2016 - 2017

PROPOSED BUDGET'S
REQUIRED STATE-SUPPLIED INFORMATION

Packet 2 of 2

EAST GREENBUSH CENTRAL SCHOOL DISTRICT

EAST GREENBUSH CSD - SCHOOL REPORT CARD DATA [2014 - 15]

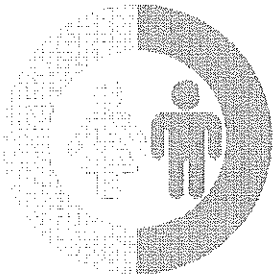
EAST GREENBUSH CSD ENROLLMENT (2014 - 15)

K-12 Enrollment: 4,067

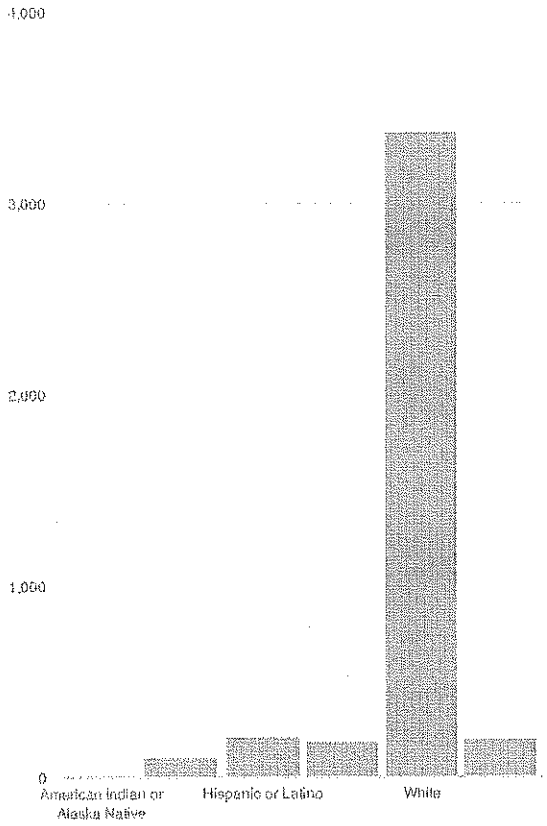
ENROLLMENT BY GENDER

MALE	
2,040	50%

FEMALE	
2,027	50%



ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE	
9	0%

BLACK OR AFRICAN AMERICAN	
104	3%

HISPANIC OR LATINO	
210	5%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	
182	4%

WHITE	
3,364	83%

MULTIRACIAL	
198	5%

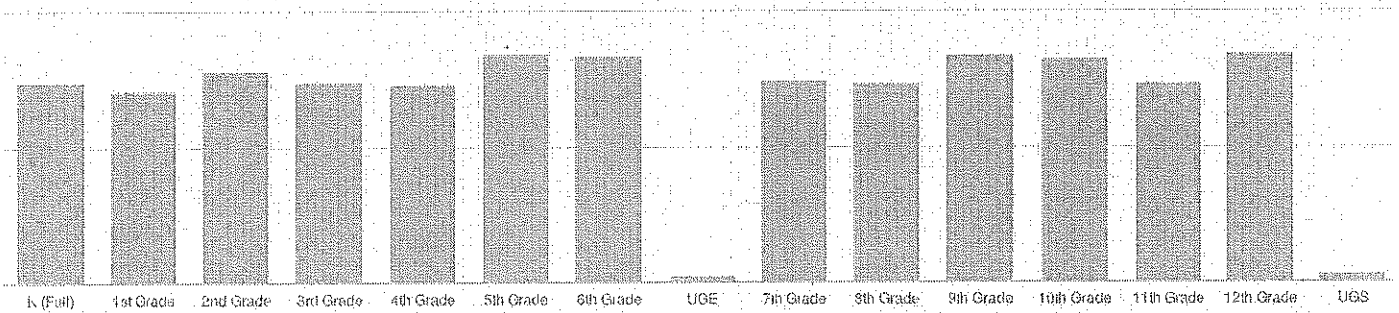
OTHER GROUPS

ENGLISH LANGUAGE LEARNERS	
33	1%

STUDENTS WITH DISABILITIES	
680	17%

ECONOMICALLY DISADVANTAGED	
836	21%

ENROLLMENT BY GRADE



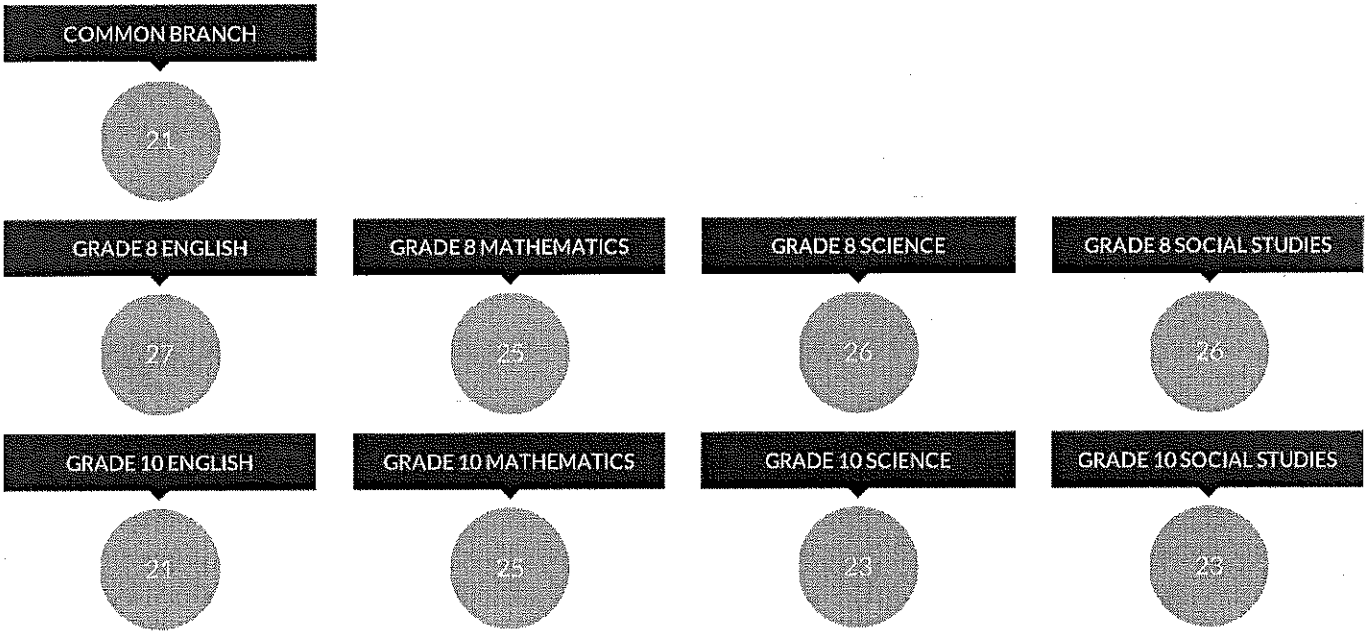
K (FULL DAY)		1ST GRADE		2ND GRADE		3RD GRADE	
297	7%	284	7%	313	8%	296	7%

4TH GRADE		5TH GRADE		6TH GRADE		UNGRADED ELEMENTARY	
293	7%	337	8%	334	8%	9	0%

7TH GRADE		8TH GRADE		9TH GRADE		10TH GRADE	
299	7%	294	7%	335	8%	331	8%

11TH GRADE		12TH GRADE		UNGRADED SECONDARY	
294	7%	338	8%	13	0%

AVERAGE CLASS SIZE (2014 - 15)



FREE AND REDUCED-PRICE LUNCH (2014 - 15)

ELIGIBLE FOR FREE LUNCH		ELIGIBLE FOR REDUCED-PRICE LUNCH	
554	14%	192	5%

ATTENDANCE (2013 - 14)

ANNUAL ATTENDANCE RATE
96%

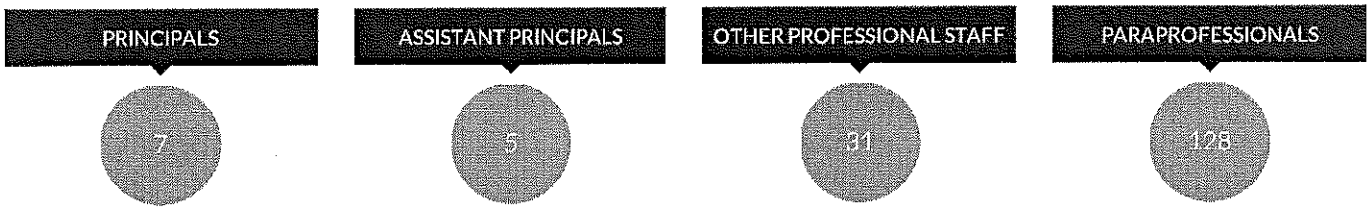
STUDENT SUSPENSIONS (2013 - 14)

STUDENT SUSPENSIONS	
130	3%

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

TURNOVER RATE OF TEACHERS WITH FEWER THAN FIVE YEARS OF EXPERIENCE	TURNOVER RATE OF ALL TEACHERS
21%	8%

STAFF COUNTS (2014 - 15)



TEACHER QUALIFICATIONS (2014 - 15)

HIGH SCHOOL COMPLETERS (2014 - 15)

ALL STUDENTS

COMPLETERS (GRADUATES + IEP DIPLOMAS)	GRADUATES (REGENTS + LOCAL DIPLOMAS)	REGENTS DIPLOMA		REGENTS WITH ADVANCED DESIGNATION	
348	343	340	99% of Graduates	168	49% of Graduates

REGENTS WITH CTE ENDORSEMENT		LOCAL DIPLOMAS		COMMENCEMENT CREDENTIALS	
21	6% of Graduates	3	1% of Graduates	5	1% of Completers

GENERAL EDUCATION

COMPLETERS (GRADUATES + IEP DIPLOMAS)	GRADUATES (REGENTS + LOCAL DIPLOMAS)	REGENTS DIPLOMA		REGENTS WITH ADVANCED DESIGNATION	
293	293	293	100% of Graduates	166	57% of Graduates

REGENTS WITH CTE ENDORSEMENT		LOCAL DIPLOMAS		COMMENCEMENT CREDENTIALS	
11	4% of Graduates	0	0% of Graduates	0	0% of Completers

STUDENTS WITH DISABILITIES

COMPLETERS (GRADUATES + IEP DIPLOMAS)	GRADUATES (REGENTS + LOCAL DIPLOMAS)	REGENTS DIPLOMA		REGENTS WITH ADVANCED DESIGNATION	
55	50	47	94% of Graduates	2	4% of Graduates

REGENTS WITH CTE ENDORSEMENT		LOCAL DIPLOMAS		COMMENCEMENT CREDENTIALS	
10	20% of Graduates	3	6% of Graduates	5	9% of Completers

HIGH SCHOOL NON-COMPLETERS (2014 - 15)

ALL STUDENTS

DROPPED OUT		ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM		TOTAL NONCOMPLETERS	
15	1%	0	0%	15	1%

GENERAL EDUCATION

DROPPED OUT		ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM		TOTAL NONCOMPLETERS	
9	1%	0	0%	9	1%

STUDENTS WITH DISABILITIES

DROPPED OUT		ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM		TOTAL NONCOMPLETERS	
6	3%	0	0%	6	3%

POST-GRADUATION PLANS OF COMPLETERS (2014 - 15)

ALL STUDENTS

TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
161	46%	152	44%	4	1%	11	3%

TO EMPLOYMENT		TO ADULT SERVICES		TO OTHER KNOWN PLANS		PLAN UNKNOWN	
14	4%	2	1%	4	1%	0	0%

GENERAL EDUCATION

TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
157	54%	113	39%	1	0%	10	3%

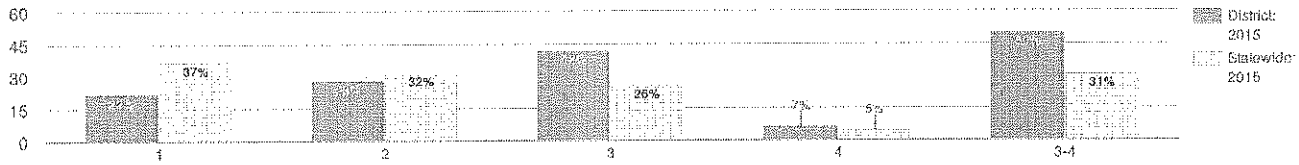
TO EMPLOYMENT		TO ADULT SERVICES		TO OTHER KNOWN PLANS		PLAN UNKNOWN	
10	3%	0	0%	2	1%	0	0%

STUDENTS WITH DISABILITIES

TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
4	7%	39	71%	3	5%	1	2%

TO EMPLOYMENT		TO ADULT SERVICES		TO OTHER KNOWN PLANS		PLAN UNKNOWN	
4	7%	2	4%	2	4%	0	0%

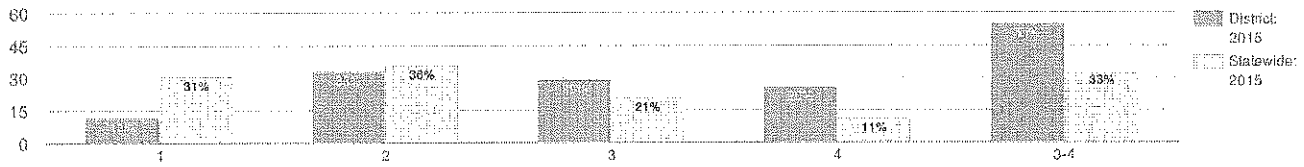
GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 312

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
	234	50%	52	22%	66	28%	99	42%	17	7%
	200	57%	33	17%	54	27%	97	49%	16	8%
	34	9%	19	56%	12	35%	2	6%	1	3%
	1	_%	-	-	-	-	-	-	-	-
	14	71%	1	7%	3	21%	8	57%	2	14%
	8	_%	-	-	-	-	-	-	-	-
	12	17%	4	33%	6	50%	2	17%	0	0%
	189	51%	40	21%	52	28%	83	44%	14	7%
	10	60%	4	40%	0	0%	5	50%	1	10%
	9	11%	3	33%	5	56%	1	11%	0	0%
	118	53%	21	18%	34	29%	52	44%	11	9%
	116	46%	31	27%	32	28%	47	41%	6	5%
	232	_%	-	-	-	-	-	-	-	-
	2	_%	-	-	-	-	-	-	-	-
	47	32%	14	30%	18	38%	14	30%	1	2%
	187	54%	38	20%	48	26%	85	45%	16	9%
	234	50%	52	22%	66	28%	99	42%	17	7%

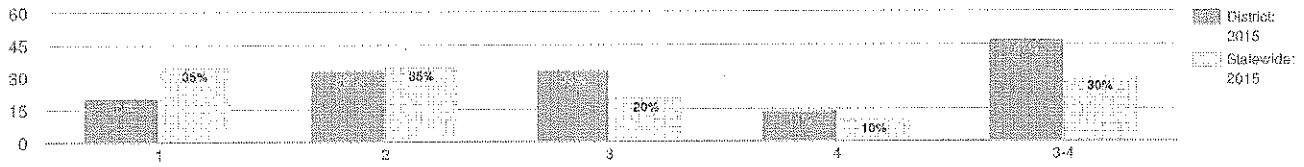
GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 319

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
	257	55%	30	12%	85	33%	74	29%	68	26%
	219	63%	7	3%	74	34%	70	32%	68	31%
	38	11%	23	61%	11	29%	4	11%	0	0%
	2	_%	-	-	-	-	-	-	-	-
	14	57%	1	7%	5	36%	3	21%	5	36%
	5	_%	-	-	-	-	-	-	-	-
	14	50%	2	14%	5	36%	5	36%	2	14%
	211	57%	23	11%	67	32%	64	30%	57	27%
	11	36%	3	27%	4	36%	1	9%	3	27%
	7	29%	1	14%	4	57%	1	14%	1	14%
	112	63%	10	9%	31	28%	39	35%	32	29%
	145	49%	20	14%	54	37%	35	24%	36	25%
	257	55%	30	12%	85	33%	74	29%	68	26%
	57	40%	16	28%	18	32%	15	26%	8	14%
	200	60%	14	7%	67	34%	59	30%	60	30%
	1	_%	-	-	-	-	-	-	-	-
	256	_%	-	-	-	-	-	-	-	-

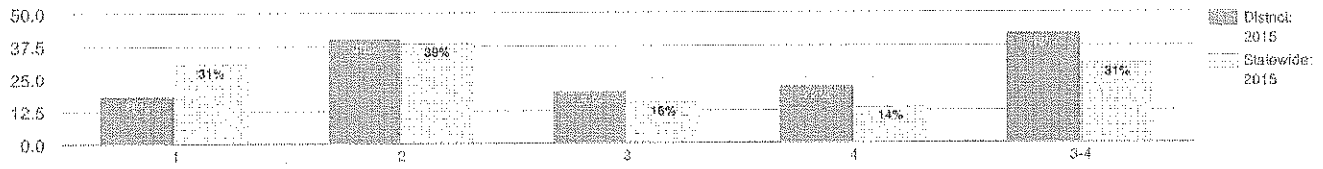
GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 311

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
	262	47%	52	20%	86	33%	87	33%	37	14%
	220	53%	25	11%	79	36%	80	36%	36	16%
	42	19%	27	64%	7	17%	7	17%	1	2%
	11	55%	3	27%	2	18%	1	9%	5	45%
	8	13%	4	50%	3	38%	1	13%	0	0%
	17	35%	6	35%	5	29%	2	12%	4	24%
	215	49%	38	18%	72	33%	77	36%	28	13%
	11	55%	1	9%	4	36%	6	55%	0	0%
	145	48%	25	17%	50	34%	51	35%	19	13%
	117	46%	27	23%	36	31%	36	31%	18	15%
	260	_%	-	-	-	-	-	-	-	-
	2	_%	-	-	-	-	-	-	-	-
	64	27%	23	36%	24	38%	15	23%	2	3%
	198	54%	29	15%	62	31%	72	36%	35	18%
	262	47%	52	20%	86	33%	87	33%	37	14%

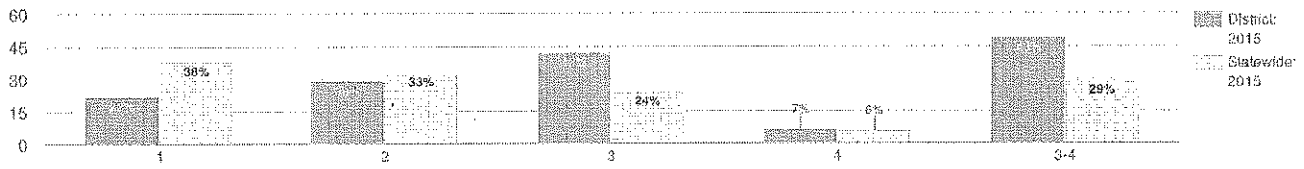
GRADE 6 ENGLISH LANGUAGE ARTS



MEAN SCORE: 309

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
	293	42%	52	18%	118	40%	60	20%	63	22%
	245	50%	21	9%	102	42%	59	24%	63	26%
	48	2%	31	65%	16	33%	1	2%	0	0%
	18	56%	2	11%	6	33%	4	22%	6	33%
	11	36%	2	18%	5	45%	2	18%	2	18%
	14	14%	6	43%	6	43%	2	14%	0	0%
	234	42%	38	16%	97	41%	51	22%	48	21%
	16	50%	4	25%	4	25%	1	6%	7	44%
	140	46%	14	10%	61	44%	31	22%	34	24%
	153	38%	38	25%	57	37%	29	19%	29	19%
	290	_%	-	-	-	-	-	-	-	-
	3	_%	-	-	-	-	-	-	-	-
	65	17%	29	45%	25	38%	6	9%	5	8%
	228	49%	23	10%	93	41%	54	24%	58	25%
	293	42%	52	18%	118	40%	60	20%	63	22%

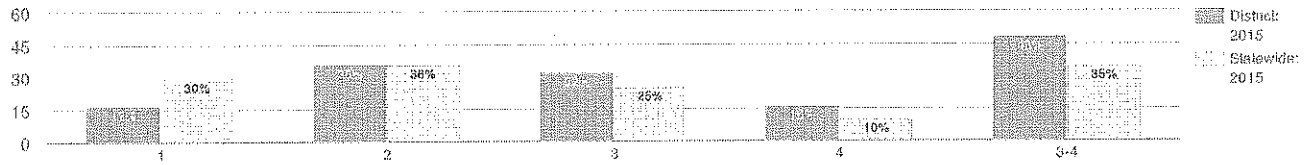
GRADE 7 ENGLISH LANGUAGE ARTS



MEAN SCORE: 307

GROUP	TOTAL TESTED	PROFICIENT		LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
	239	49%		52	22%	70	29%	101	42%	16	7%
	201	57%		21	10%	65	32%	99	49%	16	8%
	38	5%		31	82%	5	13%	2	5%	0	0%
	1	_%		-	-	-	-	-	-	-	-
	15	67%		2	13%	3	20%	10	67%	0	0%
	4	_%		-	-	-	-	-	-	-	-
	13	31%		4	31%	5	38%	3	23%	1	8%
	193	49%		42	22%	56	29%	82	42%	13	7%
	13	46%		2	15%	5	38%	4	31%	2	15%
	5	40%		2	40%	1	20%	2	40%	0	0%
	127	56%		19	15%	37	29%	59	46%	12	9%
	112	41%		33	29%	33	29%	42	38%	4	4%
	237	_%		-	-	-	-	-	-	-	-
	2	_%		-	-	-	-	-	-	-	-
	40	20%		16	40%	16	40%	8	20%	0	0%
	199	55%		36	18%	54	27%	93	47%	16	8%
	239	49%		52	22%	70	29%	101	42%	16	7%

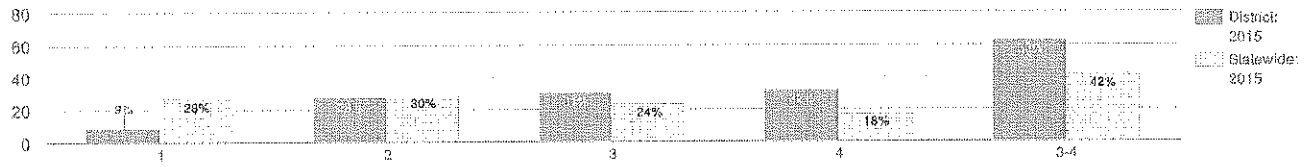
GRADE 8 ENGLISH LANGUAGE ARTS



MEAN SCORE: 309

GROUP	TOTAL TESTED	PROFICIENT		LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
	239	48%	40	17%	85	36%	76	32%	38	16%	
	192	56%	17	9%	68	35%	69	36%	38	20%	
	47	15%	23	49%	17	36%	7	15%	0	0%	
	1	_%	-	-	-	-	-	-	-	-	
	7	14%	2	29%	4	57%	0	0%	1	14%	
	6	_%	-	-	-	-	-	-	-	-	
	6	17%	3	50%	2	33%	1	17%	0	0%	
	204	50%	30	15%	71	35%	69	34%	34	17%	
	15	40%	2	13%	7	47%	3	20%	3	20%	
	7	43%	3	43%	1	14%	3	43%	0	0%	
	125	53%	13	10%	46	37%	40	32%	26	21%	
	114	42%	27	24%	39	34%	36	32%	12	11%	
	238	_%	-	-	-	-	-	-	-	-	
	1	_%	-	-	-	-	-	-	-	-	
	48	25%	18	38%	18	38%	10	21%	2	4%	
	191	53%	22	12%	67	35%	66	35%	36	19%	
	239	48%	40	17%	85	36%	76	32%	38	16%	

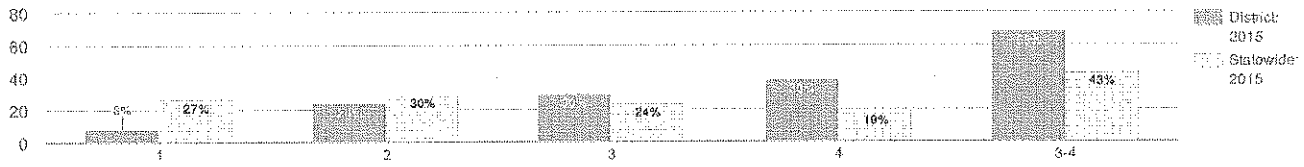
GRADE 3 MATHEMATICS



MEAN SCORE: 324

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
	229	63%	21	9%	63	28%	72	31%	73	32%
	196	68%	13	7%	49	25%	63	32%	71	36%
	33	33%	8	24%	14	42%	9	27%	2	6%
	1	_%	-	-	-	-	-	-	-	-
	14	64%	0	0%	5	36%	3	21%	6	43%
	8	_%	-	-	-	-	-	-	-	-
	11	55%	3	27%	2	18%	5	45%	1	9%
	185	67%	13	7%	48	26%	62	34%	62	34%
	10	50%	1	10%	4	40%	2	20%	3	30%
	9	11%	4	44%	4	44%	0	0%	1	11%
	115	65%	11	10%	29	25%	38	33%	37	32%
	114	61%	10	9%	34	30%	34	30%	36	32%
	227	_%	-	-	-	-	-	-	-	-
	2	_%	-	-	-	-	-	-	-	-
	44	45%	8	18%	16	36%	15	34%	5	11%
	185	68%	13	7%	47	25%	57	31%	68	37%
	229	63%	21	9%	63	28%	72	31%	73	32%

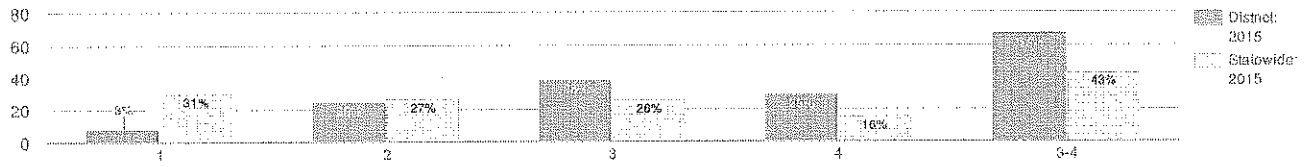
GRADE 4 MATHEMATICS



MEAN SCORE: 327

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
	251	68%	21	8%	59	24%	76	30%	95	38%
	214	78%	5	2%	43	20%	71	33%	95	44%
	37	14%	16	43%	16	43%	5	14%	0	0%
	2	_%	-	-	-	-	-	-	-	-
	14	86%	1	7%	1	7%	3	21%	9	64%
	4	_%	-	-	-	-	-	-	-	-
	13	62%	1	8%	4	31%	4	31%	4	31%
	207	69%	14	7%	50	24%	66	32%	77	37%
	11	55%	4	36%	1	9%	2	18%	4	36%
	6	33%	1	17%	3	50%	1	17%	1	17%
	109	68%	10	9%	25	23%	32	29%	42	39%
	142	68%	11	8%	34	24%	44	31%	53	37%
	251	68%	21	8%	59	24%	76	30%	95	38%
	55	42%	12	22%	20	36%	16	29%	7	13%
	196	76%	9	5%	39	20%	60	31%	88	45%
	1	_%	-	-	-	-	-	-	-	-
	250	_%	-	-	-	-	-	-	-	-

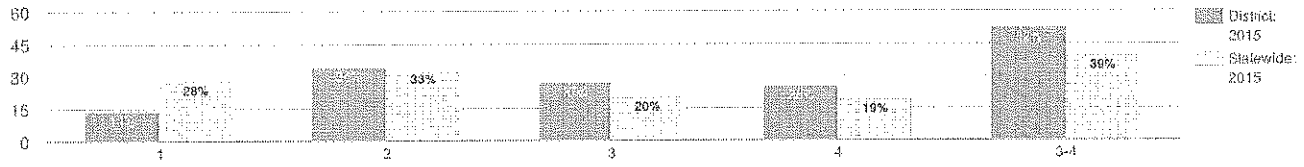
GRADE 5 MATHEMATICS



MEAN SCORE: 328

GROUP	TOTAL TESTED	PROFICIENT		LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
	233	67%		19	8%	58	25%	88	38%	68	29%
	196	70%		7	4%	52	27%	75	38%	62	32%
	37	51%		12	32%	6	16%	13	35%	6	16%
	11	91%		0	0%	1	9%	4	36%	6	55%
	7	14%		2	29%	4	57%	1	14%	0	0%
	14	71%		1	7%	3	21%	6	43%	4	29%
	191	68%		15	8%	46	24%	72	38%	58	30%
	10	50%		1	10%	4	40%	5	50%	0	0%
	125	63%		8	6%	38	30%	47	38%	32	26%
	108	71%		11	10%	20	19%	41	38%	36	33%
	231	_%		-	-	-	-	-	-	-	-
	2	_%		-	-	-	-	-	-	-	-
	50	48%		9	18%	17	34%	18	36%	6	12%
	183	72%		10	5%	41	22%	70	38%	62	34%
	233	67%		19	8%	58	25%	88	38%	68	29%

GRADE 6 MATHEMATICS

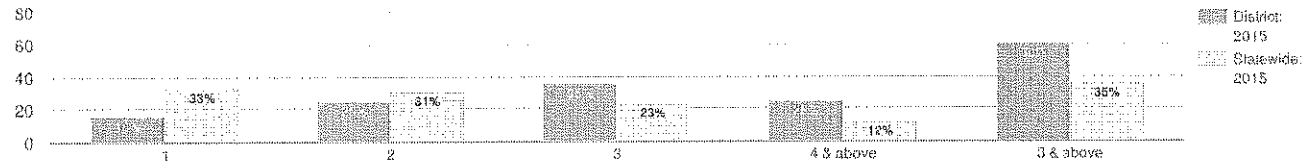


MEAN SCORE: 318

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
	259	52%	36	14%	89	34%	69	27%	65	25%
	221	58%	16	7%	76	34%	66	30%	63	29%
	38	13%	20	53%	13	34%	3	8%	2	5%
	18	72%	2	11%	3	17%	4	22%	9	50%
	11	45%	2	18%	4	36%	5	45%	0	0%
	13	23%	3	23%	7	54%	2	15%	1	8%
	203	51%	29	14%	70	34%	54	27%	50	25%
	14	64%	0	0%	5	36%	4	29%	5	36%
	122	47%	14	11%	51	42%	35	29%	22	18%
	137	56%	22	16%	38	28%	34	25%	43	31%
	256	_%	–	–	–	–	–	–	–	–
	3	_%	–	–	–	–	–	–	–	–
	61	26%	23	38%	22	36%	9	15%	7	11%
	198	60%	13	7%	67	34%	60	30%	58	29%
	259	52%	36	14%	89	34%	69	27%	65	25%

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.

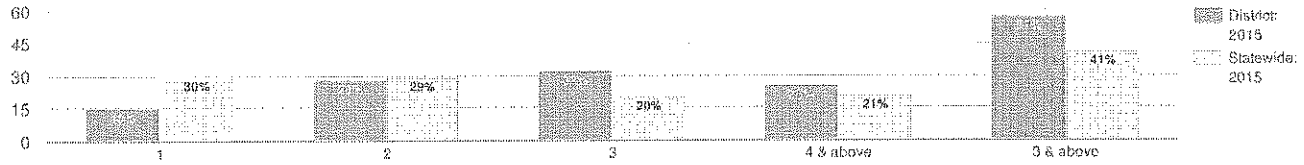


MEAN SCORE: 324

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
	210	60%	33	16%	52	25%	73	35%	52	25%
	179	68%	9	5%	48	27%	71	40%	51	28%
	31	10%	24	77%	4	13%	2	6%	1	3%
	1	_%	-	-	-	-	-	-	-	-
	15	80%	1	7%	2	13%	10	67%	2	13%
	3	_%	-	-	-	-	-	-	-	-
	12	50%	3	25%	3	25%	5	42%	1	8%
	170	59%	26	15%	43	25%	54	32%	47	28%
	9	_%	-	-	-	-	-	-	-	-
	13	46%	3	23%	4	31%	4	31%	2	15%
	109	66%	10	9%	27	25%	41	38%	31	28%
	101	52%	23	23%	25	25%	32	32%	21	21%
	208	_%	-	-	-	-	-	-	-	-
	2	_%	-	-	-	-	-	-	-	-
	32	25%	11	34%	13	41%	6	19%	2	6%
	178	66%	22	12%	39	22%	67	38%	50	28%
	210	60%	33	16%	52	25%	73	35%	52	25%

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: 311

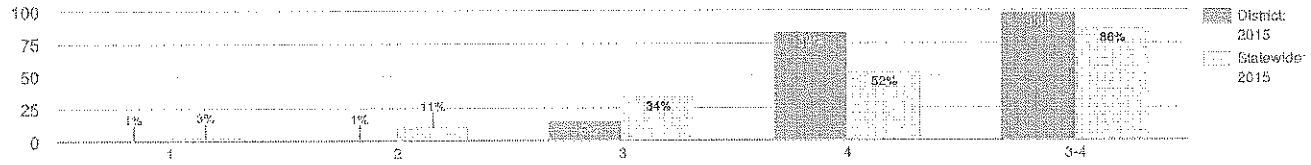
GROUP	TOTAL TESTED	PROFICIENT		LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
[redacted]	186	49%		33	18%	62	33%	69	37%	22	12%
[redacted]	143	60%		10	7%	47	33%	66	46%	20	14%
[redacted]	43	12%		23	53%	15	35%	3	7%	2	5%
[redacted]	1	_%		-	-	-	-	-	-	-	-
[redacted]	7	14%		4	57%	2	29%	1	14%	0	0%
[redacted]	6	_%		-	-	-	-	-	-	-	-
[redacted]	6	33%		2	33%	2	33%	2	33%	0	0%
[redacted]	158	53%		22	14%	53	34%	61	39%	22	14%
[redacted]	8	50%		3	38%	1	13%	4	50%	0	0%
[redacted]	7	14%		2	29%	4	57%	1	14%	0	0%
[redacted]	95	53%		13	14%	32	34%	33	35%	17	18%
[redacted]	91	45%		20	22%	30	33%	36	40%	5	5%
[redacted]	184	_%		-	-	-	-	-	-	-	-
[redacted]	2	_%		-	-	-	-	-	-	-	-
[redacted]	41	24%		16	39%	15	37%	7	17%	3	7%
[redacted]	145	56%		17	12%	47	32%	62	43%	19	13%
[redacted]	186	49%		33	18%	62	33%	69	37%	22	12%

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	
[redacted]	34	0	0%	0	0%	1	3%	33	97%	34	100%

GRADE 4 SCIENCE

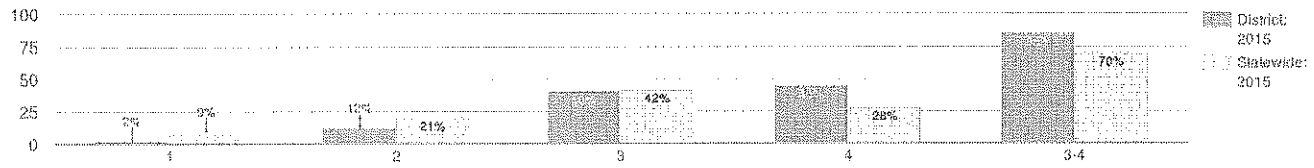


MEAN SCORE: 90

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
	275	98%	2	1%	4	1%	42	15%	227	83%
	232	100%	0	0%	0	0%	21	9%	211	91%
	43	86%	2	5%	4	9%	21	49%	16	37%
	2	_%	-	-	-	-	-	-	-	-
	15	100%	0	0%	0	0%	2	13%	13	87%
	5	_%	-	-	-	-	-	-	-	-
	15	100%	0	0%	0	0%	3	20%	12	80%
	228	99%	0	0%	3	1%	32	14%	193	85%
	10	80%	2	20%	0	0%	4	40%	4	40%
	7	86%	0	0%	1	14%	1	14%	5	71%
	122	97%	1	1%	3	2%	14	11%	104	85%
	153	99%	1	1%	1	1%	28	18%	123	80%
	275	98%	2	1%	4	1%	42	15%	227	83%
	56	95%	1	2%	2	4%	19	34%	34	61%
	219	99%	1	0%	2	1%	23	11%	193	88%
	1	_%	-	-	-	-	-	-	-	-
	274	_%	-	-	-	-	-	-	-	-

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: 76

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
	200	82%	6	3%	30	15%	98	49%	66	33%
	152	89%	2	1%	14	9%	76	50%	60	39%
	48	58%	4	8%	16	33%	22	46%	6	13%
	1	_%	-	-	-	-	-	-	-	-
	8	75%	0	0%	2	25%	3	38%	3	38%
	6	_%	-	-	-	-	-	-	-	-
	6	83%	0	0%	1	17%	3	50%	2	33%
	171	82%	6	4%	24	14%	82	48%	59	35%
	8	88%	0	0%	1	13%	5	63%	2	25%
	7	71%	0	0%	2	29%	5	71%	0	0%
	102	83%	3	3%	14	14%	56	55%	29	28%
	98	81%	3	3%	16	16%	42	43%	37	38%
	199	_%	-	-	-	-	-	-	-	-
	1	_%	-	-	-	-	-	-	-	-
	51	63%	4	8%	15	29%	20	39%	12	24%
	149	89%	2	1%	15	10%	78	52%	54	36%
	200	82%	6	3%	30	15%	98	49%	66	33%

GRADE 8 STUDENTS TAKING A REGENTS SCIENCE TEST

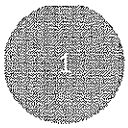
Accelerated grade 8 students who take a Regents science test in lieu of the New York State Grade 8 Science Test.

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
	48	100%	0	0%	0	0%	2	4%	46	96%

RECENTLY ARRIVED LEP STUDENTS (2014 - 15)

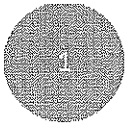
RECENTLY ARRIVED LEP STUDENTS TAKING NYSESLAT IN LIEU OF NYSTP

GRADE 8



RECENTLY ARRIVED LEP STUDENTS NOT TESTED ON THE ELA NYSTP

GRADE 8



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

GRADE: 4

READING

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
	32%	32%	27%	9%	
	*%	*%	*%	*%	
	20%	30%	33%	17%	
	48%	34%	15%	3%	
	44%	37%	17%	2%	
	20%	31%	37%	12%	
	*%	*%	*%	*%	
	70%	22%	7%	1%	98
	74%	21%	4%	1%	88
	43%	36%	18%	3%	

MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
	21%	44%	30%	5%	
	*%	*%	*%	*%	
	12%	31%	42%	15%	
	40%	46%	13%	1%	
	28%	51%	20%	1%	
	12%	41%	40%	7%	
	*%	*%	*%	*%	
	49%	39%	10%	2%	98
	56%	35%	9%	*%	91
	29%	48%	21%	2%	

GRADE: 8

READING

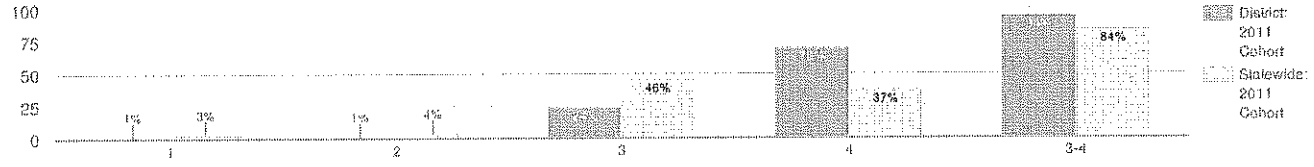
GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
	27%	40%	29%	4%	
	*%	*%	*%	*%	
	19%	39%	34%	8%	
	42%	41%	16%	1%	
	35%	43%	20%	2%	
	18%	39%	38%	5%	
	*%	*%	*%	*%	
	59%	33%	8%	*%	98
	78%	19%	3%	*%	89
	36%	42%	21%	1%	

MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
	31%	38%	24%	7%	
	*%	*%	*%	*%	

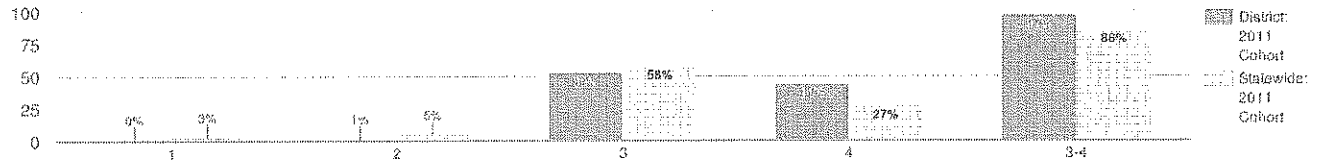
[illegible]	18%	30%	33%	19%	
[illegible]	48%	37%	13%	2%	
[illegible]	41%	40%	16%	3%	
[illegible]	20%	40%	31%	9%	
[illegible]	*%	*%	*%	*%	99
[illegible]	64%	27%	8%	1%	94
[illegible]	72%	21%	6%	1%	
[illegible]	40%	39%	17%	4%	

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



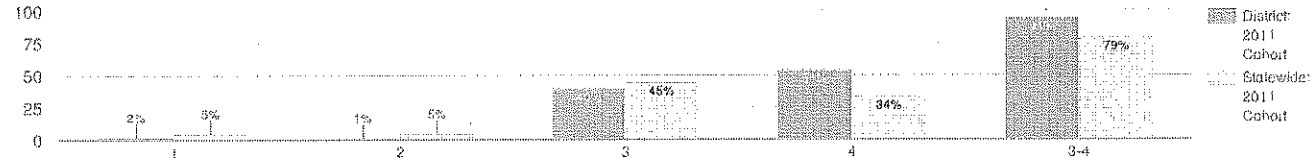
GROUP	TOTAL TESTED	PROFICIENT		LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
	358	94%		3	1%	4	1%	85	24%	251	70%
	300	96%		1	0%	1	0%	61	20%	228	76%
	58	81%		2	3%	3	5%	24	41%	23	40%
	1	_%		-	-	-	-	-	-	-	-
	11	_%		-	-	-	-	-	-	-	-
	14	86%		1	7%	0	0%	5	36%	7	50%
	15	100%		0	0%	0	0%	3	20%	12	80%
	304	95%		2	1%	4	1%	72	24%	216	71%
	13	92%		0	0%	0	0%	3	23%	9	69%
	12	75%		0	0%	0	0%	2	17%	7	58%
	172	97%		1	1%	2	1%	25	15%	141	82%
	186	91%		2	1%	2	1%	60	32%	110	59%
	355	_%		-	-	-	-	-	-	-	-
	3	_%		-	-	-	-	-	-	-	-
	61	79%		2	3%	0	0%	26	43%	22	36%
	297	97%		1	0%	4	1%	59	20%	229	77%
	358	94%		3	1%	4	1%	85	24%	251	70%

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



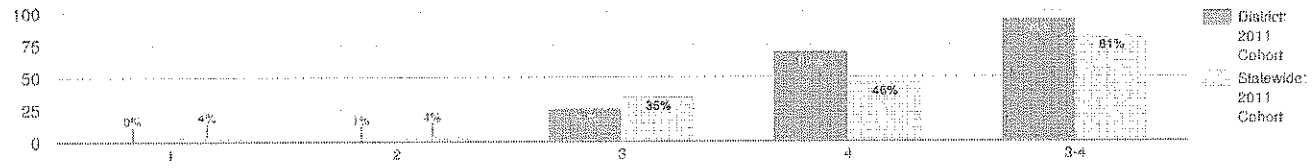
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
[illegible]	358	97%	1	0%	2	1%	187	52%	159	44%
[illegible]	300	99%	0	0%	0	0%	147	49%	149	50%
[illegible]	58	86%	1	2%	2	3%	40	69%	10	17%
[illegible]	1	_%	-	-	-	-	-	-	-	-
[illegible]	11	_%	-	-	-	-	-	-	-	-
[illegible]	14	93%	0	0%	0	0%	9	64%	4	29%
[illegible]	15	100%	0	0%	0	0%	6	40%	9	60%
[illegible]	304	97%	1	0%	2	1%	158	52%	138	45%
[illegible]	13	92%	0	0%	0	0%	7	54%	5	38%
[illegible]	12	83%	0	0%	0	0%	7	58%	3	25%
[illegible]	172	98%	0	0%	2	1%	77	45%	91	53%
[illegible]	186	96%	1	1%	0	0%	110	59%	68	37%
[illegible]	355	_%	-	-	-	-	-	-	-	-
[illegible]	3	_%	-	-	-	-	-	-	-	-
[illegible]	61	85%	0	0%	1	2%	41	67%	11	18%
[illegible]	297	99%	1	0%	1	0%	146	49%	148	50%
[illegible]	358	97%	1	0%	2	1%	187	52%	159	44%

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



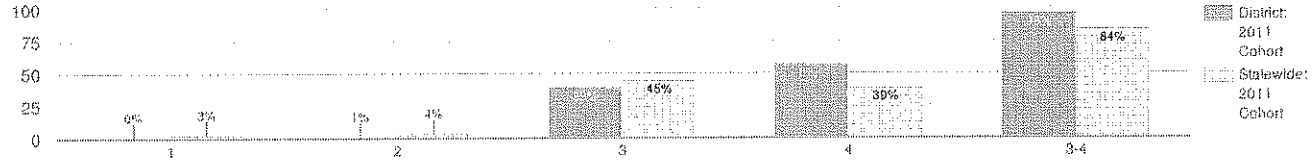
GROUP	TOTAL TESTED	PROFICIENT		LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
	358	94%		6	2%	4	1%	142	40%	195	54%
	300	97%		1	0%	1	0%	107	36%	184	61%
	58	79%		5	9%	3	5%	35	60%	11	19%
	1	_%		-	-	-	-	-	-	-	-
	11	_%		-	-	-	-	-	-	-	-
	14	86%		1	7%	0	0%	9	64%	3	21%
	15	100%		0	0%	0	0%	7	47%	8	53%
	304	95%		5	2%	4	1%	117	38%	171	56%
	13	92%		0	0%	0	0%	6	46%	6	46%
	12	83%		0	0%	0	0%	3	25%	7	58%
	172	96%		3	2%	1	1%	62	36%	103	60%
	186	92%		3	2%	3	2%	80	43%	92	49%
	355	_%		-	-	-	-	-	-	-	-
	3	_%		-	-	-	-	-	-	-	-
	61	85%		2	3%	1	2%	34	56%	18	30%
	297	96%		4	1%	3	1%	108	36%	177	60%
	358	94%		6	2%	4	1%	142	40%	195	54%

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	
	358	94%	1	0%	3	1%	91	25%	246	69%
	300	96%	0	0%	1	0%	72	24%	217	72%
	58	83%	1	2%	2	3%	19	33%	29	50%
	1	_%	-	-	-	-	-	-	-	-
	11	_%	-	-	-	-	-	-	-	-
	14	86%	0	0%	0	0%	5	36%	7	50%
	15	100%	0	0%	0	0%	4	27%	11	73%
	304	95%	1	0%	2	1%	75	25%	214	70%
	13	92%	0	0%	0	0%	5	38%	7	54%
	12	75%	0	0%	1	8%	2	17%	7	58%
	172	97%	1	1%	2	1%	40	23%	126	73%
	186	92%	0	0%	1	1%	51	27%	120	65%
	355	_%	-	-	-	-	-	-	-	-
	3	_%	-	-	-	-	-	-	-	-
	61	79%	0	0%	2	3%	28	46%	20	33%
	297	97%	1	0%	1	0%	63	21%	226	76%
	358	94%	1	0%	3	1%	91	25%	246	69%

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



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
[illegible]	358	96%	1	0%	4	1%	139	39%	205	57%
[illegible]	300	98%	0	0%	1	0%	100	33%	195	65%
[illegible]	58	84%	1	2%	3	5%	39	67%	10	17%
[illegible]	1	_%	-	-	-	-	-	-	-	-
[illegible]	11	_%	-	-	-	-	-	-	-	-
[illegible]	14	93%	0	0%	0	0%	10	71%	3	21%
[illegible]	15	100%	0	0%	0	0%	6	40%	9	60%
[illegible]	304	97%	1	0%	4	1%	113	37%	181	60%
[illegible]	13	92%	0	0%	0	0%	5	38%	7	54%
[illegible]	12	83%	0	0%	0	0%	5	42%	5	42%
[illegible]	172	97%	1	1%	2	1%	66	38%	101	59%
[illegible]	186	95%	0	0%	2	1%	73	39%	104	56%
[illegible]	355	_%	-	-	-	-	-	-	-	-
[illegible]	3	_%	-	-	-	-	-	-	-	-
[illegible]	61	85%	0	0%	3	5%	33	54%	19	31%
[illegible]	297	98%	1	0%	1	0%	106	36%	186	63%
[illegible]	358	96%	1	0%	4	1%	139	39%	205	57%

COMPREHENSIVE ENGLISH

REGENTS COMPREHENSIVE ENGLISH

GROUP	TOTAL TESTED	55		65		85	
[redacted]	138	131	95%	125	91%	67	49%
[redacted]	118	116	98%	112	95%	64	54%
[redacted]	20	15	75%	13	65%	3	15%
[redacted]	1	–	–	–	–	–	–
[redacted]	1	–	–	–	–	–	–
[redacted]	2	–	–	–	–	–	–
[redacted]	5	5	100%	5	100%	1	20%
[redacted]	125	120	96%	115	92%	64	51%
[redacted]	4	–	–	–	–	–	–
[redacted]	8	6	75%	5	63%	2	25%
[redacted]	69	66	96%	63	91%	36	52%
[redacted]	69	65	94%	62	90%	31	45%
[redacted]	138	131	95%	125	91%	67	49%
[redacted]	23	23	100%	19	83%	4	17%
[redacted]	115	108	94%	106	92%	63	55%
[redacted]	138	131	95%	125	91%	67	49%

ENGLISH LANGUAGE ARTS (COMMON CORE)

ENGLISH LANGUAGE ARTS (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
[redacted]	307	4	1%	2	1%	37	12%	33	11%	231	75%
[redacted]	268	1	0%	0	0%	24	9%	25	9%	218	81%
[redacted]	39	3	8%	2	5%	13	33%	8	21%	13	33%
[redacted]	1	–	–	–	–	–	–	–	–	–	–
[redacted]	9	0	0%	0	0%	1	11%	1	11%	7	78%
[redacted]	5	–	–	–	–	–	–	–	–	–	–
[redacted]	14	0	0%	0	0%	3	21%	2	14%	9	64%
[redacted]	263	3	1%	1	0%	30	11%	25	10%	204	78%
[redacted]	15	0	0%	0	0%	1	7%	4	27%	10	67%
[redacted]	6	1	17%	1	17%	2	33%	1	17%	1	17%
[redacted]	158	1	1%	0	0%	17	11%	12	8%	128	81%
[redacted]	149	3	2%	2	1%	20	13%	21	14%	103	69%
[redacted]	306	–	–	–	–	–	–	–	–	–	–
[redacted]	1	–	–	–	–	–	–	–	–	–	–
[redacted]	38	1	3%	0	0%	14	37%	6	16%	17	45%
[redacted]	269	3	1%	2	1%	23	9%	27	10%	214	80%
[redacted]	1	–	–	–	–	–	–	–	–	–	–
[redacted]	306	–	–	–	–	–	–	–	–	–	–

INTEGRATED ALGEBRA

REGENTS INTEGRATED ALGEBRA

GROUP	TOTAL TESTED	55		65		85	
	123	117	95%	108	88%	6	5%
	71	70	99%	66	93%	1	1%
	52	47	90%	42	81%	5	10%
	4	–	–	–	–	–	–
	5	5	100%	5	100%	0	0%
	4	–	–	–	–	–	–
	99	93	94%	87	88%	6	6%
	11	11	100%	10	91%	0	0%
	8	8	100%	6	75%	0	0%
	45	44	98%	38	84%	2	4%
	78	73	94%	70	90%	4	5%
	121	–	–	–	–	–	–
	2	–	–	–	–	–	–
	41	38	93%	34	83%	0	0%
	82	79	96%	74	90%	6	7%
	123	117	95%	108	88%	6	5%

GEOMETRY

REGENTS GEOMETRY

GROUP	TOTAL TESTED	55		65		85	
	189	189	100%	187	99%	109	58%
	182	182	100%	180	99%	105	58%
	7	7	100%	7	100%	4	57%
	14	14	100%	14	100%	11	79%
	3	–	–	–	–	–	–
	6	–	–	–	–	–	–
	157	157	100%	155	99%	91	58%
	9	9	100%	9	100%	4	44%
	9	9	100%	9	100%	3	33%
	102	102	100%	101	99%	54	53%
	87	87	100%	86	99%	55	63%
	189	189	100%	187	99%	109	58%
	22	22	100%	22	100%	12	55%
	167	167	100%	165	99%	97	58%
	189	189	100%	187	99%	109	58%

ALGEBRA 2/TRIGONOMETRY

REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED	55		65		85	
	179	160	89%	140	78%	56	31%
	174	157	90%	137	79%	54	31%
	5	3	60%	3	60%	2	40%
	1	–	–	–	–	–	–
	3	–	–	–	–	–	–
	2	–	–	–	–	–	–
	6	5	83%	4	67%	1	17%
	162	146	90%	128	79%	50	31%
	5	5	100%	5	100%	3	60%
	6	4	67%	3	50%	2	33%
	96	85	89%	80	83%	30	31%
	83	75	90%	60	72%	26	31%
	179	160	89%	140	78%	56	31%
	9	7	78%	6	67%	0	0%
	170	153	90%	134	79%	56	33%
	1	–	–	–	–	–	–
	178	–	–	–	–	–	–

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
	293	12	4%	42	14%	147	50%	71	24%	21	7%
	242	4	2%	21	9%	126	52%	70	29%	21	9%
	51	8	16%	21	41%	21	41%	1	2%	0	0%
	13	1	8%	1	8%	7	54%	4	31%	0	0%
	6	0	0%	2	33%	3	50%	1	17%	0	0%
	15	0	0%	2	13%	11	73%	2	13%	0	0%
	239	11	5%	33	14%	117	49%	59	25%	19	8%
	20	0	0%	4	20%	9	45%	5	25%	2	10%
	133	6	5%	18	14%	62	47%	36	27%	11	8%
	160	6	4%	24	15%	85	53%	35	22%	10	6%
	290	–	–	–	–	–	–	–	–	–	–
	3	–	–	–	–	–	–	–	–	–	–
	59	8	14%	15	25%	31	53%	5	8%	0	0%
	234	4	2%	27	12%	116	50%	66	28%	21	9%
	293	12	4%	42	14%	147	50%	71	24%	21	7%

GEOMETRY (COMMON CORE)

GEOMETRY (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
[redacted]	189	0	0%	13	7%	68	36%	41	22%	67	35%
[redacted]	182	0	0%	12	7%	66	36%	38	21%	66	36%
[redacted]	7	0	0%	1	14%	2	29%	3	43%	1	14%
[redacted]	14	0	0%	0	0%	3	21%	3	21%	8	57%
[redacted]	3	--	--	--	--	--	--	--	--	--	--
[redacted]	6	--	--	--	--	--	--	--	--	--	--
[redacted]	157	0	0%	11	7%	57	36%	32	20%	57	36%
[redacted]	9	0	0%	1	11%	4	44%	2	22%	2	22%
[redacted]	9	0	0%	1	11%	4	44%	4	44%	0	0%
[redacted]	101	0	0%	10	10%	41	41%	18	18%	32	32%
[redacted]	88	0	0%	3	3%	27	31%	23	26%	35	40%
[redacted]	189	0	0%	13	7%	68	36%	41	22%	67	35%
[redacted]	22	0	0%	0	0%	12	55%	5	23%	5	23%
[redacted]	167	0	0%	13	8%	56	34%	36	22%	62	37%
[redacted]	189	0	0%	13	7%	68	36%	41	22%	67	35%

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED	55		65		85	
[redacted]	347	324	93%	305	88%	168	48%
[redacted]	285	275	96%	266	93%	158	55%
[redacted]	62	49	79%	39	63%	10	16%
[redacted]	15	14	93%	14	93%	10	67%
[redacted]	10	9	90%	9	90%	4	40%
[redacted]	13	12	92%	11	85%	3	23%
[redacted]	293	273	93%	257	88%	149	51%
[redacted]	16	16	100%	14	88%	2	13%
[redacted]	175	165	94%	152	87%	84	48%
[redacted]	172	159	92%	153	89%	84	49%
[redacted]	344	--	--	--	--	--	--
[redacted]	3	--	--	--	--	--	--
[redacted]	70	60	86%	53	76%	20	29%
[redacted]	277	264	95%	252	91%	148	53%
[redacted]	347	324	93%	305	88%	168	48%

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED	55		65		85	
	305	303	99%	294	96%	220	72%
	261	261	100%	255	98%	195	75%
	44	42	95%	39	89%	25	57%
	1	-	-	-	-	-	-
	6	6	100%	5	83%	2	33%
	5	-	-	-	-	-	-
	13	13	100%	12	92%	8	62%
	264	262	99%	255	97%	193	73%
	16	16	100%	16	100%	13	81%
	6	6	100%	6	100%	4	67%
	151	149	99%	143	95%	106	70%
	154	154	100%	151	98%	114	74%
	303	-	-	-	-	-	-
	2	-	-	-	-	-	-
	37	37	100%	32	86%	13	35%
	268	266	99%	262	98%	207	77%
	1	-	-	-	-	-	-
	304	-	-	-	-	-	-

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55		65		85	
	330	325	98%	309	94%	181	55%
	258	258	100%	255	99%	170	66%
	72	67	93%	54	75%	11	15%
	16	16	100%	15	94%	13	81%
	7	7	100%	7	100%	2	29%
	21	21	100%	19	90%	8	38%
	268	264	99%	251	94%	151	56%
	18	17	94%	17	94%	7	39%
	154	153	99%	148	96%	86	56%
	176	172	98%	161	91%	95	54%
	327	-	-	-	-	-	-
	3	-	-	-	-	-	-
	66	65	98%	59	89%	28	42%
	264	260	98%	250	95%	153	58%
	330	325	98%	309	94%	181	55%

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55		65		85	
	287	277	97%	253	88%	133	46%
	255	247	97%	234	92%	128	50%
	32	30	94%	19	59%	5	16%
	8	–	–	–	–	–	–
	4	–	–	–	–	–	–
	16	15	94%	11	69%	3	19%
	239	232	97%	213	89%	117	49%
	20	20	100%	19	95%	10	50%
	12	10	83%	10	83%	3	25%
	142	135	95%	123	87%	70	49%
	145	142	98%	130	90%	63	43%
	286	–	–	–	–	–	–
	1	–	–	–	–	–	–
	46	42	91%	32	70%	10	22%
	241	235	98%	221	92%	123	51%
	287	277	97%	253	88%	133	46%

PHYSICAL SETTING/CHEMISTRY

REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55		65		85	
	190	190	100%	177	93%	74	39%
	181	181	100%	169	93%	72	40%
	9	9	100%	8	89%	2	22%
	1	–	–	–	–	–	–
	7	7	100%	5	71%	4	57%
	5	5	100%	4	80%	1	20%
	173	173	100%	163	94%	68	39%
	4	–	–	–	–	–	–
	5	5	100%	5	100%	1	20%
	109	109	100%	99	91%	37	34%
	81	81	100%	78	96%	37	46%
	190	190	100%	177	93%	74	39%
	12	12	100%	7	58%	4	33%
	178	178	100%	170	96%	70	39%
	1	–	–	–	–	–	–
	189	–	–	–	–	–	–

PHYSICAL SETTING/PHYSICS

REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED	55		65		85	
[illegible]	94	94	100%	88	94%	48	51%
[illegible]	92	–	–	–	–	–	–
[illegible]	2	–	–	–	–	–	–
[illegible]	5	–	–	–	–	–	–
[illegible]	2	–	–	–	–	–	–
[illegible]	6	6	100%	6	100%	2	33%
[illegible]	79	79	100%	74	94%	42	53%
[illegible]	2	–	–	–	–	–	–
[illegible]	9	9	100%	8	89%	4	44%
[illegible]	45	45	100%	43	96%	19	42%
[illegible]	49	49	100%	45	92%	29	59%
[illegible]	94	94	100%	88	94%	48	51%
[illegible]	6	6	100%	5	83%	2	33%
[illegible]	88	88	100%	83	94%	46	52%
[illegible]	94	94	100%	88	94%	48	51%

REGENTS COMPETENCY TEST RESULTS (2014 - 15)

GROUP	MATH		GLOBAL STUDIES		US HIST & GOV'T		SCIENCE	
[redacted]	1	-	1	-	1	-	1	-
[redacted]	1	-	1	-	1	-	1	-
[redacted]	1	-	1	-	1	-	1	-
[redacted]	1	-	1	-	1	-	1	-
[redacted]	1	-	1	-	1	-	1	-
[redacted]	1	-	1	-	1	-	1	-
[redacted]	1	-	1	-	1	-	1	-
[redacted]	1	-	1	-	1	-	1	-

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

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
[illegible]	1	_%	_	_	_	_
[illegible]	1	_%	_	_	_	_
[illegible]	10	80%	0	2	8	0
[illegible]	10	70%	0	3	7	0
[illegible]	10	50%	3	2	5	0
[illegible]	2	_%	_	_	_	_
[illegible]	2	_%	_	_	_	_
[illegible]	2	_%	_	_	_	_
[illegible]	2	_%	_	_	_	_
[illegible]	5	80%	1	0	4	0
[illegible]	5	40%	0	3	2	0
[illegible]	2	_%	_	_	_	_
[illegible]	2	_%	_	_	_	_
[illegible]	2	_%	_	_	_	_
[illegible]	1	_%	_	_	_	_
[illegible]	1	_%	_	_	_	_
[illegible]	1	_%	_	_	_	_
[illegible]	1	_%	_	_	_	_

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

KINDERGARTEN

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
[redacted]	6	17%	17%	17%	50%	0%
[redacted]	5	-	-	-	-	-
[redacted]	1	-	-	-	-	-

GRADE 1

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
[redacted]	2	-	-	-	-	-
[redacted]	2	-	-	-	-	-

GRADE 2

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
[redacted]	3	-	-	-	-	-
[redacted]	3	-	-	-	-	-

GRADE 3

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
[redacted]	3	-	-	-	-	-
[redacted]	2	-	-	-	-	-
[redacted]	1	-	-	-	-	-

GRADE 5

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
[redacted]	2	-	-	-	-	-
[redacted]	1	-	-	-	-	-
[redacted]	1	-	-	-	-	-

GRADE 6

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
[redacted]	3	-	-	-	-	-
[redacted]	3	-	-	-	-	-

GRADE 7

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
[redacted]	2	-	-	-	-	-
[redacted]	2	-	-	-	-	-

GRADE 8

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
[redacted]	3	-	-	-	-	-
[redacted]	3	-	-	-	-	-

GRADE 9

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
[redacted]	2	-	-	-	-	-
[redacted]	1	-	-	-	-	-
[redacted]	1	-	-	-	-	-

GRADE 10

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
[redacted]	2	-	-	-	-	-
[redacted]	2	-	-	-	-	-

GRADE 11

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
[redacted]	2	-	-	-	-	-
[redacted]	2	-	-	-	-	-

ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

ALL STUDENTS

MADE AYP:

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
NO	3,770*	90%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	1,523	132	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
—	5	—	—	—

BLACK OR AFRICAN AMERICAN

MADE AYP:

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
YES	46	96%

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	44	95	63	63

HISPANIC OR LATINO

MADE AYP:

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
NO	184*	91%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	74	101	72	72

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP:

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
NO	167*	92%*

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

HARBOR TARGET	DAY			
YES	72	146	112	112

WHITE

MADE AYP:

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
NO	3,123*	90%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	1,256	134	111	111

MULTIRACIAL

MADE AYP:

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
NO	195*	89%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	72	128	86	86

STUDENTS WITH DISABILITIES

MADE AYP:

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
NO	710*	86%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	268†	59†	53	53

LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	13	—

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

ECONOMICALLY DISADVANTAGED

MADE AYP:

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
NO	726*	89%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	313	95	78	78

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
3,761*	90%*	1,518	132

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
3,678*	90%*	1,479	133

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
3,586*	90%*	1,449	133

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
3,603*	90%*	1,451	131

NOT WHITE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
647*	92%*	267	120

NOT MULTIRACIAL

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
3,575*	90%*	1,451	132

GENERAL EDUCATION

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
3,060*	91%*	1,260	147

ENGLISH PROFICIENT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
3,748*	90%*	1,514	132

NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
3,044*	90%*	1,210	141

MALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
1,896*	90%*	763	123

FEMALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
1,874*	90%*	760	140

MIGRANT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
1	—	1	—

NOT MIGRANT

STUDENTS ENROLLED DURING	PERCENT OF ENROLLED	TESTED STUDENTS ENROLLED	PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
3,768*	90%*	1,522	132

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

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

ALL STUDENTS

MADE AYP:

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
NO	3,770*	87%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	1,403	151	91	91

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

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

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

BLACK OR AFRICAN AMERICAN

MADE AYP:

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

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
NO	92*	92%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	41	100	57	57

HISPANIC OR LATINO

MADE AYP:

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
NO	184*	88%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	68	138	69	69

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP:

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
NO	167*	93%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	74	166	126	126

WHITE

MADE AYP:

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
NO	3,124*	87%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	1,153	153	107	107

MULTIRACIAL

MADE AYP:

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
NO	194*	82%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	62	140	77	77

STUDENTS WITH DISABILITIES

MADE AYP:

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
NO	709*	83%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	241†	85†	55	55

LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	13	—

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

ECONOMICALLY DISADVANTAGED

MADE AYP:

TESTED 95%	STUDENTS ENROLLED DURING THE TEST	PERCENT OF ENROLLED STUDENTS WITH

	ADMINISTRATION PERIOD	VALID TEST SCORES
NO	726*	84%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	278	113	74	74

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

NOT AMERICAN INDIAN OR ALASKA NATIVE			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
3,761*	87%*	1,398	151

NOT BLACK OR AFRICAN AMERICAN			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
3,678*	87%*	1,362	152

NOT HISPANIC OR LATINO			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
3,586*	87%*	1,335	151

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
3,603*	87%*	1,329	150

NOT WHITE			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
646*	88%*	250	141

NOT MULTIRACIAL			
STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
3,576*	87%*	1,341	151

GENERAL EDUCATION

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
3,061*	88%*	1,167	164

ENGLISH PROFICIENT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
3,748*	87%*	1,393	151

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
3,044*	88%*	1,125	160

MALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
1,897*	88%*	718	149

FEMALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
1,873*	86%*	685	152

MIGRANT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
1	—	1	—

NOT MIGRANT

STUDENTS ENROLLED DURING	PERCENT OF ENROLLED	TESTED STUDENTS ENROLLED	PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
3,768*	87%*	1,402	151

— 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:

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
YES	610	89%

PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	529	190	180	180

AMERICAN INDIAN OR ALASKA NATIVE

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	—	—	—

BLACK OR AFRICAN AMERICAN

MADE AYP: —

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

—		13		—

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

HISPANIC OR LATINO

MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	24	—

PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	20	—	—	—

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
—	28	—

PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	21	—	—	—

WHITE

MADE AYP:

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
YES	510	90%

PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	453	190	188	188

MULTIRACIAL

MADE AYP: —

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
—	20	—	—	—

STUDENTS WITH DISABILITIES

MADE AYP:

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
YES	120	86%

PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	100†	165†	156	156

LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	3	—

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

ECONOMICALLY DISADVANTAGED

MADE AYP:

TESTED 80%	STUDENTS ENROLLED DURING THE TEST	PERCENT OF ENROLLED STUDENTS WITH

	ADMINISTRATION PERIOD	VALID TEST SCORES
YES	126	87%

PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	104	180	167	167

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
607	88%	526	190

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
597	88%	517	191

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
586	89%	509	190

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
582	89%	508	190

NOT WHITE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
100	83%	76	189

NOT MULTIRACIAL

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
578	89%	509	190

GENERAL EDUCATION

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
490	89%	430	196

ENGLISH PROFICIENT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
607	89%	528	190

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
484	89%	425	193

MALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
317	90%	282	189

FEMALE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
293	87%	247	191

MIGRANT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
1	—	1	—

NOT MIGRANT

STUDENTS ENROLLED DURING	PERCENT OF ENROLLED	TESTED STUDENTS ENROLLED	PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
609	89%	528	190

--- 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.
† 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:

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
YES	333	100%

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
YES	343	181	164	164

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
—	0	—

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

BLACK OR AFRICAN AMERICAN

MADE AYP: —

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

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	14	—	—	—

HISPANIC OR LATINO

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
—	14	—

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	14	—	—	—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

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

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

WHITE

MADE AYP:

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
YES	285	100%

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
YES	292	182	175	175

MULTIRACIAL

MADE AYP: —

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

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	13	—	—	—

STUDENTS WITH DISABILITIES

MADE AYP:

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
YES	49	100%

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
YES	54†	141†	112	112

LIMITED ENGLISH PROFICIENT

MADE AYP: —

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

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

ECONOMICALLY DISADVANTAGED

MADE AYP:

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

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
YES	49	157	143	143
YES		45		100%

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
333	100%	343	181

NOT BLACK OR AFRICAN AMERICAN

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
321	100%	329	181

NOT HISPANIC OR LATINO

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
319	100%	329	181

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
323	100%	333	181

NOT WHITE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
48	100%	51	175

NOT MULTIRACIAL

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
321	100%	330	181

GENERAL EDUCATION

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

284	100%	289	188

ENGLISH PROFICIENT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
332	100%	341	182

NOT ECONOMICALLY DISADVANTAGED			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
288	100%	294	185

MALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
168	100%	175	174

FEMALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
165	100%	168	188

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
333	100%	343	181

— 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:

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
YES	333	100%

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
YES	343	175	148	148

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
—	0	—

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

BLACK OR AFRICAN AMERICAN

MADE AYP: —

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

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	14	—	—	—

HISPANIC OR LATINO

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
—	14	—

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	14	—	—	—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

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

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

WHITE

MADE AYP:

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
YES	285	100%

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
YES	292	178	160	160

MULTIRACIAL

MADE AYP: —

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

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

—	13	—	—	—

STUDENTS WITH DISABILITIES

MADE AYP:

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
YES	49	100%

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
YES	54†	150†	101	101

LIMITED ENGLISH PROFICIENT

MADE AYP: —

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

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

ECONOMICALLY DISADVANTAGED

MADE AYP:

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
YES	45	100%

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
YES	49	153	124	124

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
333	100%	343	175

NOT BLACK OR AFRICAN AMERICAN

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
321	100%	329	176

NOT HISPANIC OR LATINO

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
319	100%	329	175

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
323	100%	333	176

NOT WHITE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
48	100%	51	159

NOT MULTIRACIAL

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
321	100%	330	175

GENERAL EDUCATION

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

284	100%	289	180

ENGLISH PROFICIENT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
332	100%	341	175

NOT ECONOMICALLY DISADVANTAGED			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
288	100%	294	179

MALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
168	100%	175	171

FEMALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
165	100%	168	179

MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
0	—	0	—

NOT MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
333	100%	343	175

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2011 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.
† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

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
132	151	181	175	160

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
95	100	—	—	98

HISPANIC OR LATINO

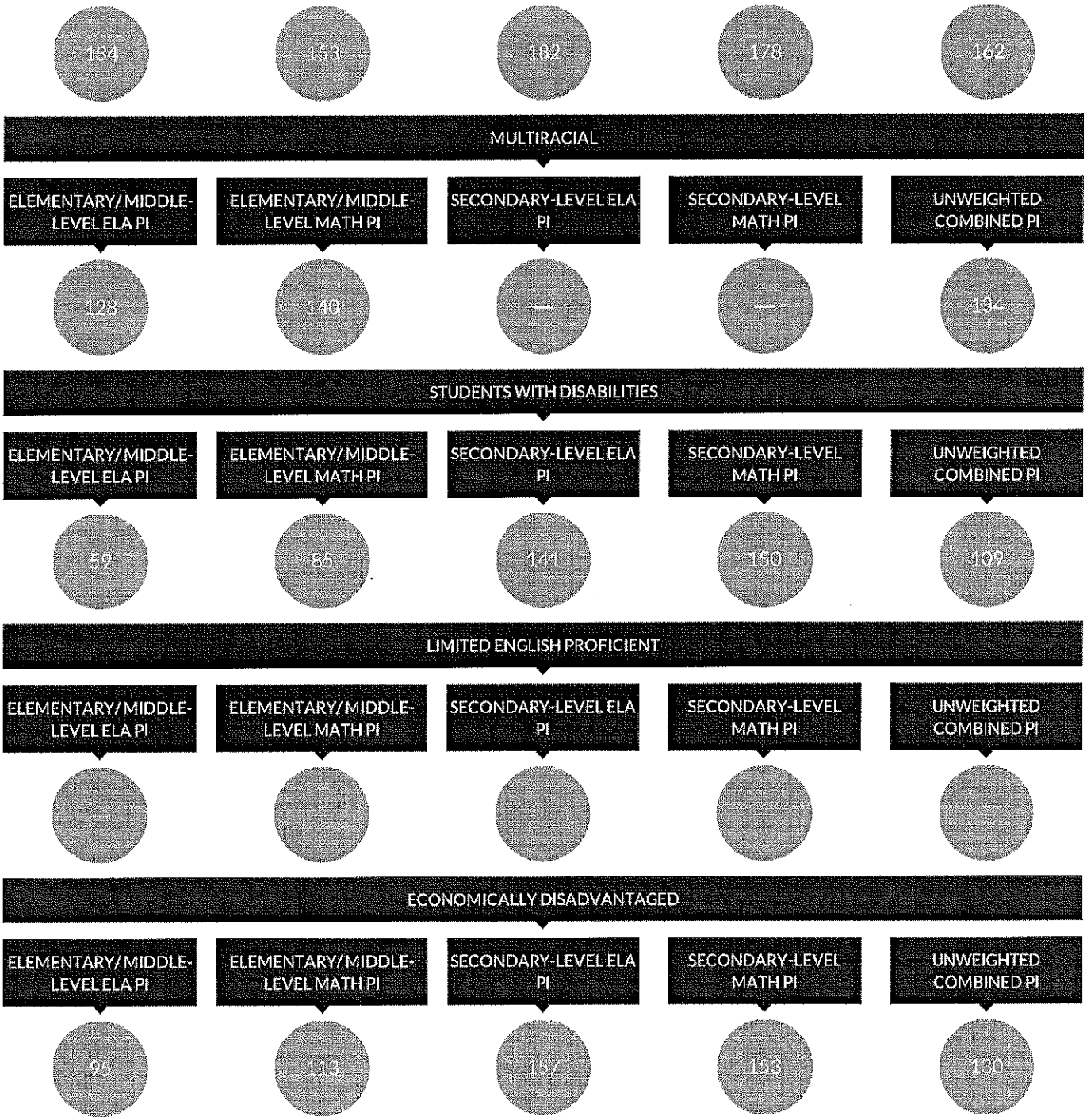
ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
101	138	—	—	120

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
144	166	—	—	136

WHITE

ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI



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

OVERALL GRADUATION RATE FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

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

MADE AYP

—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP

—

MULTIRACIAL

MADE AYP

—

LIMITED ENGLISH PROFICIENT

MADE AYP

—

MADE AYP

—

WHITE

MADE AYP

YES

STUDENTS WITH DISABILITIES

MADE AYP

YES

ECONOMICALLY DISADVANTAGED

MADE AYP

YES

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

FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

ALL STUDENTS

Met Graduation-Rate Criterion: —

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
375	92%	80%	80%

AMERICAN INDIAN OR ALASKA NATIVE

Met Graduation-Rate Criterion: —

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
1	—	—	—

BLACK OR AFRICAN AMERICAN

Met Graduation-Rate Criterion: —

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
8	—	—	—

HISPANIC OR LATINO

Met Graduation-Rate Criterion: —

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
14	—	—	—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

Met Graduation-Rate Criterion: —

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
14	—	—	—

WHITE

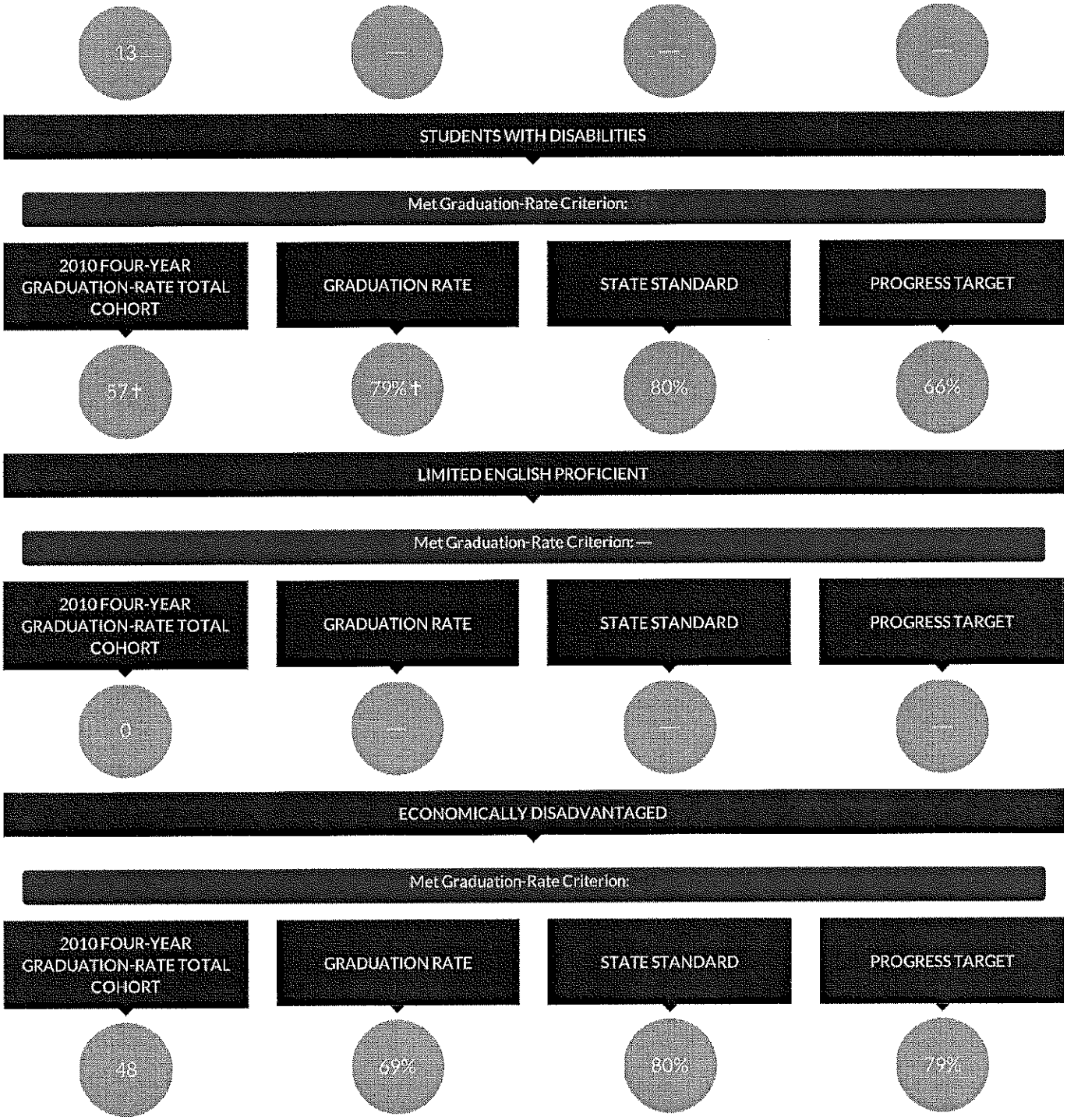
Met Graduation-Rate Criterion:

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
325	92%	80%	80%

MULTIRACIAL

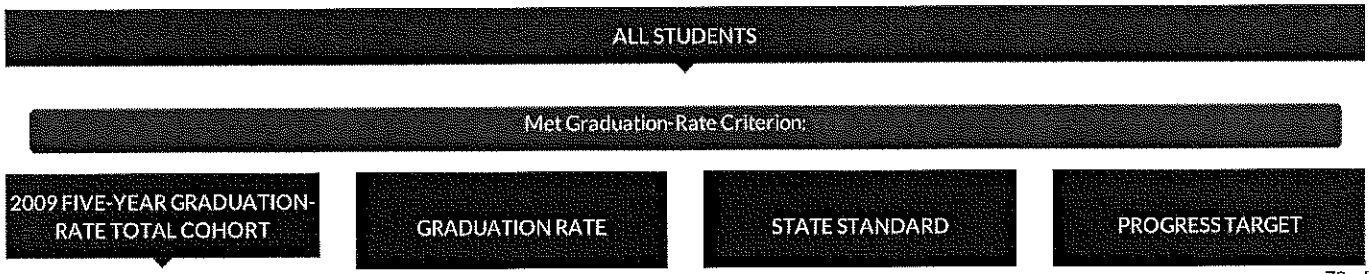
Met Graduation-Rate Criterion: —

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



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

FIVE-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY



369	92%	80%	80%

AMERICAN INDIAN OR ALASKA NATIVE

Met Graduation-Rate Criterion: —

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

BLACK OR AFRICAN AMERICAN

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
15	—	—	—

HISPANIC OR LATINO

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
13	—	—	—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
4	—	—	—

WHITE

Met Graduation-Rate Criterion:

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
320	91%	80%	80%

MULTIRACIAL

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
16	—	—	—

STUDENTS WITH DISABILITIES

Met Graduation-Rate Criterion:

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
56†	70%†	80%	74%

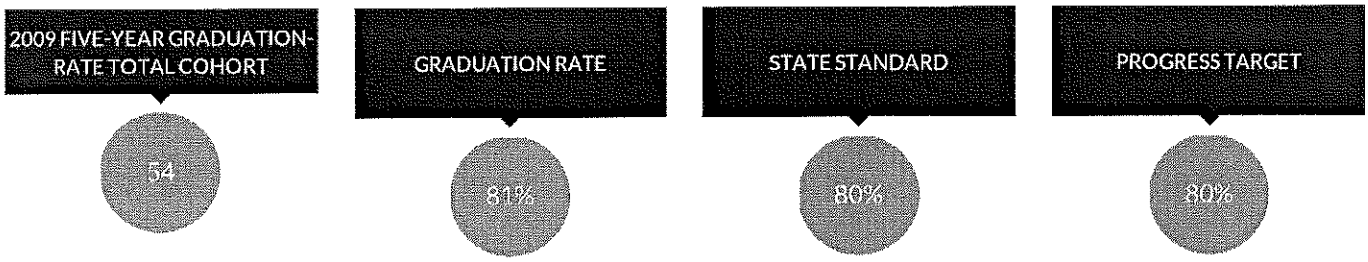
LIMITED ENGLISH PROFICIENT

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
2	—	—	—

ECONOMICALLY DISADVANTAGED

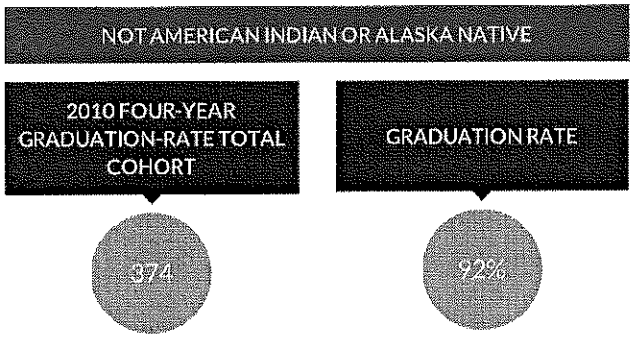
Met Graduation-Rate Criterion:

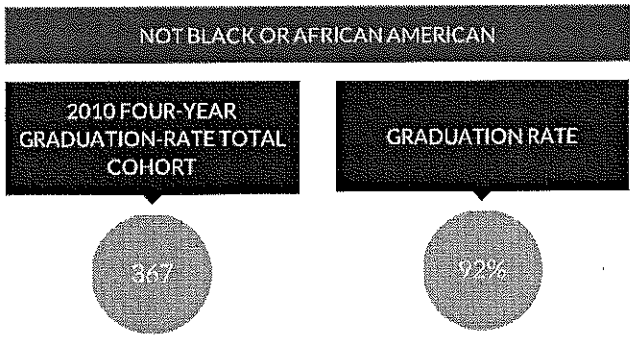


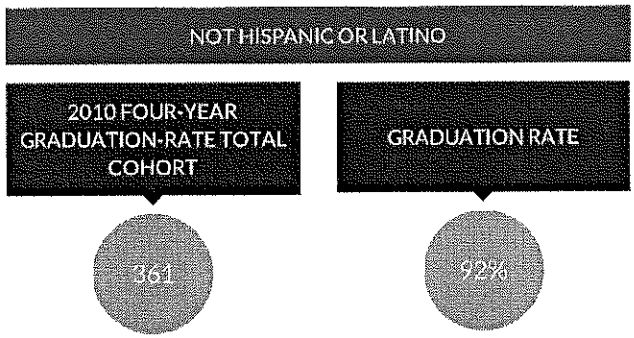
YES Graduation rate is equal to or greater than the State Standard or the group's Progress Target.
NO Graduation rate is less than the State Standard and the group's Progress Target.
— There were fewer than 30 students in the cohort.
+ Includes former students with disabilities because the number of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

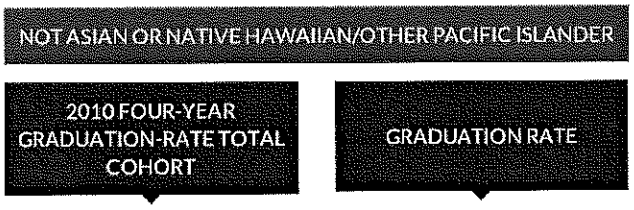
GRADUATION RATES FOR NON-AYP GROUPS FOR ACCOUNTABILITY

FOUR-YEAR GRADUATION-RATE TOTAL COHORT

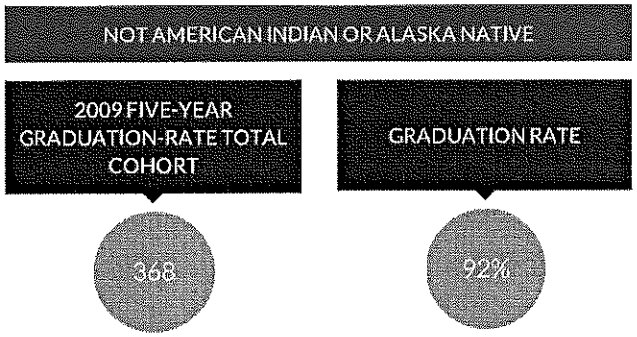


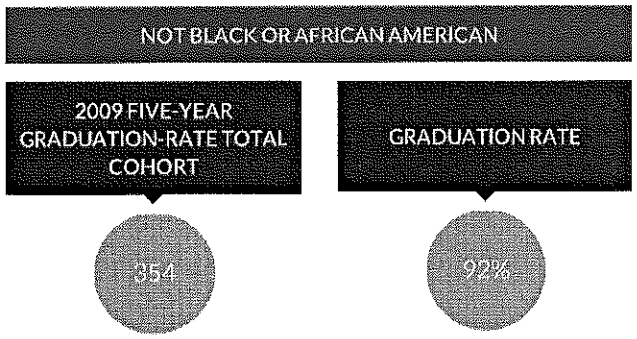


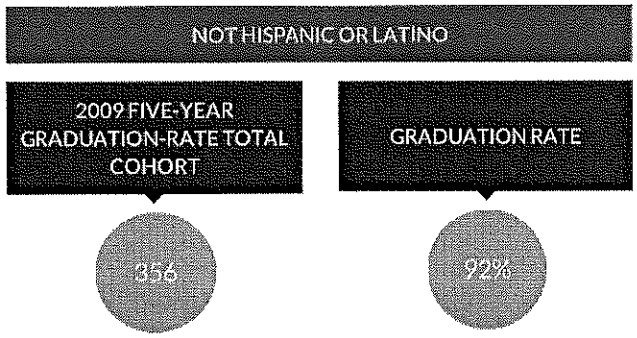


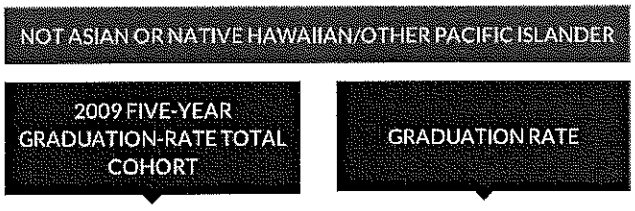


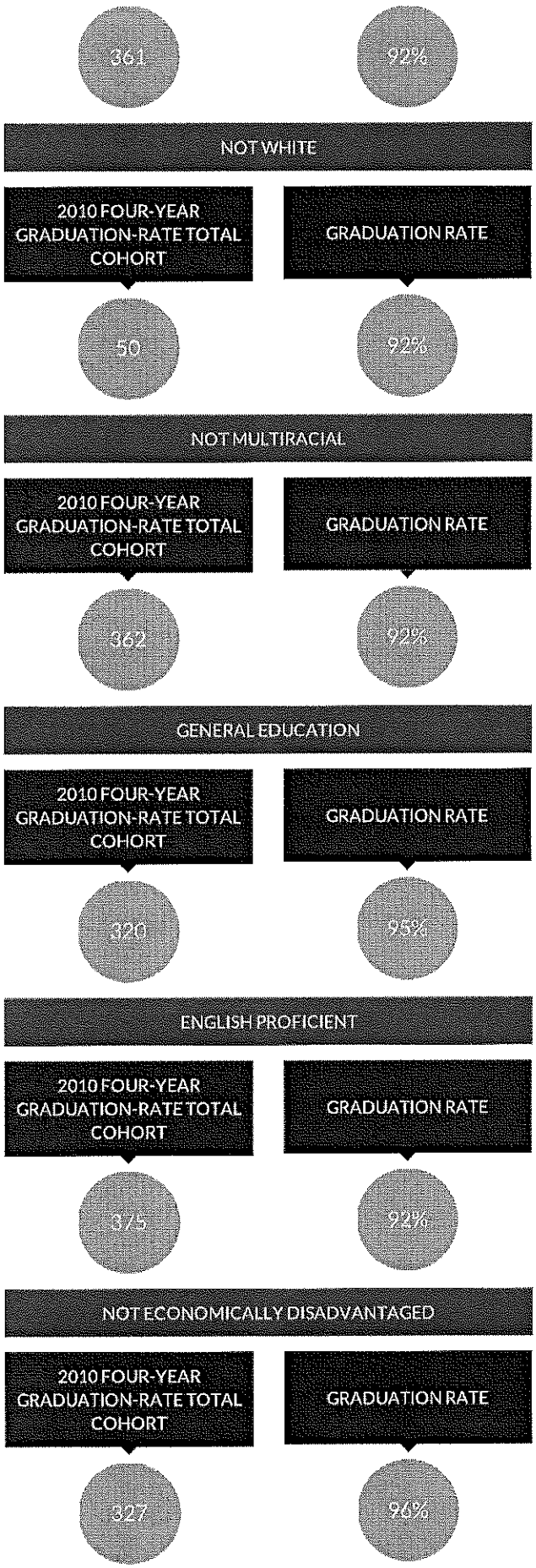
FIVE-YEAR GRADUATION-RATE TOTAL COHORT

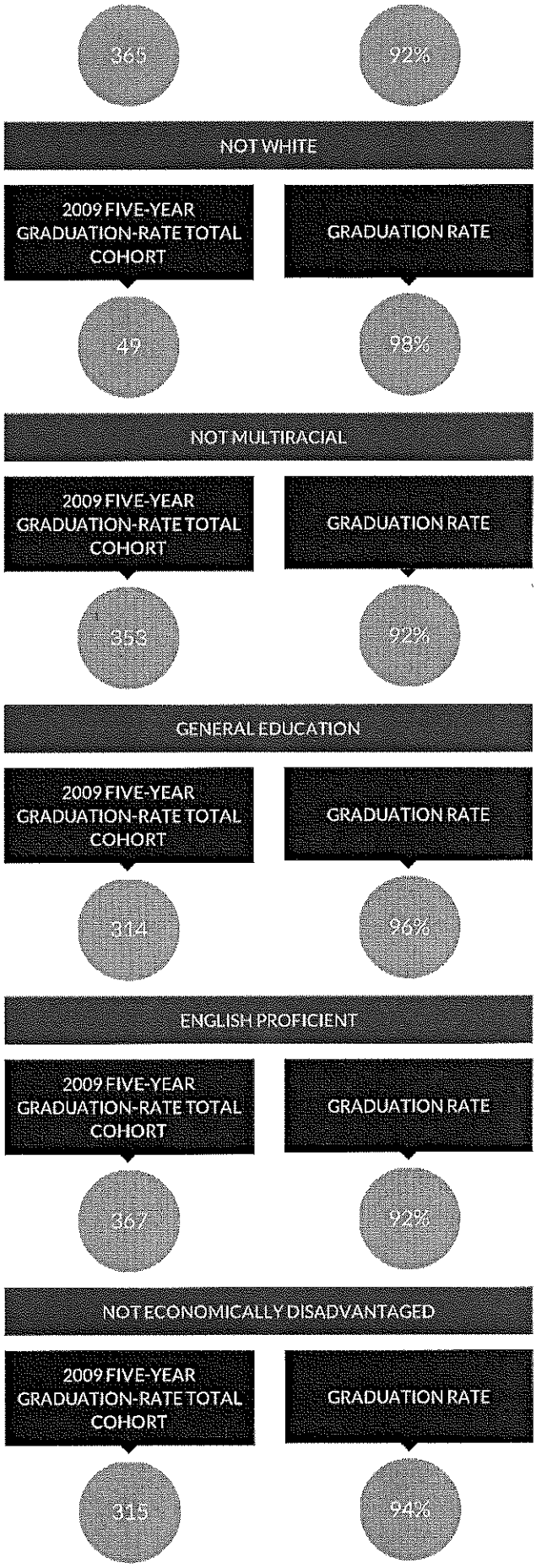


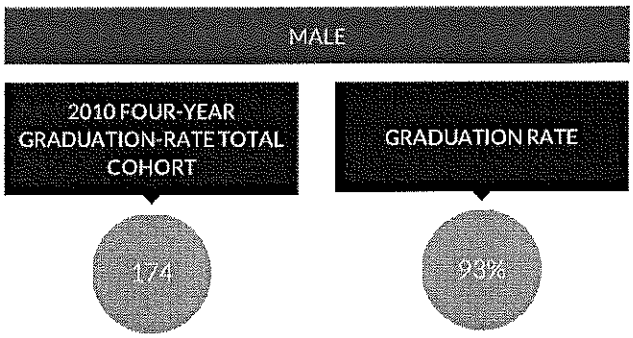


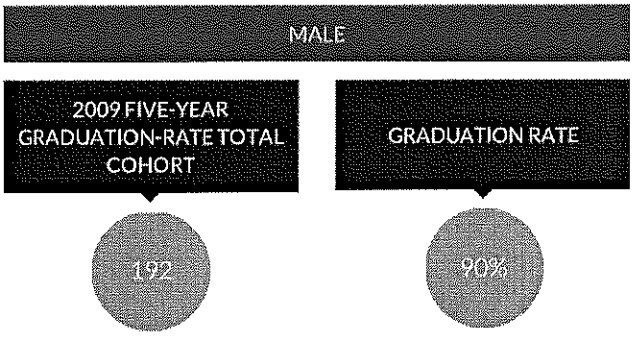


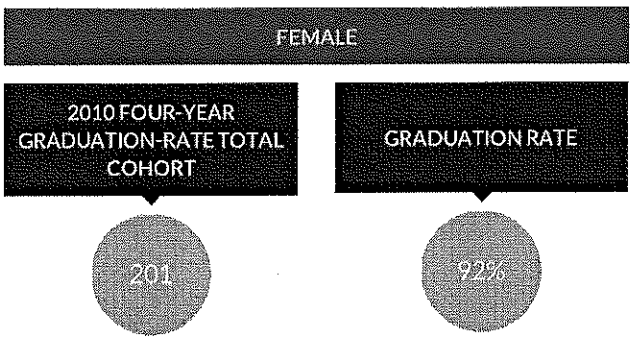


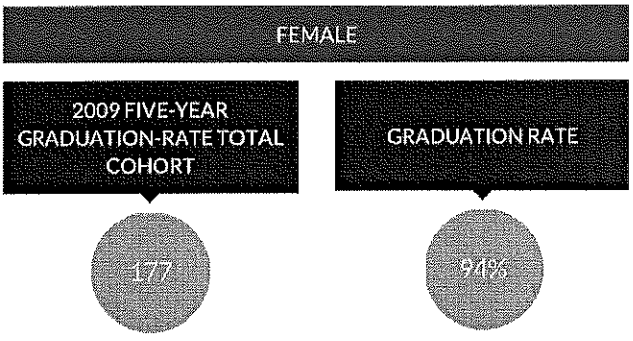

361
92%
NOT WHITE
2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT
GRADUATION RATE
50
92%
NOT MULTIRACIAL
2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT
GRADUATION RATE
362
92%
GENERAL EDUCATION
2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT
GRADUATION RATE
320
95%
ENGLISH PROFICIENT
2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT
GRADUATION RATE
375
92%
NOT ECONOMICALLY DISADVANTAGED
2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT
GRADUATION RATE
327
96%

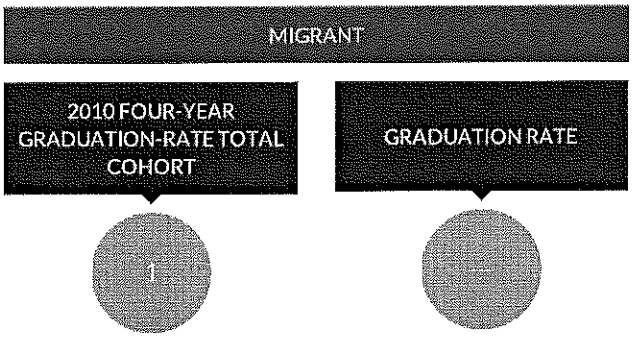

365
92%
NOT WHITE
2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT
GRADUATION RATE
49
98%
NOT MULTIRACIAL
2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT
GRADUATION RATE
358
92%
GENERAL EDUCATION
2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT
GRADUATION RATE
314
96%
ENGLISH PROFICIENT
2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT
GRADUATION RATE
367
92%
NOT ECONOMICALLY DISADVANTAGED
2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT
GRADUATION RATE
315
94%

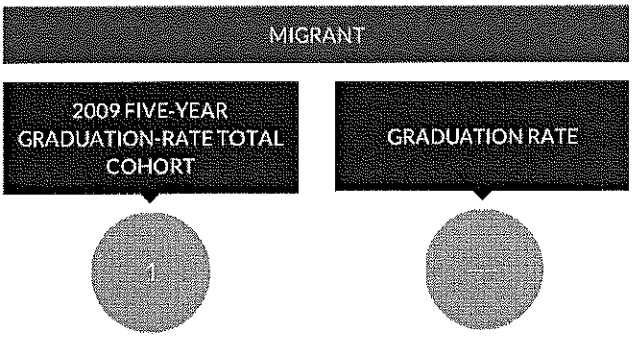


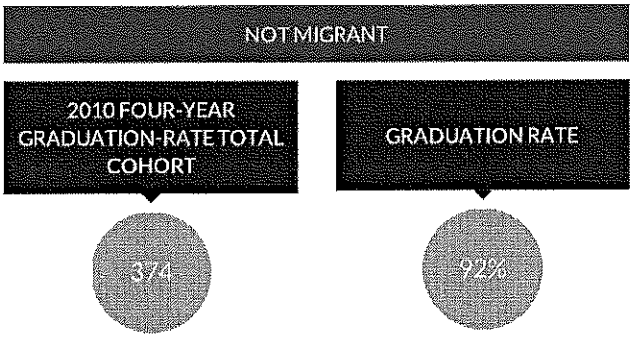


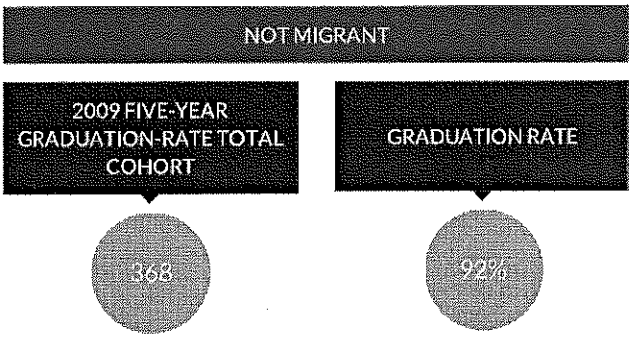








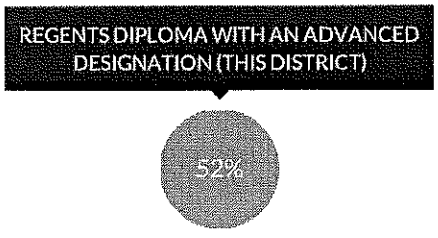


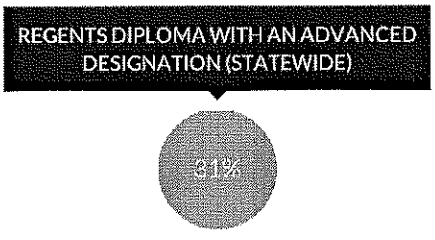


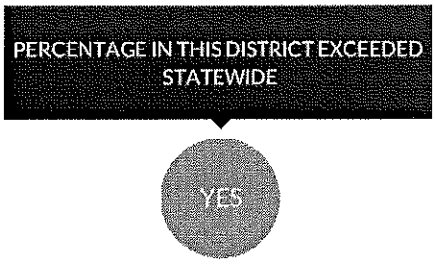
-- There were fewer than 30 students in the cohort.

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

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







REGENTS DIPLOMA WITH CTE ENDORSEMENT (THIS DISTRICT)	REGENTS DIPLOMA WITH CTE ENDORSEMENT (STATEWIDE)	PERCENTAGE IN THIS DISTRICT EXCEEDED STATEWIDE
7%	4%	YES

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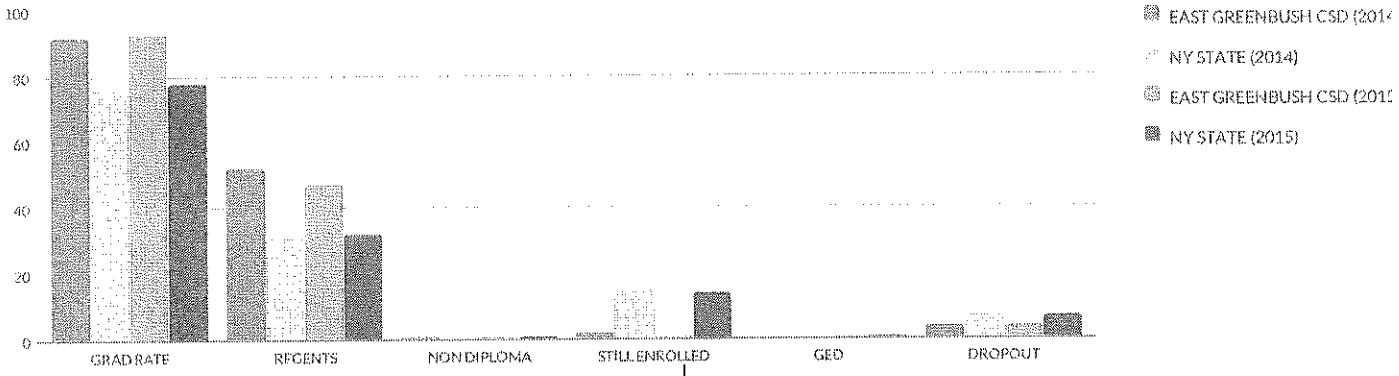
THIS DOCUMENT WAS CREATED ON: APRIL 19, 2016, 11:37 AM EST

EAST GREENBUSH CSD GRADUATION RATE DATA
4 YEAR OUTCOME AS OF JUNE

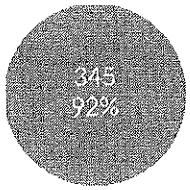
Graduate data are reported for a 9th grade cohort for the first time at the end of June of the 4th year of high school. The graduation rate as of August of the 4th year, June of the 5th year, and June of the 6th year of high school are also calculated and available. For complete information on the types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



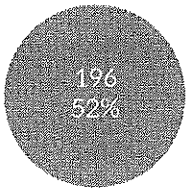
2014

ALL STUDENTS

GRAD RATE



REGENTS WITH A...



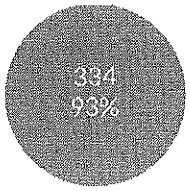
TOTAL STUDENTS IN COHORT: 375

NON DIPLOMA CRED		STILL ENROLLED	
5	1%	9	2%
GED TRANSFER		**DROPOUT**	
0	0%	16	4%

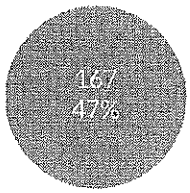
2015

ALL STUDENTS

GRAD RATE



REGENTS WITH A...



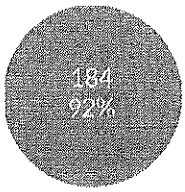
TOTAL STUDENTS IN COHORT: 358

NON DIPLOMA CRED		STILL ENROLLED	
4	1%	5	1%
GED TRANSFER		**DROPOUT**	
0	0%	15	4%

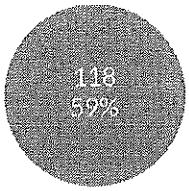
BY GENDER

FEMALE

GRAD RATE



REGENTS WITH A...

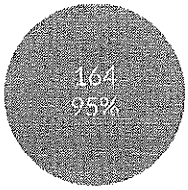


TOTAL STUDENTS IN COHORT: 201

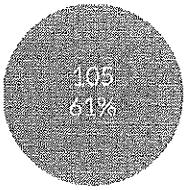
NON DIPLOMA CRED		STILL ENROLLED	
1	0%	4	2%
GED TRANSFER		**DROPOUT**	
0	0%	12	6%

FEMALE

GRAD RATE



REGENTS WITH A...

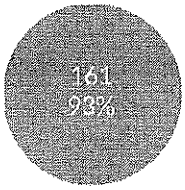


TOTAL STUDENTS IN COHORT: 172

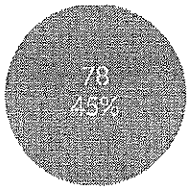
NON DIPLOMA CRED		STILL ENROLLED	
2	1%	1	1%
GED TRANSFER		**DROPOUT**	
0	0%	5	3%

MALE

GRAD RATE



REGENTS WITH A...

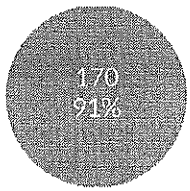


TOTAL STUDENTS IN COHORT: 174

NON DIPLOMA CRED		STILL ENROLLED	
4	2%	5	3%
GED TRANSFER		**DROPOUT**	
0	0%	4	2%

MALE

GRAD RATE



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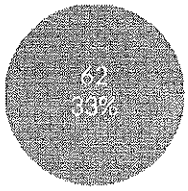


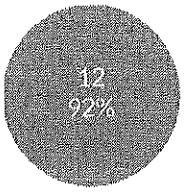
TOTAL STUDENTS IN COHORT: 186

NON DIPLOMA CRED		STILL ENROLLED	
2	1%	4	2%
GED TRANSFER		**DROPOUT**	
0	0%	10	5%

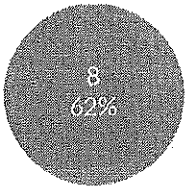
BY ETHNICITY

MULTIRACIAL

GRAD RATE



REGENTS WITH A...



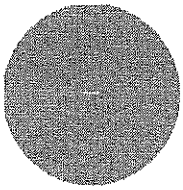
TOTAL STUDENTS IN COHORT: 13

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	1	8%

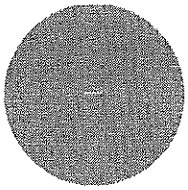
GED TRANSFER		DROPOUT	
0	0%	0	0%

AMERICAN INDIAN OR ALASKA NATIVE

GRAD RATE



REGENTS WITH A...



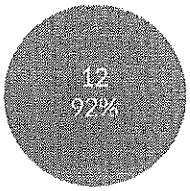
TOTAL STUDENTS: —

NON DIPLOMA CRED		STILL ENROLLED	
—	—	—	—

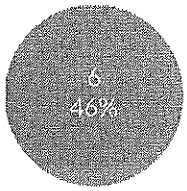
GED TRANSFER		DROPOUT	
—	—	—	—

MULTIRACIAL

GRAD RATE



REGENTS WITH A...



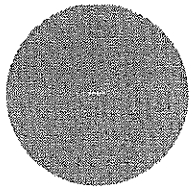
TOTAL STUDENTS IN COHORT: 13

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	0	0%

GED TRANSFER		DROPOUT	
0	0%	1	8%

AMERICAN INDIAN OR ALASKA NATIVE

GRAD RATE



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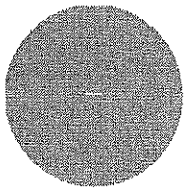


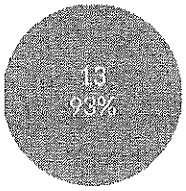
TOTAL STUDENTS: —

NON DIPLOMA CRED		STILL ENROLLED	
—	—	—	—

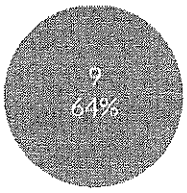
GED TRANSFER		DROPOUT	
—	—	—	—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

GRAD RATE



REGENTS WITH A...

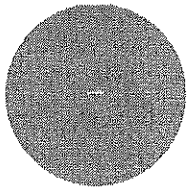


TOTAL STUDENTS IN COHORT: 14

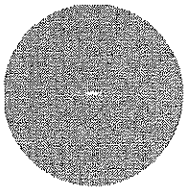
NON DIPLOMA CRED		STILL ENROLLED	
0	0%	1	7%
GED TRANSFER		**DROPOUT**	
0	0%	0	0%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

GRAD RATE



REGENTS WITH A...

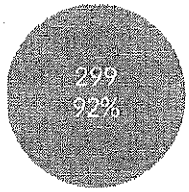


TOTAL STUDENTS: --

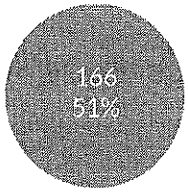
NON DIPLOMA CRED		STILL ENROLLED	
--	--	--	--
GED TRANSFER		**DROPOUT**	
--	--	--	--

WHITE

GRAD RATE



REGENTS WITH A...

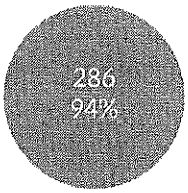


TOTAL STUDENTS IN COHORT: 325

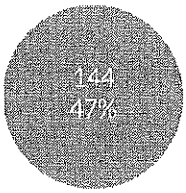
NON DIPLOMA CRED		STILL ENROLLED	
5	2%	6	2%
GED TRANSFER		**DROPOUT**	
0	0%	15	5%

WHITE

GRAD RATE



REGENTS WITH A...

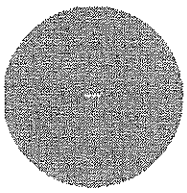


TOTAL STUDENTS IN COHORT: 304

NON DIPLOMA CRED		STILL ENROLLED	
3	1%	3	1%
GED TRANSFER		**DROPOUT**	
0	0%	12	4%

BLACK OR AFRICAN AMERICAN

GRAD RATE



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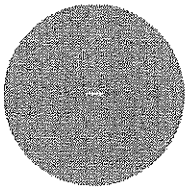


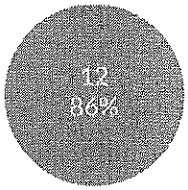
TOTAL STUDENTS: –

NON DIPLOMA CRED		STILL ENROLLED	
–	–	–	–

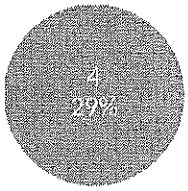
GED TRANSFER		DROPOUT	
–	–	–	–

BLACK OR AFRICAN AMERICAN

GRAD RATE



REGENTS WITH A...



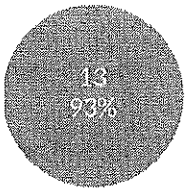
TOTAL STUDENTS IN COHORT: 14

NON DIPLOMA CRED		STILL ENROLLED	
1	7%	0	0%

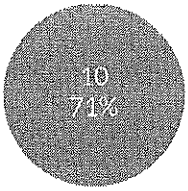
GED TRANSFER		DROPOUT	
0	0%	1	7%

HISPANIC OR LATINO

GRAD RATE



REGENTS WITH A...



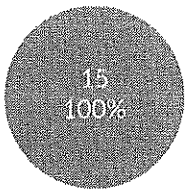
TOTAL STUDENTS IN COHORT: 14

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	0	0%

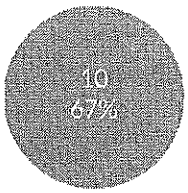
GED TRANSFER		DROPOUT	
0	0%	1	7%

HISPANIC OR LATINO

GRAD RATE



REGENTS WITH A...



TOTAL STUDENTS IN COHORT: 15

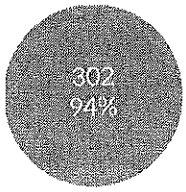
NON DIPLOMA CRED		STILL ENROLLED	
0	0%	0	0%

GED TRANSFER		DROPOUT	
0	0%	0	0%

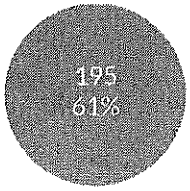
OTHER GROUPS

GENERAL-EDUCATION STUDENTS

GRAD RATE



REGENTS WITH A...

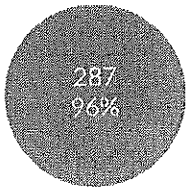


TOTAL STUDENTS IN COHORT: 320

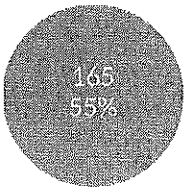
NON DIPLOMA CRED		STILL ENROLLED	
0	0%	4	1%
GED TRANSFER		**DROPOUT**	
0	0%	14	4%

GENERAL-EDUCATION STUDENTS

GRAD RATE



REGENTS WITH A...

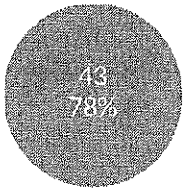


TOTAL STUDENTS IN COHORT: 300

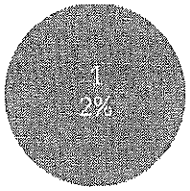
NON DIPLOMA CRED		STILL ENROLLED	
0	0%	2	1%
GED TRANSFER		**DROPOUT**	
0	0%	11	4%

STUDENTS WITH DISABILITIES

GRAD RATE



REGENTS WITH A...

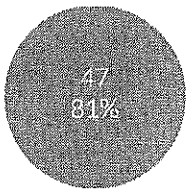


TOTAL STUDENTS IN COHORT: 55

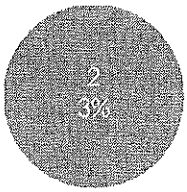
NON DIPLOMA CRED		STILL ENROLLED	
5	9%	5	9%
GED TRANSFER		**DROPOUT**	
0	0%	2	4%

STUDENTS WITH DISABILITIES

GRAD RATE



REGENTS WITH A...

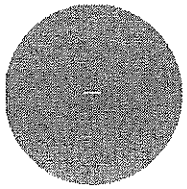


TOTAL STUDENTS IN COHORT: 58

NON DIPLOMA CRED		STILL ENROLLED	
4	7%	3	5%
GED TRANSFER		**DROPOUT**	
0	0%	4	7%

NON-ENGLISH LANGUAGE LEARNERS

GRAD RATE



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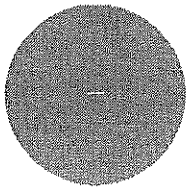
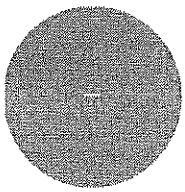


TOTAL STUDENTS: —

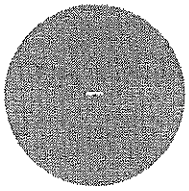
NON DIPLOMA CRED		STILL ENROLLED	
—	—	—	—
GED TRANSFER		**DROPOUT**	
—	—	—	—

ENGLISH LANGUAGE LEARNERS

GRAD RATE



REGENTS WITH A...

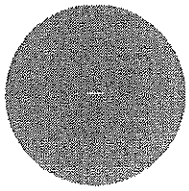


TOTAL STUDENTS: —

NON DIPLOMA CRED		STILL ENROLLED	
—	—	—	—
GED TRANSFER		**DROPOUT**	
—	—	—	—

NON-ENGLISH LANGUAGE LEARNERS

GRAD RATE



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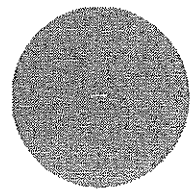
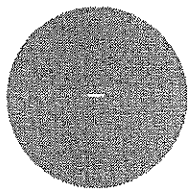


TOTAL STUDENTS: —

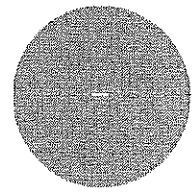
NON DIPLOMA CRED		STILL ENROLLED	
—	—	—	—
GED TRANSFER		**DROPOUT**	
—	—	—	—

ENGLISH LANGUAGE LEARNERS

GRAD RATE



REGENTS WITH A...

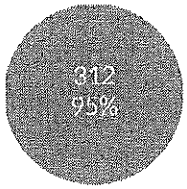


TOTAL STUDENTS: —

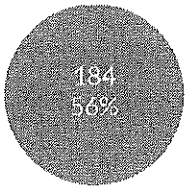
NON DIPLOMA CRED		STILL ENROLLED	
—	—	—	—
GED TRANSFER		**DROPOUT**	
—	—	—	—

NOT ECONOMICALLY DISADVANTAGED

GRAD RATE



REGENTS WITH A...

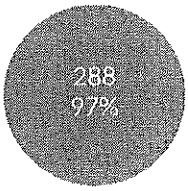


TOTAL STUDENTS IN COHORT: 327

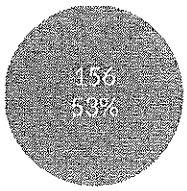
NON DIPLOMA CRED		STILL ENROLLED	
3	1%	7	2%
GED TRANSFER		**DROPOUT**	
0	0%	5	2%

NOT ECONOMICALLY DISADVANTAGED

GRAD RATE



REGENTS WITH A...

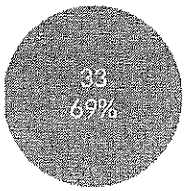


TOTAL STUDENTS IN COHORT: 297

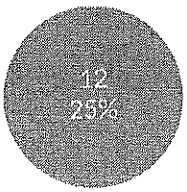
NON DIPLOMA CRED		STILL ENROLLED	
2	1%	1	0%
GED TRANSFER		**DROPOUT**	
0	0%	6	2%

ECONOMICALLY DISADVANTAGED

GRAD RATE



REGENTS WITH A...

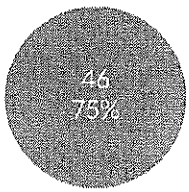


TOTAL STUDENTS IN COHORT: 48

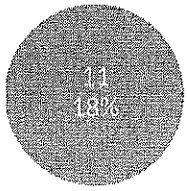
NON DIPLOMA CRED		STILL ENROLLED	
2	4%	2	4%
GED TRANSFER		**DROPOUT**	
0	0%	11	23%

ECONOMICALLY DISADVANTAGED

GRAD RATE



REGENTS WITH A...

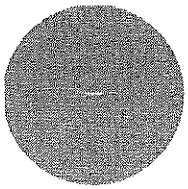


TOTAL STUDENTS IN COHORT: 61

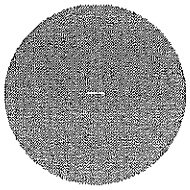
NON DIPLOMA CRED		STILL ENROLLED	
2	3%	4	7%
GED TRANSFER		**DROPOUT**	
0	0%	9	15%

NOT MIGRANT

GRAD RATE



REGENTS WITH A...

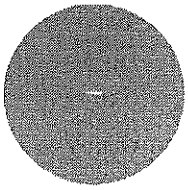


TOTAL STUDENTS: –

NON DIPLOMA CRED		STILL ENROLLED	
–	–	–	–
GED TRANSFER		**DROPOUT**	
–	–	–	–

NOT MIGRANT

GRAD RATE



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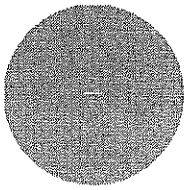
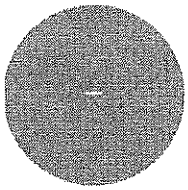


TOTAL STUDENTS: –

NON DIPLOMA CRED		STILL ENROLLED	
–	–	–	–
GED TRANSFER		**DROPOUT**	
–	–	–	–

MIGRANT

GRAD RATE



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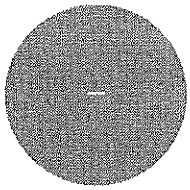
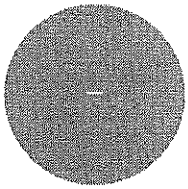


TOTAL STUDENTS: –

NON DIPLOMA CRED		STILL ENROLLED	
–	–	–	–
GED TRANSFER		**DROPOUT**	
–	–	–	–

MIGRANT

GRAD RATE



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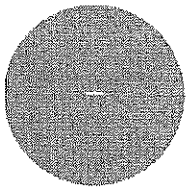

TOTAL STUDENTS: –

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 HOUSSE 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 (NYSAA) 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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