

'State Category (3-Part Budget) Report'

Fiscal Year: 2017

| State Function | Description | 2015-2016 Adopted Budget | 2016-2017 Proposed Budget | Dollar Change | Percent Change |
|-----------------------------|--------------------------------------|--------------------------------|---------------------------------|-------------------|-------------------|
| Administration | | | | | |
| 1010 | Board Of Education | 16,616.00 | 16,616.00 | - | - |
| 1040 | District Clerk | 7,780.00 | 8,038.00 | 258.00 | 3.32 |
| 1060 | District Meeting | 3,445.00 | 3,445.00 | - | - |
| 1240 | Chief School Administrator | 181,179.00 | 187,148.00 | 5,969.00 | 3.29 |
| 1310 | Business Administration | 83,954.00 | 115,385.00 | 31,431.00 | 37.44 |
| 1320 | Auditing | 16,249.00 | 16,502.00 | 253.00 | 1.56 |
| 1325 | Treasurer | 98,583.00 | 65,374.00 | -33,209.00 | -33.69 |
| 1330 | Tax Collector | 10,172.00 | 10,358.00 | 186.00 | 1.83 |
| 1345 | Purchasing | 9,335.00 | 9,349.00 | 14.00 | 0.15 |
| 1420 | Legal | 26,861.00 | 26,861.00 | - | - |
| 1430 | Personnel | 28,290.00 | 15,163.00 | -13,127.00 | -46.40 |
| 1480 | Public Information and Services | 3,140.00 | 3,140.00 | - | - |
| 1680 | Central Data Processing | 235,560.00 | 245,485.00 | 9,925.00 | 4.21 |
| 1910 | Unallocated Insurance | 37,030.00 | 37,030.00 | - | - |
| 1964 | Refund on Real Property Taxes | - | - | - | - |
| 1981 | BOCES Administrative Costs | 42,009.00 | 40,388.00 | -1,621.00 | -3.86 |
| 1983 | BOCES Capital Expenses | 29,585.00 | 42,548.00 | 12,963.00 | 43.82 |
| 1989 | Unclassified | - | - | - | - |
| 2010 | Curriculum Devel and Suprvsn | 83,550.00 | 78,550.00 | -5,000.00 | -5.98 |
| 2020 | Supervision-Regular School | 304,706.00 | 252,636.00 | -52,070.00 | -17.09 |
| 2060 | Research, Planning & Evaluation | 7,450.00 | 7,470.00 | 20.00 | 0.27 |
| 9000 | Employee Benefits | 292,094.00 | 264,674.00 | -27,420.00 | -9.39 |
| Total Administration | | 1,517,588.00 | 1,446,160.00 | -71,428.00 | -4.71% |
| Capital | | | | | |
| 1620 | Operation of Plant | 542,185.00 | 540,209.00 | -1,976.00 | -0.36 |
| 1621 | Maintenance of Plant | 204,461.00 | 246,979.00 | 42,518.00 | 20.80 |
| 5510 | District Transportation Services | - | - | - | - |
| 9000 | Employee Benefits | 131,756.00 | 135,565.00 | 3,809.00 | 2.89 |
| 9711 | Serial Bonds-School Construction | 849,544.00 | 855,744.00 | 6,200.00 | 0.73 |
| 9731 | Bond Antic Notes-School Construction | 24,063.00 | 30,000.00 | 5,937.00 | 24.67 |
| 9732 | Bond Antic Notes-Bus Purchases | 214,419.00 | 205,868.00 | -8,551.00 | -3.99 |
| 9789 | Other Debt (specify) | 71,361.00 | 71,360.00 | -1.00 | - |
| 9950 | Transfer to Capital Fund | 100,000.00 | 100,000.00 | - | - |
| Total Capital | | 2,137,789.00 | 2,185,725.00 | 47,936.00 | 2.24% |
| Program | | | | | |
| 2070 | Inservice Training-Instruction | 41,027.00 | 40,777.00 | -250.00 | -0.61 |
| 2110 | Teaching-Regular School | 3,119,928.00 | 3,090,517.00 | -29,411.00 | -0.94 |
| 2250 | Prg For Sdnts w/Disabil-Med Elgble | 1,229,684.00 | 1,544,760.00 | 315,076.00 | 25.62 |
| 2280 | Occupational Education(Grades 9-12) | 409,283.00 | 384,286.00 | -24,997.00 | -6.11 |
| 2610 | School Library & AV | 158,661.00 | 149,713.00 | -8,948.00 | -5.64 |
| 2630 | Computer Assisted Instruction | 86,323.00 | 90,879.00 | 4,556.00 | 5.28 |
| 2810 | Guidance-Regular School | 139,186.00 | 144,207.00 | 5,021.00 | 3.61 |
| 2815 | Health Svcs-Regular School | 81,831.00 | 84,483.00 | 2,652.00 | 3.24 |
| 2825 | Social Work Svcs-Regular School | - | - | - | - |
| 2850 | Co-Curricular Activ-Reg Schl | 36,696.00 | 39,071.00 | 2,375.00 | 6.47 |
| 2855 | Interscholastic Athletics-Reg Schl | 109,517.00 | 111,473.00 | 1,956.00 | 1.79 |
| 5510 | District Transport Svcs-Med Elgble | 822,607.00 | 860,717.00 | 38,110.00 | 4.63 |
| 5530 | Garage Building | 26,187.00 | 26,187.00 | - | - |
| 7140 | Recreation | 4,332.00 | 4,332.00 | - | - |
| 8070 | Census | - | - | - | - |
| 9000 | Employee Benefits | 1,667,401.00 | 1,696,902.00 | 29,501.00 | 1.77 |
| 9089 | Other (specify) | 58,090.00 | 58,090.00 | - | - |
| 9901 | Transfer to School Food Service Fund | 80,000.00 | 80,000.00 | - | - |
| 9901 | Transfer to Special Aid Fund | 15,675.00 | 15,675.00 | - | - |
| Total Program | | 8,086,428.00 | 8,422,069.00 | 335,641.00 | 4.15% |
| Report Totals | | 11,741,805.00 | 12,053,954.00 | 312,149.00 | 2.66% |

'State Category (3-Part Budget) Report'

Fiscal Year: 2017

| State Function | Description | 2015-2016 Adopted Budget | 2016-2017 Proposed Budget | Dollar Change | Percent Change |
|--------------------------|-------------|--------------------------------|---------------------------------|-----------------------------|-------------------|
| Budget Component Summary | | | | | |
| | | 2016-2017 Proposed Budget | % of Budget | 2015-2016 Adopted Budget | % of Budget |
| Administration | | 1,446,160.00 | 12.00 | 1,517,588.00 | 12.92 |
| Capital | | 2,185,725.00 | 18.13 | 2,137,789.00 | 18.21 |
| Program | | 8,422,069.00 | 69.87 | 8,086,428.00 | 68.87 |
| | | 12,053,954.00 | 100.00 | 11,741,805.00 | 100.00 |

Selection Criteria

Report Title: 'State Category (3-Part Budget) Report'

Column 1 Value: Current Year Initial

Column 2 Value: Proposed Amount

Column 3 Value: Dollar

Column 4 Value: Percent

Column 5 Value: None

Column 6 Value: None

From Column Value: Current Year Initial

To Column Value: Proposed Amount

Sort by: Budget Category / State Function Code

Printed by Meaghan Matuszak

2016-17 Property Tax Report Card

061503 - FORESTVILLE CSD

Forestville Central School District

Contact Person:

Meaghan Matuszak, School Business Executive

Telephone Number:

716-965-6533



| | Budgeted 2015-16 (A) | Proposed Budget 2016-17 (B) | Percent Change (C) |
|--|----------------------------|-----------------------------------|--------------------------|
| Total Budget Amount, not including Separate Propositions | 11,741,805 | 12,053,954 | 2.66% |
| A. Proposed Tax Levy to Support the Total Budgeted Amount ¹ | 3,737,472 | 3,741,957 | |
| B. Tax Levy to Support Library Debt, if Applicable | 0 | 0 | |
| C. Tax Levy for Non-Excludable Propositions, if Applicable ² | 0 | 0 | |
| D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable | 0 | 0 | |
| E. Total Proposed School Year Tax Levy (A + B + C - D) | 3,737,472 | 3,741,957 | 0.12% |
| F. Permissible Exclusions to the School Tax Levy Limit | 0 | 0 | |
| G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³ | 3,737,472 | 3,741,957 | |
| 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) | 3,737,472 | 3,741,957 | |
| I. Difference: (G - H); (negative value requires 60.0% voter approval) ² | 0 | 0 | |
| Public School Enrollment | 506 | 481 | -4.94% |
| Consumer Price Index | | | 0.12% |

¹ All proposed levies should 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 require

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 | 1,832,984 | 1,793,183 |
| Assigned Appropriated Fund Balance | 1,032,777 | 1,145,262 |
| Adjusted Unrestricted Fund Balance | 468,806 | 482,158 |
| Adjusted Unrestricted Fund Balance as a Percent of the Total Budget | 3.99% | 4.00% |

| | | | |
|-------------|---|--|--|
| Entity Name | FORESTVILLE CSD |  SAMS NEW YORK STATE EDUCATION DEPARTMENT STATE AID MANAGEMENT SYSTEM |  |
| BEDS Code | 061503 | | |
| Claim Year | 2015-2016 <input type="button" value="SET VALUES"/> | | |

Welcome Meaghan Matuszak (School Entity User) CORE 04/25/2016 11:55 AM Home | Issue Reporting | Help | Logout

Entity Info | Forms | Claim Verifications | Activity Log | Reports |

You Have Selected the 'Official' Data Area.
The Data State of the form set is: "Clean"

[Print Legacy](#) | [Print Form](#) | [Print Blank](#) | [Print Text Only](#)

District Name: FORESTVILLE CSD
Contact Person: MEAGHAN MATUSZAK

District Code: 061503
Telephone: (716) 965-6533 Ext:

School Administrator Salary Disclosure Form

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 | 129,465 | 38,020 | |

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.)

| | | | |
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| 21. | | | |

Equalized Total Assessed Value 9,881,694

School District - 064603 Forestville Central

| Exemption Code | Exemption Name | Statutory Authority | Number of Exemptions | Total Equalized Value of Exemptions | Percent of Value Exempted |
|---|--------------------------------|---------------------|----------------------|-------------------------------------|---------------------------|
| 12100 | NYS - GENERALLY | RPTL 404(1) | 1 | 121,972 | 1.23 |
| 13500 | TOWN - GENERALLY | RPTL 406(1) | 3 | 74,649 | 0.76 |
| 27350 | PRIVATELY OWNED CEMETERY LAND | RPTL 446 | 2 | 12,817 | 0.13 |
| 41720 | AGRICULTURAL DISTRICT | AG-MKTS L 305 | 5 | 161,626 | 1.64 |
| 41730 | AGRIC LAND-INDIV NOT IN AG DIS | AG MKTS L 306 | 2 | 29,780 | 0.30 |
| 41800 | PERSONS AGE 65 OR OVER | RPTL 467 | 1 | 37,746 | 0.38 |
| 41834 | ENHANCED STAR | RPTL 425 | 15 | 886,482 | 8.97 |
| 41854 | BASIC STAR 1999-2000 | RPTL 425 | 27 | 764,370 | 7.74 |
| 42100 | SILOS, MANURE STORAGE TANKS, | RPTL 483-a | 1 | 9,014 | 0.09 |
| Total Exemptions Exclusive of System Exemptions: | | | | | |
| | | | 57 | 2,098,456 | 21.24 |
| Total System Exemptions: | | | | | |
| | | | 0 | 0 | 0.00 |
| Totals: | | | | | |
| | | | 57 | 2,098,456 | 21.24 |

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: _____

Equalized Total Assessed Value 215,087,322

School District - 064603 Forestville

| Exemption Code | Exemption Name | Statutory Authority | Number of Exemptions | Total Equalized Value of Exemptions | Percent of Value Exempted |
|----------------|--------------------------------|---------------------|----------------------|-------------------------------------|---------------------------|
| 12100 | NYS - GENERALLY | RPTL 404(1) | 5 | 216,577 | 0.10 |
| 13100 | CO - GENERALLY | RPTL 406(1) | 2 | 300,545 | 0.14 |
| 13500 | TOWN - GENERALLY | RPTL 406(1) | 10 | 380,555 | 0.18 |
| 13510 | TOWN - CEMETERY LAND | RPTL 446 | 3 | 4,754 | 0.00 |
| 13650 | VG - GENERALLY | RPTL 406(1) | 7 | 627,033 | 0.29 |
| 13740 | VG O/S LIMITS - SEWER OR WATER | RPTL 406(3) | 1 | 5,275 | 0.00 |
| 13800 | SCHOOL DISTRICT | RPTL 408 | 5 | 4,762,308 | 2.21 |
| 14110 | USA - SPECIFIED USES | STATE L 54 | 1 | 218,182 | 0.10 |
| 21600 | RES OF CLERGY - RELIG CORP OWN | RPTL 462 | 2 | 167,472 | 0.08 |
| 25110 | NONPROF CORP - RELIG(CONST PRO | RPTL 420-a | 13 | 3,356,613 | 1.55 |
| 25230 | NONPROF CORP - MORAL/MENTAL IM | RPTL 420-a | 1 | 76,044 | 0.04 |
| 25300 | NONPROF CORP - SPECIFIED USES | RPTL 420-b | 4 | 85,061 | 0.04 |
| 25600 | NONPROFIT HEALTH MAINTENANCE C | RPTL 486-a | 1 | 1,335,385 | 0.62 |
| 26100 | VETERANS ORGANIZATION | RPTL 452 | 1 | 123,077 | 0.06 |
| 27350 | PRIVATELY OWNED CEMETERY LAND | RPTL 446 | 9 | 138,777 | 0.06 |
| 28520 | NOT-FOR-PROFIT NURSING HOME CO | RPTL 422 | 2 | 402,198 | 0.19 |
| 41400 | CLERGY | RPTL 460 | 3 | 6,264 | 0.00 |
| 41700 | AGRICULTURAL BUILDING | RPTL 483 | 26 | 888,276 | 0.41 |
| 41720 | AGRICULTURAL DISTRICT | AG-MKTS L 305 | 232 | 3,499,047 | 1.63 |
| 41730 | AGRIC LAND-INDIV NOT IN AG DIS | AG MKTS L 306 | 2 | 59,430 | 0.03 |
| 41800 | PERSONS AGE 65 OR OVER | RPTL 467 | 34 | 1,151,359 | 0.54 |
| 41805 | PERSONS AGE 65 OR OVER | RPTL 467 | 4 | 154,663 | 0.07 |
| 41834 | ENHANCED STAR | RPTL 425 | 349 | 21,569,133 | 10.03 |
| 41854 | BASIC STAR 1999-2000 | RPTL 425 | 818 | 25,007,220 | 11.63 |
| 41930 | DISABILITIES AND LIMITED INCOM | RPTL 459-c | 4 | 186,428 | 0.09 |
| 41936 | DISABILITIES AND LIMITED INCOM | RPTL 459-c | 2 | 51,978 | 0.02 |
| 42100 | SILOS, MANURE STORAGE TANKS | RPTL 483-a | 8 | 40,072 | 0.02 |
| 42120 | TEMPORARY GREENHOUSES | RPTL 483-c | 1 | 43,956 | 0.02 |
| 47100 | Mass Telecomm Ceiling | RPTL S499-qqqq | 4 | 54,644 | 0.03 |
| 47610 | BUSINESS INVESTMENT PROPERTY P | RPTL 485-b | 5 | 131,863 | 0.06 |

Equalized Total Assessed Value 215,087,322

School District - 064603 Forestville

| Exemption Code | Exemption Name | Statutory Authority | Number of Exemptions | Total Equalized Value of Exemptions | Percent of Value Exempted |
|--|-----------------------------|---------------------|----------------------|-------------------------------------|---------------------------|
| 49500 | SOLAR OR WIND ENERGY SYSTEM | RPTL 487 | 1 | 32,967 | 0.02 |
| Total Exemptions Exclusive of System Exemptions: | | | | | |
| Total System Exemptions: | | | 1,560 | 55,057,256 | 30.25 |
| Totals: | | | 0 | 0 | 0.00 |
| | | | 1,560 | 55,057,256 | 30.25 |

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: _____

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 (ST-3), and from the Student Information Repository System (SIRS).

THIS SCHOOL DISTRICT

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$5,102,620

PUPILS

510

EXPENDITURES PER PUPIL

\$10,005

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$1,582,529

PUPILS

60

EXPENDITURES PER PUPIL

\$26,375

SIMILAR DISTRICT GROUP AVERAGE NEED/RESOURCE CAPACITY

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$8,165,063,757

PUPILS

764,707

EXPENDITURES PER PUPIL

\$10,677

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$3,244,954,913

PUPILS

107,424

EXPENDITURES PER PUPIL

\$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

\$20,689

SIMILAR DISTRICT GROUP

\$20,538

NY STATE

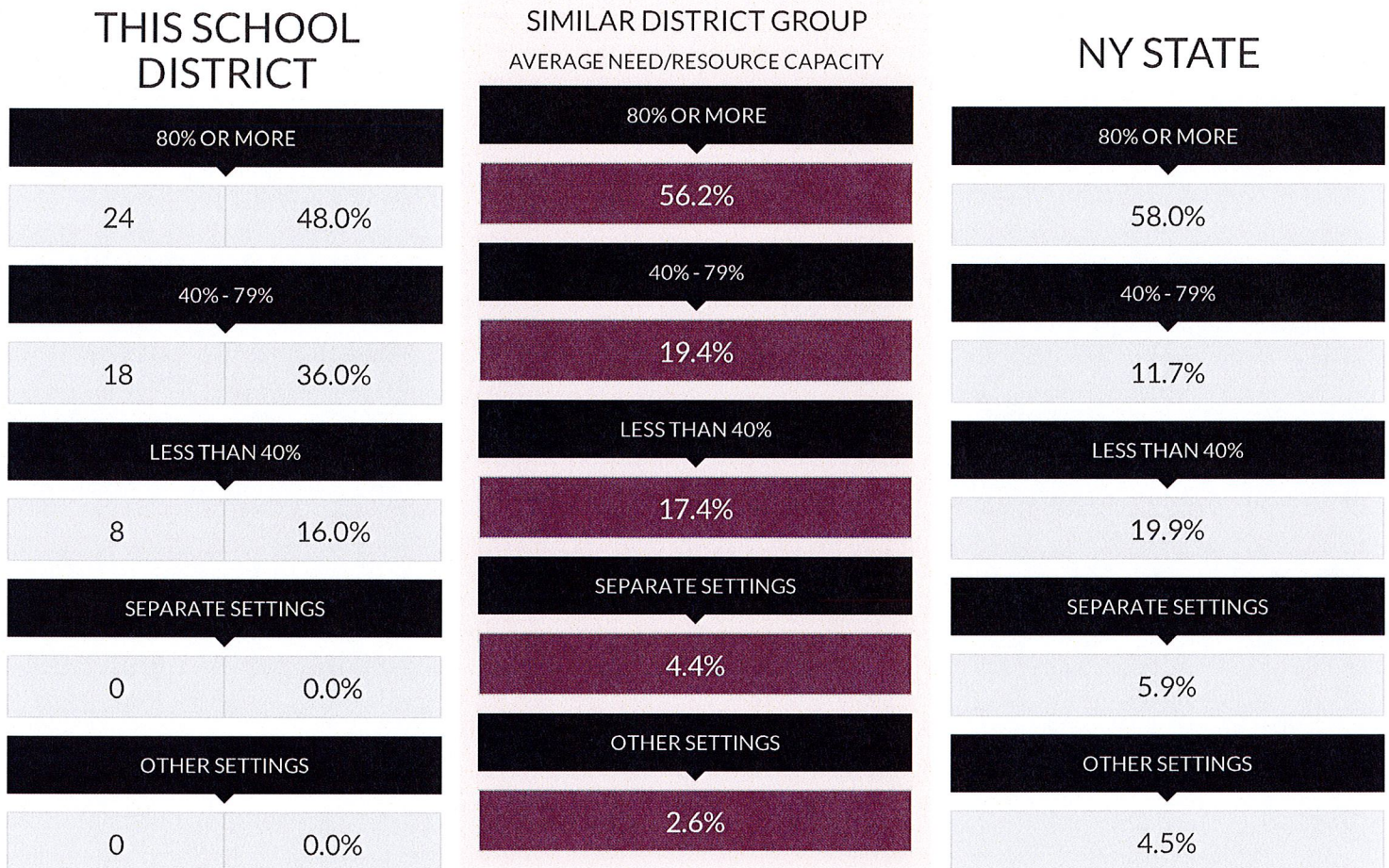
\$21,812

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)

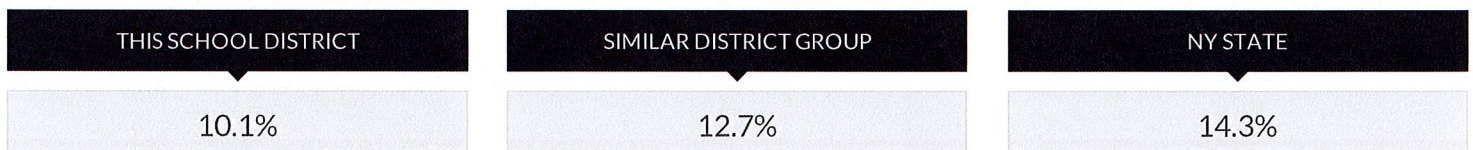
Commissioner's Regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required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

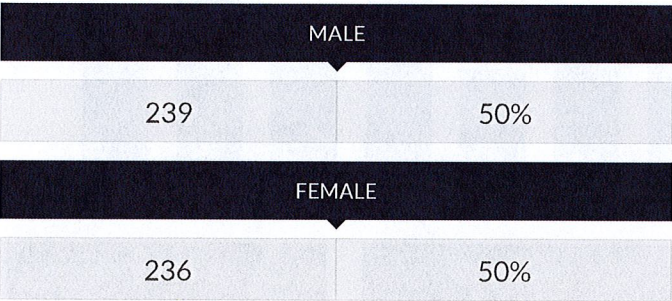
SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE



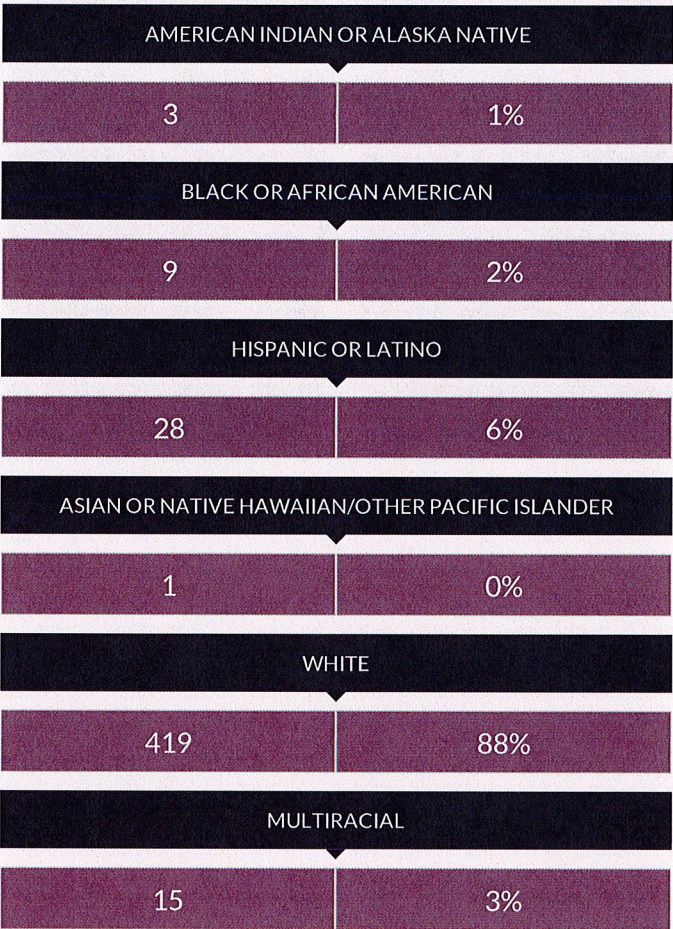
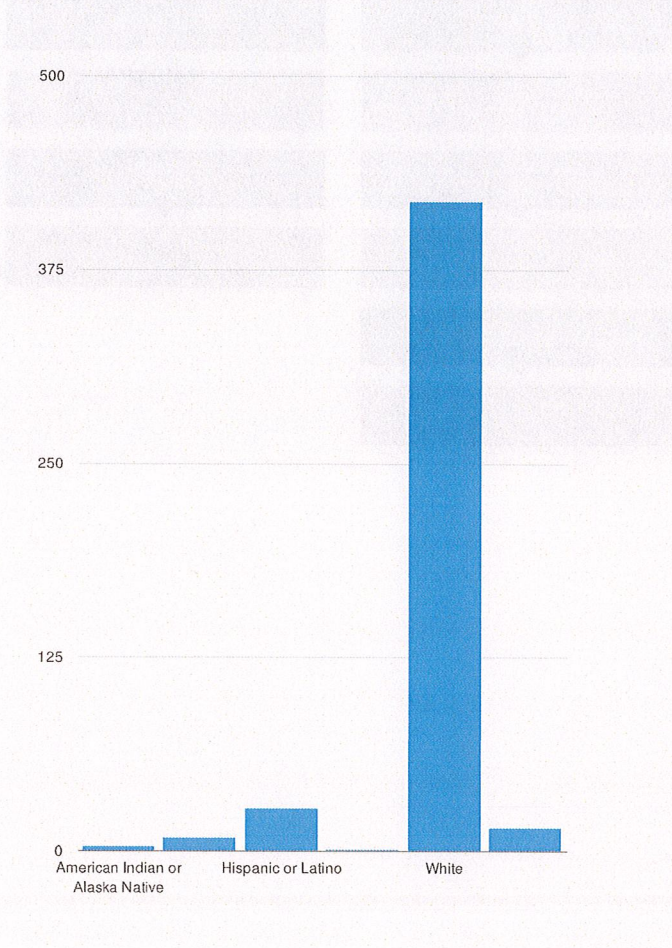
This rate is a ratio of the count of school-age students with disabilities (ages 4-21) to the total enrollment of all school-age students in the school district, including students who are parentally placed in nonpublic schools located in the school district. The numerator includes all school-age students 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.

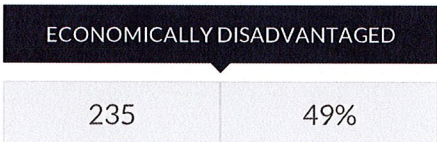
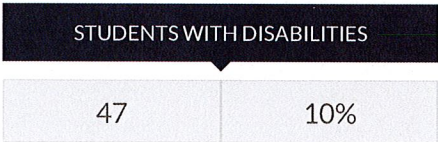
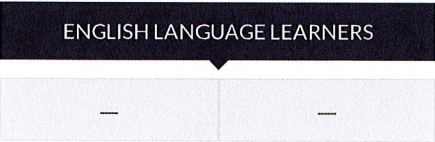
ENROLLMENT BY GENDER



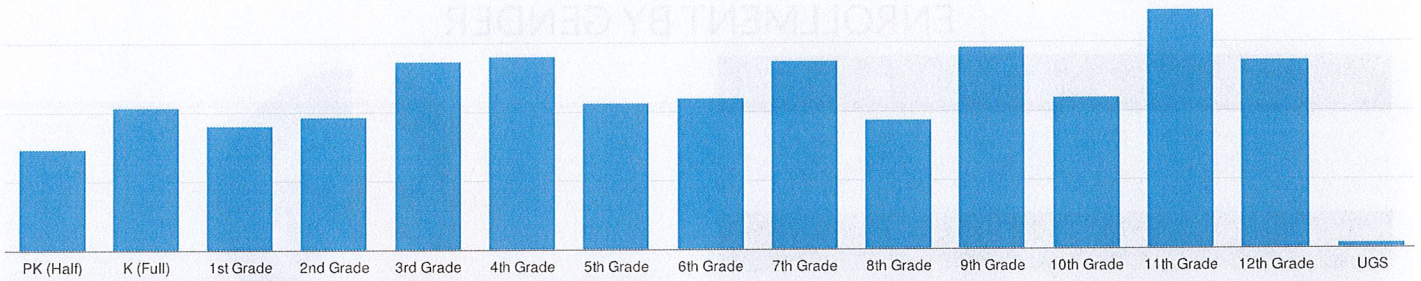
ENROLLMENT BY ETHNICITY



OTHER GROUPS

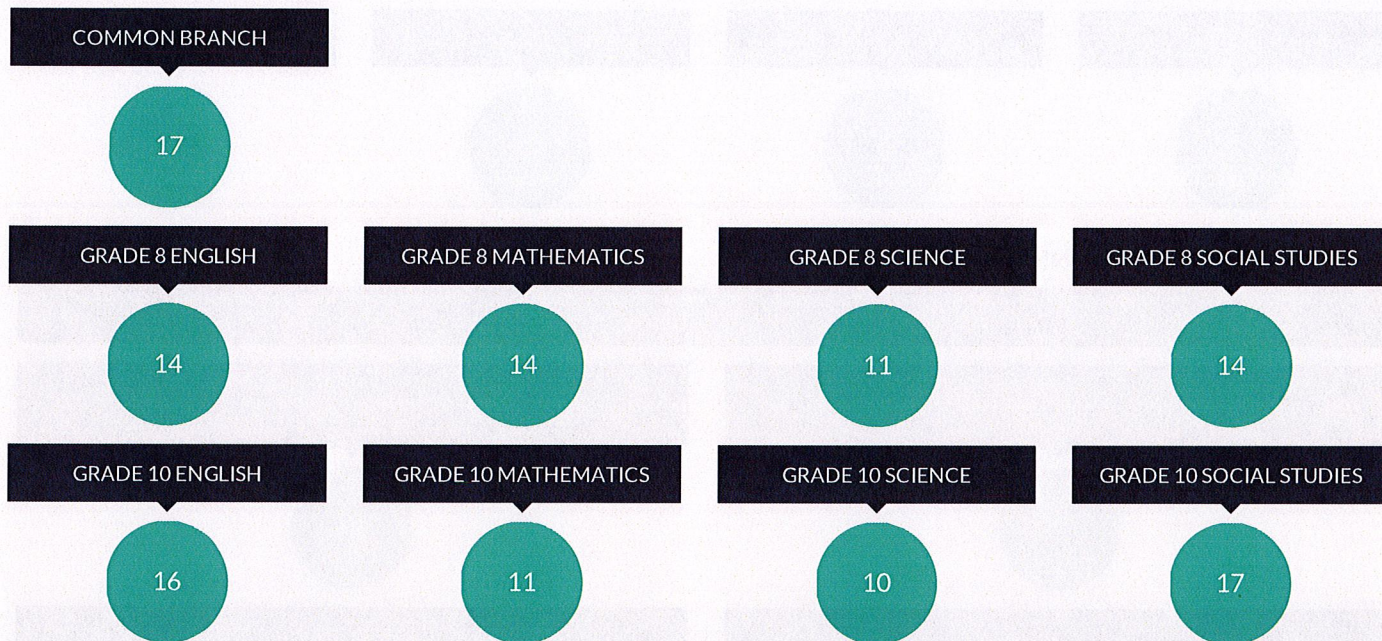


ENROLLMENT BY GRADE



| PRE-K (HALF DAY) | | K (FULL DAY) | | 1ST GRADE | | 2ND GRADE | |
|------------------|-----|--------------|----|--------------------|----|------------|----|
| 22 | 5% | 31 | 7% | 27 | 6% | 29 | 6% |
| 3RD GRADE | | 4TH GRADE | | 5TH GRADE | | 6TH GRADE | |
| 41 | 9% | 42 | 9% | 32 | 7% | 33 | 7% |
| 7TH GRADE | | 8TH GRADE | | 9TH GRADE | | 10TH GRADE | |
| 41 | 9% | 28 | 6% | 44 | 9% | 33 | 7% |
| 11TH GRADE | | 12TH GRADE | | UNGRADED SECONDARY | | | |
| 52 | 11% | 41 | 9% | 1 | 0% | | |

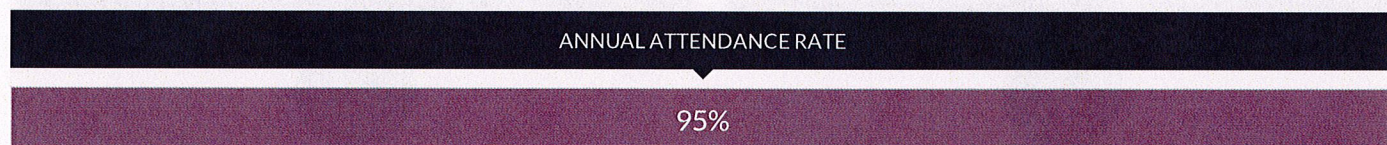
AVERAGE CLASS SIZE (2014 - 15)



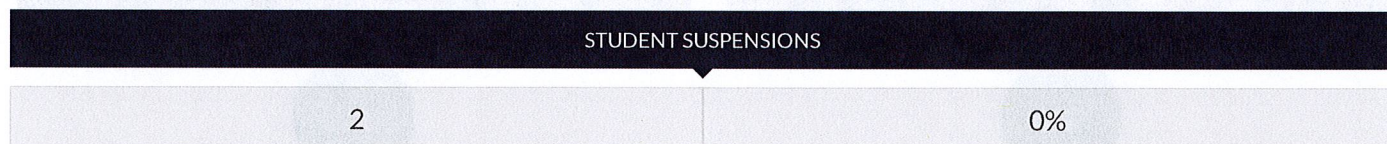
FREE AND REDUCED-PRICE LUNCH (2014 - 15)



ATTENDANCE (2013 - 14)



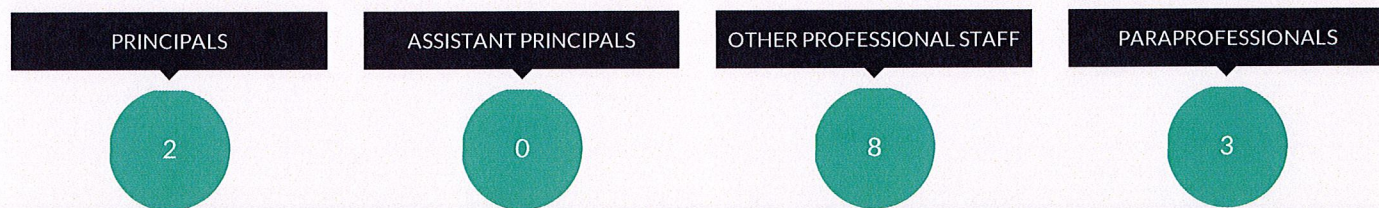
STUDENT SUSPENSIONS (2013 - 14)



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



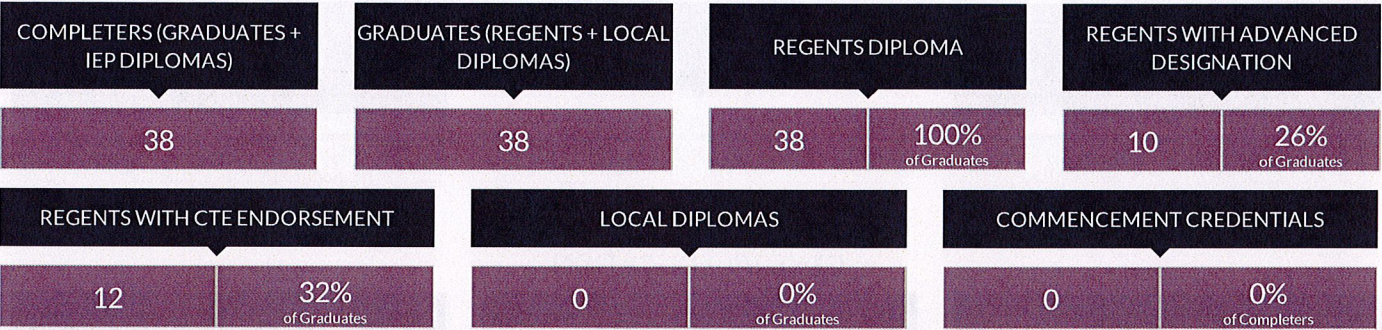
STAFF COUNTS (2014 - 15)



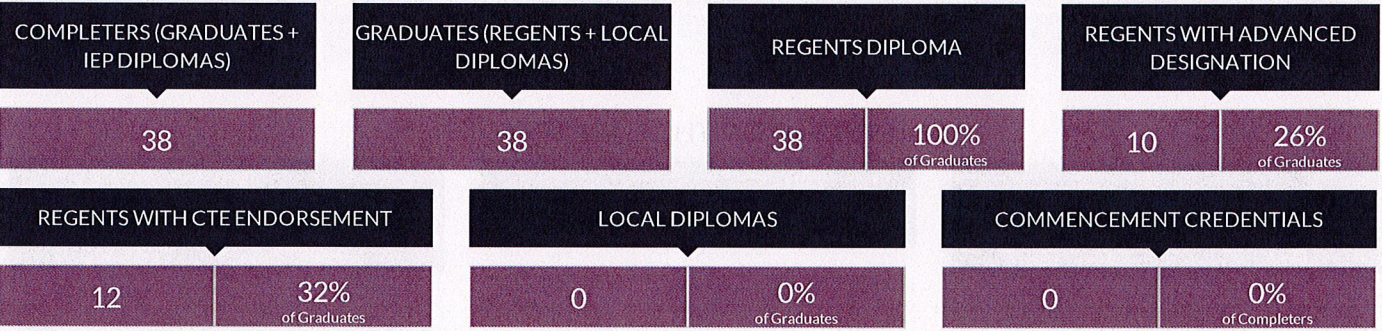
TEACHER QUALIFICATIONS (2014 - 15)



ALL STUDENTS



GENERAL EDUCATION



HIGH SCHOOL NON-COMPLETERS (2014 - 15)

ALL STUDENTS

| DROPPED OUT | |
|-------------|----|
| 7 | 4% |

| ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM | |
|---|----|
| 0 | 0% |

| TOTAL NONCOMPLETERS | |
|---------------------|----|
| 7 | 4% |

GENERAL EDUCATION

| DROPPED OUT | |
|-------------|---|
| - | - |

| ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM | |
|---|---|
| - | - |

| TOTAL NONCOMPLETERS | |
|---------------------|---|
| - | - |

STUDENTS WITH DISABILITIES

| DROPPED OUT | |
|-------------|---|
| - | - |

| ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM | |
|---|---|
| - | - |

| TOTAL NONCOMPLETERS | |
|---------------------|---|
| - | - |

POST-GRADUATION PLANS OF COMPLETERS (2014 - 15)

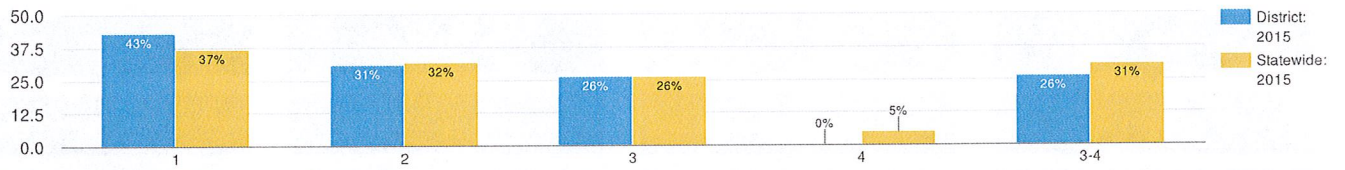
ALL STUDENTS

| | | | |
|----------------------|---------------------|-------------------------|-----------------|
| TO FOUR-YEAR COLLEGE | TO TWO-YEAR COLLEGE | TO OTHER POST-SECONDARY | TO THE MILITARY |
| 1232% | 1642% | 00% | 13% |
| TO EMPLOYMENT | TO ADULT SERVICES | TO OTHER KNOWN PLANS | PLAN UNKNOWN |
| 924% | 00% | 00% | 00% |

GENERAL EDUCATION

| | | | |
|----------------------|---------------------|-------------------------|-----------------|
| TO FOUR-YEAR COLLEGE | TO TWO-YEAR COLLEGE | TO OTHER POST-SECONDARY | TO THE MILITARY |
| 1232% | 1642% | 00% | 13% |
| TO EMPLOYMENT | TO ADULT SERVICES | TO OTHER KNOWN PLANS | PLAN UNKNOWN |
| 924% | 00% | 00% | 00% |

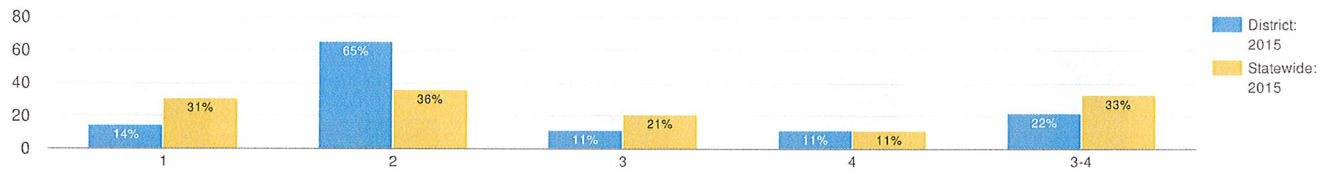
GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 290

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|--------------------------------|--------------|------------|---------|-----|---------|-----|---------|-----|---------|----|
| ALL STUDENTS | 35 | 26% | 15 | 43% | 11 | 31% | 9 | 26% | 0 | 0% |
| GENERAL EDUCATION | 31 | _% | - | - | - | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 4 | _% | - | - | - | - | - | - | - | - |
| BLACK OR AFRICAN AMERICAN | 1 | _% | - | - | - | - | - | - | - | - |
| HISPANIC OR LATINO | 4 | _% | - | - | - | - | - | - | - | - |
| WHITE | 29 | 28% | 11 | 38% | 10 | 34% | 8 | 28% | 0 | 0% |
| MULTIRACIAL | 1 | _% | - | - | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 6 | 17% | 4 | 67% | 1 | 17% | 1 | 17% | 0 | 0% |
| FEMALE | 15 | 13% | 6 | 40% | 7 | 47% | 2 | 13% | 0 | 0% |
| MALE | 20 | 35% | 9 | 45% | 4 | 20% | 7 | 35% | 0 | 0% |
| NON-ENGLISH LANGUAGE LEARNERS | 35 | 26% | 15 | 43% | 11 | 31% | 9 | 26% | 0 | 0% |
| ECONOMICALLY DISADVANTAGED | 20 | 20% | 10 | 50% | 6 | 30% | 4 | 20% | 0 | 0% |
| NOT ECONOMICALLY DISADVANTAGED | 15 | 33% | 5 | 33% | 5 | 33% | 5 | 33% | 0 | 0% |
| NOT MIGRANT | 35 | 26% | 15 | 43% | 11 | 31% | 9 | 26% | 0 | 0% |

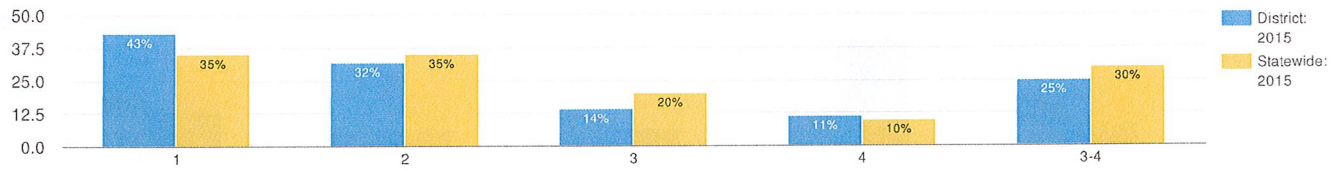
GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 304

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|--------------------------------|--------------|------------|---------|-----|---------|-----|---------|-----|---------|-----|
| ALL STUDENTS | 37 | 22% | 5 | 14% | 24 | 65% | 4 | 11% | 4 | 11% |
| GENERAL EDUCATION | 35 | _% | - | - | - | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 2 | _% | - | - | - | - | - | - | - | - |
| BLACK OR AFRICAN AMERICAN | 1 | _% | - | - | - | - | - | - | - | - |
| HISPANIC OR LATINO | 1 | _% | - | - | - | - | - | - | - | - |
| WHITE | 33 | _% | - | - | - | - | - | - | - | - |
| MULTIRACIAL | 2 | _% | - | - | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 37 | 22% | 5 | 14% | 24 | 65% | 4 | 11% | 4 | 11% |
| FEMALE | 20 | 25% | 2 | 10% | 13 | 65% | 2 | 10% | 3 | 15% |
| MALE | 17 | 18% | 3 | 18% | 11 | 65% | 2 | 12% | 1 | 6% |
| NON-ENGLISH LANGUAGE LEARNERS | 37 | 22% | 5 | 14% | 24 | 65% | 4 | 11% | 4 | 11% |
| ECONOMICALLY DISADVANTAGED | 16 | 13% | 3 | 19% | 11 | 69% | 1 | 6% | 1 | 6% |
| NOT ECONOMICALLY DISADVANTAGED | 21 | 29% | 2 | 10% | 13 | 62% | 3 | 14% | 3 | 14% |
| NOT MIGRANT | 37 | 22% | 5 | 14% | 24 | 65% | 4 | 11% | 4 | 11% |

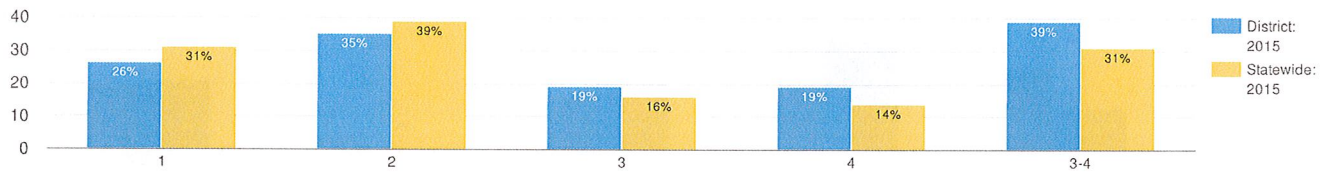
GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 295

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|--------------------------------|--------------|------------|---------|------|---------|-----|---------|-----|---------|-----|
| ALL STUDENTS | 28 | 25% | 12 | 43% | 9 | 32% | 4 | 14% | 3 | 11% |
| GENERAL EDUCATION | 23 | 30% | 7 | 30% | 9 | 39% | 4 | 17% | 3 | 13% |
| STUDENTS WITH DISABILITIES | 5 | 0% | 5 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| BLACK OR AFRICAN AMERICAN | 2 | _% | - | - | - | - | - | - | - | - |
| HISPANIC OR LATINO | 2 | _% | - | - | - | - | - | - | - | - |
| WHITE | 22 | 27% | 8 | 36% | 8 | 36% | 4 | 18% | 2 | 9% |
| MULTIRACIAL | 2 | _% | - | - | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 6 | 17% | 4 | 67% | 1 | 17% | 0 | 0% | 1 | 17% |
| FEMALE | 15 | 27% | 6 | 40% | 5 | 33% | 2 | 13% | 2 | 13% |
| MALE | 13 | 23% | 6 | 46% | 4 | 31% | 2 | 15% | 1 | 8% |
| NON-ENGLISH LANGUAGE LEARNERS | 27 | _% | - | - | - | - | - | - | - | - |
| ENGLISH LANGUAGE LEARNERS | 1 | _% | - | - | - | - | - | - | - | - |
| ECONOMICALLY DISADVANTAGED | 14 | 7% | 9 | 64% | 4 | 29% | 0 | 0% | 1 | 7% |
| NOT ECONOMICALLY DISADVANTAGED | 14 | 43% | 3 | 21% | 5 | 36% | 4 | 29% | 2 | 14% |
| MIGRANT | 1 | _% | - | - | - | - | - | - | - | - |
| NOT MIGRANT | 27 | _% | - | - | - | - | - | - | - | - |

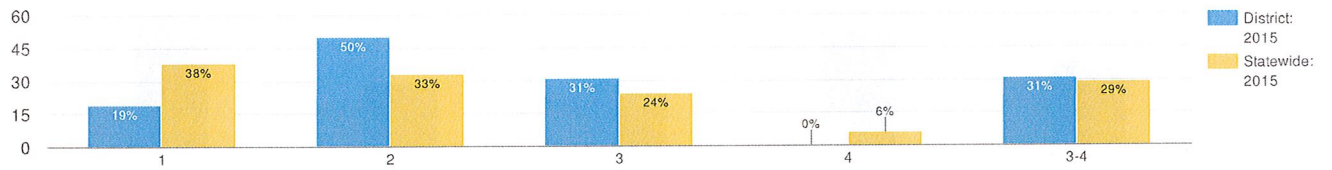
GRADE 6 ENGLISH LANGUAGE ARTS



MEAN SCORE: 305

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|---|--------------|------------|---------|-----|---------|-----|---------|-----|---------|-----|
| ALL STUDENTS | 31 | 39% | 8 | 26% | 11 | 35% | 6 | 19% | 6 | 19% |
| GENERAL EDUCATION | 25 | 48% | 4 | 16% | 9 | 36% | 6 | 24% | 6 | 24% |
| STUDENTS WITH DISABILITIES | 6 | 0% | 4 | 67% | 2 | 33% | 0 | 0% | 0 | 0% |
| AMERICAN INDIAN OR ALASKA NATIVE | 1 | _% | - | - | - | - | - | - | - | - |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | 1 | _% | - | - | - | - | - | - | - | - |
| HISPANIC OR LATINO | 2 | _% | - | - | - | - | - | - | - | - |
| WHITE | 26 | 42% | 6 | 23% | 9 | 35% | 6 | 23% | 5 | 19% |
| MULTIRACIAL | 1 | _% | - | - | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 5 | 20% | 2 | 40% | 2 | 40% | 0 | 0% | 1 | 20% |
| FEMALE | 17 | 41% | 4 | 24% | 6 | 35% | 2 | 12% | 5 | 29% |
| MALE | 14 | 36% | 4 | 29% | 5 | 36% | 4 | 29% | 1 | 7% |
| NON-ENGLISH LANGUAGE LEARNERS | 31 | 39% | 8 | 26% | 11 | 35% | 6 | 19% | 6 | 19% |
| ECONOMICALLY DISADVANTAGED | 15 | 13% | 7 | 47% | 6 | 40% | 0 | 0% | 2 | 13% |
| NOT ECONOMICALLY DISADVANTAGED | 16 | 63% | 1 | 6% | 5 | 31% | 6 | 38% | 4 | 25% |
| NOT MIGRANT | 31 | 39% | 8 | 26% | 11 | 35% | 6 | 19% | 6 | 19% |

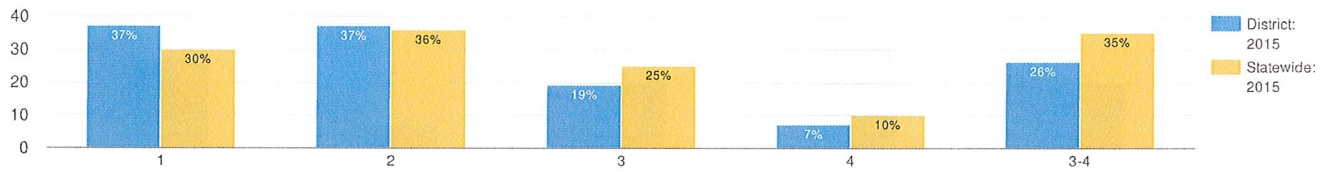
GRADE 7 ENGLISH LANGUAGE ARTS



MEAN SCORE: 301

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|--------------------------------|--------------|------------|---------|-----|---------|-----|---------|-----|---------|----|
| ALL STUDENTS | 36 | 31% | 7 | 19% | 18 | 50% | 11 | 31% | 0 | 0% |
| GENERAL EDUCATION | 33 | _% | - | - | - | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 3 | _% | - | - | - | - | - | - | - | - |
| HISPANIC OR LATINO | 3 | _% | - | - | - | - | - | - | - | - |
| WHITE | 31 | 32% | 5 | 16% | 16 | 52% | 10 | 32% | 0 | 0% |
| MULTIRACIAL | 2 | _% | - | - | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 5 | 20% | 2 | 40% | 2 | 40% | 1 | 20% | 0 | 0% |
| FEMALE | 18 | 28% | 2 | 11% | 11 | 61% | 5 | 28% | 0 | 0% |
| MALE | 18 | 33% | 5 | 28% | 7 | 39% | 6 | 33% | 0 | 0% |
| NON-ENGLISH LANGUAGE LEARNERS | 36 | 31% | 7 | 19% | 18 | 50% | 11 | 31% | 0 | 0% |
| ECONOMICALLY DISADVANTAGED | 16 | 6% | 6 | 38% | 9 | 56% | 1 | 6% | 0 | 0% |
| NOT ECONOMICALLY DISADVANTAGED | 20 | 50% | 1 | 5% | 9 | 45% | 10 | 50% | 0 | 0% |
| NOT MIGRANT | 36 | 31% | 7 | 19% | 18 | 50% | 11 | 31% | 0 | 0% |

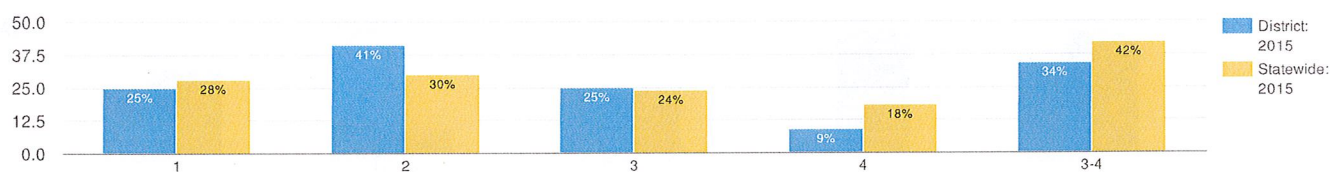
GRADE 8 ENGLISH LANGUAGE ARTS



MEAN SCORE: 291

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|--------------------------------|--------------|------------|---------|-----|---------|-----|---------|-----|---------|-----|
| ALL STUDENTS | 27 | 26% | 10 | 37% | 10 | 37% | 5 | 19% | 2 | 7% |
| GENERAL EDUCATION | 22 | 32% | 7 | 32% | 8 | 36% | 5 | 23% | 2 | 9% |
| STUDENTS WITH DISABILITIES | 5 | 0% | 3 | 60% | 2 | 40% | 0 | 0% | 0 | 0% |
| BLACK OR AFRICAN AMERICAN | 1 | _% | - | - | - | - | - | - | - | - |
| HISPANIC OR LATINO | 4 | _% | - | - | - | - | - | - | - | - |
| WHITE | 22 | 27% | 8 | 36% | 8 | 36% | 4 | 18% | 2 | 9% |
| SMALL GROUP TOTAL | 5 | 20% | 2 | 40% | 2 | 40% | 1 | 20% | 0 | 0% |
| FEMALE | 15 | 33% | 3 | 20% | 7 | 47% | 3 | 20% | 2 | 13% |
| MALE | 12 | 17% | 7 | 58% | 3 | 25% | 2 | 17% | 0 | 0% |
| NON-ENGLISH LANGUAGE LEARNERS | 27 | 26% | 10 | 37% | 10 | 37% | 5 | 19% | 2 | 7% |
| ECONOMICALLY DISADVANTAGED | 12 | 17% | 4 | 33% | 6 | 50% | 2 | 17% | 0 | 0% |
| NOT ECONOMICALLY DISADVANTAGED | 15 | 33% | 6 | 40% | 4 | 27% | 3 | 20% | 2 | 13% |
| NOT MIGRANT | 27 | 26% | 10 | 37% | 10 | 37% | 5 | 19% | 2 | 7% |

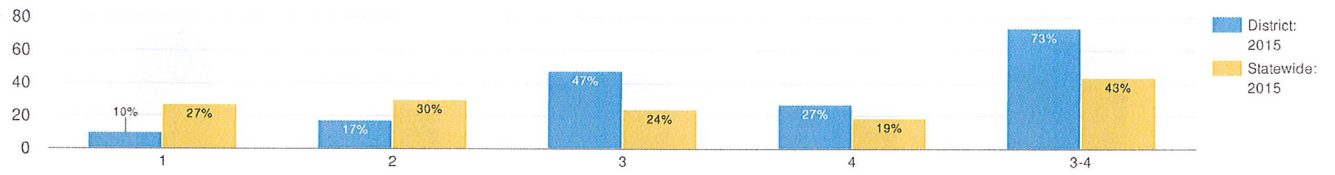
GRADE 3 MATHEMATICS



MEAN SCORE: 302

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|--------------------------------|--------------|------------|---------|-----|---------|-----|---------|-----|---------|-----|
| ALL STUDENTS | 32 | 34% | 8 | 25% | 13 | 41% | 8 | 25% | 3 | 9% |
| GENERAL EDUCATION | 29 | _% | - | - | - | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 3 | _% | - | - | - | - | - | - | - | - |
| BLACK OR AFRICAN AMERICAN | 1 | _% | - | - | - | - | - | - | - | - |
| HISPANIC OR LATINO | 3 | _% | - | - | - | - | - | - | - | - |
| WHITE | 27 | 33% | 6 | 22% | 12 | 44% | 7 | 26% | 2 | 7% |
| MULTIRACIAL | 1 | _% | - | - | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 5 | 40% | 2 | 40% | 1 | 20% | 1 | 20% | 1 | 20% |
| FEMALE | 13 | 31% | 3 | 23% | 6 | 46% | 3 | 23% | 1 | 8% |
| MALE | 19 | 37% | 5 | 26% | 7 | 37% | 5 | 26% | 2 | 11% |
| NON-ENGLISH LANGUAGE LEARNERS | 32 | 34% | 8 | 25% | 13 | 41% | 8 | 25% | 3 | 9% |
| ECONOMICALLY DISADVANTAGED | 18 | 22% | 5 | 28% | 9 | 50% | 4 | 22% | 0 | 0% |
| NOT ECONOMICALLY DISADVANTAGED | 14 | 50% | 3 | 21% | 4 | 29% | 4 | 29% | 3 | 21% |
| NOT MIGRANT | 32 | 34% | 8 | 25% | 13 | 41% | 8 | 25% | 3 | 9% |

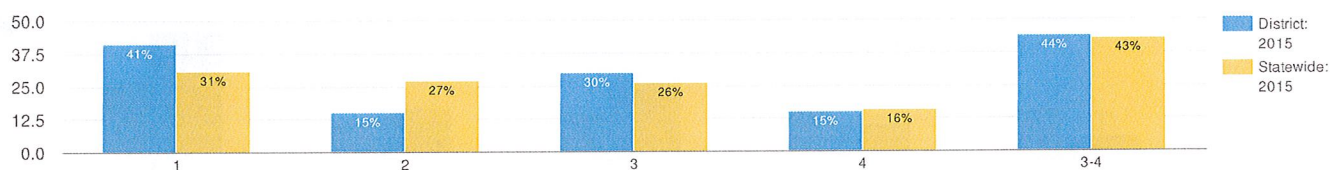
GRADE 4 MATHEMATICS



MEAN SCORE: 324

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|--------------------------------|--------------|------------|---------|-----|---------|-----|---------|-----|---------|-----|
| ALL STUDENTS | 30 | 73% | 3 | 10% | 5 | 17% | 14 | 47% | 8 | 27% |
| GENERAL EDUCATION | 28 | _% | - | - | - | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 2 | _% | - | - | - | - | - | - | - | - |
| BLACK OR AFRICAN AMERICAN | 1 | _% | - | - | - | - | - | - | - | - |
| HISPANIC OR LATINO | 1 | _% | - | - | - | - | - | - | - | - |
| WHITE | 26 | _% | - | - | - | - | - | - | - | - |
| MULTIRACIAL | 2 | _% | - | - | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 30 | 73% | 3 | 10% | 5 | 17% | 14 | 47% | 8 | 27% |
| FEMALE | 15 | 80% | 1 | 7% | 2 | 13% | 4 | 27% | 8 | 53% |
| MALE | 15 | 67% | 2 | 13% | 3 | 20% | 10 | 67% | 0 | 0% |
| NON-ENGLISH LANGUAGE LEARNERS | 30 | 73% | 3 | 10% | 5 | 17% | 14 | 47% | 8 | 27% |
| ECONOMICALLY DISADVANTAGED | 12 | 58% | 1 | 8% | 4 | 33% | 5 | 42% | 2 | 17% |
| NOT ECONOMICALLY DISADVANTAGED | 18 | 83% | 2 | 11% | 1 | 6% | 9 | 50% | 6 | 33% |
| NOT MIGRANT | 30 | 73% | 3 | 10% | 5 | 17% | 14 | 47% | 8 | 27% |

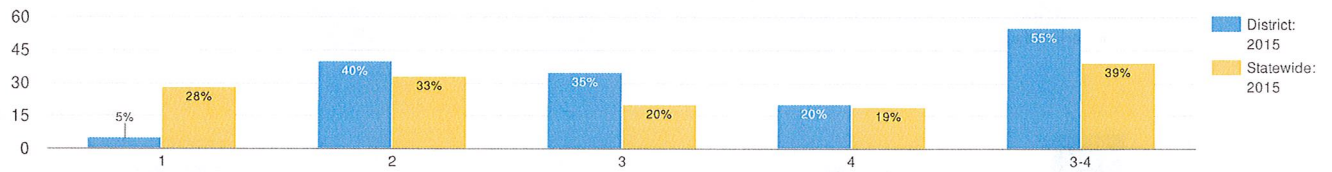
GRADE 5 MATHEMATICS



MEAN SCORE: 298

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 |
|--------------------------------|--------------|------------|---------|---------|---------|---------|
| ALL STUDENTS | 27 | 44% | 11 | 41% | 4 | 15% |
| GENERAL EDUCATION | 21 | 57% | 6 | 29% | 3 | 14% |
| STUDENTS WITH DISABILITIES | 6 | 0% | 5 | 83% | 1 | 17% |
| BLACK OR AFRICAN AMERICAN | 2 | 0% | - | - | - | - |
| HISPANIC OR LATINO | 2 | 0% | - | - | - | - |
| WHITE | 21 | 57% | 7 | 33% | 2 | 10% |
| MULTIRACIAL | 2 | 0% | - | - | - | - |
| SMALL GROUP TOTAL | 6 | 0% | 4 | 67% | 2 | 33% |
| FEMALE | 15 | 60% | 4 | 27% | 2 | 13% |
| MALE | 12 | 25% | 7 | 58% | 2 | 17% |
| NON-ENGLISH LANGUAGE LEARNERS | 26 | 0% | - | - | - | - |
| ENGLISH LANGUAGE LEARNERS | 1 | 0% | - | - | - | - |
| ECONOMICALLY DISADVANTAGED | 13 | 38% | 8 | 62% | 0 | 0% |
| NOT ECONOMICALLY DISADVANTAGED | 14 | 50% | 3 | 21% | 4 | 29% |
| MIGRANT | 1 | 0% | - | - | - | - |
| NOT MIGRANT | 26 | 0% | - | - | - | - |

GRADE 6 MATHEMATICS

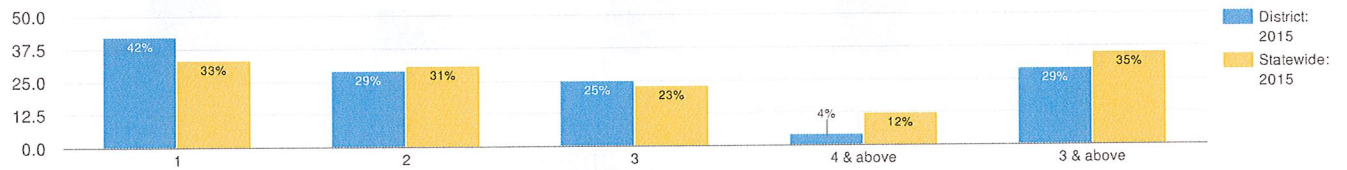


MEAN SCORE: 317

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|----------------------------------|--------------|------------|---------|-----|---------|-----|---------|-----|---------|-----|
| ALL STUDENTS | 20 | 55% | 1 | 5% | 8 | 40% | 7 | 35% | 4 | 20% |
| GENERAL EDUCATION | 17 | _% | - | - | - | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 3 | _% | - | - | - | - | - | - | - | - |
| AMERICAN INDIAN OR ALASKA NATIVE | 1 | _% | - | - | - | - | - | - | - | - |
| HISPANIC OR LATINO | 1 | _% | - | - | - | - | - | - | - | - |
| WHITE | 17 | _% | - | - | - | - | - | - | - | - |
| MULTIRACIAL | 1 | _% | - | - | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 20 | 55% | 1 | 5% | 8 | 40% | 7 | 35% | 4 | 20% |
| FEMALE | 10 | 50% | 1 | 10% | 4 | 40% | 2 | 20% | 3 | 30% |
| MALE | 10 | 60% | 0 | 0% | 4 | 40% | 5 | 50% | 1 | 10% |
| NON-ENGLISH LANGUAGE LEARNERS | 20 | 55% | 1 | 5% | 8 | 40% | 7 | 35% | 4 | 20% |
| ECONOMICALLY DISADVANTAGED | 8 | 50% | 1 | 13% | 3 | 38% | 2 | 25% | 2 | 25% |
| NOT ECONOMICALLY DISADVANTAGED | 12 | 58% | 0 | 0% | 5 | 42% | 5 | 42% | 2 | 17% |
| NOT MIGRANT | 20 | 55% | 1 | 5% | 8 | 40% | 7 | 35% | 4 | 20% |

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.

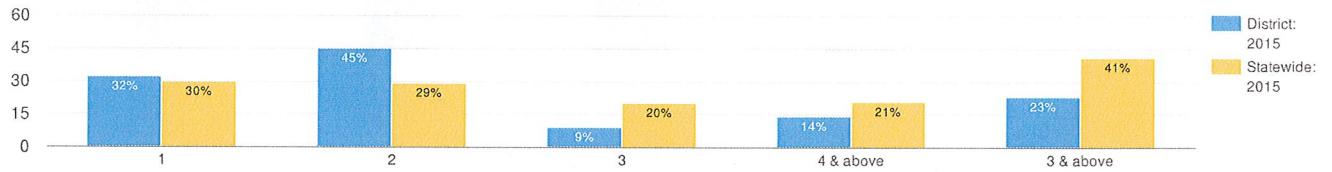


MEAN SCORE: 298

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|--------------------------------|--------------|------------|---------|-----|---------|-----|---------|-----|---------|----|
| ALL STUDENTS | 24 | 29% | 10 | 42% | 7 | 29% | 6 | 25% | 1 | 4% |
| GENERAL EDUCATION | 23 | _% | - | - | - | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 1 | _% | - | - | - | - | - | - | - | - |
| HISPANIC OR LATINO | 2 | _% | - | - | - | - | - | - | - | - |
| WHITE | 22 | _% | - | - | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 24 | 29% | 10 | 42% | 7 | 29% | 6 | 25% | 1 | 4% |
| FEMALE | 13 | 23% | 5 | 38% | 5 | 38% | 3 | 23% | 0 | 0% |
| MALE | 11 | 36% | 5 | 45% | 2 | 18% | 3 | 27% | 1 | 9% |
| NON-ENGLISH LANGUAGE LEARNERS | 24 | 29% | 10 | 42% | 7 | 29% | 6 | 25% | 1 | 4% |
| ECONOMICALLY DISADVANTAGED | 8 | 13% | 7 | 88% | 0 | 0% | 1 | 13% | 0 | 0% |
| NOT ECONOMICALLY DISADVANTAGED | 16 | 38% | 3 | 19% | 7 | 44% | 5 | 31% | 1 | 6% |
| NOT MIGRANT | 24 | 29% | 10 | 42% | 7 | 29% | 6 | 25% | 1 | 4% |

GRADE 8 MATHEMATICS

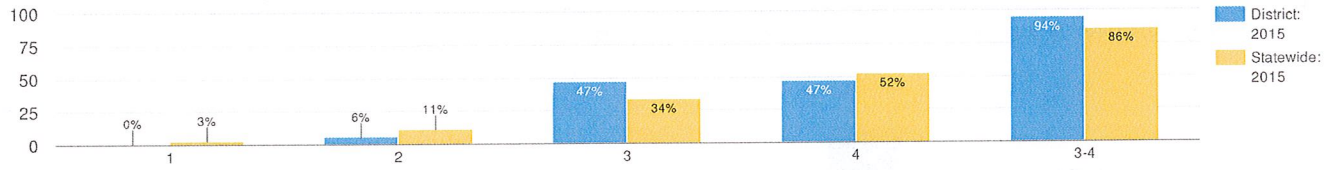
Mean scores and data in the table for grade 8 math include only those for grade 8 students who took the Grade 8 New York State Testing Program Assessment (NYSTP) in Mathematics. For 2015 and forward, data in the bar charts include those for grade 8 students who took the Grade 8 NYSTP in Mathematics and 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: 304

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|--------------------------------|--------------|------------|---------|-----|---------|-----|---------|-----|---------|-----|
| ALL STUDENTS | 22 | 23% | 7 | 32% | 10 | 45% | 2 | 9% | 3 | 14% |
| GENERAL EDUCATION | 19 | _% | - | - | - | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 3 | _% | - | - | - | - | - | - | - | - |
| BLACK OR AFRICAN AMERICAN | 1 | _% | - | - | - | - | - | - | - | - |
| HISPANIC OR LATINO | 4 | _% | - | - | - | - | - | - | - | - |
| WHITE | 17 | 29% | 4 | 24% | 8 | 47% | 2 | 12% | 3 | 18% |
| SMALL GROUP TOTAL | 5 | 0% | 3 | 60% | 2 | 40% | 0 | 0% | 0 | 0% |
| FEMALE | 13 | 15% | 4 | 31% | 7 | 54% | 0 | 0% | 2 | 15% |
| MALE | 9 | 33% | 3 | 33% | 3 | 33% | 2 | 22% | 1 | 11% |
| NON-ENGLISH LANGUAGE LEARNERS | 22 | 23% | 7 | 32% | 10 | 45% | 2 | 9% | 3 | 14% |
| ECONOMICALLY DISADVANTAGED | 10 | 20% | 3 | 30% | 5 | 50% | 1 | 10% | 1 | 10% |
| NOT ECONOMICALLY DISADVANTAGED | 12 | 25% | 4 | 33% | 5 | 42% | 1 | 8% | 2 | 17% |
| NOT MIGRANT | 22 | 23% | 7 | 32% | 10 | 45% | 2 | 9% | 3 | 14% |

GRADE 4 SCIENCE

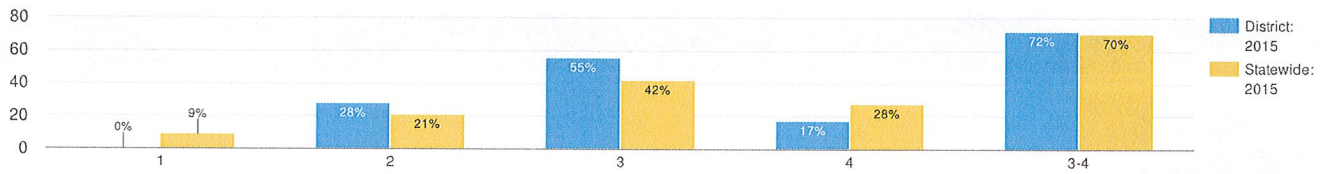


MEAN SCORE: 81

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|--------------------------------|--------------|------------|---------|----|---------|----|---------|-----|---------|-----|
| ALL STUDENTS | 34 | 94% | 0 | 0% | 2 | 6% | 16 | 47% | 16 | 47% |
| GENERAL EDUCATION | 32 | _% | - | - | - | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 2 | _% | - | - | - | - | - | - | - | - |
| BLACK OR AFRICAN AMERICAN | 1 | _% | - | - | - | - | - | - | - | - |
| HISPANIC OR LATINO | 1 | _% | - | - | - | - | - | - | - | - |
| WHITE | 30 | _% | - | - | - | - | - | - | - | - |
| MULTIRACIAL | 2 | _% | - | - | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 34 | 94% | 0 | 0% | 2 | 6% | 16 | 47% | 16 | 47% |
| FEMALE | 19 | 95% | 0 | 0% | 1 | 5% | 7 | 37% | 11 | 58% |
| MALE | 15 | 93% | 0 | 0% | 1 | 7% | 9 | 60% | 5 | 33% |
| NON-ENGLISH LANGUAGE LEARNERS | 34 | 94% | 0 | 0% | 2 | 6% | 16 | 47% | 16 | 47% |
| ECONOMICALLY DISADVANTAGED | 14 | 93% | 0 | 0% | 1 | 7% | 6 | 43% | 7 | 50% |
| NOT ECONOMICALLY DISADVANTAGED | 20 | 95% | 0 | 0% | 1 | 5% | 10 | 50% | 9 | 45% |
| NOT MIGRANT | 34 | 94% | 0 | 0% | 2 | 6% | 16 | 47% | 16 | 47% |

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 TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|--------------------------------|--------------|------------|---------|----|---------|-----|---------|-----|---------|----|
| ALL STUDENTS | 22 | 64% | 0 | 0% | 8 | 36% | 14 | 64% | 0 | 0% |
| GENERAL EDUCATION | 16 | 75% | 0 | 0% | 4 | 25% | 12 | 75% | 0 | 0% |
| STUDENTS WITH DISABILITIES | 6 | 33% | 0 | 0% | 4 | 67% | 2 | 33% | 0 | 0% |
| BLACK OR AFRICAN AMERICAN | 1 | _% | - | - | - | - | - | - | - | - |
| HISPANIC OR LATINO | 3 | _% | - | - | - | - | - | - | - | - |
| WHITE | 17 | 71% | 0 | 0% | 5 | 29% | 12 | 71% | 0 | 0% |
| MULTIRACIAL | 1 | _% | - | - | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 5 | 40% | 0 | 0% | 3 | 60% | 2 | 40% | 0 | 0% |
| FEMALE | 10 | 80% | 0 | 0% | 2 | 20% | 8 | 80% | 0 | 0% |
| MALE | 12 | 50% | 0 | 0% | 6 | 50% | 6 | 50% | 0 | 0% |
| NON-ENGLISH LANGUAGE LEARNERS | 22 | 64% | 0 | 0% | 8 | 36% | 14 | 64% | 0 | 0% |
| ECONOMICALLY DISADVANTAGED | 11 | 73% | 0 | 0% | 3 | 27% | 8 | 73% | 0 | 0% |
| NOT ECONOMICALLY DISADVANTAGED | 11 | 55% | 0 | 0% | 5 | 45% | 6 | 55% | 0 | 0% |
| NOT MIGRANT | 22 | 64% | 0 | 0% | 8 | 36% | 14 | 64% | 0 | 0% |

GRADE 8 STUDENTS TAKING A REGENTS SCIENCE TEST

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

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|--------------|--------------|------------|---------|----|---------|----|---------|-----|---------|-----|
| ALL STUDENTS | 7 | 100% | 0 | 0% | 0 | 0% | 2 | 29% | 5 | 71% |

GRADE: 4

READING

| GROUP | BELOW BASIC | BASIC | PROFICIENT | ADVANCED | PARTICIPATION RATE |
|-----------------------------|-------------|-------|------------|----------|--------------------|
| ALL STUDENTS | 32% | 32% | 27% | 9% | |
| AMERICAN INDIAN OR ALASK... | *% | *% | *% | *% | |
| ASIAN OR NATIVE HAWAIIAN... | 20% | 30% | 33% | 17% | |
| BLACK OR AFRICAN AMERICA... | 48% | 34% | 15% | 3% | |
| HISPANIC OR LATINO | 44% | 37% | 17% | 2% | |
| WHITE | 20% | 31% | 37% | 12% | |
| MULTIRACIAL | *% | *% | *% | *% | |
| STUDENTS WITH DISABILITIES | 70% | 22% | 7% | 1% | 98 |
| LIMITED ENGLISH PROFICIENT | 74% | 21% | 4% | 1% | 88 |
| ECONOMICALLY DISADVANT... | 43% | 36% | 18% | 3% | |

MATHEMATICS

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

GRADE: 8

READING

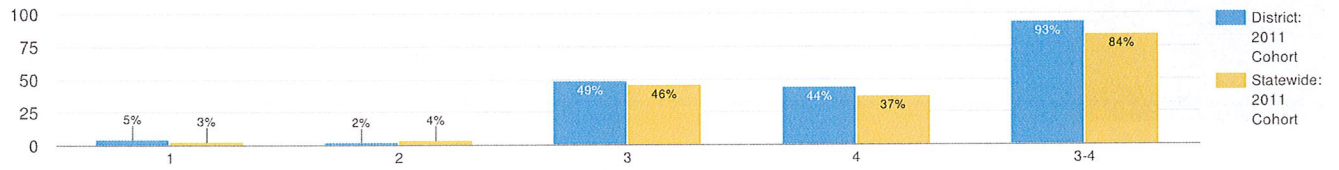
| GROUP | BELOW BASIC | BASIC | PROFICIENT | ADVANCED | PARTICIPATION RATE |
|-----------------------------|-------------|-------|------------|----------|--------------------|
| ALL STUDENTS | 27% | 40% | 29% | 4% | |
| AMERICAN INDIAN OR ALASK... | *% | *% | *% | *% | |
| ASIAN OR NATIVE HAWAIIAN... | 19% | 39% | 34% | 8% | |
| BLACK OR AFRICAN AMERICA... | 42% | 41% | 16% | 1% | |
| HISPANIC OR LATINO | 35% | 43% | 20% | 2% | |
| WHITE | 18% | 39% | 38% | 5% | |
| MULTIRACIAL | *% | *% | *% | *% | |
| STUDENTS WITH DISABILITIES | 59% | 33% | 8% | *% | 98 |
| LIMITED ENGLISH PROFICIENT | 78% | 19% | 3% | *% | 89 |
| ECONOMICALLY DISADVANT... | 36% | 42% | 21% | 1% | |

MATHEMATICS

| GROUP | BELOW BASIC | BASIC | PROFICIENT | ADVANCED | PARTICIPATION RATE |
|-----------------------------|-------------|-------|------------|----------|--------------------|
| ALL STUDENTS | 31% | 38% | 24% | 7% | |
| AMERICAN INDIAN OR ALASK... | *% | *% | *% | *% | |

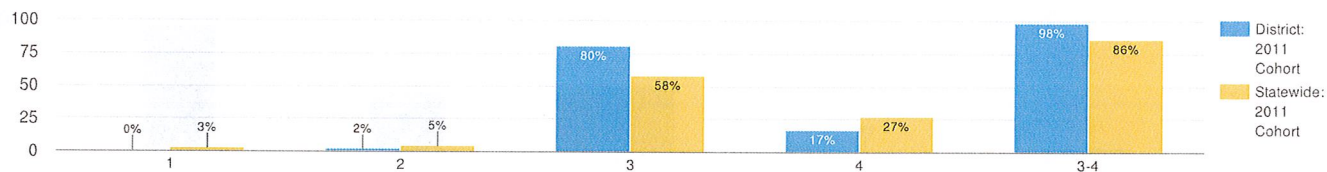
| | | | | | |
|-----------------------------|-----|-----|-----|-----|----|
| ASIAN OR NATIVE HAWAIIAN... | 18% | 30% | 33% | 19% | |
| BLACK OR AFRICAN AMERICA... | 48% | 37% | 13% | 2% | |
| HISPANIC OR LATINO | 41% | 40% | 16% | 3% | |
| WHITE | 20% | 40% | 31% | 9% | |
| MULTIRACIAL | *% | *% | *% | *% | |
| STUDENTS WITH DISABILITIES | 64% | 27% | 8% | 1% | 99 |
| LIMITED ENGLISH PROFICIENT | 72% | 21% | 6% | 1% | 94 |
| ECONOMICALLY DISADVANT... | 40% | 39% | 17% | 4% | |

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



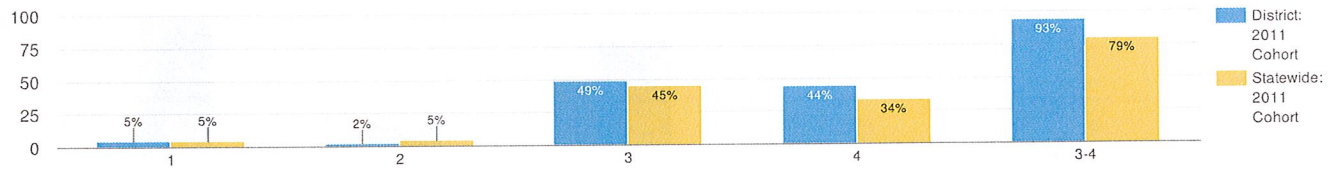
| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|--------------------------------|--------------|------------|---------|----|---------|----|---------|-----|---------|-----|
| ALL STUDENTS | 41 | 93% | 2 | 5% | 1 | 2% | 20 | 49% | 18 | 44% |
| GENERAL EDUCATION | 39 | _% | - | - | - | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 2 | _% | - | - | - | - | - | - | - | - |
| HISPANIC OR LATINO | 4 | _% | - | - | - | - | - | - | - | - |
| WHITE | 37 | _% | - | - | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 41 | 93% | 2 | 5% | 1 | 2% | 20 | 49% | 18 | 44% |
| FEMALE | 22 | 91% | 2 | 9% | 0 | 0% | 8 | 36% | 12 | 55% |
| MALE | 19 | 95% | 0 | 0% | 1 | 5% | 12 | 63% | 6 | 32% |
| NON-ENGLISH LANGUAGE LEARNERS | 40 | _% | - | - | - | - | - | - | - | - |
| ENGLISH LANGUAGE LEARNERS | 1 | _% | - | - | - | - | - | - | - | - |
| ECONOMICALLY DISADVANTAGED | 24 | 92% | 2 | 8% | 0 | 0% | 12 | 50% | 10 | 42% |
| NOT ECONOMICALLY DISADVANTAGED | 17 | 94% | 0 | 0% | 1 | 6% | 8 | 47% | 8 | 47% |
| MIGRANT | 1 | _% | - | - | - | - | - | - | - | - |
| NOT MIGRANT | 40 | _% | - | - | - | - | - | - | - | - |

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



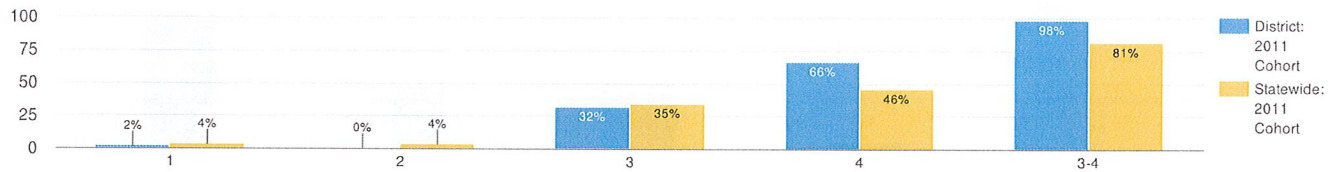
| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|--------------------------------|--------------|------------|---------|----|---------|----|---------|-----|---------|-----|
| ALL STUDENTS | 41 | 98% | 0 | 0% | 1 | 2% | 33 | 80% | 7 | 17% |
| GENERAL EDUCATION | 39 | _% | - | - | - | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 2 | _% | - | - | - | - | - | - | - | - |
| HISPANIC OR LATINO | 4 | _% | - | - | - | - | - | - | - | - |
| WHITE | 37 | _% | - | - | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 41 | 98% | 0 | 0% | 1 | 2% | 33 | 80% | 7 | 17% |
| FEMALE | 22 | 100% | 0 | 0% | 0 | 0% | 18 | 82% | 4 | 18% |
| MALE | 19 | 95% | 0 | 0% | 1 | 5% | 15 | 79% | 3 | 16% |
| NON-ENGLISH LANGUAGE LEARNERS | 40 | _% | - | - | - | - | - | - | - | - |
| ENGLISH LANGUAGE LEARNERS | 1 | _% | - | - | - | - | - | - | - | - |
| ECONOMICALLY DISADVANTAGED | 24 | 100% | 0 | 0% | 0 | 0% | 20 | 83% | 4 | 17% |
| NOT ECONOMICALLY DISADVANTAGED | 17 | 94% | 0 | 0% | 1 | 6% | 13 | 76% | 3 | 18% |
| MIGRANT | 1 | _% | - | - | - | - | - | - | - | - |
| NOT MIGRANT | 40 | _% | - | - | - | - | - | - | - | - |

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



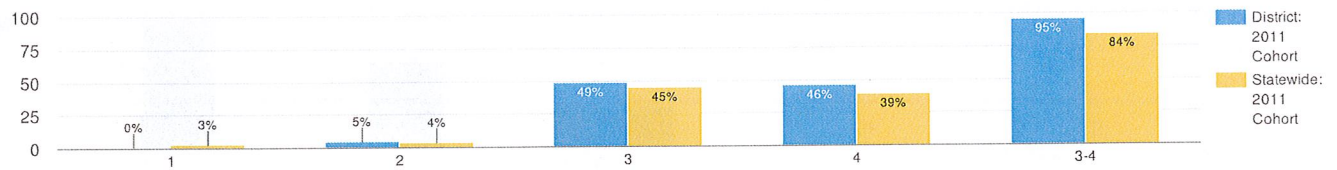
| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|--------------------------------|--------------|------------|---------|----|---------|----|---------|-----|---------|-----|
| ALL STUDENTS | 41 | 93% | 2 | 5% | 1 | 2% | 20 | 49% | 18 | 44% |
| GENERAL EDUCATION | 39 | _% | - | - | - | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 2 | _% | - | - | - | - | - | - | - | - |
| HISPANIC OR LATINO | 4 | _% | - | - | - | - | - | - | - | - |
| WHITE | 37 | _% | - | - | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 41 | 93% | 2 | 5% | 1 | 2% | 20 | 49% | 18 | 44% |
| FEMALE | 22 | 91% | 2 | 9% | 0 | 0% | 11 | 50% | 9 | 41% |
| MALE | 19 | 95% | 0 | 0% | 1 | 5% | 9 | 47% | 9 | 47% |
| NON-ENGLISH LANGUAGE LEARNERS | 40 | _% | - | - | - | - | - | - | - | - |
| ENGLISH LANGUAGE LEARNERS | 1 | _% | - | - | - | - | - | - | - | - |
| ECONOMICALLY DISADVANTAGED | 24 | 92% | 2 | 8% | 0 | 0% | 12 | 50% | 10 | 42% |
| NOT ECONOMICALLY DISADVANTAGED | 17 | 94% | 0 | 0% | 1 | 6% | 8 | 47% | 8 | 47% |
| MIGRANT | 1 | _% | - | - | - | - | - | - | - | - |
| NOT MIGRANT | 40 | _% | - | - | - | - | - | - | - | - |

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



| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|--------------------------------|--------------|------------|---------|----|---------|----|---------|-----|---------|-----|
| ALL STUDENTS | 41 | 98% | 1 | 2% | 0 | 0% | 13 | 32% | 27 | 66% |
| GENERAL EDUCATION | 39 | _% | - | - | - | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 2 | _% | - | - | - | - | - | - | - | - |
| HISPANIC OR LATINO | 4 | _% | - | - | - | - | - | - | - | - |
| WHITE | 37 | _% | - | - | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 41 | 98% | 1 | 2% | 0 | 0% | 13 | 32% | 27 | 66% |
| FEMALE | 22 | 95% | 1 | 5% | 0 | 0% | 8 | 36% | 13 | 59% |
| MALE | 19 | 100% | 0 | 0% | 0 | 0% | 5 | 26% | 14 | 74% |
| NON-ENGLISH LANGUAGE LEARNERS | 40 | _% | - | - | - | - | - | - | - | - |
| ENGLISH LANGUAGE LEARNERS | 1 | _% | - | - | - | - | - | - | - | - |
| ECONOMICALLY DISADVANTAGED | 24 | 96% | 1 | 4% | 0 | 0% | 10 | 42% | 13 | 54% |
| NOT ECONOMICALLY DISADVANTAGED | 17 | 100% | 0 | 0% | 0 | 0% | 3 | 18% | 14 | 82% |
| MIGRANT | 1 | _% | - | - | - | - | - | - | - | - |
| NOT MIGRANT | 40 | _% | - | - | - | - | - | - | - | - |

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



| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | |
|--------------------------------|--------------|------------|---------|----|---------|----|---------|-----|---------|-----|
| ALL STUDENTS | 41 | 95% | 0 | 0% | 2 | 5% | 20 | 49% | 19 | 46% |
| GENERAL EDUCATION | 39 | _% | - | - | - | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 2 | _% | - | - | - | - | - | - | - | - |
| HISPANIC OR LATINO | 4 | _% | - | - | - | - | - | - | - | - |
| WHITE | 37 | _% | - | - | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 41 | 95% | 0 | 0% | 2 | 5% | 20 | 49% | 19 | 46% |
| FEMALE | 22 | 91% | 0 | 0% | 2 | 9% | 9 | 41% | 11 | 50% |
| MALE | 19 | 100% | 0 | 0% | 0 | 0% | 11 | 58% | 8 | 42% |
| NON-ENGLISH LANGUAGE LEARNERS | 40 | _% | - | - | - | - | - | - | - | - |
| ENGLISH LANGUAGE LEARNERS | 1 | _% | - | - | - | - | - | - | - | - |
| ECONOMICALLY DISADVANTAGED | 24 | 92% | 0 | 0% | 2 | 8% | 12 | 50% | 10 | 42% |
| NOT ECONOMICALLY DISADVANTAGED | 17 | 100% | 0 | 0% | 0 | 0% | 8 | 47% | 9 | 53% |
| MIGRANT | 1 | _% | - | - | - | - | - | - | - | - |
| NOT MIGRANT | 40 | _% | - | - | - | - | - | - | - | - |

COMPREHENSIVE ENGLISH

REGENTS COMPREHENSIVE ENGLISH

| GROUP | TOTAL TESTED | | | 55 | | 65 | | 85 | |
|--------------------------------|--------------|----|------|----|-----|----|-----|----|--|
| ALL STUDENTS | 60 | 57 | 95% | 53 | 88% | 20 | 33% | | |
| GENERAL EDUCATION | 51 | 49 | 96% | 47 | 92% | 19 | 37% | | |
| STUDENTS WITH DISABILITIES | 9 | 8 | 89% | 6 | 67% | 1 | 11% | | |
| HISPANIC OR LATINO | 2 | - | - | - | - | - | - | | |
| WHITE | 56 | - | - | - | - | - | - | | |
| MULTIRACIAL | 2 | - | - | - | - | - | - | | |
| SMALL GROUP TOTAL | 60 | 57 | 95% | 53 | 88% | 20 | 33% | | |
| FEMALE | 26 | 24 | 92% | 23 | 88% | 12 | 46% | | |
| MALE | 34 | 33 | 97% | 30 | 88% | 8 | 24% | | |
| NON-ENGLISH LANGUAGE LEARNERS | 59 | - | - | - | - | - | - | | |
| ENGLISH LANGUAGE LEARNERS | 1 | - | - | - | - | - | - | | |
| ECONOMICALLY DISADVANTAGED | 32 | 29 | 91% | 28 | 88% | 12 | 38% | | |
| NOT ECONOMICALLY DISADVANTAGED | 28 | 28 | 100% | 25 | 89% | 8 | 29% | | |
| MIGRANT | 1 | - | - | - | - | - | - | | |
| NOT MIGRANT | 59 | - | - | - | - | - | - | | |

ENGLISH LANGUAGE ARTS (COMMON CORE)

ENGLISH LANGUAGE ARTS (COMMON CORE)

| GROUP | TOTAL TESTED | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
|-------------------------------|--------------|---------|---------|---------|---------|---------|
| ALL STUDENTS | 1 | - | - | - | - | - |
| GENERAL EDUCATION | 1 | - | - | - | - | - |
| WHITE | 1 | - | - | - | - | - |
| SMALL GROUP TOTAL | 1 | - | - | - | - | - |
| MALE | 1 | - | - | - | - | - |
| NON-ENGLISH LANGUAGE LEARNERS | 1 | - | - | - | - | - |
| ECONOMICALLY DISADVANTAGED | 1 | - | - | - | - | - |
| NOT MIGRANT | 1 | - | - | - | - | - |

INTEGRATED ALGEBRA

REGENTS INTEGRATED ALGEBRA

| GROUP | TOTAL TESTED | | | 55 | | 65 | | 85 | |
|--------------------------------|--------------|----|------|----|-----|----|-----|----|--|
| ALL STUDENTS | 13 | 11 | 85% | 8 | 62% | 1 | 8% | | |
| GENERAL EDUCATION | 10 | - | - | - | - | - | - | | |
| STUDENTS WITH DISABILITIES | 3 | - | - | - | - | - | - | | |
| HISPANIC OR LATINO | 2 | - | - | - | - | - | - | | |
| WHITE | 11 | - | - | - | - | - | - | | |
| SMALL GROUP TOTAL | 13 | 11 | 85% | 8 | 62% | 1 | 8% | | |
| FEMALE | 7 | 6 | 86% | 5 | 71% | 1 | 14% | | |
| MALE | 6 | 5 | 83% | 3 | 50% | 0 | 0% | | |
| NON-ENGLISH LANGUAGE LEARNERS | 12 | - | - | - | - | - | - | | |
| ENGLISH LANGUAGE LEARNERS | 1 | - | - | - | - | - | - | | |
| ECONOMICALLY DISADVANTAGED | 8 | 8 | 100% | 6 | 75% | 0 | 0% | | |
| NOT ECONOMICALLY DISADVANTAGED | 5 | 3 | 60% | 2 | 40% | 1 | 20% | | |
| MIGRANT | 1 | - | - | - | - | - | - | | |
| NOT MIGRANT | 12 | - | - | - | - | - | - | | |

GEOMETRY

REGENTS GEOMETRY

| GROUP | TOTAL TESTED | 55 | | 65 | | 85 | |
|--------------------------------|--------------|----|------|----|-----|----|-----|
| ALL STUDENTS | 18 | 17 | 94% | 16 | 89% | 3 | 17% |
| GENERAL EDUCATION | 17 | - | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 1 | - | - | - | - | - | - |
| HISPANIC OR LATINO | 1 | - | - | - | - | - | - |
| WHITE | 17 | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 18 | 17 | 94% | 16 | 89% | 3 | 17% |
| FEMALE | 7 | 6 | 86% | 6 | 86% | 0 | 0% |
| MALE | 11 | 11 | 100% | 10 | 91% | 3 | 27% |
| NON-ENGLISH LANGUAGE LEARNERS | 18 | 17 | 94% | 16 | 89% | 3 | 17% |
| ECONOMICALLY DISADVANTAGED | 3 | - | - | - | - | - | - |
| NOT ECONOMICALLY DISADVANTAGED | 15 | - | - | - | - | - | - |
| NOT MIGRANT | 18 | 17 | 94% | 16 | 89% | 3 | 17% |

ALGEBRA 2/TRIGONOMETRY

REGENTS ALGEBRA 2/TRIGONOMETRY

| GROUP | TOTAL TESTED | | 55 | | 65 | | 85 | |
|--------------------------------|--------------|----|-----|----|-----|---|-----|--|
| ALL STUDENTS | 20 | 15 | 75% | 12 | 60% | 2 | 10% | |
| GENERAL EDUCATION | 20 | 15 | 75% | 12 | 60% | 2 | 10% | |
| WHITE | 19 | - | - | - | - | - | - | |
| MULTIRACIAL | 1 | - | - | - | - | - | - | |
| SMALL GROUP TOTAL | 20 | 15 | 75% | 12 | 60% | 2 | 10% | |
| FEMALE | 11 | 10 | 91% | 9 | 82% | 2 | 18% | |
| MALE | 9 | 5 | 56% | 3 | 33% | 0 | 0% | |
| NON-ENGLISH LANGUAGE LEARNERS | 20 | 15 | 75% | 12 | 60% | 2 | 10% | |
| ECONOMICALLY DISADVANTAGED | 9 | 6 | 67% | 5 | 56% | 1 | 11% | |
| NOT ECONOMICALLY DISADVANTAGED | 11 | 9 | 82% | 7 | 64% | 1 | 9% | |
| NOT MIGRANT | 20 | 15 | 75% | 12 | 60% | 2 | 10% | |

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

| GROUP | TOTAL TESTED | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | | LEVEL 5 | |
|--------------------------------|--------------|---------|----|---------|----|---------|-----|---------|-----|---------|-----|
| ALL STUDENTS | 41 | 2 | 5% | 1 | 2% | 25 | 61% | 8 | 20% | 5 | 12% |
| GENERAL EDUCATION | 39 | - | - | - | - | - | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 2 | - | - | - | - | - | - | - | - | - | - |
| HISPANIC OR LATINO | 3 | - | - | - | - | - | - | - | - | - | - |
| WHITE | 38 | - | - | - | - | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 41 | 2 | 5% | 1 | 2% | 25 | 61% | 8 | 20% | 5 | 12% |
| FEMALE | 25 | 1 | 4% | 0 | 0% | 17 | 68% | 4 | 16% | 3 | 12% |
| MALE | 16 | 1 | 6% | 1 | 6% | 8 | 50% | 4 | 25% | 2 | 13% |
| NON-ENGLISH LANGUAGE LEARNERS | 41 | 2 | 5% | 1 | 2% | 25 | 61% | 8 | 20% | 5 | 12% |
| ECONOMICALLY DISADVANTAGED | 20 | 1 | 5% | 1 | 5% | 14 | 70% | 3 | 15% | 1 | 5% |
| NOT ECONOMICALLY DISADVANTAGED | 21 | 1 | 5% | 0 | 0% | 11 | 52% | 5 | 24% | 4 | 19% |
| NOT MIGRANT | 41 | 2 | 5% | 1 | 2% | 25 | 61% | 8 | 20% | 5 | 12% |

GEOMETRY (COMMON CORE)

GEOMETRY (COMMON CORE)

| GROUP | TOTAL TESTED | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | | LEVEL 5 | |
|--------------------------------|--------------|---------|----|---------|-----|---------|-----|---------|-----|---------|----|
| ALL STUDENTS | 17 | 1 | 6% | 3 | 18% | 9 | 53% | 3 | 18% | 1 | 6% |
| GENERAL EDUCATION | 16 | - | - | - | - | - | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 1 | - | - | - | - | - | - | - | - | - | - |
| HISPANIC OR LATINO | 1 | - | - | - | - | - | - | - | - | - | - |
| WHITE | 16 | - | - | - | - | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 17 | 1 | 6% | 3 | 18% | 9 | 53% | 3 | 18% | 1 | 6% |
| FEMALE | 6 | 0 | 0% | 2 | 33% | 4 | 67% | 0 | 0% | 0 | 0% |
| MALE | 11 | 1 | 9% | 1 | 9% | 5 | 45% | 3 | 27% | 1 | 9% |
| NON-ENGLISH LANGUAGE LEARNERS | 17 | 1 | 6% | 3 | 18% | 9 | 53% | 3 | 18% | 1 | 6% |
| ECONOMICALLY DISADVANTAGED | 3 | - | - | - | - | - | - | - | - | - | - |
| NOT ECONOMICALLY DISADVANTAGED | 14 | - | - | - | - | - | - | - | - | - | - |
| NOT MIGRANT | 17 | 1 | 6% | 3 | 18% | 9 | 53% | 3 | 18% | 1 | 6% |

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

| GROUP | TOTAL TESTED | 55 | | 65 | | 85 | |
|--------------------------------|--------------|----|-----|----|-----|----|-----|
| ALL STUDENTS | 57 | 49 | 86% | 39 | 68% | 14 | 25% |
| GENERAL EDUCATION | 53 | - | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 4 | - | - | - | - | - | - |
| HISPANIC OR LATINO | 4 | - | - | - | - | - | - |
| WHITE | 51 | 45 | 88% | 37 | 73% | 14 | 27% |
| MULTIRACIAL | 2 | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 6 | 4 | 67% | 2 | 33% | 0 | 0% |
| FEMALE | 28 | 22 | 79% | 16 | 57% | 6 | 21% |
| MALE | 29 | 27 | 93% | 23 | 79% | 8 | 28% |
| NON-ENGLISH LANGUAGE LEARNERS | 56 | - | - | - | - | - | - |
| ENGLISH LANGUAGE LEARNERS | 1 | - | - | - | - | - | - |
| ECONOMICALLY DISADVANTAGED | 26 | 21 | 81% | 15 | 58% | 4 | 15% |
| NOT ECONOMICALLY DISADVANTAGED | 31 | 28 | 90% | 24 | 77% | 10 | 32% |
| MIGRANT | 1 | - | - | - | - | - | - |
| NOT MIGRANT | 56 | - | - | - | - | - | - |

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

| GROUP | TOTAL TESTED | | | 55 | | 65 | | 85 | |
|--------------------------------|--------------|----|------|----|------|----|-----|----|--|
| ALL STUDENTS | 56 | 55 | 98% | 52 | 93% | 27 | 48% | | |
| GENERAL EDUCATION | 48 | 48 | 100% | 45 | 94% | 25 | 52% | | |
| STUDENTS WITH DISABILITIES | 8 | 7 | 88% | 7 | 88% | 2 | 25% | | |
| HISPANIC OR LATINO | 2 | - | - | - | - | - | - | | |
| WHITE | 52 | - | - | - | - | - | - | | |
| MULTIRACIAL | 2 | - | - | - | - | - | - | | |
| SMALL GROUP TOTAL | 56 | 55 | 98% | 52 | 93% | 27 | 48% | | |
| FEMALE | 26 | 25 | 96% | 24 | 92% | 11 | 42% | | |
| MALE | 30 | 30 | 100% | 28 | 93% | 16 | 53% | | |
| NON-ENGLISH LANGUAGE LEARNERS | 55 | - | - | - | - | - | - | | |
| ENGLISH LANGUAGE LEARNERS | 1 | - | - | - | - | - | - | | |
| ECONOMICALLY DISADVANTAGED | 31 | 30 | 97% | 27 | 87% | 13 | 42% | | |
| NOT ECONOMICALLY DISADVANTAGED | 25 | 25 | 100% | 25 | 100% | 14 | 56% | | |
| MIGRANT | 1 | - | - | - | - | - | - | | |
| NOT MIGRANT | 55 | - | - | - | - | - | - | | |

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

| GROUP | TOTAL TESTED | | 55 | 65 | | 85 | |
|--------------------------------|--------------|----|------|----|------|----|-----|
| ALL STUDENTS | 46 | 43 | 93% | 39 | 85% | 15 | 33% |
| GENERAL EDUCATION | 44 | - | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 2 | - | - | - | - | - | - |
| HISPANIC OR LATINO | 3 | - | - | - | - | - | - |
| WHITE | 42 | - | - | - | - | - | - |
| MULTIRACIAL | 1 | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 46 | 43 | 93% | 39 | 85% | 15 | 33% |
| FEMALE | 28 | 28 | 100% | 24 | 86% | 10 | 36% |
| MALE | 18 | 15 | 83% | 15 | 83% | 5 | 28% |
| NON-ENGLISH LANGUAGE LEARNERS | 45 | - | - | - | - | - | - |
| ENGLISH LANGUAGE LEARNERS | 1 | - | - | - | - | - | - |
| ECONOMICALLY DISADVANTAGED | 24 | 21 | 88% | 17 | 71% | 4 | 17% |
| NOT ECONOMICALLY DISADVANTAGED | 22 | 22 | 100% | 22 | 100% | 11 | 50% |
| MIGRANT | 1 | - | - | - | - | - | - |
| NOT MIGRANT | 45 | - | - | - | - | - | - |

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

| GROUP | TOTAL TESTED | 55 | 65 | 85 | | | |
|--------------------------------|--------------|----|------|----|-----|----|-----|
| ALL STUDENTS | 31 | 29 | 94% | 25 | 81% | 12 | 39% |
| GENERAL EDUCATION | 30 | - | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 1 | - | - | - | - | - | - |
| HISPANIC OR LATINO | 3 | - | - | - | - | - | - |
| WHITE | 28 | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 31 | 29 | 94% | 25 | 81% | 12 | 39% |
| FEMALE | 19 | 19 | 100% | 16 | 84% | 8 | 42% |
| MALE | 12 | 10 | 83% | 9 | 75% | 4 | 33% |
| NON-ENGLISH LANGUAGE LEARNERS | 31 | 29 | 94% | 25 | 81% | 12 | 39% |
| ECONOMICALLY DISADVANTAGED | 16 | 15 | 94% | 12 | 75% | 4 | 25% |
| NOT ECONOMICALLY DISADVANTAGED | 15 | 14 | 93% | 13 | 87% | 8 | 53% |
| NOT MIGRANT | 31 | 29 | 94% | 25 | 81% | 12 | 39% |

PHYSICAL SETTING/CHEMISTRY

REGENTS PHYSICAL SETTING/CHEMISTRY

| GROUP | TOTAL TESTED | | | 55 | | 65 | | 85 | |
|--------------------------------|--------------|----|------|----|-----|----|-----|----|--|
| ALL STUDENTS | 22 | 22 | 100% | 15 | 68% | 3 | 14% | | |
| GENERAL EDUCATION | 21 | - | - | - | - | - | - | | |
| STUDENTS WITH DISABILITIES | 1 | - | - | - | - | - | - | | |
| WHITE | 21 | - | - | - | - | - | - | | |
| MULTIRACIAL | 1 | - | - | - | - | - | - | | |
| SMALL GROUP TOTAL | 22 | 22 | 100% | 15 | 68% | 3 | 14% | | |
| FEMALE | 7 | 7 | 100% | 2 | 29% | 0 | 0% | | |
| MALE | 15 | 15 | 100% | 13 | 87% | 3 | 20% | | |
| NON-ENGLISH LANGUAGE LEARNERS | 22 | 22 | 100% | 15 | 68% | 3 | 14% | | |
| ECONOMICALLY DISADVANTAGED | 5 | 5 | 100% | 2 | 40% | 0 | 0% | | |
| NOT ECONOMICALLY DISADVANTAGED | 17 | 17 | 100% | 13 | 76% | 3 | 18% | | |
| NOT MIGRANT | 22 | 22 | 100% | 15 | 68% | 3 | 14% | | |

PHYSICAL SETTING/PHYSICS

REGENTS PHYSICAL SETTING/PHYSICS

| GROUP | TOTAL TESTED | | 55 | 65 | | 85 | |
|--------------------------------|--------------|----|------|----|-----|----|-----|
| ALL STUDENTS | 12 | 12 | 100% | 11 | 92% | 5 | 42% |
| GENERAL EDUCATION | 12 | 12 | 100% | 11 | 92% | 5 | 42% |
| WHITE | 12 | 12 | 100% | 11 | 92% | 5 | 42% |
| FEMALE | 8 | - | - | - | - | - | - |
| MALE | 4 | - | - | - | - | - | - |
| NON-ENGLISH LANGUAGE LEARNERS | 12 | 12 | 100% | 11 | 92% | 5 | 42% |
| ECONOMICALLY DISADVANTAGED | 4 | - | - | - | - | - | - |
| NOT ECONOMICALLY DISADVANTAGED | 8 | - | - | - | - | - | - |
| NOT MIGRANT | 12 | 12 | 100% | 11 | 92% | 5 | 42% |

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

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 |
|-----------------|--------------|------------|---------|---------|---------|---------|
| GRADE 4 ELA | 2 | _% | - | - | - | - |
| GRADE 4 MATH | 2 | _% | - | - | - | - |
| GRADE 4 SCIENCE | 2 | _% | - | - | - | - |

GRADE 1

| GROUP | TOTAL TESTED | ENTERING | EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
|-------------------|--------------|----------|----------|---------------|-----------|------------|
| ALL STUDENTS | 1 | - | - | - | - | - |
| GENERAL EDUCATION | 1 | - | - | - | - | - |

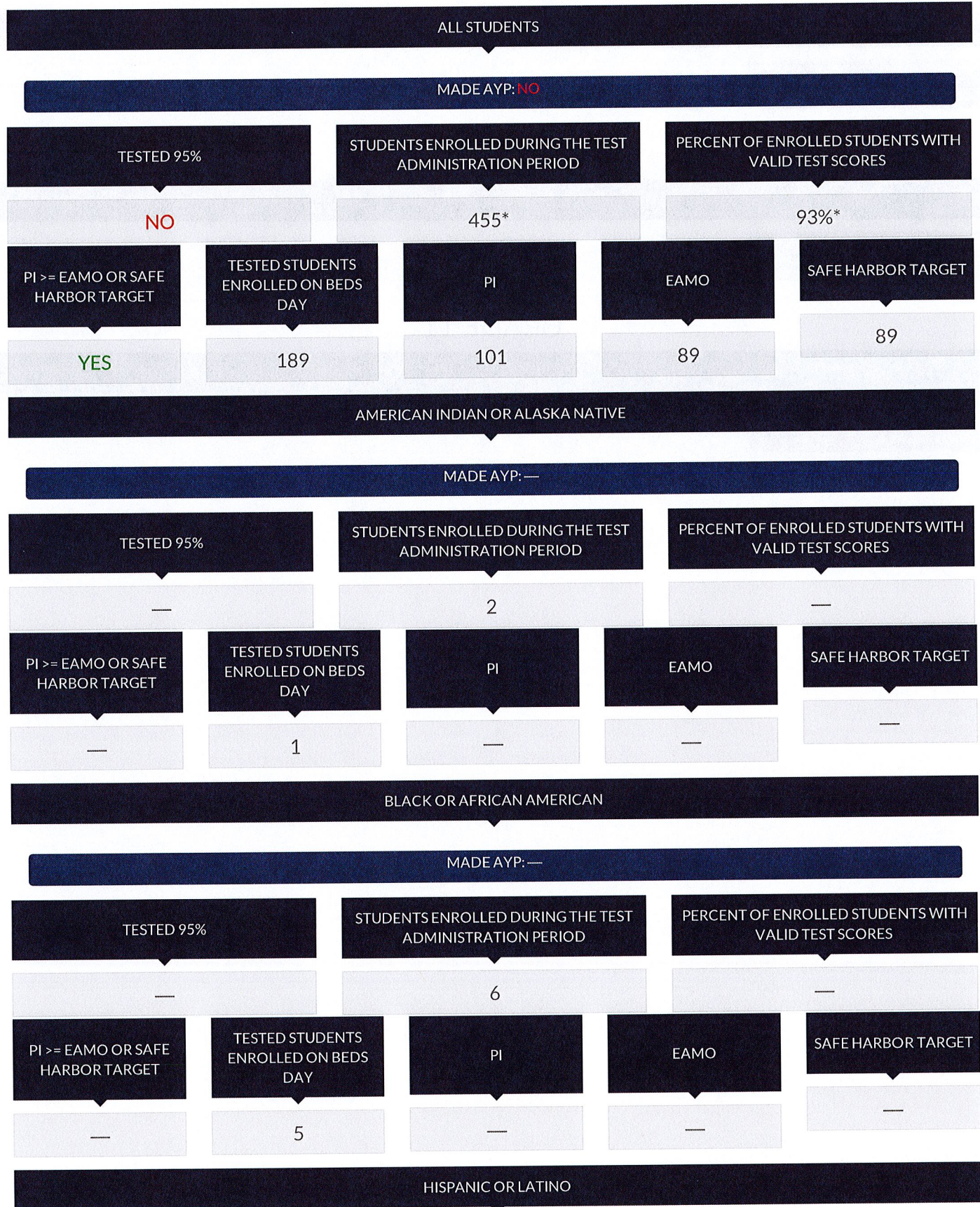
GRADE 5

| GROUP | TOTAL TESTED | ENTERING | EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
|----------------------------|--------------|----------|----------|---------------|-----------|------------|
| ALL STUDENTS | 1 | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 1 | - | - | - | - | - |

GRADE 11

| GROUP | TOTAL TESTED | ENTERING | EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
|-------------------|--------------|----------|----------|---------------|-----------|------------|
| ALL STUDENTS | 1 | - | - | - | - | - |
| GENERAL EDUCATION | 1 | - | - | - | - | - |

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**



| 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 |
| — | 17 | — | — | — |
| 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 | |
| — | 1 | | — | |
| PI >= EAMO OR SAFE HARBOR TARGET | TESTED STUDENTS ENROLLED ON BEDS DAY | PI | EAMO | SAFE HARBOR TARGET |
| — | 1 | — | — | — |
| WHITE | | | | |
| MADE AYP: NO | | | | |
| TESTED 95% | STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | |
| NO | 388* | | 94%* | |
| PI >= EAMO OR SAFE HARBOR TARGET | TESTED STUDENTS ENROLLED ON BEDS DAY | PI | EAMO | SAFE HARBOR TARGET |
| YES | 160 | 106 | 106 | 106 |
| MULTIRACIAL | | | | |
| MADE AYP: — | | | | |
| TESTED 95% | STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | |
| — | 11 | | — | |

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

STUDENTS WITH DISABILITIES

| |
|-------------|
| MADE AYP: — |
|-------------|

| TESTED 95% | STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES |
|------------|---|---|
| — | 31 | — |

| PI >= EAMO OR SAFE HARBOR TARGET | TESTED STUDENTS ENROLLED ON BEDS DAY | PI | EAMO | SAFE HARBOR TARGET |
|----------------------------------|--------------------------------------|----|------|--------------------|
| — | 27 | — | — | — |

LIMITED ENGLISH PROFICIENT

| |
|-------------|
| 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 | — | — | — |

ECONOMICALLY DISADVANTAGED

| |
|---------------------|
| MADE AYP: NO |
|---------------------|

| TESTED 95% | STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES |
|------------|---|---|
| NO | 227* | 93%* |

| PI >= EAMO OR SAFE HARBOR TARGET | TESTED STUDENTS ENROLLED ON BEDS DAY | PI | EAMO | SAFE HARBOR TARGET |
|----------------------------------|--------------------------------------|----|------|--------------------|
| NO | 88 | 72 | 73 | 73 |

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 |
|---|---|--------------------------------------|-----|
| 451* | 94%* | 188 | 101 |

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 |
|---|---|--------------------------------------|-----|
| 443* | 93%* | 184 | 101 |

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 |
|---|---|--------------------------------------|-----|
| 424* | 93%* | 172 | 104 |

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 |
|---|---|--------------------------------------|-----|
| 453* | 93%* | 188 | 101 |

NOT WHITE

| STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | TESTED STUDENTS ENROLLED ON BEDS DAY | PI |
|---|---|--------------------------------------|----|
| 37 | — | 29 | — |

NOT MULTIRACIAL

| STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | TESTED STUDENTS ENROLLED ON BEDS DAY | PI |
|---|---|--------------------------------------|-----|
| 437* | 94%* | 184 | 101 |

| GENERAL EDUCATION | | | |
|---|---|--------------------------------------|-----|
| STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | TESTED STUDENTS ENROLLED ON BEDS DAY | PI |
| 394* | 94%* | 162 | 109 |
| ENGLISH PROFICIENT | | | |
| STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | TESTED STUDENTS ENROLLED ON BEDS DAY | PI |
| 454* | 93%* | 188 | 101 |
| 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 |
| 228* | 93%* | 101 | 126 |
| MALE | | | |
| STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | TESTED STUDENTS ENROLLED ON BEDS DAY | PI |
| 227* | 91%* | 94 | 95 |
| FEMALE | | | |
| STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | TESTED STUDENTS ENROLLED ON BEDS DAY | PI |
| 228* | 96%* | 95 | 106 |
| MIGRANT | | | |
| STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | TESTED STUDENTS ENROLLED ON BEDS DAY | PI |
| 1 | — | 1 | — |
| NOT MIGRANT | | | |
| STUDENTS ENROLLED DURING | PERCENT OF ENROLLED | TESTED STUDENTS ENROLLED | PI |

| THE TEST ADMINISTRATION PERIOD | STUDENTS WITH VALID TEST SCORES | ON BEDS DAY | |
|--------------------------------|---------------------------------|-------------|-----|
| 454* | 93%* | 188 | 101 |

— 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.

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

| ALL STUDENTS | | | | |
|----------------------------------|---|---|------|--------------------|
| MADE AYP: NO | | | | |
| TESTED 95% | STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | | |
| NO | 456* | 84%* | | |
| PI >= EAMO OR SAFE HARBOR TARGET | TESTED STUDENTS ENROLLED ON BEDS DAY | PI | EAMO | SAFE HARBOR TARGET |
| YES | 153 | 120 | 86 | 86 |

| AMERICAN INDIAN OR ALASKA NATIVE | | | | |
|----------------------------------|---|---|------|--------------------|
| 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 |
| — | 1 | — | — | — |

| BLACK OR AFRICAN AMERICAN | | | | |
|---------------------------|---|---|--|--|
| MADE AYP: — | | | | |
| TESTED 95% | STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | | |
| — | 6 | — | | |

| | | | | |
|---|---|---|------|--------------------|
| PI >= EAMO OR SAFE HARBOR TARGET | TESTED STUDENTS ENROLLED ON BEDS DAY | PI | EAMO | SAFE HARBOR TARGET |
| — | 5 | — | — | — |
| HISPANIC OR LATINO | | | | |
| 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 |
| — | 14 | — | — | — |
| 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 | | |
| — | 1 | — | | |
| PI >= EAMO OR SAFE HARBOR TARGET | TESTED STUDENTS ENROLLED ON BEDS DAY | PI | EAMO | SAFE HARBOR TARGET |
| — | 0 | — | — | — |
| WHITE | | | | |
| MADE AYP: NO | | | | |
| TESTED 95% | STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | | |
| NO | 388* | 84%* | | |
| PI >= EAMO OR SAFE HARBOR TARGET | TESTED STUDENTS ENROLLED ON BEDS DAY | PI | EAMO | SAFE HARBOR TARGET |
| YES | 129 | 128 | 101 | 101 |

MULTIRACIAL

MADE AYP: —

TESTED 95%

STUDENTS ENROLLED DURING THE TEST
ADMINISTRATION PERIOD

PERCENT OF ENROLLED STUDENTS WITH
VALID TEST SCORES

—

11

—

PI >= EAMO OR SAFE
HARBOR TARGET

TESTED STUDENTS
ENROLLED ON BEDS
DAY

PI

EAMO

SAFE HARBOR TARGET

—

4

—

—

—

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%

STUDENTS ENROLLED DURING THE TEST
ADMINISTRATION PERIOD

PERCENT OF ENROLLED STUDENTS WITH
VALID TEST SCORES

—

31

—

PI >= EAMO OR SAFE
HARBOR TARGET

TESTED STUDENTS
ENROLLED ON BEDS
DAY

PI

EAMO

SAFE HARBOR TARGET

—

20

—

—

—

LIMITED ENGLISH PROFICIENT

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

—

—

—

ECONOMICALLY DISADVANTAGED

MADE AYP: NO

TESTED 95%

STUDENTS ENROLLED DURING THE TEST
ADMINISTRATION PERIOD

PERCENT OF ENROLLED STUDENTS WITH
VALID TEST SCORES

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 |
|---|---|--------------------------------------|-----|
| 452* | 84%* | 152 | 120 |

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 |
|---|---|--------------------------------------|-----|
| 444* | 84%* | 148 | 121 |

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 |
|---|---|--------------------------------------|-----|
| 424* | 83%* | 139 | 125 |

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 |
|---|---|--------------------------------------|-----|
| 454* | 84%* | 153 | 120 |

NOT WHITE

| STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | TESTED STUDENTS ENROLLED ON BEDS DAY | PI |
|---|---|--------------------------------------|----|
| 37 | — | 24 | — |

NOT MULTIRACIAL

| STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | TESTED STUDENTS ENROLLED ON BEDS DAY | PI |
|---|---|--------------------------------------|-----|
| 438* | 84%* | 149 | 120 |

| GENERAL EDUCATION | | | |
|---|---|--------------------------------------|-----|
| STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | TESTED STUDENTS ENROLLED ON BEDS DAY | PI |
| 394* | 85%* | 133 | 130 |
| ENGLISH PROFICIENT | | | |
| STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | TESTED STUDENTS ENROLLED ON BEDS DAY | PI |
| 454* | 84%* | 152 | 120 |
| 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 |
| 228* | 86%* | 86 | 136 |
| MALE | | | |
| STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | TESTED STUDENTS ENROLLED ON BEDS DAY | PI |
| 228* | 82%* | 77 | 114 |
| FEMALE | | | |
| STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | TESTED STUDENTS ENROLLED ON BEDS DAY | PI |
| 228* | 86%* | 76 | 125 |
| MIGRANT | | | |
| STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | TESTED STUDENTS ENROLLED ON BEDS DAY | PI |
| 1 | — | 1 | — |
| NOT MIGRANT | | | |
| STUDENTS ENROLLED DURING | PERCENT OF ENROLLED | TESTED STUDENTS ENROLLED | PI |

| THE TEST ADMINISTRATION PERIOD | STUDENTS WITH VALID TEST SCORES | ON BEDS DAY | |
|--------------------------------|---------------------------------|-------------|-----|
| 454* | 84%* | 152 | 120 |

— 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.

ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

| ALL STUDENTS | | | | |
|----------------------------------|---|---|------|-----------------|
| MADE AYP: YES | | | | |
| TESTED 80% | STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | | |
| YES | 72 | 90% | | |
| PI ≥ EAMO OR PROGRESS TARGET | TESTED STUDENTS ENROLLED ON BEDS DAY | PI | EAMO | PROGRESS TARGET |
| YES | 62 | 184 | 173 | 173 |
| AMERICAN INDIAN OR ALASKA NATIVE | | | | |
| MADE AYP: — | | | | |
| TESTED 80% | STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | | |
| — | 0 | — | | |
| PI ≥ EAMO OR PROGRESS TARGET | TESTED STUDENTS ENROLLED ON BEDS DAY | PI | EAMO | PROGRESS TARGET |
| — | 0 | — | — | — |
| BLACK OR AFRICAN AMERICAN | | | | |
| MADE AYP: — | | | | |
| TESTED 80% | STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | | |
| — | 3 | — | | |

| | | | | |
|---|--|--|------|-----------------|
| PI >= EAMO OR PROGRESS TARGET | TESTED STUDENTS ENROLLED ON BEDS DAY | PI | EAMO | PROGRESS TARGET |
| — | 2 | — | — | — |
| HISPANIC OR LATINO | | | | |
| 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 |
| — | 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 | | |
| — | 0 | — | | |
| PI >= EAMO OR PROGRESS TARGET | TESTED STUDENTS ENROLLED ON BEDS DAY | PI | EAMO | PROGRESS TARGET |
| — | 0 | — | — | — |
| WHITE | | | | |
| MADE AYP: YES | | | | |
| TESTED 80% | STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | | |
| YES | 60 | 90% | | |
| PI >= EAMO OR PROGRESS TARGET | TESTED STUDENTS ENROLLED ON BEDS DAY | PI | EAMO | PROGRESS TARGET |
| YES | 53 | 187 | 180 | 180 |

MULTIRACIAL

MADE AYP: —

TESTED 80%

STUDENTS ENROLLED DURING THE TEST
ADMINISTRATION PERIOD

PERCENT OF ENROLLED STUDENTS WITH
VALID TEST SCORES

—

3

—

PI >= EAMO OR
PROGRESS TARGET

TESTED STUDENTS
ENROLLED ON BEDS
DAY

PI

EAMO

PROGRESS TARGET

—

1

—

—

—

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 80%

STUDENTS ENROLLED DURING THE TEST
ADMINISTRATION PERIOD

PERCENT OF ENROLLED STUDENTS WITH
VALID TEST SCORES

—

11

—

PI >= EAMO OR
PROGRESS TARGET

TESTED STUDENTS
ENROLLED ON BEDS
DAY

PI

EAMO

PROGRESS TARGET

—

9

—

—

—

LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 80%

STUDENTS ENROLLED DURING THE TEST
ADMINISTRATION PERIOD

PERCENT OF ENROLLED STUDENTS WITH
VALID TEST SCORES

—

0

—

PI >= EAMO OR
PROGRESS TARGET

TESTED STUDENTS
ENROLLED ON BEDS
DAY

PI

EAMO

PROGRESS TARGET

—

0

—

—

—

ECONOMICALLY DISADVANTAGED

MADE AYP: —

TESTED 80%

STUDENTS ENROLLED DURING THE TEST
ADMINISTRATION PERIOD

PERCENT OF ENROLLED STUDENTS WITH
VALID TEST SCORES

| | | | | |
|----------------------------------|--|----|------|-----------------|
| | | 31 | | |
| PI >= EAMO OR PROGRESS TARGET | TESTED STUDENTS ENROLLED ON BEDS DAY | PI | EAMO | PROGRESS TARGET |
| | 27 | | | |

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

72

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

90%

TESTED STUDENTS ENROLLED
ON BEDS DAY

62

PI

184

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

69

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

91%

TESTED STUDENTS ENROLLED
ON BEDS DAY

60

PI

183

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

66

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

89%

TESTED STUDENTS ENROLLED
ON BEDS DAY

56

PI

188

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

72

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

90%

TESTED STUDENTS ENROLLED
ON BEDS DAY

62

PI

184

NOT WHITE

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

12

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

—

TESTED STUDENTS ENROLLED
ON BEDS DAY

9

PI

—

NOT MULTIRACIAL

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

69

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

90%

TESTED STUDENTS ENROLLED
ON BEDS DAY

61

PI

184

| GENERAL EDUCATION | | | |
|---|---|--------------------------------------|-----|
| STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | TESTED STUDENTS ENROLLED ON BEDS DAY | PI |
| 61 | 90% | 53 | 189 |
| ENGLISH PROFICIENT | | | |
| STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | TESTED STUDENTS ENROLLED ON BEDS DAY | PI |
| 72 | 90% | 62 | 184 |
| 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 |
| 41 | 88% | 35 | 183 |
| MALE | | | |
| STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | TESTED STUDENTS ENROLLED ON BEDS DAY | PI |
| 35 | — | 29 | — |
| FEMALE | | | |
| STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | TESTED STUDENTS ENROLLED ON BEDS DAY | PI |
| 37 | — | 33 | 191 |
| 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 | PERCENT OF ENROLLED | TESTED STUDENTS ENROLLED | PI |

| THE TEST ADMINISTRATION PERIOD | STUDENTS WITH VALID TEST SCORES | ON BEDS DAY | |
|--------------------------------|---------------------------------|-------------|-----|
| 72 | 90% | 62 | 184 |

— 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.

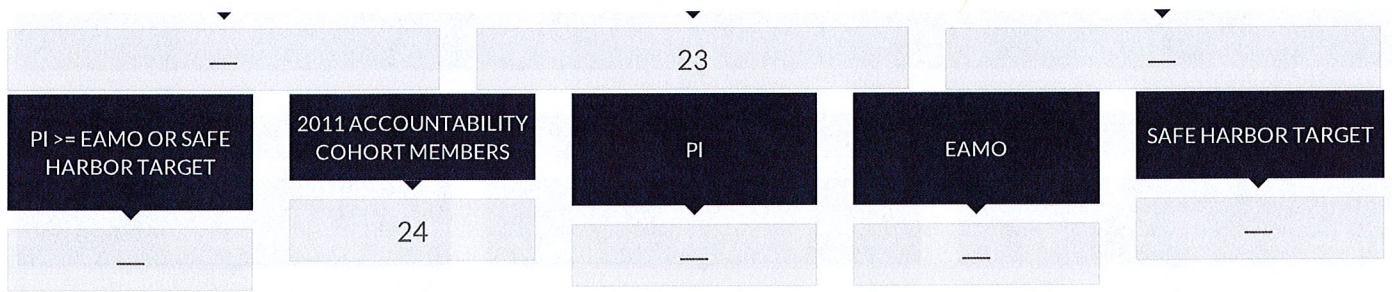
SECONDARY-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

| ALL STUDENTS | | | | |
|----------------------------------|------------------------------------|--|------|--------------------|
| MADE AYP: YES | | | | |
| TESTED 95% | 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | | |
| YES | 41 | 100% | | |
| PI >= EAMO OR SAFE HARBOR TARGET | 2011 ACCOUNTABILITY COHORT MEMBERS | PI | EAMO | SAFE HARBOR TARGET |
| YES | 40 | 165 | 155 | 155 |
| AMERICAN INDIAN OR ALASKA NATIVE | | | | |
| MADE AYP: — | | | | |
| TESTED 95% | 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | | |
| — | 0 | — | | |
| PI >= EAMO OR SAFE HARBOR TARGET | 2011 ACCOUNTABILITY COHORT MEMBERS | PI | EAMO | SAFE HARBOR TARGET |
| — | 0 | — | — | — |
| BLACK OR AFRICAN AMERICAN | | | | |
| MADE AYP: — | | | | |
| TESTED 95% | 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | | |
| — | 0 | — | | |

| | | | | |
|---|------------------------------------|--|------|--------------------|
| PI >= EAMO OR SAFE HARBOR TARGET | 2011 ACCOUNTABILITY COHORT MEMBERS | PI | EAMO | SAFE HARBOR TARGET |
| — | 0 | — | — | — |
| HISPANIC OR LATINO | | | | |
| MADE AYP: — | | | | |
| TESTED 95% | 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | | |
| — | 3 | — | | |
| PI >= EAMO OR SAFE HARBOR TARGET | 2011 ACCOUNTABILITY COHORT MEMBERS | PI | EAMO | SAFE HARBOR TARGET |
| — | 4 | — | — | — |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER | | | | |
| MADE AYP: — | | | | |
| TESTED 95% | 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | | |
| — | 0 | — | | |
| PI >= EAMO OR SAFE HARBOR TARGET | 2011 ACCOUNTABILITY COHORT MEMBERS | PI | EAMO | SAFE HARBOR TARGET |
| — | 0 | — | — | — |
| WHITE | | | | |
| MADE AYP: YES | | | | |
| TESTED 95% | 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | | |
| — | 38 | — | | |
| PI >= EAMO OR SAFE HARBOR TARGET | 2011 ACCOUNTABILITY COHORT MEMBERS | PI | EAMO | SAFE HARBOR TARGET |
| YES | 36 | 167 | 165 | 165 |

| MULTIRACIAL | | | | |
|----------------------------------|------------------------------------|--|------|--------------------|
| MADE AYP: — | | | | |
| TESTED 95% | 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | | |
| — | 0 | — | | |
| PI >= EAMO OR SAFE HARBOR TARGET | 2011 ACCOUNTABILITY COHORT MEMBERS | PI | EAMO | SAFE HARBOR TARGET |
| — | 0 | — | — | — |
| STUDENTS WITH DISABILITIES | | | | |
| 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 | — | — | — |
| LIMITED ENGLISH PROFICIENT | | | | |
| MADE AYP: — | | | | |
| TESTED 95% | 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | | |
| — | 0 | — | | |
| PI >= EAMO OR SAFE HARBOR TARGET | 2011 ACCOUNTABILITY COHORT MEMBERS | PI | EAMO | SAFE HARBOR TARGET |
| — | 1 | — | — | — |
| ECONOMICALLY DISADVANTAGED | | | | |
| MADE AYP: — | | | | |
| TESTED 95% | 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | | |



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 |
|--------------|--|------------------------------------|-----|
| 41 | 100% | 40 | 165 |

NOT BLACK OR AFRICAN AMERICAN

| 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | 2011 ACCOUNTABILITY COHORT MEMBERS | PI |
|--------------|--|------------------------------------|-----|
| 41 | 100% | 40 | 165 |

NOT HISPANIC OR LATINO

| 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | 2011 ACCOUNTABILITY COHORT MEMBERS | PI |
|--------------|--|------------------------------------|-----|
| 38 | — | 36 | 167 |

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

| 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | 2011 ACCOUNTABILITY COHORT MEMBERS | PI |
|--------------|--|------------------------------------|-----|
| 41 | 100% | 40 | 165 |

NOT WHITE

| 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | 2011 ACCOUNTABILITY COHORT MEMBERS | PI |
|--------------|--|------------------------------------|----|
| 3 | — | 4 | — |

NOT MULTIRACIAL

| 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | 2011 ACCOUNTABILITY COHORT MEMBERS | PI |
|--------------|--|------------------------------------|-----|
| 41 | 100% | 40 | 165 |

GENERAL EDUCATION

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

| | | | |
|--------------------------------|--|------------------------------------|-----|
| 39 | — | 38 | 174 |
| ENGLISH PROFICIENT | | | |
| 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | 2011 ACCOUNTABILITY COHORT MEMBERS | PI |
| 41 | 100% | 39 | 169 |
| NOT ECONOMICALLY DISADVANTAGED | | | |
| 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | 2011 ACCOUNTABILITY COHORT MEMBERS | PI |
| 18 | — | 16 | — |
| MALE | | | |
| 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | 2011 ACCOUNTABILITY COHORT MEMBERS | PI |
| 20 | — | 19 | — |
| FEMALE | | | |
| 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | 2011 ACCOUNTABILITY COHORT MEMBERS | PI |
| 21 | — | 21 | — |
| MIGRANT | | | |
| 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | 2011 ACCOUNTABILITY COHORT MEMBERS | PI |
| 0 | — | 1 | — |
| NOT MIGRANT | | | |
| 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | 2011 ACCOUNTABILITY COHORT MEMBERS | PI |
| 41 | 100% | 39 | 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.

SECONDARY-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

ALL STUDENTS

MADE AYP: YES

TESTED 95%

YES

12TH GRADERS

41

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

100%

PI >= EAMO OR SAFE HARBOR TARGET

YES

2011 ACCOUNTABILITY COHORT MEMBERS

40

PI

153

EAMO

139

SAFE HARBOR TARGET

139

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

—

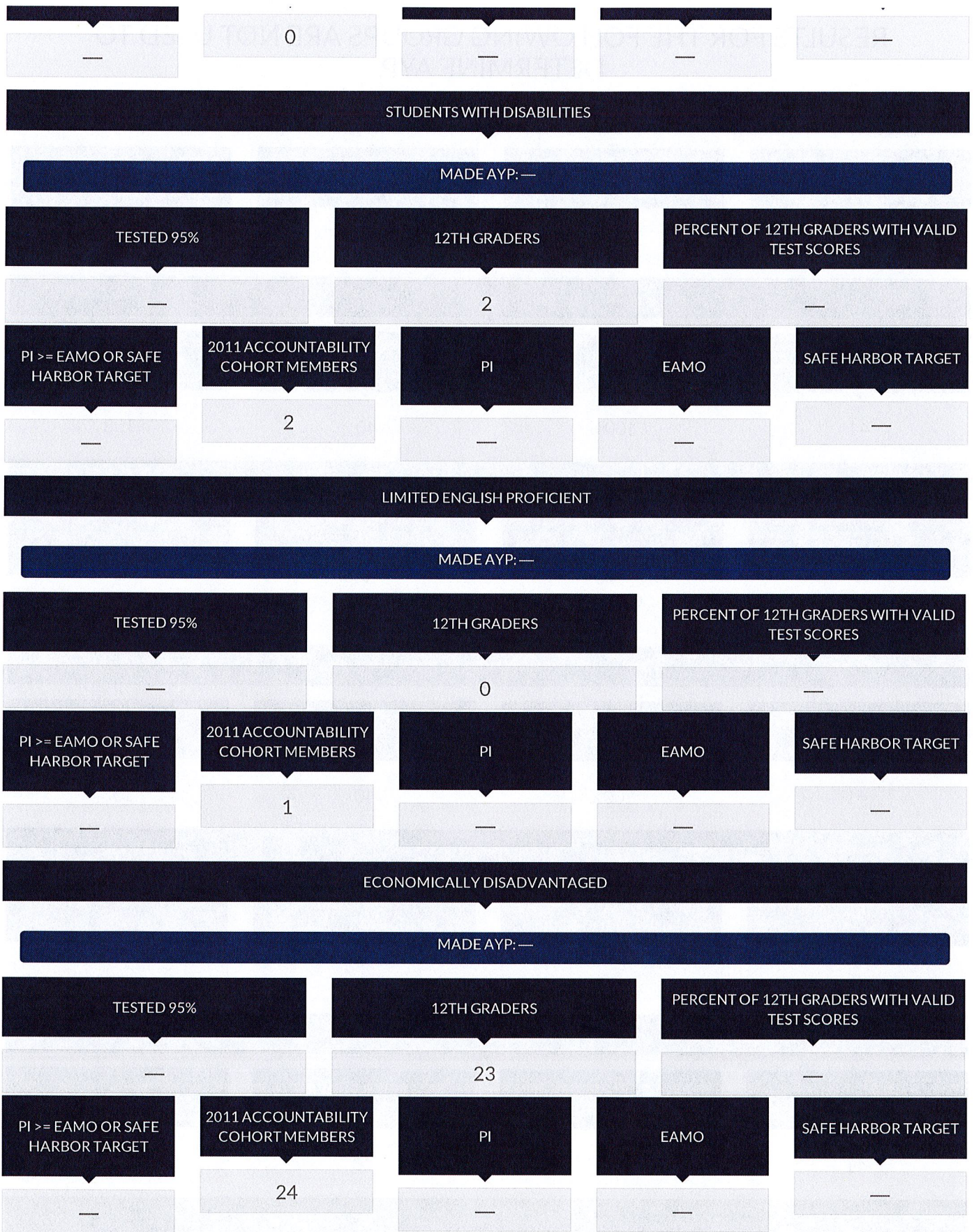
SAFE HARBOR TARGET

—

HISPANIC OR LATINO

MADE AYP: —

| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER | | | | |
|---|------------------------------------|--|------|--------------------|
| MADE AYP: — | | | | |
| TESTED 95% | 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | | |
| — | 3 | — | | |
| PI >= EAMO OR SAFE HARBOR TARGET | 2011 ACCOUNTABILITY COHORT MEMBERS | PI | EAMO | SAFE HARBOR TARGET |
| — | 4 | — | — | — |
| WHITE | | | | |
| MADE AYP: YES | | | | |
| TESTED 95% | 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | | |
| — | 0 | — | | |
| PI >= EAMO OR SAFE HARBOR TARGET | 2011 ACCOUNTABILITY COHORT MEMBERS | PI | EAMO | SAFE HARBOR TARGET |
| — | 0 | — | — | — |
| MULTIRACIAL | | | | |
| MADE AYP: — | | | | |
| TESTED 95% | 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | | |
| — | 38 | — | | |
| PI >= EAMO OR SAFE HARBOR TARGET | 2011 ACCOUNTABILITY COHORT MEMBERS | PI | EAMO | SAFE HARBOR TARGET |
| YES | 36 | 150 | 150 | 149 |
| MULTIRACIAL | | | | |
| MADE AYP: — | | | | |
| TESTED 95% | 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | | |
| — | 0 | — | | |
| PI >= EAMO OR SAFE HARBOR TARGET | 2011 ACCOUNTABILITY COHORT MEMBERS | PI | EAMO | SAFE HARBOR TARGET |
| — | — | — | — | — |



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 |
|--------------|--|------------------------------------|-----|
| 41 | 100% | 40 | 153 |

NOT BLACK OR AFRICAN AMERICAN

| 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | 2011 ACCOUNTABILITY COHORT MEMBERS | PI |
|--------------|--|------------------------------------|-----|
| 41 | 100% | 40 | 153 |

NOT HISPANIC OR LATINO

| 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | 2011 ACCOUNTABILITY COHORT MEMBERS | PI |
|--------------|--|------------------------------------|-----|
| 38 | — | 36 | 150 |

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

| 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | 2011 ACCOUNTABILITY COHORT MEMBERS | PI |
|--------------|--|------------------------------------|-----|
| 41 | 100% | 40 | 153 |

NOT WHITE

| 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | 2011 ACCOUNTABILITY COHORT MEMBERS | PI |
|--------------|--|------------------------------------|----|
| 3 | — | 4 | — |

NOT MULTIRACIAL

| 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | 2011 ACCOUNTABILITY COHORT MEMBERS | PI |
|--------------|--|------------------------------------|-----|
| 41 | 100% | 40 | 153 |

GENERAL EDUCATION

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

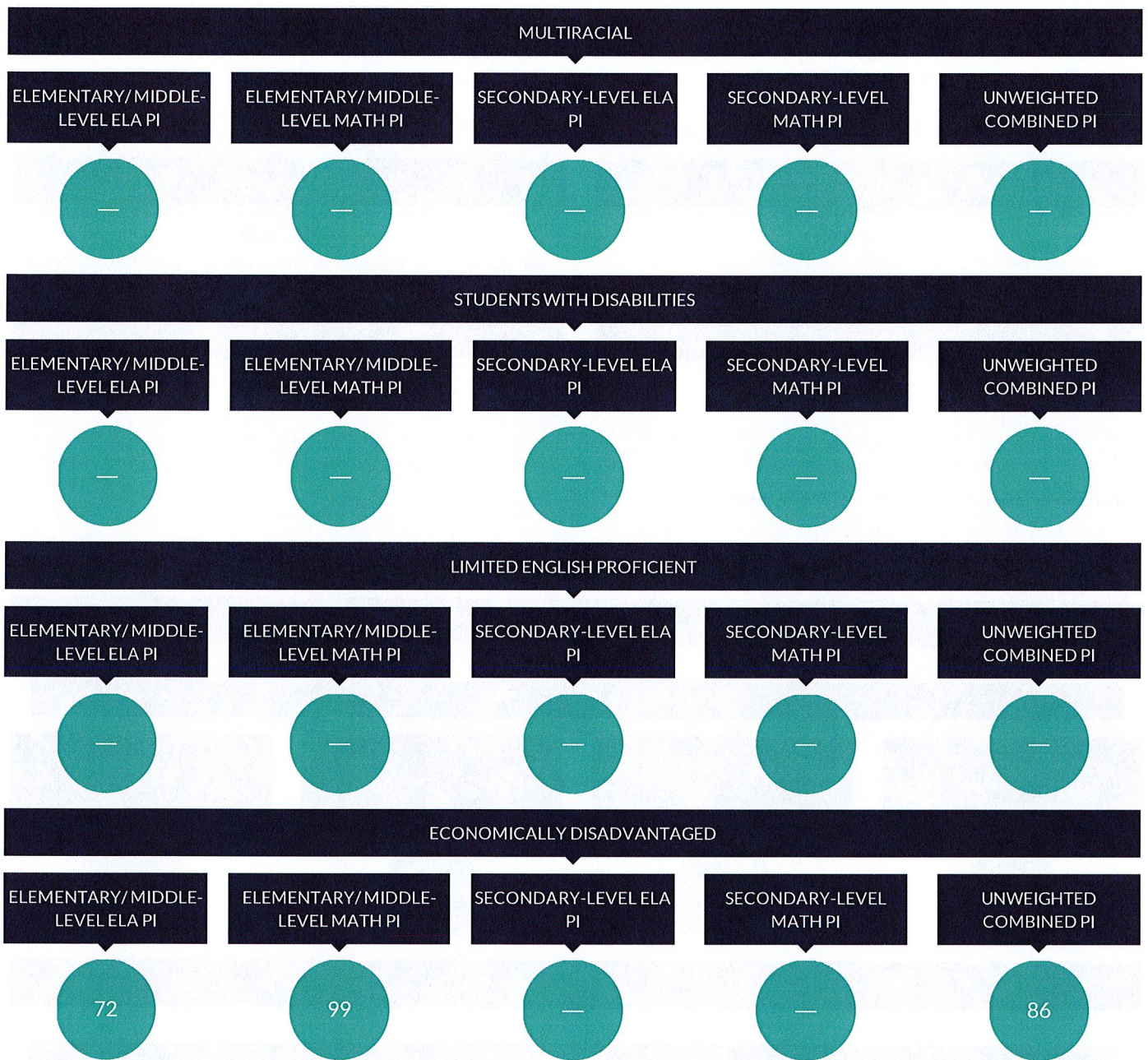
| | | | |
|--------------------------------|--|------------------------------------|-----|
| 39 | — | 38 | 158 |
| ENGLISH PROFICIENT | | | |
| 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | 2011 ACCOUNTABILITY COHORT MEMBERS | PI |
| 41 | 100% | 39 | 154 |
| NOT ECONOMICALLY DISADVANTAGED | | | |
| 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | 2011 ACCOUNTABILITY COHORT MEMBERS | PI |
| 18 | — | 16 | — |
| MALE | | | |
| 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | 2011 ACCOUNTABILITY COHORT MEMBERS | PI |
| 20 | — | 19 | — |
| FEMALE | | | |
| 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | 2011 ACCOUNTABILITY COHORT MEMBERS | PI |
| 21 | — | 21 | — |
| MIGRANT | | | |
| 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | 2011 ACCOUNTABILITY COHORT MEMBERS | PI |
| 0 | — | 1 | — |
| NOT MIGRANT | | | |
| 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | 2011 ACCOUNTABILITY COHORT MEMBERS | PI |
| 41 | 100% | 39 | 154 |

— 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.

UNWEIGHTED COMBINED ELA AND MATH PIS

ALL STUDENTS



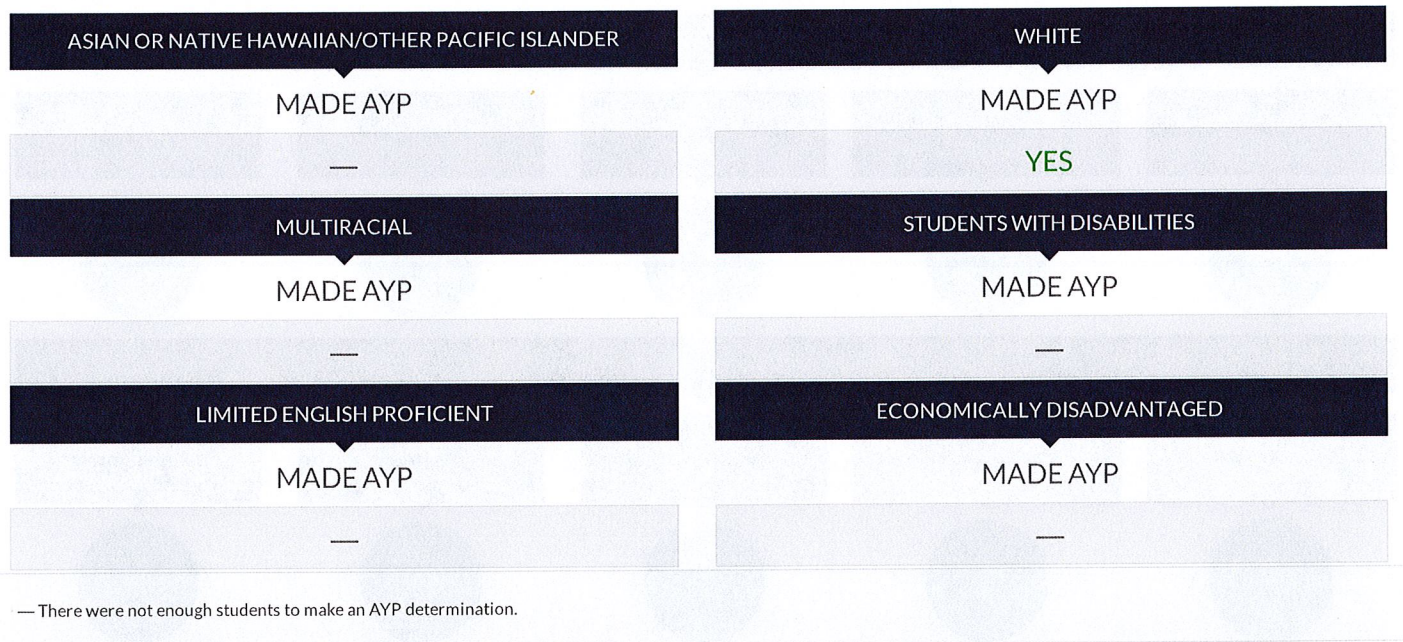


— There were not enough students to determine a Performance Index.

OVERALL GRADUATION RATE FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**





FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY





STUDENTS WITH DISABILITIES

Met Graduation-Rate Criterion: —

| 2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT | GRADUATION RATE | STATE STANDARD | PROGRESS TARGET |
|---|-----------------|----------------|-----------------|
| 9 | — | — | — |

LIMITED ENGLISH PROFICIENT

Met Graduation-Rate Criterion: —

| 2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT | GRADUATION RATE | STATE STANDARD | PROGRESS TARGET |
|---|-----------------|----------------|-----------------|
| 0 | — | — | — |

ECONOMICALLY DISADVANTAGED

Met Graduation-Rate Criterion: —

| 2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT | GRADUATION RATE | STATE STANDARD | PROGRESS TARGET |
|---|-----------------|----------------|-----------------|
| 18 | — | — | — |

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.

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 |
|---|-----------------|----------------|-----------------|
| 53 | 94% | 80% | 80% |

AMERICAN INDIAN OR ALASKA NATIVE

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-
RATE TOTAL COHORT

0

GRADUATION RATE

—

STATE STANDARD

—

PROGRESS TARGET

—

BLACK OR AFRICAN AMERICAN

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-
RATE TOTAL COHORT

1

GRADUATION RATE

—

STATE STANDARD

—

PROGRESS TARGET

—

HISPANIC OR LATINO

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-
RATE TOTAL COHORT

2

GRADUATION RATE

—

STATE STANDARD

—

PROGRESS TARGET

—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-
RATE TOTAL COHORT

0

GRADUATION RATE

—

STATE STANDARD

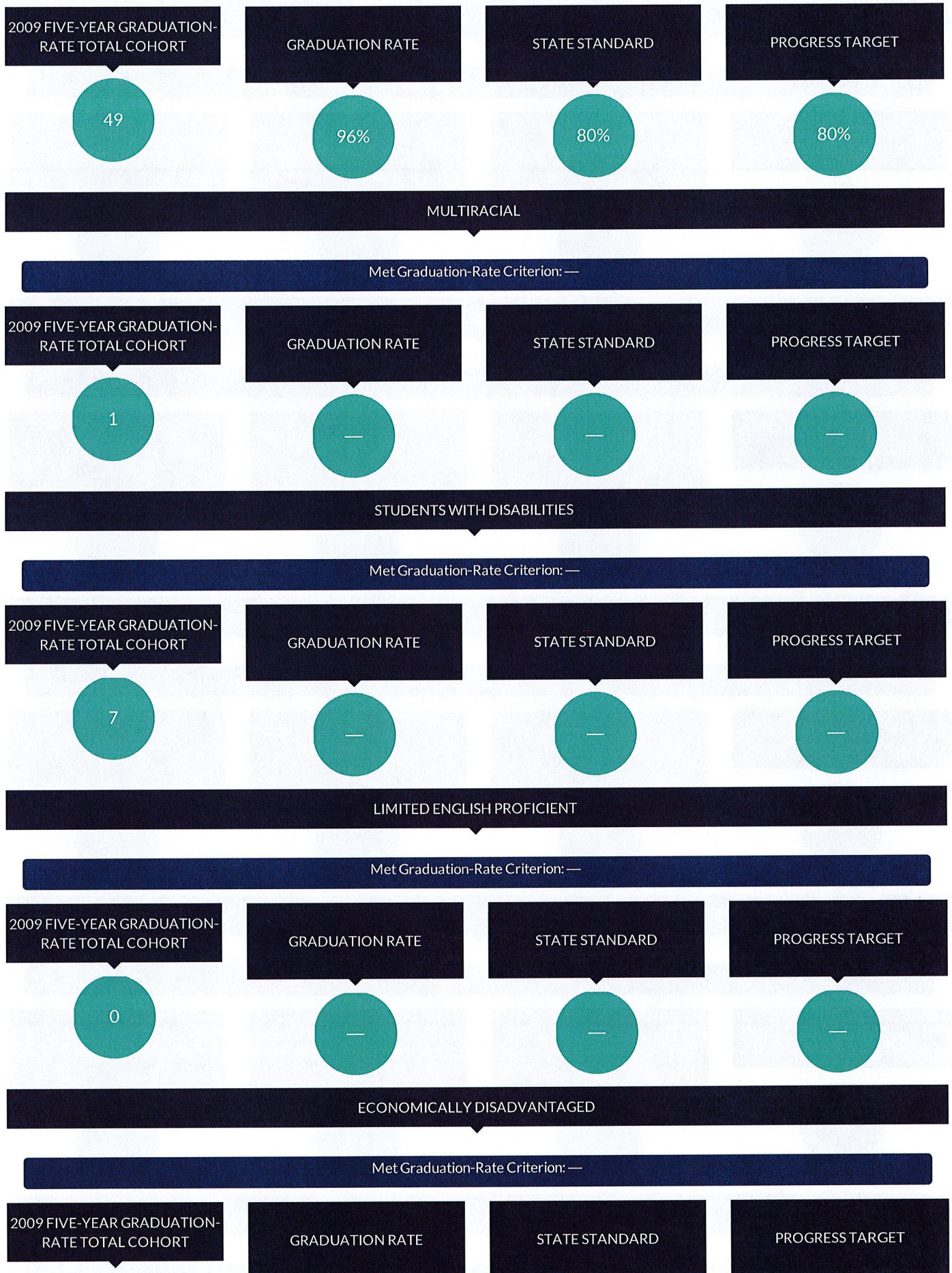
—

PROGRESS TARGET

—

WHITE

Met Graduation-Rate Criterion: YES



20

—

—

—

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

54

GRADUATION RATE

81%

NOT BLACK OR AFRICAN AMERICAN

2010 FOUR-YEAR
GRADUATION-RATE TOTAL
COHORT

54

GRADUATION RATE

81%

NOT HISPANIC OR LATINO

2010 FOUR-YEAR
GRADUATION-RATE TOTAL
COHORT

51

GRADUATION RATE

80%

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

2010 FOUR-YEAR
GRADUATION-RATE TOTAL
COHORT

54

GRADUATION RATE

81%

NOT WHITE

FIVE-YEAR GRADUATION-RATE TOTAL COHORT

NOT AMERICAN INDIAN OR ALASKA NATIVE

2009 FIVE-YEAR
GRADUATION-RATE TOTAL
COHORT

53

GRADUATION RATE

94%

NOT BLACK OR AFRICAN AMERICAN

2009 FIVE-YEAR
GRADUATION-RATE TOTAL
COHORT

52

GRADUATION RATE

94%

NOT HISPANIC OR LATINO

2009 FIVE-YEAR
GRADUATION-RATE TOTAL
COHORT

51

GRADUATION RATE

96%

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

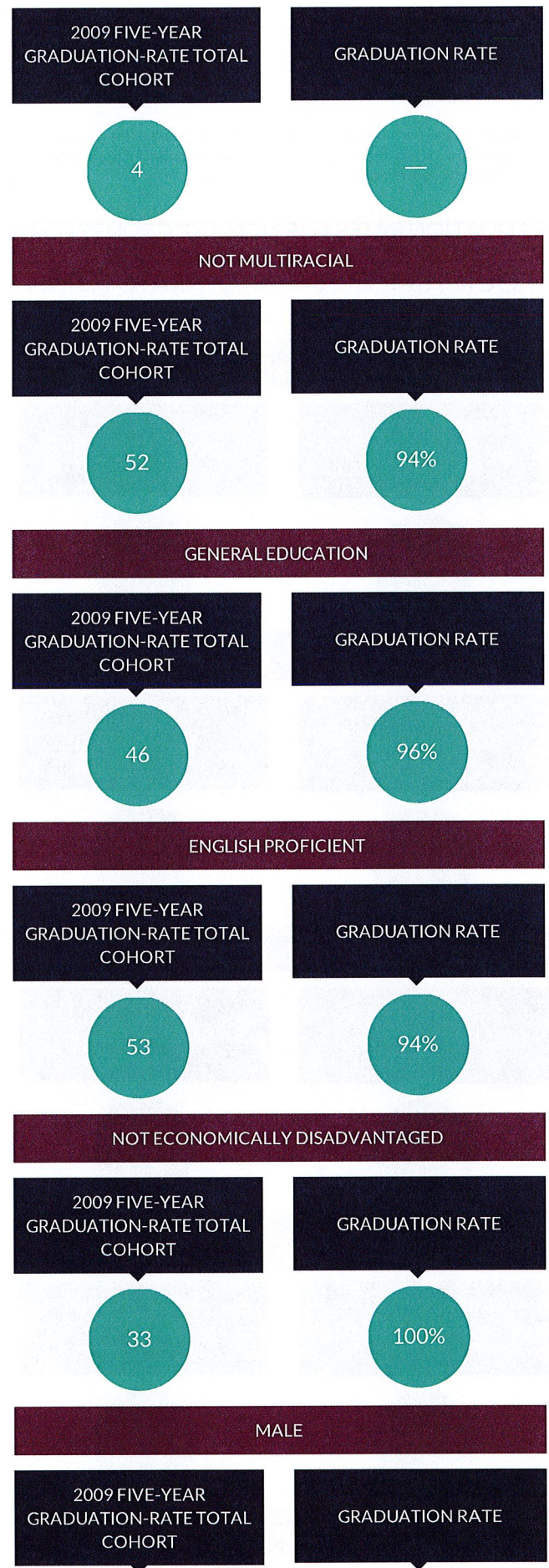
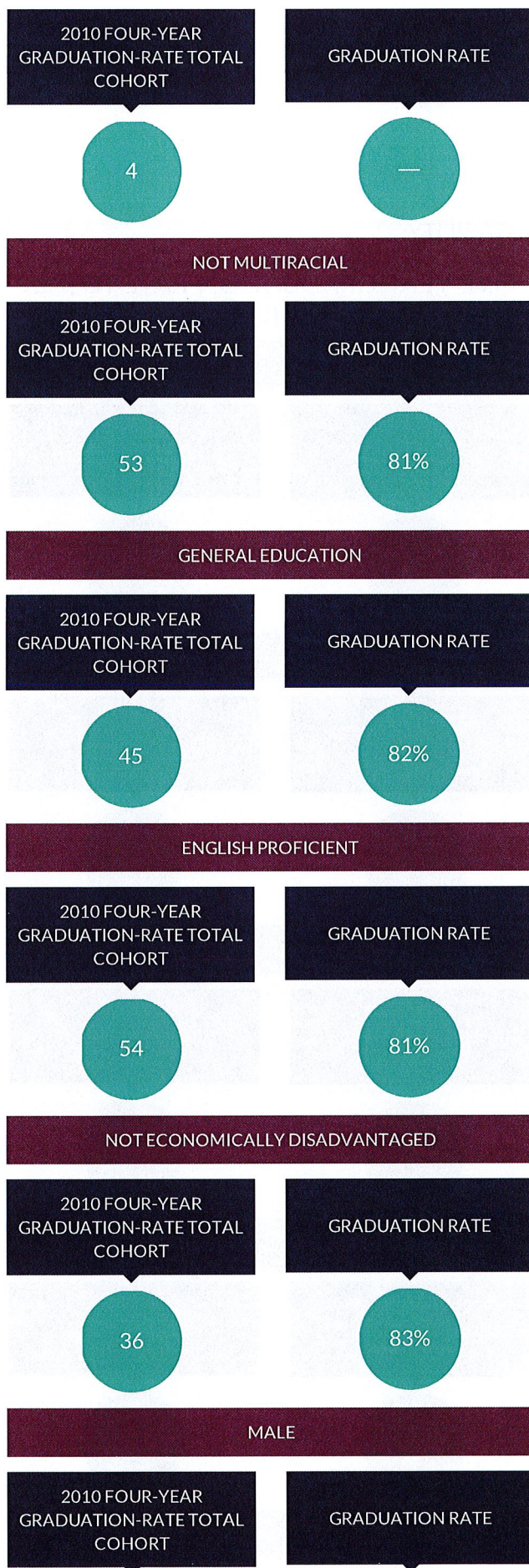
2009 FIVE-YEAR
GRADUATION-RATE TOTAL
COHORT

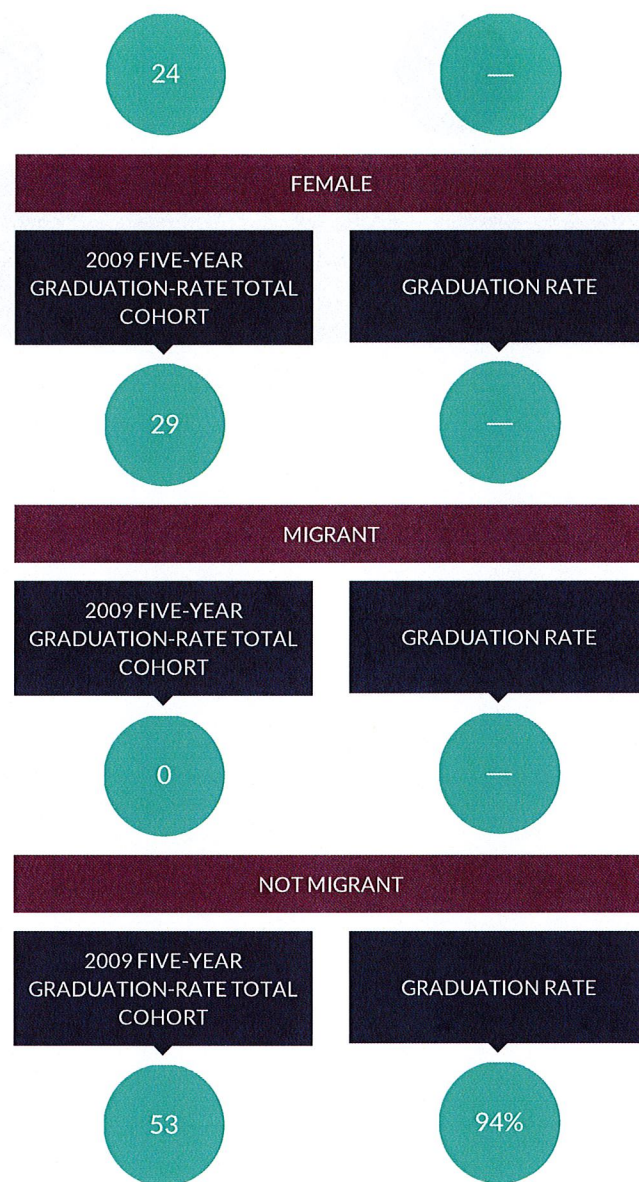
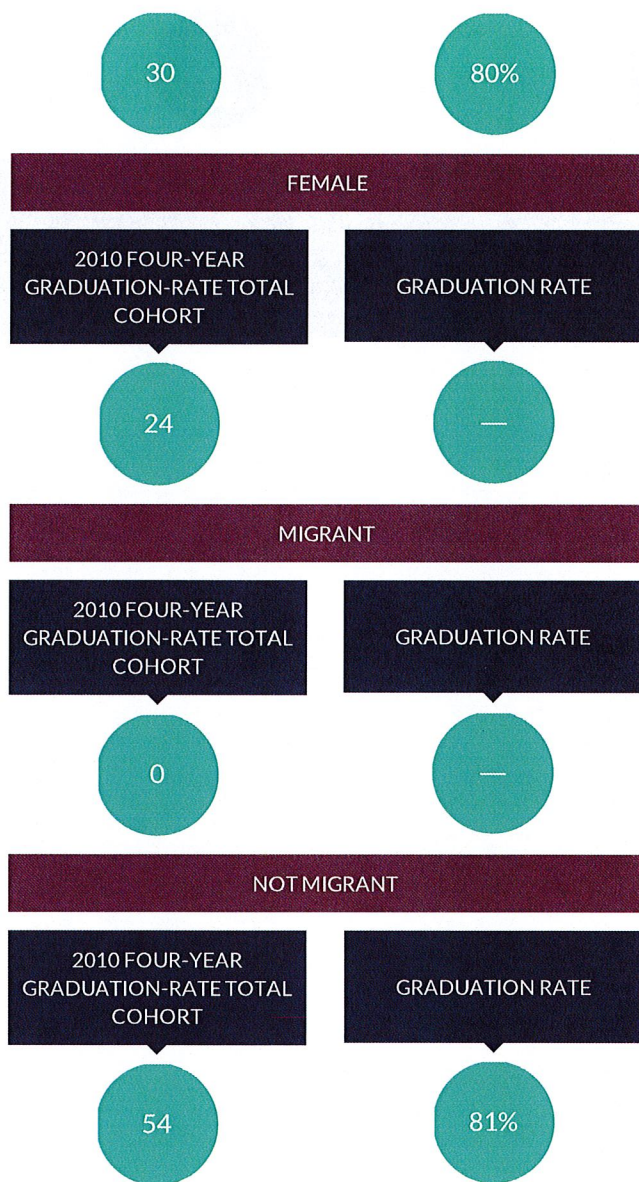
53

GRADUATION RATE

94%

NOT WHITE

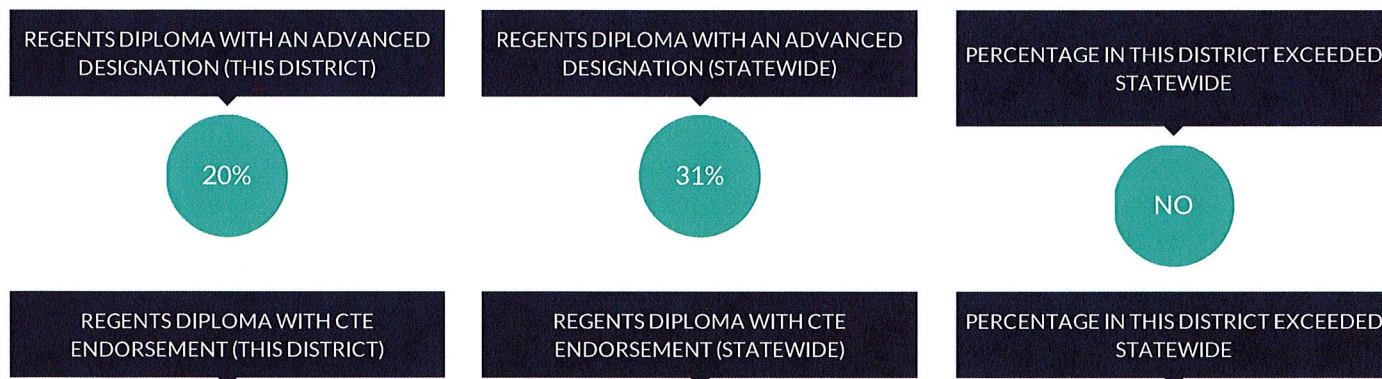




— There were fewer than 30 students in the cohort.

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:





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