

# **SYOSSET CENTRAL SCHOOL DISTRICT**

## **REPORT CARD**

### **2016-2017 PROPOSED BUDGET**

As Required by  
Chapter 474  
Of the  
Laws of 1996

**SYOSSET CENTRAL SCHOOL DISTRICT**  
Syosset, New York

**BOARD OF EDUCATION**

**Dr. Michael Cohen – President**  
**April M. Neuendorf – Vice President**  
**Christopher DiFilippo**  
**Andrew Feldman**  
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**SCHOOL DISTRICT ADMINISTRATION**

**Dr. Thomas L. Rogers**  
**Superintendent of Schools**

**Dr. Jeffrey B. Streitman**  
**Deputy Superintendent of Schools**

**Dr. Patricia M. Rufo**  
**Assistant Superintendent for Business**

**Dr. Joseph LaMelza**  
**Assistant Superintendent for Pupil Personnel Services**

**Ms. V. Dolly Kranz**  
**Coordinator of Testing, Planning & Administration**

**2015-2016**

# **SYOSSET CENTRAL SCHOOL DISTRICT**

## **PROPOSED BUDGET 2016-2017**

### **Draft Budget Working Document**





# Syosset School District 2016-17 Budget Summary

	2013-2014	2014-2015	2014-2015	2014-2015	2015-16	2016-17
	EXPENDITURES	EXPENDITURES	BUDGET	BUDGET	BUDGET	BUDGET
BOARD OF EDUCATION	\$45,827	\$38,339	\$45,400	\$47,300	\$47,300	\$47,200
DISTRICT CLERK	44,315	45,762	41,680	42,980	42,980	45,801
DISTRICT MEETING	29,292	23,317	25,000	46,763	47,163	47,163
CHIEF SCHOOL ADMINISTRATOR	399,413	397,853	397,976	403,980	403,980	403,980
FINANCIAL ADMINISTRATION	562,485	523,063	596,250	514,819	534,005	534,005
AUDITING	103,546	98,800	106,800	109,400	103,400	103,400
PURCHASING	363,887	385,302	390,172	407,926	426,048	426,048
LEGAL SERVICES	293,992	329,756	452,760	399,048	399,050	399,050
PERSONNEL OFFICE	564,957	560,795	569,026	558,048	551,850	551,850
COMMUNITY RELATIONS	67,722	64,023	76,367	78,598	90,500	90,500
CUSTODIAL/CENTRAL SERVICES	9,106,368	9,313,293	9,610,985	9,515,340	9,661,557	9,661,557
DISTRICT MAINTENANCE/GROUNDS	2,914,392	3,060,697	3,434,270	3,450,798	3,562,283	3,562,283
SECURITY OPERATIONS	782,596	1,008,131	818,782	1,527,276	1,528,496	1,528,496
CENTRAL PRINTING	553,679	354,807	469,888	424,007	402,725	402,725
CENTRAL DATA PROCESSING	1,697,053	1,771,411	1,433,983	1,546,344	1,716,166	1,716,166
ALLOCATED INSURANCE	1,317,421	1,508,488	1,445,814	1,675,528	1,596,631	1,596,631
ADMINISTRATIVE CHARGE - BOCES	899,754	936,490	936,490	906,316	889,391	889,391
CURRICULUM DEV./SUPERVISION	2,051,655	1,782,841	2,038,611	1,892,407	1,897,011	1,897,011
SUPERVISION REGULAR	5,973,185	6,331,571	5,980,879	6,283,011	6,327,554	6,327,554
INSERVICE PROGRAMS	53,816	69,637	95,000	345,000	345,000	345,000
SPECIAL EDUCATION PROGRAM SUPERVISION	661,121	668,740	661,121	663,741	681,621	681,621
INTERSCHOLASTIC ATHLETICS SUPERVISION	182,875	166,979	164,690	166,979	177,905	177,905
UNCLASSIFIED	0	0	50,000	50,000	50,000	50,000
REGULAR DAY SCHOOL	69,869,785	69,722,680	71,963,990	74,217,177	75,232,000	75,232,000
SPECIAL EDUCATION PROGRAMS	25,408,614	24,792,175	26,785,793	27,397,529	27,516,684	27,516,684
OCCUPATIONAL EDUCATION	258,231	289,804	330,000	330,000	330,000	330,000
CONTINUING EDUCATION	124,305	132,055	124,603	124,603	135,400	135,400
SUMMER SCHOOL	266,635	274,527	279,096	293,354	318,200	318,200
LIBRARY MEDIA PROGRAM	2,254,129	2,274,335	2,325,626	2,398,040	2,344,337	2,344,337
COMPUTER ASSISTED INSTRUCTION	1,710,653	1,860,069	1,189,946	1,535,257	1,662,914	1,662,914
ATTENDANCE OFFICES	262,003	244,373	290,249	308,380	250,444	250,444
GUIDANCE SERVICES	2,587,154	2,596,013	2,715,201	2,800,184	2,775,299	2,775,299
HEALTH SERVICES	1,254,768	1,282,576	1,283,437	1,307,147	1,333,930	1,333,930
PSYCHOLOGICAL SERVICES	2,162,634	2,184,925	2,155,622	2,193,635	2,279,353	2,279,353
SOCIAL WORKER SERVICES	0	12,820	0	45,000	76,402	76,402
CO-EXTRA CURRICULAR ACTIVITIES	1,250,288	1,280,804	1,302,172	1,355,523	1,404,787	1,404,787
INTERSCHOLASTIC ATHLETICS	1,873,092	1,961,835	1,931,137	2,015,524	2,063,700	2,063,700
TRANSPORTATION	9,446,193	9,142,375	9,653,781	9,770,781	9,728,178	9,728,178
COMMUNITY SERVICES/RECREATION	185,224	246,874	241,402	288,502	273,502	273,502
COMMUNITY SERVICES/CENSUS	18,984	15,234	28,985	28,985	18,750	18,750
INTERFUND TRANSFERS/GRANTS	494,431	359,073	295,000	495,000	430,000	430,000
DEBT SERVICE - TANS	151,472	158,667	367,000	479,167	675,000	675,000
INTERFUND TRANSFERS/Debt Service & Capital	3,881,308	3,810,000	3,810,000	4,750,287	8,141,138	8,141,138
RETIREMENT SYSTEM - ERS	3,601,701	3,735,904	3,665,102	3,365,321	2,865,775	2,865,775
RETIREMENT SYSTEM - TRS	15,887,145	17,336,062	17,615,276	13,867,420	12,336,204	12,336,204
SOCIAL SECURITY	8,438,210	8,381,056	9,052,581	9,187,112	9,155,735	9,155,735
LIFE INSURANCE	186,411	185,102	190,000	190,000	190,000	190,000
HEALTH INSURANCE	20,516,722	21,232,546	22,600,898	23,159,353	24,269,762	24,269,762
DENTAL INSURANCE	797,722	900,905	1,013,124	1,013,124	1,013,124	1,013,124
OTHER BENEFITS	1,723,433	1,450,140	1,658,730	1,615,690	1,554,230	1,554,230
TOTAL	\$203,280,598	\$205,303,024	\$212,730,695	\$215,585,452	\$219,860,188	\$219,860,188

# STATE REQUIRED FORMAT 3-PART BUDGET SUMMARY

	2014-2015	2015-2016	Proposed 2016-2017
	BUDGET	BUDGET	BUDGET
TOTAL ADMINISTRATION	21,330,831	21,470,523	21,599,293
TOTAL PROGRAM	168,894,360	170,084,419	170,488,137
TOTAL CAPITAL	22,505,504	24,030,510	27,772,758
GRAND TOTAL	212,730,695	215,585,452	219,860,188

**2016-2017**

**DRAFT**  
**Administration Codes**

**BOARD OF EDUCATION (CODE 1010)**

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SERVING AS ELECTED REPRESENTATIVES OF THE PUBLIC, MEMBERS OF THE BOARD OF EDUCATION ARE UNSALARIED AND ACT AS TRUSTEES OF THE SCHOOL DISTRICT. IN THIS CODE ARE EXPENSES INCURRED BY THE BOARD OF EDUCATION IN THE PERFORMANCE OF THEIR DUTIES, INCLUDING NECESSARY TRAINING AND TRAVEL. ALSO INCLUDED ARE COSTS RELATED TO THEIR ACTIVITY IN DISTRICT OPERATIONS AND MEMBERSHIPS IN NATIONAL, STATE AND LOCAL ORGANIZATIONS.

The budget remains relatively unchanged from the prior year.

# SYOSSET CSD BUDGET 2016-2017

Function Code	Object Code	DESCRIPTION	2013-14		2014-15		2014-15		Current 2015-16		2015-16		Proposed 2016-17		Proposed 2016-17	
			EXPENDITURES	BUDGET	EXPENDITURES	BUDGET	EXPENDITURES	BUDGET	FTE	FTE	BUDGET	BUDGET	FTE	FTE	BUDGET	BUDGET
1010	449	BOARD CONSULTANTS	0	2,100	0	2,100	0	2,100	0	0	0	0	0	0	0	0
1010	484	BOARD MEMBERSHIPS	20,262	21,300	23,005	21,300	23,005	21,300	21,300	21,300	21,300	21,300	21,300	21,300	25,400	25,400
1010	485	BOARD/DISTRICT OPERATIONS	23,524	20,000	11,833	20,000	11,833	20,000	20,000	20,000	24,000	24,000	24,000	24,000	18,000	18,000
		<b>OBJ 400 TOTAL CONTRACT/OTHER EXPENSE</b>	<b>43,786</b>	<b>43,400</b>	<b>34,838</b>	<b>43,400</b>	<b>34,838</b>	<b>43,400</b>	<b>43,400</b>	<b>43,400</b>	<b>45,300</b>	<b>45,300</b>	<b>43,400</b>	<b>43,400</b>	<b>43,400</b>	<b>43,400</b>
1010	500	SUPPLIES/PUBLICATIONS	2,041	2,000	3,501	2,000	3,501	2,000	2,000	2,000	2,000	2,000	2,000	2,000	3,800	3,800
		<b>OBJ 500 TOTAL SUPPLIES/MATERIALS</b>	<b>2,041</b>	<b>2,000</b>	<b>3,501</b>	<b>2,000</b>	<b>3,501</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>	<b>3,800</b>	<b>3,800</b>
		<b>TOTAL 1010 BOARD OF EDUCATION</b>	<b>45,827</b>	<b>45,400</b>	<b>38,339</b>	<b>45,400</b>	<b>38,339</b>	<b>45,400</b>	<b>45,400</b>	<b>45,400</b>	<b>47,300</b>	<b>47,300</b>	<b>47,300</b>	<b>47,300</b>	<b>47,200</b>	<b>47,200</b>

**DISTRICT CLERK (CODE 1040)**

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THE DISTRICT CLERK SERVES AS THE SCHOOL DISTRICT'S LEGAL OFFICER AND IS RESPONSIBLE FOR SENDING AND RECEIVING ALL LEGAL DOCUMENTS. THE DISTRICT CLERK HAS A KEY ROLE IN THE DISTRICT BUDGET VOTE AND ANNUAL ELECTION. THIS CODE CONTAINS A PORTION OF THE SALARY OF THE DISTRICT CLERK AS AN OFFICER OF THE BOARD OF EDUCATION.

The increase in this code is due to salary adjustments

# SYOSSET CSD BUDGET 2016-2017

Function Code	Object Code	DESCRIPTION	2013-14		2014-15		2014-15		Current 2015-16		2015-16		Proposed 2016-17		Proposed 2016-17	
			EXPENDITURES	BUDGET	EXPENDITURES	BUDGET	EXPENDITURES	BUDGET	FTE	BUDGET	FTE	BUDGET	FTE	BUDGET	FTE	BUDGET
1040	161	DISTRICT CLERK OFFICE SALARIES	44,315	41,680	45,762	41,680	0.5	42,980	0.5	42,980	0.5	45,801		45,801		45,801
		OBJ 100 TOTAL SALARIES	44,315	41,680	45,762	41,680		42,980		42,980		45,801		45,801		45,801
		TOTAL 1040 DISTRICT CLERK	44,315	41,680	45,762	41,680		42,980		42,980		45,801		45,801		45,801

THIS CODE CONTAINS FUNDS FOR THE ANNUAL SCHOOL AND LIBRARY BUDGET VOTE AND DISTRICT ELECTION OF MEMBERS OF THE BOARD OF EDUCATION. COMPENSATION OF POLL WORKERS, INSPECTORS, RENTAL OF SCANNING MACHINES, LEGAL ADVERTISING AND OTHER EXPENSES FOR THE SCHOOL DISTRICT ELECTION ARE INCLUDED. PROVISION HAS BEEN MADE IN THIS BUDGET FOR ONE VOTE.

The estimates for 2016-17 are based on the use of new scanning machines.



# SYOSSET CSD BUDGET 2016-2017

Function Code	Object Code	DESCRIPTION	2013-14 EXPENDITURES	2014-15 EXPENDITURES	2014-15 BUDGET	Current 2015-16 FTE	2015-16 BUDGET	Proposed 2016-17 FTE	Proposed 2016-17 BUDGET
1060	161	POLL WORKERS	17,362	11,897	13,000		16,762		16,762
		<b>OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES</b>	<b>17,362</b>	<b>11,897</b>	<b>13,000</b>		<b>16,762</b>		<b>16,762</b>
1060	405	LEGAL NOTICES	5,032	5,839	5,500		5,500		5,900
1060	439	VOTING MACHINES RENTAL	3,920	2,895	3,200		21,201		21,201
		<b>OBJ 400 TOTAL CONTRACT/OTHER EXPENSE</b>	<b>8,952</b>	<b>8,734</b>	<b>8,700</b>		<b>26,701</b>		<b>27,101</b>
1060	500	DISTRICT MEETING - SUPPLIES & FORMS	2,978	2,686	3,300		3,300		3,300
		<b>OBJ 500 TOTAL SUPPLIES/MATERIALS</b>	<b>2,978</b>	<b>2,686</b>	<b>3,300</b>		<b>3,300</b>		<b>3,300</b>
		<b>TOTAL 1060 DISTRICT MEETINGS</b>	<b>29,292</b>	<b>23,317</b>	<b>25,000</b>		<b>46,763</b>		<b>47,163</b>

**CHIEF SCHOOL ADMINISTRATOR (CODE 1240)**

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THE BOARD OF EDUCATION EMPLOYS THE SUPERINTENDENT OF SCHOOLS TO SERVE AS CHIEF EXECUTIVE OFFICER OF THE SCHOOL DISTRICT, RESPONSIBLE TO THE BOARD FOR OVERALL OPERATION OF THE DISTRICT. COMPENSATION FOR THE SUPERINTENDENT, CLERICAL SUPPORT, COPIER COSTS, AND SUPPLIES ARE RECORDED IN THIS CODE.

The increase in the code reflects salary adjustments for clerical staff.

# SYOSSET CSD BUDGET 2016-2017

Function Code	Object Code	DESCRIPTION	2013-14 EXPENDITURES	2014-15 EXPENDITURES	2014-15 BUDGET	Current 2015-16 FTE	2015-16 BUDGET	Proposed 2016-17 FTE	Proposed 2016-17 BUDGET
1240	100	SUPERINTENDENT	253,142	279,000	279,000	1.0	279,000	1.0	279,000
1240	161	SUPERINTENDENT OFFICE	113,385	115,360	112,976	1.5	116,728	1.5	119,230
		<b>OBJ 100 TOTAL SALARIES</b>	<b>366,527</b>	<b>394,360</b>	<b>391,976</b>		<b>395,728</b>		<b>398,230</b>
1240	400	CONTRACTUAL	28,772	0	0		0		0
1240	433	COPY MACHINE	2,712	2,893	2,900		2,900		2,950
		<b>OBJ 400 TOTAL CONTRACT/OTHER EXPENSE</b>	<b>31,484</b>	<b>2,893</b>	<b>2,900</b>		<b>2,900</b>		<b>2,950</b>
1240	500	OFFICE SUPPLIES	1,324	561	2,500		2,500		2,200
1240	501	PROFESSIONAL PUBLICATIONS/SUBSCRIPT	78	39	600		600		600
		<b>OBJ 500 TOTAL SUPPLIES/MATERIALS</b>	<b>1,402</b>	<b>600</b>	<b>3,100</b>		<b>3,100</b>		<b>2,800</b>
		<b>TOTAL 1240 SUPERINTENDENT OFFICE</b>	<b>399,413</b>	<b>397,853</b>	<b>397,976</b>		<b>401,728</b>		<b>403,980</b>

**FINANCIAL ADMINISTRATION (CODE 1310)**

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THE BUSINESS OFFICE COORDINATES THE SUPPORT SERVICES AND FINANCIAL AFFAIRS OF THE SCHOOL DISTRICT. EXPENSES IN THIS CODE INCLUDE SALARY EXPENSES FOR THE ASSISTANT SUPERINTENDENT FOR BUSINESS, THE DISTRICT TREASURER AND OTHER OFFICE STAFF. CONTRACTUAL SERVICES AND SUPPLIES ARE ALSO RECORDED IN THIS CODE.

The increase in this code is attributable to salary adjustments as well as BOCES services for GASB 45 reporting and State Aid Planning.

# SYOSSET CSD BUDGET 2016-2017

Function Code	Object Code	DESCRIPTION	2013-14		2014-15		2014-15		Current 2015-16		2015-16		Proposed 2016-17		Proposed 2016-17	
			EXPENDITURES	BUDGET	EXPENDITURES	BUDGET	EXPENDITURES	BUDGET	FTE	BUDGET	FTE	BUDGET	FTE	BUDGET	FTE	BUDGET
1310	100	BUSINESS OFFICE SALARIES	550,645	555,408	489,018	555,408	4.25	498,817	4.25	514,504	4.25	514,504				
		<b>OBJ 100 TOTAL SALARIES</b>	<b>550,645</b>	<b>555,408</b>	<b>489,018</b>	<b>555,408</b>		<b>498,817</b>		<b>514,504</b>		<b>514,504</b>				
1310	405	BUSINESS ADMIN ADVERTISING	1,048	1,188	1,188	1,400		1,400		1,400		1,400				
1310	447	CONTRACTUAL SERVICES	0	0	0	1,000		1,000		1,000		1,000				
1310	449	INVENTORY APPRAISAL	0	21,000	21,000	30,000		30,000		5,200		5,200				
1310	490	BOCES-STATE AID/SBAI	9,587	7,592	7,592	3,142		3,202		3,202		6,701				
		<b>OBJ 400 TOTAL CONTRACT/OTHER EXPENSE</b>	<b>10,635</b>	<b>29,780</b>	<b>29,780</b>	<b>35,542</b>		<b>10,802</b>		<b>14,301</b>		<b>14,301</b>				
1310	500	FORMS & SUPPLIES	1,205	4,265	4,265	5,300		5,200		5,200		5,200				
		<b>OBJ 500 TOTAL SUPPLIES/MATERIALS</b>	<b>1,205</b>	<b>4,265</b>	<b>4,265</b>	<b>5,300</b>		<b>5,200</b>		<b>5,200</b>		<b>5,200</b>				
		<b>TOTAL 1310 FINANCIAL ADMINISTRATION</b>	<b>562,485</b>	<b>523,063</b>	<b>523,063</b>	<b>596,250</b>		<b>514,819</b>		<b>534,005</b>		<b>534,005</b>				

IN ACCORDANCE WITH LAW THE BOARD OF EDUCATION IS REQUIRED TO CONTRACT WITH AUDITORS TO PERFORM REVIEWS AND ANALYSIS OF DISTRICT FINANCIAL RECORDS, OPERATIONS AND INTERNAL CONTROLS.

The decrease in the code primarily reflects favorable rate adjustments as a result of the Request for Proposal (RFP) process for the Independent Auditor.

# SYOSSET CSD BUDGET 2016-2017

Function Code	Object Code	DESCRIPTION	2013-14		2014-15		2015-16		2016-17	
			EXPENDITURES	EXPENDITURES	BUDGET	FTE	BUDGET	FTE	BUDGET	BUDGET
1320	446	INTERNAL CLAIMS AUDITOR	27,000	27,000	27,000		27,000		27,000	27,000
1320	447	SPECIAL AUDITS	5,950	0	8,000		8,000		8,000	11,000
1320	448	INTERNAL AUDITOR	19,596	20,000	20,000		20,400		20,400	20,400
1320	449	INDEPENDENT AUDITOR	51,000	51,800	51,800		54,000		54,000	45,000
OBJ 400 TOTAL CONTRACT/OTHER EXPENSE			103,546	98,800	106,800		109,400		103,400	
TOTAL 1320 AUDITING			103,546	98,800	106,800		109,400		103,400	

**PURCHASING OFFICE (CODE 1345)**

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THIS OFFICE IS RESPONSIBLE FOR PURCHASING THE NECESSARY EQUIPMENT, MATERIALS, SUPPLIES, AND CONTRACTED SERVICES FOR THE SCHOOL DISTRICT IN COMPLIANCE WITH THE DISTRICT'S PURCHASING POLICY. THE SALARIES FOR THE PURCHASING DEPARTMENT, ACCOUNTS PAYABLE PERSONNEL AND RELATED OFFICE EXPENSES, SUCH AS LEGAL ADVERTISEMENTS FOR BIDS AND RFPS ARE BUDGETED IN THIS CODE.

The increase in the code primarily reflects contractual salary adjustments.



# SYOSSET CSD BUDGET 2016-2017

Function Code	Object Code	DESCRIPTION	2013-14		2014-15		2014-15		2015-16		2016-17	
			EXPENDITURES	BUDGET	EXPENDITURES	BUDGET	FTE	BUDGET	FTE	BUDGET	FTE	BUDGET
1345	160	PURCHASING/AP OFFICE	345,447	363,879	361,393	363,879	6.0	381,633	6.0	402,763		
1345	163	PURCHASING/ACCOUNTS PAYABLE O/T	0	2,000	6,192	2,000		2,000		3,000		
		<b>OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES</b>	<b>345,447</b>	<b>365,879</b>	<b>367,585</b>	<b>383,633</b>		<b>405,763</b>				
1345	405	PURCHASING ADS	1,892	4,500	1,913	4,500		4,500		2,500		
1345	433	COPY MACHINE	4,341	5,448	4,458	5,448		5,448		5,000		
1345	490	BOCES - COOPERATIVE BID	9,500	9,785	9,500	9,785		9,785		9,785		
		<b>OBJ 400 TOTAL CONTRACT/OTHER EXPENSE</b>	<b>15,733</b>	<b>19,733</b>	<b>15,871</b>	<b>19,733</b>		<b>19,733</b>		<b>17,285</b>		
1345	500	PURCHASING/AP SUPPLIES	2,707	4,560	1,846	4,560		4,560		3,000		
		<b>OBJ 500 TOTAL SUPPLIES/MATERIALS</b>	<b>2,707</b>	<b>4,560</b>	<b>1,846</b>	<b>4,560</b>		<b>4,560</b>		<b>3,000</b>		
		<b>TOTAL 1345 PURCHASING</b>	<b>363,887</b>	<b>390,172</b>	<b>385,302</b>	<b>407,926</b>		<b>426,048</b>				

**LEGAL SERVICES (CODE 1420)**

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THIS ADMINISTRATIVE LEGAL CODE PROVIDES FOR LEGAL COUNSEL TO THE BOARD OF EDUCATION AND SUPERINTENDENT OF SCHOOLS WHICH IS NECESSARY FOR THE OPERATION OF THE DISTRICT.

The code remains relatively unchanged from the prior year.

# **SYOSSET CSD BUDGET 2016-2017**

Function Code	Object Code	DESCRIPTION	2013-14		2014-15		2014-15		2015-16		Proposed 2016-17	
			EXPENDITURES	BUDGET	EXPENDITURES	BUDGET	EXPENDITURES	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET
1420	447	LEGAL SERVICE - BOND COUNSEL	5,800	18,000	5,250	18,000			15,000		14,150	
1420	448	LEGAL SERVICE - LABOR COUNSEL	8,627	149,760	0	149,760			0		0	
1420	448-00	LEGAL SERVICE - RETAINER	69,854	0	81,600	0			84,048		84,900	
1420	448-01	LEGAL SERVICE - NON-RETAINER	59,987	0	184,971	0			250,000		250,000	
1420	449	LEGAL SERVICE - GENERAL COUNSEL	149,724	285,000	57,935	285,000			50,000		50,000	
<b>OBJ 400 TOTAL CONTRACT/OTHER EXPENSE</b>			<b>293,992</b>	<b>452,760</b>	<b>329,756</b>	<b>452,760</b>			<b>399,048</b>		<b>399,050</b>	
<b>TOTAL 1420 LEGAL SERVICES</b>			<b>293,992</b>	<b>452,760</b>	<b>329,756</b>	<b>452,760</b>			<b>399,048</b>		<b>399,050</b>	

THIS OFFICE IS RESPONSIBLE FOR PROVIDING FOR THE RECRUITMENT AND ORIENTATION OF ALL SCHOOL DISTRICT PERSONNEL AND THE MAINTENANCE OF ALL PERSONNEL RECORDS. COSTS ARE RECORDED HERE FOR ALL SERVICES RELATED TO PERSONNEL INCLUDING BENEFITS AND THE ONLINE APPLICATION, SUBSTITUTE MANAGEMENT AND TEACHER CERTIFICATION SYSTEMS PROVIDED THROUGH BOCES.

The decrease in this code reflects reduced expenditures for print advertising as a result of the use of the BOCES online application system (OLAS).

# SYOSSET CSD BUDGET 2016-2017

Function Code	Object Code	DESCRIPTION	2013-14		2014-15		Current 2015-16		Proposed 2016-17		Proposed 2016-17	
			EXPENDITURES	BUDGET	EXPENDITURES	BUDGET	FTE	BUDGET	FTE	BUDGET	FTE	
1430	100	PERSONNEL OFFICE SALARIES	534,428	525,877	506,931	517,256	6.0	517,256	6.0	520,350		
	OBJ 100	TOTAL SALARIES	534,428	525,877	506,931	517,256		517,256		520,350		
1430	400	CONTRACTUAL	0	0	15,000	0		0		0		
1430	405	ADVERTISEMENTS	6,531	20,000	2,132	10,000		10,000		3,000		
1430	433	COPY MACHINE	1,211	360	1,211	1,300		1,300		1,300		
1430	490	BOCES SERVICES	21,250	21,589	34,813	28,292		28,292		26,000		
	OBJ 400	TOTAL CONTRACT/OTHER EXPENSE	28,992	41,949	53,156	39,592		39,592		30,300		
1430	500	PERSONNEL SUPPLIES	1,537	1,200	708	1,200		1,200		1,200		
	OBJ 500	TOTAL SUPPLIES/MATERIALS	1,537	1,200	708	1,200		1,200		1,200		
	TOTAL 1430	PERSONNEL OFFICE	564,957	569,026	560,795	558,048		558,048		551,850		

THIS CODE PROVIDES FOR WEBSITE UPDATES AND PUBLICATION OF SCHOOL DISTRICT NEWSLETTERS AND OTHER INFORMATIONAL MATERIAL THAT KEEPS THE COMMUNITY INFORMED ABOUT SCHOOL PROGRAMS AND DISTRICT OPERATIONS.

The increase in this code reflects a reclassification of printing expense previously recorded in the Central Printing and Mailing code.

# SYOSSET CSD BUDGET 2016-2017

Function Code	Object Code	DESCRIPTION	2013-14 EXPENDITURES	2014-15 EXPENDITURES	2014-15 BUDGET	2015-16 BUDGET	Proposed 2016-17 BUDGET
1480	428	CONTRACT PHOTO WORK	0	0	0	0	0
1480	485	PUBLIC INFO CONTRACT SERVICES	67,722	13,276	0	0	13,500
1480	490	PUBLIC INFORMATION SERVICES BOCES	0	50,747	74,367	76,598	75,000
1480	500	PUBLIC INFORMATION SUPPLIES	0	0	2,000	2,000	2,000
OBJ 400 TOTAL CONTRACT/OTHER EXPENSE			67,722	64,023	76,367	78,598	90,500
TOTAL 1480 COMMUNITY RELATIONS			67,722	64,023	76,367	78,598	90,500

**CENTRAL PRINTING AND MAILING (CODE 1670)**

THIS CENTER PROVIDES IN-HOUSE PRINTING OF INSTRUCTIONAL MATERIALS, DISTRICT-WIDE FORMS, BOARD OF EDUCATION AND COMMITTEE MEETING MINUTES. THIS CODE ALSO INCLUDES COSTS FOR PRINTING SUPPLIES AND POSTAGE.

The decrease in this code reflects staffing adjustments.



# SYOSSET CSD BUDGET 2016-2017

Function Code	Object Code	DESCRIPTION	2013-14		2014-15		2014-15		2015-16		2016-17	
			EXPENDITURES	EXPENDITURES	EXPENDITURES	EXPENDITURES	BUDGET	FTE	BUDGET	FTE	BUDGET	BUDGET
1670	161	IMC/PRINT UNIT N/T	221,537	86,093	212,987	1.50	160,807	1.50	117,525			
1670	163	IMC/PRINT UNIT O/T	0	3,182	17,201		7,200		7,200			
		<b>OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES</b>	<b>221,537</b>	<b>89,275</b>	<b>230,188</b>		<b>168,007</b>		<b>124,725</b>			
1670	200	REPLACEMENT EQUIPMENT - IMC	5,424	0	5,000		5,000		5,000			
		<b>OBJ 200 TOTAL EQUIPMENT</b>	<b>5,424</b>	<b>0</b>	<b>5,000</b>		<b>5,000</b>		<b>5,000</b>			
1670	400	CONTRACTUAL SERVICES	66,487	5,440	6,000		6,000		6,000			
1670	430	IMC EQUIPMENT REPAIR/SERVICE	1,525	1,019	5,000		5,000		5,000			
1670	433	COPY MACHINE COPIER LEASE & SERVICE	80,820	112,846	60,000		83,000		115,000			
1670	483	PRINT UNIT POSTAGE	135,639	90,985	100,000		100,000		100,000			
1670	490	BOCES PRINTING SERVICES	13,885	21,154	25,000		20,000		10,000			
		<b>OBJ 400 TOTAL CONTRACT/OTHER EXPENSE</b>	<b>298,356</b>	<b>231,444</b>	<b>196,000</b>		<b>214,000</b>		<b>236,000</b>			
1670	500	PRINT UNIT SUPPLIES	26,389	32,529	30,000		32,000		32,000			
1670	501	IMC SUPPLIES	1,973	1,559	8,700		5,000		5,000			
		<b>OBJ 500 TOTAL SUPPLIES/MATERIALS</b>	<b>28,362</b>	<b>34,088</b>	<b>38,700</b>		<b>37,000</b>		<b>37,000</b>			
		<b>TOTAL 1670 CENTRAL PRINTING &amp; MAILING</b>	<b>553,679</b>	<b>354,807</b>	<b>469,888</b>		<b>424,007</b>		<b>402,725</b>			

**CENTRAL DATA PROCESSING (CODE 1680)**

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EXPENDITURES CHARGED TO THIS CODE INCLUDE CLERICAL STAFFING OF THE COMPUTER SERVICES AND PAYROLL DEPARTMENTS, AS WELL AS COSTS FOR SUPPLIES, MAINTENANCE OF EQUIPMENT AND COMPUTER INFRASTRUCTURE.

The increase in the code relates to contractual salary adjustments as well as additional allocations for equipment to upgrade district servers, continue the transition to a virtual desktop environment and increase system redundancy.

# SYOSSET CSD BUDGET 2016-2017

Function Code	Object Code	DESCRIPTION	2013-14 EXPENDITURES	2014-15 EXPENDITURES	2014-15 BUDGET	Current 2015-16 FTE	2015-16 BUDGET	Proposed 2016-17 FTE	Proposed 2016-17 BUDGET
1680	160	CENTRAL COMPUTER SALARIES - N/T	210,260	217,349	216,435	4.0	231,813	4.0	243,166
		<b>OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES</b>	<b>210,260</b>	<b>217,349</b>	<b>216,435</b>		<b>231,813</b>		<b>243,166</b>
1680	201	COMPUTER SERVICES - EQUIPMENT	183,626	128,054	150,000		150,000		310,000
		<b>OBJ 200 TOTAL EQUIPMENT</b>	<b>183,626</b>	<b>128,054</b>	<b>150,000</b>		<b>150,000</b>		<b>310,000</b>
1680	432	COMPUTER SERVICES SOFTWARE/FORMS	31,762	51,533	12,230		35,000		55,000
1680	435	COMPUTER SERVICES - SERVICE CONTRACT	305,592	231,813	336,531		336,531		315,000
1680	485	COMPUTER SERVICES - TRAINING	399	750	2,000		2,000		2,000
1680	490	BOCES ADMIN TECHNOLOGY	687,748	850,156	364,620		435,000		435,000
1680	491	BOCES WIDE AREA NETWORK	238,850	260,057	316,000		316,000		316,000
		<b>OBJ 400 TOTAL CONTRACT/OTHER EXPENSE</b>	<b>1,264,351</b>	<b>1,394,309</b>	<b>1,031,381</b>		<b>1,124,531</b>		<b>1,123,000</b>
1680	500	COMPUTER SERVICES SUPPLIES	38,816	31,699	36,167		40,000		40,000
		<b>OBJ 500 TOTAL SUPPLIES/MATERIALS</b>	<b>38,816</b>	<b>31,699</b>	<b>36,167</b>		<b>40,000</b>		<b>40,000</b>
		<b>TOTAL 1680 CENTRAL COMPUTER SERVICES</b>	<b>1,697,053</b>	<b>1,771,411</b>	<b>1,433,983</b>		<b>1,546,344</b>		<b>1,716,166</b>

THIS CODE REFLECTS THE VARIOUS INSURANCE COVERAGES THE DISTRICT HAS AS PART OF ITS RISK MANAGEMENT PROGRAM. RATES CHANGE AS A RESULT OF CLAIMS EXPERIENCE, CHANGES IN THE MARKET, AND THE VALUE OF ASSETS.

The decrease in the code reflects lower than anticipated rate increases in the current year.

# SYOSSET CSD BUDGET 2016-2017

Function Code	Object Code	DESCRIPTION	2013-14		2014-15		2014-15		2015-16		Proposed 2016-17	
			EXPENDITURES	EXPENDITURES	EXPENDITURES	EXPENDITURES	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET
1910	410	STUDENT ACCIDENT INSURANCE	135,729	108,695	149,302	119,566	114,500					
1910	411	MULTI-PERIL INSURANCE	804,842	937,541	885,326	1,046,295	985,000					
1910	412	UMBRELLA LIABILITY INSURANCE	239,613	283,639	263,574	312,003	300,000					
1910	413	FUEL STORAGE TANK INSURANCE	5,620	6,635	6,181	7,189	6,500					
1910	414	VEHICLE INSURANCE	61,138	71,766	68,750	80,131	80,131					
1910	415	ERRORS & OMISSIONS	35,956	61,735	34,706	67,909	68,500					
1910	416	MISCELLANEOUS INSURANCE	34,523	38,577	37,975	42,435	42,000					
OBJ 400 TOTAL CONTRACT/OTHER EXPENSE			1,317,421	1,508,588	1,445,814	1,675,528	1,596,631					
TOTAL 1910 ALLOCATED INSURANCE			1,317,421	1,508,588	1,445,814	1,675,528	1,596,631					

THIS FUNCTION CODE REFLECTS MANDATED COSTS FOR THE ADMINISTRATION OF THE BOCES DISTRICT, PRORATED AMONG ALL NASSAU COUNTY SCHOOL DISTRICTS BY ENROLLMENT AND WEALTH FACTORS. FACILITIES RENTAL AND CAPITAL EXPENDITURES FOR BOCES ARE ALSO RECORDED IN THIS ADMINISTRATIVE CODE.

The decrease in the code reflects current BOCES estimates that include reductions in debt service payments.

# SYOSSET CSD BUDGET 2016-2017

Function Code	Object Code	DESCRIPTION	2013-14 EXPENDITURES	2014-15 EXPENDITURES	2014-15 BUDGET	2015-16 BUDGET	Proposed 2016-17 BUDGET
1981	490	BOCES ADMINISTRATION FEE	610,454	658,689	658,689	632,720	641,795
1981	491	BOCES FACILITIES RENTAL	115,582	124,556	124,556	105,102	106,185
1981	492	BOCES CAPITAL PROJECTS	173,718	153,245	153,245	168,494	141,411
OBJ 400 TOTAL CONTRACT/OTHER EXPENSE			899,754	936,490	936,490	906,316	889,391
TOTAL 1981 ADMINISTRATION FEES - BOCES			899,754	936,490	936,490	906,316	889,391

THIS FUNCTION CODE INCLUDES EXPENDITURES FOR THE COORDINATION OF CURRICULUM DEVELOPMENT. THIS IS A DISTRICT WIDE FUNCTION AND NOT CONFINED TO ONE SCHOOL, SUBJECT AREA OR SINGLE PHASE OF CURRICULUM SUPERVISION. THE DEPUTY SUPERINTENDENT, COORDINATOR FOR TESTING, COORDINATOR FOR EDUCATIONAL SERVICES, COORDINATOR OF INSTRUCTIONAL OPERATIONS, AND DISTRICT WIDE COORDINATORS OF ENGLISH LANGUAGE ARTS, FINE AND PERFORMING ARTS AND MATH ARE RECORDED IN THIS CODE. ALSO INCLUDED ARE EXPENDITURES FOR OFFICE SUPPORT STAFF, CURRICULUM SUPPLIES, AND REFERENCE MATERIALS.

The increase in this code is due to salary adjustments.



# SYOSSET CSD BUDGET 2016-2017

Function Code	Object Code	DESCRIPTION	2013-14		2014-15		2014-15		2015-16		2015-16		2016-17	
			EXPENDITURES	BUDGET	EXPENDITURES	BUDGET	FTE	BUDGET	FTE	BUDGET	FTE	BUDGET	FTE	BUDGET
2010	100	CURRICULUM CERTIFIED	1,293,112	1,293,112	1,309,597	1,293,112	7.0	1,293,112	7.0	1,320,520	7.0	1,320,520		
2010	111	CURRICULUM WRITING ELEMENTARY	94,345	13,500	24,347	13,500		60,000		60,000		60,000		
2010	112	CURRICULUM WRITING SECONDARY	18,422	13,800	22,057	13,800		20,000		20,000		20,000		
		<b>OBJ 100 TOTAL INSTRUCTIONAL SALARIES</b>	<b>1,405,879</b>	<b>1,320,412</b>	<b>1,356,001</b>	<b>1,320,412</b>		<b>1,373,112</b>		<b>1,400,520</b>		<b>1,400,520</b>		
2010	161	CURRICULUM N/T	644,850	736,074	425,888	736,074	9.0	517,170	9.0	494,366		494,366		
		<b>OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES</b>	<b>644,850</b>	<b>736,074</b>	<b>425,888</b>	<b>736,074</b>		<b>517,170</b>		<b>494,366</b>		<b>494,366</b>		
2010	500	CURRICULUM SUPPLIES	926	2,125	952	2,125		2,125		2,125		2,125		
		<b>OBJ 500 TOTAL SUPPLIES/MATERIALS</b>	<b>926</b>	<b>2,125</b>	<b>952</b>	<b>2,125</b>		<b>2,125</b>		<b>2,125</b>		<b>2,125</b>		
		<b>TOTAL 2010 CURRICULUM DEV. &amp; SUPERVISION</b>	<b>2,051,655</b>	<b>2,058,611</b>	<b>1,782,841</b>	<b>2,058,611</b>		<b>1,892,407</b>		<b>1,897,011</b>		<b>1,897,011</b>		

THIS CODE INCLUDES SALARIES OF PRINCIPALS, ASSISTANT PRINCIPALS AND ADMINISTRATIVE ASSISTANTS IN EACH OF THE BUILDINGS. THE FULL TIME AND PART-TIME OFFICE STAFF THROUGHOUT THE DISTRICT ARE ALSO INCLUDED IN THE SUPERVISION CODE.

The increase in the code is primarily the result of contractual salary adjustments.

# SYOSSET CSD BUDGET 2016-2017

Function Code	Object Code	DESCRIPTION	2013-14		2014-15		Current 2015-16		2015-16		Proposed 2016-17	
			EXPENDITURES	EXPENDITURES	EXPENDITURES	BUDGET	FTE	BUDGET	FTE	BUDGET	FTE	
2020	111	ELEMENTARY PRINCIPALS	1,194,084	1,213,818	1,208,512	7.0	1,214,643	7.0	1,263,766			
2020	112	PRINCIPAL/ASST PRINCIPAL SECONDARY	1,249,875	1,274,464	1,265,605	7.0	1,275,665	7.0	1,318,702			
2020	113	ADMINISTRATIVE ASSISTANTS	1,076,640	1,109,788	1,065,424	7.0	1,070,708	7.0	1,103,920			
2020	115	MENTOR INTERN SUPERVISOR	0	0	10,000		10,000		0			
OBJ 100 TOTAL INSTRUCTIONAL SALARIES			3,520,599	3,598,070	3,549,541		3,571,016		3,686,388			
2020	161	PRINCIPAL OFFICE N/T	1,550,644	1,801,951	1,561,412	29.5	1,803,627	29.5	1,765,064			
2020	162	PRINCIPAL OFFICE P/T	613,936	662,482	538,000		627,000		627,000			
2020	164	WORK STUDY/STUDENT ACTIVITY	31,141	22,695	33,225		33,225		33,225			
2020	165	ADMINISTRATIVE ASSISTANT CLERKS	256,865	246,373	298,701	4.5	248,143	4.5	215,877			
OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES			2,452,586	2,733,501	2,431,338		2,711,995		2,641,166			
TOTAL 2020 SUPERVISION REGULAR			5,973,185	6,331,571	5,980,879		6,283,011		6,327,554			

**THE INSERVICE EDUCATION PROGRAM PROVIDES FUNDS TO INTRODUCE AND STRENGTHEN INSTRUCTIONAL PROGRAMS AND TECHNIQUES TO THE STAFF.**

This code remains unchanged from the prior year as we continue the implementation of staff development in numerous areas including ELA, math and technology.

# SYOSSET CSD BUDGET 2016-2017

Function Code	Object Code	DESCRIPTION	2013-14			2014-15			2014-15			Current 2015-16			Proposed 2016-17		
			EXPENDITURES	EXPENDITURES	EXPENDITURES	EXPENDITURES	EXPENDITURES	EXPENDITURES	BUDGET	FTE	BUDGET	FTE	BUDGET	FTE	BUDGET	FTE	BUDGET
2070	120	INSERVICE STAFF	0	0	0	0	0	0	1,000		1,000		1,000		1,000		1,000
2070	121	INSERVICE WORKSHOPS	0	0	0	0	0	0	3,000		3,000		3,000		3,000		3,000
OBJ 100 TOTAL INSTRUCTIONAL SALARIES			0	0	0	0	0	0	4,000		4,000		4,000		4,000		4,000
2070	449	INSERVICE WORKSHOPS	9,029	8,894	8,894	13,000			13,000		263,000		263,000		263,000		263,000
2070	490	BOCES WORKSHOPS	44,787	60,743	60,743	78,000			78,000		78,000		78,000		78,000		78,000
OBJ 400 TOTAL CONTRACT/OTHER EXPENSE			53,816	69,637	69,637	91,000			91,000		341,000		341,000		341,000		341,000
TOTAL 2070 INSERVICE PROGRAMS			53,816	69,637	69,637	95,000			95,000		345,000		345,000		345,000		345,000

**ADMINISTRATION - SPECIAL EDUCATION PROGRAM (CODE 2250)**

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EXPENDITURES FOR SPECIAL EDUCATION SUPERVISION ARE RECORDED IN THIS CODE. IT INCLUDES THE ASSISTANT SUPERINTENDENT FOR PUPIL PERSONNEL SERVICES AS WELL AS THREE ADMINISTRATORS WITH RESPONSIBILITIES FOR SPECIAL EDUCATION SUPERVISION IN THE SECONDARY SCHOOLS.

**ADMINISTRATION - INTERSCHOLASTIC ATHLETICS (CODE 2855)**

ADMINISTRATIVE CODE FOR RECORDING THE ATHLETIC DIRECTOR

The increases in these codes reflect salary adjustments.

## SYOSSET CSD BUDGET 2016-2017

Function Code	Object Code	DESCRIPTION	2013-14 EXPENDITURES	2014-15 EXPENDITURES	2014-15 BUDGET	Current 2015-16 FTE	2015-16 BUDGET	Proposed 2016-17 FTE	Proposed 2016-17 BUDGET
2250	100	SPECIAL EDUCATION SUPERVISION	661,121	668,740	661,121	4	663,741	4	681,621
		OBJ 100 TOTAL INSTRUCTIONAL SALARIES	661,121	668,740	661,121		663,741		681,621
		TOTAL 2250 SPECIAL EDUCATION PROGRAMS - ADMIN	661,121	668,740	661,121		663,741		681,621
2855	116	ATHLETIC DIRECTOR	182,875	166,979	164,690	1	166,979	1	177,905
		OBJ 100 TOTAL INSTRUCTIONAL SALARIES	182,875	166,979	164,690		166,979		177,905
		TOTAL 2855 INTERSCHOLASTIC ATHLETICS - ADMIN	182,875	166,979	164,690		166,979		177,905

THIS FUNCTION CODE PROVIDES FOR UNCLASSIFIED EXPENSES. EXPENSES ARE NOT TYPICALLY CHARGED TO THIS CODE; TRANSFERS ARE MADE FROM THIS CODE TO COVER OTHER EXPENSES.



# **SYOSSET CSD BUDGET 2016-2017**

Function Code	Object Code	DESCRIPTION	2013-14		2014-15		2014-15		Current 2015-16		2015-16		Proposed 2016-17		Proposed 2016-17	
			EXPENDITURES	BUDGET	EXPENDITURES	BUDGET	EXPENDITURES	BUDGET	FTE	BUDGET	FTE	BUDGET	FTE	BUDGET	FTE	BUDGET
1989	100	UNCLASSIFIED	0	0	0	0	0	0	0	50,000	0	50,000	0	50,000	0	50,000
		OBJ 100 TOTAL INSTRUCTIONAL SALARIES	0	0	0	0	0	0	0	50,000	0	50,000	0	50,000	0	50,000
		TOTAL 1989 UNCLASSIFIED	0	0	0	0	0	0	0	50,000	0	50,000	0	50,000	0	50,000



**2016-2017**

**DRAFT**  
**Program Codes**

THIS CODE PROVIDES FOR THE DISTRICT'S BASIC INSTRUCTIONAL PROGRAM AND REPRESENTS THE LARGEST FUNCTION CODE IN THE BUDGET. RECORDED IN THIS CODE ARE SALARIES OF CLASSROOM TEACHERS, SPECIALISTS IN READING, MUSIC, ART AND PHYSICAL EDUCATION, AND COSTS FOR CLASSROOM SUPPLIES, TEXTBOOKS AND THE PURCHASE OF EQUIPMENT.

The increase in the code is primarily the result of contractual salary adjustments and staffing adjustments. Additionally, we anticipate the need for an additional .6 FTE in ENL (*English as New Language*) as well as an additional elementary bilingual teacher. Both of these positions are in accordance with new state regulations (*Part 154*). The increase in ENL teachers follows the addition of 3.4 ENL teachers in the current school year.

Additional expenditures are anticipated for BOCES as well as classroom and computer supplies and materials.

# SYOSSET CSD BUDGET 2016-2017

Function Code	Object Code	DESCRIPTION	2013-14		2014-15		2014-15		Current 2015-16		Proposed 2016-17	
			EXPENDITURES	BUDGET	EXPENDITURES	BUDGET	FTE	BUDGET	FTE	BUDGET	FTE	BUDGET
2110	102	EDUCATIONAL INCREMENTS	0	0	0	185,000		185,000		185,000		185,000
2110	103	CONTINGENCY TEACHERS	0	0	0	240,000		240,000		240,000		240,000
2110	110	ELEMENTARY K-3 TEACHERS	9,595,605	10,025,917	10,025,917	10,115,580	82.5	10,308,552	82.5	10,599,863	82.5	10,599,863
2110	111	ELEMENTARY 4-6 TEACHERS	14,262,761	13,908,457	13,908,457	14,311,836	110.8	14,533,741	110.8	14,452,518	110.8	14,452,518
2110	112	SECONDARY 7-12 TEACHERS	30,975,233	31,440,885	31,440,885	31,665,119	262.3	32,252,191	262.3	32,489,503	262.0	32,489,503
2110	114	GIFTED CHILD PROGRAM	1,188,914	1,195,174	1,195,174	1,191,832	9.0	1,208,922	9.0	1,227,602	9.0	1,227,602
2110	117	DRIVER EDUCATION	93,170	87,797	87,797	92,520		92,520		92,520		92,520
2110	118	OCCUPATIONAL EDUCATION	3,951,700	3,879,303	3,879,303	4,028,918	31.3	4,028,450	31.3	4,057,799	31.3	4,057,799
2110	120	H.S. INDEPENDENT STUDY PROGRAM	18,417	30,393	30,393	25,500		25,500		25,500		25,500
2110	121	DEVELOPMENTAL LEARNING ELEM.	1,328,335	1,207,055	1,207,055	1,145,903	8.0	1,166,844	8.0	1,184,414	8.0	1,184,414
2110	122	DEVELOPMENTAL LEARNING SEC	642,765	592,649	592,649	705,139	6.0	721,840	6.0	730,962	6.0	730,962
2110	123	TUTORS	1,432,065	1,420,385	1,420,385	1,419,462		1,509,432		1,509,432		1,509,432
2110	126	ENL TEACHING	997,645	987,548	987,548	1,197,996	14.0	1,259,602	15.6	1,689,355	15.6	1,689,355
2110	129	LUNCHROOM SUPERVISION	126,800	123,840	123,840	120,000		130,000		130,000		130,000
2110	148	CIVIL SERVICE SUBSTITUTES	0	0	0	0		0		0		0
2110	149	SUBSTITUTES	1,241,631	1,128,114	1,128,114	1,183,000		1,245,000		1,245,000		1,245,000
OBJ 100 TOTAL INSTRUCTIONAL SALARIES			65,855,041	66,027,517	66,027,517	67,627,805		68,907,594		69,859,468		69,859,468
2110	161	LAB ASSISTANTS N/T	516,902	525,386	525,386	521,606	7.0	524,468	7.0	533,676	7.0	533,676
2110	162	MONITORS	682,734	677,151	677,151	870,000		870,000		840,000		840,000
OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES			1,199,636	1,202,537	1,202,537	1,391,606		1,394,468		1,373,676		1,373,676



Function Code	Object Code	DESCRIPTION	2013-14		2014-15		2014-15		Current 2015-16		Proposed 2016-17	
			EXPENDITURES		EXPENDITURES		BUDGET	FTE	BUDGET	FTE	BUDGET	
2110	200	INSTRUCTIONAL/DISTRICT EQUIPMENT	122,758		50,471		135,219		785,219		785,219	
		<b>OBJ 200 TOTAL EQUIPMENT</b>	<b>122,758</b>		<b>50,471</b>		<b>135,219</b>		<b>785,219</b>		<b>785,219</b>	
2110	400	FIELD TRIPS & OTHER FEES	117,474		96,865		148,500		158,500		158,500	
2110	430	INSTRUCTIONAL EQUIPMENT REPAIR	22,748		23,550		38,653		38,653		38,653	
2110	433	COPY MACHINE COPIER LEASE & SERVICE	146,641		154,708		244,500		197,000		189,000	
2110	435	RENTAL INSTRUCTIONAL EQUIPMENT	0		0		4,000		4,000		4,000	
2110	448	CIVIL SERVICE SUBSTITUTES	79,859		64,195		40,000		80,000		80,000	
2110	480	TEXTBOOKS - ELEMENTARY	439,507		255,283		195,194		377,992		378,724	
2110	481	TEXTBOOKS - SECONDARY	472,535		317,712		355,746		355,746		355,746	
2110	482	TEXTBOOKS - NON PUBLIC/PRIVATE	57,683		59,404		71,250		71,250		65,000	
2110	483	INSTRUCTIONAL CONFERENCE TRAVEL	18,058		27,161		39,775		51,000		51,000	
2110	484	MEMBERSHIPS & DUES	10,228		8,353		19,750		19,750		19,000	
2110	485	DAY SCHOOL TRAVEL	10,861		10,880		14,500		14,500		14,500	
2110	486	MIDDLE STATES EVALUATION	0		0		0		0		0	
2110	487	COMMENCEMENT	46,540		42,099		44,583		47,936		47,936	
2110	494	BOCES TEST SCORING	69,925		41,847		49,585		73,000		73,000	
2110	495	BOCES-MISC AND ARTS EDUCATION	172,304		269,707		235,000		235,000		282,443	
2110	496	BOCES SERVICE - OUTDOOR EDUCATION	89,978		79,881		131,000		131,000		131,000	
2110	499	BOCES-PACE/SPRINGBOARD TUITION	0		0		41,580		41,580		41,580	
		<b>OBJ 400 TOTAL CONTRACT/OTHER EXPENSE</b>	<b>1,754,341</b>		<b>1,451,645</b>		<b>1,673,616</b>		<b>1,896,907</b>		<b>1,930,082</b>	
2110	500	SUPPLIES	557,037		652,085		610,253		708,103		714,534	
2110	503	SCIENCE SUPPLIES	26,007		10,753		38,850		38,850		38,850	
2110	507	COMPUTER SUPPLIES	123,105		134,836		145,665		145,665		189,500	
2110	509	SHEET MUSIC	26,076		27,053		30,000		30,000		30,000	
2110	510	GIFTED CHILD PROGRAM SUPPORT	2,448		1,430		3,741		3,741		3,741	
2110	511	PHYS ED SUPPLIES	11,129		12,746		11,970		11,970		12,270	
2110	512	TESTING SUPPLIES	188,751		148,191		291,000		291,000		291,000	
2110	550	ENRICHMENT PROGRAM SUPPL/CONT	3,456		3,416		3,545		3,660		3,660	
		<b>OBJ 500 TOTAL SUPPLIES/MATERIALS</b>	<b>938,009</b>		<b>990,510</b>		<b>1,135,024</b>		<b>1,232,989</b>		<b>1,283,555</b>	
		<b>TOTAL 2110 REGULAR DAY SCHOOL</b>	<b>69,869,785</b>		<b>69,722,680</b>		<b>71,963,270</b>		<b>74,217,177</b>		<b>75,232,000</b>	

THIS CODE PROVIDES FOR THE DISTRICT'S SPECIAL EDUCATION PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS AND INCLUDES TUITION COSTS FOR BOCES OPERATED PROGRAMS AND SPECIAL CLASSES OPERATED BY OTHER SCHOOL DISTRICTS. THE OUT OF DISTRICT PROGRAMS ARE THOSE WHICH ARE NOT PRACTICAL TO OPERATE IN DISTRICT, EDUCATIONALLY OR FINANCIALLY. COSTS INCLUDE SALARIES FOR CLASSROOM TEACHERS, SPEECH TEACHERS, TEACHERS OF THE VISUALLY/HEARING IMPAIRED, PHYSICAL AND OCCUPATIONAL THERAPISTS, SPECIAL EDUCATION TUTORS AND TEACHING ASSISTANTS. ALSO, SOME SPECIALIZED SUPPLIES ARE INCLUDED HERE AS ARE EXPENSES FOR THE COMMITTEE ON SPECIAL EDUCATION.

The increase in the code is related to several factors including the anticipated need of an additional 2 elementary special education teachers. Estimates are also higher for support personnel such as tutors and special education aides, which are driven by students' Individual Education Plans (IEPs) and/or 504 plans. These increases are partially offset by declines in other codes such as contractual services and BOCES tuition, which are also a result of changes in the needs of students.



# SYOSSET CSD BUDGET 2016-2017

Function Code	Object Code	DESCRIPTION	2013-14		2014-15		2014-15		Current		Proposed	
			EXPENDITURES	BUDGET	EXPENDITURES	BUDGET	FTE	BUDGET	FTE	BUDGET	FTE	BUDGET
2250	111	SPECIAL EDUCATION ELEM	2,672,946	2,690,970	2,598,261	2,690,970	23.0	2,742,935	25.0	2,847,293		
2250	112	SPECIAL EDUCATION SEC	7,243,237	7,361,863	6,985,733	7,361,863	56.0	7,449,995	56.0	7,195,263		
2250	113	TEACHER SPEECH-PUBLIC ELEMENTARY	1,139,260	1,221,883	1,167,492	1,221,883	10.8	1,251,859	10.8	1,293,904		
2250	114	TEACHER SPEECH-PUBLIC SECONDARY	382,984	372,470	326,756	372,470	3.2	353,547	3.2	355,334		
2250	119	HOME INSTRUCTION	50,507	58,000	27,180	58,000		58,000		58,000		
2250	121	SPECIAL EDUC TUTORS ELEMENTARY	1,077,278	1,009,944	1,365,019	1,009,944		1,231,217		1,436,030		
2250	122	SPECIAL EDUC TUTORS SECONDARY	468,473	391,116	561,206	391,116		453,946		525,655		
2250	151	SPECIAL EDUCATION TA ELEMENTARY	3,666,055	3,692,502	3,414,649	3,692,502	76.0	3,732,960	76.0	3,629,728		
2250	152	SPECIAL EDUCATION TA SECONDARY	1,415,403	1,427,939	1,231,552	1,427,939	28.0	1,294,591	28.0	1,305,422		
		<b>OBJ 100 TOTAL INSTRUCTIONAL SALARIES</b>	<b>18,116,143</b>	<b>18,226,687</b>	<b>17,677,848</b>	<b>18,226,687</b>		<b>18,569,050</b>		<b>18,646,629</b>		
2250	161	SPECIAL EDUCATION AIDES - ELEMENTARY	525,953	612,376	568,327	612,376	21.0	640,494	21.0	843,372		
2250	162	SPECIAL EDUCATION AIDES - SECONDARY	75,171	40,137	146,838	40,137	4.0	148,991	4.0	159,210		
2250	165	OCCUPATIONAL THERAPIST	844,964	864,219	862,977	864,219	8.6	887,535	9.0	901,716		
2250	166	PHYSICAL THERAPIST	124,160	124,160	122,918	124,160	1.0	125,402	1.0	64,700		
2250	167	SPECIAL EDUCATION P/T	45,938	39,157	32,770	39,157		46,000		46,000		
		<b>OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES</b>	<b>1,616,186</b>	<b>1,680,049</b>	<b>1,733,830</b>	<b>1,680,049</b>		<b>1,848,422</b>		<b>2,014,998</b>		
2250	200	SPECIAL EDUCATION EQUIPMENT	32,113	20,057	8,530	20,057		20,057		20,057		
		<b>OBJ 200 TOTAL EQUIPMENT</b>	<b>32,113</b>	<b>20,057</b>	<b>8,530</b>	<b>20,057</b>		<b>20,057</b>		<b>20,057</b>		
2250	401	HOME INSTRUCTION	149,270	150,000	179,377	150,000		200,000		200,000		
2250	406	NON RESIDENT & NON PUBLIC SPEC ED	221,459	200,000	236,916	200,000		275,000		250,000		
2250	408	SPEC. ED. NURSING SERVICES	163,515	200,000	206,540	200,000		200,000		275,000		
2250	470	TUITION PUBLIC - ELEM/SEC	269,948	524,000	235,197	524,000		325,000		350,000		
2250	472	TUITION PRIVATE PLACEMENT	2,192,347	2,425,000	2,020,973	2,425,000		2,200,000		2,200,000		
2250	473	CONTRACTUAL SERVICES	574,700	1,150,000	544,742	1,150,000		1,000,000		900,000		
2250	474	SPECIAL/ADDITIONAL EVALUATIONS	15,536	20,000	15,934	20,000		20,000		20,000		
2250	475	ADDITIONAL STUDENTS	0	200,000	0	200,000		200,000		200,000		
2250	476	TUITION/IMPARTIAL PLACEMENTS	38,626	100,000	14,500	100,000		100,000		100,000		
2250	490	TUITION - BOCES	1,980,745	1,850,000	1,881,273	1,850,000		2,400,000		2,300,000		
		<b>OBJ 400 TOTAL CONTRACT/OTHER EXPENSE</b>	<b>5,606,146</b>	<b>6,819,000</b>	<b>5,335,452</b>	<b>6,819,000</b>		<b>6,920,000</b>		<b>6,795,000</b>		
2250	500	SUPPLIES - SPECIAL EDUCATION	38,026	40,000	36,515	40,000		40,000		40,000		
		<b>OBJ 500 TOTAL SUPPLIES/MATERIALS</b>	<b>38,026</b>	<b>40,000</b>	<b>36,515</b>	<b>40,000</b>		<b>40,000</b>		<b>40,000</b>		
		<b>TOTAL 2250 SPECIAL EDUCATION PROGRAMS</b>	<b>25,408,614</b>	<b>26,785,793</b>	<b>24,792,175</b>	<b>26,785,793</b>		<b>27,397,529</b>		<b>27,516,684</b>		

**OCCUPATIONAL EDUCATION (CODE 2280)**

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TUITION FOR OCCUPATIONAL EDUCATION PROGRAMS PROVIDED AT BOCES LOCATIONS ARE CHARGED TO THIS CODE.

# SYOSSET CSD BUDGET 2016-2017

Function Code	Object Code	DESCRIPTION	2013-14		2014-15		2014-15		Current 2015-16		2015-16		Proposed 2016-17	
			EXPENDITURES	BUDGET	EXPENDITURES	BUDGET	EXPENDITURES	BUDGET	FTE	BUDGET	FTE	BUDGET	FTE	BUDGET
2280	490	OCCUPATIONAL EDUCATION BOCES SERVICE	258,231	330,000	289,804	330,000				330,000		330,000		330,000
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	258,231	330,000	289,804	330,000				330,000		330,000		330,000
		TOTAL 2280 OCCUPATIONAL EDUCATION	258,231	330,000	289,804	330,000				330,000		330,000		330,000

THE CONTINUING EDUCATION PROGRAM OFFERS VARIED COURSES OF AN INSTRUCTIONAL OR SELF ENRICHING NATURE TO COMMUNITY MEMBERS. FEES ARE CHARGED FOR COURSES WITH THE EXCEPTION OF COMMUNITY RESIDENTS STUDYING TO ACQUIRE THEIR U.S. CITIZENSHIP OR HIGH SCHOOL EQUIVALENCY DIPLOMA. THE CONTINUING EDUCATION PROGRAM IS INTENDED TO OPERATE AS A SELF-SUSTAINING PROGRAM WHERE REVENUE FOR THE PROGRAM COVERS DIRECT OPERATING COSTS.

The increase in the code is a result of additional participation and program offerings.

# SYOSSET CSD BUDGET 2016-2017

Function Code	Object Code	DESCRIPTION	2013-14		2014-15		2014-15		2015-16		2016-17	
			EXPENDITURES	EXPENDITURES	EXPENDITURES	BUDGET	FTE	BUDGET	FTE	BUDGET	FTE	BUDGET
2310	101	CONTINUING EDUCATION DIRECTOR	12,503	12,503	12,503	12,503		12,503		12,503		12,503
2310	112	CONTINUING EDUCATION CERTIFIED	43,225	50,703	45,000	45,000		45,000		45,000		51,000
		<b>OBJ 100 TOTAL INSTRUCTIONAL SALARIES</b>	<b>55,728</b>	<b>63,206</b>	<b>57,503</b>	<b>57,503</b>		<b>57,503</b>		<b>57,503</b>		<b>63,503</b>
2310	161	CONTINUING EDUCATION N/T	63,748	58,421	60,000	60,000	1.0	60,000	1.0	60,000		60,000
2310	162	CONTINUING EDUCATION P/T	0	5,947	1,200	1,200		1,200		1,200		6,000
		<b>OBJ 160 TOTAL NON-INSTRUCTIONAL SAL</b>	<b>63,748</b>	<b>64,368</b>	<b>61,200</b>	<b>61,200</b>		<b>61,200</b>		<b>61,200</b>		<b>66,000</b>
2310	400	CONTRACTUAL SERVICES	3,584	4,403	5,200	5,200		5,200		5,200		5,200
		<b>OBJ 400 TOTAL CONTRACT/OTHER EXPENSE</b>	<b>3,584</b>	<b>4,403</b>	<b>5,200</b>	<b>5,200</b>		<b>5,200</b>		<b>5,200</b>		<b>5,200</b>
2310	500	CONTINUING EDUCATION SUPPLIES	1,245	78	700	700		700		700		700
		<b>OBJ 500 TOTAL SUPPLIES/MATERIALS</b>	<b>1,245</b>	<b>78</b>	<b>700</b>	<b>700</b>		<b>700</b>		<b>700</b>		<b>700</b>
		<b>TOTAL 2310 CONTINUING EDUCATION</b>	<b>124,305</b>	<b>132,055</b>	<b>124,603</b>	<b>124,603</b>		<b>124,603</b>		<b>124,603</b>		<b>135,403</b>

THE SUMMER SCHOOL PROGRAM OFFERS THE OPPORTUNITY FOR ENRICHMENT IN SELECTED SUBJECTS AS WELL AS REMEDIAL COURSES. IN ADDITION, REGENTS LEVEL COURSES WHICH REQUIRE SATISFACTORY COMPLETION FOR STATE GRADUATION REQUIREMENTS ARE OFFERED. RELATED EXPENDITURES ARE FOR STAFFING, SUPPLIES AND PRINTING.

The increase in the code is related to contractual salary adjustments as well as additional program offerings.

# SYOSSET CSD BUDGET 2016-2017

Function Code	Object Code	DESCRIPTION	2013-14		2014-15		2014-15		Current 2015-16		Proposed 2016-17	
			EXPENDITURES	EXPENDITURES	EXPENDITURES	BUDGET	FTE	BUDGET	FTE	BUDGET	FTE	
2320	101	SUMMER SCHOOL ADMINISTRATION	5,547	5,547	10,796	10,796		10,796		5,700		
2320	112	SUMMER SCHOOL TEACHERS	207,187	213,814	210,000	210,000		221,058		238,000		
2320	113	SUMMER SCHOOL RADIO STATION	4,870	4,870	5,000	5,000		5,000		5,000		
2320	151	SUMMER SCHOOL TA	26,931	22,957	27,000	27,000		27,000		38,300		
OBJ 100 TOTAL INSTRUCTIONAL SALARIES			244,535	247,188	252,796	252,796		263,854		287,000		
2320	161	SUMMER SCHOOL N/T	14,662	20,428	19,000	19,000		21,500		23,200		
OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES			14,662	20,428	19,000	19,000		21,500		23,200		
2320	500	SUMMER SCHOOL SUPPLIES	7,438	6,911	7,300	7,300		8,000		8,000		
OBJ 500 TOTAL SUPPLIES/MATERIALS			7,438	6,911	7,300	7,300		8,000		8,000		
TOTAL 2320 SUMMER SCHOOL			266,635	274,527	279,096	279,096		293,354		318,200		

ALL INSTRUCTIONAL MEDIA FOR DISTRICT STUDENTS ARE AVAILABLE THROUGH THIS CODE. IN ADDITION TO STAFFING, INCLUDED ARE PURCHASES OF LIBRARY BOOKS, PERIODICALS, AND AUDIO VISUAL MATERIALS.

The decrease in the code primarily reflects staffing adjustments partially offset by increases in allocations for classroom libraries and library books.



# SYOSSET CSD BUDGET 2016-2017

Function Code	Object Code	DESCRIPTION	2013-14				2014-15		Current 2015-16		2016-17		Proposed 2016-17
			EXPENDITURES	EXPENDITURES	EXPENDITURES	BUDGET	FTE	BUDGET	FTE	BUDGET	FTE		
2610	111	LIBRARIANS /ELEMENTARY	778,599	784,866	784,303	7	799,516	7	769,804				
2610	112	LIBRARIANS/SECONDARY	495,568	508,816	487,801	4	495,659	4	491,059				
OBJ 100 TOTAL INSTRUCTIONAL SALARIES			1,274,167	1,293,682	1,272,104		1,295,175		1,260,863				
2610	161	LIBRARY/AUDIO VISUAL AIDES	793,606	737,584	814,338	14	835,892	14	771,636				
2610	162	LIBRARY/AUDIO VISUAL AIDES P/T	26,853	28,916	22,200	1	26,000	1	40,000				
2610	163	LIBRARY/AUDIO VISUAL TECH O/T	46,770	54,141	40,000		44,300		57,700				
OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES			867,229	820,641	876,538		906,192		869,336				
2610	490	BOCES - LIBRARY/ED COMM SERVICES	43,544	81,727	73,202		87,866		87,866				
OBJ 400 TOTAL CONTRACT/OTHER EXPENSE			43,544	81,727	73,202		87,866		87,866				
2610	500	LIBRARY SUPPLIES	5,740	7,629	13,366		13,366		16,231				
2610	501	LIBRARY PERIODICALS	12,908	12,797	14,333		14,333		15,691				
2610	503	LIBRARY BOOKS-NON PUBLIC	4,046	4,044	1,785		3,500		4,050				
2610	505	LIBRARY BOOKS	17,929	31,830	33,950		33,950		40,372				
2610	508	CLASSROOM LIBRARIES	8,285	8,411	9,510		19,820		26,090				
2610	520	AUDIO VISUAL SUPPLIES	20,281	13,574	30,838		23,838		23,838				
OBJ 500 TOTAL SUPPLIES/MATERIALS			69,189	78,285	103,782		108,807		126,272				
TOTAL 2610 LIBRARY MEDIA PROGRAM			2,254,129	2,274,335	2,325,626		2,398,040		2,344,337				

**COMPUTER ASSISTED INSTRUCTION (CODE 2630)**

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**THIS CODE REFLECTS COSTS FOR COMPUTER HARDWARE AND SOFTWARE RELATED TO INSTRUCTION.**

The increase in this code reflects higher costs for supplies and support through BOCES as the district continues to upgrade and enhance instructional technology.

# SYOSSET CSD BUDGET 2016-2017

Function Code	Object Code	DESCRIPTION	2013-14		2014-15		2014-15		2015-16		2016-17	
			EXPENDITURES	EXPENDITURES	EXPENDITURES	BUDGET	FTE	BUDGET	FTE	BUDGET	FTE	BUDGET
2630	200 CAI HARDWARE		398,365		391,430	217,750		500,000		500,000		500,000
2630	201 INSTRUCTIONAL TECH UPGRADE		25,226		3,572	30,000		30,000		30,000		30,000
	<b>OBJ 200 TOTAL EQUIPMENT</b>		<b>423,591</b>		<b>395,002</b>	<b>247,750</b>		<b>530,000</b>		<b>530,000</b>		<b>530,000</b>
2630	430 CAI EQUIPMENT REPAIR		10,966		0	9,282		15,000		15,000		15,000
2630	435 CAI CONTRACT SERVICES		51,395		560,968	150,000		150,000		150,000		150,000
2630	460 CAI SOFTWARE		122,673		126,729	137,914		137,914		137,914		137,914
2630	490 BOCES-MICROCOMP SVCS/REGION. OBJECT		1,088,671		716,574	626,000		683,343		765,000		765,000
	<b>OBJ 400 TOTAL CONTRACT/OTHER EXPENSE</b>		<b>1,273,705</b>		<b>1,404,271</b>	<b>923,196</b>		<b>986,257</b>		<b>1,067,914</b>		<b>1,067,914</b>
2630	500 DP SUPPLIES DISTRICTWIDE		13,357		60,796	19,000		19,000		65,000		65,000
	<b>OBJ 500 TOTAL SUPPLIES/MATERIALS</b>		<b>13,357</b>		<b>60,796</b>	<b>19,000</b>		<b>19,000</b>		<b>65,000</b>		<b>65,000</b>
	<b>TOTAL 2630 COMPUTER ASSISTED INSTRUCTION</b>		<b>1,710,653</b>		<b>1,860,069</b>	<b>1,189,946</b>		<b>1,535,257</b>		<b>1,662,914</b>		<b>1,662,914</b>

**ATTENDANCE (CODE 2805)**

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THIS CODE RELATES TO THE MAINTENANCE OF STUDENT ATTENDANCE RECORDS, FOLLOW-UP WITH THE SCHOOL AND PARENTS REGARDING STUDENT ABSENCES AND REPRESENTING THE DISTRICT IN SEEKING COURT ASSISTANCE IN THE ENFORCEMENT OF ATTENDANCE LAWS ON TRUANT STUDENTS. RESIDENCY IS VERIFIED AND UPDATED THROUGH THIS OFFICE. THIS CODE RECORDS THE SALARIES AND EXPENSES FOR THE ATTENDANCE OFFICES AT THE SECONDARY SCHOOLS AND DISTRICT WIDE EXPENSES IN THE AREAS OF ATTENDANCE.

The decrease in this code is due to clerical staffing adjustments.

# SYOSSET CSD BUDGET 2016-2017

Function Code	Object Code	DESCRIPTION	2013-14 EXPENDITURES	2014-15 EXPENDITURES	2014-15 BUDGET	Current 2015-16 FTE	2015-16 BUDGET	Proposed 2016-17 FTE	Proposed 2016-17 BUDGET
2805	161	ATTENDANCE N/T	262,003	244,373	288,749	4.0	307,380	4.0	249,944
		OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES	262,003	244,373	288,749		307,380		249,944
2805	428	CONTRACTUAL SERVICES	0	0	1,500		1,000		500
		OBJ 400 TOTAL CONTRACTS/OTHER EXPENSES	0	0	1,500		1,000		500
		TOTAL 2805 ATTENDANCE OFFICES	262,003	244,373	290,249		308,380		250,444

THE GUIDANCE DEPARTMENT FUNCTION IS TO HELP STUDENTS SELECT AN EDUCATIONAL PROGRAM WHICH BEST FITS THEIR NEEDS AND ABILITIES, NOT ONLY WHILE THEY ARE IN THE MIDDLE OR SENIOR HIGH SCHOOLS, BUT ALSO IN THE SELECTION OF POST-HIGH SCHOOL EDUCATIONAL OR OCCUPATIONAL OPPORTUNITIES. THE GUIDANCE PROGRAM WORKS WITH STUDENTS AND PARENTS IN OVERCOMING PROBLEMS THAT MAY OCCUR ACADEMICALLY, SOCIALLY OR EMOTIONALLY DURING THEIR SECONDARY YEARS. INCLUDED ARE GUIDANCE COUNSELOR SALARIES, OFFICE SUPPORT STAFF, SUPPLIES, AND SUBSCRIPTIONS.

The decrease in the code is primarily the result of contractual salary increase more than offset by clerical staffing adjustments (*partial offset in code 2820.161*).

# SYOSSET CSD BUDGET 2016-2017

Function Code	Object Code	DESCRIPTION	2013-14 EXPENDITURES	2014-15 EXPENDITURES	2014-15 BUDGET	Current 2015-16 FTE	2015-16 BUDGET	Proposed 2016-17 FTE	Proposed 2016-17 BUDGET
2810	122	GUIDANCE COUNSELORS	2,047,505	2,048,085	2,085,394	18.0	2,160,913	18.0	2,205,222
2810	123	GUIDANCE SUMMER/NIGHT	95,692	92,835	85,500		85,500		95,500
		<b>OBJ 100 TOTAL INSTRUCTIONAL SALARIES</b>	<b>2,143,197</b>	<b>2,140,920</b>	<b>2,170,894</b>		<b>2,246,413</b>		<b>2,300,722</b>
2810	161	GUIDANCE N/T	428,525	439,014	527,477	7.0	535,053	7.0	455,899
2810	162	GUIDANCE SUBSTITUTES	0	0	0		0		0
2810	163	GUIDANCE O/T	0	362	500		500		500
		<b>OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES</b>	<b>428,525</b>	<b>439,376</b>	<b>527,977</b>		<b>535,553</b>		<b>456,399</b>
2810	486	GUIDANCE CONTRACT SERVICES	277	2,156	2,500		2,000		2,200
2810	490	BOCES - EDUC. COMM. SERVICES	5,765	5,794	4,000		5,968		6,028
		<b>OBJ 400 TOTAL CONTRACT/OTHER EXPENSE</b>	<b>6,042</b>	<b>7,950</b>	<b>6,500</b>		<b>7,968</b>		<b>8,228</b>
2810	500	GUIDANCE SUPPLIES & FORMS	5,739	4,674	5,330		5,750		5,750
2810	501	GUIDANCE RESOURCE PUBLICATIONS	3,651	3,093	4,500		4,500		4,200
		<b>OBJ 500 TOTAL SUPPLIES/MATERIALS</b>	<b>9,390</b>	<b>7,767</b>	<b>9,830</b>		<b>10,250</b>		<b>9,950</b>
		<b>TOTAL 2810 GUIDANCE SERVICES</b>	<b>2,587,154</b>	<b>2,596,013</b>	<b>2,715,201</b>		<b>2,800,184</b>		<b>2,775,299</b>

**THIS CODE INCLUDES SALARIES OF REGISTERED NURSES ASSIGNED TO BOTH PUBLIC AND PRIVATE SCHOOLS, FEES FOR THE SCHOOL PHYSICIAN AND RELATED SERVICES AND SUPPLIES.**

The increase in this code is due to higher expenditures for contractual nursing services as well as health services to other districts, which reflect expenditure trends.



# SYOSSET CSD BUDGET 2016-2017

Function Code	Object Code	DESCRIPTION	2013-14		2014-15		2015-16		2016-17	
			EXPENDITURES	EXPENDITURES	EXPENDITURES	BUDGET	FTE	BUDGET	FTE	BUDGET
2815	161	HEALTH SERVICE N/T	1,040,585	961,411	1,049,645	18	1,053,286	18	1,044,024	
2815	162	HEALTH SERVICE P/T	0	110	400		400		400	
2815	163	HEALTH SERVICE O/T	3,143	1,492	3,000		3,200		3,200	
<b>OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES</b>			<b>1,043,728</b>	<b>963,013</b>	<b>1,053,045</b>		<b>1,056,886</b>		<b>1,047,624</b>	
2815	200	EQUIPMENT - HEALTH SERVICES	3,375	1,409	3,000		3,500		3,500	
<b>OBJ 200 TOTAL EQUIPMENT</b>			<b>3,375</b>	<b>1,409</b>	<b>3,000</b>		<b>3,500</b>		<b>3,500</b>	
2815	400	NURSING SERVICES	17,653	78,906	9,860		12,000		24,000	
2815	430	EQUIPMENT REPAIR	13,907	13,883	1,000		15,500		15,500	
2815	449	DOCTORS FEES	45,000	45,750	47,741		50,000		53,045	
2815	450	HEALTH OTHER DISTRICTS	71,486	102,993	111,000		95,000		100,000	
2815	490	BOCES HEALTH SERVICES	47,968	65,902	33,531		50,000		66,000	
<b>OBJ 400 TOTAL CONTRACT/OTHER EXPENSE</b>			<b>196,014</b>	<b>307,434</b>	<b>203,131</b>		<b>222,500</b>		<b>258,545</b>	
2815	500	HEALTH SUPPLIES	11,651	10,720	24,261		24,261		24,261	
<b>OBJ 500 TOTAL SUPPLIES/MATERIALS</b>			<b>11,651</b>	<b>10,720</b>	<b>24,261</b>		<b>24,261</b>		<b>24,261</b>	
<b>TOTAL 2815 HEALTH SERVICES</b>			<b>1,254,768</b>	<b>1,282,576</b>	<b>1,283,437</b>		<b>1,307,147</b>		<b>1,333,930</b>	

**PSYCHOLOGICAL SERVICES (CODE 2820)**

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PSYCHOLOGICAL SERVICES ARE PROVIDED TO ALL SCHOOLS IN THE DISTRICT, INCLUDING TWO NON-PUBLIC SCHOOLS. EXPENDITURES INCURRED FOR PSYCHOLOGICAL SERVICES, COSTS FOR PROFESSIONAL BOOKS, SUBSCRIPTIONS, TESTING AND RELATED OFFICE EXPENSES ARE INCLUDED. THE PUPIL PERSONNEL SERVICES OFFICE IS ACCOUNTED FOR IN THIS CODE AND THIS OFFICE PROVIDES FOR COORDINATION AND SUPERVISION OF ALL SPECIAL EDUCATION SERVICES IN THE DISTRICT AND IS ALSO RESPONSIBLE FOR COORDINATION AND SUPERVISION OF PSYCHOLOGICAL, SPEECH, OCCUPATIONAL AND PHYSICAL THERAPY, ELEMENTARY ADAPTIVE PHYSICAL EDUCATION, HOMEBOUND INSTRUCTION, AND VISUAL AND HEARING IMPAIRED SERVICES.

The increase in this code is attributable to contractual salary adjustments and staffing adjustments (*offset in code 2810.161*).

# SYOSSET CSD BUDGET 2016-2017

Function Code	Object Code	DESCRIPTION	2013-14		2014-15		2014-15		Current 2015-16		2015-16		Proposed 2016-17		Proposed 2016-17	
			EXPENDITURES	EXPENDITURES	EXPENDITURES	BUDGET	FTE	BUDGET	FTE	BUDGET	FTE	BUDGET	FTE	BUDGET	FTE	
2820	111	PSYCH SERVICES ELEM	1,059,066	1,069,303	1,058,556	8	1,079,510	8	1,099,838							
2820	112	PSYCH SERVICES SEC	616,098	660,775	640,970	5	651,016	5	661,199							
2820	120	PSYCH SERVICES NON PUBLIC	0	0	0	0	0	0	0						0	
OBJ 100 TOTAL INSTRUCTIONAL SALARIES			1,675,164	1,730,078	1,699,526		1,730,526		1,761,037							
2820	161	PPS/PSYCH SERVICES N/T	480,684	447,995	444,216	7.5	451,829	7.5	507,036							
OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES			480,684	447,995	444,216		451,829		507,036							
2820	433	COPY MACHINE	3,419	3,763	4,400		3,800		3,800						3,800	
2820	449	PSYCHOLOGICAL SERVICES TESTING	0	0	3,000		3,000		3,000						3,000	
OBJ 400 TOTAL CONTRACT/OTHER EXPENSE			3,419	3,763	7,400		6,800		6,800						6,800	
2820	500	PSYCHOLOGICAL SERVICES SUPPLIES	3,367	3,008	4,080		4,080		4,080						4,080	
2820	501	SUBSCRIPTIONS/PROFESSIONAL BOOKS	0	81	400		400		400						400	
OBJ 500 TOTAL SUPPLIES/MATERIALS			3,367	3,089	4,480		4,480		4,480						4,480	
TOTAL 2820 PSYCHOLOGICAL SERVICES			2,162,634	2,184,925	2,155,622		2,193,635		2,279,353							

**THIS FUNCTION CODE CONTAINS THE SALARY FOR A FULL TIME SOCIAL WORKER.**

A .5 FTE social worker position was added at the end of the 2014-15 school year; however, based on growing needs for services the position was expanded to full-time in the current year.

# SYOSSET CSD BUDGET 2016-2017

Function Code	Object Code	DESCRIPTION	2013-14		2014-15		2014-15		Current 2015-16		2015-16		Proposed 2016-17		Proposed 2016-17	
			EXPENDITURES	BUDGET	EXPENDITURES	BUDGET	EXPENDITURES	BUDGET	FTE	FTE	BUDGET	BUDGET	FTE	FTE	BUDGET	BUDGET
2825	112	SOCIAL WORKER	0	12,820	0	12,820	0	0	1.0	1.0	45,000	45,000	1.0	1.0	76,402	76,402
OBJ 100 TOTAL INSTRUCTIONAL SALARIES			0	12,820	0	12,820	0	0			45,000	45,000			76,402	76,402
TOTAL 2825 SOCIAL WORK SERVICES			0	12,820	0	12,820	0	0			45,000	45,000			76,402	76,402

**CO-/EXTRA-CURRICULAR ACTIVITIES (CODE 2850)**

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THIS FUNCTION CODE INCLUDES EXPENDITURES FOR APPROVED NON-ATHLETIC ACTIVITIES, INCLUDING STUDENT CLUBS AND OTHER STUDENT ORGANIZATIONS. EXPENSES FOR STUDENTS TO ATTEND COMPETITIONS AND EVENTS ARE RECORDED HERE INCLUDING ENTRANCE FEES, CHAPERONES AND RELATED TRAVEL EXPENSES. EXPENSES FOR STUDENT PUBLICATIONS AND THE STUDENT RADIO STATION ARE ALSO INCLUDED IN THIS CODE.

The increase in this code reflects contractual salary adjustments for club advisors as well as increased costs as a result of greater student participation in both local and national competitions.

Object Code	DESCRIPTION	2013-14		2014-15		2014-15		2015-16		Proposed 2016-17	
		EXPENDITURES	BUDGET	EXPENDITURES	BUDGET	EXPENDITURES	BUDGET	EXPENDITURES	BUDGET	EXPENDITURES	BUDGET
111	STUDENT ACTIVITY ELEMENTARY	86,526		96,491	90,836		98,430				
112	STUDENT ACTIVITY SECONDARY	653,659		654,831	665,350		677,927				
113	CHAPERONES ELEMENTARY	26,160		26,084	30,000		30,000				
114	CHAPERONES SECONDARY	232,552		209,455	215,000		235,000				
<b>OBJ 160</b>	<b>TOTAL INSTRUCTIONAL SAL</b>	<b>998,897</b>		<b>986,861</b>	<b>1,001,186</b>		<b>1,041,357</b>				
161	CHAPERONES C/S	16,019		18,472	16,000		18,900				
163	STUDENT ACTIVITY P/T & O/T	73,437		75,884	94,157		102,000				
167	RADIO STATION N/T	31,644		33,199	33,199		37,000				
<b>OBJ 160</b>	<b>TOTAL NON-INSTRUCTIONAL SAL</b>	<b>121,100</b>		<b>127,555</b>	<b>143,356</b>		<b>157,900</b>				
414	SECONDARY CHAPERONES	539		0	6,000		0				
449	MS COMPETITION SUBSIDY	10,426		7,570	8,000		12,000				
484	CO-/EXTRA-CURRICULAR/DUES	44,630		58,692	40,000		59,000				
485	STUD. TRAVEL/HS CLUB SUBSIDY	64,592		80,310	90,000		112,000				
<b>OBJ 400</b>	<b>TOTAL CONTRACTUAL EXPENSE</b>	<b>120,187</b>		<b>146,572</b>	<b>144,000</b>		<b>183,000</b>				
500	CO-/EXTRA-CURRICULAR/SUPPLIES	5,553		15,927	7,100		16,000				
501	STUDENT PUBLICATIONS	3,136		2,580	5,000		5,000				
503	RADIO STATION SUPPLIES	1,415		1,309	1,530		1,530				
<b>OBJ 500</b>	<b>TOTAL SUPPLIES/MATERIALS</b>	<b>10,104</b>		<b>19,816</b>	<b>13,630</b>		<b>22,530</b>				
<b>OBJ 500</b>	<b>CO-/EXTRA-CURRICULAR ACTIVITIES</b>	<b>1,250,288</b>		<b>1,280,804</b>	<b>1,302,172</b>		<b>1,404,787</b>				

THE DISTRICT HAS 119 TEAMS AND APPROXIMATELY 3,000 STUDENT ATHLETES. ALL EXPENDITURES FOR ATHLETIC ACTIVITIES FOR DISTRICT STUDENTS ARE CODED TO THIS FUNCTION AND INCLUDE THE ATHLETIC TRAINER, EQUIPMENT MANAGERS, COACHING STIPENDS, REPLACEMENT EQUIPMENT, SUPPLIES, EQUIPMENT RECONDITIONING, FEES FOR OFFICIALS AND ATHLETIC ASSOCIATION DUES.

The increase in this code reflects contractual salary adjustments as well as additional allocations for equipment, equipment reconditioning and expenses resulting from longer seasons due to teams advancing in the playoffs.



# SYOSSET CSD BUDGET 2016-2017

Function	Object	DESCRIPTION	2013-14		2014-15		2014-15		Current		2015-16		Proposed		2016-17	
Code	Code		EXPENDITURES		EXPENDITURES		BUDGET	FTE	BUDGET	FTE	BUDGET	FTE	BUDGET	FTE	BUDGET	FTE
2855	117	COACHING STAFF	1,117,373		1,143,305		1,123,720		1,162,515		1,166,300					
2855	119	CERT ATHLETIC CHAPERONES	187,245		186,039		176,991		194,318		194,318					
OBJ 100 TOTAL INSTRUCTIONAL SALARIES			1,304,618		1,329,344		1,300,711		1,356,833		1,360,618					
2855	161	SUPERVISION N/T	63,680		73,444		62,000		64,000		73,450					
2855	163	ATHLETICS N/T	113,785		129,423		113,785	2.5	134,625	2.5	135,632					
OBJ 160 TOTAL NON-INSTRUCTIONAL SAL.			177,465		202,867		175,785		198,625		209,082					
2855	200	ATHLETIC/REPLACEMENT EQUIPMENT	8,226		44,205		12,000		12,000		30,000					
OBJ 200 TOTAL EQUIPMENT			8,226		44,205		12,000		12,000		30,000					
2855	400	CONTRACTUAL	2,729		1,853		0		3,000		3,000					
2855	430	EQUIPMENT RECONDITIONING	19,033		26,826		46,000		46,000		55,000					
2855	484	DUES, FEES, AWARDS	97,443		114,960		98,000		100,425		115,000					
2855	490	BOCES SUPERVISION	34,800		34,800		37,000		37,000		37,000					
2855	491	BOCES OFFICIALS	76,119		81,763		93,641		93,641		86,000					
2855	492	BOCES DUES/MEMBERSHIP	0		0		0		0		0					
OBJ 400 TOTAL CONTRACT/OTHER EXPENSE			230,124		260,202		274,641		280,066		296,000					
2855	500	ATHLETIC SUPPLIES	152,659		125,217		168,000		168,000		168,000					
OBJ 500 TOTAL SUPPLIES/MATERIALS			152,659		125,217		168,000		168,000		168,000					
TOTAL 2855 INTERSCHOLASTIC ATHLETICS			1,873,092		1,961,835		1,931,137		2,015,524		2,063,700					

## **THE 5500 CODES CONTAIN COSTS FOR DISTRICT TRANSPORTATION**

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### **DISTRICT TRANSPORTATION (CODE 5510)**

THIS CODE INCLUDES COSTS FOR THE SUPERVISOR OF TRANSPORTATION AND OFFICE STAFF WHO OPERATE THE DISTRICT'S TRANSPORTATION OFFICE.

### **CONTRACT TRANSPORTATION (CODE 5540)**

INCLUDED IN THIS CODE ARE CONTRACTED SERVICES FOR IN-DISTRICT AND OUT-OF-DISTRICT TRANSPORTATION. ALSO INCLUDED IS TRANSPORTATION FOR CLASS FIELD TRIPS AND CO-CURRICULAR AND INTER-SCHOLASTIC EVENTS AS WELL AS LATE BUSES.

### **BOCES – TRANSPORTATION MANAGEMENT SERVICES (CODE 5581)**

THIS CODE CONTAINS EXPENSES FOR TRANSPORTATION TO BOCES FACILITIES.

Contracted transportation for regular district routes remain flat despite modest CPI increases as a result of continuing routing efficiencies. The decrease in the contract transportation code reflects a decline in fuel costs.

# SYOSSET CSD BUDGET 2016-2017

Function Code	Object Code	DESCRIPTION	2013-14		2014-15		2014-15		2015-16		2016-17	
			EXPENDITURES	EXPENDITURES	EXPENDITURES	BUDGET	FTE	BUDGET	FTE	BUDGET	FTE	BUDGET
5510	160	TRANSPORTATION SUPERVISOR	98,500	100,135	98,500	1	1	98,500	1	101,797		
5510	161	TRANSPORTATION F/T	138,289	139,235	137,806	2	2	137,806	2	137,806		
OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES			236,789	239,370	236,306			236,306		239,603		
5510	500	TRANSPORTATION SUPPLIES	829	593	1,000			1,000		900		
OBJ 500 TOTAL SUPPLIES			829	593	1,000			1,000		900		
TOTAL 5510 DISTRICT OPR. TRANSPORTATION			237,618	239,963	237,306			237,306		240,503		
5540	440	CONTRACT TRANSPORTATION SOFTWARE	3,250	3,250	3,400			3,400		3,400		
5540	451	CONTRACT TRANSPORTATION	8,018,113	7,811,112	8,243,075			8,243,075		8,243,075		
5540	453	CONTRACT FUEL	321,866	225,529	370,000			370,000		322,000		
5540	454	FIELD TRIPS-DISTRICT	172,106	171,063	160,000			175,000		175,000		
5540	457	FIELD TRIPS-ATHLETIC	624,573	581,102	550,000			630,000		625,000		
5540	458	FIELD TRIPS-ACADEMIC COMPETITIONS	32,568	46,120	50,000			40,000		46,200		
5540	459	FIELD TRIPS - MUSIC COMPETITIONS	36,099	40,828	40,000			40,000		41,000		
OBJ 500 TOTAL CONTRACT/OTHER EXPENSE			9,208,575	8,879,004	9,416,475			9,501,475		9,455,675		
TOTAL 5540 CONTRACT TRANSPORTATION			9,208,575	8,879,004	9,416,475			9,501,475		9,455,675		
5581	490	BOCES - TRANSPORTATION MANAGEMENT	0	23,408	0			32,000		32,000		
TOTAL 5581 BOCES - TRANSPORTATION MANAGEMENT			0	23,408	0			32,000		32,000		
TOTAL TRANSPORTATION			9,446,193	9,142,375	9,653,781			9,770,781		9,728,178		

THIS CODE PROVIDES FUNDING FOR THE RECREATIONAL PROGRAM FOR ELEMENTARY SCHOOL STUDENTS AFTER SCHOOL. THIS PROGRAM IS OPEN TO DISTRICT STUDENTS ATTENDING PUBLIC, PRIVATE AND PAROCHIAL SCHOOLS. ARTS & CRAFTS AND SPORTS ACTIVITIES ARE SUPERVISED BY STAFF MEMBERS. ALSO INCLUDED HERE ARE APPROPRIATIONS ASSOCIATED WITH OPERATING THE HIGH SCHOOL POOL FOR COMMUNITY USE AND COSTS FOR SATURDAY MORNING INSTRUCTION SESSIONS FOR SYOSSET RESIDENTS, AS WELL AS USE OF THE POOL BY THE SWIM CLUB.

The decrease in the code reflects adjustments for lower than anticipated expenditures based on program expansion in the prior school year.

# SYOSSET CSD BUDGET 2016-2017

Function Code	Object Code	DESCRIPTION	2013-14		2014-15		2014-15		2015-16		2016-17	
			EXPENDITURES	BUDGET	EXPENDITURES	BUDGET	FTE	BUDGET	FTE	BUDGET	FTE	BUDGET
7140	100	RECREATION PROGRAM/DIRECTOR	17,548	17,862	17,548	17,862		17,862		17,862		17,862
7140	111	RECREATION PROGRAM/SPECIALISTS	73,405	79,500	67,044	79,500		90,000		90,000		75,000
7140	117	POOL INSTRUCTION	68,242	90,640	104,548	90,640		110,640		110,640		110,640
7140	118	POOL SUPERVISOR	613	5,000	6,924	5,000		8,000		8,000		8,000
		<b>OBJ 100 TOTAL INSTRUCTIONAL SALARIES</b>	<b>159,808</b>	<b>193,002</b>	<b>196,064</b>	<b>193,002</b>		<b>226,502</b>		<b>226,502</b>		<b>211,502</b>
7140	161	POOL N/T	20,076	41,400	44,953	41,400		55,000		55,000		55,000
7140	162	RECREATION PROGRAM N/T	0	0	0	0		0		0		0
		<b>OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES</b>	<b>20,076</b>	<b>41,400</b>	<b>44,953</b>	<b>41,400</b>		<b>55,000</b>		<b>55,000</b>		<b>55,000</b>
7140	501	RECREATION SUPPLIES	5,340	7,000	5,857	7,000		7,000		7,000		7,000
		<b>OBJ 500 TOTAL SUPPLIES/MATERIALS</b>	<b>5,340</b>	<b>7,000</b>	<b>5,857</b>	<b>7,000</b>		<b>7,000</b>		<b>7,000</b>		<b>7,000</b>
		<b>TOTAL 7140 COMMUNITY SERVICES/RECREATION</b>	<b>185,224</b>	<b>241,402</b>	<b>246,874</b>	<b>241,402</b>		<b>288,502</b>		<b>288,502</b>		<b>273,502</b>

**THIS CODE PROVIDES APPROPRIATIONS FOR CENSUS AND VOTER REGISTRATION SERVICES.**

**The decrease in the code is due to the renegotiation of the contract for BOLD census services.**

# **SYOSSET CSD BUDGET 2016-2017**

Function Code	Object Code	DESCRIPTION	2013-14		2014-15		2014-15		Current 2015-16		2015-16		Proposed 2016-17		Proposed 2016-17	
			EXPENDITURES	BUDGET	EXPENDITURES	BUDGET	FTE	BUDGET	FTE	BUDGET	FTE	BUDGET	FTE	BUDGET	FTE	
8070	400	CENSUS/VOTER REGISTRATION - BOLD	0	0	0	0	0	0	0	0	0	0	0	3,000		
8070	490	CENSUS/VOTER REGISTRATION - BOCES	18,984	28,985	15,234	28,985		28,985		28,985		28,985		15,750		
		OBJ 400 TOTAL CONTRACT/OTHER EXPENSE	18,984	28,985	15,234	28,985		28,985		28,985		28,985		18,750		
		TOTAL 8070 COMMUNITY SERVICES/CENSUS	18,984	28,985	15,234	28,985		28,985		28,985		28,985		18,750		

**FOOD SERVICE TRANSFER:** THIS CODE PROVIDES FOR THE TRANSFER TO THE FOOD SERVICE FUND RELATED TO FEDERAL REIMBURSEMENT FOR FREE AND REDUCED PRICE LUNCH. DUE TO A CHANGE IN REGULATIONS NO TRANSFERS TO THE FOOD SERVICE FUND ARE ANTICIPATED.

**SPECIAL AID TRANSFER:** THIS CODE PROVIDES AN APPROPRIATION FOR SUMMER SCHOOL EDUCATION SERVICES AND REFLECTS THE PORTION FOR WHICH THE DISTRICT RECEIVES NO REIMBURSEMENT, AND IS BASED UPON ACTUAL COSTS AND REIMBURSEMENTS.

**GRANTS:** THIS CODE PROVIDED FUNDS FOR SUPPLEMENTAL ALLOWANCES FOR FEDERALLY FUNDED PROGRAMS. SUPPLEMENTAL ALLOWANCES ARE NOT ANTICIPATED FOR THE 2016-2017 SCHOOL YEAR.

The decrease in the special aid transfer fund code primarily reflects anticipated changes in the summer program for special education students.



# SYOSSET CSD BUDGET 2016-2017

Function Code	Object Code	DESCRIPTION	2013-14		2014-15		Current 2015-16		Proposed 2016-17		Proposed 2016-17 BUDGET
			EXPENDITURES	BUDGET	EXPENDITURES	BUDGET	FTE	BUDGET	FTE		
9001	930	FOOD SERVICE TRANSFER	0	0	0	0	0	0	0	0	0
9901	951	SPECIAL AID TRANSFER	494,431	295,000	359,073	295,000	495,000	430,000	430,000	430,000	430,000
9920	100	GRANTS	0	0	0	0	0	0	0	0	0
TOTAL 9900 INTERFUND TRANSFERS/GRANTS			494,431	295,000	359,073	295,000	495,000	430,000	430,000	430,000	430,000



**2016-2017**

**DRAFT**  
**Capital Codes**

## **CUSTODIAL OPERATIONS (CODE 1620)**

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THIS CODE PROVIDES FOR THE OPERATION OF TEN SCHOOL BUILDINGS. INCLUDED ARE COSTS FOR CUSTODIAL STAFFING, CLEANING AND CUSTODIAL SERVICES, UTILITIES, SUPPLIES AND EQUIPMENT, AND CONTRACTUAL SERVICES.

The increase in this code is due primarily to contractual salary adjustments. U.S. Department of Energy/EIA short-term forecasts (Energy Information Administration) for utilities are generally flat or declining. We have kept most utility estimates flat to reflect the inherent uncertainty in consumption, supply and other conditions.

# **SYOSSET CSD BUDGET 2016-2017**

Function Code	Object Code	DESCRIPTION	2013-14 EXPENDITURES	2014-15 EXPENDITURES	2014-15 BUDGET	Current 2015-16 FTE	2015-16 BUDGET	Proposed 2016-17 FTE	Proposed 2016-17 BUDGET
1620	160	FACILITIES SUPERVISION	211,774	215,289	211,774	2	211,774	2	218,863
1620	161	CUSTODIAL	5,164,484	4,894,805	5,249,984	71	5,136,254	71	5,222,382
1620	163	CUSTODIAL O/T & SUBSTITUTES	277,177	258,247	280,000		280,000		350,000
		<b>OBJ 100 TOTAL SALARIES</b>	<b>5,653,435</b>	<b>5,368,341</b>	<b>5,741,758</b>		<b>5,628,028</b>		<b>5,791,245</b>
1620	200	CUSTODIAL EQUIPMENT	41,781	1,499	30,000		30,000		30,000
		<b>OBJ 200 TOTAL EQUIPMENT</b>	<b>41,781</b>	<b>1,499</b>	<b>30,000</b>		<b>30,000</b>		<b>30,000</b>
1620	420	FUEL OIL	398,636	300,381	410,496		410,503		400,503
1620	421	LIGHT/POWER	1,378,345	1,342,760	1,425,873		1,452,365		1,452,365
1620	422	WATER	25,975	28,549	170,000		170,000		170,000
1620	423	NATURAL GAS	386,606	336,824	490,358		488,133		488,133
1620	427	TELEPHONE	82,440	78,620	100,000		90,000		85,000
1620	428	CONTRACT SERVICES	756,171	1,084,085	800,000		800,000		800,000
1620	430	EQUIPMENT REPAIR/CLEANING	4,287	9,382	10,000		10,000		10,000
1620	485	WORKSHOP & OTHER	1,128	2,349	2,500		2,500		2,500
1620	490	BOCES	3,700	3,700	0		3,811		3,811
		<b>OBJ 400 TOTAL CONTRACT/OTHER EXPENSE</b>	<b>3,037,288</b>	<b>3,186,650</b>	<b>3,409,227</b>		<b>3,427,312</b>		<b>3,412,312</b>
1620	500	CUSTODIAL SUPPLIES	348,497	732,992	400,000		400,000		400,000
1620	502	CUSTODIAL UNIFORMS	25,367	23,811	30,000		30,000		28,000
		<b>OBJ 500 TOTAL SUPPLIES/MATERIALS</b>	<b>373,864</b>	<b>756,803</b>	<b>430,000</b>		<b>430,000</b>		<b>428,000</b>
		<b>TOTAL 1620 CUSTODIAL OPERATIONS</b>	<b>9,106,368</b>	<b>9,313,293</b>	<b>9,610,985</b>		<b>9,515,340</b>		<b>9,661,557</b>

PROVIDES FOR STAFFING AND SERVICES NECESSARY TO MAINTAIN DISTRICT BUILDINGS AND GROUNDS. INCLUDED ARE EXPENDITURES FOR PREVENTATIVE MAINTENANCE, BUILDINGS AND GROUND REPAIRS AND ALTERATIONS PERFORMED BY BOTH DISTRICT STAFF AND CONTRACTED SERVICES. ELECTRICAL, PLUMBING, HEATING, GROUND SUPPLIES AND EQUIPMENT ARE ALSO RECORDED IN THIS CODE.

The increase in this code is primarily the result of increases in equipment allocations. The equipment line contains allocations for the acquisition and replacement of maintenance and grounds vehicles used for snow removal and mowing. The code also contains an allocation for elementary playground equipment (*The playground allocation may be offset by grants funds*).

# SYOSSET CSD BUDGET 2016-2017

Function Code	Object Code	DESCRIPTION	2013-14		2014-15		2014-15		2015-16		2016-17	
			EXPENDITURES	BUDGET	EXPENDITURES	BUDGET	FTE	BUDGET	FTE	BUDGET	FTE	BUDGET
1621	161	MAINTENANCE & GROUNDS	2,193,148	2,497,045	2,115,250	2,497,045	30	2,376,182	30	2,389,867		2,389,867
1621	163	MAINTENANCE & GROUNDS - O/T	144,458	237,359	260,280	237,359		230,000		230,000		230,000
		<b>OBJ 160 TOTAL NON-INSTRUCTIONAL SALARIES</b>	<b>2,337,606</b>	<b>2,734,404</b>	<b>2,375,530</b>	<b>2,734,404</b>		<b>2,606,182</b>		<b>2,619,867</b>		<b>2,619,867</b>
1621	200	MAINTENANCE & GROUNDS - EQUIPMENT	37,590	56,000	95,049	56,000		180,750		294,750		294,750
		<b>OBJ 200 TOTAL EQUIPMENT</b>	<b>37,590</b>	<b>56,000</b>	<b>95,049</b>	<b>56,000</b>		<b>180,750</b>		<b>294,750</b>		<b>294,750</b>
1621	430	EQUIPMENT REPAIR	47,173	60,000	40,329	60,000		60,000		60,000		60,000
1621	431	GASOLINE & DIESEL FUEL	58,618	64,000	50,657	64,000		64,000		64,000		64,000
1621	443	BLACKTOP & CONCRETE	16,256	34,166	1,680	34,166		34,166		34,166		34,166
1621	444	ELECTRICAL CONTRACT SERVICES	0	15,000	0	15,000		15,000		5,000		5,000
1621	445	HEATING & PLUMBING	7,419	16,200	299	16,200		16,200		10,000		10,000
1621	447	BUILDING REPAIR	23,962	70,000	52,930	70,000		70,000		70,000		70,000
		<b>OBJ 400 TOTAL CONTRACT/OTHER EXPENSE</b>	<b>153,428</b>	<b>259,366</b>	<b>145,895</b>	<b>259,366</b>		<b>259,366</b>		<b>243,166</b>		<b>243,166</b>
1621	503	ELECTRICAL SUPPLIES	36,749	52,000	40,955	52,000		52,000		52,000		52,000
1621	504	PLUMBING HEATING SUPPLIES	24,126	25,000	23,290	25,000		25,000		25,000		25,000
1621	505	MAINTENANCE SUPPLIES	263,481	230,000	315,857	230,000		250,000		250,000		250,000
1621	506	GLAZING	2,776	2,000	942	2,000		2,000		2,000		2,000
1621	507	GROUNDS SUPPLIES	58,636	75,500	63,179	75,500		75,500		75,500		75,500
		<b>OBJ 500 TOTAL SUPPLIES/MATERIALS</b>	<b>385,768</b>	<b>384,500</b>	<b>444,223</b>	<b>384,500</b>		<b>404,500</b>		<b>404,500</b>		<b>404,500</b>
		<b>TOTAL 1621 DISTRICT MAINTENANCE/GROUNDS</b>	<b>2,914,392</b>	<b>3,434,270</b>	<b>3,060,697</b>	<b>3,434,270</b>		<b>3,450,798</b>		<b>3,562,283</b>		<b>3,562,283</b>

## **SECURITY OPERATIONS (CODE 1631)**

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THIS CODE IS FOR SECURITY SERVICES IN ALL BUILDINGS DURING THE SCHOOL DAY AND FOR DISTRICT WIDE SECURITY PERFORMED IN THE EVENINGS AND ON WEEKENDS. THE DISTRICT USES A COMBINATION OF IN-HOUSE SECURITY PERSONNEL AND CONTRACTED SECURITY.

The increase in this code is primarily attributable to contracted security and reflects enhanced security patrols throughout the district as well as additional security at district events. Included in this code is an allocation for security equipment as the district continues security infrastructure upgrades. Some of these costs may be eligible for reimbursement through the Smart Schools Bond Act.



# SYOSSET CSD BUDGET 2016-2017

Function Code	Object Code	DESCRIPTION	2013-14		2014-15		2014-15		2015-16		2016-17		Proposed 2016-17	
			EXPENDITURES	BUDGET	EXPENDITURES	BUDGET	FTE	BUDGET	FTE	BUDGET	FTE	BUDGET	FTE	
1631	161	SECURITY F/T	238,247	211,032	205,661	211,032	2.6	218,730	2.6	183,496				
1631	162	SECURITY P/T & O/T	21,806	50,000	150,008	50,000		75,000		120,000				
OBJ 160 TOTAL NON-INSTRUCTIONAL SAL			260,053	261,032	355,669	261,032		293,730		303,496				
1631	200	SECURITY EQUIPMENT	10,000	11,750	0	11,750		500,000		100,000				
OBJ 200 TOTAL EQUIPMENT			10,000	11,750	0	11,750		500,000		100,000				
1631	428	CONTRACTED SECURITY	512,543	546,000	652,462	546,000		733,546		825,000				
1631	490	SECURITY - BOCES	0	0	0	0		0		300,000				
OBJ 400 TOTAL CONTRACTUAL			512,543	546,000	652,462	546,000		733,546		1,125,000				
TOTAL 1631 SECURITY OPERATIONS			782,596	818,782	1,008,131	818,782		1,527,276		1,528,496				

TANS ARE USED BY SCHOOL DISTRICTS TO MEET FINANCIAL OBLIGATIONS UNTIL TAX REVENUE IS RECEIVED. THE AMOUNT THAT A DISTRICT CAN BORROW AND THE ESTIMATED INTEREST RATE ARE DERIVED IN CONSULTATION WITH THE DISTRICT'S FISCAL ADVISOR AND BOND COUNSEL.

The increase primarily reflects a preliminary interest rate estimate that is higher than the prior year.

**INTERFUND TRANSFERS (CODE 9901-9950)**

**DEBT SERVICE TRANSFERS PRINCIPAL AND INTEREST COSTS FOR BONDS**

This code reflects a slight decrease as a result of changes in the debt schedule due to refunding.

**CAPITAL FUND TRANSFER**

This code contains transfers to the capital fund to finance capital projects.

The allocation for 2016-17 includes the replacement of the final 75,000 S.F. of the high school roof and the replacement of approximately 41,000 S.F. of the Willits elementary school roof. An electric service upgrade is also needed for Willits as well as the replacement of some flooring and doors. The costs for these projects will be offset by a supplemental appropriation of fund balance.

# SYOSSET CSD BUDGET 2016-2017

Function Code	Object Code	DESCRIPTION	2013-14		2014-15		2014-15		2015-16		Proposed 2016-17	
			EXPENDITURES	BUDGET	EXPENDITURES	BUDGET	EXPENDITURES	BUDGET	EXPENDITURES	BUDGET	EXPENDITURES	BUDGET
9760	700	INTEREST ON TAN	151,472	367,000	158,667	367,000			479,167	479,167		675,000
TOTAL DEBT SERVICE			151,472	367,000	158,667	367,000			479,167	479,167		675,000
9901	962	DEBT SERVICE TRANSFER - DISTRICT	3,828,119	3,810,000	3,810,000	3,810,000			3,780,962	3,780,962		3,776,138
9950	900	CAPITAL FUND TRANSFER	53,189	0	0	0			969,325	969,325		4,365,000
TOTAL INTERFUND TRANSFERS			3,881,308	3,810,000	3,810,000	3,810,000			4,750,287	4,750,287		8,141,138

END

OF

CAPITAL

CODES



THESE CODES CONTAIN EXPENDITURES FOR NEW YORK STATE TEACHERS' RETIREMENT SYSTEM, N.Y.S. EMPLOYEES' RETIREMENT SYSTEM AND SOCIAL SECURITY. THE DISTRICT'S SHARE FOR HEALTH INSURANCE, FRINGE BENEFIT PROGRAMS FOR LIFE, DENTAL AND DISABILITY INSURANCE ARE RECORDED HERE. ALSO INCLUDED ARE COSTS FOR CONTRACTUAL PAYMENTS FOR RETIREMENT INCENTIVE PLANS, WORKERS' COMPENSATION AND UNEMPLOYMENT INSURANCE.

The decline in employee benefits is attributable to the decline in the mandated contribution rates for both New York State retirement systems. These declines are partially offset by anticipated increases in health insurance premiums.

# SYOSSET CSD BUDGET 2016-2017

Function	Object	Code	DESCRIPTION	Proposed					Three Part Components			
				2013-2014	2014-2015	2014-2015	2015-2016	2016-2017	BUDGET	Admin	Program	Capital
			EXPENDITURES	EXPENDITURES	BUDGET	BUDGET	BUDGET	BUDGET				
9010	800 RETIREMENT SYSTEM - ERS		3,601,701	3,735,904	3,665,102	3,365,321	2,865,775	664,820	965,063		1,235,892	
9020	800 RETIREMENT SYSTEM - TRS		15,887,145	17,336,062	17,615,276	13,867,420	12,336,204	856,881	11,479,323		0	
9030	800 SOCIAL SECURITY		8,438,210	8,381,056	9,052,581	9,187,112	9,155,735	900,153	7,554,559		701,024	
9045	800 LIFE INSURANCE		186,411	185,102	190,000	190,000	190,000	18,734	157,512		13,754	
9060	800 HEALTH INSURANCE		20,516,722	21,232,546	22,600,898	23,159,353	24,269,762	1,839,320	20,658,167		1,772,275	
9065	801 DENTAL INSURANCE		797,722	900,905	1,013,124	1,013,124	1,013,124	100,097	840,681		72,346	
9000	800 OTHER BENEFITS		1,723,433	1,450,140	1,658,730	1,615,690	1,554,230	486,287	658,950		408,993	
TOTAL 9000 EMPLOYEE BENEFITS				51,151,344	53,221,715	55,795,711	52,398,020	51,384,830	4,866,292	42,314,254	4,204,284	

**2016-2017**

**DRAFT**  
**Revenue**



# 2016-17 DRAFT REVENUE ESTIMATE

REVENUE DESCRIPTION	APPROVED * BUDGET 2015-2016	PROPOSED BUDGET 2016-2017
FOUNDATION AID	7,777,035	7,777,005
EXCESS COST AID/PRIVATE	380,188	552,263
EXCESS COST AID/PUBLIC HI COST	509,930	410,397
BOCES AID	1,427,479	1,584,735
TRANSPORTATION AID	997,798	1,151,894
BUILDING AID	963,598	1,044,259
HARDWARE & TECHNOLOGY	0	15,260
TEXTBOOK/SOFTWARE/LIBRARY AIDS	538,332	535,680
HIGH TAX AID	707,147	697,595
LESS: GAP ELIMINATION ADJUSTMENT	(1,260,980)	(528,068)
LESS: OTHER DEDUCTIONS	(101,866)	(121,933)
NET STATE AID	11,938,661	13,119,087
Final GEA Payment		528,068
TOTAL STATE AID	11,938,661	13,647,155
<b>LOCAL REVENUE</b>		
ADULT ED TUITION	87,311	89,913
SUMMER SCHOOL TUITION	2,965	3,166
ATHLETIC/POOL/OUTDOOR ED/REC	151,438	159,770
TUITION	144,510	120,955
HEALTH SERVICES	550,000	520,000
INTEREST ON INVESTMENTS	112,000	77,694
RENTAL OF BUILDINGS	19,168	18,084
PAYMENT IN LIEU OF TAXES (PILOTS)	3,245,043	3,678,861
PILOT - LIPA*	4,647,637	4,571,955
UNCLASSIFIED REVENUES	504,004	543,673
RESTRICTED RESERVES	4,325,321	3,763,775
APPROPRIATED FUND BALANCE		
Appropriated for Capital Work	969,325	4,365,000
Appropriated for General Purpose	1,500,000	650,000
TOTAL LOCAL REVENUE & RESERVES	16,258,722	18,562,846
GENERAL FUND TAX LEVY*	187,388,069	187,650,187
TOTAL REVENUE	215,585,452	219,860,188

\* The original 2015-16 levy of 192,035,706 was reduced by Nassau County by \$4,647,637. This amount was billed to LIPA as a "Pilot"



# **PUBLIC SCHOOL PERFORMANCE REPORT**

## **Section 1: Syosset School District Report Card**

## 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

\$120,721,971

##### PUPILS

6,380

##### EXPENDITURES PER PUPIL

\$18,922

#### SPECIAL EDUCATION

##### INSTRUCTIONAL EXPENDITURES

\$44,678,096

##### PUPILS

720

##### EXPENDITURES PER PUPIL

\$62,053

### SIMILAR DISTRICT GROUP LOW NEED/RESOURCE CAPACITY

#### GENERAL EDUCATION

##### INSTRUCTIONAL EXPENDITURES

\$5,322,726,462

##### PUPILS

381,125

##### EXPENDITURES PER PUPIL

\$13,966

#### SPECIAL EDUCATION

##### INSTRUCTIONAL EXPENDITURES

\$1,959,709,296

##### PUPILS

50,836

##### EXPENDITURES PER PUPIL

\$38,550

# 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

\$32,099

### SIMILAR DISTRICT GROUP

\$25,356

### NY STATE

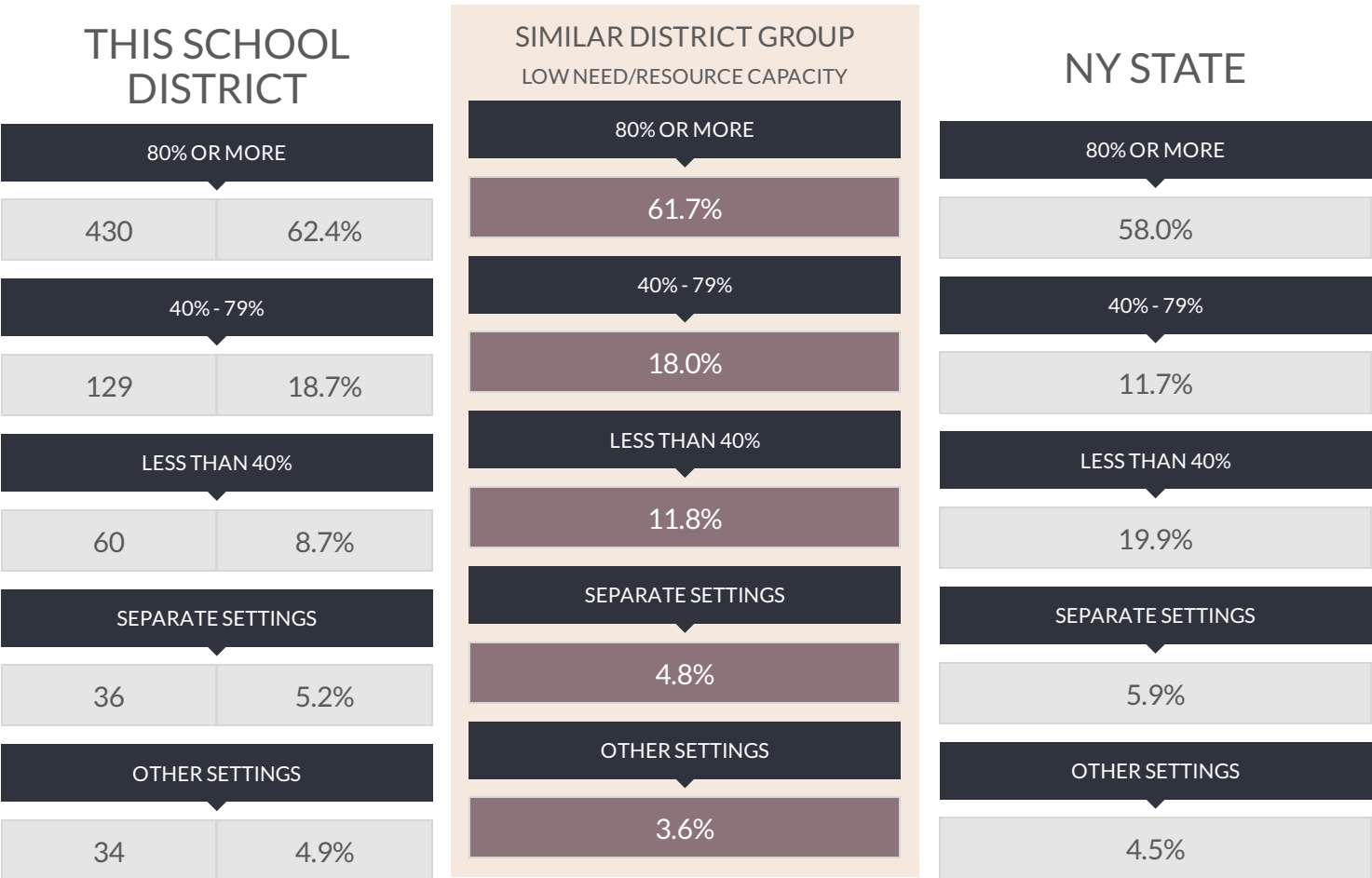
\$21,812

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)

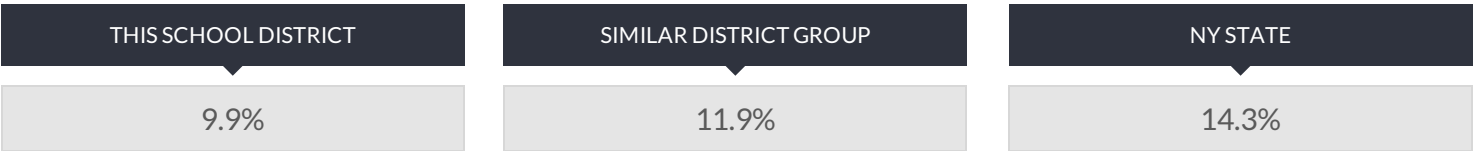
Commissioner's Regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required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

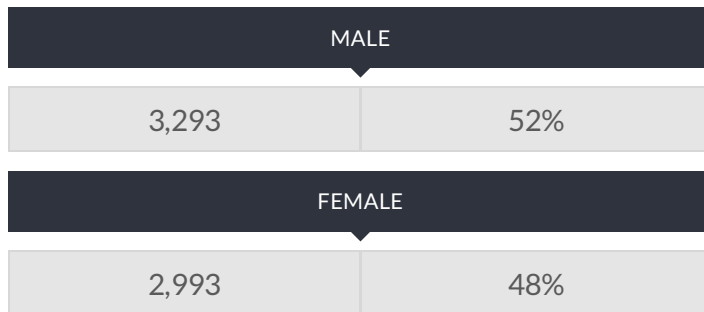
SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE



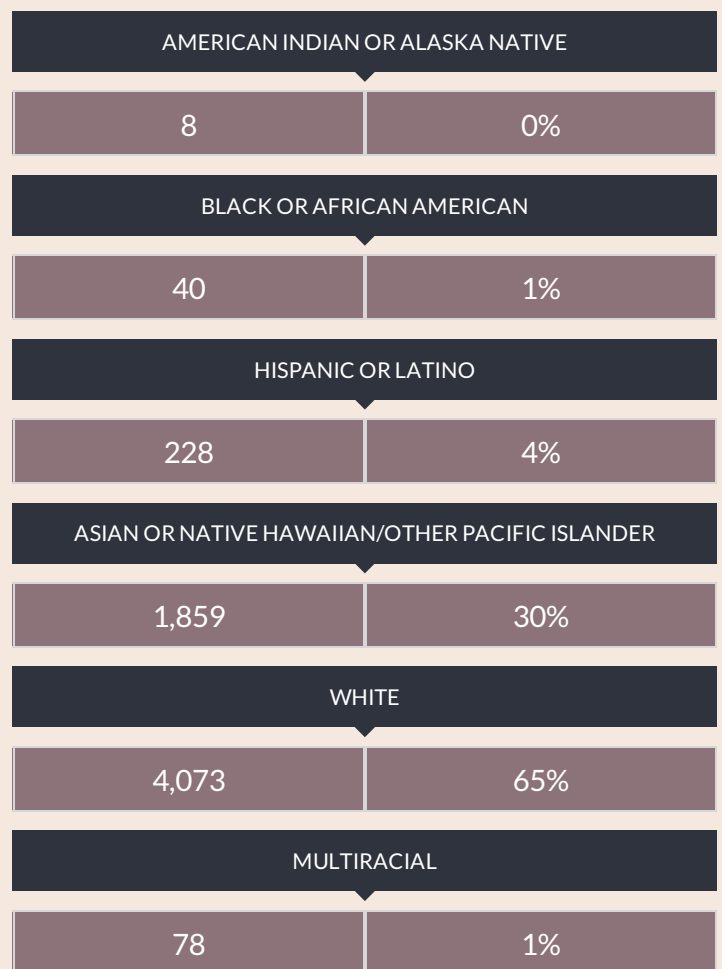
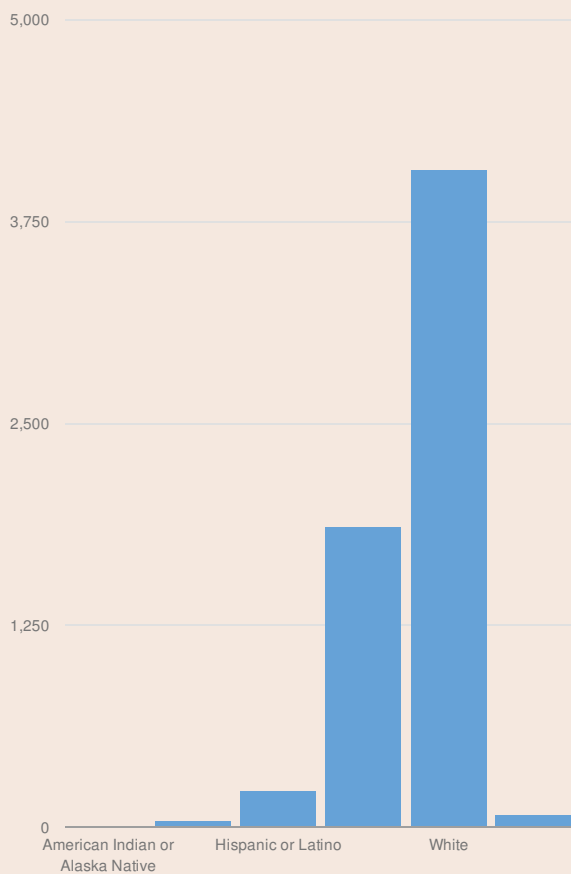
This rate is a ratio of the count of school-age students with disabilities (ages 4-21) to the total enrollment of all school-age students in the school district, including students who are parentally placed in nonpublic schools located in the school district. The numerator includes all school-age students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

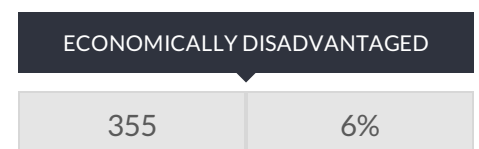
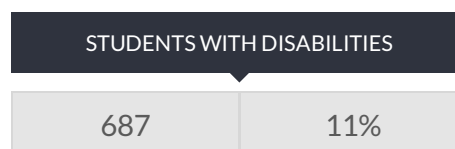
## ENROLLMENT BY GENDER



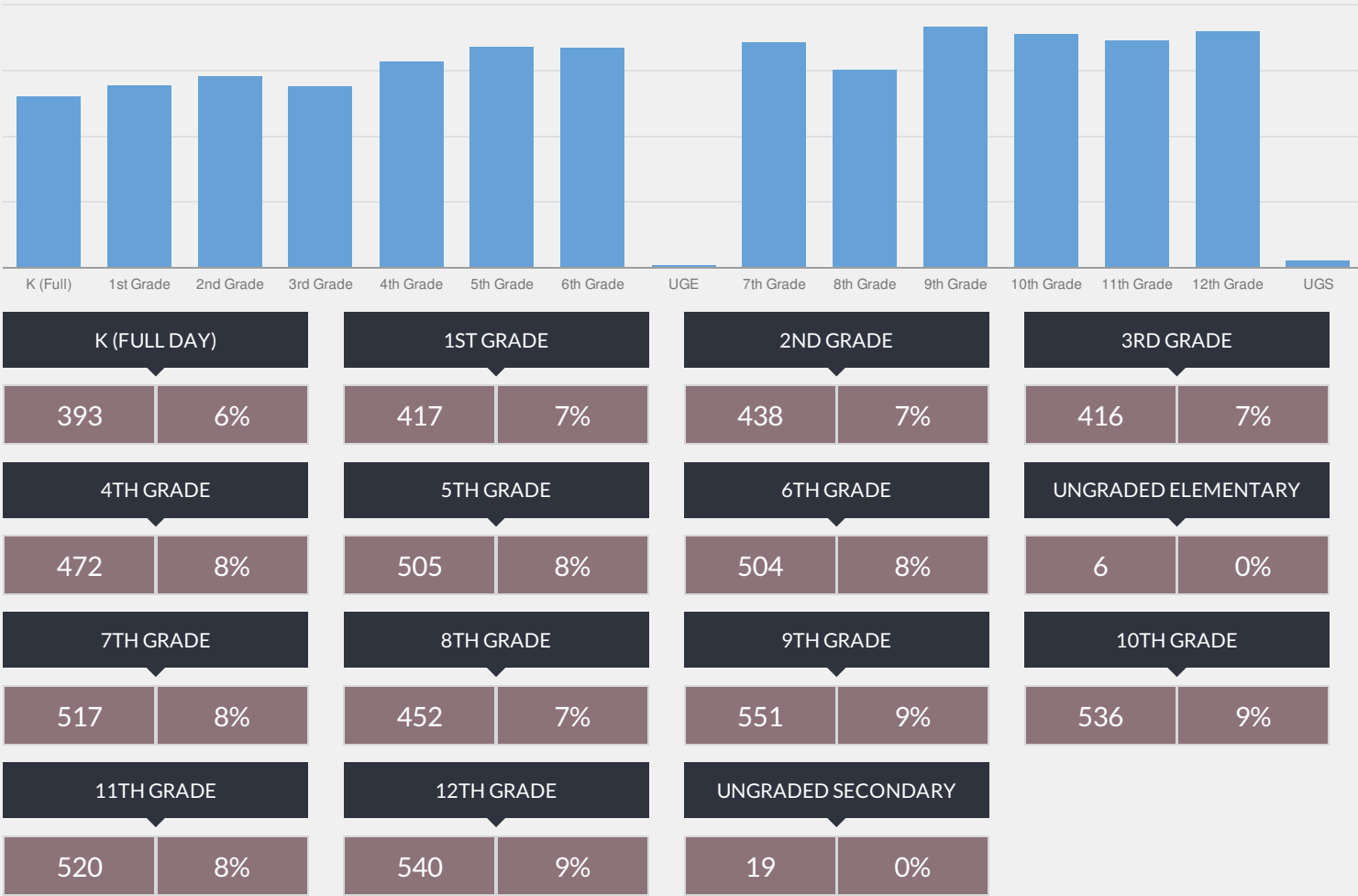
## ENROLLMENT BY ETHNICITY



## OTHER GROUPS

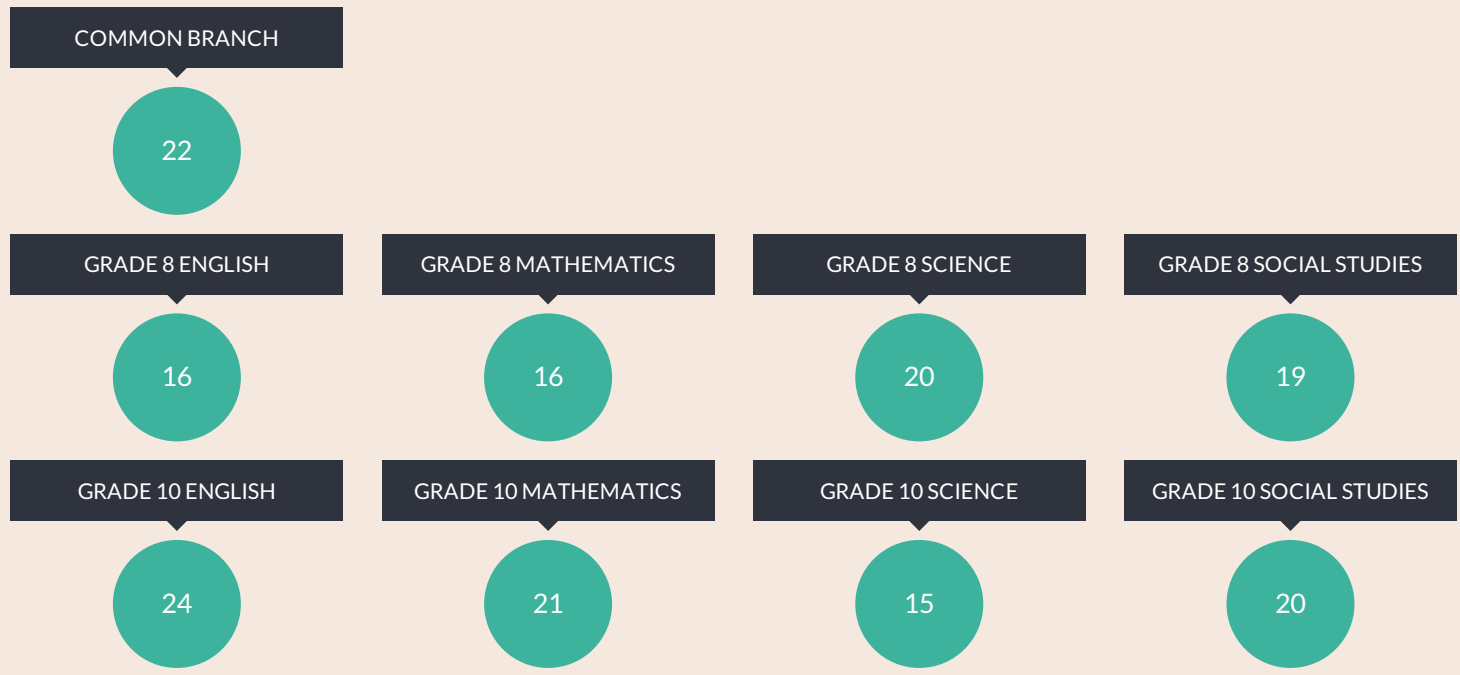


# ENROLLMENT BY GRADE





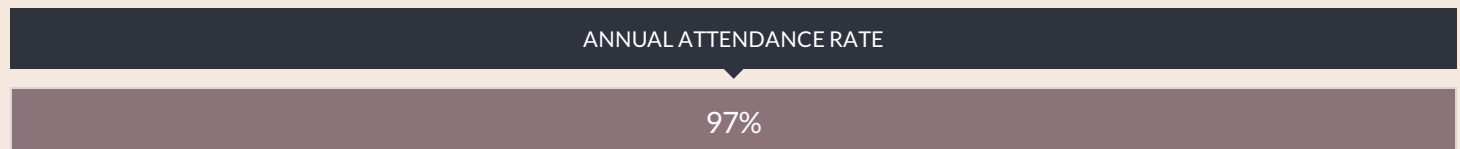
## AVERAGE CLASS SIZE (2014 - 15)



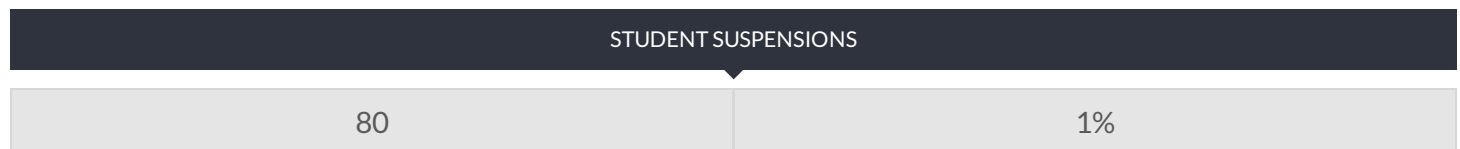
## FREE AND REDUCED-PRICE LUNCH (2014 - 15)



## ATTENDANCE (2013 - 14)



## STUDENT SUSPENSIONS (2013 - 14)



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



## STAFF COUNTS (2014 - 15)

PRINCIPALS

10

ASSISTANT PRINCIPALS

6

OTHER PROFESSIONAL STAFF

75

PARAPROFESSIONALS

178

## TEACHER QUALIFICATIONS (2014 - 15)

TOTAL TEACHERS: 621

PERCENT WITH NO VALID TEACHING CERTIFICATE

0%

PERCENT TEACHING OUT OF CERTIFICATION

0%

PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE

2%

PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE

78%

TOTAL NUMBER OF CORE CLASSES

1,410

PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS DISTRICT

0%

TOTAL NUMBER OF CLASSES

2,179

PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION

1%

## HIGH SCHOOL COMPLETERS (2014 - 15)

### ALL STUDENTS

COMPLETERS (GRADUATES + IEP DIPLOMAS)	GRADUATES (REGENTS + LOCAL DIPLOMAS)	REGENTS DIPLOMA		REGENTS WITH ADVANCED DESIGNATION	
546	541	533	99% of Graduates	464	86% of Graduates
REGENTS WITH CTE ENDORSEMENT		LOCAL DIPLOMAS		COMMENCEMENT CREDENTIALS	
0 0% of Graduates		8 1% of Graduates		5 1% of Completers	

### GENERAL EDUCATION

COMPLETERS (GRADUATES + IEP DIPLOMAS)	GRADUATES (REGENTS + LOCAL DIPLOMAS)	REGENTS DIPLOMA		REGENTS WITH ADVANCED DESIGNATION	
495	495	492	99% of Graduates	447	90% of Graduates
REGENTS WITH CTE ENDORSEMENT		LOCAL DIPLOMAS		COMMENCEMENT CREDENTIALS	
0 0% of Graduates		3 1% of Graduates		0 0% of Completers	

### STUDENTS WITH DISABILITIES

COMPLETERS (GRADUATES + IEP DIPLOMAS)	GRADUATES (REGENTS + LOCAL DIPLOMAS)	REGENTS DIPLOMA		REGENTS WITH ADVANCED DESIGNATION	
51	46	41	89% of Graduates	17	37% of Graduates
REGENTS WITH CTE ENDORSEMENT		LOCAL DIPLOMAS		COMMENCEMENT CREDENTIALS	
0 0% of Graduates		5 11% of Graduates		5 10% of Completers	

HIGH SCHOOL NON-COMPLETERS (2014 - 15)

ALL STUDENTS

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
498 91%	29 5%	6 1%	2 0%
TO EMPLOYMENT	TO ADULT SERVICES	TO OTHER KNOWN PLANS	PLAN UNKNOWN
4 1%	2 0%	1 0%	4 1%

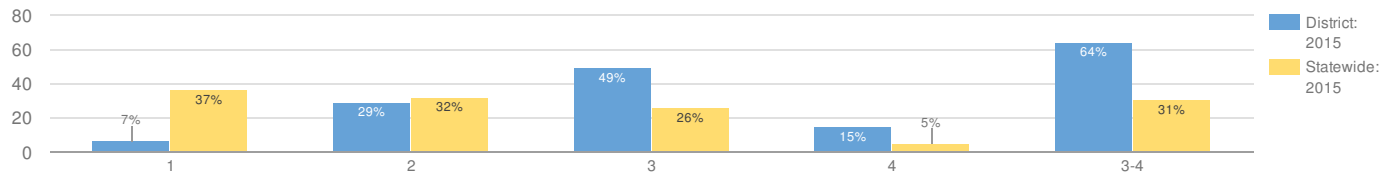
### GENERAL EDUCATION

TO FOUR-YEAR COLLEGE	TO TWO-YEAR COLLEGE	TO OTHER POST-SECONDARY	TO THE MILITARY
462 93%	22 4%	5 1%	2 0%
TO EMPLOYMENT	TO ADULT SERVICES	TO OTHER KNOWN PLANS	PLAN UNKNOWN
3 1%	0 0%	1 0%	0 0%

### STUDENTS WITH DISABILITIES

TO FOUR-YEAR COLLEGE	TO TWO-YEAR COLLEGE	TO OTHER POST-SECONDARY	TO THE MILITARY
36 71%	7 14%	1 2%	0 0%
TO EMPLOYMENT	TO ADULT SERVICES	TO OTHER KNOWN PLANS	PLAN UNKNOWN
1 2%	2 4%	0 0%	4 8%

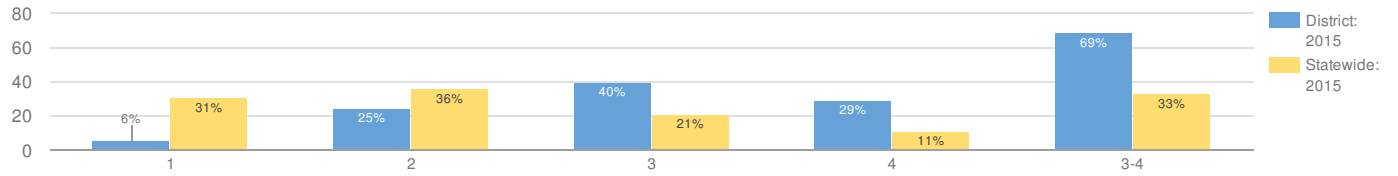
# GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 327

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	274	64%	19	7%	80	29%	135	49%	40	15%
GENERAL EDUCATION	263	66%	14	5%	76	29%	133	51%	40	15%
STUDENTS WITH DISABILITIES	11	18%	5	45%	4	36%	2	18%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	125	65%	8	6%	36	29%	62	50%	19	15%
HISPANIC OR LATINO	17	_%	-	-	-	-	-	-	-	-
WHITE	128	66%	11	9%	33	26%	63	49%	21	16%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	21	48%	0	0%	11	52%	10	48%	0	0%
FEMALE	129	67%	8	6%	34	26%	64	50%	23	18%
MALE	145	61%	11	8%	46	32%	71	49%	17	12%
NON-ENGLISH LANGUAGE LEARNERS	266	65%	16	6%	76	29%	134	50%	40	15%
ENGLISH LANGUAGE LEARNERS	8	13%	3	38%	4	50%	1	13%	0	0%
ECONOMICALLY DISADVANTAGED	16	50%	0	0%	8	50%	7	44%	1	6%
NOTECONOMICALLY DISADVANTAGED	258	65%	19	7%	72	28%	128	50%	39	15%
NOT MIGRANT	274	64%	19	7%	80	29%	135	49%	40	15%

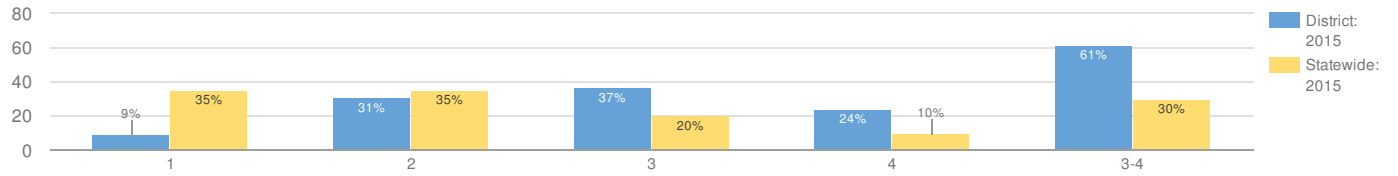
# GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 327

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	353	69%	21	6%	87	25%	142	40%	103	29%
GENERAL EDUCATION	322	74%	10	3%	74	23%	135	42%	103	32%
STUDENTS WITH DISABILITIES	31	23%	11	35%	13	42%	7	23%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	138	78%	6	4%	24	17%	53	38%	55	40%
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	19	68%	3	16%	3	16%	11	58%	2	11%
WHITE	187	63%	11	6%	58	31%	76	41%	42	22%
MULTIRACIAL	6	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	67%	1	11%	2	22%	2	22%	4	44%
FEMALE	174	74%	5	3%	40	23%	77	44%	52	30%
MALE	179	65%	16	9%	47	26%	65	36%	51	28%
NON-ENGLISH LANGUAGE LEARNERS	343	71%	16	5%	84	24%	141	41%	102	30%
ENGLISH LANGUAGE LEARNERS	10	20%	5	50%	3	30%	1	10%	1	10%
ECONOMICALLY DISADVANTAGED	15	60%	4	27%	2	13%	8	53%	1	7%
NOT ECONOMICALLY DISADVANTAGED	338	70%	17	5%	85	25%	134	40%	102	30%
NOT MIGRANT	353	69%	21	6%	87	25%	142	40%	103	29%

# GRADE 5 ENGLISH LANGUAGE ARTS

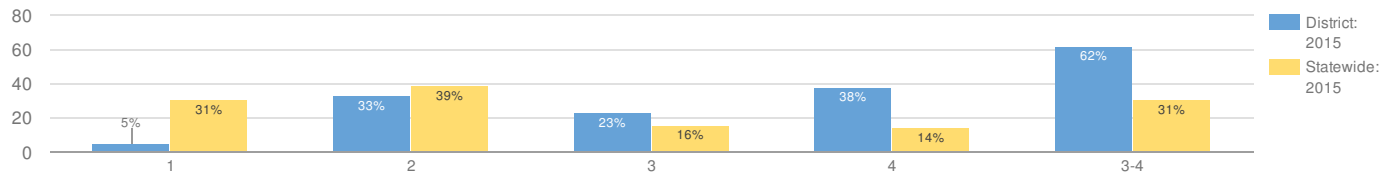


MEAN SCORE: 323

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	330	61%	29	9%	101	31%	121	37%	79	24%
GENERAL EDUCATION	304	63%	14	5%	97	32%	115	38%	78	26%
STUDENTS WITH DISABILITIES	26	27%	15	58%	4	15%	6	23%	1	4%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	142	65%	9	6%	41	29%	55	39%	37	26%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	13	62%	1	8%	4	31%	5	38%	3	23%
WHITE	169	59%	18	11%	52	31%	61	36%	38	22%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	17%	1	17%	4	67%	0	0%	1	17%
FEMALE	154	62%	12	8%	47	31%	54	35%	41	27%
MALE	176	60%	17	10%	54	31%	67	38%	38	22%
NON-ENGLISH LANGUAGE LEARNERS	321	62%	25	8%	98	31%	120	37%	78	24%
ENGLISH LANGUAGE LEARNERS	9	22%	4	44%	3	33%	1	11%	1	11%
ECONOMICALLY DISADVANTAGED	18	61%	1	6%	6	33%	9	50%	2	11%
NOT ECONOMICALLY DISADVANTAGED	312	61%	28	9%	95	30%	112	36%	77	25%
NOT MIGRANT	330	61%	29	9%	101	31%	121	37%	79	24%



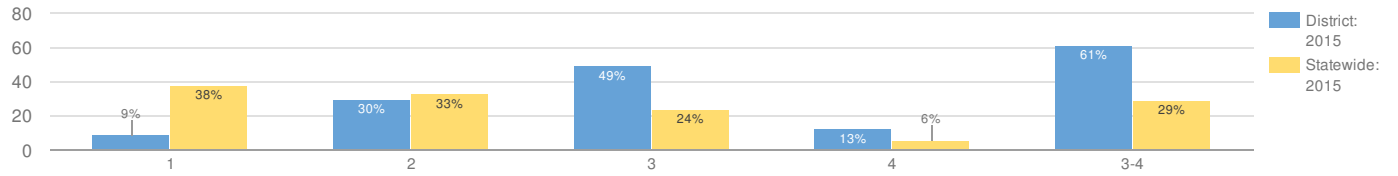
# GRADE 6 ENGLISH LANGUAGE ARTS



MEAN SCORE: 327

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	312	62%	15	5%	104	33%	73	23%	120	38%
GENERAL EDUCATION	289	66%	7	2%	92	32%	71	25%	119	41%
STUDENTS WITH DISABILITIES	23	13%	8	35%	12	52%	2	9%	1	4%
AMERICAN INDIAN OR ALASKA NATIVE	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	149	74%	3	2%	36	24%	34	23%	76	51%
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	7	57%	1	14%	2	29%	0	0%	4	57%
WHITE	150	52%	11	7%	61	41%	38	25%	40	27%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	17%	0	0%	5	83%	1	17%	0	0%
FEMALE	152	69%	2	1%	45	30%	36	24%	69	45%
MALE	160	55%	13	8%	59	37%	37	23%	51	32%
NON-ENGLISH LANGUAGE LEARNERS	310	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	17	47%	0	0%	9	53%	3	18%	5	29%
NOT ECONOMICALLY DISADVANTAGED	295	63%	15	5%	95	32%	70	24%	115	39%
NOT MIGRANT	312	62%	15	5%	104	33%	73	23%	120	38%

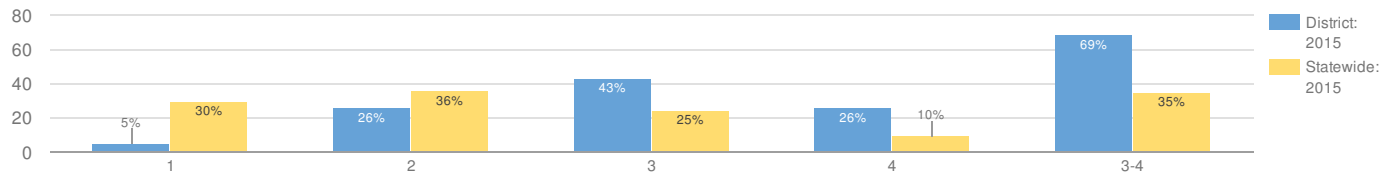
# GRADE 7 ENGLISH LANGUAGE ARTS



MEAN SCORE: 320

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	341	61%	31	9%	101	30%	166	49%	43	13%
GENERAL EDUCATION	307	67%	13	4%	88	29%	164	53%	42	14%
STUDENTS WITH DISABILITIES	34	9%	18	53%	13	38%	2	6%	1	3%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	145	72%	5	3%	35	24%	84	58%	21	14%
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	19	53%	5	26%	4	21%	8	42%	2	11%
WHITE	168	53%	20	12%	59	35%	71	42%	18	11%
MULTIRACIAL	6	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	56%	1	11%	3	33%	3	33%	2	22%
FEMALE	165	68%	9	5%	44	27%	88	53%	24	15%
MALE	176	55%	22	13%	57	32%	78	44%	19	11%
NON-ENGLISH LANGUAGE LEARNERS	332	63%	28	8%	96	29%	165	50%	43	13%
ENGLISH LANGUAGE LEARNERS	9	11%	3	33%	5	56%	1	11%	0	0%
ECONOMICALLY DISADVANTAGED	25	36%	4	16%	12	48%	8	32%	1	4%
NOTECONOMICALLY DISADVANTAGED	316	63%	27	9%	89	28%	158	50%	42	13%
NOT MIGRANT	341	61%	31	9%	101	30%	166	49%	43	13%

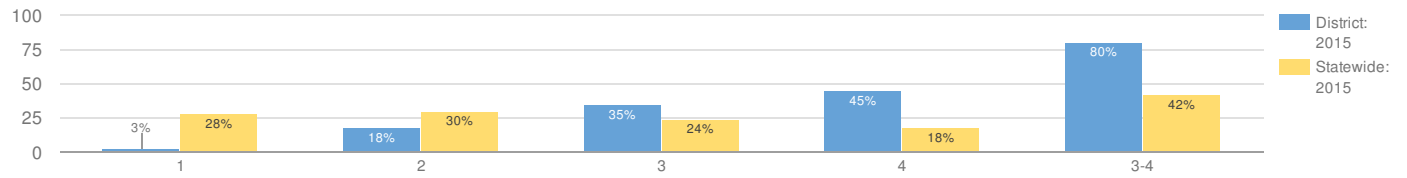
# GRADE 8 ENGLISH LANGUAGE ARTS



MEAN SCORE: 327

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	258	69%	12	5%	68	26%	110	43%	68	26%
GENERAL EDUCATION	239	73%	3	1%	61	26%	107	45%	68	28%
STUDENTS WITH DISABILITIES	19	16%	9	47%	7	37%	3	16%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	111	76%	0	0%	27	24%	47	42%	37	33%
HISPANIC OR LATINO	10	_%	-	-	-	-	-	-	-	-
WHITE	135	64%	11	8%	38	28%	56	41%	30	22%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	12	67%	1	8%	3	25%	7	58%	1	8%
FEMALE	113	76%	3	3%	24	21%	48	42%	38	34%
MALE	145	63%	9	6%	44	30%	62	43%	30	21%
NON-ENGLISH LANGUAGE LEARNERS	254	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	25	60%	3	12%	7	28%	10	40%	5	20%
NOTECONOMICALLY DISADVANTAGED	233	70%	9	4%	61	26%	100	43%	63	27%
NOT MIGRANT	258	69%	12	5%	68	26%	110	43%	68	26%

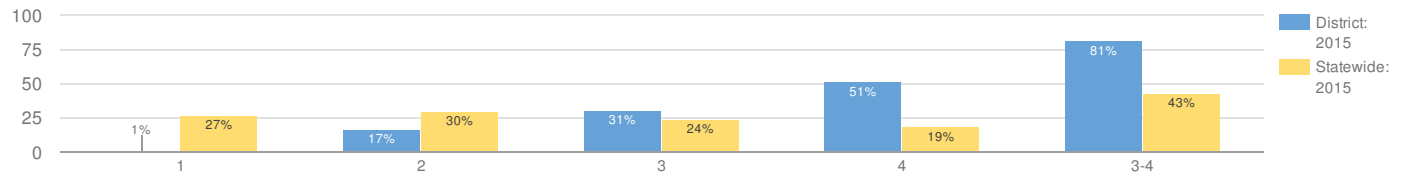
# GRADE 3 MATHEMATICS



MEAN SCORE: 334

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	265	80%	7	3%	47	18%	93	35%	118	45%
GENERAL EDUCATION	255	81%	5	2%	44	17%	90	35%	116	45%
STUDENTS WITH DISABILITIES	10	50%	2	20%	3	30%	3	30%	2	20%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	126	79%	2	2%	24	19%	34	27%	66	52%
HISPANIC OR LATINO	17	_%	-	-	-	-	-	-	-	-
WHITE	118	82%	5	4%	16	14%	49	42%	48	41%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	21	67%	0	0%	7	33%	10	48%	4	19%
FEMALE	125	75%	7	6%	24	19%	48	38%	46	37%
MALE	140	84%	0	0%	23	16%	45	32%	72	51%
NON-ENGLISH LANGUAGE LEARNERS	255	81%	7	3%	41	16%	91	36%	116	45%
ENGLISH LANGUAGE LEARNERS	10	40%	0	0%	6	60%	2	20%	2	20%
ECONOMICALLY DISADVANTAGED	14	71%	0	0%	4	29%	5	36%	5	36%
NOTECONOMICALLY DISADVANTAGED	251	80%	7	3%	43	17%	88	35%	113	45%
NOT MIGRANT	265	80%	7	3%	47	18%	93	35%	118	45%

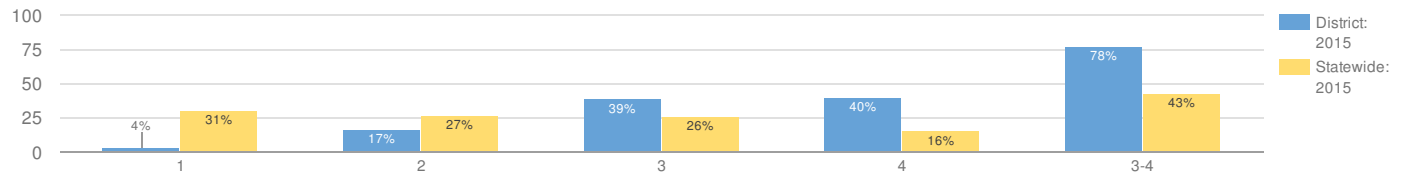
# GRADE 4 MATHEMATICS



MEAN SCORE: 340

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	348	81%	5	1%	60	17%	107	31%	176	51%
GENERAL EDUCATION	322	85%	3	1%	45	14%	101	31%	173	54%
STUDENTS WITH DISABILITIES	26	35%	2	8%	15	58%	6	23%	3	12%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	143	85%	0	0%	21	15%	33	23%	89	62%
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	18	83%	1	6%	2	11%	8	44%	7	39%
WHITE	178	79%	4	2%	34	19%	66	37%	74	42%
MULTIRACIAL	6	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	67%	0	0%	3	33%	0	0%	6	67%
FEMALE	168	80%	3	2%	31	18%	59	35%	75	45%
MALE	180	83%	2	1%	29	16%	48	27%	101	56%
NON-ENGLISH LANGUAGE LEARNERS	336	82%	5	1%	56	17%	103	31%	172	51%
ENGLISH LANGUAGE LEARNERS	12	67%	0	0%	4	33%	4	33%	4	33%
ECONOMICALLY DISADVANTAGED	13	69%	1	8%	3	23%	6	46%	3	23%
NOTECONOMICALLY DISADVANTAGED	335	82%	4	1%	57	17%	101	30%	173	52%
NOT MIGRANT	348	81%	5	1%	60	17%	107	31%	176	51%

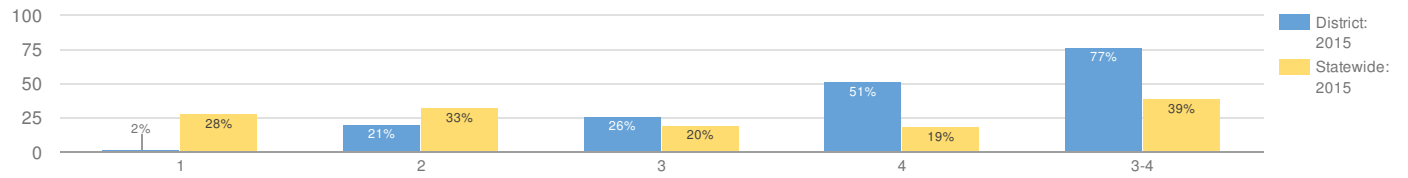
# GRADE 5 MATHEMATICS



MEAN SCORE: 338

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	314	78%	14	4%	54	17%	121	39%	125	40%
GENERAL EDUCATION	295	80%	9	3%	49	17%	114	39%	123	42%
STUDENTS WITH DISABILITIES	19	47%	5	26%	5	26%	7	37%	2	11%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	137	84%	7	5%	15	11%	43	31%	72	53%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	13	69%	2	15%	2	15%	8	62%	1	8%
WHITE	158	75%	5	3%	34	22%	67	42%	52	33%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	50%	0	0%	3	50%	3	50%	0	0%
FEMALE	142	73%	8	6%	30	21%	51	36%	53	37%
MALE	172	83%	6	3%	24	14%	70	41%	72	42%
NON-ENGLISH LANGUAGE LEARNERS	303	79%	13	4%	51	17%	118	39%	121	40%
ENGLISH LANGUAGE LEARNERS	11	64%	1	9%	3	27%	3	27%	4	36%
ECONOMICALLY DISADVANTAGED	19	68%	3	16%	3	16%	7	37%	6	32%
NOT ECONOMICALLY DISADVANTAGED	295	79%	11	4%	51	17%	114	39%	119	40%
NOT MIGRANT	314	78%	14	4%	54	17%	121	39%	125	40%

# GRADE 6 MATHEMATICS

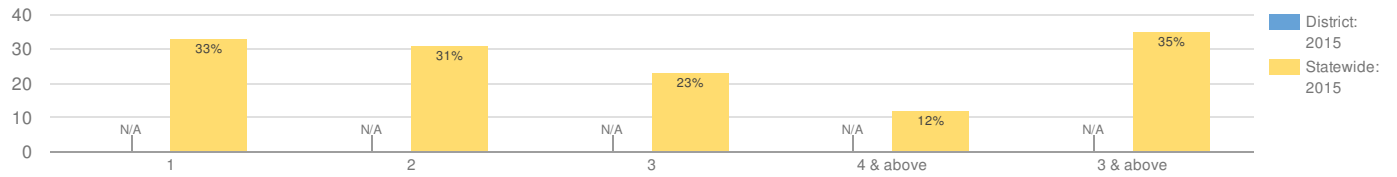


MEAN SCORE: 340

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	308	77%	6	2%	64	21%	80	26%	158	51%
GENERAL EDUCATION	288	81%	3	1%	52	18%	77	27%	156	54%
STUDENTS WITH DISABILITIES	20	25%	3	15%	12	60%	3	15%	2	10%
AMERICAN INDIAN OR ALASKA NATIVE	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	152	88%	1	1%	17	11%	25	16%	109	72%
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	8	50%	2	25%	2	25%	1	13%	3	38%
WHITE	142	68%	3	2%	43	30%	52	37%	44	31%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	67%	0	0%	2	33%	2	33%	2	33%
FEMALE	148	79%	2	1%	29	20%	38	26%	79	53%
MALE	160	76%	4	3%	35	22%	42	26%	79	49%
NON-ENGLISH LANGUAGE LEARNERS	298	78%	4	1%	63	21%	80	27%	151	51%
ENGLISH LANGUAGE LEARNERS	10	70%	2	20%	1	10%	0	0%	7	70%
ECONOMICALLY DISADVANTAGED	15	80%	1	7%	2	13%	6	40%	6	40%
NOT ECONOMICALLY DISADVANTAGED	293	77%	5	2%	62	21%	74	25%	152	52%
NOT MIGRANT	308	77%	6	2%	64	21%	80	26%	158	51%

# 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: 339

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	308	81%	10	3%	50	16%	128	42%	120	39%
GENERAL EDUCATION	280	86%	5	2%	35	13%	121	43%	119	43%
STUDENTS WITH DISABILITIES	28	29%	5	18%	15	54%	7	25%	1	4%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	135	90%	2	1%	11	8%	57	42%	65	48%
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	16	69%	2	13%	3	19%	9	56%	2	13%
WHITE	149	73%	6	4%	34	23%	58	39%	51	34%
MULTIRACIAL	6	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	8	75%	0	0%	2	25%	4	50%	2	25%
FEMALE	142	78%	2	1%	29	20%	62	44%	49	35%
MALE	166	83%	8	5%	21	13%	66	40%	71	43%
NON-ENGLISH LANGUAGE LEARNERS	297	80%	9	3%	49	16%	124	42%	115	39%
ENGLISH LANGUAGE LEARNERS	11	82%	1	9%	1	9%	4	36%	5	45%
ECONOMICALLY DISADVANTAGED	20	70%	2	10%	4	20%	7	35%	7	35%
NOT ECONOMICALLY DISADVANTAGED	288	81%	8	3%	46	16%	121	42%	113	39%
NOT MIGRANT	308	81%	10	3%	50	16%	128	42%	120	39%

## GRADE 7 STUDENTS TAKING A REGENTS MATH TEST

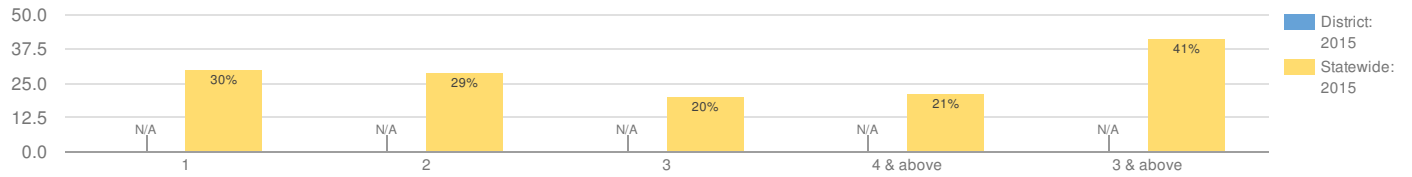
Accelerated grade 7 students who took a Regents math test in lieu of the Grade 7 NYSTP in Mathematics.

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



# GRADE 8 MATHEMATICS

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



MEAN SCORE: \_

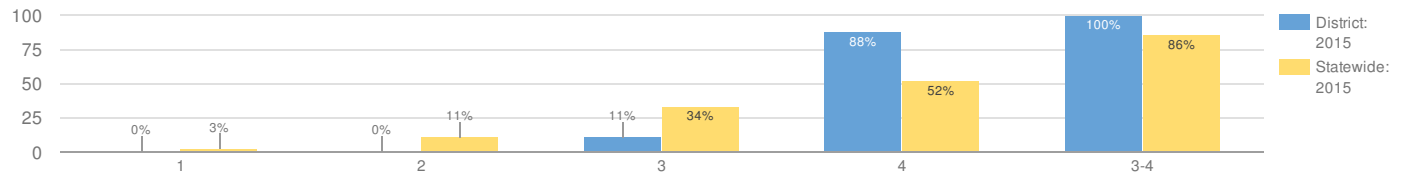
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	3	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
WHITE	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	3	_%	-	-	-	-	-	-	-	-
MALE	3	_%	-	-	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	1	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	3	_%	-	-	-	-	-	-	-	-

## GRADE 8 STUDENTS TAKING A REGENTS MATH TEST

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

GROUP	TOTAL TESTED		LEVEL 1		LEVEL 2		LEVEL 3		4 & ABOVE		3 & ABOVE	
ALL STUDENTS	448	1	0%	5	1%	129	29%	313	70%	442	99%	

# GRADE 4 SCIENCE

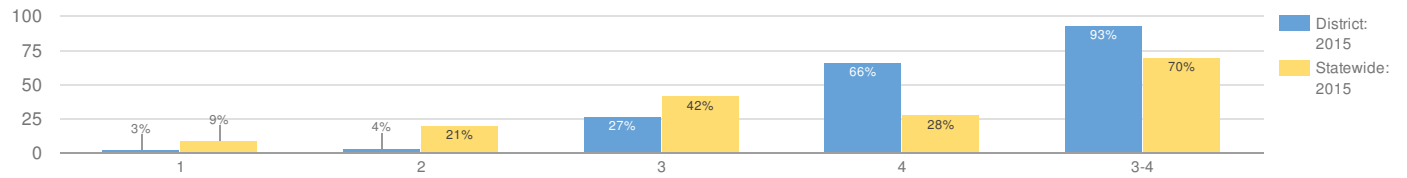


MEAN SCORE: 92

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	441	100%	1	0%	1	0%	49	11%	390	88%
GENERAL EDUCATION	391	100%	0	0%	0	0%	27	7%	364	93%
STUDENTS WITH DISABILITIES	50	96%	1	2%	1	2%	22	44%	26	52%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	145	100%	0	0%	0	0%	13	9%	132	91%
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	22	100%	0	0%	0	0%	2	9%	20	91%
WHITE	265	99%	1	0%	1	0%	33	12%	230	87%
MULTIRACIAL	6	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	100%	0	0%	0	0%	1	11%	8	89%
FEMALE	206	100%	1	0%	0	0%	20	10%	185	90%
MALE	235	100%	0	0%	1	0%	29	12%	205	87%
NON-ENGLISH LANGUAGE LEARNERS	428	100%	1	0%	1	0%	44	10%	382	89%
ENGLISH LANGUAGE LEARNERS	13	100%	0	0%	0	0%	5	38%	8	62%
ECONOMICALLY DISADVANTAGED	16	100%	0	0%	0	0%	3	19%	13	81%
NOTECONOMICALLY DISADVANTAGED	425	100%	1	0%	1	0%	46	11%	377	89%
NOT MIGRANT	441	100%	1	0%	1	0%	49	11%	390	88%

# 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: 78

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	67	87%	0	0%	9	13%	37	55%	21	31%
GENERAL EDUCATION	51	94%	0	0%	3	6%	28	55%	20	39%
STUDENTS WITH DISABILITIES	16	63%	0	0%	6	38%	9	56%	1	6%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	9	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	55	85%	0	0%	8	15%	31	56%	16	29%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	12	92%	0	0%	1	8%	6	50%	5	42%
FEMALE	31	90%	0	0%	3	10%	18	58%	10	32%
MALE	36	83%	0	0%	6	17%	19	53%	11	31%
NON-ENGLISH LANGUAGE LEARNERS	66	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	6	83%	0	0%	1	17%	3	50%	2	33%
NOT ECONOMICALLY DISADVANTAGED	61	87%	0	0%	8	13%	34	56%	19	31%
NOT MIGRANT	67	87%	0	0%	9	13%	37	55%	21	31%

## 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	361	95%	12	3%	7	2%	79	22%	263	73%

RECENTLY ARRIVED LEP STUDENTS (2014 - 15)

RECENTLY ARRIVED LEP STUDENTS TAKING  
NYSESLAT IN LIEU OF NYSTP



RECENTLY ARRIVED LEP STUDENTS NOT  
TESTED ON THE ELA NYSTP



## 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
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

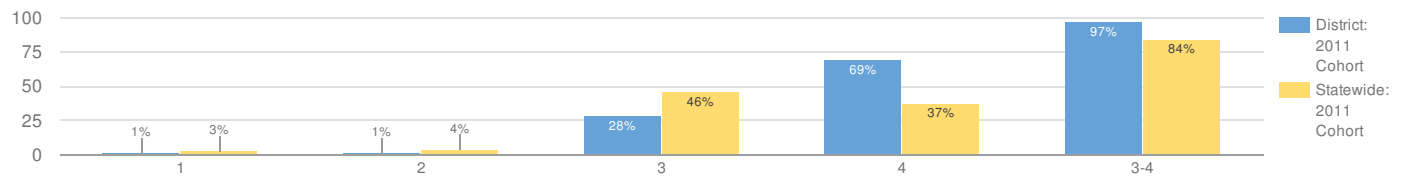
GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	27%	40%	29%	4%	
AMERICAN INDIAN OR ALASK...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIAN...	19%	39%	34%	8%	
BLACK OR AFRICAN AMERICA...	42%	41%	16%	1%	
HISPANIC OR LATINO	35%	43%	20%	2%	
WHITE	18%	39%	38%	5%	
MULTIRACIAL	*%	*%	*%	*%	
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...	*%	*%	*%	*%	

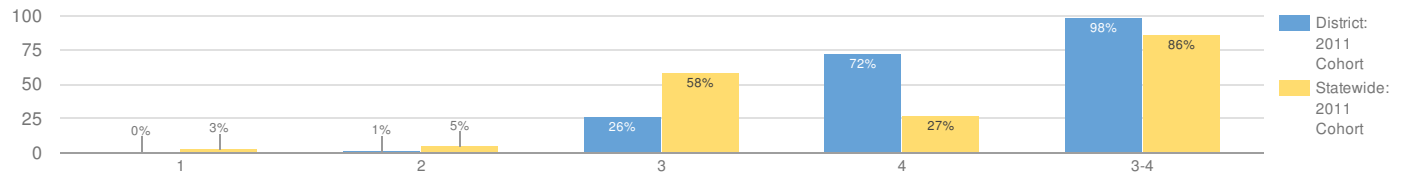
ASIAN OR NATIVE HAWAIIAN...	18%	30%	33%	19%	
BLACK OR AFRICAN AMERICA...	48%	37%	13%	2%	
HISPANIC OR LATINO	41%	40%	16%	3%	
WHITE	20%	40%	31%	9%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITIES	64%	27%	8%	1%	99
LIMITED ENGLISH PROFICIENT	72%	21%	6%	1%	94
ECONOMICALLY DISADVANT...	40%	39%	17%	4%	

# 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	547	97%	3	1%	3	1%	155	28%	378	69%
GENERAL EDUCATION	493	99%	1	0%	1	0%	120	24%	370	75%
STUDENTS WITH DISABILITIES	54	80%	2	4%	2	4%	35	65%	8	15%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	136	96%	1	1%	1	1%	26	19%	105	77%
BLACK OR AFRICAN AMERICAN	6	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	18	100%	0	0%	0	0%	10	56%	8	44%
WHITE	384	98%	2	1%	2	1%	115	30%	263	68%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	67%	0	0%	0	0%	4	44%	2	22%
FEMALE	264	98%	0	0%	2	1%	76	29%	184	70%
MALE	283	96%	3	1%	1	0%	79	28%	194	69%
NON-ENGLISH LANGUAGE LEARNERS	543	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	40	98%	1	3%	0	0%	20	50%	19	48%
NOT ECONOMICALLY DISADVANTAGED	507	97%	2	0%	3	1%	135	27%	359	71%
NOT MIGRANT	547	97%	3	1%	3	1%	155	28%	378	69%

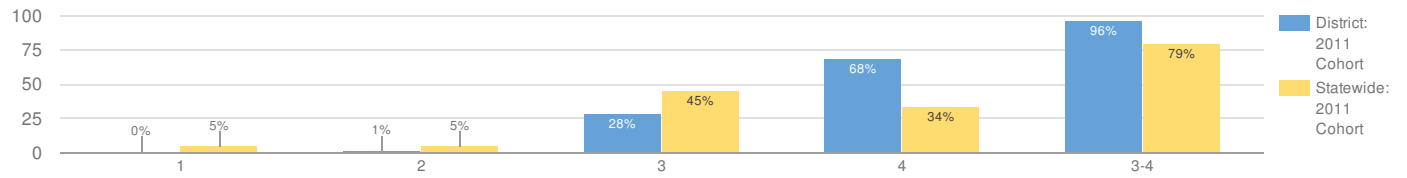
# TOTAL COHORT RESULTS IN SECONDARY-LEVEL MATHEMATICS AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	547	98%	2	0%	4	1%	141	26%	395	72%
GENERAL EDUCATION	493	100%	1	0%	0	0%	105	21%	387	78%
STUDENTS WITH DISABILITIES	54	81%	1	2%	4	7%	36	67%	8	15%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	136	98%	1	1%	0	0%	20	15%	113	83%
BLACK OR AFRICAN AMERICAN	6	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	18	100%	0	0%	0	0%	6	33%	12	67%
WHITE	384	98%	0	0%	4	1%	110	29%	268	70%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	78%	1	11%	0	0%	5	56%	2	22%
FEMALE	264	99%	1	0%	0	0%	74	28%	187	71%
MALE	283	97%	1	0%	4	1%	67	24%	208	73%
NON-ENGLISH LANGUAGE LEARNERS	543	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	40	100%	0	0%	0	0%	22	55%	18	45%
NOT ECONOMICALLY DISADVANTAGED	507	98%	2	0%	4	1%	119	23%	377	74%
NOT MIGRANT	547	98%	2	0%	4	1%	141	26%	395	72%

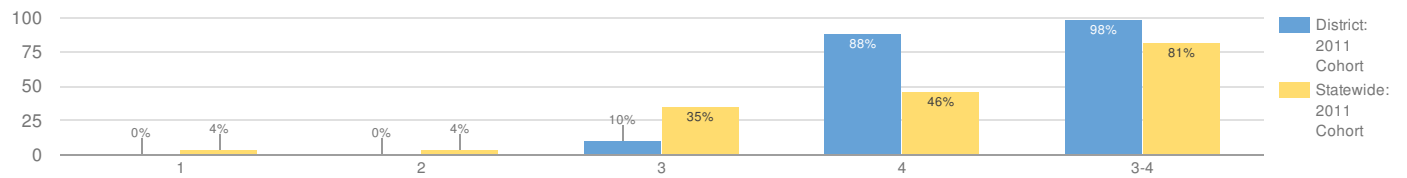


# TOTAL COHORT RESULTS IN SECONDARY-LEVEL GLOBAL HISTORY AND GEOGRAPHY AFTER FOUR YEARS OF INSTRUCTION



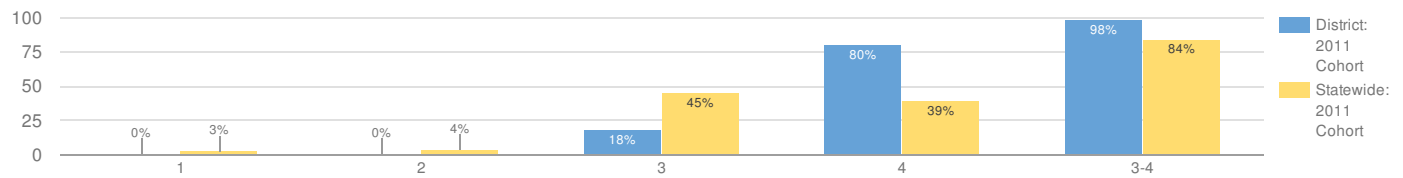
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	547	96%	2	0%	5	1%	153	28%	374	68%
GENERAL EDUCATION	493	98%	0	0%	0	0%	121	25%	364	74%
STUDENTS WITH DISABILITIES	54	78%	2	4%	5	9%	32	59%	10	19%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	136	93%	1	1%	0	0%	18	13%	109	80%
BLACK OR AFRICAN AMERICAN	6	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	18	83%	0	0%	1	6%	8	44%	7	39%
WHITE	384	98%	1	0%	3	1%	123	32%	255	66%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	78%	0	0%	1	11%	4	44%	3	33%
FEMALE	264	97%	0	0%	2	1%	92	35%	165	63%
MALE	283	95%	2	1%	3	1%	61	22%	209	74%
NON-ENGLISH LANGUAGE LEARNERS	543	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	40	90%	1	3%	0	0%	16	40%	20	50%
NOT ECONOMICALLY DISADVANTAGED	507	97%	1	0%	5	1%	137	27%	354	70%
NOT MIGRANT	547	96%	2	0%	5	1%	153	28%	374	68%

# 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	547	98%	2	0%	0	0%	55	10%	481	88%
GENERAL EDUCATION	493	100%	1	0%	0	0%	36	7%	455	92%
STUDENTS WITH DISABILITIES	54	83%	1	2%	0	0%	19	35%	26	48%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	136	98%	1	1%	0	0%	9	7%	124	91%
BLACK OR AFRICAN AMERICAN	6	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	18	100%	0	0%	0	0%	4	22%	14	78%
WHITE	384	99%	1	0%	0	0%	39	10%	340	89%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	67%	0	0%	0	0%	3	33%	3	33%
FEMALE	264	99%	0	0%	0	0%	33	13%	228	86%
MALE	283	97%	2	1%	0	0%	22	8%	253	89%
NON-ENGLISH LANGUAGE LEARNERS	543	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	40	98%	0	0%	0	0%	9	23%	30	75%
NOT ECONOMICALLY DISADVANTAGED	507	98%	2	0%	0	0%	46	9%	451	89%
NOT MIGRANT	547	98%	2	0%	0	0%	55	10%	481	88%

# 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	547	98%	2	0%	1	0%	100	18%	436	80%
GENERAL EDUCATION	493	99%	1	0%	0	0%	69	14%	420	85%
STUDENTS WITH DISABILITIES	54	87%	1	2%	1	2%	31	57%	16	30%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	–	–	–	–	–	–	–	–
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	136	96%	1	1%	0	0%	13	10%	118	87%
BLACK OR AFRICAN AMERICAN	6	_%	–	–	–	–	–	–	–	–
HISPANIC OR LATINO	18	94%	0	0%	0	0%	7	39%	10	56%
WHITE	384	99%	0	0%	1	0%	76	20%	305	79%
MULTIRACIAL	2	_%	–	–	–	–	–	–	–	–
SMALL GROUP TOTAL	9	78%	1	11%	0	0%	4	44%	3	33%
FEMALE	264	98%	1	0%	1	0%	59	22%	200	76%
MALE	283	98%	1	0%	0	0%	41	14%	236	83%
NON-ENGLISH LANGUAGE LEARNERS	543	_%	–	–	–	–	–	–	–	–
ENGLISH LANGUAGE LEARNERS	4	_%	–	–	–	–	–	–	–	–
ECONOMICALLY DISADVANTAGED	40	98%	0	0%	0	0%	13	33%	26	65%
NOT ECONOMICALLY DISADVANTAGED	507	98%	2	0%	1	0%	87	17%	410	81%
NOT MIGRANT	547	98%	2	0%	1	0%	100	18%	436	80%

## COMPREHENSIVE ENGLISH

### REGENTS COMPREHENSIVE ENGLISH

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	533	528	99%	527	99%	425	80%
GENERAL EDUCATION	475	473	100%	473	100%	402	85%
STUDENTS WITH DISABILITIES	58	55	95%	54	93%	23	40%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	149	147	99%	147	99%	124	83%
BLACK OR AFRICAN AMERICAN	6	-	-	-	-	-	-
HISPANIC OR LATINO	23	22	96%	21	91%	17	74%
WHITE	352	350	99%	350	99%	277	79%
MULTIRACIAL	3	-	-	-	-	-	-
SMALL GROUP TOTAL	9	9	100%	9	100%	7	78%
FEMALE	246	245	100%	244	99%	200	81%
MALE	287	283	99%	283	99%	225	78%
NON-ENGLISH LANGUAGE LEARNERS	526	522	99%	521	99%	424	81%
ENGLISH LANGUAGE LEARNERS	7	6	86%	6	86%	1	14%
ECONOMICALLY DISADVANTAGED	38	38	100%	38	100%	21	55%
NOT ECONOMICALLY DISADVANTAGED	495	490	99%	489	99%	404	82%
NOT MIGRANT	533	528	99%	527	99%	425	80%

## INTEGRATED ALGEBRA

### REGENTS INTEGRATED ALGEBRA

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	503	500	99%	487	97%	285	57%
GENERAL EDUCATION	426	426	100%	425	100%	279	65%
STUDENTS WITH DISABILITIES	77	74	96%	62	81%	6	8%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	145	145	100%	144	99%	113	78%
BLACK OR AFRICAN AMERICAN	4	-	-	-	-	-	-
HISPANIC OR LATINO	19	19	100%	18	95%	4	21%
WHITE	329	326	99%	316	96%	163	50%
MULTIRACIAL	6	-	-	-	-	-	-
SMALL GROUP TOTAL	10	10	100%	9	90%	5	50%
FEMALE	228	226	99%	224	98%	133	58%
MALE	275	274	100%	263	96%	152	55%
NON-ENGLISH LANGUAGE LEARNERS	483	480	99%	467	97%	273	57%
ENGLISH LANGUAGE LEARNERS	20	20	100%	20	100%	12	60%
ECONOMICALLY DISADVANTAGED	41	41	100%	39	95%	18	44%
NOT ECONOMICALLY DISADVANTAGED	462	459	99%	448	97%	267	58%
NOT MIGRANT	503	500	99%	487	97%	285	57%

# GEOMETRY

## REGENTS GEOMETRY

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	557	553	99%	534	96%	311	56%
GENERAL EDUCATION	506	506	100%	496	98%	306	60%
STUDENTS WITH DISABILITIES	51	47	92%	38	75%	5	10%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	159	158	99%	154	97%	109	69%
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-
HISPANIC OR LATINO	15	15	100%	15	100%	5	33%
WHITE	374	372	99%	357	95%	195	52%
MULTIRACIAL	5	-	-	-	-	-	-
SMALL GROUP TOTAL	9	8	89%	8	89%	2	22%
FEMALE	268	266	99%	260	97%	153	57%
MALE	289	287	99%	274	95%	158	55%
NON-ENGLISH LANGUAGE LEARNERS	546	542	99%	523	96%	304	56%
ENGLISH LANGUAGE LEARNERS	11	11	100%	11	100%	7	64%
ECONOMICALLY DISADVANTAGED	43	41	95%	38	88%	16	37%
NOT ECONOMICALLY DISADVANTAGED	514	512	100%	496	96%	295	57%
NOT MIGRANT	557	553	99%	534	96%	311	56%

# ALGEBRA 2/TRIGONOMETRY

## REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED			55		65		85	
ALL STUDENTS	536	527	98%	494	92%	252	47%		
GENERAL EDUCATION	488	481	99%	458	94%	245	50%		
STUDENTS WITH DISABILITIES	48	46	96%	36	75%	7	15%		
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-		
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	179	176	98%	172	96%	112	63%		
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-		
HISPANIC OR LATINO	8	-	-	-	-	-	-		
WHITE	346	340	98%	312	90%	139	40%		
SMALL GROUP TOTAL	11	11	100%	10	91%	1	9%		
FEMALE	267	264	99%	248	93%	125	47%		
MALE	269	263	98%	246	91%	127	47%		
NON-ENGLISH LANGUAGE LEARNERS	526	517	98%	484	92%	244	46%		
ENGLISH LANGUAGE LEARNERS	10	10	100%	10	100%	8	80%		
ECONOMICALLY DISADVANTAGED	33	32	97%	30	91%	10	30%		
NOT ECONOMICALLY DISADVANTAGED	503	495	98%	464	92%	242	48%		
NOT MIGRANT	536	527	98%	494	92%	252	47%		

# ALGEBRA I (COMMON CORE)

## ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	492	8	2%	28	6%	157	32%	202	41%	97	20%
GENERAL EDUCATION	416	1	0%	5	1%	120	29%	193	46%	97	23%
STUDENTS WITH DISABILITIES	76	7	9%	23	30%	37	49%	9	12%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	138	1	1%	1	1%	26	19%	61	44%	49	36%
BLACK OR AFRICAN AMERICAN	5	1	20%	2	40%	1	20%	1	20%	0	0%
HISPANIC OR LATINO	16	0	0%	3	19%	7	44%	6	38%	0	0%
WHITE	327	6	2%	22	7%	122	37%	129	39%	48	15%
MULTIRACIAL	6	0	0%	0	0%	1	17%	5	83%	0	0%
FEMALE	220	2	1%	9	4%	72	33%	95	43%	42	19%
MALE	272	6	2%	19	7%	85	31%	107	39%	55	20%
NON-ENGLISH LANGUAGE LEARNERS	479	8	2%	27	6%	152	32%	198	41%	94	20%
ENGLISH LANGUAGE LEARNERS	13	0	0%	1	8%	5	38%	4	31%	3	23%
ECONOMICALLY DISADVANTAGED	36	0	0%	3	8%	17	47%	15	42%	1	3%
NOT ECONOMICALLY DISADVANTAGED	456	8	2%	25	5%	140	31%	187	41%	96	21%
NOT MIGRANT	492	8	2%	28	6%	157	32%	202	41%	97	20%

# GEOMETRY (COMMON CORE)

## GEOMETRY (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	545	7	1%	21	4%	186	34%	99	18%	232	43%
GENERAL EDUCATION	495	2	0%	11	2%	158	32%	94	19%	230	46%
STUDENTS WITH DISABILITIES	50	5	10%	10	20%	28	56%	5	10%	2	4%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	156	0	0%	5	3%	37	24%	20	13%	94	60%
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	14	0	0%	0	0%	8	57%	1	7%	5	36%
WHITE	367	6	2%	15	4%	139	38%	76	21%	131	36%
MULTIRACIAL	4	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	8	1	13%	1	13%	2	25%	2	25%	2	25%
FEMALE	264	3	1%	11	4%	95	36%	51	19%	104	39%
MALE	281	4	1%	10	4%	91	32%	48	17%	128	46%
NON-ENGLISH LANGUAGE LEARNERS	532	7	1%	20	4%	183	34%	99	19%	223	42%
ENGLISH LANGUAGE LEARNERS	13	0	0%	1	8%	3	23%	0	0%	9	69%
ECONOMICALLY DISADVANTAGED	43	2	5%	5	12%	19	44%	4	9%	13	30%
NOT ECONOMICALLY DISADVANTAGED	502	5	1%	16	3%	167	33%	95	19%	219	44%
NOT MIGRANT	545	7	1%	21	4%	186	34%	99	18%	232	43%

# GLOBAL HISTORY AND GEOGRAPHY

## REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	562	559	99%	545	97%	400	71%
GENERAL EDUCATION	485	484	100%	480	99%	376	78%
STUDENTS WITH DISABILITIES	77	75	97%	65	84%	24	31%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	185	185	100%	183	99%	153	83%
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-
HISPANIC OR LATINO	8	8	100%	7	88%	3	38%
WHITE	364	361	99%	350	96%	239	66%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	5	5	100%	5	100%	5	100%
FEMALE	272	271	100%	266	98%	184	68%
MALE	290	288	99%	279	96%	216	74%
NON-ENGLISH LANGUAGE LEARNERS	552	549	99%	535	97%	394	71%
ENGLISH LANGUAGE LEARNERS	10	10	100%	10	100%	6	60%
ECONOMICALLY DISADVANTAGED	37	35	95%	32	86%	20	54%
NOT ECONOMICALLY DISADVANTAGED	525	524	100%	513	98%	380	72%
NOT MIGRANT	562	559	99%	545	97%	400	71%

# U.S. HISTORY & GOVERNMENT

## REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED			55		65		85	
ALL STUDENTS	524	520	99%	515	98%	447	85%		
GENERAL EDUCATION	468	465	99%	461	99%	414	88%		
STUDENTS WITH DISABILITIES	56	55	98%	54	96%	33	59%		
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	142	141	99%	139	98%	124	87%		
BLACK OR AFRICAN AMERICAN	4	-	-	-	-	-	-		
HISPANIC OR LATINO	24	23	96%	23	96%	18	75%		
WHITE	351	349	99%	346	99%	299	85%		
MULTIRACIAL	3	-	-	-	-	-	-		
SMALL GROUP TOTAL	7	7	100%	7	100%	6	86%		
FEMALE	241	240	100%	238	99%	201	83%		
MALE	283	280	99%	277	98%	246	87%		
NON-ENGLISH LANGUAGE LEARNERS	518	514	99%	509	98%	442	85%		
ENGLISH LANGUAGE LEARNERS	6	6	100%	6	100%	5	83%		
ECONOMICALLY DISADVANTAGED	36	36	100%	34	94%	23	64%		
NOTECONOMICALLY DISADVANTAGED	488	484	99%	481	99%	424	87%		
NOT MIGRANT	524	520	99%	515	98%	447	85%		

# LIVING ENVIRONMENT

## REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55			65		85	
ALL STUDENTS	565	563	100%		553	98%	420	74%
GENERAL EDUCATION	499	498	100%		496	99%	403	81%
STUDENTS WITH DISABILITIES	66	65	98%		57	86%	17	26%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-		-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	162	161	99%		159	98%	135	83%
BLACK OR AFRICAN AMERICAN	4	-	-		-	-	-	-
HISPANIC OR LATINO	14	14	100%		13	93%	8	57%
WHITE	380	379	100%		372	98%	270	71%
MULTIRACIAL	4	-	-		-	-	-	-
SMALL GROUP TOTAL	9	9	100%		9	100%	7	78%
FEMALE	278	276	99%		274	99%	192	69%
MALE	287	287	100%		279	97%	228	79%
NON-ENGLISH LANGUAGE LEARNERS	554	553	100%		544	98%	413	75%
ENGLISH LANGUAGE LEARNERS	11	10	91%		9	82%	7	64%
ECONOMICALLY DISADVANTAGED	36	36	100%		36	100%	23	64%
NOT ECONOMICALLY DISADVANTAGED	529	527	100%		517	98%	397	75%
NOT MIGRANT	565	563	100%		553	98%	420	74%

# PHYSICAL SETTING/EARTH SCIENCE

## REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55			65		85	
ALL STUDENTS	526	511	97%		492	94%	328	62%
GENERAL EDUCATION	449	445	99%		439	98%	313	70%
STUDENTS WITH DISABILITIES	77	66	86%		53	69%	15	19%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-		-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	160	158	99%		154	96%	112	70%
BLACK OR AFRICAN AMERICAN	5	4	80%		4	80%	0	0%
HISPANIC OR LATINO	19	18	95%		17	89%	8	42%
WHITE	337	326	97%		312	93%	204	61%
MULTIRACIAL	4	-	-		-	-	-	-
SMALL GROUP TOTAL	5	5	100%		5	100%	4	80%
FEMALE	239	231	97%		224	94%	149	62%
MALE	287	280	98%		268	93%	179	62%
NON-ENGLISH LANGUAGE LEARNERS	510	496	97%		477	94%	317	62%
ENGLISH LANGUAGE LEARNERS	16	15	94%		15	94%	11	69%
ECONOMICALLY DISADVANTAGED	46	44	96%		43	93%	17	37%
NOT ECONOMICALLY DISADVANTAGED	480	467	97%		449	94%	311	65%
NOT MIGRANT	526	511	97%		492	94%	328	62%



# PHYSICAL SETTING/CHEMISTRY

## REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55			65		85	
ALL STUDENTS	492	491	100%		483	98%	224	46%
GENERAL EDUCATION	467	466	100%		460	99%	221	47%
STUDENTS WITH DISABILITIES	25	25	100%		23	92%	3	12%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	173	173	100%		173	100%	100	58%
BLACK OR AFRICAN AMERICAN	4	-	-		-	-	-	-
HISPANIC OR LATINO	8	8	100%		8	100%	1	13%
WHITE	305	304	100%		296	97%	120	39%
MULTIRACIAL	2	-	-		-	-	-	-
SMALL GROUP TOTAL	6	6	100%		6	100%	3	50%
FEMALE	234	234	100%		231	99%	102	44%
MALE	258	257	100%		252	98%	122	47%
NON-ENGLISH LANGUAGE LEARNERS	489	-	-		-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	-	-		-	-	-	-
ECONOMICALLY DISADVANTAGED	25	25	100%		25	100%	7	28%
NOT ECONOMICALLY DISADVANTAGED	467	466	100%		458	98%	217	46%
NOT MIGRANT	492	491	100%		483	98%	224	46%

# PHYSICAL SETTING/PHYSICS

## REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED	55			65		85	
ALL STUDENTS	374	368	98%		357	95%	212	57%
GENERAL EDUCATION	359	353	98%		343	96%	206	57%
STUDENTS WITH DISABILITIES	15	15	100%		14	93%	6	40%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	118	117	99%		111	94%	67	57%
BLACK OR AFRICAN AMERICAN	3	-	-		-	-	-	-
HISPANIC OR LATINO	13	13	100%		12	92%	3	23%
WHITE	237	232	98%		229	97%	139	59%
MULTIRACIAL	3	-	-		-	-	-	-
SMALL GROUP TOTAL	6	6	100%		5	83%	3	50%
FEMALE	160	158	99%		155	97%	91	57%
MALE	214	210	98%		202	94%	121	57%
NON-ENGLISH LANGUAGE LEARNERS	373	-	-		-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-		-	-	-	-
ECONOMICALLY DISADVANTAGED	24	21	88%		21	88%	9	38%
NOT ECONOMICALLY DISADVANTAGED	350	347	99%		336	96%	203	58%
NOT MIGRANT	374	368	98%		357	95%	212	57%

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

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE 3 ELA	2	_%	-	-	-	-
GRADE 3 MATH	2	_%	-	-	-	-
GRADE 4 ELA	3	_%	-	-	-	-
GRADE 4 MATH	3	_%	-	-	-	-
GRADE 4 SCIENCE	3	_%	-	-	-	-
GRADE 5 ELA	3	_%	-	-	-	-
GRADE 5 MATH	3	_%	-	-	-	-
GRADE 6 ELA	1	_%	-	-	-	-
GRADE 6 MATH	1	_%	-	-	-	-
GRADE 7 ELA	5	20%	2	2	1	0
GRADE 7 MATH	5	60%	2	0	3	0
GRADE 8 ELA	3	_%	-	-	-	-
GRADE 8 MATH	3	_%	-	-	-	-
GRADE 8 SCIENCE	3	_%	-	-	-	-
SECONDARY-LEVEL ELA	7	43%	2	2	3	0
SECONDARY-LEVEL MATH	6	50%	2	1	3	0
SECONDARY-LEVEL SCIENCE	6	67%	1	1	3	1
SECONDARY-LEVEL SOCIAL STUDIES	6	67%	1	1	4	0

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

## KINDERGARTEN

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	24	0%	8%	13%	63%	17%
GENERAL EDUCATION	21	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	-	-	-	-	-

## GRADE 1

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	18	6%	11%	11%	39%	33%
GENERAL EDUCATION	16	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-

## GRADE 2

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	8	0%	0%	0%	63%	38%
GENERAL EDUCATION	7	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

## GRADE 3

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	11	0%	27%	0%	55%	18%
GENERAL EDUCATION	10	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

## GRADE 4

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	13	0%	8%	23%	23%	46%
GENERAL EDUCATION	10	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	-	-	-	-	-

## GRADE 5

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	11	18%	0%	0%	36%	45%
GENERAL EDUCATION	11	18%	0%	0%	36%	45%

## GRADE 6

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	10	20%	20%	0%	10%	50%

GENERAL EDUCATION	10	20%	20%	0%	10%	50%
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## GRADE 7

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	12	17%	8%	8%	17%	50%
GENERAL EDUCATION	11	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

## GRADE 8

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	7	14%	0%	0%	29%	57%
GENERAL EDUCATION	7	14%	0%	0%	29%	57%

## GRADE 9

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	8	13%	0%	25%	25%	38%
GENERAL EDUCATION	8	13%	0%	25%	25%	38%

## GRADE 10

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	13	8%	0%	8%	38%	46%
GENERAL EDUCATION	13	8%	0%	8%	38%	46%

## GRADE 11

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	8	13%	25%	0%	25%	38%
GENERAL EDUCATION	7	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

## GRADE 12

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	4	-	-	-	-	-
GENERAL EDUCATION	4	-	-	-	-	-

ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

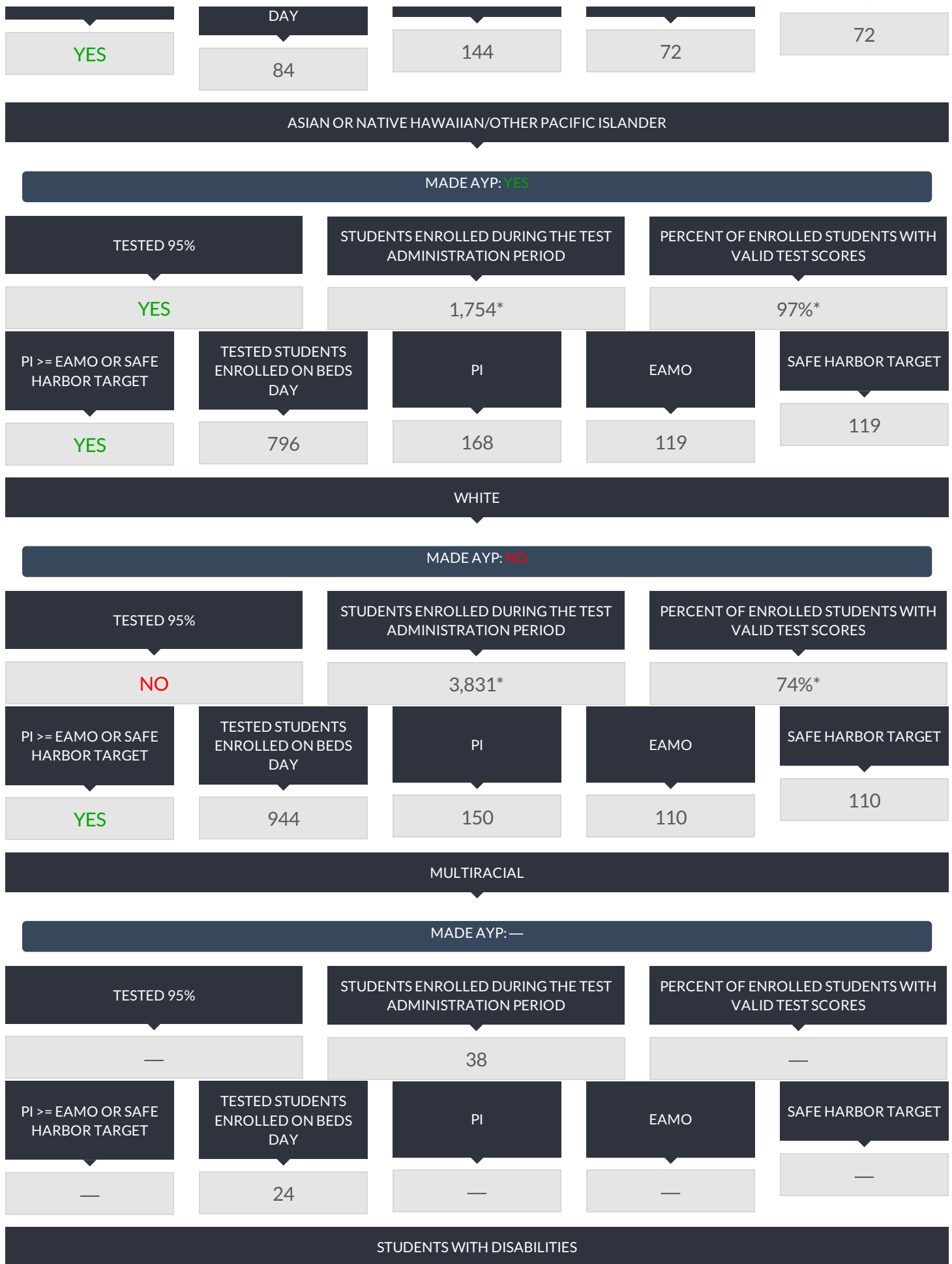


TESTED 95%		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
NO		5,922*		81%*	
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
YES	1,860	157	94	94	
AMERICAN INDIAN OR ALASKA NATIVE					

MADE AYP: —					
TESTED 95%		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
—		5		—	
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
—	3	—	—	—	

BLACK OR AFRICAN AMERICAN					
MADE AYP: —					
TESTED 95%		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
—		14		—	
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
—	9	—	—	—	

HISPANIC OR LATINO					
MADE AYP: NO					
TESTED 95%		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
NO		217*		86%*	
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS	PI	EAMO	SAFE HARBOR TARGET	



MADE AYP: **NO**

TESTED 95%

**NO**

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

780\*

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

68%\*

PI  $\geq$  EAMO OR SAFE  
HARBOR TARGET

**YES**

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

169†

PI

80†

EAMO

52

SAFE HARBOR TARGET

52

LIMITED ENGLISH PROFICIENT

MADE AYP: **YES**

TESTED 95%

**YES**

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

122\*

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

97%\*

PI  $\geq$  EAMO OR SAFE  
HARBOR TARGET

**YES**

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

68†

PI

107†

EAMO

51

SAFE HARBOR TARGET

51

ECONOMICALLY DISADVANTAGED

MADE AYP: **NO**

TESTED 95%

**NO**

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

220\*

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

84%\*

PI  $\geq$  EAMO OR SAFE  
HARBOR TARGET

**YES**

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

115

PI

141

EAMO

74

SAFE HARBOR TARGET

74

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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

5,912\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

81%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

1,857

PI

157

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

5,891\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

81%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

1,851

PI

157

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

5,705\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

81%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

1,776

PI

158

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

4,168\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

75%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

1,064

PI

149

## NOT WHITE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

2,091\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

95%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

916

PI

165

## NOT MULTIRACIAL

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

5,843\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

81%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

1,836

PI

157



# GENERAL EDUCATION

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

5,142\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

83%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

1,700

PI

165

# ENGLISH PROFICIENT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

5,800\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

81%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

1,818

PI

159

# NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

5,702\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

81%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

1,745

PI

158

# MALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

3,115\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

81%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

977

PI

151

# FEMALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

2,807\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

81%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

883

PI

164

# MIGRANT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

0

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

0

PI

—

# NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
5,921*	81%*	1,860	157

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

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

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

‡ Includes former english language learner students because the number of english language learner students in the current year is equal to or greater than 30.

## ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

### ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

#### ALL STUDENTS

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES			
<b>NO</b>	5,920*	83%*			
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
<b>YES</b>	1,983	181	92	92	

#### AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES			
—	5	—			
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
—	3	—	—	—	

#### BLACK OR AFRICAN AMERICAN

MADE AYP: —

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

—	14	—
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	SAFE HARBOR TARGET
—	10	—

## HISPANIC OR LATINO

MADE AYP: <b>NO</b>		
TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
<b>NO</b>	217*	85%*
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	SAFE HARBOR TARGET
<b>YES</b>	83	70

## ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: <b>YES</b>		
TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
<b>YES</b>	1,752*	96%*
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	SAFE HARBOR TARGET
<b>YES</b>	803	133

## WHITE

MADE AYP: <b>NO</b>		
TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
<b>NO</b>	3,831*	77%*
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	SAFE HARBOR TARGET
<b>YES</b>	1,059	107

## MULTIRACIAL

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

38

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI ≥ EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

25

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## STUDENTS WITH DISABILITIES

MADE AYP: **NO**

TESTED 95%

**NO**

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

779\*

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

69%\*

PI ≥ EAMO OR SAFE  
HARBOR TARGET

**YES**

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

184†

PI

137†

EAMO

54

SAFE HARBOR TARGET

54

## LIMITED ENGLISH PROFICIENT

MADE AYP: **YES**

TESTED 95%

**YES**

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

122\*

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

97%\*

PI ≥ EAMO OR SAFE  
HARBOR TARGET

**YES**

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

82‡

PI

166‡

EAMO

55

SAFE HARBOR TARGET

55

## ECONOMICALLY DISADVANTAGED

MADE AYP: **NO**

TESTED 95%

STUDENTS ENROLLED DURING THE TEST

PERCENT OF ENROLLED STUDENTS WITH

		ADMINISTRATION PERIOD		VALID TEST SCORES	
NO		220*		78%*	
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
YES	109	169	71	71	

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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

5,910\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

83%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

1,980

PI

181

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

5,889\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

83%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

1,973

PI

181

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

5,703\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

83%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

1,900

PI

181

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

4,168\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

78%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

1,180

PI

178

## NOT WHITE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

2,089\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

94%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

924

PI

183

## NOT MULTIRACIAL

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

5,841\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

83%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

1,958

PI

181

# GENERAL EDUCATION

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

5,141\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

85%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

1,807

PI

185

# ENGLISH PROFICIENT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

5,798\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

83%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

1,928

PI

181

# NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

5,700\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

83%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

1,874

PI

181

# MALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

3,114\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

84%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

1,061

PI

182

# FEMALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

2,806\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

82%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

922

PI

179

# MIGRANT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

0

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

0

PI

—

# NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
5,919*	83%*	1,983	181

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

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

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

‡ Includes former english language learner students because the number of english language learner students in the current year is equal to or greater than 30.

## 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	933	94%		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	868	195	181	181
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		



—		6		—
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	5	—	—	—

## HISPANIC OR LATINO

MADE AYP: <b>YES</b>				
TESTED 80%		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—		36		—
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	34	194	158	158

## ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: <b>YES</b>				
TESTED 80%		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
YES		273		99%
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	266	198	183	183

## WHITE

MADE AYP: <b>YES</b>				
TESTED 80%		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
YES		607		92%
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	553	193	188	188

## MULTIRACIAL

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

11

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI  $\geq$  EAMO OR  
PROGRESS TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

10

PI

—

EAMO

—

PROGRESS TARGET

—

## STUDENTS WITH DISABILITIES

MADE AYP: YES

TESTED 80%

YES

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

271\*

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

90%\*

PI  $\geq$  EAMO OR  
PROGRESS TARGET

YES

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

108†

PI

169†

EAMO

156

PROGRESS TARGET

156

## LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

20

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI  $\geq$  EAMO OR  
PROGRESS TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

19

PI

—

EAMO

—

PROGRESS TARGET

—

## ECONOMICALLY DISADVANTAGED

MADE AYP: YES

TESTED 80%

STUDENTS ENROLLED DURING THE TEST

PERCENT OF ENROLLED STUDENTS WITH

		ADMINISTRATION PERIOD		VALID TEST SCORES	
YES		51		92%	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET	
YES	46	193	163	1	

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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

933

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

94%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

868

PI

195

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

927

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

94%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

863

PI

195

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

897

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

94%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

834

PI

195

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

660

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

92%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

602

PI

193

## NOT WHITE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

326

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

98%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

315

PI

198

## NOT MULTIRACIAL

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

922

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

94%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

858

PI

195

## GENERAL EDUCATION

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

803

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

96%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

766

PI

198

## ENGLISH PROFICIENT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

913

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

94%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

849

PI

195

## NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

882

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

94%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

822

PI

195

## MALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

507

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

93%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

468

PI

195

## FEMALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

426

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

95%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

400

PI

194

## MIGRANT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

0

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

0

PI

—

## NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
933	94%	868	195

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

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

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

## SECONDARY-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

### ALL ACCOUNTABILITY GROUPS MADE AYP: YES

ALL STUDENTS					
MADE AYP: <span>YES</span>					
TESTED 95%	12TH GRADERS		PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
<span>YES</span>	549		99%		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET	
<span>YES</span>	538	191	165	165	
AMERICAN INDIAN OR ALASKA NATIVE					
MADE AYP: —					
TESTED 95%	12TH GRADERS		PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
—	1		—		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET	
—	1	—	—	—	
BLACK OR AFRICAN AMERICAN					
MADE AYP: —					
TESTED 95%	12TH GRADERS		PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		

—		6		—	
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET	
—	5	—	—	—	

## HISPANIC OR LATINO

MADE AYP: —				
TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
—	20	—		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	18	—	—	—

## ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: YES				
TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
YES	137	99%		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
YES	133	191	171	171

## WHITE

MADE AYP: YES				
TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
YES	384	100%		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
YES	380	192	175	175

## MULTIRACIAL

MADE AYP: —

TESTED 95%

—

12TH GRADERS

1

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

—

PI ≥ EAMO OR SAFE HARBOR TARGET

—

2011 ACCOUNTABILITY COHORT MEMBERS

1

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## STUDENTS WITH DISABILITIES

MADE AYP: YES

TESTED 95%

YES

12TH GRADERS

51

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

96%

PI ≥ EAMO OR SAFE HARBOR TARGET

YES

2011 ACCOUNTABILITY COHORT MEMBERS

53†

PI

149†

EAMO

112

SAFE HARBOR TARGET

112

## LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%

—

12TH GRADERS

4

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

—

PI ≥ EAMO OR SAFE HARBOR TARGET

—

2011 ACCOUNTABILITY COHORT MEMBERS

3

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## ECONOMICALLY DISADVANTAGED

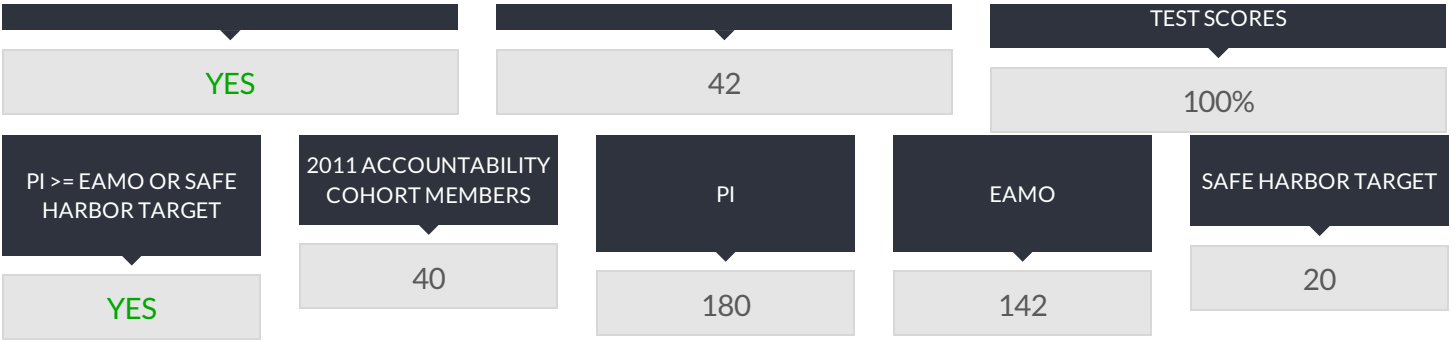
MADE AYP: YES

TESTED 95%

12TH GRADERS

PERCENT OF 12TH GRADERS WITH VALID





# 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
548	99%	537	191

## NOT BLACK OR AFRICAN AMERICAN

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
543	100%	533	191

## NOT HISPANIC OR LATINO

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
529	99%	520	191

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
412	100%	405	191

## NOT WHITE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
165	98%	158	189

## NOT MULTIRACIAL

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
548	100%	537	191

## GENERAL EDUCATION

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

498	100%	488	195
ENGLISH PROFICIENT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
545	99%	535	191
NOT ECONOMICALLY DISADVANTAGED			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
507	99%	498	192
MALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
285	99%	277	188
FEMALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
264	100%	261	193
MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
0	—	0	—
NOT MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
549	99%	538	191

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

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

# ALL ACCOUNTABILITY GROUPS MADE AYP: YES

## ALL STUDENTS

MADE AYP: YES

TESTED 95%

YES

12TH GRADERS

549

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

100%

PI >= EAMO OR SAFE HARBOR TARGET

YES

2011 ACCOUNTABILITY COHORT MEMBERS

538

PI

187

EAMO

149

SAFE HARBOR TARGET

149

## AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%

—

12TH GRADERS

1

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

—

PI >= EAMO OR SAFE HARBOR TARGET

—

2011 ACCOUNTABILITY COHORT MEMBERS

1

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## BLACK OR AFRICAN AMERICAN

MADE AYP: —

TESTED 95%

—

12TH GRADERS

6

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

—

PI >= EAMO OR SAFE HARBOR TARGET

—

2011 ACCOUNTABILITY COHORT MEMBERS

5

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## HISPANIC OR LATINO

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
—	20	—		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	18	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER				

MADE AYP: YES				
TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
YES	137	100%		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
YES	133	194	165	165

WHITE				
MADE AYP: YES				
TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
YES	384	100%		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
YES	380	186	160	160

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



# 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
548	100%	537	187

## NOT BLACK OR AFRICAN AMERICAN

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
543	100%	533	187

## NOT HISPANIC OR LATINO

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
529	100%	520	187

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
412	100%	405	184

## NOT WHITE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
165	100%	158	190

## NOT MULTIRACIAL

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
548	100%	537	187

## GENERAL EDUCATION

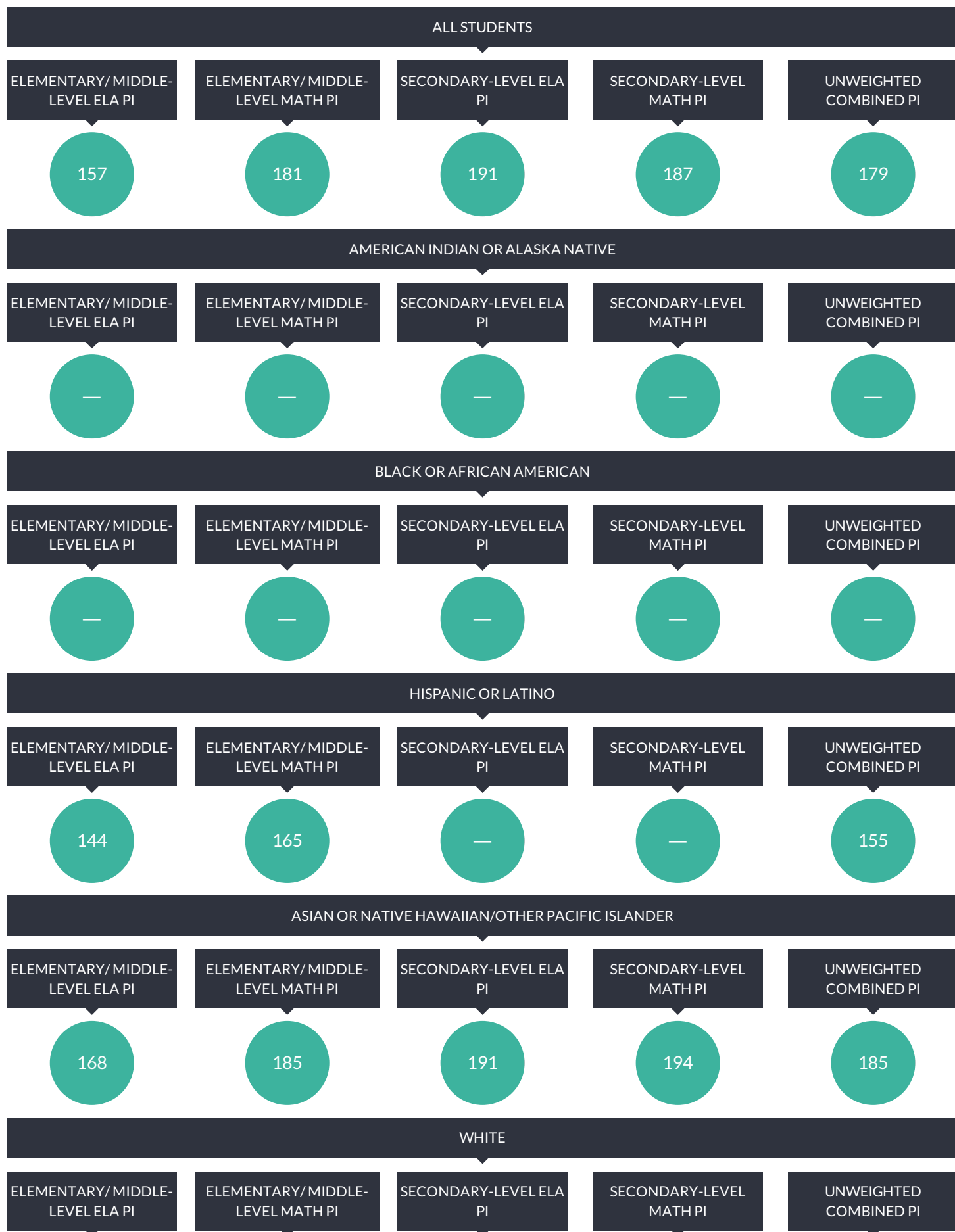
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
--------------	--	------------------------------------	----

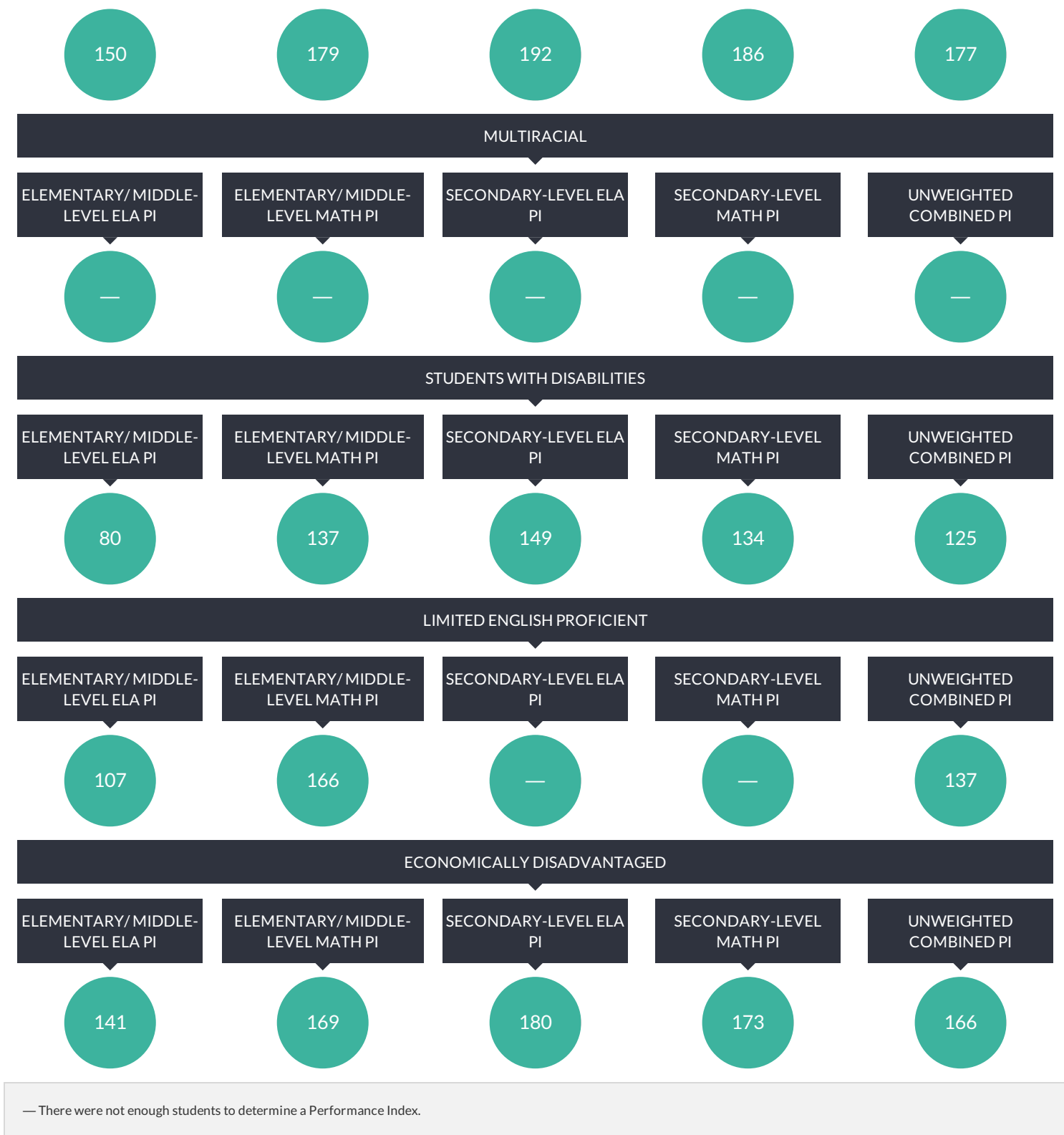
498	100%	488	193
ENGLISH PROFICIENT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
545	100%	535	187
NOT ECONOMICALLY DISADVANTAGED			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
507	100%	498	188
MALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
285	100%	277	187
FEMALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
264	100%	261	186
MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
0	—	0	—
NOT MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
549	100%	538	187

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

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







## OVERALL GRADUATION RATE FOR ACCOUNTABILITY

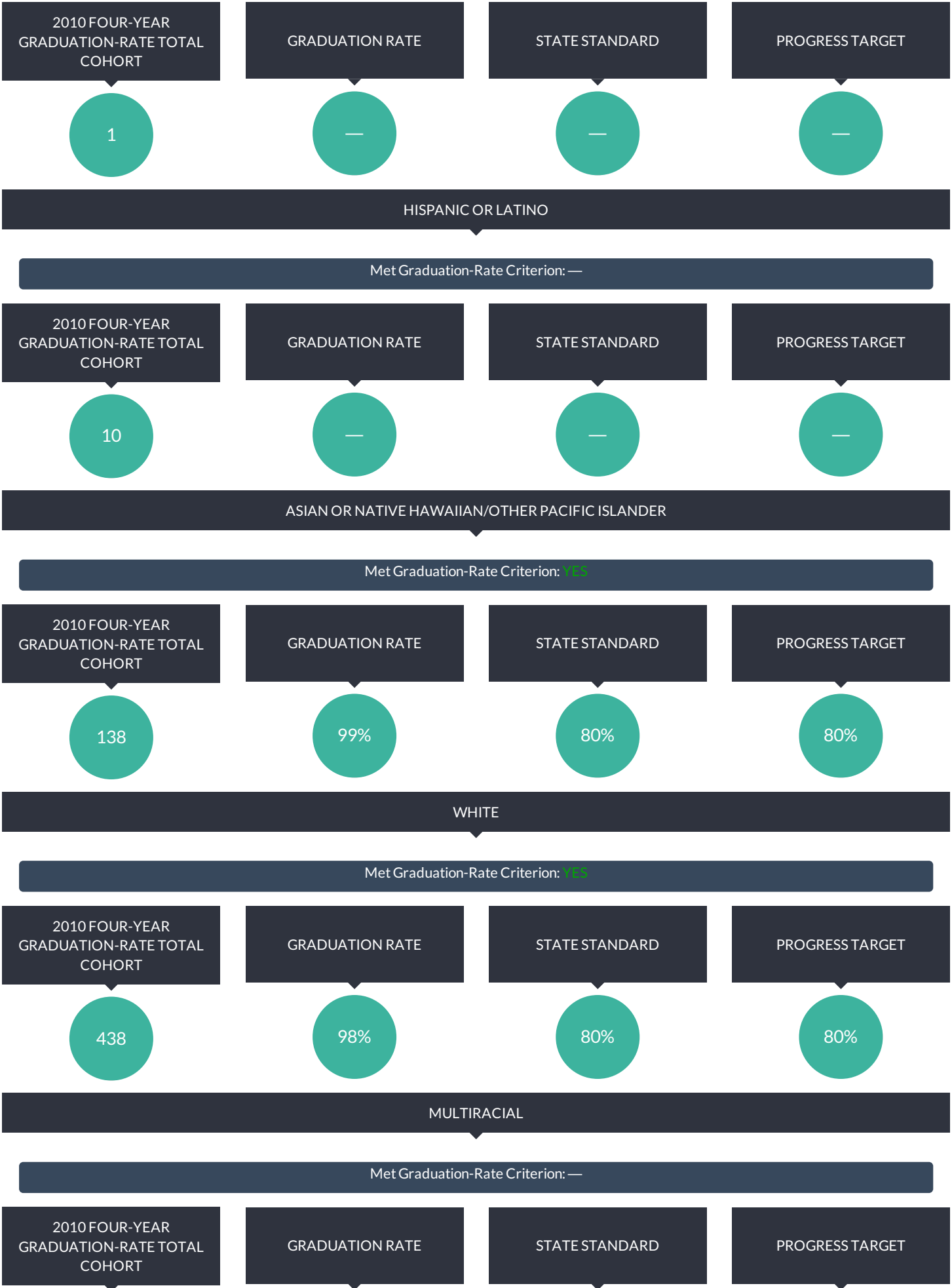
ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

ALL STUDENTS	AMERICAN INDIAN OR ALASKA NATIVE
MADE AYP	MADE AYP
YES	—
BLACK OR AFRICAN AMERICAN	HISPANIC OR LATINO

MADE AYP	MADE AYP
—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	WHITE
MADE AYP	MADE AYP
YES	YES
MULTIRACIAL	STUDENTS WITH DISABILITIES
MADE AYP	MADE AYP
—	YES
LIMITED ENGLISH PROFICIENT	ECONOMICALLY DISADVANTAGED
MADE AYP	MADE AYP
—	—
— There were not enough students to make an AYP determination.	

## FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

ALL STUDENTS			
Met Graduation-Rate Criterion: YES			
2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
587	98%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE			
Met Graduation-Rate Criterion: —			
2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
0	—	—	—
BLACK OR AFRICAN AMERICAN			
Met Graduation-Rate Criterion: —			



0

—

—

—

## STUDENTS WITH DISABILITIES

Met Graduation-Rate Criterion: **YES**2010 FOUR-YEAR  
GRADUATION-RATE TOTAL  
COHORT

GRADUATION RATE

STATE STANDARD

PROGRESS TARGET

83†

88%†

80%

80%

## LIMITED ENGLISH PROFICIENT

Met Graduation-Rate Criterion: —

2010 FOUR-YEAR  
GRADUATION-RATE TOTAL  
COHORT

GRADUATION RATE

STATE STANDARD

PROGRESS TARGET

2

—

—

—

## ECONOMICALLY DISADVANTAGED

Met Graduation-Rate Criterion: —

2010 FOUR-YEAR  
GRADUATION-RATE TOTAL  
COHORT

GRADUATION RATE

STATE STANDARD

PROGRESS TARGET

19

—

—

—

**YES** Graduation rate is equal to or greater than the State Standard or the group's Progress Target.**NO** Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

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

## FIVE-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

## ALL STUDENTS

Met Graduation-Rate Criterion: **YES**2009 FIVE-YEAR GRADUATION-  
RATE TOTAL COHORT

GRADUATION RATE

STATE STANDARD

PROGRESS TARGET

584

98%

80%

80%

## AMERICAN INDIAN OR ALASKA NATIVE

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-  
RATE TOTAL COHORT

GRADUATION RATE

STATE STANDARD

PROGRESS TARGET

0

—

—

—

## BLACK OR AFRICAN AMERICAN

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-  
RATE TOTAL COHORT

GRADUATION RATE

STATE STANDARD

PROGRESS TARGET

2

—

—

—

## HISPANIC OR LATINO

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-  
RATE TOTAL COHORT

GRADUATION RATE

STATE STANDARD

PROGRESS TARGET

16

—

—

—

## ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

Met Graduation-Rate Criterion: YES

2009 FIVE-YEAR GRADUATION-  
RATE TOTAL COHORT

GRADUATION RATE

STATE STANDARD

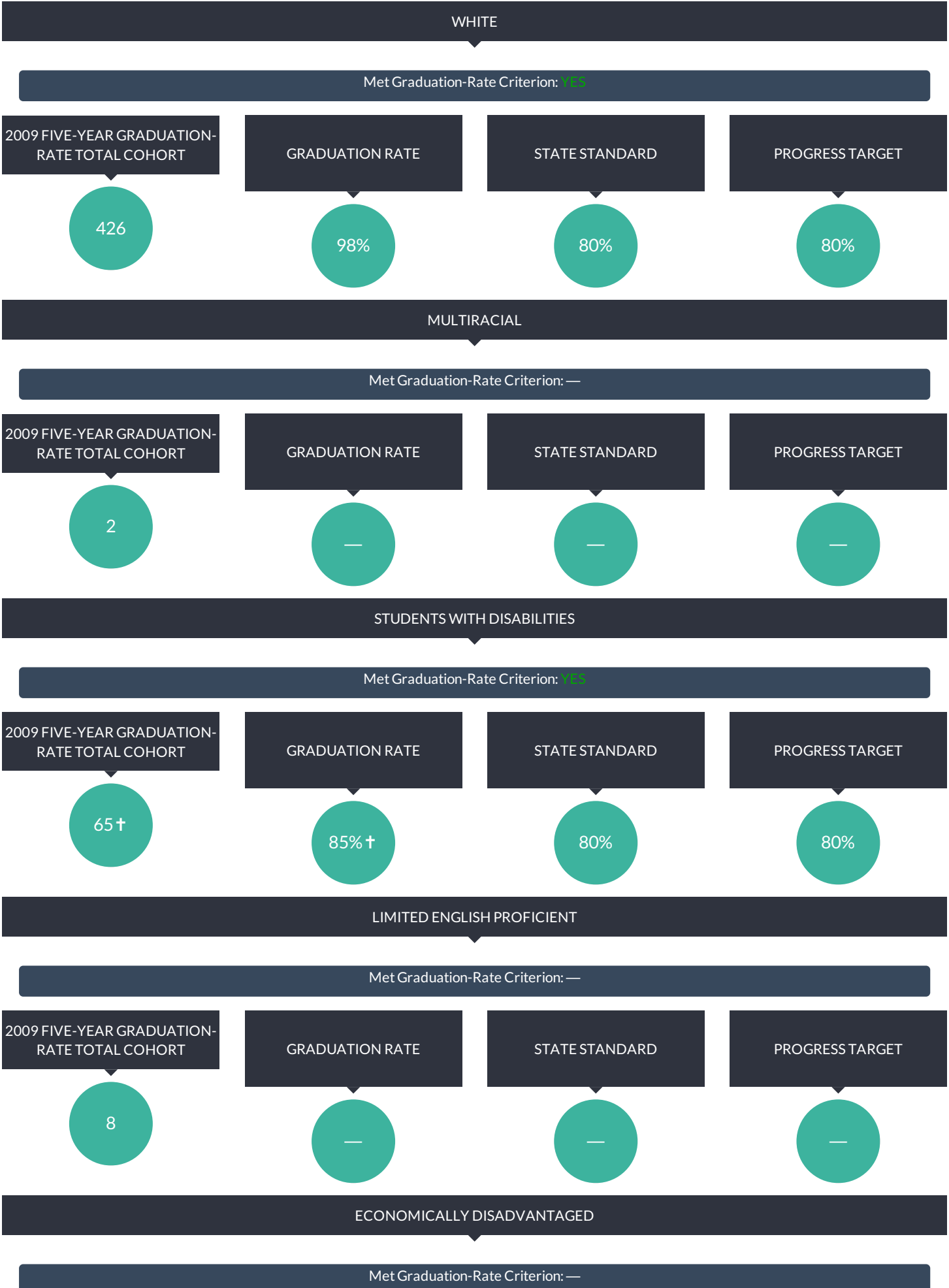
PROGRESS TARGET

138

99%

80%

80%



2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

17

GRADUATION RATE

—

STATE STANDARD

—

PROGRESS TARGET

—

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

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

— There were fewer than 30 students in the cohort.

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

## 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

587

GRADUATION RATE

98%

NOT BLACK OR AFRICAN AMERICAN

2010 FOUR-YEAR  
GRADUATION-RATE TOTAL  
COHORT

586

GRADUATION RATE

98%

NOT HISPANIC OR LATINO

2010 FOUR-YEAR  
GRADUATION-RATE TOTAL  
COHORT

577

GRADUATION RATE

98%

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

2010 FOUR-YEAR  
GRADUATION-RATE TOTAL  
COHORT

GRADUATION RATE

### FIVE-YEAR GRADUATION-RATE TOTAL COHORT

NOT AMERICAN INDIAN OR ALASKA NATIVE

2009 FIVE-YEAR  
GRADUATION-RATE TOTAL  
COHORT

584

GRADUATION RATE

98%

NOT BLACK OR AFRICAN AMERICAN

2009 FIVE-YEAR  
GRADUATION-RATE TOTAL  
COHORT

582

GRADUATION RATE

98%

NOT HISPANIC OR LATINO

2009 FIVE-YEAR  
GRADUATION-RATE TOTAL  
COHORT

568

GRADUATION RATE

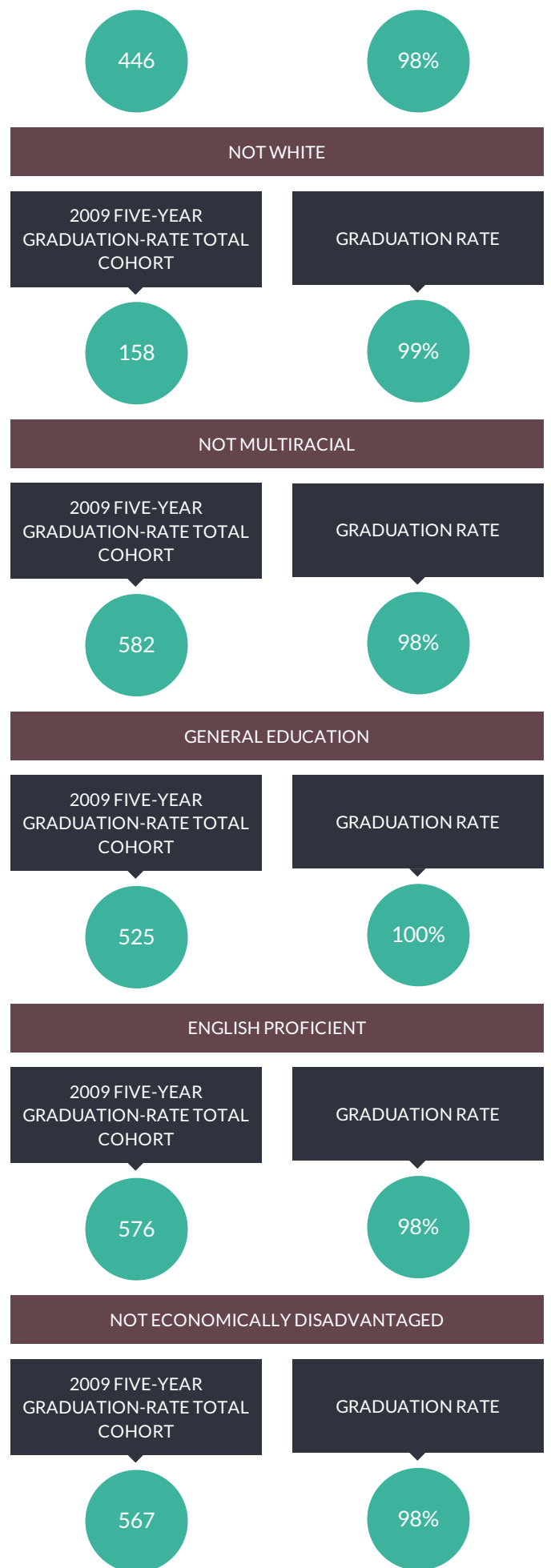
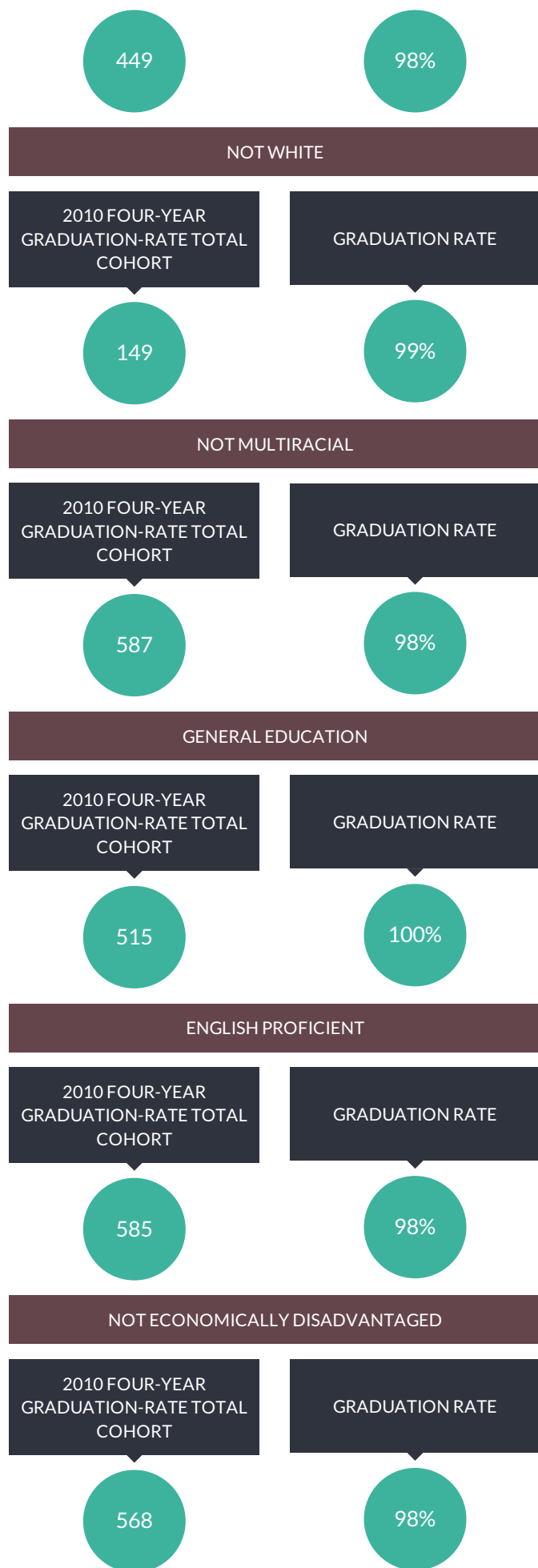
98%

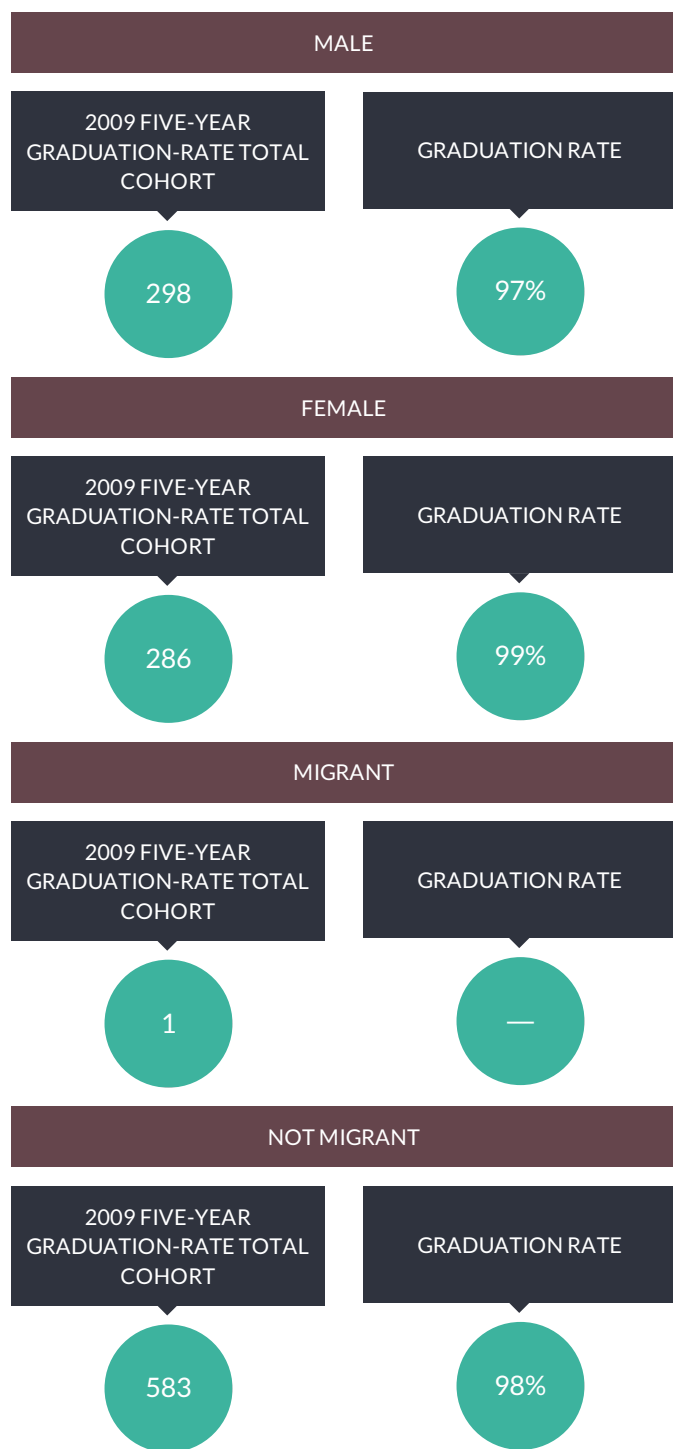
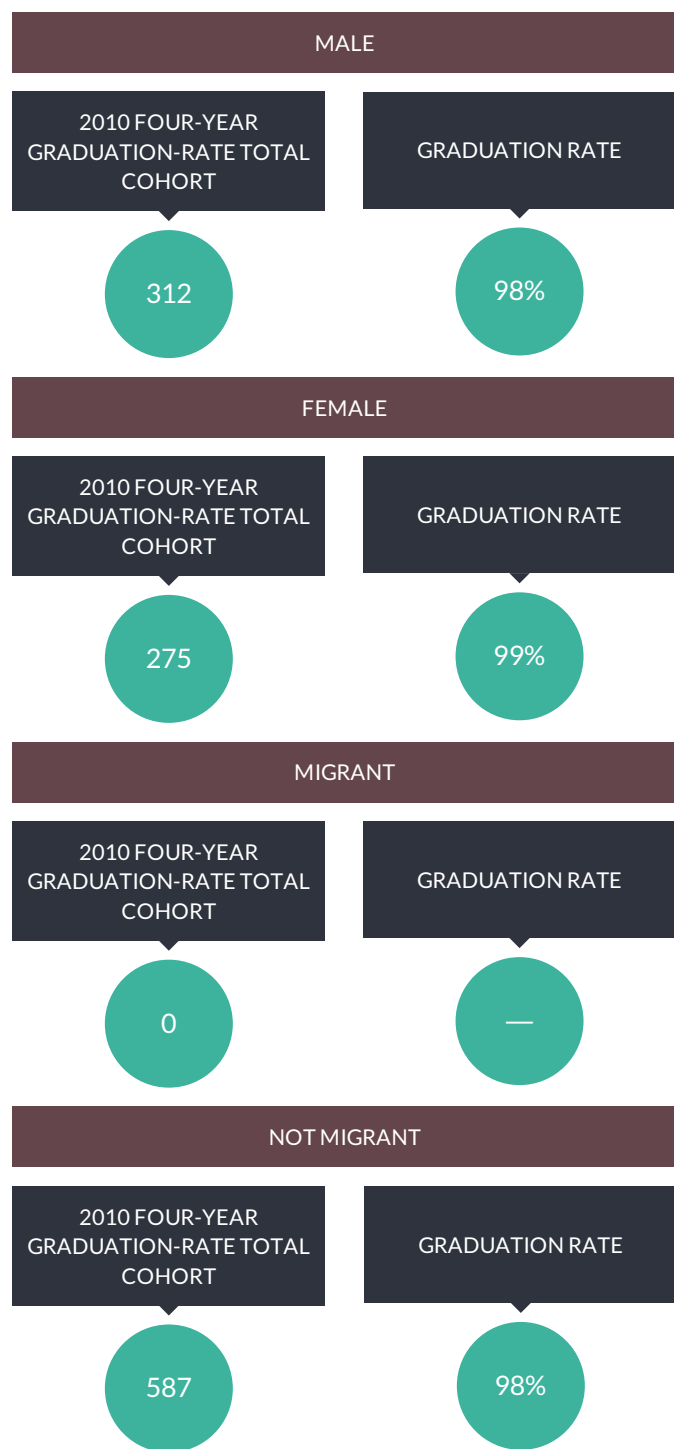
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

2009 FIVE-YEAR  
GRADUATION-RATE TOTAL  
COHORT

GRADUATION RATE



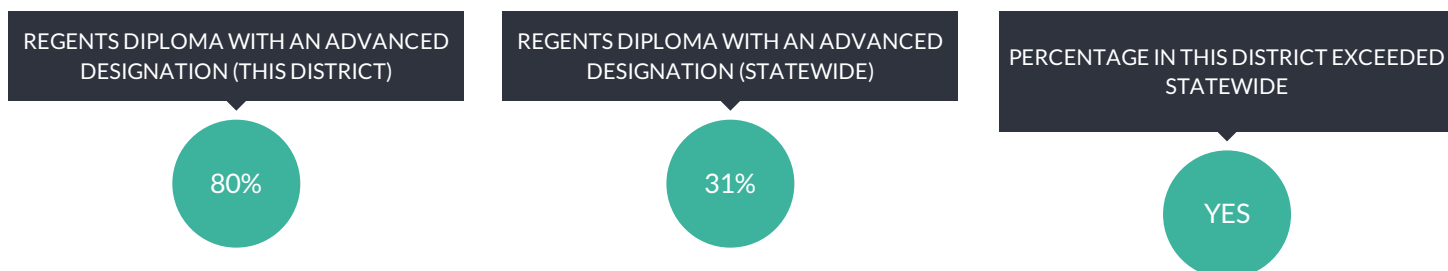




— There were fewer than 30 students in the cohort.

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

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



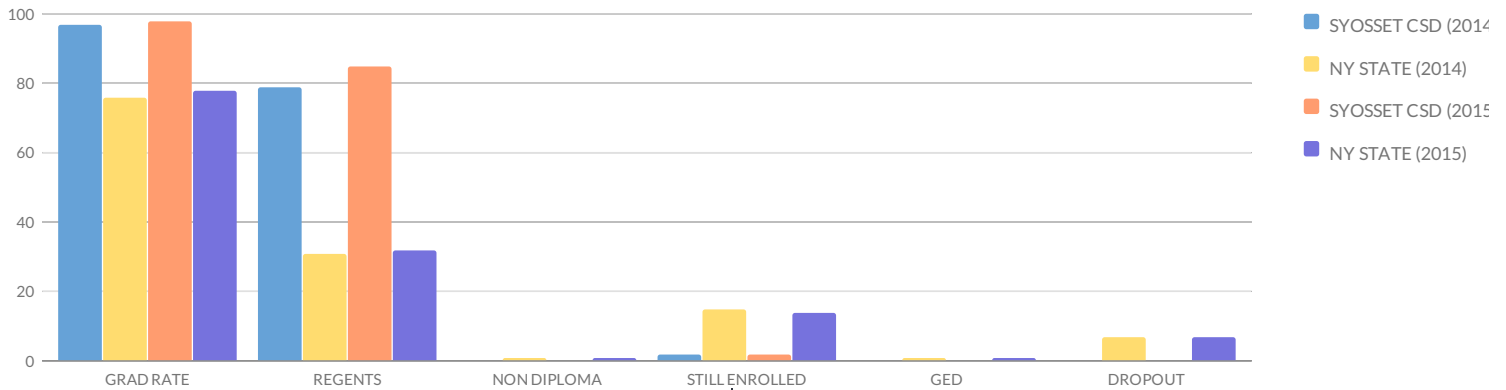
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# SYOSSET CSD GRADUATION RATE DATA

## 4 YEAR OUTCOME AS OF JUNE

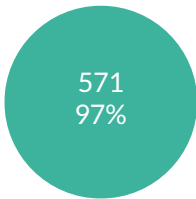
Graduate data are reported for a 9th grade cohort for the first time at the end of June of the 4th year of high school. The graduation rate as of August of the 4th year, June of the 5th year, and June of the 6th year of high school are also calculated and available. For complete information on the types of diploma credentials which can be earned and the criteria for each see [Diploma Requirements](#).



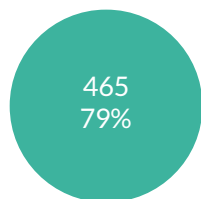
2014

ALL STUDENTS

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 587

NON DIPLOMA CRED

0	0%
---	----

STILL ENROLLED

14	2%
----	----

GED TRANSFER

0	0%
---	----

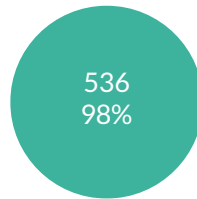
DROPOUT

2	0%
---	----

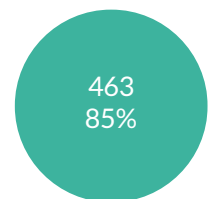
2015

ALL STUDENTS

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 547

NON DIPLOMA CRED

0	0%
---	----

STILL ENROLLED

11	2%
----	----

GED TRANSFER

0	0%
---	----

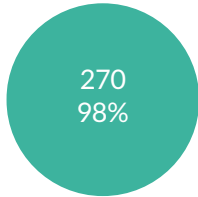
DROPOUT

0	0%
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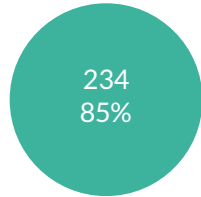
## BY GENDER

### FEMALE

#### GRAD RATE



#### REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 275

#### NON DIPLOMA CRED

0	0%
---	----

#### STILL ENROLLED

4	1%
---	----

#### GED TRANSFER

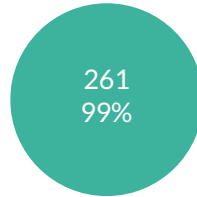
0	0%
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#### DROPOUT

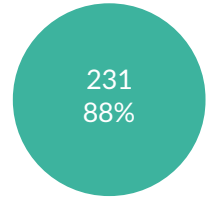
1	0%
---	----

### FEMALE

#### GRAD RATE



#### REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 264

#### NON DIPLOMA CRED

0	0%
---	----

#### STILL ENROLLED

3	1%
---	----

#### GED TRANSFER

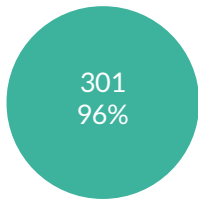
0	0%
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#### DROPOUT

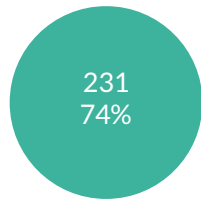
0	0%
---	----

### MALE

#### GRAD RATE



#### REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 312

#### NON DIPLOMA CRED

0	0%
---	----

#### STILL ENROLLED

10	3%
----	----

#### GED TRANSFER

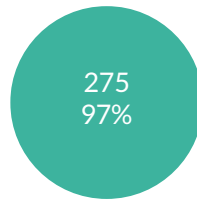
0	0%
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#### DROPOUT

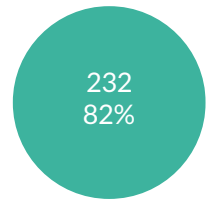
1	0%
---	----

### MALE

#### GRAD RATE



#### REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 283

#### NON DIPLOMA CRED

0	0%
---	----

#### STILL ENROLLED

8	3%
---	----

#### GED TRANSFER

0	0%
---	----

#### DROPOUT

0	0%
---	----

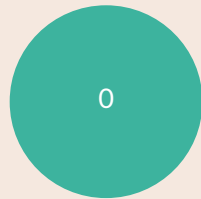
## BY ETHNICITY

### MULTIRACIAL

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: 0

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

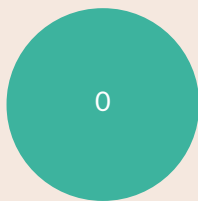


DROPOUT

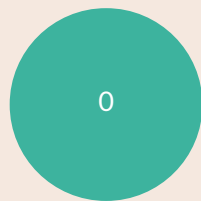


### AMERICAN INDIAN OR ALASKA NATIVE

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: 0

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

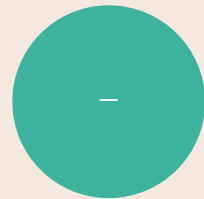


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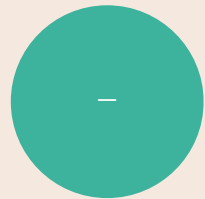


### MULTIRACIAL

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: -

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

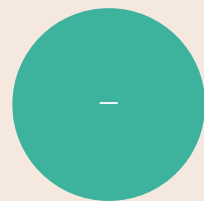


DROPOUT

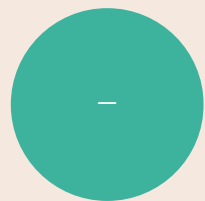


### AMERICAN INDIAN OR ALASKA NATIVE

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: -

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

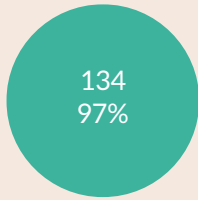


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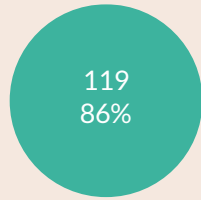


ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 138

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

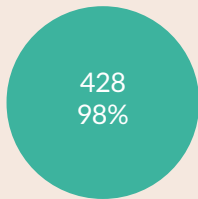


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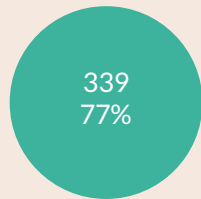


WHITE

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 438

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

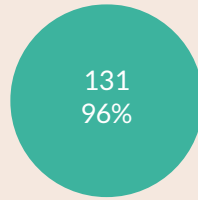


DROPOUT

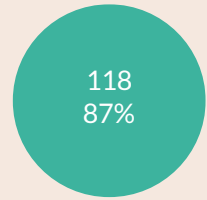


ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 136

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

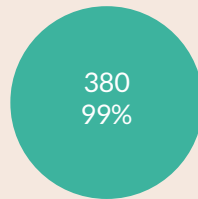


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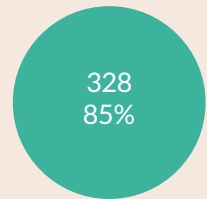


WHITE

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 384

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT

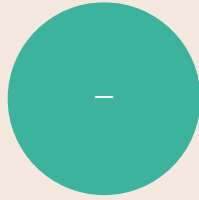


BLACK OR AFRICAN AMERICAN

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



HISPANIC OR LATINO

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

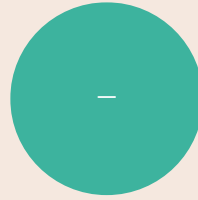


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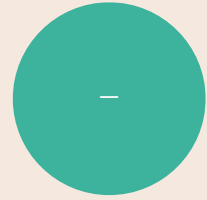


BLACK OR AFRICAN AMERICAN

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

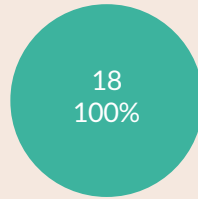


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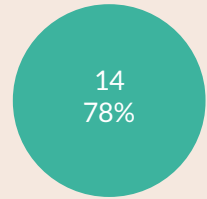


HISPANIC OR LATINO

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 18

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT





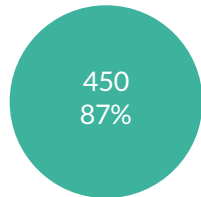
## OTHER GROUPS

### GENERAL-EDUCATION STUDENTS

#### GRAD RATE



#### REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 515

#### NON DIPLOMA CRED

0	0%
---	----

#### STILL ENROLLED

5	1%
---	----

#### GED TRANSFER

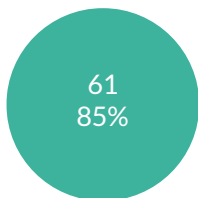
0	0%
---	----

#### DROPOUT

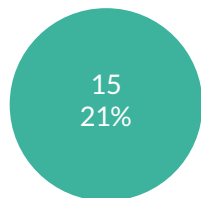
0	0%
---	----

### STUDENTS WITH DISABILITIES

#### GRAD RATE



#### REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 72

#### NON DIPLOMA CRED

0	0%
---	----

#### STILL ENROLLED

9	13%
---	-----

#### GED TRANSFER

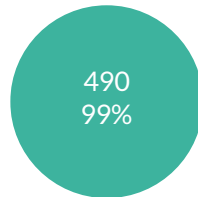
0	0%
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#### DROPOUT

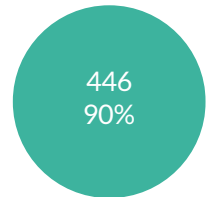
2	3%
---	----

### GENERAL-EDUCATION STUDENTS

#### GRAD RATE



#### REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 493

#### NON DIPLOMA CRED

0	0%
---	----

#### STILL ENROLLED

3	1%
---	----

#### GED TRANSFER

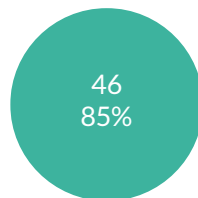
0	0%
---	----

#### DROPOUT

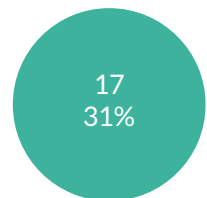
0	0%
---	----

### STUDENTS WITH DISABILITIES

#### GRAD RATE



#### REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 54

#### NON DIPLOMA CRED

0	0%
---	----

#### STILL ENROLLED

8	15%
---	-----

#### GED TRANSFER

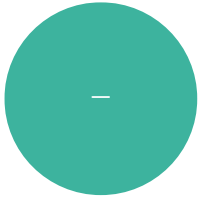
0	0%
---	----

#### DROPOUT

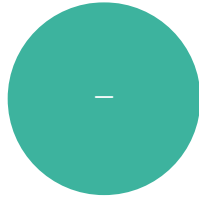
0	0%
---	----

# NON-ENGLISH LANGUAGE LEARNERS

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

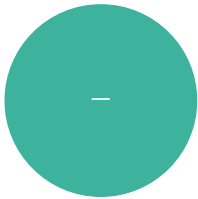


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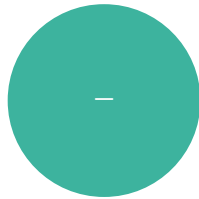


# ENGLISH LANGUAGE LEARNERS

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

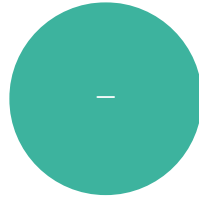


DROPOUT

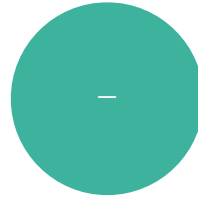


# NON-ENGLISH LANGUAGE LEARNERS

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

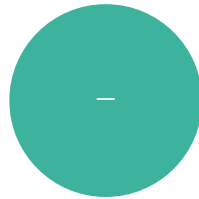


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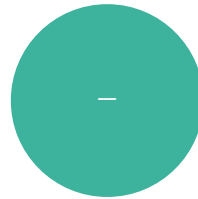


# ENGLISH LANGUAGE LEARNERS

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

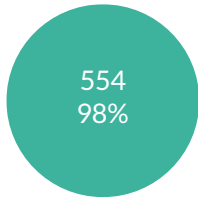


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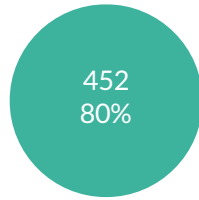


### NOT ECONOMICALLY DISADVANTAGED

#### GRAD RATE



#### REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 568

#### NON DIPLOMA CRED

0	0%
---	----

#### STILL ENROLLED

12	2%
----	----

#### GED TRANSFER

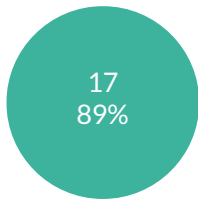
0	0%
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#### DROPOUT

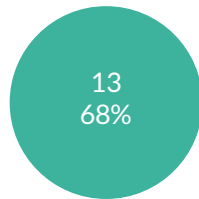
2	0%
---	----

### ECONOMICALLY DISADVANTAGED

#### GRAD RATE



#### REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 19

#### NON DIPLOMA CRED

0	0%
---	----

#### STILL ENROLLED

2	11%
---	-----

#### GED TRANSFER

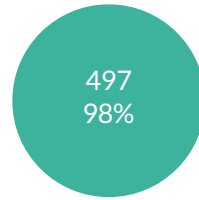
0	0%
---	----

#### DROPOUT

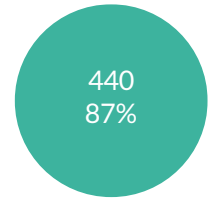
0	0%
---	----

### NOT ECONOMICALLY DISADVANTAGED

#### GRAD RATE



#### REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 507

#### NON DIPLOMA CRED

0	0%
---	----

#### STILL ENROLLED

10	2%
----	----

#### GED TRANSFER

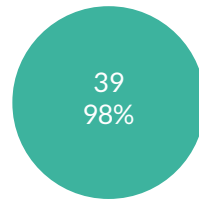
0	0%
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#### DROPOUT

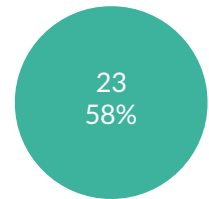
0	0%
---	----

### ECONOMICALLY DISADVANTAGED

#### GRAD RATE



#### REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 40

#### NON DIPLOMA CRED

0	0%
---	----

#### STILL ENROLLED

1	3%
---	----

#### GED TRANSFER

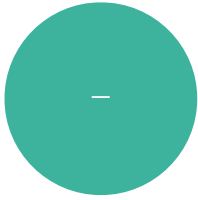
0	0%
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#### DROPOUT

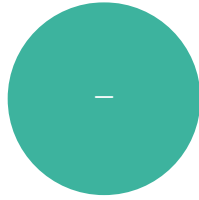
0	0%
---	----

NOT MIGRANT

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

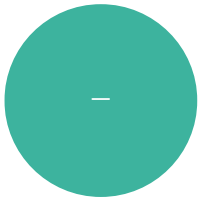


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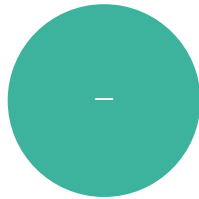


MIGRANT

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

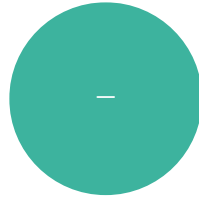


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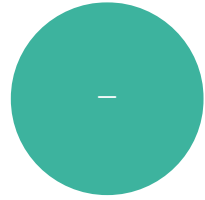


NOT MIGRANT

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

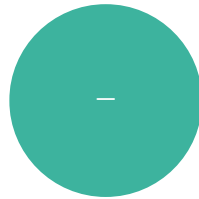


DROPOUT

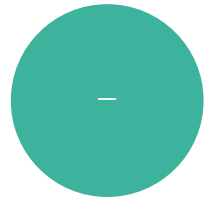


MIGRANT

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT

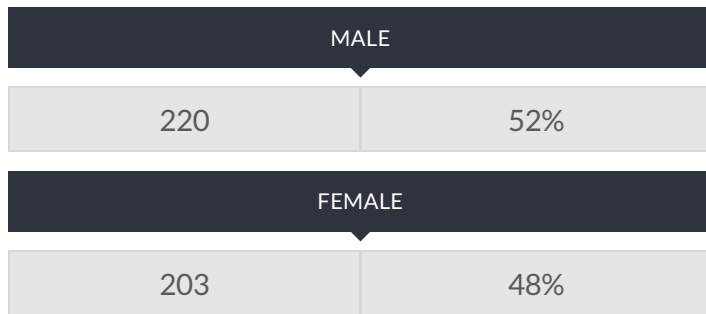


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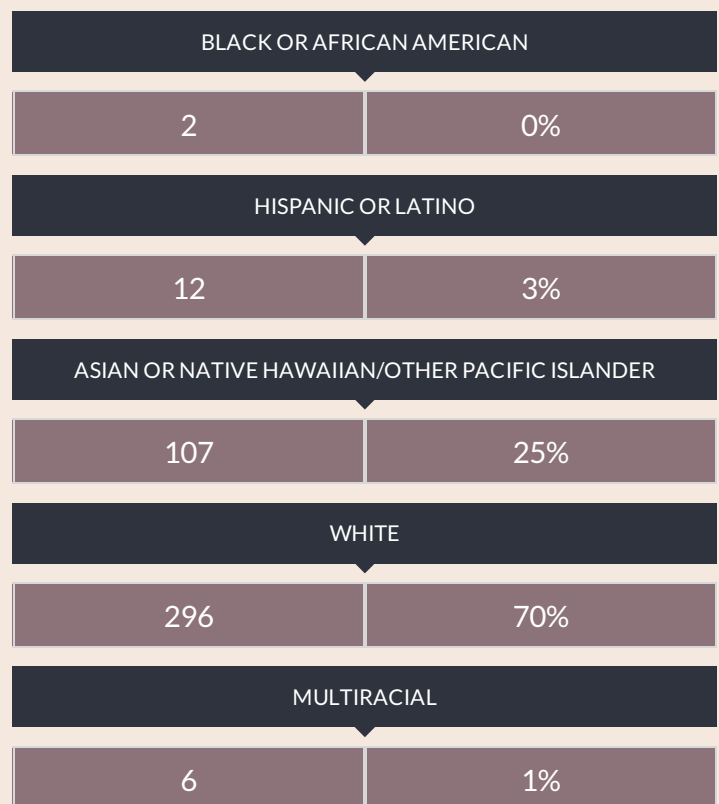
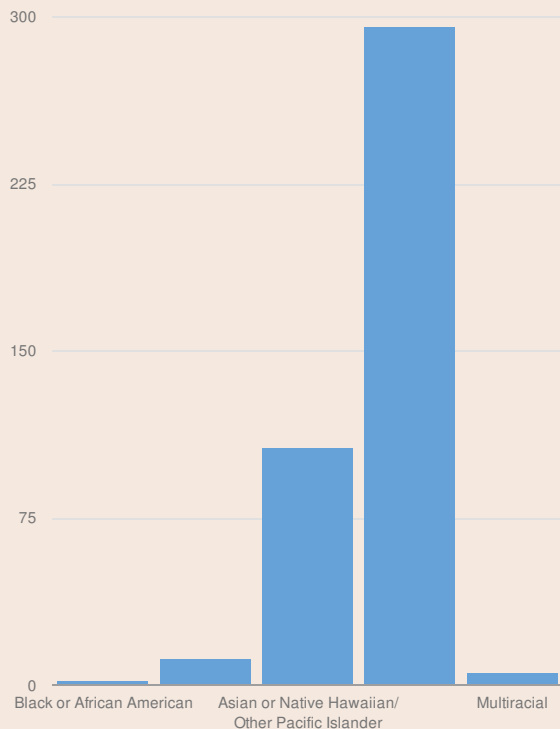
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**Section 2: School Report Card**  
**J. Irving Baylis Elementary School**

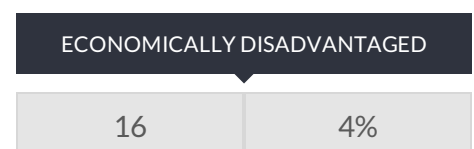
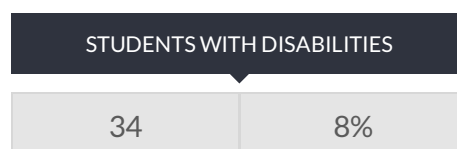
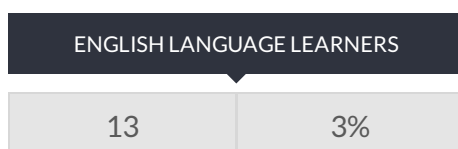
## ENROLLMENT BY GENDER



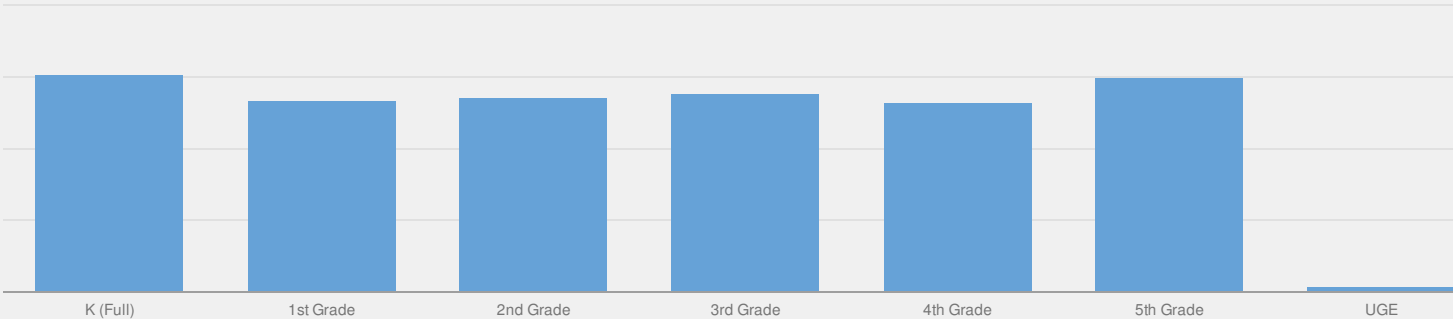
## ENROLLMENT BY ETHNICITY



## OTHER GROUPS



# ENROLLMENT BY GRADE



K (FULL DAY)		1ST GRADE		2ND GRADE		3RD GRADE	
76	18%	67	16%	68	16%	69	16%
4TH GRADE		5TH GRADE		UNGRADED ELEMENTARY			
66	16%	75	18%	2	0%		

## AVERAGE CLASS SIZE (2014 - 15)

COMMON BRANCH

23

## FREE AND REDUCED-PRICE LUNCH (2014 - 15)

ELIGIBLE FOR FREE LUNCH

7

2%

ELIGIBLE FOR REDUCED-PRICE LUNCH

4

1%

## ATTENDANCE (2013 - 14)

ANNUAL ATTENDANCE RATE

98%

## STUDENT SUSPENSIONS (2013 - 14)

STUDENT SUSPENSIONS

3

1%

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



## STAFF COUNTS (2014 - 15)

PRINCIPALS

1

ASSISTANT PRINCIPALS

0

OTHER PROFESSIONAL STAFF

2

PARAPROFESSIONALS

0

## TEACHER QUALIFICATIONS (2014 - 15)

TOTAL TEACHERS: 31

PERCENT WITH NO VALID TEACHING CERTIFICATE

0%

PERCENT TEACHING OUT OF CERTIFICATION

0%

PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE

0%

PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE

77%

TOTAL NUMBER OF CORE CLASSES

45

PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS SCHOOL

0%

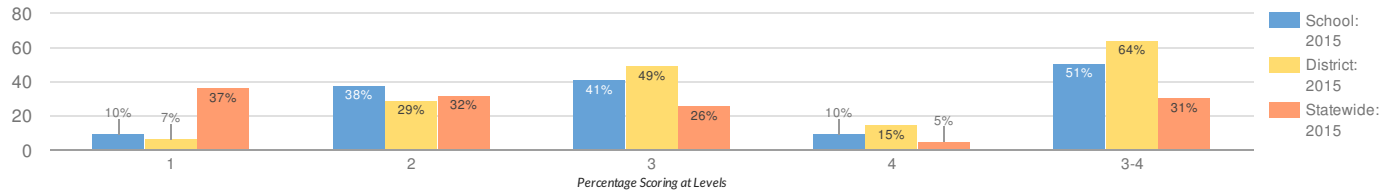
TOTAL NUMBER OF CLASSES

70

PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION

0%

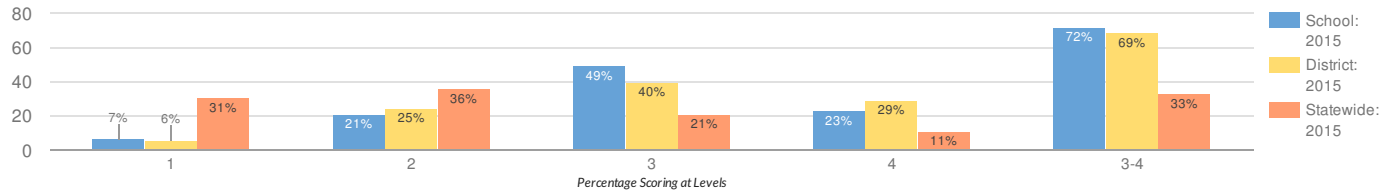
# GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 320

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	39	51%	4	10%	15	38%	16	41%	4	10%
GENERAL EDUCATION	35	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	16	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	22	55%	4	18%	6	27%	12	55%	0	0%
SMALL GROUP TOTAL	17	47%	0	0%	9	53%	4	24%	4	24%
FEMALE	15	60%	2	13%	4	27%	7	47%	2	13%
MALE	24	46%	2	8%	11	46%	9	38%	2	8%
NON-ENGLISH LANGUAGE LEARNERS	39	51%	4	10%	15	38%	16	41%	4	10%
ECONOMICALLY DISADVANTAGED	1	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	38	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	39	51%	4	10%	15	38%	16	41%	4	10%

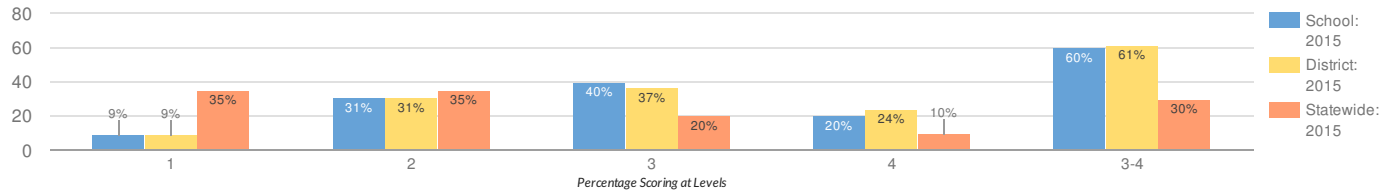
# GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 325

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	57	72%	4	7%	12	21%	28	49%	13	23%
GENERAL EDUCATION	50	82%	1	2%	8	16%	28	56%	13	26%
STUDENTS WITH DISABILITIES	7	0%	3	43%	4	57%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	13	_%	-	-	-	-	-	-	-	-
WHITE	43	74%	1	2%	10	23%	20	47%	12	28%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	14	64%	3	21%	2	14%	8	57%	1	7%
FEMALE	24	79%	0	0%	5	21%	12	50%	7	29%
MALE	33	67%	4	12%	7	21%	16	48%	6	18%
NON-ENGLISH LANGUAGE LEARNERS	55	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	1	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	56	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	57	72%	4	7%	12	21%	28	49%	13	23%

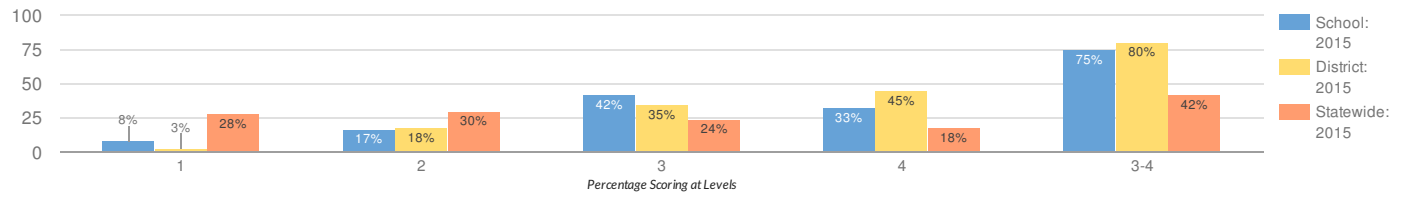
# GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 321

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	55	60%	5	9%	17	31%	22	40%	11	20%
GENERAL EDUCATION	50	64%	1	2%	17	34%	21	42%	11	22%
STUDENTS WITH DISABILITIES	5	20%	4	80%	0	0%	1	20%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	19	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	34	53%	3	9%	13	38%	12	35%	6	18%
SMALL GROUP TOTAL	21	71%	2	10%	4	19%	10	48%	5	24%
FEMALE	27	56%	2	7%	10	37%	9	33%	6	22%
MALE	28	64%	3	11%	7	25%	13	46%	5	18%
NON-ENGLISH LANGUAGE LEARNERS	55	60%	5	9%	17	31%	22	40%	11	20%
ECONOMICALLY DISADVANTAGED	3	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	52	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	55	60%	5	9%	17	31%	22	40%	11	20%

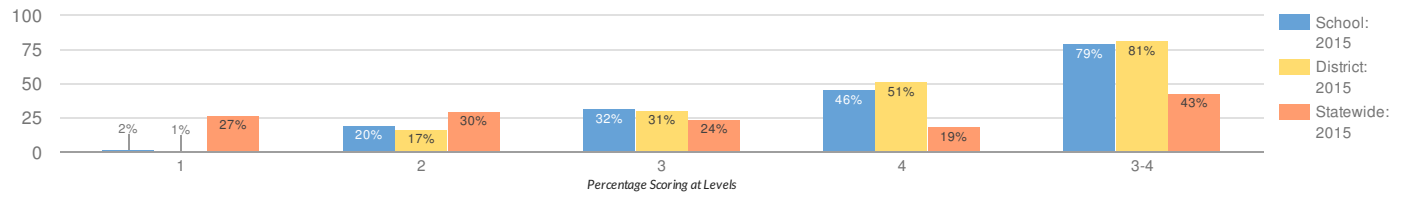
# GRADE 3 MATHEMATICS



MEAN SCORE: 327

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	36	75%	3	8%	6	17%	15	42%	12	33%
GENERAL EDUCATION	33	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	16	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	18	67%	3	17%	3	17%	9	50%	3	17%
SMALL GROUP TOTAL	18	83%	0	0%	3	17%	6	33%	9	50%
FEMALE	15	80%	3	20%	0	0%	6	40%	6	40%
MALE	21	71%	0	0%	6	29%	9	43%	6	29%
NON-ENGLISH LANGUAGE LEARNERS	36	75%	3	8%	6	17%	15	42%	12	33%
ECONOMICALLY DISADVANTAGED	1	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	35	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	36	75%	3	8%	6	17%	15	42%	12	33%

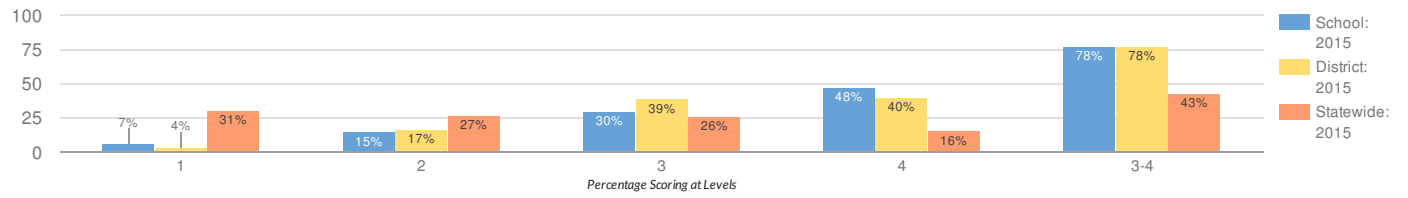
# GRADE 4 MATHEMATICS



MEAN SCORE: 338

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	56	79%	1	2%	11	20%	18	32%	26	46%
GENERAL EDUCATION	49	88%	0	0%	6	12%	17	35%	26	53%
STUDENTS WITH DISABILITIES	7	14%	1	14%	5	71%	1	14%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	14	_%	-	-	-	-	-	-	-	-
WHITE	41	80%	1	2%	7	17%	12	29%	21	51%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	15	73%	0	0%	4	27%	6	40%	5	33%
FEMALE	24	71%	0	0%	7	29%	6	25%	11	46%
MALE	32	84%	1	3%	4	13%	12	38%	15	47%
NON-ENGLISH LANGUAGE LEARNERS	54	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	1	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	55	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	56	79%	1	2%	11	20%	18	32%	26	46%

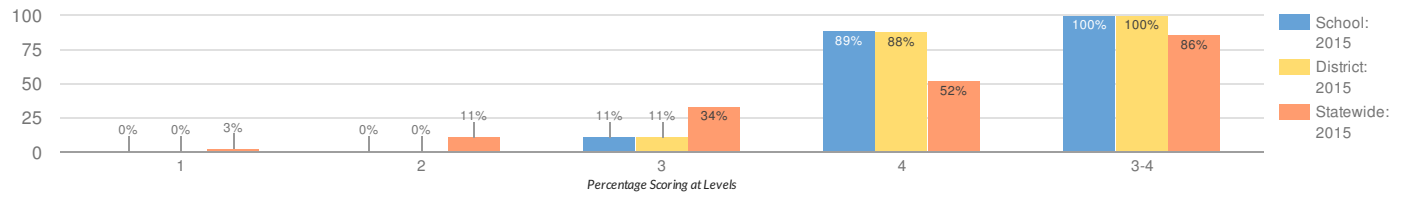
# GRADE 5 MATHEMATICS



MEAN SCORE: 342

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	54	78%	4	7%	8	15%	16	30%	26	48%
GENERAL EDUCATION	49	84%	1	2%	7	14%	16	33%	25	51%
STUDENTS WITH DISABILITIES	5	20%	3	60%	1	20%	0	0%	1	20%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	17	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	35	74%	2	6%	7	20%	13	37%	13	37%
SMALL GROUP TOTAL	19	84%	2	11%	1	5%	3	16%	13	68%
FEMALE	25	72%	2	8%	5	20%	9	36%	9	36%
MALE	29	83%	2	7%	3	10%	7	24%	17	59%
NON-ENGLISH LANGUAGE LEARNERS	54	78%	4	7%	8	15%	16	30%	26	48%
ECONOMICALLY DISADVANTAGED	3	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	51	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	54	78%	4	7%	8	15%	16	30%	26	48%

# GRADE 4 SCIENCE



MEAN SCORE: 91

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	65	100%	0	0%	0	0%	7	11%	58	89%
GENERAL EDUCATION	57	100%	0	0%	0	0%	3	5%	54	95%
STUDENTS WITH DISABILITIES	8	100%	0	0%	0	0%	4	50%	4	50%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	14	_%	-	-	-	-	-	-	-	-
WHITE	50	100%	0	0%	0	0%	4	8%	46	92%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	15	100%	0	0%	0	0%	3	20%	12	80%
FEMALE	29	100%	0	0%	0	0%	4	14%	25	86%
MALE	36	100%	0	0%	0	0%	3	8%	33	92%
NON-ENGLISH LANGUAGE LEARNERS	63	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	1	_%	-	-	-	-	-	-	-	-
NOTECONOMICALLY DISADVANTAGED	64	_%	-	-	-	-	-	-	-	-
NOTMIGRANT	65	100%	0	0%	0	0%	7	11%	58	89%



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	_%	-	-	-	-

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

## KINDERGARTEN

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	7	0%	0%	14%	86%	0%
GENERAL EDUCATION	6	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

## GRADE 1

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

## GRADE 3

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

## GRADE 4

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

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

## ALL STUDENTS

MADE AYP: **NO**

TESTED 95%

**NO**STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

433\*

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

85%\*

PI >= EAMO OR SAFE  
HARBOR TARGET**YES**TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

151

PI

155

EAMO

89

SAFE HARBOR TARGET

89

## AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

0

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## BLACK OR AFRICAN AMERICAN

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

1

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

0

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## HISPANIC OR LATINO

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

5

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

3

PI

—

EAMO

—

SAFE HARBOR TARGET

—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: YES

TESTED 95%

YES

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

50

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

98%

PI >= EAMO OR SAFE  
HARBOR TARGET

YES

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

47

PI

162

EAMO

109

SAFE HARBOR TARGET

109

WHITE

MADE AYP: NO

TESTED 95%

NO

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

317\*

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

81%\*

PI >= EAMO OR SAFE  
HARBOR TARGET

YES

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

100

PI

155

EAMO

104

SAFE HARBOR TARGET

104

MULTIRACIAL

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

2

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

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

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	29	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	17	—	—	—

LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	3	—

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

ECONOMICALLY DISADVANTAGED

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	—	—	—

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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

433\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

85%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

151

PI

155

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

431\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

85%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

151

PI

155

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

425\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

85%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

148

PI

156

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

330\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

80%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

104

PI

152

## NOT WHITE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

116\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

95%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

51

PI

155

## NOT MULTIRACIAL

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

430\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

85%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

150

PI

156

# GENERAL EDUCATION

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

379\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

86%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

134

PI

167

# ENGLISH PROFICIENT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

428\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

85%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

149

PI

157

# NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

425\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

85%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

146

PI

156

# MALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

227\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

89%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

85

PI

151

# FEMALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

206\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

80%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

66

PI

161

# MIGRANT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

0

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

0

PI

—

# NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
433*	85%*	151	155

— 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	433*		84%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
YES	146	172	85	85	
AMERICAN INDIAN OR ALASKA NATIVE					
MADE AYP: —					
TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	0		—		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
—	0	—	—	—	
BLACK OR AFRICAN AMERICAN					
MADE AYP: —					
TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	1		—		



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

## HISPANIC OR LATINO

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	5	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	4	—	—	—

## ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: YES

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
YES	50	96%

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	46	180	123	123

## WHITE

MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
NO	317*	80%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	95	169	100	100

## MULTIRACIAL

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

2

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI  $\geq$  EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

1

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

29

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI  $\geq$  EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

16

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

3

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI  $\geq$  EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

2

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## ECONOMICALLY DISADVANTAGED

MADE AYP: —

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

433\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

84%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

146

PI

172

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

431\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

84%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

146

PI

172

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

425\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

84%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

142

PI

173

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

330\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

79%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

100

PI

168

## NOT WHITE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

116\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

95%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

51

PI

176

## NOT MULTIRACIAL

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

430\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

84%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

145

PI

172

### GENERAL EDUCATION

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

379\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

85%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

130

PI

182

### ENGLISH PROFICIENT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

428\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

84%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

144

PI

172

### NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

425\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

84%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

141

PI

172

### MALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

227\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

89%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

82

PI

177

### FEMALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

206\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

79%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

64

PI

166

### MIGRANT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

0

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

0

PI

—

### NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
433*	84%*	146	172

— 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: <b>YES</b>				
TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
<b>YES</b>	68	99%		
PI ≥ EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
<b>YES</b>	67	200	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		
—	0	—		

PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	0	—	—	—
HISPANIC OR LATINO				
MADE AYP: —				
TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
—	0		—	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	0	—	—	—
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	
—	15		—	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	15	—	—	—
WHITE				
MADE AYP: YES				
TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
YES	52		98%	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	51	200	180	180

## MULTIRACIAL

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

1

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI ≥ EAMO OR  
PROGRESS TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

1

PI

—

EAMO

—

PROGRESS TARGET

—

## STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

10

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI ≥ EAMO OR  
PROGRESS TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

10

PI

—

EAMO

—

PROGRESS TARGET

—

## LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

2

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI ≥ EAMO OR  
PROGRESS TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

2

PI

—

EAMO

—

PROGRESS TARGET

—

## ECONOMICALLY DISADVANTAGED

MADE AYP: —

TESTED 80%

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES



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

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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

68

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

99%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

67

PI

200

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

68

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

99%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

67

PI

200

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

68

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

99%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

67

PI

200

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

53

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

98%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

52

PI

200

## NOT WHITE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

16

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

16

PI

—

## NOT MULTIRACIAL

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

67

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

99%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

66

PI

200

### GENERAL EDUCATION

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

58

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

98%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

57

PI

200

### ENGLISH PROFICIENT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

66

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

98%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

65

PI

200

### NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

67

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

99%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

66

PI

200

### MALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

37

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

37

PI

200

### FEMALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

31

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

30

PI

200

### MIGRANT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

0

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

0

PI

—

### NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

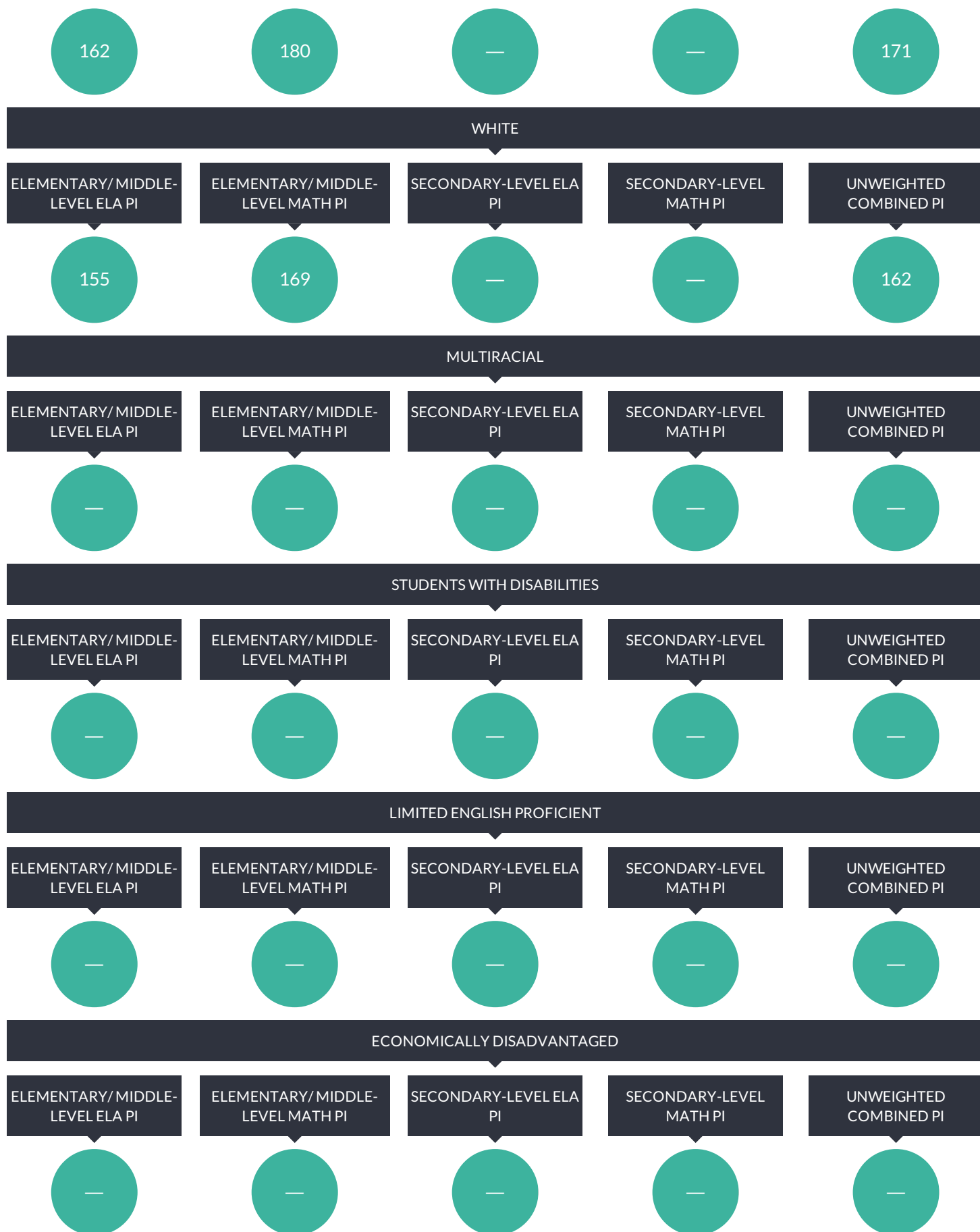
PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
68	99%	67	200

— 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.

## UNWEIGHTED COMBINED ELA AND MATH PIS

ALL STUDENTS				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
155	172	—	—	164
AMERICAN INDIAN OR ALASKA NATIVE				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—
BLACK OR AFRICAN AMERICAN				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—
HISPANIC OR LATINO				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—

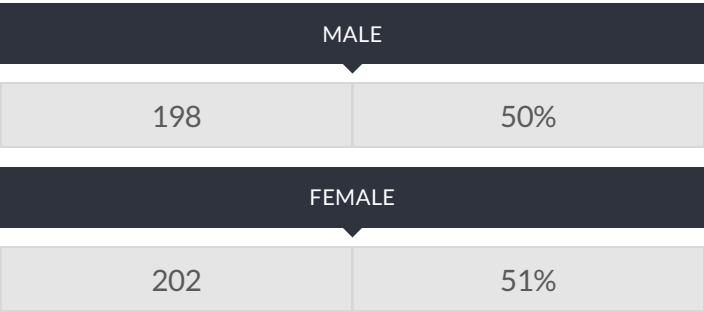


— There were not enough students to determine a Performance Index.

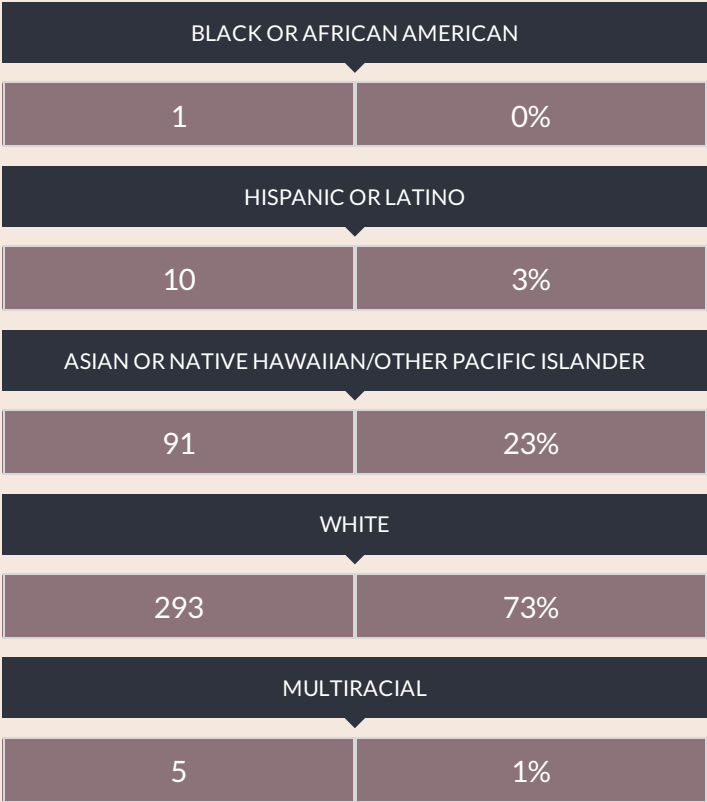
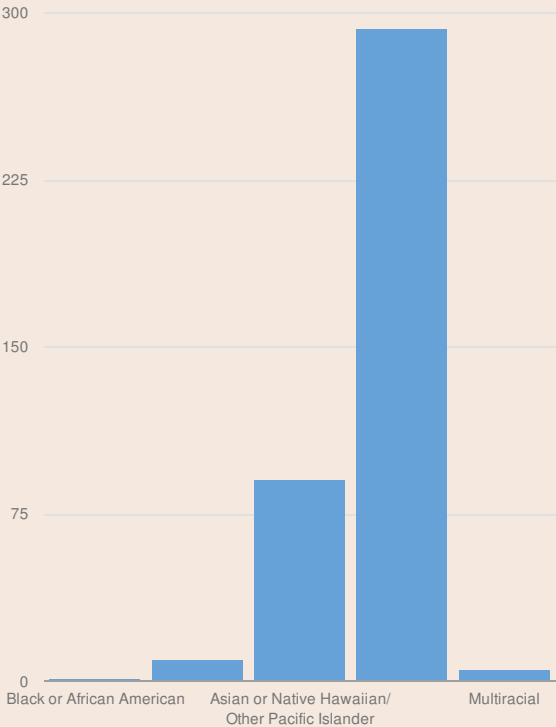


**Section 3: School Report Card**  
**Berry Hill Elementary School**

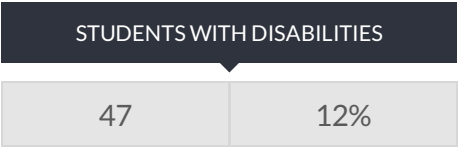
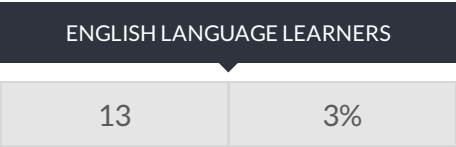
ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY

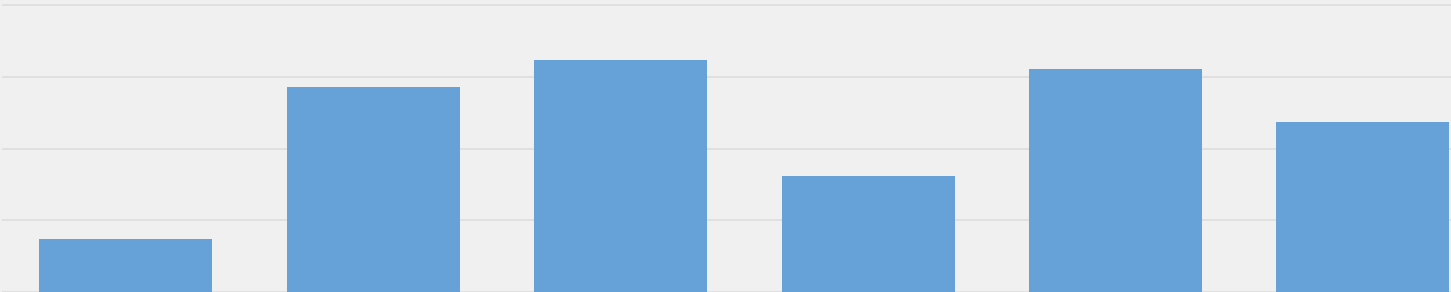


OTHER GROUPS





# ENROLLMENT BY GRADE



K (Full)

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

K (FULL DAY)

1ST GRADE

2ND GRADE

3RD GRADE

54

14%

71

18%

74

19%

61

15%

4TH GRADE

5TH GRADE

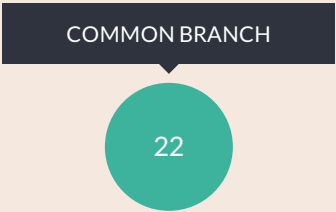
73

18%

67

17%

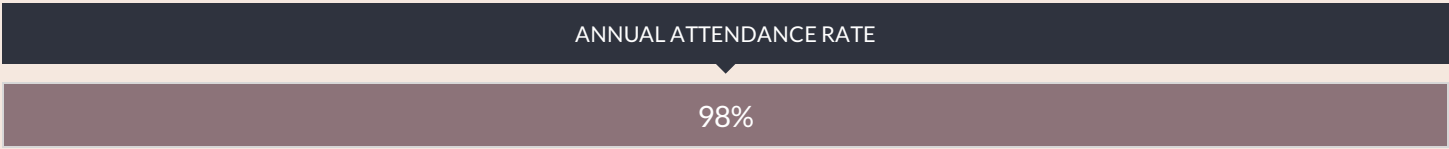
AVERAGE CLASS SIZE (2014 - 15)



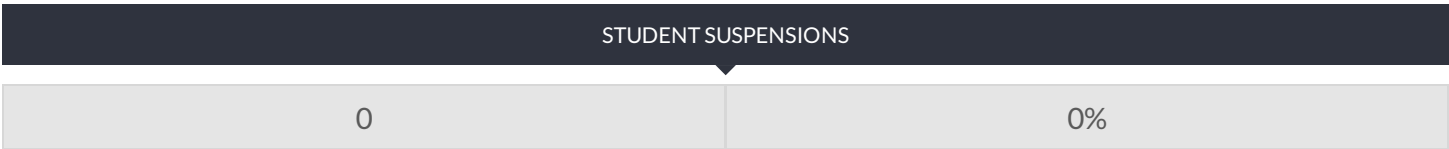
FREE AND REDUCED-PRICE LUNCH (2014 - 15)



ATTENDANCE (2013 - 14)



STUDENT SUSPENSIONS (2013 - 14)



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

## STAFF COUNTS (2014 - 15)

PRINCIPALS

1

ASSISTANT PRINCIPALS

0

OTHER PROFESSIONAL STAFF

3

PARAPROFESSIONALS

0

## TEACHER QUALIFICATIONS (2014 - 15)

TOTAL TEACHERS: 34

PERCENT WITH NO VALID TEACHING CERTIFICATE

0%

PERCENT TEACHING OUT OF CERTIFICATION

0%

PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE

3%

PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE

82%

TOTAL NUMBER OF CORE CLASSES

47

PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS SCHOOL

0%

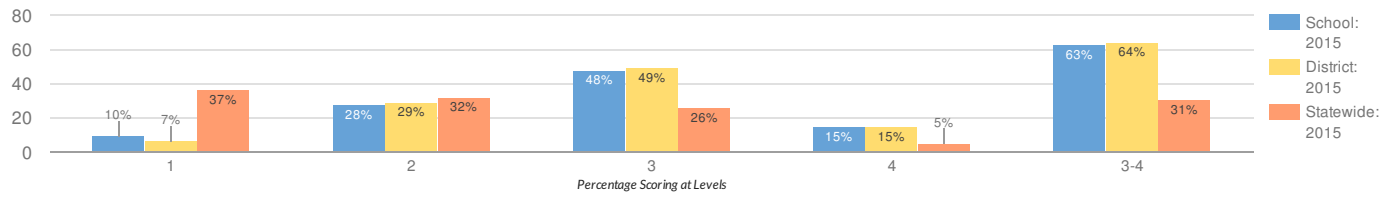
TOTAL NUMBER OF CLASSES

85

PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION

1%

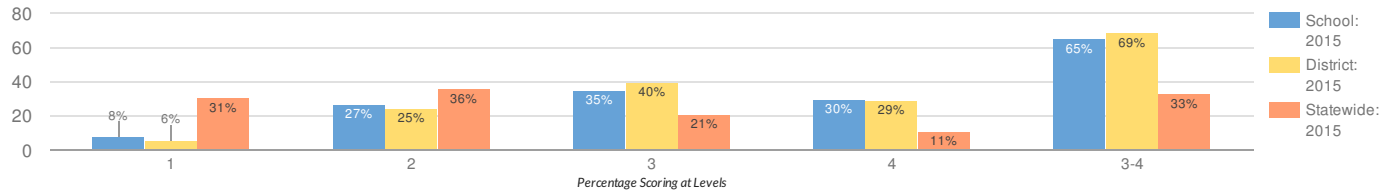
# GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 323

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	40	63%	4	10%	11	28%	19	48%	6	15%
GENERAL EDUCATION	39	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	14	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	23	65%	2	9%	6	26%	10	43%	5	22%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	17	59%	2	12%	5	29%	9	53%	1	6%
FEMALE	23	70%	1	4%	6	26%	10	43%	6	26%
MALE	17	53%	3	18%	5	29%	9	53%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	38	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	3	_%	-	-	-	-	-	-	-	-
NOTECONOMICALLY DISADVANTAGED	37	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	40	63%	4	10%	11	28%	19	48%	6	15%

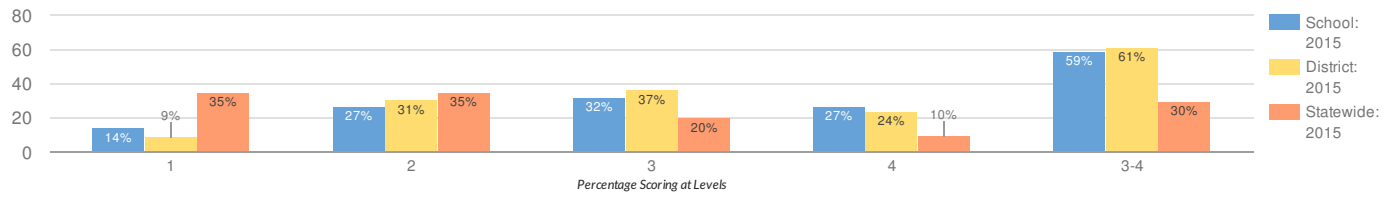
# GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 327

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	60	65%	5	8%	16	27%	21	35%	18	30%
GENERAL EDUCATION	53	70%	3	6%	13	25%	19	36%	18	34%
STUDENTS WITH DISABILITIES	7	29%	2	29%	3	43%	2	29%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	16	_%	-	-	-	-	-	-	-	-
WHITE	43	60%	5	12%	12	28%	17	40%	9	21%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	17	76%	0	0%	4	24%	4	24%	9	53%
FEMALE	36	69%	2	6%	9	25%	12	33%	13	36%
MALE	24	58%	3	13%	7	29%	9	38%	5	21%
NON-ENGLISH LANGUAGE LEARNERS	57	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	1	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	59	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	60	65%	5	8%	16	27%	21	35%	18	30%

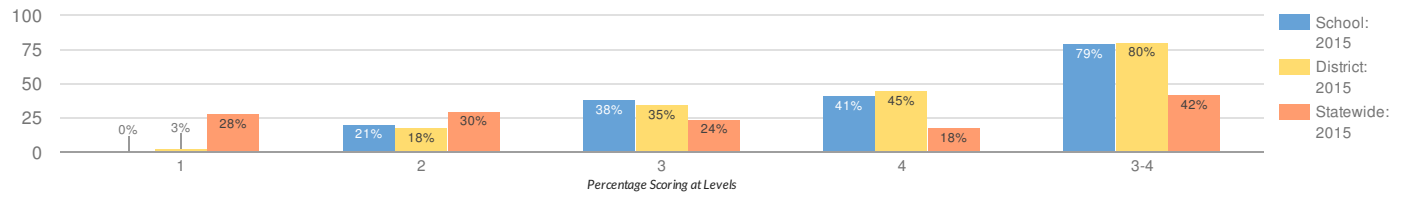
# GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 321

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	37	59%	5	14%	10	27%
GENERAL EDUCATION	31	65%	2	6%	9	29%
STUDENTS WITH DISABILITIES	6	33%	3	50%	1	17%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	6	_%	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-
WHITE	30	60%	5	17%	7	23%
SMALL GROUP TOTAL	7	57%	0	0%	3	43%
FEMALE	13	62%	2	15%	3	23%
MALE	24	58%	3	13%	7	29%
NON-ENGLISH LANGUAGE LEARNERS	36	_%	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-
ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-
NOTECONOMICALLY DISADVANTAGED	35	_%	-	-	-	-
NOTMIGRANT	37	59%	5	14%	10	27%

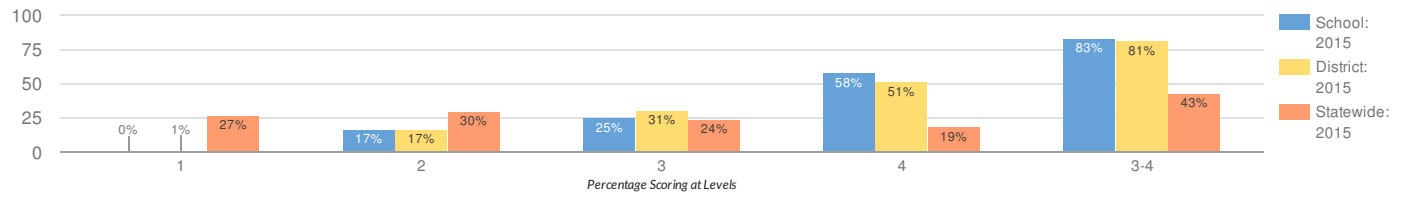
# GRADE 3 MATHEMATICS



MEAN SCORE: 335

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	39	79%	0	0%	8	21%	15	38%	16	41%
GENERAL EDUCATION	38	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	13	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	23	91%	0	0%	2	9%	11	48%	10	43%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	16	63%	0	0%	6	38%	4	25%	6	38%
FEMALE	22	82%	0	0%	4	18%	10	45%	8	36%
MALE	17	76%	0	0%	4	24%	5	29%	8	47%
NON-ENGLISH LANGUAGE LEARNERS	37	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	3	_%	-	-	-	-	-	-	-	-
NOTECONOMICALLY DISADVANTAGED	36	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	39	79%	0	0%	8	21%	15	38%	16	41%

# GRADE 4 MATHEMATICS

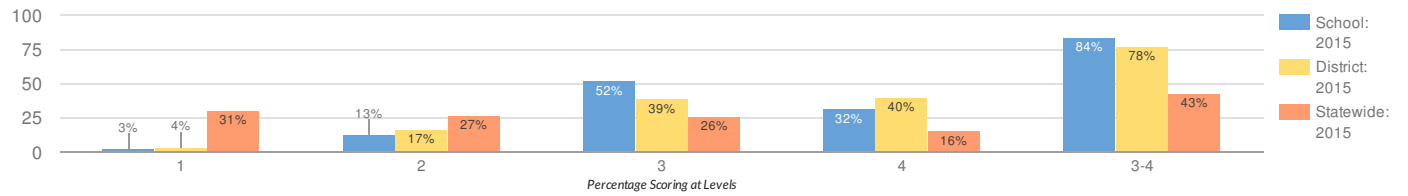


MEAN SCORE: 346

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	52	83%	0	0%	9	17%	13	25%	30	58%
GENERAL EDUCATION	48	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	17	_%	-	-	-	-	-	-	-	-
WHITE	34	76%	0	0%	8	24%	11	32%	15	44%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	18	94%	0	0%	1	6%	2	11%	15	83%
FEMALE	29	86%	0	0%	4	14%	11	38%	14	48%
MALE	23	78%	0	0%	5	22%	2	9%	16	70%
NON-ENGLISH LANGUAGE LEARNERS	48	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	1	_%	-	-	-	-	-	-	-	-
NOTECONOMICALLY DISADVANTAGED	51	_%	-	-	-	-	-	-	-	-
NOTMIGRANT	52	83%	0	0%	9	17%	13	25%	30	58%



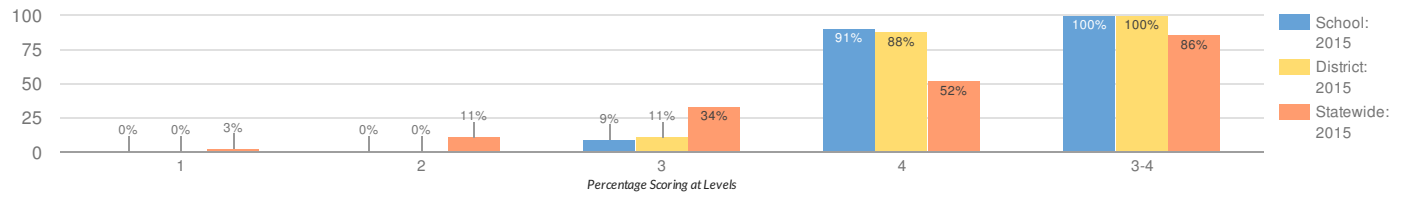
# GRADE 5 MATHEMATICS



MEAN SCORE: 337

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	31	84%	1	3%	4	13%	16	52%	10	32%
GENERAL EDUCATION	29	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	6	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	24	88%	0	0%	3	13%	14	58%	7	29%
SMALL GROUP TOTAL	7	71%	1	14%	1	14%	2	29%	3	43%
FEMALE	10	80%	1	10%	1	10%	6	60%	2	20%
MALE	21	86%	0	0%	3	14%	10	48%	8	38%
NON-ENGLISH LANGUAGE LEARNERS	30	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-	-	-	-	-
NOTECONOMICALLY DISADVANTAGED	29	_%	-	-	-	-	-	-	-	-
NOTMIGRANT	31	84%	1	3%	4	13%	16	52%	10	32%

# GRADE 4 SCIENCE



MEAN SCORE: 94

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	67	100%	0	0%	0	0%	6	9%	61	91%
GENERAL EDUCATION	59	100%	0	0%	0	0%	4	7%	55	93%
STUDENTS WITH DISABILITIES	8	100%	0	0%	0	0%	2	25%	6	75%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	17	_%	-	-	-	-	-	-	-	-
WHITE	49	100%	0	0%	0	0%	5	10%	44	90%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	18	100%	0	0%	0	0%	1	6%	17	94%
FEMALE	38	100%	0	0%	0	0%	3	8%	35	92%
MALE	29	100%	0	0%	0	0%	3	10%	26	90%
NON-ENGLISH LANGUAGE LEARNERS	63	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	1	_%	-	-	-	-	-	-	-	-
NOTECONOMICALLY DISADVANTAGED	66	_%	-	-	-	-	-	-	-	-
NOTMIGRANT	67	100%	0	0%	0	0%	6	9%	61	91%

RECENTLY ARRIVED LEP STUDENTS (2014 - 15)

RECENTLY ARRIVED LEP STUDENTS TAKING  
NYSESLAT IN LIEU OF NYSTP

GRADE 4



RECENTLY ARRIVED LEP STUDENTS NOT  
TESTED ON THE ELA NYSTP

GRADE 4



ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

## ALL STUDENTS

MADE AYP: **NO**

TESTED 95%

**NO**STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

419\*

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

84%\*

PI >= EAMO OR SAFE  
HARBOR TARGET**YES**TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

136

PI

153

EAMO

88

SAFE HARBOR TARGET

88

## AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

0

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## BLACK OR AFRICAN AMERICAN

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

0

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## HISPANIC OR LATINO

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

4

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

3

PI

—

EAMO

—

SAFE HARBOR TARGET

—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: YES

TESTED 95%

YES

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

81\*

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

95%\*

PI >= EAMO OR SAFE  
HARBOR TARGET

YES

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

35

PI

163

EAMO

107

SAFE HARBOR TARGET

107

WHITE

MADE AYP: NO

TESTED 95%

NO

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

327\*

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

82%\*

PI >= EAMO OR SAFE  
HARBOR TARGET

YES

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

96

PI

149

EAMO

104

SAFE HARBOR TARGET

104

MULTIRACIAL

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

2

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

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

## STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	27	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	14	—	—	—

## LIMITED ENGLISH PROFICIENT

MADE AYP: —

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

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

## ECONOMICALLY DISADVANTAGED

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	8	—

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

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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

419\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

84%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

136

PI

153

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

419\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

84%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

136

PI

153

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

412\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

84%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

133

PI

153

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

338\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

82%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

101

PI

150

## NOT WHITE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

92\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

95%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

40

PI

163

## NOT MULTIRACIAL

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

415\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

84%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

134

PI

152

# GENERAL EDUCATION

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

362\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

86%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

122

PI

161

# ENGLISH PROFICIENT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

406\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

84%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

130

PI

155

# NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

408\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

85%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

130

PI

155

# MALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

221\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

82%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

64

PI

144

# FEMALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

198\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

87%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

72

PI

161

# MIGRANT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

0

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

0

PI

—

# NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI



THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
419*	84%*	136	153

— 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	418*		80%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
YES	121	181	85	85	
AMERICAN INDIAN OR ALASKA NATIVE					
MADE AYP: —					
TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	0		—		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
—	0	—	—	—	
BLACK OR AFRICAN AMERICAN					
MADE AYP: —					
TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	0		—		

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

## HISPANIC OR LATINO

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	4	—

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

## ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
<b>NO</b>	80*	94%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
<b>YES</b>	35	183	121	121

## WHITE

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
<b>NO</b>	327*	76%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
<b>YES</b>	81	184	99	99

## MULTIRACIAL

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

2

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

2

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

27

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

7

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

7

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

7

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## ECONOMICALLY DISADVANTAGED

MADE AYP: —

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

418\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

80%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

121

PI

181

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

418\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

80%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

121

PI

181

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

411\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

80%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

118

PI

183

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

338\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

77%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

86

PI

180

## NOT WHITE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

91\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

93%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

40

PI

175

## NOT MULTIRACIAL

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

414\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

80%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

119

PI

182

# GENERAL EDUCATION

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

361\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

83%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

114

PI

184

# ENGLISH PROFICIENT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

405\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

80%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

114

PI

183

# NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

407\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

80%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

115

PI

183

# MALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

221\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

79%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

60

PI

180

# FEMALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

197\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

82%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

61

PI

182

# MIGRANT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

0

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

0

PI

—

# NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
418*	80%*	121	181

— 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: <b>YES</b>				
TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
<b>YES</b>	73	92%		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
<b>YES</b>	66	200	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		
—	0	—		

PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	0	—	—	—
HISPANIC OR LATINO				
MADE AYP: —				
TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
—	0		—	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	0	—	—	—
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	
—	17		—	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	16	—	—	—
WHITE				
MADE AYP: YES				
TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
YES	55		89%	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	49	200	179	179



## MULTIRACIAL

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

1

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI ≥ EAMO OR  
PROGRESS TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

1

PI

—

EAMO

—

PROGRESS TARGET

—

## STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

11

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI ≥ EAMO OR  
PROGRESS TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

8

PI

—

EAMO

—

PROGRESS TARGET

—

## LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

4

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI ≥ EAMO OR  
PROGRESS TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

4

PI

—

EAMO

—

PROGRESS TARGET

—

## ECONOMICALLY DISADVANTAGED

MADE AYP: —

TESTED 80%

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

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

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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

73

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

92%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

66

PI

200

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

73

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

92%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

66

PI

200

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

73

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

92%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

66

PI

200

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

56

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

89%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

50

PI

200

## NOT WHITE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

18

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

17

PI

—

## NOT MULTIRACIAL

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

72

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

92%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

65

PI

200

# GENERAL EDUCATION

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

62

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

95%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

58

PI

200

# ENGLISH PROFICIENT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

69

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

91%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

62

PI

200

# NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

72

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

92%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

65

PI

200

# MALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

32

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

28

PI

—

# FEMALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

41

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

93%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

38

PI

200

# MIGRANT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

0

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

0

PI

—

# NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

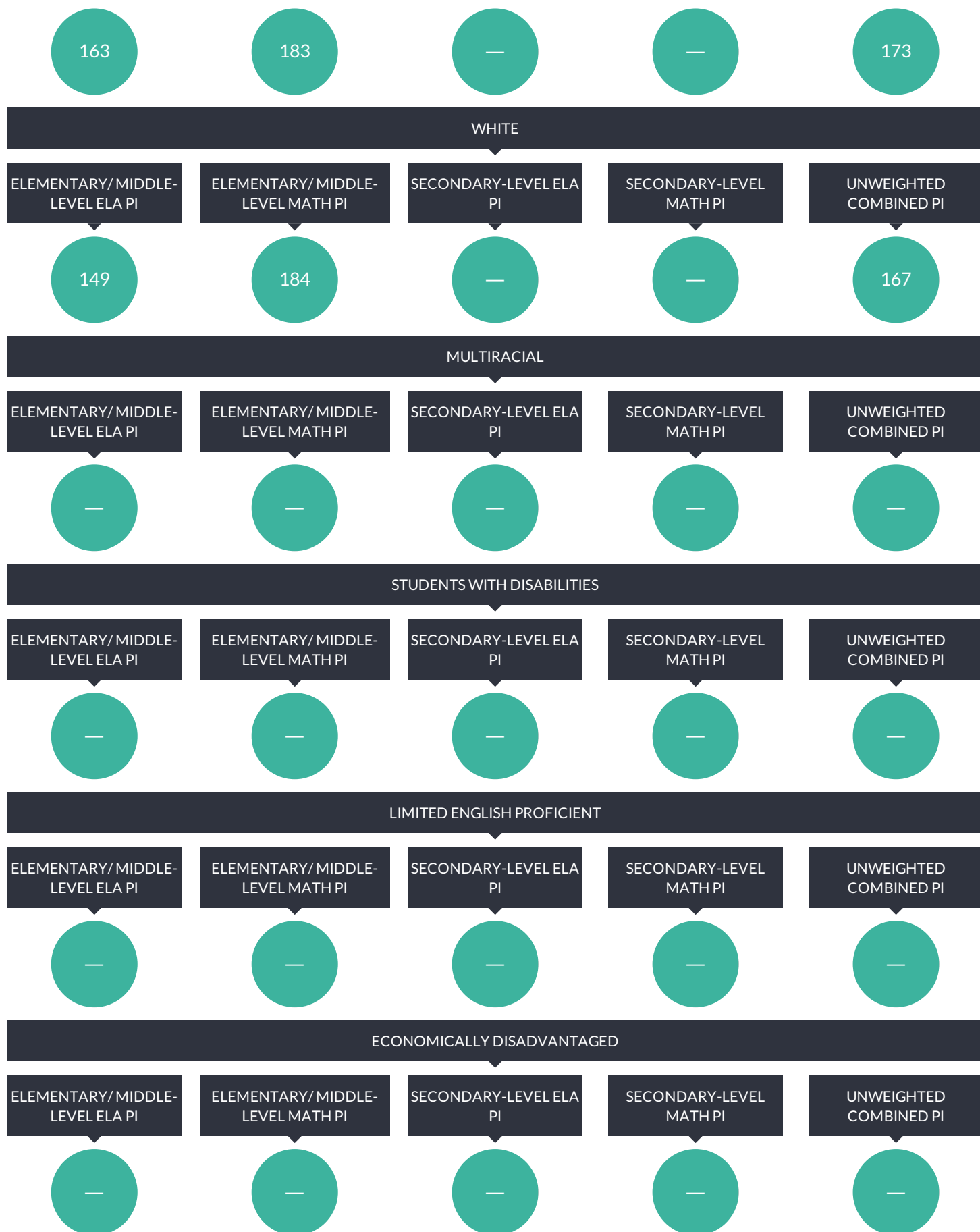
PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
73	92%	66	200

— 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.

## UNWEIGHTED COMBINED ELA AND MATH PIS

ALL STUDENTS				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
153	181	—	—	167
AMERICAN INDIAN OR ALASKA NATIVE				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—
BLACK OR AFRICAN AMERICAN				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—
HISPANIC OR LATINO				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—



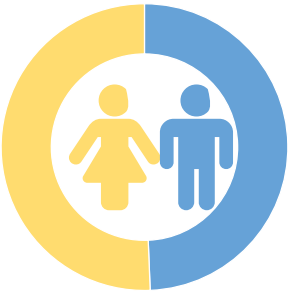
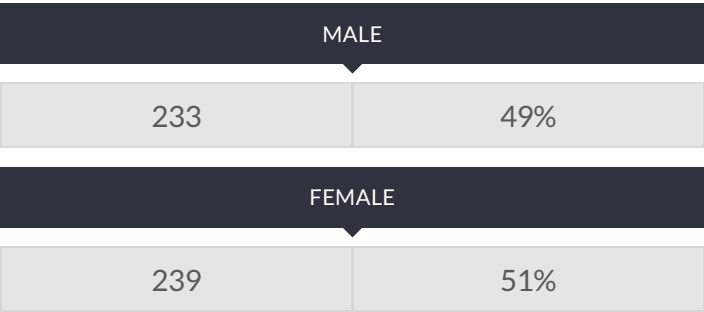
— There were not enough students to determine a Performance Index.



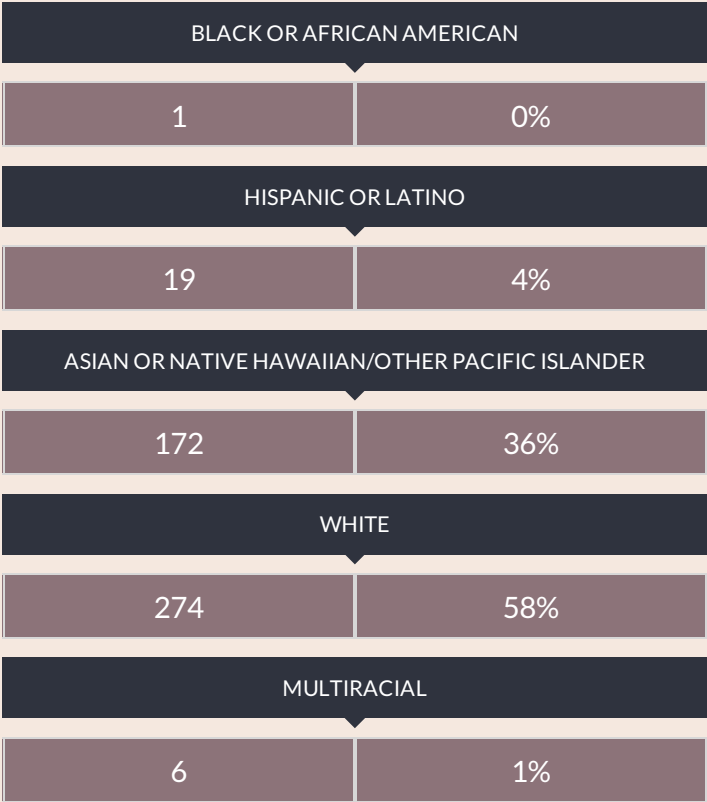
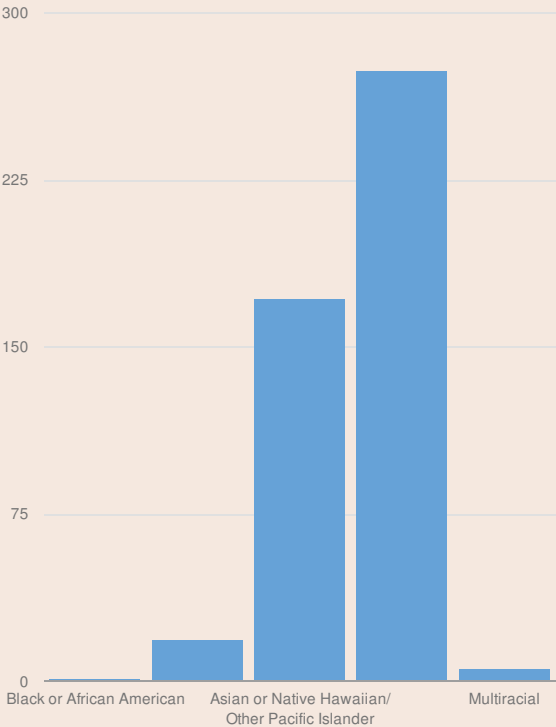
**Section 4: School Report Card**  
**Robbins Lane Elementary School**



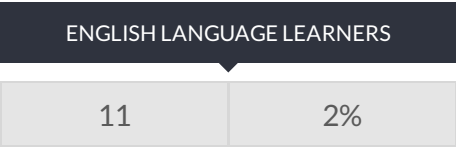
ENROLLMENT BY GENDER



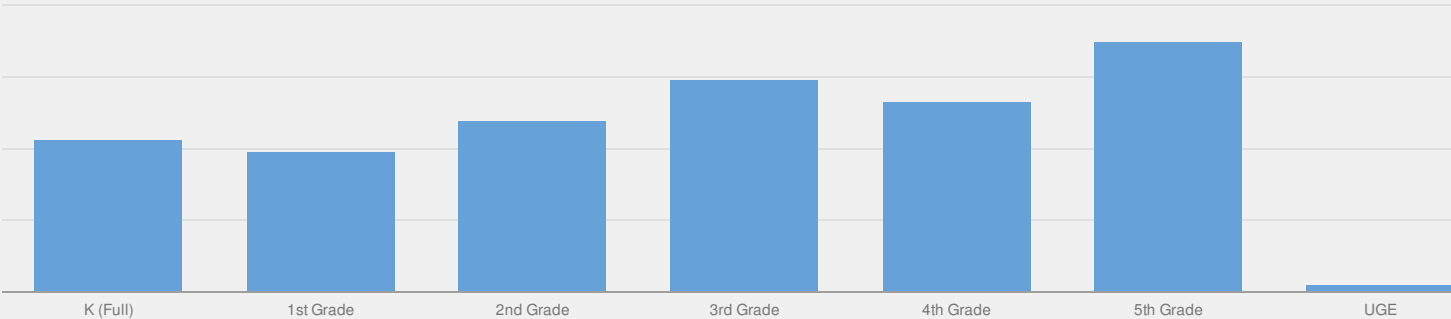
ENROLLMENT BY ETHNICITY



OTHER GROUPS

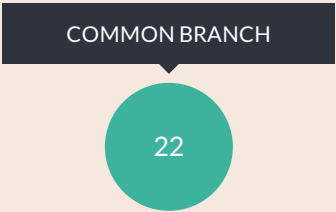


# ENROLLMENT BY GRADE



K (FULL DAY)		1ST GRADE		2ND GRADE		3RD GRADE	
64	14%	59	13%	72	15%	89	19%
4TH GRADE		5TH GRADE		UNGRADED ELEMENTARY			
80	17%	105	22%	3	1%		

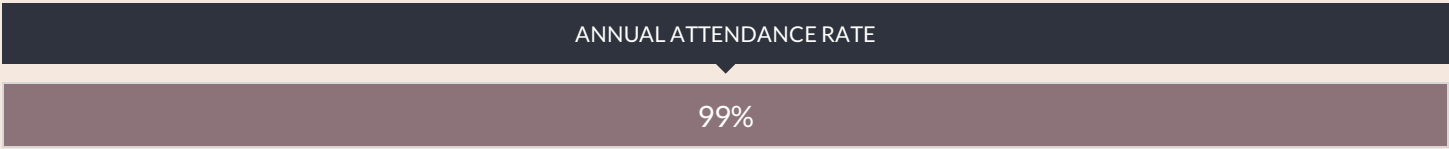
AVERAGE CLASS SIZE (2014 - 15)



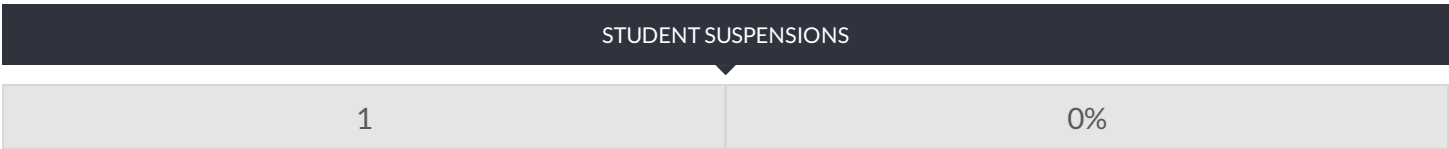
FREE AND REDUCED-PRICE LUNCH (2014 - 15)



ATTENDANCE (2013 - 14)



STUDENT SUSPENSIONS (2013 - 14)



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

## STAFF COUNTS (2014 - 15)

PRINCIPALS

1

ASSISTANT PRINCIPALS

0

OTHER PROFESSIONAL STAFF

3

PARAPROFESSIONALS

0

## TEACHER QUALIFICATIONS (2014 - 15)

TOTAL TEACHERS: 39

PERCENT WITH NO VALID TEACHING CERTIFICATE

0%

PERCENT TEACHING OUT OF CERTIFICATION

0%

PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE

3%

PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE

74%

TOTAL NUMBER OF CORE CLASSES

56

PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS SCHOOL

0%

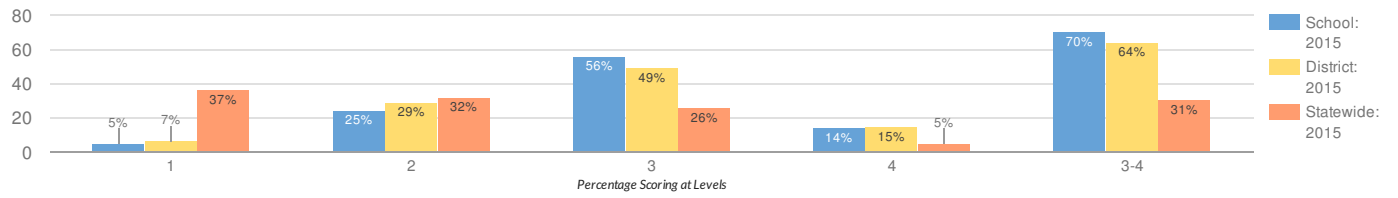
TOTAL NUMBER OF CLASSES

97

PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION

0%

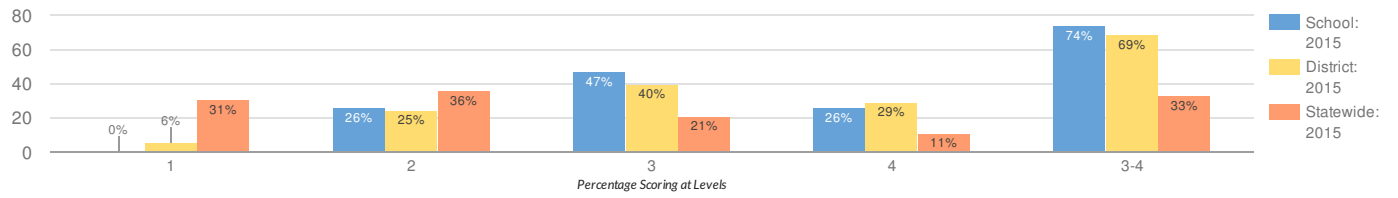
# GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 329

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	64	70%	3	5%	16	25%	36	56%	9	14%
GENERAL EDUCATION	62	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	35	69%	3	9%	8	23%	21	60%	3	9%
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	26	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	29	72%	0	0%	8	28%	15	52%	6	21%
FEMALE	30	80%	1	3%	5	17%	18	60%	6	20%
MALE	34	62%	2	6%	11	32%	18	53%	3	9%
NON-ENGLISH LANGUAGE LEARNERS	62	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-	-	-	-	-
NOTECONOMICALLY DISADVANTAGED	62	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	64	70%	3	5%	16	25%	36	56%	9	14%

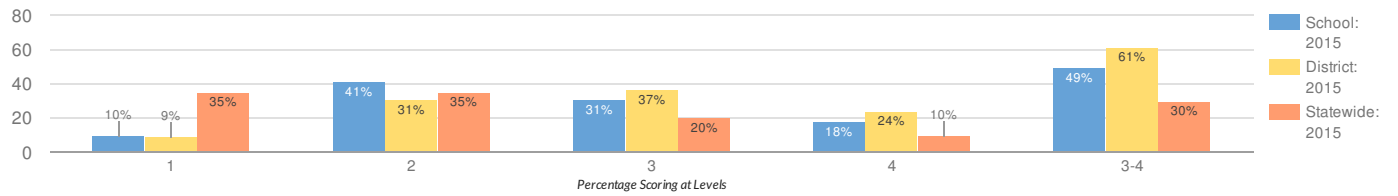
# GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 328

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	68	74%	0	0%	18	26%	32	47%	18	26%
GENERAL EDUCATION	63	75%	0	0%	16	25%	29	46%	18	29%
STUDENTS WITH DISABILITIES	5	60%	0	0%	2	40%	3	60%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	29	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	35	57%	0	0%	15	43%	16	46%	4	11%
SMALL GROUP TOTAL	33	91%	0	0%	3	9%	16	48%	14	42%
FEMALE	35	74%	0	0%	9	26%	19	54%	7	20%
MALE	33	73%	0	0%	9	27%	13	39%	11	33%
NON-ENGLISH LANGUAGE LEARNERS	68	74%	0	0%	18	26%	32	47%	18	26%
ECONOMICALLY DISADVANTAGED	3	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	65	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	68	74%	0	0%	18	26%	32	47%	18	26%

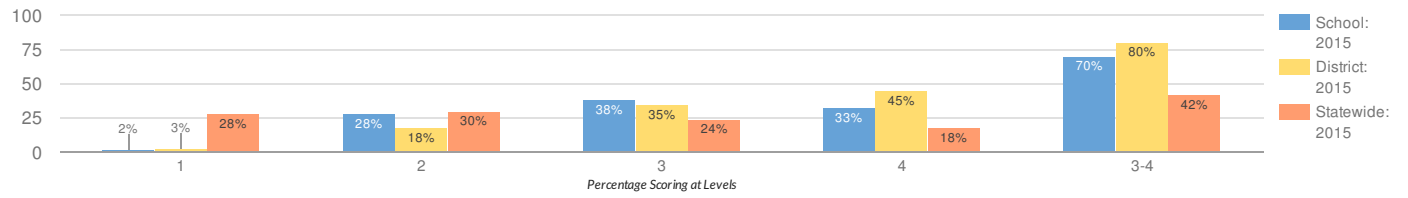
# GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 319

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	78	49%	8	10%	32	41%	24	31%	14	18%
GENERAL EDUCATION	73	51%	4	5%	32	44%	23	32%	14	19%
STUDENTS WITH DISABILITIES	5	20%	4	80%	0	0%	1	20%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	47	51%	4	9%	19	40%	17	36%	7	15%
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	29	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	31	45%	4	13%	13	42%	7	23%	7	23%
FEMALE	42	55%	3	7%	16	38%	14	33%	9	21%
MALE	36	42%	5	14%	16	44%	10	28%	5	14%
NON-ENGLISH LANGUAGE LEARNERS	74	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	5	60%	0	0%	2	40%	2	40%	1	20%
NOT ECONOMICALLY DISADVANTAGED	73	48%	8	11%	30	41%	22	30%	13	18%
NOT MIGRANT	78	49%	8	10%	32	41%	24	31%	14	18%

# GRADE 3 MATHEMATICS

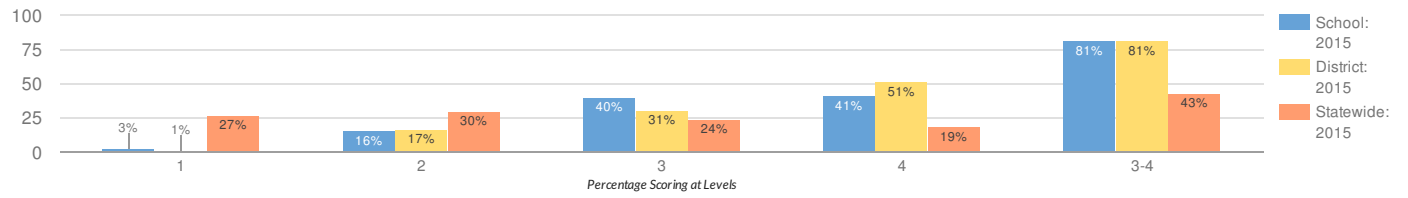


MEAN SCORE: 326

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	64	70%	1	2%	18	28%	24	38%	21	33%
GENERAL EDUCATION	62	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	35	66%	1	3%	11	31%	10	29%	13	37%
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	26	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	29	76%	0	0%	7	24%	14	48%	8	28%
FEMALE	30	63%	1	3%	10	33%	10	33%	9	30%
MALE	34	76%	0	0%	8	24%	14	41%	12	35%
NON-ENGLISH LANGUAGE LEARNERS	62	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	62	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	64	70%	1	2%	18	28%	24	38%	21	33%



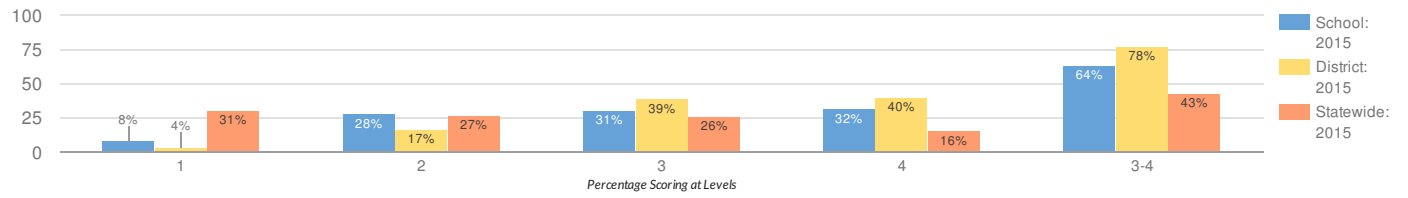
# GRADE 4 MATHEMATICS



MEAN SCORE: 333

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	68	81%	2	3%	11	16%	27	40%	28	41%
GENERAL EDUCATION	64	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	30	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	34	74%	2	6%	7	21%	16	47%	9	26%
SMALL GROUP TOTAL	34	88%	0	0%	4	12%	11	32%	19	56%
FEMALE	34	68%	2	6%	9	26%	14	41%	9	26%
MALE	34	94%	0	0%	2	6%	13	38%	19	56%
NON-ENGLISH LANGUAGE LEARNERS	68	81%	2	3%	11	16%	27	40%	28	41%
ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	66	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	68	81%	2	3%	11	16%	27	40%	28	41%

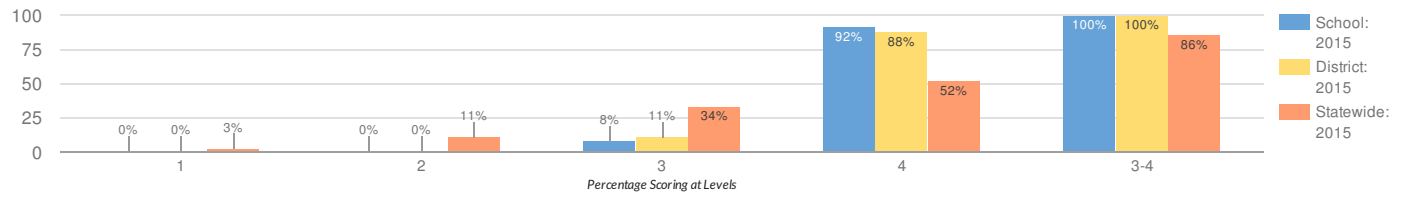
# GRADE 5 MATHEMATICS



MEAN SCORE: 330

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	74	64%	6	8%	21	28%	23	31%	24	32%
GENERAL EDUCATION	72	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	45	73%	3	7%	9	20%	12	27%	21	47%
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	26	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	29	48%	3	10%	12	41%	11	38%	3	10%
FEMALE	41	61%	4	10%	12	29%	11	27%	14	34%
MALE	33	67%	2	6%	9	27%	12	36%	10	30%
NON-ENGLISH LANGUAGE LEARNERS	69	64%	5	7%	20	29%	23	33%	21	30%
ENGLISH LANGUAGE LEARNERS	5	60%	1	20%	1	20%	0	0%	3	60%
ECONOMICALLY DISADVANTAGED	6	67%	1	17%	1	17%	1	17%	3	50%
NOTECONOMICALLY DISADVANTAGED	68	63%	5	7%	20	29%	22	32%	21	31%
NOT MIGRANT	74	64%	6	8%	21	28%	23	31%	24	32%

# GRADE 4 SCIENCE



MEAN SCORE: 92

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	75	100%	0	0%	0	0%	6	8%	69	92%
GENERAL EDUCATION	67	100%	0	0%	0	0%	3	4%	64	96%
STUDENTS WITH DISABILITIES	8	100%	0	0%	0	0%	3	38%	5	63%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	29	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	42	100%	0	0%	0	0%	5	12%	37	88%
SMALL GROUP TOTAL	33	100%	0	0%	0	0%	1	3%	32	97%
FEMALE	37	100%	0	0%	0	0%	4	11%	33	89%
MALE	38	100%	0	0%	0	0%	2	5%	36	95%
NON-ENGLISH LANGUAGE LEARNERS	75	100%	0	0%	0	0%	6	8%	69	92%
ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	73	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	75	100%	0	0%	0	0%	6	8%	69	92%

RECENTLY ARRIVED LEP STUDENTS (2014 - 15)

RECENTLY ARRIVED LEP STUDENTS TAKING  
NYSESLAT IN LIEU OF NYSTP

GRADE 5



RECENTLY ARRIVED LEP STUDENTS NOT  
TESTED ON THE ELA NYSTP

GRADE 5



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

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE 4 ELA	1	_%	-	-	-	-
GRADE 4 MATH	1	_%	-	-	-	-
GRADE 4 SCIENCE	1	_%	-	-	-	-
GRADE 5 ELA	2	_%	-	-	-	-
GRADE 5 MATH	2	_%	-	-	-	-

## KINDERGARTEN

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

## GRADE 2

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

## GRADE 3

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

## GRADE 5

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	5	20%	0%	0%	40%	40%
GENERAL EDUCATION	5	20%	0%	0%	40%	40%

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

## ALL STUDENTS

MADE AYP: **NO**

TESTED 95%

**NO**STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

543\*

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

87%\*

PI >= EAMO OR SAFE  
HARBOR TARGET**YES**TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

206

PI

159

EAMO

89

SAFE HARBOR TARGET

89

## AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

0

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## BLACK OR AFRICAN AMERICAN

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

0

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## HISPANIC OR LATINO

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

11

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

7

PI

—

EAMO

—

SAFE HARBOR TARGET

—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: YES

TESTED 95%

YES

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

113

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

98%

PI >= EAMO OR SAFE  
HARBOR TARGET

YES

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

105

PI

162

EAMO

113

SAFE HARBOR TARGET

113

WHITE

MADE AYP: NO

TESTED 95%

NO

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

309\*

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

79%\*

PI >= EAMO OR SAFE  
HARBOR TARGET

YES

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

92

PI

154

EAMO

104

SAFE HARBOR TARGET

104

MULTIRACIAL

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

3

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—



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

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	29	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	15	—	—	—

LIMITED ENGLISH PROFICIENT

MADE AYP: —

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

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

ECONOMICALLY DISADVANTAGED

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	15	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	9	—	—	—

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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

542\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

87%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

206

PI

159

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

543\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

87%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

206

PI

159

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

526\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

87%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

199

PI

158

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

332\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

79%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

101

PI

155

## NOT WHITE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

127

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

95%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

114

PI

162

## NOT MULTIRACIAL

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

538\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

87%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

204

PI

159

### GENERAL EDUCATION

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

482\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

88%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

191

PI

161

### ENGLISH PROFICIENT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

530\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

86%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

200

PI

160

### NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

524\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

87%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

197

PI

158

### MALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

260\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

87%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

101

PI

153

### FEMALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

283\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

87%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

105

PI

164

### MIGRANT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

0

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

0

PI

—

### NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
543*	87%*	206	159

— 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	542*		85%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
YES	201	168	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		
—	0		—		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
—	0	—	—	—	
BLACK OR AFRICAN AMERICAN					
MADE AYP: —					
TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	0		—		

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

## HISPANIC OR LATINO

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
—	7	—	—	—

## ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: YES

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
YES	113	97%

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	104	170	127	127

## WHITE

MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
NO	309*	76%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	88	164	99	99

## MULTIRACIAL

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

3

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

2

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

29

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

11

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

7

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

6

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## ECONOMICALLY DISADVANTAGED

MADE AYP: —

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

541\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

85%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

201

PI

168

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

542\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

85%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

201

PI

168

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

525\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

85%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

194

PI

167

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

332\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

77%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

97

PI

165

## NOT WHITE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

233\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

97%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

113

PI

171

## NOT MULTIRACIAL

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

537\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

85%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

199

PI

168



## GENERAL EDUCATION

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

481\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

87%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

190

PI

167

## ENGLISH PROFICIENT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

529\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

85%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

195

PI

168

## NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

523\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

85%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

193

PI

167

## MALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

260\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

85%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

99

PI

177

## FEMALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

282\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

85%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

102

PI

159

## MIGRANT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

0

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

0

PI

—

## NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
542*	85%*	201	168

— 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: <b>YES</b>				
TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
<b>YES</b>	79	96%		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
<b>YES</b>	76	200	174	174
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		
—	0	—		

PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	0	—	—	—
HISPANIC OR LATINO				
MADE AYP: —				
TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
—	4		—	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	4	—	—	—
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	
—	29		—	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	29	—	—	—
WHITE				
MADE AYP: YES				
TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
YES	46		93%	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	43	200	178	178

## MULTIRACIAL

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI ≥ EAMO OR  
PROGRESS TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

0

PI

—

EAMO

—

PROGRESS TARGET

—

## STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

9

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI ≥ EAMO OR  
PROGRESS TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

9

PI

—

EAMO

—

PROGRESS TARGET

—

## LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI ≥ EAMO OR  
PROGRESS TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

0

PI

—

EAMO

—

PROGRESS TARGET

—

## ECONOMICALLY DISADVANTAGED

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			
—		3		—	

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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

79

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

96%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

76

PI

200

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

79

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

96%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

76

PI

200

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

75

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

96%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

72

PI

200

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

50

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

94%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

47

PI

200

## NOT WHITE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

33

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

33

PI

200

## NOT MULTIRACIAL

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

79

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

96%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

76

PI

200

### GENERAL EDUCATION

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

70

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

96%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

67

PI

200

### ENGLISH PROFICIENT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

79

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

96%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

76

PI

200

### NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

76

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

96%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

73

PI

200

### MALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

41

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

95%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

39

PI

200

### FEMALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

38

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

37

PI

200

### MIGRANT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

0

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

0

PI

—

### NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

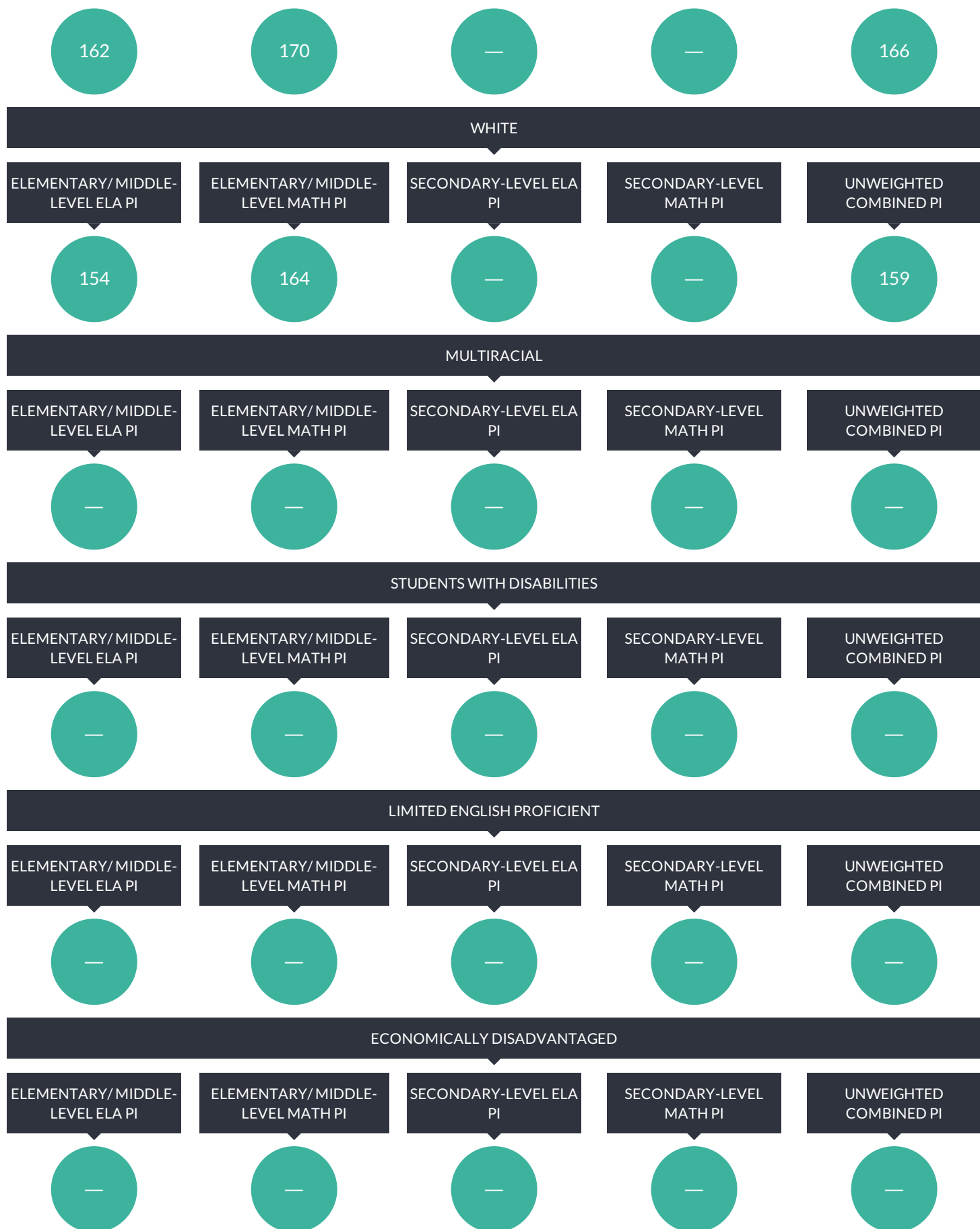
THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
79	96%	76	200

— 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.

## UNWEIGHTED COMBINED ELA AND MATH PIS

ALL STUDENTS				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
159	168	—	—	164
AMERICAN INDIAN OR ALASKA NATIVE				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—
BLACK OR AFRICAN AMERICAN				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—
HISPANIC OR LATINO				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—



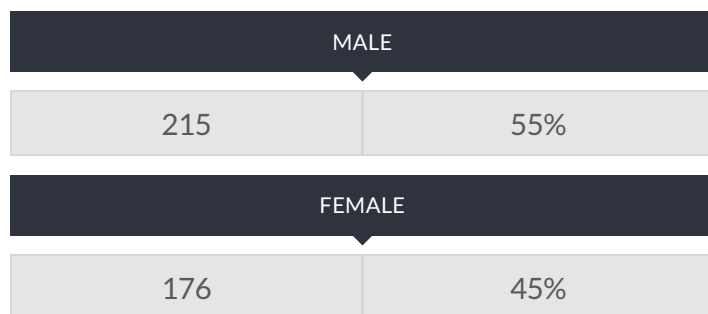


— There were not enough students to determine a Performance Index.

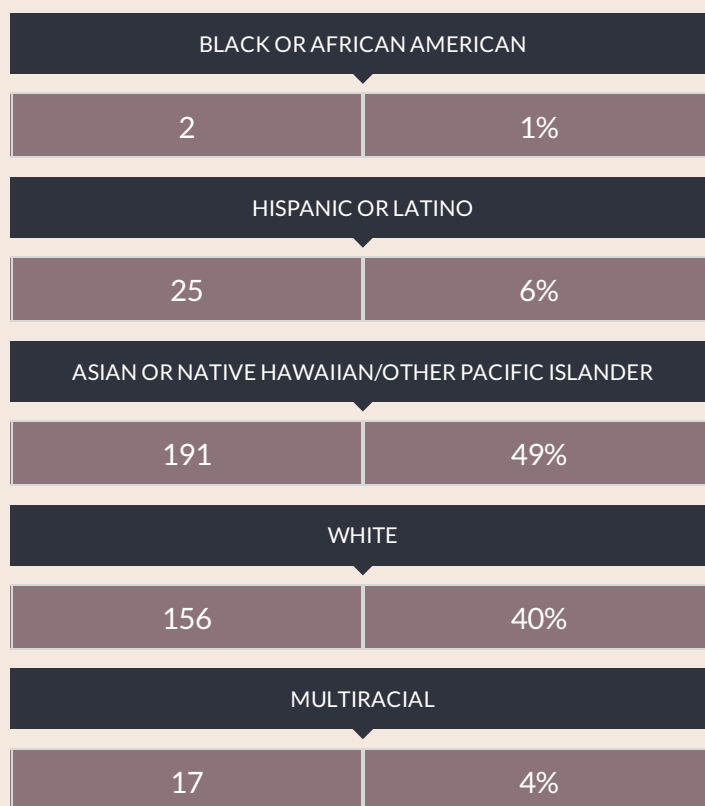
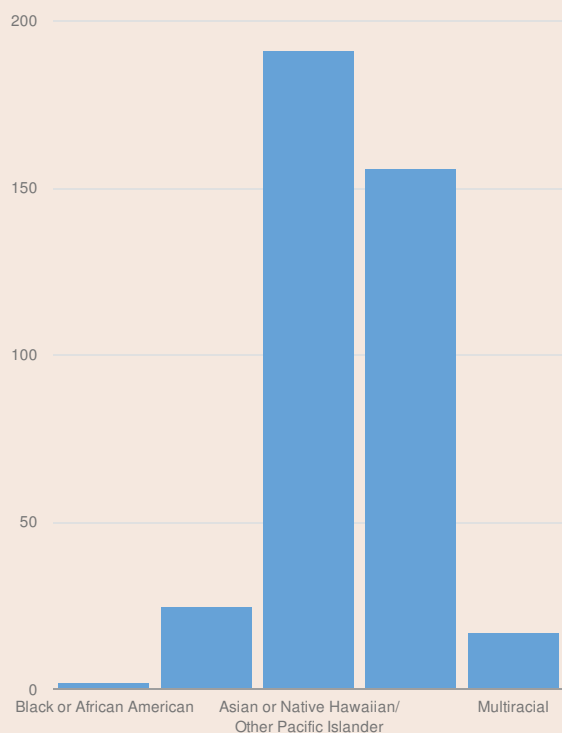


**Section 5: School Report Card**  
**South Grove Elementary School**

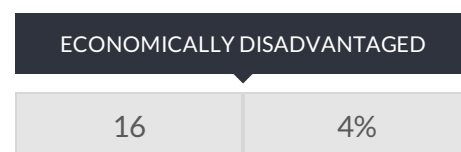
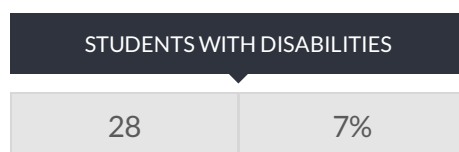
## ENROLLMENT BY GENDER



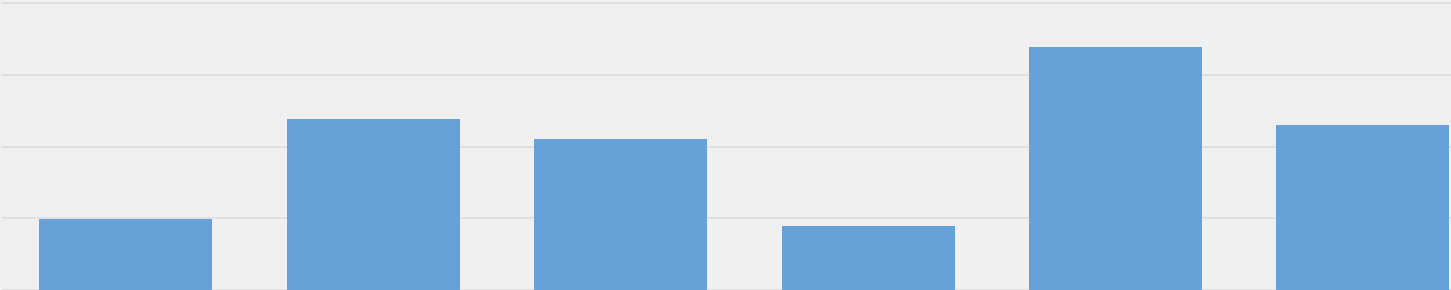
## ENROLLMENT BY ETHNICITY



## OTHER GROUPS



# ENROLLMENT BY GRADE



K (FULL DAY)

55

14%

1ST GRADE

69

18%

2ND GRADE

66

17%

3RD GRADE

54

14%

4TH GRADE

79

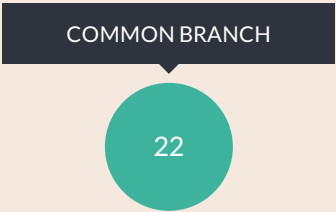
20%

5TH GRADE

68

17%

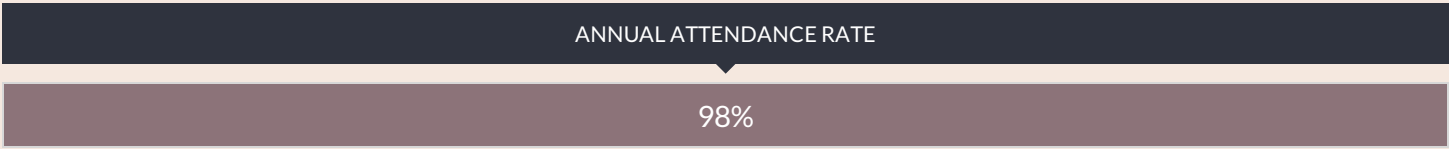
AVERAGE CLASS SIZE (2014 - 15)



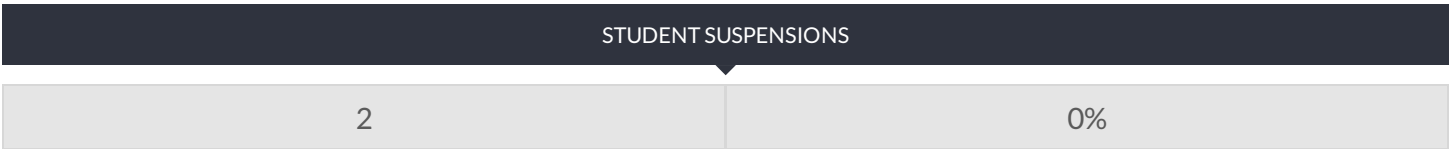
FREE AND REDUCED-PRICE LUNCH (2014 - 15)



ATTENDANCE (2013 - 14)



STUDENT SUSPENSIONS (2013 - 14)



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

## STAFF COUNTS (2014 - 15)

PRINCIPALS

1

ASSISTANT PRINCIPALS

0

OTHER PROFESSIONAL STAFF

3

PARAPROFESSIONALS

0

## TEACHER QUALIFICATIONS (2014 - 15)

TOTAL TEACHERS: 30

PERCENT WITH NO VALID TEACHING CERTIFICATE

0%

PERCENT TEACHING OUT OF CERTIFICATION

0%

PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE

0%

PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE

87%

TOTAL NUMBER OF CORE CLASSES

30

PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS SCHOOL

0%

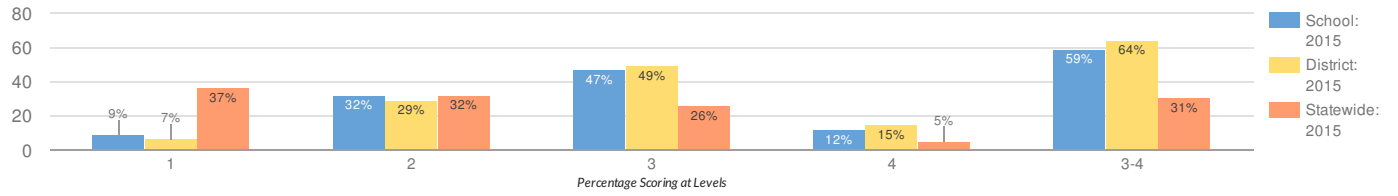
TOTAL NUMBER OF CLASSES

49

PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION

0%

# GRADE 3 ENGLISH LANGUAGE ARTS

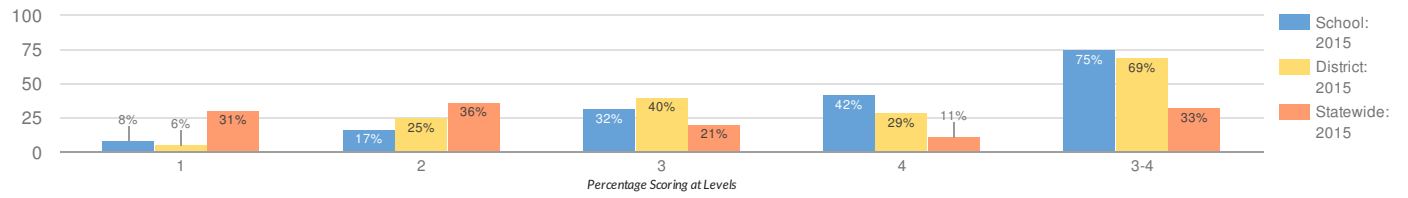


MEAN SCORE: 324

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	34	59%	3	9%	11	32%	16	47%	4	12%
GENERAL EDUCATION	34	59%	3	9%	11	32%	16	47%	4	12%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	23	61%	3	13%	6	26%	11	48%	3	13%
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	9	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	11	55%	0	0%	5	45%	5	45%	1	9%
FEMALE	14	57%	1	7%	5	36%	7	50%	1	7%
MALE	20	60%	2	10%	6	30%	9	45%	3	15%
NON-ENGLISH LANGUAGE LEARNERS	33	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	32	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	34	59%	3	9%	11	32%	16	47%	4	12%



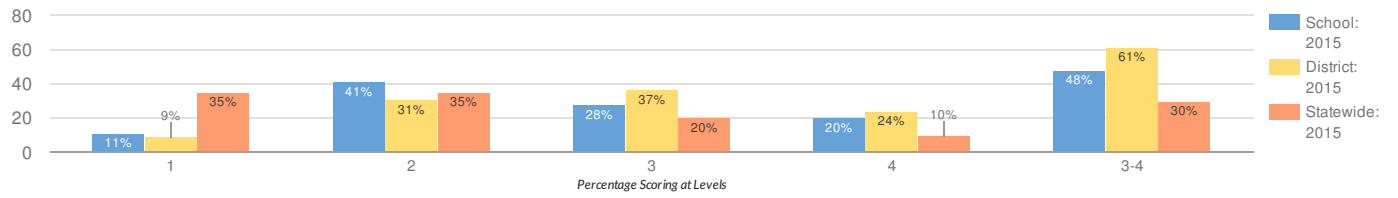
# GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 331

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	59	75%	5	8%	10	17%	19	32%	25	42%
GENERAL EDUCATION	54	78%	3	6%	9	17%	17	31%	25	46%
STUDENTS WITH DISABILITIES	5	40%	2	40%	1	20%	2	40%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	30	83%	2	7%	3	10%	10	33%	15	50%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	8	63%	2	25%	1	13%	4	50%	1	13%
WHITE	16	63%	1	6%	5	31%	4	25%	6	38%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	80%	0	0%	1	20%	1	20%	3	60%
FEMALE	26	81%	1	4%	4	15%	9	35%	12	46%
MALE	33	70%	4	12%	6	18%	10	30%	13	39%
NON-ENGLISH LANGUAGE LEARNERS	56	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	3	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	56	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	59	75%	5	8%	10	17%	19	32%	25	42%

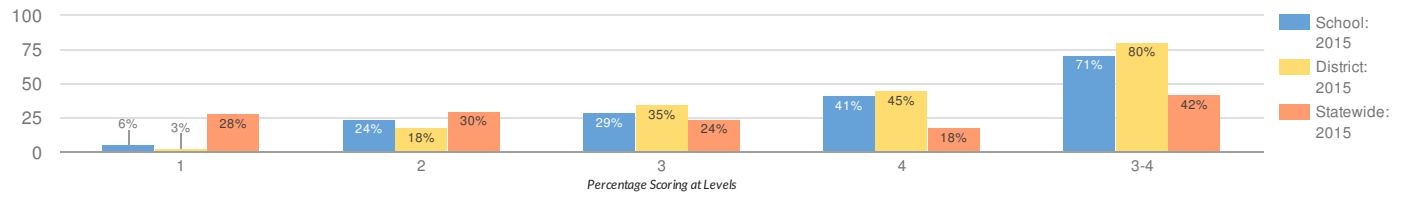
# GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 318

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	46	48%	5	11%	19	41%	13	28%	9	20%
GENERAL EDUCATION	45	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	29	48%	3	10%	12	41%	6	21%	8	28%
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	14	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	17	47%	2	12%	7	41%	7	41%	1	6%
FEMALE	18	44%	2	11%	8	44%	4	22%	4	22%
MALE	28	50%	3	11%	11	39%	9	32%	5	18%
NON-ENGLISH LANGUAGE LEARNERS	44	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-	-	-	-	-
NOTECONOMICALLY DISADVANTAGED	44	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	46	48%	5	11%	19	41%	13	28%	9	20%

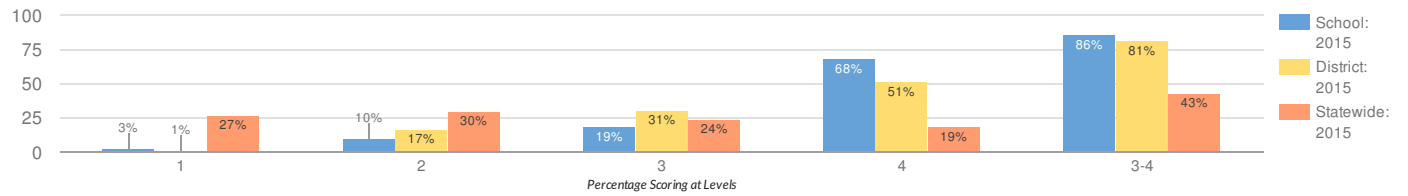
# GRADE 3 MATHEMATICS



MEAN SCORE: 329

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	34	71%	2	6%	8	24%	10	29%	14	41%
GENERAL EDUCATION	34	71%	2	6%	8	24%	10	29%	14	41%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	24	75%	1	4%	5	21%	6	25%	12	50%
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	8	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	10	60%	1	10%	3	30%	4	40%	2	20%
FEMALE	14	36%	2	14%	7	50%	3	21%	2	14%
MALE	20	95%	0	0%	1	5%	7	35%	12	60%
NON-ENGLISH LANGUAGE LEARNERS	32	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	1	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	33	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	34	71%	2	6%	8	24%	10	29%	14	41%

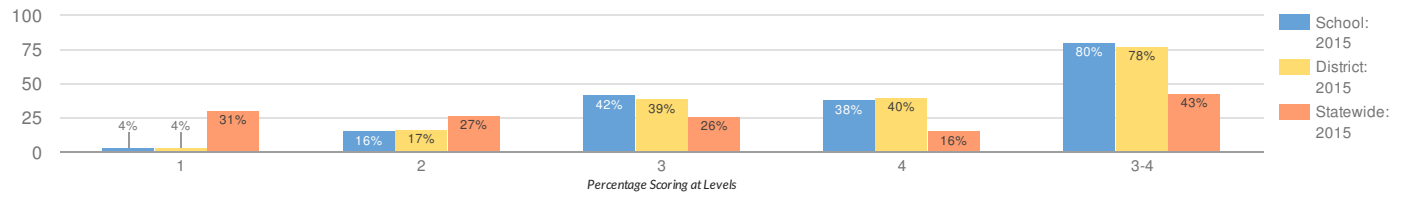
# GRADE 4 MATHEMATICS



MEAN SCORE: 352

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	59	86%	2	3%	6	10%	11	19%	40	68%
GENERAL EDUCATION	55	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	31	94%	0	0%	2	6%	5	16%	24	77%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	7	71%	1	14%	1	14%	1	14%	4	57%
WHITE	16	81%	1	6%	2	13%	5	31%	8	50%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	80%	0	0%	1	20%	0	0%	4	80%
FEMALE	25	92%	1	4%	1	4%	7	28%	16	64%
MALE	34	82%	1	3%	5	15%	4	12%	24	71%
NON-ENGLISH LANGUAGE LEARNERS	56	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	57	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	59	86%	2	3%	6	10%	11	19%	40	68%

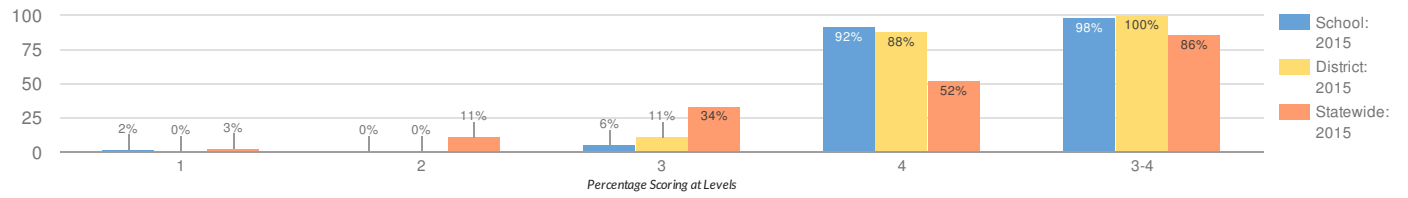
# GRADE 5 MATHEMATICS



MEAN SCORE: 337

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	45	80%	2	4%	7	16%	19	42%	17	38%
GENERAL EDUCATION	44	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	29	83%	2	7%	3	10%	12	41%	12	41%
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	13	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	16	75%	0	0%	4	25%	7	44%	5	31%
FEMALE	17	71%	0	0%	5	29%	6	35%	6	35%
MALE	28	86%	2	7%	2	7%	13	46%	11	39%
NON-ENGLISH LANGUAGE LEARNERS	42	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	43	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	45	80%	2	4%	7	16%	19	42%	17	38%

# GRADE 4 SCIENCE



MEAN SCORE: 95

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	66	98%	1	2%	0	0%	4	6%	61	92%
GENERAL EDUCATION	62	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	32	100%	0	0%	0	0%	2	6%	30	94%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	10	100%	0	0%	0	0%	2	20%	8	80%
WHITE	19	95%	1	5%	0	0%	0	0%	18	95%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	100%	0	0%	0	0%	0	0%	5	100%
FEMALE	29	97%	1	3%	0	0%	0	0%	28	97%
MALE	37	100%	0	0%	0	0%	4	11%	33	89%
NON-ENGLISH LANGUAGE LEARNERS	63	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	3	_%	-	-	-	-	-	-	-	-
NOTECONOMICALLY DISADVANTAGED	63	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	66	98%	1	2%	0	0%	4	6%	61	92%

RECENTLY ARRIVED LEP STUDENTS (2014 - 15)

RECENTLY ARRIVED LEP STUDENTS TAKING  
NYSESLAT IN LIEU OF NYSTP



RECENTLY ARRIVED LEP STUDENTS NOT  
TESTED ON THE ELA NYSTP



ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

## ALL STUDENTS

MADE AYP: **NO**

TESTED 95%

**NO**STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

435\*

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

84%\*

PI >= EAMO OR SAFE  
HARBOR TARGET**YES**TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

135

PI

153

EAMO

88

SAFE HARBOR TARGET

88

## AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

0

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## BLACK OR AFRICAN AMERICAN

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

2

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

1

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## HISPANIC OR LATINO



MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

16

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI ≥ EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

10

PI

—

EAMO

—

SAFE HARBOR TARGET

—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: YES

TESTED 95%

YES

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

194\*

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

95%\*

PI ≥ EAMO OR SAFE  
HARBOR TARGET

YES

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

79

PI

156

EAMO

112

SAFE HARBOR TARGET

112

WHITE

MADE AYP: NO

TESTED 95%

NO

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

186\*

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

74%\*

PI ≥ EAMO OR SAFE  
HARBOR TARGET

YES

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

39

PI

154

EAMO

98

SAFE HARBOR TARGET

98

MULTIRACIAL

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

9

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
—	6	—	—	—

## STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	19	—

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

## LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	8	—

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

## ECONOMICALLY DISADVANTAGED

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	8	—

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

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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

434\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

84%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

135

PI

153

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

431\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

84%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

134

PI

152

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

405\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

85%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

125

PI

154

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

241\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

76%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

56

PI

148

## NOT WHITE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

249\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

92%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

96

PI

152

## NOT MULTIRACIAL

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

415\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

85%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

129

PI

153

# GENERAL EDUCATION

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

388\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

86%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

129

PI

156

# ENGLISH PROFICIENT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

422\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

84%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

129

PI

157

# NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

424\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

84%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

129

PI

153

# MALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

249\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

85%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

78

PI

150

# FEMALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

186\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

84%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

57

PI

156

# MIGRANT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

0

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

0

PI

—

# NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
435*	84%*	135	153

— 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	435*		83%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
YES	132	177	85	85	
AMERICAN INDIAN OR ALASKA NATIVE					
MADE AYP: —					
TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	0		—		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
—	0	—	—	—	
BLACK OR AFRICAN AMERICAN					
MADE AYP: —					
TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	2		—		

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

## HISPANIC OR LATINO

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	16	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	9	—	—	—

## ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: YES

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
YES	194*	95%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	79	184	126	126

## WHITE

MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
NO	186*	72%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	37	168	94	94

## MULTIRACIAL

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

9

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

6

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

19

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

5

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

8

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

6

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## ECONOMICALLY DISADVANTAGED

MADE AYP: —

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

434\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

83%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

132

PI

177

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

431\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

83%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

131

PI

177

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

405\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

83%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

123

PI

179

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

241\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

73%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

53

PI

168

## NOT WHITE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

249\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

92%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

95

PI

181

## NOT MULTIRACIAL

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

415\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

83%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

126

PI

177

### GENERAL EDUCATION

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

388\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

86%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

127

PI

179

### ENGLISH PROFICIENT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

422\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

83%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

126

PI

176

### NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

424\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

84%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

128

PI

180

### MALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

249\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

84%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

79

PI

185

### FEMALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

186\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

82%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

53

PI

166

### MIGRANT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

0

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

0

PI

—

### NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
435*	83%*	132	177

— 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: <b>YES</b>				
TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
<b>YES</b>	79	84%		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
<b>YES</b>	65	197	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		
—	2	—		

PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	1	—	—	—
HISPANIC OR LATINO				
MADE AYP: —				
TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
—	10		—	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	10	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER				
MADE AYP: YES				
TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
—	32		—	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	31	200	173	173
WHITE				
MADE AYP: —				
TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
—	30		—	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	19	—	—	—

## MULTIRACIAL

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

5

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI ≥ EAMO OR  
PROGRESS TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

4

PI

—

EAMO

—

PROGRESS TARGET

—

## STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

12

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI ≥ EAMO OR  
PROGRESS TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

4

PI

—

EAMO

—

PROGRESS TARGET

—

## LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

3

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI ≥ EAMO OR  
PROGRESS TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

3

PI

—

EAMO

—

PROGRESS TARGET

—

## ECONOMICALLY DISADVANTAGED

MADE AYP: —

TESTED 80%

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

▼ —		▼ 4		▼ —	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET	
—	3	—	—	—	

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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

79

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

84%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

65

PI

197

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

77

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

84%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

64

PI

197

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

69

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

81%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

55

PI

196

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

84\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

85%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

34

PI

194

## NOT WHITE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

49

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

96%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

46

PI

200

## NOT MULTIRACIAL

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

74

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

84%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

61

PI

197

# GENERAL EDUCATION

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

67

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

93%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

61

PI

200

# ENGLISH PROFICIENT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

76

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

83%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

62

PI

197

# NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

75

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

84%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

62

PI

197

# MALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

46

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

80%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

37

PI

200

# FEMALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

33

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

28

PI

—

# MIGRANT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

0

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

0

PI

—

# NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

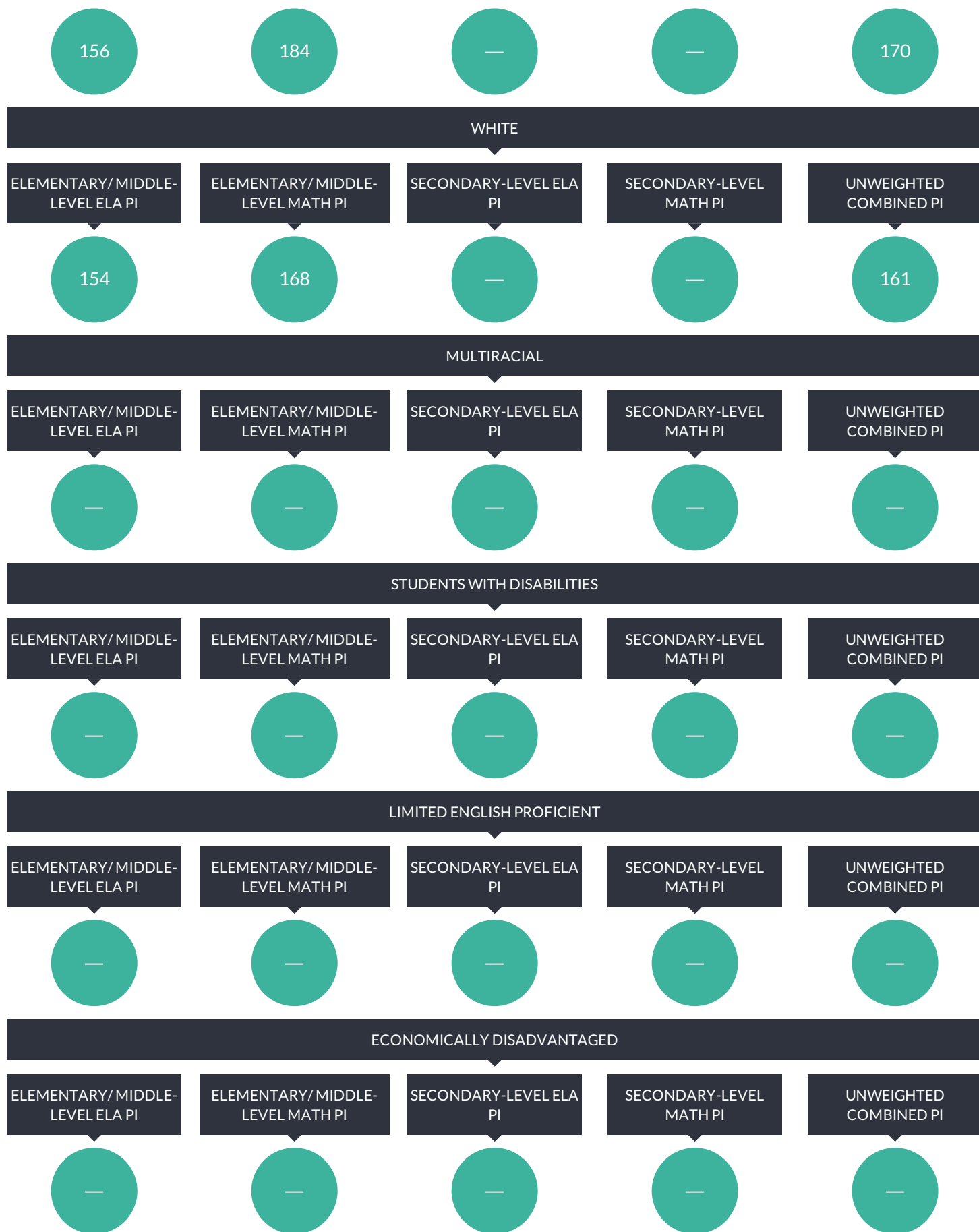


THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
79	84%	65	197

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Progress Target data are suppressed.  
 \*The percentage of students tested in the current year fell below 80 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

## UNWEIGHTED COMBINED ELA AND MATH PIS

ALL STUDENTS				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
153	177	—	—	165
AMERICAN INDIAN OR ALASKA NATIVE				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—
BLACK OR AFRICAN AMERICAN				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—
HISPANIC OR LATINO				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—

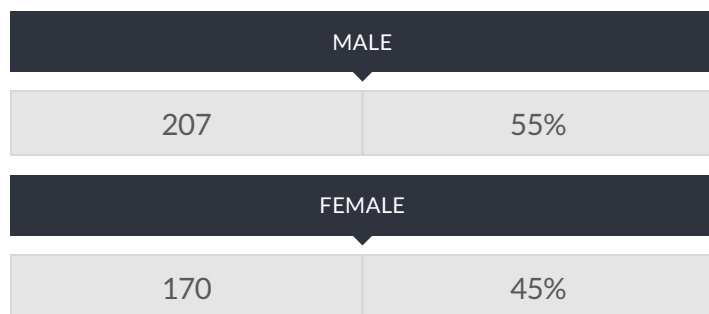


— There were not enough students to determine a Performance Index.

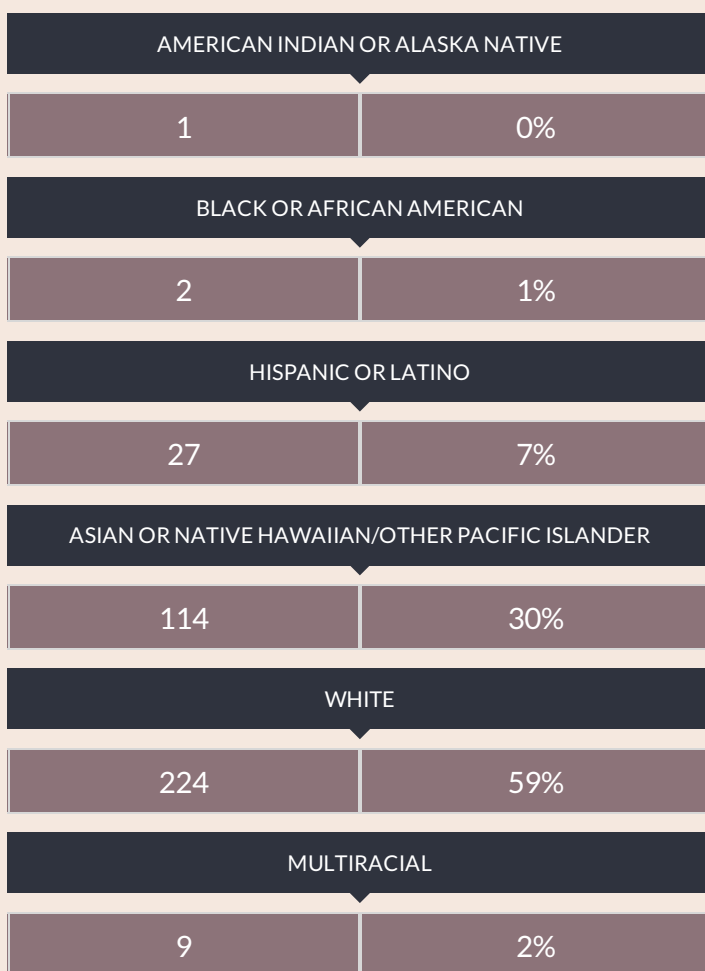
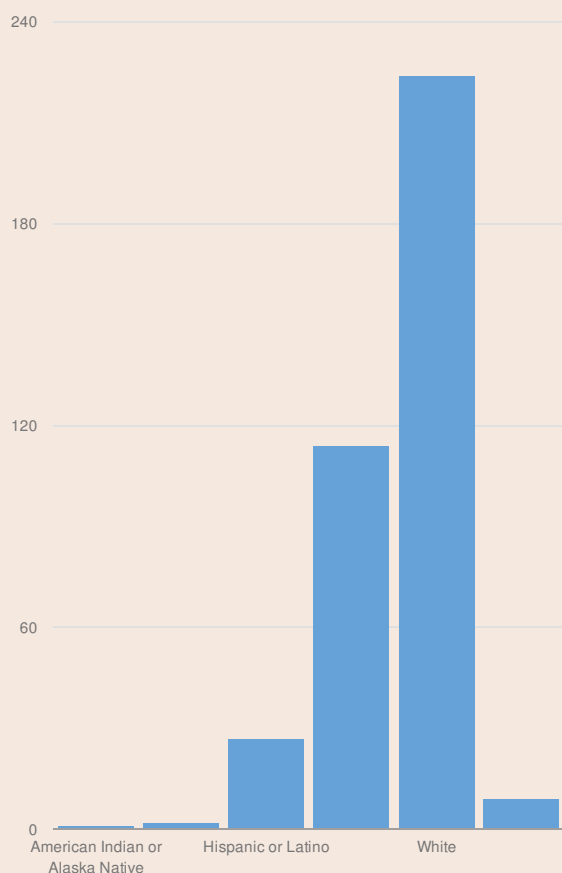


**Section 6: School Report Card**  
**Village Elementary School**

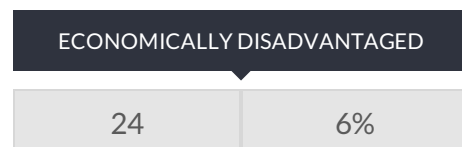
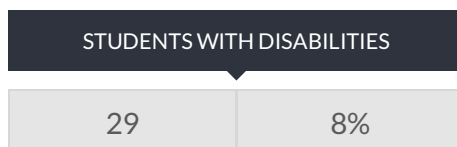
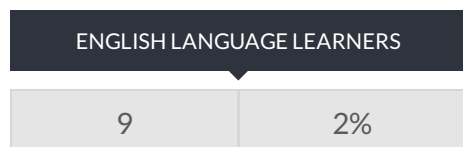
## ENROLLMENT BY GENDER



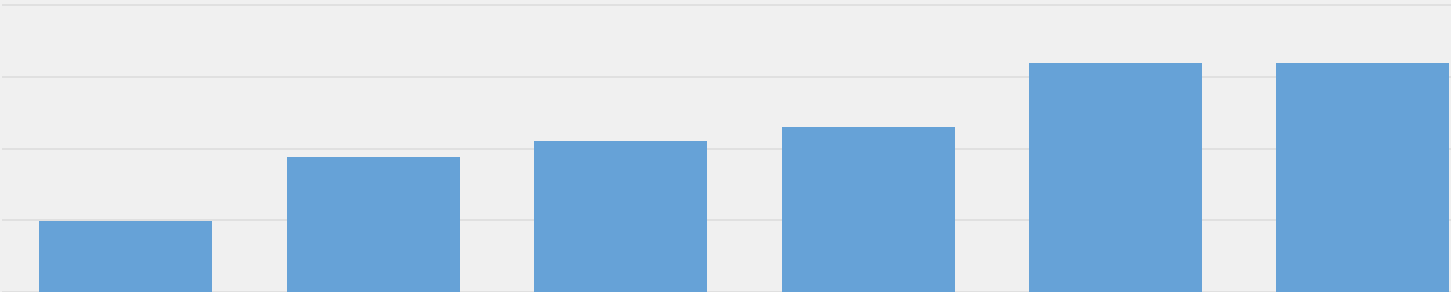
## ENROLLMENT BY ETHNICITY



## OTHER GROUPS



# ENROLLMENT BY GRADE



K (Full)

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

K (FULL DAY)

1ST GRADE

2ND GRADE

3RD GRADE

50

13%

59

16%

61

16%

63

17%

4TH GRADE

5TH GRADE

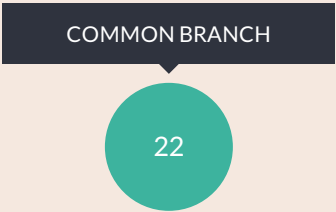
72

19%

72

19%

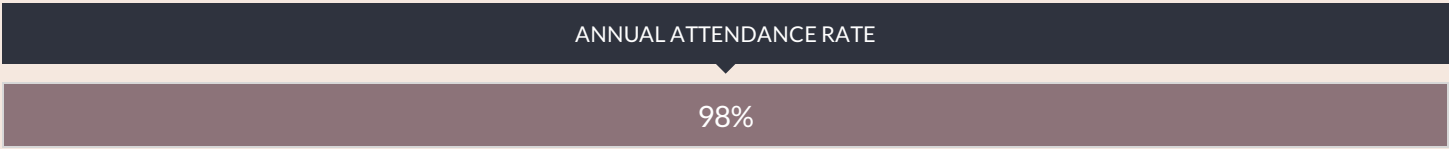
AVERAGE CLASS SIZE (2014 - 15)



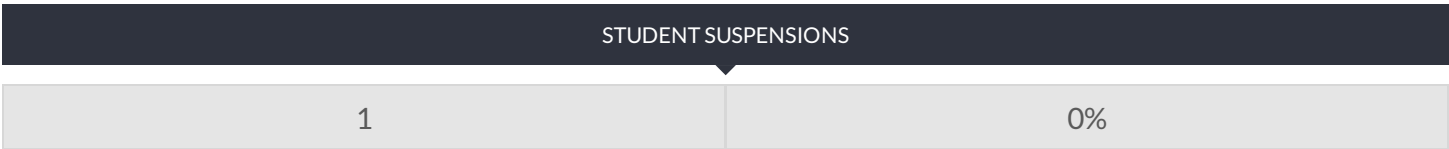
FREE AND REDUCED-PRICE LUNCH (2014 - 15)



ATTENDANCE (2013 - 14)



STUDENT SUSPENSIONS (2013 - 14)



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

## STAFF COUNTS (2014 - 15)

PRINCIPALS

1

ASSISTANT PRINCIPALS

0

OTHER PROFESSIONAL STAFF

3

PARAPROFESSIONALS

0

## TEACHER QUALIFICATIONS (2014 - 15)

TOTAL TEACHERS: 30

PERCENT WITH NO VALID TEACHING CERTIFICATE

0%

PERCENT TEACHING OUT OF CERTIFICATION

0%

PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE

0%

PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE

93%

TOTAL NUMBER OF CORE CLASSES

37

PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS SCHOOL

0%

TOTAL NUMBER OF CLASSES

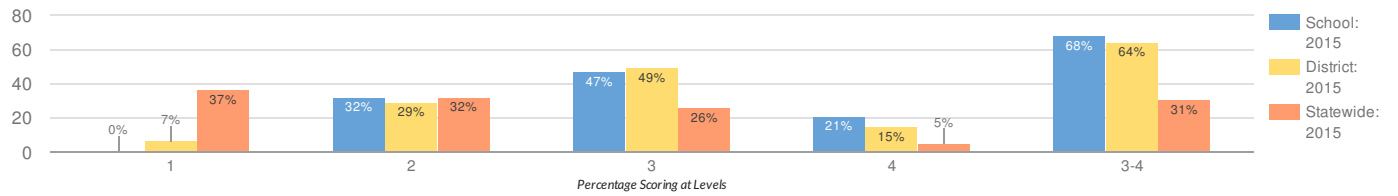
48

PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION

0%



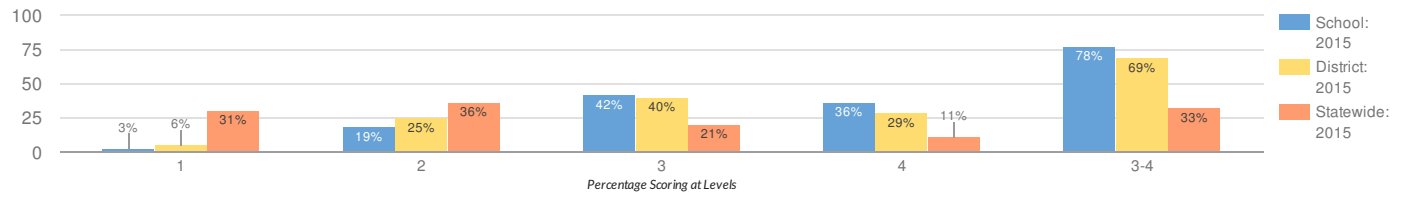
# GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 335

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	47	68%	0	0%	15	32%	22	47%	10	21%
GENERAL EDUCATION	45	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	18	72%	0	0%	5	28%	6	33%	7	39%
HISPANIC OR LATINO	8	_%	-	-	-	-	-	-	-	-
WHITE	19	74%	0	0%	5	26%	11	58%	3	16%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	10	50%	0	0%	5	50%	5	50%	0	0%
FEMALE	24	67%	0	0%	8	33%	12	50%	4	17%
MALE	23	70%	0	0%	7	30%	10	43%	6	26%
NON-ENGLISH LANGUAGE LEARNERS	46	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	5	40%	0	0%	3	60%	1	20%	1	20%
NOT ECONOMICALLY DISADVANTAGED	42	71%	0	0%	12	29%	21	50%	9	21%
NOT MIGRANT	47	68%	0	0%	15	32%	22	47%	10	21%

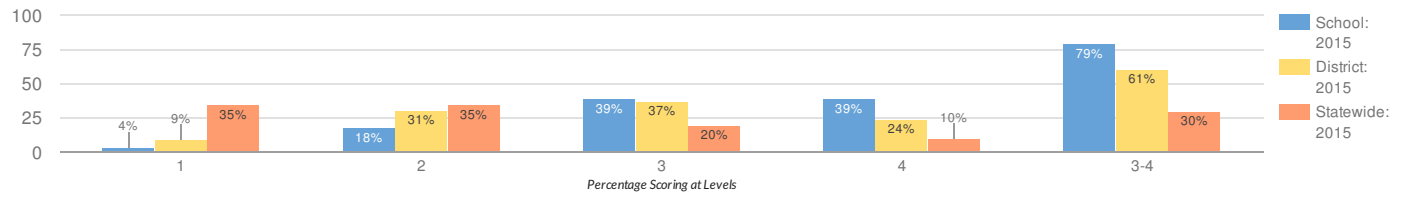
# GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 333

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	59	78%	2	3%	11	19%	25	42%	21	36%
GENERAL EDUCATION	56	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	23	78%	0	0%	5	22%	7	30%	11	48%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	_%	-	-	-	-	-	-	-	-
WHITE	29	79%	1	3%	5	17%	13	45%	10	34%
SMALL GROUP TOTAL	7	71%	1	14%	1	14%	5	71%	0	0%
FEMALE	27	93%	0	0%	2	7%	15	56%	10	37%
MALE	32	66%	2	6%	9	28%	10	31%	11	34%
NON-ENGLISH LANGUAGE LEARNERS	59	78%	2	3%	11	19%	25	42%	21	36%
ECONOMICALLY DISADVANTAGED	3	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	56	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	59	78%	2	3%	11	19%	25	42%	21	36%

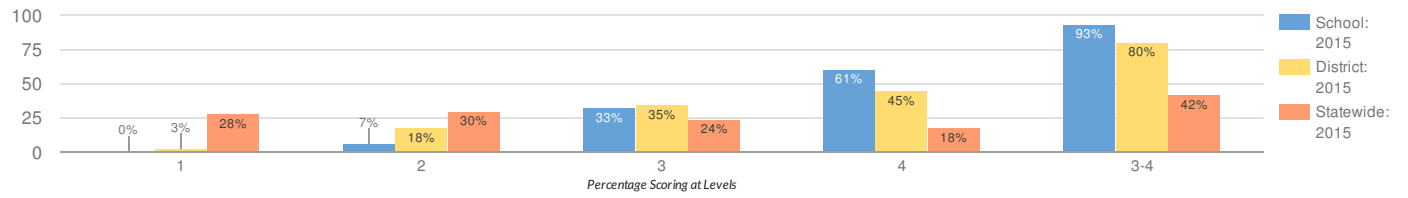
# GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 335

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	56	79%	2	4%	10	18%	22	39%	22	39%
GENERAL EDUCATION	53	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	22	82%	0	0%	4	18%	7	32%	11	50%
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	29	79%	2	7%	4	14%	14	48%	9	31%
SMALL GROUP TOTAL	5	60%	0	0%	2	40%	1	20%	2	40%
FEMALE	28	86%	1	4%	3	11%	10	36%	14	50%
MALE	28	71%	1	4%	7	25%	12	43%	8	29%
NON-ENGLISH LANGUAGE LEARNERS	55	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	5	100%	0	0%	0	0%	4	80%	1	20%
NOT ECONOMICALLY DISADVANTAGED	51	76%	2	4%	10	20%	18	35%	21	41%
NOT MIGRANT	56	79%	2	4%	10	18%	22	39%	22	39%

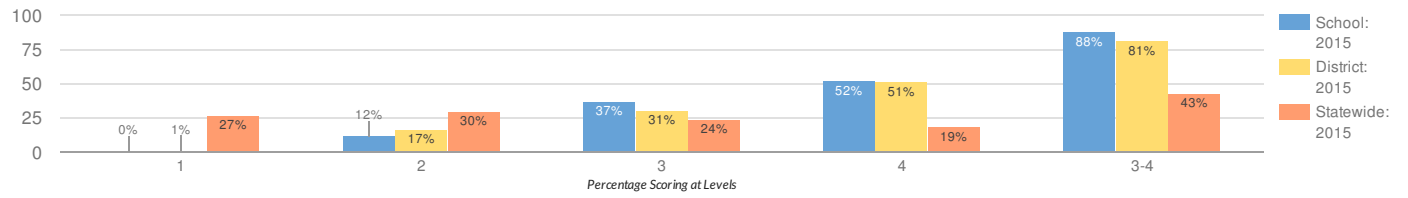
# GRADE 3 MATHEMATICS



MEAN SCORE: 351

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	46	93%	0	0%	3	7%	15	33%	28	61%
GENERAL EDUCATION	44	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	19	100%	0	0%	0	0%	4	21%	15	79%
HISPANIC OR LATINO	7	_%	-	-	-	-	-	-	-	-
WHITE	18	89%	0	0%	2	11%	5	28%	11	61%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	89%	0	0%	1	11%	6	67%	2	22%
FEMALE	23	96%	0	0%	1	4%	11	48%	11	48%
MALE	23	91%	0	0%	2	9%	4	17%	17	74%
NON-ENGLISH LANGUAGE LEARNERS	44	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	4	_%	-	-	-	-	-	-	-	-
NOTECONOMICALLY DISADVANTAGED	42	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	46	93%	0	0%	3	7%	15	33%	28	61%

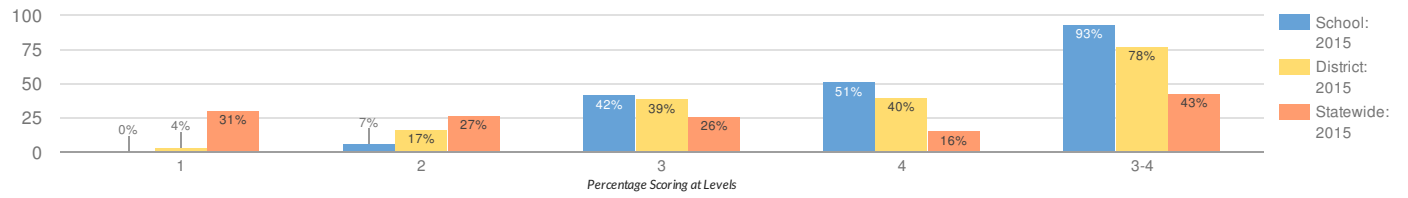
# GRADE 4 MATHEMATICS



MEAN SCORE: 344

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	60	88%	0	0%	7	12%	22	37%	31	52%
GENERAL EDUCATION	57	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	24	92%	0	0%	2	8%	7	29%	15	63%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	_%	-	-	-	-	-	-	-	-
WHITE	29	86%	0	0%	4	14%	11	38%	14	48%
SMALL GROUP TOTAL	7	86%	0	0%	1	14%	4	57%	2	29%
FEMALE	28	100%	0	0%	0	0%	14	50%	14	50%
MALE	32	78%	0	0%	7	22%	8	25%	17	53%
NON-ENGLISH LANGUAGE LEARNERS	59	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	3	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	57	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	60	88%	0	0%	7	12%	22	37%	31	52%

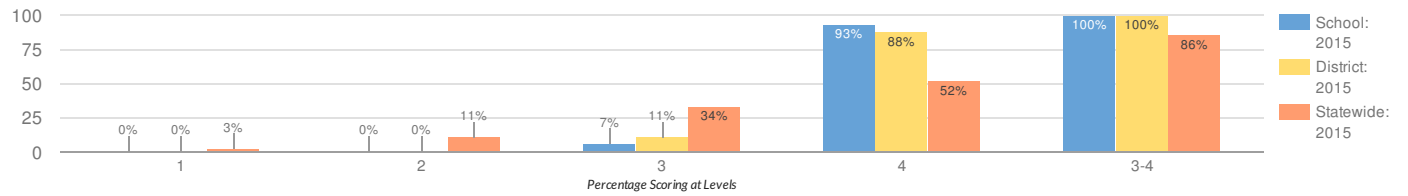
# GRADE 5 MATHEMATICS



MEAN SCORE: 347

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	55	93%	0	0%	4	7%	23	42%	28	51%
GENERAL EDUCATION	52	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	22	100%	0	0%	0	0%	7	32%	15	68%
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	28	93%	0	0%	2	7%	13	46%	13	46%
SMALL GROUP TOTAL	5	60%	0	0%	2	40%	3	60%	0	0%
FEMALE	27	96%	0	0%	1	4%	11	41%	15	56%
MALE	28	89%	0	0%	3	11%	12	43%	13	46%
NON-ENGLISH LANGUAGE LEARNERS	54	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	5	100%	0	0%	0	0%	2	40%	3	60%
NOTECONOMICALLY DISADVANTAGED	50	92%	0	0%	4	8%	21	42%	25	50%
NOT MIGRANT	55	93%	0	0%	4	7%	23	42%	28	51%

# GRADE 4 SCIENCE



MEAN SCORE: 94

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	70	100%	0	0%	0	0%	5	7%	65	93%
GENERAL EDUCATION	66	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	24	100%	0	0%	0	0%	0	0%	24	100%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	_%	-	-	-	-	-	-	-	-
WHITE	39	100%	0	0%	0	0%	5	13%	34	87%
SMALL GROUP TOTAL	7	100%	0	0%	0	0%	0	0%	7	100%
FEMALE	31	100%	0	0%	0	0%	1	3%	30	97%
MALE	39	100%	0	0%	0	0%	4	10%	35	90%
NON-ENGLISH LANGUAGE LEARNERS	69	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	4	_%	-	-	-	-	-	-	-	-
NOTECONOMICALLY DISADVANTAGED	66	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	70	100%	0	0%	0	0%	5	7%	65	93%

RECENTLY ARRIVED LEP STUDENTS (2014 - 15)

RECENTLY ARRIVED LEP STUDENTS TAKING  
NYSESLAT IN LIEU OF NYSTP



RECENTLY ARRIVED LEP STUDENTS NOT  
TESTED ON THE ELA NYSTP





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

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

## KINDERGARTEN

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	3	-	-	-	-	-
GENERAL EDUCATION	3	-	-	-	-	-

## GRADE 1

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	3	-	-	-	-	-
GENERAL EDUCATION	3	-	-	-	-	-

## GRADE 3

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

## GRADE 4

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	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

## ALL STUDENTS

MADE AYP: **NO**

TESTED 95%

**NO**STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

427\*

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

87%\*

PI >= EAMO OR SAFE  
HARBOR TARGET**YES**TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

160

PI

173

EAMO

89

SAFE HARBOR TARGET

89

## AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

1

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

1

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## BLACK OR AFRICAN AMERICAN

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

1

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

1

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## HISPANIC OR LATINO

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

18

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

18

PI

—

EAMO

—

SAFE HARBOR TARGET

—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: YES

TESTED 95%

YES

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

66

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

98%

PI >= EAMO OR SAFE  
HARBOR TARGET

YES

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

62

PI

177

EAMO

111

SAFE HARBOR TARGET

111

WHITE

MADE AYP: NO

TESTED 95%

NO

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

249\*

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

78%\*

PI >= EAMO OR SAFE  
HARBOR TARGET

YES

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

76

PI

174

EAMO

103

SAFE HARBOR TARGET

103

MULTIRACIAL

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

2

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

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

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	21	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	8	—	—	—

LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	4	—

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

ECONOMICALLY DISADVANTAGED

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	15	—

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

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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

425\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

87%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

159

PI

172

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

424\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

87%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

159

PI

172

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

397\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

86%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

142

PI

175

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

286\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

81%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

98

PI

169

## NOT WHITE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

88

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

99%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

84

PI

171

## NOT MULTIRACIAL

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

425\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

87%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

158

PI

173

# GENERAL EDUCATION

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

387\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

90%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

152

PI

178

# ENGLISH PROFICIENT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

417\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

87%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

158

PI

173

# NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

410\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

87%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

148

PI

172

# MALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

217\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

85%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

82

PI

165

# FEMALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

210\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

89%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

78

PI

181

# MIGRANT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

0

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

0

PI

—

# NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
427*	87%*	160	173

— 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	427*		87%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
YES	158	191	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		
—	1		—		
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		
—	1		—		



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

## HISPANIC OR LATINO

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	18	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	17	—	—	—

## ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: YES

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
YES	66	98%

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	63	197	125	125

## WHITE

MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
NO	249*	78%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	74	189	99	99

## MULTIRACIAL

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

2

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

2

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

21

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

8

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

4

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

3

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## ECONOMICALLY DISADVANTAGED

MADE AYP: —

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

425\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

87%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

157

PI

192

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

424\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

87%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

157

PI

191

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

397\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

86%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

141

PI

192

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

286\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

81%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

95

PI

187

## NOT WHITE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

88

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

98%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

84

PI

193

## NOT MULTIRACIAL

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

425\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

87%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

156

PI

191

## GENERAL EDUCATION

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

387\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

89%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

150

PI

194

## ENGLISH PROFICIENT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

417\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

87%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

155

PI

191

## NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

410\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

87%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

147

PI

190

## MALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

217\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

87%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

82

PI

185

## FEMALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

210\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

87%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

76

PI

197

## MIGRANT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

0

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

0

PI

—

## NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
427*	87%*	158	191

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and 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: <b>YES</b>				
TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
<b>YES</b>	73	96%		
PI ≥ EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
<b>YES</b>	68	200	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		
—	1	—		

PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	1	—	—	—
HISPANIC OR LATINO				
MADE AYP: —				
TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
—	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	
—	24		—	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	23	—	—	—
WHITE				
MADE AYP: YES				
TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
YES	42		93%	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	38	200	177	177

## MULTIRACIAL

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI ≥ EAMO OR  
PROGRESS TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

0

PI

—

EAMO

—

PROGRESS TARGET

—

## STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

5

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI ≥ EAMO OR  
PROGRESS TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

4

PI

—

EAMO

—

PROGRESS TARGET

—

## LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

1

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI ≥ EAMO OR  
PROGRESS TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

0

PI

—

EAMO

—

PROGRESS TARGET

—

## ECONOMICALLY DISADVANTAGED

MADE AYP: —

TESTED 80%

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES



▼		▼		▼	
—		4		—	
PI >= EAMO OR PROGRESS TARGET		TESTED STUDENTS ENROLLED ON BEDS DAY		PI	
EAMO		PROGRESS TARGET			
—		4		—	

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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

73

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

96%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

68

PI

200

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

72

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

96%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

67

PI

200

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

67

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

96%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

62

PI

200

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

49

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

94%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

45

PI

200

## NOT WHITE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

31

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

30

PI

200

## NOT MULTIRACIAL

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

73

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

96%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

68

PI

200

## GENERAL EDUCATION

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

68

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

97%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

64

PI

200

## ENGLISH PROFICIENT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

72

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

96%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

68

PI

200

## NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

69

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

96%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

64

PI

200

## MALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

41

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

95%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

39

PI

200

## FEMALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

32

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

29

PI

—

## MIGRANT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

0

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

0

PI

—

## NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

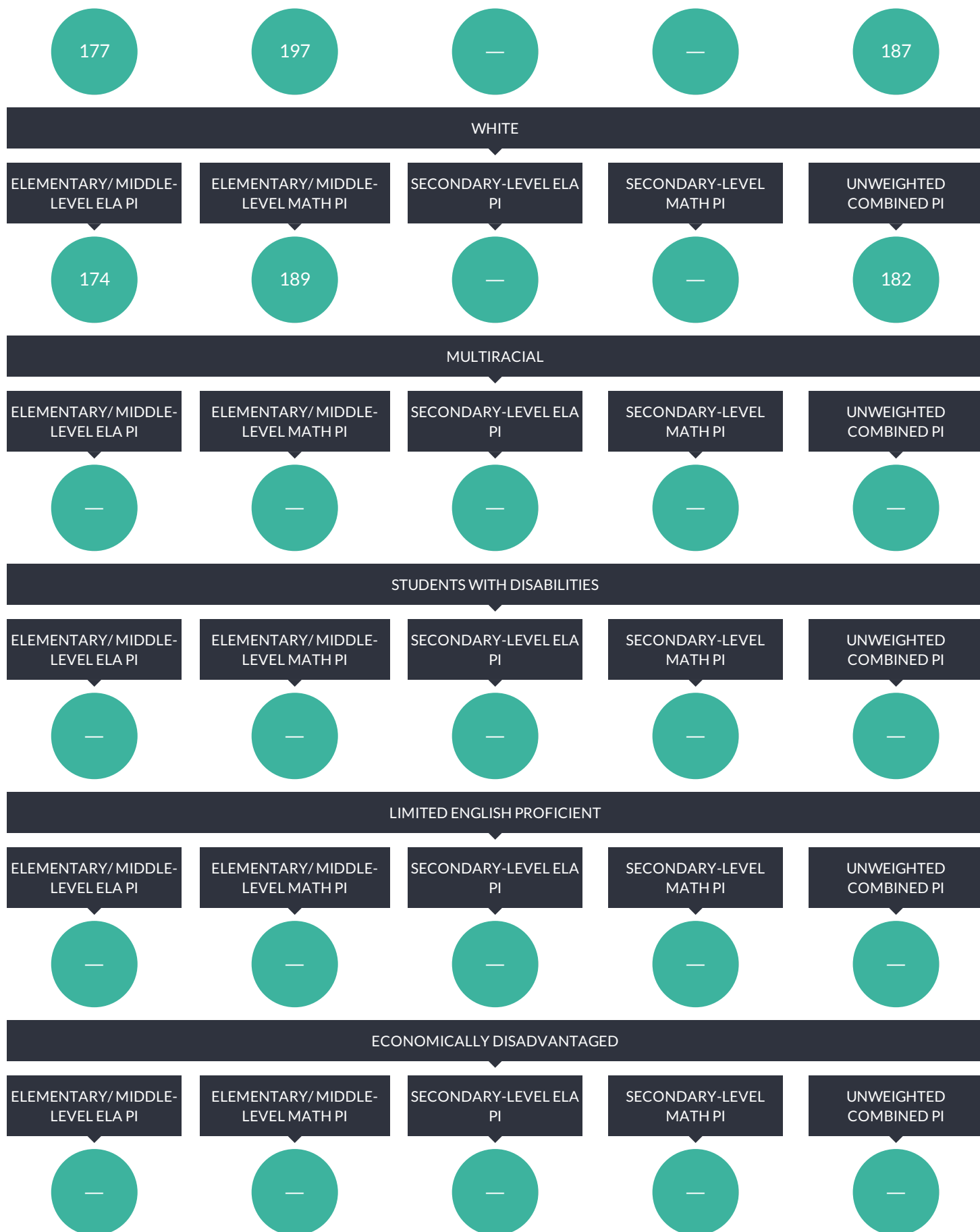
PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
73	96%	68	200

— 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.

## UNWEIGHTED COMBINED ELA AND MATH PIS

ALL STUDENTS				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
173	191	—	—	182
AMERICAN INDIAN OR ALASKA NATIVE				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—
BLACK OR AFRICAN AMERICAN				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—
HISPANIC OR LATINO				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—

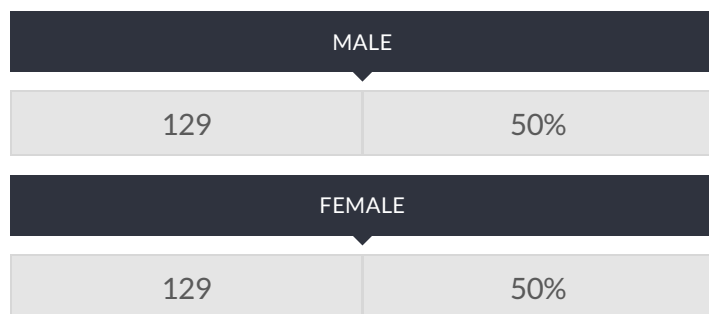


— There were not enough students to determine a Performance Index.

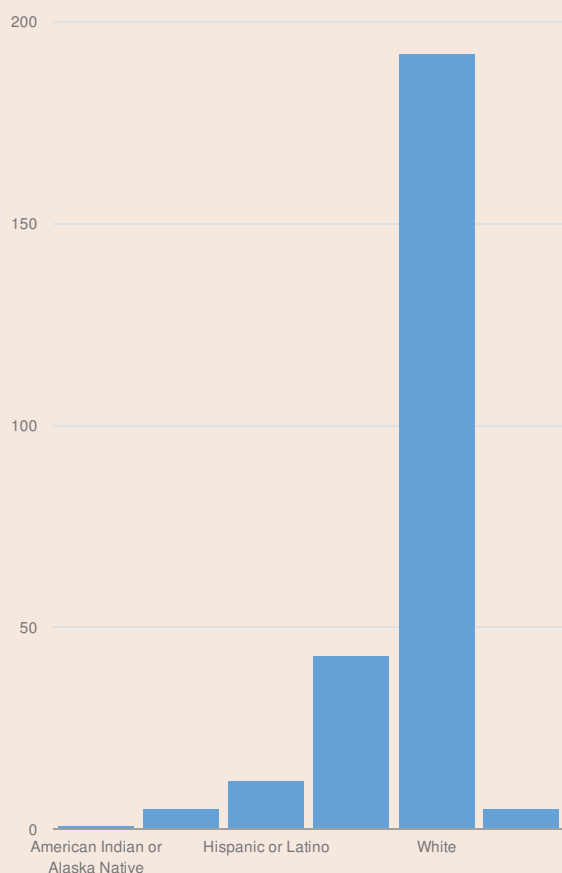


**Section 7: School Report Card**  
**Walt Whitman Elementary School**

## ENROLLMENT BY GENDER



## ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE	
1	0%
BLACK OR AFRICAN AMERICAN	
5	2%
HISPANIC OR LATINO	
12	5%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	
43	17%
WHITE	
192	74%
MULTIRACIAL	
5	2%

## OTHER GROUPS

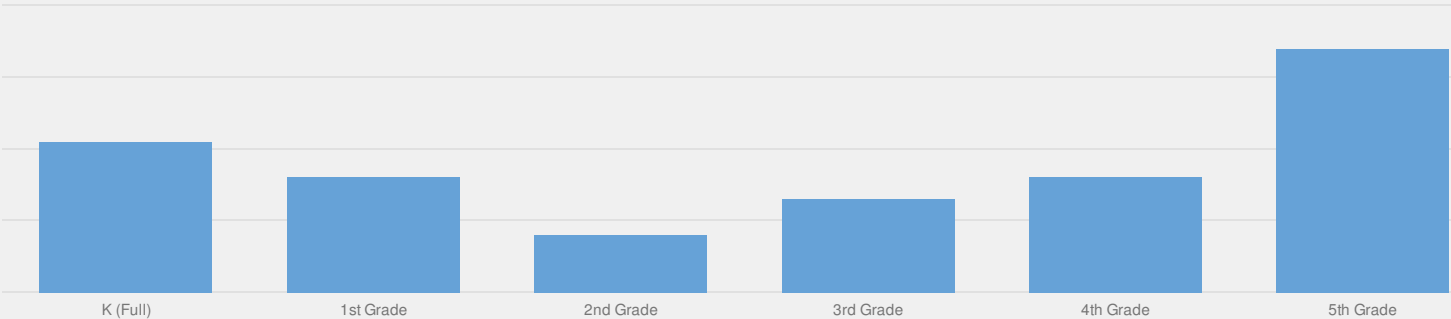
ENGLISH LANGUAGE LEARNERS	
8	3%

STUDENTS WITH DISABILITIES	
40	16%

ECONOMICALLY DISADVANTAGED	
15	6%

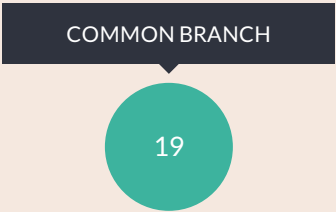


# ENROLLMENT BY GRADE



K (FULL DAY)		1ST GRADE		2ND GRADE		3RD GRADE	
46	18%	41	16%	33	13%	38	15%
4TH GRADE		5TH GRADE					
41	16%	59	23%				

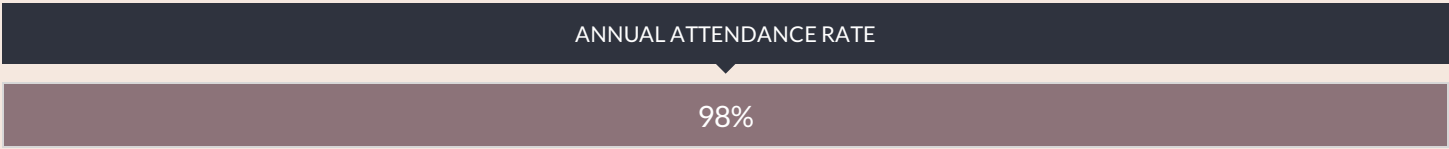
AVERAGE CLASS SIZE (2014 - 15)



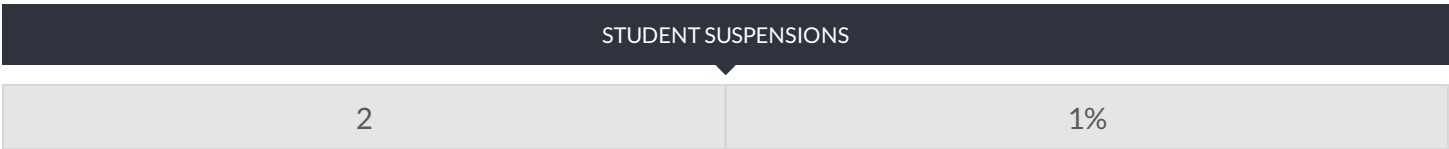
FREE AND REDUCED-PRICE LUNCH (2014 - 15)



ATTENDANCE (2013 - 14)



STUDENT SUSPENSIONS (2013 - 14)



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

## STAFF COUNTS (2014 - 15)

PRINCIPALS

1

ASSISTANT PRINCIPALS

0

OTHER PROFESSIONAL STAFF

3

PARAPROFESSIONALS

0

## TEACHER QUALIFICATIONS (2014 - 15)

TOTAL TEACHERS: 24

PERCENT WITH NO VALID TEACHING CERTIFICATE

0%

PERCENT TEACHING OUT OF CERTIFICATION

0%

PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE

4%

PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE

96%

TOTAL NUMBER OF CORE CLASSES

19

PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS SCHOOL

0%

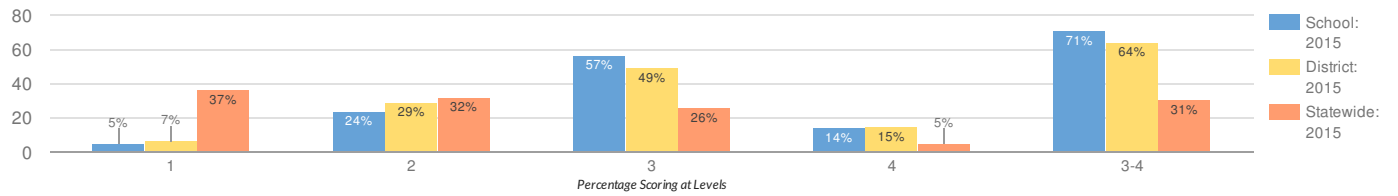
TOTAL NUMBER OF CLASSES

28

PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION

0%

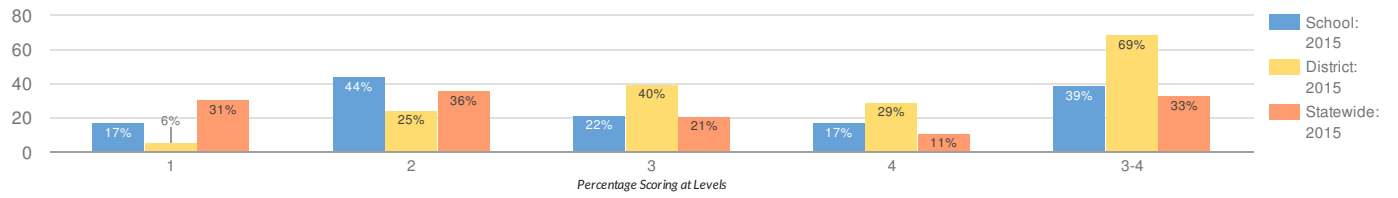
# GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 329

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	21	71%	1	5%	5	24%	12	57%	3	14%
GENERAL EDUCATION	20	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	8	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	11	73%	1	9%	2	18%	5	45%	3	27%
SMALL GROUP TOTAL	10	70%	0	0%	3	30%	7	70%	0	0%
FEMALE	11	73%	0	0%	3	27%	6	55%	2	18%
MALE	10	70%	1	10%	2	20%	6	60%	1	10%
NON-ENGLISH LANGUAGE LEARNERS	20	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	1	_%	-	-	-	-	-	-	-	-
NOTECONOMICALLY DISADVANTAGED	20	_%	-	-	-	-	-	-	-	-
NOTMIGRANT	21	71%	1	5%	5	24%	12	57%	3	14%

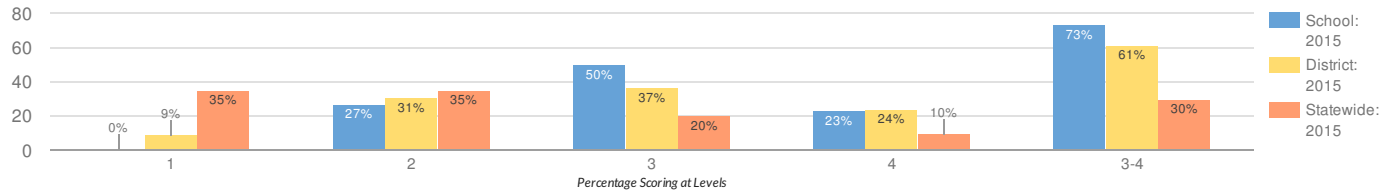
# GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 307

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	18	39%	3	17%	8	44%
GENERAL EDUCATION	17	_%	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	8	_%	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-
WHITE	9	22%	2	22%	5	56%
SMALL GROUP TOTAL	9	56%	1	11%	3	33%
FEMALE	9	44%	2	22%	3	33%
MALE	9	33%	1	11%	5	56%
NON-ENGLISH LANGUAGE LEARNERS	16	_%	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-
ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-
NOTECONOMICALLY DISADVANTAGED	16	_%	-	-	-	-
NOTMIGRANT	18	39%	3	17%	8	44%

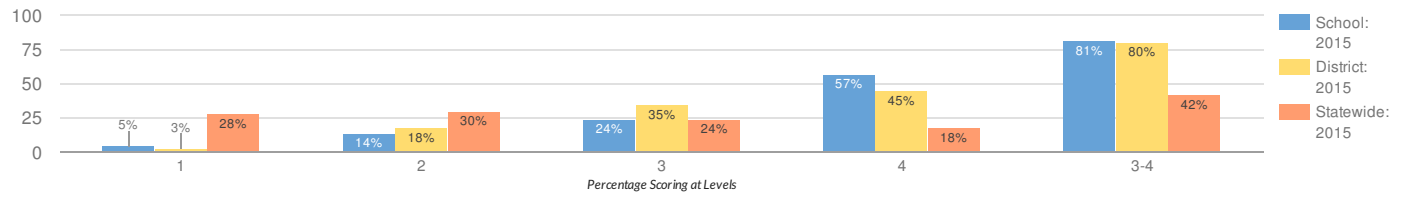
# GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 330

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	22	73%	0	0%	6	27%	11	50%	5	23%
GENERAL EDUCATION	20	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	5	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	13	69%	0	0%	4	31%	5	38%	4	31%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	78%	0	0%	2	22%	6	67%	1	11%
FEMALE	8	75%	0	0%	2	25%	5	63%	1	13%
MALE	14	71%	0	0%	4	29%	6	43%	4	29%
NON-ENGLISH LANGUAGE LEARNERS	22	73%	0	0%	6	27%	11	50%	5	23%
NOTECONOMICALLY DISADVANTAGED	22	73%	0	0%	6	27%	11	50%	5	23%
NOTMIGRANT	22	73%	0	0%	6	27%	11	50%	5	23%

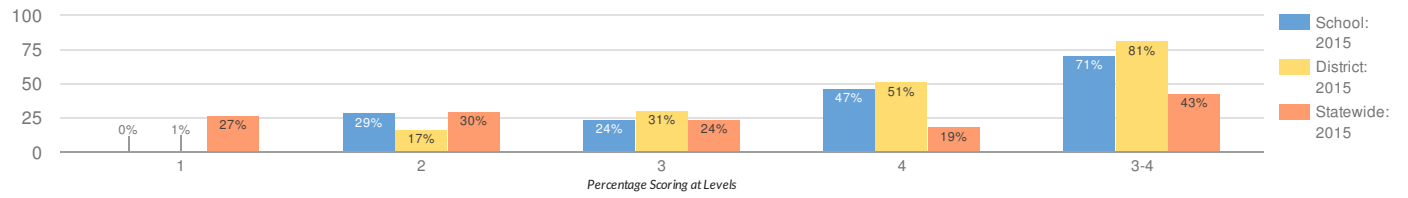
# GRADE 3 MATHEMATICS



MEAN SCORE: 335

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	21	81%	1	5%	3	14%	5	24%	12	57%
GENERAL EDUCATION	20	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	8	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	11	82%	1	9%	1	9%	3	27%	6	55%
SMALL GROUP TOTAL	10	80%	0	0%	2	20%	2	20%	6	60%
FEMALE	11	73%	1	9%	2	18%	3	27%	5	45%
MALE	10	90%	0	0%	1	10%	2	20%	7	70%
NON-ENGLISH LANGUAGE LEARNERS	20	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	1	_%	-	-	-	-	-	-	-	-
NOTECONOMICALLY DISADVANTAGED	20	_%	-	-	-	-	-	-	-	-
NOTMIGRANT	21	81%	1	5%	3	14%	5	24%	12	57%

# GRADE 4 MATHEMATICS

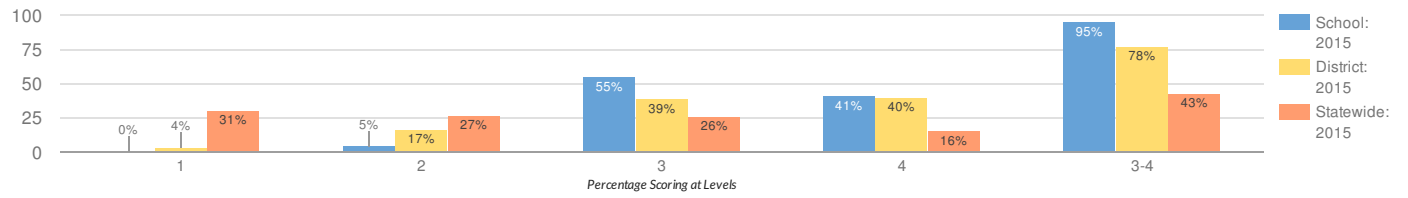


MEAN SCORE: 332

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	17	71%	0	0%	5	29%	4	24%	8	47%
GENERAL EDUCATION	16	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	8	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
WHITE	8	75%	0	0%	2	25%	2	25%	4	50%
SMALL GROUP TOTAL	9	67%	0	0%	3	33%	2	22%	4	44%
FEMALE	8	75%	0	0%	2	25%	1	13%	5	63%
MALE	9	67%	0	0%	3	33%	3	33%	3	33%
NON-ENGLISH LANGUAGE LEARNERS	15	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-	-	-	-	-
NOTECONOMICALLY DISADVANTAGED	15	_%	-	-	-	-	-	-	-	-
NOTMIGRANT	17	71%	0	0%	5	29%	4	24%	8	47%



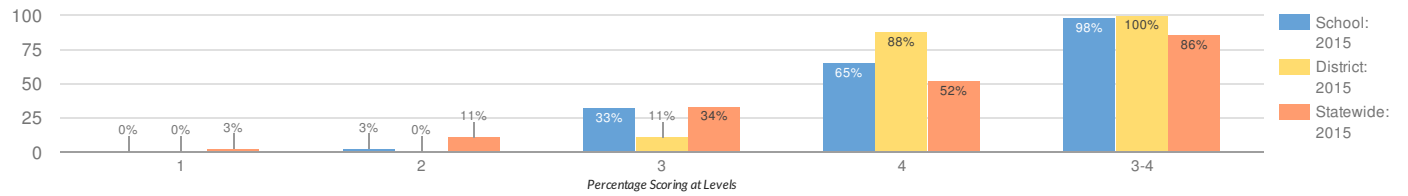
# GRADE 5 MATHEMATICS



MEAN SCORE: 341

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	22	95%	0	0%	1	5%	12	55%	9	41%
GENERAL EDUCATION	20	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	5	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	13	100%	0	0%	0	0%	7	54%	6	46%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	89%	0	0%	1	11%	5	56%	3	33%
FEMALE	7	100%	0	0%	0	0%	4	57%	3	43%
MALE	15	93%	0	0%	1	7%	8	53%	6	40%
NON-ENGLISH LANGUAGE LEARNERS	22	95%	0	0%	1	5%	12	55%	9	41%
NOTECONOMICALLY DISADVANTAGED	22	95%	0	0%	1	5%	12	55%	9	41%
NOTMIGRANT	22	95%	0	0%	1	5%	12	55%	9	41%

# GRADE 4 SCIENCE



MEAN SCORE: 88

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	40	98%	0	0%	1	3%	13	33%	26	65%
GENERAL EDUCATION	31	100%	0	0%	0	0%	7	23%	24	77%
STUDENTS WITH DISABILITIES	9	89%	0	0%	1	11%	6	67%	2	22%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	10	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
WHITE	29	97%	0	0%	1	3%	10	34%	18	62%
SMALL GROUP TOTAL	11	100%	0	0%	0	0%	3	27%	8	73%
FEMALE	17	100%	0	0%	0	0%	5	29%	12	71%
MALE	23	96%	0	0%	1	4%	8	35%	14	61%
NON-ENGLISH LANGUAGE LEARNERS	37	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	3	_%	-	-	-	-	-	-	-	-
NOTECONOMICALLY DISADVANTAGED	37	_%	-	-	-	-	-	-	-	-
NOTMIGRANT	40	98%	0	0%	1	3%	13	33%	26	65%

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

## ALL STUDENTS

MADE AYP: **NO**

TESTED 95%

**NO**STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

277\*

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

70%\*

PI >= EAMO OR SAFE  
HARBOR TARGET**YES**TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

61

PI

156

EAMO

85

SAFE HARBOR TARGET

85

## AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

1

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

0

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## BLACK OR AFRICAN AMERICAN

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

2

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

2

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## HISPANIC OR LATINO

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

6

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

4

PI

—

EAMO

—

SAFE HARBOR TARGET

—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

25

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

21

PI

—

EAMO

—

SAFE HARBOR TARGET

—

WHITE

MADE AYP: **NO**

TESTED 95%

**NO**

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

211\*

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

64%\*

PI >= EAMO OR SAFE  
HARBOR TARGET

**YES**

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

33

PI

148

EAMO

97

SAFE HARBOR TARGET

97

MULTIRACIAL

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

1

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

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

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	23	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	4	—	—	—

LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	4	—

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

ECONOMICALLY DISADVANTAGED

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	8	—

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

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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

276\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

70%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

61

PI

156

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

273\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

70%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

59

PI

158

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

267\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

70%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

57

PI

154

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

229\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

66%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

40

PI

148

## NOT WHITE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

35

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

28

PI

—

## NOT MULTIRACIAL

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

274\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

70%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

60

PI

157

# GENERAL EDUCATION

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

232\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

72%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

57

PI

160

# ENGLISH PROFICIENT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

269\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

70%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

58

PI

162

# NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

268\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

71%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

58

PI

157

# MALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

152\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

70%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

33

PI

155

# FEMALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

125\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

70%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

86

PI

141

# MIGRANT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

0

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

0

PI

—

# NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
277*	70%*	61	156

— 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	277*		70%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
YES	60	182	82	82	
AMERICAN INDIAN OR ALASKA NATIVE					
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	—	—	—	
BLACK OR AFRICAN AMERICAN					
MADE AYP: —					
TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	2		—		



PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	2	—	—	—
HISPANIC OR LATINO				
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
—	4	—	—	—
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		
—	25	—		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	21	—	—	—
WHITE				
MADE AYP: NO				
TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
NO	211*	64%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	32	184	93	93

## MULTIRACIAL

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

1

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

1

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

23

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

4

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

4

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

3

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## ECONOMICALLY DISADVANTAGED

MADE AYP: —

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

276\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

70%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

60

PI

182

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

273\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

70%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

58

PI

184

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

267\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

70%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

56

PI

182

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

229\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

66%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

39

PI

179

## NOT WHITE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

35

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

28

PI

—

## NOT MULTIRACIAL

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

274\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

70%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

59

PI

181

GENERAL EDUCATION			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
232*	73%*	56	182
ENGLISH PROFICIENT			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
269*	70%*	57	186
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
268*	71%*	57	186
MALE			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
152*	72%*	34	185
FEMALE			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
125*	68%*	83	172
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	
277*	70%*	60	182

— 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: <b>YES</b>				
TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
<b>YES</b>	42	95%		
PI ≥ EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
<b>YES</b>	39	197	169	169
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		
—	1	—		

PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	1	—	—	—
HISPANIC OR LATINO				
MADE AYP: —				
TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
—	1		—	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	0	—	—	—
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	
—	10		—	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	10	—	—	—
WHITE				
MADE AYP: —				
TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
—	30		—	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	28	—	—	—

## MULTIRACIAL

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI ≥ EAMO OR  
PROGRESS TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

0

PI

—

EAMO

—

PROGRESS TARGET

—

## STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

9

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI ≥ EAMO OR  
PROGRESS TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

8

PI

—

EAMO

—

PROGRESS TARGET

—

## LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

3

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI ≥ EAMO OR  
PROGRESS TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

3

PI

—

EAMO

—

PROGRESS TARGET

—

## ECONOMICALLY DISADVANTAGED

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			
—		3		—	
				—	
				—	

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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

42

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

95%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

39

PI

197

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

41

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

95%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

38

PI

197

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

41

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

98%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

39

PI

197

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

32

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

29

PI

—

## NOT WHITE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

12

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

11

PI

—

## NOT MULTIRACIAL

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

42

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

95%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

39

PI

197

# GENERAL EDUCATION

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

33

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

31

PI

200

# ENGLISH PROFICIENT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

39

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

36

PI

197

# NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

39

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

36

PI

197

# MALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

25

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

22

PI

—

# FEMALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

17

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

17

PI

—

# MIGRANT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

0

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

0

PI

—

# NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

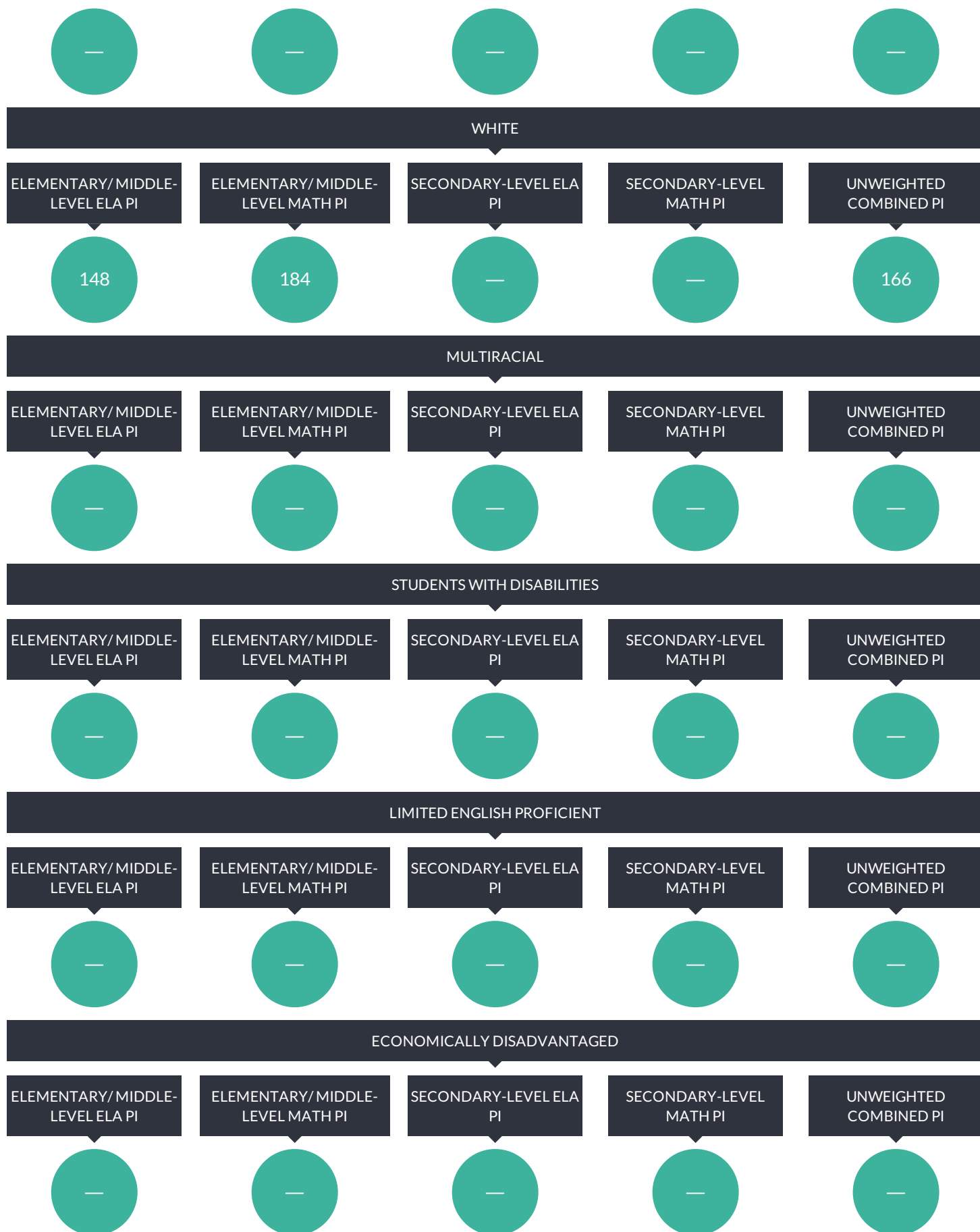
PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
42	95%	39	197

— 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.

## UNWEIGHTED COMBINED ELA AND MATH PIS

ALL STUDENTS				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
156	182	—	—	169
AMERICAN INDIAN OR ALASKA NATIVE				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—
BLACK OR AFRICAN AMERICAN				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—
HISPANIC OR LATINO				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—

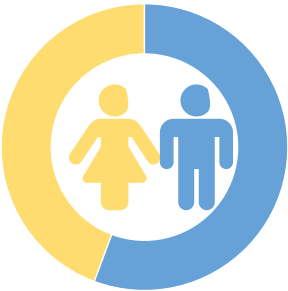
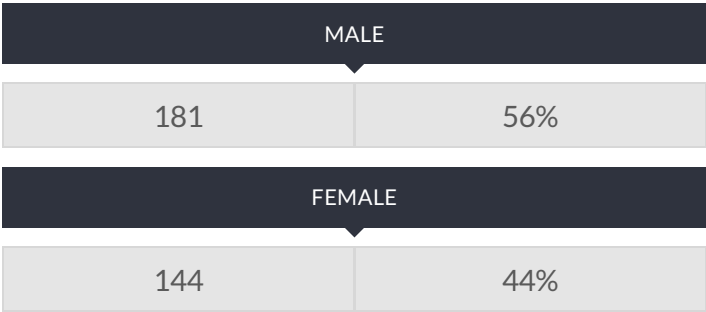


— There were not enough students to determine a Performance Index.

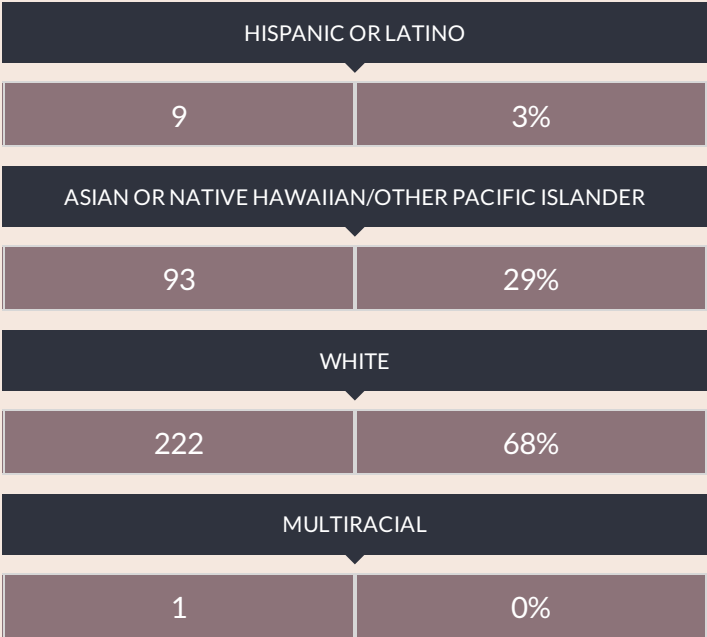
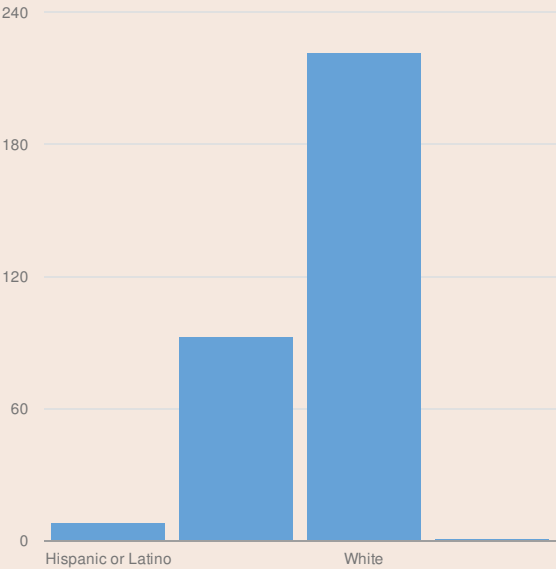


**Section 8: School Report Card**  
**A. P. Willits Elementary School**

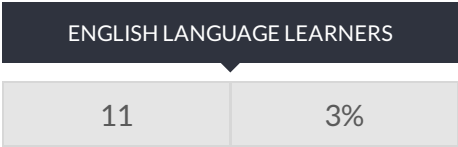
ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY

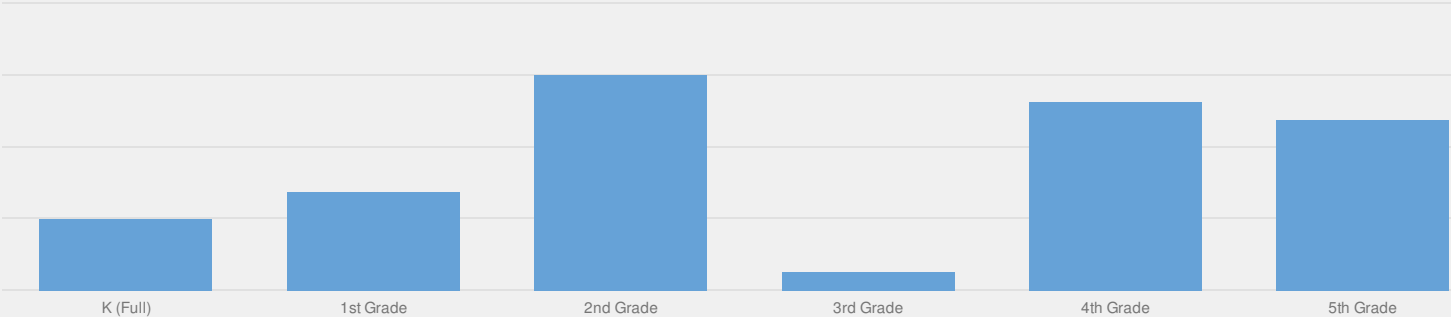


OTHER GROUPS



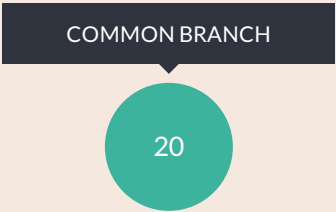


# ENROLLMENT BY GRADE



K (FULL DAY)		1ST GRADE		2ND GRADE		3RD GRADE	
48	15%	51	16%	64	20%	42	13%
4TH GRADE		5TH GRADE					
61	19%	59	18%				

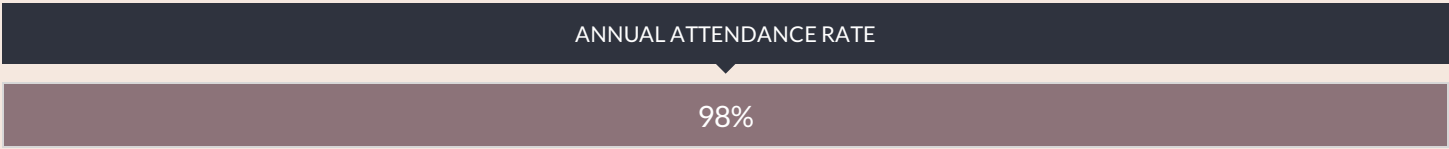
AVERAGE CLASS SIZE (2014 - 15)



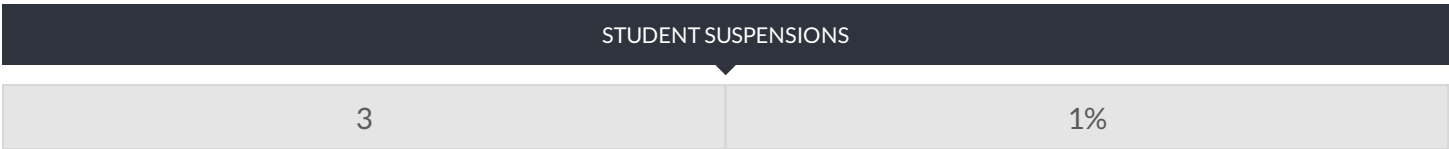
FREE AND REDUCED-PRICE LUNCH (2014 - 15)



ATTENDANCE (2013 - 14)



STUDENT SUSPENSIONS (2013 - 14)



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

## STAFF COUNTS (2014 - 15)

PRINCIPALS

1

ASSISTANT PRINCIPALS

0

OTHER PROFESSIONAL STAFF

3

PARAPROFESSIONALS

0

## TEACHER QUALIFICATIONS (2014 - 15)

TOTAL TEACHERS: 28

PERCENT WITH NO VALID TEACHING CERTIFICATE

0%

PERCENT TEACHING OUT OF CERTIFICATION

0%

PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE

0%

PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE

79%

TOTAL NUMBER OF CORE CLASSES

34

PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS SCHOOL

0%

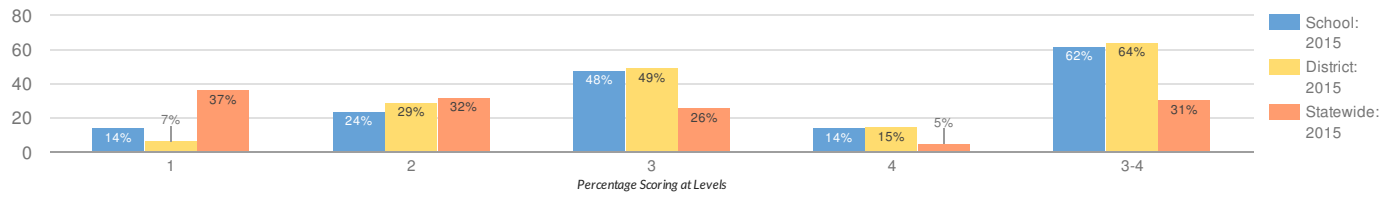
TOTAL NUMBER OF CLASSES

67

PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION

0%

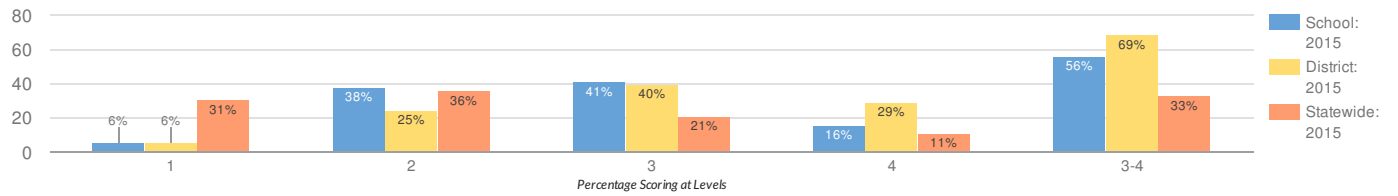
# GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 325

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	29	62%	4	14%	7	24%	14	48%	4	14%
GENERAL EDUCATION	28	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	11	73%	0	0%	3	27%	7	64%	1	9%
WHITE	18	56%	4	22%	4	22%	7	39%	3	17%
FEMALE	12	50%	3	25%	3	25%	4	33%	2	17%
MALE	17	71%	1	6%	4	24%	10	59%	2	12%
NON-ENGLISH LANGUAGE LEARNERS	28	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-	-	-	-	-
NOTECONOMICALLY DISADVANTAGED	27	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	29	62%	4	14%	7	24%	14	48%	4	14%

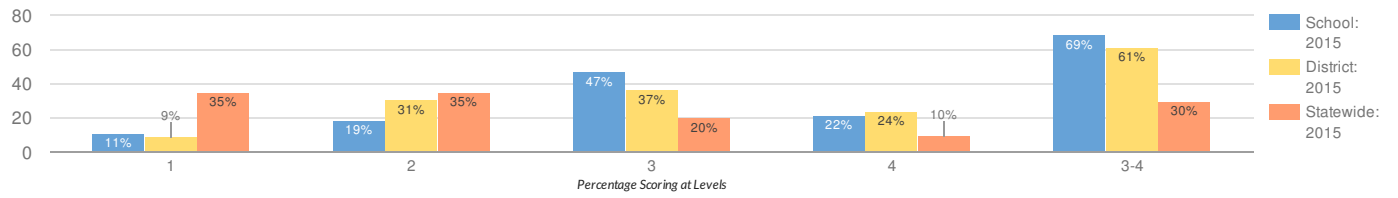
# GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 321

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	32	56%	2	6%	12	38%	13	41%	5	16%
GENERAL EDUCATION	29	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	19	63%	1	5%	6	32%	7	37%	5	26%
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	12	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	13	46%	1	8%	6	46%	6	46%	0	0%
FEMALE	17	53%	0	0%	8	47%	8	47%	1	6%
MALE	15	60%	2	13%	4	27%	5	33%	4	27%
NON-ENGLISH LANGUAGE LEARNERS	32	56%	2	6%	12	38%	13	41%	5	16%
ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	30	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	32	56%	2	6%	12	38%	13	41%	5	16%

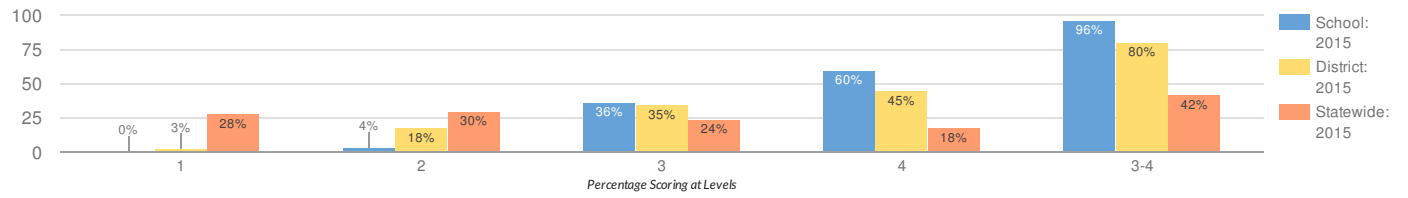
# GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 322

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	36	69%	4	11%	7	19%	17	47%	8	22%
GENERAL EDUCATION	32	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	14	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	20	55%	3	15%	6	30%	6	30%	5	25%
SMALL GROUP TOTAL	16	88%	1	6%	1	6%	11	69%	3	19%
FEMALE	18	61%	2	11%	5	28%	7	39%	4	22%
MALE	18	78%	2	11%	2	11%	10	56%	4	22%
NON-ENGLISH LANGUAGE LEARNERS	35	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	1	_%	-	-	-	-	-	-	-	-
NOTECONOMICALLY DISADVANTAGED	35	_%	-	-	-	-	-	-	-	-
NOTMIGRANT	36	69%	4	11%	7	19%	17	47%	8	22%

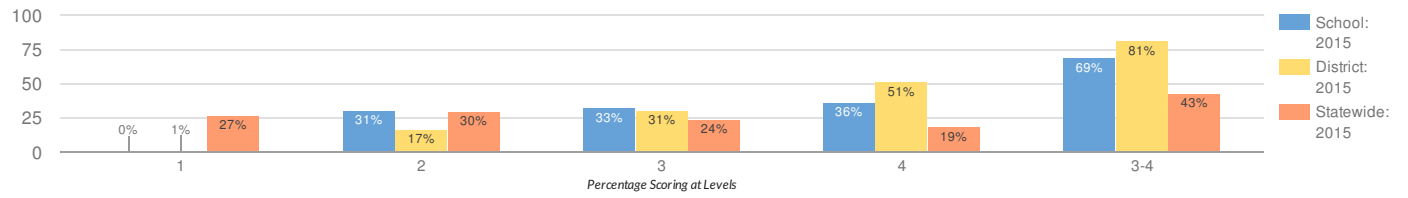
# GRADE 3 MATHEMATICS



MEAN SCORE: 345

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	25	96%	0	0%	1	4%	9	36%	15	60%
GENERAL EDUCATION	24	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	11	91%	0	0%	1	9%	3	27%	7	64%
WHITE	14	100%	0	0%	0	0%	6	43%	8	57%
FEMALE	10	100%	0	0%	0	0%	5	50%	5	50%
MALE	15	93%	0	0%	1	7%	4	27%	10	67%
NON-ENGLISH LANGUAGE LEARNERS	24	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-	-	-	-	-
NOTECONOMICALLY DISADVANTAGED	23	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	25	96%	0	0%	1	4%	9	36%	15	60%

# GRADE 4 MATHEMATICS

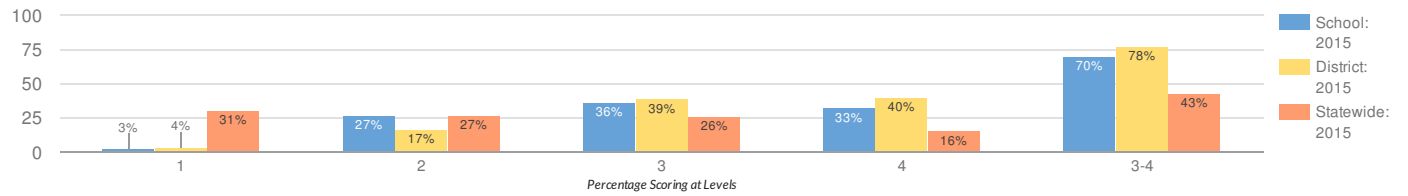


MEAN SCORE: 329

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	36	69%	0	0%	11	31%	12	33%	13	36%
GENERAL EDUCATION	33	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	19	63%	0	0%	7	37%	2	11%	10	53%
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	16	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	17	76%	0	0%	4	24%	10	59%	3	18%
FEMALE	20	60%	0	0%	8	40%	6	30%	6	30%
MALE	16	81%	0	0%	3	19%	6	38%	7	44%
NON-ENGLISH LANGUAGE LEARNERS	36	69%	0	0%	11	31%	12	33%	13	36%
ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	34	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	36	69%	0	0%	11	31%	12	33%	13	36%



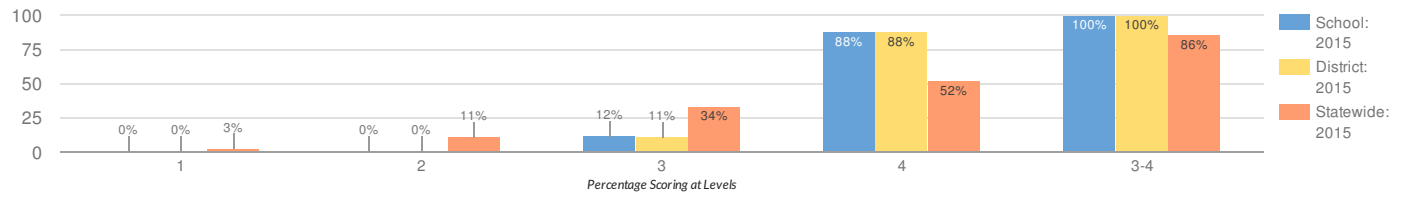
# GRADE 5 MATHEMATICS



MEAN SCORE: 335

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	33	70%	1	3%	9	27%	12	36%	11	33%
GENERAL EDUCATION	29	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	13	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	19	58%	1	5%	7	37%	6	32%	5	26%
SMALL GROUP TOTAL	14	86%	0	0%	2	14%	6	43%	6	43%
FEMALE	15	53%	1	7%	6	40%	4	27%	4	27%
MALE	18	83%	0	0%	3	17%	8	44%	7	39%
NON-ENGLISH LANGUAGE LEARNERS	32	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	1	_%	-	-	-	-	-	-	-	-
NOTECONOMICALLY DISADVANTAGED	32	_%	-	-	-	-	-	-	-	-
NOTMIGRANT	33	70%	1	3%	9	27%	12	36%	11	33%

# GRADE 4 SCIENCE



MEAN SCORE: 92

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	57	100%	0	0%	0	0%	7	12%	50	88%
GENERAL EDUCATION	49	100%	0	0%	0	0%	4	8%	45	92%
STUDENTS WITH DISABILITIES	8	100%	0	0%	0	0%	3	38%	5	63%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	19	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	36	100%	0	0%	0	0%	3	8%	33	92%
SMALL GROUP TOTAL	21	100%	0	0%	0	0%	4	19%	17	81%
FEMALE	25	100%	0	0%	0	0%	3	12%	22	88%
MALE	32	100%	0	0%	0	0%	4	13%	28	88%
NON-ENGLISH LANGUAGE LEARNERS	57	100%	0	0%	0	0%	7	12%	50	88%
ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	55	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	57	100%	0	0%	0	0%	7	12%	50	88%

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

## ALL STUDENTS

MADE AYP: **NO**

TESTED 95%

**NO**STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

343\*

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

81%\*

PI >= EAMO OR SAFE  
HARBOR TARGET**YES**TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

97

PI

153

EAMO

87

SAFE HARBOR TARGET

87

## AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

0

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## BLACK OR AFRICAN AMERICAN

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

0

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## HISPANIC OR LATINO

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

5

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

3

PI

—

EAMO

—

SAFE HARBOR TARGET

—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: YES

TESTED 95%

YES

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

45

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

98%

PI >= EAMO OR SAFE  
HARBOR TARGET

YES

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

44

PI

170

EAMO

108

SAFE HARBOR TARGET

108

WHITE

MADE AYP: NO

TESTED 95%

NO

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

234\*

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

73%\*

PI >= EAMO OR SAFE  
HARBOR TARGET

YES

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

50

PI

136

EAMO

101

SAFE HARBOR TARGET

101

MULTIRACIAL

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

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

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	22	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	8	—	—	—

LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	2	—

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

ECONOMICALLY DISADVANTAGED

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	5	—

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

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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

342\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

81%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

97

PI

153

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

342\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

81%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

97

PI

153

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

331\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

81%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

94

PI

152

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

248\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

74%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

53

PI

138

## NOT WHITE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

109\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

97%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

47

PI

170

## NOT MULTIRACIAL

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

343\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

81%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

97

PI

153

## GENERAL EDUCATION

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

291\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

84%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

89

PI

160

## ENGLISH PROFICIENT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

338\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

80%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

95

PI

155

## NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

337\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

80%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

92

PI

154

## MALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

184\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

80%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

50

PI

160

## FEMALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

159\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

82%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

47

PI

145

## MIGRANT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

0

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

0

PI

—

## NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
343*	81%*	97	153

— 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: <b>NO</b>					
TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
<b>NO</b>	343*		79%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
<b>YES</b>	94	176	84	84	
AMERICAN INDIAN OR ALASKA NATIVE					
MADE AYP: —					
TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	0		—		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
—	0	—	—	—	
BLACK OR AFRICAN AMERICAN					
MADE AYP: —					
TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	0		—		



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

## HISPANIC OR LATINO

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	5	—

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

## ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: YES

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
YES	45	96%

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	43	177	122	122

## WHITE

MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
NO	234*	71%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	49	173	96	96

## MULTIRACIAL

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

0

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

22

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

8

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

2

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

2

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## ECONOMICALLY DISADVANTAGED

MADE AYP: —

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

342\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

79%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

94

PI

176

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

342\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

79%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

94

PI

176

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

331\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

79%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

92

PI

175

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

248\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

71%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

51

PI

175

## NOT WHITE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

109\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

95%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

45

PI

178

## NOT MULTIRACIAL

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

343\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

79%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

94

PI

176

# GENERAL EDUCATION

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

291\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

82%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

86

PI

180

# ENGLISH PROFICIENT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

338\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

78%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

92

PI

177

# NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

337\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

78%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

89

PI

176

# MALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

184\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

79%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

49

PI

186

# FEMALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

159\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

79%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

45

PI

164

# MIGRANT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

0

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

0

PI

—

# NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
343*	79%*	94	176

— 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: <b>YES</b>				
TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
<b>YES</b>	60	95%		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
<b>YES</b>	57	200	172	172
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		
—	0	—		

PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	0	—	—	—
HISPANIC OR LATINO				
MADE AYP: —				
TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
—	2		—	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	2	—	—	—
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	
—	19		—	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	19	—	—	—
WHITE				
MADE AYP: YES				
TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
—	39		—	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	36	200	177	177

## MULTIRACIAL

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI ≥ EAMO OR  
PROGRESS TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

0

PI

—

EAMO

—

PROGRESS TARGET

—

## STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

10

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI ≥ EAMO OR  
PROGRESS TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

8

PI

—

EAMO

—

PROGRESS TARGET

—

## LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI ≥ EAMO OR  
PROGRESS TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

0

PI

—

EAMO

—

PROGRESS TARGET

—

## ECONOMICALLY DISADVANTAGED

MADE AYP: —

TESTED 80%

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES



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

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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

60

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

95%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

57

PI

200

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

60

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

95%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

57

PI

200

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

58

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

95%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

55

PI

200

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

41

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

93%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

38

PI

200

## NOT WHITE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

21

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

21

PI

—

## NOT MULTIRACIAL

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

60

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

95%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

57

PI

200

# GENERAL EDUCATION

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

50

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

98%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

49

PI

200

# ENGLISH PROFICIENT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

60

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

95%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

57

PI

200

# NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

58

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

95%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

55

PI

200

# MALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

34

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

32

PI

200

# FEMALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

26

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

25

PI

—

# MIGRANT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

0

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

0

PI

—

# NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

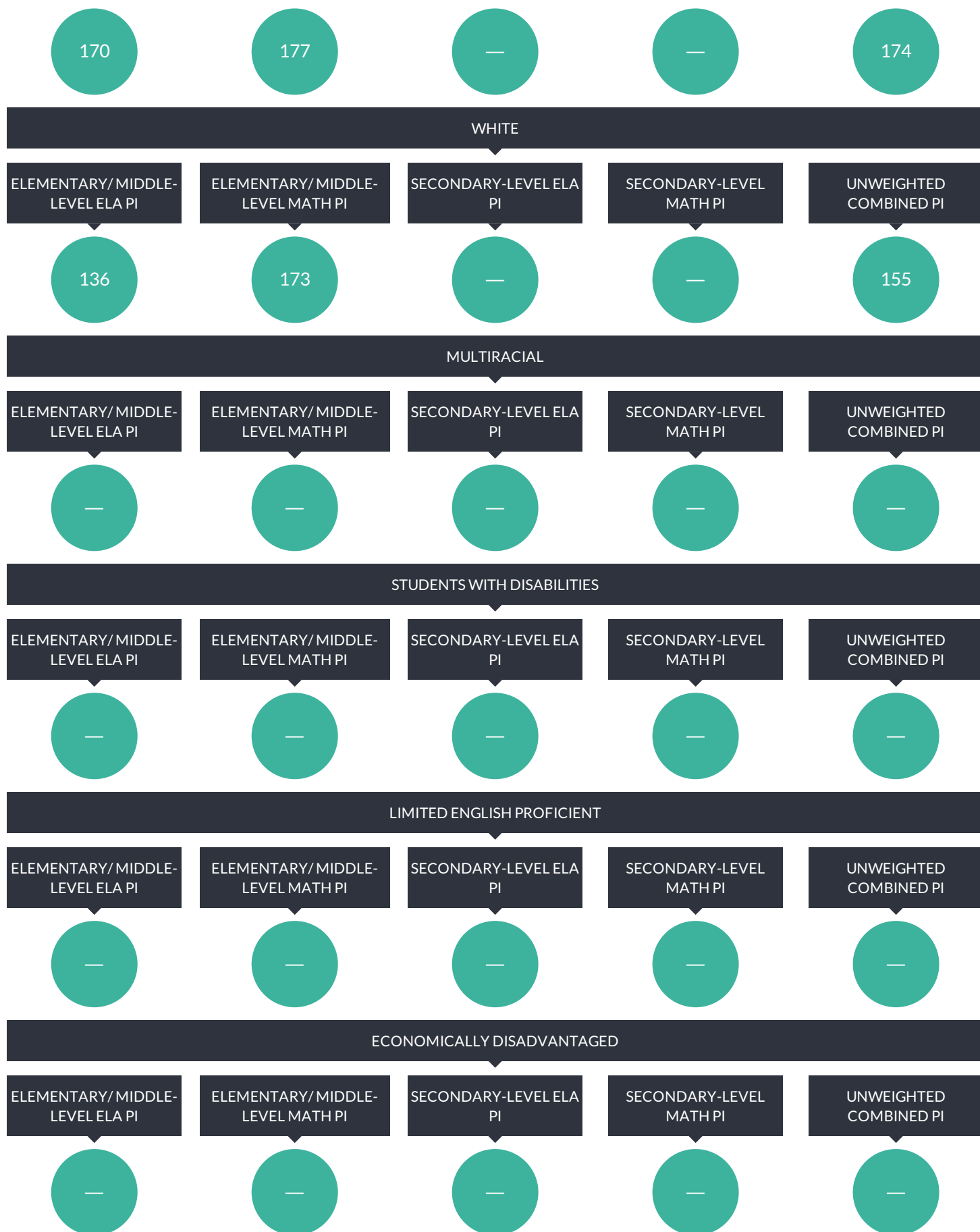
PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
60	95%	57	200

— 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.

## UNWEIGHTED COMBINED ELA AND MATH PIS

ALL STUDENTS				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
153	176	—	—	165
AMERICAN INDIAN OR ALASKA NATIVE				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—
BLACK OR AFRICAN AMERICAN				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—
HISPANIC OR LATINO				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—

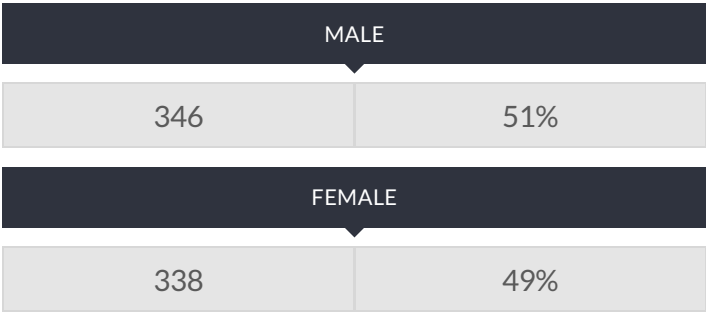


— There were not enough students to determine a Performance Index.

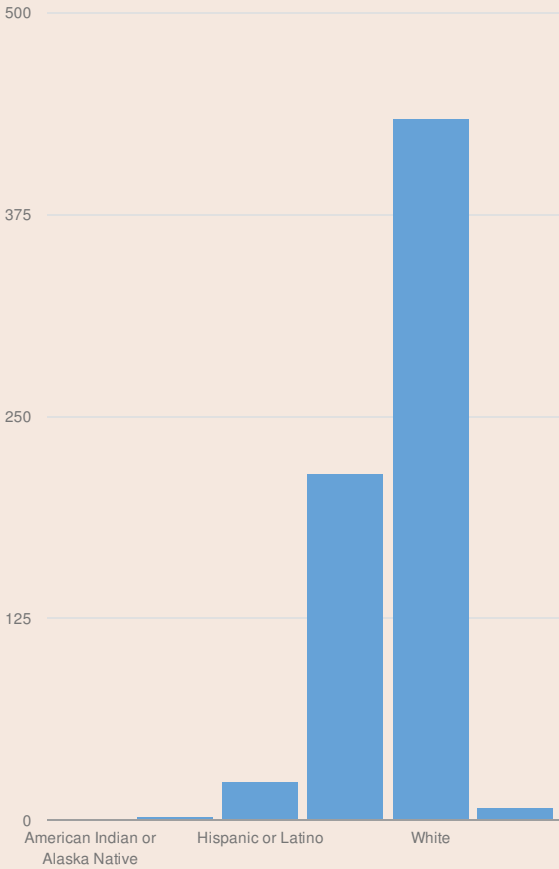


**Section 9: School Report Card**  
**South Woods Middle School**

ENROLLMENT BY GENDER

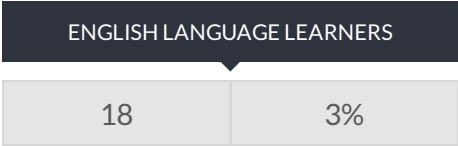


ENROLLMENT BY ETHNICITY



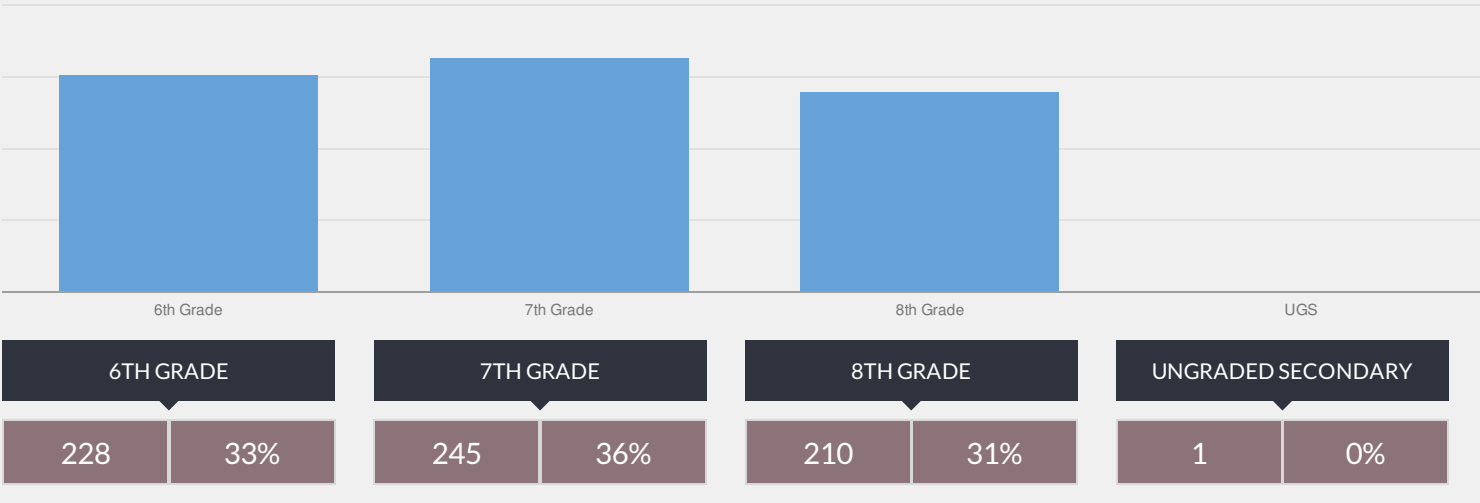
AMERICAN INDIAN OR ALASKA NATIVE	
1	0%
BLACK OR AFRICAN AMERICAN	
2	0%
HISPANIC OR LATINO	
24	4%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	
215	31%
WHITE	
434	63%
MULTIRACIAL	
8	1%

OTHER GROUPS





# ENROLLMENT BY GRADE



### AVERAGE CLASS SIZE (2014 - 15)

GRADE 8 ENGLISH

13

GRADE 8 MATHEMATICS

14

GRADE 8 SCIENCE

21

GRADE 8 SOCIAL STUDIES

16

### FREE AND REDUCED-PRICE LUNCH (2014 - 15)

ELIGIBLE FOR FREE LUNCH

27

4%

ELIGIBLE FOR REDUCED-PRICE LUNCH

1

0%

### ATTENDANCE (2013 - 14)

ANNUAL ATTENDANCE RATE

98%

### STUDENT SUSPENSIONS (2013 - 14)

STUDENT SUSPENSIONS

5

1%

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

## STAFF COUNTS (2014 - 15)

PRINCIPALS

1

ASSISTANT PRINCIPALS

2

OTHER PROFESSIONAL STAFF

6

PARAPROFESSIONALS

0

## TEACHER QUALIFICATIONS (2014 - 15)

TOTAL TEACHERS: 75

PERCENT WITH NO VALID TEACHING CERTIFICATE

0%

PERCENT TEACHING OUT OF CERTIFICATION

0%

PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE

7%

PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE

84%

TOTAL NUMBER OF CORE CLASSES

235

PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS SCHOOL

0%

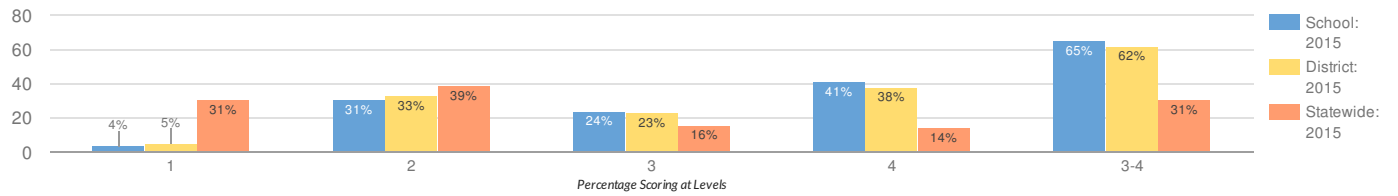
TOTAL NUMBER OF CLASSES

358

PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION

1%

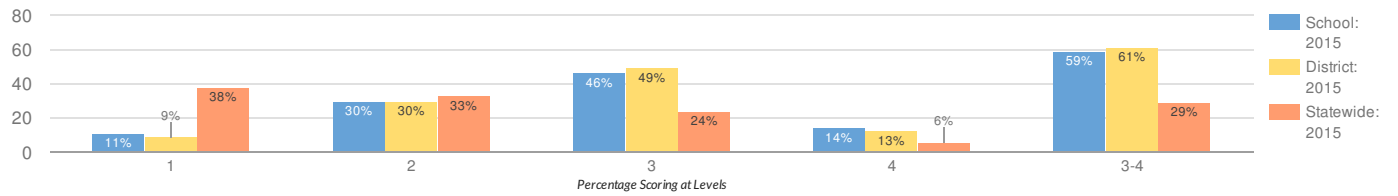
# GRADE 6 ENGLISH LANGUAGE ARTS



MEAN SCORE: 329

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	156	65%	6	4%	49	31%	37	24%	64	41%
GENERAL EDUCATION	148	68%	4	3%	44	30%	36	24%	64	43%
STUDENTS WITH DISABILITIES	8	13%	2	25%	5	63%	1	13%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	71	79%	2	3%	13	18%	18	25%	38	54%
HISPANIC OR LATINO	3	_%	-	-	-	-	-	-	-	-
WHITE	80	54%	4	5%	33	41%	19	24%	24	30%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	40%	0	0%	3	60%	0	0%	2	40%
FEMALE	83	72%	0	0%	23	28%	21	25%	39	47%
MALE	73	56%	6	8%	26	36%	16	22%	25	34%
NON-ENGLISH LANGUAGE LEARNERS	155	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	6	50%	0	0%	3	50%	2	33%	1	17%
NOT ECONOMICALLY DISADVANTAGED	150	65%	6	4%	46	31%	35	23%	63	42%
NOT MIGRANT	156	65%	6	4%	49	31%	37	24%	64	41%

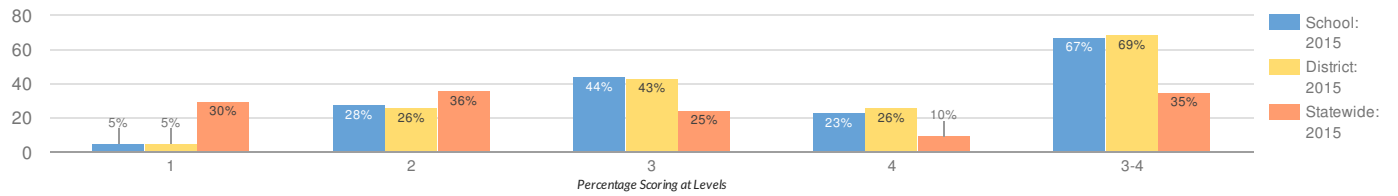
# GRADE 7 ENGLISH LANGUAGE ARTS



MEAN SCORE: 319

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	160	59%	17	11%	48	30%	73	46%	22	14%
GENERAL EDUCATION	147	64%	8	5%	45	31%	73	50%	21	14%
STUDENTS WITH DISABILITIES	13	8%	9	69%	3	23%	0	0%	1	8%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	74	70%	3	4%	19	26%	41	55%	11	15%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	_%	-	-	-	-	-	-	-	-
WHITE	77	53%	12	16%	24	31%	30	39%	11	14%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	22%	2	22%	5	56%	2	22%	0	0%
FEMALE	81	68%	7	9%	19	23%	42	52%	13	16%
MALE	79	51%	10	13%	29	37%	31	39%	9	11%
NON-ENGLISH LANGUAGE LEARNERS	153	61%	16	10%	43	28%	72	47%	22	14%
ENGLISH LANGUAGE LEARNERS	7	14%	1	14%	5	71%	1	14%	0	0%
ECONOMICALLY DISADVANTAGED	14	29%	2	14%	8	57%	4	29%	0	0%
NOT ECONOMICALLY DISADVANTAGED	146	62%	15	10%	40	27%	69	47%	22	15%
NOT MIGRANT	160	59%	17	11%	48	30%	73	46%	22	14%

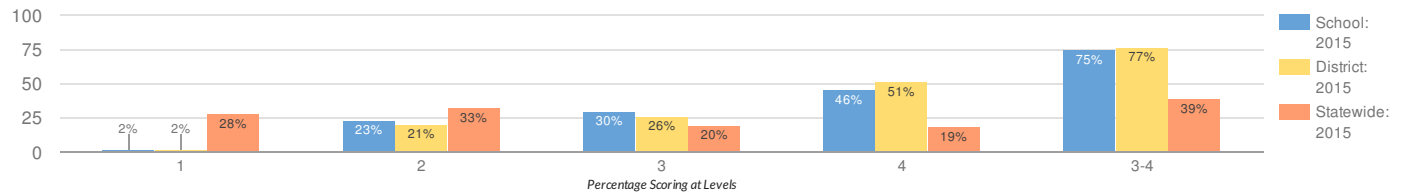
# GRADE 8 ENGLISH LANGUAGE ARTS



MEAN SCORE: 325

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	122	67%	6	5%	34	28%	54	44%	28	23%
GENERAL EDUCATION	113	71%	2	2%	31	27%	52	46%	28	25%
STUDENTS WITH DISABILITIES	9	22%	4	44%	3	33%	2	22%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	53	68%	0	0%	17	32%	24	45%	12	23%
HISPANIC OR LATINO	8	_%	–	–	–	–	–	–	–	–
WHITE	60	68%	5	8%	14	23%	26	43%	15	25%
MULTIRACIAL	1	_%	–	–	–	–	–	–	–	–
SMALL GROUP TOTAL	9	56%	1	11%	3	33%	4	44%	1	11%
FEMALE	59	81%	1	2%	10	17%	30	51%	18	31%
MALE	63	54%	5	8%	24	38%	24	38%	10	16%
NON-ENGLISH LANGUAGE LEARNERS	118	_%	–	–	–	–	–	–	–	–
ENGLISH LANGUAGE LEARNERS	4	_%	–	–	–	–	–	–	–	–
ECONOMICALLY DISADVANTAGED	12	50%	2	17%	4	33%	4	33%	2	17%
NOT ECONOMICALLY DISADVANTAGED	110	69%	4	4%	30	27%	50	45%	26	24%
NOT MIGRANT	122	67%	6	5%	34	28%	54	44%	28	23%

# GRADE 6 MATHEMATICS

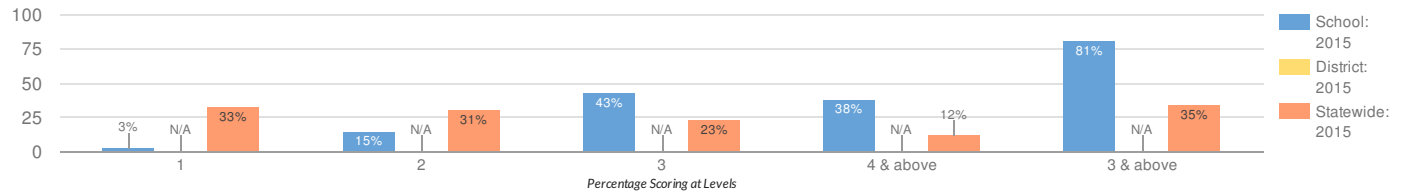


MEAN SCORE: 339

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	151	75%	3	2%	34	23%	45	30%	69	46%
GENERAL EDUCATION	142	80%	2	1%	27	19%	44	31%	69	49%
STUDENTS WITH DISABILITIES	9	11%	1	11%	7	78%	1	11%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	69	88%	0	0%	8	12%	13	19%	48	70%
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	75	64%	2	3%	25	33%	29	39%	19	25%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	71%	1	14%	1	14%	3	43%	2	29%
FEMALE	78	76%	1	1%	18	23%	22	28%	37	47%
MALE	73	75%	2	3%	16	22%	23	32%	32	44%
NON-ENGLISH LANGUAGE LEARNERS	146	75%	2	1%	34	23%	45	31%	65	45%
ENGLISH LANGUAGE LEARNERS	5	80%	1	20%	0	0%	0	0%	4	80%
ECONOMICALLY DISADVANTAGED	5	60%	1	20%	1	20%	2	40%	1	20%
NOT ECONOMICALLY DISADVANTAGED	146	76%	2	1%	33	23%	43	29%	68	47%
NOT MIGRANT	151	75%	3	2%	34	23%	45	30%	69	46%

# 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: 340

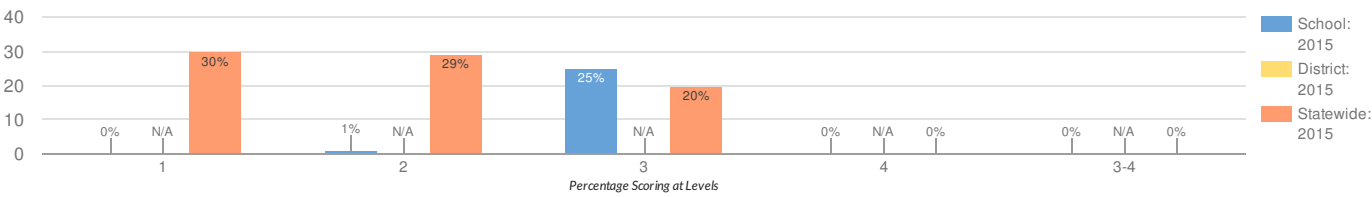
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	149	81%	5	3%	23	15%	64	43%	57	38%
GENERAL EDUCATION	139	85%	2	1%	19	14%	62	45%	56	40%
STUDENTS WITH DISABILITIES	10	30%	3	30%	4	40%	2	20%	1	10%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	72	90%	1	1%	6	8%	30	42%	35	49%
BLACK OR AFRICAN AMERICAN	1	_%	–	–	–	–	–	–	–	–
HISPANIC OR LATINO	5	_%	–	–	–	–	–	–	–	–
WHITE	69	75%	3	4%	14	20%	30	43%	22	32%
MULTIRACIAL	2	_%	–	–	–	–	–	–	–	–
SMALL GROUP TOTAL	8	50%	1	13%	3	38%	4	50%	0	0%
FEMALE	73	81%	1	1%	13	18%	34	47%	25	34%
MALE	76	82%	4	5%	10	13%	30	39%	32	42%
NON-ENGLISH LANGUAGE LEARNERS	142	82%	4	3%	22	15%	63	44%	53	37%
ENGLISH LANGUAGE LEARNERS	7	71%	1	14%	1	14%	1	14%	4	57%
ECONOMICALLY DISADVANTAGED	13	69%	2	15%	2	15%	6	46%	3	23%
NOT ECONOMICALLY DISADVANTAGED	136	82%	3	2%	21	15%	58	43%	54	40%
NOT MIGRANT	149	81%	5	3%	23	15%	64	43%	57	38%



GRADE 8 STUDENTS TAKING A REGENTS MATH TEST

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

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.

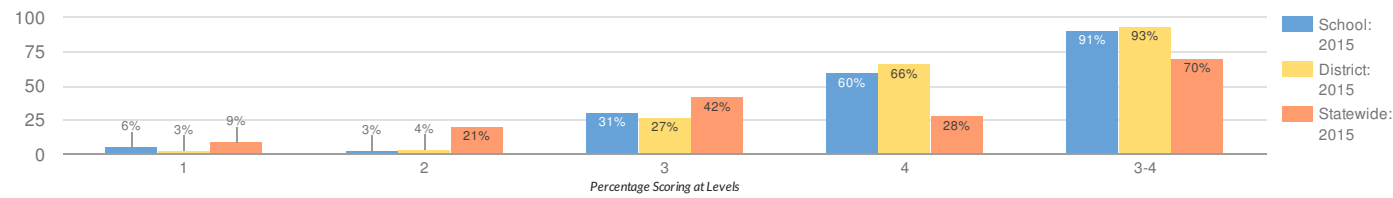


GROUP	TOTAL TESTED		LEVEL 1		LEVEL 2		LEVEL 3		4 & ABOVE		3 & ABOVE	
ALL STUDENTS	208	0	0%	3	1%	51	25%	154	74%	205	99%	

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.

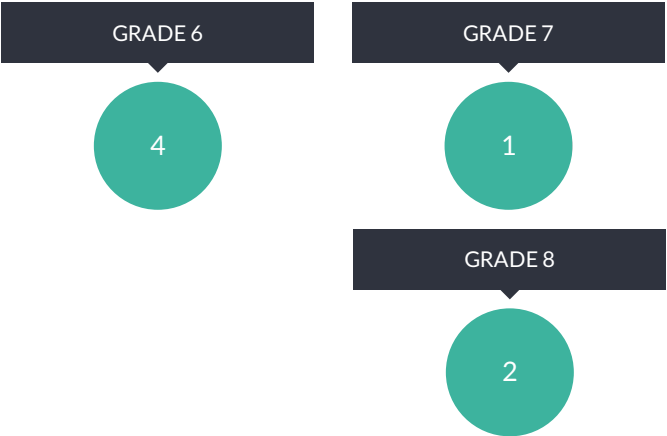
Data in the bar charts include those for grade 8 students who took the New York State Grade 8 Science Test and grade 8 students who took a Regents science test in lieu of this test. Mean scores and data in the table for grade 8 science include only those for grade 8 students who took the New York State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



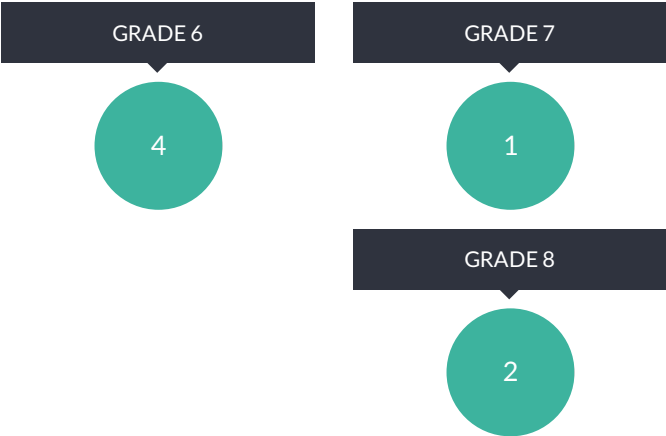
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	207	91%	12	6%	6	3%	65	31%	124	60%

RECENTLY ARRIVED LEP STUDENTS (2014 - 15)

RECENTLY ARRIVED LEP STUDENTS TAKING  
NYSESLAT IN LIEU OF NYSTP



RECENTLY ARRIVED LEP STUDENTS NOT  
TESTED ON THE ELA NYSTP



## INTEGRATED ALGEBRA

### REGENTS INTEGRATED ALGEBRA

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	203	203	100%	200	99%	116	57%
GENERAL EDUCATION	176	176	100%	176	100%	114	65%
STUDENTS WITH DISABILITIES	27	27	100%	24	89%	2	7%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	58	58	100%	58	100%	46	79%
HISPANIC OR LATINO	9	-	-	-	-	-	-
WHITE	133	133	100%	131	98%	64	48%
MULTIRACIAL	3	-	-	-	-	-	-
SMALL GROUP TOTAL	12	12	100%	11	92%	6	50%
FEMALE	98	98	100%	98	100%	61	62%
MALE	105	105	100%	102	97%	55	52%
NON-ENGLISH LANGUAGE LEARNERS	198	198	100%	195	98%	111	56%
ENGLISH LANGUAGE LEARNERS	5	5	100%	5	100%	5	100%
ECONOMICALLY DISADVANTAGED	15	15	100%	14	93%	4	27%
NOT ECONOMICALLY DISADVANTAGED	188	188	100%	186	99%	112	60%
NOT MIGRANT	203	203	100%	200	99%	116	57%

## GEOMETRY

### REGENTS GEOMETRY

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	1	-	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	-	-	-	-	-	-
SMALL GROUP TOTAL	1	-	-	-	-	-	-
MALE	1	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
NOTECONOMICALLY DISADVANTAGED	1	-	-	-	-	-	-
NOTMIGRANT	1	-	-	-	-	-	-

# ALGEBRA I (COMMON CORE)

## ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	208	0	0%	7	3%	52	25%	101	49%	48	23%
GENERAL EDUCATION	180	0	0%	0	0%	38	21%	94	52%	48	27%
STUDENTS WITH DISABILITIES	28	0	0%	7	25%	14	50%	7	25%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	61	0	0%	0	0%	10	16%	28	46%	23	38%
HISPANIC OR LATINO	9	-	-	-	-	-	-	-	-	-	-
WHITE	135	0	0%	6	4%	40	30%	64	47%	25	19%
MULTIRACIAL	3	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	12	0	0%	1	8%	2	17%	9	75%	0	0%
FEMALE	98	0	0%	2	2%	25	26%	47	48%	24	24%
MALE	110	0	0%	5	5%	27	25%	54	49%	24	22%
NON-ENGLISH LANGUAGE LEARNERS	203	0	0%	7	3%	52	26%	99	49%	45	22%
ENGLISH LANGUAGE LEARNERS	5	0	0%	0	0%	0	0%	2	40%	3	60%
ECONOMICALLY DISADVANTAGED	15	0	0%	1	7%	7	47%	7	47%	0	0%
NOT ECONOMICALLY DISADVANTAGED	193	0	0%	6	3%	45	23%	94	49%	48	25%
NOT MIGRANT	208	0	0%	7	3%	52	25%	101	49%	48	23%

# GEOMETRY (COMMON CORE)

## GEOMETRY (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	1	-	-	-	-	-	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	1	-	-	-	-	-	-	-	-	-	-
MALE	1	-	-	-	-	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	1	-	-	-	-	-	-	-	-	-	-
NOT MIGRANT	1	-	-	-	-	-	-	-	-	-	-

# PHYSICAL SETTING/EARTH SCIENCE

## REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED			55		65		85	
ALL STUDENTS	208	196	94%	190	91%	125	60%		
GENERAL EDUCATION	180	177	98%	175	97%	120	67%		
STUDENTS WITH DISABILITIES	28	19	68%	15	54%	5	18%		
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	61	60	98%	58	95%	41	67%		
HISPANIC OR LATINO	9	-	-	-	-	-	-		
WHITE	135	125	93%	121	90%	79	59%		
MULTIRACIAL	3	-	-	-	-	-	-		
SMALL GROUP TOTAL	12	11	92%	11	92%	5	42%		
FEMALE	97	90	93%	88	91%	60	62%		
MALE	111	106	95%	102	92%	65	59%		
NON-ENGLISH LANGUAGE LEARNERS	203	191	94%	185	91%	120	59%		
ENGLISH LANGUAGE LEARNERS	5	5	100%	5	100%	5	100%		
ECONOMICALLY DISADVANTAGED	14	13	93%	13	93%	4	29%		
NOT ECONOMICALLY DISADVANTAGED	194	183	94%	177	91%	121	62%		
NOT MIGRANT	208	196	94%	190	91%	125	60%		

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

## ALL STUDENTS

MADE AYP: **NO**

TESTED 95%

**NO**STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

1,423\*

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

81%\*

PI >= EAMO OR SAFE  
HARBOR TARGET**YES**TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

437

PI

157

EAMO

92

SAFE HARBOR TARGET

92

## AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

1

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

1

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## BLACK OR AFRICAN AMERICAN

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

2

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

1

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## HISPANIC OR LATINO

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

24

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

17

PI

—

EAMO

—

SAFE HARBOR TARGET

—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: YES

TESTED 95%

YES

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

431\*

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

97%\*

PI >= EAMO OR SAFE  
HARBOR TARGET

YES

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

197

PI

171

EAMO

115

SAFE HARBOR TARGET

115

WHITE

MADE AYP: NO

TESTED 95%

NO

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

915\*

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

73%\*

PI >= EAMO OR SAFE  
HARBOR TARGET

YES

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

217

PI

148

EAMO

106

SAFE HARBOR TARGET

106

MULTIRACIAL

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

9

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
—	4	—	—	—

## STUDENTS WITH DISABILITIES

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
<b>NO</b>	173*	65%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
<b>YES</b>	32†	66†	43	43

## LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	19	—

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

## ECONOMICALLY DISADVANTAGED

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
<b>NO</b>	69*	86%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
<b>YES</b>	32	128	67	20

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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

1,422\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

81%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

436

PI

157

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

1,417\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

81%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

436

PI

157

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

1,373\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

80%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

420

PI

158

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

992\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

74%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

240

PI

146

## NOT WHITE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

508\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

95%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

220

PI

166

## NOT MULTIRACIAL

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

1,403\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

81%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

433

PI

157

# GENERAL EDUCATION

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

1,250\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

83%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

407

PI

164

# ENGLISH PROFICIENT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

1,391\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

80%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

425

PI

159

# NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

1,354\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

81%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

405

PI

159

# MALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

725\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

81%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

215

PI

144

# FEMALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

698\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

81%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

222

PI

170

# MIGRANT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

0

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

0

PI

—

# NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
1,422*	81%*	437	157

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

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

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

## ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

### ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

#### ALL STUDENTS

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES			
<b>NO</b>	1,424*	84%*			
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
<b>YES</b>	507	184	89	89	

#### AMERICAN INDIAN OR ALASKA NATIVE

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	—	—	—	

#### BLACK OR AFRICAN AMERICAN

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		—		—		—	

## HISPANIC OR LATINO

MADE AYP: —				
TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	24	—		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	18	—	—	—

## ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: YES				
TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	431*	96%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	202	192	129	129

## WHITE

MADE AYP: NO				
TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
NO	916*	78%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	279	181	103	103

## MULTIRACIAL

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

9

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI ≥ EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

6

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## STUDENTS WITH DISABILITIES

MADE AYP: **NO**

TESTED 95%

**NO**

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

173\*

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

75%\*

PI ≥ EAMO OR SAFE  
HARBOR TARGET

**YES**

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

48†

PI

148†

EAMO

48

SAFE HARBOR TARGET

48

## LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

19

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI ≥ EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

16

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## ECONOMICALLY DISADVANTAGED

MADE AYP: **NO**

TESTED 95%

STUDENTS ENROLLED DURING THE TEST

PERCENT OF ENROLLED STUDENTS WITH

		ADMINISTRATION PERIOD		VALID TEST SCORES	
NO		69*		81%*	
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
YES	33	167	64	20	

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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

1,423\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

84%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

506

PI

184

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

1,418\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

84%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

506

PI

184

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

1,374\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

84%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

489

PI

185

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

993\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

79%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

305

PI

179

## NOT WHITE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

508\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

95%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

228

PI

189

## NOT MULTIRACIAL

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

1,404\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

84%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

501

PI

185



# GENERAL EDUCATION

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

1,251\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

86%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

460

PI

188

# ENGLISH PROFICIENT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

1,392\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

84%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

491

PI

185

# NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

1,355\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

85%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

474

PI

186

# MALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

725\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

85%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

259

PI

183

# FEMALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

699\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

83%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

248

PI

186

# MIGRANT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

0

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

0

PI

—

# NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
1,423*	84%*	507	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 Safe Harbor Target data are suppressed.

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

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

## ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

### ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

#### ALL STUDENTS

MADE AYP: **YES**

TESTED 80%		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
YES		211		98%	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET	
YES	207	186	177	177	

#### 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
------------	---	---

—		0		—	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET	
—	0	—	—	—	

## HISPANIC OR LATINO

MADE AYP: —				
TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	9	—		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	9	—	—	—

## ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: YES				
TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	62	97%		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	60	193	178	178

## WHITE

MADE AYP: NO				
TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	137	99%		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
NO	135	182	184	184

## MULTIRACIAL

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

3

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI ≥ EAMO OR  
PROGRESS TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

3

PI

—

EAMO

—

PROGRESS TARGET

—

## STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

30

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI ≥ EAMO OR  
PROGRESS TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

28

PI

—

EAMO

—

PROGRESS TARGET

—

## LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

6

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI ≥ EAMO OR  
PROGRESS TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

5

PI

—

EAMO

—

PROGRESS TARGET

—

## ECONOMICALLY DISADVANTAGED

MADE AYP: —

TESTED 80%

STUDENTS ENROLLED DURING THE TEST

PERCENT OF ENROLLED STUDENTS WITH

		ADMINISTRATION PERIOD		VALID TEST SCORES	
—		16		—	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET	
—	14	—	—	—	

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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

211

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

98%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

207

PI

186

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

211

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

98%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

207

PI

186

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

202

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

98%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

198

PI

186

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

149

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

99%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

147

PI

182

## NOT WHITE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

74

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

97%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

72

PI

192

## NOT MULTIRACIAL

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

208

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

98%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

204

PI

185

# GENERAL EDUCATION

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

181

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

99%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

179

PI

196

# ENGLISH PROFICIENT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

205

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

99%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

202

PI

185

# NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

195

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

99%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

193

PI

185

# MALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

111

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

99%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

110

PI

187

# FEMALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

100

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

97%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

97

PI

184

# MIGRANT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

0

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

0

PI

—

# NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

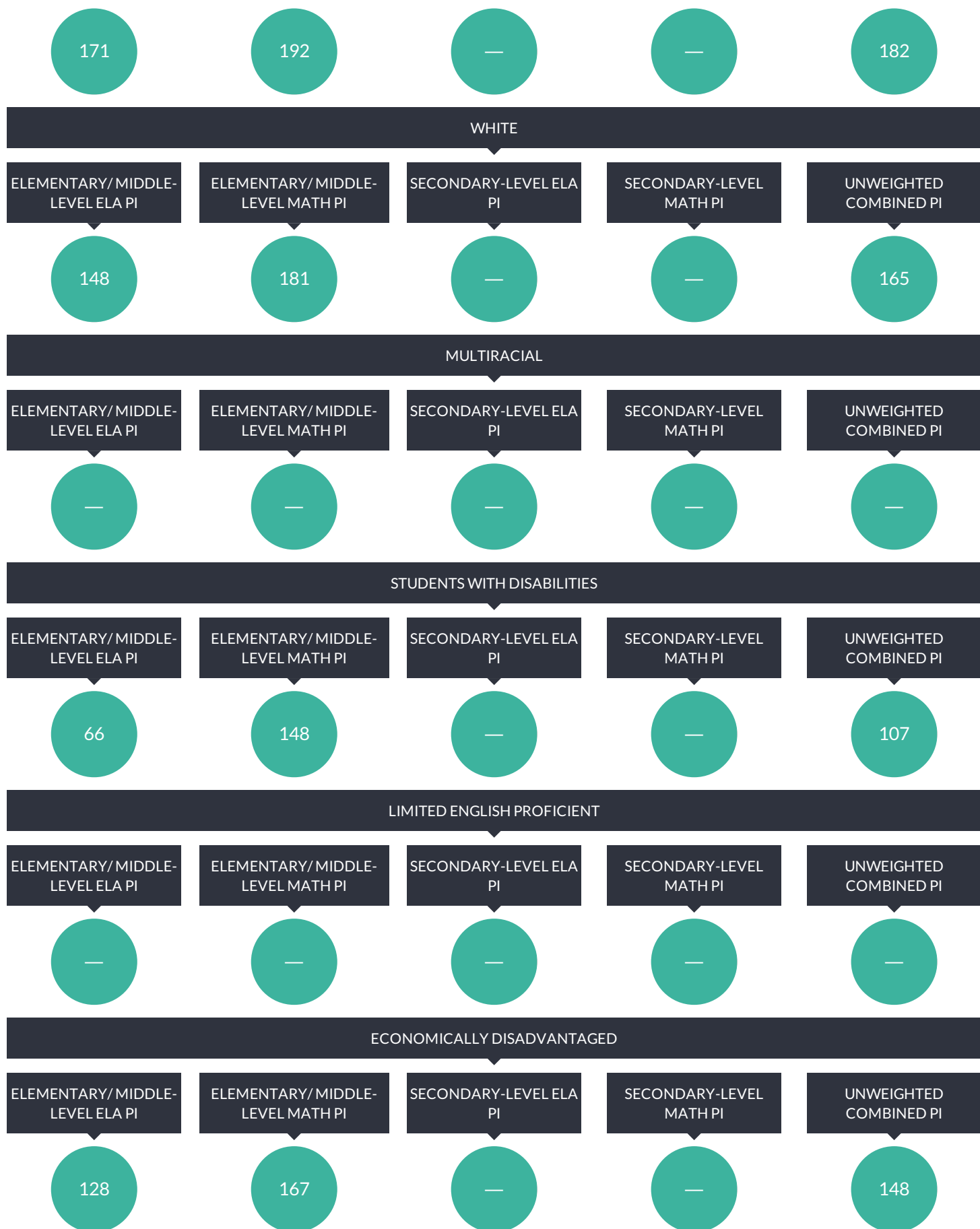
THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
211	98%	207	186

— 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.

## UNWEIGHTED COMBINED ELA AND MATH PIS

ALL STUDENTS				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
157	184	—	—	171
AMERICAN INDIAN OR ALASKA NATIVE				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—
BLACK OR AFRICAN AMERICAN				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—
HISPANIC OR LATINO				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—



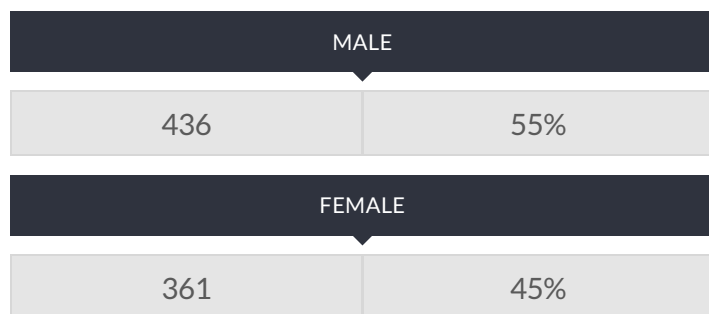


— There were not enough students to determine a Performance Index.

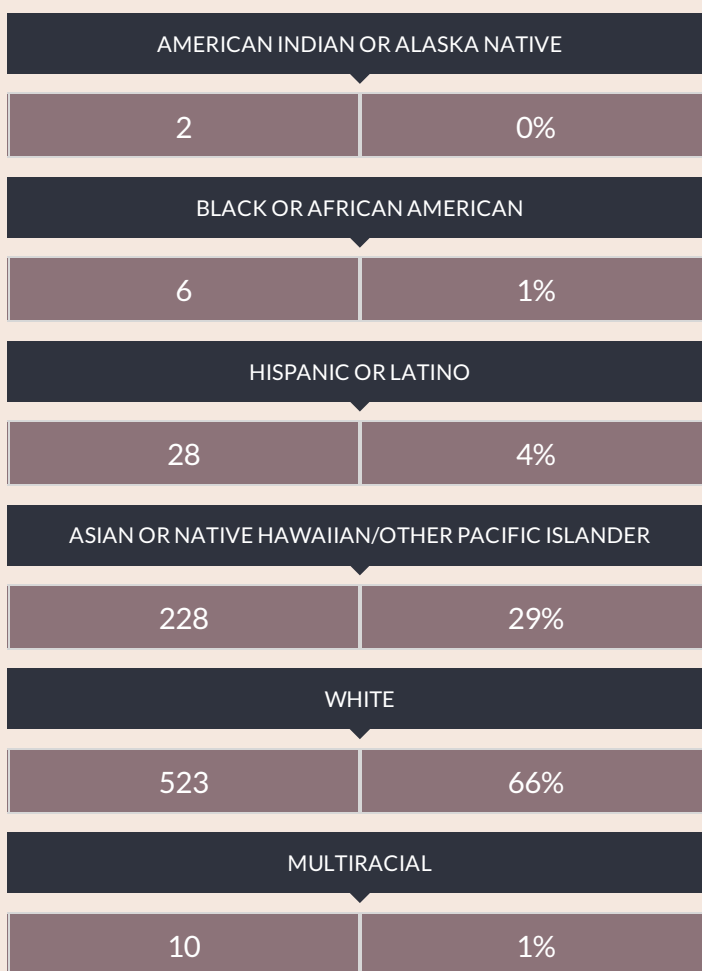
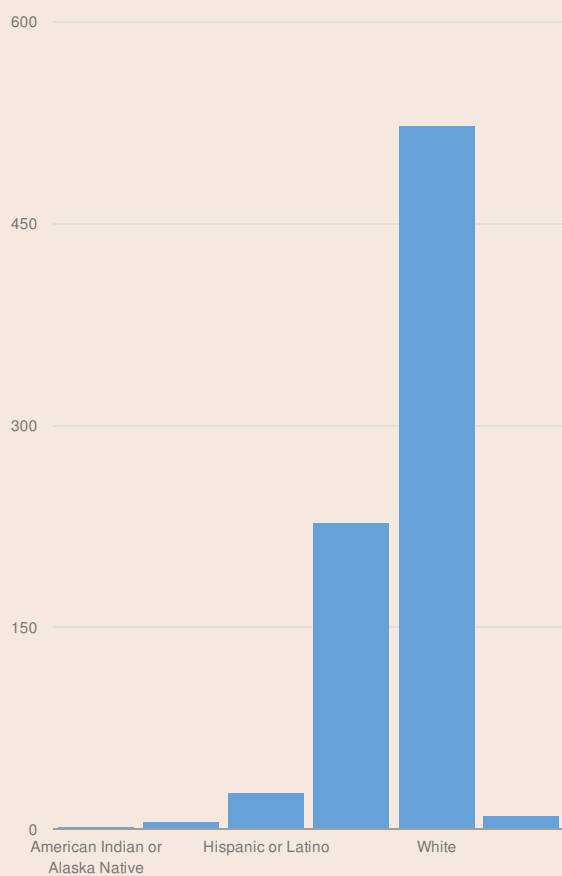


**Section 10: School Report Card**  
**H.B. Thompson Middle School**

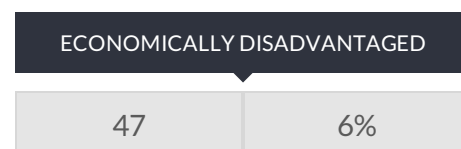
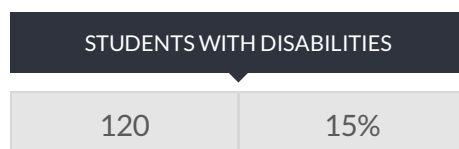
## ENROLLMENT BY GENDER



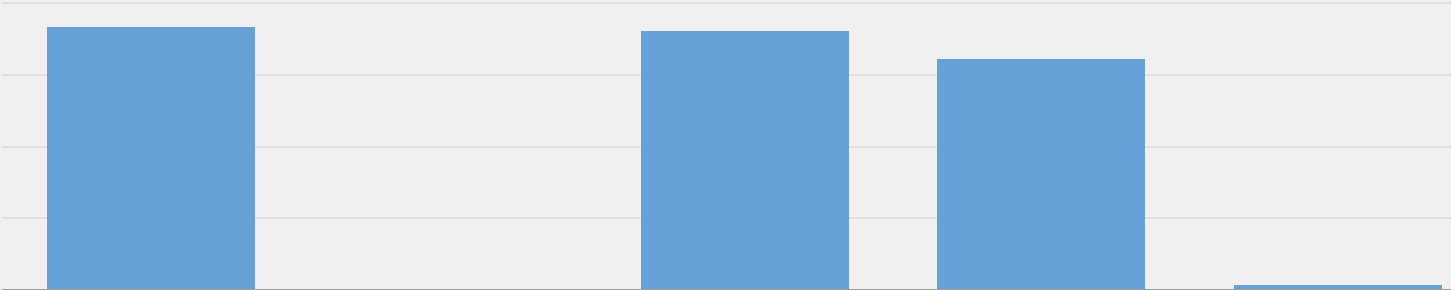
## ENROLLMENT BY ETHNICITY



## OTHER GROUPS



# ENROLLMENT BY GRADE



6th Grade

UGE

7th Grade

8th Grade

UGS

6TH GRADE

UNGRADED ELEMENTARY

7TH GRADE

8TH GRADE

276

35%

1

0%

272

34%

242

30%

UNGRADED SECONDARY

6

1%

### AVERAGE CLASS SIZE (2014 - 15)

GRADE 8 ENGLISH

20

GRADE 8 MATHEMATICS

18

GRADE 8 SCIENCE

20

GRADE 8 SOCIAL STUDIES

22

### FREE AND REDUCED-PRICE LUNCH (2014 - 15)

ELIGIBLE FOR FREE LUNCH

27

3%

ELIGIBLE FOR REDUCED-PRICE LUNCH

1

0%

### ATTENDANCE (2013 - 14)

ANNUAL ATTENDANCE RATE

98%

### STUDENT SUSPENSIONS (2013 - 14)

STUDENT SUSPENSIONS

5

1%

## STAFF COUNTS (2014 - 15)

PRINCIPALS

1

ASSISTANT PRINCIPALS

2

OTHER PROFESSIONAL STAFF

5

PARAPROFESSIONALS

0

## TEACHER QUALIFICATIONS (2014 - 15)

TOTAL TEACHERS: 86

PERCENT WITH NO VALID TEACHING CERTIFICATE

0%

PERCENT TEACHING OUT OF CERTIFICATION

0%

PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE

2%

PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE

78%

TOTAL NUMBER OF CORE CLASSES

213

PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS SCHOOL

0%

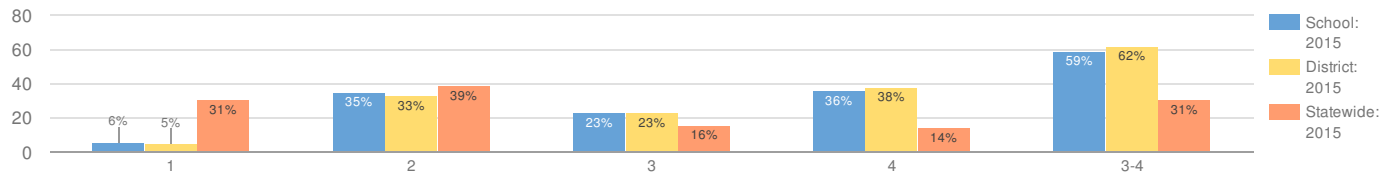
TOTAL NUMBER OF CLASSES

392

PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION

0%

# GRADE 6 ENGLISH LANGUAGE ARTS

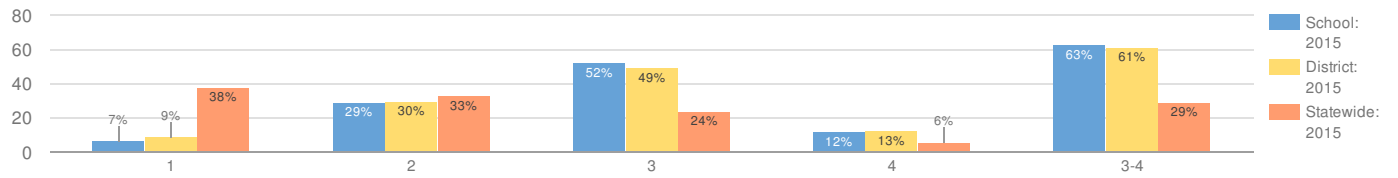


MEAN SCORE: 325

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	156	59%	9	6%	55	35%	36	23%	56	36%
GENERAL EDUCATION	141	64%	3	2%	48	34%	35	25%	55	39%
STUDENTS WITH DISABILITIES	15	13%	6	40%	7	47%	1	7%	1	7%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	78	69%	1	1%	23	29%	16	21%	38	49%
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	70	50%	7	10%	28	40%	19	27%	16	23%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	8	38%	1	13%	4	50%	1	13%	2	25%
FEMALE	69	65%	2	3%	22	32%	15	22%	30	43%
MALE	87	54%	7	8%	33	38%	21	24%	26	30%
NON-ENGLISH LANGUAGE LEARNERS	155	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	11	45%	0	0%	6	55%	1	9%	4	36%
NOT ECONOMICALLY DISADVANTAGED	145	60%	9	6%	49	34%	35	24%	52	36%
NOT MIGRANT	156	59%	9	6%	55	35%	36	23%	56	36%



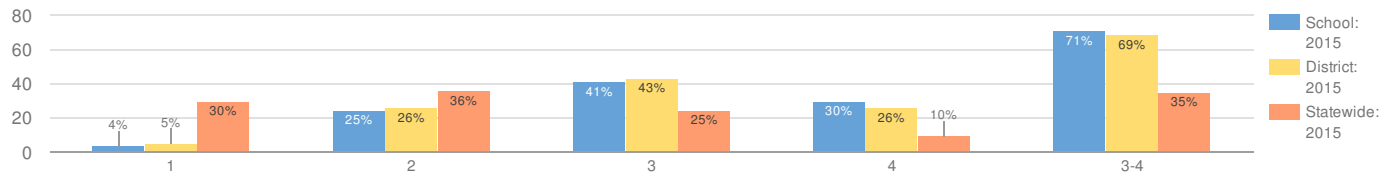
# GRADE 7 ENGLISH LANGUAGE ARTS



MEAN SCORE: 322

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	180	63%	13	7%	53	29%	93	52%	21	12%
GENERAL EDUCATION	160	70%	5	3%	43	27%	91	57%	21	13%
STUDENTS WITH DISABILITIES	20	10%	8	40%	10	50%	2	10%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	71	75%	2	3%	16	23%	43	61%	10	14%
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	13	62%	3	23%	2	15%	6	46%	2	15%
WHITE	90	53%	7	8%	35	39%	41	46%	7	8%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	83%	1	17%	0	0%	3	50%	2	33%
FEMALE	84	68%	2	2%	25	30%	46	55%	11	13%
MALE	96	59%	11	11%	28	29%	47	49%	10	10%
NON-ENGLISH LANGUAGE LEARNERS	178	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	11	45%	2	18%	4	36%	4	36%	1	9%
NOT ECONOMICALLY DISADVANTAGED	169	64%	11	7%	49	29%	89	53%	20	12%
NOT MIGRANT	180	63%	13	7%	53	29%	93	52%	21	12%

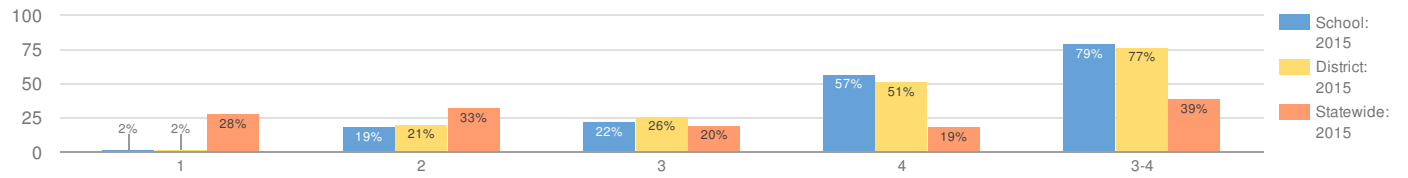
# GRADE 8 ENGLISH LANGUAGE ARTS



MEAN SCORE: 329

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	135	71%	5	4%	34	25%	56	41%	40	30%
GENERAL EDUCATION	126	75%	1	1%	30	24%	55	44%	40	32%
STUDENTS WITH DISABILITIES	9	11%	4	44%	4	44%	1	11%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	58	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	74	61%	5	7%	24	32%	30	41%	15	20%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	61	84%	0	0%	10	16%	26	43%	25	41%
FEMALE	54	70%	2	4%	14	26%	18	33%	20	37%
MALE	81	72%	3	4%	20	25%	38	47%	20	25%
NON-ENGLISH LANGUAGE LEARNERS	135	71%	5	4%	34	25%	56	41%	40	30%
ECONOMICALLY DISADVANTAGED	13	69%	1	8%	3	23%	6	46%	3	23%
NOT ECONOMICALLY DISADVANTAGED	122	71%	4	3%	31	25%	50	41%	37	30%
NOT MIGRANT	135	71%	5	4%	34	25%	56	41%	40	30%

# GRADE 6 MATHEMATICS

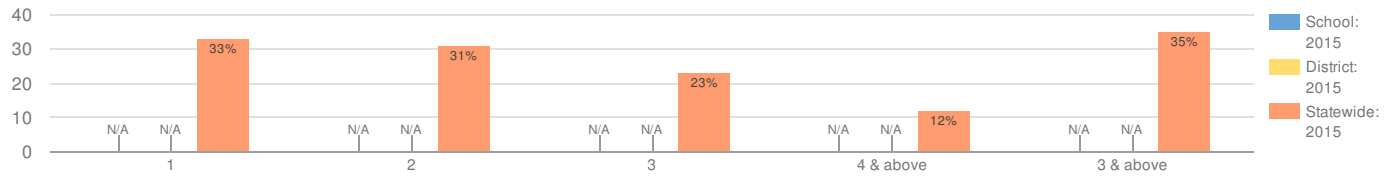


MEAN SCORE: 341

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	157	79%	3	2%	30	19%	35	22%	89	57%
GENERAL EDUCATION	146	82%	1	1%	25	17%	33	23%	87	60%
STUDENTS WITH DISABILITIES	11	36%	2	18%	5	45%	2	18%	2	18%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	83	88%	1	1%	9	11%	12	14%	61	73%
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	67	72%	1	1%	18	27%	23	34%	25	37%
SMALL GROUP TOTAL	7	43%	1	14%	3	43%	0	0%	3	43%
FEMALE	70	83%	1	1%	11	16%	16	23%	42	60%
MALE	87	76%	2	2%	19	22%	19	22%	47	54%
NON-ENGLISH LANGUAGE LEARNERS	152	80%	2	1%	29	19%	35	23%	86	57%
ENGLISH LANGUAGE LEARNERS	5	60%	1	20%	1	20%	0	0%	3	60%
ECONOMICALLY DISADVANTAGED	10	90%	0	0%	1	10%	4	40%	5	50%
NOT ECONOMICALLY DISADVANTAGED	147	78%	3	2%	29	20%	31	21%	84	57%
NOT MIGRANT	157	79%	3	2%	30	19%	35	22%	89	57%

# 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: 338

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	159	80%	5	3%	27	17%	64	40%	63	40%
GENERAL EDUCATION	141	87%	3	2%	16	11%	59	42%	63	45%
STUDENTS WITH DISABILITIES	18	28%	2	11%	11	61%	5	28%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	63	90%	1	2%	5	8%	27	43%	30	48%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	11	73%	1	9%	2	18%	6	55%	2	18%
WHITE	80	71%	3	4%	20	25%	28	35%	29	36%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	100%	0	0%	0	0%	3	60%	2	40%
FEMALE	69	75%	1	1%	16	23%	28	41%	24	35%
MALE	90	83%	4	4%	11	12%	36	40%	39	43%
NON-ENGLISH LANGUAGE LEARNERS	155	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	7	71%	0	0%	2	29%	1	14%	4	57%
NOT ECONOMICALLY DISADVANTAGED	152	80%	5	3%	25	16%	63	41%	59	39%
NOT MIGRANT	159	80%	5	3%	27	17%	64	40%	63	40%

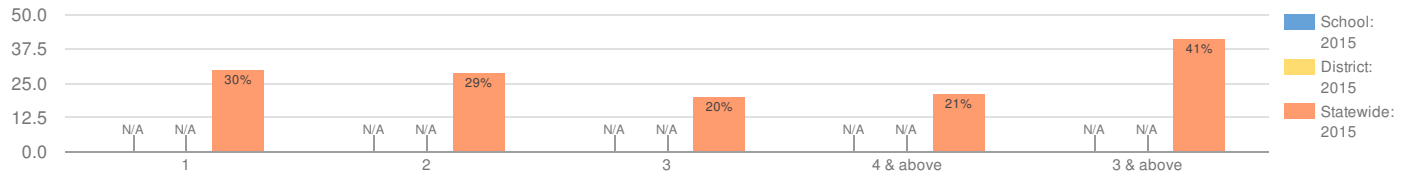
## GRADE 7 STUDENTS TAKING A REGENTS MATH TEST

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

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

# GRADE 8 MATHEMATICS

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



MEAN SCORE: \_

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	2	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	_%	-	-	-	-	-	-	-	-
WHITE	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	2	_%	-	-	-	-	-	-	-	-
MALE	2	_%	-	-	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	1	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	1	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	2	_%	-	-	-	-	-	-	-	-

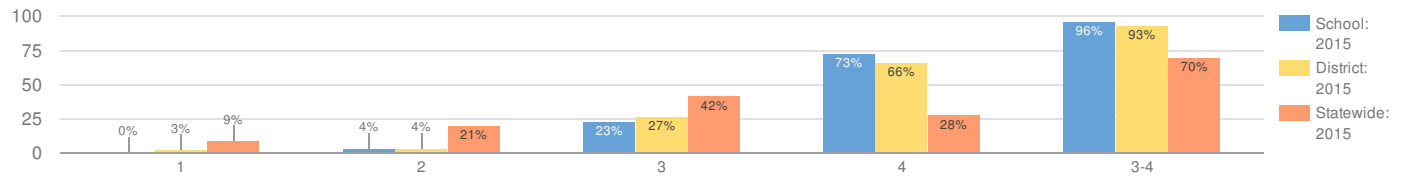
## GRADE 8 STUDENTS TAKING A REGENTS MATH TEST

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

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2		LEVEL 3		4 & ABOVE		3 & ABOVE	
ALL STUDENTS	240	1	0%	2	1%	78	33%	159	66%	237
										99%

# 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: 79

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	66	88%	0	0%	8	12%	37	56%	21	32%
GENERAL EDUCATION	51	94%	0	0%	3	6%	28	55%	20	39%
STUDENTS WITH DISABILITIES	15	67%	0	0%	5	33%	9	60%	1	7%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	9	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	54	87%	0	0%	7	13%	31	57%	16	30%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	12	92%	0	0%	1	8%	6	50%	5	42%
FEMALE	31	90%	0	0%	3	10%	18	58%	10	32%
MALE	35	86%	0	0%	5	14%	19	54%	11	31%
NON-ENGLISH LANGUAGE LEARNERS	65	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	6	83%	0	0%	1	17%	3	50%	2	33%
NOT ECONOMICALLY DISADVANTAGED	60	88%	0	0%	7	12%	34	57%	19	32%
NOT MIGRANT	66	88%	0	0%	8	12%	37	56%	21	32%

## 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	154	99%	0	0%	1	1%	14	9%	139	90%

RECENTLY ARRIVED LEP STUDENTS (2014 - 15)

RECENTLY ARRIVED LEP STUDENTS TAKING  
NYSESLAT IN LIEU OF NYSTP



RECENTLY ARRIVED LEP STUDENTS NOT  
TESTED ON THE ELA NYSTP



# INTEGRATED ALGEBRA

## REGENTS INTEGRATED ALGEBRA

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	240	239	100%	237	99%	149	62%
GENERAL EDUCATION	214	214	100%	214	100%	145	68%
STUDENTS WITH DISABILITIES	26	25	96%	23	88%	4	15%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	64	64	100%	63	98%	53	83%
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-
HISPANIC OR LATINO	4	-	-	-	-	-	-
WHITE	169	168	99%	167	99%	95	56%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	7	7	100%	7	100%	1	14%
FEMALE	107	106	99%	105	98%	62	58%
MALE	133	133	100%	132	99%	87	65%
NON-ENGLISH LANGUAGE LEARNERS	239	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	15	15	100%	15	100%	10	67%
NOTECONOMICALLY DISADVANTAGED	225	224	100%	222	99%	139	62%
NOT MIGRANT	240	239	100%	237	99%	149	62%

## ALGEBRA I (COMMON CORE)

### ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	241	3	1%	8	3%	88	37%	93	39%	49	20%
GENERAL EDUCATION	215	0	0%	2	1%	73	34%	91	42%	49	23%
STUDENTS WITH DISABILITIES	26	3	12%	6	23%	15	58%	2	8%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	65	0	0%	1	2%	10	15%	28	43%	26	40%
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	-	-	-	-	-	-	-	-	-	-
WHITE	169	3	2%	7	4%	73	43%	63	37%	23	14%
MULTIRACIAL	1	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	0	0%	0	0%	5	71%	2	29%	0	0%
FEMALE	107	2	2%	2	2%	40	37%	45	42%	18	17%
MALE	134	1	1%	6	4%	48	36%	48	36%	31	23%
NON-ENGLISH LANGUAGE LEARNERS	240	-	-	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	15	0	0%	0	0%	7	47%	7	47%	1	7%
NOT ECONOMICALLY DISADVANTAGED	226	3	1%	8	4%	81	36%	86	38%	48	21%
NOT MIGRANT	241	3	1%	8	3%	88	37%	93	39%	49	20%



# PHYSICAL SETTING/EARTH SCIENCE

## REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED			55		65		85	
ALL STUDENTS	154	154	100%	153	99%	139	90%		
GENERAL EDUCATION	151	-	-	-	-	-	-		
STUDENTS WITH DISABILITIES	3	-	-	-	-	-	-		
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	54	-	-	-	-	-	-		
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-		
HISPANIC OR LATINO	1	-	-	-	-	-	-		
WHITE	97	97	100%	96	99%	88	91%		
SMALL GROUP TOTAL	57	57	100%	57	100%	51	89%		
FEMALE	68	68	100%	68	100%	59	87%		
MALE	86	86	100%	85	99%	80	93%		
NON-ENGLISH LANGUAGE LEARNERS	154	154	100%	153	99%	139	90%		
ECONOMICALLY DISADVANTAGED	9	9	100%	9	100%	8	89%		
NOT ECONOMICALLY DISADVANTAGED	145	145	100%	144	99%	131	90%		
NOT MIGRANT	154	154	100%	153	99%	139	90%		

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

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE 6 ELA	1	_%	-	-	-	-
GRADE 6 MATH	1	_%	-	-	-	-
GRADE 7 ELA	2	_%	-	-	-	-
GRADE 7 MATH	2	_%	-	-	-	-
GRADE 8 ELA	1	_%	-	-	-	-
GRADE 8 MATH	1	_%	-	-	-	-
GRADE 8 SCIENCE	1	_%	-	-	-	-

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

## GRADE 6

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	5	20%	20%	0%	0%	60%
GENERAL EDUCATION	5	20%	20%	0%	0%	60%

## GRADE 7

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	4	-	-	-	-	-
GENERAL EDUCATION	4	-	-	-	-	-

## GRADE 8

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

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

## ALL STUDENTS

MADE AYP: **NO**

TESTED 95%

**NO**STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

1,594\*

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

78%\*

PI >= EAMO OR SAFE  
HARBOR TARGET**YES**TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

467

PI

159

EAMO

92

SAFE HARBOR TARGET

92

## AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

2

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

1

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## BLACK OR AFRICAN AMERICAN

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

6

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

4

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## HISPANIC OR LATINO

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

27

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

19

PI

—

EAMO

—

SAFE HARBOR TARGET

—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: YES

TESTED 95%

YES

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

442\*

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

96%\*

PI >= EAMO OR SAFE  
HARBOR TARGET

YES

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

202

PI

175

EAMO

115

SAFE HARBOR TARGET

115

WHITE

MADE AYP: NO

TESTED 95%

NO

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

1,064\*

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

70%\*

PI >= EAMO OR SAFE  
HARBOR TARGET

YES

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

235

PI

147

EAMO

107

SAFE HARBOR TARGET

107

MULTIRACIAL

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

10

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

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

## STUDENTS WITH DISABILITIES

### MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
NO	223*	66%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	51†	84†	47	47

## LIMITED ENGLISH PROFICIENT

### MADE AYP: —

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

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

## ECONOMICALLY DISADVANTAGED

### MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
NO	69*	84%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	36	150	68	20

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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

1,591\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

78%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

466

PI

159

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

1,583\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

78%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

463

PI

159

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

1,541\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

78%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

448

PI

160

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

1,152\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

71%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

265

PI

147

## NOT WHITE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

530\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

93%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

232

PI

171

## NOT MULTIRACIAL

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

1,573\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

78%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

461

PI

159

## GENERAL EDUCATION

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

1,371\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

80%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

419

PI

168

## ENGLISH PROFICIENT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

1,571\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

78%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

464

PI

160

## NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

1,525\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

78%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

431

PI

160

## MALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

860\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

79%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

263

PI

154

## FEMALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

734\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

76%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

204

PI

165

## MIGRANT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

0

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

0

PI

—

## NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI



THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
1,594*	78%*	467	159

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

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

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

## ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

### ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

#### ALL STUDENTS

MADE AYP: **NO**

TESTED 95%		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
NO		1,593*		84%*	
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
YES	554	185	89	89	

#### 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
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—		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		
—	27	—		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	19	—	—	—

## ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: YES				
TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	442*	96%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	205	190	129	129

## WHITE

MADE AYP: NO				
TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
NO	1,064*	80%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	319	183	104	104

## MULTIRACIAL

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

10

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI ≥ EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

5

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## STUDENTS WITH DISABILITIES

MADE AYP: **NO**

TESTED 95%

**NO**

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

222\*

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

71%\*

PI ≥ EAMO OR SAFE  
HARBOR TARGET

**YES**

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

64†

PI

145†

EAMO

50

SAFE HARBOR TARGET

50

## LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

10

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI ≥ EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

9

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## ECONOMICALLY DISADVANTAGED

MADE AYP: **NO**

TESTED 95%

STUDENTS ENROLLED DURING THE TEST

PERCENT OF ENROLLED STUDENTS WITH

		ADMINISTRATION PERIOD		VALID TEST SCORES	
NO		69*		77%*	
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
YES	33	185	64	20	

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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

1,590\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

84%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

553

PI

185

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

1,582\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

84%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

549

PI

185

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

1,541\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

84%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

535

PI

186

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

1,151\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

80%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

349

PI

182

## NOT WHITE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

529\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

93%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

235

PI

188

## NOT MULTIRACIAL

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

1,572\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

84%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

549

PI

185

# GENERAL EDUCATION

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

1,371\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

86%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

493

PI

190

# ENGLISH PROFICIENT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

1,570\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

84%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

545

PI

186

# NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

1,524\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

85%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

521

PI

185

# MALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

859\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

86%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

312

PI

185

# FEMALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

734\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

83%\*

TESTED STUDENTS ENROLLED  
ON BEDS DAY

242

PI

186

# MIGRANT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

0

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

0

PI

—

# NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
1,593*	84%*	554	185

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

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

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

## ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

### ALL ACCOUNTABILITY GROUPS MADE AYP: YES

#### ALL STUDENTS

MADE AYP: YES

TESTED 80%		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
YES		244		91%	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET	
YES	218	196	177	177	

#### 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
------------	---	---

—		2		—	
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		
—	4		—		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET	
—	3	—	—	—	

## ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: YES					
TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	65		98%		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET	
YES	62	198	178	178	

## WHITE

MADE AYP: YES					
TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	172		88%		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET	
YES	150	195	185	185	



## MULTIRACIAL

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

1

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI ≥ EAMO OR  
PROGRESS TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

1

PI

—

EAMO

—

PROGRESS TARGET

—

## STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

30

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI ≥ EAMO OR  
PROGRESS TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

19

PI

—

EAMO

—

PROGRESS TARGET

—

## LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE TEST  
ADMINISTRATION PERIOD

1

PERCENT OF ENROLLED STUDENTS WITH  
VALID TEST SCORES

—

PI ≥ EAMO OR  
PROGRESS TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

1

PI

—

EAMO

—

PROGRESS TARGET

—

## ECONOMICALLY DISADVANTAGED

MADE AYP: —

TESTED 80%

STUDENTS ENROLLED DURING THE TEST

PERCENT OF ENROLLED STUDENTS WITH

		ADMINISTRATION PERIOD		VALID TEST SCORES	
—		17		—	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET	
—	15	—	—	—	

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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

244

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

91%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

218

PI

196

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

242

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

91%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

216

PI

196

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

240

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

91%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

215

PI

196

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

179

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

88%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

156

PI

195

## NOT WHITE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

72

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

97%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

68

PI

199

## NOT MULTIRACIAL

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

243

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

91%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

217

PI

196

# GENERAL EDUCATION

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

214

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

94%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

199

PI

198

# ENGLISH PROFICIENT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

243

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

91%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

217

PI

196

# NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

227

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

90%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

203

PI

196

# MALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

137

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

89%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

121

PI

195

# FEMALE

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

107

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

93%

TESTED STUDENTS ENROLLED  
ON BEDS DAY

97

PI

197

# MIGRANT

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

0

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

TESTED STUDENTS ENROLLED  
ON BEDS DAY

0

PI

—

# NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
244	91%	218	196

— 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.

## UNWEIGHTED COMBINED ELA AND MATH PIS

ALL STUDENTS				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
159	185	—	—	172
AMERICAN INDIAN OR ALASKA NATIVE				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—
BLACK OR AFRICAN AMERICAN				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—
HISPANIC OR LATINO				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER				
ELEMENTARY/MIDDLE-LEVEL ELA PI	ELEMENTARY/MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
—	—	—	—	—



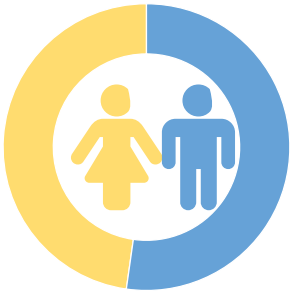
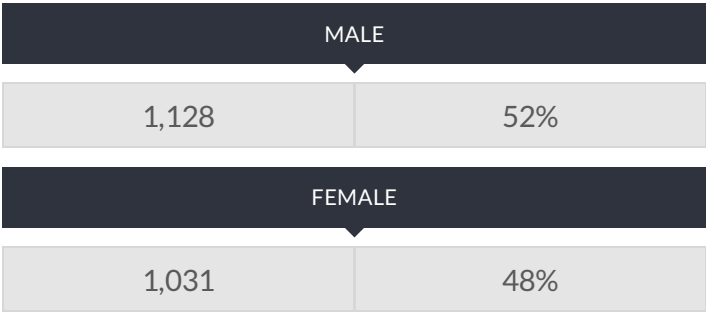
— There were not enough students to determine a Performance Index.



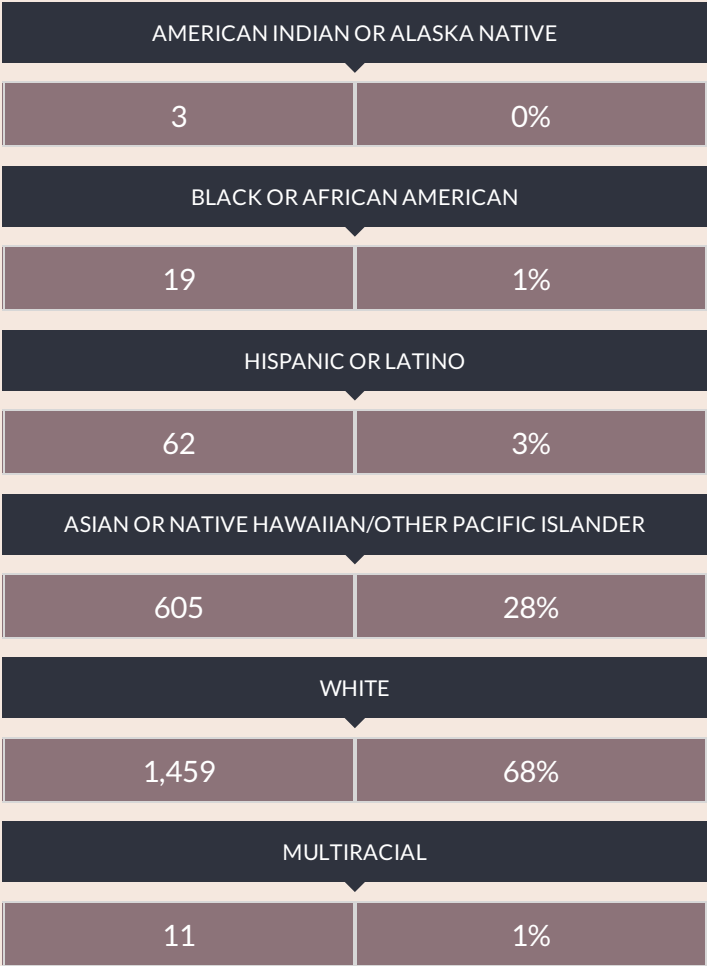
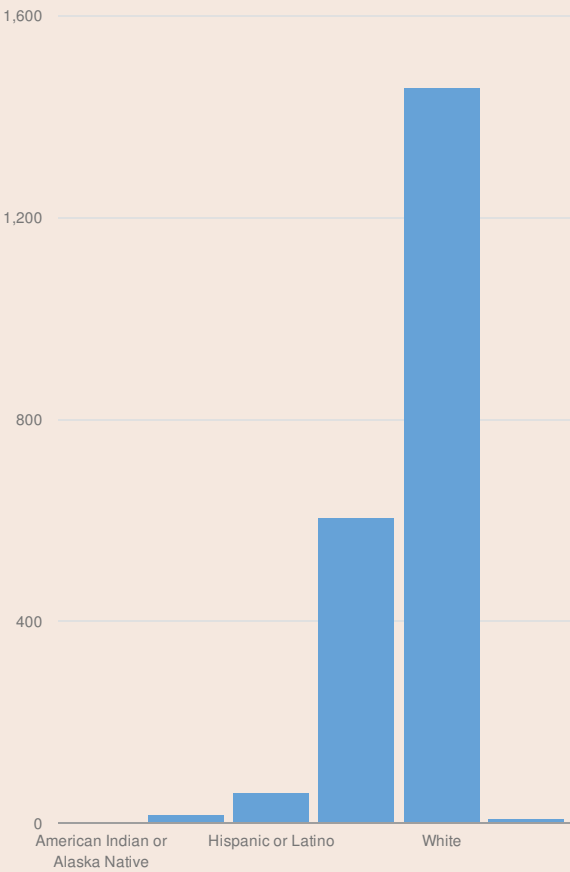
**Section 11: School Report Card**  
**Syosset High School**



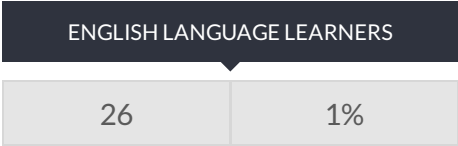
ENROLLMENT BY GENDER



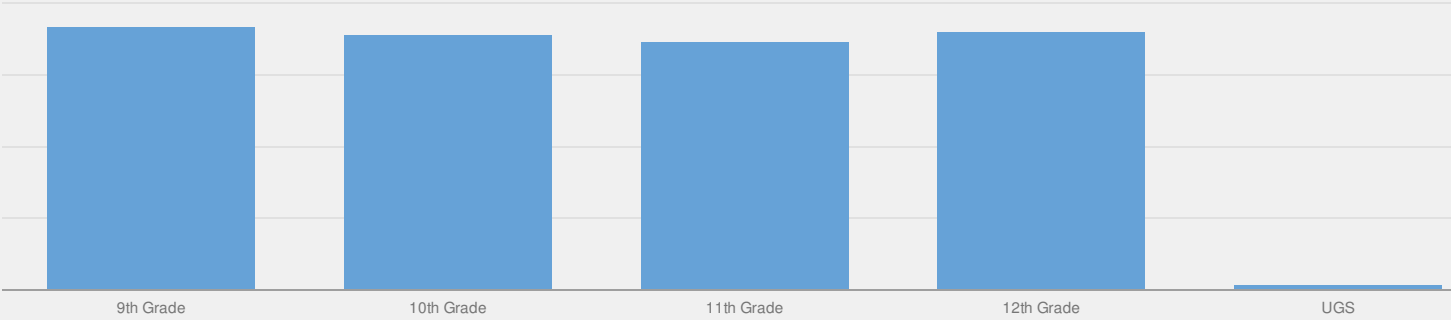
ENROLLMENT BY ETHNICITY



OTHER GROUPS



# ENROLLMENT BY GRADE



9TH GRADE

551 26%

10TH GRADE

536 25%

11TH GRADE

520 24%

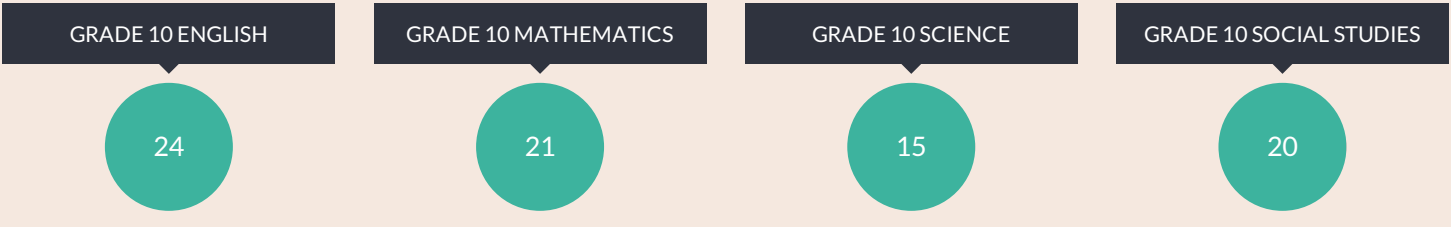
12TH GRADE

540 25%

UNGRADED SECONDARY

12 1%

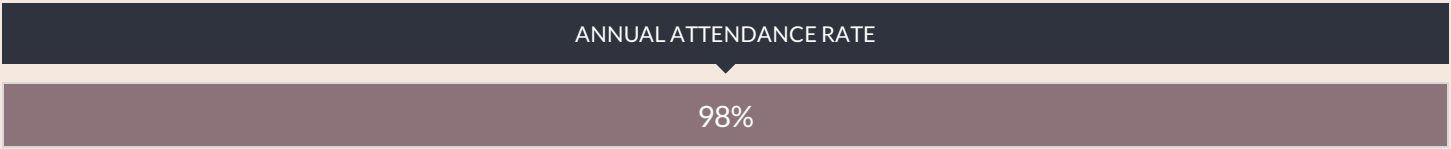
AVERAGE CLASS SIZE (2014 - 15)



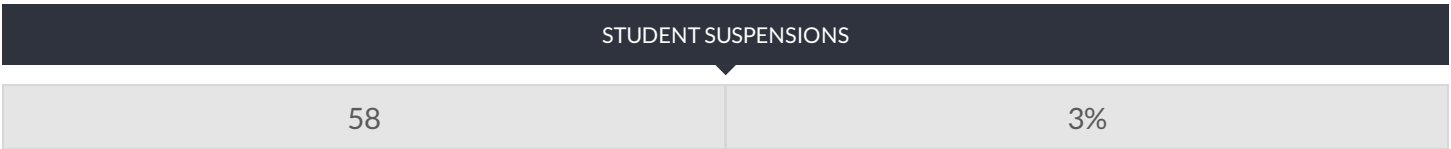
FREE AND REDUCED-PRICE LUNCH (2014 - 15)



ATTENDANCE (2013 - 14)



STUDENT SUSPENSIONS (2013 - 14)



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

## STAFF COUNTS (2014 - 15)

PRINCIPALS

1

ASSISTANT PRINCIPALS

2

OTHER PROFESSIONAL STAFF

28

PARAPROFESSIONALS

0

## TEACHER QUALIFICATIONS (2014 - 15)

TOTAL TEACHERS: 214

PERCENT WITH NO VALID TEACHING CERTIFICATE

0%

PERCENT TEACHING OUT OF CERTIFICATION

0%

PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE

1%

PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE

71%

TOTAL NUMBER OF CORE CLASSES

643

PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS SCHOOL

0%

TOTAL NUMBER OF CLASSES

875

PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION

0%

## HIGH SCHOOL COMPLETERS (2014 - 15)

### ALL STUDENTS

COMPLETERS (GRADUATES + IEP DIPLOMAS)	GRADUATES (REGENTS + LOCAL DIPLOMAS)	REGENTS DIPLOMA		REGENTS WITH ADVANCED DESIGNATION	
539	539	531	99% of Graduates	464	86% of Graduates
REGENTS WITH CTE ENDORSEMENT		LOCAL DIPLOMAS		COMMENCEMENT CREDENTIALS	
0	0% of Graduates	8	1% of Graduates	0	0% of Completers

### GENERAL EDUCATION

COMPLETERS (GRADUATES + IEP DIPLOMAS)	GRADUATES (REGENTS + LOCAL DIPLOMAS)	REGENTS DIPLOMA		REGENTS WITH ADVANCED DESIGNATION	
495	495	492	99% of Graduates	447	90% of Graduates
REGENTS WITH CTE ENDORSEMENT		LOCAL DIPLOMAS		COMMENCEMENT CREDENTIALS	
0	0% of Graduates	3	1% of Graduates	0	0% of Completers

### STUDENTS WITH DISABILITIES

COMPLETERS (GRADUATES + IEP DIPLOMAS)	GRADUATES (REGENTS + LOCAL DIPLOMAS)	REGENTS DIPLOMA		REGENTS WITH ADVANCED DESIGNATION	
44	44	39	89% of Graduates	17	39% of Graduates
REGENTS WITH CTE ENDORSEMENT		LOCAL DIPLOMAS		COMMENCEMENT CREDENTIALS	
0	0% of Graduates	5	11% of Graduates	0	0% of Completers

HIGH SCHOOL NON-COMPLETERS (2014 - 15)

ALL STUDENTS

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
498 92%	28 5%	6 1%	2 0%
TO EMPLOYMENT	TO ADULT SERVICES	TO OTHER KNOWN PLANS	PLAN UNKNOWN
4 1%	0 0%	1 0%	0 0%

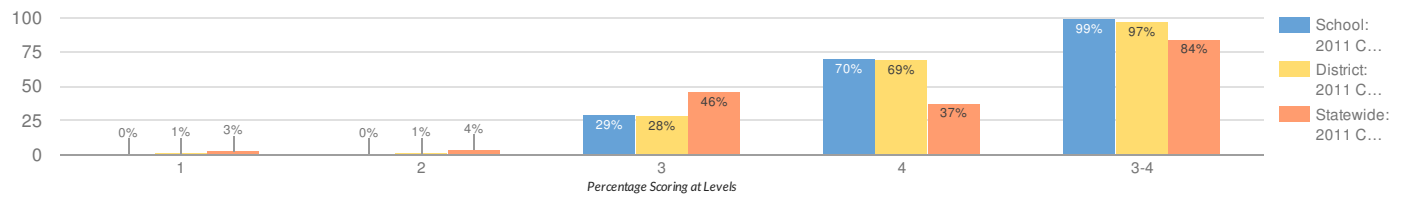
### GENERAL EDUCATION

TO FOUR-YEAR COLLEGE	TO TWO-YEAR COLLEGE	TO OTHER POST-SECONDARY	TO THE MILITARY
462 93%	22 4%	5 1%	2 0%
TO EMPLOYMENT	TO ADULT SERVICES	TO OTHER KNOWN PLANS	PLAN UNKNOWN
3 1%	0 0%	1 0%	0 0%

### STUDENTS WITH DISABILITIES

TO FOUR-YEAR COLLEGE	TO TWO-YEAR COLLEGE	TO OTHER POST-SECONDARY	TO THE MILITARY
36 82%	6 14%	1 2%	0 0%
TO EMPLOYMENT	TO ADULT SERVICES	TO OTHER KNOWN PLANS	PLAN UNKNOWN
1 2%	0 0%	0 0%	0 0%

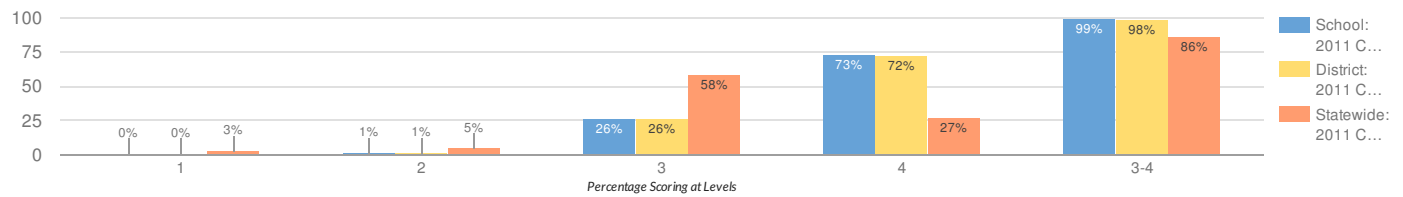
# TOTAL COHORT RESULTS IN SECONDARY-LEVEL ENGLISH LANGUAGE ARTS AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	537	99%	1	0%	2	0%	155	29%	376	70%
GENERAL EDUCATION	492	100%	1	0%	0	0%	120	24%	370	75%
STUDENTS WITH DISABILITIES	45	91%	0	0%	2	4%	35	78%	6	13%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	132	98%	1	1%	0	0%	26	20%	104	79%
BLACK OR AFRICAN AMERICAN	6	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	18	100%	0	0%	0	0%	10	56%	8	44%
WHITE	379	99%	0	0%	2	1%	115	30%	262	69%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	8	75%	0	0%	0	0%	4	50%	2	25%
FEMALE	260	100%	0	0%	1	0%	76	29%	183	70%
MALE	277	98%	1	0%	1	0%	79	29%	193	70%
NON-ENGLISH LANGUAGE LEARNERS	533	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	39	100%	0	0%	0	0%	20	51%	19	49%
NOT ECONOMICALLY DISADVANTAGED	498	99%	1	0%	2	0%	135	27%	357	72%
NOT MIGRANT	537	99%	1	0%	2	0%	155	29%	376	70%

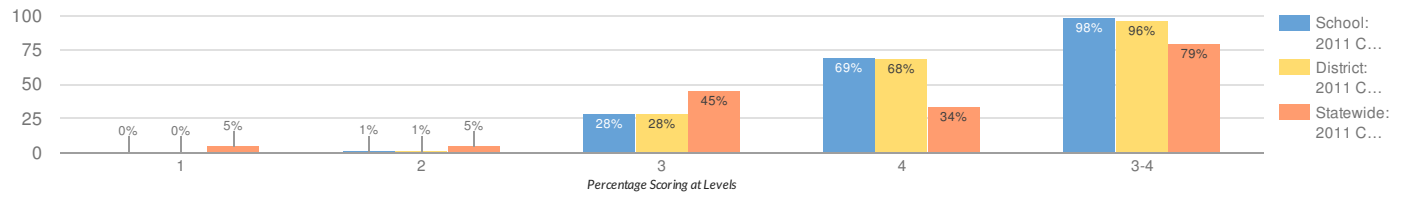


# TOTAL COHORT RESULTS IN SECONDARY-LEVEL MATHEMATICS AFTER FOUR YEARS OF INSTRUCTION



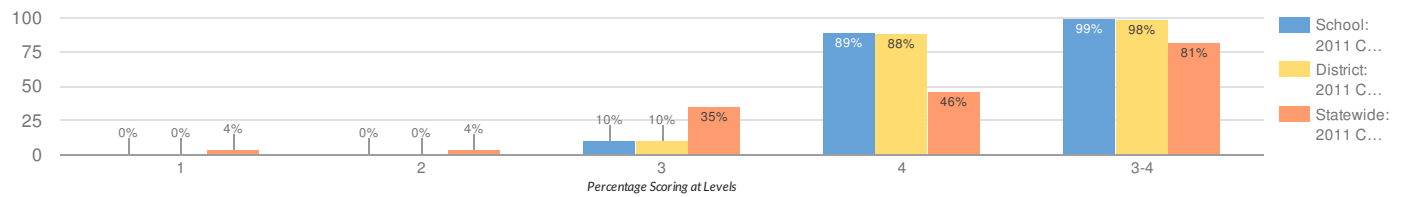
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	537	99%	1	0%	3	1%	140	26%	393	73%
GENERAL EDUCATION	492	100%	0	0%	0	0%	105	21%	387	79%
STUDENTS WITH DISABILITIES	45	91%	1	2%	3	7%	35	78%	6	13%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	132	100%	0	0%	0	0%	19	14%	113	86%
BLACK OR AFRICAN AMERICAN	6	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	18	100%	0	0%	0	0%	6	33%	12	67%
WHITE	379	99%	0	0%	3	1%	110	29%	266	70%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	8	88%	1	13%	0	0%	5	63%	2	25%
FEMALE	260	100%	0	0%	0	0%	74	28%	186	72%
MALE	277	99%	1	0%	3	1%	66	24%	207	75%
NON-ENGLISH LANGUAGE LEARNERS	533	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	39	100%	0	0%	0	0%	22	56%	17	44%
NOTECONOMICALLY DISADVANTAGED	498	99%	1	0%	3	1%	118	24%	376	76%
NOTMIGRANT	537	99%	1	0%	3	1%	140	26%	393	73%

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



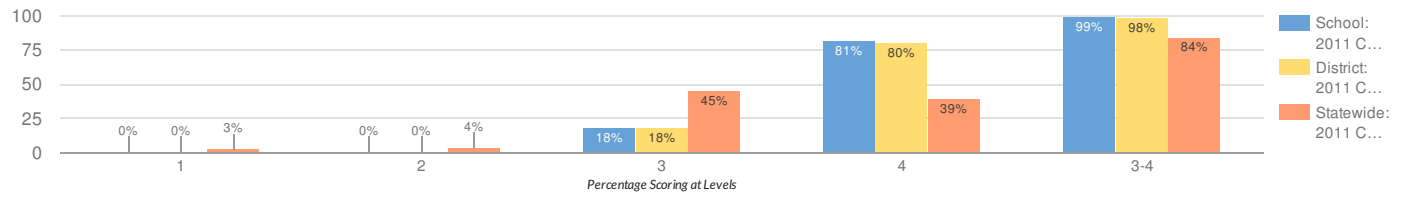
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	537	98%	0	0%	5	1%	152	28%	373	69%
GENERAL EDUCATION	492	99%	0	0%	0	0%	121	25%	364	74%
STUDENTS WITH DISABILITIES	45	89%	0	0%	5	11%	31	69%	9	20%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	132	96%	0	0%	0	0%	18	14%	109	83%
BLACK OR AFRICAN AMERICAN	6	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	18	83%	0	0%	1	6%	8	44%	7	39%
WHITE	379	99%	0	0%	3	1%	122	32%	254	67%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	8	88%	0	0%	1	13%	4	50%	3	38%
FEMALE	260	98%	0	0%	2	1%	92	35%	164	63%
MALE	277	97%	0	0%	3	1%	60	22%	209	75%
NON-ENGLISH LANGUAGE LEARNERS	533	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	39	92%	0	0%	0	0%	16	41%	20	51%
NOT ECONOMICALLY DISADVANTAGED	498	98%	0	0%	5	1%	136	27%	353	71%
NOT MIGRANT	537	98%	0	0%	5	1%	152	28%	373	69%

# 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	537	99%	1	0%	0	0%	55	10%	479	89%
GENERAL EDUCATION	492	100%	1	0%	0	0%	36	7%	455	92%
STUDENTS WITH DISABILITIES	45	96%	0	0%	0	0%	19	42%	24	53%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	132	100%	0	0%	0	0%	9	7%	123	93%
BLACK OR AFRICAN AMERICAN	6	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	18	100%	0	0%	0	0%	4	22%	14	78%
WHITE	379	100%	1	0%	0	0%	39	10%	339	89%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	8	75%	0	0%	0	0%	3	38%	3	38%
FEMALE	260	100%	0	0%	0	0%	33	13%	227	87%
MALE	277	99%	1	0%	0	0%	22	8%	252	91%
NON-ENGLISH LANGUAGE LEARNERS	533	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	39	100%	0	0%	0	0%	9	23%	30	77%
NOT ECONOMICALLY DISADVANTAGED	498	99%	1	0%	0	0%	46	9%	449	90%
NOT MIGRANT	537	99%	1	0%	0	0%	55	10%	479	89%

# 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	537	99%	1	0%	1	0%	98	18%	434	81%
GENERAL EDUCATION	492	99%	0	0%	0	0%	69	14%	420	85%
STUDENTS WITH DISABILITIES	45	96%	1	2%	1	2%	29	64%	14	31%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	132	98%	0	0%	0	0%	12	9%	118	89%
BLACK OR AFRICAN AMERICAN	6	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	18	94%	0	0%	0	0%	7	39%	10	56%
WHITE	379	100%	0	0%	1	0%	75	20%	303	80%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	8	88%	1	13%	0	0%	4	50%	3	38%
FEMALE	260	99%	0	0%	1	0%	59	23%	199	77%
MALE	277	99%	1	0%	0	0%	39	14%	235	85%
NON-ENGLISH LANGUAGE LEARNERS	533	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	39	97%	0	0%	0	0%	13	33%	25	64%
NOT ECONOMICALLY DISADVANTAGED	498	99%	1	0%	1	0%	85	17%	409	82%
NOT MIGRANT	537	99%	1	0%	1	0%	98	18%	434	81%

## COMPREHENSIVE ENGLISH

### REGENTS COMPREHENSIVE ENGLISH

GROUP	TOTAL TESTED			55		65		85	
ALL STUDENTS	531	526	99%	525	99%	423	80%		
GENERAL EDUCATION	475	473	100%	473	100%	402	85%		
STUDENTS WITH DISABILITIES	56	53	95%	52	93%	21	38%		
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	148	146	99%	146	99%	123	83%		
BLACK OR AFRICAN AMERICAN	6	-	-	-	-	-	-		
HISPANIC OR LATINO	23	22	96%	21	91%	17	74%		
WHITE	351	349	99%	349	99%	276	79%		
MULTIRACIAL	3	-	-	-	-	-	-		
SMALL GROUP TOTAL	9	9	100%	9	100%	7	78%		
FEMALE	245	244	100%	243	99%	199	81%		
MALE	286	282	99%	282	99%	224	78%		
NON-ENGLISH LANGUAGE LEARNERS	524	520	99%	519	99%	422	81%		
ENGLISH LANGUAGE LEARNERS	7	6	86%	6	86%	1	14%		
ECONOMICALLY DISADVANTAGED	38	38	100%	38	100%	21	55%		
NOT ECONOMICALLY DISADVANTAGED	493	488	99%	487	99%	402	82%		
NOT MIGRANT	531	526	99%	525	99%	423	80%		

## INTEGRATED ALGEBRA

### REGENTS INTEGRATED ALGEBRA

GROUP	TOTAL TESTED			55		65		85	
ALL STUDENTS	59	57	97%	50	85%	20	34%		
GENERAL EDUCATION	36	36	100%	35	97%	20	56%		
STUDENTS WITH DISABILITIES	23	21	91%	15	65%	0	0%		
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	23	23	100%	23	100%	14	61%		
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-		
HISPANIC OR LATINO	6	-	-	-	-	-	-		
WHITE	26	24	92%	18	69%	4	15%		
MULTIRACIAL	2	-	-	-	-	-	-		
SMALL GROUP TOTAL	10	10	100%	9	90%	2	20%		
FEMALE	23	22	96%	21	91%	10	43%		
MALE	36	35	97%	29	81%	10	28%		
NON-ENGLISH LANGUAGE LEARNERS	45	43	96%	36	80%	13	29%		
ENGLISH LANGUAGE LEARNERS	14	14	100%	14	100%	7	50%		
ECONOMICALLY DISADVANTAGED	11	11	100%	10	91%	4	36%		
NOT ECONOMICALLY DISADVANTAGED	48	46	96%	40	83%	16	33%		
NOT MIGRANT	59	57	97%	50	85%	20	34%		

# GEOMETRY

## REGENTS GEOMETRY

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	556	552	99%	533	96%	310	56%
GENERAL EDUCATION	505	505	100%	495	98%	305	60%
STUDENTS WITH DISABILITIES	51	47	92%	38	75%	5	10%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	158	157	99%	153	97%	108	68%
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-
HISPANIC OR LATINO	15	15	100%	15	100%	5	33%
WHITE	374	372	99%	357	95%	195	52%
MULTIRACIAL	5	-	-	-	-	-	-
SMALL GROUP TOTAL	9	8	89%	8	89%	2	22%
FEMALE	268	266	99%	260	97%	153	57%
MALE	288	286	99%	273	95%	157	55%
NON-ENGLISH LANGUAGE LEARNERS	545	541	99%	522	96%	303	56%
ENGLISH LANGUAGE LEARNERS	11	11	100%	11	100%	7	64%
ECONOMICALLY DISADVANTAGED	43	41	95%	38	88%	16	37%
NOT ECONOMICALLY DISADVANTAGED	513	511	100%	495	96%	294	57%
NOT MIGRANT	556	552	99%	533	96%	310	56%

# ALGEBRA 2/TRIGONOMETRY

## REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED			55		65		85	
ALL STUDENTS	536	527	98%	494	92%	252	47%		
GENERAL EDUCATION	488	481	99%	458	94%	245	50%		
STUDENTS WITH DISABILITIES	48	46	96%	36	75%	7	15%		
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-		
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	179	176	98%	172	96%	112	63%		
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-		
HISPANIC OR LATINO	8	-	-	-	-	-	-		
WHITE	346	340	98%	312	90%	139	40%		
SMALL GROUP TOTAL	11	11	100%	10	91%	1	9%		
FEMALE	267	264	99%	248	93%	125	47%		
MALE	269	263	98%	246	91%	127	47%		
NON-ENGLISH LANGUAGE LEARNERS	526	517	98%	484	92%	244	46%		
ENGLISH LANGUAGE LEARNERS	10	10	100%	10	100%	8	80%		
ECONOMICALLY DISADVANTAGED	33	32	97%	30	91%	10	30%		
NOT ECONOMICALLY DISADVANTAGED	503	495	98%	464	92%	242	48%		
NOT MIGRANT	536	527	98%	494	92%	252	47%		

# ALGEBRA I (COMMON CORE)

## ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	43	5	12%	13	30%	17	40%	8	19%	0	0%
GENERAL EDUCATION	21	1	5%	3	14%	9	43%	8	38%	0	0%
STUDENTS WITH DISABILITIES	22	4	18%	10	45%	8	36%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	12	1	8%	0	0%	6	50%	5	42%	0	0%
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	3	-	-	-	-	-	-	-	-	-	-
WHITE	23	3	13%	9	39%	9	39%	2	9%	0	0%
MULTIRACIAL	2	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	8	1	13%	4	50%	2	25%	1	13%	0	0%
FEMALE	15	0	0%	5	33%	7	47%	3	20%	0	0%
MALE	28	5	18%	8	29%	10	36%	5	18%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	36	5	14%	13	36%	12	33%	6	17%	0	0%
ENGLISH LANGUAGE LEARNERS	7	0	0%	0	0%	5	71%	2	29%	0	0%
ECONOMICALLY DISADVANTAGED	6	0	0%	2	33%	3	50%	1	17%	0	0%
NOT ECONOMICALLY DISADVANTAGED	37	5	14%	11	30%	14	38%	7	19%	0	0%
NOT MIGRANT	43	5	12%	13	30%	17	40%	8	19%	0	0%

# GEOMETRY (COMMON CORE)

## GEOMETRY (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	544	7	1%	21	4%	186	34%	99	18%	231	42%
GENERAL EDUCATION	494	2	0%	11	2%	158	32%	94	19%	229	46%
STUDENTS WITH DISABILITIES	50	5	10%	10	20%	28	56%	5	10%	2	4%
AMERICAN INDIAN OR ALASKA NATIVE	1	–	–	–	–	–	–	–	–	–	–
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	155	0	0%	5	3%	37	24%	20	13%	93	60%
BLACK OR AFRICAN AMERICAN	3	–	–	–	–	–	–	–	–	–	–
HISPANIC OR LATINO	14	0	0%	0	0%	8	57%	1	7%	5	36%
WHITE	367	6	2%	15	4%	139	38%	76	21%	131	36%
MULTIRACIAL	4	–	–	–	–	–	–	–	–	–	–
SMALL GROUP TOTAL	8	1	13%	1	13%	2	25%	2	25%	2	25%
FEMALE	264	3	1%	11	4%	95	36%	51	19%	104	39%
MALE	280	4	1%	10	4%	91	33%	48	17%	127	45%
NON-ENGLISH LANGUAGE LEARNERS	531	7	1%	20	4%	183	34%	99	19%	222	42%
ENGLISH LANGUAGE LEARNERS	13	0	0%	1	8%	3	23%	0	0%	9	69%
ECONOMICALLY DISADVANTAGED	43	2	5%	5	12%	19	44%	4	9%	13	30%
NOT ECONOMICALLY DISADVANTAGED	501	5	1%	16	3%	167	33%	95	19%	218	44%
NOT MIGRANT	544	7	1%	21	4%	186	34%	99	18%	231	42%

# GLOBAL HISTORY AND GEOGRAPHY

## REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	561	559	100%	545	97%	400	71%
GENERAL EDUCATION	485	484	100%	480	99%	376	78%
STUDENTS WITH DISABILITIES	76	75	99%	65	86%	24	32%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	185	185	100%	183	99%	153	83%
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-
HISPANIC OR LATINO	8	8	100%	7	88%	3	38%
WHITE	363	361	99%	350	96%	239	66%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	5	5	100%	5	100%	5	100%
FEMALE	272	271	100%	266	98%	184	68%
MALE	289	288	100%	279	97%	216	75%
NON-ENGLISH LANGUAGE LEARNERS	551	549	100%	535	97%	394	72%
ENGLISH LANGUAGE LEARNERS	10	10	100%	10	100%	6	60%
ECONOMICALLY DISADVANTAGED	36	35	97%	32	89%	20	56%
NOTECONOMICALLY DISADVANTAGED	525	524	100%	513	98%	380	72%
NOT MIGRANT	561	559	100%	545	97%	400	71%

# U.S. HISTORY & GOVERNMENT

## REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED			55		65		85	
ALL STUDENTS	522	519	99%	514	98%	446	85%		
GENERAL EDUCATION	468	465	99%	461	99%	414	88%		
STUDENTS WITH DISABILITIES	54	54	100%	53	98%	32	59%		
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	141	141	100%	139	99%	124	88%		
BLACK OR AFRICAN AMERICAN	4	-	-	-	-	-	-		
HISPANIC OR LATINO	24	23	96%	23	96%	18	75%		
WHITE	350	348	99%	345	99%	298	85%		
MULTIRACIAL	3	-	-	-	-	-	-		
SMALL GROUP TOTAL	7	7	100%	7	100%	6	86%		
FEMALE	240	239	100%	237	99%	200	83%		
MALE	282	280	99%	277	98%	246	87%		
NON-ENGLISH LANGUAGE LEARNERS	516	513	99%	508	98%	441	85%		
ENGLISH LANGUAGE LEARNERS	6	6	100%	6	100%	5	83%		
ECONOMICALLY DISADVANTAGED	36	36	100%	34	94%	23	64%		
NOT ECONOMICALLY DISADVANTAGED	486	483	99%	480	99%	423	87%		
NOT MIGRANT	522	519	99%	514	98%	446	85%		



# LIVING ENVIRONMENT

## REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55			65		85	
ALL STUDENTS	565	563	100%		553	98%	420	74%
GENERAL EDUCATION	499	498	100%		496	99%	403	81%
STUDENTS WITH DISABILITIES	66	65	98%		57	86%	17	26%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-		-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	162	161	99%		159	98%	135	83%
BLACK OR AFRICAN AMERICAN	4	-	-		-	-	-	-
HISPANIC OR LATINO	14	14	100%		13	93%	8	57%
WHITE	380	379	100%		372	98%	270	71%
MULTIRACIAL	4	-	-		-	-	-	-
SMALL GROUP TOTAL	9	9	100%		9	100%	7	78%
FEMALE	278	276	99%		274	99%	192	69%
MALE	287	287	100%		279	97%	228	79%
NON-ENGLISH LANGUAGE LEARNERS	554	553	100%		544	98%	413	75%
ENGLISH LANGUAGE LEARNERS	11	10	91%		9	82%	7	64%
ECONOMICALLY DISADVANTAGED	36	36	100%		36	100%	23	64%
NOT ECONOMICALLY DISADVANTAGED	529	527	100%		517	98%	397	75%
NOT MIGRANT	565	563	100%		553	98%	420	74%

# PHYSICAL SETTING/EARTH SCIENCE

## REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55			65		85	
ALL STUDENTS	163	160	98%		148	91%	64	39%
GENERAL EDUCATION	118	117	99%		114	97%	57	48%
STUDENTS WITH DISABILITIES	45	43	96%		34	76%	7	16%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-		-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	45	44	98%		42	93%	21	47%
BLACK OR AFRICAN AMERICAN	3	-	-		-	-	-	-
HISPANIC OR LATINO	9	9	100%		8	89%	5	56%
WHITE	104	103	99%		94	90%	37	36%
MULTIRACIAL	1	-	-		-	-	-	-
SMALL GROUP TOTAL	5	4	80%		4	80%	1	20%
FEMALE	74	73	99%		68	92%	30	41%
MALE	89	87	98%		80	90%	34	38%
NON-ENGLISH LANGUAGE LEARNERS	152	150	99%		138	91%	58	38%
ENGLISH LANGUAGE LEARNERS	11	10	91%		10	91%	6	55%
ECONOMICALLY DISADVANTAGED	23	22	96%		21	91%	5	22%
NOT ECONOMICALLY DISADVANTAGED	140	138	99%		127	91%	59	42%
NOT MIGRANT	163	160	98%		148	91%	64	39%

# PHYSICAL SETTING/CHEMISTRY

## REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55			65		85	
ALL STUDENTS	492	491	100%		483	98%	224	46%
GENERAL EDUCATION	467	466	100%		460	99%	221	47%
STUDENTS WITH DISABILITIES	25	25	100%		23	92%	3	12%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	173	173	100%		173	100%	100	58%
BLACK OR AFRICAN AMERICAN	4	-	-		-	-	-	-
HISPANIC OR LATINO	8	8	100%		8	100%	1	13%
WHITE	305	304	100%		296	97%	120	39%
MULTIRACIAL	2	-	-		-	-	-	-
SMALL GROUP TOTAL	6	6	100%		6	100%	3	50%
FEMALE	234	234	100%		231	99%	102	44%
MALE	258	257	100%		252	98%	122	47%
NON-ENGLISH LANGUAGE LEARNERS	489	-	-		-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	-	-		-	-	-	-
ECONOMICALLY DISADVANTAGED	25	25	100%		25	100%	7	28%
NOT ECONOMICALLY DISADVANTAGED	467	466	100%		458	98%	217	46%
NOT MIGRANT	492	491	100%		483	98%	224	46%

# PHYSICAL SETTING/PHYSICS

## REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED	55			65		85	
ALL STUDENTS	374	368	98%		357	95%	212	57%
GENERAL EDUCATION	359	353	98%		343	96%	206	57%
STUDENTS WITH DISABILITIES	15	15	100%		14	93%	6	40%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	118	117	99%		111	94%	67	57%
BLACK OR AFRICAN AMERICAN	3	-	-		-	-	-	-
HISPANIC OR LATINO	13	13	100%		12	92%	3	23%
WHITE	237	232	98%		229	97%	139	59%
MULTIRACIAL	3	-	-		-	-	-	-
SMALL GROUP TOTAL	6	6	100%		5	83%	3	50%
FEMALE	160	158	99%		155	97%	91	57%
MALE	214	210	98%		202	94%	121	57%
NON-ENGLISH LANGUAGE LEARNERS	373	-	-		-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-		-	-	-	-
ECONOMICALLY DISADVANTAGED	24	21	88%		21	88%	9	38%
NOT ECONOMICALLY DISADVANTAGED	350	347	99%		336	96%	203	58%
NOT MIGRANT	374	368	98%		357	95%	212	57%

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

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
SECONDARY-LEVEL ELA	2	_%	-	-	-	-
SECONDARY-LEVEL MATH	1	_%	-	-	-	-
SECONDARY-LEVEL SCIENCE	1	_%	-	-	-	-
SECONDARY-LEVEL SOCIAL STUDIES	1	_%	-	-	-	-

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

## GRADE 9

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	7	0%	0%	29%	29%	43%
GENERAL EDUCATION	7	0%	0%	29%	29%	43%

## GRADE 10

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	13	8%	0%	8%	38%	46%
GENERAL EDUCATION	13	8%	0%	8%	38%	46%

## GRADE 11

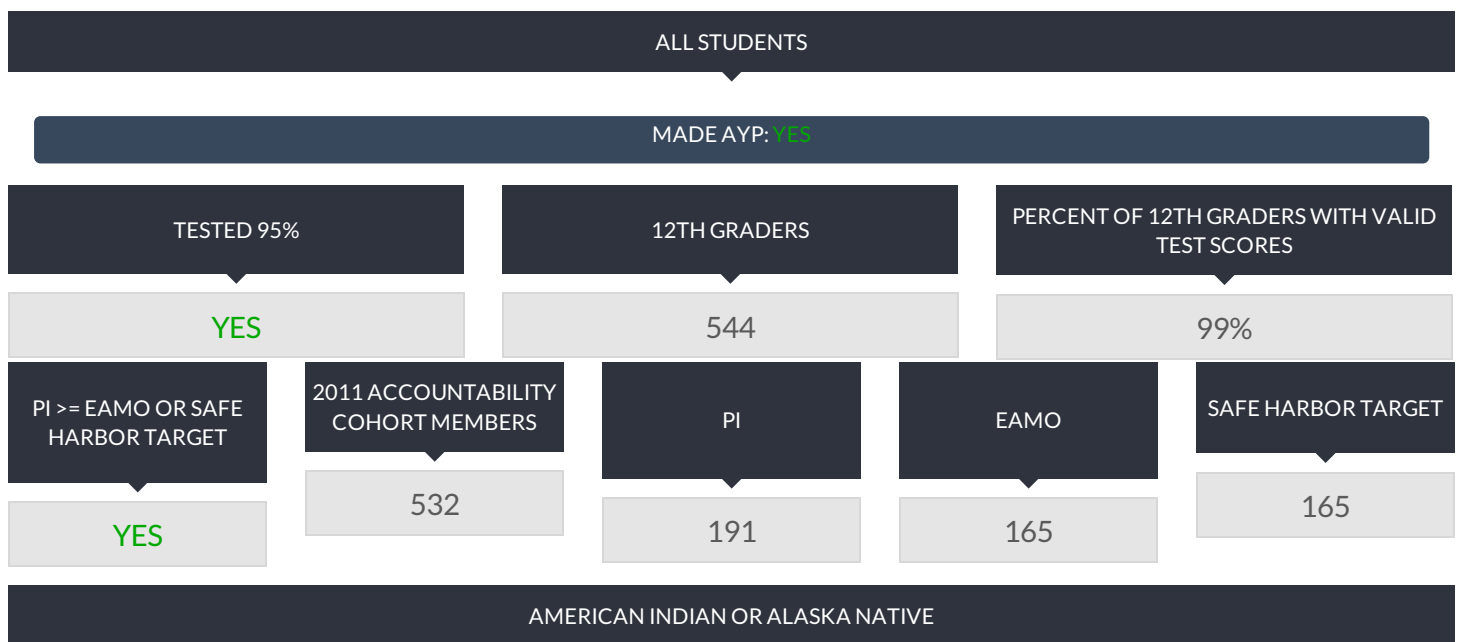
GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	6	0%	17%	0%	33%	50%
GENERAL EDUCATION	6	0%	17%	0%	33%	50%

## GRADE 12

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	4	-	-	-	-	-
GENERAL EDUCATION	4	-	-	-	-	-

### SECONDARY-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**



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

MADE AYP: —

TESTED 95%		12TH GRADERS		PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	
—		6		—	
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET	
—	5	—	—	—	
HISPANIC OR LATINO					

MADE AYP: —

TESTED 95%		12TH GRADERS		PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	
—		20		—	
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET	
—	18	—	—	—	
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER					

MADE AYP: YES

TESTED 95%		12TH GRADERS		PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	
YES		135		99%	
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET	

YES	131	191	171	171
-----	-----	-----	-----	-----

## WHITE

MADE AYP: YES

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
YES	381	100%		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
YES	376	193	175	175

## MULTIRACIAL

MADE AYP: —

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

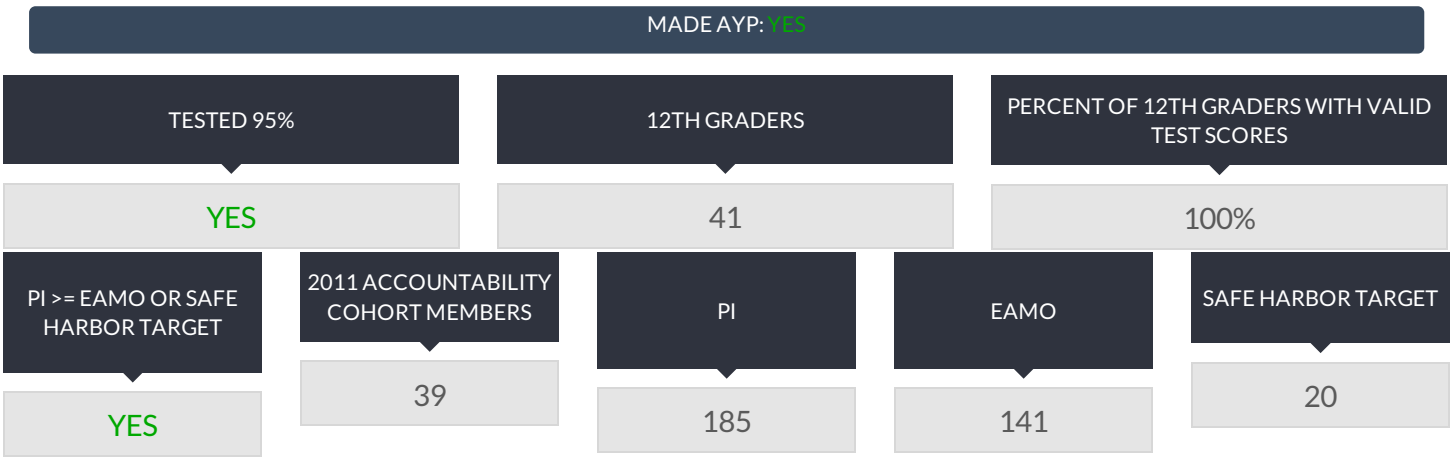
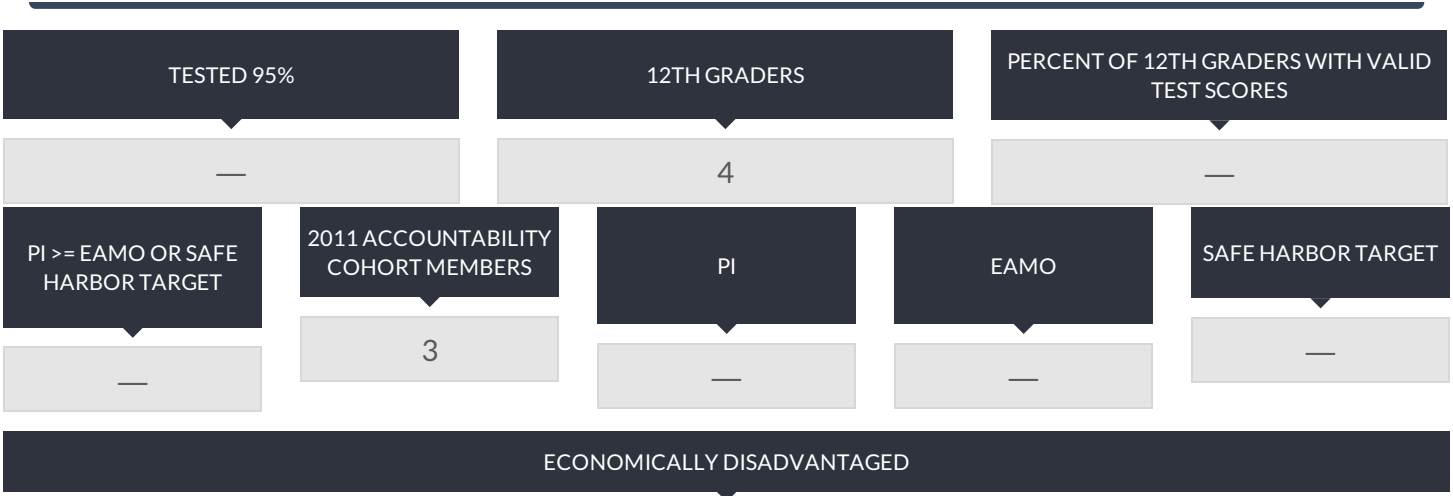
## STUDENTS WITH DISABILITIES

MADE AYP: YES

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
YES	47	96%		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
YES	47†	151†	111	111

## LIMITED ENGLISH PROFICIENT

MADE AYP: —



# 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
543	99%	531	191

## NOT BLACK OR AFRICAN AMERICAN

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
538	100%	527	192

## NOT HISPANIC OR LATINO

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
524	99%	514	191

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
409	100%	401	192

## NOT WHITE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
163	98%	156	188

## NOT MULTIRACIAL

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
543	100%	531	192

## GENERAL EDUCATION

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



497	100%	488	195
ENGLISH PROFICIENT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
540	99%	529	191
NOT ECONOMICALLY DISADVANTAGED			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
503	99%	493	192
MALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
282	99%	272	190
FEMALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
262	100%	260	193
MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
0	—	0	—
NOT MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
544	99%	532	191

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

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

## SECONDARY-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

# ALL ACCOUNTABILITY GROUPS MADE AYP: YES

## ALL STUDENTS

MADE AYP: YES

TESTED 95%

YES

12TH GRADERS

544

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

100%

PI >= EAMO OR SAFE HARBOR TARGET

YES

2011 ACCOUNTABILITY COHORT MEMBERS

532

PI

187

EAMO

149

SAFE HARBOR TARGET

149

## AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%

—

12TH GRADERS

1

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

—

PI >= EAMO OR SAFE HARBOR TARGET

—

2011 ACCOUNTABILITY COHORT MEMBERS

1

PI

—

EAMO

—

SAFE HARBOR TARGET

—

## BLACK OR AFRICAN AMERICAN

MADE AYP: —

TESTED 95%

—

12TH GRADERS

6

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

—

PI >= EAMO OR SAFE HARBOR TARGET

—

2011 ACCOUNTABILITY COHORT MEMBERS

5

PI

—

EAMO

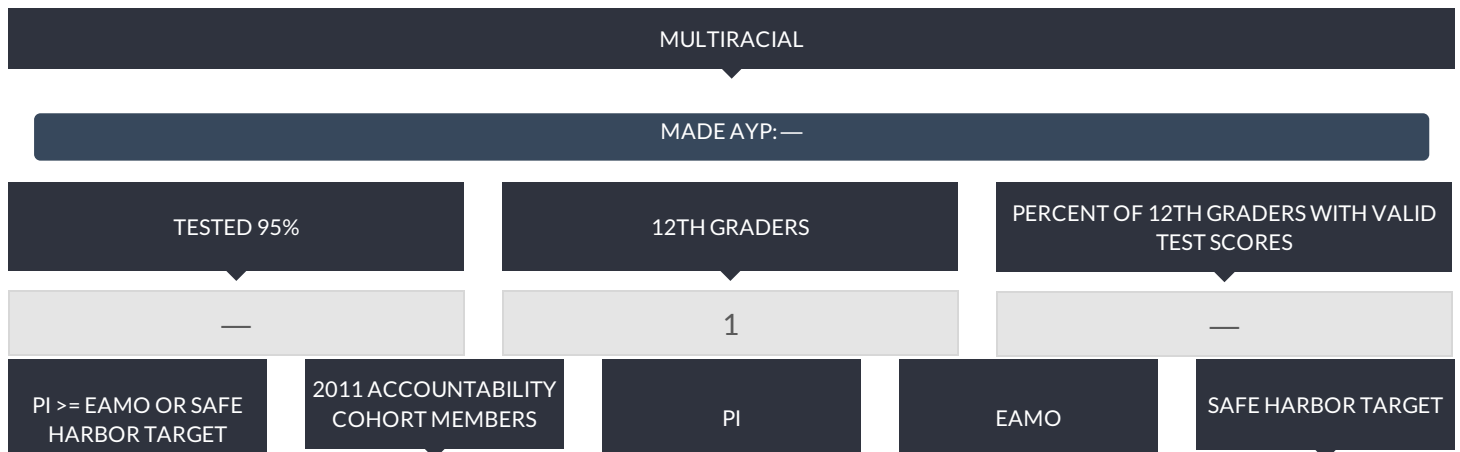
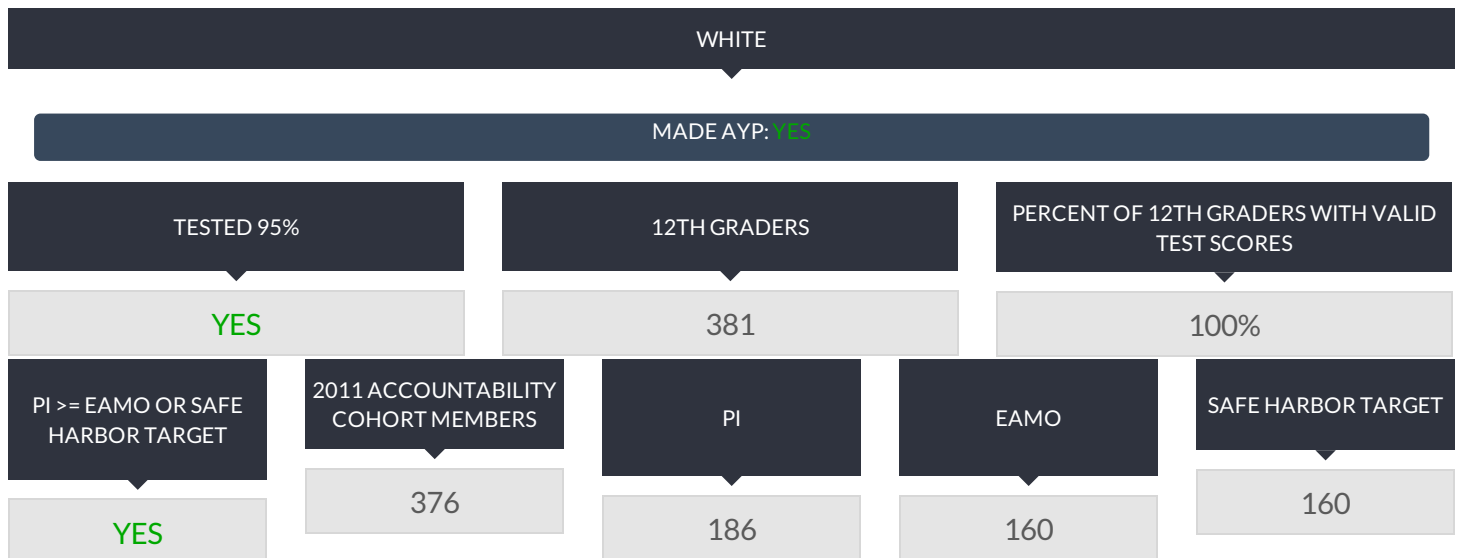
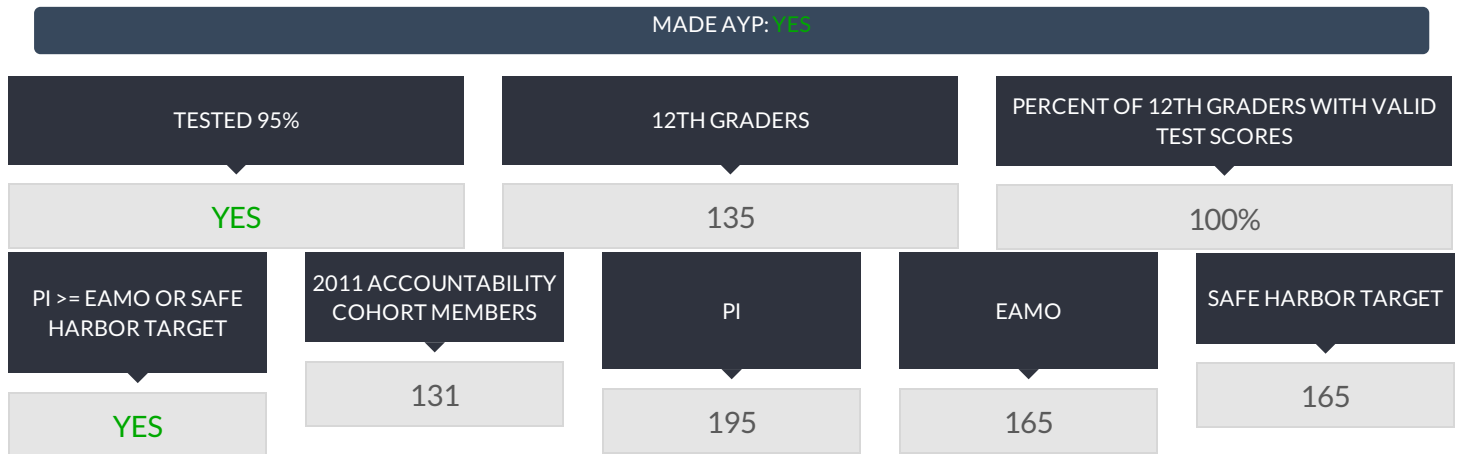
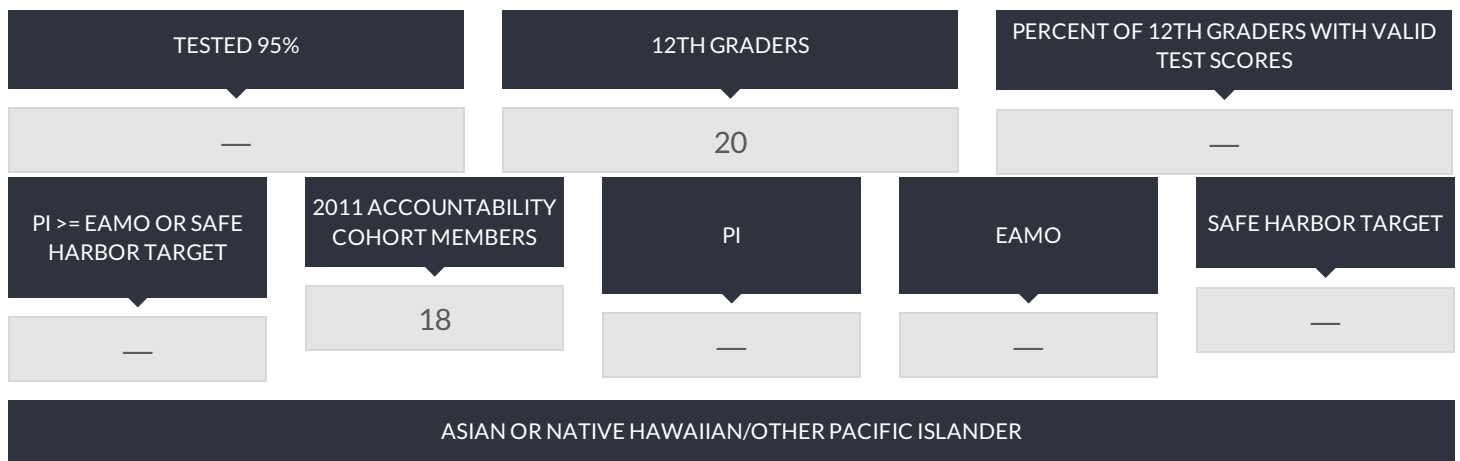
—

SAFE HARBOR TARGET

—

## HISPANIC OR LATINO

MADE AYP: —





# 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
543	100%	531	187

## NOT BLACK OR AFRICAN AMERICAN

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
538	100%	527	188

## NOT HISPANIC OR LATINO

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
524	100%	514	187

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
409	100%	401	185

## NOT WHITE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
163	100%	156	190

## NOT MULTIRACIAL

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
543	100%	531	187

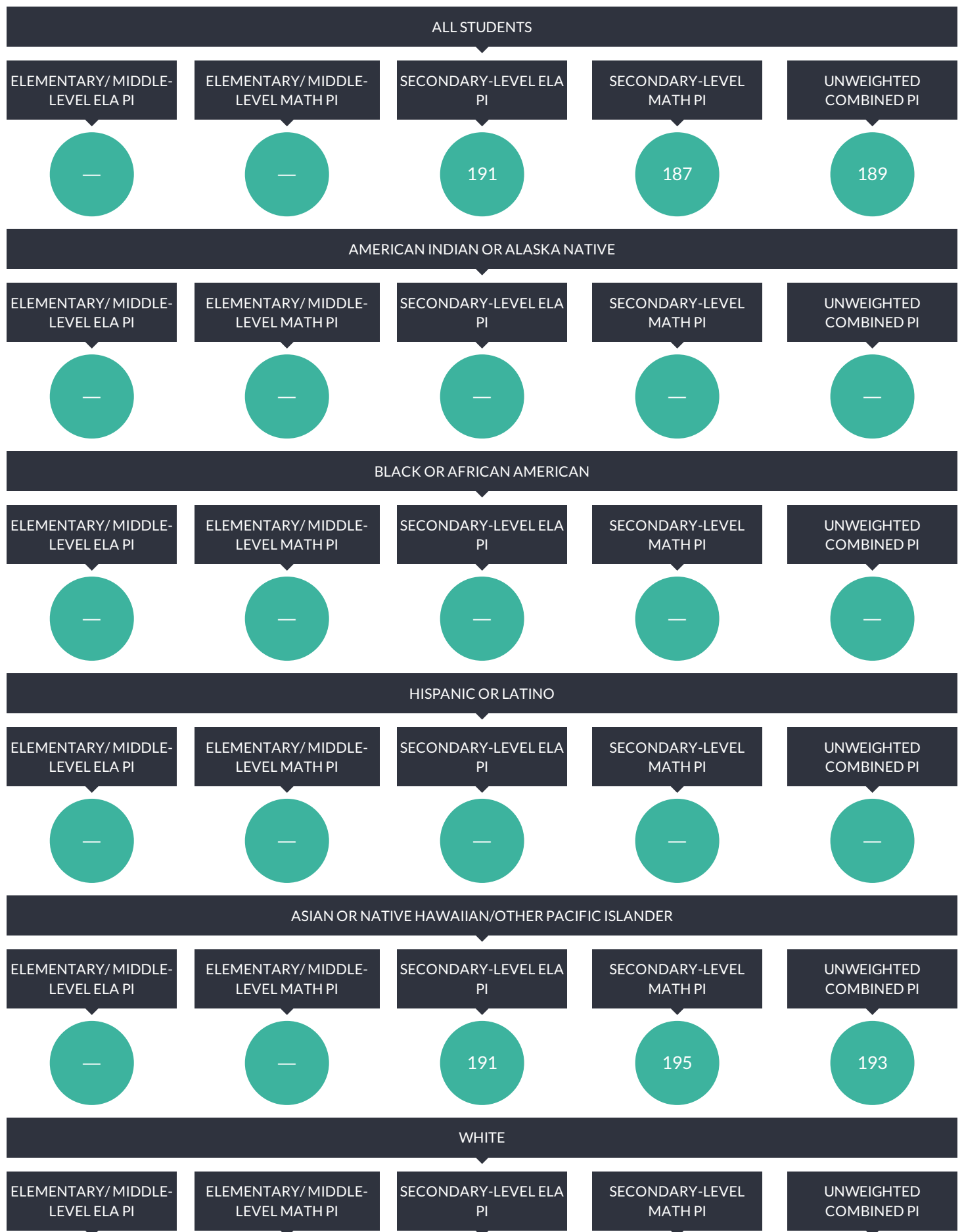
## GENERAL EDUCATION

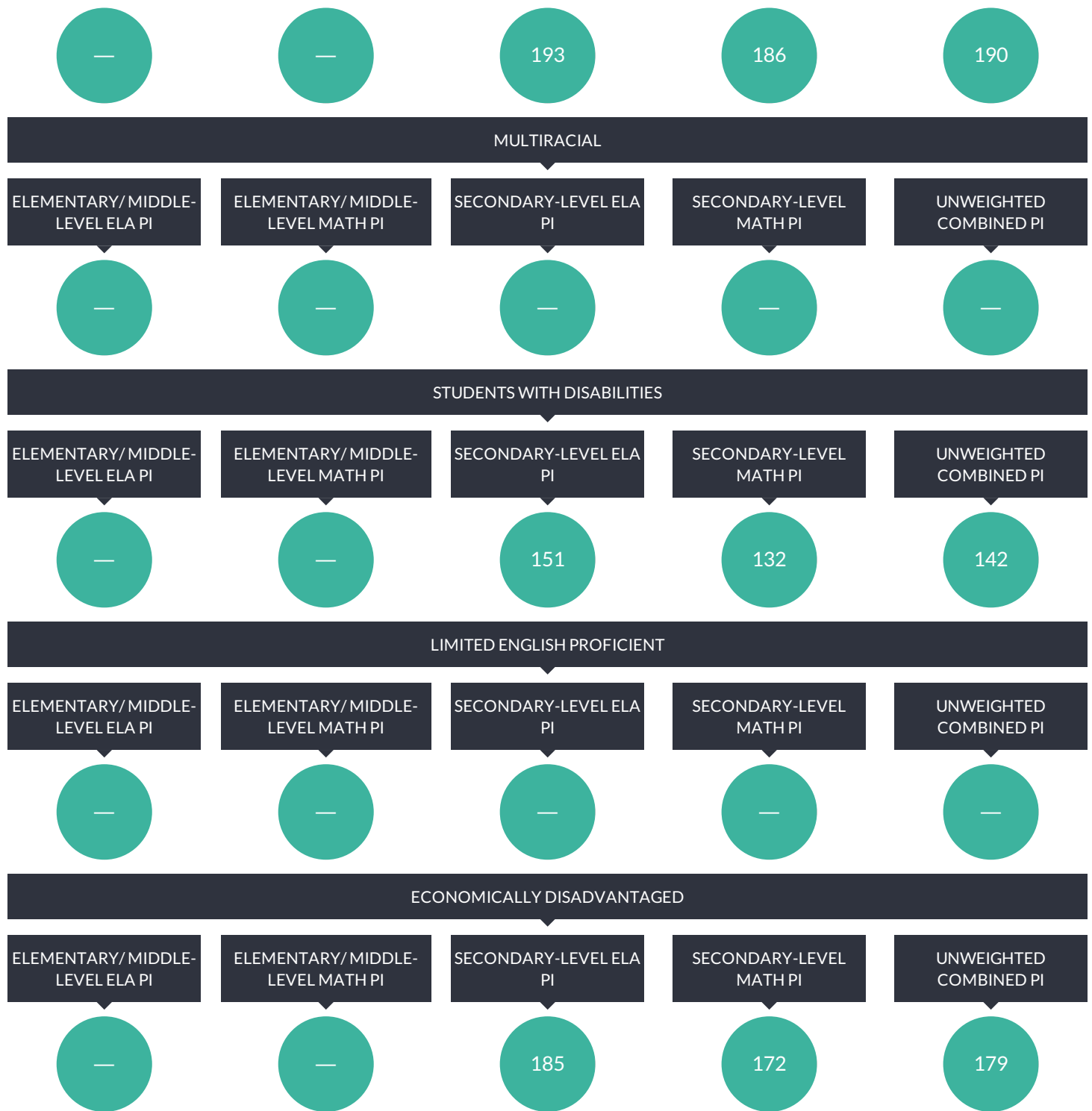
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
--------------	--	------------------------------------	----

497	100%	488	193
ENGLISH PROFICIENT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
540	100%	529	187
NOT ECONOMICALLY DISADVANTAGED			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
503	100%	493	188
MALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
282	100%	272	188
FEMALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
262	100%	260	186
MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
0	—	0	—
NOT MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
544	100%	532	187

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

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





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

## OVERALL GRADUATION RATE FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

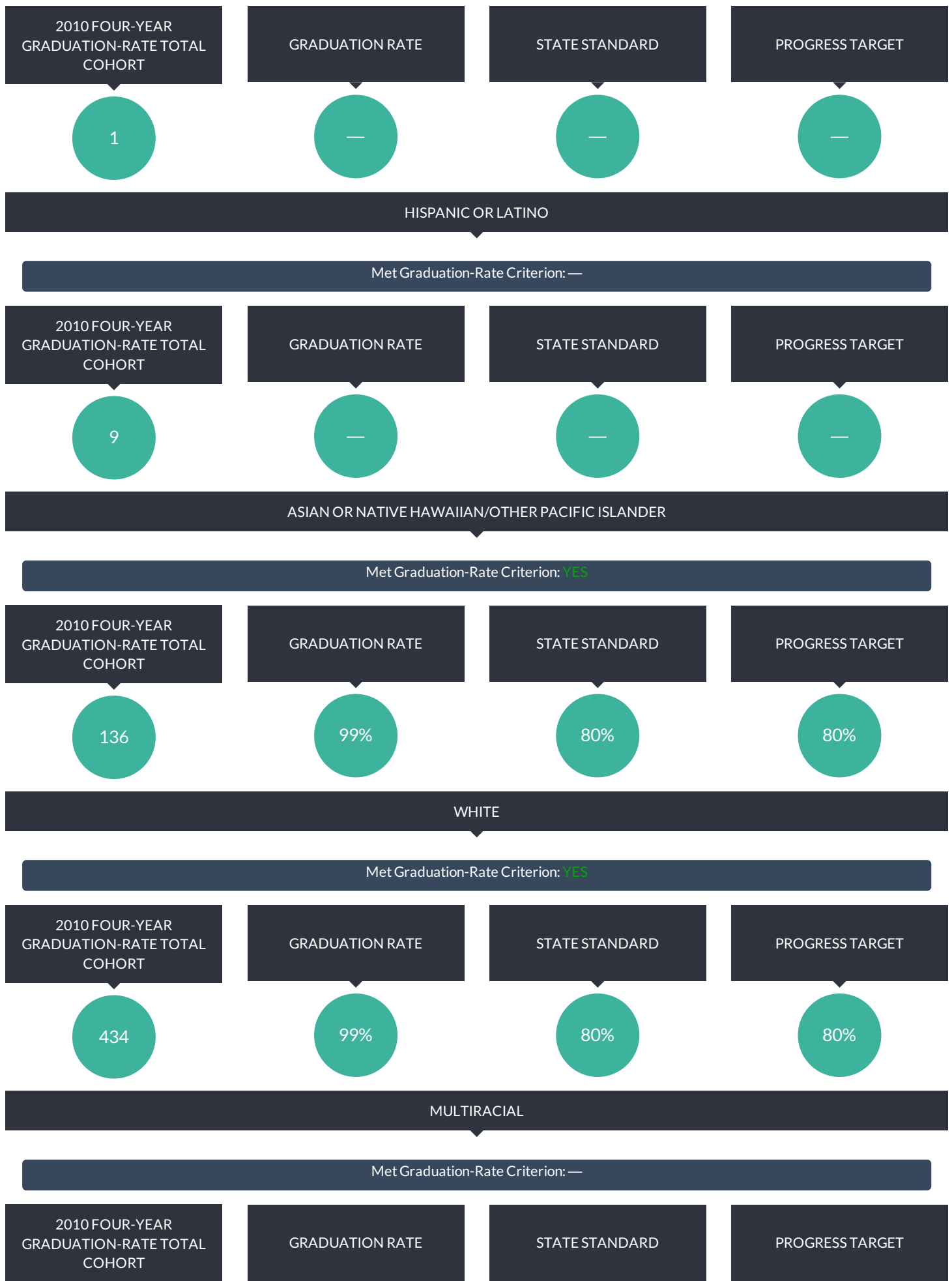
ALL STUDENTS	AMERICAN INDIAN OR ALASKA NATIVE
MADE AYP	MADE AYP
YES	—
BLACK OR AFRICAN AMERICAN	HISPANIC OR LATINO



MADE AYP	MADE AYP
—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	WHITE
MADE AYP	MADE AYP
YES	YES
MULTIRACIAL	STUDENTS WITH DISABILITIES
MADE AYP	MADE AYP
—	YES
LIMITED ENGLISH PROFICIENT	ECONOMICALLY DISADVANTAGED
MADE AYP	MADE AYP
—	—
— There were not enough students to make an AYP determination.	

## FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

ALL STUDENTS			
Met Graduation-Rate Criterion: YES			
2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
580	99%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE			
Met Graduation-Rate Criterion: —			
2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
0	—	—	—
BLACK OR AFRICAN AMERICAN			
Met Graduation-Rate Criterion: —			





## STUDENTS WITH DISABILITIES

Met Graduation-Rate Criterion: **YES**

2010 FOUR-YEAR  
GRADUATION-RATE TOTAL  
COHORT

77†

GRADUATION RATE

91%†

STATE STANDARD

80%

PROGRESS TARGET

80%

## LIMITED ENGLISH PROFICIENT

Met Graduation-Rate Criterion: —

2010 FOUR-YEAR  
GRADUATION-RATE TOTAL  
COHORT

2

GRADUATION RATE

—

STATE STANDARD

—

PROGRESS TARGET

—

## ECONOMICALLY DISADVANTAGED

Met Graduation-Rate Criterion: —

2010 FOUR-YEAR  
GRADUATION-RATE TOTAL  
COHORT

19

GRADUATION RATE

—

STATE STANDARD

—

PROGRESS TARGET

—

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

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

— There were fewer than 30 students in the cohort.

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

## FIVE-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

### ALL STUDENTS

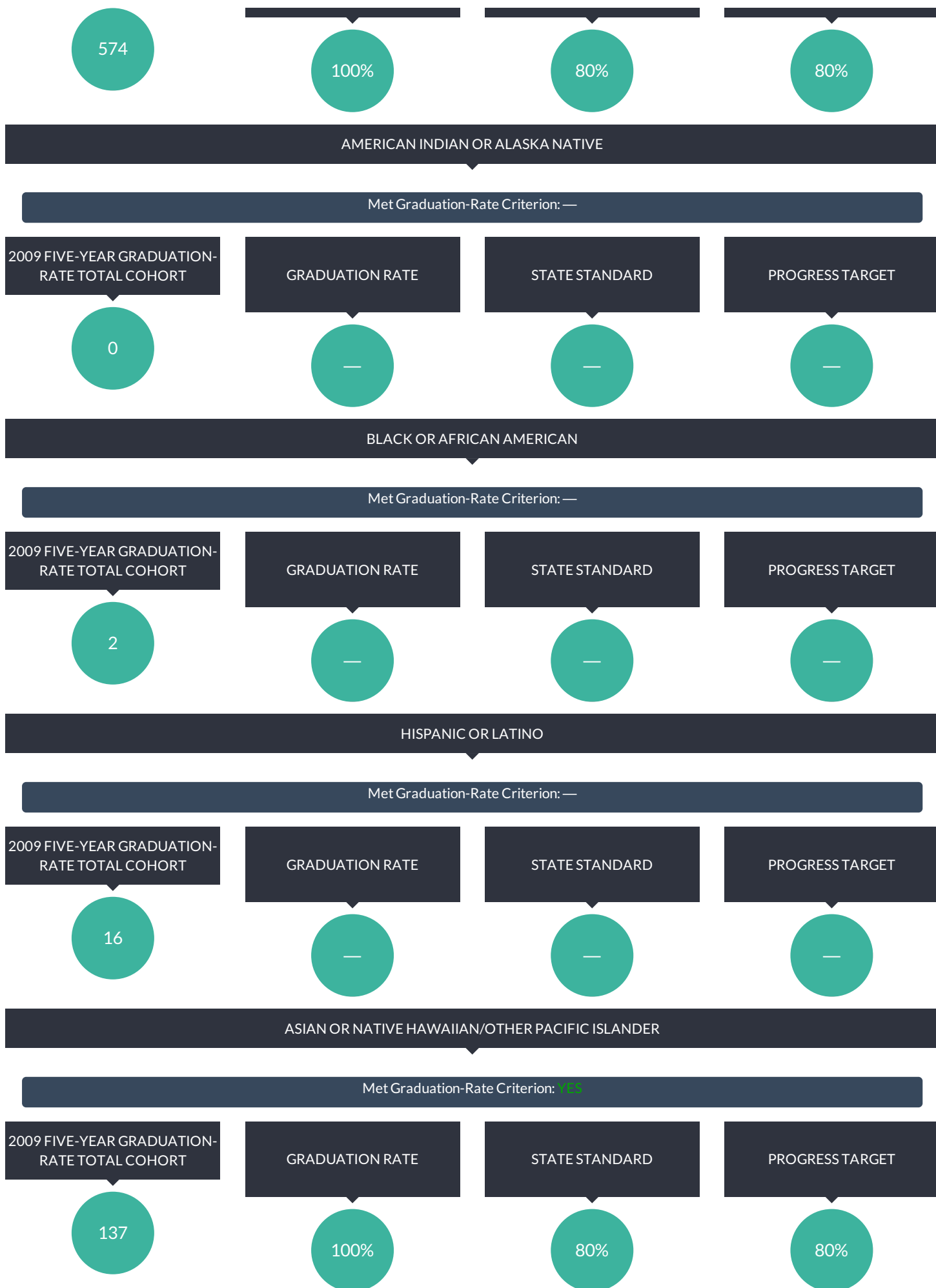
Met Graduation-Rate Criterion: **YES**

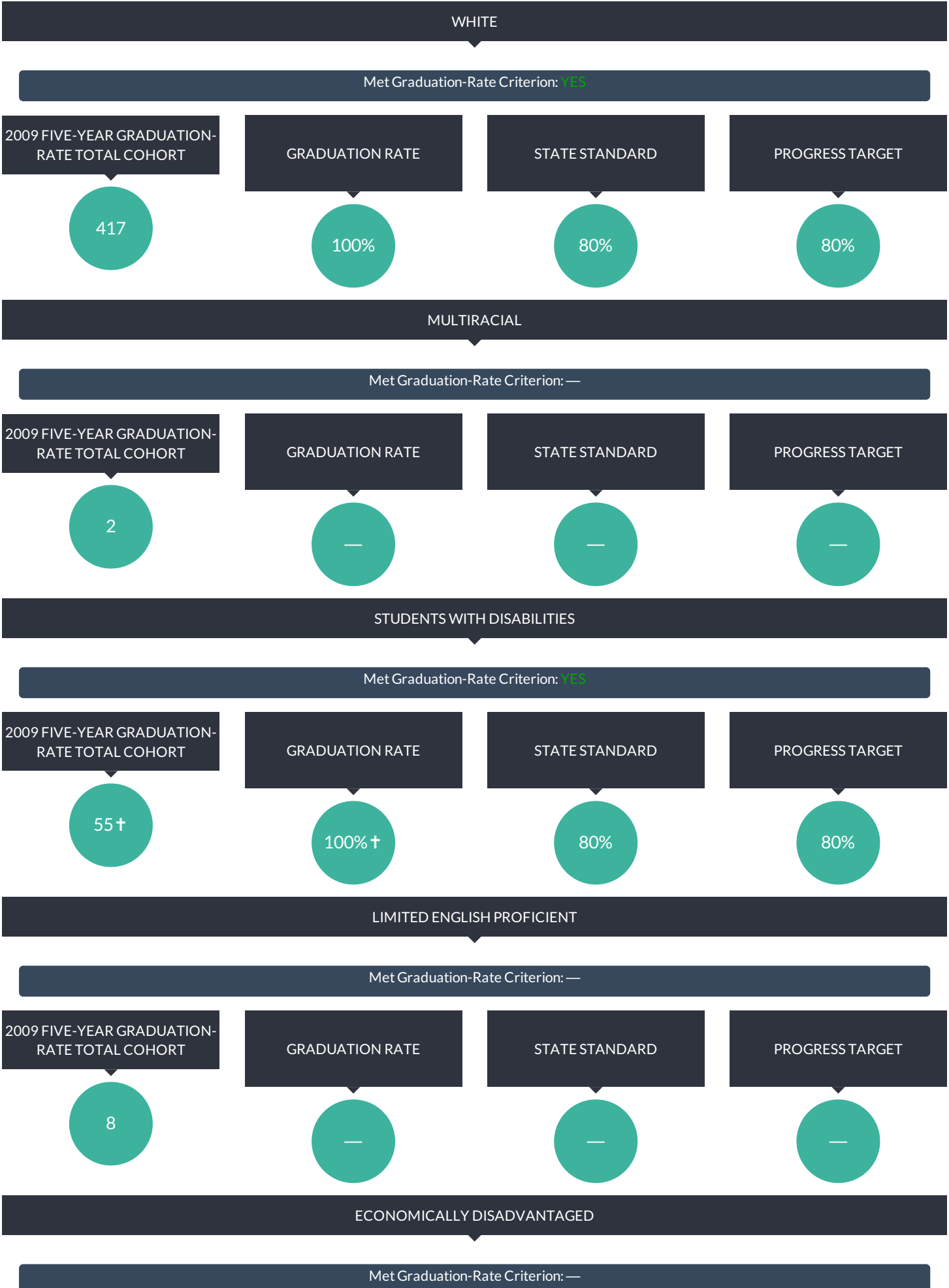
2009 FIVE-YEAR GRADUATION-  
RATE TOTAL COHORT

GRADUATION RATE

STATE STANDARD

PROGRESS TARGET





2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

17

GRADUATION RATE

—

STATE STANDARD

—

PROGRESS TARGET

—

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

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

— There were fewer than 30 students in the cohort.

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

## 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

580

GRADUATION RATE

99%

NOT BLACK OR AFRICAN AMERICAN

2010 FOUR-YEAR  
GRADUATION-RATE TOTAL  
COHORT

579

GRADUATION RATE

99%

NOT HISPANIC OR LATINO

2010 FOUR-YEAR  
GRADUATION-RATE TOTAL  
COHORT

571

GRADUATION RATE

99%

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

2010 FOUR-YEAR  
GRADUATION-RATE TOTAL  
COHORT

GRADUATION RATE

### FIVE-YEAR GRADUATION-RATE TOTAL COHORT

NOT AMERICAN INDIAN OR ALASKA NATIVE

2009 FIVE-YEAR  
GRADUATION-RATE TOTAL  
COHORT

574

GRADUATION RATE

100%

NOT BLACK OR AFRICAN AMERICAN

2009 FIVE-YEAR  
GRADUATION-RATE TOTAL  
COHORT

572

GRADUATION RATE

100%

NOT HISPANIC OR LATINO

2009 FIVE-YEAR  
GRADUATION-RATE TOTAL  
COHORT

558

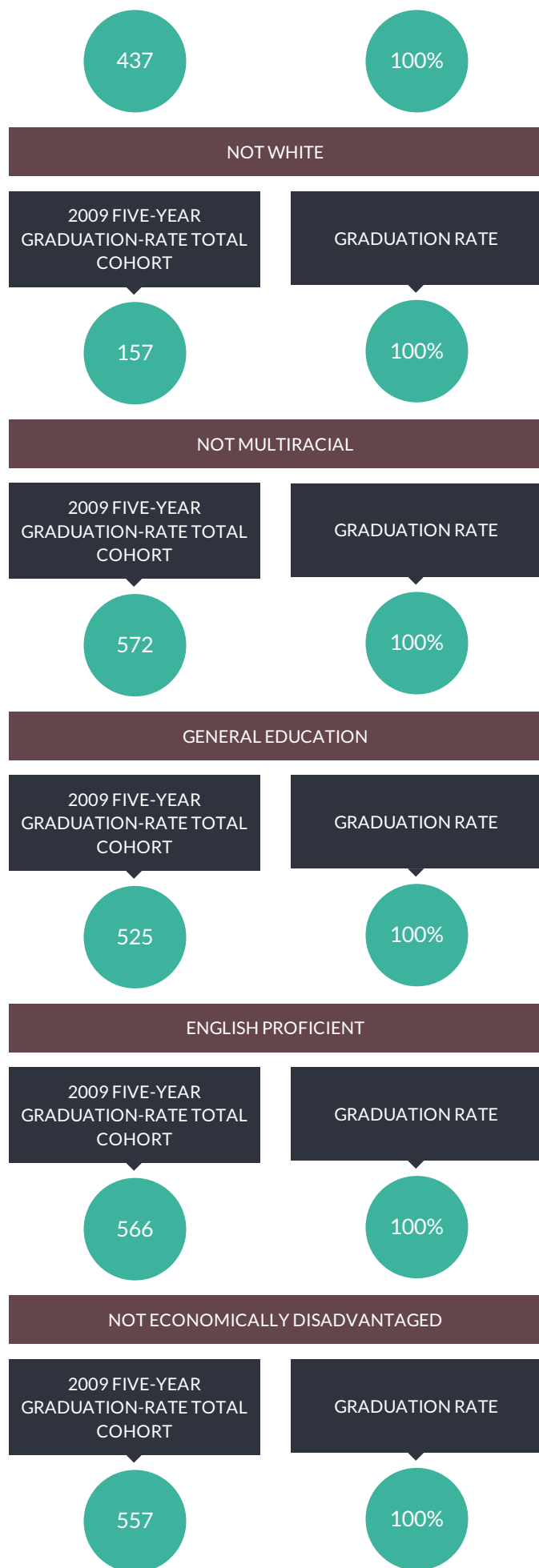
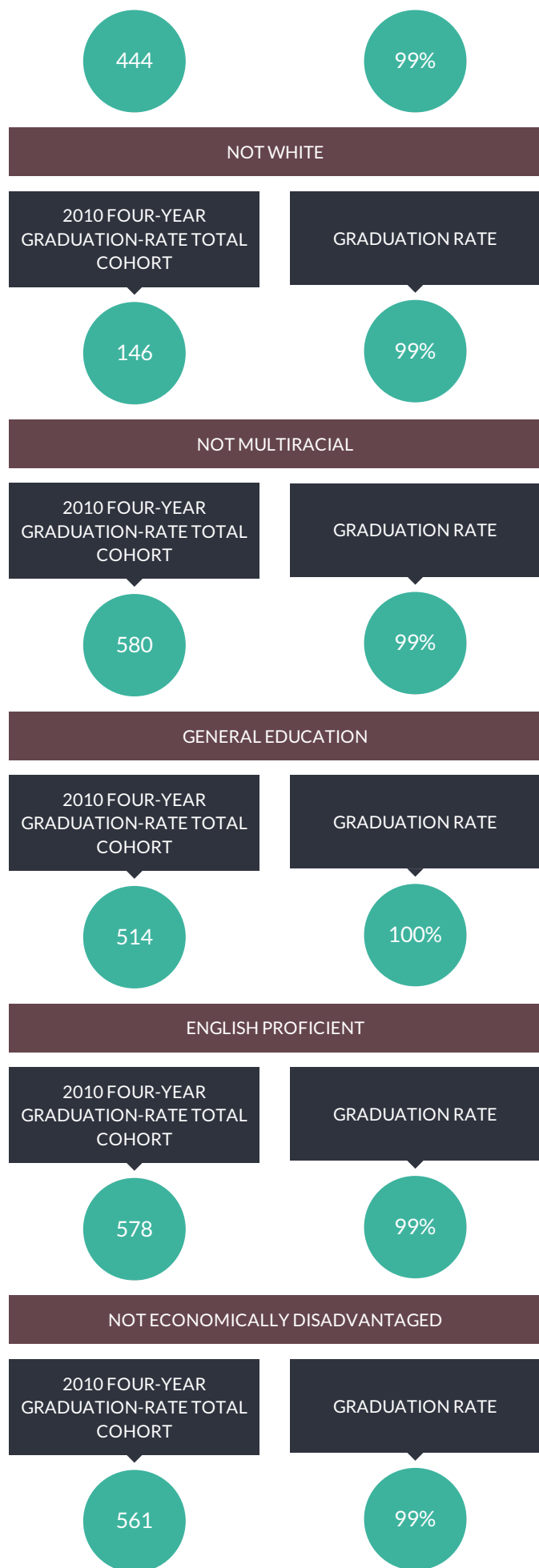
GRADUATION RATE

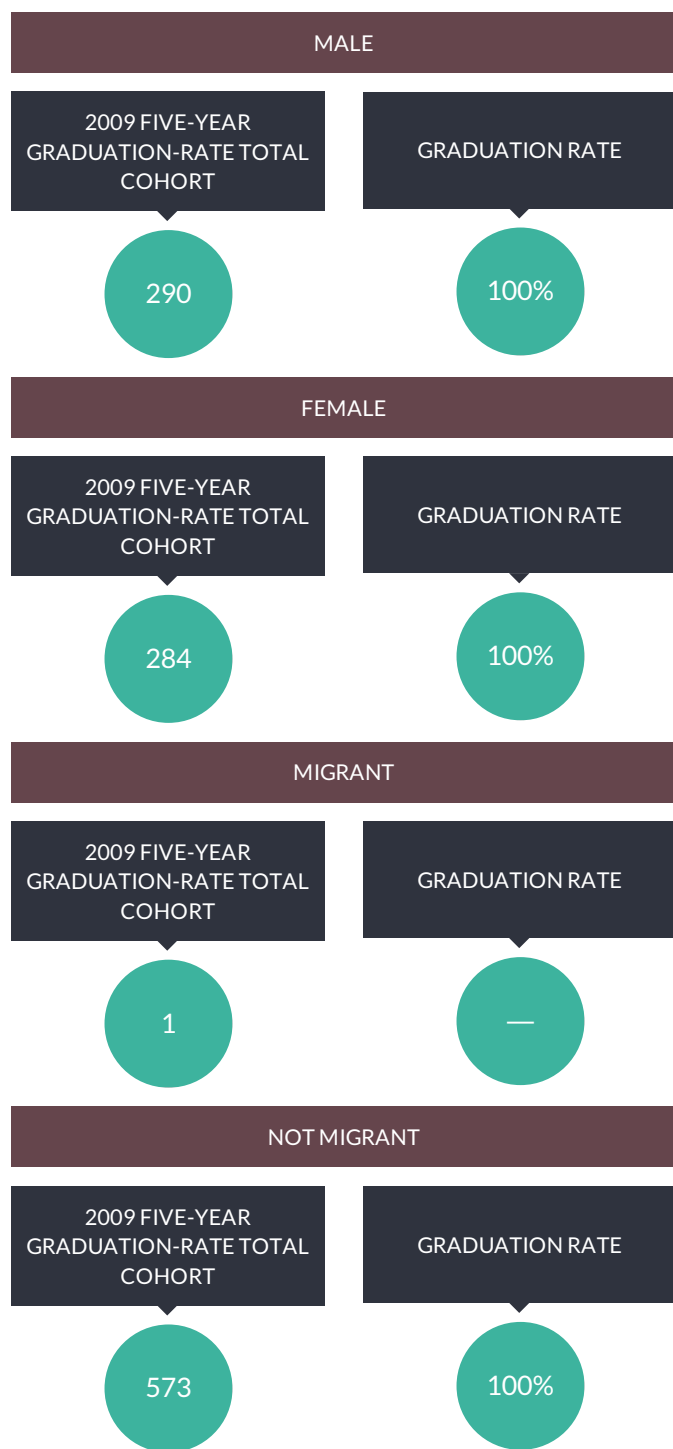
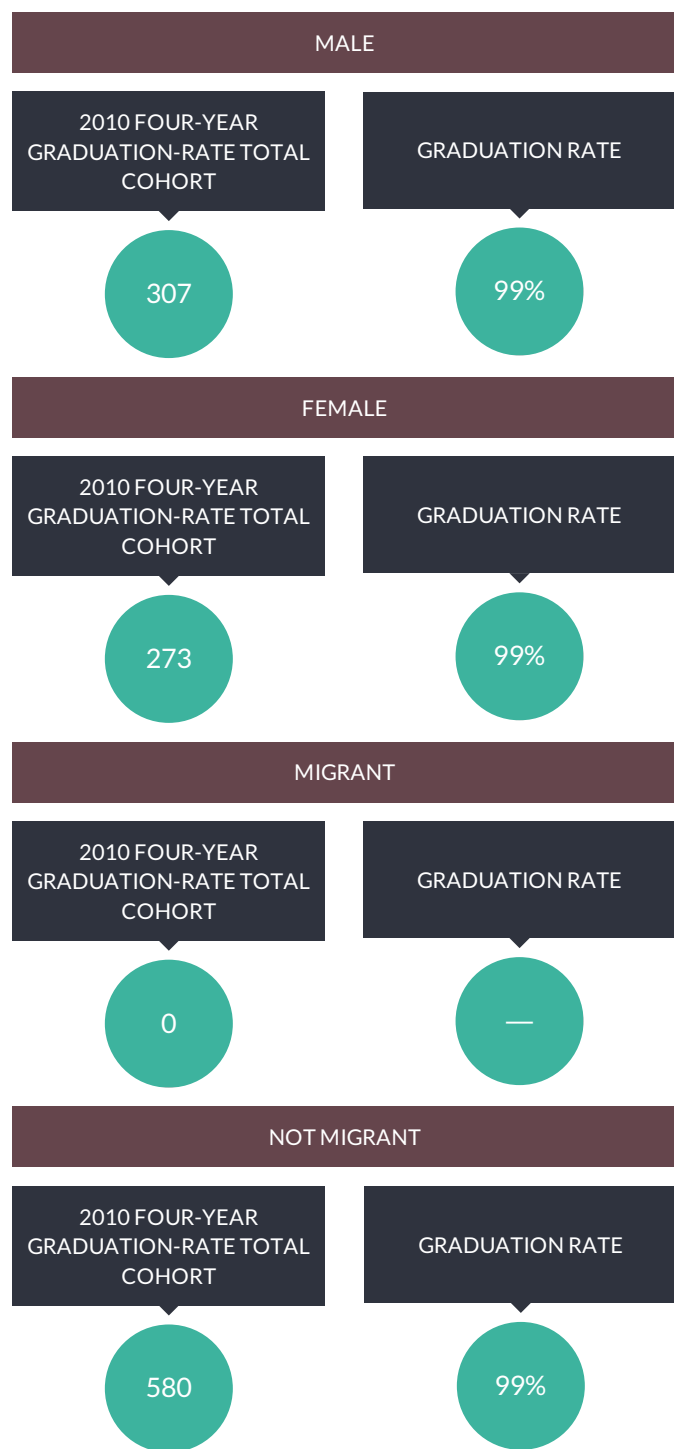
100%

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

2009 FIVE-YEAR  
GRADUATION-RATE TOTAL  
COHORT

GRADUATION RATE

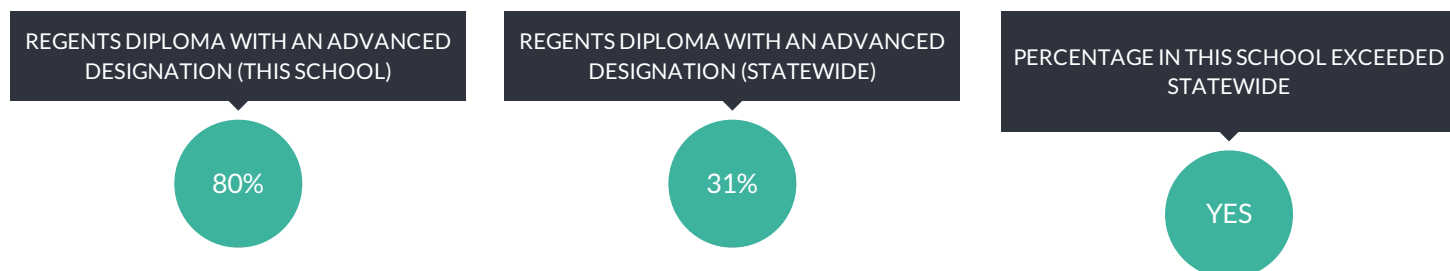




— There were fewer than 30 students in the cohort.

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

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





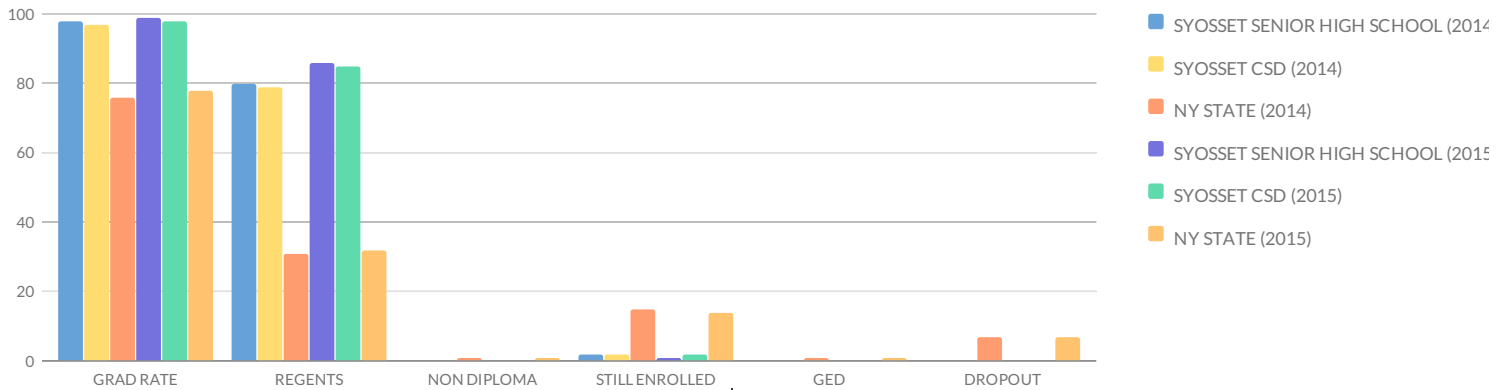
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# SYOSSET SENIOR HIGH SCHOOL GRADUATION RATE DATA

## 4 YEAR OUTCOME AS OF JUNE

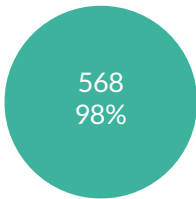
Graduate data are reported for a 9th grade cohort for the first time at the end of June of the 4th year of high school. The graduation rate as of August of the 4th year, June of the 5th year, and June of the 6th year of high school are also calculated and available. For complete information on the types of diploma credentials which can be earned and the criteria for each see [Diploma Requirements](#).



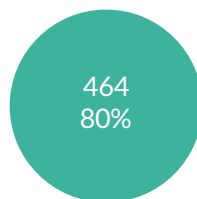
### 2014

ALL STUDENTS

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 580

NON DIPLOMA CRED

0	0%
---	----

STILL ENROLLED

11	2%
----	----

GED TRANSFER

0	0%
---	----

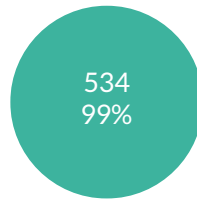
DROPOUT

1	0%
---	----

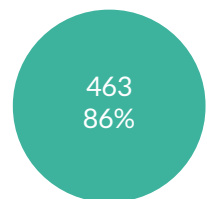
### 2015

ALL STUDENTS

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 537

NON DIPLOMA CRED

0	0%
---	----

STILL ENROLLED

3	1%
---	----

GED TRANSFER

0	0%
---	----

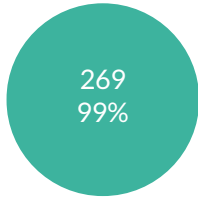
DROPOUT

0	0%
---	----

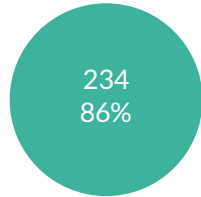
## BY GENDER

### FEMALE

#### GRAD RATE



#### REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 273

#### NON DIPLOMA CRED

0	0%
---	----

#### STILL ENROLLED

3	1%
---	----

#### GED TRANSFER

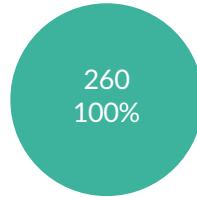
0	0%
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#### DROPOUT

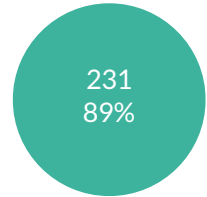
1	0%
---	----

### FEMALE

#### GRAD RATE



#### REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 260

#### NON DIPLOMA CRED

0	0%
---	----

#### STILL ENROLLED

0	0%
---	----

#### GED TRANSFER

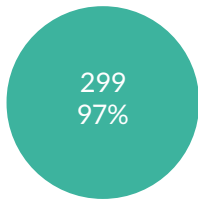
0	0%
---	----

#### DROPOUT

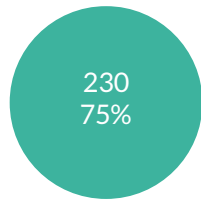
0	0%
---	----

### MALE

#### GRAD RATE



#### REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 307

#### NON DIPLOMA CRED

0	0%
---	----

#### STILL ENROLLED

8	3%
---	----

#### GED TRANSFER

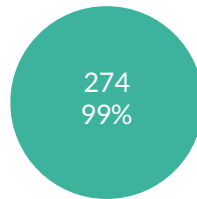
0	0%
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#### DROPOUT

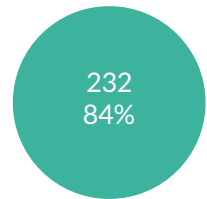
0	0%
---	----

### MALE

#### GRAD RATE



#### REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 277

#### NON DIPLOMA CRED

0	0%
---	----

#### STILL ENROLLED

3	1%
---	----

#### GED TRANSFER

0	0%
---	----

#### DROPOUT

0	0%
---	----

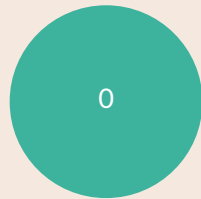
## BY ETHNICITY

### MULTIRACIAL

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: 0

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT

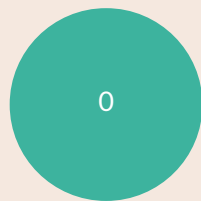


### AMERICAN INDIAN OR ALASKA NATIVE

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: 0

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

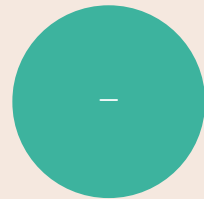


DROPOUT



### MULTIRACIAL

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: -

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

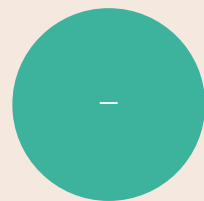


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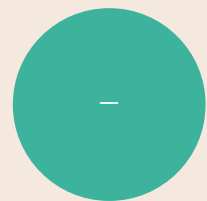


### AMERICAN INDIAN OR ALASKA NATIVE

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: -

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

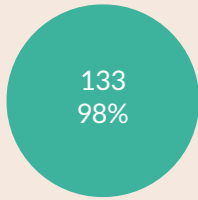


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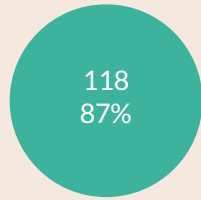


ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 136

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

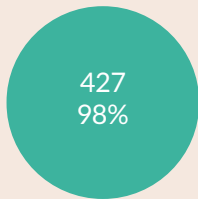


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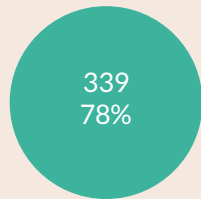


WHITE

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 434

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

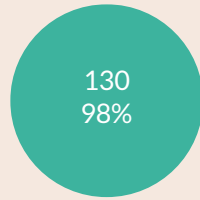


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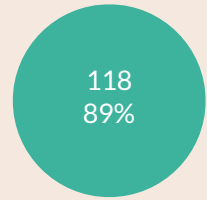


ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 132

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT

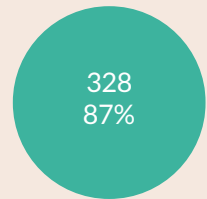


WHITE

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 379

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT

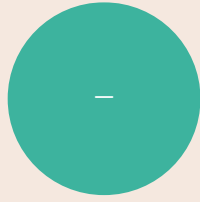


BLACK OR AFRICAN AMERICAN

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



HISPANIC OR LATINO

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

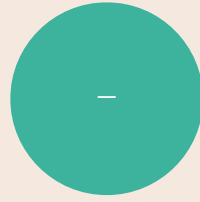


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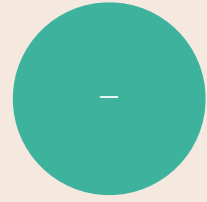


BLACK OR AFRICAN AMERICAN

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

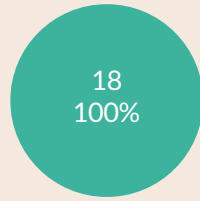


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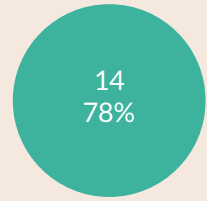


HISPANIC OR LATINO

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 18

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



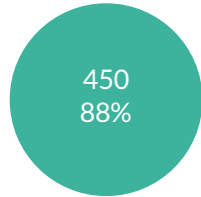
## OTHER GROUPS

### GENERAL-EDUCATION STUDENTS

#### GRAD RATE



#### REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 514

#### NON DIPLOMA CRED

0	0%
---	----

#### STILL ENROLLED

4	1%
---	----

#### GED TRANSFER

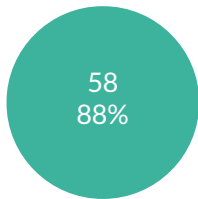
0	0%
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#### DROPOUT

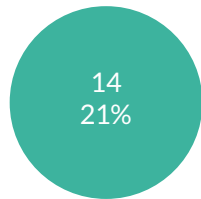
0	0%
---	----

### STUDENTS WITH DISABILITIES

#### GRAD RATE



#### REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 66

#### NON DIPLOMA CRED

0	0%
---	----

#### STILL ENROLLED

7	11%
---	-----

#### GED TRANSFER

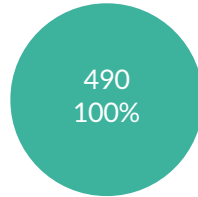
0	0%
---	----

#### DROPOUT

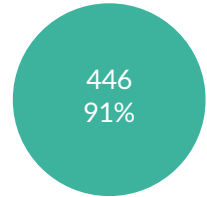
1	2%
---	----

### GENERAL-EDUCATION STUDENTS

#### GRAD RATE



#### REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 492

#### NON DIPLOMA CRED

0	0%
---	----

#### STILL ENROLLED

2	0%
---	----

#### GED TRANSFER

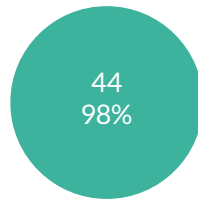
0	0%
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#### DROPOUT

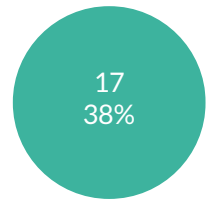
0	0%
---	----

### STUDENTS WITH DISABILITIES

#### GRAD RATE



#### REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 45

#### NON DIPLOMA CRED

0	0%
---	----

#### STILL ENROLLED

1	2%
---	----

#### GED TRANSFER

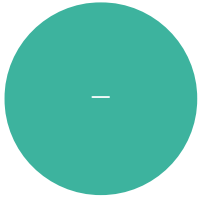
0	0%
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#### DROPOUT

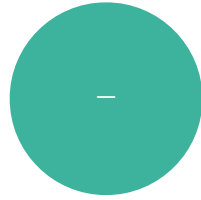
0	0%
---	----

# NON-ENGLISH LANGUAGE LEARNERS

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

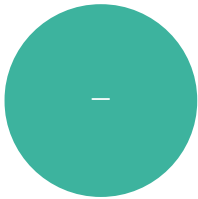


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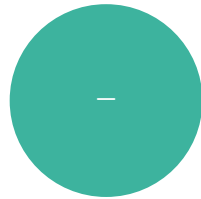


# ENGLISH LANGUAGE LEARNERS

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

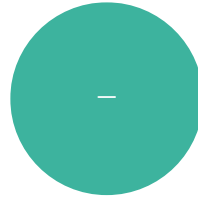


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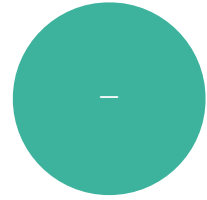


# NON-ENGLISH LANGUAGE LEARNERS

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

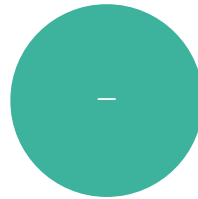


DROPOUT

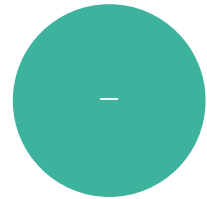


# ENGLISH LANGUAGE LEARNERS

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



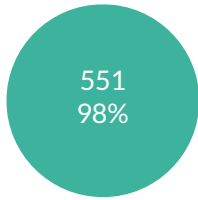
DROPOUT



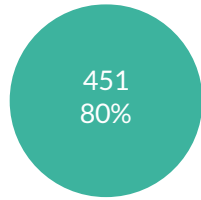


## NOT ECONOMICALLY DISADVANTAGED

### GRAD RATE



### REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 561

### NON DIPLOMA CRED

0	0%
---	----

### STILL ENROLLED

9	2%
---	----

### GED TRANSFER

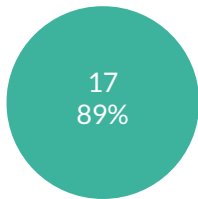
0	0%
---	----

### DROPOUT

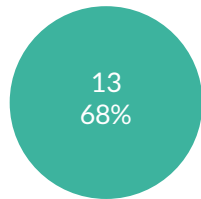
1	0%
---	----

## ECONOMICALLY DISADVANTAGED

### GRAD RATE



### REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 19

### NON DIPLOMA CRED

0	0%
---	----

### STILL ENROLLED

2	11%
---	-----

### GED TRANSFER

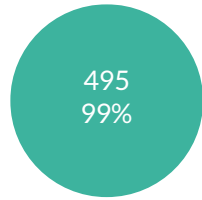
0	0%
---	----

### DROPOUT

0	0%
---	----

## NOT ECONOMICALLY DISADVANTAGED

### GRAD RATE



### REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 498

### NON DIPLOMA CRED

0	0%
---	----

### STILL ENROLLED

3	1%
---	----

### GED TRANSFER

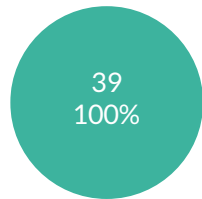
0	0%
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### DROPOUT

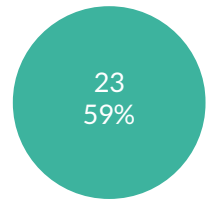
0	0%
---	----

## ECONOMICALLY DISADVANTAGED

### GRAD RATE



### REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 39

### NON DIPLOMA CRED

0	0%
---	----

### STILL ENROLLED

0	0%
---	----

### GED TRANSFER

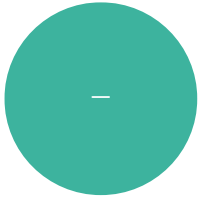
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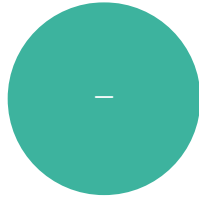
0	0%
---	----

NOT MIGRANT

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

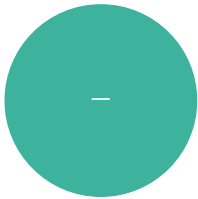


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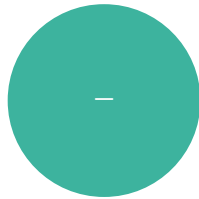


MIGRANT

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

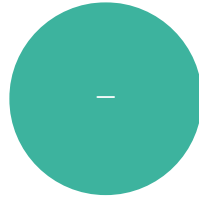


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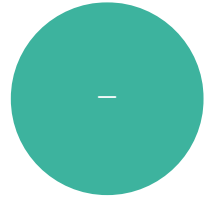


NOT MIGRANT

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

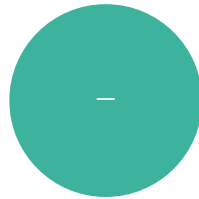


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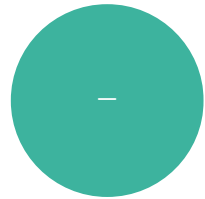


MIGRANT

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



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# GLOSSARY OF TERMS - REPORT CARDS DATA

## 2-YEAR Institutions

A postsecondary institution that offers programs of at least 2 but less than 4 years duration. This includes occupational and vocational schools with programs of at least 1800 hours and academic institutions with programs of less than 4 years. This does not include bachelor's degree-granting institutions where the baccalaureate program can be completed in 3 years.

## 4-YEAR/GRAD Institutions

A postsecondary institution that offers programs of at least 4 years duration or one that offers programs at or above the baccalaureate level. This includes schools that offer post baccalaureate certificates only or those that offer graduate programs only. This also includes free-standing medical, law or other first-professional schools.

## Alternative High School Equivalency Preparation Program (AHSEPP)

A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

## Attendance Rate

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.

## Average Class Size

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

## CUNY

City University of New York

## Completers

Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP).

## Core Classes

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages.

## Disability Status

Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

## Dropouts

Dropouts are students in grades 7-12 and ungraded secondary students whose last enrollment record indicated they dropped out of school. The number of enrolled students used as the denominator for determining the percentage of students who dropped out is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

## Economically Disadvantaged

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance:

Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

## English Language Learners

English Language Learners (ELLs) are those who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations. These students are also referred to as Limited English Proficient (LEP).

## First-Professional

A student enrolled in any of the following degree programs: Chiropractic (D.C. or D.C.M.), Dentistry (D.D.S. or D.M.D.), Law (L.L.B., J.D.), Medicine (M.D.), Optometry (O.D.), Osteopathic Medicine (D.O.), Pharmacy (Pharm.D.), Podiatry (D.P.M., D.P., or Pod.D.), Theology (M.Div., M.H.L., B.D., or Ordination), Veterinary Medicine (D.V.M.), Audiology, (Au.D.), Nursing Practice (D.N.P), and Physical Therapy (D.P.N.)

## First-Time

An entering freshman who has never attended any college (or other postsecondary institution), aside from college credits earned in high school. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

## Free and Reduced-Price Lunch (FRPL)

Eligible for Free Lunch and Eligible for Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

## Full-Time

Undergraduate: A student enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more contact hours a week each term. Graduate: A student enrolled for 9 or more semester credits, 9 or more quarter credits, or a student involved in thesis or dissertation preparation that is considered full-time by the institution. First-Professional: As defined by the institution.

## Full-Time Equivalent

Full-Time Equivalent is calculated as follows:

- Undergraduates: Full-Time + 1/3 Part-Time
- Graduates and First Professionals: Full-Time +.4\* Part-Time

## Gender

Gender of the student being reported, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

## Grade Level

Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts. Ungraded students are those assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level. The definition of 'Ungraded' does not include out-of-school youth, preschoolers, or children who are not yet school age. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

## Graduate Student

A student who holds a bachelor's, first-professional degree, or equivalent, and is taking courses at the post baccalaureate level. These students may or may not be enrolled in graduate programs (not to include students in first-professional programs).

## Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

## High School Completers

High school completers are Graduates plus students who received an Individualized Education Diploma (IEP).

## Highly Qualified Teachers

To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or

otherwise in accordance with State standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as Highly Qualified if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation allows charter school teachers to be employed if they hold any valid teaching certificate. Legislation also permits up to 30 percent, with a maximum of five, whichever is less, plus an additional five teachers of mathematics, science, computer science, technology, or career and technical education, and an additional five teachers of a charter school to be without certification and be considered Highly Qualified if they meet all remaining criteria.

High-poverty and low-poverty schools used for highly qualified teacher categorization are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Statewide "Total Number of Teachers" includes a small number of teachers counted more than once if they were reported in multiple districts.

## Independent

Is a private-not-for-profit institution.

## National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP), developed in 1969, is a nationally representative assessment of the performance of United States' students in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. The NAEP assessment is administered to a sampling of schools across New York State. Teachers, principals, parents, policymakers, and researchers use NAEP results to assess progress and develop ways to improve education in the United States. As part of a federal requirement, NYSED is publishing these statewide results on NAEP. There are no consequences for schools, teachers, or students based on NAEP results. For more information about NAEP, see the National Center for Education Statistics web site at <http://nces.ed.gov/nationsreportcard/>.

## New York State Alternate Assessment (NYSAA)

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to

ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only. Students identified by their district's Committee on Special Education as eligible to take the New York State Alternate Assessment (NYSEAA) may use this assessment to fulfill the participation and performance criteria for elementary/middle- and secondary-level English language arts and mathematic and elementary/middle-level science for accountability.

## New York State English as a Second Language Achievement Test (NYSESLAT)

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

## New York State Testing Program (NYSTP)

The New York State Testing Program (NYSTP) assessments are administered annually in English language arts (ELA) and mathematics in grades 3 through 8.

## Non-completers

Non-completers is the sum of dropouts and students who entered an Alternative High School Equivalency Preparation Program (AHSEPP). The number of enrolled students used as the denominator for determining the percentage of noncompleters is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

## Out of Certification

The Percent with No Valid Teaching Certificate is the percent of teachers without a valid teaching certificate.

The Percent Teaching Out of Certification is the percent teaching out of certification on more than an incidental basis (more than one assignment).

The Percent Taught by Teachers Without Appropriate Certification is the percent of all teachers teaching one or more assignments outside of certification.

## Part-Time

Undergraduate: A student enrolled for either less than 12 semester or quarter credits, or less than 24 contact hours a week each term. Graduate: A student enrolled for less than 9 semester or quarter credits. First-Professional: As defined by the institution.



## Performance Levels

- Descriptors of performance levels for the Grades 3-8 New York State Testing Program Assessments in English language arts (ELA) and Mathematics are available at <http://www.p12.nysed.gov/irs/ela-math/> in the "Scale Score to Performance Level Conversion Charts" section.
- Descriptors of performance levels for Grades 4 and 8 Science Tests are available in the Rating Guides at <http://www.p12.nysed.gov/assessment/science/science-ei.html>.

## Post-secondary Plans of Completers

- Percent of students with Regents or local diplomas who reported their post-graduation plans to be attending college, entering the military, entering into employment, entering adult services, or other known or unknown.

## Private Institutions

- An educational institution controlled by a private individual(s) or by a nongovernmental agency, usually supported primarily by other than public funds, and operated by other than publicly elected or appointed officials. These institutions may be either for-profit or not-for-profit.

## Proprietary

- Is a private-for-profit institution.

## Public Institutions

- An educational institution whose programs and activities are operated by publicly elected or appointed school officials and which is supported primarily by public funds.

## Race/Ethnicity

- Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.
  - **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
  - **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the

Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **Native Hawaiian/Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

## Recently Arrived LEP Students

Recently arrived LEP students are limited English proficient (LEP) students (including those from Puerto Rico) who on April 1 of the reporting year will have been attending school in the United States for less than one year. These students may use the New York State English as a Second Language Achievement Test (NYSESLAT) in lieu of the 3-8 New York State Testing Program (NYSTP) in English language arts (ELA) to meet the participation requirement for making Adequate Yearly Progress in elementary/middle-level ELA for institutional accountability purposes.

## Regents Competency Tests

Annual Regents Competency Test (RCT) results include those from August, January, and June of the reporting year. If a student takes the same RCT multiple times during the reporting year, only the highest score is included in the annual results.

## Regents Examinations

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

## SUNY

State University of New York

## Staff Counts

Principals and assistant principals include full- and part-time. Other professional staff include administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Paraprofessionals include full- and part-time supplementary school personnel.

## Suspensions

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Suspension data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.

## Teacher Turnover Rate

Teacher Turnover Rate for a specified school year is the count of teachers in the prior school year who did not return to a teaching position in the district in the current school year expressed as a percentage.

## Total Cohort

A secondary-level total cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. For more detailed information on cohort definitions, see the [SIRS Manual](#).

## Undergraduate

A student enrolled in a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate.

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# GLOSSARY OF TERMS - GRADUATION RATE DATA

## Advanced Regents Diploma Percentage APM

The percentage of cohort students who earned a Regents Diploma with Advanced Designation (22 units of credit, 7-9 Regents examinations at 65 or above, and advanced course sequences in languages other than English, CTE, or the arts).

## Cohort

A group of students who first entered grade 9 in the same school year.

## Dropouts

Students whose last enrollment record indicated they dropped out of school.

## Economically Disadvantaged

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

## English Language Learners

English Language Learners (ELLs) are those who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations. These students are also referred to as Limited English Proficient (LEP).

## GED Transfer

Students whose last enrollment record indicated they transferred to an Approved Alternative HS Equivalency Program.

## Gender

Gender of the student being reported, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

## Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

## Local Diploma

Can only be obtained by students with disabilities with an individualized education program or section 504 Accommodation Plan. For complete information on the requirements for this diploma see [Diploma Requirements](#).

## Migrant

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

## Non-Diploma Credentials

This commencement option includes Career Development and Occupational Studies (CDOS), Skills and Achievement credentials, and previously earned Individualized Education Program (IEP) Diplomas. IEP Diplomas were discontinued after the 2012-13 school year.

## Race/Ethnicity

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

**American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

- **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **Native Hawaiian/Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Regents Diploma


Requires a student pass a minimum of 5 Regents examinations in addition to meeting course and credit requirements. For complete information on the requirements for this diploma see [Diploma Requirements](#).

Regents with Advanced Designation

Requires a student pass a minimum of 8 Regents examinations in addition to meeting course and credit requirements. For complete information on the requirements for this diploma see [Diploma Requirements](#).

Still Enrolled

Students whose last enrollment record indicated they were still enrolled in high school.

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Teacher and Principal  
Evaluation

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# GLOSSARY OF TERMS - ACCOUNTABILITY DATA

## Overview of Accountability Data in New York State Report Cards

Accountability data in the New York State Report Cards includes participation rates, performance data (Performance Indices), and graduation rates. Performance Indices (PIs) and Adequate Yearly Progress (AYP) determinations are used to assist in identifying districts and schools as Reward, Focus, and Priority under the Elementary and Secondary Education Act (ESEA) waiver. District/school identifications are available on our [ESEA Accountability Designations page](#). Explanations of how data are used to make identification are available on our [Accountability Designation Materials](#) page. For more information, contact the [Office of Accountability](#).

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, english language learner students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see the [ESEA Flexibility Waiver](#).

## Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

1. Elementary/middle-level (grades 3-8) English Language Arts (ELA)
2. Elementary/middle-level (grades 3-8) Mathematics
3. Elementary/middle-level (grades 4 and 8) Science
4. Secondary-level (grades 9-12) ELA
5. Secondary-level (grades 9-12) Mathematics
6. Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the

percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

## Standards for English Language Arts, Mathematics, and Science

**Participation:** In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

**Performance:** In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target.**" In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target.**"

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

## Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see [Understanding Accountability in New York State](#).

## BEDS Day

Basic Educational Data System (BEDS) Day is typically the first Wednesday in October of the school year.

## Cohort

A cohort consists of all students who first entered grade 9 anywhere between July 1 and June 30 of a particular year or, in the case of ungraded students with disabilities, reached their seventeenth birthday during that year (i.e., the 2008 cohort consists of students who entered grade 9 and ungraded students with disabilities who reached their seventeenth birthday between July 1, 2008 and June 30, 2009). A more detailed definition of cohort is available in the [SIRS Manual](#).

**Accountability Cohort:** Results for students in the Accountability Cohort are captured as of June 30th four years after they first enter grade 9.

**Graduation-Rate Total Cohort:** Results for students in the four-year graduation-rate total cohort are captured as of August 31 four years after they first enter grade 9. Results for students in the five-year graduation-rate total cohort are captured as of August 31 five years after they first enter grade 9.

## Effective Annual Measurable Objective (EAMO)

The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available on the [New York State Accountability](#) page under the header "Annual Measurable Objectives."

## Graduation Rate

The graduate rate for the four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 four years after entering grade 9.

The graduate rate for the five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 five years after entering grade 9.

## Medically Excused

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in elementary/middle-level calculations.

## Performance Index (PI)

A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative).

**2012-13 and 2013-14 elementary/middle-level ELA/math:** Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: 
$$\frac{([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100}$$

**2011-12 and Prior and 2014-15 elementary/middle-level ELA/math:** Student scores on the tests are converted to

four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:  
$$(((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div [\text{Count of Tested Students}]) \times 100$$

**Elementary/middle-level science:** Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: 
$$(((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div [\text{Count of Tested Students}]) \times 100$$

**Secondary-level ELA/math:** Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: 
$$(((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div [\text{Count of Cohort Members}]) \times 100$$

### Progress Target

**Elementary/middle-level science:** A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The Progress Target is calculated by adding 1 point to the previous year's PI.

**Four-year Graduation Rate:** The Progress Target for the current four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the previous year's four-year graduation-rate total cohort. The following equation is used to determine the current four-year graduation-rate total cohort progress target: 
$$[(80 - \text{the graduation rate of the previous year's four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the previous year's four-year graduation-rate total cohort}$$

**Five-year Graduation Rate:** The Progress Target for the current five-year graduation-rate total cohort is a 20% gap reduction in the graduation rate of the previous year's five-year graduation-rate total cohort. The following equation is used to determine the current five-year graduation-rate total cohort progress target: 
$$[(80 - \text{the graduation rate of the previous year's five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the previous year's five-year graduation-rate total cohort}$$

### Safe Harbor Target

Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs in elementary/middle- and secondary-level ELA and mathematics. The current year's Safe Harbor Target is calculated using the following formula: 
$$\text{Previous Year's PI} + (200 - \text{the Previous Year's PI}) \times 0.10$$

(Note: Due to modifications to the 2012-13 elementary/middle-level ELA and math assessments, 2012-13 Safe Harbor Targets for these measures were determined using alternate methods.)

### Unweighted Combined PI

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160:  $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$ .

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### Property Tax Report Card

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

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

Form Due - April 25, 2016

Form Preparer Name:

Preparer's Telephone Number:

<u>Shaded Fields Will Calculate</u>	Budgeted 2015-16 (A)	Proposed Budget 2016-17 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	215,585,452	219,860,188	1.98 %
A. Proposed Tax Levy to Support the Total Budgeted Amount, Net of Reserve <sup>1</sup>	187,388,069	187,650,187	
B. Tax Levy to Support Library Debt, if Applicable			
C. Tax Levy for Non-Excludable Propositions, if Applicable <sup>2</sup>			
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable			
E. Total Proposed School Year Tax Levy (A+B+C-D)	187,388,069	187,650,187	0.14 %
F. Permissible Exclusions to the School Tax Levy Limit	2,662,390	2,731,879	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions <sup>3</sup>	185,732,550	185,222,679	
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)	184,505,679	184,918,308	
I. Difference: (G-H); (negative value requires 60.0% voter approval) <sup>2</sup>	1,226,871	304,371	
Public School Enrollment	6,312	6,276	-0.57 %
Consumer Price Index			0.12 %

<sup>1</sup> Exclude any prior year reserve for excess tax levy, including interest.

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

<sup>3</sup> 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	39,658,545	39,658,545
Assigned Appropriated Fund Balance	2,469,325	5,015,000
Adjusted Unrestricted Fund Balance	8,623,418	8,794,408
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00 %	4.00 %

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# NEW YORK STATE COMPENSATION REPORT

WORK YEAR (MOS)	TITLE	SALARY	BENEFITS*	OTHER REMUN- ERATION
10	PRINCIPAL	172,351	52,222	4,310
12	COORDINATOR	180,522	53,298	0
10	PRINCIPAL	185,289	53,094	4,633
12	DIRECTOR	177,905	52,953	0
10	ADMINISTRATIVE ASST	158,637	50,416	2,379
10	PRINCIPAL	185,289	53,926	4,633
12	ASST. SUPERINTENDENT	184,036	61,032	2,500
11	ASST. PRINCIPAL	178,619	53,047	4,466
12	COORDINATOR	149,205	49,173	0
12	ASST. SUPERINTENDENT	211,862	65,285	5,000
11	ASST. PRINCIPAL	174,441	52,497	4,360
12	DIRECTOR	174,289	52,477	0
11	PRINCIPAL	220,007	58,498	5,501
11	PRINCIPAL	196,447	55,395	4,911
12	COORDINATOR	162,664	38,955	0
12	COORDINATOR	165,711	51,347	0
11	ASST. PRINCIPAL	174,798	52,544	4,370
10	PRINCIPAL	187,298	54,190	4,682
12	DEPUTY SUPERINTENDENT	300,064	78,399	60,000
10	PRINCIPAL	174,575	40,524	4,364
12	COORDINATOR	153,975	37,811	0
10	ADMINISTRATIVE ASST	154,934	49,928	2,234
11	PRINCIPAL	205,814	56,629	5,145
10	PRINCIPAL	179,482	53,161	4,420
12	ADMINISTRATIVE ASST	159,893	40,605	2,397
12	SUPERINTENDENT	279,000	71,694	0
10	ADMINISTRATIVE ASST	158,637	50,416	2,379
12	ASST. DIRECTOR	138,047	35,713	0
10	PRINCIPAL	179,482	53,161	4,420
11	ASST. PRINCIPAL	168,576	51,724	4,214
10	ADMINISTRATIVE ASST	161,855	50,839	2,428
11	ASST. PRINCIPAL	177,052	52,841	4,426
12	COORDINATOR	183,295	42,505	0
10	ADMINISTRATIVE ASST	148,109	49,029	2,222
10	ADMINISTRATIVE ASST	161,855	50,839	2,428
11	ASST. PRINCIPAL	182,486	53,556	4,562

\* Includes District costs for legally required payments including Social Security, Medicare, and TRS.

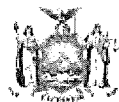
# PROPOSED 2016-2017 BUDGET

		BUDGET 2015 - 2016	PROPOSED 2016 - 2017
Library Collection & Programs	Books	248,000	253,000
	DVDs	43,000	39,000
	CDs - Music & Books on CD	33,000	35,000
	Magazines, Newspapers	35,000	35,000
	Online Databases	88,000	83,000
	Community Information and Programs	106,000	106,000
		<hr/> 553,000	<hr/> 551,000
Technology	Computers, Servers, Peripherals	55,000	55,000
	Circulation Software/Maintenance	50,000	50,000
	Contracts - Automation Support	105,000	125,000
		<hr/> 210,000	<hr/> 230,000
Library Operational Expenses	Library Supplies	30,000	28,000
	Contracts with Other Libraries, Postage & Freight	53,000	56,000
	Insurance	66,000	64,000
	Office Equipment Contracts	14,000	14,000
	Library Furniture & Equipment	25,000	25,000
		<hr/> 188,000	<hr/> 187,000
Building Maintenance	Utilities	194,000	179,000
	Building Maintenance Contracts	80,000	80,000
	Telephone	26,000	23,000
	Building & Plant Repairs	60,000	60,000
	Custodial Supplies	22,000	23,000
		<hr/> 382,000	<hr/> 365,000
Salaries & Administration	Professional, Clerical, Custodial, Pages	3,168,000	3,290,000
	Pension, Social Security, Health, etc.	1,390,852	1,382,185
	Professional Fees - Legal, Acct., etc.	154,271	130,500
		<hr/> 4,713,123	<hr/> 4,802,685
<b>OPERATING BUDGET</b>		<b>6,046,123</b>	<b>6,135,685</b>
Income Sources	Fines, Fees, PILOTs, etc.	55,000	125,000
	New York State Aid	8,000	8,000
Anticipated Income		<hr/> 63,000	<hr/> 133,000
Bond Debt Service Approved by Voters - June 2003*		916,075	917,275
<b>AMOUNT TO BE RAISED BY TAXES</b>		<b>6,899,198</b>	<b>6,919,960</b>
Total includes Operating Budget, less Anticipated Income, plus Bond Debt Service			

## \*PUBLIC LIBRARY BOND - HOW THE BOND IS REPAYED

The proposed public library budget includes \$917,275 for this year's repayment of the bond. N.Y. State Education law requires the school district to be the financial agent for the library. When the library budget is approved by the voters, the school district is fully reimbursed. State law protects you from getting taxed twice.





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

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

Date: 02/18/2016

Taxing Jurisdiction: 28

Fiscal Year Beginning: 2016

School District: 282402 Syosset

Total equalized value in taxing jurisdiction: 8,275,407,900

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Total Equalized Value (Column E)	Percentage of Value Exempted (Column F)
12100	NYS - GENERALLY	RPTL 404(1)	32	50,492,800	0.61%
12350	PUBLIC AUTHORITY - STATE	RPTL 412	20	66,285,700	0.80%
13100	CO - GENERALLY	RPTL 406(1)	114	221,945,100	2.68%
13500	TOWN - GENERALLY	RPTL 406(1)	54	180,011,800	2.18%
13650	VG - GENERALLY	RPTL 406(1)	6	2,709,800	0.03%
13800	SCHOOL DISTRICT	RPTL 408	27	313,555,900	3.79%
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	14	37,598,100	0.45%
14100	USA - GENERALLY	RPTL 400(1)	1	970,800	0.01%
14110	USA - SPECIFIED USES	STATE L 54	2	3,561,800	0.04%
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	14	119,425,700	1.44%
18080	MUN HSNG AUTH-FEDERAL/MUN AIDE	PUB HSNG L 52(3)&(5)	1	7,173,900	0.09%
19950	MUNICIPAL RAILROAD	RPTL 456	13	3,085,300	0.04%
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	7	3,361,200	0.04%
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	15	35,489,800	0.43%
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	3	37,019,200	0.45%
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	10	47,477,200	0.57%
26100	VETERANS ORGANIZATION	RPTL 452	3	1,938,800	0.02%
26300	INTERDENOMINATIONAL CENTER	RPTL 430	33	289,463,200	3.50%
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	12	9,556,600	0.12%
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	8	701,000	0.01%
41124	ALT VET-NON-COMBAT - SCHOOL	RPTL 458-A	520	6,264,000	0.08%
41134	ALT VET - COMBAT - SCHOOL	RPTL 458-A	305	6,120,000	0.07%
41144	ALT VET - DISABILITY - SCHOOL	RPTL 458-A	56	1,944,400	0.02%
41300	PARAPLEGIC VETS	RPTL 458(3)	2	1,199,600	0.01%
41400	CLERGY	RPTL 460	7	3,504,000	0.04%
41680	VOLUNTEER FIREFIGHTERS AND AMB	RPTL 466-c	63	2,875,200	0.03%
41800	PERSONS AGE 65 OR OVER	RPTL 467	143	27,640,800	0.33%
41834	ENHANCED STAR	RPTL 425	1088	103,468,418	1.25%
41854	BASIC STAR	RPTL 425	7226	397,704,966	4.81%
41900	PHYSICALLY DISABLED	RPTL 459	12	1,536,400	0.02%
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	2	464,800	0.01%
48670	REDEVELOPMENT HOUSING CO	P H F I L 125 & 127	28	53,663,200	0.65%
<b>Totals:</b>			<b>9841</b>	<b>2,038,209,484</b>	<b>24.63%</b>



**Date:** March 2, 2016

**Taxing Jurisdiction:** Syosset CSD #2

**Fiscal Year Beginning:** July 1, 2016 to June 30, 2017

**Total equalized value in taxing jurisdiction:** \$

[illegible]

This estimate is based on the latest tax rates available and includes only the PILOT agreements which the County currently administers. Your district may also receive PILOT payments administered by other agencies.



**Date:** **March 2, 2016**

**Fiscal Year Begining:** July 1, 2016 to June 30, 2017

<b>Exemption Code (Column A)</b>	<b>Exemption Description (Column B)</b>	<b>Statutory Authority (Column C)</b>	<b>Number of Exemptions (Column D)</b>	<b>Payments in Lieu of Taxes (PILOTs) (Column E)</b>
18020	Municipal Indust Devel Agency	RPTL 412-a	14	\$127,560.00
<b>Totals:</b>			14	\$127,560.00

This estimate is based on the latest tax rates available and includes only the PILOT agreements which the County currently administers. Your district may also receive PILOT payments administered by other agencies.