

WESTPORT CSD ENROLLMENT (2015 - 16)

K-12 ENROLLMENT

215

ENROLLMENT BY GENDER

MALE

FEMALE

| | | | |
|-----|-----|----|-----|
| 117 | 54% | 98 | 46% |
|-----|-----|----|-----|

ENROLLMENT BY ETHNICITY

| GROUP | TOTAL | PERCENT |
|-------------|-------|---------|
| WHITE | 207 | 96% |
| MULTIRACIAL | 8 | 4% |

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

STUDENTS WITH DISABILITIES

ECONOMICALLY DISADVANTAGED

| | | | | | |
|---|---|----|-----|-----|-----|
| - | - | 31 | 14% | 100 | 47% |
|---|---|----|-----|-----|-----|

ENROLLMENT BY GRADE

| GROUP | TOTAL | PERCENT |
|--------------|-------|---------|
| K (FULL DAY) | 12 | 6% |
| 1ST GRADE | 10 | 5% |
| 2ND GRADE | 24 | 11% |
| 3RD GRADE | 17 | 8% |
| 4TH GRADE | 12 | 6% |
| 5TH GRADE | 15 | 7% |
| 6TH GRADE | 17 | 8% |
| 7TH GRADE | 24 | 11% |
| 8TH GRADE | 15 | 7% |
| 9TH GRADE | 16 | 7% |
| 10TH GRADE | 15 | 7% |
| 11TH GRADE | 18 | 8% |
| 12TH GRADE | 20 | 9% |

AVERAGE CLASS SIZE (2015 - 16)

| GROUP | CLASS SIZE |
|-------------------------|------------|
| COMMON BRANCH | 16 |
| GRADE 8 ENGLISH | 15 |
| GRADE 8 SCIENCE | 15 |
| GRADE 8 SOCIAL STUDIES | 15 |
| GRADE 10 ENGLISH | 16 |
| GRADE 10 MATHEMATICS | 4 |
| GRADE 10 SCIENCE | 14 |
| GRADE 10 SOCIAL STUDIES | 15 |

FREE AND REDUCED-PRICE LUNCH (2015 - 16)

| ELIGIBLE FOR FREE LUNCH | ELIGIBLE FOR REDUCED-PRICE LUNCH |
|-------------------------|----------------------------------|
| 85 | 40% |
| 15 | 7% |

ATTENDANCE (2014 - 15)

| | |
|------------------------|-----|
| ANNUAL ATTENDANCE RATE | 94% |
|------------------------|-----|

STUDENT SUSPENSIONS (2014 - 15)

| | |
|---|----|
| 3 | 1% |
|---|----|

STAFF COUNTS (2015 - 16)

| GROUP | STAFF |
|--------------------------|-------|
| PRINCIPALS | 1 |
| ASSISTANT PRINCIPALS | 0 |
| OTHER PROFESSIONAL STAFF | 3 |
| PARAPROFESSIONALS | 5 |

TEACHER QUALIFICATIONS (2015 - 16)

| | |
|--|-----|
| TOTAL TEACHERS | 28 |
| PERCENT WITH NO VALID TEACHING CERTIFICATE | 0% |
| PERCENT TEACHING OUT OF CERTIFICATE | 4% |
| PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE | 0% |
| PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE | 29% |
| TOTAL NUMBER OF CORE CLASSES | 72 |
| PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS DISTRICT | 72 |
| TOTAL NUMBER OF CLASSES | 127 |
| PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION | 7% |

HIGH SCHOOL COMPLETERS (2015 - 16)

| GROUP | COMPLETERS (GRADUATES + COMMENCEMENT CREDENTIALS) | | GRADUATES (REGENTS + LOCAL DIPLOMAS) | | REGENTS DIPLOMA | |
|----------------------------|---|----|--------------------------------------|----|-----------------|------|
| ALL STUDENTS | | 20 | | 20 | 20 | 100% |
| GENERAL EDUCATION | | - | | - | - | - |
| STUDENTS WITH DISABILITIES | | - | | - | - | - |

| GROUP | REGENTS WITH ADVANCED DESIGNATION | | REGENTS WITH CTE ENDORSEMENT | | LOCAL DIPLOMAS | | COMMENCEMENT CREDENTIALS | |
|----------------------------|-----------------------------------|-----|------------------------------|-----|----------------|----|--------------------------|----|
| ALL STUDENTS | 3 | 15% | 6 | 30% | 0 | 0% | 0 | 0% |
| GENERAL EDUCATION | - | - | - | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | - | - | - | - | - | - | - | - |

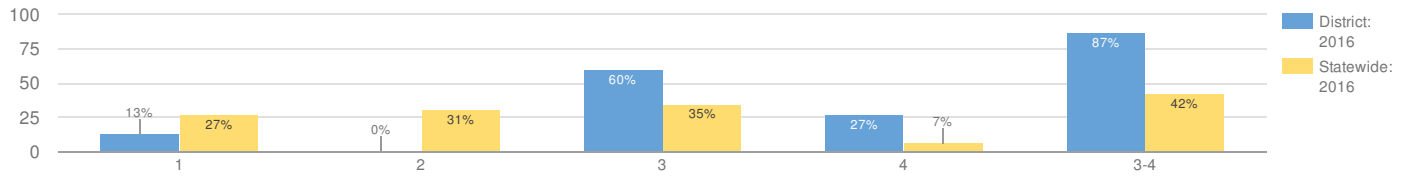
POST-GRADUATION PLANS OF COMPLETERS (2015 - 16)

| GROUP | TO FOUR-YEAR COLLEGE | | TO TWO-YEAR COLLEGE | | TO OTHER POST-SECONDARY | | TO THE MILITARY | |
|----------------------------|----------------------|------------|---------------------|------------|-------------------------|------------|-----------------|------------|
| | Count | Percentage | Count | Percentage | Count | Percentage | Count | Percentage |
| ALL STUDENTS | 8 | 40% | 7 | 35% | 0 | 0% | 3 | 15% |
| GENERAL EDUCATION | - | - | - | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | - | - | - | - | - | - | - | - |

| GROUP | TO EMPLOYMENT | | TO ADULT SERVICES | | TO OTHER KNOWN PLANS | | PLANS UNKNOWN | |
|----------------------------|---------------|------------|-------------------|------------|----------------------|------------|---------------|------------|
| | Count | Percentage | Count | Percentage | Count | Percentage | Count | Percentage |
| ALL STUDENTS | 2 | 10% | 0 | 0% | 0 | 0% | 0 | 0% |
| GENERAL EDUCATION | - | - | - | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | - | - | - | - | - | - | - | - |

GRADE 3 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

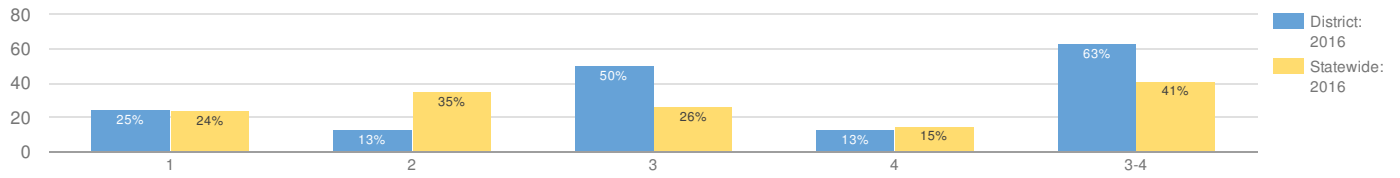


MEAN SCORE: 337

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | | | | |
|--------------------------------|--------------|------------|---------|---------|---------|---------|---|-----|---|-----|
| ALL STUDENTS | 15 | 87% | 2 | 13% | 0 | 0% | 9 | 60% | 4 | 27% |
| GENERAL EDUCATION | 12 | _% | - | - | - | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 3 | _% | - | - | - | - | - | - | - | - |
| WHITE | 15 | 87% | 2 | 13% | 0 | 0% | 9 | 60% | 4 | 27% |
| FEMALE | 7 | 100% | 0 | 0% | 0 | 0% | 4 | 57% | 3 | 43% |
| MALE | 8 | 75% | 2 | 25% | 0 | 0% | 5 | 63% | 1 | 13% |
| NON-ENGLISH LANGUAGE LEARNERS | 15 | 87% | 2 | 13% | 0 | 0% | 9 | 60% | 4 | 27% |
| ECONOMICALLY DISADVANTAGED | 7 | 71% | 2 | 29% | 0 | 0% | 4 | 57% | 1 | 14% |
| NOT ECONOMICALLY DISADVANTAGED | 8 | 100% | 0 | 0% | 0 | 0% | 5 | 63% | 3 | 38% |
| NOT MIGRANT | 15 | 87% | 2 | 13% | 0 | 0% | 9 | 60% | 4 | 27% |

GRADE 4 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

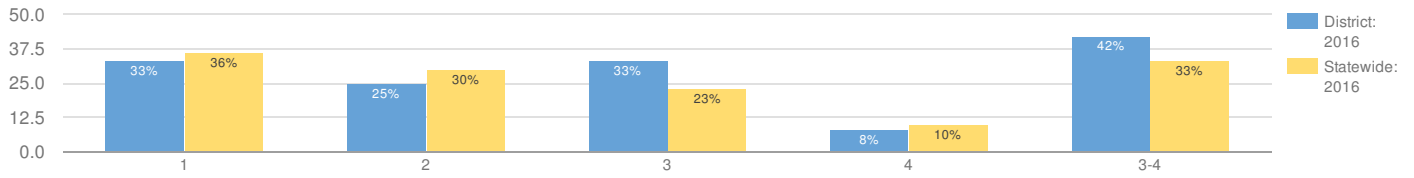


MEAN SCORE: 317

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 |
|--------------------------------|--------------|------------|---------|---------|---------|---------|
| ALL STUDENTS | 8 | 63% | 2 | 25% | 1 | 13% |
| GENERAL EDUCATION | 6 | _% | - | - | - | - |
| STUDENTS WITH DISABILITIES | 2 | _% | - | - | - | - |
| WHITE | 8 | 63% | 2 | 25% | 1 | 13% |
| FEMALE | 5 | _% | - | - | - | - |
| MALE | 3 | _% | - | - | - | - |
| NON-ENGLISH LANGUAGE LEARNERS | 8 | 63% | 2 | 25% | 1 | 13% |
| ECONOMICALLY DISADVANTAGED | 4 | _% | - | - | - | - |
| NOT ECONOMICALLY DISADVANTAGED | 4 | _% | - | - | - | - |
| NOT MIGRANT | 8 | 63% | 2 | 25% | 1 | 13% |

GRADE 5 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

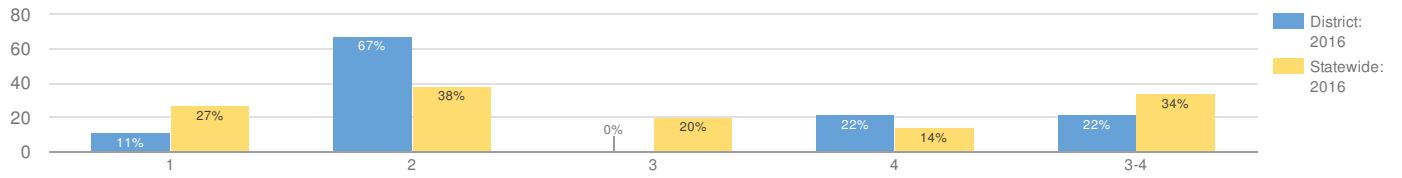


MEAN SCORE: 307

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | | | | |
|--------------------------------|--------------|------------|---------|---------|---------|---------|---|-----|---|----|
| ALL STUDENTS | 12 | 42% | 4 | 33% | 3 | 25% | 4 | 33% | 1 | 8% |
| GENERAL EDUCATION | 9 | _% | - | - | - | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 3 | _% | - | - | - | - | - | - | - | - |
| WHITE | 11 | _% | - | - | - | - | - | - | - | - |
| MULTIRACIAL | 1 | _% | - | - | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 12 | 42% | 4 | 33% | 3 | 25% | 4 | 33% | 1 | 8% |
| FEMALE | 8 | _% | - | - | - | - | - | - | - | - |
| MALE | 4 | _% | - | - | - | - | - | - | - | - |
| NON-ENGLISH LANGUAGE LEARNERS | 12 | 42% | 4 | 33% | 3 | 25% | 4 | 33% | 1 | 8% |
| ECONOMICALLY DISADVANTAGED | 4 | _% | - | - | - | - | - | - | - | - |
| NOT ECONOMICALLY DISADVANTAGED | 8 | _% | - | - | - | - | - | - | - | - |
| NOT MIGRANT | 12 | 42% | 4 | 33% | 3 | 25% | 4 | 33% | 1 | 8% |

GRADE 6 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

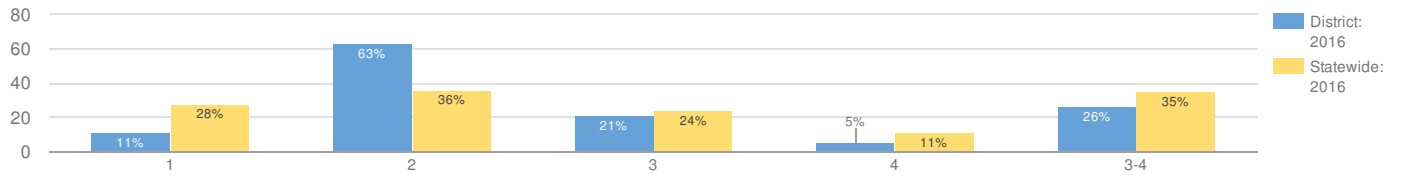


MEAN SCORE: 306

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 |
|--------------------------------|--------------|------------|---------|---------|---------|---------|
| ALL STUDENTS | 9 | 22% | 1 | 11% | 6 | 67% |
| GENERAL EDUCATION | 6 | _% | - | - | - | - |
| STUDENTS WITH DISABILITIES | 3 | _% | - | - | - | - |
| WHITE | 7 | _% | - | - | - | - |
| MULTIRACIAL | 2 | _% | - | - | - | - |
| SMALL GROUP TOTAL | 9 | 22% | 1 | 11% | 6 | 67% |
| FEMALE | 4 | _% | - | - | - | - |
| MALE | 5 | _% | - | - | - | - |
| NON-ENGLISH LANGUAGE LEARNERS | 9 | 22% | 1 | 11% | 6 | 67% |
| ECONOMICALLY DISADVANTAGED | 4 | _% | - | - | - | - |
| NOT ECONOMICALLY DISADVANTAGED | 5 | _% | - | - | - | - |
| NOT MIGRANT | 9 | 22% | 1 | 11% | 6 | 67% |

GRADE 7 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

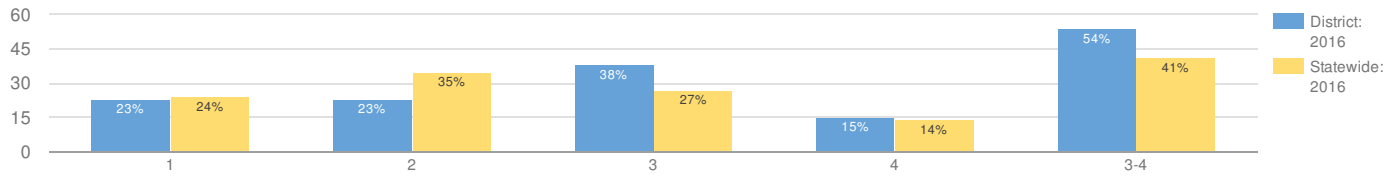


MEAN SCORE: 305

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | | | | |
|--------------------------------|--------------|------------|---------|---------|---------|---------|---|-----|---|-----|
| ALL STUDENTS | 19 | 26% | 2 | 11% | 12 | 63% | 4 | 21% | 1 | 5% |
| GENERAL EDUCATION | 15 | _% | - | - | - | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 4 | _% | - | - | - | - | - | - | - | - |
| WHITE | 16 | _% | - | - | - | - | - | - | - | - |
| MULTIRACIAL | 3 | _% | - | - | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 19 | 26% | 2 | 11% | 12 | 63% | 4 | 21% | 1 | 5% |
| FEMALE | 11 | 18% | 1 | 9% | 8 | 73% | 2 | 18% | 0 | 0% |
| MALE | 8 | 38% | 1 | 13% | 4 | 50% | 2 | 25% | 1 | 13% |
| NON-ENGLISH LANGUAGE LEARNERS | 19 | 26% | 2 | 11% | 12 | 63% | 4 | 21% | 1 | 5% |
| ECONOMICALLY DISADVANTAGED | 10 | 20% | 1 | 10% | 7 | 70% | 2 | 20% | 0 | 0% |
| NOT ECONOMICALLY DISADVANTAGED | 9 | 33% | 1 | 11% | 5 | 56% | 2 | 22% | 1 | 11% |
| NOT MIGRANT | 19 | 26% | 2 | 11% | 12 | 63% | 4 | 21% | 1 | 5% |

GRADE 8 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

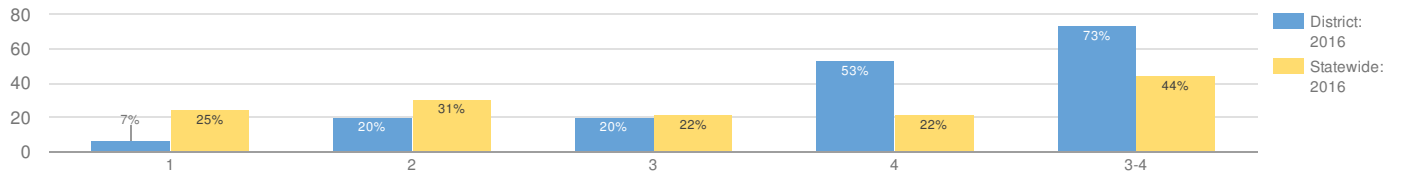


MEAN SCORE: 311

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | | | | |
|--------------------------------|--------------|------------|---------|---------|---------|---------|---|-----|---|-----|
| ALL STUDENTS | 13 | 54% | 3 | 23% | 3 | 23% | 5 | 38% | 2 | 15% |
| GENERAL EDUCATION | 9 | _% | - | - | - | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 4 | _% | - | - | - | - | - | - | - | - |
| WHITE | 13 | 54% | 3 | 23% | 3 | 23% | 5 | 38% | 2 | 15% |
| FEMALE | 2 | _% | - | - | - | - | - | - | - | - |
| MALE | 11 | _% | - | - | - | - | - | - | - | - |
| NON-ENGLISH LANGUAGE LEARNERS | 13 | 54% | 3 | 23% | 3 | 23% | 5 | 38% | 2 | 15% |
| ECONOMICALLY DISADVANTAGED | 7 | 14% | 3 | 43% | 3 | 43% | 1 | 14% | 0 | 0% |
| NOT ECONOMICALLY DISADVANTAGED | 6 | 100% | 0 | 0% | 0 | 0% | 4 | 67% | 2 | 33% |
| NOT MIGRANT | 13 | 54% | 3 | 23% | 3 | 23% | 5 | 38% | 2 | 15% |

GRADE 3 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

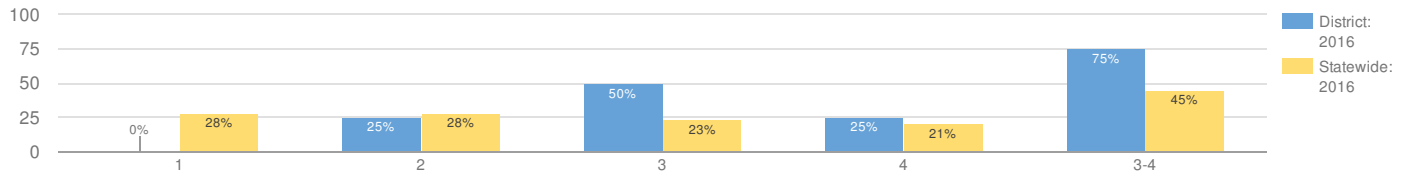


MEAN SCORE: 335

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | | | | |
|--------------------------------|--------------|------------|---------|---------|---------|---------|---|-----|---|-----|
| ALL STUDENTS | 15 | 73% | 1 | 7% | 3 | 20% | 3 | 20% | 8 | 53% |
| GENERAL EDUCATION | 12 | _% | - | - | - | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 3 | _% | - | - | - | - | - | - | - | - |
| WHITE | 15 | 73% | 1 | 7% | 3 | 20% | 3 | 20% | 8 | 53% |
| FEMALE | 8 | 75% | 0 | 0% | 2 | 25% | 1 | 13% | 5 | 63% |
| MALE | 7 | 71% | 1 | 14% | 1 | 14% | 2 | 29% | 3 | 43% |
| NON-ENGLISH LANGUAGE LEARNERS | 15 | 73% | 1 | 7% | 3 | 20% | 3 | 20% | 8 | 53% |
| ECONOMICALLY DISADVANTAGED | 7 | 71% | 1 | 14% | 1 | 14% | 2 | 29% | 3 | 43% |
| NOT ECONOMICALLY DISADVANTAGED | 8 | 75% | 0 | 0% | 2 | 25% | 1 | 13% | 5 | 63% |
| NOT MIGRANT | 15 | 73% | 1 | 7% | 3 | 20% | 3 | 20% | 8 | 53% |

GRADE 4 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

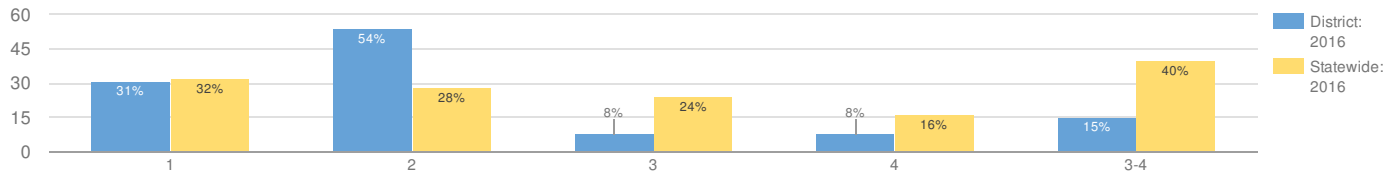


MEAN SCORE: 320

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 |
|--------------------------------|--------------|------------|---------|---------|---------|---------|
| ALL STUDENTS | 8 | 75% | 0 | 0% | 2 | 25% |
| GENERAL EDUCATION | 6 | _% | - | - | - | - |
| STUDENTS WITH DISABILITIES | 2 | _% | - | - | - | - |
| WHITE | 8 | 75% | 0 | 0% | 2 | 25% |
| FEMALE | 5 | _% | - | - | - | - |
| MALE | 3 | _% | - | - | - | - |
| NON-ENGLISH LANGUAGE LEARNERS | 8 | 75% | 0 | 0% | 2 | 25% |
| ECONOMICALLY DISADVANTAGED | 4 | _% | - | - | - | - |
| NOT ECONOMICALLY DISADVANTAGED | 4 | _% | - | - | - | - |
| NOT MIGRANT | 8 | 75% | 0 | 0% | 2 | 25% |

GRADE 5 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

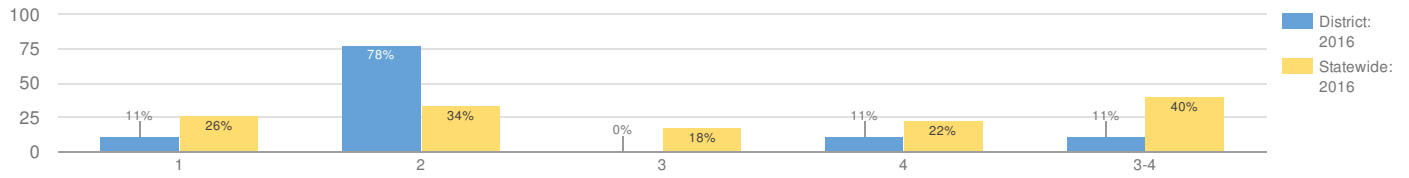


MEAN SCORE: 294

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | | |
|--------------------------------|--------------|------------|---------|---------|---------|---------|---|-----|
| ALL STUDENTS | 13 | 15% | 4 | 31% | 7 | 54% | 1 | 8% |
| GENERAL EDUCATION | 10 | _% | - | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 3 | _% | - | - | - | - | - | - |
| WHITE | 12 | _% | - | - | - | - | - | - |
| MULTIRACIAL | 1 | _% | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 13 | 15% | 4 | 31% | 7 | 54% | 1 | 8% |
| FEMALE | 8 | 25% | 4 | 50% | 2 | 25% | 1 | 13% |
| MALE | 5 | 0% | 0 | 0% | 5 | 100% | 0 | 0% |
| NON-ENGLISH LANGUAGE LEARNERS | 13 | 15% | 4 | 31% | 7 | 54% | 1 | 8% |
| ECONOMICALLY DISADVANTAGED | 5 | 0% | 2 | 40% | 3 | 60% | 0 | 0% |
| NOT ECONOMICALLY DISADVANTAGED | 8 | 25% | 2 | 25% | 4 | 50% | 1 | 13% |
| NOT MIGRANT | 13 | 15% | 4 | 31% | 7 | 54% | 1 | 8% |

GRADE 6 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.



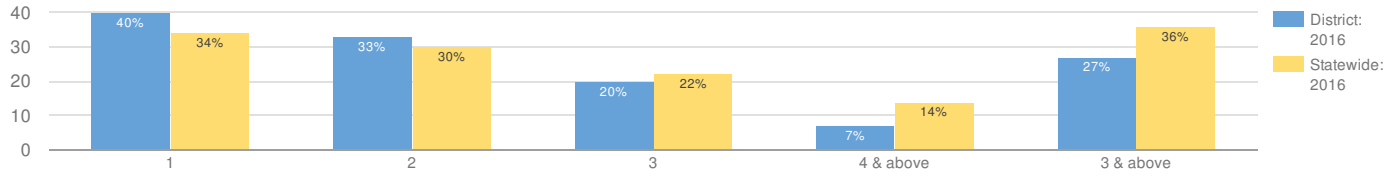
MEAN SCORE: 298

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 |
|--------------------------------|--------------|------------|---------|---------|---------|---------|
| ALL STUDENTS | 9 | 11% | 1 | 11% | 7 | 78% |
| GENERAL EDUCATION | 6 | _% | - | - | - | - |
| STUDENTS WITH DISABILITIES | 3 | _% | - | - | - | - |
| WHITE | 7 | _% | - | - | - | - |
| MULTIRACIAL | 2 | _% | - | - | - | - |
| SMALL GROUP TOTAL | 9 | 11% | 1 | 11% | 7 | 78% |
| FEMALE | 4 | _% | - | - | - | - |
| MALE | 5 | _% | - | - | - | - |
| NON-ENGLISH LANGUAGE LEARNERS | 9 | 11% | 1 | 11% | 7 | 78% |
| ECONOMICALLY DISADVANTAGED | 5 | _% | - | - | - | - |
| NOT ECONOMICALLY DISADVANTAGED | 4 | _% | - | - | - | - |
| NOT MIGRANT | 9 | 11% | 1 | 11% | 7 | 78% |

GRADE 7 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

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.



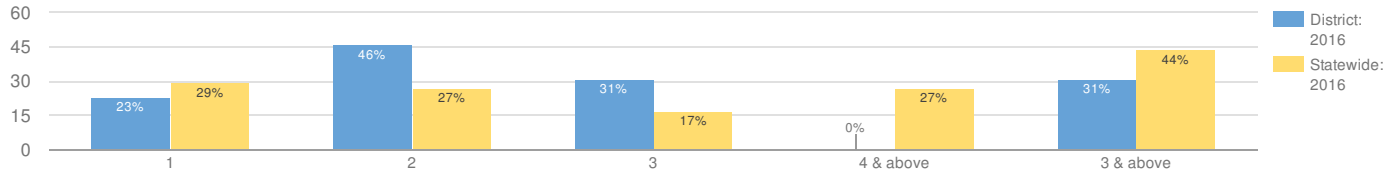
MEAN SCORE: 301

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | | | | |
|--------------------------------|--------------|------------|---------|---------|---------|---------|---|-----|---|-----|
| ALL STUDENTS | 15 | 27% | 6 | 40% | 5 | 33% | 3 | 20% | 1 | 7% |
| GENERAL EDUCATION | 12 | _% | - | - | - | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 3 | _% | - | - | - | - | - | - | - | - |
| WHITE | 12 | _% | - | - | - | - | - | - | - | - |
| MULTIRACIAL | 3 | _% | - | - | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 15 | 27% | 6 | 40% | 5 | 33% | 3 | 20% | 1 | 7% |
| FEMALE | 8 | 0% | 5 | 63% | 3 | 38% | 0 | 0% | 0 | 0% |
| MALE | 7 | 57% | 1 | 14% | 2 | 29% | 3 | 43% | 1 | 14% |
| NON-ENGLISH LANGUAGE LEARNERS | 15 | 27% | 6 | 40% | 5 | 33% | 3 | 20% | 1 | 7% |
| ECONOMICALLY DISADVANTAGED | 6 | 17% | 4 | 67% | 1 | 17% | 1 | 17% | 0 | 0% |
| NOT ECONOMICALLY DISADVANTAGED | 9 | 33% | 2 | 22% | 4 | 44% | 2 | 22% | 1 | 11% |
| NOT MIGRANT | 15 | 27% | 6 | 40% | 5 | 33% | 3 | 20% | 1 | 7% |

GRADE 8 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

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.

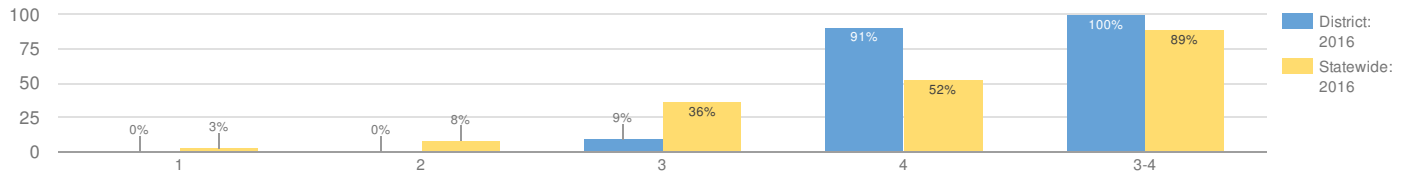


MEAN SCORE: 295

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | | | | |
|--------------------------------|--------------|------------|---------|---------|---------|---------|---|-----|---|----|
| ALL STUDENTS | 13 | 31% | 3 | 23% | 6 | 46% | 4 | 31% | 0 | 0% |
| GENERAL EDUCATION | 9 | _% | - | - | - | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 4 | _% | - | - | - | - | - | - | - | - |
| WHITE | 13 | 31% | 3 | 23% | 6 | 46% | 4 | 31% | 0 | 0% |
| FEMALE | 2 | _% | - | - | - | - | - | - | - | - |
| MALE | 11 | _% | - | - | - | - | - | - | - | - |
| NON-ENGLISH LANGUAGE LEARNERS | 13 | 31% | 3 | 23% | 6 | 46% | 4 | 31% | 0 | 0% |
| ECONOMICALLY DISADVANTAGED | 7 | 14% | 3 | 43% | 3 | 43% | 1 | 14% | 0 | 0% |
| NOT ECONOMICALLY DISADVANTAGED | 6 | 50% | 0 | 0% | 3 | 50% | 3 | 50% | 0 | 0% |
| NOT MIGRANT | 13 | 31% | 3 | 23% | 6 | 46% | 4 | 31% | 0 | 0% |

GRADE 4 SCIENCE

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.



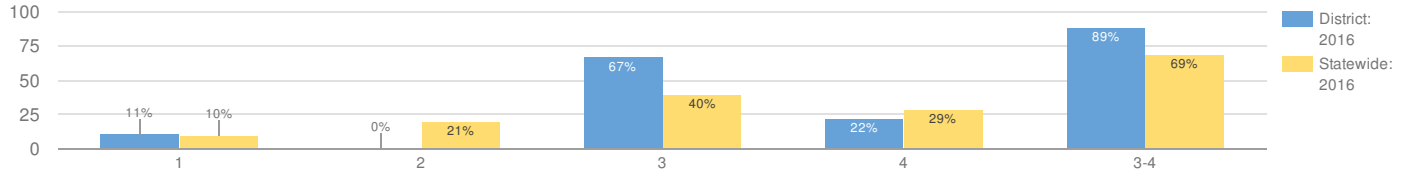
MEAN SCORE: 91

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | | | | |
|--------------------------------|--------------|------------|---------|---------|---------|---------|---|-----|----|------|
| ALL STUDENTS | 11 | 100% | 0 | 0% | 0 | 0% | 1 | 9% | 10 | 91% |
| GENERAL EDUCATION | 9 | _% | - | - | - | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 2 | _% | - | - | - | - | - | - | - | - |
| WHITE | 11 | 100% | 0 | 0% | 0 | 0% | 1 | 9% | 10 | 91% |
| FEMALE | 7 | _% | - | - | - | - | - | - | - | - |
| MALE | 4 | _% | - | - | - | - | - | - | - | - |
| NON-ENGLISH LANGUAGE LEARNERS | 11 | 100% | 0 | 0% | 0 | 0% | 1 | 9% | 10 | 91% |
| ECONOMICALLY DISADVANTAGED | 6 | 100% | 0 | 0% | 0 | 0% | 1 | 17% | 5 | 83% |
| NOT ECONOMICALLY DISADVANTAGED | 5 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 5 | 100% |
| NOT MIGRANT | 11 | 100% | 0 | 0% | 0 | 0% | 1 | 9% | 10 | 91% |

GRADE 8 SCIENCE

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

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: 77

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | | | | |
|--------------------------------|--------------|------------|---------|---------|---------|---------|----|-----|---|-----|
| ALL STUDENTS | 18 | 89% | 2 | 11% | 0 | 0% | 12 | 67% | 4 | 22% |
| GENERAL EDUCATION | 12 | 100% | 0 | 0% | 0 | 0% | 9 | 75% | 3 | 25% |
| STUDENTS WITH DISABILITIES | 6 | 67% | 2 | 33% | 0 | 0% | 3 | 50% | 1 | 17% |
| WHITE | 18 | 89% | 2 | 11% | 0 | 0% | 12 | 67% | 4 | 22% |
| FEMALE | 4 | _% | - | - | - | - | - | - | - | - |
| MALE | 14 | _% | - | - | - | - | - | - | - | - |
| NON-ENGLISH LANGUAGE LEARNERS | 18 | 89% | 2 | 11% | 0 | 0% | 12 | 67% | 4 | 22% |
| ECONOMICALLY DISADVANTAGED | 10 | 80% | 2 | 20% | 0 | 0% | 8 | 80% | 0 | 0% |
| NOT ECONOMICALLY DISADVANTAGED | 8 | 100% | 0 | 0% | 0 | 0% | 4 | 50% | 4 | 50% |
| NOT MIGRANT | 18 | 89% | 2 | 11% | 0 | 0% | 12 | 67% | 4 | 22% |

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

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 |
| ENGLISH LANGUAGE LEARNER... | 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 |
| ENGLISH LANGUAGE LEARNER... | 56% | 35% | 9% | *% | 91 |
| ECONOMICALLY DISADVANT... | 29% | 48% | 21% | 2% | |

GRADE: 8
READING

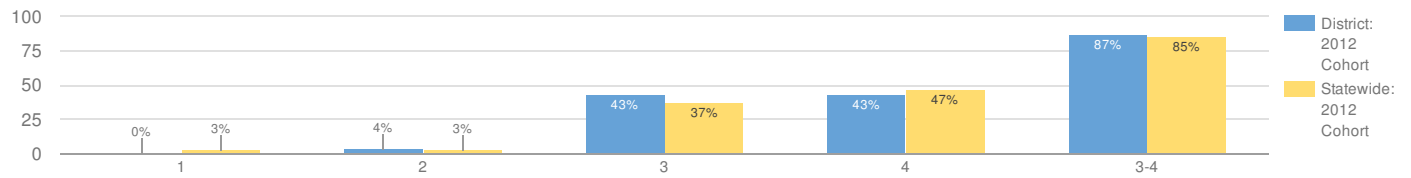
| GROUP | BELOW BASIC | BASIC | PROFICIENT | ADVANCED | PARTICIPATION RATE |
|-----------------------------|-------------|-------|------------|----------|--------------------|
| ALL STUDENTS | 27% | 40% | 29% | 4% | |
| AMERICAN INDIAN OR ALASK... | *% | *% | *% | *% | |
| ASIAN OR NATIVE HAWAIIAN... | 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 |
| ENGLISH LANGUAGE LEARNER... | 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... | *% | *% | *% | *% | |

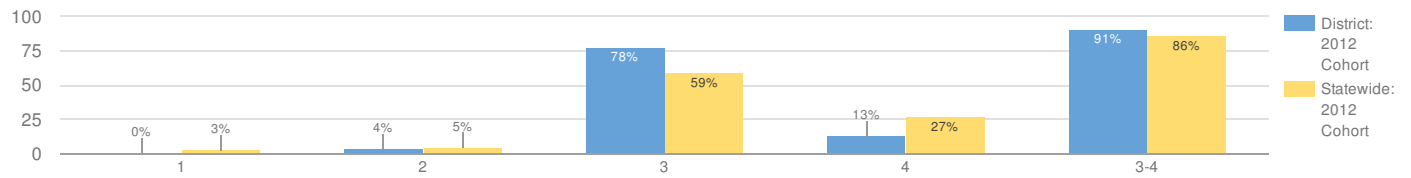
| | | | | | |
|-----------------------------|-----|-----|-----|-----|----|
| ASIAN OR NATIVE HAWAIIAN... | 18% | 30% | 33% | 19% | |
| BLACK OR AFRICAN AMERICA... | 48% | 37% | 13% | 2% | |
| HISPANIC OR LATINO | 41% | 40% | 16% | 3% | |
| WHITE | 20% | 40% | 31% | 9% | |
| MULTIRACIAL | *% | *% | *% | *% | |
| STUDENTS WITH DISABILITIES | 64% | 27% | 8% | 1% | 99 |
| ENGLISH LANGUAGE LEARNER... | 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



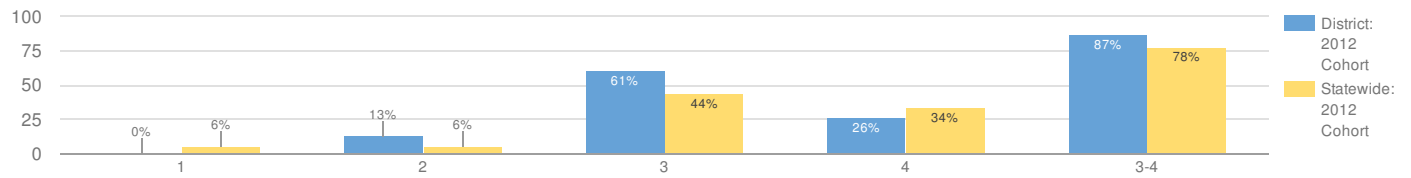
| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | | | | |
|--------------------------------|--------------|------------|---------|---------|---------|---------|----|-----|----|-----|
| ALL STUDENTS | 23 | 87% | 0 | 0% | 1 | 4% | 10 | 43% | 10 | 43% |
| GENERAL EDUCATION | 17 | 94% | 0 | 0% | 0 | 0% | 7 | 41% | 9 | 53% |
| STUDENTS WITH DISABILITIES | 6 | 67% | 0 | 0% | 1 | 17% | 3 | 50% | 1 | 17% |
| WHITE | 23 | 87% | 0 | 0% | 1 | 4% | 10 | 43% | 10 | 43% |
| FEMALE | 9 | 67% | 0 | 0% | 1 | 11% | 4 | 44% | 2 | 22% |
| MALE | 14 | 100% | 0 | 0% | 0 | 0% | 6 | 43% | 8 | 57% |
| NON-ENGLISH LANGUAGE LEARNERS | 23 | 87% | 0 | 0% | 1 | 4% | 10 | 43% | 10 | 43% |
| ECONOMICALLY DISADVANTAGED | 13 | 77% | 0 | 0% | 1 | 8% | 7 | 54% | 3 | 23% |
| NOT ECONOMICALLY DISADVANTAGED | 10 | 100% | 0 | 0% | 0 | 0% | 3 | 30% | 7 | 70% |
| NOT MIGRANT | 23 | 87% | 0 | 0% | 1 | 4% | 10 | 43% | 10 | 43% |

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



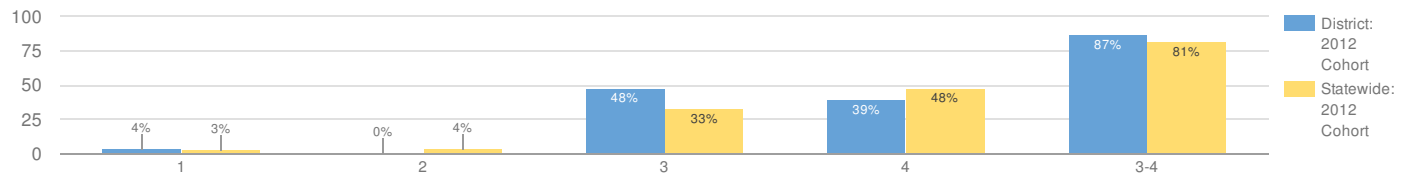
| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | | | | |
|--------------------------------|--------------|------------|---------|---------|---------|---------|----|-----|---|-----|
| ALL STUDENTS | 23 | 91% | 0 | 0% | 1 | 4% | 18 | 78% | 3 | 13% |
| GENERAL EDUCATION | 17 | 94% | 0 | 0% | 1 | 6% | 13 | 76% | 3 | 18% |
| STUDENTS WITH DISABILITIES | 6 | 83% | 0 | 0% | 0 | 0% | 5 | 83% | 0 | 0% |
| WHITE | 23 | 91% | 0 | 0% | 1 | 4% | 18 | 78% | 3 | 13% |
| FEMALE | 9 | 78% | 0 | 0% | 1 | 11% | 6 | 67% | 1 | 11% |
| MALE | 14 | 100% | 0 | 0% | 0 | 0% | 12 | 86% | 2 | 14% |
| NON-ENGLISH LANGUAGE LEARNERS | 23 | 91% | 0 | 0% | 1 | 4% | 18 | 78% | 3 | 13% |
| ECONOMICALLY DISADVANTAGED | 13 | 85% | 0 | 0% | 1 | 8% | 11 | 85% | 0 | 0% |
| NOT ECONOMICALLY DISADVANTAGED | 10 | 100% | 0 | 0% | 0 | 0% | 7 | 70% | 3 | 30% |
| NOT MIGRANT | 23 | 91% | 0 | 0% | 1 | 4% | 18 | 78% | 3 | 13% |

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



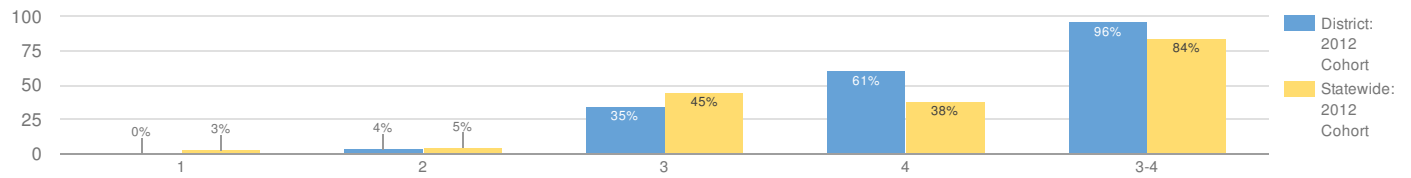
| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | | | | |
|--------------------------------|--------------|------------|---------|---------|---------|---------|----|-----|---|-----|
| ALL STUDENTS | 23 | 87% | 0 | 0% | 3 | 13% | 14 | 61% | 6 | 26% |
| GENERAL EDUCATION | 17 | 94% | 0 | 0% | 1 | 6% | 10 | 59% | 6 | 35% |
| STUDENTS WITH DISABILITIES | 6 | 67% | 0 | 0% | 2 | 33% | 4 | 67% | 0 | 0% |
| WHITE | 23 | 87% | 0 | 0% | 3 | 13% | 14 | 61% | 6 | 26% |
| FEMALE | 9 | 67% | 0 | 0% | 3 | 33% | 5 | 56% | 1 | 11% |
| MALE | 14 | 100% | 0 | 0% | 0 | 0% | 9 | 64% | 5 | 36% |
| NON-ENGLISH LANGUAGE LEARNERS | 23 | 87% | 0 | 0% | 3 | 13% | 14 | 61% | 6 | 26% |
| ECONOMICALLY DISADVANTAGED | 13 | 77% | 0 | 0% | 3 | 23% | 8 | 62% | 2 | 15% |
| NOT ECONOMICALLY DISADVANTAGED | 10 | 100% | 0 | 0% | 0 | 0% | 6 | 60% | 4 | 40% |
| NOT MIGRANT | 23 | 87% | 0 | 0% | 3 | 13% | 14 | 61% | 6 | 26% |

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 | 23 | 87% | 1 | 4% | 0 | 0% | 11 | 48% | 9 | 39% |
| GENERAL EDUCATION | 17 | 94% | 0 | 0% | 0 | 0% | 8 | 47% | 8 | 47% |
| STUDENTS WITH DISABILITIES | 6 | 67% | 1 | 17% | 0 | 0% | 3 | 50% | 1 | 17% |
| WHITE | 23 | 87% | 1 | 4% | 0 | 0% | 11 | 48% | 9 | 39% |
| FEMALE | 9 | 67% | 1 | 11% | 0 | 0% | 4 | 44% | 2 | 22% |
| MALE | 14 | 100% | 0 | 0% | 0 | 0% | 7 | 50% | 7 | 50% |
| NON-ENGLISH LANGUAGE LEARNERS | 23 | 87% | 1 | 4% | 0 | 0% | 11 | 48% | 9 | 39% |
| ECONOMICALLY DISADVANTAGED | 13 | 77% | 1 | 8% | 0 | 0% | 7 | 54% | 3 | 23% |
| NOT ECONOMICALLY DISADVANTAGED | 10 | 100% | 0 | 0% | 0 | 0% | 4 | 40% | 6 | 60% |
| NOT MIGRANT | 23 | 87% | 1 | 4% | 0 | 0% | 11 | 48% | 9 | 39% |

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 | 23 | 96% | 0 | 0% | 1 | 4% | 8 | 35% | 14 | 61% |
| GENERAL EDUCATION | 17 | 100% | 0 | 0% | 0 | 0% | 6 | 35% | 11 | 65% |
| STUDENTS WITH DISABILITIES | 6 | 83% | 0 | 0% | 1 | 17% | 2 | 33% | 3 | 50% |
| WHITE | 23 | 96% | 0 | 0% | 1 | 4% | 8 | 35% | 14 | 61% |
| FEMALE | 9 | 89% | 0 | 0% | 1 | 11% | 5 | 56% | 3 | 33% |
| MALE | 14 | 100% | 0 | 0% | 0 | 0% | 3 | 21% | 11 | 79% |
| NON-ENGLISH LANGUAGE LEARNERS | 23 | 96% | 0 | 0% | 1 | 4% | 8 | 35% | 14 | 61% |
| ECONOMICALLY DISADVANTAGED | 13 | 92% | 0 | 0% | 1 | 8% | 6 | 46% | 6 | 46% |
| NOT ECONOMICALLY DISADVANTAGED | 10 | 100% | 0 | 0% | 0 | 0% | 2 | 20% | 8 | 80% |
| NOT MIGRANT | 23 | 96% | 0 | 0% | 1 | 4% | 8 | 35% | 14 | 61% |

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 | 20 | 0 | 0% | 1 | 5% | 2 | 10% | 2 | 10% | 15 | 75% |
| GENERAL EDUCATION | 19 | - | - | - | - | - | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 1 | - | - | - | - | - | - | - | - | - | - |
| WHITE | 20 | 0 | 0% | 1 | 5% | 2 | 10% | 2 | 10% | 15 | 75% |
| FEMALE | 9 | 0 | 0% | 1 | 11% | 1 | 11% | 0 | 0% | 7 | 78% |
| MALE | 11 | 0 | 0% | 0 | 0% | 1 | 9% | 2 | 18% | 8 | 73% |
| NON-ENGLISH LANGUAGE LEARNERS | 20 | 0 | 0% | 1 | 5% | 2 | 10% | 2 | 10% | 15 | 75% |
| ECONOMICALLY DISADVANTAGED | 7 | 0 | 0% | 1 | 14% | 2 | 29% | 0 | 0% | 4 | 57% |
| NOT ECONOMICALLY DISADVANTAGED | 13 | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 15% | 11 | 85% |
| NOT MIGRANT | 20 | 0 | 0% | 1 | 5% | 2 | 10% | 2 | 10% | 15 | 75% |

GEOMETRY

REGENTS GEOMETRY

| GROUP | TOTAL TESTED | 55 | 65 | 85 |
|--------------------------------|--------------|----|----|----|
| ALL STUDENTS | 1 | - | - | - |
| GENERAL EDUCATION | 1 | - | - | - |
| WHITE | 1 | - | - | - |
| SMALL GROUP TOTAL | 1 | - | - | - |
| FEMALE | 1 | - | - | - |
| NON-ENGLISH LANGUAGE LEARNERS | 1 | - | - | - |
| NOT ECONOMICALLY DISADVANTAGED | 1 | - | - | - |
| NOT MIGRANT | 1 | - | - | - |

ALGEBRA 2/TRIGONOMETRY

REGENTS ALGEBRA 2/TRIGONOMETRY

| GROUP | TOTAL TESTED | | | 55 | | | 65 | | | 85 | | |
|--------------------------------|--------------|---|-----|----|-----|---|-----|--|--|----|--|--|
| ALL STUDENTS | 11 | 8 | 73% | 5 | 45% | 2 | 18% | | | | | |
| GENERAL EDUCATION | 11 | 8 | 73% | 5 | 45% | 2 | 18% | | | | | |
| WHITE | 11 | 8 | 73% | 5 | 45% | 2 | 18% | | | | | |
| FEMALE | 6 | 5 | 83% | 3 | 50% | 1 | 17% | | | | | |
| MALE | 5 | 3 | 60% | 2 | 40% | 1 | 20% | | | | | |
| NON-ENGLISH LANGUAGE LEARNERS | 11 | 8 | 73% | 5 | 45% | 2 | 18% | | | | | |
| ECONOMICALLY DISADVANTAGED | 1 | - | - | - | - | - | - | | | | | |
| NOT ECONOMICALLY DISADVANTAGED | 10 | - | - | - | - | - | - | | | | | |
| NOT MIGRANT | 11 | 8 | 73% | 5 | 45% | 2 | 18% | | | | | |

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

| GROUP | TOTAL TESTED | | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | | LEVEL 5 | |
|--------------------------------|--------------|---|---------|---|---------|----|---------|---|---------|---|---------|--|
| ALL STUDENTS | 15 | 1 | 7% | 0 | 0% | 11 | 73% | 3 | 20% | 0 | 0% | |
| GENERAL EDUCATION | 14 | - | - | - | - | - | - | - | - | - | - | |
| STUDENTS WITH DISABILITIES | 1 | - | - | - | - | - | - | - | - | - | - | |
| WHITE | 15 | 1 | 7% | 0 | 0% | 11 | 73% | 3 | 20% | 0 | 0% | |
| FEMALE | 5 | 0 | 0% | 0 | 0% | 4 | 80% | 1 | 20% | 0 | 0% | |
| MALE | 10 | 1 | 10% | 0 | 0% | 7 | 70% | 2 | 20% | 0 | 0% | |
| NON-ENGLISH LANGUAGE LEARNERS | 15 | 1 | 7% | 0 | 0% | 11 | 73% | 3 | 20% | 0 | 0% | |
| ECONOMICALLY DISADVANTAGED | 6 | 1 | 17% | 0 | 0% | 4 | 67% | 1 | 17% | 0 | 0% | |
| NOT ECONOMICALLY DISADVANTAGED | 9 | 0 | 0% | 0 | 0% | 7 | 78% | 2 | 22% | 0 | 0% | |
| NOT MIGRANT | 15 | 1 | 7% | 0 | 0% | 11 | 73% | 3 | 20% | 0 | 0% | |

GEOMETRY (COMMON CORE)

GEOMETRY (COMMON CORE)

| GROUP | TOTAL TESTED | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | | LEVEL 5 | |
|--------------------------------|--------------|---------|----|---------|----|---------|-----|---------|-----|---------|-----|
| ALL STUDENTS | 9 | 0 | 0% | 0 | 0% | 5 | 56% | 2 | 22% | 2 | 22% |
| GENERAL EDUCATION | 9 | 0 | 0% | 0 | 0% | 5 | 56% | 2 | 22% | 2 | 22% |
| WHITE | 8 | - | - | - | - | - | - | - | - | - | - |
| MULTIRACIAL | 1 | - | - | - | - | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 9 | 0 | 0% | 0 | 0% | 5 | 56% | 2 | 22% | 2 | 22% |
| FEMALE | 6 | - | - | - | - | - | - | - | - | - | - |
| MALE | 3 | - | - | - | - | - | - | - | - | - | - |
| NON-ENGLISH LANGUAGE LEARNERS | 9 | 0 | 0% | 0 | 0% | 5 | 56% | 2 | 22% | 2 | 22% |
| ECONOMICALLY DISADVANTAGED | 4 | - | - | - | - | - | - | - | - | - | - |
| NOT ECONOMICALLY DISADVANTAGED | 5 | - | - | - | - | - | - | - | - | - | - |
| NOT MIGRANT | 9 | 0 | 0% | 0 | 0% | 5 | 56% | 2 | 22% | 2 | 22% |

ALGEBRA II (COMMON CORE)

ALGEBRA II (COMMON CORE)

| GROUP | TOTAL TESTED | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | | LEVEL 5 | |
|--------------------------------|--------------|---------|-----|---------|-----|---------|-----|---------|-----|---------|----|
| ALL STUDENTS | 9 | 2 | 22% | 3 | 33% | 3 | 33% | 1 | 11% | 0 | 0% |
| GENERAL EDUCATION | 9 | 2 | 22% | 3 | 33% | 3 | 33% | 1 | 11% | 0 | 0% |
| WHITE | 9 | 2 | 22% | 3 | 33% | 3 | 33% | 1 | 11% | 0 | 0% |
| FEMALE | 4 | - | - | - | - | - | - | - | - | - | - |
| MALE | 5 | - | - | - | - | - | - | - | - | - | - |
| NON-ENGLISH LANGUAGE LEARNERS | 9 | 2 | 22% | 3 | 33% | 3 | 33% | 1 | 11% | 0 | 0% |
| ECONOMICALLY DISADVANTAGED | 1 | - | - | - | - | - | - | - | - | - | - |
| NOT ECONOMICALLY DISADVANTAGED | 8 | - | - | - | - | - | - | - | - | - | - |
| NOT MIGRANT | 9 | 2 | 22% | 3 | 33% | 3 | 33% | 1 | 11% | 0 | 0% |

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

| GROUP | TOTAL TESTED | 55 | | 65 | | 85 | |
|--------------------------------|--------------|----|------|----|------|----|-----|
| ALL STUDENTS | 19 | 18 | 95% | 16 | 84% | 7 | 37% |
| GENERAL EDUCATION | 18 | - | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 1 | - | - | - | - | - | - |
| WHITE | 19 | 18 | 95% | 16 | 84% | 7 | 37% |
| FEMALE | 10 | 10 | 100% | 9 | 90% | 5 | 50% |
| MALE | 9 | 8 | 89% | 7 | 78% | 2 | 22% |
| NON-ENGLISH LANGUAGE LEARNERS | 19 | 18 | 95% | 16 | 84% | 7 | 37% |
| ECONOMICALLY DISADVANTAGED | 11 | 10 | 91% | 8 | 73% | 2 | 18% |
| NOT ECONOMICALLY DISADVANTAGED | 8 | 8 | 100% | 8 | 100% | 5 | 63% |
| NOT MIGRANT | 19 | 18 | 95% | 16 | 84% | 7 | 37% |

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

| GROUP | TOTAL TESTED | 55 | | 65 | | 85 | |
|--------------------------------|--------------|----|------|----|------|----|-----|
| ALL STUDENTS | 21 | 20 | 95% | 20 | 95% | 12 | 57% |
| GENERAL EDUCATION | 19 | - | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 2 | - | - | - | - | - | - |
| WHITE | 21 | 20 | 95% | 20 | 95% | 12 | 57% |
| FEMALE | 10 | 9 | 90% | 9 | 90% | 5 | 50% |
| MALE | 11 | 11 | 100% | 11 | 100% | 7 | 64% |
| NON-ENGLISH LANGUAGE LEARNERS | 21 | 20 | 95% | 20 | 95% | 12 | 57% |
| ECONOMICALLY DISADVANTAGED | 8 | 7 | 88% | 7 | 88% | 1 | 13% |
| NOT ECONOMICALLY DISADVANTAGED | 13 | 13 | 100% | 13 | 100% | 11 | 85% |
| NOT MIGRANT | 21 | 20 | 95% | 20 | 95% | 12 | 57% |

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

| GROUP | TOTAL TESTED | | 55 | | 65 | | 85 | |
|--------------------------------|--------------|----|------|----|------|---|-----|--|
| ALL STUDENTS | 14 | 14 | 100% | 14 | 100% | 6 | 43% | |
| GENERAL EDUCATION | 13 | - | - | - | - | - | - | |
| STUDENTS WITH DISABILITIES | 1 | - | - | - | - | - | - | |
| WHITE | 14 | 14 | 100% | 14 | 100% | 6 | 43% | |
| FEMALE | 9 | 9 | 100% | 9 | 100% | 5 | 56% | |
| MALE | 5 | 5 | 100% | 5 | 100% | 1 | 20% | |
| NON-ENGLISH LANGUAGE LEARNERS | 14 | 14 | 100% | 14 | 100% | 6 | 43% | |
| ECONOMICALLY DISADVANTAGED | 8 | 8 | 100% | 8 | 100% | 3 | 38% | |
| NOT ECONOMICALLY DISADVANTAGED | 6 | 6 | 100% | 6 | 100% | 3 | 50% | |
| NOT MIGRANT | 14 | 14 | 100% | 14 | 100% | 6 | 43% | |

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

| GROUP | TOTAL TESTED | | 55 | | 65 | | 85 | |
|--------------------------------|--------------|----|------|----|------|---|-----|--|
| ALL STUDENTS | 16 | 15 | 94% | 14 | 88% | 7 | 44% | |
| GENERAL EDUCATION | 15 | - | - | - | - | - | - | |
| STUDENTS WITH DISABILITIES | 1 | - | - | - | - | - | - | |
| WHITE | 15 | - | - | - | - | - | - | |
| MULTIRACIAL | 1 | - | - | - | - | - | - | |
| SMALL GROUP TOTAL | 16 | 15 | 94% | 14 | 88% | 7 | 44% | |
| FEMALE | 5 | 5 | 100% | 5 | 100% | 1 | 20% | |
| MALE | 11 | 10 | 91% | 9 | 82% | 6 | 55% | |
| NON-ENGLISH LANGUAGE LEARNERS | 16 | 15 | 94% | 14 | 88% | 7 | 44% | |
| ECONOMICALLY DISADVANTAGED | 9 | 8 | 89% | 7 | 78% | 2 | 22% | |
| NOT ECONOMICALLY DISADVANTAGED | 7 | 7 | 100% | 7 | 100% | 5 | 71% | |
| NOT MIGRANT | 16 | 15 | 94% | 14 | 88% | 7 | 44% | |

PHYSICAL SETTING/CHEMISTRY

REGENTS PHYSICAL SETTING/CHEMISTRY

| GROUP | TOTAL TESTED | 55 | | | 65 | | 85 | |
|--------------------------------|--------------|----|------|----|------|---|-----|--|
| ALL STUDENTS | 14 | 14 | 100% | 14 | 100% | 6 | 43% | |
| GENERAL EDUCATION | 14 | 14 | 100% | 14 | 100% | 6 | 43% | |
| WHITE | 14 | 14 | 100% | 14 | 100% | 6 | 43% | |
| FEMALE | 6 | 6 | 100% | 6 | 100% | 3 | 50% | |
| MALE | 8 | 8 | 100% | 8 | 100% | 3 | 38% | |
| NON-ENGLISH LANGUAGE LEARNERS | 14 | 14 | 100% | 14 | 100% | 6 | 43% | |
| ECONOMICALLY DISADVANTAGED | 3 | - | - | - | - | - | - | |
| NOT ECONOMICALLY DISADVANTAGED | 11 | - | - | - | - | - | - | |
| NOT MIGRANT | 14 | 14 | 100% | 14 | 100% | 6 | 43% | |

PHYSICAL SETTING/PHYSICS

REGENTS PHYSICAL SETTING/PHYSICS

| GROUP | TOTAL TESTED | 55 | | | 65 | | 85 | |
|--------------------------------|--------------|----|---|---|----|---|----|--|
| ALL STUDENTS | 4 | - | - | - | - | - | - | |
| GENERAL EDUCATION | 4 | - | - | - | - | - | - | |
| WHITE | 4 | - | - | - | - | - | - | |
| SMALL GROUP TOTAL | 4 | - | - | - | - | - | - | |
| FEMALE | 1 | - | - | - | - | - | - | |
| MALE | 3 | - | - | - | - | - | - | |
| NON-ENGLISH LANGUAGE LEARNERS | 4 | - | - | - | - | - | - | |
| NOT ECONOMICALLY DISADVANTAGED | 4 | - | - | - | - | - | - | |
| NOT MIGRANT | 4 | - | - | - | - | - | - | |

NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA) RESULTS (2015 - 16)

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 |
|--------------|--------------|------------|---------|---------|---------|---------|
| GRADE 6 ELA | 1 | _% | - | - | - | - |
| GRADE 6 MATH | 1 | _% | - | - | - | - |

KINDERGARTEN

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

GRADE 2

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

ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

| GROUP | MADE AYP | TESTED 95% | STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | PI >= EAMO OR SAFE HARBOR TARGET | TESTED STUDENTS ENROLLED ON BEDS DAY | PI | EAMO | SAFE HARBOR TARGET |
|---|----------|------------|---|---|----------------------------------|--------------------------------------|-----|------|--------------------|
| ALL STUDENTS | NO | NO | 215* | 75%* | YES | 76 | 132 | 93 | 93 |
| AMERICAN INDIAN OR ALASKA NATIVE | — | — | 0 | — | — | 0 | — | — | — |
| BLACK OR AFRICAN AMERICAN | — | — | 0 | — | — | 0 | — | — | — |
| HISPANIC OR LATINO | — | — | 0 | — | — | 0 | — | — | — |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | — | — | 0 | — | — | 0 | — | — | — |
| WHITE | NO | NO | 200* | 75%* | YES | 70 | 131 | 108 | 108 |
| MULTIRACIAL | — | — | 7 | — | — | 6 | — | — | — |
| STUDENTS WITH DISABILITIES | — | — | 25 | — | — | 20 | — | — | — |
| LIMITED ENGLISH PROFICIENT | — | — | 0 | — | — | 0 | — | — | — |
| ECONOMICALLY DISADVANTAGED | NO | NO | 107* | 74%* | YES | 36 | 103 | 77 | 77 |

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

| GROUP | STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | TESTED STUDENTS ENROLLED ON BEDS DAY | PI |
|---|---|---|--------------------------------------|-----|
| NOT AMERICAN INDIAN OR ALASKA NATIVE | 215* | 75%* | 76 | 132 |
| NOT BLACK OR AFRICAN AMERICAN | 215* | 75%* | 76 | 132 |
| NOT HISPANIC OR LATINO | 215* | 75%* | 76 | 132 |
| NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC... | 215* | 75%* | 76 | 132 |
| NOT WHITE | 7 | — | 6 | — |
| NOT MULTIRACIAL | 200* | 75%* | 70 | 131 |
| GENERAL EDUCATION | 167* | 74%* | 56 | 155 |
| ENGLISH PROFICIENT | 215* | 75%* | 76 | 132 |
| NOT ECONOMICALLY DISADVANTAGED | 108* | 76%* | 40 | 158 |
| MALE | 114* | 73%* | 39 | 126 |
| FEMALE | 101* | 77%* | 37 | 138 |
| MIGRANT | 0 | — | 0 | — |
| NOT MIGRANT | 215* | 75%* | 76 | 132 |

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.
 *The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

| GROUP | MADE AYP | TESTED 95% | STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | PI >= EAMO OR SAFE HARBOR TARGET | TESTED STUDENTS ENROLLED ON BEDS DAY | PI | EAMO | SAFE HARBOR TARGET |
|---|----------|------------|---|---|----------------------------------|--------------------------------------|-----|------|--------------------|
| ALL STUDENTS | NO | NO | 215* | 72%* | YES | 74 | 122 | 90 | 90 |
| AMERICAN INDIAN OR ALASKA NATIVE | — | — | 0 | — | — | 0 | — | — | — |
| BLACK OR AFRICAN AMERICAN | — | — | 0 | — | — | 0 | — | — | — |
| HISPANIC OR LATINO | — | — | 0 | — | — | 0 | — | — | — |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | — | — | 0 | — | — | 0 | — | — | — |
| WHITE | NO | NO | 200* | 72%* | YES | 68 | 124 | 103 | 103 |
| MULTIRACIAL | — | — | 7 | — | — | 6 | — | — | — |
| STUDENTS WITH DISABILITIES | — | — | 25 | — | — | 19 | — | — | — |
| LIMITED ENGLISH PROFICIENT | — | — | 0 | — | — | 0 | — | — | — |
| ECONOMICALLY DISADVANTAGED | NO | NO | 107* | 70%* | YES | 35 | 97 | 75 | 75 |

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

| GROUP | STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | TESTED STUDENTS ENROLLED ON BEDS DAY | PI |
|---|---|---|--------------------------------------|-----|
| NOT AMERICAN INDIAN OR ALASKA NATIVE | 215* | 72%* | 74 | 122 |
| NOT BLACK OR AFRICAN AMERICAN | 215* | 72%* | 74 | 122 |
| NOT HISPANIC OR LATINO | 215* | 72%* | 74 | 122 |
| NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC... | 215* | 72%* | 74 | 122 |
| NOT WHITE | 7 | — | 6 | — |
| NOT MULTIRACIAL | 200* | 72%* | 68 | 124 |
| GENERAL EDUCATION | 167* | 71%* | 55 | 136 |
| ENGLISH PROFICIENT | 215* | 72%* | 74 | 122 |
| NOT ECONOMICALLY DISADVANTAGED | 108* | 74%* | 39 | 144 |
| MALE | 114* | 71%* | 38 | 124 |
| FEMALE | 101* | 73%* | 36 | 119 |
| MIGRANT | 0 | — | 0 | — |
| NOT MIGRANT | 215* | 72%* | 74 | 122 |

— 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**

| GROUP | MADE AYP | TESTED 80% | STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | PI >= EAMO OR PROGRESS TARGET | TESTED STUDENTS ENROLLED ON BEDS DAY | PI | EAMO | PROGRESS TARGET |
|---|----------|------------|---|---|-------------------------------|--------------------------------------|-------|------|-----------------|
| ALL STUDENTS | YES | — | 31 | — | YES | 59** | 186** | 174 | 174 |
| AMERICAN INDIAN OR ALASKA NATIVE | — | — | 0 | — | — | 0 | — | — | — |
| BLACK OR AFRICAN AMERICAN | — | — | 0 | — | — | 0 | — | — | — |
| HISPANIC OR LATINO | — | — | 0 | — | — | 0 | — | — | — |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | — | — | 0 | — | — | 0 | — | — | — |
| WHITE | YES | — | 31 | — | YES | 57** | 186** | 181 | 1 |
| MULTIRACIAL | — | — | 0 | — | — | 2 | — | — | — |
| STUDENTS WITH DISABILITIES | — | — | 9 | — | — | 14 | — | — | — |
| LIMITED ENGLISH PROFICIENT | — | — | 0 | — | — | 0 | — | — | — |
| ECONOMICALLY DISADVANTAGED | — | — | 16 | — | — | 29 | — | — | — |

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

| GROUP | STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | TESTED STUDENTS ENROLLED ON BEDS DAY | PI |
|---|---|---|--------------------------------------|-------|
| NOT AMERICAN INDIAN OR ALASKA NATIVE | 31 | — | 59** | 186** |
| NOT BLACK OR AFRICAN AMERICAN | 31 | — | 59** | 186** |
| NOT HISPANIC OR LATINO | 31 | — | 59** | 186** |
| NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC... | 31 | — | 59** | 186** |
| NOT WHITE | 0 | — | 0 | — |
| NOT MULTIRACIAL | 31 | — | 57** | 186** |
| GENERAL EDUCATION | 22 | — | 45** | 198** |
| ENGLISH PROFICIENT | 31 | — | 59** | 186** |
| NOT ECONOMICALLY DISADVANTAGED | 15 | — | 30** | 197** |
| MALE | 20 | — | 34** | 182** |
| FEMALE | 11 | — | 25 | — |
| MIGRANT | 0 | — | 0 | — |
| NOT MIGRANT | 31 | — | 59** | 186** |

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Progress Target data are suppressed.
 **The number of tested students enrolled on BEDS day and during the test period in the school/district in the current year is less than 30, so the numbers in the current year and previous year were combined to determine a Performance Index.

SECONDARY-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

| GROUP | MADE AYP | TESTED 95% | 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | PI >= EAMO OR SAFE HARBOR TARGET | 2012 ACCOUNTABILITY COHORT MEMBERS | PI | EAMO | SAFE HARBOR TARGET |
|---|----------|------------|--------------|--|----------------------------------|------------------------------------|-------|------|--------------------|
| ALL STUDENTS | YES | — | 20 | — | YES | 35** | 183** | 158 | 158 |
| AMERICAN INDIAN OR ALASKA NATIVE | — | — | 0 | — | — | 0 | — | — | — |
| BLACK OR AFRICAN AMERICAN | — | — | 0 | — | — | 0 | — | — | — |
| HISPANIC OR LATINO | — | — | 0 | — | — | 1 | — | — | — |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | — | — | 0 | — | — | 0 | — | — | — |
| WHITE | YES | — | 20 | — | YES | 34** | 185** | 166 | 166 |
| MULTIRACIAL | — | — | 0 | — | — | 0 | — | — | — |
| STUDENTS WITH DISABILITIES | — | — | 4 | — | — | 8 | — | — | — |
| LIMITED ENGLISH PROFICIENT | — | — | 0 | — | — | 0 | — | — | — |
| ECONOMICALLY DISADVANTAGED | — | — | 10 | — | — | 16 | — | — | — |

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

| GROUP | 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | 2012 ACCOUNTABILITY COHORT MEMBERS | PI |
|---|--------------|--|------------------------------------|-------|
| NOT AMERICAN INDIAN OR ALASKA NATIVE | 20 | — | 35** | 183** |
| NOT BLACK OR AFRICAN AMERICAN | 20 | — | 35** | 183** |
| NOT HISPANIC OR LATINO | 20 | — | 34** | 185** |
| NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC... | 20 | — | 35** | 183** |
| NOT WHITE | 0 | — | 0 | — |
| NOT MULTIRACIAL | 20 | — | 35** | 183** |
| GENERAL EDUCATION | 16 | — | 27 | — |
| ENGLISH PROFICIENT | 20 | — | 35** | 183** |
| NOT ECONOMICALLY DISADVANTAGED | 10 | — | 19 | — |
| MALE | 14 | — | 21 | — |
| FEMALE | 6 | — | 14 | — |
| MIGRANT | 0 | — | 0 | — |
| NOT MIGRANT | 20 | — | 35** | 183** |

— 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 2012 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.
 **The number of 2012 accountability cohort members is less than 30, so the number of 2012 and 2011 accountability cohort members were combined to determine a Performance Index.

SECONDARY-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

| GROUP | MADE AYP | TESTED 95% | 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | PI >= EAMO OR SAFE HARBOR TARGET | 2012 ACCOUNTABILITY COHORT MEMBERS | PI | EAMO | SAFE HARBOR TARGET |
|---|----------|------------|--------------|--|----------------------------------|------------------------------------|-------|------|--------------------|
| ALL STUDENTS | NO | — | 20 | — | NO | 35** | 129** | 143 | 143 |
| AMERICAN INDIAN OR ALASKA NATIVE | — | — | 0 | — | — | 0 | — | — | — |
| BLACK OR AFRICAN AMERICAN | — | — | 0 | — | — | 0 | — | — | — |
| HISPANIC OR LATINO | — | — | 0 | — | — | 1 | — | — | — |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | — | — | 0 | — | — | 0 | — | — | — |
| WHITE | NO | — | 20 | — | NO | 34** | 129** | 153 | 153 |
| MULTIRACIAL | — | — | 0 | — | — | 0 | — | — | — |
| STUDENTS WITH DISABILITIES | — | — | 4 | — | — | 8 | — | — | — |
| LIMITED ENGLISH PROFICIENT | — | — | 0 | — | — | 0 | — | — | — |
| ECONOMICALLY DISADVANTAGED | — | — | 10 | — | — | 16 | — | — | — |

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

| GROUP | 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | 2012 ACCOUNTABILITY COHORT MEMBERS | PI |
|---|--------------|--|------------------------------------|-------|
| NOT AMERICAN INDIAN OR ALASKA NATIVE | 20 | — | 35** | 129** |
| NOT BLACK OR AFRICAN AMERICAN | 20 | — | 35** | 129** |
| NOT HISPANIC OR LATINO | 20 | — | 34** | 129** |
| NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC... | 20 | — | 35** | 129** |
| NOT WHITE | 0 | — | 0 | — |
| NOT MULTIRACIAL | 20 | — | 35** | 129** |
| GENERAL EDUCATION | 16 | — | 27 | — |
| ENGLISH PROFICIENT | 20 | — | 35** | 129** |
| NOT ECONOMICALLY DISADVANTAGED | 10 | — | 19 | — |
| MALE | 14 | — | 21 | — |
| FEMALE | 6 | — | 14 | — |
| MIGRANT | 0 | — | 0 | — |
| NOT MIGRANT | 20 | — | 35** | 129** |

— 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 2012 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.
 **The number of 2012 accountability cohort members is less than 30, so the number of 2012 and 2011 accountability cohort members were combined to determine a Performance Index.

UNWEIGHTED COMBINED ELA AND MATH PIS

| GROUP | ELEMENTARY/ MIDDLE-LEVEL ELA PI | ELEMENTARY/ MIDDLE-LEVEL MATH PI | SECONDARY-LEVEL ELA PI | SECONDARY-LEVEL MATH PI | UNWEIGHTED COMBINED PI |
|---|---------------------------------|----------------------------------|------------------------|-------------------------|------------------------|
| ALL STUDENTS | 132 | 122 | — | — | 127 |
| AMERICAN INDIAN OR ALASKA NATIVE | — | — | — | — | 0 |
| BLACK OR AFRICAN AMERICAN | — | — | — | — | 0 |
| HISPANIC OR LATINO | — | — | — | — | 0 |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | — | — | — | — | 0 |
| WHITE | 131 | 124 | — | — | 128 |
| MULTIRACIAL | — | — | — | — | 0 |
| STUDENTS WITH DISABILITIES | — | — | — | — | 0 |
| LIMITED ENGLISH PROFICIENT | — | — | — | — | 0 |
| ECONOMICALLY DISADVANTAGED | 103 | 97 | — | — | 100 |

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

OVERALL GRADUATION RATE FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

| GROUP | MADE AYP |
|---|----------|
| ALL STUDENTS | YES |
| AMERICAN INDIAN OR ALASKA NATIVE | — |
| BLACK OR AFRICAN AMERICAN | — |
| HISPANIC OR LATINO | — |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER | — |
| WHITE | YES |
| MULTIRACIAL | — |
| STUDENTS WITH DISABILITIES | — |
| LIMITED ENGLISH PROFICIENT | — |
| ECONOMICALLY DISADVANTAGED | — |

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

FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

| GROUP | MET GRADUATION-RATE CRITERION: | 2011 FOUR-YEAR GRADUATION-RATE TOTAL COHORT | GRADUATION RATE | STATE STANDARD | PROGRESS TARGET |
|---|--------------------------------|---|-----------------|----------------|-----------------|
| ALL STUDENTS | YES | 34* | 97%* | 80% | 80% |
| AMERICAN INDIAN OR ALASKA NATIVE | — | 0 | — | — | — |
| BLACK OR AFRICAN AMERICAN | — | 0 | — | — | — |
| HISPANIC OR LATINO | — | 1 | — | — | — |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | — | 0 | — | — | — |
| WHITE | YES | 33* | 97%* | 80% | 80% |
| MULTIRACIAL | — | 0 | — | — | — |
| STUDENTS WITH DISABILITIES | — | 5 | — | — | — |
| LIMITED ENGLISH PROFICIENT | — | 0 | — | — | — |
| ECONOMICALLY DISADVANTAGED | — | 14 | — | — | — |

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.

* The number of students in the 2011 four-year graduation-rate total cohort in the school/district is less than 30, so data for the 2011 four-year graduation-rate total cohort and the 2010 four-year graduation-rate total cohort were combined to determine graduation rates.

FIVE-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

| GROUP | MET GRADUATION-RATE CRITERION: | 2010 FIVE-YEAR GRADUATION-RATE TOTAL COHORT | GRADUATION RATE | STATE STANDARD | PROGRESS TARGET |
|---|--------------------------------|---|-----------------|----------------|-----------------|
| ALL STUDENTS | — | 29 | — | — | — |
| AMERICAN INDIAN OR ALASKA NATIVE | — | 0 | — | — | — |
| BLACK OR AFRICAN AMERICAN | — | 0 | — | — | — |
| HISPANIC OR LATINO | — | 0 | — | — | — |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | — | 0 | — | — | — |
| WHITE | — | 29 | — | — | — |
| MULTIRACIAL | — | 0 | — | — | — |
| STUDENTS WITH DISABILITIES | — | 2 | — | — | — |
| LIMITED ENGLISH PROFICIENT | — | 0 | — | — | — |
| ECONOMICALLY DISADVANTAGED | — | 9 | — | — | — |

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

| GROUP | FOUR-YEAR GRADUATION-RATE TOTAL COHORT | | FIVE-YEAR GRADUATION-RATE TOTAL COHORT | |
|---|---|-----------------|---|-----------------|
| | 2011 FOUR-YEAR GRADUATION-RATE TOTAL COHORT | GRADUATION RATE | 2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT | GRADUATION RATE |
| NOT AMERICAN INDIAN OR ALASKA NATIVE | 34* | 97% | 29 | — |
| NOT BLACK OR AFRICAN AMERICAN | 34* | 97% | 29 | — |
| NOT HISPANIC OR LATINO | 33* | 97% | 29 | — |
| NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC... | 34* | 97% | 29 | — |
| NOT WHITE | 1 | — | 0 | — |
| NOT MULTIRACIAL | 34* | 97% | 29 | — |
| GENERAL EDUCATION | 29 | — | 27 | — |
| ENGLISH PROFICIENT | 34* | 97% | 29 | — |
| NOT ECONOMICALLY DISADVANTAGED | 20 | — | 20 | — |
| MALE | 17 | — | 16 | — |
| FEMALE | 17 | — | 13 | — |
| MIGRANT | 0 | — | 0 | — |
| NOT MIGRANT | 34* | 97% | 29 | — |

— There were fewer than 30 students in the cohort.

* The number of 2011 four-year graduation-rate total cohort members is less than 30, so the number of 2011 and 2010 four-year graduation-rate total cohort members were combined to determine graduation rates.

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

Percentage of 2011 Graduation-Rate Total Cohort members who graduated as of August 31, 2015 with:



© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 25, 2017, 10:54 AM EST