBOR TARGET



88

AMERICAN INDIAN OR ALASKA NATIVE



MADE AYP: —

TESTED 95%



—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



3

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



—

PI >= EAMO OR SAFE HARBOR TARGET



—

TESTED STUDENTS ENROLLED ON BEDS DAY



0

PI



—

EAMO



—

SAFE HARBOR TARGET



—

BLACK OR AFRICAN AMERICAN



MADE AYP: —

TESTED 95%



—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



18

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
▼ —	▼ 5	▼ —	▼ —	▼ —

HISPANIC OR LATINO



MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
▼ NO	▼ 280*	▼ 46%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
▼ YES	▼ 36	▼ 100	▼ 65	▼ 65

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



MADE AYP: —

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

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
▼ —	▼ 12	▼ —	▼ —	▼ —

WHITE



MADE AYP: NO

TESTED 95%

▼
NO

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

▼

2,668*

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

▼

41%*

PI >= EAMO OR
SAFE HARBOR
TARGET

▼

YES

TESTED
STUDENTS
ENROLLED ON
BEDS DAY

▼

297

PI

▼

137

EAMO

▼

104

SAFE HARBOR
TARGET

▼

104

MULTIRACIAL

▼

MADE AYP: —

TESTED 95%

▼
—

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

▼

30

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

▼

—

PI >= EAMO OR
SAFE HARBOR
TARGET

▼

—

TESTED
STUDENTS
ENROLLED ON
BEDS DAY

▼

5

PI

▼

—

EAMO

▼

—

SAFE HARBOR
TARGET

▼

—

STUDENTS WITH DISABILITIES

▼

MADE AYP: NO

TESTED 95%

▼
NO

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

▼

578*

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

▼

36%*

PI >= EAMO OR
SAFE HARBOR
TARGET

▼

TESTED
STUDENTS
ENROLLED ON
BEDS DAY

▼

76+

PI

▼

EAMO

▼

48

SAFE HARBOR
TARGET

▼

48

YES

49†

LIMITED ENGLISH PROFICIENT



MADE AYP: —

TESTED 95%



—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



28

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



—

PI >= EAMO OR SAFE HARBOR TARGET



—

TESTED STUDENTS ENROLLED ON BEDS DAY



1

PI



—

EAMO



—

SAFE HARBOR TARGET



—

ECONOMICALLY DISADVANTAGED



MADE AYP: NO

TESTED 95%



NO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



859*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



39%*

PI >= EAMO OR SAFE HARBOR TARGET



YES

TESTED STUDENTS ENROLLED ON BEDS DAY



84

PI



111

EAMO



70

SAFE HARBOR TARGET



70

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
3,071*	41%*	355	132

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
3,043*	41%*	350	133

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
2,797*	41%*	319	136

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
3,040*	41%*	343	132

NOT WHITE

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

PERIOD	48%*	▼	109
▼			
409*		58	

NOT MULTIRACIAL



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
3,025*	42%*	350	131

GENERAL EDUCATION



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
2,499*	43%*	309	141

ENGLISH PROFICIENT



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
3,012*	41%*	354	132

NOT ECONOMICALLY DISADVANTAGED



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
2,218*	42%*	271	139

MALE



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS	PI
---	--	---	-----------

PERIOD		DAY	
▼	43%*	▼	137
1,506*		190	
FEMALE			
▼			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
1,571*	40%*	165	126
MIGRANT			
▼			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
0	—	0	—
NOT MIGRANT			
▼			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
3,077*	41%*	355	132

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.

*The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

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

ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

ALL STUDENTS



MADE AYP: NO

TESTED 80%



NO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



1,048*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



52%*

PI >= EAMO OR PROGRESS TARGET



YES

TESTED STUDENTS ENROLLED ON BEDS DAY



177

PI



192

EAMO



177

PROGRESS

TARGET



177

AMERICAN INDIAN OR ALASKA NATIVE



MADE AYP: —

TESTED 80%



—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



2

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



—

PI >= EAMO OR PROGRESS TARGET



—

TESTED STUDENTS ENROLLED ON BEDS DAY



0

PI



—

EAMO



—

PROGRESS

TARGET



—

BLACK OR AFRICAN AMERICAN



MADE AYP: —

TESTED 80%



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

—	7	—	—	—
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
▼	▼	▼	▼	▼
—	1	—	—	—

HISPANIC OR LATINO

MADE AYP: NO

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
▼	▼	▼
NO	99*	56%*

PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
▼	▼	▼	▼	▼
YES	52 ⁰	177	162	162

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
▼	▼	▼
—	4	—

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

—

3



—

WHITE



MADE AYP: NO

TESTED 80%



NO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



908*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



52%*

PI >= EAMO OR PROGRESS TARGET



YES

TESTED STUDENTS ENROLLED ON BEDS DAY



152

PI



191

EAMO



185

PROGRESS

TARGET



185

MULTIRACIAL



MADE AYP: —

TESTED 80%



—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



11

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



—

PI >= EAMO OR PROGRESS TARGET



—

TESTED STUDENTS ENROLLED ON BEDS DAY



2

PI



—

EAMO



—

PROGRESS

TARGET



—

STUDENTS WITH DISABILITIES



MADE AYP: NO

TESTED 80%



NO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



194*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



35%*

PI >= EAMO OR PROGRESS TARGET



NO

TESTED STUDENTS ENROLLED ON BEDS DAY



69⁰

PI



152

EAMO



154

PROGRESS

TARGET



154

LIMITED ENGLISH PROFICIENT



MADE AYP: —

TESTED 80%



—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



8

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



—

PI >= EAMO OR PROGRESS TARGET



—

TESTED STUDENTS ENROLLED ON BEDS DAY



2

PI



—

EAMO



—

PROGRESS

TARGET



—

ECONOMICALLY DISADVANTAGED



MADE AYP: NO

TESTED 80%



NO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



292*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



47%*

PI >= EAMO OR

TESTED STUDENTS

**PROGRESS
TARGET**



YES

**ENROLLED ON
BEDS DAY**



39

PI



190

EAMO



161

PROGRESS

TARGET



161

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
1,046*	52%*	177	192

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
1,036*	52%*	176	192

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
949*	52%*	158	191

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
1,036*	52%*	174	191

NOT WHITE

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

PERIOD			
▼		▼	
140*	54%*	69	180

NOT MULTIRACIAL

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
1,033*	52%*	175	191

GENERAL EDUCATION

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
854*	56%*	161	198

ENGLISH PROFICIENT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
1,029*	52%*	175	192

NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
756*	54%*	138	192

MALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS	PI
---	--	---	-----------

PERIOD		DAY	
503*	52%*	84	187
FEMALE			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
545*	52%*	93	196
MIGRANT			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
0	—	0	—
NOT MIGRANT			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
1,048*	52%*	177	192

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Progress Target data are suppressed.

*The percentage of students tested in the current year fell below 80 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

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

SECONDARY-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

ALL STUDENTS



MADE AYP: YES

TESTED 95%



YES

12TH GRADERS



273

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES



100%

PI >= EAMO OR SAFE HARBOR TARGET



YES

2011 ACCOUNTABILITY COHORT MEMBERS



270

PI



169

EAMO



163

SAFE HARBOR TARGET



163

AMERICAN INDIAN OR ALASKA NATIVE



MADE AYP: —

TESTED 95%



—

12TH GRADERS



0

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES



—

PI >= EAMO OR SAFE HARBOR TARGET



—

2011 ACCOUNTABILITY COHORT MEMBERS



0

PI



—

EAMO



—

SAFE HARBOR TARGET



—

BLACK OR AFRICAN AMERICAN



MADE AYP: —

TESTED 95%



—

12TH GRADERS



0

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES



—

PI >= EAMO OR SAFE HARBOR TARGET

2011 ACCOUNTABILITY COHORT

PI

EAMO

SAFE HARBOR TARGET

MEMBERS

▼	▼	▼	▼	▼
—	0	—	—	—

HISPANIC OR LATINO

MADE AYP: —

TESTED 95%

12TH GRADERS

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

▼	▼	▼	▼	▼
—	12	—	—	—

PI >= EAMO OR SAFE HARBOR TARGET

2011 ACCOUNTABILITY COHORT MEMBERS

PI

EAMO

SAFE HARBOR TARGET

▼	▼	▼	▼	▼
—	12	—	—	—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

TESTED 95%

12TH GRADERS

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

▼	▼	▼	▼	▼
—	6	—	—	—

PI >= EAMO OR SAFE HARBOR TARGET

2011 ACCOUNTABILITY COHORT MEMBERS

PI

EAMO

SAFE HARBOR TARGET

▼	▼	▼	▼	▼
—	5	—	—	—

WHITE

MADE AYP: NO

TESTED 95%

12TH GRADERS

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

▼	▼	▼	▼	▼
YES	253	—	—	—

100%

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
▼	▼	▼	▼	▼
NO	251	169	174	174

MULTIRACIAL



MADE AYP: —

TESTED 95%



—

12TH GRADERS



2

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES



—

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

STUDENTS WITH DISABILITIES



MADE AYP: YES

TESTED 95%



—

12TH GRADERS



39

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES



—

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
▼	▼	▼	▼	▼
YES	43†	112†	110	98

LIMITED ENGLISH PROFICIENT



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	
▼	▼	▼	▼	▼	▼
—	1	—	—	—	—

ECONOMICALLY DISADVANTAGED

▼
MADE AYP: NO

TESTED 95%		12TH GRADERS		PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	
▼		▼		▼	
YES		73		100%	
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET	
▼	▼	▼	▼	▼	▼
NO	72	135	146	146	

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
273	100%	270	169

NOT BLACK OR AFRICAN AMERICAN

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
273	100%	270	169

NOT HISPANIC OR LATINO

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
261	100%	258	169

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
267	100%	265	168

NOT WHITE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
20	—	19	—

NOT MULTIRACIAL**12TH GRADERS**▼
271**PERCENT OF 12TH
GRADERS WITH VALID
TEST SCORES**▼
100%**2011 ACCOUNTABILITY
COHORT MEMBERS**▼
268**PI**▼
169**GENERAL EDUCATION****12TH GRADERS**▼
234**PERCENT OF 12TH
GRADERS WITH VALID
TEST SCORES**▼
100%**2011 ACCOUNTABILITY
COHORT MEMBERS**▼
230**PI**▼
180**ENGLISH PROFICIENT****12TH GRADERS**▼
272**PERCENT OF 12TH
GRADERS WITH VALID
TEST SCORES**▼
100%**2011 ACCOUNTABILITY
COHORT MEMBERS**▼
269**PI**▼
169**NOT ECONOMICALLY DISADVANTAGED****12TH GRADERS**▼
200**PERCENT OF 12TH
GRADERS WITH VALID
TEST SCORES**▼
100%**2011 ACCOUNTABILITY
COHORT MEMBERS**▼
198**PI**▼
181**MALE****12TH GRADERS**▼
155**PERCENT OF 12TH
GRADERS WITH VALID
TEST SCORES**▼
100%**2011 ACCOUNTABILITY
COHORT MEMBERS**▼
156**PI**▼
159**FEMALE****12TH GRADERS**

▼

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

▼

	TEST SCORES		
118	▼	▼	182
	100%	114	
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
▼	▼	▼	▼
273	100%	270	169

— 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.

SECONDARY-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

ALL STUDENTS				
▼				
MADE AYP: NO				
TESTED 95%		12TH GRADERS		PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
▼		▼		▼
YES		273		100%
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
▼	▼	▼	▼	▼
NO	270	139	147	147

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%



—

12TH GRADERS



0

PERCENT OF 12TH GRADERS
WITH VALID TEST SCORES

—

PI >= EAMO OR
SAFE HARBOR
TARGET

—

2011
ACCOUNTABILITY
COHORT
MEMBERS

0

PI



—

EAMO



—

SAFE HARBOR
TARGET

—

BLACK OR AFRICAN AMERICAN

MADE AYP: —

TESTED 95%



—

12TH GRADERS



0

PERCENT OF 12TH GRADERS
WITH VALID TEST SCORES

—

PI >= EAMO OR
SAFE HARBOR
TARGET

—

2011
ACCOUNTABILITY
COHORT
MEMBERS

0

PI



—

EAMO



—

SAFE HARBOR
TARGET

—

HISPANIC OR LATINO

MADE AYP: —

TESTED 95%



—

12TH GRADERS



12

PERCENT OF 12TH GRADERS
WITH VALID TEST SCORES

—

PI >= EAMO OR
SAFE HARBOR2011
ACCOUNTABILITY

TARGET

▼
—

COHORT MEMBERS

▼
12

PI

▼
—

EAMO

▼
—

SAFE HARBOR TARGET

▼
—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



MADE AYP: —

TESTED 95%

▼
—

12TH GRADERS

▼
6

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

▼
—

PI >= EAMO OR SAFE HARBOR TARGET

▼
—

2011 ACCOUNTABILITY COHORT MEMBERS

▼
5

PI

▼
—

EAMO

▼
—

SAFE HARBOR TARGET

▼
—

WHITE



MADE AYP: NO

TESTED 95%

▼
YES

12TH GRADERS

▼
253

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

▼
100%

PI >= EAMO OR SAFE HARBOR TARGET

▼
NO

2011 ACCOUNTABILITY COHORT MEMBERS

▼
251

PI

▼
139

EAMO

▼
159

SAFE HARBOR TARGET

▼
147

MULTIRACIAL



MADE AYP: —

TESTED 95%



12TH GRADERS



PERCENT OF 12TH GRADERS

WITH VALID TEST SCORES

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

STUDENTS WITH DISABILITIES



MADE AYP: NO

TESTED 95%				
▼				
—				
12TH GRADERS				
▼				
39				
PERCENT OF 12TH GRADERS WITH VALID TEST SCORES				
▼				
—				
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
▼	▼	▼	▼	▼
NO	43+	81+	99	87

LIMITED ENGLISH PROFICIENT



MADE AYP: —

TESTED 95%				
▼				
—				
12TH GRADERS				
▼				
1				
PERCENT OF 12TH GRADERS WITH VALID TEST SCORES				
▼				
—				
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
▼	▼	▼	▼	▼
—	1	—	—	—

ECONOMICALLY DISADVANTAGED



MADE AYP: NO

TESTED 95% ▼ YES		12TH GRADERS ▼ 73		PERCENT OF 12TH GRADERS WITH VALID TEST SCORES ▼ 100%
PI >= EAMO OR SAFE HARBOR TARGET ▼ NO	2011 ACCOUNTABILITY COHORT MEMBERS ▼ 72	PI ▼ 115	EAMO ▼ 127	SAFE HARBOR TARGET ▼ 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
▼	▼	▼	▼
273	100%	270	139

NOT BLACK OR AFRICAN AMERICAN

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
▼	▼	▼	▼
273	100%	270	139

NOT HISPANIC OR LATINO

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
▼	▼	▼	▼
261	100%	258	138

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
▼	▼	▼	▼
267	100%	265	138

NOT WHITE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
▼	▼	▼	▼
20	—	19	—

NOT MULTIRACIAL

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
▼	▼	▼	▼
271	100%	268	139

GENERAL EDUCATION

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
▼	▼	▼	▼
234	100%	230	149

ENGLISH PROFICIENT

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
▼	▼	▼	▼
272	100%	269	139

NOT ECONOMICALLY DISADVANTAGED

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
▼	▼	▼	▼
200	100%	198	147

MALE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
▼	▼	▼	▼
155	100%	156	131

FEMALE

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

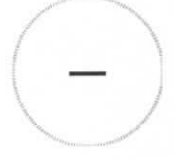
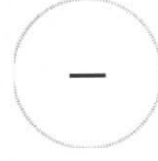
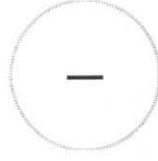
	TEST SCORES		
118	▼	114	149
	100%		
	MIGRANT		
	▼		
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
▼	▼	▼	▼
0	—	0	—
	NOT MIGRANT		
	▼		
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
▼	▼	▼	▼
273	100%	270	139

— 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.

UNWEIGHTED COMBINED ELA AND MATH PIS

ALL STUDENTS				
▼				
ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY- LEVEL ELA PI	SECONDARY- LEVEL MATH PI	UNWEIGHTED COMBINED PI
▼	▼	▼	▼	▼
108	132	169	139	137
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



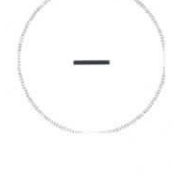
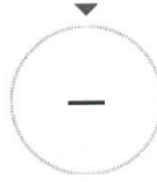
**ELEMENTARY/
MIDDLE-LEVEL
ELA PI**

**ELEMENTARY/
MIDDLE-LEVEL
MATH PI**

**SECONDARY-
LEVEL ELA PI**

**SECONDARY-
LEVEL MATH PI**

**UNWEIGHTED
COMBINED PI**



HISPANIC OR LATINO



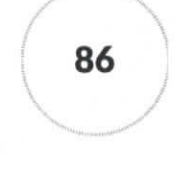
**ELEMENTARY/
MIDDLE-LEVEL
ELA PI**

**ELEMENTARY/
MIDDLE-LEVEL
MATH PI**

**SECONDARY-
LEVEL ELA PI**

**SECONDARY-
LEVEL MATH PI**

**UNWEIGHTED
COMBINED PI**



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



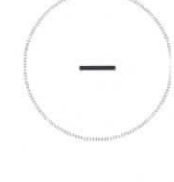
**ELEMENTARY/
MIDDLE-LEVEL
ELA PI**

**ELEMENTARY/
MIDDLE-LEVEL
MATH PI**

**SECONDARY-
LEVEL ELA PI**

**SECONDARY-
LEVEL MATH PI**

**UNWEIGHTED
COMBINED PI**



WHITE



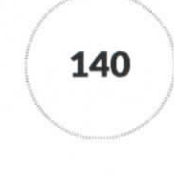
**ELEMENTARY/
MIDDLE-LEVEL
ELA PI**

**ELEMENTARY/
MIDDLE-LEVEL
MATH PI**

**SECONDARY-
LEVEL ELA PI**

**SECONDARY-
LEVEL MATH PI**

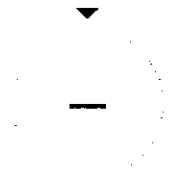
**UNWEIGHTED
COMBINED PI**



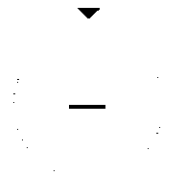
MULTIRACIAL



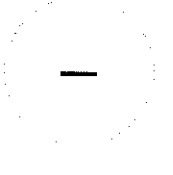
**ELEMENTARY/
MIDDLE-LEVEL
ELA PI**



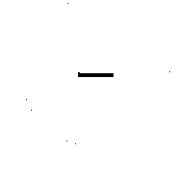
**ELEMENTARY/
MIDDLE-LEVEL
MATH PI**



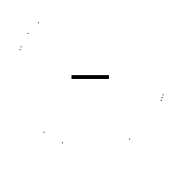
**SECONDARY-
LEVEL ELA PI**



**SECONDARY-
LEVEL MATH PI**

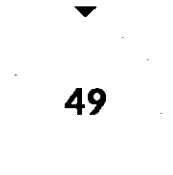


**UNWEIGHTED
COMBINED PI**

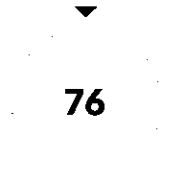


STUDENTS WITH DISABILITIES

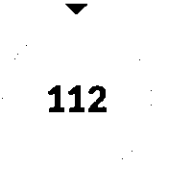
**ELEMENTARY/
MIDDLE-LEVEL
ELA PI**



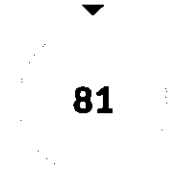
**ELEMENTARY/
MIDDLE-LEVEL
MATH PI**



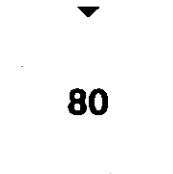
**SECONDARY-
LEVEL ELA PI**



**SECONDARY-
LEVEL MATH PI**

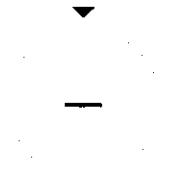


**UNWEIGHTED
COMBINED PI**

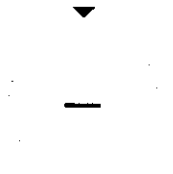


LIMITED ENGLISH PROFICIENT

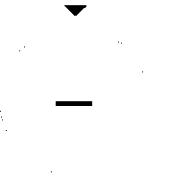
**ELEMENTARY/
MIDDLE-LEVEL
ELA PI**



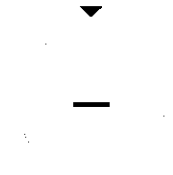
**ELEMENTARY/
MIDDLE-LEVEL
MATH PI**



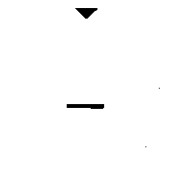
**SECONDARY-
LEVEL ELA PI**



**SECONDARY-
LEVEL MATH PI**

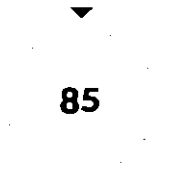


**UNWEIGHTED
COMBINED PI**

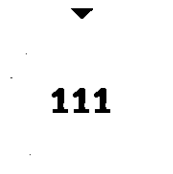


ECONOMICALLY DISADVANTAGED

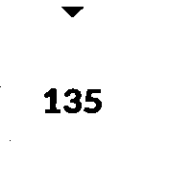
**ELEMENTARY/
MIDDLE-LEVEL
ELA PI**



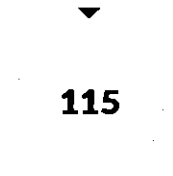
**ELEMENTARY/
MIDDLE-LEVEL
MATH PI**



**SECONDARY-
LEVEL ELA PI**



**SECONDARY-
LEVEL MATH PI**



**UNWEIGHTED
COMBINED PI**



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

OVERALL GRADUATION RATE FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

ALL STUDENTS

▼
MADE AYP
 YES

BLACK OR AFRICAN AMERICAN

▼
MADE AYP
 —

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

▼
MADE AYP
 —

STUDENTS WITH DISABILITIES

▼
MADE AYP
 YES

AMERICAN INDIAN OR ALASKA NATIVE

▼
MADE AYP
 —

HISPANIC OR LATINO

▼
MADE AYP
 —

WHITE

▼
MADE AYP
 YES

MULTIRACIAL

▼
MADE AYP
 —

LIMITED ENGLISH PROFICIENT

▼
MADE AYP
 —

ECONOMICALLY DISADVANTAGED

▼
MADE AYP
 YES

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

FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

ALL STUDENTS

▼
Met Graduation-Rate Criterion: YES

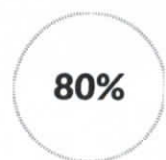
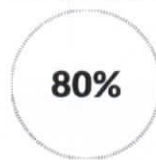
2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT

GRADUATION RATE

STATE STANDARD

PROGRESS TARGET





AMERICAN INDIAN OR ALASKA NATIVE



Met Graduation-Rate Criterion: —

**2010 FOUR-YEAR
GRADUATION-RATE
TOTAL COHORT**



GRADUATION RATE



STATE STANDARD



PROGRESS TARGET



BLACK OR AFRICAN AMERICAN



Met Graduation-Rate Criterion: —

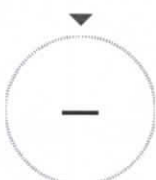
**2010 FOUR-YEAR
GRADUATION-RATE
TOTAL COHORT**



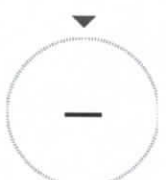
GRADUATION RATE



STATE STANDARD



PROGRESS TARGET



HISPANIC OR LATINO



Met Graduation-Rate Criterion: —

**2010 FOUR-YEAR
GRADUATION-RATE
TOTAL COHORT**



GRADUATION RATE



STATE STANDARD



PROGRESS TARGET



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



Met Graduation-Rate Criterion: —

**2010 FOUR-YEAR
GRADUATION-RATE
TOTAL COHORT**



5

GRADUATION RATE



—

STATE STANDARD



—

PROGRESS TARGET



—

WHITE



Met Graduation-Rate Criterion: YES

**2010 FOUR-YEAR
GRADUATION-RATE
TOTAL COHORT**



241

GRADUATION RATE



95%

STATE STANDARD



80%

PROGRESS TARGET



80%

MULTIRACIAL



Met Graduation-Rate Criterion: —

**2010 FOUR-YEAR
GRADUATION-RATE
TOTAL COHORT**



2

GRADUATION RATE



—

STATE STANDARD



—

PROGRESS TARGET



—

STUDENTS WITH DISABILITIES



Met Graduation-Rate Criterion: NO

**2010 FOUR-YEAR
GRADUATION-RATE
TOTAL COHORT**



46†

GRADUATION RATE



70%†

STATE STANDARD



80%

PROGRESS TARGET



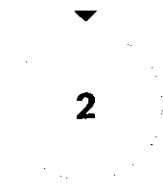
80%

LIMITED ENGLISH PROFICIENT

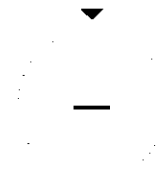


Met Graduation-Rate Criterion: —

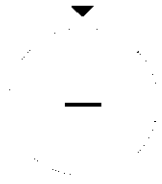
**2010 FOUR-YEAR
GRADUATION-RATE
TOTAL COHORT**



GRADUATION RATE



STATE STANDARD



PROGRESS TARGET



ECONOMICALLY DISADVANTAGED

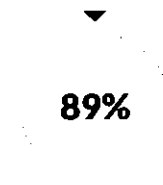


Met Graduation-Rate Criterion: YES

**2010 FOUR-YEAR
GRADUATION-RATE
TOTAL COHORT**



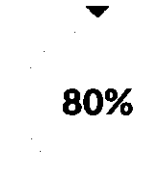
GRADUATION RATE



STATE STANDARD



PROGRESS TARGET



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

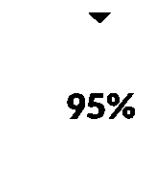


Met Graduation-Rate Criterion: YES

**2009 FIVE-YEAR
GRADUATION-RATE
TOTAL COHORT**



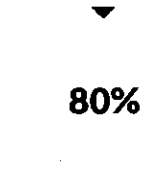
GRADUATION RATE



STATE STANDARD



PROGRESS TARGET



AMERICAN INDIAN OR ALASKA NATIVE



Met Graduation-Rate Criterion: —

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

BLACK OR AFRICAN AMERICAN



Met Graduation-Rate Criterion: —

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

HISPANIC OR LATINO



Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
▼	▼	▼	▼
12	—	—	—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



Met Graduation-Rate Criterion: —

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

3

—

—

—

WHITE



Met Graduation-Rate Criterion: YES

**2009 FIVE-YEAR
GRADUATION-RATE
TOTAL COHORT**



247

GRADUATION RATE



96%

STATE STANDARD



80%

PROGRESS TARGET



80%

MULTIRACIAL



Met Graduation-Rate Criterion: —

**2009 FIVE-YEAR
GRADUATION-RATE
TOTAL COHORT**



3

GRADUATION RATE



—

STATE STANDARD



—

PROGRESS TARGET



—

STUDENTS WITH DISABILITIES



Met Graduation-Rate Criterion: YES

**2009 FIVE-YEAR
GRADUATION-RATE
TOTAL COHORT**



35+

GRADUATION RATE



83%+

STATE STANDARD



80%

PROGRESS TARGET



72%

LIMITED ENGLISH PROFICIENT



Met Graduation-Rate Criterion: —

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

ECONOMICALLY DISADVANTAGED



Met Graduation-Rate Criterion: YES

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
▼	▼	▼	▼
53	92%	80%	80%

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

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

— There were fewer than 30 students in the cohort.

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

GRADUATION RATES FOR NON-AYP GROUPS FOR ACCOUNTABILITY

FOUR-YEAR GRADUATION-RATE TOTAL COHORT

NOT AMERICAN INDIAN OR ALASKA NATIVE

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE
▼	▼
257	94%

NOT BLACK OR AFRICAN AMERICAN

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE
---	-----------------

FIVE-YEAR GRADUATION-RATE TOTAL COHORT

NOT AMERICAN INDIAN OR ALASKA NATIVE

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE
▼	▼
266	95%

NOT BLACK OR AFRICAN AMERICAN

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE
---	-----------------

257

94%

NOT HISPANIC OR LATINO

2010 FOUR-YEAR
GRADUATION-RATE
TOTAL COHORT

GRADUATION RATE

248

94%

NOT ASIAN OR NATIVE HAWAIIAN/OTHER
PACIFIC ISLANDER

2010 FOUR-YEAR
GRADUATION-RATE
TOTAL COHORT

GRADUATION RATE

252

94%

NOT WHITE

2010 FOUR-YEAR
GRADUATION-RATE
TOTAL COHORT

GRADUATION RATE

16

—

NOT MULTIRACIAL

2010 FOUR-YEAR
GRADUATION-RATE
TOTAL COHORT

GRADUATION RATE

255

94%

265

95%

NOT HISPANIC OR LATINO

2009 FIVE-YEAR
GRADUATION-RATE
TOTAL COHORT

GRADUATION RATE

254

96%

NOT ASIAN OR NATIVE HAWAIIAN/OTHER
PACIFIC ISLANDER

2009 FIVE-YEAR
GRADUATION-RATE
TOTAL COHORT

GRADUATION RATE

263

95%

NOT WHITE

2009 FIVE-YEAR
GRADUATION-RATE
TOTAL COHORT

GRADUATION RATE

19

—

NOT MULTIRACIAL

2009 FIVE-YEAR
GRADUATION-RATE
TOTAL COHORT

GRADUATION RATE

263

95%

GENERAL EDUCATION

**2010 FOUR-YEAR
GRADUATION-RATE
TOTAL COHORT**

214

GRADUATION RATE

99%

ENGLISH PROFICIENT

**2010 FOUR-YEAR
GRADUATION-RATE
TOTAL COHORT**

255

GRADUATION RATE

95%

NOT ECONOMICALLY DISADVANTAGED

**2010 FOUR-YEAR
GRADUATION-RATE
TOTAL COHORT**

210

GRADUATION RATE

95%

MALE

**2010 FOUR-YEAR
GRADUATION-RATE
TOTAL COHORT**

131

GRADUATION RATE

93%

FEMALE

**2010 FOUR-YEAR
GRADUATION-RATE
TOTAL COHORT**

214

GRADUATION RATE

99%

GENERAL EDUCATION

**2009 FIVE-YEAR
GRADUATION-RATE
TOTAL COHORT**

233

GRADUATION RATE

97%

ENGLISH PROFICIENT

**2009 FIVE-YEAR
GRADUATION-RATE
TOTAL COHORT**

265

GRADUATION RATE

95%

NOT ECONOMICALLY DISADVANTAGED

**2009 FIVE-YEAR
GRADUATION-RATE
TOTAL COHORT**

213

GRADUATION RATE

96%

MALE

**2009 FIVE-YEAR
GRADUATION-RATE
TOTAL COHORT**

131

GRADUATION RATE

92%

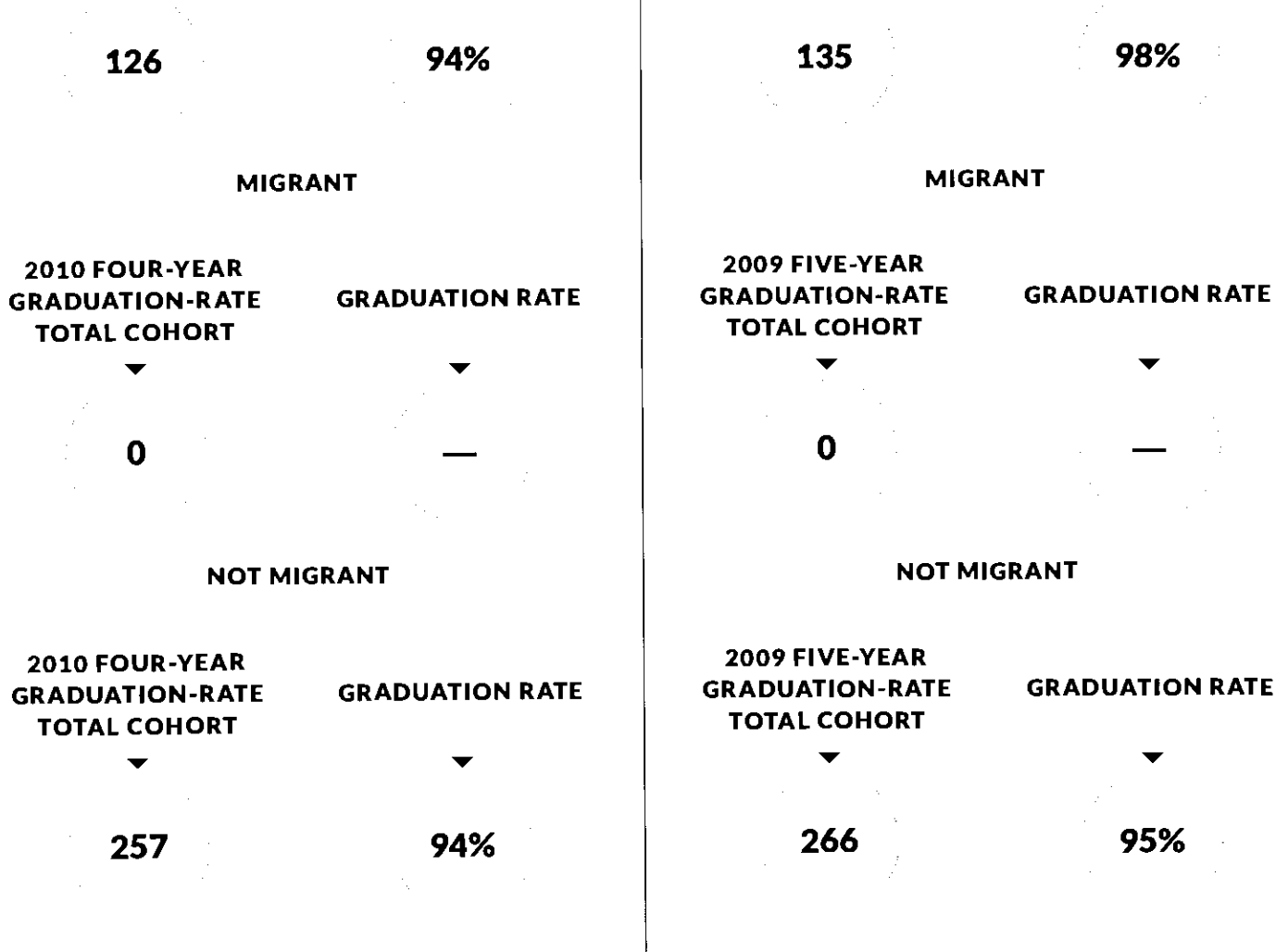
FEMALE

**2009 FIVE-YEAR
GRADUATION-RATE
TOTAL COHORT**

233

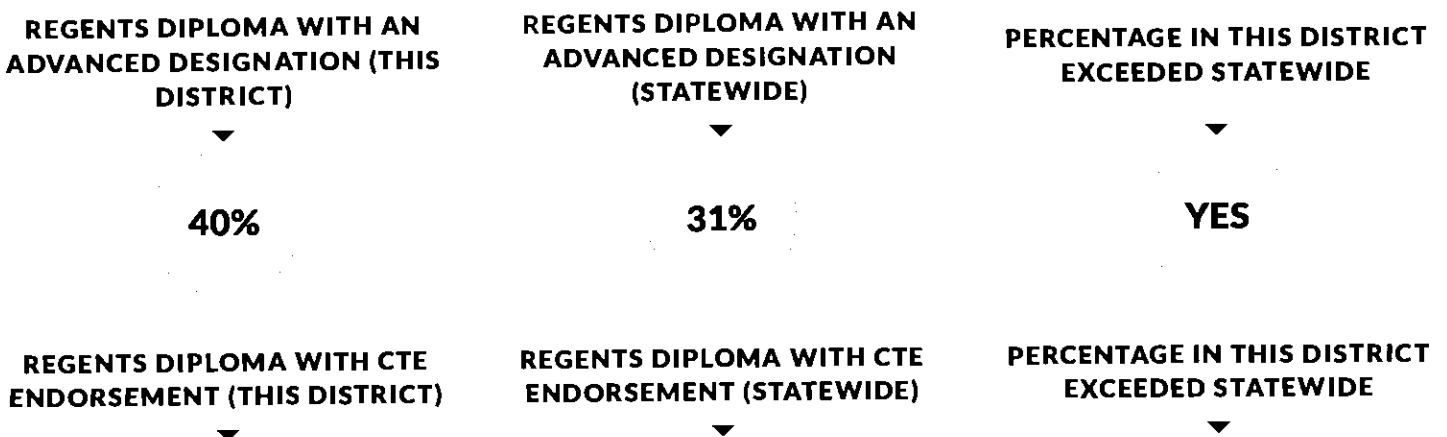
GRADUATION RATE

97%



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:



10%

4%

YES

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^

FRANK J CARASITI ELEMENTARY SCHOOL - SCHOOL REPORT CARD DATA [2014 - 15]

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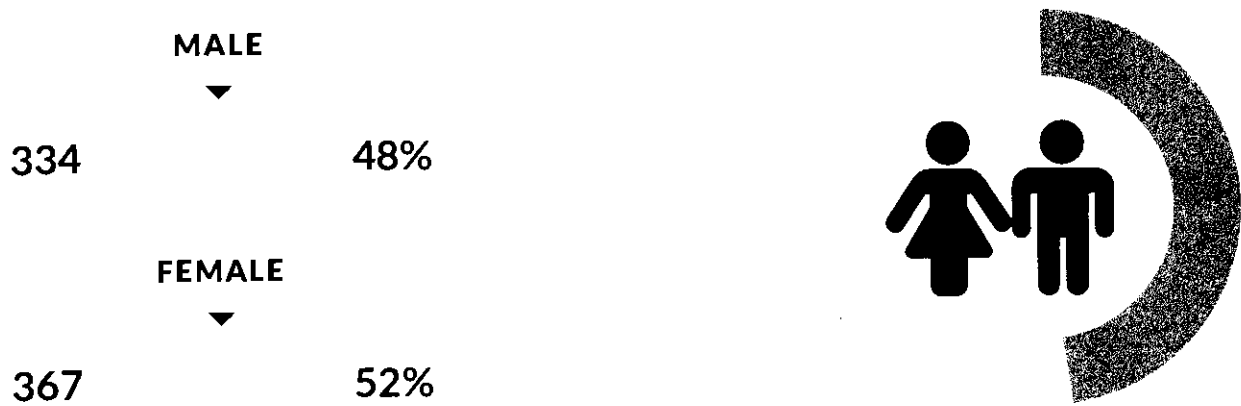


FRANK J CARASITI ELEMENTARY SCHOOL - SCHOOL REPORT CARD DATA [2014 - 15]

K-12 Enrollment: 701

FRANK J CARASITI ELEMENTARY SCHOOL ENROLLMENT (2014 - 15)

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY

AMERICAN INDIAN OR ALASKA NATIVE

3 0%

BLACK OR AFRICAN AMERICAN

9 1%

HISPANIC OR LATINO

88 13%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

12 2%

600

550

500

450

400



WHITE



570

81%

MULTIRACIAL



19

3%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS



28

4%

STUDENTS WITH DISABILITIES



104

15%

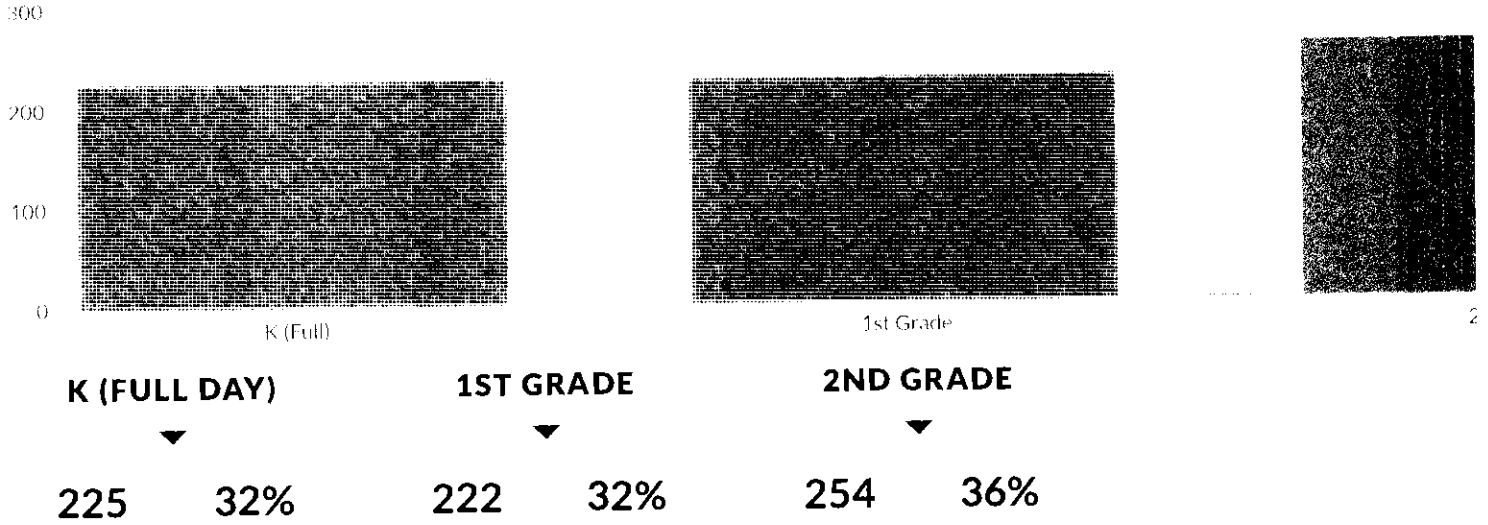
ECONOMICALLY DISADVANTAGED



219

31%

ENROLLMENT BY GRADE



AVERAGE CLASS SIZE (2014 - 15)

COMMON BRANCH

▼
23

FREE AND REDUCED-PRICE LUNCH (2014 - 15)

ELIGIBLE FOR FREE LUNCH

▼
157

22%

ELIGIBLE FOR REDUCED-PRICE LUNCH

▼
25

4%

ATTENDANCE (2013 - 14)

ANNUAL ATTENDANCE RATE

▼
95%

STUDENT SUSPENSIONS (2013 - 14)

STUDENT SUSPENSIONS

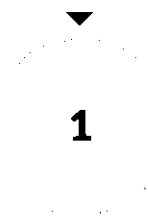
▼
0

0%

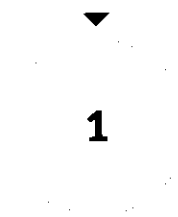
TEACHER TURNOVER RATE (2013-14 TO 2014-15)

STAFF COUNTS (2014 - 15)

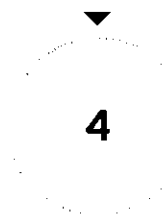
PRINCIPALS



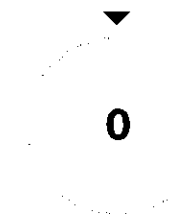
ASSISTANT PRINCIPALS



OTHER PROFESSIONAL STAFF



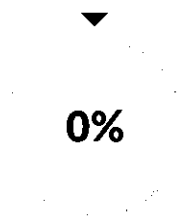
PARAPROFESSIONAL!



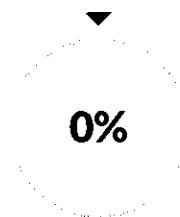
TEACHER QUALIFICATIONS (2014 - 15)

TOTAL TEACHERS: 54

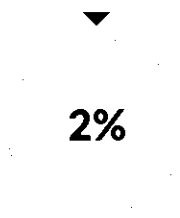
PERCENT WITH NO VALID TEACHING CERTIFICATE



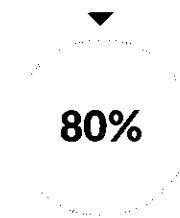
PERCENT TEACHING OUT OF CERTIFICATION



PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE



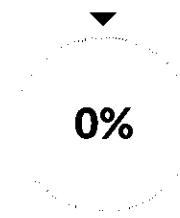
PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE



TOTAL NUMBER OF CORE CLASSES



PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS SCHOOL



TOTAL NUMBER OF CLASSES



PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION



99

0%

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

GRADE: 4 READING

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

MATHEMATICS

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

GRADE: 8 READING

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

MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATIO..
ALL STUDENTS	31%	38%	24%	7%	
AMERICAN INDIAN ...	*%	*%	*%	*%	
ASIAN OR NATIVE H...	18%	30%	33%	19%	
BLACK OR AFRICAN...	48%	37%	13%	2%	
HISPANIC OR LATINO	41%	40%	16%	3%	
WHITE	20%	40%	31%	9%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DI...	64%	27%	8%	1%	99
LIMITED ENGLISH P...	72%	21%	6%	1%	94
ECONOMICALLY DIS...	40%	39%	17%	4%	

ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

ALL STUDENTS



MADE AYP: YES

TESTED 95%



YES

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



45

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



100%

PI >= EAMO OR SAFE HARBOR TARGET



YES

TESTED STUDENTS ENROLLED ON BEDS DAY



45

PI



107

EAMO



83

SAFE HARBOR TARGET



83

AMERICAN INDIAN OR ALASKA NATIVE



MADE AYP: —

TESTED 95%



—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



0

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



—

PI >= EAMO OR SAFE HARBOR TARGET



TESTED STUDENTS ENROLLED ON BEDS DAY



PI



—

EAMO



—

SAFE HARBOR TARGET



—

—

0

BLACK OR AFRICAN AMERICAN



MADE AYP: —

TESTED 95%



—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



1

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



—

PI >= EAMO OR SAFE HARBOR TARGET



—

TESTED STUDENTS ENROLLED ON BEDS DAY



1

PI



—

EAMO



—

SAFE HARBOR TARGET



— ^

HISPANIC OR LATINO



MADE AYP: —

TESTED 95%



—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



6

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



—

PI >= EAMO OR SAFE HARBOR TARGET



—

TESTED STUDENTS ENROLLED ON BEDS DAY



6

PI



—

EAMO



—

SAFE HARBOR TARGET



—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



MADE AYP: —

	TESTED 95% ▼ —	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD ▼ 2	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES ▼ —
PI >= EAMO OR SAFE HARBOR TARGET ▼ —	TESTED STUDENTS ENROLLED ON BEDS DAY ▼ 2	PI ▼ —	EAMO ▼ —
		SAFE HARBOR TARGET ▼ —	

WHITE



MADE AYP: YES

	TESTED 95% ▼ —	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD ▼ 36	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES ▼ —
PI >= EAMO OR SAFE HARBOR TARGET ▼ YES	TESTED STUDENTS ENROLLED ON BEDS DAY ▼ 36	PI ▼ 111	EAMO ▼ 98
		SAFE HARBOR TARGET ▼ 98	

MULTIRACIAL



MADE AYP: —

	TESTED 95% ▼ —	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD ▼ 0	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES ▼ —
PI >= EAMO OR SAFE HARBOR TARGET ▼ —	TESTED STUDENTS ENROLLED ON BEDS DAY ▼ 0	PI ▼ —	EAMO ▼ —
		SAFE HARBOR TARGET ▼ —	

STUDENTS WITH DISABILITIES
▼

MADE AYP: —

	TESTED 95% ▼ —	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD ▼ 3	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES ▼ —
PI >= EAMO OR SAFE HARBOR TARGET ▼ —	TESTED STUDENTS ENROLLED ON BEDS DAY ▼ 3	PI ▼ —	EAMO ▼ —
		SAFE HARBOR TARGET ▼ —	

LIMITED ENGLISH PROFICIENT
▼

MADE AYP: —

TESTED 95%



—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



0

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



—

PI >= EAMO OR SAFE HARBOR TARGET



—

TESTED STUDENTS ENROLLED ON BEDS DAY



0

PI



—

EAMO



—

SAFE HARBOR TARGET



—

ECONOMICALLY DISADVANTAGED



MADE AYP: —

TESTED 95%



—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



10

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



—

PI >= EAMO OR SAFE HARBOR TARGET



—

TESTED STUDENTS ENROLLED ON BEDS DAY



10

PI



—

EAMO



—

SAFE HARBOR TARGET



—

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼ 45	▼ 100%	▼ 45	▼ 107

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼ 44	▼ 100%	▼ 44	▼ 105

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼ 39	▼ —	▼ 39	▼ 113

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST	PERCENT OF ENROLLED STUDENTS WITH	TESTED STUDENTS ENROLLED ON BEDS DAY	PI

ADMINISTRATION PERIOD	VALID TEST SCORES		
▼	▼	▼	▼
43	100%	43	107

NOT WHITE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
9	—	9	—

NOT MULTIRACIAL

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
45	100%	45	107

GENERAL EDUCATION

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
42	100%	42	112

ENGLISH PROFICIENT

STUDENTS	PERCENT OF	TESTED STUDENTS
-----------------	-------------------	------------------------

ENROLLED DURING THE TEST ADMINISTRATION PERIOD	ENROLLED STUDENTS WITH VALID TEST SCORES	ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
45	100%	45	107

NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
35	—	35	111

MALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
22	—	22	—

FEMALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
23	—	23	—

MIGRANT

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

NOT MIGRANT



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼ 45	▼ 100%	▼ 45	▼ 107

NOTE: Because this school serves only students in grades below 3, its accountability results are based on the Grade 3 performance of students who were formerly in this school and now attend another district school.

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

ALL STUDENTS



MADE AYP: YES

TESTED 95%



STUDENTS ENROLLED DURING THE TEST

PERCENT OF ENROLLED STUDENTS WITH VALID

YES

ADMINISTRATION PERIOD

TEST SCORES



43

100%

**PI >= EAMO
OR SAFE
HARBOR
TARGET**

**TESTED
STUDENTS
ENROLLED ON
BEDS DAY**

PI

EAMO

**SAFE HARBOR
TARGET**



116

79

79



43

YES

AMERICAN INDIAN OR ALASKA NATIVE



MADE AYP: —

TESTED 95%

**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION PERIOD**

**PERCENT OF ENROLLED
STUDENTS WITH VALID
TEST SCORES**



—

0

—

**PI >= EAMO
OR SAFE
HARBOR
TARGET**

**TESTED
STUDENTS
ENROLLED ON
BEDS DAY**

PI

EAMO

**SAFE HARBOR
TARGET**



—

—

—



0

—

BLACK OR AFRICAN AMERICAN



MADE AYP: —

TESTED 95%

**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION PERIOD**

**PERCENT OF ENROLLED
STUDENTS WITH VALID
TEST SCORES**



—

1

—

PI >= EAMO
OR SAFE
HARBOR
TARGET

TESTED
STUDENTS
ENROLLED ON
BEDS DAY

PI

EAMO

SAFE HARBOR
TARGET

▼

▼

▼

▼

▼

—

1

—

—

—

HISPANIC OR LATINO



MADE AYP: —

TESTED 95%



—

STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION PERIOD



7

PERCENT OF ENROLLED
STUDENTS WITH VALID
TEST SCORES



—

PI >= EAMO
OR SAFE
HARBOR
TARGET

TESTED
STUDENTS
ENROLLED ON
BEDS DAY

PI

EAMO

SAFE HARBOR
TARGET

▼

▼

▼

▼

▼

—

7

—

—

—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



MADE AYP: —

TESTED 95%



—

STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION PERIOD



2

PERCENT OF ENROLLED
STUDENTS WITH VALID
TEST SCORES



—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
▼ —	▼ 2	▼ —	▼ —	▼ —

WHITE



MADE AYP: YES

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
▼ —	▼ 33	▼ —

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
▼ YES	▼ 33	▼ 127	▼ 93	▼ 93

MULTIRACIAL



MADE AYP: —

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

PI >= EAMO	TESTED STUDENTS
------------	-----------------

OR SAFE HARBOR TARGET

ENROLLED ON BEDS DAY

PI

EAMO

SAFE HARBOR TARGET

▼

0

▼

▼

▼

—

—

—

—

STUDENTS WITH DISABILITIES



MADE AYP: —

TESTED 95%

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

▼

▼

▼

—

2

—

PI >= EAMO OR SAFE HARBOR TARGET

TESTED STUDENTS ENROLLED ON BEDS DAY

PI

EAMO

SAFE HARBOR TARGET

▼

▼

▼

▼

▼

—

2

—

—

—

LIMITED ENGLISH PROFICIENT



MADE AYP: —

TESTED 95%

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

▼

▼

▼

—

0

—

PI >= EAMO OR SAFE HARBOR

TESTED STUDENTS ENROLLED ON BEDS DAY

PI

EAMO

SAFE HARBOR TARGET

▼

▼

▼

▼

▼

TARGET



—

—

—

0



—

ECONOMICALLY DISADVANTAGED



MADE AYP: —

TESTED 95%



—

**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION PERIOD**



10

**PERCENT OF ENROLLED
STUDENTS WITH VALID
TEST SCORES**



—

**PI >= EAMO
OR SAFE
HARBOR
TARGET**



—

**TESTED
STUDENTS
ENROLLED ON
BEDS DAY**



10

PI



—

EAMO



—

**SAFE HARBOR
TARGET**



—

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

NOT AMERICAN INDIAN OR ALASKA NATIVE



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
43	100%	43	116

NOT BLACK OR AFRICAN AMERICAN



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
42	100%	42	114

NOT HISPANIC OR LATINO



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
36	—	36	131

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



STUDENTS ENROLLED DURING THE TEST	PERCENT OF ENROLLED STUDENTS WITH	TESTED STUDENTS ENROLLED ON BEDS DAY	PI

ADMINISTRATION PERIOD	VALID TEST SCORES		
▼	▼	▼	▼
41	100%	41	115

NOT WHITE



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
10	—	10	—

NOT MULTIRACIAL



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
43	100%	43	116

GENERAL EDUCATION



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
41	100%	41	122

ENGLISH PROFICIENT



STUDENTS PERCENT OF TESTED STUDENTS

ENROLLED DURING THE TEST ADMINISTRATION PERIOD	ENROLLED STUDENTS WITH VALID TEST SCORES	ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
43	100%	43	116

NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
33	—	33	121

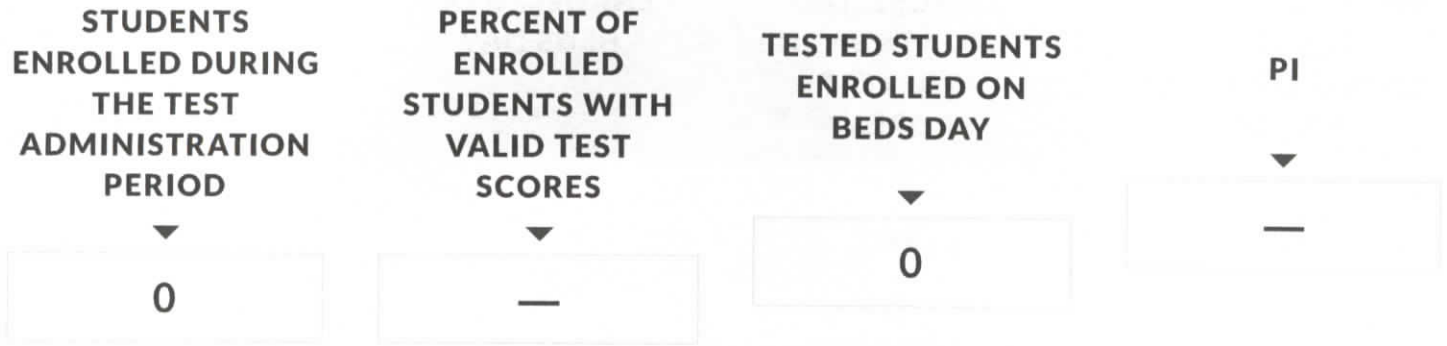
MALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
21	—	21	—

FEMALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
22	—	22	—

MIGRANT



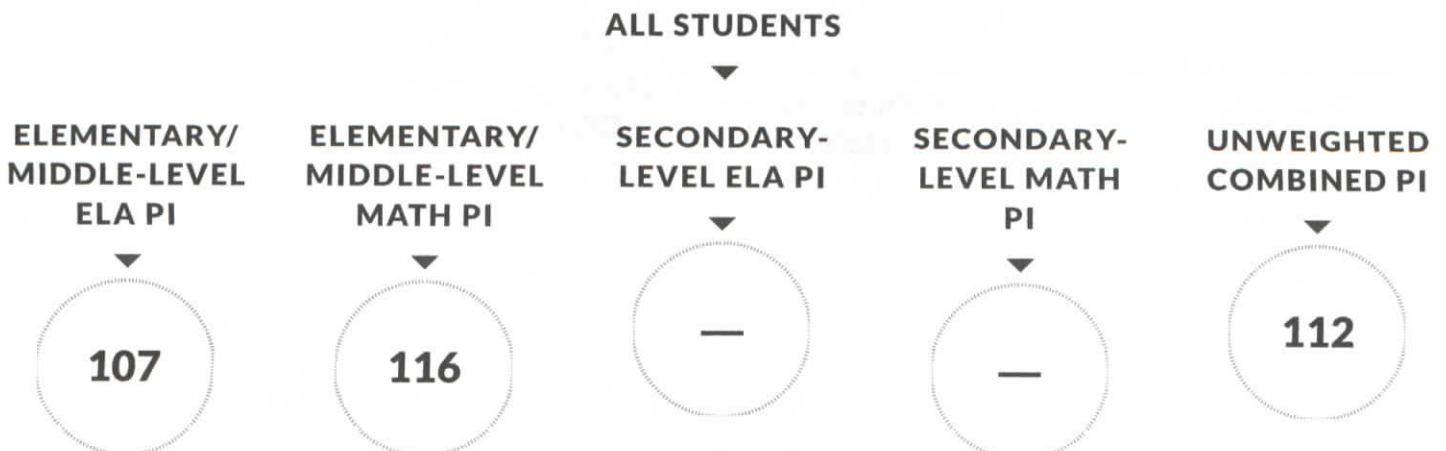
NOT MIGRANT



NOTE: Because this school serves only students in grades below 3, its accountability results are based on the Grade 3 performance of students who were formerly in this school and now attend another district school.

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UNWEIGHTED COMBINED ELA AND MATH PIS



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**



111

**ELEMENTARY/
MIDDLE-LEVEL
MATH PI**



127

**SECONDARY-
LEVEL ELA PI**



—

**SECONDARY-
LEVEL MATH
PI**



—

**UNWEIGHTED
COMBINED PI**



119

MULTIRACIAL



**ELEMENTARY/
MIDDLE-LEVEL
ELA PI**



—

**ELEMENTARY/
MIDDLE-LEVEL
MATH PI**



—

**SECONDARY-
LEVEL ELA PI**



—

**SECONDARY-
LEVEL MATH
PI**



—

**UNWEIGHTED
COMBINED PI**



—

STUDENTS WITH DISABILITIES



**ELEMENTARY/
MIDDLE-LEVEL
ELA PI**



—

**ELEMENTARY/
MIDDLE-LEVEL
MATH PI**



—

**SECONDARY-
LEVEL ELA PI**



—

**SECONDARY-
LEVEL MATH
PI**



—

**UNWEIGHTED
COMBINED PI**



—

LIMITED ENGLISH PROFICIENT



**ELEMENTARY/
MIDDLE-LEVEL**

**ELEMENTARY/
MIDDLE-LEVEL**

**SECONDARY-
LEVEL ELA PI**

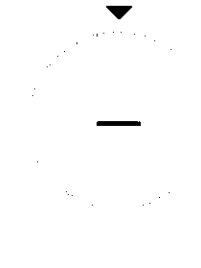
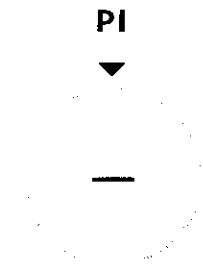
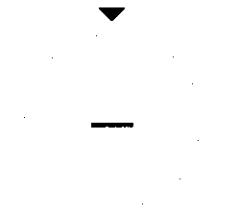
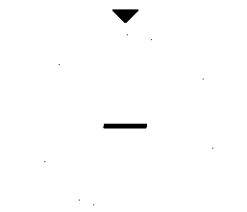
**SECONDARY-
LEVEL MATH**

**UNWEIGHTED
COMBINED PI**

ELA PI

MATH PI

PI



ECONOMICALLY DISADVANTAGED

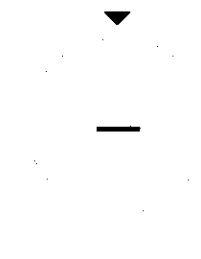
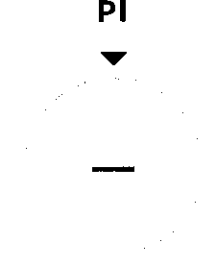
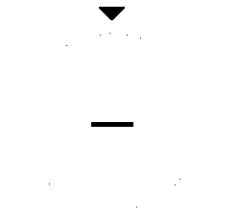
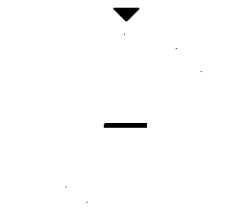
**ELEMENTARY/
MIDDLE-LEVEL
ELA PI**

**ELEMENTARY/
MIDDLE-LEVEL
MATH PI**

**SECONDARY-
LEVEL ELA PI**

**SECONDARY-
LEVEL MATH
PI**

**UNWEIGHTED
COMBINED PI**



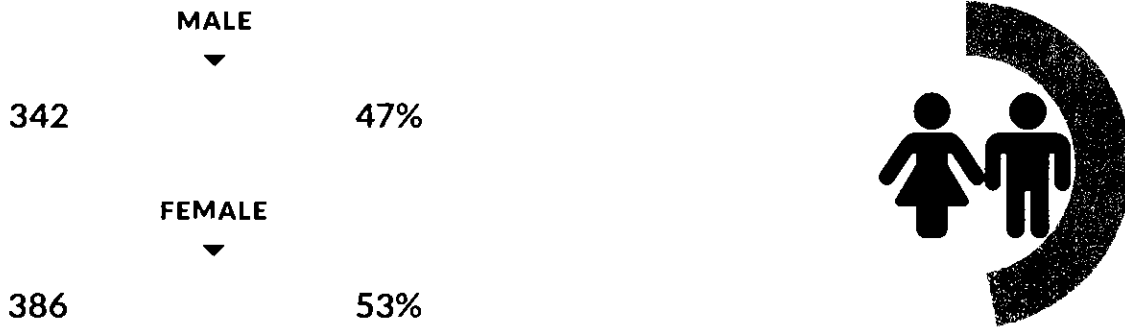
— There were not enough students to determine a Performance Index.

JOSEPH A EDGAR INTERMEDIATE SCH - SCHOOL REPORT CARD DATA [2014 - 15]

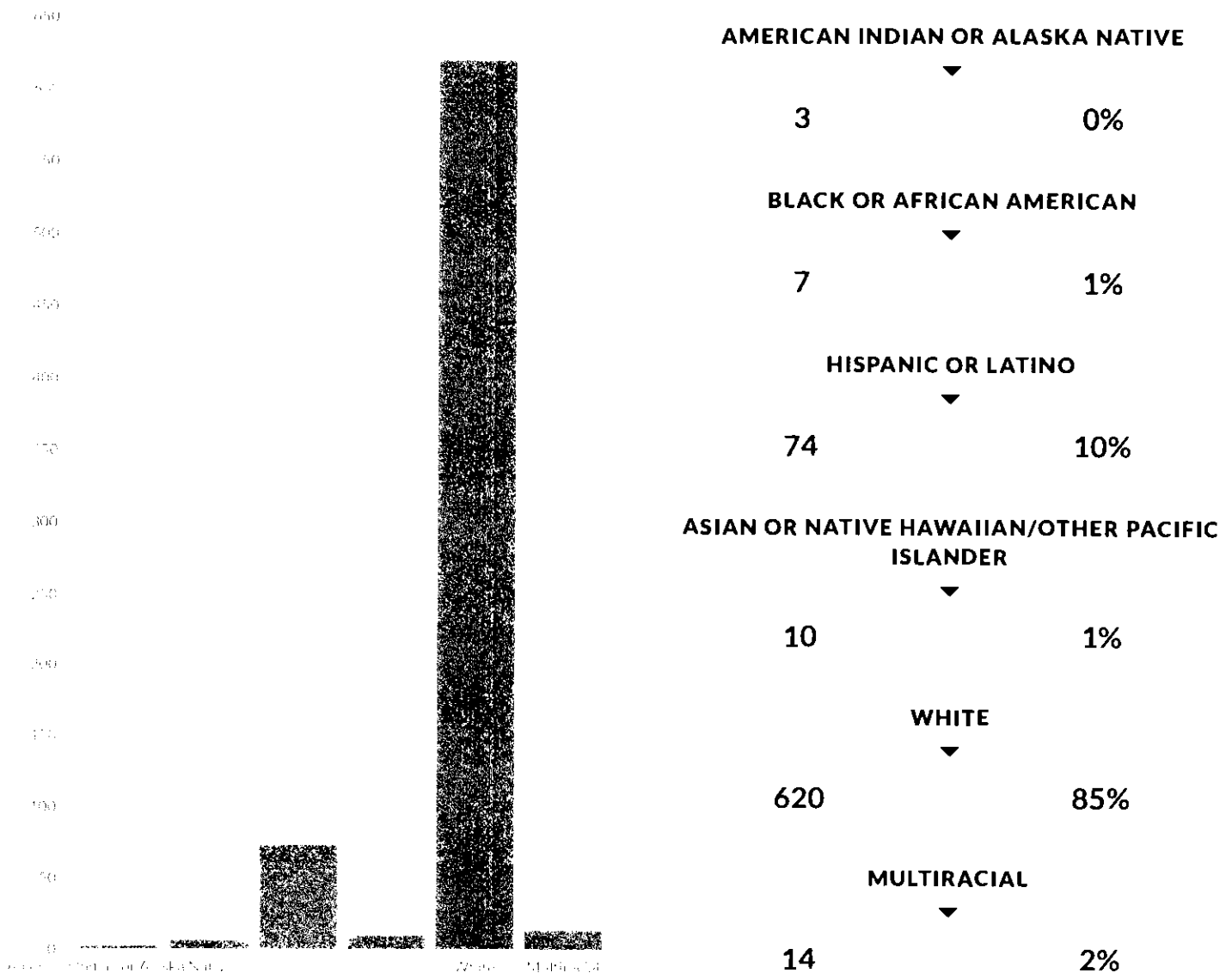
JOSEPH A EDGAR INTERMEDIATE SCH ENROLLMENT (2014 - 15)

K-12 Enrollment: 728

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS



14

2%

STUDENTS WITH DISABILITIES



116

16%

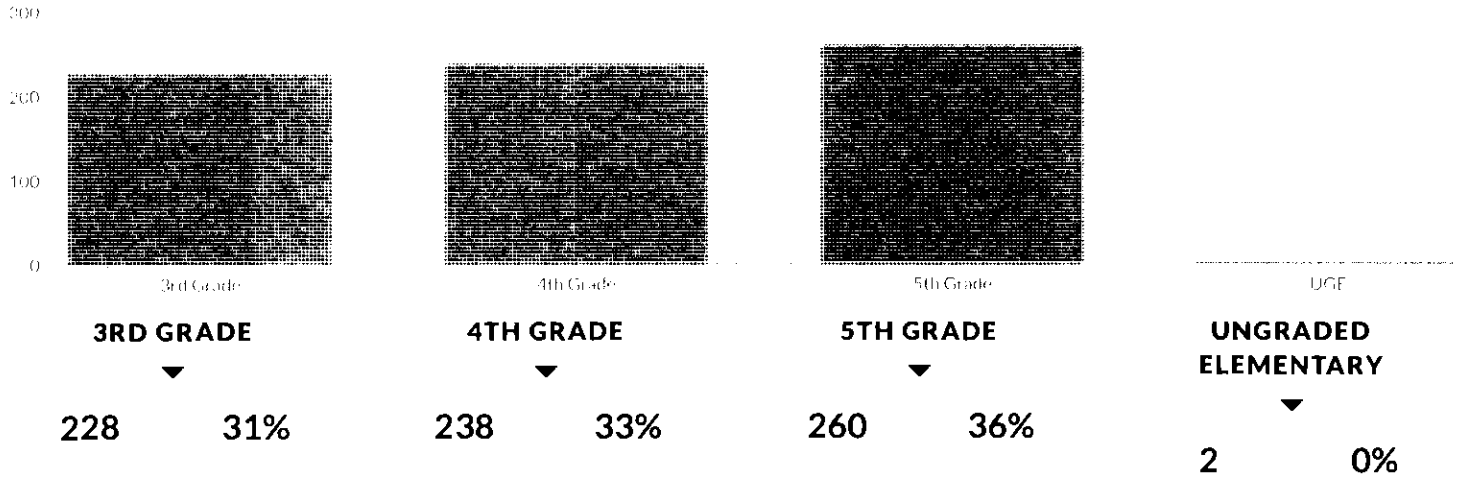
ECONOMICALLY DISADVANTAGED



199

27%

ENROLLMENT BY GRADE



AVERAGE CLASS SIZE (2014 - 15)

COMMON BRANCH



24

FREE AND REDUCED-PRICE LUNCH (2014 - 15)

ELIGIBLE FOR FREE LUNCH



124

17%

ELIGIBLE FOR REDUCED-PRICE LUNCH



25

3%

ATTENDANCE (2013 - 14)

ANNUAL ATTENDANCE RATE



96%

STUDENT SUSPENSIONS (2013 - 14)

STUDENT SUSPENSIONS



4

1%

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

STAFF COUNTS (2014 - 15)

PRINCIPALS



1

ASSISTANT PRINCIPALS



1

OTHER PROFESSIONAL STAFF



3

PARAPROFESSIONALS



0

TEACHER QUALIFICATIONS (2014 - 15)

TOTAL TEACHERS: 54

PERCENT WITH NO VALID TEACHING CERTIFICATE



0%

PERCENT TEACHING OUT OF CERTIFICATION



0%

PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE



6%

PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE



78%

TOTAL NUMBER OF CORE CLASSES



45

PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS SCHOOL



0%

TOTAL NUMBER OF CLASSES



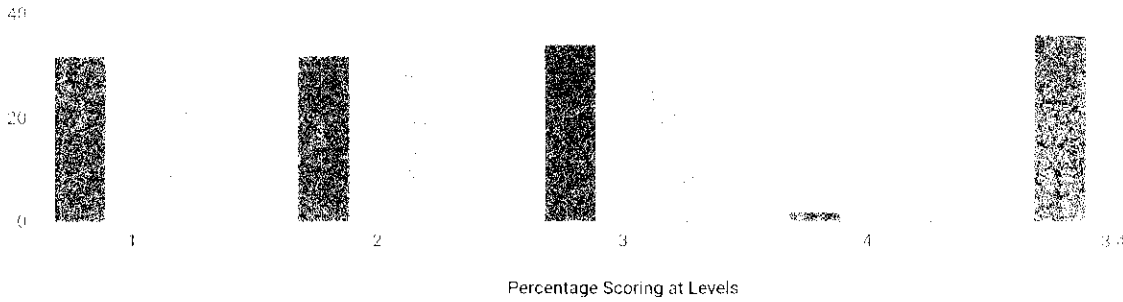
77

PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION



0%

GRADE 3 ENGLISH LANGUAGE ARTS

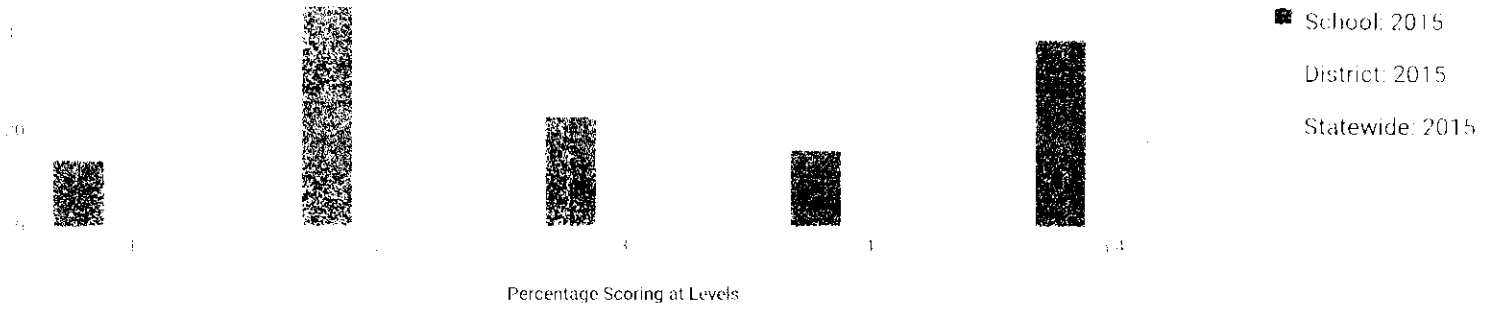


School: 2015
 District: 2015
 Statewide: 2015

MEAN SCORE: 302

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	50	36%	16	32%	16	32%	17	34%	1	2%
GENERAL EDUCATION	47	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER P...	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	7	_%	-	-	-	-	-	-	-	-
WHITE	39	41%	12	31%	11	28%	15	38%	1	3%
SMALL GROUP TOTAL	11	18%	4	36%	5	45%	2	18%	0	0%
FEMALE	25	48%	6	24%	7	28%	11	44%	1	4%
MALE	25	24%	10	40%	9	36%	6	24%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	50	36%	16	32%	16	32%	17	34%	1	2%
ECONOMICALLY DISADVANTAGED	14	21%	6	43%	5	36%	3	21%	0	0%
NOT ECONOMICALLY DISADVANTAGED	36	42%	10	28%	11	31%	14	39%	1	3%
NOT MIGRANT	50	36%	16	32%	16	32%	17	34%	1	2%

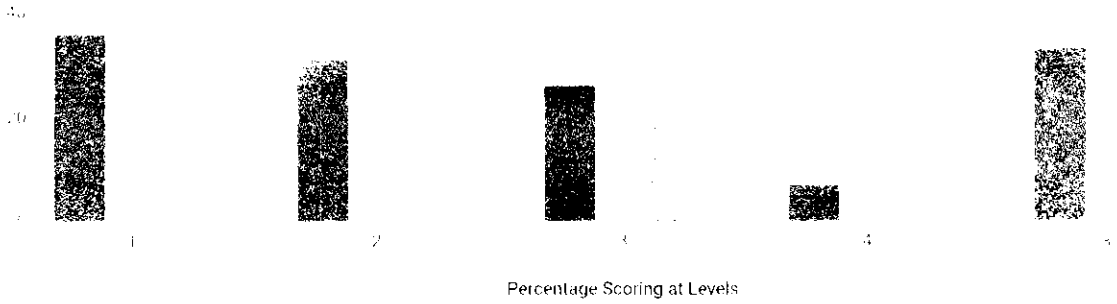
GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 312

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5			
ALL STUDENTS	69	39%	10	14%	32	46%	16	23%	11	16%
GENERAL EDUCATION	65	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER P...	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	13	_%	-	-	-	-	-	-	-	-
WHITE	52	44%	5	10%	24	46%	15	29%	8	15%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	17	24%	5	29%	8	47%	1	6%	3	18%
FEMALE	38	45%	4	11%	17	45%	10	26%	7	18%
MALE	31	32%	6	19%	15	48%	6	19%	4	13%
NON-ENGLISH LANGUAGE LEARNERS	69	39%	10	14%	32	46%	16	23%	11	16%
ECONOMICALLY DISADVANTAGED	23	35%	4	17%	11	48%	3	13%	5	22%
NOT ECONOMICALLY DISADVANTAGED	46	41%	6	13%	21	46%	13	28%	6	13%
NOT MIGRANT	69	39%	10	14%	32	46%	16	23%	11	16%

GRADE 5 ENGLISH LANGUAGE ARTS

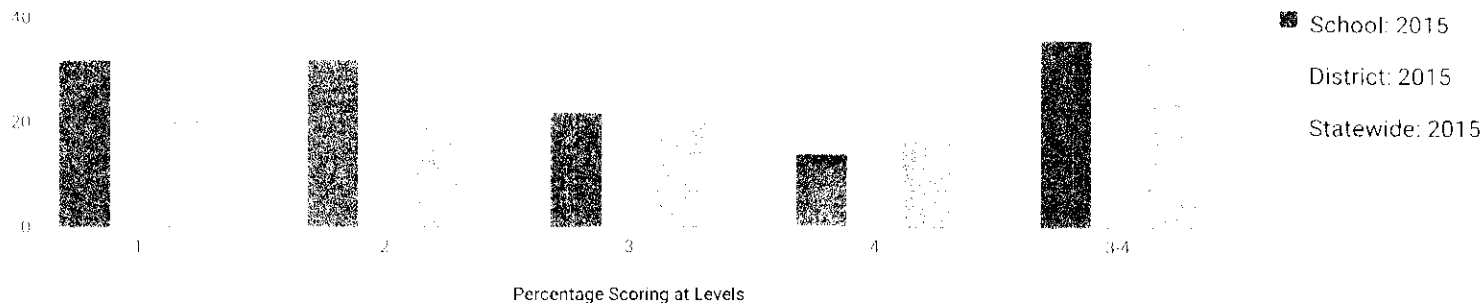


School: 2015
 District: 2015
 Statewide: 2015

MEAN SCORE: 297

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	88	33%	32 36%	27 31%	23 26%	6 7%
GENERAL EDUCATION	79	37%	24 30%	26 33%	23 29%	6 8%
STUDENTS WITH DISABILITIES	9	0%	8 89%	1 11%	0 0%	0 0%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER P...	3	_%	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-
HISPANIC OR LATINO	10	10%	5 50%	4 40%	1 10%	0 0%
WHITE	72	38%	24 33%	21 29%	21 29%	6 8%
SMALL GROUP TOTAL	6	17%	3 50%	2 33%	1 17%	0 0%
FEMALE	44	34%	18 41%	11 25%	11 25%	4 9%
MALE	44	32%	14 32%	16 36%	12 27%	2 5%
NON-ENGLISH LANGUAGE LEARNERS	85	_%	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-
ECONOMICALLY DISADVANTAGED	28	14%	15 54%	9 32%	1 4%	3 11%
NOT ECONOMICALLY DISADVANTAGED	60	42%	17 28%	18 30%	22 37%	3 5%
NOT MIGRANT	88	33%	32 36%	27 31%	23 26%	6 7%

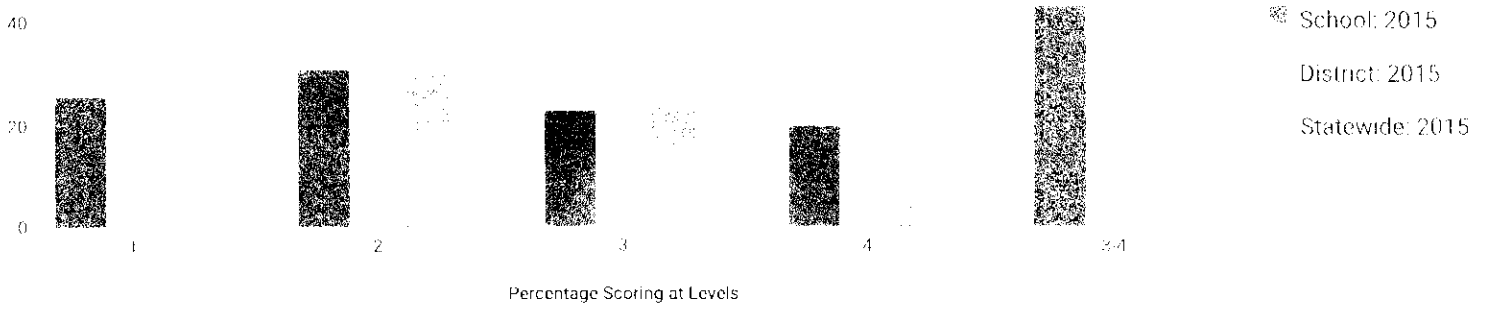
GRADE 3 MATHEMATICS



MEAN SCORE: 300

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	50	36%	16	32%	16	32%	11	22%	7	14%
GENERAL EDUCATION	48	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER P...	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	10	_%	-	-	-	-	-	-	-	-
WHITE	36	42%	9	25%	12	33%	8	22%	7	19%
SMALL GROUP TOTAL	14	21%	7	50%	4	29%	3	21%	0	0%
FEMALE	24	33%	9	38%	7	29%	4	17%	4	17%
MALE	26	38%	7	27%	9	35%	7	27%	3	12%
NON-ENGLISH LANGUAGE LEARNERS	48	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	15	27%	7	47%	4	27%	2	13%	2	13%
NOT ECONOMICALLY DISADVANTAGED	35	40%	9	26%	12	34%	9	26%	5	14%
NOT MIGRANT	50	36%	16	32%	16	32%	11	22%	7	14%

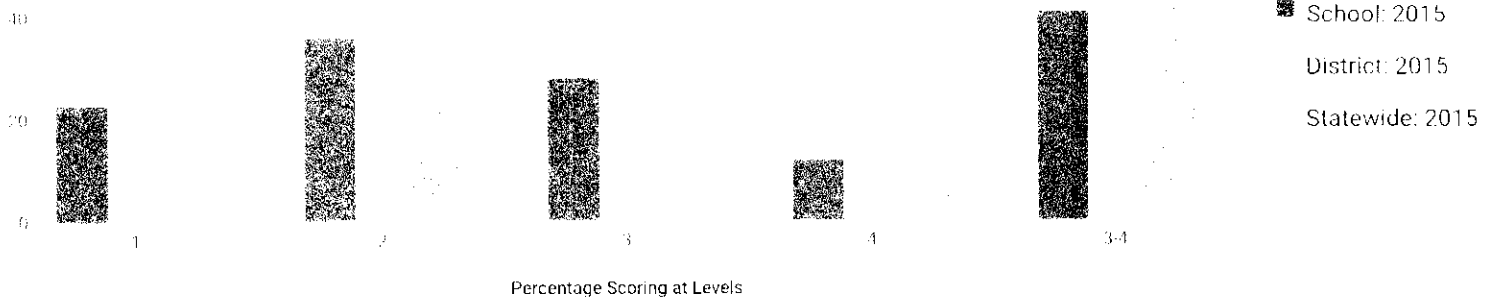
GRADE 4 MATHEMATICS



MEAN SCORE: 305

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	70	43%	18	26%	22	31%	16	23%	14	20%
GENERAL EDUCATION	65	45%	14	22%	22	34%	15	23%	14	22%
STUDENTS WITH DISABILITIES	5	20%	4	80%	0	0%	1	20%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	13	_%	-	-	-	-	-	-	-	-
WHITE	53	49%	12	23%	15	28%	15	28%	11	21%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	17	24%	6	35%	7	41%	1	6%	3	18%
FEMALE	39	44%	10	26%	12	31%	10	26%	7	18%
MALE	31	42%	8	26%	10	32%	6	19%	7	23%
NON-ENGLISH LANGUAGE LEARNERS	68	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	24	25%	6	25%	12	50%	3	13%	3	13%
NOT ECONOMICALLY DISADVANTAGED	46	52%	12	26%	10	22%	13	28%	11	24%
NOT MIGRANT	70	43%	18	26%	22	31%	16	23%	14	20%

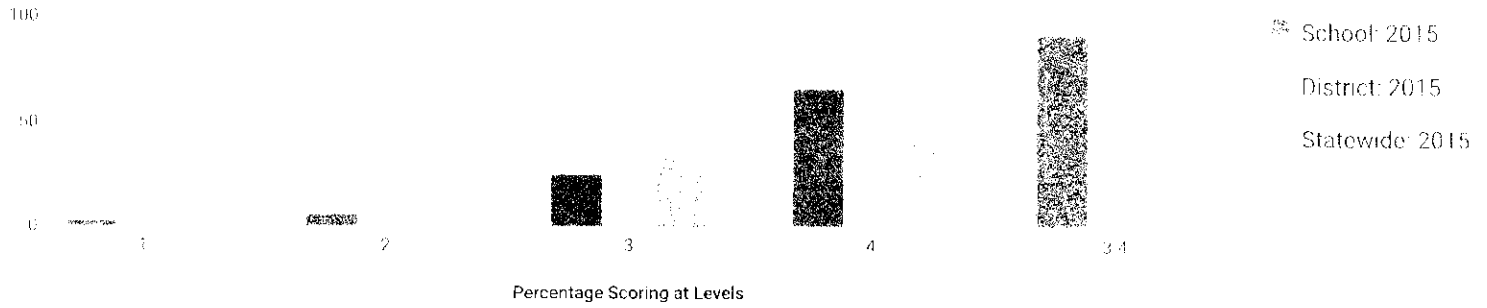
GRADE 5 MATHEMATICS



MEAN SCORE: 311

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	74	41%	17	23%	27	36%	21	28%	9	12%
GENERAL EDUCATION	66	42%	12	18%	26	39%	19	29%	9	14%
STUDENTS WITH DISABILITIES	8	25%	5	63%	1	13%	2	25%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	3	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	7	_%	-	-	-	-	-	-	-	-
WHITE	63	41%	13	21%	24	38%	18	29%	8	13%
SMALL GROUP TOTAL	11	36%	4	36%	3	27%	3	27%	1	9%
FEMALE	30	30%	7	23%	14	47%	8	27%	1	3%
MALE	44	48%	10	23%	13	30%	13	30%	8	18%
NON-ENGLISH LANGUAGE LEARNERS	73	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	17	35%	6	35%	5	29%	4	24%	2	12%
NOT ECONOMICALLY DISADVANTAGED	57	42%	11	19%	22	39%	17	30%	7	12%
NOT MIGRANT	74	41%	17	23%	27	36%	21	28%	9	12%

GRADE 4 SCIENCE



MEAN SCORE: 85

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	100	91%	3	3%	6	6%	25	25%	66	66%
GENERAL EDUCATION	89	97%	1	1%	2	2%	22	25%	64	72%
STUDENTS WITH DISABILITIES	11	45%	2	18%	4	36%	3	27%	2	18%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	16	_%	-	-	-	-	-	-	-	-
WHITE	80	91%	2	3%	5	6%	15	19%	58	73%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	20	90%	1	5%	1	5%	10	50%	8	40%
FEMALE	56	91%	1	2%	4	7%	14	25%	37	66%
MALE	44	91%	2	5%	2	5%	11	25%	29	66%
NON-ENGLISH LANGUAGE LEARNERS	96	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	29	90%	0	0%	3	10%	11	38%	15	52%
NOT ECONOMICALLY DISADVANTAGED	71	92%	3	4%	3	4%	14	20%	51	72%
NOT MIGRANT	100	91%	3	3%	6	6%	25	25%	66	66%

RECENTLY ARRIVED LEP STUDENTS (2014 - 15)

RECENTLY ARRIVED LEP STUDENTS TAKING NYSESLAT IN LIEU OF NYSTP

GRADE 3



2

GRADE 4



2

RECENTLY ARRIVED LEP STUDENTS NOT TESTED ON THE ELA NYSTP

GRADE 3



2

GRADE 4



2

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

GRADE: 4 READING

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

MATHEMATICS

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

GRADE: 8 READING

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION ...
ALL STUDENTS	27%	40%	29%	4%	
AMERICAN INDIAN OR A...	1%	1%	1%	1%	
ASIAN OR NATIVE HAWA...	19%	39%	34%	8%	
BLACK OR AFRICAN AME...	42%	41%	16%	1%	
HISPANIC OR LATINO	35%	43%	20%	2%	

WHITE	18%	39%	38%	5%	
MULTIRACIAL	1%	1%	1%	1%	
STUDENTS WITH DISABI...	59%	33%	8%	1%	98
LIMITED ENGLISH PROFI...	78%	19%	3%	1%	89
ECONOMICALLY DISADV...	36%	42%	21%	1%	

MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION ...
ALL STUDENTS	31%	38%	24%	7%	
AMERICAN INDIAN OR A...	1%	1%	1%	1%	
ASIAN OR NATIVE HAWA...	18%	30%	33%	19%	
BLACK OR AFRICAN AME...	48%	37%	13%	2%	
HISPANIC OR LATINO	41%	40%	16%	3%	
WHITE	20%	40%	31%	9%	
MULTIRACIAL	1%	1%	1%	1%	
STUDENTS WITH DISABI...	64%	27%	8%	1%	99
LIMITED ENGLISH PROFI...	72%	21%	6%	1%	94
ECONOMICALLY DISADV...	40%	39%	17%	4%	

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

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE 6 ELA	1	_%	-	-	-	-
GRADE 6 MATH	1	_%	-	-	-	-

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

GRADE 3

GROUP	TOTAL TEST...	ENTERING	EMERGING	TRANSITIO...	EXPANDING	COMMANDI...
ALL STUDENTS	5	40%	20%	20%	20%	0%
GENERAL EDUCATION	4	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 4

GROUP	TOTAL TEST...	ENTERING	EMERGING	TRANSITIO...	EXPANDING	COMMANDI...
ALL STUDENTS	6	33%	0%	17%	50%	0%
GENERAL EDUCATION	5	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 5

GROUP	TOTAL TEST...	ENTERING	EMERGING	TRANSITIO...	EXPANDING	COMMANDI...
ALL STUDENTS	6	0%	33%	0%	67%	0%
GENERAL EDUCATION	4	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-

ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

ALL STUDENTS



MADE AYP: NO

TESTED 95%



NO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



1,491*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



50%*

PI >= EAMO OR SAFE HARBOR TARGET



YES

TESTED STUDENTS ENROLLED ON BEDS DAY



204

PI



109

EAMO



89

SAFE HARBOR TARGET



89

AMERICAN INDIAN OR ALASKA NATIVE



MADE AYP: —

TESTED 95%



—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



3

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



—

PI >= EAMO OR SAFE HARBOR TARGET



—

TESTED STUDENTS ENROLLED ON BEDS DAY



1

PI



—

EAMO



—

SAFE HARBOR TARGET



—

BLACK OR AFRICAN AMERICAN



MADE AYP: —

TESTED 95%



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION

PERCENT OF ENROLLED STUDENTS WITH VALID TEST

PERIOD

SCORES



7

—

**PI >= EAMO OR
SAFE HARBOR
TARGET**

**TESTED
STUDENTS
ENROLLED ON
BEDS DAY**

PI

EAMO

**SAFE HARBOR
TARGET**



—

4

—

—

—

HISPANIC OR LATINO



MADE AYP: NO

TESTED 95%

**STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD**

**PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES**



NO

150*

62%*

**PI >= EAMO OR
SAFE HARBOR
TARGET**

**TESTED
STUDENTS
ENROLLED ON
BEDS DAY**

PI

EAMO

**SAFE HARBOR
TARGET**



NO

82⁰

67

72

72

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



MADE AYP: —

TESTED 95%

**STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD**

**PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES**



—

10

—

**PI >= EAMO OR
SAFE HARBOR
TARGET**

**TESTED
STUDENTS
ENROLLED ON
BEDS DAY**

PI

EAMO

**SAFE HARBOR
TARGET**



—

6

—

—

—

WHITE



MADE AYP: NO

TESTED 95%



NO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



1,271*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



49%*

PI >= EAMO OR SAFE HARBOR TARGET



YES

TESTED STUDENTS ENROLLED ON BEDS DAY



163

PI



116

EAMO



106

SAFE HARBOR TARGET



106

MULTIRACIAL



MADE AYP: —

TESTED 95%



—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



16

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



—

PI >= EAMO OR SAFE HARBOR TARGET



—

TESTED STUDENTS ENROLLED ON BEDS DAY



2

PI



—

EAMO



—

SAFE HARBOR TARGET



—

STUDENTS WITH DISABILITIES



MADE AYP: NO

TESTED 95%



NO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



254*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



42%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
▼	▼	▼	▼	▼
NO	105 ⁰	33	50	50

LIMITED ENGLISH PROFICIENT



MADE AYP: —

TESTED 95%



—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



18

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



—

PI >= EAMO OR SAFE HARBOR TARGET



—

TESTED STUDENTS ENROLLED ON BEDS DAY



3

PI



—

EAMO



—

SAFE HARBOR TARGET



—

ECONOMICALLY DISADVANTAGED



MADE AYP: NO

TESTED 95%



NO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



437*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



53%*

PI >= EAMO OR SAFE HARBOR TARGET



YES

TESTED STUDENTS ENROLLED ON BEDS DAY



62

PI



87

EAMO



72

SAFE HARBOR TARGET



72

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
1,485*	50%*	203	109

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
1,477*	50%*	200	110

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
1,341*	49%*	176	114

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
1,471*	50%*	198	109

NOT WHITE

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

PERIOD			
▼	60%*	▼	80
220*		41	

NOT MULTIRACIAL



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
1,461*	51%*	202	108

GENERAL EDUCATION



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
1,237*	52%*	188	116

ENGLISH PROFICIENT



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
1,449*	50%*	201	110

NOT ECONOMICALLY DISADVANTAGED

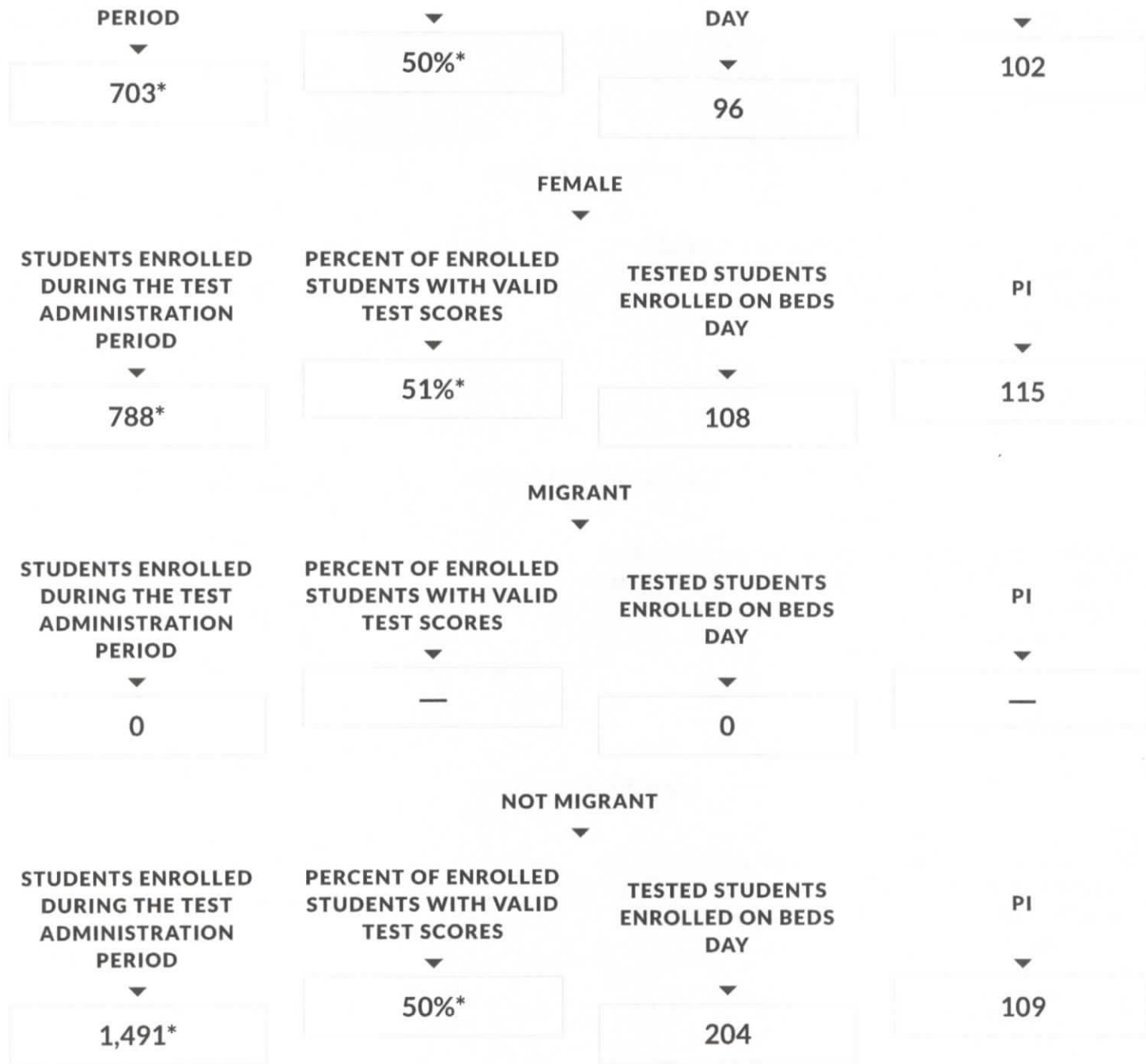


STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
1,054*	49%*	142	118

MALE



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS	PI
---	--	---	-----------



— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.

*The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

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

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

ALL STUDENTS



MADE AYP: NO

TESTED 95%



NO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



1,491*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



47%*

PI >= EAMO OR SAFE HARBOR TARGET



YES

TESTED STUDENTS ENROLLED ON BEDS DAY



188

PI



118

EAMO



86

SAFE HARBOR TARGET



86

AMERICAN INDIAN OR ALASKA NATIVE



MADE AYP: —

TESTED 95%



—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



3

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



—

PI >= EAMO OR SAFE HARBOR TARGET



—

TESTED STUDENTS ENROLLED ON BEDS DAY



0

PI



—

EAMO



—

SAFE HARBOR TARGET



—

BLACK OR AFRICAN AMERICAN



MADE AYP: —

TESTED 95%



—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



7

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
▼ —	▼ 3	▼ —	▼ —	▼ —

HISPANIC OR LATINO



MADE AYP: NO

TESTED 95%



NO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



150*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



57%*

PI >= EAMO OR SAFE HARBOR TARGET



YES

TESTED STUDENTS ENROLLED ON BEDS DAY



77⁰

PI



74

EAMO



70

SAFE HARBOR TARGET



70

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



MADE AYP: —

TESTED 95%



—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



10

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



—

PI >= EAMO OR SAFE HARBOR TARGET



—

TESTED STUDENTS ENROLLED ON BEDS DAY



6

PI



—

EAMO



—

SAFE HARBOR TARGET



—

WHITE



MADE AYP: NO

TESTED 95%



NO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



1,271*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



45%*

PI >= EAMO OR SAFE HARBOR TARGET



YES

TESTED STUDENTS ENROLLED ON BEDS DAY



152

PI



122

EAMO



102

SAFE HARBOR TARGET



102

MULTIRACIAL



MADE AYP: —

TESTED 95%



—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



16

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



—

PI >= EAMO OR SAFE HARBOR TARGET



—

TESTED STUDENTS ENROLLED ON BEDS DAY



2

PI



—

EAMO



—

SAFE HARBOR TARGET



—

STUDENTS WITH DISABILITIES



MADE AYP: NO

TESTED 95%



NO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



254*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



36%*

PI >= EAMO OR SAFE HARBOR TARGET



TESTED STUDENTS ENROLLED ON BEDS DAY



51

EAMO



52

SAFE HARBOR TARGET



52

NO

91⁰

LIMITED ENGLISH PROFICIENT



MADE AYP: —

TESTED 95%



—

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD



18

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES



—

PI >= EAMO OR
SAFE HARBOR
TARGET



—

TESTED
STUDENTS
ENROLLED ON
BEDS DAY



1

PI



—

EAMO



—

SAFE HARBOR
TARGET



—

ECONOMICALLY DISADVANTAGED



MADE AYP: NO

TESTED 95%



NO

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD



437*

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES



46%*

PI >= EAMO OR
SAFE HARBOR
TARGET



YES

TESTED
STUDENTS
ENROLLED ON
BEDS DAY



51

PI



102

EAMO



68

SAFE HARBOR
TARGET



68

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
1,485*	47%*	188	118

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
1,477*	47%*	185	118

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
1,341*	46%*	163	122

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
1,471*	46%*	182	118

NOT WHITE

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

PERIOD



220*

54%*



36

97

NOT MULTIRACIAL



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION
PERIOD**



1,461*

**PERCENT OF ENROLLED
STUDENTS WITH VALID
TEST SCORES**



47%*

**TESTED STUDENTS
ENROLLED ON BEDS
DAY**



186

PI



117

GENERAL EDUCATION



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION
PERIOD**



1,237*

**PERCENT OF ENROLLED
STUDENTS WITH VALID
TEST SCORES**



49%*

**TESTED STUDENTS
ENROLLED ON BEDS
DAY**



172

PI



124

ENGLISH PROFICIENT



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION
PERIOD**



1,449*

**PERCENT OF ENROLLED
STUDENTS WITH VALID
TEST SCORES**



46%*

**TESTED STUDENTS
ENROLLED ON BEDS
DAY**



187

PI



118

NOT ECONOMICALLY DISADVANTAGED



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION
PERIOD**



1,054*

**PERCENT OF ENROLLED
STUDENTS WITH VALID
TEST SCORES**



47%*

**TESTED STUDENTS
ENROLLED ON BEDS
DAY**



137

PI



123

MALE



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION**

**PERCENT OF ENROLLED
STUDENTS WITH VALID
TEST SCORES**

**TESTED STUDENTS
ENROLLED ON BEDS**

PI

PERIOD		DAY	
▼	48%*	▼	124
703*		96	
FEMALE			
▼			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
788*	46%*	92	111
MIGRANT			
▼			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
0	—	0	—
NOT MIGRANT			
▼			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
1,491*	47%*	188	118

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.

*The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

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

ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

ALL STUDENTS



MADE AYP: NO

TESTED 80%



NO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



501*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



61%*

PI >= EAMO OR PROGRESS TARGET



YES

TESTED STUDENTS ENROLLED ON BEDS DAY



96

PI



191

EAMO



175

PROGRESS

TARGET



175

AMERICAN INDIAN OR ALASKA NATIVE



MADE AYP: —

TESTED 80%



—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



2

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



—

PI >= EAMO OR PROGRESS TARGET



—

TESTED STUDENTS ENROLLED ON BEDS DAY



0

PI



—

EAMO



—

PROGRESS

TARGET



—

BLACK OR AFRICAN AMERICAN



MADE AYP: —

TESTED 80%



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



1

PI >= EAMO OR
PROGRESS
TARGET

TESTED
STUDENTS
ENROLLED ON
BEDS DAY

PI

EAMO

PROGRESS



TARGET

—

0

—

—



—

HISPANIC OR LATINO



MADE AYP: —

TESTED 80%

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES



—

24

—

PI >= EAMO OR
PROGRESS
TARGET

TESTED
STUDENTS
ENROLLED ON
BEDS DAY

PI

EAMO

PROGRESS



TARGET

—

13

—

—



—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



MADE AYP: —

TESTED 80%

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES



—

2

—

PI >= EAMO OR
PROGRESS
TARGET

TESTED
STUDENTS
ENROLLED ON
BEDS DAY

PI

EAMO

PROGRESS



TARGET

—

—

—

—

— 1 —

WHITE



MADE AYP: NO

TESTED 80%



NO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



429*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



59%*

PI >= EAMO OR PROGRESS TARGET



YES

TESTED STUDENTS ENROLLED ON BEDS DAY



80

PI



189

EAMO



182

PROGRESS

TARGET



182

MULTIRACIAL



MADE AYP: —

TESTED 80%



—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



8

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



—

PI >= EAMO OR PROGRESS TARGET



—

TESTED STUDENTS ENROLLED ON BEDS DAY



2

PI



—

EAMO



—

PROGRESS

TARGET



—

STUDENTS WITH DISABILITIES



MADE AYP: —

TESTED 80%



—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



36

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



—

PI >= EAMO OR PROGRESS TARGET



—

TESTED STUDENTS ENROLLED ON BEDS DAY



11

PI



—

EAMO



—

PROGRESS

TARGET



—

LIMITED ENGLISH PROFICIENT



MADE AYP: —

TESTED 80%



—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



6

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



—

PI >= EAMO OR PROGRESS TARGET



—

TESTED STUDENTS ENROLLED ON BEDS DAY



2

PI



—

EAMO



—

PROGRESS

TARGET



—

ECONOMICALLY DISADVANTAGED



MADE AYP: NO

TESTED 80%



NO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



159*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



57%*

PI >= EAMO OR

TESTED STUDENTS

**PROGRESS
TARGET**



YES

**ENROLLED ON
BEDS DAY**



83⁰

PI



178

EAMO



166

PROGRESS

TARGET



166

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼ 499*	▼ 61%*	▼ 96	▼ 191

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼ 497*	▼ 61%*	▼ 96	▼ 191

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼ 452*	▼ 59%*	▼ 83	▼ 189

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼ 495*	▼ 60%*	▼ 95	▼ 191

NOT WHITE

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

PERIOD

▼
37

▼
16

NOT MULTIRACIAL



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION
PERIOD**

▼
490*

**PERCENT OF ENROLLED
STUDENTS WITH VALID
TEST SCORES**

▼
61%*

**TESTED STUDENTS
ENROLLED ON BEDS
DAY**

▼
94

PI

▼
190

GENERAL EDUCATION



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION
PERIOD**

▼
418*

**PERCENT OF ENROLLED
STUDENTS WITH VALID
TEST SCORES**

▼
64%*

**TESTED STUDENTS
ENROLLED ON BEDS
DAY**

▼
85

PI

▼
199

ENGLISH PROFICIENT



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION
PERIOD**

▼
487*

**PERCENT OF ENROLLED
STUDENTS WITH VALID
TEST SCORES**

▼
60%*

**TESTED STUDENTS
ENROLLED ON BEDS
DAY**

▼
94

PI

▼
191

NOT ECONOMICALLY DISADVANTAGED



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION
PERIOD**

▼
342*

**PERCENT OF ENROLLED
STUDENTS WITH VALID
TEST SCORES**

▼
63%*

**TESTED STUDENTS
ENROLLED ON BEDS
DAY**

▼
70

PI

▼
190

MALE



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION**

**PERCENT OF ENROLLED
STUDENTS WITH VALID
TEST SCORES**

**TESTED STUDENTS
ENROLLED ON BEDS**

PI

PERIOD		DAY	
▼	58%*	▼	186
237*		42	
FEMALE			
▼			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
264*	63%*	54	194
MIGRANT			
▼			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
0	—	0	—
NOT MIGRANT			
▼			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
501*	61%*	96	191

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Progress Target data are suppressed.

*The percentage of students tested in the current year fell below 80 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

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

UNWEIGHTED COMBINED ELA AND MATH PIS

ALL STUDENTS



ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY- LEVEL ELA PI	SECONDARY- LEVEL MATH PI	UNWEIGHTED COMBINED PI
▼	▼	▼	▼	▼
109	118	—	—	114

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

116

ELEMENTARY/
MIDDLE-LEVEL
MATH PI

122

SECONDARY-
LEVEL ELA PI

SECONDARY-
LEVEL MATH PI

UNWEIGHTED
COMBINED PI

119

MULTIRACIAL

ELEMENTARY/
MIDDLE-LEVEL
ELA PI

—

ELEMENTARY/
MIDDLE-LEVEL
MATH PI

—

SECONDARY-
LEVEL ELA PI

—

SECONDARY-
LEVEL MATH PI

—

UNWEIGHTED
COMBINED PI

—

STUDENTS WITH DISABILITIES

ELEMENTARY/
MIDDLE-LEVEL
ELA PI

—

ELEMENTARY/
MIDDLE-LEVEL
MATH PI

—

SECONDARY-
LEVEL ELA PI

—

SECONDARY-
LEVEL MATH PI

—

UNWEIGHTED
COMBINED PI

—

LIMITED ENGLISH PROFICIENT

ELEMENTARY/
MIDDLE-LEVEL
ELA PI

—

ELEMENTARY/
MIDDLE-LEVEL
MATH PI

—

SECONDARY-
LEVEL ELA PI

—

SECONDARY-
LEVEL MATH PI

—

UNWEIGHTED
COMBINED PI

—

ECONOMICALLY DISADVANTAGED

—

ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY- LEVEL ELA PI	SECONDARY- LEVEL MATH PI	UNWEIGHTED COMBINED PI
87	102	—	—	95

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

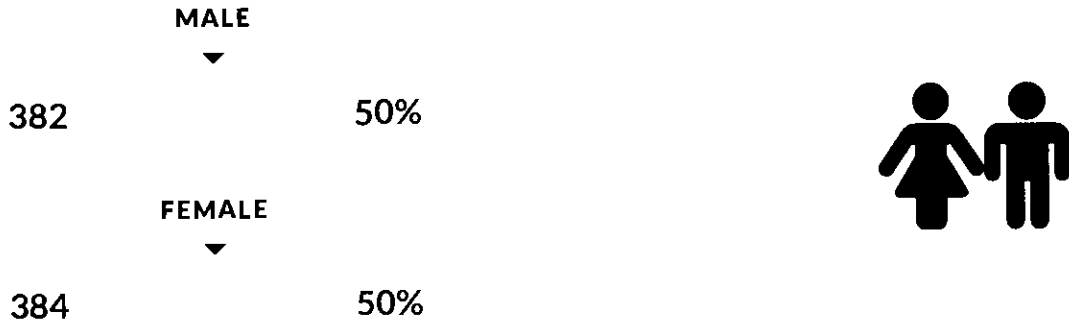
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ROCKY POINT MIDDLE SCHOOL - SCHOOL REPORT CARD DATA [2014 - 15]

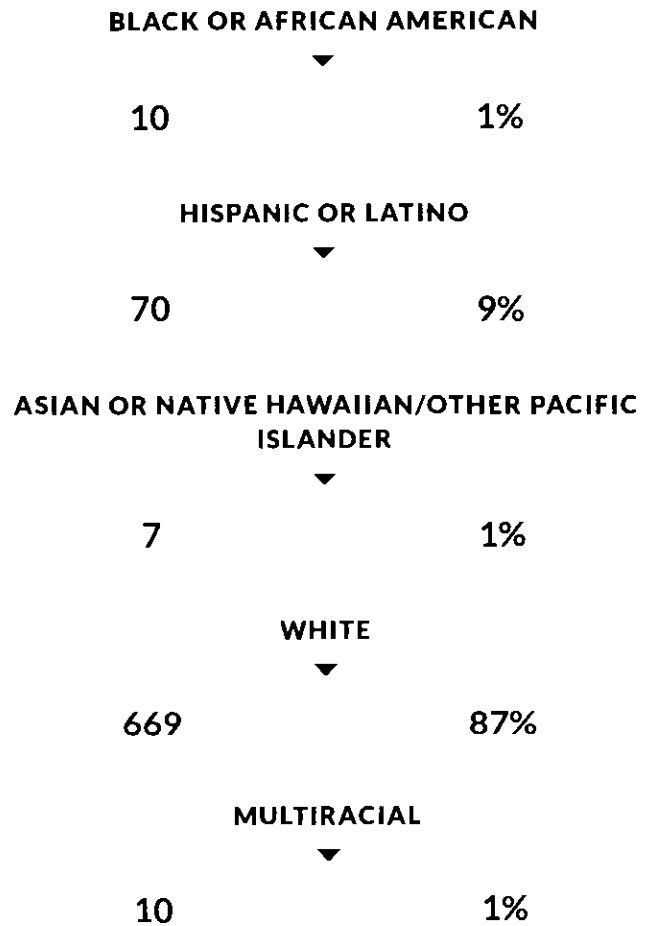
ROCKY POINT MIDDLE SCHOOL ENROLLMENT (2014 - 15)

K-12 Enrollment: 766

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

STUDENTS WITH DISABILITIES

ECONOMICALLY DISADVANTAGED

10

1%

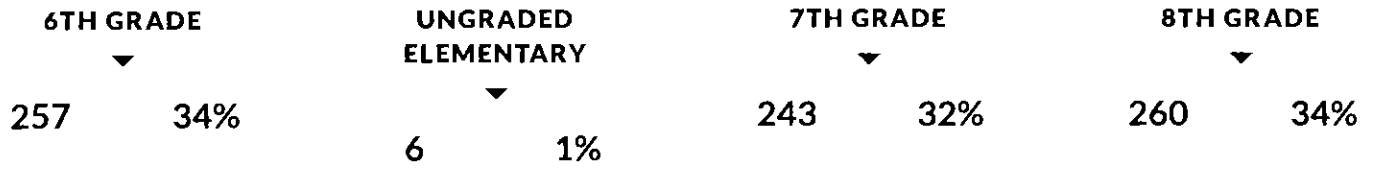
142

19%

215

28%

ENROLLMENT BY GRADE



AVERAGE CLASS SIZE (2014 - 15)

GRADE 8 ENGLISH

▼
24

GRADE 8 MATHEMATICS

▼
24

GRADE 8 SCIENCE

▼
22

GRADE 8 SOCIAL STUDIES

▼
24

FREE AND REDUCED-PRICE LUNCH (2014 - 15)

ELIGIBLE FOR FREE LUNCH

▼
121

16%

ELIGIBLE FOR REDUCED-PRICE LUNCH

▼
33

4%

ATTENDANCE (2013 - 14)

ANNUAL ATTENDANCE RATE

▼
96%

STUDENT SUSPENSIONS (2013 - 14)

STUDENT SUSPENSIONS

▼
11

1%

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

STAFF COUNTS (2014 - 15)

PRINCIPALS

▼
1

ASSISTANT PRINCIPALS

▼
1

OTHER PROFESSIONAL STAFF

▼
5

PARAPROFESSIONALS

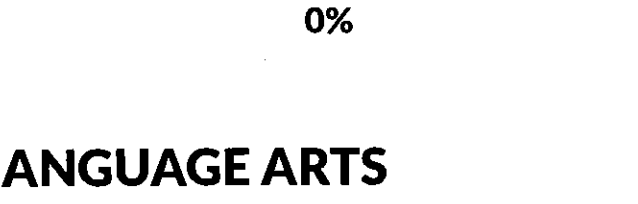
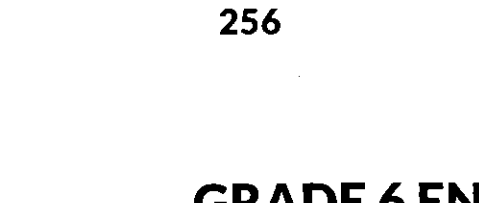
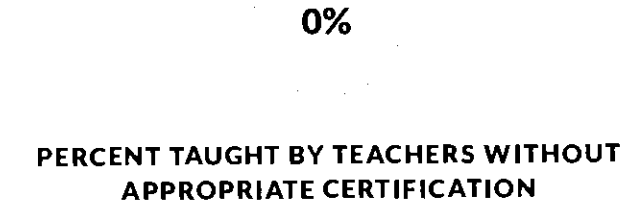
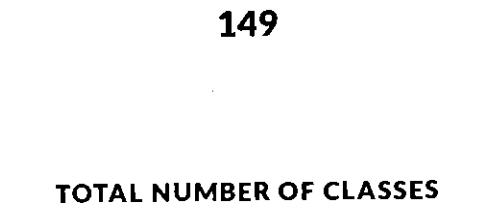
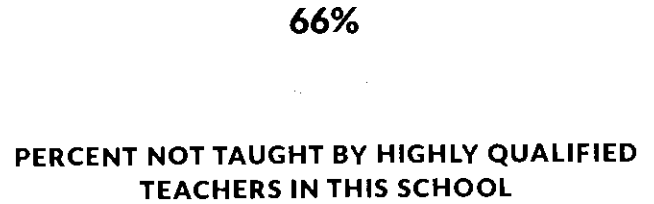
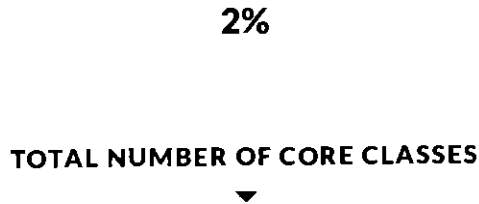
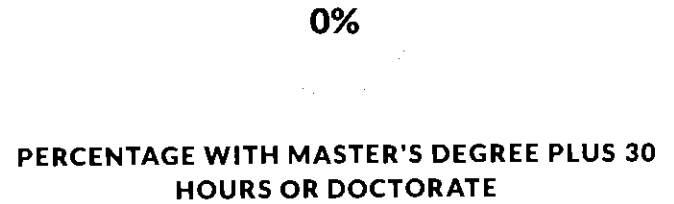
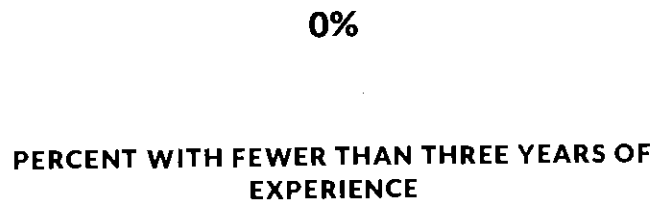
▼
0

TEACHER QUALIFICATIONS (2014 - 15)

TOTAL TEACHERS: 53

PERCENT WITH NO VALID TEACHING CERTIFICATE

PERCENT TEACHING OUT OF CERTIFICATION



GRADE 6 ENGLISH LANGUAGE ARTS

MEAN SCORE: 306

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	44	32%	8	18%	22	50%	5	11%	9	20%
GENERAL EDUCATION	38	37%	4	11%	20	53%	5	13%	9	24%
STUDENTS WITH DISABILITIES	6	0%	4	67%	2	33%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	17%	2	33%	3	50%	0	0%	1	17%
WHITE	33	36%	4	12%	17	52%	5	15%	7	21%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-

SMALL GROUP TOTAL	5	20%	2	40%	2	40%	0	0%	1	20%
FEMALE	24	29%	4	17%	13	54%	2	8%	5	21%
MALE	20	35%	4	20%	9	45%	3	15%	4	20%
NON-ENGLISH LANGUAGE LEARNERS	44	32%	8	18%	22	50%	5	11%	9	20%
ECONOMICALLY DISADVANTAGED	12	17%	2	17%	8	67%	0	0%	2	17%
NOT ECONOMICALLY DISADVANTAGED	32	38%	6	19%	14	44%	5	16%	7	22%
NOT MIGRANT	44	32%	8	18%	22	50%	5	11%	9	20%

GRADE 7 ENGLISH LANGUAGE ARTS

MEAN SCORE: 300

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	51	39%	12	24%	19	37%	19	37%	1	2%
GENERAL EDUCATION	45	44%	7	16%	18	40%	19	42%	1	2%
STUDENTS WITH DISABILITIES	6	0%	5	83%	1	17%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	46	41%	9	20%	18	39%	18	39%	1	2%
SMALL GROUP TOTAL	5	20%	3	60%	1	20%	1	20%	0	0%
FEMALE	23	26%	6	26%	11	48%	6	26%	0	0%
MALE	28	50%	6	21%	8	29%	13	46%	1	4%
NON-ENGLISH LANGUAGE LEARNERS	51	39%	12	24%	19	37%	19	37%	1	2%
ECONOMICALLY DISADVANTAGED	13	31%	8	62%	1	8%	4	31%	0	0%
NOT ECONOMICALLY DISADVANTAGED	38	42%	4	11%	18	47%	15	39%	1	3%
NOT MIGRANT	51	39%	12	24%	19	37%	19	37%	1	2%

GRADE 8 ENGLISH LANGUAGE ARTS

MEAN SCORE: 287

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	52	29%	19	37%	18	35%	11	21%	4	8%
GENERAL EDUCATION	42	36%	12	29%	15	36%	11	26%	4	10%
STUDENTS WITH DISABILITIES	10	0%	7	70%	3	30%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	5	_%	-	-	-	-	-	-	-	-
WHITE	45	31%	16	36%	15	33%	11	24%	3	7%
SMALL GROUP TOTAL	7	14%	3	43%	3	43%	0	0%	1	14%
FEMALE	24	33%	7	29%	9	38%	6	25%	2	8%
MALE	28	25%	12	43%	9	32%	5	18%	2	7%
NON-ENGLISH LANGUAGE LEARNERS	52	29%	19	37%	18	35%	11	21%	4	8%
ECONOMICALLY DISADVANTAGED	15	13%	8	53%	5	33%	1	7%	1	7%
NOT ECONOMICALLY DISADVANTAGED	37	35%	11	30%	13	35%	10	27%	3	8%
NOT MIGRANT	52	29%	19	37%	18	35%	11	21%	4	8%

GRADE 6 MATHEMATICS**MEAN SCORE: 311**

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	38	39%	5	13%	18	47%	7	18%	8	21%
GENERAL EDUCATION	33	45%	3	9%	15	45%	7	21%	8	24%
STUDENTS WITH DISABILITIES	5	0%	2	40%	3	60%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	5	_%	-	-	-	-	-	-	-	-
WHITE	29	45%	2	7%	14	48%	7	24%	6	21%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	22%	3	33%	4	44%	0	0%	2	22%
FEMALE	19	37%	3	16%	9	47%	5	26%	2	11%
MALE	19	42%	2	11%	9	47%	2	11%	6	32%
NON-ENGLISH LANGUAGE LEARNERS	38	39%	5	13%	18	47%	7	18%	8	21%
ECONOMICALLY DISADVANTAGED	10	30%	1	10%	6	60%	2	20%	1	10%

NOT ECONOMICALLY DISADVANTAGED	28	43%	4	14%	12	43%	5	18%	7	25%
NOT MIGRANT	38	39%	5	13%	18	47%	7	18%	8	21%

GRADE 7 MATHEMATICS

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

MEAN SCORE: 318

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	36	47%	4	11%	15	42%	15	42%	2	6%
GENERAL EDUCATION	34	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER P...	2	_%	-	-	-	-	-	-	-	-
WHITE	34	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	36	47%	4	11%	15	42%	15	42%	2	6%
FEMALE	17	35%	3	18%	8	47%	5	29%	1	6%
MALE	19	58%	1	5%	7	37%	10	53%	1	5%
NON-ENGLISH LANGUAGE LEARNERS	36	47%	4	11%	15	42%	15	42%	2	6%
ECONOMICALLY DISADVANTAGED	4	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	32	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	36	47%	4	11%	15	42%	15	42%	2	6%

GRADE 7 STUDENTS TAKING A REGENTS MATH TEST

Accelerated grade 7 students who took a Regents math test in lieu of the Grade 7 NYSTP in Mathematics.

GROUP	TOTAL TEST...	LEVEL 1	LEVEL 2	LEVEL 3	4 & ABOVE	3 & ABOVE
ALL STUDENTS	1	-	-	-	-	-

GRADE 8 MATHEMATICS

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

MEAN SCORE: 302

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	22	27%	5 23%	11 50%	6 27%	0 0%
GENERAL EDUCATION	17	35%	2 12%	9 53%	6 35%	0 0%
STUDENTS WITH DISABILITIES	5	0%	3 60%	2 40%	0 0%	0 0%
BLACK OR AFRICAN AMERICAN	1	_%	- -	- -	- -	- -
HISPANIC OR LATINO	1	_%	- -	- -	- -	- -
WHITE	20	_%	- -	- -	- -	- -
SMALL GROUP TOTAL	22	27%	5 23%	11 50%	6 27%	0 0%
FEMALE	12	33%	1 8%	7 58%	4 33%	0 0%
MALE	10	20%	4 40%	4 40%	2 20%	0 0%
NON-ENGLISH LANGUAGE LEARNERS	22	27%	5 23%	11 50%	6 27%	0 0%
ECONOMICALLY DISADVANTAGED	6	0%	2 33%	4 67%	0 0%	0 0%
NOT ECONOMICALLY DISADVANTAGED	16	38%	3 19%	7 44%	6 38%	0 0%
NOT MIGRANT	22	27%	5 23%	11 50%	6 27%	0 0%

GRADE 8 STUDENTS TAKING A REGENTS MATH TEST

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

GROUP	TOTAL TEST...	LEVEL 1	LEVEL 2	LEVEL 3	4 & ABOVE	3 & ABOVE
ALL STUDENTS	55	0 0%	0 0%	23 42%	32 58%	55 100%

GRADE 8 SCIENCE

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

MEAN SCORE: 68

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	16	69%	1 6%	4 25%	9 56%	2 13%
GENERAL EDUCATION	11	82%	0 0%	2 18%	7 64%	2 18%
STUDENTS WITH DISABILITIES	5	40%	1 20%	2 40%	2 40%	0 0%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-
WHITE	13	_%	-	-	-	-
SMALL GROUP TOTAL	16	69%	1 6%	4 25%	9 56%	2 13%
FEMALE	7	86%	0 0%	1 14%	6 86%	0 0%
MALE	9	56%	1 11%	3 33%	3 33%	2 22%
NON-ENGLISH LANGUAGE LEARNERS	16	69%	1 6%	4 25%	9 56%	2 13%
ECONOMICALLY DISADVANTAGED	4	_%	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	12	_%	-	-	-	-
NOT MIGRANT	16	69%	1 6%	4 25%	9 56%	2 13%

GRADE 8 STUDENTS TAKING A REGENTS SCIENCE TEST

Accelerated grade 8 students who take a Regents science test in lieu of the New York State Grade 8 Science Test.

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	65	100%	0 0%	0 0%	6 9%	59 91%

RECENTLY ARRIVED LEP STUDENTS (2014 - 15)

**RECENTLY ARRIVED LEP STUDENTS
TAKING NYSESLAT IN LIEU OF
NYSTP**

GRADE 6

GRADE 7

**RECENTLY ARRIVED LEP STUDENTS
NOT TESTED ON THE ELA NYSTP**

GRADE 6

GRADE 7

1**1****2****1**

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

**GRADE: 4
READING**

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

MATHEMATICS

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

**GRADE: 8
READING**

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION ...
ALL STUDENTS	27%	40%	29%	4%	

AMERICAN INDIAN OR A...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWA...	19%	39%	34%	8%	
BLACK OR AFRICAN AME...	42%	41%	16%	1%	
HISPANIC OR LATINO	35%	43%	20%	2%	
WHITE	18%	39%	38%	5%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABI...	59%	33%	8%	*%	98
LIMITED ENGLISH PROF...	78%	19%	3%	*%	89
ECONOMICALLY DISADV...	36%	42%	21%	1%	

MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION ...
ALL STUDENTS	31%	38%	24%	7%	
AMERICAN INDIAN OR A...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWA...	18%	30%	33%	19%	
BLACK OR AFRICAN AME...	48%	37%	13%	2%	
HISPANIC OR LATINO	41%	40%	16%	3%	
WHITE	20%	40%	31%	9%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABI...	64%	27%	8%	1%	99
LIMITED ENGLISH PROF...	72%	21%	6%	1%	94
ECONOMICALLY DISADV...	40%	39%	17%	4%	

Regents Examination Results (2014 - 15)

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TEST...	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	56	0	0%	0	0%	23	41%	30	54%	3	5%
GENERAL EDUCATION	54	-	-	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER P...	2	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	-	-	-	-	-	-	-	-	-	-
WHITE	49	0	0%	0	0%	21	43%	26	53%	2	4%
MULTIRACIAL	1	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	0	0%	0	0%	2	29%	4	57%	1	14%
FEMALE	23	0	0%	0	0%	7	30%	16	70%	0	0%
MALE	33	0	0%	0	0%	16	48%	14	42%	3	9%
NON-ENGLISH LANGUAGE LEARNERS	56	0	0%	0	0%	23	41%	30	54%	3	5%
ECONOMICALLY DISADVANTAGED	5	0	0%	0	0%	1	20%	3	60%	1	20%

NOT ECONOMICALLY DISADVANTAGED	51	0	0%	0	0%	22	43%	27	53%	2	4%
NOT MIGRANT	56	0	0%	0	0%	23	41%	30	54%	3	5%

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55	65	85	
ALL STUDENTS	65	65	100%	59	91%
GENERAL EDUCATION	65	65	100%	59	91%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	2	-	-	-	-
HISPANIC OR LATINO	4	-	-	-	-
WHITE	59	59	100%	53	90%
SMALL GROUP TOTAL	6	6	100%	6	100%
FEMALE	32	32	100%	28	88%
MALE	33	33	100%	31	94%
NON-ENGLISH LANGUAGE LEARNERS	65	65	100%	59	91%
ECONOMICALLY DISADVANTAGED	9	9	100%	9	100%
NOT ECONOMICALLY DISADVANTAGED	56	56	100%	50	89%
NOT MIGRANT	65	65	100%	59	91%

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

GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE 5 ELA	1	_%	-	-	-	-
GRADE 5 MATH	1	_%	-	-	-	-
GRADE 6 ELA	1	_%	-	-	-	-
GRADE 6 MATH	1	_%	-	-	-	-
GRADE 7 ELA	3	_%	-	-	-	-
GRADE 7 MATH	3	_%	-	-	-	-

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

GRADE 6

GROUP	TOTAL TEST...	ENTERING	EMERGING	TRANSITIO...	EXPANDING	COMMANDI...
ALL STUDENTS	5	0%	0%	20%	60%	20%
GENERAL EDUCATION	3	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-

GRADE 7

GROUP	TOTAL TEST...	ENTERING	EMERGING	TRANSITIO...	EXPANDING	COMMANDI...
ALL STUDENTS	3	-	-	-	-	-
GENERAL EDUCATION	2	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 8

GROUP	TOTAL TEST...	ENTERING	EMERGING	TRANSITIO...	EXPANDING	COMMANDI...
ALL STUDENTS	3	-	-	-	-	-
GENERAL EDUCATION	2	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

ALL STUDENTS



MADE AYP: NO

TESTED 95%



NO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



1,541*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



36%*

PI >= EAMO OR SAFE HARBOR TARGET



YES

TESTED STUDENTS ENROLLED ON BEDS DAY



149

PI



109

EAMO



88

SAFE HARBOR TARGET



88

AMERICAN INDIAN OR ALASKA NATIVE



MADE AYP: —

TESTED 95%



—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



0

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



—

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

BLACK OR AFRICAN AMERICAN



MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
▼ —	▼ 10	▼ —

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
▼ —	▼ 2	▼ —	▼ —	▼ —

HISPANIC OR LATINO



MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
▼ NO	▼ 128*	▼ 39%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
▼ YES	▼ 45 ⁰	▼ 69	▼ 69	▼ 69

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	7	—		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	5	—	—	—

WHITE

MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
NO	1,358*	35%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	126	116	105	105

MULTIRACIAL

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	12	—		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	—	—	—	—

—

3

STUDENTS WITH DISABILITIES



MADE AYP: NO

TESTED 95%



NO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



280*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



38%*

PI >= EAMO OR SAFE HARBOR TARGET



NO

TESTED STUDENTS ENROLLED ON BEDS DAY



108⁰

PI



37

EAMO



50

SAFE HARBOR TARGET



50

LIMITED ENGLISH PROFICIENT



MADE AYP: —

TESTED 95%



—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



10

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



—

PI >= EAMO OR SAFE HARBOR TARGET



—

TESTED STUDENTS ENROLLED ON BEDS DAY



0

PI



—

EAMO



—

SAFE HARBOR TARGET



—

ECONOMICALLY DISADVANTAGED



MADE AYP: NO

TESTED 95%



NO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



406*

39%*

PI >= EAMO OR
SAFE HARBOR
TARGET

TESTED
STUDENTS
ENROLLED ON
BEDS DAY

PI

EAMO

SAFE HARBOR
TARGET



YES

42

88

69

69

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
1,541*	36%*	149	109

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
1,522*	36%*	147	111

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
1,413*	36%*	136	114

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
1,524*	36%*	144	109

NOT WHITE

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

PERIOD



183*

44%*

75

79

NOT MULTIRACIAL



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



1,522*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



36%*

TESTED STUDENTS ENROLLED ON BEDS DAY



146

PI



110

GENERAL EDUCATION



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



1,261*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



36%*

TESTED STUDENTS ENROLLED ON BEDS DAY



122

PI



122

ENGLISH PROFICIENT



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



1,518*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



36%*

TESTED STUDENTS ENROLLED ON BEDS DAY



149

PI



109

NOT ECONOMICALLY DISADVANTAGED



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



1,135*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



36%*

TESTED STUDENTS ENROLLED ON BEDS DAY



107

PI



118

MALE



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

TESTED STUDENTS ENROLLED ON BEDS

PI

PERIOD		DAY	
766*	38%*	78	110
FEMALE			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
775*	35%*	71	108
MIGRANT			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
0	—	0	—
NOT MIGRANT			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
1,541*	36%*	149	109

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.

*The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

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

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

ALL STUDENTS



MADE AYP: NO

TESTED 95%



NO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



1,541*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



36%*

PI >= EAMO OR SAFE HARBOR TARGET



YES

TESTED STUDENTS ENROLLED ON BEDS DAY



156

PI



153

EAMO



86

SAFE HARBOR TARGET



86

AMERICAN INDIAN OR ALASKA NATIVE



MADE AYP: —

TESTED 95%



—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



0

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



—

PI >= EAMO OR SAFE HARBOR TARGET



—

TESTED STUDENTS ENROLLED ON BEDS DAY



0

PI



—

EAMO



—

SAFE HARBOR TARGET



—

BLACK OR AFRICAN AMERICAN



MADE AYP: —

TESTED 95%



—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



10

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



—

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

HISPANIC OR LATINO
▼

MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
▼	▼	▼
NO	128*	33%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
▼	▼	▼	▼	▼
YES	39 ⁰	108	65	20

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER
▼

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
▼	▼	▼
—	7	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
▼	▼	▼	▼	▼
—	6	—	—	—

WHITE
▼

MADE AYP: NO

TESTED 95% ▼ NO		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD ▼ 1,358*		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES ▼ 35%*	
PI >= EAMO OR SAFE HARBOR TARGET ▼ YES	TESTED STUDENTS ENROLLED ON BEDS DAY ▼ 136	PI ▼ 157	EAMO ▼ 101	SAFE HARBOR TARGET ▼ 101	

MULTIRACIAL



MADE AYP: —

TESTED 95% ▼ —		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD ▼ 12		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES ▼ —	
PI >= EAMO OR SAFE HARBOR TARGET ▼ —	TESTED STUDENTS ENROLLED ON BEDS DAY ▼ 3	PI ▼ —	EAMO ▼ —	SAFE HARBOR TARGET ▼ —	

STUDENTS WITH DISABILITIES



MADE AYP: NO

TESTED 95% ▼ NO		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD ▼ 279*		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES ▼ 30%*	
PI >= EAMO OR SAFE HARBOR TARGET ▼	TESTED STUDENTS ENROLLED ON BEDS DAY ▼	PI ▼ 44	EAMO ▼ 51	SAFE HARBOR TARGET ▼ 47	

NO

85⁰

LIMITED ENGLISH PROFICIENT



MADE AYP: —

TESTED 95%



—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



10

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



—

PI >= EAMO OR SAFE HARBOR TARGET



—

TESTED STUDENTS ENROLLED ON BEDS DAY



0

PI



—

EAMO



—

SAFE HARBOR TARGET



—

ECONOMICALLY DISADVANTAGED



MADE AYP: NO

TESTED 95%



NO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



405*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



30%*

PI >= EAMO OR SAFE HARBOR TARGET



YES

TESTED STUDENTS ENROLLED ON BEDS DAY



118⁰

PI



94

EAMO



71

SAFE HARBOR TARGET



71

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
1,541*	36%*	156	153

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
1,522*	36%*	155	154

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
1,413*	36%*	146	155

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
1,524*	35%*	150	154

NOT WHITE

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

PERIOD



183*

39%*



68

107

NOT MULTIRACIAL



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION
PERIOD**



1,522*

**PERCENT OF ENROLLED
STUDENTS WITH VALID
TEST SCORES**



36%*

**TESTED STUDENTS
ENROLLED ON BEDS
DAY**



153

PI



153

GENERAL EDUCATION



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION
PERIOD**



1,262*

**PERCENT OF ENROLLED
STUDENTS WITH VALID
TEST SCORES**



37%*

**TESTED STUDENTS
ENROLLED ON BEDS
DAY**



137

PI



162

ENGLISH PROFICIENT



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION
PERIOD**



1,518*

**PERCENT OF ENROLLED
STUDENTS WITH VALID
TEST SCORES**



36%*

**TESTED STUDENTS
ENROLLED ON BEDS
DAY**



156

PI



153

NOT ECONOMICALLY DISADVANTAGED



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION
PERIOD**



1,136*

**PERCENT OF ENROLLED
STUDENTS WITH VALID
TEST SCORES**



38%*

**TESTED STUDENTS
ENROLLED ON BEDS
DAY**



127

PI



158

MALE



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION**

**PERCENT OF ENROLLED
STUDENTS WITH VALID
TEST SCORES**

**TESTED STUDENTS
ENROLLED ON BEDS**

PI

PERIOD		DAY	
766*	38%*	84	160
FEMALE			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
775*	34%*	72	146
MIGRANT			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
0	—	0	—
NOT MIGRANT			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
1,541*	36%*	156	153

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ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

ALL STUDENTS



MADE AYP: NO

TESTED 80%



NO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



534*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



44%*

PI >= EAMO OR PROGRESS TARGET



YES

TESTED STUDENTS ENROLLED ON BEDS DAY



81

PI



193

EAMO



174

PROGRESS

TARGET



174

AMERICAN INDIAN OR ALASKA NATIVE



MADE AYP: —

TESTED 80%



—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



0

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



—

PI >= EAMO OR PROGRESS TARGET



—

TESTED STUDENTS ENROLLED ON BEDS DAY



0

PI



—

EAMO



—

PROGRESS

TARGET



—

BLACK OR AFRICAN AMERICAN



MADE AYP: —

TESTED 80%



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



6

PI >= EAMO OR PROGRESS TARGET

TESTED STUDENTS ENROLLED ON BEDS DAY

PI

EAMO

PROGRESS



TARGET

—

1

—

—



—

HISPANIC OR LATINO



MADE AYP: —

TESTED 80%

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



—

27

—

PI >= EAMO OR PROGRESS TARGET

TESTED STUDENTS ENROLLED ON BEDS DAY

PI

EAMO

PROGRESS



TARGET

—

6

—

—



—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



MADE AYP: —

TESTED 80%

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



—

2

—

PI >= EAMO OR PROGRESS TARGET

TESTED STUDENTS ENROLLED ON BEDS DAY

PI

EAMO

PROGRESS



TARGET

—

—

—

— 2 —

WHITE



MADE AYP: NO

TESTED 80%



NO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



467*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



45%*

PI >= EAMO OR PROGRESS TARGET



YES

TESTED STUDENTS ENROLLED ON BEDS DAY



72

PI



193

EAMO



182

PROGRESS

TARGET



182

MULTIRACIAL



MADE AYP: —

TESTED 80%



—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



3

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



—

PI >= EAMO OR PROGRESS TARGET



—

TESTED STUDENTS ENROLLED ON BEDS DAY



0

PI



—

EAMO



—

PROGRESS

TARGET



—

STUDENTS WITH DISABILITIES



MADE AYP: NO

TESTED 80%



NO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



98*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



23%*

PI >= EAMO OR PROGRESS TARGET



—

TESTED STUDENTS ENROLLED ON BEDS DAY



23

PI



—

EAMO



—

PROGRESS

TARGET



—

LIMITED ENGLISH PROFICIENT



MADE AYP: —

TESTED 80%



—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



2

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



—

PI >= EAMO OR PROGRESS TARGET



—

TESTED STUDENTS ENROLLED ON BEDS DAY



0

PI



—

EAMO



—

PROGRESS

TARGET



—

ECONOMICALLY DISADVANTAGED



MADE AYP: NO

TESTED 80%



NO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



126*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



33%*

PI >= EAMO OR

TESTED STUDENTS

**PROGRESS
TARGET**



YES

**ENROLLED ON
BEDS DAY**



42⁰

PI



167

EAMO



162

PROGRESS

TARGET



1

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

NOT AMERICAN INDIAN OR ALASKA NATIVE



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
534*	44%*	81	193

NOT BLACK OR AFRICAN AMERICAN



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
526*	44%*	80	194

NOT HISPANIC OR LATINO



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
485*	45%*	75	192

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
528*	43%*	79	192

NOT WHITE



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

PERIOD



38



9



NOT MULTIRACIAL



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



530*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



44%*

TESTED STUDENTS ENROLLED ON BEDS DAY



81

PI



193

GENERAL EDUCATION



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



436*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



48%*

TESTED STUDENTS ENROLLED ON BEDS DAY



76

PI



197

ENGLISH PROFICIENT



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



529*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



44%*

TESTED STUDENTS ENROLLED ON BEDS DAY



81

PI



193

NOT ECONOMICALLY DISADVANTAGED



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



408*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



47%*

TESTED STUDENTS ENROLLED ON BEDS DAY



68

PI



194

MALE



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

TESTED STUDENTS ENROLLED ON BEDS

PI

PERIOD		DAY	
256*	45%*	42	188
FEMALE			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
278*	42%*	39	197
MIGRANT			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
0	—	0	—
NOT MIGRANT			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
534*	44%*	81	193

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

UNWEIGHTED COMBINED ELA AND MATH PIS

ALL STUDENTS

ELEMENTARY/
MIDDLE-LEVEL
ELA PI



ELEMENTARY/
MIDDLE-LEVEL
MATH PI



SECONDARY-
LEVEL ELA PI



SECONDARY-
LEVEL MATH PI



UNWEIGHTED
COMBINED PI



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

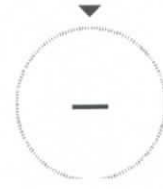


BLACK OR AFRICAN AMERICAN

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**



MULTIRACIAL



**ELEMENTARY/
MIDDLE-LEVEL
ELA PI**

**ELEMENTARY/
MIDDLE-LEVEL
MATH PI**

**SECONDARY-
LEVEL ELA PI**

**SECONDARY-
LEVEL MATH PI**

**UNWEIGHTED
COMBINED PI**



STUDENTS WITH DISABILITIES



**ELEMENTARY/
MIDDLE-LEVEL
ELA PI**

**ELEMENTARY/
MIDDLE-LEVEL
MATH PI**

**SECONDARY-
LEVEL ELA PI**

**SECONDARY-
LEVEL MATH PI**

**UNWEIGHTED
COMBINED PI**



LIMITED ENGLISH PROFICIENT



**ELEMENTARY/
MIDDLE-LEVEL
ELA PI**

**ELEMENTARY/
MIDDLE-LEVEL
MATH PI**

**SECONDARY-
LEVEL ELA PI**

**SECONDARY-
LEVEL MATH PI**

**UNWEIGHTED
COMBINED PI**



ECONOMICALLY DISADVANTAGED



**ELEMENTARY/
MIDDLE-LEVEL
ELA PI**



88

**ELEMENTARY/
MIDDLE-LEVEL
MATH PI**



—

**SECONDARY-
LEVEL ELA PI**



—

**SECONDARY-
LEVEL MATH PI**



—

**UNWEIGHTED
COMBINED PI**



88

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

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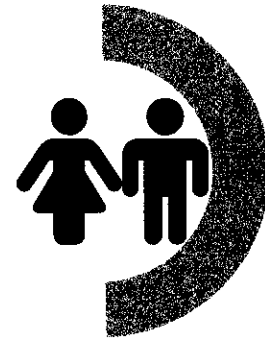
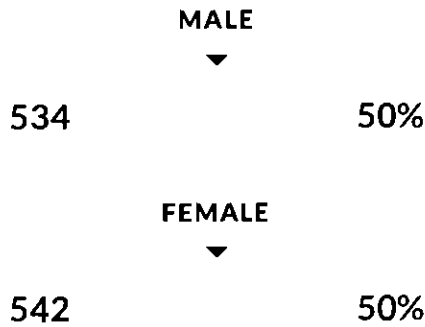


ROCKY POINT HIGH SCHOOL - SCHOOL REPORT CARD DATA [2014 - 15]

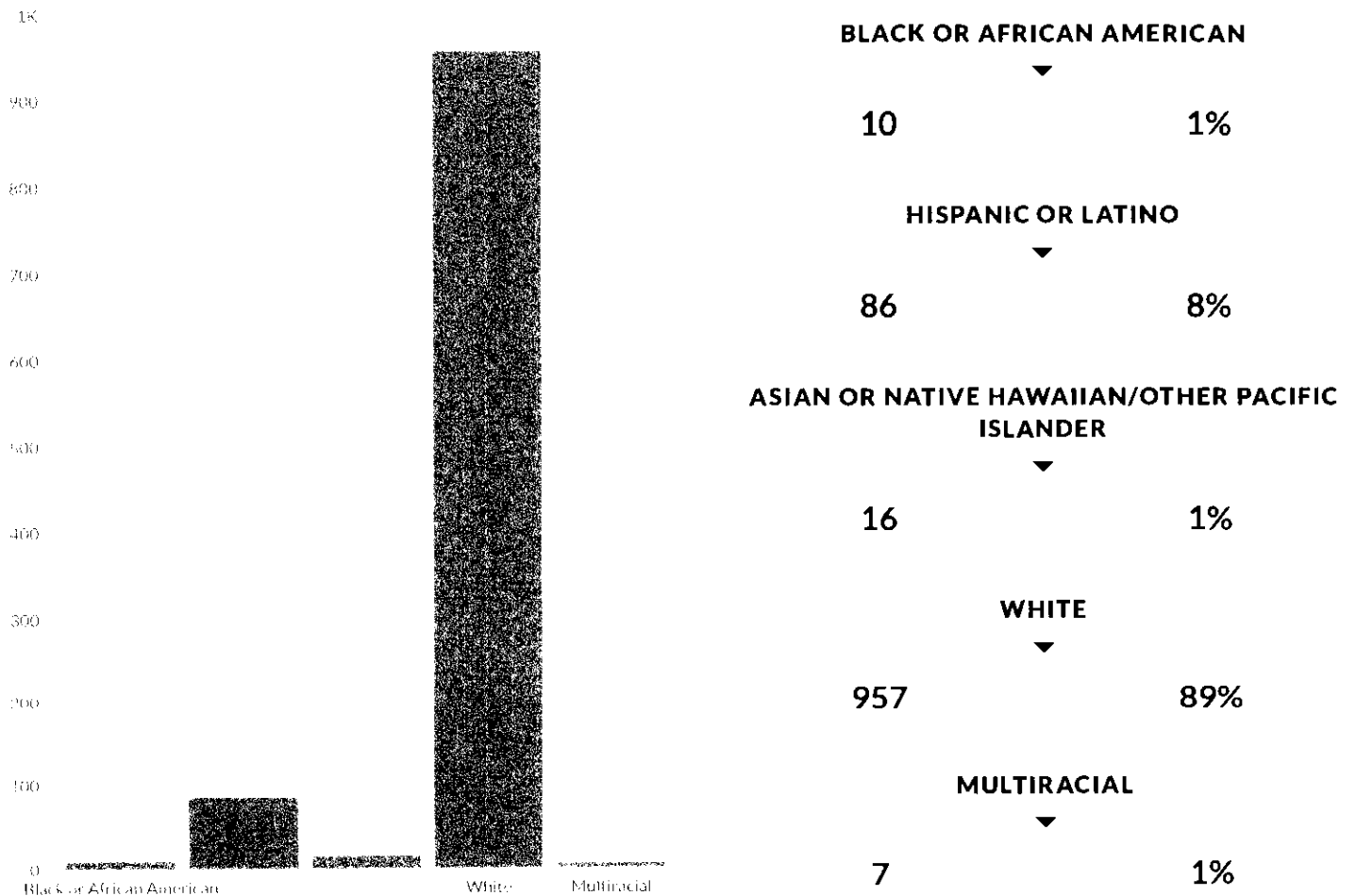
ROCKY POINT HIGH SCHOOL ENROLLMENT (2014 - 15)

K-12 Enrollment: 1,076

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

STUDENTS WITH DISABILITIES

ECONOMICALLY DISADVANTAGED

17

2%

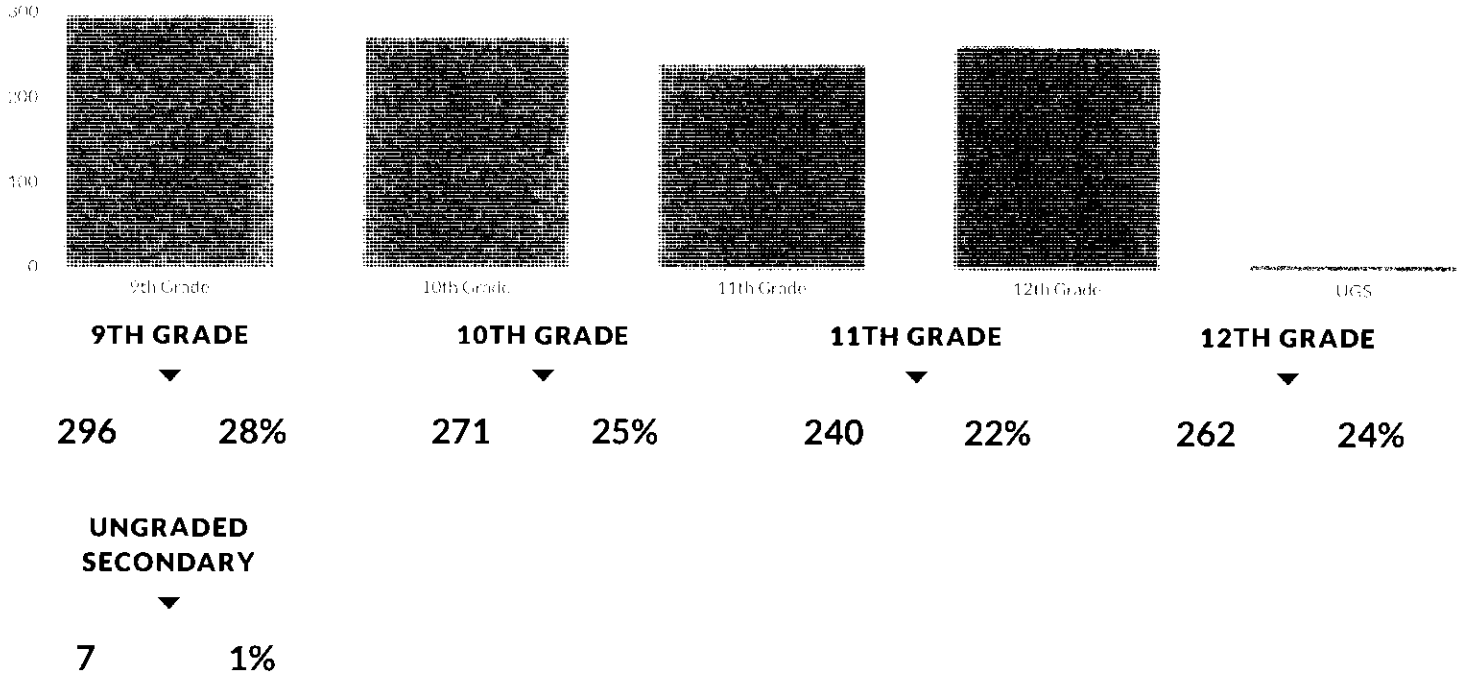
168

16%

268

25%

ENROLLMENT BY GRADE



AVERAGE CLASS SIZE (2014 - 15)

GRADE 10 ENGLISH

26

GRADE 10 MATHEMATICS

26

GRADE 10 SCIENCE

25

GRADE 10 SOCIAL STUDIES

27

FREE AND REDUCED-PRICE LUNCH (2014 - 15)

ELIGIBLE FOR FREE LUNCH

147

14%

ELIGIBLE FOR REDUCED-PRICE LUNCH

44

4%

ATTENDANCE (2013 - 14)

ANNUAL ATTENDANCE RATE

95%

STUDENT SUSPENSIONS (2013 - 14)

STUDENT SUSPENSIONS

63

6%

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

STAFF COUNTS (2014 - 15)

PRINCIPALS

1

ASSISTANT PRINCIPALS

2

OTHER PROFESSIONAL STAFF

8

PARAPROFESSIONALS

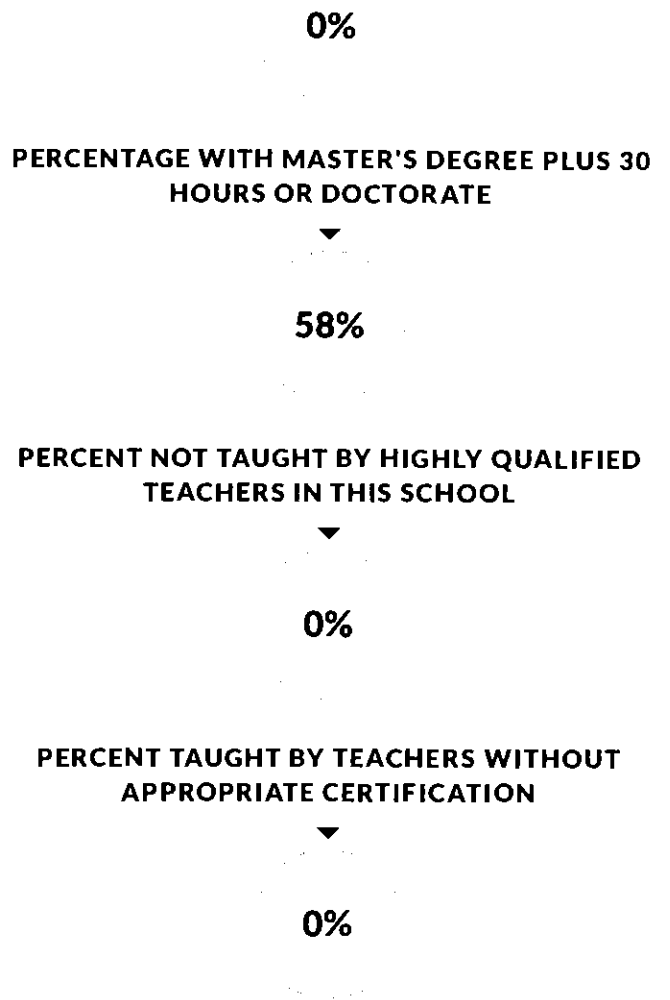
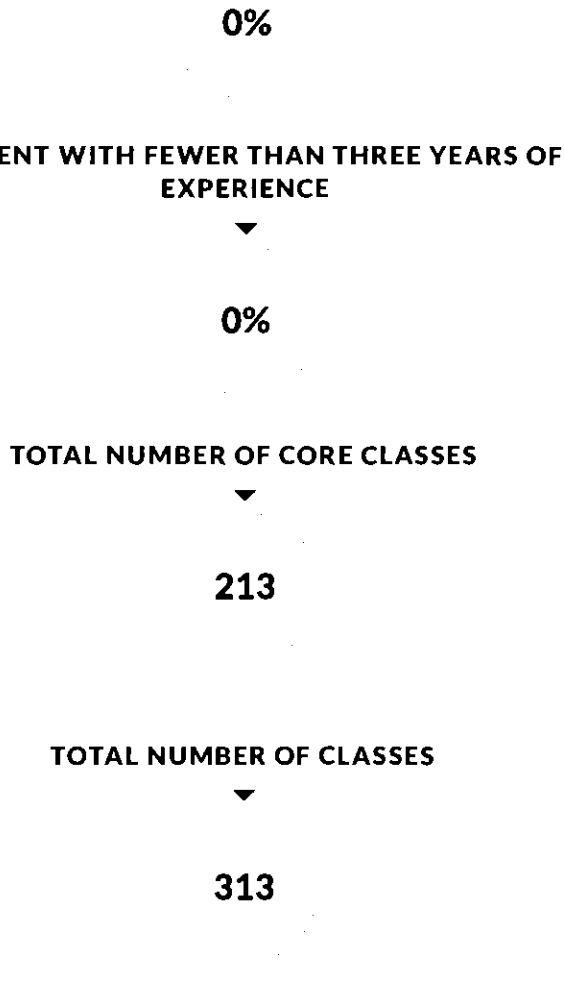
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TEACHER QUALIFICATIONS (2014 - 15)

TOTAL TEACHERS: 62

PERCENT WITH NO VALID TEACHING CERTIFICATE

PERCENT TEACHING OUT OF CERTIFICATION



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

**GRADE: 4
READING**

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

MATHEMATICS

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

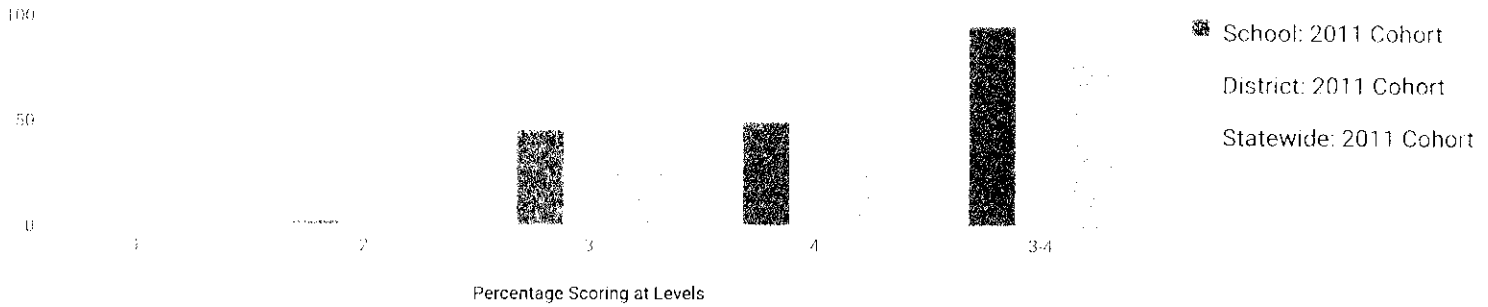
GRADE: 8 READING

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

MATHEMATICS

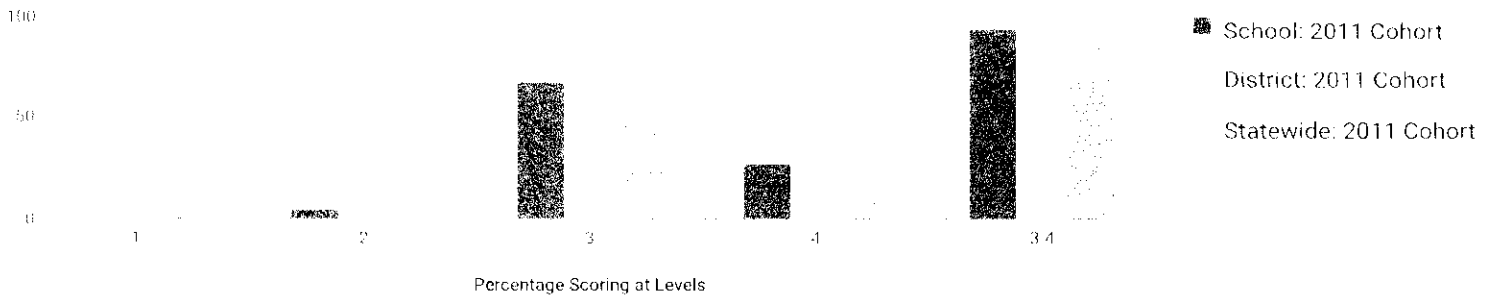
GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION ...
ALL STUDENTS	31%	38%	24%	7%	
AMERICAN INDIAN OR A...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWA...	18%	30%	33%	19%	
BLACK OR AFRICAN AME...	48%	37%	13%	2%	
HISPANIC OR LATINO	41%	40%	16%	3%	
WHITE	20%	40%	31%	9%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABI...	64%	27%	8%	1%	99
LIMITED ENGLISH PROF...	72%	21%	6%	1%	94
ECONOMICALLY DISADV...	40%	39%	17%	4%	

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



GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	260	96%	0	0%	7	3%	119	46%	130	50%
GENERAL EDUCATION	225	100%	0	0%	0	0%	97	43%	127	56%
STUDENTS WITH DISABILITIES	35	71%	0	0%	7	20%	22	63%	3	9%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	12	92%	0	0%	0	0%	6	50%	5	42%
WHITE	241	96%	0	0%	7	3%	111	46%	120	50%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	100%	0	0%	0	0%	2	29%	5	71%
FEMALE	112	98%	0	0%	1	1%	47	42%	63	56%
MALE	148	94%	0	0%	6	4%	72	49%	67	45%
NON-ENGLISH LANGUAGE LEARNERS	259	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	68	91%	0	0%	4	6%	40	59%	22	32%
NOT ECONOMICALLY DISADVANTAGED	192	97%	0	0%	3	2%	79	41%	108	56%
NOT MIGRANT	260	96%	0	0%	7	3%	119	46%	130	50%

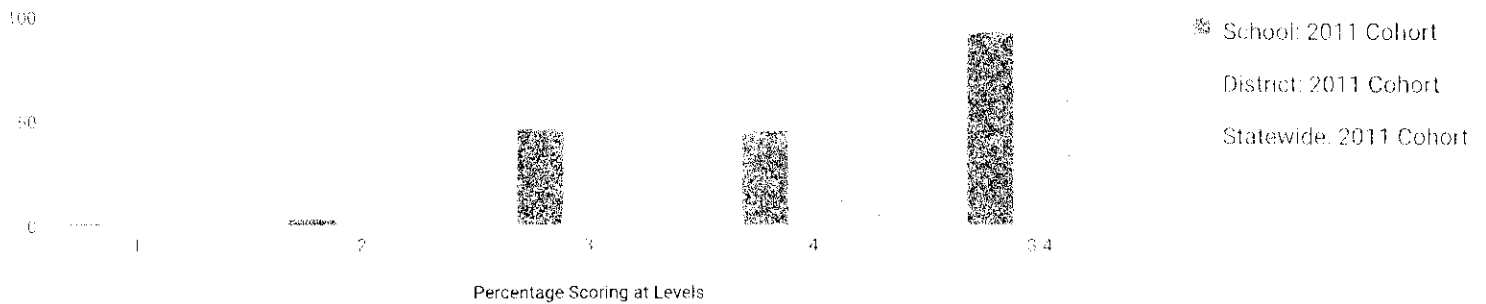
TOTAL COHORT RESULTS IN SECONDARY-LEVEL MATHEMATICS AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	260	94%	1	0%	13	5%	174	67%	70	27%
GENERAL EDUCATION	225	99%	1	0%	2	1%	153	68%	69	31%

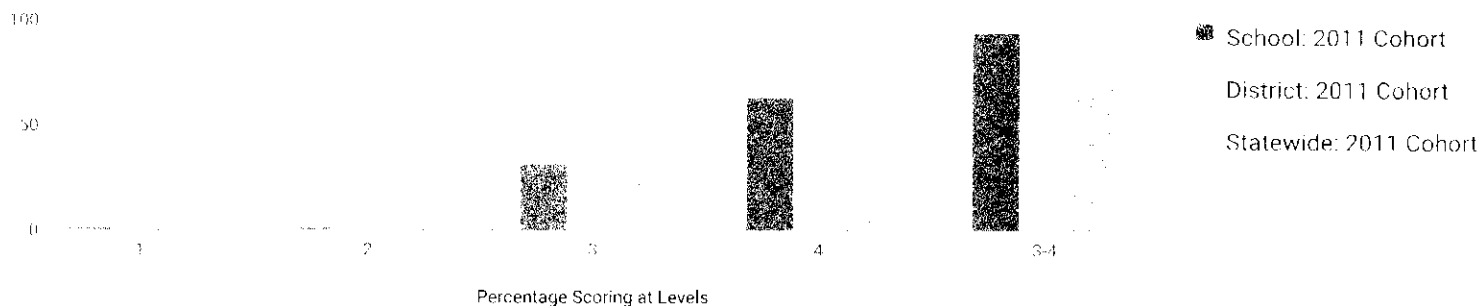
STUDENTS WITH DISABILITIES	35	63%	0	0%	11	31%	21	60%	1	3%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	12	92%	0	0%	1	8%	6	50%	5	42%
WHITE	241	94%	1	0%	12	5%	163	68%	63	26%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	100%	0	0%	0	0%	5	71%	2	29%
FEMALE	112	97%	0	0%	2	2%	79	71%	30	27%
MALE	148	91%	1	1%	11	7%	95	64%	40	27%
NON-ENGLISH LANGUAGE LEARNERS	259	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	68	90%	1	1%	6	9%	49	72%	12	18%
NOT ECONOMICALLY DISADVANTAGED	192	95%	0	0%	7	4%	125	65%	58	30%
NOT MIGRANT	260	94%	1	0%	13	5%	174	67%	70	27%

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



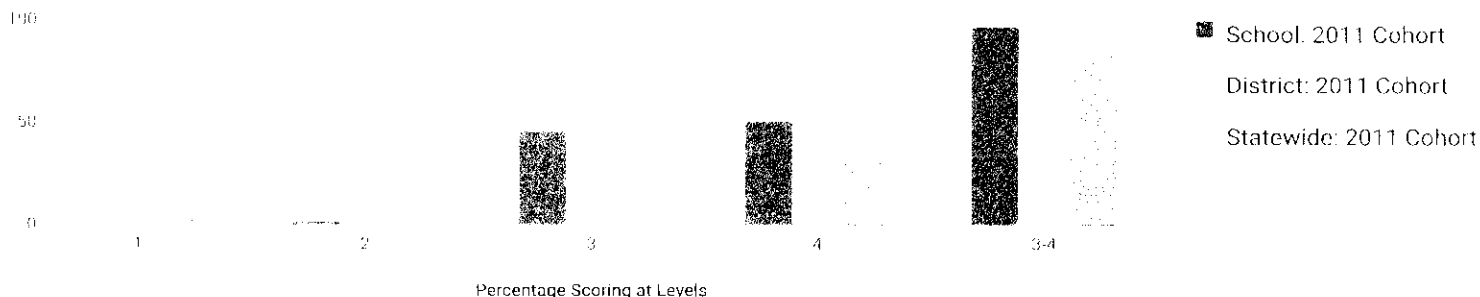
GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	260	93%	4	2%	11	4%	122	47%	120	46%
GENERAL EDUCATION	225	98%	1	0%	3	1%	103	46%	117	52%
STUDENTS WITH DISABILITIES	35	63%	3	9%	8	23%	19	54%	3	9%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	12	83%	1	8%	1	8%	4	33%	6	50%
WHITE	241	93%	3	1%	10	4%	116	48%	109	45%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	100%	0	0%	0	0%	2	29%	5	71%
FEMALE	112	93%	0	0%	6	5%	57	51%	47	42%
MALE	148	93%	4	3%	5	3%	65	44%	73	49%
NON-ENGLISH LANGUAGE LEARNERS	259	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	68	82%	3	4%	8	12%	37	54%	19	28%
NOT ECONOMICALLY DISADVANTAGED	192	97%	1	1%	3	2%	85	44%	101	53%
NOT MIGRANT	260	93%	4	2%	11	4%	122	47%	120	46%

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



GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	260	95%	4	2%	6	2%	82	32%	166	64%
GENERAL EDUCATION	225	99%	2	1%	1	0%	62	28%	160	71%
STUDENTS WITH DISABILITIES	35	74%	2	6%	5	14%	20	57%	6	17%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	12	83%	2	17%	0	0%	2	17%	8	67%
WHITE	241	96%	2	1%	6	2%	79	33%	152	63%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	100%	0	0%	0	0%	1	14%	6	86%
FEMALE	112	95%	2	2%	3	3%	42	38%	64	57%
MALE	148	96%	2	1%	3	2%	40	27%	102	69%
NON-ENGLISH LANGUAGE LEARNERS	259	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	68	87%	4	6%	5	7%	25	37%	34	50%
NOT ECONOMICALLY DISADVANTAGED	192	98%	0	0%	1	1%	57	30%	132	69%
NOT MIGRANT	260	95%	4	2%	6	2%	82	32%	166	64%

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



GROUP	TOTAL TEST...	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
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ALL STUDENTS	260	97%	1	0%	6	2%	120	46%	132	51%
GENERAL EDUCATION	225	100%	1	0%	0	0%	95	42%	129	57%
STUDENTS WITH DISABILITIES	35	80%	0	0%	6	17%	25	71%	3	9%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	12	92%	1	8%	0	0%	6	50%	5	42%
WHITE	241	97%	0	0%	6	2%	110	46%	124	51%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	100%	0	0%	0	0%	4	57%	3	43%
FEMALE	112	98%	0	0%	1	1%	50	45%	60	54%
MALE	148	96%	1	1%	5	3%	70	47%	72	49%
NON-ENGLISH LANGUAGE LEARNERS	259	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	68	94%	1	1%	3	4%	42	62%	22	32%
NOT ECONOMICALLY DISADVANTAGED	192	98%	0	0%	3	2%	78	41%	110	57%
NOT MIGRANT	260	97%	1	0%	6	2%	120	46%	132	51%

Regents Examination Results (2014 - 15)

COMPREHENSIVE ENGLISH

REGENTS COMPREHENSIVE ENGLISH

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	257	253	98%	244	95%	161	63%
GENERAL EDUCATION	212	211	100%	209	99%	151	71%
STUDENTS WITH DISABILITIES	45	42	93%	35	78%	10	22%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	5	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-
HISPANIC OR LATINO	16	16	100%	15	94%	9	56%
WHITE	232	228	98%	220	95%	145	63%
MULTIRACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	9	9	100%	9	100%	7	78%
FEMALE	126	124	98%	121	96%	88	70%
MALE	131	129	98%	123	94%	73	56%
NON-ENGLISH LANGUAGE LEARNERS	257	253	98%	244	95%	161	63%
ECONOMICALLY DISADVANTAGED	67	63	94%	56	84%	31	46%
NOT ECONOMICALLY DISADVANTAGED	190	190	100%	188	99%	130	68%
NOT MIGRANT	257	253	98%	244	95%	161	63%

ENGLISH LANGUAGE ARTS (COMMON CORE)

ENGLISH LANGUAGE ARTS (COMMON CORE)

GROUP	TOTAL TEST...	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	27	1	4%	0	0%	0	0%	0	0%	26	96%
GENERAL EDUCATION	26	-	-	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	3	-	-	-	-	-	-	-	-	-	-
WHITE	24	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	27	1	4%	0	0%	0	0%	0	0%	26	96%
FEMALE	17	0	0%	0	0%	0	0%	0	0%	17	100%
MALE	10	1	10%	0	0%	0	0%	0	0%	9	90%
NON-ENGLISH LANGUAGE LEARNERS	26	-	-	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	5	1	20%	0	0%	0	0%	0	0%	4	80%
NOT ECONOMICALLY DISADVANTAGED	22	0	0%	0	0%	0	0%	0	0%	22	100%
NOT MIGRANT	27	1	4%	0	0%	0	0%	0	0%	26	96%

INTEGRATED ALGEBRA**REGENTS INTEGRATED ALGEBRA**

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	64	56	88%	43	67%	4	6%
GENERAL EDUCATION	43	40	93%	31	72%	3	7%
STUDENTS WITH DISABILITIES	21	16	76%	12	57%	1	5%
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-
HISPANIC OR LATINO	8	-	-	-	-	-	-
WHITE	52	46	88%	35	67%	3	6%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	12	10	83%	8	67%	1	8%
FEMALE	27	23	85%	19	70%	1	4%
MALE	37	33	89%	24	65%	3	8%
NON-ENGLISH LANGUAGE LEARNERS	60	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	27	21	78%	15	56%	2	7%
NOT ECONOMICALLY DISADVANTAGED	37	35	95%	28	76%	2	5%
NOT MIGRANT	64	56	88%	43	67%	4	6%

GEOMETRY**REGENTS GEOMETRY**

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	275	235	85%	174	63%	37	13%
GENERAL EDUCATION	246	216	88%	161	65%	37	15%
STUDENTS WITH DISABILITIES	29	19	66%	13	45%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	4	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	6	4	67%	2	33%	0	0%
HISPANIC OR LATINO	19	16	84%	9	47%	1	5%
WHITE	245	211	86%	159	65%	35	14%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	5	4	80%	4	80%	1	20%
FEMALE	146	123	84%	89	61%	18	12%
MALE	129	112	87%	85	66%	19	15%
NON-ENGLISH LANGUAGE LEARNERS	275	235	85%	174	63%	37	13%
ECONOMICALLY DISADVANTAGED	63	51	81%	37	59%	9	14%
NOT ECONOMICALLY DISADVANTAGED	212	184	87%	137	65%	28	13%
NOT MIGRANT	275	235	85%	174	63%	37	13%

ALGEBRA 2/TRIGONOMETRY

REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	211	142	67%	101	48%	35	17%
GENERAL EDUCATION	203	138	68%	99	49%	34	17%
STUDENTS WITH DISABILITIES	8	4	50%	2	25%	1	13%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	4	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-
HISPANIC OR LATINO	11	7	64%	3	27%	0	0%
WHITE	190	129	68%	95	50%	33	17%
MULTIRACIAL	4	-	-	-	-	-	-
SMALL GROUP TOTAL	10	6	60%	3	30%	2	20%
FEMALE	112	78	70%	56	50%	19	17%
MALE	99	64	65%	45	45%	16	16%
NON-ENGLISH LANGUAGE LEARNERS	211	142	67%	101	48%	35	17%
ECONOMICALLY DISADVANTAGED	34	21	62%	14	41%	4	12%
NOT ECONOMICALLY DISADVANTAGED	177	121	68%	87	49%	31	18%
NOT MIGRANT	211	142	67%	101	48%	35	17%

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TEST...	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	238	44	18%	62	26%	124	52%	8	3%	0	0%
GENERAL EDUCATION	181	25	14%	42	23%	106	59%	8	4%	0	0%
STUDENTS WITH DISABILITIES	57	19	33%	20	35%	18	32%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	2	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	31	13	42%	8	26%	9	29%	1	3%	0	0%
WHITE	201	30	15%	51	25%	113	56%	7	3%	0	0%
MULTIRACIAL	1	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	1	17%	3	50%	2	33%	0	0%	0	0%
FEMALE	128	19	15%	32	25%	72	56%	5	4%	0	0%
MALE	110	25	23%	30	27%	52	47%	3	3%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	226	34	15%	61	27%	123	54%	8	4%	0	0%
ENGLISH LANGUAGE LEARNERS	12	10	83%	1	8%	1	8%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	64	18	28%	20	31%	25	39%	1	2%	0	0%
NOT ECONOMICALLY DISADVANTAGED	174	26	15%	42	24%	99	57%	7	4%	0	0%
NOT MIGRANT	238	44	18%	62	26%	124	52%	8	3%	0	0%

GEOMETRY (COMMON CORE)**GEOMETRY (COMMON CORE)**

GROUP	TOTAL TEST...	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
ALL STUDENTS	242	55 23%	53 22%	92 38%	27 11%	15 6%
GENERAL EDUCATION	216	44 20%	47 22%	83 38%	27 13%	15 7%
STUDENTS WITH DISABILITIES	26	11 42%	6 23%	9 35%	0 0%	0 0%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	3	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	6	3 50%	1 17%	1 17%	1 17%	0 0%
HISPANIC OR LATINO	14	4 29%	4 29%	4 29%	2 14%	0 0%
WHITE	217	46 21%	48 22%	85 39%	24 11%	14 6%
MULTIRACIAL	2	-	-	-	-	-
SMALL GROUP TOTAL	5	2 40%	0 0%	2 40%	0 0%	1 20%
FEMALE	125	30 24%	33 26%	44 35%	13 10%	5 4%
MALE	117	25 21%	20 17%	48 41%	14 12%	10 9%
NON-ENGLISH LANGUAGE LEARNERS	242	55 23%	53 22%	92 38%	27 11%	15 6%
ECONOMICALLY DISADVANTAGED	57	15 26%	12 21%	21 37%	6 11%	3 5%
NOT ECONOMICALLY DISADVANTAGED	185	40 22%	41 22%	71 38%	21 11%	12 6%
NOT MIGRANT	242	55 23%	53 22%	92 38%	27 11%	15 6%

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

GROUP	TOTAL TESTED	55	65	85
ALL STUDENTS	312	289 93%	262 84%	132 42%
GENERAL EDUCATION	254	246 97%	233 92%	126 50%
STUDENTS WITH DISABILITIES	58	43 74%	29 50%	6 10%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	2	-	-	-
BLACK OR AFRICAN AMERICAN	5	5 100%	3 60%	1 20%
HISPANIC OR LATINO	27	21 78%	20 74%	9 33%
WHITE	275	258 94%	234 85%	118 43%
MULTIRACIAL	3	-	-	-
SMALL GROUP TOTAL	5	5 100%	5 100%	4 80%
FEMALE	161	151 94%	135 84%	64 40%
MALE	151	138 91%	127 84%	68 45%
NON-ENGLISH LANGUAGE LEARNERS	308	-	-	-
ENGLISH LANGUAGE LEARNERS	4	-	-	-
ECONOMICALLY DISADVANTAGED	77	63 82%	52 68%	20 26%
NOT ECONOMICALLY DISADVANTAGED	235	226 96%	210 89%	112 48%
NOT MIGRANT	312	289 93%	262 84%	132 42%

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	277	272	98%	261	94%	186	67%
GENERAL EDUCATION	228	225	99%	222	97%	173	76%
STUDENTS WITH DISABILITIES	49	47	96%	39	80%	13	27%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	5	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-
HISPANIC OR LATINO	19	17	89%	15	79%	11	58%
WHITE	249	246	99%	237	95%	168	67%
MULTIRACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	9	9	100%	9	100%	7	78%
FEMALE	140	138	99%	132	94%	94	67%
MALE	137	134	98%	129	94%	92	67%
NON-ENGLISH LANGUAGE LEARNERS	274	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	78	74	95%	68	87%	43	55%
NOT ECONOMICALLY DISADVANTAGED	199	198	99%	193	97%	143	72%
NOT MIGRANT	277	272	98%	261	94%	186	67%

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	192	181	94%	164	85%	51	27%
GENERAL EDUCATION	137	134	98%	130	95%	46	34%
STUDENTS WITH DISABILITIES	55	47	85%	34	62%	5	9%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	3	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-
HISPANIC OR LATINO	23	17	74%	17	74%	1	4%
WHITE	163	158	97%	141	87%	47	29%
SMALL GROUP TOTAL	6	6	100%	6	100%	3	50%
FEMALE	107	101	94%	90	84%	29	27%
MALE	85	80	94%	74	87%	22	26%
NON-ENGLISH LANGUAGE LEARNERS	189	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	58	52	90%	44	76%	8	14%
NOT ECONOMICALLY DISADVANTAGED	134	129	96%	120	90%	43	32%
NOT MIGRANT	192	181	94%	164	85%	51	27%

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	284	270	95%	244	86%	102	36%
GENERAL EDUCATION	247	237	96%	218	88%	97	39%
STUDENTS WITH DISABILITIES	37	33	89%	26	70%	5	14%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	2	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	5	-	-	-	-	-	-
HISPANIC OR LATINO	21	21	100%	19	90%	4	19%
WHITE	255	242	95%	219	86%	95	37%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	8	7	88%	6	75%	3	38%
FEMALE	149	140	94%	122	82%	50	34%
MALE	135	130	96%	122	90%	52	39%
NON-ENGLISH LANGUAGE LEARNERS	284	270	95%	244	86%	102	36%
ECONOMICALLY DISADVANTAGED	66	60	91%	52	79%	25	38%
NOT ECONOMICALLY DISADVANTAGED	218	210	96%	192	88%	77	35%
NOT MIGRANT	284	270	95%	244	86%	102	36%

PHYSICAL SETTING/CHEMISTRY

REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	183	175	96%	143	78%	36	20%
GENERAL EDUCATION	177	171	97%	139	79%	36	20%
STUDENTS WITH DISABILITIES	6	4	67%	4	67%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	2	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
HISPANIC OR LATINO	10	10	100%	8	80%	0	0%
WHITE	165	157	95%	129	78%	34	21%
MULTIRACIAL	5	-	-	-	-	-	-
SMALL GROUP TOTAL	8	8	100%	6	75%	2	25%
FEMALE	96	93	97%	74	77%	20	21%
MALE	87	82	94%	69	79%	16	18%
NON-ENGLISH LANGUAGE LEARNERS	183	175	96%	143	78%	36	20%
ECONOMICALLY DISADVANTAGED	33	31	94%	22	67%	3	9%
NOT ECONOMICALLY DISADVANTAGED	150	144	96%	121	81%	33	22%
NOT MIGRANT	183	175	96%	143	78%	36	20%

PHYSICAL SETTING/PHYSICS

REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	40	38	95%	36	90%	14	35%
GENERAL EDUCATION	40	38	95%	36	90%	14	35%
ASIAN OR NATIVE HAWAIIAN/OTHER P...	1	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	38	-	-	-	-	-	-
SMALL GROUP TOTAL	40	38	95%	36	90%	14	35%
FEMALE	6	6	100%	6	100%	1	17%
MALE	34	32	94%	30	88%	13	38%
NON-ENGLISH LANGUAGE LEARNERS	40	38	95%	36	90%	14	35%
ECONOMICALLY DISADVANTAGED	7	7	100%	6	86%	1	14%
NOT ECONOMICALLY DISADVANTAGED	33	31	94%	30	91%	13	39%
NOT MIGRANT	40	38	95%	36	90%	14	35%

REGENTS COMPETENCY TEST RESULTS (2014 - 15)

GROUP	READING	MATH	GLOBAL STUDIES
ALL STUDENTS	1	1	1
STUDENTS WITH DISABILITIES	1	1	1
HISPANIC OR LATINO	1	1	1
SMALL GROUP TOTAL	1	1	1
FEMALE	1	1	1
ENGLISH LANGUAGE LEARNERS	1	1	1
ECONOMICALLY DISADVANTAGED	1	1	1
NOT MIGRANT	1	1	1

SECONDARY-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

ALL STUDENTS



MADE AYP: YES

TESTED 95%



YES

12TH GRADERS



259

PERCENT OF 12TH GRADERS
WITH VALID TEST SCORES



100%

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
▼	▼	▼	▼	▼
YES	260	172	163	163

AMERICAN INDIAN OR ALASKA NATIVE

▼
MADE AYP: —

TESTED 95%

▼
—

12TH GRADERS

▼
0

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

▼
—

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

▼
0

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

▼
—

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

HISPANIC OR LATINO

▼
MADE AYP: —

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

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

▼
MADE AYP: —

TESTED 95% ▼ —	2011 ACCOUNTABILITY COHORT MEMBERS	12TH GRADERS ▼ 5	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES ▼ —	PI	EAMO	SAFE HARBOR TARGET
PI >= EAMO OR SAFE HARBOR TARGET ▼ —	▼ 5	▼ —	▼ —	▼ —	▼ —	▼ —

WHITE

▼
MADE AYP: NO

TESTED 95% ▼ YES	2011 ACCOUNTABILITY COHORT MEMBERS	12TH GRADERS ▼ 240	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES ▼ 100%	PI	EAMO	SAFE HARBOR TARGET
PI >= EAMO OR SAFE HARBOR TARGET ▼ NO	▼ 241	▼ 172	▼ 174	▼ 174	▼ 174	▼ 174

MULTIRACIAL



MADE AYP: —

TESTED 95%



—

12TH GRADERS



2

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES



—

PI >= EAMO OR SAFE HARBOR TARGET



—

2011 ACCOUNTABILITY COHORT MEMBERS



2

PI



—

EAMO



—

SAFE HARBOR TARGET



—

STUDENTS WITH DISABILITIES



MADE AYP: YES

TESTED 95%



—

12TH GRADERS



34

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES



—

PI >= EAMO OR SAFE HARBOR TARGET



YES

2011 ACCOUNTABILITY COHORT MEMBERS



37+

PI



116+

EAMO



109

SAFE HARBOR TARGET



105

LIMITED ENGLISH PROFICIENT



MADE AYP: —

TESTED 95%



—

12TH GRADERS



1

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES



—

PI >= EAMO OR SAFE HARBOR TARGET

2011 ACCOUNTABILITY COHORT

PI

EAMO

SAFE HARBOR TARGET

▼	MEMBERS	▼	▼	▼
—	▼	—	—	—
—	1			

ECONOMICALLY DISADVANTAGED

MADE AYP: NO

TESTED 95%

▼
YES

12TH GRADERS

▼
67

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

▼
100%

PI >= EAMO OR SAFE HARBOR TARGET

▼
NO

2011 ACCOUNTABILITY COHORT MEMBERS

▼
68

PI

▼
141

EAMO

▼
145

SAFE HARBOR TARGET

▼
145

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
259	100%	260	172

NOT BLACK OR AFRICAN AMERICAN

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
259	100%	260	172

NOT HISPANIC OR LATINO

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
247	100%	248	172

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
254	100%	255	171

NOT WHITE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
19	—	19	—

NOT MULTIRACIAL

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
▼	▼	▼	▼
257	100%	258	172

GENERAL EDUCATION

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
▼	▼	▼	▼
225	100%	226	181

ENGLISH PROFICIENT

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
▼	▼	▼	▼
258	100%	259	172

NOT ECONOMICALLY DISADVANTAGED

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
▼	▼	▼	▼
192	100%	192	182

MALE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
▼	▼	▼	▼
148	100%	148	164

FEMALE

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

TEST SCORES			
111	100%	112	182
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
259	100%	260	172

— 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.

SECONDARY-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

ALL STUDENTS

MADE AYP: NO

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
YES	259	100%		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
NO	260	140	147	147

AMERICAN INDIAN OR ALASKA NATIVE



MADE AYP: —

TESTED 95%



—

12TH GRADERS



0

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES



—

PI >= EAMO OR SAFE HARBOR TARGET



—

2011 ACCOUNTABILITY COHORT MEMBERS



0

PI



—

EAMO



—

SAFE HARBOR TARGET



—

BLACK OR AFRICAN AMERICAN



MADE AYP: —

TESTED 95%



—

12TH GRADERS



0

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES



—

PI >= EAMO OR SAFE HARBOR TARGET



—

2011 ACCOUNTABILITY COHORT MEMBERS



0

PI



—

EAMO



—

SAFE HARBOR TARGET



—

HISPANIC OR LATINO



MADE AYP: —

TESTED 95%



—

12TH GRADERS



12

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES



—

PI >= EAMO OR SAFE HARBOR

2011 ACCOUNTABILITY

TARGET ▼ —	COHORT MEMBERS ▼ 12	PI ▼ —	EAMO ▼ —	SAFE HARBOR TARGET ▼ —
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ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

TESTED 95% ▼ —	12TH GRADERS ▼ 5	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES ▼ —
----------------------	------------------------	--

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

WHITE

MADE AYP: NO

TESTED 95% ▼ YES	12TH GRADERS ▼ 240	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES ▼ 100%
------------------------	--------------------------	---

PI >= EAMO OR SAFE HARBOR TARGET ▼ NO	2011 ACCOUNTABILITY COHORT MEMBERS ▼ 241	PI ▼ 140	EAMO ▼ 159	SAFE HARBOR TARGET ▼ 149
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MULTIRACIAL

MADE AYP: —

TESTED 95% ▼	12TH GRADERS ▼	PERCENT OF 12TH GRADERS
-----------------	-------------------	-------------------------

WITH VALID TEST SCORES

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

STUDENTS WITH DISABILITIES



MADE AYP: NO

TESTED 95%				
▼				
—				
12TH GRADERS				
▼				
34				
PERCENT OF 12TH GRADERS WITH VALID TEST SCORES				
▼				
—				
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
▼	▼	▼	▼	▼
NO	37+	78+	98	88

LIMITED ENGLISH PROFICIENT



MADE AYP: —

TESTED 95%				
▼				
—				
12TH GRADERS				
▼				
1				
PERCENT OF 12TH GRADERS WITH VALID TEST SCORES				
▼				
—				
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
▼	▼	▼	▼	▼
—	1	—	—	—

ECONOMICALLY DISADVANTAGED



MADE AYP: NO

TESTED 95%

YES

12TH GRADERS

67

**PERCENT OF 12TH GRADERS
WITH VALID TEST SCORES**

100%

**PI >= EAMO OR
SAFE HARBOR
TARGET**

NO

**2011
ACCOUNTABILITY
COHORT
MEMBERS**

68

PI

118

EAMO

126

**SAFE HARBOR
TARGET**

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
259	100%	260	140

NOT BLACK OR AFRICAN AMERICAN

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
259	100%	260	140

NOT HISPANIC OR LATINO

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
247	100%	248	140

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
254	100%	255	140

NOT WHITE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
19	—	19	—

NOT MULTIRACIAL



12TH GRADERS

257

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

100%

2011 ACCOUNTABILITY COHORT MEMBERS

258

PI

140

GENERAL EDUCATION



12TH GRADERS

225

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

100%

2011 ACCOUNTABILITY COHORT MEMBERS

226

PI

150

ENGLISH PROFICIENT



12TH GRADERS

258

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

100%

2011 ACCOUNTABILITY COHORT MEMBERS

259

PI

141

NOT ECONOMICALLY DISADVANTAGED



12TH GRADERS

192

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

100%

2011 ACCOUNTABILITY COHORT MEMBERS

192

PI

148

MALE



12TH GRADERS

148

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

100%

2011 ACCOUNTABILITY COHORT MEMBERS

148

PI

132

FEMALE



12TH GRADERS

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

2011 ACCOUNTABILITY COHORT MEMBERS

PI

TEST SCORES			
111			150
	100%	112	
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
259	100%	260	140

— 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.

UNWEIGHTED COMBINED ELA AND MATH PIS

ALL STUDENTS				
ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY- LEVEL ELA PI	SECONDARY- LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	172	140	156
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



172

SECONDARY-
LEVEL MATH PI



140

UNWEIGHTED
COMBINED PI



156

MULTIRACIAL



**ELEMENTARY/
MIDDLE-LEVEL
ELA PI**



—

**ELEMENTARY/
MIDDLE-LEVEL
MATH PI**



—

**SECONDARY-
LEVEL ELA PI**



—

**SECONDARY-
LEVEL MATH PI**



—

**UNWEIGHTED
COMBINED PI**



—

STUDENTS WITH DISABILITIES



**ELEMENTARY/
MIDDLE-LEVEL
ELA PI**



—

**ELEMENTARY/
MIDDLE-LEVEL
MATH PI**



—

**SECONDARY-
LEVEL ELA PI**



116

**SECONDARY-
LEVEL MATH PI**



78

**UNWEIGHTED
COMBINED PI**



97

LIMITED ENGLISH PROFICIENT



**ELEMENTARY/
MIDDLE-LEVEL
ELA PI**



—

**ELEMENTARY/
MIDDLE-LEVEL
MATH PI**



—

**SECONDARY-
LEVEL ELA PI**



—

**SECONDARY-
LEVEL MATH PI**



—

**UNWEIGHTED
COMBINED PI**



—

ECONOMICALLY DISADVANTAGED



**ELEMENTARY/
MIDDLE-LEVEL
ELA PI**



—

**ELEMENTARY/
MIDDLE-LEVEL
MATH PI**



—

**SECONDARY-
LEVEL ELA PI**



141

**SECONDARY-
LEVEL MATH PI**



118

**UNWEIGHTED
COMBINED PI**



130

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

OVERALL GRADUATION RATE FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

ALL STUDENTS

▼
MADE AYP

YES

BLACK OR AFRICAN AMERICAN

▼
MADE AYP

—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

▼
MADE AYP

—

STUDENTS WITH DISABILITIES

▼
MADE AYP

YES

AMERICAN INDIAN OR ALASKA NATIVE

▼
MADE AYP

—

HISPANIC OR LATINO

▼
MADE AYP

—

WHITE

▼
MADE AYP

YES

MULTIRACIAL

▼
MADE AYP

—

LIMITED ENGLISH PROFICIENT

▼
MADE AYP

—

ECONOMICALLY DISADVANTAGED

▼
MADE AYP

YES

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

FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

ALL STUDENTS



Met Graduation-Rate Criterion: YES

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT



GRADUATION RATE



STATE STANDARD



PROGRESS TARGET



243

96%

80%

80%

AMERICAN INDIAN OR ALASKA NATIVE



Met Graduation-Rate Criterion: —

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT

0

GRADUATION RATE

STATE STANDARD

PROGRESS TARGET

BLACK OR AFRICAN AMERICAN



Met Graduation-Rate Criterion: —

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT

0

GRADUATION RATE

STATE STANDARD

PROGRESS TARGET

HISPANIC OR LATINO



Met Graduation-Rate Criterion: —

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT

9

GRADUATION RATE

STATE STANDARD

PROGRESS TARGET

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



Met Graduation-Rate Criterion: —

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT



5

GRADUATION RATE



—

STATE STANDARD



—

PROGRESS TARGET



—

WHITE



Met Graduation-Rate Criterion: YES

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT



227

GRADUATION RATE



97%

STATE STANDARD



80%

PROGRESS TARGET



80%

MULTIRACIAL



Met Graduation-Rate Criterion: —

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT



2

GRADUATION RATE



—

STATE STANDARD



—

PROGRESS TARGET



—

STUDENTS WITH DISABILITIES



Met Graduation-Rate Criterion: YES

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT



36†

GRADUATION RATE



81%†

STATE STANDARD



80%

PROGRESS TARGET



80%

LIMITED ENGLISH PROFICIENT



Met Graduation-Rate Criterion: —

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
▼	▼	▼	▼
2	—	—	—

ECONOMICALLY DISADVANTAGED



Met Graduation-Rate Criterion: YES

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
▼	▼	▼	▼
45	91%	80%	80%

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

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

— There were fewer than 30 students in the cohort.

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

FIVE-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

ALL STUDENTS



Met Graduation-Rate Criterion: YES

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
▼	▼	▼	▼
248	97%	80%	80%

AMERICAN INDIAN OR ALASKA NATIVE



Met Graduation-Rate Criterion: —

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

BLACK OR AFRICAN AMERICAN



Met Graduation-Rate Criterion: —

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

HISPANIC OR LATINO



Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
▼	▼	▼	▼
12	—	—	—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



Met Graduation-Rate Criterion: —

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

3

WHITE

Met Graduation-Rate Criterion: YES

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

230

GRADUATION RATE

98%

STATE STANDARD

80%

PROGRESS TARGET

80%

MULTIRACIAL

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

2

GRADUATION RATE

—

STATE STANDARD

—

PROGRESS TARGET

—

STUDENTS WITH DISABILITIES

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

25

GRADUATION RATE

—

STATE STANDARD

—

PROGRESS TARGET

—

LIMITED ENGLISH PROFICIENT

Met Graduation-Rate Criterion: —

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

▼	▼	▼	▼
1	—	—	—

ECONOMICALLY DISADVANTAGED



Met Graduation-Rate Criterion: YES

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

▼	▼	▼	▼
50	92%	80%	80%

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

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

— There were fewer than 30 students in the cohort.

GRADUATION RATES FOR NON-AYP GROUPS FOR ACCOUNTABILITY

**FOUR-YEAR GRADUATION-RATE
TOTAL COHORT**

NOT AMERICAN INDIAN OR ALASKA NATIVE

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE
--	------------------------

▼	▼
243	96%

NOT BLACK OR AFRICAN AMERICAN

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE
--	------------------------

▼	▼
---	---

**FIVE-YEAR GRADUATION-RATE
TOTAL COHORT**

NOT AMERICAN INDIAN OR ALASKA NATIVE

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE
--	------------------------

▼	▼
248	97%

NOT BLACK OR AFRICAN AMERICAN

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE
--	------------------------

▼	▼
---	---

243

96%

NOT HISPANIC OR LATINO

2010 FOUR-YEAR
GRADUATION-RATE
TOTAL COHORT

GRADUATION RATE

234

97%

NOT ASIAN OR NATIVE HAWAIIAN/OTHER
PACIFIC ISLANDER

2010 FOUR-YEAR
GRADUATION-RATE
TOTAL COHORT

GRADUATION RATE

238

97%

NOT WHITE

2010 FOUR-YEAR
GRADUATION-RATE
TOTAL COHORT

GRADUATION RATE

16

—

NOT MULTIRACIAL

2010 FOUR-YEAR
GRADUATION-RATE
TOTAL COHORT

GRADUATION RATE

241

96%

247

97%

NOT HISPANIC OR LATINO

2009 FIVE-YEAR
GRADUATION-RATE
TOTAL COHORT

GRADUATION RATE

236

98%

NOT ASIAN OR NATIVE HAWAIIAN/OTHER
PACIFIC ISLANDER

2009 FIVE-YEAR
GRADUATION-RATE
TOTAL COHORT

GRADUATION RATE

245

97%

NOT WHITE

2009 FIVE-YEAR
GRADUATION-RATE
TOTAL COHORT

GRADUATION RATE

18

—

NOT MULTIRACIAL

2009 FIVE-YEAR
GRADUATION-RATE
TOTAL COHORT

GRADUATION RATE

246

97%

GENERAL EDUCATION

**2010 FOUR-YEAR
GRADUATION-RATE
TOTAL COHORT**

209

GRADUATION RATE

99%

GENERAL EDUCATION

**2009 FIVE-YEAR
GRADUATION-RATE
TOTAL COHORT**

223

GRADUATION RATE

97%

ENGLISH PROFICIENT

**2010 FOUR-YEAR
GRADUATION-RATE
TOTAL COHORT**

241

GRADUATION RATE

97%

ENGLISH PROFICIENT

**2009 FIVE-YEAR
GRADUATION-RATE
TOTAL COHORT**

247

GRADUATION RATE

97%

NOT ECONOMICALLY DISADVANTAGED

**2010 FOUR-YEAR
GRADUATION-RATE
TOTAL COHORT**

198

GRADUATION RATE

97%

NOT ECONOMICALLY DISADVANTAGED

**2009 FIVE-YEAR
GRADUATION-RATE
TOTAL COHORT**

198

GRADUATION RATE

98%

MALE

**2010 FOUR-YEAR
GRADUATION-RATE
TOTAL COHORT**

122

GRADUATION RATE

98%

MALE

**2009 FIVE-YEAR
GRADUATION-RATE
TOTAL COHORT**

120

GRADUATION RATE

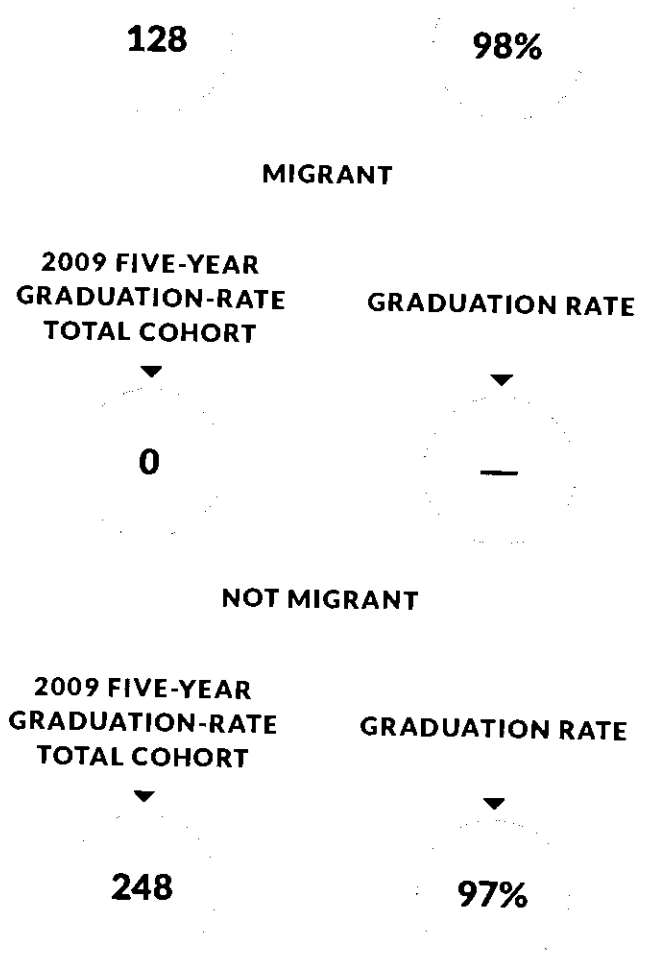
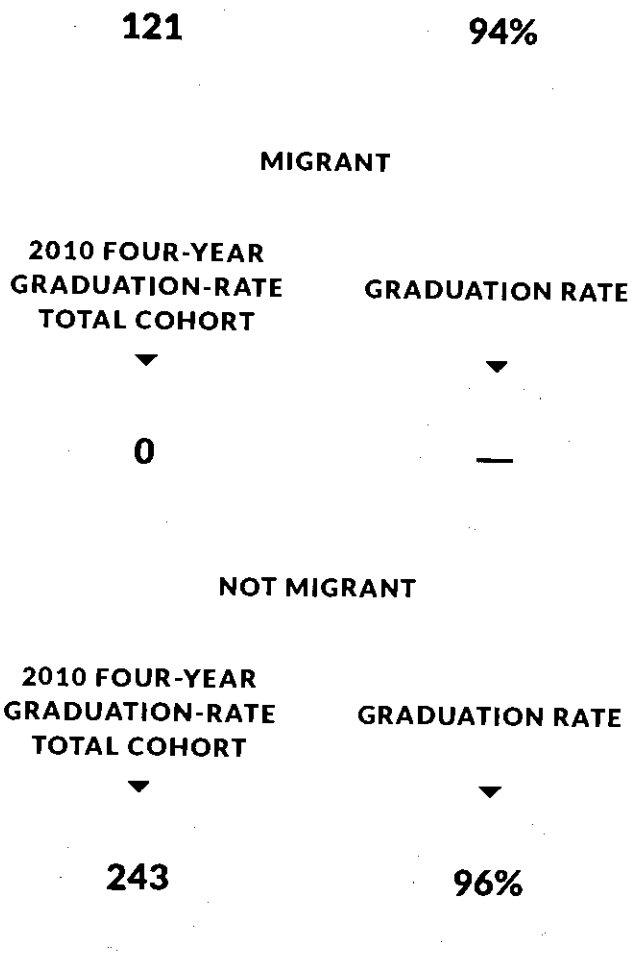
95%

FEMALE

**2010 FOUR-YEAR
GRADUATION-RATE
TOTAL COHORT**

**2009 FIVE-YEAR
GRADUATION-RATE
TOTAL COHORT**

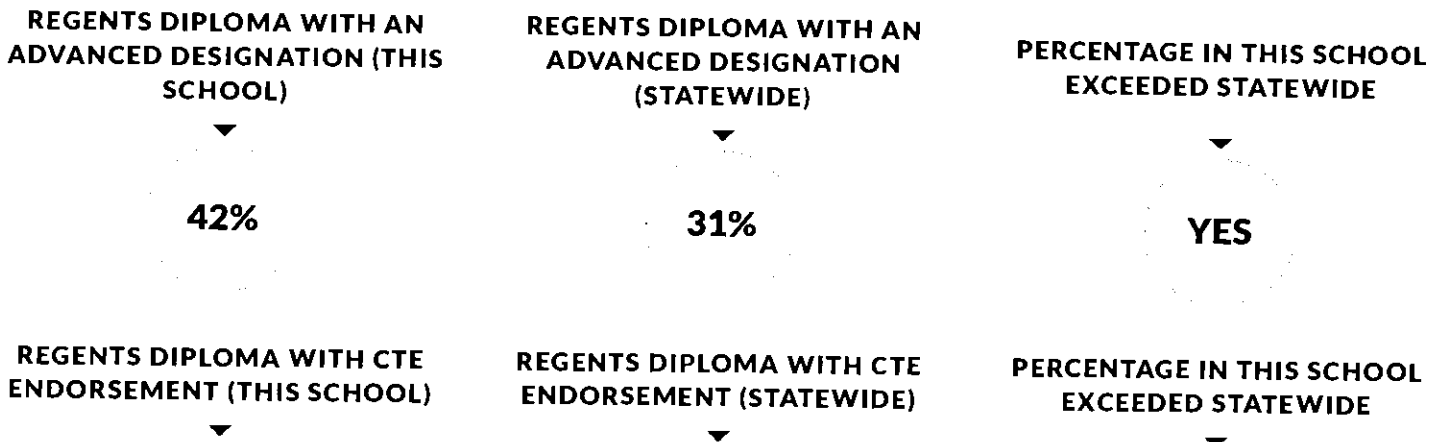
GRADUATION RATE



— 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:



10%

4%

YES

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